

FLORIDA EQUITY REPORT:

Enrollment, Sex Equity in Athletics, and Employment

Report Year: 2020



Data Year: July - June, 2018-2019

Approved by the New College of Florida Board of Trustees
at their regular meeting on August 29, 2020

Mary Ruiz, Chair, NCF Board of Trustees

Date

Donal O'Shea, Chair, NCF President

Date

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I. Executive Summary

A. Description of Plan Development

Successful initiatives in equity require broad institutional commitment. To compile this report, New College of Florida's Dean of Outreach, Engagement, and Inclusion and Chief Diversity Officer worked with the Assistant Vice President for Human Resources and the President's Chief of Staff to review information submitted by staff from Academic Affairs, Enrollment Management, Student Affairs, Human Resources, and Institutional Research. All data were compared to peer group benchmarks to evaluate progress toward furthering the College's equity initiatives.

B. Summary of Institutional Progress

Previous Equity Reports have summarized how President Donal O'Shea has prioritized equity and inclusion by articulating annual institutional priorities, setting College-wide goals for diversity, and communicating regularly with the campus. In February 2019, New College further prioritized equity and inclusion by hiring Dr. Bill Woodson as Dean of Outreach, Engagement, and Inclusion and Chief Diversity Officer.

Dr. Woodson chairs the Committee on Campus Climate and Culture (4C). The committee's charter specifies a membership that includes two faculty members, two staff members, and two student members. The committee meets twice a month and identifies challenges to the institutional priority of providing an inclusive, supportive and welcoming campus climate, providing the president, the provost, and senior leaders with recommendations for action. Members of the 4C also collaborate with various offices and committees to address pressing campus-wide issues.

Dr. Woodson also coordinated an Inclusive Campus Climate workshop and webinar series that engaged over 200 faculty and staff members, providing 4-12 hours of inclusive practices training and diversity effectiveness skill-building in 2019-20. These efforts also resulted in the training of 50 student leaders in diversity skills.

Progress on Equity Report Goals

Student Enrollment / Retention / Graduation

- From Fall 2014 to Fall 2019, FTIC representation increased 1% for Black or African American, Asian, and Hispanic students.
- Four-year graduation rates for Black or African American, Asian, and Hispanic students were higher than that for New College of Florida as a whole.

Faculty and Administrative Employment

- Tenured faculty increased for Non-Resident Alien, Black or African American, Asian, and Female faculty.
- The College continues to review recruitment processes and branding to recruit a more diverse staff

Athletics

- New College has no formal athletic program, no team sports, and no intercollegiate athletics. All athletic activity is centered around the Fitness Center, which attempts to encourage intramural activities and club sports based on student interest (See Academic Program Review, Sex Equity in Club and Intramural Athletics). All sports, athletic programs, clubs, and activities are open to all students and promoted to all students. NCF continues to encourage various sports opportunities for its students

C. Budget Plan

In addition to the resources committed to the initiatives listed above, the College devoted an additional \$95,000 to accomplish Employment Equity goals. The budget is detailed in Section IX of this report.

II. Review of Institutional Policies and Procedures

Since 2013, President O'Shea has identified the diversification of campus and improved access as institutional priorities. Progress toward these goals continued to shape policy decisions in 2018-19.

New College of Florida Regulations and policies are regularly advertised to the community to solicit input. Additionally, all proposed amendments to Regulations are posted at least thirty days in advance for public comment.

The New College of Florida Board of Trustees has adopted several Regulations that further the College's commitment to diversity, equity, and access. These Regulations, along with the date of original adoption, are available at <https://www.ncf.edu/about/departments-and-offices/office-of-the-general-counsel/regulations/> and in Appendix II of this report.

Specific Regulations related to equity and access include:

- NCF Regulation 1-1016 ADA
- NCF Regulation 3-4018 Sexual Discrimination / Harassment
- NCF Regulation 3-4022 Equal Education and Opportunity
- NCF Regulation 3-4027 Discrimination / Harassment

Key for Tables

As noted in the *Florida Equity Report Guidelines*:

The Enrollment and Employment reports focus on women and members of specified race/ethnic protected classes. Prior to Summer 2010, the race/ethnic classes were Black (B), non-Hispanic; Hispanic (H); Asian/Pacific Islander (A/PI); and American Indian/Alaska Native (AI/AN) and (2) beginning Summer 2010, the classes were Black or African American (B); Hispanic (H); Asian (A); Native Hawaiian or Other Pacific Islander (NH/OPI); American Indian/Alaska Native (AI/AN); and Two or More Races (\geq Two).

These categories come from the National Center for Education Statistics [IPEDS Data Collection System](#). In the tables provided by Board of Governors staff, the following column headers are used to identify each category:

NRA = Non-resident alien (for whom race and ethnicity is not reported)

B = Black or African American

AI/AN = American Indian or Alaska Native

A = Asian

H = Hispanic

NH/OPI = Native Hawaiian or Other Pacific Islander

W = White

\geq TWO = Two or more races

UNK = Race and ethnicity unknown

III. Academic Program Reviews

A-C: Analysis and Areas for Improvement

This section includes six measures of equity in enrollment, persistence, and degrees awarded.

FTIC and Transfer Student Enrollment

Table 1. First Time in College (FTIC) Enrollment (Full-time)

	NRA	B	AI/AN	A	H	NH/OPI	W	≥TWO	UNK	Total
Men	1	3	0	1	10	0	28	2	1	46
Women	3	2	0	3	17	0	69	4	3	101
Total FTIC Fall 2019	4	5	0	4	27	0	97	6	4	147
Category % of Total Fall 2019	3%	3%	0%	3%	18%	0%	66%	4%	3%	100%
Total FTIC Fall 2014	6	5	0	5	40	0	162	13	5	236
Category % of Total Fall 2014	3%	2%	0%	2%	17%	0%	69%	6%	2%	100%
% change from Fall 2014 to 2019	0%	+1%	0%	+1%	+1%	0%	-3%	-1%	+1%	0%

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

Table 1a. Peer Comparison – FTIC Enrollment

	NRA	B	AI/AN	A	H	NH/OPI	W	≥TWO	UNK	Female	Male
New College of Florida (2018)	3%	3%	0%	3%	18%	0%	66%	4%	3%	69%	31%
Selected Peer Median (2017)	2%	7%	0%	3%	7%	0%	62%	5%	4%	57%	43%
COPLAC Median (2017)	1%	6%	0%	2%	7%	0%	68%	4%	3%	60%	40%
Area for improvement?		√									

See Appendix I for information about Selected Peers, COPLAC, and methods to identify areas for improvement

Table 2. Florida College System A.A. Transfers

	Ethnicity / Gender											
	NRA	B	AI/AN	A	H	NH/OPI	W	≥TWO	UNK	Female	Male	Total
Total Fall 2019	0	0	0	0	1	0	8	0	0	6	3	9
Category % Fall 2019	0%	0%	0%	0%	11%	0%	89%	0%	0%	67%	33%	100%
Total Fall 2014	1	1	0	0	3	0	11	1	0	7	10	17
Category % Fall 2014	6%	6%	0%	0%	18%	0%	65%	6%	0%	41%	59%	100%
% change from 2014-19	-6%	-6%	0%	0%	-7%	0%	+24%	-6%	0%	+25%	-25%	0%

Source: Student Instruction File. Full-time students.

Table 2a. Peer Comparison – Transfer Students*

	NRA	B	AI/AN	A	H	NH/OPI	W	≥TWO	UNK	Female	Male
New College of Florida (2018)	0%	0%	0%	0%	11%	0%	89%	0%	0%	67%	33%
Selected Peer Median (2017)	0%	6%	0%	0%	9%	0%	67%	6%	5%	55%	45%
COPLAC Median (2017)	1%	5%	1%	2%	6%	0%	67%	4%	4%	57%	43%
Area for improvement?		√						√	√		

* NCF data is for Florida State College A.A. Transfer students only; peer comparison data includes all transfer students
See Appendix I for information about Selected Peers, COPLAC, and methods to identify areas for improvement

Standard to identify areas of improvement in FTIC and transfer student enrollment:

To identify areas of disproportionate enrollment, data from New College of Florida were compared to data from two groups of peer institutions (Tables 1a and 2a). Protected class categories in which New College of Florida percentages were more than two percentage points less than the medians of both peer groups were identified as areas for improvement.

Areas for Improvement:

- FTIC enrollment: Black or African-American
- Florida College System A.A. Transfer enrollment: Black or African-American, Two or more races, Race and ethnicity unknown

Goals for improvement over the next three years:

Over the next three years, New College of Florida strives to enroll protected class students at rates matching or exceeding the median rates of our peer institution groups.

Plan for progress:

To increase the diversity of our incoming FTIC classes, the Office of Admissions and Financial Aid will take the following targeted actions to recruit underrepresented students:

- Communicate with National Hispanic Scholars, including the scholarship pre-offer letter
- Increase individual contact to recruit students eligible for the Latin American/Caribbean Scholarships.
- Develop some Spanish language text for a parent piece.
- Provide additional communication to underrepresented FTIC prospective students.
- Promote Archimedes and Barancik Scholarship programs to local schools
- Reach out to staff and students at Florida Title I high schools and college preparatory programs that traditionally serve primarily minority and first-generation students, to introduce territory manager, invite virtual talks, and participation in virtual events.

To increase the diversity among transfer students, the Office of Admissions and Financial Aid will:

- Purchase transfer search names and contact information of Phi Theta Kappa (PTK) Honors Society students and PTK advisors to expand the pool of possible applicants.
- Coordinate with State College of Florida staff regarding MOUs to develop stronger connections with our local FCS institution.
- transfer-specific information materials
- Increase communication flow to Florida College System institutions, targeting student groups such as PTK members and those enrolled in honors college programs, for increased scholarship opportunities
- Increase individual outreach to underrepresented students.

Retention and Graduation Rates

Table 3. Retention of Full-time FTICs After One Year

	NRA	B	AI/AN	A	H	NH/OPI	W	≥TWO	UNK	Female	Male	Total
Fall 2018 Cohort	5	5	0	8	40	0	123	9	2	122	70	192
Category %	3%	3%	0%	4%	21%	0%	64%	5%	1%	64%	36%	100%
Enrolled Fall 2019	4	4	0	7	33	0	108	8	1	103	62	165
Retention Rate	80%	80%	–	88%	83%	–	88%	89%	50%	84%	89%	86%

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

	NRA	B	AI/AN	A	H	NH/OPI	W	≥TWO	UNK	Female	Male	Total
2013-19 Cohort	1	9	0	7	34	0	160	9	2	134	88	222
Category %	0%	4%	0%	3%	15%	0%	72%	4%	1%	60%	40%	100%
After 6 Years	1	6	0	6	24	0	99	5	0	85	56	141
Percent Graduated	100%	67%	–	86%	71%	–	62%	56%	0%	63%	64%	64%
Category % Graduated	1%	4%	0%	4%	17%	0%	70%	4%	0%	60%	40%	100%
Enrolled in 6 th year	0	0	0	0	0	0	0	0	0	0	0	0
Percent Retained	0%	0%	–	0%	0%	–	0%	0%	0%	0%	0%	0

Source: FTIC includes Beginners and Early Admits

Table 4a. Peer Comparison: Graduation Rates

	NRA	B	AI/AN	A	H	NH/OPI	W	≥TWO	UNK	Female	Male
New College of Florida (2018)	100%	67%	–	86%	71%	–	62%	56%	0%	63%	64%
Selected Peer Median (2017)	56%	55%	29%	74%	57%	75%	72%	67%	63%	72%	65%
COPLAC Median (2017)	45%	49%	40%	62%	47%	60%	54%	46%	50%	53%	50%
Area for improvement?									√		

See Appendix I for information about Selected Peers, COPLAC, and methods to identify areas for improvement

Standard to identify areas of disparate graduation rates:

To identify student categories with disparate graduation rates, data from New College of Florida were compared to data from two groups of peer institutions (Table 4a). Protected class categories in which New College of Florida percentages were more than two percentage points less than the medians of both peer groups were identified as areas for improvement.

Areas for Improvement:

- Graduation Rates: Race and ethnicity unknown.

Goals for improvement over the next three years:

Over the next three years, New College of Florida strives for graduation rates of all protected class students to match or exceed the median rates of our peer institution groups.

Plan for progress:

To improve the retention and graduation rates of all students, including those in protected classes, we will:

- Develop and deploy a comprehensive campus climate initiative, intended to improve ability of faculty, staff, and students to contribute to a more inclusive campus climate, build awareness of behaviors that purposefully or inadvertently marginalize others, intervene appropriately when aware of conflict, and value and become more skillful in engaging across lines of difference
 - Leverage data collected from past climate surveys and student interviews to identify behaviors and circumstances associated with campus climate issues
 - Evaluating changes to Forum moderation protocols and the student code of conduct to more effectively respond to bullying and other marginalizing behaviors
 - Provide faculty, staff training, and student leader training on unconscious bias, microaggressions, privilege, and cross-cultural communication and mentoring, including serving students with disabilities.
 - Continue Intergroup Dialog tutorial classes to develop student skillfulness and comfort in engaging across lines of cultural difference
- Deliver SET SAIL (Success Equals Teamwork, Strategies, And Inspired Learning) – first-year seminars created to support new students in their academic and social transition. Along with three goals - cultivating community connections and a sense of belonging, fostering agency as a learner in one's educational path, and instilling transferable academic/professional skills - every SET SAIL seminar features a unique topic of academic inquiry and is taught by at least one professor and a student leader. Seminar titles include The Good Life, Writing the Self: Constructing your Image as a Learner through Latin American Literature, The Care and Feeding of your Brain, Intergroup Dialogue, The Have and Have Nots: Social Inequality, Community Engagement, and Empowerment, and Mathematical Thinking: Patterns, Puzzles, and Exploration
- Connect students to marginalized communities through service and research projects (community tutoring, historical immersion; mentorship, etc.); for example, community garden project in the black community; oral history project documented on the NewtownAlive! Website; common challenge for understanding of food, housing, and health insecurity; the Multicultural Health Institute and their Pandemic response team; Cinema and Social Justice (a class jointly taught by New College and Booker H.S. faculty and attended by New College and Booker H.S. students).
- Leverage foundation investments to support cross cultural exposure and appreciation
 - Example: Utilizing the Mellon-funded "Connecting the Arts + Humanities on Florida's Creative Coast" grant to support Black History Month programming
 - Example: Utilizing the "New College and the Cross-College Alliance in the Community" grant to expose students to the history of the African American community in Sarasota
 - Example: Visions of the Black Experience - Black film festival highlighting achievements, and scientific contributions of Black Americans

Bachelor's Degrees Awarded

Table 5. Bachelor's Degrees Awarded by Race

	Ethnicity									
	NRA	B	AI/AN	A	H	NH/OPI	W	≥TWO	UNK	Total
Male	1	2	0	1	10	0	58	2	3	77
Female	6	3	0	5	11	0	103	6	2	136
Total	7	5	0	6	21	0	161	8	5	213
Category % of Total 2018-19	3%	2%	0%	3%	10%	0%	76%	4%	2%	100%
Male	1	4	0	1	8	0	50	2	2	68
Female	3	1	0	4	22	0	74	5	0	109
Total	4	5	0	5	30	0	124	7	2	177
Category % of Total 2017-18	2%	3%	0%	3%	17%	0%	70%	4%	1%	100%
Male	0	0	0	4	5	0	54	1	0	64
Female	0	1	0	1	14	0	59	5	0	80
Total	0	1	0	5	19	0	113	6	0	144
Category % of Total 2013-14	0%	1%	0%	3%	13%	0%	78%	4%	0%	100%

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

Table 5a. Peer Comparison: Bachelor's Degrees Awarded by Race

	NRA	B	AI/AN	A	H	NH/OPI	W	≥TWO	UNK	Female	Male
New College of Florida (2018)	3%	2%	0%	3%	10%	0%	76%	4%	2%	64%	36%
Selected Peer Median (2017)	3%	5%	1%	4%	6%	0%	68%	4%	3%	58%	42%
COPLAC Median (2017)	1%	5%	1%	2%	6%	0%	72%	3%	3%	60%	40%
Area for improvement?		√									√

See Appendix I for information about Selected Peers, COPLAC, and methods to identify areas for improvement

Standard to identify areas with a disproportionate number of bachelor's degrees awarded:

To identify disproportionate areas, data from New College of Florida were compared to data from two groups of peer institutions (Table 5a). Protected class categories in which New College of Florida percentages were more than two percentage points less than the medians of both peer groups were identified as areas for improvement.

Areas for Improvement:

- Bachelor's Degrees Awarded by Race: African-American or Black.

Goals for improvement over the next three years:

Over the next three years, New College of Florida strives to award bachelor's degrees to protected class students at rates matching or exceeding the median rates of our peer institution groups.

Plan for progress:

To maintain and increase the diversity of our graduating classes, we plan to do the following:

- Clarify pathways to graduation
- Track student progress and identify at-risk students through an early alert system
- Barancik Scholarship/Access Leadership program
- Develop and deploy a comprehensive campus climate initiative, intended to improve ability of faculty, staff, and students to contribute to a more inclusive campus climate, build awareness of behaviors that purposefully or inadvertently marginalize others, intervene appropriately when aware of conflict, and value and become more skillful in engaging across lines of difference
 - Leverage data collected from past climate surveys and student interviews to identify behaviors and circumstances associated with campus climate issues
 - Evaluating changes to Forum moderation protocols and the student code of conduct to more effectively respond to bullying and other marginalizing behaviors
 - Provide faculty, staff training, and student leader training on unconscious bias, microaggressions, privilege, and cross-cultural communication and mentoring
 - Continue Intergroup Dialog tutorial classes to develop student skillfulness and comfort in engaging across lines of cultural difference
- Connect students to marginalized communities through service and research projects (community tutoring, historical immersion; mentorship, etc.); for example, community garden project in the black community; oral history project documented on the NewtownAlive! Website; common challenge for understanding of food, housing, and health insecurity; the Multicultural Health Institute and their Pandemic response team; Cinema and Social Justice (a class jointly taught by New College and Booker H.S. faculty and attended by New College and Booker H.S. students).
- Leverage foundation investments to support cross cultural exposure and appreciation
 - Example: Utilizing the Mellon-funded "Connecting the Arts + Humanities on Florida's Creative Coast" grant to support Black History Month programming
 - Example: Utilizing the "New College and the Cross-College Alliance in the Community" grant to expose students to the history of the African American community in Sarasota
 - Example: Visions of the Black Experience - Black film festival highlighting achievements, and scientific contributions of Black Americans

Master's Degrees Awarded

Table 6. Master's Degrees Awarded by Race

		Ethnicity									Total
		NRA	B	AI/AN	A	H	NH/OPI	W	≥TWO	UNK	
Male		0	0	0	1	2	0	6	0	1	10
Female		2	0	0	0	1	0	2	0	1	6
Total		2	0	0	1	3	0	8	0	2	16
Category % of Total 2018-19		13%	0%	0%	6%	19%	0%	50%	0%	13%	100%
Male		0	0	0	0	2	0	4	0	0	6
Female		0	0	0	0	0	0	1	0	0	1
Total		0	0	0	0	2	0	5	0	0	7
Category % of Total 2017-18		0%	0%	0%	0%	29%	0%	71%	0%	0%	100%
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 2013-14		0	0	0	0	0	0	0	0	0	0

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

Note: The first cohort of Master's degree students graduated from New College of Florida in 2016-17

Table 6a. Peer Comparison: Master's Degrees Awarded by Race

	NRA	B	AI/AN	A	H	NH/OPI	W	≥TWO	UNK	Female	Male
New College of Florida (2018)	13%	0%	0%	6%	19%	0%	50%	0%	13%	38%	63%
Selected Peer Median (2017)	0%	4%	0%	0%	1%	0%	78%	0%	2%	67%	33%
COPLAC Median (2017)	1%	2%	0%	1%	5%	0%	76%	2%	3%	70%	30%
Area for improvement?		√								√	

See Appendix I for information about Selected Peers, COPLAC, and methods to identify areas for improvement

Standard to identify areas with a disproportionate number of master's degrees awarded:

To identify disproportionate areas, data from New College of Florida were compared to data from two groups of peer institutions (Table 5a). Protected class categories in which New College of Florida percentages were more than two percentage points less than the medians of both peer groups were identified as areas for improvement.

Areas for Improvement:

- Master's Degrees Awarded: African-American or Black and Female students

Goals for improvement over the next three years:

Over the next three years, New College of Florida strives to award master's degrees to protected class students at rates matching or exceeding the median rates of our peer institution groups.

Plan for progress:

To maintain and increase the diversity of our graduate program, we will:

- Recruit international students for the graduate program
- Provide support to begin a Women in Data Science group at New College
- Invite women speakers to come and present to the students during DS seminars
- Create a roundtable featuring women in STEM fields; connecting female program alumni with current students to share common experiences and ask questions
- Engaging with minority organizations in tech and STEM, encouraging students to participate, and recruiting from these organizations when appropriate

Doctoral and First Professional Degrees Awarded

Table 7. Doctoral Degrees Awarded by Race

		Ethnicity									Total
		NRA	B	AI/AN	A	H	NH/OPI	W	≥TWO	UNK	
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 2018-19		0	0	0	0	0	0	0	0	0	0
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 2017-18		0	0	0	0	0	0	0	0	0	0
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 2013-14		0	0	0	0	0	0	0	0	0	0

Table 8. First Professional Degrees Awarded by Race

		Ethnicity									Total
		NRA	B	AI/AN	A	H	NH/OPI	W	≥TWO	UNK	
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 2018-19		0	0	0	0	0	0	0	0	0	0
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 2017-18		0	0	0	0	0	0	0	0	0	0
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 2013-14		0	0	0	0	0	0	0	0	0	0

New College of Florida does not award Doctoral or First Professional Degrees.

D: Student Services

Student Services require periodic review to determine compliance with equity laws and regulations. Non-discrimination on the basis of race, color, national origin, sex, religion, age, disability, marital status, veteran status or any other basis protected by law is required.

1. Academic Advising

Website: <https://www.ncf.edu/advising/>

Through our academic contract system, NCF students work with faculty advisors to create written agreements each semester, identifying educational activities to be completed and goals to be met. As a product of focused dialogue between student and advisor, the contract allows students to discuss and articulate short- and long-term goals, and to monitor progress toward completion of graduation requirements.

The Baccalaureate Student Survey, administered to graduating seniors, provides evidence of the effectiveness of the NCF advising system. Responses from 76% of 2019 graduating seniors indicate:

- 98% of graduating seniors were satisfied with the accessibility of their professors
- 96% were satisfied with the interactions they had with faculty
- 95% were satisfied with the advising (contract sponsorship) they received in their final year
- 74% were satisfied with the advising (contract sponsorship) they received in their first year

2. Admission to Academic Program

Website: <https://www.ncf.edu/admissions/>

The Office of Admissions and Financial Aid continues to actively recruit, enroll, and provide appropriate financial assistance to a diverse population of high-ability students who can benefit most from the New College of Florida academic program. New College of Florida 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.

3. Health Services

Website: <https://www.ncf.edu/cwc/>

The mission of the Counseling and Wellness Center (CWC) is to provide services in support of the academic mission with a particular focus on development of the whole person, including emotional and physical well-being. The staff believes that the development of the whole person is critical to the academic mission of the campus.

The CWC had 3,394 scheduled visits for individual counseling in 2018-19, serving 379 clients. 63% of clients identified as White, 15% Hispanic, 10% Two-or-More Races, 6% African-American, and 5% Asian. 61% of clients identified as Female, 26% Male, and 4% Transgender.

A 28-hour-per-week primary care clinic at the CWC continued to be the core of Health Services. The CWC had approximately 674 visits for health services in 2018-19.

4. Club and Intramural Athletics (sex equity only)

Website (athletics): <https://www.ncf.edu/about/consumer-information/athletics/>

Website (Fitness Center): <https://www.ncf.edu/about/our-campus/facilities/fitness-center/>

Athletics

The major focus of the Fitness Center continues to be the expansion of recreational operations and programs on our waterfront facility. Fitness Center usage for 2018-19 was 25,246 visits.

Club and Intramural Athletics

We encourage and give whatever support we can to students who desire to found sports clubs at the college. Due to the college's unique structure, these clubs are typically funded by the student government. While this does give the students a greater vested interest and opportunities to develop leadership and cooperative skills, it also tends to result in inconsistent club quality. To offset that, we seek to act as a resource for club leaders to help them connect with local leagues, hire coaches, and connect with other interested students. The Fitness Center and its classes also continue to be popular among the students. Our sole current intercollegiate team is sailing, though the Intercollegiate Sailing Association (ICSA) is a very informal organization with little in the way of formal requirements. During the fiscal year, the sailing team was mostly inactive. They did not attend official regattas and mostly just held occasional practices on campus.

Analysis

During 2018-19, athletic activities funded include the following co-ed groups: Basketball, SCUBA club, Soccer, Tennis, Table Tennis, Flag Football, Golf, and Yoga.

The following is a breakdown of each activity according to funding:

<u>Activity</u>	<u>Type</u>	<u>Total Funds Disbursed</u>
Yoga	co-ed	\$ 3880
Tennis	co-ed	\$ 3000
Scuba Club	co-ed	\$ 2000
Powerlifting	co-ed	\$ 580
Swim Club	co-ed	\$ 442
Table Tennis	co-ed	\$ 250
Beach Volleyball	co-ed	\$ 60
=====		
Total disbursement for FY 2018-19:		\$10,932
Co-ed activities:		\$10,932
Men's activities:		\$0
Women's activities:		\$0

While the students self-organize and self-fund their activities, the Fitness Center will continue to act as a resource that encourages activities that accommodate campus interest and encourages sports clubs to fund part-time coaching to increase club consistency and longevity.

5. Student Financial Assistance

Website: <https://www.ncf.edu/admissions/financial-aid/>

The equitable distribution of financial aid is extremely important in recruiting, retaining, and graduating students from protected classes.

New College of Florida complies with all general terms and conditions for participation in Federal student financial aid programs, including the regulations specific to non-discrimination.

The following information summarizes the percentage of FAFSA filers from all enrolled New College students:

<u>Category</u>	<u>% Need Met 2018-2019</u>
All FAFSA Filers	90
White Filers	91
Female Filers	91
Asian/Other Pacific Islander	90
American Indian/Alaskan Native	89
Male Filers	89
Black Filers	88
All Non-White Filers	86
Hispanic Filers	81
Unknown/Blank	80
Married Filers	63

The variance among groups is small and is due to the small number of students in various categories. When students in a small category file the FAFSA late or complete their financial aid requirements late in the academic year, institutional funds are not readily available to award. Students not meeting Satisfactory Academic Progress may have their aid terminated during the academic year. Additionally, students may no longer have eligibility remaining for certain aid programs due to new regulations put in place and their length of enrollment.

6. Housing

Website: <https://www.ncf.edu/campus-life/residential-life/>

The mission of Housing includes the following:

- To provide programs and services that enhance the educational experience of students, support of the academic mission of New College and emphasize a sense of community at New College.
- To afford opportunities for student development through programming, leadership activities, and self-governance in the residence halls.
- To provide reasonably priced, quality housing for residential students.
- To maintain a healthy, safe, secure, and comfortable environment in the residence halls.
- To promote an environment that supports and celebrates individual differences and commonalities.
- To manage fiscal and physical resources to achieve effective maintenance and development of the program and the facility.

In 2018-19, approximately 667 students lived on-campus in housing options that accommodate the needs of all students, including LGBTQ students. New College of Florida offers no single-sex dormitories.

All registered, full-time students must participate in the housing assignment process each year. Through this process, students may request off-campus status. Married students and students with dependents are automatically granted off-campus status.

The Pei Courts accommodate up to 350 students in double and triple rooms with private bathrooms. There are two community lounges and one community kitchen in the three Pei Courts. The outdoor Palm Court, around which the courts are grouped, is a focus of NCF student life. B-Dorm houses 34 students in single bedrooms with common lounges and shared hallway-bathroom facilities. The Dort and Goldstein Residence Halls have space for 74 students each in apartment-style suites. These units have a two-burner stove, dishwasher, and a full-size refrigerator. They are composed of four individual bedrooms that share two bathrooms and a common living room in each apartment. The most recent additions to campus housing – the letter halls V, W (Peterson), X (Searing), Y, and Z (Pritzker) opened in the Fall of 2007 with a total occupancy 203. These are three or four individual bedroom / one bathroom apartment-styled units with small kitchenettes that open up to a shared living room.

Each building (with the exception of B-dorm) has rooms that can accommodate ADA students, depending on their needs. Wheelchair accessibility is available in six apartments (16 beds) in the Dort/Goldstein apartments, and 25 fully-accessible bed spaces in the new halls.

7. Student Employment

Website: <https://www.ncf.edu/admissions/financial-aid/work-study/>

New College of Florida is an equal opportunity employer. Student employment is based on institutional need in various academic disciplines and offices.

8. Educational and Work Environment

Website: www.ncf.edu/about/departments-and-offices/office-of-internal-audit-and-compliance/compliance/

New College of Florida complies with both the philosophy and practice of equal opportunity for all citizens in academic life and employment as specified by the Civil Rights Act of 1964m Section 503 of the Rehabilitation Act of 1973, and the American with Disabilities Act (ADA) of 1990. The President of New College has designated a Director of Disabilities in the Student Affairs division. A Title IX Coordinator was hired in May of 2017 to ensure compliance with these policies as well as the Assistant Vice President of Human Resources, Legal Counsel and the Compliance Director. Inquiries about NC policies and practices in regard to institutional policies, Title IV, Title VII, Title IX or ADA/Section 504 should be referred to the Chief Audit Executive/Chief Compliance Officer at 941-487-4441.

9. Personnel

Website: <https://www.ncf.edu/about/departments-and-offices/human-resources/>

Student personnel, regardless of employment classification, are handled in a manner consistent with NCF's non-discrimination, equal opportunity, and diversity policies. College work study personnel are not counted among regular staff since these positions are not open to anyone who qualifies other than students.

E: Enrollment Equity

With small numbers of students in some categories, it is difficult to analyze enrollment equity over time. Gaining or losing one student can lead to wild swings in percentages. To allow for a more meaningful analysis, the following tables display enrollment equity data with students placed into three categories: white, non-resident-alien (NRA), and all other races. The other races include Black/African-American; Hispanic; Asian; Native Hawaiian / Other Pacific Islander; American Indian/Alaska Native; Two or More Races.

Table 1. FTIC Enrollment

	White	All other*	NRA
Total Fall 2019	97	46	4
Category % Fall 2019	66%	31%	3%
Total Fall 2014	162	68	6
Category % Fall 2014	69%	29%	3%
% change from 2014-19	-3%	+2%	0%

Table 2. Florida College System A.A. Transfers

	White	All other*	NRA
Total Fall 2019	8	1	0
Category % Fall 2019	89%	11%	0%
Total Fall 2014	11	5	1
Category % Fall 2014	65%	29%	6%
% change from 2014-19	+24%	-18%	-6%

Tables 3-4. Retention and Graduation Rates

	White	All other*	NRA
Fall 2018 Cohort	123	64	5
Retention Rate (2019)	88%	83%	80%
Fall 2013 Cohort	160	61	1
Graduation Rate (2019)	62%	67%	100%

Table 5. Bachelor's Degrees Awarded

	White	All other*	NRA
Total 2018-19	161	45	7
Category % 2018-19	76%	21%	3%
Total 2013-14	113	31	0
Category % 2013-14	78%	22%	0%
% change from 2013-18	-2%	-1%	+3%

*Black/African-American; Hispanic; Asian; Native Hawaiian / Other Pacific Islander; American Indian/Alaska Native; Two or More Races

As the first table shows, FTIC enrollment increased 2% for non-white students from 2014 to 2019. The fourth table shows a 1% decrease in bachelor's degrees awarded to non-white students.

The second table shows that even with combined racial categories, the small numbers of Florida Community College A.A. Transfers produce large changes in percentages from 2014 to 2019.

The third table shows that non-white students had slightly lower retention rates and slightly higher graduation rates (compared to white students). Increasing graduation rates – specifically four-year graduation rates – remains the primary focus of NCF, as described in New College of Florida's 2018-28 Strategic Plan.

IV. Gender Equity in Intercollegiate Athletics

New College has no formal athletic program, no team sports, and no intercollegiate athletics. All athletic activity is centered around the Fitness Center (See Academic Program Review: Sex Equity in Club and Intramural Athletics).

Table 1. Sex Equity in Athletics Update

Element	Assessment	Area for improvement?
1. Sports offerings	None, except intramural teams	
2. Participation rates, male and female, compared with full-time undergraduate enrollment	N/A	
3. Availability of facilities	All facilities in the fitness center are open to both men and women	
4. Scholarship offerings for athletes	New College offers no scholarships for athletes	
5. Funds allocated for: a) Athletic program as a whole b) Administration c) Travel & per diem allowances d) Recruitment e) Comparable coaching f) Publicity and promotion g) Other support costs	N/A	
6. Provision of equipment and supplies	All fitness center equipment is open and available to all students	
7. Scheduling of games and practice times	Scheduling for intramurals is on a first-come-first-served basis	
8. Opportunities to receive tutoring	N/A	
9. Compensation of coaches and tutors	N/A	
10. Medical and training services	N/A	
11. Housing and dining facilities and services	N/A	

Table 2. Sex Equity in Athletics – Areas for Improvement

Area for improvement	Program for improvement	Timetable
N/A	N/A	N/A

Table 3. Student Athletes by Gender, 2017-18

	Male	Female	Total
Number			
Percent			

Assurance of compliance with the Florida Educational Equity Act (FEEA):

- ☒ accommodation of interests and abilities
- ☐ substantial proportionality
- ☐ history and practice of expansion of sports

V. Employment Representation

Tenured, Tenure-Track, and Non-Tenure-Earning Faculty

Table 1. Category Representation – Tenured Faculty

	Ethnicity / Gender											
	NRA	B	AI/AN	A	H	NH/OPI	W	≥TWO	NOT REPORTED	Female	Male	Total
Fall 2019	2	2	0	2	3	0	46	0	0	31	24	55
Fall 2018	1	1	0	1	3	0	44	0	0	28	22	50
% change ('18-19)	+100%	+100%	–	+100%	0%	–	+5%	–	–	+11%	+9%	+10%
Fall 2014	1	1	0	1	3	0	47	0	0	27	26	53
% change ('14-19)	+100%	+100%	–	+100%	0%	–	-2%	–	–	+15%	-8%	+4%
Area for improvement (vs. national standards)												

% change represents change in % of category total

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 1a. Peer Comparison: Category Representation – Tenured Faculty

	NRA	B	AI/AN	A	H	NH/OPI	W	≥TWO	UNK	Female	Male
New College of Florida (2019)	4%	4%	0%	4%	5%	0%	84%	0%	0%	56%	44%
Selected Peer Median (2018)	0%	2%	1%	5%	3%	0%	88%	0%	0%	46%	54%
COPLAC Median (2018)	1%	3%	0%	6%	3%	0%	84%	0%	0%	45%	55%
Area for improvement?											

See Appendix I for information about Selected Peers, COPLAC, and methods to identify areas for improvement

Table 2. Category Representation – Tenure-Track Faculty

	Ethnicity / Gender											
	NRA	B	AI/AN	A	H	NH/OPI	W	≥TWO	NOT REPORTED	Female	Male	Total
Fall 2019	7	1	1	1	5	0	19	1	0	14	21	35
Fall 2018	7	2	1	2	4	0	18	0	0	16	18	34
% change ('18-19)	0%	-50%	0%	-50%	+25%	0%	+6%	–	0%	-13%	+17%	+3%
Fall 2014	2	2	0	2	0	0	9	0	0	9	6	15
% change ('14-19)	+250%	-50%	–	-50%	–	0%	+111%	–	0%	+56%	+250%	+133%
Area for improvement (vs. national standards)										✓		

% change represents change in % of category total

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 2a. Peer Comparison: Category Representation – Tenure-Track Faculty

	NRA	B	AI/AN	A	H	NH/OPI	W	≥TWO	UNK	Female	Male
New College of Florida (2019)	20%	3%	3%	3%	14%	0%	54%	3%	0%	40%	60%
Selected Peer Median (2018)	2%	4%	0%	13%	5%	0%	71%	0%	0%	61%	39%
COPLAC Median (2018)	4%	4%	0%	4%	5%	0%	71%	0%	0%	55%	45%
Area for improvement?										✓	

See Appendix I for information about Selected Peers, COPLAC, and methods to identify areas for improvement

Table 3. Category Representation – Non-Tenure-Earning Faculty

	NRA	B	AI/AN	A	H	NH/OPI	W	≥TWO	NOT REPORTED	Female	Male	Total
Fall 2019	4	0	0	4	1	0	6	0	0	11	4	15
Fall 2018	1	0	0	1	1	0	5	1	0	7	2	9
% change ('18-19)	+300%	0%	0%	+300%	0%	0%	+20%	-100%	0%	+57%	+100%	+67%
Fall 2014	1	0	0	0	0	0	7	0	0	3	5	8
% change ('14-19)	+300%	0%	0%	–	–	0%	-14%	0%	0%	+267%	-20%	+88%
Area for improvement (vs. national standards)												

% change represents change in % of category total

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 3a. Peer Comparison: Category Representation – Non-Tenure-Earning Faculty

	NRA	B	AI/AN	A	H	NH/OPI	W	≥TWO	UNK	Female	Male
New College of Florida (2019)	27%	0%	0%	27%	7%	0%	40%	0%	0%	73%	27%
Selected Peer Median (2018)	0%	0%	0%	4%	5%	0%	78%	0%	1%	59%	41%
COPLAC Median (2018)	0%	0%	0%	0%	0%	0%	86%	0%	0%	54%	47%
Area for improvement?											

See Appendix I for information about Selected Peers, COPLAC, and methods to identify areas for improvement

Standard to identify areas with a disproportionate faculty employment:

To identify disproportionate areas, data from New College of Florida were compared to data from two groups of peer institutions (Tables 1a, 2a, 3a). Protected class categories in which New College of Florida percentages were more than two percentage points less than the medians of both peer groups were identified as areas for improvement.

Areas for Improvement:

- Tenure-track Faculty: Female

Goals for improvement over the next three years:

- Over the next three years, New College of Florida will strive to employ faculty in protected classes at rates matching or exceeding the median rates of our peer institution groups.

Effectiveness of College's programs in employment equity:

The Faculty Handbook includes a process for searches for new faculty members. The process emphasizes equity in the search process (equity measures are highlighted in *red italics*). This process, implemented for hiring tenure eligible faculty during 2018-19, was effective in recruiting and hiring female and Hispanic faculty members.

5.2.1 The Search Procedure: Regular Full-time Faculty

The hiring of a new tenure-track faculty member is the most consequential and important decision in which New College of Florida regularly engages. Over the course of a career, each faculty member shapes the academic program and the lives and futures of thousands of students. Each must inspire students of all backgrounds, provide a role model in whom diverse students can view themselves, and ensure academic excellence over two, three, or more decades. It is a tall order, made even more difficult by a highly competitive marketplace for the ablest future faculty members. *In order to serve the students we will have in years to come, the college is committed to hiring a diverse faculty at the highest levels of academic and artistic excellence.*

5.2.2.1 Pre-Search

- A. Normally the provost (in consultation with the faculty and as approved by the president) will authorize faculty searches in the academic year preceding the search, and then charge the chair of the appropriate division to assemble a search committee.
- B. To facilitate successful faculty recruitment, before the search begins, the Office of the Provost collects and disseminates information relevant to the academic job market, including average starting salaries by field, statistics regarding the number and demographic breakdown of doctoral degree recipients by field, and *the graduate programs that produce the highest numbers of minority Ph.D.s*. This information will be made available to the members of each search committee at the initiation of each new faculty search.
- C. Committees for faculty searches should include 1) at least three members, but not more than seven, and *2) minority and 3) female representation*. Membership may include students. No faculty member should be formally or informally coerced to serve on such a committee because of status as member of an underrepresented group. To achieve the desired diversity in the committee while not overburdening faculty from underrepresented groups, academic experts from the wider community and in the relevant field may serve in the search committee.
- D. Once committees are formed, the provost hosts a meeting of the committee members with search chairs and chairs of successful searches in previous years. This meeting is open to the public and has the goals of 1) instructing the committee in the *creation of an ad that attracts a diverse pool of qualified candidates and 2) discussing and implementing strategies to attract a diverse pool of candidates. 3) Instruct committee members in appropriate ways to invite potential candidates to apply for the position. These strategies may include, but are not limited to assigning search committee members to contact graduate schools, and tapping pipelines of diverse candidates. If attractive candidates are identified, a member of the committee will contact them to encourage them to apply.* In addition, the provost will provide information on the Sunshine Laws and best practices for interviewing and conducting campus visits.
- E. During the spring before the search, the committee will work with the Office of the Provost to construct the following conditions for the development of a diverse pool of applicants.
 1. Define the scope of the position to meet the potential for the search
 2. *Provide language in the advertisement that expresses a campus commitment to enhancing the diversity of the community*
 3. *Among the documents to be submitted request a statement regarding the candidate's contribution to, or approach to, achieving diversity*
- F. The division must approve the job description drafted for the position by the search committee.

- G. The committee will conduct a national search following the principles and procedures set forth in Sections 5.2 and 5.2.1, in compliance with public meeting requirements, and following appropriate search guidelines as specified by the Office of Human Resources (HR) and the Office of the Provost.
- H. Upon approval by the division, a Position Vacancy Announcement (PVA) must be submitted to HR. This announcement provides necessary information to advertise the position on the NCF website.

5.2.2.2 The Search

- A. An Applicant Data Form (ADF) to be returned to the Office of Human Resources must be sent to every applicant that applies for the position.
 - 1. For those who apply online using the Applicant Tracking System (ATS), an ADF is sent to the candidate automatically
 - 2. When the ATS is not used, the chair of the search is responsible for sending an ADF to each candidate. In these cases the ADF should still be sent directly to HR and not returned to the chair of the search committee, and shall play no role in selecting a candidate
- B. Before the committee begins the review process, *the Assistant Vice President of Human Resources in connection with the provost will assess whether or not a diverse pool has been established based on Applicant Data Forms that have been voluntarily submitted by potential candidates. Depending on the diversity of the pool, members of the search committee will either be given permission to continue with the search or will be asked to contact additional potential candidates for consideration as part of the pool*
- C. Once the initial pool of applicants is deemed acceptable, the committee will begin the review of the files and the selection of a short list of applicants for interviews via video conference (e.g. Skype) or held at national conferences, striving to maintain the diversity of the pool.
 - 1. *The provost in consultation with the chair of the search committee may add qualified candidates to the short list who demonstrate the knowledge, skills, and abilities in support of an inclusive culture and learning environment*
 - 2. The committee should identify a member of the search committee to call candidates in this short list to arrange for the video conference interviews or at the national conference. To ensure fairness, all such interviews will normally be conducted at the same venue and in the same manner; however, with the approval of the provost, alternate arrangements may be made for internal candidates and for candidates from underrepresented populations who cannot otherwise be included in the interview process
- D. From this diverse short list, the search committee identifies its top three candidates to invite to campus. The provost, in consultation with the chair of the search committee, may add qualified candidates to the short list who demonstrate the knowledge, skills, and abilities in support of an inclusive culture and learning environment. In the case of disagreements between the provost and the search committee, the question will be brought to the attention of the president. In preparation for on-campus interviews the chair or chair's designee and the search committee will do the following with the guiding principle that a diverse environment and academic excellence are inextricably linked:
 - 1. Establish a student group to interview all campus visitors for each search
 - 2. Identify faculty willing to meet with campus visitors informally
 - 3. Decide what general areas will be covered by the interview questions, where the interview will take place, and who will meet with the candidates
 - 4. Review the Guidelines on Interview and Employment Application Questions and Screening Applications and Resumes
 - 5. Develop a list of questions to be asked of all candidates. This does not, however, preclude asking additional questions to individual candidates or impede the free flow of discussion

6. Candidates are asked to present in a forum based on their scholarship, which are widely announced and open to all members of the campus community. This custom does not preclude alternative or additional activities that would assist the committee in its evaluation of candidates. Such alternative activities must be the same for all candidates
 7. Arrangements should be made, time permitting, for the candidate to tour the campus and the City of Sarasota
- E. After campus visits have concluded, the search committee solicits feedback from all members of the campus community who met with the candidates. The search committee then meets to deliberate and to select the candidates in order of preference, also determining if any of the finalists are considered unacceptable. Following this meeting, the committee makes a recommendation to the division. Once approved by the division, the Chair of the division sends the list to the Provost.
 - F. The provost acts on the Division's recommendation, selecting a finalist if necessary.
 1. The provost or the president may conclude that the search did not yield an appropriate candidate, or list of candidates, for the position and choose not to approve the filling of the position
 2. If the provost or the president rejects the division's recommendation, the search committee reconvenes to make a new recommendation to the Division. If no suitable candidates can be identified by the search committee, steps are taken to initiate a new search in the following academic year
 - G. If the provost approves the recommendation, the provost forwards the recommendation to the president for approval. Upon approval of the president, the division chair meets with the provost to determine the terms of an offer package and the division chair makes an offer to the candidate.
 - H. The candidate is given a fixed period of time (usually two weeks) to accept or decline the offer, and to negotiate any additional terms. If the candidate accepts the offer, an official offer letter, signed by the division chair, provost, and president, is sent to the candidate. The search process concludes upon receipt of the signed offer letter back from the candidate.
 - I. If the first candidate selected declines the offer, the division chair contacts the second candidate, as proposed by the search committee and approved by the division, and this candidate is also given a fixed period of time to respond
 1. The cycle continues until an approved finalist accepts the college's offer
 2. If all finalists decline, or the remaining finalists are considered unacceptable, another search is constituted for the next academic year.

Executive / Administrative / Managerial

Table 4. Category Representation – Executive / Administrative / Managerial

	Ethnicity / Gender										Total
	NRA	B	AI/AN	A	H	NH/OPI	W	≥TWO	NOT REPORTED	Female	Male
Fall 2019	0	2	0	0	0	0	16	0	0	7	11
Fall 2018	0	0	0	0	1	0	21	0	0	12	10
% change ('18-19)	0%	–	0%	0%	-100%	0%	-24%	0%	0%	-42%	10%
Fall 2014	0	2	0	2	3	0	40	0	0	24	23
% change ('14-19)	0%	0%	0%	-100%	-100%	0%	-60%	0%	0%	-71%	-52%
Area for improvement (vs. national standards)					✓					✓	

% change represents change in % of category total

Source: IPEDS Fall Staff; IPEDS Human Resources Data.

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

Table 4a. Peer Comparison: Category Representation – Executive / Administrative / Managerial

	NRA	B	AI/AN	A	H	NH/OPI	W	≥TWO	UNK	Female	Male
New College of Florida (2019)	0%	11%	0%	0%	0%	0%	89%	0%	0%	39%	61%
Selected Peer Median (2018)	0%	4%	0%	1%	4%	0%	85%	0%	0%	52%	48%
COPLAC Median (2018)	0%	6%	0%	0%	2%	0%	87%	0%	0%	56%	44%
Area for improvement?					✓					✓	

See Appendix I for information about Selected Peers, COPLAC, and methods to identify areas for improvement

Standard to identify areas with a disproportionate managerial employment:

To identify disproportionate areas, data from New College of Florida were compared to data from two groups of peer institutions (Table 4a). Protected class categories in which New College of Florida percentages were more than two percentage points less than the medians of both peer groups were identified as areas for improvement.

Areas for Improvement:

- Executive / Administrative / Managerial: Hispanic and Female

Goals for improvement over the next three years:

Over the next three years, New College of Florida strives to employ protected class managerial staff at rates matching or exceeding the median rates of our peer institution groups.

Effectiveness of College's programs in employment equity:

We have conducted analyses of our total employment process, including evaluating the workforce by organizational unit and job group, personnel activity, compensation systems, and other personnel procedures to determine whether and where impediments to equal employment opportunity exist. 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.

VI. Areas of Improvement / Achievement

Areas for Improvement	Achievement Report
Academic Services, Programs, and Student Enrollment	Academic Services, Programs, and Student Enrollment
Our primary areas for improvement are the retention and graduation of rates protected class students. This aligns with NCF's 2018-28 Strategic Plan goal of reaching an 80% four-year graduation rate for all students.	Efforts to recruit protected class FTIC students were somewhat successful, as representation of Black or African American, Asian, and Hispanic students increased by 1% from 2014 to 2019.
Sex Equity in Athletics	Sex Equity in Athletics
New College has no formal athletic program, no team sports, and no intercollegiate athletics.	New College has no formal athletic program, no team sports, and no intercollegiate athletics.
Employment	Employment
Continue to implement NCF's strategic plan that includes faculty/administrative diversity as an objective. Continue to advertise in minority publications and include cost effective targeted recruiting by maintaining data on advertising efforts to diverse publications for cost effectiveness and results. Per data analysis, targeting advertising to venues that provide greatest results. Increase training efforts by posting and employing an Employee and Organizational Development Coordinator who can provide targeted education and training to staff and faculty search committees in the areas of diversity and inclusion in the employment process.	Representation of Non-Resident Alien, Asian, Black or African American, and Female faculty among tenure-track faculty increased 2018 to 2019.

VII. Protected-class Representation in the Tenure Process

Table 1. Protected-Class Representation in the Tenure Process, 2017-18

		Applied	Withdrawn	Denied	Deferred	Nominated
Male	American Indian or Alaskan Native					
	Asian					
	Black or African American					
	Hispanic					
	Native Hawaiian/Other Pacific					
	Two or More Races					
	White	2				2
	Other, Not Reported					
	Total Male	2				2
Female	American Indian or Alaskan Native					
	Asian	1				1
	Black or African American	1				1
	Hispanic					
	Native Hawaiian/Other Pacific					
	Two or More Races					
	White					
	Other, Not Reported	1				1
	Total Female	3				3
	Grand Total	5				5

APPLIED: Faculty whose names have been submitted for tenure review. Sum of Withdrawn, Denied, and Nominated.

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

Guidelines for Equitable Assignments for Instructional Faculty

Full time New College faculty members are assigned to teach two classes each semester with three weekly contact hours for each class. In addition, New College faculty members are assigned to teach tutorials and senior thesis conferences for six contact hours each week.

The New College Faculty Handbook Section 6.6 defines the accepted norm for instructional assignments.

The New College of Florida and United Faculty of Florida Collective Bargaining Agreement (CBA) Article 9.2 requires that "employee shall be given assignments which provide equitable opportunities, in relation to other employees in the same division/unit, to meet the required criteria for promotion, tenure, and merit salary increases." CBA Article 9.3 reiterates that an important consideration in the instructional assignment is "the opportunity to fulfill applicable criteria for tenure, promotion, and merit salary increases."

Faculty Handbook Section 6.6 Faculty Teaching Responsibilities

While there are no official college-wide policies or rules governing teaching loads, the accepted norm is that each faculty member will teach two courses or seminars per semester. In addition, faculty are expected to offer tutorials, supervise independent reading projects, independent research, senior theses, and other educational activities. See Florida Statutes 1012.945: Required Number of Classroom Teaching Hours for University Faculty Members.

Employees shall be apprised in writing, at the beginning of their employment and at the beginning of each year of employment thereafter, of the duties and responsibilities in teaching, research and other creative activities, service, and of any other specific duties and responsibilities assigned for that year. New College Faculty receive an assignment of duties letter from their Division Chairperson at the beginning of each semester, which describes their academic responsibilities.

Collective Bargaining Agreement between New College of Florida and United Faculty of Florida 2015-18

Article 9.2 Annual Assignment

- a) Teaching and research faculty shall be apprised in writing at the beginning of their employment and at the beginning of each semester of employment thereafter, of the duties assigned in teaching, research and other creative activities, public service, and of any other specific duties assigned for that semester. Other employees shall be apprised in writing at the beginning of their employment and at the beginning of each year of employment thereafter, of the duties assigned for that year. Except for an assignment made at the beginning of an employee's employment, the person responsible for making an assignment shall notify the employee prior to making the final written assignment. The assignment shall be communicated to employees no later than four 4 weeks in advance of its starting date, if practicable.
- b) Instructional Assignment. Specific instructional assignments are finalized in consultation with individual faculty members. In cases in which a faculty member disagrees with the assignment, their supervisor will produce a written rationale for the assignment. The period of an instructional assignment during an academic year shall not exceed an average of seventy-five (75) days per semester and the period for testing, advisement, and other scheduled assignments shall not exceed an average of ten (10) days per semester. In addition, the faculty will receive a four-week Independent Study Period supervision assignment for the New College January Interterm. Within each semester, activities referred to above shall be scheduled during contiguous weeks with the exception of fall break and spring break.
- c) Research Assignment. To assure scholarly growth, upon completion of a specified length of full-time service, teaching faculty members are eligible for research assignment, also referred to as research sabbatical, described in Article 22.3.
- d) Change in Assignment. Should it become necessary to make changes in an employee's assignment, the College shall notify the employee prior to making such change and shall specify such change in Writing.
- e) Equitable Opportunity. Each employee shall be given assignments, which provide equitable opportunities, in relation to other employees in the same division/unit, to meet the required criteria for promotion, tenure, and merit salary increases.

Article 9.3 Considerations in Assignment

- a) In drafting the assignment of duties, employee and supervisor are charged to consider:
 - 1. the needs of the program;
 - 2. the employee's qualifications and experiences, including professional growth and development and preferences;

3. the character of the assignment, including but not limited to the number of hours of instruction, the preparation required, whether the employee has taught the course in the past, the average number of students enrolled in the course in past semesters and the time required by the course, whether travel to another location is required, the number of preparations required, the employee's assignments in other semesters, the terms and conditions of a contract or grant from which the employee is compensated, the use of instructional technology, the availability and adequacy of materials and equipment, secretarial services, student assistants, and other support services needed to perform the assignments, and any changes which have been made in the assignment, including those which may have resulted from previous evaluations of the employee; and
4. the opportunity to fulfill applicable criteria for tenure, promotion, and merit salary increases

VIII. Promotion and Tenure Committee Composition

Table 1. Protected and Tenure Committee Composition, AY 2017-18

	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	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
University Committee									1	1			6	3		1	7	5

Promotion and Tenure Committee Composition

New College of Florida had a single Promotion and Tenure Committee in 2018-19. The committee was elected by the faculty and included one Hispanic male, one Hispanic female, six white males, three white females, and one other/not reported female.

IX. Other Requirements

A. Budget Plan

The NCF Budget Plan supported Employment Equity goals.

Purpose	Allocation
Chief Diversity Officer	\$70,000
Title IX Deputy Coordinator	\$25,000
Total:	\$95,000

B. President's Evaluation

Florida Regulations require the Board of Trustees to evaluate the President annually. The evaluation categories developed by the NCF Presidential Evaluation Committee include: Leadership, Internal Affairs, External Affairs, Advocacy, Management, the President's Institutional Priorities for 2018-19, Multi-Year Priorities, Personal Qualities, and an Overall Evaluation. The full evaluation for 2018-19 – approved by the NCF Board of Trustees on June 9, 2018 (the same date this report was approved) – is included as a final appendix to this report.

C. Top Administrators' Evaluations

Each year, top administrators at New College of Florida identify areas within their divisions that relate to institutional goals of achieving equity for underrepresented groups, as described in previous sections of this report. These contributions toward equity are recorded in annual effectiveness reports.

President O'Shea completes evaluations for, and discusses evaluations with, top administrators annually.

Appendix I: Peer Comparison Data

To identify areas for improvement, data in this report were compared to two groups of peer institutions:

1. Selected Peers:

Earlham College	Pitzer College
Evergreen State College	Southwestern University
Hampshire College	St. Mary's College of Maryland
Hendrix College	University of Minnesota-Morris
Massachusetts College of Liberal Arts	University of Wisconsin-Superior
Millsaps College	Washington & Jefferson College

2. COPLAC (Council of Public Liberal Arts Colleges):

Eastern Connecticut State University	Southern Utah University
Evergreen State College	St. Mary's College of Maryland
Fort Lewis College	SUNY College, Geneseo
Georgia College & State University	Truman State University
Henderson State University	University of Illinois at Springfield
Johnson State College	University of Maine, Farmington
Keene State College	University of Mary Washington
Mansfield University of Pennsylvania	University of Minnesota, Morris
Massachusetts College of Liberal Arts	University of Montevallo
Midwestern State University	University of North Carolina, Asheville
Ramapo College of New Jersey	University of Science and Arts of Oklahoma
Shepherd University	University of South Carolina Aiken
Sonoma State University	University of Virginia's College at Wise
Southern Oregon University	University of Wisconsin, Superior

The 12 selected peers were selected from a total of 264 liberal arts colleges in March of 2018. Using 50+ variables from IPEDS, the selected peers represent the 12 schools most similar to New College of Florida in: (a) National rankings, (b) Finances (revenues/expenses per FTE in various areas, endowment), (c) School type (selectivity / admissions rates, full-time/part-time enrollment, transfer-in rates, setting, use of distance education, tenure system), (d) Enrollment (UG headcount, graduate headcount, Pell, gender, race, % adult students), (e) Student success (graduation/retention rates), (f) Staffing levels, (g) whether the school listed New College of Florida as a peer.

More information about COPLAC members can be found at <http://coplac.org/members/>.

Equity-related data for these peer groups were downloaded from IPEDS (using the most recent data available for each table). The median value was then calculated for each peer group on each variable. Finally, the rank of New College of Florida among each peer group was calculated (with the highest values being ranked #1). If New College tied with peer institutions, New College was assigned the middle rank among all the tied institutions.

To identify areas for improvement, the New College of Florida category percentages (for female and race/ethnic protected classes) were compared to the median percentages for both peer groups. Each NCF category that was more than two percentage points lower than both peer group medians was identified as an area for improvement.

Appendix II: NCF Regulations 1-1016; 3-4018; 3-4022; 3-4027

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1-1016 ADA

NCF complies with the requirements of the Americans with Disabilities Act of 1990, 42 U.S.C. 12101, and all other Federal and State laws and regulations prohibiting discrimination on the basis of disability or handicap. In order to comply with section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, NCF strives to afford people with disabilities equal opportunity and full participation in all aspects of college life. To that end, it is the policy of NCF to provide equal employment and admission opportunity for, and to make reasonable accommodation to employ and admit the disabled, and assist disabled students in independent living and self-sufficiency as required by law.

- (1) Unlawful discrimination based on disability is unacceptable conduct that will not be tolerated at NCF.
- (2) The President or his or her designee is responsible for coordinating compliance with these policies.
- (3) Public Accommodations. Sponsors of programs and events, such as campus cinemas, lectures and speakers, must advise potential attendees who may require reasonable accommodation to participate that such accommodation must be requested of the program sponsor at least five (5) working days prior to the event. Normally, the accommodation will be provided and funded by the program sponsor; however, requests for assistance and questions may be directed to Student Disability Services. Final decisions on public accommodations issues will be made by the Vice President for Finance and Administration.
- (4) Employees
 - (a) Application
 1. NCF may consider the skills, knowledge and/or experience of an applicant with a disability as attributes which could contribute to the diversity goals of NCF.
 2. Applicants are entitled to request reasonable accommodation in the application process, e.g., alternative application format or assistance in completion of the application, at least five (5) working days prior to time accommodation needed.
 3. NCF may make pre-employment inquiry as to an applicant's ability to perform essential job functions with or without reasonable accommodation and invite an applicant to give five (5) working days notice of any reasonable accommodation needed during the recruitment/hiring process. Otherwise, NCF not make pre-employment inquiry as to disability. Medical/Disability records are kept separate in Human Resources/Employee Relations files.
 4. Pre-employment physical exams may be required for those positions for which there is a bona fide job related physical requirement, however, if such exams will be required of persons with a disability then those exams must also be given to all persons seeking the position after conditional job offers are made.
 - (b) Employment
 1. NCF will not unlawfully discriminate against its employees on the basis of disability and will provide accessibility and reasonable accommodation to its employees with regard to any

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aspect of employment including fringe benefits, training, conferences, professional meetings and recreational/social activities sponsored by NCF. To request a reasonable accommodation under the Americans with Disabilities Act (ADA), an employee of NCF must:

- a. Submit a written request outlining the requested accommodation(s) to his/her immediate supervisor. Provide a copy of the request to appropriate Human Resources staff.
 - b. Attach documentation to the written request, including diagnosis of a disability, from the employee's primary health care practitioner. "Primary health care practitioner" is defined as a medical doctor, psychiatrist, or licensed psychologist.
2. The employee's supervisor will provide the appropriate Human Resources staff with:
- a. A copy of the employee's position description which enumerates the essential and marginal functions of the job. Should the supervisor need assistance in determining the essential functions of the position, the supervisor may consult with the appropriate Human Resources staff.
 - b. A brief statement outlining the potential impact of the requested accommodation upon the department.
3. In consultation with the supervisor, the appropriate Human Resources staff will:
- a. Determine and, if appropriate, offer an appropriate and reasonable accommodation to the employee and direct supervisor via memorandum.
 - b. Assign an "Accommodation Request Number" (ARN) for internal processing.
4. NCF employees scheduled for either domestic or international travel and who are requesting an ADA reasonable accommodation for such should submit their request a minimum of five (5) working days in advance of the scheduled travel.
5. The responsibility for funding the cost of a reasonable accommodation rests with the employee's department. Should a department demonstrate that funds do not exist, the department supervisor should then refer a request for co-funding to the next highest administrative level. Final decisions on employee disability issues for will be made by the Vice President for Finance and Administration.

(5) Students

(a) Applications

1. Disability Accommodation. To protect the individual's legal rights, Admissions will not make any pre-admission inquiries or documentation requests in regard to a disability unless the student appeals a denial of admission.
2. An individual with a documented disability may wish to be considered for admission on the basis of a reasonable substitution for an admissions requirement so long as the substitution

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does not alter the fundamental nature of the requirement (section 1007.264, Florida Statutes and section 1007.265, Florida Statutes). In the case of applicants with disabilities, NCF will grant reasonable substitution or modification of any admission requirement pursuant to Board of Governors Regulation 6.018, where NCF's Student Disabilities Services coordinator reviews the documentation submitted by the applicant and assesses that the failure of the applicant to meet the requirement is due to his or her disability, and the Dean of Enrollment Services & Information Technology determines that substitution or modification does not constitute a fundamental alteration of NCF's academic program. The applicant should submit evidence that any unmet requirement is due to his or her disability, and would not constitute a fundamental alteration of NCF's academic program.

3. The applicant may appeal the decision regarding substitution or modification to the President. The President's decision on appeal shall constitute NCF's final decision.

(b) Academic and Student Affairs Accommodations

1. Student Disability Services (SDS) in the Counseling and Wellness Center, 5800 Bay Shore Road, Sarasota, Florida, arranges accommodations for, determines the disability status of, and, in conjunction with staff and faculty, identifies success strategies for disabled students.
2. Success strategies and accommodations include but are not limited to, extended time on examinations, alternate formats for printed materials, and the services of interpreters.
3. Student Disability Services can be reached through the Counseling and Wellness Center at 941-487-4254.
4. Students with disabilities are invited to identify themselves as having a disability and are responsible for registering with SDS by providing appropriate documentation of their disabilities. Information received by SDS is confidential.
5. Once a student is approved for services, he or she will be provided with ways to access accommodations.
 - a. An informational letter will be prepared for each of the student's professors.
 - b. The student is then responsible for following up with the faculty.
 - c. Faculty cooperation is vital to institutional compliance with the Americans with Disabilities Act of 1990.

(6) Miscellaneous

- (a) Confidential documentation prepared in connection with requests for accommodation will be maintained apart from other personnel, student or other records.
- (b) NCF may request any person seeking accommodation to provide documentation of a specific and generally recognized physical or mental impairment that shows that the specific modification being requested is appropriate and necessary for the diagnosed disability.

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- (c) The General Counsel is available to assist with questions concerning ADA and the law and should be notified in the event an accommodation requestor retains a lawyer or otherwise makes claims in an external legal or administrative forum.

Authority: Article IX, Sec. 7, Fla. Constitution; 29 U.S.C. 701; 42 U.S.C. 12101; Fla. Board of Governors Regulation 1.001

History: Adopted 04-27-02, as Policy 0-004; Revised and renumbered 06-29-10; Revised 09-11-10, 03-11-17 (technical amendment)

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3-4018 Sexual Discrimination / Harassment

The College shall actively promote a community in which diversity is valued. The College is committed to promoting an environment free from discrimination and harassment based on race, color, religion, age, disability, sex, sexual orientation, gender expression, gender identity, national origin, marital status, veteran status or any other protected characteristic under the law. This regulation pertains specifically to discrimination and harassment based on gender.

This regulation applies to all employees and students of NCF. It also covers harassment involving patrons, vendors, and other individuals with whom employees or students of the College have interaction as a condition of their employment or educational experience.

(1) Definitions

(a) Sexual discrimination, as defined by Title IX of the Education Amendments, includes:

1. Sexual Misconduct: Sexual violence, including rape, sexual assault, sexual battery and sexual coercion, are physical sexual acts, perpetrated against a person's will or while a person is incapable of giving legal consent.
 - a. Sexual assault: Sexual conduct that constitutes sexual abuse, conduct or contact either by force, incapacitation or threat.
 - b. Domestic violence: Violence committed by a current or former spouse, co-parent or person similarly situated.
 - c. Dating violence: Violence committed by a person who is or has been in a social relationship of an intimate or romantic nature with the victim.
 - d. Stalking: Conduct directed at a specific person that could cause a reasonable person to fear for the person's safety or safety of others or suffer substantial emotional distress.
2. Sexual Harassment: Unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when:
 - a. Submission to such conduct is made, either explicitly or implicitly, a term or condition of an individual's employment or educational experience;
 - b. Submission to or rejection of such conduct by an individual is used as the basis for employment or educational decisions affecting that individual; or
 - c. Such conduct is so pervasive or severe that it has the purpose or effect of unreasonably interfering with an individual's work or academic performance or limiting participation in College programs by creating an intimidating, hostile, or offensive working or

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educational environment.

- d. Sexual harassment does not include verbal expression or written material that is relevant and appropriately related to the subject matter of a course/curriculum or to an employee's duties. This policy is not intended to abridge academic freedom or the College's educational mission.
- (b) Consent: An understandable exchange of affirmative words or actions, which indicate a willingness to participate in mutually agreed upon sexual activity. Consent must be informed, freely and actively given. The lack of a negative response is not consent. An individual incapacitated by alcohol and/or drugs, whether voluntarily or involuntarily consumed, may not give consent. Effective consent also may not be given by minors or the mentally disabled.
- (2) It is the policy of New College of Florida to take immediate and corrective action to eliminate harassment or discrimination, prevent their recurrence and address their effects.
- (3) Prohibited Conduct. The following actions are prohibited:
 - (a) Sexual discrimination/harassment by or between any faculty member, staff member or student, including individuals of the same sex;
 - (b) Sexual discrimination/harassment by any faculty member, staff member or student against any individual who is not a faculty member, staff member or student while assigned to duties or academic programs of the College regardless of their work location;
 - (c) Sexual discrimination/harassment by any vendor or individual external to the College against any faculty member, staff member or student during the transaction of business with the College;
 - (d) Discrimination/harassment may include displays or circulation of written or electronic materials or pictures degrading on the basis of gender, and verbal abuse or insults directed at or made in the presence of an individual on the basis of gender;
 - (e) Retaliation by any faculty member, staff member or student against any individual who, in good faith, has made any allegation of discrimination or sexual harassment, or who has testified, assisted, or participated in any way in any investigation, proceeding, or hearing conducted under this policy or any federal or state law;
 - (f) Knowingly making false accusations or allegations of discrimination or sexual harassment, or making false statements in any inquiry or investigation of alleged discrimination or sexual harassment.
- (4) Potential Participants. Potential participants in a sexual harassment situation include, but are not limited to:
 - (a) faculty--faculty

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- (b) faculty--student
 - (c) faculty assistant--student
 - (d) supervisory staff--subordinate staff
 - (e) staff--faculty
 - (f) staff--staff
 - (g) staff--student
 - (h) student--student
 - (i) faculty—staff
 - (j) patrons, vendors or other individuals that interact with members of the campus
- (5) New College of Florida recognizes that not every advance or action of a sexual nature constitutes harassment. Whether a particular action or incident constitutes harassment depends on an examination of all available and relevant facts and circumstances. Such facts and circumstances may include the degree to which the conduct affected one or more student's education, the type, frequency, and duration of the conduct, and the identity of and relationship between the two parties. Examples of prohibited conduct may include, but are not limited to the following when they meet the definitions of sexual misconduct or harassment, as listed above:
- (a) Displaying or telling of sexually oriented or discriminatory jokes, statements, photographs, drawings, computer images, web sites, videos, slides, graphics, calendars, cartoons, e-mails or other communications;
 - (b) Making sexually explicit or discriminatory gestures or sounds based upon gender;
 - (c) Making actual or implied promises of an employment or educational opportunity or benefit in exchange for sexual activity;
 - (d) Making actual or implied threats to impede or interfere with employment or educational opportunities or benefits for failing to agree to or engage in sexual activity;
 - (e) Inappropriate and unwelcome touching, including but not limited to, patting, fondling, pinching, attempted or actual kissing;
 - (f) Requesting or coercing sexual intercourse or sexual favors;
 - (g) Attempting to or actually engaging in a sexual assault;
 - (h) Continuing to ask someone for a date after being told "no;"

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- (i) Continuing any of the conduct listed in the above examples after being told or being otherwise made aware that the conduct is unwelcome;
 - (j) Retaliation by any faculty member, staff member or student against any individual who, in good faith, has made any allegation of discrimination/harassment, or who has testified, assisted, or participated in any way in any investigation, proceeding, or hearing conducted under this regulation or any federal or state law;
 - (k) Knowingly making false accusations or allegations of discrimination/harassment, or making false statements in any inquiry or investigation of alleged discrimination/harassment;
 - (l) Prohibited conduct does not include verbal expression or written material that is relevant and appropriately related to the subject matter of a College course/curriculum or to an employee's duties.
- (6) **Consensual Amorous or Sexual Relationships.** New College of Florida strives to create and maintain a professional, collegial environment for work and study. Professional and collegial relationships are based on mutual respect and trust. When persons in positions of unequal power engage in amorous or sexual relationships they should be aware that they may be at risk of being accused of sexual harassment, either during the relationship or after the relationship ends, or being accused of having a conflict of interest. For additional information concerning conflicts of interest please refer to Ch. 112, Part III, Florida Statutes, the applicable collective bargaining agreement, and State of Florida Board of Education and College rules.
- The College recognizes that consensual, amorous or sexual relationships between two people of unequal position or power (e.g., between a supervising staff member and a subordinate staff member, faculty member and student, or staff member and student) may become exploitative or lead to charges of sexual harassment. Accordingly, the College encourages its staff, faculty and students to refrain from such relationships.
- (7) **Reporting Discrimination or Sexual Harassment.** If you believe you have been discriminated against or sexually harassed, you may:
- (a) Tell your supervisor or another higher level administrator or the head of the department in which you are enrolled or employed, of the offensive behavior; and/or
 - (b) Contact Director of Human Resources (if a faculty or staff member) or the Dean of Students (if a student) or any other management individual with whom you may feel comfortable discussing the matter;
 - (c) Contact the Title IX Coordinator;
 - (d) Report online using the NCF Sexual Violence Reporting Form.
- (8) **Procedures for Internal Handling of Complaints or Allegations of Discrimination or Sexual Harassment.**

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- (a) Authority to Investigate. When the College receives notice of conduct which appears to be discrimination or harassment, it will promptly investigate the allegation in a fair, expeditious, and equitable manner.
- (b) If the College knows about possible sexual harassment or sexual violence, the Title IX Coordinator or its designee shall promptly investigate to determine what occurred and then take appropriate steps to resolve the situation even if no complaint has been filed. In the event that no complaint has been filed, the investigator shall follow the same procedures for formal investigations except that there will be no complainant.
- (c) Filing of Complaints. The following persons may file complaints or allegations of sexual harassment:
 - 1. Any person protected under section (3) who believes that he/she has been sexually harassed.
 - 2. On behalf of any person protected under section (3), any person having knowledge of instances of sexual harassment of such protected person by any student, faculty or staff member, or vendor, or individual external to the College during the transaction of business with the College.
 - 3. Any faculty or staff member, who is in a supervisory position, and who is aware of possible instances of sexual harassment by any student, faculty or staff member.
- (d) Mandatory Reporting of Alleged Sexual Discrimination. All employees, faculty and staff, must promptly report incidents of sexual/gender assault to the Title IX Coordinator or its designee. However:
 - 1. Faculty and Residence Assistants may initially omit personally identifiable information about those involved in the report. However, these employees may be required to provide further detail if required by the Title IX Coordinator or its designee.
 - 2. Counselors and other confidential employees maintain their professional discretion regarding whether to report based on the best interest(s) of the reporting party.
- (e) Review of Complaints of Alleged Sexual Harassment. Complaints of alleged sexual harassment shall be reviewed by the Title IX Coordinator or its designee to determine if an investigation is required. If the Title IX Coordinator or its designee determines to conduct an investigation, the complaint shall be investigated and resolved in accordance with appropriate procedures.
- (f) Timeframe. The Title IX Coordinator or its designee shall render a decision within sixty (60) calendar days of initiating the investigative process. In certain situations, the facts and circumstances may require a longer investigative process. In the event that an investigation cannot be completed within sixty (60) calendar days, the Title IX Coordinator or its designee will notify the parties in writing.
- (g) Complaint and Investigation Procedures

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1. Any person who wishes to file a complaint of discrimination or harassment may do so by submitting a complaint to the Title IX Coordinator or its designee, the Director of Human Resources, the Dean of Student Affairs, or the General Counsel. The complaint should contain:
 - a. A detailed description of the alleged discriminatory conduct or incident(s), sexual harassment, sexual misconduct or sexual violence including dates, times, locations, etc.;
 - b. Names of any witnesses to the alleged violation; and
 - c. Any documentation in support of the allegation(s).
2. The Title IX Coordinator or its designee may assist the complainant in preparation of the complaint, identifying witnesses and clarifying the relief sought by the complainant. The complainant may also submit additional information and evidence at any time during the investigation.
3. In cases of sexual assault, dating violence, domestic violence or stalking, students and employees will be provided with written explanations of their rights and options. This will include information on how to preserve evidence; options to report or not report to law enforcement; and court orders that the student or staff member may be able to obtain for protection.
4. The Title IX Coordinator, in coordination with other departments and College personnel as necessary, may take immediate remedial actions as required.
5. Remedial Action
 - a. Remedial action consists of interim measures that are implemented to remedy a situation that has led to a complaint. The purposes of interim measures are to:
 - i. Prevent serious and immediate harm to the complainant or others;
 - ii. Prevent retaliation against the complainant, respondent and/or witnesses;
 - iii. End discriminatory or harassing behavior and prevent its recurrence; and
 - iv. Provide appropriate training in issues related to discrimination.
 - b. At any time during the complaint process, the Title IX Coordinator and/or other

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appropriate administrators may take appropriate remedial action to ensure that these purposes are achieved. Respondents may not appeal interim measures.

- c. Interim measures may include, but are not limited to:
 - i. Altering the complainant's or respondent's work or academic environment;
 - ii. Conducting workshops on discrimination or harassment for the unit, division, or department;
 - iii. Meeting with the respondent and his or her supervisor to discuss ways in which the behavior about which the complaint has been brought can be changed;
 - iv. Reassigning or transferring one or more of the parties to another course, advisor, work location or reporting relationship;
 - v. Moving students to different rooms in the residence halls or to different halls;
 - vi. Transferring students or faculty to different course sections;
 - vii. Assigning alternate advisors, mentors, supervisors, or evaluators and providing academic support services such as tutoring;
 - viii. Issuing an informal, verbal reprimand;
 - ix. Providing counseling and medical services;
 - x. Providing an escort to ensure that the complainant can move safely between classes and activities;
 - xi. Arranging for the complainant to re-take a course or withdraw from a class without penalty, including ensuring that any changes do not adversely affect the complainant's record;
 - xii. Issuing "no contact" orders;
 - xiii. Suspending an employee with pay pending investigation.
- d. The complainant and respondent shall be informed of any remedial action taken by the College.

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6. Confidentiality

- a. The confidentiality and privacy of all parties involved during the investigative process will be maintained to the fullest extent possible.
- b. The Title IX Coordinator may disclose confidential information to the complainant, the respondent, potential witnesses, appropriate supervisors and administrators and other College officials or agents, SUS officials, state and federal agencies, and the courts as necessary in order to:
 - (1) Give the respondent fair notice of the charges;
 - (2) Conduct a prompt, thorough and impartial investigation; and
 - (3) Take any appropriate remedial or disciplinary actions.
- c. If a complainant insists that his or her name or other identifiable information not be disclosed to the respondent, the College will inform the complainant that its ability to respond may be limited. Additionally, the College may still respond by taking steps to protect the overall campus environment.

7. Each complaint will be promptly investigated to determine what occurred.

8. Investigation Procedures

- a. The parties have the right to an adequate, reliable, and impartial investigation; a right to an equal opportunity to identify witnesses and supporting evidence; and a right to appeal the College's final decision. The parties will be notified of the time frame for the investigation, the outcome of the investigation, and their rights to appeal.
- b. The Title IX Coordinator or its designee may investigate a complaint. The investigator shall:
 - i. Consult with the complainant to review the complaint, clarify the allegations, discuss desired outcomes from the investigation, and obtain detailed information about the allegation(s);
 - ii. Inform the respondent of the complaint, summarize the allegation(s) to be investigated, and provide respondent with a written Notice of the Complaint that includes a summary of the allegations of the complaint;

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- iii. Collect and review written documents related to the complaint, interview the complainant and respondent, identify and interview witnesses, and collect other such evidence as may be relevant to the investigation; and
 - iv. Upon completion of the investigation, prepare a written report.
- c. The respondent shall be given an opportunity to respond to the allegation(s) during interviews with the investigator and may submit a written response, names of witnesses and documentary evidence at the interview or at any time during the investigation.
 - d. The complainant may provide names of witnesses and additional materials at any time during the investigation.
 - e. Both complainant and respondent have the right to have an attorney or non-attorney advisor present during interviews with the investigator, at their own expense. Attorneys and advisors may be present only to advise the parties and may not participate directly in the interview or other proceedings. If a party will be represented by counsel during the investigative process, the party shall provide advance notice to the Title IX Coordinator five (5) business days before any scheduled interview.
9. Upon completion of the investigative process, both parties will receive a copy of the Report of Findings. The Report of Findings shall:
- a. Present the contentions of the parties;
 - b. Summarize the general testimony of witnesses;
 - c. Determine whether the allegation(s) of the complaint are supported by the preponderance of credible evidence;
 - d. Determine whether any College policies have been violated; and
 - e. If appropriate, recommend disciplinary and/or remedial action.
10. Appealing the Report of Findings
- a. If neither party appeals the Report of Findings, the report will constitute the final College decision.
 - b. If either party disputes the Report of Findings, he or she may appeal to the Title IX Coordinator within ten (10) business days. The appeal shall identify the specific findings

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that the appellant disputes and an explanation of the reasons each finding is disputed.

- c. The appeal must be based on evidence that:
 - i. The investigation was not conducted in compliance with the procedures and the non-compliance materially affected the outcome of the investigation;
 - ii. The findings were not based on the preponderance of the credible evidence; or
 - iii. The appellant has discovered new evidence, not previously available, which would have materially affected the outcome of the investigation.
- d. The appeal must be a written statement setting forth with particularity the basis for the appeal.
- e. Upon receipt of the appeal, the Title IX Coordinator shall appoint an Appeals Committee or Hearing Officer to consider the appeal and submit a report. The non-appealing party will be provided a copy of the appeal and may respond to the appeal.
- f. No member of the Committee, nor the Hearing Officer, shall be a member of the original complainant's or respondent's department or work unit.
- g. The Committee or Hearing Officer shall review the written appeal and determine if there are sufficient grounds for appeal. If the appeal is sufficient, the Committee or Hearing officer shall:
 - i. Read and review the Report of Findings;
 - ii. Examine the evidence and documentation obtained through the investigation and hearing; and
 - iii. Determine if the appellant's basis for appeal has been established and issue a decision. The Committee or Hearing Officer shall deliver its written decision to the President, appellant, and non-appealing party within twenty (20) business days of appointment.

11. Disciplinary Action

- a. Any employee or student found to be responsible for violating this policy will be subject to disciplinary actions in accordance with College regulations, collective bargaining agreements or the Student Code of Conduct, as appropriate. Such action may range from

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counseling to termination of employment or academic dismissal, and may include such other forms of disciplinary action as appropriate.

- b. Any employee or student in a supervisory capacity who has actual knowledge by direct observation or by receipt of a complaint of discrimination or harassment involving any of those employees whom he or she supervises, and who does not promptly report verbally or in writing the complaint to the Director of Human Resources or the Dean of Students, as appropriate, will be subject to disciplinary actions in accordance with College regulations, bargaining agreements or the Student Code of Conduct, as appropriate. Such action may range from counseling to termination of employment or academic dismissal, and may include such other forms of disciplinary action as appropriate.
 - c. If after completion of the investigation, any finding of discrimination is made, a record of the complete findings will be placed in the offending employee's personnel file. If no finding of discrimination/harassment on any charge or complaint is made, no record of the charge or complaint will be placed in the employee's personnel file unless the employee requests in writing that the record of the completed investigation be placed in the employee's personnel file.
- (9) Procedures External to New College of Florida. Complaints of alleged sexual harassment may also be filed with the following external agencies:
- (a) U.S. Equal Employment Opportunity Commission, Tampa, 1-800-669-4000
 - (b) U.S. Department of Education, Office for Civil Rights, Atlanta, 404-562-6350
 - (c) Office of Federal Contracts Compliance Programs, Orlando, (407) 648-6181
 - (d) Florida Commission on Human Relations, Tallahassee, 850-488-7082
- (10) The College prohibits retaliation against anyone who makes a complaint of harassment or discrimination based upon an honest perception of the events, or for cooperating in the investigation of a complaint. No hardship, no loss of benefit, and no penalty may be imposed on an individual as punishment for:
- (a) Filing or responding to a bona fide complaint of discrimination or harassment;
 - (b) Appearing as a witness in the investigation of a complaint; or
 - (c) Serving as an investigator.

Retaliation or attempted retaliation is a violation of this Regulation and anyone who does so will be subject to disciplinary actions up to and including termination or dismissal in accordance with College regulations, bargaining agreements or the Student Code of Conduct.

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Authority: Article IX, Sec. 7, Fla. Constitution; 34 CFR Part 106; Fla. Board of Governors Regulations 1.001 and 6.0105

History: Adopted 04-27-02, as Policy 0-007; Revised and renumbered 11-04-11; Revised 05-31-14, 11-08-14, 03-05-16, 10-29-16

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3-4022 Equal Education and Employment Opportunity

NCF is committed to the principles of equal educational and employment opportunities for, and non-discrimination towards applicants and employees with respect to race, color, religion, age, disability, sex, marital status, national origin, sexual orientation, gender identity, gender expression, and veteran status, as provided by law, and in accordance with NCF's respect for personal dignity. It is NCF's goal to create and maintain a work and study environment that is positive and free of unlawful discrimination. Further, NCF encourages the recognition of diversity of its population and seeks to promote delivery systems, curricula activities, and programs that reflect this diversity in all facets of life at NCF.

- (1) Unlawful discrimination is unacceptable conduct that will not be tolerated at NCF.
- (2) No faculty member, student, administrator, supervisor or other employee or official of NCF shall unlawfully discriminate or take any other retaliatory action against an individual who, in good faith, has opposed an alleged unlawful discriminatory practice or has made a charge, testified, assisted or participated in any manner in an investigation or proceeding, under provisions of applicable law, relating to an alleged unlawful discriminatory practice.
- (3) NCF shall establish specific goals and strategies to promote equal educational and employment opportunities for members of minority groups, women, persons with disabilities and veterans.
- (4) Any applicant or employee who believes he or she has not been treated in accordance with this Regulation may file a complaint with the President or his designee.

Authority: Article IX, Sec. 7, Fla. Constitution; Fla. Board of Governors Regulation 1.001

History: Adopted 05-13-06; Revised and renumbered 06-29-10; Revised 09-11-10, 03-11-17 (technical amendment), 03-07-18 (technical amendment)

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3-4027 Discrimination / Harassment

The College shall actively promote a community in which diversity is valued. The College is committed to promoting an environment free from discrimination and harassment based on race, color, religion, age, disability, sex, sexual orientation, gender expression, gender identity, national origin, marital status, veteran status, or any other protected characteristic under the law. For information specific to discriminatory conduct in the form of sexual misconduct/harassment, please see NCF Regulation 3-4018 Sexual Discrimination/Harassment. This regulation applies to all employees and students of NCF. It also covers harassment involving patrons, vendors, and other individuals with whom employees or students of the College have interaction as a condition of their employment or education experience.

(1) The Following Actions Are Prohibited:

- (a) Discrimination and/or harassment by any College employee or student against any individual(s) or group(s) within the College.
- (b) Discrimination and/or harassment by any College employee or student while assigned to duties or academic programs of the College against any individual(s) or group(s) that is not an employee or student.
- (c) Discrimination and/or harassment by any vendor or individual external to the College against any College employee(s), student(s), or program invitee(s) during the transaction or business with the College, during any program or activity coordinated through the College, and/or while on College property.
- (d) Retaliation by any College employee or student against any individual(s) or group(s) who, in good faith, made any allegation of discrimination and/or harassment, or who testified, assisted, or participated in any way in any investigation, proceeding, or hearing conducted under this policy or any federal or state law.
- (e) Knowingly making false accusations of discrimination and/or harassment or retaliation, or knowingly making false statement regarding alleged discrimination and/or harassment or retaliation.

(2) Conduct Outside the Scope of This Regulation

- (a) This regulation is not intended to abridge academic freedom or the College's educational mission
- (b) This regulation is not violated by actions that amount to expression protected by the state or federal constitutions.

(3) Filing Complaints

- (a) Any employee, student or invitee of the college may file a claim regarding discrimination and/or harassment. Please note that the opportunity to file a complaint, or the filing of a complaint, does

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not prevent the complainant from telling the individual whose action the complainant finds offensive that such behavior or conduct must stop and/or that it is unwelcome.

(b) Location of filing a complaint

1. If the complaint is against a College employee or invitee, the complaint should be submitted to the Director of Human Resources. Complaints filed with Human Resources shall be investigated and handled according to standard procedures within Human Resources.
2. If the complaint is against a College student, the complaint should be submitted to the Dean of Student Affairs. Complaints filed with Student Affairs shall be investigated and handled according to standard procedures within Student Affairs such as hearing by the Community Board.
3. If it is unclear who should receive the complaint or if the complainant has questions, then the complainant should contact the General Counsel or Ombudsperson.
4. A complainant may also contact Campus Police or Sarasota Police. This does not prevent the complainant from also filing a complaint with the College.

(4) Reporting

- (a) Any student, employee, or other person who has direct or indirect knowledge of alleged discrimination and/or harassment should report it to the Dean of Student Affairs, Director of Human Resources, or General Counsel.
- (b) Mandatory Reporters. The following individuals are mandatory reporters for instances of discrimination and/or harassment:
 1. Employees who supervise one or more individual employees;
 2. Employees who supervise or oversee students, including but not limited to, all members of the faculty, advisors, residential assistants, and student activity coordinators
- (c) Failure to report by mandatory reporters may result in disciplinary action.
- (d) Counselors and other confidential employees maintain the professional discretion regarding whether to report based on the best interest(s) of his/her client.

Authority: Article IX, Sec. 7, Fla. Constitution; Fla. Board of Governors Regulations 1.001 and 2.003

History: Adopted 11-04-11; Revised 05-31-14, 02-21-17 (technical amendment)

Attachment: 2019-20 Presidential Evaluation

NEW COLLEGE OF FLORIDA BOARD OF TRUSTEES

Meeting Date: June 6, 2020

SUBJECT: Board of Trustees Annual Evaluation of the President, 2020

PROPOSED BOARD ACTION

Consider the 2020 Draft Evaluation Summary of the President by the Board of Trustees, and approve submission of the 2020 Evaluation Summary and Sixth Amended Contract for Employment – President O'Shea, to the Florida Board of Governors.

BACKGROUND

Florida law requires the board of trustees of each state university to conduct an annual evaluation of the president and to submit the evaluation for review to the Board of Governors. The evaluation must address the president's performance and progress in achieving the goals established by the Board of Trustees.

The Presidential Evaluation Committee consists of BOT Chair Schulaner (Committee Chair) and Trustees Ruiz and Colon. The ad hoc Committee was charged with evaluating the performance of President O'Shea during academic year 2019-20, and to provide contract and compensation recommendations. BOT Chair Schulaner worked with BOG Chairman Kitson to ensure BOG input in the process.

The Committee considered the President's Strategic Plan, adopted by the College's Board of Trustees on September 14, 2019. They also considered additional documents: Report on President's Activities and Institutional Priorities for AY 2019-2020; the Faculty Evaluation of the President for the academic year 2019-2020; the DOS Direct Report Feedback for Presidential Evaluation (from interviews conducted); and the results of the Board of Trustees Presidential Evaluation Questionnaire, which was distributed to NCF Trustees in April 2020, with copies of the material previously mentioned, to help them assess President O'Shea's performance against the statutory and administrative responsibilities set by law, by the Board of Governors, and by the Strategic Plan. Materials and were also provided to BOG Chairman Kitson.

The attached Summary of the BOT Evaluation of the President, 2020, provides an overall rating of President O'Shea by a majority of the Board of Trustees as meeting or exceeding expectations. The Committee recommends the Evaluation Summary of the President, and the President's Sixth Amended Contract to the Board for adoption and for subsequent transmittal by Chair Schulaner to the Chancellor and the Florida Board of Governors.

Supporting Documentation Included:

- Executive Summary of Year End Performance Evaluation
- Draft Evaluation Summary of the President, 2019
- Draft Fifth Amended Contract of Employment (with red-line edits) – President O'Shea

Facilitators/Presenters: Board Chair Schulaner (Committee Chair), and Trustees Ruiz and Colon. Staff: David A. Fugett, *General Counsel*.

SUMMARY OF THE BOT EVALUATION OF THE PRESIDENT - NEW COLLEGE OF FLORIDA - 2020

Pursuant to Chapter 1007.706(6), Florida Statutes, and Florida Board of Governors Regulation 1.001(5), the Board of Trustees of each of Florida's state universities annually evaluate the President. The evaluation process requires the Board of Trustees to perform an assessment based on items that are included in some of the specific questions below. The categories have been developed by the NCF Presidential Evaluation Committee.

- A. LEADERSHIP
- B. INTERNAL AFFAIRS
- C. EXTERNAL AFFAIRS
- D. ADVOCACY
- E. MANAGEMENT
- F. DR. O'SHEA'S INSTITUTIONAL PRIORITIES FOR 2017-18 APPROVED BY BOT (incl. SUS metrics)
- F1. DR. O'SHEA'S MULTI-YEAR PRIORITIES, APPROVED BY BOT
- G. PERSONAL QUALITIES
- H. OVERALL EVALUATION

Check the box which most appropriately reflects your opinion of President O'Shea's performance. For "Needs Improvement" or "Significantly Below Expectations" provide feedback on how improvement could be achieved.

A. LEADERSHIP

	Exceptional	Very Good	Meets Expectations	Needs Improvement	Significantly Below expectations	No basis for judgement
1. Engenders confidence as an inspiring educational leader.	1	1	6	2		
2. Exhibits knowledge and understanding of a public liberal arts and sciences honors college.	4	5	1			
3. Hired, develops and retains a high performing leadership team with the skills and expertise needed to achieve organizational objectives.			2	5	2	1
4. Demonstrates leadership and commitment for progress in meeting the performance goals established by the state university accountability process (Ch. 1008.46, F.S.)	4	1	3	2		
5. Responsible for ensuring the achievement of outcomes articulated in the strategic and growth plans approved by the Board of Trustees within the authority delegated by the Board.	1	3	5	1		

Comments:

Dr O'Shea has displayed calm and determined leadership through a year of unprecedented challenge. He addressed the legislative merger proposal with an effective solution for this legislative session. He ably handled the COVID-19 crisis with smooth transition to online education, closure of dorms and protection of students and staff. New College enjoys the highest increase in its performance measures in its history in the last year and will receive one of the highest number of improvement points in the entire state system. An admissions controversy came with early setbacks, but Dr. O'Shea was able to put this critical function in a better position although not one yet assured of success. Dr. O'Shea has had an uneven experience with turnover and the performance of direct reports—some excel and some fall below expectations. Dr. O'Shea should feel assured that this Board of Trustees supports him in promptly holding his direct reports accountable.

O'Shea is extremely knowledgeable about the world of honors liberal arts colleges. He is deeply committed to seeing New College be successful and to achieving the objectives of the Strategic Plan. To help accomplish that, he engaged Arts and Science Group to understand the perceptions of the school from current and potential students. He led an effort to integrate the learnings from the study to advance the concept of "applied liberal arts" where students could couple their intellectual passions with practical skills necessary to be successful in the workplace. He has not made progress in growing the student population or in securing funds for a new multipurpose

building. The leadership transitions on his senior team, particularly in Enrollment Management, were problematic. These coupled with the merger controversy and corona virus pandemic created strong head winds that have impacted our growth objective.

We have turnover. Could be because we cannot control pay rates.

There is always a balance in executive level leadership --- between ensuring others are following and doing what is popular. Clearly there are a # of decisions that are unpopular, that alone doesn't make them wrong. The question is are there a strong group of stakeholders that are following the President's leadership. Ensuring that seems to require a major area of focus for the coming year. Second --- establishing a regular cadence with the BOT (quarterly?) of implementation of adopted Strategic Plan and BOG performance outcomes would be a wise use of everyone's time.

Overall leadership needs improvement. The leadership is reactionary, not visionary.

B. INTERNAL AFFAIRS

	Exceptional	Very Good	Meets Expectations	Needs Improvement	Significantly Below expectations	No basis for judgement
6. Encourages student access to higher Education, both financially and practically	3	3	1			3
7. Is readily available to the Board of Trustees when necessary.	5	4	1			
8. Ensures effective programs are in place to assess and address campus climate concerns; achieves metrics associated with progress.		1	2	6	1	

Comments:

Financial and educational support of students is at an all-time high at New College with increased scholarships, student emergency funds, student success, career and retention programs. The climate on campus needs increased attention in better preparing students and campus to contend with a toxic social media environment, improving residential life experience and promoting a student code and culture of diversity of ideas.

O'Shea believes in the transformational power of education and works hard to build systems and resources to help improve student access. Under his leadership this year, the College was able to secure \$500,000 from the Barancik Foundation to provide scholarships for low income students in the Sarasota/Bradenton community. He is available to the Board and respects their input and expertise.

Campus climate issues continue, as they have for years even before his tenure and progress has been slower in that areas than he or the Board of Trustees would like.

Greater clarity over outcomes would be strongly helpful to all --- and being really clear on framework of decision making to achieve those outcomes would serve all well. Good example -- Q8 above. "Ensures effective programs are in place to assess and address campus climate concerns" -- that's a subjective question -- it asks whether there are quality programs to assess and fix climate concerns. The second part of the same question is "achieves metrics associated with progress" -- that's an objective fact. Would be so better served to have clarity of success ... and "feelings" as separate questions. Clarity of the foundation for decision making should assemble greater followers to understand the "why" behind decision making.

Campus climate is an issue. It needs much improvement.

C. EXTERNAL AFFAIRS

	Exceptional	Very Good	Meets Expectations	Needs Improvement	Significantly Below expectations	No basis for judgement
9. Seizes opportunities to increase the resources available to the College. Has secured funds for necessary programs.	2	3	4	1		
10. Responsible for negotiating with administrative officials and representatives of business, community, and civic groups to promote the educational, research, and public service objectives and policies of the College.	1	5	3			1

11. Acts as effective spokesperson for the college through presentations to internal and external groups of the academic community	1	2	4	3		
12. Leads Cross College Alliance efforts to advance educational opportunities across the region, while ensuring NCF students have access to benefits of consortium-cross registration, etc.	3	4	1			2

Comments:

New College enjoys continuing funding from the legislature to date for our growth initiative and Master of Data Science Program. Mellon and Barancek Foundation grants have been significant. Overall giving through the Foundation has advanced measurably. Dr..O'Shea is eloquent, authentic, impressive and passionate in his prepared remarks. His train of thought style of extemporaneous speaking leaves us lesser lights a little confused and detracts from his executive presence.

O'Shea was the driver behind the CCA and has worked hard to build collaborative, productive relationships with the leadership of the other institutions. This has resulted in many new initiatives to engage all members of the broader, cross-campus community in a variety of academic and co-curricular activities. Points of pride are cross registration, the social entrepreneurship conference and the virtual reverse career fair. He was personally responsible for securing two Mellon grants. He was successful in galvanizing the local community (legislative delegation, Foundations, media and business community) as well as alumni and donors to support the continuance of an independent New College. He is a frequent contributor to local newspapers and magazines with the objective of broadening awareness and appreciation for the school and it's achievements.

Don handles external affairs fairly well.

D. ADVOCACY

	Exceptional	Very Good	Meets Expectations	Needs Improvement	Significantly Below expectations	No basis for judgement
13. Represents the College on local, state and national councils and committees on matters related to the College, particularly as they affect the State of Florida.	2	3	3			2
14. Demonstrates success as an effective fundraiser.		3	4	2		1
15. Demonstrates success as an advocate with the Legislature	1	6	2	1		
16. Demonstrates success as an effective advocate with the Board of Governors.	3	5	2			

Comments:

Dr. O'Shea's unquestioned integrity and authenticity makes him a highly credible and trusted advocate for New College.

O'Shea is a highly credible representative of New College. He is called upon to play leadership roles in a variety of state and national higher education councils. He was successful at securing growth money, with the support of the BOG and Legislature, and two highly competitive Mellon grants. He was effective at fending off a merger with FSU/UF. He is well regarded by the Board of Governors and his fellow college presidents.

He must be vigilant about building and maintaining relationships with legislators, both locally and around the state. This will enable him to better anticipate and combat future actions that could negatively impact the college.

Overall, Don is a good advocate for New College.

E. MANAGEMENT

	Exceptional	Very Good	Meets Expectations	Needs Improvement	Significantly Below expectations	No basis for judgement
17. Ensures a positive work atmosphere that results in high levels of engagement, employee retention and individual performance.		1	1	7	1	

18. Appropriately delegates to the administrative staff and follows up to ensure desired outcomes.		1	1	4	3	1
19. Insists that all College programs be of the highest possible quality.	2	3	4	1		
20. Successfully achieves the annual and long-term goals and objectives established in the College's employment equity accountability program (BOG Reg. 2.003).		1	3	2		4
21. Responsible for developing and administering College budgets; fiscally responsible.	2	4	3			

Comments:

Dr. O'Shea is a collaborative leader and is encouraged to make collaborative leadership a priority for his direct reports in order to promote a more positive work environment. Delegation to high performing staff has had stellar results. More attention is needed in holding lower performing staff accountable for their delegated responsibilities.

O'Shea has an aspirational vision for New College which is beyond what it is today, with the objective of the College being considered one of the top 20 liberal arts colleges, public or private, in the United States. He is dedicated to building high quality programs that will enable our students to achieve their aspirations. He is most effective managing people who are personally confident and achievement oriented. He gets frustrated when he has to follow up with individuals who are not as intent on completing assignments and meeting their objectives. He is fiscally responsible.

Don's management style is lacking. It's reactionary.

.F. DR. O'SHEA'S INSTITUTIONAL PRIORITIES FOR 2019-20, APPROVED BY BOT 9/14/19

	Exceeded Goal	Met Goal	Did Not Achieve Goal	No basis for judgement
1. Increase the number of matriculants with at least 300 entering deposited students by June 30, 2020			8	
2. Obtain resources and facilities for growth		2	5	
-Raise \$6 million by June 2020.			4	2
-Secure 20-21 funding for multi-use facility and program of distinction			5	1
3. Increase score on Performance Based Funding Metrics with score of at least 70 for 2020-21 funding	6	3		
4. Secure SACSCOC Reaffirmation	1	1		5
5. Build institutional leaders to meet strategic plan objectives			2	
- Fill VP of Finance and Administration Job by April 2020	2	6		
- Fill Dean of Enrollment Management Role by April 2020	1		6	
- Fill Dean of Students Role by April 2020	1	2	4	
- Reduce turnover in academic leadership from 2019			1	6

Comments:

The legislative merger proposal cost New College dearly in its student admissions, administrative retention and facility funding. In the absence of the threat to end the college's independence, Dr. O'Shea might well have met more of his goals. The Covid-19 crisis delayed accreditation although the college was well prepared for an April survey that was cancelled.

This was a tough year for a number of these priorities. We received our last tranche of growth funding, but not able to secure resources for the planning of the multi-purpose building. We are on track with SACSCOC re-affirmation. The VP of Finance and Administration role was filled with a very high quality executive who has hit the ground running. We have not made progress on the Dean of Enrollment Management. Having found a capable, experienced interim Dean of Students, O'Shea elected to extend his contract. Good decision.

Sorry I do not remember these details.

Assessment based on data provided in president's report.

G. PERSONAL QUALITIES

	Exceptional	Very Good	Meets Expectations	Needs Improvement	Significantly Below expectations	No basis for judgement
Is enthusiastic and dedicated to the job	6	3	1			
Calm, positive, and composed	5	3	1	1		
Accepts constructive criticism; recognizes own strengths and weaknesses and addresses feedback	4	4	2			
Open minded concerning suggestions for improvement	3	6	1			
Expresses ideas well; is articulate and persuasive		3	4	3		
Has vision and courage to stand by fundamental beliefs	4	3	2	1		
Encourages input from all elements of the College	2	4	1	2		1
Encourages staff to develop and grow, both personally and professionally	1	3	1	4		1
Maintains the highest standards of personal honesty and integrity	7	3				

Comments:

New College is fortunate to have a President with the personal qualities of Dr. O'Shea. While some may disagree with a decision, there is little doubt that Dr. O'Shea has the highest intentions and motivations. In order to encourage input from all elements of the college, Dr. O'Shea is encouraged to be more intentional in communicating his vision and his plans as early in the process as possible and frequently thereafter to allow campus constituencies the information and opportunity to collaborate. This is the kind of professional engagement needed to promote professional growth. Waiting to communicate tends to leave constituencies feeling left out and failing to plan far ahead cheats the time needed for true collaboration.

O'Shea loves the academy and is motivated to make New College a place of transformational education. He remains calm and professional in the face of adversity. He is open to feedback and integrates it into his plans and behaviors. He is an excellent writer and compelling speaker when he is prepared. Highly ethical.

He could be a more effective extemporaneous speaker. He should also get more comfortable in the role of visionary cheerleader, delegating more detailed communication to the subject matter experts on his team. O'Shea should seek ways to engage with all college stakeholder groups to ensure he knows what they are thinking and to incorporate their feedback into plans and actions, as appropriate.

Excitable – which I like.

Overall, Don has good personal qualities.

H. OVERALL EVALUATION

Overall Evaluation (Check one)	Exceptional	Very Good	Meets Expectations	Needs Improvement	Significantly Below expectations	No basis for judgement
	1	2	4	1		

Comments:

Dr. O'Shea is a visionary leader who is not afraid to take on big goals. He takes responsibility when the attendant risks do not work out and shares the credit for the considerable successes. It is not an easy time to lead New College. We feel assured that Dr. O'Shea will not fail in his courage, commitment, or duty.

President O'Shea is a caring, brilliant academic leader. He is committed to New College and to ensuring student success. He works hard to advance the agenda. He is excellent at working with external constituencies and has developed highly productive relationships with the BOG and BOG staff, the leaders of the Cross-College Alliance and members of the Sarasota/Bradenton business community.

O'Shea seeks feedback on important decisions, which can be interpreted that he is indecisive or not clear about the appropriate direction to take. This creates confusion and impedes progress. While he should reach out to key stakeholders, he should recognize

that it is his role to evaluate the input and then make decisions that are in the best interests of the College. He knows what to do, he just needs to give himself license to do it and then figure out how to “sell” others.

President O’Shea has to hold people to the same high standards of performance to which he holds himself. He has every right to expect his leadership team to exert their energies to help support the advancement of the New College Strategic Plan with drive and commitment. He should also require his direct reports to contribute to the creation of a more inclusive and welcoming campus climate, by demonstrating alignment and mutual respect and by being good role models for a high performing team.

This was a very challenging year on a number of fronts. The issues around admissions, leadership openings, the merger controversy and the corona virus all hit. Given all of that, New College was able to retain its independence, produce several more Fulbrights, quickly transition from in person to on-line learning, protect students and staff from COVID 19 and emerge with the highest score on the performance metrics ever. Pretty commendable.

President O’Shea’s performance, which was quite good during his first years at the college, has taken a turn for the worse over the last two years. Some of the problems we faced this year were external pressures for which he cannot possibly be held responsible — the merger scare and the COVID-19 pandemic. Others, however, are at least partly of his own making. My primary complaint is that he has shown poor judgment in the hiring of senior administrators and has not done enough to hold his direct reports accountable or to ensure that they are serving the mission of the college. Admissions (the thankfully departed Joy Hamm) is the most egregious example, but far from the only one. I could be more specific, but would prefer not to in a document that could fall under public records requests. As a result, the college has shrunk substantially at a time when it had planned to grow, putting both our funding and even our independent existence at risk.

On the plus side, I think that even his harshest critics would acknowledge President O’Shea’s personal integrity, his commitment to the values that define an elite liberal arts college, and his good intentions to make New College a better and more successful place.

Having had the opportunity to speak with President O’Shea about my concerns, I found him willing to listen and receptive to change what needs changing. We may be approaching the end of his tenure as president (modern college presidencies rarely last a decade, and we have reached a point where new leadership may be desirable), but I think it will be important to plan for an orderly transition that will put the college in a position to succeed in the future. I don’t think there is anyone else currently on board who could steer the ship through the stormy waters as well as President O’Shea, so I would support continuing to work with him as we plan for the next stage in the life of the college.

President O’Shea’s performance has improved significantly over the last year, perhaps because it had to. We have faced many very painful issues and Don has really risen to the occasion. That said, many of the internal problems NCF has had to address were of his making, especially the failure of the admissions leader he hired. His failure to recruit or groom a Dean of Student Affairs has significantly hampered campus life and his Provost seems to be intensely disliked by some. More broadly, President O’Shea has not been able to repair the campus climate — a core issue for recruiting and retention — even with the help of Dr. Woodson. In summary, Don’s service to New College has been tremendous; we are forever indebted to him for holding the College together through the merger distraction and COVID-19.

Based upon direct report comments and faculty comments, the Board of Trustees should at least discuss whether or not a change in leadership would be beneficial.

I do not agree with the President’s premise that New College should become a “top public liberal arts college”. The “liberal arts” are no longer a compelling draw for students and parents. New College needs to set itself out as different and special. Finding a unique niche (“The College to go to learn about ...”) that resonates with New College’s historical strengths (high intellectual quality and close relationships between faculty and students) and then driving that marketing message is how to attract quality students in the quantities we need. Being “yet another honors college” is a weak message, especially given the other limitations of the place such as a crumbling infrastructure and limited faculty breadth.

On the other hand, having read the FASC reports, I believe that President O’Shea has been unfairly excoriated by faculty who, now confronted by the possible demise of the institution as we know it, heap blame for this entire circumstance at Don’s feet. They forget that, for too long, faculty have acted in often petty ways to block consensus and progress. While I believe President O’Shea could have demonstrated more commanding leadership, he was facing a terrible challenge and I sympathize.

Respectfully Submitted,

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General Counsel