



AGENDA

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

Audit & Operations Committee Meeting

August 14, 2014 - 9:00 a.m.

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

Call to Order/Roll Call. Garrett Walton, Committee Member

Greeting. Garrett Walton, Committee Member

Action Item(s):

- 1. Acceptance of Internal Auditing PCard Reports 4th Quarter 2014 and Fiscal Year Summary of PCard Audits for FY 2013/14**
- 2. Acceptance of UWF Internal Audits:**
 - a. UWF-13/14-006 M&S and Equipment Fees – Biology Department**
 - b. UWF-13/14-008 M&S and Equipment Fees – Health, Leisure and Exercise Science Department**
- 3. Approve 2014 Florida Educational Equity Act Report**

Information Item(s):

- 1. Internal Auditing Update on Activities**

Other Committee Business:

Adjournment

UWF Board of Trustees Meeting
 Audit & Operations Committee
 August 14, 2014

Issue: Internal Auditing PCard Audit Reports ~ Results for Quarter 4 and the Annual Update (July 2013-June 2014)

Proposed action: Acceptance

Purpose

To provide UWF Senior leadership a short, clear overview of the PCard audits completed during the quarter and highlight results. Our main objective is to report the status of PCard audits and any issues or findings requiring action.

Background

Internal Auditing has been charged with auditing PCard holder and approver activity as well as departmental activities and internal controls. The objectives of these audits were to determine if departments complied with UWF PCard policies and procedures, as well as to evaluate the level of understanding of PCard policies among PCard holders and approvers. UWF presently has **413** PCard holders distributed across **160** departments. For the 2013/14 fiscal year **\$11,385,330** in expenses were paid via PCard at UWF to **3,355** vendors.

Notable Strengths

The approvers are consistently signing transaction documentation, and there were no findings involving missing documentation. Internal Control processes such as Card and Card numbers are being kept secure, and passwords have remained confidential and accessible only to the approved.

Results for Quarter 4 (April-June 2014)

Seven (7) departments¹ encompassing 27 cardholders were examined on a sample basis. Individual reports were distributed to department heads and Procurement & Contracts upon completion of the audits. The totals below show the volume of activity occurring for these seven departments and the amount tested. All reports are available from Internal Auditing.

Number of Departments Reviewed	Number of Cardholders	Number of Transactions Occurring	Number of Transactions Tested	Total PCard Expenditures of Depts.	Total PCard Transactions Tested
7	27	622	244	\$101,681	\$75,031
Audit Opinion for the PCard Audit					
EXCELLENT	GOOD	FAIR	POOR	Total	

¹ Departments audited (listed by audit opinion): **Excellent** – Procurement, Parking & Transportation; **Good** – SBDC UWF SBA, English & Foreign Language, First Year Advising, Undergraduate Admissions; **Fair** – Research & Advanced Studies; **Poor** – None.

2	4	1	0	7
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Most Common Findings for Quarter 4 (April-June 2014)

1. The JP Morgan bank statements were not reviewed during the reconciliation process.
2. Reconcilers did not consistently sign the completed reconciliation reports.

Results-Fiscal Year 2013/14

This is a summary of the PCard audit results for Fiscal Year 2013/14. Thirty-four departments² (34) encompassing 135 cardholders were examined on a sample basis. Individual reports were distributed to department heads and Procurement upon completion of the audits. The totals below show the volume of activity occurring for these 34 departments and the amount tested. All reports are available from Internal Auditing.

Number of Departments Reviewed	Number of Cardholders	Number of Transactions Occurring	Number of Transactions Tested	Total PCard Expenditures of Depts.	Total PCard Transactions Tested
34	135	5,126	1,679	\$ 1,325,507	\$ 783,936 (59%)

Audit Opinion for the PCard Audit				
Excellent	Good	Fair	Poor	Total
12	15	6	1	34

MOST COMMON FINDINGS IN THE FISCAL YEAR

1. The business purpose was unclear on the PCard documentation.
2. Sales tax was paid and a refund was not requested.
3. Transactions were allowed to Auto-post.
4. The JP Morgan bank statement was not reviewed during the reconciliation process.

Recommendation: Acceptance of the Internal Auditing PCard Reports for the Quarter and Fiscal Year Summary of PCard Audits for FY 2013/14.

Implementation: For PCard audit reports issued during the third quarter (April-June 2014), management will implement corrective actions to be completed in the first two months of fiscal year 2014/15. Internal Auditing will follow up to determine if adequate corrective actions occurred.

Fiscal Implications: Fiscal oversight by the UWF Board of Trustees.

² Departments audited (listed by Audit Opinion): **Excellent:** Procurement, Parking and Transportation, Housing and Residence Life, Military Veterans Resources Center, Continuing Education, Honors Program, Board of Trustees, Government Relations, Health and Wellness Services, President’s Office, Air Force ROTC, Department of Justice Studies; **Good:** SBDC UWF SBA, English and Foreign Languages, Undergraduate Admissions, First Year Advising, Building and Grounds, ASTA, Instructional and Performance Technology, Graduate School, Student Transition Program, Academic Affairs, Environmental Studies, School of Allied Health and Life Sciences, University Commons, Army ROTC, COPS Dean’s Office; **Fair:** Clinical Laboratories, Research and Advanced Studies, ASPIRE, Art Department, Biology, OEDE; **Poor:** Chemistry

Prepared by: Betsy Bowers, Associate Vice President, Internal Auditing, bbowers@uwf.edu,
850-474-2637

Presenter: Betsy Bowers, Associate Vice President, Internal Auditing, bbowers@uwf.edu,
850-474-2637

UWF Board of Trustees Meeting
Audit and Operations Committee
August 14, 2014

Issue: UWF Internal Auditing & Management Consulting-Internal Auditing Reports Issued

Proposed action: Acceptance

Background information:

In accordance with the 2013/14 annual work plan, Internal Auditing & Management Consulting (IAMC) completed two audits during the period May-June 2014: 1) Material & Supply Fees and Equipment Fees-Biology Department and 2) Material & Supply Fees and Equipment Fees-Health, Leisure, and Exercise Science Department. The audit period for each was Fall Semester 2013 (August 1-December 31, 2013) and focused upon a) proper authorization of fees, b) periodic review and adjustment of fees, c) accuracy and proper accounting for fees, and d) appropriateness of items for which the fees were expended.

Below are synopses of each with full reports as an attachment to this agenda item.

1. M&S Fees and Equipment Fees-Biology Department –UWF 13/14-006

Audit fieldwork began on February 21, 2014, and ended on May 7, 2014. The audit report was issued May 21, 2014.

Results:

The audit report included two (2) findings, which are as follow:

1. Policies and procedures for departmental duties related to Materials and Supply Fees and Equipment Fees should be formalized in writing.
2. Expense transfers should be processed on a timely basis.

Management's Actions: For the two findings above, UWF management has action plans to remedy each situation no later than July 1, 2014. We will perform follow up on their implementation during the upcoming six months.

2. M&S Fees and Equipment Fees-Health, Leisure, and Exercise Science –UWF 13/14-008

Audit fieldwork began on March 28, 2014, and ended on April 7, 2014. The audit report was issued June 10, 2014.

Results:

The audit identified three (3) findings as follow:

1. The Material and Supply Fees auxiliary account has an excessive balance.
2. Formal departmental policies and procedures need to be created.
3. Controls related to the issuance of supplies need to be strengthened.

Management's Actions: By the end of December 2014 UWF management will have addressed all weaknesses identified in the report.

Recommendation: Acceptance of the Internal Auditing Reports

Implementation: Management will implement corrective actions to be completed within the next six months. Internal Auditing will follow-up to determine if adequate corrective actions occurred.

Fiscal Implications: Fiscal oversight by the UWF Board of Trustees

Supporting documents:

UWF-13/14-006 Internal Auditing Report M&S Fees and Equipment Fees-Biology Department

UWF-13/14-008 Internal Auditing Report M&S Fees and Equipment Fees-Health, Leisure and Exercise Science Department

Prepared by: Betsy Bowers, Associate Vice President, Internal Auditing, bbowers@uwf.edu, 850-474-2637

Presenter: Betsy Bowers, Associate Vice President, Internal Auditing, bbowers@uwf.edu, 850-474-2637

UWF Board of Trustees
Audit & Operations Committee
August 14, 2014

Issue: 2014 Florida Educational Equity Act Report

Proposed Action: Action

Background information:

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

The University of West Florida's 2014 Florida Education Equity Report is based on 2012-2013 data. Discussion in this report referring to "this year" indicates 2012-2013 data, and discussion referring to "last year" indicates 2011-2012 data.

The University of West Florida (UWF) submits the 2014 Florida Educational Equity Act Report which identifies, measures, and enhances UWF's progress toward appropriate gender and racial representation. This report celebrates our successes and outlines our goals for areas in which we can improve the diversity of our campus community. The Student Enrollment and Employment reporting focuses on females and members of specified racial/ethnic groups. The Athletics portion of the report focuses on gender equity on the basis of Accommodation of Interests and Abilities.

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

The Human Resources Department gathered information for this report from the following areas: Institutional Research and Effectiveness Support, Research and Sponsored Programs, Enrollment Services, Academic Affairs, Student Affairs, and Intercollegiate Athletics.

Student Enrollment

Data Year: 2012-2013

The University of West Florida excels in female representation in student enrollment and has a diverse minority representation. At the University, out of the 1,969 Bachelor's degrees received this year, 1,240

of them were received by females (63%) and 426 by minorities (22%). Out of the 588 Master's and Specialist's degrees received, 363 were received by females (62%) and 128 were minorities (22%). Also, out of the 18 Doctoral degrees awarded, 12 of them were received by females (67%) and five were minorities (28%).

Chart 1: Among *Full-Time First-Time-in-College Enrollment*, diversity increased among American Indian/Alaska Native students. Students who classified themselves as two or more races also increased.

Chart 2: Among *Full-Time College System A.A. Transfers* diversity increased among Black students, Asian students, Hispanic students, and students identifying themselves as two or more races. Female students in race categories American Indian/Alaska Native and Hispanic also increased. Diversity goals were exceeded for Black students, Asian students, and Hispanic students.

Chart 3: *Retention of Full-Time First Time in College (FTIC)* students increased among Black students, Asian students, Hispanic students, Native Hawaiian/Other Pacific Islander students, students identifying as two or more races, and female students. Diversity goals were exceeded for Black students and Asian students.

Chart 4: *Graduation Rate of Full-Time FTICs* saw increases in the number and percentage retained for Black students, American Indian/Alaska Native students, Asian/Pacific Islander students, Hispanic students, and female students.

Chart 5: *Bachelor's Degrees Awarded* showed a diversity increase among *Bachelor's Degrees* awarded to Hispanic students, Native Hawaiian/Other Pacific Islander students, and students who identified themselves as two or more races. The University specifically increased in Bachelor's degrees awarded to female students in the following race categories: Hispanic, Native Hawaiian/Other Pacific Islander, and two or more races. Last year's diversity goal for Hispanic students was met.

Chart 6: *Master's Degrees and Specialist Degrees Awarded* showed an increase of degrees awarded to female students, Black students, American Indian/Alaska Native student, Asian students, Hispanic students, and students identifying themselves as two or more races. Diversity goals for Asian students and Hispanic students were exceeded.

Chart 7: *Doctoral Degrees Awarded* showed an increase in Black students and one Native Hawaiian/Other Pacific Islander student. The University exceeded its goal of awarded Doctoral Degrees to Black students.

Gender Equity in Athletics

The University of West Florida's gender equity in athletics program was effective for the report period. There were eight sports for female students and six sports for male students. While no specific areas of improvement are suggested by the 2012-2013 data, there is significant planning underway to advance UWF athletics. Intercollegiate Athletics seeks to develop the resources to proactively address implications for compliance thresholds and to ensure that the accommodation of interest and abilities in athletics is maintained.

Employment

Chart 1: Diversity increases were seen in *Tenured Faculty* among female faculty and Hispanic faculty.

Chart 2: Diversity increases were seen in *Tenure-Track Faculty* among Asian faculty and female faculty.

Chart 3: Among *Non-Tenure-Earning Faculty*, diversity increased among female faculty.

Chart 4: Among *Executive/Administrative/Managerial Staff*, diversity increased among female staff.

The University of West Florida's strategies for achieving diversity goals included the following action-oriented programs: Utilized an online recruiting and hiring process to increase the University's visibility to applicants for employment; requires hiring managers to advertise in diversity-focused periodicals and discipline-specific journals; extended application deadlines and recommended additional diverse advertising on a case-by-case basis for job searches that had not resulted in a diverse pool of applicants; instituted additional outreach programs such as job fairs targeted to diverse applicants to recruit females, minorities, individuals with disabilities and veterans; identified the essential functions of positions and the skills and knowledge needed to carry out those functions before interviewing for positions; control for bias in the employment process by requiring that search committees represent gender and racial diversity; monitored selection procedures and applicant pool representation to ensure diversity in employment searches; continued to fund the John C. Pace Symposium series for outstanding diverse scholars to provide seminars and lectures at the University; listed student employment opportunities on the University's online recruitment system; complied with requirements of the Office of Federal Contract Compliance Program's Uniform Guidelines on Employee Selection Procedures; included access, equal opportunity and diversity factors in the strategic planning process; and provided the tuition waivers to faculty and staff.

Recommendation: Approve

Implementation Plan: N/A

Fiscal Implications: N/A

Supporting documents: [2014 Florida Education Equity Act Report](#)

Prepared by: Karen Rentz, PHR, Assistant Director/Equal Opportunity Officer, Human Resources Department, (850) 474-2175, krentz@uwf.edu

Presenter: Cindy Faria, CCP, SPHR, Associate Vice President, Human Resources Department, (850) 474-2602, cfaria@uwf.edu



Biology Department Material and Supply Fees and Equipment Fees

AUDIT REPORT

For the period August 1, 2013 through December 31, 2013

Executive Summary

SCOPE AND OBJECTIVES

We audited Biology Material and Supply and Equipment Fees for the period August 1, 2013 through December 31, 2013. This audit was included as part of our 2013/14 audit plan, determined by our annual risk assessment. Our objectives were to determine whether internal controls over the following were adequate:

- Proper authorization of fees
- Periodic review and adjustment of fees.
- Accuracy of and proper accounting for fees.
- Compliance with State laws, regulations, and University policies and procedures, including limitations on the amount of cash that can be retained after end of semester, and appropriateness of expenditures.
- General effectiveness and efficiency of related activities.

Audit fieldwork began on February 21, 2014 and ended on May 7, 2014. Our audit was conducted in accordance with the Institute of Internal Auditors *International Standards for the Professional Practice of Internal Auditing* and generally accepted auditing standards.

OPPORTUNITIES FOR IMPROVEMENT

The audit revealed two (2) findings:

1. Policies and procedures related to Material and Supply Fees and Equipment Fees should be formalized in writing.
2. Expense transfers should be processed on a timely basis.

Also, we noted opportunities to enhance procedures within the Academic Affairs Division, which were included in the Chemistry Material and Supplies/Equipment Fees Internal Audit report (UWF-13/14-001) and will not be reiterated in this report. Please refer to that report for greater detail.

REPORT DETAILS

BACKGROUND

The Florida Board of Governors has authorized each State university Board of Trustees to establish fees “to offset the cost of materials or supplies that are consumed in the course of the student’s instructional activities, excluding the cost of equipment replacement, repairs, and maintenance” (Chapter 7.003 “Fees, Fines, and Penalties”). Furthermore, in order to provide for replacement of loss or damaged equipment used in instructional activities, the Florida Statutes has also authorized the Boards of

The Executive Summary is intended to highlight the scope and objectives and opportunities for improvement. The entire report should be read for a comprehensive understanding of our findings.

Trustees to establish fees “relating to the use, late return, and loss and damage of facilities and equipment.”

The University of West Florida Board of Trustees have exercised this authority by approving a “Material and Supply Fee” and an “Equipment Fee.” These fees are attached to specific courses or labs and are assessed to the student during the registration process each semester.

On April 13, 2013 the Chair of the Board of Governors Budget and Finance Committee mailed a letter to all University Boards of Trustees, Presidents, Provosts, and CFOs, concerning lab fees. This letter stated:

“...I ask that you pay special attention to lab, material, and supply fees to ensure that they are in compliance with existing statutes and regulations. It is important that each one is directly tied to the cost of the material or supply item consumed by the student and that such cost is justified and verifiable...”

This audit is a direct response to the Board of Governors’ explicit interest.

Academic areas can request approval of a fee for a course within their discipline by completing a request form, attaching supporting cost documentation (such as quotes or invoices for like items) and submitting the request to Academic Affairs. The request is reviewed in Academic Affairs and either denied or prepared for submission to the Board of Trustees for approval. The minimum Material and Supply Fee that can be requested is \$3 while the maximum is \$48. Current policy states that new fees can only approved every other year, with implementation in Fall Semester.

For academic year 2013/14, the following courses had Material and Supply Fees or Equipment Fees attached to them:

Academic Discipline	Material & Supply Fee		Equipment Fee	
	# of Courses	Range	# of Courses	Range
Anthropology	4	\$48	4	\$100 - \$200
Art	46	\$45 - \$48	31	\$25 - \$35
Biology	38	\$13 - \$48	44	\$15 - \$35
Chemistry	14	\$25 - \$48	13	\$22 - \$25
Clinical Laboratory Services	10	\$19 - \$48	10	\$6 - \$25
Communication			9	\$18 - \$25
Electrical Engineering	13	\$5 - \$48	11	\$25
Engineering/Computer Technology			7	\$15
Environmental Studies			13	\$25
Health/Leisure/Exercise Science			23	\$25
Music	13	\$8 - \$19	94	\$25
Nursing	3	\$8 - \$45	9	\$35
Physics			10	\$22 - \$25
Psychology	1	\$25		
Theatre	5	\$23 - \$40		
Total	147		278	

As fees are collected during and after registration they are deposited into an “auxiliary” account. Each academic discipline has no more than one auxiliary for Material and Supply Fees and another for Equipment Fees. Purchases are made as

The scope of the audit focused on compliance with State laws and regulations and University policies and procedures.

The Board of Trustees has approved 147 Material & Supply Fees and 278 Equipment Fees.

Materials and Supply Fees auxiliary accounts are allowed to keep some working capital in them to ensure that purchases can be made as needed.

necessary each semester. Florida Statutes Chapter 1009.24, "SUS Student Fees," states that Material and Supply Fees are to be used for items that are consumed in the course of the instructional activities; however, in order to provide working capital for the purchases, some level of cash reserves must be kept on hand. To ensure that auxiliary cash reserves are not unnecessarily accumulated, Academic Affairs established a policy related to cash reserves. Each December 31 the auxiliary cash balance for each academic discipline is compared to collections for the same calendar year; if the cash balance exceeds 15% of collections, the department risks having their fees suspended.

The cash balance in the Biology Material and Supply Fees auxiliary at December 31, 2013 was \$18,199. Compared to 2013 collections of \$122,506, this was within the required limitation (15%).

The Biology staff includes an Interim Chairperson, an Administrative Specialist, an Office Assistant, and a Laboratory Manager.

Supplies that are unique to Biology are ordered and purchased by the Administrative Specialist. Items that can be purchased in bulk and used in multiple labs are ordered and kept in stock by the Chemistry Laboratory Manager. Items ordered by the Biology Administrative Specialist are also delivered to the Chemistry Storeroom and issued from there, primarily due to space limitations in the Biology Office. The cost of purchases made by Chemistry on behalf of Biology are later transferred by journal entry on the financial system.

OPPORTUNITIES FOR IMPROVEMENT

1. Policies and procedures for departmental duties related to Material and Supply Fees and Equipment Fees should be formalized in writing.

The Biology Department did not have written policies and procedures that documented their activities related to Material and Supply Fees and Equipment Fees. Examples of topics that might be included would be the division of purchasing responsibilities between the Chemistry Storeroom and Biology, methods used to monitor course budgets, or how deliveries requiring refrigeration are handled. Written policies and procedures serve several important purposes. They provide for a clear understanding of job duties between supervisor and employee; help ensure a smoother transition during staff turnover; and ensure consistency in activities.

Recommendation

Departmental policies and procedures related to the purchase, storage, issuance, and accounting for items purchased with Material and Supply Fees or Equipment Fees should be developed and reviewed periodically for necessary revisions.

Management's Planned Action

The Biology Department will begin drafting Policies and Procedures that document activities/purchases charged against Biology M&S Fees and Biology Equipment Fees.

Documenting critical policies and procedures is a great way to strengthen internal controls.

Responsible Auditee

Chairperson, Dr. Chris Pomory

Implementation Date

July 1, 2014

2. Expense transfers should be processed on a timely basis.

At times the expense of purchases gets posted to the wrong budget, either for convenience purposes or simple error. In these instances, a Journal Entry is to prepared and submitted to Financial Services to transfer the expense to the proper budget. On April 24, 2014 the Administrative Specialist provided the auditor with a copy of a drafted Journal Entry to transfer the cost of eleven expenditures from the Material and Supply Fee auxiliary to the Equipment Fee auxiliary. This Journal Entry form was dated February 27, 2014 but had not been processed through the Banner Financial module. It was noted that of the \$4,614 of transfers, some had transpired as far back as August 2013, and \$4,435 of them occurred prior to December 10, 2013. The delay in processing these transfers does not reflect good accounting practice and could be interpreted as non-compliant with Florida Statute 1009.24 and BOG Regulation 7.003, which prohibit the purchase of equipment from Material and Supply Fees.

Recommendation

Purchases of equipment should be properly posted to the Equipment Fee auxiliary or transferred by Journal Entry within 30 days.

Management's Planned Action

All purchases charged/posted to Biology M&S and Biology Equipment Fees will be accurate, complete, and current. All necessary changes that require a journal entry will be completed within 30 days of the posting date.

Responsible Auditee

Chairperson, Dr. Chris Pomory

Implementation Date

May 23, 2014

We appreciate the cooperation, professionalism, and responsiveness of the Academic Affairs, Biology, and ITS staff who were involved in the audit.

Respectfully submitted,

Betsy Bowers, CIA, CFE, CGFM, CIG, CRMA
Associate Vice President

Project Team: Cynthia B. Talbert, CPA

*Board of
Governor's
policy prohibits
the purchase of
equipment from
Material and
Supply Fees.*

*We would like
to thank all the
participants for
their
cooperation.*



**Health, Leisure, and Exercise Science
(HLES) Department
Material and Supply Fees
and Equipment Fees**

AUDIT REPORT

For the period August 1, 2013 through December 31, 2013

Executive Summary

SCOPE AND OBJECTIVES

We audited Health, Leisure, and Exercise Science (HLES) Material and Supply (M&S) and Equipment Fees for the period August 1, 2013 through December 31, 2013. This audit was included as part of our 2013/14 audit plan, determined by our annual risk assessment. Our objectives were to determine whether internal controls over the following were adequate:

- Proper authorization of fees.
- Periodic review and adjustment of fees.
- Accuracy of and proper accounting for fees.
- Items for which fees are expended.
- Compliance with State laws, regulations, and University policies and procedures.
- General effectiveness and efficiency of related activities.

Audit fieldwork began on March 28, 2014 and ended on April 07, 2014. Our audit was conducted in accordance with the Institute of Internal Auditors *International Standards for the Professional Practice of Internal Auditing* and generally accepted auditing standards.

OPPORTUNITIES FOR IMPROVEMENT

The audit revealed three (3) findings:

1. The Material and Supply Fees auxiliary account has an excessive balance.
2. Formal departmental policies and procedures need to be created.
3. Controls related to the issuance of supplies need to be strengthened.

Also, we noted opportunities to enhance procedures within the Academic Affairs Division, which were included in the Chemistry Material and Supply/Equipment Fees Internal Audit report and will not be reiterated in this report. Please refer to that report for greater detail.

The Executive Summary is intended to highlight the scope and objectives and opportunities for improvement. The entire report should be read for a comprehensive understanding of our findings.

REPORT DETAILS

BACKGROUND

The Florida Board of Governors has authorized each State university Board of Trustees to establish fees “to offset the cost of materials or supplies that are consumed in the course of the student’s instructional activities, excluding the cost of equipment replacement, repairs, and maintenance” (Chapter 7.003 “Fees, Fines, and Penalties”). Furthermore, in order to provide for replacement of loss or damaged equipment used in instructional activities, the Florida Statutes has also authorized the Boards of Trustees to establish fees “relating to the use, late return, and loss and damage of facilities and equipment.”

The University of West Florida Board of Trustees have exercised this authority by approving a “Material and Supply Fee” and an “Equipment Fee.” These fees are attached to specific courses or labs and are assessed to the student during the registration process each semester.

On April 13, 2013 the Chair of the Board of Governors Budget and Finance Committee mailed a letter to all University Boards of Trustees, Presidents, Provosts, and CFOs, concerning lab fees. This letter stated:

“...I ask that you pay special attention to lab, material, and supply fees to ensure that they are in compliance with existing statutes and regulations. It is important that each one is directly tied to the cost of the material or supply item consumed by the student and that such cost is justified and verifiable...”

This audit is a direct response to the Board of Governors’ explicit interest.

Academic areas can request approval of a fee for a course within their discipline by completing a request form, attaching supporting cost documentation (such as quotes or invoices for like items) and submitting the request to Academic Affairs. The request is reviewed in Academic Affairs and either denied or prepared for submission to the Board of Trustees for approval. The minimum Material and Supply Fee that can be requested is \$3 while the maximum is \$48. Current policy states that new fees can only be approved every other year, with implementation in Fall Semester.

For academic year 2013/14, the following courses had Material and Supply Fees or Equipment Fees attached to them:

The scope of the audit focused on compliance with State laws and regulations and University policies and procedures.

The Board of Trustees has approved 147 Material & Supply Fees and 278 Equipment Fees.

Material and Supply Fees auxiliary accounts are allowed to keep some working capital in them to ensure that purchases can be made as needed.

Academic Discipline	Material & Supply Fee		Equipment Fee	
	# of Courses	Range	# of Courses	Range
Anthropology	4	\$48	4	\$100 - \$200
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Electrical Engineering	13	\$5 - \$48	11	\$25
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Health/Leisure/Exercise Science			23	\$25
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Nursing	3	\$8 - \$45	9	\$35
Physics			10	\$22 - \$25
Psychology	1	\$25		
Theatre	5	\$23 - \$40		
Total	147		278	

As fees are collected during and after registration they are deposited into an “auxiliary” account. Each academic discipline has no more than one auxiliary for Material and Supply (M&S) Fees and another for Equipment Fees. Purchases are made as necessary each semester. Florida Statutes Chapter 1009.24, “SUS Student Fees,” states that Material and Supply Fees are to be used for items that are consumed in the course of the instructional activities; however, in order to provide working capital for the purchases, some level of cash reserves must be kept on hand. To ensure that auxiliary cash reserves are not unnecessarily accumulated, Academic Affairs established a policy related to cash reserves. Each December 31 the auxiliary cash balance for each academic discipline is compared to collections for the same calendar year; if the cash balance exceeds 15% of collections, the department risks having their fees suspended.

The HLES cash balance of \$28,543 on December 31, 2013 was 231% of 2013 collections; this does not fall within the University guidelines of 15% of collected revenues. See more in Finding #1.

Staffing and Office Administration

The HLES staff includes the Department Chair, the Office Administrator, and the Coordinator. The Office Administrator orders materials, supplies, and equipment required by instructors for approved courses. Supplies are delivered to her office where she validates the invoice against items received and issues the items to the respective professor. Faculty members maintain supplies in locked classroom cabinets or in locked storage rooms until distributed to students.

OPPORTUNITIES FOR IMPROVEMENT

1. The Materials and Supplies Fees auxiliary account has an excessive balance.

The percent of cash to revenues for Materials and Supplies was 162.9% (\$12,359.12) and 230.9% (\$28,543) in 2012 and 2013, respectively. HLES was not in compliance

with the Academic Affairs policy regarding the "15% Rule." According to the UWF Materials and Supplies Fees Authority and Procedures policy:

"If cash balances at the end of the annual year (12/31) exceed annual year revenues by more than 15%, course fees will be suspended for the following Fall Semester. The Office of the Provost will notify the Registrar's Office to suspend fees and a copy of the notice will be sent to the appropriate college and department. Fees will be reinstated via notification from the Office of the Provost to the Registrar's Office once balances comply with the 15% requirement."

Academic
Affairs has
limited the
amount of cash
reserves that
may be on
hand at
December 31.

It is necessary to utilize fees during the semester they are collected not only to fulfill policy requirements but to be proper stewards of student funds.

We identified four reasons why the cash balance increased beyond the established 15% threshold:

- In 2007, additional courses with fees were added and enrollment increased substantially, which contributed to an increase in M&S fee revenue and cash balance.
- In 2009, a combination of an increase in M&S fees of 3% on average and a change in spending practices created a sharp rise in the end of year (EOY) cash balance.
- Beginning in 2009, purchasing practices for lab supplies shifted from specialized and more expensive suppliers to on-line and less expensive vendors in an effort to reduce costs. Only minor adjustments to fees were addressed due to a concern that the discounted materials and supplies might not continue to be available.
- Expenditures were not tracked on a per course basis, which inhibited corrections necessary to improve the cash balance disparity.

In 2012, the Office of the Provost suspended materials and supplies fees for the HLES department due to the excessive cash balance.

RECOMMENDATION

A formal action plan should be created and communicated among faculty to outline the steps necessary to eliminate the current cash balance, determine the courses that need fees in the future, and establish the correct fee per course.

A management tool should be maintained to track M&S fee expenditures by course.

MANAGEMENT'S PLANNED ACTION

We plan to collaboratively develop a formal action plan to decrease the balance of materials and supplies fees below the recommended 15% reserve threshold. We will meet with all faculty members who teach courses where a fee was collected and develop a spending plan on a course-by-course basis, spend additional M&S fee balance on newly identified needs, and review the future fee needs for courses once fees are no longer suspended.

The completed action plan will be shared with the COPS Dean and Business Manager, the Dean of the newly formed CoSEH, and the Provost's office as a result of reorganization within the University and its impact on the HLES department.

An electronic log will be implemented to track all aspects of fee collection and M&S items purchased. This will also be used as a data management tool for requesting changes to the fees on a course-by-course basis annually.

RESPONSIBLE AUDITEE

Chair, Dr. John Todorovich

IMPLEMENTATION DATE

September 1, 2014

Documenting policies and procedures is a great way to strengthen internal controls.

2. Formal departmental policies and procedures need to be created.

HLES Department had not prepared written policies pertaining to the purchases of materials and supplies. This lack of formalized policies and procedures reflects a weakness in internal controls. Departmental policies and procedures should be written. This helps to provide for training, consistency, and a clear understanding of job duties between supervisor and employee. Written policies and procedures, including desktop procedures, offer many benefits to a department. For example, they minimize miscommunication between supervisor and employee, and facilitate the training of new employees. It also creates greater efficiency and productivity. These procedures should be documented, reviewed frequently for necessary revisions, and dated with the last revision. Failure to have detailed procedures increases the risk of noncompliance, inaccurate application of materials and supplies fees, inconsistent procedures applied, errors, and incomplete or duplicate work.

RECOMMENDATION

Written departmental policies and procedures related to the purchase, storage, issuance and accounting for items purchased with Material and Supply or Equipment Fees should be developed and reviewed periodically for necessary revisions.

MANAGEMENT'S PLANNED ACTION

Management will appoint an ad hoc committee in accordance with HLES bylaws to develop a policy pertaining to the purchase, storage, issuance and accounting for items purchased.

RESPONSIBLE AUDITEE

Chair, Dr. John Todorovich

IMPLEMENTATION DATES

Ad hoc committee appointed: August 31, 2014

Policy implemented: December 1, 2014

3. Controls related to the issuance of supplies need to be strengthened.

Currently no accountability (e.g. sign-out log) is maintained for materials, supplies, and equipment being issued to instructors. To ensure good internal controls over materials, supplies, and equipment within the HLES Department, a log is needed to determine the date and to whom the supplies were issued. The absence of sign-out logs enhances the opportunity for mismanagement of assets.

RECOMMENDATION

Documented accountability should be established (e.g. via a sign-out log) showing the date and to whom materials, supplies, and equipment are issued.

MANAGEMENT'S PLANNED ACTION

Based on early discussions during the audit, we have begun to use a log-out form for the purchase and delivery of items purchased on M&S fees.

RESPONSIBLE AUDITEE

Chair, Dr. John Todorovich

IMPLEMENTATION DATE

June 1, 2014

Maintaining accountability of materials, supplies, and equipment as decreases the opportunities for mismanagement of these assets.

We would like to thank all the participants for their cooperation.

We appreciate the cooperation, professionalism, and responsiveness of the Academic Affairs, College of Professional Studies, and the HLES staff who were involved in the audit.

Respectfully submitted,

Betsy Bowers, CIA, CFE, CGFM, CIG, CRMA
Associate Vice President

Project Team: Dan Bevil, MBA



University of
West Florida

2014 Florida Equity Report

Enrollment, Gender Equity in Athletics, and Employment

Data Year: 2012 - 2013

Approved by the University Board of Trustees
September 9, 2014

Approved by Dr. Judith Bense, University President
September 9, 2014

Submitted by:

Karen Rentz
Assistant Director, Human Resources
University of West Florida
11000 University Parkway
Building 20E
Pensacola, Florida 32514
(850) 474-2175
krentz@uwf.edu

2014 FLORIDA EQUITY REPORT

Data Year: 2012 - 2013

Table of Contents

PART I	EXECUTIVE SUMMARY -----	3
PART II	POLICIES AND PROCEDURES IN SUPPORT OF EQUITY -----	7
PART III	ACADEMIC PROGRAM REVIEWS -----	8
	Chart 1. Full-time First Time in College Enrollment, Fall 2013 and Early Admits	
	Chart 2. Full-time Florida College System A.A. Transfers, Fall 2013 and Summer 2013	
	Chart 3. Retention of Full-Time FTICs Entering Fall 2012, or Summer 2012 and Continuing into Fall, after One Year	
	Chart 4. Graduation Rate of Full-Time FTICs (Beginners and Early Admits) Entering Fall 2007, or Summer 2007 and Continuing into Fall after Six Years	
	Chart 5. Bachelor’s Degrees Awarded, AY 2012-2013	
	Chart 6. Master’s Degrees Awarded, AY 2012-2013	
	Chart 7. Doctoral Degrees Awarded, AY 2012-2013	
	Chart 8. Post Master’s/Specialist Degrees Awarded, AY 2012-2013	
	ACADEMIC PROGRAM REVIEWS – STUDENT SERVICES -----	15
PART IV	GENDER EQUITY IN ATHLETICS -----	21
	Chart 1. Gender Equity in Athletics Update	
	Chart 2. Gender Equity in Athletics – Areas for Improvement	
PART V	EMPLOYMENT REPRESENTATION -----	23
	Chart 1. Tenured Faculty	
	Chart 2. Tenure-Track Faculty	
	Chart 3. Non-Tenure-Earning Faculty	
	Chart 4. Executive/Administrative/Managerial Staff	
PART VI	AREAS OF IMPROVEMENT AND ACHIEVEMENT -----	27
PART VII	PROTECTED-CLASS REPRESENTATION IN THE TENURE PROCESS -----	41
PART VIII	PROMOTION AND TENURE COMMITTEE COMPOSITION -----	42
PART IX	OTHER REQUIREMENTS -----	43
	A. Budget Plan	
	B. President’s Evaluation	
	C. Top Administrators’ Evaluations	
PART X	SOURCES OF DATA FOR THIS REPORT -----	45

PART 1. EXECUTIVE SUMMARY

Background Information

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

The University of West Florida's 2014 Florida Education Equity Report is based on 2012-2013 data. Discussion in this report referring to "this year" indicates 2012-2013 data, and discussion referring to "last year" indicates 2011-2012 data.

The University of West Florida (UWF) submits the 2014 Florida Educational Equity Act Report which identifies, measures, and enhances UWF's progress toward appropriate gender and racial representation. This report celebrates our successes and outlines our goals for areas in which we can improve the diversity of our campus community. The Student Enrollment and Employment reporting focuses on females and members of specified racial/ethnic protected classes. The Athletics portion of the report focuses on gender equity on the basis of Accommodation of Interests and Abilities.

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

The Human Resources Department gathered information for this report from the following areas: Institutional Research and Effectiveness Support, Research and Sponsored Programs, Enrollment Services, Academic Affairs, Student Affairs, and Intercollegiate Athletics.

Student Enrollment

The University of West Florida excels in female representation in student enrollment and has a diverse minority representation. At the University, out of the 2007 Bachelor's degrees received this year, 1269 of them were received by females and 473 were minorities. Out of the 591 Master's and Specialist's degrees received, 364 were received by females and 152 were minorities. Also, out of the 37 Doctoral degrees awarded, 30 of them were received by females and eight were minorities.

Chart 1: Among *Full-Time First-Time-in-College Enrollment*, diversity increased among American Indian/Alaska Native student goals and students who classified themselves as two or more races increased.

Chart 2: Among *Full-Time College System A.A. Transfers* diversity increased among Black students, Asian students, Hispanic students, and students identifying themselves as two or more races. Female students in race categories American Indian/Alaska Native and Hispanic also increased. Diversity goals were exceeded for Black students, Asian students, and Hispanic students.

Chart 3: *Retention of Full-Time First Time in College (FTIC)* students increased among Black students, Asian students, Hispanic students, Native Hawaiian/Other Pacific Islander, students identifying as two or more races, and female students. Diversity goals were exceeded for Black students and Asian students.

Chart 4: *Graduation Rate of Full-Time FTICs* saw increases in the number and percentage retained for Black students, American Indian/Alaska Native students, Asian/Pacific Islander students, Hispanic students, and female students.

Chart 5: *Bachelor's Degrees Awarded* saw a diversity increase among *Bachelor's Degrees* awarded to Hispanic students, Native Hawaiian/Other Pacific Islander students, and students who identified themselves as two or more races. The University specifically increased in Bachelor's degrees awards to female students in the follow race categories: Hispanic, Native Hawaiian/Other Pacific Islander, and two or more races. Last year's diversity goal for Hispanic students was met.

Chart 6: *Master's Degrees and Specialist Degrees Awarded* saw an increase of degrees awarded to female students, Black students, American Indian/Alaska Native student, Asian students, Hispanic students, and students identifying themselves as two or more races. Diversity goals for Asian students and Hispanic students were exceeded.

Chart 7: *Doctoral Degrees Awarded* saw an increase in Black students and a Native Hawaiian/Other Pacific Islander student. The University exceeded its goal of awarded Doctoral Degrees to Black students.

Gender Equity in Athletics

The University of West Florida's gender equity in athletics program was effective for the report period. There were eight sports for female students and six sports for male students. While no specific areas of improvement are suggested by the 2012-2013 data, there is significant planning underway to advance UWF athletics. Intercollegiate Athletics seeks to develop the resources to proactively address implications for compliance thresholds and to ensure that the accommodation of interest and abilities in athletics is maintained.

Employment

Chart 1: Diversity achievements were seen in *Tenured Faculty* among female faculty and Hispanic faculty.

Chart 2: Diversity achievements were seen in *Tenure-Track Faculty* among Asian faculty and female faculty.

Chart 3: Among *Non-Tenure-Earning Faculty*, diversity increased among female faculty.

Chart 4: *Executive/Administrative/Managerial Staff* diversity increased among female staff.

The University of West Florida's strategies for achieving diversity goals included the following action-oriented programs: Utilized an online recruiting and hiring process to increase the University's visibility to applicants for employment; requires hiring managers to advertise in minority periodicals and discipline-specific journals; extended application deadlines and recommended diverse advertising on a case-by-case basis for job searches that had not resulted in a diverse pool of applicants; instituted additional outreach programs such as job fairs targeted to diverse applicants to recruit females, minorities, individuals with disabilities and veterans for faculty and administrative vacancies; identified the essential functions of positions and the skills and knowledge needed to carry out those functions before interviewing for positions; controlling for bias in the employment process by requiring that search committees represent gender and racial diversity; monitored selection procedures and applicant pool representation to ensure diversity in employment searches; continued to fund the John C. Pace Symposium series for outstanding diverse scholars to provide seminars and lectures at the University; listed student employment opportunities on the University's online recruitment system; complied with requirements of the Office of Federal Contract Compliance Program's Uniform Guidelines on Employee Selection Procedures; included access, equal opportunity and diversity factors in the strategic planning process; and provided tuition waivers to faculty and staff.

Budget Plan

UWF requires hiring managers to advertise each job posting in diverse publications. The University has been successful in increasing exposure of its position openings to females and minorities in the hiring market, and this will continue to be a priority.

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

The President's Award for Leadership in Diversity is provided annually to recognize the following: Demonstrated leadership and/or evidence of extensive, sustained participation in integrating issues of multiculturalism, diversity, or cross-cultural achievements in teaching, university service, or community service activities. Demonstrated leadership and/or evidence of personal engagement in the dissemination of information, or the implementation of events or activities that seek to enhance cross-cultural understanding and inclusion of people from under-represented groups in terms of ethnicity, race, gender, and/or socioeconomic status. The \$1,500 annual investment in the President's Diversity Awards has served as specific evidence of leadership in diversity in meeting the University's mission. Awards are given to a degree-seeking student, a faculty member, and a staff member.

PART II: POLICIES AND PROCEDURES IN SUPPORT OF EQUITY

Policy Prohibiting Discrimination, Harassment, and Retaliation:

<http://uwf.edu/media/university-of-west-florida/offices/hr/documents/Policy-Prohibiting-Discrimination.pdf>

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

<http://uwf.edu/media/university-of-west-florida/offices/hr/documents/Investigation-Procedure.pdf>

Sexual Misconduct, and Gender-Based Discrimination Policy (Title IX):

<http://uwf.edu/media/university-of-west-florida/offices/hr/documents/P14-01.pdf>

Introduction/General Provisions Regarding Personnel Matters:

<https://nautical.uwf.edu/UnitApp/Publication/Pub.cfm?PubFormatID=1037>

Recruitment, Selection, and Appointment:

<https://nautical.uwf.edu/UnitApp/Publication/Pub.cfm?PubFormatID=949>

The University's primary policy in support of equity is the Policy Prohibiting Discrimination, Harassment, and Retaliation. This policy was amended in May 2010, to broaden the definition of "gender" to encompass not only sex but also gender identity. This policy is posted on physical bulletin boards located throughout campus as well as the Human Resources Department's electronic bulletin board.

A statement of the University's commitment to equal opportunity is included on contracts and on a brochure given to new employees. Equal opportunity workshops are presented annually along with information accessible from several departmental web sites.

Legend to racial codes used throughout this report:

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

PART III: ACADEMIC PROGRAM REVIEWS

Chart 1. Full-Time First-Time-in-College Enrollment, Fall 2012 and Early Admits (including Summer 2012 that returned in Fall 2012 as Full-Time)

	NRA	B	AI/AN	A	H	NH/OPI	W	≥Two	Unk	Total
Men	15	68	5	15	63	3	356	46	16	587
Women	9	107	4	18	77	0	475	43	13	746
Total	24	175	9	33	140	3	831	89	29	1333
Category % of Total	1.8%	13.1%	0.7%	2.5%	10.75	0.2%	62.3%	6.7%	2.2%	100.0%

Source: IPEDES 2013-14 Part A, Fall enrollment by race, ethnicity, and sex. Column 1, First time students

Last year there were four American Indian/Alaska Native students and this year there were nine. Students who classified themselves as two or more races increased by one percentage point.

This year’s diversity goal for American Indian/Alaska Native was exceeded.

Diversity Goals for 2013-2014:

- Black students, 0.1 percentage point
- American Indian/Alaska Native students, 0.1 percentage point
- Asian students, 0.1 percentage point
- Hispanic students, 0.1 percentage point
- Native Hawaiian/Other Pacific Islander, 0.0 percentage point

Chart 2. Full-Time Florida College System A.A. Transfers, Fall 2012 and Summer 2012

	NRA	B	AI/AN	A	H	NH/OPI	W	≥Two	Unk	Total
Men	1	14	0	5	9	0	107	8	5	149
Women	0	27	2	5	19	0	156	14	4	227
Total	1	41	2	10	28	0	263	22	9	376
Category % of Total	0.3%	10.9%	0.5%	2.7%	7.4%	0.0%	69.9%	5.9%	2.4%	100.0%

Source: IPEDS 2013-14 Part A, Fall enrollment by race, ethnicity, and sex. Column 2, Transfer-In

Diversity increased among Black students, Asian students, Hispanic students, and students identifying themselves as two or more races. American Indian/Alaska Native female students increase by one and female Hispanic students increased by six.

Diversity goals were exceeded for Black students, Asian students, and Hispanic students.

Diversity Goals for 2013-2014:

- Black students, 0.2 percentage point
- American Indian/Alaska Native students, 0.1 percentage point
- Asian students, 0.5 percentage point
- Hispanic students, 0.5 percentage point
- Native Hawaiian/Other Pacific Islander, 0.0 percentage point

Chart 3. Retention of Full-Time FTICs Entering Fall 2012 or Summer 2012 and Continuing into Fall, After One Year

	NRA	B	AI/AN	A	H	NH/OPI	W	≥ Two	Unk	Female	Male	Total
Cohort	12	241	4	55	187	5	1026	92	3	944	681	1625
Category % of Total	0.7%	14.8%	0.2%	3.4%	11.5%	0.3%	63.1%	5.7%	0.2%	58.1%	41.9%	100.00 %
After 1 Year	11	170	1	45	132	3	717	57	2	667	471	1138
Retention Rate	91.7%	70.5%	25.0%	81.8%	70.6%	60.0%	69.9%	62.0%	66.7%	70.7%	69.2%	70.0%

Source: Local File

One hundred seventy Black students were retained after one year, which is an increase over last year when 110 Black students were retained after one year. Forty seven Asian students were retained after one year, which is an increase over last year when 27 Asian students were retained after one year. One hundred thirty two Hispanic students were retained after one year, which is an increase over last year when 78 Hispanic students were retained after one year. Retention after one year increase for Native Hawaiian/Other Pacific Islander students and students identifying themselves as two or more races, as did overall female retention after one year. Retention rates increased among Black students and Asian students.

This year's diversity goals were exceeded for Black students and Asian students.

Diversity Goals for 2013-2014:

- Black students, 0.3 percentage point
- American Indian/Alaska Native students, 0.3 percentage point
- Asian students, 0.3 percentage point
- Hispanic students, 0.3 percentage point
- Native Hawaiian/Other Pacific Islander, 0.0 percentage point

Chart 4. Graduation Rate of Full-Time FTICs (Beginners and Early Admits) Entering Fall 2007 or Summer 2007 and Continuing into Fall After Six Years

	NRA	B	AI/AN	A/PI	H	NH/OPI	W	≥Two	Unk	Female	Male	Total
Cohort	4	90	6	53	53		699		7	511	401	912
Category % of Total	0.4%	9.9%	0.7%	5.8%	5.8%		76.6		0.8%	56.0%	44.0%	100.0%
After 6 Years Number of Graduates	2	30	2	26	18		304		4	233	153	386
Percent Graduated	50.0%	33.3%	33.3%	49.1%	34.0%		43.5%		57.1	45.6%	38.2%	42.3%
Category % Graduated	0.5%	7.8%	0.5%	6.7%	4.7%		78.8%		1.0%	60.4%	39.6%	100.0%
Number Retained	2	34	3	33	22		354		4	258	193	451
Percent Retained	50.0%	37.8%	50.0%	62.3%	41.5%		50.5%		57.1%	50.45%	48.1%	49.5%
Category % Retained	0.4%	7.5%	0.7%	7.3%	4.9%		78.3%		0.9%	57.2%	42.8%	100.0%

Source: Local File

The number and percentage of Black students, American Indian/Alaska Native students, Asian/Pacific Islander students, Hispanic students, and female students who were retained increased.

Diversity Goals for 2013-2014:

- Black students, 0.3 percentage point
- American Indian/Alaska Native students, 0.3 percentage point
- Asian/Pacific Islander students, 0.3 percentage point
- Hispanic students, 0.3 percentage point
- Native Hawaiian/Other Pacific Islander, 0.0 percentage point

Chart 5. Bachelor's Degrees Awarded, AY 2012 - 2013

	NRA	B	AI/AN	A	H	NH/OPI	W	≥Two	Unk	Total
Men	19	58	9	27	45	3	561	7	0	729
Women	19	101	12	44	82	7	943	31	1	1240
Total	38	159	21	71	127	10	1504	38	1	1969
Category % of Total	1.9%	8.1%	1.1%	3.6%	6.4%	0.5%	76.4%	1.9%	0.1%	100.0%

Source: IPEDS Completions 2013-14 report (degrees awarded AY 2012-13), GRAND TOTAL BY FIRST MAJOR, Bachelor's degrees. Chart for 99.0000, all disciplines.

Compared to last year's overall race category totals, the University awarded 23 more Bachelor degrees to Hispanic students, seven more Bachelor degrees to Native Hawaiian/Other Pacific Islander students, and 13 more Bachelor degrees to students who identified themselves at two or more races. Also compared to last year, the University awarded 13 more Bachelor degrees to female Hispanic students, five additional Bachelor degrees to female Native Hawaii/Other Pacific Islander students, and 17 more Bachelor degrees to female students identifying themselves at two or more races. This represents increased diversity.

Diversity goals were exceeded for Hispanic students.

Diversity Goals for 2013-2014:

- Black students, 1.0 percentage point
- American Indian/Alaska Native students, 0.5 percentage point
- Asian students, 0.1 percentage point
- Hispanic students, 0.5 percentage point
- Native Hawaiian/Other Pacific Islander, 0.0 percentage point

Chart 6. Master's Degrees and Specialist's Degrees Awarded, AY 2012 – 2013**

	NRA	B	AI/AN	A	H	NH/OPI	W	≥Two	Unk	Total
Men	11	14	0	4	19	1	172	4	0	225
Women	12	40	3	12	23	0	264	8	1	363
Total	23	54	3	16	42	1	436	12	1	588
Category % of Total	3.95	9.2%	0.5%	2.7%	7.1%	0.2%	74.1%	2.0%	0.2%	100.0%

Source: IPEDS Completions 2013-14 report (degrees awarded AY 2012-13), GRAND TOTAL BY FIRST MAJOR, Master's and Specialist's degrees. Chart for 99.0000, all disciplines. ** Specialist Degrees added into this Master's Degree Count.

The University granted three more Master's and Specialist's degrees to Black students, one more to an American Indian/Alaska Native student, nine more to Asian students, 17 more to Hispanic students, and six more to students that identified themselves as two or more races. Four more female students were granted Master's and Specialist degrees this year than compared to last year.

This year's diversity goals were exceeded for Asian students and Hispanic students.

Diversity Goals for 2013-2014:

- Black students, 1.0 percentage point
- American Indian/Alaska Native students, 0.1 percentage point
- Asian students, 0.1 percentage point
- Hispanic students, 0.1 percentage point
- Native Hawaiian/Other Pacific Islander, 0.0 percentage point

Chart 7. Doctoral Degrees Awarded, AY 2012 - 2013

	NRA	B	AI/AN	A	H	NH/OPI	W	≥Two	Unk	Total
Men	0	2	0	0	0	0	4	0	0	6
Women	0	3	0	0	0	0	9	0	0	12
Total	0	5	0	0	0	0	13	0	0	18
Category % of Total	N/A	27.8%	N/A	N/A	N/A	N/A	72.2%	N/A	N/A	100.0%

Source: IPEDS Completions 2013-14 report (degrees awarded AY 2012-13), GRAND TOTAL BY FIRST MAJOR, Doctoral degrees. Chart for 99.0000, all disciplines.

Last year five Black students graduated and this year seven graduated. One female Native Hawaiian/Other Pacific Islander graduated with a Doctoral degree, while last year none in this category graduated.

The University exceeded its goal of Doctoral degrees awarded to Black students.

Diversity Goals for 2013-2014:

- Black students, 0.1 percentage point
- American Indian/Alaska Native students, 0.1 percentage point
- Asian students, 0.1 percentage point
- Hispanic students, 0.1 percentage point
- Native Hawaiian/Other Pacific Islander students, 0.0 percentage point

Chart 8. First Professional Degrees Awarded, AY 2011-2012

	NRA	B	AI/AN	A	H	NH/OPI	W	≥Two	Unk	Total
Men	0	0	0	0	0	0	0	0	0	0
Women	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0
Category % of Total	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Source: The University of West Florida does not offer First Professional Degrees

The University of West Florida does not offer First Professional degrees.

ACADEMIC PROGRAM REVIEWS – STUDENT SERVICES

Student Services at the University of West Florida are available to all students without regard to age, color, disability, gender (including gender identity and sex), marital status, national origin, race, religion, sexual orientation, and veteran status. Student Services include:

1) Academic Advising

Academic advising is required for all freshmen and transfer students. Incoming freshmen and sophomores receive advising at The University Advising Center. Students are assigned an academic advisor to assist with program planning, course, and major selection. Students are encouraged to meet with their academic advisors each semester to assure that they are fulfilling their degree requirements. Advisors work to build partnerships with the students and assure that students understand their responsibilities. Advisors help students choose or change a major, make students aware of graduation requirements, and interpret academic policy. Degree-seeking junior, senior, and graduate students are assigned faculty advisors by the department housing the program in which the student is majoring. Academic advising is also offered to students in the University's Honors and Student Success Programs tailored specifically to meet the needs of students in these special programs.

2) Admission to Academic Program

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

3) The Student Disability Resource Center (SDRC)

The Student Disability Resource Center (SDRC) works with students and faculty to help make UWF an accessible learning environment in accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. The SDRC offers a variety of services for students with documented disabilities, including learning disabilities, deaf/hard of hearing, blind/low vision, mobility limitations, ADHD, psychiatric conditions, and medical disabilities. Some of the services provided by SDRC include the following

- Scribes
- Escorts
- Sign Language Interpreting services
- Transcription
- Electronic textbooks
- Support for waiver of graduation requirements (when appropriate)
- Note takers
- Readers
- Adjustable desk/chair
- Assistive listening device

- Enlarged print
- Use of recorder
- Adaptive software
- Audio books
- Extended testing time
- Separate testing space
- Other accommodations as appropriate based on documentation

4) Health Services

The Student Health Center provides medical care for currently-enrolled students. The Student Health Center strives to provide high-quality primary health care, education, and prevention services to a culturally-diverse student population through education and motivation for students to become full participants in their own health. This supports the University's commitment to promote academic success and personal development.

The University's Counseling and Wellness Services Office consists of two departments that work collaboratively to create a culture at the University in which students strive for mental and physical health. Services include counseling and therapy to help students manage, cope, and grow with the stress associated with college and life. The primary goal of counseling is to help students develop the personal awareness and skills necessary to overcome problems and to develop in ways that will allow them to take advantage of the University's educational opportunities. Counseling Services provides confidential personal, vocational, and couples counseling to students at no charge. Psychologists assist students with issues such as depression, test anxiety, vocational indecision, relationship difficulties, sexual dysfunction, interpersonal conflict, identity confusion, substance abuse, stress management, and other personal difficulties which may impede a student's academic progress. Workshops are offered on various topics including stress and time management, romantic relationships, interpersonal and personal functioning, and vocational development.

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

The University has a 19,832 square-foot, state-of-the-art Health and Wellness Center on the main campus. This facility is a one-stop-shop for students' health and wellness needs. The center contains seven treatment rooms, two observation/treatment rooms, and a procedure room, which increases the number of students who can be treated

each day. Since the new facility opened in 2011, the available counseling spaces have nearly tripled. The center includes exterior plazas, an open glass lobby, and a roof garden. The building design and construction was certified to the U.S. Green Building Council LEED Silver level. Leadership in Energy and Environmental Design (LEED) Green Building Rating System is a benchmark for the design, construction, and operation of high performance green buildings that promotes a whole-building approach to sustainability by recognizing performance in five key areas of human and environmental health: sustainable site development, water savings, energy efficiency, materials selection, and indoor environmental quality.

5) Club and Intramural Sports

The mission of UWF's Intramural Sports program is to provide students, faculty, and staff with an opportunity to participate in a variety of competitive recreational sports in a safe environment; to promote and provide quality service, facilities, and equipment; to facilitate an opportunity for enjoyable experiences; to nurture and celebrate the wholesome and worthwhile use of leisure, healthy lifestyles, and wellness; and to create opportunities for the growth and development of all participants.

The Sport Club Program offers participants a wide range of recreational, instructional, or competitive teams to bridge the gap between intramural sports and intercollegiate athletics. Participants with similar interests are given the opportunity to work together on a team in an organized recreational activity. Teams are then offered the chance to practice and compete at a specialized level and clubs are given an opportunity to shape their own unique atmosphere. Membership in any sport club is open to all current University of West Florida students. Each club welcomes new members with no requirement to try-out for teams.

6) Student Financial Assistance

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

7) Housing

Through the responsible management of all resources, the Department of Housing and Residence Life strives to create a living and learning environment which offers support and assistance to maximize educational opportunities to a diverse resident student population. Students living in campus housing are governed by a housing contract that includes Conditions and Responsibilities of Residents. Each student is responsible for knowing and observing UWF's regulations and policies as set forth in official UWF publications including, but not limited to, the UWF Housing Handbook and the UWF Student Handbook. The Standards for Community Living section of the UWF Student Handbook states the following:

“The University of West Florida is a community of people from diverse cultural, racial, economic, and ethnic backgrounds; each person is a unique individual, drawn from a broad spectrum of our society. We strive to understand the individuality and the life choices of those among us. We can best learn from one another in an atmosphere of positive encouragement and mutual respect. In addition, we must give others the respect and tolerance which we ourselves deserve. The principle of free exchange and inquiry is fundamental to the educational process. The University of West Florida’s Department of Housing and Residence Life is committed to the principles of free inquiry and free expression. We believe individuals have the right to hold, defend and express their ideas and opinions. In order to sustain these principles, we must, at all times, tolerate the expression of views that we may find different. While each of us has the right to our own personal beliefs, these beliefs do not give us the right to put down others on the basis of their age, physical disability, nation of origin, sexual orientation, race, gender, or religious affiliation.”

UWF Housing spaces are assigned without regard to race, religion, national origin, sexual orientation or age. Housing and Residence Life provides accommodations for students with disabilities, and students with documented disabilities may request reasonable accommodation through the Student Disability Resource Center (SDRC). Following are examples of accommodations that the SDRC has made in collaboration with Housing and Residence Life for students with disabilities who live in University residence halls:

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

8) Student Employment and

9) Personnel

The University of West Florida is an Equal Opportunity/Equal Access/Affirmative Action institution. UWF seeks excellence through diversity among its administrators, faculty, staff, and students. UWF prohibits discrimination on the basis of race, color, religion, sex (both sex and gender identity), age, national origin, sexual orientation, disability, veteran status, or marital status. In an effort to increase the quality of student campus

life and support services, the Human Resources Department has incorporated the recruitment of student employees in the University's official Position, Performance, and Employment Management (PPEMS) software system. Numerous part-time, on-campus student employment opportunities are available in departmental offices and facilities. Student employment can range from jobs that require no special skills, previous training, or work experience to professional-level work requiring knowledge gained through completion of a bachelor's degree. Student work schedules are tailored so as not to interfere with class schedules.

In 2012 The President's Council on Diversity and Inclusion was created to advise the President and the administration of The University of West Florida on matters related to diversity and inclusion. The Council includes members of the UWF community and the regional community. In late-2013, the University hired a Chief Diversity Officer (CDO). Using a combination of institutional data and survey data, the Council worked with the Chief Diversity Officer to identify five overarching goals that the University will work to achieve over the course of the next three years (2014 – 2017). The full plan outlines strategies and a timeline for achieving them as well as those units responsible for implementation. The CDO will work closely with the appropriate units across campus to establish metrics to determine our success.

In addition, the University has an Office of Career Services to promote experiential learning and professional development for students and to expand and facilitate access to quality career opportunities for students. The mission of Career Services is to educate and empower UWF Students/Alumni in the career development process by providing opportunities for experiential learning, civic engagement, service and employment. Services, programs, and assistance are offered to all UWF students without regard to race, color, religion, sex (sex and gender identity), age, national origin, sexual orientation, disability, veteran status, or marital status.

10) Educational and Work Environment

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

distinctive intellectual and cultural center, valued as an engaged partner, and acclaimed for being “different by design.”

PART IV: GENDER EQUITY IN ATHLETICS

Chart 1. Gender Equity in Athletics Update		
Element	Assessment	Area for Improvement? (check if yes and describe)
1. Sports offerings	8 women's sports 6 men's sports	
2. Participation rates, male and female, compared with full-time undergraduate enrollment	<u>Student Athletes:</u> Male 130 Female 125 - 51%/49% <u>Student Enrollment:</u> Male 3,184 Female 4,280 - 43%/57%	
3. Availability of facilities, <i>defined as locker room, practice, and competitive facilities</i>	Equitable	
4. Scholarship offerings for athletes	<u>Male:</u> \$829,000 (43%) <u>Female:</u> \$1,095,900 (57%)	
5. Funds allocated for:		
a) the athletic program as a whole	\$6,563,015	
b) administration	\$615,589 shared equally by all sports programs	
c) travel and per diem allowances	<u>Male:</u> \$180,000 (47%) <u>Female:</u> \$202,000 (53%)	
d) recruitment	<u>Male:</u> \$22,000 (47%) <u>Female:</u> \$25,000 (53%)	
e) comparable coaching	<u>Male:</u> 5.00 FTE Head Coaches and 4.86 FTE Assistant Coaches <u>Female:</u> 7.00 FTE Head Coaches and 5.91 FTE Assistant Coaches	
f) publicity and promotion	Equitable	
g) other support costs	\$488,177	
6. Provision of equipment and supplies	Equitable	
7. Scheduling of games and practice times	Equitable	
8. Opportunities to receive tutoring	Equitable	
9. Compensation of coaches and tutors	\$2,528 Tutors (for all athletes) <u>Male:</u> \$389,966 Head Coaches and \$148,082 Assistant Coaches <u>Female:</u> \$515,702 Head Coaches and \$187,844 Assistant Coaches	
10. Medical and training services	Equitable	
11. Housing and dining facilities and services	Equitable	

Chart 2: Gender Equity in Athletics – Areas for Improvement		
Areas for Improvement	Program for Improvement	Timetable
None Identified	N/A	N/A

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

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

PART V: EMPLOYMENT REPRESENTATION

Chart 1. Tenured Faculty												
Indicator	NRA	B	AI/AN	A (2012 and 2013)	A/PI (2008)	H	NH/OPI (2012 and 2013)	W	≥Two (2012 and 2013)	Not Reported	Female	Total
Number, Fall 2013		5	3	13	N/A	3		121			49	145
Number, Fall 2012		6	3	14	N/A	2		131			51	156
Percentage Change From Fall 2012 to 2013	N/A	-16.7%	0.0%	-7.1%	N/A	50.0%	N/A	-7.6%	N/A	N/A	-3.9%	-7.6%
Number, Fall 2008		6	2	N/A	12	2	N/A	132	N/A	1	45	155
Percentage Change From Fall 2008 to 2013	N/A	-16.7%	50.0%	N/A	N/A	50.0%	N/A	-8.3%	N/A	-100.0%	8.9%	-6.5%

Source: IPEDS Fall Staff 2013, 2012, and 2008.

The diversity of tenured faculty from Fall 2012 to Fall 2013 increased by one Hispanic faculty member. While the number of tenured faculty members decreased by 10 faculty members from Fall 2008 to Fall 2013, the number of female faculty members from Fall 2008 to Fall 2013 increased by four.

Chart 2. Tenure-Track Faculty												
Indicator	NRA	B	AI/AN	A (2012 and 2013)	A/PI (2008)	H	NH/OPI (2012 and 2013)	W	≥Two (2012 and 2013)	Not Reported	Female	Total
Number, Fall 2013		4		7	N/A	3		62		2	42	78
Number, Fall 2012		4		5	N/A	3		56		2	36	70
Percentage Change From Fall 2012 to 2013	N/A	0.0%	N/A	40.0%	N/A	0.0%	N/A	10.7%	N/A	0.0%	16.7%	11.4%
Number, Fall 2008		5		N/A	9	1	N/A	51	N/A	3	34	69
Percentage Change From Fall 2008 to 2013	N/A	-20.0%		N/A	N/A	200.0%	N/A	21.6	N/A	-33.3%	23.5%	13.0%

Source: IPEDS Fall Staff 2013, 2012 and 2008.

Tenure-track faculty has the possibility of becoming tenured over a multi-year process. Female tenure-track faculty increased by six from Fall 2012 to Fall 2013, while Asian tenure-track faculty increased by two from Fall 2012 to Fall 2013. Diversity among female tenure-track faculty increased by eight from Fall 2008 to Fall 2013.

Chart 3. Non-Tenure-Earning Faculty												
Indicator	NRA	B	AI/AN	A (2012 and 2013)	A/PI (2008)	H	NH/OPI (2012 and 2013)	W	≥Two (2012 and 2013)	Not Reported	Female	Total
Number, Fall 2013		5		1	N/A	2		80	1		52	89
Number, Fall 2012		45		3	N/A	3		85	1	1	51	98
Percentage Change From Fall 2012 to 2013	N/A	0.0%	N/A	-66.7%	N/A	-33.3%	N/A	-5.9%	0.0%	-100.0%	2.0%	-9.2%
Number, Fall 2008	0	8	0	N/A	3	4	N/A	89	N/A	2	58	106
Percentage Change From Fall 2008 to 2013	N/A	-37.5%	N/A	N/A	N/A	-50.0%	N/A	-10.1%	N/A	-10.0%	-10.3%	-16.0%

Source: IPEDS Fall Staff 2013, 2012, and 2008.

Diversity among female non-tenure-earning faculty from Fall 2012 to Fall 2013 increased by one.

Chart 4. Executive/Administrative/Managerial Staff												
Indicator	NRA	B	AI/AN	A (2012 and 2013)	A/PI (2008)	H	NH/OPI (2012 and 2013)	W	≥Two (2012 and 2013)	Not Reported	Female	Total
Number, Fall 2013		2			N/A	1		29			18	32
Number, Fall 2012		2			N/A	1		28			15	31
Percentage Change From Fall 2012 to 2013	N/A	0.0%	-100.0%	N/A	N/A	0.0%	N/A	3.6%	N/A	N/A	20.0%	3.2%
Number, Fall 2007		1	1	N/A	1	1	N/A	17	N/A	0	8	21
Percentage Change From Fall 2008 to 2013	N/A	100.0%	-100.0%	N/A	N/A	0.0%	N/A	70.6%	N/A	N/A	125.0%	52.4%
<i>Source: From 2006 to 2011, UWF utilized a method of classifying employees that differed from standard IPEDS methodology. For this reason, and because a five-year comparisons is called for, employee numbers as reported here in the Executive/Administrative/Managerial category are not based on IPEDS definitions. The appropriate IPEDS classification system has been in use at UWF since Fall of 2012; thus, five-year comparisons which align with IPEDS definitions will be possible in 2017.</i>												

Diversity among female staff increased by three from Fall 2012 to Fall 2013. From Fall 2008 to Fall 2013, female staff increased by ten.

PART VI: AREAS OF IMPROVEMENT/ACHIEVEMENT

Last Year's Goals from 2012 Report	Achievement of Goals Reported in 2013
<i>Academic Services, Programs, and Student Enrollment</i>	<i>Academic Services, Programs, and Student Enrollment</i>
Student Diversity Goals were set for most racial groups.	<u>Chart 1: Full-Time First-Time-in-College</u> N/A
	<u>Chart 2: Full-Time College Transfers</u> UWF achieved increases in Black students, Asian students, and Hispanic students.
	<u>Chart 3: Retention of Full-Time FTICs</u> UWF achieved increases in Black students and Asian students.
	<u>Chart 4: Graduation Rate of Full-Time FTICs after 6 years</u> N/A
	<u>Chart 5: Bachelor's Degrees Awarded</u> UWF achieved its goal in Hispanic students.
	<u>Chart 6: Master's and Specialist Degrees Awarded</u> UWF achieved an increase in Asian students and Hispanic students.
	<u>Chart 7: Doctoral Degrees Awarded</u> UWF achieved an increase in Black students.
<i>Gender Equity in Athletics</i>	<i>Gender Equity in Athletics</i>
None identified.	N/A
<i>Employment</i>	<i>Employment</i>
The University had an overall goal to increase diversity among female and minority staff.	<u>Chart 1: Tenured Faculty</u> Diversity of tenured faculty increased in Hispanic faculty and Female faculty.
	<u>Chart 2: Tenure-Track Faculty</u> Diversity of female tenure-track faculty and Asian tenure-track faculty increased.
	<u>Chart 3: Non-Tenure-Earning Faculty</u> Diversity increased among female non-tenure-earning faculty.
	<u>Chart 4: Executive/Administrative/Managerial Staff</u> Diversity among female staff increased.

The University of West Florida is dedicated to providing an inclusive and welcoming environment for all who interact in the University community and utilizes many efforts to

increase the diversity and success of its students at all levels of the academic process. In continuing to build a diverse environment, UWF strives to attract students, faculty, and staff from a variety of cultures, backgrounds and life experiences.

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

Enrollment Management/Admissions

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

The Division of Student Affairs

The mission of the Division of Student Affairs at the University of West Florida is to work collaboratively with faculty, staff and students in alignment with the strategic direction of the University and to create supportive and inclusive environments so that all students may engage in purposeful activities and services that complement their educational experience and stimulate their holistic growth and development. Inclusion is one of the core Values of the Division of Student Affairs, embracing and respecting the diversity inherent in all people and creating an environment where all students can live, learn, and lead meaningful lives.

The Division of Student Affairs at the University of West Florida is dedicated to assisting students with their personal and professional development so they may reach their full potential. The Division provides quality services, programs and facilities that enrich the educational experience of students.

The Division has crafted six priorities based on the University of West Florida's Strategic Plan 2012-2017, which was adopted by the Board of Trustees in June 2012. The development of these priorities began at the Directors' Retreat in May 2012. Ideas were generated by this group and were evaluated by the Vice President for Student Affairs. Throughout the following academic school year, feedback on the development of divisional priorities shifted between the directors and members of the division via division wide meetings or departmental staff meetings. The final decision on priorities was made by the Vice President for Student Affairs.

Specific to the advancement of diversity and inclusion, the division's "Strategic Priority 1" is to "facilitate robust student life programs and services that support retention, persistence and degree completion." Over a dozen specific divisional "actions" are identified for the five-year strategic plan:

- P1.1 Review and strengthen the Delphi (first-year) and Oracle (second-year) residential learning communities.
- P1.2 Strategically develop new residential and non-residential learning communities in partnership with academic leadership.
- P1.3 Develop a University-wide first-year experience program and online presence.
- P1.4 Design and implement orientation experiences for student subpopulations (e.g., international, military veterans and TRIO) in collaboration with their "home" departments.
- P1.5 Increase the number, chapter membership and variety of social fraternities and sororities.
- P1.6 Update First Time In College student (FTIC) retention plan, and develop retention plans for student subpopulations such as transfers, graduate students, military and students of color.
- P1.7 Implement strategies to identify and assist "at risk" FTICs with their academic success.
- P1.8 Deliver services to students "where they are" including residence halls and other non-traditional locations.
- P1.9 Adapt office hours for essential and high volume service areas.
- P1.10 Develop a model for leadership development programs with a focus on major/career skill development.
- P1.11 Expand opportunities for men's engagement on campus.
- P1.12 Explore opportunities to partner with existing campus and community faith based organizations.
- P1.13 Implement a case management approach for students experiencing a hardship or crisis.
- P1.14 Increase the number industry-focused career fairs.
- P1.15 Increase the number of departments providing "don't cancel class" options for faculty.
- P1.16 Expand the contributions of student affairs staff at new faculty orientation.
- P1.17 Develop a plan for the continuing engagement of parents and families with the University and each other.

New Student Orientation

Attendance at orientation programs is mandatory for all incoming students and is a dynamic, engaging experience that is designed to prepare incoming students for their

transition to UWF and to foster an overall understanding of the University. The Orientation staff consists of 24 diverse student leaders. Orientation also has special breakouts for International, Military, Commuter and Non-traditional students. During Orientation, special attention is given to advising and registration, campus safety and security, Title IX and VAWA information and prevention strategies and connecting students to one another through small group meetings called Argo to Argo. Topics include: Student success tips and Diversity issues.

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

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

The Delphi Program

The Delphi Program, which began in August, 2008, is the First Year Experience (FYE) Program required for any freshman student living in Martin Hall. The purpose of the Delphi Program is to create a living-learning community for first-year students to give them the opportunity to take the same classes, build friendships, and support each other through their first year of college, all of which helps ensure student success and retention. Delphi consists of 320 new students, 12 Resident Assistants, 6 Argo PALS, and a Hall Director. Argo PALS serve as advisors, confidants, mentors, and guidance counselors. They are the voice of experience for new students on a variety of topics such as making time to study or arranging class schedules. The size of the hall allows the students to feel as if they are part of a small living community. The Delphi community is intended to support and to challenge each other so that every student has an amazing experience their first-year on campus both in the classroom and by becoming part of the Delphi community. Delphi is built on three principles called pillars:

- Academic Success
- Civil Engagement
- Interpersonal Development

Delphi helps students to become successful their first year at UWF through the combination of curriculum and co-curriculum activities.

Argo Camp

Argo Camp is an optional extended orientation program for incoming students. The camp promotes the initial friendship bonds between freshmen campers and selected faculty and staff in an effort to connect the students to campus, promote acceptance of diverse cultures, and provide experiences not offered by other universities. Argo Camp provides an opportunity for first time in college students to have fun before their first semester at UWF. Students are transported to an off-campus conference facility for

three days and two nights and are able to talk to current students and meet faculty members to learn about campus life and academics in a more relaxed atmosphere. Statistics show that students who attend Argo Camp are more likely to be involved on campus and reach out to other students, which minimizes homesickness. Argo Camp helps with the emotional and social changes students experience during the transition from high school to the University. Prospective UWF students who attend Argo Camp arrive at UWF with several new friends before the semester begins.

The Office of Family Programs

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

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

Argo Link

Argo Link is an incentive-based program designed to help first time in college students adjust to UWF and become active, informed members of the campus community. The main focus of Argo Link is to get new Argonauts involved in fun events, meeting people, and getting connected to UWF by attending campus events. The program has upperclassman as Link Liaisons to help students transition to UWF and get connected to campus. Link Liaisons attend all Argo Link events and email participants with information about upcoming events, important dates, tips, reminders, and are available to answer any student questions. ArgoLink will focus on commuter students in the 2014- 2015 school year.

Common Ground

The Common Ground Inclusion and Diversity Training group provides peer training and dialogue to help create safe spaces to discuss issues of difference and inclusion. This group is open to all students who are interested in promoting inclusion and diversity on campus.

Student Case Management

The Case Management Director serves as a centralized point of response and contact for students and the campus community. Case Management services is designed to

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

The University Commons and Student Involvement (UCSI)

The University Commons is the student union for UWF and is referred to as the "University Living Room" because of its relaxed atmosphere and constant level of activity. Facilities, services, and events are designed to encourage students to become engaged in campus life at UWF. The vision of USCI is to enrich campus life by providing services, amenities and opportunities for community development, multicultural experiences, personal growth, and acquisition of skills vital to the development of engaged citizens and future leaders.

International Student Office

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

Intensive English Program

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

Study Abroad

The Office of Diversity and International Education and Programs (ODIEP) administers international exchange programs for students and faculty. Exchange agreements with universities in 16 countries throughout Europe, Asia, Brazil, and South America allow students to pay UWF tuition and receive UWF credit for course work conducted abroad.

Japan Center

The mission of the Japan Center at UWF is to foster stronger ties between the U.S. and Japan through educational, cultural, and business programs. Under this mission, the Center operates the activities of the Florida-Japan Linkage Institute, the Jikei-American

Center, the UWF Japan House, and the Japan-America Society of Northwest Florida. The Center also offers credit and non-credit Japanese language instruction. The Center plays an active role in promoting both the sister-state relationship between the state of Florida and the prefecture of Wakayama in Japan as well as the sister-city relationship between the city of Pensacola and the city of Gero in Japan.

Florida-Japan Linkage Institute

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

Florida-China Linkage Institute

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

The Office of Diversity

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

Military Connections Committee

The committee helps promote a military-friendly environment by planning and implementing campus events that recognize veterans and their families. The Military Connections committee was begun at UWF in 2006. Since that time, the committee has expanded its membership to include active duty and retired military personnel as well as faculty and staff and the education liaisons for both Naval Air Station, Pensacola, Florida and Whiting Field, Milton, Florida. The committee welcomes students as well. The Military Connections Committee is committed to continuing its efforts to foster inclusion on the campus and in the northwest Florida community by partnering with other departments on campus and reaching out to the local community.

Military and Veterans Resources Center

In 2012, the University opened the Military and Veterans Resources Center (MVRC) to assist military and veteran students successfully transition from the military environment to campus life. The mission of MVRC is to serve the educational and training needs of prospective and currently enrolled service members, veterans, their dependents, their survivors, and other persons eligible to receive educational benefits

under the various Department of Veteran Affairs (DVA) programs. The MVRC supplements recruitment and retention efforts by providing transition assistance counseling, program and application information, and certifying eligible students to receive DVA educational benefits while maintaining productive relations with the DVA and other agencies serving veterans students.

Black History Month

Black History Month is celebrated each February to acknowledge African-American achievements and contributions. UWF joins in this acknowledgment by presenting a variety of programs to highlight African-American heritage such as performing artists, lectures, and gospel performances. All programs are open to the public without charge, unless otherwise noted.

Student Success Programs (SSP)

The mission of SSP is to contribute to the University of West Florida by providing academic assistance and academic resources in an effort to increase retention and graduation rates while promoting student learning and enhancing the development of UWF students. SSP are designed to help participants to be successful college students and assist with any issues participants may have during their time at UWF. Each participant is assigned a Success Counselor to assist in meeting their individual goals and successfully complete a bachelor's degree. Programs include a learning center that provides academic advising and tutoring, a book loan library, and a mentoring program.

Brother-to-Brother

Brother-to-Brother is designed to provide its African American, Hispanic, and Latino male students with a variety of academic support services, activities, and resources. Embracing the principles of accountability, leadership, self-discipline, and intellectual development, UWF's Brother-to-Brother Program was developed to increase retention and graduation. The program fosters a system of support committed to the success of each participant.

College Reach-Out Program (CROP)

CROP is a pre-collegiate program funded by the Florida Department of Education that provides services to eligible (low income, first generation in college) middle and high school students in the state of Florida. Services and activities are designed to improve the educational motivation and preparation of participating students. Additionally, students in grades 8 through 11 have the opportunity to participate in an on-campus summer bridge program.

Mentoring Program

The program provides both professional and student mentoring by faculty, staff, administration, alumni, and community professionals. Student mentors include currently-enrolled juniors and seniors. Mentors work to establish relationships,

enhance personal growth, career development, and goal achievement, and introduce new students to the campus culture.

Multicultural Support Services

This program is designed to increase the recruitment, retention, and graduation rates of multicultural students through activities such as academic support services, tutorial assistance, counseling, cultural events, and support for University initiatives aimed toward diverse populations.

TRiO/Student Support Services

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

The Learning Center

The Learning Center provides free tutorial assistance and academic support services to all students, including distance learners, enrolled at UWF.

Scholarship Opportunities

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

John C. Pace, Jr. Memorial Scholarship

This endowed scholarship was established in 1994 by the multi-million dollar gift by the last will and testament of Dr. John C. Pace, Jr. of Pensacola. The endowment supports transfer scholarships from Florida public community colleges, achievement scholarships for continuing students, graduate scholarships, and honors scholarships to new full-time freshman and Black freshman.

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

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

Dan McLeod Memorial Scholarship

The Dan McLeod Memorial Scholarship was founded to honor and remember UWF employee Dan McLeod and to offer help to students who may be struggling with a visible or invisible disability.

Theodore R. and Vivian M. Johnson Scholarship

The Johnson Scholarship is a competitively-awarded program which is available to undergraduate students with disabilities with a financial need.

Intown Business Women's Club Scholarship

This scholarship was established in 1982 by the Intown Business Women's Club of Pensacola, Florida. The scholarships are awarded to females returning to school with preference to business oriented program.

Pensacola Women's Alliance

This scholarship was established in 1992 by the Pensacola Women's Alliance. The Pensacola Women's Alliance encourages the advancement of women by disseminating information and conducting educational seminars and to promote the acceptance of women in positions of responsibility. Scholarships are awarded to female students older than 25 years old with financial need pursuing a college degree or vocational trade.

Latin American/Caribbean Scholarship

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

The Lisa Wallace Giese Memorial Scholarship Endowment

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

Helene Erickson Memorial Women's Tennis Scholarship

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

Aimee Godwin Scholarship

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

Women's Athletic Trust

This scholarship is for women athletes and other women's athletics.

Women's Cross Country Scholarship Endowment

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

Argo Scholars

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

Lisa Jo Dickson Memorial Scholarship Endowment

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

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

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

Dr. Grace Po-Yuen Chiu Scholarship

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

Maria Flewellen Mikel Memorial Scholarship Endowment

Preference for this scholarship is given to an upper division or transfer female student pursuing a degree in Business or Finance and maintaining a 2.7 GPA. The award is equivalent to the amount of tuition and matriculation fees.

Stan and Mary Stephenson Engineering Scholarship

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

Frank and Alice Adams Scholarship Fund

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

Max Conner Scholarship Endowment

This scholarship is for UWF students with significant, demonstrated financial need. Preference will be given to first generation students defined as those students whose parents do not possess a baccalaureate degree.

First Generation Scholarships

These scholarships are for college students who meet Florida's residency requirements for receipt of state student financial aid, have not previously received a baccalaureate degree, and are first generation college students. A student is considered first generation if neither of the student's parents earned a college degree at the baccalaureate level or higher, have completed a FAFSA (Free Application of Federal Student Aid), and are eligible for need based financial aid.

The Kerrigan Daughters' Young Women's Scholarship

This scholarship is for a female student under the age of 30 (for the first award) with dependent children. Preference is given for those with primary care of children under the age of 10. First-time students are eligible regardless of GPA. The award covers tuition, books, lab fees, and matriculation fees plus up to \$250 for miscellaneous expenses per semester. Recipients are eligible for a maximum of 10 semesters if requirements are met. The primary qualification is need, and academic achievement is considered where the need of multiple applicants is equivalent.

The Society of American Military Engineers, Pensacola Post Scholarship

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

Solutia Pre-Engineering Scholarship

This pre-professional scholarship is for a minority and/or female student with above average grades and with financial need.

Dr. Cheryl L. Thomas Memorial Scholarship

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

Bruce R. Dunn Single-Mother Scholarship Fund

These scholarships are for single parents with dependent children (one or more living with the parent) who are full time students pursuing a graduate degree in Psychology. A cumulative GPA of 3.5 on a 4.0 scale is required along with a

minimum of 9 coursework hours remaining in their program and financial need. Awards of \$500 to \$1,250 per semester for tuition and matriculation fees (excluding summer) are available.

ADK, Alpha Delta Kappa, LM/LM

This scholarship is for a female U.S. Citizen admitted to the teacher education program. The individual must be of good character, have a GPA of 3.2 on a 4.0 scale or better, and have some financial need.

ADK, Alpha Delta Kappa, Alpha XI Chapter

This scholarship is for a female U.S. Citizen entering the field of education. Must be of good character, have a GPA of 3.0 or better, and have some financial need.

Jeffrey Scott Henshall Scholarship

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

Linda O. Dye Award

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

University of West Florida's Strategies for Achieving Employment Diversity Goals:

- Utilizing an online recruitment and hiring process increases the visibility of openings at UWF to applicants for employment both internally and externally.
- Hiring managers are encouraged to advertise job openings in discipline-specific journals and those frequented by females and minorities.
- Job application deadlines are extended and hiring officials are encouraged to advertise in diverse publications when searches have not resulted in a culturally and gender diverse applicant pool.
- Additional outreach initiatives are utilized such as job fairs targeted to females and minorities.
- Bias in the employment process is controlled by requiring that search committees represent gender and racial diversity.
- The John C. Pace Symposium series is designed to bring distinguished scholars, artists and leaders to Pensacola for lectures, performances and a variety of interactions with faculty, students, staff and the public.
- Access, equal opportunity, and diversity are included in the University's strategic planning process.

- The President’s Award for Leadership in Diversity is provided annually to recognize the following:
 - Demonstrated leadership and/or evidence of extensive, sustained participation in integrating issues of multiculturalism, diversity, or cross-cultural achievements in teaching, university service, or community service activities.
 - Demonstrated leadership and/or evidence of personal engagement in the dissemination of information, or the implementation of events or activities that seek to enhance cross-cultural understanding and inclusion of people from under-represented groups in terms of ethnicity, race, gender, and/or socioeconomic status.
 - The \$1,500 annual investment in the President’s Diversity Awards has served as specific evidence of leadership in diversity in meeting the University’s mission. Awards are given to a degree-seeking student, a faculty member, and a staff member.

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

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

PART VII: PROTECTED-CLASS REPRESENTATION IN THE TENURE PROCESS

Sex, Race/Ethnicity	*Applied	*Withdrawn	*Denied	*Deferred	*Nominated
Males					
American Indian or Alaska Native					
Asian					
Black or African American					
Hispanic					
Native Hawaiian/Other Pacific Islander					
White	6	1	1		4
Other, Not Reported					
Total Male (include Other, Not Reported)	6	1	1	0	4
Females					
American Indian or Alaska Native					
Asian	1				1
Black or African American					
Hispanic					
Native Hawaiian/Other Pacific Islander					
White	5				5
Other, Not Reported					
Total Female (Number and Percent) (Include Other, Not Reported)	6 50.0%	0	0	0	6 60.0%
Grand Total	12	1	1	0	10

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

In 2012-2013, one Asian female was eligible to apply and was nominated. Also in 2012-2013, Females represented 60% of the total nominated.

PART VIII: PROMOTION AND TENURE COMMITTEE COMPOSITION, AY 2011-2012

Type of Committee	Black or African American		American Indian or Alaska Native		Asian		Native Hawaiian or Other Pacific Islander		Hispanic		Two or More Races		White		Total, Including Other, Not Reported	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
University Faculty Personnel Committee					1								6	5	7	5
College Personnel Committee, CAS					1								4	1	5	1
College Personnel Committee, COB						1							4	2	4	3
College Personnel Committee, COPS													3	4	3	4

CAS = College of Arts and Sciences
 COB = College of Business
 COPS = College of Professional Studies

PART IX: OTHER REQUIREMENTS

A. Budget Plan

UWF encourages hiring managers to advertise in diverse publications.

The University as a whole provided \$17,045.32 this year for advertisements of career opportunities in publications frequented by female and minority applicants. These publications included: *AffirmativeAction.org – American Association, Diverse Issues in Higher Education, Hispanic Outlook, Journal of Blacks in Higher Education, Academic Diversity Search, Diversity.com, International Chrie Communique, and Women in Higher Education.*

The University has been successful in increasing exposure of its position openings to females and minorities in the hiring market, and this will continue to be a priority.

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

The President's Award for Leadership in Diversity is provided annually to recognize the following:

- Demonstrated leadership and/or evidence of extensive, sustained participation in integrating issues of multiculturalism, diversity, or cross-cultural achievements in teaching, university service, or community service activities.
- Demonstrated leadership and/or evidence of personal engagement in the dissemination of information, or the implementation of events or activities that seek to enhance cross-cultural understanding and inclusion of people from under-represented groups in terms of ethnicity, race, gender, and/or socioeconomic status.
- The \$1,500 annual investment in the President's Diversity Awards has served as specific evidence of leadership in diversity in meeting the University's mission. Awards were given to a degree-seeking student, a faculty member, and a staff member.

B. President's Evaluation

The Board of Trustees evaluated the University President in September, 2013. The evaluation included reviewing equity goals and objectives. The President successfully ensures that diversity and equity goals are a priority at the University.

C. Top Administrators' Evaluations

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

PART X: SOURCES OF DATA FOR THIS REPORT

The Human Resources Department gathered information for this report from the following areas: Institutional Research and Effectiveness Support, Research and Sponsored Programs, Enrollment Services, Academic Affairs, Student Affairs, and Intercollegiate Athletics.

UWF Board of Trustees Meeting
Audit & Operations Committee
August 14, 2014

Issue: Internal Auditing Update on Activities

Proposed action: Informational

To provide the Committee with an overview of activities within Internal Auditing and Management Consulting.

1. Status of audits in process
2. Performance Metrics Audit requested by FL Board of Governors
3. Status of advisory/consulting activities
4. External Audits performed by outside parties
5. Compliance operation
6. Miscellaneous items

Recommendation: None

Implementation: None

Fiscal Implications: Fiscal oversight by the UWF Board of Trustees

Prepared by: Betsy Bowers, Associate Vice President, Internal Auditing, bbowers@uwf.edu,
850-474-2637

Presenter: Betsy Bowers, Associate Vice President, Internal Auditing, bbowers@uwf.edu,
850-474-2637