

Florida Equity Reports

Enrollment, Gender Equity in Athletics, and Employment

University of West Florida

Data year: July – June, 2006-07

Approved by University Board of Trustees: June 14, 2007

Approved by University President: _____

Date: _____

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Date Submitted: June 14, 2007

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Table 2: Policies and procedures in support of equity

Reference: I. A., Florida Equity Reports Guidelines

A. The University's primary policy regarding equal employment opportunity, "Equal Opportunity/Affirmative Action policy," is found at the following web site:

<https://nautical.uwf.edu/Data/data.cfm?pub=329>

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Table 3: Academic Program Reviews (charts I.E.1.a-I.E.1.h)

Reference: I.E.1, Florida Equity Reports Guidelines

I.E.1.a. First-Time-In-College Enrollment, Fall 2006 and Summer Continuing into Fall								
	NRA	B	AI/AN	A/PA	H	W	Unk	T
Male	3	18	3	26	25	279	11	365
Female	2	60	3	41	21	356	9	492
Total	5	78	6	67	46	635	20	857
Category % of total Fall 2006	0.6%	9.1%	0.7%	7.8%	5.4%	74.1%	2.3%	
Source: IPEDS Part A, Fall enrollment by race, ethnicity, and gender. Column 1, First time students.								

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Table 3: Academic Program Reviews (charts I.E.1.a-I.E.1.h)

I.E.1.b. Florida Community College A.A. transfers, Fall 2006								
	NRA	B	AI/AN	A/PA	H	W	Unk	T
Male	1	9		7	2	93	1	113
Female	1	26	3	10	9	189	4	242
Total	2	35	3	17	11	282	5	355
Category % of Total	0.6%	9.9%	0.8%	4.8%	3.1%	79.4%	1.4%	

Source: IPEDS Part A, Fall Enrollment by race, ethnicity and gender, Column 2, Transfer In

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Table 3: Academic Program Reviews (charts I.E.1.a-I.E.1.h)

I.E.1.c. Retention of full-time FTICs (Beginners and Early Admits) Entering Fall 2005 or Summer 2005 and continuing into Fall 2006, after one year										
	NRA	B	AI/AN	A/PA	H	W	Unk	Female	Male	Total
Cohort	5	44	7	37	52	676	17	491	347	838
Category % of total	0.6%	5.3%	0.8%	4.4%	6.2%	80.7%	2.0%	58.6%	41.4%	
Number Retained* as of Fall 2006	5	35	7	34	33	496	8	380	238	618
Retention Rate	100.0%	79.5%	100.0%	91.9%	63.5%	73.4%	47.1%	77.4%	68.6%	73.7%
*Retained means graduated and/or enrolled										
Source: Institutional Research Retention Files										

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Table 3: Academic Program Reviews (charts I.E.1.a-I.E.1.h)

I.E.1.d. Graduation rate of full-time FTICs (Beginners and Early Admits) Entering Fall 2000 or Summer 2000 and continuing into Summer 2006, after six years										
	NRA	B	AI/AN	A/PA	H	W	Unk	Female	Male	Total
Cohort	10	29	6	35	37	527	4	361	287	648
Category % of Total	1.5%	4.5%	0.9%	5.4%	5.7%	81.3%	0.6%	55.7%	44.3%	
Number of Graduates After 6 years	4	12	3	17	11	216	1	158	106	264
Percentage Graduated	40.0%	41.4%	50.0%	48.6%	29.7%	41.0%	25.0%	43.8%	36.9%	40.7%
Number Retained*	4	18	3	21	14	261	1	186	136	322
Percentage Retained*	40.0%	62.1%	50.0%	60.0%	37.8%	49.5%	25.0%	51.5%	47.4%	49.7%
*Retained means graduated and/or enrolled										
Source: Institutional Research Retention Files										

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Table 3: Academic Program Reviews (charts I.E.1.a-I.E.1.h)

I.E.1.e. Bachelor's degrees awarded, AY 2005-06								
	NRA	B	AI/AN	A/PA	H	W	Unk	T
Men	6	49	7	27	27	491	27	634
Women	9	112	13	38	66	812	22	1072
Total	15	161	20	65	93	1303	49	1706
Category % of Total	0.9%	9.4%	1.2%	3.8%	5.5%	76.4%	2.9%	

Source: IPEDS Completions 2006-07 report (degrees awarded AY 2005-06), GRAND TOTAL BY FIRST MAJOR, Bachelor's degrees. Chart for 99.0000, all disciplines.

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Table 3: Academic Program Reviews (charts I.E.1.a-I.E.1.h)

I.E.1.f. Master's degrees awarded, AY 2005-06								
	NRA	B	AI/AN	A/PA	H	W	Unk	T
Men	13	7	1	2	2	91		116
Women	11	22	2	1	13	184		233
Total	24	29	3	3	15	275	0	349
Category % of Total	6.9%	8.3%	0.9%	0.9%	4.3%	78.8%	0.0%	

Source: IPEDS Completions 2006-07 report (degrees awarded AY 2005-06), GRAND TOTAL BY FIRST MAJOR, Master's degrees. Chart for 99.0000, all disciplines.

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Table 3: Academic Program Reviews (charts I.E.1.a-I.E.1.h)

I.E.1.g. Doctoral degrees awarded, AY 2005-06								
	NRA	B	AI/AN	A/PA	H	W	Unk	T
Men		1				6		7
Women		6		1	1	16		24
Total	0	7	0	1	1	22	0	31
Category % of Total	0.0%	22.6%	0.0%	3.2%	3.2%	71.0%	0.0%	

Source: IPEDS Completions 2006-07 report (degrees awarded AY 2005-06), GRAND TOTAL BY FIRST MAJOR, Doctoral degrees. Chart for 99.0000, all disciplines.

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Table 3: Academic Program Reviews (charts I.E.1.a-I.E.1.h)

I.E.1.h. First Professional degrees awarded, AY 2005-06								
	NRA	B	AI/AN	A/PA	H	W	Unk	T
Men								0
Women								0
Total	0	0	0	0	0	0	0	0
Category % of Total	N/A	N/A	N/A	N/A	N/A	N/A	N/A	

Source: IPEDS Completions 2006-07 report (degrees awarded AY 2005-06), GRAND TOTAL BY FIRST MAJOR, First Professional's degrees. Chart for 99.0000, all disciplines.

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Table 4: Gender Equity in Athletics

Reference: II.A., Florida Equity Reports Guidelines

Element	Assessment	Area for improvement
1. Sports offerings	6 Male Sports, 8 Female sports	
2. Participation rates, male and female, compared with full-time undergraduate enrollment	116 Male/ 131 Female (sa's) (47%-53%) 2276 Male/ 3364 Female (40%-60%)	
3. Availability of facilities, defined as locker room, practice, and competitive facilities	Equitable with exception of Women's Basketball sharing Locker-room	X
4. Scholarship offerings for athletes	\$459,342 Male/ \$589,598 Female 44%/ 56%	
5. Funds allocated for:		
a) the athletic program as a whole	\$251,592 Male/ \$281,590 Female 48%/ 52%	
b) administration	\$393,000 Shared equally by all sport programs	
c) travel and per diem allowances	\$130,665.90 Male/ \$141,578 Female 48%/ 52%	
d) recruitment	\$21,347.90 Male/ \$26,433.27 Female 45%/ 55%	
e) comparable coaching	4.67 FTE 2.77 FTE (Male- Head & Asst) 5.78 FTE 3.33 FTE (Female-Head & Asst)	
f) publicity and promotion	Equitable	
g) other support costs	Equitable	
6. Provision of equipment and supplies	Equitable	
7. Scheduling of games and practice times	Equitable	

8. Opportunities to receive tutoring	Equitable
9. Compensation of coaches and tutors	\$262,481 Head \$91,316 Asst (Male) \$289,842 Head \$90,085 Asst (Female)
10. Medical and training services	Equitable
11. Housing and dining facilities and services	Equitable

Areas for improvement	Program for improvement	Timetable
Facilities	Convert visitors locker-room into Women's Varsity Sport Locker-room so Women's Basketball & Volleyball no longer share. Men's Basketball has their own locker-room	5/15/2008

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Table 5: Employment Representation (charts III.A.1-8)

Reference: III.A., Florida Equity Reports Guidelines

III.A.1. Category representation – Tenured Faculty									
Indicator	Non-res alien	Black	Am. Ind./ Alaska native	Asian/ Pacific Islander	Hispanic	White, non-Hispanic	Not reported	Female	Total
Number, Fall 2006	0	6	1	10	3	142	0	45	162
Number, Fall 2005	0	7	1	11	3	142	0	46	164
Percentage Change From Fall 2005 to 2006	0.0%	-14.3%	0.0%	-9.1%	0.0%	0.0%	0.0%	-2.2%	-1.2%
Number, Fall 2001	5	5	1	13	0	134	0	38	158
Percentage Change From Fall 2001 to 2006	-100.0%	20.0%	0.0%	-23.1%	0.0%	6.0%	0.0%	18.4%	2.5%
Area for improvement, compared with national standards? (Check if yes)				X	X				

Source: IPEDS Fall Staff, 2006

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Table 5: Employment Representation (charts III.A.1-8)

III.A.2. Category representation – Tenure-Track Faculty									
Indicator	Non-res alien	Black	Am. Ind./ Alaska native	Asian/ Pacific Islander	Hispanic	White, non- Hispanic	Not reported	Female	Total
Number, Fall 2006	3	3	0	10	2	63	4	45	85
Number, Fall 2005	3	3	0	8	2	56	4	39	76
Percentage Change From Fall 2005 to 2006	0.0%	0.0%	0.0%	25.0%	0.0%	12.5%	0.0%	15.4%	11.8%
Number, Fall 2001	2	1	0	2	0	52	0	21	57
Percentage Change From Fall 2001 to 2006	50.0%	200.0%	0.0%	400.0%	0.0%	21.2%	0.0%	114.3%	49.1%
Area for improvement, compared with national standards? (Check if yes)			X						

Source: IPEDS Fall Staff, 2006

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Table 5: Employment Representation (charts III.A.1-8)

III.A.3. Category representation – Non-Tenure-Earning Faculty or faculty at non-tenure granting universities									
Indicator	Non-res alien	Black	Am. Ind./ Alaska native	Asian/ Pacific Islander	Hispanic	White, non-Hispanic	Not reported	Female	Total
Number, Fall 2006	0	9	0	7	5	87	1	56	109
Number, Fall 2005	1	9	0	5	6	90	0	58	111
Percentage Change From Fall 2005 to 2006	-100.0%	0.0%	0.0%	40.0%	-16.7%	-3.3%	0.0%	-3.4%	-1.8%
Number, Fall 2001	3	10	1	6	6	107	0	62	133
Percentage Change From Fall 2001 to 2006	-100.0%	-10.0%	0.0%	16.7%	-16.7%	-18.7%	0.0%	-9.7%	-18.0%
Area for improvement, compared with national standards? (Check if yes)				X					

Source: IPEDS Fall Staff, 2006

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Table 5: Employment Representation (charts III.A.1-8)

III.A.4. Category representation – Executive/Administrative/Managerial									
Indicator	Non-res alien	Black	Am. Ind./ Alaska native	Asian/ Pacific Islander	Hispanic	White, non-Hispanic	Not reported	Female	Total
Number, Fall 2006	0	2	1	1	0	23	0	9	27
Number, Fall 2005	0	3	1	1	0	22	0	8	27
Percentage Change From Fall 2005 to 2006	0.0%	-33.3%	0.0%	0.0%	0.0%	4.5%	0.0%	12.5%	0.0%
Number, Fall 2001	0	1	1	0	0	25	0	8	27
Percentage Change From Fall 2001 to 2006	0.0%	100.0%	0.0%	0.0%	0.0%	-8.0%	0.0%	12.5%	0.0%
Area for improvement, compared with national standards? (Check if yes)					X				

Source: IPEDS Fall Staff, 2006

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Table 5: Employment Representation (charts III.A.1-8)

III.A.5. New Hires AY 2005-06 – Tenured Faculty									
Indicator	Non-res alien	Black	Am. Ind./ Alaska native	Asian/ Pacific Islander	Hispanic	White, non-Hispanic	Not reported	Female	Total
Number, Fall 2006						1			1
Number, Fall 2005					1	3			4
Percentage Change From Fall 2005 to 2006	0.0%	0.0%	0.0%	0.0%	-25.0%	25.0%	N/A	N/A	
Number, Fall 2001									0
Percentage Change From Fall 2001 to 2006	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	N/A	N/A	
Area for improvement, compared with national standards? (Check if yes)									

Source: IPEDS Fall Staff, 2006

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Table 5: Employment Representation (charts III.A.1-8)

III.A.6. New Hires AY 2005-06 – Tenure-Track Faculty									
Indicator	Non-res alien	Black	Am. Ind./ Alaska native	Asian/ Pacific Islander	Hispanic	White, non-Hispanic	Not reported	Female	Total
Number, Fall 2006		1		2	1	15	3	9	22
Number, Fall 2005				2		9	1	5	12
Percentage Change From Fall 2005 to 2006	0.0%	0.0%	0.0%	0.0%	100.0%	66.7%	200.0%	80.0%	83.3%
Number, Fall 2001				1		17		6	18
Percentage Change From Fall 2001 to 2006	0.0%	100.0%	0.0%	100.0%	0.0%	-11.8%	0.0%	50.0%	22.2%
Area for improvement, compared with national standards? (Check if yes)			X						

Source: IPEDS Fall Staff, 2006

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Table 5: Employment Representation (charts III.A.1-8)

III.A.7. New Hires AY 2005-06 – Non-Tenure-Earning Faculty or faculty at non-tenure granting universities									
Indicator	Non-res alien	Black	Am. Ind./ Alaska native	Asian/ Pacific Islander	Hispanic	White, non-Hispanic	Not reported	Female	Total
Number, Fall 2006		1		1	2	13		7	17
Number, Fall 2005		1		1	2	13		10	17
Percentage Change From Fall 2005 to 2006	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-30.0%	0.0%
Number, Fall 2001	2	1		1	3	21		15	28
Percentage Change From Fall 2001 to 2006	-100.0%	0.0%	0.0%	0.0%	-33.3%	-38.1%	0.0%	-53.3%	-39.3%
Area for improvement, compared with national standards? (Check if yes)									

Source: IPEDS Fall Staff, 2006

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Table 5: Employment Representation (charts III.A.1-8)

III.A.8. New Hires AY 2005-06 – Executive/Administrative/Managerial									
Indicator	Non-res alien	Black	Am. Ind./ Alaska native	Asian/ Pacific Islander	Hispanic	White, non-Hispanic	NR	Female	Total
Number, Fall 2006		2		1		3		2	6
Number, Fall 2005						1		1	1
Percentage Change From Fall 2005 to 2006	0.0%	0.0%	0.0%	0.0%	0.0%	200.0%	0.0%	100.0%	500.0%
Number, Fall 2001		1				1			2
Percentage Change From Fall 2001 to 2006	0.0%	100.0%	0.0%	100.0%	0.0%	200.0%	0.0%	100.0%	200.0%
Area for improvement, compared with national standards? (Check if yes)								X	

Source: IPEDS Fall Staff, 2006

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Table 5: Employment Representation (charts III.A.1-8)

Source for national standards used in Table 5: III.A.1, III.A.2, and III.A.3: National Center for Education Statistics, Fall Staff in Postsecondary Institutions, 1995, Table 2-4: Percentage distribution of full-time faculty in institutions of higher education, by tenure status, race/ethnicity, and sex: 50 states and the District of Columbia, selected years from 1975-95.

III.A.4: National Center for Education Statistics Table 224: Employees in degree-granting institutions by race/ethnicity, residency status, sex, employment status, control and type of institution, and primary occupation, Fall 2003.

III.A.5, III.A.6, and III.A.7: National Center for Education Statistics, Fall Staff in Postsecondary Institutions, 1995, Figure 3-5: Percentage of newly hired full-time faculty in institutions of higher education, by tenure status, race/ethnicity, and sex: 50 states and the District of Columbia, Fall 1995.

III.A.8: National Center for Education Statistics, Fall Staff in Postsecondary Institutions, 1995, Table 1-4: Percentage distribution of full-time staff in institutions of higher education, by primary occupation and race/ethnicity, 50 states and the District of Columbia, fall 1995, and figure 3.3: Percentage distribution of newly hired full-time women in institutions of higher education, by primary occupation: 50 states and the District of Columbia, fall 1977 and 1995.

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Table 6: Areas of Improvement from 2007 report; Achievement of Improvement reported in 2008

Areas of improvement identified in June 2007 report	Achievement report, June 2008
	(N/A June 2007)

Tenured Faculty:

Asian/Pacific Islander

Hispanic

Non-Tenure Earning faculty:

Asian/Pacific Islander

Executive/Administrative/Managerial Staff:

Hispanic

New Hires - Tenure-Track Faculty:

American Indian/Alaska Native

New Hires - Executive/Administrative/Managerial Staff:

Females

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Table 7: Protected-class Representation in the Tenure Process, 2005-06

Sex, Race/Ethnicity	*Eligible	Applied	Withdrawn	Denied	Deferred	Nominated
MALES						
American Indian or Alaskan Native						
Asian or Pacific Islander						
Black, Not Hispanic						
Hispanic						
White, not Hispanic	4	4	1	1		2
Other, Not Reported						
Total Male (include Other, Not Reported)	4	4	1	1	0	2
FEMALES						
American Indian or Alaskan Native						
Asian or Pacific Islander						
Black, not Hispanic	1	1		1		
Hispanic						
White, not Hispanic	2	2	1			1
Other, Not Reported						
Total Female (Number and Percent) (include Other, Not Reported)	3 42.9%	3 42.9%	1 50.0%	1 50.0%	0 0.0%	1 33.3%
GRAND TOTAL	7	7	2	2	0	3

*Eligible: Data collected only from departments with actual applicants. Does not include tenure nominations as a condition of employment.

ELIGIBLE FOR RECOMMENDATION: Faculty who have no more than six years credit toward tenure.

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

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

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

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

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Table 8: Promotion and Tenure Committee Composition, AY 2005-06

Type of Committee	Black, not Hispanic		American Indian/ Alaskan Native		Asian or Pacific Islander		Hispanic		White, not Hispanic		Other, Not Reported		Total including Other, Not Reported	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
University Committee					2				10				12	0
College Personnel Committee - College of Arts and Sciences					1				3	2			4	2
College Personnel Committee - College of Business									6	1			6	1
College Personnel Committee - College of Professional Studies	1								4	3			5	3
													0	0
													0	0
													0	0
Totals	1				3				23	6			27	6

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I. Enrollment

Description of Florida Equity Report Plan Development

In preparing this report, data, program evaluation, and narrative analysis was received from the following University departments: University Planning, Enrollment Services, Academic Affairs, Human Resources, and Intercollegiate Athletics.

Documentation of Non-Discrimination Policy

The University's primary nondiscrimination policy is EO-02.00-12/01: Equal Opportunity/Affirmative Action Policy Statement, enacted in December, 2001. The procedure for accessing the policy is via the University's web site: www.uwf.edu/ohr/employeerelations. A statement of the University's commitment to equal opportunity is included on contracts and a brochure given to all new employees. Workshops on equal opportunity are presented annually along with information accessible from several department web sites.

Academic Program Analysis (Table 3)

- First-Time-In-College Enrollment, Fall 2006 and Summer continuing into Fall
 - The University's minority representation increased by 5% over the fall of 2005. We will continue our commitment to increase minority representation as follows:
 - Goals for 2007-2008: Increase Black enrollment by 2%, increase American Indian/Alaskan Native by 1%, increase Asian/Pacific Islander by 1%, and increase Hispanic by 1%.
 - Three-year goals: Increase Black enrollment by 6%, increase American Indian/Alaskan Native by 3%, increase Asian/Pacific Islander by 3%, and increase Hispanic by 3%.
- Florida Community College A.A. Transfers, Fall 2006
 - Goals for 2007-2008: Increase Black enrollment by 2%, increase American Indian/Alaskan Native by 1%, increase Asian/Pacific Islander by 2%, and increase Hispanic by 1%
 - Three-year goals: Increase Black enrollment by 6%, increase American Indian/Alaskan Native by 3%, increase Asian/Pacific Islander by 5%, and increase Hispanic by 3%
- Retention of full-time FTIC's (Beginners and Early Admits) Entering Fall 2005 or Summer 2005 and continuing into Fall 2006, after one year
 - Goals for 2007-2008: Increase Black retention by 1% and Hispanic retention by 2%

- Three-year goals: Increase Black retention by 3% and increase Hispanic retention by 6%
- Graduation rate of full-time FTIC's (Beginners and Early Admits) Entering Fall 2000 or Summer 2000 and continuing into Summer 2006, after six years
 - Goals for 2007-2008: Increase retention rate by 2% for Black, American Indian/Alaskan Native, and Asian/Pacific Islander by 3%
 - Three-year goals: Increase retention rate by 6% for Black, American Indian/Alaskan Native, and Asian/Pacific Islander by 6%
- Bachelor's Degrees Awarded, Academic Year 2005-2006
 - Goals for 2007-2008: Increase degrees awarded by 1% for Black, Asian/Pacific Islander, and Hispanic
 - Three-year goals: Increase degrees awarded by 3% for Black, Asian/Pacific Islander, and Hispanic
- Master's Degrees Awarded, Academic Year 2005-2006
 - Goals for 2007-2008: Increase degrees awarded by 1% for Black, by .5% for Asian/Pacific Islander, and by 1% for Hispanic
 - Three-year goals: Increase degrees awarded by 3% for Black, 1.5% for Asian/Pacific Islander, and by 3% for Hispanic
- Doctoral Degrees Awarded, Academic Year 2005-2006
 - The University offers one doctoral program of Ed.D. (Curriculum and Instruction). Goals for 2007-2008: Increase degrees awarded by 1% for Black, .5% for Asian/Pacific Islander, and 1% for Hispanic
 - Three-year goals: Increase degrees awarded by 3% for Black, 1.5% for Asian/Pacific Islander, and 3% for Hispanic
- First Professional Degrees Awarded, Academic Year 2005-2006
 - The University does not have a professional degree program.

Minority representation among FTIC increased by 5% from Fall, 2005, to Fall, 2006. Students receiving the Ed.D. degree in 2005-2006 were 22.6% Black. Undergraduate graduation rates and retention need improvement as noted above.

A University-wide retention committee is being organized during 2007-2008 to evaluate this issue and develop an appropriate plan to address these goals.

Student Services

This report, which is completed by Council for Student Affairs/Council for Academic Vice Presidents/Institutional Data Administrators, is due to the Board of Governors on June 11, 2007. As a result, there is insufficient time to include

that report in this submission. The 2006-2007 report will be included in the 2007-2008 Florida Equity Report submission.

II. Gender Equity in Athletics (Table 4)

The University of West Florida's basis for compliance with the Florida Educational Equity Act is accommodation of interests and abilities.

The effectiveness of the University's gender equity program is solid. We have a Title IX committee that is a sub-committee of our Intercollegiate Athletic Advisory Committee that meets on a monthly basis. The University is constantly evaluating which three-part test and the prong that best suits our university in regards to sustaining compliance with Title IX as well as program equity.

This year, the University produced a report from a Sports Participation survey that was administered in the fall of 2005, assessing whether the University was meeting the needs of the underrepresented gender in regards to sports offerings. The findings of the report determined that there is not enough interest combined with athletic ability to warrant adding another sport at this time.

In addition, it should be noted that UWF currently has eight Women's Varsity Sports and six Men's Varsity Sports. There is a 7% difference between the gender of the overall student population and that of our varsity sport athletes. The committee recognizes that caps on certain sports as well as mandatory roster numbers could help decrease that gap. However, the committee feels confident with the participation survey results; therefore, does not recommend any caps or mandatory roster numbers at this time.

The UWF Title IX Committee's current focus is to fully fund all currently offered sports. The University will continue to do another Sports Participation Survey within the next two years to assess whether we are continuing to meet the needs of the underrepresented gender.

III. Employment

The University's policy regarding equitable faculty assignments (2006-2007 Criteria and Procedures Packet) is found on the University's web site at <http://uwf.edu/academic/pte/packet.htm> and states the following:

Each University shall promote its commitment to equal employment opportunity and non-discrimination towards applicants and employees with respect to race, color, religion, age, disability, sex, marital status, national origin, and veteran status consistent with Federal and State law.

Tenure Analysis (Table 7)

- **Males**

Four males were eligible and applied for tenure. One male withdrew, leaving three males. Two of the three remaining males were nominated for tenure, resulting in a male success rate of 67%.

- **Females**

Three females were eligible and applied for tenure. One female withdrew, leaving two females. One of the remaining two females was nominated for tenure, resulting in a female success rate of 50%.

- Analysis of male/female success rates: The female success rate is 75% of the male success rate. Goal: Female success rate should be at least 80% of the male success rate.

- **Majority**

Six racial majorities were eligible and applied for tenure. Two majorities withdrew, leaving four. Three of the remaining four majorities were nominated for tenure, resulting in a majority success rate of 75%.

- **Minority**

One racial minority was eligible and applied for tenure and was denied, resulting in a minority success rate of 0%.

- Analysis of majority/minority success rates: With a success rate of zero, the minority success rate should increase to at least 80% of the majority success rate.

Budgetary Incentive Plan

The University provides \$7,000 annually for advertisements of career opportunities in female and minority publications. The University has been successful in increasing exposure to females and minorities in the hiring market, and this will continue to be a priority. The President's Diversity Leadership Awards are provided annually to recognize (1) demonstrated leadership and/or evidence of extensive, sustained participation in integrating issues of multiculturalism, diversity or of differences in teaching, university service or community service activities and (2) demonstrated leadership and/or evidence of personal engagement in the dissemination of information or the implementation of events or activities that seek to enhance cross-cultural understanding and inclusion of people from under-represented groups in terms of ethnicity, race, gender, and/or socioeconomic status. The \$1,500 annual investment in these awards has served as specific evidence of leadership in diversity in meeting the University's mission. The University-funded continuation of the Grant-in-Aid scholarship program, at a cost of \$20,000 per year, is available to assist employees seeking degrees in underrepresented areas. All three programs will be continued during the following year.

Evaluation of University President

The University of West Florida Board of Trustees evaluated the University President, Dr. John Cavanaugh, in December, 2006, regarding equity goals and objectives in relation to the employment equity mission of the University of West Florida. The evaluation reflected that President Cavanaugh has successfully ensured that diversity and equity goals are a high priority at the University. The University President has developed clear steps to achieving annual and long-range hiring and promotional goals and objectives as specified in the University's Equity and Affirmative Action Plans.

Evaluations of Top University Administrators

The University President continually evaluates the activities of the vice presidents to ensure that the University's equity goals are met in each division. The vice presidents monitor and evaluate the deans, and the deans evaluate the departmental chairs to ensure that the University's goals for an appropriate representation of women and minorities in senior-level administrative positions, tenure track faculty, and within faculty-granted tenure is met according to Section 1012.95 F.S. In addition, all other employees at the University of West Florida are evaluated on diversity, i.e., each employee supports equal opportunity and affirmative action and the University's strategic goals: display of empathy and acceptance of diverse viewpoints, treating everyone with respect, dignity, consideration, and sensitivity for cultural differences, educating others on the value of diversity, promoting a harassment-free environment, building a diverse workforce, valuing the thoughts and feelings of others; including diverse committees so the expectations of all people are considered, ensuring that all employees feel they are included, and assuring that diversity on campus is reflected in the membership of committees, searches, and meetings.

Effectiveness of the University's Programs in Employment Equity

This 2006-2007 update of the Florida Equity Report reinforces the University of West Florida's commitment to equal opportunity and diversity. The University will continue the successful employment recruitment plans that offer equal opportunity to all qualified applicants.

From 2001-2006, the University increased by 20% the Black representation among tenured faculty. Likewise, there was an increase of 18.4% in female representation in tenured faculty. During 2001-2006, the University increased by 20% Black representation in tenure-track faculty; by 400% in Asian/Pacific Islander representation; and by 114.3% in Female representation.

During 2001-2006, in existing Executive/Administrative/Managerial staff positions, Black representation was increased by 100% and females by 12.5%. For new hires in tenure-track faculty positions, Asian/Pacific Islander representation increased by 100% and females by 50%. Also, in new hires in the Executive/Administrative/Managerial staff positions, Black representation increased by 100%.

The University's strategies for achieving goals including using an online recruitment and hiring process to increase visibility and applicants for employment; advertising all faculty and administrative positions in minority newspapers or periodicals and discipline-specific journals; extending deadlines on a case-by-case basis for applications where there is no representative pool; instituting additional outreach programs to recruit females and minorities for faculty and administrative vacancies; identifying essential functions of positions and the skills and knowledge needed to carry out those functions before interviewing for positions; controlling for bias in employment processes by carefully selecting members of screening committees and ensuring gender and racial diversity on screening committees, monitoring selection procedures and applicant pool representation to encourage diversity in employment searches, approaching recruiting in a sensitive manner so if a minority candidate declines a nomination or offer (e.g., by telephoning the candidate to determine if his/her reasons for declining may be addressed and resolved); continuing to fund the John C. Pace Symposium series for outstanding diverse scholars to provide seminars and lectures at UWF; encouraging the appointment of females and minorities to some of the noncompetitive temporary and adjunct appointments for which they qualify; utilizing professional development programs such as the LEAD program to facilitate upward mobility of female and minority employees; utilizing auxiliary aids and services in the recruitment/selection process (e.g., interpreters, audiotapes, assistive listening devices, etc.); announcing, posting, and advertising student worker positions and assistantships; complying with the requirements of the Office of Federal Contract Compliance Program's Uniform Guidelines on Employee Selection Procedures; considering access, equal opportunity and diversity factors in the strategic planning process of the University; utilizing female and minority administrators as part-time faculty; and determining the legal or professional appropriateness of an affirmative action/equity accountability strategy through a partnership between Human Resources, UWF Legal Counsel, and the President.

Executive Summary

The University of West submits the Florida Equity Report that encompasses enrollment, gender equity in athletics, and employment and that identifies, measures, and enhances our progress toward appropriate representation. This report focuses on females and members of the four race/ethnic protected classes: Black (non-Hispanic), Hispanic, Asian/Pacific Islander; and American Indian/Alaskan native.

The University of West Florida excels regarding female representation in enrollment, given the national standard of 60% female representation. Females comprised 62% of all Bachelor's degrees, 66% of all Master's degrees, and 77% of all doctoral degrees awarded at the University in 2005-2006. The University

has set one-year and three-year goals to increase minority representation in almost all categories. The University is developing a Retention Committee for 2007-2008 to address retention in all categories.

The University of West Florida's gender equity program is solid. The Title IX committee, a sub-committee of the Intercollegiate Athletic Advisory Committee, meets monthly and conducted a Sports Participation survey this year. The findings of the report determined that there is not enough interest, combined with athletic ability, to warrant adding another sport at this time.

In this report for 2006, the University of West Florida accounts for successes in tenured faculty in the following under-represented classes: Black and Female. In tenure-track faculty representation, increases are reported in Black, Asian/Pacific Islander, and Female representation. New hires in tenure-track faculty also increased in both Asian/Pacific Islander and Female representation. In Executive/Administrative Managerial staff, both Black and Female representation increased. Also, new hires in the Executive/Administrative/Managerial category show an increase in Black representation.

Areas noted for improvement include new hires in the area of tenure-track faculty for the under-represented group of American Indian/Alaskan Native. In the category of Executive/Administrative/Managerial staff, additional Female representation is desired.

The University of West Florida will continue our commitment to advertising career opportunities in female and minority publications; providing the annual President's Diversity Leadership Awards to faculty, staff, and students; and making the Grant-in-Aid Scholarship Awards available for faculty and staff employees seeking degrees in under-represented areas. These strategies will ensure that the University of West Florida continues its goals of increased visibility to minority applicants, maintenance of budgetary incentive plans to recognize demonstrated leadership in diversity and to provide educational scholarship assistance to underrepresented classes, and to further the University's goal of a culturally diverse campus.