

**The President's Commission
on the Status of Racial &
Ethnic Minorities**

Final Report



**University of Central Florida
August 2001**

*President's Commission
on the Status of
Racial and Ethnic Minorities*



Artwork by Ke Francis, Chair--UCF Art Department



University of Central Florida

President’s Commission on the Status of Racial and Ethnic Minorities

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President's Commission on the Status of Racial and Ethnic Minorities

I. President John C. Hitt's Charge

The President's Commission on the Status of Racial and Ethnic Minorities is established to assess and recommend policies, practices, and procedures to improve and ensure an equitable educational, professional, and social environment in which the full participation of racial and ethnic minorities is supported and their contributions are valued.

In addition, the Commission is to work closely with the Strategic Planning Council to ensure that gender, racial, ethnic, and other human diversity issues are addressed. More specifically, the Commission is to provide guidance and leadership in infusing diversity throughout the Strategic Plan to support the overall goal of becoming a more inclusive and diverse community.

President's Commission on the Status of Racial and Ethnic Minorities

II. Mission Statement

Our purpose is to create a climate based on respect and appreciation for racial and ethnic diversity in which the contributions of individuals and groups are valued. In order to achieve our objectives, we aim to:

- Review the racial and ethnic status of administration, faculty, staff, and students at UCF.
- Examine the status of racial and ethnic minority employees at UCF in regards to salary, responsibilities, sphere of influence, and opportunities afforded this group for promotion and growth within the system.
- Assess the working environment for conditions conducive to successful academic and professional achievement.
- Encourage an implementation process that will include resources, rewards and incentives, to generate a culture of inclusiveness for the good of all.
- Encourage an annual assessment of recommended areas for improvement.

President's Commission on the Status of Racial and Ethnic Minorities

III. Vision Statement

Our vision is for UCF to obtain national and international recognition as the leading metropolitan research university that champions racial and ethnic diversity, inclusivity, and pluralism.

President's Commission on the Status of Racial and Ethnic Minorities

IV. Commission Members

Valarie Greene King, Executive Director

María Blanes	1998 – 2001
Lyman Brodie	1998 – 2001
Kerstin Colón Casey	1999 – 2001
Adenike Davidson.....	1998 – 2001
Michael Deliz.....	1998 – 2000
Anil Desai	1999 – 2001
Charles Dziuban.....	1998 – 2001
José B. Fernández, Chair	1998 – 2001
Fernando González	1999 – 2001
Kathy King.....	1998 – 1999
Su Lin.....	1998 – 1999
Nancy Marshall.....	1998 – 2001
José Maunez Cuadra	1998 – 2001
Rebekah McCloud	1998 – 2001
Carmen Milbuta	1998 – 2001
Okey Onyemelukwe.....	1998 – 1999
Karen Poyser.....	1998 – 1999
Mercedes Ramírez	1999 – 2001
A.J. Range.....	1998 – 2001
Melvin Rogers.....	1998 – 2001
Gladstone Yearwood.....	1998 – 2001
Denise Young.....	1998 – 2001

President's Commission on the Status of Racial and Ethnic Minorities

V. Committee Members

Committee on the Status of Student Diversity

Rebekah McCloud, Chair
José Maunez Cuadra

Mercedes Ramírez
A.J. Range

Committee on the Status of Faculty Diversity

Charles Dziuban, Chair
María Blanes

A.J. Range
Melvin Rogers

Committee on the Status of Administrative Employees Diversity

Lyman Brodie, Co-Chair
Denise Young, Co-Chair

Committee on the Status of USPS and A&P Employees Diversity

Carmen Milbuta, Chair
Anil Desai
Fernando González

Nancy Marshall
Gladstone Yearwood

Committee on the Status of Service and Maintenance Employees Diversity

José B. Fernández, Chair
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Adenike Davidson

Committee on the Status of Ethnic and Racial Diversity in the Curriculum

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President's Commission on the Status of Racial and Ethnic Minorities

VI. Acknowledgements

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Shannon Peardon
Patricia Ramsey
Jean Reynolds
Stephanie Smith
Jan Tunnell
Alicia Wilson

President's Commission on the Status of Racial and Ethnic Minorities

VII. Summary

The University of Central Florida (UCF) President's Commission on the Status of Racial and Ethnic Minorities (PCSREM) was established to recommend policies, practices, and procedures to improve and ensure an equitable educational, professional, and social environment that supports and values both racial and ethnic minority individual and group contributions.

In September 1998, nomination forms were sent to the UCF community to elect members to serve on the Commission; 38 nominations were returned and 17 nominees from faculty, A&P employees, USPS employees, OPS employees, and undergraduate and graduate students were selected. President John C. Hitt gave PCSREM its charge on September 28, 1998, at a joint meeting with the President's Commission on the Status of Women (CSW).

On October 31, 1998, the Commission held a day-long retreat in conjunction with the CSW. The Commission discussed themes affecting racial and ethnic minorities at UCF and drafted the Commission's mission statement; the Commission also established five committees and a writing team to execute its charge.

During the first year, the Commission began gathering data on the UCF community and also conducted surveys and focus groups, solicited advice from consultants, and interacted with the President's Minority Advisory Council. In the second year, the Commission prepared a SWOT analysis, gathered data and formulated recommendations, and reorganized and expanded its committees to six. In the third year, the Commission analyzed data and wrote the final report.

The Commission identified themes relevant to the entire population of ethnic and racial minority groups at UCF and recommends the following:

1. Designate the Office of Diversity Initiatives as the repository for information on diversity activities to provide an accurate profile of UCF's commitment to racial and ethnic diversity.
2. Provide adequate funding, personnel, space, and a permanent location for the Office of Diversity Initiatives.
3. Restructure the University's approach to diversity to clearly delineate domestic diversity from global diversity.
4. Establish a list of official data related to ethnic and racial minorities, that should be collected centrally.
5. Implement a leadership-training program that prepares minority employees to apply for supervisory positions in all employee classifications.

6. Continue the Provost's Faculty Diversity Enhancement Program and consider implementing similar programs for other employee groups.
7. Examine the curriculum, especially the GEP, to strengthen and increase the number of university designated diversity courses.

Two recurring themes run through many of the six committee reports: (1) the need for clarity in the way information is gathered, disseminated and stored; and (2) the need for uniformity in the university's approach to diversity. Because of these differences, it is often confusing to navigate the maze of information regarding diversity at UCF. As appropriate, each committee has made recommendations.

As a major metropolitan university, UCF bears the responsibility to ensure its members access to equal opportunities regardless of race or ethnicity. The President's Commission on the Status of Racial and Ethnic Minorities believes that our findings will enable the UCF community to better appreciate our university's essence and values; thus continuing its efforts to inspire its members to effectively participate in a pluralistic society.

President's Commission on the Status of Racial and Ethnic Minorities

VIII. Key Recommendations

The following are the major recommendations from each of the committees:

Report of the Committee on the Status of Student Diversity

- Continue to improve and support minority recruitment and retention within the parameters of One Florida through linkages with multicultural secondary schools, application to federal transition programs, marketing, and by formulating and annually evaluating the success of college level plans.

Report of the Committee on the Status of Faculty Diversity

- Develop programs that facilitate minority faculty to achieve the rank of full professor.

Report of the Committee on the Status of Administrative Diversity

- Continue to offer existing and create new leadership enhancement programs to effectively prepare members of ethnic minority groups for administrative positions and develop a mechanism to track participant progress.

Report of the Committee on the Status of USPS and A&P Employee Diversity

- Encourage a minimum number of hours of continuing education and training for all support staff to ensure all ethnic minority employees receive equal access to development that will enhance workplace advancement opportunities.

Report of the Committee on the Status of Service and Maintenance Employee Diversity

- Initiate a recruitment and retention plan for USPS Service & Maintenance employees that includes a leadership development program for racial and ethnic minorities who aspire to supervisory positions.

Report of the Committee on the Status of Ethnic & Racial Diversity in the Curriculum

- Revisit the University's GEP requirements to more clearly delineate domestic diversity.

President's Commission on the Status of Racial and Ethnic Minorities

IX. Report of the Committee on the Status of Student Diversity

Key Findings

- The University of Central Florida ranks among the top 100 institutions of higher education for effectuating minority graduates and ranks number 10 among Traditionally White Institutions for minority student retention.
- The UCF 2000 Student Experience Survey respondents do not view racial discrimination as a significant problem at the University. A number of minority students were “somewhat pleased” with their experience at UCF.
- The University of Central Florida does not collect data consistently by terminology or duration, the numbers from one database do not necessarily correspond with the numbers from another database, and short-term rather than longitudinal data are collected.
- White students do not attend multicultural campus events; racial and ethnic minority students do.
- Of the racial and ethnic minority groups, Hispanics/Latinos were most satisfied and Asian Americans were least satisfied with their experiences at UCF.
- Although the number of ethnic minority students has increased, there have been no new programs developed specifically for ethnic minority students since 1990.
- UCF offers a limited number of services and special initiatives to racial and ethnic minorities.
- No inventory exists delineating services and special initiatives offered to racial and ethnic minority groups at the University of Central Florida.
- More than half of the services offered by the colleges for racial and ethnic minorities are externally focused.

Key Recommendations

Recruitment and Retention

- Continue to improve and support minority recruitment and retention within the parameters of One Florida through developing linkages with multicultural secondary

schools, making application to federal transition programs, marketing, and developing an annual evaluation plan to measure the success of college-level plans.

- Involve ethnic minority alumni, faculty, and students in minority recruitment and retention efforts.
- Enhance and expand programs and services for racial and ethnic minority students and provide financial support via the university budget allocation process.
- Develop programs in each college designed specifically for ethnic minority students.

Climate and Campus Life

- Evaluate each racial group's satisfaction with UCF's services and programs on an ongoing basis using existing institutional effectiveness efforts and other evaluation methods.
- Infuse diversity throughout the UCF curricular and co-curricular experience of students (i.e., LEAD Scholars, RA Training, Orientation Team, etc.).
- Establish mechanisms by which the University can better coordinate, consolidate, and maximize diversity efforts throughout the total UCF system (including area campuses).
- Strengthen existing special programs designed for ethnic minority students.
- Design and implement a needs assessment to ascertain student needs and expectations.

President's Commission on the Status of Racial and Ethnic Minorities

Report of the Committee on the Status of Student Diversity

"A racially and ethnically diverse university student body has far-ranging and significant benefits for all students, non-minorities and minorities alike. Students learn better in such an environment and are better prepared to become active participants in our pluralistic, democratic society once they leave school. In fact, patterns of racial segregation and separation historically rooted in our national life can be broken by diversity experiences in higher education."

--Patricia Gurin, University of Michigan

Introduction

For a university to create a multicultural environment--one that is inclusive and diverse and that values the accomplishments of its ethnic minorities--research suggests that several components need to be addressed: recruitment, retention and climate issues, pedagogy and the curriculum, faculty and staff development and organizational values, culture, and structure.

The University of Central Florida has embarked on such a mission by engaging the President's Commission on the Status of Racial and Ethnic Minorities to assess and recommend policies, practices, and procedures that will improve and ensure an equitable educational, professional, and social environment for all racial and ethnic groups.

The Committee on the Status of Student Diversity of the President's Commission on Racial and Ethnic Minorities assessed student issues that relate to the student body and, in particular, the ethnic minority student body at the University of Central Florida. The differences in the racial and ethnic terminology used in the tables and charts throughout this report result from collecting data from numerous institutional sources.

Demographics

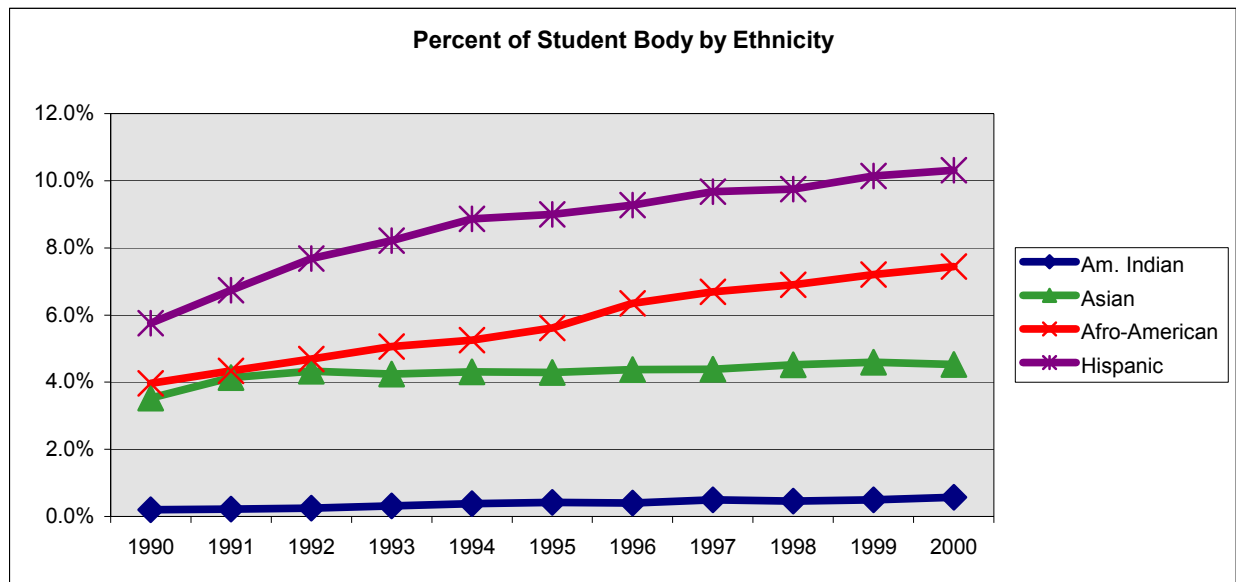
In the past ten years, minority enrollment (including Non-Resident Alien) as a percent of total enrollment increased from 16% to 26%. Hispanic enrollment increased from 5.8% to 10.3% of the total, followed by African-Americans (4% to about 7.5% of the total). Other categories--Asian, American Indian, and Non-Resident Alien--each grew one percent or less of the total. As of Fall 2000, there were 7,909 minority students enrolled at UCF (see Table 8.1).

Table 8.1: Enrollment of Minority Students in Fall 1990 to Fall 2000

	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000
American Indian	43	47	54	74	96	110	110	139	137	157	192
%	0.2%	0.2%	0.2%	0.3%	0.4%	0.4%	0.4%	0.5%	0.5%	0.5%	0.6%
Non-Resident Alien	531	548	599	746	794	841	837	894	1,004	1,108	1,050
%	2.5%	2.6%	2.8%	3.2%	3.1%	3.2%	3.1%	3.2%	3.3%	3.5%	3.1%
Asian	753	879	938	999	1,092	1,130	1,200	1,240	1,356	1,445	1,514
%	3.5%	4.1%	4.3%	4.2%	4.3%	4.3%	4.4%	4.4%	4.5%	4.6%	4.5%
Afro American	847	923	1,016	1,191	1,332	1,478	1,739	1,893	2,072	2,267	2,490
%	4.0%	4.3%	4.7%	5.1%	5.3%	5.6%	6.3%	6.7%	6.9%	7.2%	7.4%
Hispanic	1,231	1,434	1,665	1,934	2,248	2,369	2,541	2,738	2,925	3,191	3,451
%	5.8%	6.7%	7.7%	8.2%	8.9%	9.0%	9.3%	9.7%	9.7%	10.1%	10.3%
White	17,971	17,436	17,410	18,587	19,801	20,397	20,984	21,398	22,515	23,304	23,956
%	84.1%	82.0%	80.3%	79.0%	78.1%	77.5%	76.6%	75.6%	75.0%	74.0%	71.6%
Not Reported	This category was not collected before Fall 2000										800
%											2.4%
Total	21,376	21,267	21,682	23,531	25,363	26,325	27,411	28,302	30,009	31,472	33,453

Data Source: Equity Accountability Program Progress Report Student Enrollment by Ethnicity

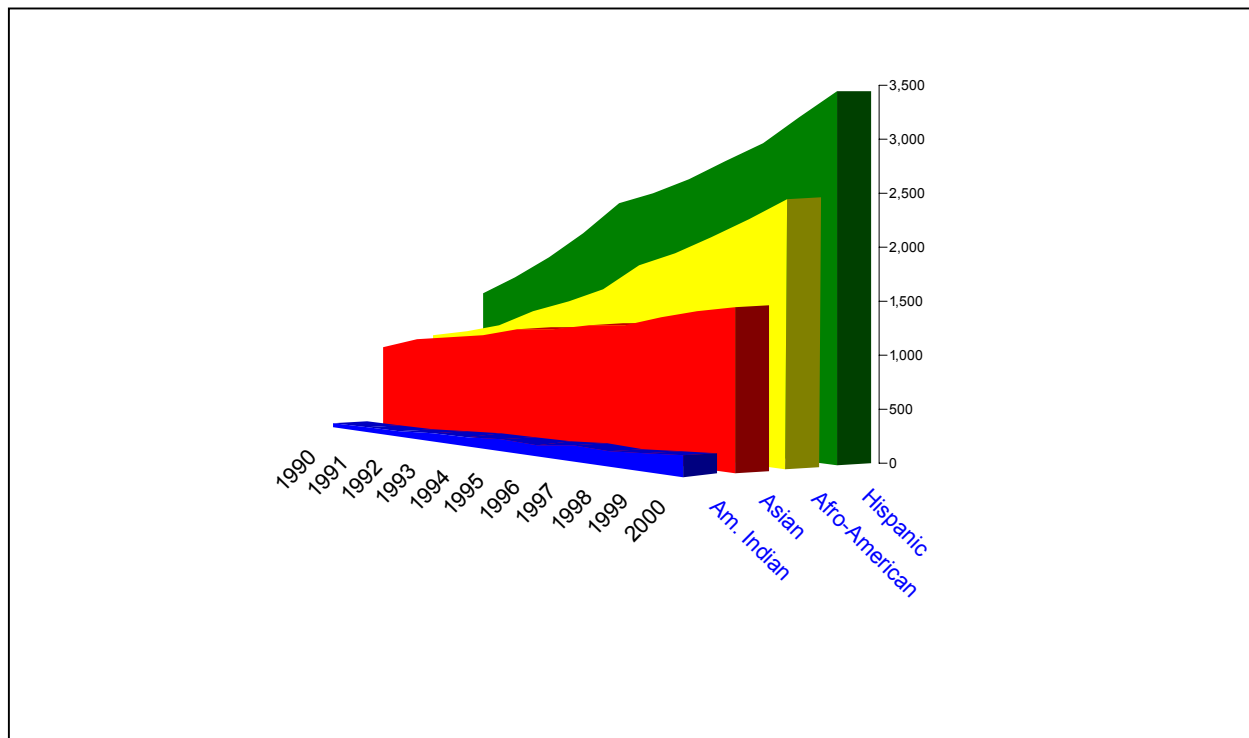
Figure 8.1: Percentage of Student Body by Ethnicity, 1990-2000



Data Source: Equity Accountability Program Progress Report Student Enrollment by Ethnicity

As depicted in Figure 8.2, the number of minority students enrolled at UCF significantly increased over the ten-year period from 1990-2000, enriching the University's environment and increasing the need for services. African Americans almost tripled in number from 847 in 1990 to 2,490 in 2000. Likewise, Hispanic students also almost tripled in number from 1,231 in 1990 to 3,451 in 2000. The Asian student population doubled in number from 753 to 1,514.

Figure 8.2: Enrollment of Minority Students in Fall 1990 to Fall 2000



Data Source: Equity Accountability Program Progress Report Student Enrollment by Ethnicity

Table 8.3 and 8.4 represent a breakdown by college of the racial and ethnic minority enrollment for the Fall 2000 semester.

Table 8.3: Fall 2000 Enrollment by Ethnicity - Total Students by College

COLLEGE	# Students	Asian	Black	Hispanic	Am Indian	Alien	Total Minorities	White	Not Reported	Total
01 – BA	7349	464	490	744	49	145	1747	5287	170	7349
		6.31%	6.67%	10.12%	0.67%	1.97%	23.77%	71.94%	2.31%	100.00%
02 – EDU	3863	65	260	295	16	14	636	3119	94	3863
		1.68%	6.73%	7.64%	0.41%	0.36%	16.46%	80.74%	2.43%	100.00%
03 – ENGR & Comp Sci.	4615	419	301	508	29	322	1257	2788	248	4615
		9.08%	6.52%	11.01%	0.63%	6.98%	27.24%	60.41%	5.37%	100.00%
08 – HPA	4980	205	620	589	25	32	1439	3420	89	4980
		4.12%	12.45%	11.83%	0.50%	0.64%	28.90%	68.67%	1.79%	100.00%
09 – Undeclared	2970	126	200	270	19	7	615	2252	92	2970
		4.24%	6.73%	9.09%	0.64%	0.24%	20.71%	75.82%	3.10%	100.00%
11 – A&S	9907	331	680	1113	55	93	2179	7392	243	9907
		3.34%	6.86%	11.23%	0.56%	0.94%	21.99%	74.61%	2.45%	100.00%
12 – Optics	60	5	0	2	0	24	7	15	14	60
25 – Hosp. Mgmt	167	9	4	14	2	2	29	133	3	167
Total	33911	1624	2555	3535	195	639	7909	24406	953	33911
		4.79%	7.53%	10.42%	0.58%	1.88%	23.32%	71.97%	2.81%	100.00%

Data Source: Office of Institutional Research, UCF

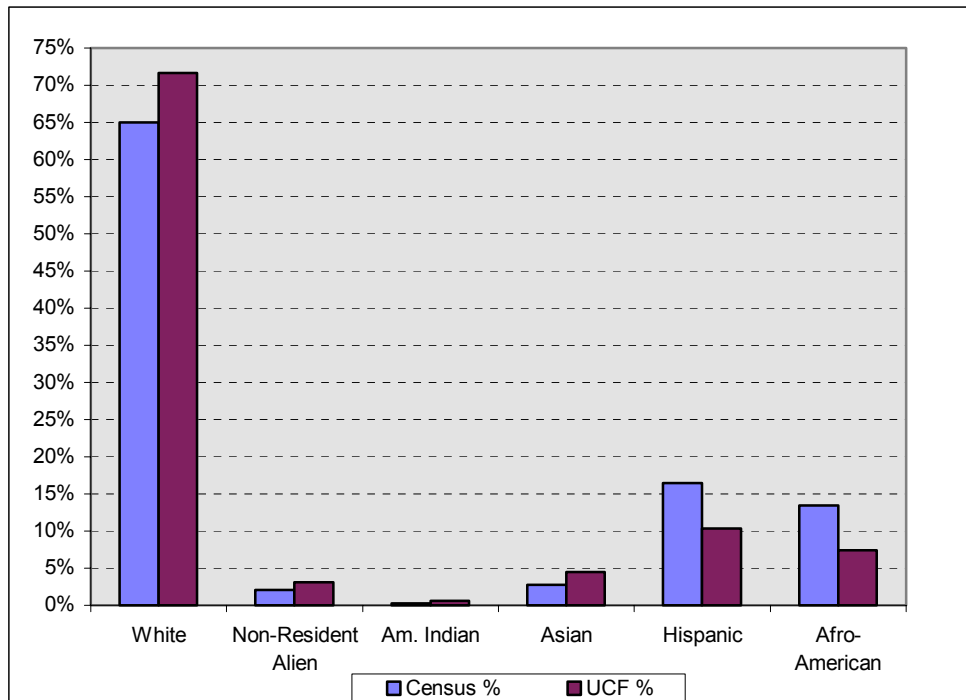
Table 8.4: Fall 2000 enrollment by ethnicity - total students by college

COLLEGE	Asian	Black	Hispanic	Am Indian	Minorities	Alien	White	Not Report	Total
01 - Business	6.31%	6.67%	10.12%	0.67%	23.77%	1.97%	71.94%	2.31%	100.00%
02 - Education	1.68%	6.73%	7.64%	0.41%	16.46%	0.36%	80.74%	2.43%	100.00%
03 - Engineering	9.08%	6.52%	11.01%	0.63%	27.24%	6.98%	60.41%	5.37%	100.00%
08 – Health & Pub Aff	4.12%	12.45%	11.83%	0.50%	28.90%	0.64%	68.67%	1.79%	100.00%
09 - Undeclared	4.24%	6.73%	9.09%	0.64%	20.71%	0.24%	75.82%	3.10%	100.00%
11 – Arts & Sci	3.34%	6.86%	11.23%	0.56%	21.99%	0.94%	74.61%	2.45%	100.00%

Data Source: Office of Institutional Research, UCF

Overall, the UCF minority students' distribution is less than the minority distribution in the metro area (26% vs. 35%). The University of Central Florida's minority enrollment closely resembles the population base as reported in the 18-44 year old group of the 2000 census of the Orlando metropolitan area and displayed in Figure 8.3 and Table 8.4. UCF has a smaller percentage of Hispanics (10.3% vs. 16.5%) and African Americans (7.5% vs. 13.4%) than the metro area. The percent of Non-resident Aliens (3.1% vs. 2.1%) and Native Americans (0.6% vs. 0.3%) is slightly higher than the metro area. The percent of Asian or Pacific Islander is higher than the metro area (4.5% vs. 2.8%).

Figure 8.3: Minority Representation in UCF Student Population compared to Census



Data Sources: Census, Orlando MSA 2000 - Preliminary Data and Student Data Course File 2000

Table 8.4: 2000 Census Data Compared to UCF Student Population

2000 Census Data (18-44 year old group) – Preliminary Compared to 2000 UCF Student Population				
	Census %	UCF %	Census 2000	UCF 2000
White	65.0%	71.6%	458,322	23,956
Non-Resident Alien	2.1%	3.1%	14,659	1,050
Am. Indian	0.3%	0.6%	1,820	192
Asian or Pacific Islander	2.8%	4.5%	19,399	1,514
Hispanic	16.5%	10.3%	115,999	3,451
African-American	13.4%	7.5%	94,712	2,490
Not Reported		2.4%		800
Total	35%	26%	704,911	33,453

Data Sources: Census, Orlando MSA 2000 - Preliminary Data and Student Data Course File 2000

In the Florida State University System (SUS), the number of UCF students in all ethnic populations except African Americans consistently ranks in the top half of total student population based on percentages (Table 8.5). UCF ranked fourth in the number of Asian or

Pacific Islander students; eighth in the number of African Americans; third in the number of Hispanics; second in the number of American Indian or Alaskan Natives; and fifth in the number of White students.

Table 8.5: Ranking of Student Ethnicity by Institution in the State University System (1999)

Ranking	Asian or Pacific Islander	African American	Hispanic	American Indian or Alaskan Native	White
1 st	UF	FAMU	FIU	UWF	FGCU
2 nd	UNF	FIU	FAU	UCF	UWF
3 rd	USF	FAU	UCF	FSU	UNF
4 th	UCF	FSU	UF	UF	FSU
5 th	UWF	UNF	USF	USF	UCF
6 th	FAU	USF	FSU	FGCU	USF
7 th	FIU	UWF	FGCU	UNF	UF
8 th	FSU	UCF	UNF	FAU	FAU
9 th	FGCU	UF	UWF	FIU	FIU
10 th	FAMU	FGCU	FAMU	FAMU	FAMU

Data Source: SUS, Student Data Course Files (Fall 1999)

The number of ethnic minority students enrolled at UCF falls below national enrollment trends. According to 1999 statistics from the United States Department of Education, minority enrollment in US public institutions from 1990-1997 grew 7 percentage points from 20.8% of the total enrollment to 27.9% (National Center for Education Statistics' High Education General Information Survey, "Fall Enrollment in Colleges and Universities"). During that same time, although UCF minority enrollment grew 8 percentage points from 15.9% to 24.4%, it still fell below national trends (Table 8.6). Overall UCF has made steady progress even though the minority enrollment is lower than national trend.

Table 8.6: Comparison of National & UCF Enrollment Trends

Ethnicity	1990		1995		1996		1997	
	National	UCF	National	UCF	National	UCF	National	UCF
White	79.2%	84.1%	73.6%	77.5%	72.8%	76.6%	72.1%	75.6%
Total Minority	20.8%	15.9%	26.4%	22.5%	27.2%	23.4%	27.9%	24.4%
Black	9.2%	4.0%	10.8%	5.6%	10.9%	6.3%	11.1%	6.7%
Hispanic	6.3%	5.8%	8.7%	9.0%	9.2%	9.3%	9.5%	9.7%
Asian/Pacific Islander	4.4%	3.5%	5.9%	4.3%	6.1%	4.4%	6.3%	4.4%
Native American/Alaskan	0.9%	0.2%	1.1%	0.4%	1.1%	0.4%	1.1%	0.5%
Non-Resident Alien	NA	2.4%	NA	3.2%	NA	3.0%	NA	3.1%

Data Source: Equity Accountability Program Progress Report Student Enrollment by Ethnicity and the U.S. Department of Educational, National Center for Education Statistics Table 207.

It is interesting to note, however, that the UCF Hispanic student population has steadily increased from 5.8% in 1990 to over 10% in 2001. If this trend persists, by 2010 the Hispanic population at UCF could double (to 20%) and by 2020 double again (to 40%).

The Hispanic Association of Colleges and Universities (HACU) currently classifies UCF as an associate member. Associate membership is obtained by having a Hispanic student enrollment of at least 1000 or 10% of the total enrollment. HACU designated Hispanic-serving institutions as those that have a total Hispanic student enrollment of at least 25% of the total enrollment.

The possibility that UCF's Hispanic population could double by 2010 and that UCF could become a Hispanic Serving Institution before 2020 makes it incumbent upon UCF to investigate policies, procedures, processes, and services to adequately handle this transition in demographics.

Literature Review

The Committee on the Status of Student Diversity reviewed the research on diversity in higher education to provide an empirical foundation: journal articles, databases, institutional studies, policy statements and web sites. The national data showed that, in comparison to the vast majority of colleges and universities throughout the nation, UCF is more advanced than most in regards to the retention and matriculation of minority students. According to *Black Issues in Higher Education* (June 22 and July 6, 2000), UCF ranked in the top 100 (#44) for effecting minority graduates during the 1997-1998 academic year. Additionally, *The Hispanic Outlook in Higher Education* (May 7, 2001) ranked UCF in the top 100 (#23) schools for Hispanic/Latino bachelor degrees awarded. The graduates represented a wide distribution of disciplines. In other academic areas, UCF achieved national ranking for its graduation of African American and Hispanic students.

Minority Student Achievements

Ranked #23 - for the total number of Engineering baccalaureates awarded to minorities—69 awarded

Ranked #44 - for total minority baccalaureates awarded—992 awarded

Ranked #23 - for baccalaureates awarded to Hispanics —530 awarded

African American Student Achievements

Ranked #2 - for total African American baccalaureates in Law & Legal Studies—15 awarded

Ranked #10 - for total African American master's in Mathematics—2 awarded

Ranked #33 - for total African American baccalaureates in Health Professions and Related Sciences—45 awarded

Ranked #41 - among Traditionally White Institutions (TWIs) for total African American baccalaureates awarded (all disciplines)—300 awarded

Hispanic/Latino Student Achievements

- Ranked #2 - for total Hispanic/Latino baccalaureates in Law & Legal Studies—20 awarded
- Ranked #8 - for total Hispanic/Latino baccalaureates in Health Professions and Related Sciences—42 awarded
- Ranked #16 - for total Hispanic/Latino baccalaureates in Psychology—38 awarded
- Ranked #19 - for total Hispanic/Latino baccalaureates in Business Management & Administrative Service—107 awarded
- Ranked #23 - for total Hispanic/Latino baccalaureates in Education—39 awarded
- Ranked #26 - for total Hispanic/Latino baccalaureates in Biological Sciences/Life Sciences—22 awarded
- Ranked #27 - for total Hispanic/Latino baccalaureates awarded (all disciplines)—427 awarded
- Ranked #39 -for total Hispanic/Latino masters in Health Professions and Related Sciences—5 awarded
- Ranked #44 - for total Hispanic/Latino baccalaureates in English Language/Literature/ Letters—7 awarded

Black Issues in Higher Education (October 26, 2000) also noted that UCF ranked number 10 among Traditional White Institutions for minority student retention (54%). While the University's successes are impressive, the University should not become complacent. Despite these gains—there exists room for improvement. Thomas Tierney, a National Center board member, says, “the surest way to second place is complacency,” (Hurd, 2000b). As proposed by the University's Five Goals, the University of Central Florida aspires to become a national leader in diversity.

The Committee on the Status of Student Diversity found the literature replete with examples, ideas, and best practices to enhance diversity and create a welcoming multicultural environment in higher education. Overall, the literature suggests:

- Persons exposed to diverse individuals are more accepting of people from another culture or ethnicity.
- Persons exposed to diverse racial and ethnic diversity expand and enrich teaching and learning on campus.
- Mentoring programs improve minority students' adjustment, retention, and academic success.
- College transition programs positively affect minority students' recruitment, retention and academic success.
- Diversity positively affects both minority and majority students.
- Students' self-segregation patterns are more typical among non-minority students.

- Caucasian students with little exposure to other ethnic and racial groups are more positively affected than other groups when living and learning within a diverse environment.
- Inter-group dialogue among minority and non-minority students promotes healthy interactions that led to acceptance.

Methodology and Data Limitations

The Committee on the Status of Student Diversity collected data two ways. The Committee examined student services and student attitudes via the 2000 Student Experience Survey and the 1998 Student Satisfaction Inventory. A list of student support services designed specifically for ethnic minority students was also compiled and analyzed. A list of student support services designed specifically for minority students was compiled and Additionally, data about student attitudes was collected and analyzed through the use of a survey. Initially information was gathered from the 2000 Student Experience Survey--designed and distributed by the President's Commission on the Status of Women--about UCF students' perceptions and experiences. The Office of Operational Excellence and Assessment Support (OAES) determined that the sample size was too small (freshmen and sophomores, 64%) and suggested that the Committee use the 1998 Student Satisfaction Inventory instead. The Committee used partial data from both surveys and data collected from institutional databases.

UCF accumulates data from varied databases and survey instruments making it difficult to compare results, to chart trends, and to draw conclusions based on this data. The Committee found that most data is not consistent in terminology or duration, and the numbers from one database do not necessarily correspond with the numbers from another database; the University also collects short-term versus longitudinal data. The racial categories that often include a wide variety of cultures and ethnic groups appear to be grouped together for convenience or for census purposes, or both; for example: Black, African American or Afro American; Native American or American Indian; Asian, Asian American, or Asian/Pacific Islander. This practice often causes:

- Numbers to appear robust when they are not (i.e., grouping African American and Black students bolsters numbers);
- Group marginalization or invisibility when not addressed as a group (i.e., Native American, Pacific Islander, and Multi/Bi-racial students);
- Invisibility of international students of color when not addressed as a distinct group (i.e., grouping Black students—Caribbeans and Africans—with African Americans negates Black students' existence);
- A monolithic view of ethnic groups (i.e., Hispanics/Latinos include a variety of distinct groups: Puerto Rican, Cuban, Mexican, South American, Central American and Caribbean that share a common language but varied cultures).

Findings

2000 Student Experience Survey

The Student Experience Survey was administered in Spring 2000 in a convenient student sample. Approximately 2.3% of the student body, 712 students, participated. The respondents' demographics follow:

Table 8.7. Respondents to 2000 Student Experience Survey

Demographics	Percentage
Female	55.4%
Male	44.6%
African American	7.2%
Asian American/Pacific Islander	4.6%
Caucasian	74.0%
Hispanic/Latino	10.1%
Native American	0.5%
Other*	3.6%
Freshman	40.2%
Sophomore	24.3%
Junior	16.9%
Senior	14.6%
Post-Baccalaureate	0.7%
Other *	3.3%

Data source: Office of Operational Excellence and Assessment Support

*Note: Other includes non-resident aliens and students who did not identify themselves by race or ethnicity.

The 64-question and statement survey assessed student responses to statements about their UCF experiences; 53 gauged student opinions and 11 noted demographics. The survey responses were based on a 5-point, Likert-like scale with (A) representing strongly agree, (B) agree, (C) neutral, (D) disagree, and (E) strongly disagree. The letters were converted into numbers with A = 5, B = 4, C = 3, D = 2, E = 1. The complete survey may be found in Appendix B.

The report included only results from African American, Asian American/Pacific Islander, and Hispanic/Latino students. The results for Native Americans were inconclusive and the results for "other" were not reported. The survey results indicate that a number of minority students were not pleased with their experience at UCF. The questions of this study's interest are numbers 2, 5, 7 and 9; the results are presented in Table 8.8.

The four questions addressed in Table 8.8 fall into two basic categories: Institutional Effectiveness and Climate and Campus Life.

Table 8.8: Selected Responses from the 2000 Student Experience Survey.

Question	African American	Asian American/ Pacific Islander	Hispanic/Latino	Native American
2	2.81	2.66	2.26	Inconclusive
5	3.31	3.34	3.61	Inconclusive
7	2.67	2.48	2.49	Inconclusive
9	2.95	2.9	2.77	Inconclusive

Data source: Office of Operational Excellence and Assessment Support

Institutional Effectiveness (Question 2)

Question 2. “Minority and non-minority faculty are equally respected by students at UCF.” Minority student’ overall rating was 2.57 indicating that these students did not believe that UCF students equally respected all faculty. The minority students' rating was fairly consistent: 2.81 for African Americans, 2.66 for Asian/Pacific Islanders, and 2.26 for Hispanic/Latinos. Both African American and Asian/Pacific Islanders' scores fell above the average, while the scores of Hispanic/Latinos fell below the average.

Climate and Campus Life (Questions 5, 7 and 9)

Question 5. “In class, non-minority students are favored over minority students by the instructor.” Minority students' overall rating was 3.42 indicating that these students were neutral in their assessment. The minority student rating was fairly consistent: 3.31 for African Americans, 3.34 for Asian American/Pacific Islanders, and 3.61 for Hispanic/Latinos. Hispanic/Latinos' ratings fell above the average, African American and Asian American/Pacific Islanders ratings fell below.

Question 7. “Non-minority students value the contributions of minority students in class group projects.” Minority students' overall rating was 2.54 indicating that minority students did not believe that non-minority students valued their contributions to class projects. The minority students' rating was fairly consistent: 2.67 for African Americans, 3.48 for Asian American/Pacific Islanders, and 2.49 for Hispanic/Latinos. African Americans' rating was highest and fell above average; Asian American/Pacific Islanders fell below the average.

Question 9. “I am aware of awards or scholarships given especially for outstanding minority students.” Minority students' overall rating was 2.87 indicating that these students were not aware of these scholarship opportunities. The rating for minority students was fairly consistent: 2.95 for African Americans, 2.9 for Asian/Pacific Islanders, and 2.77 for Hispanic/Latinos. Both African Americans and Asian/Pacific Islanders fell above the average; Hispanics/Latinos fell below.

According to the analysis conducted by the Office of Operational Excellence and Assessment Support, generally, the respondents did not view racial discrimination as a significant problem at UCF. However, White students overwhelmingly responded that they had not attended a multicultural event on campus, while the majority of minority students responded that they had. Although selective segregation is a term most often used to describe the behaviors of ethnic minority students, these findings suggest that in the case of attending multicultural events selective segregation is also practiced by White students.

The American Council on Education (ACE) concluded that “students who participate in racial and cultural awareness workshops and interact with diverse peers show measurable gains in their critical thinking skills, have a greater openness to diversity, have lower levels of ethnocentrism, and make appropriate distinctions between poverty and ethnicity as developmental risk factors,” (Milem & Hakuta, 2000).

1998 Student Satisfaction Inventory

The Student Satisfaction Inventory was administered in Spring 1998. Approximately 7.8% of the student body or 2,167 students participated. The Student Satisfaction Inventory was a joint effort of the Office of Institutional Research and Planning Support, the Center for Quality, Student Development and Enrollment Services, and the University's Customers' Focus for the 21st Century (UCF 21). The respondents' demographics follow:

Table 8.9: Respondents 1998 Student Satisfaction Survey

Demographics	Percentage
Female	58.2%
Male	41.8%
African American	7.1%
Asian American/Pacific Islander	7.0%
Caucasian	75.6%
Hispanic/Latino	9.9%
Native American	0.4%
Freshman	17%
Sophomore	12%
Junior	28%
Senior	22%
Post-Baccalaureate	20%

Data Sources: Office of Institutional Research and Planning Support, the Center for Quality, Student Development and Enrollment Services, and the University's Customers' Focus for the 21st Century (UCF 21).

The 138-term inventory assessed students' perceptions about the importance and satisfaction of the listed items. Questions 1-83 measured importance and satisfaction, 84-89 measured satisfaction only, 90-98 importance only, and 99-101 deviated from the format. The survey based responses on a 7-point, Likert-like scale. The items assessing “importance to me” used the following scale: (1) not important at all, (2) not very important, (3) somewhat unimportant, (4) neutral, (5) somewhat important, (6) important, and (7) very important. The items assessing “my level of satisfaction” used the following scale: (1) not satisfied at all, (2) not very satisfied, (3)

somewhat dissatisfied, (4) neutral, (5) somewhat satisfied, (6) satisfied, (7) very satisfied. The complete survey may be found in the appendix.

The report only included results from African American, Asian American and Hispanic/Latino students; the Native American sample was too small for statistical analysis. When the Committee compared the importance and satisfaction ratings of items, minority students were overwhelmingly “somewhat satisfied” with their experiences at UCF. The questions of particular interest to this study are numbers 1, 25, 45, 46, 62, 87, 100, 101 and 127; the results are presented in Table 8.10.

The nine questions addressed here fall into two basic categories: Institutional Effectiveness and Climate and Campus Life.

Table 8.10: Selected Importance/Satisfaction Ratings from the 1998 Student Satisfaction Inventory

Question	African American		Hispanic/Latino		Asian American	
	Important	Satisfied	Important	Satisfied	Important	Satisfied
1. Most students feel a sense of belonging here.	5.71	4.69	5.60	4.69	5.64	4.65
45. Students are made to feel welcome on this campus.	6.18	4.98	6.02	5.18	6.07	4.93
46. I can easily get involved in campus organization.	5.77	4.47	5.72	4.34	5.50	4.32
62. There is a strong commitment to racial harmony on this campus.	6.44	4.53	6.07	5.06	5.96	4.71
87. Rate your satisfaction with commitment to those under represented.	Not Assessed by Survey	4.65	Not Assessed by Survey	5.07	Not Assessed by Survey	4.39
100. Rate your overall satisfaction with experience thus far.	Not Assessed by Survey	4.88	Not Assessed by Survey	5.19	Not Assessed by Survey	4.74
101. If you had it to do over again, would you enroll here?	Not Assessed by Survey	5.03	Not Assessed by Survey	5.46	Not Assessed by Survey	4.83
127. UCF devotes adequate attention to racial and ethnic issues.	Data not compiled by OEAS	Data not compiled by OEAS	Data not compiled by OEAS	Data not compiled by OEAS	Data not compiled by OEAS	Data not compiled by OEAS

Data source: Office of Operational Excellence and Assessment Support

Institutional Effectiveness (Question 25)

Question 25. “Faculty is fair and unbiased in their treatment of students.” The overall UCF importance rating was 6.37. The rating for minority students was fairly consistent: 6.31 for

African Americans, 6.35 for Hispanics/Latinos, and 6.37 for Asian Americans. The UCF satisfaction rating was 5.13. Both the African American (4.70) and the Asian American (4.84) fell below the UCF rating and the Hispanic/Latino fell slightly above at 5.15.

Climate and Campus Life (Questions 45, 46 and 62)

Question 45. “Students are made to feel welcome on this campus.” The overall UCF importance rating was 6.04. The minority student rating was fairly consistent at 6.18 for African Americans, 6.02 for Hispanics/Latinos, and 6.07 for Asian Americans. The satisfaction rating was 5.13. The Hispanic/Latino rating was slightly higher at 5.18; however, both the African American (4.98) and Asian American (4.93) were well below the average.

Question 46. “I can easily get involved in campus organization.” The overall UCF importance rating was 5.50. The minority student rating was the same for Asian Americans and slightly higher for African Americans (5.77) and Hispanics/Latinos (5.72). The UCF satisfaction rating was 5.04: lower for all minority groups—African Americans 4.47, Hispanics/Latinos 4.34, and Asian Americans 4.32.

Question 62. “There is a strong commitment to racial harmony on this campus.” The overall UCF importance rating was 6.45. The rating for African Americans (6.44) was almost identical to that of the overall UCF rating, yet considerably less for both Hispanics/Latinos (6.07) and Asian Americans (5.96). The UCF satisfaction rating was 5.11. All of the minority groups’ ratings were less—African American 4.53, Hispanic/Latino 5.06, and Asian American 4.71.

Of the three ethnic groups, Hispanics/Latinos were most satisfied and Asian Americans were least satisfied with their experiences at UCF (question 100). Although an analysis of questions 1, 87, 100, 101, and 127 were not included in the 1998 report, the ratings are worth mentioning. When asked if “most students feel a sense of belonging here” (question 1), African American and Hispanic/Latino students rated their satisfaction at 4.69 and Asian American students were slightly lower at 4.65. Hispanic/Latino students rated their overall satisfaction with their experience so far at 5.19. African American (4.88) and Asian American (4.74) students rated their experience lower. Finally, when asked, “if you had it to do over again, would you enroll here?” (Question 101), the ratings ranged from 4.83-5.46 with an average rating of 5.1--the equivalent to “maybe yes.” Minority student “satisfaction with commitment to those under-represented” (question 87) ranged from 4.39-5.07 with an average rating of 4.70--the equivalent to “somewhat satisfied”. Data for question 127 were not available.

Student Support Services

Much has been written about student retention and persistence. Researchers generally agree that minority students who are successful in their degree completion do so because of several factors. Newman (1999) suggests three key factors: factors that precede college enrollment, factors related to the college or university, and factors related to personal development (see Table 8.11). A comprehensive student support program will address all three factors.

Table 8.11: Factor Affecting Degree Completion of Minority Students

Factor	Description
Factor #1: Factors that precede college enrollment	<ul style="list-style-type: none"> • Attendance at a college-oriented high school • Parent’s educational background • Family’s educational values and goals • The intention to attend college • Clarity of career goals • High School course work and grades
Factor # 2: Factors related to the college or university	<ul style="list-style-type: none"> • Availability of financial aid or other financial support • Academic climate • Availability of tutoring • Student orientation of the faculty • Acceptance into degree-granting program • Availability of required courses • Housing and roommate arrangements • Access to a mentor and/or academic advisor
Factor # 3: Factors related to personal development	<ul style="list-style-type: none"> • Level of identity resolution • The ability to balance various demands (emanating from work, classes, extracurricular activities, social life, and family) • Degree of homesickness • Feelings of alienation or social isolation • Academic self-concept and academic self-efficacy • The ability to seek out and obtain social and academic support

Data Source: Newmann, P.R. (1999).

An examination of student support services designed specifically for minority students at UCF revealed that there are a limited number of services designed to meet student needs. Two colleges, the College of Education and the College of Engineering and the division of Student Development and Enrollment Services (SDES) have offices designed to support minority students. The Colleges of Arts & Sciences, Business Administration, and Health and Public Affairs do not have an office or program that provides similar support. One college, the College of Engineering, and the division of Student Development and Enrollment Services have pre-collegiate programs designed to recruit minority students. The Colleges of Arts & Sciences, Business Administration, Education, and Health and Public Affairs do not have programs that provide similar services (see Table 8.12). The Honors College, because of its structure, was not included in this analysis. However, the Honors College requires each of its scholars to participate in a diversity workshop delivered by the Office of Diversity Initiatives entitled the Culturally Competent College Student.

The Committee made several other discoveries:

- None of the colleges or academic units provides services specifically designed for minority students on the area campuses.
- There have been no new programs or projects specifically designed for minority students since 1990. Although the minority population has increased substantially in the last decade, staffing and funding for minority programs have not kept pace with the growth.

- Most of the offices are staffed by a significantly higher ratio of “temporary” staff (student assistants and OPS employees) to permanent staff (Faculty, A&P, USPS).
- There are minority-oriented programs at UCF. However, many of the services these programs offer are dependent on “soft money” (grants and/or external funding). This area is conducive to further study.

Table 8.12: Support Services for Minority Students

College/Administrative Unit	Support Program for UCF Minority Students	Pre-Collegiate Program	Program Staffing
College of Arts and Sciences	None	None	NA
College of Business	None	None	NA
College of Education	Minority Programs in Education (MPIE) Serves upper division minority education majors. Instituted in 1990.	None	1—A&P 1—OPS 2—Student Assistants
College of Engineering	Minority Engineering & Computer Science Program. Provides support services to minority engineering majors. Instituted in mid 1980s.	Summer Program for Academic Careers in Engineering (SPACE)—Summer career exploration program. Instituted in 1991.	1—Faculty (not tenure earning) 1—A&P 1—USPS 2—Student Assistants
College of Health and Public Administration	None	None	NA
Student Development and Enrollment Services	Multicultural Academic Support Services (MASS). Instituted in the mid-1980s. Serves FTIC freshmen.	Seizing Opportunities for Achievement & Retention (SOAR) – a pre-collegiate bridge program. Instituted in 1980.	2—A&P 1—USPS 5—Student Assistants 2—OPS
		College Reach Out Program (CROP). College readiness program for middle and high school students in Orange and Seminole counties. Instituted in mid 1980s.	2—A&P 3—USPS 3—Student Assistants
		McKnight Center of Excellence. Academic enrichment program for middle and high school students in Orange, Seminole, Volusia, Lake, and Osceola counties. Instituted in 1985.	1—A&P 1—USPS 1—Student Assistant
Students Clubs & Organizations	African American Student Union (AASU)	NA	NA
	Hispanic American Student Association (HASA)	NA	NA
	UCF Gospel & Multicultural Choir	NA	NA

Data Source: Phone interviews with each College/Administrative Unit.

Special Services and Initiatives

Research suggests that student persistence is dependent upon several factors including the importance of academic and social integration with the college community. Tinto (1993) argues that students who are more involved and connected to their classes, fellow students, and campus are more likely to persist. Similarly, those who perceive they do not fit in are more apt to leave the institution. The impact of student services should not be underestimated.

Outside of initiatives designed to recruit and retain students, which are covered in section eight of this report, the Committee found that UCF offers a limited number of services to racial and ethnic minorities. A complete list of the special diversity initiatives follows.

Generally speaking, the Committee found that the special programs and initiatives offered by the colleges were in conjunction with an existing university program (Diversity Week, for example) or a community program (i.e. Zora Festival, Teach-In) or in response to a regulatory requirement (English for Speakers of Other Languages--ESOL initiative). With the exception of the Division of Enrollment and Academic Services, the Office of Diversity Initiatives, and the Black Faculty and Staff Association, many of the reported diversity initiatives specified in unit annual reports were designed for external customers rather than for current UCF students. (See Table 13.2.)

Table 8.13: Involvement in Diversity Programming by College and Unit

College or Unit	Event
College of Arts and Sciences	<ul style="list-style-type: none"> • Zora Neale Hurston Festival Institute • Gift of Music Program • Black Female Development Circle • Diversity Committee
College of Business Administration	<ul style="list-style-type: none"> • Diversity Committee
College of Education	<ul style="list-style-type: none"> • Exceptional Education Institute • English for Speakers of Other Languages (ESOL) Initiative • Office of Global & Multicultural Programs
College of Engineering	<ul style="list-style-type: none"> • Southeast Consortium of Minorities in Math, Science and Engineering (SECME) State Conference • National Association of Black Engineers (NABE) Banquet • Membership in the several minority organizations--National Association of Black Engineers (NSBE), Society of Hispanic & Professional Engineers (SHPP), Society of Women Engineers (SWE), and the Southeast Conference Minority Engineers (SECME)
College of Health and Public Administration	<ul style="list-style-type: none"> • Annual Diversity Month (including Diversity Breakfast and Diversity Luncheon) • Role Model Day (Teach-In, Orange County Public Schools)
Student Development and Enrollment Services	<ul style="list-style-type: none"> • Diversity Dialogue Consultants • LEAD Scholars Diversity Track • Various Multicultural Student Organizations • National Consortium for Academics and Sports
Office of Diversity Initiatives	<ul style="list-style-type: none"> • Diversity Week • Nguzo Saba Celebration • Diversity Workshops for Student Groups • Diversity Dialogue Consultant Training • Black Female Development Circle (Program Support)
Black Faculty and Staff Association	<ul style="list-style-type: none"> • Student Mentorship Program

Data Source: Colleges and Units, 2000.

Generally speaking, the Committee found that the special programs and initiatives offered by the colleges were in conjunction with an existing university program (Diversity Week, for example) or a community program (i.e. Zora Festival, Teach-In) or in response to a regulatory requirement (English for Speakers of Other Languages--ESOL initiative). With the exception of the Division of Enrollment and Academic Services, the Office of Diversity Initiatives, and the Black Faculty and Staff Association, many of the reported diversity initiatives specified in unit annual reports were designed for external customers rather than for current UCF students.

Institutional Data on Recruitment, Retention, and Degrees Granted

Research indicates that over the past two decades, many colleges and universities throughout the nation have focused their diversity efforts primarily on minority recruitment, and the numbers indicate a slight improvement because of that focus. The American Council on Education (ACE) reports minority students made progress in higher education enrollment and degree attainment. "Between 1996 and 1997, the enrollment rate for students of color rose by 3.7 percent, slightly higher than the 3.2 percent increase recorded a year earlier and the 9.2 percent increase experienced between 1994-95" (Hammock & Wilds, 2000).

Data from the UCF Office of Institutional Research indicate that the enrollment rate for minority students--African Americans, Hispanics/Latinos, Asian/Pacific Islanders and Native Americans has fluctuated (increasing and decreasing slightly) since 1996. Overall, there have been gains in the application, acceptance, and enrollment rates and total headcount of ethnic minority students. The findings are summarized in Tables 8.14 and 8.15.

Table 8.14: Applied, Accepted, Enrolled—UCF Minority Students

Ethnicity	Undergraduate Students			Graduate Students		
	Applied	Accepted	Enrolled	Applied	Accepted	Enrolled
1996-1997						
African American	1,286	340	186	81	52	42
Asian American	421	168	105	41	39	25
Hispanic/Latino	1,289	438	263	84	64	54
Native American	36	15	11	3	3	2
Total	3,032	961	535	209	149	123
1997-1998						
African American	1,289	655	224	88	55	38
Asian American	398	275	95	62	41	32
Hispanic/Latino	1,260	773	255	109	87	72
Native American	47	32	11	8	7	6
Total	2,994	1,735	585	267	190	148
1998-1999						
African American	1,488	674	219	88	69	51
Asian American	416	306	143	44	37	29
Hispanic/Latino	1,236	812	327	96	75	60
Native American	49	30	17	6	4	4
Total	3,149	1,822	706	234	185	144

Data Source: Office of Operational Excellence and Assessment Support

Table 8.15: UCF Headcount Enrollment by Ethnic Origin, Discipline, Classification & Year--
Final Fall Terms

Ethnicity	Undergraduate	Graduate	Unclassified/ Post-baccalaureate	Total
	1997			
African American	1,585	204	104	1,893
Asian American	1,048	148	44	1,240
Hispanic/Latino	2,379	237	122	2,738
Native American	116	10	13	139
Total	5,128	599	283	6,010
1998				
African American	1,769	198	105	2,072
Asian American	1,160	139	57	1,356
Hispanic/Latino	2,547	269	109	2,925
Native American	115	13	9	137
Total	5,591	619	280	6,490
1999				
African American	1,958	196	113	2,267
Asian American	1,241	140	64	1,445
Hispanic/Latino	2,742	289	160	3,191
Native American	142	10	5	157
Total	6,083	635	342	7,060

Data Source: Office of Institutional Research/ OCR B-2 Report

The ACE report further indicates that minority students experienced a 4.8 percent increase in the number of bachelor's degrees and a 6.4 percent increase in the number of master's degrees awarded. The graduation rate for Asian Americans rose one point to 65 percent and the graduation rate for African American rose by two points to 40 percent; Hispanics remained nearly the same at 45 percent, and Native Americans dipped one point for a 36 percent graduation rate.

UCF has experienced an overall increase in the number of degrees awarded to minority students over the past three academic years. The number of baccalaureate degrees awarded to minority students has steadily increased from 1,041 in 1997-1998 to 1,158 in 1998-1999 and to 1,198 in 1999-2000 (see Table 8.16). African American students represent the most notable increase in the number of undergraduate degrees, while Native Americans represent the most notable decrease. Master's degrees awarded to minority students have fluctuated from 176 in 1997-1998 to 213 in 1998-1999 and to 186 in 1999-2000.

Table 8.16: Degrees Awarded to Minority Students

Ethnicity	Undergraduate	Graduate	Total
	1997-1998		
African American	274	63	337
Asian American	235	46	281
Hispanic/Latino	505	62	567
Native American	27	2	29
Total	1,041	176	1,217
	1998-1999		
African American	332	81	413
Asian American	263	42	305
Hispanic/Latino	542	84	626
Native American	21	6	27
Total	1,158	213	1,371
	1999-2000		
African American	367	64	431
Asian American	254	48	302
Hispanic/Latino	551	72	623
Native American	26	2	28
Total	1,198	186	1,384

Data Source: Office of Institutional Research

The number of ethnic minority students enrolled at the undergraduate level in 2000-2001 was slightly less (1,640) than those enrolled in 1999-2000 (1,646). The 1999-2000 enrollment, however, was higher than the two previous years. The number of minority students enrolled in 1998-1999 was 1,507 and was 1,361 in 1997-98. Additionally, the number of minority undergraduate students successfully completing their degree program has steadily increased from 1,041 in 1997-1998 to 1,363 in 2000-2001.

Recommendations

Research revealed that successful programs for minority students require the commitment and coordinated efforts from all university sectors, especially upper level administrators, and the allocation of adequate resources. Additionally, program success requires an equitable educational, professional and social environment that supports the full participation of racial and ethnic minority group members and values their contributions. The Committee offers several recommendations (not in priority order) to help UCF increase diversity in its student body:

Recruitment & Retention

- Continue to improve and support minority recruitment and retention within the parameters of One Florida through linkages with multicultural secondary schools, application to federal transition programs, marketing, and by formulating and annually evaluating the success of college level plans.

Examples:

- Allocate resources to strengthen recruitment and retention efforts at university and college levels.

- Employ an ethnic minority recruiter to recruit ethnic minority students.
- Increase recruitment efforts at predominately multicultural middle and high schools within the Central Florida vicinity.
- Formulate, publicize, and disseminate the UCF Recruitment/Retention Plan throughout the University community and reevaluate the plan annually.
- Instruct each college Dean to prepare or update a five-year minority student recruitment and retention plan at the college level for the Provost's approval. The plan will include, but will not be limited to, provisions for annual reports that track admission, retention, and graduation data for the college's minority students (undergraduate and graduate).
- Collect, publish, and promulgate undergraduate and graduate student retention data throughout the University community.
- Offer incentives and awards to colleges whose student recruitment, retention, and graduation rates show marked improvement from one year to the next.
- Involve existing alumni, faculty, and students in minority student recruitment and retention.
- Consider a mandatory assignment of an academic advisor and a student probationary system for all academic action students, particularly freshmen and transfer students.

Climate and Campus Life

- Evaluate each racial group's satisfaction with UCF's services and programs on an ongoing basis through institutional effectiveness efforts that already exist and other evaluation methods.

Examples:

- Conduct periodic focus groups, point of service surveys, and other creditable means to assess undergraduate and graduate students' satisfaction levels.
- Review the withdrawal exit interview concept for students leaving UCF.
- Create or establish a coveted student satisfaction or Student Operational Excellence Award for academic departments or administrative units that earn recognition in good customer service.
- Administer a student experience survey to a representative sample of the student body at least once annually.

- Coordinate and maximize communication and consolidate diversity efforts across campus.
- Extend diversity training for faculty and staff.
- Design and implement diversity training workshops for students, especially student leaders and athletes.
- Infuse race and diversity issues into Orientation activities.
- Encourage faculty to assume a more active role in increasing race awareness among all students.
- Promote inter-group dialogue in all groups within the UCF community.
- Continue to implement related recommendations from the UCF Strategic Plan's Enrollment Management Cross-Functional Team.

Student Support Services

- Expand the services of Multicultural Academic Support Services (MASS) to include all first and second year minority students. (Currently MASS serves freshmen.)
- Design and implement a student support program for minority students in each of the colleges. These programs must be adequately staffed and funded.
- Strengthen existing programs in the College of Education (Minority Programs in Education) and the College of Engineering (Minority Engineering & Computer Science Program).
- Investigate the implementation of a minority mentoring program.
- Provide diversity and student support training for faculty.
- Establish and strengthen relationships with ethnic minority communities within the metropolitan Orlando area.
- Investigate applications for federal college transition programs such as Upward Bound, TRIO and Gear-Up.

Concluding Remarks

While the process of collecting data for this report was insightful, there are many areas remaining for further exploration and analysis. The Committee found that the University's survey

and institutional data were not as useful as they could be because data were not reported consistently throughout UCF's databanks; thus collection and analysis tasks were hampered.

The Committee also encountered inconsistencies in the “labels” used for minority students across the various databases employed by the University. The confusing variety of labels hampered data utilization needed to create an inclusive environment. The Committee recommends that the University allow minority students to self-identify their ethnicity or adopt the national trend that labels major minority groups as African American, Latino(a), Asian American, and Native American (ALANA). Non-white international students would not be categorized with these groups.

The national data showed that, in comparison to the vast majority of college and universities throughout the nation, UCF is more advanced in addressing diversity issues than most. According to *Black Issues in Higher Education* (June 22 and July 6, 2000), UCF ranked in the top 100 for effectuating minority graduates during the 1997/98 academic year. Additionally, the *Hispanic Outlook in Higher Education* (May 7, 2001) ranked UCF as in the top 100 (#23) schools for Hispanic/Latino bachelor degrees awarded. The graduates represented a wide distribution of disciplines.

However, according to a recent report in the *Orlando Sentinel* (May 17, 2001), diversity in the state university system is on the decline. The Talented 20 Program, a method devised to increase diversity in the SUS, was not as successful as hoped. The article notes, “The pool of Talented 20 students who enrolled—less than half of this year’s freshman class—is whiter than the total undergraduate enrollment at the state’s universities. Of the 11,539 Talented 20 students enrolled, almost 68 percent are white, 13 percent are Black, 12 percent are Hispanic and 6 percent are Asian. The combined undergraduate enrollment at the state universities is 61 percent white, 15 percent Black and 15 percent Hispanic,” (Powers, 2001).

These data require a diligent monitoring of student diversity efforts. In keeping, we recommend that staffing and resources be provided for the collection and analysis of data and the development of materials specifically designed to recruit and retain minority students.

Generally, enrollment, retention, and graduation rates of minority students have increased and most students are somewhat satisfied with their UCF experience. However, UCF must continue to implement and support programs, services, and strategies that are conducive to diversity and inclusivity. Milem and Hakuta (2000) say “the future wealth, health, and climate of our nation depends on increased, not diminished, opportunities for diverse interactions for our students.”

President's Commission on the Status of Racial and Ethnic Minorities

X. Report of the Committee on the Status of Faculty Diversity

Key Findings

- Differing nomenclature and numbers result from faculty member categorization and on whether faculty hold nine- or twelve- month appointments.
- The faculty at the University of Central Florida is as diverse as comparable institutions and more diverse than national faculty profiles.
- At UCF a low percentage of African American and Hispanic faculties hold the rank of professor.
- Asian/Pacific Islanders and White faculty positions represent the highest percentages of tenured faculty at UCF.
- There is a discrepancy between minority and non-minority perceptions regarding salary equity and equal treatment.
- Since 1995, the Provost's Diversity Enhancement Program has accounted for 29.5% of the total racial and ethnic minority faculty population at UCF.

Key Recommendations

- Develop programs that facilitate minority faculty to achieve full professor rank.
- Expand the Provost's Diversity Enhancement Program.
- Develop a process to standardize nomenclature and data collection/reporting for consistency.
- Begin plans to foster inclusion in an increasingly diverse faculty.
- Develop programs that facilitate minority faculty to achieve promotion and tenure
- Clarify responding faculty's disagreement about salary equity for minority faculty.
- Clarify responding faculty's disagreement about equal treatment of non-minorities by their colleagues.
- Expand opportunities for faculty to increase competencies in teaching diversity courses.

President's Commission on the Status of Racial and Ethnic Minorities

Report of the Committee on the Status of Faculty Diversity

Introduction

The President's Commission on the Status of Racial and Ethnic Minorities established the Committee on the Status of Faculty Diversity to compare ethnic minority faculty to non-minority faculty at UCF. This report is the culmination of that research.

Data Collection

The Committee on the Status of Faculty Diversity collected data regarding the UCF faculty from several sources. The UCF units of Operational Excellence and Assessment Support, Equal Opportunity and Affirmative Action and the Office of Institutional Research provided the demographic profiles of our instructional workforce. Those units, however, draw from several databases relevant to UCF and the Florida State University System. Often, investigators encountered mismatches across databases. Depending on an agency's information requirements, those inconsistencies may include differing nomenclature and numbers that result from faculty member categorization and on whether faculty hold nine- or twelve- month appointments. Occasionally, non-resident aliens are categorized with ethnic minorities.

In addition, a faculty member may not fit into a particular classification because of unusual job responsibilities, or, more seriously faculty members may fit into several categories simultaneously. Whenever possible, the Committee on the Status of Faculty Diversity attempted to resolve these issues across data sets while maintaining the integrity of their information. In some instances, however, interpolation difficulties among those sources result in what appear as discrepancies. Generally, however, the Committee believes that the data reflect a valid profile of the faculty at the University of Central Florida.

The Committee also queried several national data sources to gain perspectives about the relationship between UCF's faculty population and that of university faculty in general. This process also presents problems because these larger databases are usually substantially time-lagged and very general so that meaningful comparison becomes difficult. The Committee chose sources that correspond to those used by the University of Central Florida so that comparisons would clarify our faculty status.

Finally, the Committee gathered data from a third source: the responses from nine-month faculty to a survey instrument distributed by the President's Commission on the Status of Women during the 1999 academic year. Several items on that instrument pertained to race and ethnicity. Those responses provided the means to determine faculty perceptions about the diversity climate on our campuses.

The members of the Committee on the Status of Faculty Diversity express their appreciation to all persons who gave so generously of their time and energy during this study.

The Faculty Workforce

Table 9.1 presents the six-year trend data for the nine-month UCF faculty. Over that period the percentage of Asian/Pacific Islander faculty remained virtually constant increasing by .1% from 7.3% to 7.4% in 2000. The percentage of African American faculty increased from 3.9% to 4.9% over the six-year period. Hispanics increased from 3.7% to 4.8%, and the percentage of American Indian/Native Alaskans increased from .15% to .6%. Non-Resident Aliens at UCF increased from 3.4% to 4.4%. Conversely, only the White faculty population decrease over the six-year period dropping from 81.6% in 1995 to 77.8% in 2000.

Table 9.1: The UCF Faculty Population Six-year Trend in UCF Nine-month Faculty Population.

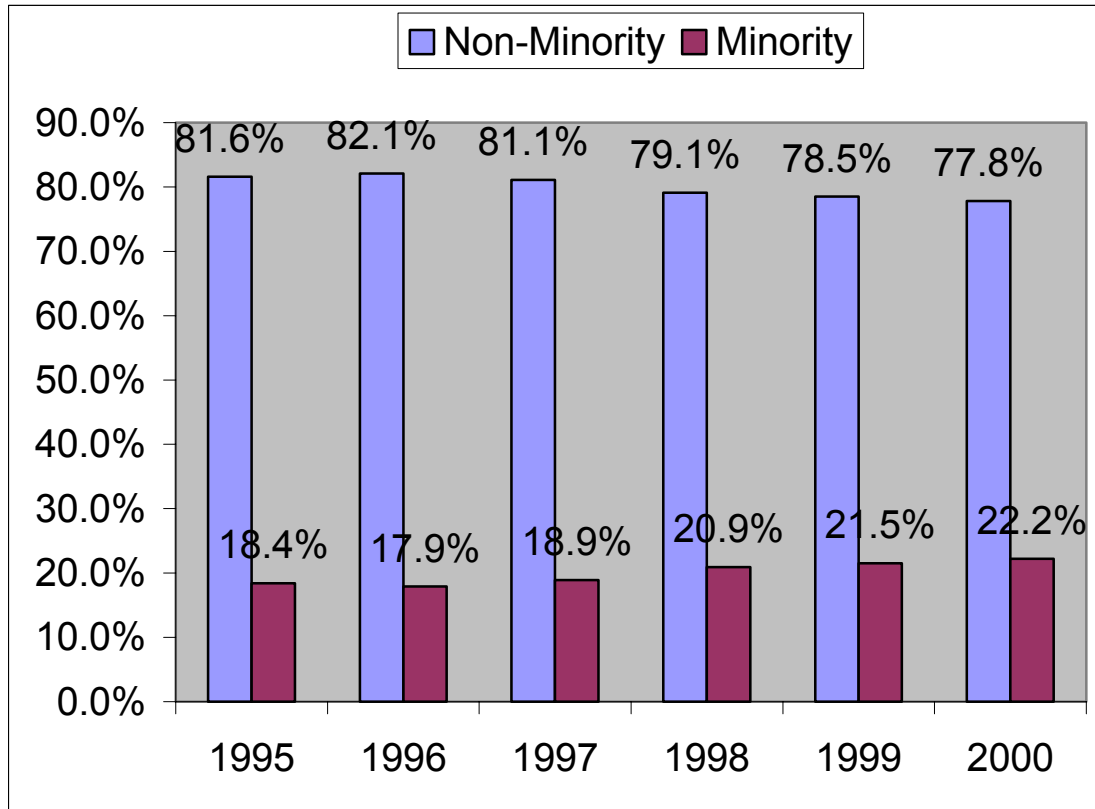
Ethnicity	1995		1996		1997		1998		1999		2000	
	N	%	N	%	N	%	N	%	N	%	N	%
Asian/Pacific Islander	47	7.3%	47	6.8%	51	7.1%	59	7.5%	70	8.0%	67	7.4%
African American	25	3.9%	25	3.6%	31	4.3%	39	5.0%	47	5.4%	44	4.9%
Hispanic	24	3.7%	29	4.1%	30	4.2%	35	4.5%	40	4.6%	43	4.8%
American Indian/ Native Alaskan	1	.15%	2	.29%	1	.13%	5	.63%	5	.6%	5	.6%
Non-Resident Alien	22	3.4%	21	3.0%	22	3.1%	26	3.3%	27	3.1%	40	4.4%
White	527	81.6%	567	82.1%	580	81.1%	620	79.1%	688	78.5%	701	77.8%
Total	646		691		715		784		877		900	

Data Source: UCF Office of Operational Excellence and Assessment Support.

Figure 9.1 depicts faculty diversity data by contrasting minority faculty percentage (including Non Resident Aliens) with non-minority faculty percentage. A comparison of the UCF 1995 minority faculty population (18.4%) with the 2000 minority faculty proportion (22.2%) shows an increase in minority faculty.

The data portray a steadily decreasing percentage of non-minorities: 81.6% in 1995 compared to 77.8% in 2000. Figure 1 shows that if these trends continue future years could bring a substantial change in the ethnic composition of UCF faculty.

Figure 9.1: Six-year Trends in UCF 9-month Faculty: Minority vs. Non-minority



Data Source: UCF Office of Operational Excellence and Assessment Support

The State University System

Table 9.2 presents racial and ethnic faculty composition in the Florida State University System. These figures portray all individuals who hold faculty appointments.

UCF adduces 73.5% non-minority faculty and 19.8% minority faculty (including Non Resident Alien (Other)) with 6.2% not reporting. These figures differ slightly from those reported for the nine-month faculty: in 1999, 78.5% were non-minority and 21.5% were minority (again, including Non Resident Alien). In 2000, 77.8% of nine-month faculty were non-minority and 22.2% were minority.

Table 9.2: Ethnic Faculty Analysis at All 10 SUS Institutions (1999)*

Institution	Islander	Black	Hispanic	American Indian/ Alaskan Native	Other	White	Not reported	Total
	5.1 (41)	70.4 (564)	1.5 (12)	0.01 (1)	2.2 (18)	16.9 (135)	3.7 (30)	801
FAU	7.4 (65)	4.6 (41)	4.5 (40)	0.02 (2)	4.8 (42)	77.1 (681)	1.4 (12)	883
FGCU	2.3 (5)	5.9 (13)	3.7 (8)	1.8 (4)	3.7 (8)	81.7 (179)	0.09 (2)	219
FIU	7.1 (77)	6.8 (74)	14.8 (160)	0.05 (5)	5.9 (64)	64.9 (702)	--	1,082
FSU	4.2 (74)	4.7 (82)	2.8 (49)	0.02 (4)	3.8 (66)	84.1 (1,466)	0.01 (2)	1,743
UCF	6.9 (86)	4.7 (59)	(48)	0.04 (5)	4.3 (54)	(914)	6.2 (77)	1,243
UF	6.4 (281)	3.7 (163)	3.3 (142)	0.01 (6)	3.6 (157)	82.8 (3,614)	--	4,363
UNF	3.2 (16)	7.4 (37)	2.2 (11)	0.08 (4)	1.6 (8)	78.0 (390)	6.8 (34)	500
USF	5.6 (121)	5.7 (139)	3.7 (90)	0.05 (11)	3.3 (80)	76.6 (1,862)	5.3 (129)	2,432
Total	790	1,195	564	44	506	10,264	286	13,649

Data Source: UCF Office of Operational Excellence and Assessment Support
n reported in parenthesis.

Table 9.3 presents the relative order of the state universities, based on the percentage of faculty in each racial and ethnic category. The University of Central Florida ranked third in percentage of Asian/Pacific Islander faculty, seventh in the percentage of African Americans, third in the percentage of Hispanics, sixth in the percentage of American Indian/Native Alaskans, and eighth in the percentage of Whites.

Table 9.3: Rank of Faculty Ethnicity by SUS University (1999)

Ranking	Asian/Pacific Islander	African American	Hispanic	American Indian/ Alaskan Native	White
1 st	FAU	FAMU	FIU	FGCU	FSU
2 nd	FIU	UNF	FAU	UNF	UWF
3 rd	UCF	FIU	UCF	UWF	UF
4 th	UF	UWF	USF	FIU	FGCU
5 th	UWF	FGCU	FGCU	USF	UNF
6 th	FAMU	USF	UF	UCF	FAU
7 th	USF	UCF	FSU	FSU	USF
8 th	FSU	FSU	UNF	FAU	UCF
9 th	UNF	FAU	FAMU	UF	FIU
10 th	FGCU	UF	UWF	FAMU	FAMU

Data Source: UCF Office of Operational Excellence and Assessment Support

The Coalition of Urban and Metropolitan Universities

Table 9.4 presents comparative data for UCF and three institutions in the Coalition of Urban and Metropolitan Universities: Portland State University (PSU), Georgia State University (GSU), and Cleveland State University (CSU). GSU reports the highest percentage of White faculty (86%) and CSU reports the highest percentage of Asian faculty (11.3%). UCF reports Asian/Pacific Islanders at 7.4%. CSU reports the highest percentage of African American faculty (6.9%), while UCF reports the highest percentage of Hispanic faculty (4.8%). GSU reports the highest percentage of American Indian/Native Alaskan faculty (1.0%).

Table 9.4: A UCF Faculty Status Comparison with Three Institutions in the Coalition of Urban and Metropolitan Universities

Ethnicity	Portland State University (1999; n=611)	Georgia State University (1999; n=943)	Cleveland State University (2000; n=539)	University of Central Florida (2000; n=877)	University of Central Florida (1999; n=715)
Asian American	5.0%	5.0%	11.3%	--	--
Asian/Pacific Islander	--	--	--	7.4%	8.0%
American Indian	1.0%	1.0%	--	--	--
African American	2.0%	6.0%	6.9%	4.9%	5.4%
Hispanic	2.0%	2.0%	3.0%	4.8%	4.6%
American Indian/Native Alaskan	--	--	--	0.6%	0.6%
Non-resident Alien	--	--	--	4.4%	3.1%
White	77.0%	86.0%	78.8%	77.8%	78.4%
Ethnicity Not Reported	13.0%	--	--	--	--

Data Sources: UCF Office of Operational Excellence and Assessment Support, Portland State University, Georgia State University, Cleveland State University

The UCF Profile Compared to National Statistics

Table 9.5 compares UCF's status of racial and ethnic categories with data reported by the American Educational Association and The National Center for Educational Statistics. At the national level, UCF shows the lowest percentage of White faculty, the highest percentage of Hispanics, and the highest percentage of Asian/Pacific Islanders. The two national studies reported only Asian percentages. UCF reported a slightly higher percentage of American Indian/Native Alaskans than did the study by the National Center for Educational Statistics. UCF's African American faculty tied for the highest faculty percentage.

Table 9.5: UCF Faculty Status Comparison with National Sources

Ethnicity	Source		
	UCF (2000, N= 877)	National Education Association Faculty Poll (2000, N=1,511)	National Center for Educational Statistics (2000, N=Not Reported)
African American	4.9%	3.8%	--
American Indian/Native Alaskan	0.6%	--	0.5%
Asian/Pacific Islander	7.4%	--	3.0%
Asian American	--	4.6%	--
Black	--	--	4.9%
Hispanic	4.8%	2.8%	2.5%
Non-resident Alien	4.4%	--	--
Other	--	1.2%	--
White	77.8%	85.6%	89.1%

Data Sources: UCF Office of Operational Excellence and Assessment Support, National Education Association, National Center for Education Statistics

Table 9.6 presents Fall 1998 faculty data compiled by the United State Department of Education on both private and public institutions in the country. UCF places approximately at the median in the American Indian/Native Alaskan category and ranks 3rd in the Asian/Pacific Islander category. UCF places 4th and 6th respectively in African American and Hispanic faculty comparisons, and ranks last in percentage of White faculty when compared to all institutional categories.

Table 9.6: Full-time Instructional Faculty and Staff Percentage Distribution by Race, Ethnicity, and Institution Type: Fall 1998.

Institution type and program area	Race and Ethnicity				
	American Indian/Alaskan Native	Asian/Pacific Islander	Black/non-Hispanic	Hispanic	White/non-Hispanic
All institutions ¹	0.7	5.8	5.1	3.3	85.1
Public research	0.5	8.5	3.2	3.4	84.5
Private not-for-profit research	0.2	7.0	3.7	3.5	85.6
Public doctoral ²	1.3	6.0	3.9	3.0	85.8
Private not-for-profit doctoral ²	0.7	9.2	4.4	3.9	81.8
Public comprehensive	0.5	5.9	7.4	3.6	82.6
Private not-for profit comprehensive	1.2	3.7	4.5	2.7	87.8
Private not-for profit liberal arts	1.1	2.9	6.4	1.6	88.1
Public 2-year	0.8	3.4	6.0	4.6	85.3
Other ³	0.6	4.6	7.1	1.3	86.4

Data Source: U.S. Department of Education, 2000

¹All public and private not-for-profit Title IV participating, degree-granting institutions in the 50 states and the District of Columbia

²Includes institutions classified by the Carnegie Foundation as specialized medical schools and medical centers

³Public liberal arts, private not-for-profit 2-year, and other specialized institutions except medical schools and medical centers

Table 9.7 presents the UCF nine-month faculty tenure status by ethnicity. The largest percentage in the non-tenure earning category finds Hispanics at 30% followed by Whites (28.2%) and Non-Resident Aliens (26.0%). In the African American category 16.7% are non-tenure earning while 7.7% of Asian/Pacific Islanders fall into that category. No American Indian/Native Alaskan faculty are found in the non-tenure-earning category.

The status of tenure-earning faculty finds the American Indian/Native Alaskan category at 60%, Non-resident Aliens at 56.5%, African Americans at 50%, Hispanics at 37.5% and Asian/Pacific Islanders at 32.3%. Whites had the smallest percentage in the tenure-earning classification (23.2%). Also, in the tenured category, Asian/Pacific Islanders were the highest percentage (60%) followed by Whites at 48.6%. Tenured American Indian/Native Alaskans and African American faculty were each at 33.3% in that category. The status of tenured faculty members finds Hispanics at 32.5% with Non-Resident Aliens showing the lowest tenure rate (17.5%).

Table 9.7: UCF Nine- Month Faculty Tenure Status (1999)

	Asian/ Pacific Islander		African American		Hispanic		American Indian/ Native American		Non-resident Alien		White	
	N	%	N	%	N	%	N	%	N	%	N	%
Not Tenure Earning	5	7.7	7	16.7	12	30.0	0	0.0	6	26.0	181	28.2
Tenure Earning	21	32.3	21	50.0	15	37.5	3	60.0	13	56.5	149	23.2
Tenured	39	60.0	14	33.3	13	32.5	2	40.0	4	17.5	311	48.6

Data Source: UCF Office of Operational Excellence and Assessment Support

Table 9.8 presents the results of a faculty tenure status study conducted by the National Education Association. UCF reported a higher percentage of Asian/Pacific Islander faculty in tenured or tenure-earning positions when compared with national results. The National Education Association reported U. S. tenured faculty at 46% when compared with UCF at 60%. Nationally, Asian/Pacific Islanders (26%) were in tenure-earning positions while UCF 32.3% were in that category. UCF's African American faculty reported a higher percentage in the tenure-earning category (50% compared to 28%).

Table 9.8: Faculty Tenure Status

	Asian/ Pacific Islander	African American	Hispanic	American Indian/ Alaskan Native	White	Other
Tenured	46%	40%	45%	46%	54%	15%
Tenure Earning	26%	28%	27%	26%	18%	30%
Other	28%	32%	28%	28%	27%	55%

Data Source: National Education Association, 1998
N=550,882

African Americans at UCF in the tenured category represented a lower percentage (33.3%) than was reported by the National Education Association (40%). The Committee encountered a similar trend for the Hispanic faculty with 37.5% tenure-earning positions at UCF compared to 27% nationally, and 32.5% tenured at UCF compared to 45% nationally. American Indian/Native Alaskan faculty at UCF showed a higher percentage in the tenure-earning category (60% compared to 26%) and a lower percentage in the tenured category (40% compared to 46%). White faculty members at UCF were tenure earning at a rate of 23.2% compared to 18% in the national study. In the tenured category the Whites at UCF showed a percentage of 48.6% compared to 54% in the National Education Association study.

Table 9.9 presents UCF's academic rank of faculty positions by ethnic numbers and percentage. Asian/Pacific Islander faculty members portray that 6% are instructors, 22.3% are assistant professors, 46.3% are associate professors and 25.4% are full professors. American Indian/Native Alaskans portray that 60% are associate professors and 40% are full professors.

African Americans show that 14.6% are instructors, 46.3% are assistant professors, 36.6% are associate professors and 2.4% are full professors. Hispanic faculty members have 23.7% instructors, 39.5% assistant professors, 23.7% associate professors and 13.4% full professors. In the Non-resident Alien category, 9.5% hold the rank of instructor, 71.4% assistant professor, 19% associate professor and no full professors. Whites show 25.6% as instructor, 20.6% as assistant professor, 30.4% as associate professor and 23.4% as full professors.

Table 9.9: Academic Rank Held by Nine-month Faculty at UCF

	Asian/ Pacific Islander		African American		Hispanic		American Indian/ Native American		Non-resident Alien		White	
	N	%	N	%	N	%	N	%	N	%	N	%
Instructor	4	6.0	6	14.6	9	23.7	0	--	2	9.5	149	25.6
Assistant Professor	15	22.3	19	46.3	15	39.5	3	60	15	71.4	120	20.6
Associate Professor	31	46.3	15	36.6	9	23.7	0	--	4	19.0	177	30.4
Professor	17	25.4	1	2.4	5	13.2	2	40.0	0	--	136	23.4

Data Source: UCF Office of Operational Excellence and Assessment Support

Provost's Diversity Enhancement Program

Since 1995, UCF colleges have hired 54 faculty under the Provost's Diversity Enhancement Program. Of the 54 hired, 23 have been in the College of Arts and Sciences, 16 in the College of Health and Public Administration, 7 in the College of Education, 6 in the College of Business Administration and 2 in the College of Engineering. Seven faculty members hired under this program are no longer with the university. The Provost's Diversity Enhancement Program has accounted for 29.5% of the minority faculty hired at UCF and has an 87% retention rate.

Table 9.10: Provost's Diversity Enhancement Program

College	N	%
College of Arts and Sciences	23	42.5
College of Business Administration	06	11.1
College of Education	07	12.9
College of Engineering	02	3.7
College of Health and Public Administration	16	29.6
TOTAL	54	

Data Source: UCF Office of the Provost Fall 2000

Faculty Perceptions of Diversity at UCF (Survey Findings)

The Committee distributed questionnaires to 877 faculty members with 186 useable instruments returned for a 21.2% response rate. Some discrepancies appear between the ethnic and racial distributions of survey respondents compared to the faculty population. African Americans were over sampled by 6.4% and Hispanics by 9%. The White faculty population was under sampled by 24.2%.

Table 9.11: Ethnicity of UCF Faculty and Faculty Survey Respondents (1999)

	UCF		Survey	
	N	%	N	%
Asian/Pacific Islander	70	8.0	15	8.1
American Indian/Native Alaskan	5	0.6	3	1.6
African American	47	5.4	22	11.8%
Hispanic	40	4.6	27	14.5%
White	688	78.5	101	54.3%
Non-resident Alien	27	3.1	--	--
Other	--	--	12	6.5
No answer	--	--	6	3.2%

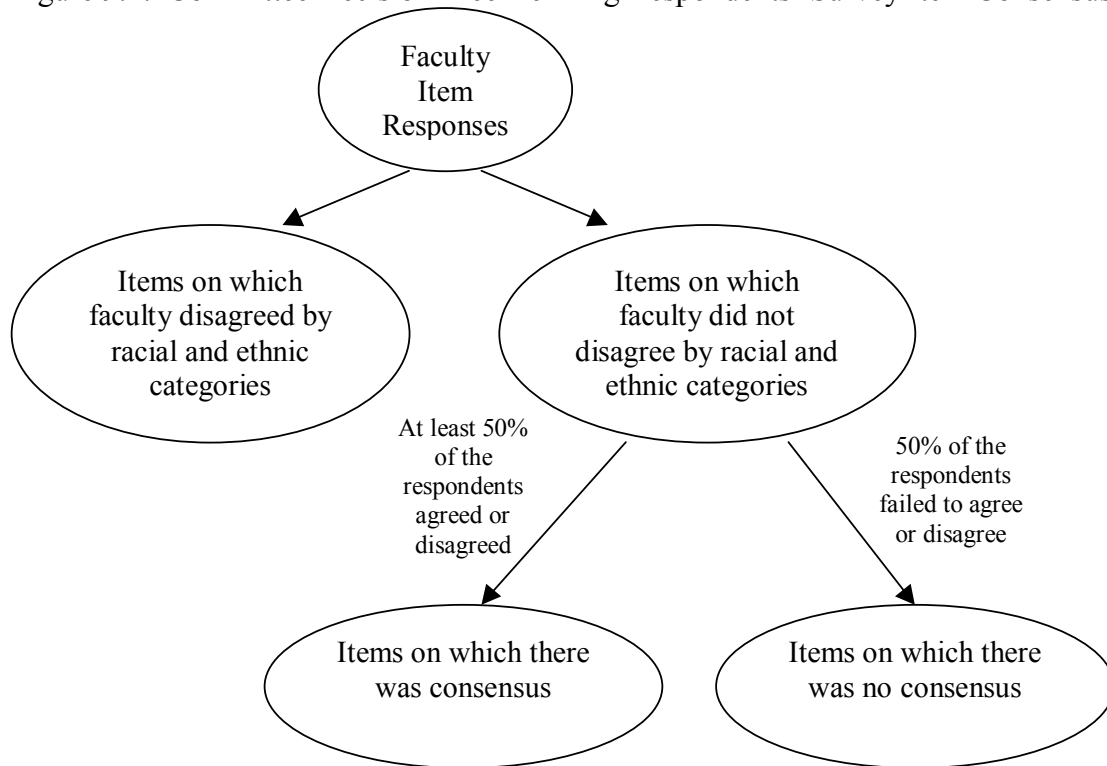
Data Source: UCF Office of the Provost

Faculty Diversity Issues Survey Questionnaire

Analysis of Faculty Perception Data

The Committee divided the survey answers into responses that noted statistical differences among faculty and those that did not. The Committee further subdivided the second component into responses that depicted faculty consensus and non-consensus. The Committee declared (arbitrarily) consensus when the respondents (50% or higher) agreed or disagreed with a statement. Lack of consensus indicated that 50% of the respondents failed to "agree" or "disagree" in the survey instrument responses. Figure 8.2 represents this procedure.

Figure 9.2: Committee Decision Tree Defining Respondents' Survey Item Consensus



The Committee included two classes of items in this report: agreement and disagreement. Those questions that failed to show consensus on agreement or disagreement were deemed ambiguous and were not reported. Faculty perception results from the survey responses contain some over and under sampling. The Committee did not collect data if they believed that data would not clarify faculty perceptions, and for some responses validation data was not available.

The Importance of Diversity

Faculty consistently rated the importance of diversity as shown in Table 9.12. They (71%) agreed or strongly agreed that diversity is important. Only 12% disagreed or strongly disagreed and 17% remained neutral.

Table 9.12: The Importance of Diversity

Diversity is an important objective for the University.		
Response	N = 174	%
Strongly Agree	64	36.8
Agree	60	34.5
Neutral	30	17.2
Disagree	11	6.3
Strongly Disagree	9	5.2

Data Source: President's Commission on Racial & Ethnic Minorities
p = .449

Positive Role Models

Faculty consistently rated their response about the presence of positive role models for minority faculty at the University of Central Florida. Table 9.13 depicts that 84% of the faculty either agreed or strongly agreed. Conversely, only 3% of the faculty disagreed or strongly disagreed, and 13% percent remained neutral.

Table 9.13: Positive Role Models for Minority Faculty

There are positive role models for minority faculty at the University of Central Florida.		
Response	N = 174	%
Strongly Agree	82	46.6
Agree	65	36.9
Neutral	23	13.1
Disagree	4	23.0
Strongly Disagree	2	1.10

Data Source: President's Commission on Racial & Ethnic Minorities
p = .322

Diversity in Academic Curriculum

Faculty agreed on the importance of integrating diversity into the academic curriculum. Table 9.14 shows that 81.2% of the respondents feel that it is important to integrate diversity into the curriculum.

Table 9.14: Diversity in Academic Curriculum

It is important to integrate diversity into the academic curriculum.		
Response	N = 175	%
Strongly Agree	88	50.3
Agree	54	30.9
Neutral	15	8.6
Disagree	9	5.1
Strongly Disagree	9	5.1

Data Source: President's Commission on Racial & Ethnic Minorities
p = .239

University Publication Recognition

Faculty also considered recognition that minorities receive in University publications. Out of 172 respondents, 59% agreed or strongly agreed that minorities are recognized. Only 10% of the respondents disagreed or strongly disagreed with the statement, and 31% remained neutral. Table 9.15 presents the corresponding data.

Table 9.15: University Publication Recognition

Contributions of minorities are recognized in University Publications.		
Response	N = 172	%
Strongly Agree	36	20.9
Agree	65	37.8
Neutral	54	31.4
Disagree	10	5.8
Strongly Disagree	7	4.1

Data Source: President's Commission on Racial & Ethnic Minorities
p = .164

University Ceremonies

Faculty responses in Table 9.16 were fairly similar in their distribution. Faculty (56%) agreed or strongly agreed that UCF recognizes minority faculty, while, 11% disagreed or strongly disagreed, and 34% remained neutral.

Table 9.16: University Ceremonies

Contributions of minorities are recognized in University Ceremonies.		
Response	N =170	%
Strongly Agree	34	20.0
Agree	61	35.9
Neutral	57	33.5
Disagree	13	7.6
Strongly Disagree	5	2.9

Data Source: President's Commission on Racial & Ethnic Minorities
p = .421

Racial Discrimination Complaints

Faculty responses in Table 9.17 indicate a consistent pattern in faculty's perceptions that racial discrimination complaints are treated seriously. The respondents' responses (50%) to agreed or strongly agreed differed from the 12% who disagreed or strongly disagreed. Remaining faculty (38%) remained neutral.

Table 9.17: Racial Discrimination Complaints

Racial discrimination complaints are treated seriously.		
Response	N = 172	%
Strongly Agree	45	26.2
Agree	41	23.8
Neutral	65	37.8
Disagree	11	6.4
Strongly Disagree	10	5.8

Data Source: President's Commission on Racial & Ethnic Minorities
p = .098

Unit Head Support

In response to the statement, "My unit head supports me," 65% of the faculty agreed or strongly agreed that they received such support. Only 13% of the respondents disagreed or strongly disagreed with the statement, and 21% remained neutral. Table 9.18 presents the corresponding data.

Table 9.18: Unit Head Support

My unit head supports me.		
Response	N = 174	%
Strongly Agree	69	39.7
Agree	45	25.9
Neutral	37	21.3
Disagree	12	6.9
Strongly Disagree	11	6.3

Data Source: President's Commission on Racial & Ethnic Minorities
p = .219

Search Committees

Faculty response regarding the status of minority faculty presence on search committees indicates a consistent pattern. Table 9.19 illustrates that 51% of the respondents disagreed or strongly disagreed that search committees always include minority faculty, and 18% agreed or strongly agreed; 31% was neutral.

Table 9.19: Search Committees

Search Committees for faculty positions always include minority faculty.		
Response	N = 174	%
Strongly Agree	10	5.7
Agree	22	12.6
Neutral	54	31.0
Disagree	59	33.9
Strongly Disagree	29	16.7

Data Source: President's Commission on Racial & Ethnic Minorities
p = .513

The Committee on the Status of Faculty Diversity contacted the UCF Office of Equal Opportunity and Affirmative Action to further clarify the faculty's negative response. The director provided the Committee with a copy of UCF's *Search Committee Handbook* that provides the following guidelines for search committee documentation:

“Listing of race/gender of search committee members, or annotation of such [should be included] on one of the sets of minutes” (p.23).

The *Search Committee Handbook* provides the following guidelines for Committee Structure and Organization:

“In gender and racial diversity, men and women of at least two race/ethnic backgrounds are expected on each committee” (p.8).

These statements indicate a clear mandate for racial diversity on search committees. The Director of Equal Opportunity and Affirmative Action reported that she scrutinizes each committee's diversity makeup; if she detects racial homogeneity, she requests clarification from the dean of the appropriate college.

Faculty Disagreement

Four items on the University of Central Florida's faculty questionnaire highlight significant differences in opinions regarding race or ethnicity issues among faculty representing varying racial or ethnic groups.

Teaching Loads

Table 9.20 presents the responses to the question: “Teaching loads are greater for minority faculty than they are for non-minority faculty.”

Table 9.20: Teaching Loads

Teaching loads are greater for minority faculty than for non-minority faculty (N=170) *										
Ethnicity	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%	N	%
White	3	3.1	5	5.2	30	30.9	30	30.9	29	29.9
Black	3	13.6	3	13.6	13	59.1	2	9.1	1	4.5
Asian/Pacific Islander	2	14.6	0	0.0	6	42.9	5	35.7	1	7.1
Native American	1	33.3	0	0.0	2	66.7	0	0.0	0	0.0
Hispanic	0	0.0	1	4.5	9	40.9	76	45.5	2	9.1
Multiracial	1	14.3	0	0.0	2	28.6	3	42.9	1	14.3
Other	0	0.0	0	0.0	2	40.0	1	20.0	2	40.0

Data Source: President's Commission on Racial & Ethnic Minorities

p=.013

*Percentages are those within racial categories.

Respondents representing 8.3% of the White faculty strongly agreed or agreed that minority-teaching loads were higher while 61.8% of that faculty strongly disagreed or disagreed.

Among the Black faculty respondents 27.2% strongly agreed or agreed that the minority faculty experience higher teaching loads. The largest percentage of the Black faculty (59.1%) chose the neutral category for this question.

Among the Asian/Pacific Islander respondents 14.6% strongly agreed that minorities have higher teaching loads, while 42.8% of them strongly disagreed or disagreed that minority faculty teach more than their non-minority colleagues.

Two the of the three Native American respondents (66.7%) disagreed and one (33.3%) agreed that there are disparities in teaching loads for minority and non-minority faculty. Within the Hispanic group, 54.6% of those responding disagreed regarding disproportionate teaching loads for minorities and only 4.5% agreed with that position. A large percentage of the Hispanic faculty (40.9%) was neutral.

Among the multiracial faculty, 58.2% strongly disagreed or disagreed that minorities are assigned higher teaching loads. Faculty respondents who placed themselves in the “Other” category (n=5) were neutral (40%) and strongly disagreed or disagreed (60%).

Salaries

Table 9.21 presents the responses to the survey statement: “Minority faculty earn smaller salaries than non-minority faculty of equal degree and experience.”

Table 9.21: Salaries

Minority faculty earn smaller salaries than non-minority faculty of equal degree and experience (by racial background, N=173) *										
Ethnicity	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%	N	%
White	4	4.1	12	12.2	16	16.3	39	39.8	27	27.6
Black	9	40.9	5	22.7	7	31.8	1	4.5	0	0.0
Asian/Pacific Islander	4	26.7		20.6	4	26.7	1	6.7	3	20.0
Native American	1	33.3	0	0.0	2	66.7	0	0.0	0	0.0
Hispanic	6	26.1	5	21.7	7	30.4	5	21.7	0	0.0
Multi-racial	1	14.3	2	28.6	0	0.0	2	28.6	2	28.6
Other	0	0.0	1	20.0	0	0.0	1	20.0	3	60.0

Data Source: President’s Commission on Racial & Ethnic Minorities

p = .000

*Percentages are those within racial categories.

The White faculty respondents strongly disagreed or disagreed at a rate of 67.4%. These respondents agreed with the perception of salary inequity for minorities 16.3% of the time; 16.3% of the White faculty were neutral.

The Black faculty, however, strongly agreed or agreed that comparable minority faculty receive lower salaries than the non-minority peers at a rate of 63.6%; only 4.5 of Black faculty disagreed and none strongly disagreed. The Black faculty showed a response rate of 31.8% for the neutral category.

The multiracial faculty strongly agreed or agreed at a rate of 42.9% that minority faculty is disproportionately paid. Those faculty strongly disagreed or agreed 57.2% of the time. Of those classified as “Other,” 80% strongly disagreed or disagreed.

In the Asian/Pacific Islander group, 46.7% strongly agreed or agreed that comparable minorities receive lower salaries while 26.7% strongly disagreed or disagree. The Native American respondents were generally neutral (66.7%) with 33.3% strongly agreeing.

Hispanic faculty respondents (47.8%) strongly agreed or agreed that minorities are paid at a lower rate than their non-minority colleagues are: 21.7% disagreed and 30.4% were neutral. The multiracial faculty strongly agreed or agreed at a rate of 42.9% that minority faculty is disproportionately paid. Those faculty strongly disagreed or agreed 57.2% of the time. Of those classified as “Other,” 80% strongly disagreed or disagreed.

The faculty perceptions of salary inequity show that most minority faculty groups feel that minority faculty are paid less when compared to their equivalent non-minority faculty peers. White faculty members disagree that salary inequity exists between minority and non-minority faculty.

The Committee made several salary comparisons for the University to clarify the apparent disagreement among faculty respondents. The Committee examined UCF nine-month median faculty salaries by ethnicity for each college, and also examined salaries by college and faculty rank. When interpreting salary data, note that the median remains undefined when groups vary widely in size or contain only one member. Therefore, the Committee derived no measure of salary variability within groups.

Table 9.22 presents the median salaries for the faculty levels by ethnic group at the university level. Non-resident Aliens (\$36,210) reported as the highest paid instructors followed by African Americans (\$31,250), Asian/Pacific Islanders (\$30,000), Whites (\$29,600), and Hispanics (\$26,850).

Table 9.22: Median Nine-month Faculty Salary by Rank and Ethnic Group for 1999
(N in parenthesis; 827 faculty represented)

	Non-resident alien	African American	American Indian/Alaskan Native	Asian/Pacific Islander	Hispanic	White	Total
Instructor	\$36,210 (2)	\$31,250 (6)	--	\$30,000 (5)	\$26,850 (9)	\$29,669 (156)	(178)
Assistant Professor	\$43,250 (19)	\$48,271 (20)	\$39,549 (3)	\$50,591 (15)	\$41,247 (17)	\$40,568 (161)	(235)
Associate Professor	\$58,987 (4)	\$57,738 (15)	--	\$61,257 (29)	\$46,245 (9)	\$54,077 (196)	(253)
Professor	--	\$77,111 (1)	\$81,500 (2)	\$73,353 (17)	\$74,844 (5)	\$68,630 (136)	(161)

Data Source: UCF Operational Excellence and Assessment Support

For assistant professors, the highest median salary earned was by Asian/Pacific Islanders (\$50,591), followed by African Americans (\$48,271), Non-resident Aliens (\$43,250), Hispanics (\$41,247), Whites (\$40,568), and Native Americans/Alaskan Natives (\$35,594).

Asian/Pacific Islanders (\$61,257) represented those associate professors with the highest median salaries followed by Non-resident Aliens (\$58,987), African Americans (\$57,738), Whites (\$54,077), and Hispanics (\$46,844). For full professors the two American Indian/Native Alaskans showed the highest median salary (\$77,111) followed by one African American (\$77,111), Hispanics (\$74,844), Asian/Pacific Islanders (\$73,353), and Whites (\$68,630).

Table 9.23 presents the median faculty salaries by ethnicity and college. In the College of Arts and Sciences, Asian/Pacific Islanders (\$55,173) earned the highest median salary, followed by Whites (\$42,000), American Indian/Alaskan Natives (\$41,379), African Americans (\$39,500), Non-resident Aliens (\$39,000), and Hispanics (\$35,000). In the College of Business Administration, the one American Indian/Alaskan Native earned the highest salary of \$83,000, followed by African Americans (\$72,000), Hispanics (\$69,000), Asian/Pacific Islanders (\$67,682), Whites (\$63,004), and Non-resident Aliens (\$61,000).

Education in Optics and Lasers (CREOL) reported the highest salary for one Hispanic faculty member (\$98,764) followed by the one African American (\$77,111). The White group in CREOL received a median salary of \$74,738 followed by the Asian/Pacific Islanders (\$64,442). The College of Education showed the highest median salary for the African American faculty (\$54,000) followed by the one Asian/Pacific Islander (\$43,254), Hispanics (\$43,254), Whites (\$42,696) and the one Alien-non-resident (\$42,183). The College of Engineering and Computer Science showed the highest median salary for Asian/Pacific Islanders (\$61,446) followed by Whites (\$59,903), Hispanics (\$58,812), African Americans (\$56,000), and Non-resident Aliens (\$54,000).

The College of Health and Public Administration showed the highest median salary for Asian/Pacific Islanders (\$54,985) followed by African Americans (\$47,435), Whites (\$46,516), Hispanics (\$44,516), and Non-resident Aliens (\$43,435).

Table 9.23: Median Nine-month Faculty Salary by College and Ethnic Group for 1999
(N in parenthesis; 827 faculty represented)

	Non-resident alien	African American	American Indian/Alaskan Native	Asian, Pacific Islander	Hispanic	White	Total
Arts & Sciences	\$39,500 (11)	\$39,500 (11)	\$41,379 (4)	\$55,173 (32)	\$35,500 (22)	\$42,000 (288)	(368)
Business	\$61,000 (5)	\$72,000 (5)	\$83,000 (1)	\$67,682 (7)	\$69,003 (2)	\$63,004 (99)	(119)
CREOL	\$64,305 (1)	\$77,111 (1)	--	\$64,442 (4)	\$98,764 (1)	\$74,738 (12)	(19)
Education	\$41,183 (1)	\$54,000 (9)	--	\$46,500 (1)	\$43,254 (4)	\$42,696 (96)	(111)
Eng. & Computer Science	\$54,000 (5)	\$56,745 (4)	--	\$61,466 (16)	\$58,812 (4)	\$59,903 (57)	(86)
Health & Public Affairs	\$43,809 (2)	\$47,435 (12)	--	\$53,985 (6)	\$44,558 (7)	\$46,516 (97)	(124)

Data Source: UCF Operational Excellence and Assessment Support

Table 9.24 presents the median faculty salaries by ethnicity, college and rank. Data displayed in this format creates a large number of empty cells, and therefore, should be interpreted with caution. Many values based on one entry in the cells do not define the median. The Committee on the Status of Faculty Diversity, therefore, elected to interpret salary rate by instructional level when there was a minimum of four ethnic categories represented.

Asian/Pacific Islander instructors in the College of Arts and Sciences earned the highest median salary (\$28,500) followed by Non-resident Aliens (\$26,420), Whites (\$22,000), Hispanics (\$21,500), and African Americans (\$18,000). Asia/Pacific Islanders (\$42,000) earned the highest median salary as assistant professors, followed by American Indians/Alaskan Natives (\$39,549), Non-resident Aliens (\$39,500), African Americans (\$38,750), Whites (\$38,000), and Hispanics (\$36,000). Asian/Pacific Islander Associate professors held the highest median salary for this rank (\$52,007) followed by Non-resident Aliens (\$50,482), Whites (\$49,840), Hispanics (\$46,000), and African Americans (\$41,106).

In the College of Arts and Sciences, at the level of full professor, the Committee found the one American Indian/Alaskan Native (\$80,000) with the highest median salary followed by Hispanics (\$74,172), Asian/Pacific Islanders (\$69,269), and Whites (\$64,229).

In the College of Business Administration only two rank levels (assistant and associate professor) had at least four entries. At the assistant professor level, the one Hispanic (\$64,102) earned the highest median salary, followed by Whites (\$63,821), African Americans (\$62,500), Non-resident Aliens (\$61,000), and Asian/Pacific Islanders (\$59,102). At the associate professor level, African Americans (\$80,365) earned the highest median salary, followed by Asian/Pacific Islanders (\$75,000), Hispanics (\$73,604), and Whites (\$65,962).

Table 9.24: Nine Month Faculty Median Salary by College and Rank*
(N in parenthesis; 827 faculty represented)

College	Faculty Rank	Non Resident Alien	African American	American Indian/ Alaskan Native	Asian/ Pacific Islander	Hispanic	White	Total
Arts & Sciences	Instructor	\$26,420 (1)	\$18,000 (1)	--	\$28,500 (4)	\$21,500 (6)	\$22,000 (70)	82
	Assistant Professor	\$39,500 (8)	\$38,750 (8)	\$39,549 (3)	\$42,000 (6)	\$36,000 (9)	\$38,000 (83)	117
	Associate Professor	\$50,482 (2)	\$41,106 (2)	--	\$52,007 (11)	\$46,000 (5)	\$49,840 (66)	86
	Professor	--	--	\$80,000 (1)	\$69,269 (11)	\$74,172 (2)	\$64,229 (69)	83
Business	Instructor	--	--	--	--	--	\$33,000 (27)	27
	Assistant Professor	\$61,000 (5)	\$62,500 (2)	--	\$59,102 (3)	\$64,401 (1)	\$63,821 (22)	33
	Associate Professor	--	\$80,365 (3)	--	\$75,500 (4)	\$73,604 (1)	\$65,962 (34)	42
	Professor	--	--	\$83,000 (1)	--	--	\$87,340 (16)	17
CREOL	Instructor	--	--	--	--	--	--	0
	Assistant Professor	--	--	--	--	--	\$57,507 (2)	2
	Associate Professor	\$64,305 (1)	--	--	\$63,357 (3)	--	\$60,652 (3)	7
	Professor	--	\$77,111 (1)	--	\$83,662 (1)	\$98,764 (1)	\$95,764 (7)	10
Education	Instructor	--	\$33,500 (2)	--	--	\$32,000 (1)	\$32,000 (25)	28
	Assistant Professor	\$41,183 (1)	\$49,100 (3)	--	\$46,500 (1)	\$41,622 (1)	\$40,000 (25)	31
	Associate Professor	--	\$67,302 (4)	--	--	\$50,509 (2)	\$49,787 (29)	35
	Professor	--	--	--	--	--	\$65,466 (17)	17
Eng. & Computer Sciences	Instructor	--	--	--	\$42,000 (1)	\$40,000 (1)	--	2
	Assistant Professor	\$52,407 (4)	\$53,376 (1)	--	\$50,941 (2)	\$49,204 (1)	\$48,018 (7)	15
	Associate Professor	\$63,004 (1)	\$58,590 (3)	--	\$61,257 (9)	\$68,420 (1)	\$59,115 (36)	50
	Professor	--	--	--	\$72,304 (4)	\$76,280 (1)	\$70,941 (14)	19

(cont)

College	Faculty Rank	Non-Resident Alien	African American	American Indian/Alaskan Native	Asian/Pacific Islander	Hispanic	White	Total
Health & Public Affairs	Instructor	\$46,000 (1)	\$30,500 (3)	--	--	\$32,619 (1)	\$34,500 (34)	39
	Assistant Professor	\$41,617 (1)	\$50,500 (6)	--	\$51,200 (3)	\$44,558 (5)	\$44,055 (22)	37
	Associate Professor	--	\$45,369 (3)	--	\$52,429 (2)	--	\$53,582 (28)	33
	Professor	--	--	--	\$85,000 (1)	\$71,684 (1)	\$65,102 (13)	15
							Total Cases	827

Data Source: UCF Operational Excellence And Assessment Support

At the full professor level at CREOL, Hispanics (\$98,764) achieved the highest median salary, followed by the Whites (\$95,764), the one Asian/Pacific Islander (\$83,662), and the one African American (\$77,111).

The College of Education showed its highest assistant professor level salary for African Americans (\$49,100), followed by Asian/Pacific Islanders (\$46,500), the one Hispanic (\$41,622), the one Non-resident Alien (\$41,183), and Whites (\$40,000).

In the College of Engineering and Computer Science, the one African American (\$53,376) at the assistant professor level earned the highest median salary, followed by Non-resident Aliens (\$52,407), Asian/Pacific Islanders (\$50,941), the one Hispanic (\$49,204), and Whites (\$48,018). At the associate professor level, the one Hispanic (\$68,429) earned the highest salary, followed by the one Non-resident Alien (\$63,004), Asian/Pacific Islanders (\$61,257), Whites (\$59,115), and African Americans (\$58,590).

In the College of Health and Public Administration, the one Non-resident Alien (\$46,000) earned the greatest median salary, followed by Whites (\$34,500), the one Hispanic (\$32,619), and African Americans (\$30,500). At the assistant professor level, Asian/Pacific Islanders (\$51,200) earned the highest value, followed by African Americans (\$50,500), Hispanics (\$44,558), Whites (\$44,005), and the one Non-resident Alien (\$41,617).

Peer Equality

Table 9.25 contains the faculty responses to: “Minorities are treated as equals by their colleagues.”

Table 9.25: Peer Equality

Minorities are treated as equals among their colleagues (by racial background, N=173) *										
	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%	N	%
White	24	24.5	33	33.7	17	17.3	16	16.3	8	8.7
Black	0	0.0	2	9.1	6	27.3	10	45.5	4	18.2
Asian/ Pacific Islander	2	13.3	5	33.3	4	26.7	1	6.7	3	20.0
Native American	0	0.0	0	0.0	2	66.7	0	0.0	1	33.3
Hispanic	3	13.0	5	21.7	4	17.4	9	39.1	2	8.7
Multi-racial	1	14.3	1	4.3	3	42.9	1	14.3	1	14.3
Other	2	40.0	1	20.0	1	20.0	0	0.0	1	20.0

Data Source: UCF Operational Excellence And Assessment Support

p=0.24

*Percentages are those within racial categories

A large percentage of the White faculty (58.2%) strongly agreed or agreed that minorities are treated as equals while 25% of them strongly disagreed or disagreed. The White faculty was neutral 17.3% of the time.

In contrast, the Black faculty respondents agreed that minorities are treated as equals at a rate of 9.1%--none of them strongly agreed. The Black faculty strongly disagreed or disagreed (63.7%) that minorities are equally treated at UCF. They were neutral at a 27.3% rate.

The Asian/Pacific Islander faculty was more positive in believing that minorities are treated as equals: 46.6% strongly agreed or agreed. That faculty respondent group strongly disagreed or disagreed at a much lower rate (26.7%). They were also neutral at a rate of 26.7%.

Two of the Native American respondents were neutral (66.7%), and one strongly disagreed (33.3%). The Hispanic faculty was split regarding equal treatment of minorities at UCF: 34.7% strongly agreed or agreed; 47.8% strongly disagreed or disagreed; and 17.4% were neutral.

The multiracial faculty showed some ambivalence about equal treatment of minorities: 28.6% strongly agreed or agreed; 28.6% strongly disagreed or disagreed; and 42.9% were neutral.

Faculty respondents in the “Other” category strongly agreed that minorities are treated as equals (40%), but were evenly split (20%) among the categories agree, neutral, and strongly disagree.

Considerable disagreement on the survey item exists--especially between Black and White faculty respondents. The White faculty perceives that minorities are treated equally and Black faculty members tend to disagree with that supposition. In addition, the Hispanic faculty respondents’ largest response categories indicate that they feel some lack of equality in the treatment of minorities.

Racial or Ethnic Discrimination Perceptions

Table 9.26 contains the faculty responses to “I have been discriminated against because of racial or ethnic background.”

Table 9.26: Racial or Ethnic Discrimination Perceptions

I have been discriminated against because of my racial/ethnic background. (N=172)										
	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%	N	%
White	6	6.1	6	6.1	13	13.2	22	26.5	47	47.9
Black	7	31.6	2	9.1	7	31.6	4	18.2	2	9.1
Asian Pacific Islander	2	13.2	0	0.0	4	26.7	6	40.0	3	20.0
Native American	1	33.3	0	0.0	2	66.7	0	0.0	0	0.0
Hispanic	1	4.5	3	13.6	1	4.5	12	54.5	55	22.7
Multi-racial	1	14.3	1	14.3	3	42.9	2	28.6	0	0.0
Other	1	20.0	2	40.0	1	20.0	1	20.0	0	0.0

Data Source: UCF Operational Excellence And Assessment Support
p=.000

The White faculty tended to strongly disagree or disagree (74.4%) that they had been discriminated against on the basis of their racial or ethnic backgrounds. Only 12.2% of the White respondents agreed that they had been discriminated against and 13.2% were neutral.

Black respondents (40.7%) strongly agreed that they had been discriminated against on the basis of race or ethnicity; 27.3% strongly disagreed or disagreed, and 31.6% were neutral.

The Asian/Pacific Islander faculty responded differently from the Black faculty; 60% strongly disagreed or disagreed that they had been discriminated against on a racial basis. Only 13.2% of the Asian/Pacific Islander faculty respondents felt that they were subject to discrimination and 26.7% were neutral.

The Native American faculty showed a two-to-one split regarding discrimination: 66.7 % were neutral and 33.3% strongly agreed.

The Hispanic faculty group tended to strongly disagree or disagree (77.2%) that they were discriminated against on the basis of race or ethnicity. Only 18.1% of the Hispanic faculty

indicated that they had experienced racially predicated discrimination and 4.5% of the Hispanic faculty was neutral.

The multiracial faculty strongly agreed or agreed that they were subject to racial or ethnic discrimination 28.6% of the time and disagreed at a rate of 28.6%--42.9% of them were neutral. Those "Other" faculty strongly agreed or agreed that that they were discriminated against 60% of the time and disagreed at a rate of 20%.

This area of disagreement among faculty indicates that the White, Hispanic and Asia/Pacific Islander faculties perceive a very low incidence of discrimination on the basis of race or ethnicity. Black faculty, however (and those who responded in the "Other" category) tended to feel that racial background was the basis of discrimination against them on the UCF campus.

Findings Summary

- The faculty at the University of Central Florida is becoming more diverse: minority percentages are increasing and non-minority percentages are decreasing.
- Within the Florida State University System, UCF ranks high in Asian/Pacific Islander and Hispanic faculties, moderate in American Indians/Alaskan Natives, and lower in percentages of African American and White faculties.
- UCF faculty diversity is comparable to institutions in the Coalition of Urban and Metropolitan Universities.
- UCF faculty appears more diverse than faculty representation percentages published by the National Association and the National Center for Education Statistics.
- UCF faculty appears more diverse than faculty reporting from all institution types cited by the United States Department of Education.
- Asian/Pacific Islanders and White faculty populations represent the highest percentages of tenured faculty at UCF.
- UCF faculty percentages exceeded National Education Association published percentages for tenured Asian/Pacific Islanders, African American, Hispanic, and American Indian/Native Alaskan faculties.
- African American and Hispanic faculties represent the smallest percentage of full professors at UCF.
- The Provost's Diversity Enhancement Program accounts for approximately 30% of the minority hires at UCF (excluding Non-Resident Aliens).

The responding faculty agree that:

- Diversity is an important objective for the University of Central Florida.
- Positive role models exist for faculty at UCF.
- Diversity should be integrated into the academic curriculum.
- University publications recognize minority contributions.
- University ceremonies recognize minority contributions.
- University treats racial discriminations seriously.
- Unit heads support minorities.
- Search committees do not always include minority faculty.

The faculty disagree on the following issues:

- Teaching loads are greater for minority faculty than for non-minority faculty.
- Minority faculty earn smaller salaries than non-minority faculty of equal degree and experience.
- Non-minority faculty treat minority faculty as equals.
- Minority faculty experienced discrimination because of their racial or ethnic background.

Recommendations

- Develop plans to foster inclusiveness in an increasingly diverse faculty by utilizing established entities (i.e., Deans' Council, Faculty Senate, Diversity Council).
- Encourage each college to develop a plan that sets measurable goals for the recruitment of African American, Hispanic/Latino, and American Indian/Native Alaskan faculty with emphasis on the rank of full professor.
- Develop programs that facilitate minority faculty to achieve tenure.
- Develop programs that facilitate minority faculty to achieve the rank of full professor.
- Communicate facts, via various channels, to clarify faculty members' differing perceptions about search committee diversity, faculty teaching loads, faculty salary equity, discrimination, campus climate and other workplace issues.
- Establish workshops, seminars, and other opportunities that will assist UCF in developing a culture that values the scholarship and the research interests of ethnic minority faculty.

President's Commission on the Status of Racial and Ethnic Minorities

XI. Report of the Committee on the Status of Administrative Diversity

Key Findings

- Minority representation in the administration has grown over the past five years.
- Leadership programs exist but are not evaluated in terms of impact on internal upward mobility.
- In administrative and managerial categories, there is variability in UCF's standing regarding ethnic minorities in the SUS system. UCF ranks first in the number of Asian Americans holding administrative positions but ranks seventh in regards to African Americans.

Key Recommendations

- Continue to offer existing programs and create new leadership opportunities to prepare minorities for administrative positions and track progress.
- Data issues that complicate analysis should be addressed.
- Appointments, promotions, and performance of ethnic minority administrators and managers should be tracked and reported annually.
- Select comparable institutions in similar metropolitan areas as partners and cooperate in benchmarking activities about diversity issues, including collecting and sharing data on the status of ethnic minority individuals in administrative positions.

President's Commission on the Status of Racial and Ethnic Minorities

Report of the Committee on the Status of Administrative Diversity

Introduction

One of the milestones of an effective diversity program's maturity is the progression of members of racial and ethnic minority groups into administrative and managerial positions. The UCF Administrative workforce includes positions in academic and non-academic units of the institution.

This report examines minority representation in top and middle management at UCF from 1995-2000. This report also compares UCF's administrative diversity with other Florida State University System (SUS) institutions. Comparison to national diversity figures was not possible due to unavailability of comparable data. However, it is suggested that UCF select comparable institutions in similar metropolitan areas as partners and cooperate in benchmarking activities.

Composition of the Administration

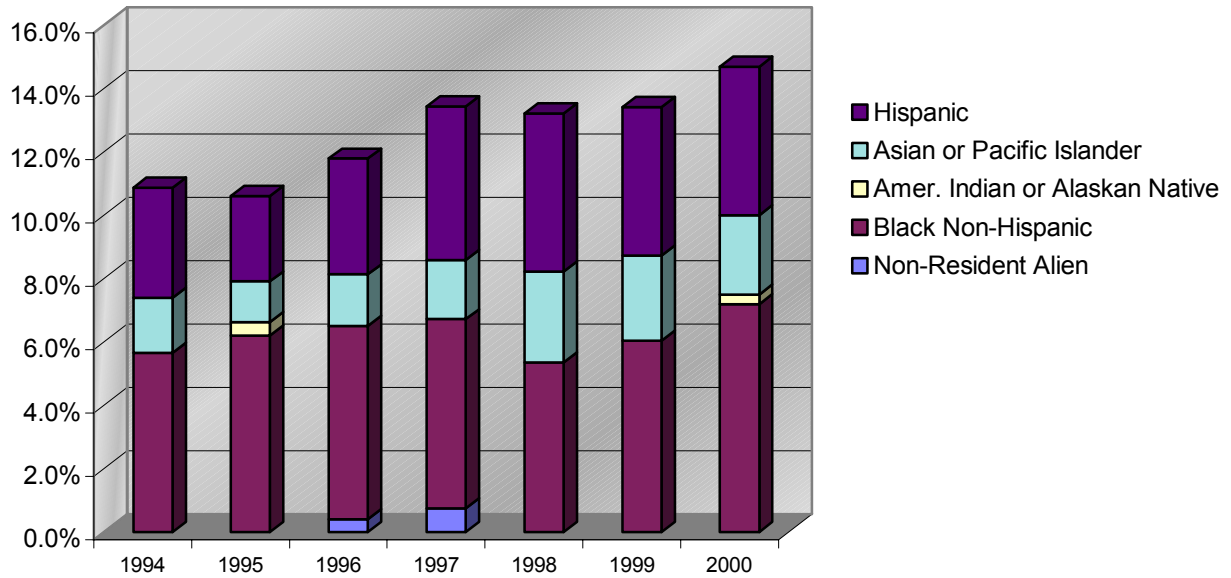
Full-time ethnic minority executives, administrators and managers have increased during the period of 1995-2000 (see Table 10.1). The number of Black Non-Hispanics has increased 64.3% and Hispanics have increased 150%, Asian/Pacific Islanders show the greatest increase at 167% (see Table 10.2). The bar graph shows the composition of administrators by ethnic group for each of the years between 1994 and 2000 (see Figure 10.1).

Table 10.1: Employees by Ethnicity – Percent of Total

	Non-Resident Alien	Black Non-Hispanic	Amer. Indian or Alaskan Native	Asian or Pacific Islander	Hispanic	Total
1994	0.0%	5.7%	0.0%	1.7%	3.5%	10.9%
1995	0.0%	6.2%	0.4%	1.3%	2.7%	10.6%
1996	0.4%	6.1%	0.0%	1.6%	3.7%	11.8%
1997	0.7%	6.0%	0.0%	1.9%	4.9%	13.4%
1998	0.0%	5.4%	0.0%	2.9%	5.0%	13.2%
1999	0.0%	6.0%	0.0%	2.7%	4.7%	13.4%
2000	0.0%	7.2%	.3%	2.5%	4.7%	14.7%

Data Source: Equity Accountability Program Progress Report

Figure 10.1: Full-Time Executive, Administrative, and Managerial by Ethnicity



Data Source: IPEDS Fall Staff Reports

Table 10.2: Total Executive, Administrative, and Managerial Full Time Employees by Ethnic Group

	Non-Resident Alien	Black, Non-Hispanic	American Indian/Alaskan Native	Asian/Pacific Islander	Hispanic	White	Total
1995	0	14	1	3	6	202	226
1996	1	15	0	4	9	217	246
1997	2	16	0	5	13	232	268
1998	0	15	0	8	14	243	280
1999	0	18	0	8	14	258	298
2000	0	23	1	8	15	273	320
5 Year Increase	NC	64.3%	NC	167%	150%	35%	

Data Source: UCF Operational Excellence And Assessment Support HL 04/01

*Includes administrative and instructional faculty.

The IPEDS database uses three administrative classes, however it is not possible to extract data by job title from these sources. Table 10.2 was developed from IPEDS. Table 10.3 was developed by gathering information from the UCF directory, Human Resources, and the dean's office. It represents the current comparison of the administrative workforce and UCF by job title.

Table 10.3: Administrative Positions by Ethnic Group, Fall 2000

Position	Non Resident Alien	African American	American Indian/ Alaskan Native	Asian/ Pacific Islander	Hispanic	White	Total
Vice Provost						3	3
Vice President*						5	5
Dean						7	7
Assoc. Vice President						7	7
Asst. Vice President		3		1	1	10	15
Assoc. Dean		1			2	11	14
Asst. Dean		1				5	6
Chair				1	1	30	32
Assoc. Chair				1			1
Asst. Chair		1		1		3	5
Executive Director		2				2	4
Director		6	1		2	45	54
Assoc. Director		4		1	4	37	46
Asst. Director		4				37	41
Coordinator	4	23	1	11	23	192	254
Total	4	45	2	16	33	394	494
Percentage	.81%	9.11%	0.40%	3.24%	6.68%	79.76%	100.0%

Data Source: EEO6, 2000 and *Spring 2001 Faculty & Staff Directory*

* Excludes Provost

Comparison with Peer Institutions

Several attempts were made to obtain comparable national data through NCHMS, ACE, the Chronicle of Higher Education, IPEDS and other resources without success due to lack of comparability. In an attempt to create a peer group of institutions for comparison, members of the Association of Metropolitan Universities with metropolitan areas of similar size and similar student population size were selected. Five schools were identified with student populations from 18,000 – 24,500 and metropolitan area populations averaging 500,000. Unfortunately, when these schools were contacted only one provided any form of the comparable data requested.

Table 10.4: Ranking of Executive, Administrative and Managerial Employees in the State University System

	Non-Resident Alien	African American	American Indian, Alaskan Native	Asian, Pacific Islander	Hispanic	White
1 st	UWF	FAMU	UWF	UCF	FIU	UF
2 nd	FSU	FIU	USF	FAMU	FGCU	UWF
3 rd	FGCU	UNF	UCF	UWF	USF	FSU
4 th	USF	FSU	UF	FIU	FAU	USF
5 th	UF	FAU		USF	UCF	UCF
6 th		FGCU		FAU	UNF	FAU
7 th		UCF		UNF	FSU	FGCU
8 th		UWF		UF	UF	UNF
9 th		USF		FSU	UWF	FIU
10 th		UF			FAMU	FAMU

Data Source: BOR – Fall 2000 IPEDS Reports

Note: If institution does not appear, there are no employees reported in that category

In comparing data on administrative and managerial positions in the SUS, UCF ranks first in the percentage of Asian/Pacific Islander, third in American Indian/Native Alaskan, fifth in Hispanic, and seventh in African American employees. This ranking was calculated by determining the percentage distribution of each ethnic category by institution.

Leadership and Mentoring Programs at UCF

The University has created several leadership development programs and supports participation in nationally recognized programs. Participation of minorities will help develop future leaders of all ethnic and racial origins. The effectiveness of all programs should be evaluated in terms of the goals of increased diversity. A partial list of these programs appears below:

- Leadership Enhancement Program (Diversity Initiatives)
- Provost funding for Bryn Mawr, Harvard, etc. administrative leadership programs
- Provost’s Faculty Fellow program
- SUS Dean’s Seminar
- SUS Chairs Seminar
- Development opportunities through ACE, AAHE, NACUBO, NCHEMS, etc.

Findings Summary

- Minority representation in the administration has grown in the past five years.
- A thorough analysis of data is complicated by inconsistent or unavailable data.
- Several leadership programs and opportunities exist at UCF but are not routinely evaluated in terms of impact on internal upward mobility.
- UCF's ranking in administrative diversity lags behind some institutions in the State University System.

Recommendations

- UCF has made steady progress toward diversification of the administration. Programs that cultivate future leaders from all ethnic and racial groups should be continued and minority participation should be expanded.
- Identify and implement best practices from SUS and other comparable institutions that have had great success in diversifying their administration.
- In addition to IPEDS classifications, data should be tracked by job title and a relationship should be developed with target peer institutions in order to share data.
- Address inconsistencies in data sources that complicate analysis.
- Track appointments, promotions, and performance of ethnic minority administrators and managers on an annual basis.
- Select comparable institutions in similar metropolitan areas as partners and cooperate in benchmarking activities about diversity issues, including collecting and sharing data on the status of ethnic minority individuals in administrative positions.

President's Commission on the Status of Racial and Ethnic Minorities

XII. Report of the Committee on the Status of USPS and A&P Employee Diversity

Key Findings

- A gap exists between UCF racial and ethnic minority employees' perceptions of their status and data that show significant status improvement.
- Racial and ethnic minorities question the fairness of the University's employment process.
- There are extensive training opportunities for USPS employees. Even though minority opportunities exist, many of the employees feel they are either discouraged or not allowed to participate.

Key Recommendations

Campus Awareness

- Expand the Office of Diversity Initiatives' mission to include providing resources and information that profile the University's diversity efforts including racial and ethnic groups' characteristics.
- Expand opportunities for diversity education and training as a means of enhancing increased collaboration, cooperation, and productivity as well as fostering social and cultural interaction.

Workforce Procedures

- Evaluate current workplace systems and develop an accountability plan to increase in-unit support for employees throughout their employment.
- Survey racial and ethnic minorities' perceptions annually and report such data to the appropriate divisions.
- Establish an evaluation process for USPS and A&P employees to evaluate their supervisors in the same way that faculty evaluate department chairs, deans, and directors, and in the same way that supervisors evaluate their employees.
- Identify, review, and monitor units with a high and/or constant turnover of racial and ethnic minority employees.

- Establish mechanisms to enhance supervisor communication with their employees to strengthen unit productivity and morale, and ensure that all employees receive information that affects their employment and job advancement opportunities.
- Establish procedures that encourage and allow employees to participate in training and leadership development opportunities.

Personnel Development Issues

- Encourage a minimum number of hours of continuing education and training for all support staff to ensure all ethnic minority employees receive equal access to development that will enhance workplace advancement opportunities.
- Provide diversity management training and implement programs for supervisors that focus on improving workforce diversity issues.
- Establish a more accurate data reporting mechanism to record actual employee training participation.

President's Commission on the Status of Racial and Ethnic Minorities

Report of the Committee on the Status of USPS and A&P Employee Diversity

*"Only the educated are free."
--Epictetus*

Introduction

The President's Commission on Racial and Ethnic Minorities established the Committee on the Status of USPS and A&P Employee Diversity to assess conditions that affect minorities working in USPS Administrative and Professional categories and to recommend improvements relative to those racial and ethnic minorities at the main and area campuses.

The Committee examined employee classifications that included responsibilities, sphere of influence perceptions, and growth and promotion opportunities within the system. Data on the perceptions of the workforce environment were also gathered.

The UCF Workforce

The Central Florida metropolitan Orlando region denotes a population of 1,644,561 persons: 1,233,058 Whites, 227,868 Blacks, 271,627 Hispanics, 44,617 Asians/Pacific Islanders, and 5,657 American Indian/Alaskan Natives. On June 30, 1999, the University of Central Florida employed 5,223 persons. Whites represented the dominant group: 73% of the workforce. The remaining 27% (1,475) consisted primarily of racial and ethnic minorities or both. The following tables and figures, represent UCF's current racial and ethnic workforce composition as of Fall 2000. Table 11.1 portrays a comparison of the general population and the UCF USPS and A&P employee population.

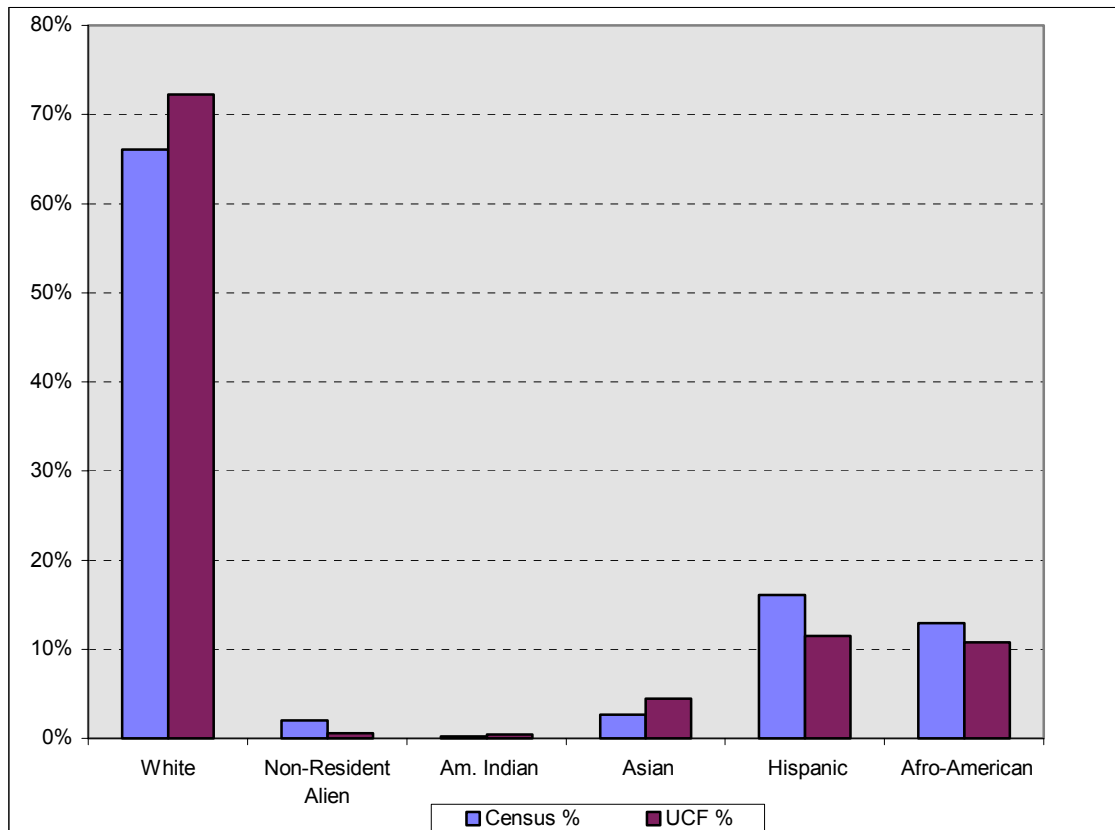
Table 11.1: Minority representation in UCF USPS and A&P staff compared to Census

	Census %	UCF %	Census 2000	UCF 2000
White	66.1%	72.3%	675,061	1,204
Non-Resident Alien	2.0%	0.6%	20,597	10
Am. Indian	0.2%	0.4%	2,552	7
Asian	2.7%	4.4%	27,258	74
Hispanic	16.1%	11.5%	164,259	191
Afro-American	12.9%	10.8%	132,163	180
Total			1,021,890	1,666

Data Sources: Census, Orlando MSA 2000; IPEDS Fall 2000

Note: 2000 Census Data (18-64 year old group) - Preliminary

Figure 11.1: Minority representation in UCF USPS and A&P staff compared to Census 2000 Census and A&P Population - EEO6 2000



Data Sources: Census, Orlando MSA 2000; IPEDS Fall 2000

Profile of USPS and A&P Workforce

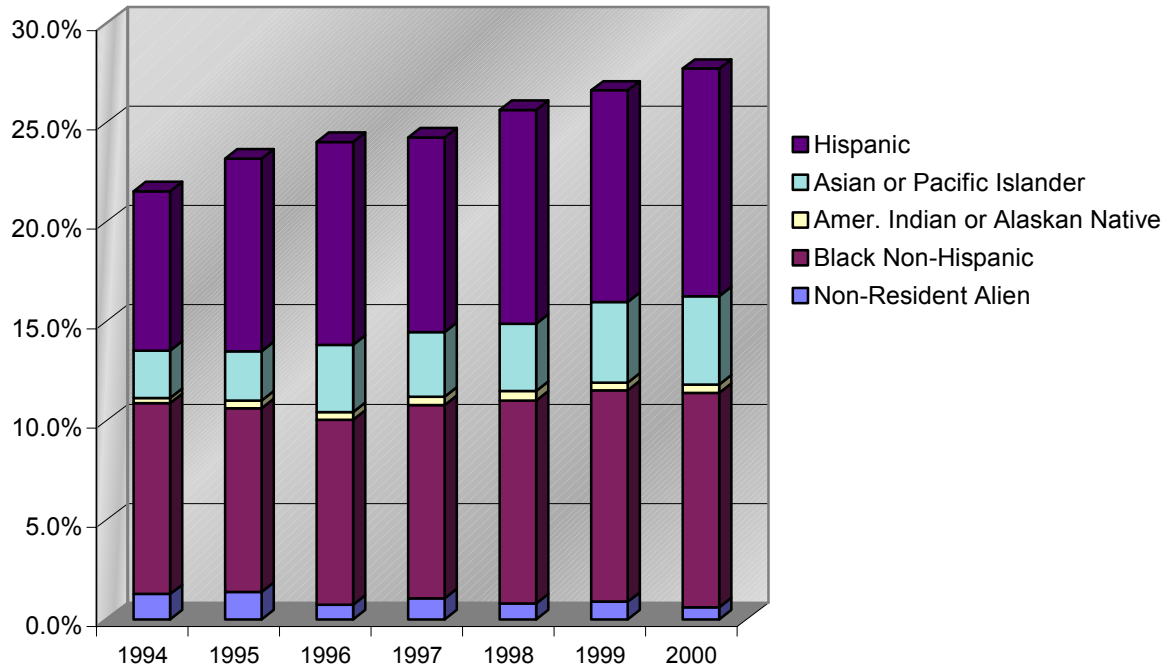
Table 11.2 offers data regarding the makeup of USPS and A&P workforce. Minority and non-resident alien composition of the USPS and A&P workforce grew from 21.6% to 27.7% between 1994 and 2000, with the greatest gain in Hispanics with an increase of 3.5%.

Table 11.2: USPS and A&P Employees by Ethnic Group

	USPS and A&P Staff					Total
	Non-Resident Alien	Black Non-Hispanic	Amer. Indian or Alaskan Native	Asian or Pacific Islander	Hispanic	
1994	1.3%	9.6%	0.2%	2.4%	8.0%	21.6%
1995	1.4%	9.3%	0.4%	2.5%	9.7%	23.2%
1996	0.7%	9.3%	0.4%	3.4%	10.2%	24.0%
1997	1.1%	9.7%	0.4%	3.2%	9.8%	24.3%
1998	0.8%	10.2%	0.5%	3.4%	10.8%	25.6%
1999	0.9%	10.7%	0.4%	4.1%	10.7%	26.6%
2000	0.6%	10.8%	0.4%	4.4%	11.5%	27.7%

Data Source: IPEDS Fall 2000

Figure 11.2: USPS and A&P Employees by Ethnic Group



Data Source: IPEDS Fall 2000

Technicians and Paraprofessional Employees

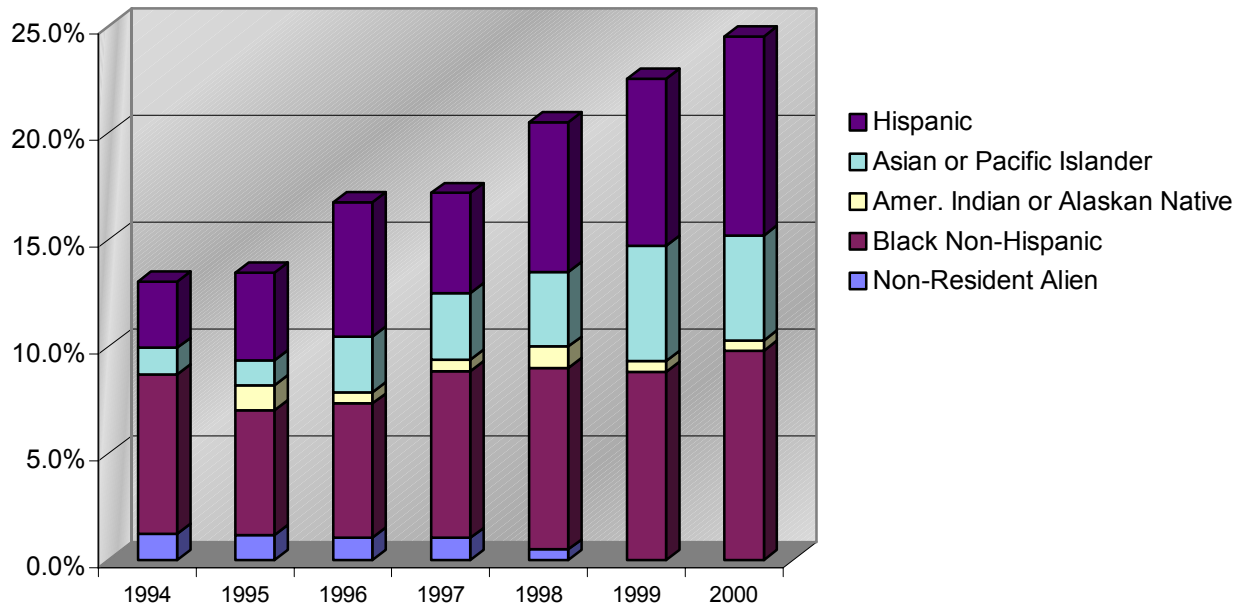
Three major ethnic groups increased in 2000. Hispanic employees showed the largest increase of 6.2%, Asian/Pacific Islanders increased 3.7%, and Black Non-Hispanics increased 2.3%. The Non-Resident Alien workforce was not represented.

Table 11.3: Technicians and Paraprofessional Employees by Ethnic Group

Full-Time Tech/Paraprofessionals						
	Non-Resident Alien	Black Non-Hispanic	Amer. Indian or Alaskan Native	Asian or Pacific Islander	Hispanic	Total
1994	1.2%	7.5%	0.0%	1.2%	3.1%	13.0%
1995	1.2%	5.8%	1.2%	1.2%	4.1%	13.5%
1996	1.0%	6.3%	0.5%	2.6%	6.3%	16.8%
1997	1.0%	7.8%	0.5%	3.1%	4.7%	17.2%
1998	0.5%	8.5%	1.0%	3.5%	7.0%	20.5%
1999	0.0%	8.8%	0.5%	5.4%	7.8%	22.5%
2000	0.0%	9.8%	0.5%	4.9%	9.3%	24.5%

Data Source: IPEDS Fall 2000

Figure 11.3: Technicians and Paraprofessional Employees by Ethnic Group



Data Source: IPEDS Fall Staff Report

Secretary and Clerical Employees

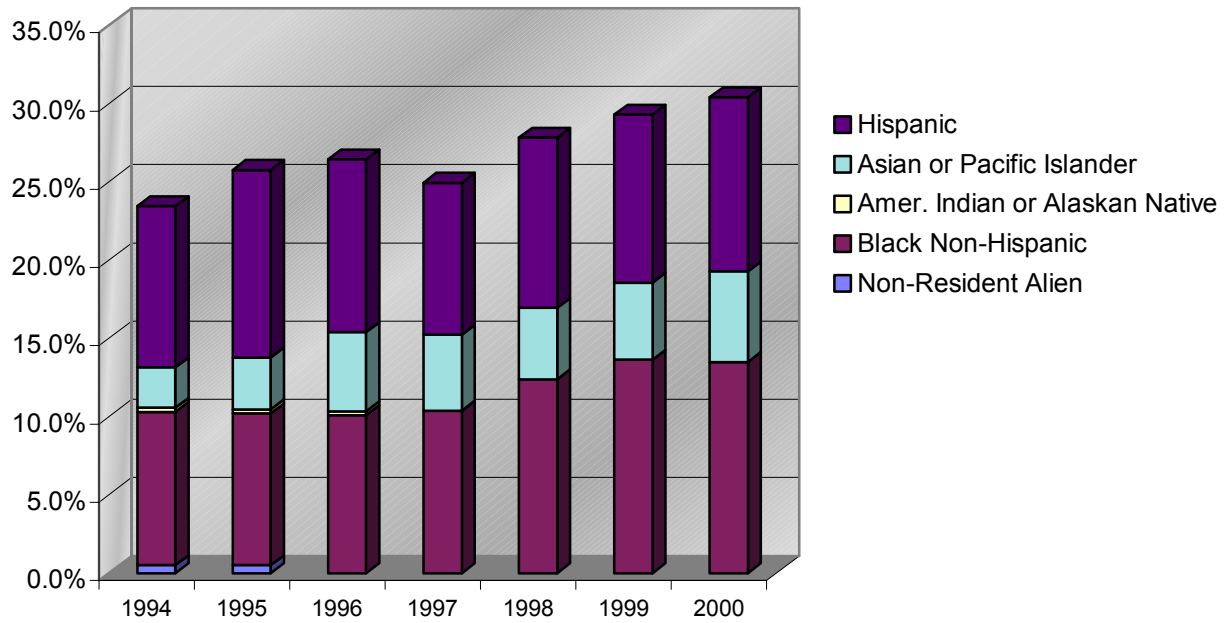
Black Non-Hispanics increased by 3.7% in this category, followed by Asian/Pacific Islanders (3.2%), and Hispanics increased by almost 1%, and American Indians/Alaskan Natives and Non-Resident Aliens were not represented.

Table 11.4: Secretary and Clerical Employees by Ethnic Group

	Full-Time Secretary/Clerical					Total
	Non-Resident Alien	Black Non-Hispanic	Amer. Indian or Alaskan Native	Asian or Pacific Islander	Hispanic	
1994	0.5%	9.8%	0.3%	2.6%	10.3%	23.5%
1995	0.5%	9.7%	0.3%	3.3%	12.0%	25.8%
1996	0.0%	10.1%	0.2%	5.0%	11.1%	26.4%
1997	0.0%	10.4%	0.0%	4.8%	9.7%	24.9%
1998	0.0%	12.4%	0.0%	4.6%	10.9%	27.8%
1999	0.0%	13.6%	0.0%	4.9%	10.7%	29.3%
2000	0.0%	13.5%	0.0%	5.8%	11.1%	30.4%

Data Source: IPEDS Fall 1995

Figure 11.4: Secretary and Clerical Employees by Ethnic Group



Data Source: IPEDS Fall 2000

Skilled Craft Employees

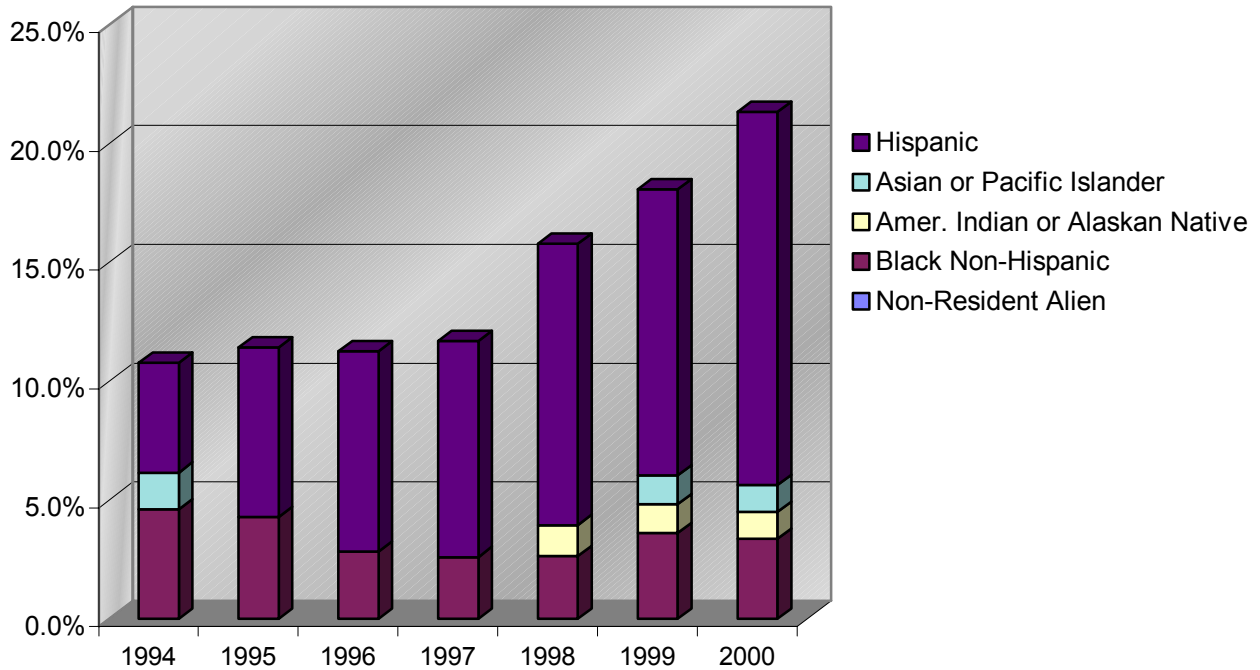
In 2000 (Table 11.5 and Figure 11.5), the Hispanic workforce increased 11.1% and American Indian/Alaskan Native workforce increased to slightly more than 1%. The Black Non-Hispanic workforce decreased slightly (1.2%). The Asian/Pacific Islander workforce remained relatively stable. The Non-Resident Alien workforce was not represented.

Table 11.5: Skilled Craft Employees by Ethnic Group

	Full-Time Skilled Crafts					Total
	Non-Resident Alien	Black Non-Hispanic	Amer. Indian or Alaskan Native	Asian or Pacific Islander	Hispanic	
1994	0.0%	4.6%	0.0%	1.5%	4.6%	10.8%
1995	0.0%	4.3%	0.0%	0.0%	7.1%	11.4%
1996	0.0%	2.8%	0.0%	0.0%	8.5%	11.3%
1997	0.0%	2.6%	0.0%	0.0%	9.1%	11.7%
1998	0.0%	2.6%	1.3%	0.0%	11.8%	15.8%
1999	0.0%	3.6%	1.2%	1.2%	12.0%	18.1%
2000	0.0%	3.4%	1.1%	1.1%	15.7%	21.3%

Data Source: IPEDS Fall 1995

Figure 11.5: Skilled Craft Employees by Ethnic Group



Source: IPEDS Fall 2000

Service and Maintenance Employees

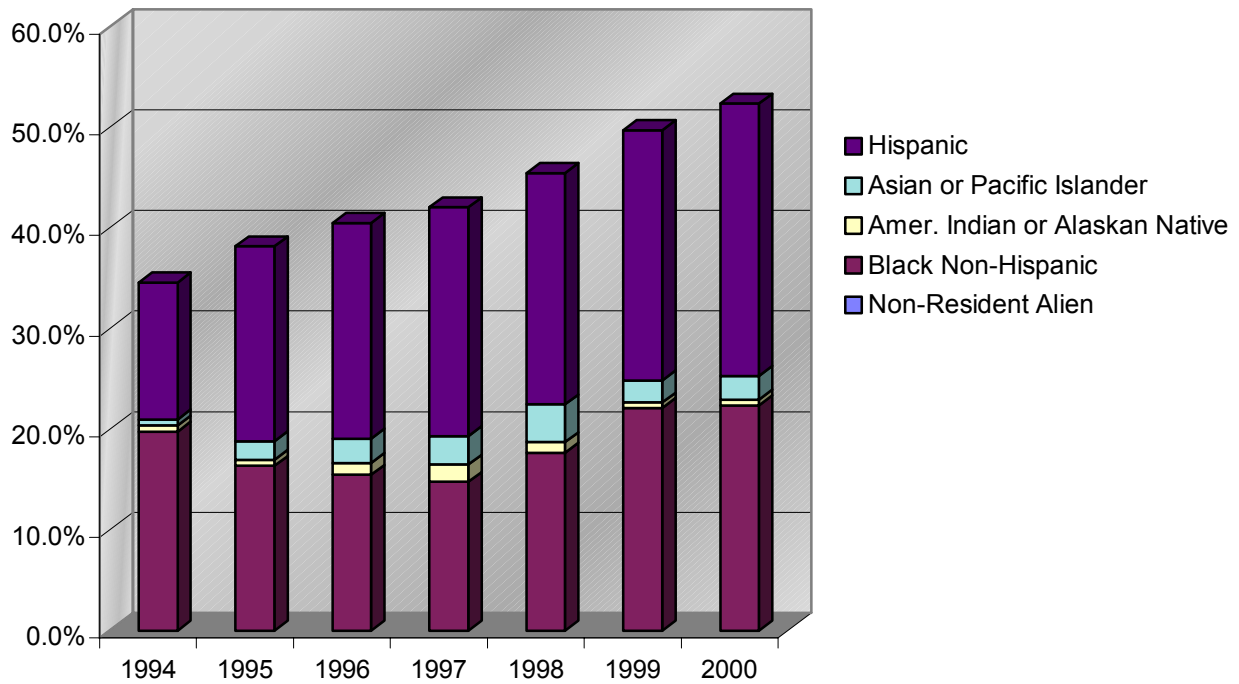
As seen in Table 11.6 and Figure 11.6, Hispanic employees increased dramatically in 2000 by 13.4% with African American employees showing the next increase with 2.6%. The Asian/Pacific Islander and American Indian/Alaskan Native workforce remained stable. The Non-Resident Alien workforce was not represented.

Table 11.6: Service and Maintenance Employees by Ethnic Group

	Full-Time Service/Maintenance					Total
	Non-Resident Alien	Black Non-Hispanic	Amer. Indian or Alaskan Native	Asian or Pacific Islander	Hispanic	
1994	0.0%	19.8%	0.6%	0.6%	13.6%	34.6%
1995	0.0%	16.4%	0.6%	1.8%	19.4%	38.2%
1996	0.0%	15.5%	1.2%	2.4%	21.4%	40.5%
1997	0.0%	14.8%	1.7%	2.8%	22.7%	42.0%
1998	0.0%	17.6%	1.1%	3.7%	23.0%	45.5%
1999	0.0%	22.1%	0.6%	2.2%	24.9%	49.7%
2000	0.0%	22.4%	0.6%	2.4%	27.1%	52.4%

Data Source: IPEDS Fall 1995

Figure 11.6: Service & Maintenance Employees by Ethnic Group



Data Source: IPEDS Fall 2000

Other Professional Employees

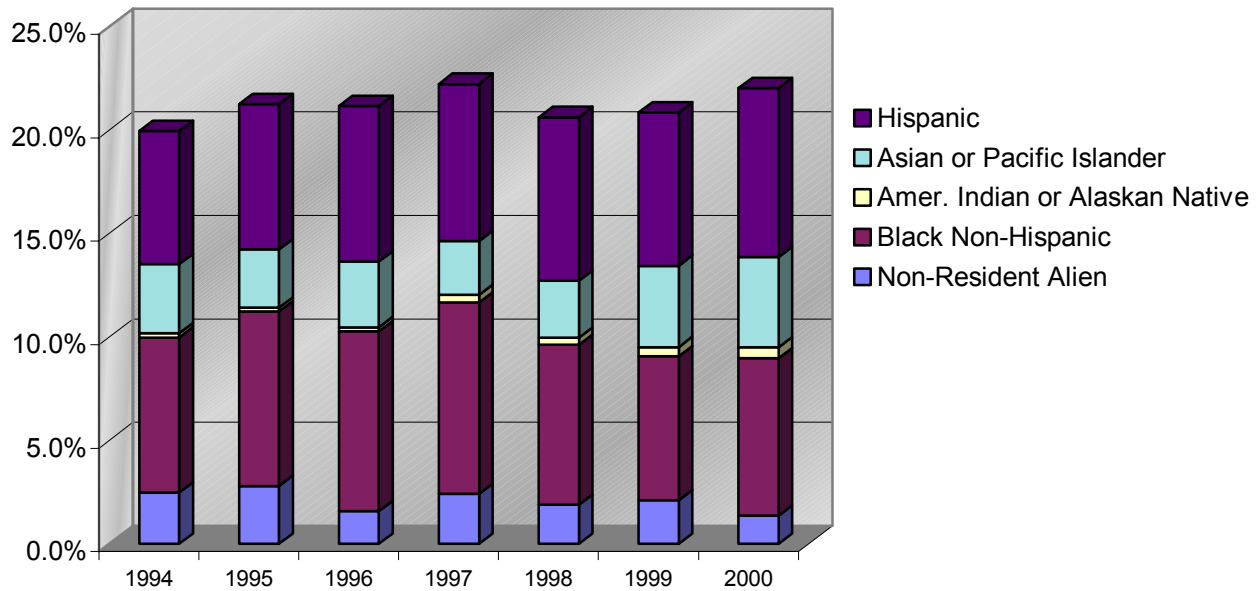
In this professional category, as seen in Table 11.7, all minority groups increased except the Black Non-Hispanic and Non-Resident Alien employee groups; they decreased less than 1% and 1.1% respectfully.

Table 11.7: Other Professional Employees by Ethnic Group

	Full-Time Other Professionals					Total
	Non-Resident Alien	Black Non-Hispanic	Amer. Indian or Alaskan Native	Asian or Pacific Islander	Hispanic	
1994	2.5%	7.5%	0.2%	3.3%	6.4%	20.0%
1995	2.8%	8.4%	0.2%	2.8%	7.0%	21.2%
1996	1.6%	8.7%	0.2%	3.2%	7.5%	21.1%
1997	2.4%	9.3%	0.4%	2.6%	7.6%	22.2%
1998	1.9%	7.7%	0.3%	2.7%	7.9%	20.6%
1999	2.1%	6.9%	0.5%	3.9%	7.4%	20.8%
2000	1.4%	7.6%	0.5%	4.3%	8.2%	22.0%

Data Source: IPEDS Fall 1995

Figure 11.7: Other Professional Employees by Ethnic Group



Data Source: IPEDS Fall 2000

Table 11.8 presents the relative order of the State Universities, based on the percentage of USPS employees in each racial and ethnic category. The University of Central Florida ranked first in the percentage of Asian/Pacific Islanders, second in the percentage of Hispanics, fourth in the percentage of Whites and American Indians/Alaskan Natives, and ninth in the percentage of African Americans.

Table 11.8: Ranking of USPS employees in the State University System

Ranking	Asian, Pacific Islander	African American	Hispanic	American Indian, Alaskan Native	White
1 st	UCF	FAMU	FIU	UWF	FGCU
2 nd	UNF	FSU	UCF	USF	UF
3 rd	UF	UNF	FGCU	UCF	UWF
4 th	FAU	UWF	USF	FSU	UCF
5 th	USF	UF	FAU	FIU	FAU
6 th	UWF	FAU	UF	UF	USF
7 th	FSU	USF	UNF	FAMU	FSU
8 th	FIU	FIU	UWF		UNF
9 th	FAMU	UCF	FSU		FIU
10 th	FGCU	FGCU	FAMU		FAMU

Data Source: Institutional Research, SUPERS data file

NOTE: If institution does not appear, there are no employees reported in that category

Research and Data-Gathering Procedures

The Committee gathered information from the University community and data on the University workforce's composition and characteristics, especially data about those issues that affect racial and ethnic minorities. The Committee also collected data via a focus group and a survey.

Minority Employees Focus Group

The Committee on the Status of USPS and A&P Employee Diversity organized a focus group session for minority employees with the assistance of Computer Services (CS). CS generated a 480-UCF-minority staff member list that included race, department, gender and job classification categories. CS then selected every sixth name on the list for a sample of 80 USPS and OPS employees. Department directors that supervised large numbers of minority employees received a personalized memo that listed the focus group attendees.

A total of 26 employees--23 USPS and 3 OPS employees--attended the focus group meeting on February 2, 1999. They represented three major racial and ethnic minority groups in the UCF workforce: African Americans, Hispanics and Asian/Pacific Islanders. Information from the focus group was used to develop a survey to elicit minority employees' concerns and perceptions--an extensive list of more than 40 work-related issues.

Categories of concern include:

- UCF hiring practices
- Fairness in employment practice
- Insufficient training opportunities for minority staff
- Identification of supervisor insensitivity to minority employees' concerns

Asian Listening Session

In 1997, the Office of Diversity Initiatives conducted the Asian Listening Session for Physical Plant staff and employees. The staff felt appreciated by supervisors and peers, but expressed the need for a work environment that valued and fostered mutual acceptance. Employees reported that supervisors misinterpreted employee complaints and stressed that cultural differences resulted in favoritism. The participants concluded that clarified job descriptions and responsibilities would remedy these perceptions.

Staff Survey

The Committee developed a staff survey to ascertain University workplace characteristics. The Committee and the Office of Quality Initiatives (now the Office of Operational Excellence and Assessment Support) conducted two surveys: the USPS Employee Survey and the A&P Employee Survey. The surveys catalogued current UCF staff perceptions and experiences to

assess the relation between the President's diversity and inclusion goal and the campus environment.

The Committee distributed the survey to 2,148 employees and received 612 returns. The usable surveys constituted approximately 15.7% of the UCF workforce. The questionnaire contained 18 questions that gauged opinions, and 9 questions that gathered demographic information. The survey responses were based on a 5-point scale and the responses were categorized numerically, with (1) representing strong agreement, (2) representing agreement, (3) representing neutrality, (4) representing disagreement, and (5) representing strong disagreement.

Survey limitations included:

- Disproportionate percentages between USPS, A&P, and staff members. Identified significant statistical differences were too infrequent to stratify the survey sample by position type.
- The total sample representations of racial or ethnic groups or both were too small for conclusive determinations.
- The survey results do not constitute a sampling bias because the sample demographics correspond with the University workforce demographics. The groups in question are small in actual numbers within the workforce demographics and, thus, at times were too insufficient to estimate.

The mean response computed for each question generated a 95% confidence level. Interpretation conclusions resulted from respondents as follows:

- an interval span less than 3 = respondents' agreement;
- an interval span greater than 3 = respondents' disagreement;
- an interval confidence with values above and below 3 = no conclusion;
- an insufficient number of valid questionnaires necessary to estimate the mean = inconclusive.

For comparison purposes, the Committee similarly categorized the mean and 95% confidence levels generated for data groups. These groups were considered to be significantly different if at least one group generally agreed and at least one other group generally disagreed. Confidence intervals were adjusted by a population correction coefficient calculated from UCF totals.

The survey respondents indicated that discrimination based on race is an issue at UCF: White respondents reported at 20.6% compared to three out of five ethnic minority respondents (56.7%). While almost five of ten Whites (45.7%) indicated that they had not experienced discrimination or unfair treatment based on race or ethnicity or both, four out of ten minorities (41%) reported unfair treatment. Three out of ten minorities (31.1%) stated that they experienced

discrimination; one out of ten Whites reported discrimination (9%). Three out of ten minorities (27.8%) and two out of three Whites (19.3%) were neutral about workplace discrimination.

While established systemic procedures eliminate discriminatory practices throughout the workforce, minority groups, however, still perceive equal opportunity limitations. White respondents (75%) in the A&P category felt that minority employees are given the same opportunities for positions as non-minorities. African Americans disagreed with this statement with 53% responding that they were not given the same opportunities. These findings are outlined in Table 11.9.

Table 11.9: Survey Question: Minority employees are given the same opportunities for positions as non-minorities

	Asian	Black	Hispanic	White	Non-Resident Alien
		N=68	N=67	N=127	N=10
Strongly Agreed	25%	18%	22%	47%	100%
Agreed	38%	6%	44%	28%	0%
Neutral	13%	24%	22%	17%	0%
Disagree	14%	41%	0%	5%	0%
Strongly Disagree	0%	12%	12%	3%	0%

Data Source: 1999 Staff Experiences Survey, UCF

Even though UCF has a diversity goal that is articulated by key administrators, minority employees perceive that mid-management administrators do not share the same level of commitment to diversity. Thus, as reflected by the 1999 focus group and Staff Experience Survey, members of ethnic minority groups indicate a greater degree of discrimination than their white counterparts.

The Committee compiled staff demographics using institutional and payroll data from the Office of Institutional Research as of October 1, 1999. This data is represented in the following three tables:

Table 11.10: Gender Analysis of Respondents in Staff Experiences Survey

	Female	Male
UCF Workforce	57.1%	42.9%
Survey Sample	78.9%	21.1%

Data Source: Office of Institutional Research

Table 11.11: Analysis of Race/Ethnicity of Respondents in Staff Experiences Survey

	Caucasian	African American	Hispanic or Latino	Asian American or Pacific Islander	Native American or American Indian
UCF Workforce	78.2%	9.2%	9.1%	3.1%	0.4%
Survey Sample	77.6%	8.2%	7.2%	2.2%	0.7%

Data Source: Office of Institutional Research

Table 11.12: Analysis of Job Classification of Respondents in Staff Experiences Survey

	USPS	A&P	OPS
UCF Workforce	55.3%	13.1%	31.6%
Survey Sample	65.2%	22.3%	12.5%

Data Source: Office of Institutional Research

Minorities and the Environment

In a review of workplace environment issues, The Committee on the Status of USPS and A&P Employee Diversity established that the University of Central Florida includes a variety of mechanisms to foster an equitable and just employee workplace. President John Hitt incorporated diversity and internationalization as two of his five strategic goals. The President also established the Office of Diversity Initiatives to improve and guarantee a positive and productive employee environment infused with diversity throughout the University system.

Training

Training opportunities provide avenues for job promotion and workplace success. As seen in Table 11.13, UCF Human Resources reports that the number of Whites attending training sessions fluctuated from a high of 74.9% in 1995 to a low of 71.4% in 1996. The number of Blacks fluctuated from a low of 8.4% in 1996 to a high of 13.5% in 1998. The number of Hispanics also fluctuated from a high of 16.1% in 1996 to a low of 9.5% in 1998. The number of Asian/Pacific Islander fluctuated from a low of 3.0% in 1996 to a high of 4.9% in 2000. However, the participation rates do not reflect unduplicated headcount, so it is not possible to determine how many minority employees have participated in training.

Table 11.13 Training Seminar Attendance

Year	# of Seminars	Attendance by Race						Attendance by Gender			OPS/Inactive	
		Black	White	Hispanic	Asian	Other	Total	Male	Female	Total	Employees	Total (includes OPS)
2000	127	538	3612	608	246	36	5040	1455	3585	5040	748	5788
		10.7%	71.7%	12.1%	4.9%	0.7%	100%	28.9%	71.1%	100%	12.9%	
1999	169	556	3313	471	177	32	4549	1349	3200	4549	1078	5627
		12.2%	72.8%	10.4%	3.9%	0.7%	100%	29.7%	70.2%	100%	19.2%	
1998	180	655	3479	464	191	77	4866	1321	3545	4866	1200	6066
		13.5%	71.5%	9.5%	3.9%	1.6%	100%	29.9%	70.1%	100%	19.2%	
1997	163	435	3278	512	172	29	4426	1324	3102	4426	1053	5479
		9.8%	74.1%	11.6%	3.9%	0.7%	100%	29.9%	70.1%	100%	19.2%	
1996	140	327	2772	625	115	45	3884	1133	2751	3884	1047	4931
		8.4%	71.4%	16.1%	3.0%	1.2%	100%	29.2%	70.8%	100%	21.2%	
1995	121	373	2897	398	188	11	3867	1114	2753	3867	838	4705
		9.6%	74.9%	10.3%	4.9%	0.3%	100%	28.2%	71.2%	100%	17.8%	

Data Source: UCF Human Resources

Although UCF offers an extensive employee training program, minority employees--especially OPS & USPS employees--do not understand how to access that training. Minorities express that they often fail to receive supervisor support to attend on-campus training to improve their skills and opportunities for advancement and promotion. The University must ensure that all employees receive notification and have open access to training opportunities.

Recommendations

The Committee on the Status of USPS and A&P Employee Diversity recommends that UCF increase diversity in the workplace in the following areas:

- Address the differing perceptions about discrimination in the campus workplace between White employees and members of racial and ethnic minority groups.
- Create a campus-wide awareness campaign to better educate employees about the Ombuds Office's function and independence, especially in New Employee Orientation.
- Provide strategies to educate every employee about accessing and utilizing the grievance process.
- Ensure that all employees receive official communication that affects their employment and job advancement opportunities. In particular, inform media specialists that not all employees have electronic access to inter-university information.
- Require supervisors to attend training programs to improve and strengthen skills and resources needed in a diverse workforce and include this in their evaluations.

- Establish a system for employees to access training information.
- Require mandatory attendance for supervisors in programs such as *ABCs of Diversity*.
- Establish a system to monitor minority employee participation in university training programs.

Issues for Further Study

- Examine manager and supervisor status, perceptions, and functions in the UCF workplace to dispel differing perceptions between Whites and members of ethnic minority groups.
- Refine the definition and characteristics of the Asian population to facilitate more accurate data analysis among this diverse ethnic group.

Concluding Remarks

Perceptual differences about racial and ethnic discrimination between White and minority University employees suggest the need for further understanding and communication among these groups. Strategies should be devised as a means of gathering information from future UCF workforce surveys from which more representative samples can be drawn. Furthermore, a larger sample should be drawn so that racial and ethnic groups with small numbers are represented with greater frequency.

President's Commission on the Status of Racial and Ethnic Minorities

XIII. Report of the Committee on the Status of Service and Maintenance Employee Diversity

Key Findings

- Full-time Service & Maintenance employees constitute the largest percentage concentration (52.4%) of racial and ethnic minority employees at UCF.
- Working conditions, low pay, and lack of recognition are the prominent sources of discontent among Service & Maintenance employees.
- There are concerns about employee turnover, however data reporting discrepancies prevented the Committee from determining the gravity of the retention problem within the unit.
- Vacant USPS Service & Maintenance positions directly affect service policy.
- Many USPS Service & Maintenance employees are not native English speakers and consequently do not know their rights as state employees.

Key Recommendations

- Implement a system that counts the days between initial and final employee service at UCF to produce more accurate Service & Maintenance employee data.
- Establish a recruitment and retention plan with a favorable base salary, fair shifts, balanced assignments, and a leadership development program for racial and ethnic minorities who aspire to supervisory positions.
- Reinstate English as Second Language (ESOL) classes.
- Consider establishing periodic wage surveys to ensure fair and equitable base salaries.
- Limit the practice of filling vacant USPS lines with temporary personnel through OPS contracts.
- Evaluate racial and ethnic minority Service & Maintenance employees' workplace perceptions on a continual basis.
- Establish mechanisms to improve communication between middle management and employees.

President's Commission on the Status of Racial and Ethnic Minorities

Report of the Committee on the Status of Service and Maintenance Employee Diversity

"Efforts and courage are not enough without purpose and direction."

--John F. Kennedy

Introduction

The largest percentage concentration of racial and ethnic minority employees at the University of Central Florida are in full-time Service & Maintenance positions. According to IPEDS data, in Fall 1999, 90 of the 181 (49.7%) Service & Maintenance employees were racial or ethnic minorities. In Fall 2000, 89 of the 170 employees (52.4%) in this category were racial or ethnic minorities. The President's Commission on Racial and Ethnic Minorities, therefore, established the Committee on the Status of Service & Maintenance Employee Diversity to assess employee issues.

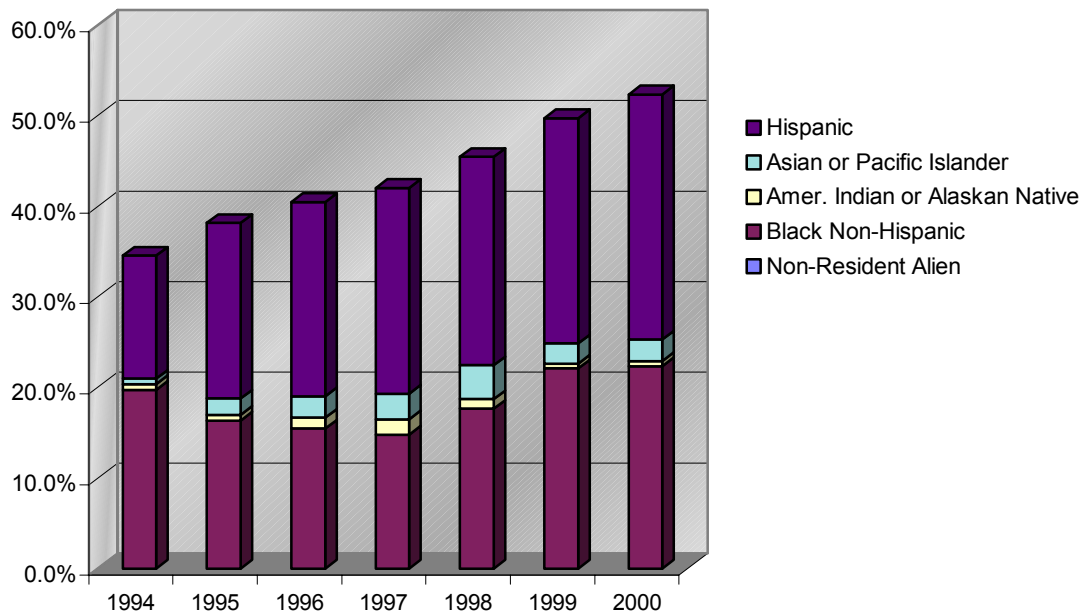
Table 12.1 and Figure 12.1 depict the ethnic and racial diversity of this segment of the UCF workforce over the past seven years. Table 12.2 compares 1994 to 2000 for each ethnic category by gender.

Table 12.1: Full-time Service & Maintenance Employees 1999 and 2000

UCF Full-time Minority Service & Maintenance						
Year	Non-Resident Alien	Black Non-Hispanic	American Indian/Alaskan Native	Asian/Pacific Islander	Hispanic	Percent of Total
1994	0.0%	19.8%	0.6%	0.6%	13.6%	34.6%
1995	0.0%	16.4%	0.6%	1.8%	19.4%	38.2%
1996	0.0%	15.5%	1.2%	2.4%	21.4%	40.5%
1997	0.0%	14.8%	1.7%	2.8%	22.7%	42.0%
1998	0.0%	17.6%	1.1%	3.7%	23.0%	45.5%
1999	0.0%	22.1%	0.6%	2.2%	24.9%	49.7%
2000	0.0%	22.3%	.6%	2.4%	27.1%	52.4%

Data Source: IPEDS Fall 2000

Figure 12.1: Full-Time Service and Maintenance by Ethnicity



Data Source: IPEDS Fall 2000

Table 12.2: Full-time Service & Maintenance Employees 1999 and 2000

Gender Breakdown of Full-Time Service & Maintenance Employees				
		1999	2000	% Distributions
Non-resident Alien	M	0	0	0%
	W	0	0	0%
Black Non-Hispanic	M	20	17	20.4%
	W	20	21	24.1%
American Indian/ Alaskan Native	M	1	1	1%
	W	0	0	0%
Asian/Pacific Islander	M	3	3	3.1%
	W	1	1	1.2%
Hispanic	M	15	17	15.3%
	W	30	29	36.1%
White Non-Hispanic	M	59	28	60.2%
	W	32	52	38.6%
Race/Ethnicity Unknown	M	0	0	0%
	W	0	0	0%
Grand Total	M	98	90	
	W	83	103	

Data Source: IPEDS Fall 2000
M = Men; W = Women

Table 12.3 presents the relative order of the State Universities, based on percentage of Service and Maintenance employees in each racial and ethnic category. The University of Central Florida ranked second in the percentage of Whites, Hispanics and American Indians/Native Alaskans, third in the percentage of Asians/Pacific Islanders and eighth in the percentage of African Americans.

Table 12.3: Ranking of Service and Maintenance Employees in the State University System

Ranking	Asian, Pacific Islander	African American	Hispanic	American Indian, Alaskan Native	Other	White
1 st	UNF	FAMU	FIU	UWF	FIU	FGCU
2 nd	UF	FSU	UCF	UCF	USF	UCF
3 rd	UCF	UF	USF	UF		UWF
4 th	USF	FAU	FAU			FAU
5 th	UWF	UNF	UF			USF
6 th	FAMU	UWF	UNF			UNF
7 th		USF	FAMU			UF
8 th		UCF	FSU			FSU
9 th		FGCU				FIU
10 th		FIU				FAMU

Data Source: Institutional Research, SUPERS data file

Data Collection

The Committee initially obtained Service & Maintenance data and selected employees to participate in a focus group session that was held on February 8, 1999. The Committee also conducted extensive interviews with employee representatives and privately interviewed the Director of Physical Plant. Additional data derives from the *Consultant's Report* (prepared by Roesel, Kent and Associates for Physical Plant in August 2000); the consultant's data source could not be ascertained. Based upon the information gathered, the committee found three salient sources of discontent among Service & Maintenance employees: working conditions, salary concerns, and lack of recognition.

Findings

Working Conditions

Data obtained from the *Consultant's Report* (Roesel, Kent and Associates, p. OS-5) indicates a high turnover rate of USPS workers. From July 1999 to June 2000, USPS Building Services hired 28 employees. During that same period, 30 employees left employment. The average number of days worked by employees in this category was 68 days. This data can be seen in Table 12.4.

Table 12.4: USPS Employment Data 1999-2000

Month and Year	Avg.# Days Worked	# of New Hires	# Terminated
July 1999		2	0
August 1999		1	2
September 1999		4	2
October 1999		3	1
November 1999		5	1
December 1999		3	1
January 2000		4	7
February 2000		2	6
March 2000		0	6
April 2000		1	3
May 2000		2	0
June 2000		1	1
Total	68	28	30

Data Source: Consultant's Report (Roesel, Kent and Associates, p. OS-5)

In addition, data obtained from the *Consultant's Report* (Roesel, Kent and Associates, p. OS-3) show that from July 1999 to June 2000, OPS hired 61 employees (Table 12.5). During the same period, 53 employees left employment. The average number of workdays by employees in this category was 33 days.

Table 12.5: OPS Employment Data 1999-2000

Month and Year	OPS		
	Avg.# Days Worked	# of New Hires	# Terminated
July 1999		8	5
August 1999		8	7
September 1999		7	6
October 1999		6	7
November 1999		3	6
December 1999		1	3
January 2000		4	1
February 2000		2	1
March 2000		8	2
April 2000		2	10
May 2000		5	0
June 2000		7	5
Total	33	61	53

Data Source: Consultant's Report (Roesel, Kent and Associates, p. OS-9)

Note: The average of days worked by each employee applies only to those employees hired after July 1, 1999 and terminated by June 30, 2000. (Roesel, Kent & Associates, p. OS-9)

The data indicated a high turnover ratio and denotes a working environment in need of immediate attention. Employee interviews and the *Consultant's Report* noted that the late night shift (10:00 p.m.-6:30 a.m.) is one of the primary causes for low retention figures. The University's growth precipitated this shift, but the shift contributes to "high absenteeism, low productivity and sagging quality" (Roesel, Kent and Associates, p. OS-3). Employee representatives also noted that nightshift employees do not have access to training and development that dayshift employees have.

The Committee obtained different data from the Fall IPEDS report regarding the average number of total days of employment. The data report varies from 68 days to 806 days worked. UCF does not have an accurate tracking method to determine the total days that these employees worked. The findings indicate that a retention problem exists that began when Service & Maintenance introduced the night shift. The IPEDS Fall report shows the average days worked at 806 (Table 12.6). Data differences in definition and scope slowed the committee's ability to determine the true status of the retention problems within the service and maintenance category.

Table 12.6: USPS Service and Maintenance Employees, Average Days Worked

Terminations Between	Hired Range	Average Days Worked
January and December 97 (6)	February 96 – November 96	355
January and December 98 (9)	October 95 – September 98	534
January and December 99 (21)	October 95 – September 99	594
January and September 00 (19)	Oct 95 – March 00	806

Data Source: IPEDS Fall 2000

A large concentration of USPS Service & Maintenance employees' first language is not English. Many employees, therefore, are unable to understand the employee handbook and, consequently, are unaware of their rights as employees. Handbooks in the employees' respective languages would alleviate this situation.

English as Second Language (ESOL) classes would contribute to employee retention and effectiveness and would also demonstrate UCF's commitment to linguistic diversity. The Director of Physical Plant informed the Committee that these classes were offered in the past and he favors reinstating the classes based on employee attendance. UCF's TESOL program could play a vital role in the design and delivery of ESOL courses.

At the "Town Meeting" conducted by the Office of Diversity Initiatives in March 1997, employees stated a fear of reprisal if they voiced their concerns or opinions. This perception persists. Employees raised this same issue during the focus group session and again in the interview sessions. In the community where UCF's cultural diversity is richest, supervisors must realize that effective leaders respect and value their subordinates' opinions.

Salary Concerns

According to the *Consultant's Report*, UCF custodial personnel earn a salary comparable to other custodial workers in the Orlando area: \$7.77 hourly. That salary, however, is low in comparison to those employees in the same category of other state and local government entities. This is a source of discontent among Service & Maintenance employees. Human Resources should address this issue because fair and competitive wages assist in attracting and retaining employees.

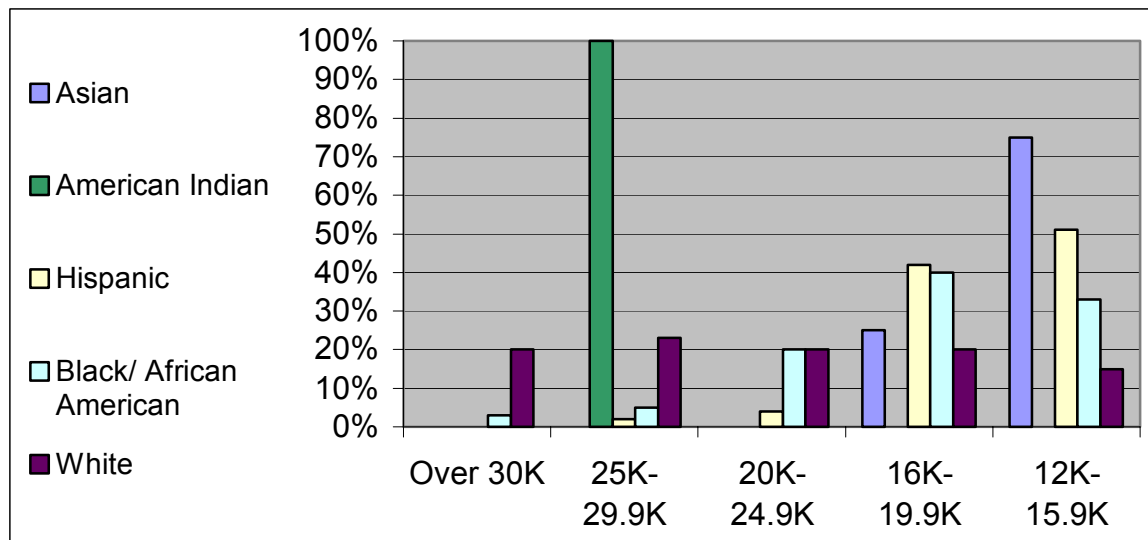
The Committee obtained salary data concerning racial and ethnic minority employees in the Service and Maintenance category. Table 12.7 indicates that racial and ethnic minority employees are in the lower pay ranges. For example, 75% of the Asian/Pacific Islanders 51% of the Hispanics and 33% of the African Americans earned yearly salaries ranging from \$12,000 to \$15,900, 15% of White employees fell into this category. No Asian/Pacific Islander, Hispanic or American Indian/Native Alaskan earned yearly salaries over \$30,000 and only 3% of African Americans earned yearly salaries of over \$30,000, 20% of Whites earned a salary in this range.

Table 12.7: Full-time Service & Maintenance Employees Percent Salary Distribution

Salary	Asian	American Indian	Hispanic	Black/African American	White
Over 30K	0%	0%	0%	3%	20%
25K-29.9K	0%	100%	2%	5%	23%
20K-24.9K	0%	0%	4%	20%	20%
16K-19.9K	25%	0%	42%	40%	20%
12K-15.9K	75%	0%	51%	33%	15%
Total %	100%	100%	99%	100%	97%

Data Source: IPEDS 1999

Figure 12.1: Salary by Race and Ethnicity



Data Source: IPEDS 1999

Table 12.8: Full-time Service & Maintenance Employees Salary Distribution by Gender and Minority Status

B.6 Service/ Maintenance	Non-resident Alien		Black Non- Hispanic		American Indian/ Alaskan Native		Asian/ Pacific Islander		Hispanic		White Non- Hispanic		Grand Total All Employees	
	M	W	M	W	M	W	M	W	M	W	M	W	M	W
12.0-15.9	0	0	5	7	0	0	1	0		11	4	3	24	29
16.0-19.9	0	0	9	8	0	0	2	1	7	16	13	11	27	29
20.0-24.9	0	0	2	3	0	0	0	0	1		7	8	9	19
25.0-29.9	0	0	1	1	1		0	0	2	0	11	5	22	3
Above 30.0	0		0	2	0	0	0	0	0	0	17	2	16	3
Total B.6	0	0	17	21	1	0	3	1	17	29	52	29	98	83

Data Source: IPEDS Fall 1999
M = Men; W = Women

Recognition and Motivation Enhancement

Service & Maintenance employees (52.4% men and women of color) perceive their jobs to be unnoticed and unappreciated--UCF's "invisible employees." In the survey conducted by Roesel, Kent and Associates, supervisors were asked to rate their employees' morale on a scale from one to ten, with ten being the highest. The supervisors rated their employees' morale from one to seven with four the average. The conclusion of the *Consultant's Report* states that:

"Management should make every effort to indicate to the Custodial Service workers that their activities are a very important part of University operations and that their individual efforts influence the effectiveness of the whole Custodial services program, as well as the impression made by the University on the students, staff and public," (Roesel, Kent and Associates, p. MR-1).

UCF could reduce employee morale problems by recognizing Service & Maintenance employees' accomplishments at university social and cultural activities and programs.

Recommendations

Maximum productivity occurs when recognition and reward motivate workers. The Committee on the Status of Service & Maintenance Employee Diversity offers the following recommendations for a more positive and productive environment for these employees.

Working Conditions

- Establish a recruitment and retention plan with a favorable base salary, fair shifts, and balanced assignments for USPS Service & Maintenance employees.
- Offer diversity training seminars and workshops specifically for supervisors.

- Implement a leadership development plan to encourage Service & Maintenance minority employees to apply for supervisory positions.
- Publish the employee handbook in languages other than English and reinstate ESOL classes for non-English speaking Service & Maintenance employees.

Salary

- Conduct periodic wage surveys and evaluate the USPS classification system to recruit and retain employees.

Climate

- Continue to evaluate racial and ethnic minorities' satisfaction with Service & Maintenance on an ongoing basis.
- Offer university-level awards to employees who excel.
- Improve communication between supervisors and employees using consultative dialogues, regular staff meetings, and other communication mechanisms.

Concluding Remarks

The University of Central Florida addresses diversity in two of its five university goals. UCF's Strategic Plan states, "UCF will continue to create an environment that enables each faculty member, student, staff member, administrator and visitor to feel good about UCF." The Strategic Plan further states that "respect for the dignity and worth of all individuals in the campus community will be one of the primary values that guides all plans, policies, decisions, and actions" (Strategic Plan 1996-2001 p. 8). To achieve this vision, UCF must acknowledge the important contributions of Service & Maintenance employees and address their concerns about working conditions, salary, and work climate.

President's Commission on the Status of Racial and Ethnic Minorities

XIV. Report of the Committee on the Status of Ethnic and Racial Diversity in the Curriculum

Key Findings

- In the University's curriculum, diversity statements appear only in the GEP diversity requirements.
- The vast majority of the university approved diversity courses reside in the College of Arts & Sciences.
- There are several courses that may have a significant domestic diversity component but have not been submitted for approval as a university designated diversity course.

Key Recommendations

- Develop expectations and requirements for each college and include written statements in the catalog about diversity expectations and requirements for major courses.
- Create racial and ethnic diversity content criteria and evaluate all new and existing courses with GEP diversity requirements based on said criteria.
- Create a diversity web site that includes the GEP diversity courses, UCF services designed for ethnic minority students and a calendar of diversity-related events.
- Encourage colleges to gain approval for courses that may have a significant domestic diversity component but do not have university designation as a diversity course.
- Continue and expand domestic diversity summer faculty institute.
- Expand opportunities for faculty to increase competencies in teaching diversity courses.

President's Commission on the Status of Racial and Ethnic Minorities

Report of the Committee on the Status of Ethnic and Racial Diversity in the Curriculum

Introduction

“Diversity requirements are no longer a rarity at colleges and universities across the country,” (Artze, 2001). In fact, the Association of American Colleges & Universities (AAC&U) recently conducted a survey of 543 institutions across the nation. They found that 62% of the institutions have or are in the process of developing a diversity requirement for their curriculum. The report further stated that the diversity requirement had been in place more than 10 years at 25% of the institutions, 5 to 10 years at 45% of the institutions, and less than 5 years at 25% of the institutions.

Research shows that diversity courses are beneficial to the entire student body. A researcher at the University of California at Los Angeles (UCLA) found that when students completed required diversity courses they significantly reduced their racial prejudice. “Reduced levels of racial prejudice are associated with enhancing students’ ability to adapt successfully to change and with developing students’ values and ethical standards through thoughtful reflection and relevant facts,” (Artze, 2001, p. 31).

The President's Commission on the Status of Racial and Ethnic Minorities established the Committee on the Status of Racial and Ethnic Diversity in the Curriculum to assess the curriculum and services offered to racial and ethnic minorities at the University of Central Florida.

Data Collection

The Committee consulted the university catalog and programs, department and college web pages to collect curriculum data. The Office of Operational Excellence and Assessment Support (OEAS) created a standard form to conduct interviews with each college and key services. From the information gathered by OEAS, the Committee created an inventory of curriculum, curriculum requirements, services and initiatives.

Curriculum

The Committee found that UCF was in line with many colleges and universities across the nation in requiring diversity courses as a part of its curriculum requirements. All students completing their first bachelors degree from UCF must complete at least one course that explores the diverse backgrounds and characteristics found among humans, including: race/ethnicity, gender, social class/caste, religion, age, sexual orientation, and level of physical ability.

Students are exempt from this requirement if they have completed an Associate of Arts degree or the General Education Program at a Florida public state university or community college. Students who have previously completed a baccalaureate degree also are exempt.

Interestingly, the diversity requirement at UCF was implemented in the 1996-97 academic year. However, the Committee did not find any diversity statements in the curriculum beyond the GEP diversity requirements. An inventory of the university designated diversity courses by College follows.

College of Arts and Sciences

AMH 3421	History of Florida to 1845
AMH 3423	Florida History 1845-present
AMH 3562	Women in American History II
AML 3283	Contemporary American Women's Fiction
AML 3615	Harlem, Haiti and Havana
ANT 2000	General Anthropology
ANT 3245	Native American Religions
ASH 4304	Women in East Asia: China and Japan
COM 4014	Gender Issues in Communication
COM 4461	Intercultural Communication
ENC 1102	Composition II
LIN 4643	Cross Cultural Communication
LIT 2120	World Literature II
LIT 3354	Ethnic Literature in America
LIT 3192	Caribbean Literature
MMC 4300	International Media
POS 2041	American National Government
PSY 2013	General Psychology
SPC 1600C	Fundamentals of Oral Communication
SPW 4772	Black Presence in Contemporary Latin America
SYD 3800	Sex Roles in Modern Society
SYG 2000	General Sociology
SYP 4323	Social Systems and Diversity
THE 3230	Commonality within Cultural Diversity Experienced through Theatre
WHO 2022	World Civilization II
WST 3010	Introduction to Women Studies

College of Business Administration

None

College of Education

EDG 2701 Teaching Diverse Populations

College of Engineering

None

College of Health Public Affairs

CCJ 4463	Cultural Diversity in Criminal Justice
CCJ 4630	Comparative Justice Systems
CCJ 4670	Women and Crime
NUR 3809	Transitional Concepts
NUR 3617	Promoting Healthy Communities
NUR 3616	Promoting Healthy Families Across the Lifespan
PAD 4446	Multiculturalism in Public Administration
PLA 4020	Law and society
PLA 4830	World Legal Systems
SOW 3420	Social Work with Minorities

The inventory revealed that the bulk of the diversity designated courses reside in the College of Arts and Sciences (27 of the 39 classes), the College of Health and Public Administration had 11, the College of Education has one, and the Colleges of Business Administration and Engineering have no university designated diversity courses in their curriculum. There are two courses that are listed as a part of the GEP, but are no longer taught or listed in the current university catalog (LIN 4XX--African American Styles of Communication and PLA 4XXX --Employment Discrimination).

Further, the Committee found several programs that have a significant diversity component but do not have the university diversity designation. The Psychology Department, for example, has a diversity track—none of the courses have a diversity designation. The African American Studies program is another example. Only one of the 16 courses in the program has the diversity designation. These two programs are cited here as an example; there may be others.

The Committee recommends that there (1) be a thorough exploration, by college, of programs that may include courses that are eligible for diversity designation and (2) such programs receive assistance in gaining diversity designation for courses.

The University defines diversity as “the variety of backgrounds and characteristics found among humankind. This variety includes categories such as: race/ethnicity, gender, social class/caste, religion, age, sexual orientation, and level of their abilities. It follows that diversity courses and those which examine the strengths, contributions, and achievements of such groups, as well as processes of discrimination, stereotyping and disadvantage based on gender, class or ethnicity, or cross-cultural interactions, “ (UCF, 2001).

The broad brush with which this definition is painted allows for an array of topics to be included in the curriculum. However, of the 39 diversity courses in the GEP, many focus on gender, race or global diversity issues: 7 courses focus on women or gender issues, 12 focus on global diversity, and 5 focus on race. (See Table 13.1.) An effort should be made to incorporate other diversity categories-- social class/caste, religion, age, sexual orientation, and ability--into the curriculum. Additionally, courses that focus on domestic diversity issues should be developed and incorporated into the GEP.

Table 13.1 GEP Diversity Courses and Area of Concentration

Women and Gender Issues (7)	Global Diversity (12)	Race (5)	Not Specified (15)
AMH 3562	AML 3615	CCJ 4463	AMH 3421
AML 3283	LIT 3192	LIT 3354	AMH 3423
ASH 4304	MMC 4300	SOW 3420	ANT 2200
CCJ 4670	PLA 4830	SPW 4772	ANT 3245
COM 4014	WHO 2022	SYP 4734	CCJ 4630
SYD 3800	LIT 2120		ENC 1102
WST 3010	PAD 4446		NUR 3616
	COM 4461		NUR 3617
	EDG 2701		NUR 3809
	LIN 4643		PLA 4020
	SYP 4323		POS 2041
	THE 3230		PSY 2013
			SPG 1600C
			SYG 2000
			WHO 2022

Data Source: http://www.ucf.edu/catalog/current/Undergraduate_Degree_Requirements/home.html

Curriculum Transformation

Educational researchers suggest that curriculum transformation is an essential activity of campus diversity efforts and that diversity issues should be infused into key areas of the curriculum. Ignoring curricular change “can result in difficulties for underrepresented students and can minimize the potential positive educational outcomes that a diverse environment can bring to all students,” (Humphreys, 2000). The Office of Diversity Initiatives has been instrumental in facilitating the curriculum transformation work that is taking place on campus via seminars and summer domestic diversity institutes. The institutes average 20 faculty annually. During 2000-2001, the Domestic Diversity Institute included 21 faculty from the English and Speech departments. These faculty reported having gained valuable knowledge to assist them in transforming their curriculum (see Table 13.2).

Table 13.2: Faculty Pre-Assessment and Post Assessment Ratings of the 2000-2001 Faculty Domestic Diversity Summer Institute.

Question--Using the criteria established for domestic diversity courses, rate your knowledge, understanding, and current level of preparation to:	Pre-Assessment % Selecting Excellent & Very Good	Post-Assessment % Selecting Excellent & Very Good
1. Teach students competencies to thrive in a culturally diverse society.	45	100
2. Teach for social justice and humanitarianism.	65	97
3. Develop classroom environments conducive to teaching diversity.	60	87
4. Adjust teaching methods to accommodate diverse students.	50	100
5. Facilitate student's abilities to engage in critical thinking.	55	87
6. Create understanding of alternative values and cultural perspectives that differ from your own.	55	87
7. Foster creativity in designing syllabi and teaching courses that reflect an understanding of the complexities of domestic diversity issues and processes.	30	87
8. Facilitate respectful classroom dialogue and intercultural group participation.	65	100
9. Incorporate UCF diversity resources/services in course projects and activities.	20	87
10. Provide students/ colleagues with resources on diversity content and pedagogy.	35	94
11. Contribute to the development of new scholarship, methods, and materials that meet the educational needs of diverse students/society.	20	88
12. Help UCF/national colleagues with domestic diversity curriculum transformation.	20	94

Data Source: Office of Diversity Initiatives

Recommendations

- Encourage and support departments to seek the university diversity course designation for eligible courses.
- Direct the Office of Diversity Initiatives to offer a workshop at least twice a semester that provides information regarding how to obtain the diversity designation for courses.
- Continue to offer and expand the number of participants in the Domestic Diversity Faculty Summer Institute.
- Offer seminars and workshops to assist faculty in course development and curriculum transformation for new and existing courses.
- Institute a specialized curriculum transformation institute experience for graduate teaching assistants, adjuncts, and visiting faculty since many of them are hired to teach courses that have been designated as diversity courses.

- Enhance the staff and extend the office hours of the Office of Diversity Initiatives to enable faculty and staff greater access to services and resources.
- Institute an annual evaluation of diversity courses.
- Encourage and support faculty and graduate student research on diversity issues.

Concluding Remarks

Literature about the UCF diversity course information notes that “pedagogically, it is the case that students benefit from role models and from an environment that challenges them to understand issues, persons, and cultures other than their own,” (UCF, 2001).

If the university curriculum is to meet this goal, the efforts to provide faculty with curriculum transformation experiences need to be expanded. The Office of Diversity Initiatives has been the driving force behind UCF’s curriculum transformation projects in the area of domestic diversity. This unit offers seminars throughout the year and a faculty summer Domestic Diversity Institute that accommodates approximately 20 participants annually. In view of this crucial role that this unit has undertaken to enhance the knowledge and skills to function successfully in an increasingly diverse world, and in light of this unit’s goal to position UCF as one of the leading universities in the area of domestic diversity, it is highly recommended that adequate space, funding, personnel, and a permanent location become high priority items on the UCF agenda for this unit. A similar case is also made for units and organizations that provide support services for students of color. Their commitment assists the University in providing positive experiences for ethnic minority students.

President's Commission on the Status of Racial and Ethnic Minorities

XV. Appendices

Appendix A: Recruitment and Retention Strategies

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Appendix A
Recruitment and Retention Strategies

SP	Page	Key Strategy	Unit(s) Responsible
Recruitment & Retention			
SP	28	Recruit and retain a diverse, talented pool of students, staff and faculty	EAS, Colleges, Graduate Studies
SP	28	Establish more and better scholarships and fellowships to recruit academically gifted, artistically talented, and economically disadvantaged students.	EAS, Foundation, Graduate Studies
SP	28	Provide full tuition remission and better graduate stipends in order to be competitive in attracting and retaining the best graduate students.	Graduate Studies, Colleges
New		Establish enrollment goals by class levels and programs for several years consistent with available resources	EAS, Graduate Studies, Institutional Research, Continuing Education
New		Develop alternative course scheduling practices, degree programs and innovative advising and academic support services to recruit the diversity of students served by a strong metropolitan research university.	All
New		Provide scholarships for economically disadvantaged students who wish to study abroad.	Foundation, Colleges, EAS
New		Improve UCF retention and graduation rates at the national average or higher for metropolitan and land grant institutions.	EAS, Colleges, Graduate Studies
Supportive Education Environment			
New		Support undergraduate and graduate opportunities for student life and student development.	All
New		Develop appropriate strategies and activities that demonstrate the university's commitment to a diverse student body and that will recognize, support and enhance diverse students.	All

Data Source: UCF Strategic Plan's Enrollment Management Cross-Functional Team

Appendix B
2000 Faculty Experience Survey

University of Central Florida Student Experiences Survey

The President's Commissions' on the Status of Women and the Status of Racial and Ethnic Minorities has designed this survey to gather information about the perceptions and experiences of students at UCF. Your participation will help us gain a better understanding of the University culture and classroom environment. Thank you for taking the time to participate in this survey. Please be assured that all responses will remain completely anonymous and confidential.

For all statements in this section, please indicate the degree to which you agree or disagree by filling in the appropriate letter from the following scale in the space provided next to each statement

A = Strongly Agree **B** = Agree **C** = Neutral **D** = Disagree **E** = Strongly Disagree

- ___ 1. Male and female faculty are equally respected by students at UCF.
- ___ 2. Minority and non-minority faculty are equally respected by students at UCF.
- ___ 3. In class, male students are favored over female students by the instructor.
- ___ 4. In class, female students are favored over male students by the instructor.
- ___ 5. In class, non-minority students are favored over minority students by the instructor.
- ___ 6. Male students value the contributions of females in class group projects
- ___ 7. Non-minority students value the contributions of minority students in class group projects.
- ___ 8. I am aware of awards or scholarships given especially for outstanding female students.
- ___ 9. I am aware of awards or scholarships given especially for outstanding minority students.
- ___ 10. The gender of faculty does not make a difference in grading on this campus.
- ___ 11. I am aware of the actions that constitute the definition of sexual harassment.
- ___ 12. I have been sexually harassed by another student.
- ___ 13. I have known or know other students who have been subject to sexual harassment by faculty.
- ___ 14. I have known or know other students who have been subject to sexual harassment by another student.
- ___ 15. No administrator has ever flirted with me or made sexual innuendoes that made me uncomfortable.
- ___ 16. No faculty member has ever flirted with me or made sexual innuendoes that made me uncomfortable.
- ___ 17. I am aware of the procedures for reporting sexual harassment.
- ___ 18. There is very little (if any) sexual harassment on this campus.
- ___ 19. If I were the subject of unwanted sexual advances, I would report it.
- ___ 20. I know a person who was the victim of date rape on this campus.
- ___ 21. I know where to get information on women's health issues at UCF.
- ___ 22. I am aware of health services for women at UCF.
- ___ 23. I know where to go on campus should I ever become a victim of sexual assault.
- ___ 24. I have used the services of the Career resource center to help with my career choices.
- ___ 25. I am undecided about my major.

A = Strongly Agree B = Agree C = Neutral D = Disagree E = Strongly Disagree

- ___ 26. I have taken a class on the Internet while at UCF.
- ___ 27. There are programs about women's safety offered on this campus.
- ___ 28. There are programs about cultural diversity offered on this campus.
- ___ 29. There are programs about gender issues offered on this campus.
- ___ 30. I am involved in student organizations on this campus.
- ___ 31. I am involved in more than one student organization on this campus.
- ___ 32. Women have the same opportunities as men to participate in student organizations.
- ___ 33. Minority students have the same opportunity as non-minority students to participate in student organizations.
- ___ 34. There are more men than women in student government leadership positions.
- ___ 35. There are more non-minority students than minority students in student government leadership positions.
- ___ 36. The student government represents the concerns of women students well.
- ___ 37. The student government represents the concerns of minority students well.
- ___ 38. I belong to a social fraternity or sorority.
- ___ 39. The only jobs female students can get through student employment are clerical, while males have better options.
- ___ 40. Financial aid is awarded and distributed equitably across genders.
- ___ 41. Financial aid is awarded and distributed equitably across racial/ethnic groups.
- ___ 42. I worry about the possibility of being subjected to personal violence such as rapes and sexual assaults on campus.
- ___ 43. I worry about the possibility of being subject to personal violence such as hate crimes on campus.
- ___ 44. I can identify respected women on campus.
- ___ 45. I can identify respected men on campus.
- ___ 46. I can identify prominent minority individuals on campus.
- ___ 47. Student diversity is welcomed at UCF.
- ___ 48. I have attended multicultural events on campus.
- ___ 49. Gay/Lesbian students are treated with the same respect as other students at UCF.
- ___ 50. I know of people who cannot attend UCF because of a lack of adequate childcare.
- ___ 51. Care for children and other dependents of students of a priority for UCF administration.
- ___ 52. Gender issues are presented and discussed in classes.
- ___ 53. Racial/Ethnic diversity issues are presented and discussed in classes.

Please continue to the final page of questions. Thank you

The following section is for demographic purposes only. All responses will remain anonymous and confidential. Please circle the most appropriate response for each statement.

54. My gender is:
1. Male 2. Female
55. My age is:
Fill in here ____
56. My race/ethnicity is best described as:
1. Caucasian/White 5. American Indian/Native American
2. African American/Black 6. Bi-Racial/Multi-Racial
3. Hispanic/Latino 7. Other
4. Asian /Pacific Islander
57. My enrollment status is:
1. Originally enrolled at UCF
2. Transferred to UCF from community college or other university.
58. My student status is:
1. Freshman 4. Senior
2. Sophomore 5. Post-Bach
3. Junior 6. Graduate Student
59. I consider my sexual orientation to be
1. Heterosexual 2. Homosexual 3. Bisexual
60. My course load is:
1. Full-time 2. Part-time
61. My work status is
1. Full-time 2. Part-time 3. Do not work
62. Where do you work?
1. On campus 2. Off campus 3. Do not work
63. My marital status is:
1. Single 2. Married/Partnered 3. Divorced/Separated
64. Do you have children
1. Yes 2. No
65. To the best of my knowledge, my Father's highest level of education is:
1. Elementary School 6. College Graduate
2. Middle School 7. Master's Degree
3. Some High School 8. Doctorate Degree (Ph.D.)
4. High School Graduate 9. Technical or Professional Degree
5. Some College 10. Other
66. To the best of my knowledge, my Mother's highest level of education is:
1. Elementary School 6. College Graduate
2. Middle School 7. Master's Degree
3. Some High School 8. Doctorate Degree (Ph.D.)
4. High School Graduate 9. Technical or Professional Degree
5. Some College 10. Other

Appendix C
2000 Faculty Experience Survey

University of Central Florida Faculty Experiences Survey

The President's Commission on the Status of Women and the President's Commission on the Status of Racial and Ethnic Minorities have designed this survey to gather information about the perceptions and experiences of faculty at UCF. Your participation will help us gain a better understanding of the University culture and work environment. Please take a few minutes to complete this survey and return it by _____.

Please follow the instructions for each section.

For all statements in this section, please indicate the degree to which you agree or disagree by filling in the appropriate letter from the following scale in the space provided next to each statement.

A = Strongly Agree B = Agree C = Neutral D = Disagree E = Strongly Disagree

- ___ 1. Female faculty members earn smaller salaries than male faculty members who are equal in rank, degree and experience.
- ___ 2. Minority faculty members earn smaller salaries than non-minority faculty members who are equal in rank, degree and experience.
- ___ 3. Search committees for faculty positions always include women faculty.
- ___ 4. Search committees for faculty positions always include minority faculty.
- ___ 5. Women experience a more rigorous interview than men for open faculty positions.
- ___ 6. Male faculty are treated more fairly than female faculty in the tenure and promotion process.
- ___ 7. Non-minority faculty are treated more fairly than minority faculty in the tenure and promotion process.
- ___ 8. Sabbaticals are granted to male faculty more often than female faculty.
- ___ 9. Sabbaticals are granted to non-minority faculty more often than minority faculty.
- ___ 10. I am aware of the actions that constitute the definition of sexual harassment
- ___ 11. I have been sexually harassed.
- ___ 12. I have known or know other faculty who have been subject to sexual harassment.
- ___ 13. No administrator has ever flirted with me or made sexual innuendoes that made me uncomfortable.
- ___ 14. No other faculty member has ever flirted with me or made sexual innuendoes that made me uncomfortable.
- ___ 15. There is very little (if any) sexual harassment on this campus.
- ___ 16. I have heard about faculty or staff complaints of sexual harassment.
- ___ 17. I have heard about student complaints of sexual harassment.
- ___ 18. If I were the subject of unwanted sexual advances, I would report this.
- ___ 19. I am aware of procedures at UCF for reporting sexual harassment.
- ___ 20. I would expect that sexual harassment complaints would be treated seriously at UCF.
- ___ 21. University awards are given equally to female and male faculty.
- ___ 22. I am aware of procedures at UCF for reporting racial discrimination.
- ___ 23. Racial discrimination complaints are treated seriously at UCF.
- ___ 24. University awards are given equally to minority and non-minority faculty.
- ___ 25. I have been discriminated against because of my racial/ethnic background.

A = Strongly Agree B = Agree C = Neutral D = Disagree E = Strongly Disagree

- ___ 26. I have known or know of faculty who have been subject to racial/ethnic discrimination.
- ___ 27. Female faculty are represented on all academic-related committees at UCF.
- ___ 28. Minority faculty are represented on all academic-related committees at UCF.
- ___ 29. Women are treated as equals among their colleagues.
- ___ 30. Minorities are treated as equals among their colleagues.
- ___ 32. There is adequate day care for children of UCF faculty and other employees.
- ___ 33. There are positive role models for female faculty at UCF.
- ___ 34. There are positive role models for minority faculty at UCF.
- ___ 35. There are positive role models for male faculty at UCF.
- ___ 36. There are sufficient faculty available and willing to serve as mentors to newer faculty.
- ___ 37. I have been a mentor to newer faculty at UCF.
- ___ 38. A senior faculty member serves/has served as a mentor for me.
- ___ 39. My unit head supports me.
- ___ 40. My office/other assigned space is sufficient for my needs.
- ___ 41. Expectations for female faculty at UCF are greater than those for male faculty.
- ___ 42. Expectations for minority faculty at UCF are greater than those for non-minority faculty.
- ___ 43. Travel and research funds at UCF are distributed equitably.
- ___ 44. Female faculty are expected to do more work than male faculty in the area of service.
- ___ 45. Minority faculty are expected to do more work than non-minority faculty in the area of service.
- ___ 46. Female faculty are expected to do more work than male faculty in the area of teaching.
- ___ 47. Students expect more from female faculty in terms of nurturing and support.
- ___ 48. Minority faculty are expected to do more work than non-minority faculty in the area of teaching.
- ___ 49. Female faculty are expected to do more work than male faculty in the area of research.
- ___ 50. Minority faculty are expected to do more work than non-minority faculty in the area of research.
- ___ 51. Teaching load is greater for female faculty than it is for male faculty of similar rank and experience.
- ___ 52. Teaching load is greater for minority faculty than it is for non-minority faculty of similar rank and experience.
- ___ 53. I have never heard jokes or comments from my UCF colleagues that are derogatory toward homosexuals.
- ___ 54. I have never heard racial/ethnic slurs or jokes from my UCF colleagues.
- ___ 55. I have never heard sexist comments or jokes from my UCF colleagues.
- ___ 56. I know where at UCF to access information on resources for women.
- ___ 57. I know where at UCF to access information on resources for minorities.
- ___ 58. Diversity is an important objective for the university.
- ___ 59. Implementing diversity is an important goal for my department.
- ___ 60. It is important to integrate diversity into the academic curriculum.
- ___ 61. Sexual orientation is an important diversity issue to be addressed by the university.

A = Strongly Agree B = Agree C = Neutral D = Disagree E = Strongly Disagree

- ___ 62. UCF recognizes the contributions and experiences of women in its curricula.
- ___ 63. UCF recognizes the contributions and experiences of minorities in its curricula.
- ___ 64. Contributions of women are recognized in UCF publications.
- ___ 65. Contributions of minorities are recognized in UCF publications.
- ___ 66. Contributions of women are recognized in UCF ceremonies.
- ___ 67. Contributions of minorities are recognized in UCF ceremonies.

Thank you for completing this section of the survey. Please take the time to complete the final section of this survey. The following questions are for demographic purposes only. Please be assured that all responses are completely anonymous.

Please circle the appropriate response:

68. What is your gender?
1. Male 2. Female
69. What was your age on your last birthday?
Fill in here: _____
70. Which best describes your racial background?
1. White/Anglo
2. Black/African American
3. Asian/Pacific Islander
4. Native American
5. Hispanic
6. Multi-Racial
7. Other
71. In which College are you currently employed at the University of Central Florida?
1. Arts and Sciences
2. Business Administration
3. Education
4. Engineering
5. Health and Public Affairs
72. How many years have you been employed at UCF?
Fill in here: _____
73. What is your tenure status?
1. tenured
2. tenure seeking
3. in a non-tenure full-time position
4. in a non-tenure part-time position

Thank you for taking the time to complete this survey. Please fold and seal the survey into the attached envelope and place it in the nearest outgoing intercampus mailbox by (insert deadline date). Once again, be assured that all responses are completely anonymous. Should the envelope become misplaced, please mail survey to the following address: **Jamie Gordon**
C/O Sociology and Anthropology
1360

Appendix D
2000 Staff Experience Survey

University of Central Florida Staff Experiences Survey.

The President's Commission on the Status of Women has designed this survey to gather information about the perceptions and experiences of staff at UCF. Your participation will help us gain a better understanding of the University culture and work environment. Please take a few minutes to complete this survey and return it by _____.

Please follow the instructions for each section

For all statements in this section, please indicate the degree to which you agree or disagree by filling in the appropriate letter from the following scale in the space provided next to each statement.

A = Strongly Agree B = Agree C = Neutral D = Disagree E = Strongly Disagree

- ___ 1. My achievements at work are recognized.
- ___ 2. My position requires a high level of skill.
- ___ 3. I make decisions about how to do my work.
- ___ 4. My supervisor asks for my opinion about how to do my work.
- ___ 5. My work is valued by the University.
- ___ 6. My position involves too much work to do everything well.
- ___ 7. I have to work harder than my coworkers for equal recognition.
- ___ 8. My position comes with the possibility of promotion or advancement.
- ___ 9. I would receive equal consideration if there was a possibility of promotion in my department.
- ___ 10. I have been promoted at least once since being employed at UCF.
- ___ 11. I receive adequate pay for the job that I do.
- ___ 12. With UCF growing so quickly, my job has become more demanding.
- ___ 13. My job description is clearly defined.
- ___ 14. Discrimination based on gender is an issue that needs to be addressed at UCF.
- ___ 15. Discrimination based on sexual orientation is an issue that needs to be addressed at UCF.
- ___ 16. Discrimination based on race or ethnicity is an issue that needs to be addressed at UCF.
- ___ 17. I feel that I sometimes have been treated unfairly at UCF because of my gender.
- ___ 18. I feel that I have sometimes been treated unfairly at UCF because of my sexual orientation.
- ___ 19. I feel that I have sometimes been treated unfairly at UCF because of my race or ethnicity.
- ___ 20. I have been on the receiving end of sexual advances by a coworker or other UCF employee.
- ___ 21. I have been the recipient of sexual advances by someone in a position higher than my own.
- ___ 22. I never behave in a flirtatious manner with my coworkers at UCF.
- ___ 23. I have heard jokes or comments while at work which I consider offensive to my gender.
- ___ 24. I have told jokes or made comments while at work which might be considered offensive by members of the opposite gender.
- ___ 25. I have heard jokes or comments while at work which might be considered offensive by gay men or lesbians.

- ___ 26. I have told jokes or made comments while at work which might be considered offensive by gay men or lesbians.
- ___ 27. I have the opportunity to participate in University committees and task forces.
- ___ 28. I would like to be involved in University committees and task forces.
- ___ 29. I feel that my suggestions for change at UCF would be given serious consideration.
- ___ 30. I know my rights and the resources available at UCF dealing with sexual harassment.
- ___ 31. I know where to get information at UCF on Women's issues (such as breast cancer, partner violence, eating disorders, etc.).
- ___ 32. UCF has adequate daycare facilities.

I have experienced stress due to the following:

- ___ 33. Being held responsible for the mistakes of others.
- ___ 34. Being held responsible for things that are out of my control.
- ___ 35. Being required to work unusual hours (evenings, nights, weekends, etc.)
- ___ 36. Being required to work more than 40 hours per week.
- ___ 37. Feeling too much is expected of me by my supervisor.
- ___ 38. Feeling I have to "prove myself" to others.
- ___ 39. Feeling hostility from my coworkers.
- ___ 40. Feeling conflict between the demands of my job and personal life.
- ___ 41. Experiencing personality conflicts with my supervisor.

The following questions are for demographic purposes only. Please answer each question by circling the appropriate response. Once again, please be assured that all responses are completely anonymous.

- 42. What is your gender?
1. Male 2. Female

- 43. What was your age on your last birthday?
1. Less than 20 4. 40 – 49 years
2. 20 – 29 years 5. 50 – 50 years
3. 30 – 39 years 6. 60 or more years

- 44. Do you consider yourself to be heterosexual?
1. Yes 2. No

- 45. How would you describe your racial or ethnic background?
1. White/Anglo
2. Black/African American
3. Asian/Pacific Islander
4. Native American
5. Hispanic
6. Multi-racial
7. Other

- 46. Which of the following best describes your position?
1. USPS-OPS 2. A&P 3. OPS

47. Are you:

1. Part time 2. Full time

48. Which of the following best describes your salary

1. Under \$10,000 2. \$10,001 – 20,000 3. \$20,001 – 30,000 4. Over \$30,000

49. What is your highest completed level of education?

1. Less than 9th grade
2. Some high school
3. High school diploma/GED
4. Some college
5. Bachelor's degree
6. Master's degree or other professional degree
7. Doctoral degree
8. Technical or business degree

50. In what department are you currently employed at UCF?

Fill in here: _____

51. Are currently taking classes at UCF?

1. Yes 2. No

52. If you are taking classes at UCF, are you enrolled full or part time?

1. Full time 2. Part time

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**C/O Sociology and Anthropology
1360**

Appendix E
SWOT Analysis

External

Educational and Social **STRENGTHS:**

Forces	Evidence	Source	Action Assignment
University offers diversity to students and employees as reflected in various academic and support programs.	List diversity-related programs, services, events, courses, recruitment policies, strategies,	Diversity initiatives Colleges Divisions HR	Each listed office will submit information. Diversity initiatives will collect info, except if AA. which will be collected by AA.
Increase in diversity of faculty and staff	Data on distribution, percentages, trends	IR, HR, OEAS	OEAS will take lead in data collection
Located in an ethnically diverse metropolitan area	Metro diversity numbers & trends	Economic Dev. Board; Census	Data committee & executive committee
Special relationships with Tangelo park and Eatonville and other special need & ethnic-rich areas	List of alliances & partnerships	Survey deans and divisions	Deans and divisions surveyed
Partnerships, relationships, and connections to universities and other entities throughout the world.	List of int'l agreements & trends Number & trends of int'l Ss EELI FCLI College AA reports on goal	OIS will compile all the info, except college reports, which will be provided by AA.	Harris will write summary & provide it to the Exec. Committee

Educational and Social **WEAKNESSES:** None listed at this time

Educational and Social **OPPORTUNITIES:**

Forces	Evidence	Source	Action Assignment
Continue to develop special relationships	None listed at this time	NA	NA

EDUCATIONAL AND SOCIAL **THREATS:**

Forces	Evidence	Source	Action Assignment
Lack of competitive advantage in recruiting students & faculty	Perceptions of minority & ethnic groups in community Social climate on campus per minority Ss & faculty	SP Budget & charges Info on Diversity In. Office	Data committee

Political – **STRENGTHS:**

Forces	Evidence	Source	Action Assignment
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Leadership has shown support through resources & stated goal	Commission on Diversity Initiative Office	Budget & Charges Info on Diversity In. Office	write summary statement
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Political – WEAKNESSES:

Forces	Evidence	Source	Action Assignment
Perception that commitment is uneven	Faculty opinion Staff opinion Student opinion	Survey Survey Survey	Data committee provide info to committees; committees will summarize & submit to exec. Comm.

Political – OPPORTUNITIES:

Forces	Evidence	Source	Action Assignment
Pursue President’s Minority Advisory Council interest in UCF to improve relationships in minority communities	NA	NA	NA
Continue work of commission to improve campus for all people	NA	NA	NA

Political – THREATS:

Forces	Evidence	Source	Action Assignment
Uncertainties related Talented 20	Results of first year	State analysis	Rebekah McCloud

Economics - STRENGTHS

Forces	Evidence	Source	Action Assignment
Partnerships with metro area employers such as Disney, High Tech Corridor, Cirent, etc. & increase in minority business opportunities at UCF	Lists of examples of partnerships targeted at diversity-related initiatives Number of contracts & trend for minorities	AA College’s Annual reports External relations reports Data from purchasing	AA for college reports Diversity office will contact other offices, such as external relations for other listings Purchasing data & graphs available. Exec. Comm. will summarize
Rapid growth presents myriad of opportunities for diversity & UCF	Info data on growth	Metro and UCF growth data	NA

Economics - WEAKNESSES

Forces	Evidence	Source	Action Assignment
Service economy workforce has myriad of needs & high minority component	Number & percent of low-income jobs & number & percent held by minorities.	UCF Workforce data (IPEDS)	Data committee or OEA will gather info & summarize

Economics – OPPORTUNITIES: None included at this time.

Forces	Evidence	Source	Action Assignment	Notes
Downturn in economy could prevent financially limited minorities from ability to participate in higher education due to need to work	Stability figures on economy Data on enrollment	Source Econ. Devel. Comm UCF SDCF	Data committee will investigate, collect, summarize info & give info to Exec. Comm. Data show minority enrollment	

Internal

Academic – STRENGTHS:

Forces	Evidence	Source	Action Assignment	Notes
Faculty: Minority faculty have increased through Provost's special initiative	Data show increases & high retention related to program, including % of all minorities hired	AA report	Summarized; exec. Comm include in report	committee v
Curriculum: Diversity requirement in general education program & selected majors	Written policy and list of courses	Catalog CA&S list of general ed courses & selection criteria Lists & policies from other colleges	Exec. Comm. will ask curriculum subcommittee to look at for info, or poll colleges/departments. EC will summarize curricular information with trends if available.	curriculum catalogs EC will information
Special programs: UCF has well-established special purpose programs such as LEP, Sisters Mentoring Sisters, etc.	List of special programs in divisions List of special programs in colleges	Diversity Initiatives office Survey send to deans—status?	Results of survey will be compiled & summarized by data committee Exec. Comm. will look at & write summary	compiled committee lists &
Placements: special partnering for placements and recruitment, e.g., Black Faculty & Staff Association	Need more info on this one	Not found	Future assignment for diversity office and university partnership offices	diversity partnership
Support services for minority students	List of programs from colleges & EAS	AJ Range College survey	Exec. Comm. will summarize	summarize
Student life: Student government funding diversity programs	List of programs & total funding for all students & list of programs & % of total funded for minorities/diversity activities	Student government	Data committee was not able to gain access to this information	able to information

Academic – WEAKNESSES:

Forces	Evidence	Source	Action Assignment	Notes
Centralized information & data on diversity does not exist	Data had to be corrected; very arduous process for committee	NA	NA	
No standardized criteria for courses to be categorized as courses with diversity content, even in the GEP	NA	Survey and catalogs	NA	
Minority faculty and administrative leaders do not equal total minority population (under representation), thus limiting available mentors & role models	Number of Ss vs. faculty by minority group Number & % minority administrators (define what levels) vs. total employees	IR? OEAS?	NA	

Success of special diversity programs			
Lack of communication of the various successful programs	Perception	NA	NA
Some ethnic studies academic programs lack adequate staff, resources, & publicity	Program reviews recommended	Consultant and BOR reports	NA
Perception that minorities are overtaxed by serving on committees, etc. due to limited numbers	Data on minority perceptions	Survey – Perception only; data not available	Data committee
Minority students do not exercise their voting power	Data on voting by groups (comparison)	Student government	Data committee will req

Administrative – STRENGTHS:

Forces	Evidence	Source	Action Assignment
Impact of diversity training offered to staff & faculty through Diversity Initiatives Office	Outcome info on number trained & outcomes	Diversity initiatives office	NA
Diversity Initiatives office as part of President’s Division (visibility)	NA	NA	NA
Gains in diversity in administrative positions	Trends	IPEDS and Catalog	Data committee will evaluate & report to Exec. Committee

Administrative – WEAKNESSES:

Forces	Evidence	Source	Action Assignment
Perception by many blue collar minorities that their issues are not being addressed	Staff perceptions	Survey & focus groups	Exec Committee will summarize
Lack of data on minorities in a usable form	List of what is available & what should be available	IR & OEAS	NA
Lack of communication of successes	Perception	Various groups	NA
Perception by some employees that they should avoid tough issues due to fearfulness of conflict	Perceptions of various groups	Surveys & focus groups	NA

Administrative – OPPORTUNITIES:

Forces	Evidence	Source	Action Assignment
Build on foundation of information provided & perceptions discovered through the Commission’s work.	NA	NA	NA

Administrative – THREATS:

Forces	Evidence	Source	Action Assignment
Overuse of minority staff on committees due to limited numbers & attempt to have broad	Not available	NA	NA

they are struggling to become established while serving large numbers of people			
Lack of awareness of cultural differences can lead to lack of representation in services (such as menus, music events, etc.) and self- expression	List of food options List of cultural events, and perceptions of missing elements were used as examples	Personal reports	NA
Poor morale can result in groups not feeling valued	NA	NA	NA

Campus Climate - Staff Perceptions:

Forces	Evidence	Source	Action Assignment
Staff perceptions about racial discrimination at UCF differ among ethnic groups	2000 staff experiences survey	OEAS office	
Minority staff who indicate they have to work harder than their co-workers also believe that they have been treated unfairly because of race or ethnicity.	2000 staff experiences survey	OEAS office	
Minority staff who indicate they would not receive equal consideration in promotions also believe that they have been treated unfairly because of race or ethnicity.	2000 staff experiences survey	OEAS office	
Minority staff who indicate they do not receive adequate pay for the job they do also believe that they have been treated unfairly because of race or ethnicity.	2000 staff experiences survey	OEAS office	

Campus Climate - Faculty Perceptions:

Forces	Evidence	Source	Action Assignment
There are differences among ethnic groups in terms of their perception of salary equity	2000 faculty experiences survey	OEAS office	
There are differences among ethnic groups in terms of their perception of fair treatment in tenure and promotion	2000 faculty experiences survey	OEAS office	
There are differences among ethnic groups in terms of their perception of the fairness of granting of sabbaticals	2000 faculty experiences survey	OEAS office	
There are differences among ethnic groups in terms of their perception of the granting of awards	2000 faculty experiences survey	OEAS office	
There are differences among ethnic groups in terms of their perception of minority treatment as equals	2000 faculty experiences survey	OEAS office	
There are differences among ethnic groups in terms of their perception of expectations of minority faculty	2000 faculty experiences survey	OEAS office	
There are differences among ethnic groups in terms of their perception of workload associated with minority faculty	2000 faculty experiences survey	OEAS office	
Fourteen percent of the faculty respondents indicate that diversity is not important for the University	2000 faculty experiences survey	OEAS office	

Campus Climate – Student Perceptions:

Forces	Evidence	Source	Action Assignment
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student ethnic groups in terms of their perception of equity of financial aid awards				
In general, students believe their peers, university employees, university organizations, and policies treat them fairly regardless of race	2000 student experiences survey	OEAS office		
There are differences among ethnic groups in terms of their perception of adequacy of financial aid	1998 Student Satisfaction Inventory	OEAS office		
There are differences among ethnic groups in terms of their perception of availability of tutoring	1998 Student Satisfaction Inventory	OEAS office		
There are differences among student ethnic groups in terms of their perception of the importance of helpfulness of bookstore staff	1998 Student Satisfaction Inventory	OEAS office		
There are differences among student ethnic groups in terms of their perception of the importance of helpfulness of the student handbook	1998 Student Satisfaction Inventory	OEAS office		
There are differences among ethnic groups in terms of their perception of the importance of University's commitment to racial harmony	1998 Student Satisfaction Inventory	OEAS office		
There are differences among ethnic groups in terms of their perception of importance of availability of the helpfulness of new student orientation	1998 Student Satisfaction Inventory	OEAS office		
There are differences among student ethnic groups in terms of their perception of the importance of cost in the decision to select UCF	1998 Student Satisfaction Inventory	OEAS office		
There are differences among student ethnic groups in terms of their perception of the importance of financial aid in the decision to select UCF	1998 Student Satisfaction Inventory	OEAS office		
There are differences among student ethnic groups in terms of their perception of the importance of attention prior to enrollment	1998 Student Satisfaction Inventory	OEAS office		
There are differences among ethnic groups in terms of their perception of availability of the helpfulness of financial aid officers	1998 Student Satisfaction Inventory	OEAS office		
There are differences among student ethnic groups in terms of their perception of the concern of the academic advisor	1998 Student Satisfaction Inventory	OEAS office		
There are differences among student ethnic groups in terms of their perception of the whether it is an enjoyable experience to be a student on this campus	1998 Student Satisfaction Inventory	OEAS office		

<p>There are differences among student ethnic groups in terms of their perception of the fair and unbiased treatment of students by faculty</p>	<p>1998 Student Satisfaction Inventory</p>	<p>OEAS office</p>	
<p>Asian students in comparison to other ethnic groups feel less pride about UCF, feel there is a lower commitment to academic excellence, feel the quality of instruction is lower, feel less satisfied with the variety of courses, feel less satisfied with the University's commitment to those under-represented</p>	<p>1998 Student Satisfaction Inventory</p>	<p>OEAS office</p>	

President's Commission on the Status of Racial and Ethnic Minorities

XVI. References

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