



Board of Trustees
UNIVERSITY of WEST FLORIDA

Student Affairs Committee Meeting
Thursday, August 17, 2023
Zoom Webinar

[Zoom Webinar](#) | Passcode: 427158

Agenda

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|---|----------------------|
| I. Call to Order | Alonzie Scott, Chair |
| II. Roll Call | Anna Lochas |
| III. Greeting | Alonzie Scott, Chair |
| IV. Public Comment | Anna Lochas |
| V. New Business | Alonzie Scott, Chair |
| a. Action Items | |
| i. STU-1 : Approval of the 2023 Florida Educational Equity Act Report | |
| V. Other Committee Business | Alonzie Scott, Chair |
| VI. Adjournment | Alonzie Scott, Chair |

UWF Board of Trustees Meeting
Student Affairs Committee
August 17, 2023

Issue/Agenda Recommendation: 2023 Florida Educational Equity Act Report

Proposed Action: Approval

Background Information: The Florida Education Equity Act Report is completed annually by each Florida public university and includes information on the University's progress in implementing strategic initiatives related to equity and access in academic services, programs, and student enrollment; equity in athletics; and equity in employment as required by Regulation 2.003 Equity and Access. Each University's Florida Educational Equity Act Report is approved by the Board of Trustees and is submitted to the Board of Governors. The Student Enrollment and Employment reporting focuses on females and members of specified racial/ethnic groups. The Athletics portion of the report focuses on gender equity on the basis of Accommodation of Interests and Abilities. The 2023 Florida Education Equity Report is based on 2021 - 2022 data.

Implementation Plan: N/A

Fiscal Implications: N/A

Supporting documents: 1. Florida Equity Report
2. Presentation

Prepared by: Aurora Osborn, ACP, FRP
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Facilitator/Presenter: Aurora Osborn, ACP, FRP
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Florida Equity Report

Report Year: 2023

Institution	University of West Florida
Data Year	July 2021 - June 2022
Report submitted by (name, title, contact information)	Aurora Osborn, Equal Opportunity Officer, Interim Director - Campus Culture and Access, Division of Academic Engagement and Student Affairs; aosborn@uwf.edu; (850) 474-2914
Report approved by the university's board of trustees or its designee (name, title, contact information, and date approved)	
Complete each tab, as applicable.	
Due	September 30, 2023

Non-Discrimination Policy

Provide the web citation of the university's non-discrimination policy adopted by the university board of trustees.

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

Strategic Initiatives & Performance

Describe the institution's progress in implementing strategic initiatives & performance related to equity & access as they pertain to academic services, programs, & student enrollment; equity in athletics; & employment.

UWF offers a variety of strategic programming, services and resources that focus on keeping students on the path to a timely graduation in preparation for a successful transition into the workplace. Through partnerships with faculty, staff, and student leaders, our programs support students as they engage, learn and thrive at UWF. The strategic initiatives undertaken by the Office of Undergraduate Admissions include: a TRIO Campus Visit and Application Assistance Session on November 5, 2021 during which they conducted a campus tour for prospective students who were part of the TRIO program as well as providing one-on-one assistance for students looking to submit an application and discussed next steps moving forward and providing application fee waivers to these students; facilitating training entitled, "Serving Undocumented Students" on December 14, 2022, which was provided to select staff as professional development; the "Beyond School Walls: Big Brothers/Big Sisters of Northwest Florida" Presentation on April 13, 2022 and May 13, 2022 to BBBS Bigs and Littles regarding options after high school, which offered recommendations on the college search process and how to adequately prepare; beginning to layer in FAFSA completion messages associated with educating prospective students on college costs and affordability; launching yield campaigns, via mail and email, focused on students with financial aid packages, particularly those who had been awarded a Pell Grant, discussing UWF affordability and college access; providing virtual appointment opportunities for incoming students to receive assistance in submitting the FAFSA; continuing to communicate the Argo 30 Guarantee for students that are eligible for Pell Grant (if a Florida resident and eligible for Pell Grant, UWF guarantee to fill the gap and cover all tuition and fees not covered by the financial aid package for up to 30 hours per academic year); continuing to offer incoming FTIC students an orientation fee discount of just \$10 (compared to \$140) for Pell Grant eligible students; beginning to execute both in-person and virtual recruitment and yielding events to reach broad audiences of students; visiting all Title I high schools; and, creating a family-specific web page to offer additional resources and information along with starting a family communication campaign. In order to increase the four-year graduation rate and reach the Florida State University System's goals, UWF has focused on increasing the percentage of baccalaureate-seeking undergraduates attempting and earning 15 or more credit hours in the fall terms by promoting the "30 to Finish Campaign" and the "Argo 30 Guarantee" which covers all tuition and mandatory fees for eligible students for 30 credit hours. For the 2021-2022 year, UWF implemented a Fresh Start Initiative with shorter eight-week courses that help students who are having difficulty in Math and English stay on track. UWF also initiated a STEM Success initiative partially funded by a Title III grant that has enabled the redesign of many first year STEM courses and the construction of analytics tools to help students in challenging STEM disciplines create course schedules that help ensure they stay on track to graduate in four years. Interactive texting was added to enhance our outreach with these students. The College of Education and Professional Studies has implemented the Surround and Support mentoring model which is a multipronged model that includes three support systems for success including connection with professional academic advisors, purposeful faculty mentors, and near-peer mentors. This model was purposely developed and implemented across a four-year timeframe, adding progressive layers of student support each academic year. The leaders of the college sought to provide all the college's students an academic advisor and a purposeful faculty mentor. Further, the goal was to pair 100 FTIC students with a near-peer mentor. The Hal Marcus College of Science and Engineering implemented inclusive pedagogy training workshops for their faculty. The goal is to equip faculty members with resources and tools to support students who may be struggling. Key workgroups bring together individuals from across campus to collaborate on student success programs and initiatives. They include the War Room, Advising Council, Retention Team, and the President's Council on Diversity and Inclusion. These groups leverage institutional effectiveness of processes to ensure targeted improvement across the campus. Student support resources, including first year advising, academic coaching, tutoring, student accessibility resources, career development, and equity and diversity have implemented strategies to redefine and recruit the new UWF student, and programs have been created to strengthen involvement of first-year students including the ARGO First Living Community and Freshmen Foundation Seminars. Courses, programs and services have been implemented to enhance learning and the academic experience, through high impact practices and faculty-student engagement. Retention Programs: The Undergraduate Student Progress to Degree Policy was established to assist full time students in maintaining satisfactory academic progress and in completing a degree program quickly and efficiently. The University of West Florida Men's Empowerment Network (UWF MEN) is a program designed to offer academic and social support as well as mentoring opportunities for male college students at The University of West Florida. All students who participate are required to uphold a standard of academic and professional excellence. The goal of the program is to increase recruitment, retention and graduation rates of male college students from all backgrounds. TRIO - UWF's Student Support Services Program is a Federal TRIO Program funded by the U.S. Department of Education. The program is designed to offer support services to 200 first generation college students, low income and disabled students. UWF was recently approved for an additional 5 year grant. Take Stock Collegiate Scholars - The Take Stock Collegiate Scholars is a program that supports Florida's Take Stock in Children participants who attend the University of West Florida from the time they enter the University to graduation. Through academic support, mentorship, and service they will be career-ready upon graduation. The goal is for these students to be productive citizens who are employed and willing to serve others and their community. Pathway Program - The UWF Pathway Program is for first-year students who demonstrate potential for success in college, but who the university feels would benefit from transitional support in order to maximize their achievement at UWF. The program features and requirements are designed specifically to help students start strong and set themselves up for long-term college success. Pathway students will be among the most informed students on campus, and Pathway team members are here to support them throughout their first year at UWF. Pathway students will also have opportunities to earn campus life perks, UWF merch, and more. The Commuter Student Services (CSS) office offers support, advocacy, resources, and the tools needed to become successful and engaged members of the UWF family. UWF is committed to providing engagement opportunities, events, and services for our commuter population. Commuter students are encouraged to interact with CSS to learn more about the programs, events, and learning support opportunities offered. Commuter student assistance grants are available - financial assistance to assist with the rising costs of housing, food, and transportation, not incurred by those living on-campus. Mission statement - Commuter Student Services (CSS) advances the mission of the University of West Florida and the Division of Academic Engagement and Student Affairs by serving as an advocate for commuter students by providing opportunities for engagement, integration, and enrichment, in order to enhance the educational experience. Ensuring that the needs of the commuter population are acknowledged and addressed by the campus community. The Student Accessibility Resources office views disabilities as integral to society and to our UWF community. We are committed to the full inclusion of students with disabilities in all curricular and co-curricular opportunities as mandated by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. We work collaboratively with students, faculty, and staff to provide reasonable accommodations for students with documented disabilities. The UWF Military & Veterans Resource Center (MVRC) serves as a leading campus advocate for military dependents and veteran students, working to ensure the needs of these individuals are met through coordinating with multiple university offices and services. The MVRC assists students with VA education benefits, active duty tuition assistance, out of state fee waiver, coordinating academic advising sessions, tutoring, counseling, and disability accommodations. The UWF Athletics department has adopted a 5-year gender equity plan covering the years 2021-2026. For 2021-2022, the Athletics department completed an Interest and Ability Survey, which indicates that UWF is currently meeting the student interests of the underrepresented sex. The survey results were reported to the Athletic Advisory Committee (IAC) in the Spring 2022 semester. During the 2022-2023 year, the Athletics department will facilitate planning and fundraising for a sports complex locker room facility and break ground on the Gooden Center addition to include a new Athletic Training Facility. During the 2023-2024 year, the Athletics department will continue to review its facilities and add fieldhouse bleachers in addition to providing an additional update to its gender equity plan to the IAC, conducting a gender equity assessment, and moving the Athletic Academic Center to Building 73. During the 2024-2025 year, the Athletics department will conduct an additional Student Interest and Ability Survey and explore opportunities and interest in adding an additional women's sport. For the 2025-2026 year, the department will again update its gender equity plan for the IAC, review opportunities for full-time women's swimming and diving assistant coach, and advertise, recruit and hire a coach for an additional women's sport. Regarding employment representation, UWF engages various strategies to recruit diverse faculty. These strategies include advertising in diversity publications and/or job boards; attending diversity-focused recruitment events such as the Southern Regional Educational Board ("SREB"); establishing mentors for diverse faculty; utilizing pipeline programs for future faculty; and, utilizing funds strategically to hire diverse candidates. Likewise, UWF engages various strategies to retain diverse faculty. These strategies include: establishing mentors for diverse faculty; providing start-up research funds for new diverse faculty; providing graduate research support for new diverse faculty; and, providing grant-funded initiatives to increase retention.

Areas of Improvement Pertaining to Academic Services, Programs, & Student Enrollment (Identified This Year)	Achievement Report for Areas of Improvement Pertaining to Academic Services, Programs, & Student Enrollment (Identified Last Year)
<p>The University of West Florida's Strategic Plan for 2022-2027 builds upon the solid foundation of teaching, research and service established since we opened our doors in 1967. The plan is built on seven strategic directions and highlights priorities for transformation and growth. This plan was approved by the UWF Board of Trustees during the June 2022 meeting and by the Florida Board of Governors during the September 2022 meeting. Strategic Direct 1 is student-centered and focused and contains four prongs. Prong 1.1 establishes the goal of providing high impact educational and co-curricular learning experiences that inspire, engage, and prepare students to become knowledgeable citizens and successful in the careers and lives. Prong 1.2 establishes the goal to ensure student recruitment and retention programming are aligned with the University's strategic enrollment plan. Prong 1.3 establishes the goal of providing adequate physical and virtual learning support opportunities for earning degrees and related credentials, including post-graduation. Prong 1.4 establishes the goal of promoting student awareness of available resources for support. UWF will continue to attract and recruit students regardless of gender, race and ethnicity to enroll in our academic programs and to offer and promote academic success services with the goal of academic progress and completion. Strategic Direction 7 is focused on a culture of inclusion and civility and contains two prongs. Prong 7.1 establishes the goal of maintaining a welcoming, inclusive, equitable and respectful environment for employees, students visitors and services partners. Prong 7.2 establishes the goal of ensuring a commitment to open-minded and tolerant civil discourse.</p>	<p>Goal #1 - Increase representation in FTIC FT enrollment among Black/African American, Native Hawaiian/Other Pacific Islander, American Indian/Alaska Native, Asian, Hispanic/Latin, and students who report two or more races by 0.5%. Report - The goal was met as to Black/African American (+1%) and American Indian/Alaska Native (+1%) students. The goal was not met as to the remaining groups. Goal #2 - Increase representation in Florida Community College AA FT Transfers among female, Black/African American, Native Hawaiian/Other Pacific Islander, American Indian/Alaska Native, Asian, Hispanic/Latin, and students who report two or more races by 0.5%. Report - The goal was met as to students reporting two or more races (+4%), American Indian/Alaska Native (+1%), Asian (+1%), Hispanic/Latin (+5%) and female students(+3%). The goal was not met as to the remaining groups. Goal #3 - UWF's goal to retain as many students as possible, regardless of race/ethnicity or gender, remains a top priority year after year with special attention to those students whose average retention rates are under the national average. Native Hawaiian/Other Pacific Islander and students who reported two or more races. Report - The goal was met as to both groups: Native Hawaiian/Other Pacific Islander (+25%) and students who reported two or more races (+7%). Goal #4 UWF's goal to increase the 6 year graduation rate of full-time FTICs regardless of race/ethnicity or gender remains a top priority year after year with special attention to those students whose average graduation rates are under the national average of 64%: students who reported two or more races and Black/African American, American Indian/Alaska Native, Hispanic/Latin, Native Hawaiian/Other Pacific Islander, White, female, and male students. Report - The goal was met as to Native Hawaiian/Other Pacific Islander students (100% graduation rate). The goal was not met as to students who reported two or more races (51% graduation rate), and Black/African American (49% graduation rate), American Indian/Alaska Native (25% graduation rate), Hispanic/Latin (43% graduation rate), White (55% graduation rate), female (60% graduation rate), and male (45% graduation rate) students. Goal #5 - Increase Bachelor Degrees awarded to those students who fell below the national average: Hispanic/Latin and Asian students by 0.5%. Report - The goal was met for both groups: Hispanic/Latin (+1%) and Asian (+1%). Goal #6 - Increase Master Degrees awarded to those students who fell below the national average: Black/African American, Asian, and American Indian/Alaska Native students. Report - The goal was met as to Black/African American (+1%) and Asian (+2%) students. The goal was not met for the remaining group. Goal #7 - Increase Doctoral Degrees awarded to those students who fell below the national average: students who reported two or more races and American Indian/Alaska Native, Asian, and Hispanic/Latin students by 0.5%. Report - The goal was met as to Hispanic/Latin students (+4%). The goal was not met as to the remaining groups.</p>
<p>Areas of Improvement Pertaining to Sex Equity in Athletics (Identified This Year)</p>	<p>Achievement Report for Areas of Improvement Pertaining to Gender Equity in Athletics (Identified Last Year)</p>
<p>Continue to monitor participation opportunities for the underrepresented sex utilizing Prong 3 - Accommodation of Interest and Abilities.</p>	<p>Goal regarding Element 2: Participation Rates - Conduct a student body survey to evaluate whether or not UWF is providing participation opportunities to the underrepresented gender. Report - An interest and ability survey was conducted the Fall 2021 and the results indicated UWF is meeting the needs of the underrepresented sex. Additionally, the participation rates compared to undergraduate enrollment improved from 2020-21 to the 2021-22 academic year. Athletic participation for the 21-22 academic year: 227 Male Athletes (61%) and 143 (39%) Female Athletes compared to the undergraduate enrollment of 2,733 Male (44%) and 3,484 Female (56%). This is a positive move in providing participation opportunities, the 2020-21 percentages were 66% male and 34% female. Overall, the participation opportunities for females increased 6% in 2021-22.</p>
<p>Areas for Improvement Pertaining to Employment (Identified This Year)</p>	<p>Achievement Report for Areas of Improvement Pertaining to Employment (Identified Last Year)</p>
<p>The University of West Florida's Strategic Plan for 2022-2027 builds upon the solid foundation of teaching, research and service established since we opened our doors in 1967. The plan is built on seven strategic directions and highlights priorities for transformation and growth. This plan was approved by the UWF Board of Trustees during the June 2022 meeting and by the Florida Board of Governors during the September 2022 meeting. Strategic Direction #2 is dedicated to employee success and contains two prongs. Prong 2.1 establishes the goal of recruiting and retaining capable employees who support UWF's mission, vision, values and strategic directions of service to the institution and the community. Prong 2.2 establishes a goal of providing adequate workforce flexibility to address market needs and demands. Strategic Direction 7 is focused on a culture of inclusion and civility and contains two prongs. Prong 7.1 establishes the goal of maintaining a welcoming, inclusive, equitable and respectful environment for employees, students visitors and services partners. Prong 7.2 establishes the goal of ensuring a commitment to open-minded and tolerant civil discourse. Regarding increasing representation in employment to align with state and federal requirements, UWF establishes a goal to increase representation among senior-administrative level staff of those groups that are below the national averages: Black/African American, American Indian/Alaska Native, Asian, Native Hawaiian/Other Pacific Islander, Hispanic/Latin, and male employees by 0.5% in the year to come. Regarding faculty representation, we note that promotion criteria for tenure at UWF relies solely on faculty performance in the areas of teaching, scholarship and creative projects, and service. Considerations of race and gender are not involved in the tenure promotion process. To the extent that UWF wishes to increase minority and female representation in the faculty population, which it does, focus needs to be devoted to the recruitment and retention of faculty, not necessarily promotion. Be that as it may, UWF would like to increase representation among those groups that are below the national averages: faculty reporting two or more races, Black/African American, American Indian/Alaska Native, Native Hawaiian/Other Pacific Islander/Hispanic/Latin and female faculty by 0.5% in the year to come.</p>	<p>Goal #1 - Increase representation among managerial staff of those groups that fell below the national averages: Black/African American, American Indian/Alaska Native, Asian, and Hispanic/Latin by 0.5%. Report - not met. Goal #2 - Broaden the diversity of publications to include those publications that focus more narrowly on diverse audiences including African American, Hispanic/Latin, Asian, military veteran, disability, LGBTQIA+, and female populations within the next 3 years. Report - UWF added the WomenInTechnology.org publication to the publications used to attract female applicants.</p>

Provide a detailed budget plan to support attainment of the university's goals as outlined in its equity plan in accordance with state & federal law. In addition to funded totals, list detailed line items/expenditures & any unmet need(s) that exist.

UWF requires hiring managers to advertise each job posting in publications targeted to females and minority populations. Diversity recruitment advertising during the 2021-2022 data year was \$6,531.12. UWF has been successful in increasing exposure of its position openings to females and minorities in the hiring market, and this will continue to be a priority. This year, these publications included:

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

University Male & Female Undergraduate Enrollment Percentages & Athletic Participation

Total Undergraduate Enrollment % Males	Total Undergraduate Enrollment % Females	Participating in Athletics % Males	Participating in Athletics % Females
2,733 Male (44%)	3,494 Female (56%)	227 Male Athletes (61%)	143 Female Athletes (39%)

Sex Equity in Intercollegiate Athletics

Element	Assessment of Equity Plan	Area for Improvement	Plan for Improvement
Sports offerings	8 Female Sports / 7 Male Sports		
Participation rates, male & female, compared with full-time	Student-Athletes - Male - 227 (61%) & Female - 143 (39%) UG	Yes	Continue to monitor participation opportunities for the underrepresented sex.
Availability of facilities	Equitable		
Scholarship offerings	Male:\$1,659,250 (56%); Female: \$1,301,650 (44%)		
Funds allocated for:			
administration	\$2,370,850		
recruitment	Men - \$55,000 (66%); Women - \$28,500 (34%)		
comparable coaching	Male: 6.0 FTE Head Coach, 13.33 FTE Asst Coach Female: 7.0 FTE Head Coach, 6.79 FTE Asst Coach		
publicity & promotion	\$525,573		
other support costs	\$1,087,928.00		

Compliance			
Is the university in compliance with all applicable state laws in providing equal opportunity & access to students to participate in intercollegiate athletics, as well as in intramural, club, or recreational athletics?	Explain any areas of noncompliance with state laws.	Is the university in compliance with all applicable federal laws in providing equal opportunity & access to students to participate in intercollegiate athletics, as well as in intramural, club, or recreational athletics?	Explain any areas of noncompliance with federal laws.
Yes		Yes	

President Evaluation

Institution	Has the university Board of Trustees completed an annual evaluation of the university President on the extent to which the institution's sex equity goals in intercollegiate athletics have been achieved?	Date of Evaluation	Were the sex equity goals achieved?	If the sex equity goals were not achieved, explain a plan of action to achieve the sex equity goals.
	Yes	15-Sep-22	Yes	

Senior-Level Administrative Positions - Executive/Administrative/Managerial

Indicator	AI/AN	A	B	H	NH/OPI	W	≥ TWO	NRA	UNK	NOT REPORTED	FEMALE	MALE	TOTAL
Number, Fall 2021	0	8	15	6	0	204	5	0	0	0	165	73	238
Number, Fall 2020	0	9	16	7	0	228	6	0	0	0	171	95	266
1YR Percentage Change	NA	-11%	-6%	-14%	NA	-11%	-17%	NA	NA	NA	-4%	-23%	-11%
Area for improvement compared with national standards? (Yes/No)	Yes	Yes	Yes	Yes	Yes	No	No	No	No	No	No	Yes	

Source: IPEDS Fall Staff, IPEDS Human Resources Data.

Terminology & Abbreviations for Race & Ethnicity

American Indian or Alaskan Native only	AI/AN
Asian only	A
Black or African American only	B
Hispanic or Hispanic and any race category	H
Native Hawaiian or Other Pacific Islanders only	NH/OPI
White only	W
More than one race category	≥2
Non-Resident Alien	NRA
Unknown	UNK

Source: Integrated Postsecondary Education Data System

Tenured Faculty													
Indicator	AI/AN	A	B	H	NH/OPI	W	≥ TWO	NRA	UNK	NOT REPORTED	FEMALE	MALE	TOTAL
Number, Fall 2021	3	20	5	5	0	121	0	0	0	1	59	96	155
Number, Fall 2020	3	19	5	4	0	116	0	0	0	1	58	90	148
1YR Percentage Change	0%	5%	0%	25%	NA	4%	NA	NA	NA	0%	2%	7%	5%
Area for improvement compared with national standards? (Yes/No)	Yes	No	Yes	Yes	Yes	No	Yes	No	No	No	Yes	No	

Source: IPEDS Fall Staff, IPEDS Human Resources Data.

Terminology & Abbreviations for Race & Ethnicity	
American Indian or Alaskan Native only	AI/AN
Asian only	A
Black or African American only	B
Hispanic or Hispanic and any race category	H
Native Hawaiian or Other Pacific Islanders only	NH/OPI
White only	W
More than one race category	≥2
Non-Resident Alien	NRA
Unknown	UNK

Source: Integrated Postsecondary Education Data System

Minority

Tenure-Track Faculty													
Indicator	AI/AN	A	B	H	NH/OPI	W	≥ TWO	NRA	UNK	NOT REPORTED	FEMALE	MALE	TOTAL
Number, Fall 2021	0	10	6	1	0	44	2	0	0	0	25	38	63
Number, Fall 2020	0	9	6	2	0	53	1	0	0	0	26	45	71
1YR Percentage Change	NA	11%	0%	-50%	NA	-17%	100%	NA	NA	NA	-4%	-16%	-11%
Area for improvement compared with national standards? (Yes/No)	Yes	No	No	Yes	Yes	No	No	No	No	No	Yes	No	

Source: IPEDS Fall Staff, IPEDS Human Resources Data.

Terminology & Abbreviations for Race & Ethnicity	
American Indian or Alaskan Native only	AI/AN
Asian only	A
Black or African American only	B
Hispanic or Hispanic and any race category	H
Native Hawaiian or Other Pacific Islanders only	NH/OPI
White only	W
More than one race category	≥2
Non-Resident Alien	NRA
Unknown	UNK

Source: Integrated Postsecondary Education Data System

Protected-Class Representation in the Tenure Process					
Males	Applied	Withdrawn	Denied	Deferred	Nominated
American Indian or Alaskan Native only					
Asian only					
Black or African American only	3				3
Hispanic or Hispanic and any race category	1				1
Native Hawaiian or Other Pacific Islanders only					
White only	9				9
More than one race category					
Non-Resident Alien					
Unknown					
Other					
Not Reported					
Total	13				13
Females	Applied	Withdrawn	Denied	Deferred	Nominated
American Indian or Alaskan Native only					
Asian only					
Black or African American only					
Hispanic or Hispanic and any race category					
Native Hawaiian or Other Pacific Islanders only					
White only	6				6
More than one race category					
Non-Resident Alien					
Unknown					
Other					
Not Reported					
Total	6				6

LEGEND:

Applied: Faculty whose names have been submitted for tenure review. Sum of Withdrawn, Denied, and Nominated (or provide explanation).

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

Denied: Faculty for whom tenure was denied during the review process.

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

Non-Tenure-Track Faculty or Faculty at Non-Tenure Granting Universities													
Indicator	AI/AN	A	B	H	NH/OPI	W	≥ TWO	NRA	UNK	NOT REPORTED	FEMALE	MALE	TOTAL
Number, Fall 2021	0	11	11	4	0	77	5	0	0	1	69	40	109
Number, Fall 2020	0	11	12	5	0	87	4	0	0	1	76	44	120
1YR Percentage Change	NA	0%	-8%	-20%	NA	-11%	25%	NA	NA	0%	-9%	-9%	-9%
Area for improvement compared with national standards? (Yes/No)	Yes	No	No	Yes	Yes	No	No	No	No	No	No	Yes	

Source: IPEDS Fall Staff, IPEDS Human Resources Data.

Terminology & Abbreviations for Race & Ethnicity	
American Indian or Alaskan Native only	AI/AN
Asian only	A
Black or African American only	B
Hispanic or Hispanic and any race category	H
Native Hawaiian or Other Pacific Islanders only	NH/OPI
White only	W
More than one race category	≥2
Non-Resident Alien	NRA
Unknown	UNK

Source: Integrated Postsecondary Education Data System

Annual Goals to Address Areas of Underutilization

For each year in which prior year goals were not achieved, provide a narrative explanation & a plan for achievement of equity.

Programs, Services & Enrollment Goal #1 - Increase representation in FTIC FT enrollment among Black/African American, Native Hawaiian/Other Pacific Islander, American Indian/Alaska Native, Asian, Hispanic/Latin, and student who report two or more races by 0.5%. The goal was not met as to Native Hawaiian/Other Pacific Islander, Asian, Hispanic/Latin, and students who report two or more races. UWF will continue to attract and recruit students regardless of gender, race and ethnicity to enroll in our academic programs. Goal #2 - Increase representation in Florida Community College AA FT Transfers among female, Black/African American, Native Hawaiian/Other Pacific Islander, American Indian/Alaska Native, Asian, Hispanic/Latin, and students who report two or more races by 0.5%. The goal was not met as to Black/African American, Native Hawaiian/Other Pacific Islander students. UWF will continue to attract and recruit students regardless of gender, race and ethnicity to enroll in our academic programs. Goal #4 UWF's goal to increase the 6 year graduation rate of full-time FTICs whose average graduation rates are under the national average of 64%: students who reported two or more races and Black/African American, American Indian/Alaska Native, Hispanic/Latin, Native Hawaiian/Other Pacific Islander, White, female, and male students was not met as to students who reported two or more races (51% graduation rate), and Black/African American (49% graduation rate), American Indian/Alaska Native (25% graduation rate), Hispanic/Latin (43% graduation rate), White (55% graduation rate), female (60% graduation rate), and male (45% graduation rate) students. UWF will continue to offer and promote academic success services with the goal of academic progress and completion to all students regardless of gender, race and ethnicity. Goal #6 - Increase Master Degrees awarded to those students who fell below the national average: Black/African American, Asian, and American Indian/Alaska Native students. The goal was not met as to American Indian/Alaska Native students. UWF will continue to attract and recruit students regardless of gender, race and ethnicity to enroll in our academic programs and to offer and promote academic success services with the goal of academic progress and completion. Goal #7 - Increase Doctoral Degrees awarded to those students who fell below the national average: students who reported two or more races and American Indian/Alaska Native, Asian, and Hispanic/Latin students by 0.5%. The goal was not met as to students who reported two or more races and American Indian/Alaska Native, and Asian students. UWF will continue to attract and recruit students regardless of gender, race and ethnicity to enroll in our academic programs and to offer and promote academic success services with the goal of academic progress and completion.

Employment Goal #1 - The goal to increase representation among managerial staff of those groups that fell below the national averages: Black/African American, American Indian/Alaska Native, Asian, and Hispanic/Latin by 0.5% was not met. Year over year (20-21), no increase occurred in representation of managerial staff in any category. It should be noted that the managerial staff workforce shrank by 10.6% (from 266 to 238 managerial staff due to budget reductions in the COVID-19 Pandemic and turnover). Representation of managerial staff declined among Black/African American (-.3%) and female (-4%) managerial staff. UWF exceeded national averages reported by the National Center for Education Statistics (https://nces.ed.gov/programs/digest/d20/tables/dt20_314.40.asp) among managerial staff reporting two or more races (+.9%) and females (+11%); however, we did not meet the national averages for Black/African American (-4.7%), American Indian/Alaska Native (-0.46%), Asian (-1.%), and Hispanic/Latin (-4.4%). White managerial staff is overrepresented at UWF compared to the national average by 12.9%. In order to meet the goal for the next year (increase representation among managerial staff of those groups that fell below the national averages: Black/African American, American Indian/Alaska Native, Asian, and Hispanic/Latin by 0.5%), UWF will continue to attract and recruit talent regardless of gender, race and ethnicity.

2023 Florida Equity Report

Presented by:

Aurora Osborn

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Equal Opportunity Officer

Division of Academic Engagement and Student Affairs



uwf.edu/inclusion

OVERVIEW

- The Florida Equity Report is submitted annually to the BOG, as required by Regulation 2.003 - Equity and Access.
- The 2023 Report is based on 2021-2022 data.
- The Athletics section focuses on gender equity on the basis of Accommodation of Interests and Abilities.
- The Employment section focuses on gender and members of specified racial/ethnic groups among senior-level administrators and faculty.
- **UPDATES:**
 - The BOG has eliminated the Student Enrollment section focusing on gender and members of specified racial/ethnic groups.
 - The BOG has changed the format for report submission.

UWF FTIC Enrollment

- Black/African American: 7% (↑1%)
- American Indian/Alaska Native: 1%
- Asian: 4% (=)
- Hispanic/Latinx: 10% (↓1%)
- Native Hawaiian/Other Pacific Islander: ≤1% (=)
- ≥Two Races: 6% (=)
- Female: 56% (↑1%)
- Minority: 28% (↑1%)



Goal:

UWF will continue to attract and recruit students regardless of gender, race and ethnicity to enroll in our academic programs and to offer and promote academic success services with the goal of academic progress and completion.

Students for Fair Admissions v. Harvard

On June 29, 2023 the Supreme Court of the United States held the consideration of race in admissions to colleges and universities unconstitutional. UWF has not and will not consider race in admissions.



FTIC Retention Rates

Total Percent Retained After 1 Year: 85% (↑1%)

- Black/African American: 88% (↓1%)
- American Indian/Alaska Native: 100%(=)
- Asian: 93% (↑4%)
- Hispanic/Latin: 80% (↓7%)
- Native Hawaiian/Other Pacific Islander: 100% (↑25%)
- ≥Two Races: 85% (↑7%)
- Female: 85% (↑1%)

National Center for Education Statistics:

In fall 2021, the full-time retention rate in postsecondary institutions was 75.6%. This is based on 4,937 institutions

Goal:

UWF will continue to attract and recruit students regardless of gender, race and ethnicity to enroll in our academic programs and to offer and promote academic success services with the goal of academic progress and completion.

Graduation Rates

FTIC after 6 Years

Total Percent Graduated: **53%** (↑2%)

- Black/African American: 49% (↑9%)
- American Indian/Alaska Native: 25% (↓15%)
- Asian: 67% (↑2%)
- Hispanic/Latinx: 43% (↓7%)
- Native Hawaiian/Other Pacific Islander: 100% (↑67%)
- ≥Two Races: 51% (↓3%)
- Female: 60%(↑4%)



National Center for Education Statistics:

In 2020, the overall 6-year graduation rate for first-time, full-time undergraduate students was 64%.

*Data for 2021 is not yet available.

Goal:

UWF will continue to attract and recruit students regardless of gender, race and ethnicity to enroll in our academic programs and to offer and promote academic success services with the goal of academic progress and completion.

Degrees Awarded 2021-2022

Bachelor	2,395 (↓155)
➤ females	62% (↓1%)
➤ minorities	31% (↑3%)
Master & Specialist	1,106 (↓4)
➤ females	70% (↓3%)
➤ minorities	29% (↑4%)
Doctoral	22 (↑1)
➤ females	63% (↓23%)
➤ minorities	27% (↑8%)

Tenured Faculty

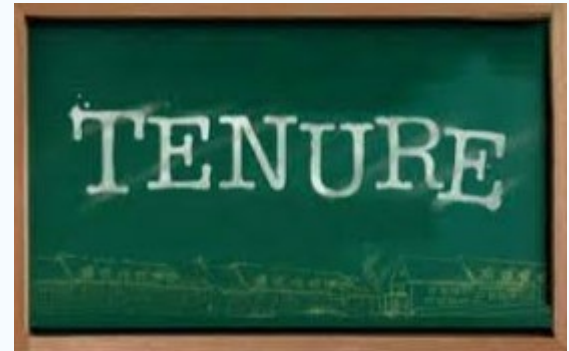
- Black/African American: 3.2% (=)
- American Indian/Alaska Native: 2% (=)
- Asian: 13% (=)
- Hispanic/Latin: 3% (=)

- Female: 38%(↓1%)
- Total Minority: 21% (=)

Compared to National Averages*

UWF met or exceeded national averages among Asian faculty; however, we did not meet the national averages among faculty reporting two or more races and American Indian/Alaska Native, Hispanic/Latin, Native Hawaiian/Other Pacific Islander, and female faculty.

*National Center for Education Statistics



Tenure-Track Faculty

- Black/African American: 9.5% (=)
- Asian: 16% (=)
- Hispanic/Latin: 1.6% (=)
- ≥Two Races: 3.2% (=)

- Female: 39.6% (=)
- Total Minority: 30% (=)

Compared to National Averages*

UWF met or exceeded national averages among faculty reporting two or more races, Asian, Black/African American and male faculty; however, we did not meet the national averages American Indian/Alaska Native, Hispanic/Latin, Native Hawaiian/Other Pacific Islander, and female faculty.

*National Center for Education Statistics



Non-Tenure-Track Faculty

- Black/African American: 10% (=)
 - Asian: 10% (=)
 - Hispanic/Latin: 3.6% (=)
 - ≥Two Races: 4.6% (=)
- Female: 63%(=)
- Total Minority: 28% (↑1.5%)

Compared to National Averages*

UWF met or exceeded national averages among non-tenure-earning faculty reporting two or more races and Black/African American, Asian and female faculty; however, we did not meet the national average for American Indian/Alaska Native, Hispanic/Latin, and Native Hawaiian/Other Pacific Islander faculty.

*National Center for Education Statistics

Senior-Level Administrative Positions

- Black/African American: 6.3% (=)
- Asian: 3.3% (=)
- Hispanic/Latinx: 4.5% (↑ 2%)
- ≥Two Races: 2% (=)

- Female: 69% (=)
- Total Minority: 14% (=)



Compared to National Averages*

UWF met or exceeded national averages among senior-level administrators reporting two or more races and females; however, we did not meet the national averages for Black/African American, American Indian/Alaska Native, Asian, and Hispanic/Latin employees.

*National Center for Education Statistics

Gender Equity in Athletics

2021-2022

Sport Offerings

Female: 8

Male: 7



Achievements

- Fall 2021 interest and ability survey: UWF is meeting the interest of the underrepresented sex.
- Participation opportunities for females increased 6% in 2021-22.

Athletic Participation 21-22

Male Total Enrollment	Female Total Enrollment	% of Males Participating in Athletics	% of Females Participating in Athletics
2,733 (44%)	3,494 (56%)	227 (61%)	143 (39%)



BOG Intent to Amend Board Regulation 2.003, Equity and Access

- Name change from "Equity and Access" to "Equal Access and Opportunity."
- Prohibition of discrimination based on pregnancy.
- Eliminates reporting on equity in academic services, programs, and student enrollment.
- Eliminates reporting on race and sex in student enrollment, senior-level administrative positions, and faculty.
- Implements an annual assessment by the Chancellor on each institution's plan in support of equal opportunity in intercollegiate athletics.
- Eliminates the Florida Equity Report Guidelines review by the Council on Equal Opportunity and Diversity.
- BOG invites SUS institutions provide input before formal notice (August 2023).

BOT Evaluation of President on Achievement of Gender Equity in Athletics Goals

- F.S 1066.71(e): *Each board of trustees of a Florida College System institution or state university shall annually evaluate the presidents on the extent to which the gender equity goals have been achieved.*
- Historically, the Florida Equity Report, as approved by the BOT, has functioned as the evaluative tool for this statutory requirement.
- Recommendation: Include this item in President Scorecard and/or Presidential Evaluation Report.

Questions?