



UNF UNIVERSITY *of*
NORTH FLORIDA.™



**2021 FLORIDA EQUITY ACT
REPORT**

Jacksonville, Florida



Florida Equity Act Report

Data Year: 2019-2020

Approved by the University Board of Trustees

June 10, 2021

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INTRODUCTION:

The Florida Educational Equity Act (Section 1000.05 F.S.) and the Florida Board of Governors Regulation 2.003, entitled Equity and Access, require the submission of an annual report. The report contains sections regarding full and appropriate student participation in educational programs or courses without discrimination based on race/ethnicity, or gender; academic programs analyses; gender equity in athletics; and appropriate representation of women and racial/ethnic minorities in senior-level administrative, tenured, and tenure-track faculty positions. This report identifies, measures, and highlights progress made during the specified reporting period, 2019-2020.

Based in part on previous and current results found in this report, UNF continues to receive national recognition.

A. DESCRIPTION OF PLAN DEVELOPMENT

The University of North Florida (UNF) Office of Equal Opportunity and Inclusion (EOI) coordinated and compiled the Florida Equity Report with members of the University’s Florida Equity Report Committee, comprised of stakeholder departments responsible for administering the programs, services, activities, regulations, and policies discussed herein. In addition to the Committee’s work, the UNF President reviewed and approved the institution’s report prior to submittal to the University’s Board of Trustees for final approval pursuant to Florida Board of Governor’s Regulation. The report is due September 2021.

B. SUMMARY OF INSTITUTIONAL PROGRESS

Policies and Procedures in Support of Equity (Part II)

The University’s Non-Discrimination, Equal Opportunity, Inclusion and Title IX Statement, signed annually by the University president, reflects efforts to meet internal and external non-discrimination, diversity, and inclusion standards, and expectations for a safe campus where sexual misconduct is prohibited. In October 2018, the UNF Board of Trustees re-affirmed its commitment to these principles by adoption of a Statement of Ethical Conduct. This values-based Statement demonstrates UNF continuing commitment to promoting the welfare and positive transformation of individuals, communities, and societies and upholds the public's trust and confidence, not only in following laws and regulations, but in following high standards of ethical behavior.

Academic Programs (Part III)

A successful recruitment initiative was the partnership between Enrollment Services and GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs), a federally funded program designed to elevate the academic achievement, college attendance, and graduation rates of first generation, underrepresented and underserved students. Up to 200 Duval County students will be served during the program's first four years.

Many in-person recruitment activities were canceled in the Spring 2020 due to the Covid-19 virus. In addition, New Student Orientation for Fall 2020 took place virtually for the same reason.

Minority representation in the fall freshmen class increased significantly during this period. In 2014, 6.5 percent of the freshmen class was African American; in 2019, it was 9.3 percent. Hispanic students were 11.3 percent of the population enrolled in 2014; in 2019, it grew by more than three percentage points to 15.4 percent. The Asian student population also saw a slight increase from 4.6 to 6.1 percent.

Equity in Athletics (Part IV)

UNF continues to improve, meet, and/or exceed expectations in the 11 assessed areas through substantial proportionality of female to male student-athlete participation opportunities when compared to UNF's full-time student enrollment by gender. Female student-athletes represent 57,5 percent of all student-athletes compared to their full-time undergraduate enrollment of 56.96 percent. UNF remains in compliance with prong one of Title IX by having less than a one percent difference (1%) when comparing female to male student athlete's participation opportunities.

Employment Representation (Part V)

The Offices of Human Resources and EOI lead efforts to strengthen employment equity and diversity, recruitment, classification and compensation by leveraging technology to meet current university, legal, and compliance demands, expectations and changes in law. Further, the Division of Academic Affairs is actively engaged in equity and diversity in employment recruitment, retention and development of University faculty. Internal review by organizational units revealed that ethnic/racial minorities and women are not significantly underrepresented or concentrated in any organizational unit based on their statistical availability in the recruitment area. Initiatives, such as training and development for persons involved in the search and screen process continue. This initiative provides information on intrinsic bias and extensive resources to enhance diversity and inclusion among applicants for employment. This past year UNF again attained the Higher Education Excellence in Diversity (HEED) award which has benefits such as national posting of job vacancies and receiving training about new best practices from peers.

Areas of Improvement and Achievement (Part VI)

The University maintains a commitment to recruiting and promoting women and minority professionals, administrators, and faculty. For retention, existing employees can also apply for positions without waiting for promotional opportunities within their respective units. The University strives to reflect reasonable parity in the workforce with the prevailing labor market to maintain and sustain the gains made with recruiting top talent.

Demographic Representation in the Tenure Process (Part VII)

UNF's faculty tenure process indicates that women and minority faculty who apply for tenure are considered throughout the process in each college and in the overall process. Our 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 of women and ethnic/racial minorities in the promotion and tenure process. Efforts to improve diverse representation on promotion and tenure committees continues to be an ongoing focus.

Other Requirements (Part IX)

University expenditures to support recruitment, tenure, and promotion was \$80,954, an increase of more than 25 percent over last year. This amount is higher when unit expenditures across the campus include staff professional development and training. Efforts continue toward a systematic evaluation process of top administrators up to and including the President.

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 towards progress will continue to be aligned with the University's mission and strategic plan.

PART II. POLICIES AND PROCEDURES IN SUPPORT OF EQUITY

The Office of EOI, Office of the General Counsel, Human Resources, Center for Professional Development and Training, and the Office of ADA Compliance work collaboratively with each major division and department to ensure university-wide compliance in the areas noted herein. Further, UNF widely communicates pertinent compliance information throughout the campus. Discussions, awareness, and training are conducted broadly through on-line and direct sessions for students, faculty, staff, and during new student, employee, and faculty orientation sessions. Also, in-service programs for residence assistants, the University Police Department, University Athletics; the Student Government Association, and related sessions are conducted for campus organizations and departments upon request throughout the organization. Sessions include reviews and updates of actions pertaining to aspects of Title IX and sexual misconduct violations and non-discrimination-associated regulations and policies, and awareness training

In addition, the Non-Discrimination Equal Opportunity and Title IX Statement is posted, and communicated through various campus publications such as the graduate and undergraduate catalogs, and various student handbooks (on-line and printed). All regulations, policies and procedures are accessible in various locations on the UNF web page.

A. Review of Policies and Procedures (Updated/Revised)

No new regulations, policies or procedures were added during the period of this report.

B. Documentation of Non-Discrimination Policy¹

The Non-Discrimination, Equal Opportunity, Inclusion & Title IX Statement of Policy, which is signed by the president and disseminated throughout the University, fosters equal opportunity, diversity and Title IX compliance was updated during 2018-2019. In addition to the footnote that highlights its on-line location on the University website, the actual document is included herein on the following page.

¹ SOURCE: https://www.unf.edu/eoi/Non-Discrimination,_Equal_Opportunity,_Inclusion_Statement___Title_IX.aspx



Non-Discrimination, Equal Opportunity, Inclusion & Title IX Statement

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 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 Inclusion (EOI) 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 Inclusion 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 EOI and Title IX Coordinator, 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.

Title IX Reporting Contacts

Marlynn Jones, Title IX Coordinator
Director, Office of Equal Opportunity and Inclusion
Bldg. 1, Room 1201 | (904) 620-2513

Chris Warren, Deputy Title IX Coordinator
Director of Student Engagement, Student Affairs
Bldg. 58E, Room 2317 | (904) 620-2529

Donna Kirk, Deputy Title IX Coordinator
Senior Assoc. AD of Compliance & Academic Services/
SWA, Athletics
Bldg. 34, Room 1031 | (904) 620-2819

Dr. Karen Patterson, Deputy Title IX Coordinator
Interim Provost/ Assoc. VP, Dean Undergraduate Studies,
Academic Affairs
Bldg. 1, Room 2518 | (904) 620-5279

Rocelia Roman De Gonzalez, Deputy Title IX Coordinator
Director of ADA Compliance, Administration & Finance
Bldg. 6, Room 1314 | (904) 620-2870

Confidential Resources:
Victim Advocacy Program, Women's Center
Director of Student Engagement, Student Affairs
Bldg. 2, Suite 2100 | (904) 620-1010

Tom Van Schoor, Student Ombuds
Assistant Dean of Students, Student Affairs
Bldg. 57W, Suite 2700 | (904) 620-1577

Additional Resources:
On-Campus Police: (904) 620-2800
Off-Campus Police: 911

OTHER RESOURCES: Certain UNF positions, known as Campus Security Authorities (CSAs) are mandated under federal law to report crimes and their locations per the Clery Act, but not investigate or determine whether an incident is actually a crime. For a list of positions designated as CSAs, please see UNF Policy 1.0120P, titled Campus Safety and Security Reporting. Additional positions are also designated as "Responsible Employees" meaning they are required to promptly report allegations of sexual misconduct, as defined in Regulation 1.0050R, by or against any student, employee, contractor or visitor to the Title IX Coordinator or any Deputy Title IX Coordinator.

Dr. David M. Szymanski, President

Part III. ACADEMIC PROGRAM REVIEWS (A, B, and C)

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.

LEGEND FOR DEMOGRAPHICS: NRA – Non-Resident Alien; B – Black or African American; AI/AN American Indian/Alaskan Native; A – Asian; H – Hispanic; NH/OPI – Native Hawaiian/Other Pacific Islander; W – White or Caucasian; \geq TWO – Two or More Races; and UNK – Unknown

**Florida Equity Report
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ACADEMIC PROGRAM REVIEWS**

Table 1. First-Time-In-College Enrollment

Category	NRA	B	AI/AN	A	H	NH/OP I	W	≥ TWO	UNK	TOTAL
Men	13	99	3	51	160	1	682	54	2	1,065
Women	17	199	3	91	263	2	876	96	1	1,548
Total Fall 2020	30	298	6	142	423	3	1,558	150	3	2,613
Category % of Total Fall 2020	1.1%	11.4%	0.2%	5.4%	16.2%	0.1%	59.6%	5.7%	0.1%	
Total FALL 2019	28	228	4	149	379	1	1,517	152	0	2,458
Category % of Total FALL 2019	1.1%	9.3%	0.2%	6.1%	15.4%	0.2%	61.7%	6.2%	0.0%	
Total FTIC Fall 2015	14	90	0	64	167	0	1,091	83	4	1,513
Category % of Total Fall 2015	0.9%	5.9%	0.0%	4.2%	11.0%	0.0%	72.1%	5.5%	0.3%	
Percentage Change in number from Fall 2015 to Fall 2020	114.3%	231.1%	100.0%	121.9%	153.3%	100.0%	42.8%	80.7%	-25.0%	72.7%

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

Table 1: First-Time-In-College Enrollment

The University's Office of Admissions is committed to increasing the overall number and the percentage of all underrepresented populations within its freshman class. The strategies developed to obtain this objective are regularly evaluated to determine relevance and efficacy.

The academic profile saw a significant increase from 2014-19. In 2014, the average grade-point average (GPA) for fall was 3.89 and, in 2019, it was a 4.31. Standardized test scores also went up during this period from 1214 on the SAT to 1260. Minority representation in the fall freshmen class increased significantly during this period. In 2014, 6.5 percent of the freshmen class was African American; in 2019, it was 9.3 percent. Hispanic students were 11.3 percent of the population enrolled in 2014; in 2019, it grew by more than three percentage points to 15.4 percent. The Asian student population also saw a slight increase from 4.6 to 6.1 percent.

Enrollment

Methods and Strategies to Increase Underrepresented Populations at UNF

To increase underrepresented (minority) populations at UNF, Enrollment Services has focused on two areas, (a) community outreach, and (b) student recruitment. Each is explained in more detail as follows:

Community Outreach:

- Increased its accessibility for prospective students. On-campus events tripled in recent years to be as convenient as possible for students and their families' schedules; this has helped to showcase the institution in a variety of ways as part of the slow reveal in the student recruitment lifecycle.
- Hosted an "Advancement Via Individual Determination (AVID) Summit" for 300 Duval County Public Schools (DCPS) students. This event for high school freshmen and sophomores is to connect them with student leaders on the UNF campus and to prepare them for college.
- Continued utilization of The Jacksonville Commitment, Take Stock in Children, OspreyPAL, HabiJax (Habitat for Humanity), GearUp and Pathways to Success Scholarships to recruit talented students with significant financial need.
- Continued the relationship with campus student organizations such as the Black Student Union (BSU) and the Hispanic Association Collegiate Experience (HACE) to partner with on appropriate initiatives, such as recruitment events on-campus when the students' schedules allow.
- Promoted financial aid awareness within low-income markets and emphasized early completion of financial aid documentation in the overall admissions messages and gave financial aid presentations and answered questions for students and parents at on- and off-campus events.
- Increased the number of volunteers in Duval County's Bringing Economic and Career Opportunities Nearer (BEACON) program to promote completion of the FAFSA and the Florida Bright Futures Application.

Student Recruitment:

- Shifted academic focus for admission to the student's high school GPA and the evaluation of four years of work providing access opportunity to a variety of students from different socioeconomic and cultural backgrounds.
- Partnered with at least four organizations (Police Athletic League, Take Stock in Children, HabiJax (Habitat for Humanity) and KIPP – Knowledge is Power Program schools) serving first generation/low-income high school students focusing on college preparatory education. Provided personalized attention to applicants to ensure matriculation.
- Reinforced the brand promise of the institution for students to have strong relationships with faculty and staff at the university.
- Provided the most robust financial aid packages possible to ensure college affordability and leveraged institutional funds and state and federal funds to provide the greatest number of students' financial assistance as needed.

Contact Person: Terrance Curran, Associate Vice President, Enrollment Services

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Table 2. Florida Community College A.A. Transfers (Full-time)

Category	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	FEMALE	MALE	Total
Total Fall 2020	2	41	0	13	51	2	250	19	3	236	145	381
Category % of Total Fall 2020	0.5%	10.8%	0.0%	3.4%	13.4%	0.5%	65.6%	5.0%	0.8%	61.9%	38.1%	
Total FALL 2019	10	43	1	20	67	1	247	14	6	229	180	409
Category % of Total FALL 2019	2.4%	10.5%	0.2%	4.9%	16.4%	0.3%	60.4%	3.4%	1.5%	56.0%	44.0%	
Total Fall 2015	1	68	4	27	51	2	386	29	4	334	238	572
Category % of Total Fall 2015	0.2%	11.9%	0.7%	4.7%	8.9%	0.3%	67.5%	5.1%	0.7%	58.4%	41.6%	
Category % Change from 2015 to 2020	100.0%	-39.7%	-100%	-51.9%	0.0%	0.0%	35.2%	34.5%	-25.0%	-29.3%	-29.3%	-33.4%

Source: Student Instruction File. Full-time students.

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

Florida State College at Jacksonville (FSCJ), UNF’s primary transfer feeder institution, experienced enrollment declines that impacted the number of transfer students enrolled at UNF. The total number of minority students has decreased proportionally along with the overall decrease in transfer students. However, Hispanic representation has increased the most rising from 10.9 percent in 2014 to 16.4 percent in 2019. Non-resident alien, Asian, and Native Hawaiian/Other Pacific Islander categories also saw an increase from 2014 to 2019.

UNF transfer enrollment numbers echo state and national declines in transfer student groups. Given that transfer students provide a richly diverse tapestry, Enrollment Services believes that all transfer initiatives have the potential to positively impact diversity at UNF. Initiatives in 2019 included:

- Cross-trained Enrollment Services staff to recruit and support transfer students.
- Increased UNF’s visibility throughout the state college system with additional visits and college fairs.
- Collaborated with FSCJ’s advisors each semester on how to assist transfer students with a smooth transition into UNF. UNF and FSCJ advisors met to discuss admissions, financial aid, honors, articulation and student life.
- Provided an opportunity for advisors from all 28 state colleges to visit UNF and discover effective ways to help students transition to the university through the Articulation Workshop.
- Initiated co-curricular outreach with programs, such as TRIO, National Association of Black Accountants, and Phi Theta Kappa.
- Developed opportunities for more personalized and program specific transfer student campus tours.
- Engineered more purposeful transfer presence at all UNF admissions events both on- and off-campus.

- Offered access incentive in the form of *Osprey Transfer Scholarship* and *Minority College Transfer Scholarship*.
- Created SWOOP scholarships to reward high talent transfer students, a population that generally has not had as many scholarship opportunities as freshmen.

Contact Person: Terrance Curran, Associate Vice-President Enrollment Services

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Table 3. Retention of Fulltime FTICs After One Year

Category	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	FEMALE	MALE	TOTAL
Fall 2019 Cohort	28	228	4	149	379	1	1,517	152	0	1,482	976	2,458
Category % of Total	1.1%	9.3%	0.2%	6.1%	15.4%	0.0%	61.7%	6.2%	0.0%	60.3%	39.7%	
Enrolled Fall 2020	24	189	4	125	321	1	1,257	130	0	1,242	809	2,051
Retention Rate	85.7%	82.9%	100.0%	83.9%	84.7%	100.0%	82.9%	85.5%	0.0%	83.3%	82.9%	83.4%

Source: Student Instruction File (Preliminary). Full-time students.

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

The Office of Undergraduate Studies (UGS) supports student success through several intentional initiatives designed to increase persistence and graduation. The current retention programs are not specifically limited to students of any race or ethnicity. A list of on-going and new strategies designed to purposely enhance the academic experience of all UNF students follows:

- Advising incoming freshmen at New Student Orientation and assisting them with course registration.
- Implementing mandatory academic advising each semester for freshmen students as well as incoming transfers with less than 30 semester hours. Providing major exploration and guidance for exploratory major students. First-Year Advising conducts between 20,000-30,000 advising visits annually.
- Jacksonville Commitment Students are traditionally minorities and/or socially-economically disadvantaged. The First-Year Advising Office has a designated advisor who provides academic advising for this population up to their sophomore year and continues to serve these students through graduation in a mentoring capacity.
- First-Year Advising provides academic advising and mentoring for the Urban Scholars which is a scholarship program specifically for minority students pursuing majors in the fields of Elementary, Middle and Secondary Education.
- First-Year Advising also has a dedicated advisor who collaborates with Institutional Advancement to support students receiving Pathways to Success Scholarships. This advisor provides academic counseling as well as mentoring and connections to campus resources. In many instances Pathways Scholarships are specified to minority and first-generation college students.
- First-Year Advising has a designated advisor who oversees the Early Academic Alert System (EAAS). This online referral system allows faculty to identify students struggling academically and refer them to an academic advisor early in the semester. Advising staff conduct student outreach to determine how best to support the student and connect them to necessary resources.
- First-Year Advising, Career Services and Student Academic Success Services coordinate with the Department of Diversity Initiatives to provide transition to college programming for students in QUEST, a summer scholarship program for minority students.
- First-Year Advising offered additional academic support to first year students experiencing academic difficulty. Building Outstanding Osprey Scholarly Techniques (BOOST) is a program for new freshmen on academic probation the end of their first fall semester. Students participate in an academic skill building workshop, regular monthly meetings with their assigned advisor and learning modules in Canvas.
- First-Year Advising partnered with the Disability Resource Center for training and providing support to students with Autism Spectrum Disorder (ASD) through the Transition to Health, Resources

Independence, Viable careers, and Education (THRIVE) program.

- Persistence Advocates in the persistence program within Student Academic Success Services (SASS) conduct semesterly re-enrollment campaigns to assist students with any barriers, such as registration holds, and connecting students to appropriate resources..

Contact Person: Dr. Susan Perez, Interim Associate VP, Student Academic Success, Undergraduate Studies

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Table 4. Graduation Rate of Full-Time FTICs by Race/Ethnicity

Category	NRA	B	AI/ AN	A	H	NH/ OPI	W	≥ TWO	UNK	Female	Male	Total
2014-20 COHORT	21	115	3	77	197	1	1,215	125	1	1,011	744	1,755
Category % of Total	1.2%	6.6%	0.2%	4.4%	11.2%	0.1%	69.2%	7.1%	0.1%	57.6%	42.4%	
AFTER 6 YEARS Number of Graduates	16	71	3	52	104	0	751	65	1	640	423	1,063
Percent Graduated	76.2%	61.7%	100.0%	67.5%	52.8%	0.0%	61.8%	52.0%	100.0%	63.3%	56.9%	60.6%
Category % Graduated	1.5%	6.7%	0.3%	4.9%	9.8%	0.0%	70.6%	6.1%	0.1%	60.2%	39.8%	
Number Still Enrolled in 6th Year from cohort	0	1	0	2	6	0	17	0	0	15	11	26
Percent Retained	52.4%	65.4%	0.0%	75.9%	58.0%	0.0%	68.2%	64.1%	100.0%	71.9%	60.6%	

Source: IPEDS Graduation Rates (Section II). FTIC includes Beginners and Early Admits

Table 4: Program Review Analyses (A, B and C)

UNF seeks to continue improving graduation and retention rates among all student populations and is implementing programs promoting success and persistence for underrepresented populations. New and ongoing strategies include:

- Implementing first-year experience components into an existing general education course HSC2100- Personal and Public Health and promoting this course to students identified as more at risk of not persisting through the Beginning Student Survey of College Engagement (BSSCE).
- Persistence Advocates identify at-risk students that may be struggling academically early in the semester and formulate personalized Academic Action Plans (AAP's) to ensure student success.
- SASS provides Supplemental Instruction (SI) and Peer-Assisted Student Success (PASS) sessions (targeted for courses that have a D, F or W rate higher than 20 percent) in a virtual environment.
- SASS transitioned tutoring availability virtually and online including additional evening and weekend times in an effort to reach more students.
- SASS implemented a Canvas page with worksheets created by tutors to assist students with historically-challenging topics typically encountered in courses with high DFW rates. These worksheets represent an effort to reach more students with efficient and lesson-based guidance.
- SASS offered virtual individualized and small group Peer Academic Coaching for referred students. This support focused on areas of skill development including time management, study skills and presentation skills as well as piloted offering weekly webinars on time management, study skills and preparing for presentations.

- Undergraduate Studies oversees academic Living and Learning Communities (LLC's), a high impact practice that contributes to higher GPAs and greater retention of participating students. LLC's were created for First Generation Students, for QUEST students, students participating in THRIVE and a Gender Inclusive Community titled Stonewall.
- LLC students benefit from Housing and Residence Life events including the Fresh Check Day, in partnership with the Jordan Pordco Foundation, to support the mental health of students and specifically focus on suicide prevention.
- Student residential staff members participate in monthly professional development sessions focused on diversity and inclusion. Topics have included: Killer Science (crime investigations and the role of identity, power, and oppression in the investigation process); COVID-19 and its social impacts (BIPOC impacts, communities impacted by lack of stimulus package, disability and COVID-19 intersections); black reproductive health; American riots; social media and free speech; Unintentional Fat Phobia.
- Students accepted into the Urban Education Scholars program are encouraged to participate in the Make a Difference in Education (M.A.D.E.) LLC to provide additional support, particularly in preparation for the General Knowledge tests.
- Housing partners with Robert E. Lee High School to fundraise for first generation college student baskets that include sheets, laundry detergent, and other supplies not traditionally covered by financial aid. The partnership also includes the development of a Summer 2021 "Future Fest" program to support Jacksonville students entering 12th grade in their development of college-ready skills.
- All housing staff receive training on Title IX laws, responding to victims of sexual assault and providing resources, the diverse identities of students, how to support students in the THRIVE program, counseling support, and more.

These efforts have yielded positive results for improving academic performance in courses and students' academic progress. Increasing this network of support, especially for students from underrepresented groups, is essential for the continued increase in UNF retention and graduation rates.

Contact Person: Dr. Susan Perez, Interim Associate VP, Student Academic Success, Undergraduate Studies

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Table 5. Bachelor's Degrees Awarded by Race

Category	NRA	B	AI/ AN	A	H	NH/OPI	W	≥ TWO	UNK	Total
AY 2019-2020										
Male	32	103	3	72	167	0	923	78	7	1,386
Female	34	188	4	95	250	1	1,351	103	7	2,033
Total	66	291	7	167	417	1	2,274	181	14	3,419
Category % of Total	1.9%	8.5%	0.2%	4.9%	12.2%	0.1%	66.5%	5.3%	0.4%	100%
AY 2018- 2019										
Male	28	85	2	61	151	0	975	67	4	1,373
Female	21	218	4	93	215	2	1,298	109	8	1,968
Total	49	303	6	154	366	2	2,273	176	12	3,341
Category % of Total	1.5%	9.1%	0.2%	4.6%	11.0%	0.1%	68.0%	5.3%	0.4%	100%
AY 2014- 2015										
Male	20	95	1	62	107	0	947	38	5	1,275
Female	16	219	2	71	182	2	1,351	83	7	1,933
Total	36	314	3	133	289	2	2,298	121	14	3,208
Category % of Total	1.1%	9.8%	0.1%	4.1%	9.0%	0.1%	71.6%	3.8%	0.4%	100%

Source: IPEDS Completions, GRAND TOTAL BY FIRST MAJOR, Bachelor's degrees. Table for 99.0000, all disciplines.

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

Bachelor's degree awarding numbers and percentages were up or stable across the five years ending in academic year 2018-2019 in most three categories. Of note, the number of African American students earning bachelor increased slightly, while the number of Hispanic students earning bachelor's degrees grew three percentage points over the period from eight percent in the year ending in 2014 to 11 percent in 2019.

Total female bachelor's degree numbers have increased over the prior year and over the past five years.

UNF is committed to maintaining a diverse student body through a variety of recruitment and retention strategies. These strategies are in addition to institutional aid earmarked for the neediest students which assists in the retention of diverse student populations.

Contact Person: Terrance Curran, Associate Vice President, Enrollment Services

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Table 6. Master's Degrees Awarded by Race

Category	NRA	B	AI/ AN	A	H	NH/OP I	W	≥Two	UNK	Total
AY 2019-2020										
Male	18	16	1	7	17	0	163	9	2	233
Female	31	54	1	13	44	0	268	22	4	437
Total	49	70	2	20	61	0	431	31	6	670
Category % of Total	7.3%	10.4%	0.3%	3.0%	9.1%	0.0%	64.3%	4.6%	0.9%	100.0%
AY 2018-2019										
Male	29	20	1	6	14	0	158	7	1	236
Female	32	58	0	12	27	0	241	13	2	385
Total	60	62	1	18	41	0	399	20	3	621
Category % of Total	9.8%	12.6%	0.2%	2.9%	6.6%	0.0%	64.3%	3.2%	0.5%	100.0%
AY 2014 - 2020										
Male	15	17	1	4	11	0	154	2	3	207
Female	22	42	3	8	22	1	238	6	3	342
Total	37	59	4	12	33	1	392	8	6	549
Category % of Total	6.7%	10.7%	0.2%	2.2%	6.0%	0.2%	71.4%	1.5%	1.1%	100.0%

Source: IPEDS Completions, GRAND TOTAL BY FIRST MAJOR, Master's degrees. Table for 99.0000, all disciplines.

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

Despite the obstacles presented by the pandemic, The UNF Graduate School continued to onboard new degree programs. Academic departments are developing and launching new degree programs in addition to creating new accelerated pathways for UNF undergraduates interested in graduate opportunities.

The Graduate School has noted the consistently higher graduation rate of women and that trend continues. While the graduation rate among men has remained somewhat consistent, the rate among women has increased 13% in the past year. The Graduate School acknowledges that growth can be disproportionate among graduate programs and is working with Graduate Program Directors to improve outreach.

The Graduate School was limited to virtual events due to the pandemic which does inhibit exposure to potential students. Over the past year, the Graduate School's Coordinator of Outreach and Recruitment worked with individual programs who hosted virtual events. The focus of these events shifted more to student support due to concerns over the health and wellness of UNF's students. Additionally, the Graduate School participates in digital advertising with the Dalton Agency and UNF Marketing and Publications. This relationship allows the Graduate School to reach large numbers of interested students and increase awareness of UNF graduate programs in this region and beyond.

The Graduate School continues to focus on the promotion and understanding of holistic admission practices. A core goal of holistic admissions is the diversification of the student population and adoption of these practices is key for growth in UNF graduate programs. The Graduate School is encouraged by the program directors who, after comprehensive analysis, have elected to adopt more holistic practices. This shift is commonly realized by removing the GRE/GMAT requirement in favor of additional writing samples and

recommendations. Furthermore, the Graduate School revised the Graduate Admissions regulation to allow applicants to submit unofficial documents in some circumstances. This change will remove some financial hurdles from the application process.

Goals:

- Continue campus partnerships and expand specific programming to educate undergraduate students on graduate school opportunities. For example, the Graduate School is working with UNF's Community Alliance for Student Success (CASS)
- Implement an enhanced online orientation with more information on financial opportunities and literacy
- Operationalize new graduate school policies on admission and degree completion
- Promote the increased tuition waiver available to Graduate Assistants and work to ensure continued funding
- Coordinate Diversity and Inclusion goals with UNF's Diversity and Inclusion Strategic Plan to best align with university wide initiatives.
- Maintain the Coordinator of Marketing and Recruitment position to ensure resources are dedicated to outreach
- Continue working with Colleges and academic departments to realize recruitment goals for underrepresented populations and develop retention strategies.

Contact Person: Megan Kuehner, Director, The Graduate School

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Table 7. Doctoral Degrees Awarded by Race

Category	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	Total
AY 2019-2020										
Male	1	3	0	4	2	0	24	0	1	35
Female	0	29	0	10	5	1	80	3	2	130
Total	1	32	0	14	7	1	104	3	3	165
Category % of Total	0.6%	19.4%	0.0%	8.5%	4.2%	0.6%	63.0%	1.8%	1.8%	100.0%
AY 2018-2019										
Male	0	4	0	4	4	0	24	0	0	36
Female	0	20	1	7	11	0	76	3	1	119
Total	0	24	1	11	15	0	100	3	1	155
Category % of Total	0.0%	15.5%	0.6%	7.1%	9.7%	0.0%	64.5%	1.9%	0.6%	100.0%
AY 2014-2015										
Male	0	2	0	0	1	0	13	1	0	17
Female	0	3	0	0	2	0	26	1	0	32
Total	0	5	0	0	3	0	39	2	0	49
Category % of Total	0.0%	10.2%	0.0%	0.0%	6.1%	0.0%	79.6%	4.1%	0.0%	100.0%

Source: IPEDS Completions, GRAND TOTAL BY FIRST MAJOR, Doctoral degrees. Chart for 99.0000, all disciplines.

Table 7: Analysis on Doctoral Degrees Awarded (A, B and C)

Degree attainment at the Doctoral level grew slightly in the past year, with the growth among the female population. Degrees awarded to students who identify as Black and Hispanic has continued to increase. The Graduate School focused on creating new academic policies to acknowledge the differing needs of graduate level students. Policies that allow students to temporarily leave the university while actively working towards degree attainment provide flexibility to our diverse student body. Policies that outline clear expectations regarding time to degree also provide transparency for student responsibility.

The Graduate School assisted in the creation and execution of UNF's Diversity and Inclusion Strategic Plan. The plan includes goals and strategies that we will directly assist graduate students, and the Graduate School will continue working with the Chief Diversity Officer to realize the plan's goals.

Goals:

- Implement in person programming for graduate students with a focus on first generation students and international students.
- Continue partnership with Student Financial Services to address policies and system programming that may have unintended impacts on UNF's graduate students.
- Operationalize new graduate school policies on admission and degree completion.

- Completely implement and launch UNF's new CRM system to allow academic units to better manage their own recruitment and retention efforts. The CRM provides a high level of functionality to the academic units. With that serviceability comes an increased need to confirm program specific goals and the Graduate School will assist in the process.
- Maintain relationships with UNF organizations and clubs for minority students.
- Collaborate with each academic college to develop effective recruitment plans for underrepresented populations.

Contact Person: Megan Kuehner, Director, The Graduate School

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**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.**

Table 8. First Professional Degrees Awarded by Race

Category	NRA	B	AI/AN	A	H	W	NH/ OPI	>TWO	UNK	TOTAL
AY 2019-2020										
Male	0	0	0	0	0	0	0	0	0	0
Female	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0
Category % of Total	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
AY 2018-2019										
Male	0	0	0	0	0	0	0	0	0	0
Female	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0
Category % of Total	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
AY 2014-2015										
Male	0	0	0	0	0	0	0	0	0	0
Female	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0
Category % of Total	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Source: IPEDS Completions, GRAND TOTAL BY FIRST MAJOR, First Professional degrees. Chart for 99.0000, all disciplines.

PART III. ACADEMIC PROGRAM REVIEWS - STUDENT SERVICES (D)

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

ACADEMIC PROGRAM SERVICES- STUDENT SERVICES

- A. **Academic Advising** – <http://www.unf.edu/academic-advising/> - Academic Advising begins for all first time in college freshmen at New Student Orientation. New Ospreys are assigned an academic advisor who assists them in the onboarding process and transitioning to UNF through to their sophomore year. The First-Year Advising team assists students in exploring majors and careers, setting goals, understanding academic support resources and getting engaged with faculty and the campus community. Sophomore year, students transition to a professional academic advisor in their college major, unless they are enrolled in the Hicks Honors College (HHC). HHC students have their own academic advisors who meet with them until they become juniors. Students transferring to UNF meet directly with their college major advising unit, or First-Year Advising if they are bringing in less than 30 hours of college credits. The UNF is committed to providing caring, quality advising in a culturally sensitive and diverse environment. UNF academic advising model is intentionally developmental in nature and designed to empower students across their college career in guiding their own educational plans and career goals while aiding and support in the pursuit of those goals.
- B. **Admission to Academic Programs** – <http://www.unf.edu/admissions/> and <http://www.unf.edu/graduateschool/> - UNF encourages applications 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 Inclusion (EOI). Inquiries about policies and practices may be directed to the Office of EOI at (904) 620-2507, Bldg. 1, Suite 1201.
- C. **Health Services** – <http://www.unf.edu/shs/> - The UNF's Student Health Services (SHS) recognizes its responsibility to respect the basic human rights of all patients who seek 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. 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 is part of the SHS Policy and Procedure Book.
- D. **Club and Intramural Athletics** – <http://www.unf.edu/sg/oic/index.html> and <https://www.unf.edu/recwell/intramurals/> - The mission of the Recreation and Wellness Program is to create an environment for the UNF community that inspires healthy lifestyle choices through valuable programs and services while supporting academic success. This includes providing a wide variety of recreational and social activities ranging from fitness classes to club sports to 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 its employment positions.
- E. **Student Financial Assistance** – UNF has signed a Program Participation Agreement (PPA) with the U.S. Department of Education (DOE). A PPA states the General Terms and Conditions

for institutional participation in the following Federal Student Aid (FSA) programs:

- Federal Pell Grant
- Iraq and Afghanistan Service Grant
- Federal Supplemental Educational Opportunity Grant (FSEOG)
- Federal Work Study (FWS)
- Federal Direct Loan Program (DL)

By signing the PPA a school agrees to:

- Comply with the program statutes, regulations and policies governing the SFA programs
- Establish a drug abuse prevention policy accessible to any officer, employee or student at the institution;
- Comply with:
 - the Campus Security Policy and Crime Statistics disclosure requirements of the Higher Education Act (HEA);
 - Title VI of the Civil Rights Act of 1964, as amended, barring discrimination based on race, color or national origin;
 - Title IX of the Education Amendments of 1972, barring discrimination based on sex;
 - Section 504 of the Rehabilitation Act of 1973, barring discrimination based on physical handicap;
 - The Age Discrimination Act of 1975; and
 - The Family Rights and Privacy Act of 1974.
- Acknowledge that the DOE, states, and accrediting agencies may share information about the institution without limitation;
- 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.
- Use funds received under any FSA program, solely for the purposes specified for that program.
- Not charge for processing or handling any application, form, or data used to determine a student's FSA eligibility.
- Establish administrative/fiscal procedures and reports that are necessary for the proper and efficient management of FSA funds, and provide timely information on its administrative capability and financial responsibility to the DOE and to the appropriate state, guaranty, and accrediting agency.
- Acknowledge the authority of the DOE and other entities to share information regarding fraud, abuse, or the school's eligibility for participation in FSA programs.
- Complete reports, surveys, and other data collection efforts, including surveys under the Integrated Postsecondary Education Data System (IPEDS), in a timely manner.
- Not penalize in any way a student who is unable to pay school costs due to compliance with the FSA program requirements or due to a delay in an FSA loan disbursement caused by the school.
- Comply with program integrity requirements established by the DOE, state authorizing bodies, and accrediting agencies.
- Accept liability for all improperly administered funds received or returned under the FSA programs.
- Not charge any fees of any kind to student or parent borrowers for loan application, origination activities, or the provisions and processing of any information needed to receive a DL.
- Accept responsibility and financial liability stemming from its failure to perform its

functions under the PPA.

- F. **Housing and Residence Life** – <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 it works 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 placement of 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/> - UNF 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 each Division. The University offers numerous part-time, on-campus student employment opportunities in many of its departmental offices and facilities. While most of these temporary 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.

- H. **Educational and Work Environment** – <http://www.unf.edu/adacompliance/> and <http://www.unf.edu/eoi/> - UNF complies with both the philosophy and the practice of equal

opportunity for all citizens in academic life and employment as specified in the Civil Rights Act of 1964, Section 503 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act (ADA) of 1990. The UNF President designated the Director of Equal Opportunity and Inclusion to ensure compliance with affirmative action, equal opportunity, sexual misconduct (including Title IX); and diversity efforts are realized. There is also joint coordination for UNF regulations, policies, and practices associated with compliance with the ADA and Section 504 Coordination for student, faculty, staff, and visitors with disabilities. The Director of the ADA Office leads reasonable accommodations efforts for faculty, staff, and visitors, and the Director of the Disability Resource Center provides auxiliary aids and services for eligible students.

- I. **Personnel** – <http://www.unf.edu/hr/> - Student personnel at all levels, regardless of employee classification, are handled in a manner consistent with UNF's Non-Discrimination, Equal Opportunity and Inclusion Regulation.

PART III. ACADEMIC PROGRAM REVIEWS - ENROLLMENT (E)

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.

OVERALL EFFECTIVENESS OF EQUITY IN ENROLLMENT

Our mission states:

Our student-centered mission is to create the next generation of thinkers, leaders, and problem solvers with the knowledge and experience to uniquely change the world.²

Preparing students to graduate with the skills, traits, and attributes necessary to thrive as global citizens is an essential component of this resolve and underscores the importance of building an institution that promotes and sustains equity, and inclusive excellence.

The Graduate School services and supports more than 2,300 students. The Department of Enrollment Services provides administrative and academic support for more than 14,500 undergraduate students. Organizationally, both report to the Division of Academic Affairs. The Office of the Provost and Vice President of Academic Affairs states that as of Fall 2017, UNF offered:

- 60 undergraduate degree programs with 79 areas of concentration;
- 36 master's degree programs with 71 areas of concentration;
- 5 doctoral degree programs with 3 areas of concentration;
- 15 undergraduate certificate programs; and
- 20 graduate certificate programs.

These degrees and certificates are in a wide range of concentrations in arts and sciences, business, computing and engineering, education, and health.

Significantly, in 2012-13, UNF began shifting to a centralized, intensive advising model for first-year students led by Undergraduate Studies and the Academic Center for Excellence, which was renamed "First Year Advising" in 2017-18. The Assistant Vice President of Undergraduate Studies facilitates the development of expected outcomes for intrusive advising, including identifying measures, assessing achievement, analyzing results, and using the results for improvement. In 2013-14, Undergraduate Studies began developing a Supplemental Instruction (SI) program, which provides peer interaction and additional instruction outside of class for specific courses that are among the most challenging across the university curriculum. Finally, to assess, inform, and improve academic services targeting greater student success, during 2016-17 Academic Affairs created a new unit incorporating the Office of Institutional Research and the Office of Assessment, headed by the Vice President of Data Analytics, who is responsible for creating a collective and consistent focus on the role of quantitative-based decision making in strategic planning and execution, as well as leading the university's efforts to excel at its performance-based funding metrics. This restructuring has led to several data-informed advanced analytics studies of student success initiatives.

Effectiveness through these and other efforts across the University have led to accolades and the progress listed below.

² SOURCE: http://www.unf.edu/president/mission_vision.aspx

ACCOLADES

Consistently, UNF maintains national standing and ranks in various dimensions and contexts³:

Ranked a National University — U.S. News & World Report

UNF was included among nationally ranked universities on U.S. News & World Report's Best Colleges list — the first time UNF has achieved top-tier, national institution status.

Ranked a Top Public Institution — U.S. News & World Report

UNF ranks 140 among the nation's Top Public Institutions by U.S. News & World Report, based on key measures of quality and academic reputation.

Top 10% of Universities Worldwide — Center for World University Rankings

UNF ranks among the top 10% of universities worldwide, achieving a global distinction for academic and faculty quality, alumni employment and research performance from the Center for World University Rankings.

A Best Value College — Forbes

Forbes named UNF to its Best Value College list for the second consecutive year, one of only 300 schools nationwide selected based on price, alumni earnings, timely graduation and quality.

Diversity Champion — INSIGHT into Diversity Magazine

For the fourth year, UNF was named a Diversity Champion and received its fifth HEED, Higher Education Excellence in Diversity Award, recognizing the University's commitment to diversity and inclusion.

Military Friendly School / Best for Vets — Victory Media and Military Times

For the 12th consecutive year, Victory Media named UNF one of the most military friendly schools in the nation for its commitment to the success of military students. UNF also landed on a select list of Best for Vets: Top Colleges by Military Times, recognizing military-supportive cultures and policies.

A Best in the Southeast College — The Princeton Review

For the 11th consecutive year, The Princeton Review named the University to its Best in the Southeast list, a prestigious ranking based on excellence of academic programs.

Among Best, Most Affordable LGBTQ-Friendly Colleges — SR Education Group and Affordable Colleges Online

SR Education Group ranked UNF No. 5 in the nation for its commitment to affordable online degree programs and included the University on the Best LGBTQ-Friendly list of accredited institutions with policies committed to inclusivity for LGBTQ students. AffordableCollegesOnline.org also recognized UNF as one of the most inclusive campuses in the country.

Top 25 for Lowest Student Default Rate — U.S. Department of Education

UNF ranks among the Top 25 public institutions across the country with the lowest student default rate, according to data released from the United States Department of Education.

³ SOURCES: http://www.unf.edu/publicrelations/marketing_publications/factsheet/Points_of_Pride.aspx; and <https://www.unf.edu/president/university-awards.aspx>

MAJOR DATA HIGHLIGHTS

In addition to data and information presented herein:

- Nearly 36 percent of UNF's students are ethnic/racial minorities.
- UNF's student body profile is made up of 59 percent females.
- Efforts to recruit and sustain diverse faculty and staff is ongoing. Efforts for recruitment is evidenced by ongoing progress during staff selections across the university.

CLIMATE SURVEYS

The University conducts periodic surveys for faculty, staff, students, and those for designated populations, curriculum, and religions. Information gleaned from these reports are used by the units responsible for the respective content areas to improve programs, services, initiatives, processes, and policies.

PART IV. GENDER EQUITY IN ATHLETICS

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.

Table 1. Sex Equity in Athletics Update

Element	Assessment	Findings
<p>1. Sports offerings</p>	<p><i>Men's Sports (8 at 42.1%):</i> Baseball, Basketball, Cross Country, Golf, Soccer, Tennis, Indoor Track & Field, and Outdoor Track & Field <i>Women's Sports (11 at 57.9%):</i> Basketball, Beach Volleyball, Cross Country, Golf, Soccer, Softball, Swimming, Tennis, Indoor Track & Field, Outdoor Track & Field, and Volleyball</p>	
<p>2. Participation rates, male and female, compared with full-time undergraduate enrollment</p>	<p><i>Full-Time Undergraduate Enrollment:</i> 10,795 (4,646 Male - 43.04% and 6,149 Female – 56.96%) <i>Student-Athlete Participation (duplicated head count):</i> 353 (150 Male – 42.5% and 203 Female – 57.5%) <i>Participation rates, male and female, compared with full-time undergraduate enrollment:</i> 0.54% difference between participation and enrollment (57.5% female student-athletes compared to 56.96% female enrollment and 42.5% male student-athletes compared to 43.04% male enrollment)</p>	
<p>3. Availability of facilities, defined as locker room, practice, and competitive facilities</p>	<p>Most comparable sports (basketball, cross country, soccer, tennis, golf and track & field) have comparable facilities available for locker rooms, practice and competition. In 2019-20, new bleachers for the Softball complex were completed. Covered batting cages remain a need. Cultivation of new donors for batting cages is ongoing. Securing private donations for the Beach Volleyball complex was successful and a five-court facility including a scoreboard and stands were completed. Women's Swimming currently practices and competes at The Bolles School. To address this deficiency, the university anticipates breaking ground on a new aquatics facility adjacent to the Student Wellness Complex in August 2020, with an anticipated completion in late summer of 2021.</p>	<p>Deficiencies in Softball and Swimming facilities are being addressed (addendum attached)</p>
<p>4. Scholarship offerings for athletes</p>	<p><i>Student-Athlete Participation (unduplicated/single head count):</i> 273 (113 Male – 41.4% and 160 Female – 58.6%) <i>Total Aid:</i> \$2,750,941 (\$1,177,617 Male – 42.8% and \$1,573,324 Female – 57.2%) <i>Number of Athletes Receiving Aid:</i> 220 (97 Male – 44.1% and 123 Female 55.9%) <i>Equivalencies:</i> 103.44 (46.25 Male – 44.7% and 57.19 Female – 55.3%) <i>Percentage points difference between rates of participation and rates of awards:</i> 1.4%</p>	<p>Currently, 4 men's sports and 4 women's sports are fully funded at the Grant-in-Aid in-state level. A long-term goal is to fully fund all other athletic programs at the in-state level, which is a \$625,000 estimate.</p>

Element	Assessment	Findings
5. Funds allocated for:		
a) The athletic program as a whole	The UNF Athletics Program expenses were \$12,875,897. This included \$3,992,516 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 \$3,717,533 (41.8%) for 8 sponsored sports, while the women's program expenses were \$5,165,848 (58.2%) for 11 sponsored sports for a total of \$8,883,381.	
b) Administration	All programs report directly to the Director of Athletics, including Men's and Women's Basketball. However, biweekly status meetings with head coaches are conducted by sport supervisors and oversee day-to-day operations. In 2019-20, Women's Basketball, Men's Soccer, Volleyball and Beach Volleyball report to the Sr. Associate Athletics Director for Facilities/Operations. Men's Golf and Women's Golf report directly to the Senior Associate Athletics Director for Development, External and Financial Operations. Women's Soccer, Men's Tennis and Women's Tennis report directly to the Sr. Associate Athletics Director for Compliance/Senior Woman Administrator, who was also given responsibility of oversight of the Cheerleading program, a student organization/club. Men's and Women's Cross Country, Track and Field and Women's Swimming report to the Assistant Athletic Director for Compliance. Softball reports directly to Assistant AD/Revenue Generation and Ticketing. Baseball reports to the Associate AD/Sports Performance. Sport assignments were shifted from the previous year to provide the SWA sports oversight of both men's and women's teams, which was a recommendation from the Conference office. 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.	
c) Travel and per diem allowances	Travel policies and per diem allowances were the same for all teams. Teams are permitted to supplement their budget from their respective fundraised accounts. Overall travel expenses during 2019-20 reflect that the men's programs spent \$416,548 (49.6%) while the women spent \$423,111 (50.4%) on travel. 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 (\$505,000) 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 \$122,720 more than women's basketball who did not travel as far. Additionally, team travel expenses overall were significantly less in 2019-20 when four (4) men's and five (5) women's spring sport seasons were forced to cease competition in March due to the Coronavirus pandemic.	

Element	Assessment	Findings
d) Recruitment	Male team expenditures were \$39,915 (39.3%) compared to \$61,769 (60.7%) for the women's programs for a combined total of \$101,684. Recruiting expenditures can fluctuate year to year based on graduation and attrition for that cycle. Additionally, the NCAA imposed a recruiting dead period across all sports due to the pandemic.	
e) Comparable Coaching	In 2019-20, the salaries, benefits and bonuses paid by the university to the head coaches of men's teams (8 sports) equaled \$865,531; while the total for the head coaches of women's teams (11 sports) was \$899,931. The figure for the head coaches of men's teams included a bonus for the men's basketball coach for winning the ASUN regular season championship. Men's and Women's Tennis each have a graduate assistant coach and remain the only programs with no true full-time assistant coaching positions.	Full-time Assistant Coach positions for Men's and Women's Tennis is the next coaching improvement priority
f) Publicity and Promotion	Of the \$177,873 spent on fund-raising, marketing and promotion, \$165,139 was not allocated by gender, while of the remaining \$12,734, \$9,071 was spent by men's teams and \$3,663 was spent by women's teams specifically. In a digital environment, no media guides/brochures are published, but posted online, which is not a tangible expense. All the sport-specific spending comes from teams' respective fundraised accounts. So, some teams are more active in than others and, therefore, their expenses are higher. All teams have the opportunity to conduct marketing efforts to aid in and increase their team-specific exposure.	
g) Other Supported Costs	Of the \$1,642,741 spent on direct overhead, administrative and other operating expenses, \$824,898 was not allocated by gender, \$80,511 was spent on men's teams and \$737,332 was spent on women's teams specifically. These expenses represent the administrative costs of running the athletic department; however, the significant expenses toward women's sports, compared to men's sports was due to significant expenses for Beach Volleyball and Softball facility projects.	
6. Provision of Equipment and Supplies	The expenses for equipment, uniforms and supplies showed that women's teams (11) provided \$243,718 to 203 participants (\$1,201 per participant) and the men's teams (8) provided \$214,437 to 150 participants (\$1,430 per participant). The purchase of some items is cyclical and therefore not purchased every year.	
7. Scheduling of Games and Practice Times	Competition and practice facilities exist for most programs enabling them to schedule both team practices and competitions as desired, with attention to improvements as previously noted. Both Basketball programs and Women's Volleyball share the same practice and competition facilities. In the fall, Volleyball has priority in scheduling. In the winter and spring, the Basketball programs have priority. The 2013-14 season was the last season the UNF indoor aquatic center was used, as it was converted to the Field House. Practice and competition facilities for future seasons have been contracted with The Bolles High School until a new outdoor aquatics facility is built on campus.	

Element	Assessment	Findings
8. Opportunities to Receive Tutoring	<p>In 2019-20, the department began with 3.5 full-time staff members and a part-time OPS staff member dedicated to providing academic support services equitably to both the men’s and women’s teams. However, throughout the course of the year, the Student-Athlete Center for Excellence (SACE) went through personnel transitions. The Director left the university, the part-time staff member went on maternity leave, a new Director was promoted from within and a search began to replace a full-time vacancy by the beginning of Fall 2020. Tutoring is handled through the campus tutoring center (Student Academic Success Services--SASS) 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. In March 2020, study hall was shifted to a virtual (Zoom) platform due to the Coronavirus pandemic, open to all teams equally. The academic resources offered to all student-athletes generated amazing results, even with the personnel transition challenges: nine consecutive full academic years (18 semesters) with a cumulative department GPA of 3.0 or higher. Student-athletes earned a 3.39 department GPA in Fall 2019 and 3.61* GPA in Spring 2020, with all 19 teams earning at least a 3.0.</p> <p>*During the Spring 2020 semester, all courses transitioned to a remote environment and applied a revised grading scale.</p>	
9. Compensation of Coaches and Tutors	<p>In 2019-20, women represented 58.6% of the participants; head and assistant coaches of women’s teams represented 50.86% of the total compensation, which was up from 50.6% the previous year. Coaches’ compensation is based on market value, the coach’s qualifications, years of coaching experience, years of service at the institution and bonuses for winning championships. Men's Basketball coaches earned bonuses for winning the ASUN Regular Season Championship. 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 SASS Department policies regardless of student-athlete or sport.</p>	
10. Medical and Training Services	<p>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. The majority of the medical expenses and insurance (\$263,939 out of \$268,265) was not allocated by gender. In 2019-20, the athletic department employed five (5) full-time sports medicine staff members and three (3) interns. The proportionality of trainers serving athletic teams will be evaluated in the coming years to ensure student-athlete safety and quality medical coverage.</p>	
11. Housing and Dining Facilities and Services	<p>No special housing and/or dining services are provided for any athletic teams.</p>	

Table 2. Sex Equity in Athletics - Areas for Improvement

AREAS OF IMPROVEMENT	PROGRAM FOR IMPROVEMENT	TIMETABLE
<p>Scholarship Offerings</p>	<p>In previous years, the athletics department sought opportunities to increase scholarship budgets through activity fee revenues tied to enrollment. In 2018-19, a greater emphasis was placed on annual development and to increase scholarship support. This program, the Shareholders Scholarship Program, provided for \$60,000 of allocated funds to most of our sports in 2018-19 and continued in 2019-20. It is estimated that it will take an additional \$625,000 to meet the goal to fully fund every program at the Grant-in-Aid in-state level.</p>	<p>Timetable will be dictated by the success of annual development and , addendum attached</p>
<p>Men's and Women's Tennis Assistant Coach Positions</p>	<p>Men’s Tennis and Women’s Tennis are the only athletic programs remaining without true full-time assistant coach positions, which is the next coaching personnel priority.</p>	<p>2022-23, as funds are available</p>
<p>Facilities</p>	<p>Priorities to address deficiencies in practice and competition facilities are focused to three sports: Softball, Beach Volleyball and Swimming. New additions and upgrades to the Softball complex were completed in 2019-20, which included new raised Softball bleachers, which are located over the press box and provide an elevated view of the field. Covered batting cages remain a need and donors are being cultivated for this \$700,000 project.</p> <p>An impressive five (5) court Beach Volleyball Complex was completed in 2019-20, which includes stands and a scoreboard. Since the conclusion of the 2013-14 academic year, there has not been an indoor aquatics center on campus. Practice and competition facilities for future seasons have been contracted with The Bolles School until a new facility is built on campus. In 2018-19, funds were identified for a new aquatics center on campus and an architect was hired. The university anticipates beginning construction in August, 2020 to build a new aquatics center on campus adjacent to the Student Wellness Complex. This will be the practice and competition facility for the Women's Swim team.</p>	<p>Softball bleachers and the Beach Volleyball facility were completed in 2019-20, the aquatics center is estimated to be completed by the end of summer 2021, other project timelines are reliant on efforts.</p>

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

- Accommodation of Interest and Abilities
- Substantial Proportionality
- History and Practice of Expansion of Sports

Table 3. Student Athletes by Gender 2019-20

Category	Male	Female	Total
Number	150	203	353
Percent of Total	42%	58%	100%

SOURCE: UNF Athletics Department



Part IV Gender Equity in Athletics Addendum (2019-20 data year)

The following information illustrates the achievements of the Department of Intercollegiate Athletics in 2019-20:



Academic Excellence

- Department GPA of 3.49 for 2019-2020 academic year
 - Fall 2019: 3.39
 - Spring 2020: 3.61

- All 19 athletic teams achieved a yearly GPA of 3.0 or higher
- Spring 2020 culminated as the 18th consecutive semester (9 straight academic years) with a Department GPA of 3.0 or higher
- 80% of UNF's student-athletes posted GPAs of 3.0 or higher for the year earning them ASUN Academic Honor Roll distinctions
- Graduated 24 student-athletes in 2019-20 with Conference Honors (3.5 GPA or higher)
 - Fall 2019:** 5 graduates (3 males; 2 females)
 - Spring 2020:** 42 graduates (12 males; 30 females; 11 female Honor graduates; 3 male Honor graduates)
 - Summer 2020:** 20 graduates (9 males; 11 females; 5 female Honor graduates; 5 male Honor graduates)

- 13 athletes were voted as Academic All-Conference performers in their respective sports
- Qualified for the NCAA Academic Unit distribution by earning a 94% Graduation Success Rate (90% needed to qualify) and a 995 single year Academic Progress Rate (985 needed to qualify)

Competitive Excellence*

*In March 2020, the Coronavirus pandemic forced all practice and competition to cease for all spring sports (Baseball, Beach Volleyball, Men's and Women's Golf, Men's and Women's Tennis and Men's and Women's Outdoor Track & Field), therefore championships and accompanying accolades were not awarded for 9 sports.

- 1 Conference Championship:
 Men's Basketball (regular season)
- 0 Conference Players of the Year
- 0 Student-athletes were named the ASUN Freshman of the Year
- 7 ASUN All-Freshmen selections
- 28 athletes earned All-ASUN honors
- 0 Scholar-Athletes of the Year
- Student-athletes collected academic honors from regional or national organizations highlighted by Wajid Aminu (Men's Basketball) earning the prestigious CoSIDA Academic All-District award
- 17 ASUN Athletes of the Week
- 1 Conference Coach of the Year honors:
 Matthew Driscoll (Men's Basketball)
- 0 NCAA Postseason Qualifiers
- North Florida maintained the River City Rumble barrel with a 9-2 season victory over rival Jacksonville University

Part IV Gender Equity in Athletics Plans for Improvement Supplement

Scholarship Offerings

The goal of the athletics department is to be competitive within the ASUN Conference by achieving and staying within the top third of scholarship budgets/equivalencies across member schools, with an emphasis on in-state equivalencies.

In past years, the athletics department sought opportunities to increase scholarship budgets through activity fee revenues tied to enrollment. In 2018-19, a greater emphasis was placed on annual development and fund-raising to increase scholarship support. This new program, the Shareholders Scholarship Program, continued in 2019-20 and has provided for \$60,000 of allocated funds to most of our sports as outlined in the chart below.

Shareholders Scholarship Program FY20 Allocation of Funds	
Total Funds Available	\$60,000

Sport	Allotment
Baseball	\$5,000
Men's Basketball	\$2,000
Women's Basketball	\$5,000
Men's Golf	\$0
Women's Golf	\$0
Men's Soccer	\$5,000
Women's Soccer	\$10,000
Softball	\$5,000
Swimming	\$5,000
Men's Tennis	\$2,500
Women's Tennis	\$2,500
Men's Track & Field	\$5,000
Women's Track & Field	\$5,000
Volleyball	\$0
Beach Volleyball	\$8,000
Total	\$60,000

This \$60,000 allotment will continue to be allocated in subsequent years.

At the conclusion of 2019-20, four (4) of our men's sports and four (4) of our women's sports are fully funded at the Grant-in-Aid in-state level, as outlined in the chart below. It is estimated that it will take an additional \$625,000 to fully fund the rest of UNF's sports at the Grant-in-Aid in-state level. As the Shareholders Scholarship Program grows, additional scholarship dollars will be

awarded consistent with the participation ratio.

The timetable to achieve these goals will be dictated by the success of annual development and fund-raising.

**University of North Florida
Athletic Scholarships
updated 03.31.2020**

Men's Sports	FY21 Scholarship Budget	Max Equivalency	GIA In-State Fully Funded	% of Fully Funded	GIA Out-of-State Fully Funded	% of Fully Funded	COA In-State Fully Funded	% of Fully Funded	COA Out-of-State Fully Funded	% of Fully Funded
Baseball	\$215,000	11.70	\$222,440	96.66%	\$390,920	55.00%	\$269,685	79.72%	\$438,165	49.07%
Basketball	\$305,000	13.00	\$247,156	123.40%	\$434,356	70.22%	\$299,650	101.79%	\$486,850	62.65%
Golf	\$130,000	4.50	\$85,554	151.95%	\$150,354	86.46%	\$103,725	125.33%	\$168,525	77.14%
Soccer	\$205,000	9.90	\$188,219	108.92%	\$330,779	61.97%	\$228,195	89.84%	\$370,755	55.29%
Tennis	\$132,500	4.50	\$85,554	154.87%	\$150,354	88.13%	\$103,725	127.74%	\$168,525	78.62%
Track/CC	\$150,000	12.60	\$239,551	62.62%	\$420,991	35.63%	\$290,430	51.65%	\$471,870	31.79%
Total	\$1,137,500	56.20	\$1,068,474	106.46%	\$1,877,754	60.58%	\$1,295,410	87.81%	\$2,104,690	50.77%

Women's Sports	FY21 Scholarship Budget	Max Equivalency	GIA In-State Fully Funded	% of Fully Funded	GIA Out-of-State Fully Funded	% of Fully Funded	COA In-State Fully Funded	% of Fully Funded	COA Out-of-State Fully Funded	% of Fully Funded
Basketball	\$305,000	15.00	\$285,180	106.95%	\$501,180	60.86%	\$345,750	88.21%	\$561,750	54.29%
Golf	\$130,000	6.00	\$114,072	113.96%	\$200,472	64.85%	\$138,300	94.00%	\$224,700	57.85%
Soccer	\$185,000	14.00	\$266,168	69.50%	\$467,768	39.55%	\$322,700	57.33%	\$524,300	35.29%
Softball	\$195,000	12.00	\$228,144	85.47%	\$400,944	48.64%	\$276,600	70.50%	\$449,400	43.39%
Tennis	\$162,500	8.00	\$152,096	106.84%	\$267,296	60.79%	\$184,400	88.12%	\$299,600	54.24%
Track/CC	\$150,000	18.00	\$342,216	43.83%	\$601,416	24.94%	\$414,900	36.15%	\$674,100	22.25%
Beach Volleyball	\$28,000	6.00	\$114,072	24.55%	\$200,472	13.97%	\$138,300	20.25%	\$224,700	12.46%
Swimming	\$45,000	14.00	\$266,168	16.91%	\$467,768	9.62%	\$322,700	13.94%	\$524,300	8.58%
Volleyball	\$285,000	12.00	\$228,144	124.92%	\$400,944	71.08%	\$276,600	103.04%	\$449,400	63.42%
Total	\$1,485,500	105.00	\$1,996,260	74.41%	\$3,508,260	42.34%	\$2,420,250	61.38%	\$3,932,250	37.78%

Combined Total	\$2,623,000	161.20	\$3,064,734	85.59%	\$5,386,014	48.70%	\$3,715,660	70.59%	\$6,036,940	43.45%
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2020-21 UNF Scholarship Costs	In-State GIA	Out-of-State GIA	In-State Cost of Attendance	Out-of-State Cost of Attendance
Undergraduate On-Campus	\$17,682.00	\$32,082.00	\$21,730.00	\$36,130.00
Undergraduate Off-Campus	\$19,012.00	\$33,412.00	\$23,050.00	\$37,450.00

Assistant Coach Positions

Men's and Women's Tennis remain the only programs without true full-time assistant coach positions, which is the next coaching personnel priority. Both Men's and Women's Tennis currently have a graduate assistant or OPS position serving as assistant coaches. Approximately \$50,000 is needed to elevate both positions to full-time.

The timeline to improve the elevation of these assistant coach positions is targeted for 2022-23, however, it will be determined, as funds are available.

Facilities

After additions and upgrades to the Softball Complex were completed in 2017-18 (new press box, bathrooms added to the dugouts, a new warning track and infield turf, as well as new scoreboard), design for new bleachers were approved and the \$450,000 bleacher project was completed in 2019-20. Donors are being cultivated for covered batting cages, which is estimated to be a \$700,000 project and remains a gender equity need.

Donations were secured and a \$550,000 new five (5) court Beach Volleyball Complex was completed in 2019-20. This complex includes stands and a scoreboard.

Construction on a new 8.2 million-dollar aquatics center will began in August 2020. The expected completion date for this project is by the end of summer 2021. This aquatics center located adjacent to the Student Wellness Complex on campus will be the new home for practice and competition for the Women's Swim team.

PART V. EMPLOYMENT REPRESENTATION

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, then followed by their respective commentary.

**UNIVERSITY OF NORTH FLORIDA
EMPLOYMENT REPRESENTATION**

Table 1. Category Representation – Tenured Faculty

INDICATOR	NRA	B	AI/ AN	A	H	NH/ OPI	W	≥ TWO	NOT REPO- RTED	FEMALE	MALE	TOTAL
Fall 2020	14	7	0	24	12	0	195	4	0	109	147	256
Fall 2019	14	6	0	23	13	0	198	4	0	109	149	258
1YR Percentage Change	0.0%	16.7%	0.0%	4.3%	-7.7%	0.0%	-1.5%	0.0%	0.0%	0.0%	-1.3%	-0.8%
Fall 2015	20	8	0	15	9	0	184	6	0	102	140	242
5YR Percentage Change	-30.0%	-12.5%	0.0%	60.0%	33.3%	0.0%	6.0%	-33.3%	0.0%	6.9%	5.0%	5.8%
Area for improvement, compared with national standards? (Check if yes)												

Source: IPEDS Fall Staff, IPEDS Human Resources Data.

IPEDS Human Resource instructional faculty only. Does not include Research or Public Service only faculty.

IPEDS Human Resource aligned with 2010 Standard Occupational Category (SOC) System.

Table 2. Category Representation – Tenure-Track Faculty

INDICATOR	NRA	B	AI/ AN	A	H	NH/ OPI	W	≥ TWO	NOT REPO- RTED	FEMALE	MALE	TOTAL
Fall 2020	17	5	0	13	5	0	64	1	0	63	42	105
Fall 2019	17	4	0	12	5	0	61	1	0	57	43	100
1YR Percentage Change	0.0%	25.0%	0.0%	8.3%	0.0%	0.0%	4.9%	0.0%	0.0%	10.5%	-2.3%	5.0%
Fall 2015	15	6	0	10	7	0	91	1	0	70	60	130
5YR Percentage Change	13.3%	-16.7%	0.0%	30.0%	-28.6%	0.0%	-29.7%	0.0%	0.0%	-10.0%	-30.0%	-19.2%
Area for improvement, compared with national standards? (Check if yes)												

Source: IPEDS Fall Staff, IPEDS Human Resources Data.

IPEDS Human Resource instructional faculty only. Does not include Research or Public Service only faculty.

IPEDS Human Resource aligned with 2010 Standard Occupational Category (SOC) System.

Table 3. Category Representation – Non-Tenure-Earning Faculty or Faculty at Non-Tenure Granting Universities

INDICATOR	NRA	B	AI/ AN	A	H	NH/ OPI	W	≥ TWO	NOT REPO- RTED	FEMALE	MALE	TOTA L
Fall 2020	7	14	1	12	3	0	136	9	1	103	80	183
Fall 2019	1	10	1	12	3	0	128	7	0	88	74	162
1YR Percentage Change	600.0 %	40.0 %	0.0%	0.0%	0.0%	0.0%	6.3%	28.6 %	100.0 %	17.0%	8.1%	13.0%
Fall 2015	3	6	2	4	3	0	92	7	0	65	52	117
5YR Percentage Change	133.3 %	133.3 %	- 50.0 %	200.0 %	0.0%	0.0%	47.8%	28.6 %	100.0 %	58.5%	53.8%	56.4%
Area for improvement, compared with national standards? (Check if yes)												

Source: IPEDS Fall Staff, IPEDS Human Resources Data.

IPEDS Human Resource instructional faculty only. Does not include Research or Public Service only faculty.

IPEDS Human Resource aligned with 2010 Standard Occupational Category (SOC) System

Table 4. Category Representation – Executive/Administrative/Managerial

INDICATOR	NRA	B	AI/ AN	A	H	NH/ OPI	W	≥ TWO	NOT REPO- RTED	FEMALE	MALE	TOTAL
Fall 2020	2	35	3	9	20	0	239	6	1	180	135	315
Fall 2019	4	41	3	9	18	0	254	5	0	199	135	334
1YR Percentage Change	- 50.0 %	- 14.6 %	0.0%	0.0%	11.1%	0.0%	-5.9%	20.0 %	100.0 %	-9.5%	0.0%	-5.7%
Fall 2015	2	33	1	12	18	0	262	1	0	182	147	329
5YR Percentage Change	0.0%	6.1%	200.0 %	- 25.0%	11.1%	0.0%	-8.8%	500.0 %	100.0 %	-1.1%	-8.2%	-4.3%
Area for improvement, compared with national standards? (Check if yes)												

Source: IPEDS Fall Staff, IPEDS Human Resources Data.

IPEDS Human Resource instructional faculty only. Management Occupations 11-0000 (FT & PT).

IPEDS Human Resource aligned with 2010 Standard Occupational Category (SOC) System

Tenured Faculty

Table 1 – There was a slight decrease in overall number and percentage of tenured faculty during Fall 2018 to Fall 2019. There was a moderate decrease in the number of tenured Black faculty (N=2), American Indian/Alaskan Native faculty (N=2), and Hispanic faculty (N=1). Female faculty additionally saw a slight decrease of -0.9%. However, there were gains in all other categories including Asian (4.5 percent), and individuals who identify as two or more races (100 percent). The five-year percentage change stands at 10.7 percent and increased or did not decrease in any ethnic category except Black which had a decrease of 25 percent. Efforts targeted to increase the percentage of diverse faculty on the UNF campus include informal mentorship programs and the Commission on Diversity and Inclusion.

Tenure-Track Instructional Faculty

Table 2 –The data indicates that this population has remained relatively stable from 2018 to 2019, with positive increases in the categories of Hispanic (N=1), two or more races (N=1), and Female (N=5), and conversely a decrease of one Black faculty member. Challenges continue in hiring a more diverse faculty particularly in STEM areas as competition grows from local and national organizations who have higher pay scales and greater resources for research. UNF continued its efforts to recruit more widely, including membership in McKnight and SREB organizations and working with *Insight into Diversity* for ad placement. It is important to again note that current success was built on hiring into vacated positions as net new faculty positions are few.

Non-Tenure-Track Faculty

Table 3 – The percentage of UNF's non-tenure track faculty again increased in academic year 2018 to 2019 from 143 to 162 faculty. Overall results indicated that while UNF lost three (3) Black faculty members from one reporting year to the next, in the 5-year period, UNF showed 66.7 percent growth in this category. Equally significant growth was experienced in other non-white categories. Female faculty grew 63 percent in this five-year period while males in this area increased by only 39.6 percent.

Executive/Administrative/Managerial Staff

Table 4 – While Female executive/administrative/managerial staff depicted a -3.4 percent decrease between Fall 2018 and Fall 2019, the five-year period still reflected an increase of 21.6 percent. The categories of Black, American Indian/Alaskan Natives, Native Hawaiian/Other Pacific Islander saw decreases between Fall 2018 and Fall 2019. Conversely, the five-year analysis still exemplified overall progress in attracting and retaining diverse and inclusive staff in these categories. Hispanic executive/administrative/managerial staff increased by 20 percent and “two or more races” increased by 100 percent from 2018 to 2019. This category included tenured faculty who were also administrators such as provost, deans, and department chairs.

Overall

UNF conducted analyses of its overall employment and selection system, including evaluating the workforce by organizational unit and job group, personnel activity, compensation, and other personnel procedures to determine progress, and address impediments to equity in employment opportunity. An analysis of each of these processes suggests that the University makes selections in a nondiscriminatory manner, and that no policy or practice excludes members of minority groups, or women, from employment opportunities. The University will continue to address known underutilization by making good faith efforts in implementing action-oriented initiatives for recruitment and retention.

PART VI. AREAS OF IMPROVEMENT AND ACHIEVEMENT

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 herein.

**Florida Equity Report
University of North Florida
2019 - 2020**

Areas of Improvement Pertaining to Academic Services, Programs, and Student Enrollment (This Year)	Achievement Report for Areas of Improvement Pertaining to Academic Services, Programs, and Student Enrollment (Identified Last Year)
Areas of Improvement Pertaining to Gender Equity in Athletics (This Year)	Achievement Report for Areas of Improvement Pertaining to Gender Equity in Athletics (Identified Last Year)
<p>Utilize fundraised dollars to increase scholarship budgets.</p> <p>Elevate the graduate assistant positions in Men's and Women's Tennis to full-time.</p> <p>Covered batting cages for Softball remain a need.</p> <p>On-campus practice and competition facilities for Women's Swimming will be under construction, beginning August 2020.</p>	<p>The Shareholder's Scholarship Program continued to provide \$60,000 of scholarships for several programs.</p> <p>New Softball bleachers were constructed, a \$450,000 project, which provides an elevated view of the field.</p> <p>The Beach Volleyball court project was completed, a \$550,000 project, which includes five (5) practice and competition courts, stands and a scoreboard.</p> <p>Construction will begin on a new aquatics center on-campus, which is an 8.2-million-dollar project.</p>
Areas for Improvement Pertaining to Employment (This Year)	Achievement Report for Areas of Improvement Pertaining to Employment (Identified Last Year)

**Florida Equity Report
University of North Florida
2019 - 2020**

PART VII. DEMOGRAPHIC REPRESENTATION IN THE TENURE PROCESS

Table 1. Protected-Class Representation in the Tenure Process, 2019-20

Sex, Race/Ethnicity	Applied	Withdrawn	Denied	Deferred	Nominated
MALES					
American Indian or Alaskan Native					
Asian	1				1
Black or African American					
Hispanic					
Native Hawaiian/Other Pacific					
Two or More Races					
White	8	1	1		6
Other, Not Reported					
Total Male (Include Other, Not Reported)	9	1	1		7
FEMALES					
American Indian or Alaskan Native					
Asian	1				1
Black or African American					
Hispanic					
Native Hawaiian/Other Pacific					
Two or More Races					
White	5		1		4
Other, Not Reported					
Total Female (Include Other, Not Reported)	6		1		7
GRAND TOTAL	15	1	2		14

LEGEND:

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

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

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

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

University Guidelines for Equitable Assignments for Instructional Faculty

The UNF-UFF Collective Bargaining Agreement July 1, 2016 through June 30, 2019 addresses this requirement. 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 good-faith effort, consistent with the all provisions of the CBA, to provide faculty with the necessary facilities and resources for carrying out their assigned duties and responsibilities.

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PART VIII. PROMOTION AND TENURE COMMITTEE COMPOSITION

Table 1: Promotion and Tenure Committee Composition, AY 2019-20

Type of Committee	Black or African American		American Indian/Alaskan Native		Asian		Native Hawaiian or Other Pacific Islander		Hispanic		Two or More Races		White		Other, Not Reported		Total including Other, Not Reported	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
University Committee	2					1							2	6			4	7
College of Arts and Sciences		1			3				2				23	16			28	17
Criminology and Criminal Justice													2	3			2	3
Communication		1			2									4			2	5
Physics													5	4			5	4
Psychology																	0	0
Chemistry																	0	0
Music					1								8	3			9	3
Art and Design									1				2	1			3	1
English													4	1			4	1
Philosophy									1				2				3	0
College of Education and Human Services	1				2								1	4			4	4
Leadership, School Counseling and Sport Management	1				2									2			3	2
Foundations and Secondary Education													1	2			1	2
Coggin College of Business		1			1	2			1				10	5			12	8
Management						1							3	1			3	2
Economics and Geography		1				1			1				2	3			3	5
Accounting and Finance					1								5	1			6	1
Brooks College of Health						2							2	6	1		3	8
Nursing													1	2			1	2
Public Health						1							1	3			1	4
Nutrition and Dietetics						1								1	1		1	2
College of Computing, Engineering and Construction	1				3							1	10	2	1		15	3
Engineering	1											1	9	1			10	2
Computing					3								1	1	1		5	1

PART IX. OTHER REQUIREMENTS

- A. Budget Plan**
- B. President's Evaluation**
- C. Top Administrators' Evaluations**

A. Budget Plan

The UNF 2019-20 Budget Plan includes specific strategies and a budget allocation that supports diversity and inclusion among faculty. UNF maintains 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.

Resources to Support Recruitment, Tenure and/or Promotion	Budget Allocation
Summer Research Grants – provide research grants to cover summer projects, of which four (4) were focused on research of underserved populations	\$30,000
Presidential Diversity and Inclusion Achievement Award to acknowledge deserving faculty, staff or students	\$3,800
Supported representation at select conferences: SREB and McKnight	\$2,702
Purchased copy for all academic deans “Searching for Excellence & Diversity: A guide for Search Committees”	\$242
Student Scholarship commitment	\$2,000
Diversity Champion Advertising Package	\$17,255.00
College diversity and inclusion award (College of Arts & Sciences)	\$500.00
DEI speakers for faculty and staff workshops (Commission on Diversity & Inclusion hosted)	\$1,500.00
Institutional membership for National Center for Faculty Diversity and Development (NCFDD)	\$18,000.00
LGBTQ-Friendly Star Rating Award Recognitions	\$255.00
Teaching and Mentoring Institute by Southern Regional Education Board (Recruitment of UR faculty)	\$700.00
UNF Lead Program (UR faculty retention)	\$4,000.00
TOTAL BUDGET ALLOCATION	\$80,954

Further, the University assists deans and department heads to attract and retain individuals for difficult to recruit positions from the standpoint of inclusion by providing a temporary budget line upon request from the University President, and/or the Provost/Vice President of Academic Affairs.



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.

Among President Szymanski's primary goals for 2019-20 were quantitative targets for the following performance-funding and institutional metrics:

1. Retention (performance-based funding metric #5)
2. Four-year graduation (performance-based funding metric #4)
3. Number of Pell grant recipients in the incoming FTIC cohort
4. Freshman enrollment headcount
5. Graduate enrollment headcount
6. Total enrollment headcount

These objectives targeted a graduation rate improvement of 4.5 percentage points, a retention rate improvement of 0.2 points, 25% growth in Pell grant recipients in the incoming FTIC cohort, a 5.1% increase in the size of the incoming FTIC freshman class, a 4.5% increase in graduate enrollment headcount, and a total enrollment headcount increase of 1.16%.

Moreover, President Szymanski had as organizational goals two new programs directly targeted toward advancing the success of women and minorities:

- Launch the Community Alliance for Student Success (CASS)
- Launch "Fearless Woman" Leadership Program

Although not included as a formal goal by the UNF Board of Trustees (BOT) for 2019-20, during that evaluation year President Szymanski also created the university's first vice president position focused exclusively on fostering a campus culture that embraces diversity and focuses on inclusiveness.

During its annual presidential evaluation on August 25, 2020, the BOT determined that the president met or exceeded his established goals for the year.

Achievement of these goals resulted in substantial improvements in equity for Black and Hispanic students, which are UNF's two largest underrepresented student populations.

The pursuit of more Pell freshmen and a larger freshman class resulted in the following:

- A total of 139 more Black and Hispanic students were in the Fall 2019 FTIC cohort versus the Fall 2018 cohort, an increase of 26%. By comparison, the number of Black freshmen in the freshman cohorts across the rest of the SUS dropped by a collective 87 students. The 26% increase was the highest in the SUS, and nearly twice as large as the second-best increase in the system. It also quintupled the presidential goal of a 5.1% increase in the size of the overall freshman class. The increase in headcount lifted the proportion of the freshman class that was Black or Hispanic to 25%, an increase of 3.9 percentage points over the prior year. This one-year growth in the proportion of the freshman class in these categories was also the largest in the SUS.
- UNF increased the number of Black students in its freshman cohort by 79 students (44.9%), the largest headcount increase in the SUS. By comparison, the number of Black freshmen in the collective cohorts across the rest of the SUS dropped by a total of 232 students. Black students as a proportion of the freshman class rose by 2.5 percentage points, which was also the largest increase in the SUS. The average proportion change in the other SUS schools was -0.6 percentage points.
- UNF increased the number of Hispanic students in its freshman cohort by 60 students (17.1%), the largest percentage increase in the SUS. The average headcount increase across the other SUS institutions was 13 students. Hispanic students as a proportion of the freshman class rose by 1.4 percentage points, which was the fifth-highest increase in the SUS. The average change in the other SUS schools was +0.3 percentage points.

Efforts to improve retention and graduation rates also had very positive impacts for Black and Hispanic students:

- First-year retention rates (with a 2.00+ GPA) for Black and Hispanic students in the Fall 2019 cohort into Fall 2020 were 82% and 81%, respectively. These rates were 2.9 percentage points and 1.1 percentage points higher than the rates for those respective students in the Fall 2018 cohort.
- The four-year graduation rate for Black students in the Fall 2016 FTFT cohort (the cohort that was to finish by the start of Fall 2020) was 53.4%, which was 11.5 percentage points higher than those in the previous cohort from Fall 2015. The four-year graduation rate for Hispanic students in the Fall 2016 cohort was 46.2%, which was 8.1 percentage points higher than in those in the Fall 2015 cohort.

Finally, efforts during 2019-20 to increase overall enrollment also led to substantial increases in the number and percentages of Black and Hispanic students at both the undergraduate and graduate levels. From Fall 2019 to Fall 2020:

- The number of Black and Hispanic undergraduates grew by 4.9%, and the proportion of the undergraduates who were Black or Hispanic grew from 22.9% to 24.5% of the undergraduate population. The growth in Black and Hispanic undergraduate headcount more than quadrupled the overall target of 1.16% growth in student headcount that was set by the BOT for the president.

- The number of Black and Hispanic graduate students grew by 9.3%, and the proportion of the graduates who were Black or Hispanic grew from 23.5% to 25.8% of the graduate population. This growth in Black or Hispanic graduate headcount was more than twice as large as the graduate enrollment increase goal that was set by the BOT for the president, and eight times larger than the overall target of 1.16% growth in student headcount.

C. Top Administrators' Evaluations

Information pertaining to evaluating our top administrators was noted in the standing UNF Southern Association of Colleges and Schools Commission on Colleges' report. It notes:

In order to ensure that the University maintains an excellent, effective administration, the vice presidents are evaluated annually by the President of the university. These evaluations consist of the vice presidents' end-of-the year reports on their units' accomplishments according to state metrics and other initiatives. These reports are followed by a conversation with the President and performance is documented via the standard Performance Appraisal form associated with the Human Resources annual evaluation process. Non-faculty senior officers below vice president are evaluated through the Human Resources annual evaluation process for Administrative and Professional class. In accordance with Policy 2.0320P, college Deans are evaluated by the Provost and the college faculty. Further, UNF adopted the Kansas State University IDEA survey for the evaluation of the Provost and academic Deans by the faculty.

UNF shares data on its successes and its challenges through on-line articles utilizing its website presence, and various annual reports including the Affirmative Action Plan and this Annual UNF Equity Report with the University community. Such reports communicate achievements and outline opportunities for further progress. Given the above, efforts continue towards a systematic evaluation process of top administrators up to and including the President.

THE UNF FLORIDA EQUITY REPORT COMMITTEE

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