

AGENDA
UWF Board of Trustees
Conference Center
10:00 a.m., Friday, November 5, 2004

Roll Call

Chair's Greetings

Mr. J. Collier Merrill

Approval of Minutes, October 19, 2004

Student Achievements

Dr. Debbie Ford, VP Student Affairs

Vice President's Report

Dr. Debbie Ford, VP Student Affairs

President's Report

Dr. John Cavanaugh

COMMITTEE REPORTS

Finance, Administration & Audit Committee

Mr. K. C. Clark, Chair

8:30 a.m. Conference Center Rooms B & C

Action Items

1. WFHPI Certification
2. Finance & Audit Committee Charter

Informational Items

1. Development & Alumni Relations Activities
2. Hurricane Ivan Financial Recovery Team Report
3. Cash Flow Statements & Budget Summary 2004-05

Academic & Student Affairs Committee

Mr. Roy Smith, Chair

8:30 a.m. Conference Center Room A

Action Items

Action Plan for Developing Academic Learning Compacts

Informational Items

1. SACS Substantive Change Review – MBA Program in Germany
2. New Degree Programs – First Year Follow-up Reports
3. SUS Strategic Plan Y-Axis Report
4. Academic & Student Affairs Update

OTHER

Action Items

1. Legislative Agenda
2. Election of Officers
3. Resolutions 2004-6; 2004-7

Ms. Janice Gilley, Director of Governmental Relations

Chair Merrill

Chair Merrill

Discussion Items

BOT Development

President Cavanaugh

Informational Items

1. Holiday Gathering (December 15, 2004 from 5 – 8 pm University Commons)
2. BOT Conference Call (January 7, 2005)

3. UWF Day @ the Capitol (March 15, 2005)
4. AGB Conference on Trusteeship (April 2-5, 05)

Adjournment (lunch follows)

(Collective Bargaining Update in Closed Session immediately following adjournment)

MINUTES
UWF Board of Trustees
Conference Call Meeting

Chair J. Collier Merrill called the UWF Board of Trustees meeting to order at 4:40 p.m. on October 19, 2004 in the Alumni Room, Building 12, 11000 University Parkway, Pensacola, Florida. Trustee Honor Bell was unable to attend due to a conflict in schedule. Faye Bowers called roll with the following trustees attending:

K.C. Clark (via conference call)
Marny Gilluly (via conference call)
Sharon Hess-Herrick
Retired General Chuck Horner (via conference call)
Collier Merrill
JoAnn Morgan (via conference call)
Eddie Phillips (via conference call)
Steven Russell
Roy Smith
Dr. Pat Wentz

Others who attended:

Dr. John Cavanaugh, President
Dr. Sandra Flake, Provost
Dr. Hal White, Executive Vice President
Dr. Debbie Ford, Vice President for Student Affairs
Dr. Dean Van Galen, Vice President for Development
Dr. Cornelius Wooten, Vice President for Administrative Affairs
Dr. Wes Little, Vice Provost
Ms. Gina DeJulio, General Counsel
Ms. Faye Bowers, Assistant Corporate Secretary and Administrative Assistant
Ms. Kim Spear, Assistant Corporate Secretary and Chief of Staff

Chair's Greeting

Chair Merrill welcomed everyone and thanked those for joining via conference call and conveyed his hopes that everyone is doing as well as can be expected following Hurricane Ivan.

Chair Merrill extended a special thank you to the approximately 60 UWF employees who weathered the storm on campus, as well as, the hundreds who worked to get it back running and re-opened. WUWF 88.1 our radio station was able to remain on the air due to a group of utilities employees who maneuvered a backhoe in the midst of Ivan, to WUWF for restoring a generator problem.

Congratulations to UWF's Procurement & Contracts department for being the recipient of the 2004, 9th Annual Achievement of Excellence in Procurement Award given by the National Purchasing Institute. UWF is the only institution of 61 eligible to receive this award three times.

Chair Merrill welcomed guests at this time. He also asked "Do we have any visitors on the call?" None responded.

Approval of minutes from August 20, 2004.

Motion by Trustee Gilluly

Seconded by Trustee_Hess Herrick

**Administrative Affairs Update by Dr. Cornelius Wooten, Vice President
(Distribution of handout to trustees)**

Hurricane Ivan Assessment as of 10/12/04

As part of the Hurricane Ivan recovery efforts, University personnel and contractors have been clearing debris, assessing damages, making temporary dry-in repairs to buildings, and restoring essential infrastructures. Buildings continue to be assessed, repaired, or designed for reconstruction. As expected, faculty and staff have also identified additional areas of concern within their spaces and those are being addressed on a daily basis. The following have been accomplished or noted to date:

1. Facility Damage Quick Facts:

Main campus:	63
Downtown campus:	25 (19 are state owned)
IHMC:	1

2. Estimated fixed asset damage: \$12 million excluding contents

Main campus:	\$9,936,000
Downtown campus:	\$1,550,000
IHMC:	\$ 514,000

Estimated main campus contents damage: \$450,000

3. Teams from Facilities Management, Architectural and Engineering Services, Environmental Health and Safety, Information Technology Services, and Housing and Residence Life, have been involved in assessing and photographing the damages to each building.

4. Environmental Health and Safety (EH&S) received assistance from the University of Florida and Florida State University. These SUS colleagues performed moisture readings for carpet and wallboards in several buildings.
- Facility Reconstruction/Recovery
 - A. Classroom and Office Impact: Three (3) classrooms within Building 54 and thirty-two (32) faculty offices from Buildings 54 and 87 were removed from service. Portable FEMA units are being set-up around the Water Tower parking lot and will be ready for use no later than October 25. Damaged portable office buildings were vacated and will be removed from campus. The FEMA units will be necessary until the Health, Leisure, and Sports Facility is occupied.
 - B. All buildings on campus were useable on the reopening of school, Tuesday, October 5, with the exception of Buildings 54 (gym) and 73 (natatorium). These two buildings will be unoccupied until roof replacement projects are completed in May 2005.
 - C. Unencumbered PECO funds have been primarily redirected to building envelope deficiencies. An exception will be made for the completion of academic critical mission funded projects.
 - D. Water saturated carpet and gypsum drywall have been assessed and removed or chemically treated in-place as required.
 - E. Additional mold growth is occurring in several locations. EH&S and Facilities Services departments are aggressively responding to those locations. As expected, indoor air quality complaints have increased.
 - F. Architectural and Engineering Services is in various design stages with contracted architectural and engineering firms for permanent repairs of heavily damaged buildings. Reconstruction for these projects will be competitively bid with reduced timelines for design review and bid phases. General contractors and subcontractors with existing job order contracts have and will be completing most temporary repairs, small projects, and tree/debris removal.
 - G. Facilities located downtown and belonging to the West Florida Historic Preservation, Inc., sustained heavy roof and some interior damage. Most of their temporary repairs were contracted with outside contractors. Historic District staff and main campus

staff are coordinating their efforts as related to insurance claims and FEMA related items.

- Funding Reconstruction/Recovery: Cash Flow projections to cover requirements for fixed asset replacements and content reconstruction have been prepared through May 2005. The University plans to make the necessary drawdown from the State Treasury via its Special Portfolio and Investment Account (SPIA) to pay for bills related to hurricane. These expenditures will be required to be made prior to reimbursement from the State Risk Management Program and FEMA. UWF does not expect approximately \$2,900,000 of the estimated \$12.45 million to be reimbursed.
 - A. Requests for Federal Assistance (FEMA) applications have been made on behalf of the University and its Direct Support Organizations (DSO) to the Department of Community Affairs, Division of Emergency Management.
 - B. FEMA inspection teams arrived on campus on Friday, October 8, and began their initial assessments of damaged buildings. Their estimated inspection time is approximately two weeks. University Housing and Residence Life has provided temporary housing accommodations to FEMA inspection staff.
 - C. Insurance claim estimates have been filed with the Department of Financial Services, Bureau of Risk Management. Risk Management personnel conducted a preliminary assessment of severely damaged facilities on September 30 and October 1.
 - D. All state insurance claims must be paid and settled for insured properties before FEMA will settle claims. FEMA is currently in the process of assessing costs related to debris removal and temporary repairs for cost reimbursement.
 - E. A Financial Recovery Team has been established to review all financial related documents associated with the hurricane. The Internal Auditing and Management Consulting Office will review all invoices, payments, public release of financial statements, and assembling of the final FEMA documents before public distribution.

Administrative Affairs Division Update (Distribution of handout for trustees)

October 15, 2004

Prepared by: Cornelius Wooten

Vice President for Administrative Affairs

Commendations

Commendations are being bestowed upon the following groups within the Administrative Affairs Division: Facilities Services (Facilities Management and Architectural and Engineering Services), University Police, Business and Auxiliary Services (Dining Services and Postal Services), Financial Services, and Procurement and Contracts. Without their dedicated service and commitment, the University would not have been able to return to some degree of normalcy as quickly.

Financial

- As of October 11, 2004, the University has expended and or encumbered 73 % of its Educational and General (E&G) Operating Budget (see Attachment 1). Currently, UWF'S cash flow position is relatively sufficient. The University has no immediate cash flow problems. The University should be able to pay all of its accounts payable and cash disbursement requirements in a timely manner. The University has approximately \$20 million in cash at any given point in time with deposits with the Bank of Pensacola and the Special Purpose Investment Account at the State of Florida Treasury Office. These funds are restricted but can be appropriately used as a source of cash.
- The University cash position will be impacted by the hurricane recovery efforts. However, the necessary financial arrangements have been made with the appropriate State agencies to help ease the financial crunch when required.
- Financial statements were due to the Florida Department of Education on September 30, 2004. However, due to Hurricane Ivan, UWF will have its statements submitted by October 18. Chris Kinsley, Department of Financial Services, and the State Auditors agreed upon this arrangement.
- UWF's Financial Services Office and Budget Office are currently constructing several financial and budget related reports. Example of future reports to be prepared for the Board and senior administration include:
 - Cash by Fund Type
 - Cash by Account Type
 - Report of Budget Position (Budget versus actual expenditures and related variances, ratios, and charts)
- The Budget Office is currently preparing a detailed budget for each of the University fund accounts. The vice president will submit and discuss these documents with Chairman K. C. Clark by October 22, 2004.

- SunGuard SCT executives have agreed to defer payments for the SCT Banner system for a period of 90 days. Payments will be spread over the remaining repayment periods. An amendment to the original contract will be developed and executed.
- The University's procurement card (P-Card) program is under review. A revised policy has been developed in response to previous audit findings.

Administrative

The offices of Business and Auxiliary Services and Procurement Services are engaged in the process of developing a request-for-proposal (RFP) document to solicit proposals for the management and operation of the campus dining services. UWF's current contracts with Sodexo will expire on June 30, 2005.

A campus-wide evaluation committee has been established to provide input into the RFP process and to review and evaluate all proposals. Campus-wide input will be sought. It is anticipated that the RFP will be released in December 2004, and proposals will be due from prospective vendors around January 31, 2005. A new contract should be awarded by March 31, 2005, with a start date of July 1, 2005.

- A consultant has been engaged to evaluate parking services on campus. Ms. Vicky Gagliano, Parking Consultant of Walker Parking Consultants/Engineers, Inc., will be on campus October 18-20, 2004, to provide the following services: (1) to determine if the current parking lot capacities and space counts can provide sufficient use requirements, (2) to compare the existing model adequacy with other campus models, and (3) to determine the appropriate/viable solution models for using current parking lots and space counts.
- Efforts are currently underway to determine the future directions for providing trolley services on campus. A survey related to needs, routes, fees, etc., will be conducted. The trolley system will be required to be self-funded by 2006, as the supplemental funding grant will expire.

Facilities

- Facilities Services staff is confident that the opening of the Health, Leisure, and Sports (HLS) complex will be delayed due to Hurricane Ivan. Possibly several months delay.
- Unencumbered PECO Funds for planned projects for 2004-2005 have been appropriately redirected to address building envelope deficiencies due to the hurricane. Efforts are currently underway to address PECO funding requirements for future projects.

The University of West Florida
2004-2005 Educational and General Budget
As of October 11, 2004

Source of Funds	Budget Allocations	Percent
Educational and General		
General Revenue	\$ 55,803,749	63%
Student Fee Trust Fund	20,795,165	24%
Enhancement Trust Fund	<u>3,765,403</u>	<u>4%</u>
Total Educational and General	\$ 80,364,317	91%
Carry Forward Funds	<u>\$ 8,121,531</u>	<u>9%</u>
Total Source of Funds	<u><u>\$ 88,485,848</u></u>	<u><u>100%</u></u>

Use of Funds		Expended/ Committed	Percent	Available Balance	Percent
Salary / Salary Related Expenditures	\$ 61,609,560	53,556,235	87%	\$ 8,053,325	13%
Operating Expenses / Operating Capital Outlay	13,845,384	6,991,442	50%	6,853,942	50%
Plant Operation and Maintenance	3,333,670	1,021,110	31%	2,312,560	69%
Student Financial Aid	455,703	227,850	50%	227,853	50%
Library Resources	1,120,000	668,768	60%	451,232	40%
Carry Forward	<u>8,121,531</u>	<u>2,198,881</u>	27%	<u>5,922,650</u>	73%
Total Use of Funds	<u><u>\$ 88,485,848</u></u>	<u><u></u></u>	73%	<u><u>23,821,562</u></u>	27%

As of Friday, 10/21 a detailed budget will be provided to Trustee KC Clark, chair of the BOT Finance, Admin and Audit Committee, which will be forwarded to the full BOT. During the next 13 months we will be making an 112,000 payment rather than 91,

Dr. Debbie Ford, Vice President for Student Affairs updated the BOT regarding Student accomplishments pre and post Ivan.

Tim Roberts (Resident Assistant) – first to respond and provide aid to the student who was struck by lightning. John Melvin – served as a delegate for the Democratic National Convention. Jennifer Dantin -- Jennifer is a non-traditional student (wife, mom, etc.) who lost everything during the storm. Jennifer has been in attendance in every class and turned in all assignments.

Ryan Abbot – a National Guardsman who has been pulled most weekends for duty. Still, he is in class each Wednesday ready to assess and tutor an at-risk student at Wright Elementary. Stephanie Kovacs is an undergraduate student majoring in Psychology, who is poised to graduate with her BA at the end of the fall semester, at the age of 19. In doing so, she will have finished her degree in less than 4 years, with a GPA of 3.96. Stephanie has worked on campus with Students with Alternative Needs (SWANS) and the university administration to bring campus buildings up to ADA standards. She was recently appointed by Gov. Jeb Bush to the Board of the Florida Developmental Disabilities Council for a term that will run until September of 2007. Shawn Scott (TRiO participant) – was selected to participate in the TRiO 2004 European Study Program. Shawn was one of two participants from the southeast, and one of 25 in the country who traveled to Europe for a three week stay as the guest of The University of Liverpool, one of the leading research universities in the UK. Shawn was introduced to the history and people of this world famous city, journey to London, Dublin and Paris. She also visited the internationally renowned Oxford University.

Josephine Rios (TRiO participant) – appeared on the Montel Williams Show – “Overcoming Obstacles”. She and her sister were featured – At age 20; Josephine went to court to gain custody of her 15 year old sister after her mother and uncle were killed in a tragic murder-suicide. Josephine will be representing UWF later this week in Austin, TX at a national conference – Society for the Advancement of Chicanos and American Indians whose purpose is to increase participation in the sciences by underrepresented groups. Scott Trepanier - Public Relations major, is interning with the U.S. State Department Amerika Haus in Cologne, Germany. This week he will address faculty members and students at Paderborn University.

Volunteer UWF!

In September, Volunteer UWF! spent 2 days siding 2 Habitat homes. Both survived the hurricane! 19 students and 8 faculty and staff members participated for 190 total hours of service!

Athletics:

During Homecoming festivities over the weekend, UWF announced student-athlete award recipients for the 2003-04 school year. Paulius Jurkenas (Men’s Tennis) -- UWF Male Student-Athlete of the Year. He was named the 2004 Intercollegiate Tennis Association (ITA) Division II National Player to Watch and made the ITA All-American Team. Jurkenas also held spots on the All-Gulf South Conference (GSC) First Team and GSC Academic Honor Roll. He was ranked eighth in the nation for Singles with a 21-5 record and 22nd for Doubles competition, and he was the Argonauts' No. 1 tennis player en route to

the 2004 NCAA Division II National Championship. Nicole Plikat (Women's Tennis) – UWF Female Student-Athlete of the Year. She was named to the ITA All-American Team and made the GSC Academic Honor Roll for the 2004 season. Plikat was ranked 19th in the nation for Singles and 14th for Doubles. She was 20-7 in Doubles and 19-6 in Singles competition. Matt Gascoigne (Men's Soccer) – 2003-04 UWF Scholar Athlete of the Year. Gascoigne posts a cumulative GPA of 3.92. Last season, he had a goalkeeping record of 11-2 with three shutouts. His season G.A.A. of 1.08 ranks third in the UWF Record Book. Gascoigne started and played all 180 minutes with six saves in the GSC Tournament for the league title. Eva Papastratides (Women's Tennis) – 2003-04 UWF Female Scholar Athlete of the Year, who posted a cumulative GPA of 3.86 in criminal justice. She was named to the All-GSC First Team last season and was honored on the 2004 GSC All-Academic Team. Her Singles record in 2004 was 16-7, and she was the 14th ranked Doubles partner of Plikat. Kevin Warrick (Alumni – Men's Golf) – spotlighted in Article in October 19th Pensacola News Journal about his hopes to be on the PGA Tour.

OTHERS:

Jessica Ward, in recognition of her accomplishments this semester she:

- organized and initiated the first University of West Florida at Chipola Future Educators Organization
- sponsored a yard sale that raised money for a local family that lost their home during Ivan.
- organized a welcome breakfast for all incoming students
- organized a welcome reception for me to welcome me to UWF
- authors a monthly Special/Elementary Education newsletter for UWF/Chipola students
- organized an orientation for new students

Therese Sweeney-FWB Campus: Education Club President, Active SGA member, Service Learning Volunteer for establishing an Elem. Literature Library at the FWB Campus, volunteer mentor program for science at Kenwood Elem. for K-2 multiple failures. Kimberly Phillipi-Main Campus: Established a preservice teacher networking website to share ideas and concerns, Volunteer guest student speaker for former classes to give student perspective on coursework organization and preparation, 4.0 GPA.

Kelli McFarland, Brianna Oeser and Miranda Jarrell have been awarded \$500 scholarships by the Pensacola Chapter of the Florida Public Relations Association. Charmere Gatson, a recent journalism graduate who completed an M.A. at the University of Maryland, has become an adjunct instructor in the department. Cheryl Kirby - a student in our Health Communication Leadership master's degree program, was recently awarded an Ad Q Award for advertising after an ad she helped to create achieved outstanding readership response, as measured against all other ads appearing in Hospital & Health Networks. Laura Solari is a senior double majoring in Computer and Electrical Engineering. She entered UWF halfway through her junior year of high school through the early admissions program. Laura was admitted into the University Honors Program, and through Honors she was part of a group that put together presentations for the Southern Regional Honors Conference in 2002 and 2003. Laura is a two-time Ambassador of the Semester and has volunteered over 450 hours in the program. Laura is also the current president of the student chapter of IEEE where her duties include inviting speakers for meetings and organizing club events and fundraisers. In addition to the challenging engineering curriculum and vast school involvement, Laura maintains a 3.91 cumulative GPA and she is currently working on an inverse kinematics program for her honors project. Laura will graduate in December of next year and plans to begin graduate school the following January. Nate Matzer - Senior, Electrical and Computer Engineering. He has a 3.7 GPA in engineering, works as a tutor and grader for the Engineering Department and the Computer Science Department and is one of their top tutors. He is a member of the AITP (Association for Information Technology Professionals) and won 1st place at the 2002 AITP Region

7 C++ Programming Competition. He went on to compete the national level and earned the Institute for Certification of Computing Professionals (ICCP) Associate Computing Professional (ACP) certification. He is also a member of IEEE and AUVSI (Association of Unmanned Vehicle Systems International) organizations. He was asked to join the UWF Submarine Team where he assisted in the design and construction of an Autonomous Underwater Vehicle (AUV) that was entered into the 2003 AUVSI Underwater Competition. He is the president (captain) of the UWF Submarine Team and is in the process of designing a new vehicle for future competition under AUVSI's new requirements. He is now employed at the Institute of Human and Machine Cognition (IHMC) where he works with Dr. Raj on the TSAS and Augcog projects; Dr. Raj obtains grants from companies such as DARPA, Honeywell, and NASA. His honors project is a vision systems for the AUV. He plans to stay in the area for at least 2-3 years while his fiancé finishes her Mechanical Engineering degree. He wants to pursue a Master's Degree and do research and consulting for intelligent systems. Kristal Flanders - Graduate student in the Dept. of Environmental Studies, received the 2004 Florida Stormwater Association's stormwater scholarship. This was a statewide competition. As part of receiving the \$2000 scholarship, Ms. Flanders has been invited to attend the FSA's winter conference in Orlando in December.

Troy Urquhart – Graduate student in English had an article, "Metaphor, Transfer, and Translation in Plato's Ion: The Postmodern Platonism of Percy Bysshe Shelley's A Defense of Poetry" in *Romanticism on the Net* 32 (August 2003) published at the Universite de Montreal--see <http://erudit.org/revue/ron/2003/v/n31/008700ar.html>. Troy's essay was also presented at the International Conference on Romanticism in 2002. At this conference, Troy's essay attracted some significant interest from an audience of professional scholars. The appearance of Troy's article in *Romanticism on the Net* is a significant accomplishment. This report was prepared by Student Affairs. Trustee Morgan, regarding the lightning striking a student, asked if UWF has changed any campus procedures' for students during lightning storms. Dr. Debbie Ford said that the lightning came out of nowhere and that we have lightning monitoring systems. Trustee Morgan asked if there was any type of recognition for Tim Roberts, who administered CPR and Dr. Ford said that Mr. Roberts did not want public recognition for this service.

President's Report

Dr. Cavanaugh began by saying I would like to wish everyone well and hope everyone is recovering. We do have an incredible team at the university. There were 450 people who worked to get the campus up and going by Oct 5. Recognition of these dedicated employees and volunteers for the first 24-36 hours was made during a general assembly on October 4th with notes and certificates being distributed, as well. We focused on the human aspects at the general assembly and provided an opportunity for people to reconnect and be thankful. On the sad side, 83 families suffered catastrophic loss as a result of the storm. UWF is working with them and the students to help them recover. Rather than have big holiday gala, partly because of the damage downtown we will deposit funds in our relief fund and we will have a scaled down event in December. The sensitivity is delicate. We have had a number of conversations regarding financial relief, one such with Alan Bense yesterday, which looks good for UWF to recoup funds not reimbursed from State or FEMA. We are in agreement with all state universities that UWF suffered the most damage and we stand in the front to gain aid.

Provost Sandra Flake – Acknowledgement that the tasks for Academic Affairs was made so much easier by the work of so many folks on campus and minimized # of students lost in the process. Classrooms were able to be used except for field house/natatorium...to accommodate student needs well. 150

withdrawals at this date, we anticipate 9,600 students which will still be up from last semester. We are assisting with financial aid applications and scholarships as well. Faculty and administration is working so hard with students and we have extended the calendar to have a well focused and solid academic semester. Commissioning of ROTC will be one week after Commencement.

Other revisions may be viewed on the web. There were 60 faculty and staff experiencing catastrophic loss in Academic Affairs alone, but they are still doing their jobs first and foremost and they are tremendous examples for us all.

Executive Vice President Hal White reported that HR is working diligently to aid everyone with large number of hourly employees who lost income during closure. They are being assisted with applying for Unemployment Benefits. Dr. White commended IT for it's never say stop attitude during Ivan. They had vapors on the generators but they kept the network up and going. General Counsel is working with IAMC on the many issues of FEMA reporting. Marketing Communications ran the command center, Day and Night with Associate Vice President Pat Crawford at the helm of WUWF, which at one time was the only station available for public news. Planning continues in working with Academic Affairs and Enrollment. Some students wanted refunds and counseling efforts to keep kids in school are ongoing with a very sensitive effort. One hundred fifty expressed an interest to withdrawal but only 95 have done so. Trustee Smith asked regarding contacting outside professional consultants, have we done so? Dr. White responded that we haven't but are considering and may do so as we get further into the process. We will know if we need a professional consultant. We are calling on the expertise of other campuses that have experienced such catastrophic events.

Dr. Cornelius Wooten, VP for Administrative Affairs said he anticipated portable offices and classrooms by 10/25. Classrooms will be used then but offices will be delayed until maybe the second week of November.

Dr. Debbie Ford, VP for Student Affairs reported that students on campus feel good and are preparing for mid-term with a very successful homecoming behind us. Staff and students planned and attended Homecoming and everyone really needed a release. Damage in residence halls \$1.8 million and quick work enabled us to open on 10/4. Dave Luttrell, Kay-lynn Taylor, Jim Hurd and others colleagues from FSU, USF, UNF, FAMU, UGA Ole Miss staff came to help us open residence halls. We are at 100% occupancy in housing and very pleased with those numbers. Biggest impact field house, natatorium and ERCCD which has relocated to Olive Baptist Church for a couple of weeks. The Field House is out of commission for a year canceling Women's Volleyball, Women & Men Soccer. Women & Men's Basketball will be played at PJC. Fitness Center in Argos Grill opens tomorrow. We can have a cheese burger and go work out. Natatorium will hopefully be up ASAP. Bill Healey and the folks in Sports Services and HLS, departments had to move and clean up. Things are back on track slowly but surely.

Dr. Dean Van Galen, VP for Development reported that grants and loans are being set up through the UWF Foundation. **Grant** – students who lost books, etc. up to \$300 and we've had 300 applications from students with some awards having been made and by the end of the week \$20K awarded to students. We must seek donations to fund this and President Cavanaugh sent a letter to 46,000 alumni saying we're thinking of you, here's what happened to UWF, hoping for gifts. With 50,000 alumni and 20,000 live in Escambia and Santa Rosa Counties. Future fundraising will be of great benefit. One neat story, woman dropped her daughter after the hurricane, she went back to her school and set as a class project for

students here hoping to get \$300 and the total funds raised was \$1,600. **Loan** – Faculty, Staff and students (83) letters have been sent. The Foundation will guarantee \$100K loans to UWF faculty, staff and students in bridge loans in the amounts of \$1,500 - \$2,500. Sheri Pope, Sara Groh and Martha Lee Blodgett worked from daylight until dark for this effort.

President Cavanaugh responded to questions regarding why we closed Monday prior to storm. Overall, the decisions we made to keep it closed were very good. Quite frankly, the circumstances and short time for critical decisions we made indicates we did well and want to thank everyone again.

Regarding the Legislature, President Cavanaugh said that SUPA met with Governor Bush on 10/11 regarding a # of issues, block tuition, differential tuition and that the Governor is a believer in local control with each campus having a policy, each board will set roles. The Board of Governors meeting on 10/21 will give more information and their major presentations on accountability and the dimensions of them. There is still controversy and I do not know how this will play out. Discussions regarding university budgets will be at SUPA tomorrow and I hope to get closure on legislative budget for next year as in prior years.

Action Item

Repeal and adoption of UWF BOT grievance rules for out-of-unit employees.

Ms. Anita Schonberger, Assistant General Counsel and Sherell Hendrickson, Associate Vice President, Human Resources introduced the proposed rule to make the following changes:

Prior to July 2004, the employees of UWF were separated into three groups, Faculty, Administrative & Professional (A&P) and University Support Personnel System (USPS). Effective July 1, 2004, with prior approval of this Board, the A&P and USPS employees (except for those covered by a bargaining unit) were combined into one work group called the University Work Force.

Currently, the University has one grievance rule for non-unit Faculty and A& P employees and another for USPS employees. The proposed action consists of the repeal of the Faculty/A&P non-unit grievance rule (6C6-2.012- “Grievance Procedure for Administrative and Professional Staff and Faculty Personnel Not Included in a Collective Bargaining Unit”) and adoption of a new grievance rule for University employees not covered by a bargaining unit (6C6-2.029- “Grievance Process for Employees Not Covered by a Bargaining Unit”).

The proposed rule makes the following changes:

- Extends deadline times to provide employees more time to file and to allow administrators more time to respond.
- Adds an intermediate step allowing for an additional internal review.
- Provides Arbitration as a Step 3 alternative where substantial interests are at stake.
- Offers employees who have not completed the Orientation Period, OPS employees, temporary and visiting employees an opportunity to resolve disputes through the Informal Dispute Resolution process.
- Explains rights and responsibilities of Grievant and University

AGENDA

Finance, Administration & Audit Committee

November 5, 2004

8:30 a.m. Conference Centers B & C

Roll Call

Approval of Minutes for August 20, 2004

Action Items

1. WFHPI Certification
2. Finance, Administration and Audit Committee Charter

Informational Items

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Other Items

Adjournment

**UWF Board of Trustees
Finance, Administration and Audit Committee
November 5, 2004**

Issue: Certification of West Florida Historic Preservation, Inc.

Proposed action: Approve

Background information:

Section 13 of the agreement between the University of West Florida and the West Florida Historic Preservation, Inc, (WFHPI), dated July 1, 2001, states:

“UWF shall certify on an annual basis, after consideration of the information provided by the Corporation (WHFPI) that the corporation is complying with the terms of this agreement and in a manner consistent with the goals and purposes of UWF and in the best interest of the State. Such certification shall be made annually and reported in the minutes of the meeting of the Board of Trustees of UWF.”

Additionally, section 8 of that agreement requires WFHPI to furnish the following:

- A. IRS form 990 *
- B. An executive director certification that the corporation has complied during the year with the provisions of the contract.
- C. Its audited financial statements for the preceding fiscal year.

***On March 12, 2002, the Internal Revenue Service notified WFPHI that, as a result of becoming a direct support organization of UWF, WFPHI’s foundation status changed, and the IRS form 990 was no longer required.**

To ensure compliance with the agreement, Betsy Bowers, the associate vice president for Internal Auditing and Management Consulting, performed a cursory review of the documents and determined WFHPI met the requirements.

Supporting documentation:

Audit report of WFHPI by Dickson & Co., P.A. (Delivered under separate copy)

Prepared by: Betsy Bowers (850) 474-2637

**UWF Board of Trustees
Finance, Administration and Audit Committee
November 5, 2004**

Issue: Finance, Administration & Audit Committee charter

Proposed action: Approve

Background Information:

At the February 20, 2004, Finance, Administration & Audit Committee meeting, the committee expressed the desire to have a charter describing its scope and operation. This committee's primary purpose will be to assist the Board in its oversight responsibilities relating to: the integrity of the University's financial reporting process, the systems of internal control, the independence and performance of the audit process and UWF's process for monitoring compliance with laws, regulations and the code of conduct.

In conjunction with UWF Administrative Affairs Vice President and IAMC Associate Vice President, the committee has prepared a charter for its continued operation. The committee's composition and required number of meetings are described within the charter.

Supporting documentation:

Exhibit A —Charter for Finance, Administration & Audit Committee

Prepared by: Betsy Bowers (850) 474-2637 bbowers@uwf.edu

UWF Finance, Administration & Audit Committee Charter

Purpose

One standing committee of the UWF Board of Trustees will be known as the Finance, Administration and Audit Committee. This committee's primary purpose will be to assist the Board in its oversight responsibilities relating to: the integrity of the University' financial reporting process, the systems of internal control, the independence and performance of the audit process and UWF's process for monitoring compliance with laws, regulations and the code of conduct. In doing so, these key principles will be used:

- ◆ Diligent and knowledgeable members regarding financial areas
- ◆ Independent communication with UWF management
- ◆ Independent audit communication and information flow
- ◆ Monitoring the financial reporting and audit processes

The Committee serves as the focal point of communication between the Board of Trustees, the Administrative Affairs division, the Internal Auditing & Management Consulting department, external auditors, and state and federal agency auditors. The liaison to the UWF BOT Executive Committee is the chairman of the Finance, Administration and Audit Committee. This committee shall take all appropriate actions to set the overall university tone for quality financial reporting, sound business practices, and ethical behavior.

Composition

The committee will be comprised of four (4) trustees. The members will be free from any financial, family or other material personal relationship that would impair his or her independence from the management of the university. A majority of the members should be financially literate and, if possible, at least one member should be a financial expert. 'Financial literacy' is being able to read and understand fundamental financial statements. 'Financial expert' means a person who has one or more of the following: an understanding of generally accepted accounting principles and financial statement; experience in applying such principles; experience in preparing or auditing financial statements; experience with internal controls; and an understanding of finance and audit committee functions.

Meetings

The committee shall meet at least four (4) times annually. Additional meetings may be held as the circumstances dictate. The meetings will be open to the public. The committee will invite members of management, auditors, or others to attend meetings and provide pertinent information.

Exemption from Public Meetings

The Finance, Administration and Audit Committee and Board of Trustees meetings are confidential and exempt from the public when these meetings address areas that are of a sensitive nature concerning individuals or on-going investigations pursuant to Sections 119.07 (3)(w); 119.07 (3)(y); 112.3187 and 112.3188, and 286.0111, Florida Statutes.

Responsibilities and Duties

The committee's policies and procedures will remain flexible to best react to changing conditions and provide reasonable assurances to the Board that the financial reporting, the scope of audit services and the adequacy of the internal control system ensures compliance with state and federal laws, regulations and requirements. The committee shall make reports to the Board as it deems necessary.

Responsibilities of the Committee include:

General

- ◆ Adopt a formal, written charter that is approved by the full UWF Board of Trustees specifying the scope of responsibility, process, membership, etc. The charter will be reviewed as necessary, but at least every two years.
- ◆ Maintain minutes and records of the meetings and activities.
- ◆ Conduct or authorize investigations into matters within the Committee's scope of responsibilities. Report Committee actions to the Board with such recommendations the Committee may deem appropriate.
- ◆ Perform other governance oversight as assigned by the Board.

Financial Statements

Management is responsible for the preparation, presentation and integrity of the University's financial statements and for the appropriateness of the accounting principles and reporting policies used by UWF. The following will be the responsibilities and duties of the Committee:

- ◆ Review the results of the annual financial statement audit with management and the external auditors, to determine the independent auditors are satisfied with the disclosure and content of the financial statements, application of conservative accounting principles and approve such financial statements.
- ◆ Review significant accounting and reporting issues, including complex or unusual transactions and highly judgmental areas, and recent professional and regulatory pronouncements, and understand their impact on the financial statements.
- ◆ Require financial management and the independent auditor to discuss with the Committee their qualitative judgments about the appropriateness, not just acceptability, of accounting principles and financial disclosure practices used or proposed to be adopted by the university.
- ◆ Review the audit report on Federal Awards as required by OMB Circular A-133.
- ◆ Review all matters required to be communicated to the Committee under generally accepted auditing standards with management and the external auditors.
- ◆ Understand how management develops financial information and the nature and extent of the involvement of internal and external auditors.
- ◆ Review, accept and recommend to the Board approval of the annual audit reports of direct support and affiliated organizations.

Capital Budgeting & Expenditures

Internal Control

- ◆ Consider the effectiveness of the university's internal control system, including information technology security and control.
- ◆ Understand the scope of internal and external auditors' review of internal control over financial reporting, and obtain reports on significant findings and recommendations, together with management reports.

External/Independent Auditors

Currently, the Office of Auditor General performs the financial audits of the University of West Florida. Procurement of external accountants for direct support organizations and other related organizations (affiliated organizations) falls under the oversight these organizations' Board of Directors. Copies of the direct support organizations are to be submitted to the UWF BOT Finance, Administration and Audit Committee.

Internal Audit

- ◆ **Review** the appointment, reassignment, replacement, or dismissal of the associate vice president for Internal Auditing and Management Consulting (IAMC).
- ◆ Approve requests for accounting and auditing services through the Chairman of the Executive and Audit Committee.
- ◆ Review and approve the IAMC department's charter, the annual internal audit plan (and any significant changes), staffing needs, and budget requirements.
- ◆ Ensure IAMC has sufficient independence to conduct audits without management interference.
- ◆ Review all significant findings and recommendations noted by internal auditors or external auditors.
- ◆ Meeting periodically with appropriate members of the University administration, IAMC, and independent auditors to discuss and evaluate the scope and results of audits and the University's accounting procedures and controls.
- ◆ Receive and review all outside audits of the University or University-related organizations.
- ◆ Review the effectiveness of the internal audit function, including compliance with the Institute of Internal Auditors' *Standards for the Professional Practice of Internal Auditing*.
- ◆ On a regular basis, meet separately with the associate vice president of IAMC to discuss any matters that the Committee or internal audit believes should be discussed privately.
- ◆ Require the associate vice president for IAMC to report annually on the activities of the office.
- ◆ Annually review the staffing levels to fulfill the plans and mission as well as the adequacy of audit staff qualifications and training.
- ◆ Review on an annual basis the NCAA compliance program of the Intercollegiate Athletics Department and academic progress reports of student athletics.

Committee members 2003/04:

KC Clark, Chairman
Loretta Epps
Marny Gullilly
Sharon Hess-Herrick

University staff liaisons:

- Vice President for Administrative Affairs or designee
- Associate Vice President for Internal Auditing & Management Consulting or designee

Agenda Informational item: 1

**UWF Board of Trustees
Finance Administration & Audit Committee
November 5, 2004**

Issue: Update on development and alumni relations activities

Proposed action: Informational

Background information: A brief update will be provided on development and alumni relations activities including Hurricane Ivan relief efforts and progress in planning for UWF's next capital campaign.

Supporting documentation: None

Prepared by: Dean Van Galen, 474-2619

**UWF Board of Trustees
Finance, Administration and Audit Committee
November 5, 2004**

Issue: Hurricane Ivan Financial Recovery Team Report

Proposed action: Informational

Background information: Financial report by the Hurricane Ivan Recovery Team.

Supporting documentation: none

Prepared by: Betsy Bowers (850) 474-2637

Agenda item:

UWF Board of Trustees
Finance, Administration & Audit Committee
November 5, 2004

Issue: Financial and Budget Related Documents
1) Cash Flow Statement
2) 2004/2005 Operating Budget Update

Proposed action: Informational

Background information:

- 1) Cash Flow Statement – This statement shows the University cash position as of October 28, 2004.
 - 2) 2004/2005 Operating Budget Update – A summary of the University’s operating budget is provided to reflect projected budget revenues and expenditures to actual.
-

Supporting documentation: Cash Flow Statement and 2004/2005 Operating Budget Summary

Prepared by: Dr. Cornelius Wooten 850-474-2209
 Ms. Gloria Resmondo 850-474-2207
 Ms. Jan Woody 850-474-3025

AGENDA
Academic & Student Affairs Committee
8:30 a.m. Conference Center Room A

Roll Call

Approval of Minutes for August 20, 2004

Action Items

Action Plan for Developing Academic Learning Compacts

Informational Items

- 1. SACS Substantive Change Review – MBA Program in Germany**
- 2. New Degree Programs – First Year Follow-up Reports**
- 3. SUS Strategic Plan Y-Axis Report**
- 4. Academic & Student Affairs Update**

Other Items

Adjournment

Agenda Action item:

**UWF Board of Trustees
Academic and Student Affairs
November 5, 2004**

Issue: Action Plan for Developing Academic Learning Compacts

Proposed action: Approve

Background information: The Florida Board of Governors, through resolutions and actions from its meetings of April 22, 2004, and July 22, 2004, has required all universities in the State University System to adopt Academic Learning Compacts for their baccalaureate degree programs. Each university is to construct and publish clearly defined policies and procedures for developing, implementing, and reviewing Academic Learning Compacts and associated activities. These policies and procedures are to be aligned with System policies and are to include, but are not restricted to the following elements:

- I. Identification, for each baccalaureate program on the State University System Academic Degree Inventory, core student learning outcomes and corresponding assessments used to determine how well student learning matches the articulated expectations.
- II. Evaluation systems necessary to corroborate that the assessments truly measure student achievement against the expected core learning outcomes.

During the initial phase of implementing the Board of Governors policy, University personnel are to develop an action plan for approval by the University's Board of Trustees and submitted to the Division of Colleges and Universities. The plan is to include the following:

- A proposed timeline for developing policies and implementing procedures to capture each of the required elements, as well as in making Academic Learning Compacts readily available to students.
- A description of how University personnel will certify that each baccalaureate graduate has completed a program with clearly articulated core student learning expectations and corresponding robust and effective assessment mechanisms.

Supporting documentation: Chancellor's Policy Directive on Academic Learning Compacts
(Draft dated August 26, 2004)

University of West Florida Proposed Action Plan for Developing
Academic Learning Compacts

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

August 26, 2004

POLICY DIRECTIVE

TO: Members, State University Presidents Association

FROM: Debra Austin, Chancellor

SUBJECT: *Academic Learning Compacts*

AUTHORITY:

- Article IX, Section 7, of the Constitution of the State of Florida
- Florida Board of Governors Resolutions, October 22, 2003; April 22, 2004
- Florida Board of Governors Action, July 22, 2004
- Florida Administrative Code 6C-3.001 - Systemwide Uniform Procedures, as adopted by the Florida Board of Governors on January 7, 2003

POLICY: All universities, through their Boards of Trustees, shall adopt *Academic Learning Compacts* for their baccalaureate degree programs.

Introduction

“Explicit identification of learning expectations facilitates the department's coherence about its goals. Sharing those expectations explicitly with students can provide an effective learning scaffold on which students can build their experiences and render effective performance.”

American Psychological Association (March, 2002).

http://www.apa.org/ed/best_practices.html

In recent years, there has been increased emphasis on the identification and assessment of core student learning outcomes in higher education. The Florida Board of Governors has articulated the importance of student achievement in its strategic planning process, as well as in its accountability process. Simultaneously, the Board has placed more emphasis on the devolution of authority to the universities, campus-level decision making, and institutional accountability.

Accordingly, the Board has determined that universities will develop “*Academic Learning Compacts*” and related processes to ensure student achievement in baccalaureate degree programs in the State University System.

University students are served best when students and faculty fully engage in a teaching-learning partnership, and this partnership is all the more meaningful if it is made as clear as possible to students what it is they will learn and how program personnel will assess that learning. By establishing *Academic Learning Compacts* and associated processes, State universities shall certify that each baccalaureate graduate has completed a program with clearly articulated core student learning expectations and corresponding robust and effective assessment mechanisms.

The Development of *Academic Learning Compacts* and Related Processes

Each university shall construct and publish clearly defined policies and procedures for developing, implementing, and reviewing *Academic Learning Compacts* and associated activities. A current copy of each university’s policies and procedures regarding *Academic Learning Compacts* shall remain on file in the Division of Colleges and Universities. These policies and procedures shall be aligned with System policies and will include, but not be restricted to, the following elements:

- (I) For each baccalaureate program on the State University System Academic Degree Inventory, university personnel will develop and make *Academic Learning Compacts* readily available to students that:
 - (A) Identify, at a minimum, the expected core student learning outcomes for program graduates in the areas of
 - (1) content/discipline knowledge and skills;
 - (2) communication skills*;
 - (3) critical thinking skills*;
 - (B) Identify corresponding assessments used to determine how well student learning matches those articulated expectations.

[* It will be a university decision as to whether there will be institutional-level definitions and/or required outcomes for baccalaureate graduates in the areas of communication and critical thinking skills. Some institutions may decide instead that definitions and/or required outcomes will be established (or supplemented) at the program level.]

- (II) University personnel will develop the evaluation systems (including external validations) necessary to corroborate that the assessments referenced above truly measure student achievement against the expected core learning outcomes. Such evaluations will serve to validate the confidence levels associated with assessment mechanisms used in the program, and results will be used to improve student achievement and program effectiveness.

During the initial phase of implementing this Policy Directive, university personnel shall develop an action plan that will be approved by their university's board of trustees and submitted to the Division of Colleges and Universities. The plan shall include the following:

- A proposed timeline for developing policies and implementing procedures to capture each element outlined above, as well as in making *Academic Learning Compacts* readily available to students.
- A description of how university personnel will certify that each baccalaureate graduate has completed a program with clearly articulated core student learning expectations and corresponding robust and effective assessment mechanisms.

In addition to submitting the action plan, university personnel shall submit a status report that includes an analysis of the progress being made in each baccalaureate program toward the development and implementation of the elements outlined above, as well as in making *Academic Learning Compacts* readily available to students. Updated status reports may be requested periodically until the *Academic Learning Compacts* and associated processes are fully developed and implemented.

The Implementation of *Academic Learning Compacts* and Related Processes

University personnel will provide students and prospective students with concise statements of what active and successful participants in the joint teaching-learning process will know and be able to do, expressed in terms of the core student learning outcomes embodied in the requirements for each baccalaureate degree. The *Academic Learning Compacts* made available to students also will list the types of assessments used in the program. These *Academic Learning Compacts* provided to students should be written in a user-friendly, jargon-free format.

University policies and procedures shall delineate how and where *Academic Learning Compacts* will be made readily available to students. However, the *Academic Learning*

Compacts must be made available to students beginning no later than the fall semester of 2005.

Members, State University Presidents Association
August 26, 2004
Page 4

The Review of *Academic Learning Compacts* and Related Processes

As part of the mandated review and continuous improvement process for State University System degree programs (refer to the Policy Directive on Academic Program Review issued by the Chancellor on August 11, 2004), university personnel must submit an electronic copy (or a hyperlink to a copy) of the *Academic Learning Compact* for each baccalaureate degree program under review.

It is hoped that the *Academic Learning Compacts* outcomes and corresponding assessments written for students will be acceptable for regional and specialized accreditation purposes, as well as for State program review expectations. If not, a related version written in more psychometrically precise language should be available at the institution and included in summary program review reports submitted to the Division of Colleges and Universities. University personnel are expected to demonstrate how information from the periodic review of student learning outcomes, as well as from the evaluation of corresponding assessment mechanisms, has been used to improve student achievement and program effectiveness.

Contact: Office of Academic and Student Affairs
SUNCOM 205-0467, Local 245-0467

DA/cdmshfw

c: Carolyn Roberts, Chair, Florida Board of Governors
Members, SUS Council of Academic Vice Presidents
University Contacts for Academic Learning Compacts Project
Bruce Kittel, Office of the Governor

**The University of West Florida
Academic Learning Compacts
Proposed Action Plan**

Submitted to the University of West Florida Board of Trustees
November 5, 2004

Introduction

The University of West Florida Action Plan for developing Academic Learning Compacts is presented in three parts:

- Review of Requirements
- Tasks and Timeline
- Additional Information about Elements and Tasks

Review of Requirements

At its April 22, 2004, and July 22, 2004, meetings, the Florida Board of Governors adopted resolutions requiring all universities in the State University System to adopt, through their Boards of Trustees, Academic Learning Compacts for their baccalaureate degree programs.

Policies and Procedures

Each university is to construct and publish clearly defined policies and procedures for developing, implementing, and reviewing Academic Learning Compacts and associated activities. A current copy of each university's policies and procedures regarding Academic Learning Compacts is to be filed with the Division of Colleges and Universities. These policies and procedures are to be aligned with System policies and are to include, but not be restricted to the following elements:

- I. For each baccalaureate program on the State University System Academic Degree Inventory, university personnel are to develop and make Academic Learning Compacts available to students that:
 - A. Identify, at a minimum, the expected core student learning outcomes for program graduates in the areas of
 1. content/discipline knowledge and skills;
 2. communication skills;
 3. critical thinking skills; and
 - B. Identify corresponding assessments used to determine how well student learning matches those articulated expectations.
- II. University personnel are to develop the evaluation systems (including external validations) necessary to corroborate that the assessments referenced above truly measure student achievement against the expected core learning outcomes. Such evaluations are to serve as validation of the confidence levels associated with the assessment mechanisms used in the

program, and results are to be used to improve student achievement and program effectiveness.

Action Plan

During the initial phase of implementing the policy, university personnel are to develop an action plan that is to be approved by the university's Board of Trustees and submitted to the Division of Colleges and Universities. The plan is to include the following:

- A proposed timeline for developing policies and implementing procedures to capture each element above, as well as in making Academic Learning Compacts readily available to students.
- A description of how university personnel will certify that each baccalaureate graduate has completed a program with clearly articulated core learning expectations and corresponding robust and effective assessment mechanisms.

Information Available to Students

University personnel are to provide students and prospective students with concise statements of what active and successful participants in the joint teaching-learning process will know and be able to do, expressed in terms of the core learning outcomes embodied in the requirements for each baccalaureate degree. The Academic Learning Compacts made available to students also will list the types of assessment used in the program.

University policies and procedures are to delineate how and where Academic Learning Compacts will be made readily available to students.

Academic Learning Compacts must be made available to students beginning no later than the fall semester of 2005.

Inclusion in State-Mandated Academic Program Reviews

As part of the mandated review and continuous improvement process for State University System degree programs, university personnel are to submit to the Division of Colleges and Universities an electronic copy of the Academic Learning Compact for each baccalaureate degree program under review.

Status Reports

In addition to submitting the action plan, university personnel are to submit a status report that includes an analysis of the progress being made in each baccalaureate program toward the development and implementation of the elements outlined above, as well as in making Academic Learning Compacts readily available to students.

Tasks and Timeline

Fall Term 2004

Dissemination of information about Academic Learning Compacts to

- Board of Trustees
- Academic Department Chairpersons
- Faculty Senate
- College Councils
 - Arts & Sciences
 - Business
 - Professional Studies
- Library Faculty Council
- Student Government Association

Development and presentation of university-level domains for Academic Learning Compact core learning outcomes.

Development by the Center for University Teaching and Learning of a resource Web site related to student learning outcomes, instructional strategies, and assessment strategies.

Development by colleges of additional college-specific domains for Academic Learning Compact core learning outcomes.

Workshops for academic department personnel on student learning outcomes. [Coordinated through the Provost's Office and the Center for University Teaching and Learning.]

Engagement of external consultants to assist with the development of student learning outcomes and related assessment plans. (For example, David Callahan will be coming in November for discussions related to academic integrity.)

Submission by academic departments of draft student learning outcomes associated with Academic Learning Compacts for review by college dean.

Due Date: November 19, 2004

Spring Term 2005

Submission by academic departments for review by the college dean of curriculum maps/matrices identifying where in curricula the core learning outcomes are developed and assessed.

Due Date: February 1, 2005

Workshops for academic department personnel on assessment strategies. [Coordinated through the Provost's Office and Center for University Teaching and Learning.]

Engagement of external consultants to assist with refinement of student learning outcomes and development of assessment systems. (For example, Barbara Walvoord will be coming in March for discussions on strategies for combining traditional grading and assessment in evaluation systems.)

Inclusion of draft Academic Learning Compacts and assessment-related questions in academic program review self-study reports for academic departments undergoing reviews during Spring 2005. The Program Review Team will be expected to comment on the draft Compacts and assist the program faculty with questions related to assessment.

Due Date: February 28, 2005

Submission by academic departments of working draft of assessment plan for review by college dean.

Due Date: May 1, 2005

Summer Term 2005

Modification of policies and procedures for approving new and modifying existing baccalaureate degree programs to include requirement for inclusion of Academic Learning Compacts and associated curriculum maps and assessment plans in requests for program actions. Will require action by the Faculty Senate and Board of Trustees.

Target Date: May 2005 Board of Trustees Meeting

Submission by academic departments of final version of Academic Learning Compacts including (a) core learning outcomes organized under university-level and any college-specific domains, (b) curriculum map, and (c) assessment plan.

Due Date: August 1, 2005

Fall Term 2005

Academic Learning Compacts, including core learning outcomes and information about associated assessment, distributed to baccalaureate-degree students in hard copy and posted to appropriate university-, college-, and department-level Web sites.

Due Date: August 22, 2005

Additional Information about Elements and Tasks

Definition of Program

At a minimum, each academic department is to prepare Academic Learning Compacts for each of its baccalaureate degree programs listed by six-digit CIP codes on the State University System Inventory of Degree Programs. In cases where an academic department offers multiple programs under one six-digit CIP code and the programs so offered are substantially different with respect to core student learning outcomes, a separate Academic Learning Compact is to be prepared for each program.

Core Student Learning Outcomes/University-Level Domains

Each baccalaureate degree program is expected to present program-level Academic Learning Compact core student learning outcomes for each of the following domains:

- Content*—concepts, theories, and frameworks of the discipline.
- Critical Thinking*—information management; higher-level cognitive skills; problem solving; creativity.
- Communication*/Literacy—written (reading and writing); quantitative; other communication skills as appropriate to the discipline.
- Integrity/Values—decision making, academic integrity, professional standards for discipline integrity.
- Project Management—project planning and execution pertinent to the discipline.

In addition, degree programs may present student learning outcomes representing

- Discipline Specific Skills—special outcomes that distinguish program completers not identified in the five domains listed above.

*Note: Areas required by Board of Governors policy.

Curriculum Maps/Matrices

Each program is to identify where in the program the key learning activities and key assessments related to the program-level core student learning outcomes are found. There is to be clear identification by course and other curriculum components of the program-level student learning outcomes, key teaching-learning activities, and key assessments associated with the Academic Learning Compact.

Assessment Plans

In addition to identifying the types of assessments to be used to ascertain whether students have acquired the core learning outcomes, the assessment plan must address the following as stipulated in Board of Governors policy:

University personnel will develop the evaluation systems (including external validations) necessary to corroborate that the assessments referenced truly measure student achievement against the expected core learning outcomes. Such

evaluations will serve to validate the confidence levels associated with assessment mechanisms used in the program, and results will be used to improve student achievement and program effectiveness.

Certification of Program Completion

Effective with first-time-in-college (FTIC) students entering UWF in the Fall Term 2005, departmental and college approvals of baccalaureate candidates for graduation will include verification that the candidates have completed programs with “clearly articulated core learning expectations and corresponding robust and effective assessment mechanisms.”

Relationship to Academic Program Reviews

Effective with academic program reviews conducted in Academic Year 2004-2005, program review self-studies and final reports must include the Academic Learning Compact and related curriculum maps and assessment plans. Program Review Teams will be required to comment on the sufficiency of the Compacts, curriculum maps, and assessment plans. Given the University’s five-year rotation of academic program reviews, inclusion of this component in program reviews will ensure that all Academic Learning Compacts are reviewed on a regularly scheduled basis.

Relationship to Requests for New Programs and Program Modifications

Effective with requests for implementation of new programs and requests for program modifications to be reviewed and considered after August 1, 2005, such requests must include an appropriate Academic Learning Compact and related curriculum map and assessment plan. Inclusion of this requirement in program change request policy and procedures will ensure that all new and revised programs develop Academic Learning Compacts and related curriculum maps and assessment plans in a timely fashion.

Agenda Informational item 1:

**UWF Board of Trustees
Academic and Student Affairs
November 5, 2004**

Issue: SACS Substantive Change Review—MBA Program in Germany

Proposed action: Information

Background information: The College of Business began offering its Executive Master's in Business Administration (MBA) program in Ludwigshafen, Germany, in the Fall Semester of 2003. Because more than 50% of the program is offered at a site distant from UWF's Pensacola and Fort Walton Beach campuses, the University was subject to a Substantive Change review by the Commission on Colleges of the Southern Association of Colleges and Schools. The site visit connected with the review was held September 9-11, 2004, at the TransAtlantic Institute in Ludwigshafen, Germany. At the exit conference held on September 11, the visiting committee complemented the program faculty, administration and students and partners at the TransAtlantic Institute on the quality of the program and the nature of the collegial relationship among the partners. The committee presented only one recommendation (pertaining to SACS Standard 3.4.5, publication of academic policies). The President will be receiving from the Commission a formal report prepared by the visiting committee and a request to respond to the committee's recommendation. Formal action on the Substantive Change action will be taken by the Commission at its meeting in June 2005.

Supporting documentation: None

Prepared by: Carl A. Backman
(850) 474-2502

**UWF Board of Trustees
Academic & Student Affairs
November 5, 2004**

Issue: New Degree Programs—First Year Follow-up Reports

Proposed action: Information

Background information: University policy and procedures approved by the Board of Trustees for approving new programs require submission of a first- and third-year follow-up report subsequent to implementation of the program. Coordinators for the three programs approved by the Board during Academic Year 2002-2003 for implementation in Fall 2003 have submitted their first-year follow-up reports:

- Anthropology, MA
 - Hospitality, Recreation, and Resort Management, BS
 - Maritime Studies, BA
-

Supporting documentation: New Programs First-Year Follow-up Reports—Executive Summary
Anthropology, MA—First-Year Follow-up Report
Hospitality, Recreation, and Resort Management, BS—First-Year
Follow-up Report
Maritime Studies, BA—First-Year Follow-up Report

Prepared by: Carl A. Backman
(850) 474-2502

**The University of West Florida
Division of Academic Affairs**

**New Programs First-Year Follow-up Reports—Executive Summary
October 13, 2004**

University policy and procedures approved by the Board of Trustees for approving new programs require submission of a first- and third-year follow-up report subsequent to implementation of the program. First-year reports have been submitted for programs implemented Fall Term 2003.

Anthropology, Master of Arts

CIP Code: 45.0201

Modifications to planned program:	None		
Projected headcount:	41	Projected FTE:	27.30
Actual headcount:	20	Actual FTE:	7.37
Projected costs:	\$118,061	Actual costs:	\$59,947*

*Note: Principal difference in costs due to less than projected grant activity.

Hospitality, Recreation, and Resort Management, Bachelor of Science

CIP Code: 31.1001

Modifications to planned program: Originally designed as two tracks that offered students many choices within each curriculum. This was found to be confusing to students and difficult to implement given current resources within the new program. Additionally, faculty felt the need to increase the number of required courses and to limit choices in an effort to ensure that all graduates were proficient in core competencies.

Projected headcount:	85	Projected FTE:	57.00
Actual headcount:	63	Actual FTE:	33.55
Projected costs:	\$265,377	Actual costs:	\$298,761

Maritime Studies, Bachelor of Arts

CIP Code: 45.9999

Modifications to planned program:	Added a minor in Maritime Studies		
Projected headcount:	15	Projected FTE:	12.50
Actual headcount:	8	Actual FTE:	4.55
Projected revenue:	\$99,250	Actual revenue:	\$39,279

**THE UNIVERSITY OF WEST FLORIDA
NEW PROGRAM PROGRESS REPORT
FIRST YEAR OF IMPLEMENTATION**

Program:

Major Anthropology Degree Level M.A. CIP Code 45.0201

Implementation Date:

Year 2003-2004 Semester Fall

Program Coordinator: Judith A. Bense

Telephone: 474-2474

E-mail: jbense@uwf.edu

Program Description:

The Masters in Anthropology program includes a basic core of courses in Archaeology, Cultural Anthropology, Biological Anthropology, and Theory combined with a series of carefully planned electives that follow the student's interests. The Masters degree has become the degree of choice for professionals in Anthropology, and the proposed UWF Masters program will build on the success of the programs in Anthropology Bachelors, the Masters in Historical Archaeology track in History, and the Interdisciplinary Humanities Masters. While these programs have been successful, they do not adequately prepare Masters graduates for professional Anthropological positions. For example, pre-Columbian or prehistoric archaeology is excluded from the Historical Archaeology track, but it is the dominant type of archaeology in the country. Education and training in prehistoric archaeology is essential for a professional archaeology career, and it is included in the proposed Masters in Anthropology.

Students will be carefully guided through the Anthropology Masters program. Each will be assigned a *Graduate Advisor* upon admission and all coursework must be approved in writing by this advisor and filed with the Department Chair each semester prior to registration. At the end of their first year, graduate students must select a thesis or internship option and form a Committee of three faculty members, the chair of which must have a doctorate degree in Anthropology. To encourage flexibility and a variety of student interests, one Committee member may be from outside the Department, and a fourth member may be added from another university or college. The Committee will design the second year of coursework and the appropriate analytical tool or language for the student.

The total number of semester hours in the program is 36. Both the Thesis and Internship options will require 30 semester hours of graduate course work with at least 15 semester hours at the 6000 level, 6 hours of thesis or internship, and a research tool. Students in both programs must complete four common core

courses and an analytical course or a second semester foreign language course (or pass a proficiency exam in that language), but the remainder of their coursework is structured according to their interests with the approval of their Advisor or Committee. Up to six semester hours can be taken outside Anthropology to provide additional flexibility in the program.

At the completion of coursework and the research tool, Internship Option students must take a comprehensive exam and Thesis Option students must prepare a thesis proposal for Committee approval. The exam will cover the three subfields of Anthropology (Archaeology, Biological and Cultural Anthropology) with special emphasis on the student's interest area. If the graduate student fails to pass all or part of the exam, the student may retake the entire exam one time only at the next exam offering. When the exam or proposal has been successfully completed, the graduate student will be advanced to *Candidate* standing.

Theses must be approved by the Thesis Committee and successfully defended by the candidate in an open defense. Internship Option candidates write a detailed report that must be approved by the Internship Committee and make a presentation to the Department. All work towards the Masters degree including Thesis and Internship must be completed within five years of the first semester of enrollment in the program.

Student Learning Outcomes:

The Student Learning Outcomes for the Masters in Anthropology are currently being developed. They were not part of the program development process when it was approved in 2001-02.

Please describe any modification made to the program subsequent to approval by the Board of Trustees:

Modification(s):

There have been no modifications to the program

Approved by:

Date:

Please provide the following enrollment information:

Source of Students (Non-duplicative Count)	Headcount		FTE (Annualized)	
	Projected ^a	Actual ^b	Projected ^b	Actual ^b
Individuals drawn from agencies/industries in your service area (e.g., older return students)	1.00	1	0.28	0.28
Students who transfer from other graduate programs within the university	26.00	5	17.68	2.28
Individuals who have recently graduated from preceding degree programs at this university	5.00	5	3.40	1.22
Individuals who graduated from preceding degree programs at other SUS universities	5.00	0	2.04	0.0
Individuals who graduated from preceding degree programs at non-SUS Florida colleges and universities	1.00	1	0.68	.06
Additional in-state residents	1.00	0	0.50	0
Additional out-of-state residents	3.00	8	2.04	3.53
Additional foreign residents	1.00	0	0.68	0
Other (Explain)		0		0
TOTAL	41.00	20	27.30	7.37

^a Data taken from proposal submitted to Board of Trustees.

^b Enter total of unduplicated count of majors for Fall 2003, Spring 2004, and Summer 2004.

Please indicate the number of degrees awarded:

Fall 2003 0 _____
Spring 2004 0 _____
Summer 2004 0 _____

Please identify the faculty and percent of workload associated with the program:

Faculty	Percent Workload
Bense*	20%
Prewitt	25%
Philen	25%
Benchley*	12.5%
Curtin	12.5%

* administrators in Archaeology Institute or Department who teach for no cost

Please identify the projected and actual cost associated with implementation of the program:

	General Revenue				Contracts & Grants		Total	
	Current		New		Projected ^a	Actual	Projected ^a	Actual
	Projected ^a	Actual	Projected ^a	Actual				
Position (FTE)								
Faculty	0.4	.27	0.6	.38			1.0	.65
A&P					0.7	.09	0.7	.09
USPS								
TOTAL	0.4	.27	0.6	.38	0.7	.09	1.7	.74
Salary Rate								
Faculty	\$19,565	13,893	\$29,482	23,994			\$49,047	37,887
A&P					\$31,386	6,438	31,386	6,438
USPS								
TOTAL	\$19,565	13,893	\$29,482	23,994	\$31,386	6,438	\$80,433	44,325
I&R								
Salaries & Benefits	\$25,434	18,060	\$38,326	31,192	\$40,801	8,369	\$104,561	57,621
Other Personnel	1,500	1,081	500	0		0	2,000	1,081
Services								
Expenses	2,500	1,245	1,000	0		0	3,500	1,245
Equipment	2,500	0	2,500	0		0	5,000	0
Technology	500	0	500	0		0	1,000	0
Learning Resources	1,000	0	1,000	0		0	2,000	0
Special								
TOTAL	\$33,434	20,386	\$43,826	31,192	\$40,801	8,369	\$118,061	59,947

^a Data taken from proposal submitted to Board of Trustees.

**THE UNIVERSITY OF WEST FLORIDA
NEW PROGRAM PROGRESS REPORT
FIRST YEAR OF IMPLEMENTATION**

Program:

Major: Hospitality, Recreation, & Resort Management **Degree Level:** B.S. **CIP Code:**
31.1001

Implementation Date:

Year 2003 **Semester** Fall

Program Coordinator: Candice Clemenz, Ph.D.

Telephone: 850-474-2599

E-mail: cclenz@uwf.edu

Program Description:

The Hospitality, Recreation, and Resort Management program has a strong leisure studies focus that incorporates classroom instruction, field experiences and internships, to provide students with the core competencies necessary to be successful in a broad array of service venues: convention and visitors' bureaus, resorts, commercial recreation, restaurants, tourism services, spas, community recreation centers, hotels, amusement parks, private clubs, etc. Interested majors may elect to specialize in the area of Spa Management; a minor in Hospitality, Recreation, and Resort Management is also available.

Student Learning Outcomes:

After successful completion of the program requirements, student will be able to:

1. Articulate the relevant theories that apply to the leisure studies/tourism umbrella that encompasses hospitality, recreation, and resort management.
2. Effectively translate theory into practical application within the work environment.
3. Demonstrate a service attitude when working within the fields of hospitality, recreation, and resort management.
4. Exercise good communication, listening, and interpersonal skills with both co-workers and customers.
5. Function effectively with the culturally diverse and complex workplace that is found in hospitality, recreation, and resort organizations.

Please describe any modification made to the program subsequent to approval by the Board of Trustees:

Modification(s):

The Hospitality, Recreation, and Resort Management program was originally designed as two tracks that offered students many choices within each curriculum. This was found to be

confusing to students and difficult to implement given the current resources within the new program. Additionally, faculty felt the need to increase the number of required courses and to limit choices, in an effort to insure that all graduates received the core competencies necessary to be successful within the hospitality, recreation, and resort management fields.

Approved by:

Department: November 5, 2003
 Faculty Senate: February 13, 2004
 Provost February 18, 2004

Date:

Please provide the following enrollment information:

Source of Students (Non-duplicative Count)	Headcount		FTE (Annualized)	
	Projected ^a	Actual ^b	Projected ^a	Actual
Upper-level students who are transferring from other majors within UWF		10		6.43
Students who initially entered UWF as FTIC students and who are progressing from the lower to the upper level	34	26	23	14.48
Florida community college transfer to the upper level	51	15	34	7.22
Transfers to the upper level from other Florida colleges/universities		0		0
Other (Explain)		12		5.42
TOTAL	85	63	57	33.55

^a Data taken from proposal submitted to Board of Trustees.

^b Enter total of unduplicated count of majors for Fall 2003, Spring 2004, and Summer 2004.

Please indicate the number of degrees awarded:

Fall 2003	<u>0</u>	
Spring 2004	<u>1</u>	
Summer 2004	<u>0</u>	(as of 8-9-04)

Please identify the faculty and percent of workload associated with the program:

Faculty	Percent Workload
Candice Clemenz	1.0
Andrew Holdnak	1.0
Steve Philipp	1.0
William Healey	0.1

Please see attached addendum.

Please identify the projected and actual cost associated with implementation of the program:

	General Revenue				Contracts & Grants		Total	
	Current		New					
	Projected ^a	Actual	Projected ^a	Actual	Projected ^a	Actual	Projected ^a	Actual
Position (FTE)								
Faculty	2.1	2.1	1.0	1.0			3.1	3.1
A&P								
USPS								
TOTAL	2.1	2.1	1.0	1.0			3.1	3.1
Salary Rate								
Faculty	\$113,213	\$131,585	\$64,000	\$79,000			\$177,213	\$210,585
A&P								
USPS								
TOTAL	\$113,213	\$131,585	\$64,000	\$79,000			\$177,213	\$210,585
I&R								
Salaries & Benefits	\$147,177	\$171,061	\$83,200	\$102,700			\$230,377	\$273,761
Other Personnel Services	3,000	3,000	7,000	0			10,000	3,000
Expenses	5,000	5,000	5,000	7,500			10,000	12,500
Equipment		0		0				0
Technology	5,000	5,000	5,000	2,500			10,000	7,500
Learning Resources	2,000	2,000	3,000	0			5,000	2,000
Special		0		0				0
TOTAL	\$162,177	\$186,061	\$103,200	\$112,700			\$265,377	\$298,761

^a Data taken from proposal submitted to Board of Trustees.

ADDENDUM TO NEW PROGRAM PROGRESS REPORT

The HRRM program thanks Jacqui Berger and Michelle Doyle for their assistance in gathering the data to complete the Headcount/FTE form as well as the Projected/Actual Cost form.

- The "actual numbers reflect the credit hours and FTEs generated only by Hospitality, Recreation, and Resort Management (HRRM) students. The numbers do not include non-majors enrolled in HRRM courses, or students who were taking HRRM classes to complete their degrees in Parks, Recreation, and Leisure Management (the degree that evolved into HRRM). Since we do not know the assumption for the development of the "projected" numbers, it is not possible to ascertain if we are comparing apples to apples.
- Also, 12 – 9 – 6 was the assumption used for the calculation of "projected" FTEs.

**THE UNIVERSITY OF WEST FLORIDA
NEW PROGRAM PROGRESS REPORT
FIRST YEAR OF IMPLEMENTATION**

Program:

Major Maritime Studies **Degree Level** B.A. **CIP**
Code 45.9999

Implementation Date:

Year 2003 **Semester** Fall

Program Coordinator: John R. Bratten

Telephone: 474-2706

E-mail: jbratten@uwf.edu

Program Description: The Maritime Studies program is designed to familiarize students with the dynamic cultural and natural resources of the maritime environment. Students gain the necessary knowledge and expertise to enable them to participate and contribute to our growing understanding and management of the maritime environment.

Student Learning Outcomes:

1. Knowledge of the areas that contribute to the Maritime Studies area (archaeology, marine biology, environmental studies, history, economics, and government) with greater depth of knowledge (degree minor) in one of the areas.
2. Ability to conceptualize a problem or issue from a maritime perspective.
3. Ability to use methods of inquiry from different domains of knowledge as applied to maritime studies.
4. Ability to develop, implement, document, and present a maritime investigative research and/or creative activity project (field experience) utilizing cross-disciplinary approaches and multiple methods of inquiry.

Please describe any modification made to the program subsequent to approval by the Board of Trustees:

Modification(s): Added Maritime Studies minor.

Approved by: Department (August 29, 2003)
Faculty Senate (December 12, 2003)
Provost (December 19, 2003)

Date:

Please identify the projected and actual cost associated with implementation of the program:

	General Revenue				Contracts & Grants		Total	
	Current		New		Projected ^a	Actual	Projected ^a	Actual
	Projected ^a	Actual	Projected ^a	Actual				
Position (FTE)								
Faculty	0.8	0.5	0.5				1.3	0.5
A&P								
USPS								
TOTAL	0.8	0.5	0.5				1.3	0.5
Salary Rate								
Faculty	\$44,000	\$27,000	\$27,000				\$71,000	\$27,000
A&P								
USPS								
TOTAL	\$44,000	\$27,000	\$27,000				\$71,000	\$27,000
I&R								
Salaries & Benefits	\$57,200	\$35,750	\$35,750				\$92,950	\$35,750
Other Personnel Services	1,500	0					1,500	0
Expenses	1,200	546	500				1,700	546
Equipment		436	600				600	436
Technology	500	182	500				1,000	182
Learning Resources	1,000	365	500				1,500	365
Special								
TOTAL	\$61,400	\$39,279	\$37,850				\$99,250	\$39,279

^a Data taken from proposal submitted to Board of Trustees.

Agenda Informational Item: 3

**UWF Board of Trustees
Academic and Student Affairs Committee
November 5, 2004**

Issue: SUS Strategic Planning Y Axis Report

Proposed action: Informational

Background information: The Strategic Planning Y-Axis Report for UWF as submitted to DCU, originally requested from the Chancellor, Dr. Debra Austin.

Supporting documentation: SUS Strategic Plan Y-Axis Report

Prepared by: Jerry Norris (850) 474 2212

Program Planning for *(name of university)*

PROGRAM CIP	PROGRAM TITLE	Current Program s to Expand*	New Program s to Start*
<i>Mechanical Science and Manufacturing</i>			
151101	Engineering Technology		
150899	Mechanical Engineering Related Technician		
140701	Chemical Engineering		
141901	Mechanical Engineering		
141001	Electrical		
150303	Electronic Engineering Technician		
141701	Industrial/Manufacturing Engineering		
142701	Industrial & Systems Engineering.		
141801	Materials Engineering		
141301	Engineering Science		
140201	Aerospace Engineering		
270101	Mathematics		
140101	Engineering		
270301	Applied Math/Math Sciences		
	Other (specify)		
<i>Natural Science and Technology</i>			
142401	Coastal & Ocean Engineering		
141401	Environmental Health Engineering.		
400601	Geology		
140301	Agricultural Engineering		
260301	Botany		
020401	Plant Sciences		
400401	Atmospheric Science & Meteorology		
400801	Physics		
030102	Environmental Science		
400501	Chemistry		
260202	Biochemistry		
300101	Interdisciplinary Biological & Physical Sciences		
260101	Biology		
260501	Microbiology/Bacteriology		
260607	Marine/Aquatic Biology		
260701	Zoology		
260702	Entomology		
400508	Chemical Sciences		
142301	Nuclear Engineering		
400101	Radiation Physics		
260603	Ecology		

150504 Environmental and Urban Systems
030103 Environmental Studies (New Program)
261201 Biotechnology (New Program)
Other (specify)

Medical Science and Health Care

510907 Radiologic (Med) Tech
510908 Respiratory Therapy
511005 Medical Technology
511601 Nursing (R.N. Training)
510701 Health Services Administration
510706 Health Information Management
512795 Health Science
301101 Gerontology
140501 Biomedical Engineering (New Program)
Other (specify)

Computer Science and Information Technology

140901 Computer Engineering
110101 Computer & Information Science
110401 Information Sciences & Systems
110405 Information Studies
111095 Information Technology
151202 Information Systems Technology (New)
Other (specify)

Design and Construction

151001 Construction/Building Technician
140801 Civil Engineering
040201 Architecture
040295 Design in Architecture Studies
150201 Civil Engineering Technology
040301 Urban & Regional Planning (New)
Other (specify)

Business and Finance

521301 Management Science
440401 Public Administration
521201 Management Information Systems/Business Data Process
520101 Business
520201 Business Administration and Management
520301 Accounting
520801 Finance
520805 Insurance & Risk Management (New)
521101 International Business Management (New)
450601 Economics (New)
Other (specify)

Education

131001 Special Ed
131005 Ed. Of the Emotionally Handicapped
131006 Ed of the Mentally Handicapped
131009 Ed. Of the Blind & Visually Handicapped
131011 Ed. Of the Specific Learning Disabled
131203 JR High/Middle School Ed
131204 Pre-Elementary/Early Childhood Teacher Education
131205 Secondary Teacher Ed
131306 Foreign Languages Teacher Ed.
131311 Mathematics Teacher Ed.
131316 Science Teacher Ed.
131320 Trade & Industrial Teacher Ed. (Vocational)
131395 Secondary Science/Math Teaching
Other (specify)

Electronic Media and Simulation

500706 Digital Media
090702 Multimedia Studies (Digital Communications) (New Program)

DATA SOURCES: Florida Education and Training Information Program 1998-1999; SUS Degree Inventory;
Independent Degree Program Information from ICUF

**BOARD OF GOVERNORS
STRATEGIC PLANNING/EDUCATIONAL POLICY COMMITTEE**

**Strategic Planning for the State University System
Y-Axis**

Goals and Objectives	2002-03 (or as indicated)	2008-09	2012-13
I. State University System Goals			
A. Access to and Production of Degrees			
1. Bachelor	39,989	50,305	58,622
2. Master's	12,179	15,316	17,845
3. Doctoral*	1,315	1,428	1,508
4. Professional	1,380	1,864	2,278
TOTAL	54,863	68,927	80,253
5. Access/Diversity: Minority Representation in SUS Graduates as Percentage of Expected Representation	74%	89%	100%
B. Meeting statewide professional and workforce needs (details to support I.A.)			
TOTAL Degrees	54,863	68,927	80,253
TOTAL Degrees in Targeted Programs	22,320	31,986	40,054
Targeted Program Degrees as % of All Degrees	41%	46%	50%
1. Critical Needs: Education	1,281		
2. Critical Needs: Health Professions	3,227		
3. Economic Development: Emerging Technologies	10,480		
a. Mechanical Science and Manufacturing	2,564		
b. Natural Science and Technology	2,538		
c. Medical Science and Health Care	734		
d. Computer Science and Information Technology	4,086		
e. Design and Construction	503		
f. Electronic Media and Simulation	55		
4. Economic Development: High-wage/high-demand jobs	7,332		
5. Educated citizenry/workforce (not specifically targeted)	32,543		
*The number of doctoral degrees needed will be evaluated at the program level in consultation with universities. Florida currently produces 96% of the national average in doctoral degrees per capita, but many of these are not in fields that lead primarily to research or teaching.			
EST UNDERGRAD FTE	135,721	170,734	198,961
EST GRAD FTE	29,559	36,980	42,987
EST TOTAL FTE	165,287	207,713	241,948
C. Building world-class academic programs and research capacity			
1. Research Expenditures			
a. Total Research Expenditures per full-time faculty	\$ 85,090	\$ 85,090	\$ 85,090
b. Federal Research Expenditures per full-time faculty	\$ 40,491 (2001-02)	\$ 42,039	\$ 43,105

c. Research expenditures - Contracts and Grants (Constant dollars)	\$1,023,438,497 (2001-02)	\$ 1,738,996,414	\$2,354,304,598
2. U.S. Patents Issued per 1000 full-time faculty	10.9	10.9	10.9
3. National Research Council rankings (number of ranked programs in top 25% nationally)	2002-2003 survey is pending. Six out of 62 in top 25% in 1992-93	Progress Indicated in Related Measures	36 out of 146 programs ranked in top 25% nationally
4. Centers of Excellence			
a. Biomedical and Marine Biotechnology (FAU)	X (2003-04)		
b. Photonics (UCF)	X (2003-04)		
c. Regenerative Health Biotechnology (UF)	X (2003-04)		
d. New Centers of Excellence...			
5. Doctoral degrees Per 1000 full-time faculty	120 (2001-02)	120	120
6. Other Forms of National Recognition for Institutions' Academic and Research Programs			
a. Faculty Admitted to the National Academies in the last five years	TOTAL= 6 NAS=4 (UF-3, FSU-1) NAE=2 (UF-1, FAU-1) IOM=0	9	13
b. Highly Cited Scholars	TOTAL=29 (FSU-7, FAU-1, FIU-1, UCF-3, UF-14, USF-3)	46	62
c. Nobel Prizes, Pulitzer Prizes and MacArthur Fellowships awarded to faculty in last five years	TOTAL=1 NOB=0 PUL=0 MAC=1 (FIU)	2	2
d. Academic Programs that Will Receive National Recognition			
II. Constituent University Goals -- The University of West Florida			
A. Access to and Production of Degrees			
1. Bachelor	1,503	1,954	2,550
2. Master's	429	398	466
3. Doctoral*	28	26	30
4. Professional	0	0	0
TOTAL	1,960	2,378	3,046
5. Access/Diversity: Minority Representation in SUS Graduates as Percentage of Expected Representation	16	17	18
B. Meeting statewide professional and workforce needs (details to support I.A.)			
TOTAL Degrees	1,960	2,378	3,046
TOTAL Degrees in Targeted Programs	740	979	1,359
Targeted Program Degrees as % of All Degrees			
1. Critical Needs: Education	57	87	129
2. Critical Needs: Health Professions	35	49	77
3. Economic Development: Emerging Technologies			
a. Mechanical Science and Manufacturing	62	107	187
b. Natural Science and Technology	107	136	202
c. Medical Science and Health Care		0	0
d. Computer Science and Information Technology	159	213	284
e. Design and Construction		0	0
f. Electronic Media and Simulation	8	11	16
4. Economic Development: High-wage/high-demand jobs	312	376	464
5. Educated citizenry/workforce (not specifically targeted)	1,220	1,399	1,687

C. Building world-class academic programs and research capacity			
1. Research Expenditures (2009-10: 16,581,532 - 14,651,855 + 4,549,697)			
a. Total Research Expenditures per full-time faculty (390, 401)	49,027	55,233	62,274
b. Federal Research Expenditures per full-time faculty	37,023	41,709	47,026
c. Research expenditures - Contracts and Grants (Constant dollars)	18,581,532	21,541,086	24,972,020
2. U.S. Patents Issued per 1000 full-time faculty	2	2	4
3. National Research Council rankings (Number of ranked programs and, of those, number in top 25% nationally) (UWF-IHMC)	0,0	1,1	1,1
4. Center(s) of Excellence	0	1	2
5. Doctoral degrees per 1000 full-time faculty	0.03	0.03	0.03
6. Other Forms of National Recognition for Institutions' Academic and Research Programs			
a. Discipline-based accreditations	9	10	11
b. College/Discipline-based accreditations	2	2	2
c. University-based accreditations	1	1	1
D. Meeting community needs and fulfilling unique institutional responsibilities			
1. Promoting 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 life-long learning	Positive survey results	Positive survey results	Positive survey results
2. Attracting and inspiring a diverse and talented student body committed to uncompromising academic excellence	Positive survey results	Positive survey results	Positive survey results
3. Providing solutions to educational, cultural, economic, and environmental concerns	Positive survey results	Positive survey results	Positive survey results
4. Managing growth and development responsibly through focus on continuous quality improvement of programs and processes	Positive survey results	Positive survey results	Positive survey results

Agenda Informational Item: 4

**UWF Board of Trustees
Academic and Student Affairs Committee
November 5, 2004**

Issue: Academic Affairs and Student Affairs Goals—Follow-up Reports

Proposed action: Informational

Background information: The Provost and the Vice President for Student Affairs will provide periodic updates on the divisional goals approved by the Board of Trustees.

Supporting documentation: None

Prepared by: Sandra M. Flake (850) 474-2035

**UWF Board of Trustees
November 5, 2004**

Issue: UWF state legislative agenda

Proposed action: Approve

Background information:

The university each year identifies its budgetary and substantive priorities prior to the start of the Florida legislative session, which begins in March. Committee hearings in preparation of that session already have begun.

Supporting documentation: none

Prepared by: Janice Gilley (850) 474-7287

**UWF Board of Trustees
November 5, 2004**

Issue: Election of Officers

Proposed action: Elect chair and vice chair

Background information:

“The officers of the Board of Trustees are the chair, vice-chair, executive officer and corporate secretary. The chair and vice-chair shall be selected by the Board of Trustees at its first regular meeting after January 7, 2003 and shall serve for a two-year term to begin immediately upon selection. *Thereafter, the Board of Trustees shall select the chair and vice chair at the last regularly scheduled meeting of the calendar year for a two- year term to begin January 1. The chair and vice-chair shall be eligible for reselection for a consecutive term, after which they must be not be an officer for two years before being eligible for selection again.*

Chair/vice chair

The chair shall preside at all meetings of the Board of Trustees, call special meetings of the Board when necessary, attest to actions of the Board and appoint trustees to standing and ad hoc committees. The vice-chair shall act as chair during the absence or disability of the chair.”

Supporting documentation: BOT Bylaws “Powers & duties of officers”

Prepared by: Faye H. Bowers
(850) 474-2009

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

**ARTICLE I
ORGANIZATION**

The Corporation

The University of West Florida Board of Trustees ("Board of Trustees" or "Board") is established as a body corporate, with all powers of a body corporate as provided by Florida law. The Board of Trustees is a corporation primarily acting as an instrumentality or an agency of the state, pursuant to s. 768.28 (2), for purposes of sovereign immunity. The Board shall perform all duties prescribed by the Board of Governors, applicable law and rules.

Membership

The Board of Trustees is composed of thirteen persons, six members appointed by the governor of the State of Florida, five members appointed by the Board of Governors, the president of the University of West Florida Student Government Association ("UWF SGA"), and the president of the University of West Florida Faculty Senate.

Board of Trustees members who are appointed by the governor and the Board of Governors shall be appointed for staggered five-year terms. The president of the University of West Florida Student Government Association will serve for as long as he or she is president of the UWF SGA., and the president of the Faculty Senate usually shall serve for as long as he or she remains president.

Members of the Board shall serve without compensation but may be reimbursed for travel and per diem expenses in accordance with state law.

Powers and Duties of Officers

The officers of the Board of Trustees are the chair, vice-chair, executive officer and corporate secretary. The chair and vice-chair shall be selected by the Board of Trustees at its first regular meeting after January 7, 2003 and shall serve for a two-year term to begin immediately upon selection. Thereafter, the Board of Trustees shall select the chair and vice chair at the last regularly scheduled meeting of the calendar year for a two- year term to begin January 1. The chair and vice-chair shall be eligible for reselection for a consecutive term, after which they must be not be an officer for two years before being eligible for selection again.

The university president shall serve as executive officer and corporate secretary of the Board of Trustees.

Chair/vice chair

The chair shall preside at all meetings of the Board of Trustees, call special meetings of the Board when necessary, attest to actions of the Board and appoint trustees to standing and ad

and Florida statute.

As corporate secretary, the university president shall be responsible for noticing meetings of the Board and its committees, setting the agenda and compiling supporting documents for meetings of the Board, recording and maintaining the minutes of any Board or committee meeting, including a record of votes cast, executing or attesting to all documents which have been executed by the Board, and shall be custodian of the corporate seal. The university president may designate an individual to serve as deputy corporate secretary to the Board.

ARTICLE II MEETINGS

Regular meetings—The Board will meet no fewer than four times per fiscal year, at a time and place designated by the chair. Meetings of the Board are open to the public and all official acts will be taken at public meetings, unless exempt from the open meetings law. The schedule of meetings is available on the University of West Florida website at <http://www.uwf.edu/trustees>.

Special Meetings—The Board may meet in special meetings, including hearings and workshops, at a time and place designated by the chair.

Emergency Meetings—An emergency meeting of the Board may be called by the chair of the Board upon no less than twenty-four (24) hours notice whenever, in the opinion of the chair, an issue requires immediate Board action. Whenever such emergency meeting is called, the chair will notify the corporate secretary. The corporate secretary will immediately serve either verbal or written notice upon each member of the Board, stating the date, hour and place of the meeting and the purpose for which the meeting has been called. In addition, notice will be given to the public. No other business will be transacted at the meeting unless additional emergency matters are agreed to by a majority of those Board members in attendance. The minutes of each emergency meeting will show the manner and method by which notice of such emergency meeting was given to each member of the Board and to the public.

Notice of Meetings—Notice of regular meetings, committee meetings, and special meetings of the Board will be given not less than seven days before the event and will include a statement of the general subject matter to be considered. Whenever an emergency meeting is scheduled to be held, the corporate secretary will post a notice at the university library and at <http://www.uwf.edu/trustees> of the time, date, place, and purpose of the meeting.

Closed Sessions—As provided by law, the Board may conduct closed sessions when it meets to consider or discuss such matters as pending litigation with the Board attorney, collective bargaining, evaluations of claims filed with a risk management program, or challenges to the content of student records or reports. The minutes of attorney-client sessions and risk management meetings shall be exempt from public disclosure until termination of the litigation and settlement of all claims arising out of the same incident. All work products developed for the Board and the university in preparation for, and during, collective bargaining negotiations shall be exempt from disclosure.

Meetings by Means of Telephone Conference Calls and other Communications Media Technology

- a. The Board may use telephone conference calls and other communications media technology to conduct Board business in the same manner as if the proceeding were held in person.
- b. The notice of any meeting conducted by means of communication media technology will state where and how members of the public may gain access to the meeting.

Quorum—Nine (9) members of the Board must be in attendance to constitute a quorum for the transaction of business.

Voting—A majority vote of the full Board is required for for appointing and removing the president. On all other matters, a majority of voting members is required for approval. A trustee may abstain from voting only under those circumstances proscribed by law. Voting by

proxy or by mail shall not be permitted

Parliamentary rules—Roberts Rules of Order, newly revised, will be followed in conducting meetings of the Board, unless otherwise provided by the Board.

Agenda

The agenda for each meeting of the Board shall be prepared by the university president or his/her designee. Every request for inclusion of an item on the agenda of a meeting shall be put in writing and filed, together with any supporting documents, with the university president sufficiently far in advance of the meeting to permit a determination to be made by the university president with respect to the propriety and practicability of including that item on the agenda for the meeting. The university president will assemble the items received, with sufficient time to prepare the agenda in advance of each meeting and provide a copy of the agenda to each member of the Board at least seven days prior to the meeting. If additional items or supporting documentation become available, a supplemental agenda will be provided at least three days prior to the meeting.

Minutes

Minutes of the meetings of the Board of Trustees shall be kept by the corporate secretary or designee, who shall cause them to be printed and preserved and who shall transmit copies to the members of the Board of Trustees and to other places where deemed appropriate. All lengthy reports shall be referred to in the minutes and shall be kept on file as part of the university records, but such reports need not be incorporated in the minutes except when so ordered by the Board of Trustees.

ARTICLE III COMMITTEES

Trustees appointed to committees shall serve at the leisure of the board chair.

The Executive Committee shall have four (4) members, all of whom shall be voting trustees, except for the president of the university, who shall be ex-officio without vote and not counted as part of a quorum for the purpose of transacting business. The chair and vice chair of the board of trustees shall be members. In addition, one trustee shall be appointed by the Board chair at the annual meeting or upon vacancy to serve at-large on the executive committee.

The purpose of the executive committee is twofold: to conserve time, it shall serve at the pleasure of the board as the board's agent in helping the president to address routine business between regular board meetings; and it shall assist the chair and the university president in their joint responsibility to help the board to function effectively and efficiently by suggesting board meeting agenda items and periodically assessing the quality of committee work. The executive committee shall have authority to act for the board of trustees on all matters except for the following, which shall be reserved for the board: presidential selection and termination; trustee and board officer selection; changes in institutional mission and purposes; changes to the bylaws; incurring of corporate indebtedness; and adoption of the annual budget. These bylaws or other board policy may reserve other powers for the Board of Trustees. In addition to its authority to take action on emergency matters that cannot or should not be deferred to the next scheduled meeting of the board, the executive committee shall oversee the work of other board committees, the university's planning process or progress on planning goals, and the board's responsibility to support the president and assess his or her performance, and it shall review annually the university president's compensation and conditions of employment.

The executive committee shall meet as often as necessary to conduct its business as determined by the chair and university president, and it shall ensure that minutes are taken and promptly distributed to all trustees for subsequent ratification by the board of trustees at its next regular meeting. A majority of voting trustee executive committee members (2) shall constitute a quorum.

The Board of Trustees may establish such other committees as deemed necessary for the orderly conduct of the business of the Board. The chair will serve as an ex-officio member of the following committees established by the Board of Trustees: Finance, Administration and Audit Committee; Academic and Student Affairs Committee; and the Governmental Relations Committee.

ARTICLE IV AMENDMENT OR SUSPENSION OF BYLAWS

The Bylaws may be altered, amended or repealed by a majority vote of all members of the Board at any regular meeting, when notice of the proposed amendment or repeal is provided in the meeting notice. Any provision of these Bylaws may be suspended in connection with the consideration of a matter before the Board by an affirmative vote of not less than nine (9) members of the Board.

ARTICLE V APPEARANCES BEFORE THE BOARD

Individuals or group representatives who desire to appear before the Board to initiate a subject within the Board's jurisdiction may submit their requests to the university president, as corporate secretary, at 11000 University Parkway, Pensacola, Florida 32514, for the matter to be included in the agenda. The university president, in consultation with the chair, will determine whether the item will be heard and when the item will be heard. The Board may place time limits on any presentation or decline to hear any matter.

The chair may recognize any individual or representative of groups to address the Board.

In order to proceed with the essential business of the Board in an orderly manner, any individual or group representative who attempts to disrupt a Board meeting will be subject to appropriate action pursuant to law.

ARTICLE VI CODE OF ETHICS

Code of Ethics—Conflict of Interest

A trustee shall be considered to have a conflict of interest if (1) such trustee has existing or potential financial or other interests that impair or might reasonably appear to impair such member's independent, unbiased judgment in the discharge of his or her responsibilities to the university, or (2) such trustee is aware that a member of his or her family, or any organization in which such trustee (or member of his or her family) is an officer, director, employee, member, partner, trustee, or controlling stockholder, has such existing or potential financial or other interests. For the purposes of this provision, a family member is defined as a spouse, parents, siblings, children, and any other relative if the latter resides in the same household as the trustee. All trustees shall disclose to the board any possible conflict of interest at the earliest practical time. Furthermore, the trustee shall absent himself or herself from discussions of, and abstain from voting on, such matters under consideration by the Board of Trustees or its committees. The minutes of such meeting shall reflect that a disclosure was made and that the trustee who has a conflict or possible conflict abstained from voting. Any trustee who is uncertain whether a conflict of interest may exist in any matter may request that the board or committee resolve the question in his or her absence by majority vote. Each trustee shall annually complete and sign a disclosure form.

Members of the Board of Trustees shall be guided by the provisions set forth in Florida law for the conduct of public officers.

ARTICLE VII MISCELLANEOUS PROVISIONS

Indemnification

The board shall, to the extent legally permissible, indemnify and defend each of its trustees, officers, employees, volunteers and other agents against all liabilities and expenses incurred in the connection with the disposition or defense of any action, suit or other proceeding, whether civil or criminal, in which such person may be involved by reason of university service, except with respect to any matter in which such person shall have been adjudicated in any proceeding not to have acted in good faith; and further provided that no settlement shall be entered into without the prior consultation and approval of the president or the president's designee.

Fiscal Year

The fiscal year of the Board shall commence on July 1 of each year and end on June 30.

Sunshine Laws

Public access to Board records is governed by the provisions of the Public Records Law in Chapter 119, F.S. Board meetings are governed by the provisions of the Open Meetings Law in Chapter 286, F.S.

Corporate Seal

The corporation shall have a seal on which shall be inscribed "The University of West Florida Board of Trustees."

Adopted 2-21-03

UWF Board of Trustees
November 5, 2004

Issue: Resolutions in recognition of distinguished service

Proposed action: Adopt

Background information: UWF BOT Chair Collier Merrill is not seeking re-election as Board Chair but will continue to serve as a trustee. UWF BOT Vice Chair Eddie Phillips is not seeking re-appointment to the BOT and will rotate off on 1/6/05. This is an opportunity to recognize and commend both gentlemen for caring and going above and beyond to serve the students, staff and faculty at UWF.

Supporting documentation: Resolution 2004-6 and 2004-7

Prepared by: Faye H. Bowers (850) 474-2009 or fbowers@uwf.edu

In Recognition and Profound Appreciation of Distinguished Service

Mr. Eddie Earl Phillips

WHEREAS, the Honorable Eddie E. Phillips has served as an inaugural member of the University of West Florida Board of Trustees since July 1, 2001, as Vice Chair, and

WHEREAS, Trustee Phillips loyally served for 20 years in the United States Air Force, and

WHEREAS, Trustee Phillips is a distinguished alumnus of the State University of New York and Golden State University, Los Angeles, California, and

WHEREAS, Trustee Phillips has used his position to encourage discussion and interest in the issues affecting students, staff and faculty at the University of West Florida, and

WHEREAS, Trustee Phillips served as President of Fort Walton Beach Chamber of Commerce, was committee chair of FWB Rotary Club and is a member of the Air Force Association, and

WHEREAS, Trustee Phillips continues to serve at the helm of Phillips Consulting in Shalimar, Florida, and is a devoted husband, friend and mentor, and

NOW, THEREFORE, BE IT RESOLVED, that the University of West Florida Board of Trustees at its regular meeting on the 5th day of November, 2004, does hereby recognize and commend Eddie E. Phillips for his contributions to the University of West Florida, and

BE IT FURTHER RESOLVED that this resolution be included in the minutes of this meeting, and a copy presented to Mr. Eddie E. Phillips as a token of the Board's appreciation and thanks.

Mr. J. Collier Merrill, Chair
UWF Board of Trustees

Dr. John C. Cavanaugh, UWF President &
Corporate Secretary UWF Board of Trustees

In Recognition and Profound Appreciation of Distinguished Service

Mr. J. Collier Merrill

WHEREAS, the Honorable J. Collier Merrill has served as an inaugural member appointed by the Governor of the State of Florida to the University of West Florida Board of Trustees since July 1, 2001, and

WHEREAS, the Honorable J. Collier Merrill was elected Board Chair and has served dutifully with distinction in that capacity, and

WHEREAS, Chair Merrill studied at the University of Alabama and was graduated from The University of West Florida in the Year of Our Lord Nineteen Hundred Eighty Four, and

WHEREAS, Chair Merrill will continue to use his position on the UWF Board of Trustees to better the environment for the students, staff and UWF faculty, and

WHEREAS, Chair Merrill has completed his terms as Chairman of the UWF Board, and

WHEREAS, Chair Merrill will continue serving at the helm of J. C. Merrill Investments, Inc., and,

NOW, THEREFORE, BE IT RESOLVED, that the University of West Florida Board of Trustees at its regular meeting on the 5th day of November, 2004, does hereby recognize and commend Collier Merrill for his unending contributions to the University of West Florida as UWF Board Chair, and

BE IT FURTHER RESOLVED that this resolution be included in the minutes of this meeting, and a copy presented to Mr. J. Collier Merrill as a token of the Board's appreciation and sincere thanks.

Mr. Eddie E. Phillips, Vice Chair
UWF Board of Trustees

Dr. John C. Cavanaugh, UWF President &
Corporate Secretary UWF Board of Trustees

Agenda Discussion Item

UWF Board of Trustees November 5, 2004

Issue: BOT Development

Proposed action: Discussion

Background information: The Board of Trustees adopted in concept a Board Development plan at their June 17, 2004 meeting. Many of the plan's concepts have been put into practice. However, many of the elements need further review and discussion as they have implications on meeting schedules, committee structure, and require modification of the Board of Trustee Bylaws.

Supporting documentation: Board Development Plan

Prepared by: Kim Spear (850 474-2473)

Board development plan

Adopted by UWF Board of Trustees on June 17, 2004

Board meetings and agendas

The goal is to streamline the meetings, eliminate duplicative conversation on committee items by allowing the committees to discuss in detail their agenda items and provide additional time for the full board to engage in strategic discussions on key topics and major policy issues.

All face-to-face meetings will be web cast beginning with the August meeting in the Bowden Building.

Each meeting shall include:

- 1) Chair's greetings and report
- 2) President's greetings and report
- 3) Student recognition, to be selected by the vice president for Student Affairs
- 4) Faculty recognition, to be selected by the provost
- 5) Staff recognition, to be selected by the president and cabinet
- 6) Approval of minutes from previous meeting
- 7) Consent agenda, which includes one consent item from each of the committees, each item containing all the action items adopted by that committee, unless any one trustee requests that an item be pulled for full consideration by the Board. (Trustees are provided the agendas at least one week in advance, which provides ample opportunity for a trustee to review the items to make a determination if the trustee wants full discussion.)
- 8) Action items for full board consideration
- 9) Federal and state legislative report
- 10) Report on strategic plan dashboard indicators
- 11) Strategic planning discussion on key topics and major policy issues
- 12) Reports from the UWF Foundation Board of Directors, West Florida Historic Preservation Board, Florida Institute for Human and Machine Cognition, Research Foundation and the National Alumni Association.
- 13) Acknowledgement of receipt of written reports.
- 14) Other business

- 2) Send at least three trustees to the annual AGB Conference on Trusteeship.
- 3) Conduct small workshop in conjunction with the annual strategic planning session to discuss board development and operational issues.
- 4) Take the lead in developing a boards of trustees association, comprised of the chairs of each of the 11 university boards of trustees in Florida. It would meet twice annually, once with the presidents, chancellor and Board of Governors Chair, and the other time just as board chairs. (With President Cavanaugh being the incoming president for the State University Presidents Association beginning July 1 and the chair-in-waiting for the Florida Association of Colleges and Universities, it offers an unprecedented opportunity to unify the higher education entities in the state behind common goals.)

Trustee expectations

- 1) Develop a list of expectations of board members, which outlines the time and travel requirements for meetings, conference calls, commencement and other university events. It also should include information on:
 - a. Travel and other cost reimbursements: What is and what isn't covered.
 - b. Expectation to provide an annual gift to the university and to participate in all capital campaigns on campus with the donation of time and a financial gift.
 - c. Expectation to participate in university activities outside of board functions and to be available as a speaker on behalf of the board and/or university.
 - d. Role as ambassador of the university within the community
 - e. Promotion of the legislative agenda with business community, other boards on which trustees may sit and elected officials.
 - f. Occasionally contacting top student recruits and faculty and administrators applying for positions at UWF.

Trustee recognition

- 1) Develop a policy and procedure on how one becomes a trustee emeritus through the Committee on Trusteeship.
- 2) Begin a tradition on a gift for outgoing trustees through the Committee on Trusteeship.

Board-to-board communications

- 1) At each BOT meeting, reports are provided by the Foundation Board of Directors, West Florida Historic Preservation Board, Research

Bylaws

- 1) Review bylaws to ensure they conform to state statute.
- 2) Election of officers within bylaws must be changed so it occurs at the first meeting after July 1. The BOT elected its last slate of officers in January 2003. It will require an extension of their terms for about six months to bring them in line with statute.

Board policies

- 1) Codify all BOT policies.
- 2) Develop a policy on retention of records and historic documents through a committee comprised of the general counsel, library archivist and board manager.
- 3) Develop a public records policy, through the same group in item 2. (Current one, pertaining only to mail, is inadequate and inoperable.)

Board performance and assessment

- 1) BOT develops internal board strategic plan, reviewed annually, for board operations, which then is used to develop annual board work plans. Work plan focuses on proactive actions BOT can take rather than reactive issues brought by university.
- 2) Develop a board assessment tool, which is used annually. The assessment by individual trustees and senior university administrators compiles information provided anonymously. (Models exist)
- 3) Every five years, the Board uses a consultant to do a formal board evaluation.

Trustee ethics policy

- 1) Develop a trustee ethics policy, using existing policies at other universities as models. (FSU has a good one.)
- 2) Require signature of trustees that they have read and understand the policy.
- 3) Discuss ethics policy yearly at the strategic planning session.

Trustee orientation and professional development

- 1) Develop an orientation session for new members, which is given within two months of appointment and includes meetings with the president and each of the vice presidents, who provide information on campus operations, general counsel, who provides information on the public records/meetings and ethics policy, and the board manager, who provides logistical information on how the business of the board is conducted.

BOT committee structure

- 1) Retain the Executive; Finance, Administration and Audit; and Academic and Student Affairs committees
- 2) Eliminate the Governmental Relations Committee and treat governmental relations as a full-board function.
- 3) Create a Committee on Trusteeship, responsible for professional board development, recruitment of potential members, ethics, bylaws and responsibilities of board members.
- 4) Create a Strategic Planning Committee. (See Strategic Plan section.)
- 5) Create charters for each of the committees
- 6) Have the committees do the majority of the agenda work, bringing their entire agendas to the full board as one consent item, unless any one trustee wants an item pulled for full discussion and a separate vote.
- 7) University vice presidents and their staffs will work directly with the individual committees and their chairs in developing agendas and other work products.

Strategic Plan

- 1) Develop dashboard indicators from the UWF Strategic Plan. Written & oral report provided at every face-to-face meeting and a written report at every conference call meeting, with emphasis on one key item to be discussed at each meeting.
- 2) Designate trustee to be liaison to the University Planning Council
- 3) Create Strategic Planning Committee comprised of president, BOT chair, BOT vice chair and all committee chairs as voting members. Other non-voting members are the chairs or their designees from the other university boards. Committee is responsible to monitor trends in higher education, both nationally and in Florida, through a steady stream of information provided from such sources as the Chronicle of Higher Education, AGB, ASCU, ACE, etc. Also, it should develop a sub-group of university and business personnel to sit on a "futurist" workgroup to think out-of-of the box on how the university might appear 20 years from now.
- 4) Hold joint Strategic Planning Session annually with all UWF boards
- 5) The role of the BOT is not to develop a Strategic plan but to provide visionary guidance on its development and to approve it.

Budget

- 1) Hold a separate budget meeting with the Finance, Administration and Audit Committee well in advance of the meeting when it is to be brought to the board for approval before submission to the state.

Foundation, Florida Institute for Human and Machine Cognition Board and the UWF National Alumni Association.

- 2) Develop memoranda of understanding with the boards.
- 3) Use portals to create communication links to other boards' activities, requesting boards to provide summaries to a password-protected site on a regular basis.
- 4) President holds quarterly meetings with all the chairs of all the university boards, including the chairs of the college advisory boards to discuss major policy issues.
- 5) Social event in conjunction with the yearly joint strategic planning session, which, in addition to those invited to the strategic planning session, includes members of the college advisory boards.

President's communication with the Board

- 1) President is to issue quarterly newsletter to the Board, including information from each of the major divisions
- 2) President contacts individual trustees at least twice annually to discuss whatever is on their minds.

University communications with the Board

- 1) Develop a university-contact policy so campus is informed on how to get in touch with trustees. Some items that could be included:
 - a. Emphasis that the board is a policy making board and not an administrative board.
 - b. The board is a policy board and all administrative functions rest with the president.
 - c. University employees are encouraged to work through their vice presidents to bring issues to the board, but they can contact trustees directly, provided they inform the president's office of the contact, unless the issue pertains to presidential conduct.
 - d. Trustees should notify the president's office when contacted by a university employee.
 - e. Employees should notify the president's office when a trustee contacts them.
- 2) The board hosts at least one lunch annually on campus for faculty and staff to informally discuss issues.
- 3) The board hosts at least one lunch annually on campus for students to informally discuss issues.