

New College

THE HONORS COLLEGE of Florida

FLORIDA EQUITY REPORT

Enrollment, Sex Equity in Athletics, and Employment

Report Year: 2022

Data Year: July 2020 - June 2021

Approved by the New College of Florida Board of Trustees
at their regular meeting on August 27, 2022



Patricia Okker, President

8/12/2022

Date

Submitted on 08/15/2022 by: Brad Thiessen, Chief of Staff
5800 Bay Shore Road, Sarasota, FL 34243
Phone: 941-487-4104 Email: bthiessen@ncf.edu

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I. Executive Summary

A. Description of Plan Development

Advancing equity initiatives requires broad institutional commitment. To compile this report, representatives from Academic Affairs, Enrollment Management, Student Affairs, Human Resources, and the President's Office submitted reports identifying their efforts and evaluating their progress in furthering the College's equity initiatives. These reports were informed by institutional data provided by the Office of Institutional Research, as well as benchmarks derived from IPEDS data from peer institutions and Florida public institutions.

A draft of this Equity Report was then shared with College's leadership team for feedback. Once revisions were made, this Equity Report was submitted to the Board of Trustees.

B. Summary of Institutional Progress

Through initiatives outlined in previous Equity Reports, New College of Florida has made some progress in achieving its equity goals. The following table summarizes year-over-year changes within each area for improvement identified in our 2021 Equity Report:

Areas for improvement showing YOY increases	Areas showing YOY decrease or no change
	<u>ETIC enrollment</u> American Indian / Alaska Native: dropped 1% Black: no change Hispanic: dropped 1%
	<u>FCS AA Transfer enrollment</u> American Indian / Alaska Native: remained unchanged Black: no change Hispanic: dropped 7%
<u>Graduation Rates</u> Black: increased 40%	<u>Graduation Rates</u> Asian: dropped 7%
	<u>Bachelor's Degrees Awarded (% of total)</u> Black: dropped 1.5% Hispanic: dropped 5%
<u>Master's Degrees Awarded (% of total)</u> Non-resident alien: increased 33% Unknown: increased 8%	<u>Master's Degrees Awarded (% of total)</u> Black: no change Hispanic: dropped 3%
<u>Academic Advising</u> % of graduating seniors satisfied with the advising they received in their final year increased 1%	
<u>Tenured Faculty</u> Asian: increased 50% Hispanic: increased 33%	<u>Tenured Faculty</u> Black: decreased 33%
	<u>Tenure-Track Faculty</u> Asian: no change Black: no change Female: decreased 21%
	<u>Non-Tenure-Earning Faculty</u> Black: no change

	Hispanic: no change
<u>Executive/Administrative/Managerial</u> Female: increased 14%	<u>Executive/Administrative/Managerial</u> Asian: no change Hispanic: no change

Areas for Improvement Identified in this 2022 Equity Report

Enrollment, Retention, Graduation	Employment
<u>FCS AA Transfer Enrollment Goals</u> Asian: increase beyond 0% Black: increase beyond 0% Female: increase beyond 42.9% Non-resident alien: increase beyond 0% Unknown: increase beyond 0%	<u>Tenure-Track Faculty</u> Asian: increase beyond 3.8% Black: increase beyond 0.0%
<u>Retention Rate Goals</u> Amer Ind. / Alaska Native: increase beyond 0% Black: increase beyond 66.7%	<u>Non-Tenure Earning Faculty</u> Black: increase beyond 0.0%
<u>Graduation Rates</u> Asian: increase beyond 60.0% Hispanic: increase beyond 48.6% Unknown: increase beyond 0%	<u>Executive/Administrative/Managerial</u> Asian: increase beyond 0.0% Hispanic: increase beyond 0.0% Female: increase beyond 50.0%
<u>Bachelor's Degrees Awarded (percent of total)</u> Black: increase beyond 2.5% Two or more: increase beyond 1.3% Unknown: increase beyond 0.0%	
<u>Master's Degrees Awarded</u> Black: increase beyond 0% Female: increase beyond 58.3% Two or More: increase beyond 0%	
<u>Academic Advising</u> Increase the percentage of graduating seniors satisfied with the academic advising they received in their first year beyond 77%	

This report details initiatives implemented across New College of Florida to achieve our equity goals.

C. Budget Plan

In addition to the resources committed to the initiatives described throughout this Equity Report, the College devoted an additional \$193,000 to accomplish Employment Equity goals. These funds covered salary, benefits, and operations for a Chief Diversity Officer and a Title IX Coordinator. See Section IX of this report for details.

II. Review of Policies and Procedures

A. Review of Policies and Procedures

The New College of Florida Board of Trustees has adopted several regulations that demonstrate the College's commitment to equity:

Regulation	Link to Regulation	Last Updated
1-1016 ADA	https://www.ncf.edu/wp-content/uploads/2022/01/1-1016-ADA.pdf	03/11/2017
3-4018 Sexual Discrimination / Harassment	https://www.ncf.edu/wp-content/uploads/2022/05/3-4018-Sexual-Discrimination-Harassment-10-27-20.pdf	10/27/2020
3-4019 Observance of Religious Holidays by College Employees	https://www.ncf.edu/wp-content/uploads/2022/01/3-4019-Obsrvance-of-Religious-Holidays-by-College-Employees.pdf	02/24/2017
3-4022 Equal Education and Employment Opportunity	https://www.ncf.edu/wp-content/uploads/2022/01/3-4022-Equal-Education-and-Employment-Opportunity.pdf	03/07/2018
3-4027 Discrimination / Harassment	https://www.ncf.edu/wp-content/uploads/2022/01/3-4027-Discrimination-Harassment.pdf	02/21/2017

These regulations are available to the public at our [Regulations Manual, Policies, & Procedures](#) webpage.

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

To ensure all employees are familiar with these policies, New College includes links to (or summaries of) these regulations in its [Employee Handbook](#) and the [Faculty Handbook](#). For students, these policies also appear in the [General Catalog](#) and [Graduate Catalog](#). The following table summarizes where these policies are published:

Regulation	Employee Handbook	Faculty Handbook	Catalog(s)
1-1016 ADA	ADA section (p. 27)	ADA Policy (Section 5.4)	
3-4018 Sexual Discrimination / Harassment	Sexual Discrimination / Harassment (pp. 26-27)	Sexual Harassment (Section 5.4)	Title IX Coordinators for Sexual Discrimination, Harassment, and Battery (p. 7 of GR Catalog; pp. 92-93 of UG Catalog)
3-4019 Observance of Religious Holidays by College Employees	Religious Holidays section (p. 15)	Religious Observance (Section 5.4)	
3-4022 Equal Education and Employment Opportunity	Equal Employment Opportunity (p. 26)	Equal Opportunity (Section 5.2)	Equal Education and Opportunity (p. 3 of Graduate Catalog; p. 9 of UG Catalog)

To ensure employees are aware of these policies and procedures – and to encourage the use of best practices – all employees complete mandatory online training modules in *Workplace Diversity, Equity, and Inclusion in Action*, *Title IX for Higher Education*, and *Harassment Prevention for U.S. Employees*.

Further demonstrating the College's commitment to equity, New College of Florida amended its [values statements](#) in April 2021 to include the following as its first value:

A just, diverse, equitable and inclusive community

New College is on an ongoing journey to become a place where people can experience a sense of belonging and exist in their fullness no matter their human attributes. We seek a balance between recognizing and celebrating difference, respectfully supporting each other's growth, and ensuring that historically marginalized and oppressed groups are not experiencing trauma and harm. We acknowledge that we do not always get this balance right, but we are committed to engaging in difficult conversations that consider a multiplicity of voices to build a more inclusive community on and off campus. New College values equity and is actively working toward eliminating outcome disparities for underrepresented and underserved groups. Above all, we commit to coming together to make changes to support everyone's goals, needs, and humanity.

This statement, developed with feedback from faculty, staff, and students, was unanimously approved by the faculty at its April 2021 meeting.

B. Documentation of Non-Discrimination Policy

New College of Florida's Non-Discrimination Policy ([Regulation 3-4027](#)) was originally approved on 11/04/2011 and most recently revised on 02/21/2017.

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 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 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)

To ensure all employees aware of (and can access) this non-discrimination policy, the policy and process to file a discrimination-related complaint to Human Resources is referenced in the New College of Florida's Employee Handbook. Mandatory online *Harassment Prevention for U.S. Employees* training modules also notify employees of the non-discrimination policy and process.

To notify non-campus affiliates, such as outside vendors, of our non-discrimination policy, New College of Florida provides the following language in its Purchase Order Terms and Conditions and Professional Services Agreements:

Purchase Order Terms and Conditions (Section 7):

The College and Vendor must comply with all applicable provisions of: (i) the Vietnam Era Veterans Readjustment Act of 1974; (ii) the Rehabilitation Act of 1973; (iii) Executive Order 11246, as amended; and, (iv) the rules, regulations, and relevant orders of the U.S. Secretary of Labor. This Contractor/Vendor and any subcontractors shall abide by the requirements of 41 CFR §§ 60-1.4(a), 60-300.5(a) and 60-741.5(a). These regulations prohibit discrimination against qualified individuals based on their status as protected veterans or individuals with disabilities, and prohibit discrimination against all individuals based on their race, color, religion, sex, or national origin. Moreover, these regulations require that covered prime contractors and subcontractors take affirmative action to employ and advance in employment individuals without regard to race, color, religion, sex, national origin, protected veteran status or disability.

Professional Services Agreements (Section 21):

Equal Opportunity. Contractor must at all times during the term of the contract be in compliance with all federal, state and local laws, rules and regulations relating to the nondiscrimination clause contained in Section 202, Executive Order 11246, as amended by Executive Order 11375,

relative to Equal Employment Opportunity for all persons without race, creed, color, sex, religion, national origin, age, disability, veterans' or marital status, sexual orientation, gender identity, gender expression, or any other protected group status and the implementing rules and regulations prescribed by the Secretary of Labor are incorporated herein. The applicable sections, rules and regulations referenced above are hereby incorporated into the terms and conditions of this Contract.

This contractor and subcontractor shall abide by the requirements of 41 CFR §§ 60-1.4(a), (or for construction contractors, 41 CFR § 60-4.3(a)), 60-300.5(a) and 60-741.5(a), and Executive Order 11246, as amended. These regulations prohibit discrimination against qualified individuals based on their status as protected veterans or individuals with disabilities, and prohibit discrimination against all individuals based on their race, color, religion, sex, sexual orientation, gender identity, or national origin. Moreover, these regulations require that covered prime contractors and subcontractors take affirmative action to employ and advance in employment individuals without regard to the aforementioned protected groups.

III. Academic Program Reviews

Key for Tables

The tables appearing throughout this report use the following column headers:

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
≥TWO	Two or more races
UNK	Race and ethnicity unknown

A-C. Annual Analyses, Goals, and Areas for Improvement

This section provides tables of data on equity in enrollment, persistence, and degrees awarded. Following each table, comparisons are made to peer institutions and Florida public colleges and universities to identify areas for improvement. Goals for improvement are then articulated, along with brief plans for progress.

Appendix I provides more information about benchmark data and methods to identify areas for improvement.

First Time in College Enrollment

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

	NRA	B	AI/AN	A	H	NH/OPI	W	≥TWO	UNK	Total
Men	0	3	0	0	9	0	31	2	2	47
Women	2	6	0	6	20	0	66	8	5	113
Total FTIC Fall 2021	2	9	0	6	29	0	97	10	7	160
Category % of Total Fall 2021	1.3%	5.6%	0.0%	3.8%	18.1%	0.0%	60.6%	6.3%	4.4%	100%
Total FTIC Fall 2016	5	10	0	8	55	0	143	4	6	231
Category % of Total Fall 2016	2.2%	4.3%	0.0%	3.5%	23.8%	0.0%	61.9%	1.7%	2.6%	100%
% Change from Fall 2016 to 2021	-0.9%	1.3%	0.0%	0.3%	-5.7%	0.0%	-1.3%	4.5%	1.8%	

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

Table 1a. Benchmarks — FTIC Enrollment

	NRA	B	AI/AN	A	H	NH/OPI	W	≥TWO	UNK	FEMALE	MALE
New College of Florida	1.3%	5.6%	0.0%	3.8%	18.1%	0.0%	60.6%	6.3%	4.4%	71%	29%
Selected Peers	2%	7%	2%	3%	13%	0%	65%	5%	3%	61%	39%
Florida Public Median	3%	16%	0%	4%	33%	0%	38%	4%	2%	57%	44%
Area for improvement?											

Standard to identify areas for improvement:

The above table compares New College of Florida to a group of 35 liberal arts colleges (*Selected Peers*) and a group of 38 public colleges and universities in Florida (*Florida Public*). Any categories for protected classes that fall more than two percentage points lower than both peer groups have been identified as areas for improvement. See Appendix I for further details.

Goals and plan for improvement over the next three years:

While none of the protected classes met the standard to be identified as areas for improvement in FTIC enrollment, New College of Florida lags behind other public colleges in universities in Florida in both Black and Hispanic enrollment.

To increase Black and Hispanic enrollment as a percentage of our FTIC cohorts over the next three years, NCF will take the following actions:

2022-23 actions:

- 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.

2023-24 or 2024-25 actions:

- 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.

Florida State College System A.A. Transfers Enrollment

Table 2. Florida College System A.A. Transfers

	NRA	B	AI/AN	A	H	NH/OPI	W	≥TWO	UNK	Female	Male	Total
Total Fall 2021	0	0	0	0	1	0	5	1	0	3	4	7
Category % Fall 2021	0.0%	0.0%	0.0%	0.0%	14.3%	0.0%	71.4%	14.3%	0.0%	42.9%	57.1%	100%
Total Fall 2016	0	2	0	0	2	0	13	0	0	10	7	17
Category % Fall 2016	0.0%	11.8%	0.0%	0.0%	11.8%	0.0%	76.5%	0.0%	0.0%	58.8%	41.2%	100%
% change from 2016-21	0.0%	-11.8%	0.0%	0.0%	2.5%	0.0%	-5.0%	14.3%	0.0%	-16.0%	16.0%	

Source: Student Instruction File. Full-time students.

Table 2a. Benchmarks — Transfer Student Enrollment

	NRA	B	AI/AN	A	H	NH/OPI	W	≥TWO	UNK	FEMALE	MALE
New College of Florida	0.0%	0.0%	0.0%	0.0%	14.3%	0.0%	71.4%	14.3%	0.0%	42.9%	57.1%
Selected Peers	4%	8%	2%	3%	11%	0%	62%	5%	6%	58%	42%
Florida Public Median	4%	16%	0%	3%	30%	0%	41%	4%	2%	58%	42%
Area for improvement?	✓	✓		✓					✓	✓	

Standard to identify areas for improvement:

The above table compares New College of Florida to a group of 35 liberal arts colleges (*Selected Peers*) and a group of 38 public colleges and universities in Florida (*Florida Public*). Any categories for protected classes that fall more than two percentage points lower than both peer groups have been identified as areas for improvement. See Appendix I for further details.

Goals and plan for improvement over the next three years:

As Table 2a shows, New College of Florida has identified five areas for improvement in transfer student enrollment. To increase enrollment of these underrepresented transfer student populations, Enrollment Management and the Office of Outreach and Inclusive Excellence will take the following actions:

2022-23 actions:

- 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
- 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

2023-24 or 2024-25 actions:

- 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 Six-Year Graduation Rate of Full-time FTICs

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

	NRA	B	AI/AN	A	H	NH/OPI	W	≥TWO	UNK	Female	Male	Total
Fall 2020 Cohort	6	9	1	8	30	0	93	8	2	99	58	157
Category % of Total	3.8%	5.7%	0.6%	5.1%	19.1%	0.0%	59.2%	5.1%	1.3%	63.1%	36.9%	100%
Enrolled Fall 2021	6	6	0	6	22	0	75	6	2	81	42	123
Retention Rate	100%	66.7%	0.0%	75.0%	73.3%	--	80.6%	75.0%	100%	81.8%	72.4%	78.3%

Table 3a. Areas for Improvement — Transfer Student Enrollment

	NRA	B	AI/AN	A	H	NH/OPI	W	≥TWO	UNK	FEMALE	MALE
New College of Florida	100%	66.7%	0.0%	75.0%	73.3%	--	80.6%	75.0%	100%	81.8%	72.4%
Benchmark	70.6%	70.6%	70.6%	70.6%	70.6%	70.6%	70.6%	70.6%	70.6%	70.6%	70.6%
Area for improvement?		✓	✓								

Standard to identify areas for improvement:

Lacking benchmark data for student retention, New College of Florida has established the following standard to identify areas for improvement: *Retention of protected class students at a rate no lower than 10% below the retention rate for white students.*

Goals and plan for improvement over the next three years:

To increase retention of our Black and American Indian / Alaskan Native students over the next three years, New College of Florida will take the following actions:

2022-23 actions:

- Provide scholarships for low-income, high-potential students and financial literacy advising for all students (with funding from the multi-year Barancik Foundation grant)
- Award Retention/Completion Grants (up to \$10k per student) to students experiencing financial hardships impacting their ability to remain enrolled in the college.
- Offer individual peer coaching and group workshops through the NCF Student Success Center to enhance academic engagement and learning habits.
- Engage students with affinity groups and introduce students to Diversity, Equity and Inclusion (DEI) resources on campus during new student orientation.
- Increase student enrollment in our first-semester SET SAIL course
- Design immersive group projects and activities for first-year students to complete during our January Independent Study Period
- Assign a professional career coach to every incoming student
- Train faculty advisors in best practices for FTIC student advising

2023-24 or 2024-25 actions:

- Enhance our early alert system to more quickly identify and intervene with students at-risk of leaving NCF.
- Increase outreach to FTIC students in the summer before they enroll and summer of their first year.

Graduation Rate of Full-time FTICs After Six Years

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

	NRA	B	AI/AN	A	H	NH/OPI	W	≥TWO	UNK	Female	Male	Total
2015-21 Cohort	5	5	0	10	35	0	196	7	3	165	96	261
Category % of Total	1.9%	1.9%	0.0%	3.8%	13.4%	0.0%	75.1%	2.7%	1.1%	63.2%	36.8%	100%
Number of graduates within 6 years from cohort	5	4	0	6	17	0	137	4	0	109	64	173
Percent Graduated	100%	80.0%	--	60.0%	48.6%	--	69.9%	57.1%	0.0%	66.1%	66.7%	66.3%
Number still enrolled in 6th year from cohort	0	0	0	0	1	0	0	0	0	0	1	1
Percent Retained	0.0%	0.0%	--	0.0%	2.9%	--	0.0%	0.0%	0.0%	0.0%	1.0%	0.4%

Note: FTIC includes Beginners and Early Admits

Table 4a. Benchmarks — Graduation Rates

	NRA	B	AI/AN	A	H	NH/OPI	W	≥TWO	UNK	FEMALE	MALE
New College of Florida	100%	80.0%	--	60.0%	48.6%	--	69.9%	57.1%	0.0%	66.1%	66.7%
Selected Peers	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?				✓	✓				✓		

Standard to identify areas for improvement:

The above table compares New College of Florida to a group of 35 liberal arts colleges (*Selected Peers*) and a group of 38 public colleges and universities in Florida (*Florida Public*). Any categories for protected classes that fall more than two percentage points lower than both peer groups have been identified as areas for improvement. See Appendix I for further details.

Goals and plan for improvement over the next three years:

To increase four-year graduation rates for Asian, Hispanic, and Unknown race/ethnicity students over the next three years, New College of Florida will take the following actions:

2022-23 actions:

- Award Retention/Completion Grants (up to \$10k per student) to students experiencing financial hardships impacting their ability to remain enrolled in the college.
- Offer individual peer coaching and group workshops through the NCF Student Success Center to enhance academic engagement and learning habits.
- Clarify four-year pathways through each of our academic programs and publish an online General Catalog
- Confer degrees in January and August (in addition to our traditional May conferral date) to encourage students to earn their degrees on-time

2023-24 or 2024-25 actions:

- We will work to demystify our senior project / thesis requirement by contextualizing the thesis, clarifying expectations, and supporting students as they develop their projects.
- Publish course offering calendars to help students and advisors develop four-year plans of study to complete all degree requirements

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 2020-21										
Male	1	1	0	1	6	0	52	1	0	62
Female	2	3	0	4	13	0	73	1	0	96
Total	3	4	0	5	19	0	125	2	0	158
Category % of Total	1.9%	2.5%	0.0%	3.2%	12.0%	0.0%	79.1%	1.3%	0.0%	100%
AY 2015-16										
Male	0	4	0	1	8	0	48	2	2	65
Female	4	4	0	3	24	0	66	2	2	105
Total	4	8	0	4	32	0	114	4	4	170
Category % of Total	2.4%	4.7%	0.0%	2.4%	18.8%	0.0%	67.1%	2.4%	2.4%	100%

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

Table 5a. Benchmarks — Bachelor's Degrees Awarded by Race

	NRA	B	AI/AN	A	H	NH/OPI	W	≥TWO	UNK	FEMALE	MALE
New College of Florida	1.9%	2.5%	0.0%	3.2%	12.0%	0.0%	79.1%	1.3%	0.0%	60.8%	39.2%
Selected Peers	3%	6%	1%	3%	10%	0%	69%	4%	3%	60%	40%
Florida Public Median	3%	13%	0%	5%	28%	0%	46%	4%	2%	60%	40%
Area for improvement?		✓						✓	✓		

Standard to identify areas for improvement:

The above table compares New College of Florida to a group of 35 liberal arts colleges (*Selected Peers*) and a group of 38 public colleges and universities in Florida (*Florida Public*). Any categories for protected classes that

fall more than two percentage points lower than both peer groups have been identified as areas for improvement. See Appendix I for further details.

Goals and plan for improvement over the next three years:

To increase the percentage of bachelor's degrees awarded to Black, Two or More Race, and Unknown race/ethnicity students over the next three years, New College of Florida will take the following actions:

2022-23 actions:

- Continue the Initiative on Diversity and Equity in Academics (IDEA), an effort 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
- Streamline policies and procedures that present obstacles to all students, but especially to those in protected classes
- Continue NCF's long-standing Black History Month programming to support Black and Afro-Latinx students. 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. Additionally, the committee arranges opportunities to serve the surrounding community in partnership with various local schools and organizations.

2023-24 or 2024-25 actions:

- Develop a Latinx Heritage Month celebration in collaboration with Student Activities, which will provide a high level of support and build community for Hispanic students.

Master's Degrees Awarded

Table 6. Master's Degrees Awarded by Race

	NRA	B	AI/AN	A	H	NH/OPI	W	≥TWO	UNK	Total
AY 2020-21										
Male	1	0	0	0	1	0	3	0	0	5
Female	3	0	0	1	0	0	2	0	1	7
Total	4	0	0	1	1	0	5	0	1	12
Category % of Total	33.3%	0.0%	0.0%	8.3%	8.3%	0.0%	41.7%	0.0%	8.3%	100%
AY 2015-16										
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	--	--	--	--	--	--	--	--	--	--

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

Table 6a. Benchmarks — Master's Degrees Awarded by Race

	NRA	B	AI/AN	A	H	NH/OPI	W	≥TWO	UNK	FEMALE	MALE
New College of Florida	33.3%	0.0%	0.0%	8.3%	8.3%	0.0%	41.7%	0.0%	8.3%	58.3%	41.7%
Selected Peers	6%	8%	1%	3%	6%	0%	70%	2%	4%	66%	34%
Florida Public Median	14%	11%	0%	4%	21%	0%	45%	3%	2%	60%	40%
Area for improvement?		✓						✓		✓	

Standard to identify areas for improvement:

The above table compares New College of Florida to a group of 35 liberal arts colleges (*Selected Peers*) and a group of 38 public colleges and universities in Florida (*Florida Public*). Any categories for protected classes that fall more than two percentage points lower than both peer groups have been identified as areas for improvement. See Appendix I for further details.

Goals and plan for improvement over the next three years:

To increase the percentage of master's degrees awarded to Black, Two or More Race, and Female students over the next three years, New College of Florida will take the following actions:

2022-23 actions:

- Recruit and retain international students, focusing on recent US BA/BS degree earners who want to continue their studies here in the U.S.
- 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
- Provide support to begin a Women in Data Science group at New College
- Create a roundtable featuring women in STEM fields; connecting female program alumni with current students to share common experiences and ask questions
- Partner with Study Florida to help promote New College of Florida to International students desiring to study in Florida
- Seek out speakers from protected classes to present to students during Data Science seminars

2023-24 or 2024-25 actions:

- Place recruitment ads in magazines, on websites, and other channels that cater to students from protected classes, women in STEM, and international students
- Engage with organizations in STEM/tech catered to protected classes of students, encouraging students to participate, and recruiting from these organizations when appropriate

Doctoral Degrees Awarded**Table 6. Doctoral Degrees Awarded by Race**

	NRA	B	AI/AN	A	H	NH/OPI	W	≥TWO	UNK	Total
AY 2020-21										
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 2015-16										
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

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

New College of Florida does not currently award doctoral degrees.

First Professional Degrees Awarded

Table 7. First Professional Degrees Awarded by Race

	NRA	B	AI/AN	A	H	NH/OPI	W	≥TWO	UNK	Total
AY 2020-21										
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 2015-16										
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

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

New College of Florida does not currently award first professional degrees.

D. Student Services

Student Services require periodic review by the institution 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/>

Additional advising resources for students and faculty are available on a password-protected webpage.

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 2021 graduating seniors indicate:

- 97% of graduating seniors were satisfied with the accessibility of their professors
- 95% were satisfied with the interactions they had with faculty
- 97% were satisfied with the advising (contract sponsorship) they received in their final year
- 77% were satisfied with the advising (contract sponsorship) they received in their first year

Those last two points identify an area for improvement. While virtually all students are satisfied with advising during their final year, fewer are satisfied with advising during their first year at New College. And those data points come from students who persisted at New College until graduation. If we look at National Survey of Student Engagement (NSSE) results from *all* first-year students – including those who will leave New College before they graduate – we find that only 65% of first-year students rate their quality of interactions with their

academic advisor to be above average. This places New College below the national average of 73% and indicates we need to improve academic advising for our first-year students.

To address this area for improvement, New College of Florida has begun training faculty in best practices in FTIC student advising. With the first round of this training being completed in Summer 2022, our goal is to see an increase in first-year academic advising satisfaction in our 2022-23 survey results.

2. Admission to Academic Program

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

The Enrollment Management division actively recruits, enrolls, and packages financial aid for a diverse population of entrepreneurial students. 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.

The following table displays basic demographic data monitored by Enrollment Management throughout the Fall 2021 recruitment cycle:

	Applicants	Completed Apps	Admits	Deposits	Enrolled
Hispanic or Latinx	17.2%	17.3%	17.7%	14.2%	15.2%
Asian	4.0%	4.0%	4.5%	1.8%	2.1%
Black	15.9%	15.8%	6.3%	4.1%	4.7%
Native American / Alaskan Native	0.2%	0.2%	0.1%	0.0%	0.0%
Native Hawaiian / Pacific Islander	0.3%	0.3%	0.0%	0.0%	0.0%
White	39.5%	39.5%	43.6%	57.3%	53.9%
Two or more races	19.4%	19.5%	26.0%	18.8%	19.9%
No race disclosed	3.4%	3.4%	1.9%	3.7%	4.2%
Female	68.8%	68.7%	70.7%	67.9%	69.1%
Male	31.2%	31.3%	29.3%	32.1%	30.9%

A comparison of the applicants and enrolled columns can identify areas for improvement. For example, black students represent nearly 16% of applications to New College but less than 5% of new student enrollment. though nearly 16% of applications to New College come from Black students. To increase the proportion of black students enrolled, New College is increasing outreach to regional high schools (with a focus on Title I high schools and college preparatory programs that traditionally serve minority and first-generation students).

3. Health Services

Website: <https://www.ncf.edu/cwc/> and <https://www.ncf.edu/cwc/health-services/>

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 2768 scheduled visits for individual counseling in 2021-22, serving 265 clients. Here is the demographic breakdown of clients served:

- 63.3% of clients identified as White
- 14.2% Hispanic
- 7.3% Two-or-More Races
- 7.3% African-American
- 4.6% Asian
- 64.7% of clients identified as Female
- 15.6% Male
- 3.3% Transgender
- 12.8% Non-binary

A 28-hour-per-week primary care clinic continued to be the core of Health Services. During the Covid pandemic, telehealth services became available 24/7. The student health service had approximately 357 visits for health services in 2021-2022.

Through New College of Florida's Baccalaureate Student Survey, graduating seniors were asked to indicate how well counseling and health services met their needs. 86% of seniors indicated counseling services were at least adequate, while 81% of seniors found health services to be at least adequate. This survey also asked how frequently graduating seniors used each service. 52% indicated they had used counseling services, while 69% had used health services at least once. 25% of graduating seniors indicated they had used counseling services at least 10 times.

4. Club and Intramural Athletics (report on sex equity only)

Website: <https://www.ncf.edu/life-at-new/health-well-being/campusrec/athletics/>

The following table displays funded athletic activities for 2020-21:

Activity	Type	Funds Disbursed
Rowing	Co-ed	\$2111.30
Swimming	Co-ed	\$ 725.40
Volleyball	Co-ed	\$ 680.00
Powerlifting	Co-ed	\$ 150.00
Total	Co-ed	\$3666.70

All funded activities we co-educational.

5. Student Financial Assistance

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

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	% of need met (2020-21)
American Indian / Alaska Native	90%
Black	90%
Female	90%
All FAFSA Filers	89%
White	89%
Underrepresented minority (non-White)	87%
Asian / Other Pacific Islander	86%
Male	86%
Hispanic	83%
Unknown/Blank	83%
Married	64%

The variance among groups is primarily due to the small number of students in each of the 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.

To ensure we maximize financial aid effectiveness and equity, New College of Florida has partnered with Ruffalo Noel Levitz (RNL) to develop a data-informed financial aid packaging and awarding protocol targeted to our enrollment expectations.

6. Housing

Website: <https://www.ncf.edu/departments/housing-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 2020-21 academic year – a year affected by the pandemic – there were approximately 373 students living on-campus (59% of capacity, including rooms taken offline for quarantine/isolation purposes) 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/> and <https://www.ncf.edu/ceo/>

New College of Florida is an equal opportunity employer that hires students based on institutional need in various academic disciplines and administrative offices. The following table compares 294 student employees in 2020-21 to the overall undergraduate student population at New College of Florida:

	% of student employees	% of undergraduate enrollment	Difference % employed - % enrolled
American Indian or Alaska Native	0.0%	0.2%	-0.2%
Asian	3.7%	4.0%	-0.3%
Black	2.0%	3.7%	-1.7%
Hispanic	15.6%	18.1%	-2.5%
Native Hawaiian or Other Pacific Islander	0.0%	0.0%	0.0%
Non-resident Alien	0.0%	2.6%	-2.6%
Two or more races	4.1%	4.0%	+0.1%
Unknown race/ethnicity	1.0%	0.8%	+0.2%
White	70.4%	66.6%	+3.8%
Male	28.6%	35.3%	-6.7%
Female	71.4%	64.7%	+6.7%

This table indicates that female students are more likely to be employed than male students. It also indicates white students are overrepresented among student employees, while Hispanic and Black students are underrepresented. Going forward, we will track this information to identify areas for improvement.

8. Educational and Work Environment

Website: <https://www.ncf.edu/departments/internal-audit-compliance-office/>

Title IX Compliance: <https://www.ncf.edu/life-at-new/safety-conduct/title-ix/>

Advocacy and Accessible Learning Center: <https://www.ncf.edu/departments/advocacy-accessibility/>

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's annual Employee Satisfaction Survey includes items designed to gauge employee perceptions of equity. In 2021, 40% of employees agreed with the statement that "New College is inclusive and fair to all employees." 30% of employees disagreed with that statement, and another 30% provided a neutral response.

This is far below an acceptable level. The survey results also showed that employees who thought that New College was not inclusive and fair to all were much more likely to have recently thought about leaving. As employee retention is a goal of New College, improving the perception that New College is inclusive and fair to all employees is an area for improvement. New College of Florida's new Chief Human Resources Officer will work with our new Dean of Diversity, Equity, and Inclusion to develop strategies for improvement. We will also administer a survey specifically designed for student employees to see if their perceptions differ from non-student employees.

New College of Florida recognizes disability as a valued aspect of diversity that is integral to our campus community. The newly renamed Advocacy and Accessible Learning Center (AALC) works collaboratively with faculty, staff and students to ensure that appropriate accommodations, services, resources and referrals are made that provide equity both inside and outside of the classroom. Overseen by the Assistant Dean of Student Affairs, the AALC is staffed with a Director and a Coordinator. The AALC 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.

Results from the 2021 graduating senior survey indicate that 52% of students used disability services at least once during their time at New College. 77% of these graduating seniors indicated that services were adequately or very well provided.

New College of Florida's efforts to comply with Title IX also demonstrate a commitment to non-discrimination. New College received 9 Title IX complaints through our Maxient System, with 3 Title IX issues ongoing throughout 2020-21. New College evaluates Title IX compliance through annual compliance reports submitted to our Chief Audit Executive and Chief Compliance Officer.

9. Personnel

Website: <https://www.ncf.edu/departments/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.

Student Services Summary

Reviews of Student Services identified (and described plans to address) the following areas for improvement:

- Advising of first-year students
- Admit rates and yield of Black students
- Perception that New College is inclusive and fair to all employees

E-F. Enrollment Equity and Areas for Improvement

With small numbers of students in some categories, gaining or losing one student can lead to big changes in percentages and make it difficult to analyze enrollment equity over time. To facilitate a more meaningful analysis, the following tables summarize enrollment equity data with students grouped into two categories:

- (1) White
- (2) All other races (consisting of Black, Hispanic, Asian, Native Hawaiian / Other Pacific Islander, American Indian / Alaska Native, Two or More Races, Unknown race/ethnicity, and Non-Resident Alien).

Table 1. FTIC Enrollment

	All Other Races/Ethnicities	White
Total Fall 2021	63	97
Category % of Total Fall 2021	39.4%	60.6%
Total Fall 2016	88	143
Category % of Total Fall 2016	38.1%	61.9%
% point change from Fall 2016 to 2021	-1.3%	+1.3%

Table 2. Florida College System A.A. Transfers

	All Other Races/Ethnicities	White
Total Fall 2021	2	5
Category % of Total Fall 2021	28.6%	71.4%
Total Fall 2016	4	13
Category % of Total Fall 2016	23.5%	76.5%
% point change from Fall 2016 to 2021	-5.1%	+5.1%

Table 3-4. Retention and Graduation Rates

	All Other Races/Ethnicities	White
2019 Entering Cohort Retention Rate	75.0%	80.6%
2015-21 Six-Year Graduation Rate	55.4%	69.9%

Table 5. Bachelor's Degrees Awarded by Race

	All Other Races/Ethnicities	White
2020-21	33	125
Category % of Total AY 2020-21	20.9%	79.1%
2015-16	56	114
Category % of Total AY 2015-16	32.9%	67.1%
% point change from Fall 2016 to 2021	-12.0%	+12.0%

Tables 1 and 2 show that the percent of underrepresented minority students enrolled at New College of Florida dropped slightly from 2016 to 2021.

Table 3-4 shows that retention and graduation rates for underrepresented minority students trail rates for White students by approximately 5%.

Table 5 shows that the proportion of bachelor's degrees awarded to underrepresented minority students dropped 12% from 2015-16 to 2020-21.

Beyond this enrollment data, New College of Florida also collects indicators of enrollment equity through surveys. The Baccalaureate Student Survey shows, for example, that while 75% of graduating seniors were satisfied with the availability of cultural activities and programs on-campus, only 55% indicated they were at least somewhat satisfied with the opportunities they had to interact with diverse groups.

The National Survey of Student Engagement (NSSE) also presents students with items related to enrollment equity:

2021 National Survey of Student Engagement	First-year students		Seniors	
	New College	National Avg.	New College	National Avg.
% indicating that their institution encourages contact among students from different backgrounds (social, racial/ethnic, religious, etc.) quite a bit or very much	71%	60%	60%	55%
% indicating that their institution has contributed to their development in understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.) quite a bit or very much	59%	63%	68%	66%

The responses summarized in the above table indicate that while more than two-thirds of New College of Florida seniors indicate the College has contributed to their ability to understand people of other backgrounds, fewer students indicate that New College encourages contact among students from different backgrounds. Meeting the enrollment equity goals outlined in this Equity Report should change this perception.

The following table provides further NSSE data indicating how students perceive the educational experience provided by New College:

2021 National Survey of Student Engagement	All Other Races/Ethnicities	White	Female	Male
Quality of Interactions (average score) How students rated their interactions with important people in their learning environment, including other students, advisors, faculty, student services, and other administrative staff members.	42.4	41.2	42.9	39.7
Supportive Environment (average score) Amount the institution emphasized help for students to persist and learn through academic support programs, encouraged diverse interactions, and provided social opportunities, campus activities, health and wellness, and support for non-academic responsibilities.	39.7	36.4	38.0	37.3
How would you evaluate your entire educational experience at this institution? <i>Percent responding good or excellent</i>	86.4%	69.7%	80.0%	70.0%
If you could start over again, would you go to the same institution you are now attending? <i>Percent responding definitely yes or probably yes</i>	90.9%	78.8%	85.7%	80.0%

Interestingly, students from underrepresented racial/ethnic backgrounds rate New College higher on all four of these indicators (when compared to responses from white students). Females also provide higher ratings than males on all four indicators. This supports the conclusion that New College provides a supportive learning environment for all students.

Overall, New College of Florida has identified the following areas for improvement in enrollment equity:

- Increasing the percent of enrolled students from protected racial/ethnic classes
- Increasing the retention and graduation rates of students from protected racial/ethnic classes
- Increasing the proportion of bachelor's degrees awarded to protected class students

This report has outlined the initiatives to be implemented over the next three years to address these areas for improvement. If these initiatives are implemented, we hope to meet the benchmarks for all protected classes by the end of the 2024-25 academic year. This, in turn, should increase the percentage of students who perceive New College as encouraging contact among students from different backgrounds.

IV. Gender Equity in Intercollegiate Athletics

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

Table 1. Sex Equity in Athletics Update

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

Table 2. Sex Equity in Athletics – Areas for Improvement

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

Table 3. Student Athletes by Gender, 2017-18

	Male	Female	Total
Number	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

V. Employment Representation

A. Race and Sex Representation

Tenured instructional faculty

Table 1. Category Representation – Tenured Faculty

Indicator	NRA	B	AI/AN	A	H	NH/OPI	W	≥TWO	UNK	Female	Male	Total
Number, Fall 2021	3	2	0	3	4	0	45	0	0	32	25	57
Number, Fall 2020	4	3	0	2	3	0	43	0	0	32	23	55
1YR Percentage Change	-25.0%	-33.3%	--	50.0%	33.3%	--	4.7%	--	--	0.0%	8.7%	3.6%
Number, Fall 2016	1	1	0	1	3	0	46	0	0	28	24	52
5YR Percentage Change	200.0%	100.0%	--	200.0%	33.3%	--	-2.2%	--	--	14.3%	4.2%	9.6%
Area for improvement?												

Source: IPEDS Fall Staff, IPEDS Human Resources Data.

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

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

Table 1a. Benchmarks — Tenured Faculty

	NRA	B	AI/AN	A	H	NH/OPI	W	≥TWO	UNK	FEMALE	MALE
New College of Florida	5.3%	3.5%	0.0%	5.3%	7.0%	0.0%	78.9%	0.0%	0.0%	56.1%	43.9%
Selected Peers	1%	3%	0%	7%	4%	0%	83%	1%	1%	44%	56%
Florida Public Median	1%	8%	0%	11%	9%	0%	69.2%	1%	1%	41%	59%
Area for improvement?											

Tenure-track instructional faculty

Table 2. Category Representation – Tenure-Track Faculty

Indicator	NRA	B	AI/AN	A	H	NH/OPI	W	≥TWO	UNK	Female	Male	Total
Number, Fall 2021	7	0	1	1	4	0	12	1	0	11	15	26
Number, Fall 2020	7	0	1	1	5	0	19	1	0	14	20	34
1YR Percentage Change	0.0%	--	0.0%	0.0%	-20.0%	--	-36.8%	0.0%	--	-21.4%	-25.0%	-23.5%
Number, Fall 2016	4	2	0	1	1	0	11	0	0	8	11	19
5YR Percentage Change	75.0%	-100%	--	0.0%	300.0%	--	9.1%	--	--	37.5%	36.4%	36.8%
Area for improvement?		√		√						√		

Source: IPEDS Fall Staff, IPEDS Human Resources Data.

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

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

Table 2a. Benchmarks — Tenure-Track Faculty

	NRA	B	AI/AN	A	H	NH/OPI	W	≥TWO	UNK	FEMALE	MALE
New College of Florida	26.9%	0.0%	3.8%	3.8%	15.4%	0.0%	46.2%	3.8%	0.0%	42.3%	57.7%
Selected Peers	7%	5%	0%	7%	5%	0%	71%	1%	4%	54%	46%
Florida Public Median	9%	9%	0%	10%	8%	0%	60%	1%	2%	50%	50%
Area for improvement?		√		√						√	

Faculty not on tenure track instructional

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

Indicator	NRA	B	AI/AN	A	H	NH/OPI	W	≥TWO	UNK	Female	Male	Total
Number, Fall 2021	5	0	0	3	1	0	6	0	0	13	2	15
Number, Fall 2020	5	0	0	4	1	0	9	0	0	13	6	19
1YR Percentage Change	0.0%	--	--	-25.0%	0.0%	--	-33.3%	--	--	0.0%	-66.7%	-21.1%
Number, Fall 2016	1	0	0	0	0	0	6	0	0	5	2	7
5YR Percentage Change	400.0%	--	--	--	--	--	0.0%	--	--	160.0%	0.0%	114.3%
Area for improvement?		√										

Source: IPEDS Fall Staff, IPEDS Human Resources Data.

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

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

Table 3a. Benchmarks — Non-Tenure-Earning Faculty

	NRA	B	AI/AN	A	H	NH/OPI	W	≥TWO	UNK	FEMALE	MALE
New College of Florida	33.3%	0.0%	0.0%	20.0%	6.7%	0.0%	40.0%	0.0%	0.0%	86.7%	13.3%
Selected Peers	2%	4%	1%	4%	4%	0%	80%	1%	3%	54%	46%
Florida Public Median	4%	8%	0%	7%	10%	0%	67%	2%	1%	55%	45%
Area for improvement?		√									

Management Occupations

Table 4. Category Representation – Executive/Administrative/Managerial

Indicator	NRA	B	AI/AN	A	H	NH/OPI	W	≥TWO	UNK	Female	Male	Total
Number, Fall 2021	0	4	0	0	0	0	12	0	0	8	8	16
Number, Fall 2020	0	4	0	0	0	0	14	0	0	7	11	18
1YR Percentage Change	--	0.0%	--	--	--	--	-14.3%	--	--	14.3%	-27.3%	-11.1%
Number, Fall 2016	0	1	0	3	3	0	48	0	0	31	24	55
5YR Percentage Change	--	300%	--	-100%	-100%	--	-75.0%	--	--	-74.2%	-66.7%	-70.9%
Area for improvement?		√										

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 4a. Benchmarks — Executive/Administrative/Managerial

	NRA	B	AI/AN	A	H	NH/OPI	W	≥TWO	UNK	FEMALE	MALE
New College of Florida	0.0%	25.0%	0.0%	0.0%	0.0%	0.0%	75.0%	0.0%	0.0%	50.0%	50.0%
Selected Peers	0%	7%	0%	2%	4%	0%	83%	1%	3%	54%	46%
Florida Public Median	0%	14%	0%	3%	15%	0%	65%	1%	1%	56%	44%
Area for improvement?				√	√					√	

Standard to identify areas for improvement:

Tables 1a, 2a, 3a, and 4a compare New College of Florida to a group of 35 liberal arts colleges (*Selected Peers*) and a group of 38 public colleges and universities in Florida (*Florida Public*). Any categories for protected classes that fall more than two percentage points lower than both peer groups have been identified as areas for improvement. See Appendix I for further details.

B. Race and Sex Representation

Goals and plan for improvement over the next three years:

Over the next three years, New College of Florida strives to increase the percentage of faculty and managerial staff in protected classes toward the median rates of the peer institution and Florida public institution groups. While New College achieved gains in tenured positions for Asian and Hispanic faculty, and females in executive/administrative/managerial positions, we have identified the following areas for improvement:

- Tenure-Track Faculty Members: Black, Asian
- Non-Tenure Earning Faculty Members: Black
- Executive/Administrative/Managerial: Asian, Hispanic

To measure employee engagement and identify further areas for improvement, New College began administering an Employee Satisfaction Survey in Spring 2021. 66% of all full-time employees responded to the 15-question survey, and 58% of those who responded indicated that they were likely to recommend New College of Florida to friends or colleagues as a place to work.

The following table displays the three survey items that yielded the strongest positive responses, along with the three items that generated the most negative responses from employees:

2021 Employee Satisfaction Survey: Items with most positive & negative responses	% with positive response
My work is important and aligned with the College's strategic goals.	88.7%
I am treated fairly by my supervisor	88.5%
I am satisfied with NCF benefits (medical, dental, annual leave, retirement benefits, etc.)	82.5%
New College of Florida provides career growth opportunities	38.9%
I am compensated fairly for the work I do	41.9%
New College provides the training, resources, and support to do my job well	57.4%

Results from this survey identify areas for improvement that could help retain employees and meet New College's employment equity goals. To reach those goals, New College of Florida will take the following actions:

2022-23 actions:

- Continue monitoring workforce by organizational unit and job group, personnel activity, compensation systems, and other personnel procedures to remove any impediments to equal employment opportunity.
- Administer the Employee Satisfaction Survey to track improvements and identify areas for further improvement.
- Hire a Chief Human Resources Officer to streamline processes and advocate for / lead efforts for improvement.
- Include an employee satisfaction metric in the Board of Trustee's evaluation of the President.

2023-24 or 2024-25 actions:

- Consider updating our compensation study to evaluate equity
- Implement initiatives proposed by our Chief Human Resources Officer

Effectiveness of Programs in Employment Equity:

In an effort to help New College of Florida achieve its employment equity goals, NCF's Office of Human Resources provides guidance to search committees seeking to fill open faculty and managerial positions.

Below, excerpts are provided from guidance documents available online to the campus community. Sections addressing employment equity have been highlighted.

Hiring Policies & Procedures

A&P Director positions, A&P positions pay grade five (5) and above, and faculty positions must be advertised nationally. This requirement is satisfied by posting the vacancy to the NCF-HR website, however, additional women and other minority advertising media can be utilized. Please contact HR for additional advertising options. Additional recruiting efforts must be made for positions that are underutilized in women and/or other minorities. HR will notify the hiring official if additional recruiting efforts will be necessary.

[Search] Committees must reflect diversity by including minority and female representation. Include student and/or community representatives, if appropriate

Guidelines on Interview and Employment Application Questions

Generally, problem areas are discriminatory questions that are posed on the basis of the candidate's gender, race, age, national origin, religion, or other protected characteristics. Prohibited interview questions, for example, would be asking women candidates different questions than male candidates, or asking different questions of married female candidates than single female candidates.

The Equal Employment Opportunity Commission issued its Pre-Employment Inquiry Guidelines in 1981 and its Enforcement Guidance: Pre-Employment Disability-Related Questions and Medical Examinations in 1995. These address the issue of interview questions which, if used in making a selection decision, have a discriminatory effect by screening out minority candidates, female candidates, and older candidates and individuals with a disability, etc., for the particular job in question.

- Race - There are no job-related considerations that would justify asking a candidate a question on race.
- Religion - There are no job-related considerations that would justify asking about religious convictions, unless your organization is a religious institution, which may give preference to individuals of the same religion.
- Gender - Generally, there are no appropriate questions based on the candidate's gender during the interview process. Specifically:
 - a. Women are no longer protected under state wage/hour laws re: number of hours worked, lifting restrictions, etc.
 - b. It is unlawful to deny a female candidate employment because she is pregnant, or planning to have a child at some future date.
 - c. Questions on marital status, number of children, child care arrangements, etc. are not appropriate.
 - d. Questions as to availability to work should be job-related: What hours can you work? What shift(s) can you work? Can you work on weekends and/or holidays?

[This document goes on to provide guidance with respect to sexual preference, height/weight restrictions, age, arrest and conviction records, national origin, financial status, and military record]

Search Committees

Search Committee will be comprised of at least (3) three members but not more than (7) seven. Members should be selected based on their knowledge and working relationship with the vacant position. Committee composition must reflect diversity by including minority and female representation. In departments where members of these underrepresented groups do not exist, every effort should be made to find appropriate representation from outside the department, if possible. The Committee may include student and/or community representation, if appropriate

Hiring Administrative & Professional Staff

There are four main objectives central to the College's Administrative (A&P) recruitment and appointment policy:

- To recruit and appoint the best qualified persons in a nondiscriminatory manner with respect to race, color, religion, national origin, gender, age, marital status, veteran's status, and/or disability;
- To ensure diversity in areas where under-utilization of women and minorities are found.

To ensure this guidance is followed, Human Resources works with the Office of Diversity, Equity, and Inclusion to ensure all search committees are trained before they begin their work.

The process to hire faculty has been similarly designed to help recruit employees in protected classes. The following excerpts from Faculty Handbook Section 5.2.1 (The Search Procedure: Regular Full-time Faculty) demonstrate this:

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

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.
 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

5.2.2.2 The Search

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

VI. Areas of Improvement / Achievement

A. Strategies Used to Address Areas for Improvement

The strategies for improvement listed throughout this Equity Report align with the primary strategies, actions, and targets articulated within NCF's 2018-28 *Cultivating Curiosity Unleashing Potential* Strategic Plan:

(1) Recruit more students who will thrive at New College

Actions/Targets: Enroll students who reflect Florida's racial and economic diversity

i. Increase student diversity

- Highlight events/activities/orgs attractive to underrepresented students
- Increase recruiting in areas with higher underrepresented populations
- Focus alum book award program on awards to underrepresented students
- Increase recruiting presence in targeted areas outside Florida (US/International)
- Engage alumni from under-represented populations to support efforts

ii. Increase access

- Outreach campaign targeting financial aid info to Pell eligible applicants
- Increase recruiting visits to Title I schools in Florida
- Proactive summer communication plan to prepare students & families

(2) Keep them here four years

Actions/Targets: Make campus a place where students want to be

ii. Support student health, wellness, and safety

- Expand physical wellness opportunities (fitness, sports, waterfront)
- Social norming campaign on alcohol and other drug usage
- Increase access to student mental and physical health services
- Improve communication among police, faculty, and students
- Clarify expectations for student performance; promote healthy study habits

iii. Ensure a welcoming social environment

- Offer programming: Intergroup Dialogue; Conflict Resolution
- Build four-year co-curricular experience to develop skills
- Expand social activities (CCA joint calendar; student transportation)
- Use social media and technology to enhance student interactions
- Implement findings from research on NCF students, applicants, & graduates

iv. Improve customer service

- Improve access (one-stop shop; online forms, expand hours)
- Develop and empower staff (customer service training)
- Compensate staff commensurate with national rank peers
- Improve communication, transparency, & information/data sharing
- Acknowledge/incentivize staff performance (budgeting)
- Ensure continuity of operations (desktop procedures, cross-training)
- Increase opportunities for training, mentoring, career advancement

(3) Make their degrees more valuable

Actions/Targets: Intensify links with alumni and communities

ii. Engage the community

- Robust lecture series to bring learning opportunities to community
- Small gatherings of community influencers/philanthropists with President - raise visibility of New College in SRQ
- Strategic use of BOT/BOD at community events/organizations to increase connection, engagement with and awareness of NCF

iv. Attract and retain top faculty

- Compensate faculty commensurate with national rank peers
- Expand faculty recruitment efforts
- Increase external research funding

The strategies for improvement listed in this Equity Report also align with the strategy articulated in NCF's 2022 Accountability Plan, as evidenced by the following excerpts:

Statement of Strategy

New College embraces the power of relationships and community

At a time when more and more universities move large numbers of students through classes without any real opportunity for 1:1 faculty engagement, New College has never wavered from the authentic relationships among our faculty, students, and staff that are essential to learning. Through coursework, internships, independent studies, and senior thesis projects, New College students are engaged community members, conducting research in Sarasota Bay and Manatee River and contributing to many of the finest assets of our community, including the Multicultural Health Initiative, Mote Marine Lab, the Ringling Museum, Visions of the Black Experience Film Festival, Unidos Now, and so many more.

Strengths, Opportunities & Challenges

New College of Florida must become an inclusive community where all independent thinkers and innovators eager to learn in an engaging academic environment experience a strong sense of belonging. One strength is that New College of Florida promotes a climate of free expression and tolerant civil discourse according to the principles set forth in the State University System Free Expression Statement and the Board of Governors Civil Discourse Final Report.

B. Annual Improvements and Achievements

Areas for Improvement	Achievement Report
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>This Equity Report identifies the following areas for improvement:</p> <p><u>FCS AA Transfer Enrollment Goals</u></p> <p>Asian: increase beyond 0%</p> <p>Black: increase beyond 0%</p> <p>Female: increase beyond 42.9%</p> <p>Non-resident alien: increase beyond 0%</p> <p>Unknown: increase beyond 0%</p> <p><u>Retention Rate Goals</u></p> <p>Amer Ind. / Alaska Native: increase beyond 0%</p> <p>Black: increase beyond 66.7%</p> <p><u>Graduation Rates</u></p> <p>Asian: increase beyond 60.0%</p> <p>Hispanic: increase beyond 48.6%</p> <p>Unknown: increase beyond 0%</p> <p><u>Bachelor's Degrees Awarded (percent of total)</u></p> <p>Black: increase beyond 2.5%</p>	<p>Last year's Equity Report identified the following areas for improvement. For each area, the year-over-year change (2019-20 to 2020-21) has been provided:</p> <p><u>ETIC Enrollment</u></p> <p>Amer Ind. / Alaska Native: dropped from 1% to 0%</p> <p>Black: remained unchanged at 6%</p> <p>Hispanic: dropped from 19% to 18%</p> <p><u>FCS AA Transfer Enrollment</u></p> <p>Amer Ind. / Alaska Native: unchanged at 0%</p> <p>Black: remained unchanged at 0%</p> <p>Hispanic: dropped from 21% to 14%</p> <p><u>Graduation Rates</u></p> <p>Asian: decreased from 67% to 60%</p> <p>Black: increased from 40% to 80%</p> <p><u>Bachelor's Degrees Awarded (percent of total)</u></p> <p>Black: decreased from 4% to 2.5%</p>

Two or more: increase beyond 1.3% Unknown: increase beyond 0.0%	Hispanic: decreased from 17% to 12%
<u>Master's Degrees Awarded</u> Black: increase beyond 0% Female: increase beyond 58.3% Two or More: increase beyond 0%	<u>Master's Degrees Awarded</u> Black: unchanged at 0% Hispanic: decreased from 11% to 8.3% Non-resident Alien: increased from 0% to 33% Unknown: increased from 0% to 8.3%
<u>Academic Advising</u> Increase the percentage of graduating seniors satisfied with the academic advising they received in their first year beyond 77%	<u>Academic Advising</u> The percent of graduating seniors satisfied with the academic advising they received in their final year increased from 96% to 97%.
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)
New College has no formal athletic program, no team sports, and no intercollegiate athletics.	New College has no formal athletic program, no team sports, and no intercollegiate athletics.
Areas for Improvement Pertaining to Employment Identified (This Year)	Achievement Report for Areas of Improvement Pertaining to Employment (Identified Last Year)
This Equity Report identifies the following areas for improvement: <u>Tenure-Track Faculty</u> Asian: increase beyond 3.8% Black: increase beyond 0.0% <u>Non-Tenure Earning Faculty</u> Black: increase beyond 0.0% <u>Executive/Administrative/Managerial</u> Asian: increase beyond 0.0% Hispanic: increase beyond 0.0% Female: increase beyond 50.0%	Last year's Equity Report identified the following areas for improvement. For each area, the year-over-year change (2019-20 to 2020-21) in the number of employees has been provided: <u>Tenured Faculty</u> Asian: increased 50% Black: decreased 33% Hispanic: increased 33% <u>Tenure-Track Faculty</u> Asian: no change Black: no change Female: decreased 21% <u>Non-Tenure Earning Faculty</u> Black: no change Hispanic: no change <u>Executive/Administrative/Managerial</u> Asian: no change Hispanic: no change Female: increased 14%

VII. Protected-Class Representation in the Tenure Process

A. Disparities

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

		Applied	Withdrawn	Denied	Deferred	Nominated
Male	American Indian or Alaskan Native					
	Asian					
	Black or African American					
	Hispanic	1				1
	Native Hawaiian/Other Pacific					
	Two or More Races					
	White	3				3
	Other, Not Reported					
	Total Male	4				4
Female	American Indian or Alaskan Native					
	Asian	1				1
	Black or African American					
	Hispanic					
	Native Hawaiian/Other Pacific					
	Two or More Races					
	White	1				1
	Other, Not Reported					
	Total Female	2 (33%)				2 (33%)
	Grand Total	6				6

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

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

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

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

Disparities: Protected-class success rates

Disparities: Female success rates

There were no disparities in success rates for protected-class or female faculty submitted for tenure review in 2020-21.

B. Description of 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.

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

On top of this, Article 9.2 of the New College of Florida and United Faculty of Florida Collective Bargaining Agreement (CBA) 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.”

Excerpts from these documents are now provided:

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.

Article 9.2 (Annual Assignment) of the 2018-21 CBA between NCF and United Faculty of Florida

- (a) Teaching and research faculty shall be apprised in writing at the beginning of their employment and at the beginning of each semester of employment thereafter, of the duties assigned in teaching, research and other creative activities, public service, and of any other specific duties assigned for that semester. Other employees shall be apprised in writing at the beginning of their employment and at the beginning of each year of employment thereafter, of the duties assigned for that year.

Except for an assignment made at the beginning of an employee's employment, the person responsible for making an assignment shall notify the employee prior to making the final written assignment. The assignment shall be communicated to employees no later than four 4 weeks in advance of its starting date, if practicable.

- (b) Instructional Assignment. Specific instructional assignments are finalized in consultation with individual faculty members. In cases in which a faculty member disagrees with the assignment, their supervisor will produce a written rationale for the assignment. The period of an instructional assignment during an academic year shall not exceed an average of seventy-five (75) days per semester and the period for testing, advisement, and other scheduled assignments shall not exceed an average of ten (10) days per semester. In addition, the faculty will receive a four-week Independent Study Period supervision assignment for the New College January Interterm. Within each semester, activities referred to above shall be scheduled during contiguous weeks with the exception of fall break and spring break.
- (c) Research Assignment. To assure scholarly growth, upon completion of a specified length of full-time service, teaching faculty members are eligible for research assignment, also referred to as research sabbatical, described in Article 22.3.

- (d) Change in Assignment. Should it become necessary to make changes in an employee's assignment, the College shall notify the employee prior to making such change and shall specify such change in writing.
- (e) Equitable Opportunity. Each employee shall be given assignments, which provide equitable opportunities, in relation to other employees in the same division/unit, to meet the required criteria for promotion, tenure, and merit salary increases.
 - (1) For the purpose of applying this principle to promotion, assignments shall be considered over the entire period since the original appointment or since the last promotion, not solely over the period of a single annual assignment. The period under consideration at the College shall not be less than four years. The employee's annual assignment shall be included in the promotion file.
 - (2) For the purpose of applying this principle to tenure, assignments shall be considered over the entire probationary period and not solely over the period of a single annual assignment. The employee's annual assignment shall be included in the tenure file.
 - (3) If an arbitrator determines that the employee was not provided an "equitable opportunity" as described in this section, the arbitrator may award additional employment requiring the College to provide the "equitable opportunity" as described herein. The arbitrator also may retain jurisdiction for purposes of determining whether the ensuing assignment provides such "equitable opportunity."

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

VIII. Promotion and Tenure Committee Composition

Table 1. Protected and Tenure Committee Composition, AY 2020-21

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

In 2020-21, New College of Florida had two college-wide Promotion and Tenure Committees. The committees were elected by the faculty and include six faculty members. For 2020-21, both committees consisted of three white males and three white females.

IX. Budget Plan

The following table summarizes New College of Florida's expenditures to support employment equity goals during 2020-21:

Purpose	Allocation
Chief Diversity Officer	\$122,000
Title IX Coordinator	\$71,000
Total	\$193,000

New College of Florida's Dean of Diversity, Equity, and Inclusion serves as the College's Chief Diversity Officer. The essential functions of this position indicate how it is designed to support employment equity goals:

Essential Functions of the Dean of Diversity, Equity, and Inclusion position

The Dean of Diversity, Equity and Inclusion leads and coordinates diversity, inclusion, and equity programming, and champions strategies and tactics that further the creation of an inclusive and supportive campus climate.

As the lead campus resource focused specifically on inclusion, support for marginalized identities, and campus climate programming, the Dean develops relationships, assures effective coordination, and offers support to Student Affairs, Admissions, Human Resources, various faculty committees such as the Quality Enhancement Plan committee, the Educational Policy committee, the Academic Administrative Council, and the Performance-Based Funding committee; the Provost's Office, the Cross Campus Alliance Diversity Officers, the Committee on Campus Climate and Culture (4C), Faculty of Color and Underrepresented Groups (FOCUG), New College Student Alliance (NCSA), the Center for Career Outreach and Engagement, and the AFSCME, PBA and UFF unions. This position plays a central role in coordination of campus climate surveys, professional development resource identification pertaining to diversity, inclusion, and equity, and promotion of best practices for creating an inclusive campus.

The Dean serves as a key resource in the development and incorporation of inclusive principles in curricular and co-curricular development, such as Orientation, First Year Seminar courses, Black History Month, etc. The Dean supports campus wide efforts to integrate recommendations and priorities emerging from the Equity Report, the Fiske Report, and Campus Climate surveys into departmental and divisional goals, priorities, policies and practices. As a part of this effort, the Director assists departmental and divisional leaders in the development of Key Performance Indicators (KPIs), SMART goals, and Quality Assurance processes, in collaboration with Human Resources.

The Dean supports the development, coordination, and assessment of high-impact programming (e.g., learning communities, service learning, student forums) in coordination with Student Success, Residential Education, Student Activities and Campus Engagement (SA[u]CE), and the Office of Outreach and Engagement.

This position will drive diversity, equity, and access training programs and initiatives for faculty and staff as well as students. The Director will collaborate with the Office of Admissions, the Dean for Outreach and other College staff to increase the admission of students of color, international students, and other minoritized identities, through recruitment initiatives, pipeline partnership strategies, and other means as warranted

Working with Human Resources and Institutional Research, the Dean of Diversity, Equity, and Inclusion designed and administered campus climate and employee satisfaction surveys throughout 2020-21. Results from these

surveys (which have been provided throughout this Equity Report) point to a need to improve employee satisfaction and engagement through the following actions:

2022-23 actions:

- Continue monitoring workforce by organizational unit and job group, personnel activity, compensation systems, and other personnel procedures to remove any impediments to equal employment opportunity.
- Administer the Employee Satisfaction Survey to track improvements and identify areas for further improvement.
- Hire a Chief Human Resources Officer to streamline processes and advocate for / lead efforts for improvement.
- Include an employee satisfaction metric in the Board of Trustee's evaluation of the President.

2023-24 or 2024-25 actions:

- Consider updating our compensation study to evaluate equity
- Implement initiatives proposed by our Chief Human Resources Officer

X. Administrator Evaluations

A. President's Evaluation

New College of Florida's Board of Trustees evaluates the president annually. The timeline and major components of this evaluation process for 2021-22 included:

January 2022: The Board's Presidential Evaluation Committee approved the evaluation process.

February 2022: The President submitted a written report of accomplishments and outcomes for the year. Evaluation surveys were completed by the president's direct reports, faculty, and members of the Board of Trustees.

March 2022: Survey results and outcomes performance were reviewed by the Presidential Evaluation Committee. The full Board met to complete the evaluation.

The following questions from the faculty evaluation survey addressed areas of diversity, equity, and inclusion:

- Ensures a positive work atmosphere that results in high levels of engagement, employee retention, and individual performance (68% of faculty indicated the president met expectations)
- Encourages input from all elements of the College (70% of faculty indicated the president met expectations)
- Encourages staff to develop and grow, both personally and professionally (71% of faculty indicated the president met expectations)

Members of the Board of Trustees responded to the following items related to diversity, equity, and inclusion:

- Demonstrates progress in meeting Equity Report goals approved by the Board of Trustees on September 13, 2021 (89% of Trustees indicated the president had met or exceeded expectations)
- Demonstrates a commitment to build an inclusive and supportive culture for all (100% of Trustees indicated the president had met or exceeded expectations)
- Demonstrates progress on Accountability Plan metrics approved by the Board of Trustees on August 21, 2021 (100% of Trustees indicated the president had met or exceeded expectations). Note that New College of Florida's Accountability Plan includes institution-specific metrics related to gaps among student subgroups in retention, persistence, and postgraduation outcomes.

New for 2021-22, the Board linked a potential salary bonus to the president's performance on six key outcomes. The outcomes, listed below, include employee and student satisfaction (which are tied to issues related to diversity, equity, and inclusion):

1. Increased financial independence (fundraising totals)
2. Increased tuition revenue (net tuition after institutional waivers)
3. Increased employee satisfaction (net promoter score for all full-time employees)
4. Increased student persistence (students enrolled in Fall who graduated or were retained into Spring)
5. Increased student satisfaction (how likely were students to recommend NCF to high school seniors)
6. Improved student success outcomes (% of graduates employed full-time or continuing their education)

B. Top Administrators' Evaluations

Top administrators at New College of Florida include:

- Provost and Vice President for Academic Affairs
- Vice President for Finance & Administration
- Vice President for Student Affairs
- Vice President for Enrollment Management
- Vice President for Advancement

The president evaluates each of these top administrators annually, based on a self-evaluation written by each administrator and feedback from faculty and staff.

For 2021-22, each top administrator was asked to submit a self-evaluation that addressed the following areas:

1. Outcomes and progress on goals for 2021-22
2. Support for strategic initiatives:
 - a. Recruiting new students
 - b. Retention of students
 - c. Career education
 - d. Enhancing the student experience
 - e. Professional development
3. Professional development activities
4. Support for diversity, equity, and inclusion
5. Improving work culture
6. Goals for the next 1-2 years

While (4) addresses DEI directly, all the support for strategic initiatives items incorporate efforts to improve diversity, equity, and inclusion.

In addition to these self-evaluations, the evaluation of each top administrator is informed by surveys to faculty and staff within each division. For all the top administrators, staff were asked to respond to three general items:

1. Comment on (or provide examples of) leadership strengths of this Vice President.
2. What suggestions do you have to improve the leadership of this Vice President?
3. Provide any other comments you'd like to share about this VP's performance during 2021-22.

The evaluation of the Provost also included feedback from a faculty survey

Appendix I: Benchmark Data

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

- (2) Selected Peers
- (3) Florida Public Median

The “Selected Peers” group represents 35 institutions chosen 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, and (g) whether the school listed New College of Florida as a peer. The remaining 23 institutions are public liberal arts colleges belonging to the Council of Public Liberal Arts Colleges (COPLAC).

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

The “Florida Public” group represents 38 Florida public colleges and universities that award bachelor's degrees (or higher), enroll first-time-in-college students, and have some face-to-face instruction:

Florida Public:	Broward College Eastern Florida State College Florida Gulf Coast University FL State Coll. at Jacksonville Lake-Sumter State College Palm Beach State College Saint Johns River State College St Petersburg College The University of West Florida University of South Florida	Chipola College Florida A&M University Florida International Univ. Florida State University Miami Dade College Pasco-Hernando State Coll. Santa Fe College SC of FL-Manatee-Sarasota University of Central Florida Valencia College	College of Central Florida Florida Atlantic University Florida Polytechnic Univ. Gulf Coast State College North Florida College Pensacola State College Seminole State Coll. of FL Tallahassee Comm. College University of Florida	Daytona State College Florida Gateway College FL SouthWestern State College Indian River State College Northwest FL State College Polk State College South Florida State College The College of the Florida Keys University of North Florida
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Equity-related data for these peer groups were downloaded from IPEDS. The total (or average) values were calculated for the Selected Peers group, while medians were calculated for the Florida Public institutions.

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