



UNF UNIVERSITY *of*
NORTH FLORIDA.™



**2020 FLORIDA EQUITY ACT
REPORT**

Jacksonville, Florida



Florida Equity Act Report

Data Year: 2018-2019

Approved by the University Board of Trustees

June 18, 2020

A handwritten signature in blue ink that reads "David M. Szymanski". The signature is written in a cursive style with a horizontal line underneath it.

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INTRODUCTION:

The Florida Educational Equity Act (Section 1000.05 F.S.) and the Florida Board of Governors Regulation 2.003, entitled Equity and Access, require the submission of an annual report. The report contains sections regarding full and appropriate student participation in educational programs or courses without discrimination based on race/ethnicity, or gender; academic programs analyses; gender equity in athletics; and appropriate representation of women and racial/ethnic minorities in senior-level administrative, tenured, and tenure-track faculty positions. This report identifies, measures, and highlights progress made during the specified reporting period, 2018-2019.

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

A. DESCRIPTION OF PLAN DEVELOPMENT

The University of North Florida (UNF) Office of Equal Opportunity and Inclusion (EOI) coordinated and compiled the Florida Equity Report with members of the University’s Florida Equity Report Committee, comprised of stakeholder departments responsible for administering the programs, services, activities, regulations, and policies discussed herein. In addition to the Committee’s work, the UNF President reviewed and approved the institution’s report prior to submittal to the University’s Board of Trustees for final approval pursuant to Florida Board of Governor’s Regulation. The report is due September 2020.

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. During this reporting period, the UNF Board of Trustees re-affirmed its commitment to these principles by adoption of a Statement of Ethical Conduct at its October 2018 meeting. This values-based Statement demonstrates UNF continuing commitment to promoting the welfare and positive transformation of individuals, communities, and societies and uphold the public's trust and confidence, not only in following laws and regulations, but in following high standards of ethical behavior. The Board of Trustees also approved changes to update the Sexual Misconduct Regulation.

Academic Programs (Part III)

UNF hosted free SAT/ACT test preparation events six times per year and incentivized participation with scholarship dollars. The outreach and recruitment team hosted 29 off-campus and on-campus events to provide opportunities for students to learn more about UNF.

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

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 60 percent of all student-athletes compared to their full-time undergraduate enrollment of 56.4 percent. UNF remains in compliance with prong one of Title IX by having less than a four percent difference (3.6%) when comparing female to male student athlete's participation opportunities.

Employment Representation (Part V)

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

Areas of Improvement and Achievement (Part VI)

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

Demographic Representation in the Tenure Process (Part VII)

UNF's faculty tenure process indicates that women and minority faculty who apply for tenure are considered throughout the process in each college and the overall process. Our records reflect women and minorities have participated in previous years and no artificial barriers appear to exist.

Promotion and Tenure Committee Composition (Part VIII)

The table in this section provides information on the extent of diverse participation of women and ethnic/racial minorities in the promotion and tenure process. Efforts to improve diverse representation on promotion and tenure committees continues to be an ongoing focus.

Other Requirements (Part IX)

University expenditures to support recruitment, tenure, and promotion was \$60,118 his amount is higher when unit expenditures across the campus include staff professional development and training. Efforts continue toward a systematic evaluation process of top administrators up to and including the President.

The University anticipates added success with a continued focus on student, faculty and staff recruitment and retention in all areas noted herein. In addition, efforts towards progress will continue to be aligned with the University's mission and strategic plan.

PART II. POLICIES AND PROCEDURES IN SUPPORT OF EQUITY

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

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

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

No new regulations, policies or procedures were added during the period of this report; however, the Sexual Misconduct Regulation was updated and revised during the reporting period.

B. Documentation of Non-Discrimination Policy¹

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

¹ SOURCE: https://www.unf.edu/eod/Non-Discrimination,_Equal_Opportunity,_Diversity_Statement__Title_IX.aspx



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

The University of North Florida (UNF) is committed to providing an inclusive and welcoming environment for all who interact in our community. In building this environment, we strive to attract students, faculty and staff from a variety of cultures, backgrounds and life experiences. While embracing these concepts, including our obligations under federal, state and local law, UNF is equally committed to ensuring that educational and employment decisions, including but not limited to recruitment, admission, hiring, compensation and promotion, are based on the qualifications, skills and abilities of those desiring to work, study, and participate in our community.

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

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

Title IX Reporting Contacts

Marlynn Jones, Title IX Coordinator
Director, Office of Equal Opportunity and Inclusion
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Director of Student Engagement, Student Affairs
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Senior Assoc. AD of Compliance & Academic Services/
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Bldg. 34, Room 1031 | (904) 620-2819

Dr. Karen Patterson, Deputy Title IX Coordinator
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Bldg. 1, Room 2518 | (904) 620-5279

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

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

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

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

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

Dr. David M. Szymanski, President

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

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

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

**Florida Equity Report
University of North Florida
ACADEMIC PROGRAM REVIEWS**

Table 1. First-Time-In-College Enrollment

Category	NRA	B	AI/AN	A	H	NH/OP I	W	≥ TWO	UNK	TOTAL
Men	9	64	1	68	154	0	615	65	0	976
Women	19	164	3	81	225	1	902	87	0	1,482
Total Fall 2019	28	228	4	149	379	1	1,517	152	0	2,458
Category % of Total Fall 2019	1.1%	9.3%	0.2%	6.1%	15.4%	0.0%	61.7%	6.2%	0.0%	
Total FALL 2018	23	158	1	121	333	4	1,574	119	0	2,333
Category % of Total FALL 2018	1.0%	6.8%	0.0%	5.2%	14.3%	0.2%	67.5%	5.1%	0.0%	
Total FTIC Fall 2014	24	116	2	80	202	0	1,240	127	1	1,792
Category % of Total Fall 2014	1.3%	6.5%	0.1%	4.5%	11.3%	0.0%	69.2%	7.1%	0.1%	
Percentage Change in number from Fall 2014 to Fall 2019	16.7%	96.6%	100.0%	86.3%	87.6%	100.0%	22.3%	19.7%	- 100.0 %	37.2%

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

Table 1: First-Time-In-College Enrollment

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

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

Enrollment

Methods and Strategies to Increase Underrepresented Populations at UNF

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

Community Outreach:

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

Student Recruitment:

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

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

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

Category	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	FEMALE	MAL E	Total
Total Fall 2019	10	43	1	20	67	1	247	14	6	229	180	409
Category % of Total Fall 2019	2.4%	10.5%	0.2%	4.9%	16.4%	0.2%	60.4%	3.4%	1.5%	56.0%	44.0%	
Total FALL 2018	4	50	1	15	56	1	241	23	3	209	185	394
Category % of Total FALL 2018	1.0%	12.7%	0.3%	3.8%	14.2%	0.3%	61.2%	5.8%	0.8%	53.0%	47.0%	
Total Fall 2014	5	87	2	24	72	0	437	28	4	397	262	659
Category % of Total Fall 2014	0.8%	13.2%	0.3%	3.6%	10.9%	0.0%	66.3%	4.2%	0.6%	60.2%	39.8%	
Category % Change from 2014 to 2019	100.0%	-50.6%	-50.0%	-16.7%	-6.9%	100.0%	-43.5%	-50.0%	50.0%	-42.3%	-31.3%	-37.9%

Source: Student Instruction File. Full-time students.

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

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

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

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

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

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

**Florida Equity Report
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ACADEMIC PROGRAM REVIEWS**

Table 3. Retention of Fulltime FTICs After One Year

Category	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	FEMALE	MALE	TOTAL
Fall 2018 Cohort	23	158	1	121	333	4	1,574	119	0	1,370	963	2,333
Category % of Total	1.0%	6.8%	0.0%	5.2%	14.3%	0.2%	67.5%	5.1%	0.0%	58.7%	41.3%	
Enrolled Fall 2019	20	129	1	109	276	3	1,291	98	0	1,141	786	1,927
Retention Rate	87.0%	81.6%	100.0%	90.1%	82.9%	75.0%	82.0%	82.4%	0.0%	83.3%	81.6%	82.6%

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

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

The Office of Undergraduate Studies (UGS) supports student success through several intentional initiatives designed to increase persistence and graduation. The current retention programs are not specifically limited to students of any race or ethnicity. A list of on-going and new 2018-2019 strategies designed to purposely enhance the academic experience of all UNF students follows:

- Mandatory academic advising every semester beginning at New Student Orientation for all freshmen and exploratory students as well as transfer students with less than 30 credit hours. First-Year Advisors completed more than 22,000 in-person meetings during 2018-2019.
- Jacksonville Commitment Students are traditionally minorities and/or socially-economically disadvantaged. The First-Year Advising Office has a designated advisor who provides academic advising for this population up to their sophomore year and continues to serve these students through graduation in a mentoring capacity.
- First-Year Advising provides academic advising and mentoring for the Urban Scholars which is a scholarship program specifically for minority students pursuing majors in the fields of Elementary, Middle and Secondary Education.
- First-Year Advising also has a dedicated advisor who collaborates with Institutional Advancement to support students receiving Pathways to Success Scholarships. This advisor provides academic counseling as well as mentoring and connections to campus resources. In many instances Pathways Scholarships are specified to minority and first-generation college students.
- First-Year Advising oversees the Early Academic Alert System (EAAS) which allows faculty to refer a student struggling academically to an academic advisor early in the semester. Advising staff conduct student outreach to determine how to best help the student get back on track. Faculty referred over 1,500 students through EAAS for Fall 2018 and Spring 2019.
- First-Year Advising, Career Services and Student Academic Success Services coordinate with the Department of Diversity Initiatives to provide transition to college programming for students in QUEST, a summer scholarship program for minority students.
- First-Year Advising offered additional academic support to first year students experiencing academic difficulty. Building Outstanding Osprey Scholarly Techniques (BOOST) is a program for new freshmen on academic probation the end of their first fall semester. Students participate in an academic skill building workshop, regular monthly meetings with their assigned advisor and learning modules in Canvas.
- First-Year Advising partnered with the Disability Resource Center for training and providing support to students with Autism Spectrum Disorder (ASD) through the Transition to Health, Resources,

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

- SASS provided Supplemental Instruction (SI) (targeted for courses that have a D, F or W rate higher than 20 percent) every semester and students participating in five or more SI sessions received a half a letter to full letter grade higher than students who did not attend SI.
- SASS increased tutoring availability to include additional evening and weekend times.
- SASS offered individualized and small group Peer Academic Coaching focusing on areas of student skill development including time management, study skills and presentation skills as well as piloted offering webinars on time management, study skills and preparing for presentations.
- Undergraduate Studies created Living and Learning Communities (LLC) for First Generation Students started Fall 2019 and is planning new LLCs for QUEST students, students participating in THRIVE and a Gender Inclusive Community titled Stonewall.

Contact Person: Cristina Helbling, Assistant Vice President Student Academic Success Services & Undergraduate Studies, Academic Affairs

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

Category	NRA	B	AI/ AN	A	H	NH/ OPI	W	≥ TWO	UNK	Female	Male	Total
2013-19 COHORT	21	107	0	54	176	0	1,127	92	1	852	726	1,578
Category % of Total	1.3%	6.8%	0.0%	3.4%	11.2%	0.0%	71.4%	5.8%	0.1%	54.0%	46.0%	
AFTER 6 YEARS Number of Graduates	11	68	0	41	100	0	750	59	1	602	428	1,030
Percent Graduated	52.4%	63.6%	0.0%	75.9%	56.8%	0.0%	66.5%	64.1%	100.0%	70.7%	59.0%	65.3%
Category % Graduated	80.2%	97.4%	0.0%	116.3 %	87.0%	0.0%	102.0 %	98.3%	153.2%	108.2%	90.3%	
Number Retained	11	70	0	41	102	0	769	59	1	613	440	1,053
Percent Retained	52.4%	65.4%	0.0%	75.9%	58.0%	0.0%	68.2%	64.1%	100.0%	71.9%	60.6%	

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

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

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

- Creating Living Learning Communities specifically for First Generation college students and students participating in the QUEST program
- Implementing first-year experience components into an existing general education course HSC2100- Personal and Public Health and promoting this course to students identified as more at risk of not persisting through the Beginning Student Survey of College Engagement (BSSCE)
- Intentionally engaging students struggling academically early in the semester with a Persistence Advocate
- Continuing efforts such as supplemental instruction, peer tutoring, assigned academic advisors and individualized academic coaching

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

Contact Person: Cristina Helbling, Assistant Vice President Student Academic Success Services & Undergraduate Studies, Academic Affairs

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Table 5. Bachelor's Degrees Awarded by Race

Category	NRA	B	AI/ AN	A	H	NH/OPI	W	≥ TWO	UNK	Total
AY 2018-2019										
Male	28	85	2	61	151	0	975	67	4	1,373
Female	21	218	4	93	215	2	1,298	109	8	1,968
Total	49	321	6	154	366	2	2,273	176	12	3,341
Category % of Total	1.5%	9.91%	0.2%	4.6%	11.0%	0.1%	68.0%	5.3%	0.4%	100%
AY 2017-2018										
Male	21	103	3	50	117	0	972	79	6	1,334
Female	28	218	0	77	182	2	1,284	102	6	1,897
Total	49	321	3	127	299	2	2,256	181	12	3,231
Category % of Total	1.5%	9.9%	0.1%	3.9%	9.3%	0.1%	69.8%	5.65%	0.4%	100%
AY 2013-2014										
Male	13	99	4	65	100	0	915	35	4	1,235
Female	22	202	2	82	154	3	1,387	83	7	1,942
Total	35	301	6	147	254	3	2,302	118	11	3,177
Category % of Total	1.1%	9.5%	0.2%	4.6%	8.0%	0.1%	72.5%	3.7%	0.3%	100%

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

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

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

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

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

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

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Table 6. Master's Degrees Awarded by Race

Category	NRA	B	AI/ AN	A	H	NH/OP I	W	≥Two	UNK	Total
AY 2018-2019										
Male	29	20	1	6	14	0	158	7	1	236
Female	32	58	0	12	27	0	241	13	2	385
Total	61	78	1	18	41	0	399	20	3	621
Category % of Total	9.8%	12.6%	0.2%	2.9%	6.6%	0.0%	64.3%	3.2%	0.5%	100.0%
AY 2017-2018										
Male	20	19	0	8	12	0	163	5	3	230
Female	40	43	1	12	21	2	207	16	2	344
Total	60	62	1	20	33	2	370	21	5	574
Category % of Total	10.5%	10.8%	0.2%	3.5%	5.7%	0.3%	64.5%	3.7%	0.9%	100.0%
AY 2013 - 2014										
Male	14	14	1	9	14	0	132	5	4	193
Female	24	27	3	10	21	0	263	3	3	354
Total	38	41	4	19	35	0	395	8	7	547
Category % of Total	6.9%	7.5%	0.7%	3.5%	6.4%	0.0%	72.2%	1.5%	1.3%	100.0%

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

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

The UNF Graduate School continues to increase in degree production. The university is regularly launching new programs and expanding opportunities for UNF undergraduates to matriculate directly into graduate programs. The Graduate School expects more graduate program development and ongoing interest in graduate education.

Women continue to earn degrees at a higher rate, with a 11.9% increase from AY 2017/2018 to AY 2018/2019. Growth among under-represented groups is notable with those reporting as Black increasing 34.8% and 28.5% among those reporting as Hispanic. The Graduate School acknowledges that growth can be disproportionate among graduate programs and is working with Graduate Program Directors to improve outreach.

The Graduate School coordinated with campus partners such as Campus Life to present to campus organizations and clubs about graduate school opportunities. Additionally, the Graduate School Coordinator of Outreach and Recruitment presented at a UNF LGBT Queers and Cake event as well as their LGBT focused career fair. The Graduate School represented by the Coordinator of Outreach and Recruitment has also collaborated with the Graduate Program Directors to develop recruitment plans for individual programs. Most programs are working within their own college's framework but are actively coordinating efforts with the graduate school. Outside the university, the Graduate School has remained focused on growing relationships with HBCU's and offering tailored school tours. Additionally, the Graduate School has begun digital advertising with the Dalton Agency and UNF Marketing and Publications. This relationship allows the Graduate School to reach large numbers of interested students and increase awareness of UNF graduate programs in this region and beyond.

The Graduate School has also focused on the promotion and understanding of holistic admission practices. Holistic admissions are intended to bridge the gap between student experience and life skills with traditional requirements such as test scores and GPA. A core goal of holistic admissions is the diversification of the student population and adoption of these practices is key for growth in UNF graduate programs. In the past year the Graduate School worked with Institutional Research and a dedicated graduate assistant to provide admission data to program directors to make informed decisions about traditional admission requirements. Ongoing conversations focus on removing roadblocks to admission while focusing on requirements such as personal statements and letters of intent that allow applicants to demonstrate aptitude.

Goals:

- Continue campus partnerships and expand specific programming to educate undergraduate students on graduate school opportunities. For example, the Graduate School partnered with Take Stock in Children to provide a training on graduate education that will continue to develop into long-term programming.
- Create online training for graduate students related to financial literacy and financial resources available to graduate students.
- Continue lobbying for increased graduate assistant tuition waiver to be used for intentional recruiting.
- Coordinate Diversity and Inclusion goals with UNF's Diversity and Inclusion Strategic Plan to best align with university wide initiatives.
- Investigate the McKnight Scholars program to determine if the scholarship program is beneficial to UNF applicants.
- Continue working with Colleges and academic departments to realize recruitment goals for underrepresented populations and develop retention strategies.

Contact Person: Megan Kuehner, Director, The Graduate School

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Table 7. Doctoral Degrees Awarded by Race

Category	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	Total
AY 2018-2019										
Male	0	4	0	4	4	0	24	0	0	36
Female	0	20	1	7	11	0	76	3	1	119
Total	0	24	1	11	15	0	100	3	1	155
Category % of Total	0.0%	15.5%	0.6%	7.1%	9.7%	0.0%	64.5%	1.9%	0.6%	100.0%
AY 2017-2018										
Male	0	3	0	0	5	0	21	1	0	30
Female	0	14	1	6	8	1	50	7	0	87
Total	0	17	1	6	13	1	71	8	0	117
Category % of Total	0.0%	14.5%	0.9%	5.1%	11.1%	0.9%	60.7%	6.8%	0.0%	100.0%
AY 2013-2014										
Male	0	0	0	0	0	0	10	2	0	12
Female	2	2	0	0	4	0	22	1	0	31
Total	2	2	0	0	4	0	32	3	0	43
Category % of Total	4.7%	4.7%	0.0%	0.0%	9.3%	0.0%	74.4%	7.0%	0.0%	100.0%

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

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

Degree attainment at the Doctoral level grew by 32.4% in 2018-2019. Degrees awarded to students who identify as Black and Hispanic has continued to increase. As intended the Graduate School worked with the Director of Assessment to launch a graduating student survey and continues to gather and analyze the results. The Graduate School has focused on factors impacting retention and is adjusting policy to provide more flexibility for students. A key step is also the coordination with campus partners and Informational Technology Services to maintain necessary student services.

The Graduate School has representation on UNF's Diversity and Inclusion Strategic Plan Committee. The committee will collaborate and craft a five-year plan for the institution focusing, in part, on recruitment and retention of under-represented students. The Graduate School will focus on strategies to promote graduate education and research opportunities. The plan is intended for campus-wide adoption and the Graduate School will leverage existing and developing relationships to further develop retention initiatives.

Goals:

- Implement programming for graduate students with a focus on first generation students and international students. Programming will occur in partnership with the International Center and the Writing Center and will be delivered across multiple platforms including social media, face-to-face social events and workshops.
- Continue partnership with Student Financial Services to promote financial literacy to graduate students

each term.

- Implement new graduate tuition rates as outlined in the Schedule of Tuition and Fees 11.0010R, decreasing students' financial burden
- Launch professional development programming for graduate students in coordination with the Office of Community Based Learning with a focus on soft skills and career development. Programming will be developed based on survey results solicited in the fall 2019 term.
- Collaborate with the Academic Affairs Director of Development to create one additional award opportunity for graduate students within the restrictions for creating and disbursing scholarships.
- Establish relationships with UNF organizations and clubs for minority students. The Graduate School will contact Club Alliance to request assistance in identifying organizations that self-identify as minority serving. The Graduate School will then contact all parties and organize presentations on graduate opportunities.
- Collaborate with each academic college to develop effective recruitment plans for underrepresented populations. The Graduate School will include notifications in newsletters and graduate council meetings.

Contact Person: Megan Kuehner, Director, The Graduate School

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**The table below is intentionally left blank.
There is no report or analyses (A, B, and C) for Table 8 because
UNF does not award First Professional Degrees.**

Table 8. First Professional Degrees Awarded by Race

Category	NRA	B	AI/AN	A	H	W	NH/ OPI	>TWO	UNK	TOTAL
AY 2018-2019										
Male	0	0	0	0	0	0	0	0	0	0
Female	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0
Category % of Total	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
AY 2017-2018										
Male	0	0	0	0	0	0	0	0	0	0
Female	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0
Category % of Total	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
AY 2013-2014										
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 responsibility for the implementation of the University's equal opportunity and non-discrimination policies and affirmative action program to the Director, Office of Equal Opportunity and Inclusion (EOI). Inquiries about policies and practices may be directed to the Office of EOI at (904) 620-2507, Bldg. 1, Suite 1201.
- C. **Health Services** – <http://www.unf.edu/shs/> - The UNF's Student Health Services (SHS) recognizes its responsibility to respect the basic human rights of all patients who seek treatment, regardless of race, creed, national origin, sexual orientation, gender identity, or sources of payment for care. SHS actively encourages patients to assume responsibilities for their own health and welfare. For any health care to be effective, the patient and the health care team must form a partnership in which both work together for the patient's common good health. The Patient's Bill of Rights is part of the SHS Policy and Procedure Book.
- D. **Club and Intramural Athletics** – <http://www.unf.edu/sg/oic/index.html> and <https://www.unf.edu/recwell/intramurals/> - The mission of the Recreation and Wellness Program is to create an environment for the UNF community that inspires healthy lifestyle choices through valuable programs and services while supporting academic success. This includes providing a wide variety of recreational and social activities ranging from fitness classes to club sports to organized intramural sports competitions. Many of these activities are transformational experiences which serve both to enhance the personal development and physical wellbeing of the student body, thus increasing the likelihood of their retention and success at the University. All programs are open for participation by all enrolled UNF students, faculty and staff, regardless of race, creed, ethnicity, national origin, or sexual orientation. Campus Recreation actively recruits students from diverse backgrounds to work in all its employment positions.
- E. **Student Financial Assistance** – UNF has signed a Program Participation Agreement (PPA) with the U.S. Department of Education (DOE). A PPA states the General Terms and Conditions

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

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

By signing the PPA a school agrees to:

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

functions under the PPA.

- F. **Housing and Residence Life** – <http://www.unf.edu/housing/> - UNF's Department of Housing and Residence Life makes a concerted effort to notify all residents and the wider UNF community of our non-discrimination policy. To that end the following language is included in the UNF Housing Contract Terms and Conditions:

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

Additionally, Housing and Residence Life provides accommodations for students with disabilities. The Housing Contract directs students requesting such accommodations to contact the Disability Resource Center, with whom it works closely to ensure all concerns are met.

Examples of room accommodations in Housing include:

Hearing Challenged:

- Doorbells in rooms modified for Hearing Impaired residents
- Fire safety strobe enunciators in rooms modified for hearing impaired residents
- Priority room assignments (dependent upon contract submission dates)

Physically Challenged:

- Remote controlled door openers
- Modified living spaces to accommodate wheelchairs
- Lowered placement of thermostat
- ADA-compliant cooking lounges
- Priority room assignments (dependent upon contract submission dates)

Visually Challenged:

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

- G. **Student Employment** – <http://www.unf.edu/hr/> - UNF supports the pursuit of students' academic goals through not only a variety of formal and informal experiential and educational programs, but also by providing financial assistance to students through employment in each Division. The University offers numerous part-time, on-campus student employment opportunities in many of its departmental offices and facilities. While most of these temporary positions require minimal education or skills, many indirectly offer career and professional development opportunities that assist students in developing employment and leadership skills or help them discover previously unrealized career paths.

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

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

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

PART III. ACADEMIC PROGRAM REVIEWS ENROLLMENT (E)

Describe the University's overall effectiveness in enrollment equity in the reporting year. Consider accolades, statistical achievement, climate surveys and other documentation. Identify areas for improvement in the following year and the programs and timetable to achieve the improvement.

OVERALL EFFECTIVENESS OF EQUITY IN ENROLLMENT

Our mission states:

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

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

The Graduate School services and supports more than 2,300 students. The Department of Enrollment Services provides administrative and academic support for more than 14,000 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 2017, UNF offered:

- 56 undergraduate degree programs with 76 areas of concentration;
- 33 master's degree programs with 69 areas of concentration;
- 5 doctoral degree programs with 3 areas of concentration;
- 10 undergraduate certificate programs; and
- 15 graduate certificate programs.

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

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

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

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

ACCOLADES

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

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

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

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

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

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

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

A Best Value College — Forbes

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

Diversity Champion — INSIGHT into Diversity Magazine

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

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

For the 10th consecutive year, Victory Media named UNF one of the most military friendly schools in the nation for its commitment to the success of military students. UNF also landed on a select list of Best for Vets: Top Colleges by Military Times, recognizing military-supportive cultures and policies.

A Best in the Southeast College — The Princeton Review

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

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

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

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

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

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

MAJOR DATA HIGHLIGHTS

In addition to data and information presented herein:

- Nearly 32 percent of UNF's students are ethnic/racial minorities.
- Efforts to recruit and sustain diverse faculty and staff is ongoing. Efforts for recruitment is evidenced by ongoing progress during staff selections across the university.

CLIMATE SURVEYS

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

PART IV. GENDER EQUITY IN ATHLETICS

According to the Florida Educational Equity Act and the requirements of Chapter 1006.71 (Gender Equity in Athletics), each university shall prepare an annual update to the Gender Equity Plan and include a description of the findings followed by an assessment of gender equity in eleven areas.

Table 1. Sex Equity in Athletics Update

Element	Assessment	Findings
<p>1. Sports offerings</p>	<p><u>Men’s Sports (8 at 42.1%):</u> Baseball, Basketball, Cross Country, Golf, Soccer, Tennis, Indoor Track & Field, and Outdoor Track & Field <u>Women’s Sports (11 at 57.9%):</u> Basketball, Beach Volleyball, Cross Country, Golf, Soccer, Softball, Swimming, Tennis, Indoor Track & Field, Outdoor Track & Field, and Volleyball</p>	
<p>2. Participation rates, male and female, compared with full-time undergraduate enrollment</p>	<p><u>Full-Time Undergraduate Enrollment:</u> 10,507 (4,580 Male - 43.6% and 5,927 Female – 56.4%) <u>Student-Athlete Participation (duplicated head count):</u> 375 (150 Male – 40.0% and 225 Female – 60.0%) <u>Participation rates, male and female, compared with full-time undergraduate enrollment:</u> 3.6% difference between participation and enrollment (60% female student-athletes / 56.4% female enrollment and 40% male student-athletes / 43.6% male enrollment)</p>	
<p>3. Availability of facilities, defined as locker room, practice, and competitive facilities</p>	<p>Most comparable sports (basketball, cross country, soccer, tennis, golf and track & field) have comparable facilities available for locker rooms, practice and competition. New additions and upgrades to the Softball complex were completed in 2017-18 and included a new press box, bathrooms added to the dugouts, a new warning track and infield turf, as well as new scoreboard. New bleachers and covered batting cages remain a need. Plans for new softball bleacher designs were approved in 2018-19, as well as ongoing cultivation of new donors for batting cages. Beach Volleyball lacks competitive and practice facilities. Efforts are being made to cultivate donors to address facility needs. As of 2018-19, \$350,000 of the \$500,000 needed for a five-court facility has been secured by private donations. Women's Swimming currently practices and competes at The Bolles School. In 2018-19, funds were identified for a new aquatics center on campus and an architect was hired.</p>	<p>Deficiencies in the Softball, Beach Volleyball, and Swimming facilities are being addressed (addendum attached)</p>
<p>4. Scholarship offerings for athletes</p>	<p><u>Student-Athlete Participation (unduplicated/single head count):</u> 289 (114 Male – 39.4% and 175 Female – 60.6%) <u>Total Aid:</u> \$2,816,215 (\$1,200,456 Male – 42.6% and \$1,615,759 Female – 57.3%) <u>Number of Athletes Receiving Aid:</u> 225 (97 Male – 43.1% and 128 Female 56.9%) <u>Equivalencies:</u> 105.12 (44.87 Male – 42.7% and 60.25 Female – 57.3%) <u>Percentage points difference between rates of participation and rates of awards:</u> 3.2%</p>	<p>Currently, 4 men's sports and 4 women's sports are fully funded at the in-state level. A long-term goal is to fully fund all athletic programs at the in-state level, which is a \$700,000 estimate.</p>

Element	Assessment	Findings
5. Funds allocated for:		
a) The athletic program as a whole	The UNF Athletics Program expenses were \$13,042,501 up \$923,104 from the previous year. This included \$4,508,120 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 \$4,076,714 (47.6%) for 8 sponsored sports, while the women's program expenses were \$4,496,237 (52.4%) for 11 sponsored sports for a total of \$8,572,951.	
b) Administration	All programs report directly to the Director of Athletics, including Men's and Women's Basketball. However, biweekly status meetings with head coaches are conducted by sport supervisors. Women's Basketball, Men's Soccer, Baseball, and Men's and Women's Cross Country and Track and Field report to the Sr. Associate Athletics Director for Facilities/Operations for day to day operations. Men's Tennis and Men's Golf report directly to the Senior Associate Athletics Director for Finance and Administration for day to day operations. Women's Soccer, Women's Tennis, Women's Swimming and Women's Golf report directly to the Sr. Associate Athletics Director for Compliance/Senior Woman Administrator for day to day operations. Volleyball and Beach Volleyball report to the Assistant Athletic Director for Compliance. Softball reports directly to Assistant AD/Ticket Operations. Other administrative assignments were not program and/or gender specific. All administrative services (athletic communications, athletic training, strength and conditioning, business office services, academic support, compliance, and clerical support) were shared equally by all programs.	
c) Travel and per diem allowances	Travel policies and per diem allowances were the same for all teams. Teams are permitted to supplement their budget from their respective fundraised accounts. Overall travel expenses during 2018-19 reflect that the men's programs spent \$621,031 (51.9%) while the women spent \$576,185 (48.1%) 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 (\$483,209) 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 \$81,273 more than women's basketball who did not travel as far.	
d) Recruitment	Male team expenditures were \$66,822 (46.1%) compared to \$78,245 (53.9%) for the women's programs for a combined total of \$145,068. Recruiting expenditures can fluctuate year to year based on graduation and attrition for that cycle.	
e) Comparable coaching	In 2018-19, the salaries, benefits and bonuses paid by the university to the head coaches of men's teams (8 sports) equaled \$801,511; while the total for the head coaches of women's teams (11 sports) was \$847,212. In the summer of 2019, the part-time Beach Volleyball coaching position was elevated to a full-time position. This provided Volleyball and Beach Volleyball programs 5 full-time countable coaches, the NCAA maximum. Men's and Women's Tennis each have a graduate assistant coach and remain the only programs with no true full-time assistant coaching positions.	Full-time Assistant Coach positions for Men's and Women's Tennis is the next coaching improvement priority

Element	Assessment	Findings
f) Publicity and promotion	Of the \$185,396 spent on fund raising, marketing and promotion, \$180,599 was not allocated by gender, while of the remaining \$4,797, \$2,484 was spent on men's teams and \$2,313 was spent on women's teams specifically. All the sport-specific spending comes from teams' respective fundraised accounts. Some teams are more active in fundraising than others; however, all teams have the opportunity to conduct fundraising and marketing efforts to aid in their team-specific fundraising and to increase team exposure.	
g) Other supported costs	Of the \$1,738,612 spent on direct overhead, administrative and other operating expenses, \$1,431,637 was not allocated by gender, \$145,007 was spent on men's teams and \$161,968 was spent on women's teams specifically. These expenses represent the administrative costs of running the athletic department.	
6. Provision of equipment and supplies	The expenses for equipment, uniforms and supplies showed that women's teams (11) provided \$233,674 to 225 participants (\$1,038 per participant) and the men's teams (8) provided \$193,663 to 150 participants (\$1,291 per participant). The purchase of some items is cyclical and not purchased every year.	
7. Scheduling of games and practice times	<p>Competition and practice facilities exist for most programs enabling them to schedule both team practices and competitions as desired, with attention to improvements as previously noted. Both Basketball programs and Women's Volleyball share the same practice and competition facilities. In the fall, Volleyball has priority in scheduling. In the winter and spring, the Basketball programs have priority.</p> <p>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.</p> <p>After it was noted that the number of contests/dates of competition have been historically low for Swimming and the fall/non-championship segment of Beach Volleyball, competitions were added for both sports over the next few seasons to enhance student-athlete experience, as outlined in the attached addendum."</p>	<p>Previous deficiencies have been addressed and the plan for improvement has been completed in this area.</p>
8. Opportunities to receive tutoring	<p>"In 2018-19, the department had three full-time staff members and a part-time staff member dedicated to providing academic support services equitably to both the men's and women's teams. Tutoring is handled through the campus tutoring center (Academic Center for Excellence – ACE) without regard to gender or sport. In addition, a supervised athletic study hall is offered during the day and at night. Study hall hours are open to all teams.</p> <p>The academic resources offered to all student-athletes are generating amazing results: eight consecutive full academic years (16 semesters) with a cumulative department GPA of 3.0 or higher. Student-athletes earned a 3.335 department GPA in fall 2018 and 3.400 GPA in Spring 2019, with all 19 teams earning at least a 3.0."</p>	

Element	Assessment	Findings
9. Compensation of coaches and tutors	In 2018-19, women represented 60% of the participants; head and assistant coaches of women's teams represent 50.6% of the total compensation, which was up from 49.4% 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 that exist will be reviewed and corrected as warranted. Compensation for tutors is consistent with ACE Department policies regardless of student-athlete or sport.	
10. Medical and training services	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 (\$249,855 out of \$254,504) was not allocated by gender. In 2018-19, the athletic department employed five full-time sports medicine staff members and three interns. The proportionality of trainers serving athletic teams will be evaluated in the coming years to ensure student-athlete safety and quality medical coverage.	
11. Housing and dining facilities and services	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	In previous years, the athletics department sought opportunities to increase scholarship budgets through activity fee revenues tied to enrollment. In 2018-19, a greater emphasis was placed on annual development and fundraising to increase scholarship support. This new program, the Shareholders Scholarship Program, provided for \$60,000 of allocated funds to most of our sports in 2018-19. It is estimated that it will take an additional \$700,000 to meet the goal to fully fund every program at the in-state level.	Timetable will be dictated by the success of annual development and fundraising, addendum attached
Volleyball Coaching	The part-time Beach Volleyball assistant coaching position was elevated to a full-time position in 2018-19. The Volleyball and Beach Volleyball programs have the NCAA maximum 5 countable coaches and the ability to adequately recruit for both programs, as well as provide a full fall Beach Volleyball competition schedule.	Completed
Assistant Coach Positions	Men’s Tennis and Women’s Tennis are the only athletic programs remaining without true full-time assistant coach positions. With the part-time Beach Volleyball assistant coach position elevated to full-time in 2018-19, tennis will become the next priority.	2020-21, as funds are available
Facilities	<p>Priorities to address deficiencies in practice and competition facilities are focused to three sports: Softball, Beach Volleyball and Swimming. New additions and upgrades to the Softball complex were completed in 2017-18 and included a new press box, bathrooms added to the dugouts, a new warning track and infield turf, as well as new scoreboard. New bleachers and covered batting cages remain a need, however, bleacher designs were completed in 2018-19 and plans to move forward with that project were approved.</p> <p>Beach Volleyball is lacking practice and competition facilities; an additional \$300,000 was raised since the previous year, efforts are being made to cultivate donors to secure the remaining \$200,000 for the project.</p> <p>As of the conclusion of the 2013-14 academic year, there is not an indoor aquatics center on campus. Practice and competition facilities for future seasons have been contracted with The Bolles School until a new facility is built on campus. In 2018-19, funds were identified for a new aquatics center on campus and an architect was hired. Status of these facility projects are outlined in the attached addendum.</p>	Softball bleachers and the Beach Volleyball facility are expected to be completed in 2019-20, the aquatics center is estimated to be a 3-year project, other projects’ timelines are reliant on fundraising efforts.
Scheduling Contests, Beach Volleyball and Swimming	After it was noted that the number of contests/dates of competition have been historically low for Swimming and the fall/non-championship segment of Beach Volleyball, competitions were added for both sports over the next few seasons to enhance student-athlete experience, as outlined in the attached addendum.	Completed

**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 2018-19

Category	Male	Female	Total
Number	150	225	375
Percent of Total	40%	60%	100.0%

SOURCE: UNF Athletics Department



Part IV Gender Equity in Athletics Addendum (2018-19 data year)

The following information illustrates the achievements of the Department of Intercollegiate Athletics in 2018-19:

Academic Excellence

- Department GPA of 3.37 for 2018-2019 academic year
 - Fall 2018: 3.34
 - Spring 2019: 3.40
- All 19 athletic teams achieved a yearly GPA of 3.0 or higher
- Spring 2019 culminated as the 16th consecutive semester (8 straight academic years) with a Department GPA of 3.0 or higher
- 73.53% of UNF's student-athletes posted GPAs of 3.0 or higher for the year earning them ASUN Academic Honor Roll distinctions
- Graduated 57 student-athletes in 2018-19 with 35 graduating with Conference Honors (3.5 GPA or higher)
 - Fall 2018:** 12 graduates (3 males; 9 females; 3 female Honor graduates)
 - Spring 2019:** 30 graduates (11 males; 19 females; 12 female Honor graduates; 4 male Honor graduates)
 - Summer 2019:** 15 graduates (9 males; 6 females; 3 female Honor graduates; 3 male Honor graduates)
- 29 athletes were voted as Academic All-Conference performers in their respective sports
- The Student-Athlete Center for Excellence began collaborating with the Taylor Leadership to create the SAIL (Student-Athlete Institute of Leadership) program.
- Established a 3-credit class with the College of Education and Human Services "Developing the Student-Athlete" that was adopted into the UNF course catalog
- Five teams earned NCAA public recognition awards after they scored in the Top 10% of their sports in Academic Progress Rate (APR) results: Women's Beach Volleyball, Women's Golf, Women's Tennis, Men's Tennis and Men's Basketball

Competitive Excellence

- 3 Conference Championships:
 - Men's Cross Country
 - Men's Golf
 - Women's Tennis (regular season and tournament champions)
- 3 Conference Players of the Year:
 - Brad Deppermann (Baseball - Pitcher of the Year)
 - Wajid Aminu (Basketball - Defensive Player of the Year)
 - Philip Knowles (Golfer of the Year)

- 3 student-athletes were named the ASUN Freshman of the Year:
 - Nathan Jubran (Men's Cross Country)
 - Jaasiel Torres (Men's Outdoor Track)
 - Cody Carroll (Men's Golf)

- 11 ASUN All-Freshmen selections
- 78 athletes earn All-ASUN honors
- 6 Scholar-Athletes of the Year:
 - Teresa Conroy (Women's Golf)
 - JT Escobar (Men's Basketball)
 - George Escobar (Men's Track & Field, both Indoor & Outdoor)
 - Navia Penrod (Softball)
 - Tanner Murphy (Baseball)

- Several student-athletes collected academic honors from regional or national organizations highlighted by Teresa Conroy (Women's Golf) earning the prestigious CoSIDA Academic All-District award
- 52 ASUN Athletes of the Week
- 3 Conference Coach of the Year honors:
 - Jeff Pigg (Men's Cross Country)
 - Scott Schroeder (Men's Golf)
 - Joanne Berglund (Women's Golf)

- NCAA Postseason Qualifiers:
 - Women's Tennis
 - Men's Golf (Regional & Finals)
 - Men's Outdoor Track & Field (Regional Qualifiers):
 - Jaasiel Torres
 - Timothy Doyle

- North Florida reclaimed the River City Rumble barrel with a 13-9 season victory over rival Jacksonville University

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

Scholarship Offerings

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

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

Shareholders Scholarship Program FY19 Allocation of Funds	
Total Funds Available	\$60,000

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

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

At the conclusion of 2018-19, four of our men's sports and four of our women's sports are fully funded at the in-state level, as outlined in the chart below. It is estimated that it will take an additional \$700,000 to fully fund the rest of UNF's sports at the in-state level. As the Shareholders Scholarship Program grows, additional scholarship dollars will be awarded consistent with the participation ratio.

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

University of North Florida
Athletic Scholarships
updated 04.29.19

<u>Men's Sports</u>	FY20 Scholarship Budget	Max Equivalency	In-State Equivalency	% of Fully Funded	Out-of-State Equivalency	% of Fully Funded	COA Equivalency	% of Fully Funded
Baseball	\$215,000	11.70	11.57	98.89%	6.52	55.71%	5.78	49.42%
Basketball	\$305,000	13.00	16.41	126.26%	9.25	71.13%	8.20	63.10%
Golf	\$130,000	4.50	7.00	155.47%	3.94	87.58%	3.50	77.69%
Soccer	\$205,000	9.90	11.03	111.44%	6.21	62.78%	5.51	55.69%
Tennis	\$132,500	4.50	7.13	158.46%	4.02	89.26%	3.56	79.19%
Track/CC	\$150,000	12.60	8.07	64.07%	4.55	36.09%	4.03	32.02%
Total	\$1,137,500	56.20	61.22	108.92%	34.48	61.36%	30.59	54.43%

<u>Women's Sports</u>	FY20 Scholarship Budget	Max Equivalency	In-State Equivalency	% of Fully Funded	Out-of-State Equivalency	% of Fully Funded	Out-of-State Equivalency	% of Fully Funded
Basketball	\$305,000	15.00	16.41	109.43%	9.25	61.64%	8.20	54.68%
Golf	\$130,000	6.00	7.00	116.60%	3.94	65.68%	3.50	58.27%
Soccer	\$185,000	14.00	9.96	71.11%	5.61	40.06%	4.98	35.54%
Softball	\$195,000	12.00	10.49	87.45%	5.91	49.26%	5.24	43.70%
Tennis	\$162,500	8.00	8.75	109.31%	4.93	61.58%	4.37	54.63%
Track/CC	\$150,000	18.00	8.07	44.85%	4.55	25.26%	4.03	22.41%
Beach Volleyball	\$28,000	6.00	1.51	25.11%	0.85	14.15%	0.75	12.55%
Swimming	\$45,000	14.00	2.42	17.30%	1.36	9.74%	1.21	8.64%
Volleyball	\$285,000	12.00	15.34	127.81%	8.64	72.00%	7.66	63.87%
Total	\$1,485,500	105.00	79.94	76.14%	45.03	42.89%	39.95	38.05%

<u>FY20 UNF Scholarship Costs</u>	<u>In State GIA</u>	<u>Out of State GIA</u>	<u>Out of State Cost of Attendance</u>
Undergraduate On-Campus	\$17,363.90	\$31,767.80	\$35,980.00
Undergraduate Off-Campus	\$18,581.90	\$32,985.80	\$37,183.00

Volleyball Coaching

The NCAA permits 5 countable coaches for Volleyball (3) and Beach Volleyball (2). In 2016-17, UNF employed 3 coaches for both programs. This hindered the ability for coaches to adequately recruit for both programs, as well as provide a full fall Beach Volleyball competition schedule. For the 2017-18 year, a part-time paid coach was hired to assist with coaching and recruiting. In summer 2019, the part-time Beach Volleyball position was elevated to a full-time position.

As outlined below, at the conclusion of 2018-19, four individuals are accounting for the five permissible countable coaches.

Volleyball (3 countable coaches)

Kristen Wright, Head Coach
Skylar Lopas, Assistant Coach
Kevin Inlow, Assistant Coach

Beach Volleyball (2 countable coaches)

Kristen Wright, Head Coach
Emily Strack, Assistant Coach

The goal of fulfilling five countable coach positions has been met.

Assistant Coach Positions

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

The timeline to improve the elevation of these assistant coach positions will be determined, as funds are available.

Facilities

After additions and upgrades to the Softball Complex were completed in 2017-18 (new press box, bathrooms added to the dugouts, a new warning track and infield turf, as well as new scoreboard), plans for a design for new bleachers have been approved and are working through the university construction process. Donors are being cultivated for covered batting cages, which is estimated as a \$250,000 to \$500,000 project.

Beach Volleyball is lacking practice and competition facilities. At the conclusion of 2018-19, \$350,000 of the \$500,000 needed, was committed toward a five-court facility. If the funds are secured, it is expected that the Beach Volleyball facility will be completed in 2019-20.

Funds for an outdoor aquatic facility have been identified and an architect has been hired. The estimated timeline for the completion of this project will be over the next two-three years.

The timelines of many of these facility projects are dictated by the successfulness of fundraising efforts.

Scheduling Contests (Swimming and Beach Volleyball)

It was noted that the number of contests/ dates of competition have been historically low for Women’s Swimming and the fall/ non-championship segment of Beach Volleyball. As outlined in the chart below, efforts have been made to increase the dates of competition (DoC) for Women’s Swimming over the last several seasons, from 14 (representing nine swim meets) to 20 (representing 13 swim meets) projected for the 2019-20 season. Similarly, Beach Volleyball has seen its fall dates of competition increase from one date to three-four dates projected for the 2019 fall season.

These added dates of competition better align with the NCAA maximum limitations and will provide for a more robust student-athlete experience.

Scheduling History: Swimming and Beach Volleyball

Sports	NCAA Max DoC	NCAA Min Contests	2019-20 Schedule	2018-19 Schedule	2017-18 Schedule	2016-17 Schedule
Swimming	20	6	20 DoC; 13 meets	20 DoC; 12 meets	16 DoC; 10 meets	14 DoC; 9 meets
Beach Volleyball (Fall Segment)	4		3-4 dates	3 dates	2 dates	1 date

The goal of increasing scheduled contests for Swimming and Beach Volleyball was achieved.

PART V. EMPLOYMENT REPRESENTATION

The Florida Equity Report contains information on the achievement of appropriate representation of women and minorities in selected faculty and administrative employment categories. Tables 1 – 4 are shown first, then followed by their respective commentary.

**UNIVERSITY OF NORTH FLORIDA
EMPLOYMENT REPRESENTATION**

Table 1. Category Representation – Tenured Faculty

INDICATOR	NRA	B	AI/ AN	A	H	NH/ OPI	W	≥ TWO	NOT REPO- RTED	Female	Male	TOTAL
Fall 2019	14	6	0	23	13	0	198	4	0	109	149	258
Fall 2018	13	8	2	22	14	0	203	0	0	110	152	262
1YR Percentage Change	7.7%	- 25.0 %	- 100.0 %	4.5%	- 7.1%	0.0%	-2.5%	100.0 %	0.0%	-0.9%	-2.0%	-1.5%
Fall 2014	19	8	0	13	8	0	181	4	0	99	134	233
5YR Percentage Change	- 26.3 %	- 25.0 %	0.0%	76.9 %	62.5 %	0.0%	9.4%	0.0%	0.0%	10.1%	11.2%	10.7%
Area for improvement, compared with national standards? (Check if yes)												

Source: IPEDS Fall Staff, IPEDS Human Resources Data.

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

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

Table 2. Category Representation – Tenure-Track Faculty

INDICATOR	NRA	B	AI/ AN	A	H	NH/ OPI	W	≥ TWO	NOT REPO- RTED	Female	Male	TOTAL
Fall 2019	17	4	0	12	5	0	61	1	0	57	43	100
Fall 2018	14	5	0	12	3	0	67	0	0	52	49	101
1YR Percentage Change	21.4 %	- 20.0 %	0.0%	0.0%	66.7 %	0.0%	-9.0%	100.0 %	0.0%	9.6%	- 12.2%	-1.0%
Fall 2014	16	6	0	12	8	0	87	1	0	61	69	130
5YR Percentage Change	6.3%	- 33.3 %	0.0%	0.0%	- 37.5 %	0.0%	- 29.9%	0.0%	0.0%	-6.6%	- 37.7%	-23.1%
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 Instructional Faculty or Faculty at Non-Tenure Granting Universities

INDICATOR	NRA	B	AI/ AN	A	H	NH/ OPI	W	≥ TWO	NOT REPO- RTED	Female	Male	TOTA L
Fall 2019	1	10	1	12	3	0	128	7	0	88	74	162
Fall 2018	2	13	7	9	2	0	110	0	0	77	66	143
1YR Percentage Change	- 50.0 %	- 23.1 %	- 85.7 %	33.3%	50.0%	0.0%	16.4%	100.0 %	0.0%	14.3%	12.1%	13.3%
Fall 2014	3	6	0	4	2	0	86	6	0	54	53	107
5YR Percentage Change	- 66.7 %	66.7 %	100.0 %	200.0 %	50.0%	0.0%	48.8%	16.7 %	0.0%	63.0%	39.6%	51.4%
Area for improvement, compared with national standards? (Check if yes)												

Source: IPEDS Fall Staff, IPEDS Human Resources Data.

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

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

Table 4. Category Representation – Executive/Administrative/Managerial

INDICATOR	NRA	B	AI/ AN	A	H	NH/ OPI	W	≥ TWO	NOT REPO- RTED	Female	Male	TOTAL
Fall 2019	4	39	3	9	18	0	252	5	0	197	133	330
Fall 2018	4	43	5	9	15	1	262	0	0	204	135	339
1YR Percentage Change	0.0%	- 9.3%	- 40.0 %	0.0%	20.0%	- 100.0 %	-3.8%	100.0 %	0.0%	-3.4%	-1.5%	-2.7%
Fall 2014	0	32	0	11	17	0	254	3	0	162	155	317
5YR Percentage Change	100.0 %	21.9 %	100.0 %	- 18.2%	5.9%	0.0%	-0.8%	66.7 %	0.0%	21.6%	- 14.2%	4.1%
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

Tenured Faculty

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

Tenure-Track Instructional Faculty

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

Non-Tenure-Track Faculty

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

Executive/Administrative/Managerial Staff

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

Overall

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

PART VI. AREAS OF IMPROVEMENT AND ACHIEVEMENT

This section highlights improvement and achievement of major components of the UNF Florida Equity Report.

Areas for improvement and achievement are noted within each section of this Report and partially on the new format herein.

**Florida Equity Report
University of North Florida
2018 - 2019**

Areas of Improvement Pertaining to Academic Services, Programs, and Student Enrollment Identified in 2019 Report	Achievement Report for Areas of Improvement Pertaining to Academic Services, Programs, and Student Enrollment Identified in Previous Report, 2018
	<p>UNF will maintain its strong academic profile and will focus on access for students of diverse backgrounds.</p> <p>UNF will expand programs and scholarship offerings to recruit and retain students to enhance and vary student representation for FTFT and transfer students.</p>
Areas of Improvement Pertaining to Gender Equity in Athletics Identified in 2019 Report	Achievement Report for Areas of Improvement Pertaining to Gender Equity in Athletics Identified in Previous Report, 2018
<p>The Shareholder's Scholarship Program provided for \$60,000 of new scholarships for several programs. The part-time assistant Beach Volleyball coaching position was elevated to full-time and provides Volleyball and Beach Volleyball with the NCAA maximum 5 countable coaches and the ability to adequately recruit for both programs, as well as provide a full fall Beach Volleyball competition schedule. The designs for new Softball bleachers were approved. An architect was hired to design a new aquatics center on-campus. An additional \$300,000 was raised toward the \$500,000 Beach Volleyball court project.</p>	<p>Utilize fundraised dollars to increase scholarship budgets.</p> <p>Elevate the new part-time assistant Beach Volleyball coach position to full-time.</p> <p>New bleachers and covered batting cages for Softball remain a need.</p> <p>Beach Volleyball and Swimming need practice and competition facilities on campus.</p>
Areas for Improvement Pertaining to Employment Identified in 2019 Report	Achievement Report for Areas of Improvement Pertaining to Employment Identified in Previous Report, 2018
	<p>UNF will analyze reasons for the decrease in Hispanic employees and create recruitment plans to target the population.</p> <p>UNF will continue to actively recruit female candidates for all faculty and administrative positions.</p>

**Florida Equity Report
University of North Florida
2018 - 2019**

PART VII. DEMOGRAPHIC REPRESENTATION IN THE TENURE PROCESS

Table 1. Protected-Class Representation in the Tenure Process, 2018-19

MALES	Applied	Withdrawn	Denied	Deferred	Nominated
American Indian or Alaskan Native	0	0	0	0	0
Asian	1	0	1	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	9	1	0	0	8
Other, Not Reported	3	0	0	0	3
Total Male (Include Other, Not Reported)	13	1	1	0	11
FEMALES	Applied	Withdrawn	Denied	Deferred	Nominated
American Indian or Alaskan Native	0	0	0	0	0
Asian	1	0	1	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	11	2	1	0	8
Other, Not Reported	0	0	0	0	0
Total Female (Include Other, Not Reported)	12	2	2	0	8
GRAND TOTAL	25	3	3	0	19

LEGEND:

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

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

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

University Guidelines for Equitable Assignments for Instructional Faculty

The UNF-UFF Collective Bargaining Agreement July 1, 2016 through June 30, 2019 addresses this requirement. Each faculty member should be afforded assignments that provide equitable opportunities, in relation to other faculty members in the same department/unit, to meet the required criteria for promotion, tenure, merit salary increases, and, if applicable, multi-year appointments. The University Administration shall make a reasonable and good-faith effort, consistent with the all provisions of the CBA, to provide faculty with the necessary facilities and resources for carrying out their assigned duties and responsibilities.

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PART VIII. PROMOTION AND TENURE COMMITTEE COMPOSITION

Table 1: Promotion and Tenure Committee Composition, AY 2018-19

Type of Committee	Black or African American		American Indian/Alaskan Native		Asian		Native Hawaiian or Other Pacific Islander		Hispanic		Two or More Races		White		Other, Not Reported		Total including Other, Not Reported	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
University Committee	2					1							2	6			4	7
College of Arts and Sciences	1	2	0	0	4	1	0	0	2	2	0	0	53	26	0	0	60	31
Psychology		1				1			1	1			3	3			4	6
Communication		1			3								1	3			4	4
Political Science													6	3			6	3
History (full)													2	1			2	1
Sociology, Anthropology and Social Work (full)													2	1			2	1
English (full)													3	1			3	1
Biology													9	4			9	4
Art and Design									1	1			8	6			9	7
Music	1	0			1	0							12	3			14	3
Criminology and Criminal Justice (full)													2	1			2	1
Physics													5	0			5	0
Coggin College of Business	0	0	0	0	0	0	0	0	1	0	0	0	14	2	0	0	15	2
Accounting and Finance													10	1			10	1
Management (full)									1	0			4	1			5	1
College of Education and Human Services	0	1	0	0	1	1	0	0	0	0	0	0	8	9	0	0	9	11
Leadership, School Counseling, Sport Mgt		1			1								3	3			4	4
Foundations and Secondary Ed					0	1							4	1			4	2
Children Ed, Literacy and TESOL													1	5			1	5
Brooks College of Health	0	0	0	0	0	1	0	0	0	2	0	0	5	9	0	1	5	13
Nursing										1			1	5			1	6
Nursing (full)										1			1	1			1	2
Public Health (full)						1							1	1			1	2
Health Administration													2	2	0	1	2	3
College of Computing, Engineering and Construction	2	0	0	0	6	0	0	0	0	0	0	0	12	3	1	0	21	3
Computing					3								2	1			5	1
Engineering	1				2								7	1	1		11	1
Engineering (full)	1				1								3	1			5	1

PART IX. OTHER REQUIREMENTS

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

A. Budget Plan

The UNF 2018-19 Budget Plan includes specific strategies and a budget allocation that support diversity and inclusion among faculty. UNF maintains current strategies that have proven to be effective such as including minorities and females on all search committees (depending upon availability); ensuring a representative applicant pool; using approved search and screen procedures; identifying and notifying all tenure-earning faculty eligible to apply for promotion and tenure; and aggressively searching for qualified females and underrepresented faculty.

Resources to Support Recruitment, Tenure and/or Promotion	Budget Allocation
–	\$15,000
Presidential Diversity and Inclusion Achievement Award to acknowledge deserving faculty, staff or students	\$3,883
Financial support for President’s Commission on Diversity and Inclusion that promotes university efforts for inclusive excellence	\$20,678
Expanded recruitment advertising efforts including Inside Higher Ed and Insight into Diversity	\$16,855
Supported representation at select conferences: SREB and McKnight	\$2,702
Purchased copy for all academic deans “Searching for Excellence & Diversity: A guide for Search Committees”	\$242
Student Scholarship commitment	\$1,000
TOTAL BUDGET ALLOCATION	\$60,118

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



B. President's Evaluation

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

Among President Szymanski's primary goals for 2018-19 were to develop and implement immediate strategies to address the following performance-based funding metrics:

1. Pell grant students (metric #7)
2. Retention (metric #5) [i.e., retention through the first year with at least a 2.00 GPA]
3. Four-year graduation (metric #4)

The president's institutional objectives particularly specified a target of 20% growth in the number of Pell grant students. Moreover, an additional institutional objective established for the president was to increase student headcount by at least 3%.

During its annual presidential evaluation on September 12, 2019, the UNF Board of Trustees (BOT) determined that the president met or exceeded established goals associated with the state performance-funding metrics, and that the president met or exceeded established goals associated with institutional metrics.

Achievement of these goals resulted in substantial improvements in equity.

Regarding the pursuit of more Pell students:

- Among the full-time First-Time-in-College (FTFT) freshman cohort in Fall 2017 who received Pell grants in that term, a total of 263 students were minorities. Recruiting strategies implemented during the evaluation period to increase Pell students resulted in the number of minority Pell students rising to 335 in the Fall 2018 cohort, an increase of 72 (or more than 27%).
- Moreover, retaining a higher number of minority Pell students from the previous cohort was also part of the Pell strategy. This effort resulted in 16% more minority Pell students in the 2017 FTFT cohort retaining to Fall 2018 with at least a 2.00 GPA, than were retained with a 2.00+ GPA from the Fall 2016 cohort into the Fall 2017. It is noteworthy that the retention (with a 2.00+ GPA) of minority Pell students (81.4%) was more than a percentage point higher than the rate for white Pell students (80.1%).
- Across the full undergraduate population, the percentage of Pell students that were minorities increased to 46.6% in Fall 2018, up 5.5% from Fall 2017.

Efforts during 2018-19 to improve retention also have had positive impact for minority students:

- First-year retention (with a 2.00+ GPA) of minority students in the Fall 2017 cohort into Fall 2018 rose to 79.8%, versus rates of 79.3% and 75% for minority students in the Fall cohorts of 2016 and 2015 respectively. The 79.8% rate was also higher than the 78.5% first-year retention rate (with a 2.00+ GPA) for white students in the previous (2016) FTFT cohort. Moreover, the improvement in minority retention over the previous year (0.5 percentage points) was larger than the 0.3 percentage point improvement for white students.

Efforts during 2018-19 to improve the graduation rate also led to positive impact for minority students:

- The four-year graduation rate for minority students in the Fall 2014 FTFT cohort (the cohort that was to finish by the start of Fall 2018) rose to 34.8%, which was 2.3 percentage points higher than the 32.5% graduation rate for the previous cohort from Fall 2013.
- Moreover, this increase in the rate was accomplished over a larger base of minority students: 34.8% of 549 minority students (or 191) in the Fall 2014 cohort graduated within four years, whereas 32.5% of 440 minority students (or 143) in the Fall 2013 cohort graduated in four years. This rise in the graduation rate as well as the number of minority students in the cohort thereby resulted in 33% more minority students graduating within four years.

Finally, efforts during 2018-19 to increase overall enrollment also led to substantial increases in the number and the percentages of minority students at both the undergraduate and graduate levels, and particularly so among the incoming freshman cohort. From Fall 2018 to Fall 2019:

- Among undergraduates for whom race/ethnicity was known, the number of minority students grew by 305 (or 6.1%), and the proportion of the undergraduates who were minority grew by 5.2%, to 36% of the undergraduate population. This growth in undergraduate minority headcount more than doubled the overall target of 3% growth in student headcount that was set for the president by the BOT.
- Among graduate students for whom race/ethnicity was known, the number of minority students grew by 103 (or 13.5%), and the proportion of the undergraduates who were minority grew by 4.5%, to 36.5% of the graduate population. This growth in graduate minority headcount more than quadrupled the overall target of 3% growth in student headcount that was set for the president by the BOT.
- Most impressive was the growth in the number and proportion of minority students among the FTFT freshman cohort. The number of minority FTFTs grew by 182 (or 24%), and the proportion of FTFTs who were minority grew by 17.7%, to 38.3% of the 2019 cohort [see Table 1 in this report]. This growth in FTFT minority headcount was thus more than eight times larger than the overall target of 3% growth in student headcount that was set for the president by the BOT.

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.

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

THE UNF FLORIDA EQUITY REPORT COMMITTEE

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