

Agenda
UWF Board of Trustees
International House
2:30 p.m., Thursday, June 17, 2004

Roll call

Chair's greetings

President's greetings

Student recognition

Vice President for Student Affairs Debbie Ford

Approval of minutes

- 1) May 21, 2004 meeting

Action items

- 1) Lambda Rail resolution
- 2) Joint resolution on Pensacola Historic District Master Plan UWF
- 3) Equity Accountability report

Committee reports

Finance, Administration and Audit

- 1) UWF personnel system
- 2) Strategic Plan modifications
- 3) 2004-05 operating budget
- 4) Waiver and tuition fee rule
- 5) Distance learning waiver policy
- 6) 2005-06 Legislative budget request
- 7) Arcadia Mill
- 8) Dorr house
- 9) Prompt payment guidelines
- 10) 2004-05 auditing work plan
- 11) Continuing Education audit report

Academic and Student Affairs

- 1) BA in Economics
- 2) BSBA in Real Estate degree program
- 3) Master of Social Work

Executive Committee

- 1) Presidential evaluation

Ad hoc committee on board development

- 1) Board development plan

Written reports

- 1) Enrollment projections

Other business

Adjournment

**UWF Board of Trustees
June 17, 2004**

Issue: LambdaRail resolution on financing

Proposed action: Approve

Background information:

The Board of Trustees, meeting on August 22, 2003, approved UWF's participation in the LambdaRail project. There are nine Florida universities (six public and three private) involved in Florida LambdaRail, LLC, a Florida limited liability company. It will bring a statewide, high-bandwidth research and education network to Florida.

To finance the project, Florida LambdaRail secured a loan up to \$6.6 million from Northern Trust Bank of Florida, to be repaid during a five-year period. The current interest rate is 2.1 percent, but the variable rate, adjusted annually, is one point over Libor, which is the rate for the Selected Period U.S. dollar London Interbank Offered Rates as reported by the Wall Street Journal in its Money Rates Column on the U.S. day immediately preceding the Selected Period. Should rates rise, Florida LambdaRail has the option to lock in the rate.

UWF's share of the project budget requires an annual expenditure of \$90,810, based on a 4 percent interest rate, and the loan is expected to be repaid in four years because of an escrow account.

As part of the agreement, Northern Trust Bank of Florida required a letter from the presidents of each member institution, which have authority to enter into such contracts, and a resolution from each Board of Trustees pertaining to the university's commitment to meet the financial obligations. The president sent his letter on May 17. The following resolution, which affirms and ratifies the president's letter, is brought for the Board's consideration.

Supporting documentation: Resolution
President's letter to Northern Trust Bank of Florida, N.A.

Prepared by: Keith Goldschmidt
850-474-2368

University of West Florida Board of Trustees

Resolution on LambdaRail project financing

WHEREAS, the University of West Florida has joined with other universities located in Florida to form Florida LambdaRail, LLC, a Florida limited liability company for the purpose of bringing a high-bandwidth research and education network to Florida, and,

WHEREAS, Northern Trust Bank of Florida, N.A. has agreed to loan up to \$6.6 million to Florida LambdaRail, and,

WHEREAS, Northern Trust Bank of Florida, N.A. has asked for a letter from President Cavanaugh on the university's commitment to meet its financial obligations of the five-year loan, and

WHEREAS, Northern Trust Bank of Florida, N.A. additionally asked for a resolution from the UWF Board of Trustees affirming and ratifying the specifics included in the president's letter, now

THEREFORE BE IT RESOLVED, that the University Board of Trustees, meeting on this 17th day of June, 2004, does hereby affirm and ratify the statements set forth in the president's letter dated May 17, 2004, which a copy of same is attached as Exhibit A of this resolution, and

BE IT FURTHER RESOLVED that this resolution be included in the minutes of this meeting.

J. Collier Merrill
Chair, University of West Florida Board of Trustees

**Exhibit A
Resolution 2004-03**

May 17, 2004

Northern Trust Bank of Florida, N.A.
Attn.: Kevin McKenney, Sr. Vice President
1515 Ringling Boulevard
Sarasota, FL 34236

Ref: \$6,600,000.00 Construction Loan from Northern Trust of Florida, N.A. to Florida LambdaRail, LLC, a Florida limited liability company ("Florida LambdaRail")

Dear Mr. McKenney:

By virtue of the powers delegated to me by the University Board of Trustees, I am authorized to issue this letter on behalf of the University.

The University has deemed it is in its best interests to develop and maintain an advanced communication infrastructure for scientific and clinical research, technology, development and education by virtue of establishing and connecting to a state-wide high-bandwidth research and education network for Florida and potentially for the entire country. With respect thereto, the University has become a member of Florida LambdaRail, LLC, a Florida limited liability company.

The University acknowledges that Northern Trust Bank of Florida, N.A. has agreed to loan up to \$6,600,000.00 to Florida LambdaRail for the acquisition and development of certain fiber-optic cable leases, equipment and infrastructure necessary to meet Florida LambdaRail purposes. In connection therewith, and with the understanding that Northern Trust is acting in material reliance on the statements set forth in this letter, the University shall allocate the funds necessary to meet the University's membership interest's pro-rata share of the Florida LambdaRail loan payments to Northern Trust Bank of Florida, N.A. for fiscal year 2004 – 2005; the University hereby makes a non-binding, good faith commitment, subject to the availability of funds and other University considerations, to allocate annually the funds necessary to meet the University's membership interest's pro-rata share of the Florida LambdaRail loan payments to Northern Trust Bank of Florida, N.A., for the term of the loan, but not less than over the next five years. The University is aware of the terms, covenants and conditions of the loan agreement entered into by and between Northern Trust

and Florida LambdaRail in connection with this loan, and the University, through its appointed Director to Florida LambdaRail, shall monitor its progress in the performance of certain affirmative loan covenants set forth in the loan agreement, which shall include, but not be limited to, strict adherence to a project schedule and a project cost budget approved by Florida LambdaRail and Northern Trust. The University agrees that it will notify Northern Trust in the event that the University takes ownership or action on or approves alternative or replacement technology, support, services or infrastructure which overlaps with any portion of the same covered by Florida LambdaRail or National LambdaRail, and it is not already in place as of the date hereof.

Mr. Michael Dieckmann, Associate Vice President for Information Technology, has been appointed by the University as its representative Director to Florida LambdaRail. The University will notify you of any changes in its representative Director.

Sincerely,

John C. Cavanaugh
President

JCC: tc

**UWF Board of Trustees
June 17, 2004**

Issue: Joint resolution on Pensacola Historic District Master Plan

Proposed action: Adopt

Background information:

The University of West Florida, the Institute for Human and Machine Cognition, the West Florida Historic Preservation Inc., and the city of Pensacola combined efforts in contracting with Urban Design Associates to develop a master plan for the Pensacola Historic District. That plan, led by Ray Gindroz, was completed in March 2004, following extensive public hearings, presentations and study of the area and presented to the public in May 2004.

This resolution endorses and accepts the conceptual conclusions of that master plan.

Supporting documentation: Joint resolution

Prepared by: Keith Goldschmidt
850-474-2368

A RESOLUTION
TO BE ENTITLED

A JOINT RESOLUTION OF THE CITY COUNCIL OF THE CITY OF PENSACOLA, THE BOARD OF TRUSTEES OF THE UNIVERSITY OF WEST FLORIDA, THE BOARD OF DIRECTORS OF THE FLORIDA INSTITUTE FOR HUMAN AND MACHINE COGNITION INC., AND THE BOARD OF TRUSTEES OF WEST FLORIDA HISTORIC PRESERVATION INC. ENDORSING THE CONCEPTUAL CONCLUSIONS OF THE PENSACOLA HISTORIC DISTRICT MASTER PLAN PREPARED BY URBAN DESIGN ASSOCIATES, DATED MARCH 2004.

Whereas, The City of Pensacola Community Redevelopment Agency, the University of West Florida Foundation, and the Institute for Human and Machine Cognition entered into an Interlocal Agreement for the purpose of funding and engaging the architectural and planning firm of Urban Design Associates to prepare a master plan for the Pensacola Historic District area (District); and

Whereas, The City of Pensacola, the University of West Florida, the Florida Institute for Human and Machine Cognition Inc., and West Florida Historic Preservation, Inc. teamed to work with Urban Design Associates led by Mr. Ray Gindroz to engage in a process of planning and design considerations for the District; and

Whereas, the planning and design process utilized by Urban Design Associates included numerous public meetings, focus groups and other meetings that engaged over 700 citizens of the District and Pensacola community; and

Whereas, Mr. Gindroz publicly presented the results of these efforts in a Master Plan report dated March 2004 to the Pensacola community at a public meeting on May 12, 2004; and

Whereas, the Master Plan presented received overwhelming support from the hundreds of citizens that attended the May 12, 2004 Master Plan presentation; and

Whereas, for many years and with significant personal investment and labor, the citizens of Pensacola have endeavored to preserve, protect and enhance the District; and

Whereas, the Master Plan will serve the continuing efforts to preserve, protect and enhance the District while expanding its presence as an economic and historic asset in the City; and

Whereas, it is recognized that the details and implementation of the Pensacola Historic District Master Plan will evolve and require extensive cooperation and partnership between the City of Pensacola, the University of West Florida, the Florida Institute for Human and Machine Cognition Inc., West Florida Historic Preservation Inc., private developers and investors as well as other institutions throughout the community; and

Whereas, the implementation strategy in the plan proposes to coordinate the funding and implementation of site specific public improvements with private and institutional development on properties immediately adjacent thereto; and

Whereas, it is important for the long term acceptance and sustainability of the Master Plan that the public institutions that funded and participated in the Master Plan process formally endorse its concepts and principles for posterity;
NOW THEREFORE,

BE IT RESOLVED BY THE CITY COUNCIL OF THE CITY OF PENSACOLA, THE BOARD OF TRUSTEES OF THE UNIVERSITY OF WEST FLORIDA, THE BOARD OF DIRECTORS OF THE FLORIDA INSTITUTE FOR HUMAN AND MACHINE COGNITION INC., AND THE BOARD OF TRUSTEES OF WEST FLORIDA HISTORIC PRESERVATION INC.:

SECTION 1. That the recitals and findings set forth above are true and are hereby incorporated by reference in this joint resolution.

SECTION 2. That the conceptual framework and conclusions of the Pensacola Historic District Master Plan are hereby endorsed and accepted.

SECTION 3. That the parties hereto pledge cooperation and partnership to implement the Pensacola Historic District Master Plan, to continue to engage the public during the implementation process, to pursue additional partnerships with other institutions within the Historic District, and to encourage investment from the private sector; all of which are necessary to carry out the objectives, initiatives and concepts described within the Master Plan.

SECTION 4. This joint resolution shall take effect immediately upon adoption by the parties whose signatures are set forth below.

City of Pensacola

Adopted:_____

Approved:_____

Attest:_____

Mayor

City Clerk

Legal in form and valid if adopted:

City Attorney

University of West Florida

Florida Institute for Human &
Machine Cognition Inc.

West Florida Historic Preservation, Inc.

UWF Board of Trustees
June 17, 2004

Issue: Equity Accountability Plan

Proposed action: Approve

Background information:

The UWF Equity Accountability Plan, which is required by the Department of Education, must be approved by the Board of Trustees before submission. The deadline is June 30.

It's required by Florida Statute under the state Equity Accountability Plan to show the university's progress from the year before and goals for the next year.

Supporting documentation: Equity Accountability Plan
Gender equity report

Prepared by: Sherell Hendrickson
474-2116

FLORIDA DEPARTMENT OF EDUCATION
K-20 OFFICE OF EQUITY AND ACCESS

FLORIDA EDUCATIONAL EQUITY ACT UPDATE 2003-2004

The University of West Florida

(UNIVERSITY)

Reviewed by: _____

President: _____

Signature Signature Date

Chair, University Board of Trustees:

Signature

Campus Equal Opportunity Officer: Sherell Hendrickson

Local Phone: 850 – 474-2116

Suncom: - 680-2116 Fax: 680-6030

E-Mail Address: shendric@uwf.edu

THE UNIVERSITY OF WEST FLORIDA

EQUITY ACCOUNTABILITY PLAN

2003-2004

**A. MONITORING AND IMPLEMENTATION
MECHANISMS**

(1) The President will continue to ensure the development, maintenance, and implementation of the Equity Accountability Plan.

(2) The Associate Vice President for University Planning will continue to:

1. Provide support for the Equity Accountability Program.
2. Assimilate the data and consult with the Director of Human Resources regarding numerical reports of campus equity and diversity.
3. Review the recommendations submitted by the Director of Human Resources and provide research assistance.
4. Inform the Director of Human Resources of equity accountability challenges and opportunities.

(3) The Vice Presidents will continue to:

1. Provide leadership and support for equal opportunity and diversity in their respective divisions.
2. Establish the Equity Accountability Goals of their divisions.
3. Disseminate to the department heads in their divisions the intent of the Equity Accountability Plan, and share their expectations for departmental goal achievement.

(4) The Office of Human Resources will:

1. Monitor progress toward the Equity Accountability Goals
 - a. through review of search plans prior to job advertisement and Hiring Impact Reports.
2. Monitor all employment processes for adverse impact on Women and Minorities and develop strategies to correct any adverse impact that occurs.

3. Review hiring reports and requests for waiver of job
a. advertisement, and ensure their compliance with equity, equal opportunity, and affirmative action guidelines.
4. Conciliate, refer for mediation, or otherwise investigate
a. discrimination complaints.
5. Review policies, procedures, and employment practices for
a. potential adverse impact on women and minorities.
6. Monitor implementation of the Equity Accountability Plan.
7. Develop strategies for retention of minorities in collaboration with academic and administrative supervisors.
8. Provide the President, and Vice Presidents copies of the Equity Accountability Plan.

B. REVIEW AND EVALUATION PROCEDURES

Each year, the Director of Human Resources will submit to the President a report on the effectiveness of the Equity Accountability Plan. This report will include information on progress made by each unit toward their Equity Accountability Goals, identification of problem areas and recommendations for corrective actions. This report will be prepared in collaboration with the Associate Vice President for University Planning.

C. NARRATIVE GOALS

The following strategies were designed to facilitate achievement of Affirmative Action and Equity Accountability Goals. The hiring official may consider these when appropriate. The University will:

1. Utilize an on-line recruitment and hiring process to increase visibility and applicants for employment.
2. Announce vacancies on computer bulletin boards.
3. Advertise all faculty and administrative positions in minority newspapers or periodicals, and discipline specific journals.
4. Extend deadlines for application where there is no representative pool on a case-by-case basis.
5. Institute additional outreach programs to recruit women and minorities for faculty and administrative vacancies.
6. Identify “essential” functions of a position, and the skills and knowledge needed to carry out these functions, before interviewing for the position.

7. Control for bias in employment processes by carefully selecting members of screening committees, and ensuring gender and racial diversity on screening committees.
8. Monitor selection procedures and applicant pool representation to encourage search diversity.
9. Approach recruiting in a personal manner. If a minority candidate declines a nomination or an offer, telephone the candidate to determine if his or her reasons for declining can be addressed and resolved.
10. Continue to fund the John C. Pace Symposium series for outstanding diverse scholars to provide seminars and lectures at UWF.
11. Encourage appointment of women and minorities to some of the noncompetitive temporary, and adjunct appointments for which they qualify.
12. Use professional development programs such as the LEAD program to facilitate the upward mobility of female and minority employees.
13. Utilize auxiliary aids and services in the recruitment/selection process (e.g. interpreters, audiotapes, assistive listening devices, etc.).
14. Announce, post, and advertise student worker-positions, including assistantships. Comply with the requirements of the Office of Federal Contract Compliance Program's Uniform Guidelines on Employee Selection Procedures.
15. Consider access, equal opportunity and diversity factors in the strategic planning process of the University.
16. Use female and minority administrators as part-time faculty.
17. The Office of Human Resources, in consultation with UWF Legal Counsel and President Cavanaugh, will determine the legal or professional appropriateness of an affirmative action/equity accountability strategy.

D. NUMERICAL GOAL ANALYSIS AND CONCLUSION

This 2003 Update of the Equity Accountability Plan reinforces the University of West Florida's commitment to equal opportunity and diversity. The University has increased female representation and other minority representation. There was no decrease in Hispanic or African American representation.

Analyses of Sr. Level Administration

- **Senior level administrators** experienced a decline of 4.5% male senior level administrator while increasing female senior level administrators by 4.5%.

Analyses of Academic Administration

- **Chairpersons** experienced a decline in male representation of 1.4%, while females experienced an increase of 1.4%. Whites experienced a decrease of 4.5%. There was an increase of other minority chairpersons of 4.2%.
- **Deans** experienced a decrease in males of 16.7%. Females experienced an increase of 16.7%.
- **Directors** experienced a decrease in males of 8.7%. Females rose 8.7%.
- **Librarians** experienced no change from 2002-2003.
- **Executives** experienced no change from 2002-2003.

Analyses of All Academic Administrative Positions

- The total number of male academic administrators declined 3.6%, while females increased 3.6%. The number of whites increased by .9%. African Americans experienced no change, Hispanics experienced no change and other minorities increased by .9%.

The following goals have been established to help correct underutilized areas.

- Increase the number of Hispanic and African American Senior level administrators by one (1).
- Increase the number of female chairpersons by one (1).
- Increase the number of female executives by one (1).
- Increase the number of other minority Assistant Professors by one (1).

To facilitate achievement of these goals, the University will target minorities and females in employment searches. The University will also continue to employ, train, and advance females and minorities at the level of their availability.

UNIVERSITY OF WEST FLORIDA
 EQUITY ACCOUNTABILITY PLAN BUDGET INCENTIVE
 4/16/2004

PROGRAM STRATEGIES	FY 2003 REQUEST	FY 2003 ALLOCATED	FY 2004 REQUEST
Publication of display and feature advertisements in female and minority-oriented media	7,000	7,000	7,000
Incentive awards for individuals who show commitment to diversity in their respective departments	1,500	1,500	1,500
Grant-in-Aid Scholarship program for employees seeking degrees in underrepresented areas	20,000	20,000	Under Review
TOTALS	28,500	28,500	8,500

Gender equity report

To read the document, simply double click on the icon below. It is an Adobe Acrobat document, so you will need an Adobe Acrobat reader.



Acrobat Document

Agenda
UWF Board of Trustees
Finance, Administration and Audit Committee
International House
1 p.m., Thursday, June 17, 2004

Roll call

Approval of minutes

- 2) March 3, 2004 meeting

Action items

- 1) UWF personnel system
- 2) Strategic Plan modifications
- 3) 2004-05 operating budget
- 4) Waiver and tuition fee rule
- 5) Distance learning waiver policy
- 6) 2005-06 Legislative budget request
- 7) Arcadia Mill
- 8) Dorr house
- 9) Prompt payment guidelines
- 10) 2004-05 auditing work plan
- 11) Continuing Education audit report

Other business

Adjournment

UWF Board of Trustees
Finance, Administration and Audit Committee
June 17, 2004

Issue: Personnel system

Proposed action: Adopt

Background information:

In accordance with Florida statute and Board of Governor's resolution, local university boards of trustees shall establish the personnel programs for all employees of the university, including the president. These programs include compensation and other conditions of employment, recruitment and selection, nonreappointment, standards for performance and conduct, evaluation, benefits and hours of work, leave policies, recognition and awards, inventions and works, travel, learning opportunities, exchange programs, academic freedom and responsibility, promotion, assignment, demotion, transfer, tenure and permanent status, ethical obligations and conflicts of interest, restrictive covenants, disciplinary actions, complaints, appeals and grievance procedures, and separation and termination from employment.

The attached documents provide information on the UWF process in developing the program, changes from existing policy and the actual policies.

Supporting documentation:

- 1) Executive summary of employment policies
- 2) PowerPoint presentation from April 22 townhall meeting. It also can be found at:
http://uwf.edu/ohr/pdf/FILES/PPT_from_THM_04_22_2004.pps
- 3) Proposed employment policy changes
- 4) Proposed personnel system policy

Prepared by: Sherell Hendrickson
850-474-2116

Executive Summary – Proposed New Personnel Policy for UWF

One of President Cavanaugh's first initiatives upon entering the presidency at UWF was to charge the executive vice president, the general counsel and the director of Human Resources to review all personnel policies and practices at UWF with an eye to determining whether reform was needed. As a result of a year-long review, this senior staff group, after significant consultations with the administrative leadership and staff councils of the university, recommended to the president that major reform was needed.

As a result, the president charged the Collegial Culture and Human Resources Committee of the University Planning Council to assist in an effort to propose a sweeping reform of the UWF personnel policies and practices. The Collegial Culture and Human Resources Committee appointed a broadly representative Human Resources Advisory Ad-Hoc Group to assist it in carrying out this task. This group met with a large number of groups and committees throughout the university that are enumerated in the enclosed materials.

Enclosed in your materials, in addition to this executive summary, are several documents that help to explain the reforms that the president is recommending as a result of the aforementioned studies. The first enclosure is a print-out of a Power Point summary of the major provisions of the proposed new personnel policies. The second enclosure is a copy of the "cross-walk" summary, a set of documents that compares the major provisions of the proposed new policies to those of the current policies. Finally, the complete text of the proposed new policies themselves are enclosed.

The Power Point enclosure is a copy of a presentation shown to the campus at the president's April 22, 2004 "town hall" meeting. At this meeting, the President and the Human Resources Advisory Ad-Hoc Group unveiled the proposed new policies. The Human Resources website <http://www.uwf.edu/ohr/broadbanding/> provides contact information for the ad-hoc group. It also contains the questions and answers asked during the town hall meeting and during six follow-up brown bag lunch sessions and 14 workshops that were held around campus. The website also contains other information relevant to the information presented.

On April 15, 2004, the proposed policies were first distributed to the campus through the online policy review system with a 60-day general comment period provided to all campus employees. The policies enclosed in your materials are the draft, proposed policies that were submitted for review to the whole campus. This is because June 14 is the end of the 60 day review period, too late for summaries of all comments or any resulting changes to be reflected in your notebooks. The campus was provided more than 20 training opportunities in which to comment, including the 60 day review period in the policy system. Following the 60 day comment period is another presidential town hall meeting on June 15. Summaries of comments received during the review period and explanations of any changes that may result from the comments and the second town hall meeting will be provided to the Board of Trustees at the Board meetings on June 17.

PowerPoint demonstration

To see the PowerPoint demonstration, simply double click on the graphic below. It should fill your screen. On the lower left side, you'll see the arrows to guide you through the PowerPoint slides. (If you do not see the graphic, simply click on the white space. It will appear.) To end the show, you can simply right click and hit "end show."

If you have problems with this PowerPoint, you can find it at the url listed on the agenda item under "Supporting documentation."



Personnel System Revision

April 22, 2004

Proposed employment policy changes

To read the document, simply double click on the icon below. It is an Adobe Acrobat document, so you will need an Adobe Acrobat reader.



Employment Policies
Crosswalk 051804.pdf

Propose personnel policies (complete text)

To read the document, simply double click on the icon below. It is an Adobe Acrobat document, so you will need an Adobe Acrobat reader.



Proposed
Employment Policies.pdf

**UWF Board of Trustees
Finance, Administration and Audit Committee
June 17, 2004**

Issue: UWF Strategic Plan modifications

Proposed action: Approve

Background information: The current UWF Strategic Plan was established by the BOT in 2002 and revised in 2003. It continues to serve UWF well. The University Planning Council (UPC) is charged with reviewing the Strategic Plan annually and recommending modifications. This year the Office of University Planning solicited recommended modifications from the campus community, summarized them and presented them to the UPC for consideration and action.

The University Planning Council Committee on Programs and Resources made a thorough review of the strategic plan and recommended modifications based on Divisional Strategic Plans (as posted in the University Planning Information Center [UPIC]), and based on the results of academic program reviews, accreditation reviews and other activities during the year. Also, the UPC considered recommendations from other groups and from individuals across the campus community. The UPC discussed these recommendations and approved a revised UWF Strategic Plan on April 22.. Attached is a copy of the 2004-2005 UWF Strategic Plan as revised and approved by the UPC and recommended to the BOT. Additions are underlined and ~~deletions~~ are stricken.

The updated Strategic Plan aligns the written document and on-going strategic activities, and it will better reflect the broad application of UWF's Strategic Planning Process. It will be the guide for all that UWF seeks to accomplish during 2004-2005 and beyond.

Supporting documentation: UWF Strategic Plan

Prepared by: Jerry Norris
850-474-2211

THE UNIVERSITY OF WEST FLORIDA Strategic Plan

Our Vision

To distinguish UWF as the premier creative, student-centered university focused on excellence.

Our Mission

To empower each individual we serve with knowledge and opportunity to contribute responsibly and creatively to a complex world.

Our Values

Caring

Providing a safe and dynamic learning environment that encourages the development of individual potential

Integrity

Doing the right things for the right reasons

Quality

Dedication to uncompromising excellence

Innovation

Dedication to exploring and expanding the boundaries of knowledge

Teamwork

Working together to achieve shared goals

Stewardship

Managing and protecting our resources

Courage

Daring to be different by design

Our Goals and Imperatives

Promote **programs and activities, and a learning and living** environments that encourages the development of individual potential in students, faculty, and staff; **communities of learners; and the valuing of lifelong learning.**

- Attract a high quality, diverse faculty and staff dedicated to putting students first
- Demand excellence in teaching, research, and service
- Create a new standard in education focused on learning outcomes
- Promote integrity through intellectual inquiry and open discourse

Attract and inspire a diverse and talented student body committed to uncompromising academic excellence

- Promote creativity by the exchange of ideas in the spirit of academic freedom and professional responsibility
- Promote diversity through a respect for and appreciation of differences

Provide solutions to educational, cultural, economic, and environmental concerns

- Align **U**niversity services with community needs and interests through teamwork and collaboration
- Engage in scholarly research and creative activity to solve regional problems and enhance the quality of life
- Develop targeted areas in education and research that address critical national and international objectives

Manage growth **and development** responsibly through focus on continuous quality improvement of programs and processes

- **Promote development of instructional, research, and service sites throughout the University's service area**
- Target markets of opportunity with effective communications programs
- Align financial resources with performance expectations
- Continuously develop and improve processes and methods in delivering the University's brand promise

Our Priorities

The following **twenty-four goals and priorities** will guide UWF in its planning and operational activities during **2003-2004, 2004-2005, and beyond:**

Goal One: Promote Programs and Activities, and a Learning and Living Environments that Encourages the Development of Individual Potential in Students, Faculty, and Staff; Communities of Learners; and the Valuing of Life-Long Learning.

- ~~1. Electronic/Technology Enhancement~~
- ~~2. Faculty and Staff Recognition and Rewards~~
- ~~3. Space Acquisition and Utilization~~
- ~~4. Student Enrollment/Retention Increases~~
- ~~5. Quality of the Learning Environment, Academic Experience, and Student Services Enhancements~~
- ~~6. New Campus Master Plan Systematically Effected~~

1. Offering Highest-Quality Undergraduate, Graduate, and Continuing Education/Distance Education Programs
2. Engaging Students in Career, Experiential Learning, Leadership, and Service Programs that Will Prepare Them to Make Life-Long Contributions to Society
3. Aligning Innovative Curricula and Co-Curricula to the University's Mission
4. Enhancing the Quality of the Learning Environment, Academic Experience, and Student Services
5. Identifying and systematically assessing learning outcomes for curricular and co-curricular programs and activities
6. Systematically Effecting the UWF Information Technology Strategic Plan
7. Providing Faculty and Staff Development, Recognition, and Rewards
8. Acquiring and Utilizing adequate Space to Foster Learning and Living Environments
9. Systematically Effecting the Campus Master Plan

Goal Two: Attract and Inspire a Diverse and Talented Student Body Committed to Uncompromising Academic Excellence.

- ~~1. Enrolling Academically-Achieved Student~~
- ~~2. Aligning Innovative Curricula to the Strategic Plan~~
- ~~3. Developing Educational Partnerships and Community Services~~

1. Increasing Student Enrollment and Retention
2. Increasing Enrollment and Retention of Academically Talented Students
3. Marketing to, and Enrolling, and Retaining a Diverse Population – Including Military Populations
4. Aligning Facilities and Other Resources to Strategic Initiatives
5. Delivering the University's Brand Promise (as synthesized in a related document)

Goal Three: Provide Solutions to Educational, Cultural, Economic, and Environmental Concerns.

1. Aligning UWF **Teaching Instruction**, Research, and Service Programs to the Communities **we Serve – Including Military Base Communities**
2. **Assisting Students to Develop and Apply Leadership and Life Skills to the Solution of Community Problems**
3. Converting Research to Products through Technology Transfer
4. Providing Comprehensive Data for Decision-Making
5. Developing Educational Partnerships and Community Services
6. Enhancing Research and Service Centers and Institutes
7. **Identifying and developing programs and centers of excellence**
8. Enhancing Continuing Education/Distance Education (including certificate programs)

Goal Four: Manage Growth **and Development Responsibly through Focus on Continuous Quality Improvement of Programs and Processes.**

1. **Emphasizing Exemplary Customer/Client Service to Students, Faculty, Staff, and External Constituencies**
2. **Acquiring** Outside Funding Enhancements
3. **Continuing Development of Instructional, Research, and Service Sites within the University's Service Area (e.g., Fort Walton, Downtown Pensacola)**
4. **Identifying and Implementing** Campus Safety and Security Improvements
5. **Modifying** Human Resource Systems **Replacements** (includes classification and pay plans)
6. **Enhancing** Faculty and Staff Salary **ties Enhancements**
7. **Enhancing** Institutional Effectiveness, Accountability, and Performance Report**ing**
8. **Implementing New** Governance Structure Improvements

The UWF Strategic Plan was adopted and revised as follows:
University Planning Council (UPC) – adopted May 17, 2002; revised 5-15-2003; revised 4-22-2004.
University Board of Trustees (BOT) - adopted June 7, 2002; revised June 19, 2003.

**UWF Board of Trustees
Finance, Administration and Audit Committee
June 17, 2004**

Issue: Tentative 2004-05 operating budget and related releases

Proposed actions:

1. Approve a tentative (beginning) 2004-05 Operating Budget for the July 1, 2004 to June 30, 2005 fiscal year for appropriated and non-appropriated funds.
Appropriated funds are funds/budgets in the Appropriations Bill.
Educational and General (E&G)
Non-Appropriated funds are funds/budgets not in the Appropriations Bill but approved by consultation with legislative staff per statutory provision.
Student Fee Trust Fund, Auxiliary Trust Fund, Contracts and Grants (C&G), Local Fund Accounts
2. Authorize the president to make subsequent changes to the budget as needed, including the changes between the tentative budget and the budget to be submitted to FBOE by August 15, 2004, and other changes during the fiscal year.

Background information:

The UWF 2004-05 annual operating budget is due to FBOE-DCU on August 15, 2004. The University of West Florida budget reflects the strategic plans of the university and contains Educational and General, Auxiliary Enterprises, Contract & Grants, Student Activity, Concessions, Student Financial Aid and Intercollegiate Athletics budget entities.

As a member of the State University System of Florida, the University of West Florida operates within the policies and rules of the Legislature and the Division of Colleges and Universities. The budget and funds allocated are within the appropriated authority provided in the General Appropriations and Florida Statutes.

Supporting documentation:

Attachment I	Tentative 2004-05 operating budgets
Attachment II	Definition of budget entities
Attachment III	Five year expenditure summary
Attachment IV	2004-05 student fees collection worksheet

Prepared by: Gloria Resmondo & Jerry Norris
850-474-2207 850-474-2211

**University of West Florida
Summary of Estimated Budgets
2004 – 2005**

	<u>Amount</u>	<u>Percentage</u>
Educational and General (E&G)	\$ 80,364,317	45.61%
Auxiliary Trust Fund	18,081,261	10.26%
Contracts and Grants (C&G)	39,814,045	22.59%
Local Fund Accounts	<u>37,964,123</u>	<u>21.54%</u>
Total	\$176,223,746	100.00%

**The University of West Florida
Education and General (E&G)
2004 - 2005 Estimated Budget**

	<u>Amount</u>	<u>Percentage</u>
Estimated Resources		
General Revenue	\$ 55,803,749	69.43%
Educational Enhancement	3,765,403	4.69%
Student Fee Trust Fund	<u>20,795,165</u>	<u>25.88%</u>
Total Estimated Resources	\$ 80,364,317	100.00%
Estimated Usage		
Salaries	\$ 61,408,104	76.41%
Operating Expenses	9,066,313	11.28%
Plant Operations and Maintenance	9,442,937	11.75%
Financial Aid	<u>446,963</u>	<u>.56%</u>
Total Estimated Usage	\$ 80,364,317	100.00%

**The University of West Florida
Auxiliary Trust Fund
2004 -2005 Estimated Budget**

	<u>Amount</u>	<u>Percentage</u>
Estimated Resources		
Sales/Fees/Miscellaneous Receipts	<u>\$ 18,081,261</u>	<u>100.00%</u>
Estimated Usage		
Printing and Duplicating	\$ 708,458	3.92%
Postal Services	358,206	1.98%
Student Health Services	660,675	3.65%
Schools for Children	312,575	1.73%
Continuing Education	1,508,448	8.34%
Plant Operations and Maintenance	521,026	2.88%
Telephone/Telecommunications	546,815	3.03%
Traffic/Parking/Transportation	377,901	2.09%
Auxiliary Administration	8,658,825	47.89%
Other Auxiliaries	<u>4,428,332</u>	<u>24.49%</u>
Total Estimated Usage	\$ 18,081,261	100.00%

**University of West Florida
Contract and Grants (C&G)
2004-2005 Estimated Budget**

	<u>Amount</u>	<u>Percentage</u>
Estimated Resources		
Federal Grants	\$ 26,257,761	65.95%
Florida State And City	4,271,649	10.73%
Indirect Cost Collections	5,047,226	12.68%
Private Grants	549,832	1.38%
Investment Earnings	231,718	.58%
Other Receipts	<u>3,455,859</u>	<u>8.68%</u>
Total Estimated Resources	\$ 39,814,045	100.00%
Estimated Usage		
Salaries	\$ 6,269,223	15.75%
Temporary Services	5,112,836	12.84%
Operating Expenses	7,741,611	19.44%
Federal Demonstration Project	1,632,313	4.10%
Capital Equipment	613,724	1.54%
Indirect Cost Distributions	2,000,000	5.02%
Interfund Transfers	<u>16,444,338</u>	<u>41.31%</u>
Total Estimated Usage	\$ 39,814,045	100.00%

**The University of West Florida
Local Fund Accounts
2003-2004 Estimated Budget**

	<u>Amount</u>	<u>Percentage</u>
Estimated Resources		
Student Fees	\$ 5,485,139	14.45%
Federal Funds	26,459,481	69.70%
Transfer In	2,544,654	6.70%
Other Receipts	<u>3,474,849</u>	<u>9.15%</u>
Total Estimated Resources	\$37,964,123	100.00%
Estimated Usage		
Student Activity	\$ 2,914,905	7.68%
Intercollegiate Athletics	3,549,218	9.35%
Student Financial Aid		
University Scholarship	11,000,000	28.97%
University Loan Fund	500,000	1.32%
Direct Loan Fund	<u>20,000,000</u>	<u>52.68%</u>
Total Estimated Usage	\$37,964,123	100.00%

DEFINITION OF BUDGET ENTITIES

Educational and General (E&G) Budget Entity

E&G funding sources include: **General Revenue** (primarily Florida's sales tax); the **Educational Enhancement** Trust Fund (Lottery sales); the **Student and Other Fees** Trust Fund (student matriculation and out-of-state fees, and miscellaneous revenues such as library fines, application fees, late registration fees and a portion of the indirect cost assessed to contract and grant activity).

Auxiliary Trust Fund

Auxiliary Enterprises are self-supporting through fees, payments, and charges.

Contracts and Grants (C&G)

Revenues in this budget entity are generated from Federal, State, and Local government contracts and grants. The University's budget request to the FBOE is for the budget entity as a whole.

Local Fund Accounts:

Student Activity

This budget entity's primary revenue source is Student Government funds collected via the Activity and Service Fee portion of the per credit hour fee (the A&S fee).

Intercollegiate Athletics

Revenues are generated primarily from ticket sales. The students' per-credit-hour athletic fee goes in this budget entity. Also, there is an E&G allocation to support womens' athletics.

Concessions (Campus Vending)

This revenue in this budget entity comes from contract commissions from vendors who provide vending machines on campus (primarily Buffalo Rock). Expenditures are primarily for items related to entertainment and programs in furtherance of university business.

Student Financial Aid

This budget entity includes the University Scholarship Fund, University Loan Fund, and the Direct Loan Fund.

**The University of West Florida
Five Year Expenditure Summary**

	Estimated 2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Education and General	\$ 72,109,521	\$ 68,355,668	\$ 63,074,721	\$ 62,930,407	\$ 59,931,928
Auxiliaries Enterprises	15,430,932	12,468,632	10,923,455	12,874,381	11,351,508
Contract and Grants	26,404,365	23,623,317	22,283,376	18,454,341	14,949,511
Student Activities	2,264,672	1,932,726	1,707,970	1,570,710	1,247,042
Intercollegiate Athletics	2,219,321	1,920,265	1,594,472	1,488,105	1,386,204
Campus Concession	95,357	121,273	133,148	147,554	144,008
Financial Aid	<u>28,585,542</u>	<u>25,173,683</u>	<u>24,008,152</u>	<u>26,451,813</u>	<u>23,182,735</u>
Expenditures—All Funds	\$147,109,710	\$133,595,564	\$123,725,294	\$123,917,311	\$ 112,192,936

Notes:

- Education and General (E&G) expenditures include expenditures and encumbrances.
- Non-E&G expenditures are cash basis expenditures.
- Financial Aid includes Loan Fund, Scholarship Fund, and Direct Loan Fund

Attachment IV

The University of West Florida												To be used for 2004-2005 Operating Budget		Updated 6-9-04 JN	
2004-2005 Enrollment and Fee Projections															
	2001-2002	2002-2003	2003-2004	2004-2005	Actual 3/4	2004-2005	Percent	Percent	Planned	Planned	Actual	Variance			
Enrollment by Levels	Actual Semester Hours	Actual Semester Hours	Actual Semester Hours	Funded Credit Hours	Minus Funded 4/5 Difference	Anticipated Credit Hours	Anticipated above/below 03-04 Actual	Anticipated above/below 04-05 Funded	Student Fee Rates 2004-2005	Student Fee Collections 2004-2005	Fees as Collected 2004-2005	Between Planned & Actual			
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)			
FTE Enrollments:															
Lower	1,738	1,789	1,920	1,886	34	1,994	3.85%	5.72%							
Upper	2,878	2,953	3,043	3,184	(141)	3,190	4.82%	0.18%							
Graduate	736	698	641	692	(51)	605	-5.58%	-12.54%							
Total FTE's	5,352	5,440	5,604	5,762	(158)	5,789	3.30%	0.46%							
Summer															
Matriculation:															
Lower	8,069	7,198	7,589	7,498	91	7,626	0.49%	1.71%	\$ 63.41	\$ 483,565					
Upper	20,364	20,013	19,904	20,147	(243)	21,098	6.00%	4.72%	\$ 63.41	\$ 1,337,824					
Graduates	6,619	6,159	5,913	7,026	(1,113)	5,144	-13.01%	-26.79%	\$ 170.63	\$ 877,721					
Total Summer	35,052	33,370	33,406	34,671	(1,265)	33,868	1.38%	-2.32%		\$ 2,699,110					
Out Of State:															
Lower	485	345	438	752	(314)	451	2.97%	-40.03%	\$ 350.10	\$ 157,895					
Upper	806	807	688	1,358	(670)	702	2.03%	-48.31%	\$ 350.10	\$ 245,770					
Graduates	329	204	214	518	(305)	210	-1.64%	-59.46%	\$ 542.17	\$ 113,856					
Total Summer	1,620	1,356	1,340	2,628	(1,289)	1,363	1.75%	-48.14%		\$ 517,521					
Fall															
Matriculation: FL Residents															
Lower	30,021	31,595	33,974	32,910	1,064	35,734	5.18%	8.58%	\$ 68.16	\$ 2,435,629					
Upper	44,792	45,952	48,176	48,216	(40)	50,649	5.13%	5.05%	\$ 68.16	\$ 3,452,236					
Graduates	7,680	7,629	6,927	8,080	(1,153)	6,718	-3.02%	-16.86%	\$ 191.95	\$ 1,289,520					
Total Fall	82,493	85,176	89,077	89,206	(129)	93,101	4.52%	4.37%		\$ 7,177,385					
Matriculation: Out Of State															
Lower	3,035	3,150	3,067	3,772	(705)	3,159	3.00%	-16.25%	\$ 71.33	\$ 225,331					
Upper	2,382	2,159	2,091	2,604	(513)	2,132	1.96%	-18.13%	\$ 71.33	\$ 152,076					
Graduates	709	647	515	719	(204)	500	-2.91%	-30.46%	\$ 191.95	\$ 95,975					
Total Fall	6,126	5,956	5,673	7,095	(1,422)	5,791	2.08%	-18.38%		\$ 473,382					
Out Of State Fees:															
Lower	3,035	3,150	3,067	3,772	(705)	3,159	3.00%	-16.25%	\$ 393.86	\$ 1,244,212					
Upper	2,382	2,159	2,091	2,604	(513)	2,132	1.96%	-18.13%	\$ 393.86	\$ 839,715					
Graduates	709	647	515	719	(204)	500	-2.91%	-30.46%	\$ 609.94	\$ 304,971					
Total Fall	6,126	5,956	5,673	7,095	(1,422)	5,791	2.08%	-18.38%		\$ 2,388,897					
Spring															
Matriculation: FL Residents															
Lower	25,932	26,982	29,590	28,748	842	30,478	3.00%	6.02%	\$ 68.16	\$ 2,077,380					
Upper	45,231	47,544	48,503	50,490	(1,987)	51,526	6.23%	2.05%	\$ 68.16	\$ 3,512,012					
Graduates	7,818	7,349	6,744	7,573	(829)	6,537	-3.07%	-13.68%	\$ 191.95	\$ 1,254,777					
Total Spring	78,981	81,875	84,837	86,811	(1,974)	88,541	4.37%	1.99%		\$ 6,844,170					
Matriculation: Out Of State															
Lower	2,455	2,627	2,681	2,512	169	2,761	2.98%	9.91%	\$ 71.33	\$ 196,942					
Upper	2,335	2,468	3,137	2,342	795	2,179	-30.54%	-6.96%	\$ 71.33	\$ 155,428					
Graduates	719	546	478	826	(348)	468	-2.09%	-43.34%	\$ 191.95	\$ 89,833					
Total Spring	5,509	5,641	6,296	5,680	616	5,408	-14.10%	-4.79%		\$ 442,203					
Out Of State Fees:															
Lower	2,455	2,627	2,681	2,512	169	2,761	2.98%	9.91%	\$ 393.86	\$ 1,087,447					
Upper	2,335	2,468	2,137	2,342	(205)	2,179	1.97%	-6.96%	\$ 393.86	\$ 858,221					
Graduates	719	546	478	826	(348)	468	-2.09%	-43.34%	\$ 609.94	\$ 285,452					
Total Spring	5,509	5,641	5,296	5,680	(384)	5,408	2.11%	-4.79%		\$ 2,231,120					
Grand Total (Annual)															
Matriculation:															
Lower	69,512	71,552	76,901	75,440	1,461	79,758	3.72%	5.72%		\$ 5,418,848					
Upper	115,104	118,136	121,811	123,799	(1,988)	127,584	4.74%	3.06%		\$ 8,609,576					
Graduates	23,545	22,330	20,577	24,224	(3,647)	19,367	-5.88%	-20.05%		\$ 3,607,826					
Total	208,161	212,018	219,289	223,463	(4,174)	226,709	3.38%	1.45%		\$ 17,636,250					
Out Of State:															
Lower	5,975	6,122	6,186	7,036	(850)	6,371	2.99%	-9.45%		\$ 2,489,554					
Upper	5,523	5,434	4,916	6,304	(1,388)	5,013	1.97%	-20.48%		\$ 1,943,706					
Graduates	1,757	1,397	1,207	2,063	(857)	1,178	-2.36%	-42.90%		\$ 704,278					
Total	13,255	12,953	12,309	15,403	(3,095)	12,562	2.06%	-18.44%		\$ 5,137,538					
Total Matriculation and O/S Fees															
										\$ 22,773,788					
Less Fee Waivers - State										\$ (1,363,684)					
Less Fee Waivers - UWF										\$ (1,200,000)					
Alabama Differential Fees															
Summer 2003	396	1,028	1,073	n/a	n/a	1,100			\$ 20.00	\$ 22,000					
Fall 2003	2,005	2,894	3,576	n/a	n/a	3,800			\$ 20.00	\$ 76,000					
Spring 2004	3,108	2,908	3,485	n/a	n/a	3,600			\$ 20.00	\$ 72,000					
Total	5,509	6,830	8,134	n/a	n/a	8,500				\$ 170,000					
Excess Repeat Surcharge															
Summer 2003										\$ 35,000					
Fall 2003										\$ 60,000					
Spring 2004										\$ 63,000					
Total										\$ 158,000					
Sub-Totals															
										\$ 20,538,104					
Other Incidental Revenues:															
Application Fees										\$ 123,386					
Late Registration Fees										\$ 71,464					
Library Fines										\$ 26,366					
Miscellaneous Fees										\$ 10,223					
Sponsored Research O/H										\$ 25,622					
Total Other Incidental Rev										\$ 257,061					
Total Anticipated Collections										\$ 20,795,165					

UWF Board of Trustees
Finance, Administration and Audit Committee
June 17, 2004

Issue: Amendment of the following rules
6C6-4.002 Waiver of Tuition and Fees
6C6-4.008 Tuition Rates Fees, Fines and Penalties

Proposed action:

1. Approve proposed **Rule 6C6-4.002 Waiver of Tuition and Fees**
 - a. as an emergency rule, and
 - b. as a permanent rule.
 2. Approve proposed **Rule 6C6-4.008 Tuition Rates, Fees, Fines and Penalties**
 - a. as an emergency rule, and
 - b. as a permanent rule.
-

Background information:

Proposed Rule 6C6-4.002 Waiver of Tuition and Fees. Proposed revisions are necessary in order:

1. to remove unnecessary information regarding Alabama graduate students, as the information will be included in the revisions to rule 6C6-4.008.
2. to add nine additional counties in Alabama whose residents will be eligible for the Alabama differential out-of-state fee.

Proposed Rule 6C6-4.008 Tuition Rates, Fees, Fines and Penalties.

Proposed revisions to the rules are necessary in order:

1. to change the tuition and out-of-state fees in accordance with 2004 legislation*.
2. to include the Alabama differential out-of-state fee for qualified Alabama graduate level students.
3. to reflect a proportional increase in the financial aid fee based on the tuition and out-of-state fee increases (the UWF BOT is authorized to charge an amount not to exceed 5% of the tuition and out-of-state fee. These increases would reflect a desire to continue to exercise such authority to the maximum permitted.)*
4. to update the rule to reflect increases in the Activity and Service Fee, Health Fee and Athletic Fee; such increases were approved by the UWF BOT at its November 7, 2003 meeting.

5. to reflect the increase in the Third Time Repeat fee; this figure is calculated and provided to universities by Tallahassee on an annual basis.
6. to authorize an off campus fee to recover the increased costs to the university by offering designated courses off campus. (UWF BOT is authorized to charge this fee in accordance with Florida Statutes Section 1009.24(12)(k)).
7. to reflect increases in the amount charged to students, faculty and staff for parking permits. The increases are necessary to cover the annual costs related to preventive and routine maintenance of the parking lots. Prior to recommending such increases to the President's Cabinet, a study was done to benchmark our rates against the other Universities in the SUS- it was found that our rates were the lowest. Even after the proposed increases, our rates would remain the lowest in the SUS. The President's Cabinet approved the proposed increases of 15% across the board.

*Note, calculations of increases in tuition and financial aid fees provided by the Chancellor's Office.

Supporting documentation: Proposed rules

Prepared by: Gina DeIulio
850-857-6130

6C6-4.002 Waiver of Tuition and Fees.

(1) The University will waive tuition and fees as required in Section 1009.26, F.S.

(2) The University will waive the tuition, financial aid fee, health fee and athletic fee for Florida residents 60 years of age or older under the conditions set forth in Section 1009.26, F.S.

(3) The University will waive the out-of-state per credit hour fees for qualified graduate students from the Alabama counties listed below, provided those students pay the appropriate a ~~\$20.00~~ differential out-of-state fee per credit hour: Autauga, Baldwin, Barbour, Bullock, Butler, Choctaw, Clarke, Coffee, Conecuh, Covington, Crenshaw, Dale, Dallas, Elmore, Escambia, Geneva, Henry, Houston, Lowndes, Macon, Mobile, Monroe, Montgomery, Pike, ~~and~~ Washington, and Wilcox.

(4) The University will, upon appeal of the student, waive the late registration, late payment and/or reinstatement fee when the University determines:

(a) The University is primarily responsible for the delinquency, or

(b) Extraordinary circumstances beyond the control of the student prevented registration or the payment of fees.

Specific Authority 1001.74(4) FS. Law Implemented 1001.74(10), (11), 1001.75(11), 1009.24, 1009.26 FS. History—New 12-29-80, Formerly 6C6-4.02, Amended 11-2-03, Amended _____ .

6C6-4.008 Tuition Rates, Fees, Fines, and Penalties.

Beginning Fall 2003~~4~~, the matriculation fees for resident students and matriculation plus differential cost or out-of-state fee for non-resident students (“Tuition”) at the University shall be as follows:

Undergraduate Level Coursework:

Undergraduate <u>Resident</u> Matriculation fee per Student Credit Hour (SCH)	\$63.41 <u>\$68.16</u>
Undergraduate Non- Resident or Qualified Alabama Resident Matriculation fee per SCH	<u>\$71.33</u>
Undergraduate Alabama Differential out-of-state fee per SCH	<u>\$20.00</u>
Undergraduate out-of-state fee per SCH	\$350.10 <u>\$393.86</u>

Graduate Level Coursework:

Graduate Matriculation fee per SCH	\$170.63 <u>\$191.95</u>
<u>Graduate Alabama Differential out-of-state fee per SCH</u>	<u>\$20.00</u>
Graduate out-of-state fee per SCH	\$542.17 <u>\$609.94</u>

Tuition and fees for each student shall be the Tuition plus the applicable mandatory fees set forth below and any optional fees charged by the University:

Mandatory Fees:

Student Financial Aid Fee	
Undergraduate Resident per SCH	\$3.17 <u>\$3.40</u>
Undergraduate Non-resident per SCH	\$20.67 <u>\$23.25</u>
Undergraduate Qualified Alabama resident per SCH	<u>\$4.17</u> <u>\$4.56</u>
Graduate Resident per SCH	\$8.63 <u>\$9.59</u>
Graduate Non-resident per SCH	\$35.64 <u>\$40.09</u>
<u>Graduate Qualified Alabama resident per SCH</u>	<u>\$10.59</u>
Capital Improvement Trust Fund Fee per SCH	<u>\$2.44</u>
Building Fee per SCH	<u>\$2.32</u>
Health Fee per SCH	<u>\$3.00</u> <u>\$3.19</u>
Athletic Fee per SCH	\$11.60 <u>\$12.05</u>
Activity and Service Fee per SCH	<u>\$8.25</u> <u>\$8.75</u>
Third Time Repeat Fee (in addition to matriculation fee) per SCH	\$164.54 <u>\$169.12</u>
Transportation Fee per SCH	<u>\$1.00</u>

Optional Fees:

<u>Off-Campus Fee</u>		<u>Based on additional costs</u>
Non-Refundable Application Fee		<u>\$30.00</u>
Admissions Deposit Fee		<u>\$200.00</u>
Orientation Fee		<u>\$35.00</u>
Identification Card (Nautilus Card)		
New Card-Initial Cost		<u>\$10.00</u>
Replacement Card		<u>\$15.00</u>
Fee for Transcripts		<u>\$5.00</u>
Fee for Diploma Replacement		<u>\$10.00</u>
Registration Fee for a Zero-Hours Course		
Undergraduate	same as cost to take 1 credit hour	
Graduate	same as cost to take 1 credit hour	
Returned Check Fee for Unpaid Checks (NSF)		
\$0.00 – \$50.00		<u>\$25.00</u>
\$50.01 – \$300.00		<u>\$30.00</u>
\$300.01 and up	greater of 5% or	<u>\$40.00</u>
Late Payment Fee		<u>\$50.00</u>
Late Registration or Reinstatement Fee		<u>\$50.00</u>
Fee for Collection of Overdue Accounts		
Late Charge		<u>6.00%</u>
Collection Charge		<u>4.00%</u>
Collection Agency		<u>25.00%</u>
Credit Card Convenience Fee when paying tuition and fees on line or via telephone		<u>cost</u>
Service Charge for Payment of Tuition in Installments		<u>\$15.00</u>
Fingerprinting		<u>cost</u>

Intern Photo (including Sales Tax)	\$5.00
CEU Certificates	\$3.00
Testing	cost
Materials and Supplies Fee	varies
Student Parking Permits	
Annual	\$20.00 <u>\$23.00</u>
Semester	\$12.00 <u>\$14.00</u>
<u>USPS Parking Permits</u>	
Annual	\$40.00
Semester	\$27.00
<u>Faculty and A&P Parking Permits</u>	
Annual	\$52.00
Semester	\$34.00
<u>Administrative Parking Permits</u>	
Annual	\$63.00
Semester	\$40.00

Fines and Penalties

Library	varies
Traffic	*varies

*as provided in the 2003-2004 Traffic Regulations, University of West Florida brochure incorporated into this rule by reference. The brochure may be obtained at the Cashier's Office in building 20E.

Specific Authority 1001.74(4), (11), 1006.66(2) FS. Law Implemented ~~2003-04~~ 2004-05 General Appropriations Act, 1001.74(24), 1001.75(11), (35), 1006.66, 1009.24, 1009.285 FS. History—New 5-18-03, Amended 8-18-03, Amended _____.

UWF Board of Trustees
June 17, 2004

Issue: Distance Learning Fee Waiver Policy

Proposed action: Approve

Background information: Competition among universities in the distance learning market is intense, especially for out-of-state students (including the military.) (Reference attached tuition survey) The proposed Distance Learning Waiver Policy will enable UWF to successfully recruit out-of-state students into its distance learning programs. This policy is one of the essential building blocks required for the newly created Academic Technology Center to successfully market several of its specialized distance learning programs for Fall, 2004. Primary goals are to promote the University, increase enrollment, and increase name recognition by marketing highly specialized programs, such as Maritime Studies and Oceanography, to niche markets, particularly the military.

Supporting documentation: Proposed Distance Learning Waiver Policy
Tuition Survey

Prepared by: Pam Northrup
850-474-3255

Distance Learning Waiver Policy Effective Academic Year 2004/2005

Rationale for Policy:

This policy is being developed to encourage increased enrollment (including military personnel) in the distance learning academic degree programs offered at UWF.

Background Information:

- Competition among universities for students in distance learning programs is intense, especially for out-of-state students.
- Often, the addition of the out-of-state fee causes the course to be cost prohibitive for the student.

Proposed Distance Learning Waiver Policy:

The Provost/Designee will identify the online degree(s) and/or certificate program(s) in which the students must be enrolled to be eligible for the Distance Learning Waiver consistent with the following guidelines :

1. Distance Learning Waivers may be granted for non-Florida resident students for enrollment in distance learning courses in a designated degree(s) and/or certificate program(s) (“designated degrees or programs”).
2. To be considered for a Distance Learning Waiver, the student must be officially enrolled in one of the designated degrees or programs. This enrollment may be as
 - a. a degree-seeking student or
 - b. a non-degree seeking student specifically sanctioned by the offering department.
 - Note: A special section of the course will be designated as Distance Learning where CEC will be coded on the RSCO screen under Program 1.
3. The number and value of the Distance Learning Waivers authorized pursuant to this policy will be accounted for separately from other types of waivers and the effectiveness of this policy to achieve the objectives will be reviewed by the Provost/designee annually. These waivers are in addition to and independent of the undergraduate and graduate waiver allocations.

4. The Provost/designee will review all Distance Learning Waivers for approval and the Provost/designee has the authority to set a cap on the number of or maximum value of the Distance Learning Waivers awarded per semester.
5. The Distance Learning Waivers for each course will be approved only when the issuance of such waivers will not result in additional E&G costs to the University. The Provost/designee has the authority to determine whether the Distance Learning Waivers for each course will be partial waivers or full waivers of the out-of-state fee. The Provost/designee also has the authority to approve any Off Campus Fees to be charged to students to recover the increased costs to the University that are incurred in the delivery of the course off campus..
6. Provost staff will provide semester reports to the Provost/designee and Deans on Distance Learning Waivers issued during each semester.

Eligible Programs:

Eligible programs must be authorized by the Provost/designee.

Alternative Pricing for Online Courses

	In-State				Out-of-State			
	Undergraduate		Graduate		Undergraduate		Graduate	
	Semester Rate	Per Semester Hour	Semester Rate	Per Semester Hour	Semester Rate	Per Semester Hour	Semester Rate	Per Semester Hour
University of West Florida Based on on-campus fees	-	95.19	-	207.77	-	462.79	-	777.05 (234.88 with out-of-state waiver)
Troy State University*								
12-16 hours	1,765.00	147.08	-	161.00	3,530.00	294.17	-	322.00
≤ 11 hours	-	149.00	-	161.00	-	298.00	-	322.00
Ft. Hays State University*	-	112.00	-	150.00	-	112.00	-	150.00
Old Dominion*								
Locations outside of Virginia	-	173.00	-	273.00	-	173.00	-	273.00
Within Virginia	-	154.00	-	235.00	-	357.00	-	603.00
Thomas Edison* Comprehensive 2 semester rate was given Subsequent years: \$2,805 U & \$4,175 G	1,662.50	138.54	-	-	2,387.50	198.96	-	-
Georgia Southern								
≥ 12 hours	1,005.00	83.75	1,206.00	100.50	4,020.00	335.00	4,824.00	402.00
< 12 hours	-	84.00	-	101.00	-	335.00	-	402.00
Web MBA	-	-	-	500.00	-	-	-	500.00
San Diego State University								
2 semester rate was given	1,244.00	103.67	-	-	nav	nav	nav	nav
≤ 6 hours	-	-	-	659.00	nav	nav	nav	nav
≥ 6.1 hours	-	-	-	974.00	nav	nav	nav	nav
Florida State University FSU fees vary per discipline based on the off-campus fee charged	-	139.12 ¹	-	184.97 ²	-	411.37 ¹	-	719.5 ²
FSU Non-Florida, Partial Waiver FSU waives out-of-state for online graduate programs	-	-	-	-	-	-	-	210.42 ²
University of Central Florida	-	94.42	-	207.00	-	462.02	-	776.27
University of North Florida Based on 15 hours	1,456.50	97.10	-	208.44	6,634.05	442.27	-	742.97
University of South Florida	-	96.95	-	209.53	-	464.56	-	778.80

* Navy College Programs

Standard of 12 hours/semester was used to calculate hourly rate when semester rate was given.

¹ Tuition for Computer & Information Science, Information Studies, and Interdisciplinary Social Science

² Tuition for Criminology, Instructional Systems & Mathematics Education

**UWF Board of Trustees
Finance, Administration and Audit Committee
June 17, 2004**

Issue: 2005-06 Legislative Budget request

Proposed action: Approve

Background information:

Each year in June, the University System Chancellor requests from the universities their Legislative Budget Requests for institution-specific issues and activities. At UWF, our requests are based on unmet needs identified through the Strategic Planning process. A worksheet displays the estimated funds needed to accomplish each strategic goal and each priority. From those needed amounts, the UWF President and Cabinet determine levels of funding to be requested. The Office of University Planning prepares the appropriate narratives and budget forms as requested by the chancellor. The university president submits the UWF Legislative Budget Request to the chancellor. The institutional LBR's are included in the State University System's LBR for consideration by the Legislature during the following spring.

The UWF LBR Worksheet for 2005-2006 displays unmet needs of more than \$26 million to adequately accomplish strategic planning goals and priorities. It is anticipated that UWF will request about one-third of the needed amount from the Legislature each year. UWF recognizes that the Legislature may not fund all of the needs in one year. UWF also recognizes that other funding sources will be needed to accomplish the Strategic Plan. Therefore, this worksheet is a useful tool to use for all funding considerations and deliberations of the University.

Supporting documentation: The University of West Florida Legislative Budget Request (LBR) Worksheet for 2005-2006

Prepared by: Jerry Norris
850-474-2211

LBR -- INTERNAL WORKING DOCUMENT					This Worksheet DRAFT Updated 6-2-2004.jn	
1	The University of West Florida					
2	2005-2006 Legislative Budget Request - Local Initiatives Worksheet to Promote Understanding			(At July, 2004)		
3	Based on UWF Strategic Plan Goals and Priorities			Includes Estimates of Actual Needs	Estimates	Potential
4	June 2004			in Column D	University	Request for
5				Under	Planning	2005-2006
6				Review by	Estimates of	LBR for
7	Strategic			the Following	Funding	Local
8	Goals			Estimators	Enhancements	Initiatives
9	(A)	Strategic Priorities		(C)	(D)	(E)
10	Goal One: Promote programs and activities, and learning and living environments that encourage the development of individual potential in students, faculty, and staff; communities of learners; and the valuing of lifelong learning.					
11	Goal One Priorities:					
12	1 Offering highest-quality undergraduate, graduate, and continuing education/distance education programs			Little	\$ 400,000	\$ 132,000
13	Engaging students in career, experiential learning, leadership, and service programs that will prepare them to make life-long contributions to society			Little/Ford	\$ 850,000	\$ 280,500
14	3 Aligning innovative curricula and co-curricula to the University's mission			Little	\$ 1,000,000	\$ 330,000
15	4 Enhancing the quality of the learning environment, academic experience, and student services			Little/Ford	\$ 4,200,000	\$ 990,000
16	5 Identifying and systematically assessing learning outcomes for curricular and co-curricular programs and activities			Little/Ford/Backman	\$ 1,800,000	\$ 450,000
17	6 Systematically effecting the UWF Information Technology Strategic Plan			White/Little/Dieckmann	\$ 2,400,000	\$ 792,000
18	7 Providing faculty and staff development, recognition, and rewards			Cavanaugh/White/Wooten	\$ 250,000	\$ 82,500
19	8 Acquiring and utilizing adequate space to foster learning and living environments			Wooten/Barnett	\$ 7,500,000	\$ 2,250,000
20	9 Systematically effecting the Campus Master Plan			Wooten/Barnett	\$ 200,000	\$ 66,000
21	Totals for Strategic Goal One				\$ 18,600,000	\$ 3,123,000
22						
23						
24	Goal Two: Attract and inspire a diverse and talented student body committed to uncompromising academic excellence					
25	Goal Two Priorities:					
26	1 Increasing student enrollment and retention			Little/Metarko/Ford	\$ 1,000,000	\$ 280,000
27	2 Increasing enrollment and retention of academically talented students			Little/Ford/Metarko	\$ 400,000	\$ 99,000
28	3 Marketing to, enrolling, and retaining a diverse population -- including military populations			Crawford/Ford/Metarko	\$ 200,000	\$ 66,000
29	4 Aligning facilities and other resources to strategic initiatives			Little/Ford/Wooten	\$ 800,000	\$ 264,000
30	5 Delivering the University's Brand Promise (as synthesized in a related document)			White/Crawford	\$ 100,000	\$ 33,000
31	Totals for Strategic Goal Two				\$ 2,500,000	\$ 742,000
32						
33	Goal Three: Provide solutions to educational, cultural, economic, and environmental concerns					
34	Goal Three Priorities:					
35	1 Aligning UWF instruction, research, and service programs to the communities we serve -- including military base communities			Little	\$ 1,000,000	\$ 330,000
36	2 Assisting students to develop and apply leadership and life skills to the solution of community problems			Little/Ford	\$ 250,000	\$ 82,500
37	3 Converting research to products through technology transfer			Little/White	\$ 150,000	\$ 49,500
38	4 Providing comprehensive data for decision-making			Little/White/Dieckmann/Norris	\$ 600,000	\$ 145,000
39	5 Developing educational partnerships and community services			Little/Van Galen/Cushing	\$ 400,000	\$ 99,000
40	6 Enhancing research and service centers and institutes			Little	\$ 1,000,000	\$ 330,000
41	7 Identifying and developing programs and centers of excellence			Cavanaugh/Cabinet	\$ 1,200,000	\$ 400,000
42	8 Enhancing continuing education/distance education (including certificate programs)			Little	\$ 150,000	\$ 69,500
43	Totals for Strategic Goal Three				\$ 4,750,000	\$ 1,505,500
44						
45	Goal Four: Manage growth and development responsibly through focus on continuous quality improvement of programs and processes					
46	Goal Four Priorities:					
47	1 Emphasizing exemplary customer/client service to students, faculty, staff, and external constituencies					
48	2 Acquiring outside funding enhancements			Van Galen	\$ 100,000	\$ 85,442
49	Continuing development of instructional, research, and service sites within the University's service area (e.g., Fort Walton Beach, Downtown Pensacola, etc.)			Little/Ford/Wooten	\$ 1,000,000	\$ 250,000
50	4 Identifying and implementing campus safety and security improvements			Wooten	\$ 150,000	\$ 49,500
51	5 Modifying human resource systems (includes classification and pay plans)			White/Wooten	\$ 5,000,000	\$ 1,500,000
52	6 Enhancing faculty and staff salaries			Cavanaugh	\$ 1,287,400	\$ 1,287,400
53	7 Enhancing institutional effectiveness, accountability, and performance reporting			Norris/Backman	\$ 150,000	\$ 49,500
54	8 Implementing governance structure improvements			Cavanaugh/White	\$ 250,000	\$ 82,500
55	Totals for Strategic Goal Four				\$ 7,937,400	\$ 3,304,342
56						
57						
58	Total Estimated Need (Column "E"; July 2004)				\$ 33,787,400	\$ 8,674,842
59	Total Legislative Budget Request for Local Initiatives (Column "F")				\$ 26,287,400	
60					without PECO	
61					Line 21	
62						
63	Office of University Planning: LBR - Local Initiatives 2005-2006 Worksheet at 6-1-2004 JN:AX					
					Request as a % of Total Unmet Need, Less Space Issues, Line 21: 33%	

**UWF Board of Trustees
Finance, Administration and Audit Committee
June 17, 2004**

Issue: Arcadia Mill site acceptance

Proposed action: Approve

Background information:

The Arcadia Mill site, located in Pace, is an important archaeological and historic site currently owned by the Santa Rosa Historical Society. The Society wants to donate the 36-acre site, valued at about \$350,000, to the University of West Florida, providing the University agrees to use the site for educational, historic and archaeological purposes.

The proposed transaction would entail the UWF Foundation accepting the property and then immediately lease it to the University, which brings it under the university's liability insurance coverage. Within the next year, the property would then be transferred from the Foundation to the University.

Board action required to complete this transaction is an endorsement of the acceptance of the Arcadia Mill site by the Foundation and a pledge for the University to lease the property and eventually accept ownership from the Foundation.

Supporting documentation: None

Prepared by: Keith Goldschmidt
850-474-2368

**UWF Board of Trustees
Finance, Administration and Audit Committee
June 17, 2004**

Issue: Dorr House renovation into presidential home/president's contract

Proposed action: Approve

Background information:

The Dorr House, which is managed by the West Florida Historic Preservation Inc, is located at 311 S. Adams St, on the corner of Adams and Church streets. Built in 1871, it is a prime example of Greek Revival architecture and a jewel in the downtown area.

Plans for the house are to renovate it so it can be used as a presidential home. The West Florida Historic Preservation Board has approved the plan, and the UWF Foundation Board of Directors will be brought a proposal to pay for the renovations.

Having a presidential home in the heart of the downtown Historic District has many advantages. It raises the profile of the University in our newest campus and provides greater opportunity for entertaining dignitaries in a scenic area.

The Board of Trustees authorized payment of an annual housing subsidy for the president. By providing a presidential home, the annual subsidy ceases. For this plan to proceed, the Board of Trustees would need to amend the president's contract to reflect he is being provided a home, and the annual housing subsidy is terminated when the home is ready for occupancy.

Supporting documentation: None

Prepared by: Keith Goldschmidt
850-474-2368

**UWF Board of Trustees
Finance, Administration and Audit Committee
June 17, 2004**

Issue: Prompt payment policy and guidelines

Proposed action: Adopt

Background information:

Because of the devolution of authority to university boards of trustees, the statutory provisions governing payment of vendors and contractors no longer will apply. Boards of trustees are required to adopt policies and guidelines regarding such payment.

As to all vendors and contractors, the proposed prompt payment policy specifies the obligations of the university in making payments and the obligations of the contractors to pay subcontractors. It provides timelines and procedures to be followed by the university in making payments to vendors or reimbursing university employees. The policy must be approved prior to July 1, 2004, the date the university has the authority to process its own vendor payments.

As to construction contractors, proposed legislation on prompt payment by universities failed to pass during the recent legislative session. However, each of the 11 institutions in the State University System agreed to adopt internal policies that are similar to the guidelines used by Florida's community colleges. The guidelines are to ensure the universities to pay contractors in a timely manner and require by contract that such contractors in turn pay their subcontractors in a timely manner.

Supporting documentation: Proposed prompt payment policy
Proposed prompt payment guidelines

Prepared by: Jan Woody
850-474-3025

PROMPT PAYMENT POLICY

1. All payments made by the University are subject to University Policy and Rules as approved by the University's Board of Trustees. It is the policy of the University that documentation authorizing payment of an invoice shall be approved for payment not later than 40 days, after receipt of the invoice and receipt, inspection, and approval of the goods or services, except that in the case of a bona fide dispute the voucher shall contain a statement of the dispute and authorize payment for only the undisputed amount. All payments shall be disbursed within 40 days after approval for payment.

- b. a. Approval and inspection of goods or services shall take no longer than five (5) days unless the bid specifications, purchase order, or contract specifies otherwise. The 40-day payment requirement may be waived in whole or in part by the University Controller on a showing of exceptional circumstances in accordance with rules, policies and procedures of the University. For the purposes of determining the receipt of invoice date, the department is deemed to receive an invoice on the date on which a proper invoice is first received at the location previously specified to the vendor or contractor ("vendor") by the University.
- c. The University is deemed to have received an invoice on the date of the invoice, if the department has failed to annotate the invoice with the date of receipt at the time the department actually received the invoice, or the department failed, at the time the order was placed or the contract was entered into with vendor, to designate a specific location to which the invoice was to be delivered.
- d. The University may make partial payments to a contractor upon partial delivery of goods or services or upon partial completion of construction when a request for such partial payment is made by the contractor and approved by the Controller.
- e. If the terms of the invoice provide for a discount when payment is made by the University within a specified number of days, the University shall preferentially process it and use all diligence to obtain the savings by complying with such payment terms.
- f. Reimbursements to University officers and employees must be paid in the same timeframes and process as payments to vendors under this policy.
- g. This policy does not apply to payments made to State agencies or other governmental entities within the State of Florida.
- h. The Director of Procurement and Contracts may authorize advance payments for goods and services, including, but not limited to, maintenance agreements and subscriptions only when it is in the best interest of the University to make payments in advance and it has been determined there is adequate protection to ensure that such goods or services will be provided.
- i. Payments not made on a timely basis are subject to an interest penalty payment at a rate established under Florida Statutes Section 55.03(1). The interest penalty will only be applied on the unpaid balance from the expiration of such 40-day period until such time as the payment is issued to the vendor.
- j. All agreements between the University and vendors shall include a statement of the vendor's rights and the University's responsibilities under

this policy. The vendor's rights shall include being provided with the telephone number of the University's vendor ombudsman and such information will also be placed on all purchase orders.

- k. Invoices received from vendors, who have failed to supply the University with a complete and accurate W-9, will be deemed insufficient for payment until such information has been provided.
- l. For goods or services that are acquired using a University contract with a pre-approved cost per item, inspection and approval is not required. Upon certification of receipt by the department, payment will be issued by the Financial and Accounting Services within the timeframe necessary to meet the terms and conditions of this policy.

DRAFT

Guidelines for Contractual Provisions for Prompt Payment on University of West Florida Construction Contracts

Adopted by the UWF Board of Trustees on June 17, 2004

The following provisions are recommended to be included in all University construction contracts in order to promote timely payments to subcontractors for work satisfactorily completed.

Subcontractors, forty-five (45) calendar days after satisfactory completion of their work on the Contractor's project, can invoice the Contractor for the remainder of unpaid work, including the full value of the retainage related to their work, less the value of any item contested in accordance with the terms and conditions of the construction Contract. The Subcontractor shall include a conditional, partial release of lien and all appropriate warranties and closeout documentation with this final payment invoice to the Contractor. The Contractor must include this subcontractor payment request in the next Application for Payment in the pay application cycle to the Architect following the receipt of the subcontractor payment request, if deemed to be complete and in compliance with this section. The University shall process the payment request within thirty (30) calendar days of receipt of the Certificate for Payment from the Architect, and shall include payment of the retainage, less the value of any contested item, in its next payment to the Contractor. When a Contractor receives payment from the University for labor, services, or materials furnished by subcontractors and suppliers hired by the Contractor, the Contractor shall remit payment due to those subcontractors and suppliers, less the value of any item contested in accordance with the terms and conditions of the construction Contract, within ten (10) calendar days after the Contractor's receipt of payment.

The University should require the contractor to include the following provision in all construction contracts to promote timely payments to subcontractors for services properly completed to the University:

“When the Contractor receives payment from the University for labor, services, or materials furnished by subcontractors and suppliers hired by the Contractor for the project, the Contractor shall remit payment due to those subcontractors and suppliers, less the value of any item contested in accordance with the Contract, within ten (10) calendar days after the Contractor’s receipt of payment from the University. When the payment due the subcontractor is for final payment, including retainage, the subcontractor must include with the invoice for final payment a conditional release of lien and all appropriate warranties and closeout documentation. When the subcontractor receives payment from the Contractor for labor, services, or materials furnished by subcontractors and suppliers hired by the subcontractor, the subcontractor shall remit payment due to those subcontractors and suppliers, less the value of any item contested in accordance with the Contract, within ten (10) calendar days after the subcontractors receipt of payment.”

This provision shall not be construed to create a contractual relationship of any kind (1) between the Architect and Contractor, (2) between the University and a Subcontractor or Sub-subcontractor (et al.) (3) between the University and Architect or (4) between any persons or entities other than the University and Contractor.

DRAFT

**UWF Board of Trustees
Finance, Administration and Audit Committee
June 17, 2004**

Issue: 2004-05 Internal Auditing and Management Consulting work plan

Proposed action: Approve at committee level only

Background information:

The office of Internal Auditing and Management Consulting prepares and submits for approval a two-year work plan, which is reviewed periodically. The 2004-05 fiscal year is the second in the two-year cycle, and the work plan has been submitted and approved by the UWF president.

Supporting documentation: Letter to President Cavanaugh
2004-05 Internal Auditing and Management Consulting work plan

Prepared by: Betsy Bowers
850-474-2637

June 1, 2004

To: President John Cavanaugh
From: Betsy Bowers, associate vice president IAMC
Subject: Internal Auditing & Management Consulting Work Plan for 2004/05 Fiscal Year

Attached is the proposed work plan for UWF Internal Auditing & Management Consulting for the 2004/05 fiscal year. This is year two of the two-year cycle and a limited updating of the work plan was performed. Accordingly, a thorough risk assessment will be conducted prior to the onset of the 2005/06 fiscal year.

Based upon meetings with key UWF managers and my assessment of current operations, the following changes to the work plan have been incorporated.

1. Continue to provide extensive consulting/auditing activities to the Banner implementation, as financial goes live July 1, 2004, and personnel goes live January 1, 2005.
2. Included an audit of construction which will focus upon minor construction and possibly the HLS building.
3. Continue to participate in evaluation of rules/policies and procedures and any changes needed for UWF.
4. Added a MAS related to cashiering activities, as UWF becomes self-sufficient from the state and since UWF did not purchase the ERP student modules (which has the cashiering function); therefore, we will observe the crosswalks between CICS and Banner closely.
5. Pending the funding of an IT auditor position, an audit of information technology security has been scheduled. Continuing Education management advisory service to evaluate the development and start-up of the continuing education program because UWF's former Controller (Charles Clark) is overseeing the implementation of the daily operations. Based upon our past audit work with this employee, we are relying upon his ability to establish strong internal controls with appropriate checks and balances. This area will be placed into the risk universe for the 2003/04 risk assessment.

Upon your approval, a copy of this plan will be transmitted to the UWF Board of Trustees Finance and Audit Committee chairman for acceptance and presentation to the Board of Trustees.

As in the past, we will evaluate the work plan in December 2004 and make any necessary adjustments. We look forward to working with you and the Board of Trustees during the upcoming fiscal year.

Cc: Trustee K.C. Clark, chairman Finance and Audit Committee
Board of Trustees file

**UWF Internal Auditing & Management Consulting
Work Plan for 2004/05 (update)**

Activity	2004/05
AUDIT:	
Construction: Minor Projects and/or HLS	X
Information Technology Security *	X
Audit Planned	2
ACCOUNTABILITY ACTIVITIES:	
Performance Based Budgeting	X
Follow-Up Activities	X
MANAGEMENT ADVISORY SERVICES:	
ERP: SCT implementation	X
Transition: Evaluation of Rules/Policies/Changes Needed	X
Fiscal Year End Inventories Observations/Test Counts	X
Cashiering: Operational/ Workflow/Policies/Rules	X
IHMC Transition	X
SACS Accreditation Process	X
INVESTIGATIONS:	
Campus Referred Reviews	X
Get Lean	X
Whistleblower	X

NOTE: No total is given for Management Advisory Services and Investigations because they are not quantifiable as to the volume or the magnitude of each. These are unpredictable areas.

APPROVED:

John C. Cavanaugh, President UWF

K.C. Clark, Chairman Finance, Administration & Audit Committee
UWF Board of Trustees

* If IT auditor position is funded for FY 2004/05, this position will perform this engagement, as well as assisting heavily in ERP activities for Internal Auditing.

**UWF Internal Auditing & Management Consulting
2004/05 Time Analysis**

ACTIVITY	BUDGET	BOWERS	HUDSON	New IA	New IT auditor
Total Hours	7,830	2,088	2,088	1,566	2,088
Less: Holidays & Leave					
Holidays	288	72	72	72	72
Annual Leave	704	176	176	176	176
Sick Leave	416	104	104	104	104
Educational Leave	0	0	0	0	0
Leave without Pay	160	0	0	160	0
Work Hours Available	6,582	1,736	1,736	1,054	1,736
Less:					
Administration	400	200	100	50	50
Training:					
ACUA	160	40	40	40	40
SUS	160	40	40	40	40
Local/Campus	64	16	16	16	16
Subtotal for Training	384	96	96	96	96
Hours Available for Audits, MAS, Investigations, & Accountability activities	5798	1440	1540	908	1590
Management Advisory Services:					
ERP: SCT Implementation	2,200	800	800	200	400
Transition: Eval Rules/Policies/Changes	325	200	50	25	50
Fiscal Year End Inventories Observations/Test Counts	135	25	25	10	75
Cashiering: Operational/ Workflow/Policies/Rules	43	10	10	13	10
IHMC Transition	60	25	25	0	10
SACS Accrediation Process	250	60	85	20	85
Miscellaneous MAS activities	375	100	100	75	100
Subtotal for MAS (minimum of 20%/employee)	3388	1220	1095	343	730
Follow-Up Activities	185	10	25	110	40
Investigations	170	50	50	20	50
Other	225	50	100	25	50
Contingency	135	40	45	0	50
Carry-Over Audits	0	0	0	0	0
Total Hours	715	150	220	155	190
Time Available for University Internal Audits	1895	70	225	410	670
Less University Audits					
Construction	530	20	100	400	10
Information Technology Security	845	50	125	10	660
Difference (Time Available for Unscheduled Work)	320	0	0	0	0

**UWF Board of Trustees
Finance, Administration and Audit Committee
June 17, 2004**

Issue: Continuing Education audit report

Proposed action: Accept

Background information:

In accordance with the 2003-04 workplan, Internal Auditing and Management Consulting completed the audit of the UWF Continuing and Distance Education operations for the period July 1, 2002-June 30, 2004. The report includes six recommendations, with which CDE management has concurred and has begun corrective actions.

Supporting documentation:

Prepared by: Betsy Bowers
850-474-2637

[index.doc](#)

University of West Florida
Audit of
Continuing and Distance Education
For the Period
July 1, 2002-June 30, 2003
UWF-03/04-02

June 7, 2004

Prepared by
UWF Internal Auditing & Management Consulting

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Executive Summary

We conducted an operational audit of the University's Continuing and Distance Education (CDE) to examine and evaluate the adequacy and effectiveness of the department's system of internal control and the quality of performance in carrying out assigned responsibilities in the following areas of scope: a) Reliability and integrity of information; b) Compliance with policies, plans, procedures, laws, and regulations; and c) Safeguarding of assets. Our specific objectives were to:

- ◆ Gather the necessary information to obtain a basic understanding of the UWF CDE operations; to determine and refine the scope and objective of the audit.
- ◆ Determine if adequate internal controls and operating procedures exist and are being implemented. Including determining:
 - a) receipts were properly recorded in the University's records;
 - b) registrants were properly recorded in the department's registration system;
 - c) refunds and expenses were authentic and properly negotiated and documented; and
 - d) certification of CDE courses were properly issued and controlled
- ◆ Determine that CDE enrollment is not replacing funded FTE enrollment.
- ◆ Determine that the CDE operation is conducted within established UWF and state policies, procedures and guidelines.
- ◆ Evaluate the general effectiveness and efficiency of CDE operations.
- ◆ Determine whether CDE's goals and objectives are:
 - a) consistent with the mission, goals and objectives of UWF,
 - b) measurable, and
 - c) measured.
- ◆ Make recommendations to improve operations or correct deficiencies.

Our audit period was July 1, 2002, through June 30, 2003. We conducted our audit in accordance with the *Standards for the Professional Practice of Internal Auditing*. Field work was conducted from September 11, 2003, through February 25, 2004.

Results of Audit

Our audit results indicated that management appeared committed to maintaining the essential elements of an effective control environment. However, we noted several instances where departmental procedures and controls could be strengthened. Our audit indicated the following:

- Administrative duties can be further segregated to enhance internal controls.

- CDE needs to develop written internal policies and procedures that are unique for the unit.
- Improvements are needed in the cash collections procedures.
- Documentation needs to be improved for cancelled courses.
- Improvements are needed regarding issuance and reconciliation of CEU certificates.

Although the UWF annualized FTE enrollment for graduate students for academic year 2003/04 has initially fallen below corridor, we did not find a correlation to the courses of CDE which students took for credit. We do not believe that the CDE courses students take for credit are negatively impacting the overall funded enrollment for the university.

During our fieldwork, management took immediate action to correct significant internal control weaknesses. First, they secured a locking money bag that would be used for the collection of course fees. Second, third party sponsors held classes all over the state of Florida with UWF's CDE operation being the certifying agency. Because of the logistics involved, the internal control structure was severely impaired. Management recognizing the problem, took immediate actions by eliminating the use of third party sponsors for CEU courses. We commend management upon their prompt action to remedy these internal control issues.

Accordingly, recommendations contained in this report relate to UWF's strategic imperative to "*continuously develop and improve processes and methods in delivering the university's brand promise*" and the transfer of operations from the main campus. Overall, our report includes five recommendations which will strengthen existing internal controls, as well as improving the efficiency of current operating procedures. Our comments and recommendations are discussed in detail in the **Comments & Recommendations** section of this report, beginning on [page six \(6\)](#).

We noted an operational strength in this audit. At the onset of the engagement, transactions going through the university's accounts receivable system were not able to be reconciled on an individual basis with the CDE's Peopleware Pro® (PWP) software. This reconciliation of fees between PWP and CICS was not possible to perform because of the lack of detailed information. Only daily batch totals were available from the CICS, which made it a monumental task to reconcile back to individual students. This was brought to the attention of university management, who promptly re-programmed the printout for CDE to show individual transactions vs. batch information. **However, the report is currently not functioning properly, and ITS is focusing their energies on the Banner implementation rather than resolving this current glitch. Reconciling remains a major concern.**

Scope & Objectives of the Audit

We conducted our audit in accordance with *Standards for the Professional Practice of Internal Auditing*. Accordingly, we performed such tests and procedures as considered necessary in the circumstances. The field work was conducted from September 11, 2003, through February 25, 2004.

Our operational audit was to examine and evaluate the adequacy and effectiveness of the department's system of internal control and the quality of performance in carrying out assigned responsibilities in the following areas of scope: a) Reliability and integrity of information; b) Compliance with policies, plans, procedures, laws, and regulations; and c) Safeguarding of assets. Our specific objectives were to:

- ◆ Gather the necessary information to obtain a basic understanding of the UWF Continuing and Distance Education (CDE) operations; to determine and refine the scope and objective of the audit.
- ◆ Determine if adequate internal controls and operating procedures exist and are being implemented. Including determining:
 - a) receipts were properly recorded in the University's records;
 - b) registrants were properly recorded in the department's registration system;
 - c) refunds and expenses were authentic and properly negotiated and documented;
 - d) certification of CDE courses were properly issued and controlled.
- ◆ Determine that CDE enrollment is not replacing funded FTE enrollment.
- ◆ Determine that the CDE operation is conducted within established UWF and state policies, procedures and guidelines.
- ◆ Evaluate the general effectiveness and efficiency of CDE operations.
- ◆ Determine whether CDE's goals and objectives are:
 - a) consistent with the mission, goals and objectives of UWF,
 - b) measurable and
 - c) measured.
- ◆ Make recommendations to improve operations or correct deficiencies.

The scope of our audit excluded the Community and University Partnerships (C/UP) division of this department, as we audited C/UP within the past five years. Please refer to UWF Internal Audit "Departmental Audit: C/UP- UWF-99/00-06" issued January 18, 2000. Five recommendations were made and have been adequately implemented.

Use of Report

We are employed by the University of West Florida. This report is intended solely for the internal use of the University of West Florida, UWF Board of Trustees, the Florida Board of Education, Division of Colleges and Universities and is not intended to be used for any other purpose. This restriction is not intended to limit the distribution of this report which is a matter of public record.

Methodology

An operational audit was conducted of the UWF Continuing and Distance Education (CDE). Non-statistical samples of transactions related to CDE courses offered and enrollment were tested. During our audit, we met with key administrative personnel; examined policies, procedures, and other documents; and observed the general operations of the continuing education function. Based on these activities, we have assessed the adequacy of internal controls.

Background

The UWF CDE department is managed by the division of Academic Affairs and reports to the Provost. This function had been dormant for a period of five years and was reopened during fiscal year 2000/01.

CDE's mission is "to provide quality credit and noncredit education and training opportunities in order to meet the individual, community, and regional needs of both diverse and nontraditional students. CDE is committed to enhancing and complimenting the broader teaching and community service of the university through the development of campus, community, and business partnerships to meet our regional educational and economic development needs that might not otherwise be met."

Accordingly, CDE's vision is "to serve as the university's catalyst to identify and respond to the changing education and training needs of a diverse high-tech 21st Century learner and society."

Staffing of the CDE department includes 5.5 full time employees as follows: a director, an associate director, a coordinator (technology and distance education), two coordinators, and an administrative assistant. Additionally, under the CDE operations, two auxiliary operations exist (C/UP and Elderhostel) with these personnel: a director (education/training/community/university partnerships) and a coordinator (Elderhostel).

Report on Internal Controls

Management is responsible for establishing and maintaining an internal control structure. An effective internal control structure ensures that management's goals and objectives will be achieved. Fundamental managerial goals and objectives are to protect university resources; allow for sound decision making; promote efficient and effective operations; comply with applicable laws, rules, and regulations; and maintain and report timely, accurate, complete, and reliable information on the university's operations. We found opportunities where segregation of duties should be enhanced to provide for an adequate internal control structure. Please refer to our recommendations, beginning on page 6.

Comments & Areas for Improvement

Operational Strength

The reconciliation of fees between the CDE Peopleware Pro software and the university's CICS system was fixed to be performed on an individual basis, rather than in batch totals.

At the onset of the engagement, transactions going through the university's accounts receivable system were not able to be reconciled on an individual basis with the CDE's PWP software. This reconciliation of fees between PWP and CICS was not possible to perform because of the lack of detailed information. Only daily batch totals were available from the CICS, which made it a monumental task to reconcile back to individual students. This was brought to the attention of university management, who promptly re-programmed the printout for CDE to show individual transactions vs. batch totals. They were able to reconcile the daily printouts and tie them to the UWF ledger on an individual, detailed basis. ***However, the report has since developed a glitch and is currently not functioning properly. ITS is focusing their energies on the Banner implementation rather than resolving this current glitch. Reconciling remains a major concern.***

COMMENT

The effect of CDE enrollment on Funded FTE Enrollment is negligible.

To determine if CDE enrollment is replacing funded FTE enrollment, we conducted a thorough review that revealed CDE courses are not used in the funded FTE calculations. Additionally upon reviewing the University's "Green Report," we noted the university's FTE level for Fall 2003 fell below corridor (less than 95% of the BOE's expected enrollment) for graduate level students. Given this analysis, we were desirous of learning if there was a correlation to these events and if the CDE courses did affect funded FTE. As noted above, there was an increase in the number of CDE courses being taken for credit within the Escambia County Alternative Certificate program, human performance technician and clinical ethics programs. However, a review of the enrollment

data provided by the Provost's Office revealed the significant decreases in graduate enrollment were not within the disciplines that CDE students were taking the course for credit. (The significant drops in graduate enrollment were found to be in computer science, accounting, and administrative studies.)

To answer our questions regarding whether CDE courses that a student takes for UWF credit could be used in calculating our achievement of corridor enrollment (thus FTE funding), we asked UWF General Counsel for an opinion. Per our General Counsel, those CDE courses may not and cannot be used in any calculation toward FTE funding or toward meeting our corridor enrollment. However, if the tuition and fees are transferred, CDE courses may be used in the FTE funding calculation.

Although the UWF annualized FTE enrollment for graduate students for academic year 2003/04 has initially fallen below corridor, we did not find a correlation to the courses of CDE which students took for credit. We do not believe that the CDE courses students take for credit are negatively impacting the overall funded enrollment for the university. However, management should remain aware of the potential that expanding CDE enrollment where students earn UWF credit could negatively impact FTE/corridor in the future.

Areas for Improvement

1. **Administrative duties can be further segregated to enhance the internal control environment.**

Because of limited staffing, the administrative assistant performs some incompatible functions such as:

- preparing the invoices,
- opening mail,
- entering the enrollment into the PWP system,
- preparing and making bank deposits,
- preparing certificates of attendance, and
- authorizing purchases and ordering items.

Duties are considered to be incompatible if a single person can carry out and conceal errors and/or irregularities in the course of performing day-to-day activities. Assignments of responsibilities should provide a cross-check of duties.

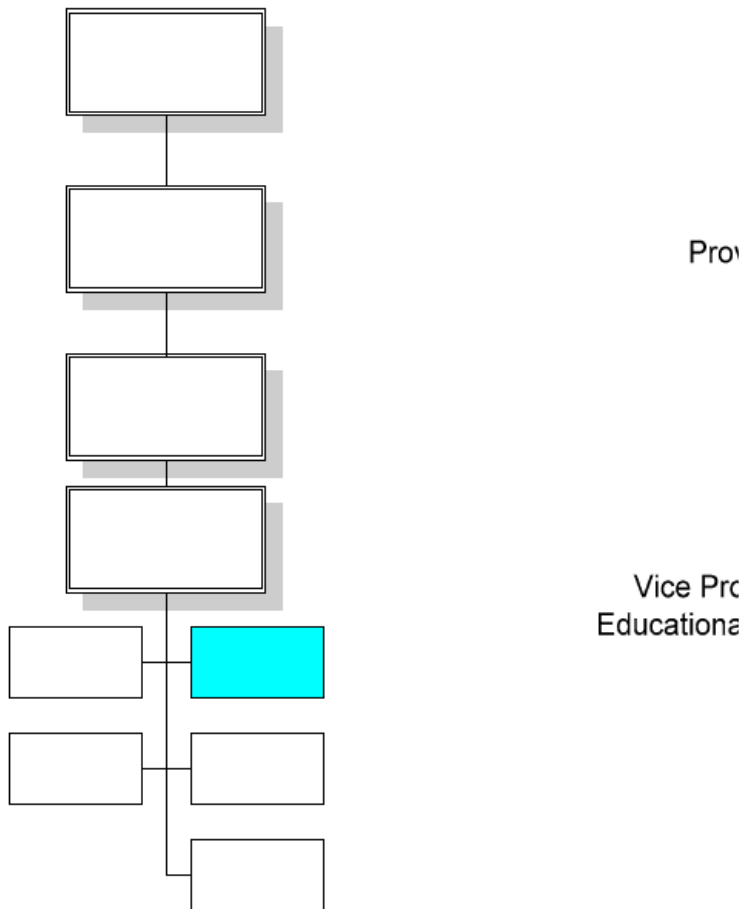
Segregation of duties is a basic, key internal control and one of the most difficult to achieve. This is especially true in a small operation. No single individual should have control over all phases of a transaction. Ideally, the incompatible functional responsibilities of authorization (execution), custody of assets and record-keeping should be the responsibility of three different individuals. Although the staff sizing prevents an ideal segregation of duties, we believe mitigating controls can be implemented to strengthen the internal control structure.

Additionally, the administrative assistant does not have back-up should an extended leave be necessary. Support staff within this division could work cross-functionally to enhance separation of duties.

A department should separate the functional responsibilities creating a deterrent to fraud. The associate director and administrative assistant positions do not demonstrate good separation of duties. For example, the administrative assistant is currently responsible for invoicing, receiving the mail, opening the mail and making the deposits. Another example would be the associate director is sometimes does registrations and performs reconciliations. This weakened control allows the potential for fraud.

Proper division of responsibility should provide that the work of one individual is independently verified in the course of another individual's regular duties. Although optimum separation of duties may not always be practicable, we believe, at a minimum the duties of billing chargebacks and reconciliations should be separated.

With the experienced CDE department personnel overseeing the daily tasks of the department, CDE has the opportunity to enhance its operations and structure. The talent shared among few individuals has allowed the department to achieve outstanding growth in the past two years and excel in its effectiveness as a department. However, some staff are expected to retire soon within the next eighteen months. This will leave the department very shorthanded. An additional position to manage the business/budget side of the department may be very necessary. We believe the current structure should be evaluated as these functions are not likely to be easily replaced when staff retires. This assessment would also assist with the separation of duties issue. Staffing should be scrutinized to provide the best solution for everyone. Accordingly, one solution would be to implement the following structure:



Pro

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RECOMMENDATION

Management should review the current employees to further segregate them to enhance the internal control environment. Consideration should be given to adequate staffing levels to meet these needs.

MANAGEMENT'S ACTION PLANNED

We fully recognize that internal control would be better served if duties and responsibilities were more separated among employees. However, until such time that additional staffing is added to

the Division, it will be virtually impossible to further segregate duties and be able to continue meeting workload demands. We have requested additional staffing to meet workload requirements. If this request is approved, we will be able to fully implement this recommendation.

2. **CDE needs to develop written internal policies and procedures that are unique for the unit.**

No written policies and procedures exist for CDE. At the entrance conference management asked our assistance in identifying some best practices found within higher education. Accordingly, CDE established a committee to assemble continuing education policies and procedures and write UWF's procedures. However, the committee has since become inactive.

To have an efficient operation, good internal controls require that key activities and procedures be documented. Furthermore, should any one employee be on extended absence from the office, critical tasks could go unattended, and/or procedures could be inconsistently applied. This could result in dissatisfied clients/customers and/or violation of university or state policies/procedures. With CDE being recently re-established, the employees focused upon getting up and running, rather than developing written policies and procedures. Current, comprehensive, approved, and organized policies and procedures set a standard against which to judge performance and progress. Further, well-documented methods simplify the smooth conduct of business activities in times of change and turnover as well as lessen chances for misunderstanding or misdirection, and to avoid noncompliance situations from arising.

RECOMMENDATION

To preserve what has been learned over time and refined through process application, to assure an adequate record of intended responsibilities and controls exist for future and ongoing reference, and to ultimately reduce dependency on the retention of present employees for the continuity of operational functions, we recommend policies and processes for CDE operations be thoroughly documented.

Further, periodic monitoring of the policies and procedures should be established and performed.

MANAGEMENT'S ACTION PLANNED

We concur with this recommendation. The current draft of policies and procedures will be updated and re-submitted to the Provost for approval.

3. **Improvements are needed in the cash collection procedures**

The CEU registration form provides an excellent control for the collection of fees. However, we noted that the payment information (amount, check number or payment method, receipt number, and initials of collecting agent) is not completed for each individual, primarily for cash payments. Since cash is the most liquid of assets, it is imperative that adequate procedures are in place to ensure its safeguarding. By not completing the CEU form with the information of the cash-paying

student, weakens the internal controls and creates the risk that the monies may never be deposited to the university.

During our fieldwork, management took immediate action to correct two significant internal control weaknesses. First, they secured a locking money bag that would be used for the collection of course fees. Second, third party sponsors held classes all over the state of Florida with UWF's CDE operation being the certifying agency. Because of the logistics involved, the internal control structure was severely impaired. Management recognizing this problem took immediate actions by eliminating the use of third party sponsors for CEU courses.

Whatever method of collection (receipts, mail log, on-site at classes), certain controls must be maintained: access to assets must be limited (safeguarding and accountability); accountability for funds during transfer must be maintained, funds collected should be balanced and deposited; and deposits should be counted and reconciled. Additionally, to assist the UWF Cashiers in processing payments received, we believe wording could be included on the CDE invoice indicating the enrollment is for a non-credit student. Good internal controls require adequate steps be taken to secure the monies collected.

RECOMMENDATION

Accountability for monies, once established, should be maintained throughout the procedures until deposited with the university cashiers. Management should consider including wording on the CDE invoices/registration forms that state these are for non-credit courses, which would facilitate proper processing by the UWF Cashiers.

MANAGEMENT'S PLANNED ACTION

Procedures have been changed to name events/sub-vents (courses and programs using a naming convention that will cause the Peopleware Pro software to include the words "non-credit" on invoices and receipts.

4. Documentation needs to be improved for the cancelled courses.

Cancelled courses are not properly documented in the course file. We examined 17 files for cancelled courses and found them lacking pertinent information. For example, the *date* the course was cancelled or *reason* why were not documented. Additionally, no documentation showing *proper authorization* for cancellation was included. If students had paid for the course and it was subsequently cancelled, documentation was not kept with the file showing the payment and refund information. Adequate documentation of cancelled courses is a good managerial planning tool. With this information readily available, it would help CDE management to assess the viability of offering this course in the future. Without documentation showing the details for the cancelled courses, no evidence exists to mitigate accusations of fraud that the course monies were collected, the course never held and the monies never returned to the students. We believe maintaining documentation on cancelled courses is just as important as records kept on courses that were held.

Authorization, approval, and record-keeping procedures that give control over assets and liabilities are vital components of internal control. The CDE department does an adequate job of having the proper approval and maintaining the correct records in most cases. However, there are a few areas of weakness such as the approval for cancelled courses.

RECOMMENDATION

More thorough documentation (date cancelled, reason, authorization, etc.) is needed regarding cancelled courses. Further, additional procedures are needed to bring this control to the level needed to assure the safeguarding of assets and achieving economy and efficiency in CDE operations.

MANAGEMENT'S PLANNED ACTION

Procedures have been changed to update description for each program Peopleware Pro event/subevent (courses and non-credit programs) that is canceled to state the reason the event/sub event is canceled, the date canceled and the individual's initials that updates the file. This will provide proper documentation of program cancellation actions. Further, a record will be made in the program files to support program cancellation actions. PLANNED IMPLEMENTATION DATE: Procedural change implemented approximately April 1, 2004.

5. Authorization, approval, and record-keeping procedures need to be improved for control over assets and liabilities.

The process of awarding CEU certificates needs improvement. We examined six seminars sponsored by third parties. These third party sponsors held classes all over the state of Florida with UWF's CDE operation being the certifying agency. When testing these seminars, we determined CEU certificates had been issued without receipt of payment, and the department received payments and failed to issue the CEU certificates to the individuals. As noted earlier in this report regarding the third party sponsored seminars, management took immediate action to eliminate the use of third party sponsors for CEU courses.

We also determined that a student had overpaid for a course and a refund was not issued. We informed management, who immediately issued a refund to the student.

RECOMMENDATION

The director should verify and approve a listing of certificates to be prepared to the Peopleware system's accounting of the eligibility. Upon signing the certificates, the director should compare certificates to the approved listing. This additional procedure would bring the internal controls to the level needed to assure reliability of data, accuracy of recordkeeping and securing of assets.

MANAGEMENT'S PLANNED ACTION

We concur with this recommendation; however, either the Director or Associate Director will be responsible for this verification and approval.

Prior Audit Findings

We reviewed prior internal and external audit reports for the past five years. Although no audit of continuing education has occurred during this time period, we did perform an audit on a division of CDE: Community and University Partnerships. This operational audit was for the period July 1, 1998-September 10, 1999. The report was issued on January 18, 2000, and included five findings. Each has been adequately implemented.

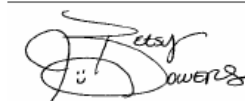
Conclusion

We determined that the overall internal control structure has several opportunities for improvement. Further, by enhancing them, it will provide reasonable assurance that the reliability and integrity of information is ensured; policies, procedures, rules and regulations are complied with; and assets are adequately safeguarded.

Our tests of compliance indicated that the university complied, in all material respects, with applicable provisions of state laws and university policies. Nothing came to our attention which caused us to believe that untested items were not substantially in compliance.

We appreciate the extensive support, cooperation, professionalism, and responsiveness we received during our audit from the staff in the Continuing and Distance Education department. Their eagerness and enthusiasm for ideas to improve services will enhance the upcoming changes in the department.

Respectfully submitted,

A handwritten signature in black ink, appearing to read "J. Betsy Bowers". The signature is written in a cursive style with a horizontal line underneath.

J. Betsy Bowers, CIA CFE CGFM
Associate Vice President
Internal Auditing & Management Consulting

Project team:

Aleta Hudson, CPA
Susan Randolph, CPA

Agenda
UWF Board of Trustees
Academic and Student Affairs Committee
International House
1 p.m., Thursday, June 17, 2004

Roll call

Approval of minutes

Feb. 20, 2004 meeting

Action items

- 1) Request to explore BA in Economics degree program
- 2) Request to explore BSBA in Real Estate degree program
- 3) Request to explore Master of Social Work degree program

Other business

Adjournment

UWF Board of Trustees
Academic and Student Affairs Committee
June 17, 2004

Issue: Request to explore BA in Economics degree program

Proposed action: Approve

Background information:

This request complies with UWF procedures of requesting new academic programs and has been approved at each level of governance by:

- Department chair
- Dean
- Faculty Senate
- Provost
- President

If approved by the Academic and Student Affairs Committee, the department will proceed with exploring the possibilities for the new programs and, if warranted, prepare a formal request to implement the new programs.

Supporting documentation: Request to explore document

Prepared by: Dr. Carl Backman
850-474-2502

**The University of West Florida
Academic Programs Inventory
Request to Explore and Plan New Academic Programs Form**

Name of Proposed Program: Bachelor of Arts in Economics 45.0601

Department: Marketing and Economics

College: Business, *in cooperation with Arts and Sciences*

Nature of the Proposed Program:

The Faculty of the Department of Marketing and Economics recommends that the University of West Florida add a BA Economics degree (CIP 45.0601) to complement the current BSBA program in Business Managerial Economics (CIP 52.0601). The BSBA program is strong and growing, and we believe that we can leverage its base resources to produce an equally strong BA.

The difference between the two degree programs is best illustrated by the difference in curricula and their associated outcomes. The Business Managerial Economics BSBA curriculum is primarily targeted to students who want to pursue careers in business such as budget analyst, financial analyst, equities analyst, and revenue forecasting. Thus, it includes the 30 semester hour College of Business core and the state mandated Common Prerequisites for business programs. Depending on the student's choice of Specialization, Economics courses comprise 18 to 24 semester hours and major-related electives range from 6 to 12 hours.

In contrast, the Economics BA is targeted to students who have non-business related career goals such as working in environmental policy, economic development, politics, journalism, and urban planning; or who plan on attending law school or graduate programs in economics. The preliminary curriculum design for the UWF BA Economics program allows for 27 to 30 semester hours of Economics courses, with up to 30 hours of major-related electives. The larger block of major-related electives, common in BA Economics programs, allows Economics majors to easily accommodate a minor in their program. Typically, this would be in an area in which the student wishes to focus her/his future career. Examples include minors in Environmental Studies, Political Science, Mathematics, Statistics, Journalism, etc.

Not all institutions offer the two degrees (see Table below), however, it is not uncommon to do so.

Request to Explore Bachelor of Arts in Economics

Comparison Group	Percentage of Group Offering Program		
	54.0601 Business Economics	45.0601 Economics	Both
SUS Universities (<i>n</i> = 11)	46%	73%	36%
UWF Peer Universities (<i>n</i> = 10)	70%	50%	30%
UWF Aspirational Universities (<i>n</i> = 5)	100%	100%	100%

Anticipated Impact of the Proposed Program on:

1. Students

Addition of the BA would essentially give students who are not planning careers in business (e.g., those with a focus on governmental/public policy careers, intentions to attend law school, intentions to attend graduate school in Economics, etc.) an alternate route to the Economics degree that does not include the 30 hour College of Business core. This will allow students to take more economics within the 120 hour constraint, in addition to allowing more flexibility for "in field" specialization (e.g., students with an interest in environmental economics policy could take a minor in Environmental Studies). We would expect some cannibalization from the current BSBA program, but it should be minimal. We also assume that most students in the BSBA have elected that program as their preferred alternative within a business degree, because the business core occupies such a larger portion of the curriculum. Finally, we anticipate that the BA program will attract students who wish to major in Economics, but have forgone their first choice because they have little interest in a business career.

2. Faculty and Staff

The BA in Economics, at its inception, will leverage existing faculty, advising, and staff resources. Preliminary analysis indicates that current tenure-track faculty lines allocated to Economics, if kept filled, will be able to accommodate roughly a 50 to 60 percent increase in the combined major count for the BSBA and BA programs, beyond current BSBA enrollment. Current administrative and advising support for the BSBA program can be stretched to handle that level of increase, also.

3. Community

The BA Economics program will offer another undergraduate degree option for students in the UWF market area. We anticipate an emphasis on internships in the program. Due to its structure, the BA is very "internship friendly." As the bulk of any internships would be in the local area, this will benefit the local community, particularly if we are

Request to Explore Bachelor of Arts in Economics

successful in placing interns in local governmental and policy making entities.

4. Budgets

We anticipate little impact on University, College, or Departmental budgets at the inception of the BA program. If the program grows beyond a 50 to 60 percent increase in current BSBA enrollment, additional resources may be required.

5. Space

No new space, classroom or administrative, will be required at program startup. Faculty, advisor, and staff will be housed in the Department of Marketing and Economics.

6. Related Programs

See the "Nature of the Proposed Program" section for a comparison with the Business Managerial Economics BSBA.

7. Accreditations

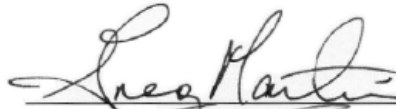
Due to AACSB accreditation issues, we recommend that the BA degree be awarded through, and in cooperation with, the College of Arts and Sciences. However, administration of the BA program and faculty staffing will be the responsibility of the Department of Marketing and Economics in the College of Business. This arrangement is not uncommon between accredited Colleges of Business and Arts and Sciences and will be fully articulated as soon as permission is granted to Explore and Plan.

Other Related Information:

This program is a top academic priority within the College of Business strategic plan.

Approvals:

Program Chair



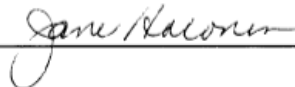
Date: 12-3-03

COB Dean



Date: 12/3/03

CAS Dean



Date: 1/14/03

Faculty Senate

Date: _____

Provost

Date: _____

Request to Explore Bachelor of Arts in Economics

President _____ **Date:** _____

BOT A&SA Committee _____ **Date:** _____

**UWF Board of Trustees
Academic and Student Affairs Committee
June 17, 2004**

Issue: Request to explore for BSBA in Real Estate degree program

Proposed action: Approve

Background information:

This request complies with UWF procedures of requesting new academic programs and has been approved at each level of governance by:

- Department chair
- Dean
- Faculty Senate
- Provost
- President

If approved by the Academic and Student Affairs Committee, the department will proceed with exploring the possibilities for the new programs and, if warranted, prepare a formal request to implement the new programs.

Supporting documentation: Request to explore document

Prepared by: Dr. Carl Backman
850-474-2502

The University of West Florida
Academic Programs Inventory
Request to Explore and Plan New Academic Programs Form

Name of Proposed Program: Bachelor of Science in Business Administration
(BSBA) in Real Estate 52.1501

Department: Marketing and Economics

College: Business

Nature of the Proposed Program:

The BSBA with a major in Real Estate will join existing College of Business programs that offer a comprehensive core of business knowledge supplemented by a more focused curriculum in the major. The Real Estate program will be designed to produce graduates who are qualified to work in a variety of fields within the real estate industry. Potential areas of focus include Development, Property Management, Sales, Asset Management, and Finance, Investment, and Appraisal. In addition to the BSBA degree, the program will eventually include certification, licensing, and professional education components.

A Program Summary sheet is attached.

Anticipated Impact of the Proposed Program on:

1. Students

The BSBA in Real Estate will provide students who wish to work in this industry with a focused degree that is currently obtainable at only three other SUS institutions. Attending the programs at Florida International University and Florida Atlantic University may place geographic hardships on Northwest Florida students, while the program at Florida State University is a Limited Access program. We anticipate that the program will attract students new to the College of Business and new to the University, as well as attracting some existing business students in other majors such as Finance and Marketing. One facet of the program development process will be a rigorous investigation of career opportunities and entry-level demand in the region, with the

objective of building networks with key employers.

2. Faculty and Staff

The BSBA in Real Estate will be housed within the Department of Marketing and Economics (we anticipate renaming the Department to Marketing, Economics, and Real Estate at the appropriate time). At its inception, the program will leverage existing advising and staff resources. Existing faculty in the College (primarily in the areas of Marketing, Economics, and Finance) have the expertise to teach some courses that will be specifically developed for the program. We also anticipate recruiting qualified professionals from industry to serve as Adjunct Faculty in targeted courses. However, the creation of a high quality program such as we envision will require the addition of new faculty. At this very preliminary stage, we anticipate that a base of two new faculty with terminal degrees in field will be needed at the inception of the program, with enrollment growth dictating the need for additional new lines.

3. Community

The Real Estate industry is a major force in the Northwest Florida economy. We have identified an "expert group" of 35 professionals in the Northwest Florida region that will be asked to furnish input as we seek to design a program that will be tailored to regional needs, yet will qualify our graduates to seek employment without geographical constraint. These experts represent leading firms in each of the potential specialization areas (Development, Property Management, Sales, Asset Management, and Finance, Investment, and Appraisal) that we will consider in the design process. A general script (Expert Interviews) of questions for these expert interviews and focus groups is attached.

Although program graduates will be educationally qualified to pursue careers nationwide, the program will strive to ground itself in the context of the real estate career paths available and common in the University's primary service region.

4. Budgets

Primary budget impact will be in the area of human resources. As noted above in section (2.), at this preliminary stage, we anticipate the need to add two new faculty to

launch the program.

5. Space

Space requirements at program start-up will be minimal, primarily for faculty office space. Faculty, advisor, and staff will be housed in the Department of Marketing and Economics area in Building 53.

6. Related Programs

The BSBA in Real Estate will utilize courses from all functional areas (Accounting, Economics, Finance, Management, Management Information Systems, and Marketing) within the College. In addition, every effort will be made in the curriculum design process to utilize existing courses in other Colleges across the University. For example, the Legal Studies program in the College of Arts and Sciences currently offers PLA3610 Real Estate Law, which we anticipate will be a required course for all Real Estate majors. Environmental Studies (e.g., GIS-related courses) and Health, Leisure, and Sports (e.g., focused resort management courses) may also be used as sources for specific courses, depending on the curriculum Specializations developed within the Real Estate program.

7. Accreditations

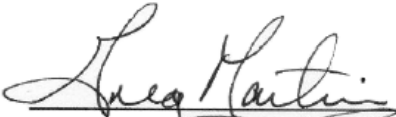
The BSBA in Real Estate will be included within the College of Business's AACSB accreditation and will of course meet all University accreditation criteria.

Other Related Information:

This program is a top academic priority within the College of Business strategic plan.

Request to Explore BSBA in Real Estate

Approvals:

Program Chair  **Date:** 1-27-04

COB Dean  **Date:** 4/27/04

Faculty Senate _____ **Date:** _____

Provost _____ **Date:** _____

President _____ **Date:** _____

BOT A&SA Committee _____ **Date:** _____

Proposed Real Estate Program
College of Business, University of West Florida

Program Summary

Contact:

Dr. Greg Martin, Chair, Department of Marketing and Economics
gmartin@uwf.edu or 850.474.2623

Degree:

- Bachelor of Science in Business Administration (BSBA) with a major in Real Estate
- AACSB accredited

Required Business Foundation Courses:

- | | |
|--|-------------------------------------|
| • Accounting (3 courses) | • Marketing (1 course) |
| • Economics (2 courses) | • Finance (1 course) |
| • Math [beyond basic algebra] (1 course) | • Information Systems (1 course) |
| • Statistics (1 course) | • International Business (1 course) |
| • Management (1 course) | • Professional Writing (1 course) |

Real Estate Program Courses (13 courses):

Proposed Required Real Estate Foundations (6 courses):

- | | |
|--------------------------|------------------------------------|
| • Real Estate Principles | • Real Estate Appraisal |
| • Real Estate Marketing | • Real Estate Investment |
| • Real Estate Law | • Professional Selling/Negotiation |

Potential Specialization Areas (up to 7 additional courses in the Specialization):

Specializations focus student course work toward a defined career area. For example, a student with plans to work in resort property management could earn a degree in Real Estate / Property Management.)

- Finance/Appraisal
- Development
- Property Management
- Sales (Residential/Commercial)
- Asset Management

Professional Licensing:

- All students will satisfy pre- and post-education requirements for Florida Real Estate Sales Associate and Broker licenses. All students required to have an active Sales Associate license prior to graduation. Florida licenses are recognized in Alabama, Mississippi, Georgia and seven other states.
- All students will partially satisfy the education requirement for becoming a Florida Registered Trainee Appraiser. Interested students will have the option to complete education requirements by special arrangement.

Proposed Real Estate Program
College of Business, University of West Florida

Expert Interviews

The Regional Employment Outlook

1. In the broad industry of "Real Estate" how would you characterize the regional job market for college grads right now? Lots of opportunities? Limited? How about four or five years from now?
2. More specifically, which career fields (e.g., sales, finance, appraisal, etc.) have the best employment prospects now? Which ones are worst? How about four or five years from now?
3. In the career field(s) where you see the best prospects for employment, what is your estimate of how many program graduates could find jobs in this region now? How about four or five years from now?
4. In the career field(s) where you see the best prospects for employment, what are typical entry-level positions? What is the average starting salary for these positions?

Program Design

1. In the career field(s) where you see the best prospects for employment, what basic skills, knowledge, and/or characteristics do employers expect all job applicants to possess?
2. In the career field(s) where you see the best prospects for employment, what applicant skills, knowledge, and/or characteristics do employers use to separate the top 10 percent of applicants from the rest of the pack?
3. In the career field(s) where you see the best prospects for employment, what skill, piece of knowledge, or characteristic do employers prize the most in new hires?
4. Do you think that all Real Estate students should be required to do at least a 160 hour internship in their Senior year?
5. In the career field(s) where you see the best prospects for employment, are there any professional certifications that students could earn before they graduate?

UWF Board of Trustees
Academic and Student Affairs Committee
June 17, 2004

Issue: Request to explore Master's in Social Work degree program

Proposed action: Approve

Background information:

This request complies with UWF procedures of requesting new academic programs and has been approved at each level of governance by:

- Department chair
- Dean
- Faculty Senate
- Provost
- President

If approved by the Academic and Student Affairs Committee, the department will proceed with exploring the possibilities for the new programs and, if warranted, prepare a formal request to implement the new programs.

Supporting documentation: Request to explore document

Prepared by: Dr. Carl Backman
850-474-2502

Nature of the Program

The University of West Florida has had an accredited social work undergraduate program since 1974, the first year that the Council on Social Work Education recognized undergraduate social work programs. Until 1974, the only recognized social work professional program was the Master of Social Work. Today, there are 168 Master of Social Work programs and 445 Baccalaureate Social Work programs accredited by the Council on Social Work Education.

The UWF BSW program has a strong community partnership and reputation for producing graduates with generalist practice skills and a commitment to social justice. The MSW program would expand on this base by producing graduates who are qualified to engage in independent social work practice at all levels.

Students

A survey of interest was conducted in Fall 2002. Those surveyed were students on the three UWF campuses and those employed in the field. Of the 179 who completed the survey, 122 or 68% said that they had plans to enroll in an MSW program. The Pensacola campus was the most popular site for the program with 73% stating they would prefer it. Of those who responded, 66% (119) had a B.A. in Social Work and 34% (60) had degrees from other disciplines. See Appendix C.

The proposed program will be housed on the UWF Pensacola Campus with courses potentially telecast or web based to the other existing UWF program sites. This program format will be a cohort of no more than 15 2-year and 15 advanced standing students to allow for attrition. Courses will be offered at night and on weekends. A new cohort of students will be admitted biannually.

Faculty and Staff

The department currently has ten faculty with 1.5 staff support positions, with eight faculty in Pensacola and one each on the Fort Walton Beach campus and the Chipola College campus. To meet accreditation guidelines, combined BSW and MSW programs must have a minimum of six faculty primarily dedicated to the MSW program and two primarily dedicated to the BSW program. The MSW program chair must have .5 release time, the BSW program chair must have a minimum of .25 release time; the Field Instruction Coordinator must have a minimum of .5 release time. In addition, there must be a faculty student ratio of 25/1 at the undergraduate level and 15/1 at the graduate level.

Community

The social work program at the University of West Florida serves a large geographic area including the Florida Panhandle and contiguous counties of South Alabama. This area has become one of the fastest growing in the state. Census data (2001) indicates that most of the counties served either meet or exceed state demographics in percentage of children per total

population, percentage of high school graduates, and percentage of BA/BS college graduates (Table 1). This indicates that our potential pool of candidates remains strong.

Table 1
2001 U.S. Census Bureau Quick Facts

	Population	% Increase	% High School Graduates	% College Graduates	% Children
Florida	16,396,515		79.9	22.3	22.8
Escambia	293,205	12	82.1	21.0	23.5
Santa Rosa	123,101	44.3	85.4	22.9	26.6
Okaloosa	173,065	18.6	88.0	24.2	24.7
Walton	42,644	46.3	76.0	16.2	21.7
Alabama	4,464,356		75.3	19.0	25.3
Baldwin	145,799		82.0	23.1	24.4
Escambia	38,181		68.5	10.6	24.1
Mobile	399,773		76.7	18.6	27.5

Source: <http://quickfacts.census.gov/gfd/states/>

Other demographic data indicates that the need for social workers in the workforce will remain strong. These include rising percentages of children and elderly, high poverty rates, percentage of the population with disabilities, for examples, see Table 2.

Table 2
2001 U.S. Census Bureau Quick Facts

	Population	% Children	% Elderly	% Minority	% Poverty	% Disability
Florida	16,396,515	22.8	17.6	22	12.5	20.0
Escambia	293,205	23.5	13.3	17.6	15.4	19.6
Santa Rosa	123,101	26.6	11.0	8.3	9.8	18.0
Okaloosa	173,065	24.7	12.1	15.6	8.8	16.8
Walton	42,644	21.7	15.8	11.6	14.4	23.7
Alabama	4,464,356	25.3	13.0	29.9	16.1	21.2
Baldwin	145,799	24.4	15.5	12.9	10.1	19.7
Escambia	38,181	24.1	13.6	35.9	20.9	24.1
Mobile	399,773	27.5	12.0	36.9	18.1	21.7

Source: <http://quickfacts.census.gov/gfd/states/>

UWF has the only social work program west of Panama City, east of New Orleans, south of Tuscaloosa and Hattiesburg. Since the inception of the Florida tuition fee waiver, we have drawn from contiguous Alabama counties. In 2002, we initiated cohort undergraduate programs at the UWF Fort Walton Beach campus and at the Chipola College University Center in Marianna. It is proposed that the University of West Florida initiate a Master of Social Work Program to meet the staffing needs of the region. Currently the residents of this region who desire a full time advanced degree program in social work must move to Tallahassee, Hattiesburg, Tuscaloosa, or more distant cities.

Because so many of our BSW graduates are place bound, only about 5 or less of our graduates per year are able to attend a full time graduate program. Consequently our BSWs are holding positions that other states and other regions of our state would only fill with MSWs. Such positions include School Social Work, Hospital Social Work, Home Health Care, Hospice Social Work, Dialysis and Renal Care as examples. Other positions that only MSWs can hold, and which are needed in the region we serve, include supervisory positions, individual, family, and group therapy, Military Family Services Centers or military hospitals, VA Clinics or Hospitals, Employee Assistance Programs, Federal or State prisons, Federal or State Victim Advocacy Programs, Quality Assurance positions.

Another indication of the strength of community support and the need for the MSW program arises from community partnerships with social service agencies. There are ongoing needs and frequent requests for students to participate in practica. Communities frequently have limited practica options, however this community has a higher demand than students to fill placements.

Employment of Graduates

Social Work has consistently been listed as one of the top ten growth occupations in the country. The U.S. Department of Labor's Bureau of Labor Statistics shows social work is one of the nation's fastest growing careers. The need for social work services is expected to increase by 30 % by 2010. Currently, nearly 600,000 people hold degrees in social work. Professional social workers are the nation's largest providers of mental health services. According to government sources, 60 % of mental health treatment is delivered by social workers.

A recent study by the Florida Agency for Workforce Innovation of regional needs, which was published in the Pensacola News Journal, lists social work as the 8th fastest growing occupation. See Appendices A and B. Appendix B demonstrates that all counties served by UWF in Florida and Alabama have social work job growth rate ranges from 2.5% to 4.9%.

The social work degree prepares graduates to practice in twelve different fields of practice including: Health Care, Mental Health Care, Children and Family Services, Child Welfare Services, Gerontology, Criminal Justice, Rehabilitative Services, Developmental Disabilities Services, School Social Work, Military Family Services, Community Development, and Addictions. In all of these fields of practice, there are positions which require the MSW or the LCSW (Licensed Clinical Social Worker) credentials. The cited published job indicators do

not capture employment needs or positions filled in all of these twelve fields of practice, therefore it is difficult to predict the full scope of the job market.

Program Format

There are two existing forms of MSW programs. To be accredited, the program must offer the two year format. The traditional and required format is a two year 60 semester hour program for students who have a degree in a discipline other than the Bachelor of Arts degree in social work. In this format, the first year provides students with a combination of coursework and field instruction on the generalist perspective. In the second year, the advanced practice year, students concentrate on advanced theory and skills in a focus area through additional course work and field placement. The Advanced Standing format is for students who have graduated with a Bachelor of Arts degree in Social Work from a CSWE accredited program. These students enter the program in the second or advanced practice year.

In 1992, the program hired a consultant to work with the faculty on our planning. He identified our program strengths as our generalist practice sequence and our attention to social justice. Based on these existing strengths and the nature of our poor and rural, small town, and metropolitan service areas, he suggested a non clinical focus for our program. To accommodate the diverse needs of the communities encompassed in the geographic area served, the focus of the proposed UWF MSW program will be *Families in Communities*. The program will be a two year program with an advanced standing option.

It should be noted that the department currently offers six dual listed graduate level courses which can be incorporated into the proposed MSW curriculum. These same courses can be offered for CEUs to local professionals to maintain licensure.

The outline of the proposed curriculum follows.

Year 1 Generalist Perspective

- Semester 1: Human Behavior in the Social Environment
 - Policy
 - Research Design
 - Generalist Practice
 - Social Justice
- Semester 2: Field Instruction in Generalist Practice
 - Field Seminar
 - Elective

Year 2 Families in Communities

- Semester 1: Psychopathology
Crisis Intervention
Family Counseling
(to be determined)
(to be determined)
- Semester 2: Field Instruction in Specialization
Seminar
Thesis

Budgets

Faculty and Staff

It is anticipated that the combined BSW and MSW programs would require a minimum of two additional faculty. The key position is the MSW Program Chair/Chair of the Division of Social Work. This person must have a doctorate and an MSW and be at the Associate or Professor level. In addition to BSW program experience, this position requires experience with accreditation at the MSW level, graduate teaching and administration, and a strong record of published scholarship.

A second position is that of Associate Professor. This person must have a doctorate and an MSW, teaching experience at the MSW level, and evidence of published scholarship. It would be preferable to have someone with experience and success at grant writing and with distance education.

An additional staff position at .5 will be needed to provide support to the programs. It is also anticipated that a graduate assistant will be assigned to the program (\$3672.00 annually).

Professional Development

Faculty development monies will be needed to support the Division Chair/MSW Program Chair to attend the CSWE Annual Program Meeting, the National Association of Deans and Directors meetings (twice annually), and the Florida Association of Deans and Directors Meetings. This is critical during the candidacy years. The BSW Program Chair needs support to attend the Association of Social Work Baccalaureate Program Directors' (BPD) annual conference. The Field Director will need support to attend the CSWE Annual Program Meeting and the meetings of the Florida Field Consortium (twice annually). The BSW field coordinator should be supported to attend the annual BPD conference.

Expenses

Budgetary expenditures will include additional general expenses and OPS dollars to the Division of Social Work to be directed toward the new program. Funds for the next five years will be allocated based on FTE Growth.

In addition to the annual CSWE membership fee for the undergraduate program, there will be a \$1,650.00 eligibility and candidacy fee for the MSW program. After accreditation of the MSW program, there is an annual fee for the combined BSW/MSW program estimated at \$5,000.00. (Fee is based on number of graduates per year.) There are three candidacy visits by a Commissioner from the Accreditation Board of CSWE. During the second year of program operation, there is a site visit by an accreditation team. The estimated total expense for visits between 2005 and 2008 is \$6,600.00.

Library

Library resources are adequate given that Social Work received a supplemental holdings allocation for 2002-2003. This allocation represented \$13,000 in library expenditures and demonstrates institutional support for the MSW program.

Space

Current classroom and support staff office space resources are sufficient to house the proposed program. Two additional faculty offices will be needed as two offices formerly allocated to the program are now occupied by faculty from other divisions.

Related Programs

Internal

Other disciplines at UWF may contribute specialty courses for students in the program. These might include Administrative Studies, Diversity Studies, and Interdisciplinary Aging Studies. At the same time, Social Work courses may serve other existing graduate programs. For example, Social Work currently offers three master level courses for the M.S. Health Education Aging Studies Specialization.

External

For two decades the Department of Social Work has endeavored to bring an MSW program to Pensacola. This included negotiating with the Eckerd Foundation for support and negotiating with Florida State University to collaborate on a joint program on the UWF campus. When the latter attempt failed, the department negotiated with President Marx to allow FSU to offer its program in our classrooms, to use our library, and to provide office space in the UWF Social Work area for the FSU local coordinator. FSU graduated two part time cohorts on our campus. Subsequently FSU School of Social Work received a large grant to develop a completely web based program for the state. They no longer offer a traditional program in our area.

A full-time program offered locally at the Pensacola campus is most frequently desired by our BSW graduates because the existing full-time programs require them to quit jobs, disrupt family lives and relocate to other cities. Students enrolled in the online program offered by FSU have anecdotally reported quitting the online program because of the slow progress as a part-time

cohort. They then transfer to the main campus in Tallahassee to complete the MSW program as a full-time student.

Part-time program options in our area include: the web delivered part time program offered by Florida State University to a statewide cohort of 25 students, an FSU part time program initiated by FSU at the Chipola University Center in 2003, and an FSU part time program in Panama City. The statewide web based program offered by FSU began with 27 students in Fall 2003. There are now 19 still enrolled with 14 of these BSW's from Pensacola. At the CSWE conference in February, the Dean of the School of Social Work at FSU announced receipt of a \$450,000 grant to expand their on-line MSW program into underserved areas, specifically in Alabama and two other northern states. Another alternative to the MSW degree sought by our graduates locally is the Master of Counseling degree offered through Troy State University.

Accreditations

The accreditation of the B.S.W. program was reaffirmed in Fall 2002 by the Council on Social Work Education. The MSW program must be separately accredited by this same body. The time table for candidacy and accreditation follows. Following the initial accreditation of the MSW program, reaffirmation can be moved to the same schedule as the BSW program. There are fees for the accreditation candidacy process and annual fees post accreditation. The annual fees are based on the numbers of graduates each year. Reaffirmation of accreditation is required every eight years.

Time Frame for Accreditation / Program Implementation

DATE	ACCREDITATION	PROGRAM APPROVED
2004		
March/April	Development of curriculum, syllabi, practica sites, etc. are ongoing	Approval of Intent to Explore through COPS and Faculty Senate
May		Present Intent to Explore to BOT for Approval
July/December		
2005		
January/March	Development of curriculum, syllabi, practica sites, etc. are ongoing	
March		Present CCRs to COPS Council
April		Present CCRs to Faculty Senate
May		Request to Implement Program presented to BOT
July		Request Letter of Support from President Cavanaugh
August	Pre-Candidacy Eligibility Application	
September	Annual Candidacy Report Benchmark Level I	
November/December	Pre-Candidacy Visit Request	
2006		
January/March	Pre-Candidacy Visit	
March		Request legislative approval for program
April	Completed file to Commission	
June	Commission Meeting	Hire Field Coordinator to begin 2006 - 07
October	Annual Candidacy Report: Benchmark Level II	
November/December	First Candidacy Visit Request	
2007		
January/March	First Candidacy Visit	Recruit Students
June	Commission Review	

August		Admit First Class
October	Draft Self-Study	
November/December	Second Candidacy Visit Request	
2008		
January/March	Second Candidacy Visit	
March		Recruit Advance Standing Students
April	Completed file to Commission	
May		Admit Advance Standing Students
August	Self-Study due for Authorization Report	
September/October	Authorization Report for Site Visit Review	
2009		
April	Completed file to Commission	
June	Commission Review	

Appendix A
Agency Workforce for Innovation Chart

Appendix B
Predicted Growth on Jobs in Region Served

Appendix C
Survey of Interest in MSW Program

DRAFT

Do your career plans include returning to school to obtain a graduate degree in social work (MSW)?

	Frequency	Percent	Valid Percent	Cumulative Percent
No	57	31.84	31.84	31.84
Yes	122	68.16	68.16	100.00
Total	179	100.00	100.00	

Would you pursue the MSW degree if the courses were offered at the Pensacola campus?

	Frequency	Percent	Valid Percent	Cumulative Percent
No	49	27.37	27.37	27.37
Yes	130	72.63	72.63	100.00
Total	179	100.00	100.00	

Would you pursue the MSW degree if the courses were offered at the Fort Walton Beach campus?

	Frequency	Percent	Valid Percent	Cumulative Percent
No	111	62.01	62.01	62.01
Yes	68	37.99	37.99	100.00
Total	179	100.00	100.00	

Do you have a bachelor's degree in social work (BSW) or are you currently enrolled in a program?

	Frequency	Percent	Valid Percent	Cumulative Percent
No	60	33.52	33.52	33.52
Yes	119	66.48	66.48	100.00
Total	179	100.00	100.00	

Would you enroll in the MSW program as a full or part time student?

	Frequency	Percent	Valid Percent	Cumulative Percent
Part-time	69	38.55	38.55	38.55

Full-time	79	44.13	44.13	82.68
No Response	31	17.32	17.32	100.00
Total	179	100.00	100.00	

DRAFT

**UWF Board of Trustees
Executive Committee
June 17, 2004**

Issue: Presidential evaluation

Proposed action: Approve

Background information:

The UWF Board of Trustees (BOT) policy on presidential evaluations calls for the Executive Committee to conduct a formal evaluation and present its recommendation to the BOT at the meeting preceding the president's anniversary. As part of that process, the board and president will establish target goals and objectives for the next year.

The Executive Committee met to evaluate the president on June 9.

An oral presentation on the evaluation will be provided at the June 17 board meeting.

Supporting documentation: Presidential evaluation policy
Presidential goals 2003-04

Prepared by: Keith Goldschmidt
850-474-2368

University of West Florida Presidential performance evaluation policy

The Board of Trustees annually will conduct a formal evaluation of the performance of the president.

The three trustees on the Executive Committee will develop a detailed recommendation for the Board to consider at the meeting preceding the anniversary of the president's appointment. They will use the following expectations as a basis for developing that recommendation. As part of the yearly evaluation procedure, the Board and president will establish target goals and objectives for the next year. Those goals and objectives will be used as part of the next evaluation.

Expectations

- The president will demonstrate clear progress toward meeting the goals of the University of West Florida Strategic Plan.
- The president will continue to emphasize that students are the first priority of the university, and academic instruction is at its core.
- The president will ensure that the needs, wants and desires of the university are represented clearly to the Florida Board of Education, Florida Legislature, Governor, Education Secretary, Chancellor of the Division of Colleges and Universities and the appropriate staff.
- The president will work with communities in the UWF service area and appropriate state, federal and local constituencies to develop educational opportunities that best meet the economic and social needs of the region and state.
- The president will be an active participant in Florida's K-20 system of education, working closely and cooperatively with other university and community college presidents and public school system superintendents.
- The president will engage in an active and continuing dialogue with the Board of Trustees on issues affecting the University of West Florida.
- The president shall take an active lead in raising funds for the university.

Report to the University of West Florida Board of Trustees
Presidential Goals 2003-2004
John C. Cavanaugh, President
June 2003

The following categories represent my response to a request from the Presidential Evaluation Committee of the Board of Trustees for specific presidential goals for 2003-2004. These flow from the strategic directions I outlined in my inaugural address (never compromise excellence, improve faculty and staff compensation, be creative and flexible, engage with regional, national, and international communities, and provide an excellent place to work) and the outcomes of the University Planning Council, especially regarding information technology. We will begin addressing major issues in each of these, as well as begin the transition to local control of the personnel systems. The steps we take next year will move us along the path toward my goal of creating national best practices in academic programs and other aspects of the university.

These steps will also help us achieve our mission (and my top goal) of providing the highest quality educational experience as possible for our students. Building a strong fundraising team will enable us to provide better support for scholarship, academic programs, and faculty. Reviewing the mix of academic programs we offer, and creating a better process for allocating the necessary resources will keep us current and responsive to emerging needs. Enhancing our technological infrastructure and providing better faculty and staff support will result in improved instruction. More and better community connections will provide enhanced opportunities for students to engage in service learning and volunteer activities.

The goals outlined in this document represent a bold, aggressive move forward for UWF. Despite difficult financial times, we will be able through reallocation to fund new initiatives. However, projections concerning enrollment remain clouded. Due to the failure to receive funds for enrollment growth for Florida residents, we are left in the position of either taking a significant financial loss for each Florida resident we take above the number we had in the 2002-2003 academic year, or capping enrollment for Florida residents. Clearly, the former makes no financial sense, and jeopardizes the quality of our educational experience. In the event it appears that we will not receive funds for enrollment growth again for the 2004-2005 fiscal year, we will have little choice but to cap enrollment for Florida residents. I pledge my strongest effort to work with the Governor and the Legislature to avoid this outcome.

I welcome the opportunity to discuss these goals with the Board.

Expectations of the Board of Trustees

- Establish ongoing support of counsel to the Board for matters relating to policy, personnel systems, contracts, and related matters.

- Work with the Board to establish guidelines for members' financial support of UWF.
- Create a summary reporting mechanism to provide information to Board committees.
- Update and upgrade the Web presence of the Board within UWF's overall Web presence.

Fundraising

- Engage an external consultant to provide a report on how to rebuild the development operation quickly and effectively, and how best to improve the working relationship with the Foundation Board. This report should be delivered by December 31, 2003.
- Implement appropriate aspects of consultant's report beginning January 2004, especially staffing.
- Plan for a feasibility study in advance of a campaign during spring 2004 and establish RFP by June 30, 2004.
- Initiate professional development program for Foundation Board.
- Increase annual giving results by 5%.
- Establish at least one new alumni chapter.
- Visit alumni groups for the first time in Texas and Washington, DC. Make return visits to key chapters in Florida.
- Enhance Web presence for development and alumni.

Budgeting and Planning

- Relocate the planning function from the Provost's office to the President's Office, under the supervision of Hal White. This will serve to raise the profile of planning, a necessary step for the changes in the budgeting process.
- Implement the new budgeting process.
- Initiate a training and support program for budget managers.

Academic Program Review

- Charge the Provost with continuing the review of undergraduate and graduate programs, with particular emphasis on identifying those programs that have few majors, lack a critical mass of faculty, or have little demonstrable fit with the UWF mission and recommending appropriate actions. This report will be due December 31, 2003.
- Begin implementation of above report during spring 2004.

Human Resources

- Conduct a legal review of requirements for new personnel system (e.g., “grandfathering” requirements, etc.).
- Conduct a best practices review of university personnel systems.
- Establish committees to recommend new personnel systems for current USPS and A&P employees.
- Make recommendations to the Board for new personnel systems by June 30, 2004.
- Conduct study of salaries at UWF in comparison to regional and national norms for comparable institutions.
- In collaboration with Baptist Health Care, establish a customer service program.
- Initiate a mandatory training program for all supervisors in conducting effective personnel evaluations.
- Revise personnel evaluation documentation as part of the revision in personnel systems.

Information Technology

- Implement UWF’s first strategic plan for IT (adopted by UPC in May 2003).
- Restructure the IT organization through a multi-step process announced by fall 2003.
- Create a comprehensive faculty development operation in partnership with an external partner.
- Take at least one online program to a national market.
- Continue effort to obtain authority to initiate a technology fee.

Community and Government Relations

- Serve as a facilitator for planning efforts relating to the historic area in downtown Pensacola.
- Participate as appropriate in broader planning efforts in the Pensacola Bay area.
- Increase the UWF presence in Okaloosa and Walton counties.
- Establish military liaisons for UWF.
- Increase UWF presence in Washington, DC to promote university projects.
- Continue efforts in Tallahassee to obtain authority for technology fee.

**UWF Board of Trustees
Ad hoc committee on board development
June 17, 2004**

Issue: Board operations, policies and structures

Proposed action: Approve and direct staff to implement changes

Background information:

The UWF Board of Trustees has been in existence for nearly three years. Chair Collier Merrill appointed an ad hoc committee to review current board practices and recommend changes to the full board for implementation. The committee is scheduled to meet to finalize the recommendations on Friday, June 11.

Supporting documentation: Proposed recommendations for board development (to be delivered under separate cover before the meeting)

Prepared by: Keith Goldschmidt
850-474-2368