



AGENDA

THE UNIVERSITY OF WEST FLORIDA BOARD OF TRUSTEES

**Student Affairs Committee Virtual Meeting
August 18, 2022**

**University of West Florida
11000 University Pkwy. Pensacola, FL
Crosby Hall, Bldg. 10, Rm 224**

To join this virtual public board meeting, please follow these Zoom Webinar instructions:

<https://uwf.zoom.us/j/89277123296?pwd=a0FWZEZuMVJsd25UNFRCSi93cUpZdz09;>

Passcode: 191955

Call to Order/Roll Call

Alonzie Scott, Chair

Chair's Greeting

Alonzie Scott

Action Items:

1. Approval of 2022 Florida Educational Equity Act Report
2. Approval of UWF Plan for Implementing Board of Governors Civil Discourse Recommendations

Information Items:

Other Business:

Adjournment

UWF Board of Trustees Meeting
Student Affairs Committee
August 18, 2022

Issue/Agenda Recommendation: 2022 Florida Educational Equity Act Report

Proposed Action: Approval

Background Information: The Florida Education Equity Act Report is completed annually by each Florida public university and includes information on the University's progress in implementing strategic initiatives related to equity and access in academic services, programs, and student enrollment; equity in athletics; and equity in employment as required by Regulation 2.003 Equity and Access. Each University's Florida Educational Equity Act Report is approved by the Board of Trustees and is submitted to the Board of Governors. The Student Enrollment and Employment reporting focuses on females and members of specified racial/ethnic groups. The Athletics portion of the report focuses on gender equity on the basis of Accommodation of Interests and Abilities. The 2022 Florida Education Equity Report is based on 2020 - 2021 data.

Implementation Plan: N/A

Fiscal Implications: N/A

Supporting documents: 2022 Florida Education Equity Act Report and PowerPoint Presentation

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2022 Florida Equity Report



UNIVERSITY *of* WEST FLORIDA

Enrollment, Gender Equity in Athletics, and Employment

Data Year: 2020-2021

Approved by the University Board of Trustees
September ____, 2022

Approved by UWF President, Dr. Martha Saunders
September ____, 2022

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August ____, 2022

THE UNIVERSITY OF WEST FLORIDA
2022 FLORIDA EQUITY REPORT
Data Year: 2020-2021

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PART I EXECUTIVE SUMMARY

The Florida Equity Report is completed annually by each Florida public university and includes information on the University's progress in implementing strategic initiatives related to equity and access in academic services, programs, and student enrollment; equity in athletics; and equity in employment as required by the Florida Board of Governors' Regulation 2.003 – Equity and Access. Each university's Florida Equity Report is approved by their Board of Trustees and is subsequently submitted to the Florida Board of Governors.

The University of West Florida's 2022 Florida Equity Report is based on 2020-2021 data. In this report, any discussions involving the phrase "this year" refer to 2020-2021 data and any discussions involving the phrase "last year" refer to 2019-2020 data.

UWF's 2022 Florida Equity Report identifies, measures, and enhances UWF's progress toward appropriate gender and racial representation. This report celebrates our successes and outlines our goals for areas in which we can improve the diversity of our campus community. Parts III (Academic Program Reviews), V (Employment Representation), VII (Protected Class Representation in the Tenure Process), and VIII (Promotion and Tenure Committee Composition) focus on gender and specified racial or ethnic groups. Part IV (Gender Equity in Athletics) focuses on gender equity on the basis of Accommodation of Interests and Abilities.

Prior to Summer 2010, the protected classes were Black (B), non-Hispanic; Hispanic (H); Asian/Pacific Islander (A/PI); and American Indian/Alaska Native (AI/AN). Beginning Summer 2010, the Board of Education revised the racial classes to be used in this report. Asian/Pacific Islander (A/PI) became Asian (A); a new category for Native Hawaiian or Other Pacific Islander (NH/OPI) was added; and individuals were now permitted to designate themselves as two or more races (\geq TWO). Individuals are counted only once per category.

The following areas assisted with the gathering of information for this report: Equal Opportunity Programs, Institutional Research, Academic Affairs, Intercollegiate Athletics, Student Affairs and Academic Engagement, Human Resources, and the Board of Trustees.

Data Year: 2020-2021

UWF excels in female representation in student enrollment and has a diverse minority representation. At UWF, out of the 2,395 Bachelor Degrees awarded this year, 1,510 of them were awarded to female students (63%) and 701 of them were awarded to minority students (30%). Out of the 1,110 Master Degrees awarded, 805 of them were awarded to female students (73%) and 271 were awarded to minority students (25%). Finally, 18 (86%) of the Doctoral Degrees were awarded to females while 7 (19%) of those degrees were awarded to minority students.

UWF's gender equity in athletics program was effective for the reporting period. There were 8 sport offerings for female students and 7 for male students. Intercollegiate Athletics seeks to develop the resources to proactively address implications for compliance thresholds and to ensure that the accommodation of interest and abilities in athletics is maintained. UWF's

Intercollegiate Athletics program continues to explore opportunities for interest and additional female sports programs to promote greater gender equity and is in the process of updating its five-year Gender Equity Plan.

UWF's strategies for achieving diversity goals included the following action-oriented programs:

- Utilized an online recruiting and hiring process to increase UWF's visibility to applicants for employment;
- Required hiring managers to advertise in diversity-focused periodicals and discipline-specific journals;
- Extended application deadlines and recommended additional diverse advertising on a case-by-case basis for job searches that had not resulted in a diverse pool of applicants;
- Instituted additional outreach programs such as job fairs targeted to diverse applicants to recruit females, minorities, individuals with disabilities, and veterans;
- Identified the essential functions of positions and the skills and knowledge needed to carry out those functions before interviewing for positions;
- Controlled for bias in the employment process by requiring search committees to represent gender and racial diversity;
- Monitored selection procedures and applicant pool representation to ensure diversity in employment searches;
- Continued to fund the John C. Pace Symposium series for outstanding and diverse scholars to provide seminars and lectures at the University;
- Listed student employment opportunities on UWF's online recruitment system;
- Complied with requirements of the Office of Federal Contract Compliance Program's Uniform Guidelines on Employee Selection Procedures;
- Included access, equal opportunity and diversity factors in the strategic planning process; and,
- Provided tuition waivers to faculty and staff.

UWF has continued to provide diversity and equity training and grant opportunities. Funding from the Office of Equity and Diversity is available for full-time faculty and staff to travel to obtain training on diversity issues. Grant recipients share their knowledge by presenting what they have learned to the campus community.

The President's Award for Leadership in Diversity is provided annually to recognize the following: demonstrated leadership and/or evidence of extensive, sustained participation in integrating issues of multiculturalism, diversity, or cross-cultural achievements in teaching, university service, or community service activities. Demonstrated leadership and/or evidence of personal engagement in the dissemination of information, or the implementation of events or activities that seek to enhance cross-cultural understanding and inclusion of people from underrepresented groups in terms of ethnicity, race, gender and/or socioeconomic status. Awards are given to a degree-seeking student, a member of staff, and a member of faculty.

Budget Plan

UWF requires hiring managers to advertise each job posting in publications targeted to females and minority populations. Diversity recruitment advertising during the 2020-2021 data year was \$9,538.52 (a fourfold increase compared to last year). UWF has been successful in increasing exposure of its position openings to females and minorities in the hiring market, and this will continue to be a priority.

Legend

The following racial codes are used throughout this report:

- NRA Non-resident Alien
- B Black or African American
- H Hispanic or Latinx
- A Asian or Pacific Islander
- NH/OPI Native Hawaiian or Other Pacific Islander
- AI/AN American Indian or Alaska Native
- ≥Two Two or more races
- Unk Unknown

PART II REVIEW OF POLICIES AND PROCEDURES

- UWF Equal Opportunity Policy Statement (2020-2021)

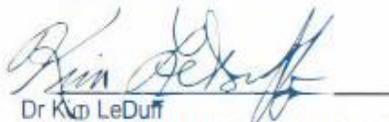
**University of West Florida
EQUAL EMPLOYMENT OPPORTUNITY POLICY STATEMENT**

It is the policy of University of West Florida not to discriminate against any employee or applicant for employment because of his or her race, color, religion, sex, sexual orientation, gender identity or national origin or because he or she is an individual with a disability or disabled veteran, Armed Forces service medal veteran, recently separated veteran, or active duty wartime or campaign badge veteran, or thereafter referred collectively as "protected veterans." It is also the policy of University of West Florida to take affirmative action to employ and to advance in employment, all persons regardless of their status as individuals with disabilities or protected veterans, and to base all employment decisions only on valid job requirements. This policy shall apply to all employment actions, including but not limited to recruitment, hiring, upgrading, promotion, transfer, demotion, layoff, recall, termination, rates of pay or other forms of compensation and selection for training, including apprenticeship, at all levels of employment.

Employees and applicants shall not be subjected to harassment, intimidation, threats, coercion or discrimination because they have engaged in or may engage in any of the following activities: (1) Filing a complaint; (2) Assisting or participating in an investigation, compliance evaluation, hearing, or any other activity related to the administration of Section 503 of the Rehabilitation Act of 1973, as amended (Section 503) or any other Federal, State or local law requiring equal opportunity for individuals with disabilities; (3) Opposing any act or practice made unlawful by Section 503 or its implementing regulations in this part or any other Federal, State or local law requiring equal opportunity for disabled persons; or (4) Exercising any other right protected by Section 503 or its implementing regulations in this part.

As Vice President and Chief Diversity Officer of University of West Florida, I am committed to the principles of Affirmative Action and Equal Employment Opportunity. In order to ensure dissemination and implementation of equal employment opportunity and affirmative action throughout all levels of the company, I have selected Ms. Aurora Osborn as the Interim Director for University of West Florida. One of the Interim Director's duties will be to establish and maintain an internal audit and reporting system to allow for effective measurement of University of West Florida's programs.

In furtherance of University of West Florida's policy regarding Affirmative Action and Equal Employment Opportunity, University of West Florida has developed a written Affirmative Action Program which sets forth the policies, practices and procedures that University of West Florida is committed to in order to ensure that its policy of nondiscrimination and Affirmative Action for qualified individuals with disabilities and qualified protected veterans is accomplished. This Affirmative Action Program is available for inspection by any employee or applicant for employment upon request between 07/01/2020 and 06/30/2021 at the Office of Equity and Diversity department. Any questions should be directed to me, your supervisor, or Ms. Aurora Osborn, Interim Director.



Dr. Kevin LeDuff
Vice President and Chief Diversity Officer
University of West Florida
06/04/2021

- **University Policy P-13.09-02/20 – Prohibition of Discrimination, Harassment and Retaliation (Attachment “A”).**
 - This policy is UWF’s primary policy specifically formulated to ensure equity and address inequities. It is posted on Human Resources’ electronic bulletin board webpage and is provided to all new employees at New Employee Orientation. This policy is centrally featured on the Equal Opportunity Programs’ webpage and is linked to many other institutional webpages. It can be easily located by non-affiliated individuals by simply searching on uwf.edu terms such as “equity,” “equal opportunity,” “discrimination,” “harassment,” “retaliation,” and “diversity,” to name a few examples. Additionally, a statement of UWF’s commitment to equal opportunity is included on all contracts. Finally, all UWF employees receive biennial training on discrimination and harassment prevention. This training serves to notify all campus employees about University Policy P-13.09-02/20 - Prohibition of Discrimination, Harassment and Retaliation and their responsibilities as mandatory reporters thereunder.
 - Web link: [Prohibition of Discrimination, Harassment and Retaliation - University Policies - UWF Confluence.](#)
 - Original Date of Approval: February 2009.
 - The procedure for the investigation and disposition of formal complaints of discrimination, harassment or retaliation is located at [Policies and Procedures | University of West Florida \(uwf.edu\).](#)

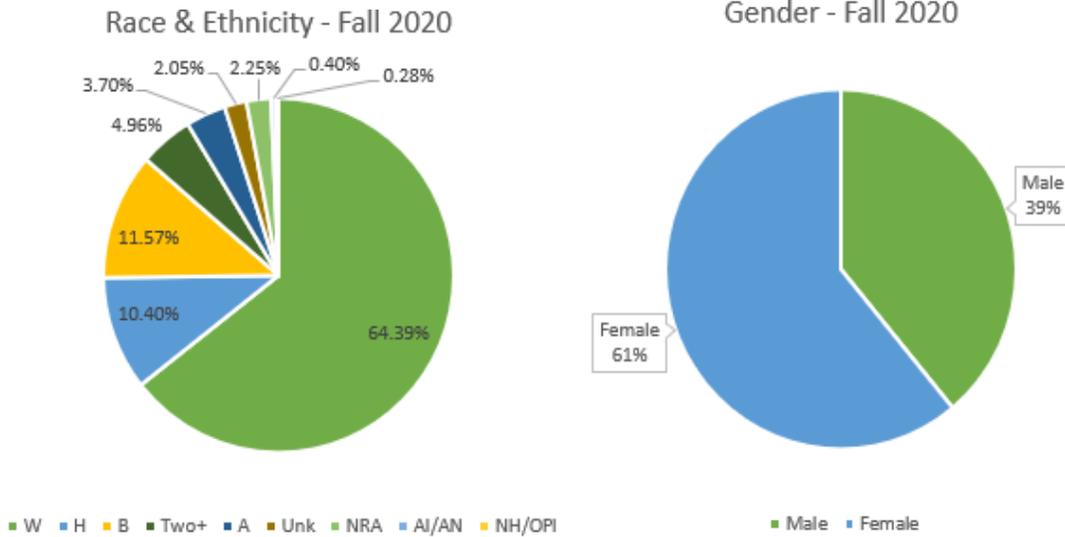
- **University Policy P-14.02-10/20 – Sexual Harassment and Misconduct Policy.**
 - Web link: [Sexual Harassment and Misconduct Policy - University Policies - UWF Confluence .](#)

- **University Policy HR-20.02-09/15 – Recruitment, Selection and Appointment.**
 - Web link: [Recruitment, Selection, and Appointment - University Policies - UWF Confluence](#)

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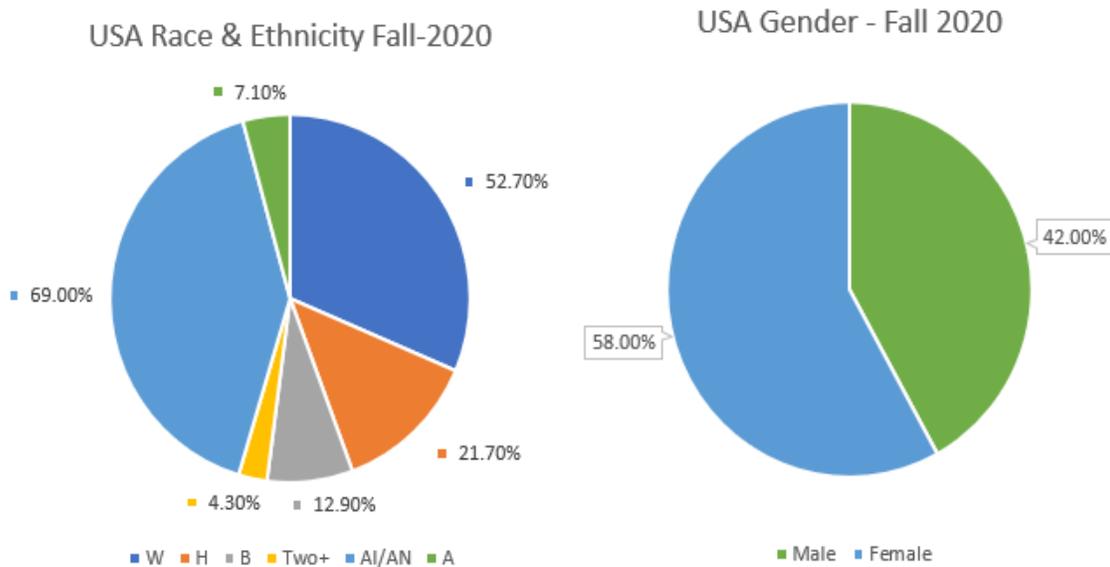
PART III ACADEMIC PROGRAM REVIEWS

The following pie charts reflecting the racial and ethnic composition as well as the gender composition of total UWF student enrollment as of Fall 2020 are being provided for comparative purposes:



Additional statistical information including student load, academic colleges, home states and home countries are available on the attached UWF Enrollment Overview (Attachment “B”).

The following pie charts reflecting the racial and ethnic composition as well as the gender composition of total U.S. undergraduate enrollment as of Fall 2020 are being provided for comparative purposes (<https://nces.ed.gov/programs/coe/indicator/cha>):



It should be noted that the total numbers reflected in the tables below for certain racial categories (except White) are rather low; therefore, corresponding percentage values are highly responsive to changes. When evaluating this data, both figures should be taken together in consideration.

Table 1. First Time In College Enrollment (Full Time)

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO*	UNK	TOTAL
Men	12	32	1	25	54	1	287	28	29	469
Women	12	33	1	16	56	1	376	39	38	572
Total Fall 2021	24	65	2	41	110	2	663	67	67	1041
Category % of Total Fall 2021	2%	6%	0%	4%	11%	0%	64%	6%	6%	100%
Total FTIC Fall 2016	23	136	12	44	125	1	848	81	12	1282
Category % of Total Fall 2016	2%	11%	1%	3%	10%	0%	66%	6%	1%	100%
Percentage Change in number from Fall 2016 to Fall 2021	0.5%	-4.4%	-0.7%	0.5%	0.8%	0.1%	-2.5%	0.1%	5.5%	0%

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

The representation of Black/African American students among this population held at 6%, year over year (20-21). The representation of Hispanic/Latinx students increased 3% compared to last year. The representation of White students declined 8% compared to last year, creating more room for students from other racial categories. Representation declined among Asian students (-1%) and students who reported two or more races (-1%). A 54% majority of UWF’s First-Time In College (“FTIC”) students were female (-1%). Overall, 27% of FTIC students were minorities, which decreased by 1% compared to last year.

UWF exceeded national averages reported by the [National Center for Education Statistics](#) by 3.7% for students who reported two or more races; however, we did not meet the national averages for female, Black/African American, American Indian/Alaska Native, Asian, and Hispanic/Latinx students.

Goal for the next year:

Increase enrollment representation among those students who fall below the national averages: female, Black/African American, American Indian/Alaska Native, Asian, and Hispanic/Latinx students by 0.5%.

Table 2. Florida State College System A.A. Transfers

	NRA	B	AI/AN	A	H	NH/OPI*	W	≥ TWO*	UNK	FEMALE	MALE	TOTAL
Total Fall 2021	7	24	2	3	15	0	150	14	12	143	84	227
Category % of Total Fall 2021	3%	11%	1%	1%	7%	0%	66%	6%	5%	63%	37%	100%
Total Fall 2016	2	37	4	3	23	0	204	7	14	187	107	294
Category % of Total Fall 2016	1%	13%	1%	1%	8%	0%	69%	2%	5%	64%	36%	100%
Category % Change from 2016 to 2021	2.4%	-2.0%	-0.5%	0.3%	-1.2%	0.0%	-3.3%	3.8%	0.5%	-0.6%	0.6%	0%

Source: Student Instruction File. Full-time students.

The representation among American Indian/Alaska Native students and students reporting two or more races in this population held at 1% and 6%, respectively, year over year (20-21). Representation increased among Black/African American (+1%) students. Representation declined among Asian (-2%), Hispanic/Latinx (-1%), Native Hawaiian/Other Pacific Islander (-1%) and female (-2%) students. Overall, 26% of transfer students were minorities (a decrease of 11%) and 63% were female (an increase of 9%).

UWF exceeded national averages among students who reported two or more races (+2%), American Indian/Alaska Native (+0.3%) and female (+5%) students; however, we did not meet the national averages for Black/African American, Asian, or Hispanic/Latinx students.

Goal for the next year:

Increase enrollment representation among those students who fall below the national averages: Black/African American, Asian, and Hispanic/Latinx students by 0.5%.

Table 3. Retention of Full-Time FTICs Entering Previous AY

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ Two	UNK	FEMALE	MALE	TOTAL
Fall 2020 Cohort	18	64	3	35	86	4	738	74	3	567	458	1025
Category % of Total	2%	6%	0%	3%	8%	0%	72%	7%	0%	55%	45%	100%
Enrolled Fall 2021	15	57	3	31	75	3	613	58	3	478	380	858
Retention Rate	83%	89%	100%	89%	87%	75%	83%	78%	100%	84%	83%	84%

UWF’s total retention rate among Full-Time FTICs entering during the previous academic year held at 84%, year over year (2019-2020 - 2020-2021). Retention rates among American Indian/Alaska Native and Asian students in this population held at 100% and 89%, respectively. Retention rates increased among Black/African American (+4%) and Hispanic/Latinx (+3%) students. Retention rates declined among students reporting two or more races (-7%), Native Hawaiian/Other Pacific Islander (-25%), and female (-3%) students. Out of all the students who were retained, 24% were minority students (a decrease of 6%) and 55% were female students (a decrease of 1%).

According to the National Center for Education Statistics, the average retention rate among all 4-year degree granting public institutions from 2019-2020 was 79%. UWF has exceeded this national average by 5%.

Goal for the next year:

UWF’s goal to retain as many students as possible, regardless of race/ethnicity or gender, remains a top priority year after year with special attention to those students whose average retention rates are under the national average of 79%: Native Hawaiian/Other Pacific Islander and students who reported two or more races.

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

	NRA	B	AI/AN	A/PI	H	NH/OPI	W	≥ TWO*	UNK	Female	Male	Total
2015-21 Cohort	29	191	5	37	142	3	825	84	12	694	634	1328
Category % of Total	2%	14%	0%	3%	11%	0%	62%	6%	1%	52%	48%	100%
Number of Graduates within 6 yrs from cohort	19	77	2	24	71	1	435	45	4	390	288	678
Percent Graduated	66%	40%	40%	65%	50%	33%	53%	54%	33%	56%	45%	51%
Number Still Enrolled in 6th Year from cohort	19	89	2	26	81	1	471	52	5	430	316	746
Percent Retained	66%	47%	40%	70%	57%	33%	57%	62%	42%	62%	50%	56%

Note: FTIC includes Beginners and Early Admits.

Graduation rates increased year over year (20-21) among students who reported two or more races (+6%) and American Indian/Alaska Native (+40%), Asian (+3%), and female (+3%) students. Graduation rates declined among Black/African American (-4%), Hispanic/Latinx (-1%), and Native Hawaiian (-7%) students. Out of all the students in this population who graduated, 34% were minority students (an increase of 2%) and 52% were female students (a decrease of 2%).

The most recent graduation rate data reflected on the National Center for Education Studies refers to the 2014 cohort year and does not include data for specific racial categories: “sixty-four percent of students who began seeking a bachelor’s degree at a 4-year institution in fall 2014 completed that degree at the same institution with 6 years” and “the 6-year graduation rate was higher for females than for males 67 vs. 60 percent”. It should be noted that the data reflected in Table 4 above reflects the 2015 cohort year.

Compared to the above-described national averages, UWF’s Asian students in the 2015 cohort year exceeded the national average by 1%; however, the total graduation rate did not meet this average, falling short of it by 15%.

Goal for the next year:

UWF’s goal to increase graduation rates, regardless of race/ethnicity or gender, remains a top priority year after year with special attention to those students whose average graduation rates are under the national average of 64%: students who reported two or more races and Black/African American, American Indian/Alaskan Native, Hispanic/Latinx, Native Hawaiian/Other Pacific Islander and female.

Table 5. Bachelor Degrees Awarded

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	TOTAL
AY 2020-21										
Male	26	113	5	23	71	3	583	51	10	885
Female	46	164	7	36	147	4	1012	81	13	1510
Total	72	277	12	59	218	7	1595	132	23	2395
Category % of Total	3%	12%	1%	2%	9%	0%	67%	6%	1%	100%
AY 2015-16	NRA	B	AI/AN	A	H	NH/OPI	W	≥Two	UNK	TOTAL
Male	34	64	3	29	64	5	564	38	13	814
Female	45	133	8	36	110	0	909	66	23	1330
Total	79	197	11	65	174	5	1473	104	36	2144
Category % of Total	4%	9%	1%	3%	8%	0%	69%	5%	2%	100%

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

Year over year (20-21), the percentage of Bachelor Degrees awarded increased among American Indian/Alaska Native (+1%) and female (+4%) students. The percentage of Bachelor Degrees awarded to Hispanic/Latinx students held at 9%. The percentage of Bachelor Degrees awarded declined among Black/African American (-1%) and Asian (-2%) students. Out of all of the Bachelor Degrees awarded, 63% of them were awarded to females and 30% of them were awarded to minorities, both of which increased by 2%.

The 2021 UWF Accountability Plan adopted the BOG’s proposed goal of 24% of Bachelor Degrees awarded to African-American and Hispanic Students. Although this goal was not met (21-22% of Bachelor Degrees were awarded to African-American and Hispanic students); this percentage has increased by 4 percentage points since the 2015-2016 academic year.

The National Center for Education Statistics reports that for the 19-20 AY (the most recently reported year), Bachelor Degrees were awarded as follows:

Bachelor Degrees	W	B	H	A	AI/AN	Two+	Male	Female
AY 19-21	58%	9.5%	15%	8%	0.5%	4%	42%	58%

UWF exceeded national averages of Bachelor Degrees awarded to students who reported two or more races (+2%) and Black/African American (+2.5%), American Indian/Alaska Native (+0.5%) and female (+5%) students. White students are overrepresented at UWF for Bachelor Awards compared to national averages by 9%. UWF did not meet national averages among Hispanic/Latinx (-6%) and Asian (-6%) students.

Goal for the next year:

Increase Bachelor Degrees awarded to those students who fell below the national average: Hispanic/Latinx and Asian students by 0.5%.

Table 6. Master Degrees Awarded

	NRA	B	AI/AN	A	H	NH/OPI	W	≥Two	UNK	TOTAL
AY 2020-21										
Male	21	25	1	11	28	4	204	8	3	305
Female	34	86	2	19	93	1	534	16	20	805
Total	55	111	3	30	121	5	738	24	23	1110
Category % of Total	5%	10%	0%	3%	11%	0%	66%	2%	2%	100%
AY 2015-16										
Male	28	23	3	8	15	0	179	6	5	267
Female	23	50	4	11	39	0	395	3	3	528
Total	51	73	7	19	54	0	574	9	8	795
Category % of Total	6%	9%	1%	2%	7%	0%	72%	1%	1%	100%

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

Year over year (20-21), the percentage of Master Degrees awarded increased among Hispanic/Latinx (+2%) and White (+3%) students. The percentage of Master Degrees awarded to Asian and female students held at 3% and 73%, respectively. The percentage of Master Degrees awarded declined among students who reported two or more races (-1%) and Black/African American (-2%) students. Out of all of the Master Degrees awarded 25% of them were awarded to minorities, which represents a 2% decrease.

The National Center for Education Statistics reports that for the 19-20 AY (the most recently reported year), Master Degrees were awarded as follows:

Master Degrees	W	B	H	A	AI/AN	Two+	Male	Female
AY 19-21	53%	10.7%	9%	6.3%	0.4%	2.7%	39%	61%

UWF exceeded national averages of Master Degrees awarded to Hispanic/Latinx (+2%). White students are overrepresented at UWF for Master Degree Awards compared to national averages by 13%. UWF did not meet national averages among Black/African American (-0.7%), Asian (-3.3%), and American Indian/Alaska Native (-0.4%) students.

Goal for the next year:

Increase Master Degrees awarded to those students who fell below the national average: Black/African American, Asian, and American Indian/Alaska Native students.

Table 7. Doctoral Degrees Awarded

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	TOTAL
AY 2020-21										
Male	0	0	0	0	0	0	3	0	0	3
Female	2	3	0	0	1	0	12	0	0	18
Total	2	3	0	0	1	0	15	0	0	21
Category % of Total	10%	14%	0%	0%	5%	0%	71%	0%	0%	100%
AY 2015-16										
Male	1	3	0	0	0	0	8	0	0	12
Female	0	0	0	1	0	0	6	0	0	7
Total	1	3	0	1	0	0	14	0	0	19
Category % of Total	5%	16%	0%	5%	0%	0%	74%	0%	0%	100%

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

Year over year (20-21), the percentage of Doctoral Degrees awarded increased among Black/African American (+14%) and female (+31%) students by. The percentage of Doctoral Degrees awarded declined among Hispanic/Latinx (-6%) and White (-7%) students. Out of all of the Master Degrees awarded 19% of them were awarded to minorities, which represents an 8% increase, and 86% were awarded to female students, which represents a 31% increase.

The National Center for Education Statistics reports that for the 19-20 AY (the most recently reported year), Doctoral Degrees were awarded as follows:

Doctoral Degrees	W	B	H	A	AI/AN	Two+	Male	Female
AY 19-21	57%	8%	7.5%	11%	0.4%	2.7%	46%	54%

UWF exceeded national averages of Doctoral Degrees awarded to Black/African American (+6%) and female (+32%) students. White students are overrepresented at UWF for Doctoral Degree Awards compared to national averages by 14%. UWF did not meet national averages among students who reported two or more races (-2.7%) and American Indian/Alaska Native (-0.4%), Asian (-11%) and Hispanic/Latinx (-2.5%) students.

Goal for the next year:

Increase Doctoral Degrees awarded to those students who fell below the national average: students who reported two or more races and American Indian/Alaska Native, Asian, and Hispanic/Latinx students by 0.5%.

Table 8. First Professional Degrees Awarded – Not Applicable to UWF

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO	UNK	TOTAL
AY 2020-21										
Male	0	0	0	0	0	0	0	0	0	0
Female	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0
Category % of Total	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
AY 2015-16										
Male	0	0	0	0	0	0	0	0	0	0
Female	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0
Category % of Total	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

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

UWF does not offer First Professional Degrees.

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Student Services

UWF is committed to using assessment to better understand our students, meet them where they are, and better serve them with quality programs and services. Every department strives to contribute to the culture of evidence and continuous improvement in support of student learning, development and success. Departments participate in regular collecting, analyzing, reporting and sharing of meaningful data that inform and enhance programs and services. Assessment helps us focus on continuous improvement and document data-driven decisions. Reporting assessment strategies are both formal and informal processes here at UWF. All units are required to submit annual reports to the Office of Institutional Effectiveness. Departments are also required to conduct internal and external program reviews utilizing industry-specific professional standards at least every seven years. Policy updates are completed every five years or sooner depending on regulation updates/changes.

Institutional Effectiveness website: <https://uwf.edu/academic-affairs/departments/institutional-effectiveness/>

Department plans can be found here:

<https://uwf.edu/academic-affairs/departments/institutional-effectiveness/annual-planning-and-reporting/administrative--support-unit-reporting/>

Student services at UWF are available to all students without regard to age, color, disability, gender (including gender identity and sex), marital status, national origin, race, religion, sexual orientation, and veteran status.

Services available to students include:

1) Academic Advising

<https://uwf.edu/academic-engagement-and-student-affairs/departments/academic-advising/>

The National Academic Advising Association describes academic advising as “an educational process that, by intention and design, facilitates students’ understanding of the meaning and purpose of higher education and fosters their intellectual and personal development toward academic success and lifelong learning.” UWF certainly endorses these ideas and places great importance on the value of academic advising and the relationships our advisors develop with your students. Our Center for Academic Success (“CAS”) provides collaborative student support services designed to empower students to become independent and active learners who thrive at UWF and achieve their academic goals.

Academic advising is required for all students, without regard to sex, race or other form of classification. Freshmen, FTIC, and Undeclared students are assigned to a specific advisor in the First Year Advising Center to assist with initial course registration, goal

setting, and degree planning. Students are then transitioned to academic advisors in the major departments after achieving Sophomore status or completing their first regular semester at UWF. Degree-seeking Sophomore, Junior, Senior, and Graduate students are assigned academic advisors within the college responsible for their program of study.

Academic advising is also offered to students in UWF's Kugelman Honors Program, Academic Success Program (which provides academic coaching), International Affairs, and athletics. Students are encouraged to meet with their academic advisors each semester to ensure that they are fulfilling their degree requirements. Advisors work to build partnerships with the students and ensure that students understand their responsibilities in completing degree goals. Advisors help students choose or change a major, develop degree plans, assist with course selection, make students aware of graduation requirements, connect students with success resources, and help students interpret academic policy.

2) Admission to Academic Program

<https://uwf.edu/admissions/undergraduate/>

The Office of Undergraduate Admissions does not discriminate in the admission process based upon age, color, disability, gender (sex or gender identity), marital status, national origin, race, religion, sexual orientation or veteran status. Undergraduate admission decisions for FTIC students are determined on a selective basis within curricular, space, enrollment, and fiscal limitations. Satisfaction of minimum admission requirements does not guarantee acceptance. The selection process may include, but is not limited to:

- Grades;
- Test scores;
- Pattern of courses completed;
- Class rank;
- Educational objectives;
- Past conduct;
- Academic recommendations;
- Personal recommendations; and,
- Achievements.

Preference for admission in any term is given to those applicants whose credentials indicate the greatest promise of academic success.

First Time in College (FTIC) Enrollment

For the 2020-2021 reporting year, the admission and enrollment initiatives were focused around maintaining and increasing new student enrollment during the COVID-19 pandemic. The largest impact was moving all admissions information sessions, workshops, and open house events to a virtual environment. Doing so allowed for the expansion of outreach to students who may not have had the means to travel to UWF. Because of the success of these virtual events, admissions and enrollment kept the virtual options in order to promote continued inclusion. Admissions and enrollment services also

expanded communication efforts to reach more students from a variety of backgrounds. These initiatives and results are as follows:

- Formed partnership with Pensacola Big Brothers Big Sisters in providing an information workshop series for grades 8-12 on preparing and paying for post-secondary education;
- Conducted college workshop for Omega Lamplighter¹ during which Omega Lamplighter members explored local colleges and attended college and financial information centers;
- Presented at the Brownsville Community Event, “Career Academy University Conference” where approximately 150 high school career academy seniors participated and was focused on exploring “soft skills” and how these skills relate to career and college success;
- Presented information and worked with the local chapter of the Boys and Girls Clubs of America and their high school students to assist them in preparing for the submission of applications to various colleges;
- Worked with various AVID² counselors to enlighten their participating students about college options and provided information to teachers with AVID classrooms to assist in their mission;
- Improve recruitment, retention, and graduation rates for students from diverse and underrepresented backgrounds -
 - 2020-2021: 1.8% increase in the percentage of students from lower socioeconomic backgrounds enrolling at UWF;
- International FTIC student enrollment increased 15.7% from 19 students in 2020 to 22 students in 2021;
- Increase in FTIC Outreach Communications -
 - 33.33% increase in FTIC non-event emails,
 - Addition of communication for parents and families, juniors, and sophomores,
 - Year over year (FY 19 versus FY 20), the bounce rate³ decreased by 5.37%, from 47.45 to 44.90;
- Events:
 - Undergraduate Admissions added virtual events for all in-person information sessions and on-campus events, expanding our reach to students from other parts of the state and providing access to UWF events that otherwise may not have been available to students who were unable to afford traveling expenses;
 - 5 Event Types with 21 individual events:

Registrations – 1285

Attendance – 605

¹ Omega Lamplighters, Incorporated is a 501c3 youth leadership organization for young men in grades Fourth through Twelfth founded in 2008 by Royle King II (<https://www.omegalamplighters.org/about-omega-lamplighters>).

² AVID’s mission is to close the opportunity gap by preparing all students for college readiness and success in a global society (<https://www.avid.org/what-avid-is#>).

³ Bounce rate is the percentage of people who leave the homepage without visiting any other pages. r

Show Rate – 47.08%
 Tours
 In Person Registrations – 1988
 Attendance – 1134
 Show Rate 57.04%
 Virtual Registrations – 192
 Attendance – 102
 Show Rate – 53.13%
 College Fairs (FTIC)
 Inquiries Collected – 4185
 High School Visits
 Inquiries Collected – 85

Transfers, <https://uwf.edu/admissions/transfer/>

UWF’s transfer experts serve to assist students wishing to transfer to UWF a seamless process to ensure that students are enabled to focus on what matters most. Prior to application, UWF’s transfer experts will evaluate transfer applicants’ credits to identify the fastest path to earning their undergraduate degree. With flexible class schedules, in-demand programs, and affordable tuition, UWF offers a transfer experience centered around students.

2UWF and Argo Accelerate are Transfer Pathways programs designed to help students earn their A.A. degree from one of UWF’s partner institutions (2UWF), or their current institution (Argo Accelerate), and then transfer to UWF to finish their Bachelor Degrees.

UWF encourages applications for graduate admission from qualified students regardless of gender, culture, religion, ethnic background, age, marital status, or disability. For non-U.S. citizens, UWF is a welcoming space and second-home to international students from a wide range of countries and nationalities. There are two levels of graduate admission requirements: university-level and departmental-level. For this reporting year, the initiative and results are as follows:

- International Transfer student enrollment increased by 15.8% from 19 students in 2020 to 22 students in 2021;
- Undergraduate admissions increased outreach communications to transfer students by 226%;
- The new transfer student website was redesigned as its own site with customer formatting and lowered the bounce rate of 98% to 1.39% for the three-month period from January through March, year over year, 2020 versus 2021 and for the three-month period from October through December 2019 versus 2020, site traffic increased by 693% while the bounce rate decreased by 95%;
- Prior to COVID-19, Undergraduate Admissions hosted 2 in-person Transfer Visit Days; however, in response to the COVID-19 Pandemic, Undergraduate Admissions established the Transfer Tuesdays Virtual Series which provides 33 virtual transfer events. The 2020-2021 Transfer Tuesdays Series had a 52%

opportunity for exposure to the 2UWF program and aims to increase the opportunity for exposure to 67% for the 2021-2022 year; and,

- Undergraduate Admissions launched Transfer Advisor Workshops and has doubled the vents from 2 to 4 in the reporting year (there workshops were not offered prior to COVID-19).

3) Health Services

<https://uwf.edu/academic-engagement-and-student-affairs/departments/student-health-services/>

Student Health Services (“SHS”), DAESA, <https://uwf.edu/academic-engagement-and-student-affairs/departments/student-health-services/student-health-services/services/> SHS’s role is to advance UWF’s mission, vision and priorities by providing high-quality health care, education and preventative services to a diverse student population from a variety of lived experiences. As medical professionals, SHS educate and motivate students to become full participants in their own health while supporting and promoting academic success and personal development. SHS’s values quality, integrity, collaboration, respect, community, stewardship, and service.

SHS’s vision is to provide the best student health in Northwest Florida, to be known for that excellence in all that it does, and to provide culturally competent care to a diverse student population.

SHS is available to all currently enrolled students who pay the health fee, regardless of whether they live on or off campus. It is a primary care clinic providing services including:

- Women’s health;
- STI testing and treatment;
- Diagnosis and treatment of minor illnesses and injuries;
- Immunizations;
- Health education; and,
- Prevention.

Counseling and Psychological Services (“CAPS”), DAESA, <https://uwf.edu/academic-engagement-and-student-affairs/departments/counseling-and-psychological-services/> CAPS offers counseling and therapy to help students manage, cope, and grow with the stress associated with school and life. The primary goal of counseling is to develop the personal awareness and skills necessary to overcome problems and to develop ways that will allow them to take advantage of education opportunities at UWF. CAPS is fully accredited by the International Accreditation of Counseling Services (“IACS”), which is the premier accrediting agency for University and College Counseling Services.

CAPS is dedicated to providing the highest quality comprehensive mental health and preventative services to foster personal growth, student academic success, and a

diversity-affirming campus. It values diversity, affirmation, caring, collaboration, quality, and integrity.

While CAPS is committed to promoting and enhancing the well-being of all students, they are equally devoted to affirming and honoring the uniqueness of our multicultural student body. Utilizing multiple levels of training to maintain Awareness, Skills, and Knowledge (A.S.K.), CAPS aims to provide services within appropriate cultural context including age, gender, race/ethnicity, ability/disability, nationality, sexual orientation/identity, socioeconomic status, belief systems/religion/spirituality and/or political beliefs:

- Awareness – CAPS staff practice healthy self-awareness related to attitudes, beliefs, biases and assumptions regarding their own cultural heritage and believe that by consciously identifying and exploring their own heritage, they will broaden their ability to be sensitive to the needs of those who are culturally different;
- Skills – CAPS staff engage in various levels of professional development to attain essential training related to employing appropriate and sensitive techniques and through appropriate licensure, professional consultation and ethical practice, they aspire to meet the needs of a diverse student body with relevant, valid, and reliable clinical proficiency; and,
- Knowledge – CAPS staff utilize current and valid information regarding the diversity of individuals and groups, including but not limited to age, gender, race/ethnicity, ability/disability, nationality, sexual orientation/identity, socioeconomic status, belief systems/religion/spirituality and/or political beliefs.

The scope of services provided by CAPS includes:

- Initial assessment appointments;
- Crisis services;
- Individual therapy;
- Couples therapy;
- Group therapy; and,
- Biofeedback.

CAPS also provides consultation to faculty, staff, students, and family members of students. Outreach initiatives include providing presentations/workshops, information booths, and larger-scale information events for the UWF community.

Health and Wellness Center

UWF is proud to provide a 19,832 square-foot, state-of-the-art Health and Wellness Center on the main Pensacola Campus. This facility is a one-stop-shop for students' health and wellness needs. The Center contains seven treatment rooms, two observation/treatment rooms, and a procedure room. The Center features exterior plazas, an open glass lobby, and a roof garden. The building design and construction was certified to the U.S. Green Building Council LEED Silver level. The Leadership in

Energy and Environmental Design (LEED) Green Building Rating System is a benchmark for the design, construction, and operation of high-performance green buildings that promotes a whole-building approach to sustainability by recognizing performance in five key areas of human and environmental health: sustainable site development, water savings, energy efficiency, materials selection, and indoor environmental quality.

4) Recreation and Wellness

<https://uwf.edu/academic-engagement-and-student-affairs/departments/recreation-and-wellness/>

UWF's Department of Recreation and Wellness ("Recreation") is responsible for providing a robust set of services and opportunities including access to aquatics activities, Health, Leisure, and Sports Facility ("HLS") and field spaces, fitness, intramural sports, outdoor adventures, sport clubs and wellness.

Recreation's mission is to advance UWF's mission, vision, and values by providing diverse learning and developmental opportunities through experiences emphasizing lifelong wellness and it aspires to be a comprehensive model for wellness and experiential education. Recreation's values are caring, collaboration, inclusion, and integrity.

Aquatics, <https://uwf.edu/academic-engagement-and-student-affairs/departments/recreation-and-wellness/aquatics/>

The UWF Aquatic Center offers a variety of activities for the community to enjoy. It is open to students, staff, and faculty as well as all members of the public who have a membership. Both recreational and fitness swimming are encouraged in the Olympic sized pool and relaxation is encouraged in the whirlpool or dry sauna. Group and private swimming lessons are offered for children and adults at different skill levels. American Red Cross Lifeguard Training Certification and Swim Instructor courses are available for individuals over the age of 16. The Aquatic Center also offers private rentals for parties or other activities. Established as a tradition in the 1970's, panhandle schools, churches, and community groups continue to bring youth to the pool celebrating milestones, hosting award ceremonies and rewarding students for outstanding behavior and accomplishments. There are many different types of parties for groups to choose from with a variety of activities.

Health, Leisure, and Sports Facility (HLS) / Field Spaces, <https://uwf.edu/academic-engagement-and-student-affairs/departments/recreation-and-wellness/hls-facility-and-field-spaces/>

UWF's HLS is a 105,000 square-foot state-of-the-art recreation facility featuring:

- A 5,000 square-foot lower strength and conditioning center;
- Four indoor basketball courts'
- Four racquetball courts;
- A multipurpose indoor turf soccer field;

- 36-foot top-rope climbing ball and bouldering wall;
- A 5,000 square-foot upper cardio floor with television screens;
- Fitness areas that include a state-of-the-art functional fitness area with platforms, dumbbells, benches, and squat racks;
- 1/8-mile indoor track;
- Fitness assessment room;
- Two group fitness studios;
- Women's, men's, and gender-neutral locker rooms;
- Day lockers; and,
- Lounge and study area featuring computers and a juice bar.

Recreation also manages two field spaces which are referred to as University Park and Rec Plex North. University Park measures 484 feet by 363 feet. Rec Plex North measures 460 feet by 225 feet and includes a gazebo.

Fitness, <https://uwf.edu/academic-engagement-and-student-affairs/departments/recreation-and-wellness/fitness/>

UWF's goal with respect to fitness is to provide participants a wide range of opportunities that support lifelong fitness. UWF's fitness program offers group fitness, personal training (individual, buddy, and virtual), fitness assessments, small group training, and incentive programs. UWF's 10,000 square foot fitness center includes equipment for beginners to Olympic/power lifters.

Group fitness classes include:

- | | |
|-----------------|--------------------------|
| ● Bootcamp; | ● Flow Yoga; |
| ● Butts & Guts; | ● Kickboxing; |
| ● Circuit 30; | ● Slow flow yoga; |
| ● Cycle 60; | ● Tone and stretch; and, |
| ● Cycle HIIT; | ● Zumba. |

Personal trainers offer exercise programs designed to meet the goals of their clients. Our trainers provide each client with guidance, motivation, safety, and excellent fitness programs that exceed expectations. From the novice to the experience exerciser, our trainers have the knowledge and skill to help participants achieve their personal fitness goals.

UWF Recreation offers a variety of incentive programs for all levels to participate in and achieve their fitness and health goals. Available incentive programs vary over time and examples include:

- Argo Fit - Designed to keep participants motivated in having a consistent workout schedule;
- Cardio Crusade - allows participants to track distance and push their limits;
- Argo Weight Club - designed to increase strength and keep motivated; and;
- Healthy Argo - designed to encourage participation in group fitness classes throughout a semester.

Intramural Sports (“IM Sports”), <https://uwf.edu/academic-engagement-and-student-affairs/departments/recreation-and-wellness/intramural-sports/>

UWF’s IM Sports allows students, faculty and staff of all skill levels to compete in season-long sporting events, smaller tournaments and pick-up games. UWF’s IM Sports nurtures and celebrates the wholesome and worthwhile use of leisure, healthy lifestyles, and wellness. All of these opportunities promote the UWF community to be active and encourage connection. IM Sports also provides opportunities for employment to UWF students. These opportunities include game officiating, supervising, and directing – promoting the overall goal of personal and professional development.

IM Sports include:

- 3 versus 3 basketball;
- Basketball;
- Cornhole;
- Disc golf;
- Flag football;
- Goalball;
- H2Olympics;
- Paddleboard Jousting;
- Pickleball Doubles;
- Pickleball Singles;
- Ping Pong;
- Soccer;
- Softball;
- Spikeball;
- Volleyball; and,
- Wallyball.

Outdoor Adventures, <https://uwf.edu/academic-engagement-and-student-affairs/departments/recreation-and-wellness/outdoor-adventures/>

Being fit does not always mean hitting the weights or doing cardio every day. UWF Outdoor Adventures offers trips, clinics, disc golf, rock climbing, rental equipment and all things outdoor (and some indoor) to get the community motivated, promote relaxation or create a space for hanging out with friends.

The Outdoor Adventures program provides the UWF community with opportunities to engage in exciting and entertaining outdoor recreation activities. This program is available to UWF groups for planning, supplying, and staffing outdoor recreation special events such as custom trips and clinics or ropes-course style trainings. One of the most popular aspects of Outdoor Adventures are the trips offered each semester to students, faculty and staff. These trips allow participants to experience unique situations such as hiking, tubing, rafting, and bouldering, just to name a few, while meeting and interacting with new people

Outdoor Adventures also manages the climbing center, located in the HLS facility. The Climbing Center is a state-of-the-art indoor wall accommodating all abilities and experience levels, and routes are changed regularly to provide new challenges for regular visitors. The Climbing Center is open to all those who have access to the facility. The Outdoor Adventures program also manages the disc golf course and the Bike Shop, which offers bicycle repair service, supplies and rentals.

Sport Clubs, <https://uwf.edu/academic-engagement-and-student-affairs/departments/recreation-and-wellness/sport-clubs/>

UWF's sport clubs offer participants a wide range of recreational, instructional and competitive teams to bridge the gap between Intramural Sports and Intercollegiate Athletics. UWF students with similar interests may form official teams and are offered the chance to practice and compete at a specialized level. The recognized sports clubs are:

- CHAARG⁴;
- Dance;
- Esports;
- Fencing;
- Ju-Jitsu;
- SCUBA;
- Ultimate Frisbee; and,
- Disc golf (provisional).

Sport clubs at UWF are governed by the Sport Club Council, made up of elected Sport Club members. This Council works in partnership with Competitive Sports staff for the advancement of the Sport Club program and acts as an advisory committee, advocate, and provider of a format to exchange information regarding sport club activities.

Wellness Services, <https://uwf.edu/academic-engagement-and-student-affairs/departments/recreation-and-wellness/wellness/>

From large scale annual events like Take Back the Night to monthly outreach programs in Residence Halls, Wellness Services is active on campus providing health promotion services in the areas of alcohol abuse and misuse prevention; and sexual health promotion and sexual assault prevention. Wellness Services' goal is to help UWF students avoid situations that can negatively impact their academic success and their lives. They do this in many ways and always aim to pair education with fun.

Wellness Services features the Peer Educators program, which provides the student population with information and support in order to encourage a healthy lifestyle. This is achieved through weekly outreach tabling, prize cab, class presentations, and other programs. Peer Educators focus on the following health and wellness topics:

- Alcohol and Other Drugs;
- Stress and Time Management;
- Sleep Hygiene;
- Sexual Violence Prevention and Healthy Relationships; and,
- Sexual Health.

Sexual Health initiatives include free condoms in restrooms across campus and free HIV testing.

⁴ CHAARG (Changing Health, Attitudes, and Actions to Recreate Girls) is a club that focuses on helping women become passionate about health and fitness as well as serving as a social club. CHAARG focuses on mental health just as much as physical health.

5) Student Financial Assistance
<https://uwf.edu/offices/financial-aid/>

The mission of the Office of Financial Aid is to help eligible students meet educational costs while attending UWF. A comprehensive program of scholarships, grants, part-time employment, and loans are available through federal, state, and UWF funds. In cases where a student demonstrates an extensive need, a combination of several types of aid may be extended, provided funds are available.

Argo 30 Guarantee Program, <https://uwf.edu/offices/financial-aid/types-of-aid/argo-30-guarantee/>

UWF is committed to ensuring all students have access to higher education, despite their financial situation. Beginning with the Fall 2019 semester, UWF began offering the Argo 30 Guarantee, the University's pledge to cover tuition and mandatory fees for low-income students. The Argo 30 Guarantee is awarded to incoming undergraduate Florida residents who are full-time Pell Grant eligible and working toward their first undergraduate degree. Argo 30 covers all tuition and mandatory fees not covered by other grants or scholarships (up to 30 credit hours each academic year, fall and spring semesters, for a maximum of four years).

Pell Grant, <https://uwf.edu/offices/financial-aid/types-of-aid/grants/>

Pell Grants provide financial aid for low-income undergraduate students and allow them to attend college with no repayment. Approximately 35-40% of Florida resident undergraduate students at UWF qualify for a Federal Pell Grant Annually. The cost to attend the 2-day in-person orientation for Pell Eligible students is \$10 (compared to \$125 for all other students).

Emergency Grant, <https://uwf.edu/academic-engagement-and-student-affairs/departments/dean-of-students/case-management-services/emergency-student-assistance/>

The Office of Financial Aid, along with the Dean of Students Office ("DSO"), offers emergency grant funding to make sure students can still afford to attend classes while experiencing emergent circumstances. The funds are available to assist students with small unexpected expenses such as care repairs, utility expenses, child care expenses, health care expenses, and more. Students must meet specific eligibility requirements and meet with the DSO's Case Management Services to confirm the need for funding, which is a one-time grant and is limited to \$300.00.

Case Management Services in the DSO provides support to students needing to overcome financial obstacles in order to continue their education at UWF. Students experiencing financial hardship can seek assistance through the emergency grant (explained above), emergency loan or the student emergency support fund. Assistance is available as funding permits.

Emergency Loans

Emergency Loans are designed to help students with a temporary emergent financial need. These funds are available through Case Management Services and are separate from the short-term loans offered through the Office of Financial Aid. Currently enrolled students who are in good financial standing with UWF may contact Case Management Services to apply for an emergency loan up to \$500.00. Students must meet specific eligibility requirements, meet with Case Management Services to confirm the need for funding, and be able to repay the loan by the end of the current semester.

Student Emergency Support Fund

The Student Emergency Support Fund is available to assist students who are homeless, financially struggling to pay for housing, food and other basic needs, or have been unexpectedly displaced from their homes. This Fund is managed by Case Management Services in collaboration with UWF's Student Government Association, Housing and Residence Life, the Office of Financial Aid, and the UWF Foundation. These emergency funds are available solely through donations, which directly help students meet basic living needs while progressing toward graduation.

6) Housing and Residence Life ("HRL")

<https://uwf.edu/academic-engagement-and-student-affairs/departments/housing-and-residence-life/>

Through responsible management of all resources, the HRL strives to create a living and learning environment that offers support and assistance to maximize educational opportunities to a diverse student population. HRL is committed to providing residents a culture of care through services that engage them in an inclusive community while fostering academic success and developmental growth.

Students living in campus housing are governed by a housing contract that includes Conditions and Responsibilities of Residents. Each student is responsible for knowing and observing UWF's regulations and policies as set forth in official UWF publications including, but not limited to the UWF Housing Handbook and the UWF Student Handbook. The Standards for Community Living section of the UWF Student Handbook states the following:

The University of West Florida is a community of people from diverse cultural, racial, economic and ethnic backgrounds; each person is a unique individual drawn from a broad spectrum of our society. We strive to understand the individual and the life choices of those among us. We can best learn from one another in an atmosphere of positive encouragement and mutual respect. In addition, we must give others the respect and tolerance that we ourselves deserve.

UWF housing spaces are assigned without regard to race, color, religion, national origin, sexual orientation or age. Housing and Residence Life provides accommodations for students with disabilities, and students with documented disabilities may request reasonable accommodation. The following are examples of accommodations that have been providing by SAR and Housing and Residence Life for students with disabilities:

- Single occupancy rooms;
- Separate refrigerators;

- Medical refrigerators;
- Locks for refrigerators;
- Access for Personal Care Attendants;
- Handicap accessible showers and rooms;
- First floor or lower floor rooms;
- Allowing residents to bring their own beds/mattresses;
- Adjustable shelves;
- Assistance, service or emotional support animals;
- Visual doorbells;
- ADA accessible rooms;
- Allergen-free rooms; and,
- Meal Plan waivers.

During the 2020-2021 academic year, HRL added a Diversity Resident Advisor position and created a Diversity and Inclusion Committee. All HRL staff from Hall Director and above completed the Office of Equity and Diversity Cross-Cultural Competence Certificate program.

7) Student Employment

<https://uwf.edu/offices/human-resources/i-am-a/supervisor/employment/student-employment/>

UWF is an Equal Opportunity/Equal Access/Affirmative Action institution. UWF seeks excellence through diversity among its administrators, faculty, staff, and students. In an effort to increase the quality of student campus life and support services, the Human Resources Department has incorporated the recruitment of student employees in the University's reciting software (PageUp). Numerous part-time, on-campus student employment opportunities are available in departmental offices and facilities. Student employment can range from jobs that require no special skills, previous training, or work experience to professional-level work requiring knowledge gained through completion of a Bachelor Degree. Student work schedules are tailored so as to not interfere with class schedules.

Student employees are classified as OPS (Other Personal Service), or temporary, at-will employees. These positions are used to accomplish short term or intermittent tasks. Students can hold positions as Student Assistants, which are hourly positions and are classified and paid in accordance with Pay Grades set for the classification.

For students who qualify based upon need, federal aid programs are available, whereby the student is assigned an on-campus job. These positions are coordinated through the Office of Financial Aid and are typically paid Florida minimum wage and can vary on the number of hours dependent upon the award.

Furthermore, the Graduate School also awards graduate assistantships or an award to which is tied a requirement of service to UWF. The service obligation is usually instructional or research related. For these purposes, a graduate assistant is assigned to one or more faculty or departments.

8) Educational and Work Environment

UWF is a public university based in Northwest Florida with multiple instructional sites and a strong virtual presence. UWF's mission is to provide students with access to high-quality, relevant, and affordable undergraduate and graduate learning experiences; to transmit, apply, and discover knowledge through teaching, scholarship, research, and public services; and to engage in community partnerships that respond to mutual concerns and opportunities that advance the economy and quality of life in the region. UWF is committed to planning and investing strategically to enhance student access and educational attainment; to build on existing strengths and develop distinctive academic and research programs and services that respond to identified regional and state's needs; and to support highly qualified faculty and staff who engage students in rigorous, high-impact, student-oriented learning experiences that enhance personal and professional development and empower alumni to continue responsibly and creatively to a complex 21st century global society. UWF aspires to be widely recognized as a model of excellence and relevance, sought out as a distinctive intellectual and cultural center, valued as an engaged partner, and acclaimed for being "different by design."

UWF's Diversity Plan 2018-2022 (Attachment "C") was developed by the President's Council on Diversity and Inclusion, which worked with the Chief Diversity Officer to review the 2017 Campus Climate Survey and the 2017 Diversity Report. UWF's mission is to provide high-quality undergraduate and graduate education; to conduct teaching and research that services the body of knowledge; and to contribute to the needs of professions and society. UWF's vision is to be a spirited community of leaders, launching the next generation of big thinkers who will change the world. Web link to the [UWF Diversity Plan 2018-2022](#). This Council is composed of:

- Chief Diversity Officer;
- Associate Vice President and Ombudsperson, DAESA;
- Assistant Director, Division of Research and Strategic Innovation;
- Executive Director and Assistant Director, Office of Equity and Diversity;
- Executive Director, Student Retention Services;
- Director, Student Accessibility Resources;
- Senior Licensed Mental Health Counselor III, CAPS;
- Executive Director, International Affairs;
- Ushu Kundu, MD College of Health Chairperson, Public Health;
- College of Arts, Social Science, and Humanities Assistant Professor, Anthropology;
- Hal Marcus College of Science and Engineering ("HMCSE") Honors Faculty Fellow;
- HMSCE Instructor, Biology;
- SGA Diversity Coordinator, Student Affairs Committee Chair;
- President of Gender & Sexuality Alliance;
- Associate Director, Student Involvement;
- Alumni including a U.S. Marine Corps Colonel (Ret.);
- Former Chief of Pensacola Police; and,

- Operations Manager, Studer Community Institute Building.

At UWF, we define equal opportunity as non-discrimination on the basis of protected characteristics. We define diversity as the various attributes we each possess based on characteristics from birth, experiences we have had, and decisions we have made. We define inclusion as acknowledging and leveraging diversity by creating an environment where students, faculty and staff feel accepted and valued. We celebrate the unique characteristics of each member of our community as well as the commonalities we share. As an educational institution we recognize the considerable benefits emanating from the diverse human mosaic that is UWF. It is our vision to be an intellectual and cultural center that engages our students, faculty, staff and community partners in an ongoing and dynamic process that prepares each of us to be culturally competent in an ever-changing multicultural world.

As 2022 approaches, UWF will be conducting a campus-wide Climate Diversity Survey as we prepare to create the 2022-2026 Diversity Plan.

Funding is available for full-time faculty and staff to travel to obtain training on multiculturalism and diversity issues. Applicants demonstrate how the training will benefit the diversity of the campus community and how attendance will contribute to the applicant's discipline, and how learning may be incorporated into diversity initiatives in the individual's department. Awardees share their knowledge by presenting what they have learned to the campus community.

UWF continues its commitment to advertising career opportunities in female and minority publications; providing the annual President's Diversity Leadership Awards to faculty and students who play a leadership role in infusing broad understanding of diversity; making professional development leave available to faculty; and making tuition fee waivers and textbook scholarships available to faculty and staff. These strategies will ensure that UWF remains visible to female and minority applicants, maintains budgetary incentive plans to recruit a diverse workforce, and provides educational scholarship assistance to further UWF's goal of a culturally diverse campus.

Prohibition of Discrimination, Harassment and Retaliation, DAESA,
<https://uwf.edu/academic-engagement-and-student-affairs/departments/equal-opportunity-programs/services-provided/eop-services/>

UWF is committed to providing an inclusive, equitable, welcoming and accessible environment for all who interact in our community. In continuing to build and maintain a diverse environment, UWF strives to attract students, faculty and staff from a variety of cultures, backgrounds, and life experiences. UWF is committed to ensuring that each member of the University community is permitted to work and study in an environment which is free from discrimination and harassment based on the following protected classes: age, color, disability, gender (sex or gender identity), marital status, national origin, race, religion, sexual orientation or veteran status and which is free from prohibited retaliation.

Prohibition of Sexual Harassment and Sexual Misconduct, DAESA, <https://uwf.edu/academic-engagement-and-student-affairs/departments/title-ix/>
UWF is equally committed to providing an environment that is free of sexual harassment and sexual misconduct, which includes a broad range of behavior. UWF has an established and equitable process through which an affected individual can report potential misconduct. Through this process, UWF strives to respond promptly and reasonably to such reports and provide fairness to all parties involved.

Student Accessibility Resources (“SAR”), DAESA, <https://uwf.edu/academic-engagement-and-student-affairs/departments/student-accessibility-resources/>
UWF is dedicated to providing students with access to a high-quality learning experience through teaching, scholarship, research, and public service and provides individualized support services to encourage full participation for students with disabilities. SAR views disabilities as an aspect of diversity that is integral to society and to our UWF community. SAR is committed to the full inclusion of students with disabilities in all curricular and co-curricular opportunities as mandated by § 504 of the Rehabilitation Act of 1973 and the American with Disabilities Acts. SAR works collaboratively with students, faculty, and staff to provide reasonable accommodations for students with documented disabilities. They acknowledge that classroom and campus accessibility needs and considerations are expanding as more classes and campus experiences incorporate online and technical components. The dedicated SAR staff is available to discuss any course or campus barriers that may be preventing access to education and an equitable campus experience for our students.

SAR offers a variety of accommodations and services for students with documented disabilities including learning disabilities, deaf/hard of hearing, blind/low vision, mobility limitations, ADHD, psychiatric and medical conditions. Accommodations include, but are not limited to:

- Testing accommodations;
- Sign language interpreting;
- Notetaking services;
- Campus orientation;
- Assistance with screenreading software and other assistive technology;
- Livescreen smartpen; and,
- Other accommodations as appropriate based on barriers due to disability.

ADA Programs, Human Resources, <https://uwf.edu/offices/human-resources/i-am-a/employee/ada-programs/>

The ADA Programs Office is located in Human Resources and is responsible for ensuring campus-wide compliance with the Americans with Disabilities Act of 1990 (ADA), Amendment Act of 2008 (ADAAA), and the Rehabilitation Act of 1973, and as

such, directly responds to faculty, staff and public requests for reasonable accommodations. ADA Programs works collaboratively with SAR to assist with student needs that SAR is unable to meet and serves as a clearinghouse for all reasonable accommodation requests involving physical access.

ADA Programs works collaboratively with other UWF entities as well as external community organizations to help meet UWF's mission and goals. This Office also provides leadership in promoting inclusiveness, disability awareness, and education in the local community. From that perspective, the ADA Programs Office monitors UWF's campus for ADA compliance, consults and advises faculty, students, and staff on disability related issues, and provides training and awareness opportunities for the campus community.

The ADA Coordinator is responsible for coordinating accommodation request(s) for applicants, faculty, staff, and student employees with disabilities. These guidelines are designed to inform members of the campus community and the general public regarding accommodations in employment or the application process.

University Libraries, <https://uwf.edu/library/>

In response to the COVID-19 pandemic and conversion of all instruction formats to an online environment, the UWF libraries undertook the mission to equip students in need of technology assistance with laptops and other technology required for continued academic access and success.

The library works hard to provide an inclusive environment for all individuals. The Pace and Emerald Coast libraries have a digital enlarger to assist patrons with visual impairments. This device will enlarge and display on-screen any item which is placed under the camera. There are several additional high-contrast modes that may be helpful for patrons with some forms of color vision deficiency. This machine also has the ability to scan a document or page of text and read it aloud via text-to-speech software.

The Pace library also has two Optelec Compact 7 HD magnifiers available for checkout at the Circulation Desk. These devices are ideal for enlarging any type of material anywhere in the library (it is portable).

The library has several ADA-compliant Study Carrels available for checkout and a SciPlus-2200 Scientific Calculator to assist patrons with low vision. It can perform scientific, statistical, and trigonometric calculations and fractions.

The library also manages requests for ADA Books from HathiTrust and provides ADA-compliant text materials. All online (scanned) Course Reserves readings have been processed using optical-character-recognition (OCR) technology to make them compatible with Screen Reading Software.

The Pace library has one dedicated workstation on the first floor with software that can convert existing documents (e.g. Microsoft Word or PDF) into Braille (which can then be

embossed onto appropriate paper using our braille printer). Additionally, this workstation has a current copy of the JAWS screening reading software, ZoomText software (for enlarging on-screen content), and Kurzweil 3000 software (for text-to-speech conversion). This workstation also features an extra-large monitor for patrons with vision impairments and a joystick-style mouse for those individuals with motor-control impairments.

The library has completed a comprehensive plan and list to attract the student body through multiple avenues:

Collections -

Diversity Collection Assessment: <https://libguides.uwf.edu/DivAssess>

We assessed the library's current monograph collection through a diversity lens in order to:

- learn what percentage of our collection reflects something other than the experiences of white, heteronormative, and non-disabled males;
- identify collection gaps in those diverse experiences;
- increase diversity through collection development, and,
- promote diverse aspects of our collection

The Collection Development Committee started compiling a wish list of titles related to Anti-Racism & African American Oppression.

University Archives worked with the Woman's Club of Pensacola in preserving their records and digitizing scrapbooks and materials and continued digitizing the *Pensacola Voice*, a local African American newspaper.

Book Displays-

Feb 2020 Pace Library - Black History Month (partnered with OED)
Professional Studies Library - Black History Month

Mar 2020 Professional Studies Library - Women's History Month

Nov 2020 Pace Library - Dia de los Muertos (created by UWFkdchi sorority)

Online Book Displays -

May 2020 [Jewish American Heritage Month](#)

June 2020 [LGBTQ Pride Month](#)

July 2020 [#BlackLivesMatter](#)

Aug 2020 [Women's Suffrage](#)

Oct 2020 [Voting, Civics, & Democracy](#)

Nov 2020 [Native American Heritage Month](#)

University Archives Exhibits -

Feb 2020 Jackie Cochrane, DeFuniak Springs

Sep 2020 Women's History Exhibit (1st floor)

New Subject Research Guides / Course Pages -

Anti-Oppression
#BlackLivesMatter
Election 2020
Diverse Book Awards
ANT 2301: Human Sexuality and Culture
ANT 3403/ANG 5990: Cultural Ecology
ANT 4532/ANG 5408: Disease and Culture

Programs -

February 18, 2020	“The Loving Story” film screening
April 16, 2020	Walt Whitman, Transcription, & Library Archives
August 14, 2020	Argos Autism Program - Library Participation
August 31, 2020	An Hour with Archives: History of Women's Suffrage in Pensacola
October 21, 2020	Social Media, Civic Engagement, & Election 2020

Professional Development & Training -

August 5, 2020	Virtual Staff Day speaker: Assistant Director, Office of Equity and Diversity
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Library staff members attended numerous internal and external diversity-related professional development activities

Committee Work -

UWF has a representative on the statewide Florida Academic Library Services Cooperative Technical Services Standing Committee “Change the subject” task force (soon to become the “Ethical Cataloging” task force), which collaborates with the state’s universities and colleges to begin work on updating the problematic subject headings in the shared library database.

Library Instruction -

February 3, 2020	ANT 4532: Disease and Culture
February 4, 2020	SYO 4530: Inequality in America
February 13, 2020	ARH 3871: Women in Art
August 18, 2020	International Student Orientation
September 1, 2020	SYD 3810: Introduction to Women's Studies
October 20, 2020	ART 2602C: Intro to Digital Studio Practice (Critical Media Literacy)

Presentations -

February 2020	“Pensacola’s Black History: Maria Belle and Don Shirley,” Pensacola Historic Preservation Society
July 17, 2020	“Pensacola’s Black History You Never Knew,” UWF Leisure Learning Society
July 24, 2020	“Developing and Assessing Collections for Diversity,” Roundtable discussion, Panhandle Academic Libraries Conference

The Mad Library Scientist Podcast -
October 29, 2020 Episode 5 - Subject Headings: Writing the Rules of the Game -
about the effort to replace the “illegal aliens” Library of Congress
subject heading

Military and Veterans Resource Center (“MVRC”), Division of Academic Affairs,
<https://uwf.edu/academic-affairs/departments/military-veteran-resource-center/>
Recognized as a Gold-level University in the large public-school category from Military
Friendly® Schools, UWF is dedicated to supporting our military and veteran students.
The UWF Military & Veterans Resource Center serves as the leading campus advocate
for military, dependents and veteran students, working to ensure the needs of these
individuals are met through coordination with multiple university offices and services.

UWF is proud of its many students who have and are currently serving in our Armed
Forces and understands the added demands that service can bring. The MVRC is
dedicated to helping our active-duty military students to ensure that their service has
minimum disruption on education. Service members of the U.S. Armed Forces are
eligible for the Military Tuition Assistance Program while the Florida National Guard
EDD program provides tuition assistance to eligible Florida Guardsmen. The MyCAA
Scholarship is a workforce development program funded entirely by the U.S. Department
of Defense and provides tuition assistance to eligible military spouses.

Transitioning from the military to a college campus can be tougher than one thinks. One
of the challenges veterans face is paying for a college education. The VetSuccess on
Campus (“VSOC”) program is a collaborative effort between the U.S. Department of
Veterans Affairs and UWF. The goal of the program is to help active duty
servicemembers, Veterans and their eligible dependents make a smooth transition to
college life and to successfully complete their educational goals. VSOC counselors are
trained to provide academic and vocational guidance to Veterans, and help connect them
with other VA benefits, including health care and mental health services.

Black Opportunity Fund

This fund, managed by the Division of University Advancement, promotes resources and
opportunities on campus which support the black community, including funds to support
black speakers and other programs and events that elevate black experiences, fellowships
and support for black faculty members and student organizations on campus, as well as a
scholarship for black students of outstanding performance.

Multicultural Student Clubs and Identity-Based Organizations

UWF boasts a robust collection of multicultural clubs and identity-based organizations:

- National Pan-Hellenic Council;
- Multicultural Greek Council;
- African American Student Association;
- Alpha Kappa Alpha Sorority, Inc.;
- Alpha Phi Alpha Fraternity, Inc.;
- Asian American Student Union;
- BRASA at UWF;
- Chinese Student Association;
- Delta Phi Lambda Sorority, Inc.;
- Delta Sigma Theta Sorority, Inc.;
- Filipino Students Association;
- Haitian Student Organization;
- Indian Student Association;
- Kappa Alpha Psi Fraternity, Inc.;
- Kappa Delta Chi Sorority, Inc.;
- Korean Language and Culture Club;
- Muslim Student Association;
- National Council of Negro Women, UWF Section;
- Omega Delta Phi Fraternity, Inc.;
- Omega Psi Phi Fraternity, Inc.;
- Phi Beta Sigma Fraternity, Inc.;
- Russian Club;
- Sigma Gamma Rho Sorority, Inc.;
- Vietnamese American Student Association;
- Zeta Phi Beta Sorority, Inc.;
- UWF Collegiate 100; and,
- Black Employees Association.

9) Personnel

<https://uwf.edu/offices/human-resources/>

In addition to the services described above in paragraph 8) Educational and Work Environment, UWF personnel enjoy a wide array of additional benefits such as professional development opportunities, insurances, and other perks. The Human Resources Department (“HR”) is dedicated to providing personnel with the information they need through quality customer service in order to provide guidance in managing their UWF careers. HR is composed of 15 individuals with vast amounts of HR knowledge and experience. Their mission is to provide vital and innovative HR programs that result in the employment and retention of a diverse and high-quality workforce dedicated to student success. HR projects are directly aligned with UWF’s Strategic Plan (Attachment “D”).

HR is divided into various areas of functional expertise. These areas encompass all aspects of HR functions pertinent to the success of UWF’s mission:

- ADA Programs;
- Benefits
 - Employee Assistance Program;
 - Leave;
 - Retirement; and,
 - UWF Perks (Holidays, Vacation Info, etc.);
- Employee Relations and Conflict Resolution;
- Employee Recognition and Awards Program (ERAP);
- Financial Disclosures;
- Foreign National Employee Services;
- Labor Relations;
- Leaving UWF;

- Outside Activity and Conflict of Interest;
- Performance Evaluations;
- Position Management and Types of Appointments;
- Professional Development;
- Time and Leave Reporting; and,
- Workers' Compensation.

Additionally, HR is responsible for managing and enforcing various regulations, policies and procedures:

- Regulation 2.029 Grievance Process for Employees Not Covered in a Bargaining Unit;
- Regulation 2.028 University Holidays;
- HR-04.01-06/20 Reasonable Accommodation and Compliance with the Americans with Disabilities Act of 1990 (ADA) and the ADA Amendments Act (2008; ADAAA);
- HR-11.04-03/16 Introduction/General Provisions Governing Personnel Matters;
- HR-12.02-20/15 Broadband Classification and Compensation;
- HR-13.00-2004/07 Change in Duties, Reassignment, Demotion, and Transfer;
- HR-14.00-2004/07 Compensation;
- HR-15.04-07/21 Employee Code of Conduct;
- HR-16.00-2004/07 Employee Recognition Program;
- HR-17.04-06/20 Evaluation;
- HR-18.02-04/16 Hours of Work and Benefits;
- HR-19.00-2004/07 Learning Opportunities;
- HR-20.02-09/15 Recruitment, Selection, and Appointment;
 - HR Procedure 20.2 Degree Waiver;
- HR-21.00-12/20 Separations from Employment;
- HR-22.00-2004/07 Standards of Conduct;
- HR-23.02-04/22 Outside Activities and Conflicts of Interest; and,
- HR-24.00-4/22 Bonuses.

10) Additional Programs Supporting Equity and Diversity

The Division of Academic Engagement and Student Affairs (“DAESA”),
<https://uwf.edu/academic-engagement-and-student-affairs/>

Newly formed in 2019, DAESA connects key departments in one division, resulting in the capacity to do even more for UWF students and build a university experience that shatters the mold.

DAESA is dedicated to supporting the personal development and academic success of all UWF students both inside and outside the classroom. This division houses a broad range of programs and services including social involvement experiences, student support services, academic and learning resources, and high-impact opportunities that promote academic success, personal and professional development and civic engagement.

DAESA's mission is to foster a culture of student success and encourage personal, academic and professional achievement and community building at UWF and beyond. Its vision is to cultivate transformative experiences that create lifelong learners who will positively impact the world.

Over the coming years, DAESA will deliver intentional student life programs that promote a spirited community of leaders. Efforts will be focused on supporting a culture of bold learners and big thinkers who will change the world. By strengthening the coordination with the academic community, DAESA will become an equal partner with the academic experience. By extending and connecting the full student experience, it will give our students something memorable. These efforts will drive all students and build a truly vibrant residential campus.

DAESA's 2019-2022 Strategic Plan aligns with UWF's strategic decisions and includes four goals that supplement UWF's Strategic Plan. Specific to inclusion, Goal 2 aims to sustain and improve a culture of inclusive excellence on campus. In furtherance thereof, DAESA has developed the following sub-goals:

- i) Enhance programs, policies, and practices to support students with disabilities;
- ii) Increase diversity of (expand access to) cohort-based learning communities and high-impact practices;
- iii) Offer diversity and inclusion programming that provides awareness and encourages cross-cultural dialogue; and,
- iv) Assess campus-wide diversity initiatives and inclusive programming.

In response to the COVID-19 pandemic and lockdown, the office of the DAESA Vice President established in 2020 a roster of available study rooms and spaces for currently enrolled students who need a space to study, participate in an online class or attend a virtual appointment. These spaces provided wireless connectivity and power sources. Because of the pandemic, spaces were limited to one person per room, face coverings were required at all times, eating and drinking were prohibited (except for water bottles), and students were responsible for sanitizing the space after use.

Under the leadership of the DAESA Vice President, who also serves as UWF's Chief Diversity Officer, UWF was awarded the Higher Education Excellence in Diversity ("HEED") Award for the sixth time. Along with overseeing the vision for the following entities: Career Development and Community Engagement, Center for Academic Success, Counseling and Psychological Services, Dean of Students, Design and Communication, Educational Research Center for Child Development, Housing and Residence Life, International Affairs, Kugelman Honors Program, Recreation, Student Accessibility Resources, Student Health Services, Student Involvement, Student Ombudsperson, Student Retention Initiatives, Undergraduate Admissions, University Commons and Event Services, and Wellness Services. Overseeing these entities ensures that awareness and inclusion is at the forefront in designing all student support services, retention efforts, study abroad programming, and high impact learning engagements.

In 2022, DAESA will undergo a division-wide and intensive exercise in self-reflection and study as it prepares to create a divisional Strategic Plan that will catapult the division – and UWF – into the future.

Office of Equity and Diversity (“OED”), DAESA, <https://uwf.edu/academic-engagement-and-student-affairs/departments/office-of-equity-and-diversity/>

OED supports a culture of inclusive excellence on campus and in our greater community by providing educational and personal support through sustainable programming, training opportunities and awareness initiatives. OED is comprised of three departments:

- Diversity Programs – fosters a culture of inclusive excellence by programming and events focused on awareness, acceptance and respect including Campus Conversations, the Global Block Party, and the Trailblazer Awards, as well as supporting identity-based organizations and managing funding requests and awarding grants to initiatives that align with OED’s mission;
- Equal Opportunity Programs – provides members of the University community with resources and processes to enable the filing of complaints discrimination, harassment and retaliation; ensures compliances with all federal, state, and local laws that prohibit discrimination, harassment and retaliation; and, provides online and classroom training as well as consultation services; and,
- Title IX Programs – manages complaints of sexual misconduct (such as stalking and sexual harassment), sexual violence (such as dating violence and sexual assault) and gender-based discrimination while also providing training to the campus community and communicating what resources are available to students, faculty and staff.

During the 2020-2021 year, OED offered a number of diversity programming that provided awareness and encouraged cross-cultural dialogue:

- Cross-Cultural Competency Certification was completed by 18 faculty and staff;
- 3 Campus Conversations and 3 Netflix N’ Chats with a total of 60 participants;
- Sponsored and co-hosted 5 events-
 - Black Latina Movement (Student Government Association);
 - African American Heritage Society, Necessity: Movie (Hal Marcus College of Science and Engineering);
 - Walk in my Shoes (Campus Activity Board); and,
 - SAR/HR.

Diversity Scholarships

UWF Strives to offer outstanding academic programs to a diverse student body. UWF’s commitment to diversity is founded in the knowledge that intellectual, social and cultural diversity are essential ingredients in the educational process. As part of UWF’s effort to create a diverse student body, we offer nearly 40 diversity-related academic scholarships (Attachment “E”).

Student Retention Initiatives, DAESA, <https://uwf.edu/academic-engagement-and-student-affairs/departments/student-retention-initiatives/>

Student Retention Initiatives offers a variety of strategic programming that focuses on keeping students on the path to a timely graduation. Through partnerships with faculty, staff, and student leaders, these programs support students as they engage, learn and thrive at UWF:

- Professional Empowered and Ready for Life (“PEARL”) – a women’s empowerment initiative designed to create opportunities for women to explore and grow in a high impact learning community that fosters academic success, professional development, and civic engagement;
- UWF Men’s Empowerment Network (“UWF MEN”) – designed to offer academic support and mentoring opportunities for participating students who are expected to uphold a standard of academic and professional excellence; and,
- Take Stock Collegiate Scholars – a partnership between UWF and Take Stock in Children that affords participants the opportunity to “Plug-in...Power Up...and SHINE” as they begin their higher education journey while receiving academic support, opportunities to network with professionals in the community and participate in service projects.

TRiO Student Support Services, DAESA, <https://uwf.edu/academic-engagement-and-student-affairs/departments/trio-student-support-services/>

The UWF TRiO Student Support Services Program is a Federal TRIO Program funded by the U.S. Department of Education and is designed to offer support services to 200 first generation college students, low income and disabled students. The program supports students in making the transition to university life through graduation and beyond. This program aims to cultivate an environment that empowers life-long learning and personal and professional development and provides the following benefits:

- Individualized academic tutoring;
- Academic coaching;
- Personal support;
- Scholarships;
- Financial literacy;
- Cultural events;
- Academic enrichment; and,
- leadership opportunities.

TRiO’s 2020-2021 goal to increase diversity of (expand access to) cohort-based learning communities and high impact practices resulted in TRiO LLC students receiving additional support through the LLC, an average GPA of 3.72, and 100% retention of participants for the 2021-2022 academic year. In this reporting year, TRiO hosted Visit Day at UWF during which admissions staff worked one-on-one with students to complete their applications before meeting with a Financial Aid Representative.

Community Scholars Program

Through partnerships with local high schools, the UWF Community Scholars Program provides college preparation and on-campus engagement experiences. The program aims to raise students’ aspirations for college, help them navigate the college admissions process, and provide a seamless transition to a post-secondary environment.

New Student Orientation, DAESA, <https://uwf.edu/admissions/orientation/>

Attendance at orientation programs is mandatory for all incoming students and is a dynamic, engaging experience that is designed to prepare incoming students for their transition to UWF and to foster an overall understanding of the University. The Orientation staff consists of twenty (20) diverse student leaders. Orientation also has special breakouts for International, Military, Commuter and Non-traditional students. During Orientation, special attention is given to advising and registration, campus safety and security, Title IX and VAWA information and prevention strategies, and connecting students to one another through small group meetings called “Argo to Argo.” Topics include student success tips and diversity issues.

A Parent and Family Orientation program is run concurrently with the student program in order to establish a successful partnership with students, families, and the University.

Argos Autism Program, DAESA, <https://uwf.edu/academic-engagement-and-student-affairs/departments/student-accessibility-resources/argos-autism-program/about-the-program/>

The Argos Autism Program (AAP) is a Beyond Access service that SAR offers and provides academic, social, life skills, and career planning support to students with autism who attend UWF. The goal of AAP is to enhance the college experience for participants by assisting with navigating the university experience. The program offers several components to help students transition to UWF including an Early Arrival Program, weekly accessibility and academic coaching sessions, and a peer mentor program (in partnership with UWF’s Center for Behavioral Analysis).

Each student with Autism Spectrum Disorder is unique and this is why we offer a variety of services to assist students during their academic journey. Our staff assists students in choosing the best resource plan to help reach their academic, social, and professional goals. Service options include:

- AAP Early Arrival – a set of workshops that help students acclimate to campus life prior to the start of the Fall semester;
- Accessibility Coaching – professional staff member from SAR who helps students navigate campus resources and accommodation needs;
- Academic Coaching – student staff member who aids with time management and academic support; and,
- AAP Professional Bridge Program – helps junior or senior level students prepare for the transition into a career beyond college.

Living Learning Communities (LLCs), DAESA, <https://uwf.edu/academic-engagement-and-student-affairs/departments/housing-and-residence-life/living-learning-communities/>
UWF has established living learning and themed communities designed to create residential and educational environments that place students of similar academic interests and stages of matriculation together. Prior to the COVID-19 pandemic, UWF had 7 of these communities. In a post-pandemic environment, 5 official communities remain:

- ArgoFirst LLC – this LLC is for first-year on-campus residents and is a high-impact program that enhances the university experience and first-year success;
- STEM LLC – the science, technology, engineering and mathematics LLC is open to students of the Hal Marcus College of Science and Engineering;
- Honors LLC – all incoming first year Honors students who apply to live on campus are automatically assigned to the Honors LLC;
- THINC LLC – the Tourism Hospitality Innovators Networking Community is designed exclusively for College of Business majors in Global Hospitality and Tourism Management with emphasis on Guest Experience Management or Revenue Management and Predictive Analysis; and,
- Justice LLC – this LLC is open to students majoring or minoring in criminal justice, social work, or legal studies.

Student Involvement, DAESA, <https://uwf.edu/academic-engagement-and-student-affairs/departments/student-engagement/>

Student Engagement fosters students' development, connection to the campus and community and collegiate success by providing a range of programs, services and opportunities supportive of an engaging and dynamic campus life. This department believes that a connected, dynamic, and vibrant campus life supports students' success and well-being and seeks to offer extraordinary events and experiences that promote students' retention and persistence to graduation by way of high-impact experiences, social integration, and institutional commitment; foster students' career readiness; and cultivate communities of support among a wide variety of campus and community stakeholders. Student Engagement values stewardship, innovation, student benefit, collaboration, inclusion and equity, informed practice, and operational excellence.

The programs and services Student Engagement provides are:

- ArgoPulse – a user-friendly platform to search for student organizations on campus, stay connected with upcoming events and opportunities, and track involvement;
- Argo Arrival – UWF's official welcome season for our new and returning students;
- Argo Family Programs – designed to help families to support their student(s) as they adjust to university life, grow in their studies and transition to life after college through the provision of resources and programs including the Argo Family Association, UWF Family Picnic, and Family Weekend;
- Campus Activity Board (“CAB”) – producing professional programming for students, by students and providing unique involvement opportunities, creating the unforgettable moments of the Argo experience;
- Community Service – helps students become informed, responsible citizens by identifying opportunities, facilitating placement with service opportunities and recognizing participation in community service;
- Commuter Student Services (“CCS”) – serving the largest student population at UWF, CCS offers support, advocacy, resources, and the tools needed for

commuter students to become successful and engaged members of the UWF family;

- First-Generation Success Network – a collection of students, faculty, and staff who are first-generation college students who engage in unique community events and activities;
- Fraternity and Sorority Life (“FSL”) – fosters a quality fraternal experience for members and contribute to UWF by promoting the development of a diverse community, striving to make the fraternity and sorority communities a source of pride, and fostering an environment that expects, encourages, and regards excellence;
- Grit Pathway – serving first-year students who demonstrate potential for success in college but who would benefit from transitional support in order to maximize their achievement at UWF;
- Homecoming – a week-long celebration of Argo pride and spirit;
- Student Leadership Development – educating students regarding the skills and perspectives needed for socially responsible leadership in the 21st century through educational and experiential opportunities; and,
- Foundations for Academic Success Seminar (SLS 1109) – provides first-year students with resources, strategies and opportunities on campus that support their success in and out of the classroom. Diversity learning outcomes are woven into this seminar, which include the ability to critically apply civic engagement practices to everyday problems in our community, practice engaging in civil discourse and effective collaborations, and generate solutions to and think critically about social issues and problems facing families and communities.

During the 2020-2021 reporting year, Student Engagement created an Inclusion and Anti-Racism plan which is documented on their website, including a “We Are Listening” form for comments. Too, @UWFSI social media (Student Involvement), implemented the practice of reposting relevant posts from identity-based student organizations. An anti-racism session was featured in the 2020 Student Involvement Leaders workshop, during an FSL Officers workshop, and during multiple student activities meetings. Finally, all Student Engagement and CAB employees, as well as Homecoming student officers, completed the Cross-Cultural Competency Certificate program.

Center for Academic Success (“CAS”), DAESA, <https://uwf.edu/academic-engagement-and-student-affairs/departments/center-for-academic-success/>

CAS provides collaborative student support services designed to empower students to become independent and active learners who thrive at UWF and their academic goals. CAS services and programs include First Year Advising and Student Accessibility Resources (discussed above) and:

- Testing Services – providing the UWF, Northwest Florida and Southeast Alabama communities standardized testing services which meet the needs of its clients; and,
- Tutoring and Learning Resources – an academic facility that provides free academic support services to all students enrolled at UWF.

One of CAS's goals for the 2020-2021 year was to improve recruitment, retention, and graduation rates for students from diverse and underrepresented groups. The resulting outcome was a 1.8% increase in the percentage of students from lower socioeconomic backgrounds enrolling at UWF.

Dean of Students Office ("DSO"), DAESA,
<https://uwf.edu/search/index.html?q=dean+of+students>

The DSO supports both the academic mission of UWF and DAESA by providing programs, services, resources and advocacy for the needs and interests of all UWF students. The DSO consists of the Office Student Rights and Responsibilities (OSRR), Case Management Services, The Argo Food Pantry and the Student Government Association (SGA):

- OSRR – facilitates the process for addressing and adjudicating incidents of academic and non-academic student misconduct while seeking to enhance the educational mission of UWF by promoting an educated, caring, fair and disciplined community;
- Case Management Services – assists students experiencing challenging or difficult life circumstances which might impede academic success with critical functions devoted to identifying campus and community resources, analyzing students' concerns, recommending appropriate solutions and courses of action and determining possible outcomes while working with the Office of Financial Aid to support students financially in emergent situations;
- The Argo Food Pantry – provides food to currently enrolled UWF students in need of assistance with the knowledge that 30% of UWF students surveyed considered themselves insecure. During the 2020 calendar year, the Argo Pantry partnered with multiple UWF departments and student organizations to provide programming including Adopt-A-Shelf, Food for Fines, 4 Campus Housing Pop-Pantry Events, a Meal Swipe Donations Program, and several food drives; and,
- SGA – advances UWF mission and vision by fulfilling the Goals of SGA through communicating the needs of students to UWFS's administration and the local, state, and federal governments.

International Affairs ("IA"), DAESA, <https://uwf.edu/academic-engagement-and-student-affairs/departments/international-affairs/>

The mission of IA at UWF is to foster a climate of inclusive excellence in today's global society. IA encourages greater understanding of self and others for students, faculty, staff and the greater community through academic and cultural programming, as well as support services. IA programming and services include:

- Intensive English Program – provides English as a second language instruction to foreign and domestic students seeking to improve their English skills for academic, professional and personal development;

- International Programs – provides advice, counsel, and support services to international students and scholars concerning federal immigration regulations and UWF policies;
- Study Abroad Services – provides access to international and educational experiences for students and faculty at UWF and across the country;
- Center for Asian Studies – develops and supports academic programs and activities that enhance the understanding of Asian societies, cultures, current topics, and languages;
- Japan House – offers Japanese related traditional and modern cultural programs such as the tea ceremony, origami, bonsai, meditation and Japanese gardening;
- Florida-Japan Linkage Institute – assists in the development of stronger economic, cultural, educational, and social ties between Florida and Japan through promotion of expanded public and private dialogue on cooperative research and technical assistance activities, increased bilateral commerce, student and faculty exchange, cultural exchange, and the enhancement of language training skills between the postsecondary institutions in Florida and those in Japan.
- Florida-China Linkage Institute – assists in the development of stronger economic, cultural, educational, and social ties between Florida and China through promotion of expanded public and private dialogue on cooperative research and technical assistance activities, increased bilateral commerce, student and faculty exchange, cultural exchange, and the enhancement of language training skills between the postsecondary institutions in Florida and those in China.
- Global Quarter – a diverse, inclusive community of students and the official student club of UWF International Affairs, bringing together students from around the world and across the U.S. to share experiences, celebrate culture, and make friendships that last a lifetime.

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PART IV GENDER EQUITY IN INTERCOLLEGIATE ATHLETICS

<https://goargos.com/>

Table 1. Sex Equity in Athletics Update

Element	Assessment	Area for improvement?
1. Sports offerings	8 Women's sports 7 Men's Sports	
2. Participation rates, male and female, compared with full-time undergraduate enrollment	Student Athletes: Male: 229 (66%) Female: 118 (34%); Undergraduate student enrollment: Male: 2,811 (43%) Female: 3,705 (57%)	✓
3. Availability of facilities, <i>defined as locker room, practice, and competitive facilities</i>	Equitable	
4. Scholarship offerings for athletes	Male: \$1,659,250 (56%) Female: \$1,301,650 (44%)	
5. Funds allocated for:		
a) the athletic program as a whole	\$10,484,950	
b) administration	\$2,473,742	
c) travel and per diem allowances	Male: \$304,500 (55%) Female: \$246,500 (45%)	
d) recruitment	Male: \$55,000 (65%) Female: \$28,500 (35%)	
e) comparable coaching	Male: 6.0 FTE Head Coach 13.72 FTE Assistant Coach Female: 7 FTE Head Coach 6.35 FTE Assistant Coach	
f) publicity and promotion	\$525,018	
g) other support costs	\$1,573,458	
6. Provision of equipment and supplies	Equitable	
7. Scheduling of games and practice times	Equitable	
8. Opportunities to receive tutoring	Equitable	
9. Compensation of coaches and tutors	Male: \$740,757 Head Coaches \$726,389 Assistant Coaches Female \$627,891 Head Coaches \$222,295 Assistant Coaches Tutors: N/A ⁵	
10. Medical and training services	Equitable	
11. Housing and dining facilities and services	Equitable	

⁵ Having switched to a fully online environment due to the COVID-19 pandemic, all tutoring was done online.

Table 2. Sex Equity in Athletics – Areas for Improvement

Areas for improvement	Program for improvement	Timetable
Participation Rates	UWF will conduct a student body survey to evaluate whether or not UWF is providing participation opportunities for the underrepresented gender.	The survey will be conducted in Fall 2021 and will be conducted every three years.

Table 3. Students Athletes by Gender

	Male	Female	Total
Number	229	118	347
Percent of Total	66%	34%	100%

Check one basis below for assuring that UWF complies with the Florida Educational Equity Act:

- Accommodation of Interest and Abilities
- Substantial Proportionality
- History and Practice of Expansion of Sports

2019 UWF Intercollegiate Athletics Gender Equity Assessment

The 2019 UWF Intercollegiate Athletics Gender Equity Assessment was conducted by the UWF Title IX Committee and produced in August of 2019. This assessment’s intended purpose was to summarize the current state of gender equity within the UWF Intercollegiate Athletics program, identify both strengths and weaknesses of the program and its intended, and serve as a reference for future decision-making. The high-level takeaways from the assessment are as follows:

- UWF Intercollegiate Athletics is compliant with Title IX by way of Prong Three – Accommodation of Interests and Abilities;
- Prong One – Substantial Proportionality is the aspirational goal of any athletics program and in 2017-2018, was 15 percentage points away from “substantial proportionality” which the Courts have established as 3%;
- UWF Intercollegiate Athletics will not rely on Prong Two (History and Practice of Expansion of Sports) because female participation opportunities have only been expanded by Women’s Swim and Dive (2015);
- There is a commonly-held misconception that budget allocation must reflect the gender percentages within the student body; however, available funding must be allocated in a non-discriminatory manner and to the extent that inequity exists in allocation, such inequity favors female sport programs by 7%; and,
- UWF Intercollegiate Athletics should limit the amount of spending discretion by coaching staff, which often has gender inequity implications and addressing such discretionary spending should be accomplished by policy development, improvement,

and dissemination to coaching personnel, specifically in the areas of travel, strength and conditioning, and scheduling of games and practices.

2020-2021 NCAA Self-Study

UWF Intercollegiate Athletics conducted a 2020-2021 NCAA Self Study and issued an Executive Summary regarding the results of this study on May 25, 2021. The self-study is required by all NCAA member institutions once every five years and is designed to sensitize top administrators and staff to potential problems, identify specific areas that may represent potential problems, and guide an institution toward actions to help prevent or minimize the severity of those problems.

The self-study process was organized by the University of West Florida Intercollegiate Athletic Department. Members of the Intercollegiate Athletics Advisory Committee (“IAAC”) and subcommittees were contributors to the self-study process. The athletic department was involved in external audits enabling responses to specific areas within the self-study. Furthermore, an athletic department team in collaboration with the IAAC Compliance Committee collected and uploaded required documentation and generated the self-study report. UWF began the process in August 2019 and the final report was submitted to the NCAA on May 25, 2021.

The results of the self-study revealed overwhelming compliance with NCAA principles and identified several areas for future concentration and improvement:

- Athletic Operations –
 - The Director of Athletics will work with Human Resources to distribute a written notification of specific oversight responsibility to institutional personnel with formal compliance responsibilities; and,
 - The hiring procedure regarding rules violations will include supplemental questions regarding previous NCAA rules violations.
- Cultural Diversity and Gender Equity –
 - The Athletics Department currently has a Gender Equity Plan; however, COVID-19 delayed its review and this review will be conducted during the 2021-2022 academic year; and,
 - The Athletics Department does not have a stand-alone diversity-issues plan but does embrace diversity and inclusion and supports, aligns with and follows UWF’s Diversity Plan (Attachment “C”).

Overall, the university is compliant in all but 6 questions within the self-study guide. The Athletic Department drafted plans for improvement and will implement these plans during the next academic year.

Distinctive and Notable Accomplishments

UWF Intercollegiate Athletics reported distinctive and notable accomplishments for the annual reporting year of 2020-2021. These distinctive and notable accomplishments are summarized below:

Departmental Accomplishments

- Despite suspended sport seasons and reductions in Intercollegiate Athletics competitions due to the COVID-19 Pandemic; UWF's Intercollegiate Athletics' resiliency proved strong with Swim and Dive, and Men's and Women's golf – each of these programs appearing at NCAA Nationals and all Spring sport programs competing in the NCAS postseason;
- Nine out of fifteen sports advanced to NCAA postseason play and of those, seven advanced to the NCAA postseason. Women's Swim and Dive, Men's Golf and an individual from Women's Golf competed in the NCAA championships while Men's and Women's Tennis, Softball and Baseball ended their seasons as the South Regional finals as runners up;
- At the 2021 Swimming and Diving National Championships, UWF Argos earned the third highest points scored in program history at the NSCAA championship.
- The Football and Men's Soccer programs were recognized by College Athletic Advisor as "Athletic Programs that Inspire" and the Football program was ranked fourth in the top 20 while the Men's Soccer program ranked sixth in its sports ranking;
- UWF's Swim and Dive team earned an average GPA of 3.81 for the Fall 2020 academic year, earning them Division II College Swimming and Diving Coaches Association of Americas Scholar All-American Honors for the seventh consecutive year while the Women's Swim and Dive program had the highest GPA in all of Division II;
- UWF Women's Basketball had twelve student-athletes named to the GSC Winter Academic Honor Roll;
- Twenty UWF Men's and Women's student athletes were named to the Gulf South Conference Winter Academic Honor Roll and sixty-two student athletes earned a spot on the Spring academic honor roll;
- UWF Men's Golf earned second place at the NCAA Division II South/Southeast Regional, advancing the squad to the NCAA Championships for the fourteenth time in program history;
- UWF Baseball won, for the second time in UWF's history, the Gulf South Conference tournament title against Delta State;
- A total of fourteen UWF student-athletes were named to the Gulf South Conference Spring All-Academic Teams.
 - 118 student-athletes had a cumulative GPA of 4.0
 - 250 student-athletes had a cumulative GPA above 3.0
 - Scholar All Americans- 12 student-athletes
 - Athletic All Americans- 25 student-athletes
 - Argonaut Athletic Club- 1782 donors to date
 - Athletics reached 100% for staff giving
 - Ten teams reached 100% giving to Varsity Club
 - UWF Cheer wins National Championship
 - 3 Conference Coaches of the Year
 - 1 student-athlete selected to the GSC Commissioners Top Ten
 - 1 student athlete named ITA Senior Player of the Year
 - 1 student athlete named NSISC Diver of the Year
 - Athletics reached 100% for staff giving

Staff Honors and Awards

- Men's Golf -
 - Gulf South Conference Coach of the Year;
 - South Region Coach of the Year; and.
 - Finalist for the Dave Williams National Coach of the Year.
- Women's Dive -
 - New South Intercollegiate Swim Conference Women's Dive Coach of the Year.
- Women's Swim –
 - New South Intercollegiate Swim Conference Women's Swim Coach of the Year.

Student Honors and Awards

Nearly seventy student athletes received honors and awards in their various sport programs including: Volleyball, Women's Swim and Dive, Men's Basketball, Women's Basketball, Men's Golf, Women's Golf, Men's Tennis, Women's Tennis, Baseball, and Softball.

Publishing

One staff member contributed to www.basketballHQ.com and another co-authored a scientific research paper on post activation potentiation and how it may apply to sport performance.

Conference Presentations

- 2020 NCAA-NFL Coaches Academy;
- 720 Sports Group 'Coaching' Box Clinic;
- Women's National Basketball Coaches Association;
- Nike Coach of the Year Clinic;
- Pensacola Sports Association Banquet;
- USA Volleyball Women's Collegiate National Team Camp;
- Lower Alabama Club Volleyball Team Building;
- 2020 NCAA Convention;
- Glazier Clinic;
- National Athletic Training Association;
- SNAP National Soccer Podcast;
- Gulf Coaches' Convention;

Professional Association or Involvement

American Baseball Coaches Assn.
American Football Coaches Assn.
American Swimming Coaches Assn.
Assn. of Fundraising Professionals
Athletics Healthcare Administrator Assn.
Bushnell Golfweek Division II
College Athletic Business Management Assn.
College Event and Facility Management Assn.
College Sports Information Directors of America

Collegiate Strength and Conditioning Assn.
Collegiate Swim Coaches Assn.
CoSIDA National Convention
Council for the Advancement of Sports Ed.
Division II Athletic Directors Assn.
Florida Diamond Club
Golf Coaches Assn. of America
Gulf Breeze Optimist Club
Gulf Coast Regional Volleyball

Gulf Coach Conference Soccer
Gulf South Conference
Impact 100 of Pensacola
Intercollegiate Tennis Assn.
International Collegiate Licensing Assn.
Nat. Assn. for Athletic Compliance
Nat. Assn. of Athletic Development Directors
Nat. Assn. of Athletic Directors
Nat. Assn. of Basketball Coaches
Nat. Assn. of Collegiate Directors of Athletics
Nat. Assn. of Collegiate Women Athletics
Administrators
Nat. Athletics Trainers Assn.
Nat. Strength and Conditioning Assn.
NCAA Championship Committee

NCAA Women's Tennis Regional Advisory
Committee
New South Intercollegiate Swim Conference
Northwest Florida Tee Committee
Society for Human Resource Management
South Region Basketball Rankings Committee
Swedish Region Basketball Rankings
Committee
Swedish Baseball and Softball Federation
USTFCCCA
United States Professional Teachers Assn.
United States Soccer Federation
United States Tennis Assn.
West Florida Waves Volleyball Club
Women's Coach Assn.

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PART V EMPLOYMENT REPRESENTATION

UWF engages various strategies to recruit diverse faculty. These strategies include:

- Advertising in diversity publications and/or job boards;
- Attending diversity-focused recruitment events such as the Southern Regional Educational Board (“SREB”);
- Establishing mentors for diverse faculty;
- Utilizing pipeline programs for future faculty; and,
- Utilizing funds strategically to hire diverse candidates.

Likewise, UWF engages various strategies to retain diverse faculty. These strategies include:

- Establishing mentors for diverse faculty;
- Providing start-up research funds for new diverse faculty;
- Providing graduate research support for new diverse faculty; and,
- Providing grant-funded initiatives to increase retention.

Table 1. Category Representation: Tenured Instructional Faculty

INDICATOR	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO*	NOT REPORTED	FEMALE	MALE	TOTAL
Number, Fall 2021	0	5	3	20	5	0	121	0	1	59	96	155
Number, Fall 2020	0	5	3	19	4	0	116	0	1	58	90	148
1YR Percentage Change	NA	0%	0%	5%	25%	NA	4%	NA	0%	2%	7%	5%
Number, Fall 2016	0	5	3	14	3	0	116	0	1	50	92	142
5YR Percentage Change	NA	0%	0%	43%	67%	NA	4%	NA	0%	18%	4%	9%
Area for improvement, compared with national standards? (Check if yes)		✓			✓			✓		✓		

Source: IPEDS Fall Staff, IPEDS Human Resources Data. IPEDS Human Resource, instructional faculty only. Does not include Research or Public Service only faculty. IPEDS Human Resource aligned with 2010 Standard Occupational Category (SOC) System.

Year over year (20-21), the representation of tenured faculty increased among Hispanic/Latinx (+0.5%), and female (+2%) tenured faculty. Representation decreased among Black/African American tenured faculty by 0.1%. Overall, minority representation among tenured faculty held at 21% and female representation among tenured faculty declined by 1%.

UWF exceeded national averages reported by the National Center for Education Statistics (<https://nces.ed.gov/programs/coe/indicator/csc/postsecondary-faculty>) among Asian (+.4%) and American Indian/Alaska Native (+1.9%) faculty; however, we did not meet the national averages for faculty reporting two or more races (-1%) and Black/African American (-1.8%), Hispanic/Latinx (-1.3%), and female (-2%) tenured faculty.

Goal for the next year:

As noted in Part VII - Protected Class Representation in the Tenure Process below, promotion criteria for tenure at UWF relies solely on faculty performance in the areas of teaching, scholarship and creative projects, and service. Considerations of race and gender are not involved in the tenure promotion process. To the extent that UWF wishes to increase minority and female representation in the tenured faculty population, which it does, focus needs to be devoted to the *recruitment and retention* of faculty, not necessarily promotion. Be that as it may, UWF would like to increase representation among tenured faculty reporting two or more races and Black/African American, Hispanic/Latinx, and female tenured faculty by 0.5%.

Table 2. Category Representation: Tenure-Track Instructional Faculty

INDICATOR	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO*	NOT REPORTED	FEMALE	MALE	TOTAL
Number, Fall 2021	0	6	0	10	1	0	44	2	0	25	38	63
Number, Fall 2020	0	6	0	9	2	0	53	1	0	26	45	71
1YR Percentage Change	NA	0%	NA	11%	-50%	NA	-17%	100%	NA	-4%	-16%	-11%
Number, Fall 2016	0	5	0	11	3	0	62	0	1	35	47	82
5YR Percentage Change	NA	20%	NA	-9%	-67%	NA	-29%	NA	-100%	-29%	-19%	-23%
Area for improvement, compared with national standards? (Check if yes)					✓					✓		

Source: IPEDS Fall Staff, IPEDS Human Resources Data. IPEDS Human Resource instructional faculty only. Does not include Research or Public Service only faculty. IPEDS Human Resource aligned with 2010 Standard Occupational Category (SOC) System.

Year over year (20-21), the representation increased among tenure-track faculty reporting two or more races by 1.8% and among Asian (+3.4) and female (+3%) faculty. Representation of tenure-track faculty declined among Hispanic/Latinx faculty by 1.2%. Overall, females represented 39.6% of tenure-track faculty while minority representation more than doubled (from 14.1% to 30.5%).

It is important to note that the total number of tenure-track faculty decreased by 8 from 2020 to 2021 due to promotions and/or turnover.

UWF exceeded national averages reported by the National Center for Education Statistics among tenure-track faculty reporting two or more races (+1.7%), Black/African American (+1.5%), and Asian (+1.8%) tenure-track faculty; however, we did not meet the national averages for female (-13%) and Hispanic/Latinx (-4.5%) tenure-track faculty.

Goal for the next year:

As noted in Part VII - Protected Class Representation in the Tenure Process below, promotion criteria for tenure at UWF relies solely on faculty performance in the areas of teaching, scholarship and creative projects, and service. Considerations of race and gender are not involved in the tenure promotion process. To the extent that UWF wishes to increase minority and female representation in the tenured faculty population, which it does, focus needs to be

devoted to the *recruitment and retention* of faculty, not necessarily promotion. Be that as it may, UWF would like to increase representation among Hispanic/Latinx and female tenure-track faculty by 0.5%.

Table 3. Category Representation: Faculty Not on Tenure Track

INDICATOR	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO*	NOT REPORTED	FEMALE	MALE	TOTAL
Number, Fall 2021	0	11	0	11	4	0	77	5	1	69	40	109
Number, Fall 2020	0	12	0	11	5	0	87	4	1	76	44	120
1YR Percentage Change	NA	-8%	NA	0%	-20%	NA	-11%	25%	0%	-9%	-9%	-9%
Number, Fall 2016	0	9	0	6	3	0	102	2	2	75	49	124
5YR Percentage Change	NA	22%	NA	83%	33%	NA	-25%	150%	-50%	-8%	-18%	-12%
Area for improvement, compared with national standards? (Check if yes)					✓							

Source: IPEDS Fall Staff, IPEDS Human Resources Data. IPEDS Human Resource instructional faculty only. Does not include Research or Public Service only faculty. IPEDS Human Resource aligned with 2010 Standard Occupational Category (SOC) System.

Year over year (20-21), the representation of tenured faculty increased among non-tenure-earning faculty reporting two or more races by (+1.3%) and Asian (+0.9%) faculty. Representation of non-tenure-earning faculty declined among Hispanic/Latinx (-0.6%). Representation among Black/African American and female non-tenure-earning faculty held at 10% and 63%, respectively. Overall, minority representation among non-tenure-earning faculty declined by 12% (from 26.2% to 14.2%).

It is important to note that the total number of non-tenure-earning faculty decreased by 11 from 2020 to 2021 due to promotions and/or turnover.

UWF exceeded national averages reported by the National Center for Education Statistics among non-tenure-earning faculty reporting two or more races (+1.5%) and Black/African American (+3.5%), Asian (+3%) and female (+4.8%) faculty; however, we did not meet the national average for Hispanic/Latinx (-4.4%) faculty.

Goal for the next year:

As noted in Part VII - Protected Class Representation in the Tenure Process below, promotion criteria for tenure at UWF relies solely on faculty performance in the areas of teaching, scholarship and creative projects, and service. Considerations of race and gender are not involved in the tenure promotion process. To the extent that UWF wishes to increase minority and female representation in the tenured faculty population, which it does, focus needs to be devoted to the *recruitment and retention* of faculty, not necessarily promotion. Be that as it may, UWF would like to increase representation among Hispanic/Latinx and female tenure-track faculty by 0.5%.

Table 4. Category Representation: Management Operations

INDICATOR	NRA	B	AI/AN	A	H	NH/OPI	W	≥ TWO*	NOT REPORTED	FEMALE	MALE	TOTAL
Number, Fall 2021	0	15	0	8	6	0	204	5	0	165	73	238
Number, Fall 2020	0	16	0	9	7	0	228	6	0	171	95	266
1YR Percentage Change	NA	-6%	NA	-11%	-14%	NA	-11%	-17%	NA	-4%	-23%	-11%
Number, Fall 2016	0	18	0	6	8	0	231	3	0	159	107	266
5YR Percentage Change	NA	-17%	NA	33%	-25%	NA	-12%	67%	NA	4%	-32%	-11%
Area for improvement, compared with national standards? (Check if yes)		✓	✓	✓	✓							

Source: IPEDS Fall Staff, IPEDS Human Resources Data. IPEDS Human Resource instructional faculty only. Does not include Research or Public Service only faculty. IPEDS Human Resource aligned with 2010 Standard Occupational Category (SOC) System.

Year over year (20-21), Black/African American representation among management operations staff increased by 0.3% while Asian representation held at 3.3%. Representation declined among those who reported two or more races (-0.2%) and Hispanic/Latinx (-0.1%). It should be noted that the managerial staff workforce shrunk by 10.6% (from 266 to 238 managerial staff due to budget reductions in the COVID-19 Pandemic and turnover). Overall, minority representation among minority managerial staff held at 14% while female representation increased by 5.3%, to 69.3%.

UWF exceeded national averages reported by the National Center for Education Statistics (https://nces.ed.gov/programs/digest/d20/tables/dt20_314.40.asp) among managerial staff reporting two or more races (+1%) and females (+12.3%); however, we did not meet the national averages for Black/African American (-4.1%), American Indian/Alaska Native (-0.5%), Asian (-1.1%), and Hispanic/Latinx (-4.5%). White managerial staff is overrepresented at UWF compared to the national average by 12.4%.

Goal for the next year:

Increase representation among managerial staff of those groups that fell below the national averages: Black/African American, American Indian/Alaska Native, Asian, and Hispanic/Latinx by 0.5%.

PART VI AREAS OF IMPROVEMENT AND ACHIEVEMENT

<p style="text-align: center;">Areas of Improvement Pertaining to Academic Services, Programs, and Student Enrollment (This Year)</p>	<p style="text-align: center;">Achievement Report for Areas of Improvement Pertaining to Academic Services, Programs, and Student Enrollment (Identified Last Year)</p>
<p>First Time In College Enrollment Increase representation among Black/African American, Native Hawaiian/Other Pacific Islander, American Indian/Alaska Native, Asian, Hispanic/Latinx, and students who report two or more races by 0.5%.</p>	<p>First Time In College Enrollment Black/African American increase by 2% points: Not Met Asian increase by 2% points: Not Met Hispanic/Latinx increase by 2% points: Met</p>
<p>Florida State College System A.A. Transfers Increase representation among female, Black/African American, Native Hawaiian/Other Pacific Islander, American Indian/Alaska Native, Asian, Hispanic/Latinx, and students who report two or more races by 0.5%.</p>	<p>Florida State College System A.A. Transfers Black/African American increase by 3% points: Not Met Asian increase by 3% points: Not Met Hispanic/Latinx increase by 2% point: Not Met</p>
<p>Retention of Full-Time FTICs UWF’s goal to retain as many students as possible, regardless of race/ethnicity or gender, remains a top priority year after year with special attention to those students whose average retention rates are under the national average: Native Hawaiian/Other Pacific Islander and students who reported two or more races.</p>	<p>Retention of Full-Time FTICs Black/African American increase by 1% point: Met Asian increase by 1% point: Not Met Hispanic/Latinx increase by 1% point: Met</p>
<p>Graduation Rate of Full-Time FTICs after 6 Years UWF’s goal to increase this graduation rate, regardless of race/ethnicity or gender, remains a top priority year after year with special attention to those students whose average graduation rates are under the national average of 64%: students who reported two or more races and Black/African American, American Indian/Alaskan Native, Hispanic/Latinx, Native Hawaiian/Other Pacific Islander, White, female, and male students.</p>	<p>Graduation Rate of Full-Time FTICs after 6 Years Black/African American increase by 2% points: Not Met Asian increase by 1% point: Met Hispanic/Latinx increase by 1% point: Not Met</p>
<p>Bachelor Degrees Awarded Increase Bachelor Degrees awarded to those students who fell below the national average: Hispanic/Latinx and Asian students 0.5%.</p>	<p>Bachelor Degrees Awarded Black/African American increase by 1% point: Not Met Asian increase by 1% point: Not Met Hispanic/Latinx increase by 2% points: Not Met</p>

<p>Master Degrees Awarded Increase Master Degrees awarded to those students who fell below the national average: Black/African American, Asian, and American Indian/Alaska Native students.</p>	<p>Master Degrees Awarded Black/African American increase by 3% points: Not Met Asian increase by 2% points: Not Met Hispanic/Latinx increase by 3% points: Not Met</p>
<p>Doctoral Degrees Awarded Increase Doctoral Degrees awarded to those students who fell below the national average: students who reported two or more races and American Indian/Alaska Native, Asian, and Hispanic/Latinx students by 0.5%.</p>	<p>Doctoral Degrees Awarded Black/African American increase by 1% point: Met Asian increase by 1% point: Not Met Hispanic/Latinx increase by 1% point: Not Met</p>
<p>Areas of Improvement Pertaining to Gender Equity in Athletics (This Year)</p>	<p>Achievement Report for Areas of Improvement Pertaining Gender Equity in Athletics (Identified Last Year)</p>
<p>Element 2. Participation Rates Conduct a student body survey to evaluate whether or not UWF is providing participation opportunities to the underrepresented gender.</p>	<p>Equitability of Elements 2, 3, 6, 7, 8, 10, and 11 Evaluation of these areas revealed that all but Element 2 (Participation Rates) have been made equitable.</p>
<p>Areas of Improvement Pertaining to Employment (This Year)</p>	<p>Achievement Report for Areas of Improvement Pertaining to Employment (Identified Last Year)</p>
<p>Managerial Operations Increase representation among managerial staff of those groups that fell below the national averages: Black/African American, American Indian/Alaska Native, Asian, and Hispanic/Latinx by 0.5%.</p>	<p>Managerial Operations No areas of improvement were identified last year.</p>
<p>Recruitment Broaden the diversity of publications to include those publications that focus more narrowly on diverse audiences including African American, Hispanic, Latinx, Asian, military veteran, disability, LGBTQIA+, and female populations within the next three (3) years.</p>	

In the past year, UWF has received the following diversity-related awards/recognitions:

- Ranked No. 37 for Best Online Bachelor's Programs for Veterans by U.S. News & World Report (2021);
- Ranked No. 39 in the "Top Performers on Social Mobility - Regional Universities South" by U.S. World News & Report (2021);
- Ranked No. 21 in the "Best Colleges for Veterans - Regional Universities South" by U.S. World News & Report (2021).;

- Ranked No. 32 in Best Online Master's Information Technology Programs for Veterans by U.S. News & World Report (2021);
- Named a Gold-level Military Friendly School Award recipient in the large public-school category (2017, 2020, 2021);
- Named a “Best for Vets College” by Military Times (2014, 2015, 2017, 2019, 2020);
- Ranked No. 77 for veteran friendliness by College Factual (2020); and,
- Ranked No. 2 in the "20 Best Value College for Students with Autism" by BestValueSchools.com (2018, 2019, 2020).

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PART VII PROTECTED CLASS REPRESENTATION IN THE TENURE PROCESS

Sex, Race/Ethnicity	Applied	Withdrawn	Denied	Deferred	Nominated
MALES					
AI/AN					
A					
B					
H	1				1
NH/OPI					
≥Two					
W					
Other, Not Reported	7				7
Total Male (Include Other, Not Reported)	8				8
FEMALES					
AI/AN					
A					
B					
H					
NH/OPI					
≥Two					
W					
Other, Not Reported	4				4
Total Female (Number and Percent) (Include Other, Not Reported)	4 (33.3%)				4 (33.3%)
GRAND TOTAL					

Legend

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

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

Nominated: Faculty for whom tenure is being recommended by the University.

University Criteria for Tenure and Promotion

Reflecting the mission of UWF as a regional comprehensive university, the UWF criteria emphasize teaching relative to scholarship/creative projects and service. A minimum of excellent teaching performance is required in all promotion and all tenure and promotion decisions. Favorable promotion decisions also require excellent performance in scholarship/creative projects and service for promotion decisions. However, faculty need not achieve excellent ratings

in all three areas to achieve tenure. As shown in the table below, good ratings in either service or scholarship/creative projects, combined with an excellent or distinguished rating in the other area and excellent or distinguished rating in teaching, should result in a favorable tenure decision. Except in unusual circumstances, if faculty members meet the criteria described above, they should receive favorable decisions, but the meeting of such criteria cannot be construed as a guarantee of either tenure or promotion.

	<i>For a favorable personnel decision the weight of evidence must show sustained performance at these levels</i>		
Personnel Decision	Teaching	Scholarship and Creative Projects	Service
<i>Tenure</i>	Excellent	At least Excellent in one category and at least Good in the other category	
<i>Promotion to associate</i>	Excellent	Excellent	Excellent
<i>Promotion to professor</i>	Distinguished in at least one category and at least excellent in the other two categories		

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PART VIII PROMOTION AND TENURE COMMITTEE COMPOSITION

Type of Committee	B		AI/AN		A		NH/OPI		H		≥Two		W		Other / Not Reported		Total including Other, Not Reported	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
University Faculty Personnel Committee	1					1				1			6	3	3		10	5
College Personnel Committee - College of Arts, Social Sciences and Humanities													3	2			3	2
College Personnel Committee -					1	1			1				2		2		6	1
College Personnel Committee - College of Education and Professional Studies					1								2	3			3	3
College Personnel Committee - Hal Marcus College of Science and Engineering					1								3	1	2		6	1
College Personnel Committee - Usha Kundu, MD College of Health									1						1	2	1	3

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PART IX BUDGET PLAN

UWF requires hiring managers to advertise each job posting in publications targeted to females and minority populations. Diversity recruitment advertising during the 2020-2021 data year was \$9,538.52 (a fourfold increase compared to last year). UWF has been successful in increasing exposure of its position openings to females and minorities in the hiring market, and this will continue to be a priority.

This year, these publications included:

- Academic Diversity Search;
- Diverse Issues in Higher Education;
- Diversity Combo – Hispanic Outlook and Diverse Issues;
- Diverstiy.com;
- Diversityjobs.com;
- IMDiversity.com;
- Insight into Diversity (Potomac Publishing);
- RecruitDisability.org; and,
- Women in Higher Education (John Wiley & Sons).

UWF will attempt to broaden the diversity of publications to include those publications that focus more narrowly diverse audiences including African American, Hispanic, Latinx, Asian, military veteran, disability, LGBTQIA+, and female populations within the next three (3) years.

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PART X ADMINISTRATOR EVALUATIONS

A. President's Evaluation.

Process

University Policy BOT-14.01-06/47 Presidential Evaluation Policy provides guidelines for conducting the annual review and assessment of the President's performance, goals and compensation by the University of West Florida Board of Trustees ("Board").

The Evaluative Criteria include Recurring Criteria, Non-recurring criteria, Board Assessment, BOG Assessment, and Campus Community Assessment. These Evaluative Criteria are summarized below:

- a. Recurring criteria (annual, reflective of core competencies of the off of the President):
 - BOG Performance Based Funding Metrics/Strategic Plan;
 - Responsiveness to the BOG's strategic goals and priorities, and compliance with system-wide regulations;
 - President's self-evaluation;
 - UWF's Strategic Plan, work plan, and accountability report;
 - President's goals;
 - Fiscal management;
 - Supervision of key personnel;
 - Governmental and community relations;
 - Academic excellence and student success;
 - Ethical conduct;
 - Institutional reputation;
 - Advantageous relationships with UWF-affiliated entities;
 - University advancement and fundraising; and,
 - KPI's in the Presidential Scorecard.
- b. Non-recurring criteria may include those designed to address the current needs and goals of UWF.
- c. Board Assessment involves each Trustee evaluating the President annually.
- d. BOG Assessment involves the chair of the Board requesting input from the Chair of the BOG as set forth in BOG Regulation 1.001(5)(f).
- e. Campus community Assessment involves periodic input from faculty, staff, students and other constituents of the University.

The Board measures the President's performance against the recurring and non-recurring criteria to determine whether the President's performance:

1. Exceeded Expectations – Characterized by consistently superior achievement in the criteria area being evaluated. Performance at this level clearly demonstrates the President of UWF exceeded the Board's expectations regarding the evaluative criteria;

2. Met Expectations – Characterized as consistent achievement and reliable performance, demonstrating a high level of competency in the criteria being evaluated that has met the expectations of the Board; or,
3. Below Expectations – Characterized as performance in the criteria being evaluated that has not met the expectations of the Board.

The Board also evaluates the President’s performance as a whole as Exceeding Expectations, Meeting Expectations or Below Expectations.

The Board reviews the performance of the President on an annual basis with the evaluation period being July 1 through June 30. The resulting evaluation report is submitted to the full Board for review, consideration, and adoption at the annual September Board meeting.

Presidential Scorecard 2020-2021

The Presidential Scorecard reports information and data on 42 Key Performance Indicators (“KPIs”). Of these indicators, the following relate to performance in the areas of diversity, equity and inclusion:

KPI	Board Approved Directional Trend	Year/ Source	Previous Year	Direction	Current Year
Student Diversity: Percent Female Students	Monitor	Fall 2020	60%	↑	61%
Student Diversity: Percent of Minority Students	Monitor	Fall 2020	32.8%	↑	33.6%
Percent of Enrolled Undergraduates Who Are 25 or Older	Monitor	Fall 2020	32%	↓	31.2%
Percent of Female Faculty	Monitor	Fall 2020	46.3%	↑	47%
Percent of Minority Faculty	Monitor	Fall 2020	22.6%	↑	24%
Percent of Female Staff	Monitor	Fall 2020	58.6%	↑	59.2%
Percent of Minority Staff	Monitor	Fall 2020	22.2%	↑	22.5%
Pell Recipient 6-Year Graduation Rate	↑	2014-2020	39%	↑	45%

2020-2021 Presidential Performance Evaluation Report

A synopsis of the scores assigned by the Trustees and the average in each category include:

- **Strategic Direction:** Learner-Centered and Focused: 4.73 (Exceeds Expectations)
- **Strategic Direction:** Academic Programming, Scholarship & Research: 4.73 (Exceeds Expectations)
- **Strategic Direction:** Personnel Investment & Engagement: 4.27 (Exceeds Expectations)

- **Strategic Direction:** Community and Economic Engagement: 4.09 (Exceeds Expectations)
- **Strategic Direction:** Infrastructure: 4.27 (Exceeds Expectations)

Total Average Score: 4.42 (Exceeds Expectations)

According to the evaluation report, the UWF President

“continues to provide exceptional leadership, action and vision for the University, students, staff, faculty, the community and the state”;

“achieved many high impact accomplishments, including record enrollment, record fundraising and record Alumni Giving, the highest in the history of the University of West Florida, all during the COVID-19 crisis”; and,

“strength, commitment and passion as a leader, makes her ideal for leading this effort, as well as meeting the on-going challenges to identify and achieve high scores on the Board of Governors performance-based funding metrics.”

B. Top Administrators’ and Academic Deans’ Evaluations.

UWF defines “Top Administrators” as those executive-level UWF officials who comprise the President’s Cabinet. These positions include the Provost, Vice Presidents, the Associate Vice President of Human Resources, the Director of Intercollegiate Athletics, the General Counsel, and the Director for Government Relations. The President evaluates these Top Administrators. Also included in the definition of Top Administrators are the Deans of UWF’s five academic colleges:

- College of Arts, Social Sciences, and Humanities (“CASSH”);
- College of Business (“COB”);
- Hal Marcus College of Science and Engineering (“HMCSE”);
- Usha Kundu, MD College of Health (“UKCOH”); and,
- College of Education and Professional Studies (“CEPS”).

The Provost evaluates the Academic Deans.

Evaluation Process for Top Administrators

<https://uwf.edu/media/university-of-west-florida/offices/hr/documents/PageUp-Direct-Reports-Guide.pdf>

Top Administrators are evaluated on how well they are doing to promote, advance and implement UWF’s 2014-2022 Strategic Plan, which outlines UWF’s mission, values and strategic directions.

Top Administrators have their performance reviewed annually (July 1 to June 30). The President requests that each direct report complete a self-evaluation of the progress of their previous objectives and submit the evaluation to the President. The self-evaluation also includes suggested objectives for the upcoming reporting period. The President reviews the self-evaluation and suggested objectives, provides a written evaluative

response, and meets with the incumbent for discussion. The self-evaluation, letter of evaluation, and finalized objectives are provided to Human Resources for placement in the employee's file by September 30 of each year.

Performance ratings and scale are defined as follows:

- Superior (4.5-5);
- Above (3.5-4.4);
- Satisfactory (2.5-3.4);
- Needs Improvement (1.5-2.4); and,
- Below (1.0-1.4).

The competencies used to assist in the evaluation process are:

- Knowledge, Skills, and Abilities (“KSAs”);
- Quality/Quantity of Work;
- Customer Service Skills;
- Attendance;
- Initiative; and,
- Inclusiveness.

Top Administrators' 2020-2021 Evaluation Results

All but one Top Administrator received overall rankings of “Superior,” which is defined as “employee significantly exceeds position requirements.” One Top Administrator received a ranking of “Above,” which is defined as “employee consistently exceeds expectations and demonstrates ability to surpass position requirements.”

[END]

Attachment "A"



Policy

University Policy P-13.09-02/20

Policy Title: Prohibition of Discrimination, Harassment and Retaliation

Originator: Dr. Martha D. Saunders, President

Responsible Office: Equal Opportunity Programs

Contents:

1. **Introduction and Purpose.**
2. **Policy Statement.**
3. **Scope of the Policy.**
4. **Definitions.**
5. **Prohibited Conduct.**
6. **Timeliness of Reports/Complaints.**
7. **How to Report Possible Discrimination, Harassment and/or Retaliation.**
8. **Responsibility to Report.**
9. **Filing a Written or On-line Complaint.**
10. **Responsibility of University Employees to Cooperate in an Investigation.**
11. **Report/Complaint Processing.**
12. **Appeal of the Final Determination.**
13. **Remedial and/or Educational Measures and Disciplinary Action.**
14. **Investigation Records.**
15. **Conflicts of Interest.**

1. **Introduction and Purpose.**

The University of West Florida is dedicated to providing an inclusive and welcoming environment for all who interact in our community. In continuing to build and maintain a diverse environment, UWF strives to attract students, faculty and staff from a variety of cultures, backgrounds and life experiences. The University of West Florida is committed to ensuring that each member of the University community is permitted to work and study in an environment which is free from discrimination and harassment based on the following protected classes: **age, color, disability, gender, gender identity, sex, sexual orientation,¹ marital status, national origin, race, religion, and veteran status** and which is free from prohibited retaliation, as described in this policy.

2. **Policy Statement.**

The University has adopted the following policy statement to ensure that educational and employment decisions made by the University are based on the qualifications, skills and abilities of those desiring to work, study and participate in our University community:

¹ The primary policy governing discrimination and harassment based on gender, gender identity, sex, sexual orientation and associated claims of retaliation is University Policy P-14.02-02/15 *Sexual Misconduct, Sexual Violence, Gender-Based Discrimination and Retaliation*. In cases where University Policy P-14.02-02/15 does not apply to either the Complainant or the Accused/Respondent, or is otherwise inapplicable, then this policy, University Policy P-13.08-03/17 *Prohibition of Discrimination, Harassment and Retaliation*, shall govern.

The University of West Florida does not tolerate discrimination, harassment, and retaliation, as described in this policy, in the workplace or educational environment.

- Discrimination and harassment by any member of the University community against any other member of the University community on the basis of the individual's age, color, gender, sex, sexual orientation, gender identity, disability, marital status, national origin, race, religion, or veteran status is prohibited.
- Retaliation, as described in this policy, by any member of the University community against any other member of the University community is prohibited.

Each member of the University community is responsible for taking the steps needed to become knowledgeable of this policy, and to refrain from conduct that violates this policy. While it is recognized that the University honors freedom of academic expression, it is essential that the University maintain a working and educational environment free of prohibited discrimination, harassment and retaliation.

3. Scope of the Policy.

For purposes of this policy, the University community is defined as the employees, officers, students and agents of the University. This policy applies to all such persons while they are on University property or are participating in University-sponsored activities off campus. This policy also applies to applicants for employment at the University. In addition, vendors, contractors and other third parties are required to adhere to the prohibitions of this policy when conducting business with the University.

4. Definitions.

(A) Complainant/Respondent.

The Complainant is the individual reporting allegations of or filing a complaint of possible discrimination, harassment or retaliation. The Respondent is the individual(s) against whom the Complainant has filed a complaint or made a report of discrimination, harassment or retaliation.

(B) Discrimination.

For the purpose of this policy, discrimination is defined as differential treatment based on membership in a protected class. Conduct which falls into the definition of discrimination includes, but is not limited to, the following:

- i. Disparity of treatment in the employment environment in hiring, promotion, dismissal, pay and other applicable terms and conditions of employment on the basis of membership in a protected class;

- ii. Disparity of treatment in the educational environment in academic or educational programs, activities and related services on the basis of membership in a protected class; or
- iii. Disparity of treatment in the educational environment such as limitations on participation in athletic, social, cultural or other activities of the University based upon membership in a protected class that is not based on a bona fide requirement or distinction.

(C) Harassment Based Upon a Protected Class.

Harassment, as defined by this Policy, is unwelcome conduct based on an individual's protected class.

(D) Protected Classes.

For the purposes of this policy, the University recognizes the following protected classes: age, color, disability, gender, gender identity, sex, sexual orientation, marital status, national origin, race, religion, and veteran status. Discrimination or harassment based upon anti-Semitism is treated as discrimination or harassment based upon race and religion.

(E) Protected Activities.

Members of the University community engage in Protected Activities when they participate in any of the following activities:

- i. Good faith reporting of or filing a complaint of discrimination, harassment or retaliation prohibited by this policy.
- ii. Participating in a University, State or Federal agency investigation or review regarding a complaint of discrimination, harassment, or retaliation.
- iii. Opposing or protesting discrimination, harassment or retaliation.
- iv. Inquiring about, discussing, or disclosing an employee's own salary information or the salary of another employee or applicant in accordance with Executive Order 13655 Pay Transparency.

(F) University Community.

University community is defined as the employees, officers, students and agents of the University while they are on University property, while they are engaged in University business or while they are attending activities sponsored by the University.

5. Prohibited Conduct.

(A) Discrimination as defined in this policy in Section 4(B) is prohibited.

(B) Harassment based upon an individual's protected class that is sufficiently severe or pervasive, so as to alter the terms and conditions of the individual's employment environment or substantially disrupt the individuals' work or educational environment is a violation of this policy and is prohibited. The following are additional examples of harassment that constitute a violation of this policy:

- i. Where submission to such conduct or request is made either explicitly or implicitly a term or condition of an individual's employment or academic status or success, or
- ii. Where submission to or rejection of such conduct or request by an individual is used as a basis for employment or academic decisions affecting such individual, or
- iii. Where such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic environment or creates an objectively intimidating, hostile or offensive work or academic environment.

(C) Retaliation.

- i. Retaliatory conduct taken against an employee, officer, student or agent of the University because he or she engaged in a protected activity, that is sufficiently severe or pervasive, so as to alter the terms and conditions of the employee, officer, student or agent's individual's employment or academic environment is a violation of this policy and is prohibited.
- ii. Action Taken by Supervisor or Evaluator. A materially adverse employment or educational action taken against an employee, officer, student or agent of the University because he or she engaged in a protected activity by an individual who supervises or evaluates the employee, officer, student or agent is a violation of this policy and is prohibited.
 - (a) For purpose of this policy, a materially adverse employment action is one which would dissuade a reasonable person from engaging in protected conduct.

6. Timeliness of Reports/Complaints.

The University encourages prompt reporting of concerns of discrimination, harassment and retaliation. Prompt reporting can facilitate more effective investigations due to greater likelihood of witness availability and reliability of witness recall, and can lead to quicker resolution of concerns. Therefore, reports/written complaints should be submitted within 180 days of the event or act which is considered to be discriminatory, harassing or retaliatory. However, the University reserves the right to investigate complaints filed after 180 days from the event or act which is alleged to be discriminatory, harassing or retaliatory, where circumstances warrant.

7. How to Report Possible Discrimination, Harassment and/or Retaliation.

University employees, students, and other members of the University community who believe they may have been subject to conduct prohibited by this policy are encouraged to report this information to any of the following:

- the UWF Equal Opportunity Officer,
- the UWF Title IX Coordinator,
- the employee's UWF immediate supervisor,
- any UWF vice president,
- the UWF Human Resources Associate Vice President,
- the UWF Athletic Director and the Associate Athletic Director,
- the UWF Dean of Students,
- the UWF Executive Director of Housing and Residence Life office, or
- the UWF Office of the General Counsel.

Equal Opportunity Programs is located in Building 19. The telephone number is 474-2914 and the fax number is 474-2949. For contact information for the other individuals, please consult <https://marina.uwf.edu/directory/#/people>.

The UWF Police Department should be contacted for any concerns for personal safety or damage to or destruction of University property. The telephone number for the UWF Police department is 850-474-2415.

8. Responsibility to Report.

Any University supervisory employee who observes conduct which could constitute behavior which is prohibited by this policy who receives a report of, or learns of allegations of discrimination, harassment or retaliation as defined by this policy, is required to immediately report the information to Equal Opportunity Programs. Supervisory employees who fail to report such information in a timely manner may be subject to disciplinary action up to and including dismissal from employment.

9. Filing a Written or On-line Complaint.

Individuals who report concerns of discrimination, harassment or retaliation based on a protected class will be invited to submit a written complaint. Written complaints may be filed in person at the Equal Opportunity Programs office or may be submitted online. The procedure for processing the reported information will continue regardless of whether a written complaint is submitted.

Individuals who are considering filing a complaint of discrimination, harassment or retaliation or who wish to discuss concerns related to discrimination, harassment or retaliation based upon a protected class may meet with an investigator in the Equal Opportunity Programs by calling 850-474-2914.

10. Responsibility of University Employees to Cooperate in an Investigation.

University employees have a duty to cooperate fully in an investigation of discrimination, harassment or retaliation. This duty includes, among other things, speaking with the investigator and providing copies of any documentation which relates to the complaint being investigated. The failure or refusal of any employee to cooperate in an investigation may result in disciplinary action up to and including dismissal from employment.

11. Report/Complaint Processing.

After receiving a report of conduct which could constitute an alleged violation of this policy, an investigator from Equal Opportunity Programs or designee will invite the individual who believes he or she may have been subject to prohibited conduct to discuss the concerns, this policy, and the investigation procedure.

12. Temporary Measures.

The University may, in order to promptly address concerns raised, take action before an investigation has begun, or during an inquiry or investigation, regardless of whether a written complaint is filed, in an effort to prevent prohibited conduct or prevent conduct which, if continued, would constitute prohibited conduct. This action may include, but is not limited to, moving a student or employee to a different residence hall location or employment location, separating individuals, issuing no contact directives, assigning educational measures, and taking other remedial efforts to stop or prevent prohibited and unwelcome conduct.

Reports and complaints submitted under this policy will be processed in accordance with the procedures associated with this policy. The investigation procedure is available on the UWF website Equal Opportunity Programs page: UWF.edu/EOP.

An Investigative Report will be prepared for complaints/reports which result in an investigation. The Complainant and Respondent will be permitted an opportunity to comment on the Investigative Report. After the comment period, a Final Determination, finding whether the conduct alleged constituted a violation of University policy, will be issued by the University.

13. Appeal of the Final Determination.

The Complainant and/or the Respondent may appeal the Final Determination by filing a written Appeal within 21 calendar days of the date of the Final Determination. The bases for Appeal are limited to the following:

- (A) New relevant evidence/information is discovered which was not available by the date the Investigative Report was issued, or
- (B) The Procedure for Investigation and Disposition of Complaints of Discrimination, Harassment or Retaliation was not followed, or
- (C) The Final Determination is not supported by sufficient evidence/information. For Appeal Procedures, see UWF website Equal Opportunity Programs page UWF.edu/EOP.

14. Remedial and/or Educational Measures and Disciplinary Action.

(A) **Remedial and/or educational measures** may be taken by the University at any point during the processing of a report/complaint. Remedial and/or educational measures may be included in the Investigative Report as recommendations or directives, and/or such measures may be included as directives in the Final Determination. Examples of some remedial measures include, but are not limited to, moving employees or students to different areas or different shifts, directing employees or students to avoid certain behavior, or to avoid contact with designated individuals. Examples of educational measures include, but are not limited to, reinforcement of policy requirements, informal and formal training, tutorials, research, reading and/or writing assignments.

(B) Disciplinary Action.

- i. Conduct prohibited by this or any university policy may result in disciplinary action up to and including employment dismissal or student expulsion. Disciplinary action for employees is subject to applicable University regulations and policies and applicable collective bargaining agreements. Disciplinary action for students is subject to the Student Code of Conduct.
- ii. The University shall take action against vendors, contractors or other third parties found responsible for violating this policy within the limits of the University's authority.
- iii. A Complainant, Respondent or witness who is an employee or student, who is found to have knowingly made false reports/complaints of prohibited discrimination, harassment or retaliation or who is found to have knowingly provided false information in an investigation of such reports/complaints may be subject to disciplinary action up to and including employment dismissal or student expulsion.

15. Investigation Records.

Pursuant to Section 1012.91, Florida Statutes, records of investigations of employee misconduct, including allegations of discrimination, are confidential and exempt from Chapter 119 requests until the investigation is completed. In cases where sexual harassment is alleged, however, information identifying a Complainant or witness or which could lead to the identification of a

Complainant or witness is confidential and exempt from Chapter 119 requests at all times.

Records within an investigation may also be confidential and exempt from public records requests, such as faculty academic evaluations (section 1012.91, F.S.) and personally identifiable student records (section 1006.52, F.S.; 20 U.S.C. Section 1232g).

16. Conflicts of Interest.

If an individual, who, because of his or her University position, would ordinarily participate in the administration or disposition of a complaint under this policy, files a complaint or becomes involved in a case as a Respondent or a Witness, that individual will be replaced in the investigation process by the University, and the University will assign an alternate individual(s) to participate in the administration and/or disposition of the matter.

Approved:


Dr. Martha D. Saunders, President

Date:

2.17.2020

History:

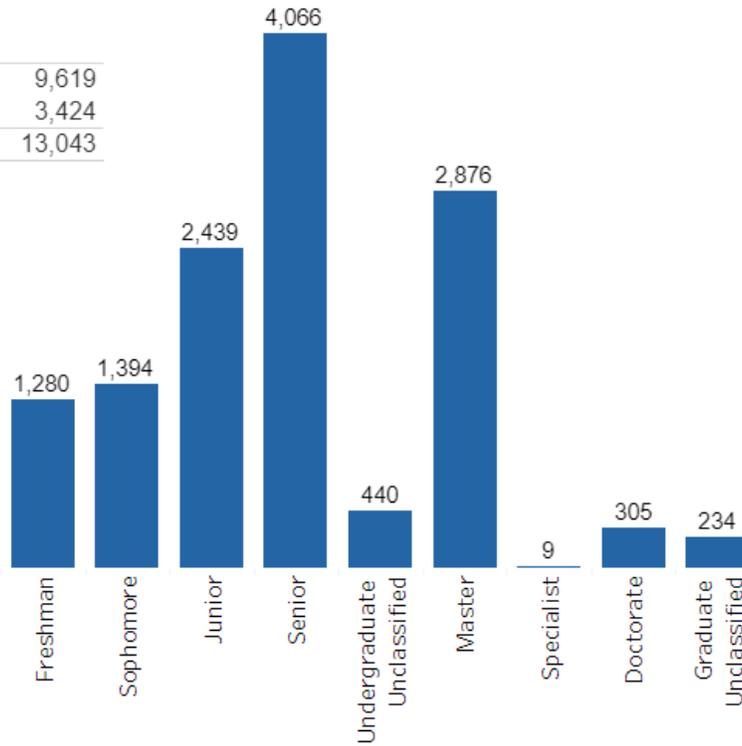
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Attachment "B"

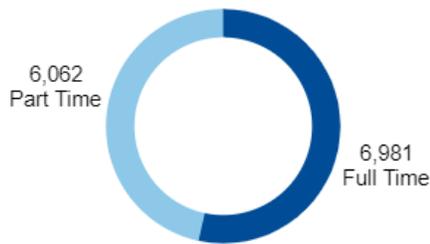
Enrollment Overview

Term

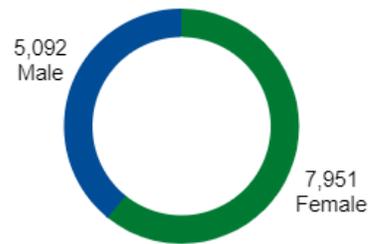
Undergraduate	9,619
Graduate	3,424
Total	13,043



Student Load - Fall 2020



Gender - Fall 2020



Online Programs - Fall 2020



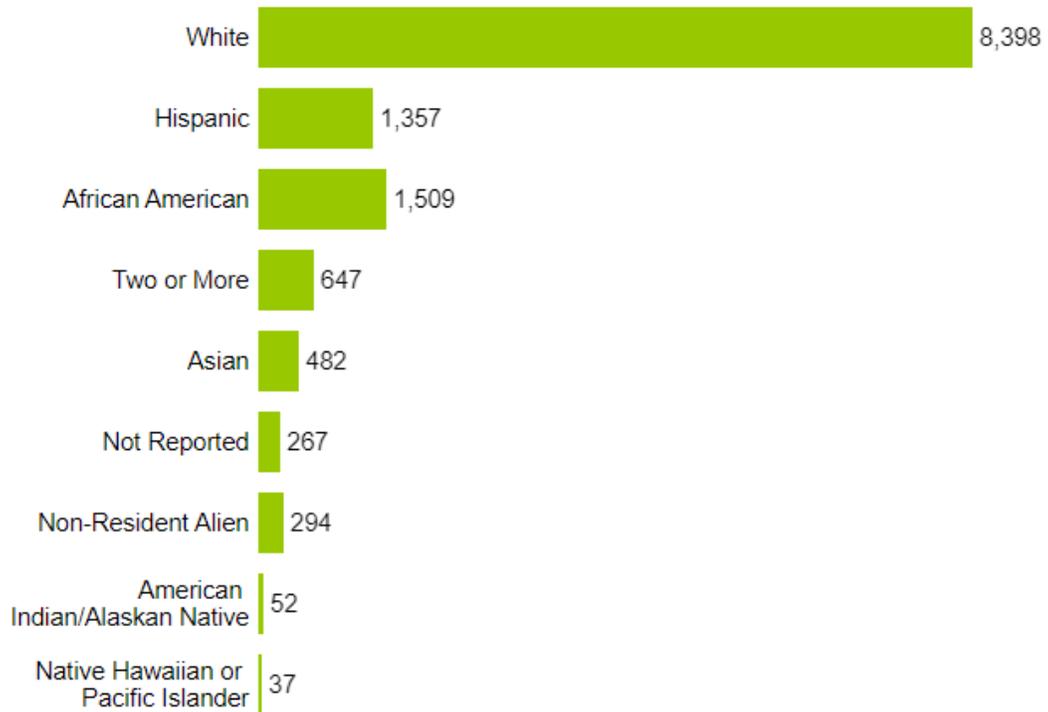
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Traditional Programs - Fall 2020

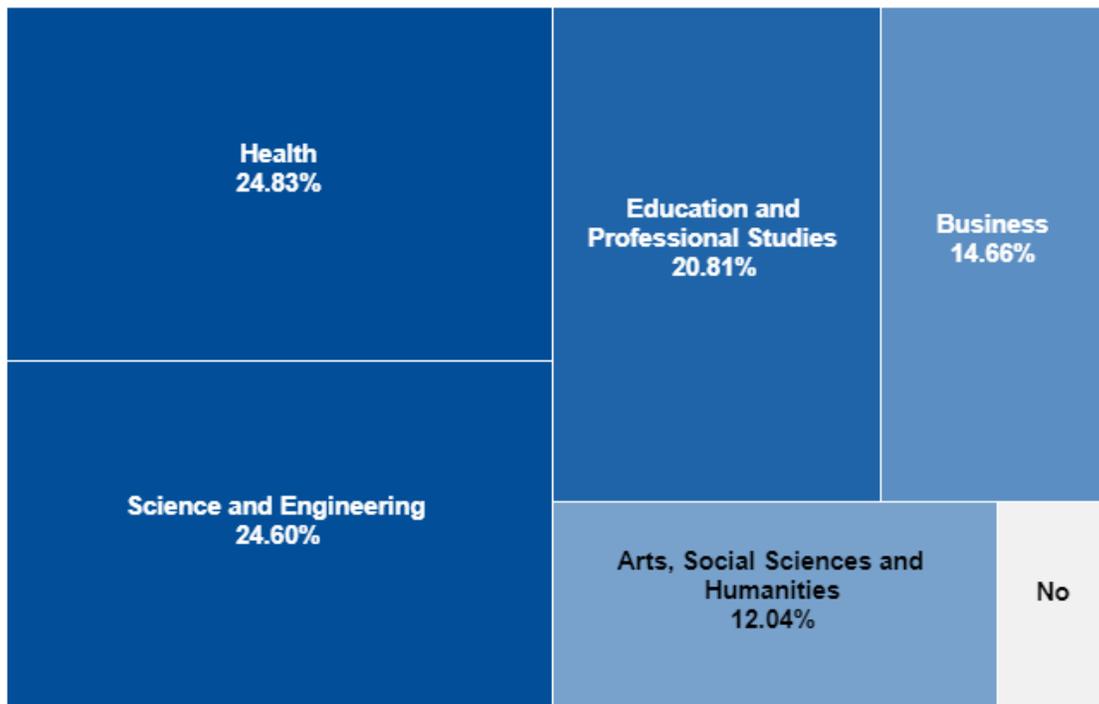


8,844

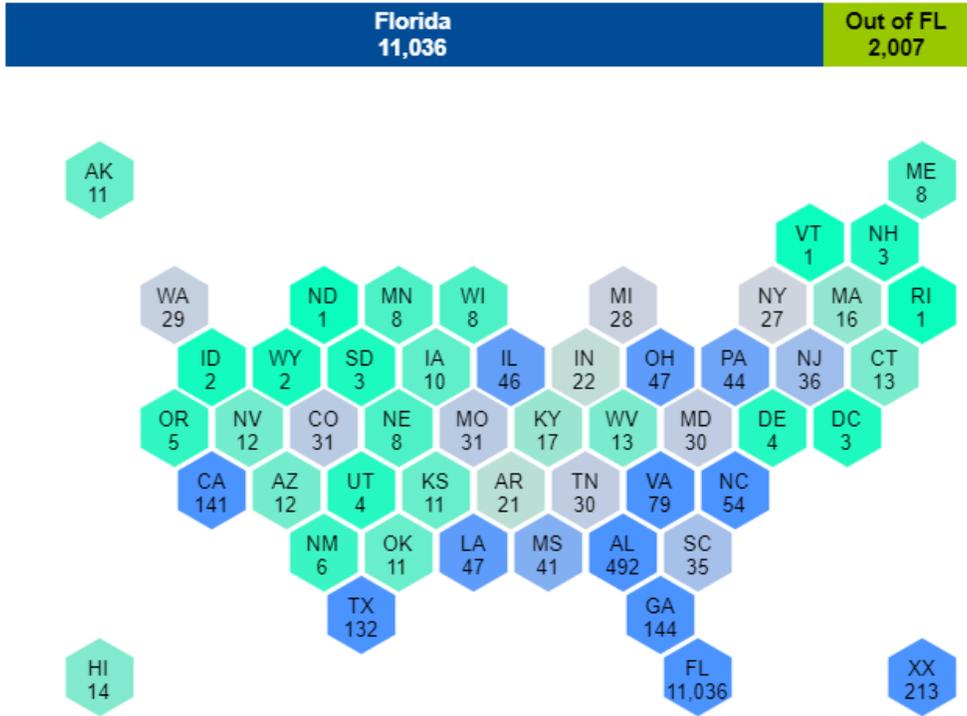
Ethnicity - Fall 2020



College - Fall 2020



States – Fall 2020



Argo Countries - Fall 2020



Attachment "C"

Diversity Plan

2018-2022

MISSION

Our mission at UWF is to:

- Provide high-quality undergraduate and graduate education,
- Conduct teaching and research that services the body of knowledge, and
- Contribute to the needs of professions and society

OUR VISION

A spirited community of learners, launching the next generation of big thinkers who will change the world.

OUR VALUES

Our institutional values—shared by students, faculty and staff—make UWF a great place to learn and to work. UWF maintains policies and practices and pursues initiatives congruent with our values.

UWF Operates with Integrity in all Matters: *Doing the Right Thing for the Right Reason.*

Caring	Maintaining a safe, dynamic learning and working environment that fosters the development of individual potential.
Collaboration	Promoting a culture of supportive and cooperative interactions and communication to advance and achieve shared expectations and goals.
Creativity	Providing opportunities to imagine, innovate, inspire, and express different approaches and solutions to existing and anticipated needs and challenges.
Entrepreneurship	Encouraging a culture that identifies opportunities to initiate change.
Inclusiveness	Welcoming, respecting, and celebrating the differences and the similarities among people and ideas.
Innovation	Exploring, expanding, and enhancing learning as well as knowledge through transformational experiences.

EQUITY, DIVERSITY & INCLUSION AT THE UNIVERSITY OF WEST FLORIDA

At the University of West Florida, we define equal opportunity as non-discrimination on the basis of protected characteristics. We define diversity as the various attributes we each possess based on characteristics from birth, experience we have had, and decisions we have made. We define inclusion as acknowledging and leveraging diversity by creating an environment where students, faculty and staff feel accepted, and valued. We celebrate the unique characteristics of each member of our community as well as the commonalities we share. As an educational institution we recognize the considerable benefits emanating from the diverse human mosaic that is our university. It is our vision to be an intellectual and cultural center that engages our students, faculty, staff and community partners in an ongoing and dynamic process that prepares each of us to be culturally competent in an ever-changing multicultural world.

PRESIDENT'S COUNCIL ON DIVERSITY AND INCLUSION

The President's Council on Diversity and inclusion is made up of students, faculty, staff and members of the Pensacola community.

DIVERSITY PLANNING PROCESS

The President's Council on Diversity and Inclusion worked with the Chief Diversity Officer to review the 2017 Campus Climate Survey and the 2017 Diversity Report to inform the update of the University's Diversity Plan 2018 – 2022.

UWF NON-DISCRIMINATION POLICY:

The University of West Florida Equal Opportunity, Affirmative Action and non-discrimination policies can be found at <http://uwf.edu/respect/getempowered/policies.cfm>.

DIVISION OF ACADEMIC ENGAGEMENT

📍 BUILDING 18 🌐 UWF.EDU/DAE ☎ 850.474.3177
✉ DAE@UWF.EDU 📱 UWFDAE 📺 UWF_DAE



Diversity Goals

AND ACTIONS STEPS

Goal 1: Improve recruitment, retention and graduation rates of students from underrepresented populations.

- 1.1 - Create and sustain programming for underrepresented populations that increase retention and graduation rates for student from underrepresented populations.
- 1.2 - Increase University outreach to students in the region who come from underrepresented populations.
- 1.3 - Ensure that students from underrepresented populations have greater access to High Impact Learning opportunities which lead to improved retention and graduation rates (i.e. Kugelman Honors and Study Abroad).

Goal 2: Improve and sustain a culture where students, faculty, staff and visitors of all identities feel included and supported.

- 2.1 - Better communicate the University's efforts to achieve inclusive excellence on campus.
- 2.2 - Create more opportunities for dialog to discuss current events and issues affecting our global, national and local communities.
- 2.3 - Create campus resource guides for underrepresented populations on campus.

Goal 3: Increase recruitment, hiring, retention and promotion of faculty and staff from underrepresented populations.

- 3.1 - Work with Human Resources to create a hiring toolkit that will address diverse pools and candidates.
- 3.2 - Create a faculty work group that will make recommendations to The Office of the Provost for programming to support recruitment and retention of diverse faculty.
- 3.3 - Create opportunities for faculty and staff to engage in the work that is necessary for our campus community to be inclusive.

Goal 4: Improve multicultural training opportunities in an effort to enhance cross-cultural competency for students, faculty, staff and members of the community.

- 4.1 - Enhance the Cross Cultural Competence Program at UWF to expand reach.
- 4.2 - Create more opportunities for students to engage in diversity and inclusion training and programming through on-campus workshops and activities.
- 4.3 - Celebrate the diversity of Pensacola and Florida through activities and displays on- and off-campus.

Goal 5: Serve the Northwest Florida region as a center for diversity education, multicultural awareness and engagement by seeking, establishing and sustaining relationships with organizations, institutions and community partners who value diversity.

- 5.1 - Initiate a regional diversity and inclusion conference for UWF and Pensacola.
- 5.2 - Build partnerships with organizations and business entities in the community who are dedicated to employing a diverse workforce and willing to help students develop the necessary skills to be workforce ready.
- 5.3 - Expand the Cross Cultural Competence MOOC to offer credit or certificate bearing programs.

Attachment "D"

UNIVERSITY *of* WEST FLORIDA

Strategic Plan

2017-2022



*Approved by the UWF Board
of Trustees June 29, 2017*

The University of West Florida's strategic plan for 2017-2022 builds upon the solid foundation of teaching, research, and service established since we opened our doors in 1967. The plan is built on five strategic directions and highlights priorities for transformation and growth.

Mission

Our mission at UWF is to

- Provide high-quality undergraduate and graduate education,
- Conduct teaching and research that services the body of knowledge, and
- Contribute to the needs of professions and society.

The President's Vision for UWF

A spirited community of learners, launching the next generation of big thinkers who will change the world.

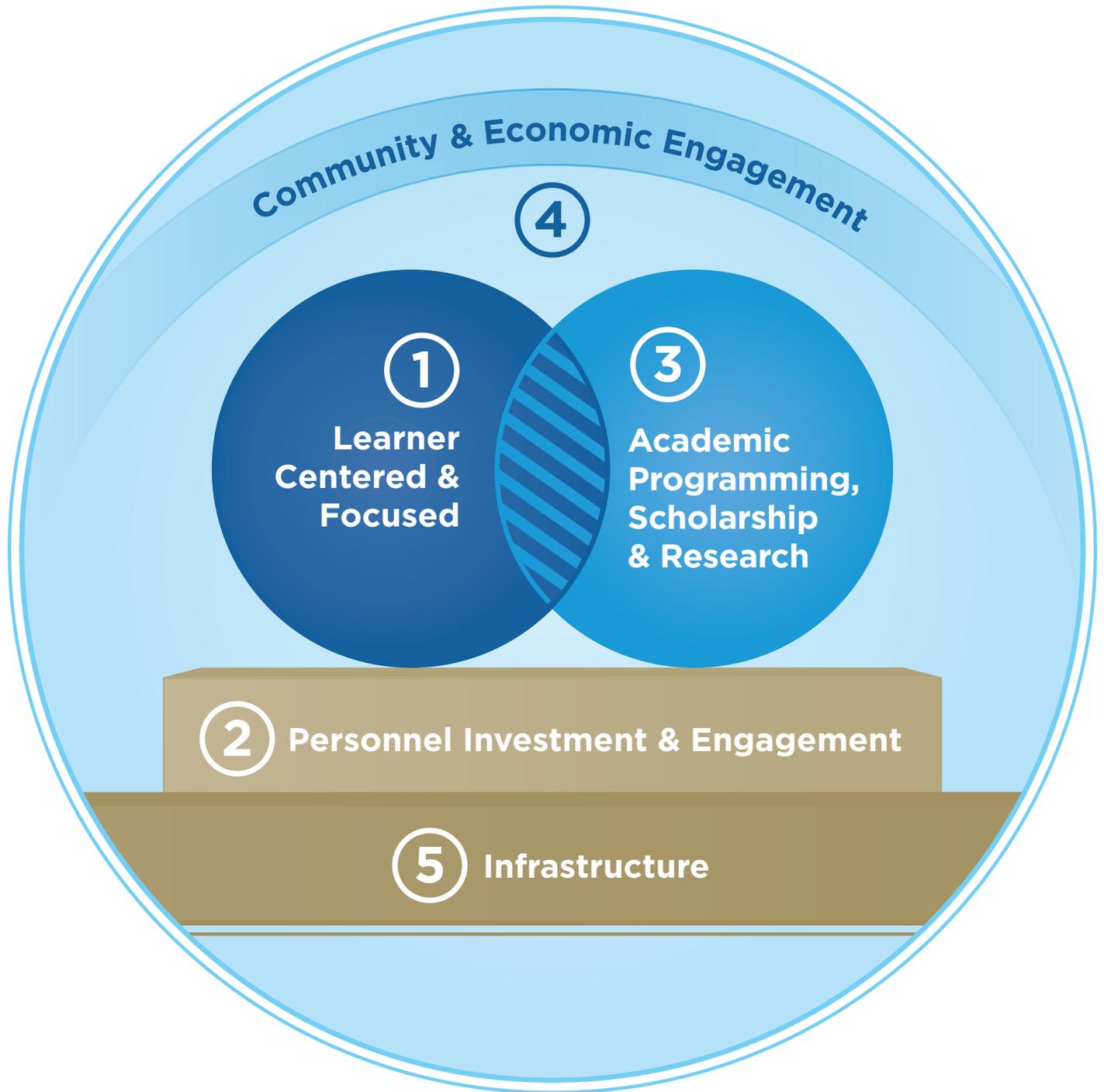
Values

Our institutional values—shared by students, faculty and staff—make UWF a great place to learn and to work. UWF maintains policies and practices and pursues initiatives congruent with our values.

UWF Operates with **Integrity** in all Matters: Doing the Right Thing for the Right Reason.

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Collaboration	Promoting a culture of supportive and cooperative interactions and communication to advance and achieve shared expectations and goals.
Creativity	Providing opportunities to imagine, innovate, inspire, and express different approaches and solutions to existing and anticipated needs and challenges.
Entrepreneurship	Encouraging a culture that identifies opportunities to initiate change.
Inclusiveness	Welcoming, respecting, and celebrating the differences and the similarities among people and ideas.
Innovation	Exploring, expanding, and enhancing learning as well as knowledge through transformational experiences.

Strategic Directions



Strategic Directions

Strategic Direction 1: Learner Centered and Focused

- 1.1 Provide high-quality learning and co-curricular experiences that inspire students to become enlightened and engaged global citizens and successful professionals.
- 1.2 Align resources to deliver exceptional support services and learning opportunities that will ensure students have access, continuity, and success while earning degrees.

Strategic Direction 2: Personnel Investment and Engagement

- 2.1 Attract, retain, and develop high-quality diverse faculty and staff.
- 2.2 Recognize, reward, and celebrate faculty and staff for their contributions to student development, scholarly or professional achievements, community partnerships, and the university.
- 2.3 Embrace a culture of shared responsibility.

Strategic Direction 3: Academic Programming, Scholarship, and Research

- 3.1 Build programs of distinction that enhance UWF's reputation for educational excellence.
- 3.2 Develop and retain a culture that supports research and creativity.
- 3.3 Augment and invest in academic and research programs that meet professional, personal, scholastic, and workforce needs.
- 3.4 Optimize internal and external support to promote teaching and learning activities, service, research, strategic innovation, and other scholarly works.

Strategic Direction 4: Community and Economic Engagement

- 4.1 Strengthen and expand partnerships that amplify UWF's impact and visibility in the community as an educational, cultural, and economic center.
- 4.2 Enhance the region's education, economy, culture, health, and well-being through endeavors beyond campus borders.
- 4.3 Inspire partnerships that develop a pathway to employment for UWF students and graduates and imbue the community with value for UWF as a good neighbor.

Strategic Direction 5: Infrastructure

- 5.1 Promote UWF's properties as desirable destinations for educational, cultural, professional, and personal activities.
- 5.2 Invest in and steward UWF's natural, technical, intellectual, and physical infrastructure.

Attachment "E"

Argo Spirit Scholarship

Full ride scholarships given to students with financial need and generally come from underrepresented populations. This is the first full ride scholarship that does not consider academics. UWF offers 3-5 each year. In order to apply, students must be FTIC, Pell, and Florida Residents.

Cylea Lyrio Scholarship Fund

This scholarship is awarded to Latino/Hispanic students who are considered need-based.

Evelyn Ortiz & John Smykla Criminal Justice Scholarship in Diversity

Awarded to a junior or senior Hispanic undergraduate student in the Department of Criminology and Criminal Justice with the overall highest-grade point average. If no undergraduate student qualifies for the award in a given year, the scholarship will be awarded to a Hispanic graduate student in the Department of Criminology and Criminal Justice with the highest overall grade point average.

Theodore R. and Vivian M. Johnson Scholarship

The Johnson Scholarship is a competitively awarded program that is available to undergraduate students with disabilities who have a financial need.

Disabled Student Scholarship (SAR)

This scholarship benefits students meeting enrollment requirements of UWF who have a documented disability and significant financial need. This scholarship is based on donations and is eligible for a 100% match by the The Johnson Scholarship Foundation.

The American Dream Scholarship

Set up in 2017, this is a scholarship endowment program that provides need-based scholarships to allow students to pursue higher education. Preference for this scholarship is given to immigrants and refugees.

John C. Pace, Jr. Memorial Scholarship

This endowed scholarship was established in 1994 by the multi-million dollar gift by the last will and testament of Dr. John C. Pace, Jr. of

Pensacola. The endowment supports transfer scholarships from Florida public community colleges, achievement scholarships for continuing students, graduate scholarships, and honors scholarships to new full-time freshman and Black freshman.

BG & Mrs. Michael L. Ferguson Scholarship for Sons/Daughters Military Vets

This endowed scholarship was established in 2001 by Brigadier General and Mrs. Michael L. Ferguson. Scholarships are awarded to the son or daughter of a deceased, active duty or retired veteran who demonstrates leadership capability and a commitment to service, with children of Army veterans receiving a priority.

Dan McLeod Memorial Scholarship

The Dan McLeod Memorial Scholarship is a competitively awarded scholarship that is available to undergraduate and graduate students with orthopedic disabilities who attend UWF. An orthopedic disability is defined as severe skeletal, muscular, or neuromuscular impairment.

Pensacola Women's Alliance Scholarship

This scholarship was established in 1992 by the Pensacola Women's Alliance. The Pensacola Women's Alliance encourages the advancement of women in the community. Scholarships are awarded to female students over the age of 21 with financial need pursuing a college degree or vocational trade.

Latin American/Caribbean Scholarship

This scholarship was established in 2001 by the UWF Foundation, UWF, and friends of the University. Scholarships are awarded to citizen/resident of a Latin American or Caribbean country, including Puerto Rico and the U.S. Virgin Islands.

The Lisa Wallace Giese Memorial Scholarship Endowment

Scholarship preference is given to a female student in their junior, senior, or graduate level year majoring in Accounting and maintaining a 3.5 or higher in their major coursework.

Helene Erickson Memorial Women's Tennis Scholarship

This scholarship is intended for undergraduate and graduate students on the women's tennis team.

Aimee Godwin Scholarship

This scholarship is for students on the UWF Women's Basketball team.

Camille Carunchio Women's Soccer Scholarship

This scholarship is for Women's Soccer student-athletes.

Donald Carunchio Women's Basketball Scholarship Endowment

This scholarship is for Women's Basketball student-athletes.

J. Terryl "T. Bubba" Bechtol Women's Basketball Scholarship Endowment

This scholarship is for Women's Basketball student-athletes.

Pensacola Runners Association Women's Cross Country Scholarship Endowment

This scholarship is for undergraduate or graduate students on the women's cross-country team who meet University qualifications.

Women's Cross Country Scholarship Endowment

This scholarship is for undergraduate or graduate students on the women's cross-country team.

W.H. "Hendy" Hilton-Green Men's and Women's Golf Scholarship Endowment

This scholarship was established to honor the memory of W. H. "Hendy" Hilton Green. It is designated for eligible men's and women's golf student-athletes attending UWF.

Women's Athletics Trust Scholarship Endowment

This scholarship is for female student-athletes and other activities related to women's athletics.

Argo Scholars

These scholarships are for a select group of

highly motivated Pensacola High School students who also have significant financial or other barriers to success. ARGO Scholars are mentored, participate in a variety of cultural experiences, and receive scholarship support for tuition, books and room/board while at UWF.

Lisa Jo Dickson Memorial Scholarship Endowment

Scholarship awards are made to an upper division initiated female of a UWF Panhellenic sorority who has proven leadership roles in and commitment to the mission of Panhellenic Greek life and her sorority. The recipient must have a 2.8 GPA and record of volunteerism/community service. Students may receive the award a maximum of two times.

W.J. ("Jerry") Douglas Annual Scholarship

This scholarship is awarded to a student meeting UWF's enrollment requirements and may include the amount of tuition and matriculation fees, excluding summer term. First preference is given to student(s) returning to or beginning school during and/or after military service. Second preference is given to the dependent of a person who was a student during and/or after military service.

Dr. Grace Po-Yuen Chiu Scholarship

This scholarship is awarded to students majoring full time in international chemistry entering their junior or senior year with financial need.

Maria Flewellen Mikel Memorial Scholarship Endowment

Preference for this scholarship is given to an upper division or transfer female student pursuing a degree in Business or Finance and maintaining a 2.7 GPA. The amount varies.

Stan and Mary Stephenson Engineering Scholarship

This scholarship is for full-time students majoring in electrical engineering who have a cumulative GPA of 3.0 on a 4.0 scale. Preference is given to electrical engineering students with dependents who indicate a desire to teach engineering and/or first generation college students in engineering.

Frank and Alice Adams Scholarship Fund

This scholarship is for a Florida resident freshman with a documented specific learning disability and a cumulative high school GPA of 2.5 on a 4.0 scale. It is renewable through the senior year based on cumulative GPA requirements. The maximum award is equal to tuition/matriculation fees for two academic terms.

Max Conner Scholarship Endowment

This scholarship is for UWF need-based students. Preference will be given to first generation students (defined as those students whose parents do not possess a baccalaureate degree).

First Generation Scholarships

These scholarships are for UWF need-based students enrolled full-time or part-time (minimum of 6 credit hours required) in a degree seeking program. Students must be residents of Florida, have parents that have not earned a bachelor's degree or raised by a single parent who did not earn an undergraduate degree.

The Kerrigan Daughters' Young Women's Scholarship

This scholarship is for need-based female students under the age of 30 (for the first award) with dependent children that meet enrollment requirements. Preference is given for those with primary custody of children under the age of 10. First-time students from community college or high school are eligible regardless of GPA. The award covers tuition, books, lab fees, and matriculation fees plus up to \$250 for miscellaneous expenses per semester. Recipients are eligible for a maximum of 10 semesters if requirements are met.

The Society of American Military Engineers, Pensacola Post Scholarship

These scholarships are for students residing in Escambia and Santa Rosa counties who are enrolled in Electrical Engineering Technology or pre-engineering programs and have financial need. Preference is given to veterans or active duty military personnel.

Solutia Pre-Engineering Scholarship

This pre-professional (pre-engineering) scholarship is for minority and/or female students with above average grades and with financial need.

Future Women Engineers Scholarship

This scholarship is for a full-time female student in Electrical/Computer Engineering with a cumulative GPA of 3.0 or higher.

Dr. Cheryl L. Thomas Memorial Scholarship

These scholarships are for need-based students that meet UWF enrollment requirements. Preference is given to upper division female students with GPA of 2.5 or above. The maximum amount of awards is equal to tuition and matriculation fees.

Bruce R. Dunn Single-Mother Scholarship Fund

These scholarships are for single parents with dependent children (one or more living with the parent) who are full time students pursuing a graduate degree in Psychology. A cumulative GPA of 3.5 on a 4.0 scale is required along with a minimum of 9 coursework hours remaining in their program and financial need. Awards of \$500 to \$1,250 per semester for tuition and matriculation fees (excluding summer) are available.

Jeffrey Scott Henshall Scholarship

This scholarship awards a student with a disability or a student whose focus is disability related.

Linda O. Dye Award

This annual leadership award of \$500 is made to a female student for significant contributions, sustained leadership, and service to campus life at UWF. Considerations are time, energy, creativity, and work to enhance activities, intercollegiate athletics, and the development and maintenance of traditions.

UWF Board of Trustees Meeting
Student Affairs Committee
August 18, 2022

Issue/Agenda Recommendation: UWF Plan for implementing BOG Civil Discourse Recommendations

Proposed Action: Approval

Background Information: At the January 2022 Board of Governors meeting, the Board approved recommendations from the Strategic Planning Committee relative to civil discourse. These recommendations are designed to ensure a climate of free expression and civil discourse on each university campus according to the principles set forth in the State University System Free Expression Statement and the Board of Governor's Civil Discourse Final Report.

UWF's plan must address recommendations 1, 3, 4, 6, and 7. These recommendations, UWF's current activities and initiatives, and proposed implementation plan will be presented for approval.

Implementation Plan: UWF Civil Discourse Plan

Fiscal Implications: N/A

Supporting documents:

- Board of Governor's Civil Discourse Final Report
- State University Statement of Florida Statement of Free Expression
- UWF Civil Discourse Plan
- UWF Civil Discourse Plan Powerpoint

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Facilitator/Presenter: Dr. Greg Tomso

Civil Discourse Final Report 2022



CIVIL DISCOURSE INITIATIVES in the STATE UNIVERSITY SYSTEM

INTRODUCTION

As members of many different societal groups and communities, people thrive on the personal interactions that occur every minute of every day. These ongoing interactions provide the foundation for learning, discovery, and growth in a university setting. More specifically, open-minded, tolerant, and respectful discourse among campus community members is critical to enabling students to learn and pursue their educational goals, faculty to effectively teach, and staff to pursue fulfilling work.

To promote civil discourse in the State University System, the Board of Governors, the presidents of Florida's twelve public universities, adopted a "Statement of Free Expression" in 2019. The Board's statement directly aligns with the well-established "Chicago Principles" that originated at the University of Chicago in 2014 to articulate the university's overarching commitment to free, robust, and uninhibited debate. Universities have widely adopted the Chicago Principles throughout the U.S.

The Board's Statement of Free Expression was endorsed by the twelve state universities as a vehicle to establish, maintain, and support a full and open discourse and the robust exchange of ideas and perspectives on all university campuses (See Appendix A). The statement reinforces that a critical purpose of a higher education institution is "to provide a learning environment where divergent ideas, opinions, and philosophies, new and old, can be rigorously debated and critically evaluated."

Board of Governors Chair Syd Kitson established the Board's Civil Discourse Initiative during his January 2021 "State of the System" address. Chair Kitson expressed concern regarding the steady decline in respectful discourse among those with differing viewpoints. He stated that the university setting could provide a foundation for understanding, learning, and growth in this area. Chair Kitson tasked Governor Tim Cerio to lead the initiative through the Strategic Planning Committee. Governor Cerio has stated that "Civil discourse, conducted civilly without fear of reprisal, is critical to free speech and ensuring academic and intellectual freedom – not just on our university campuses, but throughout our country."

The 2018 Legislature established the Campus Free Expression Act in section 1004.097, Florida Statutes. This statute provides direction and relevance to the Board's initiative as it codifies an individual's right to engage in free-speech activities at public higher education institutions. It also prohibits a public institution from shielding students, faculty, or staff from expressive activities while authorizing a public institution to create and enforce reasonable restrictions under specified conditions.

CIVIL DISCOURSE: BEST PRACTICES

The State University System

The state universities provided information on activities and initiatives promoting and supporting civil discourse in their campus communities. Best practices gleaned from a review of their submissions were highlighted within the following four categories.

1. Workshops & Professional Development: Presentations, lectures, workshops, or training designed to provide opportunities for faculty, staff, students, and campus partners to learn how to engage in and facilitate dialogue respectfully.
2. Speakers, Dialogue & Debate: Events or programs that provide opportunities for faculty, staff, and students to engage in, observe, or facilitate conversations and encourage civil discourse.
3. Outreach (on and off-campus): Programs, workshops, and or campaigns with external partners help cultivate a campus culture of civil discourse.
4. Research and Academic Affairs: Research-based initiatives, web tools, and courses designed to provide opportunities for students, faculty, and staff to engage in and learn about issues related to civil discourse in a formal setting.

Additionally, the committee researched established national programs addressing civil discourse and interviewed prominent authorities in this area. Interviews were conducted with Dr. Robert George, McCormick Professor of Jurisprudence & Director, James Madison Program at Princeton University; Dr. Lynn Pasquerella, President of the Association of American Colleges and Universities; Dr. Diana Hess, Dean, University of Wisconsin School of Education; Ms. Liz Joyner, Founder & C.E.O., the Village Square; Dr. Bill Mattox, Director, James Madison Institute's Marshall Center for Educational Options; Dr. Tim Chapin, Dean, FSU College of Social Sciences and Public Policy, and Dr. Jonathan Haidt, founder of the Heterodox Academy.

National Models

A review of the national postsecondary system and institutional civil discourse programs identified a number of highly regarded initiatives and strategies that promote and support civil discourse. Examples include the following.

- The Center for Peace and Conflict Resolution, Brigham Young University: The Center's primary focus is conflict resolution. Through mediation, arbitration, training workshops, research, conferences, academic courses, and consultations, the Center assists both the university and the community in building skills and promoting understanding of peace, negotiation, communication, and conflict resolution.
- Heterodox Academy: Heterodox Academy is a nonpartisan international collaborative of professors, administrators, and students committed to enhancing the quality of research and education by promoting open inquiry, viewpoint diversity, and constructive disagreement in institutions of higher learning. The

Heterodox Academy was founded in 2015 by scholar Jonathan Haidt. He was prompted by his views on the negative impact that the lack of ideological diversity has had on the quality of research within the Academy.

The Academy collaboratively engages with universities throughout the U.S. to promote rigorous, open, and responsible interactions across lines of difference as essential to separating good ideas from bad and making good ideas better. Heterodox scholars view the university as a place of collaborative truth-seeking, where diverse scholars and students approach problems and questions from different points of view in pursuit of knowledge, discovery, and growth.

- The Institute for Civic Discourse and Democracy, Kansas State University: The Institute pursues theories and practice in civic discourse that are identified to advance improvements in all campus and community interactions. The Institute supports public conversation to elevate specific qualities of civic discourse, including inclusiveness, equality, reciprocity, reflection, reason-giving, and shared decision-making. The Institute offers certificates and degrees through the university's communication studies department; and offers workshops, facilitator training, and research opportunities through the Kansas Civic Life Project.
- The James Madison Program in American Ideals and Institutions: The James Madison Program is a scholarly institute within the Department of Politics at Princeton University and is dedicated to exploring enduring questions of American constitutional law and Western political thought. The James Madison Program was founded in 2000 by Dr. Robert George, McCormick Professor of Jurisprudence at Princeton University, and follows the University of Chicago's principles on freedom of expression.

The James Madison Program promotes teaching and scholarship in constitutional law and political thought and provides a forum for free expression and robust civil dialogue and debate. The Program hosts visiting postdoctoral and undergraduate fellows and offers various activities, courses, summer programs, and other related activities promoting free expression.

RECOMMENDATIONS

All 12 universities in the State University System have voiced a commitment to civil discourse and have provided numerous examples of programs and policies to establish, maintain, and support civil discourse throughout their living, learning, and working environment.

In recent years, there have been incidents of unacceptable behaviors and violations of codes of conduct and personnel policies relating to civil discourse by administrators, faculty, and students in the system. When such incidents occur, universities must respond to grievances with rapid response, thorough review, and adjudication according to their established policies. This process is most valuable when the conflict is resolved,

the impacted individuals are redressed, and all involved can learn and grow from the experience.

Moreover, programming restricting participation based on race or ethnicity, and in violation of existing university policies, has occurred with more frequency on Florida campuses. Although perhaps well-intentioned, often the effect of these programs is to further divide and disenfranchise, rather than promote understanding through civil discourse.

The Board of Governors as Advocate

The Board of Governors, responsible for the management and operation of the State University System, is unequivocal in its support of civil discourse throughout its 12 campus communities. The Board believes that each campus community member has a unique and critical role in the adherence to civil discourse and the ongoing support of the establishment, maintenance, and evaluation of civil discourse initiatives.

The Board of Governors' "Statement of Free Expression" remains an integral part of the Board's three-pronged mission for state universities: to deliver a high-quality academic experience for students, to engage in meaningful and productive research, and to provide a valuable public service for the benefit of local communities, metropolitan regions, and the state.

- I. **The Board of Governors expects that the leadership at each university will operationalize the Board's commitment to open-minded and tolerant civil discourse by promoting, supporting, and regularly evaluating adherence to the principles set forth in the Board's Statement of Free Expression and cultivating a culture of civil discourse in all campus interactions, including academic, administrative, extracurricular, and social dealings.**

University Planning

In its 2025 Strategic Plan, the Board of Governors sets forth its mission for the State University System and further states that the state universities will "*support students' development of the knowledge, skills, and aptitudes needed for success in the global society and marketplace.*" The Board strongly believes that the state universities are well-positioned to provide the foundation for civil discourse learning, understanding, and growth for all campus community members.

Each university's Accountability Plan is an annual report of specific accountability measures and strategic plans.

- II. **The Board of Governors recommends that each university's Accountability Plan and Strategic Plan include a specific endorsement of the Board's Statement of Free Expression, as well as a clear expectation for open-minded and tolerant civil discourse throughout the campus community. The Board of Governors will include similar statements and principles in its Strategic Plan for the State University System.**

University Leadership

State university boards of trustees have the powers and duties necessary for each university's operation, management, and accountability. University civil discourse policies, programs, and initiatives should be viewed as strategic priorities by each board of trustees. The Board of Governors also believes that university faculty senates and student governments have a vital role and should participate early and often in the development, implementation, evaluation, and support of civil discourse programs and initiatives.

- III. **The Board of Governors recommends that the leadership of each university board of trustees, faculty senate, and student government annually review and endorse the Board's Statement of Free Expression and commit to the principles of civil discourse.**
- IV. **The Board of Governors recommends that each board of trustees conducts a thorough review of current student orientation programs, student codes of conduct, and employee policies and procedures to ensure consistency with the Board of Governors Statement of Free Expression, the principles of free speech and civil discourse, and compliance with section 1004.097, Florida Statutes.**

The University President

The university president has primary responsibility for establishing the campus culture and setting the day-to-day living, learning, and working environment for all university community members. The president directs and monitors these efforts and is ultimately accountable for the civil discourse climate in the campus community.

Board of Governors Regulation 1.001, University Board of Trustees Powers and Duties, states that the annual evaluation for university presidents addresses "responsiveness to the Board of Governors' strategic goals and priorities."

- V. **Beginning in the 2022 presidential evaluation and contract renewal cycle, as a part of a president's evaluation, the Chair of the Board of Governors will consult with the board of trustees chair to review the university's campus free speech climate, including adherence to the principles set forth in the Board's Statement of Free Expression, the occurrence and the resolution of any issues related to the university's compliance with substantiated violations of section 1004.097, Florida Statutes, and the implementation of best practices promoting civil discourse.**

Academic, Student, and Administrative Affairs

Board of Governors Regulation 1.001, University Boards of Trustees Powers & Duties, directs each board of trustees to adopt regulations or policies for a student code of conduct and establish a personnel program for all university employees. These policies are required to include standards for performance and conduct as well as disciplinary actions, complaints, appeals, and grievance procedures.

A university's personnel policies, orientation programs, and student code of conduct are critical to setting the tone for a climate of open-mindedness and tolerance for civil discourse. More specifically, all university campus areas, including classrooms, lecture halls, offices, and extracurricular, residential, and social locales, offer opportunities for learning, tolerance, and growth. Academic deans and directors, student affairs administrators, faculty, and students share responsibility for establishing and reinforcing tolerant, open-minded, and respectful discourse on a university campus.

- VI. **The Board of Governors recommends that university academic, student affairs, and administrative leaders review student orientation programming, student codes of conduct, and employee personnel policies and procedures to ensure that they contain clear and unambiguous support for the Board's Statement of Free Expression, and the principles of free speech and civil discourse, and that they are in compliance with section 1004.097, Florida Statutes.**

Best Practices for Civil Discourse

- VII. **The Board of Governors recommends implementing the following best practices based on its review of university programs and initiatives that effectively promote and support civil discourse.**

- **Instill the importance of civil discourse, academic freedom, and free speech from day one**, utilizing student and employee orientation sessions, public assemblies, and official university documents and communications.
- **Schedule and host ongoing, campus-wide forums, dialogues, and debates** on various issues and perspectives to promote open discussion, understanding, and learning opportunities.
- **Foster intellectual diversity** by encouraging university leadership to: (1) promote viewpoint diversity and open-minded discussion and debate, and (2) highlight and enforce policies that prohibit programming that excludes participation based on race or ethnicity.
- **Avoid disinvitations** by developing clear, viewpoint-neutral policies and procedures governing the invitation and accommodation of campus speakers.
- **Provide targeted educational and professional development opportunities** for university administrative employees to reinforce free expression and open-minded debate norms.
- **Encourage faculty to establish and maintain a learning environment in their classrooms and offices that supports open dialogue and the free expression of all viewpoints and create processes to evaluate the strength of such environments.**

Appendix A

State University System of Florida

Statement of Free Expression

April 15, 2019

The State University System of Florida and its twelve public postsecondary institutions adopt this Statement on Free Expression to support and encourage a full and open discourse and the robust exchange of ideas and perspectives on our respective campuses. The principles of freedom of speech and freedom of expression in the United States and Florida Constitutions, in addition to being legal rights, are an integral part of our three-part university mission to deliver a high-quality academic experience for our students, engage in meaningful and productive research, and provide valuable public service for the benefit of our local communities and the state. The purpose of this statement is to affirm our dedication to these principles and to seek our campus communities' commitment to maintaining our campuses as places where the open exchange of knowledge and ideas furthers our mission.

A fundamental purpose of an institution of higher education is to provide a learning environment where divergent ideas, opinions, and philosophies, new and old, can be rigorously debated and critically evaluated. Through this process, often referred to as the marketplace of ideas, individuals are free to express any ideas and opinions they wish, even if others may disagree with them or find those ideas and opinions to be offensive or otherwise antithetical to their own worldview. The very process of debating divergent ideas and challenging others' opinions develops the intellectual skills necessary to respectfully argue through civil discourse. Development of such skills leads to personal and scholarly growth and is an essential component of each of our institutions' academic and research missions.

It is equally important not to stifle the dissemination of any ideas, even if other members of our community may find those ideas abhorrent. Individuals wishing to express ideas with which others may disagree must be free to do so without fear of being bullied, threatened, or silenced. This does not mean that such ideas should go unchallenged, as that is part of the learning process. And though we believe all members of our campus communities have a role to play in promoting civility and mutual respect in that type of discourse, we must not let concerns over civility or respect be used as a reason to silence expression. We should empower and enable one another to speak and listen, rather than interfere with or silence the open expression of ideas.

Each member of our campus communities must also recognize that institutions may restrict unlawful expression, such as true threats or defamation. Because universities and colleges are first and foremost places where people go to engage in scholarly endeavors, it is necessary to the efficient and effective operations of each institution for there to be reasonable limitations on the time, place, and manner in which these rights are exercised. Each institution has adopted regulations that align with Florida's Campus

Free Expression Act, section 1004.097, Florida Statutes, and the United States and Florida Constitutions and the legal opinions interpreting those provisions. These limitations are narrowly drawn and content-neutral and serve to ensure that all members of our campus communities have an equal ability to express their ideas and opinions while preserving campus order and security.



STATE UNIVERSITY SYSTEM OF FLORIDA





Board of Governors
State University System of Florida

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Appendix A

State University System of Florida

Statement of Free Expression

April 15, 2019

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UNIVERSITY *of* WEST FLORIDA

Civil Discourse Plan

2022

Recommendation 1: Leadership at each university will operationalize the Board's commitment to open-minded and tolerant civil discourse.

Leadership at the University of West Florida has long promoted the principles of civil discourse both in and outside the classroom. The tenants of such are entwined in professional development, programs, services, and activities offered across campus.

During the spring 2022 semester, a central [webpage](#) devoted to Civil Discourse and free expression was created that highlights the University's commitment and outlines standards of practice.

UWF has also recently convened its first Civil Discourse campus-wide stakeholder meeting. The meeting included representatives from: the Provost's office, the office of Equity and Diversity, Student Engagement, the Dean of Students (including the office of Student Rights and Responsibilities, Student Case Management, and Student Government Association), Student Ombuds, Undergraduate Admissions (including Orientation programs), the Center for Teaching, Learning, and Assessment, Institutional Communications, Faculty Senate, and Human Resources.

Beyond discussing activities and initiatives already in practice, these representatives will also serve as an ongoing Civil Discourse and Freedom of Expression working group. The work group exists to foster a meaningful learning environment on campus through the promotion of civil discourse and the freedom of expression. This working group recognizes the inherent value of civil discourse and free expression in creating a robust exchange of ideas and perspectives on campus. As such, the working group is dedicated to providing resources and guidance to the campus community to promote a strong and inclusive "marketplace of ideas" for all. The work group began meeting summer 2022 and will provide oversight of respective initiatives, the implementation of activities contained within the UWF Civil Discourse plan, and assess the degree to which civil discourse and free expression are built into the campus culture.

Recommendation 3: Leadership of each university board of trustees, faculty senate, and student government annually review and endorse the Board's Statement of Free Expression and commit to the principles of civil discourse.

At its June meeting, the UWF Board of Trustees approved the proposed 2022-2027 Strategic Plan. The Strategic Plan includes the addition of a strategic direction focused on creating a culture of Inclusion and Civility. This strategic direction includes the goal for ensuring a commitment to open-minded and tolerant civil discourse. A stated indicator of success is the endorsement of the Board of Governors' Statement of Free Expression by the University's boards and leadership.

During the fall 2022 semester, the Board's Statement of Free Expression will be brought before UWF's Board of Trustees, Faculty Senate, and Student Government Association for review and endorsement. This presentation will set the foundation for an annual review and endorsement of the Statement. Information regarding the review and endorsement and a link to UWF's Civil Discourse and Free Expression webpage will appear on each respective Board's website. Members of the Civil Discourse and Free Expression work group will provide regular updates to each governing board regarding respective initiatives and the implementation of new activities.

Recommendation 4: Each board of trustees conducts a thorough review of current student orientation programs, student codes of conduct, and employee policies and procedures to ensure consistency with the Board of Governors Statement of Free Expression, the principles of free speech and civil discourse, and compliance with section 1004.097, Florida Statutes.

At its June meeting, the UWF Board of Trustees approved the proposed 2022-2027 Strategic Plan. The Strategic Plan includes the addition of a strategic direction focused on creating a culture of Inclusion and Civility. This strategic direction includes the goal for ensuring a commitment to open-minded and tolerant civil discourse. Indicators of success include annual reviews of student orientation programs, codes of conduct and employee policies and procedures to ensure consistency with the Board's Statement of Free Expression, consistency with the principles of free speech and civil discourse, and compliance with section 1004.097, Florida Statutes.

Beginning with the 2022-2023 academic year, a thorough review of student orientation programs, the Student Code of Conduct and pertinent employee policies and procedures will be presented to the UWF Board of Trustees by members of the Civil Discourse and Free Expression working group.

Recommendation 6: University academic, student affairs, and administrative leaders review student orientation programming, student codes of conduct, and employee personnel policies and procedures to ensure that they contain clear and unambiguous support for the Board's Statement of Free Expression, and the principles of free speech and civil discourse, and that they are in compliance with section 1004.097, Florida Statutes.

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University academic, student affairs, and administrative leaders regularly review student orientation programming, student codes of conduct, and employee personnel policies and procedures. Throughout the 2022-2023 academic year, the Civil Discourse and Free Expression work group will formalize these actions and conduct a systematic review of student orientation programming, student codes of conduct, and employee personnel policies and procedures to ensure that they contain clear and unambiguous support for the Board's Statement of Free Expression, and the principles of free speech and civil discourse. The work group will commit to an annual review of these and other respective activities and initiatives.

Recommendation 7: Implementing best practices that effectively promote and support civil discourse.

An environmental scan of current practices was conducted summer 2022. Throughout the 2022-2023 academic year, the Civil Discourse and Free Expression work group will continue to create opportunities to promote and support civil discourse. These initiatives include:

- Creating a syllabus statement supporting Civil Discourse and Free Expression on campus
- Creating an incident response plan and process
- Identifying additional best practices from peer and aspirant institutions

Best Practice 1:

- Student orientation programs include the principles of civil discourse and free expression as campus community standards. The summer 2022 virtual new student orientation program includes direct reference to the Board’s Statement of Free Expression.
- The Office of Human Resources will enhance the new employee Onboarding Portal to include UWF’s endorsement of the Board’s Statement of Free Expression and a link to the UWF Civil Discourse web page. Expected implementation is November 2022.
- Training for student staff in various campus departments includes the principles of civil discourse. For example, Resident Assistant training offered through the office of Housing and Residence Life includes sessions regarding facilitating Conflict Resolution and “Courageous Conversations.” These practices will be expanded to other student staff training programs. Expected implementation is fall 2022.

Best Practice 2: The environmental scan identified many ongoing programs and activities that promote open discussion, understanding, and learning opportunities. Attendance at these activities include students, staff, faculty, University leadership, and community members. Some examples include:

- Campus Conversations series
- The Seligman First Amendment lecture series
- The Pace Lecture Series
- The Experience Downtown Lecture series

Best Practice 3: Several University policies and regulations include the University’s commitment to diversity, equal opportunity, and free expression. They promote viewpoint diversity, open-minded discussion, and prohibit programming that excludes participation based on race or ethnicity. For example, University policy P-13.09-02/20 Prohibition of Discrimination, Harrassment, and Retaliation clearly states UWF’s commitment to ensuring each member of the University is permitted to work and study in an environment free from discrimination and harrassment based on race or ethnicity.

Best Practice 4: Policies and procedures governing the invitation and accommodation of campus speakers will be reviewed by University academic and student affairs administrators throughout the 2022-2023 academic year.

Best Practice 5: The Civil Discourse and Free Expression work group will continue to review educational and training opportunities throughout 2022-2023. Starting fall 2022, those already identified will be promoted through the Civil Discourse webpage.

Best Practice 6: This is currently accomplished through hallmark faculty training opportunities such as “New Chairs” and “All Chairs” programs and in utilizing faculty mentors as teaching partners. An Administrative Fellow in the Division of Academic Affairs also provides support for faculty development. Throughout 2022-2023, a faculty advisory group led by the Center for Teaching Learning and Technology will guide efforts to enhance respective training and aid in assessing the effectiveness of creating the environments described.



UNIVERSITY *of*
WEST FLORIDA

UWF Civil Discourse Plan

August 2022

January 2022 Board of Governors approved recommendations from the Strategic Planning Committee relative to civil discourse.

- Recommendations are designed to ensure a climate of free expression and civil discourse on each university campus according to the principles set forth in the State University System Free Expression Statement and the Board of Governor's Civil Discourse Final Report.
- Each university shall develop a plan to implement the recommendations.
- Plan must be approved by Board of Trustees.

Recommendation 1: Leadership at each university will operationalize the Board's commitment to open-minded and tolerant civil discourse.

- Creation of Civil Discourse and Free Expression work group
- Civil Discourse and Free Expression webpage

Recommendation 2: University Accountability Plan and Strategic Plan include a specific endorsement of the Board's Statement of Free Expression, as well as a clear expectation for open-minded and tolerant civil discourse throughout the campus community.

- UWF Strategic Plan: 
- UWF Accountability Plan: will be included in 2023 plan

Recommendation 3: Leadership of each university Board of Trustees, faculty senate, and student government annually review and endorse the Board's Statement of Free Expression and commit to the principles of civil discourse.

Fall 2022

Recommendation 4: Board of Trustees conducts a thorough review of current student orientation programs, student codes of conduct, and employee policies and procedures.

Throughout 2022-2023

Recommendation 5: Presidential Evaluation and Contract renewal will include: university's campus free speech climate, occurrence and resolution of any issues, implementation of best practices promoting civil discourse.

In Progress by BOG

Recommendation 6: University academic, student affairs, and administrative leaders review student orientation programming, student codes of conduct, and employee personnel policies and procedures.

Throughout 2022-2023

Recommendation 7: Implementation of best practices.

- Instill the importance of civil discourse, academic freedom, and free speech from day one.
- Provide targeted educational and professional development opportunities for university administrative employees.
- Schedule and host ongoing, campus-wide forums, dialogues, and debates.
- Foster intellectual diversity.
- Promote viewpoint diversity and open-minded discussion and debate, highlight and enforce policies that prohibit programming that excludes participation based on race or ethnicity.
- Develop clear, viewpoint-neutral policies and procedures governing the invitation and accommodation of campus speakers.
- Encourage faculty to establish and maintain a learning environment in their classrooms and offices that supports open dialogue and the free expression of all viewpoints.