AGENDA

THE UNIVERSITY OF WEST FLORIDA
BOARD OF TRUSTEES

Audit & Compliance Committee Meeting
August 14, 2019

University of West Florida
UWF Conference Center, Bldg. 22
11000 University Parkway, Pensacola, FL 32514

Call to Order/Roll Call............................................................... Robert Jones, Chair

Greeting ............................................................... Robert Jones

Action Items:
1. Acceptance of UWF Internal Auditing Reports Issued May – July 2019: Student Wellness Services, Health and Counseling 18-19 003; Dive Safety Program 18-19 004
2. Acceptance of Internal Auditing PCard Audit Reports Quarter 4 Update (April - June 2019) and the Annual Update (July 2018 - June 2019)
3. Approval of the University of West Florida 2019 Florida Educational Equity Act Report

Information Items:
1. Internal Auditing and Management Consulting Update on Activities
2. Compliance and Ethics Update on Activities

Other Committee Business:

Adjournment
Background information:
Internal Auditing & Management Consulting completed two audits during the period May 1, 2019, through July 31, 2019: Student Wellness Services, Health, & Counseling and Dive Safety Program.

**Student Wellness Services, Health, & Counseling 18-19 003**
Our audit period was May 1, 2018 through April 30, 2019, and was part of the approved work plan for 2018/19. We issued the audit report on July 24, 2019. The audit’s objectives were to evaluate (1) internal controls over financial management, equipment, travel, information technology, safety, customer service, and other aspects of department administration, 2) mitigation of risks and exposures to the University and students, and 3) review compliance with applicable laws, rules, and regulations.

**Results:**
We noted that internal controls in general over these activities were strong; however, we made the following recommendations:

- Wellness Services formalize their policies and procedures into a cohesive manual.
- Student Health Services (SHS) adopt the EH&S written procedures for bloodborne pathogens, needle-sticks, and handling of biohazardous waste. Additionally, we recommend SHS staff attend the related training sessions offered by EH&S on an annual basis.
- The “Acknowledgement of Procedures Manual” be signed by all employees and retained by CAPS administration.
- Wellness, SHS, and Counseling & Psychological Services (CAPS) establish procedures to ensure the periodic (at least annually) tracking of attractive assets as defined in the UWF Property Manual.

Management’s Actions: Have either already been completed (EH&S training sessions), or has outlined courses of action with implementation by October 31, 2019.

**Recommendation:** Acceptance of the Internal Auditing report.

**Implementation:** None.

**Fiscal Implications:** Fiscal oversight by the UWF Board of Trustees
Our audit period was July 1, 2017, through December 31, 2018, and was part of the approved work plan for 2018/19. We issued the audit report on May 22, 2019. The audit’s objectives were to evaluate controls over: 1) safety for all persons affected by program activities, 2) compliance with American Academy of Underwater Sciences Standards for Scientific Diving (AAUS), and 3) mitigation of risk exposures for the University.

Results:
We found that controls were generally strong for safety, risk mitigation, and compliance for the Dive Safety Program; however, we made the following recommendations:

- Marine Services Center staff work with their IT support person to seek enhancement of data file backup, storage, and security.
- The Diving Control Board meet at least annually and communicate throughout the year to all its board members, to ensure their oversight responsibility as described in the AAUS Standards is fulfilled.
- The Diving Control Board perform an annual evaluation of the performance and program of the Dive Safety Officer, to comply with AAUS Standards.
- The EH&S Director/Chief Risk Officer be invited to attend all Diving Control Board meetings, and to be included on periodic communications to Board Members.

Management’s Actions: Management has outlined courses of action with implementation by October 1, 2019.

Recommendation: Acceptance of the Internal Auditing report.

Implementation: None.

Fiscal Implications: Fiscal oversight by the UWF Board of Trustees

Supporting documents
UWF 18-19_004 Dive Safety Program
UWF 18-19_003 Student Wellness Services, Health, & Counseling

Prepared by: John “Vito” Hite, Chief Audit Executive, Internal Auditing & Management Consulting, vhite@uwf.edu, 850-474-2637

Presenter: John “Vito” Hite
EXECUTIVE SUMMARY

We audited Student Wellness Services, Health, & Counseling for the period of May 1, 2018 through April 30, 2019. This audit was included as part of our 2018/19 audit work plan, determined by our annual risk assessment. Our objectives were to:

- Evaluate internal controls over financial management, equipment, travel, information technology, safety, customer service, and other aspects of department administration,
- Evaluate the mitigation of risks and exposures to the University and students, and
- Review compliance with applicable laws, rules, and regulations.

Audit fieldwork began on May 2, 2019, and ended on June 26, 2019. Our audit was conducted in accordance with the Institute of Internal Auditors International Standards for the Professional Practice of Internal Auditing and generally accepted auditing standards.

BACKGROUND

Students admitted to the higher education environment come with expectations for certain services to be provided. Many must relocate long distances away from established healthcare providers and other support structures. In order to meet this need, institutions in the State University System assess a health fee, based on the students’ credit hours enrolled (currently $7.52 at UWF). At the University, this annual funding of approximately $1.8 million supports Student Health Services (SHS), Counseling and Psychological Services (CAPS), and Wellness Services. Because of the inter-related aspects of these functions, one Executive Director provides oversight for all three.

Reviews of the mental health of university students over the past 15 years reflect an ever-increasing need for counseling services. University administrators must create a variety of mechanisms to meet these needs, and respond appropriately with funding that may not keep pace with the breadth of the issue. Often, this unfortunately means that resources must be shifted from health and wellness or other services to the counseling function.

Direct oversight of UWF Student Health Services is provided by an Associate Director who is a Registered Nurse. Clinical staff includes two Advanced Registered Nurse Practitioners (ARNPs), one who works full-time, and one who works part-time. Three Licensed Practical Nurses provide patient care and facilitate provider visits. Two full-time administrative staff oversee the front office operations including scheduling patient appointments, payment for services, purchasing, and immunization verification. One part-time Office Specialist works nine months during the school year to support the front desk. The clinic has two part-time physicians who share one schedule and provide oversight for the ARNPs. An external pharmacist is paid a quarterly consulting fee for providing oversight required by state regulations. Office visits for minor or chronic illnesses are offered free of charge, while students can pay for lab work, immunizations, and other minor healthcare needs, by credit card only. Collections during fiscal year 2018/19 were $81,906. SHS is also responsible for reviewing immunization documents before potential students are cleared for admission.

An Assistant Director of Wellness Services provides oversight to a group of about 10 Peer Educators. Peer Educators are student volunteers who are specially trained to interact with the student population with encouragement toward a healthier lifestyle. Wellness Services engages in other types of outreach and provides training to a variety of student groups on alcohol, drug, and mental health issues.

Counseling and Psychological Services is supervised by the Executive Director (a licensed mental health counselor) and a Clinical Director (a licensed
Two licensed social workers, four licensed mental health counselors, and a psychologist (vacant) provide counseling along with a psychiatric nurse practitioner and a part-time psychiatrist. The front office staff includes a coordinator and an office administrator. CAPS offers individual, group, and couples therapy, and career counseling, among other types of treatment. All services are free of charge. CAPS serves approximately 900 students annually, providing just over 7,000 appointments in 2017-18. CAPS provides a comprehensive training experience that focuses primarily on training pre-master's practicum students and pre-master's interns.

In September 2017, the UWF Board of Trustees created a Mental Health Counseling Services Staffing Plan. An underlying goal of this plan was to work toward a benchmark that had been established by the Board of Governors, to have a counselor-to student ratio of 1:1000 across the State University System. Over the course of four years, the plan seeks to add seven additional counselors to CAPS.

Building 960 was completed in 2011 and houses SHS, CAPS, and Wellness. The building is under renovation to meet the need for the expanding counseling function, and includes enclosing a little used second floor courtyard and modifying adjacent office spaces. Wellness Services is temporarily located in the Recreation Building, but will move back to Building 960 when the renovation is complete.

The areas covered by this audit have been subject to a series of reorganization and assignments of new leadership over the past few years. The applicable area's management believes that oversights described in this report are directly related to these disruptions, but that they are developing strong control structures as the overall environment has stabilized.

**Notable Strengths**
In spite of staffing shortages, SHS increased access for same day sick visits for fiscal year 2018/19 by 8.4% and increased acute care visits by 8.2%, compared to the same time frame for fiscal year 2017/18. The SHS team includes nursing staff and other service providers with a wealth of credentials and experience, who work collaboratively and support numerous outreach efforts.

The Assistant Director of Wellness Services is a Master Certified Health Education Specialist, setting herself apart from most college health educators who hold only the Certified Health Education Specialist (CHES) credential. She also holds a PhD in Health and Kinesiology, bringing a wealth of strengths to the department’s activities.

CAPS is fully accredited by the International Association of Counseling Services (IACS), evidencing compliance with the highest standards available for campus counseling centers. The staff consists of a multidisciplinary team of clinicians, made up of psychologists, social workers and counselors. A new program, “Let’s Talk,” was introduced in summer 2018 with the goal of reaching students who are less likely to seek mental health services. Students can visit various on-campus locations, are seen on a first-come, first-served basis, with no appointment necessary, and receive a private consultation with a counselor.

**KEY OBSERVATIONS**
We noted that internal controls in general over these activities were strong; however, the following opportunities for strengthening controls were identified:

1. Wellness Services had not developed a policies and procedures manual. Formalizing policies and procedures serves several purposes. It is useful for training purposes, documents the instructions that management has given to staff, and provides for continuity during staff turnover.

2. Student Health Services had developed a Procedure Manual that addressed a variety of topics relevant to their activities. We noted that it did not address
accidents such as needle-sticks or the handling of biohazardous materials. The UWF Office of Environmental Health & Safety (EH&S) has issued the following documents that address such risks:

- UWF Blood-Borne Pathogen Program Exposure Control Plan
- 2009 Needle-Stick Program – UWF Employees and Students
- Program for the Management and Disposal of Biohazardous Waste

Adopting existing policies such as these might serve to reduce the risks of accidental exposures for employees and students.

EH&S offers training specifically related to Blood-borne Pathogens and Biohazardous Waste Disposal to students and staff in other departments who engage in related activities. The staff in Student Health Services have not attended this training since 2016, although they may take external courses that are not UWF-specific.

3. CAPS administration has developed a “Procedures and Training Manual” that details many critical aspects of their activities. Examples of topics included in this manual include confidentiality, treating of minors, safety threats, and releases of medical information to external parties. CAPS employees do not sign a separate Confidentiality Statement. Prior to the audit, employees were not required to sign an “Acknowledgement of Procedures Manual” form that might hold them accountable for compliance with the manual. Given that no separate Confidentiality Statement is used, written confirmation that the employee understands the requirements set forth in the Procedures and Training Manual becomes critical.

4. Property items at UWF are defined as having a value of $5,000 or greater. These items are periodically tracked by the staff within the Controller’s Office to ensure they remain on hand. The University provides guidance for monitoring lower cost (attractive assets) items in its UWF Property Manual:

“Due to their sensitive, portable, or theft-prone nature, certain items with a value less than $5,000 will be subject to control. These are called attractive assets. An attractive asset is one that: 1) has an original cost between $500 and $5,000, 2) has a useful life of one or more years, and 3) is highly desirable and easily transported...“Attractive assets” will not be capitalized, but must be monitored by the Department. Methods of tracking these attractive assets are at the discretion of the Division Head, Dean or Department Head.”

We found that although some tracking activities were taking place for attractive asset technology-related items, a methodical process had not been established for tracking all attractive assets on at least an annual basis.

**Recommended Management Actions**

This included:

1. Wellness Services formalize their policies and procedures into a cohesive manual.

2. Student Health Services adopt the EH&S written procedures for blood-borne pathogens, needle-sticks, and handling of biohazardous waste. Additionally, we recommend SHS staff attend the related training sessions offered by EH&S on an annual basis.

3. The “Acknowledgement of Procedures Manual” be signed by all employees and retained by CAPS administration.

4. Wellness, SHS, and CAPS establish procedures to ensure the periodic (at least annual) tracking of attractive assets as defined in the UWF Property Manual.
We appreciate the cooperation, professionalism, and responsiveness of the Wellness Services, Student Health Services, and Counseling and Psychological Services employees who were involved in the audit.

Respectfully submitted,

John “Vito” Hite MBA, CPA (Maryland), CIA, CFE
Associate Vice President, Chief Audit Executive

REPORT PROVIDED TO THE FOLLOWING:

Dr. Martha Saunders, President
Mort O’Sullivan, Chair BOT
Bob Jones, Chair Audit & Compliance Committee
Dick Baker, Audit & Compliance Committee
Robert Sires, Audit & Compliance Committee
Dr. Kim LeDuff, Academic Engagement Vice President
Dr. Michele Manassah, Executive Director (Wellness, CAPS, SHS)
Pam Langham, General Counsel
Dr. Kelly Justice, CAPS Associate Director
Robin Shelton, SHS Associate Director
Dr. Alicia Cambron, Wellness Services Assistant Director
Peter Robinson, EH&S Director
Jaime Hoelscher, Manager, FL Auditor General
Ken Danley, Supervisor, FL Auditor General
Lori Clark, BOG Compliance and Audit Specialist
Rebecca Luntsford, BOT Liaison
MANAGEMENT RESPONSES TO RECOMMENDATIONS

Recommendation #1

Management Response: We are in agreement that a more formalized policy and procedure manual be put in place to ensure consistent directives for both staff and students.

Responsible Party: Dr. Alicia Cambron

Targeted Implementation Date: Completed July 3, 2019

Recommendation #2

Management Response: We are in agreement that these risk management procedures should be incorporated into Student Health Services Policy and Procedures manual. In addition, while training sessions were either not documented or were not regularly attended, documented attendance at related EH&S training will be required of SHS staff going forward.

Responsible Party: Robin Shelton, BSN, MPH

Targeted Implementation Date: EH&S procedures for blood-borne pathogens, needle sticks, and handling of biohazardous waste have been included in the Student Health Services Policy and Procedures manual as of July 3, 2019. In addition, SHS staff attended relevant EH&S face-to-face training on July 9, 2019, and documentation of this has been captured.

Recommendation #3

Management Response: Due to loss of administrative staff and changes in leadership, the collection and retention of a signed acknowledgement of the CAPS procedures manual was a function that got lost in the changes. This audit has provided us with the opportunity to ensure that function continues to occur, which will be added to the checklist for all new hires.

Responsible Party: Dr. Kelly Justice

Targeted Implementation Date: September 1, 2019

Recommendation #4

Management Response: Due to loss of administrative staff and changes in leadership, tracking of attractive assets has not been as thorough as it could have been. We are working to change that in each of the three units, by developing excel spreadsheets with which to document and track attractive assets.

Responsible Party: Dr. Michele Manassah, Dr. Kelly Justice, Dr. Alicia Cambron, Robin Shelton, BSN, MPH

Targeted Implementation Date: January 1, 2020
EXECUTIVE SUMMARY

We audited the Dive Safety Program for the period July 1, 2017 through December 31, 2018. This audit was included as part of our approved 2018/19 audit work plan. The objectives of the audit included evaluating controls over:

- Safety for all persons affected by program activities,
- Compliance with American Academy of Underwater Sciences Standards for Scientific Diving, and
- Mitigation of risk exposures for the University.

Audit fieldwork began on January 23, 2019, and ended on March 19, 2019. Our audit was conducted in accordance with the Institute of Internal Auditors International Standards for the Professional Practice of Internal Auditing and generally accepted auditing standards.

RESULTS

We found that controls were generally strong for safety, risk mitigation, and compliance for the Dive Safety Program; however, we make four observations and recommendations for improvements as described below.

BACKGROUND

The UWF Dive Safety Program operates within the Marine Services Center, which falls organizationally under the Archaeology Institute.¹ It is based at a leased property in Pensacola’s Ellyson Industrial Park, approximately 2 miles from the main campus. The Dive Safety Officer (DSO) is primarily responsible for dive-related activities, while the Marine Services Center (MSC) Supervisor has department oversight and coordinates operations, repairs, maintenance, and purchases of marine equipment.

Expenses related to the property lease and the MSC Supervisor’s salary are paid from E&G funding. The MSC also has an auxiliary account that funds the Dive Safety Program. The cash balance in this account at February 28, 2019 was $93,358. The primary source of funding is through charges to other UWF departments for student training and for support of research activities.

After several years of efforts toward becoming a member of the prestigious American Academy of Underwater Scientists (AAUS), the University was accepted in March 2018. According to sources connected to the Dive Safety Program, this association holds an attraction for students interested in underwater research, especially due to the University’s close proximity to a variety of fresh and saltwater sources coupled with our mild climate.

According to the DSO, the Dive Safety Program had generally been complying with standards as set forth by the AAUS before acceptance into the organization. The AAUS revised its standards in late 2018, with members expected to incorporate the changes into their internal standards by June 2019.

A Diving Control Board exists to provide oversight for the program. The Dive Safety Officer works in conjunction with the other members of the Board to select new members.

Each summer semester, the Dive Safety Program conducts courses that Anthropology undergraduate and graduate students take for credit. A few students from other disciplines are provided with training at other times of the year. Services are provided for research projects as the weather allows. The DSO must ensure that potential divers submit basic information before diving: personal information (such as emergency contacts), a medical release, basic diving certifications, and waivers of liability. Other related types of training are provided by the

¹ Archaeology Institute falls within Anthropology & Archaeology and ultimately under the College of Arts, Social Sciences, and Humanities.
Program, for example, First Aid and CPR. Users must also pass a swimming test.

None of the various persons interviewed in conjunction with the audit work could recall any major diving incidents associated with the Dive Safety Program over the past decade.

**Notable Strengths**

Although underwater diving activities are by nature fraught with risks, control mechanisms such as a dive safety board, formalized standards, and established policies and procedures contribute to mitigating these risks. Weather conditions, equipment failures, and other unplanned events cannot be completely controlled. Having a seasoned and competent DSO on site to manage these risks is critical. Our review of the DSO’s qualifications and dive safety program records, supported his strong qualifications and competency. Additionally, we interviewed numerous staff members, faculty, and Board members in conjunction with the audit work who consistently described their high level of confidence in the DSO’s abilities, particularly with regard to safety. He is to be commended for the steadying influence he brings to diving activities at UWF, and for maintaining such strict standards for the protection of students and researchers.

**KEY OBSERVATIONS**

1. The Dive Safety Program is required to retain specific types of information on equipment inspection and maintenance, on individual divers, and on diving events, much of which is required by the AAUS standards. Once the information has been entered into 1 of 2 computers at the Marine Services Center, the electronic files become their primary source for reference, internal reports, or required reporting to the AAUS. Some files are periodically also saved on a flash drive which is stored in the same location as the computers. The Marine Services Center is not a part of the University system of servers, therefore, their data is not automatically backed up each day. In the event of a fire, flood, or other condition causing property damage, the data and its back-up could be destroyed. Even if it were possible to recreate these files, it would require significant resources and time.

A Desktop Systems Specialist in the College of Arts, Social Sciences, & Humanities is responsible for providing IT support to the Marine Services Center. Discussion with him indicated that he was unsure whether adequate security against unauthorized intrusion had been established on the MSC computers, and he was unaware that sensitive data was being stored on them (such as diver contact information and emergency contacts).

2. A Diving Control Board is required by AAUS standards. They are charged with a lengthy list of responsibilities. A few of these are:
   - Autonomous and absolute authority over the scientific diving program’s operation;
   - Assuring compliance with the diving safety manual;
   - Taking disciplinary action for unsafe practices, if encountered; and
   - Establishing criteria for equipment selection and use.

Language from the standards makes it clear that this board is to be actively involved in monitoring and decision-making processes related to the Dive Safety Program.

In our interviews with the Chairperson and 7 other members of the Diving Control Board, we noted some situations that do not seem typical of such an entity. They stated that the Board only meets once a year and at times not that often. The last Board Meeting appears to have been held in October 2017. Some Board members expressed a desire to be more involved in decision-making processes of the program. The DSO described difficulties in finding times when the Board Members could meet, due to their active schedules.
3. The AAUS (and UWF) dive standards require that the Diving Control Board evaluate the performance and program of the DSO periodically. We were told that such an evaluation has not been taking place.

4. The University has a Director of Environmental Health & Safety (EH&S) who is also the designated Chief Risk Officer for the institution. The Director is not a member of the Diving Control Board. We conducted a survey of other State University System institutions, to determine whether or not their EH&S Director/Chief Risk Officer was a member of their Diving Control Board. Of the 6 universities that we were able to verify that have a Dive Safety Program, 4 of them had an EH&S representative on the Diving Control Board. Although there is no AAUS standard that requires this arrangement, there are some benefits that could be derived from it. The Director is a neutral third party, not involved in any type of research activities. The Director has extensive knowledge of federal, state, and local safety regulations, which could ensure compliance needs are met.

AAUS Standards require that a majority of the Diving Control Board members be Active Divers (a specific definition is included). The Board has ongoing difficulties in making sure that this ratio is achieved and adding a new Board Member would perpetuate this problem. Notwithstanding his designation as a member, including the EH&S Director as a non-member resource at the annual meeting and in periodic communications could be beneficial.

**RECOMMENDED MANAGEMENT ACTIONS**

1. We recommend that the Marine Services Center staff work with their IT support person to seek enhancement of data file backup, storage, and security.

2. We recommend that the Diving Control Board meet at least annually and communicate periodically throughout the year to all its board members, to ensure that their oversight responsibility as described in the AAUS Standards is fulfilled.

3. We recommend that the Diving Control Board perform an annual evaluation of the performance and program of the DSO, to comply with AAUS Standards.

4. We recommend that the EH&S Director/Chief Risk Officer be invited to attend all Diving Control Board meetings, and to be included on periodic communications to Board Members.

We appreciate the cooperation, professionalism, and responsiveness of Marine Services Center staff who provided support to us during the completion of the audit.

Respectfully submitted,

John “Vito” Hite MBA, CPA (Maryland), CIA, CFE Associate Vice President, Chief Audit Executive
REPORT PROVIDED TO THE FOLLOWING:
Dr. Martha Saunders, President
Mort O'Sullivan, Chair BOT
Bob Jones, Chair Audit & Compliance Committee
Dick Baker, Audit & Compliance Committee
Robert Sires, Audit & Compliance Committee
Dr. George Ellenberg, Provost/Sr. Vice President
Dr. Kimberly McCorkle, Vice Provost
Dean Steve Brown, CASSH
Elizabeth Benchley, Director Archaeology Institute
Gregory Cook, Associate Professor Archaeology
Director Peter Robinson, EH&S
Jaime Hoelscher, Manager, FL Auditor General
Ken Danley, Supervisor, FL Auditor General
Julie Leftheris, BOG Chief Inspector General
Lori Clark, BOG Compliance and Audit Specialist
Rebecca Luntsford, BOT Liaison
MANAGEMENT RESPONSES TO THE RECOMMENDATIONS

Recommendation #1: Steps have already been taken to secure Dive Safety Program files. Archaeology Institute and CASSH staff will continue to collaborate on a solution.

Targeted implementation date: August 15, 2019

Responsible Parties: Dean Steve Brown/Dr. Elizabeth Benchley

Recommendation #2: The UWF Diving Control Board discussed expanding our communications during the last meeting, which convened April 18, 2019. To address this, we will initiate more frequent email notifications and updates to be shared with the Diving Control Board. The Diving Control Board will meet face to face at least annually.

Targeted implementation date: October 1, 2019

Responsible Party: Dr. Gregory Cook (Chairman, Diving Control Board)

Recommendation #3: The UWF Diving Control Board will complete its periodic review of the DSO’s performance and program at its annual meeting.

Targeted implementation date: October 1, 2019

Responsible Party: Dr. Gregory Cook (Chairman, Diving Control Board)

Recommendation #4: The UWF Diving Control Board will include the EH&S Director/Chief Risk Officer in future meetings of the Diving Control Board, and copy him on emails and other communications with the Diving Control Board.

Targeted implementation date: October 1, 2019

Responsible Party: Dr. Gregory Cook (Chairman, Diving Control Board)
**Issue:** Internal Auditing PCard Audit Reports: Results for Quarter 4 Update (April-June 2019) and the Annual Update (July 2018-June 2019)

**Proposed action:** Acceptance

---

**Purpose**
To provide UWF Senior leadership a summary of PCard audit results for the most recent quarter (four), and for the entire fiscal year of 2018-2019. Our main objective is to report the status of PCard audits and any issues or findings requiring action.

**Background**
Internal Auditing & Management Consulting has been charged with auditing PCard holder and approver activity as well as departmental activities and internal controls. The objectives of these audits were to determine if departments complied with UWF PCard policies and procedures, as well as to evaluate the level of understanding of PCard policies among PCard holders and approvers. UWF presently has approximately 393 PCard holders distributed across 145 departments. For the fiscal year, $17,088,888 in expenses was paid via UWF PCards to 3,551 vendors (in 38,187 transactions).

**Notable Strengths**
The cardholders consistently signed transaction documentation, and there are no findings involving missing documentation. The files were organized and account codes were consistently documented on the receipts. Internal control processes such as strong separation of duties and passwords remaining confidential and accessible only to the approved users were observed.

**Results - Quarter 4 (April – June 2019)**
Eleven departments encompassing 34 cardholders were examined on a sample basis. Individual reports were distributed to department heads and Procurement & Contracts upon completion of the audits. The totals below show the volume of activity occurring for these eleven departments and the amount tested. All reports are available from Internal Auditing & Management Consulting.

<table>
<thead>
<tr>
<th>Number of Departments Reviewed</th>
<th>Number of Cardholders</th>
<th>Number of Transactions Occurring</th>
<th>Number of Transactions Tested</th>
<th>Total PCard Expenditures these Depts.</th>
<th>Total $ PCard Transactions Tested</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>34</td>
<td>1,774</td>
<td>359 (20%)</td>
<td>$748,274</td>
<td>$489,096 (65%)</td>
</tr>
</tbody>
</table>

**Audit Opinion for the PCard Audit**

<table>
<thead>
<tr>
<th>EXCELLENT</th>
<th>GOOD</th>
<th>FAIR</th>
<th>POOR</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>5</td>
<td>2</td>
<td>0</td>
<td>11</td>
</tr>
</tbody>
</table>

---

1 Departments audited: **Excellent** – Educational Research and Administration, College of Health Dean’s Office, Medical Laboratory Sciences, University Commons and Event Services; **Good** – Music, Governmental Relations, Florida SBDC Network Headquarters, Kugelman Honors, Parking and Transportation; **Fair** – Earth and Environmental Sciences, Art.
MOST COMMON FINDINGS IN THE QUARTER

1. Business purpose of the transaction was not clear.
2. Reconciliations were not performed timely.

Results - Fiscal Year 2018/19 (July 2018 – June 2019)
This is a summary of the PCard audit results for Fiscal Year 2018/19. Thirty-six departments\(^2\) encompassing 141 cardholders were examined on a sample basis. Individual reports were distributed to department heads and Procurement upon completion of the audits. The totals below show the volume of activity occurring for these 36 departments and the amount tested. All reports are available from Internal Auditing & Management Consulting.

| Number of Departments Reviewed | Number of Cardholders Reviewed | Number of Transactions Occurring | Number of Transactions Tested | Total PCard expenses for these Depts. | Total $ PCard Transactions Tested |
|-------------------------------|--------------------------------|---------------------------------|--------------------------------|---------------------------------------|----------------------------------|----------------------------------|
| 36                            | 141                            | 5,936                           | 1,081 (18%)                   | $3,071,323                            | $1,795,293 (58%)                 |

Audit Opinion for the PCard Audit\(^2\)

<table>
<thead>
<tr>
<th>EXCELLENT</th>
<th>GOOD</th>
<th>FAIR</th>
<th>POOR</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
<td>7</td>
<td>4</td>
<td>0</td>
<td>36</td>
</tr>
</tbody>
</table>

MOST COMMON FINDINGS IN THE FISCAL YEAR

1. The business purpose of the transaction was not clearly documented.
2. Sales tax was paid and a refund not requested.
3. Monthly reconciliation was not completed in a timely manner.

Recommendation: Acceptance of the Internal Auditing PCard Reports for the 4\(^{th}\) Quarter and Fiscal Year Summary of PCard Audits for FY 2018/19.

Fiscal Implications: Fiscal oversight by the UWF Board of Trustees

Prepared by: Elizabeth Mrachek, PCard Auditor, emrachek@uwf.edu, 850-474-2639
Presenter: John “Vito” Hite, Chief Audit Executive, vwhite@uwf.edu, 850-474-2637

\(^2\) Departments audited (listed by audit opinion): Excellent – University Advancement, Business and Auxiliary Services, ITS, CASHH Dean’s Office, CEDB, Biology, Cybersecurity, Florida Virtual Campus, MBA Program, COB Marketing and Communications, History, Human Resources, Nautilus Card, Recreation and Wellness, WUWF, University Police, Communication, Graduate School, Dean of Students, EH&S, Theatre, Educational Research and Administration, College of Health Dean’s Office, Medical Laboratory Sciences, University Commons and Event Services; Good – Postal Services, Controller’s Office, Music, Governmental Relations, Florida SBDC Network Headquarters, Kugelman Honors, Parking and Transportation; Fair – Trio Student Support Services, Office of Economic Development and Engagement, Art, Earth and Environmental Sciences.
Issue/Agenda Recommendation: 2019 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 2019 Florida Education Equity Report is based on 2017-2018 data.

Implementation Plan: N/A
Fiscal Implications: N/A

Supporting documents: 2019 Florida Education Equity Act Report and PowerPoint Presentation

Prepared by: Aurora Osborn, ACP, FRP
Associate Director, Office of Equity & Diversity
(850) 474-2914
aosborn@uwf.edu

Facilitator/Presenter: Karen Rentz, MS, PHR, SHRM-CP
Executive Director, Office of Equity & Diversity
(850) 474-2175
krentz@uwf.edu
2019 Florida Equity Report

Enrollment, Gender Equity in Athletics, and Employment

Data Year: 2017-2018

*****Signature Pending BOT Approval*****

Approved by the University Board of Trustees
September 19, 2019

*****Signature Pending BOT Approval*****

Approved by UWF President, Dr. Martha Saunders
September 19, 2019

Prepared by:
Aurora Osborn
Associate Director
Office of Equity & Diversity
University of West Florida
11000 University Parkway
Building 19
Pensacola, Florida 32514
(850) 474-2175
aosborn@uwf.edu
2019 FLORIDA EQUITY REPORT

Data Year: July 2017 – June 2018

Table of Contents

PART I  EXECUTIVE SUMMARY

PART II  REVIEW OF POLICIES AND PROCEDURES
Review of Policies and Procedures
Documentation of Non-Discrimination Policy

PART III  ACADEMIC PROGRAM REVIEWS
Table 1. First Time in College Enrollment, Previous AY
Table 2. Florida State College System A. A. Transfers, Previous AY
Table 3. Retention of Full Time FTICs Entering Previous AY, After One Year
Table 4. Graduation Rate of Full-Time FTICs after Six Years
Table 5. Bachelor’s Degrees Awarded, Previous AY
Table 6. Master’s Degrees Awarded, Previous AY
Table 7. Doctoral Degrees Awarded, Previous AY
Table 8. First Professional Degrees awarded, Previous AY

PART IV  GENDER EQUITY IN INTERCOLLEGIATE ATHLETICS
Gender Equity in Athletics Update

Chart 1. Sex Equity in Athletics Update
Chart 2. Gender Equity in Athletics: Areas for Improvement
Chart 3. Student Athletes by Gender

PART V  EMPLOYMENT REPRESENTATION
Table 1. Category Representation: Tenured instructional faculty
Table 2. Category Representation: Tenure-track instructional faculty
Table 3. Category Representation: Faculty not on tenure track or faculty employed at a non-tenure-granting university
Table 4. Category Representation: Management Occupations

PART VI  AREAS OF IMPROVEMENT AND ACHIEVEMENT

PART VII  PROTECTED-CLASS REPRESENTATION IN THE TENURE PROCESS

PART VIII  PROMOTION AND TENURE COMMITTEE COMPOSITION

PART IX  OTHER REQUIREMENTS
PART I EXECUTIVE SUMMARY

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 University of West Florida’s 2019 Florida Education Equity Report is based on 2017-2018 data. Discussion in this report referring to “this year” indicates 2017-2018 data, and discussion referring to “last year” indicates 2016-2017 data.

The University of West Florida (UWF) submits the 2019 Florida Educational Equity Act Report which 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. 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.

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 of Native Hawaiian or Other Pacific Islander (NH/OPI) was added. In addition, individuals now have the ability to designate themselves as two or more races. Individuals are counted only once per category.

The following areas assisted with gathering information for this report: Institutional Research, Academic Affairs, Student Affairs, Human Resources, and Intercollegiate Athletics.
Data Year: 2017-2018

The University of West Florida excels in female representation in student enrollment and has a diverse minority representation. At the University, out of the 2,302 Bachelor’s degrees awarded this year, 1,482 of them were awarded to female students (64%) and 625 by minority students (29%). Out of the 1,054 Master’s and Specialist’s degrees awarded, 739 of them were awarded to female students (70%) and 238 were awarded to minority students (24%). Also, out of the Doctoral degrees awarded, 78% were awarded to female students and 22% were awarded to minorities.

The University of West Florida’s gender equity in athletics program was effective for the report period. There were eight (8) sports for female students and seven (7) sports 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 and interest in additional female sports programs to promote greater equity and is in the process of updating its five-year Gender Equity Plan.

The University of West Florida’s strategies for achieving diversity goals included the following action-oriented programs: Utilized an online recruiting and hiring process to increase the University’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 that search committees 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 diverse scholars to provide seminars and lectures at the University; listed student employment opportunities on the University’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 the tuition waivers to faculty and staff.

Budget Plan

UWF requires hiring managers to advertise each job posting in publications targeted to females and minority populations. Diversity recruitment advertising during the 2017-2018 data year was $36,668.00. The University 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.
UWF will continue multicultural/diversity training and grant opportunities. Funding is available for full-time faculty and staff to travel to obtain training on multiculturalism/diversity issues. Attendees 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 under-represented groups in terms of ethnicity, race, gender, and/or socioeconomic status. Awards are given to a degree-seeking student, a faculty member, and a staff member.

PART II: REVIEW OF POLICIES AND PROCEDURES

P-13.08-03/17 – Prohibition of Discrimination, Harassment, and Retaliation (EO Policy):

https://confluence.uwf.edu/display/UP/Prohibition+of+Discrimination%2C+Harassment+and+Retaliation

Procedure for Investigation and Disposition of Formal Complaints of Discrimination, harassment, or Retaliation:

https://uwf.edu/academic-engagement/departments/equal-opportunity-programs/services-provided/procedure-for-formal-complaints/

HR-20.02-09/15 - Recruitment, Selection, and Appointment:


P-14.02-02/15 - Sexual Misconduct, Sexual Violence, and Gender-Based Discrimination and Retaliation Policy (Title IX Policy):

https://confluence.uwf.edu/display/UP/Sexual+Misconduct%2C+Sexual+Violence%2C+Gender-Based+Discrimination+and+Retaliation

The University’s primary policy in support of equity is the Policy Prohibiting Discrimination, Harassment, and Retaliation (P-13.08). Technical corrections to the policy were made in March 2017. This policy is posted on the Human Resources Department’s electronic bulletin board on the Human Resources website and the Equal Opportunity Programs website. In addition, the policy is provided to new employees at New Hire Orientation. A statement of the University’s commitment to equal opportunity is also included on contracts. Equal opportunity training is required, along with information accessible from several departmental web sites.
Legend to racial codes used throughout this report:

- B – Black or African American
- H – Hispanic or Latino
- A – Asian
- NH/OPI – Native Hawaiian or Other Pacific Islander
- AI/AN – American Indian/Alaska Native
- >Two – Two or more races
- Unk – Unknown

PART III: ACADEMIC PROGRAM REVIEWS –

| Table 1. Fulltime First Time In College Enrollment, Fall and Early Admits Fall 2018, Fall 2017, and Fall 2013 |
|---------------------------------|--------|------|------|------|------|------|--------|------|
|       | NRA | Asian | AI AN | B   | H   | W   | NH OPI | >TW O | Unk |
| Men   | 12  | 19    | 5     | 35  | 53  | 336 | 0      | 39   | 7   | 506 |
| Women | 12  | 12    | 3     | 49  | 55  | 402 | 2      | 42   | 9   | 586 |
| Total FTIC Fall 2018            | 24  | 31    | 8     | 84  | 108 | 738 | 2      | 81   | 16  | 1092 |
| Category % of Total Fall 2018   | 2.2 | 2.8   | 0.7   | 7.7 | 9.9 | 67.6| 0.2    | 7.4  | 1.5 | 100 |
| Total FTIC Fall 2017            | 13  | 35    | 7     | 83  | 110 | 419 | 3      | 65   | 6   | 1071 |
| Category % of Total Fall 2017   | 1.2 | 3.3   | 0.7   | 7.7 | 10.3| 69.9| 0.3    | 6.1  | 0.6 | 100 |
| Total FTIC Fall 2013            | 29  | 36    | 9     | 175 | 139 | 825 | 3      | 82   | 17  | 1315 |
| Category % of Total Fall 2013   | 2.2 | 2.7   | 0.7   | 13.3| 10.6| 62.7| 0.2    | 6.2  | 1.3 | 99.9 |
| Percentage Change in number from Fall 2013 to Fall 2018 | -17.2 | -13.9 | -11.1 | -52.0 | -22.3 | -10.5 | -33.3 | -1.2 | -5.9 | -17.0 |

Source: IPEDS Part A, Fall enrollment by race, ethnicity, and gender. Column 1, Full-time, First-time students.

Out of the total number of Fall 2018 FTIC students, 54% were female students and 30% were minority students. Diversity enrollment numbers increased for female students; American Indian/Alaska Native students, Black/African American students and students who reported two or more races. Although a goal to increase was not stated for female students, this category increased by one percentage point. Although a goal to increase was not stated for students reporting two or more races, this category increased by over one percentage point.

Diversity Goals for this category:
- Black/African American Students: 2 percentage points
- Asian Students: 2 percentage points
- Hispanic/Latino Students: 2 percentage points
### Table 2. Florida Community College A.A. Transfers

<table>
<thead>
<tr>
<th></th>
<th>NRA</th>
<th>Asian</th>
<th>AI</th>
<th>AN</th>
<th>B</th>
<th>H</th>
<th>W</th>
<th>NH OPI</th>
<th>&gt;TWO</th>
<th>Unk</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Fall 2018</strong></td>
<td>1</td>
<td>5</td>
<td>2</td>
<td>39</td>
<td>41</td>
<td>274</td>
<td>1</td>
<td>34</td>
<td>3</td>
<td>235</td>
<td>165</td>
<td>165</td>
<td>400</td>
</tr>
<tr>
<td><strong>Category % of</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Fall 2018</strong></td>
<td>0.3</td>
<td>1.3</td>
<td>.5</td>
<td>9.8</td>
<td>10.3</td>
<td>68.5</td>
<td>0.3</td>
<td>8.5</td>
<td>0.8</td>
<td>58.8</td>
<td>41.3</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total Fall 2017</strong></td>
<td>1</td>
<td>9</td>
<td>3</td>
<td>41</td>
<td>23</td>
<td>201</td>
<td>2</td>
<td>17</td>
<td>9</td>
<td>183</td>
<td>123</td>
<td>123</td>
<td>306</td>
</tr>
<tr>
<td><strong>Category % of</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Fall 2017</strong></td>
<td>0.3</td>
<td>2.9</td>
<td>1.0</td>
<td>13.4</td>
<td>7.5</td>
<td>65.71</td>
<td>.7</td>
<td>5.6</td>
<td>2.9</td>
<td>59.8</td>
<td>40.2</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total FTIC Fall</strong></td>
<td>6</td>
<td>7</td>
<td>3</td>
<td>52</td>
<td>31</td>
<td>307</td>
<td>0</td>
<td>30</td>
<td>8</td>
<td>272</td>
<td>172</td>
<td>172</td>
<td>444</td>
</tr>
<tr>
<td><strong>Category % of</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Fall 2013</strong></td>
<td>1.4</td>
<td>1.6</td>
<td>0.7</td>
<td>11.7</td>
<td>7.0</td>
<td>69.1</td>
<td>0</td>
<td>6.8</td>
<td>1.8</td>
<td>61.3</td>
<td>38.7</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td><strong>Category %</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Change 2013 to 2018</strong></td>
<td>-83.3</td>
<td>-28.6</td>
<td>-33.3</td>
<td>-25.0</td>
<td>32.3</td>
<td>-107</td>
<td>100.00</td>
<td>-13.3</td>
<td>-62.5</td>
<td>-13.6</td>
<td>-4.1</td>
<td>-9.9</td>
<td></td>
</tr>
</tbody>
</table>

Source: BOG IPEDS Fall Enrollment by Race, Ethnicity, and sex. Column 2 Transfer-In.

Diversity increased among Hispanic/Latino students, Native Hawaiian/Other Pacific Islander students, and those students reporting as two or more races. Out of the 400 total transfer students, 59% were female and 31% were minority students. The diversity goal was met for Hispanic/Latino students, which increased by 3.1%. Although a goal to increase was not stated for those students reporting two or more races, this category increased by 3.1%. Although a goal to increase was not stated for Native Hawaiian/Other Pacific Islander students, this category also saw an increase.

Diversity Goals for this category:
- Black/African American Students: 3 percentage points
- Asian Students: 3 percentage points
- Hispanic/Latino Students: 2 percentage points
Table 3. Retention of Fulltime FTIC’s Entering Fall 2017 or Summer 2017 and Continuing into Fall, after One Year

<table>
<thead>
<tr>
<th></th>
<th>NRA</th>
<th>Asian</th>
<th>AI</th>
<th>AN</th>
<th>B</th>
<th>H</th>
<th>W</th>
<th>NH</th>
<th>OPI</th>
<th>&gt;TWO</th>
<th>Unk</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall 2017 Cohort</strong></td>
<td>13</td>
<td>35</td>
<td>7</td>
<td>83</td>
<td>110</td>
<td>749</td>
<td>3</td>
<td>65</td>
<td>6</td>
<td>568</td>
<td>503</td>
<td>1017</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Category % of Total</strong></td>
<td>1.2</td>
<td>3.3</td>
<td>0.7</td>
<td>7.7</td>
<td>10.3</td>
<td>69.9</td>
<td>.3</td>
<td>6.1</td>
<td>.6</td>
<td>53</td>
<td>47</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>After 1 Year</strong></td>
<td>11</td>
<td>30</td>
<td>4</td>
<td>66</td>
<td>95</td>
<td>613</td>
<td>3</td>
<td>48</td>
<td>4</td>
<td>489</td>
<td>385</td>
<td>874</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Retention Rate</strong></td>
<td>84.6</td>
<td>95.7</td>
<td>57.1</td>
<td>79.5</td>
<td>86.4</td>
<td>81.8</td>
<td>100</td>
<td>73.8</td>
<td>66.7</td>
<td>86.1</td>
<td>76.5</td>
<td>81.6</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Student Instruction File. FTICs who matriculated in Fall 2017, plus those FTICs who matriculated in Summer 2017 and enrolled in Fall 2017.

Total retention percentages from the previous year’s retention percentages increased by approximately 4.7%. Retention percentages from the previous year’s retention percentages increased among Black/African American students by 5.2% and among Hispanic/Latino students by 14.6%. Out of total number students retained after one year, 56% were female students and 30% were minority students. Although a goal to increase the retention rate was not stated for female students, this category increased by 2%.

Diversity Goals:
- Black/African American Students: 1 percentage point
- Asian Students: 1 percentage point
- Hispanic/Latino Students: 1 percentage point
### Table 4. Graduation Rate of Fulltime FTICs Beginners and Early Admits Entering Fall 2017 or Summer 2017 and Continuing into Fall After Six Years

<table>
<thead>
<tr>
<th>Category</th>
<th>NRA</th>
<th>Asian</th>
<th>AI</th>
<th>AN</th>
<th>B</th>
<th>H</th>
<th>W</th>
<th>NH</th>
<th>OPI</th>
<th>&gt;TWO</th>
<th>Unk</th>
<th>F</th>
<th>M</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cohort</td>
<td>20</td>
<td>53</td>
<td>4</td>
<td>239</td>
<td>187</td>
<td>1024</td>
<td>5</td>
<td>85</td>
<td>6</td>
<td>994</td>
<td>679</td>
<td>1623</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Category % of Total</td>
<td>1.2</td>
<td>3.3</td>
<td>0.2</td>
<td>14.7</td>
<td>11.5</td>
<td>63.1</td>
<td>0.3</td>
<td>5.2</td>
<td>0.4</td>
<td>58.2</td>
<td>41.8</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| AFTER 6 YEARS |
| Number of Graduates | 12 | 32 | 1 | 88 | 74 | 463 | 2 | 30 | 2 | 429 | 275 | 704 |
| Percent Graduated | 60.00 | 60.4 | 25.0 | 36.8 | 39.6 | 45.2 | 40.0 | 35.3 | 33.3 | 45.4 | 40.5 |

| | Number Retained | 15 | 34 | 1 | 100 | 85 | 511 | 2 | 34 | 2 | 469 | 315 | 784 |
| Percent Retained | 75.0 | 64.2 | 25.0 | 41.8 | 45.5 | 49.9 | 40.0 | 40.0 | 33.3 | 49.7 | 46.4 |

Note: FTIC includes Beginners and Early Admits.

The number of Asian students, Black/African American students, Hispanic/Latino students, Native Hawaiian/Other Pacific Islander students, and female students who graduated after six years increased. The number of Asian students, Black/African American students, Hispanic/Latino students, Native Hawaiian/Other Pacific Islander students, and female students retained increased, as well. Of the total number of students who graduated after six years, 61% of them were female students (an increase of 5%) and 39% of them were minority students (an increase of 10%). There was also an increase for Native Hawaiian/Other Pacific Islander students and students reporting two or more races.

Diversity Goals:
- Black/African American Students: 2 percentage points
- Asian Students: 1 percentage point
- Hispanic/Latino Students: 1 percentage point
### Table 5. Bachelor's Awarded, AY 2017-2018, AY 2016-2017, AY 2012-2013

<table>
<thead>
<tr>
<th>Category</th>
<th>NRA</th>
<th>Asian</th>
<th>AI</th>
<th>AN</th>
<th>B</th>
<th>H</th>
<th>W</th>
<th>NH</th>
<th>OPI</th>
<th>&gt;TWO</th>
<th>Unk</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AY 2017-2018</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>25</td>
<td>28</td>
<td>4</td>
<td>75</td>
<td>66</td>
<td>567</td>
<td>4</td>
<td>35</td>
<td>16</td>
<td></td>
<td></td>
<td>820</td>
</tr>
<tr>
<td>Female</td>
<td>49</td>
<td>31</td>
<td>8</td>
<td>176</td>
<td>131</td>
<td>994</td>
<td>4</td>
<td>63</td>
<td>26</td>
<td></td>
<td></td>
<td>1482</td>
</tr>
<tr>
<td>Total</td>
<td>74</td>
<td>59</td>
<td>12</td>
<td>251</td>
<td>197</td>
<td>1561</td>
<td>8</td>
<td>98</td>
<td>42</td>
<td></td>
<td></td>
<td>2302</td>
</tr>
<tr>
<td><strong>Category % of</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Total</strong></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>3.2</td>
<td>2.6</td>
<td>0.5</td>
<td>9.9</td>
<td>8.6</td>
<td>67.8</td>
<td>.3</td>
<td>4.3</td>
<td>1.6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>AY 2016-2017</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>41</td>
<td>25</td>
<td>4</td>
<td>72</td>
<td>75</td>
<td>580</td>
<td>3</td>
<td>40</td>
<td>18</td>
<td></td>
<td></td>
<td>858</td>
</tr>
<tr>
<td>Female</td>
<td>51</td>
<td>49</td>
<td>5</td>
<td>145</td>
<td>128</td>
<td>896</td>
<td>5</td>
<td>46</td>
<td>18</td>
<td></td>
<td></td>
<td>1343</td>
</tr>
<tr>
<td>Total</td>
<td>92</td>
<td>74</td>
<td>9</td>
<td>217</td>
<td>203</td>
<td>1476</td>
<td>8</td>
<td>86</td>
<td>36</td>
<td></td>
<td></td>
<td>2201</td>
</tr>
<tr>
<td><strong>Category % of</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Total</strong></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>4.2</td>
<td>3.4</td>
<td>0.4</td>
<td>9.9</td>
<td>9.2</td>
<td>67.1</td>
<td>.4</td>
<td>3.9</td>
<td>1.8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>AY 2012-2013</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>19</td>
<td>27</td>
<td>9</td>
<td>58</td>
<td>45</td>
<td>561</td>
<td>3</td>
<td>7</td>
<td>0</td>
<td></td>
<td></td>
<td>729</td>
</tr>
<tr>
<td>Female</td>
<td>19</td>
<td>44</td>
<td>12</td>
<td>101</td>
<td>82</td>
<td>943</td>
<td>7</td>
<td>31</td>
<td>1</td>
<td></td>
<td></td>
<td>1240</td>
</tr>
<tr>
<td>Total</td>
<td>38</td>
<td>71</td>
<td>21</td>
<td>159</td>
<td>127</td>
<td>1504</td>
<td>10</td>
<td>38</td>
<td>1</td>
<td></td>
<td></td>
<td>1969</td>
</tr>
<tr>
<td><strong>Category % of</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Total</strong></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1.9</td>
<td>3.6</td>
<td>1.1</td>
<td>8.1</td>
<td>6.4</td>
<td>76.4</td>
<td>0.5</td>
<td>1.9</td>
<td>0.1</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Compared to last year, the total number of Bachelor degrees awarded to American Indian/Alaska Native students, Black/African American students, and those students identifying as two or more races increased. In the same time period, the total number of Bachelor degrees awarded to female students increased. Of the Bachelor degrees awarded, 64% of them were awarded to female students (a 3% increase) while 29% were awarded to minority students (a 1% increase). Increases were also seen for American Indian/Alaska Native students and students reporting two or more races.

Diversity Goals:
- Black/African American Students: 1 percentage point
- Asian Students: 1 percentage point
- Hispanic/Latino Students: 2 percentage points

<table>
<thead>
<tr>
<th>Category</th>
<th>NRA</th>
<th>Asian</th>
<th>AI</th>
<th>AN</th>
<th>B</th>
<th>H</th>
<th>W</th>
<th>NH</th>
<th>OPI</th>
<th>&gt;TWO</th>
<th>Unk</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AY 2017-2018</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>22</td>
<td>10</td>
<td>3</td>
<td>25</td>
<td>19</td>
<td>220</td>
<td>2</td>
<td>5</td>
<td>9</td>
<td></td>
<td></td>
<td>315</td>
</tr>
<tr>
<td>Female</td>
<td>40</td>
<td>11</td>
<td>1</td>
<td>88</td>
<td>60</td>
<td>518</td>
<td>3</td>
<td>11</td>
<td>7</td>
<td>16</td>
<td>16</td>
<td>739</td>
</tr>
<tr>
<td>Total</td>
<td>62</td>
<td>21</td>
<td>4</td>
<td>113</td>
<td>79</td>
<td>738</td>
<td>5</td>
<td>16</td>
<td>16</td>
<td></td>
<td></td>
<td>1054</td>
</tr>
<tr>
<td><strong>Category % of Total</strong></td>
<td>5.9</td>
<td>2.0</td>
<td>0.4</td>
<td>10.7</td>
<td>7.5</td>
<td>70.0</td>
<td>0.5</td>
<td>1.5</td>
<td>1.5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>AY 2016-2017</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>19</td>
<td>5</td>
<td>1</td>
<td>24</td>
<td>18</td>
<td>190</td>
<td>0</td>
<td>7</td>
<td>7</td>
<td></td>
<td></td>
<td>271</td>
</tr>
<tr>
<td>Female</td>
<td>24</td>
<td>12</td>
<td>2</td>
<td>60</td>
<td>40</td>
<td>391</td>
<td>1</td>
<td>19</td>
<td>7</td>
<td></td>
<td></td>
<td>556</td>
</tr>
<tr>
<td>Total</td>
<td>43</td>
<td>17</td>
<td>3</td>
<td>84</td>
<td>58</td>
<td>581</td>
<td>1</td>
<td>26</td>
<td>14</td>
<td></td>
<td></td>
<td>827</td>
</tr>
<tr>
<td><strong>Category % of Total</strong></td>
<td>5.2</td>
<td>2.1</td>
<td>0.4</td>
<td>10.2</td>
<td>7.0</td>
<td>70.3</td>
<td>0.1</td>
<td>3.1</td>
<td>1.7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>AY 2012-2013</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>11</td>
<td>4</td>
<td>0</td>
<td>14</td>
<td>19</td>
<td>172</td>
<td>1</td>
<td>4</td>
<td>0</td>
<td></td>
<td></td>
<td>225</td>
</tr>
<tr>
<td>Female</td>
<td>12</td>
<td>12</td>
<td>3</td>
<td>40</td>
<td>23</td>
<td>264</td>
<td>0</td>
<td>8</td>
<td>1</td>
<td></td>
<td></td>
<td>363</td>
</tr>
<tr>
<td>Total</td>
<td>23</td>
<td>16</td>
<td>3</td>
<td>54</td>
<td>42</td>
<td>436</td>
<td>1</td>
<td>12</td>
<td>1</td>
<td></td>
<td></td>
<td>588</td>
</tr>
<tr>
<td><strong>Category % of Total</strong></td>
<td>3.9</td>
<td>2.7</td>
<td>.5</td>
<td>9.2</td>
<td>7.1</td>
<td>74.1</td>
<td>0.2</td>
<td>2.0</td>
<td>0.2</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

**Includes Specialist Degrees**

Compared to last year, the total number of Master degrees awarded to Asian students, American Indian/Alaska Native students, Black/African American students, Hispanic/Latino students, Native Hawaiian/Other Pacific Islander students and those students identifying as two or more races increased, as did the total number of females who were awarded Master degrees. Of the Master degrees awarded, 70% of them were awarded to female students (an increase of 3%) and 24% of them were awarded to minorities.

Diversity Goals:
- Black/African American Students: 3 percentage points
- Asian Students: 2 percentage points
- Hispanic/Latino Students: 3 percentage points

| Category | NRA | Asian | AI | AN | B | H | W | NH | OPI | >TWO | Unk | Total |
|----------|-----|-------|----|----|---|---|---|----|-----|-----|-----|-----|-------|
| AY 2017-2018 |     |       |    |    |   |   |   |    |     |     |     |     |       |
| Male      | 1   | 0     | 0  | 0  | 0 | 1 | 0 | 0  | 0   | 0   | 2   |     |       |
| Female    | 0   | 0     | 0  | 2  | 5 | 0 | 0 | 0  | 0   | 0   | 7   |     |       |
| Total     | 1   | 0     | 0  | 2  | 6 | 0 | 0 | 0  | 0   | 0   | 9   |     |       |
| Category % of Total | 11.1 | 0 | 0 | 22.2 | 66.7 | 0 | 0 | 0 |     |     |     |     |       |
| AY 2016-2017 |     |       |    |    |   |   |   |    |     |     |     |     |       |
| Male      | 0   | 0     | 0  | 0  | 1 | 0 | 0 | 0  | 0   | 0   | 1   |     |       |
| Female    | 0   | 0     | 0  | 0  | 1 | 0 | 0 | 0  | 0   | 0   | 1   |     |       |
| Total     | 0   | 0     | 0  | 0  | 2 | 0 | 0 | 0  | 0   | 0   | 2   |     |       |
| Category % of Total | 0 | 0 | 0 | 100.0 | 0 | 0 | 0 |     |     |     |     |     |       |
| AY 2012-2013 |     |       |    |    |   |   |   |    |     |     |     |     |       |
| Male      | 0   | 0     | 0  | 0  | 6 | 0 | 0 | 0  | 0   | 0   | 7   |     |       |
| Female    | 0   | 0     | 0  | 0  | 23| 1 | 0 | 0  | 0   | 0   | 30  |     |       |
| Total     | 0   | 0     | 0  | 0  | 29| 1 | 0 | 0  | 0   | 0   | 37  |     |       |
| Category % of Total | 0 | 0 | 0 | 78.4 | 2.7 | 0 | 0 |     |     |     |     |     |       |

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

Out of all of the Doctoral degrees awarded, 22% of them were awarded to minority (Hispanic/Latino) students (an increase of 22%) while 77% of them were awarded to female students. The diversity goal to increase the awarding of Doctoral degrees to Hispanic/Latino students was exceeded and although a goal to increase was not stated for female students, that category increased by 27%.

Diversity Goals:
- Black/African American Students: 1 percentage point
- Asian Students: 1 percentage point
- Hispanic/Latino Students: 1 percentage point

<table>
<thead>
<tr>
<th></th>
<th>NRA</th>
<th>B</th>
<th>AI/AN</th>
<th>A</th>
<th>H</th>
<th>NH/OPI</th>
<th>W</th>
<th>≥ TWO</th>
<th>UNK</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AY 2017-2018</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Category % of Total</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>AY 2016-2017</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Category % of Total</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>AY 2013-2014</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Category % of Total</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The University of West Florida does not offer First Professional degrees.
STUDENT SERVICES
Student Services at the University of West Florida 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. Student Services include:

1) Academic Advising
Academic advising is required for all students. Freshman, 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 before being transitioned to academic advisors in the major departments after achieving sophomore status or completing the 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 the University’s Honors and Student Success Programs tailored specifically to meet the needs of students in these special programs. 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 their 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 interpret academic policy.

2) Admission to Academic Program
UWF encourages applications from qualified persons and does not discriminate on the basis of age, color, disability, gender (including gender identity and sex), marital status, national origin, race, religion, sexual orientation, or veteran status.

3) The Student Accessibility Resources
The Student Accessibility Resources (SAR) works with students and faculty to help make UWF an accessible learning environment in accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. The SAR offers a variety of services for students with documented disabilities, including learning disabilities, deaf/hard of hearing, blind/low vision, mobility limitations, ADHD, psychiatric conditions, and medical disabilities. SAR coordinates the following accommodations:

- Alternative Text services
- Assistive Technology
- Audio Books
- Housing Accommodations
- Interpretive Services
- Notetaking Support
- Scribes
- Readers
- Enlarged Text
- Preferential Seating
- Digital/Tape Recording
- Reduced Course Load
- Testing Accommodations
- Transcription and/or captioning
- Support for substitution or waiver of graduation requirements due to a disability (when appropriate)
· Adjustable desk/chair
· Reduced distraction testing space
· Other accommodations as appropriate based on documentation

4) Health Services
Student Health Services’ (SHS) role is to advance UWF’s mission, vision and priorities by providing high-quality health care, education and preventative services to a diverse population from a variety of lived experiences. As medical professionals, SHS educates and motivates students to become full participants in their own health while supporting and promoting academic success and personal development.

The University’s Counseling and Psychological Services (CAPS) provides counseling and therapy to help students manage, cope, and grow with the stress associated with college and life. The primary goal of counseling is to help students develop the personal awareness and skills necessary to overcome problems and to develop in ways that will allow them to take advantage of the University’s educational opportunities. CAPS provides confidential personal, vocational, and couples counseling to students at no charge. Psychologists assist students with issues such as depression, test anxiety, vocational indecision, relationship difficulties, interpersonal conflict, identity confusion, substance abuse, stress management, and other personal difficulties that may impede a student’s academic progress. Workshops are offered on various topics including stress and time management, romantic relationships, interpersonal and personal functioning, and vocational development.

Wellness Services provides workshops, awareness events, health marketing campaigns, and other educational programming in the areas of alcohol and other drug abuse/misuse prevention, sexually transmitted infection prevention and sexual health promotion, and sexual assault prevention and risk reduction. All UWF faculty, staff, and students can request that the programs be presented to a class, residence hall, or organization. Wellness Services also coordinates the UWF Peer Educators program to promote student-driven health efforts which provide opportunities for students to help other students by promoting a student culture of kindness, responsibility, compassion, and respect.

The University has a 19,832 square-foot, state-of-the-art Health and Wellness Center on the main 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, which increases the number of students who can be treated each day. The center includes 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. 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.

5) Sport Clubs and Intramural Sports
The mission of UWF’s Intramural Sports program is to provide students, faculty, and staff with an opportunity to participate in a variety of competitive recreational sports in a safe environment; to promote and provide quality service, facilities, and equipment; to facilitate an opportunity for enjoyable experiences; to nurture and celebrate the wholesome and worthwhile use of leisure, healthy lifestyles, and wellness; and to create opportunities for the growth and development of all participants.
The Sport Club Program offers participants a wide range of recreational, instructional, or competitive teams to bridge the gap between intramural sports and intercollegiate athletics. Participants with similar interests are given the opportunity to work together on a team in an organized recreational activity. Teams are then offered the chance to practice and compete at a specialized level and clubs are given an opportunity to shape their own unique atmosphere. Membership in any sport club is open to all current University of West Florida students. Each club welcomes new members with no requirement to try-out for teams.

6) **Fitness/Wellness**
   The goal of Fitness/Wellness is to offer students a variety of opportunities to make physical activity and overall wellness a part of their daily lives. The Fitness/Wellness program area provides UWF students with a variety of Group Fitness classes for all levels each semester, ranging from cardio to yoga classes. Fitness/Wellness also offers multiple incentive programs to encourage students to participate and achieve their fitness goals throughout the semester. In addition to the Group Fitness classes, Fitness/Wellness also offers sessions with personal trainers and massage therapy.

7) **Outdoor Adventures**
   The Outdoor Adventures program provides the university community the chance to engage in exciting and entertaining outdoor recreation activities. The Outdoor Adventures 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 they offer each semester which are open to current students, faculty and staff of UWF. These trips allow participants to experience unique situations while meeting and interacting with new people. Outdoor Adventures also manages the climbing center, located in the center of 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 Bike Shop, which offers bike supplies and rentals, and the Disc Golf course on campus.

8) **Aquatics**
   The UWF Aquatic Center offers a wide 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. Group and private swimming lessons are offered for children and adults at different skill levels. Lifeguard and Swim Instructor training courses are also available for individuals over the age of 16. The Aquatic Center also offers private rentals for parties or other activities. Established as 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. In addition to these services, the Aquatic Center also houses a relaxing whirlpool and dry sauna for members to enjoy.

9) **Student Financial Assistance**
   The mission of the Financial Aid Office 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 university funds. In cases where a student demonstrates extensive need, a combination of several types of aid may be extended, provided funds are available.
10) Housing
Through the responsible management of all resources, the Department of Housing and Residence Life strives to create a living and learning environment, which offers support and assistance to maximize educational opportunities to a diverse resident student population. 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 individuality 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 through the Student Disability Resource Center (SDRC). Following are examples of accommodations that the SDRC has made in collaboration with Housing and Residence Life for students with disabilities who live in University residence halls:

- Single occupancy rooms
- Separate refrigerators
- Locks for refrigerators
- Personal Care Attendants access to residence halls
- Handicap accessible showers & rooms
- First floor rooms
- Bringing own bed/mattress
- Adjustable shelves
- Service animals in residence halls
- Waiver of Meal Plans (when appropriate and in collaboration with Dining Services)

11) Student Employment
and
12) Personnel
UWF is an Equal Opportunity/Equal Access/Affirmative Action institution. UWF seeks excellence through diversity among its administrators, faculty, staff, and students. UWF prohibits discrimination on the basis of race, color, religion, gender (both sex and gender identity), age, national origin, sexual orientation, disability, veteran status, or marital status. 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 recruiting software (“PA7”). 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’s degree. Student work schedules are tailored so as not to interfere with class schedules.
UWF’s Diversity Plan 2018-2022 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 learners, launching the next generation of big thinkers who will change the world.

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 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.

13) 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 service; and to engage in community partnerships that respond to mutual concerns and opportunities and 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 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 contribute 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 will continue multicultural/diversity training opportunities. Funding is available for full-time faculty and staff to travel to obtain training on multiculturalism/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. Attendees share their knowledge by presenting what they have learned to the campus community.

UWF will continue its commitment to advertising career opportunities in female and minority publications; providing the annual President’s Diversity Leadership Awards to faculty, staff, and students; 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 the University remains visible to female and minority applicants, maintains budgetary incentive plans to recruit a diverse workforce, and provides educational scholarship assistance to further the University’s goal of a culturally diverse campus.
## PART IV: GENDER EQUITY IN INTERCOLLEGIATE ATHLETICS

### Chart 1. Gender Equity in Athletics Update

<table>
<thead>
<tr>
<th>Element</th>
<th>Assessment</th>
<th>Area for Improvement? (check if yes and describe)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Sports offerings</td>
<td>8 women’s sports&lt;br&gt;7 men’s sports</td>
<td>✓ Explore opportunities for and interest in additional female sports programs</td>
</tr>
<tr>
<td>2. Participation rates, male and female, compared with full-time undergraduate enrollment</td>
<td>Student athletes:  &lt;br&gt; Male: 241 (64%)&lt;br&gt; Female: 135 (36%)&lt;br&gt; Undergraduate students:  &lt;br&gt; Male: 3,003 (44%)&lt;br&gt; Female: 3,781 (56%)</td>
<td>✓ Increase participation rates of female students in female sports programs by increasing opportunities for and interest in additional women’s sports programs</td>
</tr>
<tr>
<td>3. Availability of facilities, defined as locker room, practice, and competitive facilities</td>
<td>Equitable</td>
<td></td>
</tr>
<tr>
<td>4. Scholarship offerings for athletes</td>
<td>Male: $1,629,250 (55%)&lt;br&gt;Female: $1,301,350 (45%)</td>
<td></td>
</tr>
<tr>
<td>5. Funds allocated for:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) the athletic program as a whole</td>
<td>$9,892,699</td>
<td></td>
</tr>
<tr>
<td>b) administration</td>
<td>$865,129 shared equally by all sports programs</td>
<td></td>
</tr>
<tr>
<td>c) travel and per diem allowances</td>
<td>Male: $295,500 (65%)&lt;br&gt;Female: $235,500 (35%)</td>
<td></td>
</tr>
<tr>
<td>d) recruitment</td>
<td>Male: $55,000 (65%)&lt;br&gt;Female: $28,500 (35%)</td>
<td></td>
</tr>
<tr>
<td>e) comparable coaching</td>
<td>Male: &lt;br&gt; 6.00 FTE Head Coaches and &lt;br&gt; 11.88 FTE Assistant Coaches&lt;br&gt; Female: &lt;br&gt; 7.00 FTE Head Coaches &lt;br&gt; 7.98 FTE Assistant Coaches</td>
<td></td>
</tr>
<tr>
<td>f) publicity and promotion</td>
<td>Equitable</td>
<td></td>
</tr>
<tr>
<td>Area</td>
<td>Budget</td>
<td>Program</td>
</tr>
<tr>
<td>-------------------------------------------------------</td>
<td>---------</td>
<td>------------</td>
</tr>
<tr>
<td>g) other support costs</td>
<td>$794,277</td>
<td></td>
</tr>
<tr>
<td>6. Provision of equipment and supplies</td>
<td>Equitable</td>
<td></td>
</tr>
<tr>
<td>7. Scheduling of games and practice times</td>
<td>Equitable</td>
<td></td>
</tr>
<tr>
<td>8. Opportunities to receive tutoring</td>
<td>Equitable</td>
<td></td>
</tr>
</tbody>
</table>
| 9. Compensation of coaches and tutors                  | Male: $696,136 Head Coaches and $623,177 Assistant Coaches  
Female: $629,626 Head Coaches and $242,789 Assistant Coaches  
Tutors: $3,565 |            |           |
| 10. Medical and training services                      | Equitable|            |           |
| 11. Housing and dining facilities and services         | Equitable|            |           |

**Chart 2: Gender Equity in Athletics – Areas for Improvement**

<table>
<thead>
<tr>
<th>Area for Improvement</th>
<th>Program for Improvement</th>
<th>Timetable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sports Offerings</td>
<td>Women’s Sports Programs</td>
<td>Ongoing</td>
</tr>
</tbody>
</table>

**Chart 3: Student Athletes by Gender**

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>241</td>
<td>135</td>
<td>376</td>
</tr>
<tr>
<td>Percent of Total</td>
<td>64%</td>
<td>36%</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Check one basis below for assuring that the University is in compliance with the Florida Educational Equity Act:**

- X Accommodation of Interest and Abilities
- Substantial Proportionality
- History and Practice of Expansion of Sports
### PART V: EMPLOYMENT REPRESENTATION

#### Table 1. Category Representation - Tenured Faculty

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Indicator</th>
<th>NRA</th>
<th>Asian</th>
<th>AI</th>
<th>AN</th>
<th>B</th>
<th>H</th>
<th>W</th>
<th>NH</th>
<th>OPI</th>
<th>&gt;TWO</th>
<th>Unk</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number, Fall 2018</td>
<td></td>
<td>0</td>
<td>20</td>
<td>3</td>
<td>5</td>
<td>3</td>
<td>119</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>57</td>
<td>94</td>
<td>151</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number, Fall 2017</td>
<td></td>
<td>0</td>
<td>17</td>
<td>3</td>
<td>5</td>
<td>3</td>
<td>115</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>54</td>
<td>90</td>
<td>144</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percentage Change from Fall 2017 to Fall 2018</td>
<td></td>
<td>0.0%</td>
<td>17.6%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>3.5%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>5.6%</td>
<td>4.4%</td>
<td>4.9%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number, Fall 2013</td>
<td></td>
<td>0</td>
<td>13</td>
<td>3</td>
<td>5</td>
<td>3</td>
<td>121</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>49</td>
<td>96</td>
<td>145</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percentage Change from Fall 2013 to Fall 2018</td>
<td></td>
<td>0.0%</td>
<td>53.8%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>-1.7%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>100.0</td>
<td>16.3%</td>
<td>-2.1</td>
<td>4.1%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

For the five-year period from 2013 to 2018, tenured faculty diversity increased for Asian tenured faculty and for female tenured. For the one-year period from Fall 2017 to Fall 2018, tenured faculty diversity increased for Asian tenured faculty and for female tenured faculty. Of all those who are tenured faculty, 38% of them are female tenured faculty and 21% of them are minority tenured faculty.
### Table 2. Category Representation - Tenured-Track Faculty

<table>
<thead>
<tr>
<th>Indicator</th>
<th>NRA</th>
<th>Asian</th>
<th>AI AN</th>
<th>B</th>
<th>H</th>
<th>W</th>
<th>NH OPI</th>
<th>&gt;TWO</th>
<th>Unk</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number, Fall 2018</strong></td>
<td>0</td>
<td>7</td>
<td>1</td>
<td>7</td>
<td>3</td>
<td>59</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>28</td>
<td>49</td>
<td>77</td>
</tr>
<tr>
<td><strong>Number, Fall 2017</strong></td>
<td>0</td>
<td>7</td>
<td>0</td>
<td>6</td>
<td>4</td>
<td>59</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>25</td>
<td>25</td>
<td>76</td>
</tr>
<tr>
<td><strong>Percentage Change from Fall 2017 to Fall 2018</strong></td>
<td>0.0%</td>
<td>0.0%</td>
<td>100%</td>
<td>16.7</td>
<td>-25</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>12%</td>
<td>-3.9%</td>
<td>1.3%</td>
</tr>
<tr>
<td><strong>Number, Fall 2013</strong></td>
<td>0</td>
<td>7</td>
<td>0</td>
<td>4</td>
<td>3</td>
<td>62</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>42</td>
<td>36</td>
</tr>
<tr>
<td><strong>Percentage Change from Fall 2013 to Fall 2018</strong></td>
<td>0.0%</td>
<td>0.0%</td>
<td>100%</td>
<td>75.0</td>
<td>0.0%</td>
<td>-4.8%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>-100%</td>
<td>-33.3%</td>
<td>36.1%</td>
<td>-1.3%</td>
</tr>
</tbody>
</table>

Area for improvement, compared with national standards? (Check is yes)

Source: IPEDS Fall Staff and IPEDS Human Resources Data.

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

IPEDS Human Resources aligned with 2010 Standard Occupational Category (SOC) system.

For the five-year period from 2013 to 2018, tenured-track faculty diversity increased for American Indian/Alaska Native tenured-track faculty and Black/African American tenured-track faculty. For the one-year period from Fall 2017 to Fall 2018, tenured-track faculty diversity increased for American Indian/Alaska Native tenured-track faculty, Black/African American tenured-track faculty, and female tenured-track faculty. Of all those faculty who are tenured-track, 36% of them are female and 23% are minorities. Both percentages represent increases compared to last year.
### Table 3. Category Representation - Non-Tenure-Earning Faculty or Faculty at Non-Tenure Granting Universities

<table>
<thead>
<tr>
<th>Indicator</th>
<th>NRA</th>
<th>Asian</th>
<th>AI AN</th>
<th>B</th>
<th>H</th>
<th>W</th>
<th>NH OPI</th>
<th>&gt;TWO</th>
<th>Unk</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number, Fall 2018</td>
<td>0</td>
<td>11</td>
<td>0</td>
<td>10</td>
<td>3</td>
<td>92</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>72</td>
<td>46</td>
<td>118</td>
</tr>
<tr>
<td>Number, Fall 2017</td>
<td>0</td>
<td>7</td>
<td>0</td>
<td>9</td>
<td>2</td>
<td>96</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>73</td>
<td>45</td>
<td>118</td>
</tr>
<tr>
<td>Percentage Change from Fall 2017 to Fall 2018</td>
<td>0.0%</td>
<td>57.1%</td>
<td>0.0%</td>
<td>11.1%</td>
<td>50%</td>
<td>-4.2%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>-100%</td>
<td>-1.4%</td>
<td>-2.2%</td>
<td>0%</td>
</tr>
<tr>
<td>Number, Fall 2013</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>5</td>
<td>2</td>
<td>80</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>52</td>
<td>37</td>
<td>89</td>
</tr>
<tr>
<td>Percentage Change from Fall 2013 to Fall 2018</td>
<td>0.0%</td>
<td>1000%</td>
<td>0.0%</td>
<td>100%</td>
<td>50%</td>
<td>15%</td>
<td>0.0%</td>
<td>100%</td>
<td>0%</td>
<td>38.5%</td>
<td>24.3%</td>
<td>32.6%</td>
</tr>
</tbody>
</table>

**Area for improvement, compared with national standards? (Check is yes)**

Source: IPEDS Fall Staff and IPEDS Human Resources Data.

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

IPEDS Human Resources aligned with 2010 Standard Occupational Category (SOC) system.

For the five-year period from 2013 to 2018, non-tenure-earning faculty diversity increased for Asian non-tenure-earning faculty, Black/African American non-tenure-earning faculty, Hispanic/Latino non-tenure-earning faculty, and those non-tenure-earning faculty who reported two or more races. For the one-year period from Fall 2017 to Fall 2018, non-tenure-earning faculty diversity increased for Asian non-tenure-earning faculty, Black/African American non-tenure-earning faculty, Hispanic/Latino non-tenure-earning faculty, and female non-tenure-earning faculty. Of all those who are non-tenure-earning faculty, 17% of them are minorities and 62% of them are female. The percentage of female non-tenure-earning faculty represents an increase compared to last year.
Table 4. Category Representation - Executive/Administrative/Managerial

<table>
<thead>
<tr>
<th>Indicator</th>
<th>NRA</th>
<th>Asian</th>
<th>AI</th>
<th>AN</th>
<th>B</th>
<th>H</th>
<th>W</th>
<th>NH</th>
<th>OPI</th>
<th>&gt;TWO</th>
<th>Unk</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number, Fall 2018</td>
<td>0</td>
<td>11</td>
<td>0</td>
<td>18</td>
<td>9</td>
<td>235</td>
<td>0</td>
<td>5</td>
<td>0</td>
<td>166</td>
<td>112</td>
<td>278</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number, Fall 2017</td>
<td>0</td>
<td>7</td>
<td>0</td>
<td>17</td>
<td>9</td>
<td>234</td>
<td>0</td>
<td>4</td>
<td>0</td>
<td>167</td>
<td>104</td>
<td>271</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percentage Change from Fall 2017 to Fall 2018</td>
<td>0.0%</td>
<td>57.1%</td>
<td>0.0%</td>
<td>5.9%</td>
<td>0.0%</td>
<td>.4%</td>
<td>0.0%</td>
<td>25.0%</td>
<td>0.0%</td>
<td>-6%</td>
<td>7.7%</td>
<td>2.6%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*Number, Fall 2013</td>
<td>0</td>
<td>5</td>
<td>0</td>
<td>17</td>
<td>7</td>
<td>177</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>124</td>
<td>83</td>
<td>207</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*Percentage Change from Fall 2013 to Fall 2018</td>
<td>N/A</td>
<td>120%</td>
<td>N/A</td>
<td>5.9%</td>
<td>28.6%</td>
<td>32.8%</td>
<td>N/A</td>
<td>48%</td>
<td>N/A</td>
<td>33.9%</td>
<td>34.9%</td>
<td>34.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Area for improvement, compared with national standards? (Check is yes)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

For the five-year period from 2013 to 2018, executive/administrative/managerial staff (“staff”) diversity increased among Asian staff, Black/African American staff, Hispanic/Latino staff, staff who reported two or more races, and female staff. For the one-year period from Fall 2017 to Fall 2018, staff diversity increased among Asian staff, Black/African American staff, and staff who reported two or more races. Of all those who are staff, 60% are female and 15% are minorities. The percentage of minority staff represents an increase compared to last year.
PART VI: AREAS OF IMPROVEMENT/ACHIEVEMENT

<table>
<thead>
<tr>
<th>Last Year’s Goals from 2018 Report</th>
<th>Achievements in 2019 Report</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Services, Programs, and Student Enrollment</strong></td>
<td><strong>Table 1: Full-Time First-Time-in-College</strong></td>
</tr>
<tr>
<td>Diversity Goals:</td>
<td>Out of the total number of Fall 2018 FTIC students, 54% were female and students 30% were minority students. Diversity enrollment numbers increased for female students; American Indian/Alaska Native students, Black/African American students and students who reported two or more races. Although a goal to increase was not stated for female students, this category increased by one percentage point. Although a goal to increase was not stated for students reporting two or more races, this category increased by over one percentage point.</td>
</tr>
<tr>
<td>• Black/African American Students: 2 percentage points</td>
<td><strong>Table 2: Full-Time College Transfers</strong></td>
</tr>
<tr>
<td>• Asian Students: 2 percentage points</td>
<td>Diversity increased among Hispanic/Latino students, Native Hawaiian/Other Pacific Islander students, and those students reporting as two or more races. Out of the 400 total transfer students, 59% were female and 31% were minority students. The diversity goal was met for Hispanic/Latino students, which increased by 3.1%. Although a goal to increase was not stated for those students reporting two or more races, this category increased by 3.1%. Although a goal to increase was not stated for Native Hawaiian/Other Pacific Islander students, this category also saw an increase.</td>
</tr>
<tr>
<td>• Hispanic/Latino Students: 2 percentage points</td>
<td><strong>Table 3: Retention of Full-Time FTICs</strong></td>
</tr>
<tr>
<td><strong>Table 3: Retention of Full-Time FTICs</strong></td>
<td>Total retention percentages from the previous year’s retention percentages increased by approximately 4.7%. Retention percentages from the previous year’s retention percentages increased among Black/African American students by 5.2% and among Hispanic/Latino students by 14.6%. Out of total number students retained after one year, 56% were female students and 30% were minority students. Although a goal to increase the retention rate was not stated for female students, this category increased by 2%.</td>
</tr>
<tr>
<td><strong>Table 4: Graduation Rate of Full-Time FTICs after 6 years</strong></td>
<td><strong>Table 4: Graduation Rate of Full-Time FTICs after 6 years</strong></td>
</tr>
<tr>
<td>Diversity Goals:</td>
<td>The number of Asian students, Black/African American students, Hispanic/Latino students, Native Hawaiian/Other Pacific Islander students, and female students who graduated after six years increased. The number of Asian students, Black/African American students, Hispanic/Latino students, Native Hawaiian/Other Pacific Islander students, and female students retained increased, as well. Of the total number of students who graduated after six years, 61% of them were female students (an increase of 5%) and 39% of them were minority students (an increase of 10%). There was also an increase for Native Hawaiian/Other Pacific Islander students and students reporting two or more races.</td>
</tr>
<tr>
<td>• Black/African American Students: 2 percentage points</td>
<td></td>
</tr>
<tr>
<td>• Asian Students: 1 percentage points</td>
<td></td>
</tr>
<tr>
<td>• Hispanic/Latino Students: 1 percentage points</td>
<td></td>
</tr>
</tbody>
</table>
### Diversity Goals:
- Black/African American Students: 1 percentage point
- Asian Students: 1 percentage point
- Hispanic/Latino Students: 2 percentage points

### Table 5: Bachelor’s Degrees Awarded
Compared to last year, the total number of Bachelor degrees awarded to American Indian/Alaska Native students, Black/African American students, and those students identifying as two or more races increased. In the same time period, the total number of Bachelor degrees awarded to female students increased. Of the Bachelor degrees awarded, 64% of them were awarded to female students (a 3% increase) while 29% were awarded to minority students (a 1% increase). Increases were also seen for American Indian/Alaska Native students and students reporting two or more races.

### Table 6: Master’s and Specialist Degrees Awarded
Compared to last year, the total number of Master degrees awarded to Asian students, American Indian/Alaska Native students, Black/African American students, Hispanic/Latino students, Native Hawaiian/Other Pacific Islander students and those students identifying as two or more races increased, as did the total number of females who were awarded Master degrees. Of the Master degrees awarded, 70% of them were awarded to female students (an increase of 3%) and 24% of them were awarded to minorities.

### Table 7: Doctoral Degrees Awarded
Out of all of the Doctoral degrees awarded, 22% of them were awarded to minority (Hispanic/Latino) students (an increase of 22%) while 77% of them were awarded to female students. The diversity goal to increase the awarding of Doctoral degrees to Hispanic/Latino students was exceeded and although a goal to increase was not stated for female students, that category increased by 27%.

### UWF does not offer First Professional Degrees

### Gender Equity in Athletics

<table>
<thead>
<tr>
<th>Chart 1: Gender Equity in Athletics Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>The University has an overall goal to continually increase gender equity in athletics.</td>
</tr>
<tr>
<td>Compared to last year, UWF increased its scholarship offering to female athletes by $19,700.00 and increased compensation of head coaches of the female athletic programs by $73,814.00. UWF continues to explore opportunities for and interest in additional female sports programs UWF’s Athletics Department is in the process of updating its five-year Gender Equity Plan.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chart 2: Gender Equity in Athletics – Areas for Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>The University has an overall goal to continually increase gender equity in athletics.</td>
</tr>
<tr>
<td>UWF continues to explore opportunities for and interest in additional female sports programs. UWF’s Athletics Department is in the process of updating its five-year Gender Equity Plan.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chart 3: Student Athletes by Gender</th>
</tr>
</thead>
<tbody>
<tr>
<td>The University has an overall goal to continually increase gender equity in athletics.</td>
</tr>
<tr>
<td>Compared to last year, the number of female athletes increased.</td>
</tr>
</tbody>
</table>

UWF does not offer First Professional Degrees
The University had an overall goal to continually increase diversity among female and minority faculty and staff.

### Table 1: Tenured Faculty
For the five-year period from 2013 to 2018, tenured faculty diversity increased for Asian tenured faculty and female tenured faculty. For the one-year period from Fall 2017 to Fall 2018, tenured faculty diversity increased for Asian tenured faculty and female tenured faculty. Of all those faculty who are tenured, 38% of them are female and 21% of them are minorities. Both percentages represent increases compared to last year.

### Table 2: Tenured-Track Faculty
For the five-year period from 2013 to 2018, tenured-track faculty diversity increased for American Indian/Alaska Native tenured-track faculty and Black/African American tenured-track faculty. For the one-year period from Fall 2017 to Fall 2018, tenured-track faculty diversity increased for American Indian/Alaska Native tenured-track faculty, Black/African American tenured-track faculty, and female tenured-track faculty. Of all those faculty who are tenured-track, 36% of them are female and 23% are minorities. Both percentages represent increases compared to last year.

### Table 3: Non-Tenure-Earning Faculty
For the five-year period from 2013 to 2018, non-tenure-earning faculty diversity increased for Asian non-tenure-earning faculty, Black/African American non-tenure-earning faculty, Hispanic/Latino non-tenure-earning faculty, and those non-tenure-earning faculty who reported two or more races. For the one-year period from Fall 2017 to Fall 2018, non-tenure-earning faculty diversity increased for Asian non-tenure-earning faculty, Black/African American non-tenure-earning faculty, Hispanic/Latino non-tenure-earning faculty, and female non-tenure-earning faculty. Of all those who are non-tenure-earning faculty, 17% of them are minorities and 62% of them are female. The percentage of female non-tenure-earning faculty represents an increase compared to last year.

### Table 4: Executive/Administrative/Managerial Staff
For the five-year period from 2013 to 2018, executive/administrative/managerial staff (“staff”) diversity increased among Asian staff, Black/African American staff, Hispanic/Latino staff, staff who reported two or more races, and female staff. For the one-year period from Fall 2017 to Fall 2018, staff diversity increased among Asian staff, Black/African American staff, and staff who reported two or more races. Of all those who are staff, 60% are female and 15% are minorities. The percentage of minority staff represents an increase compared to last year.
The University of West Florida is dedicated to providing an inclusive and welcoming environment for all who interact in the University community and utilizes many efforts to increase the diversity and success of its students at all levels of the academic process. In continuing to build a diverse environment, UWF strives to attract students, faculty, and staff from a variety of cultures, backgrounds and life experiences.

University of West Florida’s efforts to increase student diversity:

**Enrollment Management/Admissions**
Admissions diversity activities include utilizing social networking venues to reach targeted student groups; purchasing prospective student leads that include members of the targeted student groups; executing a more consistent and timely communication plan with prospective students, including those from these targeted student groups about the process of enrolling at UWF; continuing coordinated and focused call, mail, text, and email campaigns to address specific needs of the applicant and admit pools; strengthening student/applicant understanding of financial aid and its related processes through outreach in targeted communities; maintaining and strengthening relationships with students from targeted high schools throughout the state; and offering a user friendly web presence to interact and educate students on the application process.

**The Division of Enrollment and Student Affairs (DESA)**
UWF’s new Division of Enrollment and Student Affairs (DESA) was created to support and guide students through their Argo journey. By connecting key departments in one division, we have within us the capacity to do even more for our students and build a university experience that shatters the mold.

Over the next four years, DESA will deliver intentional student life programs that will promote a spirited community of learners. Our efforts will be focused on supporting a culture of bold learners and big thinkers who will change the world. By strengthening the coordination within the academic community, DESA will become an equal partner with the academic experience. By extending and connecting the full student experience, we will give our students something memorable. Our efforts will help drive all students forward to graduate and success. We will offer programs and resources that matter to students and we will build a truly vibrant residential campus.

DESA’s 2018-2022 Strategic Plan aligns with UWF’s strategic decisions and includes seven areas of priority. Although every department within the division is not named specifically, each department has a role in contributing to the completion of one or more priorities.

Specific to the advancement of diversity and inclusion, the division’s “Strategic Priority 2” is to “deliver innovative student life programs and high-quality service that support student success and engagement.” Over a dozen specific divisional “actions”
are identified for the five-year strategic plan:

- 2.1 Develop and implement a strategic plan for student involvement focused on student engagement, expanding and solidifying traditions, enhancing the Fraternity and Sorority Life experience, and increasing community service programming.
  - 2.1.1 Develop an experiential transcript that displays students’ co-curricular experiences at UWF.
  - 2.1.2 Promote the imPACT involvement framework to foster meaningful co-curricular involvement.
  - 2.1.3 Implement innovative Fraternity and Sorority Life (FSL) initiatives.
  - 2.1.4 Provide personal, professional, and leadership development opportunities for student leaders involved in signature programs: Student Government Association (SGA), Argo Camp, etc.
  - 2.1.5 Relaunch the Undergraduate Board Fellows Program.
  - 2.1.6 Create an “Extended Orientation” experience for new first-time in college students.
  - 2.1.7 Collaborate with the Division of Academic Engagement to continue to develop programs that target students at risk.
  - 2.1.8 Promote a positive and supportive campus community and culture of care.
  - 2.1.9 Develop and revise policies that encourage responsible actions.
- 2.2 Develop a campus-wide healthy campus initiative.
  - 2.2.1 Use data to determine priority health needs and programing priorities including outreach, campaigns, programs, online resources and events.
  - 2.2.2 Develop, market, and implement a training program designed to identify and help students who are experiencing personal difficulties.
  - 2.2.3 Expand the Peer Education program as an intentional retention and persistence effort.
  - 2.2.4 Continue to provide interpersonal violence and alcohol misuse, abuse online prevention program to UWF students.
  - 2.2.5 Develop a plan to expand and enhance counseling services.
  - 2.2.6 Hire additional counselors to improve student mental and behavioral health coverage and expand services.
  - 2.2.7 Continue to support and expand the Argo Pantry.
- 2.3 Continue to enhance space on campus, including social, recreational, and study space.
  - 2.3.1 Enhance the University Commons by designing intentional spaces for both residential and commuter students.
  - 2.3.2 Develop renovation/repurpose projects to create collaborative workspaces for students.
  - 2.4 Develop marketing campaigns to promote recreational, athletic, and social events on campus.
**New Student 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-three (23) 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.

All FTIC and transfer students are required to attend orientation. Transfer students have the option of completing an Online Orientation program specifically geared to their needs.

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.

**Argo Camp**

Argo Camp is an optional extended orientation program for incoming students. The camp promotes the initial friendship bonds between freshmen campers and selected faculty and staff in an effort to connect the students to campus, promote acceptance of diverse cultures, and provide experiences not offered by other universities. Argo Camp provides an opportunity for first time in college students to have fun before their first semester at UWF. Students are transported to an off-campus conference facility for three days and two nights and are able to talk to current students and meet faculty members to learn about campus life and academics in a more relaxed atmosphere. Argo Camp has three sections: Adventure (camping), Service and Traditions. Students can choose between the three options. Statistics show that students who attend Argo Camp are more likely to be involved on campus and reach out to other students, which minimizes homesickness. Argo Camp helps with the emotional and social changes students experience during the transition from high school to the University. Prospective UWF students who attend Argo Camp arrive at UWF with several new friends before the semester begins.

**Living Communities**

UWF has established six living communities designed to create residential and educational environments that place students of similar academic interests and stages of matriculation together.

The ARGOFirst Living Community is designed for first year students and built on the pillars of academic success, civic engagement, and interpersonal development. Students who choose ArgoFirst Living Communities live together and take an Academic Foundations for Success Course, helping them to acclimate and transition to UWF. ArgoFirst Community is broken out into three groups: (1) Leadership focuses on the development of leadership skills in a community that focuses on the student and the student’s impact, and society at large; (2)
Explore is designed specifically for undecided majors and focuses on the exploration of major and career opportunities; and, (3) DaVinci, in partnership with the UWF’s Center for Entrepreneurship, focuses on entrepreneurship and innovation in the business world.

The Argo Elite Living Community is located in UWF’s Pace Hall and provides students the opportunity to live and learn with other Argo Elites. As Pace Hall residents, students are able to enjoy activities designed to bring the Pace Hall Community together such as the Fall Cookout and Spring Welcome Back event hosted by the Kugelman Honors Program.

The Kugelman Honors Living Community is designed for students in the Kugelman Honors program and is housed in Pace Hall (with the Argo Elite Living Community) and is designed to provide Honors Program students with the support and resources they need in order to succeed. Students are encouraged to attend academic events, community service opportunities, and social activities within the community. The Honors program has its own unique programs in addition to the educational and social programming planned by the Resident Advisors, including honors council activities and academic support.

The Global Living Community is a unique housing community located at the heart of UWF campus and brings together students from around the world. There is no better housing choice to get connected with our active community of globally-minded students. Global Living offers special events and access to campus partners ready to help students grow as global citizens.

The PEARL (Professionally Empowered and Ready for Life) Living Community is 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. The PEARL Living Community resides in UWF’s Argo Hall.

The STEM (Science, Technology, Engineering and Mathematics) Living Community is open to the Hal Marcus College of Science and Engineering and resides in UWF’s President’s Hall. These students participate in activities designed to help STEM students succeed and build lifelong friendships by supporting each other throughout the college experience. Students will have the opportunity to get to know faculty members outside the classroom, gain valuable leadership and interpersonal skills through weekly educational programs, participate in specialized tutoring and study nights for STEM courses, and interact and receive guidance from upperclassmen.

The Office of Family Programs

The Office of Family Programs strives to develop relationships and provide support to families throughout their students’ college experience. UWF recognizes the importance of partnering with families to promote student development and success. The office serves as a centralized resource and a liaison between the University and families with a focus on communication, events and partnerships, and provides an outlet for families to become active members of the UWF community. The goals of the Office of Family Programs are the
following:

- Establish partnerships between families and the University of West Florida through increased communication
- Provide resources families need to encourage their students' development and success
- Educate families about the University of West Florida and the services and opportunities available for students

**Student Case Management**
The Case Management Director serves as a centralized point of response and contact for students and the campus community. Case Management services is designed to respond to student issues and concerns both inside the classroom and beyond. Each student’s case differs and can range from a simple email to instructors to inform them of a student’s illness to interventions that are far more severe. The goal of Case Management is to help retain the student by providing relevant guidance on various issues. Among the most critical functions of case management at UWF are identifying campus and community resources; analyzing students’ concerns and recommending appropriate solutions and course(s) of action; understating and communicating concerns and determining possible outcomes. The case management director works in collaboration with various offices on campus to address student needs including academic affairs, Psychological and Counseling Services, Admissions, Housing and Residence Life, the Office of the Registrar and faculty and staff.

**The University Commons and Student Involvement (UCSI)**
The University Commons is the student union for UWF and is referred to the as the "University Living Room" because of its relaxed atmosphere and constant level of activity. Facilities, services, and events are designed to encourage students to become engaged in campus life at UWF. The vision of UCSI is to build community on the West Florida campus by involving students in the leadership of programs and services, instilling a sense of belonging through activities and experiences, and continual improvement efforts in order to provide high quality facilities and services to the university community.

**International Programs**
International Programs facilitates the immigration law component of the international student’s life. They provide immigration assistance to all international students, scholars, and employees. Upon arrival at UWF, every international student must contact the International Student Office. The International Student Office also facilitates the University community’s connection to a broader understanding of international culture.

In addition, International Programs administers international exchange programs and study abroad opportunities for students and faculty. Exchange agreements with over 45 partner institutions throughout Europe and Asia, allow students to pay UWF tuition and receive UWF credit for course work conducted abroad.
**Intensive English Program**

Since 1996, the Intensive English Program has brought international students to campus to study English as a second language. The program offers full and half term options for students in fall, spring, and summer semesters.

**Japan Center**

The mission of the Japan Center at UWF is to foster stronger ties between the U.S. and Japan through educational, cultural, and business programs. Under this mission, the Center operates the activities of the Florida-Japan Linkage Institute, the Jikei-American Center, the UWF Japan House, and the Japan-America Society of Northwest Florida. The Center also offers credit and non-credit Japanese language instruction. The Center plays an active role in promoting both the sister-state relationship between the state of Florida and the prefecture of Wakayama in Japan as well as the sister-city relationship between the city of Pensacola and the city of Gero in Japan.

**Florida-Japan Linkage Institute**

The Florida-Japan Linkage Institute (FJLI) works toward strengthening mutual understanding and cooperation between the peoples of Florida and Japan through the promotion of educational, cultural, economic, and policy relations. The FJLI awards out-of-state tuition exemptions to Japanese citizens studying at Florida public universities and community colleges. The Institute is a joint program between UWF, University of South Florida, and St. Petersburg College.

**Florida-China Linkage Institute**

The Florida-China Linkage Institute (FCLI) provides a broad range of services to the local community and university students, including out-of-state waivers, Conference for Chinese Studies, and trade show and industry information. The FCLI is a joint program between UWF, University of South Florida, and Brevard Community College.

**The Office of Equity and Diversity**

The Office of Equity and Diversity coordinates diversity programming for the University through the John C. Pace Jr. Symposium Series. In addition, there are events that address the needs of an increasingly diverse student body through a myriad of programs that promote and enhance educational programs for students, faculty, staff, and the wider community in support of a diverse and globalized environment.

**Military and Veterans Resource Center**

In 2011, the University opened the Military and Veterans Resources Center (MVRC) to assist military and veteran students successfully transition from the military environment to campus life. The mission of MVRC is to serve the educational and training needs of prospective and currently enrolled service members, veterans, their dependents, their survivors, and other persons eligible to receive educational benefits under the various Department of Veteran Affairs (DVA) programs. The MVRC supplements recruitment and retention efforts by providing transition assistance counseling, program and application
information, and certifying eligible students to receive DVA educational benefits while maintaining productive relations with the DVA and other agencies serving veterans students.

_Celebrate Diversity Months and Significant Cultural Achievements_
Throughout the calendar year, diversity and cultural celebrations take place to create an environment that demonstrates not only inclusion but also awareness, acceptance, respect. For example, Black History Month is celebrated each February to acknowledge African-American achievements and contributions. UWF celebrates history and heritage with unique programs, artist, performances, speakers, special foods, and conversations. All programs are open to the public without charge, unless otherwise noted.

_Center for Academic Success (CAS)_
The mission of the CAS is to provide collaborative student support services designed to empower students to become independent and active learners who thrive at UWF and achieve their academic goals. CAS’s vision is to provide exemplary support programs and services that enrich the learning experience of students within an engaging and welcoming environment. CAS’s departments include Student Accessibility Resources, First Year Advising, Testing Services, and Tutoring and Learning Resources.

_UWF Men’s Empowerment Network (MEN)_
UWF Men’s Empowerment Network is designed to provide male students with a variety of academic support services, activities, and resources. Embracing the principles of accountability, leadership, self-discipline, and intellectual development, UWF’s MEN’s program was developed to increase retention and graduation. The program fosters a system of support committed to the success of each participant.

_Executive Mentor Program_
UWF's College of Business is pleased to offer a mentor program where undergraduate and graduate students are partnered with business executives to establish connections in the business world and gain valuable insights into issues such as career choice, networking skills and career development. Business executive mentors are paired with students based on academic and career fields, common interests, and/or availability. The purpose of the Executive Mentor Program is to prepare students for successful careers in business by integrating academic learning with real-world experiences and to become a model for workforce readiness, embraced by the community. The goals and objectives of the Executive mentor relationship:

- Help identify career paths for students and support students' personal growth.
• Provide an opportunity for students to learn and practice professional networking skills.
• Equip students with the understanding and tools to make ethical and informed decisions.
• Shape students into confident graduates with excellent leadership, communication, critical thinking, professionalism and other skills important to the transition to the world of work.
• Help students identify and pursue opportunities for employment related to their degrees.

**TRiO/Student Support Services**
TRiO is a federally funded program that provides academic support for eligible students including tutoring, advising, mentoring, career planning, financial aid, cultural and social activities, and academic intervention. The Trio/SSS serves 200 low income, first generation students, and students with disabilities.

**The Academic Center for Excellence**
The Academic Center for Excellence (ACE) is an academic facility that provides free academic support to all students enrolled at UWF. ACE is the only tutor lab on campus to provide tutoring in most general subjects offered at UWF. The ACE is committed to providing the highest quality of services possible to the UWF student body in a one-stop academic learning facility. ACE provides individual and group tutoring sessions, as well as quiet studying spaces.

**Scholarship Opportunities**
In addition to the programs and support services available to students and their families, UWF provides numerous scholarship opportunities to help alleviate student financial barriers and attract and retain a diverse student body. The following are examples of scholarships available at the University:

**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.

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.

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.

Drs. Muhammad and Fatema Rashid Female Engineer Scholarship
Scholarship for female UWF student(s) meeting enrollment requirements, majoring in Electrical or Computer Engineering and have a minimum GPA of 2.7.

**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.
University of West Florida’s Strategies for Achieving Employment Diversity Goals:

- Utilizing an online recruitment and hiring process increases the visibility of openings at UWF to applicants for employment both internally and externally.
- Hiring managers are required to advertise job openings in discipline-specific journals and those frequented by females and minorities.
- Job application deadlines are extended and hiring officials are required to advertise in diverse publications when searches have not resulted in a culturally and gender diverse applicant pool.
- Additional outreach initiatives are utilized such as job fairs targeted to females, minorities, individuals with disabilities, and veterans.
- Bias in the employment process is controlled by requiring that search committees represent gender and racial diversity.
- The John C. Pace Symposium series is designed to bring distinguished scholars, artists and leaders to Pensacola for lectures, performances and a variety of interactions with faculty, students, staff and the public.
- Access, equal opportunity, and diversity are included in the University’s strategic planning process.
- The President’s Award for Leadership in Diversity is provided annually to recognize demonstrated leadership and/or evidence of participation in multiculturalism and diversity and the engagement in dissemination of information and implementation of events or activities to enhance cross-cultural understanding.

UWF will continue multicultural/diversity training opportunities. Funding is available for full-time faculty and staff to travel to obtain training on multiculturalism/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. Attendees share their knowledge by presenting what they have learned to the campus community.

UWF will continue its commitment to advertising career opportunities in female and minority publications; providing the annual President’s Diversity Leadership Awards to faculty, staff, and students; 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 the University remains visible to female and minority applicants, maintains budgetary incentive plans to recruit a diverse workforce, and provides educational scholarship assistance to further the University’s goal of a culturally diverse campus.
### PART VII: PROTECTED-CLASS REPRESENTATION IN THE TENURE PROCESS, 2017-2018

<table>
<thead>
<tr>
<th>Sex, Race/Ethnicity</th>
<th>Applied</th>
<th>Withdrawn</th>
<th>Denied</th>
<th>Deferred</th>
<th>Nominated</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MALES</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian or Alaskan Native</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Black or African American</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Native Hawaiian/Other Pacific</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two or More Races</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>8</td>
<td>1</td>
<td></td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>Other, Not Reported</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Male (Include Other, Not Reported)</strong></td>
<td>9</td>
<td>1</td>
<td></td>
<td></td>
<td>8</td>
</tr>
</tbody>
</table>

| **FEMALES**                        |         |           |        |          |           |
| American Indian or Alaskan Native  |         |           |        |          |           |
| Asian                              |         |           |        |          |           |
| Black or African American          |         |           |        |          |           |
| Hispanic                           |         |           |        |          |           |
| Native Hawaiian/Other Pacific      |         |           |        |          |           |
| Two or More Races                  |         |           |        |          |           |
| White                              | 6       | 1         |        |          | 5         |
| Other, Not Reported                |         |           |        |          |           |
| **Total Female (Number and Percent) (Include Other, Not Reported)** | 6       | 1         |        |          | 5         |

**GRAND TOTAL**

|                   | 6       | 1         |        |          | 5         |

**LEGEND:**

- **APPLIED:** Faculty whose names have been submitted for tenure review. Sum of Withdrawn, Denied, and Nominated (or provide explanation).
- **WITHDRAWN:** Faculty who withdrew from tenure consideration after applying for review.
- **DENIED:** Faculty for whom tenure was denied during the review process.
- **NOMINATED:** Faculty for whom tenure is being recommended by the University.
### PART VIII: PROMOTION AND TENURE COMMITTEE COMPOSITION, AY 2017-2018

<table>
<thead>
<tr>
<th>Type of Committee</th>
<th>Black or African American</th>
<th>American Indian/Alaskan Native</th>
<th>Asian</th>
<th>Native Hawaiian or Other Pacific Islander</th>
<th>Hispanic</th>
<th>Two or More Races</th>
<th>White</th>
<th>Other, Not Reported</th>
<th>Total including Other, Not Reported</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>F</td>
<td>M</td>
<td>F</td>
<td>M</td>
<td>F</td>
<td>M</td>
<td>F</td>
<td>M</td>
</tr>
<tr>
<td>University Faculty Personnel Committee</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College Personnel Committee – College of Arts, Social Sciences and Humanities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College Personnel Committee - College of Business</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College Personnel Committee - College of Education and Professional Studies</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College Personnel Committee – Hal Marcus College of Science, Engineering and</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>4</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College Personnel Committee – Usha Kundu, MD College of Health</td>
<td>1</td>
<td></td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2019 Florida Equity Report | Page 44 of 45
PART IX: OTHER REQUIREMENTS

A. Budget Plan


The University 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.

B. President’s Evaluation

Each year, the Board of Trustees evaluates the University President. The evaluation includes reviewing equity goals and objectives. The President ensures that diversity and equity goals are a priority at the University.

C. Top Administrators’ Evaluations

The University President continually evaluates the activities of the vice presidents to ensure that diversity remains a priority at the University. The University of West Florida’s commitment to diversity is campus wide. All University employees are evaluated annually on diversity regarding their support of equal opportunity and the University’s goals of displaying empathy and acceptance of diverse viewpoints; treating others with respect, dignity, and consideration; promoting an environment free of harassment and discrimination; building a diverse workforce; including diversity in committees so that expectations of all are considered; making efforts to ensure that all employees feel included; and assuring that campus diversity is reflected in the membership of search committees.
2019 Florida Equity Report

Presented by:
Karen Rentz
Executive Director
Office of Equity & Diversity

uwf.edu/inclusion
The Florida Equity Report is submitted annually to the BOG, as required by Regulation 2.003 - Equity and Access.

The 2019 Florida Education Equity Report is based on 2017-2018 data.

The Student Enrollment and Employment sections focus on females and members of specified racial/ethnic groups.

The Athletics section focuses on gender equity on the basis of Accommodation of Interests and Abilities.

The Faculty sections focus on tenure and tenure-track equity.
Degrees Awarded
2017-2018

Bachelor 2,302
➢ females (64%)
➢ minorities (29%)

Master & Specialist 1,054
➢ females (70%)
➢ minorities (24%)

Doctoral 9
➢ females (77%)
➢ minorities (22%)
Questions
To provide the Committee with an overview of activities within Internal Auditing & Management Consulting.

1. Status of audits in process
2. External audits in Progress
3. Miscellaneous items

Recommendation: Information only
Implementation: None
Fiscal Implications: Fiscal oversight by the UWF Board of Trustees

Prepared by: John “Vito” Hite, Chief Audit Executive, vhite@uwf.edu, 474-2637
Presenter: John “Vito” Hite
Issue/ Agenda Recommendation: Compliance & Ethics - Update on Activities
Proposed action: Informational

Background Information: To provide the Committee with an overview of activities of the Compliance & Ethics function.

1. EIT Accessibility Initiative
2. DMCA Policy (Adopted)
3. Status of SACSCOC Re-Accreditation
4. Status of PCI DSS Compliance
5. Status of the UWF Integrity Helpline

Recommendation: Information only
Implementation: None
Fiscal Implications: Fiscal oversight by the UWF Board of Trustees

Prepared by: Matthew Packard, Chief Compliance Officer, 857-6070, mpackard@uwf.edu
Presenter: Matthew Packard, Chief Compliance Officer