March 18, 2015

Marshall Criser III, Chancellor
State University System of Florida
Florida Board of Governors
325 West Gaines Street, Suite 1614
Tallahassee, Florida 32299

Dear Chancellor Criser:

Attached is the University of North Florida’s Florida Equity Report for 2015, which was approved by the University’s Board of Trustees on March 17, 2015. Verification of its inclusion as an approved agenda item can be found at www.unf.edu/trustees/.

The components of the report are consistent with Florida Statute 1000.05 and the Florida Board of Governors Regulation 2.003. In addition, it complies with the agreements reached between the Chancellor’s office staff and the Council on Equal Opportunity and Diversity.

In accordance with statutory requirements, the report was approved by the University’s Board of Trustees, and is hereby submitted. The complete report will also be submitted electronically to the Data Administrator in your office.

Please feel free to contact me should you have any questions.

Sincerely,

John A. Delaney

Attachments

cc: Catherine Oakley w/attachments
   Educational Policy Analyst
   Office of Academic and Student Affairs

   Fen Yu
   Interim Director for Institutional Research (UNF)

   Cheryl Gonzalez
   Director of Equal Opportunity and Diversity (UNF)
University of North Florida
EQUITY REPORT 2015

Jacksonville, Florida
2015 Florida Equity Report

Data Year: 2013-2014

Approved by
University of North
Florida Board of Trustees
March 17, 2015

Approved by John A. Delaney, University President

Submitted by:
Cheryl Gonzalez, Director
Office of Equal Opportunity and Diversity
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For persons with disabilities, this document is available in alternative formats, upon request with reasonable notice.
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PART I. EXECUTIVE SUMMARY

INTRODUCTION:
Annual equity reports are required under Florida statutes as follows: The Florida Educational Equity Act [Section 1000.05 F.S.] and the Florida Board of Governors Regulation 2.003 Equity and Access, require appropriate student participation in programs or courses where protected classes are underrepresented, gender equity in athletics, and appropriate representation of women and minorities in senior-level administrative positions and in tenured and tenure-track faculty positions.

The reports from each public university in Florida encompass academic program analyses; 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.

Based on previous and current results, **UNF continues to receive national designations indicative of its strategic planning and implementation due to the dynamic executive leadership of the President and his direct reports.**

A. DESCRIPTION OF PLAN DEVELOPMENT

The UNF Office of Equal Opportunity and Diversity (EOD) coordinated and compiled the Florida Equity Report with several department stakeholders associated with each report section. Individuals comprising the Florida Equity Report Committee are noted on page 73.

UNF used the appropriate data elements available through the Human Resources Employee File for 2014 and IPEDS (Integrated Post-Secondary Education Data System) annual submission for report preparation. Data represents current criteria used for federal reporting requests and used for this report. Prior to final submission to the Florida Board of Governors, the UNF president and the Board of Trustees reviewed and approved the institution’s report during a regularly scheduled meeting as required.

B. SUMMARY OF INSTITUTIONAL PROGRESS

**Policies and Procedures in Support of Equity** (Part II)
- The University of North Florida embraces diversity and inclusion as part of meeting standards pertaining to non-discrimination. *The Non-Discrimination, Equal Opportunity and Diversity Regulation and Student Conduct Code were updated in the fall of 2014.*

**Academic Programs** (Part III)
- Community outreach and diversity recruitment initiatives are important strategies implemented to impact diversity outcomes in undergraduate student enrollment, retention, and completion/graduation rates. *FTIC Enrollment indicated five-year enrollment decreases and minority enrollment increases. Improving undergraduate and graduate student retention and graduation rates among all students remain a campus-wide focus and priority. Total minority representation in the freshmen class increased from 431 students in Fall 2013 to 527 students in Fall 2014. The percentage of diversity rose 2% in 2014 to 29.4%. The UNF Division of Student and International Affairs, referred to as “Student Services,” continues to expand and improve programs and services with a focus on retention and successful graduation of our students. Refer to specific initiatives on pages 8 and 12 to 14.*

**Gender Equity in Athletics** (Part IV)
- UNF is compliant in all areas. *Athletics continues its upward trajectory towards compliance with its challenge of equity in student-athlete participation compared to UNF’s full-time enrollment. For example, women student-athletes represent 57.8% of all student athletes compared to their full-time undergraduate enrollment of 55.6%.*
Employment Representation (Part V)

- Human Resources leads efforts to strengthen employment, recruitment, classification and compensation by leveraging technology to meet current university/legal/compliance demands, expectations and changes in law. Internal review by organizational unit reveals that ethnic/racial minorities and women are not significantly underrepresented or concentrated in any particular organizational unit based on their availability in the recruitment area. Initiatives, such as training and development for persons involved in the search and screen process continue to improve outcomes.

Areas of Improvement and Achievement (Part VI)

- The University maintains a commitment to recruiting and promoting women and minority professionals not only where there is under-representation, and whenever the opportunity exists within departments. Current employees can also apply for positions without waiting for promotional opportunities within their respective units. The University wants to reflect reasonable parity with the prevailing labor market in order to maintain and sustain the gains made, and considers internal movement as a way to retain top talent.

Protected-Class Representation in the Tenure Process, (Part VII)

- UNF’s faculty tenure process indicates women and minorities applied, were nominated and granted this academic distinction. University records reflect women and minorities have participated in previous years and no artificial barriers appear to exist.

Promotion and Tenure Committee Composition, (Part VIII)

- The table in this section provides information on the extent of diverse participation or involvement of women and ethnic/racial minorities in the promotion and tenure process. The need for diverse representation on committees is continually sought. There is a diversity presence on several Promotion and Tenure Committees overall and within the Colleges.

Other Requirements (Part IX)

- The University allocated funds and worked with deans and department heads to assist with recruitment and retention of faculty in difficult to recruit areas and to enhance the University’s curriculum. UNF President John Delaney’s performance is realized through achievements across campus. UNF was honored in 2014 as a recipient of a Higher Education Excellence in Diversity Award given by INSIGHT Into Diversity Magazine, the oldest and largest diversity-focused publication in higher education.

Members of the Florida Educational Equity Act Report Committee

- This report is coordinated and compiled by the Office of Equal Opportunity and Diversity (EOD) within Human Resources. The following units comprise the Florida Equity Report Committee: Office of the President, Office of the Vice President of Human Resources, Office of the Provost/Vice President of Academic Affairs, and Office of the Vice President of Student and International Affairs.

C. BUDGET PLAN

A detailed review of this year’s Budget Plan is included in Section IX – A of this Report. UNF assesses its efforts on an ongoing basis though replete with many award-winning programs, services and initiatives.

The University anticipates added success with a continued focus on student, faculty and staff recruitment and retention in all areas noted herein. In addition, efforts will continue to be aligned with the University’s mission and strategic plan.
A. Review of Policies and Procedures (Updated/Revised)

1. Non-Discrimination, Equal Opportunity and Diversity Regulation 1.0040R
2. Student Conduct Code 5.0010R

B. Documentation of Non-Discrimination Policy

The University’s non-discrimination policy is encapsulated in the Statement on Non-Discrimination, Equal Opportunity and Diversity provided on the following page. Its revision was authorized and signed by the University President on July 3, 2014. The non-discrimination statement is posted widely throughout the campus and is discussed during new employee orientation, new student orientation, training for residence assistants, organizations and departments upon request, and other faculty/staff training and awareness sessions. The Office of Equal Opportunity and Diversity works collaboratively with each major division and Athletics, and nearly day-to-day with the Office of the General Counsel, Human Resources, Center for Professional Development and Training and the Office of ADA Compliance to ensure university-wide compliance in the areas noted herein. In addition, the non-discrimination statement is communicated through various campus publications such as the graduate and undergraduate catalogs, and various student handbooks. All regulations, policies and procedures are accessible in various locations on the UNF web page.
The University of North Florida (UNF) is committed to providing an inclusive and welcoming environment for all who interact in our community. In building this environment, we strive to attract students, faculty and staff from a variety of cultures, backgrounds and life experiences. While embracing these concepts, including our obligations under federal, state and local law, UNF is equally committed to ensuring that educational and employment decisions, including but not limited to recruitment, admission, hiring, compensation and promotion, are based on the qualifications, skills and abilities of those desiring to work, study and participate in our community.

To accomplish this intent, UNF shall not commit or permit discrimination or harassment on the basis of genetic information, race, color, religion, age, sex, disability, gender identity/expression, sexual orientation, marital status, national origin or veteran status in any educational, employment, social or recreational program or activity it offers. Similarly, UNF will not commit or permit retaliation against an individual who complains of discrimination, sexual misconduct/violence or harassment, or an individual who cooperates in an investigation of an alleged violation of University Regulation. In exercising these standards, the University will not abridge either free speech or academic freedom based on its context.

The UNF President has delegated to the Office of Equal Opportunity and Diversity (EOD) the authority and responsibility to receive, investigate, and, where appropriate, attempt to conciliate complaints, or investigate situations or conduct alleged to be in violation of the University’s Non-Discrimination, Equal Opportunity and Diversity Regulation and Sexual Misconduct Regulation. Accordingly, any member of the UNF community who believes that they have been subjected to discrimination, discriminatory harassment, retaliation, or sexual misconduct may seek guidance, counseling and/or file a complaint by contacting: Cheryl Gonzalez, Director, EOD and Title IX Administrator, located at Building One, J. J. Daniel Hall, Suite 1201, 1 UNF Drive, Jacksonville, Florida 32224-7699, or call (904) 620-2507 or via 711 Florida Relay for persons who are deaf or hard of hearing or those with speech impairments and/or limitations.

[For full text of Regulation please visit http://www.unf.edu/president/policies_regulations/01-General/1_0040R.aspx]

John A. Delaney, President

JAD/CG/fde
Updated: 7/3/2014
The following section includes 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.
The University's Office of Admissions maintains a concerted commitment to increase the overall number and the percentage of all underrepresented populations within its freshman class. The strategies developed to obtain this objective have been consistent for years; however, various Enrollment Services departments and staff continuously evaluate them based on progress to goal and immediate efficacy.

Minority representation in the fall freshman class charted an increase from 2013 to 2014. Specifically, the percentage of diversity rose 2% in 2014 to 29.4%. Total minority representation in the freshmen class increased from 431 students in Fall 2013 to 527 students in Fall 2014. Increases were achieved in each of the following student populations; Black (+7), AI/AN (+2), Asian (+25), Hispanic (+21), ≥ Two Races Indicated (+41).

### Table 1. First-Time-In-College Enrollment, Fall 2014, Fall 2013 and Fall 2009

<table>
<thead>
<tr>
<th></th>
<th>NRA 1</th>
<th>B</th>
<th>AI/AN</th>
<th>A</th>
<th>H</th>
<th>NH/OPI</th>
<th>W</th>
<th>≥ TWO</th>
<th>UNK</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Men</strong></td>
<td>12</td>
<td>42</td>
<td>2</td>
<td>34</td>
<td>902</td>
<td>0</td>
<td>546</td>
<td>51</td>
<td>0</td>
<td>777</td>
</tr>
<tr>
<td><strong>Women</strong></td>
<td>12</td>
<td>74</td>
<td>0</td>
<td>46</td>
<td>112</td>
<td>0</td>
<td>694</td>
<td>76</td>
<td>1</td>
<td>1,015</td>
</tr>
<tr>
<td><strong>Total FTIC Fall 2014</strong></td>
<td>24</td>
<td>116</td>
<td>2</td>
<td>80</td>
<td>202</td>
<td>0</td>
<td>1,240</td>
<td>86</td>
<td>1</td>
<td>1,792</td>
</tr>
<tr>
<td><strong>Category % of Total Fall 2014</strong></td>
<td>1.3%</td>
<td>6.5%</td>
<td>0.1%</td>
<td>4.5%</td>
<td>11.3%</td>
<td>0.0%</td>
<td>69.2%</td>
<td>7.1%</td>
<td>0.1%</td>
<td></td>
</tr>
<tr>
<td><strong>Total FTIC Fall 2013</strong></td>
<td>20</td>
<td>109</td>
<td>0</td>
<td>55</td>
<td>181</td>
<td>0</td>
<td>1,121</td>
<td>86</td>
<td>1</td>
<td>1,573</td>
</tr>
<tr>
<td><strong>Category % of Total Fall 2013</strong></td>
<td>1.3%</td>
<td>6.9%</td>
<td>0.0%</td>
<td>3.5%</td>
<td>11.5%</td>
<td>0.0%</td>
<td>71.3%</td>
<td>5.5%</td>
<td>0.1%</td>
<td></td>
</tr>
<tr>
<td><strong>Total FTIC Fall 2009</strong></td>
<td>3</td>
<td>177</td>
<td>9</td>
<td>129</td>
<td>177</td>
<td>0</td>
<td>1,512</td>
<td>0</td>
<td>4</td>
<td>2,011</td>
</tr>
<tr>
<td><strong>Category % of Total Fall 2009</strong></td>
<td>0.1%</td>
<td>8.8%</td>
<td>0.4%</td>
<td>6.4%</td>
<td>8.8%</td>
<td>0.0%</td>
<td>75.2%</td>
<td>0.0%</td>
<td>0.2%</td>
<td></td>
</tr>
<tr>
<td><strong>Percentage Change in number from Fall 2009 to Fall 2014</strong></td>
<td>700.0%</td>
<td>-34.5%</td>
<td>-77.8%</td>
<td>-38.0%</td>
<td>14.1%</td>
<td>0.0%</td>
<td>-18.0%</td>
<td>0.0%</td>
<td>100.0%</td>
<td>-6.9%</td>
</tr>
</tbody>
</table>

**Source:** IPEDS Part A, Fall enrollment by race, ethnicity, and gender. Column 1, Full-time, First-time students. Pulled Fall 2014 from SUDS Preliminary Enrollment Report. IPEDS Fall Enrollment not yet available.
Five year total enrollment decreases and the minority enrollment increases indicate that our diversity and academic profile initiatives have been successful over the past year. The strategies employed by Admissions and the broader Enrollment Services team are detailed below.

**Methods and Strategies to Increase the Underrepresented Population at UNF**

To increase the underrepresented (minority) population at the University of North Florida, our department will focus on two areas, a) Community Outreach and b) Diversity Recruitment. Each is explained in more detail here.

**Community Outreach Initiatives**

- Utilize Student Enrollment Communications Center to maximize student applications, promote on campus events (e.g. Campus Tours, Open Houses) and enhance matriculation rates.
- Continue to push financial aid awareness within low income markets and emphasize early completion of financial aid documentation in the Admissions message overall (e.g. continue participation in the Duval County Regional Financial Aid Nights), give financial aid presentations and answer questions for the students and parents.
- Continue participation in Duval County's BEACON program to promote completion of the FAFSA and the Florida Bright Futures Application as well as College Goal Sunday.
- Continue to support and promote free ACT/SAT prep courses for local low income populations. Over the last five years we have seen a consistent growth in attendance at these events including growth in the parent workshop. As research indicates, students of parents who are engaged in their children's academics tend to be more successful than their peers whose parents are not engaged in their academics.
- Continue to attract support from campus student organizations such as AASU and HACE to partner with us on appropriate initiatives.
- Continue to enhance "Multicultural Recognition Ceremony", which is an event held annually to recognize academically gifted students from Duval County Public Schools.
- Continue to strengthen relationships with minority churches such as "First Baptist Church of Mandarin" and "Bethel Baptist Institutional".
- Continue to utilize The Jacksonville Commitment and Pathways to Success Scholarships as a way to recruit students with significant financial need.
- Continue coordinated and focused call, mail, and email campaigns to address specific needs of the applicant and admit pools.

**Diversity Recruitment**

- Increase UNF's presence at predominantly minority populated schools throughout the state of Florida.
- Increase UNF's attendance at highly diverse, in-state college fairs. **GOAL:** Attend at least five (5) highly diverse Florida college fairs in the fall and at least four (4) in the spring.
- Increase UNF's attendance at highly diverse out-of-state college fairs. **GOAL:** Attend at least 4 highly diverse out-of-state college fairs in the fall and at least two (2) in the spring. Additional recruitment visits were made throughout Georgia, Texas, and Chicago.
- Connect with special population organizations that focus on first generation, low-income high school students. **GOAL:** Partner with at least four (4) organizations serving first generation/low-income high school students focusing on college preparatory.
- Provide personalized attention to applicants to ensure matriculation.

**Objective I**

Increase UNF's presence in predominantly minority populated schools throughout the state of Florida. To achieve this objective, we will begin by developing close working relationships with guidance counselors focusing on schools in major cities such as Pensacola, Tallahassee, Jacksonville, Orlando, Tampa, Ft.
Lauderdale, and Miami. By having these relationships, the guidance counselor will have the feeling of having a direct line for their students into college.

**Time Line**
- **August**
  - Create and send out initial contact letter and package to guidance counselors in highly diverse schools in the major cities.
  - **September**
  - Follow-up with counselors
  - October
  - Send updated list of students that have applied from each high school
  - Continue contact with updates throughout the recruitment cycle

**Objective II**
Increase UNF's attendance at highly diverse in-state college fairs.

The attendance of a representative at key diversity college fairs across the state is crucial in raising the numbers of minority FTIC's. College fairs such as 100 Black Men, Infinite Scholars, McKnight Achiever's, National Hispanic, and fairs actually hosted at highly-diverse high schools such as Jean Ribault should be our recruitment priority.

**Objective III**
Increase UNF's attendance in highly diverse out-of-state college fairs.

The competition between the 11 state universities for students in the state of Florida is very competitive. For minority students, the competition is even higher. For this reason, out-of-state recruitment in highly-diverse locations is very important. Recruitment in certain parts of the south such as Georgia, Alabama, Texas, and Tennessee will greatly increase our opportunity to grow the diversity of our campus. We must also continue to attend the out-of-state's 100 Black Men college fairs, Infinite Scholars college fairs, and the Georgia Probe college fairs.

**Objective IV**
Connect with special population organizations that focus on college prep, first generation low-income high school students.

Continue building programs such as AVID, TRIO, Take Stock in Children, Gear up and Upward Bound, this will give UNF immediate access to certain diverse populations and potential students. With these programs, special presentations and tours would be provided. Also, if the budget is available, the department could host overnight type of events.

**Objective V**
Provide personalized attention to applicants to ensure matriculation.

To accomplish this objective from the time the application is submitted, students will receive certain communications (letters, emails, phone calls) from the department. By increasing the follow-up with the students, this will also increase the number of completed applications and admits. Also, by giving these students special attention, they will have a closer bond with staff.

**Contact Person: Albert Colom, Associate Vice-President Enrollment Services**
Table 2. Florida State College A.A. Degree Transfers, Fall 2014 (and Summer Continuing into Fall) Fall 2013 and Fall 2009

<table>
<thead>
<tr>
<th></th>
<th>NRA</th>
<th>B</th>
<th>AI/AN</th>
<th>A</th>
<th>H</th>
<th>NH/OPI*</th>
<th>W</th>
<th>≥ TWO*</th>
<th>UNK</th>
<th>FEMALE</th>
<th>MALE</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Fall 2014</td>
<td>5</td>
<td>87</td>
<td>2</td>
<td>24</td>
<td>72</td>
<td>0</td>
<td>435</td>
<td>28</td>
<td>4</td>
<td>395</td>
<td>262</td>
<td>657</td>
</tr>
<tr>
<td>Category % of Total Fall 2013</td>
<td>0.8%</td>
<td>13.2%</td>
<td>0.3%</td>
<td>3.7%</td>
<td>11.0%</td>
<td>0.0%</td>
<td>66.2%</td>
<td>4.3%</td>
<td>0.6%</td>
<td>60.1%</td>
<td>39.9%</td>
<td></td>
</tr>
<tr>
<td>Total Fall 2013</td>
<td>7</td>
<td>93</td>
<td>0</td>
<td>23</td>
<td>78</td>
<td>1</td>
<td>426</td>
<td>46</td>
<td>2</td>
<td>372</td>
<td>304</td>
<td>674</td>
</tr>
<tr>
<td>Category % of Total Fall 2013</td>
<td>1.0%</td>
<td>13.8%</td>
<td>0.0%</td>
<td>3.4%</td>
<td>11.5%</td>
<td>0.1%</td>
<td>63.0%</td>
<td>6.8%</td>
<td>0.3%</td>
<td>55.0%</td>
<td>45.0%</td>
<td></td>
</tr>
<tr>
<td>Total Fall 2008</td>
<td>5</td>
<td>74</td>
<td>2</td>
<td>32</td>
<td>51</td>
<td>0</td>
<td>453</td>
<td>0</td>
<td>14</td>
<td>367</td>
<td>264</td>
<td>631</td>
</tr>
<tr>
<td>Category % of Total Fall 2009</td>
<td>0.8%</td>
<td>11.7%</td>
<td>0.3%</td>
<td>5.1%</td>
<td>8.1%</td>
<td>0.0%</td>
<td>71.8%</td>
<td>0.0%</td>
<td>2.2%</td>
<td>58.2%</td>
<td>41.8%</td>
<td></td>
</tr>
<tr>
<td>Category % Change from 2009 to 2014</td>
<td>0.0%</td>
<td>17.6%</td>
<td>0.0%</td>
<td>-25.0%</td>
<td>41.2%</td>
<td>0.0%</td>
<td>-4.0%</td>
<td>0.0%</td>
<td>-71.4%</td>
<td>7.6%</td>
<td>-0.8%</td>
<td>4.1%</td>
</tr>
</tbody>
</table>

Source: Student Data Course File. Fall 2014, Fall 2013, and Fall 2009 enrollment Full-time, by race, ethnicity, and gender. *New IPEDS race categories starting 2010. H/PI previously included in A (previously A/PA)

Table 2: Program Review Analyses (A, B and C)

Among state college A.A. transfer students, minority representation decreased from 35.6% in 2013 to 32.4% in 2014. The past five years (2009-2014) have seen an increase in minority representation from 25.2% to 32.4%. There are 54 more minority transfer students enrolled for 2014 compared to 2009.

The male to female ratio has remained fairly consistent with females comprising 60.1% of the transfer population in 2014 as compared to 55% in 2013. Females comprised 58.2% of the transfer population in 2009. This slight increase of 1.9% is likely a result of natural fluctuations.

Transfer enrollment numbers represent success due in part to the active efforts from the UNF Office of Admissions to recruit underrepresented Florida public college students.
who will have earned an associate of arts degree by the time they matriculate to UNF. The following are specific strategies employed to recruit transfer students on an ongoing basis.

As part of our ongoing commitment to this important population, Enrollment Services has created a new Transfer Student Services Office to better recruit, service and graduate these students.

- Created Transfer Student Services Office
- Maintain and increase a thorough communications funnel to keep potential applicants, active applicants, and new admits fully informed. Initiate with a mailing list of state college students from across Florida who have completed 45 or greater semester hours of college credit.
- Continue to build events on campus such as the annual "2+2" College Counseling Sessions designed for community college guidance counselors to familiarize themselves with current UNF Admissions and Academic information.
- Hold information sessions within the colleges for admitted applicants seeking a closer view of the college of their choice.
- A newly dedicated staff member to revamp transfer recruitment and retention efforts at UNF to include implementing targeted recruitment strategy toward underrepresented populations.
- Maintain and increase bridges with feeder state colleges, to particularly include proactively developing key personal connections with appropriate guidance staff in an effort to streamline the transfer student process and increase all applications.

Contact Person: Albert Colom, Associate Vice-President Enrollment Services
Freshman to sophomore retention rate for the entering 2013 FTIC class is up 1.2% over the 2012 cohort. This represents increases in Black, Hispanic and white student retention. Notably is the 7.5% increase for black students as well as the 4.1% increase for Hispanic students while white student retention was .5% above the previous year.

UNF offers a plethora of first year programs designed to ease students’ transition from high school to college, connect to the university, provide fundamental academic skills as well as offer a variety of academic support services. Currently UNF does not offer race based retention programs but rather our programs are available to all students. Below is a listing of methods and strategies to enhance success for incoming students implemented on an ongoing basis as well as new initiatives taking place in 2014-2015:

- **NEW:** Beginning summer 2015, UNF will transition sophomore students in academic good standing who have decide on their major to their respective colleges for advising and targeted programming.
- Requiring all new freshmen to be assigned to an academic advisor in the ACE office for developmental and intrusive academic advising depending on the student’s academic and social needs.
- ACE office will provide organized interventions geared towards successful freshmen transition and connections with the university.
- **NEW:** Supplemental Instruction (SI) offered as a pilot in Fall 2014 and Spring 2015 through the ACE office focusing on courses with a D,F,W rate above 30%. Plan to expand this in Fall 2015.
- **NEW:** Expansion of the SLS 1990 Surviving Freshman Year course. Offered as 1.0 credit course with a grade assigned rather than 0.0 credits for pass/fail. Offered in spring 2015 as a hybrid course incorporating online learning modules for 6 weeks.
- **NEW:** Summer B, 2015 offer SLS 1990 Surviving Freshman Year as part of a Living, Learning Community for new FTIC students
- **NEW:** Offer SLS 1990 Surviving Freshman Year available as a free elective course for any student to choose. Piloted in Spring 2015.
- Integrated collaborations between ACE and Career Services in order to help students engage in the major decision process earlier in to facilitate students finding the right major sooner.
- Dedicated mentor and academic advisor for students in the Jacksonville Commitment Program to provide ongoing structure, targeted retention programs, connections on campus and a first year survival seminar.

### Table 3: Retention of Full-Time FTICs (Beginners and Early Admits) Entering Fall 2013 or Summer 2013, and Continuing into Fall After One Year

<table>
<thead>
<tr>
<th>Cohort</th>
<th>NRA</th>
<th>B</th>
<th>AI/AN</th>
<th>A</th>
<th>H</th>
<th>NH/OPI</th>
<th>W</th>
<th>≥ TWO</th>
<th>UNK</th>
<th>FEMALE</th>
<th>MALE</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cohort</td>
<td>20</td>
<td>109</td>
<td>0</td>
<td>54</td>
<td>182</td>
<td>0</td>
<td>1,123</td>
<td>87</td>
<td>1</td>
<td>851</td>
<td>725</td>
<td>1,576</td>
</tr>
<tr>
<td>Category % of Total</td>
<td>1.3%</td>
<td>6.9%</td>
<td>0.0%</td>
<td>3.4%</td>
<td>11.5%</td>
<td>0.0%</td>
<td>71.3%</td>
<td>5.5%</td>
<td>0.1%</td>
<td>54.0%</td>
<td>46.0%</td>
<td></td>
</tr>
<tr>
<td>After 1 year</td>
<td>14</td>
<td>96</td>
<td>0</td>
<td>45</td>
<td>150</td>
<td>0</td>
<td>941</td>
<td>77</td>
<td>1</td>
<td>724</td>
<td>600</td>
<td>1,324</td>
</tr>
<tr>
<td>Retention Rate</td>
<td>70.0%</td>
<td>88.1%</td>
<td>0.0%</td>
<td>83.3%</td>
<td>82.4%</td>
<td>0.0%</td>
<td>83.8%</td>
<td>88.5%</td>
<td>100.0%</td>
<td>85.1%</td>
<td>82.8%</td>
<td>84.0%</td>
</tr>
</tbody>
</table>

Source: Student Data Course File. FTICs Who Matriculated Fall 2013, plus those FTICs Who Matriculated In Summer 2013 and Enrolled in 2014. Second year retention data includes students enrolled between (inclusively) 201408 and 201501.

### Table 3: Program Review Analyses (A, B and C)

Florida Equity Report
University of North Florida
ACADEMIC PROGRAM REVIEWS
• Require students in the Jacksonville Commitment Program to take an SLS 1990 Surviving Freshman Year course (Offered Summer and Fall).
• College Success Skills workshops focusing on areas of student need which include time management, textbook reading, effective note taking, study habits, test anxiety, learning styles, and stress management.
• Continued promotion and expansion of the Early Academic Alert program. Faculty refer underperforming students through an on-line system to academic advisors in the Academic Center for Excellence (ACE) and the college advising units. 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 UNF’s students.
• Continue to have a dedicated staff member recruit and mentor eligible students into the Pathways Program where continuous academic support in the form of mentoring and study skills is mandatory.
• Require mandatory Orientation for freshmen students.
• Require mandatory academic advising for Lower Division Students.
• Faculty are involved in advising at Freshman Orientation.
• Provide undecided and exploratory students with a variety of opportunities to learn about majors and careers through coursework, special events, publications and the web. Learn About Information Sessions offered through ACE.
• Dedicated programs for High Achieving students designed to connect these students with faculty early in their college career enabling them to secure research opportunities, discuss majors, careers and post-graduate work.
• Targeted interventions and a grade recovery program for freshmen who are on probation at the end of their first fall semester.
• Week of Welcome: Invite fall freshmen students to move onto campus prior to the start of the semester. 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. Osprey Academy presentations to explain professor expectations and assist in transition from High School to College.
• UNF Reads Program requires that all freshmen have a common reading experience and the Office of Student and International Affairs is incorporating this reading into Week of Welcome activities, common reading groups and bringing the author to campus.
• NEW: Redesign of Freshman Orientation and Week of Welcome to help students transition to the university and achieve academic success.
• NEW: STEM Jump Start Experience: Invited fall admitted students who need Calculus for their major to enroll in and complete a 4 week intensive calculus readiness program over the summer. This interdisciplinary program involved faculty from Math, Physics, Engineering, Computer Science and Chemistry.
• NEW: BIOS Program: Invited freshman biology majors to campus prior to the start of the semester for a week long emersion program involved in helping students understand the biology field, commitment needed and academic strategies for success.
• ACE Advising Staff presents College Success Skills to students in QUEST Program, a summer scholarship for minority students.
• ACE Advising Staff collaborates with Faculty across campus to conduct in-class presentations on Time Management, Presentation Skills, and Learning Strategies.

Contact Person: Karen L. Reedy, Director of Academic Center for Excellence
Table 4: Program Review Analyses (A, B and C)

Table 4 presents data based on tracking of a cohort of FTIC students through a period of six years starting in 2008-2009 and ending in 2013-2014.

In 2008, UNF admitted 158 FTIC Black students, a decrease from the prior year (209) and also representing a slight decrease as a percentage of all admitted students (8.9% to 8.5%). The graduation rate within the six year period ending in 2013-2014 (60.8%) increased quite significantly compared to the previous year (39.5%). During this same period, 145 FTIC Hispanics were admitted, a decrease from the previous year (183), and 71 graduated after six years, representing an increase in graduation rate (41.0% to 49.0%). The number of FTIC Asian/Pacific Island students decreased from 143 enrolled to 129. The graduation rate after six years for this cohort increased from 46.7% to 59.7%. As a comparison, 1397 White FTIC students enrolled in 2008-2009 and 766 graduated in six years, representing an increase from 49.8% to 54.8%.

As UNF seeks to improve graduation and retention rates among the overall student population, the need to improve these metrics from underrepresented groups becomes even more critical. The University continues to promote new strategies for improving retention and persistence. Improvements in student advising, including an emphasis on enhanced professional development and training, should continue to contribute to improvements in student success. New strategies, particularly in the area of data analysis focused on connecting student performance to appropriate advising interventions, are being developed currently and should contribute to improvement as well.

The Freshman Experience program and other programs targeting retention remain in place. Continued enhancements to this program, particularly in the areas of academic support services and initiatives to improve student engagement with the campus should contribute to improvements in retention and graduation rates.

Contact Person: Dr. Jeff W. Coker, Dean for Undergraduate Studies
Florida Equity Report
University of North Florida
ACADEMIC PROGRAM REVIEWS

Table 5. Bachelor’s Degrees Awarded, AY 2013-2014, AY 2012-2013, AY 2008-2009

<table>
<thead>
<tr>
<th>AY 2013-2014</th>
<th>NRA</th>
<th>B</th>
<th>AI/AN</th>
<th>A</th>
<th>H</th>
<th>NH/ OPI</th>
<th>W</th>
<th>≥ TWO</th>
<th>UNK</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
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<td>99</td>
<td>4</td>
<td>65</td>
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<td>0</td>
<td>915</td>
<td>35</td>
<td>4</td>
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<tr>
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<td>72.5%</td>
<td>3.7%</td>
<td>0.3%</td>
<td>100.0%</td>
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<table>
<thead>
<tr>
<th>AY 2012-2013</th>
<th>NRA</th>
<th>B</th>
<th>AI/AN</th>
<th>A</th>
<th>H</th>
<th>NH/ OPI</th>
<th>W</th>
<th>≥ TWO</th>
<th>UNK</th>
<th>TOTAL</th>
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<tbody>
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<td>95</td>
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<td>73.9%</td>
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<table>
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<th>A</th>
<th>H</th>
<th>NH/ OPI</th>
<th>W</th>
<th>≥ TWO</th>
<th>UNK</th>
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<td>Male</td>
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<td>72</td>
<td>4</td>
<td>71</td>
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<td>5.7%</td>
<td>0.0%</td>
<td>77.4%</td>
<td>0.0%</td>
<td>0.9%</td>
<td>100.0%</td>
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</table>


Table 5: Program Review Analyses (A, B and C)

Bachelor's degree production remains fairly consistent at the University of North Florida (UNF). This past academic year 2013-2014 saw a -1.37% decrease in overall degrees awarded from the previous year. 2013-2014 saw a 9.85% increase (+285) degrees awarded as compared to 2008-2009.

Over the years, UNF's by gender continues to mirror the national average with close to 60% female and close to 40% male. More specifically, women earned 61.1% of total bachelor's degrees awarded, whereas men earned 38.9%. These numbers are mostly reflective of last year's numbers with regard to gender breakdown but also of gender enrollment patterns at large.

Degree production by race has remained relatively stable over the past several years. 2013-2014 saw a 5.74% increase in degrees awarded to underrepresented students as compared to 2012-2013. Additionally, the number of students reporting two or more races increased for the third year.
in a row from representing 3.71% of the total population of degree earners.

Over the past five years, UNF has continued its commitment to maintaining a diverse student body through a variety of recruitment strategies. For instance, again the University has allocated additional funds for enhanced academic advising, tutoring and financial aid services. These services are in addition to institutional aid earmarked for the neediest students intended to aid in retention of diverse student populations.

*Contact Person: Albert Colom, Associate-Vice President, Enrollment Services*

<table>
<thead>
<tr>
<th></th>
<th>NRA</th>
<th>B</th>
<th>AI/AN</th>
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<th>H</th>
<th>NH/ OPI</th>
<th>W</th>
<th>≥Two</th>
<th>UNK</th>
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<tr>
<td>AY 2013 - 2014</td>
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<td></td>
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<tr>
<td>Male</td>
<td>14</td>
<td>14</td>
<td>1</td>
<td>9</td>
<td>14</td>
<td>0</td>
<td>132</td>
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<td>4</td>
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<td>27</td>
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<td>10</td>
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<td>3</td>
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<td>19</td>
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<td>18</td>
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<td>547</td>
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<td>7.5%</td>
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<td>3.5%</td>
<td>6.4%</td>
<td>0.0%</td>
<td>72.2%</td>
<td>1.5%</td>
<td>1.3%</td>
<td>100.0%</td>
</tr>
<tr>
<td>AY 2012 - 2013</td>
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<tr>
<td>Male</td>
<td>16</td>
<td>7</td>
<td>1</td>
<td>8</td>
<td>11</td>
<td>0</td>
<td>147</td>
<td>7</td>
<td>5</td>
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<td>239</td>
<td>6</td>
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<tr>
<td>Total</td>
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<td>1</td>
<td>386</td>
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<td>11</td>
<td>542</td>
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<tr>
<td>Category % of Total</td>
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<td>6.6%</td>
<td>0.2%</td>
<td>3.9%</td>
<td>4.8%</td>
<td>0.2%</td>
<td>71.2%</td>
<td>2.4%</td>
<td>2.0%</td>
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</tr>
<tr>
<td>AY 2008 - 2009</td>
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<td></td>
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<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Male</td>
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<td>15</td>
<td>0</td>
<td>6</td>
<td>12</td>
<td>0</td>
<td>130</td>
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</tr>
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<td>Female</td>
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<td>36</td>
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<td>19</td>
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<td>281</td>
<td>0</td>
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<td>0</td>
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<td>586</td>
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<td>0.2%</td>
<td>3.1%</td>
<td>4.3%</td>
<td>0.0%</td>
<td>70.1%</td>
<td>0.0%</td>
<td>0.2%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>


Table 6: Analysis Master’s Degrees Awarded (A, B and C)

Overall, the total number of Master’s degrees awarded at the University of North Florida has remained fairly consistent in the past few years. While the total number of degrees awarded is down from five years ago, the past year saw a slight (1%) increase in Master’s degree production. Future data regarding total number of enrollees is necessary to discern whether the past year’s increase is indicative of a new upward trend or more so of an enrollment plateau.

A closer look at demographic data shows women continue to outperform their male counterparts in degree attainment at the Master’s level. Over the past five years females have earned, on average, 65% of all Master’s degrees awarded at UNF. By comparison, women at UNF account for a larger percentage of Master’s degree production (65%) than women nationally (60%). Of note, the percentages of degrees awarded, both at UNF and at the national level, are consistent with general enrollment patterns by gender at large. Further analysis of demographic data reveals that the past five years have seen little change in the racial differences in Master’s degree production. Overall, Hispanic students saw the largest increase in Master’s degree production in the 2013/2014. Graduation rates for this group increased from 4.8% to 6.4% over the past year.
At the graduate level, UNF continues to commit to recruiting and graduating a diverse student body. Several strategies are employed to aid in this effort. These efforts include annually designating scholarship and grant monies specifically for recruitment of diverse students. Additionally, effort is expended to engage in targeted marketing of high caliber diverse students, such as McNair Scholars. Finally, Graduate School representatives attend several graduate fairs and other events throughout the academic year designed specifically to recruit diverse candidates for our academic programs.

Contact Person: Dr. Amanda B. Pascale, Director, The Graduate School

<table>
<thead>
<tr>
<th></th>
<th>NRA</th>
<th>B</th>
<th>AI/AN</th>
<th>A</th>
<th>H</th>
<th>NH/OPI</th>
<th>W</th>
<th>≥ TWO</th>
<th>UNK</th>
<th>TOTAL</th>
</tr>
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<tr>
<td><strong>AY 2013-2014</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
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<td>0</td>
<td>10</td>
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<td>74.4%</td>
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<td><strong>AY 2012-2013</strong></td>
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<td></td>
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<td></td>
</tr>
<tr>
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<td>0</td>
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<td>0.0%</td>
<td>90.0%</td>
<td>0.0%</td>
<td>0.0%</td>
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Table 7: Analysis on Doctoral Degrees Awarded (A, B and C)

Degree attainment at the Doctoral level continues to grow as the number of Doctoral programs offered by UNF and cohort numbers increase. Indeed over the past five years, UNF has seen a 30% increase in the number of Doctorates awarded.

Similar to Master’s level data, females earn significantly more degrees than males at the Doctoral level. For instance, in the 2013 - 2014 year women earned 31 of 43 (72%) of all Doctoral degrees awarded. While, in part, this difference may be reflective of gendered enrollment patterns, still perhaps further investigation is needed to understand how and why women tend to be enrolling and graduating at much higher rates than their male counterparts at UNF.

As enrollment numbers grow in Doctoral programs, so too does the percentage of non-white student degree production. While diversity numbers were the highest in 2013 - 2014 than they have been over the past 5 years (25%), still the numbers of degrees awarded continues to be less than desirable. For instance, Hispanic students accounted for the largest number of non-white degree earners earning only 4 degrees total. Black and Asian
students earned 2 degrees each at the Doctoral level. These data suggest that while we are moving in a positive direction, still there is much work to do to increase diversity amongst Doctoral degree earners at UNF.

**Methods and Strategies to Increase Underrepresented Populations in UNF Graduate Programs**

Ensuring diverse student representation in the educational pipeline via recruitment efforts continues to be an important initiative in the Graduate School. Furthermore, additional strategies are employed for current students to aid in retention and graduation. Initiatives and strategies for recruitment and retention are detailed below.

**Recruitment Initiatives and Strategies:**
- The Graduate School will actively represent UNF at graduate fairs and events designed specifically to recruit diverse candidates for our academic programs.
- The Graduate School will actively recruit high caliber diverse students via list serves such as (a) McNair Scholars and (b) McKnight Fellows.
- The Graduate School will design target marketing to underrepresented populations among current Juniors and Seniors in the state of Florida using the CGIS database.
- The Graduate School will designate scholarship and grant monies specifically for recruitment of diverse students.
- The Graduate School will proactively assist graduate programs’ understanding of the importance of enrollment diversity within their specific programs with the use of racial/ethnic and gender data reports.

**Retention and Graduation Initiatives and Strategies:**
- The Graduate School will designate scholarship and grant monies specifically for retention of diverse students.
- The Graduate School will have active participation and representation on the Diversity and Inclusion Committee and Subcommittees.
- Yearly targeted data will be collected on the graduate student experience and campus climate with regard to diversity at the Graduate level.
- The Graduate School will collaborate with other campus entities to create workshops and opportunities aimed at including graduate student populations in diversity initiatives. These campus partners might include, the Intercultural Center for Peace, the Women’s Center, LGBTRC, DRC, and GSO, to name a few.

As a result of these initiatives and strategies, the Graduate School expects to continue to see increasing numbers of Graduate Degrees earned by diverse populations in the following years.

*Contact Person: Dr. Amanda B. Pascale, Director, The Graduate School*
The table below is intentionally left blank.
There is no report or analyses (A, B, and C) for Table 8 because UNF does not award First Professional Degrees.


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Student services require periodic review by the institution to determine compliance with equity statutes. Non-discrimination on the basis of race, gender, national origin, marital status, or disability is required.
ACADEMIC PROGRAM SERVICES-
STUDENT SERVICES

A. **Academic Advising** – [http://www.unf.edu/academic-advising/](http://www.unf.edu/academic-advising/) - 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.

B. **Admission to Academic Programs** – [http://www.unf.edu/admissions/](http://www.unf.edu/admissions/) and [http://www.unf.edu/graduateschool/](http://www.unf.edu/graduateschool/) - The University of North Florida encourages application from qualified persons and does not discriminate on the basis of race, color, religion, national origin, sexual orientation, veteran’s status, disability, age, marital status, or gender identity/expression. 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 and Diversity (EOD). Inquiries about policies and practices may be directed to the Office of EOD Office at (904) 620-2507, Bldg. 1/Suite 1201.

C. **Health Services** – [http://www.unf.edu/shs/](http://www.unf.edu/shs/) - The University of North Florida’s Student Health Services (SHS) recognizes its responsibility to respect the basic human rights of all patients who seek its treatment, regardless of race, creed, national origin, sexual orientation, gender identity, or sources of payment for care. SHS actively encourages patients to assume responsibilities for their own health and welfare. In order for any health care to be effective, the patient and the health care team must form a partnership in which both work together for the patient’s common good health. The Patient’s Bill of Rights has been part of the Student Health Services Policy and Procedure book for a number of years.

D. **Club and Intramural Athletics** – [http://www.unf.edu/cluballiance/](http://www.unf.edu/cluballiance/) and [http://www.unf.edu/recreation/intramurals/](http://www.unf.edu/recreation/intramurals/) - The mission of UNF’s 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 wellbeing of the student body, thus increasing the likelihood of their retention and success at the University. All programs are open for participation by all enrolled UNF students, faculty and staff, regardless of race, creed, ethnicity, national origin, or sexual orientation. Campus Recreation actively recruits students from diverse backgrounds to work in all of its employment positions.

E. **Student Financial Assistance** – [http://www.unf.edu/onestop/finaid/](http://www.unf.edu/onestop/finaid/) - University of North Florida has signed a Program Participation Agreement (PPA) with the U.S. Department of Education. A PPA states that General Terms and Conditions for institutional participation. By
signing the PPA a school agrees to:

1. Comply with the program statues, 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 organization 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.

F. **Housing and Residence Life** – [http://www.unf.edu/housing/](http://www.unf.edu/housing/) - UNF’s Department of Housing and Residence Life makes a concerted effort to notify all residents and the wider UNF community of our non-discrimination policy. To that end the following language is included 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 and Residence Life provides accommodations for students with disabilities. The Housing Contract directs students requesting such accommodations to contact the Disability Resource Center, with whom we work closely to ensure all concerns are met.

Examples of room accommodations in Housing include:

**Hearing Challenged:**

- Doorbells in rooms modified for Hearing Impaired residents
- Fire safety strobe enunciators in rooms modified for hearing impaired residents
- Priority room assignments (dependent upon contract submission dates)
Physically Challenged:
- Remote controlled door openers
- Modified living spaces to accommodate wheelchairs
- Lowered thermostat
- ADA-compliant cooking lounges
- Priority room assignments (dependent upon contract submission dates)

Visually Challenged:
- Private room for students with a guide dog
- ADA compliant room signs throughout UNF Housing
- Priority room assignments (dependent upon contract submission dates)

G. Student Employment – http://www.unf.edu/hr/ - 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 employment in the Division. Student Affairs 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 and leadership skills, or help them discover previously unrealized career paths.

The majority of the Division’s student hiring is based primarily on the individual academic schedule (work-hour availability) and/or a student having been awarded Federal Work-Study funds to support his or her work on campus. Student positions in the Division of Student Affairs 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 available positions are related to a student’s academic major, benefiting both student and employer.

H. Educational and Work Environment – http://www.unf.edu/adacompliance/ and http://www.unf.edu/eod/ - 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 1964m Section 503 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 misconduct, and nondiscrimination. 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 and Diversity at (904) 620-2513 or via 711 TTY/TDD.

I. Personnel – http://www.unf.edu/hr/ - Student personnel, regardless of employee classification, are handled in a manner consistent with UNF’s Non-Discrimination, Equal Opportunity and Diversity Regulation. However, College Work-Study Personnel, Teaching Assistants, and Graduate Assistants are not counted among regular staff since these positions are not open to anyone who qualifies other than students.
Describe the University’s overall effectiveness in enrollment equity in the reporting year. Consider accolades, statistical achievement, climate surveys and other documentation. Identify areas for improvement in the following year and the programs and timetable to achieve the improvement.
UNF's commitment to relevance mandates using civic engagement and research to address and answer community challenges. UNF also seeks to achieve more with respect to diversity and inclusion in recruitment and enrollment outcomes of students at the undergraduate and graduate levels to broadly impact this resolve without compromising its standards. Impacting this are the Department of Enrollment Services, which comprises the offices of Admissions, One-Stop Student Services, the Jacksonville Commitment, Transfer Student Services, the Student Enrollment Communications Center, New Student Orientation Office, Business Analytics, Enrollment Services Processing, Financial Aid, the Registrar’s Office, Enrollment Services Marketing and Communications; and The Graduate School offers more than 50 graduate degrees and certificates with a wide range of concentrations in arts and sciences, business, computing and engineering, education, and health. Organizationally, both report to the Division of Academic Affairs.

The Graduate School services and supports more than 1,700 students. The Undergraduate Office of Enrollment Services provides administrative and academic support for more than 13,400 undergraduate students.

University President John Delaney notes:

\[\text{The value of a University of North Florida education has been growing every year in leaps and bounds, and 2014 was no exception. Our entering freshman class posted test scores with an average weighted grade point average of 3.90 and an SAT score of 1214 for both reading and math, placing UNF near the top of the State University System when it comes to its academic profile.}\]

\[\text{Fall 2014 marked our third full year of mandatory first-year housing for freshmen. Students who lived on campus had higher grade point averages and completed more credit hours.}\]

\[\text{That program feeds into our plan to continue building a robust Culture of Completion here at UNF, which includes a vibrant campus community, top-notch academic resources and unparalleled access to study-abroad and Transformational Learning Opportunities. We want our students to not only graduate on time, but to graduate with the tools necessary to be successful in today’s job market.}\]

\[\text{Students who receive their bachelor’s degree from UNF are more likely to get a job in Florida than graduates from any other state university. They are among the highest paid as they start out their careers and that continues into their mid-careers.}\]

UNF, known as a nationally ranked university located on an environmentally beautiful campus, offers students who are dedicated to enriching the lives of others the opportunity to build their own futures through a well-rounded education. Details of progress are noted in the Academic Programs section of this report.

**ACCOLADES: Top 10 Marks of Excellence**

- The University ranked No. 10 nationally for short-term study-abroad programs and No. 19 nationwide for international student mobility.
• U.S. News & World Report named UNF a Best Regional College for the fourth consecutive year. U.S. News & World Report also named UNF on its 2014 list of Best Graduate Schools.

• For the third consecutive year, Kiplinger Personal Finance named UNF a best value public college, emphasizing the value of an investment in an undergraduate education at UNF.

• The Princeton Review again named UNF a best value college for 2014, making it the fourth appearance for UNF on that list. Additionally, The Princeton Review named UNF a Best College in the Southeast for the sixth straight year and honored the Coggin College of Business as a Best Business School for the eighth consecutive year.

• Forbes Magazine named UNF a Best College Buy, a Best College in America and a Best College in the South for the third year in a row.

• The College Database, the most current and comprehensive source for U.S. college and university data, named UNF to its top colleges for highest financial return on investment in Florida for the second consecutive year. UNF is ranked in the 10 on the list for providing a high-quality education at an affordable price.

• Due to the outstanding Military and Veterans Resource Center on campus, G.I. Jobs Magazine named UNF a Military Friendly School for the sixth consecutive year.

• For the third consecutive year, The President's Higher Education Community Service Honor Roll named UNF as a leader for its work in community settings, student volunteerism and philanthropic efforts, as well as academic programs that include forms of community-based learning.

• UNF's academic profile continues to remain strong. Incoming freshmen in Fall 2014 boasted weighted grade point averages of 3.9 and average SAT scores of 1214 (reading and math).

• UNF was recognized by the Association for the Advancement of Sustainability in Higher Education as a STARS Bronze Institution based on the University's accomplishments in campus sustainability.

Area(s) for Improvement

Diversity is a strategic imperative at UNF. To this end, UNF is poised to continue pursuing its vision for student enrollment and retention, which is critical for more successful graduation rates. Details to achieve this are noted in the Academic Programs (Part III) of this report.
According to the Florida Educational Equity Act and the requirements of Chapter 1006.71 (Gender Equity in Athletics), each university shall prepare an annual update to the Gender Equity Plan and include a description of the findings followed by an assessment of gender equity in eleven areas.
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| 1. Sports offerings                                                   | Men (8): Baseball, Basketball, Cross Country, Golf, Soccer, Tennis, Indoor Track & Field, and Outdoor Track & Field  
Women (11): Basketball, Cross Country, Golf, Sand Volleyball, Soccer, Softball, Swimming & Diving, Tennis, Indoor Track & Field, Outdoor Track & Field, and Volleyball | Compliant |
| 2. Participation rates, male and female, compared with full-time undergraduate enrollment | Full-Time Undergraduate Enrollment: 9,990 (4,437 Male - 44.4% and 5,553 Female - 55.6%)  
Student-Athlete Participation (duplicated head count): 365 (154 Male – 42.2% and 211 Female – 57.8%)  
The 2013-14 EADA report indicates the number of female student-athletes is of a slightly greater proportion when compared to our student body enrollment. Female student-athletes make up 57.8% of the athletics population and female students make up 55.6%.
The Athletic Department did not add new sports as in the previous reporting period when Women’s Golf was added, which boosted participation numbers for women. | Compliant |
| 3. Availability of facilities, defined as locker room, practice, and competitive facilities | Comparable sports (baseball/softball, men's and women's basketball, cross country, soccer, tennis, golf and track) have comparable facilities available for locker rooms, practice and competition. The baseball locker room is located at the baseball complex; the softball locker room is located in the arena.  
Women's volleyball utilizes the Arena for all practice and home competitions as do the two basketball teams. They also have private locker rooms within that facility similar to those of the basketball teams.  
Women's swimming utilizes a private locker room in the UNF Aquatic Center. However, 2013-14 marked the final year the indoor UNF Aquatic Center was used for practices and home meets, as the structure is being converted to a recreation basketball and indoor soccer facility. An alternative practice and competition site for swimming has been contracted with Episcopal High School until a new outdoor aquatic facility is built on campus. | Compliant |
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| 4. Scholarship offerings for athletes | **Full-Time Undergraduate Enrollment:** 10,298 (4,466 Male - 43.4% and 5,832 Female - 56.6%)
**Full-Time Undergraduate Enrollment:** 9,990 (4,437 Male - 44.4% and 5,553 Female - 55.6%)
**Student-Athlete Participation (duplicated head count):** 365 (154 Male – 42.2% and 211 Female – 57.8%)
**Total Aid:** $2,565,939 ($1,058,973 Male – 41.3% and $1,506,966 Female - 58.7%)
**Number of Athletes Receiving Aid:** 236 (109 Male – 46.2% and 127 Female 53.8%)
**Equivalencies:** 119.76 (48.22 Male – 40.3% and 71.54 Female – 59.7%)
Efforts were made to increase scholarship funding for both male and female sports. The athletics department scholarship budget was increased by $170,281, with the men receiving an additional $101,182 (59%) and women receiving $69,099 (41%) of additional funding. This resulted in the percentage of total aid for men’s and women’s programs being within 1% of male and female participants. | Compliant |
| 5. Funds allocated for: | **a) the athletic program as a whole**
The grand total expenses for the athletic program were $10,236,045 up $950,576 from the previous year. This included $3,246,073 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 $3,261,854 (47%) for 8 sponsored sports, while the women’s program expenses were $3,728,118 (53%) for 11 sponsored sports for a total of $6,989,972. | Compliant |
| | **b) administration**
All programs report directly to the Director of Athletics. Day to day operations of the men’s basketball and women’s basketball report directly to the Director of Athletics. Men’s soccer and baseball report to the Sr. Associate Athletics Director for Facilities/Operations for day to day operations. Men’s Tennis, Men’s Golf, Volleyball and Sand Volleyball report directly to the Associate Athletics Director for Finance for day to day operations. Women’s Soccer, Women’s Tennis, Women’s Swimming and Women’s Golf report directly to the Sr. Associate Athletics Director for Compliance/Senior Woman Administrator for day to day operations. Both Men's and Women's Cross Country and Track and Field programs report directly to the Assistant Athletic Director for Student-Athlete Performance for day to day operations. Softball reports directly to Assistant AD/Director of Compliance. Other administrative assignments were not program and/or gender specific. All administrative services (athletic communications, athletic training, strength and conditioning, business office services, academic support, compliance, and clerical support) were shared equally by all programs. | Compliant |
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<td>c) travel and per diem allowances</td>
<td>Travel policies and per diem allowances were the same for all teams. At times, some teams supplemented their budget from their own fundraised accounts. Overall travel expenses during 2013-14 reflect that the men’s programs spent $446,026 (52%) while the women spent $405,834 (48%) on travel. Although the amounts appear similar (even though the athletic department sponsors 8 men’s sports and 11 women’s sports), in any given year the figures cannot account for additional expenses for post season competition and travel associated with guarantee games. The men’s basketball team is expected to play games with much larger guarantees to supplement the general athletic budget. These games are generally located at a greater distance from the university than regularly scheduled opponents and thus travel expenses for the men’s basketball team was $72,161 more than for the women’s who did not travel as far.</td>
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<td>d) recruitment</td>
<td>Male teams spent $76,449 (48%) compared to $82,617 (52%) for the women’s programs for a combined total of $159,066. As compared to last year, the overall expenditures for both genders increased by $10,651.</td>
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<td>e) comparable coaching</td>
<td>Prior to the beginning of the 2014-15 year, a female head soccer coach was replaced by a female. A female head women’s swim coach was replaced by a male. Salaries for these coaches more accurately reflect market value.</td>
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<td>f) publicity and promotion</td>
<td>Reviewing the individual items under this category, there was a significant difference in fundraising for Women's Golf. We hosted a women’s golf fundraising event plus an intercollegiate golf tournament and the expenses for this tournament were reported here because we only used funds from their foundation account to run the fundraiser. All teams were featured on posters produced by the marketing department, except men’s and women’s golf, which opted out of having a poster.</td>
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<td>g) Other support costs</td>
<td>The majority of these expenses ($883,504) were not allocated by gender. These expenses represent the administrative costs of running the athletic department.</td>
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<td>6. Provision of equipment and supplies</td>
<td>The expenses for equipment, uniforms and supplies showed that women’s teams (11) provided $171,601 to 211 participants ($813 per participant) and the men’s teams (8) provided $141,742 to 154 participants ($920 per participant). The purchase of some items are cyclical and not purchased every year, which will account for discrepancies in any given year.</td>
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<tr>
<td>7. Scheduling of games and practice times</td>
<td>With the exception of the basketball teams, women’s volleyball and swimming, better than adequate competition and practice facilities exist for all programs enabling them to schedule both team practices and competitions as desired. Both basketball programs and women’s volleyball share the same facilities with academic classes, campus recreation, intramurals and free play. In the fall, volleyball has priority in scheduling. In the winter and spring, the basketball programs have priority. Despite the limited space, intercollegiate athletics has the highest priority in the Arena and the teams share this time and space equitably, based on season. The 2013-14 season was the last season the UNF indoor aquatic center was used. Practice and competition facilities for future seasons have been contracted with Episcopal High School until a new facility is built on campus.</td>
<td>Compliant</td>
</tr>
<tr>
<td>Element</td>
<td>Assessment</td>
<td>Status</td>
</tr>
<tr>
<td>---------</td>
<td>------------</td>
<td>--------</td>
</tr>
<tr>
<td>8. Opportunities to receive tutoring</td>
<td>The department currently has three full-time staff members dedicated to the provision of academic support services equitably to both the men’s and women’s teams. Tutoring is handled through the campus tutoring center (Academic Center for Excellence – ACE) without regard to gender or sport. In addition, a supervised athletic study hall is offered during the day and at night. Study hall hours are open to all teams.</td>
<td>Compliant</td>
</tr>
<tr>
<td>9. Compensation of coaches and tutors</td>
<td>All coaches’ compensation is based on market value, the coach’s qualifications, years of coaching experience, and years of service at the institution. Should apparent discrepancies in compensation of coaches exist, it reflects one of the above criteria. As new coaching contracts are established by the Athletic Director, any discrepancies that exist will be reviewed and corrected as warranted. Compensation for tutors is consistent with ACE Department policies regardless of student-athlete or sport.</td>
<td>Compliant</td>
</tr>
<tr>
<td>10. Medical and training services</td>
<td>Volleyball, swimming, softball and both basketball programs utilize the Arena athletic training room that is adjacent to their practice and competition venues and/or locker rooms. For more extensive treatment and/or rehabilitation, they may be referred to the larger main training facility in Hodges Soccer/Track Stadium (Arthur “Buster” Browning Athletic Training and Education Center) used by all other teams for routine athletic training services as well as rehabilitation. Quality of daily preventative services is fully equitable across the total program based on staffing determined by injury risk requirements. All athletic training staff members are board certified and assignments rotate as needed.</td>
<td>Compliant</td>
</tr>
<tr>
<td>11. Housing and dining facilities and services</td>
<td>No special housing and/or dining services are provided for any athletic teams.</td>
<td>Compliant</td>
</tr>
</tbody>
</table>
In the upcoming academic years, both male and female scholarship budgets will be increased while maintaining participation number percentages or until all of our sports are fully funded to NCAA maximum athletic aid limits. Unfortunately, enrollment has declined over the last several years: 2011: 10,449; 2012: 10,298; 2013: 9,990 (a net drop of 459 students over three years). The decline in enrollment has negatively impacted activity fee revenues used to fund athletics. Due to this loss in revenue, coupled with the increase in scholarship costs, the goal of reaching maximum NCAA athletic aid limits is not realistic in the foreseeable future.

**Participation Rates**

<table>
<thead>
<tr>
<th>Full-Time Undergraduate Enrollment: 9,990 (4,437 Male - 44.4% and 5,553 Female - 55.6%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student-Athlete Participation (duplicated head count): 365 (154 Male – 42.2% and 211 Female – 57.8%)</td>
</tr>
</tbody>
</table>

In looking at this 2013-14 data, the student-athlete participation percentages compared to full-time undergraduate enrollment are in substantial proportionality. In fact, the percentage of female athletics participants is slightly more than the percentage of female enrollment.

**Positions and Salaries**

<table>
<thead>
<tr>
<th>Salary raises will be sought for the head and assistant softball coaches and the head men’s and women’s tennis coaches to be more competitive in the conference. A new full-time assistant coach position will be added to men’s and women’s indoor and outdoor track &amp; field.</th>
</tr>
</thead>
</table>

**Positions and Salaries**

<table>
<thead>
<tr>
<th>Create and hire full-time assistant coach positions for women’s soccer, men’s soccer, softball, men’s tennis and women’s tennis to reach NCAA countable coaching limits. Increase women’s basketball salaries to be more competitive in the conference. Create and hire additional support staff in the areas of athletic training, strength and conditioning, academics and communications.</th>
</tr>
</thead>
</table>

**Aquatic Facility**

<table>
<thead>
<tr>
<th>As of the conclusion of the 2013-14 academic year, there is not an indoor aquatics center on campus. An architect was hired to develop renderings of a new outdoor facility. The university is working on acquiring the necessary funds to build the new facility.</th>
</tr>
</thead>
</table>

**Softball Offices**

<table>
<thead>
<tr>
<th>As of 2013-14, the softball coaches have been using the softball facility press box as their office. Plans are being made to move them into office space in the arena (adjacent to the softball facility) once the Athletics Department is provided full operational responsibility for the arena from the Recreation Department.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Scholarship Offerings</th>
<th>Timetable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tabled for evaluation in the future</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Participation Rates</th>
<th>Timetable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Met</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Positions and Salaries</th>
<th>Timetable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Met</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Positions and Salaries</th>
<th>Timetable</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-15 through 2017-2018</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Aquatic Facility</th>
<th>Timetable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuing with 2014-15 through 2017-2018</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Softball Offices</th>
<th>Timetable</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-16</td>
<td></td>
</tr>
</tbody>
</table>
BASIS FOR ENSURING COMPLIANCE

Check one basis below for assuring that the University is in compliance with the Florida Educational Equity Act:

- Accommodation of Interest and Abilities
- **X** Substantial Proportionality
- History and Practice of Expansion of Sports
The Florida Equity Report contains information on the achievement of appropriate representation of women and minorities in selected faculty and administrative employment categories. Tables 1 – 4 are shown first followed by their respective commentary.
### Table 1. Category Representation – Tenured Instructional Faculty

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Number, Fall 2014</td>
<td>19</td>
<td>8</td>
<td>0</td>
<td>13</td>
<td>N/A</td>
<td>8</td>
<td>0</td>
<td>181</td>
<td>4</td>
<td>0</td>
<td>88</td>
<td>233</td>
</tr>
<tr>
<td>Number, Fall 2013</td>
<td>14</td>
<td>8</td>
<td>0</td>
<td>11</td>
<td>N/A</td>
<td>7</td>
<td>0</td>
<td>171</td>
<td>2</td>
<td>0</td>
<td>88</td>
<td>213</td>
</tr>
<tr>
<td>Percentage Change From Fall 2013 to 2014</td>
<td>35.7%</td>
<td>0.0%</td>
<td>N/A</td>
<td>18.3%</td>
<td>N/A</td>
<td>14.3%</td>
<td>N/A</td>
<td>5.8%</td>
<td>100.0%</td>
<td>N/A</td>
<td>0.0%</td>
<td>9.4%</td>
</tr>
<tr>
<td>Number, Fall 2008</td>
<td>12</td>
<td>8</td>
<td>0</td>
<td>N/A</td>
<td>13</td>
<td>6</td>
<td>N/A</td>
<td>164</td>
<td>N/A</td>
<td>0</td>
<td>73</td>
<td>203</td>
</tr>
<tr>
<td>Percentage Change From Fall 2009 to 2011</td>
<td>58.3%</td>
<td>0.0%</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>33.3%</td>
<td>N/A</td>
<td>10.4%</td>
<td>N/A</td>
<td>N/A</td>
<td>20.5%</td>
<td>14.8%</td>
</tr>
<tr>
<td>Area for improvement, compared with national standards? (Check if yes)</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

### Table 2. Category Representation – Tenure-Track Instructional Faculty

<table>
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<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Number, Fall 2014</td>
<td>16</td>
<td>6</td>
<td>0</td>
<td>12</td>
<td>N/A</td>
<td>8</td>
<td>0</td>
<td>87</td>
<td>1</td>
<td>0</td>
<td>61</td>
<td>130</td>
</tr>
<tr>
<td>Number, Fall 2013</td>
<td>16</td>
<td>4</td>
<td>0</td>
<td>11</td>
<td>N/A</td>
<td>8</td>
<td>0</td>
<td>88</td>
<td>2</td>
<td>0</td>
<td>66</td>
<td>129</td>
</tr>
<tr>
<td>Percentage Change From Fall 2013 to 2014</td>
<td>0.0%</td>
<td>50.0%</td>
<td>N/A</td>
<td>9.1%</td>
<td>N/A</td>
<td>0.0%</td>
<td>N/A</td>
<td>-1.1%</td>
<td>-50.0%</td>
<td>N/A</td>
<td>-7.6%</td>
<td>0.8%</td>
</tr>
<tr>
<td>Number, Fall 2009</td>
<td>26</td>
<td>7</td>
<td>0</td>
<td>N/A</td>
<td>5</td>
<td>5</td>
<td>N/A</td>
<td>92</td>
<td>N/A</td>
<td>0</td>
<td>72</td>
<td>135</td>
</tr>
<tr>
<td>Percentage Change From Fall 2009 to 2014</td>
<td>-38.5%</td>
<td>-14.3%</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>60.0%</td>
<td>N/A</td>
<td>-5.4%</td>
<td>N/A</td>
<td>N/A</td>
<td>-15.3%</td>
<td>-3.7%</td>
</tr>
<tr>
<td>Area for improvement, compared with national standards? (Check if yes)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>


IPEDS Human Resources 2013-14 & 2014-15 Instructional faculty only. Does not include Research or Public Service only faculty.
Table 3. Category Representation – Non-Tenure-Earning Instructional Faculty

<table>
<thead>
<tr>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number, Fall 2014</td>
<td>3</td>
<td>6</td>
<td>1</td>
<td>4</td>
<td>N/A</td>
<td>2</td>
<td>0</td>
<td>93</td>
<td>6</td>
<td>0</td>
<td>59</td>
<td>115</td>
</tr>
<tr>
<td>Number, Fall 2013</td>
<td>3</td>
<td>5</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
<td>3</td>
<td>0</td>
<td>103</td>
<td>5</td>
<td>0</td>
<td>63</td>
<td>126</td>
</tr>
<tr>
<td>Percentage Change From Fall 2013 to 2014</td>
<td>0.0%</td>
<td>20.0%</td>
<td>-66.7%</td>
<td>0.0%</td>
<td>N/A</td>
<td>-33.3%</td>
<td>N/A</td>
<td>-9.7%</td>
<td>20.0%</td>
<td>N/A</td>
<td>-6.3%</td>
<td>-8.7%</td>
</tr>
<tr>
<td>Number, Fall 2009</td>
<td>4</td>
<td>6</td>
<td>2</td>
<td>N/A</td>
<td>5</td>
<td>7</td>
<td>N/A</td>
<td>125</td>
<td>N/A</td>
<td>0</td>
<td>84</td>
<td>149</td>
</tr>
<tr>
<td>Percentage Change From Fall 2009 to 2014</td>
<td>-25.0%</td>
<td>0.0%</td>
<td>-50.0%</td>
<td>N/A</td>
<td>N/A</td>
<td>-71.4%</td>
<td>N/A</td>
<td>-25.6%</td>
<td>N/A</td>
<td>N/A</td>
<td>-29.8%</td>
<td>-22.8%</td>
</tr>
</tbody>
</table>
| Area for improvement, compared with national standards? (Check if yes) | Source: IPEDS 2008 Fall Staff, IPEDS Human Resources 2012 and IPEDS Human Resources 2013 Preliminary Data. IPEDS Human Resources 2012-13 & 2013-14 Instructional faculty only. Does not include Research or Public Service only faculty. IPEDS Human Resources 2012-13 & 2013-14 aligned with 2010 Standard Occupational Category (SOC) System.

Table 4. Category Representation – Management Occupations

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number, Fall 2014</td>
<td>0</td>
<td>32</td>
<td>0</td>
<td>11</td>
<td>N/A</td>
<td>17</td>
<td>0</td>
<td>254</td>
<td>3</td>
<td>0</td>
<td>162</td>
<td>317</td>
</tr>
<tr>
<td>Number, Fall 2013</td>
<td>0</td>
<td>28</td>
<td>1</td>
<td>9</td>
<td>N/A</td>
<td>17</td>
<td>0</td>
<td>251</td>
<td>4</td>
<td>0</td>
<td>160</td>
<td>310</td>
</tr>
<tr>
<td>Percentage Change From Fall 2013 to 2014</td>
<td>0.0%</td>
<td>14.3%</td>
<td>-100.0%</td>
<td>22.2%</td>
<td>N/A</td>
<td>0.0%</td>
<td>N/A</td>
<td>1.2%</td>
<td>-25.0%</td>
<td>0.0</td>
<td>1.3%</td>
<td>2.3%</td>
</tr>
<tr>
<td>Number, Fall 2008</td>
<td>2</td>
<td>24</td>
<td>1</td>
<td>N/A</td>
<td>6</td>
<td>12</td>
<td>N/A</td>
<td>197</td>
<td>N/A</td>
<td>0</td>
<td>125</td>
<td>242</td>
</tr>
<tr>
<td>Percentage Change From Fall 2008 to 2013</td>
<td>-100.0%</td>
<td>33.3%</td>
<td>-100.0%</td>
<td>N/A</td>
<td>N/A</td>
<td>41.7%</td>
<td>N/A</td>
<td>28.6%</td>
<td>N/A</td>
<td>N/A</td>
<td>28.0%</td>
<td>31.0%</td>
</tr>
</tbody>
</table>
Effectiveness of the University’s Employment Efforts

**Tenured Faculty:**
Chart 1 – UNF experienced a slight gain in overall number and percentage of tenured faculty from fall 2013 to fall 2014. While the largest increase occurred in Non-Resident Alien category (35.7%) and there was no change in the number of Black tenured faculty, there were increases in the number of Hispanic (14.3%) and Asians (18.2%) tenured faculty. The percentage change over time (2009 to 2014) in those same categories all were in the positive direction with an increase in NRA of 58%, and Hispanics at 33%. In the past five years, female tenured faculty increased by 20.5%. Further increases are anticipated as diverse faculty cohorts become candidates for tenure and UNF establishes effective measures to retain all faculty but particularly those in underrepresented categories.

**Tenure-Track Instructional Faculty:**
Chart 2 – The recent past budget years have presented a challenge for UNF’s hiring efforts. The select few targeted faculty lines were in fields where it is particularly difficult to recruit underrepresented faculty however in June, we contracted with Inside Higher Education to create a greater presence with our Diversity Profile page and anticipate greater numbers of applications from non-white candidates. The past year was negligible in terms of change because of budget constraints however from 2009 to 2014, we saw a 60% increase in Hispanics. Unfortunately, in that same time period, we saw a 14% drop in the number of Black faculty in this category.

**Non-Tenure-Track Faculty:**
Table 3 – UNF’s percentages of white, Hispanic and female faculty in this category all decreased over a five-year period between fall 2009 to fall 2014 in part due to budget limitations and UNF’s ability to continue non-tenure track appointments in some disciplines. Because the actual numbers in underrepresented categories are so low (less than 5), it would not be appropriate to emphasize large percentage drops; however, there were decreases in the numbers of Hispanics, females and American Indians. As was true in the past, many of our faculty who call into the past, many of our faculty who fall into the non-tenure track faculty group are one-year visiting appointments and restricted to serving only one year per UNF’s Collective Bargaining Agreement.

**Management Occupations (Administrative and Professional Staff):**
Table 4 - The University continues to increase and sustain a diversity presence in management occupations in nearly all racial/ethnic minority categories and by gender. Since the previous reporting period, there were percentage increases for Black and Asian employees, with the representation of Hispanics remaining steady. Thus, the previously reported declines are showing signs of reversal with cautious optimism. The university continues to sustain diversity based on gender.

**Overall:**
The University recognizes its responsibility to operate and achieve diversity and inclusion in employment. To fulfill this responsibility, it complies with all regulations and laws, and updates appropriate officials on developments that impact expected outcomes through periodic briefings, training and online announcements.
UNF also shows a continued commitment of the entire continuum of compliance and diversity/inclusion. Policies are communicated on campus and to the external community. We have an equal opportunity officer with authority to take action to implement UNF’s affirmative action plan (AAP) and to proactively pursue solutions to problems that can impede progress. The Equal Opportunity and Diversity (EOD) staff includes the equal opportunity officer who also serves as Title IX Administrator. EOD provides administrative support to the President’s Commission on Diversity and Inclusion and the University’s Title IX Committee.

At the close of the AAP year that coincides with the 2013-2014 data used for the Equity Report, the following information is noteworthy:

- We have conducted in-depth analyses of our total employment process, including the workforce by organizational unit and job group, personnel activity, compensation, and other personnel procedures to determine whether and where impediments to equal employment opportunity exist. An analysis of each of these processes follows.

1. Minorities were employed at a rate of 26.57% and represented in 66.67% of the University’s 183 staffed departments. Further, minorities were represented in 98.39% of the departments that employ 10 or more people.
2. Women were employed at a rate of 53.36% and represented in 87.43% of all departments. In addition, women were represented in 98.39% of the departments that employ 10 or more people.

- Our analysis by organizational unit reveals that minorities and women are not significantly underrepresented or concentrated in any particular organizational unit. This analysis suggests that there is no policy or practice excluding minorities or women from any departments, nor is there the appearance of any race or sex discrimination in the selection process.

- Pursuant to the Office of Federal Contract Compliance Programs' (OFCCP) regulations, we have conducted an availability analysis by job group, taking into account both external and internal availability, and have compared incumbency to estimated availability to determine placement. Our findings are as follows:

  1. Our analysis indicates that, for minorities, incumbency is less than availability by a statistically significant amount in only one job group: 414 (Mid-Level Office & Clerical).
  2. Our analysis indicates that, for women, incumbency is less than availability by a statistically significant amount in only two job groups: 250 (Professor), and 620 (Mid-Level Skilled Crafts).

The University continues its successful outreach efforts and seeks to ensure that all applicants and employees are treated fairly based on job-related criteria.
This section highlights improvement and achievement of major components of the UNF Florida Equity Report.

Areas for improvement and achievement are noted within each section of this Report and partially on the new format.
# Florida Equity Report
## University of North Florida
### 2013 - 2014

<table>
<thead>
<tr>
<th>Areas of Improvement Pertaining to Academic Services, Programs, and Student Enrollment Identified in 2015 Report</th>
<th>Achievement Report for Areas of Improvement Pertaining to Academic Services, Programs, and Student Enrollment Identified in Previous Report, 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>See Part III of this report.</td>
<td>See Part III of this report.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Areas of Improvement Pertaining to Gender Equity in Athletics Identified in 2014 Report</th>
<th>Achievement Report for Areas of Improvement Pertaining to Gender Equity in Athletics Identified in Previous Report, 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scholarship Offerings; Positions in women’s and men’s soccer, and men’s and women’s tennis to reach NCAA countable coaching limits; women’s basketball salaries; and additional support staff; Aquatic Facility; and Softball offices</td>
<td>Participation rates of female student athletes and positions and salaries as indicated herein were met for the head and assistant softball coaches and head men’s and women’s tennis coaches.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Areas for Improvement Pertaining to Employment Identified in 2014 Report</th>
<th>Achievement Report for Areas of Improvement Pertaining to Employment Identified in Previous Report, 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>The University will continue implementing strategies to enhance, sustain and maintain diversity and inclusion in all areas of University business. Few areas of underutilization exist by job group. Forthcoming will be efforts to recruit persons with disabilities and protected veterans pending the update of the state’s Equity Regulation.</td>
<td>Achievement was noted in recruitment and retention of minority and female faculty, and executive/administrative/managerial (formerly referred to as management occupations).</td>
</tr>
</tbody>
</table>
Table 1. Protected-Class Representation in the Tenure Process, 2013-14

<table>
<thead>
<tr>
<th></th>
<th>Applied</th>
<th>Withdrawn</th>
<th>Denied</th>
<th>Deferred</th>
<th>Nominated</th>
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<tbody>
<tr>
<td>MALES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian or Alaskan Native</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black or African American/Non-Hispanic</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Native Hawaiian/Other Pacific Isl</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two or More Races</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White, Non-Hispanic</td>
<td>8</td>
<td>1</td>
<td></td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Other, Not Reported</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Male</strong> (Include Other, Not Reported)</td>
<td>8</td>
<td>1</td>
<td></td>
<td>7</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FEMALES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian or Alaskan Native</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian or Pacific Islander</td>
<td>1</td>
<td></td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Black, Non-Hispanic</td>
<td>1</td>
<td></td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>1</td>
<td></td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Native Hawaiian/Other Pacific Isl</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two or More Races</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White, not Hispanic</td>
<td>9</td>
<td></td>
<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other, Not Reported</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Female (Number and Percent)</strong> (Include Other, Not Reported)</td>
<td>12</td>
<td></td>
<td>12</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>GRAND TOTAL</strong></td>
<td>20</td>
<td>1</td>
<td></td>
<td>19</td>
<td></td>
</tr>
</tbody>
</table>

**LEGEND:**
- 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.

University Guidelines for Equitable Assignments for Instructional Faculty

Article 14 of the UNF-UFF Collective Bargaining Agreement July 1, 2014 through June 30, 2014 addresses this area. Each faculty member should be afforded assignments that provide equitable opportunities, in relation to other faculty members in the same department/unit, to meet the required criteria for promotion, tenure, merit salary increases, and, if applicable, multi-year appointments. The University Administration shall make a reasonable and food-faith effort, consistent with the other provisions of the CBA, to provide faculty with the necessary facilities and resources for carrying out their assigned duties and responsibilities.
## PART VIII. PROMOTION AND TENURE COMMITTEE COMPOSITION

### Table 1: Promotion and Tenure Committee Composition, AY 2013-14

<table>
<thead>
<tr>
<th>Type of Committee</th>
<th>Black, Not Hispanic</th>
<th>American Indian/Alaskan Native</th>
<th>Asian</th>
<th>Native Hawaiian or Other Pacific Islander</th>
<th>Hispanic</th>
<th>Two or More Races</th>
<th>White, Non-Hispanic</th>
<th>Other, Not Reported</th>
<th>Total, Including Other, Not Reported</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Committee</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Library</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>College of Arts and Sciences (COAS) – Sociology/Anthropology</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>COAS – Communication</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
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<tr>
<td>COAS – Languages, Literatures and Culture</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>COAS – Music</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>COAS-Biology</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>0</td>
</tr>
<tr>
<td>COAS-Criminology and Criminal Justice</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>0</td>
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<tr>
<td>COAS-English</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>COAS – History</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Coggin College of Business – Accounting &amp; Finance</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>CCB – Economics and Geography</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>CCB-Management</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Brooks College of Health (BCH)-Nursing</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>COEHS – Foundations and Secondary Ed</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>COEHS – Exceptional and Deaf Education</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
A. Budget Plan
B. President’s Evaluation
C. Top Administrators’ Evaluations
A. Budget Plan

The University of North Florida 2013-2014 Budget Plan includes specific strategies and a budget allocation that support diversity and inclusion among faculty. We maintain current strategies that have proven to be effective such as including minorities and females on all search committees depending upon availability; 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; and aggressively searching for qualified females and underrepresented faculty.

<table>
<thead>
<tr>
<th>Resources to Support Recruitment, Tenure and/or Promotion</th>
<th>Budget Allocation</th>
<th>Achievements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summer Research Grants</strong>—Academic Affairs provides for approximately 20 research grants over the summer with awards of $7,500 to support faculty research and creative endeavors. We awarded two proposals for summer 2014 which focus on underserved populations but not specifically diversity.</td>
<td>$60,000</td>
<td>Accomplished</td>
</tr>
<tr>
<td>Membership of associate provost on the University’s Commission on Diversity</td>
<td>N/A</td>
<td>Maintained</td>
</tr>
<tr>
<td>E-mail and mail campaign to reach diverse pools of applicants through organizations such as Sloan and Ford Foundation</td>
<td>Postal costs</td>
<td>Accomplished</td>
</tr>
<tr>
<td>Fund trip to Penn State to discuss “best practices” in establishing more effective strategies to recruit and retain diverse students and faculty</td>
<td>$3,552</td>
<td>Accomplished</td>
</tr>
<tr>
<td>Set aside one faculty line as “window of Opportunity” should a hire become possible to enhance diversity and for difficult to recruit positions</td>
<td>$70,000</td>
<td>Achieved</td>
</tr>
<tr>
<td>Expand recruitment advertising efforts to reach more diverse pools (3-month contract with Inside Higher Ed)</td>
<td>$2,500</td>
<td>Achieved</td>
</tr>
<tr>
<td>Invite consultant (Damon Williams) to work with Council on diversity efforts</td>
<td>$11,000</td>
<td>Achieved</td>
</tr>
<tr>
<td>Support faculty representation at specific conferences: SREB, McKnight</td>
<td>$7,000 (Approx.)</td>
<td>Achieved</td>
</tr>
</tbody>
</table>

**TOTAL BUDGET ALLOCATION**

$154,052 | Accomplished
B. President’s Evaluation

The university boards of trustees shall annually evaluate the performance of the university presidents in achieving annual equity goals and objectives. A summary of the results of such evaluations shall be included as part of the annual equity report submitted by the university board of trustees to the legislature and the State Board of Education.

The University of North Florida Board of Trustees began its 2013-2014 annual evaluation of President Delaney with the following statement:

In conducting our annual evaluation of John Delaney for 2013-2014, the University of North Florida Board of Trustees reaffirms its strong support for his continued performance in leading this institution. This acclamation of support is based on a review of President Delaney’s leadership on campus, as well as his work in the community and the state, as the voice of the university.

For an eleventh year in a row, UNF has seen an increase in its student profile, as well as the diversity of its student body. Entering first-time-in-college student’s fall SAT scores increased by two points on the combined verbal and quantitative section sections of the test, hitting an all-time high of 1214. The fall class’s average high school grade point average was 3.94, compared to 3.89 the prior year. At the same time, its minority enrollment climbed to 28 percent; again, an all-time high for the institution. This represents an 18 percent increase over the past 10 years.

The Board of Trustees 2013-2014 commendation on President Delaney’s commitment to diversity also recognizes a number of other accomplishments that occurred over the past year. During the search process for new faculty, the President took additional direct steps to recruit minority faculty by sending out teams of faculty and staff to McKnight Doctoral Fellowship Program’s annual fellows' meeting and the Southern Regional Education Board: The Institute on Teaching and Mentoring Conference. Additionally, the President’s Office coordinated efforts with associations that support the development of diverse faculty, such as the Alfred P. Sloan, Ford Foundation, and McNair Scholars Program.

To ensure that we are not only recruiting for greater diversity, the President’s Office conducted a campus-wide survey on issues related to diversity to determine how we can encourage retention and success among our faculty, students and staff. We are still culling through the results to develop recommendations for campus improvement.

C. Top Administrators’ Evaluations

One of the University’s five strategic goals is to recruit and support a diverse community of students, faculty and staff. The University uses various mechanisms in working to achieve this goal. These range from broad measures such as supporting the UNF President’s Commission on Diversity and Inclusion, the University Title IX Committee, among others, to more targeted actions such as university-wide training for all search and screen committee members, reviewing and monitoring search and screen processes to ensure diverse representation of qualified applicants, and tracking retention and graduation rates among students.

We share data on our successes and our challenges in each of the areas we target through online articles utilizing our website presence, and various annual reports including our Affirmative Action Plan and this Annual Equity Report to the Board of Trustees. Such reports help to share achievements with administrators and areas where greater focus is required for progress. Given the above, efforts continue towards systematic reporting of outcomes in evaluations for specific administrators up to the President. This is an area to focus upon in the future.
EXHIBITS

A. Non-Discrimination, Equal Opportunity and Diversity Regulation   1.0040R

B. Student Conduct Code   5.0010R
I. OBJECTIVE & PURPOSE

The purpose of this regulation is to set forth the University of North Florida’s expectations for fostering and maintaining an environment of inclusiveness and equity for all who interact in our university community; and to reinforce the University’s commitment to diversity in the recruitment, selection and retention of students, faculty and staff; and to provide procedures to file a complaint alleging discrimination, retaliation, discriminatory harassment. Sexual misconduct/harassment is covered by a separate regulation (See Sexual Misconduct Regulation 1.0050R)

II. STATEMENT OF REGULATION

The University of North Florida (“University” or “UNF”) is committed to providing an inclusive and welcoming environment for all who interact in our community. In building this environment, we strive to attract students, faculty and staff from a variety of cultures, abilities, backgrounds and life experiences to achieve a diverse University community. In furtherance of the University’s diversity initiatives and focus toward inclusiveness, it is expected that all in the University community will appreciate and respect the dignity, individuality, and the uniqueness of our community members. It is also expected that we will maintain an environment conducive to the pursuit of educational, scholarly, and career interests, where both the distinctiveness of each person’s experience and the common humanity that unites us all will be recognized. This will allow us to take full educational advantage of the variety of talents, backgrounds, and perspectives of those who study and work at the University.

The University is equally committed to ensuring that educational and employment decisions, including but not limited to 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 discriminatory harassment on the basis of race, color, religion, age, sex (inclusive of Title IX), gender identity/expression, sexual orientation, disability, marital status, national origin or veteran status under the Vietnam Era Veterans’ Readjustment Assistance Act, as amended (VEVRAA) or any other characteristic protected under applicable federal or state law, in any educational, employment, social or recreational program or activity offered by the University. Similarly, the University will not commit or permit retaliation against any individual who complains of discrimination or harassment or any individual who cooperates in an investigation of an alleged violation of this regulation.

The University recognizes that it is a unique learning environment in which its diverse community members have the First Amendment right to free speech and expression of differing opinions. The University also recognizes that it is an environment in which its faculty have the academic freedom to provoke thought and debate and to engage in open discourse related to their individual areas of academic instruction. Thus, in exercising the standards put forth in this regulation, the University will not abridge either free speech or academic freedom based on its context.

The University understands that only by eliminating discrimination, discriminatory harassment and retaliation can we ensure that all community members, especially our students, have the opportunity to work and achieve excellence. Accordingly, the University expects that all community members including students, faculty, staff, vendors, contractors, visitors or others who interact at the University will observe and comply with these equal opportunity and diversity principles.

As a recipient of federal funds, the University is required to comply with Title IX of the Higher Education Amendments of 1972, 20 U.S.C. § 1681 et seq. (“Title IX”) [1], which prohibits discrimination on the basis of sex in education programs or activities. The responsibility for communicating, interpreting and monitoring this Equal Opportunity and Diversity Regulation and the University’s Affirmative Action compliance obligations rests with the EOD Director and University Title IX Administrator, University of North Florida, J.J. Daniel Hall, Suite 1201, 1 UNF Drive, Jacksonville, FL 32224-2645, (904)620-2507 or via 711 Florida Relay for persons who are deaf or head of hearing or those with speech impairments and/or limitations.

It must also be understood that some acts of discrimination and/or harassment constitute criminal conduct. Faculty, administrators, managers and supervisors are required to report criminal activity on University property, University-controlled
property or at University sponsored events to law enforcement (See contact information in Section IX below). Other University Community members who witness discrimination and/or harassment that places individuals or groups in fear for their health or safety are strongly encouraged to contact law enforcement. The health, safety and welfare of all members of University community should be a shared concern of all who interact in our learning community.

A. DEFINITIONS
For purposes of this regulation, the following definitions are controlling:

1. “Discrimination” means treating another individual unfavorably compared to other similarly situated individuals, whether intentional or unintentional, based solely upon their membership in a protected class as defined by this regulation. To be actionable, the discriminatory treatment must be severe, persistent or pervasive so that it limits or denies a community member’s ability to participate in or to realize the intended benefits of an institutional activity, opportunity, or resource.

2. Harassment” means unwelcome conduct about an individual or protected class covered by this regulation that is sufficiently serious (i.e., severe, persistent or pervasive) to deny or limit a student’s ability to participate in or benefit from the University’s educational programs or activities or such conduct is sufficiently severe or pervasive so as to alter the conditions of, or have the purpose and effect of substantially interfering with, a faculty or staff member’s employment by creating an intimidating, hostile or offensive working environment. Harassment can include such acts as making slurs, physical assaults or threats, and intimidation, when such conduct rises to the level of the definition provided above.

3. “Retaliation” means when an officer, agent, contractor or employee takes an adverse action against any individual for their participation in protected activity under this regulation.

4. “Protected activity” means actions that include, but are not limited to, filing a discrimination charge, testifying or participating in any way in an investigation, proceeding, or lawsuit, and opposing employment practices that one reasonably believes discriminates against individuals or encourages someone to exercise their rights.

5. “Protected classes” means individuals who are provided protection against discrimination or harassment under this regulation because of race, color, religion, age, sex (inclusive of Title IX), gender identity/expression, sexual orientation, disability, marital status, national origin or veteran status under the Vietnam Era Veterans’ Readjustment Assistance Act, as amended (VEVRAA) or any other characteristic protected under applicable federal or state law.

B. Preventing Discrimination and/or Harassment – Bystander Intervention
Achieving the University’s commitment to providing an inclusive and welcoming environment for all who interact in our community is a shared responsibility that requires all community members to act when they observe discriminatory or harassing behavior. This means not only reporting behavior in violation of this regulation but if a community member can safely intervene to encourage others engaging in actions in violation of this regulation to cease their inappropriate conduct. Examples of how to safely intervene, include, but are not limited to the following:

- Educate yourself and others by reading and understanding this regulation.
- Make sure you know to whom and where to report incidents, the services available to victims/survivors as detailed in the regulation and discussing these issues with others to raise awareness in the campus community.
- Gain awareness of the challenges and experiences of others different than you by interacting and communicating with them and/or reading articles and books regarding cultural and other diversity initiatives.
- When you hear friends or acquaintances making discriminatory or harassing remarks, encourage them to refrain from such behaviors and explain to them why their actions may be harmful to others.
- Don’t assume someone else will take action when you observe discriminatory or harassing behavior
- When you see something that is wrong, don’t be afraid to speak up.

It cannot be emphasized enough that community members should only personally intervene when they feel it is safe to do so; therefore, if a community member has concerns about safely intervening, do not condone objectionable actions but instead intervene by reporting the inappropriate behavior to an administrator or other University official.

III. STATEMENT OF REQUIREMENTS

A. Responsibility to Comply with this Regulation.
All members of the University community are required to comply with and are responsible for ensuring that their conduct does not violate this regulation. This same responsibility extends to, vendors, contractors (including the employees of third parties), visitors or others on the University’s campus and at any University sponsored or related function or activity. EOD shall consult with the vendor or contract manager to determine how any investigation, if necessary, will be undertaken. The University shall take action against the vendor or contractor, when warranted, in accordance with the terms of the governing contract or agreement.

B. Required Responsibility to Report.
All supervisors and managers (defined for purposes of this regulation as supervising 1 or more employees) are required to
promptly report to the EOD (either verbally or through written communications) allegations, reports or instances of alleged discrimination and harassment by or against any person covered by this regulation.

1. Responsibility of Faculty

All faculty are required to promptly report to the EOD or their department chair, dean or applicable administrator any allegations, reports or instances of alleged discrimination, retaliation and/or harassment by or against a student in violation of this Regulation. Persons to whom alleged acts of discrimination, retaliation and harassment are reported must then promptly report the matter to the EOD (either verbally or through written communications). If safety and welfare are concerns, the first contact should be to the UPD.

2. Responsibility of Community Members

To maintain an environment free from discrimination, retaliation and harassment, the responsibility for reporting incidents rests with all members of the University community. Thus, any employee, staff or faculty member, student, applicant or other community member who believes an individual is being treated in a manner that is in violation of this Regulation is strongly encouraged to report the alleged violations to their supervisor, manager, or directly to the EOD (As discussed above, all alleged incidents of conduct in violation of the University’s Equal Opportunity and Diversity Regulation must be reported to the EOD).

3. Responsibility of Victim

The alleged victim is not required to inform an alleged offender of the offensiveness of their behavior in order to make a claim under this Regulation. However, any person who deems any action or conduct as unwelcome is encouraged to advise the offending party that their conduct is unwelcome and seek help.

V. CONFIDENTIALITY

The University recognizes the importance of confidentiality and understands that some individuals filing complaints of harassment/discrimination or who are otherwise involved in an investigation may want their identity to remain anonymous and/or confidential. In all cases, issues of confidentiality must be balanced against the University’s need to investigate and take appropriate action. The University will respect the privacy and confidentiality of individuals involved in an investigation to the fullest extent possible. If you have concerns about this please contact the EOD.

VI. RETALIATION

Retaliation, or otherwise taking adverse employment or educational action against a member of the University community because they in good faith reported discrimination or harassment, or participated in an investigation or review regarding a complaint, is strictly prohibited. Those found to have violated this prohibition against retaliation will be subject to disciplinary action up to and including termination.

VII. VIOLATION

Taking all the above into consideration, it shall be a violation of this regulation for any officer, university employee, student, visitor, agent, vendor or contractor to discriminate against, harass, or retaliate against any person covered by this regulation. Prohibited behavior constitutes conduct that limits or denies one’s ability to participate in, interact with, or benefit from an academic program, event or activity or to otherwise participate in campus life. Potential violations of this regulation will be evaluated from the perspective of a reasonable person in the alleged victim’s position, considering the totality of the circumstances, such as the nature of the alleged conduct and the context in which the alleged conduct occurred.

VIII. ENFORCEMENT

As mentioned above, in some situations harassing behavior may lead to criminal prosecution. Any individual, student, faculty or staff, found to have violated this regulation will also be subject to discipline through the appropriate procedures. For example, students will be referred to Student Conduct. Faculty and staff will be subject to disciplinary action in accordance with UNF’s personnel program and any applicable collective bargaining agreements. The University has an obligation to promptly respond to allegations of sexual misconduct and will proceed, unless exceptional circumstances dictate otherwise, with its own investigative and disciplinary procedures while criminal charges are pending.

VIII. STATEMENT OF PROCEDURES

A. Seeking Guidance Regarding This Regulation.

Any member of the university community who believes that they have been subjected to discrimination, discriminatory harassment, retaliation and/or sexual misconduct, or observed or witnessed any member of the community being subjected to
the same, may seek guidance, counseling or file a complaint in accordance with this regulation by contacting EOD.

B. Complaint Procedure.
Allegations of violation of this regulation including the actual filing of a complaint of discrimination, harassment or retaliation will be addressed by the EOD in accordance with the Non-Discrimination EOD Complaint and Investigation Procedures which can be found on the EOD’s website at http://www.unf.edu/eod and UNF Policy 1.0060P

IX. ON AND OFF-CAMPUS SERVICES

If fear of physical safety, threats, or assault is involved contact:

A. On Campus

University Police Department
Police Station (Building 41)
911 or (904) 620-2801

UNF’s Victim Advocacy Program (located within the Women’s Center)
Founders Hall (Building 2)
Room 2623
(904) 620-1010

B. Off Campus

Jacksonville Sheriff’s Office
501 E. Bay Street
Jacksonville, FL
911 or (904) 630-0500

In addition to contacting the EOD, any of the following offices at the University may be contacted for information or assistance:

UNF Counseling Center
Founders Hall (Building 2)
Room 2300
(904) 620-2602

Disability Resource Center
College of Education and Human Services (Building 57)
(904) 620-2769

Lesbian, Gay, Bisexual, Transgender Resource Center
Student Union East (Building 58)
(904) 620-4720

Office of Student Affairs
Student Union East (Building 58)
Room 2091
(904) 620-2600

Office of Student Conduct
Founders Hall (Building 2)
Room 1011
(904) 620-3979

Office of the Student Ombudsman
Founders Hall (Building 2)
Room 2104
(904) 620-1491

UNF Women’s Center
Founders Hall (Building 2) Room 2100
(904) 620-2528

Amended 12/16/12; Amended and approved by BOT October 21, 2014.
I. STATEMENT OF REGULATION

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G. Victim’s Rights in the Conduct Process

(A) Introduction

The University of North Florida is committed to values that promote the welfare and positive transformation of individuals, communities, and societies. We value: the pursuit of truth and knowledge carried out in the spirit of intellectual and artistic freedom; ethical conduct; community engagement; diversity; responsibility to the natural environment; and mutual respect and civility. These values serve as the foundation for the Code of Student Conduct. In order to function effectively and to provide a climate in which all members can fulfill their personal, professional, social, and academic obligations, the University has established this Code for defining behavioral rights and responsibilities within this community. Students are responsible for knowing the information, policies and procedures outlined in this document. The University reserves the right to make changes to this code as necessary through the designated regulation revision process where the code will be circulated for student review and comments. Once those changes are adopted by the University Board of Trustees and posted online, they are in effect. Students are encouraged to check online [www.unf.edu] for the updated versions of all policies and procedures.

Philosophy Statement

The UNF community is committed to fostering a campus environment that is conducive to academic inquiry, a productive campus life and thoughtful study and discourse. The student conduct program is committed to an educational and developmental process that balances the interests of individual students with the interests of the University community.

A community exists on the basis of shared values and principles. At UNF, students are expected to uphold and abide by standards of conduct that form the basis of the Student Code of Conduct, as mentioned above.

Each student of the University community bears responsibility for their conduct and is responsible for the behavior of their guests. When students fail to exemplify the University’s six values by engaging in behavior that is not consistent with University policies and regulations, campus conduct proceedings are used to assert and uphold the Student Code of Conduct.

The student conduct process at UNF is not intended to punish students; rather, it exists to protect the interests of the community and to challenge those whose behavior is not in accordance with the University’s policies and regulations. Sanctions are intended to challenge students’ moral and ethical decision-making and to help them bring their behavior into accord with our community expectations. When a student’s behavior is in conflict with community expectations, the student conduct process may determine that the student should no longer share in the privilege of participating in this community.

Students should be aware that the student conduct process is quite different from criminal and civil court proceedings. Student conduct procedures are conducted with fairness to all. Due process, as defined within these procedures, assures written notice and a hearing before an objective decision-maker. No student will be found in violation of the Student Code of Conduct without information showing that it is more likely than not that a violation occurred and any sanctions will be proportionate to the severity of the violation and to the cumulative conduct history of the student.
The responsibility for this Code shall be administered through the Division of Student Affairs.

(B) Scope

The University of North Florida’s jurisdiction regarding discipline of any student or student organization under this Student Code of Conduct extends to conduct that occurs both on UNF premises and anywhere off-campus that may adversely affect the University community. The Vice President for Student and International Affairs or designee determines when off-campus conduct affects a substantial University interest. A substantial University interest is defined to include:

• Any situation where it appears that the student’s conduct may present a danger or threat to the health or safety of self or others; and/or

• Any situation that significantly impinges upon the rights, property or achievements of self or others or significantly breaches the peace and/or causes social disorder; and/or

• Any situation that is detrimental to the educational mission and/or interests of the University.

Additionally, the scope of this Student Code of Conduct extends to compliance with professional standards of conduct or ethics that students must adhere to as part of their studies, including, but not limited to, while performing external internships, placements or Transformational Learning Opportunities, while enrolled at UNF.

The right of all students to seek knowledge, debate ideas, form opinions and freely express their ideas is fully recognized by UNF. The Student Code of Conduct may be applied to behavior conducted in writing, online, via email, text messaging or other electronic medium or mode of communication. Students should also be aware that online postings such as blogs, web postings, chats and social networking sites are in the public sphere and are not private. These postings can subject a student to allegations of conduct violations. The University does not regularly search for this information but may take action if and when such information is brought to the attention of University officials. Online speech will be protected as free expression and not subject to this Code, with the following limitation:

• A threat a reasonable person would interpret as a serious expression of intent to inflict bodily harm upon specific individuals or the community.

• Permissible time, place and manner restrictions where the University has the right to regulate speech.

This Student Code of Conduct applies to student conduct and will not be used to discipline the lawful expression of ideas.

The University student conduct process is not a criminal or judicial proceeding. Alleged violations of state and/or federal law are separate and pursued independently from alleged violations of the Student Code of Conduct.

(C) Authority

1. Authority for student conduct ultimately rests with the University President. The President delegates this authority to the Vice President for Student and International Affairs, or their designee. The Vice President may take direct jurisdiction of any case at any time throughout the process.

2. The Student Conduct Office will assume responsibility for coordinating the investigation of an allegation of misconduct to determine if the complaint has merit.

3. The Vice President for Student and International Affairs (or designee) has the authority to notify the person listed on the student’s emergency contact (or other appropriate person) in case of an emergency involving that student.

4. All fraternity and sorority conduct matters will be reviewed by the Office of Fraternity and Sorority Life and may be handled in consultation with the Student Conduct Office. Following the initial review, organizations may be subject to further action by the Office of Fraternity and Sorority Life working in conjunction with or independently from the organization’s National Headquarters, or may be referred to the organization’s pertinent council or the Student Conduct Office.

5. All registered and non-registered student organizations, including those reporting through Club Alliance, an agency of Student Government, will be subject to the Student Code of Conduct.

6. All matters where discipline is administered under the University conduct system through the Student Conduct Office, the Office of Fraternity and Sorority Life - and/or decisions of respective fraternity or sorority council judicial boards, Student Housing and/or Club Alliance, an agency of Student Government, may be appealed to the Vice President for Student and International Affairs whose decision will be considered final University action. The Vice President for Student and International Affairs may appoint a designee or panel board to hear an appeal. Final appellate decisions resulting in a suspension or
expulsion of a student will include notice to the student of the student's right to appeal to an external judicial forum

7. The Vice President for Student and International Affairs (or designee) has discretion to refer a complaint for mediation or other forms of appropriate conflict resolution. All parties must agree to participate in conflict resolution and if the parties reach an agreement at mediation regarding the issues in dispute the parties will be bound by the decision with no review/appeal. Any unsuccessful conflict resolution can be forwarded for formal processing and hearing; however, at no time will complaints of physical sexual misconduct or violence be mediated as the sole institutional response. The Vice President for Student and International Affairs (or designee) may also suggest that complaints that do not involve a violation of the Student Code of Conduct be referred for mediation or other appropriate conflict resolution

(D) Definitions

1. **Student.** For purposes of the Student Code of Conduct, the term “student” is defined as any person who is currently admitted and/or enrolled in any credit-bearing course or program at UNF or maintains student status based on the Continuous Enrollment Policy. UNF defines continuous enrollment as being enrolled in classes at UNF without a break of three or more consecutive semesters. Also included in this definition are individuals who have been enrolled in classes and continue to be associated with the University because they have not completed the course or program requirements in which they were enrolled. In cases of dual enrollment, jurisdiction over a student’s conduct will be determined in consultation with appropriate officials at the student’s other institution. **The term “student” also means any student organization that is affiliated with the University.**

2. **Guest.** The term “guest” means any person visiting campus who is not affiliated with the University. Students may be held responsible for the actions of their guests.

3. **Non Student Resident.** - The term “non-student resident” refers to an individual who resides in UNF Housing pursuant to a housing agreement but is not a student or a guest as defined in this Code. Such individuals will not be subject to the procedures set forth in the Student Code of Conduct but instead will be required to comply with the procedures adopted by University Housing for addressing violations of its resident requirements.

4. **University Community.** The term “University community” means any person who is a student, faculty member, University official, or any other person employed by the University or a guest of the University.

5. **On-Campus.** The term “on-campus” means all land, buildings, facilities and other properties (including equipment and vehicles) in possession of or owned, used or controlled by the University, including adjacent streets, sidewalks and parking lots.

6. **University Official.** The term “University official” means any person employed by the University to perform assigned teaching, research, administrative, professional or other responsibilities. University Police also fall under this definition.

7. **Charge.** The term “charge” refers to the written notice given to a student that contains the reported violation of the Student Code of Conduct which the student will be required to answer. (Please refer to Section F, Procedures.)

8. **Charged Student.** The term “charged student” means any student who has been formally charged with an alleged violation of the Student Code of Conduct.

9. **Advisor.** The term “advisor” means any one person chosen by the charged student, alleged victim, or a witness to assist them throughout the disciplinary process. While an advisor may assist a student they may not speak on the student’s behalf or otherwise take an active role in the student conduct process.

10. **Hearing Body.** The term “hearing body” in this Code means any person or persons authorized by the Vice President for Student and International Affairs to conduct hearings to determine whether a student has violated the Student Code of Conduct. This includes individuals serving as a Hearing Administrator or individuals serving on a Hearing Panel.

11. **Responsible.** The term “responsible” means the information presented in the student’s charge letter and all information reviewed at any hearing as a whole, indicates that it is more likely than not that the student committed the violation.

12. **Policy.** The term “policy” means an adopted policy of the University as found on the Official UNF Website [http://www.unf.edu/president/policies_regulations/](http://www.unf.edu/president/policies_regulations/)

13. **Regulation.** The term “regulation” means the adopted regulations of the University as found on the Official UNF Website [http://www.unf.edu/president/policies_regulations/](http://www.unf.edu/president/policies_regulations/)

14. **Hearing Administrator.** Any individual assigned to hear conduct cases by the Vice President for Student and International Affairs. A Hearing Administrator also serves as a facilitator in panel hearings.
15. **Conduct Review.** The initial meeting between a Charged Student and the Hearing Administrator where the student will be advised of the charges against them as discussed in the charge letter and where the student will be advised of their rights in the Student Conduct process including their rights at a subsequent Administrative or Panel Hearing.

16. **Administrative Hearing.** A conduct hearing where a charged student meets individually with a Hearing Administrator who reviews the reported charges against the student and all other relevant information to determine whether a charged student is “responsible” or “not responsible,” for the charge(s).

17. **Panel Hearing.** A conduct hearing where individuals drawn from a pool of students, faculty and staff authorized by the Vice President for Student and International Affairs who have been trained to hear conduct cases and make decisions related to reported violations of the Student Code of Conduct. The panel hearing members, which shall consist of at least 50% students, review information and determine whether a student is “responsible” or “not responsible” for the charges.

18. **Panel Appeal Hearing.** A panel consisting of at least 50% student representation convened to hear an appeal of a student’s Immediate Suspension by the Vice President for Student and International Affairs. (Please refer to Section H, Immediate Suspension.)

19. **Sanction.** The term “sanction” is defined as the University’s educational response to address student behavior where a student has been found responsible for violations of the Student Code of Conduct. Sanctions will be determined by the Vice President for Student and International Affairs (or designee) after their review of the Hearing Body’s decision that a student is responsible for the reported conduct charges he or she has been required to answer.

20. **Appeal.** The term “appeal” is defined as a student’s ability to have the Vice President for Student and International Affairs (or designee) review the hearing body’s finding of responsibility and the sanction that the student has been provided. The Vice President for Student and International Affairs will assign a person or a panel consisting of members who have not heard the original case to hear the appeal.

21. **Class days.** The term “class days” is defined as days when either classes or final exams are officially scheduled by the University, with the exception of Saturdays and Sundays.

22. **Disciplinary Hold.** A “disciplinary hold” is one placed on a student’s University record by the Vice President for Student and International Affairs, or designee that prohibits the student from conducting business with the University (i.e., registering for classes, obtaining transcripts, etc.).

**(E) Violations**

Listed below are categories of violations of the Student Code of Conduct. Within each category, behaviors or actions are described that constitute violations of the Code. In addition to direct violations of the Code, students who aid, abet, incite, or attempt to commit prohibited behaviors or actions described below will be considered to have violated the Student Code of Conduct:

1. Sexual Misconduct
2. Endangerment
3. Harassment
4. Possession of Weapons and Destructive Devices
5. Hazing
6. Arson
7. Misuse of Fire Safety Devices or Failure to follow Fire Safety Directives System
8. Possession of Illegal Drugs and/or Misuse of Medication
9. Prohibited Use of Alcohol
10. Prohibited Use of Tobacco
11. Gambling
12. Misuse of Computers and Technology
13. Misuse of Vehicles and Transportation Devices
14. Disruptive Behavior
15. Identification/Falsification
16. Vandalism or Theft
17. Participation
18. Disregard for the Conduct System
19. Unauthorized Entry or Use of University Facilities
20. Conspiracy
21. Violation of University Regulations
22. Violation of Criminal Law

1. **Sexual Misconduct**

1.0 Unwelcome sexual conduct, which includes, but is not limited to, exposure of one’s sexual organs or other physical acts of a sexual nature that would reasonably be offensive to others.
1.1 Unwelcome conduct of a sexual nature that is severe, persistent or pervasive so as to limit or deny a student’s ability to participate in or benefit from an academic program, event or activity or to otherwise participate in campus life.

1.2 Voyeurism: to trespass, spy, eavesdrop or otherwise invade the privacy of another for the purpose of personal sexual arousal.

1.3 Non-consensual sexual contact or intercourse: Sexual contact or intercourse that occurs without consent (as defined by the University’s Sexual Misconduct Regulation).

1.4 Any behavior in violation of the University’s Sexual Misconduct Regulation.

2. Endangerment

2.0 Physical violence towards another person or group.

2.1 The threat of physical violence towards another person or group.

2.2 Action(s) that endanger the health, safety, or well-being of another person or group.

2.3 Action(s) that endanger one’s own health or safety.

2.4 Interference with the freedom of another person to move about in a lawful manner.

3. Harassment

3.0 Action(s) or statements that are severe, persistent or pervasive that threaten harm or reasonably intimidate another person causing them fear for their safety.

3.1 Acts that are severe, persistent or pervasive that invade the privacy of another person.

3.2 Stalking: To follow or otherwise contact another person repeatedly or to take deliberate and repeated actions toward another so as to put a reasonable person in fear for their life or personal safety.

3.3 Sexual Harassment: as defined in the University's Sexual Misconduct regulation.

3.4 Bullying/Cyberbullying: Repeated and/or severe aggressive behaviors that intimidate or intentionally harm or control another person physically or emotionally, and are not protected by freedom of expression.

4. Possession of Weapons and Destructive Devices

4.0 It is prohibited for any person covered by this Code to possess a firearm, electric weapon or device, destructive device, or other weapon including a razor blade, box cutter, dirk, knife (other than a common pocketknife, plastic knife, or blunt-bladed table knife), metallic knuckles, slingshot, billie, tear gas gun, chemical weapon or device, or other deadly weapon on University property, University-controlled property or at University-sponsored events. (See Sections 790.001(6) and 790.001(13), Florida Statutes). The only exceptions to this prohibition are:

(a) a sworn law enforcement officer may carry a weapon on University property, University-controlled property or to University sanctioned events;
(b) students may carry lawful self-defense chemical spray which is compact in nature, containing no more than two ounces of chemical, designed to be carried on or about the person solely for the purpose of self-defense;
(c) a person 18 years of age or older may maintain a firearm or other weapon for self-defense or other lawful purpose within the interior of a private vehicle, without a license, if the firearm or other weapon is securely encased or is otherwise not readily accessible for immediate use. Additionally, the carrying of a legal firearm other than a handgun anywhere in a private vehicle when such firearm is being carried for a lawful purpose is authorized by law. (See section 790.25(5), Florida Statutes). This exception shall not be construed to authorize the carrying of a concealed firearm or other weapon on a person or outside of a vehicle on University property, University-controlled property or at University-sponsored events.
(d) Possessing and using a razor blade and/or a box cutter for lawful and intended purposes. Specifically, razor blades may be possessed and used for personal hygiene and a box cutter may be possessed and used as a tool for University-sanctioned or University-sponsored events.

5. Hazing

5.0 Any group or individual conduct or activity in violation of UNF’s Anti-hazing Policy or the Florida Statutes prohibiting hazing
6. Arson

6.0 Intentionally or recklessly causing a fire.

7. Misuse of Fire Safety Devices or Failure to follow Fire Safety Directives

7.0 Inappropriate activation of any emergency warning equipment or the false reporting of any emergency.

7.1 Removal, damage, or tampering with fire safety or any emergency warning equipment.

7.2 Failure to evacuate a University building or facility when a fire alarm is sounded or when directed to leave the building by an authorized University representative.

8. Possession of Illegal Drugs and/or Misuse of Medication

See also the University’s Alcohol and Other Drugs Policy in the Student Handbook and on the Official UNF website at http://www.unf.edu/president/policies_regulations/

8.0 Possession or use of illegal drugs including use of prescription drugs where the individual possessing or using the drugs is not the individual for whom the prescription drugs were lawfully prescribed.

8.1 Possession or use of drug paraphernalia.

8.2 Distribution, delivery, and/or sale of illegal drugs or prescription drugs, where the person distributing, delivering and/or selling the prescription drugs is not the person to whom the medication was lawfully prescribed.

8.3 Conspiracy to distribute, deliver and/or sell illegal drugs.

8.4 Misuse of one’s own prescription medication.

8.5 Driving under the influence of illegal drugs.

9. Prohibited Use of Alcohol

See also the University’s Alcohol and Other Drugs Policy in the Student Handbook and on the Official UNF website at: http://www.unf.edu/president/policies_regulations/

9.0 Possession, use and/or consumption of alcohol when under the legal drinking age as defined by law.

9.1 Dispensing, selling, and/or supplying alcoholic beverages to an individual who is under the legal drinking age as defined by law.

9.2 Use or possession of beer kegs, party balls, and/or other common sources of mass volume alcohol on campus, with the exception of University approved functions.

9.3 Possession of open containers of alcohol or consumption of alcohol in non-approved public areas.

9.4 Public intoxication: observable disruptive behavior resulting from excessive consumption of alcoholic beverages (to be determined by physical observation or BAC test, if available).

9.5 Violating other University or Housing policies while under the influence of alcohol. Students who choose to drink alcohol will be held fully responsible for their behavior while under the influence of alcohol.

9.6 Misrepresenting or misstating one’s age or using altered identification in order to prove legal drinking age.

9.7 Possession or use of devices designed for the rapid consumption of alcohol such as beer bongs and funnels.

9.8 Driving while under the influence of alcohol.

10. Prohibited Use of Tobacco

See also the Tobacco use section of the Student Handbook.
10.0 Smoking or using smokeless tobacco in any campus building (including the residence halls).

10.1 Improper disposal of cigarettes.

10.2 Smoking in a non-designated area.

11. Gambling

11.0 Engaging in an unlawful game of chance for money or for anything of value on University premises (including the residence halls) or at any non-sanctioned affair sponsored by a student or student organization.

11.1 Placing an unlawful wager on a University or non-University team or organization in a competition, with a direct influence in the success of the competition.

12. Misuse of Computers and Technology

Theft or other misuse of computer resources in violation of the Network Acceptable Use Policy including, but not limited to:

12.0 Unauthorized entry into a file, to use, read, or change the contents, or for any other purpose.

12.1 Unauthorized transfer or download of a file.

12.2 Unauthorized use of another individual’s identity or password.

12.3 Use of computing facilities to interfere with the work of another student, faculty, or staff member of the University.

12.4 Use of computing facilities or technology to send or receive data deemed to be unlawful such as child pornography or other illegal material.

12.5 Use of computing facilities or services which interferes with the normal operation of the University system.

12.6 Altering, destroying, disclosing, or taking information resource property (including data, programs, and supporting documents) as well as modifying equipment or supplies without proper authorization.

12.7 Using the UNF computing system/services for any illegal activity.

13. Misuse of Vehicles and Transportation Devices

See also the University’s regulation entitled Prohibited Uses of Non-Motorized Vehicles on the Official UNF website at: http://www.unf.edu/president/policies_regulations/

13.0 Riding skateboards, roller-skates, roller-blades, bicycling, and other similar transportation devices in prohibited areas (including, but not limited to, covered walkways, parking garages, and interior building spaces).

14. Disruptive Behavior

14.0 Failure to comply with an instruction from a University official or with the lawful order of any law enforcement official.

14.1 Violations that occur by a guest on campus. Students hosting guests are responsible for their guests while they are visiting the university community, and may be held accountable for the actions of their guests.

14.2 Commercial solicitation on campus without prior approval from University designated officials.

14.3 Acts that disrupt the University disciplinary process, including attempting to coerce or influence a person in order to discourage their participation in any disciplinary proceeding.

14.4 Any act that deliberately causes a reasonable person false alarm.

14.5 Conduct that is meant to be done in humor or in jest, but results in a loss, inconvenience, or otherwise damages the property or well-being of another.

14.6 Conduct that a reasonable person would deem as physically threatening, or endangering the safety or well-being of another.
14.7 Lewd or other unlawful conduct.

14.8 Substantial disruption of University operations including obstruction of teaching, research, administration, other University activities, and/or other authorized non-University activities which occur on campus.

15. Identification/Falsification

15.0 Possession or use of falsified or altered identification.

15.1 Permitting another person to use their identification.

15.2 Inappropriate use of another person’s identification.

15.3 Failure to show proper identification to a University official (Students are required to carry their student identification card while on campus. Refer to the Student Handbook).

15.4 Forgery, alteration, or misuse of identification.

15.5 The furnishing of false or misleading information to a University official or others, and/or withholding required information from University officials or others.

15.6 Misuse, alteration, or forgery of any documents, records, keys, or property.

15.7 Impersonation or misrepresentation. Acting on behalf of another person, group, or the University without authorization or prior consent.

16. Vandalism or Theft

16.0 Damage or destruction of public or private property.

16.1 Attempted damage, destruction, or theft of public or private property.

16.2 Theft: knowingly and without authorization removes or uses the property or services of the University or of another person, company or organization.

16.3 Possession or sale of property or services that are known to have been stolen.

17. Participation

17.0 Involvement in any violation as outlined by the Student Code of Conduct. This includes failure to remove oneself from the incident or area where the violation is being committed.

17.1 Complicity with or failure of any student to appropriately address known or obvious violations of the Student Code of Conduct or law.

18. Disregard for the Conduct System

18.0 Failure to obey a Hearing Body directive(s) or order(s).

18.1 Improper actions during a conduct hearing.

18.2 Failure to respond to a request to appear before a Hearing Body when notified to do so.

18.3 Knowingly withholding, falsifying, or misrepresenting information before a Hearing Body.

18.4 Violation of the terms of the Hearing Decision.

19. Unauthorized Entry or Use of University Facilities

19.0 Unauthorized entry into any University building, office, or facility.

19.1 Unauthorized use of any University facility or equipment.

20. Conspiracy
20.0 Planning with others to commit violations of the Student Code of Conduct.

21. Violations of UNF Regulations, Policies, Rules, Guidelines or Related Requirements

This section includes, but not limited to, requirements for student behavior contained in the Student Handbook or official regulations and policies which can be located on the University Board of Trustees and/or President’s webpage.

21.0 Violation of the Residential Housing rules, guidelines or requirements.

21.1 Violation of the rules, guidelines or requirements established for fraternities and sororities as administered by the Office of Fraternity and Sorority Life.

21.2 Violation of the UNF Student Club & Advisor Handbook rules, guidelines or requirements.

21.3 Violation of Information Technology Services Policies and Procedures.

21.4 Violation of any University regulation, policy, rule, guideline or requirement.

22. Violation of Criminal Law

22.0 Violation of federal or state law or local ordinance. Any student who is charged and/or convicted with a criminal offense, other than a misdemeanor traffic offense, may be subject to disciplinary action under the Student Code of Conduct separately from any legally-imposed fine, penalty or prison sentence.

22.1 Duty to self-report a criminal offense. Any student who is charged and/or convicted with a criminal offense, other than a misdemeanor traffic offense, has a duty to self-report the situation, in writing, to the Vice President for Student and International Affairs within 30 days of being charged with the crime. The Vice President for Student and International Affairs (or designee) will review the alleged criminal conduct with the student to determine whether she or he should be exempt from further sanctions under the Student Code of Conduct. Note: Failure for a student to self-report being convicted and/or charged with a criminal offense, other than a minor traffic offense, after 30 days of being charged with a criminal offense constitutes grounds for immediate suspension or expulsion from the University.

(F) Procedures

The procedures implemented by this code will be consistent with all appropriate rights accorded to students in university disciplinary decisions.

1. University as Convener

The University is the convener of every action under this code. Within that action, there are several roles. The responding student is the person who is alleged to have violated the code. The party bringing the complaint, who may be the University, an employee, a student, a visitor, or a guest, may choose to be present and participate in the process as fully as the responding student. There are witnesses, who may offer information regarding the allegation. There is an investigator(s) whose role is to present the allegations and share the evidence that the University has obtained regarding the allegations.

2. Group Violations

A student group or organization and its officers and membership may be held collectively and individually responsible when violations of this code by the organization or its member(s):

• Take place at events, whether participation or sponsorship is formal or informal;
• Have received the consent or encouragement of the organization or of the organization’s leaders or officers; or
• Were known or should have been known to the membership or its officers.

Hearings for student groups or organizations follow the same general student conduct procedures. In any such action, individual determinations as to responsibility will be made and sanctions may be assigned collectively and individually and will be proportionate to the involvement of each individual and the organization.

3. Initiation of Charges

Any member of the University community, visitor or guest may report alleged violation(s) by any student for misconduct under this code. Reports of alleged violations should be submitted to either the Student Conduct Office or University Police Department within a reasonable timeframe after the discovery of a possible violation of the Student Code of Conduct, except in extraordinary cases. Receipt of a report will result in an investigation of the incident. Based on the outcome of the investigation a determination will be made as to whether or not the student/group will be charged with a violation of the Student Code of Conduct or whether alternative action is appropriate.

4. Charge Letter
Upon receipt of the allegation, a determination will be made if reasonable cause exists and a charge letter will be issued to the student within 30 class days, except in extenuating circumstances. Charge letters are sent to students via their University of North Florida email account. Charge letters will include a statement of charges, sufficient detail outlining the allegations, and sources of information that support the charge(s). The charge letter will instruct the student to contact the Student Conduct Office within 5 class days of receipt of the letter to schedule a Conduct Review. Failure to contact the office will result in waiver of the conduct review.

5. Conduct review
The purpose of the Conduct Review is to provide the charged student with the opportunity to discuss the allegations and review the reports and materials that led to the referral. The hearing administrator will clarify the rights and options available, as well as describe a range of potential sanctions for the violation in question. The accused will have the option to state responsibility for the charge during the Conduct Review.

If a student accepts responsibility for the violation during the conduct review the student can:
  a) choose to conclude the review by being sanctioned by the hearing administrator, who has been designated by the Vice President for Student and International Affairs to determine sanctions.
  b) can request an administrative or panel hearing at which time the student can present information including witnesses and character witness written statements to be considered for sanctioning.

If the student does not accept responsibility for the violation during the conduct review, the student will have an opportunity to request the forum (administrative or panel hearing) in which the case will be heard. However, the Hearing Administrator may determine that it is in the best interest of both the student and the University that a case be heard by a panel based on the seriousness of the violation or in the interest of fairness. The hearing will be scheduled no sooner than 3 class days after the conduct review and generally no later than 14 class days after the conduct review at the discretion of the Hearing Administrator.

  a. At least 3 class days before the hearing the student and their advisor, if any, have the right to review all of the information that will be presented against the student. The University also has the right to review all information the charged student intends to use at least 3 class days before the hearing. This information includes: documentary evidence, physical evidence, and a list of witnesses that intend to be called by either party.

  b. Students may waive the conduct review. The conduct review (or hearing, if student chooses to waive the conduct review) must be scheduled within 5 class days from the date on the notice or at the discretion of the Hearing Administrator. Information gathered at the conduct review will be used at the subsequent administrative or panel hearing and can be shared accordingly.

  c. If a student fails to schedule or attend a conduct review, and 5 class days have expired since the date of the notice, the student waives their right to a conduct review. At that time, a formal hearing (either administrative or panel, which will be determined by the Hearing Administrator) may be scheduled in the student’s absence at the discretion of the Hearing Administrator. The student will be notified of date and time. If the student fails to appear at the scheduled formal hearing and failed to provide notice to this effect, the hearing will be held in the student’s absence and they may be charged with additional violations of the Code.

  d. The charged student may be accompanied during the conduct review by an advisor of their choice. It is the student’s responsibility to make appropriate arrangements for the advisor to attend the review or hearing which shall not be delayed due to scheduling conflicts of the chosen advisor. Students are required to address the hearing body in person, on their own behalf, although they may consult with their advisor during the conduct review. This consultation must take place in a manner that does not disrupt the proceedings. The advisor shall not speak on behalf of the student unless expressly authorized to do so by the hearing body. If an attorney is to be the advisor, the charged student must notify the Hearing Administrator assigned to the case of the attorney’s name and address at least two (2) class days prior to the conduct review. The advisor may be removed from the conduct review if it is determined that their presence is disruptive.

NOTE: Holds. The Student Conduct Office may place a disciplinary hold on the records and registration of any student who fails to respond to a notice. Any pending disciplinary matters must be resolved prior to the awarding of any degree or certificate. Disciplinary notices will be sent to students electronically, using their Osprey e-mail account. If correspondence needs to be sent to an alternative address, the student’s permanent address as contained in the University’s Student Records will be used.

6. Types of Hearings
The purpose of a hearing is to provide an equitable forum for the party bringing charges against a student and the charged student to present their case regarding the alleged misconduct. The hearing authority will decide by the preponderance of evidence whether or not the charged student is responsible.

There are two types of hearings, administrative and panel hearings. Students may choose between an administrative or panel hearing. However, the Hearing Administrator may determine that it is in the best interest of both the student and the University that a case be heard by a panel based on the seriousness of the violation or in the interest of fairness. When two or more
individual cases stem from the same incident, those cases may be heard jointly if the students waive the right to individual hearings. In these situations, sanctions (if any) will be communicated separately. Alleged pending violations from multiple incidents may be addressed in a single hearing.

a. Administrative Hearing
The charged student meets individually with a Hearing Administrator who reviews the reported charges against the student and all other relevant information to determine whether a charged student is "responsible" or "not responsible," for the charge(s).

b. Panel Hearing
The charged student meets with the student conduct board. The panel will be comprised of 3-5 individuals, and maintain 50% student to faculty/staff ratio. The panel will review information and determine whether a student is "responsible" or "not responsible".

A hearing administrator is present at each panel hearing to ensure that the student code of conduct procedures are followed. The hearing administrator will answer procedural questions asked by the panel, the party bring charges, or charged student. The hearing administrator will also keep the proceedings focused on issues relevant to the specific allegations. The hearing administrator will not participate in a determination of a finding or sanction. However, the administrator may be summoned by a deliberating panel to answer questions regarding the judicial process.

7. Hearing Procedures:

a. Hearings will be scheduled no sooner than three class days from the Conduct Review (unless requested by the student), no later than fourteen (14) class days, or at the discretion of the hearing Administrator.

b. If a student waives a Conduct Review, either voluntarily or involuntarily the Hearing Administrator will provide the charged student with a brief overview of the hearing and general conduct process before the hearing.

c. The hearing administrator will explain each party's rights and options and assure that fairness and due process are observed throughout the hearing.

d. All Student Conduct hearings will be closed to the public and may include the person(s) bringing allegations against a student(s), the charged student(s), advisors, Hearing Administrators, alleged victim(s), and any witnesses who may offer relevant information regarding the allegation. Witnesses may only be present during the time they are testifying.

e. A student charged with violation(s) of the Code of Conduct will have the opportunity to present information on their behalf, including presenting witnesses, if available, and/or signed written statements from witnesses, and other documentary evidence. The charged student has the opportunity to review and respond to written statements and may offer evidence to rebut witness statements and other evidence presented at the hearing. Witness statements are entitled to be given the same consideration by the hearing body as live witness testimony. Witness statements need not be sworn or in affidavit form.

f. The charged student, alleged victim, and any witnesses may be accompanied during the hearing by an advisor of their choice. It is the respective party's responsibility to make appropriate arrangements for their advisor to attend the review or hearing which shall not be delayed due to scheduling conflicts of the chosen advisor. Students, alleged victims, and witnesses are required to address the hearing body in person, on their own behalf, although they may consult with their advisor during the hearing. This consultation must take place in a manner that does not disrupt the proceedings. The advisor shall not speak on behalf of their party unless expressly authorized to do so by the hearing body. The charged student, alleged victim, and witnesses shall provide the advisor's name in writing to the Student Conduct Office two (2) class days prior to the hearing. If an advisor is an attorney, the respective party must notify the Hearing Administrator assigned to the case of the attorney's name and address. An advisor may be removed from the hearing if it is determined that their presence is disruptive. The advisor may not serve as a witness.

g. Witnesses may be called by the University, the party bringing allegations against the charged student(s), and the charged student(s). The party bringing the allegation, the charged student, and the panel will have the privilege of questioning all present witnesses and questioning all present parties (directly or through the Hearing Administrator, at the discretion of the Hearing Administrator). Witnesses appear at hearings on a voluntary basis and cannot be compelled to attend a hearing.

h. A student may choose not to answer any and all questions posed by a hearing body.

i. The University is not required to postpone disciplinary proceedings pending the outcome on any criminal prosecution. If a student chooses not to participate or answer questions during the conduct review or hearing, the Hearing Body may proceed with a hearing and base its decision on all available information.

j. The student does not have the burden of proof regarding the charges that have been brought against them. A determination of responsibility is based on preponderance of evidence; that is if the information provided at the hearing, as a whole, shows
that it is more likely than not that the student committed the violation.

k. In cases involving multiple students charged, information provided at one hearing may be used in the related case(s).

l. Information obtained during a hearing may result in the adjustment of the original charges.

m. If the charged student fails to appear at the scheduled hearing after proper notice, the hearing may be held in the charged student’s absence.

n. Prior records of disciplinary action, past criminal convictions, impact statements and character witness statements are considered by the hearing body only in the sanctioning phase of deliberations.

o. The hearing body’s determination of “responsible” or “not responsible” will be based on the information presented at the hearing.

p. After the hearing is concluded, the Hearing Body will provide a recommendation of responsibility and potential sanction to a designee of the Vice President for Student and International Affairs.

q. The Vice President for Student and International Affairs may select a designee to review the Hearing Body’s recommendation regarding responsibility and sanctions, and make an official decision. The designee may adopt, modify or reject the recommended decision and sanctions, or remand for a rehearing. Any differences between the Hearing Body and official decision, and the reasons therefore, will be communicated to the student in writing.

r. All hearing decisions will be communicated in writing to the charged student within fourteen (14) class days from the conclusion of the hearing process. The decision letter will include the rationale, the hearing decision, and sanction(s) imposed (if applicable). This time limit may be extended if necessary where additional consideration of evidence and deliberation is required. The student will be informed (by phone, email, mail or in person) of the estimated duration of this extended time period.

s. All hearings will be recorded. This recording will serve as the official record of the proceedings.

8. Hearing Guidelines

The following order of presentation is recommended for use in hearings.

The hearing body or hearing administrator may change the order if necessary:

a. The hearing body will explain the accused’s rights and options and assure that fairness and due process will be observed throughout the hearing.

b. The hearing body will outline the charges.

c. Both the University and charged student will be given the opportunity to make an opening statement highlighting the main points of their case.

d. The University will then present its side of the case followed by a presentation by the charged student. Case presentations may include statements, evidence, and witnesses. Only one witness at a time will be present at the hearing and each witness will be dismissed by the Hearing Administrator after questioning.

e. Both sides will be questioned by the hearing body and will have an opportunity to question one another and witnesses present. Questions will be monitored by the hearing administrator.

f. Following case presentations, the University and then the charged student may summarize their case.

g. The victim will be given the opportunity to submit a sealed, written statement of impact to be considered in the event the charged student is found in violation of the offense and then will be excused from the hearing prior to deliberation.

h. The charged student will be given the opportunity to provide written character witness statements to be considered in the event the charged student is found in violation of the offense and then will be excused from the hearing prior to deliberation.

i. The hearing body will go into closed session to determine by the preponderance of evidence whether the accused will be found in violation of the student code of conduct. Panel boards determine findings by majority vote.

(G) Victim’s Rights in the Conduct Process
1. Victim's rights apply to the following types of cases (refer to Victim Services section of the Student Handbook):

a. Sexual Misconduct  
b. Endangerment  
c. Harassment  
d. Hazing  
e. Bullying

2. Victims have the following rights regarding these types of violations:

a. To have an advisor of the alleged victim's choice accompany them when presenting information to the hearing body and to any other relevant meetings held throughout the disciplinary process. An advisor, however, may not speak on behalf of the student or take any other active role in the conduct process.

b. To submit a victim impact statement to the hearing body. If the charged student is found responsible for the charge(s), this information would be used only in the sanctioning phase of deliberations. If the charged student appeals the decision on the basis of severity of the sanction imposed, they will have the right to view the victim impact statement upon request.

c. To have unrelated past behavior excluded from the hearing. The Hearing Administrator will decide if such information is unrelated. The past sexual history of the alleged victim is not usually considered relevant.

d. To be present throughout the hearing, or portions thereof. This option will be offered only by the Hearing Administrator.

e. To question the charged party and any witnesses in attendance (directly or through the Hearing Administrator, at the discretion of the Hearing Administrator). If the victim is not going to attend the hearing, they may submit questions to the Hearing Administrator prior to the hearing. The Hearing Administrator will then consider posing these questions to identified witnesses or the charged student.

f. At the request of a victim in cases involving sexual misconduct, physical violence or stalking charges, the alleged victim may request to present their side of the alleged conduct violation in a separate room from the charged student so long as the process does not unduly compromise the charged student’s right to question the witness.

g. A victim of an alleged offense set forth in this section has the ability to request that the Vice President for Student and International Affairs (or designee) review a Hearing Body’s finding of the charged students responsibility for a violation of the Student Code of Conduct. Should the Vice President for Student and International Affairs (or designee) grant the appeal request, they will assign someone to hear the appeal other than the person who initially heard the case and/or determined the charged student's sanction. A victim choosing to request an appeal must do so in writing to the Student Conduct Office within five class days of the date on the decision letter. Supporting documentation should accompany all appeal requests. An appeal request must be based on one or more of the following grounds:

• Errors in the hearing proceedings that substantially affected the outcome of the hearing.

• The sanction(s) is (are) extraordinarily disproportionate to the violation committed.

• New information that was not available at the time of the original hearing that substantially affected the outcome of the hearing.

For more information on the appeal process please see (L) Appeals 2-3.

h. To have any personal property returned to them if in current possession of the University. The determination of when this property is to be returned is left to the discretion of the Hearing Administrator.

i. To be notified of the outcome in writing, including both the decision and the sanctions of the disciplinary process within five (5) class days of student notification.

(H) Immediate Suspension

In certain circumstances involving a student’s actions that may affect the safety, health, or general welfare of the student or University community, (including, but not limited to violations of drug possession and/or intent to distribute, sexual misconduct, endangerment, harassment, and weapons possession) the Vice President for Student and International Affairs may impose an immediate University suspension prior to the student’s hearing with a hearing body. An immediate suspension means a student cannot be on University property, cannot attend classes, and cannot use University facilities.

1. An immediate suspension requires the student be notified in writing. Notification will be sent to the student's official UNF
2. The student has the opportunity to appeal the immediate suspension. Request for appeal must be submitted to the Student Conduct Office within three class days of the student's receipt of the notice of suspension. The date of the immediate suspension appeal may be extended beyond three class days if both parties agree that the suspension appeal should be held at a later date.

Appeal hearings are conducted in the form of a panel hearing. The appeal panel will determine whether the immediate suspension will remain in effect until a regular hearing is held on the actual violations of the Code.

The appeal must be based on one of the following:

a. An egregious error pertaining to the student’s involvement.

b. Contention that the violation, even if proven, does not pose a threat to the safety, health, or general welfare of the University community and thus does not warrant a suspension.

3. The panel may consist of any number of individuals as long as it maintains 50% representation from the student population. The decision resulting from the panel appeal hearing is final.

4. Formal disciplinary charges will normally be filed at the completion of all investigations or as soon thereafter as possible.

5. Student organizations may be suspended by the Vice President for Student and International Affairs in circumstances involving actions related to that group that may affect the safety, health, or general welfare of its members, the University community, or others. The affected group has the right to a prompt administrative appeal hearing as described in subsection 2 above. An immediate suspension of a student organization means all activities, programs, social events, funding requests, and budget expenditures are suspended. One exception is that fraternities and sororities may be allowed to conduct business meetings provided they notify and receive permission from the Office of Fraternity and Sorority Life in advance and the meeting is attended by an advisor recognized by the University.

(I) Removal from University Housing

A student resident may be immediately removed from their University Housing assignment, have their housing contract cancelled and be prohibited from visiting the housing areas prior to the student’s conduct hearing with a hearing body. The Vice President for Student and International Affairs, or designee, must approve any such removal of a student as described in this section.

(J) Sanctions

1. A sanction is the University’s educational response to address student behavior when a student has been found responsible for violations of the Student Code of Conduct. Sanctions will be determined by the Vice President for Student and International Affairs (or designee) after their review of the Hearing Body’s decision that a student is responsible for the reported conduct charges.

2. In light of the facts and circumstances of each case, the following sanctions, or combination of sanctions (with or without appropriate modifications) may be imposed upon any student found to have violated the Student Code of Conduct:


b. Community Service Hours. Assignment to perform tasks or services under the supervision of a University department or community service agency.

c. Reflective Learning. Attendance at educational programs, interviews with appropriate officials, planning and implementing educational programs, writing research papers, or other educational activities.

d. Counseling Assessment and Compliance. Referral for assessment (at the student's expense) to a licensed mental health professional or counseling center for general mental health or other counseling issues. Students found responsible for alcohol and/or drug violations will normally be referred to the UNF Office of the Dean of Students for alcohol and/or drug education and assessment, but may be referred to an outside agency or counselor based on the seriousness of the violation. Students must comply with all recommendations established as a result of any assessment.

e. Restitution. Payment of actual damages or loss of services to the University or victim.

f. Disciplinary Probation. A period of time during which any further violation of the Student Code of Conduct puts the student's
status with the University in jeopardy. If the student is found "responsible" for another violation of the Code during the period of Disciplinary Probation, serious consideration will be given to imposing a sanction of Suspension or Expulsion from the University.

g. Restrictions. Some of the restrictions that may be placed on a student include, but are not limited to:

(1) Participation in student clubs, groups, activities or events.

(2) Representation of the University on athletic teams.

(3) Holding leadership positions (e.g. Student Government or Resident Assistant).

(4) Entrance to University Housing areas or any other areas on campus.

(5) Contact with another specified person(s).

(6) Change in University Housing assignment.

h. Removal from the classroom.

i. Exclusion from University Housing (either temporary or permanent).*

j. Suspension. Separation from the University for a specified period of time.*

k. Expulsion. Separation from the University without the possibility of readmission.*

l. Withholding of registration, diplomas, transcripts or other records.

m. Transcript Notations. A written notation indicating that disciplinary action was taken.

*Note: Students will normally forfeit tuition, Housing rent and fees, and other University fees if found responsible for a Student Code of Conduct violation resulting in suspension or expulsion. A student may also forfeit academic credit accordingly and must see their professor to determine the impact on grades based on the withdrawal. Students who are excluded from living in University Housing must contact the Director of Housing Operations to determine the financial impact of the canceled contract.

3. Sanctions for Groups: The following sanctions may be imposed upon groups or organizations found to have violated the Student Code of Conduct:

a. Those sanctions listed in Section 2 above. Suspension or Expulsion of student organizations includes temporary or permanent loss of recognized status with the University.

b. Additional sanctions specific to student organizations are found in fraternity, sorority and other organizational constitutions, in the Office of Fraternity and Sorority Life and Club Alliance, an agency of Student Government's policies, which are hereby incorporated by reference.

4. Any sanction that separates a student from the University will be noted on that student's academic transcript. A lesser sanction may not be noted on the transcript.

5. Decisions regarding falsification of admission or re-admission information may be forwarded to the appropriate office for review of the application and appropriate action regarding admission.

6. Any student who fails to complete sanctions will have a disciplinary hold placed on their records and may receive additional charges.

(K) Parental Notification

In accordance with the University Alcohol and Other Drug Policy, the University may also notify parents/guardians of all students who are under the age of 21 of alcohol and/or other drug violations. Parental notification may also be utilized discretionarily by administrators when permitted by FERPA or consent of the student.

(L) Appeals

1. Appeal Requests. A student has the ability to request that the Vice President for Student and International Affairs (or designee) review a hearing body's finding that the student is responsible for a violation of the Student Code of Conduct. A
student choosing to request an appeal must do so in writing to the Student Conduct Office within five class days of the date on the decision letter. Supporting documentation should accompany all appeal requests. An appeal request must be based on one or more of the following grounds:

a. Errors in the hearing proceedings that substantially affected the outcome of the hearing.

b. The sanction(s) is (are) extraordinarily disproportionate to the violation committed.

c. New information that was not available at the time of the original hearing that substantially affected the outcome of the hearing.

Should the Vice President for Student and International Affairs (or designee) grant the appeal request, they will assign a person or a hearing panel consisting of individuals who have not heard the original case to hear the appeal.

2. Appeal Hearings

a. Appeals will be heard by the Vice President for Student and International Affairs (or designee).

b. The appeals will be scheduled within ten class days of receiving the written request for appeal.

c. The necessity for an Appeal Hearing will be at the discretion of the Vice President for Student and International Affairs, or his designee.

d. The student may bring an advisor to the appeal hearing.

e. On appeal, the burden of proof rests with the student to clearly show that an error has occurred during the original hearing.

3. Appeal Decisions.

a. The Vice President for Student and International Affairs (or designee) may affirm, modify, reverse the original hearing decision, or order that a new hearing will be held.

b. Are communicated within twenty class days of the appeal hearing unless notification is given that additional time is necessary for consideration of the record on appeal.

c. Except in the case of an immediate suspension, the student’s status will remain unchanged during the appeal process.

d. Constiute final University action and therefore cannot be appealed further within the University. If a student receives a sanction where he or she is suspended or expelled, the student will be notified in the decision letter that the student may appeal the University’s final action to an outside judicial forum.

(M) Records

1. Records of all disciplinary cases will be maintained in the Division of Student Affairs.

2. Records of expulsion will be maintained in a permanent file in the Student Conduct Office. The Office of the Registrar will be notified of the expulsion and place a notation of disciplinary expulsion on the student’s permanent academic record.

3. Suspensions will be noted on a student’s academic record only during the period of suspension.

4. Records which result in a finding of not responsible or result in suspension or a less severe sanction shall be maintained in compliance with Florida Public Records law. Expulsion records will be permanently retained as official records. Any records kept beyond these limits for statistical purposes will not be considered or released as official student conduct records.

5. A student’s prior disciplinary record will be considered only during the sanctioning phase of deliberations, not to determine whether or not to find a student “responsible” or “not responsible” for the alleged violation.

6. The release of student disciplinary records will be governed by applicable Federal and State laws regarding the privacy of educational records.

7. Student Conduct Record Forgiveness

a. A student’s conduct record is eligible to be reviewed and forgiven if the incident(s) in question are minor and did not result in suspension or expulsion and where further violations would not likely result in suspension or expulsion from the university.
Students with Senior status (90 credits or above) may submit a request to have their records forgiven.

b. A student conduct record may be forgiven upon submission and review of appropriate documentation to the Student Conduct Office. Requests should be submitted to the Conduct Officer in writing, who will verify that the record forgiveness request is in compliance with subsection (a). Request should include a written statement discussing what students have learned and how they have grown as a member of the UNF community, including information showing what the student has done to go above and beyond the basic requirements of their sanctions. Letters of recommendation and character references from members of the faculty, staff or from employers will also be accepted in support of the request.

c. The Records Review Committee, appointed by the Vice President for Student and International Affairs, or designee, and comprised of faculty, staff, and students will review and make a recommendation to the Vice President for Student and International Affairs, or designee.

d. The Records Review Committee’s decision will be based on the following factors: severity of the violation, effect of the violation on the University community, sanctions applied, completion of sanctions, and ethical development demonstrated by the student.

e. The Vice President for Student and International Affairs, or designee, will provide a decision to the student, in writing, fifteen (15) class days of receipt of the request.

f. There is no appeal process for a Record Forgiveness.

g. Any additional violations committed after a student’s record has been reviewed and forgiven will reinstate the original record.


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