



**UNF** UNIVERSITY *of*  
NORTH FLORIDA.™



# 2022 FLORIDA EQUITY ACT REPORT

Jacksonville, Florida



Florida Equity Act Report

Data Year: 2020-2021

**Approved by the University Board of Trustees**

August xx, 2022

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Mr. Kevin Hyde, Chair, Board of Trustees

A handwritten signature in blue ink, reading "Pam Chally", is centered on the page.

Pam Chally, Interim President

**Submitted by:**

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## PART I. EXECUTIVE SUMMARY

### INTRODUCTION:

The Florida Educational Equity Act (Section 1000.05 F.S.) and the Florida Board of Governors Regulation 2.003, Equity and Access, require the submission of an annual report by each SUS member institution. This report contains sections regarding full and appropriate student participation in educational programs and courses offer by the University of North Florida (UNF) without discrimination based on race or gender; academic programs analyses; gender equity in athletics; and the 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, 2020-2021.

Based in part on previous and current results found in this report, UNF continues to receive national recognition for its diversity and inclusion efforts.

### A. DESCRIPTION OF PLAN DEVELOPMENT

The 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 Interim President Dr. Pamela Chally 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 2022.

### 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. This values-based Statement demonstrates UNF's continuing commitment to promoting the welfare and positive transformation of community members by upholding 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)**

Over the five-year period between Fall 2016 through Fall 2022, full-time in college enrollment grew by 30.5 percent with percentage increases in minority populations of 122.6 percent for Blacks, 133.3 percent for American Indian and other Alaskan Natives, 89.4 percent for Asian, 83.9 percent for Hispanic, and 400 percent for Native Hawaiian and Other Pacific Islanders. It should be noted that this was during COVID when many universities saw decreases in their enrollments.

Student Recruitment shifted its focus for admissions to student high school grade-point-averages and course rigor that expanded access to students from different socioeconomic and cultural backgrounds. UNF combined these efforts with providing the most robust financial aid package possible to ensure affordability by leveraging institutional funds and state and federal funds to provide the greatest number of students with financial aid as needed.

#### **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 55 percent of all student-athletes compared to their full-time undergraduate enrollment of 57 percent. UNF remains in compliance with prong one of Title IX by providing 10 percent more athletics participation opportunities for female student-athletes than it has for male student-athletes.

#### **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. 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 of Duval County, FL. Initiatives, such as training and development for participants in the search and screen process continue. This initiative provides information on how to recognize and avoid intrinsic bias and extensive resources to enhance diversity and inclusion among applicants for employment. This past year UNF 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)**

UNF saw its cultural diversity enrollment increase by six (6) percent from the local region, the number of financial literacy and college affordability programs increase from 25 the previous year to 60 during Fall 2020, and saw a 15 percent participation increase of students and families from under-represented populations participating in campus tours and admission events

The University maintains a commitment to recruiting and promoting women and minority professionals, administrators, and faculty. UNF created a Vice President/Chief Diversity Officer position to advise leadership on diversity, inclusion, racial equity vis-à-vis strategies, community relations in addition to recruitment and retention of faculty, staff, and students of color.

UNF transfer enrollment numbers echo state and national declines in transfer student groups.

The overall retention of Full-Time First-Time in College (FTFTIC) students declined in the 2020-2021 academic year (n = 407, 78.6%) in comparison to the previous year (83.4%).

#### **Demographic Representation in the Tenure Process (Part VII)**

UNF's faculty tenure process ensures 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 participation with no artificial barriers present.

#### **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 were \$105,010.86, 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 additional 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 leaders 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 (RAs), the University Police Department, University Athletics, the Student Government Association, and related sessions are conducted for campus organizations and departments upon request throughout the university. 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; however, the Sexual Misconduct Regulation was updated and revised during the reporting period.

### B. Documentation of Non-Discrimination Policy

#### Non-Discrimination, Equal Opportunity and Inclusion Regulation

**Number:** 1.0040R

**Effective Date:** 8/11/2020

**Revised Date:** 10/14/2021

**Responsible Division/Department:**

Administration & Finance / Office of Equal Opportunity and Inclusion

New Regulation

Major Revision of Existing Regulation

Minor/Technical Revision of Existing Regulation

Reaffirmation of Existing Regulation

Repealed Regulation

### I. OBJECTIVE & PURPOSE

The purpose of this Regulation is to set forth the University of North Florida's expectations for fostering and maintaining an environment of inclusiveness and equality for all who interact in our University Community. It also reinforces the University's commitment to inclusion in the recruitment, selection, and retention of students, faculty, and staff. Finally, it outlines how to file a complaint alleging discrimination, retaliation, and/or discriminatory harassment.

It is the objective of the University that this Regulation be broadly applied to ensure the protection of all those who interact with the University. Therefore, "University Community" is defined to refer to any

person who is a student, faculty/staff member, University official, any other person employed or contracted with the University, and any other individual interacting with the University.

Sexual misconduct, such as sexual harassment and sexual violence, is covered by a separate regulation. See the Sexual Misconduct and Title IX Sexual Harassment Regulation, 1.0050R.

## **II. STATEMENT OF REGULATION**

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

The University is equally committed to ensuring that educational and employment decisions, including but not limited to recruitment, admission, hiring, compensation, and promotion, are based on the qualifications, skills, and abilities of those desiring to work, study, and participate in our University Community.

The University prohibits discrimination and harassment on the basis of age, race, color, religion, creed, ancestry, physical or mental disability, national origin, citizenship status in employment for those authorized to work in the United States, sex, gender identity, gender expression, sexual orientation, marital status, genetic information, AIDS/HIV status, sickle cell trait, veteran status, or any other basis protected by federal, state or local law. In addition, the University will not permit retaliation against any individual who complains of discrimination, harassment, or who otherwise engages in protected activity.

## **III. DEFINITIONS**

**A.** "Discrimination" means treating another individual unfavorably compared to other similarly situated individuals based upon their membership in a protected class. For students and guests, to be actionable, the discriminatory treatment must limit or deny their ability to participate in or to realize the intended benefits of an institutional activity, opportunity, or resource. For applicants and employees, the discrimination must result in an adverse employment action.

**B.** "False Report" means making a materially false statement in bad faith in the course of proceedings under this Regulation. For example, a False Report includes providing materially false information during an investigation in bad faith, or misleading University officials in proceedings involving alleged violations of this Regulation through materially false information in bad faith. UNF takes the accuracy of information very seriously and a false report of discrimination, harassment, or retaliation may have severe consequences. A good-faith complaint is not considered a False Report, even if the case is dismissed or the Respondent is not found responsible.

**C.** "Harassment" means unwelcome conduct toward an individual based on their protected class that is objectively offensive and sufficiently severe, persistent or pervasive as to deny or limit a student's ability to participate in or benefit from the University's educational programs or activities, or substantially



interfere with or alter the conditions of employment. Harassment includes, but is not limited to, acts such as making slurs, physical assaults or threats, and intimidation, when such conduct rises to the level provided above. Please refer to the University's Sexual Misconduct and Title IX Sexual Harassment Regulation, 1.0050R, for the definition of sexual harassment.

**D.** "Obstruction of an EOI Investigation" means improper actions to discourage or impair participation in an EOI investigation, including but not limited to intimidating witnesses or other participants in the investigation.

**E.** "Protected activity" means requests for reasonable accommodations or religious accommodations; good faith actions in opposition to unlawful discrimination, harassment, or retaliation; and/or participating in an investigation, proceeding, or hearing for alleged unlawful discrimination, harassment, or retaliation. Some examples of protected activity include, but are not limited to, filing a discrimination charge, testifying or participating in an investigation, proceeding, or lawsuit, and opposing practices that one reasonably believes discriminate against individuals on the basis of a protected class.

**F.** "Protected classes" means individuals who are provided protection against discrimination or harassment under this Regulation on the basis of age, race, color, creed, religion, ancestry, disability, national origin, citizenship status in employment for those authorized to work in the United States, sex, gender identity, gender expression, sexual orientation, marital status, genetic information, AIDS/HIV status, sickle cell trait, veteran status, or any other basis protected by federal, state, or local law.

**G.** "Reasonable accommodation for a disability" means an accommodation or auxiliary aid or service that enables a qualified individual with a disability to participate in the University's programs, events, activities, or employment, so long as the requested accommodation does not fundamentally alter the nature of the program, event, or activity, or impose an undue hardship.

**H.** "Reasonable religious accommodation" means an accommodation to enable an individual with sincerely held religious beliefs to participate in the University's programs, events, activities, or employment when that individual's religious beliefs otherwise conflict, so long as the requested accommodation does not impose an undue hardship.

**I.** "Retaliation" means taking an action against an individual that might well dissuade a reasonable person from engaging in a protected activity. It includes, but is not limited to, intimidating, threatening, coercing, or discriminating against an individual for the purpose of interfering with engaging in a protected activity or any right or privilege provided under civil rights laws or this Regulation.

**J.** "Supervisors" and "Managers" mean a University employee who has supervisory responsibility for one or more University employees.

#### **IV. PROHIBITION AGAINST DISCRIMINATION, HARASSMENT, AND RETALIATION**

##### **A. Application to All**

All members of the University Community are required to comply with this Regulation both on- and off-campus. This extends to vendors, contractors (including the employees of third parties), guests, or others on the University's campus and at any University sponsored or related function or activity.

##### **B. Violations**

It shall be a violation of this Regulation to engage in any of the following conduct:

- 1) Discrimination;
- 2) Failure to provide a reasonable accommodation for a disability;
- 3) Failure to provide a reasonable religious accommodation;
- 4) Harassment;
- 5) Making a False Report;
- 6) Obstruction of an EOI Investigation;
- 7) Retaliation.

### **C. Protection for Freedom of Expression**

The University environment is unique in that there must be the freedom to express ideas and to foster communication on subjects that enhance the University's educational mission. Accordingly, while the University is committed to providing a learning environment that is free from unlawful discrimination, harassment, and retaliation, the purpose of this Regulation is not intended to abridge academic freedom or to interfere with freedom of expression as guaranteed by the U.S and Florida Constitutions. As a result, the following are not violations of this Regulation.

- The expression of ideas in an academic context to provoke thought or discussion on topics germane to the course and advancement of the University's educational mission;
- Engagement in debate or discourse over issues that society may find to be unpopular, offensive, or disagreeable;
- Discussing, using or displaying views, words, symbols or thoughts in an academic setting which are germane to the course and which some persons may find to be offensive; and
- Other legally protected activities and statements.

Individuals must be mindful that although rights of freedom of expression and academic freedom are broad, they are not unlimited. The University will take action on conduct that goes beyond legal protections and violates this Regulation

### **V. THE EQUAL OPPORTUNITY AND INCLUSION OFFICE**

The responsibility for communicating, interpreting, and monitoring this Regulation rests with the Equal Opportunity and Inclusion ("EOI") Director and University Title IX Coordinator, who may be contacted with any questions:

#### **EOI Director and University Title IX Coordinator**

University of North Florida  
J.J. Daniel Hall, Suite 1201  
1 UNF Drive, Jacksonville, FL 32224-7699  
[eoif@unf.edu](mailto:eoif@unf.edu)

(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.

Any member of the University Community who believes that they have been subjected to or witnessed unlawful harassment, discrimination, or retaliation may seek guidance or file a complaint by contacting EOI. More information regarding EOI can be found on its website at <http://www.unf.edu/eoi>.

## **VI. ADDRESSING DISCRIMINATION, HARASSMENT, AND RETALIATION**

### **A. Community Members Are Encouraged to Participate**

Achieving the University's commitment to providing an inclusive and welcoming environment for all who interact in our community is a shared responsibility that requires all community members to act when they observe discriminatory or harassing behavior. Community members should only personally intervene when they feel it is safe to do so; however, in all cases, they are strongly encouraged to report the inappropriate behavior to EOI. Some examples of how to safely intervene may include, but are not limited to the following:

- Educating yourself and others by reading and understanding this Regulation;
- Making sure you know to whom and where to report incidents and what services are available to individuals who believe they have been subject to discrimination, harassment, or retaliation;
- Discussing discrimination, harassment, and retaliation issues with others to raise awareness in the University Community;
- Gaining awareness of the challenges and experiences of others different than you by interacting and communicating with them and/or reading articles and books regarding cultural and other diversity initiatives;
- Encouraging others to refrain from making discriminatory or harassing remarks, and explaining that such behaviors may be harmful;
- Avoiding the assumption that someone else will act when you observe discriminatory or harassing behavior; and
- Speaking up when you see something that is wrong.

### **B. Requirement to Report**

All faculty, and all non-faculty Supervisors and Managers, are required to immediately report to EOI any incident of discrimination, harassment, or retaliation that comes to their attention.

### **C. What to Do if You Believe You Have Experienced Discrimination, Harassment, or Retaliation**

A person who believes that they have been subjected to discrimination, harassment, or retaliation is not required to inform an alleged offender of the offensiveness of their behavior to make a claim under this Regulation.

The University is committed to preventing and correcting any conduct that is in violation of this Regulation and has therefore established an effective reporting and investigation procedure. If an individual believes that they have been subject to conduct prohibited by this Regulation and fails to report such to EOI, the University may be inhibited in its ability to investigate and resolve the concern.

### **D. Investigation of Complaints**

EOI investigates reported complaints pursuant to the Complaint and Investigation Procedures which can be found on the EOI website at <https://www.unf.edu/eoi/equal-opportunity-procedures.html>. If the complaint concerns an EOI employee, an individual may report the matter to the University's Chief Compliance Officer at [compliance@unf.edu](mailto:compliance@unf.edu).

Generally, the investigation will consist of interviewing the complainant, the responding party, and any witnesses or others alleged to have been subject to a violation of this Regulation. It is the University's intention to complete a timely investigation. The University's good-faith efforts to conduct a fair, impartial investigation in a timely manner may require different timelines depending on the circumstances of each case.

Once it decides to open an investigation that may lead to disciplinary action against the responding party, the University will provide written notice to the responding party of the allegations constituting a potential violation of this Regulation, including sufficient details and with sufficient time to prepare a response before any initial interview. This notice will include sufficient details on the identities of the parties involved, the specific section of the Regulation allegedly violated, the conduct allegedly constituting the potential violation, and the date and location of the alleged incident, to the extent known. Each party will receive written notice in advance of any interview or hearing with sufficient time to prepare for meaningful participation.

The University will reach a prompt and equitable resolution through a reliable and impartial investigation of each complaint. The complainant(s) and respondent(s) will receive equal opportunity to provide information, witness statements, evidence and other information that may be necessary to fully evaluate the alleged offense. Both will be afforded equal rights.

In a written report summarizing the investigation, for student respondents the designated investigator will determine whether there is reasonable cause to believe that this Regulation has been violated. For all other respondents, the investigator will determine whether the preponderance of the evidence demonstrates that the Regulation has been violated. In all cases, both parties will receive simultaneous written notification of the outcome and any disciplinary proceeding to be scheduled, all to the extent permitted under FERPA, the Clery Act, and applicable law. Generally, the report is not shared with third parties who report alleged violations, unless applicable law requires the University to disclose it.

EOI will monitor outcomes, identify and address any patterns of issues under this Regulation, and assess effects on the campus climate. EOI will work with the University to recommend changes to policies, procedures, or training in order to provide a safe, equitable University environment in compliance with this Regulation.

### **E. Violations and Enforcement**

For student respondents, if the investigation concludes that there is reasonable cause to believe that a violation of this Regulation occurred, then the matter will be referred for further proceedings according to the procedures set forth in the Student Code of Conduct Regulation, 5.0010R. These further proceedings are conducted under a higher evidentiary standard: the preponderance of the evidence standard.

For all other respondents, if the investigation concludes that the preponderance of the evidence demonstrates that the Regulation was violated, the matter will be referred to the Provost and Vice President for Academic and Student Affairs, if the respondent is a faculty member, or to Human Resources if the respondent is a staff member, for appropriate further action. All other types of respondents will be referred to the Vice President for the responsible area for further appropriate action.

In all cases, the respondent is presumed innocent unless the preponderance of the evidence shows otherwise. The totality of all evidence available, from all relevant sources, is considered.

Students who are found to have violated this Regulation will be subject to disciplinary action as set forth in the Student Code of Conduct. Faculty and staff who are found to have violated this Regulation will be subject to disciplinary action pursuant to applicable collective bargaining agreements and UNF's Personnel Program. Third parties (including contractors and guests) who are found to have violated this Regulation may be barred from the campus and/or conducting business with UNF. Disciplinary actions against students, employees and third parties will be determined on a case-by-case basis.

## **VII. CRIMINAL COMPLAINTS**

It is important to recognize that some violations of this Regulation constitute criminal conduct. University Community members who witness discrimination, harassment, and/or retaliation that places individuals or groups in fear for their health or safety are strongly encouraged to contact law enforcement. The health, safety, and welfare of all members of the University Community should be a shared concern of all.

The criminal process is separate from UNF's investigation and disciplinary process. The University has an obligation to promptly respond to allegations of discrimination, harassment, and retaliation and will proceed, unless exceptional circumstances dictate otherwise, with its own investigative and disciplinary procedures while the criminal process is pending. Therefore, the University in its sole discretion may proceed with an investigation under this Regulation before, during, or after any law enforcement investigation or criminal proceedings.

## **VIII. CONFIDENTIALITY**

The University recognizes the importance of confidentiality and understands that some individuals may want their identity to remain anonymous and/or confidential when filing complaints or otherwise becoming involved in an investigation. In all cases, issues of confidentiality must be balanced against the University's need to investigate and take appropriate action. The University will respect the privacy and confidentiality of individuals involved in an investigation to the fullest extent possible. If you have any questions regarding confidentiality, please contact EOI.

## **IX. REASONABLE ACCOMMODATIONS FOR A DISABILITY**

If you would like to request a reasonable accommodation for a disability or learn more about the University's accommodation process, please contact the University's ADA Compliance Office at <https://www.unf.edu/adacompliance/>. You may also refer to the University's Americans with Disabilities Act Regulation, 4.0070R. For specific information on website accessibility and how to make a complaint if a website is inaccessible, please visit the University's page at <https://www.unf.edu/webaccessibility/>.

## **X. REASONABLE RELIGIOUS ACCOMMODATIONS**

If you would like to request a reasonable religious accommodation, please contact the University's EOI Office at <https://www.unf.edu/eoi/>.

## **XI. ON- AND OFF-CAMPUS CONTACTS TO GET HELP**

### **A. Emergency Situations**

If in fear for physical safety, facing threats, or assault is involved contact:

#### **University Police Department**

Martin P. Garris Police Building (Building 41)

911 or (904) 620-2800

<https://www.unf.edu/upd/>

#### **UNF's Victim Advocacy Program (located within the Women's Center)**

Founders Hall (Building 2)

Room 2100

(904) 620-1010

[https://www.unf.edu/womens-center/Victim\\_Advocacy.aspx](https://www.unf.edu/womens-center/Victim_Advocacy.aspx)

**Jacksonville Sheriff's Office**

501 E. Bay Street

Jacksonville, FL

911 or (904) 630-0500

<https://www.jaxsheriff.org/>

**B. University's Equal Opportunity and Inclusion Office****Equal Opportunity and Inclusion Office**

J.J. Daniels Hall (Building 1), Suite 1201

1 UNF Drive, Jacksonville, FL.

(904) 620-2507

<https://www.unf.edu/eoi/>

**C. Additional On-Campus Contacts****Office of Academic Affairs**

J.J. Daniel Hall (Building 1)

Room 2500

(904) 620-2700

<https://www.unf.edu/acadaffairs/>

**UNF Counseling Center**

Founders Hall (Building 2)

Room 2300

(904) 620-2602

<https://www.unf.edu/counseling-center/>

**Student Accessibility Services**

Tom and Betty Petway Hall (Building 57)

Room 1500

(904) 620-2769

<https://www.unf.edu/sas/>

**Office of Human Resources**

J.J. Daniel Hall (Building 1)

Room 1101

(904) 620-2903

<https://www.unf.edu/hr/>

**Lesbian, Gay, Bisexual, Transgender Resource Center**

Student Union East (Building 58)

Room 1111

(904) 620-4720

<https://www.unf.edu/lgbtqcenter/>

**Office of Student Accountability & Resolution**

Tom and Betty Petway Hall

Building 57W, Suite 2750

(904) 620-3979

<https://www.unf.edu/deanofstudents/>

**Office of the Student Ombudsman and Dean of Students**

Tom & Betty Petway Hall

Building 57W

Suite 2700

(904) 620-1491

<https://www.unf.edu/ombuds/>

<https://www.unf.edu/deanofstudents/>

**UNF Women's Center**

Founders Hall (Building 2) Room 2100

(904) 620-2528

<https://www.unf.edu/womens-center/>

**D. OTHER UNIVERSITY POLICIES AND REGULATIONS RELATED TO DEI**

[Admissions - Applicants with Disabilities](#)

[Admissions - First Time in College \("FTIC"\)](#)

[Admissions- International Students](#)

[Americans with Disabilities Act](#)

[Americans with Disabilities Act Accessibility for Information and Communication Technology](#)

[Amorous or Sexual Relationship Policy](#)

[Disability Access Obligations for Programs, Events or Activities at University Venues](#)

[Diversity Statement](#)

[Family Medical Leave Act Policy](#)

[Freedom of Expression in Outdoor Areas of Campus](#)

[Latin American and Caribbean Scholarship Program](#)

[Non-Discrimination Equal Opportunity, Inclusion and Title IX Statement](#)

[On-campus Student Religious Centers](#)

[Preferred Name and Pronoun Use](#)

[Procurement Regulation](#)

[Prohibition Against Hazing](#)

[Religious Accommodations for Students](#)

[Selective Admissions](#)

[Service, Assistance and Other Animals on Campus](#)

[Sexual Misconduct and Title IX Sexual Harassment](#)

[Student Conduct Code](#)

[University Complaint and Grievance for Non-Union Employees](#)

*Authority:* Board of Governors Regulations 1.001; Titles VI and VII of the Civil Rights Act of 1964; Title IX of the Education Amendments Act of 1972.

*Approved by the BOT as amended 10/14/21.*



# 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

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**Fanti Norman, Deputy Title IX Coordinator**  
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**Confidential Resources:**  
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Bldg. 2, Suite 2100 | (904) 620-1010

**Tom Van Schoor, Student Ombuds**  
Assistant Dean of Students, Student Affairs  
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**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.

  
Pam Chally, Interim 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; ≥TWO – Two or More Races; and UNK – Unknown

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**Table 1. First-Time-In-College Enrollment**

Category	NRA	B	AI/AN	A	H	NH/OP I	W	≥ TWO	UNK	TOTAL
<b>Men</b>	13	85	3	70	176	2	564	66	6	<b>985</b>
<b>Women</b>	16	211	4	91	269	3	755	87	3	<b>1,439</b>
<b>Total Fall 2021</b>	<b>29</b>	<b>296</b>	<b>7</b>	<b>161</b>	<b>445</b>	<b>5</b>	<b>1,319</b>	<b>153</b>	<b>9</b>	<b>2,424</b>
<b>Category % of Total Fall 2021</b>	<b>1.2%</b>	<b>12.2%</b>	<b>0.3%</b>	<b>6.6%</b>	<b>18.4%</b>	<b>0.2%</b>	<b>54.4%</b>	<b>6.3%</b>	<b>0.4%</b>	
<b>Total FALL 2020</b>	30	298	6	142	423	3	1,558	150	3	<b>2,613</b>
<b>Category % of Total FALL 2020</b>	<b>1.1%</b>	<b>11.4%</b>	<b>0.2%</b>	<b>5.4%</b>	<b>16.2%</b>	<b>0.1%</b>	<b>59.6%</b>	<b>5.7%</b>	<b>0.1%</b>	
<b>Total FTIC Fall 2016</b>	15	133	3	85	242	1	1,299	80	0	<b>1,858</b>
<b>Category % of Total Fall 2016</b>	<b>0.8%</b>	<b>7.2%</b>	<b>0.2%</b>	<b>4.6%</b>	<b>13.0%</b>	<b>0.1%</b>	<b>69.9%</b>	<b>4.3%</b>	<b>0.0%</b>	
<b>Percentage Change in number from Fall 2015 to Fall 2021</b>	<b>93.3%</b>	<b>122.6%</b>	<b>133.3%</b>	<b>89.4%</b>	<b>83.9%</b>	<b>400.0%</b>	<b>1.5%</b>	<b>91.3%</b>	<b>100.0%</b>	<b>30.5%</b>

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

**Table 1: First-Time-In-College Enrollment**

The University’s Office of Admissions and Enrollment Services are committed to increasing the overall headcount and the percentage of all underrepresented populations within its freshman class. The prospecting and recruitment strategies implemented to achieve institutional objectives are annually evaluated to determine relevance and efficacy.

Over the five-year period between Fall 2016 through Fall 2021, UNF has experienced an overall enrollment growth of 30.5%. The growth in our under-represented populations has been extraordinary. During that same period Black students have increased by 122.6%; American Indian/Alaskan Native increased by 133.3%; Asian students increased by 89.4%; Hispanic student increased by 83.9%; and Native Hawaiian/Other Pacific Islander increased by 400%. While UNF did experience a slight contraction in enrollment during the height of COVID, the university’s under-represented populations continued to grow in a significantly higher proportion of our overall student body. At the same time, UNF continues to experience a disproportionate gender mix of 59% female to 41% male. While this is being experienced nationally, our proportion is greater than the national average of 56% female and 44% male. It is generally thought that the lack of a football program, enrollment competition with the “Big 4” in Florida and our status as a young university impede our ability to make much progress in reducing the gender gap issue. While we are experiencing the same issues that are being experienced nationally, it is generally thought that the lack of a football program and the general:

issue of being a young university are impediments to addressing this issue.

## **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.
- Expanded Middle School Outreach programs to encourage student tours of the UNF campus.
- 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.
- Tripled the amount of financial aid/financial literacy programs 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.

#### **Student Recruitment:**

- Shifted academic focus for admission to the student's high school GPA and course rigor and evaluated the academic progress over four years of work which provides access opportunity to an expanded range of students from different socioeconomic and cultural backgrounds.
- Partnered with multiple organizations (Mitch22, Police Athletic League, Take Stock in Children, HabiJax (Habitat for Humanity) OneJax, Kids Hope Alliance 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
<b>Total Fall 2021</b>	5	42	3	18	58	1	240	18	3	222	166	<b>388</b>
<b>Category % of Total Fall 2021</b>	<b>1.3%</b>	<b>10.8%</b>	<b>0.8%</b>	<b>4.6%</b>	<b>14.9%</b>	<b>0.3%</b>	<b>61.9%</b>	<b>4.6%</b>	<b>0.8%</b>	<b>57.2%</b>	<b>42.8%</b>	
<b>Total FALL 2020</b>	2	41	0	13	51	2	250	19	3	236	145	<b>381</b>
<b>Category % of Total FALL 2020</b>	<b>0.5%</b>	<b>10.8%</b>	<b>0.0%</b>	<b>3.4%</b>	<b>13.4%</b>	<b>0.5%</b>	<b>65.6%</b>	<b>5.0%</b>	<b>0.8%</b>	<b>61.9%</b>	<b>38.1%</b>	
<b>Total Fall 2016</b>	2	56	1	18	66	0	301	32	1	276	201	<b>477</b>
<b>Category % of Total Fall 2016</b>	<b>0.4%</b>	<b>11.7%</b>	<b>0.2%</b>	<b>3.8%</b>	<b>13.8%</b>	<b>0.0%</b>	<b>63.1%</b>	<b>6.7%</b>	<b>0.2%</b>	<b>57.9%</b>	<b>42.1%</b>	
Category % Change from 2016 to 2021	<b>150.0%</b>	<b>-25.0%</b>	<b>200%</b>	<b>0.0%</b>	<b>-12.1%</b>	<b>100%</b>	<b>-20.3%</b>	<b>-43.8%</b>	<b>200.0%</b>	<b>-19.6%</b>	<b>-17.4%</b>	<b>-18.7%</b>

*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, has experienced a steep enrollment decline (30+%) that has significantly impacted transfer student enrollment at UNF. This decline in State College enrollment is common throughout the SUS system. The total number of minority student transfer enrollment has decreased proportionally in line with the overall decrease in transfer student availability. The UNF State College AA transfer enrollment changes during the period of 2016 to 2021 has experienced an overall decrease of 18.7%. At the same time, American Indian/Native Alaskan has grown by 200% (from 1 to 3) and Native Hawaiian/Other Pacific Islander has increased by 100% (from 0 to 1). However, Hispanic representation has decreased by 12.1% and Black representation decreased during that same period by 25%..

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 2021 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 and the development of digital visits utilizing zoom to enable prospect connections.
- 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 TransferScholarship*.
- Created SWOOP scholarships to reward high talent transfer students, a population that generally hasnot had as many scholarship opportunities as freshmen.

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

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**Table 3. Retention of Full-Time FTICs After One Year**

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ Two	UNK	FEMALE	MALE	TOTAL
<b>Fall 2020 Cohort</b>	30	298	6	142	423	3	1,558	150	3	1,548	1,065	<b>2,613</b>
<b>Category % of Total</b>	1.1%	11.4%	0.2%	5.4%	16.2%	0.1%	59.6%	5.7%	0.1%	59.2%	40.8%	
<b>Enrolled Fall 2021</b>	28	220	4	119	324	3	1,241	113	1	1,225	828	<b>2,053</b>
<b>Retention Rate</b>	93.3%	73.8%	66.7%	83.8%	76.6%	100.0%	79.7%	75.3%	33.3%	79.1%	77.7%	<b>78.6%</b>

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

The Office of Undergraduate Studies (UGS) is comprised of Academic Advising, Student Academic Support Services, and Career Services. Student services offered include intentional initiatives designed to increase persistence and graduation for all students and are not specifically designed or delivered to underrepresented UNF students.

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

The overall retention of Full-Time First Time in College (FTFTIC) students declined in the 2020-2021 academic year (n = 407, 78.6%) in comparison to the previous year (83.4%). The size of the 2020-2021 cohort (2,613) increased by 155 students compared to the 19-20 cohort (2,458) and we retained 153 fewer students than in 2019-2020. Given that this was a cohort impacted directly by COVID, it appears that our net gain in enrollment may have, in part, included students who did not intend to remain at UNF, but planned to transfer following the first Fall term pending improved pandemic-related circumstances and contributing to the decline in retention rate. Retention also differed across groups with larger declines for underrepresented students including Black or African American, Hispanic, and students reporting two or more races. Examination of the data for this cohort indicates that retention was related to poor grade performance in the first Fall. Students who had lower than a 2.00 GPA at the end of the first Fall term were less likely to retain into the second Fall. This was particularly pronounced for underserved students who entered UNF with lower high school GPAs, lower test scores, and from lower income and socioeconomic status backgrounds. Prior to this cohort year, we had been making substantial progress in advancing the success of our underserved students. However, the effects of the pandemic seem to have disrupted our progress in ways similar to what has been observed across institutions of higher education nationally.

The following retention strategies were offered to all FTFTIC 2020-21 cohort students:

- All incoming freshmen receive academic advising and assistance with registration at New Student Orientation. New Student Orientation for this cohort was conducted remotely vs. in person due to the pandemic.
- All incoming students, including new FTICs, incoming transfers with fewer than 30 earned semester hours, and exploratory major students have mandatory advising in their first year at UNF with an assigned First-Year Advisor. First-Year Advising conducts between 20,000-30,000 advising visits annually.
- Undergraduate Studies, in collaboration with the General Education program at UNF is implementing a new First Year Experience program in Fall 2022 to assist with the transition to college and facilitate a sense of belonging for new students. In this program, FTIC students will register in a block of courses centered around a “big question” or theme and will include an

interdisciplinary writing intensive course and two additional general education courses. As part of the first-year experience, students will also participate in co-curricular activities outside the classroom that correspond to the theme and will also be mentored by a peer student leader.

- Undergraduate Studies facilitates 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.
- Student Academic Success Services (SASS) offers peer-led supplemental instruction and tutoring to courses that traditionally have high DFW rates. Many of these courses are those typically encountered by incoming freshmen, including lower-level Math, Statistics, and Science courses. Students accessing and regularly using these services consistently demonstrate higher course outcomes than their counterparts who do not access the services.
- Persistence Advocates in the persistence program within SASS conduct identify at-risk students (e.g., midterm grades, early academic alerts) and engage in early outreach to assist them with any barriers, such as academic difficulties, registration holds, and accessing appropriate resources.
- First-Year Advising and Persistence Advocates offered academic support to first year students experiencing academic difficulty. Students who were on academic probation after the first Fall term were required to either attend BOOST (Building Outstanding Osprey Scholarly Techniques) or to meet with a persistence advocate. BOOST includes an academic skill building workshop, regular monthly meetings with their assigned advisor and learning modules in Canvas. Students who instead met with a persistence advocate received academic coaching and an individualized academic plan along with regular meetings with their advocate and advisor. Students who successfully completed these requirements demonstrated an increased overall GPA by the end of the Spring term.
- First-Year Advising and Persistence Advocates engaged in extensive re-enrollment campaigns with email and phone outreach to students to offer advising and registration assistance.

In addition to the above efforts directed at all students, First-Year Advising also engages in targeted strategies and services including the following:

- The First-Year Advising Office has a designated advisor who provides academic advising and mentoring for Jacksonville Commitment Students who are traditionally underrepresented minority and/or socioeconomically disadvantaged students.
- First-Year Advising provides academic advising and mentoring for the Urban Scholars which is a scholarship program specifically for underrepresented minority students pursuing majors in the fields of Elementary, Middle and Secondary Education.
- First-Year Advising 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 underrepresented minority and first-generation college students.
- 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 underrepresented minority students.
- 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.

**Contact Person: Susan M. Perez, Ph.D., Associate Vice President, Undergraduate Studies**

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**Table 4. Graduation Rate of Full-time FTIXs by Race/Ethnicity**

Category	NRA	B	AI/AN	A	H	NH/OPI	W	≥ Two	UNK	FEMAL E	MALE	TOTAL
Fall 2020 Cohort	30	298	6	142	423	3	1,558	150	3	1,548	1,065	2,613
Category % of Total	1.1%	11.4%	0.2%	5.4%	16.2%	0.1%	59.6%	5.7%	0.1%	59.2%	40.8%	
Enrolled Fall 2021	28	220	4	119	324	3	1,241	113	1	1,225	828	2,053
Retention Rate	93.3%	73.8%	66.7%	83.8%	76.6%	100.0%	79.7%	75.3%	33.3%	79.1%	77.7%	78.6%

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

The Office of Undergraduate Studies (UGS) is comprised of Academic Advising, Student Academic Support Services, and Career Services. Student services offered include intentional initiatives designed to increase persistence and graduation for all students and are not specifically designed or delivered to underrepresented UNF students.

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

UNF continues to improve graduation and retention rates among all student populations by implementing programs that promote success and persistence toward degree completion. The six-year graduation rates for the 2015-2021 cohort demonstrates similarities across all represented groups. UNF’s international student population graduated at a somewhat lower rate than other groups. Given the small number of students in this group relative to other groups in the cohort (i.e., 0.9% of the total), it is difficult to interpret this difference meaningfully. However, the graduation rate for this group falls within the normal range observed nationally. Similarly, the gender gap in graduation rates at UNF for this cohort is consistent with observed national and international trends demonstrating higher enrollment and graduation rates of women students. The retention efforts discussed in relation to Table 3 also pertain to our efforts to improve student progression to graduation.

Additional strategies to facilitate graduation include:

- Proactive outreach to students prior to registration to encourage early registration and early advisement
- Required engagement with advisors to ensure they are on-track, to address students’ unmet academic needs, and to connect them with campus resources that will support their continued success
- Enhanced collaboration between academic advising and campus partners (e.g., financial aid, records and registration, enrollment services, academic programs) to identify and improve policies and processes that can be roadblocks to graduation. One example includes a collaborative effort to identify ways to prevent students from enrolling in courses that are not degree applicable and, therefore, not eligible for Title IV funding.
- Implementation of a new degree audit tool, Degree Works. This tool dynamically tracks degree progression as well as degree planning and increases students’ capacity to examine “what if” scenarios before they execute a change of major. The “what if” analysis allows students to easily



see how already-earned coursework will and will not apply to a potential new major. This platform will be launched for the advising staff in Fall 2022 and for students in Spring 2023.

- Proactive, ongoing review and updating of the Projected Graduation Term for all students: This process proactively guides students toward completion and identifies students at-risk early.
- Deep collaboration between Undergraduate Studies and Housing & Residence Life in the administration of academic Living and Learning Communities (LLC's), which contributes to higher GPA's, retention, and degree progression for participating students. There are LLC's for diverse interests and groups of students including First Forward (designed for first generation students), Stonewall (emphasizes gender diversity and inclusion), and Thrive (designed for students with Autism Spectrum Disorder).
- Support for students who are considering a change of major within Undergraduate Studies and the Transition Advising program. The student is referred to a transition advisor who partners with Career Services to identify student strengths and interests to guide them to their new major in an informed and efficient way.
- Facilitate streamlined progression for Transfer students from the Florida College System (FCS). Undergraduate Studies is launching a new advising program for FCS transfer students whereby UNF advisors meet with FCS students pre-transfer at the site of local FCS institutions. UNF "Advising Days" will ensure students' AA coursework aligns with their intended UNF transfer major prior to student transfer so that excess courses are avoided/minimized. This will ensure a seamless transition to UNF at transfer and increase the likelihood of on-time graduation post-transfer.

***Contact Person: Susan M. Perez, Ph.D., Associate Vice President, 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
<b>AY 2020-21</b>										
Male	29	114	1	79	163	3	914	61	7	1,371
Female	22	198	2	114	287	4	1,309	104	9	2,049
Total	51	312	3	193	450	7	2,223	165	16	3,420
Category % of Total	1.5%	9.1%	0.1%	5.6%	13.2%	0.2%	65.0%	4.8%	0.5%	100%
<b>AY 2019-20</b>										
Male	32	103	3	72	167	1	923	78	7	1,386
Female	34	188	4	95	250	1	1,351	103	7	2,033
Total	66	291	7	167	417	2	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%
<b>AY 2015-16</b>										
Male	29	83	2	67	118	2	1,018	63	6	1,388
Female	21	174	1	81	193	1	1,292	100	4	1,867
Total	50	257	3	148	311	3	2,310	163	10	3,255
Category % of Total	1.5%	7.9%	0.1%	4.5%	9.6%	0.1%	71.0%	5.0%	0.3%	100%

*Source: IPEDS Graduation Rates (Section II). FTIC includes Beginners and Early Admits. \*Cohort numbers have been adjusted for Exclusions*

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

Bachelor's degree awarding numbers and percentages were up in the following categories between 2015/16 and 20/21: B, A, H, and NH/OPI. The AI/AN category was relatively stable given the overall small population. While the UNF's total annual number of graduates is increasing, it should be recognized that the growth in overall number is directly tied to the rising number of students from under-represented populations. As anticipated, the total female bachelor's degree numbers have increased over the prior year and over the past five years given the disproportionate number of females enrolled versus males.

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
<b>AY 2020-21</b>										
Male	26	23	0	9	15	1	175	11	2	<b>262</b>
Female	33	61	1	21	51	2	312	21	2	<b>504</b>
Total	<b>59</b>	<b>84</b>	<b>1</b>	<b>30</b>	<b>66</b>	<b>3</b>	<b>487</b>	<b>32</b>	<b>4</b>	<b>766</b>
Category % of Total	<b>7.7%</b>	<b>11.0%</b>	<b>0.1%</b>	<b>3.9%</b>	<b>8.6%</b>	<b>0.4%</b>	<b>63.6%</b>	<b>4.2%</b>	<b>0.5%</b>	<b>100.0%</b>
<b>AY 2019-20</b>										
Male	18	17	1	7	17	0	164	9	2	<b>235</b>
Female	31	55	1	14	44	0	268	22	4	<b>439</b>
Total	<b>60</b>	<b>62</b>	<b>1</b>	<b>18</b>	<b>41</b>	<b>0</b>	<b>399</b>	<b>20</b>	<b>3</b>	<b>674</b>
Category % of Total	<b>7.3%</b>	<b>10.7%</b>	<b>0.3%</b>	<b>3.1%</b>	<b>9.1%</b>	<b>0.0%</b>	<b>64.1%</b>	<b>4.6%</b>	<b>0.9%</b>	<b>100.0%</b>
<b>AY 2015-16</b>										
Male	16	18	0	6	15	0	150	5	1	<b>211</b>
Female	36	41	0	14	22	0	248	6	2	<b>369</b>
Total	<b>52</b>	<b>59</b>	<b>0</b>	<b>20</b>	<b>37</b>	<b>0</b>	<b>398</b>	<b>11</b>	<b>3</b>	<b>580</b>
Category % of Total	<b>9.0%</b>	<b>10.2%</b>	<b>0.0%</b>	<b>3.4%</b>	<b>6.4%</b>	<b>0.0%</b>	<b>68.6%</b>	<b>1.9%</b>	<b>0.5%</b>	<b>100.0%</b>

*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)**

The UNF Graduate School's overall degree production has steadily increased though variation among categories exist. UNF enrolls females at higher rates than males and awards approximately 50% more graduate level degrees to female students than males. Notably, there was a 35% increase in Black (B) males graduating from 2019-2020 to 2020-2021 and B females increased 11% in overall awardees. Male graduates who identify as Non-resident Alien (NRA) increased 44% and males who identify as Two or more races (≥Two) increased 22%. Conversely, degrees awarded to American Indian/Alaskan Native (AI/AN) males decreased 100% as only 1 was previously awarded. Also, male students who identify as Hispanic (H) decreased 12% from 2019-2020 to 2020-2021. However, students who identify as H increased by 8% as there was a 16% increase in female students who identify as H. Enrollment of male students has increased 25% in five years, whereas enrollment of females has increased 37%. Importantly, female students account for the majority UNF graduate student enrollment (i.e., currently 72% of the total graduate population). There is national discussion regarding the concerning gender gap in education and UNF will address it internally by identifying roadblocks for students in all phases of the lifecycle. Moreover, any investigation of roadblocks to persistence is intended to benefit both male and female students.

A recently completed survey of current UNF graduate students will provide data on the internal and external factors impacting progression. In AY 2020-2021, persistence concerns were addressed in direct coordination with Graduate Program Directors including targeted zoom webinars to improve writing skills, webinars with Financial Aid to address graduate specific aid requirements and reviews of admission processes including GRE waiver processing.

Additionally, the UNF Graduate School rehired a previously vacated Coordinator of Marketing and Recruitment in fall 2021. This staff member rekindled recruitment efforts by attending college fairs and targeting partnerships with UNF organizations such as the Black Student Union (BSU) and the Community Alliance for Student Success (CASS).

It should be noted AY 2019-2020 was revised due to the inclusion of four specialist degrees. The degrees were removed from the doctoral degrees reported in the same AY.

***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
<b>AY 2020-21</b>										
Male	0	3	0	3	1	0	20	3	0	<b>30</b>
Female	1	28	0	6	11	0	63	5	2	<b>116</b>
Total	<b>1</b>	<b>31</b>	<b>0</b>	<b>9</b>	<b>12</b>	<b>0</b>	<b>83</b>	<b>8</b>	<b>2</b>	<b>146</b>
Category % of Total	<b>0.7%</b>	<b>21.2%</b>	<b>0.0%</b>	<b>6.2%</b>	<b>8.2%</b>	<b>0.0%</b>	<b>56.8%</b>	<b>5.5%</b>	<b>1.4%</b>	<b>100.0%</b>
<b>AY 2019-20</b>										
Male	1	3	0	4	2	0	24	0	1	<b>35</b>
Female	0	29	0	10	5	1	80	3	2	<b>130</b>
Total	<b>1</b>	<b>32</b>	<b>0</b>	<b>14</b>	<b>7</b>	<b>1</b>	<b>104</b>	<b>3</b>	<b>3</b>	<b>165</b>
Category % of Total	<b>0.6%</b>	<b>19.4%</b>	<b>0.0%</b>	<b>8.5%</b>	<b>4.2%</b>	<b>0.6%</b>	<b>63.0%</b>	<b>1.8%</b>	<b>1.8%</b>	<b>100.0%</b>
<b>AY 2015-16</b>										
Male	0	2	0	2	4	0	7	0	1	<b>16</b>
Female	0	2	0	2	1	0	21	0	0	<b>26</b>
Total	<b>0</b>	<b>4</b>	<b>0</b>	<b>4</b>	<b>5</b>	<b>0</b>	<b>28</b>	<b>0</b>	<b>1</b>	<b>42</b>
Category % of Total	<b>0.0%</b>	<b>9.5%</b>	<b>0.0%</b>	<b>9.5%</b>	<b>11.9%</b>	<b>0.0%</b>	<b>66.7%</b>	<b>0.0%</b>	<b>2.4%</b>	<b>100.0%</b>

*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)**

Compared to doctoral degrees awarded for 2019-2020, the UNF Graduate School decreased in doctoral degrees awarded for AY 2020-2021. The decrease is evidenced in students who identify as Black (B) (3%), Asian (35%), and White (20%) respectively. The Graduate School has not awarded a degree to a student who identifies as American Indian/Alaskan Native (AI/AN) in five years. Further, students who identify as Non-Resident Aliens (NRA) (0.7%) and Native Hawaiian/Other Pacific Islander (NH/OPI) (0.0%) remain very low. A review of institutional graduate enrollment data shows students who identify as AI/AN account for 0.12% of the graduate student population and 0.22% of the undergraduate population. Students who identify as NH/OPI represent 0.08% of the graduate student population and 0.15% of the undergraduate population. The new National Waiver Tuition program is intended assists/bolster recruitment of students who identify in underrepresented populations at UNF. A specific goal of the program is to recruit students who demonstrate the capacity to broaden UNF’s commitment to diversity and inclusion.

UNF enrollment data shows students who identify as Hispanic (H) increased by 71% in earned degrees from 2019-2020 to 2020-2021. Further, students who identify as H comprise 13% of the total graduate population in AY 2020-2021. This is an increase from AY 2019-2020 in which H consisted of only 12% of the population. Also increasing in degree attainment are those who identify as two or more races (≥Two) with an increase of 166% though the actual numbers show an increase of 3 awardees in AY 2019-2020 to 8 awardees in 2020-2021. UNF graduate student enrollment trends show the number of students who identify as (≥Two) is 3.7% of the total graduate population and this rate has remained consistent since AY 2019-2020.

UNF is now recognized as an R2 institution as defined by the Carnegie Classification. The recent shift requires increased support for research initiatives and doctoral education. The Graduate School recently conducted a review of the Delores Auzenne fellowship awarding process. The Auzenne Fellowship has always been provided to students traditionally underrepresented in the institution. The review refocused the fellowship to give priority to underrepresented students in *doctoral* programs. Doctoral program directors were asked to nominate students for the award and the Graduate School conducted a targeted campaign to encourage applications. The campaign involved personal communications from the Graduate Program Director and the Director of the Graduate School and offered assistance in completing the application process. The Graduate School also obtained enrollment diversity data from the past 10 years to better identify disciplines where specific student populations remain underrepresented. An OPS staff member is now tasked with analyzing the data and providing actionable items for the Coordinator of Marketing and Recruitment. The Graduate School is also in contact with the Florida Education Fund to learn if UNF can offer additional funding opportunities for traditionally underrepresented populations.

The Graduate School will actively initiate/continue the following:

- Identify and engage in recruitment opportunities focused on underrepresented student populations within specific disciplines.
- Review institutional data on diversity by program to better understand enrollment and persistence trends.
- Complete bi-annual Graduate Program Director trainings on admission best practices.
- Promote ongoing participation in the Graduate Student Survey for current student data.
- Review policies and regulation for processes which present challenges to degree persistence and address potential changes with graduate faculty.
- Consult campus partner offices including DRC, LGBTQ, International Center and the Commission on Diversity and Inclusion for ongoing training and information targeting all Graduate School staff.
- Create targeted communications to encourage research activity awareness and participation among underrepresented students so educational growth opportunities remain transparent.
- Identify challenges in recruiting students who identify as AI/AN and NH/OPI to doctoral programs. Efforts will include connections to graduate faculty members who identify as AI/AN and NH/OPI to assist in advising the Graduate School.
- Bi-Annually review UNF's Strategic Plan for Inclusive Excellence to align office goals with UNF goals, specifically as it pertains to all groups identified as underrepresented, including Veterans.

***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
<b>AY 2019-2020</b>										
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%
<b>AY 2018-2019</b>										
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%
<b>AY 2014-2015</b>										
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.*

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 oversight 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 Department of Recreation and Wellness (RecWell) is to create an environment for the UNF community that inspires healthy lifestyle choices through valuable programs and services while supporting academic success. RecWell provides the UNF community, specifically students, with opportunities for a variety of activities that contribute to wellness, communication, problem solving and leadership practice. The unit of Competitive Sports offers 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, gender, national origin, or sexual orientation. To ensure equity within our department one of our annual goals is to increase opportunities for diverse populations by intentionally

programming based on diversity and multicultural attributes. Recreation and Wellness will continue to strive in meeting the diverse needs of our college population.

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 contracted residents of our non-discrimination policy. To that end the following language is included in 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 works closely with Student Accessibility Services (SAS) to provide accommodations to SAS registered students. Examples of possible housing accommodations provided include:

**Hearing Challenged:**

- Wireless strobe “doorbells” for rooms/suites/apartments
- Fire safety alarm enunciators in rooms/suites/apartments
- Priority room assignments (dependent upon contract submission date)

**Physically Challenged:**

- Remote controlled door openers
- Modified entryways and living spaces to accommodate wheelchair access
- Lowered placement of thermostat, light switches and/or countertops
- ADA-compliant community cooking lounges
- Addition of bathroom shower/tub grab bars
- Relocate or remove assigned room/suite/apartment furniture
- Priority room assignments (dependent upon contract submission date)

**Visually Challenged:**

- Private room for students with a service animal (dependent upon contract submission date)
- ADA compliant room signs
- Relocate or remove assigned room furniture
- Priority room assignments (dependent upon contract submission date)

G. **Student Employment** – <http://www.unf.edu/hr/> - UNF supports its student body with a variety of formal and informal experiential and educational opportunities, and also provides

financial assistance to students through providing vast employment opportunities. UNF offers numerous part-time, on-campus employment opportunities in many of its departmental offices and facilities in each Division of the University. Most of these positions require entry-level education or skills; however, many indirectly offer career and professional development opportunities that assist students in developing employment and leadership skills and some provide an opportunity for students to discover a previously unrealized career path.

- 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 members of its community in academics 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 ensuring that 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 Compliance Office leads reasonable accommodations efforts for faculty, staff, and visitors. The EOI Office provides religious accommodations for faculty and staff. The Director of the Disability Resource Center provides auxiliary aids and services for eligible students who register to receive services.

- I. **Personnel** – <http://www.unf.edu/hr/> - All employees including, student personnel at all levels, like other employment categories, 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.<sup>1</sup>*

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 14,000 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 2021, UNF offered:

- 64 undergraduate degree programs with 78 areas of concentration.
- 44 master's degree programs with 82 areas of concentration.
- 6 doctoral degree programs with 3 areas of concentration.
- 22 undergraduate certificate programs.
- 45 graduate certificate programs; and
- 1 Specialist Degree.

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.

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<sup>1</sup> SOURCE: [http://www.unf.edu/president/mission\\_vision.aspx](http://www.unf.edu/president/mission_vision.aspx)

## ACCOLADES

The University of North Florida consistently ranks among leading universities as a high-caliber institution. Consistently, UNF maintains national standing and ranks in various dimensions and contexts<sup>2</sup> as outlined below in accolades that were obtained during the 2020-2021 academic year.

### **Ranked a ‘Best National University’ — U.S. News & World Report**

The University of North Florida was ranked a ‘Best National University’ in U.S. News & World Report’s 2021 edition of Best Colleges, which includes rankings of more than 1,400 colleges and universities across the country.

### **Named a ‘Top Public Institution’ — U.S. News & World Report**

The University of North Florida was ranked among the nation’s Top Public Institutions by U.S. News & World Report and also was recognized among “Top Performers on Social Mobility” and for “Least Student Debt.”

### **Ranked among the ‘Best in the Southeast’ — The Princeton Review**

The University of North Florida was ranked among the ‘Best in the Southeast’ by The Princeton Review for the 12th consecutive year.

### **Ranked among the 2021 ‘Best Business Schools’ — The Princeton Review**

The University of North Florida’s Coggin College of Business has been named among the Best Business Schools for 2021 by The Princeton Review for the 14th consecutive year.

### **Received the 2020 ‘Higher Education Excellence in Diversity (HEED) Award’ and recognized as a ‘Diversity Champion’ — INSIGHT into Diversity**

The University of North Florida received the 2020 Higher Education Excellence in Diversity (HEED) Award from INSIGHT Into Diversity magazine and is recognized as a Diversity Champion.

### **Named Top LGBTQ+ Friendly University in Florida — Campus Pride Index**

The University of North Florida ranked No.8 in the South among LGBTQ+ Friendly Colleges/Universities in the South and tied for No. 1 in the State of Florida according to the Campus Pride Index.

### **Recognized for ‘Best Online Programs’ — U.S. News & World Report**

The University of North Florida earned high rankings in U.S. News & World Report’s 2021 Best Online Programs list for its online bachelor’s programs and online master’s in education program.

### **Named a ‘Top Military Friendly School’ — Military Friendly**

The University of North Florida has been designated as one of the most military friendly schools in the nation by Military Friendly for the 12th consecutive year.

### **Recognized with ‘Healthiest Company Award’ — First Coast Worksite Wellness Council**

The University of North Florida has been honored with the Platinum Level Award, the highest designation, in the 2021 Healthiest Companies Awards by the First Coast Worksite Wellness Council.

Recognitions above and additional accolades are listed at <https://www.unf.edu/president/university-awards/>

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<sup>2</sup> SOURCES: [http://www.unf.edu/publicrelations/marketing\\_publications/factsheet/Points\\_of\\_Pride.aspx](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:

- As of Fall 20/21, 37 percent of UNF's student enrollment are ethnic/racial minorities.
- UNF's student body profile is made up of 59.3 percent females.
- The Office of Admissions and Enrollment Services has provided significant concentration of increasing presence and partnership building in Duval County Title I high schools.
- Increased commitment has been made in the Office of Admissions and Enrollment Services in hiring people from under-represented populations in our staff and student leader positions.

## 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.

Using a variety of institutional surveys, UNF continually monitors the academic success, engagement, and satisfaction of its students. We regularly review the results of these surveys for our student body as a whole, and we are increasingly examining survey results disaggregated into various groups defined by demographic and experiential characteristics. This approach has revealed several key findings that have helped improve our understanding and support for specific groups of students.

For instance, through survey data collected at New Student Orientation, we know that nearly all incoming first-year students want UNF to provide opportunities for them to be meaningfully involved in campus.<sup>3</sup> Ospreys who feel UNF provides opportunities for involvement are more likely to be satisfied with their overall college experience.<sup>4</sup> First-year students with a strong sense of belonging are more likely to retain to sophomore year and have higher grades, as are students who report having quality interactions with peers. However, by disaggregating the same data and using an equity lens, we found that students who are the first in their families to attend college might need more structured support in acclimating to and staying in college.<sup>5</sup> These insights helped inform the development of First Forward, a living learning community designed specifically for first-generation students.

Another example of this type of work is our use of survey data to track students' access to and outcomes from participation in various high-impact practices (HIPs) like study abroad, internships, and undergraduate research. We found that completing HIPs is associated with greater benefits in perceived learning and outcomes, such as increased leadership skills and problem-solving abilities.<sup>6</sup> By disaggregating the data, we also learned that there are gender, race/ethnicity, caregiver status, and first-generation differences when it comes to accessing HIPs at UNF.<sup>7</sup> Notably, there were other areas where students across groupings were accessing HIPs at equitable rates, such as disability status and sexual orientation. These insights led to the

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<sup>3</sup> Beginning College Survey of Student Engagement (BCSSE), Summer 2020 and Summer 2021, with an average of 60% of incoming first-year students responding

<sup>4</sup> National Survey of Student Engagement (NSSE), Spring 2019, with an average of 50% of first-year students responding at the end of their first full year of college

<sup>5</sup> Beginning College Survey of Student Engagement (BCSSE), Summer 2020 and Summer 2021, with an average of 60% of incoming first-year students responding

<sup>6</sup> National Survey of Student Engagement (NSSE), Spring 2019, with an average of 50% of first-year students responding at the end of their first full year of college

<sup>7</sup> UNF's Submission to the Association of American Colleges & Universities High-Impact Practices Institute, Summer 2021



development of a new initiative called the First-Year Experience Osprey Connections program at UNF, piloting in Fall 2022. The program is designed to create intentional pathways for first-year students to access a variety of HIPs earlier on in their college careers, and in greater numbers across groups.

These increasingly nuanced ways we are examining our institutional data has led to important findings that help us better understand and serve our students.

## 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	Area for improvement? (check if yes, and describe on form below)
<p><b>1. Sports offerings</b></p>	<p><b><u>Men’s Sports (8 at 42.1%):</u></b> Baseball, Basketball, Cross Country, Golf, Soccer, Tennis, Indoor Track &amp; Field, and Outdoor Track &amp; Field</p> <p><b><u>Women’s Sports (11 at 57.9%):</u></b> Basketball, Beach Volleyball, Cross Country, Golf, Soccer, Softball, Swimming, Tennis, Indoor Track &amp; Field, Outdoor Track &amp; Field, and Volleyball</p>	
<p><b>2. Participation rates, male and female, compared with full-time undergraduate enrollment</b></p>	<p><b><u>Full-Time Undergraduate Enrollment:</u></b> 10,949 (4,666 Male - 43% and 6,283 Female – 57%)</p> <p><b><u>Student-Athlete Participation (duplicated head count):</u></b> 382 (172 Male – 45% and 210 Female – 55%)</p> <p><b><u>Participation rates, male and female, compared with full-time undergraduate enrollment:</u></b> 2% difference between participation and enrollment (55% female student-athletes compared to 57% female enrollment and 45% male student-athletes compared to 43% male enrollment)</p>	
<p><b>3. Availability of facilities, defined as locker room, practice, and competitive facilities</b></p>	<p>Most comparable sports (basketball, cross country, soccer, tennis, golf and track &amp; field) have comparable facilities available for locker rooms, practice and competition.</p> <p>The university broke ground on a new aquatics facility adjacent to the Student Wellness Complex in August 2020, with plans for a grand opening in September 2021. This will be the practice and competition pool for the Women's Swim program, which had previously practiced and competed off-campus. Although new bleachers for the Softball complex were completed in 2019-20, covered batting cages remain a need. Cultivation of new donors for batting cages is ongoing.</p>	<p>Deficiency in Softball is being addressed (addendum attached)</p>
<p><b>4. Scholarship offerings for athletes</b></p>	<p><b><u>Student-Athlete Participation (unduplicated/single head count):</u></b> 299 (125 Male: 42% and 174 Female: 58%)</p> <p><b><u>Total Aid:</u></b> \$2,972,589 (\$1,229,797 Male: 41% and \$1,742,792 Female: 59%)</p> <p><b><u>Number of Athletes Receiving Aid:</u></b> 233 (103 Male: 44% and 130 Female 56%)</p>	<p>Providing scholarships to Athletics reduces financial strain on the student-athletes while rewarding high athletic and academic performance. Funding scholarships to the</p>

	<p><b><u>Equivalencies:</u></b> 115.6 (51.6 Male: 45% and 64 Female: 55%)</p> <p><b><u>Percentage points difference between rates of participation and rates of awards:</u></b> 1%</p> <p>The difference in aid awarded from the previous year (\$2,972,589 vs. \$2,725,941, an increase of \$246,648) was the result of funding spring sport "super seniors" repeating their covid year.</p>	<p>NCAA allowable limit also provides our teams with the means to become more competitive in the recruitment process which then improves team competitiveness which ultimately leads to more championships. UNF Athletics has a goal of reaching \$4,000,000 in scholarship funding by the end of the 2026-27 academic year. At this funding level, UNF Athletics would be in the top 25% within the ASUN Conference. The increase in funding would be accomplished through intentional fundraising efforts, increased enrollment, and University support.</p>
<p><b>5. Funds allocated for:</b></p>		
<p><b>a) The athletic program as a whole</b></p>	<p>The UNF Athletics Program expenses were \$13,102,170. This included \$4,610,815 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 \$3,992,878 (47%) for 8 sponsored sports, while the women's program expenses were \$4,498,477 (53%) for 11 sponsored sports for a total of \$8,491,355.</p> <p>The previous year's numbers reflected significant expenses to women's programs (specifically the Softball and Beach Volleyball facility improvements), while the 2020-21 expenses reflect a normal expense cycle.</p>	
<p><b>b) Administration</b></p>	<p>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 administrators who oversee day to day operations. In 2020-21, Women's Basketball, Men's Soccer, Volleyball and Beach Volleyball report to the Sr.</p>	

	<p>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 and the Cheerleading program report directly to the Sr. Associate Athletics Director for Compliance/Senior Woman Administrator. 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. 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.</p> <p>In September 2020, Senior Associate Athletic Director Ervin Lewis was named to the new role of Chief Diversity &amp; Inclusion Officer for the Athletic Department. Lewis selected an Athletic Committee for Diversity and Inclusion and spearheaded a campus-wide Unity March on November 2, 2020.</p> <p>Lee Moon, Director of Athletics, announced his retirement at the conclusion of the academic year. A search, chaired by Whitney Meyer, VP and Chief Diversity Officer, was conducted in the spring of 2021 and President David Szymanski named Nick Morrow as the new Director of Athletics in May, with his duties to start on July 1, 2021.</p>	
<p><b>c) Travel and per diem allowances</b></p>	<p>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 2020-21 reflect that the men’s programs spent \$272,329 (51%) while the women spent \$258,462 (49%) 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 (\$248,000 earned in 2020-21) 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 \$20,382 more than women’s basketball who did not</p>	

	<p>travel as far. Additionally, team travel expenses overall were significantly less in 2020-21 (\$308,868 less than the previous year) due to limited competition and regionally-based scheduling through the Covid-19 pandemic.</p>	
<p><b>d) Recruitment</b></p>	<p>Male team expenditures were \$13,064 (49%) compared to \$13,337 (51%) for the women’s programs for a combined total of \$26,401. 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 that lasted 15 months.</p>	
<p>e) Comparable coaching</p>	<p>In 2020-21, the salaries, benefits and bonuses paid by the university to the head coaches of men’s teams (8 sports) equaled \$850,565 (49%); while the total for the head coaches of women’s teams (11 sports) was \$900,683 (51%).</p> <p>Comparing all coaches (head and assistant coaches), coaches of men's teams earned \$1,490,818 (49%), while coaches of women's teams earned \$1,580,029 (51%).</p> <p>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.</p> <p>Currently, the Volleyball and Beach Volleyball programs have the same head coach. Based on student-athlete survey feedback, there is a need to establish separate head coaches for those programs.</p>	<p>Current plans are to elevate the Men’s &amp; Women’s Tennis assistant coaching positions from the Graduate Assistant level to Full-Time positions at the start of the 2023-2024 academic year. Additionally, Athletics plans to split the Director of Volleyball position into two separate Head Coaching positions with one overseeing the Indoor Volleyball program and the other overseeing the Beach Volleyball program as opposed to the current set-up where the Director serves as the Head Coach for both programs. Furthermore, the Beach Volleyball coaching structure would be one Head Coach and one Assistant Coach at the Graduate Assistant level for the 2022 through 2024 seasons. Beginning with the 2024-2025 academic year, the plan would be to elevate the Beach Volleyball Graduate Assistant Coach</p>

		to a Full-Time Assistant. This will be accomplished through increased recurring funding related to student enrollment.
<b>f) Publicity and promotion</b>	<p>Of the \$195,358 spent on fund raising, marketing and promotion, \$184,631 was not allocated by gender, while of the remaining \$10,727, \$7,026 was spent by men's teams and \$3,701 was spent by women's teams specifically. The disparity in the amount spent by men's teams and women's teams was due to the expense of replacing basketball banners in the arena, of which most belong to men's basketball.</p> <p>In a digital environment, no media guides/brochures are published, but posted online, which is not a tangible expense. All of the sport-specific spending comes from teams' respective fundraised accounts. So, some teams are more active in fundraising than others and, therefore, their expenses are higher. All teams have the opportunity to conduct fundraising and marketing efforts to aid in their team-specific fundraising and to increase team exposure.</p>	
<b>g) Other supported costs</b>	Of the \$1,939,617 spent on direct overhead, administrative and other operating expenses, \$1,239,583 was not allocated by gender, \$381,798 was spent on men's teams and \$316,511 was spent on women's teams specifically. These expenses represent the administrative costs of running the athletic department, however, a significant amount of the expenses included health and safety repairs to the baseball facility, as well as continuation of facility upgrades to the beach volleyball and softball programs.	
<b>6. Provision of equipment and supplies</b>	The expenses for equipment, uniforms and supplies showed that women's teams (11) provided \$239,525 to 210 participants (\$1,141 per participant) and the men's teams (8) provided \$218,618 to 172 participants (\$1,271 per participant). The purchase of some items is cyclical and not purchased every year.	
<b>7. Scheduling of games and practice times</b>	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	

	<p>has priority in scheduling. In the winter and spring, the Basketball programs have priority. Men's and Women's Soccer use the same facilities and coordinate practice times around class times. Men's and Women's Tennis use the same facilities and coordinate an equitable rotation of practice on the upper and lower courts. 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. As previously noted, the university broke ground on a new aquatics facility adjacent to the Student Wellness Complex in August 2020, with plans for a grand opening in September 2021. This will be the practice and competition pool for the Women's Swim program.</p>	
<p><b>8. Opportunities to receive tutoring</b></p>	<p>In 2020-21, the department offered 3.5 full-time staff members and a part-time OPS staff member in the Student-Athlete Center for Excellence (SACE) dedicated to providing academic support services equitably to both the men's and women's teams. 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: ten consecutive full academic years (20 semesters) with a cumulative department GPA of 3.0 or higher. Student-athletes earned a 3.44 department GPA in Fall 2020 and 3.48 GPA in Spring 2020, with 18 out of 19 teams earning at least a 3.0.</p>	
<p><b>9. Compensation of coaches and tutors</b></p>	<p>In 2020-21, women represented 58% of the participants (unduplicated count); head and assistant coaches of women's teams represent 51.45% of the total compensation, which was up from 50.86% 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. 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</p>	



	that exist will be reviewed and corrected as warranted. Compensation for tutors is consistent with SASS Department policies regardless of student-athlete or sport.	
<b>10. Medical and training services</b>	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 (\$262,579 out of \$268,684) was not allocated by gender. In 2020-21, the athletic department elevated three sports medicine intern positions to full-time and employed a total of eight full-time sports medicine staff members. Additionally, a strength coach was added to the staff to grow to three strength and conditioning staff members. The proportionality of trainers serving athletic teams will be evaluated in the coming years to ensure student-athlete safety and quality medical coverage.	
<b>11. Housing and dining facilities and services</b>	No special housing and/or dining services are provided for any athletic teams.	

**Table 2. Sex Equity in Athletics - Areas for Improvement**

AREAS OF IMPROVEMENT	PROGRAM FOR IMPROVEMENT	TIMETABLE
Scholarship Offerings	<p>In 2020-2021, Athletics distributed 115.60 scholarships to 233 student-athletes which was a record number of scholarships distributed by the Athletic Department. A fully funded program for all 19 UNF teams would be 161.20 scholarships distributed. Athletics’ long-term goal of fully funding all 19 teams would reduce the financial strain on the student-athletes while rewarding high athletic and academic performance. Funding scholarships to the NCAA allowable limit also provides our teams with the means to become more competitive in the recruitment process which then improves team competitiveness which ultimately leads to more championships. UNF Athletics is looking to grow the scholarship budget through endowments, unrestricted fundraising, growth in the auxiliary budget, and tuition waiver opportunities.</p>	<p>UNF Athletics has a goal of reaching \$4,000,000 in scholarship funding by the end of the 2026-27 academic year. At this funding level, UNF Athletics would be in the top 25% within the ASUN Conference. The increase in funding would be accomplished through intentional fundraising efforts, increased enrollment, and University support, see addendum attached.</p>
Men's and Women's Tennis Assistant Coach Positions	<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 to be addressed as additional recurring funds are identified.</p>	<p>Prior to the beginning of the 2021-22 academic year, a graduate assistant was hired for each of the Men's and Women's Tennis programs. Their graduate degree programs will be completed by the end of the 2022-23 academic year. The tennis programs are the next in line for coaching improvement.</p>
Volleyball and Beach Volleyball Head Coach Positions	<p>Currently, the Volleyball and Beach Volleyball programs have the same head coach. Based on student-athlete survey feedback and the desire to sustain long-term success in both programs, there is a need to establish separate head coaches.</p>	<p>Develop a plan to establish separate Head Coaches for Volleyball and Beach Volleyball programs in 2021-22.</p>
Facilities	<p>Priorities to address deficiencies in practice and competition facilities are focused to two sports: Softball and Swimming. Additional upgrades to the Softball complex were</p>	<p>The aquatics center is estimated to be completed by the end</p>

	<p>completed in 2020-21, which included new padding to the outfield wall. Covered batting cages remain a need and donors are being cultivated for this \$700,000 project (cost based on 2021 estimate by engineer).</p> <p>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. The University began 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>of summer 2021, with a grand opening in the fall. The covered Softball batting cage timeline is reliant on the identification and solicitation of donors. The athletics department receives no funding from the state for Athletics-only facility projects, therefore, the large majority of Athletics' facility projects are funded through private donations.</p>
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**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	172	210	382
Percent of Total	45%	55%	100%

*SOURCE: UNF Athletics Department*



## Part IV Gender Equity in Athletics Addendum (2020-21 data year)

The following information illustrates the achievements of the Department of Intercollegiate Athletics in 2020-21:

### Academic Excellence

- Department GPA of 3.46 for 2020-2021 academic year
  - Fall 2020: 3.44
  - Spring 2021: 3.48
- 18 out 19 athletic teams achieved a yearly GPA of 3.0 or higher
- Spring 2021 culminated as the 20th consecutive semester (10 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 36 student-athletes in 2020-2021 with Conference Honors (3.5 GPA or higher)
  - Fall 2020:** 8 total graduates (3 male, 5 female), 4 honors graduates (1 male; 3 female)
  - Spring 2021:** 39 graduates (19 male; 20 female); 21 total honors graduates (13 female Honor graduates; 8 male Honor graduates)
  - Summer 2021:** 21 graduates (8 male; 13 female) 11 Honor graduates; (5 male Honor graduates, 6 female honor graduates)
- 16 student-athletes were voted as Academic All-Conference performers in their respective sports
- Qualified for the NCAA Academic Unit distribution by earning a 96% Graduation Success Rate (90% needed to qualify) and a 998 single year Academic Progress Rate (985 needed to qualify)

### Competitive Excellence

- 3 Conference Championships:
  - Men's Cross Country, Beach Volleyball and Women's Tennis
- 7 Conference Players of the Year
- 3 Student-athletes were named the ASUN Freshman of the Year
- 16 ASUN All-Freshmen selections
- 51 Student-athletes earned All-ASUN honors
- 8 Scholar-Athletes of the Year
- 37 ASUN Athletes of the Week
- 4 Conference Coach of the Year honors
- 5 NCAA Postseason Qualifiers
  - Women's Tennis, Women's Golf, Men's Golf, Track & Field (3 individuals), Cross Country (1 individual)
- North Florida maintained the River City Rumble barrel with a 16-4 season victory over rival Jacksonville University

## **Part IV Gender Equity in Athletics Plans for Improvement Supplement**

### **Assistant Coach Positions**

Men's and Women's Tennis remain the only programs without true full-time assistant coach positions, which are the next sports in line for coaching improvement. 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.

Prior to the beginning of the 2021-22 academic year, a graduate assistant was hired for each of the Men's and Women's Tennis programs. Their graduate degree programs will be completed by the end of the 2022-23 academic year. The timeline to improve the elevation of these assistant coach positions is targeted for 2023-24, however, it will be determined, as funds are available.

### **Facilities**

Significant improvements have been targeted for Softball in the recent years. 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). A \$450,000 bleacher project was completed in 2019-20. Then a new padded outfield wall was completed in 2020-21. Donors are being cultivated for covered batting cages, which is estimated to be a \$700,000 project (cost based on 2021 estimate by engineer) and remains a gender equity need.

Construction on a new \$8.2 million dollar aquatics center began in August 2020. The expected completion date for this project is by the end of summer 2021, with a grand opening in the fall. 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.

### **Scholarship Offerings**

While the shareholders for success program is ongoing, there is more emphasis being placed on non-restrictive scholarship giving, endowed scholarships and other means of increasing the scholarship budget. In 2020-2021, Athletics distributed 115.60 scholarships to 233 student-athletes which was a record number of scholarships distributed by the Athletic Department. A fully funded program for all 19 UNF teams would be 161.20 scholarships distributed. Providing scholarships to Athletics reduces financial strain on the student-athletes while rewarding high athletic and academic performance. Funding scholarships to the NCAA allowable limit also provides our teams with the means to become more competitive in the recruitment process which then improves team competitiveness which ultimately leads to more championships. UNF Athletics has a goal of reaching \$4,000,000 in scholarship funding by the end of the 2026-27 academic year. At this funding level, UNF Athletics would be in the top 25% within the ASUN Conference. The increase in funding would be accomplished through intentional fundraising efforts, increased enrollment, and University support.

## University of North Florida Athletic Scholarships

Men's Sports	FY22 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%
<b>Total</b>	<b>\$1,137,500</b>	<b>56.20</b>	<b>\$1,068,474</b>	<b>106.46%</b>	<b>\$1,877,754</b>	<b>60.58%</b>	<b>\$1,295,410</b>	<b>87.81%</b>	<b>\$2,104,690</b>	<b>50.77%</b>

Women's Sports	FY22 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%
<b>Total</b>	<b>\$1,485,500</b>	<b>105.00</b>	<b>\$1,996,260</b>	<b>74.41%</b>	<b>\$3,508,260</b>	<b>42.34%</b>	<b>\$2,420,250</b>	<b>61.38%</b>	<b>\$3,932,250</b>	<b>37.78%</b>

<b>Combined Total</b>	<b>\$2,623,000</b>	<b>161.20</b>	<b>\$3,064,734</b>	<b>85.59%</b>	<b>\$5,386,014</b>	<b>48.70%</b>	<b>\$3,715,660</b>	<b>70.59%</b>	<b>\$6,036,940</b>	<b>43.45%</b>
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2021-22 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

## 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 REPORTED	FEMALE	MALE	TOTAL
Number, Fall 2021	12	6	0	26	12	0	190	3	0	111	138	249
Number, Fall 2020	14	7	0	24	12	0	195	4	0	109	147	256
1YR Percentage Change	-14.3%	-14.3%	0.0%	8.3%	0.0%	0.0%	-2.6%	-25.0%	0.0%	1.8%	-6.1%	-2.7%
Number, Fall 2016	21	9	0	17	11	0	191	5	0	111	143	254
5YR Percentage Change	-42.9%	-33.3%	0.0%	52.9%	9.1%	0.0%	-0.5%	-40.0%	0.0%	0.0%	-3.5%	-2.0%
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 REPORTED	FEMALE	MALE	TOTAL
Number, Fall 2021	16	8	0	16	5	0	64	2	0	67	44	111
Number, Fall 2020	17	5	0	13	5	0	64	1	0	63	42	105
1YR Percentage Change	-5.9%	60.0%	0.0%	23.1%	0.0%	0.0%	0.0%	100.0%	0.0%	6.3%	4.8%	5.7%
Number, Fall 2016	12	5	0	12	7	0	81	1	0	60	58	118
5YR Percentage Change	33.3%	60.0%	0.0%	33.3%	-28.6%	0.0%	-21.0%	100.0%	0.0%	11.7%	-24.1%	-5.9%
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 REPORTED	FEMALE	MALE	TOTAL
Number, Fall 2021	4	10	0	16	3	1	134	9	0	100	77	177
Number, Fall 2020	7	14	1	12	3	0	136	9	1	103	80	183
1YR Percentage Change	-42.9%	-28.6%	-100.0%	33.3%	0.0%	100.0%	-1.5%	0.0%	-100.0%	-2.9%	-3.8%	-3.3%
Number, Fall 2016	2	9	2	3	2	0	106	6	0	75	55	130
5YR Percentage Change	100.0%	11.1%	-100.0%	433.3%	50.0%	100.0%	26.4%	50.0%	0.0%	33.3%	40.0%	36.2%
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 4. Category Representation – Executive/Administrative/Managerial**

INDICATOR	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO*	NOT REPORTED	FEMALE	MALE	TOTAL
Number, Fall 2021	2	37	3	11	21	0	251	7	0	190	142	332
Number, Fall 2020	2	35	3	9	20	0	239	6	1	180	135	315
1YR Percentage Change	0.0%	5.7%	0.0%	22.2%	5.0%	0.0%	5.0%	16.7%	-100.0%	5.6%	5.2%	5.4%
Number, Fall 2016	3	34	2	10	17	0	268	2	0	185	151	336
5YR Percentage Change	-33.3%	8.8%	50.0%	10.0%	23.5%	0.0%	-6.3%	250.0%	0.0%	2.7%	-6.0%	-1.2%
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.*

## UNIVERSITY OF NORTH FLORIDA EMPLOYMENT REPRESENTATION

### Effectiveness of the University's Employment Efforts

**Section V:** Using IPEDS data from UNF's peers\*, the Office of Institutional Research derived the following conclusions for tenured, tenure track, and non-tenure faculty using the latest available Human Resources data from Fall 2020, Fall 2019, and Fall 2016.

#### Tenured Faculty

**Table 1** – UNF lost a total of nine (9) male tenured faculty members and gained two (2) female tenured faculty members from 2020 to 2021. Changes in actual numbers are insignificant although percentage change in some areas, particularly over the five-year period indicates some positive and not so positive changes. From 2016 to 2021, the percent decrease in Non-Resident Alien was 42.9%. Black tenured faculty members saw a decrease of only three (3) however the percentage change was negative 33.3%. Asian and Hispanic tenured faculty increased 52.9% and 9.1% respectively. When comparing UNF to our peers for Fall 2020 full-time tenured faculty, we have a higher percentage of females (3.7 percentage points higher than the peer average), Non-Resident Aliens (3.8 percentage points), and individuals with two or more races (0.7 percentage points). While in Fall 2020 we lagged behind our peers in the percentage of Asian, Black/African American, and Hispanic full-time tenured faculty, we increased Black/African Americans by 16.7% and Asians by 4.3% from Fall 2019 to Fall 2020 while Hispanic full-time tenured faculty increased by 9.1% from Fall 2016 to Fall 2020.

#### Tenure-Track Instructional Faculty

##### Table 2 -- Full-time Tenure-Track Faculty

In actual numbers the change in each category is considered negligible but percent change does direct our attention to areas that need attention in terms of recruitment and retention. Following a similar pattern to UNF's tenured faculty, when comparing UNF to our peers for Fall 2020 full-time tenure-track faculty, we have a higher percentage of females (7.2 percentage points higher than the peer average) and Non-Resident Aliens (4.7 percentage points). While in Fall 2020 we lagged behind our peers in the percentage of Asian, Black/African American, and Hispanic full-time tenure-track faculty, we increased Black/African Americans by 25.0% and Asians by 8.3% from Fall 2019 to Fall 2020. UNF identifies Hispanic tenure-track faculty as an opportunity to improve diversity among our faculty. Our percentage of Hispanic tenure-track faculty lags our peer average by 2.4 percentage points, and we decreased from seven (7) Hispanic tenure-track faculty in Fall 2016 to five (5) in Fall 2021.

#### Non-Tenure-Track Faculty

**Table 3** -- Unlike our tenured and tenure-track comparison to peers for Fall 2020, UNF lags behind our peers for female full-time non-tenure-track faculty (3.9 percentage points lower than the peer average). Despite the lower percentage, we have increased female non-tenure-track faculty by 17.0% from Fall 2019 to Fall 2020 and 37.3% from Fall 2016 to Fall 2020. For non-tenure-track faculty, we have a higher percentage of both Asians (1.2 percentage points higher than the peer average) and Black/African Americans (1.1 percentage points). We also continue to increase our number of Asian and Black/African American non-tenure faculty with an increase of 9 Asians and five (5) Black/African Americans over the last five (5) years. Like with tenured and tenure-track faculty, UNF lags our peers for the percentage of Hispanic non-tenure faculty and has only increased this population from two (2) to three (3) over the last five (5) years.

#### Executive/Administrative/Managerial Staff

**Table 4** -- For full-time and part-time employees in Management Occupations for Fall 2020, UNF has a higher percentage of Black/African American employees when compared to our peers (2.9 percentage points), but

lags our peers in the percentage of female, Asian, and Hispanic employees by -2.7, -5.5, and -1.5 percentage points respectively. UNF has not seen notable growth in these categories from Fall 2019 to Fall 2020 as the total number of employees in this occupational category dropped by 19 during this time and dropped by 21 from Fall 2016 to Fall 2020.

**\*Peers used in comparison:**

California State University-Fresno,  
Sam Houston State University,  
The University of Texas at Arlington,  
University of Missouri-Kansas City,  
University of Nebraska at Omaha,  
University of North Carolina at Charlotte,  
University of North Carolina at Greensboro, and  
University of North Texas

## 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  
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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)
<p>Expand middle school outreach programs to raise student awareness of UNF.</p> <p>Increase availability of ethnic diversity in university welcome center staff.</p> <p>Increase outreach and presence in Title I high schools to improve recruitment opportunities.</p> <p>Promote increased participation in “Test Prep” programs to increase student success in recruitment and scholarship attainment.</p> <p>Expand financial literacy and college affordability programming with external partners.</p> <p>Evaluate and reorganize scholarship awarding practices throughout the university to promote consistency and better leveraging of institutional dollars to increase student yield.</p>	<p>Increased by 6% cultural diversity of enrollment from local region.</p> <p>Increased financial literacy and college affordability programs from 25 to 60 during fall semester.</p> <p>Expanded the presence of students and families from under-represented populations in our campus tour and admission events by 15%.</p>

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>Identify ways to increase scholarship funding opportunities for student-athletes as well as coaches for recruiting purposes.</p> <p>Develop plan to elevate Men's &amp; Women's Tennis Assistant Coaches from Graduate Assistant to Full-Time status.</p> <p>Completion of an on-campus swimming complex used for practices and competition that includes a locker room and offices.</p> <p>Develop plan to establish separate Head Coaches for the Volleyball and Beach Volleyball programs.</p>	<p>Construction on a new, on-campus aquatics center has officially begun.</p>

<b>Areas for Improvement Pertaining to Employment (This Year)</b>	<b>Achievement Report for Areas of Improvement Pertaining to Employment (Identified Last Year)</b>
<p><b>Goals 2021-22 – These goals are included in the 2021-2025 UNF Strategic Plan for Inclusive Excellence</b></p> <p>Allocate faculty scholarships focused on diversity recruitment efforts.</p> <p>Create <b>VP &amp; Chief Diversity Officer</b> position to advise leadership on diversity/inclusion/racial equity vis-à-vis strategies/learning/community relations + recruitment/retention of faculty/staff/students of color.</p> <p><b>Faculty Recruitment Strategies:</b>            Help attract historically underrepresented faculty. As outlined in Section V, Table 2 for fall 2020, UNF fell behind in the percent of underrepresented faculty compared to our peers however in real numbers, attrition of non-white faculty is relatively low for example from fall 2016 to fall 2021, UNF Hispanic faculty decreased from 7 to 5. UNF is committed to being more reflective of our region and recruitment efforts need to match that commitment.</p> <p>Increase the number of women (or persons underrepresented by gender in their discipline) and underrepresented tenure-track faculty hired at UNF. As noted in Section V, Table 2, for Fall 2020, a comparison of UNF with peers indicates that UNF is 7.2% higher in full-time tenure-track female faculty. There are still efforts to be made in specific program areas such as STEM disciplines.</p> <p>Improve the search process for faculty so that more women (or persons underrepresented by gender in their discipline) and those from underrepresented groups are represented as finalists and receive employment offers.</p> <p>Hire Faculty who focus on research that can increase diversity and inclusion as well as initiatives designed to provide opportunities for underserved populations.</p>	<p><b>Achievements 2020-21 (UNF did not report information last year)</b></p> <p>Created funding opportunity in College of Arts and Sciences for faculty work in diversity through teaching, research or service:</p> <p>Psychology \$4,000            Art, Art History, Design \$4,000</p> <p>Initiated a task force to create a strategic plan for diversity and inclusion.</p>

**Faculty Success Strategies:**

Faculty will be required to complete Anti-Bias, Anti-Racism (ABAR) Training and Implicit Bias Training.

Identify and assess policies and practices for ways to improve.

Formalize institutional practices of cultural competency mentoring of pre-tenured faculty.

Provide sufficient resources to Office of Diversity and Inclusion for ongoing trainings and engagement opportunities.

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**PART VII. DEMOGRAPHIC REPRESENTATION IN THE TENURE PROCESS**

**Table 1. Protected-Class Representation in the Tenure Process, 2020-21**

<b>MALES</b>	Applied	Withdrawn	Denied	Deferred	Nominated
American Indian or Alaskan Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Hispanic	0	0	0	0	0
Native Hawaiian/Other Pacific	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	4	0	0	0	4
Other, Not Reported	0	0	0	0	0
<b>Total Male (Include Other, Not Reported)</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4</b>
<b>FEMALES</b>	Applied	Withdrawn	Denied	Deferred	Nominated
American Indian or Alaskan Native	0	0	0	0	0
Asian	2	0	1	0	1
Black or African American	0	0	0	0	0
Hispanic	0	0	0	0	0
Native Hawaiian/Other Pacific	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	7	1	0	0	6
Other, Not Reported	0	0	0	0	0
<b>Total Female (Include Other, Not Reported)</b>	<b>9</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>7</b>
<b>GRAND TOTAL</b>	<b>13</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>11</b>

**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 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 2020-21**

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							2	8		1	2	11
College of Arts and Sciences	1	2			5				1	2			36	19			43	23
Sociology, Anthropology and Social Work													4	1			4	1
Philosophy and Religious Studies									1				4	3			5	3
Biology													4	2			4	2
Communication		1			4									4			4	5
Music					1								11	5			12	5
Political Science and Public Admin										1			1	1			1	2
Chemistry													3				3	0
Physics													5				5	0
Psychology	1	1								1				2			1	4
English													4	1			4	1
College of Education and Human Services	1	1			2	1							11	11			14	13
Leadership, School Counseling and Sport Mgt	1	1			2								4	3			7	4
Exceptional, Deaf, and Interpreter Education													2	1			2	1
Teaching, Learning and Curriculum						1							5	7			5	8
Brooks College of Health						1				1			3	9			3	11
Nursing										1				3			0	4
Public Health						1							1	4			1	5
Health Administration													2	2		1	2	3
Coggin College of Business					2	1				1			8	2			11	3
Marketing and Logistics													2	1			2	1
Management					2	1				1			6	1			9	2

## **PART IX. OTHER REQUIREMENTS**

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

## A. Budget Plan

The UNF Budget Plan includes specific strategies and a budget allocation that supports diversity and inclusion among faculty. UNF continues to use 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 when positions are available. EOI publishes a Diversity Recruitment Guide to assist departments in locating diverse publications and organizations to use for promoting open positions.

<b>Resources to Support Recruitment, Tenure, and/or promotion</b>	<b>Goals</b>	<b>Budget Allocation</b>
Internal Research Grants	Approximately 4-5 funded grant applications funded which focus on underrepresented populations or diversity programs	Funding suspended in 2020-21
Presidential Diversity and Inclusion Award	Acknowledge faculty, staff and students in efforts to increase awareness and participation of D&I initiatives	\$3,800.00
Representation at Select Conferences: SREB and NCORE (virtual)	Ongoing strategy to expand recruitment pools	\$1,750.00
Student Scholarship Commitment	Awards student efforts to promote diversity and inclusion programs in the community	\$2,000.00
Diversity Champion Advertising Package	Expand the recruitment pool for faculty and staff	\$17,255.00
College Diversity and Inclusion Award (College of Arts and Sciences)	College to provide additional resources such as course releases, awards, and stipends to stimulate faculty interest in diversity-related activities	\$500.00
College Diversity and Inclusion Funding	College funding to support two faculty in Diversity research projects	\$8,000.00
Opportunity Hire in Nursing through Presidential Search Waiver	Expand representation of faculty in discipline current underrepresented	\$50,000
DEI Speakers Series	Designed to support a faculty and staff speaker and workshop series focused on Diversity and Inclusion	\$1,500.00

Institutional Membership for National Center for Faculty Diversity and Development (NFCDD)	Provides opportunities for faculty and graduate students to receive training. NCFDD "pays special attention to the challenges of underrepresented faculty".	\$18,000.00
LGBTQ-Friendly Star Rating Award Recognitions	Recognition awards for the efforts to attain the Campus Pride Index: LGBTQ-inclusive policies, programs and practices. The index is supported under the Campus Pride Q Research Institute for Higher Education as well as benefits from strategic partnerships with professional organizations in higher education and related LGBTQ nonprofit organizations.	\$255.00
UNF Lead Initiative	Leadership development program dedicated to the preparation and retention of UNF faculty and staff, especially women and those from underrepresented groups, for positions of leadership and opportunities for advancement at the University.	\$1,950.86
<b>Total Budget Allocation</b>		<b>\$105,010.86</b>

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.*

The Board of Trustees evaluates the university President on an annual basis. The evaluation process facilitates clear communication between the Board and the President, reflects best practices and promotes execution of the university strategic plan. The President and Board establish performance measurements and goals by September 30 of each year. The President updates the Board on progress made with respect to performance measures and goals at each quarterly Board meeting. The President initiates the annual performance evaluation process by preparing and submitting a self-evaluation that addresses activities and performance measures and goals for the concluded year. The self-evaluation is submitted to the Board chair by August 1. Members of the Board review the President's self-evaluation. The chair requests input from the Chair of the Board of Governors, who may involve the Chancellor, pertaining to the Board of Governor's strategic goals and priorities, and compliance with system-wide regulations. The chair convenes a meeting of the Board to discuss the President's performance and consider the award of incentive compensation, based on the Board's assessment. The chair prepares a written evaluation and meets with the President to review the evaluation.

For the 2020-2021 plan year, President David Szymanski was evaluated against his performance across seven (7) established goals of strategic emphasis. These goals included successfully navigating COVID; continued focus on diversity and inclusion; lowering the cost of undergraduate education; fundraising; faculty, staff, and student engagement; UNF MEDNexus; and improved performance across SUS metrics especially the four metrics of emphasis from the UNF Strategic Plan: student accessibility, retention, graduation rates, and cost of education.

The following goals and outcomes in particular relate to this Florida Equity Report:

### **Diversity & Inclusion**

#### **Goals:**

- Continued focus on recruiting underrepresented and first-generation freshman to UNF
- Continue to grow student involvement and community participation in the CASS (Community Alliance for Student Success) program

#### **Outcomes:**

Dr. Szymanski continued a strong emphasis on Diversity and Inclusion this year, and particularly recognized the potential impact of COVID on underrepresented populations. The BOT carefully reviewed and discussed the efficacy of the D&I efforts and will continue to do so to ensure that the current and ongoing efforts demonstrably improve educational opportunities for diverse students and UNF community members. In the past year the following occurred:

- Formulated and implemented the university's Strategic Plan for Inclusive Excellence
- Among UNF's two largest historically underrepresented populations:
  - The number of Hispanic FTICs grew by 13.9% year-over-year, capping a four-year growth of 49.9%
  - The number of Black/African American FTICs grew by 22.5% year-over-year, capping a four-year growth of 59.3%

- Growth in the Community Alliance for Student Success (CASS) program:
  - FY2020: 62 students, 6 community leaders
  - FY2021: 99 students, 8 community leaders; a 59.7% year-over-year student participation increase and a 33% increase year-over-year in community involvement
  - Virtual programming continued in FY2021
  - Partnership with Admissions Office to assist with high school recruitment
  - Permanent suite space in the Student Union

## **Cost of Education**

### **Goals:**

- Continued emphasis on lowering the average cost of undergraduate education at UNF

### **Outcomes:**

The BOT recognizes that the cost of education is necessary to ensure access as broad as possible for the students and constituency it serves. Under Dr. Szymanski’s leadership, the overall costs to students continued to decline. This is due in large part to a continued focus on raising scholarship dollars available to students.

Because of these efforts, the following occurred:

- Lowered metric #3 (net cost to the student) to \$8100, its lowest value ever, and a 21% reduction year-over-year
- This represented the third year in a row that the net cost to student decreased by approximately 21%, resulting in a collective 51% decrease since 2018

## **SUS Metrics**

### **Goals:**

- Continued focus on improved performance across the SUS Metrics, but especially the four metrics of emphasis from the UNF Strategic Plan: student accessibility, retention, graduation rates, and cost of education.

### **Outcomes:**

UNF’s performance on the SUS metrics has been a focus of the BOT and Dr. Szymanski throughout his tenure as President. As indicated below, UNF has experienced gains which resulted in “Best Ever” rankings in many categories. The BOT appreciates the improvement in numerous areas that has occurred in the few years Dr. Szymanski has been President. Still, there is room for improvement in the aggregate rankings as compared to the entire SUS system. UNF’s overall ranking is not yet at the level where the BOT would like to be. Thus, improvement on the metrics is a continuing and necessary goal.

### **The following occurred during the reporting year:**

- Cost of education (Metric 3)
  - Reduced cost to \$8100, a 21% reduction year-over-year
- Four-year Graduation rate (Metric 4)
  - Improved to 48.3%, a 3.7-point increase year-over-year, and its highest value ever Graduation rate for Pell recipients was 49%, a full point higher than the rate for non-Pell students
  - The four-year graduation rate for Black students rose at about six times the year-over-year improvement for White students, and finished over five percentage points higher than the four-year grad rate of White students
  - The four-year graduation rate for Hispanic students rose at about five times the improvement of White students, and finished just 0.7 percentage points behind the four-year rate of White students

- Graduation rate has now risen for six consecutive years
- Graduation rate is now sixth-best in the SUS
- Retention with 2.00+ GPA (Metric 5)
  - Improved to 81.3%, a 0.6-point increase year-over-year, and its highest value ever
  - The retention rate for Black students rose at nearly three times the year-over-year improvement of White students, and was slightly higher than the rate for White students
  - The retention rate for Hispanic students rose the same as for White students, and was slightly below the rate of White students
  - Retention has now risen for five consecutive years
- Student accessibility (Metric 7)
  - Remained level at 31.2%, unchanged year-over-year
- Overall
  - Improved year-over-year on 7 of 11 metrics, and stayed level on another
  - Continued long-term improvement trends in the percentage of bachelor's grads employed or enrolled, as well as in their median first-year salaries; each improved for the sixth straight year
  - Point total of 77 was six points lower year-over-year, but this decrease was due to the replacement of the previous metric #9 with two new metrics; had this change not been made, this year's point total would have been 83, identical to last year and tied for the best value ever
  - All 77 points were excellence points, the first time that has happened for the university
  - The BOT recognizes that further gains must be made to not only keep pace with other institutions in the SUS but also to strive to meet the justifiable expectations the SUS and UNF constituents have that UNF continually improve. The BOT embraces the metrics as an important tool to measure UNF's progress and service to its community. We look forward to continued progress and leadership in this area.

**In sum, the Board of Trustees noted that the following occurred under Dr. Szymanski's leadership this year:**

- UNF survived and thrived during COVID. For Fall 2020, the positivity rate for COVID was only 2.5% and the positivity rate for Spring 2021 was just 1.37%. The low positivity rates are significant achievements given the weekly rates for the Jacksonville community very often surpassed double-digit percentages. Equally significant, there was no evidence of student-to-student, student-to-faculty, or faculty-to-student transmission of COVID occurring in the classroom.
- Made significant progress on diversity, equity, and inclusion as quantifiably measured. The changes referenced above point to a University culture that embraces diversity in its admissions and one that creates the necessary infrastructure to ensure that diverse students are set up for success.
- Substantially reduced the cost of education and showed continued improvement on metrics related to this area
- Surpassed philanthropic goals, especially when considering the constraints on fundraising COVID imposed
- Engaged heavily with faculty, students, and staff across numerous interactions including staff meetings, forums, town halls, zoom sessions, virtual and in-person class visits, as well as special events hosted on campus such as Thanksgiving dinner for housing insecure students.
- Continued to develop MedNexus and bring it close to starting operations, and
- Saw improvement in certain performance-based funding metrics (especially related to excellence points). Continued improvement is necessary in other areas to ensure UNF continues to raise its overall score and ranking relative to peers in the SUS.

## 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. Non-faculty senior officers below vice president are evaluated through the Human Resource 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.*

The university President evaluates the members of the President's Cabinet on an annual basis. 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. The Performance Appraisal form contains eleven (11) core competencies and four (4) supervisory competencies and culminates in one overall rating. The rating scale is as follows: 4-Outstanding; 3-Exceeds Expectations; 2-Meets Expectations; 1-Below Expectations; 0-Unsatisfactory.

In accordance with university Policy 2.0320P, college Deans are evaluated by the Provost and the college faculty. In addition, UNF utilizes a 360-degree leadership analytics assessment survey for the evaluation of the Provost and academic Deans by the faculty. The 360-degree assessment uses the following rating scales:

- Across ten (10) key administrative roles, a 5-point scale is used. 5-Definitely Strength; 4-Strength; 3-In Between; 2-Weakness; 1-Definitely Weakness. In general, if 70% or more respondents provide a positive rating (5-Definitely Strength or 4-Strength), that particular role is considered a strength. Areas of improvement are indicated where fewer than half (50%) of respondents rate the performance positively, or where more than 30% rated the performance negatively.
- Across fifteen (15) leadership characteristics, a 7-point scale is used where a rating of 1 indicates a low rating of performance and a rating of 7 indicates a high rating of performance. In general, if 60% or more respondents provide a positive rating, that characteristic is considered a strength. Areas of improvement are indicated where 20% or more respondents rate the characteristic negatively.

For the plan year 2020-2021, the President's Cabinet began with nine (9) vice-presidents. In fall 2021, four (4) vice-presidents departed the organization and were replaced with three interim internal appointments, pending the selection of a new university President – scheduled for late summer/early fall 2022. One vice-president position was left vacant, the responsibilities absorbed by an existing associate vice-president position, and two vice-president positions were filled via interim appointments. Just after the evaluation cycle completed, one (1) new vice-president position was established, Vice-President and Chief Information Officer, and filled via an external competitive recruitment.



All nine (9) vice-presidents were evaluated using the Human Resources Performance Appraisal form. Eight (8) received an overall rating of Outstanding and one (1) received an overall rating of Exceeds Expectations. The Provost was additionally evaluated via a 360-degree leadership analytics assessment survey. The Provost received over 60% positive ratings in 5 of the 25 characteristics of the 360-degree assessment, identifying them as strengths. Six (6) characteristics were received between 50% and 60% positive ratings, and fourteen (14) received fewer than half (50%) positive ratings, indicating areas of improvement.

## THE UNF FLORIDA EQUITY REPORT COMMITTEE

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