



**AGENDA**

**THE UNIVERSITY OF WEST FLORIDA  
BOARD OF TRUSTEES**

**Academic Affairs Committee Meeting**

**May 23, 2014 - 2:00 p.m.**

**Scenic Hills Country Club  
8891 Burning Tree Rd. Pensacola, FL 32514**

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

**Chair's Greeting. . . . . Robert Jones, Chair**

**Action Item(s):**

- 1. Amendment of UWF REG 3.001 Admission Standards for First Time in College Student Applicants**
- 2. Amendment of UWF REG 3.017 Release of Student Educational Records**
- 3. Amendment of UWF REG 3.030 Academic Misconduct Policy**
- 4. Tenure**

**Information Item(s):**

- 1. Awarding of Presidential Medal of Honor to Mrs. Ann Belleau**
- 2. UWF Diversity Plan 2014-2017**
- 3. Academic Affairs Update**
- 4. Recognition of FPAN as a UWF Institute/Center**

**Other Committee Business:**

**Adjournment**

**UWF Board of Trustees Meeting**  
Academic Affairs Committee  
May 23, 2014

**Issue:** Amendment of UWF Regulation 3.001, Admission Standards for First Time in College Student Applicants

**Proposed action:** Recommend Approval of amendment to UWF Regulation 3.001

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**Background information:** Paragraph (C) of Section II of this regulation sets forth two means by which an applicant's high school average can be considered in determining whether the applicant will be admitted to UWF. Subparagraph (1) of paragraph (C) provides a means based solely on Grade Point Average ("GPA"), a minimum of 3.0 is required, and subparagraph (2) of paragraph (C) provides a means which combines GPA (2.5 to 3.0) with standardized test scores. The proposed changes to this regulation would omit from subparagraphs (1) and (2), the list of high school subjects used by UWF to compute an applicant's GPA. In addition, a change is proposed to correct the minimum GPA range used in subparagraph (2). It currently states the range is from 2.5 to 3.0. The amendment would change the range to 2.5 to 2.99 because a GPA of 3.0 would place an applicant in subparagraph (1) for purposes of paragraph (C) requirements.

**Recommendation:** Recommend that the Board of Trustees approve of the amendments to this regulation as set forth in the supporting documentation.

**Implementation Plan:** University regulations which are about Admissions are considered select regulations and are not effective until approved by the Board of Governors. If approved by the BOT and the BOG these changes would be effective upon approval by the BOG.

**Fiscal Implications:** None

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**Supporting documents:**

- UWF/REG 3.001 Admission Standards for First Time in College Student Applicants notice and text with amendments.  
[http://uwf.edu/trustees/May23\\_14/ProposedAmendmentUWFREG3.001.pdf](http://uwf.edu/trustees/May23_14/ProposedAmendmentUWFREG3.001.pdf)

**Prepared by:** Anita Schonberger, Associate General Counsel, 474-3420, [aschonberger@uwf.edu](mailto:aschonberger@uwf.edu)

**Facilitator/Presenter:** Joffery Gaymon, Assistant Vice President for Enrollment Affairs, 474-3386, [jgaymon@uwf.edu](mailto:jgaymon@uwf.edu)

**THE UNIVERSITY OF WEST FLORIDA  
NOTICE OF PROPOSED REGULATION AMENDMENT**

**REGULATION TITLE:** *UWF/REG-3.001 Admission Standards for First Time In College Student Applicants*

**SUMMARY:** Paragraph (C) of section II of this regulation sets forth two means by which an applicant's high school average can be considered for determining acceptance to UWF. Subparagraph (1) provides a means based solely on GPA (a minimum of 3.0) and subparagraph (2) provides a means which combines GPA (a range from 2.5 to 3.0) with standardized test scores. The proposed changes to this regulation would omit from subparagraphs (1) and (2) the list of high school subjects used by UWF to compute an applicant's GPA. In addition, a change is proposed to correct the minimum GPA range used in subparagraph (2). It currently states that the minimum GPA range is from 2.5 to 3.0. That would be changed to 2.5 to 2.99 because a GPA of 3.0 would place an applicant in subparagraph (1) for purposes of paragraph (C) requirements.

**AUTHORITY:** BOG Regulations 6.001, 6.002

**NAME OF UNIVERSITY OFFICIAL INITIATING PROPOSED REGULATION AMENDMENT:** Ms. Joffery Gaymon, Assistant Vice President for Enrollment Affairs

**THE PERSON TO BE CONTACTED REGARDING THE PROPOSED REGULATION IS:** Anita Schonberger, Deputy General Counsel, [aschonberger@uwf.edu](mailto:aschonberger@uwf.edu), Phone (850) 474-3420; Bldg. 10/Rm 104; 11000 University Parkway; Pensacola, FL 32514-5750. Any comments regarding the proposed regulation amendment must be sent in writing to the contact person on or before Friday, May 21, 2014.

**THE DATE THIS NOTICE WAS POSTED ON THE UWF BOARD OF TRUSTEES WEBSITE:** May 6, 2014. **THE DATE THIS NOTICE WAS PUBLISHED IN @UWF:** May 6, 2014.

**THE FULL TEXT OF THE PROPOSED AMENDMENT TO THIS REGULATION IS SET FORTH BELOW:**

**University of West Florida Regulation**  
**UWF/REG-3.001 Admission Standards for First Time in College Student Applicants**

I. General Provisions.

- A) Admission decisions to the University of West Florida (“UWF” or “University”) are made by the University subject to the regulations of the Florida Board of Governors (“BOG”).
- B) For the purposes of this regulation, “First Time In College” (“FTIC”) students are defined as students who have earned a standard high school diploma from a regionally accredited high school or its equivalent and who have earned fewer than 12 semester hours of transferable college credit, as defined in UWF/REG 3.032(12), since graduating from high school, as evaluated by the University of West Florida.
- C) Undergraduate admission decisions for FTIC students are determined on a selective basis within curricular, space, enrollment and fiscal limitations. Satisfaction of minimum admission requirements does not guarantee acceptance. The selection process may include, but is not limited to, such factors as grades, test scores, pattern of courses completed, class rank, educational objectives, past conduct, academic recommendations, personal recommendations and achievements. Preference for admission in any term will be given to those applicants whose credentials indicate the greatest promise of academic success while enrolled at UWF. Admission to UWF as a FTIC student affords an applicant the ability to enroll as a degree-seeking candidate in pursuit of a baccalaureate degree.
- D) UWF does not discriminate in the admission process based upon age, color, disability, gender (sex or gender identity), marital status, national origin, race, religion, sexual orientation, or veteran status.

II. First Time In College Student Admission.

The minimum admission requirements expected of FTIC students are established by the Florida Board of Governors and are set forth in BOG Regulation 6.002. Satisfaction of the BOG minimum requirements does not automatically guarantee admission to the University of West Florida. The BOG minimum admission standards require:

- A) A standard diploma from a regionally accredited high school or its equivalent. Applicants with a General Educational Development (“GED”) certificate or credential must refer to subparagraph (d). Applicants participating in a home education or other non-traditional high school program must refer to subparagraph (e). (Students admitted under the Early Admission Program are exempted from this requirement.)
  - 1) For students who entered high school on July 7, 2007, or later, completion of 18



academic units of college-preparatory, year-long courses or equivalents (normally offered in grades nine through 12) are required as follows:

- a) four (4) units of English – three of which must have included substantial writing requirements;
- b) four (4) units of mathematics – at the algebra I level and above;
- c) three (3) units of natural science – two of which must have included substantial laboratory requirements;
- d) three (3) units of social science – history, civics, political science, economics, sociology, psychology or geography;
- e) two (2) units of the same foreign language or American Sign Language demonstrating proficiency through the second level; and
- f) two (2) additional academic elective units from among these five academic areas and other courses approved by the BOG.

2) For students who entered high school prior to July 7, 2007, completion of 18 academic units of college-preparatory, year-long courses or equivalents (normally offered in grades nine through 12) are required as follows:

- a) four (4) units of English- three of which must have included substantial writing requirements;
- b) three (3) units of mathematics- at the algebra I level and above;
- c) three (3) units of natural science- two of which must have included substantial laboratory requirements;
- d) three (3) units of social science – history, civics, political science, economics, sociology, psychology or geography;
- e) two (2) units of the same foreign language or American Sign Language demonstrating proficiency through the second level; and
- f) three (3) additional academic elective units from among these five academic areas and other courses approved by the BOG.

B) An official SAT Reasoning score (writing included) or ACT Plus Writing score; and

C) High school grades that meet either subparagraph 1 or 2:

1) At least a “B” average (3.0 on a 4.0 scale) as computed by UWF ~~in the required high school academic units in English, mathematics, natural science, social science, foreign language and academic electives~~; or

2) At least a 2.5 to ~~3.0~~ 2.99 grade point average (on a 4.0 scale) as computed by UWF ~~in the required high school academic units in English, mathematics, natural science, social science and foreign language~~ and the following test scores:

- a) SAT – Critical Reading  $\geq 460$ ; **or** ACT – Reading  $\geq 19$
- b) SAT – Mathematics  $\geq 460$ ; **or** ACT – Mathematics  $\geq 19$

- c) SAT – Writing  $\geq$  440; **or** ACT – English/Writing  $\geq$  18
- d) For applicants with a GED diploma, the following is required:
  - i) Proof of completion of the GED, including GED test scores
  - ii) Official transcripts of any partial high school completion
  - iii. Total score of at least 1450 on the SAT Reasoning Test (critical reading, math, and writing) or a total score of at least a 21 on the ACT Plus Writing Test in addition to the requirements listed above
- e) For applicants that are participating in a home education program or other non-traditional high school program, the following is required:
  - i) Documentation verifying the applicant meets all requirements for high school graduation
  - ii) Official transcript from home education or non-traditional high school program
  - iii) Total score of at least a 1450 on the SAT Reasoning Test (critical reading, math, and writing) or a total score of at least a 21 on the ACT Plus Writing Test in addition to the requirements listed above

D) FTIC student applicants who do not meet the minimum admissions criteria may be considered for admission to the University of West Florida. Such applicants will be evaluated for admission on an individual basis. The evaluation will include the review of factors, such as, but not limited to, a combination of test scores and GPA that indicate potential for success, improvement in high school record, family educational background, socioeconomic status, graduation from a low performing high school, graduating from an International Baccalaureate program, geographic location, military service, special talents or abilities, or other special circumstances that contribute to a diverse student body.

E) Enrollment Limitations.

The admission of FTIC students to UWF shall be in accordance with the University’s mission and goals and shall comply with any enrollment limitations established by the BOG or the University.

F) Limited Access Programs.

In addition to the requirements for admission set forth in paragraph two (2) above, applicants seeking admission to limited access programs must meet specific departmental requirements as published in the Undergraduate Catalog. Applicants to a limited access program will receive a decision for general admission to the University of West Florida from the Office of Undergraduate Admission and will receive a separate decision for admission to the limited access program from the department.

G) Restricted Access Programs.

Some academic programs require a portfolio review, audition, or some element of pre-qualification prior to admission to the program. Explanations of these requirements are published in the Undergraduate Catalog by program. Applicants to a restricted access program will receive a decision for general admission to the University of West Florida from the Office of Undergraduate Admission and will receive a separate decision for admission to the restricted program from the department.

III. General Application Processing for First Time In College Student Applicants.

- A) A complete application for admission, including all required documentation and the non-refundable application fee, must be submitted by all students except those who were previously enrolled at UWF in a degree program.
- B) Applications for admission are accepted as early as 12 months before the requested term of entry. Complete applications must be submitted before the published application deadline date for the term desired. UWF reserves the right to return the application and application fee when the application is received after the published deadline or after any enrollment limit is reached for the requested term of entry. UWF also reserves the right to accept applications for admission after the deadline on a space-available basis.
- C) Applications for admission are evaluated using a comprehensive review in the Office of Undergraduate Admission. All decisions are communicated in a letter issued to the applicant by the Office of Undergraduate Admissions.
- D) Admission to UWF is granted for a specific term and to a specific academic program. Students whose major is undeclared at the time of application will be assigned “undecided” as their academic program choice. The specific term of entry and the academic program to which the student is admitted are both stated in the decision letter.
- E) All official transcripts, test scores, and other credentials must be received directly from the issuing institution or agency. Standardized test scores (SAT, ACT, TOEFL, CPT, PERT) must be received directly from the respective testing sources center in order to be considered official. It is the applicant’s responsibility to request official copies of all required credentials and to assure their receipt by UWF. All documents and credentials submitted become the property of UWF. The originals will not be returned to applicants nor forwarded to a third party.
- F) UWF reserves the right to request validation of an applicant’s test scores (SAT, ACT, TOEFL, CPT, or PERT) prior to making an admission decision if deemed necessary.
- G) A final high school transcript showing the graduation date must be submitted as soon as issued to confirm the candidate’s eligibility to enroll. UWF reserves the right to rescind an applicant’s or student’s admission to the University if his or her final transcript

demonstrates that he or she no longer meets the standards for admission.

- H) An application which contains false, fraudulent or incomplete statements may result in denial of admission, denial of further registration, and/or revocation of degree(s) awarded.
- I) The University shall evaluate an applicant's previous conduct to determine whether offering the applicant admission is in the best interest of the University. Applicants with a record of previous misconduct at an educational institution or criminal conduct will be evaluated during the admission process in accordance with UWF Regulation 3.003.

#### IV. Appeal

First time in college student applicants denied admission may appeal this decision in writing to the Office of Undergraduate Admission. This request must contain reasons why reconsideration is warranted and should highlight extenuating circumstances and/or appropriate alternative evidence of academic achievement, ability, motivation and responsibility that indicates potential for success at UWF. Student-initiated appeals are heard by the Undergraduate Admission Decision Committee.

#### V. Other Admission Information

- A) In accordance with BOG Regulation 6.001(9), and the UWF policy governing immunization requirements, once accepted for admission, each student must submit a signed medical history form and must provide documentation of appropriate immunization.
- B) Applicants may request to change their term of entry to a different term. The newly desired term of entry must be within one academic year of the originally requested term of entry provided there is no alternative enrollment at another college or university in the interim. For example, an applicant for the fall 2010 term could change the term of entry to the spring 2011 term or the summer 2011 term but not the fall 2011 term, where one academic year would have elapsed from the original term of entry.
  - 1) Applicants wishing to change their entry term must submit a Semester Change Request Form. The form must be received before the published application deadline for the newly desired term. Students admitted for Fall 2014 that wish to move their entrance semester to a previous semester must submit a new application for the new semester requested.
  - 2) A new application and application fee is required for applicants who accumulate additional academic coursework between the original term of entry and the desired term of entry.

- 3) A new application and fee is required for applicants who wish to be considered for admission for a term that begins more than 12 months after the originally requested term of entry.
  - 4) Applicants who request to change their term of entry will be re-evaluated for admission using the admissions requirements and selection criteria in effect for the new term requested.
  - 5) Those changing terms of entry who apply to a limited access or restricted program will have their application re-evaluated within the context of the subsequent applicant pool.
- C) Applications and documents submitted by those applicants who are either denied or who do not enroll are retained as inactive files for one year only and are then destroyed.
- D) UWF will provide reasonable substitution of admission requirements for an applicant as long as the absence of the requirement would not constitute a fundamental alteration in the nature of the program of study to which the applicant sought admission, and the applicant establishes:
- 1) that he or she is disabled as defined in BOG Regulation 6.018, and
  - 2) that his or her inability to meet the admission requirement is related to the disability.

## VI. Dual Enrollment.

Requirements for permission to participate in the Dual Enrollment Program are outlined in the articulation agreements between UWF and the respective school district.

- A) Early Admission is a type of dual enrollment. Early Admission decisions will be evaluated on a case by case basis. To be considered for early admission, students must have a minimum total score of at least a 1450 on the SAT Reasoning Test (critical reading, math, and writing) or a minimum total score of at least a 21 on the ACT Plus Writing Test and a letter of recommendation from their high school principal.

*Authority: Board of Governors Regulation 6.001. History-New 10/1/75, Formerly 6C6-3.01, Amended 5/20/87, 3/1/88, Converted to UWF/REG 3.001-7/21/05, amended 7/5/11, 11/15/13\_\_\_\_\_.*

**UWF Board of Trustees Meeting  
Academic Affairs Committee  
May 23, 2014**

**Issue:** Amendment of UWF/REG-3.017 Release of Student Educational Records

**Proposed action:** Approve amendment in form attached of UWF/REG-3.017 Release of Student Educational Records.

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**Background information:**

The proposed amendments update the regulation's current definition of student educational records to comport with federal law by deleting applicant records from the definition (applicant records will remain confidential under Florida law); update the directory information "opt out" provision as an all-or-none designation to conform with current university technology; and provide a fuller description of how and when university employees may access and disclose student data in the course of performing administrative responsibilities.

**Regulation Amendment Procedural History:**

The notice of proposed amendment to UWF/REG 3.017 was posted to the BOT website on May 8, 2014 and comments were invited. The notice was also published in the May 8, 2014 edition of *Argus Today* and comments were invited. No comments have been received as of the date hereof. The required 30 day notice period for the proposed regulation ends on June 7, 2014.

**Recommendation:**

Approve amendments of UWF/REG-3.017 Release of Student Educational Records as set forth in the supporting documentation.

**Implementation Plan:**

Effective immediately upon BOT action.

**Fiscal Implications:**

None.

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**Supporting documents:**

- UWF/REG 3.017 Regulation Amendment Notice with Proposed Amendments  
[http://uwf.edu/trustees/May23\\_14/ProposedAmendmentUWFREG3.017.pdf](http://uwf.edu/trustees/May23_14/ProposedAmendmentUWFREG3.017.pdf)
- 20 U.S.C. 1232g  
[http://uwf.edu/trustees/May23\\_14/20USC1232g.pdf](http://uwf.edu/trustees/May23_14/20USC1232g.pdf)
- Florida Statute 1002.225.Education records of students in public postsecondary  
[http://uwf.edu/trustees/May23\\_14/FLStatute1002.225.pdf](http://uwf.edu/trustees/May23_14/FLStatute1002.225.pdf)
- Florida Statute 1006.52 Education records and applicant records  
[http://uwf.edu/trustees/May23\\_14/FLStatute1006.52.pdf](http://uwf.edu/trustees/May23_14/FLStatute1006.52.pdf)

**Prepared by:** James H. Felder, Associate General Counsel, Office of the General Counsel, [jfelder@uwf.edu](mailto:jfelder@uwf.edu), 850-474-3420

**Facilitator/Presenter:** Ann Dziadon, University Registrar, 850-474-3063, [adziadon@uwf.edu](mailto:adziadon@uwf.edu)

**UNIVERSITY OF WEST FLORIDA  
NOTICE OF PROPOSED AMENDMENT TO REGULATION**

**REGULATION TITLE: UWF/REG-3.017 Student Educational Records**

**SUMMARY:** The purpose of the regulation amendment is to update the definition of student educational records to comport with federal law, to update the “opt out” provision as an all-or-none designation and provide fuller description of how and when employees may access and disclose student data in the course of performing administrative responsibilities.

**AUTHORITY:** Board of Governors Regulation 1.001; Section 1002.225 Florida Statutes; 20 U.S.C. 1232g.

**NAME OF UNIVERSITY OFFICIAL INITIATING PROPOSED REGULATION AMENDMENT:**

Ann Dziadon, University Registrar

**THE PERSON TO BE CONTACTED REGARDING THE PROPOSED REGULATION IS:** James Felder, Associate General Counsel, [jfelder@uwf.edu](mailto:jfelder@uwf.edu), Phone (850) 474-3420; FAX (850) 857-6058; Bld. 10/Rm 114; 11000 University Parkway; Pensacola, FL 32514-5750. Any comments regarding the proposed regulation amendment must be sent in writing to the contact person on or before June 7, 2014 to receive full consideration.

**THE DATE THIS NOTICE WAS POSTED ON THE UWF BOARD OF TRUSTEES WEBSITE: May 8, 2014**

**THE DATE THIS NOTICE WAS PUBLISHED IN “@UWF”: May 8, 2014**

**THE FULL TEXT OF THE PROPOSED AMENDMENT TO THIS REGULATION IS SET FORTH BELOW:**

University of West Florida Regulations  
UWF/REG-3.017 Student Educational Records.

- (1) Section 1002.225, Florida Statutes, requires state educational institutions to comply with the Family Educational Rights and Privacy Act (FERPA) codified at 20 U.S.C. s 1232g, and the federal regulations issued pursuant thereto at 34 C.F.R. Part 99. FERPA provides certain rights to university students concerning their student educational records. Those rights are more fully described in FERPA and in the related federal regulations, and are summarized in section (3) of this regulation.
- (2) Student educational records comprise any written information or recorded data maintained by the University, or by an entity acting on behalf of the University, which is directly related to a student who ~~has applied for admission or who~~ is or has been in attendance at the University.
  - (a) The following is a non-exhaustive list of categories of educational records along with the University custodian who maintains the records:
    1. Academic Records (Departmental) – Faculty Chairpersons and Deans.
    2. Academic Records (Permanent) – University Registrar.
    3. Cooperative Educational and Placement Records – Director, Cooperative Education and Placement.
    4. Disciplinary Records – Vice President for Student Affairs.
    5. Financial Aid Records – Director, Student Financial Aid.
    6. Housing Records – Director, University Housing.
    7. Student Activities (including Athletics) -Vice President for Student Affairs
  - (b) The following are some categories of records which FERPA defines as not constituting student educational records (for a complete list see 20 U.S.C. s 1232g). These categories of records are not subject to this regulation:
    1. Records maintained by individual University personnel which are solely in their possession and are not revealed to others.
    2. Records maintained by University police which are for law enforcement purposes.
    3. Records maintained by University employees which relate solely to the student as an employee and are not available for any other purpose.
    4. Records maintained by University medical or psychological personnel which are solely for treatment and/or counseling purposes.
    5. Records maintained by University personnel which contain only information relating to persons after they are no longer students.



- (3) The rights provided by FERPA can be summarized into three categories. A student has a right:
- (a) of privacy in his or her student educational records, subject to exemptions provided by law.
  - (b) of access to his or her student educational records. Students who are or have been in attendance are permitted to inspect and review their student educational records.
  - (c) to challenge the content of his or her student educational record. Students may challenge the accuracy of their educational records and request the University to amend them. If the request is refused, students will be so informed and advised of the right to a hearing. Students may place in their educational records a statement commenting upon the contents of the records.
- (4) Section 1006.52, Florida Statutes, makes student educational records, as defined by FERPA and the federal regulations issued pursuant thereto, and applicant records, confidential and exempt from disclosure under Chapter 119, the Florida public records law.
- (5) Although students have a right of privacy in their student educational records, FERPA permits the University to disclose to the general public any information from student educational records which is designated as “directory information.”
- (a) The following student data is defined at UWF as University directory information.
    - 1.Name
    - 2.Local address
    - 3.Permanent Address
    - 4.E-mail Address
    - 5.Current Telephone number
    - 6.Major field of study
    - 7.Participation in officially recognized activities and sports
    - 8.Dates of attendance at UWF
    - 9.Degree(s) earned at UWF
    - 10. Awards and Honors received (including Dean’s List and President’s List)
    - 11. Grade classification (Freshman, Sophomore, Junior, Senior or Graduate Student)
  - (b) Opt Out Provision: Students may refuse to permit the designation of ~~any or all categories of~~ their information as directory information. Once this is done in writing or on-line through the Registrar’s office, ~~such~~ this information will no longer be released as directory information and will only be released with the student’s consent, through an applicable FERPA exemption, or if the opt out provision is revoked by the student.

(6) FERPA also permits the University to release a student's educational records (in addition to those which are designated as directory information) under certain other circumstances.

(a) These are set forth in 20 U.S.C. s 1232g.—~~Some of these instances~~ and include, but are not limited to:

1. Written consent by the student
2. In a health or safety emergency
3. Upon subpoena or court order
4. To school officials with legitimate educational interests in the records

(b) Legitimate educational interest. In accordance with FERPA, the University may disclose personally identifiable information from the education records of a student without written consent by the student to appropriate University officials, including faculty and staff, who have been determined to have a legitimate educational interest in viewing such records.

1. A University official is a person employed by the University in an administrative, supervisor, academic or research or support staff position (including law enforcement personnel, health staff and student workers); a person or company with whom the University has contracted as its agent to provide a service instead of using University employees or officials (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee (such as a disciplinary or grievance committee), or an individual assisting another official in performing his or her tasks.

2. A Legitimate Educational Interest exists if a University official needs to review a student educational record in order to fulfill his or her professional responsibilities for the University. The following criteria shall be taken into account in determining the legitimacy of a University official's access to student records:

- a. The official is seeking the information within the context of the responsibilities that he or she has been assigned;
- b. The information sought will be used within the context of official University business and not for purposes extraneous to the official's area of responsibility or to the University;
- c. The information requested is relevant and necessary to the accomplishment of some task or to making a determination within the scope of University operations;
- d. The task is determined to be consistent with the purposes for which the data are maintained.

(7) Students may file complaints concerning an alleged failure by the University to comply with the requirements of FERPA with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue S.W., Washington, D.C. 20202-5920.



## C

**Effective: January 8, 2002**

United States Code Annotated [Currentness](#)

Title 20. Education

Chapter 31. General Provisions Concerning Education ([Refs & Annos](#))

▣ [Subchapter III](#). General Requirements and Conditions Concerning Operation and Administration of Education Programs: General Authority of Secretary ([Refs & Annos](#))

▣ [Part 4](#). Records; Privacy; Limitation on Withholding Federal Funds

→ **§ 1232g. Family educational and privacy rights**

(a) Conditions for availability of funds to educational agencies or institutions; inspection and review of education records; specific information to be made available; procedure for access to education records; reasonableness of time for such access; hearings; written explanations by parents; definitions

**(1)(A)** No funds shall be made available under any applicable program to any educational agency or institution which has a policy of denying, or which effectively prevents, the parents of students who are or have been in attendance at a school of such agency or at such institution, as the case may be, the right to inspect and review the education records of their children. If any material or document in the education record of a student includes information on more than one student, the parents of one of such students shall have the right to inspect and review only such part of such material or document as relates to such student or to be informed of the specific information contained in such part of such material. Each educational agency or institution shall establish appropriate procedures for the granting of a request by parents for access to the education records of their children within a reasonable period of time, but in no case more than forty-five days after the request has been made.

**(B)** No funds under any applicable program shall be made available to any State educational agency (whether or not that agency is an educational agency or institution under this section) that has a policy of denying, or effectively prevents, the parents of students the right to inspect and review the education records maintained by the State educational agency on their children who are or have been in attendance at any school of an educational agency or institution that is subject to the provisions of this section.

**(C)** The first sentence of subparagraph (A) shall not operate to make available to students in institutions of post-secondary education the following materials:

(i) financial records of the parents of the student or any information contained therein;

(ii) confidential letters and statements of recommendation, which were placed in the education records prior to January 1, 1975, if such letters or statements are not used for purposes other than those for which they were specifically intended;

(iii) if the student has signed a waiver of the student's right of access under this subsection in accordance with subparagraph (D), confidential recommendations--

(I) respecting admission to any educational agency or institution,

(II) respecting an application for employment, and

(III) respecting the receipt of an honor or honorary recognition.

(D) A student or a person applying for admission may waive his right of access to confidential statements described in clause (iii) of subparagraph (C), except that such waiver shall apply to recommendations only if (i) the student is, upon request, notified of the names of all persons making confidential recommendations and (ii) such recommendations are used solely for the purpose for which they were specifically intended. Such waivers may not be required as a condition for admission to, receipt of financial aid from, or receipt of any other services or benefits from such agency or institution.

(2) No funds shall be made available under any applicable program to any educational agency or institution unless the parents of students who are or have been in attendance at a school of such agency or at such institution are provided an opportunity for a hearing by such agency or institution, in accordance with regulations of the Secretary, to challenge the content of such student's education records, in order to insure that the records are not inaccurate, misleading, or otherwise in violation of the privacy rights of students, and to provide an opportunity for the correction or deletion of any such inaccurate, misleading or otherwise inappropriate data contained therein and to insert into such records a written explanation of the parents respecting the content of such records.

(3) For the purposes of this section the term "educational agency or institution" means any public or private agency or institution which is the recipient of funds under any applicable program.

(4)(A) For the purposes of this section, the term "education records" means, except as may be provided otherwise in subparagraph (B), those records, files, documents, and other materials which--

(i) contain information directly related to a student; and

(ii) are maintained by an educational agency or institution or by a person acting for such agency or institution.

(B) The term "education records" does not include--

(i) records of instructional, supervisory, and administrative personnel and educational personnel ancillary thereto which are in the sole possession of the maker thereof and which are not accessible or revealed to any other person except a substitute;

(ii) records maintained by a law enforcement unit of the educational agency or institution that were created by that law enforcement unit for the purpose of law enforcement;

(iii) in the case of persons who are employed by an educational agency or institution but who are not in attendance at such agency or institution, records made and maintained in the normal course of business which relate exclusively to such person in that person's capacity as an employee and are not available for use for any other purpose; or

(iv) records on a student who is eighteen years of age or older, or is attending an institution of postsecondary education, which are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his professional or paraprofessional capacity, or assisting in that capacity, and which are made, maintained, or used only in connection with the provision of treatment to the student, and are not available to anyone other than persons providing such treatment, except that such records can be personally reviewed by a physician or other appropriate professional of the student's choice.

(5)(A) For the purposes of this section the term “directory information” relating to a student includes the following: the student's name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous educational agency or institution attended by the student.

(B) Any educational agency or institution making public directory information shall give public notice of the categories of information which it has designated as such information with respect to each student attending the institution or agency and shall allow a reasonable period of time after such notice has been given for a parent to inform the institution or agency that any or all of the information designated should not be released without the parent's prior consent.

(6) For the purposes of this section, the term “student” includes any person with respect to whom an educational agency or institution maintains education records or personally identifiable information, but does not include a person who has not been in attendance at such agency or institution.

(b) Release of education records; parental consent requirement; exceptions; compliance with judicial orders and subpoenas; audit and evaluation of federally-supported education programs; recordkeeping

(1) No funds shall be made available under any applicable program to any educational agency or institution which has a policy or practice of permitting the release of education records (or personally identifiable information contained therein other than directory information, as defined in paragraph (5) of subsection (a) of this section) of students without the written consent of their parents to any individual, agency, or organization, other than to the following--

(A) other school officials, including teachers within the educational institution or local educational agency, who have been determined by such agency or institution to have legitimate educational interests, including the

educational interests of the child for whom consent would otherwise be required;

**(B)** officials of other schools or school systems in which the student seeks or intends to enroll, upon condition that the student's parents be notified of the transfer, receive a copy of the record if desired, and have an opportunity for a hearing to challenge the content of the record;

**(C)** (i) authorized representatives of (I) the Comptroller General of the United States, (II) the Secretary, or (III) State educational authorities, under the conditions set forth in paragraph (3), or (ii) authorized representatives of the Attorney General for law enforcement purposes under the same conditions as apply to the Secretary under paragraph (3);

**(D)** in connection with a student's application for, or receipt of, financial aid;

**(E)** State and local officials or authorities to whom such information is specifically allowed to be reported or disclosed pursuant to State statute adopted--

(i) before November 19, 1974, if the allowed reporting or disclosure concerns the juvenile justice system and such system's ability to effectively serve the student whose records are released, or

(ii) after November 19, 1974, if--

**(I)** the allowed reporting or disclosure concerns the juvenile justice system and such system's ability to effectively serve, prior to adjudication, the student whose records are released; and

**(II)** the officials and authorities to whom such information is disclosed certify in writing to the educational agency or institution that the information will not be disclosed to any other party except as provided under State law without the prior written consent of the parent of the student. [\[FN1\]](#)

**(F)** organizations conducting studies for, or on behalf of, educational agencies or institutions for the purpose of developing, validating, or administering predictive tests, administering student aid programs, and improving instruction, if such studies are conducted in such a manner as will not permit the personal identification of students and their parents by persons other than representatives of such organizations and such information will be destroyed when no longer needed for the purpose for which it is conducted;

**(G)** accrediting organizations in order to carry out their accrediting functions;

**(H)** parents of a dependent student or such parents, as defined in [section 152 of Title 26](#);

**(I)** subject to regulations of the Secretary, in connection with an emergency, appropriate persons if the know-

ledge of such information is necessary to protect the health or safety of the student or other persons; and

**(J)(i)** the entity or persons designated in a Federal grand jury subpoena, in which case the court shall order, for good cause shown, the educational agency or institution (and any officer, director, employee, agent, or attorney for such agency or institution) on which the subpoena is served, to not disclose to any person the existence or contents of the subpoena or any information furnished to the grand jury in response to the subpoena; and

**(ii)** the entity or persons designated in any other subpoena issued for a law enforcement purpose, in which case the court or other issuing agency may order, for good cause shown, the educational agency or institution (and any officer, director, employee, agent, or attorney for such agency or institution) on which the subpoena is served, to not disclose to any person the existence or contents of the subpoena or any information furnished in response to the subpoena.

Nothing in subparagraph (E) of this paragraph shall prevent a State from further limiting the number or type of State or local officials who will continue to have access thereunder.

**(2)** No funds shall be made available under any applicable program to any educational agency or institution which has a policy or practice of releasing, or providing access to, any personally identifiable information in education records other than directory information, or as is permitted under paragraph (1) of this subsection, unless--

**(A)** there is written consent from the student's parents specifying records to be released, the reasons for such release, and to whom, and with a copy of the records to be released to the student's parents and the student if desired by the parents, or

**(B)** except as provided in paragraph (1)(J), such information is furnished in compliance with judicial order, or pursuant to any lawfully issued subpoena, upon condition that parents and the students are notified of all such orders or subpoenas in advance of the compliance therewith by the educational institution or agency.

**(3)** Nothing contained in this section shall preclude authorized representatives of (A) the Comptroller General of the United States, (B) the Secretary, or (C) State educational authorities from having access to student or other records which may be necessary in connection with the audit and evaluation of Federally-supported education programs, or in connection with the enforcement of the Federal legal requirements which relate to such programs: *Provided*, That except when collection of personally identifiable information is specifically authorized by Federal law, any data collected by such officials shall be protected in a manner which will not permit the personal identification of students and their parents by other than those officials, and such personally identifiable data shall be destroyed when no longer needed for such audit, evaluation, and enforcement of Federal legal requirements.

**(4)(A)** Each educational agency or institution shall maintain a record, kept with the education records of each



student, which will indicate all individuals (other than those specified in paragraph (1)(A) of this subsection), agencies, or organizations which have requested or obtained access to a student's education records maintained by such educational agency or institution, and which will indicate specifically the legitimate interest that each such person, agency, or organization has in obtaining this information. Such record of access shall be available only to parents, to the school official and his assistants who are responsible for the custody of such records, and to persons or organizations authorized in, and under the conditions of, clauses (A) and (C) of paragraph (1) as a means of auditing the operation of the system.

**(B)** With respect to this subsection, personal information shall only be transferred to a third party on the condition that such party will not permit any other party to have access to such information without the written consent of the parents of the student. If a third party outside the educational agency or institution permits access to information in violation of paragraph (2)(A), or fails to destroy information in violation of paragraph (1)(F), the educational agency or institution shall be prohibited from permitting access to information from education records to that third party for a period of not less than five years.

**(5)** Nothing in this section shall be construed to prohibit State and local educational officials from having access to student or other records which may be necessary in connection with the audit and evaluation of any federally or State supported education program or in connection with the enforcement of the Federal legal requirements which relate to any such program, subject to the conditions specified in the proviso in paragraph (3).

**(6)(A)** Nothing in this section shall be construed to prohibit an institution of postsecondary education from disclosing, to an alleged victim of any crime of violence (as that term is defined in [section 16 of Title 18](#)), or a nonforcible sex offense, the final results of any disciplinary proceeding conducted by such institution against the alleged perpetrator of such crime or offense with respect to such crime or offense.

**(B)** Nothing in this section shall be construed to prohibit an institution of postsecondary education from disclosing the final results of any disciplinary proceeding conducted by such institution against a student who is an alleged perpetrator of any crime of violence (as that term is defined in [section 16 of Title 18](#)), or a nonforcible sex offense, if the institution determines as a result of that disciplinary proceeding that the student committed a violation of the institution's rules or policies with respect to such crime or offense.

**(C)** For the purpose of this paragraph, the final results of any disciplinary proceeding--

**(i)** shall include only the name of the student, the violation committed, and any sanction imposed by the institution on that student; and

**(ii)** may include the name of any other student, such as a victim or witness, only with the written consent of that other student.

**(7)(A)** Nothing in this section may be construed to prohibit an educational institution from disclosing information provided to the institution under [section 14071 of Title 42](#) concerning registered sex offenders who are re-

quired to register under such section.

**(B)** The Secretary shall take appropriate steps to notify educational institutions that disclosure of information described in subparagraph (A) is permitted.

(c) Surveys or data-gathering activities; regulations

Not later than 240 days after October 20, 1994, the Secretary shall adopt appropriate regulations or procedures, or identify existing regulations or procedures, which protect the rights of privacy of students and their families in connection with any surveys or data-gathering activities conducted, assisted, or authorized by the Secretary or an administrative head of an education agency. Regulations established under this subsection shall include provisions controlling the use, dissemination, and protection of such data. No survey or data-gathering activities shall be conducted by the Secretary, or an administrative head of an education agency under an applicable program, unless such activities are authorized by law.

(d) Students' rather than parents' permission or consent

For the purposes of this section, whenever a student has attained eighteen years of age, or is attending an institution of postsecondary education, the permission or consent required of and the rights accorded to the parents of the student shall thereafter only be required of and accorded to the student.

(e) Informing parents or students of rights under this section

No funds shall be made available under any applicable program to any educational agency or institution unless such agency or institution effectively informs the parents of students, or the students, if they are eighteen years of age or older, or are attending an institution of postsecondary education, of the rights accorded them by this section.

(f) Enforcement; termination of assistance

The Secretary shall take appropriate actions to enforce this section and to deal with violations of this section, in accordance with this chapter, except that action to terminate assistance may be taken only if the Secretary finds there has been a failure to comply with this section, and he has determined that compliance cannot be secured by voluntary means.

(g) Office and review board; creation; functions

The Secretary shall establish or designate an office and review board within the Department for the purpose of investigating, processing, reviewing, and adjudicating violations of this section and complaints which may be filed concerning alleged violations of this section. Except for the conduct of hearings, none of the functions of the Secretary under this section shall be carried out in any of the regional offices of such Department.

(h) Disciplinary records; disclosure

Nothing in this section shall prohibit an educational agency or institution from--

(1) including appropriate information in the education record of any student concerning disciplinary action taken against such student for conduct that posed a significant risk to the safety or well-being of that student, other students, or other members of the school community; or

(2) disclosing such information to teachers and school officials, including teachers and school officials in other schools, who have legitimate educational interests in the behavior of the student.

(i) Drug and alcohol violation disclosures

(1) In general

Nothing in this Act or the Higher Education Act of 1965 [[20 U.S.C.A. § 1001 et seq.](#)] shall be construed to prohibit an institution of higher education from disclosing, to a parent or legal guardian of a student, information regarding any violation of any Federal, State, or local law, or of any rule or policy of the institution, governing the use or possession of alcohol or a controlled substance, regardless of whether that information is contained in the student's education records, if--

(A) the student is under the age of 21; and

(B) the institution determines that the student has committed a disciplinary violation with respect to such use or possession.

(2) State law regarding disclosure

Nothing in paragraph (1) shall be construed to supersede any provision of State law that prohibits an institution of higher education from making the disclosure described in subsection (a) of this section.

(j) Investigation and prosecution of terrorism

(1) In general

Notwithstanding subsections (a) through (i) of this section or any provision of State law, the Attorney General (or any Federal officer or employee, in a position not lower than an Assistant Attorney General, designated by the Attorney General) may submit a written application to a court of competent jurisdiction for an ex parte order requiring an educational agency or institution to permit the Attorney General (or his designee) to--

(A) collect education records in the possession of the educational agency or institution that are relevant to an authorized investigation or prosecution of an offense listed in [section 2332b\(g\)\(5\)\(B\) of Title 18](#), or an act of domestic or international terrorism as defined in section 2331 of that title; and

**(B)** for official purposes related to the investigation or prosecution of an offense described in paragraph (1)(A), retain, disseminate, and use (including as evidence at trial or in other administrative or judicial proceedings) such records, consistent with such guidelines as the Attorney General, after consultation with the Secretary, shall issue to protect confidentiality.

(2) Application and approval

(A) In general

An application under paragraph (1) shall certify that there are specific and articulable facts giving reason to believe that the education records are likely to contain information described in paragraph (1)(A).

**(B)** The court shall issue an order described in paragraph (1) if the court finds that the application for the order includes the certification described in subparagraph (A).

(3) Protection of educational agency or institution

An educational agency or institution that, in good faith, produces education records in accordance with an order issued under this subsection shall not be liable to any person for that production.

(4) Record-keeping

Subsection (b)(4) of this section does not apply to education records subject to a court order under this subsection.

CREDIT(S)

(Pub.L. 90-247, Title IV, § 444, formerly § 438, as added [Pub.L. 93-380, Title V, § 513\(a\)](#), Aug. 21, 1974, 88 Stat. 571, and amended [Pub.L. 93-568](#), § 2(a), Dec. 31, 1974, 88 Stat. 1858; [Pub.L. 96-46](#), § 4(c), Aug. 6, 1979, 93 Stat. 342; [Pub.L. 101-542, Title II, § 203](#), Nov. 8, 1990, 104 Stat. 2385; [Pub.L. 102-325, Title XV, § 1555\(a\)](#), July 23, 1992, 106 Stat. 840; renumbered § 444 and amended [Pub.L. 103-382, Title II, §§ 212\(b\)\(1\)](#), 249, 261(h), Oct. 20, 1994, 108 Stat. 3913, 3924, 3928; [Pub.L. 105-244, Title IX, §§ 951, 952](#), Oct. 7, 1998, 112 Stat. 1835, 1836; [Pub.L. 106-386](#), Div. B, Title VI, § 1601(d), Oct. 28, 2000, 114 Stat. 1538; [Pub.L. 107-56, Title V, § 507](#), Oct. 26, 2001, 115 Stat. 367; [Pub.L. 107-110, Title X, § 1062\(3\)](#), Jan. 8, 2002, 115 Stat. 2088.)

[\[FN1\]](#) So in original. The period probably should be a comma.

HISTORICAL AND STATUTORY NOTES

Revision Notes and Legislative Reports

1974 Acts. House Report No. 93-805 and [Senate Conference Report No. 93-1026](#), see 1974 U.S. Code Cong. and Adm. News, p. 4093.

West's Florida Statutes Annotated

Title XLVIII. K-20 Education Code (Chapters 1000-1013)

Chapter 1002. Student and Parental Rights and Educational Choices (Refs & Annos)

Part II. Student and Parental Rights

West's F.S.A. § 1002.225

1002.225. Education records of students in public postsecondary educational institutions; penalty

Effective: July 1, 2009

[Currentness](#)

(1) As used in this section, the term “education records” means education records as defined in the Family Educational Rights and Privacy Act (FERPA), [20 U.S.C. s. 1232g](#), and the federal regulations issued pursuant thereto.

(2) All public postsecondary educational institutions shall comply with the FERPA with respect to the education records of students. A public postsecondary educational institution may charge fees for furnishing copies of education records that are requested under this section. Such fees may not exceed the actual cost incurred by the institution for producing such copies and may not include the costs of searching for or retrieving the education records.

(3) If any public postsecondary educational institution refuses to comply with this section, the aggrieved student has an immediate right to bring an action in circuit court to enforce his or her rights by injunction. Any aggrieved student who brings such action and whose rights are vindicated may be awarded attorney's fees and court costs.

**Credits**

Added by [Laws 2009, c. 2009-239, § 3, eff. July 1, 2009](#).

[Notes of Decisions \(1\)](#)


West's F. S. A. § 1002.225, FL ST § 1002.225

Current with chapters in effect from the 2014 2nd Reg. Sess. of the 23rd Legislature through March 31, 2014

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 KeyCite Yellow Flag - Negative Treatment  
Proposed Legislation

West's Florida Statutes Annotated  
Title XLVIII. K-20 Education Code (Chapters 1000-1013)  
Chapter 1006. Support for Learning (Refs & Annos)  
Part II. Public Postsecondary Education Support for Learning and Student Services

West's F.S.A. § 1006.52

1006.52. Education records and applicant records

Effective: July 1, 2009

[Currentness](#)

(1) Each public postsecondary educational institution may prescribe the content and custody of records that the institution may maintain on its students and applicants for admission. A student's education records, as defined in the Family Educational Rights and Privacy Act (FERPA), [20 U.S.C. s. 1232g](#), and the federal regulations issued pursuant thereto, and applicant records are confidential and exempt from [s. 119.07\(1\)](#) and [s. 24\(a\), Art. I of the State Constitution](#). For the purpose of this subsection, applicant records shall be considered to be records that are:

(a) Directly related to an applicant for admission to a public postsecondary educational institution who has not been in attendance at the institution; and

(b) Maintained by a public postsecondary educational institution or by a party acting on behalf of the public postsecondary educational institution.

(2) A public postsecondary educational institution may not release a student's education records without the written consent of the student to any individual, agency, or organization, except in accordance with and as permitted by the FERPA. Education records released by public postsecondary educational institutions to the Auditor General or the Office of Program Policy Analysis and Government Accountability, which are necessary for such agencies to perform their official duties and responsibilities, shall be used and maintained by the Auditor General and the Office of Program Policy Analysis and Government Accountability in accordance with the FERPA.

(3) This section is subject to the Open Government Sunset Review Act in accordance with [s. 119.15](#) and shall stand repealed on October 2, 2014, unless reviewed and saved from repeal through reenactment by the Legislature.

**Credits**

Added by [Laws 2002, c. 2002-387, § 322, eff. Jan. 7, 2003](#). Amended by [Laws 2009, c. 2009-240, § 2, eff. July 1, 2009](#).

[Notes of Decisions \(2\)](#)

West's F. S. A. § 1006.52, FL ST § 1006.52

Current with chapters in effect from the 2014 2nd Reg. Sess. of the 23rd Legislature through March 31, 2014

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**UWF Board of Trustees Meeting**  
Academic Affairs Committee  
May 23, 2014

**Issue:** Revisions to UWF/REG 3.030 Academic Misconduct Policy

**Proposed action:** The proposed amendments to UWF Regulation 3.030 make changes to the section of the regulation governing the constitution of the Academic Misconduct Committee resulting from the reorganization of UWF's three colleges into four colleges, including changing the names of the colleges and increasing the number of Academic Misconduct Committee members from 15 to 20.

The proposed amendments also make students who are currently under investigation for a different instance of academic misconduct ineligible for informal resolution of the current academic misconduct charge. Such allegations shall be handled through the formal resolution process.

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**Background information:** The proposed changes are being made to accommodate for academic reorganization and to address a loophole in the current policy.

**Recommendation:** Approval of the proposed amendments.

**Implementation Plan:** Policy change would go into effect immediately upon approval by BOT and BOG.

**Fiscal Implications:** None.

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**Supporting documents:** Strikethrough version of the proposed amendments to UWF/REG 3.030  
[http://uwf.edu/trustees/May23\\_14/ProposedAmendmentUWFREG3.030.pdf](http://uwf.edu/trustees/May23_14/ProposedAmendmentUWFREG3.030.pdf)

**Prepared by:** Gentry McCreary, Ph.D., Associate Dean of Students, (850)474-2383,  
gmccreary@uwf.edu

**Presenter:** Gentry McCreary, Ph.D., Associate Dean of Students, (850)474-2383,  
gmccreary@uwf.edu



# UNIVERSITY OF WEST FLORIDA UNIVERSITY REGULATIONS

## UWF/REG 3.030 Academic Misconduct ACADEMIC MISCONDUCT PROCESS

The University of West Florida is dedicated to the highest principles and standards of academic integrity. An academic violation by a student can negatively impact a class, program and/or college in ways that are unique to each discipline. Therefore, the University believes that the severity of an academic infraction is best evaluated by the faculty of the institution. The University seeks to offer students an opportunity to respond to allegations of academic misconduct before a decision is rendered. This regulation seeks to provide faculty and students with a fair process for addressing allegations of academic misconduct.

Academic integrity is closely related to professional ethics and requires that students honestly acknowledge their use of the ideas, words, and written work produced by any other individual, institution or source. Failure to acknowledge properly the use of another's intellectual output constitutes a form of academic misconduct.

### I. Academic Misconduct.

Academic misconduct includes all acts of dishonesty in any academically related matter and any knowing or intentional assistance, attempt to assist, or planning to assist another student to engage in an act of academic dishonesty. Academic dishonesty includes, but is not limited to, each of the following acts when performed in any type of academic or academically related matter, exercise or activity:

A. **Cheating** — Using or attempting to use material or information where such use is not expressly permitted by the instructor. Some examples include but are not limited to:

1. Exam or quiz answers
2. Homework
3. Discussion board posts
4. Lab reports

B. **Academic theft** — Obtaining examinations, quizzes, or other academic materials without authorization.

C. **Plagiarism** — Representing the words, data, works, ideas, computer program or output, or anything not self-generated as one's own. Some examples of plagiarism include:

1. Copying phrases, sentences, sections, paragraphs or graphics from a source and not giving credit by properly quoting or citing the source.
2. Having another person write an assignment (for pay or for free) and submitting it as one's own.
3. Modifying or paraphrasing another's ideas or writings and submitting them as one's own.

For further clarification of plagiarism, see the UWF library tutorial at:  
<http://library.uwf.edu/Research/OnlineTutorials/Plagiarism>

**D. Resubmission of Work** – Resubmitting a paper, assignment, or portion thereof that the student originally created for another assignment or course constitutes academic misconduct unless:

1. both instructors in concurrent courses expressly agree to accept the same work, or
2. an instructor expressly agrees to accept previously submitted work.

**E. Fabrication** – Presenting, as genuine, any invented or falsified citation, data or material.

**F. Bribery** - The offering, giving, receiving or soliciting of anything of value to influence a grade or other academic evaluation.

**G. Misrepresentation** - Any act or omission taken with intent to deceive an instructor or the University so as to affect a grade, a student's academic performance or to gain admission to a program or course.

**H. Facilitating Academic Dishonesty** - Knowingly contributing to another's violation of the University's regulation/rule on academic misconduct or planning with others to engage in academic misconduct or failing to inform the proper authorities (as outlined in Article II of this Code) when a violation has occurred regardless of one's participation.

**I. Violation of professional standards or ethics as defined by the academic program.**

## **II. Academic Misconduct Process**

If a person other than a course instructor (student, staff member, other instructor) believes that a violation may have occurred, that person should report the suspected violation to the course instructor, relevant program director, or the Office of Student Rights and Responsibilities, who would then proceed with the academic misconduct process.

If an instructor or program director concludes that a violation has been committed, that person must contact the Office of Student Rights and Responsibilities to ascertain whether the student has a history of previous academic violations and to obtain the appropriate Academic Misconduct Procedure Form. The Academic Misconduct Procedure Form should then be completed by the instructor or program director. Depending on the student's history, academic status, and/or the severity of the alleged violation, an informal resolution or a formal resolution will be implemented according to Sections A or B below:

**A. Informal resolution:** If the student has no history of previous violations, and if the student is not a graduate student being accused of academic misconduct on a thesis or dissertation, and if the instructor or program director believes the student's conduct does not warrant suspension or

expulsion from the University, the instructor or program director shall then meet with the student expeditiously to:

1. Describe the allegations against the student and review the materials and information that led the instructor to conclude that a violation has likely been committed;
2. Provide the student with an opportunity to respond to the allegations;
3. Explain the mandatory training program sanction (as outlined below) and any additional sanctions proposed by the instructor as a result of the violation(s);
  - A. The training program is available only once to a student during his or her UWF career;
  - B. The training program must be successfully completed within 15 business days, excluding University holidays;
  - C. The training program may not be attempted more than twice in that 15 day period.
4. Review the Academic Misconduct Procedure Form with the student. Inform the student that he or she has five (5) business days to review the information, and either accept responsibility for the violation and the sanction(s) and waive the right to a hearing, or not accept responsibility or sanctions and request an Academic Misconduct Hearing.
5. Give a copy of the completed Academic Misconduct Procedure Form to the student and retain the original.

If the student accepts responsibility for the misconduct, accepts the instructor's sanction(s), and returns the Academic Misconduct Procedure Form within five (5) business days, both parties shall sign both the original and copy of the form. The signed copy shall be returned to the student and the signed original shall be sent to the Office of Student Rights and Responsibilities. The Office of Student Rights and Responsibilities will oversee and document completion of the mandatory training program. Once the training program has been successfully completed and the other sanctions have been applied, the Procedure Form shall be retained by the Office of Student Rights and Responsibilities as a non-disciplinary record solely for the purpose of ascertaining a prior history of academic misconduct and will be considered separate from the student's disciplinary record (for further explanation of record keeping procedures see Article VIII. Records). The case shall then be considered closed without further documentation of the misconduct.

However, if a student commits a second violation or fails to successfully complete the mandatory training program within the designated timeframe, any record of a violation, previous or otherwise, will then become a disciplinary record and part of the student's disciplinary file.

If the student does not successfully complete the mandatory training program as required, the Office of Student Rights and Responsibilities shall place a hold on the student's account until the training program has been completed.

If the student **does not** accept responsibility for the misconduct, **does not** accept the instructor's sanctions, or **does not** sign and return the Academic Misconduct Procedure Form within 5 business days, the instructor or program director shall send the signed original of the Academic Misconduct Procedure Form indicating this outcome, as well as any supporting documentation, to the Office of Student Rights and Responsibilities. The Office of Student Rights and Responsibilities shall then proceed with a formal resolution as described in Section B.

**B. Formal Resolution:** If the student has a history of previous violations, or if the student has unresolved allegations of academic misconduct pending against him or her, or if the student is a graduate student being accused of academic misconduct on a thesis or dissertation, or if the instructor or program director believes the student's conduct may warrant suspension or expulsion from the University, the following steps shall be taken:

1. The instructor or program director shall notify the student of the allegation of academic misconduct and send the completed Academic Misconduct Procedure Form to the Academic Misconduct Committee through the Office of Student Rights and Responsibilities;
2. The Office of Student Rights and Responsibilities shall send the student written notification of the charges. It shall then contact the student to schedule a hearing. The date of the hearing shall not be earlier than five (5) business days after the notice of charges is received by the student, unless an earlier hearing is requested in writing by the student; and
3. An Academic Misconduct Hearing will be conducted as outlined in Section IV.

In cases where no instructor of record or program director is evident, such as when an alleged violation involves a course in which a student is not currently enrolled, the Office of Student Rights and Responsibilities shall conduct a preliminary investigation to determine if an alleged violation may have occurred. If determined that a violation is likely to have occurred, the Office of Student Rights and Responsibilities will forward that information to the Office of Academic Affairs. The Office of Academic Affairs will determine whether or not to bring charges of academic misconduct against the alleged student(s). If the decision is made to pursue charges of academic misconduct, the Office of Academic Affairs will follow the Academic Misconduct Process as outlined in this article.

### III. Constitution of the Academic Misconduct Committee

The Academic Misconduct Committee shall consist of ~~15~~ 20 members. From each of the University's ~~three~~ four colleges there shall be: two (2) undergraduate student representatives, one (1) graduate student representative, a faculty member representative and a representative of the dean. Undergraduate student members shall be appointed to a one year term by the Student Government Association. Graduate student members shall be appointed to a one (1) year term by the Student Government Association. Faculty members shall be appointed by the Faculty Council in each college to a three (3) year term. The Dean's representatives shall be appointed by the dean of each college to a three (3) year term. Student members may be appointed to an unlimited amount of consecutive, one (1) year terms. Faculty members and Deans' representatives may serve no more than two (2) consecutive three (3) year terms. The faculty members shall be appointed in a three (3) year, staggered rotation, beginning in August 20~~12~~14, in the following order: College of Business; College of Arts Humanities and Social Sciences and College of Science, Engineering and Health; and ~~and Sciences~~, College of Education and Professional Studies, ~~College of Business~~. The Deans' representatives shall be appointed in a three (3) year, staggered rotation, beginning in August 20~~12~~14, in the following order: College of Arts, Humanities and Social Sciences and College of Science, Engineering and Health; College of Education and ~~of~~ Professional Studies, and College of Business, ~~College of Arts and Sciences~~.

A hearing board consisting of four members selected by rotation and subject to schedule availability, will hear each case. Two of the four members on each hearing board must be students. Any decision or sanction(s) applied must be supported by at least three members.

### IV. Academic Misconduct Hearing

The Hearing process is not a legal process, it is an educational process. Formal rules of process, procedure and/or technical rules of evidence, such as are applied in criminal or civil court, are not used in Academic Misconduct Code proceedings.

- 1. Accommodations for Students with Disabilities:** any student with a disability may request reasonable accommodations during the disciplinary process. This request must be made to the Student Disability Resource Center at least three business days in advance of the hearing. If necessary, the Academic Misconduct Hearing Board may postpone the hearing to provide reasonable accommodations.
- 2. Pre-hearing Information:** the charged student, and his or her advisor, will have the right to inspect all information that will be presented against him or her at least 3 business days before the hearing.
- 3. Failure to Appear:** if a student fails to appear, the hearing will proceed in the student's absence. The student may hear and, through the Academic Misconduct Hearing Board, question witnesses who are present at the hearing.

**4. Confidentiality:** all hearings shall be closed and confidential unless requested by the charged student, in writing, three (3) business days prior to the hearing, and the following conditions are met: (a) all students involved in the hearing consent in writing prior to the hearing, and (b) such request does not conflict with law, Board of Governors or University regulation or policy. The Office of Student Rights and Responsibilities will make the final determination regarding open and closed hearings.

**5. Instructor's Participation:** The instructor, program director, or designated representative of Academic Affairs bringing charges will have an opportunity to appear before the Academic Misconduct Hearing Board.

**6. Student Advisor / Student Advocate:**

a. **Student Advisor:** a charged student is entitled to have any one person at the hearing to serve as his or her advisor. Students may consult with their advisor during the hearing process. However, this consultation must take place in a manner that does not disrupt the proceedings. The advisor shall not speak on behalf of the student, question witnesses, present information or argue before the panel. The advisor shall not serve as a witness. The name of the advisor must be submitted to the Office of Student Rights and Responsibilities no later than 72 hours prior to the scheduled hearing. The charged student has a right to have an attorney act as an advisor, however, in such cases a representative of the University's General Counsel must also be present.

b. **Student Advocate:** a student advocate is an individual appointed by the Student Government Association President. The student advocate is available upon request to assist students with information regarding university policies, disciplinary procedures and appeal procedures

**7. Role of the Academic Misconduct Hearing Board Chair:** the Academic Misconduct Hearing Board Chair may:

- a. Accept information for consideration at his/her discretion.
- b. Make determinations regarding requests for postponements, where appropriate.
- c. Make determinations as to procedural questions. Make procedural modifications for purposes of expediting a process or in the interest of fairness or safety.
- d. Take any other action deemed necessary.

**8. Information:** the instructor or program director or designated representative of Academic Affairs, the Office of Student Rights and Responsibilities and the charged

student will be given an opportunity to provide relevant information. This may include, but is not limited to, pertinent records, documents, written or oral statements. The student will also be given an opportunity to inspect records provided by all involved parties.

**9. Witnesses:** both the instructor or program director or designated representative of Academic Affairs bringing charges and the charged student may call witnesses. In order to preserve the educational atmosphere of the hearing and to avoid creation of an adversarial environment, at the discretion of the Chair, all questions for witnesses will be directed through the Academic Misconduct Hearing Board. If a witness cannot appear, his or her written or taped statement may be considered. Witnesses will be required to wait outside until their point of participation and will be asked to leave the hearing after being questioned.

**10. Standard of proof:** the burden to prove academic misconduct cases rests with the instructor or program director or representative of Academic Affairs bringing charges and the standard of proof shall be “clear and convincing.” This means that the information presented supports the finding that it was substantially more likely than not that the violation occurred.

**11. Multiple students charged:** in cases involving multiple students charged from the same incident, charged students will have the opportunity to have their cases heard jointly or heard separately. In those instances where cases are heard separately, information obtained at one hearing may be presented at another hearing provided that each charged student involved has the opportunity to review and respond to the information at his or her hearing.

**12. Deliberations:** all deliberations of the Academic Misconduct Hearing Board are closed and shall include only the Academic Misconduct Hearing Board members involved in the decision-making process.

**13. Decisions of “responsible” or “not responsible” on the charge(s):** shall be based on the information presented at the hearing. The Academic Misconduct Hearing Board (by a majority vote) shall either:

- a. find that no violation has occurred, or
- b. find that a violation has occurred and, in consultation with the Office of Student Rights and Responsibilities, impose a sanction(s).

**14. Notice of Decisions:** the written decision of the Board shall be sent to the student, the instructor, program director or the Academic Affairs representative, the appropriate Dean’s Office, and the Office of Student Rights and Responsibility.

**15. Right to Appeal:** the student may appeal the Hearing Board’s decision by filing a written appeal with the Provost within ten (10) business days of the date of the letter

containing the Board's written decision. If the student fails to appeal, the Hearing Board's decision will be final.

## **V. Appeal to the Provost**

The Provost or designee will review the appeal. Grounds for appeal are limited to the following:

- A. the student's rights, as outlined in this regulation, were violated in the hearing process;
- B. new information is discovered that was not available at the time of the hearing;
- C. the information presented does not support the decision; or
- D. the sanction(s) imposed were not appropriate for the violation.

If an appeal is decided in favor of the student, the Provost may take any action he or she deems appropriate, including but not limited to, modifying the decision and/or sanctions, remanding the case to the same Hearing Board for reconsideration, or remanding the case to the Academic Misconduct Committee for a new hearing. If an appeal is not decided in favor of the student, the matter is considered final and binding.

A copy of the Provost's decision shall be forwarded to the student and to the Office of Student Rights and Responsibilities for filing and for distribution to the appropriate parties.

A student who wishes to seek judicial review of the final decision of the University may do so pursuant to Florida Rule of Appellate Procedure 9.190(b)(3), applicable to review of quasi-judicial decisions of an administrative body not subject to the Administrative Procedure Act, by filing a petition for certiorari review with the circuit court for Escambia County within thirty (30) days of the final university decision. If the student seeks review with the court, he or she must also provide a copy of the petition to the Office of the Provost, University of West Florida, Bldg. 10, 11000 University Parkway, Pensacola, FL 32514.

## **VI. Course and Withdrawal, UWF Grade Forgiveness Policy and Student Standing**

- A. A student shall not be permitted to drop or withdraw from a class in which there is an unresolved allegation. A student who has been found responsible for a violation of the Academic Misconduct Code shall not be allowed to withdraw from the class in which the violation occurred.
- B. The UWF Grade Forgiveness Policy will not be applied to a course in which a student has been found responsible for a violation of the Academic Misconduct Code resulting in a sanction of "F" in the course.



C. A student who has been found responsible for academic misconduct will not be in good standing and will remain in such standing until all issued sanctions have been completed to the satisfaction of the Office of Student Rights and Responsibilities.

## **VII. Sanctions**

The range of sanctions for any student found to be responsible for academic misconduct includes reprimand, reduction of assignment or course grade, disciplinary warning, educational assignments, disciplinary probation, loss of university privileges, dismissal from a program, suspension, expulsion, denial of admission or further registration and/or credits, invalidation or revocation of academic credit, invalidation or revocation of academic degree, and any other sanctions permitted by law.

## **VIII. Records**

For a first violation resolved according to Article II. Section A., the signed Academic Misconduct Procedure Form shall be maintained in the Office of Student Rights and Responsibilities for the purpose of ascertaining a prior history of academic misconduct and will not be considered a disciplinary record. However, if a student commits a second violation or fails to successfully complete the mandatory training program within the designated timeframe, any record of a violation, previous or otherwise, will then be considered a disciplinary record and will become part of the student's disciplinary file.

The University may place a hold on the records or registration of any student who fails to respond to a University disciplinary notice or fulfill any sanctions previously issued by the University. The University may take other action necessary for resolution of a case prior to the student's enrollment in a subsequent semester, transfer or graduation. All pending disciplinary matters must be resolved prior to a student's graduation, transfer from or continued education at the University West Florida.

Records of academic misconduct resolved according to Article II Section B will be maintained by the Office of Student Right and Responsibilities as part of the student's disciplinary records.

Student files involving instances of academic misconduct that do not result in suspensions or expulsions shall be expunged seven years after the final decision. Records of cases that result in suspensions or expulsions are kept permanently.

Statistical and database information may be kept permanently at the University.

Students found "not responsible" for violations of the Academic Misconduct Code or where such charges are dismissed or are resolved through the informal process are considered not to have an academic disciplinary record. However, the records will be maintained by the University in accordance with 1002.22, F.S. and with applicable State record retention laws.

## **IX. Transcript Notations**

A. A temporary notation shall be placed on the student's transcript immediately upon the conclusion of the Academic Misconduct Process for a student who is found responsible for a violation with a resulting sanction of suspension. The notation will remain during any period of suspension and will be removed upon the completion of said suspension.

B. If a student is expelled, a permanent notation to that effect shall be placed on the student's transcript.

## **X. Review of the Academic Misconduct Regulation**

The University Academic Misconduct regulation shall be reviewed every three years under the direction of the Provost, by a committee composed of at least 50 percent students.

*Specific Authority: Board of Governors Regulation 6.0105; sections 1006.60, 1006.62 FS.*

*History: New UWF/REG 3.030 Effective 8/27/07. Amended 9/25/09; 6/18/12; 9/24/12.*

\_\_\_\_\_

**UWF Board of Trustees**  
Academic Affairs Committee  
May 23, 2014

**Issue:** Tenure

**Proposed Action:** Granting of Tenure

**Background Information:** The University of West Florida Board of Trustees tenure approval procedure contemplates that the Board of Trustees award tenure based on the President's recommendation. The University's current collective bargaining agreement with the faculty also requires that tenure be awarded by the Board following the specified process.

The procedure reads as follows:

*BOT Tenure Approval Process*

- The UWF BOT considers all nominations for tenure at its (June) meeting. Tenure nominations as a condition of employment will be considered as needed.
- The University President submits to the BOT a list of those faculty nominated for tenure for approval by the BOT. The President's transmittal certifies that each nominee has met the requirements necessary to be granted tenure and will continue to contribute to the University. Any request for tenure as a condition of employment also includes a statement justifying the special circumstances including a brief summary of the nominee's academic credentials.

Seven individuals were nominated for tenure having fulfilled all necessary requirements. These faculty were nominated for approval in accordance with the requirements of the tenure approval procedure. This recommendation constitutes the Presidents certification concerning the nominee in accordance therewith.

**Recommendation:** That the Board approves the granting of tenure for the following faculty:

**College of Arts & Sciences**

**Department**

- |  |                       |
|--|-----------------------|
| 1. <b>Jane Caffrey</b> , <i>Associate Professor</i>    | Biology               |
| 2. <b>Jason Ortegren</b> , <i>Assistant Professor</i>  | Environmental Studies |
| 3. <b>Lisa Van Wormer</b> , <i>Assistant Professor</i> | Psychology            |

**College of Business**

**Department**

- |  |                      |
|--|----------------------|
| 4. <b>Kevin Krieger</b> , <i>Assistant Professor</i> | Accounting & Finance |
|--|----------------------|

**College of Professional Studies**

**Department**

- |  |  |
|--|--|
| 5. <b>Nancy Hastings</b> , <i>Assistant Professor</i>    | Instructional & Performance Technology         |
| 6. <b>Susan Jans-Thomas</b> , <i>Associate Professor</i> | Research & Advanced Studies                    |
| 7. <b>Lakshmi Prayaga</b> , <i>Assistant Professor</i>   | Applied Science, Technology and Administration |

**Implementation Plan:** Tenure grant to be effective August 8, 2014.

**Fiscal Implications:** None

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**Supporting documents:**

***2013-14 Tenure and Promotion Criteria***

[http://uwf.edu/academic/botagendaitems/2013-14\\_Tenure\\_Promotion\\_Criteria.pdf](http://uwf.edu/academic/botagendaitems/2013-14_Tenure_Promotion_Criteria.pdf)

**Prepared by:** Martha Saunders, Provost and Vice President for Academic Affairs,  
474-2035, [msaunders@uwf.edu](mailto:msaunders@uwf.edu)

**Presented by:** Martha Saunders

**UWF Board of Trustees Meeting**  
Academic Affairs Committee  
May 23, 2014

**Issue:** Awarding of Presidential Medal of Honor to Mrs. Ann Belleau

**Proposed action:** Confirmation to award an UWF Presidential Medal of Honor to Mrs. Ann Belleau

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**Background information:**

As stated in UNIVERSITY POLICY BOT-01.02-09/12 the University Of West Florida Board Of Trustees, by majority vote, can authorize the university president to confer awards and recognitions, such as honorary degrees, naming of facilities, and such other awards as it may wish to create.

The criteria for an honorary degree or other personal recognition are the following: Excellent character exemplifying at least one of the UWF values; Extraordinary achievement or distinction in the arts and sciences, the fine arts, education, the professions, public service, or private enterprise; A connection with or a history of support of the University; or A record of distinguished contributions to the area served by the University; or Distinction on a national or international level.

In the case of the UWF Presidential Medal of Honor, the President will award the medal to individuals who have distinguished themselves by their actions and have contributed in some manner to the wellbeing of the University and the geographical region. This award emphasizes contributions primarily through public service and philanthropy.

The UWF Presidential Medal of Honor recipients are individuals of accomplishment who have advanced education, research, or outreach mission of the University for the benefit of the region; have records of substantial and sustained service and/or leadership through public service or philanthropy to the University and the region; leave a distinct and positive impact on the University and community; embody UWF's values of caring, collaboration, distinctiveness, inclusiveness, innovation, integrity, quality, relevance, and stewardship; and have made substantial impacts in their chosen professions.

The process involves two official levels of consideration: formal recommendation by the UWF Honorary Award and Recognition Committee (HARC) followed by official confirmation from the UWF president.

On April 10, 2014, the Honorary Awards and Recognition Committee met to consider the nomination of Mrs. Ann Belleau for a UWF honor.

The committee recommended the awarding of the UWF Presidential Medal of Honor to Mrs. Ann Belleau. Dr. Judith Bense, President of the University of West Florida, concurred with the recommendation.

The awarding of the UWF Presidential Medal of Honor may take place at UWF Commencement or at any other appropriate time and venue.

**Recommendation:** Confirmation to award Mrs. Ann Belleau with an UWF Presidential Medal of Honor from the University of West Florida at the 2014 UWF Donor Recognition Dinner, November 18, 2014.

**Implementation Plan:** Mrs. Ann Belleau will appear as honored VIP Guest at the 2014 UWF Donor Recognition Dinner and will be presented with the Presidential Medal of Honor by Dr. Judith Bense at an appropriate time during the program.

**Fiscal Implications:** Estimated cost of engraved plate mounted on encased medallion is \$150.

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**Supporting documents:**

Letter to President Bense requesting medal to be awarded.

[http://uwf.edu/trustees/May23\\_14/ABelleaultrtoJAB.pdf](http://uwf.edu/trustees/May23_14/ABelleaultrtoJAB.pdf)

**Prepared by:** Germaine Battist, Executive Specialist, Offices of Vice President for University Advancement, 474-3306, [gbattist@uwf.edu](mailto:gbattist@uwf.edu)

**Presenter:** Dr. Brendan Kelly, Interim Vice President for University Advancement, 474-3306, [bkelly@uwf.edu](mailto:bkelly@uwf.edu).

April 24, 2014

Judith A. Bense  
President  
University of West Florida  
11000 University Parkway  
Pensacola, FL 32514

Dear Dr. Bense:

The Honorary Awards and Recognition Committee (HARC) met on April 10, 2014 and at that meeting voted in favor of making the following recommendation:

- Your approval to award Ann Belleau with the Presidential Medal of Honor at Fall Commencement on December 13, 2014.

Thank you for your thoughtful consideration.

Sincerely,



Jim Jipson, Chair  
UWF Honorary Awards and Recognition Committee

**Approved by the UWF President**

  
\_\_\_\_\_  
Judith A. Bense

*12 May 2014*  
\_\_\_\_\_  
Date

**UWF Board of Trustees**  
Academic Affairs Committee  
May 23, 2014

**Issue:** UWF Diversity Plan 2014-2017

**Proposed Action:** Informational

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**Background Information:**

The President's Council on Diversity and Inclusion worked with The Chief Diversity Officer/ Associate Vice Provost for Equity, Diversity and International Affairs to draft the 2014-2017 Diversity Plan for the University of West Florida. The plan aligns closely with the university's strategic plan.

The Council was divided into four subcommittees: Students, Faculty, Staff and Community. Each subcommittee closely examined diversity needs and institutional data in each area and reported their findings back to the Council-at-large. The Council then collaborated to identify 5 overarching goals that the university will seek to achieve over the course of the next 3 years (2014 – 2017). This plan applies to all UWF instructional sites.

**Diversity Goals 2014-2017**

- Goal 1:** Improve recruitment, retention and graduation rates of students from underrepresented populations.
- Goal 2:** Improve and sustain a culture where students, faculty, staff and visitors of all identities feel included and supported.
- Goal 3:** Increase recruitment, hiring, retention and promotion of faculty and staff from underrepresented populations.
- Goal 4:** Improve multicultural training opportunities in an effort to enhance cross-cultural competency for students, faculty, staff and members of the community.
- Goal 5:** Serve the Northwest Florida region as a center for diversity education, multicultural awareness and engagement by seeking, establishing and sustaining relationships with organizations, institutions and community partners who value diversity

**Recommendation:** Informational Item; no action required.

**Implementation Plan:**

The plan was released in April 2014 and is being implemented campus-wide. The Chief Diversity Officer and staff of the Office of Equity, Diversity and International Affairs will work closely with the appropriate units across campus to establish metrics to measure our success. An annual report will be generated to report progress.



**Fiscal Implications:**

The Office of Equity, Diversity and International Affairs has an annual budget and will collaborate with responsible units to support initiatives that contribute to the diversity goals.

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**Supporting documents:****UWF Diversity Plan 2014-2017**

<http://uwf.edu/academic/botagendaitems/DiversityPlan2014-17.pdf>

**Prepared by:** Dr. Kim M. LeDuff, Chief Diversity Officer/Associate Vice Provost for Equity, Diversity and International Affairs, 850-474-2059, [kleduff@uwf.edu](mailto:kleduff@uwf.edu)

**Presented by:** Dr. Kim M. LeDuff



UNIVERSITY *of* WEST FLORIDA

# Diversity Plan 2014-2017

Awareness. Acceptance. Respect.



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**University of West Florida  
Mission**

The University of West Florida (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.

**Vision**

The University of West Florida 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."

**Our Values**

UWF's institutional values, shared by students, faculty, and staff, make the University a great place to learn and to work. UWF is committed to maintaining policies and practices and pursuing initiatives congruent with these articulated values.

- Caring** Maintaining a safe and dynamic learning and working environment that fosters the development of individual potential.
- Collaboration** Promoting a culture of supportive and cooperative interactions and communication to advance and achieve shared expectations and goals.
- Distinctiveness** Choosing to be different by design.
- Inclusiveness** Welcoming, respecting, and celebrating the ways in which people and ideas are different and the ways in which they are similar.
- Innovation** Exploring, expanding, and enhancing learning and knowledge through transforming experiences.



<b>Integrity</b>	Doing the right thing for the right reason.
<b>Quality</b>	Committing to uncompromising excellence.
<b>Relevance</b>	Adding value to enrich the personal and community lives of stakeholders.
<b>Stewardship</b>	Managing responsibly the resources entrusted to the University.

### Diversity at the University of West Florida

At the University of West Florida we define diversity as accepting, valuing and celebrating 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.

At the University of West Florida, our diversity efforts are built upon a strong foundation of three guiding principles:

#### Acceptance, Awareness, Respect

We encourage members of our campus community to become active participants in this process in four action-oriented ways:

- ◆ **Get Empowered** - A commitment to diversity and inclusion starts with enabling community members with policies and information and rewarding them for work that they do relative to diversity and inclusion.
- ◆ **Get Educated** - As an institution of higher education, UWF offers many credit-bearing courses and trainings that educate students about the culture, language and histories of a variety of ethnic groups. The University also mandates training every two years for all faculty and staff related to discrimination and harassment.
- ◆ **Get Involved** - One way to learn more about others who are different from you is to participate in a myriad of events, student organizations and committees offered by UWF on an annual basis.
- ◆ **Get Help** -A college environment is a place for peaceful discourse around topics that can be controversial and political charged. UWF embraces the discourse as a hallmark of a robust academic learning environment.



**Definitions:**

**Underrepresented Populations:** For the purposes of this report students, faculty, staff and members of the community who self-identify as members of one of the following groups: African American, Asian-American, Hispanic/Latino, Pacific Islander, Native American are considered members of “under-represented” categories.

**Disadvantaged Populations:** We also recognize that there are students, faculty, staff and members of the community who have not had equal access to the same resources available to the majority of society (ie. educational, financial, physical ability, social connections) . For the purposes of this report these individuals are described as being members of “disadvantaged” populations.

**Gender Diversity:** Based on our current enrollment and employment data, the campus is very diverse in terms of gender. The data that informs this study indicates that there are places on this campus where one or both genders could benefit from greater support or increased representation.

**UWF Non-Discrimination Policy:**

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

**The Diversity Planning Process**

In 2012 President Judith Bense created The President’s Council on Diversity and Inclusion. The role of the council is to serve as advisors to the President and the administration of The University of West Florida on matters related to diversity and inclusion. The Council convened for their first meeting September 19, 2012.

Dr. Kevin Bailey, Vice President for Student Affairs led the charge. The initial council included faculty, staff, students and community members:

- |                       |                     |                      |
|-----------------------|---------------------|----------------------|
| Lucy Ambriz           | Evelyn Keith        | Jasmine Rucker       |
| Calvin Avant          | Pearl Mansu         | Nicholas Sager       |
| Laverne Baker         | Grace McCaffery     | Dr. Sherry Schneider |
| Rachel Blakesley      | Dr. Angela McCorvey | Dr. Kimberly Tatum   |
| Dr. Vannee Cao Nguyen | Elvin McCorvey      | Pastor Lonnie Wesley |
| Marc Churchwell       | Gentry McCreary     | Paula Wilson         |
| Cynthia Faria         | Dr. Joyce Nichols   | Dr. John Veasley     |
| Wayne Glass           | Dr. Lakshmi Prayaga |                      |
| Mica Hughes-Harrell   | Marcy Ross          |                      |



In September 2013 Dr. Kim M. LeDuff was hired as Chief Diversity Officer/Associate Vice Provost for Equity, Diversity and International Affairs. The Chief Diversity Officer met with the President’s Council for Diversity and Inclusion for the first time October 16, 2013. In that meeting the Council was divided into four subcommittees: Students, Faculty, Staff and Community. Each subcommittee closely examined diversity needs in each area and reported their findings back to the Council-at-large. Subcommittees were also encouraged to invite others who might have a vested interest in their area to participate in the meetings and discussions leading up to the report.

**Subcommittee Membership:**

**Students:**

Mica Hughes-Harrell  
 Dr. Angela McCorvey  
 Marc Churchwell  
 Diego Santiago

**Faculty:**

Dr. Sherry Schneider  
 Dr. Lakshmi Prayaga  
 Dr. Kimberly Tatum  
 Dr. Joyce Nichols

**Staff:**

Vannee Cao Nguyen  
 Rachel Blaksley  
 Evelyn Keith

**Community:**

Laverne Baker  
 Grace McCaffrey  
 Dr. John Veasley  
 Robin Reshard  
 Maria Pinochet

Institutional data was examined to gather a baseline for student, faculty and staff diversity. Analysis of data applicable to the diversity plan is consistently being analyzed and will be used to measure progress and modify the plan as deemed necessary to achieve the established goals.

The creation of the diversity plan was also informed by a number of studies that were done on campus:

**UWF Faculty ADVANCE 2012 Culture Survey** – Researchers engaged in a comprehensive process to develop a faculty culture survey. The survey was designed to offer a baseline to measure progress towards a culture supportive of women faculty in STEM disciplines over the course of the UWF NSF ADVANCE grant (2011-2015).

**Qualitative Survey** – The Chief Diversity Officer developed a short qualitative survey which was widely circulated on campus. The survey asked respondents to identify the top diversity priorities for students, faculty, staff and community based on their individual knowledge, experience and observations. The response rate was very low, but results were reported to the subcommittees for use in planning.



**Student Subcommittee Survey** – The student subcommittee members initiated a student survey on campus in the Fall of 2013. Through a convenience sample of UWF undergraduates they gathered valuable information about student involvement and perceptions of diversity efforts at UWF.

All subcommittees reported back to the Council the issues they identified as priorities in their particular areas. They offered existing as well as potential strategies, tactics and actions that addressed those goals. The Council then worked together to identify 5 overarching goals that the university will seek to achieve over the course of the next 3 years (2014 – 2017). This plan applies to all UWF campuses.

### Diversity Goals 2014-2017

- Goal 1:** *Improve recruitment, retention and graduation rates of students from underrepresented populations.*
- Goal 2:** *Improve and sustain a culture where students, faculty, staff and visitors of all identities feel included and supported.*
- Goal 3:** *Increase recruitment, hiring, retention and promotion of faculty and staff from underrepresented populations.*
- Goal 4:** *Improve multicultural training opportunities in an effort to enhance cross-cultural competency for students, faculty, staff and members of the community.*
- Goal 5:** *Serve the Northwest Florida region as a center for diversity education, multicultural awareness and engagement by seeking, establishing and sustaining relationships with organizations, institutions and community partners who value diversity.*



Diversity at UWF

Students by Classification:

Student Data from Fall 2013 Preliminary	FR		SO		JR		SR		Master's		Specialist		Doctoral	
10/11/2013	%	#	%	#	%	#	%	#	%	#	%	#	%	#
Caucasian	57%	101	64%	934	71%	214	72%	248	74%	134	74%	17	76%	11
Asian	3%	45	3%	48	3%	77	4%	121	3%	47	0%	0	3%	5
Black	19%	327	14%	200	11%	330	11%	371	12%	214	22%	5	11%	17
Hispanic	12%	209	11%	157	8%	229	8%	277	6%	104	0%	0	3%	5
American Indian	1%	10	0%	5	1%	24	1%	30	0%	9	0%	0	1%	2
Multiracial	6%	109	5%	74	5%	143	3%	109	2%	35	0%	0	1%	2
Hawaiian or Pacific Islander	0%	3	1%	10	1%	16	0%	9	1%	11	0%	0	0%	0
Non Resident Alien	3%	50	2%	27	1%	43	1%	30	3%	57	4%	1	3%	4
TOTAL	100%	176	100%	145	100%	300	100%	342	100%	182	100%	23	100%	14
Male	45%	800	43%	620	44%	1320	41%	1396	37%	677	13%	3	41%	60
Female	55%	964	56%	835	56%	1688	59%	2033	63%	1146	87%	20	59%	88
TOTAL	100%	1764	100%	1455	100%	3008	100%	3429	100%	1823	100%	23	100%	148

Graduate/ Undergraduate/ All Students:

Student Data from Fall 2013 Preliminary	All UG		All Grad		All Students	
10/11/2013	%	#	%	#	%	#
Caucasian	68%	6573	74%	1476	69%	8049
Asian	3%	291	3%	52	3%	343
Black	13%	1228	12%	236	13%	1464
Hispanic	9%	872	5%	109	8%	981
American Indian	1%	69	1%	11	1%	80
Multiracial	5%	435	2%	37	4%	472
Hawaiian or Pacific Islander	0%	38	1%	11	0%	49
Non Resident Alien	2%	150	3%	62	2%	212
Not Reported	N/A	N/A	N/A	N/A	N/A	N/A
TOTAL	100%	9656	100%	1994	100%	11650
Male	43%	4136	37%	740	42%	4876
Female	57%	5520	63%	1254	58%	6774
TOTAL	100%	9656	100%	1994	100%	11650



**Faculty Diversity at UWF:**

Faculty & Staff Data as of 10/11/2013	All Faculty		Professor		Associate		Assistant		Adjunct		Instructor		Lecturer	
	%	#	%	#	%	#	%	#	%	#	%	#	%	#
Caucasian	86%	475	45%	45	87%	52	80%	75	88%	240	85%	35	97%	28
Asian	6%	32	11%	6	8%	5	7%	7	5%	13	2%	1	0%	0
Black	3%	18	4%	2	2%	1	7%	7	2%	5	5%	2	3%	1
Hispanic	3%	17	2%	1	2%	1	3%	3	4%	10	5%	2	0%	0
American Indian	1%	3	4%	2	0%	0	1%	1	0%	0	0%	0	0%	0
Multiracial	1%	4	0%	0	0%	0	0%	0	1%	3	2%	1	0%	0
Hawaiian or Pacific Islander	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0
Not Reported	1%	4	0%	0	2%	1	1%	1	1%	2	0%	0	0%	0
<b>TOTAL</b>	<b>100%</b>	<b>553</b>	<b>100%</b>	<b>56</b>	<b>100%</b>	<b>60</b>	<b>100%</b>	<b>94</b>	<b>100%</b>	<b>273</b>	<b>100%</b>	<b>41</b>	<b>100%</b>	<b>29</b>
Male	52%	285	84%	47	53%	32	45%	42	50%	137	34%	14	45%	13
Female	48%	268	16%	9	47%	28	55%	52	50%	136	66%	27	55%	16
<b>TOTAL</b>	<b>100%</b>	<b>553</b>	<b>100%</b>	<b>56</b>	<b>100%</b>	<b>60</b>	<b>100%</b>	<b>94</b>	<b>100%</b>	<b>273</b>	<b>100%</b>	<b>41</b>	<b>100%</b>	<b>29</b>

**Staff Diversity at UWF:**

(10/11/2013)	All Staff	
	%	#
Caucasian	79%	847
Asian	3%	28
Black	12%	134
Hispanic	4%	41
American Indian	0%	5
Multiracial	1%	13
Hawaiian or Pacific Islander	0%	3
Non Resident Alien	N/A	N/A
Not Reported	0%	2
<b>TOTAL</b>	<b>100%</b>	<b>1073</b>
Male	36%	388
Female	64%	685
<b>TOTAL</b>	<b>100%</b>	<b>1073</b>



**Diversity of Pensacola and Florida:**

	Pensacola	Ft. Walton	Florida
<b>Population</b>	52, 340	20, 293	19,317,568
White alone	66.3%	77.7%	75%
Black or African American	28%	12.3%	16%
American Indian and Alaska Native alone	0.6%	0.7%	0.4%
Asian alone	2%	3.2%	2.4%
Native Hawaiian and Other Pacific Islander alone	0.1%	0.3%	0.1%
Two or more races	2.3%	3.7%	2.5%
Hispanic or Latino	3.3%	7.9%	22.5%
White alone (not Hispanic or Latino)	64.3%	73%	57.9%
Female	52.6%	50.5%	51.5%

2010 Census Data

**Diversity Plan for 2014 - 2017**

We recognize that in order to achieve our goals it takes collaboration from all members of our campus community. The following plan identifies strategies to achieve the five goals and identifies the campus units who will lead the charge as we work to accomplish these goals.

The Office of Equity, Diversity and International Affairs will publish an annual report that will allow us to determine our progress toward achieving these goals and hold the campus community accountable.

**The University of West Florida is committed to:**

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

Strategies	Responsible Units	Timeline
<b>Recruitment:</b>		
Create a recruitment plan that will address purposeful recruitment of: <ul style="list-style-type: none"> <li>• student populations who are traditionally underrepresented at UWF</li> <li>• local high school students from diverse racial, socio-economic and educational backgrounds who demonstrate promise.</li> </ul>	Enrollment Affairs, Admissions, Students Affairs, & Office of Equity, Diversity & International Affairs (OEDIA)	Plan complete by summer 2014.



Create marketing materials that appeal to diverse audiences (underrepresented groups, nontraditional students, military, undergraduates, and graduate students) and strategically place advertising in appropriate media to reach those audiences.	Marketing, OEDIA	Began in fall 2013. The plan will be reviewed and revised annually.
Build and maintain community ties by educating parents, students and teachers about the college application process, financing higher education and UWF.	Enrollment Affairs, Admissions, Financial Aid, OEDIA	Began Fall 2013 and units will continue to expand programming and assess community reception and modify offerings on an annual basis.
Improve recruitment of International Students.	OEDIA Marketing	An International recruiter was hired in Spring 2014. A plan will be developed for Fall 2014.
<b>Enrollment:</b>		
Create a strategic enrollment plan that identifies those students who are likely to be successful at UWF and addresses issues that are likely to prevent a student from enrolling or re-enrolling.	Enrollment Affairs Admissions Student Affairs Retention Financial Aid	Plan complete by summer 2014.
Create a summer program to help incoming students make the transition to college.	Enrollment Affairs, Dean of General Studies, Student Affairs, Housing and Residential Life, Retention, Student Transition Programs, 21 <sup>st</sup> Century Scholars, Academic Center for Excellence (ACE), OEDIA	Program pending

<b>Retention:</b>		
Create a retention plan that identifies those students who are at greatest risk of withdrawing and strategies and actions for helping those students to be successful.	Student Affairs Retention Enrollment Affairs ODEIA	Plan complete by summer 2014.
<p>Improve student support services for all students with an increased effort to target the needs of student subpopulations identified as being at greatest risk for failure or withdrawal. There will also be an effort to:</p> <ul style="list-style-type: none"> <li>• Better communicate/publicize services to students</li> <li>• Keep faculty and staff better informed about student support services so that they can recommend them to students.</li> <li>• Increase outreach to students from at risk subpopulations to increase likelihood of success.</li> </ul>	Student Affairs, Academic Affairs, Academic Deans, Dean of Students Faculty, First Year Advising, Departmental Advising Housing and Residence Life, Counseling and Wellness, OEDIA, 21 <sup>st</sup> Century Scholars, ACE, Trio, SGA Veterans Affairs Student Disability Resource Center	A plan for an immediate response to retention was developed in Spring 2014 by the retention coordinator. As part of the retention plan which will be complete in summer 2014 more detailed strategies and initiatives will be developed and implemented.
<b>Graduation:</b>		
Increase the 6-year graduation rate for students from underrepresented and disadvantaged subpopulations	Enrollment Affairs Student Affairs Retention Academic Affairs Academic Deans	These groups will be established and monitored as part of the enrollment and retentions plans which will be complete in summer 2014

**Goal 2: Improving and sustaining a culture where students, faculty, staff and visitors of all identities feel included and supported.**

Strategies	Responsible Units	Timeline
Create opportunities for all members of the campus community to engage in cross-cultural dialog and engagement	OEDIA Academic Colleges Student Affairs Student Organizations Academic Affairs Human Resources	Initiatives are ongoing. OEDIA Has a plan and is reaching out to partner with units across campus beginning Spring 2014.
Assess and improve multicultural training opportunities for students, faculty and staff across campus.	OEDIA Student Affairs Academic Affairs Academic Deans Housing and Residence Life Human Resources	Begin assessing current training in Summer 2014. Plan for improved training opportunities by Spring 2015.
Improve the process by which students, faculty and staff can report discriminatory or offensive treatment on campus. Publicize that process across campus.	OEDIA Bias Response Team Student Affairs Academic Affairs Dean of Students Human Resources	Revise the current process by Spring 2015.
Encourage units and organizations campus-wide to publicize diversity related events through the Office of Equity, Diversity and International Affairs and Marketing and PR to increase the visibility of these events.	OEDIA Marketing	Incorporated in the annual Marketing plan.
Educate faculty on the importance of incorporating diversity in the curriculum and training faculty and staff to be culturally competent when working with students and constituents of all backgrounds.	OEDIA Student Affairs Academic Affairs Human Resources Faculty	Begin assessing current training in Summer 2014. Plan for improved training opportunities by Spring 2015.



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

Strategies	Responsible Units	Timeline
<b>Faculty:</b>		
<p>Create faculty recruiting and hiring guidelines specific to UWF with recommendations on increasing diversity of the applicant pool and recommendations on appealing to diverse candidates. Including:</p> <ul style="list-style-type: none"> <li>• Recruiting recommendations</li> <li>• A faculty hiring toolkit</li> <li>• Checklists for Deans, chairs/directors, search committees</li> </ul>	<p>Office of the Provost Academic Deans Human Resources Faculty OEDIA</p>	<p>All items created by Spring 2015.</p>
<p>Increase faculty diversity through strategic initiatives such as:</p> <ul style="list-style-type: none"> <li>• Unique programs to get potential faculty to campus</li> <li>• Encouraging Deans and chairs to communicate with the Provost when there are potential faculty candidates who would bring unique characteristics to the academic unit.</li> <li>• Strengthening faculty mentoring programs and encouraging cross-departmental mentoring.</li> <li>• Incentivizing efforts on behalf of academic units who work to increase diversity of faculty and diversity related research.</li> </ul>	<p>Office of the Provost Academic Deans Chairs/Directors Faculty Human Resources OEDIA</p>	<p>Encourage units to develop programs and plans beginning Fall 2014.</p>
<p>Create a campus culture where faculty from all backgrounds feel welcome by:</p> <ul style="list-style-type: none"> <li>• Creating opportunities for them to connect to the campus and regional community.</li> <li>• Improving support networks and increasing the presence of organizations that support underrepresented groups.</li> </ul>	<p>Office of the Provost Academic Deans Chairs/Directors Faculty Human Resources OEDIA</p>	<p>Beginning Fall 2014.</p>



<b>Staff:</b>		
Create staff recruiting and hiring guidelines specific to UWF with recommendations on increasing diversity of the applicant pool and recommendations on appealing to diverse candidates.	Human Resources OEDIA	All items created by Spring 2015.
Require all departments to incorporate their commitment to diversity as a core value of their strategic plan and monitor efforts in transparent and visible ways.	Human Resources Departments heads OEDIA	Beginning Fall 2014
Increase staff diversity through strategic initiatives such as: <ul style="list-style-type: none"> <li>• Mandatory multicultural competence training for all hiring officials</li> <li>• Staff mentoring programs</li> <li>• Making sure that ads are placed in places that will reach diverse potential applicants.</li> <li>• Incentivize and reward diversity related efforts and participation in diversity related events on campus and in the community.</li> </ul>	Human Resources Department heads OEDIA	Encourage units to develop programs and plans beginning Fall 2014.
Create a campus culture where staff from all backgrounds feel welcome by: <ul style="list-style-type: none"> <li>• Creating opportunities for new staff to connect to the campus and regional community.</li> <li>• Improving support networks and increasing the presence of organizations that support underrepresented groups.</li> </ul>	Human Resources Department heads OEDIA	Beginning Fall 2014
Ensure that employee advancement policies and practices are fair, transparent, and clearly communicated to all department heads. Educate managers about the importance of equity across the board, including: <ul style="list-style-type: none"> <li>• Allowing and supporting opportunities for training and development of all staff.</li> <li>• Supporting employees when opportunities for promotion and advancement become available.</li> <li>• Encouraging staff to take advantage of the higher education opportunities while working at a university.</li> </ul>	Human Resources OEDIA	Beginning Fall 2014



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

Strategies		Responsible Units	Timeline
Assess the General Education Core as well as upper level courses identified as covering diversity related topics to ensure that courses are still offered and that the curriculum does incorporate diversity related issues.		Office of the Provost OEDIA Women and Diversity Studies Task force ( <i>faculty group</i> )	Report by Summer 2014
Revise the current Women’s and Gender studies curricula housed in Interdisciplinary studies and plan for the future of these programs at UWF. These programs are attractive to students and faculty and contribute to a deeper level of understanding and multicultural competence for all students.		Women and Diversity Studies Task force ( <i>faculty group</i> ) Office of the Provost Academic Deans	Plan to the Provost by Fall 2015
Assess the current multicultural training opportunities available across campus for students, faculty and staff and make sure that a common approach is taken across campus.		OEDIA Student Affairs Academic Affairs Academic Deans Housing and Residence Life Human Resources	Begin assessing current training in Summer 2014. Plan for improved training opportunities by Spring 2015
Develop a diversity related theme each year which will bring together various units across campus in a dialog that will increase understanding of the importance of cross-cultural communication and engagement. Initiative could include:	OEDIA Student Affairs Student Transitions Housing and Residence Life Human Resources Academic Colleges	Implement first annual theme in Fall 2014	
<ul style="list-style-type: none"> <li>• a common read</li> <li>• guest speakers</li> <li>• panel discussions</li> <li>• community service</li> <li>• awards and incentives</li> </ul>			



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

Strategies	Responsible Units	Timeline
Increase the visibility of UWF as a community partner through strategic advertising and promotion. Make an effort to stay in touch with the community throughout the year and recognize there is no “one-size-fits all” approach to community outreach.	Marketing PR OEDIA	Part of annual marketing plan
Help the community understand who we are, what we can do for them and how to reach us through: <ul style="list-style-type: none"> <li>• Improved website navigation</li> <li>• A Press/community toolkit</li> <li>• An updated UWF Speaker’s bureau that is consistently updated online.</li> <li>• Partnerships with community groups and organizations.</li> </ul>	Marketing PR OEDIA	Improve efforts beginning Fall 2014
Advanced promotion of campus events and an effort to publish those events in a timely manner both online and in local media. Circulation of an annual calendar of events.	Marketing PR	Beginning Fall 2014
Create more opportunities for members of diverse sectors of the community to serve as mentors to UWF students.	OEDIA Academic Deans Office of the President Office of the Provost	Efforts began in Fall 2013
Encourage UWF students, faculty and staff to engage in service to the surrounding community through new initiatives.	Academic Affairs Student Affairs OEDIA Student Organizations Faculty Staff	Beginning Fall 2014
Improve engagement with alums from diverse backgrounds and encourage them to stay engaged and connected with UWF.	Alumni Affairs OEDIA	Beginning Fall 2014



<p>Invite the community to engage in multicultural and cross-cultural training and engagement sponsored by UWF.</p>	<p>OEDIA Academic Deans Student Affairs</p>	<p>The university has initiated efforts, but will increase and improve efforts beginning Fall 2014</p>
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**Assessment:** There is currently a great deal of planning happening at the University of West Florida that will determine our progress as we work to achieve these goals through 2017. Once planning is complete, the Chief Diversity Officer will work closely with the appropriate units across campus to establish the appropriate metrics to measure our success.

**Annual Diversity Report:**

The Office of Equity, Diversity and International Affairs will publish an annual report highlighting the achievements of students, faculty, staff and the community as we work together to meet these goals.



**UWF Board of Trustees**  
Academic Affairs Committee  
May 23, 2014

**Issue:** Division of Academic Affairs Update

**Proposed Action:** Informational

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**Background Information:**

The Division of Academic Affairs manages the substantial portion of a student's experience at UWF. Under the leadership of the Provost, faculty and staff provide programming offerings to more than 15,000 individuals each year.

The Provost will provide a brief update on:

- College Reorganization;
- SACS Reaffirmation;
- College Dean Searches.

**Recommendation:** Informational Item; no action required.

**Implementation Plan:** Ongoing.

**Fiscal Implications:** Unknown at this time.

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**Supporting documents:**

*None*

**Prepared by:** Martha Saunders, Provost and Vice President for Academic Affairs,  
474-2035, [msaunders@uwf.edu](mailto:msaunders@uwf.edu)

**Presented by:** Martha Saunders

**UWF Board of Trustees**  
Academic Affairs Committee  
May 23, 2014

**Issue:** Recognition of Florida Public Archaeology Network as a UWF Institute/Center

**Proposed action:** Informational

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**Background information:** Established in 2010, Florida Public Archaeology Network (FPAN) has implemented an impressive array of programs and services across the state to advance public archaeology. It has also demonstrated sound fiscal and organizational management. In accordance with UWF Policy AC-05.00 Institutes and Centers, the Florida Public Archaeology Network has submitted a proposal to be recognized as a UWF Institute/Center. The proposal has been approved by the various academic units, the Associate Vice President for Research, Provost Saunders, and President Bense. It is being presented to the Board of Trustees as an informational item.

**Recommendation:** No Action Required

**Implementation Plan:** In accordance with UWF Policy AC-05.00 Institutes and Centers, Article II.B.5., the University President will notify the Board of Trustees of the decision to approve the establishment of FPAN as a UWF institute or center. The President will notify the Office of Academic and Student Affairs at the Board of Governors of the University's decision so that FPAN can be added to official BOG inventory of University institutes and centers.

**Fiscal Implications:** None

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**Supporting documents:**

1. UWF Policy AC-05.00 Institutes and Centers

[http://uwf.edu/academic/botagendaitems/UWF\\_Policy\\_AC-05\\_00\\_Inst&Centers.pdf](http://uwf.edu/academic/botagendaitems/UWF_Policy_AC-05_00_Inst&Centers.pdf)

2. FPAN Application for UWF BoG Inventory as University Institute-Center (50 pages)

[http://uwf.edu/academic/botagendaitems/FPAN\\_Application.pdf](http://uwf.edu/academic/botagendaitems/FPAN_Application.pdf)

**Prepared by:** Richard S. Podemski, PhD, Associate Vice President for Research, 474-7712, rpodemski@uwf.edu

**Presenter:** Richard S. Podemski, PhD, Associate Vice President for Research and William B. Lees, PhD, Executive Director, Florida Public Archaeology Network.

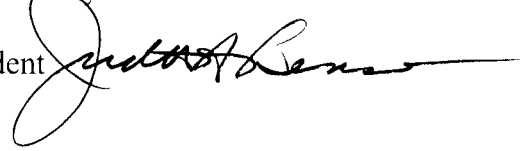
UNIVERSITY POLICY AC-05.00 – 07/08

TO: University of West Florida Community

FROM: Dr. Judith Bense, Interim President

SUBJECT: Institutes and Centers

Responsible Office/Executive: Division of Academic Affairs;  
Dr. Chula King, Provost



Policy/Purpose: To establish local UWF policies and procedures for approving, classifying, operating, reviewing, and disbanding institutes and centers in the State University System Inventory of Institutes and Centers.

Institutes and centers contribute significantly to the University's mission in that they effectively address specific societal needs in education, research, or service that cannot be adequately addressed through the formal college and department structure of the university. They often provide a vehicle for interdisciplinary activities that involve more than one department, college or other administrative unit. Institutes and centers facilitate the creation of new knowledge, dissemination and application of basic and applied knowledge, and development of technologies that address societal needs. These activities enhance the economic, educational, scientific, and social well being of our region and society. Institutes and centers provide unique opportunities for faculty and students from different disciplines to collaborate.

Recognizing the important contribution that institutes and centers make to the university and the community at large, the following policy provides guidelines for the establishment, disbanding, and assessment of institutes and centers at The University of West Florida. This policy is based on the requirements of the Florida Board of Governors, Office of Academic and Student Affairs, as outlined in the Policy Guideline 04.07.27 (available on the UWF Web site at <http://research.uwf.edu/InstitutesCenters/default.htm>). These Policy Guidelines provide a description of the characteristics and requirements regarding (1) a State of Florida Institute or Center and (2) a University Institute or Center. These guidelines apply to all officially designated research and service institutes/centers at the University. There are entities that use the term "institute" or "center" in their name which are excluded from this policy because they provide an administrative, service, or strictly supportive academic function (e.g., Academic Technology Center; advising centers; Center for Fine and Performing Arts; Center for University Teaching, Learning and Assessment; International English Center, etc.).

Templates and forms referred to herein are available from the University's Office of Research and Sponsored Programs.

## I. STATE OF FLORIDA INSTITUTE OR CENTER

Following are the policies and procedures for establishing, reviewing, and disbanding a State of Florida Institute or Center.

### A. Characteristics of a State of Florida Institute or Center are:

1. Has a statewide mission.
2. Includes two or more State universities.
3. Must be approved by the Florida Board of Governors.
4. Has a Memorandum of Understanding among the presidents or their designees from all participating universities and the Chancellor or designee that specifies the host institution and outlines operational procedures for the institute or center.
5. Has an advisory board with membership as designated in the Memorandum of Understanding.
6. Has a separate unit account in the host university's operating budget.
7. May spend State funds appropriated to the institute or center according to Legislative and/or university decisions.
8. May spend "other" funds (e.g., fees; contracts and grants--including private, federal, and State contracts and grants not appropriated through the Educational and General budget entity).

### B. Establishment of New State of Florida Institutes and Centers

The following procedures should be used to propose a new institute/center:

1. Prepare an application for establishment of the institute/center. The application for a State of Florida Institute or Center will include:
  - a. A concept paper describing the purposes and activities of the proposed institute/center and how the proposed institute/center supports established priorities of the department, college, university, and Board of Governors (see Template for State of Florida Institute/Center Concept Paper).
  - b. Signature Page (Form 1A)
  - c. Directory Information (Form 1B)
  - d. Estimated Expenditures for the Institute/Center (Form 1C)

- e. Draft of Memorandum of Understanding (See template for MOU)
  - f. Legislative Budget Request (if applicable)
2. Secure recommendation of the appropriate Dean(s) and submit to the Associate Vice President for Research.
  3. Secure recommendation of the Associate Vice President (AVP) for Research who will coordinate review of the proposal by the Sponsored Research Advisory Committee and the Faculty Senate. The AVP for Research will submit a recommendation to the Provost.
  4. Secure approval of the Provost, who submits to the President for review.
  5. Secure approval of the President, who will subsequently submit the proposal for approval by the Board of Trustees. Upon their approval, the President shall submit the proposal to the Office of Academic and Student Affairs at the Board of Governors (per guidelines approved by the Council of Academic Vice Presidents) for recommendation to the Chancellor. The Chancellor may then request approval from the Board of Governors and request Legislative funding. Any State of Florida institute or center must receive full approval from the Florida Board of Governors prior to implementation.

#### C. Reporting and Evaluation/Review Requirements

State of Florida institutes and centers shall be reviewed not less than once every five years, based on criteria and procedures established by the Council of Academic Vice Presidents. Additional criteria for the review may be contained in the Memorandum of Understanding. The review shall include:

1. An assessment of each institute or center's progress against defined goals and objectives within the context of the institute or center's statewide mission and the Florida Board of Governor's Strategic Plan.
2. An assessment of the return on investment of State dollars, if applicable.
3. An evaluation of performance-based outcomes, including a description of how assessment data have been used to inform and improve the operation of the institute or center.

Issues to be addressed during the review may include the need for continuation of the institute or center; possible changes in mission or organizational structure; budget reduction or expansion; and/or a recommended change of classification from a State of Florida institute or center to a University institute or center. In addition, the institute/center will complete a UWF annual report according to guidelines and timelines established by the Provost.



#### D. Disbanding a State of Florida Institute or Center

The following procedures will be used to disband a State of Florida Institute or Center:

1. The institute or center director or other university administrator with oversight responsibility notifies the Provost. The Provost reviews the request and recommends the disbanding to the President. The President informs the Board of Trustees and subsequently submits a formal request to the Council of Academic Vice Presidents for recommendation to the Board of Governors.
2. In the event that a disbanded institute or center has been funded by the Legislature, the university must provide documentation to ensure that Legislative intent has been achieved and that the institute or center is no longer required. Fiscal information must be provided as part of the annual reporting process if the institute or center expends any funds during the fiscal year in which it is disbanded.

#### II. UNIVERSITY OF WEST FLORIDA INSTITUTE OR CENTER

Following are the policies and procedures for establishing, reviewing, and disbanding a University of West Florida Institute or Center.

##### A. Characteristics of a University of West Florida Institute or Center are:

1. Has a local or regional mission and is generally established in a single institution.
2. Must be approved by the UWF Board of Trustees.
3. May expend State funds appropriated to the institute or center according to Legislative and/or university decisions.
4. May expend "other" funds (e.g., fees; contracts and grants)

##### B. Establishment of a New University of West Florida Institute or Center

The following procedures should be used to propose a new UWF institute/center:

1. Prepare an application for establishment of the institute/center. The application for a University of West Florida Institute or Center will include:
  - a. A concept paper describing the purposes and activities of the proposed institute/center and how the proposed institute/center supports established priorities of the department, college, and university (see Template for a University of West Florida Institute/Center Concept Paper).
  - b. Signature Page (Form 2A)

- c. Directory Information (Form 2B)
  - d. Estimated Expenditures for the Institute/Center (Form 2C)
  - e. Draft of Memorandum of Understanding (See template)
2. Secure recommendation of the appropriate Dean, if the focus is in the College, and the Provost, if the focus is at the University level. The Dean or Provost will submit to the Associate Vice President for Research.
  3. Secure recommendation of the Associate Vice President (AVP) for Research who will coordinate review and comment of the proposal by the Sponsored Research Advisory Committee and the Faculty Senate. The AVP will submit the proposal to the Provost.
  4. Secure approval of the Provost, who submits to the President for review.
  5. Secure approval of the President for establishment of the UWF institute or center. The President will subsequently submit notice of approval to the Board of Trustees and, thereafter, to the Office of Academic and Student Affairs at the Board of Governors.

#### C. Reporting and Evaluation/Review Requirements

A formal review shall be conducted at least once every seven years to determine if a university institute or center should be continued, or should be classified as inactive, should be discontinued, or should apply for classification as a State of Florida institute or center.

The review shall include:

1. An assessment of the institute or center's progress against defined goals and objectives *within the context of the institute or center's mission, the university's mission and strategic plan, and the Florida Board of Governor's Strategic Plan.*
2. An assessment of the return on investment of State dollars, if applicable.
3. A description of how assessment data have been used to inform and improve the operation of the institute or center.

Issues to be addressed during the review may include the need for continuation of the institute or center, possible changes in mission or organizational structure, budget reduction or expansion, or reclassification of the institute or center. In addition, the institute or center will complete a UWF annual report according to guidelines and timelines established by the Provost.

#### D. Disbanding a University Institute or Center

The following procedures will be used to disband a University of West Florida Institute or Center:

1. The institute or center director or other university administrator with oversight responsibility notifies the Provost. The Provost reviews the request and recommends the disbanding to the President. The President informs the Board of Trustees and subsequently submits a formal notice to the Office of Academic and Student Affairs at the Board of Governors.
2. In the event that a disbanded institute or center has been funded by the Legislature, the university must provide documentation to ensure that Legislative intent has been achieved and that the institute or center is no longer required. Fiscal information must be provided as part of the annual reporting process if the institute or center expends any funds during the fiscal year in which it is disbanded.

### III. INITIAL REPORTING REQUIREMENTS FOR ALL INSTITUTES AND CENTERS

The host university shall provide the following basic information to the Florida Board of Governors' Office of Academic and Student Affairs upon the establishment of each institute or center. The initial reporting shall include at a minimum the following information which will be updated in each subsequent annual report:

- A. The name of the institute or center.
- B. The name of the host university.
- C. The primary discipline(s) with which the institute or center is affiliated.
- D. An indication of whether the institute or center receives a specific appropriation from the Legislature.
- E. The name of the director of the institute or center.
- F. Contact information, including the mailing address; telephone and fax numbers; the institute or center's Web site; and the e-mail address for the director.
- G. A list of institutions of higher education affiliated with the institute or center.
- H. The mission of the institute or center.
- I. Key terms that identify the primary foci of the institute or center.
- J. Estimated total funds to be expended by the institute or center in the next fiscal year (or current year, if mid-year proposal) by funding source and by entity.

K. Estimated total positions to be allocated to the institute or center for the next fiscal year (or current year, if mid-year proposal) by funding source and type of position.

IV. ANNUAL REPORTING REQUIREMENTS FOR ALL INSTITUTES AND CENTERS

All institutes and centers shall complete an annual report as required by the Board of Governors and a UWF annual report.

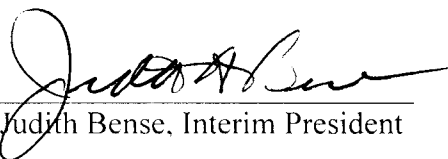
A. Board of Governors Annual Report

No later than September 30 of each year, each provost or his or her designee shall review the inventory of authorized institutes and centers to determine the accuracy of information that is maintained by the Office of Academic and Student Affairs at the Board of Governors prior to request of the annual report, report updates or changes to the information included in the initial report (see above). Additionally, a report of actual and estimated expenditure and position data, as well as evaluation/review information, shall be submitted for all institutes and centers that are approved for all or part of a given fiscal year (July 1-June 30):

1. Total funds expended during the previous fiscal year by funding source (State Appropriation to the State University System, Contracts and Grants, Fees for Services, and Private & Other Funds) and by entity (Education and General).
2. Total positions during the previous fiscal year by funding source and type of position.
3. Date of the last evaluation/review.

B. UWF Annual Report

Each institute and center shall complete an annual report according to guidelines and timelines established by the Provost. This report shall include a description of accomplishments related to defined goals and objectives, assessment data collected to determine if the goals and objectives were met, and use of assessment results to improve the programs or operations of the institute or center.

Approved By:   
Dr. Judith Bense, Interim President

Date: 7/17/08

**APPLICATION FOR A  
UNIVERSITY OF WEST FLORIDA INSTITUTE/CENTER**



— FLORIDA PUBLIC —  
ARCHAEOLOGY NETWORK

A PROGRAM OF THE UNIVERSITY *of* WEST FLORIDA

FLORIDA PUBLIC ARCHAEOLOGY NETWORK  
Division of Anthropology and Archaeology  
College of Arts and Sciences

February 6, 2014

Form 2A

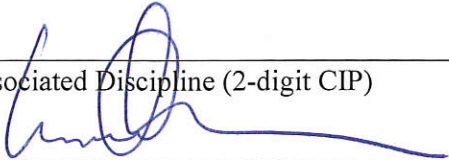
Application for a University of West Florida Institute/Center  
Signature Page

FLORIDA PUBLIC ARCHAEOLOGY NETWORK  
Division of Anthropology and Archaeology  
College of Arts and Sciences

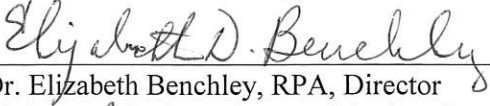
The submission and signing of a proposal to initiate a University of West Florida institute/center constitutes a commitment by the university to ensure that the institute/center's activities support the stated mission(s) and goals of the institution(s).

Florida Public Archaeology Network  
Name of Hosting Department

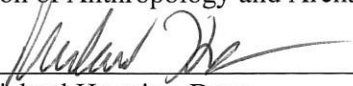
45  
Associated Discipline (2-digit CIP)

  
Dr. William B. Lees, RPA, Executive Director  
Florida Public Archaeology Network

2-18-2014  
Date

  
Dr. Elizabeth Benchley, RPA, Director  
Division of Anthropology and Archaeology

2/18/14  
Date

  
Dr. Michael Huggins, Dean  
College of Arts and Sciences

2/25/14  
Date

  
Dr. Richard S. Podemski, Associate Vice President for Research

4/17/14  
Date

Dr. Martha Saunders, Provost

\_\_\_\_\_  
Date

Dr. Judith Bense, President

\_\_\_\_\_  
Date



**Form 2B**

**Application for a University of West Florida Institute/Center  
Directory Information**

I/C Name: <b>Florida Public Archaeology Network (FPAN)</b>		
University:	University: of West Florida	I/C TYPE University
I/C Director: Dr. William B. Lees		Discipline(s) (2-digit CIP code(s)) 45
I/C Address: 207 East Main Street Pensacola, FL 32502-6034		
I/C Telephone: (850) 595-0051		I/C E-mail Address: cphelps@uwf.edu
I/C Fax: (850) 595-0052		I/C Website Address: www.flpublicarchaeology.org
Affiliated Departments: Division of Anthropology and Archaeology		
Mission and Areas of Focus		
Legislative authorization in 2004 in Section 267.145, Florida Statutes:		
<ol style="list-style-type: none"> <li>1. The Department of State shall create, through a memorandum of agreement, a Florida network of public archaeology centers to help stem the rapid deterioration of this state's buried past and to expand public interest in archaeology. The network of public archaeology centers shall work in cooperation with the State Historic Preservation Officer and the division [of Historical Resources] through the cooperative memorandum of agreement.</li> <li>2. The network of public archaeology centers shall be administered through a public archaeology center at the University of West Florida. Additional centers shall be established throughout the state with each center located in an existing facility, free of charge, of a state university with a local archaeological program, a regional historic preservation office, the facility of a nonprofit organization that is involved in the archaeology of the region, or other locations as set forth in the memorandum of agreement.</li> </ol>		
<p>The mission as adopted in 2010 by FPAN Board of Directors: "To engage the public by promoting and facilitating the appreciation, value, and stewardship of Florida's archaeological heritage through regional centers and partnerships."</p> <p>Vision as adopted in 2010 by FPAN Board of Directors: "In 2020 FPAN is the leading advocate for Florida's archaeological stewardship and the premier example of how public archaeology is done well. FPAN has a fully funded center in each region with support from a diverse group of sources. Archaeological resources are viewed as community assets of value that contribute to a "sense of place" for Florida's residents and are a destination for visitors. State laws as well as local policies, regulations, programs, and incentives are in place to protect archaeological resources and provide local governments and law enforcement agencies with the tools and resources needed to ensure protection. Archaeology is integrated into state educational standards and archaeological based lessons are widespread in the state's schools at all grade levels."</p>		
Key Terms (Areas of Focus)	Archaeology, Public Archaeology, Assistance to Local Government, Outreach, Education, Preservation	



**Form 2C**

**Application for a University of West Florida Institute/Center  
Estimated Expenditures for FY: 2013-2014**

Key Code: 45	Name of Proposed Institute/Center <b>Florida Public Archaeology Network (FPAN)</b>				
Prepared by: Cheryl Phelps	Date: February 5, 2014	Telephone: 850-595-0050 E-mail: cphelps@uwf.edu			
<b>Estimated Expenditures for the Institute/Center</b>	<b>FISCAL YEAR: 2013-2014</b>				
	<b>Budgetary Unit: E&amp;G</b>				
	<b>SUS Appropriated Funds<sup>1</sup></b>	<b>Contracts &amp; Grants</b>	<b>Fees for Services</b>	<b>Private &amp; Other</b>	<b>Total</b>
<b>Total Expenditures:</b>	\$1,548,239	\$0	\$8,629	\$4,648	\$1,561,516
<b>UWF Positions and Rate: (indicate w/decimal 0.0)</b>	<b>SUS Appropriated Funds<sup>2</sup></b>	<b>Contracts &amp; Grants</b>	<b>Fees for Services</b>	<b>Private &amp; Other</b>	<b>Total</b>
UWF Faculty Positions (2 FTE)	\$205,903	0	0	0	\$205,903
UWF A&P and USPS Positions (5 FTE)	\$251,422	0	0	0	\$251,422
UWF Total Positions (7 FTE)	\$457,325	0	0	0	\$457,325

- <sup>1</sup> SUS Appropriated Funds include funds for operation of the University of West Florida Public Archaeology Center which includes the FPAN Coordinating Center (headquarters), and the Northwest and North Central Regional Centers of FPAN. Also included in the appropriation are funds enabling UWF (FPAN) to contract with Flagler College, Florida Atlantic University, and the University of South Florida to operate six additional FPAN Regional Centers.
- <sup>2</sup> Only UWF positions are listed below; other faculty, professional, and staff positions exist at Flagler, FAU, and USF funded through UWF (FPAN) contracts, but these are employees of those institutions.

**Application for a University of West Florida Institute/Center  
Memorandum of Agreement**

**FLORIDA PUBLIC ARCHAEOLOGY NETWORK  
Division of Anthropology and Archaeology  
College of Arts and Sciences**

The Florida Public Archaeology Network (FPAN) operates by authority of Section 267.14 Florida Statutes and an existing Memorandum of Agreement between the University of West Florida and the Florida Department of State, Division of Historical Resources, dated August 18, 2010, which is attached as Exhibit A.

- I. Mission of the University of West Florida Institute or Center: See form 2B of this application, and Section II (Mission Statement and Goals) of the MOA.
- II. Guidelines for Appointing, Funding, Supervising, and Evaluating the Director of the University of West Florida Institute or Center: See Section VI C (Responsibilities of the FPAN Board of Directors; Duties of the Board) and Section VII B (Responsibilities of the FPAN Coordinating Center; Relationship with the Board). The Executive Director is funded through E&G appropriations, and is supervised and evaluated within the College of Arts and Sciences by the Director of the Division of Anthropology and Archaeology.
- III. Criteria for Appointments to the Institute/Center Advisory Board: See Section VI (Responsibilities of the FPAN Board of Directors):
  - A. Term: See Section IV A (Constitution of the Board)
  - B. Roles: See Section IV A (Constitution of the Board)
  - C. Authority: See Section IV B (Board Meetings), C (Duties of the Board), D (Selection of Regional Center Host Institutions), and XII (Appeals and Dispute Resolution).
- IV. Expectations for the Administrative and Logistical Support for the Institute/Center (*include expectations regarding the reimbursement, if any, to the host department for direct costs of administrative services rendered by the department to the university institute/center*): Administrative support is provided by staff within the FPAN Coordinating Center.
- V. Procedures for Recommending Increases/Decreases in the Appropriation of State Funds for the Institute/Center: Recommendations will come as a recommendation from the FPAN Board of Directors that will then be addressed through established University procedures.
- VI. Specifications for Processing of Contracts and Grants (including the percentage of overhead funds to be returned to the institute/center, if any): Contracts and grants are processed through UWF Research and Sponsored Programs.
- VII. Expectations for the Cyclic Review of the Institute/Center and other Planning and Expectations for its Operations: Review occurs at annual May meeting of FPAN Board of Directors; FPAN maintains a strategic plan which is reviewed annually. The current Strategic Plan is available at <http://www.flpublicarchaeology.org/documents/FPANStrategicPlan.pdf>. A report to Board of Governors will be completed on an annual basis. FPAN will be integrated into the seven-year review of the Division of Anthropology and Archaeology.

## **Application for a University of West Florida Institute/Center Concept Paper**

### **FLORIDA PUBLIC ARCHAEOLOGY NETWORK [www.floridapublicarchaeology.org](http://www.floridapublicarchaeology.org)**

#### **Division of Anthropology and Archaeology College of Arts and Sciences**

The Florida Public Archaeology Network (FPAN) is an existing program of the University of West Florida working in affiliation with the Florida Department of State, Division of Historical Resources. We are part of the UWF College of Arts and Sciences (College of Arts, Humanities and Social Sciences) Division of Anthropology and Archaeology. We are pursuing the designation of this successful, existing program as a University of West Florida Institute/Center.

### **1. Rationale for Florida Public Archaeology Network**

For over a century, archaeologists from Florida and beyond have explored and studied the archaeological sites of the state. Excavations have led to incredible discoveries at sites dating from the end of the Pleistocene geological era up to the recent, historic past. These sites include prehistoric villages and mounds, shipwrecks, and the dwellings, settlements, plantations, forts, and industrial sites of Florida's historic period. Many sites have been preserved as state parks and other public lands, but many more have been lost as Florida has grown to become the fourth most populous state in the nation. Rapid population growth has stimulated equally rapid growth in our state's housing, commercial development, and civic infrastructure, which has caused increased pressure on the diminishing number of archaeological sites not yet studied or preserved.

Archaeologists working in Florida in recent years have grown more and more concerned by the loss of important archaeological sites in the face of rapid development. In many cases, archaeological sites represent the only source of information about the state's long past. These sites are educational and heritage tourism opportunities that can directly benefit our state's citizens and attract or retain visitors who journey to Florida from around the world. While historic preservation legislation at the Federal and state levels has provided protection for some archaeological sites, many others lack any protection or are unknown to local officials. Many sites that could provide the opportunity for research and preservation, or could be transformed into heritage tourism destinations, are being lost simply because of a lack of local awareness of their existence and importance.

Archaeologists working in the state—at universities, government agencies, and private consulting firms—have been unable to effectively or systematically address this lack of public awareness because their primary responsibilities lie elsewhere. Against the backdrop of this important need, a proposal to the legislature for a Florida network of public archaeology centers was developed by Dr. Judith A. Bense and the University of West Florida. The goal of this proposed network was to raise the awareness of Florida archaeology among its citizens with the hope that this awareness would have direct, positive effects on the preservation and use of these sites for research, education, and heritage tourism.

The Florida Public Archaeology Network was authorized in 2004 and funded by the Florida legislature beginning with Fiscal Year 2005-2006 as a program of the University of West Florida (UWF). FPAN is advised by a Board of Directors composed of UWF archaeologists, representatives of Florida archaeological organizations, archaeologists from Florida and outside the state, and a member of the

interested public. The board is responsible for approving selections for hosts of Regional Centers, for approving changes in hosting relationships, and in approving modifications in the administrative structure of the Network.

Since funding in 2005, a system of regional public archaeology centers has been established. UWF operates the FPAN Coordinating Center and the Northwest and North Central Regional Centers, and maintains contracts with other institutions to operate centers in the Northeast Region and East Central Region (Flagler College), Southeast Region and Southwest Region (Florida Atlantic University), West Central Region and Central Region (University of South Florida). The eight FPAN Regional Centers provide a robust range of public archaeology programming throughout Florida's 67 counties.

### Legislative and Administrative Background

The Florida Legislature has established that it is public policy “to preserve archaeological sites and objects of antiquity for the public benefit and to limit exploration, excavation, and collection of such matters to qualified persons and educational institutions possessing the requisite skills and purpose to add to the general store of knowledge concerning history, archaeology, and anthropology. It is further declared to be the public policy of the state to provide public outreach and assistance to local governments in identifying, evaluating, developing, and preserving the archaeology in their local areas through the establishment of a network of regional public archaeology centers (s 267.14 Florida Statutes).”

Authorization for creation of a Florida network of public archaeology centers was provided in 2004 by Section 267.145 of the Florida Statutes:

1. The Department of State shall create, through a memorandum of agreement, a Florida network of public archaeology centers to help stem the rapid deterioration of this state's buried past and to expand public interest in archaeology. The network of public archaeology centers shall work in cooperation with the State Historic Preservation Officer and the division [of Historical Resources] through the cooperative memorandum of agreement.
2. The network of public archaeology centers shall be administered through a public archaeology center at the University of West Florida. Additional centers shall be established throughout the state with each center located in an existing facility, free of charge, of a state university with a local archaeological program, a regional historic preservation office, the facility of a nonprofit organization that is involved in the archaeology of the region, or other locations as set forth in the memorandum of agreement

After legislative authorization in 2004, a UWF steering committee drafted a Memorandum of Agreement between UWF and the Division of Historical Resources [DHR] that is the primary guidance document for the Florida Public Archaeology Network. This MOA was signed on July 1, 2005, and, with legislative funding available on that date, set the stage for the creation of the Network in the ensuing months. The MOA was revised during FY 2009-2010 and reauthorized on August 18, 2010.

The MOA between the University of West Florida and the Division of Historical Resources established procedures for the operation of the Florida Public Archaeology Network (FPAN) and that: “It is the mission of the Florida Public Archaeology Network to promote and facilitate the conservation, study, and public understanding of Florida’s archaeological heritage through regional centers.” This MOA defines the goals (which we currently refer to as work areas) of FPAN as:

1. Public Outreach: The Regional Centers will develop visible public outreach programs, including promotion of archaeological/heritage tourism; by establishing partnerships with Florida Anthropological Society chapters and other regional heritage organizations; dissemination of

archaeological information to the public; promoting existing regional heritage events and programs; and promoting archaeological volunteer opportunities. Outreach may include development of portable regional archaeological exhibits, creation of a regional archaeology webpage, as well as distribution of regional archaeological literature.

2. Assistance to Local Governments: The Regional Centers will support local governments in their efforts to preserve and protect regional archaeological resources by assisting with local archaeological ordinances, comprehensive plan elements, and preservation plans; providing professional archaeological assistance with local archaeological emergencies; and advising local governments on the best management practices for municipally-owned archaeological sites.
3. Assist the Division [of Historical Resources] in its Archaeological Responsibilities: The Regional Centers will assist the Division in its archaeological responsibilities by promoting Division programs, including grants; supporting the Division with venues and professional assistance for regional training opportunities; referring local inquiries to the appropriate Division office or staff member; distributing literature promulgated by the Division; and assisting with and promoting the identification and nomination of local archaeological sites to the National Register of Historic Places.

The MOA between UWF and DHR defines the operation of the Florida Public Archaeology Network.

#### FPAN support for the University, College, and Division

The Florida Public Archaeology Network is an integral partner of the UWF Division of Anthropology and Archaeology, with headquarters at its Coordinating Center in the L&N Marine Terminal in the University's downtown campus. Although our budget has been diminished by roughly 20 percent during the late recession, restructuring of administration of our regional centers has allowed a continued robust delivery of the program outlined in our MOA and in our 2010 Goals and Objectives (see Exhibit B). The work of FPAN in community engagement, the involvement of FPAN faculty and staff in other areas of the Division of Anthropology and Archaeology, and the opportunities that FPAN provides for students provides direct support for the mission, goals, and objectives of the University, the College of Arts and Sciences, and the Division of Anthropology and Archaeology.

## **2. Opportunities provided by FPAN**

The Coordinating Center and Northwest and North Central Regional Centers provide significant opportunities for faculty and student advancement, university research, and engagement of the external community.

#### Instructional Faculty Professional Development

Executive Director Dr. William Lees and Associate Director Dr. Della Scot-Ireton are both administrative faculty and serve as thesis advisors to MA students focusing on Public Archaeology. They have both been heavily engaged in professional service, including serving as officers of the Society for Historical Archaeology, and are active in research and publication. Although not tenure-line faculty, both Dr. Lees and Dr. Scott-Ireton have published articles, book chapters and books, and have participated in conferences through presentation of papers and as members of invited panels and fora.

#### Benefits to Students

FPAN provides benefits to UWF students in numerous realms. FPAN faculty provide topical expertise that complements but does not duplicate that of other Division faculty and chair and serve on graduate student thesis committees. Numerous thesis projects have developed out of FPAN community engagement



projects; students often receive support from FPAN during their work on these projects.

Every year FPAN offers an incoming graduate student a three-year full-ride assistantship with a commitment that their thesis will have a public archaeology component or outcome. By working at FPAN these students help us to deliver our program and they receive immersive experience in public archaeology. We occasionally provide assistantships to other graduate students to work on special projects, some of which the student uses as the basis for their thesis. We also hire students to staff our museum, the "Destination Archaeology Resource Center."

In our Destination Archaeology facility, we have developed a temporary exhibit space dedicated to student research. Our museum director works with students to develop the exhibit, usually on their thesis project. This provides exceptional experience of a type not typically available within the Division.

For all the students supported by FPAN, we encourage them to publish and to attend and present at pertinent professional conferences. Whenever possible, we help support student travel to conferences.

### Community Engagement

FPAN's core mission is about community engagement and we are heavily engaged throughout Northwest Florida. We support community groups in developing and promoting heritage tourism, provide assistance to local governments, and provide a wide range of training and outreach. Community engagement statistics are posted quarterly at <http://www.flpublicarchaeology.org/documents.php>, under "Quarterly Reports." Annual reports are also available on the documents page, including the most current edition at <http://www.flpublicarchaeology.org/documents/annualreports/FPANAnnualReportFY20122013.pdf>.

### Enhancing Research at UWF

Although the mission of FPAN is not research, we actively support faculty, staff, and student research and scholarship. We have sponsored several significant research projects that have had a public archaeology aspect, including research at the Scott Site in Santa Rosa County, a 19th century brick works, historic cemeteries in Okaloosa and Bay Counties, and at the Confederate Battery at Torreya State Park on the Apalachicola River. The latter project resulted in an excellent student thesis, and the development and installation by FPAN of five interpretive waysides at the park to explain the site to visitors.

In addition to faculty, staff, and student research, FPAN also maintains and operates an archaeology laboratory staffed by volunteers who assist in the processing of archaeological materials from various UWF projects. The lab is available for use during downtown research projects as well as for staff and student research. FPAN also helps to fund research equipment that is shared with other units in the Division.

### **3. Feasibility of Implementation**

FPAN is an existing and successful organization supported by an appropriation, first authorized in 2005. We have just undergone Board-approved structural reorganization. FPAN is housed in a significant historical building owned by UWF and that offers space well suited for our needs. We are equipped with the tools, vehicles, and technology appropriate to our mission.

### **4. Potential to become self-sufficient**

FPAN is fortunate to have a base appropriation sufficient to sustain normal operations but has been exploring strategies for enhancing external funding.

## **5. Uniqueness**

The Florida Public Archaeology Network is unique not only within the university, but also within Florida. In addition, FPAN is well respected nationally and internationally as a leader (if not the leader) in the delivery of a program of public archaeology on the state-level.

## **6. Expected Outcomes and Assessment**

FPAN outcomes and assessment measures are outlined in our Strategic Plan approved by the Board of Directors in 2010. The full Strategic Plan and Needs Assessment is available at <http://www.flpublicarchaeology.org/documents/FPANStrategicPlan.pdf>. Specific regarding assessment are attached as Exhibit C.

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**EXHIBIT A**  
**Memorandum of Agreement**

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**MEMORANDUM OF AGREEMENT**  
**Between**  
**FLORIDA DIVISION OF HISTORICAL RESOURCES**  
**and UNIVERSITY OF WEST FLORIDA BOARD OF TRUSTEES**  
**For**  
**Florida Public Archaeology Network**  
**August 18, 2010**

THIS MEMORANDUM OF AGREEMENT (hereinafter "Agreement"), is made pursuant to s.267.145(1), *Florida Statutes*, and entered into by and between the Florida Department of State, Florida Division of Historical Resources (hereinafter the "DIVISION") and the University of West Florida, for and on behalf of the University of West Florida Board of Trustees, a public body corporate (hereinafter the "UNIVERSITY"). This Agreement will become effective upon signature of both parties.

Whereas, the DIVISION and the UNIVERSITY have heretofore entered into a certain Memorandum of Agreement dated as of July 1, 2005 (the "Original MOA"), as amended by that certain Amendment to Memorandum of Agreement dated as of January 4, 2006 (the "2006 Amendment"); and

Whereas, the DIVISION and the UNIVERSITY wish to further amend in certain respects the Original MOA, as amended by the 2006 Amendment, Now Therefore,

FOR AND IN CONSIDERATION of the mutual benefits to be conferred upon the DIVISION and the UNIVERSITY, the Original MOA and the 2006 Amendment are hereby restated in their entirety, and the terms of the Original MOA and the 2006 Amendment shall be superseded by the terms hereof as of the effective date of this Agreement.

WITNESSETH

#### I. REFERENCES AND AUTHORITIES

WHEREAS, the Florida Historical Resources Act, s.267.011, *et. Seq.*, declares at s.267.031(5)(o), *Florida Statutes*, that the DIVISION shall advise and assist, as appropriate, federal and state agencies, local governments, and organizations and individuals in the recognition, protection, and preservation of the archaeological sites and artifacts of this state, directly and through a memorandum of agreement with a network of public archaeology centers as described in s.267.145, *Florida Statutes*; and

WHEREAS, s.267.031(6), *Florida Statutes*, declares that the DIVISION may enter into a memorandum of agreement with the UNIVERSITY to coordinate the establishment and operation of a network of regional public archaeology centers to provide public outreach and assistance to local governments in identifying, evaluating, developing, and preserving the archaeology in their local areas and in assisting the DIVISION in its archaeological responsibilities as outlined in this chapter and the memorandum of agreement; and

WHEREAS, s.267.145(1), *Florida Statutes*, declares that the Department of State shall create, through a memorandum of agreement, a Florida network of public archaeology centers (hereinafter the "Florida Public Archaeology Network," "FPAN," or the "Network") to help stem the rapid deterioration of this state's buried past and to expand public interest in archaeology. The network of public archaeology centers shall

work in cooperation with the State Historic Preservation Officer and the DIVISION through the cooperative memorandum of agreement; and

WHEREAS, s.267.145(2), *Florida Statutes*, declares that the network of public archaeology centers shall be administered through a public archaeology center at the UNIVERSITY. Additional centers shall be established throughout the state with each center located in an existing facility, free of charge, of a state university with a local archaeological program, a regional historic preservation office, the facility of a nonprofit organization that is involved in the archaeology of the region, or other locations as set forth in the memorandum of agreement (the "Regional Centers"); and

WHEREAS, the DIVISION and the UNIVERSITY have formed the Network as directed by s.267.031 and s.267.145, *Florida Statutes*, and have successfully operated the Network since executing the Original MOA.

NOW THEREFORE, in consideration of the above premises and in the interest of the mutual advantage in attaining the common objectives stated herein, the parties hereto mutually agree to the following terms and conditions.

## II. MISSION STATEMENT AND GOALS

It is the mission of the Network to engage the public by promoting and facilitating the appreciation, value, and stewardship of Florida's archaeological heritage through regional centers and partnerships. This mission will be pursued through public outreach, assistance to local governments, and assistance to the DIVISION.

The Regional Centers will develop visible public outreach and educational programs by promoting archaeological/heritage tourism; by establishing partnerships with Florida Anthropological Society chapters and other regional heritage organizations; by disseminating archaeological information to the public; by promoting existing regional heritage events and programs; and by promoting archaeological volunteer opportunities.

The Regional Centers will support local governments in their efforts to preserve and protect archaeological resources by assisting with local archaeological ordinances, comprehensive plan elements, and preservation plans; by providing professional archaeological assistance with local archaeological emergencies; and by advising local governments on the best management practices for municipally-owned and county-owned archaeological sites.

The Regional Centers will assist the DIVISION in its archaeological responsibilities by promoting DIVISION programs, including grants; by supporting the DIVISION with venues and professional assistance for regional training opportunities; by referring local inquiries to the appropriate DIVISION office or staff member; by distributing literature developed by the DIVISION; and by assisting with and promoting the identification and nomination of local archaeological sites to the National Register of Historic Places.

Specific goals and objectives will be established by the Network's Board of Directors (the "Board") from time to time to guide the delivery of programming in these core work areas.

### III. DEFINITIONS

Coordinating Center – the Public Archaeology Center established at the University of West Florida responsible for coordinating the activities of the Network and Regional Centers (pursuant to s.267.145(2), *Florida Statutes*). The Coordinating Center houses and operates directly FPAN's Northwest Region Public Archaeology Center.

Ex officio FPAN Board member – the State Archaeologist, as defined in paragraph VI.A., herein. The *ex officio* member will serve as a non-voting Board member.

Florida Public Archaeology Network – the Network includes the Coordinating Center established at the UNIVERSITY, the Northwest Regional Center operated directly by the UNIVERSITY, and the Regional Centers established at Host Institutions (pursuant to s.267.145(2), *Florida Statutes*).

FPAN Board of Directors – the eleven member board as established in paragraph VI.A. herein.

Host Institution – a qualifying organization as defined by s.267.145(2), *Florida Statutes*, and by paragraph VI.D. below that is chosen to host a Regional Center.

Network Executive Director – the professional archaeologist employed by the UNIVERSITY as Executive Director of the Coordinating Center, Coordinator of the Regional Centers, and as Executive Officer and Secretary of the Board.

Regional Center – one of the regional public archaeology centers established at a Host Institution (pursuant to s.267.145(2), *Florida Statutes*).

Regional Director – the professional public archaeologist serving at a Regional Center who cooperates directly with the Coordinating Center.

State Archaeologist – the individual serving pursuant to s.267.031(7), *Florida Statutes*, and who is designated by the DIVISION as the liaison to the UNIVERSITY and the Network.

State Fiscal Year – that period from July 1 through June 30.

### IV. RESPONSIBILITIES OF THE UNIVERSITY

A. The UNIVERSITY will work to secure funding for the Network through such sources as are available from State appropriations, grants, and other available funds.

B. Establish the FPAN Coordinating Center and the Northwest Region Public Archaeology Center, including employment of all staff.

C. Provide Adequate Space

The UNIVERSITY is responsible for providing office facilities at no cost for the Coordinating Center and Northwest Region offices, including utilities and maintenance costs.

#### V. RESPONSIBILITIES OF THE DIVISION

A. Liaison

The State Archaeologist, or his/her designee, will serve as DIVISION liaison in all coordination with the Network.

B. Information Access

The DIVISION will provide all necessary Florida Master Site File data and other pertinent information to the Coordinating Center and the Regional Centers upon request.

#### VI. RESPONSIBILITIES OF THE FPAN BOARD OF DIRECTORS

A. Constitution of the Board

The Board will consist of eleven directors: six core directors and five at-large directors. Term of the directors shall begin on July 1.

Three of the core directors will represent and be appointed by the President of the UNIVERSITY, one core director will represent and be appointed by the Florida Anthropological Society (the "FAS"), and one core director will represent and be appointed by the Florida Archaeological Council (the "FAC").

The core directors appointed by the UNIVERSITY shall be staff or faculty archaeologists and shall serve three-year terms with these terms staggered so that the term of one director concludes each year. The UNIVERSITY directors may be reappointed. The President of the UNIVERSITY will designate from these directors a Chair and Vice-chair of the Board.

The core directors appointed by the FAS and the FAC shall serve three-year terms. The FAS and FAC directors may be reappointed. Terms shall be staggered so that they do not conclude in the same year.

The State Archaeologist will serve *ex officio* and non-voting as the sixth core member of the Board. This member shall serve during the time that he/she is employed in his/her designated position.

The six core directors will select by majority vote the five at-large directors - three directors who are Florida residents and two directors who are non-Florida residents. Selection of at-large directors shall occur at the mid-year meeting of the Board.

One of the Florida resident at-large directors shall be a lay person (i.e., not a professional archaeologist), although interest in archaeology, historic preservation, and/or heritage tourism is recommended. Two of the Florida resident at-large directors shall represent two or more of the following professional areas of specialization: academic archaeology; museum archaeology; private-sector archaeology; underwater archaeology; or local government archaeology. Geographic balance is recommended in the selection. Each shall serve a three-year term and is eligible for reappointment. Terms shall be staggered so that the term of one director concludes each year.

The two non-Florida resident at-large directors shall have extensive experience in statewide public archaeology organizations and academic administration. Each shall serve a three-year term and is eligible for reappointment. Terms shall be staggered so that they do not conclude in the same year.

#### B. Board Meetings

The Board will meet at least twice a year. The annual meeting shall be held in spring in conjunction with the annual meeting of the Florida Anthropological Society. There shall be a second meeting at mid-year. Additional meetings may be called by the Executive Director or Chair as needed. Meetings shall be noticed in accordance with the provisions of s.120.525, *Florida Statutes*.

#### C. Duties of the Board

The Board will serve as the selection committee for the Network Executive Director, will set policy regarding the Network, and will serve as the selection committee for Host Institutions.

#### D. Selection of Regional Center Host Institutions

Selection criteria for Regional Centers shall include geographic balance; regional need; availability and willingness of a Host Institution; feasibility of a Host Institution's proposed programs and plan; compliance of a Host Institution with archaeological ethics and professional responsibility as established by the Register of Professional Archaeologists, the Society for Historical Archaeology, and the Society for American Archaeology; and the potential for success in areas of site protection and conservation, as well as development or improvement of local ordinances.

Selection of Host Institutions will be made by the Board. The UNIVERSITY will process applications submitted from potential Host Institutions.

## VII. RESPONSIBILITIES OF THE FPAN COORDINATING CENTER

### A. Personnel

The Coordinating Center shall include the FPAN Network Executive Director, and staff necessary for the administration of the Network. Such staff may include an Associate Director, a Fiscal/Budget Officer, a Secretary/Administrative Assistant, a Web Architect, and a Public Archaeologist.

The Network Executive Director is responsible for establishing, maintaining, and coordinating the activities of the Regional Centers. The Network Executive Director is responsible for coordinating with the DIVISION through the State Archaeologist.

### B. Relationship with the Board

The Network Executive Director shall serve as Executive Officer and Secretary of the Board and shall be responsible to the Board for all operations of the Network. The Director of the UWF Archaeology Institute shall serve as Staff Advisor to the Board.

The Network Executive Director shall provide monthly updates to the Board of Directors, will make available quarterly reports of the Regional Centers to the Board of Directors, and shall prepare an annual Executive Summary of FPAN for the Board of Directors and other interested parties.

### C. Develop Request for Proposals (the "RFP") for Regional Centers

The Coordinating Center will develop the RFP soliciting applications for establishing Regional Centers in accordance with UNIVERSITY policies and procedures. RFPs will be issued based on annual funding levels and will include specific information about the goals of the Network, the elements of a successful application, and the criteria to be used in selection of Host Institutions.

### D. Relationship with Host Institutions

The Coordinating Center shall, in the spirit of collaboration and teamwork, maintain an open and mutually beneficial partnership with the Host Institutions and Regional Center staff. Communication among the Network Executive Director, the Host Institution, and Regional Center shall be unrestricted.

The Network Executive Director shall provide the Host Institutions and the Regional Centers with direction for the development and delivery of FPAN programs and with guidance for meeting FPAN mission and goals.

E. Northwest Region Center

The Coordinating Center shall establish at the UNIVERSITY the FPAN Northwest Region Center.

F. Other Public Archaeology Centers

The Coordinating Center may, with approval of the Board, directly operate Public Archaeology Centers in other FPAN regions in the event that an acceptable host is not available or for other reasons determined by the Board.

G. Administer Yearly FPAN Contracts

The UNIVERSITY and Coordinating Center will prepare, execute, and administer yearly FPAN contracts to those Host Institutions who have been selected as hosts for individual Regional Centers. Contract administration will be in accordance with UNIVERSITY policies and procedures. Indirect costs charged by host institutions shall not exceed 5% of total direct costs.

H. Manage State-Wide Aspects of FPAN Programming

The Coordinating Center will establish and coordinate all Internet programming for FPAN, as well as state-wide marketing and promotion efforts. The Coordinating Center will also identify and manage those aspects of the FPAN program that are considered to be state-wide in nature.

VIII. JOINT RESPONSIBILITIES OF THE COORDINATING CENTER AND THE DIVISION

A. Regional Center Personnel Selection

Regional Center personnel may be employed by the Host Institution pursuant to their rules and policies. Job advertisements for the positions of Regional Director and Outreach Coordinator shall be approved by the Coordinating Center prior to posting of the position. The Host Institution shall select a Regional Director following their standard internal procedures, and the Network Executive Director and State Archaeologist shall serve as full members of the Personnel Selection Committee that reviews applications, arranges for interviews, conducts interviews, and evaluates candidates for the position of Regional Director.

B. Review of Annual Work Plan and Budget (see paragraph X.D.)

The Network Executive Director and the State Archaeologist shall establish a template for the creation of an Annual Work Plan and Budget prepared by each Regional Center to implement the mission and goals of FPAN. Each Annual Work Plan and



Budget will be reviewed by the Network Executive Director and State Archaeologist and either accepted outright or accepted pending recommended changes. In order to avoid an unacceptable Annual Work Plan and Budget, which could result in non-renewal of the hosting contract, the Coordinating Center will, if necessary, work with the Regional Center to implement the recommended changes.

C. Review of Annual Executive Summary (see paragraph X.E.)

The Network Executive Director and the State Archaeologist shall review the Annual Executive Summary prepared by each Regional Center. Each Annual Executive Summary will be accepted outright or accepted pending recommended changes. In order to avoid an unacceptable Annual Executive Summary, which could result in non-renewal of the hosting contract, the Coordinating Center will, if necessary, work with the Regional Center to implement the recommended changes.

IX. RESPONSIBILITIES OF THE HOST INSTITUTION

A. Submittal of Regional Center Proposal

Prospective Host Institutions are responsible for responding to the RFP issued by the UNIVERSITY. Regional Center proposals should include a description of the Host Institution as a qualifying organization as defined by the References and Authorities section of this Agreement; a description of local need for a Regional Center; a detailed budget; and a detailed description of facilities and resources that will be dedicated to the Regional Center.

B. Facilities

The Host Institution is responsible for providing office facilities at no cost, including space for meetings and small conferences, as well as utilities, for their Regional Center, and other overhead costs. Unapproved substantial changes in facilities from those outlined in the FPAN Proposal may result in forfeiture of future FPAN funding.

C. Expenditure of Contract Funds

Funds for the Host Institution will be provided as a reimbursement of actual allowable expenses. The UNIVERSITY will notify the Host Institutions of the schedule for submission of expenditure reports. The Host Institution will submit regular reports of direct expenditures for proper UNIVERSITY pre-audit and post-audit to the Coordinating Center. Failure to produce acceptable expenditure reports may result in forfeiture of FPAN funding.

D. Inventory of FPAN Property

The Host Institution shall maintain an inventory of FPAN property in its possession. Only items that were purchased for \$1,000.00 or more should be included in

the inventory. In the event that the Host Institution no longer hosts a Regional Center, all property on the inventory shall be delivered to the Coordinating Center, at the Host Institution's expense, pursuant to the terms of the FPAN contract agreement.

#### E. Relationship with Coordinating Center

The Host Institution shall, in the spirit of collaboration and teamwork, maintain an open and mutually beneficial partnership with the Coordinating Center. Communication among the Network Executive Director, the Host Institution, and Regional Center shall be unrestricted.

The Network Executive Director and the Host Institution Principal Investigator shall work together to resolve performance issues with Regional Center staff. The Host Institution must consult with the Network Executive Director prior to any personnel action that would result in the termination of employment of a Regional Center Director or Outreach Coordinator.

### X. REGIONAL CENTERS

A. The Regional Centers shall deliver a program that specifically addresses the mission and goals of the Florida Public Archaeology Network (see paragraph II).

#### B. Host Institutions

Institutions eligible to host a Regional Center include public or private universities in Florida with local archaeological programs; regional historic preservation offices; nonprofit organizations that are involved in the archaeology of the region; nonprofit museums involved in regional archaeology; local governments; and the historic preservation offices of the counties and municipalities. Hosts shall comply with archaeological ethics and professional responsibility as established by the Register of Professional Archaeologists, the Society for Historical Archaeology, and the Society for American Archaeology.

#### C. Personnel

Each Regional Center shall have at least one professional public archaeologist to serve as Regional Director, who may be an employee of the Host Institution. Selection criteria for the Regional Director position include successful completion of a graduate degree in Anthropology, specializing in Archaeology, or an equivalent degree in a related field; at least two years experience in field and laboratory archaeology; at least two years experience in supervision and administration of archaeological projects or programs; and experience in public archaeology, including working with volunteers.

Each Regional Center shall also have one professional to serve as Outreach Coordinator, who may be an employee of the Host Institution. The Outreach Coordinator shall assist the Regional Director in delivery of the regional FPAN program. Minimum

qualifications for this position shall be a bachelors degree, experience in archaeology, and well-developed communication abilities. A degree in Archaeology is preferred.

Each Regional Center may employ additional professional and administrative staff.

#### D. Annual Work Plan and Budget

The professional staff of each Regional Center, in collaboration with the Host Institution, will prepare an Annual Work Plan and Budget utilizing a template provided by the Coordinating Center. The plan will detail the proposed and planned activities for the next fiscal year and should indicate clearly how the Network's mission and goals will be addressed and implemented. The Annual Work Plan and Budget should be submitted to the Coordinating Center and DIVISION by April 1 of the preceding state fiscal year.

#### E. Reports

The professional staff of each Regional Center will prepare Quarterly Reports to coincide with quarters of the state fiscal year. Quarterly Reports shall be submitted to the Coordinating Center within 30 days following the end of each quarter. Quarterly Reports will utilize a template and guidelines provided by the Coordinating Center.

The professional staff of each Regional Center will prepare an Annual Executive Summary following guidelines provided by the Coordinating Center and which covers operations during the preceding state fiscal year. These Annual Executive Summaries will be incorporated into the FPAN Annual Executive Summary.

### XI. MODIFICATION AND CANCELLATION

#### A. Modification

This Agreement may be modified by agreement of the signatories. All modifications must be in writing and executed by the signatories in the same manner as this Agreement.

#### B. Cancellation

Either party may terminate this Agreement for cause by providing the other party with sixty (60) days advance written notice. In the event that one party provides the other party with notice of its intent to terminate, the parties will meet promptly to discuss the reasons for the notice and to try to resolve their differences. The Board shall be involved in attempts to resolve disputes between the two parties.

### XII. APPEALS AND DISPUTE RESOLUTION

In the event the UNIVERSITY is unwilling or unable to continue to host the Coordinating Center, the Board agrees to work diligently to maintain the FPAN. This may include, but is not limited to, attempts to establish the Coordinating Center at another institution.

The Board shall attempt to resolve disputes that arise between Host Institutions and the Coordinating Center, including, but not limited to, disputes related to termination of contract agreements; non-compliance with contract agreements, including failure to provide an Annual Work Plan and Budget or Annual Executive Summary; failure to adhere to the Annual Work Plan; and denial of Regional Center proposals submitted by prospective Host Institutions.

#### XIII. AVAILABILITY OF FUNDS

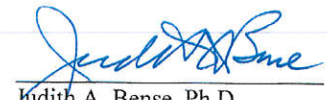
This agreement is contingent upon an annual appropriation by the Florida Legislature to the UNIVERSITY for the specific purpose of the FPAN.

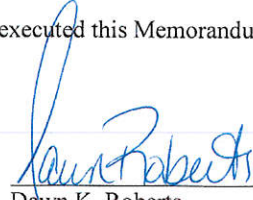
#### XIV. TERM

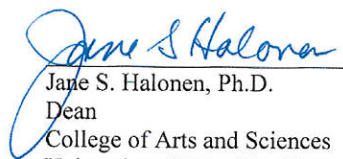
This Agreement shall be effective for five years from the date of execution. At the end of five years the Agreement shall be reviewed by the Board. The Agreement may be renewed with or without modifications at that time, if all parties agree.

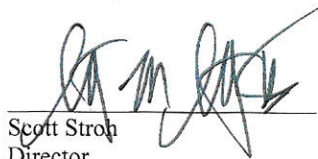
XV. AUTHORIZING SIGNATURES


IN WITNESS HEREOF, the parties hereto executed this Memorandum of Agreement for Florida Public Archaeology Network.

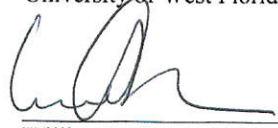
  
Judith A. Bense, Ph.D. 8/9/10  
President Date  
University of West Florida

  
Dawn K. Roberts 8/18/10  
Secretary of State Date  
Florida Department of State

  
Jane S. Halonen, Ph.D. 8/9/10  
Dean Date  
College of Arts and Sciences  
University of West Florida

  
Scott Stroh 8/12/10  
Director Date  
Division of Historical Resources

  
Elizabeth D. Benchley, Ph.D. 8/9/10  
Director Date  
Division of Anthropology and Archaeology  
College of Arts and Sciences  
University of West Florida

  
William B. Lees, Ph.D. 8/9/10  
Executive Director Date  
Florida Public Archaeology Network  
College of Arts and Sciences  
University of West Florida

**EXHIBIT B**  
**Goals and Objectives**

## **FPAN MISSION, VISION, AND GOALS AND OBJECTIVES**

The FPAN Board of Directors approved the following mission, vision, and goals and objectives at their meeting at Fort Myers on May 7, 2010.

FPAN's mission is:

*To engage the public by promoting and facilitating the appreciation, value, and stewardship of Florida's archaeological heritage through regional centers and partnerships.*

FPAN's vision provides a word picture of what the organization will look like in 2020 after implementation of this plan and further work in the five years to follow:

*In 2020 FPAN is the leading advocate for Florida's archaeological stewardship and the premier example of how public archaeology is done well. FPAN has a fully funded center in each region with support from a diverse group of sources. Archaeological resources are viewed as community assets of value that contribute to a "sense of place" for Florida's residents and are a destination for visitors. State laws as well as local policies, regulations, programs, and incentives are in place to protect archaeological resources and provide local governments and law enforcement agencies with the tools and resources needed to ensure protection. Archaeology is integrated into state educational standards and archaeological based lessons are widespread in the state's schools at all grade levels.*

*Both the mission and vision provide a solid foundation for the organization to build its core programs as well as a standard by which to measure success. The goals and objectives for FPAN are presented in the next section and their implementation will facilitate the achievement of the mission and vision.*

### **Goals and Objectives**

**Goal 1: Standardize all training courses and workshops (in-person and web-based) offered across the Network to follow common outlines, content, procedures, and purposes.**

Objective 1: Determine which training courses and workshops currently provided by FPAN are for use statewide. Identify additional statewide programs to be developed.

Objective 2: Develop standardized formats and content for all courses and workshops identified in Objective 1.

Objective 3: Ensure that all FPAN personnel who are delivering workshops and courses are adequately prepared in training and assessment methods to ensure effective training courses.

**Goal 2: Increase the exposure of Florida’s school children to archaeology by training teachers to use archaeological curricula.**

Objective 1: Implement trainings for teachers in each FPAN region using existing archaeological curricula and provide ongoing support to those teachers with the use of the curricula.

Objective 2: Assess the results of implementing Objective 1 and continue to expand and improve teacher training programs based upon the results of the assessment.

**Goal 3: Effectively engage new audiences and partners using new outreach strategies and media.**

Objective 1: Establish an FPAN web presence that is consistent across regions and provides improved service to a growing number of users.

Objective 2: Effectively use social networking media (e.g., Facebook and Twitter) to connect with the public with a focus on teens and young adults.

**Goal 4: Develop a program of internet based training to efficiently reach targeted audiences with appropriate courses.**

Objective 1: In partnership with DHR, develop a pilot web-based training course for county/municipal staff that uses existing Historical and Archaeological Resource Training (HART) materials.

Objective 2: Deliver the HART pilot training course and assess its success.

Objective 3: Develop a strategy for delivery of other FPAN program elements via the Internet based on lessons learned from developing and delivering the pilot HART course.

**Goal 5: Develop and implement a strategy to work effectively with local governments to protect archaeological resources.**

Objective 1: Form a team of FPAN staff, board members, and representatives from other organizations to develop the local government strategy.

Objective 2: Develop a manual for how to work effectively with local governments together with an implementation strategy and timeline, based on the strategy developed by the completion of Objective 1.

Objective 3: Provide all relevant FPAN staff with training in how to work effectively with local governments in order to implement the local government strategy.



**Goal 6: Develop and implement a strategy to promote archaeological heritage tourism (“archaeotourism”) in Florida.**

Objective 1: Form a team (the Archaeological Tourism Task Force - ATTF) with FPAN staff and board members plus representatives from other organizations such as Visit Florida and local tourism development councils to develop the strategy.

Objective 2: ATTF produces a strategy that provides statewide and regional recommendations for FPAN and partners to develop and promote archaeotourism in Florida.

Objective 3: Develop effective working relationships among FPAN and chambers of commerce and local tourism development centers based on priorities developed by the ATTF.

Objective 4: Develop archaeological content for the “*Next Exit History*” program and a web-based “*Destination Archaeology*” program as prioritized by recommendations of the ATTF.

**Goal 7: Increase the number and effective use of archaeotourism destinations in Florida.**

Objective 1: Work with DHR to increase the capacity of the Underwater Archaeological Preserve System (UAPS) to receive site appropriate tourism.

Objective 2: Work with museums, historic sites, and parks to add or improve interpretation to enhance visitor experiences at archaeological sites.

**Goal 8: Establish an annual FPAN/DHR workshop for planning and cross-training to ensure regular coordination of activities and messages.**

Objective 1: Hold an annual two-day meeting between FPAN staff and DHR staff to begin in September 2010.

Objective 2: Raise awareness of the programs and materials available from DHR among county and municipal professionals.

**Goal 9: Increase public volunteerism in the protection and stewardship of Florida archaeology.**

Objective 1: Develop a clearinghouse of volunteer opportunities within FPAN and with other Florida institutions.

Objective 2: Develop and deliver a training program to recruited volunteers.

Objective 3: Develop a Speakers Bureau of volunteers qualified to deliver programs that contribute to the mission of FPAN.

Objective 4: Develop a program to engage sport divers in the identification of charted wrecks and obstructions and in the stewardship of underwater archaeological preserves and other underwater sites.

Objective 5: Utilize staff and volunteers to assist DHR with identification and nomination of sites to the National Register of Historic Places.

Objective 6: Partner with FAS and FAC to evaluate the feasibility for a site stewardship program for Florida.

**Goal 10: Develop statewide FPAN administrative procedures to address needs for improved employee orientation, communication, and consistency among RCs.**

Objective 1: Establish an advisory committee of staff to propose and review procedures for internal communication both between the CC and RCs and among the RCs.

Objective 2: Establish a New Employee Orientation Guide to assist new employees with the structure, goals, and working relationships of FPAN.

Objective 3: Implement a technology-based file sharing system with format, guidelines, and training.

**Goal 11: Secure private funding sources to assist with the implementation of FPAN programs.**

Objective 1: Create a fund raising strategy that identifies and prioritizes foundations and other private donors likely to fund projects.

Objective 2: Develop grant proposals based on the FPAN strategy and upon opportunities as they arise.

**EXHIBIT C**

**Assessment**

**Outputs, Outcomes, Impacts, and Evaluation for Each Objective**

Outputs: The process to accomplish this objective		Outcomes: The products of this objective		Impacts: The changes and benefits that will result from this objective		When	Who	Evaluation
<b>Goal 1: Standardize all training courses and workshops (in-person and web-based) offered across the Network to follow common outlines, content, procedures, and purposes.</b>								
<b>Objective 1: Determine which training courses and workshops currently provided by FPAN are for use statewide. Identify additional statewide programs to be developed.</b>								
Form committee and hold meetings as needed to conduct review of existing and needed statewide programs. Prepare a list of programs prioritized based on the importance of developing a standardized format for a statewide program for each course or workshop. PM: Committee formed and first meeting held.	First step in developing a standardized set of courses and workshops available in a consistent format throughout the state. PM: List of programs	N/A	N/A	Begin June 1, 2010 and complete prioritized list by October 1, 2010.	Selected outreach coordinators, and at least one board member.	Completed list of statewide courses and workshops to be offered by FPAN, prioritized by need for standardization.		
<b>Objective 2: Develop standardized formats and content for all courses and workshops identified in Objective 1.</b>								
Form committees to revise and standardize existing programs and develop new courses and workshops based on identified priority. PM: Standardized format and content created for each identified course or workshop within identified timelines.	Standardized courses and workshops will be delivered across Florida. PM: Training that adheres to new guidelines offered in different regions.	More efficient use of successful training curricula and methodologies in all network regions leading to improved and consistent training statewide. PM: Combination of employee satisfaction, improved use of staff time, and satisfactory trainee evaluations.	Improved trainings leading to improved information transfer leading to greater support for FPAN and improved awareness of and support for the protection of archaeological resources. PM: Improved program evaluations. Improved staff confidence and reporting of overall program effectiveness.	Develop an index to track changes in attitudes towards the importance of protection of archaeological resources throughout the state and increases in the adoptions of local preservation policy. This could begin with a baseline and then regular monitoring could be used to determine any changes and improvements in areas where trainings have occurred and should address attitudes of the public and public officials and employees. Proposed name for the index is the Archaeological Knowledge, Attitudes, and Actions Assessment (the Assessment).	Course and workshop standardization begins fall 2010 Ongoing through fall 2012. Impacts begin by end of 2013.	Selected outreach coordinators, and at least one board member.	Report on creation of standards and delivery of standardized courses and workshops in all regions.	
<b>Objective 3: Ensure that all FPAN personnel who are delivering workshops and courses are adequately prepared in training and assessment methods to ensure effective training courses.</b>								
Determine all appropriate personnel who need training and then select and implement the training. Share the results of this training internally as needed. PM: Number of staff who have completed the required training.	FPAN staff can deliver improved training courses and materials. PM: Improved post-course evaluations.	Improved trainings leading to improved information transfer leading to greater support for FPAN and improved awareness of and support for the protection of archaeological resources. PM: Improved program evaluations. Improved staff confidence and reporting of overall program effectiveness.	Develop an index to track changes in attitudes towards the importance of protection of archaeological resources throughout the state and increases in the adoptions of local preservation policy. This could begin with a baseline and then regular monitoring could be used to determine any changes and improvements in areas where trainings have occurred and should address attitudes of the public and public officials and employees. Proposed name for the index is the Archaeological Knowledge, Attitudes, and Actions Assessment (the Assessment).	Key staff should receive training by fall 2011. Training ongoing for staff as needed.	Executive Director in coordination with RC Directors.	Review course evaluations for improved participant satisfaction and increases in knowledge.		

Output: The process to accomplish this objective		Outcomes: The products of this objective		Impact: The changes and benefits that will result from this objective		When	Who	Evaluation
<b>Goal 2: Increase the exposure of Florida's school children to archaeology by training teachers to use archaeological curricula.</b>								
<b>Objective 1: Implement trainings for teachers in each FPAN region using existing archaeological curricula and provide ongoing support to those teachers with the use of the curricula.</b>								
<p>Conduct a pilot project with at least one staff member from each center, implement one training workshop on either <i>Project Archaeology</i> or <i>Beyond Artifacts</i> for educators in their region by the end of the summer 2011.</p> <p>PM: Number of workshops held.</p>	<p>Participating educators will integrate archaeology programs into their classroom. Educators will improve their knowledge of archaeology.</p> <p>PM: Number of teachers using FPAN references and resources will increase.</p>	<p>Greater exposure for Florida's school children to FPAN approved archaeological information and resources.</p> <p>Increased communication between educators and FPAN staff.</p> <p>PM: Number of teachers using the curricula materials in their classrooms will increase.</p>	<p>Increased number of contacts between teachers and FPAN employees.</p>	<p>Training by summer 2011. Initial impacts by end of 2012.</p>	<p>Outreach coordinators led by Amber Grath-Weiss and Rae Harper.</p>	<p>Database of teachers attending training. Follow-up with sample of teachers to determine use of curricula (make follow-up part of credit).</p>		
<b>Objective 2: Assess the results of implementing Objective 1 and continue to expand and improve teacher training programs based upon the results of the assessment.</b>								
<p>Form a committee of the outreach coordinators and other selected members.</p> <p>PM: Committee formed and meetings held.</p>	<p>Committee determines success and charts future course for teacher training efforts. Committee recommends how that future course will be implemented.</p> <p>PM: Plan formed, implemented, and results assessed.</p>	<p>Greater exposure for Florida's school children to FPAN approved archaeological information and resources.</p> <p>Increased communication between educators and FPAN staff.</p> <p>PM: Number of teachers using the curricula materials in their classrooms will increase.</p> <p>Increased number of contacts between teachers and FPAN employees.</p>	<p>Greater exposure for Florida's school children to FPAN approved archaeological information and resources.</p> <p>Increased communication between educators and FPAN staff.</p> <p>PM: Number of teachers using the curricula materials in their classrooms will increase.</p> <p>Increased number of contacts between teachers and FPAN employees.</p>	<p>Fall 2011 onwards. Suggest a quarterly meeting to begin effort then reassess.</p>	<p>Outreach coordinators led by Amber Grath-Weiss and Rae Harper plus committee.</p>	<p>Dedicate a section of a region's annual report to reporting progress in this area based on performance measures.</p>		
<b>Goal 3: Effectively engage new audiences and partners by using new outreach strategies and media.</b>								
<b>Objective 1: Establish an FPAN web presence that is consistent across regions and provides improved service to a growing number of users.</b>								
<p>FPAN will design a website template and work with each center to update regional web pages by January 2011.</p> <p>Redesign of FPAN web interface to create more content-rich and user-friendly experience by March 2011.</p> <p>PM: Universal template is established, the unique regional identities are developed, and the new interface is designed and put in place.</p>	<p>A more user-friendly and easily navigable web interface will both improve user's web experience (internal and external users) and increase the number of external users.</p> <p>PM: User's responses to a survey.</p>	<p>Increase in number of users of the FPAN websites with reported improvement in their experiences.</p> <p>PM: Increase of 50% over current known use by end of 2012 (Google Analytics).</p>	<p>Increase in number of users of the FPAN websites with reported improvement in their experiences.</p> <p>PM: Increase of 50% over current known use by end of 2012 (Google Analytics).</p>	<p>Ongoing through 2012.</p>	<p>CC Web Architect with individual centers.</p>	<p>New website for each region using the new template by January 2012.</p> <p>Google Analytics used to compare existing sites and improved sites.</p> <p>Conduct BETA user survey with FPAN contacts to determine website satisfaction.</p>		



Outputs: The process to accomplish this objective		Outcomes: The products of this objective		Impacts: The changes and benefits that will result from this objective		When	Who	Evaluation
<b>Objective 2: Effectively use social networking media (e.g., Facebook and Twitter) to connect with the public with a focus on teens and young adults.</b>		<p>Create an integrated social media network plan for FPAN by August 2010.</p> <p>Implement the plan to create needed social media sites by January 2011.</p> <p>PM: Plan in place.</p>	<p>Each FPAN center will have a standardized social media presence by January 2011.</p> <p>PM: Sites created and operational.</p>	<p>The social media will be used by a diverse audience and grow by an average of 10% per month over next 12 months.</p> <p>New audiences become engaged in Florida archaeology and archaeological preservation and engage with FPAN during events, etc. by end of 2012.</p> <p>PM: Growth in site use. Number of new individuals attending FPAN events that learned about FPAN via social media.</p>	<p>Ongoing through end of 2012 with improvements including adoption of new media as appropriate.</p>	<p>CC Web Architect with individual centers.</p>	<p>Include in the BETA survey of FPAN web users.</p> <p>Determine whether a region is using or will use social media outlets.</p> <p>Monitor growth in site use.</p>	
<b>Goal 4: Develop a program of internet based training to efficiently reach targeted audiences with appropriate courses.</b>								
<b>Objective 1: In partnership with DHR, develop a pilot web-based training course for county/municipal staff that uses existing Historical and Archaeological Resource Training (HART) materials.</b>		<p>With the assistance of the Academic Technology Center (ACT) at UWF, develop a web-based distance-learning webinar using existing HART training materials as a pilot program to use the internet for training.</p> <p>PM: Audience selected, plans laid, and course designed and made available.</p>	<p>The format for a new web-based course.</p> <p>A documented strategy for implementing one web-based training course.</p> <p>PM: Record of course outline and planning so course can be repeated by other FPAN staff.</p>	<p>Integration of new technologies into training.</p> <p>Improved ability to create future web-based courses.</p> <p>PM: N/A</p>	<p>By summer 2011.</p>	<p>CC Web Architect, ACT, and FPAN staff depending upon course content and intended audience.</p> <p>Kevin Porter of DHR.</p>	<p>N/A</p>	
<b>Objective 2: Deliver the HART pilot training course and assess its success.</b>		<p>Implement the pilot web-based HART training within the framework of an overall new strategy. Include the FPAN Regions with access to appropriate distance learning facilities.</p> <p>PM: Course completed.</p>	<p>Pilot course is completed by at least 20 of the selected audience by December 2011.</p> <p>Audience is better informed about DHR programs and materials so that they can use them effectively.</p> <p>PM: Number of attendees. Satisfaction of attendees.</p>	<p>Improved opportunities for outreach and training associated with archaeological preservation and stewardship.</p> <p>Counties and municipalities served by the training will make greater use of DHR resources.</p> <p>Use of DHR resources to protect archaeological resources increases by at least 25% in the regions where course is offered within one year post course.</p> <p>PM: Participant satisfaction and increases in knowledge.</p>	<p>By end of 2011.</p>	<p>Selected instructors and support staff.</p>	<p>Pre- and post-webinar evaluations to measure increases in knowledge.</p> <p>Post course assessment of participant satisfactions.</p>	
<b>Objective 3: Develop a strategy for delivery of other FPAN program elements via the Internet based on lessons learned from developing and delivering the pilot HART course.</b>		<p>Analyze the findings from the HART online course and develop a strategy that provides guidelines for further use of the internet for training.</p> <p>Include courses to use, numbers of courses to offer, and procedures to follow.</p> <p>PM: Strategy completed.</p>	<p>A new and improved method for FPAN to reach audiences with training and outreach materials.</p> <p>New revenue stream available to FPAN.</p> <p>PM: Strategy made available for development of further courses.</p>	<p>Improved distribution and use of materials that support the protection and stewardship of archaeological resources.</p> <p>PM: Creation and implementation of future courses.</p>	<p>Begin Jan 2012. Ongoing through 2015.</p>	<p>Committee identified in Objective 1 plus new members as needed.</p>	<p>Strategy created.</p> <p>Report on the creation and delivery of other FPAN internet courses.</p>	

Outputs: The process to accomplish this objective	Outcomes: The products of this objective	Impacts: The changes and benefits that will result from this objective	When	Who	Evaluation
<b>Goal 5: Develop and implement a strategy to work effectively with local governments to protect archaeological resources.</b>					
<b>Objective 1:</b> Form a team of FPAN staff, board members, and representatives from other organizations to develop the local government strategy.  Identify a minimum of three individuals from across the preservation community in FL that have expertise/experience in working with local governments to preserve archaeological resources. Seek commitments to work on a strategy.  PM: Three or more people identified.	Commitments to serve from selected people.  PM: All commitments are secured.	Team is formed and starts to work on a strategy that will assist FPAN to make progress in one of its core work areas.  PM: Successful initial meetings of the team.  A framework for the strategy created.	By November 30, 2010.	WCRC	Dedicate a section of the annual report to reporting progress in this area.
<b>Objective 2:</b> Develop a manual for how to work effectively with local governments together with an implementation strategy and timeline based on the strategy developed by the completion of Objective 1.  Produce a manual about the structure of local government in Florida with guidelines on how to work effectively with local governments based on the strategy developed in Objective 1.  Develop an implementation plan for use of the manual.  PM: Strategy produced in manual form with implementation plan.	FPAN staff provided tools to effectively work with local government officials to protect archaeological resources  PM: Staff use the manual and implementation plan.	At least ten Florida counties and/or cities will implement new regulations, policies, and procedures that will effectively protect archaeological resources by 2015.  PM: Effective working relationships developed by each center with at least three local governments by June 2012.  New ordinances and regulations passed between 2012 and 2015.	By end of June 2011.  Impacts begin at end of 2013 after training and implementation.	WCRC  CRC  CC	Dedicate a section of each annual report to reporting progress in this area.
<b>Objective 3:</b> Provide all relevant FPAN staff with training in how to work effectively with local governments to protect archaeological resources.  Determine all appropriate personnel who need training and then select and implement the training (maybe done internally or externally).  Share the results of this training internally as needed.  PM: Number of the appropriate staff who have completed the required training.	Trained staff that understand how to effectively work with the government.  PM: Number of FPAN staff comfortable in this work.	Counties in Florida will develop tools to protect archaeological resources through a combination of regulation and education.  Improved working relationships between FPAN staff and local government representatives.  PM: Number of functional professional relationships between FPAN staff and local government representatives.  Number of counties and other local governments with protection mechanisms in place.	Training completed by end of 2012.  Full scale implementation of program in 2013.	WCRC  CRC  CC	Dedicate a section of each annual report to reporting progress in this area.
<b>Goal 6: Develop and implement a strategy to promote archaeological heritage tourism ("archaeotourism") in Florida.</b>					
<b>Objective 1:</b> Form a team (the Archaeological Tourism Task Force - ATTF) with FPAN staff and board members plus representatives from other organizations such as Visit Florida and local tourism development councils to develop the strategy.					
Identify representatives from appropriate organizations to join this team of up to 10 people including at least 3 FPAN representatives. Seek commitments to work on a strategy.  PM: Up to 10 people identified.	Commitments to serve from selected people.  Team is formed and starts to work.  PM: All commitments are secured. Successful first meeting of the team.	Team continues to develop strategy.  PM: Increased understanding of needs and approaches to promoting archaeotourism.  Framework created for the strategy.	Team has first meeting by end of May 2011.	Designated FPAN Coordinator.	Dedicate a section of the annual report to reporting progress in this area.

Output: The process to accomplish this objective	Outcomes: The products of this objective	Impacts: The changes and benefits that will result from this objective	When	Who	Evaluation
<p><b>Objective 2:</b> ATTF produces a strategy that provides statewide and regional recommendations for FPAN and partners to develop and promote archaeotourism in Florida.</p> <p>Team meets as needed continuously to create a strategy for developing and promoting heritage tourism based on archaeological sites.</p> <p>PM: Planning for manual.</p>	<p>Produce strategy in manual format.</p> <p>PM: Manual produced.</p>	<p>Promotion of archaeotourism begins either statewide or in a pilot region.</p> <p>PM: Successful launch of pilot or statewide program.</p>	By end of 2013.	Designated FPAN Coordinator.	Dedicate a section of the annual report to reporting progress in this area.
<p><b>Objective 3:</b> Develop effective working relationships between FPAN and chambers of commerce and local tourism development Councils based on priorities developed by the ATTF.</p> <p>Two visits per year to selected Chambers of Commerce (COC) and Tourism Development Councils (TDC) plus additional necessary contacts.</p> <p>PM: Number of visits and contacts.</p>	<p>Effective cooperation between FPAN and the selected centers</p> <p>PM: None.</p>	<p>Improved ability to implement Heritage Tourism Strategy when it is available.</p> <p>PM: Improved partnerships and communication with COC and TDCs.</p>	Ongoing through 2015.	RC, COC, TDC	Report on number of meetings with COC and TDC and the outcomes.
<p><b>Objective 4:</b> Develop archaeological content for "Next Exit History" program and a web-based "Destination Archaeology" program as prioritized by recommendations of the ATTF.</p> <p>Form teams to develop this new content. Choose areas of the state to pilot programs.</p> <p>PM: Teams form and select pilot locations.</p>	<p>Programs are developed and either implemented or piloted.</p> <p>PM: None.</p>	<p>Visitors will use the programs – select target numbers.</p> <p>PM: Numbers of locations hosting the programs and visitors using the programs.</p>	End of 2013 to 2015.	Selected staff.	Report on progress developing content and implementation. This can be included in an annual report.
<p><b>Goal 7: Increase the number and effective use of archaeotourism destinations in Florida.</b></p>					
<p><b>Objective 1:</b> Work with DHR to increase the capacity of the Underwater Archaeological Preserve System (UAPS) to receive site appropriate tourism.</p> <p>FPAN and DHR representatives from a task force to produce a strategy to improve access and quality of interpretation at sites within the UAPS.</p> <p>Coordinate work with the ATTF.</p> <p>PM: Committee forms and meets.</p>	<p>Strategy produced and pilot tested.</p> <p>PM: Analysis of the pilot project.</p>	<p>Analyze the results of the pilot project and make improvements to the strategy.</p> <p>PM: The creation of statewide recommendations for improving UAPS tourism.</p>	Team has first meeting by mid 2012.	Designated FPAN Coordinator (coordinated through the ATTF).	Dedicate a section the annual report to reporting progress in this area.
<p><b>Objective 2:</b> Work with museums, historic sites, and parks to add or improve interpretation to enhance visitor experiences at archaeological sites.</p> <p>FPAN representatives get together with representatives of selected museums, historic sites, and parks in an ongoing effort to produce more effective interpretation of archaeological sites.</p> <p>Coordinate work with the ATTF.</p> <p>PM: Committee forms and meets.</p>	<p>Strategy produced.</p> <p>PM: N/A.</p>	<p>Increase in number of sites and use.</p> <p>PM: Successful launch of pilot or statewide program.</p>	By end of 2013.	Designated FPAN Coordinator (coordinated through the ATTF).	Dedicate a section of the annual report to reporting progress in this area.
<p><b>Goal 8: Establish an annual FPAN/DHR workshop for planning and cross-training to ensure regular coordination of activities and messages.</b></p>					
<p><b>Objective 1:</b> Hold an annual 2-day meeting between FPAN staff and DHR staff to begin in September 2010.</p> <p>By June and with DHR input, plan and schedule a two-day meeting in Tallahassee for September 2010.</p> <p>PM: annual meeting planned by start of FY2010-2011.</p>	<p>A mutually constructed and agreed upon work plan for FPAN and DHR for the upcoming year that pertains to issues of mutual interest.</p> <p>PM: Meeting occurs with at least 75% of targeted staff from both organizations in attendance.</p>	<p>Better coordination and more efficiency for tasks where FPAN and DHR overlap. Specifically, FPAN staff will know exactly how best to assist DHR in their respective regions.</p> <p>PM: At least one mutually agreed upon task is completed in each region per year beginning 9/30/10.</p>	Ongoing through 2015.	Darla Scott Fredon for FPAN. Ryan Wheeler for DHR.	Agenda for meeting. Meeting held annually. Report of meeting outcomes.



Outputs: The process to accomplish this objective	Outcomes: The products of this objective	Impacts: The changes and benefits that will result from this objective	When	Who	Evaluation
<p><b>Objective 2:</b> Raise awareness of the programs and materials available from DHR among county and municipal professionals.</p> <p>Based upon input from annual meeting with DHR staff, develop a work plan for the year to promote DHR programs and materials to county and municipal professionals.</p> <p>PM: Work Plan developed.</p>	<p>Implementation of the work plan will create increased opportunities for DHR programs and materials to be used in the work of local governments.</p> <p>PM: Track number of DHR programs and materials being used around the state.</p>	<p>Targeted DHR program objectives will be achieved through this increased attention paid to their programs and materials.</p> <p>PM: Progress towards achieving DHR program objectives.</p>	Ongoing through 2015.	WCRC on point, Regional Directors supporting.	Dedicate a section of a region's annual report to reporting progress in this area. Can have specific questions about actions taken and partnerships created.
<p><b>Goal 9: Increase public volunteerism in the protection and stewardship of Florida archaeology.</b></p>					
<p><b>Objective 1:</b> Develop a clearinghouse of volunteer opportunities with FPAN and other Florida institutions.</p>					
<p>Assess volunteer opportunities and develop the clearing house either as a printed resource or web resource or both.</p> <p>PM: Opportunities identified.</p>	<p>A resource that can be referred to recruit and assign volunteers.</p> <p>A mechanism to expand the reach of FPAN staff and board members.</p> <p>PM: Resource list that is regularly updated.</p>	<p>Volunteers start to fill important archaeological stewardship and outreach roles that facilitate improved knowledge and protection of archaeological resources within Florida.</p> <p>PM: Resource list that is regularly updated.</p>	Ongoing through 2015.	Selected committee members. Include FPAN staff and board members as well as partners including FAS, Universities and Colleges in Florida, and local museums and historic sites.	Report on the development and use of the resource list.
<p><b>Objective 2:</b> Develop and deliver a training program to recruited volunteers.</p>					
<p>Develop and deliver training program or use a program already in existence. This training should be an introduction to the various roles that volunteers can play in assisting archaeological professionals.</p> <p>PM: Program developed and implemented.</p>	<p>Increasing pool of qualified volunteers to assist with programs.</p> <p>PM: Number of volunteers recruited and trained.</p>	<p>Volunteers start to fill important archaeological stewardship and outreach roles that facilitate improved protection and knowledge of archaeological resources within Florida.</p> <p>PM: Improved ability to recruit, place, and retain volunteers.</p>	Ongoing through 2015.	Selected members of FPAN staff and board.	Dedicate a section of a region's annual report to reporting progress in this area. Conduct surveys of volunteers.
<p><b>Objective 3:</b> Develop a Speakers Bureau of volunteers qualified to deliver programs that contribute to the mission of FPAN.</p>					
<p>Develop the Speakers Bureau as a way to engage volunteers and encourage participation. Develop recruitment system (part of clearing house) and training program that focuses on interpretive presentations.</p> <p>PM: Program developed and implemented.</p>	<p>Increasing pool of qualified volunteers to serve as members of the Speakers Bureau.</p> <p>PM: Number of volunteers recruited and trained.</p>	<p>Volunteers start to fill important outreach roles that facilitate improved protection and knowledge of archaeological resources within Florida.</p> <p>PM: Improved ability to recruit, place, and retain outreach volunteers.</p>	Ongoing through 2015.	FPAN Outreach Coordinators.	Dedicate a section of a region's annual report to reporting progress in this area. Conduct surveys of volunteers.
<p><b>Objective 4:</b> Develop a program to engage sport divers in the identification of charted wrecks and obstructions and in the stewardship of underwater archaeological preserves and other underwater sites.</p>					
<p>Develop and implement a site documentation and stewardship program with sports divers focusing on underwater archaeological sites.</p> <p>PM: Program established.</p>	<p>New program with opportunities for volunteerism and improved protection of underwater sites.</p> <p>PM: N/A</p>	<p>Increase in the identification of underwater archaeological resources and improved management of underwater archaeological preserves and other sites.</p> <p>PM: Number of identified wrecks and obstructions; number of stewardship programs.</p>	Ongoing through 2015.	NWRC and other selected staff, board members, and selected partners.	Dedicate a section of a region's annual report to reporting progress in this area. Conduct surveys of volunteers. Index scores for status of sites.

Outputs: The process to accomplish this objective	Outcomes: The products of this objective	Impacts: The changes and benefits that will result from this objective	When	Who	Evolution
<p><b>Objective 5:</b> Utilize staff and volunteers to assist DIR with identification and nomination of sites to the National Register of Historic Places (NRHP).</p> <p>Recruit and train volunteers to assist with the identification of and preparation of NRHP nominations for archaeological sites.</p> <p>PM: Number of volunteers recruited and trained.</p>	<p>Increasing pool of qualified volunteers to assist with this work.</p> <p>PM: Number of volunteers recruited and trained.</p>	<p>Increase in the number of archaeological sites nominated to the NRHP.</p> <p>PM: Number of sites being nominated.</p>	Ongoing through 2015.	FPAN Outreach Coordinators.	Report on progress in annual report for each region. Conduct surveys of volunteers.
<p><b>Objective 6:</b> Partner with FAS and FAC to evaluate the feasibility for a site stewardship program for Florida.</p> <p>Selected members of FPAN staff and Board will form a committee together with selected members of FAS and FAC to study the feasibility of establishing a statewide archaeological site stewardship program. First step will be to benchmark any existing programs in other states.</p> <p>PM: Committee forms plus ongoing progress.</p>	<p>Concept paper that outlines the features of a statewide stewardship plan with an implementation plan (if feasibility is determined).</p> <p>Agree to pilot a program should be identified.</p> <p>PM: N/A</p>	<p>To be determined if a plan to develop a stewardship program is pursued.</p> <p>PM: N/A</p>	<p>Committee forms by end of 2010.</p> <p>Work continues as determined by the committee.</p>	<p>FPAN Executive Director and selected board members and partners.</p>	Report on progress in annual report for CC.
<p><b>Goal 10: Develop statewide FPAN administrative procedures to address needs for improved employee orientation, communication, and consistency among Regional Centers.</b></p>					
<p><b>Objective 1:</b> Establish an advisory committee of staff to propose and review procedures for internal communication both between the Coordinating Center and Regional Centers and among the Regional Centers.</p> <p>Executive Director appoints an advisory committee to propose and review procedures for internal communication.</p> <p>PM: Advisory committee established.</p>	<p>Procedures for internal communication are proposed and delivered to Executive Director.</p> <p>PM: Procedures are developed.</p>	<p>Better communication and sharing of ideas and concerns among staff and with Executive Director.</p> <p>PM: More effective internal communication.</p>	<p>Advisory committee appointed by September 2010; procedures developed by September 2011.</p>	<p>FPAN Executive Director and FPAN staff.</p>	<p>Meeting agendas.</p> <p>Report on meeting outcomes.</p> <p>Recommendations for ways the meetings could be improved.</p>
<p><b>Objective 2:</b> Establish a New Employee Orientation Program to assist new employees with the structure, goals, and working relationships of the Florida Public Archaeology Network.</p> <p>Create an online training program to familiarize new FPAN staff with network, mission, practices, and goals by June 2011.</p> <p>This will use new technology, face to face interactions, and continuing education.</p> <p>PM: Program exists by January 2011.</p>	<p>100% of FPAN staff completes the training program by end of 2012, ongoing from then on with new staff.</p> <p>PM: Number of staff that have received training.</p>	<p>Improved ability for new staff to rapidly become oriented to FPAN's structure and work procedures.</p> <p>Improved cooperation among RCs and between the RCs and the CC.</p> <p>PM: Increase in ability of staff to quickly adjust to their new job duties and become an effective part of FPAN.</p>	<p>Establish program by June 2011.</p> <p>Ongoing.</p>	<p>FPAN Executive Director and selected FPAN staff.</p>	<p>Exit surveys of existing staff as they complete the program.</p> <p>Ongoing: Exit surveys of new employees completing training.</p>
<p><b>Objective 3:</b> Implement a technology-based file sharing system with formal guidelines and training.</p> <p>By end of 2010, assess usability of current FPAN FTP file sharing for</p> <ul style="list-style-type: none"> <li>PowerPoints</li> <li>Lesson Plans</li> <li>Other documents</li> </ul> <p>By end of 2011, upgrade current system or adopt new system as needed based on assessment.</p> <p>PM: Assessment completed with recommendations designed and adopted.</p>	<p>Each region will have expanded resources for public outreach and education.</p> <p>Improved use of staff expertise across the FPAN regions.</p> <p>PM: Number of programs uploaded to and downloaded from file sharing system.</p>	<p>By end of 2012, improved distribution of materials and presentations across Florida, which will enhance the knowledge of FPAN's key audiences about a variety of archaeological subjects.</p> <p>PM: Improved knowledge of selected audience members across the regions based on surveys.</p>	Ongoing through end of planning period.	CC Web Architect and all FPAN staff.	Report on progress. Identification of technology, creation of framework/ template for setting up and using technology, and integration and use of technology.

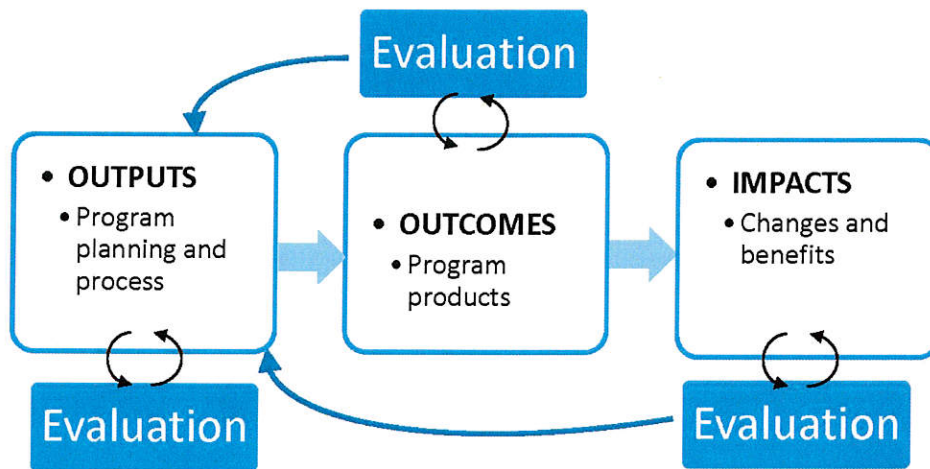
Outputs: The process to accomplish this objective	Outcomes: The products of this objective	Impacts: The changes and benefits that will result from this objective	When	Who	Evaluation
<b>Goal 11: Secure private funding sources to assist with the implementation of FPAN programs.</b>					
<b>Objective 1:</b> Create a fund raising strategy that identifies and prioritizes foundations and other private donors likely to fund FPAN projects. Form a committee of 5 to 10 people and meet regularly to develop the strategy. PvF: Committee forms, needs, and makes written progress.	Strategy developed. PvF: Strategy created.	Strengthened ability of FPAN to achieve mission for areas identified as appropriate to receive outside funding. PvF: Potential to strengthen FPAN resources.	Commence by November 2010. Ongoing through end of 2011 for strategy.	FPAN Executive Director, selected board members, and staff.	Report on progress in annual report for each region.
<b>Objective 2:</b> Develop grant proposals based on the FPAN strategy and upon opportunities as they arise. Write and submit proposals to identified foundations and other private entities. PvF: Program exists by January 2012 with identified funding sources.	Secure additional funding to support FPAN's work. PvF: Number of proposals submitted.	Increased resources available to achieve mission due to successful fund raising. PvF: Funding secured from private sources.	Ongoing for proposals, 2012 to 2015.	Team identified in strategy.	Report on progress in annual report for each region.



## Evaluation

### Overview and Purposes of Evaluation

Evaluation will help determine how well each FPAN program is working and whether the results of the program are meeting goals and objectives. Evaluation will also gather information to help design and improve program operations and outcomes. The evaluation program will provide useful feedback to a variety of audiences, including program staff members, board members, program participants, sponsors, and other stakeholders. The feedback that will be most useful will inform program improvement decisions, budget decisions, future program design choices, and long term policy directions. In order to have the most impact, evaluation should be considered at every stage of a program: planning, implementation, and post program. Evaluation is iterative; it helps to improve all stages of a program.



Evaluation of the objectives of this plan will help FPAN in the following ways.

- *Improve program design, implementation, and effectiveness* – With evaluation, you can say with confidence that the proposed program changes are based on an unbiased evaluation of *actual* results and outcomes.
- *Demonstrate how each program supports FPAN's mission* – Carefully crafted evaluation methods will allow a clear understanding of mission achievement.
- *Justify the costs of each program* – Thorough evaluation of each program will assist with defending each program's value and can be used to challenge budget cuts.
- *Determine program strengths and weaknesses* – Evaluation results will show how well each program is meeting its objectives and the areas that need improvement so that modifications can be made to cause improvements.
- *Reveal program successes to supporters, funders, and stakeholders* – Evaluation will generate the evidence needed to gain additional support for programs.

- *Validate or discover effective programming methods* – Evaluation of existing programs can provide information and ideas for future programming strategies.
- *Share information about what works with colleagues and similar organizations* – Valuable information about program effectiveness can be shared with other public and private organizations. The program can serve as a model for organizations in similar situations.

## Evaluation Process for FPAN

Evaluation of this strategic plan will be focused on achievement of goals and objectives and should be considered integral to the process. Goals will be achieved due to success of the supporting objectives. Each objective is crafted with supporting Outputs, Outcomes, and Impacts. Each will need to be addressed separately during evaluation.

- **Outputs** represent the work that FPAN employees, board members, and partners will do to achieve objectives. Evaluation of outputs is *formative* and will focus on the process. Results of output evaluation can be used to improve program effectiveness.
- **Outcomes** represent the near-term results of implementation of the outputs. These results may be internal (for strategies) or external (for training workshops of external audiences and educational programs). Evaluation of outcomes is *summative* and will be focused on achievements – what was the result of actions taken during the output phase. Evaluation will either be final for programs with distinct outcomes or continuous for ongoing programs. Some internal objectives that involve developing and implementing strategies will continue to be evaluated as they move forward.
- **Impacts** represent the long-term results within a target population or set of resources. They represent changes that occur as a result of actions taken. These changes, if successful, will help achieve part or all of the project goals. As with the evaluation of outcomes, most evaluation of impacts is summative and may be one-time or ongoing.

Effective evaluation is iterative. In the implementation of FPAN's strategic plan, evaluation of Outputs, Outcomes, and Impacts should both inform program improvements within each phase and also other phases. Evaluation of outputs and impacts needs to ultimately feed back to the improvement of outputs to improve the overall achievement of the plan's goals.

*Adaptation* at all phases of evaluation is the key to success. If evaluation results show that success is not being achieved, then it is time to try new approaches and techniques. Evaluation is implemented using *instruments* such as surveys, tests, and inspections. In every case these should be designed with two clear purposes in mind.

First, reveal the critical information needed to determine success with each Output, Outcome, or Impact. To do this, an instrument should clearly address the identified *performance measures* and allow the evaluator to be able to easily determine the status of each measure compared against the last time that same measure was assessed.

Second, the instruments should also be designed to directly feed into the process of adaptation. Information revealed from implementation of the evaluation instrument should inform program designers about ways they might modify approaches and techniques to achieve success with either new or ongoing efforts.

This plan has goals and objectives with Outputs, Outcomes, and Impacts identified for each objective (see Outputs, Outcomes, Impacts, and Evaluation for Each Objective table). For each objective the personnel assigned to ensure the work is completed as well as time frame are identified. Performance measures are identified for each Output, Outcome, and Impact. These represent what need to be measured in order to determine if success has been met.

Use the information in the table above and the information presented in the tables below, to create instruments to perform effective evaluation systems. Focus on simplicity and clarity when creating all evaluation instruments. Build planning for evaluation into every program during initial program planning to ensure it will not be overlooked or simply “tacked on” at the end of the process.

### FPAN Program Evaluation Opportunities

FPAN will have three distinct audiences to work with when conducting evaluations for progress towards achieving the strategic plan. These include an internal audience of staff and board members, which will need to constantly review their own progress, an external audience engaged in outreach and training activities, and a more remote audience who will use FPAN’s website. Strategies to evaluate these audiences are presented below.

#### ***Internal Review/Progress Reporting***

Internal review is a useful tool for program evaluation within an organization. It is often used by organizations as part of a quality improvement process. FPAN staff will submit a quarterly report that can be used for evaluation of progress.

What to evaluate	Why evaluate this?	How to evaluate
<ul style="list-style-type: none"> <li>• What are the program’s goals and objectives? What activities were undertaken to meet those goals and objectives?</li> <li>• What has gone well with the program? What is the most successful aspect of the program?</li> <li>• What do changes in the identified performance measures tell you about program successes or failures?</li> <li>• How has the program changed from what was originally proposed and what were those changes? Why did those changes happen and how did those changes affect the program outcomes?</li> <li>• Where did the program run into difficulties, and how did you handle those challenges?</li> <li>• What would you do differently in the program next time?</li> <li>• What needs to be done right now to improve or bolster the program?</li> </ul>	<p>To determine program progress, whether the program is meeting goals and objectives, and where program improvements can be made.</p>	<p>Establish a template for quarterly reports to guide report content so staff are able to sufficiently and succinctly provide information on how the program is doing.</p> <p>Ensure regular (3-4 times per year) face-to-face communication between RC staff to track progress towards achieving goals and objectives of the strategic plan.</p> <p>Once per year, review progress on achievement of strategic plan and modify as necessary.</p> <p>Maintain a focus on identified performance measures and track changes.</p>

**Workshop and Training Evaluations**

Workshops and trainings (both in person and online) can be evaluated in a number of ways to determine program effectiveness. Workshop and training instructors have the advantage of a captive audience that can be surveyed before and/or after a program. This information can be used to measure program satisfaction as well as changes in participant knowledge and attitudes.

What to evaluate	Why evaluate this?	How to evaluate
What your target audience needs/wants to learn and how they prefer to learn it.	This helps program planners focus on the correct material and use the best methods to get information across. For example, there is no need to put on a full workshop if the target audience is mostly knowledgeable and could get the same information via a website or publication.	Needs assessment (online, phone, or focus group).
Knowledge and interest of the people who will be participating in a workshop.	Instructors can shape workshop content and focus based on pre-workshop input.	Send out a pre-workshop survey as people register for a program. Can be done via web (easiest), mail, or phone.
Who and how many people have attended the training.	To have information on number of people reached and to be able to contact them again.	Collect contact information during training registration. If this can be done electronically (online prior to training), it will save time and labor.
Changes and improvement in knowledge and attitudes.	To determine if an audience is learning what was intended.	<ul style="list-style-type: none"> <li>• Pre- and post-workshop surveys (for groups such as teachers.)</li> <li>• Interactive exercises during a training.</li> <li>• Results and feedback on programs implemented following a training (use for FPAN staff and volunteers).</li> </ul>
Use of information and materials.	To find out if the program material is being used by target audiences.	Follow up with participants via email, web, or phone. Find out during the training how to best follow up.

**Website Evaluation**

FPAN can use its own domain or server to provide a tracking feature for clients to gather information about the effectiveness of the website. Websites or pages on websites that call for registration in order to view content can be an even better source of information. FPAN can develop a form that collects very specific information from registrants. These registered users can then be a source population for future evaluation efforts. In addition, websites may be used as portals for survey research. A website can be programmed to ask every 10<sup>th</sup> user (for example) to take a survey or can guide users to a link to a web-based survey. The possibilities with website technology are endless.

What to evaluate	Why evaluate this?	How to evaluate
<ul style="list-style-type: none"> <li>• Who visits your website.</li> <li>• How they found the website (what search engine they came from).</li> <li>• How they navigate your site.</li> <li>• How effective any advertising or marketing is.</li> </ul>	<p>To learn more about website users.</p>	<ul style="list-style-type: none"> <li>• Web navigation tracking.</li> <li>• Web surveys.</li> </ul>
<p>Recommendations for additional web content or services.</p>	<p>To find out what users need that is not currently available.</p>	<ul style="list-style-type: none"> <li>• Pilot test the beta version of websites with target users.</li> <li>• Surveys of web users can be collected via pop up window on website (this may be challenging to establish).</li> <li>• Surveys of FPAN stakeholders and partners.</li> <li>• Personal conversations.</li> </ul>
<p>User feedback on the website.</p>	<p>To find out how the website is meeting user needs and what can be done to improve it.</p>	<ul style="list-style-type: none"> <li>• Pilot test the beta version of websites with target users.</li> <li>• Surveys of web users can be collected via pop up window on website (this may be challenging to get to work).</li> <li>• Surveys of FPAN stakeholders and partners.</li> <li>• Personal conversations.</li> </ul>



## Determining Long-term Impacts

To evaluate the long-term impacts of the implementation of this strategic plan, it is important to revisit FPAN's mission and vision. The mission defines the focus of the organization's efforts, and the vision describes the long-term impacts desired. Together, the mission and vision describe succinctly what FPAN seeks to achieve, and they should, therefore, form the basis for evaluation of progress. Implementation of the goals and objectives laid out in this strategic plan will support the mission and vision. Evaluating the long-term impacts of the accomplishments resulting from this plan based upon the mission and vision will allow for a "big picture" view.

For convenience, the mission and vision are presented below.

### Mission

*To engage the public by promoting and facilitating the appreciation, value, and stewardship of Florida's archaeological heritage through regional centers and partnerships.*

### Vision

*In 2020 FPAN is the leading advocate for Florida's archaeological stewardship and the premier example of how public archaeology is done well. FPAN has a fully funded center in each region with support from a diverse group of sources. Archaeological resources are viewed as community assets of value that contribute to a "sense of place" for Florida's residents and are a destination for visitors. State laws as well as local policies, regulations, programs, and incentives are in place to protect archaeological resources and provide local governments and law enforcement agencies with the tools and resources needed to ensure protection. Archaeology is integrated into state educational standards and archaeological based lessons are widespread in the state's schools at all grade levels.*

FPAN's long-term impacts will be evaluated using a variety of measurement tools specifically designed to evaluate progress towards the different elements of the mission and vision. Each evaluation tool will be targeted towards specific audiences based upon the element to be achieved such as utilizing FPAN staff for internal elements and local government officials or the general public for external elements. Some elements will be quantitative such as the number of schools implementing archaeologically based lessons or the number of local governments with preservation policies in place. Other measurements will be qualitative in nature such as case studies and attitude assessments.

The following table summarizes elements of the mission and vision that are listed as impacts to be monitored together with the audiences specific to each and the measurement tools to be developed to perform the evaluation.

Impact to be Monitored	Audience	Measurement Tool
FPAN is the leading advocate for Florida's archaeological stewardship and the premier example of how public archaeology is done well.	Archaeological professionals in Florida and other states	<ul style="list-style-type: none"> <li>Archaeological Knowledge, Attitudes, and Actions Assessment (the Assessment)</li> </ul>
A fully funded center is in each region with support from a diverse group of sources.	FPAN staff	<ul style="list-style-type: none"> <li>Data on number of centers and financial support</li> </ul>
Archaeological resources are viewed as community assets of value that contribute to a "sense of place."	Residents	<ul style="list-style-type: none"> <li>The Assessment</li> <li>Site evaluation case studies</li> </ul>
Archaeological resources are a destination for visitors.	Visitors, Businesses	<ul style="list-style-type: none"> <li>The Assessment</li> <li>Annual number of visitors to sites</li> </ul>
State laws as well as local policies and regulations are in place to protect archaeological resources.	Public officials	<ul style="list-style-type: none"> <li>The Assessment</li> <li>Number of local governments with preservation policies in place</li> <li>Improvement in types of preservation policies</li> <li>Site evaluation case studies</li> </ul>
Programs and incentives are in place to protect archaeological resources.	Advocacy organizations, Local government staff, and Elected officials	<ul style="list-style-type: none"> <li>The Assessment</li> <li>Number of programs and incentives</li> <li>Site evaluation case studies</li> </ul>
Local governments and law enforcement agencies have the tools and resources needed to ensure protection.	Local government staff	<ul style="list-style-type: none"> <li>The Assessment</li> <li>Site evaluation case studies</li> </ul>
Archaeology is integrated into state educational standards and archaeological based lessons are widespread in the state's schools at all grade levels.	Educators, Students	<ul style="list-style-type: none"> <li>The Assessment</li> <li>Number of schools providing archaeological based lessons</li> <li>Evaluations completed by teachers</li> <li>Pre and Post tests completed by students</li> <li>Site evaluation case studies</li> </ul>

Some of the impacts will be measured by FPAN staff on an annual basis as part of the ongoing evaluation. Examples include data collection on the status of local, county, or state preservation policies and case studies about site protection or program successes. Other long-term impacts will be evaluated using a Site Evaluation tool to be implemented by both FPAN staff and trained volunteers. The Archaeological Knowledge, Attitudes, and Actions Assessment tool (the Assessment) will be developed to provide qualitative feedback on the status of archaeological resources as community assets.

Some comments below provide further guidance on how the different elements of the evaluation will occur.

### **Site Preservation Case Studies**

Increases in the number of archaeological sites for which positive preservation actions are taken are a clear indication that the mission of FPAN is being achieved. When actions occur in this realm, they constitute case studies that will be reported for the region in which they occur. Examples of positive actions include purchase of an archaeological site for protection, stabilization of archaeological sites to prevent erosion, developing on-site interpretation that will increase appreciation for the value of the site, clean-up projects at archaeological sites, etc. Negative actions may include destruction of landmark sites through development, and new or ongoing looting of sites.

### **Status of Local Government Preservation Policy**

A concrete measure of a changing attitude towards the preservation of archaeological sites will be an increase in the protection of sites at the level of local government as reflected in changes in policy. Using the Local Government Preservation Program Directory (2007) as a baseline, changes in the number of local government preservation policies can be assessed by a periodic survey of local government jurisdictions, resulting in an update for the directory.

### **Archaeological Knowledge, Attitudes, and Actions Assessment (the Assessment)**

Many long-term impacts will be measured using an *Archaeological Knowledge, Attitudes and Actions Assessment* (the Assessment) that would monitor the knowledge, attitudes, and actions of various audiences towards archaeological resources on an ongoing basis. A web-based survey that is designed to capture data on an ongoing basis would be most efficient. A web-based survey can be easily designed to include dedicated lists of questions for each audience. The survey will be established on FPAN's website such that targeted people and groups can be invited to complete the survey, or random site visitors can be requested to complete the survey (for example, every 10<sup>th</sup> visitor to FPAN's website could be asked to complete the Assessment).

Responsibility to establish and implement the Assessment should not fall on FPAN alone. The Assessment can be developed in coordination with partners and would provide numerous volunteer opportunities. The Assessment should be developed within the first two years of this planning horizon (by mid 2012) and then piloted within up to two regions for the remaining three years (2012-2015). Evaluation of the pilot will then allow the Assessment to be refined and implemented statewide for FPAN's next strategic planning horizon in 2016. An accelerated schedule would allow full statewide implementation during the present planning horizon.

The Assessment should be established and operated using the following steps:

- Identify the knowledge, attitudes and actions to be targeted for assessment.
- Develop the Assessment tool.
- Determine an implementation strategy (recommended to be a web-based tool).
- Pilot the Assessment in up to two FPAN regions.
- Establish baseline information.
- Evaluate the pilot assessment, make changes, and commence statewide implementation.

To provide some additional guidance on establishing the Assessment, each of the steps is described briefly below.

### ***Identify Knowledge, Attitudes, and Actions***

The mission of FPAN is focused on the public's "*appreciation, value, and stewardship of Florida's archaeological heritage.*" FPAN's long-term impacts, however, will be determined by not only the attitudes and behaviors of the public, but also by other key target audiences. The first step in developing the Assessment, will be for FPAN and its partners to identify knowledge, attitudes, and actions for each target audience. Gains in the selected knowledge, attitudes, and actions will reflect the mission and the impacts that FPAN hopes to achieve.

The Assessment will include general assessment questions for all audiences as well as specific questions for different target audiences. For example, general questions may include how important it is to preserve archaeological sites or what actions the individual has taken to preserve archaeological sites. Questions about existing sites should be developed to test knowledge. Targeted questions such as those directed to public officials and government employees may include items on how important preservation policies are, how effective policies are, and what types of programs and incentives have been successful at preserving archaeological sites.

### ***Develop the Assessment Tool***

Once the elements of knowledge, attitudes, and actions have been selected, the Assessment can be developed and made ready for piloting.

### ***Determine an Implementation Strategy***

It is recommended that the Assessment be developed as a web-based tool. This will provide for numerous efficiencies during analysis. Staff time will be more heavily invested during development of the tool but, once implemented, data collection and analysis will be fully digital and, if well designed, will facilitate sophisticated analysis and adaptation to reports and presentations.

The implementation of the Assessment should allow for random sampling within each of the target audiences as much as possible. For example, visitors to the FPAN website may be randomly selected to participate or individuals from the FPAN mailing list may be randomly selected on an annual basis to take the Assessment. These two approaches could provide valuable data without incurring a lot of FPAN's staff time. Surveying the general public via phone or web surveys may garner a wider random sample, but would require more FPAN staff time and monetary resources. The pros and cons of each sampling approach should be explored by FPAN and its partners.

### ***Select a Region or Regions to Complete a Pilot Project***

FPAN staff assigned to this effort should select the region or regions deemed most appropriate for a pilot test of the Assessment. Careful thought will need to be put into the scope of the pilot or pilots to be implemented. The pilot test will allow FPAN to determine if the Assessment questions are gathering the needed information and allow for opportunities to revise the Assessment where needed. The pilot test will also establish what methods of distribution are most effective.

There could be a small, single pilot test followed by analysis and then a larger follow-up pilot that would in turn be followed by analysis and then full-scale statewide launch. Alternatively, the pilot could be accomplished simultaneously in parts of two or more regions that provide some demographic diversity and variety of archaeological resources present. Once again, analysis and necessary modifications would be followed by full-scale statewide implementation.

### ***Establish Baseline Information***

Baseline information will be critical to the success of the Assessment. It will establish important benchmarks for FPAN to evaluate long-term progress associated with knowledge, attitudes, and actions that currently exist. The Assessment will then be used repeatedly in the coming years to detect changes which result from implementation of the strategic plan.

Once the pilot studies are complete and a final version of the Assessment has been prepared, its first statewide implementation will yield baseline information. Baseline data should be collected using the agreed upon sampling technique.

### ***Evaluate changes in Knowledge, Attitudes, and Actions***

A schedule should be developed to gather repeat information regularly: semi-annually or annually depending upon the resources available. The surveys used for the different target audiences should remain the same to provide for direct comparison of findings from the baseline surveys to the time the survey is repeated. This will provide a direct indication of any changes in attitudes and behaviors towards archaeological resources.

Samples within the target audiences should be chosen in the same way as for the baseline information. Results can be assessed directly back against the baseline results to detect any changes in attitudes or behaviors. Trends can be developed over time with repeat surveys.

### ***A Note on Actions***

Actions represent a tangible product of knowledge and attitudes. People can claim a lot of knowledge and a high respect for a particular resource, but if this does not lead to positive actions that benefit the same resource, then the claim of knowledge and respect is essentially meaningless. Even when knowledge and respect are present, positive actions may still be lacking. In these circumstances, the lack of action may well be caused by the existence of one or more barriers to action. Under these circumstances, knowledge of the barriers can be extremely valuable. Knowledge of what is needed to overcome those same barriers then becomes essential to trigger positive actions.

Barriers can be as simple as inconvenience or “old habits die hard” and are often associated with a lack of resources. Generally, unless a barrier is specifically addressed and hopefully removed, it is unlikely there will be significant changes in actions.

If a disconnect between knowledge and attitudes and actions does become evident during the pilot study, further research to discover any barriers may be needed. There is a growing body of social science literature that addresses this issue. Much of it was developed through studies associated with health issues such as diet, exercise, and smoking. Today, that research has been

extended successfully to sustainability and would likely work well in association with the protection and stewardship of archaeological resources.