



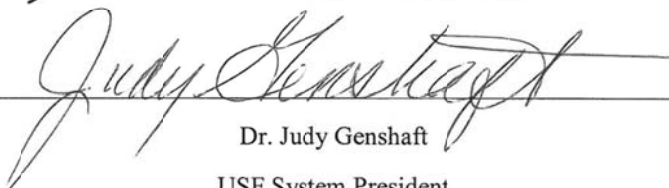
UNIVERSITY OF
SOUTH FLORIDA
SYSTEM


Office of the USF System President
Office of Diversity and Equal Opportunity

2011-2012

Florida Educational Equity Report

Approved by: 
Chair, USF Board of Trustees or designee

Approved by: 
Dr. Judy Genshaft
USF System President

Submitted by: 
Dr. Ted Williams
Associate Vice President, Diversity and Equal Opportunity

Tampa, Florida

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PART I

EXECUTIVE SUMMARY

2011-2012 Annual Florida Educational Equity Report

The University of South Florida System is a young and emerging system that currently includes three institutions: [USF Tampa](#); [USF St. Petersburg](#); and [USF Sarasota-Manatee](#). The institutions are separately accredited by the Commission on Colleges of the Southern Association of Colleges and Schools. All institutions have distinct missions and their own detailed strategic plans. USF includes the main campus in Tampa, its College of Marine Science in St. Petersburg, and [USF Health](#). Serving more than 47,000 students, the USF System has an annual budget of \$1.5 billion and an annual [economic impact of \\$3.7 billion](#). USF is a member of the Big East Athletic Conference. USF has identified several strategic opportunities to position itself among the top-tier research universities in the United States.

The location and population of Florida and the Tampa Bay region provide an excellent opportunity for the University of South Florida System to capitalize on this abundant resource and develop a System which is fueled by the inherent educational value of its citizenry.

The Annual Florida Educational Equity Report is prepared by the Equity Report Committee (Appendix A), submitted by the Associate Vice President for Diversity and Equal Opportunity, approved by the President and approved by the University's Board of Trustees (UBOT). In addition, the report is presented to the Academic and Campus Environment (ACE) Workgroup, a subcommittee of the University Board of Trustees (UBOT), before it is approved by the full UBOT. This year, the report will be presented to the ACE Workgroup on July 25, 2012, and final approval by the UBOT is expected at its meeting on September 6. Once approved by the UBOT, a written certification of the approval will be sent to the Board of Governors.

The guidelines for this report were provided by the Board of Governors, our regulatory agency. The Office of Diversity and Equal Opportunity (DEO) assembled a committee comprised of representatives from Student Affairs, Academic Affairs, Athletics and other offices to work on this report (see Appendix A). DEO collected the information from individual committee members and prepared this report. For questions or additional information about this report contact DEO (Appendix D).

This 2011-2012 Annual Equity Report is comprised of three reports: **Enrollment**; **Athletics**; and, **Employment**. The essence of these reports serves as a reaffirmation of the commitment of the University of South Florida System toward enhancing the representation of women,

minorities and other underrepresented groups in USF's undergraduate, graduate and professional programs; athletics, faculty, academic administrative and administrative positions.

USF continues to be committed to the success of our undergraduate and graduate students. Many student success initiatives have been implemented in the last couple of years, including but not limited to:

- Academic readiness of new students. In the Fall of 2011, USF enrolled its strongest freshmen academic class in its history, with average SAT scores of 1203 and an average high school GPA of 3.91. USF also continues to diversify its student population, with 40% of students now coming from under-represented minority groups.
- Implementation of a Financial Aid Leveraging model to maximize limited resources in support of enrollment and student success objectives.
- Implementation of a state-of-the-art degree audit system, known as Degree Works. The new system will allow students and their advisors to develop an academic plan and monitor their progress toward degree completion.
- Development of a long-term Strategic Enrollment Plan. The plan will coordinate efforts to bring academically prepared students into the undergraduate and graduate pipeline and move them toward degree completion as quickly as possible.
- Expansion of Tutoring and Learning Services.
- Addition of professional advisors to improve the student to advisor ratio.
- Promotion of on-campus student employment. Given that over 42% of undergraduate students at USF receive a need-based Pell grant, students who have to work to finance their college education should work on-campus to the extent possible.
- Redesign gatekeeper courses to promote active learning and support innovative teaching methods in high-enrollment courses with low passing rates. The installation of a SMART Lab in the University Library in August 2012 will demonstrate a strong university commitment to provide greater academic support to students in STEM fields.

The growth and success of the USF System's Athletics Department is exciting, with many important improvements over the last year. In 2011, the Athletics Department added 24 full-time staff members, including representation from minority groups, both in gender and race. Additionally, two women and one minority were incorporated into leadership roles within the department. In 2011, Athletic Director Doug Woolard received the USF Diversity Honor Award for initiating the first department-wide Gender and Diversity Training Program for all Athletics employees.

USF System continues to progress in the hiring of women and minorities. In 2010-11, USF achieved 62% (16 of 26) of its Equity Accountability goals. New Equity Accountability goals for women and minorities have been established for the 2011-12 year. In addition, success in tenure final decisions for Females matched (actually exceeded) that of Males.

In conclusion, the University of South Florida System complies with state non-discrimination and Equity Act statutes. The USF System is committed to the policy that all persons shall have equal access to programs, facilities, admissions, academic programs and employment without regard to personal characteristics not related to ability performance or qualifications as determined by University policy or by state or federal laws and regulations. It is the policy of the University to maintain an academic and work environment free of discrimination and sexual harassment. The USF System is committed to making diversity, inclusion and equal opportunity integral components of all university functions and operations.

PART II

POLICIES AND PROCEDURES IN SUPPORT OF EQUITY

A. The policies that are specifically formulated to ensure equity at the USF System and their respective web links are:

1. *Diversity and Equal Opportunity Policy, Policy 0-007*
<http://generalcounsel.usf.edu/policies-and-procedures/pdfs/policy-0-007.pdf>
2. *Sexual Misconduct/Sexual Harassment Policy, Policy 0-004*
<http://generalcounsel.usf.edu/policies-and-procedures/pdfs/policy-0-004.pdf>
3. *Disability and Accommodations Policy, Policy 0-108*
<http://generalcounsel.usf.edu/policies-and-procedures/pdfs/policy-0-108.pdf>

The above mentioned policies are disseminated through posting on the USF Website. Also, training for staff is conducted on these policies.

B. DOCUMENTATION OF NON-DISCRIMINATION POLICY



Policy Number: **0-007**

Subject: Diversity and Equal Opportunity: Discrimination and Harassment

Date of Origin: 09-07-90 Date Last Amended: 11-30-10 Date Last Reviewed: 11-30-10

I. INTRODUCTION (Purpose and Intent)

The University of South Florida System (USF System) is a diverse community that values and expects respect and fair treatment of all people. The USF System strives to provide a work and study environment for faculty, staff and students that is free from discrimination and harassment on the basis of race, color, marital status, sex, religion, national origin, disability, age, or genetic information, as provided by law. The USF System protects its faculty, staff, and students from discrimination and harassment based on sexual orientation. The USF System is also committed to the employment and advancement of qualified veterans with disabilities and veterans protected under the Vietnam Era Veterans' Readjustment Assistance Act, as amended (VEVRAA). Discrimination, harassment and retaliation are prohibited within the USF System, and complaints of such conduct must be filed with the Office of Diversity and Equal Opportunity (DEO). DEO will review such complaints and provide appropriate response including counseling, mediation, and/or referral for disciplinary action, up to and including termination from employment and/or expulsion from the USF System.

II. DEFINITIONS

A. For purposes of this Policy only, the term “**employee**” includes, but is not limited to: academic administrators; all faculty; Administration employees; Staff employees; Temporary employees; or any other employee classifications that may be developed by the Florida Board of Governors or the University Board of Trustees.

B. For purposes of this Policy only, the term “**student**” includes, but is not limited to, any individual who is enrolled in any program of study or enrolled in any course offered or sponsored by the USF System, whether for credit or not, or engaged in any USF System student activity.

C. For purposes of this Policy only, the term “**USF System program invitee**” includes, but is not limited to, applicants for admission, applicants for employment, event attendees, and recipients of USF System services.

III. STATEMENT OF POLICY

A. The Following Actions Are Prohibited:

1. Discrimination and/or harassment by any USF System employee or student against any individual(s) or group(s) within the USF System.
2. Discrimination and/or harassment by any USF System employee or student while assigned to duties or academic programs of the USF System (regardless of their location) against any individual(s) or group(s) that is not an employee or student, including any USF System program invitee(s).
3. Discrimination and/or harassment by any vendor or individual external to the USF System against any USF System employee(s), student(s) or program invitee(s) during the transaction of business with the USF System, during any program or activity coordinated through the USF System, and/or while on USF System premises.
4. Retaliation by any USF System employee or student against any individual(s) or group(s) who, in good faith, has made any allegation of discrimination and/or harassment, or who has testified, assisted, or participated in any way in any investigation, proceeding, or hearing conducted under this policy or any federal or state law.
5. Knowingly making false accusations or allegations of discrimination and/or harassment or retaliation, or knowingly making false statements regarding alleged discrimination and/or harassment or retaliation in any investigation, proceeding, or hearing conducted under this Policy or any federal or state law.

B. Examples of Prohibited Conduct Include, but Are Not Limited To:

1. Writing or displaying letters, notes, or e-mails which are derogatory toward any individual’s race, color, marital status, sex, religion, national origin, disability, age, genetic information, sexual orientation, or military status.
2. Making comments, slurs, or jokes which are derogatory toward any individual’s race, color, marital status, sex, religion, national origin, disability, age, genetic information, sexual orientation, or military status.

3. Unwelcome touching, impeding, or blocking movement based on any individual's race, color, marital status, sex, religion, national origin, disability, age, genetic information, sexual orientation, or military status.
4. Making gestures or displaying pictures, cartoons, posters, or magazines which are derogatory toward any individual's race, color, marital status, sex, religion, national origin, disability, age, genetic information, sexual orientation, or military status.
5. Continuing any of the conduct listed in the above examples after being told or being otherwise made aware that the conduct is unwelcome.
6. Singling out or targeting an individual for different or adverse treatment with improper consideration of the individual's race, color, marital status, sex, religion, national origin, disability, age, genetic information, sexual orientation, or military status.

C. Conduct Outside the Scope of This Policy

1. This policy is not intended to abridge academic freedom or the USF System's educational mission.
2. This policy is not violated by actions that amount to expression that is protected by the state or federal constitutions.

D. Cooperation

All employees and students are to cooperate fully with any investigation and/or compliance review conducted under this Policy. Failure to do so may result in disciplinary action for just cause, up to and including termination of employment and/or expulsion from the USF System.

IV. HOW TO FILE COMPLAINTS OR ALLEGATIONS REGARDING DISCRIMINATION AND/OR HARASSMENT

A. In order to file a complaint with the USF System, an individual must submit such complaints or allegations of discrimination and/or harassment to the Office of Diversity and Equal Opportunity. DEO is responsible for investigating discrimination and/or harassment complaints/allegations based upon this policy. A full copy of the procedures used to conduct any investigation is available in DEO, ADM 172; 813-974-4373 or on the DEO website. (These procedures may be changed without affecting any term of this Policy.) The confidentiality and privacy of all parties involved during the DEO investigative process will be maintained to the fullest extent possible. Information will be shared with only those with a legitimate need to know. Allegations may be filed anonymously through EthicsPoint, the USF System's website/hotline to confidentially report activities that may involve certain improper conduct or violations of USF System policies.

https://secure.ethicspoint.com/domain/en/report_custom.asp?clientid=14773; 1-866-974-U411].

This policy does not prevent a person from telling the individual whose actions he or she finds offensive, that such behavior or conduct must stop and/or that it is unwelcome.

B. Who Should Report to DEO Under the USF System's Policy:

1. The person who believes he/she has been subjected to discrimination and/or harassment; or
2. Any employee or student who has direct or indirect knowledge of the alleged discrimination and/or harassment.

C. Who Must Report to DEO Under the USF System's Policy:

1. Supervisors are required to promptly report (either verbally or through written communications) allegations, reports or instances of alleged discrimination and/or harassment by or against any employee(s), student(s) or group(s) to DEO. Failure to do so may result in disciplinary action, up to and including termination of employment.
2. Supervisory employees are any administrative personnel or any employee who supervises one (1) or more individual employees and may include, but is not limited to: Deans, Directors, Department Chairs, Coordinators, Unit Heads, Managers, and Principal Investigators.
3. Supervisors, with respect to students, include all of the positions listed in paragraph (IV.C.2); all members of the faculty; graduate students with instructional responsibilities when they are supervising or teaching the student(s) who is(are) complaining about possible discrimination or harassment; academic advisors; residential assistants; faculty advisors; program advisors and student activity coordinators.

D. A person who believes that he/she has been discriminated against or harassed should report the incident as soon as possible. A complaint must be filed within one hundred twenty (120) calendar days of the incident(s) with DEO.

E. If an individual chooses to appeal a decision rendered by DEO, such appeal shall be filed in accordance with DEO's procedure.

F. Filing an internal charge of discrimination and/or harassment with the USF System does not preclude filing complaints with external agencies and does not affect any deadlines that may be imposed by any agency external to the USF System. The following agencies are available to take such complaints:

1. U.S. Equal Employment Opportunity Commission, Tampa, Florida
(813) 228-2310; TTY (813)228-2003. (www.eeoc.gov)
2. U.S. Department of Education, Office for Civil Rights, Atlanta, Georgia
(404) 562-6358; TDY (404)562-6454. (www2.ed.gov/about/offices/list/ocr/docs/howto.html)
3. Office of Federal Contract Compliance Programs, Orlando, Florida
(407) 648-6181. (www.dol.gov/ofccp)
4. Florida Commission on Human Relations, Tallahassee, Florida 1(800) 342-8170; TDD ASCII Callers 1(800) 955-1339; TDD Baudot Callers 1(800) 955-8771. (www.fchr.state.fl.us)

Authorized and signed by:

Ted Williams, Associate Vice President for Diversity and Equal Opportunity
Judy Genshaft, President

PART III

ACADEMIC PROGRAM REVIEWS

This section covers undergraduate, graduate and first professional enrollment as required by Florida statute. Data on enrollment are obtained from the InfoCenter (USF's internal database) and IPEDS (Integrated Postsecondary Education Data System).

A. ACADEMIC PROGRAM REVIEWS

Below are eight areas of review, required of each university, with programs at the specified levels. These annual analyses display enrollment at eight levels for Protected-Class students.

The eight areas of review are:

- 1) First Time in College Enrollment
- 2) Florida Community College A.A. Transfers
- 3) Retention of Full-time FTICs Entering Previous Year, After One Year
- 4) Graduation Rate of Full-time FTICs After Six Years
- 5) Bachelor's Degrees Awarded
- 6) Master's Degrees Awarded
- 7) Doctoral Degrees Awarded
- 8) First Professional Degrees Awarded

Legend:

NRA= Non Resident Aliens

B= Blacks

AI/AN= American Indians/Alaskan Natives

A/PA= Asian/Pacific Islanders

H= Hispanics

W= Whites

Unk= Unknowns

Two= Two or more Races

NH/OPI= Native Hawaiian/Other Pacific Islanders

T= Total

UNDERGRADUATE:

Chart 1. Full-time First-Time-In-College Enrollment, Fall 2011 and Early Admits										
	NRA	B	AI/AN	A	H	NH/OPI	W	≥ Two	Unk	T
Men	30	114	5	124	320	7	964	72	11	1647
Women	35	274	6	129	442	2	1247	90	14	2239
Total	65	388	11	253	762	9	2211	162	25	3886
Category % of Total	1.7%	10.0%	0.3%	6.5%	19.6%	0.2%	56.9%	4.2%	0.6%	100.0%

Source: IPEDS 2010-11 Part A, Fall enrollment by race, ethnicity, and sex. Column 1, First time students.

Among first-time, full-time freshman at USF in 2011, men comprised 42.3% of the class, reflecting an increase from 2010 (see Chart 1). The biggest differences in the male/female ratio were among Blacks: males comprised just 29% of Black freshman compared to 44% of White freshmen, 44% of Hispanic and 49% Asian freshmen, respectively.

Racial and ethnic diversity of the freshman class entering in 2011 increased proportionally in comparison to the class that entered in 2010. Black, Hispanic, Asian, American Indian, Native Hawaiian/Other Pacific Islander and multiracial students made up 42% students or 1,650 first-time, full-time freshmen entering in 2011 compared to 41% in 2010, 36% in 2009 or 33% in 2008. Noticeably Hispanic and Black freshmen entering in 2011 reflected a modest decrease among the groups compared to the cohorts in 2010. USF enrolled 190 fewer Hispanic freshmen (-20%) and 153 fewer Black freshmen (-28%) and 37 fewer Asian freshmen (-13%) and 3 fewer American Indian freshmen (-33%).

For the 2011 freshman class the Office of Undergraduate Admissions focused on a comprehensive student success initiative critical to USF's strategic plan. The entering freshman class for 2011 was 19% smaller than the class that enrolled in 2010. The representation of Hispanic freshmen continues to be 20% of the class, due in part to the new federal reporting requirements, which separated ethnicity from race, but the growth in Hispanic enrollment largely reflects the rapid population growth among Hispanics in the state and country. The representation of Black freshmen experienced a modest decline from 11% to 10%, despite continued aggressive recruitment and outreach efforts by USF and an expansion of the summer success options for first-generation-to-college students from Pell-eligible households.

Chart 2. Full-time Florida College System A.A. Transfers, Fall 2011 and Summer 2011										
	NRA	B	AI/AN	A	H	NH/OPI	W	≥ Two	Unk	T
Men	40	128	4	39	175	4	849	20	15	1274
Women	38	226	3	55	311	6	1057	42	32	1770
Total	78	354	7	94	486	10	1906	62	47	3044
Category % of Total	2.6%	11.6%	0.2%	3.1%	16.0%	0.3%	62.6%	2.0%	1.5%	100.0%

Source: IPEDS 2010-11 Part A, Fall enrollment by race, ethnicity, and sex. Column 2, Transfer-In

Over one-third of new A.A. degree transfers to the University of South Florida self-identified as Black, Hispanic, Asian, American Indian, Native Hawaiian/Other Pacific Islander or multiracial, representing 35% of the Summer/Fall 2011 cohort (See Chart 2). There were 1091 new A.A. degree transfers from historically underrepresented populations included 486 Hispanic transfers (16%), 354 Black transfers (12%), 94 Asian transfers (3%), 62 multiracial transfers (2%) and 17 American Indian or Native Hawaiian/Other Pacific Islander transfers (1%). Men represented 42% of the new A.A. transfer cohort, consistent with the new freshman cohort. The male/female ratio among Blacks and Hispanics are comparable to the freshman cohort: males comprised 36% of Black A.A. transfers and 36% of Hispanic A.A. transfers compared to 45% of White A.A. transfers and 41% of Asian A.A. transfers, respectively. Consistent with the comprehensive student success initiative and the strategic enrollment plan, transfer admission requirements have been modified increasing the opportunity to positively influence underrepresented populations. In addition, recruitment efforts continue to focus on expanding and cultivating relationships at colleges in the local Florida College System.

Chart 3. Retention of Full-Time FTICs Entering Fall 2010, or Summer 2010 and Continuing into Fall, After One Year

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ Two	Unk	Female	Male	Total
Cohort	75	548	12	305	968	14	2810	164	54	2908	2042	4950
Category % of Total	1.5%	11.1%	0.2%	6.2%	19.6%	0.3%	56.8%	3.3%	1.1%	58.7%	41.3%	N/A
After 1 year	74	487	7	278	839	13	2339	139	48	2511	1713	4224
Retention Rate	98.7%	88.9%	58.3%	91.1%	86.7%	92.9%	83.2%	84.8%	88.9%	86.3%	83.9%	N/A

Source: Local File - USF InfoCenter Term to Term Report

The one-year retention rate of first-time, full-time freshmen entering in the Fall or Summer of 2010 and continuing into the Fall 2011 at the USF System decreased from 87.22% to 85.33% overall. Note must be made of the additional cohort of 576 students who were provisionally admitted for Summer 2010. At that time, the decision to increase FTIC enrollment resulted in a large cohort of students meeting minimum requirements for admission, but having fewer academic success factors. This decrease occurred among all student groups and represents a slight downturn in an otherwise steady trend of improving first-year retention rates over the last ten years. Students with the highest one-year retention rate were the Nonresident Alien category of 98.7%, showing an increase of 9.6% from the previous year (89.1%). This was initially a small group with n of 75, and only one student was not retained after one year, resulting in a very strong retention rate. Native Hawaiian or Other Pacific Islanders maintained a strong retention rate from previous years, being 92.9% for this report, especially when paired with the Asian rate of 91.1% this same year, similar to the Asian and Pacific Islander rate of 92.6% from the previous year. (Note that these two categories were previously combined in earlier reports.) While the first-year retention rates for Hispanics and Blacks declined, the rates for Whites also dropped slightly, from 84.7% in the previous report to 83.2% in this report, and the rate was below the overall USF FTIC average rate by 2.2%, a narrower gap than that of 2.52% from the previous report. Females (86.3%) were retained at a higher rate than males (83.9%), whose rate also dropped from last year's rate of 85.6%. In short, more males and females enrolled in this cohort, but the retention rates were lower in both areas. The University aims to raise retention and graduation rates for all students.

Chart 4. Graduation Rate of Full-Time FTICs, Beginners and Early Admits Entering Fall 2005, or Summer 2005 and Continuing into Fall After Six Years

	NRA	B	AI/AN	A/PI	H	W	Unk	Female	Male	Total
Cohort	56	378	15	255	516	2767	137	2298	1826	4124
Category % of Total	1.4%	9.2%	0.4%	6.2%	12.5%	67.1%	3.3%	55.7%	44.3%	N/A
After 6 years										
Number of Graduates	32	202	6	157	247	1444	70	1319	839	2158
Percent Graduated	57.1%	53.4%	40.0%	61.6%	47.9%	52.2%	51.1%	57.4%	45.9%	N/A
Category % Graduated	1.5%	9.4%	0.3%	7.3%	11.4%	66.9%	3.2%	61.1%	38.9%	N/A
Number Retained	4	24	3	15	38	151	8	106	137	243
Percent Retained	7.1%	6.3%	20.0%	5.9%	7.4%	5.5%	5.8%	4.6%	7.5%	N/A
Category % Retained	1.6%	9.9%	1.2%	6.2%	15.6%	62.1%	3.3%	43.6%	56.4%	N/A

Source: Local Files - USF InfoCenter Retention Report

The six-year graduation rate of full-time freshmen in the Class of 2005 is 52.3%, which is a slight decrease of 0.1% compared to the Class of 2004 cohort in the previous report. The highest USF six-year graduation rate is among Asians/Pacific Islanders (61.6%, an increase of 3% from last year), followed by Blacks (53.4%, a 2.1% decrease compared to last year) and Whites (52.2%, a slight increase of 0.2% over last year). The Hispanic graduation rate was 47.9%, a 1.9% decrease compared to 2004. The Unknown group rose in number from 48 retained in the previous report (retention rate of 45.3%) to 70 in the Class of 2005 (51.1%). While the six-year graduation rate is high for Non-Resident Aliens (57.1%), the NRA and the American Indians/Alaskan Native groups are not statistically significant for comparison purposes due to the small sample sizes.

Females (57.4%) graduated at a higher rate than their male colleagues (45.9%, the same percentage of males graduating in the previous year). While 52.3% of USF students in the 2005 cohort of 4124 FTICs have graduated in six years (n= 2158), 5.89% of the students (n= 243) from the original cohort were still enrolled at USF in the Fall of 2011.

Chart 5. Bachelor's Degrees Awarded, AY 2010-2011

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ Two	Unk	T
Men	52	269	17	221	454	0	2169	4	84	3270
Women	57	644	20	269	694	1	3185	11	136	5017
Total	109	913	37	490	1148	1	5354	15	220	8287
Category % of Total	1.3%	11.0%	0.4%	5.9%	13.9%	0.0%	64.6%	0.2%	2.7%	100.0%

Source : Local - INFOCENTER Degrees Awarded report

The number and percentage of Bachelor’s degrees awarded for each race/ethnic group are shown in Chart 5. These data are similar to the percentages of each group within the student population at the USF System. Overall degree productivity continued an upward trend, increasing another 397 total degrees in AY 2010-2011 (n=8287), a 4.79% increase from the previous year (n=7890).

The number of students in certain minority groups increased from the previous year, with Hispanics showing the highest numeric increase (plus 207 Bachelor’s degrees or 21%) awarded in AY 2010-2011 (n=1148) when compared to the previous academic year (n=941); this also represents an increase of 0.2% in the category percentage of total degrees. This group also had the greatest percentage increase (2.0%) over other groups in the category percentage of total degrees. Whites increased by 64 degrees awarded (n=5354), which was a slight gain (.01%) over the previous year (n=5290). Degrees awarded to Blacks (n=913) showed an increase of 41 degrees awarded, or 4% more than in the previous year (n=872); their category percentage of the total degrees awarded was 0.1% less than that of the previous year. The number of degrees awarded for Non-Resident Aliens (n=109) remained the same from the previous year, while the NRA category percentage of total degrees awarded is a 0.1% decrease over the previous year. In analyzing degrees awarded by category percentage of the total, only two categories increased – that for Hispanics and for Unknowns—but a new category of ≥Two (n=15) was added in this report. This new category was 0.2% of the category percentage of totals. The increase in Unknowns (plus 75 degrees awarded, up 51% from the previous year) to 220 total degrees awarded was 2.7% of the category percentage of total degrees awarded.

Chart 6. Master's Degrees Awarded, AY 2010-2011

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ Two	Unk	T
Men	110	74	5	58	85	0	601	2	4	939
Women	76	148	6	70	144	0	1146	4	20	1614
Total	186	222	11	128	229	0	1747	6	24	2553
Category % of Total	7.3%	8.7%	0.4%	5.0%	9.0%	N/A	68.4%	0.2%	0.9%	100.0%

Source : Local - INFOCENTER Degrees Awarded report

Please note, data from 2009-2010 combined Asians and Pacific Islanders into a single category for Master's degrees; this inflated the number of under-represented students as USF's population of Hawaiian/Pacific Islanders is and has historically been very low as can be seen in the values for 2010-2011. USF awarded 2,553 master's degrees during 2010-11 for an increase of 28 degrees (+1.1%) from 2009-10. Women received 63% of the master's degrees awarded by USF; a virtually identical gender ratio (64%) was also reflected among students from under-represented populations.

Students from under-represented groups earned 468 Master's degrees or 18.3% of the Master's degrees awarded by USF during 2009-10. Given the difference in the 2009-10 data discussed above, the new values cannot be effectively compared to those obtained for 2010-11. Compared to the previous year, the number of master's degrees awarded to Blacks increased 1.0% (+2 degrees) and to Hispanics decreased 9% (-10 degrees), respectively. Previously, students representing two or more races were not included in these ethnic categories; in 2010-11, however, 6 students in this category finished Master's degrees. The number of master's degrees awarded to American Indian/Alaskan Natives decreased from 16 to 11. At 9.0% of all Master's degrees awarded by USF, Hispanics received the largest percentage awarded to under-represented populations in 2010-11, with Blacks earning 8.7% of total Master's degrees. Comparing 2009-10 to 2010-11, Master's degrees earned by male and female Hispanics increased 4.9% and decreased 8.9%, respectively. Between 2008-09 and 2009-10, Black males and females showed a 48% increase and a 15.3% decrease, respectively, in the number of Master's degrees earned. International students earned 7.3% of all master's degrees.

What the data show at the Master's level, is that there has been a rapid increase in Master's degrees awarded to Black Women from 2007-08 through 2009-2010. That trend was unsustainable over the long term and there has been a reduction in the degrees awarded in 2010-2011, but it is likely to rebound, at least somewhat, in 2011-2012. In terms of Black Men, there has been a substantial increase in

the number of degrees awarded in 2010-2011, and that likely reflects an increase in the overall headcount as well as various stochastic factors that resulted in a large number finishing (probably a reflection of the reduction in degrees between 2008-2009 and 2009-2010 likely because completion took a year longer than expected).

Chart 7. Doctoral Degrees Awarded, AY 2010-2011

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ Two	Unk	T
Men	36	3	2	2	7	0	59	0	0	109
Women	20	13	1	2	13	0	109	0	0	158
Total	56	16	3	4	20	0	168	0	0	267
Category % of Total	21.0%	6.0%	1.1%	1.5%	7.5%	N/A	62.9%	N/A	N/A	100.0%

Source : Local - INFOCENTER Degrees Awarded report

Mirroring the changes in data reporting mentioned above for Master’s degrees, Asians and Hawaiians/Pacific Islanders have now been separated for Research Doctoral degrees as well. USF awarded 267 Research Doctoral degrees during 2010-11, an increase of 9.9% from 2009-10. Women received 59.2% of the Research Doctoral degrees awarded by USF in 2010-11. Students from under-represented populations earned 39 research doctoral degrees, and this represents 14.6% of the total research doctoral degrees awarded. Hispanics received 20 (7.5%) of the total research doctoral degrees awarded to under-represented populations in 2010-11. This represents a 33% increase from 2009-10 and the number of Research Doctorate degrees earned by Hispanic males and females increased 16.7% (from 6 to 7) and 44.4% (from 9 to 13). These increases in research doctorates were offset by a decrease in the research doctorates earned by Blacks (22 in 2009-1010 compared to 16 in 2010-11; -27.3%) International students earned 21.0% of the Research Doctoral degrees awarded by USF.

Graduation rates are notoriously volatile for all groups as the exact time to finishing is not prescribed. This volatility is especially apparent in PhDs awarded to Black Men, and, in general, there's been a pattern of an 'up year' followed by a 'down year'. I'm not quite sure why the numbers were so low for 2010-11, but they are preceded by the highest number ever. Given the trend seen, certainly the expectation is that there will be a 'bounce back' next year. What the graduate school is doing in terms of increasing the number of Blacks receiving PhDs revolves around a number of initiatives. We have recently received a Sloan Award to increase the number of URMs graduate students, and are using the bulk of those monies to fund so-called Dean Scholars, a group of successful URM STEM students who will return to their undergraduate institutions to recruit additional URMs to USF. We will also be submitting an AGEP proposal to NSF, which, if funded, will dramatically augment our URM student success initiatives. Furthermore, we continue to offer a range of professional development opportunities through the Graduate School to assist graduate students successfully navigate

various elements of the graduate experience. Finally, we have hired an Assistant Director for Student Success, and he is also helping to organize and coordinate a range of different activities that should also aid in the retention and graduation of these cohorts.

Chart 8a. First Professional Degrees Awarded (excludes MD), AY 2010-2011										
	NRA	B	AI/AN	A	H	NH/OPI	W	≥ Two	Unk	T
Men	0	0	0	1	1	0	4	0	0	6
Women	0	5	1	2	1	0	32	0	0	41
Total	0	5	1	3	2	0	36	0	0	47
Category % of Total	N/A	10.6%	2.1%	6.4%	4.3%	N/A	76.6%	N/A	N/A	100.0%

USF awarded 47 non-MD first professional doctoral degrees during 2010-11; this represents an almost 18% increase from the previous year. Women received 87% of the first professional (non-MD) doctoral degrees awarded by USF during this interval. Students from under-represented populations earned 7 research doctoral degrees and this represents 20% of the total first professional doctoral degrees awarded and an increase of almost 8% from 2009-2011.

Chart 8b. First Professional Degrees Awarded (includes MD only), AY 2010-2011										
	NRA	B	AI/AN	A	H	NH/OPI	W	≥ Two	Unk	T
Men	0	2	0	13	8	0	34	0	0	57
Women	0	2	0	18	2	0	29	0	1	52
Total	0	4	0	31	10	0	63	0	1	109
Category % of Total	N/A	3.7%	N/A	28.4%	9.2%	N/A	57.8%	N/A	0.9%	100.0%

Source : Local - INFOCENTER Degrees Awarded report

The 2010-11 graduating class of the Morsani College of Medicine (MCOM) in USF Health awarded 109 first professional degrees, 12 degrees less than awarded the previous year (10% decrease). The change in number of degrees awarded is due to several students receiving their degrees at the beginning of the 2011-12 academic year.

Women comprised 48% of the graduating class, which 13 fewer than the previous year. Asian women was the only ethnic group to experience an increase in the number of degrees awarded, 7 degrees more than awarded the previous year (63%).

COM graduates were predominantly white (63 or 58%), an increase of 2% over the previous class. While there was an increase in the number and percentage of Black, and Asian/Pacific Islander graduates, the number and percentage of Hispanic graduates decreased in 2010-11. Most notably, 41% of the graduating class was Black, Asian/Pacific Islander and Hispanic, a 2% increase over the previous class.

The Office of Student Diversity & Enrichment (OSDE) in the MCOM is dedicated to the recruitment of underrepresented students into the medical program as well as into the pipeline programs designed to attract and assist disadvantaged and underrepresented students to pursue careers in medicine. The pipeline programs include a Premedical Summer Enrichment Program (PSEP) and an MS in Interdisciplinary Medical Sciences.

In 2011 Dr. George Cohen was appointment to the MCOM Admissions Committee Chair. He works in partnership with the Director of Admissions with the admissions process, interview and committee decisions. He has been actively involved with our admissions Holistic Diversity Training for Interviewers and Evaluators. George Cohen was recruited to the faculty in Dermatology in 2009. He was initially assigned to work collaboratively with OSDE to enhance the mentoring program that supports student well-being, academic achievement, personal development and career planning. Additionally, MCOM has dedicated financial assistance to support

B. STUDENT SERVICES

Each university is required to conduct a periodic review of its student services to determine compliance with equity statutes. Non-Discrimination on the basis of race, gender, national origin, marital status, or disability is illegal. The review shall take the form of a self-assessment and may follow models established under other laws, guidelines, or requirements.

The student services section includes:

1. Academic Advising
2. Admission to Academic Program
3. Health Services
4. Club and Intramural Athletics
5. Student Financial Assistance
6. Housing
7. Student Employment
8. Educational and Work Environment
9. Personnel

1. Academic Advising

The University of South Florida launched a broadly based and comprehensive student success initiative in 2009. As part of that initiative, the university has strengthened the academic services it provides to students to promote timely progression to degree. Over the last ten years, student retention and progression rates have increased dramatically, an indication that rates are generally moving in the right direction.

One significant contributing factor has been the expansion of professional advising. The student to advisor ratio at the University of South Florida currently stands at 378 to 1, a dramatic improvement over 2008, when the ratio was well over 500 to 1. Thanks to university investments in professional advisors, the student to advisor ratio will soon reach 350 to 1, a ratio recognized as a best practice by national organizations.

Continuing efforts for progress in the areas of academic advising and support also include:

- Undergraduate Studies' Student Academic Success units participate with the initiatives of the Office of Student Success to enhance the academic success of all undergraduates at USF.
- We specifically address the needs of the alternative admits who may be First Generation and/or low income student admits through services and initiatives provided in the Freshmen Summer Institute and Student Support Services.

- Additional advisors will be added to improve the retention and persistence-to-graduation of entering freshmen throughout the university.
- The Transitional Advising Center (TRAC) continues to grow in effectiveness, helping students who are off-track to find a major that matches their skill set and capacities, enroll in appropriate classes toward the degree in which they are likely to be successful, and complete the degree.
- Freshmen Orientation in Summer 2011 continued as a two-day program with a mandatory overnight stay in the residence halls for students, including a separate track designed for the students' families. Plans are ongoing to continue enhancements to these orientation sessions.
- Continued enhancements to the University Experience course were implemented to improve the transition from high school to the university and to better serve Non-Resident Alien students.
- Transfer Orientation continued with a University Orientation program that was coordinated with the Academic College Orientations.
- Mandatory Advising Holds continue to be placed on all freshmen until they complete their first year at USF. In addition, Mandatory Advising Holds are placed on all student registrations for students who are on academic probation. Policy changes have been implemented that reduce the number of terms a student can remain following academic probation from two terms to one term with earlier notifications going to students.
- Students on Bright Futures scholarships who become at risk in being able to maintain their awards receive alerts and proactive intervention strategies. After midterm grades are posted, those students whose grades indicate that they may move to probationary status are alerted and offered information for those resources that can help them avoid probation.
- Additional efforts have been initiated to ensure adequate course seats are offered each term, resulting in more seats available for students to keep on track for a timely graduation, with additional seats being created as needed.
- Degree Works was launched in 2011 and now assists students in tracking their progress toward degree completion better than the SASS system did previously. The Degree Works program offers special features, such as enhanced GPA calculations and similar program features which are user-friendly and provide more student-oriented information. It is expected that this major addition will have a positive effect upon retention and graduation rates since students will be able to follow their own progress each term.

2. Admission to Academic Program

Undergraduate Admissions:

Freshman applications to the USF System from historically underrepresented populations, including multiracial students, totaled 14,552 for Summer/Fall 2011, representing 49% of the

total freshman application pool of 29,493. For the 2011 applications from Black freshmen outpaced those from Hispanic freshmen, 6,039 to 5,921, both representing 20% of the total cohort. Applications from Asians totaled 1,394 (5%), while 1,083 multiracial students (4%), 72 American Indians (<1%) and 43 Native Hawaiian/Other Pacific Islanders (<1%) applied for freshman admission to USF. Offers of freshman admission to students from historically underrepresented populations totaled 4,325 in 2011-12, representing 39% of the cohort of admitted freshmen. Offers to Hispanic freshmen outpaced all other underrepresented cohorts at 21,994 or 18% of all offers. 1,115 Black freshmen (10%) were offered admission, as were 772 Asians (7%), 402 multiracial students (4%), 24 American Indians (<1%) and 18 Native Hawaiians/Other Pacific Islanders (<1%). The freshman admit rate for underrepresented populations in 2011-12 was 29%, compared to an overall admit rate of 38%, but under “One Florida,” state universities are prohibited from addressing this issue at the point of admission. On the positive side, however, new freshman enrollments at USF from historically underrepresented populations totaled 1,650 and represented 42% over the entire freshman class in 2011-12, a recent high. Hispanic freshmen (762) comprised 20% of the cohort, while Blacks (388) comprised 10%, Asians (253) 7%, multiracial students (162) 4% and Native Hawaiians (9) and American Indians (11) less than 1% each. With USF’s 2012-13 freshman class projected to be at larger than 2011-12 freshman class due to the goals outline in the strategic enrollment plan, the total numbers in all cohorts is expected to increase due to allowable legal means ensuring the overall representation of freshmen from historically underrepresented populations.

Transfers applicants to USF from historically underrepresented populations attending state and community colleges in the Florida College System (FCS) totaled 2,720 for Summer/Fall 2011, representing 44% of the total FCS transfer application pool of 6,109. Applications from Hispanic transfers outpaced all other cohorts with 1,233, or 20% of the total FCS transfer applications. Transfer applications from Blacks totaled 949 (16%), while 243 Asians (4%), 167 multiracial students (3%), 15 American Indians (<1%) and 22 Native Hawaiian/Other Pacific Islanders (<1%) applied to USF from FCS institutions. Offers of transfer admission to FCS students from historically underrepresented populations totaled 1,694 in Summer/Fall 2011, representing 41% of the cohort of admitted FCS transfers. Again, offers to Hispanic freshmen outpaced all other underrepresented cohorts at 828 or 20% of all offers. 512 Black transfers (12%) were offered admission, as were 163 Asians (4%), 107 multiracial students (3%), 14 Native Hawaiians/Other Pacific Islanders (<1%) and 7 American Indians (<1%). The transfer admit rate for underrepresented populations from state and community colleges in the Florida College System was 62%, compared to an overall admit rate of 67%. On the positive side, again, new transfer enrollments at USF from historically underrepresented populations totaled 1,091 and represented 36% of the entire

FCS transfer cohort in Summer/Fall 2011. Hispanic transfers (486) comprised 16% of the cohort, while Blacks (354) comprised 12%, Asians (94) 3%, multiracial students (62) 2% and Native Hawaiians (10) and American Indians (7) less than 1% each. Additionally, although not covered by this report, USF enrolled 444 new transfers from historically underrepresented populations in Summer/Fall 2011 from other two-and four-year institutions, adding to the overall diversity of the new undergraduate student population.

Graduate Admissions:

	Hisp	%	Black	%	AI	%	HI/PI	%	Total Diverse	% Diverse	Total (USF System)
APPS	1,240	10.0%	1,412	11.4%	38	0.3%	17	0.1%	2,707	21.9%	12,350
ADMIT	558	10.2%	485	8.8%	15	0.3%	7	0.1%	1,065	19.4%	5,487
ENROLL	402	9.5%	340	9.1%	11	0.3%	3	0.1%	756	22.1%	4,063
Yield	72.0%		70.1%		73.3%		42.9%		71.0%		62.4%

Applications (APPS), Admissions (ADMIT) and Enrollment (ENROLL) 2010-2011 USF System

Information from USF InfoCenter

During 2010-11, the USF System received 12,350 applications for graduate degree programs. The number of applications from Hispanics (Hisp), Blacks, and American Indian (AI), Pacific Islanders (HI/PI) represented 10.0%, 11.4%, 0.1% and 0.3% of the entire application pool, respectively. As with the degree data, the change to considering the HI/PI cohort without including Asians, has led to an artificial decrease in the overall number of under-represented minorities, and, therefore, comparisons to previous years in terms of that population as well as in overall numbers do not yield meaningful comparisons. Collectively, applications from under-represented groups during 2010-11 comprised almost 22% of the applicant pool.

USF admitted 5,487 master’s and research doctoral students during 2010-11. Students from under-represented populations admitted to USF graduate programs represented 19.4% of all admissions to this cohort.

Overall, USF graduate admissions for the 2010-11 year yielded 62.4% enrollment for graduate programs. However, the yield for new graduate students from underrepresented populations was higher (71.0%). New students from under-represented populations

constituted over 22% of all newly enrolled graduate students. The yields for Hispanic and Black graduate students represent improved values from the previous USF Equity Report.

MDs Admissions:

The Morsani College of Medicine (MCOM) will adhere to the current law with regard to recruiting medical school applicants from historically underrepresented groups. MCOM continues to work on enhancing collaborations with pre-health advisors at Florida colleges and universities and with Historically Black Colleges and Universities (HBCU’s) to enhance recruitment to USF Health. Additional efforts will be directed toward recruiting students from Native American-Serving Non-Tribal Institutions (NASNTI) and Hispanic-Serving Institutions (HIS).

Pharmacy Admissions:

Demographics for Class of 2015

<p style="text-align: center;">Students 53</p> <p style="text-align: center;">Gender 67% Female 33 % Male</p> <p style="text-align: center;">First Generations College 72% No 28% Yes</p> <p style="text-align: center;">Highest Degree Attained 13% AA 57% BA 24% HS 4% MA 2% PH.D.</p> <p style="text-align: center;">Primary Institution 56% USF 41% SUS</p> <p style="text-align: center;">Average entering Student G.P.A. 3.22</p>	<p style="text-align: center;">Ethnicity: 42% White 15% Black 24% Asian 6% Hispanic 2% Amer. Indian</p> <p style="text-align: center;">Student Council Officers have been Selected for the Class of 2015</p>
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3. Health Services

Student Health Services (SHS) is an ambulatory-care facility utilizing an integrated care model, combining a wide range of medical, counseling, prevention, and wellness services to help support individual students to be personally and academically healthy and successful. SHS is an appointment-based ambulatory care clinic with a brief-stay day infirmary. SHS does not provide x-ray, dental, or optometry services. Referrals are available to private facilities which provide these services.

	2004-05	2005-06	2006-07	2007-08	*2008-09	2009-10	2010-11
Total SHS Clinic Visits	30,675	30,874	31,189	31,048	23,983	25,657	24,595
Average Daily Visits	125	126	126	127	96	103	101
Individuals Served	9,601	9,712	9,675	10,394	13,452	10,893	11077
Insurance							
No Insurance	N/A	17%	29%	28%	N/A	43%	39%
USF Insurance	N/A	8%	14%	22%	1393	23%	16%
Private Insurance	N/A	75%	57%	50%	3662	34%	45%
Ethnicity							
African American	14%	14. %	15%	15%	N/A	6%	10%
Hispanic	9%	10%	11%	12%		3%	6%
Asian	5%	5%	5%	6%		30%	5%
American Indian	0%	0%	0%	0%		0%	0%
Caucasian	72%	71%	69%	57%		29%	49%
Unknown				10%		59%	30%
International Students							
International Students	262	415	554	540	N/A	N/A	N/A

*Important Note: SHS implemented a new medical management system in Fall, 2008. This system provides SHS with more clinical and operational data and reports. SHS no longer provides "Nurse only" visits; therefore the total number of visits decreased in 2008-09.

Ethnicity was not part of the management reporting tool in 2008-09.

Insurance information noted now represents the number of students who had either university or private health insurance when they visited SHS.

International Students is not currently collected in this medical management.

4. Club and Intramural Athletics

Campus Recreation enriches the educational experience by providing opportunities to students, faculty, and staff focused on the development of lifelong wellness skills. We provide diverse programs, services and facilities that contribute to learning in safe, challenging, and supportive environments. There were over 575,000 visits to the Campus Recreation Center during the 2010-2011 academic year. The Campus Recreation full-time staff (total=25) racial/ethnic makeup includes African-American (21%), Hispanic (26%), and Caucasian (73%). The part time student staff (total= 495) racial/ethnic makeup includes African-American (28%), Hispanic (10%), Caucasian (64%), Asian (2%) and other (5%). 63% of the part-time employees are male and 37% are female.

African-Am	White	Asian	Hispanic	Other	Female	Male	
3	19		3		9	16	Full time staff
2	3			1	3	1	Sports Clubs
78	200	4	36	19	95	236	Intramurals
1	29	2	3		18	17	Outdoor Recreation/RFP/Ropes
2	23	1	1	1	10	18	Fitness
3	20		2	1	20	6	Group Fitness
13	27	1	6	3	26	24	Facilities
	13	1	1		9	6	Lifeguards
1	4			1	4	2	Personal Trainers
St: 103	392	9	49	26	194	326	520
				student	185	310	495

5. Student Financial Assistance

The University Scholarships & Financial Aid Services (USFAS) office at USF provides information and tools to promote college access and affordability, particularly to first-generation and underrepresented students.

- **Pell Grant Eligible students:** In 2010-11, USF enrolled an undergraduate population that was 40% Pell Grant eligible, demonstrating our commitment to economically disadvantaged students.
- **Financial Literacy 101 - online program for new freshmen:** USFAS provides an interactive on-line short course in financial literacy that all new freshmen must complete prior to fall matriculation at USF. This year the program was expanded to include new freshman admitted for spring 2012. The course provides information on basic personal finance concepts including budgeting, spending decisions, credit, debt and other useful topics. This information should be particularly useful for first-generation, low-income and underrepresented students. Financial Literacy 101 is one of three required modules in Life Skills for Collegiate Success developed in collaboration with Student Affairs.
- **College Planning Web Site:** USFAS maintains a college planning website with information and tools for students and their families, especially those who view cost as a barrier in achieving a college degree. The website provides quick links to a number of college planning resources including college cost calculators, step-by-step financial aid process, information on high school planning nights coordinated by the Hillsborough County School District, and other college planning resources. Professional staff from USFAS conducts many of these sessions.
- **Searchable Scholarship Database:** USFAS continued to expand listings in its searchable scholarship database based on scholarship information provided by all USF departments and campuses. The database simplifies a student's search for institutional scholarships by providing a single source and makes it easier for prospective students, as well as the current students and their families, to readily find USF scholarship information.
- **Computer Stations in USFAS Lobby for Assisted Self-Service:** USFAS provides 12 computer stations in the office lobby with staff to assist students and families in completing applications and online forms. This service helps overcome perceived barriers for students and families who may feel overwhelmed by the application process.
- **Spanish Financial aid guides and FAFSA worksheets:** These federal publications are available in Spanish to assist students and their families. In addition, there is a full-time Spanish speaking staff member to assist families upon request.

- **Outreach Programs & Services:** USFAS develops and participates in many outreach programs and services throughout the year to assist students and their families in establishing realistic financial plans for achieving a college education through planning, budgeting and applying early for financial aid.
- **Saturday Access USF Programs:** USFAS participates in three Saturday sessions hosted by the Office of Undergraduate Admissions during the spring semester that are targeted to first-generation and underrepresented students.
- **Stampede To Success:** USFAS participates in three Saturday events hosted by the Office of Undergraduate Admissions during the spring semester. The event is targeted to high ability students who have indicated an interest in attending USF.
- **FAFSA February:** During the month of February, USFAS promotes and provides one-to-one, guided assistance in the office lobby for students and their families completing the Free Application for Federal Student Aid (FAFSA).
- **Summer Access Programs:** USFAS provides financial aid presentations to students in the Student Support Services, Area Health Education Centers (AHEC) and other campus based summer programs. Students in the AHEC program are from underrepresented populations interested in careers in the medical sciences.

6. Housing

The Department of Housing & Residential Education provides a safe community, innovative programs, and quality services that contribute to our residents' success by fostering their learning, personal development, and citizenship.

Overall, the ethnic breakdown in the residence halls occupancy, when compared to the overall Tampa campus student population, is higher for students reporting two or more races or Non-Resident Alien (International) identity and lower for students identifying as White, non-Hispanic.

Comparative Statistics 2007-2011

	Fall 2011		Fall 2010		Fall 2009		Fall 2008		Fall 2007	
	# of students	% of total	# of students	% of total	# of students	% of total	# of students	% of total	# of students	% of total
Florida Resident (F+R)	4219	82.35 %	4968	89.42 %			3915	90.56 %	3872	89.51 %
Out of State (N+E)	360	7.03%	287	5.17%			234	5.41%	241	5.57%
Out of Country (A)	331	6.46%	207	3.73%			115	2.66%	110	2.54%
Special Fl. Resident (T)	213	4.16%	94	1.69%			59	1.36%	103	2.38%
TOTAL STUDENTS	5123	100.0 0%	5556	100.0 0%			4323	100.0 0%	4326	100.0 0%

Male	2241	43.74%	2383	42.89%	2168	44.04%	1810	41.87%	1811	41.86%
Female	2882	56.26%	3173	57.11%	2755	55.96%	2513	58.13%	2515	58.14%
TOTAL STUDENTS	5123	100.00%	5556	100.00%	4923	100.00%	4323	100.00%	4326	100.00%
Asian (5) (formerly Asian or Pacific Islander)	236	4.61%	301	5.42%	338	6.87%	229	5.30%	223	5.15%
Black/non-Hispanic (6) (formerly Black)	614	11.99%	697	12.54%	642	13.04%	593	13.72%	672	15.53%
Hispanic/Latino/Spanish origin (3) (formerly Hispanic)	838	16.36%	885	15.93%	697	14.16%	549	12.70%	542	12.53%
American Indian/Alaskan Native (4) (formerly same)	15	0.29%	18	0.32%	24	0.49%	15	0.35%	16	0.37%
White, non-Hispanic (8) (formerly White)	2863	55.89%	3216	57.88%	3010	61.14%	2719	62.90%	2578	59.59%
Race and Ethnicity Unknown (2) (formerly unknown)	50	0.98%	69	1.24%	89	1.81%	110	2.54%	188	4.35%
Two or more races (9) (formerly other)	151	2.95%	118	2.12%	123	2.50%	108	2.50%	107	2.47%
Native Hawaiian or Other Pacific Islander (7) (new category)	10	0.20%	8	0.14%						
Non-Resident Alien (1) (new category)	346	6.75%	244	4.39%						
TOTAL STUDENTS*	5123	100.00%	5556	100.00%	4923	100.00%	4323	100.00%	4326	100.00%
New Freshmen	2271	44.33%	3131	56.35%			2128	49.23%	2084	48.17%
Returning Freshmen	216	4.22%	100	1.80%			192	4.44%	220	5.09%
New Sophomore	459	8.96%	409	7.36%			276	6.38%	315	7.28%
Returning Sophomore	918	17.92%	757	13.62%			739	17.09%	666	15.40%
New Junior	239	4.67%	251	4.52%			240	5.55%	328	7.58%
Returning Junior	442	8.63%	412	7.42%			364	8.42%	328	7.58%
New Senior	21	0.41%	15	0.27%			51	1.18%	70	1.62%
Returning Senior	314	6.13%	321	5.78%			263	6.08%	246	5.69%
New Grad	33	0.64%	27	0.49%			32	0.74%	25	0.58%
Returning Grad	34	0.66%	12	0.22%			15	0.35%	14	0.32%
Non Degree Seeking	176	3.44%	121	2.18%			23	0.53%	30	0.69%
TOTAL STUDENTS	5123	100.00%	5556	100.00%			4323	100.00%	4326	100.00%
Under 18	218	4.26%	205	3.69%	193	3.92%	147	3.40%	138	3.19%
18	2409	47.02%	3123	56.21%	2543	51.66%	2083	48.18%	1981	45.79%
19	1291	25.20%	1151	20.72%	1105	22.45%	1071	24.77%	1067	24.66%
20	544	10.62%	501	9.02%	503	10.22%	469	10.85%	529	12.23%
21	298	5.82%	272	4.90%	293	5.95%	267	6.18%	295	6.82%
22	149	2.91%	126	2.27%	136	2.76%	114	2.64%	140	3.24%
23+	214	4.18%	176	3.17%	149	3.03%	151	3.49%	175	4.05%

Unknown	0	0.00%	2	0.04%	1	0.02%	21	0.49%	1	0.02%
TOTAL STUDENTS	5123	100.00%	5556	100.00%	4923	100.00%	4323	100.00%	4326	100.00%
New FTICs (Summer or Fall)	2639	51.51%	3535	63.62%	2876	58.42%	2317	53.60%	2206	50.99%
New Transfers (Summer or Fall)	355	6.93%	281	5.06%	327	6.64%	265	6.13%	398	9.20%
New Graduate Student (Summer or Fall)	45	0.88%	29	0.52%	33	0.67%	35	0.81%	24	0.55%
Returning Students	1908	37.24%	1602	28.83%	1676	34.04%	1684	38.95%	1669	38.58%
Non-Degree Seeking	176	3.44%	109	1.96%	11	0.22%	22	0.51%	29	0.67%
TOTAL STUDENTS	5123	100.00%	5556	100.00%	4923	100.00%	4323	100.00%	4326	100.00%
Summer FTIC Admits	1126		1589		1144		642		582	
Fall FTIC Admits	2370		2948		2751		3452		3527	
Total FTIC Admits	3496		4537		3895		4094		4109	
Fall & Summer FTIC Admits Housed for Fall	2639	75.49%	3535	77.91%	2876	73.84%	2317	56.60%	2206	53.69%
FTICs from Hillsborough/Pasco/Pinellas	1404		1747		1637		1230			
FTIC from outside 3 county area	2092		2790		2258		2864			
# housed from H/P/P	678	48.29%	808	46.25%	707	43.19%	537	43.66%		
# housed from outside 3 county area	1961	93.74%	2727	97.74%	2169	96.06%	1780	62.15%		

*Reporting for race and ethnicity was updated in fall of 2009 to represent new categories. The new categories are listed with the former designation representing the numbers in that line prior to Fall 2010

7. Student Employment

Student employees at the University of South Florida are employed either through temporary employment in which hours are determined by the respective departments; Federal Work Study, which are jobs for students who have been awarded financial aid by the University Scholarships and Financial Aid Services Office; and graduate assistantships which are funded by individual departments at USF.

Total Number of Students Employees	1,277
Sex	
Females	604
Males	673
Unknown	
Ethnic Group	
African American	267
Asian	70
Hispanic	206
White	709
American Indian	4
Pacific	3
Not Specified	18
Total Students Employed in Departments	
Campus Recreation	566
Marshall Center Admin	100
SG Computer Lab	20
Leadership and Development	
Disability Services	13
SA New Student Connections	6
Leadership and Civic Engagement	44
SG Safe Team	46
SG Legislative Branch-Senate	14
Housing & Residential Edctn	265
Student Health Services	10
SGA Multicultural Affairs/Programs	9
SG Student Information Services	6
SG Judicial Branch	10
Center for Student Involvement	40
SG Marketing Department	
WBUL Auxiliary	
Asst. VP Student Affairs (Conway)	1
VP Student Affairs	2
SA Asst. VP/Dean of Students	3
Asst VP Student Services	
Student Affairs Shared Svcs	20
Wellness Promotions	9
SG Bulls Radio	11
Students Rights Responsibilities	3
SG Elections Rules Commission	5
Student Publications	27
SG Executive Branch	24

Veterans	2
SGA Engagement & Involvement	
SG Business Office	6
Fraternity and Sorority Life	8
The Advocacy Program	5
SA Marketing & Communications	2

8. Educational and Work Environment

The university offers an excellent education and valuable out of class opportunities. These opportunities encourage and support the holistic development of our students by providing student employment opportunities which support student learning, success, and retention. Student Affairs, through the many services offered, focuses its work on the out-of-class learning experience and is therefore committed to the personal, social, civic, leadership, physical, character and intellectual development of our students. As partners in the educational and work environment at the university, students are being prepared to become lifelong learners, friends, community leaders and global citizens. The services provided to students are intended to continuously improve the educational environment and employment opportunities that allow students to obtain tangible experience that can help prepare them for entrance into the work force. The services are established to nurture, enhance, and promote the students growth and development in educational, global, cultural, work and social settings, as well as support their intellectual, physical, and overall well-being. The campus environment continually offers new challenges and requires new strategies to address the vast needs of our students in order to contribute to the retention and graduation efforts of the university.

9. Personnel

The workforce for the USF System is depicted below (Spring 2012):

Count of Name	Sex		Race							Female Total	Male							Male Total	Grand Total
	Female	Male	Am. Ind	Asian	Black	Hawa ii/Pac	Hispanic	Not Specif	White		Am. Ind	Asian	Black	Hawa ii/Pac	Hispanic	Not Specif	White		
Professionals	7	94	161	1	113	1	963	1340	4	65	78	1	71	623	842	2182			
Faculty	3	97	76	1	69	3	797	1046	5	180	63	1	91	1	1023	1364	2410		
Staff	8	53	317	2	227	4	838	1449	1	26	152	4	110	432	725	2174			
Executives			1				4	5						8	8	13			
Grand Total	18	244	555	4	409	8	2602	3840	10	271	293	6	272	1	2086	2939	6779		

C. GOALS

Undergraduate Admissions

For USF's Office of Undergraduate Admissions, our Mission Statement is: "As a premier metropolitan public research university, the University of South Florida recognizes in its mission a dedication to 'academic excellence and the ethic of community responsibility.' To fulfill this mission, USF's Office of Undergraduate Admissions seeks to identify, recruit, admit and enroll first-time-in-college freshman and transfer students from the Tampa Bay region, Florida, the United States, and the world, who individually and collectively demonstrate the ability to be academically successful and personally responsible members of the USF community and the society in which we live. To this end, we envision a broadly diverse undergraduate student body of creative, innovative and engaged scholars involved in the advancement of knowledge and its application to global solutions while helping to shape a university of national and international distinction." Furthermore, in USF's 2007-2012 Strategic Plan, there are four goals that pertain to undergraduate Admissions:

1. To align the academic profile of the University of South Florida's incoming undergraduate students with peer institutions within the State University System, the Big East Conference and nationally, as well as to position USF to be eligible for membership in the American Association of Universities (AAU);
2. To attract more high-ability undergraduate students to the University of South Florida, particularly those eligible for participation in USF's Honors College, those recognized nationally through the National Merit, National Achievement and National Hispanic Scholars programs, as well as transfer scholars as designated by USA Today and Phi Theta Kappa (PTK) International Honor Society;
3. To pursue aggressive outreach to first-generation-to-college students from economically and/or educationally disadvantaged communities, with a special emphasis on those who self-identify as being from populations historically underserved by higher education in Florida, the region and the nation; and,
4. To enroll more new out of state and international undergraduates, especially those who are fee-paying students enrolled in undergraduate degree programs.

Also, to improve the academic quality and success of all entering new students—freshmen and transfers—as identified in *USF Strategic Plan, 2007-2012*. Focus on continually increasing the one-year Full-Time FTIC retention rate by 2% to 3% with each successive freshmen class until USF achieves a one-year retention rate of 90% by 2012. Focus on continually increasing the six-year graduation rate by 2% to 3% with each successive class until USF achieves a six-year graduation rate of 63% by 2012.

Undergraduate Studies

- Improve the academic quality and success of all entering new students—freshmen and transfers—as identified in *USF Strategic Plan, 2007-2012*.

- Focus on continually increasing the one-year Full-Time FTIC retention rate by 2% to 3% with each successive freshmen class until USF achieves a one-year retention rate of 90% by 2012.
- Focus on continually increasing the six-year graduation rate by 2% to 3% with each successive class until USF achieves a six-year graduation rate of 63% by 2012.

Graduate

- To improve retention and time-to-degree, the Graduate School will continue to offer and further develop a series of workshops designed to enhance research skills, retention, leadership, academics and professional development. This will be facilitated by our new Assistant Director for Graduate Student Service.
- The Graduate School will continue enhanced communication with the targeted graduate student groups at USF through the use of the web and Blackboard student organizations.
- The Graduate School will continue to identify and tailor communications with Graduate Student Success Scholarship (GSS) recipients through cohort meetings and the use of Blackboard student organizations to facilitate degree tracking, communication, and the dissemination of information.
- The Graduate School will continue to require annual reports from all GSS and other fellowship recipients to ensure progress toward degree.
- The Graduate School will continue to investigate mechanisms to increase the level of extramural funding to support under-represented students and to enhance USF's recruit of new students given current resources. Several grants to the Graduate School have been funded and will serve as the foundation to strengthen and help to institutionalize support for under-represented minority graduate students.
- The Graduate School will continue to seek public and private resources to enhance fellowship offerings and USF's ability to recruit new students given current resources. To this end, the Graduate School aims to increase the number of qualified under-represented minorities who apply for and receive McKnight Fellowships.
- The Graduate School will continue to increase the level of communication and collaboration to graduate programs within colleges to identify diverse students in the application pool and increase the effectiveness of USF's recruitment efforts.
- The Graduate School will work to develop diversity workshops for graduate faculty and staff in partnership with the Office of Diversity and Equal Opportunity to improve communication among all stakeholders involved in diverse student initiatives.
- The Graduate School will produce retention reports for research doctoral programs to evaluate trends for students from under-represented populations.

All of the goals set by the Graduate School are continuing initiatives that address the identified weaknesses and will be carried out throughout the next academic year.

First Professional

- **Pipelines:** MCOM will adhere to the current law with regard to recruiting medical school applicants from historically underrepresented groups. MCOM continues to work on enhancing collaborations with pre-health advisors at Florida colleges and universities and with Historically Black Colleges and Universities (HBCU's) to enhance recruitment to USF Health. Additional efforts will be directed toward recruiting students from Native American-Serving Non-Tribal Institutions (NASNTI) and Hispanic-Serving Institutions (HIS).

E. OVERALL EFFECTIVENESS IN ENROLLMENT EQUITY

USF System undergraduate enrollment is up 4% from five years ago. Each year there has been increases of 1 – 2% with the exception of last year, which decreased by 1%. The University has consistently seen an increase in Hispanic enrollment each year and has increased a total of 38% in the past five years. The increase in Hispanic enrollment has been instrumental in the overall increase in undergraduate admissions since there has been a decrease in enrollment in all other ethnicity groups, Blacks 8%, American Indian 25%, Asians 2 % and Whites 2%. There has been a 9% increase of males and 1% increase of females enrolling in the last five years. Therefore, the percentage of overall male undergraduate students increased 2% in the USF System.

The graduate enrollment at USF System has had an increase of 6% over the last five years. Each ethnicity group has seen graduate enrollment increases with the exception of Whites. Hispanics, Blacks, American Indians, and Asians had increases of 30%, 8%, 11%, 30% respectively and Whites decreased 2%. Again, Hispanics increases were significantly high. Graduate student enrollments for males increased 13% and females increased 2% over the five years. Males enrolled in graduate school increased by 2% when looking at total enrollment.

USF System professional doctoral enrollment has increased by 18% in the past five years. There has been an increase all areas of ethnicity. The largest increase in percent is Indian American with 100% followed by Asians with 42%, Blacks with 32%, Hispanics with 32%, and Whites with 11%. Professional doctoral male enrollment has increased by 29% and females increased by 12% in the last five years. There has been a 3% male increase in total professional doctoral enrollment.

The slight decline in Black undergraduate enrollment in recent years stands out because more Black students enrolled in the USF System in 2007 than at any other point in the last decade. By benchmarking against that year, the USF System shows an 8% decline. If we were to benchmark against 2001, however, Black undergraduate enrollment has actually grown, from 3,337 in 2001 to 4,137 in 2011, an increase of 24%. The increase in Black undergraduate

enrollment has occurred despite low, almost static growth rates for the Black population in Florida, while the growth rate for Hispanics in the state has been dramatic. The increase in Hispanic undergraduate enrollment in the USF System reflects state and national population growth patterns.

As an institution dedicated to student success, it is most important to note that more Black and Hispanic students are earning degrees than ever before. From 2000-2001 to 2010-2011, the number of bachelor's degrees awarded by USF Tampa to Black students increased from 387 to 837, an increase of 116%. Degrees awarded to Hispanic students in Tampa increased from 385 to 1,020, an increase of 165%.

Despite the restrictions that "One Florida" placed on the admission process, USF has maintained Black undergraduate enrollment through transfer admission and more than doubled the output of Black students with Bachelor's degrees. Moving forward, the strategies to maintain access to success at the University of South Florida are to recruit aggressively throughout the state; maintain transfer admissions practices; and provide appropriate academic and financial support to ensure that all students have the opportunity to complete their degrees in a timely manner.

USF System Enrollment Trends of Degree Seeking Students, 2007 – 2011

Year	Hispanics		Blacks		American Indian		Asians		Whites		Males		Females		*Total	
	N	% Change	N	% Change	N	% Change	N	% Change	N	% Change	N	% Change	N	% Change	N	% Change
USF System Undergraduate Enrollment																
2011	6,130	5%	3,974	-4%	123	-19%	2,005	-6%	21,731	-4%	15,456	-1%	20,287	-2%	35,764	-1%
2010	5,818	12%	4,137	-2%	151	-16%	2,143	-4%	22,603	-1%	15,585	2%	20,705	1%	36,292	1%
2009	5,187	7%	4,218	-1%	179	3%	2,226	6%	22,920	1%	15,272	4%	20,560	1%	35,834	2%
2008	4,837	9%	4,276	-1%	173	5%	2,107	3%	22,670	2%	14,704	3%	20,407	1%	35,120	2%
2007	4,448	N/A	4,336	N/A	165	N/A	2,053	N/A	22,158	N/A	14,217	N/A	20,115	N/A	34,367	N/A
5-Year		38%		-8%		-25%		-2%		-2%		9%		1%		4%
USF System Graduate Enrollment																
2011	944	10%	785	-3%	31	-24%	538	3%	5,967	-3%	3,675	4%	5,756	-2%	9,433	0%
2010	858	5%	807	-4%	41	-9%	524	1%	6,173	0%	3,549	3%	5,865	0%	9,415	1%
2009	818	6%	840	-1%	45	10%	518	14%	6,200	0%	3,431	4%	5,876	0%	9,308	2%
2008	770	6%	850	17%	41	46%	456	10%	6,185	2%	3,284	1%	5,864	4%	9,151	3%
2007	728	N/A	729	N/A	28	N/A	413	N/A	6,086	N/A	3,240	N/A	5,643	N/A	8,894	N/A
5-Year		30%		8%		11%		30%		-2%		13%		2%		6%
USF System Professional Doctoral Enrollment																
2011	66	12%	49	17%	6	0%	136	11%	402	10%	308	18%	366	7%	676	12%
2010	59	11%	42	20%	6	20%	123	-2%	367	2%	261	4%	343	1%	604	2%
2009	53	-5%	35	9%	5	-17%	126	8%	360	-2%	250	0%	340	1%	590	1%
2008	56	-3%	32	-14%	6	100%	117	22%	366	1%	250	5%	335	2%	586	3%
2007	58	N/A	37	N/A	3	N/A	96	N/A	363	N/A	238	N/A	327	N/A	571	N/A
5-Year		14%		32%		100%		42%		11%		29%		12%		18%

USF System Total Enrollment																
2011	7,074	6%	4,759	-4%	154	-20%	2,543	-5%	27,698	-4%	19,131	0%	26,043	-2%	45,197	-1%
2010	6,676	11%	4,944	-2%	192	-14%	2,667	-3%	28,776	-1%	19,134	2%	26,570	1%	45,707	1%
2009	6,005	7%	5,058	-1%	224	5%	2,744	7%	29,120	1%	18,703	4%	26,436	1%	45,142	2%
2008	5,607	8%	5,126	1%	214	11%	2,563	4%	28,855	2%	17,988	3%	26,271	2%	44,271	2%
2007	5,176	N/A	5,065	N/A	193	N/A	2,466	N/A	28,244	N/A	17,457	N/A	25,758	N/A	43,261	N/A
5-Year		37%		-6%		-20%		3%		-2%		10%		1%		4%

* Total includes non-resident aliens and all reported and non-reported ethnicities and genders.

** Yearly % change based on previous year *N*. Five-year % change based on the difference between 2011 *N* and 2007 *N*.

PART IV

EQUITY IN INTERCOLLEGIATE ATHLETICS

Each university is required by Title IX to develop a plan for gender equity in athletics. An annual assessment is required to be conducted and each university president is to be evaluated on the extent to which gender equity goals have been accomplished. This section fulfills the requirements of two statutes: Gender Equity in Athletics (Ch. 1006.71) and the Florida Educational Equity Act (FEEA) [Ch. 1000.05(3) (a)].

A. ASSESSMENT OF GENDER EQUITY

The following 11 areas are required in the assessment:

- 1) Sports offerings
- 2) Participation rates, by gender, compared with full-time undergraduate enrollment by gender
- 3) Availability of facilities, defined as locker room, practice, and competitive facilities
- 4) Scholarship offerings for athletes
- 5) Funds allocated for:
 - The Athletic Program as a whole
 - Administration
 - Recruitment
 - Comparable coaching
 - Publicity and promotion
 - Other support costs
 - Travel and per diem allowances
- 6) Provision of equipment and supplies
- 7) Scheduling of games and practice times
- 8) Opportunities to receive tutoring
- 9) Compensation of coaches and tutors
- 10) Medical and training services
- 11) Housing and dining facilities and services

A. ASSESMENT OF 11 PROGRAM AREAS

Element	Assessment	Opportunities for enhancement?
1. Sport Offerings	<p>The University sponsors ten varsity sports for women and nine varsity sports for men. All of the sports are NCAA sponsored and compete in the Big East Conference with the exception of Sailing. The national governing body for collegiate sailing is the Inter-Collegiate Sailing Association (ICSA). The University's Women's Sailing Program does not belong to a conference, but competes nationally each year. This assessment is determined to currently be equitable. There is however opportunity for improvement which will be explored.</p>	✓
2. Participation rates, by sex, compared with full-time undergraduate enrollment by sex	<p>The difference between the University's female undergraduate enrollment ratio and the Athletics participation ratio for females was 4.92% for the 2010-2011 academic year. The University's 2010-2011 female undergraduate enrollment ratio was 57.11% and the female athletics participation ratio was 52.19%. This assessment is determined to currently be equitable. There is however opportunity for improvement which will be explored.</p>	✓
3. Availability of facilities, defined as locker room, practice and competitive facilities	<p>The Lee Roy Selmon Athletics Center provides modern locker room facilities for women's cross country, indoor and outdoor track, soccer, softball and tennis. Women's and men's basketball moved in to a newly constructed, state-of-the-art basketball practice facility with identical accommodations for each team. The Golf programs are awaiting completion of their new Golf Training Center scheduled for August 2012 which will house team locker and meeting space for each team as well as coaches' offices and specialty training areas. Women's volleyball will soon move into the newly renovated locker and meeting space just below their venue. Women's sailing uses the locker facility at the USF St. Petersburg campus.</p> <p>Competition facilities include the Sun Dome Corral for women's volleyball. Women's and men's soccer teams compete at a new soccer specific stadium with seating for 1,500 and berm seating for an additional 1,500 fans. Women's and Men's basketball share</p>	

	<p>the 10,000 seat USF Sun Dome located within the Athletics District. Women's and men's track and cross country compete in a newly refurbished track facility featuring the same track surface used in the 2008 Summer Olympics. Baseball and softball have their own new, state-of-the-art facilities for competition on campus. Sailing uses the USF St. Petersburg campus facilities for competition. The golf teams share the on-campus facility golf course. This assessment is determined to currently be equitable.</p>	
4. Scholarship offerings for athletes	<p>USF provide the maximum NCAA permissible limits of scholarships for each sport. The governing body for collegiate sailing does not permit athletic based grants aid and, therefore, they do not receive funding. This assessment is determined to currently be equitable.</p>	
5. Funds allocated for:		
a) The Athletic Program as a whole	<p>Resources allocated for women's sports programs are comparable to that of their male counterparts. Both women's and men's programs are provided with all the necessary resources to be competitive in the Big East Conference. This assessment is determined to currently be equitable.</p>	
b) Administration	<p>Funds allocated to administrative services are equitably distributed between men and women's programs. This assessment is determined to currently be equitable.</p>	
c) Travel and Per Diem Allowances	<p>Per Diem allowances are standard for the department and mode and method of travel is determined by destination, size of team, academic considerations and schedule. Teams have per diem based on destination with a maximum determined annually by Florida State Statute. The general rule for all University Athletic Programs is that teams fly to out-of-state competitions and travel by bus or van within state. This assessment is determined to currently be equitable.</p>	
d) Recruitment	<p>Budgets allocated for recruitment of women's student-athletes are comparable to their male counterparts. All programs have successfully recruited regionally, nationally and internationally. This assessment is determined to currently be equitable.</p>	
e) Comparable Coaching	<p>Experience and number of coaches available in the women's programs are comparable to their male counterparts. This assessment is determined to</p>	

	currently be equitable.	
f) Publicity and Promotion	The Athletic Department Marketing and Communication staff employs nine full-time staff members plus interns and student assistants. Publicity and promotion for our programs is equitable in like sports and is accomplished through a robust website, media relation initiatives and the video streaming of all home competition in our team sports. Production and printing of collateral materials (e.g., posters, schedule cards, etc.) is equitable among like sports. This assessment is determined to currently be equitable.	
g) Other Support Costs		
6. Provision of Equipment and Supplies	Coaches request funding based on condition of current equipment, replacement needs and requirements for new uniforms and equipment for new student-athletes. Annual budget is provided for each sport. Adjustments are allowed for contingencies in any given year. Two full-time staff members are assigned to assist coaches with equipment ordering, maintenance and repair. This assessment is determined to currently be equitable.	
7. Scheduling of games and practice times	Teams that share facilities alternate requested practice times each year. Regular practice times are accommodated for continuity and student-athlete academic schedules. Competitions scheduled for the same date are arranged between coaches and administrators. This assessment is determined to currently be equitable.	
8. Opportunities to receive tutoring	A full time employee supervises a staff of approximately 70 qualified student tutors. This group of tutors assists athletes in every possible course from lower-level math, English and science courses to upper-level courses required for the major. The tutors all go through training offered by the USF Learning Commons staff and are CRLA (College Reading and Learning Association) Level 1 certified. All tutors are regularly informed of the policies concerning academic integrity. All student-athletes have access to schedule tutoring on their own or through their academic advisors. This assessment is determined to currently be equitable.	
9. Compensation of coaches and tutors	Coaches are provided in like numbers for like sports and in proportion equal to or greater than the Big East Conference program standards. Compensation	

	<p>for coaches is determined based on comparison with other conference institutions, the fair market value, years and type of experience.</p> <p>Tutors are compensated according to their level of experience and degree earned. This assessment is determined to currently be equitable.</p>	
10. Medical and training services	<p>There is a complete sports medicine clinic in the Lee Roy Selmon Athletics Center as well as one in the Sun Dome. All student-athletes have equal access to treatment and medical care as needed. A certified licensed athletics trainer is assigned to each sport. This assessment is determined to currently be equitable.</p>	
11. Housing and dining facilities and services	<p>Student-athletes, like all students, reside either on campus in general student residences or off campus in private residences available to all.</p> <p>On campus residences include apartment style units as well as traditional college residence units. All sport teams are offered spaces in the apartment style housing as well as traditional housing on an equal basis.</p> <p>The dining service facilities on campus are the same for all students. The University recently opened a new nutrition center, open to all students, which is located adjacent to the Sun Dome. This new dining opportunity provides all students with healthy food options to maximize performance. This assessment is determined to currently be equitable.</p>	

B. BASIS FOR COMPLIANCE

Check one basis below for assuring that the University of South Florida is in compliance with the Florida Educational Equity Act:	
X	Substantial Proportionality
	History and Practice of Expansion of Sports
	Accommodation of Interest and Abilities

C. OVERALL EFFECTIVENESS IN ATHLETICS

During the 2010-2011 Academic Year, the University offered 286 opportunities for women to participate in Division I athletics. Additionally, brand new facilities opened to offer our student-athletes the best possible opportunity to maximize their participation. The women's Softball Team and the Men's Baseball Team competed in a state-of-the-art complex that combines the best training and competition amenities with exciting fan accommodations. Both Basketball Programs moved into identical new training facilities that offer them 24/7 access to technology and facilities to help them improve. Women's and men's soccer teams compete at a new soccer specific stadium with seating for 1,500 and berm seating for an additional 1,500 fans. A massive renovation of the Sun Dome, where the Basketball and Volleyball Programs compete, is underway and will provide an outstanding experience for the student-athletes for the 2012-2013 year and beyond.

PART V

EMPLOYMENT REPRESENTATION

The guidelines for the Employment Equity Report measure achievement of appropriate representation in selected faculty and administrative employment categories. The guidelines for this section may be fulfilled by appropriate analyses completed for the university's Affirmative Action Plans or other required reports.

The basis for the Employment data is the IPEDS Fall Staff report completed annually by each university. The definition of the categories above includes faculty and administrators employed full-time. Visiting appointments are included. Comparison over a five-year period (Fall 2006 to Fall 2011) is used as the baseline for evaluating effective (long-term) improvement.

A. RACE AND GENDER REPRESENTATION

Each university shall report race and gender representation within:

- 1) Tenured Faculty
- 2) Tenure-track Faculty
- 3) Faculty not on tenure track
- 4) Executive/Administrative/Managerial employees

Legend:

NRA= Non Resident Aliens

B= Blacks

AI/AN= American Indians/Alaskan Natives

A/PA= Asian/Pacific Islanders

H= Hispanics

W= Whites

Unk= Unknowns

Two= Two or more Races

NH/OPI= Native Hawaiian/Other Pacific Islanders

T= Total

Chart 1. Category Representation – Tenured Faculty

Indicator	NRA	B	AI/AN	A (2010 and 2011)	A/PI (2006)	H	NH/OPI (2010 and 2011)	W	≥ Two (2010 and 2011)	Not Reported	Female	Total
Number, Fall 2011	0	38	5	71	N/A	44	0	567	2	1	258	986
Number, Fall 2010	2	36	4	71	N/A	41	0	514	2	3	251	924
Percentage Change From Fall 2010 to 2011	-100.0%	5.6%	25.0%	0.0%	N/A	7.3%	N/A	10.3%	0.0%	-66.7%	2.8%	6.7%
Number, Fall 2006	6	36	6	N/A	70	29	N/A	610	N/A	0	218	975
Percentage Change From Fall 2006 to 2011	-100.0%	5.6%	-16.7%	N/A	N/A	51.7%	N/A	-7.0%	N/A	N/A	18.3%	1.1%
Area for improvement, compared with national standards? (Check if yes)	yes	yes									yes	
<i>Source: IPEDS Fall Staff 2011, 2010 and 2006</i>												

Tenured faculty decreased in size during 2006-2011 by 1.1%, but increased by 6.7% from 2010-2011. During 2006-2011, the numbers of Whites, Blacks, Non-Resident Aliens, and American Indians decreased while the numbers of Hispanics increased. The patterns for 2010-2011 show increases for all group except Non-Resident Aliens and Asians, whose numbers remained the same. Regarding females, the university saw increases of 18.3% during 2006-2011 and 2.8% from 2010-2011.

Chart 2. Category Representation – Tenure-Track Faculty

Indicator	NRA	B	AI/AN	A (2010 and 2011)	A/PI (2006)	H	NH/OPI (2010 and 2011)	W	≥ Two (2010 and 2011)	Not Reported	Female	Total
Number, Fall 2011	46	23	0	60	N/A	19	0	235	2	1	174	560
Number, Fall 2010	48	26	0	48	N/A	20	0	225	1	5	164	537
Percentage Change From Fall 2010 to 2011	-4.2%	-11.5%	N/A	25.0%	N/A	-5.0%	N/A	4.4%	100.0%	-80.0%	6.1%	4.3%
Number, Fall 2006	11	33	1	N/A	57	22	N/A	329	N/A	0	207	660
Percentage Change From Fall 2006 to 2011	318.2%	-30.3%	-100.0%	N/A	N/A	-13.6%	N/A	-28.6%	N/A	N/A	-15.9%	-15.2%
Area for improvement, compared with national standards? (Check if yes)		yes				yes					yes	

Source: IPEDS Fall Staff 2011, 2010 and 2006

Over the period Fall 2006 – Fall 2011, there was an overall decline in the number of Tenure-Track faculty of -15.2%, representing a net loss of 100 faculty in this category. All categories except non-resident aliens saw a decline during this period, with losses being most pronounced among Blacks (-30.3%; n = 10) and Whites (-28.6%; n = 94). The increase in non-resident aliens (318%, from 11 to 46) is accounted for in large part by the emphasis on faculty in STEM disciplines during this period, fields in which non-resident

aliens are significantly overrepresented among pools of candidates. However, there was a slight increase in the overall number of Tenure-Track faculty for the shorter period of 2010-2011, moving from 537 faculty to 560 faculty. Comparative gains/losses among groups were largely statistically insignificant during this period because of low numbers. As an example, Blacks showed the largest percentage loss of -11.5%, but this represented a decline of 3 faculty members, accounted partially by 2 Black faculty members gaining tenure in Spring 2011, thus moving into the category of Tenured faculty (Chart 1) in Fall 2011.

Chart 3. Category Representation – Non-Tenure-Earning Faculty or Faculty at Non-Tenure Granting Universities												
Indicator	NRA	B	AI/AN	A (2010 and 2011)	A/PI (2006)	H	NH/OPI (2010 and 2011)	W	≥ Two (2010 and 2011)	Not Reported	Female	Total
Number, Fall 2011	26	25	2	35	N/A	49	1	356	4	0	263	761
Number, Fall 2010	32	6	3	35	N/A	46	1	368	2	3	271	767
Percentage Change From Fall 2010 to 2011	-18.8%	316.7%	-33.3%	0.0%	N/A	6.5%	0.0%	-3.3%	100.0%	-100.0%	-3.0%	-0.8%
Number, Fall 2006	10	27	1	N/A	55	38	N/A	412	N/A	0	266	809
Percentage Change From Fall 2006 to 2011	160.0%	-7.4%	100.0%	N/A	N/A	28.9%	N/A	-13.6%	N/A	N/A	-1.1%	-5.9%
Area for improvement, compared with national standards? (Check if yes)	yes	yes		yes							yes	
<i>Source: IPEDS Fall Staff 2011, 2010 and 2006</i>												

The numbers of non-tenure earning faculty decreased by 5.9% for 2006-2011 and 0.8% for 2010-2011. For 2006-2011, Blacks and Whites showed the largest decreases while Non-Resident Aliens, along with Hispanics, showed the largest proportional increases. In contrast, for 2010-2011, the largest gains are shown for Blacks (316.7%) and, lesser so, for Hispanics (6.5%) while Non-Resident

Aliens, Whites, and Asians (by 1) all show declines in numbers among this group. During 2006-2011, there is a 1.1% decline in females and a 3% decline for 2010-2011.

A noteworthy increase in Non-Tenure Earning faculty is shown for Blacks during the period Fall 2010 – Fall 2011 (316.7%; from 6 to 25). While speculative, a considerable amount of yearly hiring over the past several years has been done in this category, and because these positions tend to be teaching focused, they appear to be more prone to successful diversity efforts in searches and to more effective targeted hiring.

Chart 4. Category Representation – Executive/Administrative/Managerial

Indicator	NRA	B	AI/AN	A (2010 and 2011)	A/PI (2006)	H	NH/OPI (2010 and 2011)	W	≥ Two (2010 and 2011)	Not Reported	Female	Total
Number, Fall 2011	2	8	0	7	N/A	9	14	101	2	0	254	397
Number, Fall 2010	6	58	1	21	N/A	52	0	545	0	1	353	1037
Percentage Change From Fall 2010 to 2011	-66.7%	-86.2%	-100.0%	-66.7%	N/A	-82.7%	N/A	-81.5%	N/A	-100.0%	-28.0%	-61.7%
Number, Fall 2006	3	46	0	N/A	12	35	N/A	432	0	0	251	779
Percentage Change From Fall 2006 to 2011	-33.3%	-82.6%	N/A	N/A	N/A	-74.3%	N/A	-76.6%	N/A	N/A	1.2%	-49.0%
Area for improvement, compared with national standards? (Check if yes)		yes		yes		yes						

Among Executive/Administrative/Managerial employees, there is an overall 49% decrease over 2006-2011. All racial/ethnic categories show roughly approximate declines during this time. The drop is even more noticeable for 2010-2011, where there is a 61.7% decline in total numbers, with Blacks, Hispanics, and Whites showing similar decreases in the 80% range while Non-resident Aliens and Asians both decreased by 66.7%. Females show a 1.2% gain during 2006-2011, but a 28% decrease in numbers compared to a decrease of 79% for males during 2010-2011.

An analysis has been presented in past years regarding how overall faculty distributions at USF compare with other national research universities, particularly those with membership in the American Association of Universities as well as a group of comparator SUS and selected peer institutions. Attempts have been made to update these statistics in order to determine our current rankings, but sufficient information is not yet available. We therefore show again the results of an analysis based on currently available data. Among these 47 selected institutions (41 for which gender information was available), USF ranked as follows:

Overall percent minority:	7 th (i.e., 7 th highest percentage)
Percent Black:	4 th
Percent Hispanic:	4 th
Percent Asian/Pacific Islander:	18 th
Percent Female, Full-Time	1 st (of 41 institutions)
Percent Female, Tenured	3 rd (of 41 institutions)

SOURCE FOR RACE/ETHNICITY DATA: Integrated Postsecondary Education Data System (IPEDS), <http://nces.ed.gov/ipeds/datacenter/InstitutionByName.aspx>.

Faculty defined as: Full-time instruction/research/public service faculty by function/occupation and race/ethnicity. Medical school faculty members are included.

<http://nces.ed.gov/ipeds/datacenter/SelectVariables.aspx?stepId=1>

SOURCE FOR GENDER DATA: American Association of University Professors, 2008-09 *Report on the Economic Status of the Profession*

<http://www.aaup.org/AAUP/comm/rep/Z/ecstatreport08-09/default.htm>.

Faculty defined as: Full-time faculty whose major regular assignment (at least 50 percent) is instruction, including release time for research. Medical school faculty members are excluded. University of California system institutions did not report statistics for this academic year.

<http://www.aaup.org/AAUP/comm/rep/Z/ecstatreport08-09/explan.htm>

B. OVERALL EFFECTIVENESS IN EMPLOYMENT

- (1) 2010-2011 saw continuation of a trend toward greater minority representation among the faculty as a whole despite operating under greater legal and budgetary restrictions. The gains are especially notable for Blacks and Hispanics.
- (2) There was general success in meeting EAP goals, in some cases exceeding them by a significant amount.
- (3) Success in tenure final decisions for Females matched (actually exceeded) that of Males.

PART VI

AREAS OF IMPROVEMENT AND ACHIEVEMENT

Areas of Improvement	Achievement
<p>Undergraduate Recruitment efforts will increase outreach to high ability underrepresented populations. Although a heavily sought after population by other universities and colleges, USF will continue to position itself as leading research institution providing an environment of student success and support. Efforts, for example, will include continued efforts to increase nationally recognized students like National Hispanics and National Achievers. Increased efforts to attract students from the three local Florida College Schools (FCS) as well as an articulation agreement will provide greater opportunities to enroll students from the local area. In addition, to changes in the academic requirements for FCSs transfer outside the local county area will positively influencing transfer enrollment.</p> <p>The one-year retention rates of fulltime FTIC showing the greatest need for improvement is that of American Indian/Alaskan Natives, followed by those of Whites, students of \geqTwo races, Blacks or African Americans, and Unknown, as well as primarily Male students overall.</p>	<p>Undergraduate Experiencing great increases in the amount of National Achievement Scholars were in 2011, 1 student enrolled, Office of Undergraduate Admission is predicting to enroll 3 students for 2012. 9 National Hispanics were enrolled in 2011, for 2012 Office of Undergraduate Admissions is predicting to enroll 19. As of May 2, 2012, 40% of the deposits are from Black (9%), Hispanic (19%), Asian (7%) and Multiracial (5%) students, with a handful of American Indian and Pacific Islander freshmen as well. Females comprise 57% of the freshman cohort, but yield among males is higher at 36% compared to 34%.</p> <p>USF has not offered retention initiatives or programs for just one gender or ethnic group of freshmen. Our focus continues to be upon improving graduation rates for all students using strategies that benefit students regardless of gender or ethnicity.</p>
<p>Graduate The number of graduate applications from under-represented populations has increased markedly over the last five years. The Graduate School will continue to work not only on translating the increased number of applications to larger enrollments, but also work to further increase the applicant pool. With the support of a Sloan Foundation grant, the Graduate School is initiating a cohort of Dean’s Scholars, who will receive training as</p>	<p>Graduate The Graduate School has received funding from the Council of Graduate Schools (CGS) as part of a multi-university study to compare completion, retention, and time to degree in under-represented minorities who are research doctoral students. This study is comparing institutions with and without AGEP funding. The results from this study should be available in late 2013/early 2014.</p>

<p>recruiters and return to their undergraduate institutions to help create ‘pipelines’ between USF and those colleges/universities.</p> <p>As part of the a consortium consisting of the University of Central Florida as well as Hillsborough and Valencia Community Colleges, and the Florida Education Fund, the Graduate School is involved in developing a program to develop a larger cohort of under-represented STEM students starting at the community college/FTIC level and continuing through to obtaining doctorates. This is funded as a planning proposal thorough NSF’s Alliance of Graduate Education and the Professoriate (AGEP).</p>	<p>USF continues to dedicate resources to the recruitment and retention of under-represented populations to support the master’s and research doctoral students. However the level of funding for scholarships and fellowships that could enhance enrollment of students in these groups has not increased over the last four years and has lagged far behind the increases in applications and admissions. The Graduate School does not receive funding to support first professional doctoral students.</p> <p>The academic success/retention and graduation of students in graduate programs requires a partnership between the Graduate School and graduate programs within the colleges to develop consistent monitoring of degree progress, enhanced mentoring, and professional development training for targeted for these students. To better analyze this issue, the Graduate School has been accumulating and analyzing data initially for STEM PhD students, specifically under-represented minorities, and aims to expand that study to master’s students.</p> <p>The percentage of master’s degrees awarded to women decreased 3% to 63% between 2009-10 and 2010-11. This is 2% lower than the percentage of women enrolled in master’s degree programs, but likely reflects slight yearly variability. At the doctoral level, the percentage of research PhDs awarded to women increased approximately 4% between 2009-10 and 2010-11 with women still earning a majority of the research doctoral degrees (59%). Over 72% of the research doctoral degrees earned by students from under-represented populations in 2010-11 were awarded to women.</p> <p>Hispanics exhibited a slight decrease in master’s degrees awarded between 2009-10 and 2010-11 with a decrease of 4% from 239 to 229 degrees and this represented 9% of all master’s degrees awarded.</p>
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	<p>Blacks (6.0%) and Hispanics (7.5%) continue to receive the majority of research doctoral degrees earned by students from under-represented populations. Hispanics showed impressive gains in research doctorates with a 33% increase in the number of degrees earned.</p> <p>New students from under-represented populations constituted over 24% of all newly enrolled master's students comparable to their value in 2009-10. 17% of new research doctorate students are under-represented minorities.</p> <p>The Graduate School held an orientation meeting with cohort groups of diversity fellowship recipients to directly provide information related to mentoring, professional development and networking. It also runs a summer program specifically for under-represented students which aids in teaching them how to navigate Graduate School.</p> <p>Scholarships and fellowships that could enhance enrollment of students in these groups have not increased over the last four years and has lagged far behind the increases in applications and admissions. The Graduate School does not receive funding to support first professional doctoral students.</p> <p>The academic success/retention and graduation of students in graduate programs requires a partnership between the Graduate School and graduate programs within the colleges to develop consistent monitoring of degree progress, enhanced mentoring, and professional development training for targeted for these students. To better analyze this issue, the Graduate School has been accumulating and analyzing data initially for STEM PhD students, specifically under-represented minorities, and aims to expand that study to master's students.</p>
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<p>First Professional</p> <p>Learning Skills Support: Cohorts of students in MCOM require more intensive and longitudinal support of a learning skills specialist. To respond to this need, the MCOM will seek a specialist/consultant to provide these services to our students. Until this individual is identified, students access services through Dr. Pat Maher’s office in USF’s Learning Commons.</p> <p>Health & Wellness: COM will provide Safe Zone Training to create a welcoming and cooperative environment for GLBT students</p>	<p>First Professional</p> <p>The Office of Student Affairs in the MCOM provides or coordinates the programs and services for MCOM students as follows:</p> <ul style="list-style-type: none"> • Organizational & Study Skills assessment and assistance: Because student success is closely tied to performance on national level standardized exams, all students receive test-taking strategy assessment through Dr. Pat Maher’s office in USF’s Learning Commons. Additionally, COM students are counseled on organizational and study skills strategies. • Office of Student and Resident Professional Development: A component of a comprehensive initiative established by the leadership of USF Health and MCOM to further develop learning environment values of professionalism affecting academic achievement and institutional effectiveness. • Health & Wellness: The Wellness Council developed as a collaborative effort among students, faculty, and Student Affairs at the Morsani College of Medicine to encourage students to take control of our own wellness. Our objectives are: To promote academic, financial, mental, nutritional, physical, and spiritual wellness among the students at the USF Morsani College of Medicine. We believe future physicians who value wellness in themselves will be better advocates of health to their patients. • Student Mentoring: Four student organizations in the COM—the Asian Pacific Medical Student Association (APAMSA), the Latin American Medical Student Association (LMSA), Gay Lesbian, Bisexual Transgender AMSA (GLBTAMSA) and the Student National Medical Student Association (SNMA), two of which are minority-oriented organizations—have established an alliance to develop a strong mentoring system for newly-admitted and pipeline program
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	<p>students. This alliance is heavily engaged in the recruitment of students for our graduate programs, through their participation in the Medical Diversity Outreach Collaborative (MDOC) and the Student Admissions Leadership group (SALG).</p> <ul style="list-style-type: none"> • Student Recruitment: MCOM continues to identify and recruit diverse body of students for our Core and SELECT (Scholarly Excellence, Leadership Experiences, Collaborative Training) Programs. Diversity recruitment process continues until the student matriculates into a fall class. OSDE, the Office of MD Admissions and Student Affairs work in collaboration to cultivate diversity outreach to pre-health students and applicants in our admissions and pipeline programs. In addition, this past year we have cultivated recruitment and outreach initiative locally and nationally to attract URM and Disadvantaged applicants to our leadership in medicine SELECT program. • Holistic Reviews of Applications: Continue the implementation of the Holistic Review Process for applications, as recommended by the American Association of Medical Colleges. Medical Students’ profiles are evaluated for academic strength as well as for other significant life experiences such as work history, commitment to medicine through volunteering or shadowing, “first generation in college”, speaking multiple languages, work or volunteer outside the United States, a disadvantaged and “distance traveled” backgrounds and any unique leadership experiences. MCOM is striving to enhance its recruitment efforts and admission of students from under-represented groups into medicine in future classes and plan to continue to refine this process for the next application cycle. The class of 2013 was admitted utilizing the Holistic Review Process.
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	<ul style="list-style-type: none"> • Learning Skills Support: Cohorts of students in MCOM require more intensive and longitudinal support of a learning skills specialist. To respond to this need, the MCOM will seek a specialist/consultant to provide these services to our students. Until this individual is identified, students access services through Dr. Pat Maher’s office in USF’s Learning Commons.
<p>Admissions</p> <ul style="list-style-type: none"> • Recruitment efforts will increase outreach to high ability underrepresented populations. Although a heavily sought after population by other universities and colleges, USF will continue to position itself as leading research institution providing an environment of student success and support. Efforts, for example, will include continued efforts to increase nationally recognized students like National Hispanics and National Achievers. • Increased efforts to attract students from the three local Florida College Schools (FCS) as well as an articulation agreement will provide greater opportunities to enroll students from the local area. In addition, to changes in the academic requirements for FCSs transfer outside the local county area will positively influencing transfer enrollment. 	<p>Admissions</p> <ul style="list-style-type: none"> • Experiencing great increases in the amount of National Achievement Scholars were in 2011. 1 student enrolled, Office of Undergraduate Admission is predicting to enroll 3 students for 2012. • 9 National Hispanics were enrolled in 2011, for 2012 Office of Undergraduate Admissions is predicting to enroll 19. • As of May 2, 2012, 40% of the deposits are from Black (9%), Hispanic (19%), Asian (7%) and Multiracial (5%) students, with a handful of American Indian and Pacific Islander freshmen as well. • Females comprise 57% of the freshman cohort, but yield among males is higher at 36% compared to 34%.
<p>Athletics</p> <ol style="list-style-type: none"> 1. Update women’s Softball facility. Construction of the new University Softball Complex was completed spring 2011 with competition beginning immediately. The complex shares facilities with the new Baseball field and boasts state-of-the-art competition amenities as well as impressive fan accommodations. 2. Sports Offerings The University will undergo an analysis of sports for women to determine the potential for valuable participation opportunities should be created in those sports. 	<p>Athletics</p> <ol style="list-style-type: none"> 1. Completed. 2. Research and analysis during the 2011-2012 academic year. Decision on new opportunities to be completed no later than spring 2013.

<p>3. Increase female athletic participation opportunities. Analyze and determine most effective way to increase female athletic participation opportunities. Develop a plan for increasing female athletic participation opportunities.</p>	<p>3. Research and analysis during the 2011-2012 academic year. Decision on new opportunities to be completed no later than spring 2013.</p>
<p>Employment These areas for improvement are based on comparisons between USF's Workforce and National Standards:</p> <ul style="list-style-type: none"> • Non-Resident-Aliens at the Tenured Faculty level • Blacks and Hispanics at the Tenure-Track Faculty level • Non-Resident-Aliens at the Non-Tenure-Earning level • Blacks, Asians and Hispanics at the Executive/Administrative/Managerial level 	<p>Employment Focusing on the university as a whole, the university successfully met 62% (16 of 26) of its 2010-2011 EAP goals, though meeting goals in categories in which hiring was actually conducted (all faculty) was 80%. 100% of goals for hiring Females and Other Minorities were met while goals for Blacks and Hispanics fell short, though only modestly when actual hiring was conducted. USF St. Petersburg met 100% of its goals (3/3) while the Colleges of Arts & Sciences met 90% (9/10). Engineering (1/3) and USF Sarasota-Manatee (1/2) fell short of their goals, though Engineering met 100% of its goals for hiring female faculty and USF Sarasota-Manatee met 100% of its goal to hire a Black faculty member.</p>

PART VII

PROTECTED-CLASS REPRESENTATION IN THE TENURE PROCESS

During the 2010-2011 academic year, there were a total of 55 candidates for tenure across the USF System (4 campuses – Tampa [including Health Sciences], Polytechnic, Sarasota-Manatee, and St. Petersburg). Of these, 50 were granted tenure. Four persons were denied tenure – 1 Asian male, 1 Black male, and 2 Black females. One Hispanic male withdrew from the process prior to a final decision. While all Whites were granted tenure, 13 of 17 (includes one “other”) non-White candidates (77%) who progressed to a final decision were granted tenure.

University of South Florida System

Protected-class Representation in the Tenure Process, 2010-2011

Sex, Race/Ethnicity	*Eligible	Applied	Withdrawn	Denied	Deferred	Nominated
MALES						
American Indian or Alaskan Native						
Asian or Pacific Islander	4	4		1		3
Black, Not Hispanic	2	2		1		1
Hispanic	2	2	1			1
White, not Hispanic	22	22				22
Other, Not Reported						
Total Male (include Other, Not Reported)	30	30	1	2	0	27
FEMALES						
American Indian or Alaskan Native						
Asian or Pacific Islander	1	1				1
Black, not Hispanic	5	5		2		3
Hispanic	3	3				3
White, not Hispanic	15	15				15
Other, Not Reported	1	1				1
Total Female (Number and Percent) (include Other, Not Reported)	25	25	0	2	0	23
	45.5%	45.5%	0.0%	50.0%	0.0%	46.0%
GRAND TOTAL	55	55	1	4	0	50

*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.

PART VIII

PROMOTION AND TENURE COMMITTEE COMPOSITION

Statistics submitted below.

University of South Florida

Promotion and Tenure Committee Composition, AY 2010-2011

Type of Committee		American Indian/ Alaskan Native		Asian or Pacific Islander		Black, not Hispanic		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
		USF Tampa Campus Committee	E												
	S														
Arts & Sciences	E	1		25	3	7	6	3	9	151	70			187	88
	S				1		1			5	2			5	4
Anthropology	E								3	6	7			6	10
	S								3	6	7			6	10
Cell Biology, Microbiology, and Molecular Biology	E			1	1					2	1			3	2
	S			1	1					2	1			3	2
Chemistry	E			4						14	3			18	3
	S			4						10	2			14	2
English	E				1		2			7	9			7	12
	S				1		2			7	9			7	12
Geography	E			1		2				4	1			7	1
	S			1		2				4	1			7	1
Geology	E			1						6	1			7	1
	S			1						6	1			7	1
Government & International Affairs	E			1						9	3			10	3
	S			1						8	3			9	3
Integrative Biology	E									7	3			7	3
	S									7	3			7	3

Library & Information Sciences	E					1	1		1		1			1	3
	S					1	1		1		1			1	3
School of Mass Communications	E		1						1	1				2	1
	S		1						1	1				2	1
Mathematics & Statistics	E		6						13	2				19	2
	S		6						12	2				18	2
Philosophy	E								1	10	3			10	4
	S								1	10	3			10	4
Physics	E		7						7	1				14	1
	S		7						7	1				14	1
Religious Studies	E			1		1			4					4	2
	S			1		1			4					4	2
World Languages	E			1			2	1	5	4				7	6
	S			0			2	1	4	1				6	2
Behavioral & Community Sciences	E					1			2	6				2	7
	S					1			2	6				2	7
Child & Family Studies	E								5	2				5	2
	S								5	2				5	2
Criminology	E						1		5	3				6	3
	S						1		5	3				6	3
Education	E					1	1		1	20	16			21	18
	S					0	0		0	5	2			5	2
Adult Career & Higher Education	E							1		4	3			5	3
	S							1		4	3			5	3
Psychological & Social Foundations	E		1		1	2	1		4	6				7	8
	S		1		1	2	1		4	6				7	8
Secondary Education	E					1			1	7	6			7	8
	S					1			1	7	6			7	8
Engineering	E		2		1		1		2					6	0
	S		2		1		1		2					6	0

Chemical Engineering	E			3						7				10	0
	S			3						7				10	0
Civil & Environmental Engineering	E			3			1	1		4	1			8	2
	S			3			1	1		4	1			8	2
Computer Sciences & Engineering	E			5				1		5				11	0
	S			5				1		4				10	0
Industrial & Management Systems Engineering	E			1			1			1	1			3	1
	S			1			1			1	1			3	1
Mechanical Engineering	E			4				1		4	1			9	1
	S			4				1		3	1			8	1
Medicine	E			9	2	3	2	15		161	60			188	64
	S			1						3	8			4	8
Neurosurgery & Brain Repair	E									2	2			2	2
	S									2	2			2	2
Pediatrics	E									3	3			3	3
	S									3	2			3	2
Public Health	E									5	4			5	4
	S									5	3			5	3
Environmental & Occupational Health	E									5				5	0
	S									2				2	0
The Arts	E						2			5	2			7	2
	S						1			4	2			5	2
School of Art & Art History	E									5	5			5	5
	S									3	5			3	5

USF St. Petersburg Committee	E									4	3			4	3
	S									4	3			4	3
College of Arts & Sciences	E									3	2			3	2
	S									3	2			3	2

Anthropology, Interdisciplinary Social Sciences & Criminology	E								1	1	2			1	3
	S								1	1	2			1	3
Environmental Science, Policy & Geography	E			1					1	2	1			2	3
	S			1					1	2	1			2	3
Languages, Literature & Writing	E							1		1	3			2	3
	S							1		0	2			1	2
College of Business	E			1						5	1			6	1
	S			1						5	1			6	1

USF Polytechnic	E	1		1		1				2		3	2	8	2
	S	1		1		0				2		1	0	5	0
College of Human & Social Sciences	E					1				2		1	2	4	2
	S					1				0		1	1	2	1

USF Sarasota-Manatee	E			1						8	4			9	4
	S			1						4	0			5	0
College of Arts & Sciences	E									1	3			1	3
	S									0	3			0	3
College of Business	E			1						1	1			2	1
	S			1						1	1			2	1

PART IX

OTHER REQUIREMENTS

A. BUDGET PLAN

Various mechanisms for directing funds to colleges to assist with diversity efforts were utilized during the academic year 2010-2011. The most prominent ones include outreach efforts in recruiting, faculty salary assistance to Colleges to aid in minority/gender recruitment, a “special opportunity” hiring program (available to all categories, but especially useful in attracting minority candidates), and offering various forms of scholarships. All operate within appropriate legal parameters as interpreted by our Office of the General Counsel.

USF BUDGET PLAN
9-Apr-12

PROGRAM	PROGRAM GOALS/STRATEGIES	2011-2012 ALLOCATION
I) Outreach Recruitment of Female and Minority Employees for EAP Positions	Posting of vacancy announcements, publication of display and feature advertisements in female and minority-oriented media	27,945.00
II) Salary Counter Offers and Preventive Offers	Retention of qualified under-represented faculty members and administrators through salary preventive offers and counter offers	24,479.00
III) Internal and External Market Equity Program	Adjust salaries of employees in light of salary compressions, and comparisons of salaries of similarly situated employees	0.00
IV) McKnight Fellows to support long term recruitment	Participate in Annual Conference organized by Florida Education Fund; and provide funds to support studies of 23 McKnight Fellows at USF	479,466.57
V) McNair Scholar Program to support long term recruitment	Increase the number of women and minorities among qualified applicants (graduate schools & employment)	213,190.00
VI) Richard F. Pride Fellowships (IBL)	Increase number of minorities among qualified applicants	78,500.00
VII) Employee Tuition Program (HR)	Facilitate professional development and upward mobility of USF employees through educational leave and tuition reimbursement (women and minorities)	50,000.00

VIII)
Target of Opportunity Program Increase the number of faculty in
underutilized disciplines through direct or spousal hires

Total **\$873,580.57**

B. PRESIDENT'S EVALUATION

Each university President shall be evaluated on the results of the Florida Equity Reports. The President's performance is evaluated annually consistent with the provisions of her employment contract and Section 1012.95(3)(b) Florida Statutes. The process for evaluating the President's progress towards equity and diversity goals begins with the President's self-evaluation of her annual goals submitted to the BOT Chair. Thereafter, an evaluation is conducted by the Board of Trustees and the results are presented in a public meeting of the Board. The Board Chair and Compensation Committee Chair have evaluated the President but have deferred the full committee and board evaluation until after the 2011-12 legislative session, due to the sensitivity of the session. The evaluation will occur during the Summer of 2012 for two years and will be available on the BOT website. Below is the link to the BOT website where the document for the President's evaluation is located: <http://usfweb2.usf.edu/board/meetings/meetings.html>. The Board and Committee Chairs' assessments are available upon request to the USF Board of Trustees Operations Office at 813-974-1678.

The President's July 2010- June 2011 performance evaluation was reviewed by the Board Chair and Compensation Committee Chair. In sum, the assessment is excellent performance "exceeds expectations" based on the goals established by the USF Board of Trustees Chair, BOT Compensation Committee and the President. The Board Chair stated that *"The 2010-11 year was one filled with accomplishments and continued work on significant economic challenges. President Genshaft, once again, performed well as measured by the goals set and evaluated by the Compensation Committee of the Board of Trustees. Additionally, based on my own observations and input I have solicited from policy makers, community leaders, donors, faculty and students, there is strong consensus that the president is providing strong leadership and vision to the university system."*

C. TOP ADMINISTRATOR'S EVALUATIONS

Top administrators have equity accomplishments evaluated in their annual performance appraisals. The President evaluates each vice president in achieving goals consistent with the intent of Section 1012.95, F.S.

The President's evaluation of the Vice Presidents that report to her is summarized as follows:

- Chief Operating Officer: hired July 2011
- Executive Vice President and Provost: sustained performance
- Sr. VP Research, Innovation and Global Affairs: sustained performance
- Sr. VP University Advancement: sustained performance
- Sr. Vice President USF Health: sustained performance
- VP University Communications: sustained performance
- Regional Chancellor USF St. Petersburg: sustained performance
- Regional Chancellor USF Polytechnic: was removed from his position
- Regional Chancellor USF Sarasota-Manatee: sustained performance

With the reorganization, the other Vice Presidents now report through Sr. Vice Presidents.

APPENDIX A

2012 EQUITY REPORT COMMITTEE

Our special thanks to the following individuals for their contribution to this report:

Dr. Janet Moore, Undergraduate Studies

Dr. Paul Dosal, Student Success

Dr. Yue Ma, Academic Affairs/Decision Support

Dr. Peter Harries, Graduate Studies

Carmen Goldsmith, Student Affairs

Kenneth Rodriguez, Business Systems Reengineering

Dr. Dwayne Smith, Academic Affairs/Faculty Development

Amy Perkins, Intercollegiate Athletics

David Henry, Academic Affairs/Admissions

Dr. Cindy Visot, Office of the President

Cheryl Anderson, Academic Affairs/Provost

Shirley Smith, College of Medicine/Educational Affairs

Jonathan Perez, MD Admissions

Billie Jo Hamilton, Academic Affairs/Financial Aid

Kirk Rascoe, Diversity and Equal Opportunity

Dr. Ted Williams, Diversity and Equal Opportunity

Luz Jaramillo, Diversity and Equal Opportunity

APPENDIX B
GOAL ACHIEVEMENT REPORT

EQUITY ACCOUNTABILITY PROGRESS REPORT

2010-2011 Goal Achievement

TOTAL UNIVERSITY

1	2	3		4	5
EAP Categories	EAP Goals	Goal Met (#)	Goal Met (%)	Hiring(#)	Diff. from Goals by (#)
SENIOR-LEVEL ADMINISTRATIVE					
Other Minorities	3	0	0%	0	-3
Blacks	2	0	0%	0	-2
ACADEMIC ADMINISTRATIVE-Blk					
	1	0	0%	0	-1
RANKED FACULTY					
Other Minorities	5	5	100%	13	8
Blacks	4	2	50%	3	-1
Hispanics	5	3	60%	9	4
Females	6	6	100%	52	46
TOTAL GOALS	26	16	62%	77	51

EQUITY ACCOUNTABILITY PROGRESS REPORT

2010-2011 Goal Achievement

ARTS AND SCIENCES

EAP Categories	1	2	3	4	5
EAP Categories	EAP Goals	Goal Met (#)	Goal Met (%)	Hiring(#)	Diff. from Goals by (#)
SENIOR-LEVEL ADMINISTRATIVE					
	0	0	0%	0	0
ACADEMIC ADMINISTRATIVE					
	0	0	0%	0	0
RANKED FACULTY					
Other Minorities	3	3	100%	8	5
Blacks	1	1	100%	1	0
Hispanics	3	2	67%	2	-1
Females	3	3	100%	25	22
TOTAL GOALS					
	10	9	90%	36	26

(!)Other Minorities include Asian/Pacific Islander and Native American.

EQUITY ACCOUNTABILITY PROGRESS REPORT

2010-2011 Goal Achievement

ENGINEERING

EAP Categories	1	2	3		4	5
			Goal Met (#)	Goal Met (%)		
SENIOR-LEVEL ADMINISTRATIVE						
Other Minorities		0	0	0%	0	0
ACADEMIC ADMINISTRATIVE						
Blacks		1	0	0%	0	-1
RANKED FACULTY						
Other Minorities		0	0	0%	0	0
Blacks		1	0	0%	0	-1
Hispanics		0	0	0%	0	0
Females		1	1	100%	1	0
TOTAL GOALS		3	1	33%	1	-2

(!)Other Minorities include Asian/Pacific Islander and Native American.

EQUITY ACCOUNTABILITY PROGRESS REPORT

2010-2011 Goal Achievement

USF POLYTECHNIC

EAP Categories	1	2	3	4	5
EAP Categories	EAP Goals	Goal Met (#)	Goal Met (%)	Hiring(#)	Diff. from Goals by (#)
SENIOR-LEVEL ADMINISTRATIVE					
Other Minorities	0	0	0%	0	0
ACADEMIC ADMINISTRATIVE					
	0	0	0%	0	0
RANKED FACULTY					
Other Minorities	1	1	100%	1	0
Blacks	1	0	0%	0	-1
Hispanics	0	0	0%	4	4
Females	0	0	0%	9	9
TOTAL GOALS	2	1	50%	14	12

(!)Other Minorities include Asian/Pacific Islander and Native American.

EQUITY ACCOUNTABILITY PROGRESS REPORT

2010-2011 Goal Achievement

ST PETERSBURG

EAP Categories	1	2	3		4	5
			Goal Met (#)	Goal Met (%)		
SENIOR-LEVEL ADMINISTRATIVE						
Other Minorities		0	0	0%	0	0
ACADEMIC ADMINISTRATIVE						
		0	0	0%	0	0
RANKED FACULTY						
Other Minorities		1	1	100%	1	0
Blacks		0	0	0%	0	0
Hispanics		1	1	100%	1	0
Females		1	1	100%	10	9
TOTAL GOALS		3	3	100%	12	9

(!)Other Minorities include Asian/Pacific Islander and Native American.

EQUITY ACCOUNTABILITY PROGRESS REPORT

2010-2011 Goal Achievement

SARASOTA

EAP Categories	1	2	3	4	5
	EAP Goals	Goal Met (#)	Goal Met (%)	Hiring(#)	Diff. from Goals by (#)
SENIOR-LEVEL ADMINISTRATIVE					
Black	0	0	0%	0	0
ACADEMIC ADMINISTRATIVE					
RANKED FACULTY					
Other Minorities	0	0	0%	0	0
Blacks	1	1	100%	1	0
Hispanics	1	0	0%	0	-1
Females	0	0	0%	2	2
TOTAL GOALS	2	1	50%	3	1

(!)Other Minorities include Asian/Pacific Islander and Native American.

EQUITY ACCOUNTABILITY PROGRESS REPORT

2010-2011 Goal Achievement

BUSINESS

1	2	3		4	5
EAP Categories	EAP Goals	Goal Met (#)	Goal Met (%)	Hiring(#)	Diff. from Goals by (#)
SENIOR-LEVEL ADMINISTRATIVE					
Other Minorities	0	0	0%	0	0
Females					
ACADEMIC ADMINISTRATIVE					
	0	0	0%	0	0
RANKED FACULTY					
Other Minorities	0	0	0%	3	3
Blacks	0	0	0%	1	1
Hispanics	0	0	0%	2	2
Females	1	1	100%	5	4
TOTAL GOALS					
	1	1	100%	11	10

(!)Other Minorities include Asian/Pacific Islander and Native American.

EQUITY ACCOUNTABILITY PROGRESS REPORT

2010-2011 Goal Achievement

INFORMATION TECHNOLOGY

1	2	3		4	5
EAP Categories	EAP Goals	Goal Met (#)	Goal Met (%)	Hiring(#)	Diff. from Goals by (#)
SENIOR-LEVEL ADMINISTRATIVE					
Other Minorities	2	0	0%	0	-2
Blacks	2	0	0%	0	-2
ACADEMIC ADMINISTRATIVE					
	0	0	0%	0	0
RANKED FACULTY					
Other Minorities	0	0	0%	0	0
Blacks	0	0	0%	0	0
Hispanics	0	0	0%	0	0
Females	0	0	0%	0	0
TOTAL GOALS					
	4	0	0%	0	-4

(!)Other Minorities include Asian/Pacific Islander and Native American.

EQUITY ACCOUNTABILITY PROGRESS REPORT

2010-2011 Goal Achievement

UNIVERSITY ADVANCEMENT

EAP Categories	1	2	3		4	5
			Goal Met (#)	Goal Met (%)		
SENIOR-LEVEL ADMINISTRATIVE						
Other Minorities		1	0	0%	0	-1
ACADEMIC ADMINISTRATIVE						
		0	0	0%	0	0
RANKED FACULTY						
Other Minorities		0	0	0%	0	0
Blacks		0	0	0%	0	0
Hispanics		0	0	0%	0	0
Females		0	0	0%	0	0
TOTAL GOALS		1	0	0%	0	-1

(!)Other Minorities include Asian/Pacific Islander and Native American.

APPENDIX C

2012 FLORIDA EQUITY REPORT GUIDELINES

Enrollment, Sex Equity in Athletics, and Employment

The annual Florida Equity Report from each state public university must include information on the institution's progress in implementing strategic initiatives and performance related to equity and access as they pertain to academic services, programs, and student enrollment; equity in athletics; and employment as required by Regulation 2.003 Equity and Access. The Enrollment and Employment reports focus on women and members of specified race/ethnic protected classes: (1) prior to Summer 2010, the classes were Black (B), non-Hispanic; Hispanic (H); Asian/Pacific Islander (A/PI); and American Indian/Alaska Native (AI/AN) and (2) beginning Summer 2010, the classes were Black or African American (B); Hispanic (H); Asian (A); Native Hawaiian or Other Pacific Islander (NH/OPI); American Indian/Alaska Native (AI/AN); and Two or More Races (\geq Two).¹ These guidelines represent elements of the reports that must be completed, at a minimum. Each university is expected to utilize whatever additional measurements and goals needed to describe progress to achieve equity.

COVER - See and complete TAB 1.

- A. Certification of Annual Approval Date by the University's Governing Board (or Designee). Provide the date and format for the governing board (or designee) approval.² Date certification may be in the form of written confirmation from the equity officer following the governing board's approval vote or following written approval by the governing board's designee.³ The signature of the university President is required, serving as approval of report results and plans.
- B. Following the cover, you may include a Table of Contents.

PART I. Executive Summary and/or Description of Plan Development – No TAB.

¹ IPEDS terminology for protected classes was utilized.

² Formats might include: regular meeting; scheduled conference-call meeting; delegated approval to a particular subcommittee or designee; or other processes acceptable to the Florida Board of Governors.

³ If the institution's governing board retains approval of the Florida Equity Report, it is understood that minutes of the university Board of Trustees meeting may not be available by the deadline for this report. The signature of the university's equity officer on TAB 1, the cover page, will be acceptable. The statement shall include the date of BOT approval of the Florida Equity Reports for the subject year. Each university is responsible for retaining formal documentation of the approval when it becomes available.

In the Description of Plan Development, describe the process used to prepare the reports. Include in this narrative as applicable: discussions with responsible administrators, feedback from reviewing committees, sources utilized for data, or other appropriate components. (NOTE: The Executive Summary and/or the Description of Plan Development may be merged and incorporated into **PART I** of your Equity Report.)

PART II. Review of Policies and Procedures – See and complete TAB 2.

- A. Review of Policies and Procedures. Identify the policies and procedures that are specifically formulated to ensure equity. Annually, update the webpage links or provide copies of policies that relate to equity.
- B. Include Documentation of Non-Discrimination Policy. Reprint in each annual document a copy of the policy adopted by the governing board. Note the date of original approval. Include in this narrative: procedures to notify campus affiliates and non-affiliates about the policy and the procedures for accessing it.

PART III. Academic Program Reviews – See and complete TAB 3.

- A. In the Academic Program Reviews section, as many as eight (8) areas of review are required of each university with programs at the specified levels. These annual analyses display enrollment at these eight levels for protected class students: female, and the applicable protected class race/ethnic codes⁴; in addition, they display the official total including white, non-resident alien, and not reported.⁵ Universities not offering programs at one or more levels should key the charts with zeroes to present a complete report. Measures of equity in TAB 3 with charts are:

Chart 1. First Time in College Enrollment, Previous Academic Year (AY)

Chart 2. Florida College System A.A. Transfers, Previous AY

Chart 3. Retention of Full-time FTICs Entering Previous AY, After One Year

Chart 4. Graduation Rate of Full-Time FTICs After Six Years

Chart 5. Bachelor's Degrees Awarded, Previous AY

Chart 6. Master's Degrees Awarded, Previous AY

⁴ The applicable race/ethnicity codes for Chart 4 are the pre-2010 IPEDS race/ethnicity codes because the cohort in Chart 4 entered when the pre-2010 codes were in place. The applicable race/ethnicity codes for Charts 1, 2, 3, 5, 6, 7, and 8 are the current IPEDS race/ethnicity codes.

⁵ This total will be supplied from the university's IPEDS report. Charts in TAB 3 will display the complete line from IPEDS including all reporting categories. Charts 1-8 will display percentage representation, calculated by formula on the table, for females and the four protected race/ethnic categories.

Chart 7. Doctoral Degrees Awarded, Previous AY

Chart 8. First Professional Degrees Awarded, Previous AY

- B. An analysis of the information on each chart shall be prepared annually by each university using the results of **TAB 3**, Charts 1-8. Include in this narrative an identification of the standard for disproportionate enrollment or identification of an area for improvement. Each university shall report its definition of “disproportionate” or “area for improvement” for each level, Charts 1-8, offered at that institution.

Examples of definitions to identify disproportion include “the 80% rule,” standard deviations, or other appropriate measures. A university might identify an “area for improvement” as “retention of [specific protected class] at a rate equal to least 80% of the highest retention rate.”

Another example of goals set for improvement might be “increase by 0.2% per year” or “admission of protected class students at a rate exceeding representation in the national pool of Bachelor’s degree recipients from doctoral-granting universities in the prior data year.”

- C. Using its own definition, each university shall identify areas for improvement in a period no longer than three years for each chart that is pertinent in **TAB 3**. This narrative section shall include goals established and the programs and timeline to achieve the goals.
- D. 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. Those services include:

1. Academic Advising
2. Admission to Academic Program ⁶
3. Health Services
4. Club and Intramural Athletics (report on sex equity only) ⁷
5. Student Financial Assistance
6. Housing
7. Student Employment
8. Educational and Work Environment
9. Personnel

⁶ The universities shall define the “Academic Program” as admission to undergraduate status and admission to graduate status.

⁷ Each university is required to provide its detailed report on intercollegiate athletics pursuant to Regulation 2.003 in the following section.

Each university shall design and conduct a review of the Student Service areas listed in 1-9 above. The review shall take the form of a self-assessment and may follow models established under other laws, guidelines, or requirements. Such models may include appropriate reviews performed as part of a Title IX update, annual reporting process, or institutional effectiveness assessment.

The report of this procedural review shall, at a minimum, include the website address(es) used, titles of documents used, and statement of results of the area reviews. Copies of documents are to be maintained by each university.

- E. Each university shall evaluate the university's overall effectiveness in enrollment equity in the reporting year. Consider accolades (such as *Diverse* magazine's reporting of top minority degree producers), statistical achievement, climate surveys, and other documentation to be added. Identify areas for improvement in the following year and the programs and timetable to achieve the improvement.

PART IV. Equity in Intercollegiate Athletics – See and complete TAB 4.

This report responds to requirements of paragraph (4) of Regulation 2.003 dealing with equity in intercollegiate athletics. Each university is required to develop a plan for sex equity in athletics. The plan must include consideration of sex equity in the areas listed below.

- A. Each university shall prepare an annual update to the Florida Equity Report related to sex equity in intercollegiate athletics. The university shall include a description of the findings followed by an assessment of equity. Those results shall be summarized on **TAB 4**, Chart 1. If areas for improvement are identified, the programs and timetable for achieving improvement shall be specified. The following eleven (11) areas are required in the assessment:
 - 1. Sports offerings
 - 2. Participation rates, by sex, compared with full-time undergraduate enrollment by sex
 - 3. Availability of facilities, defined as locker room, practice, and competitive facilities
 - 4. Scholarship offerings for athletes
 - 5. Funds allocated for:
 - a) The Athletic Program as a Whole
 - b) Administration
 - c) Travel and Per Diem Allowances
 - d) Recruitment
 - e) Comparable Coaching
 - f) Publicity and Promotion
 - g) Other Support Costs
 - 6. Provision of equipment and supplies
 - 7. Scheduling of games and practice times
 - 8. Opportunities to receive tutoring
 - 9. Compensation of coaches and tutors

10. Medical and training services

11. Housing and dining facilities and services

- B. Each university shall identify areas for improvement from the previous year's update which included a timetable for improvement in this data year. Each university shall specify the extent to which those sex equity goals have been accomplished. Provide the information requested in **TAB 4**, Chart 2.

Each university shall evaluate the effectiveness of the university's programs in sex equity in athletics in the reporting year. Consider accolades, statistical achievement, climate surveys, correction of areas for improvement for prior years, and other documentation to be added. Identify areas for improvement in the following year and the programs and timetable to achieve the improvement.

- C. Following Chart 2, each university shall check one basis below for assuring that it is in compliance with the Florida Equity Report:

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

If no basis is checked, a priority plan for compliance by June 30 of the reporting year shall be included in this report.

The annual review of compliance may be satisfied by processes implemented under other laws, guidelines, or requirements. Those might include campus Title IX reviews, the NCAA recertification process, analysis of the EADA, and other standard reports. The report of this procedural review shall include the website address(es) used and titles of documents used to assess compliance in each of the areas. Copies are to be maintained by each university.

PART V. Employment Representation – See and complete TAB 5.

The guidelines for the employment section of the Florida Equity Report measure achievement of remedying underutilization of women and minorities, as applicable, in senior-level administrative positions and by faculty rank and/or tenure status. The guidelines for this section may be fulfilled by appropriate analyses completed for university Affirmative Action Plans or other required reports.

The basis for the employment data is the IPEDS Fall Staff report completed annually by each university with data captured in October, final version prepared mid-January.

Complete Charts 1 – 4 of **TAB 5**. Each university shall report race and sex representation within:

1. Category Representation: Tenured faculty
 2. Category Representation: Tenure-track faculty
 3. Category Representation: Faculty not on tenure track **or** faculty employed at a non-tenure-granting university
 4. Category Representation: Executive/Administrative/Managerial employees
- (NOTE: The definition of the categories above includes faculty and administrators employed full-time, and visiting appointments.)

Comparison over a five-year period is used as the baseline for evaluating effective (long term) improvement. For the reports due in June 2012, the IPEDS Fall Staff 2011 report will be used. It should be compared with the IPEDS Fall Staff 2010 and 2006 reports. Due to the change in IPEDS race/ethnicity codes, percent change data will not be provided for the following: (1) Asian for 2006 to 2011, (2) Asian/Pacific Islander for 2006 to 2011, (3) Asian/Pacific Islander for 2010 to 2011, (4) Native Hawaiian or Other Pacific Islander for 2006 to 2011, and (5) Two or more races: 2006 to 2011.

Using all information, evaluate the effectiveness of the university's programs in employment equity this reporting year. Consider accolades, statistical achievement, climate surveys, and other documentation.

PART VI. Areas of Improvement/Achievement – See and complete TAB 6.

Each university shall establish areas of improvement, at a minimum, for the following three components: (1) academic services, programs, and student enrollment; (2) sex equity in athletics; and (3) employment. The areas of improvement established during the current year will be reported in the left-hand section of the Charts entitled "Areas of Improvement Pertaining to X Identified in the June 2012 Report." Progress on the "Areas for Improvement" established in the prior year will be reported in the right-hand section of the Charts entitled, "Achievement Report for Areas of Improvement Pertaining to X Identified in Previous Report, June 2011."

A. Each university shall describe strategies used to address areas for improvement that were identified using comparable national standards. These may include targeted application of funding outlined in the budget plan required by paragraph (7) of Regulation 2.003 or programs listed in such documents as the Affirmative Action Plan, Institutional Effectiveness Plan, or Strategic Plan.

B. Each university's report should identify programmatic descriptions and the designated measure of effectiveness to be evaluated in Part VI describing annual improvements and achievements from the previous year and include this information on the "Achievement Report, June 2011" if the area of improvement is more than one year old. New areas for improvement for

the current report should be included in the report, but achievements on current year areas of improvements will not be addressed until the next year's report.

PART VII. Protected-class Representation in the Tenure Process – See and complete TAB 7.

Representation of females and protected class minorities within the tenure process at each stage shall be documented. Each university is required to address: (1) disparities identified from comparing protected-class success rates to the success rates for the majority race, and (2) disparities identified from comparing the success rates of females to the success rate of males. Include in the narrative a description of the university's guidelines for equitable assignments for instructional faculty.

Please note that Tab 7 of the 2012 report does not include the "eligible" category. The Council of Equal Opportunity and Diversity discussed eliminating this category during both 2011 meetings.⁸

PART VIII. Promotion and Tenure Committee Composition – See and complete TAB 8.

Each university is required to report the racial and sex composition of committees reviewing recommendations at each transaction level.

PART IX. Other Requirements – No TAB.

- A. The Budget Plan required by paragraph (7) of Regulation 2.003 is designed to accomplish Employment Equity goals. Describe how the university deployed its resources to do so. Link the results to a discussion of goals achieved and areas for improvement. Establish timetables for achieving selected goals the following year.
- B. President's Evaluation. Each university President may be evaluated on the results of the Florida Equity Reports. Describe the process at the university for accomplishing this evaluation, if required, as well as this year's results.
- C. Top Administrators' Evaluations. Top administrators may have equity accomplishments evaluated in their annual performance appraisals. Describe the process at the university for accomplishing these evaluations, if required, as well as this year's results.

⁸ If a university would like to continue to track this data, the 2012 report may include the data along with the university's definition of "eligible."

APPENDIX D

CONTACT INFORMATION

Office of Diversity and Equal Opportunity

University of South Florida

4202 E. Fowler Avenue, ADM 172

Tampa, Florida 33620

813/ 974-4373

813/ 974-4375 fax

Dr. Ted Williams, Associate Vice President for Diversity and Equal Opportunity

WilliamsT@admin.usf.edu

Luz Jaramillo, EO and Diversity Consultant

Ljaramil@admin.usf.edu

