



AGENDA
THE UNIVERSITY OF WEST FLORIDA
BOARD OF TRUSTEES VIRTUAL MEETING

March 17, 2022
9:00 a.m. CT

11000 University Parkway
Crosby Hall, Building 10, Room 224
Pensacola, Florida

To join this virtual public board meeting, please follow these Zoom Webinar instructions:
<https://uwf.zoom.us/j/85759256151?pwd=dG02ODh6eDRsbU5oRStrc09NU2VyUT09>; Passcode: 038966

APPROVAL OF MINUTES BY COMMITTEES

Academic Affairs Committee:

Stephanie White, Chair

- Approve Minutes of February 17, 2022

Audit and Compliance Committee:

Bob Jones, Chair

- Approve Minutes of February 17, 2022

Finance, Facilities & Operations Committee:

Bob Sires, Chair

- Approve Minutes February 17, 2022

Student Affairs Committee:

Alonzie Scott, Chair

- Approve Minutes of February 17, 2022

FULL BOARD

- I. **Call to Order and Chair's Remarks** **Suzanne Lewis**
- II. **President's Report** **Dr. Martha Saunders**
- III. **Approval of Minutes**
- December 9, 2021 Board of Trustees Meeting
 - February 17, 2022 Special Board of Trustees Meeting
- IV. **Committee Reports**
- Academic Affairs Committee – Stephanie White, Chair
 - Audit and Compliance Committee – Bob Jones, Chair
 - Finance, Facilities and Operations Committee – Bob Sires, Chair
 - Student Affairs Committee – Alonzie Scott, Chair
- V. **Direct Support Organization Reports**
- UWF Business Enterprises, Inc. – Bob Sires
 - UWF Foundation, Inc. – Dick Baker
 - UWF Historic Trust, Inc. – Suzanne Lewis
- VI. **Public Comment**
- VII. **Consent**

Trustees may pull any individual item from the consent agenda below for further review, if they so desire. However, each item was fully discussed during the committee meetings and all of the recommendations of the committees reflect the proposed action provided with the agenda backup documentation.

- a. Acceptance of UWF Internal Audit Report Issued: Federal Stimulus Funding Compliance #21-22 001
- b. Acceptance of Internal Auditing PCard Audit Reports & Quarter 2 Update (October - December 2021)
- c. Acceptance of External Audit: Financial Statements of Direct Support Organization UWF Foundation, Inc.
- d. Acceptance of External Audit: Intercollegiate Athletics Financial Statement Audit for Fiscal Year Ending June 30, 2021
- e. Acceptance of External Audit: Financial Statement Audit of Florida Institute for Human and Machine Cognition (IHMC) for Fiscal Year Ending June 30, 2021
- f. Acceptance of Quality Assurance Review of Internal Auditing and Management Consulting

- g. Approval of Updated Fiscal Year 2021-22 University Carryforward Spending Plan as of November 30, 2021 and Updated Fiscal Year 2021-22 University Fixed Capital Outlay Budget as of November 30, 2021
- h. Approval of UWF BOT Finance, Facilities and Operations Committee Charter
- i. Approval of Proposed Continuation of the Green Fee
- j. Approval of Request to Offer a New Degree Program: Bachelor of Science in Business Administration – Human Resource Management
- k. Approval of Tenure as a Condition of Employment

VIII. Action Items

1. Approval of University of West Florida 2022 Accountability Plan
2. Approval of University of West Florida HR Policy 24.00-Date, Bonuses
3. Approval of 2022-2023 Board of Trustees Meeting Dates

IX. Information Item

1. Division of Academic Engagement and Student Affairs Impact Report

X. Board Engagement

Other Business

Adjournment

Other Activities and Upcoming Events

- UWF 2022 Honors Convocation, March 25, 2022, UWF Conference Center
- UWF 2022 Employee Recognition and Awards Ceremony, April 1, 2022, UWF Conference Center
- UWF 2022 Spring Commencement, May 7, 2022, Pensacola Bay Center
- UWF Board of Trustees Committee Meetings, May 19, 2022
- UWF Board of Trustees Meeting, June 16, 2022

UWF Board of Trustees Meeting

Full Board

March 17, 2022

Issue/Agenda Item: University of West Florida (UWF) 2022 Accountability Plan

Proposed Action: Approve

Background Information:

The Accountability Plan is an annual report that is closely aligned with the Board of Governors' 2025 System Strategic Plan. This report enhances the System's commitment to accountability and strategic planning by fostering greater coordination between institutional administrators, University Boards of Trustees and the Board of Governors regarding each institution's direction and priorities as well as performance expectations and outcomes on institutional and system-wide goals.

Once an Accountability Plan is approved by each institution's respective Boards of Trustees, the Board of Governors will review and consider the plan's narrative strategy, metric goals and enrollment plans for approval, excluding those sections of the Plan that require additional regulatory or procedural approval pursuant to law or Board regulations.

The UWF Board of Trustees' acceptance of this Accountability Plan does not constitute approval of any particular component, nor does it supersede any necessary approval processes that may be required for each component (e.g., new academic programs).

Dr. George Ellenberg, Provost and Senior Vice President, will also provide an update on the Performance Based Funding Metrics.

Supporting documents: UWF 2022 Accountability Plan

Prepared by: Mr. Keith King, Director, Institutional Research
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Presenter: Dr. George Ellenberg, Provost and Senior Vice President
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2022
ACCOUNTABILITY PLAN
UNIVERSITY OF
WEST FLORIDA

Sent for BOT Approval 3/10/2022





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INTRODUCTION

The Accountability Plan is an annual report that is closely aligned with the Board of Governors' 2025 System Strategic Plan. This report enhances the System's commitment to accountability and strategic planning by fostering greater coordination between institutional administrators, University Boards of Trustees and the Board of Governors regarding each institution's direction and priorities as well as performance expectations and outcomes on institutional and System-wide goals.

Once an Accountability Plan is approved by each institution's respective Boards of Trustees, the Board of Governors will review and consider the plan for approval, excluding those sections of the Plan that require additional regulatory or procedural approval pursuant to law or Board regulations.

STRATEGY

Mission Statement

The University of West Florida's Mission is to:

- Provide high-quality undergraduate and graduate education,
- Conduct teaching and research that services the body of knowledge, and
- Contribute to the needs of professions and society

Statement of Strategy

UWF will continue to fulfill its mission by employing the following strategies:

1. Build programs of distinction that enhance UWF's reputation for educational innovation and excellence. Develop and retain a culture that supports research and creativity. Augment and invest in academic and research programs that meet professional, personal, scholastic and workforce needs. Optimize and refine internal and external support to promote teaching and learning activities, research, service, strategic innovation and other scholarly endeavors that serve the greater good and the SUS Strategic Plan.
2. Provide high-quality learning and high-impact practices that inspire students to become enlightened, engaged global citizens and successful professionals. Align resources to deliver exceptional support services and learning opportunities that will ensure students have access, continuity and success while earning degrees.
3. Strengthen and expand partnerships that multiply UWF's impact and visibility in the community as an educational, cultural and economic center. Enhance the region's education, economy, culture, health and well-being through endeavors beyond campus borders while attracting residents and visitors to campus. Inspire partnerships that open pathways to employment for UWF students and graduates.
4. Attract, retain and develop high-quality and diverse faculty and staff. Recognize, reward and celebrate faculty and staff for their contributions to student development, scholarly or professional achievements and community partnerships.
5. Promote UWF's properties as desirable destinations for educational, cultural, professional and personal activities. Invest in and steward UWF's natural, technical, intellectual and physical capital and infrastructure.

STRATEGY (cont.)

Strengths, Opportunities & Challenges

UWF fulfills its institutional mission by building on the following strengths and opportunities:

1. **Robust and comprehensive academic programming** is available to all students at UWF. Most of our undergraduate courses are taught by full-time faculty, and we judiciously employ adjuncts in the fields where applied knowledge will be beneficial.
2. **Community partners and regional resources** offer opportunities to enhance the cultural and economic landscape. The UWF Historic Trust offers the opportunity for students to immerse themselves in the textured history of Florida. Increased coordinated efforts between UWF and its Center for Cybersecurity, IHMC, regional military installations, local governments and the private sector could create a strong draw to technology-related industries with high-paying jobs, especially in robotics and cybersecurity. Northwest Florida is a desirable place to live, which creates an opportunity for a local workforce of remote workers. Our military presence creates a substantial economic impact in Northwest Florida. UWF is consistently recognized as a military-friendly university by various publications.
3. **Key challenges** include low regional salaries compared to the rest of Florida, which may discourage graduates from staying in the community. Lack of funding for upgrades to facilities and infrastructure hampers efforts to improve technological resources and creates potential security risks.

Three Key Initiatives & Investments

1. **WORKFORCE ALIGNMENT:** UWF is laser-focused on the success of our students and Florida businesses. The Argo2Pro Career Readiness Program equips students with skills needed for today's workforce. Increased internship opportunities provide real-world knowledge before graduation. In-person and virtual career fairs provide venues for students and employers to meet. University leaders maintain valuable, personal relationships with top employers of our graduates.
2. **PROGRAMS OF EXCELLENCE:** UWF continues building signature programming including cybersecurity, supply-chain logistics and intelligent systems and robotics. Through a \$6 million grant, we are leading a coalition of 10 institutions designated as National Centers of Academic Excellence in Cybersecurity. Our Ph.D. in Intelligent Systems and Robotics is the first of its kind in Florida and one of only a few in the nation.
3. **ACCESS:** UWF provides students access to high-quality education regardless of their financial situations. We believe in removing barriers to help students maintain satisfactory academic progress and complete their degrees on time. Online programming provides access for students needing flexibility in course scheduling. More than 70% of UWF students receive financial assistance through various programs including the Argo 30 Guarantee, which fills the gap for Pell-eligible students, covering tuition and mandatory fees not covered by other grants or scholarships.

STRATEGY (cont.)

Graduation Rate Improvement Plan Update

UWF implemented several initiatives beginning in 2017 that enabled us to increase our 4-year graduation rate from 25.2% (2013 cohort) to 47.4% (2017 cohort). Several of those initiatives are highlighted below.

In order to increase the four-year graduation rate and reach the Florida State University System's goals, UWF has focused on increasing the percentage of baccalaureate-seeking undergraduates attempting and earning 15 or more credit hours in the fall terms by promoting the "30 to Finish Campaign" and the "Argo 30 Guarantee" which covers all tuition and mandatory fees for eligible students for 30 credit hours.

Other strategies designed to increase the percentage of students enrolled in 15 or more credit hours include an Undergraduate Progress to Degree Policy, enhanced credit hour alert notifications for summer and fall registrations, and continued focus on completion grant programs including summer enrollment mini grant awards. The credit hour alert notification engages academic advisors who assist individual students with developing a schedule that meets each student's individual needs and keeps them on track to complete 30 hours per academic year. Over the years, UWF has dedicated and increased the funding available for financial aid grants that incentivize students to stay on track to graduate in four years.

The Senior Countdown program provides students with timely communication throughout their four years at UWF, offering priority registration and a Senior Graduation Grant during the student's last semester. This Senior Countdown program is effective and has assisted many students. We also launched our Artificial Intelligence (AI) Chat Bot named "Argie" in March 2020. The Chat Bot notifies students of important dates and deadlines such as when registration opens, the last day to add/drop classes, and important financial aid deadlines. The AI also enhances current communication for credit hour alert, Degree in Three eligibility and Senior Countdown eligibility, and provides students with information about available resources such as tutoring and other academic support. We are now training staff in the Office of Financial Aid on a new live chat feature. The live chat is being piloted in Financial Aid since many students notify us that they need to stop-out for financial reasons. The live chat will enable us to enhance our financial aid counseling capabilities.

For the 2021-2022 year we implemented a Fresh Start Initiative with shorter eight-week courses that help students who are having difficulty in Math and English stay on track. UWF also initiated a STEM Success initiative partially funded by a Title III grant that has enabled the redesign of many first year STEM courses and the construction of analytics tools to help students in challenging STEM disciplines create course schedules that help ensure they stay on track to graduate in four years. Interactive texting was added to enhance our outreach with these students.

UWF is dedicated to student success, and graduation in four years is a primary goal. The varied communication and outreach campaigns combined with targeted financial aid provide assistance to help encourage students to stay on track to graduate in four years or less. The primary purpose of UWF's student success and financial aid programs is to provide needed support to students that encourages them to maintain academic progress and enables them to complete their degree within their financial resources.

STRATEGY (cont.)

Key Achievements for Last Year (Student, Faculty, Program, Institutional)

STUDENT ACHIEVEMENTS

1. Two UWF student teams showcased their Artificial Intelligence skills on a national stage at AI Tracks at Sea Challenge. Both teams placed in the top five.
2. A UWF student team ranked in the top 15 at the annual Global Collegiate Penetration Testing Competition, hosted virtually for the first time by Rochester Institute of Technology.

FACULTY ACHIEVEMENTS

1. UWF researchers worked with SoarTech and the U.S. Navy to evaluate a parachute training system for its pilots and other personnel. Dr. Steven Kass, professor in the Department of Psychology, and Dr. Valerie Morganson, associate professor in the Department of Psychology, conducted analyses to determine the cognitive skills such training programs must develop.
2. A UWF study identified U.S. counties with high rates of COVID-19. Six of Dr. Raid Amin's students joined in on the COVID research for their statistics courses.

PROGRAM ACHIEVEMENTS

1. UWF added the Bachelor of Arts in Music and an Outside Field program, which allows students a unique opportunity to prepare for employment in a variety of disciplines including music, the humanities, education, health and STEM fields.
2. The late Dr. Herman and Valerie Rolfs made a historic gift in excess of \$8.5 million which created the Dr. Grier Williams School of Music. Their gift will provide significant scholarships and resources for music students annually.
3. The UWF School of Nursing topped the state and national averages for 2020, as 95.97% of its graduates passed the National Council Licensure Examination-Registered Nurses on their first attempt.
4. The UWF Chemistry department achieved a high acceptance rate for students attending top 25 doctoral programs. Nine Spring 2021 chemistry graduates are heading to a doctoral program this fall. Additionally, 45% of students were accepted to top 25 graduate programs and another 10% were accepted to top 50 ranked programs.

INSTITUTIONAL ACHIEVEMENTS

1. UWF was named a top 15 public regional institution in the South in the 2021 U.S. News & World Report Best Colleges rankings, and was included in the list of 2020 Great Colleges to Work For. The University received the Higher Education Excellence in Diversity Award for the fifth time, was ranked in the 2021 U.S. News & World Report Best Online College rankings, and was named a gold-level university in the annual Military Friendly Schools list for 2021-22, as well as a 2021-22 Military Friendly Spouse School.
2. UWF led the state in percentage of bachelor's graduates employed in Florida Board of Governors' 2020-21 performance metrics. More than 79% of UWF bachelor's graduates are employed or furthering their education one year after graduation.
3. UWF partnered with Escambia County elections staff to enhance cybersecurity preparations for the 2020 general election. The election training session included how to report suspicious activity, demystifying the world of hackers and building a cybersecurity culture in which all staff members understand their roles in minimizing vulnerabilities.
4. UWF is leading a coalition of 10 institutions designated as National Centers of Academic Excellence in Cybersecurity in establishing a program to address the critical national shortage of qualified cybersecurity professionals in the U.S. The National Security Agency selected UWF to oversee the program, which will launch in the spring and be funded by a two-year, \$6 million grant.

STRATEGY (cont.)

Performance-Based Funding Goal Adjustments

The University of West Florida is focused on achieving its mission, maintaining the goals set in prior Accountability Plan submissions with minimal adjustment, and making meaningful contributions to further State University System goals.

UWF has met or exceeded eight of the existing metric goals established in the 2021 Accountability Plan. This year's Metric 1, Percent of Bachelor's Graduates Enrolled or Employed (\$30,000+), is new for the 2022 Accountability Plan. This is not an adjustment but rather reflects the benchmark and threshold increase by the Board of Governors from the prior methodology. Goals established for this metric are based on projected continued enrollment and UWF's continued effort of preparing our graduating students for real-life experience and career planning.

The University has successfully navigated thus far through the pandemic environment and is very conscious of the impact the pandemic has had on students, faculty and staff, as well as the potential impact on performance metrics. At the same time, UWF has not adjusted downward any performance metric goal set in the 2021 Accountability Plan. UWF is committed to continuing our effort to diligently achieve these established goals as we target meeting or exceeding the system goals.

PERFORMANCE-BASED FUNDING METRICS

1. Percent of Bachelor's Graduates Enrolled or Employed (\$30,000+)

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	.	.	68.4	74.7	72.5	.	.	.	.	.
APPROVED GOALS
PROPOSED GOALS	72	73	74	75	76

2. Median Wages of Bachelor's Graduates Employed Full-time

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	36,000	36,800	40,900	45,200	45,500	.	.	.	.	.
APPROVED GOALS	.	37,500	37,000	40,900	41,000	41,500	42,000	42,500	43,000	.
PROPOSED GOALS	.	.	.	.	.	46,000	46,500	47,000	47,500	48,000

3. Average Cost to the Student [Net Tuition & Fees per 120 Credit Hours for Resident Undergraduates]

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	12,850	9,920	7,980	5,170	4,000	.	.	.	.	.
APPROVED GOALS	15,523	15,058	9,250	7,900	5,500	7,850	7,825	7,800	7,775	.
PROPOSED GOALS	.	.	.	.	.	3,500	7,825	7,800	7,775	7,750

4. FTIC Four-Year Graduation Rate [Full-time, First Time in College students]

	2013-17	2014-18	2015-19	2016-20	2017-21	2018-22	2019-23	2020-24	2021-25	2022-26
ACTUAL	25.2	31.3	34.8	36.4	47.4	.	.	.	.	.
APPROVED GOALS	26	30	33	36	41	45	48	50	51	.
PROPOSED GOALS	.	.	.	.	.	45	48	50	51	52

5. Academic Progress Rate [Second Fall Retention Rate with at Least a 2.0 GPA for Full-time FTIC students]

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	74.6	79.8	80.3	82.2	80.8	.	.	.	.	.
APPROVED GOALS	73.6	78	82	82	83	84	85	86	86	.
PROPOSED GOALS	.	.	.	.	.	84	85	86	86	86

PERFORMANCE-BASED FUNDING METRICS (cont.)

6. Percentage of Bachelor's Degrees Awarded within Programs of Strategic Emphasis

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	52.0	54.3	58.8	59.4	64.4	.	.	.	.	.
APPROVED GOALS	51.6	53.5	57	58	58	59	60	60	60	.
PROPOSED GOALS	.	.	.	.	.	60	60	60	60	60

7. University Access Rate [Percent of Undergraduates with a Pell grant]

	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025
ACTUAL	39.2	39.6	38.6	37.2	35.7	.	.	.	.	.
APPROVED GOALS	41	38	39	35	36	36	36	36	36	.
PROPOSED GOALS	.	.	.	.	.	36	36	36	36	36

8. Percentage of Graduate Degrees Awarded within Programs of Strategic Emphasis

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	51.1	53.1	57.4	63.6	65.4	.	.	.	.	.
APPROVED GOALS	45.5	52.5	55	58	60	60	60	60	60	.
PROPOSED GOALS	.	.	.	.	.	60	60	60	60	60

9a. BOG Choice: FCS AA Transfer Two-Year Graduation Rate [Full-Time students]

	2015-17	2016-18	2017-19	2018-20	2019-21	2020-22	2021-23	2022-24	2023-25	2024-26
ACTUAL	32.8	31.6	31	36.8	37.8	.	.	.	.	.
APPROVED GOALS	.	.	.	.	37	38	40	42	45	.
PROPOSED GOALS	.	.	.	.	.	36	37	38	39	40

9b. BOG Choice: FTIC Pell Recipient Six-Year Graduation Rate [Full- and part-time students]

	2011-17	2012-18	2013-19	2014-20	2015-21	2016-22	2017-23	2018-24	2019-25	2020-26
ACTUAL	39.2	36.4	39.2	45	45	.	.	.	.	.
APPROVED GOALS	.	.	.	.	45	47	49	51	53	.
PROPOSED GOALS	.	.	.	.	.	50	53	55	57	60

10. BOT: Percent of Baccalaureate Graduates Completing 2+ Type High Impact Practices

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	31.2	34.8	38.2	44.2	47.5	.	.	.	.	.
APPROVED GOALS	.	33	39	43	47	50	54	59	59	.
PROPOSED GOALS	.	.	.	.	.	50	53	55	57	59

KEY PERFORMANCE INDICATORS

Teaching & Learning (from the 2025 System Strategic Plan not included in PBF section)

1. Public University National Ranking [Number of Top50 Rankings based on BOG's official list of publications]

	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
ACTUAL	0	0	0	0	0	.	.	.	.	.
APPROVED GOALS	0	0	1	0	0	0	0	0	0	.
PROPOSED GOALS	.	.	.	.	.	0	0	0	0	0

2. Freshmen in Top 10% of High School Class

	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026
ACTUAL	15	15	12	20	27	.	.	.	.	.
APPROVED GOALS	13	15	15	16	16	16	16	16	16	.
PROPOSED GOALS	.	.	.	.	.	16	16	16	16	16

3. Time to Degree for FTICs in 120hr programs

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	4.5	4.5	4.4	4.3	4.3	.	.	.	.	.
APPROVED GOALS	4.6	4.5	4.4	4.3	4.1	4.0	4.0	4.0	4.0	.
PROPOSED GOALS	.	.	.	.	.	4.0	4.0	4.0	4.0	4.0

4. Percent of Baccalaureate Degrees Awarded Without Excess Hours

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	80	81	83	82	82	.	.	.	.	.
APPROVED GOALS	80	80.2	81	82	82	82	83	83	83	.
PROPOSED GOALS	.	.	.	.	.	82	83	83	83	83

KEY PERFORMANCE INDICATORS (cont.)

Teaching & Learning (from the 2025 System Strategic Plan not included in PBF section)

5. Six-Year FTIC Graduation Rates [Full- & Part-time students]

	2011-17	2012-18	2013-19	2014-20	2015-21	2016-22	2017-23	2018-24	2019-25	2020-26
ACTUAL	42	43	46	48	51	.	.	.	.	.
APPROVED GOALS	43.4	44	47	49	51	51	52	52	52	.
PROPOSED GOALS	.	.	.	.	.	52	52	52	52	52

6. FCS AA Transfer Three-Year Graduation Rate [Full- & Part-time students]

	2014-17	2015-18	2016-19	2017-20	2018-21	2019-22	2020-23	2021-24	2022-25	2023-26
ACTUAL	52	52	49	54	57	.	.	.	.	.
APPROVED GOALS	.	.	.	51	54	55	56	57	58	.
PROPOSED GOALS	.	.	.	.	.	57	58	58	59	60

7. Pell Recipient Four-Year Graduation Rate [for Full-Time FTIC]

	2013-17	2014-18	2015-19	2016-20	2017-21	2018-22	2019-23	2020-24	2021-25	2022-26
ACTUAL	19	28	30	34	43	.	.	.	.	.
APPROVED GOALS	.	.	.	32	36	38	40	42	44	.
PROPOSED GOALS	.	.	.	.	.	43	44	44	45	46

8. Bachelor's Degrees Awarded [First Majors Only]

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	2,202	2,305	2,369	2,418	2,395	.	.	.	.	.
APPROVED GOALS	2,305	2,350	2,420	2,400	2,410	2,430	2,450	2,500	2,500	.
PROPOSED GOALS	.	.	.	.	.	2,430	2,450	2,500	2,500	2,500

9. Graduate Degrees Awarded [First Majors Only]

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	829	1,063	989	1,104	1,128	.	.	.	.	.
APPROVED GOALS	892	950	1,050	1,026	1,035	1,050	1,055	1,075	1,075	.
PROPOSED GOALS	.	.	.	.	.	1,050	1,055	1,075	1,075	1,075

KEY PERFORMANCE INDICATORS (cont.)

Teaching & Learning (from the 2025 System Strategic Plan not included in PBF section)

10. Percentage of Bachelor's Degrees Awarded to African-American & Hispanic Students

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	20	20	23	22	22	.	.	.	.	.
APPROVED GOALS	20	21	23	24	24	24	24	24	24	.
PROPOSED GOALS	.	.	.	.	.	24	24	24	24	24

11. Percentage of Adult (Aged 25+) Undergraduates Enrolled

	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026
ACTUAL	33	33	32	31	32	.	.	.	.	.
APPROVED GOALS	32	33	33	33	33	33	33	33	33	.
PROPOSED GOALS	.	.	.	.	.	33	33	33	33	33

12. Percent of Bachelor's Degrees in STEM & Health

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	41	45	52	50	53	.	.	.	.	.
APPROVED GOALS	40	41	50	52	53	54	54	55	55	.
PROPOSED GOALS	.	.	.	.	.	54	54	55	55	55

13. Percent of Graduate Degrees in STEM & Health

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	22	24	26	31	29	.	.	.	.	.
APPROVED GOALS	23	24	25	26	28	28	28	28	28	.
PROPOSED GOALS	.	.	.	.	.	29	29	29	29	29

KEY PERFORMANCE INDICATORS (cont.)

Teaching & Learning (from the 2025 System Strategic Plan not included in PBF section)

14. Professional Licensure & Certification Exam First-time Pass Rates

CALENDAR YEAR	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
NURSING	99	98	91	96	94	100	100	100	100	100
<i>US Average</i>	90	92	91	90	86	.	.	.	.	.

Exam Scores Relative to Benchmarks

	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
ABOVE OR TIED	1	1	1	1	1	.	.	.	.	.
TOTAL	1	1	1	1	1	.	.	.	.	.

KEY PERFORMANCE INDICATORS (cont.)

Scholarship, Research & Innovation Metrics

15. National Academy Memberships

	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
ACTUAL	0	0	0	0	0	.	.	.	.	.
APPROVED GOALS	0	0	0	0	0	0	0	0.	0	.
PROPOSED GOALS	.	.	.	.	.	0	0	0	0	0

16. Faculty Awards

	FALL 2015	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024
ACTUAL	0	0	0	0	0	.	.	.	.	.
APPROVED GOALS	0	0	0	0	0	0	0	0.	0	.
PROPOSED GOALS	.	.	.	.	.	0	0	0	0	0

17. Percent of Undergraduates Engaged in Research

	SPRING 2017	SPRING 2018	SPRING 2019	SPRING 2020	SPRING 2021	SPRING 2022	SPRING 2023	SPRING 2024	SPRING 2025	SPRING 2026
ACTUAL	.	.	.	31	25	.	.	.	.	.
APPROVED GOALS
PROPOSED GOALS	26	28	29	30	32

18. Total Research Expenditures (\$M)

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	35	41	42	40	41	.	.	.	.	.
APPROVED GOALS	39	37	42	44	46	48	50	52	53	.
PROPOSED GOALS	.	.	.	.	.	43	44	46	49	51

19. Research Expenditures from External Sources (\$M)

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	12	10	13	14	19	.	.	.	.	.
APPROVED GOALS	.	.	.	15	15	16	17	18	19	.
PROPOSED GOALS	.	.	.	.	.	16	17	18	19	20

KEY PERFORMANCE INDICATORS (cont.)

Scholarship, Research & Innovation Metrics

20. Utility Patents Awarded

	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
ACTUAL	0	0	0	0	0	.	.	.	.	.
APPROVED GOALS	0	0	0	0	0	0	0	0	0	.
PROPOSED GOALS	.	.	.	.	.	0	0	0	0	0

21. Number of Licenses/Options Executed Annually

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	0	0	0	0	0	.	.	.	.	.
APPROVED GOALS	0	0	0	0	0	0	0	0	0	.
PROPOSED GOALS	.	.	.	.	.	0	0	0	0	0

22. Number of Start-up Companies Created

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
ACTUAL	0	0	0	0	0	.	.	.	.	.
APPROVED GOALS	0	0	0	0	0	0	0	0	0	.
PROPOSED GOALS	.	.	.	.	.	0	0	0	0	0

KEY PERFORMANCE INDICATORS (cont.)

Institution Specific Goals

To further distinguish the university's distinctive mission, the university may choose to provide additional metric goals that are based on the university's own strategic plan.

Percentage Fall Undergraduate Enrolled with Military Affiliation (Degree-Seeking)

	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026
ACTUAL	15	17	18	17	16	.	.	.	.	.
APPROVED GOALS	.	.	.	19	19	20	20	20	20	.
PROPOSED GOALS	.	.	.	.	.	20	20	20	20	20

ENROLLMENT PLANNING

Fall Headcount Enrollment by Student Level [all degree-seeking students, all campuses]

UNDERGRADUATE	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
ACTUAL	9,549	9,355	9,192	9,172	8,860	.	.	.	.	.
APPROVED GOALS	9,638	9,524	9,473	9,233	9,186	9,238	9,298	9,279	9,350	.
PROPOSED GOALS	.	.	.	.	.	8,825	8,905	8,980	9,065	9,140
GRADUATE	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
ACTUAL	2,781	2,824	2,826	3,190	3,723	.	.	.	.	.
APPROVED GOALS	2,787	2,840	3,065	2,888	3,453	3,631	3,701	3,604	3,647	.
PROPOSED GOALS	.	.	.	.	.	3,885	3,935	3,985	4,035	4,085

Fall Headcount Enrollment by Student Type [all degree-seeking students, all campuses]

UNDERGRADUATE	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
FTIC: New	1,094	1,109	1,196	1,252	1,183	1,190	1,210	1,120	1,130	1,150
FTIC: Returning	3,354	3,164	3,054	3,070	3,020	3,050	3,080	3,110	3,150	3,180
Transfer: FCS w/ AA	1,807	1,812	1,804	1,787	1,699	1,675	1,690	1,700	1,720	1,730
Other Undergraduates	2,935	2,885	2,795	2,722	2,633	2,590	2,610	2,640	2,660	2,680
Post-Baccalaureates	359	385	343	341	325	320	315	310	305	300
Subtotal	9,549	9,355	9,192	9,172	8,860	8,825	8,905	8,980	9,065	9,140
GRADUATE	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
Master's	2,437	2,498	2,514	2,885	3,445	3,600	3,650	3,700	3,750	3,800
Research Doctoral	344	326	312	283	242	250	250	250	250	250
Professional Doctoral	0	0	0	22	36	35	35	35	35	35
Subtotal	2,781	2,824	2,826	3,190	3,723	3,885	3,935	3,985	4,035	4,085
TOTAL	12,330	12,179	12,018	12,362	12,583	12,710	12,840	12,965	13,100	13,225

Note: This table reports this number of students enrolled by student type categories. These headcounts only include those seeking a degree – unclassified students (e.g., dual enrolled) are not included. The student type for undergraduates is based on the 'Type of Student at Most Recent Admission'. The First Time in College (FTIC) student was admitted in the same fall term or in the preceding summer term – this includes those who were re-admitted as FTICs.

ENROLLMENT PLANNING (cont.)

Percent of Baccalaureate-Seeking Resident Undergraduates Earning 15+ Credits [Fall term]

	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
ACTUAL	15	16	17	16	16	.	.	.	.	.
APPROVED GOALS	.	.	17	17	18	19	20	21	22	.
PROPOSED GOALS	.	.	.	.	.	19	20	20	20	20

Full-Time Equivalent (FTE) Enrollment by Course Level

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2027-28
LOWER	3,235	3,122	2,968	2,883	2,997	2,913	2,996	3,062	3,133	3,201	3,225
UPPER	5,262	5,385	5,477	5,431	5,409	5,158	5,211	5,214	5,221	5,223	5,225
GRAD 1	1,672	1,737	1,699	1,750	2,035	2,439	2,391	2,423	2,454	2,485	2,490
GRAD 2	196	202	177	162	139	86	85	85	85	85	85
TOTAL	10,365	10,446	10,321	10,226	10,580	10,597	10,683	10,784	10,893	10,994	11,025

Note: Full-time Equivalent (FTE) student is a measure of all instructional activity (regardless of fundability) that is based on the number of credit hours for all students during an academic (summer, fall, spring) year. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Pursuant to section 1013.31, Florida Statutes, Board facilities staff use this data as a key factor in the calculation of facility space needs for university educational plant surveys.

Percent FTE Enrollment by Method of Instruction

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
UNDERGRADUATE										
All Distance (100%)	32	35	35	38	84	59	50	40	40	40
Primarily Dist. (80-99%)	1	<1	1	1	<1	<1	<1	<1	<1	<1
Flex	0	0	0	0	0	0	0	0	0	0
Hybrid (50-79%)	3	3	3	4	8	10	9	5	5	5
Classroom (0-49%)	64	62	60	57	8	31	41	55	55	55
GRADUATE										
All Distance (100%)	81	81	82	83	94	91	86	86	86	86
Primarily Dist. (80-99%)	0	0	0	0	<1	<1	<1	<1	<1	<1
Flex	0	0	0	0	0	0	0	0	0	0
Hybrid (50-79%)	2	1	1	1	2	1	1	1	1	1
Classroom (0-49%)	18	18	17	16	4	8	14	14	14	14

Note: Effective for the Fall 2020 term, Board staff added a new FLEX value to capture the course sections in which there is a mix of modalities within the same course section that allows students the option to switch between the modalities during the term. See definitions sections for a detailed description.

ACADEMIC PROGRAM COORDINATION

New Programs for Consideration by Institution in AY 2022-23

The SUS Council of Academic Vice Presidents Academic Program Coordination Work Group will review these programs as part of their on-going coordination efforts. The programs listed below are based on the 2021 Accountability Plan list for programs under consideration for 2022-23.

PROGRAM TITLES	CIP CODE	AREA OF STRATEGIC EMPHASIS	OTHER INST W/ SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT IN 5 TH YEAR	PROPOSED DATE OF SUBMISSION TO UBOT
UNDERGRADUATE						
BSBA Human Resource Mgt	52.1001	GAP	FIU	No	65	Sp 2022

MASTER’S, SPECIALIST AND OTHER ADVANCED MASTER’S PROGRAMS

DOCTORAL PROGRAMS

New Programs for Consideration by Institution in AY 2023-24

These programs will be used in the 2023 Accountability Plan list for programs under consideration for 2023-24.

PROGRAM TITLES	CIP CODE	AREA OF STRATEGIC EMPHASIS	OTHER INST W/ SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT IN 5 TH YEAR	PROPOSED DATE OF SUBMISSION TO UBOT
UNDERGRADUATE						
B.S. Aviation Management	49.0101	No	None	No	55	Fall 2023

MASTER’S, SPECIALIST AND OTHER ADVANCED MASTER’S PROGRAMS

M.S. Legal Studies	22.0000	No	None	No	50	Sp 2024
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DOCTORAL PROGRAMS

DEFINITIONS

Performance Based Funding (PBF)

PBF-1. Percent of Bachelor's Graduates Enrolled or Employed (\$30,000+) One Year After Graduation:

This metric is based on the percentage of a graduating class of bachelor's degree recipients who are enrolled or employed (earning at least \$30,000) somewhere in the United States. Students who do not have valid social security numbers and are not found enrolled are excluded. This data now includes: non-Florida data from all states and districts, including the District of Columbia and Puerto Rico; and military enlistment as reported by the institutions. Sources: State University Database System (SUDS), Florida Department of Economic Opportunity (DEO) analysis of State Wage Interchange System (SWIS), and National Student Clearinghouse (NSC).

PBF-2. Median Wages of Bachelor's Graduates Employed Full-Time One Year After Graduation

This metric is based on annualized Unemployment Insurance (UI) wage data from the fourth fiscal quarter after graduation for bachelor's recipients. This data does not include individuals who are self-employed, employed by the military, those without a valid social security number, or making less than minimum wage. This data now includes non-Florida data from all states and districts, including the District of Columbia and Puerto Rico. Sources: State University Database System (SUDS) and Florida Department of Economic Opportunity (DEO) analysis of State Wage Interchange System (SWIS).

PBF-3. Cost to the Student Net Tuition & Fees for Resident Undergraduates per 120 Credit Hours

This metric compares the average sticker price and the average gift aid amount. The sticker price includes: (1) tuition and fees for resident undergraduates; (2) books and supplies (we use a proxy as calculated by the College Board); and (3) the average number of credit hours attempted by students who were admitted as an FTIC student who graduated with a bachelor's degree from a program that requires only 120 credit hours. The gift aid amount includes: (1) financial aid (grants, scholarships, waivers and third-party payments) provided to resident undergraduate students during the most recent academic year; (2) the total number of credit hours for those resident undergraduates. The average gift aid award per credit hour was multiplied by 120 and compared to the sticker price. Sources: State University Database System (SUDS), the Legislature's annual General Appropriations Act, and university required fees as approved by the Florida Board of Governors.

PBF-4. Four Year FTIC Graduation Rate

This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and had graduated from the same institution by the summer term of their fourth year. FTIC includes 'early admit' students who were admitted as a degree-seeking student prior to high school graduation. Students who were enrolled in advanced graduate programs during their 4th year were excluded. Source: State University Database System (SUDS).

PBF-5. Academic Progress Rate [2nd Year Retention with 2.0 GPA or Above]

This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and were still enrolled in the same institution during the next Fall term with a grade point average (GPA) of at least 2.0 at the end of their first year (Fall, Spring, Summer). Source: State University Database System (SUDS).

DEFINITIONS (cont.)

PBF-6. Bachelor's Degrees within Programs of Strategic Emphasis

This metric is based on the number of baccalaureate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis.' A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Source: State University Database System (SUDS).

PBF-7. University Access Rate Percent of Undergraduates with a Pell Grant

This metric is based the number of undergraduates, enrolled during the fall term, who received a Pell Grant during the fall term. Students who were not eligible for Pell Grants (e.g., unclassified, non-resident aliens, post-baccalaureate students) were excluded from the denominator for this metric. Source: State University Database System (SUDS).

PBF-8a. Graduate Degrees within Programs of Strategic Emphasis

This metric is based on the number of graduate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis.' A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double majors are included). Source: State University Database System (SUDS).

PBF-8b. Freshmen in Top 10% of High School Class (*Applies only to New College of Florida and Florida Polytechnic University*)

Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class. Source: As reported by each university on the Common Data Set.

PBF-9a: FCS AA Transfer Two-Year Graduation Rate [Full-time students]: This transfer cohort is defined as undergraduates entering in fall term (or summer continuing to fall) from the Florida College System with an Associate in Arts (AA) degree and were enrolled full-time in their first semester. The rate is the percentage of the initial cohort that has graduated from the same institution by the summer term of their second year. Students who were flagged as enrolled in advanced graduate programs in their 2nd year were excluded. Source: State University Database System (SUDS).

PBF-9b: Pell Recipient Six-Year Graduation Rate [Full- and Part-time students]: This metric is based on the percentage of students who started in the Fall (or summer continuing to Fall) term and were enrolled full-or part-time in their first semester and who received a Pell Grant during their first year (summer to spring) and who graduated from the same institution by the summer term of their sixth year. Students who were flagged as enrolled in advanced graduate programs that would not earn a bachelor's degree were excluded. Source: State University Database System (SUDS).

PBF-10. FAMU: Number of Bachelor's Degrees Awarded to Transfers with AA Degrees from FCS: This is a count of first-major baccalaureate degrees awarded to students who entered as FCS AA Transfers. First majors include the most common scenario of one student earning one degree in one Classification of Instructional Programs (CIP) code. A student who earns two baccalaureate degrees under two different degree CIPs is counted twice. Source: State University Database System (SUDS).

PBF-10.FAU: Total Research Expenditures: Total expenditures for all research activities, including non-science and engineering activities. Source: As reported by each institution to the National Science Foundation annual survey of Higher Education Research and Development (HERD) based on the NSF rules and definitions.

DEFINITIONS (cont.)

PBF-10. FGCU: Number of Bachelor's Degrees Awarded to Hispanic & African Americans: Race/Ethnicity data is self-reported by students to the university. This includes students who self-select Hispanic, Non-Hispanic African Americans, and those who select multiple races including Black/African American. Degree data is based on first-major counts only; second majors are not included. Source: State University Database System (SUDS).

PBF-10.FIU: Number of Post-Doctoral Appointees: The number of postdoctoral appointees awarded annually. Source: National Science Foundation/National Institutes of Health Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).

PBF-10.FPOLY: Percent of Bachelor's Graduates with 2 or more Workforce Experiences: The percentage of Bachelor's recipients who completed at least two of the following four workforce experiences: external internships, industry-sponsored capstone projects, undergraduate research (from an externally funded research grant), and certifications. Source: Florida Polytechnic University student survey data reported to the Florida Board of Governors.

PBF-10.FSU: Number of Bachelor's Graduates who took an Entrepreneurship Class: The number of Bachelor's recipients who enrolled in one or more graded Entrepreneurship courses before graduating and who were not above Excess Hours at the time of taking their first entrepreneurship course. Source: Florida State University student survey data reported to the Florida Board of Governors.

PBF-10.NCF: Percent of FTIC Graduates Completing 3 or more High Impact Practices: The percentage of graduating seniors who started as FTIC students and who complete three or more high-impact practices as defined by the National Survey of Student Engagement (NSSE) and the Association of American Colleges & Universities. High-impact practices include: (1) capstone project or thesis, (2) internships, (3) study abroad, (4) writing-intensive courses, (5) living-learning communities, (6) undergraduate research, (7) first-year experience, (8) learning communities, (9) service-learning, and (10) collaborative projects. Multiple activities within the same category only count once (e.g., a student completing three internships has completed one high impact practice). Source: New College of Florida student survey data reported to the Florida Board of Governors.

PBF-10.UCF: Percent of Bachelor's Degrees Awarded to African American and Hispanic Students: Percentage of degrees is based on the number of baccalaureate degrees awarded to Hispanic and non-Hispanic African American students divided by the total degrees awarded - excluding those awarded to non-resident aliens and unreported. Source: State University Database System (SUDS).

PBF-10.UF: Endowment Size (M): Assets invested by an institution to support its educational mission. Source: National Association of College and University Business Officers (NACUBO) and Commonfund Institute's annual report of Market Value of Endowment Assets.

PBF-10.UNF: Percent of Undergraduate FTE in Online Courses: Full-time equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the Integrated Postsecondary Education Data System (IPEDS) definition, which divides undergraduate credit hours by 30. Online, or distance learning, courses provide at least 80 percent of the direct instruction using some form of technology when the student and instructor are separated by time or space, or both per Section 1009.24(17), Florida Statutes. Source: State University Database System (SUDS).

DEFINITIONS (cont.)

PBF-10.USF: 6-Year Graduation Rates (FT/PT): The first-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned since high school graduation. The rate is the percentage of the initial cohort that has either graduated from the same institution by the summer term of their sixth academic year. Both full-time and part-time students are used in the calculation. FTIC includes 'early admits' students who were admitted as a degree-seeking student prior to high school graduation. Source: State University Database System (SUDS).

PBF-10.UWF: Percent of Baccalaureate Graduates Completing 2+ Types of High-Impact Practices: The percentage of graduating seniors completing two or more high-impact practices as defined by the Association of American Colleges & Universities. High-impact practices include: (1) first-year seminar & experiences, (2) common intellectual experience, (3) writing-intensive courses, (4) collaborative assignments & projects, (5) diversity/global learning, (6) ePortfolios, (7) service learning, community-based learning, (8) internships, (9) capstone courses & projects. Multiple activities within the same category only count once (e.g., a student completing three internships has completed one high impact practice). Source: University of West Florida student data reported to the Florida Board of Governors.

Preeminence Research University (PRE)

PRE-A: Average GPA & Average SAT: An average weighted grade point average of 4.0 or higher on a 4.0 scale and an average SAT score of 1200 or higher on a 1600-point scale or an average ACT score of 25 or higher on a 36 score scale, using the latest published national concordance table developed jointly by the College Board and ACT, Inc., for fall semester incoming freshmen, as reported annually.

PRE-B: National University Rankings: A top-50 ranking on at least two well-known and highly respected national public university rankings, reflecting national preeminence, using the most recent rankings. Sources: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, US News and World Report National University, US News and World Report National Public University, US News and World Report Liberal Arts Colleges, Forbes, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and the Center for Measuring University Performance.

PRE-C: Freshmen Retention Rate: Freshman Retention Rate (full-time, FTIC) cohorts are based on first-year undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). Percent retained is based on those who are enrolled during the second fall term. Source: State University Database System (SUDS).

PRE-D: 4-year Graduation Rate: This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and had graduated from the same institution by the summer term of their fourth year. FTIC includes 'early admit' students who were admitted as a degree-seeking student prior to high school graduation. Students who were enrolled in advanced graduate programs during their 4th year were excluded. Source: State University Database System (SUDS).

DEFINITIONS (cont.)

PRE-E: National Academy Memberships: National Academy Memberships held by faculty. Source: The Center for Measuring University Performance in the Top American Research Universities (TARU) annual report or the official membership directories maintained by each national academy.

PRE-F: Total Science & Engineering Research Expenditures: Research expenditures within Science & Engineering disciplines. Source: As reported by each institution to the National Science Foundation (NSF) annual survey of Higher Education Research and Development (HERD) based on the NSF rules and definitions.

PRE-G: Science & Engineering Research Expenditures in Non-Health Sciences: Research expenditures within Science & Engineering in non-medical sciences. Source: As reported by each institution to the National Science Foundation annual survey of Higher Education Research and Development (HERD) based on the NSF rules and definitions.

PRE-H: National Ranking in Research Expenditures: The NSF identifies 8 broad disciplines within Science & Engineering: Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, and Social Sciences. The rankings by discipline are determined by BOG staff using the NSF online database.

PRE-I: Patents Awarded: Total utility patents awarded for the most recent three calendar year period. Based on legislative staff guidance, Board staff query the USPTO database with a query that only counts utility patents: "(AN/"University Name" AND ISD/yyyymmdd->yyyymmdd AND APT/1)". Source: United States Patent and Trademark Office (USPTO).

PRE-J: Doctoral Degrees Awarded Annually: Includes doctoral research degrees and professional doctoral degrees awarded in medical and health care disciplines. Also includes veterinary medicine. Source: State University Database System (SUDS).

PRE-K: Number of Post-Doctoral Appointees: The number of postdoctoral appointees awarded annually. Source: National Science Foundation/National Institutes of Health Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).

PRE-L: Endowment Size (M): Assets invested by an institution to support its educational mission. Source: National Association of College and University Business Officers (NACUBO) and Commonfund Institute's annual report of Market Value of Endowment Assets.

Key Performance Indicators (KPI)

KPI-1: Public University National Ranking: A top-50 ranking on at least two well-known and highly respected national public university rankings, reflecting national preeminence, using most recent rankings. Sources: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, US News and World Report National University, US News and World Report National Public University, US News and World Report Liberal Arts Colleges, Forbes, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and Center for Measuring University Performance.

KPI-2: Freshmen in Top 10% of High School Class: Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class. Source: As reported by each university on the Common Data Set.

DEFINITIONS (cont.)

KPI-3: Time to Degree for FTICs in 120hr programs: This metric is the number of years between the start date (using the student entry date) and the end date (using the last month in the term degree was granted) for a graduating class of first-time, single-major baccalaureates in 120 credit hour programs within a (Summer, Fall, Spring) year. Source: State University Database System (SUDS).

KPI-4: Percent of Bachelor's Degrees Without Excess Hours

This metric is based on the percentage of baccalaureate degrees awarded within 110% of the credit hours required for a degree based on the Board of Governors Academic Program Inventory. This metric excludes the following types of student credits: accelerated mechanisms, remedial coursework, non-native credit hours that are not used toward the degree, non-native credit hours from failed, incomplete, withdrawn, or repeated courses, credit hours from internship programs, credit hours up to 10 foreign language credit hours, and credit hours earned in military science courses that are part of the Reserve Officers' Training Corps (ROTC) program. Starting in 2018-19, the calculation for this metric included a new type of statutory exclusion of up to 12 credit hours for students who graduated in four years or less. This metric does not report the number of students who paid the "Excess Hour Surcharge" (Section 1009.286, Florida Statutes). Source: State University Database System (SUDS).

KPI-5: Six-Year FTIC Graduation Rates [full- & part-time students]: The first-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned since high school graduation. The rate is the percentage of the initial cohort that has either graduated from the same institution by the summer term of their sixth academic year. Both full-time and part-time students are used in the calculation. FTIC includes 'early admits' students who were admitted as a degree-seeking student prior to high school graduation. Source: State University Database System (SUDS).

KPI-6: FCS AA Transfer Three-Year Graduation Rate [full- & part-time students]: This transfer cohort is defined as undergraduates entering in fall term (or summer continuing to fall) from the Florida College System with an Associate in Arts (AA) degree. The rate is the percentage of the initial cohort that has either graduated from the same institution by the summer term of their third academic year. Both full-time and part-time students are used in the calculation. Students who were flagged as enrolled in advanced graduate programs that would not earn a bachelor's degree are excluded. Source: State University Database System (SUDS).

KPI-7: Pell Recipient Four-Year Graduation Rate [for full-time FTIC]: This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and who received a Pell Grant during their first year and who graduated from the same institution by the summer term of their fourth year. FTIC includes 'early admit' students who were admitted as a degree-seeking student prior to high school graduation. Students who were flagged as enrolled in advanced graduate programs that would not earn a bachelor's degree were excluded. Source: State University Database System (SUDS).

KPI-8: Bachelor's Degrees Awarded & KPI-9: Graduate Degrees Awarded: This is a count of first-major baccalaureate and graduate degrees awarded. First majors include the most common scenario of one student earning one degree in one Classification of Instructional Programs (CIP) code. In cases where a student earns a baccalaureate degree under two different degree CIPs, a distinction is made between "dual degrees" and "dual majors." Also included in first majors are "dual degrees" which are counted as separate degrees (e.g., counted twice). In these cases, both degree CIPs receive a "degree fraction" of 1.0. The calculation of degree fractions is made according to each institution's criteria. Source: State University Database System (SUDS).

KPI-10: Bachelor's Degrees Awarded to African-American & Hispanic Students: Race/Ethnicity data is self-reported by students to each university. The non-Hispanic, African-American and Hispanic categories do not include students classified as Non-Resident Alien or students with a missing race code. Degree data is based on first-major counts only; second majors are excluded. Percentage of degrees is based on the number of baccalaureate degrees awarded to non-Hispanic African-American and Hispanic students divided by the total degrees awarded, excluding those awarded to non-resident aliens and unreported. Source: State University Database System (SUDS).

KPI-11: Percentage of Adult (Aged 25+) Undergraduates Enrolled: This metric is based on the age of the student at the time of their Fall term enrollment, not their age upon entry. As a proxy, age is based on birth year not birth date. Unclassified students with a HS diploma (or GED) and above are included in this calculation. Source: State University Database System (SUDS).

KPI-12: Percent of Bachelor's Degrees in STEM & Health & KPI-13: Percent of Graduate Degrees in STEM & Health: The percentage of degrees that are classified as STEM or Health disciplines by the Board of Governors in the Academic Program Inventory. These counts include second majors. Second majors include all dual/second majors (e.g., degree CIP receive a degree fraction that is less than 1). The calculation of degree fractions is made according to each institution's criteria. The calculation for the number of second majors rounds each degree CIP's fraction of a degree up to 1 and then sums the total. Second majors are typically used when providing degree information by discipline/CIP, to better convey the number of graduates who have specific skill sets associated with each discipline. Source: State University Database System (SUDS).

KPI-14: Licensure & Certification Exam Pass Rates: The average pass rates as a percentage of all first-time examinees for Nursing, Law, Medicine, Veterinary, Pharmacy, Dental, Physical Therapy, and Occupational Therapy, when applicable. The average pass rate for the nation or state is also provided as a contextual benchmark. The Board's 2025 System Strategic Plan calls for all institutions to be above or tied the exam's respective benchmark. The State benchmark for the Florida Bar Exam excludes non-Florida institutions. The national benchmark for the USMLE exams is based on rates for MD degrees from U.S. institutions. Source: BOG staff analysis of exam pass rates provided by institutions or licensure/certification boards.

KPI-15: National Academy Memberships: National Academy Memberships held by faculty. Source: Center for Measuring University Performance in the Top American Research Universities (TARU) annual report or the official membership directories maintained by each national academy.

DEFINITIONS (cont.)

KPI-16: Faculty Awards: Awards include: American Council of Learned Societies (ACLS) Fellows, Beckman Young Investigators, Burroughs Wellcome Fund Career Awards, Cottrell Scholars, Fulbright American Scholars, Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, Lasker Medical Research Awards, MacArthur Foundation Fellows, Andrew W. Mellon Foundation Distinguished Achievement Awards, National Endowment for the Humanities (NEH) Fellows, National Humanities Center Fellows, National Institutes of Health (NIH) MERIT, National Medal of Science and National Medal of Technology, NSF CAREER awards (excluding those who are also PECASE winners), Newberry Library Long-term Fellows, Pew Scholars in Biomedicine, Presidential Early Career Awards for Scientists and Engineers (PECASE), Robert Wood Johnson Policy Fellows, Searle Scholars, Sloan Research Fellows, and Woodrow Wilson Fellows. Source: Center for Measuring University Performance in the Top American Research Universities (TARU) annual report.

KPI-17: Percent of Undergraduates Engaged in Research: Numerator includes graduating seniors who completed an honors thesis, worked on their own research and/or creative activity topic with the guidance of a faculty member (individually or jointly), submitted an article or research for publication or exhibited research at a professional/academic conference (individually or jointly). The denominator includes graduating seniors who complete the survey. While senior exit surveys are traditionally administered in the spring term, institutions may include senior exit surveys from other terms in a given academic year if they are available. Source: Student survey data reported to the Florida Board of Governors.

KPI-18: Total Research Expenditures: Total expenditures (in millions of dollars) for all research activities (including non-science and engineering activities). Source: As reported by each institution to the National Science Foundation annual survey of Higher Education Research and Development (HERD) based on the NSF rules and definitions.

KPI-19: Research Expenditures Funded from External Sources: This metric reports the amount of research expenditures that was funded from federal, private industry, and other (non-state and non-institutional) sources. Source: As reported by each institution to the National Science Foundation annual survey of Higher Education Research and Development (HERD) based on the NSF rules and definitions.

KPI-20: Utility Patents Awarded: The number of utility patents in a calendar year, excluding design, plant, or similar patents. Source: United States Patent and Trademark Office (USPTO).

KPI-21: Number of Licenses/Options Executed Annually: Licenses/options executed in the fiscal year for all technologies Source: As reported by universities on the Association of University Technology Managers Annual (AUTM) annual Licensing Survey.

KPI-22: Number of Start-up Companies Created: The number of start-up companies that were dependent upon the licensing of University technology for initiation. Source: Association of University Technology Managers Annual (AUTM) annual Licensing Survey.

Enrollment Planning (ENRL)

ENRL-1: Fall Headcount Enrollment by Student Level and Student Type: This table reports the number of students enrolled by student type categories. These headcounts only include those students who were seeking a degree – unclassified students (e.g., dual enrolled) are not included. The student type for undergraduates is based on the 'Type of Student at Most Recent Admission'. The first-time-in-college (FTIC) student was admitted in the same fall term or in

the preceding summer term, including those who were re-admitted as FTICs. Source: State University Database System (SUDS).

ENRL-2: Percent of Resident Baccalaureate-Seeking Resident Undergraduates Earning 15+ Credits: This table reports the percent of baccalaureate-seeking resident undergraduates who earned fifteen or more credit hours during the fall term as reported on the Term Credit Hours Earned element (#01089). This includes the pass/fail courses in which the student earned a passing grade and excludes audited courses. Source: State University Database System (SUDS).

DEFINITIONS (cont.)

ENRL-3 Full-Time Equivalent Enrollment by Course Level: This table reports full-time Equivalent (FTE) enrollment, which is a measure of all instructional activity, regardless of fundability, that is based on the number of credit hours that students enroll. This FTE calculation is based on the Integrated Postsecondary Education Data System (IPEDS) definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Pursuant to Section 1013.31, Florida Statutes, Board facilities staff use this data as a key factor in the calculation of facility space needs for institution educational plant surveys. Source: State University Database System (SUDS).

ENRL-4: Percent FTE Enrollment by Method of Instruction: This table reports the percentages of FTE enrollment that is classified as Distance Learning for all students at all campuses regardless of funding source. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both per Section 1009.24(17), Florida Statutes). Effective for the Fall 2020 term, Board staff added a new FLEX value to capture the course sections in which there is a mix of modalities within the same course section that allows students the option to switch between the modalities during the term. Course sections with mixed modalities that are predetermined/scheduled by the instructor at the start of the term to accommodate classroom capacity constraints and results in all students in the section having the same percentages of remote work is not a FLEX section and is considered one of the traditional non-FLEX designations. These designations account for planned adjustments to academic calendars (like being remote after thanksgiving or spring break) that are known at the beginning of the term. Unexpected adjustments to the academic calendar are not captured by these designations. FLEX courses start the term as FLEX. No academic calendar adjustment can change a non-FLEX into a FLEX. Source: State University Database System (SUDS).



STATE UNIVERSITY SYSTEM OF FLORIDA



UWF Board of Trustees Meeting
Full Board Meeting
March 17, 2022

Issue: New Human Resources Policy, HR 24.00-Draft, Bonuses

Proposed Action: Approval of the University of West Florida HR Policy 24.00-Date, Bonuses

Background Information: Section 1012.978, Florida Statutes, provides that, notwithstanding Section 215.425(3), Florida Statutes, a university board of trustees may implement a bonus scheme based on awards for work performance or employee recruitment and retention. The board of trustees must submit to the Board of Governors the bonus scheme, including the evaluation criteria by which a bonus will be awarded. The Board of Governors must approve any bonus scheme created under this section before its implementation.

Florida Board of Governors (BOG) adopted BOG Regulation 9.015, University Bonus Plan, on November 4, 2021. This regulation permits each board of trustees to establish and implement one or more bonus plans that authorizes the award of bonuses based on the employee work performance or for purposes of recruitment and retention and has established criteria for such plans. The bonus plan submitted for approval is consistent with the language of the BOG Regulation 9.015 and; therefore, may be implemented upon the approval by the University of West Florida Board of Trustees in accordance with the regulation as currently drafted.

Implementation Plan: Once the University of West Florida Board of Trustees approves this policy, the policy will be advertised for the thirty-day comment period as outlined in the P-01.03-12/17, University Policy development and Issuance Process. It is unclear at this time if the approved Bonus policy will need to go back to the Florida Board of Governors for approval because, while the proposed BOG regulation indicates a bonus plan consistent with the regulation does not have to be approved by the BOG, section 1012.978 states that the BOG must approve a bonus plan before its implementation.

Fiscal Implications: Minor- less than 2% of the operating budget.

Supporting documents: HR Policy 24.00-Date, Bonuses
Florida Statute 110.131
Florida Statute 215.425
Florida Statute 1012.987
Florida Board of Governors Regulation 9.015, University Bonus Plans

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Facilitator/Presenter: Jamie C Sprague
Associate Vice President Human Resources



UNIVERSITY POLICY HR-24.00-DATE

TO: The University of West Florida Community

FROM: Dr. Martha D. Saunders, President

SUBJECT: Bonuses

RESPONSIBLE OFFICE: President and Human Resources

I. Purpose:

The University of West Florida (UWF or University) bonus plan is designed to comply with Sections 110.131(3), 215.425(3) and 1012.978, Florida Statutes, and the Florida Board of Governors Regulation 9.015. The University shall provide incentive bonuses based on work performance as well as addressing recruitment and retention needs. A bonus is a one-time monetary award given to an employee that is not added to the employee's base salary.

II. Policy:

A. Work Performance Bonuses

Evaluation Criteria: The evaluation criteria for these bonuses include, but are not limited to, documented work performance involving increased duties/responsibilities, successful completion of a special project, attainment of established goals, superior performance, or specific achievements or assignments of significance.

1. Performance-Based Bonus

The Performance-Based Bonus is to recognize an employee who has demonstrated continuous outstanding performance or who has made a significant contribution to the University's mission as well as departmental objectives. To be eligible to receive this bonus, the employee must have the highest rating on a current performance evaluation on file. The employee must not have had any disciplinary action in the past twelve months.

2. Project-Based Bonus

The Project-Based Bonus is to recognize an employee upon the successful completion of a special project with pre-determined goals or performance levels in addition to the employee's regularly assigned duties. The special project must have a specified start

date and an end date. The employee must not have had any disciplinary action in the past twelve months.

3. Additional Duties Bonus

The Additional Duties Bonus is to recognize an employee who has assumed additional duties. This would be in lieu of a temporary pay increase for the additional duties when the length of time was not known at the onset of the temporary duties.

4. Variable Compensation Plan Award

The Variable Compensation Plan (VCP) Award is a pre-approved plan that provides for a bonus based on successful attainment of established goals. A VCP establishes a method for recognizing the employee's contribution to departmental objectives, which typically include revenue generation and specific targets to be achieved with a pay-out schedule based on achieving the stated goals within the fiscal year. The VCP may also recognize an employee that implements a plan or a program that saves the University money. In both cases, a plan outlining the specific goals, a timeline for completion, and a review of goal attainment must be in writing and approved by the Division Head and the Associate Vice President of Human Resources prior to receiving the bonus. The employee must not have had any disciplinary action in the past twelve months.

5. Recognition Awards

Recognition Awards serve to recognize an employee for superior performance or specific achievements in designated categories. The University community gathers each year to honor and recognize employees for their outstanding achievements and years of service through the Service and Recognition Awards program. Select University Work Force and Other Personal Services employees are recognized with the Nautilus Excellence Award for significant achievements within the University, Department, or Community. Various faculty excellence awards are presented during the annual Honors Convocation ceremony.

B. Recruitment (Sign-On) Bonuses

Evaluation Criteria: The evaluation criteria for these bonuses include, but is not limited to, identification of external candidates with desirable specialized skills and exceptional experience, or where market conditions or departmental structure merit such an award.

C. Retention Bonuses

Evaluation Criteria: The evaluation criteria for these bonuses include, but is not limited to, circumstances to address verified offers of competing employment, address market conditions that are significantly higher than the current salary, ameliorate salary compression or inversion, or acknowledge successful completion of career development, training, or certification programs that are in the best interests of the University or support the mission of the University. There must be a current

performance evaluation on file for the employee to be eligible for this bonus. An employee may only receive one retention bonus in each category listed below. The employee must be in their current eligible position for at least one year prior to receiving bonus and must not have had any disciplinary action in the past twelve months.

1. One-Time Payment in Lieu of Salary Increase

A one-time payment in lieu of a salary increase may be made to an employee where the University's budget cannot reasonably support recurring salary increases but can support one-time payments using non-recurring funds. Such one-time payments enhance retention of the valuable employee and avoid the cost to the University of replacing an individual who may leave to seek an increase in salary elsewhere.

2. Educational Incentive Awards

Educational Incentive Awards are given to encourage an employee to acquire a degree, a professional license, or a professional certification from an accredited institution or professional organization. The course of study should be relevant to the position and/or department needs. Educational Incentive Awards are not available for degrees, professional certifications, or licenses that are a current job requirement.

D. Delegations of Authority

The University of West Florida Board of Trustees (UWF BOT) delegates authority to the President or the President's designee to establish procedures to implement this bonus plan, including levels of approvals and compensation for specific bonuses described in this bonus plan. The University's bonus plan shall be overseen by the Associate Vice President of Human Resources for all out of unit faculty and out of unit University Work Force staff members.

E. Reporting to the UWF BOT

The Florida Board of Governors requires that bonuses paid pursuant to this plan be reported to the UWF BOT on a schedule to be set by the Board. Starting with the UWF BOT meeting of the Fall 2022 semester and each year thereafter, the President shall submit a report to the UWF BOT that certifies any bonuses paid during the prior fiscal year complied with the criteria in this bonus plan and that the bonuses were within the University's budget as approved by the UWF BOT. The total amount of funds paid for performance, recruitment, and retention bonuses shall be included in the report.

Approved by: _____
Dr. Martha D. Saunders

Date: _____

Authority: §110.131, Florida Statutes

§215.425, Florida Statutes
§1012.978, Florida Statutes
Board of Governors Regulation 9.015
Relevant UWF Collective Bargaining Agreements

History: Created **DATE**

9.015 University Bonus Plans

(1) Pursuant to section 1012.978, Florida Statutes, each board of trustees may establish and implement one or more plans that authorize the award of bonuses based on employee work performance or for purposes of recruitment and retention.

- (a) Each university plan must set forth the categories of employees who are eligible to receive bonuses and the evaluation criteria by which bonuses may be awarded. Evaluation criteria for plans based on employee work performance may include, but are not limited to, documented work performance involving increased duties/responsibilities, successful completion of a special project, attainment of established goals, superior performance, or specific achievements or assignments of significance. For plans developed for recruitment, evaluation criteria may include, but are not limited to, candidates with desirable specialized skills and exceptional experience, or where market conditions or departmental structure merit such a recruitment award. For plans developed for purposes of addressing retention, evaluation criteria may include, but are not limited to, circumstances to address verified offers of competing employment, to address market conditions which are significantly higher than the current salary, to ameliorate salary compression or inversion, or to acknowledge successful completion of career development, training, or certification programs that are in the best interests of the university or support the mission of the university.
- (b) Each university may authorize the inclusion of provisions that award bonuses in collective-bargaining agreements that are duly ratified by the board of trustees. Any bonus provisions in such agreements must be based upon standards appropriate to institutions of higher education or relevant industry standards.

(2) Any university bonus plan that is consistent with the provisions set forth herein may be implemented upon approval by the university board of trustees. Any plan approved by a university board of trustees that deviates from this authority shall not be implemented until submitted to and approved by the Board of Governors. This regulation applies to bonus plans created under section 1012.978, Florida Statutes.

(3) Comprehensive incentive-based compensation programs implemented for services related to the delivery of clinical care through a university Faculty Practice Plan approved by the Board of Governors and operating in accordance with Regulation 9.017 or another health-care related program are authorized upon approval by the university board of trustees.

(4) Each year, on a schedule established by the university board of trustees, the President shall submit a report to the board of trustees. The report shall contain the following: the President's certification that any bonuses paid during the reporting period complied with the criteria in the university's bonus plan and were paid from funds contained within the university's budget as approved by the board of trustees; and the total amount paid during the reporting period for performance, recruitment and retention bonuses.

Authority: Section 7(c), Art. IX, Fla. Const.; section 1012.978, Fla. Stat.; History: New 11-04-2021

Select Year:

The 2021 Florida Statutes

[Title XIV](#)

[Chapter 215](#)

[View Entire Chapter](#)

TAXATION AND FINANCE

FINANCIAL MATTERS: GENERAL PROVISIONS

215.425 Extra compensation claims prohibited; bonuses; severance pay. –

(1) No extra compensation shall be made to any officer, agent, employee, or contractor after the service has been rendered or the contract made; nor shall any money be appropriated or paid on any claim the subject matter of which has not been provided for by preexisting laws, unless such compensation or claim is allowed by a law enacted by two-thirds of the members elected to each house of the Legislature. However, when adopting salary schedules for a fiscal year, a district school board or community college district board of trustees may apply the schedule for payment of all services rendered subsequent to July 1 of that fiscal year.

(2) This section does not apply to:

(a) A bonus or severance pay that is paid wholly from nontax revenues and nonstate-appropriated funds, the payment and receipt of which does not otherwise violate part III of chapter 112, and which is paid to an officer, agent, employee, or contractor of a public hospital that is operated by a county or a special district; or

(b) A clothing and maintenance allowance given to plainclothes deputies pursuant to s. [30.49](#).

(3) Any policy, ordinance, rule, or resolution designed to implement a bonus scheme must:

(a) Base the award of a bonus on work performance;

(b) Describe the performance standards and evaluation process by which a bonus will be awarded;

(c) Notify all employees of the policy, ordinance, rule, or resolution before the beginning of the evaluation period on which a bonus will be based; and

(d) Consider all employees for the bonus.

(4)(a) On or after July 1, 2011, a unit of government that enters into a contract or employment agreement, or renewal or renegotiation of an existing contract or employment agreement, that contains a provision for severance pay with an officer, agent, employee, or contractor must include the following provisions in the contract:

1. A requirement that severance pay provided may not exceed an amount greater than 20 weeks of compensation.

2. A prohibition of provision of severance pay when the officer, agent, employee, or contractor has been fired for misconduct, as defined in s. [443.036\(29\)](#), by the unit of government.

(b) On or after July 1, 2011, an officer, agent, employee, or contractor may receive severance pay that is not provided for in a contract or employment agreement if the severance pay represents the settlement of an employment dispute. Such severance pay may not exceed an amount greater than 6 weeks of compensation. The settlement may not include provisions that limit the ability of any party to the settlement to discuss the dispute or settlement.

(c) This subsection does not create an entitlement to severance pay in the absence of its authorization.

(d) As used in this subsection, the term “severance pay” means the actual or constructive compensation, including salary, benefits, or perquisites, for employment services yet to be rendered which is provided to an employee who has recently been or is about to be terminated. The term does not include compensation for:

1. Earned and accrued annual, sick, compensatory, or administrative leave;

2. Early retirement under provisions established in an actuarially funded pension plan subject to part VII of chapter 112; or

3. Any subsidy for the cost of a group insurance plan available to an employee upon normal or disability retirement that is by policy available to all employees of the unit of government pursuant to the unit's health insurance plan. This subparagraph may not be construed to limit the ability of a unit of government to reduce or eliminate such subsidies.

(5) Any agreement or contract, executed on or after July 1, 2011, which involves extra compensation between a unit of government and an officer, agent, employee, or contractor may not include provisions that limit the ability of any party to the agreement or contract to discuss the agreement or contract.

History.—Formerly s. 11, Art. XVI of the Constitution of 1885, as amended; converted to statutory law by s. 10, Art. XII of the Constitution as revised in 1968; s. 27, ch. 79-190; s. 1, ch. 80-114; s. 35, ch. 84-336; s. 3, ch. 92-90; s. 83, ch. 92-279; s. 55, ch. 92-326; s. 2, ch. 95-169; s. 5, ch. 98-320; s. 8, ch. 99-259; s. 1, ch. 2011-143; s. 24, ch. 2012-5; s. 44, ch. 2014-218.

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1012.978 Bonuses for state university system employees.—Notwithstanding s. 215.425(3), a university board of trustees may implement a bonus scheme based on awards for work performance or employee recruitment and retention. The board of trustees must submit to the Board of Governors the bonus scheme, including the evaluation criteria by which a bonus will be awarded. The Board of Governors must approve any bonus scheme created under this section before its implementation.

History.—s. 5, ch. 2021-160.

Select Year:

The 2021 Florida Statutes

[Title X](#)

PUBLIC OFFICERS, EMPLOYEES, AND RECORDS

[Chapter 110](#)

STATE EMPLOYMENT

[View Entire Chapter](#)

110.131 Other-personal-services employment. –

(1) As used in this section, the term “agency” means any official, officer, commission, board, authority, council, committee, or department of the executive branch of state government and means any officer, court, commission, or other unit of the judicial branch of state government supported in whole or in part by appropriations made by the Legislature.

(2) An agency may employ any qualified individual in other-personal-services employment. For each other-personal-services employee, the agency shall:

(a) Maintain employee records identifying, at a minimum, the person employed, the hire date, the type of other-personal-services employment, and the number of hours worked.

(b) Determine the appropriate rate of pay and ensure that all payments are in compliance with the federal Fair Labor Standards Act and state law.

(c) Review, determine, and document by June 30 of each year whether the continuation of each other-personal-services employment position is necessary to the mission of the agency. This review process does not apply to board members; consultants; seasonal employees; institutional clients employed as part of their rehabilitation; bona fide, degree-seeking students in accredited secondary or postsecondary educational programs; employees hired to deal with an emergency situation that affects the public health, safety, or welfare; or employees hired for a project that is identified by a specific appropriation or time-limited grant.

(3) Unless specifically provided by law, other-personal-services employees are not eligible for any form of paid leave, paid holidays, a paid personal day, participation in state group insurance or retirement benefits, or any other state employee benefit. Other-personal-services employees may be included in that part of an agency’s recognition and reward program that recognizes and rewards employees who submit innovative ideas that increase productivity, eliminate or reduce state expenditures, improve operations, or generate additional revenue or who meet or exceed the agency’s established criteria for a project or goal.

(4) Each August 15, each agency employing an individual in other-personal-services employment shall submit a report to the Executive Office of the Governor and to the chairs of the legislative appropriations committees containing the following information for the previous fiscal year ending June 30:

(a) The total number of individuals serving in other-personal-services employment.

(b) The type of employment, average pay, and total number of hours worked for each individual serving in other-personal-services employment.

(5) Beginning January 1, 2014, an other-personal-services (OPS) employee who has worked an average of at least 30 or more hours per week during the measurement period described in s. [110.123\(13\)\(c\)](#) or (d), or who is reasonably expected to work an average of at least 30 or more hours per week following his or her employment, is eligible to participate in the state group insurance program as provided under s. [110.123](#).

History.—s. 1, ch. 83-279; s. 1, ch. 84-87; s. 1, ch. 85-219; s. 5, ch. 86-180; s. 25, ch. 86-245; s. 23, ch. 86-290; s. 1, ch. 88-333; s. 25, ch. 92-279; s. 55, ch. 92-326; s. 664, ch. 95-147; s. 10, ch. 95-196; s. 16, ch. 95-280; s. 8, ch. 96-399; s. 9, ch. 97-237; s. 1, ch. 98-65; s. 5, ch. 99-399; s. 84, ch. 2000-318; s. 11, ch. 2001-43; s. 5, ch. 2007-217; s. 6, ch. 2012-215; s. 2, ch. 2013-52; s. 11, ch. 2014-17.

UWF Board of Trustees Meeting

March 17, 2022

Issue: 2022-2023 Board of Trustees Meeting Dates**Proposed action:** Approve

Background information: The UWF Board of Trustees is scheduled to meet four (4) times annually during FY2022/2023. BOT committee meetings are scheduled prior to full board meetings. The Board of Governors and UWF Direct Support Organizations meeting dates were considered when choosing the dates below. BOT conference calls, special meetings and emergency meetings will be scheduled as needed.

Meeting locations are indicated below, however, at any time the Board Chair decides a virtual meeting format or a different location would best serve all involved, those changes will be announced and publicly noticed on the UWF BOT Website @ uwf.edu/trustees at least (7) days prior to a scheduled meeting.

On February 17, 2022 Chair Lewis presented tentative meeting dates for 2022-2023. At that time, she asked trustees to review the dates and advise BOT staff of any conflicts.

Recommendation: Approval

August 18, 2022	UWF Board of Trustees Committee Meetings @ UWF Main Campus
September 13-14, 2022	UWF Hosts the Florida Board of Governors Meeting @ UWF Main Campus
September 15, 2022	UWF Board of Trustees Meeting @ UWF Main Campus
<i>October 12, 2022</i>	<i>Florida BOG Committee Workshops @ FIU, Miami</i>
November 9-10, 2022	Florida BOG Trustee Summit & Meeting @ USF, Tampa
November 17, 2022	UWF Board of Trustees Committee Meetings @ UWF Main Campus
December 15, 2022	UWF Board of Trustees Meeting @ UWF Main Campus
<i>January 24-25, 2023</i>	<i>Florida BOG Meeting @ FGCU, Ft. Myers</i>
February 16, 2023	UWF Board of Trustees Committee Meetings @ UWF Main Campus
<i>February 22, 2023</i>	<i>Florida BOG Meeting Conference Call</i>
March 16, 2023	UWF Board of Trustees Meeting @ UWF Emerald Coast Campus
<i>March 28-30, 2023</i>	<i>Florida BOG Meeting @ Florida A&M, Tallahassee</i>
<i>May 10, 2023</i>	<i>Florida BOG Meeting Conference Call</i>
May 18, 2023	UWF Board of Trustees Committee Meetings @ UWF Main Campus
June 15, 2023	UWF Board of Trustees Meeting @ UWF Main Campus
<i>June 20, 2023</i>	<i>Florida BOG Meeting, USF, Tampa</i>

Prepared by: Becky Luntsford, BOT Asst Corporate Secretary, 850-516-1522, rluntsford@uwf.edu**Presenter:** Suzanne Lewis, Chair, UWF Board of Trustees

UWF Board of Trustees Meeting

Full Board Meeting

March 17, 2022

Issue/Agenda Recommendation: Division of Academic Engagement & Student Affairs
2020-2021 Impact Report

Proposed Action: Informational

Background Information: The 2020-2021 Impact Report for the Division of Academic Engagement & Student Affairs (DAESA) highlights key indicators of success based on DAESA's work with students and the community.

Implementation Plan: N/A

Fiscal Implications: N/A

Supporting documents: PowerPoint Presentation

Prepared by: Dr. Greg Tomso
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Presenters: Dr. Greg Tomso
Interim Vice President
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Lauren Loeffler
Interim Executive Director, Strategic Planning and Assessment
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IMPACT

REPORT



Division of Academic
Engagement and Student Affairs

Curricular and co-curricular engagement

Academic Coaching

62%

21% ↑
GPA

174

2018-19

626
+335%
2019-2020

757
+21%
2020-21



Recreation and Wellness

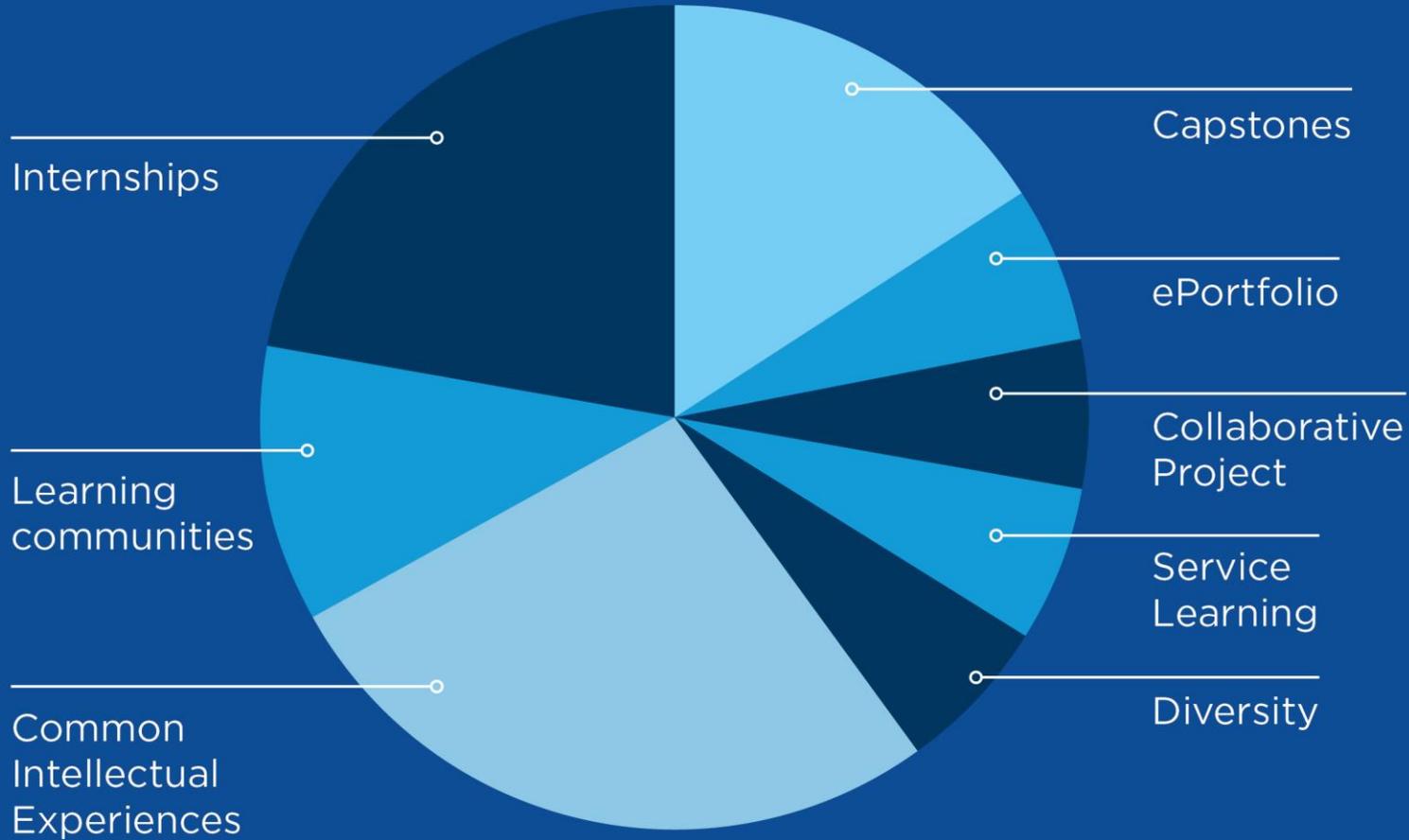
3,063

98
Virtual programs

⚙️ 📺 ↗️ 📄 🔊

\$90K

In high-impact projects grants



Academic Success

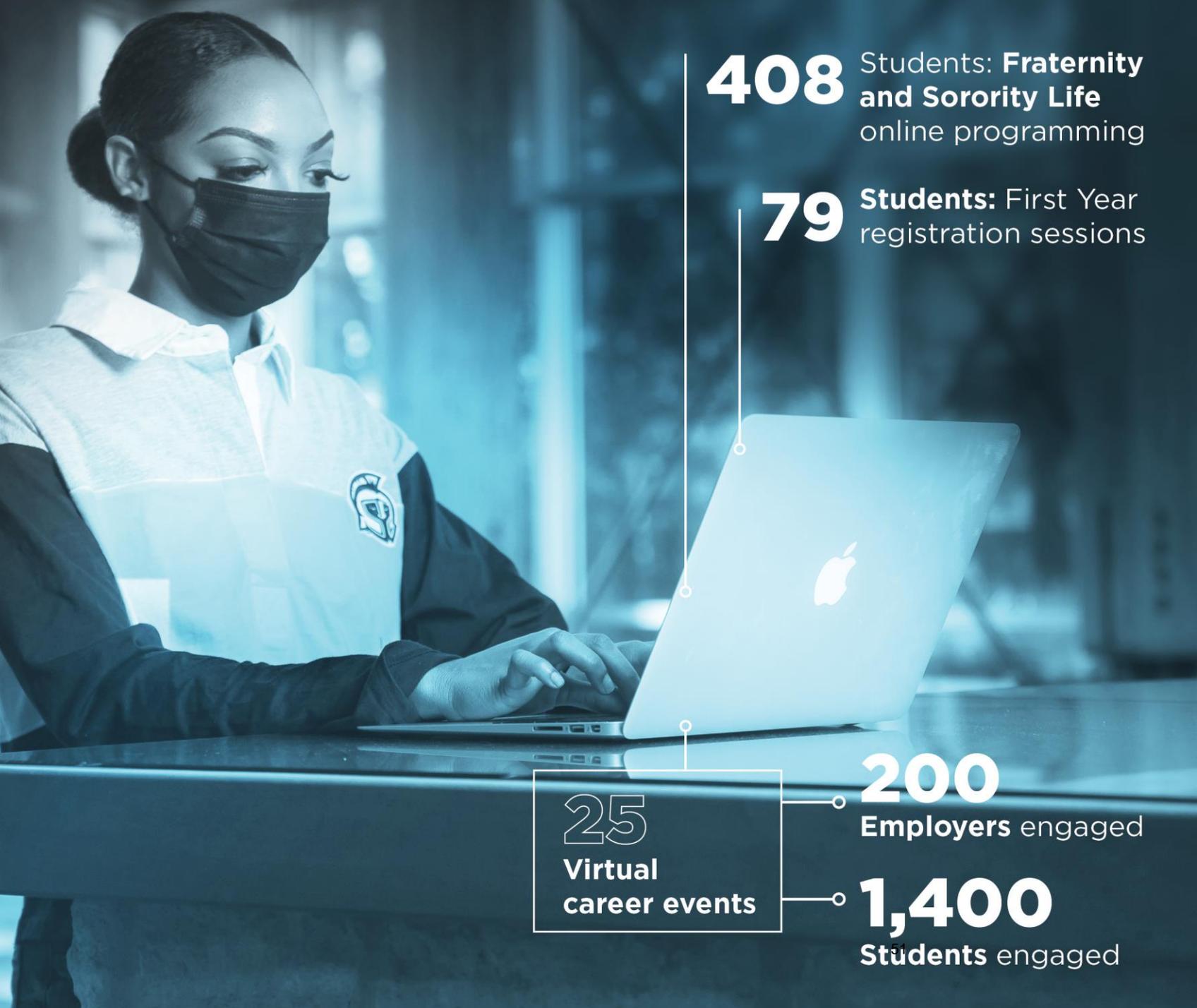
3.0+

FSL average semester GPA

3.72

TRiO LLC average GPA





408 Students: **Fraternity and Sorority Life** online programming

79 Students: First Year registration sessions

25
Virtual career events

200
Employers engaged

1,400
Students engaged

Seamless transition to virtual support and resources

156 ——— ○

390 ——— ●

443 ——— ●

562 ——— ●

Testing Services

Counseling and
Psychological
Services **telehealth
services**

450+
Professor
Notifications

New Resources Developed



Tutoring and Learning
online workshop series

4

Virtual
Workshops



70
Students
attended



Hurricane Sally Support

300

Argo Pantry:
Students

41

Emergency
Support cases



Improved student well-being

Free COVID-19 Student Health Services and on-campus testing

1,179

COVID-19 Contact Tracking

1,251

Case Management Services



Inclusive Excellence on campus

\$51,000
In Scholarships

3 Campus Conversations

3 Netflix N' Chats

60 Students



Kugelman Honors Program + Department of Art and Design mural project

Cross-cultural competency certifications

18 faculty and staff

45 students

3,844

Career
Appointments



Satisfaction Rating

16% ↑

International Affairs
**international FTIC
enrollment**

Student recruitment, degree completion and employment

317

student career plans
through **Argo2Pro**

\$6,000

In Support a Suit
Program grants



Awards, Grants and Wins

99%
Housing
occupancy



TRiO Student
Support Services
UNIVERSITY of WEST FLORIDA



Career Development and
Community Engagement
UNIVERSITY of WEST FLORIDA



Educational Research Center
for Child Development
UNIVERSITY of WEST FLORIDA



THANK YOU

