

FLORIDA EQUITY REPORT:

Enrollment, Sex Equity in Athletics, and Employment Report Year: 2021

Data Year: July – June, 2019-2020



9/13/2021

Mary Ruiz, Chair, NCF Board of Trustees

Date



9/13/2021

Patricia Okker, Chair, NCF President

Date

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I. Executive Summary

A. Description of Plan Development

To compile this report, New College of Florida's Interim Dean of Diversity, Equity, and Inclusion worked with the President's Chief of Staff and Director of Institutional Research and Assessment to gather and review data on key equity indicators. Additionally, information from staff and faculty in Academic Affairs, Student Affairs, Admissions and Enrollment Management, and Human Resources was collected to understand the scope of the different initiatives taking place on campus to promote equity. All data were compared to data from selected peer institutions and Florida public institutions to understand the progress the college has made on its equity goals and identify areas of improvement.

B. Summary of Institutional Progress

A number of individuals and offices at New College of Florida are working to address equity on campus and improve the outcome disparities identified in this report. The work of these individuals and offices resulted in a number of improvements in areas identified in the previous year's report. New College decreased the disparity in the percentage of Black FTIC students recruited as compared to its selected peer institutions. Black students made up 6% of the FTIC enrollments during the 2019-2020 academic year at New College, while Black students made up 7% of the FTIC enrollments at the selected peer institutions. This was an increase of 3 percentage points from the previous year for New College. Overall, there was a 13% increase in the percent of FTIC enrolled students from protected racial/ethnic classes and a 2% increase in the percentage of students classified as non-resident aliens enrolled between 2015-2020.

During the 2019-2020 academic year, New College's retention rate for students in all racial/ethnic protected classes (82%) was slightly higher than the retention rate for white students (79%) and students classified as non-resident aliens (75%). However, the six year graduation rate for students classified as non-resident aliens was lower (60%) than the graduation rate for all students of different racial/ethnic protected classes (61%) and students classified as white (65%). Additionally, New College of Florida has seen a steady increase in the percentage of Bachelor's degrees awarded to students in racial/ethnic protected classes, decreasing disparities in this area when compared to a selected group of peer institutions. Specifically, the percentage of Bachelor's degrees awarded to Black students during the 2019-2020 academic year increased by two percentage points from the previous year moving the college closer to its goal of awarding Bachelor's degrees to Black students at or above the same percentage points reported by a selected group of peer institutions. Lastly, New College saw a 9% increase in the percentage of students in racial/ethnic protected classes awarded bachelor's degrees and a 1% increase in the percentage of students classified as non-resident aliens who were awarded bachelor's degrees from 2014-2019.

In terms of employment, the college identified increasing the percentage of female tenure track faculty members as an area of improvement last year, and we recorded a 1% increase in this category.

IDENTIFIED AREAS OF IMPROVEMENT

Even though New College has made progress toward achieving its equity goals, a number of areas of improvement have been identified in this report.

Student Enrollment / Retention / Graduation

- One primary area for improvement identified through this analysis is the retention and graduation rates of protected class students. This aligns with NCF's 2018-28 Strategic Plan goal of reaching an 80% four-year graduation rate for all students. Specifically, the analysis in this report identified that an area for improvement for the college is the graduation rates for Black and Asian students as well as students who identified as having an unknown race and/or ethnicity.
- Additionally, the analysis in this report identified the recruitment of transfer and FTIC students in protected classes as important areas of improvement. Specifically, the FTIC enrollment Black or African-American and Hispanic and the transfer enrollment of Black or African-American, Asian, Hispanic, students with two or more races, and students with an unknown race and/or ethnicity were identified as areas of improvement.
- The analysis in this report also identified a need to continue to improve the percentage of Bachelor's degrees the college awards to Black and Hispanic students as well as students who indicate they have an unknown race and/or ethnicity.
- Lastly, the report indicates that the college needs to improve on the recruitment of Master's Degree students from protected classes. Specifically, the analysis indicated that the college should improve the recruitment of students classified as non-resident alien, African-American or Black, Hispanic, Female and/or having an unknown race or ethnicity to its Master's degree program.

A number of the existing initiatives taken place to positively impact these outcome disparities are discussed in the report.

Faculty and Administrative Employment

While the college has a number of steps within its existing faculty recruitment process designed to improve the diversity of the faculty, the analysis in this report identified additional areas of improvement as it relates to faculty diversity:

- The report indicated that one area of improvement for the college is increasing the percentage of tenured Black, Asian, and Hispanic faculty members. While we have made progress in this area when compared to selected peer institutions, we lag behind many of the other public institutions in the state of Florida.
- A second area of improvement identified in the report was increasing the percentages of black, unknown, and female tenure-track faculty members. It was

striking that the analysis in the report revealed that we do not have any black faculty members on the tenure track. When the college is compared to other Florida public institutions and selected peer institutions, this is an important area for improvement.

- A third area of improvement identified through the analysis in this report was increasing the percentages of Black, Hispanic, and Unknown Race non-tenure earning faculty members.
- A final area of improvement would be to increase the percentages of Asian, Hispanic, and Female Executive / Administrative / Managerial employees

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 many of the initiatives discussed in the report designed to address the outcome disparities revealed through this analysis, the College devoted an additional \$316,000 to accomplish its Employment Equity goals. The budget is detailed in Section IX of this report.

Review of Policies and Procedures:

The New College of Florida Board of Trustees has adopted several Regulations that further the College's commitment equity. 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 3-4019 Observance of Religious Holidays by College Employees
- NCF Regulation 3-4022 Equal Education and Employment Opportunity
- NCF Regulation 3-4027 Discrimination / Harassment

Key of Terms:

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 (1) Black (B); non-Hispanic; Hispanic (H); Asian/Pacific Islander (A/PI); and American Indian/Alaska Native (AI/AN). Beginning Summer 2010, the classes were (2) 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

Academic Program Review:

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	5	1	0	1	12	0	37	2	0	58
Women	1	8	1	7	18	0	56	6	2	99
Total Fall 2020	6	9	1	8	30	0	93	8	2	157
Category % of Total Fall 2020	4%	6%	1%	5%	19%	0%	59%	5%	1%	100%
Total FTIC Fall 2015	5	5	0	10	35	0	193	7	6	261
Category % of Total Fall 2015	2%	2%	0%	4%	13%	0%	74%	3%	2%	100%
Change in Category % from Fall 2015 to Fall 2020	+2%	+4%	+1%	+1%	+6%	0%	-15%	+2%	-1%	0%

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

Table 1a. FTIC Enrollment Comparison Table

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO*	UNK	FEMALE	MALE
NCF Fall 2020	4%	6%	1%	5%	19%	0%	59%	5%	1%	63%	37%
Peer Institutions Fall 2019	2%	7%	2%	3%	13%	0%	65%	5%	3%	61%	39%
Florida Public	2.8%	15.5%	0.2%	3.7%	32.6%	0.2%	38.4%	4.1%	2.4%	56.5%	43.5%
Area For Improvement?		√			√						

See Appendix I for information about selected peers, Florida public institutions, and methods for identifying areas for improvement.

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

	NR A	B	AI/A N	A	H	NH/OPI*	W	≥ TWO*	UN K	FEMALE	MALE	TOTAL
Total Fall 2020	1	0	0	0	3	0	10	0	0	8	6	14
Category % of Total Fall 2020	7%	0 %	0%	0 %	21 %	0%	71 %	0%	0%	57%	43%	100%
Total Fall 2015	1	0	0	0	2	0	8	0	1	8	4	12
Category % of Total Fall 2015	8%	0 %	0%	0 %	17 %	0%	67 %	0%	8%	67%	33%	100%
Change in Category % from Fall 2015 to Fall 2020	- 1%	0 %	0%	0 %	+4 %	0%	+4 %	0%	- 8%	-10%	+10 %	0%

Source: Student Instruction File. Full-time students.

Table 2a. Transfer Student Comparison Table

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO*	UNK	FEMALE	MALE
NCF Fall 2020	7%	0%	0%	0%	21%	0%	71%	0%	0%	57%	43%
Peer Institutions Fall 2019	4%	8%	2%	3%	11%	0%	62%	5%	6%	58%	42%
Florida Public	3.9%	16.3%	0.2%	3.2%	29.7%	0.2%	41.1%	3.5%	1.9%	58.2%	41.8%
Area for improvement?		√		√	√			√	√		

See Appendix I for information about selected peers, Florida public institutions, and methods for identifying 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 a group of peer institutions and a group of Florida public 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 peer institutions and Florida public institutions were identified as areas for improvement.

Areas for Improvement:

- FTIC enrollment: Black or African-American and Hispanic
- Florida College System A.A. Transfer enrollment: Black or African-American, Asian, Hispanic, Two or More Races, and 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 institutions in the peer and Florida public 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 recruitment documents for Spanish-speaking audiences.
- 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 managers, invite individuals to virtual talks, and participate in virtual events.
- Reach out to high schools that have a high international student population to recruit additional international students
- Continue and increase recruitment in targeted areas and cities with large numbers of students in protected classes. .

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.
- Develop transfer-specific admissions 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.

New outreach efforts coordinated by the Dean of Outreach in the Office of Outreach and Inclusive Excellence include:

- Participation in a cross-functional transfer student experience enhancement team
- Partnerships with local schools and area colleges to offer “Choosing the College that’s Right for You” (CCR4U), a panel discussion of the college selection process for high school seniors and their advisors
- Expansion of our Guaranteed Admissions program to six area high schools
- Restarting the PUSH/Success summer science immersion program
- The launch of a new 1-week summer residency for high potential high school 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	MAL E	TOTAL
Fall 2019 Cohort	4	5	0	4	27	0	97	6	4	101	46	147
Category % of Total	3%	3%	0%	3%	18%	0%	66%	4%	3%	69%	31%	100%
Enrolled Fall 2020	3	4	0	4	20	0	77	6	4	84	34	118
Retention Rate	75%	80%	N/A	100%	74%	N/A	79%	100%	100%	83%	74%	80%

FTIC = Full-time, First-time students.

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

	NRA	B	AI/AN	A/PI	H	NH/OPI	W	≥ TWO*	UN K	Femal e	Male	Total
2014-20 Cohort	5	5	0	6	41	0	165	13	1	157	79	236
Category % of Total	2%	2%	0%	3%	17%	0%	70%	6%	0%	67%	33%	100%
Number of Graduates within 6 yrs from cohort	3	2	0	4	26	0	107	8	0	100	50	150
Percent Graduated	60%	40%	N/A	67%	63%	N/A	65%	62%	0%	64%	63%	64%
Category % Graduated	2%	1%	N/A	3%	17%	N/A	71%	5%	0%	67%	33%	100%
Number Still Enrolled in 6th Year from cohort	0	0	0	0	0	0	0	0	0	0	0	0
Percent Retained	0%	0%	N/A	0%	0%	N/A	0%	0%	0%	0%	0%	0%

Note: FTIC includes Beginners and Early Admits.

Table 4a. Graduation Rate Comparison Table

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO*	UNK	FEMALE	MALE
NCF 2014-20 Graduation Rate	60%	40%	N/A	67%	63%	N/A	65%	62%	0%	64%	63%
Peer Institutions Median 2013-19 Graduation Rate	62%	55%	34%	63%	55%	50%	61%	56%	59%	63%	53%
Florida Public Median	61%	58%	67%	75%	64%	63%	62%	60%	65%	64%	57%
Area for improvement ?		√		√					√		

See Appendix I for information about selected peers, Florida public institutions, and methods for identifying 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 peer institutions and Florida public 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 groups were identified as areas for improvement.

Areas for Improvement:

- Graduation Rate: Black, Asian, and Unknown Race and Ethnicity

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 institutions and Florida public institutions.

Plan for progress:

New College of Florida has a number of initiatives aimed at increasing the retention and graduation rate of all students, including those in protected classes. For example, the college has initiated a number of projects aimed at enhancing institutional response to challenges of financial access as well as retention problems resulting from changing family financial circumstances. A multi-year Barancik Foundation grant, awarded in

2020 and run by the Dean of Outreach, Dr. Bill Woodson, will provide scholarships for low-income, high-potential students and financial literacy advising for all students. The college has also leveraged Cares Act funding and institutional resources to provide financial relief to students, helping students sustain academic progress towards graduation and navigate COVID-related financial hardships. The Retention/Completion Grants program is a pilot program run by the Dean of Studies, Dr. Emily Heffernan that targets students experiencing financial hardships impacting their ability to remain enrolled in the college. Specifically, the Completion Grants will provide up to \$10,000 of support to thesis students with the aim of helping them complete their thesis within one year. The Retention Grants provide support for 2nd and 3rd year students (including rising 2nd year students) in order to retain these students and move them closer to graduation. The college will provide access to Retention and Completion Scholarships for students who are SAP terminated (lose their financial aid), so that they may continue to pursue their education.

New College of Florida also has a number of initiatives aimed at equipping students with the skills necessary to navigate college and complete their degree. The Student Success Center, directed by Anjali Cadena who is the Director of Student Success and Advocacy, offers individual peer coaching and group workshops. Now in its third year, the center strives to enhance students' academic engagement and learning habits. Our newly redesigned new student Orientation, coordinated by Kaylie Stokes, Assistant Director of Student Success Programs, is focused on increasing what we call the Three Cs: Connection, Confidence in Choice, and Confidence in Ability. The new program is intentionally designed to offer a greater quantity of and higher quality opportunities for incoming students to connect and engage with their peers as well as campus faculty and staff. The program provided greater clarity and simplified communication about academic requirements and course registration as well as identified clearer paths for engagement with support services, meaningful opportunities, and a variety of high-impact practices. In addition, Orientation gave students the chance to plug into affinity groups and introduced students to the Diversity, Equity and Inclusion (DEI) resources on campus. Specifically, the affinity group session, co-organized with the interim Dean of Diversity, Equity, and Inclusion Dr. Queen Zabriskie, provided students, particularly students in protected classes, began to outline the network of support that exists at the College to provide students with continued connection and support as they earn a degree from New College of Florida. Lastly, Orientation placed a greater emphasis on empowering parents and families to better support their students to persist and succeed through greater education about services and opportunities provided. All of these changes are done with the intention and hope of improving retention of all students, and particularly those in protected classes.

Finally, SET SAIL (Success Equals Teamwork, Strategies, and Inspired Learning), directed by Associate Professor of Neurobiology Dr. Elizabeth Leininger, is currently the focus of New College's Quality Enhancement Plan (QEP) to improve first-year retention. These seminars blend academic inquiry within a subject area (such as writing, sociology, neuroscience, and more) with a curriculum to support students' academic and social transition to New College. SET SAIL seminars are structured to build

community, foster agency, and hone transferable skills at the very start of a student's career. SET SAIL seminars are thus a strategy to help students make the most of their time at New College, including feeling engaged with a strong sense of community and belonging, utilizing campus resources, and ultimately staying at New College and graduating in 4 years. Every SET SAIL student completes a focus 2 career assessment, and has a follow-up career exploration meeting with their career coach, which further connects students to the institution and gets them thinking about how their academic experience at New College will connect to their goals and potential careers.

Currently in its third year of existence, SET SAIL seminars are strongly recommended but not required for first-year students. Program assessment shows several positive gains for SET SAIL students, including improvements in critical reading skills, increases in feelings of community and belonging, and a very high rate of utilization of our Center for Engagement and Opportunity. Notably, 71% of SET SAIL students visited the CEO for an appointment in their first semester, but only 13% of non-SET SAIL students did over the same time period, indicating that SET SAIL is successful at connecting students with career resources early on in their time at New College. For the pilot cohort of students (Fall 2019), we saw a small but encouraging retention rate trend: 81.4% of students who took a SET SAIL were retained in the spring semester vs. 77.5% of students who did not take a SET SAIL. Set Sail Website: <https://www.ncf.edu/academics/setsail/>

Provost Suzanne Sherman indicated that in Fall 2021 every student will be assigned their own professional career coach in addition to a faculty advisor. Faculty advisors will be trained by professional staff to include career education in their conversations with their students, and they will work with each student's professional career coach to ensure that their students have information and are on academic paths that will lead to employment or further education soon after graduation. Additionally, Provost Sherman indicated that the college is developing an integrated system for tracking student progress with shared information from instructors (through our early alert mid-semester progress reports), faculty advisors, success coaches, career coaches, course-level outcomes, contract outcomes, and financial aid. This tracking system is focused especially on students admitted with exceptions (through alternative admissions) to ensure that they are meeting requirements and receive the support they need to succeed. Starting with our Fall 2021 cohort of incoming students, we are launching a new liberal arts curriculum, Chart Your Course, that embeds workplace and career-relevant skills. During summer 2021, the college reached out to nearly every one of our returning students, to ask if they needed any help for their return. A number of these students replied with questions and concerns that we have been able to resolve. Lastly, the college will enhance the importance of faculty advising through the faculty Assignment of Duties letter. We are expanding our articulation agreements with Florida College system institutions to increase our numbers of transfer students and ensure that their pathways lead to timely graduation. In summer 2021, we initiated a program of faculty Transfer Bridge Advisors and staff Transfer Bridge Directors to work with our incoming transfer students to ensure they are acclimated to the New College program,

connected to key staff members, understand their transfer credit, and have a pathway for completion of their degree.

Bachelor's Degrees Awarded

Table 5. Bachelor's Degrees Awarded by Race

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	TOTAL
AY 2019-20										
Male	1	2	0	3	9	0	56	1	0	72
Female	2	6	0	5	23	0	70	5	0	111
Total	3	8	0	8	32	0	126	6	0	183
Category % of Total	2%	4%	0%	4%	17%	0%	69%	3%	0%	100%
AY 2018-19										
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	3%	2%	0%	3%	10%	0%	76%	4%	2%	100%
AY 2014-15										
Male	1	1	1	3	5	0	52	4	0	67
Female	0	1	0	1	12	0	87	5	4	110
Total	1	2	1	4	17	0	139	9	4	177
Category % of Total	1%	1%	1%	2%	10%	0%	79%	5%	2%	100%

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

Table 5a. Bachelor's Degrees Awarded Comparison Table

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO*	UNK	FEMALE	MALE
NCF 2019-20 Bachelor's Degrees	2%	4%	0%	4%	17%	0%	69%	3%	0%	61%	39%
Peer Institutions 2018-19 Bachelor's Degrees	3%	6%	1%	3%	10%	0%	69%	4%	3%	60%	40%
Florida Public	3.4%	12.5%	0.2%	4.5%	28.4%	0.2%	45.9%	3.5%	1.5%	60.1%	39.9%
Area for improvement?		√			√				√		

See Appendix I for information about selected peers, Florida public institutions, and methods for identifying areas for improvement.

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

To identify student categories with disparate numbers of bachelor's degrees awarded, data from New College of Florida were compared to data from peer institutions and Florida public 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 groups were identified as areas for improvement.

Areas for Improvement:

Bachelor's Degrees Awarded: Black, Hispanic, and Unknown Race and Ethnicity

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 rates of the peer institutions and Florida public institutions groups.

Plan for progress:

New College of Florida has a number of initiatives designed to increase the graduation rates of students from protected classes by offering opportunities for engagement and increased sense of belonging. The Office of Outreach and Inclusive Excellence (OOIE) has leveraged grants from the Mellon foundation to develop meaningful community engagement and internship experiences that have enabled students to serve their community, participate in community-driven COVID response efforts, and serve a range of non-profits through projects like the Sarasota Manatee Arts and Humanities (SMAH) Internship program. Many projects affirm identity of students from protected classes and community connection, such as student-created COVID Public Service Announcements associated with the Visions of the Black Experience Film Series; and an innovative, pandemic-responsive EFL teacher training certificate course that leveraged spoken word performance and virtual training delivery.

The Student Activities and Campus Engagement (SA[U]CE) Office continues its commitment to grow and explore the complexities of diversity and the intersectionalities therein. Directed by Danielle McCalla, this office engages the community on three levels offering three varying experiences; these are student - to-student, admin -to- student, and community- to - student. Through intentional programmatic efforts the SA[U]CE Office encourages the NCF community to explore various aspects of identity, multiculturalism, social justice & the social construct and historic impact of these areas. These efforts allow participants to gain a greater sense of understanding in a safe space while feeling as New College is a place that values them not just as a student but as a whole multifaceted person. The (SA[U]CE) Office also offers support to student

clubs and organizations that serve marginalized groups and will continue to support these groups as we return to normal operations.

There are a number of initiatives specifically designed to support students in protected classes, which will impact the outcome disparities in the number of Bachelor's degrees awarded. New College of Florida has a long-standing Black History Month program that has provided support for Black and Afro-Latinx students on campus. Established through a collaboration between Dr. Queen Zabriskie, Interim Dean of Diversity, Equity, and Inclusion, and four undergraduate students— Nasib McIntosh, Donovan Brown, Paul Loriston, and the late Ijeoma Uzoukwu—, the inaugural Black History Month program took place in February 2015. Working together, these individuals addressed a need on campus to illuminate, preserve, increase information about Black life for the campus community in order to shift campus climate and build a more supportive community. Since then, the committee has grown to consist of students, staff, faculty, and administrators who collaborate to bring the design and implementation of the program to life. The pillars of the annual programming include the Black Arts and Performance series, the Conversations on Race and Ethnicity public lecture series, the African Diaspora Film Festival, the Black Literature Read-in, the New Schools of Black Thought Symposium, and a display in the Jane Bancroft Cook Library. The (SA[U]CE) Office is a major partner in the organization of the program. Additionally, the committee arranges opportunities to serve the surrounding community in partnership with various local schools and organizations. Dr. Hugo Viera-Vargas and Dr. Sarah Hernandez are developing a Latinx Heritage Month celebration in collaboration with the (SA[U]CE) Office, which will provide a high level of support and build community for Hispanic students as it develops over time.

At the request of the faculty in protected classes, the Provost's office has created the Initiative on Diversity and Equity in Academics. One of the objectives of this initiative is to work with faculty to ensure that diversity, equity, and inclusion is infused into the academic program in a way that will reduce outcome disparities. Lastly, the Provost's office is actively revising policies that present obstacles to all students, but especially to those in protected classes.

Master's Degrees Awarded

Table 6. Master's Degrees Awarded by Race

	NRA	B	AI/AN	A	H	NH/OP I	W	≥Two	UNK	TOTAL
AY 2019-20										
Male	0	0	0	0	0	0	6	0	0	6
Female	0	0	0	1	1	0	1	0	0	3
Total	0	0	0	1	1	0	7	0	0	9
Category % of Total	0%	0%	0%	11%	11%	0%	78%	0%	0%	100%
AY 2018-19										
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	13%	0%	0%	6%	19%	0%	50%	0%	13%	100%
AY 2014-15										
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	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Table 6a. Master's Degrees Awarded Comparison Chart

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO *	UNK	FEMALE	MALE
NCF 2019-20 Master's Degrees	0%	0%	0%	11%	11%	0%	78%	0%	0%	33%	67%
Peer Institutions 2018-19 Master's Degrees	6%	8%	1%	3%	6%	0%	70%	2%	4%	66%	34%
Florida Public	13.6%	11.3%	0.2%	4.1%	21.1%	0.1%	45.3%	2.5%	1.8%	60.0%	40.0%
Area for improvement?	✓	✓			✓				✓	✓	

See Appendix I for information about selected peers, Florida public institutions, and methods for identifying areas for improvement.

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

To identify student categories with disparate Master's degrees awarded, data from New College of Florida were compared to data from peer institutions and Florida public institutions (Table 6a). Protected class categories in which New College of Florida percentages were more than two percentage points less than the medians of both groups were identified as areas for improvement.

Areas for Improvement:

Master's Degrees Awarded: Non-Resident Alien, African-American or Black, Hispanic, Unknown, 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 the peer institution and Florida public institution groups.

Plan for progress:

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

- Continue to recruit and retain international students, focusing on recent US BA/BS degree earners who want to continue their studies here in the US
- Promote the 3+2 program which is particularly interesting to international students desiring to gain their Bachelor's and Master's degrees, and have the ability to work in the US for 3 years post-graduation as a part of a STEM program
- Promote program to graduating women Novos to help increase % of women (entering FA21 cohort is 1/3 female)
- Placing recruitment ads in magazines, on websites, and other channels that cater to students from protected classes, women in STEM, and international students
- To date, Director of Graduate Enrollment has started the following in preparation for the FA22 recruitment cycle:
 - Purchased ad-space in from NAHSA (this association issues magazines to members consisting of students & alumni of HBCUs and offers platforms to discuss post-graduate study opportunities)
 - Leverage vendor marketing that targets international students to place ads and articles about New College of Florida.
 - 75% of ad impressions are allocated to f-1 visa holders already in the US who primarily have computer science and mathematics backgrounds
 - Partnered with Study Florida to help promote New College of Florida to International students desiring to study in Florida
 - Connecting with career counselors at other SUS schools, including those who work specifically with graduating international students, to spread brand awareness and to recruit talent
- Engaging with organizations in STEM/tech catered to protected classes of students, encouraging students to participate, and recruiting from these organizations when appropriate
- 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 (currently female alumni of the program are involved and participate in information sessions to offer insight and discuss the competitiveness of the program)
- Create a roundtable featuring women in STEM fields; connecting female program alumni with current students to share common experiences and ask questions.

Doctoral and First Professional Degrees Awarded

Table 7. Doctoral Degrees Awarded by Race

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	TOTAL
AY 2019-20										
Male	0	0	0	0	0	0	0	0	0	0
Female	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0
Category % of Total	0	0	0	0	0	0	0	0	0	0
AY 2018-19										
Male	0	0	0	0	0	0	0	0	0	0
Female	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0
Category % of Total	0	0	0	0	0	0	0	0	0	0
AY 2014-15										
Male	0	0	0	0	0	0	0	0	0	0
Female	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0
Category % of Total	0	0	0	0	0	0	0	0	0	0

Table 8. First Professional Degrees Awarded by Race

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	TOTAL
AY 2019-20										
Male	0	0	0	0	0	0	0	0	0	0
Female	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0
Category % of Total	0	0	0	0	0	0	0	0	0	0
AY 2018-19										
Male	0	0	0	0	0	0	0	0	0	0
Female	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0
Category % of Total	0	0	0	0	0	0	0	0	0	0

AY 2014- 15										
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
Categor y % of Total	0	0	0	0	0	0	0	0	0	0

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

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 73% of 2020 graduating seniors indicate:

- 98% of graduating seniors were satisfied with the accessibility of their professors
- 94% were satisfied with the interactions they had with faculty
- 96% were satisfied with the advising (contract sponsorship) they received in their final year
- 72% 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 3776 scheduled visits for individual counseling in 2020, serving 379 clients. Here is the demographic breakdown of clients served:

- 62.2% of clients identified as White
- 18.3% Hispanic
- 6.5% Two-or-More Races
- 5.7% African-American
- 3.3% Asian
- 62% of clients identified as Female
- 17% Male
- 2.4% Transgender
- 11.8% Non-binary

A 28-hour-per-week primary care clinic at the CWC continued to be the core of Health Services. During the Covid pandemic, telehealth services became available 24/7. The CWC had approximately 682 visits for health services in 2020-2021.

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 Campus Recreation beginning Fall 2019 was to continue to look for ways to maintain and grow programming even with insufficient funds due to low enrollment. However, by Spring 2020, COVID-19 had shut down recreational operations by mid-march through the end of the fiscal year. Fitness Center usage for 2019-20 was 16,305 visits.

Club and Intramural Athletics

Campus Recreation is only funded for basic staffing, infrastructure, and operations, and has no funds for sports or programming. Therefore, we give whatever support we can to students who desire to create club sports opportunities at the college, including pointing them to student-government-based funding sources, giving them organizational and administrative help, event planning, connecting them with other interested students, and putting them in touch with community and city leagues.

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, and of course spring regattas were cancelled due to covid.

Analysis

During 2019-20, athletic activities funded include the following co-ed groups: Soccer, Powerlifting, Tennis, Yoga.

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

Table 9: Funding for Different Types of Activity

Activity	Type	Total Funds Disbursed
Soccer	Co-ed	\$312.00
Powerlifting	Co-ed	\$2175.00
Tennis	Co-ed	\$3000.00
Yoga	Co-ed	\$4600.00

=====

Total disbursement for FY 2019-20:	\$10,087.00
Co-ed activities:	\$10,087.00
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 encourage club consistency, quality, and longevity.

Addendum- COVID

As COVID forced us into circumstances where we could no longer have personal contact with students (nor students with one another), we did our best to innovate by creating social media platforms and staff and student-generated fitness and sports content for the enjoyment and edification of the whole campus. We made multiple videos each week for the entire remainder of the school year.

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:

Category % Need Met 2019-2020

All FAFSA Filers.....	90
White.....	91
Female.....	91
Asian/OtherPacificIslander.....	87
AmericanIndian/AlaskanNative.....	75
Male.....	87
Black.....	87
All Non-White.....	87
Hispanic.....	89
Unknown/Blank.....	93
Married.....	64

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 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.

During the 2019-2020 academic year, there were approximately 581 (92% of capacity) students living on-campus in housing options that accommodate the needs of all students, including LGBTQ students. New College of Florida offers no single-sex dormitories. Students have access to and can reside in any of the residence halls.

All registered, full-time students must participate in the housing assignment process each year. Through this process, students may request off-campus status.

Students may be released from on campus housing if they meet one of the following exemptions:

1. 24 years of age or older.
2. Married; or living locally while pregnant or with minor children.
3. Military Veteran with two years of active service.
4. Living at home with a legal parent(s), legal guardian(s), or in family owned property for the past six months (must provide documentation). MUST be within 30 minutes of the College campus. Students who live outside of the 30-minute radius are NOT eligible for this exemption.
5. Medical documentation substantiating the existence of a disability that cannot be reasonably accommodated in residential housing (requires approval by the Office of Disability Services).
6. Participating in 100% virtual classes at NCF, no hybrid courses will be permitted.

The three 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 of 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: <https://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 1964, Section 503 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act (ADA) of 1990.

New College of Florida recognizes disability as a valued aspect of diversity that is integral to our campus community. The Student Disabilities Services office is staffed with an Associate Director and a coordinator. The SDS office offers academic, housing, dietary, emotional support animal (ESA), and temporary accommodations. This is in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) regulations and other relevant state and federal legislation policies.

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 NCF 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 941-857-4441.

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 nondiscrimination, 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.

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 10: FTIC Enrollment

	White	All Other	NRA
Total Fall 2020	93	58	6
Category % Fall 2020	59%	37%	4%
Total Fall 2015	193	63	5
Category % Fall 2015	74%	24%	2%
% Change from 2015-2020	-15%	+13%	+2%

Table 11: Florida College System A.A. Transfers

	White	All Other	NRA
Total Fall 2020	10	3	1
Category % Fall 2020	71%	21%	7%
Total Fall 2015	8	3	1
Category % Fall 2015	67%	25%	8%
% Change from 2015-2020	+4%	-4%	-1%

Table 12: Retention and Graduation Rates

	White	All Other	NRA
Fall 2019 Cohort	97	46	4
Retention Rate (2020)	79%	82%	75%
Fall 2014 Cohort	165	63	5
Graduation Rate (2020)	65%	61%	60%

Table 13: Bachelor's Degrees Awarded

	White	All Other	NRA
Total AY 2019-2020	126	54	3
Category % AY 2019-2020	69%	30%	2%
Total AY 2014-2015	139	37	1
Category % AY 2014-2015	79%	21%	1%
% Change from 2014-2019	-10%	9%	+1%

Table 10 shows that there was a 13% increase in all other students and a 2% increase in non-resident alien student's from 2015-2020. Table 13 shows a 9% increase in the number of all other students awarded bachelor's degrees and a 1% increase in the number of non-resident alien students awarded bachelor's degrees.

Table 11 shows a 4% decrease in the number of all other transfer students and a 1% decrease in the number of non-resident alien students.

Table 12 shows that our retention rate for all other students (82%) was slightly higher than the retention rate for white (79%) and non-resident aliens (75%). However, our graduation rate for non-resident alien students was lower (60%) than the graduation rate for all other students (61%) and white students (65%)

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 14. 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 any gender.	
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 4. d) Recruitment 5. e) Comparable Coaching 6. f) Publicity and promotion 7. 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 15. Sex Equity in Athletics — Areas for Improvement

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

Table 16. Student Athletes by Gender, 2019-2020

	Male	Female	Total
Number	0	0	0
Percent	0	0	0

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

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

Employment Representation:

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

Table 17. Category Representation – Tenured Faculty												
INDICATOR	NRA	B	AI/AN	A	H	NH/OP I	W	≥ TWO*	NOT REPOR TED	FEMAL E	MALE	TOTA L
Number, Fall 2020	4	3	0	2	3	0	43	0	0	32	23	55
Number, Fall 2019	2	2	0	2	3	0	46	0	0	31	24	55
1YR Percentage Change	100%	50%	N/A	0%	0%	N/A	-7%	N/A	N/A	3%	-4%	0%
Number, Fall 2015	1	1	0	1	3	0	48	0	0	28	26	54
5YR Percentage Change	300%	200%	N/A	100%	0%	N/A	-10%	N/A	N/A	14%	-12%	2%
Area for improvement, compared with national standards? (Check if yes)												

Source: IPEDS Fall Staff, IPEDS Human Resources Data.

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

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

Table 17a. Tenured Faculty Comparison Table

	NRA	B	AI/AN	A	H	NH/OP I	W	≥ TWO*	UNK	FEMAL E	MALE
NCF Fall 2020 Tenured Faculty	7%	5%	0%	4%	5%	0%	78%	0%	0%	58%	42%
Peer Institutions Fall 2018 Tenured Faculty	1%	3%	0%	7%	4%	0%	83%	1%	1%	44%	56%
Florida Public	0.9%	8.4%	0.3%	10.7%	8.8%	0.1%	69.2%	1.0%	0.6%	41.3%	58.7%
Area for improvement?		√		√	√						

See Appendix I for information about selected peers, Florida public institutions, and methods for identifying areas for improvement.

Table 18. Category Representation – Tenure-Track Faculty

INDICATOR	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO*	NOT REPORTED	FEMALE	MALE	TOTAL
Number, Fall 2020	7	0	1	1	5	0	19	1	0	14	20	34
Number, Fall 2019	7	1	1	1	5	0	19	1	0	14	21	35
1YR Percentage Change	0%	-100%	0%	0%	0%	N/A	0%	0%	N/A	0%	-5%	-3%
Number, Fall 2015	3	2	0	2	0	0	10	0	0	8	9	17
5YR Percentage Change	133%	-100%	N/A	-50%	N/A	N/A	90%	N/A	N/A	75%	122%	100%
Area for improvement, compared with national standards? (Check if yes)												

Source: IPEDS Fall Staff, IPEDS Human Resources Data.

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

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

Table 18a. Tenure – Track Faculty Comparison Table

	NRA	B	AI/AN	A	H	NH/OP I	W	≥ TWO*	UNK	FEMALE	MALE
NCF Fall 2020 Tenure-Track Faculty	21%	0%	3%	3%	15%	0%	56%	3%	0%	41%	59%
Peer Institutions Fall 2018 Tenure-Track Faculty	7%	5%	0%	7%	5%	0%	71%	1%	4%	54%	46%
Florida Public	8.5%	9.3%	0.2%	10.1%	8.3%	0.0%	60.3%	1.4%	1.8%	50.2%	49.8%
Area for improvement?		√		√					√	√	

See Appendix I for information about selected peers, Florida public institutions, and methods for identifying areas for improvement.

Table 19. Category Representation – Non-Tenure-Earning Faculty or Faculty at Non-Tenure Granting Universities

INDICATOR	NRA	B	AI/AN	A	H	NH/OP I	W	≥ TWO*	NOT REPORTED	FEMALE	MALE	TOTAL
Number, Fall 2020	5	0	0	4	1	0	9	0	0	13	6	19
Number, Fall 2019	4	0	0	4	1	0	6	0	0	11	4	15
1YR Percentage Change	25%	N/A	N/A	0%	0%	N/A	50%	N/A	N/A	18%	50%	27%
Number, Fall 2015	1	0	0	0	0	0	7	0	0	4	4	8
5YR Percentage Change	400%	N/A	N/A	N/A	N/A	N/A	29%	N/A	N/A	225%	50%	138%
Area for improvement, compared with national standards? (Check if yes)												

Source: IPEDS Fall Staff, IPEDS Human Resources Data.

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

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

Table 19a. Non-Tenure-Earning Faculty or Faculty at Non-Tenure Granting Universities Comparison Chart

	NR A	B	AI/AN	A	H	NH/OP I	W	≥ TWO*	UNK	FEMALE	MALE
NCF Fall 2020 Non-Tenure-Earning Faculty	26%	0%	0%	21%	5%	0%	47%	0%	0%	68%	32%
Peer Institutions Fall 2018 Non-Tenure-Earning Faculty	2%	4%	1%	4%	4%	0%	80%	1%	3%	54%	46%
Florida Public	4.2%	8.2%	0.3%	6.9%	10.3%	0.0%	67.2%	1.7%	1.3%	54.7%	45.3%
Area for improvement?		✓			✓				✓		

See Appendix I for information about selected peers, Florida public institutions, and methods for identifying areas for improvement.

Standard to identify disproportionate faculty employment:

To identify disproportionate areas, data from New College of Florida were compared to data from peer institutions and Florida public institutions (Tables 17a, 18a, 19a).

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

- Tenured Faculty Members: Black, Asian, Hispanic
- Tenure-Track Faculty Members: Black, Asian, Unknown, Female

- Non-Tenure Earning Faculty Members: Black, Hispanic, Unknown

Goals for improvement over the next three years:

Over the next three years, New College of Florida strives to employ faculty in protected classes at rates matching or exceeding the median rates of the peer institution and Florida public 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 *blue 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

1. 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.
2. 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.
3. 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.

4. 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.
5. 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*
6. The division must approve the job description drafted for the position by the search committee.
7. 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.
8. 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

1. 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
2. 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

3. 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
4. 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

5. 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.
6. 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
7. 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.
8. 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.
9. 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 20. Category Representation – Executive/Administrative/Managerial												
INDICATOR	NRA	B	AI/AN	A	H	NH/OP I	W	≥ TWO*	NOT REPORTED	FEMALE	MALE	TOTAL
Number, Fall 2020	0	4	0	0	0	0	14	0	0	7	11	18
Number, Fall 2019	0	2	0	0	0	0	16	0	0	7	11	18
1YR Percentage Change	N/A	100%	N/A	N/A	N/A	N/A	-13%	N/A	N/A	0%	0%	0%
Number, Fall 2015	0	2	0	2	4	0	38	0	0	28	18	46
5YR Percentage Change	N/A	100%	N/A	-100%	-100%	N/A	-63%	N/A	N/A	-75%	-39%	-61%
Area for improvement, compared with national standards? (Check if yes)												
Source: IPEDS Fall Staff, IPEDS Human Resources Data. IPEDS Human Resource instructional faculty only. Does not include Research or Public Service only faculty.												

Table 20a. Executive/Administrative/Managerial Comparison Chart

	NRA	B	AI/AN	A	H	NH/OP I	W	≥ TWO*	UNK	FEMALE	MALE
NCF Fall 2020 Executive / Admin/Managerial	0%	22%	0%	0%	0%	0%	78%	0%	0%	39%	61%
Peer Institutions Fall 2018 Executive / Admin/Managerial	0%	7%	0%	2%	4%	0%	83%	1%	3%	54%	46%
Florida Public	0.4%	14.0%	0.2%	3.2%	15.0%	0.1%	65.0%	1.4%	0.6%	56.4%	43.6%
Area for improvement?				√	√				√	√	

See Appendix I for information about selected peers, Florida public institutions, and methods for identifying 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 a group of peer institutions (Table 20a). 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: Asian, 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.

Areas of Improvement/Achievement

Florida Equity Report

University: New College of Florida

Areas of Improvement Pertaining to Academic Services, Programs, and Student Enrollment (This Year)	Achievement Report for Areas of Improvement Pertaining to Academic Services, Programs, and Student Enrollment Identified (Identified Last Year)
<p>Our primary areas for improvement are the retention and graduation rates of protected class students. This aligns with NCF's 2018-28 Strategic Plan goal of reaching an 80% four-year graduation rate for all students.</p> <p>Additionally, we've identified the recruitment of transfer and FTIC students in protected classes as important areas of improvement.</p> <p>Lastly, we identified the recruitment of Master's Degree students from protected classes as an important area of improvement.</p>	<p>We closed the disparity in the number of Black FTIC students recruited to New College when compared to the group of selected peer institutions.</p> <p>We've seen a steady increase in the number of Bachelor's degrees awarded to students in protected classes closing the disparities in this area when you compare New College to our peer institutions. Specifically, we've increased the number of Bachelor's degrees awarded to Black students to be above the 2% threshold when compared to the group of selected peer institutions</p>
Areas of Improvement Pertaining to Gender Equity in Athletics (This Year)	Achievement Report for Areas of Improvement Pertaining to Gender Equity in Athletics (Identified Last Year)
<p>New College has no formal athletic program, no team sports, and no intercollegiate athletics.</p>	<p>New College has no formal athletic program, no team sports, and no intercollegiate athletics.</p>

Areas for Improvement Pertaining to Employment Identified (This Year)	Achievement Report for Areas of Improvement Pertaining to Employment (Identified Last Year)
<p>We identified increasing the percentage of tenured Black, Asian, and Hispanic faculty members as one area of improvement.</p> <p>A second area of improvement we identified was increasing the percentages of black, unknown, and female tenure-track faculty members.</p> <p>A third area of improvement we identified was increasing the percentages of Black Hispanic and Unknown race Non-Tenure Earning faculty members.</p> <p>A final area of improvement would be to increase the percentages of Asian, Hispanic, and Female Executive / Administrative / Managerial employees</p>	<p>Last year, we identified increasing the percentage of female tenure track faculty members as an area of improvement, and we recorded a 1% increase in this category.</p>

Protected Class Representation in Tenure Process

Table 21. Protected-Class Representation in the Tenure Process, AY 2019-2020

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

LEGEND:

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

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

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

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

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 “employees 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

1. 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.
2. 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.

3. 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.
4. 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.
5. 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

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

Table 22: Promotion and Tenure Committee Composition, AY 2019-2020

Type of Committee	Black or African American		American Indian/Alaskan Native		Asian		Native Hawaiian or Other Pacific Islander		Hispanic		Two or More Races		White		Other, Not Reported		Total including Other, Not Reported	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
PAC 1									1				3	2			4	2
PAC 2										1			4	1			4	2
PAC 3						2							2	2			2	4

Promotion and Tenure Committee Composition

New College of Florida had three Promotion and Tenure Committees during the 2019-20 academic year. The committees were elected by the faculty and included one Hispanic male, one Hispanic female, nine white males, five white females, and two Asian females.

IX. Other Requirements

A. Budget Plan

The NCF Budget Plan supported Employment Equity goals.

Purpose	Allocation
Chief Diversity Officer	\$145,000
Title IX Coordinator	\$121,000
Deputy Title IX	\$50,000
Total:	\$316,000

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 2019-20, Multi-Year Priorities, Personal Qualities, and an Overall Evaluation.

We did not do an evaluation for 2021 as President O'Shea announced that he would be retiring, so a 2021 evaluation was not required.

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.

The President 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 data from peer institutions and Florida public institutions.

Peer Institutions:

Peer Institutions 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.

The Peer Institutions comparison data also included data from COPLAC (Council of Public Liberal Arts Colleges). More information about COPLAC members can be found at <http://coplac.org/members/>.

Selected Peers:

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

COPLAC (Council of Public Liberal Arts Colleges):

Eastern Connecticut State University
Evergreen State College
Fort Lewis College
Georgia College & State University Henderson State University

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

Florida Public Institutions:

This year's report also included data from Florida public Institutions. Data for these institutions were collected using IPEDS, which included institutions that award bachelor's degrees or higher, enroll first-time-in-college students, and have some face-to-face students. Here is a list of institutions that fit into this category:

Broward College
Chipola College
College of Central Florida
Daytona State College
Eastern Florida State College
Florida Agricultural and Mechanical University
Florida Atlantic University
Florida Gateway College
Florida Gulf Coast University
Florida International University
Florida Polytechnic University
Florida SouthWestern State College
Florida State College at Jacksonville

Florida State University
Gulf Coast State College
Indian River State College
Lake-Sumter State College
Miami Dade College
North Florida College
Northwest Florida State College
Palm Beach State College
Pasco-Hernando State College
Pensacola State College
Polk State College
Saint Johns River State College
Santa Fe College
Seminole State College of Florida
South Florida State College
St Petersburg College
State College of Florida-Manatee-Sarasota
Tallahassee Community College
The College of the Florida Keys
The University of West Florida
University of Central Florida
University of Florida
University of North Florida
University of South Florida
Valencia College

Equity-related data for these peers and Florida public institutions were downloaded from IPEDS (using the most recent data available for each table). The median value was then calculated for each group on each variable.

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 from the peer institutions and Florida public institutions. Each NCF category that was more than two percentage points lower than the peer group and/or Florida public institutions median was identified as an area for improvement.

Appendix II: NCF Regulations 1-1016; 3-4018; 3-4019; 3-4022; 3-4027

NEW COLLEGE OF FLORIDA REGULATIONS MANUAL

CHAPTER 1 - General Provisions and Executive Affairs – 1-1016

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 accommodations 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
 1. 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 does not make pre-employment inquiries 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.
 2. 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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CHAPTER 1 - General Provisions and Executive Affairs

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:

1. 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.
2. 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 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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CHAPTER 1 - General Provisions and Executive Affairs

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.
 1. An informational letter will be prepared for each of the student's professors.
 2. The student is then responsible for following up with the faculty.
 3. Faculty cooperation is vital to institutional compliance with the Americans with Disabilities Act of 1990.

(6) Miscellaneous

1. Confidential documentation prepared in connection with requests for accommodation will be maintained apart from other personnel, student or other records.
2. 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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3. 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)

NCF Regulations Manual, Chapter 1 – General Provisions and Executive Affairs Updated March 11, 2017

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CHAPTER 3 - Administrative Affairs 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.
 1. Sexual assault: Sexual conduct that constitutes sexual abuse, conduct or contact either by force, incapacitation or threat.
 2. Domestic violence: Violence committed by a current or former spouse, co-parent or person similarly situated.
 3. 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.
 4. 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:
 1. Submission to such conduct is made, either explicitly or implicitly, a term or condition of an individual's employment or educational experience;
 2. Submission to or rejection of such conduct by an individual is used as the basis for employment or educational decisions affecting that individual; or
 3. 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:
 1. Sexual discrimination/harassment by or between any faculty member, staff member or student, including individuals of the same sex;
 2. 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;
 3. 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;
 4. 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;
 5. 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;
 6. 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:
 - 4. 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.
 - 5. 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:
 1. A detailed description of the alleged discriminatory conduct or incident(s), sexual harassment, sexual misconduct or sexual violence including dates, times, locations, etc.;
 2. Names of any witnesses to the alleged violation; and
 3. 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 .

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.

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.

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 retake 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.

The complainant and respondent shall be informed of any remedial action taken by the College.

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1. The confidentiality and privacy of all parties involved during the investigative process will be maintained to the fullest extent possible.
2. 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.
3. 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.

Each complaint will be promptly investigated to determine what occurred.

Investigation Procedures

1. 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.
2. 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;

6. Confidentiality

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.

Upon completion of the investigative process, both parties will receive a copy of the Report of Findings. The Report of Findings shall:

Present the contentions of the parties; Summarize the general testimony of witnesses;

Determine whether the allegation(s) of the complaint are supported by the preponderance of credible evidence;

Determine whether any College policies have been violated; and

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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. Appealing the Report of Findings

If appropriate, recommend disciplinary and/or remedial action.

- 1. If neither party appeals the Report of Findings, the report will constitute the final College decision.
- 2. 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.
4. The appeal must be a written statement setting forth with particularity the basis for the appeal.
 5. 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.
 6. 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.
 7. 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.

2. 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.
3. 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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CHAPTER 3 - Administrative Affairs NCF 3-4019 Observance of Religious Holidays by College Employees

The College will reasonably accommodate the religious observance, practice, and belief of employees with regard to attendance and scheduling of work. Employees wishing to observe a holy day of their religious faith shall, upon notifying their supervisor, be allowed to take accrued leave or, in its absence, leave without pay to observe a religious holy day of their faith. Each employee is responsible for work missed and will be permitted a reasonable amount of time to make up the work. Faculty will make appropriate class arrangements to accommodate such absences.

Authority: Article IX, Sec. 7, Fla. Constitution; Fla. Stat. 1006.53; Fla. Board of Governors Regulations 1.001 and 6.0115 History: Adopted 04-27-02, as Policy 0-600; Revised and renumbered 06-29-10; Revised 09-08-12, 02- 24-17 (technical amendment);

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CHAPTER 3 - Administrative Affairs 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)

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CHAPTER 3 - Administrative Affairs 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)

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