Call to Order/Roll Call. .................................................. Jay Patel, Chair

Chair’s Greeting. .................................................. Jay Patel, Chair

Action Item(s):
   1. Approve Proposed Amendment to UWF REG 3.010 Student Code of Conduct
   2. Approve Proposed Amendment to UWF REG 3.018 Prohibition of Hazing - Procedures and Penalties

Information Item(s):
   1. Career Services at UWF
   2. Educational Benchmark Inc. (EBI) Survey Results for Housing
   3. Leadership and Service Program Review
   4. 2014 Florida Educational Equity Act Report

Other Committee Business:

Adjournment
Issue: UWF/REG 3.010 Student Code of Conduct

Proposed action: Recommend approval of proposed revisions to UWF/REG 3.010

Background information: Revisions to UWF/REG 3.010 Student Code of Conduct are for the purpose of ensuring alignment between this regulation and UWF/REG 3.018 Prohibition of Hazing-Procedures and Penalties by adding specific conforming language in several. Additional revisions to this regulation have been made pursuant to staff review for clarity and to recent guidance provided by the U.S. Department of Education Office of Civil Rights (OCR) in their July 14, 2014 Dear Colleague Letter. Specific revisions are detailed in the text of the Notice of Proposed Regulation Amendment.

Recommendation: Recommend approval of proposed revisions to UWF/REG 3.010 as set forth in the supporting documentation.

Implementation Plan: After BOT approval, revisions to UWF/REG 3.010 will go into effect immediately.

Fiscal Implications: None

Supporting documents:
- Proposed UWF/REG 3.010, with notice and proposed revisions to text

Presented by:
Dr. Jim Hurd, Senior Associate Vice President for Student Affairs, (850) 474-2214, jhurd@uwf.edu

Dr. Gentry McCreary, Associate Dean of Students and Director of Student Rights and Responsibilities, (850) 474-2383, gcreary@uwf.edu

Ms. Anita Schonberger, Associate General Counsel, (850) 474-3420, aschonberger@uwf.edu
UWF Board of Trustees Meeting  
Student Affairs Committee  
August 15, 2014

**Issue:** UWF/REG 3.018 Prohibition of Hazing-Procedures and Penalties

**Proposed action:** Recommend approval of proposed revisions to UWF/REG 3.018 and recommend approval for revision to Florida Administrative Code Rule 6C6-3.018, Prohibition of Hazing-Procedures and Penalties

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**Background information:** In the process of cyclical review and updating, as needed, University Regulations and Policies it was determined that UWF/REG 3.018 Prohibition of Hazing-Procedures and Penalties could be enhanced by emerging best practice in hazing policy. First, bystander engagement and accountability is intended to increase normative social influence on students and student organizations to reduce the likelihood of hazing activities. Second, the practice of affirming organizational self-reporting provides student groups with the opportunity to potentially shield themselves from charges of misconduct when the alleged activities are perpetrated by a small number of unauthorized or rogue members. This practice is believed to increase the likelihood that hazing incidents will be more accurately reported. Third, applying a designated investigator model allows for a more timely and thorough investigation of a potentially critical incident while protecting the rights of victims, witnesses, and the alleged violators.

**Florida Administrative Code Rule 6C6-3.018**
The University is required to have a rule, published in the Florida Administrative Code, on Hazing because Hazing is prohibited by and made a criminal offense by Florida Statute 1006.63. The University’s Rule on Hazing can be found in the Florida Administrative Code at 6C6-3.018. This text of this rule is identical to the text of the current UWF Regulation, 3.018. If changes to the regulation are approved, we will then need to amend the rule accordingly.

**Recommendation:** Recommend approval of proposed revisions to UWF/REG 3.018 and proposed revisions to 6C6-3.018 F.A.C. as set forth in the supporting documentation.

**Implementation Plan:** After BOT approval, revisions to UWF/REG 3.018 will go into effect immediately. After BOT approval, the University will begin amending 6C6-3.018 F.A.C.

**Fiscal Implications:** None

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**Supporting documents:**
- Proposed UWF/REG 3.018, with notice and proposed revisions to text
- Proposed Florida Administrative Code Rule 6C6-3.018 with revisions to text

**Presented by:**
Dr. Jim Hurd, Senior Associate Vice President for Student Affairs, (850) 474-2214, jhurd@uwf.edu
Dr. Gentry McCreary, Associate Dean of Students and Director of Student Rights and Responsibilities, (850)474-2383, gcreary@uwf.edu.
Ms. Anita Schonberger, Associate General Counsel, (850-474-3420), aschonberger@uwf.edu
Issue: Overview of Career Services

Proposed Action: Information Only

Background information: Career Services at UWF is committed to educating and empowering UWF Students/Alumni in the career development process by providing opportunities for experiential learning, civic engagement, service and employment. To achieve this mission, the office developed a four year career development model that is used to help students create and pursue career goals. The department is also poised to make meaningful contributions to the focus on professional readiness and specifically the Quality Enhancement Plan (QEP) focused on high impact practices and the enhancement of students’ professional communication skills.

This presentation will include a description of the services provided and how the office is using innovative strategies to reach more students where they are.

Recommendation: None

Implementation Plan: None

Fiscal Implications: None

Supporting documents: PowerPoint Presentation

Prepared by: Lauren Loeffler, Director, Career Services, 850-474-2254, lloeffler@uwf.edu

Presenter: Lauren Loeffler, Director, Career Services, 850-474-2254, lloeffler@uwf.edu
Issue: Present EBI Survey Results for Housing

Proposed action: None (Informational Item)

Background information:
The Department of Housing and Residence life (HRL) utilized a survey instrument from EBI-Map Works to assess program effectiveness and residential satisfaction. The Association of College and University Housing International (ACUHO-I) and EBI have created this survey instrument to identify program strengths, provide evidence of how housing contributes to institutional mission and detect areas where improvement efforts should be focused to improve overall quality and performance. Furthermore, the EBI allows UWF to benchmark the housing system’s performance against hundreds of institutions. This presentation will highlight a sampling of the data collected and how we compare to other institutions.

Recommendation:
N/A

Implementation Plan:
N/A

Fiscal Implications:
N/A

Supporting documents:
Power Point Presentation with graphs and information from the EBI survey.

Prepared and Presented by:
Brad Menard, Assistant Director, Housing and Residence Life, bmenard@uwf.edu, 850-474-2436
Krista Boren, associate Director, Housing and Residence Life, kboren@uwf.edu, 850-474-2463
Dr. Ruth Davison, Director, Housing and Residence Life, rdavison@uwf.edu, 850-474-2463
UWF Board of Trustees Meeting
Student Affairs Committee
August 14, 2014

Issue: UCSI Leadership & Service Program Review Overview

Proposed action: N/A – Informational Item

Background information: The Council for the Advancement of Standards (CAS) program review process is part of a strategic initiative by the Division of Student Affairs to conduct a comprehensive and systematic review of departments and programs. Because the Leadership & Service unit within the University Commons and Student Involvement (UCSI) is in its infancy, the program review was approached as a needs assessment. The review process consisted of three phases: Internal Review, External Review, and Action Plan. After examination of the strengths and weaknesses, the Assistant Director of Leadership & Service prepared a final report. The full report is provided for reference and a brief overview of the results and planned actions is to be shared with the BOT.

Recommendation: Information Only

Implementation Plan: Below is a summary of the action for the coming year:

<table>
<thead>
<tr>
<th>Action</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Separate marketing and programming efforts for leadership and service</td>
<td>7/31/14</td>
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<tr>
<td>Identify 4 signature initiatives each for Student Leadership Development</td>
<td>7/31/14</td>
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<td>and Service &amp; Citizenship</td>
<td></td>
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<tr>
<td>Seek outside funding for programs and initiatives</td>
<td>10/15/14</td>
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<tr>
<td>Develop mission statements for Student Leadership Development and Service</td>
<td>10/31/14</td>
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<tr>
<td>and Citizenship</td>
<td></td>
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<tr>
<td>Develop overarching student learning outcomes</td>
<td>10/31/14</td>
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<tr>
<td>Create comprehensive marketing plans that reach a diverse student</td>
<td>10/31/14</td>
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<tr>
<td>population</td>
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<tr>
<td>Formalize a memorandum of understanding for community partnerships</td>
<td>10/31/14</td>
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<tr>
<td>Conduct needs assessment to determine needs of certain demographics of</td>
<td>1/1/15</td>
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<tr>
<td>students</td>
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<td>Develop an outreach plan for students, faculty, staff, and community</td>
<td>1/1/15</td>
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<tr>
<td>partners</td>
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<tr>
<td>Develop a risk management plan</td>
<td>1/1/15</td>
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<td>Create statements on inclusivity and accessibility for hiring and</td>
<td>1/1/15</td>
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<tr>
<td>participation</td>
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<tr>
<td>Conduct training on Social Change Model</td>
<td>5/15/15</td>
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<tr>
<td>Develop a plan to engage distance learners and commuter students</td>
<td>5/31/15</td>
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<tr>
<td>through technology</td>
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<tr>
<td>Improve staff evaluation and feedback processes, including staff</td>
<td>5/31/15</td>
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<tr>
<td>expectations, training, and professional development</td>
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<tr>
<td>Track and acknowledge staff trainings</td>
<td>5/31/15</td>
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<tr>
<td>Implement comprehensive, mixed-methods assessment plans</td>
<td>5/31/15</td>
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<tr>
<td>Create a strategic vision</td>
<td>5/31/15</td>
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</tbody>
</table>
Fiscal Implications: N/A

Supporting documents: Leadership and Service CAS Review Final Report (pdf); BOT Presentation – Leadership & Service CAS Program Review (ppt)

Prepared and Presented by: Tara Kermiet, Assistant Director of Leadership & Service, 850-474-3369, tkermiet@uwf.edu
Issue: 2014 Florida Educational Equity Act Report

Proposed Action: Information

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: Information Only

Implementation Plan: N/A

Fiscal Implications: N/A

Supporting documents: 2014 Florida Equity Report

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

Preparer: Cindy Faria, CCP, SPHR, Associate Vice President, Human Resources Department, (850) 474-2602, cfaria@uwf.edu
REGULATION TITLE: UWF/REG-3.010 Student Code of Conduct

SUMMARY: The proposed amendments to this regulation are as follows:
In Article I, the scope of the regulation was clarified so that it was understood that it applies to UWF sponsored programs;
In Article II and elsewhere throughout this regulation, the amended title of the University policy related to sexual misconduct is referred to. The amended title is the Sexual Misconduct, Sexual Violence and Gender-Based Discrimination Policy. The definitions of those activities and of sexual contact were added and/or updated to comport to recent changes in the Sexual Misconduct, Sexual Violence and Gender-Based Discrimination Policy;
In Article III, there were clarifications to the termination process for Interim Measures;
In Article IV, the definition of “Hazing” was clarified;
In Article V, it was clarified that witnesses, in addition to the Complainant or an alleged victim can request to participate at a hearing in a separate room from the charged student. The words “investigative reports” are added as an additional category of information which may be provided at the disciplinary hearing by the Dean of Students Office or the charged student;
In Article VI the threshold determination process was clarified, information related to investigations under the Sexual Misconduct, Sexual Violence and Gender-Based Discrimination Policy was removed because it is contained in that policy, it was clarified that both the charged student and the complainant/alleged victim are entitled to consult with an advisor during the disciplinary hearing, it was clarified that witnesses, in addition to the Complainant or an alleged victim, can request to participate at a hearing in a separate room from the charged student, the word “organization” was added because it is recognized that in some cases the charged student is a student organization and not an individual student, the term “alleged victim” was added to “Complainant” so that the term reads, “Complainant/Alleged Victim” because it is recognized that these will not always be the same one person;
In Articles VIII and IX changes were made to improve overall clarity, to clarify that both the Complainant and the Charged Student can appeal, and to clarify that upon appeal the Vice President may uphold the decision as to responsibility for the charges and or/the sanction. Changes were also made to clarify that final decisions of the University to suspend or expel a student are subject to judicial review in the Circuit Court for Escambia County.

Numbering and lettering changes were made to the entire document to make the formatting consistent. Grammatical and other changes were made to improve clarity.

AUTHORITY: Board of Governors Regulation 6.0105, Student Conduct and Discipline
NAME OF UNIVERSITY OFFICIAL INITIATING PROPOSED REGULATION AMENDMENT: Dr. Kevin Bailey, Vice President for Student Affairs

THE PERSON TO BE CONTACTED REGARDING THE PROPOSED REGULATION IS: Anita Schonberger, Deputy General Counsel, aschonberger@uwf.edu, Phone (850) 474-3420; FAX (850) 474-2203; Bld. 10/Rm 122; 11000 University Parkway; Pensacola, FL 32514-5750. Any comments regarding the proposed regulation amendment must be sent in writing to the contact person on or before August 20, 2014 to receive full consideration.

THE DATE THIS NOTICE WAS POSTED ON THE UWF BOARD OF TRUSTEES WEBSITE: August 1, 2014; DATE THIS NOTICE WAS PUBLISHED IN @UWF: August 5, 2014.

THE FULL TEXT OF THE PROPOSED AMENDMENT TO THIS REGULATION IS SET FORTH BELOW:
University of West Florida Regulation  
UWF REG-3.010 Student Code of Conduct

Article I. General Policy
The University of West Florida is dedicated to the advancement of knowledge and learning and to the development of ethically responsible individuals. University students and student organizations are expected to uphold appropriate standards of behavior and to respect the rights and privileges of others. All students and student organizations are expected to conduct themselves in accordance with all federal, state and local laws, and Board of Governors and University regulations, and policies.

The University is committed to ensuring that all students, faculty and staff are treated with dignity and respect. The University affirms its desire to maintain a learning and living environment for all students that is free from all forms of unlawful discrimination, harassment and retaliation. All members of the University community are responsible for ensuring that their conduct does not discriminate, harass or retaliate against others, and are to cooperate in maintaining a climate where discrimination, harassment and retaliation are not tolerated.

In keeping with the University of West Florida’s values, any sanctions imposed are for the purposes of restoring the standards of the University community, educating students and student organizations about the seriousness of their action(s), promoting civility and positive growth, while maintaining the safety and integrity of the University community.

The Student Code of Conduct applies to all UWF campuses, UWF Sponsored programs, including international and exchange programs and to off-campus conduct. This code applies to individual students as well as student organizations.

The President delegates administration of the Student Code of Conduct to the Vice President for Student Affairs, who further delegates portions of the administration of the Student Code of Conduct to the Dean of Students, who delegates portions to the Associate Dean of Students/Director of Student Rights and Responsibilities and to other appropriate staff. All references to the Vice President for Student Affairs or Dean of Students in this Code also refer to his/her designee(s).

The Student Code of Conduct shall be reviewed, at minimum, every three years under the direction of the Vice President for Student Affairs by a committee composed of at least 50% students appointed by the student body president.

Article II. Definitions for Purposes of the Student Code of Conduct
1. **University**: means all locations of the University of West Florida including the on-line campus.

2. **Dean of Students Office**: the department designated by the University with responsibility for administering the Student Code of Conduct. The Office of Student Rights and Responsibilities (OSRR) is included in the Dean of Students Office.

3. **Student**: includes all persons enrolled at the University of West Florida, either full-time or part-time, degree seeking or non-degree seeking, and persons who are not officially registered for courses for a particular term but who have a continuing relationship with the University, including students admitted but not yet enrolled at the University.

4. **Faculty member**: means any person hired by the University to conduct classroom or teaching activities or who is otherwise considered by the University to be a member of its faculty.

5. **University official**: includes any person employed by the University performing assigned administrative or professional responsibilities.

6. **University community**: includes any person who is a student, faculty member, staff member, or any other employee or guest of the University.
7. **University premises:** for the purposes of this policy, includes all land, facilities, and other property in the possession of, owned, or controlled by the University (including adjacent streets and sidewalks), including property at which University-sponsored events are held for the duration of the event.

8. **Student Organization:** means any number of persons who are recognized by the University as a registered student organization, including sports clubs and other student groups.

9. **Student Conduct Committee:** consists of persons appointed to hear cases of alleged student misconduct. The Committee must consist of at least 50% students who shall be appointed by the president of the Student Government Association. Faculty and staff members are appointed by the Vice President for Student Affairs.

10. **Hearing Officer:** means a University official authorized by the Vice President for Student Affairs to administer the Student Code of Conduct.

11. **University rules, regulations and policies:** UWF Students must comply with all applicable University regulations and policies. University regulations can be found at http://uwf.edu/trustees/regulations/. University policies can be found at http://www.uwf.edu/president/policies/. Select regulations and policies applicable to students are also contained in the UWF Student Handbook ("Student Handbook").

12. **Complainant:** any person who submits a statement alleging that a student violated this Student Code of Conduct, including any student who submits allegations of a violation under Title IX.

13. **Accused/Charged student:** any student accused of violating this Student Code of Conduct.

14. **Good standing:** a student who has misconduct charges pending against him or her, is on conduct related probation, and/or has pending, incomplete or overdue misconduct-related sanctions is not considered a student in good standing. Students adversely affected by their standing within the University (i.e. a student wishing to run for an SGA Office) may submit a request for an expedited student conduct hearing to the Vice President of Student Affairs.

15. **More likely than not:** refers to the standard of proof used in student conduct hearings. Hearing Officers and Student Conduct Committees will determine student responsibility by a preponderance of the evidence, or a determination of whether it is more likely than not that the charged student committed an infraction.

16. **Victim:** for the purposes of this policy, a victim is any individual that has been injured or harmed by a UWF student. Certain victims are entitled to varying levels of participation in the student conduct process, depending on the nature of the allegations. As articulated in the Family Educational Rights to Privacy Act (See 34 C.F.R. § 99.31 and 99.39) a victim that has been subject to any of the following violations or attempted violations: Arson, Assault, Burglary, Criminal Homicide, Destruction/damage/vandalism of property, Kidnapping, Robbery, Forcible Sex Offences, Non-forcible sex offenses (incest or statutory rape) is entitled to be notified of the outcome of the disciplinary process. As defined by the Title IX Amendments of the Higher Education Act of 1972 (See 20 U.S.C. §1681-1688), a victim that is the subject of sexual misconduct, sexual violence or gender-based discrimination, harassment, or sexual assault has the right to participate fully in the investigation and adjudication of the alleged misconduct, as outlined in Article VI of this regulation. All other victim rights articulated in this regulation apply to all victims.

17. **Sexual Misconduct, Sexual Violence and Gender-Based Discrimination:** for the purposes of this policy, sexual misconduct, sexual violence and gender-based discrimination is a broad term used to describe any behavior that would violate provisions of Title IX, including but not limited to non-consensual sexual contact (including rape and sexual assault), assault, sexual harassment, gender-based discrimination, stalking, dating/domestic violence, sexual harassment, gender-based discrimination, or other violations perpetrated against a victim because of the victim’s gender.
18. **Sexual Contact**: is the deliberate touching of a person’s intimate parts (including genitalia, groin, breast or buttocks or clothing covering any of those areas), or causing a person to touch his or her own or another person’s intimate parts.

**Article III. University Authority**

1. **Off-Campus conduct**: the University may take disciplinary action against a student or student organization for violations committed off-campus where one of the following applies: (a) The off-campus conduct demonstrates that the continued presence of the student or organization on campus presents a danger to the health, safety, or welfare of the University community; (b) The off-campus conduct is disruptive to the orderly processes and functions of the University; (c) The off-campus conduct is intimidating or threatening to the University community or an individual within the University community; (d) The off-campus conduct is of such a serious nature that it adversely affects the student’s suitability to remain a part of the University community; or (e) The off-campus conduct is such that it could constitute a violation of the law.

2. **Court or Administrative proceedings outside of the University**: charges by public authorities will not prevent the University from charging a student with violations of this student code of conduct. If a student is charged by the outside authorities with an act that is also a violation of a University regulation or policy or of the University Student Code of Conduct, the University may, but is not required to, delay its proceedings pending the outcome of the off-campus proceeding. The University reserves the right to amend its charge(s) based on information obtained through an outside proceeding where that information is relevant to activity adversely affecting the University community. If the outside charges have been dismissed, are not prosecuted, are not heard, or if adjudication of guilt is withheld, such action will have no bearing on the University charges.

3. **Cease and desist**: University officials and faculty may, under appropriate circumstances, order a student to cease and desist from an activity considered to be disruptive to the University.

4. **Interim measures**: interim measures may be taken by the University at any time if it is determined that a student or student organization’s continued presence on campus may adversely affect the health, safety or welfare of the University community. Notice of interim measures shall be provided to the student or student organization in writing.

   a. Interim measures may include, but are not limited to:
      
      i. **Interim suspension**: the Dean of Students may temporarily suspend a student from the University. A student who is suspended is required to leave the University premises. During the interim suspension period the student may not visit or come onto any UWF campus without the written permission of the Dean of Students.
      
      ii. **Restrictions on activity**: the Dean of Students may restrict a student or student organization’s activities. Restrictions on activities may include, but are not limited to: registering for or attending class; accessing or contacting certain individuals (no contact order); accessing University property, facilities, resources or equipment; participating in University activities, student organizations or student activities.

      iii. **Interim removal from Housing**: The Dean of Students or the Director of Housing and Residence Life may temporarily remove a student from University housing.

   b. **Review of interim measures**: the student or student organization has the opportunity to submit a written request for a hearing to the Vice President for Student Affairs regarding the interim measures. If requested, the hearing will be conducted by the Vice President for Student Affairs or his/her designee within three business days of the receipt of the written request. The scope of this hearing is limited solely to the determination of whether that student’s presence or continuation of activities adversely affects the health, safety or
welfare of the University community.

**Termination of Interim Measures:** Interim measures will be lifted at the conclusion of the disciplinary hearing, or, if the student or student organization seeks review of the interim measures appeals, at the conclusion of the review appeals process, or when the University determines that a student or student organization’s presence or activities no longer adversely affects the health, safety or welfare of the University community.

**Student enrollment status:** If a student’s enrollment status is changed as a result of an interim measure, but the student is subsequently found not responsible for the violation, the University shall:

i. Correct any record of the change in enrollment status in the student’s records and other reports in a manner compliant with State and Federal laws and;

ii. Refund to the student, at a minimum, a pro rata portion of any tuition/fees and other University specific fees and charges as appropriate due to the temporary change in enrollment status and in a manner consistent with University policy and procedures.

5. **Interpretation and application:** Any question of interpretation or application of the Student Code of Conduct shall be referred to the Vice President for Student Affairs. Where an individual is both an employee and a student, his or her status in a given situation shall be determined by the Vice President for Student Affairs.

**Article IV. Violations of the Student Code of Conduct**

The following conduct, whether completed or attempted, violates the University Student Code of Conduct:

1. Deceit of any kind, including but not limited to:

   a. Forgery, alteration or misuse of University documents, records, or identification cards.

   b. Failure to present proper identification upon request by University officials, including law enforcement officers.

   c. Furnishing false information to the University.

   d. Unauthorized possession, duplication or use of keys, access cards, or identification cards belonging to the University.

   e. Impersonation, misrepresentation or other actions taken to deceive University officials or students with regards to one’s identity

2. Disrespect to persons or to property of others or of the University, including but not limited to:

   a. Physical and/or psychological abuse or threat of such abuse. Abuse is defined as any action taken with the intention of harming or injuring another person.

   b. Intentional physical assault or injury to another person. Assault includes, but is not limited to hitting, slapping, punching, kicking, shoving or otherwise touching in an injurious or threatening manner, or the brandishing or use of a weapon or other object intended to injure or cause physical harm.

   c. Sexual abuse or threat of such abuse.

   d. Performing sexual acts and/or sexual touching on or with another individual without the consent of the individual, when the individual is unable to give consent or after the individual has withdrawn consent. (For additional information expanded definitions see the Sexual Misconduct, Sexual Violence and Gender-Based Discrimination Policy, refer to Student Handbook)

   e. Taking sexual advantage of another person, causing or attempting to cause the incapacitation of another person in order to gain a sexual advantage over such other person; causing the prostitution of another person; recording, photographing or transmitting identifiable images of private sexual activity or intimate parts of another person without that person’s effective consent; allowing third parties to observe private sexual acts without the other person’s consent; engaging in voyeurism; and/or knowingly
or recklessly exposing another person to a significant risk of a sexually transmitted infection, including HIV.

f. Stalking, following or otherwise contacting another person repeatedly, so as to put that person in fear for his/her safety.

g. Endangering the health, safety or welfare of members or guests of the University.

h. Harassment based on any of the following protected classes: gender (including gender identity and sex), race, color religion, national origin, age, disability, marital status, veteran status or sexual orientation. Harassment is defined as conduct that unreasonably interferes with an individual’s academic or employment status or performance by creating an intimidating, hostile or offensive working environment or an educational environment. (Harassment on the basis of these protected classes may include treatment that is based on prejudiced stereotypes of a group to which that individual may belong such as objectionable epithets, threatened or actual physical harm or abuse, stalking, or other intimidating conduct directed against the individual based on his or her protected class.)

i. Conduct that creates an intimidating, hostile, or offensive campus, educational or working environment for another person, unrelated to the victim’s protected class, if any.

j. Conduct which is disorderly and/or disruptive or in any way interferes with the administration or functions of the University, interferes with the freedom of movement of members or guests of the University community, or interferes with the rights of others to carry out their activities or duties.

k. Conduct that substantially disrupts or materially interferes with University activities or that reasonably leads University authorities to forecast such disruption or interference.

l. Actions which are committed without regard for the possible harm to self, other individuals, a group, or which may result in injury or damage to an individual or group.

m. Participation in acts of vandalism individually or as a member of a group.

n. Failure to follow directives of University officials.

o. Unauthorized entrance into or occupancy of any administrative office, classroom, or other University facility.

p. Theft, the unauthorized use, unauthorized possession or unauthorized destruction of University resources or property of others; or acts committed with disregard for such resources or property.

q. Hazing, defined as any act or situation that which recklessly or intentionally endangers the mental or physical health or safety of an individual person for the purposes of, including but not limited to, initiation or admission into, affiliation with, or as a condition for the continued membership with any in a group or organization operating under the sanction of the University.

r. Conduct which is lewd, indecent, or voyeuristic.

s. Soliciting, aiding, abetting, inciting or encouraging others to participate in conduct which violates this Student Code of Conduct.

T. Posting of commercial advertising on University property or engaging in commercial activity on University property or in conjunction with University events without appropriate authorization.

3. Obstruction of Disciplinary Process - Acts that disrupt or interfere with the University disciplinary process, including but not limited to:

a. Knowingly falsifying, distorting or misrepresenting information in a disciplinary proceeding.

b. Deliberately disrupting or interfering with the orderly conduct of a disciplinary proceeding.

c. Knowingly initiating a complaint or referral without cause.
d. Use of threats, coercion, intimidation, or harassment to discourage an individual’s participation in or use of the disciplinary process.

e. Tampering with information to be used in a University disciplinary process.

f. Attempting to influence the impartiality of a member of the disciplinary process.

g. Violating and/or failing to comply with or fulfill disciplinary sanctions.

4. Violations (or conduct which could constitute a violation), of federal, state, local laws, County or municipal ordinances, Board of Governors or University regulations, or policies including, but not limited to:

a. Prohibited Uses of Drugs

i. Possessing or using narcotics, prescription drugs (without a valid prescription or in an unauthorized manner), or other controlled substances, or possessing drug paraphernalia, as prohibited by Florida Law.

ii. Using non-controlled substances not intended for human consumption (i.e. spice, bath salts, rubbing alcohol) or not in compliance with manufacturer specifications for the purposes of reaching an altered or intoxicated state.

iii. Sale or distribution of narcotics, prescription drugs (without a valid prescription or in an unauthorized manner), other controlled substances, or drug paraphernalia, as prohibited by Florida Law.

iv. Being under the influence of any substance to the point at which an individual has lost normal control of his/her body or mental facilities or both.

v. Being under the influence of an illegal substance and endangering his or her own safety or the safety of another person or property

b. Prohibited Uses of Alcohol:

i. Any possession or consumption of alcohol that is in violation of the University’s Alcohol policy.

ii. Possessing, purchasing or consuming alcohol if under the legal age.

iii. Misrepresenting one’s age for the purposes of purchasing or consuming alcohol.

iv. Purchasing, furnishing or serving alcohol to any underage person.

v. Possessing, furnishing or consuming alcohol in unauthorized areas of the University.

vi. Possessing or using a common source of alcohol (i.e. kegs, beer bongs, or their equivalent) on University Premises.

vii. Operating a motor vehicle while under the influence of alcohol.

viii. Being intoxicated to the point at which an individual has lost normal control of his/her body or mental facilities or both.

ix. Disorderly intoxication: being intoxicated and endangering the safety of another person or property or being intoxicated or drinking alcoholic beverages in a place on campus at which it is not permitted and causing a public disturbance.

x. Drinking games: participation in games which involve the consumption of alcoholic beverages on University Premises.

c. Illegal or unauthorized possession or use of firearms, explosives, ammunition, fireworks, weapons (such as metallic knuckles, slingshots, bows and arrows, and knives), or other deadly weapons or dangerous chemicals, likely to cause harm to another, or to University property.

d. Actions which cause or attempt to cause a fire or explosion, falsely reporting a fire, explosion or an explosive device, tampering with fire safety equipment or failure to evacuate University buildings during a fire alarm.

e. Obstruction of the free flow of pedestrian or vehicular traffic on University premises or at University sponsored or supervised functions.

f. Cruelty to animals.

g. Violations of the Residential Standards of Community Living.
h. Any other violation (or conduct which could constitute a violation) of the federal, state, local laws, County or municipal ordinances, Board of Governors or University regulations, or policies.

5. Computer, network, and/or data misuse including but not limited to:
   a. Unauthorized access, entry or use of a University’s or another’s computer, computer system, network, software, password, account or data.
   b. Unauthorized alteration or degradation of computer equipment, software, network, data or system performance.
   c. Unauthorized copying or distribution of University data.
   d. Unauthorized use, duplication, sharing, or distribution of copyrighted materials or other intellectual property, including computer software or other media such as music and videos.
   e. Use of a computer or computer system in the commission of a crime to violate or facilitate the violation of laws, Board of Governors or University regulations or policies.
   f. Any unauthorized commercial use of University computer or computing resources.
   g. Any unauthorized use of electronic or other devices to make an audio or video recording.
   h. Use of computing facilities and resources to interfere with the work of another student, faculty member, staff member or University official.
   i. Use of University computing facilities or resources to send obscene or abusive material.
   j. Any other violation of the University Computer Use Policy or other policies related to computer use on campus.

Article V. Procedures for Charges, Educational Conferences and Hearings (Non-Title IX)

1.A. Determination of Charges
   a. Alleged violations of the Student Code of Conduct may be reported to the Dean of Students Office by anyone, including but not limited to: (a) University Police or other University departments, (b) faculty, staff, or students or (c) third parties.
   b. The Dean of Students Office will review the information to determine if a student will be charged with violating the Student Code of Conduct.
   c. The Dean of Students Office may not charge a student with a violation of the Student Code of Conduct more than one year after the date the conduct occurred or was discovered; whichever is later. University administrators may exercise professional discretion when applying the time provision to account for circumstances that warrant an extension of the one-year time limit from the date of discovery.

2.B. Notice of Charges
   a. The Dean of Students Office will notify the student via email of the allegations and charge(s).
   b. The notice will include the date and time of an Educational Conference. The conference will be scheduled no earlier than three business days from the date of the notice unless requested by the student. If the time or date of the conference is not convenient to the student, the student must notify the Dean of Students Office within two business days to reschedule.
   c. If at any time during the course of the conduct process the Dean of Students Office determines that either charges are not warranted or that insufficient evidence exists to continue, then the charges may be withdrawn, and the student will be so notified in via email.

3.C. Educational Conference
   a. The purpose of the Educational Conference is to review with the charged student the allegations and charges, the Student Code of Conduct, the hearing forum options, the
conduct process, **and** possible sanctions, and to answer student/student organization questions.

2-b During the **Educational Conference** the student will be given the opportunity to accept responsibility or not accept responsibility for the charges.

3-c. If the student accepts responsibility for the charges:
   ia. The student will be asked to sign a form indicating his or her acceptance of responsibility and that he or she is waiving the right to a hearing.
   bii. An email documenting student responsibility and the sanctions will be sent to the student within five business days from the Dean of Students Office.

4-d. If the student does not accept responsibility for the charge(s):
   ia. The student will be asked to sign a form indicating that he or she does not accept responsibility for the charges and will be asked to select a hearing forum.
   iib. The Dean of Students Office will schedule the hearing providing the student with a minimum of five business days' notice.

5-c. If the student fails to attend the Educational Conference, the matter will be referred for hearing to the Student Conduct Committee.

4-D. **Hearing Forum**
   A student has the right to a hearing before the Student Conduct Committee. This committee must be composed of at least 50% students. In the alternative, the student may choose to have a hearing before a Hearing Officer. If the student selects the Hearing Officer forum, he or she will be asked to sign a waiver of the right to a hearing before the Student Conduct Committee.

5-E. **Hearing Procedures**
   The Hearing process is not a legal process, it is an educational process. Formal rules of process, procedure and/or technical rules of evidence, such as are applied in criminal or civil court, are not used in Student Code of Conduct proceedings.

   a4. **Pre-hearing information notice:** the University will make available, upon request, pre-hearing information including a copy of the hearing procedures and copies of records that will be presented by the University at the hearing. The pre-hearing information will be available at least three business days in advance of the hearing at the Dean of Students Office. The charged student must also provide to the Dean of Students Office copies of any records that he/she will present at the hearing at least three business days in advance of the hearing.

   b2. **Alleged Victim Notification:** the University will notify the alleged victim via email of the date, time and location of the hearing no less than five days in advance of the hearing. This notification will also advise the alleged victim of his/her rights in the student conduct process, including but not limited to, the right to submit a list of questions, the right to submit a victim impact statement, and the right to provide information in a closed session or in a separate room from the charged student. Alleged victims of certain offenses, as defined by FERPA (20 U.S.C. § 1232g), have the right to be notified of the outcome of the proceedings.

   c3. **Failure to appear:** if a student fails to appear, the hearing will proceed in the student’s absence.

   d4. **Confidentiality:** all hearings shall be closed and confidential unless requested by the charged student, in writing, three business days prior to the hearing, and the following conditions are met: (a) all students involved in the hearing as witnesses and the alleged victim(s) consent in writing prior to the hearing, and (b) such request does not conflict with law, Board of Governors or University regulation or policy. The Dean of Students will make the final determination regarding open and closed hearings.

   e5. **Student Advisor / Student Advocate:**
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ia. **Student Advisor:** a charged student is entitled to have any one person at the hearing to serve as his or her advisor. Students may consult with their advisor during the hearing process. However, this consultation must take place in a manner that does not disrupt the proceedings. The advisor shall not speak on behalf of the student, question witnesses, present information or argument before the panel. The advisor shall not serve as a witness. The name and role of the advisor must be given to the Dean of Students Office at least 72 hours prior to the scheduled meeting/hearing. If the advisor is an attorney, this must be disclosed at that time, as the University attorney must also be present at the meeting/hearing.

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

6f. **Role of the Hearing Officer or Chair:** the Hearing Officer or Student Conduct Committee Chair will preside over the hearing, be responsible for the order and decorum of the hearing, and will ensure that the hearing procedures are followed. At his or her discretion, the Hearing Officer or Student Conduct Committee Chair may:

ia. Accept information for consideration.

iib. Make determinations regarding requests for postponements, where appropriate.

iic. Make determinations as to procedural questions. Make procedural modifications for purposes of expediting a process or in the interest of fairness or safety.

ivd. Take any other appropriate action deemed necessary.

g7. **Self-Incriminating statements:** no student will be compelled to make self-incriminating statements. Any information shared by the accused student during an educational conference may be presented during a hearing.

8h. **Information:** the Dean of Students Office and the charged student will be given an opportunity to provide information at the hearing. This may include, but is not limited to, witnesses, pertinent records, documents, written or oral statements, and investigative reports. The student will also be given an opportunity to inspect records provided by the Dean of Students Office.

i9. **Witnesses:** The Dean of Students Office and the charged student may call witnesses. In order to preserve the educational atmosphere of the hearing and to avoid creation of an adversarial environment, all questions for witnesses will be directed through the Hearing Officer or Student Conduct Committee Chair. If a witness cannot appear, his or her written or taped statement may be considered. Witnesses will be permitted inside the hearing room only during required to wait outside until their point of participation and will be asked to leave the hearing after being questioned. Witnesses may be recalled by the Hearing Committee and/or Hearing Officer.

j10. **Questions:** The alleged victim has the right to provide a list of questions that he or she would like the charged student to be asked by the Hearing Officer or Chair of the Student Conduct Committee at the disciplinary hearing.

k11. **Separation of Alleged Victim or Witness and/Charged Student Separation:** The alleged victim and/or any witness may request that he or she be permitted to participate in a separate room from the charged student/organization at the disciplinary hearing. This request will generally be granted so long as the process allows the charged student/organization to hear the information presented by the alleged victim or witness and to have the Hearing Officer or Chair of the Student Conduct Committee ask the alleged victim or witness questions.

l12. **Past Behavior:** An alleged victim or charged student has a right to have his or her past unrelated behavior excluded from the disciplinary hearing. The issue of relevance of the past behavior shall be determined by the Hearing Officer or Chair of the
Student Conduct Committee. An accused student’s misconduct history will not be presented at the disciplinary hearing. This information may only be presented once a finding has been reached within the context of determining appropriate sanctions.

**m13. Record:** there shall be a single record of all student conduct hearings. This record is the official record and is the property of the University. Student Conduct Committee Hearings will be audio recorded and the recording will become part of the record. For hearings before a Hearing Officer, the Officer’s notes will become part of the record. The student may request a copy in writing which will be provided at cost.

**n14. Standard of proof:** the burden to prove disciplinary cases rests with the University. The standard of proof shall be “more likely than not.” This means that the information presented supports the finding that it was more likely than not that the violation occurred.

**o15. Multiple students charged:** in cases involving multiple students charged from the same incident, information obtained at one hearing may be used at another hearing provided that each charged student involved has the opportunity to review and respond to the information at his or her hearing.

**p16. Deliberations:** are closed and shall include only the Hearing Officer or the Student Conduct Committee members involved in the decision making process.

**q17. Decisions of “responsible” or “not responsible” on the charge(s):** shall be based on the information presented at the hearing. The Hearing Officer or Student Conduct Committee (by majority vote) shall determine whether the charged student/respondent has violated the Student Code of Conduct. The Hearing Officer/Conduct Committee will also, in consultation with the Associate Dean/Director of OSRR, make recommendations for sanctions in those cases where the charged student is found responsible.

**r18. Victim Impact Statement:** If the charged student is found responsible, the victim has a right to submit a victim impact statement to the Hearing Officer or Chair of the Student Conduct Committee for consideration at the sanctioning phase only. The statement may include a description of how the victim was impacted by the conduct violation and may include recommendations for sanctions, penalties or restitution. However, the Hearing Officer or Student Conduct Committee is not bound by those recommendations.

**s19. Sanctions:** The Hearing Officer/Conduct Committee will, in consultation with the Associate Dean/Director of OSRR, make recommendations for sanctions in those cases where the charged student is found responsible. The Associate Dean/Director of OSRR shall make the final determination as to any sanctions.

**t20. Notice of decisions:** A written decision letter from the Dean of Students Office will be provided to the student within five business days following the close of the hearing. This time may be extended for deliberations when necessary and the student shall be notified of any such extensions. The decision letter shall contain a decision on each charge, any findings of fact and any sanctions.

**u21. Victim Notification:** Victims have the right to be notified of the outcome of the disciplinary process in those cases where the charged student’s behavior would constitute any of the following offenses: Arson, Assault, Burglary, Criminal Homicide, Destruction/damage/vandalism of property, Kidnapping, Robbery, Forcible Sex Offences, and Non-forcible sex offenses (incest or statutory rape). The notification of final results may only include 1) the name of the student, 2) the violation with which the student was charged, 3) whether the student was found “responsible or “not responsible,” and 4) any sanction(s) imposed. (See 34 C.F.R. Sections 99.31 and 99.39)

**6F. Student Withdrawal:** If a student withdraws from the University with misconduct charges pending against him or her, the conduct process will continue with or without his/her participation.
G7. **Student status:** the student’s permanent status on campus will remain unchanged pending the final decision of the hearing process and/or any appeal.

G8. **Hold on student's records:** the University may place a hold on the records or registration of any student who fails to respond to a University disciplinary notice or fulfill any sanctions previously issued by the University. The University may take other action necessary for resolution of a case prior to the student’s enrollment in a subsequent semester, transfer or graduation. All pending disciplinary matters must be resolved prior to a student’s graduation, transfer from or continued education at the University of West Florida.

G9. **Accommodations for students with disabilities:** any student with a disability may request reasonable accommodations during the disciplinary process. This request must be made to the Student Disability Resource Center at least three business days in advance of the hearing. If necessary, the hearing officer or Student Conduct Committee may postpone the hearing to provide reasonable accommodations.

G10. **Safety procedures:** the Hearing Officer or Student Conduct Committee may accommodate concerns for the safety of the individuals involved by providing separate facilities or other reasonable alternatives.

**Article VI. Procedures for Charges, Educational Conferences and Hearings (Title IX Cases)**

Federal anti-discrimination laws articulated in Title IX of the Education Amendments of 1972 (20 U.S.C. §1681-1688) and federal regulations require that institutions of higher education provide an equitable process for adjudicating cases of sexual misconduct, sexual violence and gender-based discrimination, harassment and sexual assault. As such, the University has established an alternative hearing procedure under this policy to address and adjudicate alleged Title IX- sexual misconduct, sexual violence and gender-based discrimination violations where the accused is a University student and the complainant is a University student or employee.

**When**

A. **Investigative Proceedings** — Once the University has received a complaint of sexual misconduct, sexual violence or gender-based discrimination, the University Title IX Coordinator will review the complaint to determine whether, assuming the allegations to be true, the Sexual Misconduct, Sexual Violence or Gender-Based Discrimination Policy would be violated based on the allegations. If the allegations would constitute a violation, and, if it is deemed to have sufficient merit, the Title IX Coordinator will assign the case to a Title IX investigator. The Investigator is a neutral fact-finder who, during the course of the investigation, typically conducts interviews with the complainant, the accused student, and any witnesses. The complainant will be contacted by the appropriate Title IX Investigator to begin the investigation, and the accused student will be notified that an investigation has begun. If a complainant does not wish to pursue any remedies available to him/her under this regulation, they may choose not to participate in the investigation. However, the investigation may continue, at the University’s discretion, without the participation of the complainant.

—— Once the case is assigned to an Investigator, the University will attempt, inasmuch as possible, to conclude the investigation within 30 days. As part of the investigation, the Investigator will:

a. Interview all persons involved, including any witnesses
b. Obtain information, either through direct observation of the scene of the alleged violation, or through information provided by the complainant, accused student, any witnesses and/or law enforcement agencies
c. Provide the complainant, the accused student and any witnesses the opportunity to have a representative/advisor accompany them during investigative meetings. The advisor may
ask questions regarding the process and advise the student, but may not speak in place of the student.

d. Keep complete and detailed records of the investigation, including a description of allegations, notes from all interviews, outcome of investigation, and any actions taken.
e. Provide a written report of the investigation, including findings and recommended courses of action and remedies, to the Title IX Coordinator.

B. Written Report

The written report completed by the Investigator will be sent to the Title IX Coordinator for review. After the Title IX Coordinator has reviewed the report, copies will be provided to both the complainant and the accused student. If desired, the complainant and/or the accused student may submit written comments related to the Report to the Title IX Coordinator. In order to be considered, the comments must be submitted to the Title IX Coordinator within 14 calendar days from the date the report was distributed. At the conclusion of the 14 day period, the Title IX coordinator will finalize the report and will issue a finding. If it is determined that there is not sufficient evidence of sexual/gender-based misconduct in order to move forward with formal charges against the accused student, both parties will be notified. Even if formal disciplinary charges are not brought against the accused student, other remedial actions may be warranted per the investigation findings. These actions will be determined and directed by the Title IX Coordinator. At the conclusion of the investigation, if it is determined that there is sufficient cause to move forward with formal charges of misconduct under this regulation, the Title IX Coordinator will notify the Dean of Student’s Office.

1C. Notice of Charges

a. The Dean of Students Office will notify the charged student via email of the allegations and charge(s).

b. The notice will include the date and time of an Educational Conference. The conference will be scheduled no earlier than three business days from the date of the notice unless requested by the charged student. If the time or date of the conference is not convenient to the student, the student must notify the Dean of Students Office within two business days to reschedule.

2D. Educational Conference

a. **For the Charged Student:** The purpose of the Educational Conference is to review with the charged student/respondent the allegations and charges, the Student Code of Conduct, the hearing forum options, the conduct process, and possible sanctions, and to answer questions.

b. During the conference the student will be given the opportunity to accept responsibility or not accept responsibility for the charges.

c. If the charged student accepts responsibility for the charges:

   a. The charged student will be asked to sign a form indicating his or her acceptance of responsibility and that he or she is waiving the right to a hearing.

   b. An email documenting student responsibility and the sanctions will be sent concurrently to the charged student as well as the complainant within five business days of the Educational Conference by the Dean of Students Office.

d. If the charged student does not accept responsibility for the charges:

   a. The charged student will be asked to sign a form indicating that he or she does not accept responsibility for the charges and will be asked to select a hearing forum.

   b. The Dean of Students Office will schedule the hearing providing the charged student and the complainant with a minimum notice of five business days.

e. If the charged student fails to attend the Educational Conference, the matter will be referred for hearing to the Student Conduct Committee.
6f. **For the Complainant:** The complainant will be given the opportunity to participate in a separate Educational Conference, the purpose of which is to explain the conduct process and hearing procedures, possible sanctions for the charged student, and to answer questions.

3. **Hearing Forum**
   A charged student has the right to a hearing before the Student Conduct Committee. This committee must be composed of at least 50% students. In the alternative, the charged student may choose to have a hearing before a Hearing Officer. If the charged student selects the Hearing Officer forum, he or she will be asked to sign a waiver of the right to a hearing before the Student Conduct Committee.

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

4a. **Pre-hearing information notice:** The University will make available to the charged student and the complainant, upon request, pre-hearing information including a copy of the hearing procedures and copies of records that will be presented by the University at the hearing. The pre-hearing information will be available at least three business days in advance of the hearing at the Dean of Students Office.

b2. **Failure to appear:** If either the charged student or the complainant fail to appear, the hearing will proceed in their absence of those persons.

c3. **Role of the Hearing Officer or Chair:** The Hearing Officer or Student Conduct Committee Chair will preside over the hearing, be responsible for the order and decorum of the hearing, and will ensure that the hearing procedures are followed. At his or her discretion, the Hearing Officer or Student Conduct Committee Chair may:
   
a. Accept information for consideration.
   
b. Make determinations regarding requests for postponements, where appropriate.
   
c. Make determinations as to procedural questions. Make procedural modifications for purposes of expediting a process or in the interest of fairness or safety.
   
d. Take any other appropriate action deemed necessary.

4d. **Confidentiality:** All hearings shall be closed to the public and confidential. Only the Representative of the Dean of Students Office, the charged student, the complainant, their advisors and any witnesses may be present at the hearing.

5. **Student Advisor / Student Advocate:**
   
a. **Student Advisor:** A charged student and or complainant/alleged victim are each entitled to have any one person at the hearing to serve as his or her advisor. The Charged Student and Complainant/alleged victim may each Students may consult with his or her his or her advisor during the hearing process. However, this consultation must take place in a manner that does not disrupt the proceedings. The advisor shall not speak on behalf of the student, question witnesses or present information. The advisor shall not serve as a witness. The name and role of the advisor must be given to the Dean of Students Office at least 72 hours prior to the scheduled meeting/hearing. If the advisor is an attorney, this must be disclosed at that time, as the University attorney must also be present at the meeting/hearing.
   
b. **Student Advocate:** A student advocate is an individual appointed by the Student Government Association President. The student advocate is available upon request to assist students with information regarding university policies, the student conduct process and appeal procedures.

6f. **Self-Incriminating statements:** No student will be compelled to make self-incriminating statements. Any information shared by the accused student or complainant during an educational conference or investigative meeting may be presented during a hearing.
Separation of Alleged Victim Complainant or Witness and Charged Student

Separation: The alleged victim complainant and any witnesses may request that they be permitted to participate in a separate room from the charged student at the disciplinary hearing. This request will generally be granted so long as the process allows the charged student to have the Hearing Officer or Chair of the Student Conduct Committee ask the alleged victim complainant and witnesses questions.

Presentation of Information: The primary information presented at the hearing will be the report of the Title IX Investigator. After the Investigator has shared his/her findings, both the charged student and the complainant will have the opportunity to challenge or question the contents of the report. In challenging or questioning the findings, the complainant and the charged student will be given an opportunity to provide information including, but not limited to, witnesses, records, documents, and written or oral statements. The charged student and complainant will also be given an opportunity to inspect records provided by the Dean of Students Office and/or Title IX Investigator at the hearing.

Witnesses: Both the complainant and the charged student may call witnesses. Witnesses may be questioned by all parties, including the charged student, the complainant, and the Hearing Officer/Conduct Committee. In order to preserve the educational atmosphere of the hearing and to avoid creation of an adversarial environment, all questions for witnesses will be directed through the Hearing Officer or Student Conduct Committee Chair. If a witness cannot appear, his or her written or taped statement may be considered. Witnesses will be required to wait outside until their point of participation and will be asked to leave the hearing after being questioned.

Record: There shall be a single record of all student conduct hearings. This record is the official record and is the property of the University. Student Conduct Committee Hearings will be audio recorded and the recording will become part of the record. For hearings before a Hearing Officer, the Officer’s notes will become part of the record. The student may request a copy in writing which will be provided at cost.

Past Behavior: A Complainant or alleged victim has a right to have his or her past unrelated behavior excluded from the disciplinary hearing. The issue of relevance of the past behavior shall be determined by the Hearing Officer or Chair of the Student Conduct Committee. An accused student’s past misconduct history will not be presented at the disciplinary hearing. This information may only be presented once a finding has been reached within the context of determining appropriate sanctions.

Standard of proof: The burden to prove disciplinary cases rests with the University and the standard of proof shall be “more likely than not.” This means that the information presented supports the finding that it was more likely than not that the violation occurred.

Multiple students charged: In cases involving multiple students charged from the same incident, information obtained at one hearing may be used at another hearing provided that each charged student involved has the opportunity to review and respond to the information at his or her hearing.

Deliberations: are closed and shall include only the Hearing Officer or the Student Conduct Committee members involved in the decision making process.

Decisions of “responsible” or “not responsible” on the charge(s): shall be based on the information presented at the hearing. The Hearing Officer or Student Conduct Committee (by majority vote) shall determine whether the charged student/respondent has violated the Student Code of Conduct.

Victim Impact Statement: If the charged student is found responsible, the complainant/victim has a right to submit a victim impact statement to the Hearing Officer or Chair of the Student Conduct Committee for consideration at the sanctioning phase only. The statement may include a description of how the complainant was impacted by
the conduct violation and may include recommendations for sanctions, penalties or restitution. However, the Hearing Officer or Student Conduct Committee is not bound by those recommendations.

Sanctions: The Hearing Officer/Conduct Committee will, in consultation with the Associate Dean/Director of OSRR, make recommendations for sanctions in those cases where the charged student is found responsible.

Notice of decisions: a written decision letter from the Dean of Students Office will be provided concurrently to both the charged student and the complainant within five business days following the close of the hearing. This time may be extended for deliberations when necessary and the parties shall be notified of any such extensions. The decision letter shall contain a decision on each charge, any findings of fact and any sanctions.

Student Withdrawal: If a student withdraws from the University with misconduct charges pending against him or her, the conduct process will continue with or without his/her participation.

Student status the student’s permanent status on campus will remain unchanged pending the final decision of the hearing process and/or any appeal.

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

Accommodations for students with disabilities: any student with a disability may request reasonable accommodations during the disciplinary process. This request must be made to the Student Disability Resource Center at least three business days in advance of the hearing. If necessary, the hearing officer or Student Conduct Committee may postpone the hearing to provide reasonable accommodations.

Article VII. Sanctions
A student or student organization found responsible for violations shall be subject to sanctions commensurate with the offense. Consideration may be given to aggravating and mitigating circumstances. The Hearing Officers/Student Conduct Committee will recommend sanctions to the Associate Dean/Director of OSRR. Final determination of sanctions is made by the Associate Dean. Recommended sanctions may be adopted, modified or rejected. If final sanctions, as determined by the Associate Dean, differ from the recommended sanctions of the Hearing Officer/Conduct Committee, then the rationale for the sanction will be stated in the charged student’s decision letter. A sanction of expulsion must be reviewed and approved by the Dean of Students. One or more of the following sanctions may be imposed for any single violation.

1. **Disciplinary reprimand:** a written disciplinary sanction notifying a student or student organization that the behavior did not meet University standards. All disciplinary reprimands will be taken into consideration if further violations occur.

2. **Disciplinary probation:** a written disciplinary sanction notifying a student or student organization that the behavior is in serious violation of University standards. Any additional violations occurring during a probationary period may result in more serious sanctions. In addition, restrictions may be placed on a student’s or student organization’s activities. Restrictions that may be imposed during a probationary period may include, but are not limited to, restriction of the privilege to: (a) participate in student activities or in student
organizations; (b) represent the University on athletic teams, or in other leadership positions; (c) have access to University housing facilities or other areas on campus; (d) have use of University resources and/or equipment; or (e) have contact with specified person(s).

3. **Loss of University privileges:** temporary or permanent loss of University privileges may include use of University facilities, resources, equipment, attendance at athletic functions, University Commons access, library use, parking privileges, University computer usage, and/or residence hall or other visitation.

4. **Suspension:** a student who is suspended is required to leave the University for a specified period of time. The student must comply with all sanctions and complete all requirements prior to re-admission. During the suspension period the student may not visit or come onto any UWF campus without specific written permission of the Vice President for Student Affairs.

5. **Deactivation of recognized Student Organization status:** temporary or permanent loss of all privileges, including University recognition.

6. **Expulsion:** a student who is expelled is permanently deprived of his or her privilege to continue at the University in any capacity. The student may not visit or come onto any UWF campus without specific written permission of the Vice President for Student Affairs.

7. **Restitution:** the student or student organization is required to pay for damages and/or loss of use of individual’s or University property. Payment is limited to the actual cost of repair or replacement of such property.

8. **Community/University service:** a student or student organization is required to complete a specified number of hours of service to the campus or general community.

9. **Education requirements:** a student is required to complete a specified educational sanction related to the violation committed. Such educational requirements may include, but are not limited to, completion of a seminar, report, alcohol or drug assessment, presentations, and/or counseling.

10. **Fines:** Monetary fines established by the Dean of Students, subject to the approval of the Board of Trustees, will be published on the Office of Student Rights and Responsibility website (www.uwf.edu/osrr).

11. **Drug Testing:** a student found responsible for any drug-related violation may be sanctioned to random drug screening for a specified period of time. Positive (failed) test results would constitute a violation of this policy and would trigger further disciplinary charges.

12. **University Housing assignment change or removal:** a student is required to (a) relocate to a new University housing assignment; (b) leave University housing for a specified period of time; or (c) leave University housing permanently.

13. **No contact order:** a directive informing the student that he or she is not to have any contact, direct or indirect, with one or more designated persons or group(s) through any means, including personal contact, e-mail, telephone, text messaging, social media or via third parties.

14. **Denial of further registration and/or credits:** further registration may be denied and/or credits and degrees may be invalidated or revoked for false, fraudulent or incomplete statements made by a student in his or her application for admission, residency affidavit, or accompanying documents or statements in connection with, or supplemental to, the application for admission to or graduation from the University.

15. **Denial or revocation of academic credit:** degrees and credit awarded by the University may be invalidated or revoked, credits may be denied and grades may be reduced for conduct involving violations of academic honesty rules, regulations, or policies.

16. **Withholding degrees:** the University may withhold issuing a degree, diploma or transcript pending compliance with University regulations, or policies or pending completion of the process set forth in this Student Code of Conduct, including the completion of all imposed sanctions.
Article VIII. Appeals of (Non-Title IX) Cases
1. The student or student organization may appeal the decision finding them responsible for the charges by submitting an appeal in writing to the Vice President for Student Affairs. The appeal must be received in the Vice President for Student Affairs Office within 10 business days of the date of the decision letter.
2. The Vice President for Student Affairs or designee will review the appeal. Grounds for appeal are limited to the following:
   a. the student's rights, as outlined in this regulation, were violated in the hearing process;
   b. new information is discovered that was not available at the time of the hearing;
   c. the information presented does not support the decision; or
   d. the sanction(s) imposed were not appropriate for the violation.
3. If an appeal is decided in favor of the charged student, the Vice President for Student Affairs or designee may uphold the decision and/or sanctions, modify the decision and/or sanctions, remand the case to the same Hearing Officer/Committee for reconsideration of the decision and/or sanctions, or remand the case to a new Hearing Officer/Committee for a new hearing. Unless the appeal decision is to remand the case, it is not decided in favor of the charged student, the appeal decision matter is considered the final decision of the University and binding.
4. A copy of the decision of the Vice President of Student Affairs or designee shall be forwarded to the charged student, the victim (where permitted by FERPA applicable) and to the Dean of Students Office for filing and for distribution to the appropriate parties.
5. If the final decision of the University is a sanction of suspension or expulsion, a charged student may wish to seek judicial review of the final decision of the University. The Title IX Coordinator will also be provided with a copy of the petition to the Office of the Vice President for Student Affairs, University of West Florida, Bldg. 10, 11000 University Parkway, Pensacola, FL 32514.

Article IX. Appeals of Title IX Cases
1. Both the complainant and the charged student may appeal the decision in writing to the Vice President for Student Affairs. The appeal must be received in the Vice President for Student Affairs Office within 10 business days of the date of the decision letter.
2. If either the complainant or charged student submits an appeal, the other individual student and the Title IX Investigator will be notified and provided with a copy of the appeal and will be given 10 business days to respond to the appeal in writing. The Title IX Coordinator will also be provided with a copy of the appeal. The Vice President for Student Affairs or designee will review the appeal, including all information provided by all parties. Grounds for appeal are limited to the following:
   a. the complainant’s or charged student’s rights, as outlined in this regulation, were violated in the hearing process;
   b. new information is discovered that was not available at the time of the hearing;
   c. the information presented does not support the decision; or
   d. the sanction(s) imposed were not appropriate for the violation.
3. The Vice President for Student Affairs or designee may **uphold the decision and/or sanctions**, modify the decision and/or sanctions, remand the case to the same Hearing Officer/Committee for reconsideration of the decision and/or sanctions, or remand the case to a new Hearing Officer/Committee for a new hearing.

4. Unless the appeal decision is to remand the case for a new hearing, the appeal decision is considered the final decision of the University.

45. A copy of the decision of the Vice President of Student Affairs shall be forwarded to both complainant and charged students, to the Title IX Coordinator and to the Dean of Students Office for filing and for distribution to the appropriate parties.

56. If the final decision of the University is a sanction of suspension or expulsion, a charged student may **seek judicial review of the final decision of the University**. If the student seeks review with the court, he or she must also provide a copy of the petition to the Office of the Vice President for Student Affairs, University of West Florida, Bldg. 10, 11000 University Parkway, Pensacola, FL 32514.

Article X. Records
1. Records of disciplinary actions shall be maintained by the Dean of Students Office.
2. Student files involving cases that do not result in suspensions or expulsions shall be expunged seven years after the final decision. Records of cases that result in suspensions or expulsions are kept permanently. Statistical and database information may be kept permanently at the University.
3. Students found “not responsible” or students against whom cases in which charges are dropped, are considered not to have a disciplinary record. However, the records will be maintained by the University in accordance with Section 1002.22, F.S. and with applicable State record retention laws.

Article XI. Transcript Notations
1. A temporary notation will be placed on the student’s transcript during any period of suspension.
2. If a student is expelled, a permanent notation will be placed on the student’s transcript.

*Authority Sections 1006.60 FS, 1006.61, 1006.62, 1006.63, Florida Statutes, Board of Governors Regulation 6.0105.*
REGULATION TITLE: *UWF/REG-3.018 Prohibition of Hazing-Procedures and Penalties*

**SUMMARY:** The proposed amendment to the hazing regulation clarifies that bystanders who observe hazing and are in a position to take action and do not, may be charged with hazing, provides a mechanism for a student organization to self-report activities which may be considered hazing, provides additional detail regarding the investigation of hazing charges, and makes formatting changes to the numbering used in the regulation.

**AUTHORITY:** Section 1006.63, Florida Statutes

**NAME OF UNIVERSITY OFFICIAL INITIATING PROPOSED REGULATION AMENDMENT:** Dr. Kevin Bailey, Vice President for Student Affairs

**THE PERSON TO BE CONTACTED REGARDING THE PROPOSED REGULATION IS:** Anita Schonberger, Deputy General Counsel, aschonberger@uwf.edu, Phone (850) 474-3420; Bldg. 10/Rm 104; 11000 University Parkway; Pensacola, FL 32514-5750. Any comments regarding the proposed regulation amendment must be sent in writing to the contact person on or before August 6, 2014 to receive full consideration.

**THE DATE THIS NOTICE WAS POSTED ON THE UWF BOARD OF TRUSTEES WEBSITE:** July 17, 2014; **DATE THIS NOTICE WAS PUBLISHED IN @UWF:** July 22, 2014

**THE FULL TEXT OF THE PROPOSED AMENDMENT TO THIS REGULATION IS SET FORTH BELOW:**
University of West Florida Regulation

UWF/REG-3.018 Prohibition of Hazing - Procedures and Penalties.

(1) Hazing will not be tolerated at the University of West Florida.

(a) University student groups (e.g. registered student organizations, intramural and athletic teams, and other student groups) and individual students are prohibited from hazing.
(b) Hazing is prohibited in any form both on campus and off campus.
(c) Intentional or reckless hazing that results in a substantial risk of physical injury or death or which results in serious bodily injury or death is a crime in the State of Florida, pursuant to Section 1006.63, Florida Statutes.

(2) Definition of Hazing —

(a) In accordance with Section 1006.63(1), Florida Statutes, “Hazing” is defined as any action or situation that recklessly or intentionally endangers the mental or physical health or safety of a student for purposes including, but not limited to, initiation or affiliation with any organization operating under the sanction of a postsecondary institution. "Hazing" includes, but is not limited to, pressuring or coercing the student into violating state or federal law, any brutality of a physical nature, such as whipping, beating, branding, exposure to the elements, forced consumption of any food, liquor, drug, or other substance, or other forced physical activity that could adversely affect the physical health or safety of the student, and also includes any activity that would subject the student to extreme mental stress, such as sleep deprivation, forced exclusion from social contact, forced conduct that could result in extreme embarrassment, or other forced activity that could adversely affect the mental health or dignity of the student.

(b) For the purposes of this regulation, hazing includes observation of hazing activities by individuals in a position to intervene but who fail to intervene.

(3) Procedures for Implementation by Student Affairs:

(a) Allegations of Hazing – Any person having knowledge of any activity or conduct which may constitute hazing is encouraged to contact the Dean of Student’s Office or the University of West Florida Police Department.
(b) Self Reporting of Incidents - Student organization/team members and officers/captains should immediately report any activity or conduct which may constitute hazing that occurs within their organization to the Dean of Students Office, provide a detailed description of the events that have transpired, the names of any individuals involved, and a description of any actions taken by the organization. Upon receiving the report, the Dean of Students Office will investigate as described in this regulation and the
organization president and advisor/coach will be notified. The investigation and adjudication will focus on individual violations of this regulation, unless evidence discovered in the investigation proves the incident to have been sanctioned by the organization. If the incident appears to have been sanctioned by the organization, a follow-up investigation into the organization’s role may be undertaken. If the student organization is affiliated with a national organization, the national headquarters may be contacted depending on the severity of the incident, the organization’s involvement in the incident, and the organization’s cooperation in the investigation.

(c6) Investigation of Allegations and Charges. Upon receiving a report of alleged hazing, the Dean of Students Office will assign the case to a designated investigator. As part of the investigation, the investigator will:

(i) Make contact (if possible) with the individual(s) bringing forward the allegations of hazing;
(ii) Make contact with the individual(s) alleged to have perpetrated the hazing. If the conduct is organizational in nature, the investigator will contact the advisor and president of the organization under investigation;
(iii) Conduct interviews with all parties, including victims, the accused student(s) and any witnesses. The investigator may, at his/her discretion, recommend interim action (as described in the UWF Student Code of Conduct) to the Dean of Students at any point during the investigation;

(d) The investigator may, at his or her discretion, require students, or a select group of students (i.e. all new members of an organization) to participate in an investigatory meeting at a pre-determined time and location and may exercise discretion regarding the communication of students during the investigation process.
(e) The investigator will provide a written investigative report to the Dean of Students Office. Upon receipt of this report, the Dean of Students (or designee) will determine if charges of hazing are warranted. If charges are warranted, the Dean of Students Office will charge the individual student(s), the involved student group(s), and/or the President or other responsible officers of the involved student group(s) and/or student bystanders in accordance with the UWF Student Code of Conduct.

(f6) Adjudication. – Adjudication shall be conducted pursuant to the Student Code of Conduct.

(1) It is not a defense to a charge of hazing that:

(A1) Any or all participants consented;
(B1) The conduct was not part of an official organizational event or otherwise sanctioned or approved by the student group; or
The conduct or activity was not done as a condition of membership to or affiliation with a student group.

Sanctions. Sanctions for violations of this regulation shall be administered by the Dean of Students.

Student groups subject to University jurisdiction and individual students found responsible for violations of this regulation shall be sanctioned in accordance with the Student Code of Conduct. For student groups, sanctions include, but are not limited to, revocation of registration or denial of application for registration, loss of University privileges such as the ability to formally meet on campus and to use campus facilities, or to represent the University of West Florida, and, in the case of fraternities and sororities, the right to be recognized or operate at the University of West Florida.

Sanctions imposed by the University for violations of this regulation may be in addition to any penalty imposed for violation of the criminal laws of the State of Florida and for violation of any other University regulations or policies.

Distribution to Students.

In accordance with Section 1006.63, Florida Statutes, copies of this regulation concerning violations, penalties, and process for enforcement will be distributed to students enrolled in the University, and shall be incorporated in the bylaws or governing documents of every student organization operating under the authority of the University.


6C6-3.018 Prohibition of Hazing - Procedures and Penalties.

(1) The University establishes the following rules prohibiting hazing:

(a) University registered student organizations are expected to adhere to local, state, and federal laws regarding membership practices and activities.

(b) University groups (e.g., registered student organizations, intramural and athletic teams, and other student groups) and individual students are prohibited from hazing.

(c) Hazing is prohibited in any form both on campus and off campus.

(2) Definition of Hazing —

(a) In accordance with Section 1006.63(1), Florida Statutes, “Hazing” is defined as any action or situation that recklessly or intentionally endangers the mental or physical health or safety of a person for the purpose of purposes including, but not limited to, initiation or admission into or affiliation with any organization registered by operating under the University. This includes the observation of hazing activities by individuals in a position to intervene but who fail to intervene.

(b) For the purpose of clarity, this regulation, hazing includes observation of hazing activities by individuals in a position to intervene but who fail to intervene.

(3) Procedures for Implementation by Student Affairs.

(a) Allegations of Hazing — Any person having knowledge of any activity or conduct which may constitute hazing should contact the Dean of Student’s Office or the University of West Florida Police Department.

(b) Self Reporting of Incidents - Student organization/team members and officers/captains should immediately report any activity or conduct which may constitute hazing that occurs within their organization to the Dean of Students Office, provide a detailed description of the events that have transpired, the names of any individuals involved, and a description of any actions taken by the organization. Upon receiving the report, the Dean of Students Office will investigate as
described above that in this regulation and the organization president and advisor/coach will be notified. The investigation and adjudication will focus on individual violations of this regulation, unless evidence discovered in the investigation proves the incident to have been sanctioned by the organization. If the incident appears to have been sanctioned by the organization, a follow-up investigation into the organization’s role may be undertaken. If the student organization is directly or indirectly affiliated with a national organization, the national headquarters may be contacted depending on the severity of the incident, the organization’s involvement in the incident, and the organization’s cooperation in the investigation.

(c) Investigation of Allegations and Charges—Upon receiving a report of alleged hazing, the Dean of Students Office will assign the case to a designated investigator. As part of the investigation, the investigator will:

(i) Make contact (if possible) with the individual(s) bringing forward the allegations of hazing;
(ii) Make contact with the individual(s) alleged to have perpetrated the hazing. If the conduct is organizational in nature, the investigator will contact the advisor and president of the organization under investigation;
(iii) Conduct interviews with all parties, including victims, the accused student(s) and any witnesses. The investigator may, at his/her discretion, recommend interim action (as described in the UWF Student Code of Conduct) to the Dean of Students at any point during the investigation;

(d) The investigator may, at his or her discretion, require students, or a select group of students (i.e. all new members of an organization) to participate in an investigatory meeting at a predetermined time and location and may exercise discretion regarding the communication of students during the investigation process.
(e) The investigator will provide a written investigative report to the Dean of Students Office. Upon receipt of this report, the Dean of Students (or designee) will determine if charges are warranted. If charges are warranted, the Dean of Students Office will charge the individual student(s), the involved student group(s), and/or the President or other responsible officers of the involved student group(s) and/or student bystanders in accordance with the UWF Student Code of Conduct.

(f) Adjudication. – Adjudication shall be conducted pursuant to the Student Code of Conduct.

(i) It is not a defense to a charge of hazing that:

(A) Any or all participants consented;
(B) The conduct was not part of an official organizational event or otherwise sanctioned or approved by the student group; or
(C) The conduct or activity was not done as a condition of initiation/membership to or admission into affiliation with a registered student group.

(g) Sanctions. Sanctions for violations of this regulation shall be administered by the Dean of Students.
(i) Student groups subject to University jurisdiction and individual students found responsible for violations of this regulation shall be sanctioned in accordance with the Student Code of Conduct. For student groups, sanctions include, but are not limited to, revocation of registration or denial of application for registration, loss of University organization shall be presumed to be a forced activity, the willingness of an individual to participate in such activity notwithstanding privileges such as the ability to formally meet on campus and to use campus facilities, or to represent the University of West Florida, and, in the case of fraternities and sororities, the right to be recognized or operate at the University of West Florida.

(ii) Sanctions imposed by the University for violations of this regulation may be in addition to any penalty imposed for violation of the criminal laws of the State of Florida and for violation of any other University regulations or policies.

(3) Administration—4) Distribution to Students.

In accordance with Section 1006.63, Florida Statutes, copies of this regulation concerning violations, penalties, and process for enforcement will be distributed to students enrolled in the University Organizations, and shall be incorporated in the bylaws or governing documents of every student organization operating under the authority of the University.

(a) Filing of charges—Any charges of violation of the hazing policy shall be filed with the Coordinator of Student Affairs (Student Activities).

(b) Investigation of charges—When charges of hazing are filed against an organization, the Coordinator of Student Affairs will investigate the charges. If no probable cause is found, the charges will be dismissed. If probable cause is found, the Coordinator will notify the chief executive officer of the organization in writing, setting forth the facts and circumstances upon which the charges are based.

(c) Adjudication.

1. Informal—When probable cause is found and the spokesman for the University organization agrees with the statement of facts and circumstances upon which the charges are based, the Coordinator for Student Affairs will determine the penalty, if any, and notify the organization in writing.

2. Formal—When probable cause is found but there is a disputed issue of material fact, the organization through its chief executive officer may request a formal hearing. Charges will be heard by a panel composed of members of the Student Affairs Council and shall include one student, one faculty member, and one administrative-professional staff member from that group. The panel will issue its decision and penalty to be imposed, if any, in writing to the chief executive officer of the organization within five calendar days of the hearing.

3. Appeal—Appeal of disciplinary action may be made to the Vice President for Student Affairs. The President of the University or designee shall be the final appeal.

(d) Penalties.

1. Probation—This penalty includes informing the University community, through campus media, of the hazing policy violation and puts the organization on notice that should another hazing violation occur within a specified period of time (not to exceed 2 years), the organization will immediately lose its status as a registered student organization at The University of West Florida. Probation may include loss of one
or several organizational privileges such as use of University facilities, use of University bulletin boards, duplicating services, etc.

2. Suspension—All organization privileges will be suspended for a period of time not to exceed one year.

3. Termination—Registration as a student organization is revoked permanently.

4. Administration—Student Conduct: Disciplinary charges may be brought against individual students who violate this policy in accordance with the University of West Florida Student Code of Conduct, Rule 6C6-3.010, F.A.C.

   (4) Administration—Student Conduct: Disciplinary charges may be brought against individual students who violate this policy in accordance with the University of West Florida Student Code of Conduct, Rule 6C6-3.010, F.A.C.

*Specific Authority 240.227(1), 240.261, 240.262 FS. Law Implemented 240.227(1), 240.261, 240.262, 1006.63 FS. History—New 12-30-81, Formerly 6C6-3.18, Amended 5-31-87. Converted to Regulation UWF/REG 3.018 effective on 7/21/05. Amended 12-14-07.*
THE UNIVERSITY OF WEST FLORIDA
NOTICE OF PROPOSED REGULATION AMENDMENT

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

SUMMARY: After the June, 2014 Board of Trustees meeting the University provided proposed changes to this regulation to the Board of Governors. Those proposed changes are explained in the second paragraph of this summary. The Board of Governors requested the University make three additional changes to the regulation before providing its final approval. Those three changes are: 1) adding language to tell applicants that they will receive an admission decision on a timely basis, as defined by the Board of Trustees (see paragraph (III)(C)), 2) adding language to notify applicants who were denied admission that they can request the reasons that they were denied (see section IV), and 3) adding language to notify “Talented Twenty” students that they can seek admission to the University of West Florida under the provisions of Board of Governors regulation 6.002 (see paragraph (II)(E)).

The requested language changes are reflected in the text of the regulation attached in the supporting documentation. The text of the regulation also shows the changes which were proposed and approved by the Board of Trustees at the June, 2014 meeting. The following is a description of those changes: Paragraph (C) of section II of this regulation sets forth two means by which an applicant’s high school average can be considered for determining acceptance to UWF. Subparagraph (1) provides a means based solely on GPA (a minimum of 3.0) and subparagraph (2) provides a means which combines GPA (a range from 2.5 to 3.0) with standardized test scores. The proposed changes to this regulation would omit from subparagraphs (1) and (2) the list of high school subjects used by UWF to compute an applicant’s GPA. In addition, a change is proposed to correct the minimum GPA range used in subparagraph (2). It currently states that the minimum GPA range is from 2.5 to 3.0. That would be changed to 2.5 to 2.99 because a GPA of 3.0 would place an applicant in subparagraph (1) for purposes of paragraph (C) requirements.

AUTHORITY: BOG Regulations 6.001 and 6.002

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

THE PERSON TO BE CONTACTED REGARDING THE PROPOSED REGULATION AMENDMENT IS: Anita Schonberger, Deputy General Counsel, aschonberger@uwf.edu, Phone (850) 474-3420; Bldg. 10/Rm 104; 11000 University Parkway; Pensacola, FL 32514-5750. Any comments regarding the proposed regulation amendment must be sent in writing to the contact person on or before August 20, 2014.
University of West Florida Regulation
UWF/REG-3.001 Admission Standards for First Time in College Student Applicants

I. General Provisions.

A) Admission decisions to the University of West Florida ("UWF" or "University") are made by the University subject to the regulations of the Florida Board of Governors ("BOG").

B) For the purposes of this regulation, “First Time In College” ("FTIC") students are defined as students who have earned a standard high school diploma from a regionally accredited high school or its equivalent and who have earned fewer than 12 semester hours of transferable college credit, as defined in UWF/REG 3.032(12), since graduating from high school, as evaluated by the University of West Florida.

C) Undergraduate admission decisions for FTIC students are determined on a selective basis within curricular, space, enrollment and fiscal limitations. Satisfaction of minimum admission requirements does not guarantee acceptance. The selection process may include, but is not limited to, such factors as grades, test scores, pattern of courses completed, class rank, educational objectives, past conduct, academic recommendations, personal recommendations and achievements. Preference for admission in any term will be given to those applicants whose credentials indicate the greatest promise of academic success while enrolled at UWF. Admission to UWF as a FTIC student affords an applicant the ability to enroll as a degree-seeking candidate in pursuit of a baccalaureate degree.

D) UWF does not discriminate in the admission process based upon age, color, disability, gender (sex or gender identity), marital status, national origin, race, religion, sexual orientation, or veteran status.

II. First Time In College Student Admission.

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

A) A standard diploma from a regionally accredited high school or its equivalent. Applicants with a General Educational Development (“GED”) certificate or credential must refer to subparagraph (d). Applicants participating in a home education or other non-traditional high school program must refer to subparagraph (e). (Students admitted under the Early Admission Program are exempted from this requirement.)

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

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

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

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

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

C) High school grades that meet either subparagraph 1 or 2:
1) At least a “B” average (3.0 on a 4.0 scale) as computed by UWF in the required high school academic units in English, mathematics, natural science, social science, foreign language and academic electives; or

2) At least a 2.5 to 2.9 grade point average (on a 4.0 scale) as computed by UWF in the required high school academic units in English, mathematics, natural science, social science and foreign language and the following test scores:

   a) SAT – Critical Reading ≥ 460; or ACT – Reading ≥ 19
   b) SAT – Mathematics ≥ 460; or ACT – Mathematics ≥ 19
   c) SAT – Writing ≥ 440; or ACT – English/Writing ≥ 18
   d) For applicants with a GED diploma, the following is required:

      i) Proof of completion of the GED, including GED test scores
      ii) Official transcripts of any partial high school completion
      iii) Total score of at least 1450 on the SAT Reasoning Test (critical reading, math, and writing) or a total score of at least a 21 on the ACT Plus Writing Test in addition to the requirements listed above

   e) For applicants that are participating in a home education program or other non-traditional high school program, the following is required:

      i) Documentation verifying the applicant meets all requirements for high school graduation
      ii) Official transcript from home education or non-traditional high school program
      iii) Total score of at least a 1450 on the SAT Reasoning Test (critical reading, math, and writing) or a total score of at least a 21 on the ACT Plus Writing Test in addition to the requirements listed above

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

E) The University of West Florida accepts Talented Twenty applicants in accordance with Board of Governors Regulation 6.002(2)(c).

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

GF) Limited Access Programs.

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

GH) Restricted Access Programs.

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

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

A) A complete application for admission, including all required documentation and the non-refundable application fee, must be submitted by all students except those who were previously enrolled at UWF in a degree program.

B) Applications for admission are accepted as early as 12 months before the requested term of entry. Complete applications must be submitted before the published application deadline date for the term desired. UWF reserves the right to return the application and application fee when the application is received after the published deadline or after any enrollment limit is reached for the requested term of entry. UWF also reserves the right to accept applications for admission after the deadline on a space-available basis.

C) Applications for admission are evaluated using a comprehensive review in the Office of Undergraduate Admission. All decisions are communicated in a letter issued to the applicant by the Office of Undergraduate Admissions within 7 to 10 business days of the day the decision is made.

D) Admission to UWF is granted for a specific term and to a specific academic program. Students whose major is undeclared at the time of application will be assigned “undecided” as their academic program choice. The specific term of entry and the academic program to which the student is admitted are both stated in the decision letter.
E) All official transcripts, test scores, and other credentials must be received directly from the issuing institution or agency. Standardized test scores (SAT, ACT, TOEFL, CPT, PERT) must be received directly from the respective testing sources center in order to be considered official. It is the applicant’s responsibility to request official copies of all required credentials and to assure their receipt by UWF. All documents and credentials submitted become the property of UWF. The originals will not be returned to applicants nor forwarded to a third party.

F) UWF reserves the right to request validation of an applicant’s test scores (SAT, ACT, TOEFL, CPT, or PERT) prior to making an admission decision if deemed necessary.

G) A final high school transcript showing the graduation date must be submitted as soon as issued to confirm the candidate’s eligibility to enroll. UWF reserves the right to rescind an applicant’s or student’s admission to the University if his or her final transcript demonstrates that he or she no longer meets the standards for admission.

H) An application which contains false, fraudulent or incomplete statements may result in denial of admission, denial of further registration, and/or revocation of degree(s) awarded.

I) The University shall evaluate an applicant’s previous conduct to determine whether offering the applicant admission is in the best interest of the University. Applicants with a record of previous misconduct at an educational institution or criminal conduct will be evaluated during the admission process in accordance with UWF Regulation 3.003.

IV. Reasons for Denial and Appeal

First time in college student applicants denied admission may request the University’s reasons for the denial. The request must be made by the applicant in writing to the Office of Undergraduate Admission and the reasons will be provided in writing.

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

V. Other Admission Information

A) In accordance with BOG Regulation 6.001(9), and the UWF policy governing immunization requirements, once accepted for admission, each student must submit a signed medical history form and must provide documentation of appropriate immunization.
B) Applicants may request to change their term of entry to a different term. The newly desired term of entry must be within one academic year of the originally requested term of entry provided there is no alternative enrollment at another college or university in the interim. For example, an applicant for the fall 2010 term could change the term of entry to the spring 2011 term or the summer 2011 term but not the fall 2011 term, where one academic year would have elapsed from the original term of entry.

1) Applicants wishing to change their entry term must submit a Semester Change Request Form. The form must be received before the published application deadline for the newly desired term. Students admitted for Fall 2014 that wish to move their entrance semester to a previous semester must submit a new application for the new semester requested.

2) A new application and application fee is required for applicants who accumulate additional academic coursework between the original term of entry and the desired term of entry.

3) A new application and fee is required for applicants who wish to be considered for admission for a term that begins more than 12 months after the originally requested term of entry.

4) Applicants who request to change their term of entry will be re-evaluated for admission using the admissions requirements and selection criteria in effect for the new term requested.

5) Those changing terms of entry who apply to a limited access or restricted program will have their application re-evaluated within the context of the subsequent applicant pool.

C) Applications and documents submitted by those applicants who are either denied or who do not enroll are retained as inactive files for one year only and are then destroyed.

D) UWF will provide reasonable substitution of admission requirements for an applicant as long as the absence of the requirement would not constitute a fundamental alteration in the nature of the program of study to which the applicant sought admission, and the applicant establishes:

1) that he or she is disabled as defined in BOG Regulation 6.018, and

2) that his or her inability to meet the admission requirement is related to the disability.

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

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

Authority: Board of Governors Regulation 6.001. History-New 10/1/75, Formerly 6C6-3.01, Amended 5/20/87, 3/1/88, Converted to UWF/REG 3.001-7/21/05, amended 7/5/11, 11/15/13 ________.
“…is committed to educating and empowering UWF students/alumni in the career development process by providing opportunities for experiential learning, civic engagement, service and employment.”
“Don’t Wait Until Senior Year”

The earlier a student starts career exploration and preparation, the more satisfied and qualified they will be in their career choice once they graduate.

- National Association of Colleges and Employers
### Class of 2013 (on par with national average)

<table>
<thead>
<tr>
<th>Nationally</th>
<th>UWF data</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 30% of graduating seniors secured a job prior to graduation.</td>
<td>• 30% of graduating seniors secured a job prior to graduation.</td>
</tr>
<tr>
<td>• 60% of graduating seniors were planning on full time employment after graduation, 35% have not applied.</td>
<td>• 53% of graduating seniors were planning on full time employment after graduation, 41% have not applied.</td>
</tr>
<tr>
<td>• 70% students identified “networking” as how they found their job (friends, family, parents, relatives).</td>
<td>• “Most” students heard about job opportunities from family or friends.</td>
</tr>
</tbody>
</table>

Source: NACE 2013 student survey. www.naceweb.org
Source: UWF 2013 Graduating Student Survey.
“Applicants appear too desperate for work”
- waited too long to start applying
- attitude about the workforce

“Lack of relevant experience in field”

“Soft Skills are lacking”
Career Development Model

- **Stage 1: Explore**
  - Identify V.I.P.S and congruence to major
  - Create SMART career goals

- **Stage 2: Discover**
  - Conduct informational interviewing
  - Join a professional student organization

- **Stage 3: Prepare**
  - Participate in Experiential Learning
  - Attend employer networking events

- **Stage 4: Implement**
  - Finalize resume and use it
  - Mock interview
Self-Exploration

• It’s all about the V.I.P.S. (Values, Interests, Personality and Skills)
• Assessments to help guide decision making
• Assessment of attitude regarding work
• Major Exploration and Career Choice
Career Tools:

- Resume/cover letter reviews
- Mock interviews
- Experiential learning/job/grad school search strategies
- Salary Negotiation
- Professional Etiquette
Career Readiness

- Career Development Guide
- Appointments to facilitate Career Development
- Helpful online resources (Optimal Resume, Interview Stream, MyPlan, etc...)

CAREER DEVELOPMENT GUIDE
Career Readiness

- Appointments
  - F2F
  - Online
  - Drop-in
- Outreach
- Integration into courses
- Events
- Leadership development
Develop employer relationships through:

- Faculty contacts
- Partnerships with Chamber(s) of Commerce and CareerSource
- Networking (Rotary Meetings, SHRM, etc.)

Services for employer engagement:

- On-campus interviews
- Meet and Greets
- Industry-specific Career Fairs and Events
- JasonQuest
Expand services and increase access:
• Technology
• Targeted outreach to under served populations
• Industry specific events and college liaisons

Focus on assessment:
• Student learning-link to QEP
• Community engagement efforts
Questions??
About the EBI

- Developed in 1998
- Includes 1500 institutions
- Measures satisfaction, impact, and learning

Survey Population
- All resident students (2,006)
- 44.5% response rate
Comparison Schools

• Select 6 (We chose)
  - East Carolina University
  - Georgia Southern University
  - Indiana University of Pennsylvania (peer aspirant)
  - Southeast Missouri State University
  - University of West Georgia (peer)
  - Valdosta State University (peer)

• Carnegie Class

• All Institutions Taking EBI
Overall Program Effectiveness

- UWF: 5.28
- Select 6: 5.09
- Carnegie Class: 4.92
- All Institutions: 4.96
Overall Learning

- UWF: 5.28
- Select 6: 5.15
- Carnegie Class: 4.89
- All Institutions: 4.9
On Campus Living Improved Integration to College

- UWF: 5.65
- Select 6: 5.48
- Carnegie Class: 5.43
- All Institutions: 5.42
Interactions with Faculty/Staff

- UWF: 5.22
- Select 6: 5.09
- Carnegie Class: 4.75
- All Institutions: 4.78
Knowledge of Healthy Choices Related to Risk Behaviors

- UWF: 5.47
- Select 6: 5.44
- Carnegie Class: 5.09
- All Institutions: 5.1
Knowledge of Diversity and Social Justice Issues

- UWF: 5.58
- Select 6: 5.38
- Carnegie Class: 5.17
- All Institutions: 5.19
Satisfaction with Safety and Security

- UWF: 6.08
- Select 6: 5.79
- Carnegie Class: 6.04
- All Institutions: 6.01
Facilities & Maintenance

Satisfaction w/Facilities

<table>
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<tr>
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Maintenance Response Time & Repairs

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Staff & Programming

Satisfaction with Staff

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Satisfaction with Programming

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<th>Select 6</th>
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<th>All Institutions</th>
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<td>5.33</td>
<td>5.11</td>
<td>5.15</td>
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Comparison between 2006 & 2014 EBI Surveys

Overall Satisfaction

Overall Program Satisfaction
The Process

• What is leadership and service?
• Council for the Advancement of Standards in Higher Education (CAS)
  – Spring 2014
  • Internal Review
  • External Review
  • Action Plan

• Needs assessment
Internal and External Review

- **Internal Review**
  - Jordan Almos, Graduate Assistant for Leadership & Service, UCSI
  - Laura Glasgow, Graduate Assistant for Housing & Residence Life
  - Tiffany Menard, Assistant Director of Experiential Learning, Career Services
  - Mary Pittman, Coordinator for Recreation Facilities, Recreation & Sports Services
  - Chris Quesada, Student
  - Matthew Teston, Graduate Assistant for Leadership & Service, UCSI

- **External Review**
  - Alicia Cambron, Health Educator Coordinator, Wellness Services (coordinator)
  - Dexter Bush-Scott, Assistant Director of Fraternity/Sorority Life, Northeastern University
  - Alicia Erwin, Director of Student Activities, NYU Polytechnic School of Engineering
  - Becca Obergefell, Director of the Center for Student Involvement, Ohio Dominican University
• Purposeful programs
• Knowledgeable staff
• Goal-driven
• Consistent with national ethical standards
• Legally compliant
Weaknesses

- Mission statements
- Integration of Social Change Model
- Impact of learning outcomes
- Targeting specific demographics
- Resources for distance learners and commuter students
- Outreach to faculty, staff, students, and community
- Collaboration with community partners
- Staff training and evaluation
- Risk management
- Funding
- Assessment
Highlights from Action Plan

• Separate missions, initiatives, marketing and programming efforts for leadership and service – Student Leadership Development and Service & Citizenship
• Develop overarching student learning outcomes
• Social Change Model training for staff, faculty, and students
• Develop plan for engaging distance learners and commuter students through the use of technology
• Develop outreach plan for students, faculty, staff, and community
• Improve staff evaluation and training processes, track trainings
• Develop risk management plan
• Create statements on inclusivity and accessibility for hiring and participation
• Seek outside funding through grants and external sponsorships
• Implement comprehensive, mixed-methods assessment plans to create strategic visions
Questions?
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:
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Assistant Director, Human Resources
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krentz@uwf.edu
2014 FLORIDA EQUITY REPORT
Data Year: 2012 - 2013
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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)

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<th></th>
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<th>A</th>
<th>H</th>
<th>NH/OPI</th>
<th>W</th>
<th>&gt;Two</th>
<th>Unk</th>
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<td>15</td>
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<td>3</td>
<td>356</td>
<td>46</td>
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</tr>
<tr>
<td>Women</td>
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<td>13.1%</td>
<td>0.7%</td>
<td>2.5%</td>
<td>10.75</td>
<td>0.2%</td>
<td>62.3%</td>
<td>6.7%</td>
<td>2.2%</td>
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Source: IPEDS 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
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 2. Full-Time Florida College System A.A. Transfers, Fall 2012 and Summer 2012

<table>
<thead>
<tr>
<th></th>
<th>NRA</th>
<th>B</th>
<th>AI/AN</th>
<th>A</th>
<th>H</th>
<th>NH/OPI</th>
<th>W</th>
<th>&gt; Two</th>
<th>Unk</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men</td>
<td>1</td>
<td>14</td>
<td>0</td>
<td>5</td>
<td>9</td>
<td>0</td>
<td>107</td>
<td>8</td>
<td>5</td>
<td>149</td>
</tr>
<tr>
<td>Women</td>
<td>0</td>
<td>27</td>
<td>2</td>
<td>5</td>
<td>19</td>
<td>0</td>
<td>156</td>
<td>14</td>
<td>4</td>
<td>227</td>
</tr>
<tr>
<td>Total</td>
<td>1</td>
<td>41</td>
<td>2</td>
<td>5</td>
<td>28</td>
<td>0</td>
<td>263</td>
<td>22</td>
<td>9</td>
<td>376</td>
</tr>
<tr>
<td>Category % of Total</td>
<td>0.3%</td>
<td>10.9%</td>
<td>0.5%</td>
<td>2.7%</td>
<td>7.4%</td>
<td>0.0%</td>
<td>69.9%</td>
<td>5.9%</td>
<td>2.4%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

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

---

<table>
<thead>
<tr>
<th>Category % of Total</th>
<th>NRA</th>
<th>B</th>
<th>Al/AN</th>
<th>A</th>
<th>H</th>
<th>NH/OPI</th>
<th>W</th>
<th>Two</th>
<th>Unk</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>After 1 Year</td>
<td>0.7%</td>
<td>14.8%</td>
<td>0.2%</td>
<td>3.4%</td>
<td>11.5%</td>
<td>0.3%</td>
<td>63.1%</td>
<td>5.7%</td>
<td>0.2%</td>
<td>58.1%</td>
<td>41.9%</td>
<td>100.00%</td>
</tr>
<tr>
<td>Retention Rate</td>
<td>91.7%</td>
<td>70.5%</td>
<td>25.0%</td>
<td>81.8%</td>
<td>70.6%</td>
<td>60.0%</td>
<td>69.9%</td>
<td>62.0%</td>
<td>66.7%</td>
<td>70.7%</td>
<td>69.2%</td>
<td>70.0%</td>
</tr>
</tbody>
</table>

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
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 Hawaiian/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 5. Bachelor’s Degrees Awarded, AY 2012 - 2013**

<table>
<thead>
<tr>
<th></th>
<th>NRA</th>
<th>B</th>
<th>AI/AN</th>
<th>A</th>
<th>H</th>
<th>NH/OPI</th>
<th>W</th>
<th>&gt;Two</th>
<th>Unk</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men</td>
<td>19</td>
<td>58</td>
<td>9</td>
<td>27</td>
<td>45</td>
<td>3</td>
<td>561</td>
<td>7</td>
<td>0</td>
<td>729</td>
</tr>
<tr>
<td>Women</td>
<td>19</td>
<td>101</td>
<td>12</td>
<td>44</td>
<td>82</td>
<td>7</td>
<td>943</td>
<td>31</td>
<td>1</td>
<td>1240</td>
</tr>
<tr>
<td>Total</td>
<td>38</td>
<td>159</td>
<td>21</td>
<td>71</td>
<td>127</td>
<td>10</td>
<td>1504</td>
<td>38</td>
<td>1</td>
<td>1969</td>
</tr>
</tbody>
</table>

| 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.
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

<table>
<thead>
<tr>
<th></th>
<th>NRA</th>
<th>B</th>
<th>AI/AN</th>
<th>A</th>
<th>H</th>
<th>NH/OPI</th>
<th>W</th>
<th>&gt;Two</th>
<th>Unk</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>Women</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>9</td>
<td>0</td>
<td>0</td>
<td>12</td>
</tr>
<tr>
<td>Total</td>
<td>0</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>13</td>
<td>0</td>
<td>0</td>
<td>18</td>
</tr>
</tbody>
</table>

| Category % of Total | N/A | 27.8% | N/A | N/A | N/A | 72.2% | N/A | 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

<table>
<thead>
<tr>
<th></th>
<th>NRA</th>
<th>B</th>
<th>AI/AN</th>
<th>A</th>
<th>H</th>
<th>NH/OPI</th>
<th>W</th>
<th>&gt;Two</th>
<th>Unk</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Women</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

| 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
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

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

<table>
<thead>
<tr>
<th>Chart 1. Gender Equity in Athletics Update</th>
<th></th>
</tr>
</thead>
</table>
| **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 | Student Athletes:  
Male 130  Female 125 - 51%/49%  
Student Enrollment:  
Male 3,184  Female 4,280 - 43%/57% |  |
| 3. Availability of facilities, *defined as locker room, practice, and competitive facilities* | Equitable |  |
| 4. Scholarship offerings for athletes | Male: $829,000 (43%)  
Female: $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 | Male: $180,000 (47%)  
Female: $202,000 (53%) |  |
| d) recruitment | Male: $22,000 (47%)  
Female: $25,000 (53%) |  |
| e) comparable coaching | Male:  
5.00 FTE Head Coaches and  
4.86 FTE Assistant Coaches  
Female:  
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)  
Male: $389,966 Head Coaches and $148,082 Assistant Coaches  
Female: $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

<table>
<thead>
<tr>
<th>Areas for Improvement</th>
<th>Program for Improvement</th>
<th>Timetable</th>
</tr>
</thead>
<tbody>
<tr>
<td>None Identified</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

X Accommodation of Interest and Abilities

Substantial Proportionality

History and Practice of Expansion of Sports
PART V: EMPLOYMENT REPRESENTATION

Chart 1. Tenured Faculty

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
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<th></th>
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</thead>
<tbody>
<tr>
<td>Number, Fall 2013</td>
<td>5</td>
<td>3</td>
<td>13</td>
<td>N/A</td>
<td>3</td>
<td>121</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>145</td>
</tr>
<tr>
<td>Number, Fall 2012</td>
<td>6</td>
<td>3</td>
<td>14</td>
<td>N/A</td>
<td>2</td>
<td>131</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>156</td>
</tr>
<tr>
<td>Percentage Change From Fall 2012 to 2013</td>
<td>N/A</td>
<td>-16.7%</td>
<td>0.0%</td>
<td>-7.1%</td>
<td>N/A</td>
<td>50.0%</td>
<td>N/A</td>
<td>-7.6%</td>
<td>N/A</td>
<td>N/A</td>
<td>-3.9%</td>
</tr>
<tr>
<td>Number, Fall 2008</td>
<td>6</td>
<td>2</td>
<td>N/A</td>
<td>12</td>
<td>2</td>
<td>N/A</td>
<td>132</td>
<td>N/A</td>
<td>1</td>
<td></td>
<td>155</td>
</tr>
<tr>
<td>Percentage Change From Fall 2008 to 2013</td>
<td>N/A</td>
<td>-16.7%</td>
<td>50.0%</td>
<td>N/A</td>
<td>N/A</td>
<td>50.0%</td>
<td>N/A</td>
<td>-8.3%</td>
<td>N/A</td>
<td>-100.0%</td>
<td>8.9%</td>
</tr>
</tbody>
</table>


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.
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 2. Tenure-Track Faculty

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<tbody>
<tr>
<td>Number, Fall 2013</td>
<td>4</td>
<td>7</td>
<td>N/A</td>
<td>3</td>
<td>62</td>
<td>2</td>
<td>2</td>
<td>42</td>
<td>78</td>
<td></td>
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<tr>
<td>Number, Fall 2012</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
<td>3</td>
<td>56</td>
<td>2</td>
<td>2</td>
<td>36</td>
<td>70</td>
<td></td>
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</tr>
<tr>
<td>Percentage Change From Fall 2012 to 2013</td>
<td>N/A</td>
<td>0.0%</td>
<td>N/A</td>
<td>40.0%</td>
<td>N/A</td>
<td>0.0%</td>
<td>N/A</td>
<td>10.7%</td>
<td>N/A</td>
<td>0.0%</td>
<td>16.7%</td>
<td>11.4%</td>
</tr>
<tr>
<td>Number, Fall 2008</td>
<td>5</td>
<td>N/A</td>
<td>9</td>
<td>1</td>
<td>51</td>
<td>N/A</td>
<td>3</td>
<td>34</td>
<td>69</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percentage Change From Fall 2008 to 2013</td>
<td>N/A</td>
<td>-20.0%</td>
<td>N/A</td>
<td>N/A</td>
<td>200.0%</td>
<td>N/A</td>
<td>21.6</td>
<td>N/A</td>
<td>-33.3%</td>
<td>23.5%</td>
<td>13.0%</td>
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</tbody>
</table>

*Source: IPEDS Fall Staff 2013, 2012 and 2008.*
Diversity among female non-tenure-earning faculty from Fall 2012 to Fall 2013 increased by one.

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<tbody>
<tr>
<td>Number, Fall 2013</td>
<td>5</td>
<td>1</td>
<td>N/A</td>
<td>2</td>
<td>80</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>52</td>
<td>89</td>
</tr>
<tr>
<td>Number, Fall 2012</td>
<td>45</td>
<td>3</td>
<td>N/A</td>
<td>3</td>
<td>85</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>51</td>
<td>98</td>
</tr>
<tr>
<td>Percentage Change From Fall 2012 to 2013</td>
<td>N/A</td>
<td>0.0%</td>
<td>N/A</td>
<td>-66.7%</td>
<td>N/A</td>
<td>-33.3%</td>
<td>N/A</td>
<td>-5.9%</td>
<td>0.0%</td>
<td>-100.0%</td>
<td>2.0%</td>
<td>-9.2%</td>
</tr>
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<td>Number, Fall 2008</td>
<td>0</td>
<td>8</td>
<td>0</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
<td>89</td>
<td>N/A</td>
<td>2</td>
<td></td>
<td>58</td>
<td>106</td>
</tr>
<tr>
<td>Percentage Change From Fall 2008 to 2013</td>
<td>N/A</td>
<td>-37.5%</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>-50.0%</td>
<td>N/A</td>
<td>-10.1%</td>
<td>N/A</td>
<td>-10.0%</td>
<td>-10.3%</td>
<td>-16.0%</td>
</tr>
</tbody>
</table>

### Chart 4. Executive/Administrative/Managerial Staff

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</thead>
<tbody>
<tr>
<td>Number, Fall 2013</td>
<td>2</td>
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<td>1</td>
<td>29</td>
<td>15</td>
<td>N/A</td>
<td>N/A</td>
<td>20.0%</td>
<td>3.2%</td>
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<tr>
<td>Number, Fall 2012</td>
<td>2</td>
<td>N/A</td>
<td>1</td>
<td>28</td>
<td>15</td>
<td>N/A</td>
<td>N/A</td>
<td>20.0%</td>
<td>3.2%</td>
<td>31</td>
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</tr>
<tr>
<td>Percentage Change From Fall 2012 to 2013</td>
<td>N/A</td>
<td>0.0%</td>
<td>-100.0%</td>
<td>N/A</td>
<td>0.0%</td>
<td>N/A</td>
<td>3.6%</td>
<td>N/A</td>
<td>N/A</td>
<td>20.0%</td>
<td>3.2%</td>
</tr>
<tr>
<td>Number, Fall 2007</td>
<td>1</td>
<td>1</td>
<td>N/A</td>
<td>1</td>
<td>1</td>
<td>N/A</td>
<td>17</td>
<td>N/A</td>
<td>0</td>
<td>8</td>
<td>21</td>
</tr>
<tr>
<td>Percentage Change From Fall 2008 to 2013</td>
<td>N/A</td>
<td>100.0%</td>
<td>-100.0%</td>
<td>N/A</td>
<td>0.0%</td>
<td>N/A</td>
<td>70.6%</td>
<td>N/A</td>
<td>N/A</td>
<td>125.0%</td>
<td>52.4%</td>
</tr>
</tbody>
</table>

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.

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

<table>
<thead>
<tr>
<th>Academic Services, Programs, and Student Enrollment</th>
<th>Academic Services, Programs, and Student Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Diversity Goals were set for most racial groups.</td>
<td>Chart 1: Full-Time First-Time-in-College N/A</td>
</tr>
<tr>
<td></td>
<td>Chart 2: Full-Time College Transfers UWF achieved increases in Black students, Asian students, and Hispanic students.</td>
</tr>
<tr>
<td></td>
<td>Chart 3: Retention of Full-Time FTICs UWF achieved increases in Black students and Asian students.</td>
</tr>
<tr>
<td></td>
<td>Chart 4: Graduation Rate of Full-Time FTICs after 6 years N/A</td>
</tr>
<tr>
<td></td>
<td>Chart 5: Bachelor's Degrees Awarded UWF achieved its goal in Hispanic students.</td>
</tr>
<tr>
<td></td>
<td>Chart 6: Master’s and Specialist Degrees Awarded UWF achieved an increase in Asian students and Hispanic students.</td>
</tr>
<tr>
<td></td>
<td>Chart 7: Doctoral Degrees Awarded UWF achieved an increase in Black students.</td>
</tr>
</tbody>
</table>

### Gender Equity in Athletics

<table>
<thead>
<tr>
<th>Gender Equity in Athletics</th>
<th>Gender Equity in Athletics</th>
</tr>
</thead>
<tbody>
<tr>
<td>None identified.</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### Employment

<table>
<thead>
<tr>
<th>Employment</th>
<th>Employment</th>
</tr>
</thead>
<tbody>
<tr>
<td>The University had an overall goal to increase diversity among female and minority staff.</td>
<td>Chart 1: Tenured Faculty Diversity of tenured faculty increased in Hispanic faculty and Female faculty.</td>
</tr>
<tr>
<td></td>
<td>Chart 2: Tenure-Track Faculty Diversity of female tenure-track faculty and Asian tenure-track faculty increased.</td>
</tr>
<tr>
<td></td>
<td>Chart 3: Non-Tenure-Earning Faculty Diversity increased among female non-tenure-earning faculty.</td>
</tr>
<tr>
<td></td>
<td>Chart 4: Executive/Administrative/Managerial Staff Diversity among female staff increased.</td>
</tr>
</tbody>
</table>

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 the as the "University Living Room" because of its relaxed atmosphere and constant level of activity. Facilities, services, and events are designed to encourage students to become engaged in campus life at UWF. The vision of 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**
Bother-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

<table>
<thead>
<tr>
<th>Sex, Race/Ethnicity</th>
<th>*Applied</th>
<th>*Withdrawn</th>
<th>*Denied</th>
<th>*Deferred</th>
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<tr>
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<tr>
<td>American</td>
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<tr>
<td>Hispanic</td>
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*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

<table>
<thead>
<tr>
<th>Type of Committee</th>
<th>Black or African American</th>
<th>American Indian or Alaska Native</th>
<th>Asian</th>
<th>Native Hawaiian or Other Pacific Islander</th>
<th>Hispanic</th>
<th>Two or More Races</th>
<th>White</th>
<th>Total, Including Other, Not Reported</th>
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<td>M</td>
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<td>3</td>
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</tbody>
</table>

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 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.

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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.