

AGENDA

University of West Florida

Board of Trustees Meeting
New World Landing
600 S. Palafox, Pensacola, Florida

June 16, 2005 10:00 a.m.

Call to Order.....	Mr. K.C. Clark Board Chair
Roll Call.....	Faye H. Bowers
Chair's Greeting.....	Mr. K.C. Clark Board Chair
President's Report..... Including a presentation on the budget council process	Dr. John C. Cavanaugh
Vice Presidential Update.....	Dr. Dean Van Galen Vice President for Development
Student Achievements.....	Dr. Debbie Ford Vice President for Student Affairs
Faculty Recognition.....	Dr. Sandra Flake Provost
Approval of Minutes May 20, 2005	

Committee Reports

<u>Finance, Administration & Audit Committee</u>	Ms. Sharon Hess Herrick Committee Chair
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8:30 a.m.

Action Items

1. Minutes of February 25, 2005
2. Budget Council Process
3. Legislative Budget Requests 2006-07
4. FY2005-06 Operating Budget
5. FY2006/2007 – 2010/2011 Fixed Capital Outlay Plan
6. Tuition and Fees
7. Parking Rule
8. Equity Accountability Report
9. Acceptance of Old Christ Church property
10. Campus Development Agreement with Escambia County
11. 2005/06-2006/07 Work Plan for Internal Auditing and Management Consulting
12. UWF Educational Plant Survey

Informational/Discussion Items

Administrative Affairs Divisional Initiatives Update

Academic & Student Affairs Committee.....Mr. Roy Smith
8:30 a.m. Committee Chair

Action Items

1. Minutes of February 25, 2005
2. Implement BS in Electrical Engineering
3. Implement BS in Computer Engineering
4. Authorization for University Institutes and Centers
5. Enrollment and Degree Plan
6. BOG Accountability Measures

Informational/Discussion Items

1. Delegation of Tenure
2. Academic Affairs Update

Other Business

Executive Committee.....Mr. K.C. Clark

Action Items

1. Minutes of February 25, 2005
2. Presidential Evaluation
3. Presidential Compensation
4. MOU between boards

Other Business

FULL BOT

10:00 a.m.

Action Items

1. Campaign Feasibility Study Report & Resolution
2. Approve tenure as a condition of employment candidates
3. Adopt Resolution 2005.2
4. Revise 05-06 Schedule

Informational/Discussion Items

1. State designation of Maritime Museum
2. Volunteer UWF! Presentation
3. AGB Board Development Workshops
6/16 - 12:30 -5:30 p.m.
6/17 - 8:30 - noon

Other Business

Adjournment

DRAFT MINUTES
UWF Board of Trustees
Conference Call Meeting
May 20, 2005

Board Chair K.C. Clark called the meeting to order at 8:33 a.m. on Friday, May 20, 2005 in Building 12, Alumni Room #150 on the UWF Main Campus, 11000 University Parkway, Pensacola, Florida. Chair Clark asked for Roll Call by Faye Bowers.

Trustees attending:

Honor Bell
K.C. Clark*
Dr. Lornetta Epps
Nancy Fetterman*
Marny Gilluly
Sharon Hess Herrick*
General Chuck Horner, Retired
Collier Merrill
JoAnn Morgan
Steven Russell*
Roy Smith*
Dr. Pat Wentz*

Others attending:

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

* Attended in person

Chair's Greeting

Board Chair K.C. Clark said he spent yesterday, May 19, 2005 in the FIHMC Board orientation and that he is looking forward to a great year in that service.

Chair Clark welcomed Trustees Nancy Fetterman & J.T. Young to their first meeting noting that he has appointed them to the Finance Administration & Audit Committee. He offered congratulations to Fetterman on her recent Masters degree. In addition Clark welcomed Tim Roberts, student trustee, newly elected President of SGA noting Roberts takes the post that was filled by Stephen Russell. Also, Clark said Dr. Jay Gould will officially come on Board in July to fill Dr. Pat Wentz's place as Faculty Senate Representative. Chair Clark has appointed Dr.

Gould and Tim Roberts to serve on the Academic & Student Affairs Committee and thanked all new trustees for accepting said responsibilities.

Chair Clark welcomed everyone and asked if there were any others joining by conference call, requesting identification. Associate Vice President Betsy Bowers attended by conference call. Clark further said that he appreciated everyone's participation today and said that President Cavanaugh is attending via conference call, as well.

The Chair made the announcements below and recognized notable accomplishments as follows: Our student athletes' GPA is higher than the student body we should congratulate the Men's second championship in Tennis with nine years participation in the NCAA tournament.

- The UWF men's tennis team won their second consecutive NCAA Division II National Championship this past weekend. Additionally, the men's tennis coach, Derrick Racine, was recognized as coach of the year. Congratulations Coach Racine!
- The UWF softball team also had a great season with 60 wins and only 6 losses. In recognition of their 60-6 season, four Argonauts were recently named to the Louisville Slugger/National Fast pitch Coaches Association.
- We extend our congratulations to our student athletes, coaches, and athletic department. When we recruit we get great students as well.

Chair Clark noted that Dr. Flake asked that he announce the hiring of four new academic affairs administrators who will begin between July 1 and August 1, 2005. They are:

- Dr. Dana Sally, Dean of Libraries
- Dr. Richard Podemski, Associate Vice President for Research and Dean of Graduate Studies
- Dr. Barbara G. Lyman, Associate Vice President for Academic Affairs
- Dr. Phyllis Metcalf-Turner, Associate Vice President for Diversity

Additionally, Clark said UWF had a very successful Spring commencement in April with just over 1,600 graduates. He said he appreciated all of the trustees who took the time to participate in this important ceremony in spite of the inclement weather.

President's Report

- Dr. Cavanaugh said he would keep his report relatively brief noting that last week the budget summary given to the governor looks very promising for the university. Cavanaugh said it was a very good session and the Governance Bill is acceptable for the university system, and UWF probably couldn't have come out much better. He thanked all trustees who made contacts and helped during the session. Eleven presidents signed a letter of support for a 3.6 percent raise, and now we will see whether governor will veto or sign off.
- The President recalled the signing of the FIHMC affiliation addendum to the audience noting one of the issues was the creation of an IP team. Trustee Sharon Hess Herrick & Dr. Hal White will serve in that capacity due to their extensive experience. The Institute is in the process of finalization for their June 2 Board meeting. Cavanaugh thanked Chair Clark and welcomed new trustees as well as those rotating off the UWF BOT.

Clark thanked the President and called on Vice President Debbie Ford for **Student Accomplishments:**

- **Biology:** **Amy Baldwin** completed a 7 week oceanographic research cruise to the Ross Sea, Antarctica under the supervision of Dr. Wade Jeffrey. The cruise in support of a project studying the effects of ultraviolet radiation and ozone depletion on marine microbes in the Southern Ocean, during which Amy used the opportunity to complete a series of experiments for her Masters Thesis project investigating the changes in microbial community structure caused by ultraviolet radiation.
- **College Student Personnel Specialization:** The first group of students from the M. Ed. Educational Leadership – College Student Personnel Specialization graduated this Spring. Those students included **Erin Authier, Joanna Burns, Tara Christie, Kevin Guidry, Ashley Haynie, Cat Hopkins, Ginny-Beth Joiner, Robin Jones, Becky Kroeger, Marc Lamotte, Daryl Levine, Erin Sandonato, and Megan Vucic.** The following graduates have already accepted positions – **Joanna Burns** – DePaul University; **Ginny-Beth Joiner** – Westminster College; **Ashley Haynie** – Valdosta State; **Becky Kroeger** – Florida Gulf Coast University; and **Erin Sandonato** – University of Arkansas. **Kevin Guidry** is the Resnet Coordinator in the UWF Department of Housing and Residence Life.
- **Communication Arts / Telecommunication:** The Florida Association of Broadcasters awarded a \$1,500 scholarship to **Christian Couch**, a UWF senior majoring in communication arts/ telecommunication. A LeRoy Collins Memorial Scholar, Couch will further her education with this award. The program provides a scholarship to a senior student who is planning a career in broadcasting. After graduation in May, Couch hopes to work in a small, local broadcasting market.
- **English:** A graduate of our master's program in Creative Writing, **Brigitte**, who completed her master's thesis under the direction of Laurie O'Brien presented poems from her poetry collection *fence above the sea* at **Writers In The Gallery**. Brigitte, a native of France, earned a Ph.D. at **FSU** where she is currently on the creative writing faculty. Another graduate of our master's in creative writing, **Jeff Newberry**, has been accepted into the Ph.D. program at the University of Georgia.
- Our outstanding student of the moment is **Tasia Hane** who earned her master's in English with a creative writing specialization this semester. Tasia has already had two works published and will go on for her Ph.D. at Case Western Reserve University in Cleveland where she has been awarded a full tuition scholarship. She is also a finalist for a \$10,000 PEO (Philanthropic Educational Organization) Fellowship.
- **Environmental Studies:** **Dave Lewellyn** is helping the Division of Forestry measure how much sediment erodes from dirt roads in Blackwater River State Forest. He will measure the erosion before and after they carry out improvements and thus will be able to tell which type of improvement (paving, grassed waterways, closing road, swales with turnouts for the water, etc) is most efficient at reducing erosion. **Don Mertz**, deeply involved in establishing the GeoData Center at the Ft. Walton Beach campus assisting in the training of public data users also is coordinating acquisition of MetaData files from county GIS Managers. Mertz prepared a training guide for the GEO4333 Field Research class for students and Jackson Guard (Eglin AFB) use. **Dave Robau** received a Special Summer Minority Scholarship for \$1300.
- **Government:** **Abdulla, Husain** - M.A. candidate in Political Science has had a paper, "Democracy in Iraq" (co-authored with Dr. Michelle Williams and undergraduate, **Travis Braidwood**) accepted for the Florida Political Science Association Conference in March, 2005. **Baudouin, Lowell** - is the 2004-2005 Honors Convocation Outstanding Undergraduate Student in Political Science. **Brogdon, Matthew** - M.A. candidate in Political Science is co-authoring a paper with Dr. Jocelyn Evans that has been accepted

for presentation at the Florida Political Science Association Conference in March: "Convenient? Not for the Pollsters: An Examination of Convenience Voting in the 2004 Presidential Election." **Durham, Lindsey** - is Vice-President of the Model United Nations Debating Team and the 2004-2005 Honors Convocation Outstanding Undergraduate Student in International Studies. **Stanquist, Steve** - M.A. candidate in Political Science, has had a paper accepted for presentation at the Florida Political Science Association Conference in March, "How many voters does it take to define a margin? An examination of congressional elections from 1992 to 2000." **Tetrault, Teresa** - M.A. candidate in Political Science, has had a paper accepted for presentation at the Florida Political Science Association Conference in March on campaign advertising – paper entitled "The Stakes are Too High: Negative Political Advertising and Voter Turnout"

- **Mathematics and Statistics:** Ms. **Hadley Weber** is truly our best student. She received the Outstanding Graduate Student Award in our department and the Outstanding Graduate Teaching Assistant Award in the College of Arts and Sciences in the spring. She deserves a recognition for her accomplishments. As an instructional aid at the mathematics lab during the 2004 Fall semester, Miss Weber showed the highest levels of proficiency, competence, and commitment, thus contributing considerably to the effectiveness of the math-lab operations. She has maintained a 4.0 gpa.
- **Philosophy:** Three Philosophy graduates have been accepted to graduate study in the Fall: one to Boston College's MA Program in Philosophy, two to FSU's PhD Program.
- **Psychology / Interdisciplinary Information Technology:** Ms. **Katja Rodgers**, a graduating senior with a dual major in Psychology and Interdisciplinary Information Technology made three professional presentations during the spring semester: "Effects of Computer Monitor Colors and Repetition on Information Comprehension," poster presented at the Society for Information Technology in Education (SITE) 2005 International Conference, Phoenix, Arizona, March 1-5, 2005. "Monitor Color and Repetition as Factors in Human-Computer Interaction," poster presented at the Association for Computing Machinery Southeastern Conference (ACMSE), Kennesaw, Georgia, March 18-20, 2005. Katja also presented a poster with the results of the project at the second annual Scholars of Engineering, Applied Sciences and Technology Annual Research Symposium (Sea Stars) at UWF, April 19, 2005.
- **Teacher Education:** We just graduated a Japanese citizen, **Chie Hamada**, who was with us for four years. She was an Elementary Education major who had a 3.58 GPA and did the entire degree in English when her first language is Japanese. She completed her student teaching at the American School in Japan which is in Tokyo. It is a private, international school serving the expatriate population. She was very successful in grade 4, again doing everything in English. This student, Chie Hamada, was amazing, a real credit to UWF. Ms. **Kathlee Russ** has been nominated for the 2005 FSGC Summer Undergraduate Scholarship. Her research project is titled "Space Probes: Was There Prior Life on Mars?" Ms. Russ is an undergraduate student majoring in Exceptional Child Education/Elementary Education. She came highly recommended by her mentor, Dr. Sandra Davis.
- **Theatre:** LaVonne French, adjunct professor, had a dance piece accepted by the Florida Dance Festival and **Jessica Jensen, Laura Crolla, Melody Gill, Helen Abell** and **Beth Bradford** (Grad student here) danced at the Festival in Miami last June. **Greg McLellan** was featured on the cover of and in the 2004 Nov/Dec Issue Northwest Florida's Business Climate Magazine (his first professional print work gig) and then was hired to portray a WWI Era pilot at the Naval Air Space Museum (his first professional

acting gig). **Jillian Jensen** had her one act play entitled “Date Night” accepted by PLT’s Studio 400 for production as part of next year’s Short Attention Span Theatre.

Jessica Jensen and **Christina McAlpine** were hired for professional Industrial/Convention work representing Cooper Bussman Technology Solutions at their recent convention in San Destin.

Rachel White is working an internship with the Pensacola Opera. **Laura Crolla** scored really high on her recent LSAT and is headed to Law School. **Laura Crolla** and **Jessica Jensen** performed to a full house with SWERVE/dance Company on January 14-15, 2005. Under the artistic direction of Elizabeth Bradford and LaVonne French, SWERVE/dance is a modern dance company comprised of professional dancers from varied performing backgrounds, who create, perform, and present contemporary dance.

Christien Fontaine, student and Technical Director, with adjunct professor Robert Gandrup recently designed and built the (*Your*) *Opera in a Trunk* set for the Pensacola Opera. The Opera, which includes adjunct professor Tim Kennedy, will take the set—an interactive fairy tale book—to various middle- and high schools in which students choose the storyline that will help teach students the operatic form while watching one.

Christien’s latest Pensacola Opera project is to design and build the set for *Porgy and Bess*. The Department of Theatre faculty has chosen **Riso Straley** as Outstanding Student for the 2004 calendar year. Riso performed in The Black Knights productions of “A Midsummer Night’s Dream” and “Henry V”, adapted and directed by James Kerrigan. **Christien Fontaine** and **Riso Straley**, during the 2004 holiday break, volunteered their time to perform in the Seaside Repertory Theatre’s summer preview shows of “The Fisherman and His Wife” and “The Complete Works of William Shakespeare Abridged.” Freshmen **Stevie Neale** and **Lauren Anderson** are spearheading *The Vagina Monologues* for Spring 2005. All proceeds will go to SAFER. **Katie Mack-Montenegro** will be delivering her proposal for and a couple monologues from her play and senior project “No Boys Allowed” at the 2005 UWF Women’s Studies Conference.

→ **Forensics Team:**

The UWF Forensics Team coached by Brendan Kelly, Communication Arts instructor, placed fourth in the nation against other universities and colleges of our size at the National Forensics Association Championship Tournament held in Akron, Ohio, April 14-18.

→ **Sigma Alpha Mu Fraternity:**

Ryan Apple was awarded the Nate Karchmer Scholarship from the Sigma Alpha Mu Nationals for his contributions to the chapter.

→ **Student Government Association:** **John Melvin** received one of thirteen honorable mentions in the Florida College Student of the Year Awards.

→ **Volunteer UWF!**

Volunteer UWF! is very proud of all of the student groups who have completed service hours this semester. We are pleased to announce that many of our Greek organizations recently participated in service with Covenant Hospice for the Annual Garage Sale Fundraising Event. Ten or more Greek organizations with about 100 participants, worked on the Covenant Hospice Garage sale preparation in March, leading up to the big fundraising event in April. In April, more than a dozen Greek organizations with over 100 participants worked during the 3 day Covenant Hospice Garage Sale event. One of these outstanding volunteers from this semester is **Christopher Fowler** of Sigma Alpha Epsilon Fraternity. Christopher volunteered with Covenant Hospice for the Garage Sale Prep in March and continued to serve until after the finish of the actual Garage Sale Weekend in April. He has completed 50 hours this semester with his fraternity through various projects and organizations such as Covenant Hospice, Rock-A-Thon, Festival on the Green, and Relay for Life. Thank you.

Approve Minutes for January 1, February 25 and March 15, 2005 meetings.

Chair Clark asked if there were corrections or modifications for the minutes. The motion was made to accept the minutes.

Motion by: Trustee Smith
Second by: Trustee Morgan
Unanimously approved

Action Items

1. Chair Clark called on Dr. Sandra Flake, Provost, for **Tenure and Promotion** as follows:

<u>CAS</u>	Department	Gender	Race
Bataineh, Mohannad	Electrical & Computer Eng.	M	W
Coffey, John	Computer Science	M	W
Darby, Philip	Biology	M	W
Gorman, Steve	Electrical & Computer Eng.	M	W
LaForte, Geoffrey	Computer Science	M	W
Lepo, Joe	CEDB	M	W
Ryals, Phillip	Biology	M	W
Ujj, Laszlo	Physics	M	W
Walch, Susan	Psychology	F	W
Yanovskiy, Leonid	Music	M	W
<u>COPS</u>			
Barry-Reese, Leasha	Teacher Education	F	W
Johnson, Kathrine	Criminal Justice/Legal Studies	F	W
Lyman*, Barbara G.	Teacher Education	F	B
Marzilli, Scott	HLES	M	W
Metcalf-Turner*, Phyllis	Graduate Education	F	B
Nichols, Joyce Coleman	Graduate Education	F	B
Podemski*, Richard S.	Graduate Education	M	W
White, Jill	Teacher Education	F	W
Zimmerman, Sherri	Graduate Education	F	W

* Tenure was offered as a condition of employment

Trustee Roy Smith recommended delegating authority to approve Tenure and Promotion to President Cavanaugh. Chair Clark thanked him and asked that it be placed as an action item for the September BOT meeting to discuss appropriateness of BOT delegating. As to that being offered tenure as a condition of employment, Trustee Merrill asked if UWF hired and then gave them tenure. Provost Flake stated they had tenure at their prior university institutions position, and we are respecting their requests to provide tenure as well and all have extensive experience. Trustee Bell echoed Trustee Smith's suggestion. The motion was made to grant tenure to those named.

Motion by: Trustee Russell
Seconded by: Trustee Wentz
Unanimously approved

2. For **Tuition & Fees – extending Alabama Counties**, Chair Clark called on Ms. Gina DeJulio, General Counsel who reminded the BOT that each had the rule in hand. Then Dr.

Pete Metarko said the first modification regarding, 60 years and older residents, is a simplification of what was presented at previous meetings.

Ms. DeIulio said the decision the Board made a year ago was to waive most of the mandatory fees for Florida residents aged 60 and over. This decision was made when times were tight and we wanted such students to pay activities and service fees and building fees. A further decision was made not to collect all mandatory fees and collect only optional fees (i.e. Waive all mandatory fees).

Dr. Pete Metarko then said that Alabama differential tuition fees where students pay \$20 in out-of-state fees should be extended to students who live in northern Alabama (I65 route) is a very rural area and with numerous minority students. In 5 years, UWF has increased enrollment by 400 students. Probably 100 or more students are first generation college students and they frequent the Pensacola area.

Trustee Smith asked that Ms. DeIulio clarify “How far can we go?” DeIulio commented that the statute says ‘the state has to be contiguous with service area and no mileage restriction’. She said at one time the BOT approved additional counties. Trustee Morgan asked “Are we setting a precedent?” Provost Flake said that FSU and Georgia have an arrangement so we aren’t setting precedent. Alabama universities have reduced the tuition for Florida students who go there and this is a trade off.

Chair Clark asked for questions and Trustee Hess Herrick requested addressing the Senior Learning issue and what is the financial impact as a public relations university. She noted there are very prominent organizations affiliated with seniors and we want to become more involved and bring more intellect to the staff. Vice Provost said UWF has 2 organizations one which Mardi McDaniel has administered for years and the Center for Life Long Learning has over 700 members in FWB area. Courses taken over 2 consecutive semesters were mostly snow-birds and in the last 12 years CLL in FWB, the receive \$8,000 year annually to support various programs over there. Provost Flake added that these are non-credit programs and primarily the tuition differential does not apply. A motion was made to revise Tuition & Fees for extending Alabama Counties.

Motion by: Trustee Hess Herrick

Seconded by: Trustee Wentz

Unanimously approved

3. Revision of Brochure for Parking & Traffic Control Rule

Chair Clark reported that this item will be tabled until June in order to afford ample time for internal UWF groups to have robust dialogue. In prior meetings, we had a rule and brochure, changed policy and incorporated brochure into rule.

4. Chair Clark called on Dr. Jerry Norris for the UWF Strategic Plan Update.

Dr. Norris said a very important occurrence in 2002 developed with the Strategic Plan Update and the UPIC guided us through the last few years. He said he is bringing this item as a recommendation, a reminder of our vision statement & goal number 1. SACS develop more minor adjustments Norris noted there were 2 attachments with additions and deletions in red and green and the University Planning Council adopted and approved the Quality Enhancement Plan.

Trustee Smith asked if the key change is regional comprehensive. Norris replied that this sets area where we can be the best, comprehensive on national level and that it ties in with statewide model. The national plan works comfortably on campus as a guide for what we do and who we are. Norris further said no items were deleted. Dr. Carl Backman said that items were just renumbered and that his committee reviews this plan.

A motion was made to accept the updated UWF Strategic Plan.

Motion by: Trustee Russell

Seconded by: Trustee Fetterman

Unanimously approved

5. **Adoption of Resolution 2005-1** “In recognition of Steven Russell’s service as a trustee”. Chair Clark read the resolution and presented Trustee Russell with a gift. Trustee Russell said he should write a resolution to thank the BOT for letting a student set on the Board and for involving them in the process. Chair Clark said personally we should thank him for bringing to the board student focused and centered items reminding us that we are here for students.

RESOLUTION 2005-1

In Recognition and Profound Appreciation of Distinguished Service

Mr. Steven Patrick Russell

WHEREAS, the Honorable Steven Patrick Russell has served as a member of the University of West Florida Board of Trustees since June, 2004, and

WHEREAS, Trustee Russell logically served on the Academic & Student Affairs Committee, and

WHEREAS, Trustee Russell served as President of the UWF Student Government Association, was a Resident Advisor, 2003-04 nominee for Mr. UWF, and

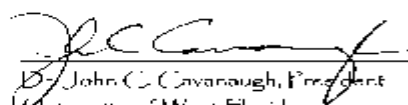
WHEREAS, Trustee Russell is a Spring 2005 graduate of the University of West Florida, and

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

NOW, THEREFORE, BE IT RESOLVED, that the University of West Florida Board of Trustees at its regular meeting on the 20th day of May, 2005 does hereby recognize and commend Steven Patrick Russell 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. Steven Patrick Russell as a token of the Board's appreciation and thanks.


Mr. K.C. Clark, Chair
UWF Board of Trustees


Dr. John C. Cavanaugh, President
University of West Florida

A motion was made to adopt Resolution 2005-1 in recognition of Steven Russell.

Motion by: Trustee Clark

Seconded by: Trustee Wentz

Unanimously approved

Discussion/Informational Items

1. Chair Clark called upon Dr. Cornelius Wooten, Vice President for Administrative Affairs for the **2004-05 and 2005-06 Budget Reports**. Dr. Wooten briefly walked through each financial spreadsheet and highlighting specific areas of concern. Wooten said he anticipates Hurricane Ivan reimbursements from FEMA by the end of June. Trustee Hess Herrick thanked Dr. Wooten for presenting the Budget Review Workshop stating that it was very helpful and she recommends it to all trustees. Hess Herrick said one of the items that came out, as a concern, was cash reserves and that we as a university should focus on those. President Cavanaugh commented that the Budget Council is currently reviewing Cash Reserves. Trustees Smith, Gilluly & Bell said they were in agreement with Hess Herrick and thanked Dr. Wooten as well. Wooten expressed concern about the turnaround time required in submitting information to the board saying that he hopes to present a better picture in June.
2. Clark said the Hurricane Ivan Update was provided in your agenda packet. If there are questions in regard to this document, Aleta Hudson is here and Betsy Bowers is on the line. Aleta gave a brief review of the campus facilities affected by Ivan in relation to the damage, reconstruction estimates as well as claims filed to RISK and FEMA. Smith asked, “what can our board do to speed up the FEMA response?” Betsy Bowers reported that no other universities have received anything either. Executive Vice President White said that he was currently attending the disaster recovery institute currently.
3. The Legislative Budget Requests for 2006-07 was addressed by President Cavanaugh And he said university presidents are in agreement and the LBR will be brought to the BOT at our June meeting for approval.
4. Regarding the June Board of Trustees Schedule, Chair Clark said that Tom Ingram, current AGB President, will be the facilitator for the Board Development Workshop. The survey that trustees completed will be the basis for discussion. Chair Clark urged trustees to complete the survey today to enable AGB’s customization of the workshops making sure to complete all sections of survey. Clark said he appreciated all trustees for taking time to complete the survey.

Clark noted the following areas for inclusion in the workshop as roles and responsibilities relating to the administration and other UWF boards, presidential evaluation, and assessing the BOT’s effectiveness as a board. He anticipates the session will create a foundation for building and continuing development as a board. We are a young board and this will give us great direction. Clark encouraged the trustees to submit any other areas of focus for the workshop and gave the following details:

- a. June 16 BOT Meeting – New World Landing Downtown
 - i. 8:30 a.m. Committees
 - ii. 10:00 a.m. Full BOT
 - iii. 11:30 a.m. Lunch
- b. June 16 AGB Board Development Workshop
12:30 p.m. – 5:30 p.m.
June 17 AGB Board Development Workshop
8:30 a.m. - noon
- c. June 16 Board Reception – Museum of Commerce

6:00 p.m.

Trustee Russell said he didn't get a survey. Bell, said he hasn't completed the survey. Morgan faxed her survey on completion. Kim Spear said the survey will be emailed to Russell following the meeting.

Other Business

When Chair Clark asked if there were other business items to discuss, Trustee Smith said he would like an update on SACS visit. Dr. Carl Backman said SACS provides accreditation and UWF received the report of 75 standards meeting compliance out of 78 standards. The three non-compliant items were in regard to documentation on QEP judged as 3 recommendations need to carry forward. SACS Team suggested the University focus on Project Management by reworking the goals, time line and resource allocations draft this summer. The reaffirmation will occur in December at Commission on Colleges from which a decision will follow. Dr. Backman expressed his appreciation to all who have worked on this plan. Clark thanked Backman and expressed his appreciation to all as well. Trustee Smith complimented Dr. Backman who is retiring.

With no further business to discuss Chair Clark adjourned the meeting at 9:45 a.m.

AGENDA
UWF Board of Trustees
Finance, Administration and Audit Committee Meeting
New World Landing 600 S. Palafox, Pensacola, FL

Thursday, June 16, 2005

8:30 a.m.

Call to Order Chair Sharon Hess Herrick

Roll Call Faye H. Bowers

Chair's Greetings Chair Sharon Hess Herrick

Action Items

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2. Budget Council Process
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Informational/Discussion Items

Administrative Affairs Divisional Initiatives Update

Other Business

Adjournment

Draft MINUTES
UWF Board of Trustees
Finance, Administration & Audit Committee Meeting
February 25, 2005
8:00 a.m. in Building 1/Room 126
UWF/OWC Fort Walton Beach, Florida

Committee Chair Sharon Hess Herrick called the meeting to order at 8:04 a.m. with Faye Bowers calling roll. Trustees in attendance:

Dr. Lornetta Epps
Mrs. Marny Gilluly
Mrs. Sharon Hess Herrick

Others attending:

Dr. Debbie Ford, VP for Student Affairs
Dr. Cornelius Wooten, VP for Administrative Affairs
Dr. Pete Metarko, Associate Vice President for Enrollment
Ms. Betsy Bowers, Associate Vice President for Internal Auditing
Ms. Faye Bowers, Executive Specialist/Assistant Corporate Secretary/BOT

Chair Hess Herrick welcomed all to the meeting and conveyed a special Thank You to Dr. Wes Little, Vice Provost and his staff for the FWB Campus hosting our meeting.

Approve Minutes of 11/5/04 and 1/6/05.

Motion by: Trustee Gilluly
Seconded by: Trustee Epps
Approved: Unanimously

1. Increase University Housing Rental Rates

Dr. Debbie Ford, Vice President for Student Affairs recommended individual increases 4% - 15% which are necessary and sufficient to pay debt services and to maintain operating costs and services. The increase is based on report from consultant in June 2004 who conveyed that UWF rates are not competitive with other institutions.

Motion by: Trustee Gilluly
Seconded by: Trustee Epps
Approved: Unanimously

2. Student Activity & Service Fees

Dr. Debbie Ford recommended a 5% increase with breakdowns by increasing service fee which goes partially to student organizations and the opening of the Health Leisure and Sports facility operation. The Athletic Fee will be increased \$.30 cents.

Motion by: Trustee Gilluly
Seconded by: Trustee Epps
Approved: Unanimously

3. Education Research Center for Child Development (ERCCD) Fees

Dr. Debbie Ford recommended a modest increase that is competitive but lower than most other local facilities per Director Tulsa Morein.

Motion by: Trustee Epps

Seconded by: Trustee Gilluly

Approved: Unanimously

4. New Student Orientation Fees

Dr. Debbie Ford recommended an increase of \$3 per person to cover the quality of the program.

Motion by: Trustee Epps

Seconded by: Trustee Gilluly

Approved: Unanimously

5. Proposed Parking & Transportation Services Fee

Dr. Cornelius Wooten, Vice President for Administrative Affairs recommended an increase due to information received through a consultant. Dr. Wooten said the university has sufficient parking lots and there have been no parking fee increases since 2001. The consultant provided a parking plan for the next five years.

Motion by: Trustee Gilluly

Seconded by: Trustee Epps

Approved: Unanimously

Under the same action item, Dr. Wooten, also, recommended a modest increase in Trolley fees. The university was partially funded through a Trolley Grant which expires the fourth year which is the need to increase to offset additional costs.

Motion by: Trustee Epps

Seconded by: Trustee Gilluly

Approved: Unanimously

6. Material & Supply Fees for 05-06

Dr. Pete Metarko, Associate Vice President for Enrollment noted that the material and supply fees are suggested by the department chair and approved by the dean.

Motion by: Trustee Gilluly

Seconded by: Trustee Epps

Approved: Unanimously

7. National Student Exchange Waiver Policy

Dr. Metarko noted that the policy provides an opportunity for students to study at other institutions under Plan A and B. UWF has participated in Plan B where student pays at home institution. Plan A requires student from other states come & pay our in-state fee. Recommendation is controlled by Provost with yearly report of how funds are used.

Motion by: Trustee Gilluly

Seconded by: Trustee Epps

Approved: Unanimously

8. UWF Foundation Certification

Ms. Betsy Bowers, Associate Vice President for Internal Auditing and Management Control presented the annual certification for the UWF Foundation stating that it is like the certifications for West Florida Historic Preservation Inc and FIHMC to be presented annually.

Motion by: Trustee Gilluly

Seconded by: Trustee Epps

Approved: Unanimously

9. UWF Financial Audit

Ms. Betsy Bowers stated that the audit was just completed by Auditor General on December 20, 2004 and it is being presented for trustees to accept.

Motion by: Trustee Epps

Seconded by: Trustee Gilluly

Approved: Unanimously

10. Financial & Budget Related Documents (Informational only)

1. Statement of Net Assets – Old Banner Sheet

Per Dr. Cornelius Wooten, financially the university is sound and healthy. Future Finance & Budget Related Documents will be modified to include debt service after consultation with committee chair as it relates to the state.

Dr. Wooten reviewed each item briefly and Chair Hess Herrick stated that she learned much through the workshop with Dr. Wooten and his staff, recommending that all trustees participate in such a workshop.

With no further items, Chair Hess Herrick adjourned the meeting at 8:36 a.m.

UWF Board of Trustees Meeting
Finance, Administration & Audit Committee
June 16, 2005

Issue: Budget Council Process

Proposed action: Approve

Background information: In April, 2003, the president decided to change the way in which budgets are developed at UWF. His focus was one of transparency and openness and he strived to align the budget allocation process with the work of the University Planning Council and strategic planning process. To this end, the president created a university Budget Council. The Budget Council is comprised of the president (as chair), the provost and executive vice president (as co-vice chairs), the vice presidents, the budget director, the director of planning, the president's chief of staff, and a representative from the Faculty Senate.

It was requested that each division have budget meetings in advance of the first meeting of the main Budget Council each year, and that the Faculty Senate representative be welcome in each divisional meeting. The purpose of the whole process was both to open up and broaden the budget making process, and also to help achieve consensus, to the extent possible, within each division and within the Council itself. The product of this consensus is a recommendation to the president with regard to budget priorities, allocations and reallocations for the upcoming budget year. The final responsibility for the approval of the specific allocations in the budget lies with the president pursuant to delegations from the Board of Trustees. The Board has retained responsibility for approval of overall spending authority and spending limits in each fiscal year.

Supporting documentation:

Prepared by: Hal White, (850) 474 2200 hwhite@uwf.edu
Kim Spear (850) 474 2200 kspear@uwf.edu

UWF Board of Trustees Meeting
Finance, Administration & Audit Committee
June 16, 2005

Issue: Legislative Budget Request – 2006-2007

Proposed Action: Approval

Background Information: Section 1011.40 (1) and 1001.74(12), F.S., requires each university to submit an institutional budget request within established guidelines. The Board of Governors approved the 2006-2007 budget request guidelines at its April 21 meeting, emphasizing the goals in its Strategic Plan: access to and production of degrees, meeting statewide professional and workforce needs, building world-class institutions, and meeting institutional and community needs. The Board of Governors will meet in July to review and approve the 2006-2007 Legislative Budget Request (LBR) for the operating budget. They will begin LBR discussions at the June 9th Finance Committee Meeting.

The Division of Colleges and Universities, with assistance from each university, is responsible for developing the following budget issues for the entire system: enrollment growth, Major Gift matching, plant operations and maintenance for new and phased-in space, annualization of salaries and benefits, salary increases, and the continued phase-in of the FSU medical school and FAMU law school.

Each university must submit budget issues that emphasize the goals and objectives of the approved Policy Guidelines for the 2006-2007 LBR. Given the amount of time that our office will need to review, analyze, and prepare for the July Board of Governors' meeting, this information is due in our office by June 3, 2005. If your board will not be approving the university's issues until after June 3, please submit your draft issues by the required date and notify us as soon as the Trustees have approved the issues.

Attached are UWF's LBR issues for 2006-2007 as developed by the Budget Council and Staff. Please approve this document for submission to the Chancellor for potential inclusion in the SUS Legislative Budget Request for 2006-2007.

Supporting Documentation: The University of West Florida Legislative Budget Request for 2006-2007

Prepared by: Jerry Norris (850) 474-2211 jnorris@uwf.edu

The University of West Florida
Legislative Budget Request for 2006-2007
DRAFT as Submitted to DCU Pending UWF BOT Approval
Summary
(Full document posted to UPIC: <http://upic.uwf.edu/pubs/> in Strategic Planning Section)

Board of Governors Strategic Goal One: Access to and Production of Degrees:

UWF Issue A: Expansion of Student Access in the Fort Walton Beach Area
(Priority 1) (\$3,183,000)

- Fort Walton Beach Enrollment Expansion
- Military Linkage Institute
- Military Education Partnerships
- Technology Enhancements in Distance Learning

Board of Governors Strategic Goal Two: Meeting Statewide Professional and Workforce Needs:

UWF Issue A: Focus on Access to Targeted Programs
(Priority 3) (\$3,714,518)

- Nursing
- Teacher Education in Science and Math
- Engineering and Computer Science Programs
- Allied Health Portfolio
- Focus on First Year Freshman and Transfer Student Experience to Enhance Retention and Completion Rates

UWF Issue B: Meeting the Needs of K-12 Students Throughout Northwest Florida
(Priority 4) (\$569,600)

- Joint Programs with K-12 School Districts – 2+2+2 Curriculum Development and Support
- Partnerships with K-12 School Districts – Development of Workforce Solutions

Board of Governors Strategic Goal Three: Building World-Class Academic Programs and Research Capacity:

UWF Issue A: Economic Development and Technology Infrastructure
(Priority 2) (\$544,500)

UWF Issue B: Outcomes Assessments: Development of a Student Learning Assessments Center (Priority 5) (\$1,908,400)

Board of Governors Strategic Goal Four: Meeting Community Needs and Fulfilling Unique Institutional Responsibilities

UWF Issue A: Expansion of Academic Service Programs at the Pensacola Downtown Campus (Priority 6) (\$1,050,600)

UWF Issue B: Transfer of Historic Arcadia Mill from UWF Foundation to the UWF Board of Trustees (Priority 7) (\$332,450)

UWF Issue C: FSBDC – Business Continuity and Risk Management Center and the Haas/UWF SBCD – Regional Economic Enhancement Center
(Priority 8) (\$5,900,600)

The University of West Florida

**Legislative Budget Request
for
2006-6007**

**As Submitted to the Chancellor
of the
State University System
for
Inclusion in the State University System
Legislative Budget Request
for
2006-2007**

**This Legislative Budget Request is a Direct
Outflow of the UWF Strategic Planning Process
and
Relates Directly to the Strategic Goals of the
Florida Board of Governors**

**DRAFT Pending UWF Board of Trustees Approval
Submitted June 6, 2005**

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UWF Issue A: Expansion of Student Access in the Fort Walton Beach Area (Priority 1) (\$3,183,000)

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- Military Education Partnerships Page 7
- Technology Enhancements in Distance Learning Page 10

Board of Governors Strategic Goal Two: Meeting Statewide Professional and Workforce Needs:

UWF Issue A: Focus on Access to Targeted Programs (Priority 3) (\$3,714,518)

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- Teacher Education in Science and Math Page 16
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UWF Issue B: Meeting the Needs of K-12 Students Throughout Northwest Florida (Priority 4) (\$569,600)

- Joint Programs with K-12 School Districts – 2+2+2 Curriculum Development and Support Page 33
- Partnerships with K-12 School Districts – Development of Workforce Solutions Page 43

Board of Governors Strategic Goal Three: Building World-Class Academic Programs and Research Capacity:

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Board of Governors Strategic Goal Four: Meeting Community Needs and Fulfilling Unique Institutional Responsibilities

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UWF Issue C: FSBDC – Business Continuity and Risk Management Center and the Haas/UWF SBCD – Regional Economic Enhancement Center (Priority 8) (\$5,900,600) Page 62

DRAFT Submitted to DCU at 6-6-2005

**State University System
Educational and General
2006-2007 Legislative Operating Budget Issue
Form I-a**

Strategic Planning Goal/Objective: Access to and Production of Degrees

University:	The University of West Florida
Issue Title:	UWF Issue A: Expansion of Student Access in the Fort Walton Beach Area – Fort Walton Beach Enrollment Expansion
University Priority Number:	1
Date Approved by Board of Trustees:	June 16, 2005

I. **Needs Statement:** Funding of this project will enable the University of West Florida to jointly occupy an underutilized public school facility in the School District of Okaloosa County (SCOC) and in partnership with the SCOC to expand UWF's current delivery of undergraduate and graduate degree programs by utilizing Combs School as an additional outreach and branch campus in Fort Walton Beach. Initial non-recurring funding in 2005-2006 provided for start-up activities. UWF needs recurring operating funds to successfully operate this new center, with total funding accomplished over a five-year period. **This issue is especially important due to the Base Realignment and Closure Commission's (BRAC) recent announcement of plans to expand the military presence at Eglin Air Force Base and related population growth in that part of northwest Florida.**

II. **Justification**

A. **Description of service or program to be provided:** The Florida Legislature funded the implementation of this project through non-recurring start-up funding during 2005-2006. This request is for continued funding through a recurring base appropriation to continue and expand this project, providing for on-going branch campus services to this important site within UWF's region. The Combs School facility will be jointly occupied by UWF and the School District of Okaloosa County. Appropriate District educational programs (i.e., the Laboratory School) will continue to operate in the facility. UWF is responsible for operational costs.

B. **Description of current university initiatives, and their resources, that will strengthen the provision of this service/program:** UWF and SDOC are partnered in expanding UWF's FWB Campus program offerings in several high-tech areas, such as Information Engineering Technology, Building and Construction Technology, Manufacturing Engineering Technology, and Electrical Engineering Technology by utilizing the Combs School facility.

C. **Description of outcomes anticipated:** These added program offerings will support the SDOC's CHOICE programs and will additionally correspond to AA degree programs offered by Okaloosa-Walton College. By partnering with SDOC and OWC, UWF will be able to increase its current limited instructional classroom and faculty office space significantly. This expansion will enable UWF to increase student access, increasing its current headcount enrollment from 1,000 to 2,000 over a five year period.

i. Number of Headcount Students receiving services or participating in the program by year, for the next five years:

2005-2006	100
2006-2007	200
2007-2008	400
2008-2009	600
2009-2010	800
2010-2011	1000

ii. Number of FTE Students receiving services or participating in the program by year for the next five years:

2005-2006	50
2006-2007	100
2007-2008	200
2008-2009	300
2009-2010	400
2010-2011	500

iii. Additional degrees to be produced as a result of this initiative

	Bachelor's	Master's	Doctor's
2005-2006	8	4	
2006-2007	16	8	5
2007-2008	32	16	8
2008-2009	64	32	15
2009-2010	128	64	25
2010-2011	256	128	40
2011-2012	300	150	60

iv. Other outcomes: The FWB Community, area military personnel, and other taxpayers of Northwest Florida will benefit greatly from this extremely cost-effective strategy for creating significantly more higher education access for Northwest Florida citizens. The project will represent a significant effort by UWF to deliver significantly more undergraduate and graduate degree programs to the FWB area, while clearly establishing UWF as the major higher education partner in Northwest Florida. In short, the estimated annual operating costs of the Combs School complex will be miniscule in comparison to the cost of building a new branch campus in the FWB area that would have the

potential to meet the regional higher educational needs of Northwest Florida's citizens.

III. **Budget Request for 2006-07:**

- A. Identify programs from which funds will be reallocated: Although programs and administration from the UWF main campus and the UWF Fort Walton Beach Campus will support the programs at the Combs School Project, this is an extension of student access in a new location and must be funded with new and continuing funding.
- B. If this is a multi-year request, identify the incremental funds needed from the state for each future year, by year, for a maximum of five years. Due to the nature of the projected enrollment growth at the Combs School, funding needed for the five-year growth plan includes \$500,000 enhancements for each of the next two years, followed by \$300,000 enhancements for each of the last two years of the plan. Thus, the total budget request for the five-year period is \$3,227,500. Enrollment growth funding will then provide a sufficient funding base for this Combs Project.

IV. **Facilities:**

- A. Does this issue require an expansion or construction of a facility? No, the facility is the existing Combs School, which will be provided by the SDOC at no charge to UWF.

**State University System
Educational and General
2006-2007 Legislative Operating Budget Issue
Form I-a**

Strategic Planning Goal/Objective: Access to and Production of Degrees

University:	The University of West Florida
Issue Title:	UWF Issue A: Expansion of Student Access in the Fort Walton Beach Area – Military Linkage Institute
University Priority Number:	1
Date Approved by Board of Trustees:	June 16, 2005

I. Needs Statement: The University of West Florida has been committed to the educational support of the military since its inception. In an effort to better support the military in northwest Florida, UWF has been systematically developing online degree programs and certificate programs for military personnel and their dependents for more than four years. Coordination of services to the military is very important. UWF seeks funding to establish a Military Linkage Institute to coordinate services to and among military personnel worldwide, the Naval Aviation Museum, the Naval Aviation Institute, ROTC units (in secondary schools and higher education), the proposed Pensacola Maritime Museum, and UWF programs and services. **This institute is especially important due to the Base Realignment and Closure Commission’s (BRAC) recent announcement of plans to expand the military presence at Eglin Air Force Base and related population growth in that part of northwest Florida.**

II. Justification

A. Description of service or program to be provided: The Military Linkage Institute will provide a one-stop, online resource linking military agencies with UWF programs and services. The Military Linkage Institute will match the needs of military personnel and their dependents to appropriate existing services and programs, and will provide for the development and linking of new services and programs as they are determined.

B. Description of current university initiatives, and their resources, that will strengthen the provision of this service/program: During the past year, UWF administration established a new Academic Technology Center specifically dedicated to the development of online programs primarily for the military and for Department of Defense (DOD) dependents. The institution’s long range plan is to develop a selected number of high-quality online programs which meet the unique needs of

the following U.S. military services: Army, Air Force, Coast Guard, Marines, Navy, and the National Guard and Reserves. Programs currently being developed or being delivered include Environmental Studies, Information Technology (BS), Maritime Studies, Oceanography, Information Technology (MS), and the Master of Science in Administration. Additional degree programs and certificate programs are under consideration for development and implementation.

- C. **Description of outcomes anticipated:** Military personnel and their dependents, military bases and units, educational organizations, and the public will have online access information about to educational programs and facilities as well related educational support organizations and facilities as they plan for primary or extended educational and service opportunities.

**State University System
Educational and General
2006-2007 Legislative Operating Budget Issue
Form I-a**

Strategic Planning Goal/Objective: Access to and Production of Degrees

University:	The University of West Florida
Issue Title:	UWF Issue A: Expansion of Student Access in the Fort Walton Beach Area – Military Education Partnerships
University Priority Number:	1
Date Approved by Board of Trustees:	June 16, 2005

I. Needs Statement: UWF has committed significant resources in establishing the Academic Technology Center in 2004 to design, develop and monitor implementation of fully online programs at UWF. Since that time, ATC staff have been working closely with faculty to develop courses within identified program areas and to plan for large-scale implementation of online student support needs. With access and production of degrees, UWF has needs in two areas, (1) development of additional online programs and (2) supporting students in online programs. For ongoing expansion of programs, there is a constant need to continuously monitor programs that would be successful in an online environment. Currently, there are two program development areas to address major need. First, a teacher shortage exists in the state of Florida and nationally. Although there are several approaches being tested to deal with the shortage, UWF is partnering with the military, DANTES and SOC, to develop a **Troops to Teachers program that will prepare those who will be separating from the military to become teachers.** Secondly, UWF is in partnership with the U.S. Coast Guard to deliver flexible learning programs to its deployed and underway service personnel using the PDA as a delivery medium for cutters that do not have Internet access. Currently, we are beta testing two courses and will need resources to fully develop an undergraduate program to meet the needs of the U.S. Coast Guard. For the second area of need, as more students are taking courses online, support services must migrate to the web for anytime-anywhere access. **This issue is especially important due to the Base Realignment and Closure Commission’s (BRAC) recent announcement of plans to expand the military presence at Eglin Air Force Base and related population growth in that part of northwest Florida.**

II. Justification: The overall military base economic impact on northwest Florida exceeds \$5 billion dollars annually. As northwest Florida’s only

comprehensive regional university, meeting the voluntary education and training needs of regional military personnel and their dependents is a critical institutional priority. Both Troops to Teachers and the PDA program in Engineering Technology will serve the needs of the military, those who are active duty and those that will be separating into another career. To serve students once programs are developed, the UWF Online Campus will serve as an umbrella of student support services to ensure student retention in programs.

III. Description of service or program to be provided: Troops to Teachers is a bachelor's degree program in elementary/special education. The College of Professional Studies already maintains an undergraduate degree in elementary/special education. However, the degree program is not online. Existing College of Professional Studies faculty members and adjuncts would work with the Academic Technology Center staff to develop online courses to serve Troops to Teachers students. With the U.S. Coast Guard partnership to develop a PDA program, UWF is already a member of SOCCOAST Afloat and has agreed to provide flexible courses to the Coast Guard in partnership with other SOCCOAST Afloat institutions. To date, UWF has produced two PDA courses that are available to the U.S. Coast Guard as beta test courses for the Coast Guard Institute. The services provided would be (1) development of online Troops to Teachers Elementary/Special Education Bachelor's degree, (2) development of a fully PDA program in Engineering Technology to assist in our ongoing partnership with the U.S. Coast Guard, and (3) More consistency in our student support services for academic advising, admissions, financial aid, help desk, and counseling using a CRM tool for tracking, asynchronous discussions, chat rooms, and more to provide world-class support for our online students.

IV. Description of current university initiatives, and their resources, that will strengthen the provision of this service/program: The University of West Florida has committed more than \$1,000,000 during the past three years to develop nationally competitive DL programs for the military. Initiatives such as the formation of a new Academic Technology Center, fully staffed with DL curriculum development specialists is to name just one of the initiatives UWF has initiated to support the development of quality online degree programs. The Academic Technology Center has a system in place for the development of online courses and programs and has been working to develop other online programs. The PDA Beta Test effort with the U.S. Coast Guard will yield valuable formative information on improving PDA course delivery that will be incorporated into this effort. With regard to student services, the UWF Help Desk provides 24/7 services to students and the UWF Online Campus website (<http://onlinecampus.uwf.edu>) has already been developed as a first step in personalized student support services.

- V. **Description of outcomes anticipated** . Two program areas delivered in a flexible distance learning format will expand our possible market-based to students that traditionally would not be able to come to campus to participate in the traditional, campus-based learning experience.

In addition, identify the following, if applicable:

- a. Number of Headcount Students receiving services or participating in the program by year, for the next five years:

ENGINEERING TECHNOLOGY

05-06	06-07	07-08	08-09	09-10
15	30	45	60	75

TROOPS TO TEACHERS

05-06	06-07	07-08	08-09	09-10
30	50	100	100	115

**State University System
Educational and General
2006-2007 Legislative Operating Budget Issue
Form I-a**

Strategic Planning Goal/Objective: Access to and Production of Degrees

University:	The University of West Florida
Issue Title:	UWF Issue A: Expansion of Student Access in the Fort Walton Beach Area – Technology Enhancements in Distance Learning
University Priority Number:	1
Date Approved by Board of Trustees:	June 16, 2005

- I. Needs Statement:** UWF needs technology enhancements in Distance Learning to handle the increased usage in the Fort Walton Beach area and the entire panhandle of Florida. **This issue is especially important due to the Base Realignment and Closure Commission’s (BRAC) recent announcement of plans to expand the military presence at Eglin Air Force Base and related population growth in that part of northwest Florida.**

Increased network bandwidth to the FWB campus. We are planning to address this through the new Okaloosa Fiber Network and LambdaRail connectivity to it. Estimated costs include \$75K of one-time installation costs and \$70K of annual recurring costs.

Upgrade of the IDLS classrooms. Placed on a five-year technology refresh cycle, estimated cost is \$35K per room each year, or \$140K annually for the four existing Interactive Distance Learning Studio Classrooms.

Additional eLearning support at the help desk. One position, salary \$45K, total compensation \$61,500.

- II. Justification:** Okaloosa County is establishing a county-wide fiber optic network to be used for the delivery of governmental services, education, and economic development support throughout the county. UWF's strategic position via its branch campus in Fort Walton Beach makes it the logical university partner for delivery of distance learning, instructional technology, research partnerships, and workforce development support throughout the county, using this new network. The requested funding

would enable UWF to leverage its involvement in Florida LambdaRail to make high-bandwidth educational and research tools available throughout Okaloosa County by linking UWF's network and LambdaRail to the new Okaloosa county network, creating a K-20 intranet throughout the region. This intranet will be used for educational outreach, distance learning, research, critical skills training for the workforce, and life-long learning. The requested funding would enable UWF to put in place the foundation for the Okaloosa educational intranet; establish these high-bandwidth linkages to the Okaloosa school district and the Okaloosa Walton College; update the technology in interactive distance learning studio classrooms; and provide additional "eLearning" helpdesk services to students throughout the region.

Budget Request for 2006-07: Expansion of Student Access in the Fort Walton Beach Area: UWF Priority 1

- Fort Walton Beach Enrollment Expansion
- Military Linkage Institute
- Military Education Partnerships
- Technology Enhancements in Distance Learning

Operating Budget Form II

University:
Issue Title:

The University of West Florida
Expansion of Student Access in the
Fort Walton Beach Area
BOG Goal One, UWF Issue A

	RECURRING	NON-RECURRING	TOTAL
<u>Positions</u>			
Faculty	13.00	0.00	13.00
Other (A&P/USPS)	15.00	0.00	15.00
	-----	-----	-----
Total	28.00	0.00	28.00
	=====	=====	=====
<u>Salary Rate</u>			
Faculty	\$895,000	\$0	\$895,000
Other (A&P/USPS)	\$665,000	\$0	\$665,000
	-----	-----	-----
Total	\$1,560,000	\$0	\$1,560,000
	=====	=====	=====
Salaries and Benefits	\$2,057,350	\$0	\$2,057,350
Other Personal Services	\$145,000	\$0	\$145,000
Expenses	\$334,900	\$0	\$334,900
Operating Capital Outlay	\$185,750	\$0	\$185,750
Electronic Data Processing	\$385,000	\$75,000	\$460,000
Special Category (Specific)	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	-----	-----	-----
Total All Categories	\$3,108,000	\$75,000	\$3,183,000
	=====	=====	=====

**State University System
Educational and General
2006-2007 Legislative Operating Budget Issue
Form I-b**

Strategic Planning Goal/Objective: Meeting Statewide Professional and Workforce Needs

University:	The University of West Florida
Issue Title:	UWF Issue A: Focus on Access to Targeted Programs: Nursing
University Priority Number:	3
Date Approved by Board of Trustees:	June 16, 2005

Introduction: The University of West Florida is willing to expand offerings in critical need areas such as Nursing, Teacher Education, Engineering and Allied Health at its Pensacola and Fort Walton Beach campuses and for Teacher Education in cooperation with Chipola College in Marianna. Critically needed for expansion of these programs are additional faculty lines. The University graduated its first four-year BSN students this April with a 94% retention rate from initial admission to graduation. The University has also established a cooperative BSN program with Okaloosa-Walton College. UWF is a recognized leader in working with local school districts (Escambia and Santa Rosa) to develop time-efficient alternative certification programs coupling district and university-level instruction. UWF provides support to the Okaloosa County School District for its award-winning program providing pre-engineering course works for middle- and high-school students. Preparations are well underway for establishing the current joint UF/UWF Electrical and Computer Engineering programs as fully accredited stand alone programs at UWF. The University has recently added two degree programs to its offerings in health-related fields: Master of Public Health (MPH) and the BS in Health Science with specializations in psychology of health, medical information technology, medical ethics, health care administration, communication, and aging studies.

- I. **Needs Statement:** There is a critical nationwide shortage of nurses that, without heroic effort on the part of educational institutions, promises to worsen in the future. A 4-yr Bachelor of Science in Nursing with an approved class size of 40 students was recently established at UWF and has attracted close to 400 applicants during the first two years with an average GPA of 3.48 for admitted students. Many qualified students applying to our program had to be turned down because of admission limitations placed on the program by the State Board of Nursing.

II. **Justification**

- A. **Description of service or program to be provided:** An innovative approach for increasing the number of graduates from our program has emerged in the form of a collaborative nursing program established with Okaloosa Walton College to the East. UWF confers the degree and offers over half of the upper division courses in the BSN. The UWF/OWC program has 25 students enrolled in its first class, effectively increasing the number of Nurses produced through UWF to 65. It is proposed that we establish a similar program with Pensacola Junior College (PJC), our local academic partner with which we have several joint programs. This could immediately increase UWF's graduation rate for nurses from 65 (UWF + UWF/OWC) to 90. PJC already has in place faculty for their A.A. degree in Nursing and a strong thrust in other 2-yr health-related programs. We have a long history of effective and harmonious collaboration with PJC so the proposed effort could be planned and organized quickly. The administrator of the health-related programs for PJC strongly endorses this proposal. To accomplish this task UWF would need six faculty lines to help cover the increased load for developing and teaching the required courses and clinicals. Two additional staff would be required, one to handle admissions, reports, SASS audits and student records as well as other duties associated with this new program for UWF and one for PJC (program advisor and coordinator). The classrooms and facilities for supporting this program are already present in the PJC state-of-the-art health sciences building and at West Florida Hospital (home of the UWF Nursing Program).
- B. **Description of current university initiatives, and their resources, that will strengthen the provision of this service/program:** The nursing shortage is no more critical anywhere than in the western Panhandle of Florida where there is a large health care presence. The regional health care industry has provided significant support to the UWF nursing program in an effort to help alleviate this shortage. It is clear from the number of applicants to our existing program that there is a large pool of qualified students wishing to become nurses. Innovative solutions are needed to provide the opportunities for these students to achieve their educational goals and for the nursing shortage to be effectively addressed.
- C. **Description of outcome anticipated:** As noted in the body of this request, enrollment and graduation rates will be enhanced by this program. With Applications exceeding 400 each year, UWF will easily fill every available nursing slot. The current number of nursing slots in the BSN on the Pensacola campus of UWF is 40. The joint OWC/UWF program raises that number to 65. This number will climb to 90 with the implementation of a partnership with PJC. Likewise, the numbers of graduates will improve from 65 to 90 (39% increase), putting graduates to work in regional and state hospitals and other health facilities.

III. Facilities:

- A. Does this issue require an expansion or construction of a facility? Not at this time. The West Florida Hospital in Pensacola now provides space for this program. However, as the program expands, so will the need for space. UWF will seek funding to construct a Health Sciences Center in the future, but that facility is not on the priority list at this time.

**State University System
Educational and General
2006-2007 Legislative Operating Budget Issue
Form I-b**

Strategic Planning Goal/Objective: Meeting Statewide Professional and Workforce Needs

University:	The University of West Florida
Issue Title:	UWF Issue A: Focus on Access to Targeted Programs: Teacher Education in Science and Math
University Priority Number:	3
Date Approved by Board of Trustees:	June 16, 2005

Introduction: The University of West Florida is willing to expand offerings in critical need areas such as Nursing, Teacher Education, Engineering and Allied Health at its Pensacola and Fort Walton Beach campuses and for Teacher Education in cooperation with Chipola College in Marianna. Critically needed for expansion of these programs are additional faculty lines. The University graduated its first four-year BSN students this April with a 94% retention rate from initial admission to graduation. The University has also established a cooperative BSN program with Okaloosa-Walton College. UWF is a recognized leader in working with local school districts (Escambia and Santa Rosa) to develop time-efficient alternative certification programs coupling district and university-level instruction. UWF provides support to the Okaloosa County School District for its award-winning program providing pre-engineering course works for middle- and high-school students. Preparations are well underway for establishing the current joint UF/UWF Electrical and Computer Engineering programs as fully accredited stand alone programs at UWF. The University has recently added two degree programs to its offerings in health-related fields: Master of Public Health (MPH) and the BS in Health Science with specializations in psychology of health, medical information technology, medical ethics, health care administration, communication, and aging studies.

- I. **Needs Statement:** The shortage of teachers in secondary education is currently critical and promises to worsen in the future. One of the most pressing needs in the teacher shortage is for teachers trained in science and math. While UWF has a strong thrust in teacher education, there is no program in place at UWF to educate teachers in math and science. This is unfortunate since we have a large military presence in the region that is a potential source of students with an interest in math/science and wishing to retool for post-military employment.

II. Justification

- a. **Description of service or program to be provided:** Typically when teachers are hired to instruct in math or science they are asked to teach in several areas of science as well as math. A Bachelor of Science in Interdisciplinary Sciences (IDS B.S.) was created some years ago to provide an opportunity to educate teachers across the science/math spectrum but was flawed in its design in that it required students to take a long list of "majors' courses in the sciences. This program was recently transferred to the Department of Biology and was assessed both by Biology and in conjunction with a program review last year. It was concluded that the IDS B.S. needed to be redesigned to help address the math/science teacher shortage and, furthermore that this program should require that students take courses in math, biology, chemistry, geology, physics and computer science that are appropriately tailored to provide a level of education in the target areas that realistically meet the demands of the marketplace. Moreover, it is deemed important for this program to be a collaboration between the math/science departments and the Department of Teacher Education in order to provide students with essential teaching skills as well as the math/science background that is in such great demand in secondary education. This effort could be launched with some existing fundamentals courses in the sciences/math and with creation of several additional upper division courses appropriately tailored to meet the needs of secondary education teachers. The proposed program would require seven Instructor positions, one for each of the participating science/math departments. These positions would be dedicated to teacher education and these instructors would be responsible for creating and teaching the courses specifically designed for teacher education. A modest operating budget for each of the participating departments would cover expenses associated with conducting and supporting the new courses. In addition, the Department of Biology would need funds to cover advertising, recruiting, advising and program coordination as well as a A&P position to serve as Advisor/Program Coordinator. The Department of Teacher Education offers existing courses that could be required of this pool of students but would need an Instructor position to cover the increased number of class sections. In addition, an operating budget would be needed for Teacher Education to cover increased expenses associated with this new pool of students.
- b. **Description of anticipated outcomes:** This proposed modification of the IDS B.S. directly addresses the critical shortage of secondary education teachers in the sciences and math and is designed to provide the broad science/math background and a solid education in essential teaching skills required of math/science teachers in secondary education.

**State University System
Educational and General
2006-2007 Legislative Operating Budget Issue
Form I-b**

Strategic Planning Goal/Objective: Meeting Statewide Professional and Workforce Needs

University:	The University of West Florida
Issue Title:	UWF Issue A: Focus on Access to Targeted Programs: Engineering and Computer Science Programs
University Priority Number:	3
Date Approved by Board of Trustees:	June 16, 2005

Introduction: The University of West Florida is willing to expand offerings in critical need areas such as Nursing, Teacher Education, Engineering and Allied Health at its Pensacola and Fort Walton Beach campuses and for Teacher Education in cooperation with Chipola College in Marianna. Critically needed for expansion of these programs are additional faculty lines. The University graduated its first four-year BSN students this April with a 94% retention rate from initial admission to graduation. The University has also established a cooperative BSN program with Okaloosa-Walton College. UWF is a recognized leader in working with local school districts (Escambia and Santa Rosa) to develop time-efficient alternative certification programs coupling district and university-level instruction. UWF provides support to the Okaloosa County School District for its award-winning program providing pre-engineering course works for middle- and high-school students. Preparations are well underway for establishing the current joint UF/UWF Electrical and Computer Engineering programs as fully accredited stand alone programs at UWF. The University has offered computer science programs since the 1960's and has recently added two degree programs to its offerings in health-related fields: Master of Public Health (MPH) and the BS in Health Science with specializations in psychology of health, medical information technology, medical ethics, health care administration, communication, and aging studies.

I. Needs Statement:

According to the US Federal Bureau of Labor Statistics 2001, the demand for electrical and computer engineering is expected to continue growing (see Table A). Table B shows the expected Florida demands for engineers in the Escambia, Okaloosa and Walton Counties. As UWF continues to grow and expand its student population base, the demand for engineering programs continues to grow. As such, it is important for UWF to remain competitive and meet the manpower needs of the region and the State. Furthermore, as the university continues to attract a higher quality student population, more and more of these students will wish to pursue engineering due to the job market and growth. The enrollment of the programs has grown from 46 students (in

1994) to 337 students (in Spring 2005, see Table C). Table D shows the distribution of students by sex and race in Electrical & Computer Engineering.

Statistical data shows increasing demands for engineers in the Northwest Florida region due to possible increase in scientific activities at two of the largest Navy and Air Force bases in the nation. This trend seems to be the case at the national level as well. The National Science Board conducted a scientific study and predicted an increasing demand for engineers over the next few years. In an effort to increase outreach activities and promote engineering, the University of West Florida signed a unique articulation agreement with the Okaloosa School District to develop high-school engineering program for 9th, 10th, 11th and 12th grade students. There is a need and demand for expanding the award-winning program to other middle- and high-school students in order to develop a pipe line of well prepared students for future workforce in engineering and/or science.

Table A: Occupational Job Market*
*Source Federal Bureau of Labor Statistics 2001

Job	Market % (2002)	Year 2003 Employment
Computer Engineer	6.1	70,110
Electrical Engineer	5.7	280,780
Environmental Engineer	38.2	44,930
Chemical Engineer	0.4	29,770
Computer Science	14.6	403,220
Mechanical Engineer	4.8	214,070
Industrial Engineer	10.6	163,470
Aerospace Engineer	-5.25	71,750
Mathematician	-1	2,410
Civil Engineer	8	211,280

Table B: Florida Jobs by Occupations
(a) Escambia and Santa Rosa Counties

Title	Employment		Annual	Average	2004	2004
	2004	2012	Percent	Annual	Average	Yearly Avg.
			Change	Openings	Wage	Salary
Aerospace Engineers	145	159	1.21	6	30.89	\$64,251
Chemical Engineers	36	31	-1.74	1	36.78	76,502
Civil Engineers	168	197	2.16	7	32.26	67,101
Computer Hardware Engineers	25	25	0.00	0	34.73	72,238
Electrical & Electronics Engineers	130	158	3.08	7	33.46	69,596
Environmental Engineers	50	64	3.50	3	32.65	67,912
Industrial Engineers	79	91	1.90	4	29.93	62,254

Materials Engineers	10	9	-1.25	0	38.62	80,330
Mechanical Engineers	64	73	1.76	3	32.15	66,872
Electrical & Electronic Engr. Tech	325	384	2.27	14	20.94	43,555
All Workers					14.79	30,763

(b) Okaloosa and Walton Counties

			Annual	Average	2004	2004
	Employment		Percent	Annual	Average	Average
Title	2004	2012	Change	Openings	Wage	Salary
Aerospace Engineers	288	371	3.6	17	35.77	\$78,562
Chemical Engineers	9	9	0.00	0	29.71	\$61,797
Civil Engineers	127	149	2.17	5	24.86	\$51,709
Computer Hardware Engineers	83	91	1.20	2	30.29	\$63,003
Electrical & Electronics Engineers	593	646	1.18	18	35.66	\$74,173
Environmental Engineers	34	51	6.25	3	37.95	\$78,936
Industrial Engineers	64	79	2.93	4	29.78	\$61,942
Materials Engineers	4	5	3.13	0	42.98	\$89,398
Mechanical Engineers	147	163	4.36	6	35.26	\$73,341
Electrical & Electronic Engr. Tech.	410	471	1.86	16	20.71	\$43,077
All Workers					14.64	\$30,451

Table C: Enrollment Progress Report for Electrical and Computer Engineering
(Includes all ECE majors classified as pre-engineering)

Spring	1994				Fall	1994				Spring	1995				Fall	1995			
	Pre	Jrs.	Srs.	Total	Pre	Jrs.	Srs.	Total	Pre	Jrs.	Srs.	Total	Pre	Jrs.	Srs.	Total			
BSEE	29	17	0	46	33	24	20	77	40	17	24	81	40	21	39	100			
BSCEN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
DUAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
TOTAL	29	17	0	46	33	24	20	77	40	17	24	81	40	21	39	100			

Spring	1996				Fall	1996				Spring	1997				Fall	1997			
	Pre	Jrs.	Srs.	Total	Pre	Jrs.	Srs.	Total	Pre	Jrs.	Srs.	Total	Pre	Jrs.	Srs.	Total			
BSEE	33	26	37	96	39	26	46	111	39	21	55	115	48	20	62	130			
BSCEN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
DUAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
TOTAL	33	26	37	96	39	26	46	111	39	21	55	115	48	20	62	130			

Spring	1998				Fall	1998				Spring	1999				Fall	1999			
	Pre	Jrs.	Srs.	Total	Pre	Jrs.	Srs.	Total	Pre	Jrs.	Srs.	Total	Pre	Jrs.	Srs.	Total			

BSEE	41	20	55	116	37	44	32	113	32	30	38	100	59	30	39	128
BSCEN	0	0	0	0	9	0	0	9	7	2	0	9	37	8	0	45
DUAL	0	0	0	0	2	2	2	6	4	2	2	8	6	8	2	16
TOTAL	41	20	55	116	48	46	34	128	43	34	40	117	102	46	41	189

*Started in Fall 1998

Spring	2000				Fall 2000				Spring 2001				Fall 2001			
	Pre	Jrs.	Srs.	Total	Pre	Jrs.	Srs.	Total	Pre	Jrs.	Srs.	Total	Pre	Jrs.	Srs.	Total
BSEE	67	35	34	136	74	33	26	133	64	32	26	122	80	28	31	139
BSCEN	40	11	0	51	52	10	7	69	31	3	6	40	60	5	7	72
DUAL	1	9	2	12	0	3	7	10	15	10	8	33	21	13	14	48
TOTAL	108	55	36	199	126	46	40	212	110	45	40	195	161	46	52	259

Spring	2002				Fall 2002				Spring 2003				Fall 2003			
	Pre	Jrs.	Srs.	Total	Pre	Jrs.	Srs.	Total	Pre	Jrs.	Srs.	Total	Pre	Jrs.	Srs.	Total
BSEE	87	33	34	154	95	27	34	156	96	23	33	152	100	26	37	163
BSCEN	58	3	11	72	84	7	5	96	81	7	4	92	98	12	2	112
DUAL	20	8	15	43	20	10	14	44	21	10	17	48	16	12	22	50
TOTAL	165	44	60	269	199	44	53	296	198	40	54	292	214	50	61	325

Spring	2004				Fall 2004				Spring 2005				Fall 2005			
	Pre	Jrs.	Srs.	Total	Pre	Jrs.	Srs.	Total	Pre	Jrs.	Srs.	Total	Pre	Jrs.	Srs.	Total
BSEE	79	33	34	146	88	36	40	164	113	33	40	186				
BSCEN	73	13	5	91	76	15	9	100	86	15	13	114				
DUAL	11	14	21	46	12	11	21	44	9	10	18	37				
TOTAL	163	60	60	283	176	62	70	308	208	58	71	337				

Table D: Distribution of Upper Level Students by Sex and Race in Electrical & Computer Engineering (fall 2004)

Race/Sex	African-American	Hispanic	Caucasian	Asian	Others	Total
Male	6	5	87	12	5	115
Female	0	2	10	4	0	16
Total	6	7	97	16	5	131

II. Justification

- a. **Description of service or program to be provided:** UWF has been offering the electrical engineering degree since 1994 and computer engineering degree since 1998 under the UF-UWF co-operative agreement. The Fort Walton Beach area, where more high-tech companies are relocating has the potential for the further growth of high-tech companies. UWF is making long-term plans to meet the educational needs and offers more courses at the Fort Walton Beach campus. Effective Fall 2002, UWF is offering the electrical and computer engineering courses at the Fort Walton Beach (FWB) campus to meet the growing expectation and needs of the local community. As the expansion continues, it shows more demands for course offerings in both traditional and non-traditional modes. While the engineering students in Pensacola campus are more

traditional type for regular day time courses, while the student body in FWB campus is more nontraditional type needing evening course offerings. The expansion and offering of evening programs for working adults are needed to meet the work force demands of the region through local and remote delivery of lectures.

The academically rigorous high-school engineering program initially started at the Choctawhatchee High School in August 2003 for the 9th and 10th grade students and should be expanded to other school locations. Engineering classes are offered to selected high school students who show a high aptitude and serious interest in advanced sciences and mathematics. There are many evidences and community praises from the community to support the success and benefits of the program.

- b. **Description of current university initiatives, and their resources, that will strengthen the provision of this service/program:** A long-term plan for offering complete degree programs through high-tech distance delivery classrooms and facilities. This should also include quality assurance through testing and assessment methods which can demonstrate student achievements of program outcomes and objectives. The expansion and offering of evening programs for working adults are needed to meet the work force demands of the region through local and remote high-tech classroom delivery. UWF offers engineering classes simultaneously at both Pensacola and FWB campus. In order to meet the needs of both traditional and non-traditional students in Pensacola and FWB campuses, UWF will need to offer more engineering classes starting from 8 am until 9:30 pm.

For expanding the high-school engineering program to other middle- and high-school students, the current Director of the program needs to be leased from full-time teaching to do other things such as initiating and developing new programs, program assessments and improvements, teachers training, and community involvement.

Resources needed are: one full-time faculty at FWB, one office staff at FWB, ,and one full-time director of high-school engineering program.

c. **Description of outcomes anticipated:** Table E shows the number of graduates of the UF/UWF Joint Program. The graduates of the UWF/UF Joint Programs have been hired by companies such as Sprint, Boeing, Motorola, Texas Instruments, Proctor & Gamble, to name a few of the well known companies. Most of our graduates are work for companies in Northwest Florida and Florida (see Table F). Table G show shows the largest local employment. Table H shows the enrollment growth of the Choctawhatchee high school engineering program since its start in fall 2003.

Table E: Graduation Record

	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	Total
BSEE	10	18	22	19	28	6	13	9	15	18	158
BSCEN					1	2	4	3	1	2	13
Dual*						1	4	6	18	7	36
Total	10	18	22	19	29	9	21	18	34	27	207

* Dual receives two separate degrees: BSEE & BSCEN

Table F: Alumni Employers and No. of Alumni (on record) from the UWF/UF Joint Program*

Company Name	Alumni	Company Name	Alumni
A+ Network Systems So. CO/Metrocall Pensacola, FL	1	Microsystems, Ft. Walton Beach, FL	1
Advanced Data Links/Rockwell Int'l. IA	1	Motorola, Fort Worth, TX	1
Advanced Engr. & Res. Assoc., Pensacola, FL	1	N.A.W. Research Ctr., Patuxent River Naval Station, MD	3
Aerospace Systems Division, Melbourne, FL	1	Navy Comp. Tele. Station, Corry Station, Pensacola, FL	2
Alabama Power, AL	1	Naval Coastal Sys. Center, Panama City, FL	2
Applied Research	1	Network Sys. Co., Pensacola, FL	1
Armstrong Electric Co. Inc. Pensacola, FL	1	Nortel-Northern Telecom, TX	2
AST, Inc. Pace, FL	1	Packard Hughes, Foley, AL	1
Axiohm, Inc., Ithica, NY	1	Pall Corporation	1
Bellsouth, Pensacola, FL	2	Raytheon Systems Co., St.Petersburg, FL	1
Boeing Defense & Space Group, WA	1	Schmidt, Dell, Cook & Assoc., Pensacola, FL	2
Civil Service, Eglin AFB, FL	13**	Scientific App. Inter. Corp. MD	1
Coleman Research Corp. Crestview, FL	1	Siemens Westinghouse, Orlando, FL	1
Control System Research, Crestview, FL	1	Sverdrup, Ft. Walton Beach, FL	2
Dell	1	Tad. Comm., Pensacola, FL	1
Direct2 Data Tech, Lake Mary, FL	1	Texas Instruments, Dallas, TX	1
Energy Operations, Inc. St. Francisville, LA	1	Tracor/Marconi Ser. Inc., Ft. Walton Beach, FL	1
GE Industrial	1	TSI	1
Gulf Power, Pensacola, FL	1	U.S. Air Force, Eglin AFB	9**
Harris/Aerospace Systems Div. Melbourne, FL	2	U.S. Army, Crestview, FL	1
HAS Consulting Group	1	UWF	2
Humber Consultants, Ft. Walton Beach, FL	1	Veridian	1

IBM Corp., Rochester, NY	1	TOTAL	86
IDT Metric System	1	Total Employed in West Florida Region	54*
Klocke & McLaughlin Consultants, Ft. Walton Beach, FL	1	Total Employed in State of Florida	62
Matrox Tech. Inc., Boca Raton, FL	1	Total Employed Outside of Florida	24
Manufacturing Technology, Inc. Ft. Walton Beach, FL	7		
Mettler-Toledo Inc., N.C.	1		

* Note: 54 out of 86 graduates (on record) work for companies in the West Florida region and 62 in Florida.

** 22 (=13+9) graduates are working at the Eglin AFB, FL

Table G: Largest Local Employment

Employer	Number
Eglin AFB (civil service)	13
USAF military	9
Manufacturing Technology Inc., FWB	7
Harris Aerospace Systems, Melbourne	3
Microsystems, FWB	3
Tracor, FWB	3

Table H: Student enrollment growth of the Choctawhatchee High School Engineering Program

Year	9 th Grade Freshmen	10 th Grade Sophomore	11 th Grade Junior	12 th Grade Senior	Total
2003-2004	26	7	0	1	34
2004-2005	51	16	7	2	76
2005-2006	65	35	25	10	135

**State University System
Educational and General
2006-2007 Legislative Operating Budget Issue
Form I-b**

Strategic Planning Goal/Objective: Meeting Statewide Professional and Workforce Needs

University:	The University of West Florida
Issue Title:	UWF Issue A: Focus on Access to Targeted Programs: Allied Health Portfolio
University Priority Number:	3
Date Approved by Board of Trustees:	June 16, 2005

Introduction: The University of West Florida is willing to expand offerings in critical need areas such as Nursing, Teacher Education, Engineering and Allied Health at its Pensacola and Fort Walton Beach campuses and for Teacher Education in cooperation with Chipola College in Marianna. Critically needed for expansion of these programs are additional faculty lines. The University graduated its first four-year BSN students this April with a 94% retention rate from initial admission to graduation. The University has also established a cooperative BSN program with Okaloosa-Walton College. UWF is a recognized leader in working with local school districts (Escambia and Santa Rosa) to develop time-efficient alternative certification programs coupling district and university-level instruction. UWF provides support to the Okaloosa County School District for its award-winning program providing pre-engineering course works for middle- and high-school students. Preparations are well underway for establishing the current joint UF/UWF Electrical and Computer Engineering programs as fully accredited stand alone programs at UWF. The University has recently added two degree programs to its offerings in health-related fields: Master of Public Health (MPH) and the BS in Health Science with specializations in psychology of health, medical information technology, medical ethics, health care administration, communication, and aging studies.

- I. **Needs Statement:** The health care industry is the third largest economic engine and employer in West Florida. The University of West Florida has made a commitment to address the educational needs of the health care community in the Florida Panhandle. An Advisory Committee made up of 35 representatives from all walks of health care has identified and helped in the design of a mosaic of certificates, workshops and programs that are deemed most critical to address regional needs in allied health. Programs in Nursing, Medical Technology, Public Health, Health Sciences, Medical Informatics, Medical Ethics and a Doctor of Pharmacy (recent partnership with the University of Florida), along with a long list of workshops and certificates for credentialing in health care are either now in place or soon to be initiated and require a central unit under which they can all be housed. Accordingly, creation of a School of Allied

Health is proposed to serve as an umbrella unit for UWF's Allied Health Education Portfolio.

II. Justification

- a. **Description of service or program to be provided:** Creation of a School of Allied Health (SAH) would be an appropriate and prestigious vehicle for housing all of these important programs and would clearly demonstrate to the health care community that UWF is committed to their educational needs as never before. While the programs alluded to above are centered in Pensacola, the Advisory Committee and many from the health care community to the East of Pensacola have indicated a critical need for similar types of programs to be offered throughout the region. One of the top priorities for the SAH will be to expand the Allied Health Education Portfolio so that it will be available to a geographically broader area. This will be accomplished through the application of distance learning technologies and establishment of face-to-face classes in the region to the East. UWF's Fort Walton Beach (FWB) campus provides a perfect facility for helping to accomplish this goal. A local office of the SAH will be created at FWB that will be housed in the recently acquired Combs School facility. We would establish a local Advisory Committee of people in health care and the military to help guide our local efforts in health-related education and with whom to partner in developing/supporting the offerings. A local Director/Program Coordinator would be recruited to develop and implement appropriate accredited workshops/courses for health care workers in Bay, Ft. Walton, Okaloosa and surrounding counties. An interactive distance learning laboratory would be established at the Combs facility and would serve as the centerpiece in our effort to address the needs of the underserved health care industry to the East. Those workshops/courses that do not lend themselves to the distance learning format would be offered in classrooms at the Combs facility or other convenient locations on the FWB campus. The SAH would be dedicated to creating on-line versions of those degree programs that lend themselves to this technology (Master of Public Health and Bachelor of Science in Health Sciences – degree programs of special interest to the military).

Description of outcomes anticipated: This approach would expand the availability of such offerings statewide and beyond. Funds requested for this project include: operating budget for the SAH; operating budget for the FWB branch of the SAH; a position for the Director at FWB; 3 staff positions for the FWB branch; 8 instructor positions for developing and teaching proposed distance learning and face-to-face classes/workshops; the cost of adjunct instructors for specialized workshops/courses; the cost of renovation of Combs facility (non-recurring).

III. Facilities: Does this issue require an expansion or construction of a facility? Not at this time. However, as the allied health programs expand, so will the need for space. UWF will seek funding to construct a Health Sciences Center in the future, but that facility is not on the priority list at this time.

**State University System
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Strategic Planning Goal/Objective: Meeting Statewide Professional and Workforce Needs

University:	The University of West Florida
Issue Title:	UWF Issue A: Focus on Access to Targeted Programs: Focus on First Year Freshman and Transfer Student Experience to Enhance Retention and Completion Rates
University Priority Number:	3
Date Approved by Board of Trustees:	June 16, 2005

- I. Needs Statement:** A quality student-centered first-year experience program combines strong advising with classroom instruction and educational co-curricular programming. Tinto (1993) found “[As] there is no single cause of student leaving, there is no single program that institutions need refer to for the key to successful retention. Successful retention programs are invariably the result of wide-ranging actions of a diversity of faculty and staff who are charged with responding to the needs of students in the diverse settings in which they interact.” (p.151) Upcraft, Gardner and Associates (1989) predicted that “Higher education institutions that attempt to enhance the first-year experience of their students through system wide attention to the quality of interdependencies will enhance not only the learning climate for students but also the working climate for faculty and staff (p.367).

Research has consistently linked student retention and success to a number of factors that could be incorporated into an enhanced first-year experience program:

- **Support services early in the student’s career.** National retention data show that attrition rates are highest in the first year of enrollment. Institutions that are purposeful with regard to students’ early experiences are more likely to influence student success. Dedicating significant resources to students early in their academic careers is important because it is during this period that the student develops positive expectations for self and the campus experience, habits that are conducive to success, and commitment to the institution and to his/her educational goals (Hurtado, Milem, Clayton-Pedersen, & Allen, 1996; Tinto, 1993).
- **Experiences that reinforce a sense of inclusion and self-efficacy.** Students, particularly those from underrepresented groups, who believe that

the institution is responding to them as individuals, who have a sense that they belong and have the skills necessary to succeed, are likely to complete their education and indicate satisfaction with the experience (Rendon, 1994; Rendon & Garza, 1996).

- **Support services that are challenging rather than remedial.** Studies show that academic support services that contribute to student learning and development are those that challenge students to meet high levels of achievement rather than reinforcing stereotypes with low expectations for achievement (Steele, 1997; Kuh, 1999).
- **Purposeful and frequent interactions with faculty and academic professionals.** These interactions may be inside and outside the classroom in formal and informal settings (Astin, 1993; Terenzini, Pascarella & Blimling, 1996).
- **Significant and educationally purposeful interactions with peers.** These are opportunities that take advantage of natural peer relations and are structured in a way that is educationally purposeful (e.g., participation in student groups and student organizations, use of peers in orientation and advising, peer mentors in University Studies) (Attinasi, 1989; Astin, 1993; Terenzini et al., 1996).
- **Support that is holistic rather than fragmented.** Students value support that connects and integrates their experiences into a meaningful whole. This integration includes the melding of in-classroom and out-of-classroom experiences and integrates academic, career and life goals. Advising serves to help students integrate their whole university experience (Astin, 1993; Kuh, Branch, Lund, & Ramin-Gyurnek, 1994).
- **Experiences that increase student commitment to educational goals and the institution.** Goal and institutional commitment correlate with persistence. Experiences that assist the student to connect to the institution socially and academically increase goal commitment (Braxton, Vesper, & Hossler, 1995; Tinto, 1993; Stage, 1996; Braxton, Bray, & Berger, 2000; Okun, Benin, & Brandt-Williams, 1996).
- **Support services that aid students in negotiating the higher educational system.** Services that help students develop skills in maneuvering and managing the complex higher education environment are critical, particularly for students unfamiliar with higher education (Attinasi, 1989). Advising should assist the student in making sense of and negotiating the "physical, social, and academic/cognitive geography" (Attinasi, 1989, p. 262) of the University. In this way students can make sound choices among alternative pathways they could travel in attaining academic and career goals.
- **Pre-enrollment advising that assists students with academic planning.** Research suggests that early contact with someone at the university matters.

Students transferring from two-year institutions are more likely to persist toward their educational goals if they experience early contact with personnel from four-year institutions while still attending the two-year college. Collaborative advising models that involve advisors from both the two- and four-year institutions are more likely to ease barriers to success. This is particularly true for students from diverse backgrounds (Rendon & Garza, 1996; Kinnick & Kempner, 1988). In addition, Pascarella and Terenzini (1991, p. 403) report that the weight of the research evidence suggests a positive link between new student orientation and persistence.

II. Justification:

a. Description of service or program to be provided:

Goals and Implementation Strategies for UWF Student Transition Programs

1. Plan, implement, and promote new student orientation programs.
 - A. Recruit and select a diverse Executive Orientation Staff. (Fall 2004)
 - B. Establish a system so that STP has early contact with admitted students. (Fall 2004)
 - C. Create an Argo Reunion event prior to school beginning. (Fall 2004)
 - D. Recruit and select a diverse Orientation Leader Staff. (Spring 2005)
 - E. Make orientation a requirement of all students attending class on Pensacola campus. (Summer 2005)
 - F. Strengthen and Improve Transfer Orientation. (Summer 2005)
 - F. Create an on-line orientation program for non-traditional students. (Summer 2006)
 - G. Tie into FWB campus' Orientation. (Summer 2006)

2. Plan, implement, collaborate, and promote a First-Year-Experience Program.
 - A. Establish and implement a First Contact Team program. (Fall 2004)
 - B. Establish and implement an early alert program. (Fall 2004)
 - C. Collaborate on the First-Year-Experience Course. (Fall 2004)
 - D. Creation of "Critical Period" Program (Fall 2004)
 - E. Establish a "Freshmen Induction Ceremony". (Fall 2004)
 - F. Develop and implement First-Year-Academy. (Fall 2004)
 - G. Freshmen Banquet (Spring 2004)
 - H. Establish a Freshmen Class Council. (Fall 2005)
 - I. Establish a mentoring program for Freshmen. (Fall 2005)
 - J. Establish a Freshmen Learning Seminar Series. (Spring 2005)
 - K. Plan a Residential College Program. (Fall 2005)
 - L. Establish a Freshmen Leadership Development Program. (Fall 2006)
 - M. Establish a Freshmen Transition Program (Spring 2006)
 1. Early move in for freshmen.
 2. "Freshmen Induction"
 3. Early meeting with instructors.
 - N. Implement Residential College Program. (Fall 2007)

3. To develop (directly and collaboratively) programs and services that facilitates various student transition programs.

- A. Research and plan a Sophomore Transition Program. (Academic Year 04-05)
- B. Implement Sophomore Transition Program. (Academic Year 05-06)
- C. Research and plan a Junior Transition Program. (Academic Year 05-06)
- D. Implement Junior Transition Program. (Academic Year 06-07)
- E. Research and plan a Senior Transition Program. (Academic Year 06-07)
- F. Implement Senior Transition Program (Academic Year 07-08)
- G. Research and plan a Senior-Year-Experience Program (Academic Year 07-08)
- H. Implement Senior the Senior-Year-Experience Program (Academic Year 08-09)

4. Plan, implement, and promote parent and family programs.

- A. Create and distribute parent newsletter. (Fall 2004)
- B. Create and implement a parent program each long semester tied into major campus events. (Academic Year 04-05)
- C. Create a UWF Parent Hand Book. (Academic Year 04-05)
- D. Create a web-base resource for Parents (Academic Year 04-05)
- E. Create a Parent Transitional Calendar. (Spring 2005)
- F. Create a Parent Association. (Summer 2006)

5. Manage essential administrative functions in order to support the comprehensive student development transitions suggested by the strategic goals above.

- A. Create and hire an Assistant Director position. (Fall 2005)
 - 1. First-Year-Experience/Parent Transitions
- B. Create and hire a Programming Assistant/Office Assistant position. (Fall 2006)
- C. Begin looking at office space for the department. (Summer 2006)
- D. Create and hire Assistant Director Position. (Fall 2008)
 - 1. Student Transitions/Senior-Year-Experiences

B. Description of outcomes anticipated: All of the above described programs and activities provide for students more opportunities for retention and completion of degrees, better experiences while actively involved in their educational and extra-curricular activities, and better opportunities for success in their professional and personal lives. UWF anticipates improved retention and graduation rates, student satisfaction rates, and student placement rates.

Budget Request for 2006-07: Focus on Access to Targeted Programs: (UWF Priority 3)

- Nursing
- Teacher Education in Science and Math
- Engineering and Computer Science Programs
- Allied Health Portfolio
- Focus on First Year Freshman and Transfer Student Experience to Enhance Retention and Completion Rates

Operating Budget Form II

University:
Issue Title:

The University of West Florida

**Focus on Access to
Targeted Programs
BOG Goal Two, UWF Issue A**

	RECURRING	NON-RECURRING	TOTAL
<u>Positions</u>			
Faculty	25.00	0.00	25.00
Other (A&P/USPS)	15.00	0.00	15.00
	-----	-----	-----
Total	40.00	0.00	40.00
	=====	=====	=====
<u>Salary Rate</u>			
Faculty	\$1,557,600	\$0	\$1,557,600
Other (A&P/USPS)	\$721,250	\$0	\$721,250
	-----	-----	-----
Total	\$2,278,850	\$0	\$2,278,850
	=====	=====	=====
Salaries and Benefits	\$3,008,568	\$0	\$3,008,568
Other Personal Services	\$115,200	\$0	\$115,200
Expenses	\$280,150	\$0	\$280,150
Operating Capital Outlay	\$18,000	\$80,700	\$98,700
Electronic Data Processing	\$61,600	\$101,300	\$162,900
Special Category (Specific)	\$0	\$0	\$0
Educational Supplies	\$49,000	\$0	\$49,000
	\$0	\$0	\$0
	\$0	\$0	\$0
	-----	-----	-----
Total All Categories	\$3,532,518	\$182,000	\$3,714,518
	=====	=====	=====

**State University System
Educational and General
2006-2007 Legislative Operating Budget Issue
Form I-b**

Strategic Planning Goal/Objective: Meeting Statewide Professional and Workforce Needs

University:	The University of West Florida
Issue Title:	UWF Issue B: Meeting the Needs of K-12 Students Throughout Northwest Florida – Joint Programs with K-12 School Districts – 2+2+2 Curriculum Development and Support
University Priority Number:	4
Date Approved by Board of Trustees:	June 16, 2005

- I. Needs Statement:** The Division of Engineering and Computer Technology has been working with The School District of Okaloosa County to develop a system that promotes education and training choices for Okaloosa County students in the area of Engineering Technology which can serve as a model for counties across the Panhandle. Okaloosa County Schools have initiated CHOICES (Community High: Okaloosa Institutes for Career Education) as a way to provide students with options in their life after high school. Educational institutions, the School District of Okaloosa County, along with Okaloosa Walton College and the University of West Florida, are working together to build a 2+2+2 seamless system in high wage/high demand areas, but are constrained by a lack of faculty and resources. To facilitate convenience and to build student enrollment, these programs are designed to be offered in a variety of fashions: online, via the current distance classrooms, via PDA (personal digital assistant), and at locations throughout the panhandle (e.g., at regional business and industry plants, Chipola Junior College). To build this system, **a curriculum framework that spirals content from the K-12 experience at the high school level, using CHOICE Institutes as a foundation, to the College and University will be developed that addresses national standards as well as meets the needs of the regional business and industry community.**

As the curriculum frameworks are under development, extensive networking and marketing proposals strive to promote an awareness of the opportunities available through the University and its education and business partners. Building a comprehensive network that permits sustained, effective interaction among the partners permits the development of a structure that promotes a sense of lifelong learning for students. Awareness is critical in providing students with the knowledge that they need to make informed decisions about their future.

Students attending various institutions face a myriad of barriers, two of the primary ones being advising and transferability of coursework. In terms of advising, in a 2+2+2 arrangement, students will receive comprehensive career and course advisement that is competent, appropriate and correct, helping students to see both below and beyond their current status. Faculty and advisors will have the ability to share the path that we have established for the participating programs. Collaborative documents for students will be created set the framework for the system, outlining other activities that they will engage in, such as admissions and registration. In this 2+2+2 model, articulation agreements will govern coursework and transferability of courses. Content will not be repeated, but rather, higher-level content will build upon lower-level concepts in a systematic and systemic fashion, helping to create that curricular spiral. Students will continue to enhance and develop skills throughout the system. All members of the system will be able to focus on the knowledge, skills, and abilities that are most appropriate to their institution, permitting efficient and effective use of time and resources.

University and CHOICE partners have been working collaboratively in a comprehensive needs assessment to investigate the curriculum that each has been proposed to be designed, developed, and updated. In these discussions, industry partners have also worked with us to identify specific knowledge, skills, and abilities that they require to have employees who can be effective on day one, looking at skill levels of apprentice, journeyman, and master. As an additional data source, national certifications and standards are being used to provide a baseline set of skills that will be used to establish objectives at high school, college, and university levels. These collaborations have been part of on-going activities of the Division of Engineering and Computer Technology as part of its curriculum development activities. Additional funding will permit these initiatives to progress quickly to meet the needs of the educational partners and regional industrial employers and permit extended support to school district and college faculty. The goal of this collaboration is to enhance job opportunities by identifying specific employee knowledge, skills, and abilities needed to effectively work in the identified careers, giving students a way to compete for high-paying jobs in both construction- and information-related fields by providing them with academic and hands-on experiences in those fields. Other programs of interest for the region include the specializations in Manufacturing and Electrical.

As students progress from high school through lower and upper division collegiate experiences, there has long been the call for an integrated, seamless process. In this program, we propose to develop a model 2+2+2 system to bridge the challenges faced by students entering new institutions and increase the interaction of faculty who work at all levels of the system. **This model will be able to be replicated within other districts consistent with the expectations and aspirations of Workforce Florida, Inc.**

II. Justification: Okaloosa County's labor market includes a high concentration of defense-related industries that require highly technically trained individuals for their workforce. These military-related activities are seen throughout the Panhandle. There is a major construction effort in the Panhandle with the announced development of the St. Joe company land. In addition, high-tech service opportunities, aligned to hospitality and resort development, are expanding. Occupations for which this program will prepare students are on the high skills/high wages demand list for Region 2 and the State of Florida (Reed, 2004). The initiatives in this proposal offer options to secondary and postsecondary students by building strong partnerships between education and business and industry to ensure that industry standards are being met and highly qualified individuals enter the workforce.

A high concentration of defense-related industries mandates that the business community seek highly technically defense-related trained individuals for their workforce. For this training to occur, high quality programs must be available to students. An updating of curriculum that meets industry needs will facilitate the high quality programs from institutions that work together, all aligned to helping students succeed. This proposal meets existing and emerging initiatives by providing feeder institutions and the business community with students who have work (OJT) experience within the high demand, targeted industries. In addition, by making students aware of opportunities available gives them experiences that improve their workforce readiness. Identified occupations for this program focus on the high skills/high wages demand list for Region 2 in the State of Florida. Through discussions with the Workforce Development Board, Ft. Walton Beach Chamber of Commerce, Economic Development Council of Okaloosa County, Technology Coast Manufacturing and Engineering Network, partnerships that will facilitate identification of mentors, co-op, internships, and field trip opportunities, as well as networking will be developed. These talks will be extended to other areas of the Panhandle with additional resources.

This proposal is designed to enhance and strengthen existing partnerships with the educational and business community, it is expected that local resources and partnerships will be able to maintain the goals of the project after its completion by processes and procedures being institutionalized into existing infrastructures. In addition, partnerships (e.g., with Chipola Junior College and Gulf Coast Community College and with school districts from Escambia to Bay County) will be pursued to meet the needs of the entire Panhandle. Admission, transfer, and course processes, procedures, and policies will be designed, developed, and integrated to permit that seamless 2+2+2 system as students move from high school to college to university. Because the grant works within already established systems, the formalization of linkages will help to sustain enhancements to the system.

Existing staff will support the initiatives in subsequent years as part of their regular duties as employees of their respective institutions and agencies.

- III. Description of service or program to be provided:** This proposal extends the work of the Division of Engineering and Computer Technology with its current partner, School District of Okaloosa County in the CHOICE (Community High: Okaloosa Institutes for Career Education) program. CHOICE Institutes reflect the business needs of the community and provide students with the opportunity to attend industry training and receive nationally recognized certification. Discussions with the West Florida High School (focusing on Advanced Technology) are currently underway to extend services into Escambia County. This proposal specifically focuses on the areas of Engineering Technology, Information Technology and Construction Technology, two regional occupational areas that are of high demand in Northwest Florida. As an additional benefit, the specializations of Manufacturing and Electrical will be brought into the available programs to be delivered at a distance.

Curricular Development

Efforts to promote high tech education and training continue to focus on how we can prepare the employees of tomorrow today. Preparing our students to enter the workforce depends on a highly relevant, innovative curriculum that meets the needs of business and industry. In this effort, we propose to continue to align our curriculum to national standards (e.g., ABET, SCANS, National Center for Construction Education and Research) as well as to tailor it to meet local requirements as we work with regional institutions at the K-12, college, and university levels. Through curriculum revision, hands-on service learning strategies will be incorporated into the curriculum.

Hands-on learning will permit students to experience “real-world” activities that will enable them to gain practical skills that they can immediately use when they enter the workforce. The initial strategy in hands-on learning will be the integration of observational learning, where students will see workers in action and work with mentors who will share their experiences. Students will have the opportunity to learn more about the career paths in the CHOICE program by observing tasks in real-world activities.

At the next level, hands-on learning will be comprised of structured activities, first practiced in the academic, laboratory environment. These activities will be based on skills that must be mastered prior to moving to an internship setting and will be aligned to objectives identified in curricular development initiatives. When students master the skills, they will be eligible to participate in an internship. Faculty and industry personnel will closely supervise students participating in internships as they perform job

tasks in safe situations. Internships from UWF are already in place at many regional organizations.

The highest level of hands-on learning will permit selected students to participate in co-operative experiences where they act as “real” employees, gaining valuable skills that provide them with real-world work experiences. Co-ops will be of longer duration and complexity than internships, providing the highest level of hands-on, practical experiences. Co-op placements will be pursued throughout the region to supplement identified internship placements.

These initiatives frame education and training in real-world situations, providing students with an effective mix of theory and application. Delivering these programs using multiple modes of delivery permits the most widespread application of instruction to the widest population.

Articulation Agreements

In this project, strengthening of articulation agreements between institutions in an effort to create a seamless 2+2+2 model system that integrates K-20 partners at the school district, community college, and university levels, will be undertaken to improve student retention and opportunities for advanced education and training. The project will focus on curriculum revision and development, marketing, community outreach, and professional development.

Through this process, strong articulation links will be forged with feeder institutions and industry partners. In the Ft. Walton area, there has already been broad collaboration between the School District of Okaloosa County, Okaloosa Walton College, the University, and the Workforce Development Board on aspects of these programs. It is our intention that these links be strengthened and formalized to serve as a model for other institutions, throughout the Panhandle, and ultimately, because of the distance nature of the programs, throughout the State. An additional aspect of collaboration that will be explored is the use of shared laboratory facilities that can be used by the participants.

Networking with Business and Industry Partners

Professional partners facilitate high-quality programs in a number of fashions. Being able to tailor the knowledge, skills, and abilities of graduating students to the needs of local industry enables students to find and keep positions, while at the same time meeting the human capital requirements of those entities. Students must be educated on the types of positions that are available for them once they have graduated. There are a wide variety of opportunities for students with high-tech, high-need occupations. Identifying interested parties will facilitate the development of a comprehensive network that will cross academic and business institutions.

Regionally, there are many organizations that potentially could serve as partners in the areas of Information Technology and Construction Technology. Indeed, CHOICE Institutes have forged partnerships with companies such as Oracle, Macromedia, and Microsoft. These partners bring a wealth of experience as well as specific needs that should be considered by local educational institutions as curriculum is designed. Matching students with a mentor and providing opportunities for co-ops and internships permits students to participate in real-world experiences that expand their skills and ability to participate in future endeavors. Identifying specific contacts and forming agreements with regional businesses facilitates a communication between and among interested partners. Bringing students into the workplaces increases awareness and gives them experiences that improve readiness to enter the workforce.

This networking enhances current community outreach through relationship building and showcasing successful project implementation that will begin to diffuse through the community. These efforts differ from those already established in terms of scope and scalability. From the scope perspective, the networking process will enable more and more individuals to be aware of the project and, hopefully, will choose to participate in internships, co-ops, mentoring, and consultation. Just as these individuals are employers, they are also parents and family members whose children may become part of CHOICE. In addition, as new employers look to the region for possible expansion, they will see that we have an exciting educational system that provides students with the skills they need to become part of a growing, highly qualified, diverse workforce.

Another benefit of the networking initiative is the identification of highly qualified individuals throughout the Panhandle who can serve as adjunct faculty, especially as programs are integrated into the world of work. Partnering with SACS-qualified individuals in the presentation of instruction adds another element of the real-world to the Engineering Technology programs. Building a cohort of able adjuncts will permit the delivery of ET programs.

Teacher/Faculty Professional Development

This professional development has a two-fold purpose: to help teachers integrate effective instructional strategies and provide a vehicle for advisors and counselors to be introduced to the world of work in the Engineering Technology profession. In both of these activities, lifelong learning will be emphasized. Our goal is for faculty to be able to model best practices of technology integration, incorporate technology strategies into their courses, and be comfortable enough to engage students in thoughtful discourse as they use technology. Providing advisors and counselors with relevant information will permit them to enhance their interaction with students with whom they work.

One of the objectives of the proposal is to re-innovate the curriculum at all levels to ensure that students are engaged in authentic experiences using technology as a resource and tool for collecting, analyzing, interpreting, representing, and communicating. It is critical that faculty are well prepared and well supported for this effort. Using NETS for Teachers and other content national standards as starting points, opportunities for faculty to improve their skills will ensure a high quality teaching and learning environment.

Transfer of learning will be monitored through end-of-course activities as well as follow-up activities. Participants will create a portfolio that displays the knowledge, skills, and abilities that they have gained through the workshop. This portfolio will be specifically designed to be meaningful to the teacher's classroom environment. The facilitator will evaluate the portfolio and provide feedback to the participant. Facilitators will compile a course report to be delivered to the project leaders who will also evaluate the efficiency and effectiveness of the professional development workshop to improve subsequent offerings.

To facilitate professional development opportunities, online opportunities will be developed to meet faculty needs, especially as adjunct faculty working on the project may be located throughout the Panhandle. Online experiences facilitate the ability of the participant to take part in professional development at places and times that are convenient and model the instructional delivery of ET programs. The design of the OPD permits immediately application of professional development ideas into teaching practices, assisting in the transfer of skills from the workshop experience to the day-to-day teaching practice.

IV. Description of current university initiatives, and their resources, that will strengthen the provision of this service/program: The Division of Engineering and Computer Technology is in the beginning stages of re-establishing our connections with business and industry after several years of having limited full-time faculty to support program efforts. The College of Professional Studies at UWF is hiring a full-time construction faculty member to help support this effort. In the past year, UWF has established relationships with two partners and identified internship opportunities that will begin in Summer, 2005 for senior electronics students. All of the Information Engineering Technology students participate in internships, there are between 5 and 10 students each term participating in these internships. A system has been developed that requires students to develop résumé's, develop reflective journals that permit them to align their academic and practical experiences, and design a portfolio that showcases their challenges and successes in their internship. Students participate in internships in organizations such as public school systems (e.g., Chesapeake Public Schools, Escambia County Schools), post-secondary institutions (e.g., University of West Florida, Pensacola Junior College, Gulf Coast Community College), public agencies (e.g., Biloxi Police Department), military (Eglin AFB, NETC), and industry (Gulf Power, Bank of America, Lockheed Martin, Disney, Tech Advanced). From the construction perspective, students have been placed at organizations such as Sterling Fibers and Gulf Power. These placements demonstrate the wide variety of opportunities for students that can be used as a model to increase placements throughout the region.

Graduates of the IET program work in organizations such as Sacred Heart Hospital, Eglin Air Force Base, Network Telephone Technology, NETPDTC, Gulf Power, Escambia County School District, Pensacola Junior College, and NETC. Graduates of the Construction Program, work at or with companies such as Terharr & Cronley, Tex Edwards Company, Inc., Sanders Brothers Electric, Inc., Greenhut Construction Company, Inc., Larry Hall Construction, Inc., Whitesell-Green, Inc., S.A.M. Properties, Inc., Trammell Construction Company, Green-Simmons Company, Inc., and Mickelson Construction Services, Inc. As part of this initiative, we will continue to build upon and extend the successes that UWF has experienced in the far western Panhandle to Okaloosa and Walton Counties.

In addition to these initiatives, UWF is working toward alternative delivery modes that will permit education on the go, at the convenience of the learner, anywhere, anytime. Through its *PocketCampus*, a flexible learning environment that combines online, personal digital assistant (PDA), face-to-face, and hands-on opportunities, UWF will offer the IET program to students. In the Summer Term, 2005, the Division is participating in a beta test of the use of PDAs for instruction, with development and implementation of additional courses scheduled in Fall, 2005. The Construction specialization is being offered, beginning in Fall, 2005 to students in the Ft. Walton area via the distance facilities, with goals of going

further east to meet the needs of additional regional students. Other options will be offered through these environments in subsequent years as development initiatives continue. Curriculum re-engineering for these environments will permit teachers, faculty, and curriculum to go where the students are, rather than the other way around. UWF has an excellent record in recruiting, retaining, and placing students who complete online programs. The first completely online program at UWF, a masters in Instructional Technology, was designed, developed and implemented by participating faculty and had a 92% retention rate for its first cohort.

The Okaloosa County School District, Okaloosa-Walton College, and University of West Florida have demonstrated their commitment to this initiative already. Okaloosa County Schools have provided office space for University faculty and open access to students and teachers for needs assessments related to curricula, professional development, and students. The University, through funding from the Ft. Walton administration has placed a faculty member in that office space for needs assessment, consultation, support, and to work through the proposed curricula spiraling that is outlined in this proposal. The College of Professional Studies has also funded this faculty member in his activities in outreach. This faculty member is the point person for the Division's initiatives in Ft. Walton Beach, and surrounding areas. UWF and OWC share common facilities in Ft. Walton Beach and UWF's contact for this project has been holding regular sessions with OWC faculty to determine appropriate 2+2 curriculum, as well as to market UWF's current programs. Okaloosa County Schools have offered use of their laboratories for UWF students, permitting a share use of the facilities.

IV. Description of outcomes anticipated:

- i. Number of Headcount Students receiving services or participating in the program by year, for the next five years:

2005-2006	50
2006-2007	75
2007-2008	100
2008-2009	150
2009-2010	200
2010-2011	300

- ii. Number of FTE Students receiving services or participating in the program by year for the next five years:

2005-2006	25
2006-2007	50
2007-2008	75
2008-2009	100
2009-2010	150

2010-2011 200

iii. Additional degrees, if any, produced as a result of this initiative

	Bachelor's	Master's	Doctor's
2005-2006	10		
2006-2007	15		
2007-2008	25		
2008-2009	35		
2009-2010	50		
2010-2011	75		
2011-2012	100		

iv. Other outcomes: The Panhandle region, comprised of a diverse group of area military, educational institutions, and business and industry will benefit greatly from this strategy for delivering education and training to students – wherever they are, creating additional opportunities for access for individuals throughout the Panhandle. Supporting the development of these programs will enable the Division to reach students who currently are unreachable.

**State University System
Educational and General
2006-2007 Legislative Operating Budget Issue
Form I-b**

Strategic Planning Goal/Objective: Meeting Statewide Professional and Workforce Needs

University:	The University of West Florida
Issue Title:	UWF Issue B: Meeting the Needs of K-12 Students Throughout Northwest Florida -- Partnerships with School Districts -- Development of Workforce Solutions
University Priority Number:	4
Date Approved by Board of Trustees:	June 16, 2005

- I. **Needs Statement:** Workforce Florida has identified several critical manpower training needs for the State of Florida. These manpower needs parallel the workforce development needs of northwest Florida. It is a priority goal of the UWF Fort Walton Beach Branch Campus to work collaboratively with the regional workforce development board, the Okaloosa County School District, and Okaloosa-Walton College to address these state-wide and regional needs through tiered training and education programs developed to meet the need at all levels mentioned above.
- II. **Justification:** Critical manpower needs exist in all areas of manufacturing, but specifically in the area of aerospace manufacturing. There are critical manpower training needs at all level of aerospace manufacturing including training in: 1) basic manufacturing skills (provided by the Workforce Development Board), 2) high-tech advanced manufacturing skills (provided by the Okaloosa School District through CHOICE Programs), and 3) community college and university level degree programs in manufacturing engineering training at the managerial level. In order to address these critical manpower needs, a 2 + 2 + 2 (high school + community college + UWF) has been developed in several areas of engineering technology. Specific engineering technology programs being delivered to FWB for FY 2005-2006 include: Information Engineering Technology; Construction Engineering Technology; and Electrical and Computer Engineering. For FY 2006-2007, programs in Manufacturing Engineering Technology and Electrical Engineering Technology will be added.
- III. **Description of service or program to be provided:** The northwest Florida military complex is a multibillion dollar a year economic driving force. The Eglin Air Force Base along has an economic impact on the FWB area of more than \$4 billion annually. The 200 plus aerospace industry firms in northwest Florida generate an additional \$500,000,000 annually in defense related contracts. Obviously, assisting in meeting the workforce development training

needs of the region is an economic necessity. UWF will work with Workforce and educational organizations as well as potential users of partnership products to develop solutions to the workforce needs of the region.

Budget Request for 2006-07: Meeting the Needs of K-12 Students Throughout Northwest Florida: (UWF Priority 4)

- **Joint Programs with K-12 School Districts – 2+2+2 Curriculum Development and Support**
- **Partnerships with K-12 School Districts – Development of Workforce Solutions**

Operating Budget Form II

University:
Issue Title:

The University of West Florida
Meeting the Needs of K-12
Students Throughout Northwest Florida
BOG Goal Two: UWF Issue B

	RECURRING	NON-RECURRING	TOTAL
<u>Positions</u>			
Faculty	3.00	0.00	3.00
Other (A&P/USPS)	1.00	0.00	1.00
	-----	-----	-----
Total	4.00	0.00	4.00
	=====	=====	=====
<u>Salary Rate</u>			
Faculty	\$184,000	\$0	\$184,000
Other (A&P/USPS)	\$42,000	\$0	\$42,000
	-----	-----	-----
Total	\$226,000	\$0	\$226,000
	=====	=====	=====
Salaries and Benefits	\$300,600	\$0	\$300,600
Other Personal Services	\$135,500	\$0	\$135,500
Expenses	\$73,500	\$0	\$73,500
Operating Capital Outlay	\$9,000	\$0	\$9,000
Electronic Data Processing	\$51,000	\$0	\$51,000
Special Category (Specific)	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	-----	-----	-----
Total All Categories	\$569,600	\$0	\$569,600
	=====	=====	=====

**State University System
Educational and General
2006-2007 Legislative Operating Budget Issue
Form I-c**

Strategic Planning Goal/Objective: Building World-class Academic Programs and Research Capacity

University:	The University of West Florida
Issue Title:	UWF Issue A: Economic Development and Technology Infrastructure
University Priority Number:	2
Date Approved by Board of Trustees:	June 16, 2005

- I. **Needs Statement:** Florida LambdaRail is a high-capacity network infrastructure that is needed to advance Florida Universities to the next level of research and distance learning capacity. Through the strategic communications capabilities provided by the Florida LambdaRail and National LambdaRail, UWF researchers will be enabled to collaborate worldwide on scientific research projects, and UWF will be able to support the northwest Florida region’s distance education needs and regional economic development initiatives.

- II. **Description of service or program to be provided:** Florida LambdaRail is a high-capacity network infrastructure facility, created by a partnership of ten of Florida’s public and private universities, for the purpose of advancing k-20 education, research, and economic development throughout Florida.

- III. **Expected Outcomes:** Florida LambdaRail will enable UWF scholars and researchers to engage in improved research, especially in areas of science involving large-scale data needs such as atmospheric studies, oceanic studies, and large-scale computational needs. This improved capability will bring more research dollars into Florida and better enable UWF to participate in national and international collaborative research efforts.

Florida LambdaRail will provide an improved platform for collaborations between UWF and the K-20 institutions throughout the northwest Florida region, as in the case of the envisioned partnership with Okaloosa county schools on advanced distance learning initiatives using the Okaloosa county-wide fiber optic network.

Florida LambdaRail provides a cost-effective means for UWF to participate in leading-edge initiative such as Internet2, making access to these resources affordable.

Florida LambdaRail will serve as an economic development engine for regional partners of UWF, by enabling these partners to access network bandwidth and resources that would be otherwise unavailable or cost-prohibitive for them.

Florida LambdaRail will serve as a key element of UWF's information technology risk mitigation and disaster recovery plan, by enabling UWF to use "warm" and "cold" backup sites throughout the state, and to flexibly insure continuity of basic operations for information technology systems by mirroring those systems and remote locations.

Budget Request for 2006-07: Economic Development and Technology Infrastructure (UWF Priority 2)

Operating Budget Form II

University:
Issue Title:

**The University of West Florida
Economic Development and
Technology Infrastructure
BOG Goal Three, UWF Issue A**

	RECURRING	NON-RECURRING	TOTAL
<u>Positions</u>			
Faculty	0.00	0.00	0.00
Other (A&P/USPS)	1.00	0.00	1.00
	-----	-----	-----
Total	1.00	0.00	1.00
	=====	=====	=====
<u>Salary Rate</u>			
Faculty	\$0	\$0	\$0
Other (A&P/USPS)	\$70,000	\$0	\$70,000
	-----	-----	-----
Total	\$70,000	\$0	\$70,000
	=====	=====	=====
Salaries and Benefits	\$94,500	\$0	\$94,500
Other Personal Services	\$0	\$0	\$0
Expenses	\$250,000	\$0	\$250,000
Operating Capital Outlay	\$0	\$0	\$0
Electronic Data Processing	\$200,000	\$0	\$200,000
Special Category (Specific)	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	-----	-----	-----
Total All Categories	\$544,500	\$0	\$544,500
	=====	=====	=====

**State University System
Educational and General
2006-2007 Legislative Operating Budget Issue
Form I-c**

Strategic Planning Goal/Objective: Building World-class Academic Programs and Research Capacity

University:	The University of West Florida
Issue Title:	UWF Issue B: Outcomes Assessments -- Development of a Student Learning Assessments Center
University Priority Number:	5
Date Approved by Board of Trustees:	June 16, 2005

Introduction: As evidenced by requirements established by the Board of Governors, the Commission on Colleges of the Southern Association of Colleges and Schools, and almost every discipline-based accreditation agency, greater and greater attention is focused on institutions providing clear statements of student learning outcomes and associated assessments of student learning. Effective coordination of the assessment components—which include direct and indirect measures of student learning—requires personnel to assist faculty in converting course-based assessment procedures to those that meet the test of corroboration and personnel with expertise in tests and measurement and statistical procedures to compile reports on the results of assessment.

I. **Needs Statement:** UWF plans to develop a Student Learning Assessments Center to provide student outcomes assessments support (development of accountability measures, assessments of results, and support for program/presentation revisions as a result of the assessments), as well as assessments of strategic planning at every level of the UWF organization, and the improvement of student’s capstone experiences.

II. **Justification**

A. **Description of service or program to be provided:** UWF plans to develop and implement the following programs and activities:

1. Specific Support for the Quality Enhancement Plan initiatives as related to building learning communities:
UWF has selected as the focus for its SACS/COC Quality Enhancement Plan the domain of Project Management—one of the six key domains in the University’s model for Academic Learning Compacts. This domain was developed—and subsequently chosen as the QEP focus because it includes those skills much sought after by employers and used by students who go on to graduate school:

integration of content knowledge, critical thinking skills, and communication proficiency with time management, interpersonal working relationships, and planning and implementation skills. Facilitating incorporation of the project management learning domain into foundational studies, the baccalaureate experience, and graduate education will require coordination at both the university and college levels.

2. Implementation of academic learning compacts as a model for assessments:

UWF's plan for implementing the Board of Governors required Academic Learning Compacts includes developing and categorizing student learning outcomes for each bachelor's degree program using six key learning domains: content knowledge, critical thinking, communication, ethics/values, project management, and discipline-unique knowledge and skills. Although the Board of Governors resolutions require Academic Learning Compacts only for bachelor's degree program, UWF intends to develop Compacts for its undergraduate foundational studies (a.k.a., general education) and for its graduate programs. While identification of the student learning outcomes associated with the Academic Learning Compacts is a relatively easy task, development of robust and corroborated assessment strategies and procedures takes considerable time and effort. Likewise, creating and maintaining the information-management systems to store data on individual students and to generate program-level reports takes considerable time and effort. Because of the inherent differences in programs across the three colleges, each college's version of the assessment plans will be somewhat different.

3. Maximizing success for students, including both placement and internships:

As are most college and university campuses nationwide, UWF is experiencing an increase in the percentage of entering students who require psychological attention. (Kadison & DiGeronimo, 2004, Jongsma, et.al., 2004, Young, 2003, Archer & Cooper, 1998) Simultaneously, we are increasing the size of our entering classes. These two vectors combine to create substantial additional demand on counseling resources. As indicated earlier, research has repeatedly demonstrated that counseling is a wise investment as it increases a student's likelihood of graduating.

In order to increase counseling capacity in financially prudent manner, the Counseling Center will implement at pre-doctoral

training program for those in advanced training in applied Psychology. These advanced students will in-turn be positioned to train additional master's level practicum students from UWF's Counseling Psychology Program. The addition of Interns and additional practicum students will increase the Counseling Center's capacity for working with UWF students at a cost substantially lower than that required to hire additional professional staff without sacrificing the quality and depth of services. This solution contributes to the education mission of both Student Development and the Student Affairs Division.

4. Enhanced Library and materials for BOG targeted programs and for new programs: Steadily increasing costs of essential journals and electronic resources, coupled with an allocation which does not keep pace with inflationary increases, diminish the library's ability to address additional resources needed for new and expanding programs. During the past three years, the UWF Board of Trustees has authorized implementation of eleven new degrees, including six at the Master's degree level for which more advanced information resources and journal subscriptions are needed. Additional resources are required to enable the library to serve advanced information and research needs in Environmental Science (MS), College Student Personnel (M.Ed.), Reading (M.Ed), Anthropology (MA), Public Health (MPH), Nursing (BSN), Health Sciences (BSHS), Oceanography (BS), Maritime Studies (BA), Hospitality/ Recreation/and Tourism Studies (BA) and Social Work (proposed MSW). In addition, the library has been unable to honor requests by faculty in Accounting and Engineering for expensive, but important, databases to support their research needs. Since several of these programs will be offered on the Fort Walton Beach Campus, funding is also needed to provide access to information resources at that site as well. Funding is requested, therefore, to address information needs at appropriate research levels, for these new and/or expanded programs at all sites.

In our information-rich society, the ability to identify appropriate, authoritative information and apply it to meet the information needs of one's employer is a critical skill. Thus, the successful student today is able to demonstrate competencies in Information Literacy - the ability to access, assess, and apply information to meet an identified need. Development of those competencies occurs throughout the curriculum within an academic discipline and requires close collaboration between the Library and academic departments, between librarians and college faculty. The results of such

collaborative efforts will be assessed at various stages, culminating with assessment in a discipline's capstone course.

Through a pilot Information Literacy (IL) program initiated in 2004, twenty faculty from eleven disciplines representing all three colleges have been introduced to Information Literacy concepts. As part of the QEP, the Library also plans to collaborate with the College of Arts and Sciences on integrating IL concepts into General Education courses which will provide the base for expanding on these competencies at more sophisticated levels within the disciplines. The desired result, as is reflected in departmental Academic Learning Compacts, will be to produce graduates who have excellent IL competencies, making them even more marketable. Because of the time and effort required for collaborative efforts of this magnitude, an additional librarian is requested.

5. Development of a Life Skills and Leadership Institute to coordinate and enhance the activities of student's program capstone experiences, volunteer activities (UWF with community and community with UWF), internships, co-op experiences, job preparation, and post-graduate opportunities, etc:

This initiative is an excellent match for the mission of Student Transition Programs, Voyages Leadership at UWF! and Volunteer UWF!. It will provide rich opportunities for collaboration between Academic Affairs and Student Affairs. A variety of developmental and learning theories and research support the notion that students would benefit from developmentally appropriate interventions as they transition through their college experience (Erikson, Chickering, Piaget, Perry, Kolb) and that greater student engagement in collegiate activities support academic and personal success (Astin, Kuh, Bandura, Tinto, Rogers). These theorists and researchers suggest that students enter the university setting looking for direction, differentiation from their family, and self identify. As they progress into their second year they are seeking more specific direction and seeking to establish relationships within their discipline and with others with similar experiences. Third year students are more prone to be looking for ways to connect with their communities, to be interested in leadership development, and to seek service learning opportunities. Students in their final year tend to be focusing on career development and are more open to linking experiences to career aspirations.

In support of these transitional periods, the Institute could focus on enhancing counseling (personal, academic, and career), reflection (focusing students' attention on the student learning and student development outcomes they've experienced), exemplars (connecting students with mentors and role models), assessment (tracking student progress and program effectiveness), experiential opportunities (authentic learning and practice).

Specific support might include a faculty line and a student affairs professional position with appropriate support staff and resources to work collaboratively across divisional lines.

Budget Request for 2006-07: Outcomes Assessments: Student Learning Assessments Center (UWF Priority 5)

Operating Budget Form II

University:
Issue Title:

The University of West Florida
Student Learning Assessments Center
BOG Goal Three, UWF Issue B

	RECURRING	NON-RECURRING	TOTAL
<u>Positions</u>			
Faculty	9.00	0.00	9.00
Other (A&P/USPS)	10.00	0.00	10.00
	-----	-----	-----
Total	19.00	0.00	19.00
	=====	=====	=====
<u>Salary Rate</u>			
Faculty	\$648,000	\$0	\$648,000
Other (A&P/USPS)	\$520,000	\$0	\$520,000
	-----	-----	-----
Total	\$1,168,000	\$0	\$1,168,000
	=====	=====	=====
Salaries and Benefits	\$1,544,400	\$0	\$1,544,400
Other Personal Services	\$35,000	\$0	\$35,000
Expenses	\$136,000	\$0	\$136,000
Operating Capital Outlay	\$0	\$50,000	\$50,000
Electronic Data Processing	\$43,000	\$0	\$43,000
Special Category (Specific)	\$0	\$0	\$0
Library Collections	\$100,000	\$0	\$100,000
	\$0	\$0	\$0
	\$0	\$0	\$0
	-----	-----	-----
Total All Categories	\$1,858,400	\$50,000	\$1,908,400
	=====	=====	=====

**State University System
Educational and General
2006-2007 Legislative Operating Budget Issue
Form I-d**

Strategic Planning Goal/Objective: Meeting Community Needs and Fulfilling Unique Institutional Responsibilities

University:	The University of West Florida
Issue Title:	UWF Issue A: Expansion of Academic and Service Programs at the Pensacola Downtown Campus
University Priority Number:	6
Date Approved by Board of Trustees:	June 16, 2005

I. Needs Statement: UWF's main campus in Pensacola is located approximately 15 miles north of the port, tourist attractions, and business areas of downtown Pensacola. Travel time between downtown and the main campus varies from 30 to 45 minutes depending upon the time of day. University and community government and business leaders have discussed ways in which UWF can provide a greater number of academic programs and service opportunities for those who work and live in the downtown area. Over the past 10 years, UWF has moved the UWF and State Director's Small Business Development Center (SBDC) offices and the Institute for Human and Machine Cognition (IHMC) to downtown locations.

With the continued development of downtown Pensacola including commercial, tourism, residential, and recreational sectors on the waterfront, area planners have recommended coordination of the offering of selective UWF programs and services with this redevelopment. Of particular interest is the waterfront development known as the Community Maritime Park.

II. Description of service or program to be provided:

Among the degree programs of particular interest to the downtown redevelopment are the following:

- B.S. in Maritime Studies
- B.A. and M.A. in History
- B.A. in Anthropology with specialization in Archaeology
- B.S. in Hospitality, Recreation, and Tourism
- B.S. in Health Sciences
- Master of Public Health
- Master of Science in Administration
- Master of Business Administration

Research and service centers compatible with the redevelopment include:

- Archaeology Institute
- Statewide Network for Archaeology

III. Description of current university initiatives:

The University currently houses the UWF and State Director's office of the Small Business Development Center (SBDC) in rented facilities in downtown Pensacola. SBDC provides workshop and consultative services for startup and maintenance of small businesses in northwest Florida. Also housed in facilities in the downtown area is the UWF-affiliated Florida Institute for Human and Machine Cognition (formerly a UWF institute) which holds multiple contracts with military, government, aeronautical, astronautical, and business agencies for cutting-edge development of human and computer interactions. UWF faculty offer a limited number of courses using classrooms available at the SBDC and FIHMC facilities. The University is also the custodian of several important downtown historic properties in conjunction with Pensacola's Historic Preservation Board.

Description of outcomes anticipated:

- Strengthened working relationships between UWF and the downtown Pensacola community.
- High-skill workforce development for the business, education, health, tourism, and recreation sectors.
- Economic development through increased venues for tourism and recreation.
- Increased ease of access to baccalaureate and graduate level education.

IV. Budget Request: Expansion of Academic and Service Programs at the Pensacola Downtown Campus (UWF Priority 6)

Accommodating these recommendations and realizing the identified benefits through expansion of degree programs and services will require personnel (faculty, support staff), equipment (data processing, communication), and facilities.

Operating Budget Form II

University:
Issue Title:

The University of West Florida
Expansion of Academic and Service Programs
at the Pensacola Downtown Campus
BOG Goal Four, UWF Issue A

	RECURRING	NON-RECURRING	TOTAL
<u>Positions</u>			
Faculty	8.00	0.00	8.00
Other (A&P/USPS)	4.00	0.00	4.00
	-----	-----	-----
Total	12.00	0.00	12.00
	=====	=====	=====
<u>Salary Rate</u>			
Faculty	\$576,000	\$0	\$576,000
Other (A&P/USPS)	\$168,000	\$0	\$168,000
	-----	-----	-----
Total	\$744,000	\$0	\$744,000
	=====	=====	=====
Salaries and Benefits	\$975,600	\$0	\$975,600
Other Personal Services	\$10,000	\$0	\$10,000
Expenses	\$25,000	\$0	\$25,000
Operating Capital Outlay	\$40,000	\$0	\$40,000
Electronic Data Processing	\$0	\$0	\$0
Special Category (Specific)	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	-----	-----	-----
Total All Categories	\$1,050,600	\$0	\$1,050,600
	=====	=====	=====

V. Facilities:

Facilities for these programs will be provided in the Historic Pensacola Village and in the planned Community Maritime Park, to be located along the bayfront in downtown Pensacola.

**State University System
Educational and General
2006-2007 Legislative Operating Budget Issue
Form I-d**

Strategic Planning Goal/Objective: Meeting Community Needs and Fulfilling Unique Institutional Responsibilities

University:	The University of West Florida
Issue Title:	UWF Issue B: Transfer of the Historic Arcadia Mill from the UWF Foundation to the UWF Board of Trustees
University Priority Number:	7
Date Approved by Board of Trustees:	June 16, 2005

Introduction: Arcadia is the site of the first and largest Early American industrial complex in Florida. The industries included water-powered sawmills, planing and lathing machines, a grist mill, bucket and pail factory, shingle mill and a cotton textile mill. Arcadia had a stone quarry, a tannery, silk cocoonery, blacksmith shop, storehouses, kitchen, community well, and living quarters. A mule drawn railroad and a sixteen mile long log flume provided means of transportation for the industries.

The Arcadia mill complex operated for 38 years (from 1817 to 1855). The land was initially granted to Juan de la Rua, a prominent Pensacola businessman, in 1817. Over the next eleven years he partially cleared the property and may have begun construction of a small dam. De la Rua's efforts to develop the land, however, were frustrated by labor shortages due in large part to hostile Indians who roamed the area. Finally in 1828, he sold the property to Joseph Forsyth for \$400.00.

Forsyth, a Pensacola merchant and shipper, began his work at Arcadia by quarrying sandstone for the Pensacola wharf. Soon thereafter he undertook construction of a dam and saw mill. When he ran short of money for his venture, he enlisted the financial help of Ezekiel and Andrew Simpson. Thus in 1830 the firm of Forsyth and Simpson was established, and with the added capital of the Simpson brothers the sawmill on Pond Creek was soon completed.

Laborers constructed a 1,400 foot long and 15 foot high dam of earth and stone across the valley that impounded a 160 acre mill pond. They built a water-powered, wooden framed, two story sawmill on the dam and constructed a second water-powered sawmill about 350 feet downstream from the dam. A 700 foot long mill race was excavated along the dam which carried water from the mill pond to this second lumber mill. One of the saw mills ran a gang of saws, two single saws, planing machines and a circular saw, while the other mill carried two single saws, a grist mill and a lathing machine.

About 1830, Timothy Twitchell bought the northeast quarter of Arcadia from Forsyth for \$121.00. He proceeded to dam up a small creek and excavate a flume to connect his new mill pond to Arcadia. Following this he built a sawmill and shingle mill; the Arcadia Pail Factory was added in 1841.

In the thick yellow pine forests to the north and west, lumbermen were busy harvesting pine, juniper and cypress for the mills. These loggers, armed with axes and crosscut saws, felled giant trees that stretched upwards 70 feet to the first limb. Once down, the trees were trimmed, placed on oxcarts and transported to the log flume for the trip down to the Arcadia mill pond. Once in the

mill pond the trees were separated; the yellow pine entered the Forsyth and Simpson mills, while the cypress and juniper logs were pushed into Twitchell's flume and floated down to his mills.

The Arcadia industrial complex manufactured a variety of products in the 1830's. Among these were rough and planed lumber, shingles, laths, meal and flour. In 1836, the Arcadia mills were shipping about 5,000 square feet of lumber a week. During the first few years, these products were hauled by barge or wagon from Arcadia to the mouth of Pond Creek on the Blackwater River about three miles distant. The barges and wagons proved slow and inefficient; and as the industrial output from Arcadia increased, an improved means of transportation became necessary.

In 1838, Forsyth, Simpson and Twitchell chartered the Arcadia Railroad Company. Built in just five months, this broad gauge, wooden-railed, mule-drawn railroad was the second oldest railway built in territorial Florida. Though primitive, the Arcadia Railroad proved somewhat more useful in transporting lumber and other products from the mills to the docks at the mouth of Pond Creek (the area that later became known as Bagdad).

In the 1830's, new technology in the form of steampower came to northwest Florida. Steam engines were more efficient than water-powered machinery and did not limit the location of mills to large freeflowing inland streams. Forsyth and Simpson recognized the advantages of steam power; thus in early 1840 they moved their lumber mills to Bagdad and eliminated the transportation problems that plagued them at Arcadia.

Between 1840 and 1845 the Arcadia Mills lay silent (though Twitchell continued to produce shingles and pails at his mills). Forsyth and Simpson, however, were unable to completely let go of their beloved water-powered complex at Arcadia. In 1845 the partners formed the Arcadia Manufacturing Company and began to build a cotton textile factory. This effort represented a radical concept for the time, since most southern agricultural products were shipped to the northeast and midwestern industrialized states. Determined to develop industry in northwest Florida, Forsyth and Simpson constructed a two story brick textile mill (94 x 38 feet) which ran 960 spindles and 24 looms. The mill was operated by 25-40 young female slaves who produced as much as 1,300 yards of cotton cloth a day. By 1853 the Arcadia mill was the largest and most successful textile factory in Florida.

Despite the success of the Arcadia cotton textile mill, Forsyth and Simpson made little money from the venture. In 1855, Joseph Forsyth died at the age of 53, and with his passing went Arcadia. Within months of Forsyth's death, the textile mill burned and the surviving partners turned their complete attention to the very profitable lumber mills at Bagdad; Arcadia was abandoned.

During the War Between the States, Arcadia was the site of a small skirmish between Union and Confederate troops. In addition, it is believed that the dam was purposefully breached or blown so that Union troops, desperate for timber, could not retool Arcadia into a lumber mill. In the 1880's the Bagdad lumberman decided to cut the second growth timber in the Pond Creek valley. Charles Elliott was hired to clean out the original Arcadia log flume and extend it through the Arcadia dam to the mouth of Pond Creek and the Bagdad mills.

Other than these two episodes, the Arcadia industrial complex was abandoned for 109 years. Then Mr. Warren Weekes, a local historian, rediscovered the Arcadia mill site in 1964. In the late 1980's, the Santa Rosa Historical Society acquired 30 acres and saved a part of this valuable area from destruction. Its significance was underlined when it was placed on the National Register of Historic places in 1987. Archaeological research in 1990-1991 uncovered a major portion of the architectural remains on the society property. Through the co-operative efforts of historians, archaeologists and interested citizens, this unique piece of Florida's history has been preserved for the education and recreation of future generations. Arcadia can now be enjoyed for its natural beauty and historical significance.

I. **Needs Statement:** As a result of a gift from the Santa Rosa Historic Society, the UWF Foundation owns the Historic Arcadia Mill Property. Three years ago, the Florida Legislature gave permission for the transfer, but the wording of the legislation was such that ownership was transferred to the UWF Foundation rather than directly to UWF. Since that time, UWF has leased the property from the UWF Foundation. **UWF seeks Legislative authority to transfer the ownership of the Arcadia Mill Property from the UWF Foundation to the UWF Board of Trustees.**

II. **Justification**

Description of service or program to be provided: Transfer of this historic property to UWF will assure that UWF academic programs, faculty and staff, and students have permanent access to the property for academic, research, and public service activities. The pristine property and the 1817-1855 era saw mill facilities will provide numerous and continuous opportunities for UWF and the northwest Florida community. “This unique facility will be accessible to the public, UWF faculty and students alike, and it will enrich all our lives for the foreseeable future,” said Dr. Judy Bense, Director of the UWF Archeology Institute. “We will do our best to learn more about this special place and share it with the public and scholars alike. We will ensure that Arcadia will not be forgotten!” Additionally, the assumption of ownership of this historic property in Santa Rosa County will greatly enhance other such historic properties owned by UWF, such as the Historic Pensacola Village in downtown Pensacola, as UWF partners with the community to enhance instruction, research, and public service through the use of these historic facilities.

III. **Budget Request for 2006-07: Transfer of the Historic Arcadia Mill from the University Foundation to the UWF Board of Trustees (UWF Priority 7)**

Operating Budget Form II

University:
Issue Title:

The University of West Florida
Transfer of Historic Arcadia Mill
from UWF Foundation to UWF BOT
BOG Goal Four, UWF Issue B

	RECURRING	NON-RECURRING	TOTAL
<u>Positions</u>			
Faculty	0.00	0.00	0.00
Other (A&P/USPS)	3.00	0.00	3.00
	-----	-----	-----
Total	3.00	0.00	3.00
	=====	=====	=====
<u>Salary Rate</u>			
Faculty	\$0	\$0	\$0
Other (A&P/USPS)	\$126,000	\$0	\$126,000
	-----	-----	-----
Total	\$126,000	\$0	\$126,000
	=====	=====	=====
Salaries and Benefits	\$170,100	\$0	\$170,100
Other Personal Services	\$26,250	\$0	\$26,250
Expenses	\$74,750	\$0	\$74,750
Operating Capital Outlay	\$28,900	\$0	\$28,900
Electronic Data Processing	\$32,450	\$0	\$32,450
Special Category (Specific)	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	-----	-----	-----
Total All Categories	\$332,450	\$0	\$332,450
	=====	=====	=====

**State University System
Educational and General
2006-2007 Legislative Operating Budget Issue
Form I-d**

Strategic Planning Goal/Objective: Meeting Community Needs and Fulfilling Unique Institutional Responsibilities

University:	The University of West Florida
Issue Title:	UWF Issue C: Florida SBDC – Business Continuity and Risk Management Center and Haas Center for Business Research and Economic Development/UWF SBDC – Regional Economic Enhancement Center
University Priority Number:	8
Date Approved by Board of Trustees:	June 16, 2005

I. Needs Statement:

Florida's SBDC program provides a significant role in providing critical services and economic development activities to the statewide entrepreneurial and small business community, furthering the priorities of the state and Enterprise Florida. This request will enhance and expand existing entrepreneurial and small business training and counseling infrastructure to provide targeted business continuity and risk management service as well as enhance overall SBDC services in rural and underserved markets throughout the State. Funding will leverage local, public and private resources to establish SBDCs in Florida communities where services have been void or sporadic due to limited resources.

The State of Florida is one of the very few states that does not provide any direct legislative funding to its SBDC program to enhance or expand local programming and technical assistance, further outreach and, increase its leverage for available federal and local matching funds. This funding request will comply with requirements under 13 CFR 130 and Public Law 96-302 (as amended) that mandate direct matching funds at no less than 50 percent cash to federal funds, currently at \$2.25 million.

As a partnership action with SBDC, the UWF would like to expand the mission for the Haas Center, with the objective of establishing it as the premiere organization in the SUS for provision of university-based economic development research and outreach services. This would entail development of an expanded range of information services and provision of certain services on a statewide basis, through close cooperation with the Florida Small Business Development Center Network.

II. Justification

A. Description of service or program to be provided:

Funding will formally establish through the existing statewide infrastructure of the SBDC Network a ***Business Continuity and Risk Management Center*** program to ensure statewide businesses have proper education in, training on and access to business continuity planning and risk management technical assistance to minimize losses and increase survivability when affected from natural and man-made disasters. According to U. S. Department of Labor Statistics, over 40% of all firms that experience a significant disaster never reopen and over 25% of the remaining companies close within two years. The economic impact of the 2004 hurricane season in Florida is and will continue to be significant in terms of salvaging/retaining impacted business as well as dealing with new business starts and growth in those firms that are responding to the economic boom associated with recovery and reconstruction. Risk management services and business continuity planning pre-disaster is as critical, if not more so, than providing coordinated services (disaster loans, business restructuring, etc.) post disaster. Economic impact research shows SBDC assisted businesses consistently out perform the average state business thus supporting SBDC's positive revenue impact on the state budget.

UWF's Haas Center for Business Research and Economic Development and the UWF Small Business Development Center will **partner** to establish a **Regional Economic Enhancement Center (REEC)** which will have the following primary components:

- **Business Research.** Collection, analysis and dissemination of economic, demographic and social data is already the mission of the Haas Center. This would provide the intellectual infrastructure for an REEC, linking the capabilities of UWF faculty and staff in support of research relevant to development efforts. As resources become available, this mission should take on a more geographically broad scope, eventually becoming statewide. While the Haas Center has been successful in generating project funding, it has been on a somewhat opportunistic basis. More targeted research agendas in the areas of tourism, military, workforce development, economic impact, tax policy and other selected areas can make the Center more relevant in statewide policy arena.
- **Business Technical Assistance.** The UWF SBDC provides one-on-one consulting to over 1500 existing and nascent entrepreneurs annually. The SBDC's extensive reach into the regional business community provides an excellent opportunity to enhance the regional business economy by bringing the

resources and research of the Haas Center to the grass roots level. While the Haas Center generates data and research, most small and medium size businesses are not aware of how to use this information to their strategic advantage. The UWF SBDC consultants help local businesses to understand and utilize the information to develop more sound business strategies, enhance business planning efforts and to develop complex opportunity maps and opportunity screening in order to enhance their overall competitiveness.

- **Business Education and Training.** The UWF SBDC conducts over 125 seminars and workshops annually attracting over 4000 attendees each year. By partnering with the Haas Center in the REEC, the UWF SBDC will be able to enhance its offerings to the business community, providing greater exposure for the services of the Haas Center as well as enhancing the quality and breadth of its offerings to the business community. Further, the combined effort raises opportunities for new program development as the Haas Center and UWF SBDC come together to provide custom training for the regional business community.
- **Partnership with the FSBDC state-wide network.** FSBDC is an excellent distribution channel for intellectual property generated at the REEC. For the FSBDC, the partnership adds value through availability of REEC substantive content and enhanced university linkages, adding credibility with funding agencies and other FSBDC partners. For the REEC, the partnership adds value through creation of additional demand for services due to a greatly enhanced distribution channel. Since REEC and FSBDC maintain their separate organizational structures, missions and branding, the partnership should provide additional access to funding via channels available to one or the other entity.
- **Geographic Information System (GIS) capabilities.** GIS is an increasingly attractive way to present data that can be organized spatially. The REEC GIS function will permit analysis and dissemination of data via digital maps. It will provide substantial opportunities for fee-for-service research efforts statewide, particularly in the collection, archiving and presentation of data relevant to economic and social development clients. The recently completed Haas Center VBA project substantially enhances existing GIS capabilities. The partnership with the UWF SBDC ensures that entrepreneurs have hands-on assistance in implementing strategies emerging from the analysis and data produced through the GIS function.
- **Digital media capabilities.** The REEC should assist economic development clients statewide on a fee-for-service basis with

distribution of key economic and marketing data via websites and other digital media. This function combines REEC expertise in analysis and interpretation of data relevant to economic development with REEC expertise in digital media tools to provide clients with an integrated solution to information generation and distribution needs. Again, the VBA project has enhanced existing Haas Center digital media capabilities.

- Technology transfer. As UWF commits to further development of its nascent technology transfer function, it should be housed in the REEC in order to take advantage of the expertise of business faculty and staff. Both the Haas Center and UWF SBDC have resources and consulting capabilities and experience to accelerate the commercialization of these technologies. Over the longer term, funding should be sought from self-sustaining sources such as royalty income. Over the short run, recovered indirect costs should be used to support this function.

Adding capacity in the above areas will permit the Haas Center and the UWF SBDC to serve regional clients more effectively. Economies of scale in developing and maintaining information resources will permit a greater ability to identify and focus on key regional development goals and objectives relevant to businesses, non-profits, governmental units and economic development organizations. Further, there is a distinct synergy created when leveraging the Haas Center's ability to generate data, research and information with the UWF Small Business Development Center's ability to turn those findings into strategic decision making tools, and develop strategies and actions based on the data which enhances the businesses' competitiveness and economic strength.

III. Description of outcomes anticipated:

Measurable Outcomes Anticipated: actual reported; not multiplier

1. 13,600 pre-venture and existing businesses counseled.
2. 32,000 entrepreneurs and small business owners/managers trained.
3. 760 new businesses started.
4. 10,000 jobs create and/or retained.
5. \$1.2 billion of capital formation.
6. \$175 million in sales increases.
7. \$75 million in contract awards to small, women and minority businesses.
8. \$260 million in new taxes generated.

Return on Investment: (includes results from two independent studies in 2002) Year 1: * \$3.84 in additional tax revenue for every \$1 of state investment. * \$4.59 for every \$1 of state investment comparing cost of long-term counseling. * \$5.74 in debt & equity capital for every \$1 of state investment. * \$103.9 million in sales increases.

Table 4
2001 Economic Contributions
Model Implied

Employment	Estimates	Multiplier
Direct	45,803	1.0000
Indirect	9,907	0.2163
Induced	18,717	0.4087
Total	74,430	1.6250

Labor Income		
Direct	\$ 1,312,445,555	1.0000
Indirect	\$ 364,234,680	0.2775
Induced	\$ 564,111,480	0.4298
Total	\$ 2,240,791,748	1.7073
<i>Average Total Labor Income per job - \$30,106</i>		

Output		
Direct	\$ 2,939,899,670	1.0000
Indirect	\$ 853,743,312	0.2904
Induced	\$ 1,466,715,953	0.4989
Total	\$ 5,260,358,969	1.7893
<i>Average Total Output per job - \$70,675</i>		

2001 Independent Economic Impact Study – University of South Florida Center for Economic Development Research

Note – Due to rounding, the listed total may deviate from the sum of the listed components of the total.

During 2001, SBDC activities supported an estimated 45,803 jobs. Using 2000 as the baseline year, the model predicts these jobs generated an estimated 28,624 indirect and induced jobs. These direct jobs resulted in over \$1.31 billion in labor income, along with \$928.34 million in indirect and induced labor income. Total output associated with SBDC clientele was over \$5.26 billion, \$2.32 billion of this due to indirect and induced output.

Fiscal Contributions

In addition to the economic contributions previously listed, businesses supported by SBDC activities contribute to Florida's economy through the taxes they pay, as well as the taxes generated by indirect and induced effects. At the state and local level, we estimate the total amount of taxes generated by SBDC-supported businesses at over \$261 million dollars during 2001.

Table 5
Estimated State and Local Tax Revenues
Generated from SBDC-Supported Businesses

Source of Tax	Estimated Amount
Employee Compensation	\$ 3,525,958
Household Expenditures	\$ 10,257,313
Corporations	\$ 4,740,080
Indirect Business Taxes	\$ 243,094,263
Total	\$ 261,617,614

2001 Independent Economic Impact Study – University of South Florida Center for Economic Development Research

Note: the amounts listed estimate the total (direct, indirect, and induced) tax impact

Of the \$261 million dollar tax impact created by Floridian SBDC-supported businesses, the overwhelming percentage (92.92%) comes from indirect business taxes. Indirect business taxes include excise, sales, and property taxes. Fees paid and licenses obtained as a result of normal business operations are also categorized as indirect business taxes. Employee compensation taxes (1.35% of the tax impact) are paid by employers and employees for social insurance programs. Household expenditures are personal taxes (property taxes, licenses, fines, and fees) and represent 3.92% of taxes generated by SBDC-supported businesses. The remainder of this tax impact, 1.81%, comes from taxes on corporate profits and dividends.

IV. **Budget Request for 2006-07: FSBDC – Business Continuity and Risk Management Center, and Haas Center/UWF SBDC – Regional Economic Enhancement Center (UWF Priority 8)**

Operating Budget Form II

University:
Issue Title:

The University of West Florida
**Florida SBDC - Business Continuity and Risk Management Center
and
Haas Center/UWF SBDC - Regional Economic Enhancement Center
BOG Goal Four, UWF Issue C**

	RECURRING	NON-RECURRING	TOTAL
<u>Positions</u>			
Faculty	46.00	0.00	46.00
Other (A&P/USPS)	17.00	0.00	17.00
	-----	-----	-----
Total	63.00	0.00	63.00
	=====	=====	=====
<u>Salary Rate</u>			
Faculty	\$2,539,192	\$0	\$2,539,192
Other (A&P/USPS)	\$1,114,800	\$0	\$1,114,800
	-----	-----	-----
Total	\$3,653,992	\$0	\$3,653,992
	=====	=====	=====
Salaries and Benefits	\$4,415,750	\$0	\$4,415,750
Other Personal Services	\$0	\$0	\$0
Expenses	\$1,028,050	\$0	\$1,028,050
Operating Capital Outlay	\$100,000	\$0	\$100,000
Electronic Data Processing	\$356,800	\$0	\$356,800
Special Category (Specific)	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	-----	-----	-----
Total All Categories	\$5,900,600	\$0	\$5,900,600
	=====	=====	=====

UWF Board of Trustees
Finance, Administration & Audit Committee
June 16, 2005

Issue: Estimated 2005-2006 Operating Budget

Proposed action: Approve and authorize

1. **Approve** the estimated 2005-2006 Operating Budget for the fiscal year July 1, 2005 to June 30, 2006 for appropriated and non-appropriated funds.
 2. **Authorize** the president to make subsequent changes to the budget as needed, including the changes between the estimated budget and the budget to be submitted to the Florida Department of Education-Division of Colleges and Universities by August 2005, and other changes during the fiscal year.
-

Background information:

The University of West Florida's 2005-2006 annual operating budget is due to the Florida Department of Education-Division of Colleges and Universities in August 2005. The UWF budget reflects the strategic plans of the university and contains Educational and General, Auxiliary Enterprises, Contract and Grants, Student Activity, Athletics, and Financial Aid budget entities.

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

Supporting documentation: Attachment I Estimated 2005-2006 Operating Budgets
Attachment II Five Year Operating Expenditure Summary

Prepared by: Valerie Moneyham (850) 474-2041
Cornelius Wooten (850) 474 2209

**The University of West Florida
Summary of Estimated Budgets
2005-2006**

	<u>Amount</u>	<u>Percentage</u>
Educational and General	\$91,421,251	54.11%
Auxiliary Trust Fund	\$12,202,937	7.22%
Contracts and Grants	\$29,229,034	17.30%
Athletics	\$3,395,386	2.01%
Student Activity	\$2,306,000	1.36%
Financial Aid	<u>\$30,414,986</u>	<u>18.00%</u>
Total	\$168,969,594	100%

**The University of West Florida
Educational and General
2005-2006 Estimated Budget**

	Adjusted Budget 2004-2005		Actual 4-30-05 2004-2005		Projected 6-30-05 2004-2005		Estimated Budget ^ for 2005-2006	
	Amount	%	Amount	%	Amount	%	Amount	%
Beginning Cash Balance	\$4,954,530		\$4,954,530		\$4,954,530		\$4,478,484	
Prior Year Encumbrances	\$3,171,556		\$3,171,556		\$3,171,556		\$3,000,000	
Receipts/Revenues:								
General Revenue	\$57,051,937	69.91%	\$47,915,172	83.99%	\$57,051,937	100.00%	\$61,556,006	67.33%
Enhancement Trust Fund (Lottery)	\$3,765,403	4.61%	\$3,765,403	100.00%	\$3,765,403	100.00%	\$4,099,992	4.48%
Student Fee Trust Fund (Tuition)	\$20,795,165	25.48%	\$21,561,122	103.68%	\$21,248,918	102.18%	\$21,765,253	23.81%
Administered Funds:								
3.6% Salary Increase for Employees - 8/1/2005*								
Hurricane Damage Non-Reimbursable Expense							\$4,000,000	4.38%
Total Receipts/Revenues:	\$81,612,505	100.00%	\$73,241,697	89.74%	\$82,066,258	100.56%	\$91,421,251	100.00%
Total Available Funds	\$89,738,591		\$81,367,783		\$90,192,344		\$98,899,735	
All Expenditures:								
Salaries and Benefits	\$59,158,624	67.03%	\$46,804,779	79.12%	\$53,978,716	91.24%	\$59,157,559	64.71%
Other Personal Services	\$5,551,590	6.29%	\$5,485,661	98.81%	\$7,156,945	128.92%	\$5,847,446	6.40%
Expenses	\$13,724,600	15.55%	\$9,849,147	71.76%	\$12,328,809	89.83%	\$17,696,987	19.36%
Other Capital Outlay (OCO)	\$777,646	0.88%	\$622,219	80.01%	\$1,137,482	146.27%	\$504,859	0.55%
Library Resources	\$1,040,000	1.18%	\$787,458	75.72%	\$965,608	92.85%	\$1,000,000	1.09%
Risk Management	\$904,342	1.02%	\$840,004	92.89%	\$840,004	92.89%	\$904,342	0.99%
Financial Aid	\$455,703	0.52%	\$455,703	100.00%	\$455,703	100.00%	\$455,703	0.50%
Scholarships	\$0	0.00%	\$0	0.00%	\$0	0.00%	\$0	0.00%
Carry Forward	\$5,858,910	6.64%	\$4,306,214	73.50%	\$5,850,593	99.86%	\$5,854,355	6.40%
Other Non-Operating	\$780,310	0.88%	\$0	0.00%	\$0	0.00%	\$0	0.00%
Total All Expenditures:	\$88,251,725	100.00%	\$69,151,185	78.36%	\$82,713,860	93.72%	\$91,421,251	100.00%
Ending Cash Balance	\$1,486,866		\$12,216,598		\$7,478,484		\$7,478,484	

*Amount to be determined

^ Governor signed budget on 5-26-05.

**The University of West Florida
Auxiliaries
2005-2006 Estimated Budget**

	Adjusted Budget 2004-2005		Actual 4-30-05 2004-2005		Projected 6-30-05 2004-2005		Estimated Budget for 2005-2006	
	Amount	%	Amount	%	Amount	%	Amount	%
Beginning Cash Balance	\$7,765,009		\$7,765,009		\$7,765,009		\$3,044,812	
Receipts/Revenues:								
Transfers	\$6,795,758	32.26%	\$0	0.00%	\$0	0.00%	\$0	0.00%
Sales of Goods/Services	\$2,610,000	12.39%	\$1,763,518	67.57%	\$2,116,222	81.08%	\$2,086,261	17.10%
Fees	\$3,000,000	14.24%	\$1,302,570	43.42%	\$1,563,084	52.10%	\$1,678,011	13.75%
Miscellaneous Receipts	\$6,000,000	28.48%	\$2,232,629	37.21%	\$2,679,155	44.65%	\$4,456,212	36.52%
Rent	\$300,000	1.42%	\$193,239	64.41%	\$231,887	77.30%	\$327,660	2.69%
Other Revenue	\$2,358,000	11.19%	\$2,887,137	122.44%	\$3,464,564	146.93%	\$3,654,793	29.95%
Total Receipts/Revenues:	\$21,063,758	100.00%	\$8,379,093	39.78%	\$10,054,912	47.74%	\$12,202,937	100.00%
Total Available Funds	\$28,828,767		\$16,144,102		\$17,819,921		\$15,247,749	
All Expenditures:								
Salaries and Benefits	\$2,682,719	9.78%	\$1,729,722	64.48%	\$2,175,666	81.10%	\$2,254,656	18.48%
Other Personal Services	\$1,578,110	5.75%	\$736,130	46.65%	\$983,356	62.31%	\$861,671	7.06%
Expenses	\$8,714,849	31.76%	\$7,417,459	85.11%	\$9,900,951	113.61%	\$8,221,658	67.37%
Other Capital Outlay (OCO)	\$2,296,806	8.37%	\$939,993	40.93%	\$1,327,992	57.82%	\$424,801	3.48%
Debt Service	\$983,843	3.59%	\$600,437	61.03%	\$720,524	73.24%	\$719,791	5.90%
Transfers	\$11,180,129	40.75%	(\$277,817)	-2.48%	(\$333,380)	-2.98%	(\$279,640)	-2.29%
Total All Expenditures:	\$27,436,456	100.00%	\$11,145,924	40.62%	\$14,775,109	53.85%	\$12,202,937	100.00%
Ending Cash Balance	\$1,392,311		\$4,998,178		\$3,044,812		\$3,044,812	

**The University of West Florida
Contracts and Grants
2005-2006 Estimated Budget**

	Adjusted Budget 2004-2005		Actual 4-30-05 2004-2005		Projected 6-30-05 2004-2005		Estimated Budget for 2005-2006	
	Amount	%	Amount	%	Amount	%	Amount	%
Beginning Cash Balance	\$4,020,223		\$4,020,223		\$4,020,223		\$1,505,123	
Receipts/Revenues:								
US Grants	\$12,400,000	23.48%	\$13,447,443	108.45%	\$16,136,932	130.14%	\$17,249,068	59.01%
City or County Grants	\$600,000	1.14%	\$192,907	32.15%	\$231,488	38.58%	\$255,759	0.88%
State Grants	\$100,000	0.19%	\$2,073,168	2073.17%	\$2,287,802	2287.80%	\$2,461,525	8.42%
Other Grants and Donations	\$2,700,000	5.11%	\$1,645,131	60.93%	\$1,974,157	73.12%	\$2,206,132	7.55%
Transfers	\$29,469,670	55.79%	\$0	0.00%	\$0	0.00%	\$0	0.00%
Sales of Goods/Services	\$4,610,000	8.73%	\$30,948	0.67%	\$37,138	0.81%	\$111,240	0.38%
Fees	\$10,000	0.02%	\$13,557	135.57%	\$16,268	162.68%	\$41,808	0.14%
Miscellaneous Receipts	\$2,700,000	5.11%	\$6,003,188	222.34%	\$6,703,826	248.29%	\$6,737,983	23.05%
Other Revenue	\$230,000	0.44%	\$93,989	40.86%	\$112,787	49.04%	\$165,519	0.57%
Total Receipts/Revenues:	\$52,819,670	100.00%	\$23,500,331	44.49%	\$27,500,398	52.06%	\$29,229,034	100.00%
Total Available Funds	\$56,839,893		\$27,520,554		\$31,520,621		\$30,734,157	
All Expenditures:								
Salaries and Benefits	\$9,347,130	17.10%	\$6,149,212	65.79%	\$7,379,054	78.94%	\$7,362,849	25.19%
Other Personal Services	\$5,531,775	10.12%	\$4,176,471	75.50%	\$5,511,765	99.64%	\$4,241,339	14.51%
Expenses	\$20,447,038	37.40%	\$12,815,657	62.68%	\$16,378,788	80.10%	\$16,794,725	57.46%
Other Capital Outlay (OCO)	\$704,396	1.29%	\$362,892	51.52%	\$435,470	61.82%	\$440,405	1.51%
FL Demo Project-Direct Costs	\$0	0.00%	\$0	0.00%	\$0	0.00%	\$0	0.00%
Transfers	\$17,851,454	32.65%	\$258,684	1.45%	\$310,421	1.74%	\$389,716	1.33%
Other Non-Operating	\$794,926	1.45%	\$0	0.00%	\$0	0.00%	\$0	0.00%
Total All Expenditures:	\$54,676,719	100.00%	\$23,762,916	43.46%	\$30,015,498	54.90%	\$29,229,034	100.00%
Total Cash Balance	\$2,163,174		\$3,757,638		\$1,505,123		\$1,505,123	

**The University of West Florida
Athletics
2005-2006 Estimated Budget**

	Adjusted Budget 2004-2005		Actual 4-30-05 2004-2005		Projected 6-30-05 2004-2005		Estimated Budget for 2005-2006	
	Amount	%	Amount	%	Amount	%	Amount	%
Beginning Cash Balance	\$652,347		\$652,347		\$652,347		\$576,814	
Receipts/Revenues:								
Transfers	\$1,132,207	21.30%	\$0	0.00%	\$0	0.00%	\$0	0.00%
Sales of Goods/Services	\$30,000	0.56%	\$21,472	71.57%	\$25,766	85.89%	\$8,000	0.20%
Fees	\$3,000,000	56.45%	\$2,364,571	78.82%	\$2,837,485	94.58%	\$2,840,500	71.51%
Miscellaneous Receipts	\$500,000	9.41%	\$280,038	56.01%	\$336,046	67.21%	\$546,886	13.77%
Total Receipts/Revenues:	\$4,662,207	100.00%	\$2,666,081	57.18%	\$3,199,297	68.62%	\$3,395,386	100.00%
Total Available Funds	\$5,314,554		\$3,318,428		\$3,851,644		\$3,972,200	
All Expenditures:								
Salaries and Benefits	\$1,131,414	24.55%	\$915,932	80.95%	\$1,099,118	97.15%	\$1,210,298	35.65%
Other Personal Services	\$196,378	4.26%	\$123,780	63.03%	\$148,536	75.64%	\$187,400	5.52%
Expenses	\$904,337	19.62%	\$710,149	78.53%	\$852,179	94.23%	\$789,188	23.24%
Other Capital Outlay (OCO)	\$41,083	0.89%	\$35,729	86.97%	\$42,875	104.36%	\$47,000	1.38%
Transfers	\$2,335,793	50.68%	\$943,435	40.39%	\$1,132,122	48.47%	\$1,161,500	34.21%
Total All Expenditures:	\$4,609,005	100.00%	\$2,729,025	59.21%	\$3,274,830	71.05%	\$3,395,386	100.00%
Ending Cash Balance	\$705,549		\$589,403		\$576,814		\$576,814	

**The University of West Florida
Student Activity
2005-2006 Estimated Budget**

	Adjusted Budget 2004-2005		Actual 4-30-05 2004-2005		Projected 6-30-05 2004-2005		Estimated Budget for 2005-2006	
	Amount	%	Amount	%	Amount	%	Amount	%
Beginning Cash Balance	\$1,348,745		\$1,348,745		\$1,348,745		\$1,349,283	
Receipts/Revenues:								
Transfers	\$410,000	13.60%	\$0	0.00%	\$0	0.00%	\$0	0.00%
Sales of Goods/Services	\$310,000	10.28%	\$87,882	28.35%	\$105,458	34.02%	\$80,000	3.47%
Fees	\$2,000,000	66.33%	\$1,716,510	85.83%	\$2,059,812	102.99%	\$2,100,000	91.07%
Miscellaneous Receipts	\$100,000	3.32%	\$54,542	54.54%	\$65,450	65.45%	\$55,000	2.39%
Rent	\$100,000	3.32%	\$24,865	24.87%	\$29,838	29.84%	\$23,000	1.00%
Other Revenue	\$95,000	3.15%	\$47,818	50.33%	\$57,382	60.40%	\$48,000	2.08%
Total Receipts/Revenues:	\$3,015,000	100.00%	\$1,931,617	64.07%	\$2,317,940	76.88%	\$2,306,000	100.00%
Total Available Funds	\$4,363,745		\$3,280,362		\$3,666,685		\$3,655,283	
All Expenditures:								
Salaries and Benefits	\$813,606	28.47%	\$572,492	70.36%	\$736,990	90.58%	\$919,105	39.86%
Other Personal Services	\$622,703	21.79%	\$417,872	67.11%	\$601,446	96.59%	\$713,371	30.94%
Expenses	\$844,954	29.57%	\$541,863	64.13%	\$850,236	100.63%	\$561,629	24.36%
Other Capital Outlay (OCO)	\$112,130	3.92%	\$30,204	26.94%	\$36,245	32.32%	\$35,775	1.55%
Transfers	\$464,216	16.24%	\$77,071	16.60%	\$92,485	19.92%	\$76,120	3.30%
Total All Expenditures:	\$2,857,609	100.00%	\$1,639,502	57.37%	\$2,317,402	81.10%	\$2,306,000	100.00%
Ending Cash Balance	\$1,506,136		\$1,640,860		\$1,349,283		\$1,349,283	

**The University of West Florida
Financial Aic
2005-2006 Estimated Budget**

	Adjusted Budget 2004-2005		Actual 4-30-05 2004-2005		Projected 6-30-05 2004-2005		Estimated Budget for 2005-2006	
	Amount	%	Amount	%	Amount	%	Amount	%
Beginning Cash Balance	\$1,885,361		\$1,885,361		\$1,885,361		\$2,297,453	
Receipts/Revenues:								
US Grants	\$32,149,258	89.81%	\$21,134,735	65.74%	\$25,361,682	78.89%	\$27,697,973	91.07%
Transfers	\$3,034,568	8.48%	\$0	0.00%	\$0	0.00%	\$0	0.00%
Miscellaneous Receipts	\$600,000	1.68%	\$1,634,545	272.42%	\$1,961,454	326.91%	\$2,071,260	6.81%
Other Revenue	\$15,000	0.04%	\$488,107	3254.05%	\$585,728	3904.85%	\$645,753	2.12%
Total Receipts/Revenues:	\$35,798,826	100.00%	\$23,257,387	64.97%	\$27,908,864	77.96%	\$30,414,986	100.00%
Total Available Funds	\$37,684,187		\$25,142,748		\$29,794,225		\$32,712,439	
All Expenditures:								
Expenses	\$33,777,052	94.85%	\$23,862,238	70.65%	\$28,634,686	84.78%	\$31,657,925	104.09%
Transfers	\$1,832,342	5.15%	(\$948,262)	-51.75%	(\$1,137,914)	-62.10%	(\$1,242,939)	-4.09%
Total All Expenditures:	\$35,609,394	100.00%	\$22,913,976	64.35%	\$27,496,772	77.22%	\$30,414,986	100.00%
Ending Cash Balance	\$2,074,793		\$2,228,772		\$2,297,453		\$2,297,453	

**The University of West Florida
Five Year Operating Expenditure Summary
2005-2006 Estimated Budget**

	Actual 2000-2001	Actual 2001-2002	Actual 2002-2003	Actual 2003-2004	Estimated 2004-2005
Educational and General	\$62,930,407	\$63,074,721	\$68,355,668	\$72,874,307	\$79,863,267
Auxiliaries Enterprises	\$12,874,381	\$10,923,455	\$12,468,632	\$12,104,258	\$14,775,109
Contracts and Grants	\$18,454,341	\$22,283,376	\$23,623,317	\$22,507,325	\$30,015,498
Student Activities	\$1,570,710	\$1,707,970	\$1,932,726	\$1,879,969	\$2,317,402
Intercollegiate Athletics	\$1,488,105	\$1,594,472	\$1,920,265	\$2,146,597	\$3,274,830
Campus Concession *	\$147,554	\$133,148	\$121,273	\$913,708	\$0
Financial Aid	\$26,451,813	\$24,008,152	\$25,173,683	\$34,484,980	\$27,496,772
Expenditures - All Funds	\$123,917,311	\$123,725,294	\$133,595,564	\$146,911,144	\$157,742,878

Notes:

Educational and General (E&G) expenditures include expenditures and encumbrances and does not include carry forward expenditures.

Non-E&G expenditures are cash basis expenditures.

Financial Aid includes Loan Fund, Scholarship Fund, and Direct Loan Fund.

* Campus Concession was moved to Auxiliaries Enterprises in 2004-2005.

Source - Exhibit B

Agenda Action Item 5

UWF Board of Trustees
Finance, Administration, and Audit Committee
June 16, 2005

Issue: FY2006/2007 – 2010/2011 Fixed Capital Outlay Plan

Proposed action: Approve

Background information:

Each year, the University is required to submit a Five-Year Fixed Capital Outlay plan to the Division of Colleges and Universities. The Plan was prepared by the Facilities Planning Committee and approved by the University Planning Council in April, 2005.

Funding for these projects is derived from the Public Education Capital Outlay (PECO) fund. The source of revenue is generated from taxes on utilities. Upon review, the Division of Colleges and Universities compiles the list of projects from each of the colleges and universities and submit each university's listing to the Governor and Legislature along with requests from community colleges and public schools. The Legislature determines which projects are funded. This process is pursuant to Florida Statutes, Sections 216.0158, 216.043, and 1013.64.

Supporting documentation: CIP-2, Project Summary Form

Prepared by: Dr. Cornelius Wooten (850) 474-2209 cwooten@uwf.edu
Dr. Jim Barnett (850) 474-2005 jbarnett@uwf.edu

UPC Recommended April 5, 2005
 FPC Recommended March 10, 2005
 University: University of West Florida

DIVISION OF COLLEGES AND UNIVERSITIES
 Five Year Capital Improvement Plan (CIP-2) and Legislative Budget Request
 Fiscal Year 2006-2011

3/1/2005

Priority No	Project	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	Total
1	Campus Infrastructure Renewal	4,500,000 (P,C)	4,750,000 (P,C)	5,000,000 (P,C)	5,250,000 (P,C)	5,500,000 (P,C)	25,000,000
2	Science and Technology, Phase I	16,469,532 (C,E)	4,211,654 (C,E)				20,681,186
3	Natatorium Rehabilitation and Remodeling		435,500 (P)	3,871,106 (C,E)			4,306,606
4	College of Business Classroom and Support Building		603,525 (P)	7,107,176 (C,E)			7,710,701
5	Fieldhouse Rehabilitation and Remodeling		479,287 (P)	5,090,244 (C,E)			5,569,531
6	Classroom and Teaching Lab Upgrades		757,520 (P)	6,756,225 (C,E)			7,513,745
7	CFPA, Building 82, Acoustical and Lighting Corrections			2,724,008 (P,C,E)			2,724,008
8	Classroom and Office Building, College of Professional Studies			938,720 (P)	10,707,126 (C,E)		11,645,846
9	University Honors Living/Teaching Complex			589,037 (P)	4,848,275 (C,E)		5,437,312
10	Campus Security Facility			304,894 (P)	2,863,771 (C,E)		3,168,665
11	Archaeological Conservatory Auditorium				1,055,589 (P,C,E)		1,055,589
12	Downtown Classroom Facilities				341,539 (P)	3,060,708 (C,E)	3,402,247
13	New Administration Building for Administrative Financial Services; Business and Auxiliary Services Internal Auditing, Human Resources				517,972 (P)	4,933,242 (C,E)	5,451,214
14	Roadway Extension/Bridge to West Campus Tie-in to Escambia County Road Improvements				1,199,991 (P)	8,429,633 (C)	9,629,624
Sub-Total PECO		20,969,532	11,237,486	32,381,410	26,784,263	21,923,583	113,296,274
OWCC-UWF Joint Center, FWB Expansion SEPARATE SUS LISTING (50% SUS, 50% OWCC)		376,638 (P)	3,188,247 (C,E)				3,564,885
Total PECO		21,346,170	14,425,733	32,381,410	26,784,263	21,923,583	116,861,159

DIVISION OF COLLEGES AND UNIVERSITIES
Five Year Capital Improvement Plan (CIP-2) and Legislative Budget Request
Fiscal Year 2006-2011

University: University of West Florida

Facilities Challenge Matching Grant Projects

Priority	Project	2004-2005	2005-2006	2006-2007	2007-08	2008-09	Total
No							
	<u>PECO Portion</u>						
	None						

Agenda Action Item 6

UWF Board of Trustees
Finance, Administration & Audit Committee
June 16, 2005

Issue: Amendment of rule 6C6-4.008 Tuition Rates Fees, Fines and Penalties

Proposed action:

Approve proposed **Rule 6C6-4.008 Tuition Rates, Fees, Fines and Penalties**

- a. as an emergency rule, and
 - b. as a permanent rule.
-

Background information:

Proposed Rule 6C6-4.008 Tuition Rates, Fees, Fines and Penalties. Proposed revisions to the rules are necessary in order:

1. to change the tuition and out-of-state fees in accordance with 2005 legislation*.
 2. to reflect a proportional increase in the financial aid fee based on the tuition and out-of-state fee increases (the UWF BOT is authorized to charge an amount not to exceed 5% of the tuition and out-of-state fee. These increases would reflect a desire to continue to exercise such authority to the maximum permitted.)
 3. to update the rule to reflect increases in the Activity and Service Fee, and Athletic Fee; such increases were approved by the UWF BOT at its February 25, 2005 meeting. Athletic Fee per SCH- \$.29 increase, and Activity and Service Fee per SCH- \$.90 increase
 4. to reflect the increase in the Third Time Repeat fee; this figure is calculated and provided to universities by Tallahassee on an annual basis.
 5. Transportation Fee per SCH (as reflected in parking brochure) increase of \$.51 per SCH.
 6. Increase charge for transcripts to \$10.00.
 7. Increase Late Payment Fee to \$100.00.
 8. Delete the credit card convenience fee.
 9. to delete references to the parking brochure, as the brochure is now incorporated by reference into the Parking rule.
-

Supporting documentation: to follow

Prepared by: Gina DeIulio (850) 474 3420 rdeiulio@uwf.edu

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

Beginning Fall 2004, the matriculation fees plus differential cost or out-of-state fee for non-resident students (“Tuition”) at the University shall be as follows:

Undergraduate Level Coursework:

Undergraduate Resident Matriculation fee per Student Credit Hour (SCH)	\$68.17	<u>\$71.57</u>
Undergraduate Non- Resident or Qualified Alabama Resident Matriculation fee per SCH	\$68.17	<u>\$71.57</u>
Undergraduate Alabama Differential out-of-state fee per SCH	\$20.00	
Undergraduate out-of-state fee per SCH	\$397.03	

Graduate Level Coursework:

Graduate Matriculation fee per SCH	\$191.95
Graduate Alabama Differential out-of-state fee per SCH	\$20.00
Graduate out-of-state fee per SCH	\$609.94

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

Mandatory Fees:

Student Financial Aid Fee		
Undergraduate Resident per SCH	\$3.40	<u>\$3.57</u>
Undergraduate Non-resident per SCH	\$23.25	<u>\$23.43</u>
Undergraduate Qualified Alabama resident per SCH	\$4.56	<u>\$4.57</u>
Graduate Resident per SCH	\$9.59	
Graduate Non-resident per SCH	\$40.09	
Graduate Qualified Alabama resident per SCH	\$10.59	
Capital Improvement Trust Fund Fee per SCH	\$2.44	
Building Fee per SCH	\$2.32	
Health Fee per SCH	\$3.19	
Athletic Fee per SCH	\$12.05	<u>\$12.34</u>
Activity and Service Fee per SCH	\$8.75	<u>\$ 9.65</u>
Third Time Repeat Fee (in addition to matriculation fee) per SCH	\$169.12	<u>\$170.22</u>
Transportation Fee per SCH	\$1.00	<u>\$1.51</u>

Optional Fees:

Off-Campus Fee		Based on additional costs
Non-Refundable Application Fee		\$30.00
Admissions Deposit Fee		\$200.00
Orientation Fee		\$35.00
Identification Card (Nautilus Card)		
New Card-Initial Cost		\$10.00
Replacement Card		\$15.00
Fee for Transcripts		\$5.00 <u>\$10.00</u>
Fee for Diploma Replacement		\$10.00
Registration Fee for a Zero-Hours Course		
Undergraduate	same as cost to take 1 credit hour	
Graduate	same as cost to take 1 credit hour	
Returned Check Fee for Unpaid Checks (NSF)		
\$0.00 – \$50.00		\$25.00
\$50.01 – \$300.00		\$30.00
\$300.01 and up	greater of 5% or	\$40.00
Late Payment Fee		\$50.00 <u>\$100.00</u>
Late Registration or Reinstatement Fee		\$50.00
Fee for Collection of Overdue Accounts		
Late Charge		6.00%
Collection Charge		4.00%
Collection Agency		25.00%
Credit Card Convenience Fee when paying on line or via telephone		cost
Service Charge for Payment of Tuition in Installments		\$15.00
Fingerprinting		cost

Intern Photo (including Sales Tax)	\$5.00
CEU Certificates	\$3.00
Testing	cost
Materials and Supplies Fee	varies
Student Parking Permits	
Annual	\$20.00
Semester	\$12.00
Fines and Penalties	
Library	varies
Traffic	varies

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

Specific Authority 1001.74(4), (11), 1006.66(2) FS. Law Implemented ~~2004-05~~ 2005-06 General Appropriations Act, 1001.74(24), 1001.75(11), (35), 1006.66, 1009.24, 1009.285 FS. History—New 5-18-03, Amended 8-18-03, 8-10-04, _____.

UWF Board of Trustees
Finance, Administration & Audit Committee
June 16, 2005

Issue: Revision of Parking and Traffic Control Rule and incorporated brochure.

Proposed action: Approve revision to rule and revisions to incorporated brochure.

Background information:

MAJOR CHANGES TO THE 2005 PARKING REGULATIONS BROCHURE:

1. References to building 90 are changed to building 95.
2. All references to painted curbs have been removed and replaced with posted signage.
3. A section stating that a ten (\$10) dollar fine will be added to tickets not paid within ten (10) days of a final decision by the Appeals Board has been added.
4. The fees have been increased in accordance with the increases approved by this Board at the February 25, 2005 meeting.
5. The term “permit” has been used in place of the terms: “decal” and “hangtag”.
6. We are switching from a number based system of designating parking lots to an alpha based system and in many instances the new regulations reflect that change.
7. Changed the parking permit fee charged faculty to be equal to that charged the other employees.

Supporting documentation: Rule 6C6-5.001; text of brochure in red-lined format

Prepared by: Regina DeIulio, General Counsel (850) 474 3420 rdeiulio@uwf.edu

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● PARKING

• REGULATIONS

Effective July 1, 2004

Effective July 1, 2005

The University of West Florida strives to provide a safe environment for employees, students and visitors and to provide facilities required for personal safety and health. If you have any questions, please contact Parking Services, Bldg. 90 95, or the University Police, Bldg. 19.

VISITOR PARKING: Visitors may pick up parking permits free of charge at the Welcome Center, University Police, or Parking Services. Failure to obtain a permit may result in a citation being issued to a visitor's vehicle. Visitors may have their citation for failure to register vehicle or parking in a restricted area cleared by bringing the ticket to Parking Services, Bldg. 90 95, by the end of the day the citation was issued.

Parking a motor vehicle on the UWF campus is a privilege that may be granted and revoked by the University. The university is authorized, and reserves the right, to regulate the use of any and all of its vehicle parking facilities for the exclusive use of designated groups or individuals.

Additional copies of these regulations may be obtained from Parking Services, Bldg. 90 95, or from University Police, Bldg. 19, which is open 24 hours. The text of these regulations is on the Web page at uwf.edu/parking/regulations.pdf. This brochure is incorporated into Rule 6C6-5.001 by reference.

Parking rules and regulations are enforced 24-hours a day unless otherwise noted in this brochure.

REGISTRATION

Automobiles and other mechanical conveyances used on campus by university employees, students and contracted employees (including part-time students and OPS employees) must be registered with Parking Services the first day the vehicle is on campus. ~~Permits Decals and hang tags~~ or temporary permits must be immediately placed on the vehicle according to the instructions on the back of the permit. Purchasing a permit parking decal or hang tag does not guarantee a parking space. Vehicles may be parked only in areas designated by the color of the permit issued decal or hang tag. Vehicle registration expiration dates appear on each issued permit, decal or hang tag. Expired decals must be removed from the vehicle. Only one decal is permitted per vehicle.

Registration Regulations

The following rules apply:

1. It is the responsibility of all UWF employees and students, to know UWF parking regulations. By purchasing a permit decal or hang tag you are agreeing to abide by and follow all rules and regulations contained in this brochure and in rule 6C6-5.001.
2. If you are temporarily driving a vehicle other than your own, you must obtain a temporary parking permit at the University Police, Bldg. 19 (open 24 hours), or at the Welcome Center, Bldg. 81, or Parking Services, Bldg. ~~90~~ 95 prior to parking on campus. A temporary permit valid for up to two weeks will be issued free of charge.
3. Owners of permits decals or hang tags registered with the university will be held responsible for violations that are committed by other persons operating the vehicle with said permit.
4. Handicap permits are available through the state of Florida's local tag office in accordance with Florida state statute, Chapter 316.1964. State-acceptable handicap placards must be displayed on vehicles parked in the university handicap parking areas. Persons with valid handicap placards are not required to purchase a UWF parking permit.
5. Any university employee, student or contracted employee who has a delinquent parking citation will not be allowed to renew their permit decal until all fines are paid.
6. Replacement permits decals are issued for a fee in the following cases:
 - a) when a registered automobile is no longer being used on campus and/or is replaced by a different automobile (proof of prior decal must be furnished);
 - b) when the permit decal or hang tag of a registered vehicle is lost, stolen or defaced (a complaint must be filed with the police), and proof of prior registration can be furnished.
7. Students enrolled at off-campus educational centers need to obtain parking permits if their vehicle is driven or parked on the UWF main campus. One-day permits can be obtained from the Welcome Center or Parking Services, Bldg. ~~90~~ 95 at no cost to the individual. If any course work is to be completed on the Pensacola campus, the appropriate permit decal fee schedule will apply.
8. Off-campus traffic rules and parking regulations for the Fort Walton Beach Campus are available at the Fort Walton Beach Campus cashier's office. Students attending classes at Eglin AFB should contact the UWF Eglin Center Administration Office, Bldg. 251, for parking information. OWC/UWF parking decals are invalid on the UWF Pensacola campus.
9. Retired UWF employees with at least 10 years of service in the State University System, who are no longer employed at the university, will be provided one free decal upon written request to the vice president for Administrative Affairs.
10. ~~University employees who are assigned to work at off-campus locations will be issued free decals for the off-campus locations upon written request from the department head.~~ University employees who are assigned to work at off-campus locations must purchase a Parking Permit if they park their vehicles on campus. However, should cases exist where the off campus employees must purchase a decal for parking at the off campus location the permit for UWF can be waived upon written request by their department head.
11. Students whose family members are university employees and who have their own vehicle must still obtain a student decal.

12. VISITOR PARKING PERMITS: Visitors are allowed to use metered parking spaces and designated visitor parking spaces or areas. Permits can be obtained at Parking Services in Bldg. 90 95, the Welcome Center and Campus Police in Bldg. 19.
13. Active Alumni Association member decals are acceptable in lieu of visitor passes. All parking regulations will apply. Expired UWF decals must be removed.
14. Current employees and students are not eligible for visitor passes and are not entitled to park in visitor parking areas as a result of membership in the Alumni Association.

PERMITS DECALS AND HANG TAGS AND

TEMPORARY PERMITS

Permits ~~Decals or hang tags~~ may be purchased at the UWF Cashier's Office, Bldg. 20E. They may also be purchased on-line by going to <http://nautical.uwf.edu/Compass>. They are issued for an academic year or semester, and only hang tags are transferable to another vehicle. When driving a different vehicle on campus your hang tag must be displayed. Decals must be affixed to the vehicle for which it was registered. No permit is transferable to another individual. Lost or stolen hang tags or decals must be reported to the University Police before a replacement can be purchased. Hang tags must be hung from rearview mirror so that they are visible. Placing decal on dash or console will be considered improper display.

Temporary permits are issued at the University Police, Bldg. 19 South (open 24 hours); the Welcome Center, Bldg. 81, or Parking Services, Bldg. 90 95 for special circumstances such as daily visitors, vendors, business consultants, borrowed vehicles, temporary and volunteer workers and special user needs.

Special instructions will be given for other conveyances and for situations in which the designated location is inappropriate. Registrations are invalid when decals are not affixed permanently in the designated place and upright, or if registration form is not signed and complete.

Resident Decals

Residence/housing permits ~~decals~~ are obtained through the University Cashier's Office. Residence/housing students are required to display the UWF resident permit decal. Upon sale or disposal of a registered vehicle, the permit decal must be destroyed. Residence/housing students are restricted to parking in blue, red or orange lots designated by posted signage based on their permit decal color 24 hours a day, 7 days a week ~~with the following exceptions: such vehicles and~~ may also park in other designated signed lots. ~~Lots 10 #B (water tower); 23, 25 and 31 J, L and M (Center for Fine and Performing Arts); 73, 75 and 77 DD, CC and EE (College of Education); and 96, 98 SP1, SP2 (sports complex).~~ **Resident students moving from their dorm must purchase the appropriate permit decal and return the old permit**

deal to cashier.

IMMOBILIZATION

Persons with six (6) or more unpaid parking citations or with a vehicle parked in a 24-hour reserved space are subject to vehicle immobilization and an administrative fee of \$25. (See Payment of Fines section.) Arrangements must be made within 24 hours to pay fines and/or have the immobilization boot removed or the vehicle is subject to towing. The owner is responsible for the towing fee and administrative fee. Vehicles parked in a permit-designated 24-hour reserved space are subject to immediate immobilization and/or towing.

PARKING SERVICES APPEALS

PROCEDURE

Appeals of any citations issued for parking or registration violations will be conducted on two progressive levels.

Forms are available for the first level of appeal at the University Police Department and Parking Services, Bldg. 95. On-line appeal is available on the Parking Services Web page <http://uwf.edu/parking/appeal.cfm>. Appeals must be filed within seven calendar days of issuance of the citation. The purpose of the Level 1 parking review process is to allow correction of any obvious issuance errors. Decisions by Parking Services will be posted in Bldgs. 19, ~~90~~ 95, in the Student Government Office in Bldg. 22 and on the university Web page at <http://uwf.edu/parking/appealresults.cfm>. Fees for parking citations upheld by the Appeals Board must be paid within 10 business days (M-F). After 10 business days, an additional ten (\$10) dollar penalty will be applied to the initial fee.

The second level of appeal is through the Parking Violation Appeal Board (PVAB) which rules on all parking citations upheld by Parking Services. Decisions by Parking Services to uphold parking citations will automatically be forwarded to the Parking Violations Appeal Board. The date, time and location of the next Parking Violations Appeal Board will be displayed on a list posted at Bldg. 19, University Police; Building 22, Student Government Office and Bldg. ~~90~~ 95, Parking Services. Violators will be afforded an opportunity to appear before the board to present their appeal in person, if so desired; otherwise, all appeals will be heard in absentia. A citation submitted for appeal will be heard only once by the board. Decisions of the board will be posted in Bldg. 19, University Police; in Bldg. 22, SGA; Parking Services, Bldg. ~~90~~ 95; and on the Parking Services Web page: <http://uwf.edu/parking/appealresults.cfm>. Personal notification of your results will be sent if an e-mail or mailing address is added to appeal form.

PAYMENT OF FINES

Violators of parking regulations are subject to citations resulting in assessment of

fines.

Traffic Laws and Parking Enforcement

Traffic Citations

All state traffic statutes are enforced by the University Police Department. Traffic citations issued by university police officers for violations occurring on campus are answerable to the County Traffic Court of Escambia County, Florida. Fines for State Uniform Traffic Citations are established by the state of Florida and are payable through the appropriate court of jurisdiction.

Parking Citations

Any person receiving University of West Florida parking citations for violations on campus will pay the fine at the Cashier's Office or appeal according to procedures described in this brochure. Parking fines paid at the university will be collected and receipted by the cashier. Fines must be paid within 10 business days after final adjudication by the appeals board. Fines not paid within 10 days will be subject to an additional ten (\$10) dollar fine. Monies collected from parking assessments and infraction fines shall be used to fund operating costs of the parking program at the university and provide for preventive and routine maintenance of lots, walkways and roadways on campus.

Persons with delinquent UWF parking violation fines may have their privilege of operating a motor vehicle on campus revoked and/or may have their vehicle towed and impounded at their expense. No person who is delinquent in the payment of a parking violation fee will be permitted to register at a state university, be granted a degree or be furnished an academic transcript during such delinquency.

PARKING REGULATIONS

- a. Vehicles that create a hazard or constitute a nuisance will be towed away immediately at the owner's expense.
- b. Parking on grass, sidewalks, crosswalks, streets, curbs or unimproved areas is prohibited. Special loading or unloading requirements will be met upon request to the University Police. Prior approval must be received by calling ext. 2415.
- c. Motor vehicles must park within one parking space only.
- d. Restricted parking spaces. Spaces, lots and other specified areas are designated by posted signage or paint are restricted 24 hours a day, 7 days a week. These spaces include, but are not limited to, the following: Residence/Housing Parking, Special Permit Only, State Vehicle, Loading Zone, Visitor, Police and Service Vehicle Parking.
- e. Resident student parking only. Resident areas are marked by posted signage with colors that correspond to the permit color. Blue ~~curb~~ areas (Pace and Argo Hall), red ~~curb~~ areas (Martin Hall) and orange ~~curbs~~ areas (south dorm) spaces are reserved 24 hours a day, 7 days a week.
- f. NONRESIDENT/COMMUTER STUDENTS must park in spaces designated by posted signage. Open parking is 3 p.m. 4:30 p.m. to 7 a.m., except in restricted spaces. Metered parking is free from 4:30 p.m. until 7:30 7:00 a.m. Parking permits are required at all times.

- g. Handicapped decals. Holders of handicapped decals may park in all unrestricted areas if reserved handicapped spaces are not available.
- h. Faculty and staff spaces and lots are reserved from 7:00 a.m. to 4:30 p.m. ~~7:30 a.m. to 3 p.m.~~ except in cases where posted signage indicates that the space is reserved 24 hours a day.
- i. Blue and gold (administrative) park according to the instructions on the decal and hang tag issued.
- j. Lack of a parking space will not be considered a valid excuse for violation of parking regulations.
- k. **OVERFLOW PARKING does not apply to resident students.**
Faculty and staff unable to locate parking in a designated faculty and staff lot may overflow in designated signed lots. Overflow parking is limited to these lots.
 Individuals who violate or abuse the overflow parking privilege may be issued citations for parking in a reserved/restricted area.
- l. Parking overtime in areas with specified time limits or at an expired meter is prohibited (except as otherwise noted in this brochure).
- m. Loading Zones. Parking regulations in Loading Zones will be enforced at all times. The period of use will be restricted to 30 minutes. Prior permission from Parking Services or University Police is required.
- n. Liability. Any vehicle parked on campus will be parked at the risk of the owner. The university does not assume liability for vehicles or items left in the vehicles.
- o. Overnight parking of any vehicle, including motor homes, other than those with resident decals or hang tags, is not allowed. Residing or sleeping in vehicles parked on campus is not allowed.
- p. **METERED/SPECIAL PARKING (Lot H)** is available, unless otherwise reserved, to all university employees and students for limited intervals upon payment of a specified fee on the parking meter. Meters accept up to 30 cents for 30-minute parking only.
Metered parking is free between the hours of 4:30 p.m. to 7:30 7:00 a.m., or on weekends and holidays. However, parking permits are required.
- q. **MOTORCYCLES** park in designated motorcycle spaces only. This is a 24-hour restriction.
- r. Drivers must obey traffic control signs.

Vehicle Registration Fines

- A. Failure to register vehicle or no decal or hang tag _____ \$20
- B. Registration obtained through falsehood, misrepresentation, or incomplete information on the vehicle registration form _____ \$100
- C. **Failure to attach or display decal or hang tag in accordance with instructions.** This includes improper display such as affixing decal to a location other than specified in the instructions and affixing decal upside-down _____ \$15
- D. Attaching decal to a vehicle other than for which it was registered _____ \$15
- E. Altering or defacing a decal or permit _____ \$25
- F. **Display of an expired decal or hang tag** _____ \$20

- G. Taping or temporarily affixing** decal or permit to vehicle unless otherwise directed by Parking Service___ \$15

Schedule of Parking and Traffic Fines

Unless stated otherwise in applicable laws of the State of Florida or the municipal code of the City of Pensacola or in ordinance established by Escambia County, a person who violates the provisions of these regulations shall be subject to payment of the following charges:

- A. Overtime parking _____ \$10
- B. Parking in restricted or reserved area _____ \$25
- C. Parking over the line _____ \$15
- D. Parking or driving on the grass or sidewalks _____ \$25
- E. Parking obstructing traffic _____ \$25
- F. Parking in service area _____ \$25
- G. Parking in No-Parking zone _____ \$25
- H. Parking while suspended _____ \$50
- I. Parking in handicap illegally _____ \$100
- J. Parking in fire lane _____ \$100
- K. Blocking handicap ramp _____ \$100
- L. Driving in unauthorized areas _____ \$25
- M. Bicycle parked or ridden in unauthorized area \$15

DECAL OR HANG TAG		ANNUAL		SEMESTER	
Classification	Color	First Vehicle	Each Addl. Vehicle		
Reserved Executive	Purple	84.00			
Administrative	Blue & Gold	55.00 84.00	30.00 40.00	35.00 47.00	
Faculty	Yellow	45.00 44.00	25.00 22.00	29.50 22.00	
Staff	Green Yellow	35.00 44.00	20.00 22.00	23.00 22.00	
Resident Student	Blue/Orange/Red	20.00 30.00	10.00 15.00	12.00 15.00	
Commuter Student	White	20.00 30.00	10.00 15.00	12.00 15.00	
Motorcycles		10.00 15.00	N/A	N/A	
Metered	(\$25) (\$30)				
Visitor (free)					

Replacement Decals – \$2.50

Replacement Hang Tags – \$10.00

Replace Hang Tag with Decal – \$2.50, not transferable, and each additional car must be registered and decal purchased.

Trolley Shuttle Service

Trolleys provide a valuable and convenient alternative to finding parking, particularly when faculty, staff and nonresident student lots are congested. Convenient pickup and drop-off service is available at numerous sites around campus. Transportation fee for students is \$1. \$1.51 per semester hour. The transportation fee for employees is \$5.48 per year. These fees are separate and apart from the parking permit fees.

Inter- and Intra-campus Transportation

UWF provides trolley routes to meet most transportation needs of students, faculty and staff. Approximately 65,200 riders used trolleys in 2004.

Trolley routes are shown in color.

Action Agenda Item 8

UWF Board of Trustees Meeting
Finance, Administration & Committee
June 16, 2005

Issue: 04-05 UWF Florida Educational Equity Act Update

Proposed action: Review and Approve

Background information: Beginning in 2003-2004, the Florida Educational Equity reporting combined requirements of the Florida Educational Equity Act, Equity Accountability Plan and Gender Equity in Athletics. The 2004-2005 draft report was submitted to the DOE on April 30, 2005, the final report with signatures and BOT approval is due on June 30, 2005.

Supporting documentation: Florida Educational Equity Act, Equity Accountability Plan and Gender Equity in Athletics

Prepared by: Carol Hawthorne (850)474-2205, chawthor@uwf.edu
Sherell Hendrickson (850)474-2205

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

FLORIDA EDUCATIONAL EQUITY ACT UPDATE 2004-2005

The University of West Florida

(UNIVERSITY)

Reviewed by: _____

President: _____
Signature **Date**

Chair, University Board of Trustees: _____
Signature

Campus Equal Opportunity Officer: **Sherell Hendrickson**

Local Phone: **850 – 474-2694**

Suncom: - **680-2694** **Fax:** **680-6030**

E-Mail Address: **shendric@uwf.edu**

PART I
SUBMISSION OF POLICIES AND PROCEDURAL REQUIREMENTS

No change. EO policies may be found at <http://www.uwf.edu/ohr/>.

PART II
INCOMPLETE ITEMS OR PENDING ACTION

None.

PART III – PROGRAM ANALYSIS – GRADUATE STUDENTS

University: University of West Florida

Part III

A. Graduate Enrollment Rates

	Black	Hispanic	White	Other Minority	Total	Gap B-W	Gap H-W	Gap OM-W	Male	Female	Resident Alien & Unknown	Grand Total
Fall 2003	130.0	35.0	969.0	45.0	1179.0	-839.0	-934.0	-924.0	419	815	55	1234.0
Fall 2004	127.0	36.0	979.0	50.0	1192.0	-852.0	-943.0	-929.0	422	833	63	1255.0
Change	-3.0	1.0	10.0	5.0	13.0	-13.0	-9.0	-5.0	3.0	18.0		
% increase	-2.3%	2.9%	1.0%	11.1%	1.1%	1.5%	1.0%	0.5%	0.7%	2.2%		

B. Graduate Completion Rates

	Black	Hispanic	White	Other Minority	Total	Gap B-W	Gap H-W	Gap OM-W	Male	Female		
2002-03	49.0	22.0	335.0	17.0	423.0	-286.0	-313.0	-318.0	156	297	30	453.0
2003-04	33.0	15.0	308.0	19.0	375.0	-275.0	-293.0	-289.0	145	244	14	389.0
Change	-16.0	-7.0	-27.0	2.0	-48.0	11.0	20.0	29.0	-11.0	-53.0		
% increase	-32.7%	-31.8%	-8.1%	11.8%	-11.3%	-3.8%	-6.4%	-9.1%	-7.1%	-17.8%		

PART IV – PROGRAM ANALYSIS UNDERGRADUATE STUDENTS

A. Undergraduate Students Enrollment Rates (FTICs)

	Black	Hispanic	White	Other Minority	Total	Gap B-W	Gap H-W	Gap OM-W	Male	Female		
Fall 2003	71.0	51.0	750.0	45.0	917.0	-679.0	-699.0	-705.0	403	548	34	951.0
Fall 2004	75.0	48.0	755.0	58.0	936.0	-680.0	-707.0	-697.0	425	537	26	962.0
Change	4.0	-3.0	5.0	13.0	19.0	-1.0	-8.0	8.0	22.0	-11.0		
% increase	5.6%	-5.9%	0.7%	28.9%	2.1%	0.1%	1.1%	-1.1%	5.5%	-2.0%		

B. Undergraduate Students Retention Rates

	Black	Hispanic	White	Other Minority	Total	Gap B-W	Gap H-W	Gap OM-W	Male	Female		
FTIC Fall '02	80.0	50.0	724.0	48.0	902.0	-644.0	-674.0	-676.0	376	543	17	919.0
Retained 2003-04	65.0	35.0	528.0	34.0	662.0	-463.0	-493.0	-494.0	267	407	12	674.0
Not Retained	15.0	15.0	196.0	14.0	240.0				109.0	136.0	5.0	245.0
% Retained	81.3%	70.0%	72.9%	70.8%	73.4%				71.0%	75.0%	70.6%	73.3%

C. Undergraduate Students Graduation Rates

	Black	Hispanic	White	Other Minority	Total	Gap B-W	Gap H-W	Gap OM-W	Male	Female		
2002-03	117.0	45.0	1244.0	78.0	1484.0	-1127.0	-1199.0	-1166.0	574	929	19	1503.0
2003-04	122.0	49.0	1207.0	94.0	1472.0	-1085.0	-1158.0	-1113.0	560	939	27	1499.0
Change	5.0	4.0	-37.0	16.0	-12.0	42.0	41.0	53.0	-14.0	10.0		
% increase	4.3%	8.9%	-3.0%	20.5%	-0.8%	-3.7%	-3.4%	-4.5%	-2.4%	1.1%		

Other Minority = Asian & Native American

PART III A. STRATEGIES TO INCREASE GRADUATE ENROLLMENT RATES

STRATEGIC ACTION PLAN.	
Identification of underrepresented group(s)	UWF is committed to increasing the percentage of graduate students for each minority group.
Methods & Strategies to increase the number of underrepresented groups	Continued efforts to respond to community groups including church congregations, local business, and other organizations serving minority populations. Faculty to faculty articulation meetings. Visitations to area military bases. Focus on International House programs. Mentoring of minority Jr. and Sr. level students to encourage graduate degrees.
Projected Goals for 04-05 in %	While UWF is committed to increasing the percentage of graduate students for each minority group, Blacks and Hispanics will be targeted. Goals include raising Hispanics - 2% and Blacks - 2%
Contact Person	Department Chairs, Deans, Faculty, Dr. Peter Metarko, Associate VP, Enrollment Svc.

PART III B. STRATEGIES TO INCREASE GRADUATE COMPLETION RATES

STRATEGIC ACTION PLAN.	
Identification of underrepresented group(s)	All racial groups, except the Other Minority group experienced a decrease in graduation rates, with Blacks experiencing the biggest percentage decline. UWF will target graduate completion rates for all students.
Methods & Strategies to increase the number of underperesented groups	Continue current recruitment and retention activities and research new methods for increasing graduate rates for all students. Encourage mentoring of all students to ensure increased graduation levels.
Projected Goals for 04-05 in %	Increase graduation rates for Blacks and Hispanics by 4%.
Contact Person	Department Chairs, Deans, Faculty, Dr. Peter Metarko, Associate VP, Enrollment Svc.

**PART IV A. STRATEGIES TO INCREASE FTIC STUDENT ENROLLMENT RATES
(among underrepresented groups only)**

STRATEGIC ACTION PLAN.	
Identification of Under-represented Group(s)	UWF is committed to increasing the percentage of FTIC students for each minority group.
Methods & Strategies to increase the number of under-presented groups	Continue and enhance current recruiting activities. Increase targeted travel to high schools and college fairs. Extensive outreach to foster college aspirations among local middle school students by bringing them to campus for programs, tours, and performances. Continued efforts to respond to community groups for information and presentations, including church congregations and local organizations. Encourage membership of professional staff in organizations such as 100 Black men and women to serve as community mentors and informational resources. Continued year round collaboration with College Reach Out Programs. Other strategies as described in Part VI.
Projected Goals for 04-05 in %	Increase Black enrollment by 2%. Increase Hispanic enrollment by 1%.
Contact Person	Admissions Office, Deans, Department Chairs, Dr. Peter Metarko, Associate VP, Enrollment Svc.

**PART IV B: STRATEGIES TO ENSURE INCREASED RETENTION RATES
(among underrepresented groups only)**

STRATEGIC ACTION PLAN.	
Identification of underrepresented group(s)	Retention rates at UWF declined for all racial groups. UWF will research and institute programs to increase retention of all undergraduate students; however, Hispanic and Other Minority students will be targeted.
Methods & Strategies to increase the number of underrepresented groups	Continue current retention activities. Encourage faculty to student mentoring programs. Encourage usage of the Student Success Learning Center. Encourage usage of the UWF Mentoring program.
Projected Goals for 04-05 in %	Increase Hispanic and Other Minority retention rates by 2%.
Contact Person (s)	Deans, departments, Student Affairs, Service areas, Dr. Peter Metarko, Associate VP, Enrollment Svc.

**PART IVC. STRATEGIES TO ENSURE INCREASED GRADUATION RATES
(among underrepresented groups only)**

STRATEGIC ACTION PLAN.	
Identification of underrepresented group(s)	Graduation rates for Black, Hispanic, and Other Minority students rose significantly, while graduation rates for White students declined 3%. All students will be targeted for strategies designed to improve graduation rates.
Methods & Strategies to increase underrepresented groups	Continue current retention activities and enhance with new activities and events from academic departments and Student Affairs and Service areas. Encourage faculty to student mentoring programs. Encourage usage of the Student Success Learning Center. Encourage usage of the UWF Mentoring Program.
Projected Goals for 04-05 in %	N/A.
Contact Person	Deans, Departments, Student Affairs and Service Areas, Dr. Peter Metarko, Associate VP, Enrollment Svc.

Institution: The University of West Florida

PART V - ISSUES IN ATHLETICS

1. Diversity in Athletic Program Administration and Leadership

This section is designed to compile information and data related to diversity among individuals currently employed as **full-time** athletic directors and full-time coaches. Please provide below the breakout of current employees in these job categories by race/ethnicity and gender.

Target Employees	Total # Full-Time Employees	# White	# Black	# Hispanic	# Asian	# Other	Male	Female
*Directors	3	3					2	1
<u>Coaches:</u> Women's Sports	6	6					2	4
Men's Sports	7	7					7	
Total	16	16					11	5
Percentage Fall 2004	100%	100%					69%	31%

***Includes Associate and Assistant Directors.** Please note: Each university should include a statement to explain variations in numerical counts for full-time and half-time coaches.

PART V - ISSUES IN ATHLETICS

2. This section is designed to compile information and data related to diversity among individuals currently employed as ***part-time** athletic directors and coaches. Please provide below the breakout of current employees in these job categories by race/ethnicity and gender.

Target Employees	Total # Part-Time Employees	# White	# Black	# Hispanic	# Asian	# Other	# Male	# Female
Directors	1	1						1
Coaches: Women's Sports	8	8					3	5
Men's Sports	6	5	1				6	
Total	15	14	1				9	6
Percent	100%	93%	7%				60%	40%

Institution: The University of West Florida

PART V - ISSUES IN ATHLETICS
Diversity in Athletic Program Administration and Leadership (Continued)

3. Employment Strategies

- a. List below strategies to develop and prepare women and racial minorities for promotional opportunities leading to employment as athletic directors and coaches:**

The athletic department sends job notices to all minority universities and women's universities for all jobs that are open. We advertise on the Black Coaches Association website and we publish job notices in the other minority education based journals.

- b. Describe the search process for hiring full-time coaches:**

Advertise for 30 days in the NCAA News and NCAA Website. Send notices to minority and women's colleges and advertise on minority websites and publications. A diverse search committee is formed with minority and female representation required. The search committee narrows the applicant pool down to 3-5 candidates to bring in for interviews. The search committee interviews the final candidates and forwards to the athletic director the strengths and weaknesses of the candidates. The athletic director then selects the candidate to be offered the job.

- c. Where search committees are utilized in the selection and hiring of full-time coaches, what steps are taken to ensure diversity on the search/selection committee(s)?**

Committees are required to have at least 1 female and 1 minority member. In the case of women's sports positions, the majority of the committee is usually female. Human Resources must certify the diversity of the applicant pool before the interviews begin.

- d. What efforts are made to encourage part-time coaches to apply for vacant positions as full-time athletic directors and coaches?**

Part-time coaches are mentored by full-time coaches and encouraged to apply for open full-time positions.

- e. Specify media, including publications, agencies, organizations and networks utilized to identify qualified applicants as coaches and athletic directors:**

NCAA News, NCAA Website, Black Coaches Association Website, Chronicle of Higher Education, Minority Institutions, Predominantly Female Institutions.

- f. Describe modifications the institution will make to ensure greater diversity among individuals hired as athletics directors and full-time coaches.**

Potentially higher salary if needed for recruitment. If the candidate is qualified, consider the candidate for an interview if minority candidate is outside the top 3-5 planned for interview.

Part V
University of West Florida
Intercollegiate Athletics
Gender Equity Report

The University of West Florida is passionate about their commitment towards gender equity and the ongoing process of compliance with Title IX. The administration, coaches and student-athletes have collectively supported gender equity requirements in the past, and look forward to continuing their allegiance to these trends in the future.

The UWF Title IX Committee has been in operation since 1992 and consists of volunteer faculty, staff and students. The co-chairs of the committee report directly to the athletic director and the Intercollegiate Athletic Advisory Committee. The Title IX Committee makes recommendations to the Intercollegiate Athletic Advisory Committee, which, in turn, oversees the operation of the Athletic Department. The Title IX Committee as it currently exists has set up the following mission statement.

“The challenge at our institution is to examine all phases of the Department of Athletics, Recreation and Intramurals with regard to gender equity and develop a plan in which overall benefits, resources, opportunities and participation available to both men and women student-athletes are proportional to the gender demographics of the full-time undergraduate student enrollment.”

The University of West Florida’s overall goals for gender equity in the intercollegiate athletics program address the three broad areas: 1) to fully and effectively accommodate the needs and interest of the underrepresented sex, 2) to assess athletic financial assistance and facilities as they relate to Title IX, and 3) other program areas (including the laundry list).

In 2000, a six-year strategic plan for compliance with Title IX was implemented by the UWF Athletic Department to guide the addition of women’s sports, and the increase in budgets for women’s sports and facility upgrades. The six-year plan is described in the following pages with statements regarding the completion of each of the goals located towards the bottom of each paragraph. Since adoption of the strategic plan, major improvements have been made to women’s sports facilities, the budget for women’s sports has grown dramatically, and three varsity sports have been added: women’s soccer, volleyball, and golf. In addition, women’s track is also slowly being phased in, with the current cross-country coach coaching long-distance runners for a new track team.

Overall, the existing six-year strategic plan can be judged a success. There are currently 7 varsity women’s sports (not including track) and 6 varsity men’s sports at UWF. However, as with most long-range strategic plans, changes in budget and department priorities since the plan have required revisiting the strategic goals for the plan’s last two years. The primary goal of the Title IX committee’s Equity Strategy in 2004-2005 was to conduct a ‘needs analysis’ concerning the strategic plan’s remaining goals. Specifically, the committee found that due to the student fee caps, enrollment controls and the damage from hurricane Ivan, the Athletic Department has not been able to generate enough funds to institute a full women’s track program on schedule, and the plan calls for adding yet another (undetermined) varsity women’s sport by 2006-2007.

The committee has developed and set forth plans to distribute an interest survey in the fall of 2005. This will help determine the interest of adding track (full fledged) or any other varsity sport. Analyzing the results of this survey will potentially allow UWF to become in compliance using prong III; fully and effectively accommodating the interests and abilities of the underrepresented sex, if the interest level for a new varsity sport is not substantial. If the interest level of adding a new sport is substantial, the committee will look at either adding that sport (bringing us back to prong II; demonstrating a history and continuing practice of program expansion for the underrepresented sex) or making a move to use prong I; providing participation opportunities for women and men that are substantially proportionate to their respective rates of enrollment as full-time undergraduate students. The average of the percentages of the representation of women in sports to the full-time enrollment of women over the past 3 years is 6.9%. This percentage could easily be dropped by adding minimum and maximum requirements in participation for males and females. The committee sees the importance of working with the UWF Athletics department in regards to their vision, while still remaining in compliance with Title IX.

Listed below is an outline of the actions related to the strategic plan taken by the University to adhere to gender equity. Following that update is a detailed report of the enhancements for women's athletics programs and facilities.

Outline Goals

- I. Demonstrate a history and continuing practice of program expansion for the underrepresented sex.
 - A. Initiation and completion of new sport programs.
 1. Women's Volleyball began competition in 2000.
 2. Women's Golf began competition in 2002-03.
 3. Women's counting track program will begin competition 2003-04 (**currently does not fulfill the NCAA requirements for a counting sport**)
 4. Administer an interest survey to the local high school students, local club sport teams, UWF incoming freshmen and transfer students, and currently enrolled UWF students. (**Fall 05**)
 - B. Develop a new 5 year plan in conjunction with the vision of the UWF Athletics Department.
- II. To fully and effectively accommodate the Interests and Abilities of members of the underrepresented sex.
- III. Athletic Financial Assistance
 - A. Review and evaluate allocated sport budgets and actual expenditures.
- IV. Facilities
 - A. Replace softball side bleachers (**Listed as a safety item on the unfunded facilities list, projected for the next 3 years**)

- B. Install soccer & softball lights (**Listed as a safety item on the unfunded facilities list, projected for the next 3 years**)
- C. 05/06 Replace softball back-stop (**Done**)

**The University of West Florida Athletics
Six Year Plan for the Addition of Women's Sports
Updated April 2005**

Six Year Plan:

Year One: 2000-01

1. Men and women's soccer coach position split into women's full-time coach and men's full-time coach.
2. Start non-counting NCAA women's track program. The program will be limited to distance events and minimum funding increases will be allowed. More events will be introduced after the renovation of the track.
3. Name current women's cross country coach acting coach for new women's track program.
4. Women's volleyball competed in first season.

*All of these items were completed in one year.

Year Two: 2001-02

1. Hired a full-time fundraising coordinator to begin work in October 2001.
2. Hired the full-time women's soccer coach.
3. Women's softball locker room added new top of the line lockers.
4. Started women's golf budget to help coach in recruiting and scheduling.
5. Increase the Women's Athletic Training position from a part-time position to a full-time position.
6. In last year's gender equity report West Florida stated that they would ask for a student fee increase of \$1.00 to fund the women's golf budget. However, with the new state legislation in effect we are unable to do this. We will therefore, request a student fee increase of as much as possible. In addition, the athletic director has already put aside \$46,000 to start the women's golf program.
7. Search for Women's Golf Coach.
8. Name Women's Golf Coach.

*Items 2-3 & 5-8 were completed and Item 4 was deleted since item 7 was satisfied since a search for a new women's golf coach was completed and one was hired in 2001.

Year Three: 2002-03

1. Begin competition of women's golf team.
2. Continue non-counting track program.
3. Track renovations will be done which will include resurfacing and a new drainage system to total \$458,000.
4. Search for Women's Track Coach.
5. New Press Box for the Soccer field will be added.

*Items 1-3 have been completed. Item 4 has been delayed until an interest survey is completed by the Title IX Committee. Item 5 was actually completed in 2004-05.

Year Four: 2003-04

1. Request a student fee increase to add one more additional women's sport and to enhance scholarships of current women's programs.
2. Begin research on new women's sport to add which will include researching current NCAA emerging sports.
3. New Track coach will begin recruiting and scheduling for women's track program.

Item 1 has been delayed due to "Cap" placed on student fees by the state. Item 2 has been delayed until the Fall of 2005. Item 3 is being implemented by current Women's Cross Country coach in limited fashion.

Year Five: 2004-05

1. Begin competition of NCAA counting women's track program to include distance runners, sprinters and field event personnel in events that can be safely trained within track facility restrictions.
2. Continue fundraising events and research of new women's sport.

Item 1 has been delayed until 2005-06 and could be further delayed depending on the results of the interest survey. Title IX committee is revisiting the validity of Item 2.

Year Six: 2005-06

1. The Title IX committee will research alternate viable options of raising and allocating money in a continued effort to be compliant with Title IX.

2. Fully and effectively accommodate the interests and abilities of the underrepresented sex.

Along with showing a history of adding sports for women, the University of West Florida has been committed to accommodating the interests and abilities. Although the original 6-year plan had the intention of adding another female sport in 2005-06, the Title IX committee plans on conducting a survey to help determine sufficient interest and ability for a viable team in the Fall of 2006. The committee also intends to look into other options to meet the needs of the student population; such as an evaluation of the sport offerings in recreation and intramurals.

3. Athletic Financial Assistance.

The Administration at the University of West Florida has made a commitment to aid in the success of the athletic programs as much as possible. Within the next three years each sport (exception of men's and women's cross country) will be fully funded in reference to the NCAA equivalencies.

4. Facilities.

The following upgrades have occurred within the last year. Within the next five years a full renovation of the athletic field house will be underway which will include new offices for head and assistant coaches and new locker rooms for both the women's volleyball team and basketball team.

Sports Complex:

Enclosed Sports Complex with fence

Soccer Pressbox

Soccer dugouts

Bricked in ticket area for baseball

Added shower to baseball trailer

Water drainage project completed for concession stand for baseball/softball

Renovated steeple chase pit for women's track

Bought new steeple chase hurdles for women's track

Institution: The University of West Florida

Gender Equity in Athletics: Analysis and Corrective Action Plan

A. University 2003-2004 Athletic Participation by Sport
Appendix 2

COMPONENT 1	NUMBER OF PARTICIPANTS					
	#Males		#Females		Total	
	2002-2003	2003-2004	2002-2003	2003-2004	2003-2003	2003-2004
Baseball	24	30				
Basketball	16	14	16	12		
Golf	12	10		10		
Softball			20	24		
Swimming						
Tennis	12	13	10	10		
Track and Field			15	11		
Volleyball			14	11		
Soccer	35	24	28	24		
Cross Country	12	11	15	11		
Total Participants	111	103	118	113		
% of Participants	48.5	47.7	51.5	52.3		
Fall 2003 EF2A Enrollment		2253		3307		5560

Note: OCR defines a participant as anyone who: (1) participated in competition, or (2) participated with the team and was eligible for competition but did not play in the game. Participation is determined as of the date of the first competitive event for the sport. This section applies to all universities offering intercollegiate sports, where there is disproportionately found between the rate at which women are enrolled full-time in the university and the rate at which women are participating in intercollegiate sports.

B. Corrective Action Plan

The University of West Florida Title IX Committee recognizes that there is a disparity of the following percentages of the representation of women participating in sports to the full-time enrollment of women over the past three years.

01-02 6.5%

02-03 7.5%

03-04 6.7%

The average of these three years is a 6.9% and the year 2003-2004, the trend in the percentages is moving in the direction of 5% or less. The university has added women's volleyball, golf and track in the last 5 years to help in this upward trend of additional female participant. Just in the year 2003-04 alone, the percentage of the representation of women participating in sports to the full-time enrollment of women dropped .8%. This is mostly due to a decrease in the number of male participants which dropped from 111 in 2002/03 to 103 in 2003/04.

Since we continue to see a gap in the overall participation numbers in women's athletics to that of our general female full-time enrolled students, the committee did additional research this year to determine whether or not prong I would be the best option to maintain in compliance with Title IX. Over the past 5 years, UWF has been in compliant with Title IX based on prong II. After adding 3 sports over the past 5 years and standing at 7 women's sports and 6 men's sports, the committee (along with the athletic administration) feel that it is time to now look to prong III to determine additional interest in adding another women's sport, but ultimately to gravitate towards using prong I, since we are relatively close to the 5% point difference.

The committee has put together an interest survey which will be administered to a random sample of the following: local high schools, regional club teams, currently enrolled students, and incoming students. We will compile the results of the survey early in the semester and work with the UWF athletics administration to come to a conclusion on the vision of the department and which prong would best suite that vision.

If we decide to go with prong I at the time, we will look to implement the following ideals for the upcoming years:

1. Minimum (for the female sports) and maximum (for the male sports) participation numbers
2. Increase the overall enrollment to the university for males
 - a. The Title IX Committee is considering sending forth a recommendation to the UWF Admissions department in regards to this topic.

THE UNIVERSITY OF WEST FLORIDA
 INSTITUTIONAL PLAN FOR IMPROVEMENT
 TITLE IX COMMITTEE

TOPICS	Status	Goals	Steps/ Recommendations	Individuals Responsible	Timetable
Equipment and Supplies	Equitable				
Scheduling of Games & Practices	Equitable				
Travel & Per Diem	Equitable				
Tutoring	Equitable				
Coaching	Equitable				
Locker Rooms, Practice And Comp Facilities	ISSUE	M/S Soccer Need One M/W Tennis Need One W Bball Needs their Own	Follow up on current Plan for July Installation Make recommendation to use visiting locker room for Tennis Look into getting a separate locker Room for either W Bball or VB	B. Elliott/ J. Bartlinski M. Wolter M. Wolter	
Medical & Training Facilities & Services	Possible Issue	Implement a rotating Schedule for all Sports to have a Part/full time Trainer as opposed to a GA	Make a recommendation to AT Staff to devise such a plan	M.Wolter/TN	
Housing/Dining Facilities	Equitable				
Publicity	Equitable				
Support Services	Equitable				
Recruitment of Student Athletes	Equitable				

I/We hereby verify that the institution is in compliance with the identified components of our athletics program, as required by Title IX and the Florida Educational Equity Act.

Please check which of the two applies below

X The above Corrective Action Plan has/will be implemented to bring the institution into compliance within the time frame indicated in the Plan. If already completed, indicate completion date.

OR

All items of the self-review as documented in the 2003-04 Update remain in compliance for 04-05.

Signature of the Athletic Director

Date

Review Completion Date

Signature of the Title IX Coordinator and/or Title IX Committee Chair

Date

Review Completion Date

PART VI
THE UNIVERSITY OF WEST FLORIDA
EQUITY IN EMPLOYMENT ACCOUNTABILITY PLAN
PROGRESS REPORT
2004-2005

1. Tenure Granting Analysis

Section III of the University of West Florida Handbook states, “The chairperson shall be responsible for keeping all faculty members informed about their eligibility for tenure well in advance of important deadlines and about the Chairperson’s assessment of their accomplishments and progress toward tenure. An email was sent to all departments with the University of West Florida Academic Affairs website: <http://uwf.edu/academic/pte/packet.htm>, showing all the information and deadlines for promotion and tenure along with the criteria and other pertinent information.

A. Employees Eligible for Tenure and Promotion

There were 10 White males, 6 White females, and 1 Black female eligible for promotion.

11 White males, 5 White females, and 1 Black female were eligible for tenure.

B. Tenure Nomination Committee

The tenure nomination committee consists of 11 White males, and 1 Asian male.

2. A. Analysis of Current Staff

Analyses of Sr. Level Administration

- **Of the total group of Senior Level Administrators,** Senior Level Administrators who are male increased by 3.2 percentage points while Senior Level Administrators who are female decreased by 3.2 percentage points. Senior Level White Administrators decreased by 3.6 percentage points. Senior Level African American Administrators increased by 1.2 percentage points. Other Minority Senior Level Administrators increased by 2.4 percentage points. Hispanic Senior Level Administrators experienced no change.

Analyses of Academic Administration

- **Of the total group of Chairpersons**, Chairpersons who are male increased by 11 percentage points, while Chairpersons who are female decreased by 11 percentage points. White Chairpersons decreased by .7 percentage points. African American Chairpersons decreased by 4 percentage points. Hispanic Chairpersons increased by .2 percentage points. Other Minority Chairpersons increased by 4.5 percentage points.
- **Deans** experienced no change from 2003-2004.
- **Of the total group of Directors**, Directors who are male decreased by 2.2 percentage points, while Directors who are female increased by 2.2 percentage points. White Directors decreased by 3.1 percentage points. African American Directors increased by 3.6 percentage points. Hispanic Directors experienced no change. Other Minority Directors decreased by .5 percentage points.
- **Librarians** experienced no change from 2003-2004.
- **Of the total group of Executives**, Executives who are male decreased by 14.3 percentage points. Executives who are female increased by 14.3 percentage points. White Executives experienced no change. African American Executives experienced no change. Hispanic Executives experienced no change. Other Minority Executives experienced no change.

Analyses of All Academic Administrative Positions

- **Of the total group of Academic Administrators**, Academic Administrators who are male increased by 2.3 percentage points, Academic Administrators who are female decreased by 2.3 percentage points. The number of White Academic Administrators decreased by 1.4 percentage points. African American Academic Administrators decreased by .1 percentage point. Hispanic Academic Administrators experienced no change, and Other Minority Academic Administrators increased by 1.5 percentage points.

2. B. Goals for the 04-05 Update

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

- Increase the number of Hispanic Senior level administrators by one (1).
- Increase the number of Black Senior level administrators by one (1).
- Increase the number of female chairpersons by one (1).
- Increase the number of female executives by one (1).
- Increase the number of Other Minority assistant professors by one (1).

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

2. C. Equity Accountability Plan Narrative

1. ANALYSIS OF GOAL ACHIEVEMENT

This 2004-2005 Update of the Equity Accountability Plan reinforces the University of West Florida's commitment to equal opportunity and diversity. The University will continue the successful employment recruitment plans that offer equal opportunity to all qualified applicants.

Between 2003 and 2004, among the total group of Senior Level Administrators, there was an increase for African Americans of 1.2 percentage points, while Senior Level Administrators who are Hispanic increased by 2.4 percentage points. Among the total group of Ranked Faculty, Ranked Faculty who are female increased by 2.5 percentage points, while Ranked Faculty who are Hispanic increased by .4 percentage points. Ranked faculty who are Other Minorities also increased by .4 percentage points. Among the total group of Academic Administrators, Academic Administrators who are Other Minorities increased by 1.5 percentage points.

STRATEGIES FOR ACHIEVING GOALS

1. Utilize an on-line recruitment and hiring process to increase visibility and applicants for employment.
2. Announce vacancies on electronic bulletin boards.
3. Advertise all faculty and administrative positions in minority newspapers or periodicals and discipline specific journals.
4. Extend deadlines for application where there is no representative pool on a case-by-case basis.
5. Institute additional outreach programs to recruit females and minorities for faculty and administrative vacancies.
6. Identify "essential" functions of a position, and the skills and knowledge needed to carry out these functions before interviewing for the position.
7. Control for bias in employment processes by carefully selecting members of screening committees, and ensuring gender and racial diversity on screening committees.
8. Monitor selection procedures and applicant pool representation to encourage diversity in employment searches.
9. Approach recruiting in a personal manner. If a minority candidate declines a nomination or an offer, telephone the candidate to determine if his or her reasons for declining can be addressed and resolved.
10. Continue to fund the John C. Pace Symposium series for outstanding diverse scholars to provide seminars and lectures at UWF.
11. Encourage appointment of females and minorities to some of the noncompetitive temporary, and adjunct appointments for which they qualify.
12. Use professional development programs such as the LEAD program to facilitate the upward mobility of female and minority employees.
13. Utilize auxiliary aids and services in the recruitment/selection process (e.g. interpreters, audiotapes, assistive listening devices, etc).

14. Announce, post, and advertise student worker-positions, including assistantships. Comply with the requirements of the Office of Federal Contract Compliance Program's Uniform Guidelines on Employee Selection Procedures.
15. Consider access, equal opportunity and diversity factors in the strategic planning process of the University.
16. Use female and minority administrators as part-time faculty.
17. Human Resources, in consultation with UWF Legal Counsel and President Cavanaugh will determine the legal or professional appropriateness of an affirmative action/equity accountability strategy.

2. MONITORING MECHANISMS

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

1. The Associate Vice President for University Planning will continue to:
 - a. Provide support for the Equity Accountability Program.
 - b. Assimilate the data and consult with the Associate Vice President of Human Resources regarding numerical reports of campus equity and diversity.
 - c. Review the recommendations submitted by the Associate Vice President of Human Resources and provide research assistance.
 - d. Inform the Associate Vice President of Human Resources of equity accountability challenges and opportunities.
2. The Vice Presidents will continue to:
 - a. Provide leadership and support for equal opportunity and diversity in their respective divisions.
 - b. Disseminate to the department heads in their divisions the intent of the Equity Accountability Plan, and share their expectations for departmental goal achievement.
3. The Office of Human Resources will:
 - a. Monitor progress toward the Equity Accountability Goals through review of search plans prior to job advertisement.
 - b. Monitor all employment processes for adverse impact on women and minorities and develop strategies to correct any adverse impact that occurs.
 - c. Review requests for waiver of job advertisement, and ensure their compliance with equity, equal opportunity, and affirmative action guidelines.
 - d. Conciliate, refer for mediation, or otherwise investigate discrimination complaints.

- e. Review policies, procedures, and employment practices for potential adverse impact on women and minorities.
- f. Monitor implementation of the Equity Accountability Plan.
- g. Develop strategies for retention of minorities in collaboration with academic and administrative supervisors.
- h. Provide the President and Vice Presidents copies of the Equity Accountability Plan.

4. REVIEW AND EVALUATION PROCEDURES

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

**2.D. UNIVERSITY OF WEST FLORIDA
EQUITY ACCOUNTABILITY PLAN BUDGET
INCENTIVE**

4/21/2005

PROGRAM	PROGRAM STRATEGIES	FY 2004 REQUEST FY 2004 ALLOCATED FY 2005 REQUEST		
Female and Minority Employees for EAP	Publication of display and feature advertisements in female and minority-oriented media	7,000	7,000	7,000
President's Diversity Leadership Award	Incentive awards for individuals who show commitment to diversity in their respective departments	1,500	1,500	1,500
Grant-in-Aid	Grant-in-Aid Scholarship program for employees seeking degrees in underrepresented areas	20,000	20,000	
TOTALS		28,500	28,500	8,500

3. Summary of Results of Presidential Evaluations

The University of West Florida Board of Trustees evaluated the University President, Dr. John Cavanaugh in August of 2004 regarding equity goals and objectives in relation to the employment equity mission of the University of West Florida. The evaluation reflected that President Cavanaugh has successfully ensured that diversity and equity goals are a high priority at the University. The University President has developed clear steps to achieving annual and long-range hiring and promotional goals and objectives as specified in the University's Equity and Affirmative Action Plans.

4. Summary of Results of Evaluation of Selected Staff

The University President continually evaluates the activities of the vice presidents to ensure that the University's equity goals are met in each division. The vice presidents monitor and evaluate the deans, and the deans evaluate the departmental chairs to ensure that the University's goals for an appropriate representation of women and minorities in senior-level administrative positions, tenure track faculty, and within faculty-granted tenure is met according to Section 1012.95 F.S.

5. Certification of Key Processes

My university maintains diversity and balance in the gender and ethnic composition of the selection committee for each vacancy that occurs in senior level, academic administrative and ranked faculty positions. The guidelines used for ensuring balanced and diverse membership on selection and review committees are described as follows:

University HR 20.00 states "The University is committed to providing equal opportunity and non-discrimination towards applicants and employees as it pertains to race, color, religion, age, disability, gender, marital status, national origin, sexual orientation and veteran status, consistent with State and Federal law."

In addition, screening committees are required for all UWF staff and faculty positions. Where possible, the membership of screening committees should include under-represented populations such as women, African Americans, and other racial minorities. Before a position may be advertised, Human Resources approves the screening committee to ensure that it includes a diverse representation of committee members.

- a. My university is in compliance with State Board of Education Rule 6A-14.0411, which sets forth the requirements for receiving tenure. The process used to grant tenure status is described below:**

No changes.

- b. The following describes the process used to annually apprise each eligible faculty member of progress toward attainment of tenure status.**

Section III of the University of West Florida Faculty Handbook states, “The chairperson shall be responsible for keeping all faculty members informed about their eligibility for tenure well in advance of important deadlines and about the Chairperson’s assessment of their accomplishments and progress toward tenure. Prior to the completion date of each academic contract year, the Chairperson shall evaluate each faculty member, and shall give the faculty member a copy of the evaluation. If the evaluation reflects deficiencies in the faculty member’s performance, the Chairperson shall make specific suggestions for improvements to give the faculty member an opportunity to improve by the time the faculty member becomes eligible for tenure.”

- c. My university has developed a budgetary incentive plan to support and ensure attainment of the goals developed pursuant to Section 1012.96 (d), F.S. Summarized below is a description of the incentive plan, including how resources shall be allocated to support the achievement of goals and the implementation of strategies in a timely manner.**

Posting of Vacancy Announcements, publication of display and feature advertisements in female and minority oriented media – \$7,000.

President’s Incentive Award for individuals who show commitment to diversity in their respective departments - \$1,500.

Pursuant to Section 1012.96 (2) (d), Florida Statutes I hereby certify that the information provided above is true to the best of my knowledge and that information and data will be available upon request as a demonstration of good faith effort to comply with this section.

President

Date

Institution

PART VII ONE FLORIDA INITIATIVE: SELECTED UNIVERSITY CHALLENGES

- 1. Provide an update of the programs, services and activities that are a part of the post secondary access initiative at your university. Please indicate the name and information of the contact person.**

The College Reach-Out Program (CROP) is a state-funded initiative designed to increase the college-going rates of high school students. The CROP works primarily with low-income, first generation students and provides the following services:

- After school tutoring in local high schools
 - Success Saturdays – this includes information from the Financial Aid Office, Admissions, scholarships, Advising, etc
 - College Visits – high school students visit the University’s campus twice a year and are given information on what campus life is like, meet with staff and students, and hear from various professors in different fields about career opportunities, what major they might want to explore, how to adjust to campus life, etc
 - The CROP summer bridge program brings freshmen through seniors to the campus for a summer experience. Freshmen – juniors are provided tutoring on the ACT/SAT to increase their probability of success.
 - Seniors are given the opportunity to earn 6 semester hours of college credit which is paid for by CROP.
 - Cultural trips to various points of interest throughout the U.S. to increase students’ awareness of and exposure to “all things cultural.”
- 2. For strategies identified in the 05 update, describe indicators that would show the effectiveness of the programs in improving access to higher education. Describe the effectiveness of the alliances in creating opportunities for high school students to attend higher education institutions.**

The CROP initiative is a consortium that includes Pensacola Junior College and Okaloosa-Walton Community College and has been highly effective. The high school graduation rate for CROP participants has remained at 90% or above; college placement rates have been consistently in the 70% + range since the program began in 1993.

Mr. Kismet Rideau is the UWF coordinator for CROP and can be reached at 850-474-3421.

- 3. What are the future plans that would improve the effectiveness of the alliances?**

The University plans to continue current CROP programs as well as research ways to improve Reach-Out activities.

UWF Board of Trustees Meeting
Finance, Administration & Audit Committee
June 16, 2005

Issue: Acceptance of Old Christ Church

Proposed action: Approve the acceptance of Old Christ Church by the University or one of its Direct Support Organizations.

Background information: The University has been leasing the Old Christ Church from the Owner, Old Christ Church Foundation, Inc., a Florida corporation not-for-profit, since 2001, and the Owner wishes to give the Church to either the University or a Direct Support Organization. As the Board will not be meeting again until September 9, 2005, the Board is being asked to approve the gift so that the property may be appropriately listed to acquire the necessary approvals by the Board of Governors and Florida Legislature. The University will perform the necessary due diligence and report the results to the Board prior to the acceptance of the gift.

Supporting documentation: none

Prepared by: Gina DeJulio, (850) 474-3420, rdeiulio@uwf.edu
Dean Van Galen (850) 474 3306 dvangalen@uwf.edu

UWF Board of Trustees Meeting
Finance, Administration & Audit Committee
June 16, 2005

Issue: Campus Development Agreement (CDA) Between Escambia County and UWF

Proposed action: Approve the CDA

Background information:

The University Board of Trustees at the August 20, 2004 board meeting approved Amendment #1 to the 2001-02 Campus Master Plan. This updated information has been used to prepare the Campus Development Agreement with Escambia County.

The FLBOG has delegated to each university BOT the responsibility to prepare, approve and execute a campus development agreement with the host agency pursuant to Florida Statutes s. 1013.30.

The CDA is intended to address concurrency implementation and mitigation of impacts reasonably expected over the term of the CDA on public facilities and services, including roads, sanitary sewer, solid waste, drainage and storm water management, potable water, parks and recreation and public transportation.

This Agreement is not intended to alter or limit the land uses, densities, intensities, or site development or environmental standards to be applied to campus development.

Supporting documentation: Campus Development Agreement between Escambia County and UWF

Prepared by: Roger E. Rowe (850) 474-3117 rrowe@uwf.edu

**CAMPUS DEVELOPMENT AGREEMENT
BETWEEN ESCAMBIA COUNTY and UWF**

THIS AGREEMENT is made and entered into this ___ day of _____, 2005, by and between the **University of West Florida Board of Trustees** (hereinafter referred to as the "BOT"), and the **COUNTY OF ESCAMBIA** (herein referred to as the "County"), a political subdivision of the State of Florida.

W I T N E S S E T H:

WHEREAS, the campus of the University of West Florida is considered to be a vital public facility which provides research and educational benefits of statewide and national importance, and which further provides substantial educational, economic, and cultural benefits to Escambia County, and

WHEREAS, in recognition of this unique relationship between campuses of the State University System and the local governments in which they are located, the Florida Legislature has established special provisions for campus planning and concurrency in Chapter 1013, Florida Statutes, which supersede the requirements of Part II of Chapter 163, Florida Statutes, and

WHEREAS, the BOT has approved and adopted a campus master plan for UWF in compliance with the requirements set forth in Subsections 1013.30, Florida Statutes, and

WHEREAS, upon adoption of the campus master plan by the BOT, the BOT and Escambia County are required to enter into a campus development agreement, and

WHEREAS, the campus development agreement shall determine the impacts of proposed campus development reasonably expected over the term of the campus development agreement on public facilities and services, including roads, sanitary sewer, solid waste, drainage/stormwater management, potable water, parks and recreation, and public transportation, and

WHEREAS, the campus development agreement shall identify any deficiencies in public facilities and services which the proposed campus development will create or to which it will contribute, and

WHEREAS, the campus development agreement shall identify all improvements to facilities or services which are necessary to eliminate these deficiencies, and

WHEREAS, the campus development agreement shall identify the BOT's "fair share" of the cost of all improvements to facilities or services which are necessary to address these deficiencies.

NOW, THEREFORE, in consideration of the covenants contained herein and the performance thereof, the parties do hereby agree as follows:

1.0 RECITATIONS

The foregoing recitals are true and correct and are incorporated herein by reference.

2.0 DEFINITIONS OF TERMS USED IN THIS AGREEMENT

- 2.1 The term "Administration Commission" means the Governor and the Cabinet.
- 2.2 The term "adopted master plan" means the UWF Master Plan as adopted on November 21, 2002.
- 2.3 The term "affected person" means a host local government; an affected local government; any state, regional or federal agency; or a person who resides, owns property, or owns or operates a business within the boundaries of a host local government or affected local government.
- 2.4 The term "aggrieved or adversely affected person" means any person with proprietary interest in real property within the county, which property will suffer an adverse impact as the result of the county permitting or development approval decision.
- 2.5 The term "campus master plan" means a plan that meets the requirements of Chapter 1013.30, Florida Statutes.
- 2.6 The term "comprehensive plan" means a plan that meets the requirements of Subsections 163.3177 and 163.3178, Florida Statutes.
- 2.7 The term "concurrency" means the condition or circumstance that public facilities meet or exceed the adopted level of service (LOS) standards established by the County Comprehensive Plan.
- 2.8 The term "development" means the carrying out of any building activity, the making of any material change in the use or appearance of any structure or land, or the dividing of land into three or more parcels.
- 2.9 The term "development order" means any order granting, denying, or granting with conditions an application for a development permit.
- 2.10 The term "development permit" includes any building permit, zoning permit, subdivision approval, rezoning, certification, special exemption, variance, or any other

official action of local government having the effect of permitting the development of land.

- 2.11 The term "force majeure" means acts of God, earthquakes, blizzards, tornados, hurricanes, fire, flood, sinkhole, malicious mischief, insurrection, riots, strikes, lockouts, boycotts, picketing, labor disturbances, landslides, explosions, epidemics, compliance with any court order, ruling, or injunction.
- 2.12 For the purposes of this agreement, the term "public facilities and services" means potable water, sanitary sewer, solid waste, stormwater management, parks and recreation, roads, and public transportation facilities.
- 2.13 The term "state land planning agency" means the Department of Community Affairs.

3.0 INTENT AND PURPOSE

- 3.1 This Agreement is intended to implement the requirements of concurrency contained in Chapter 1013.30, Florida Statutes. It is the intent of the BOT and the County to ensure that adequate potable water, sanitary sewer, solid waste, stormwater management, parks and recreation, roads, and public transportation facilities are available consistent with the level of service standards for these facilities as adopted in the County's comprehensive plan.
- 3.2 This Agreement is intended to address concurrency implementation and the mitigation of impacts reasonably expected over the term of the campus development agreement on public facilities and services, including roads, sanitary sewer, solid waste, drainage/stormwater management, potable water, parks and recreation, and public transportation.

4.0 GENERAL CONDITIONS

- 4.1 The conditions, terms, restrictions and other requirements of this Agreement shall be legally binding and strictly adhered to by the BOT and the County.
- 4.2 The BOT represents that it has full power and authority to enter into and perform this Agreement in accordance with its terms and conditions without the consent or approval of any third parties, and this Agreement constitutes the valid, binding and enforceable Agreement of the BOT.
- 4.3 The County represents that it has full power and authority to enter into and perform this Agreement in accordance with its terms. Further, the County represents that this Agreement has been duly authorized by the County and constitutes a valid, binding and

enforceable contract of the County having been previously approved by a resolution adopted by the County and has been the subject of one or more duly noticed public hearings as required by law; applies to all requirements of law applicable to the County, and does not violate any other Agreement to which the County is a party, the Constitution of the State of Florida, or any charter, ordinance, judgment or other requirement of law to which the County is subject.

- 4.4 State and regional environmental program requirements shall remain applicable.
- 4.5 Except as specifically referenced herein, no development permits, development orders, or development approval shall be required from the County for construction projects subject to this Agreement.
- 4.6 In the event that all or a portion of a project reserving capacity pursuant to this Agreement should be destroyed by a fire, storm, or other force majeure, the BOT, its grantees, successors and assigns, shall have the right to rebuild and/or repair, and the time periods for performance by the BOT shall be automatically extended so long as there is strict compliance with this Agreement.
- 4.7 This Agreement incorporates and includes all prior negotiations, correspondence, conversations, agreements or understandings applicable to the matters contained herein and the parties agree that there are no commitments, agreements or understandings concerning the subject matter of this Agreement that are not contained in or incorporated into this Agreement. Accordingly, it is agreed that no deviation from the terms hereof shall be predicated upon any prior representations or agreements, whether oral or written.
- 4.8 Upon execution of this Agreement, all campus development identified in Exhibit "A" may proceed without further review by the County if it is consistent with the terms of this Agreement and UWF's adopted campus master plan.
- 4.9 If any part of this Agreement is contrary to, prohibited by, or deemed invalid under any applicable law or regulation, such provisions shall be inapplicable and deemed omitted to the extent so contrary, prohibited, or invalid. The remainder of this Agreement hereof shall not be invalidated thereby and shall be given full force and effect.

5.0 DURATION OF AGREEMENT

This Agreement shall become effective upon execution by both parties and shall remain in effect for ten (10) years, unless extended by the mutual consent of the BOT and the County, in accordance with Section 15.0 of this Agreement.

6.0 GEOGRAPHIC AREA COVERED BY THIS AGREEMENT

The real property subject to this Agreement includes approx. 1647 acres as identified in Exhibit "B", attached hereto and incorporated herein by this reference.

7.0 DESCRIPTION OF PUBLIC FACILITIES AND SERVICES

The following public facilities and services are available to support development authorized under the terms of this Agreement.

- 7.1 Stormwater management facilities and services are provided by UWF. Accordingly, UWF is responsible for the operation and maintenance of all stormwater management facilities on campus.
- 7.2 Potable water facilities and services are provided by UWF and the Emerald Coast Utilities Authority, (ECUA). Basic service is available through on-campus wells. UWF shares a connection with the ECUA, which essentially provides for supplemental fire flow and back-up capacity.
- 7.3 Sanitary sewer collection facilities and services are provided by UWF and tied into ECUA's sanitary sewer system and disposal facilities. Accordingly, UWF is responsible for the operation and maintenance of all sanitary sewer facilities on campus.
- 7.4 Solid waste disposal is provided through a system of dumpsters, recycling receptacles, compactors, grease traps, septic tanks, and waste storage facilities. Commercial and domestic waste is collected under contract with a private vendor. Once collected, commercial and domestic wastes are transported off campus for proper disposal. Medical waste is transported to a central location on campus and temporarily stored in a secure area until collection by a private vendor.
- 7.5 Recreation and open space facilities are provided by UWF. Accordingly, UWF is responsible for the operation and maintenance of all recreation and open space facilities on campus.
- 7.6 Transportation facilities and services are provided by UWF, the County, Florida Department of Transportation (FDOT), and the Escambia County Area Transit, (ECAT). UWF operates and maintains an on-campus system of collector, minor collector and service roads. The County operates and maintains a system of collector and minor arterial roads within the geographic area. The FDOT operates and maintains a system of minor arterial and principal arterial roads within the geographic area. The ECAT provides and operates bus service to UWF. A campus shuttle service is also utilized.

8.0 LEVEL OF SERVICE (LOS) STANDARDS ESTABLISHED BY THE COUNTY

8.1 The Escambia County Comprehensive Plan establishes the following level of service standards for stormwater management.

- 1) The post-development runoff rate shall not exceed the pre-development runoff rate for a 25-year storm event, up to and including an event with greatest intensity
- 2) Compliance with the design and performance standards adopted pursuant to Chapter 62-25, F.A.C., in its entirety (including exemptions) and Chapters 62-4 and 62-302, F.A.C.
- 3) The contribution of the new development to any existing, functioning area-wide drainage system will not degrade the ability of the area-wide system to adequately retain/detain/store and control stormwater run-off.
- 4) The County Engineer may reduce detention/retention storage requirements for developments that provide a direct discharge of treated stormwater to the Gulf of Mexico, Escambia Bay, Pensacola Bay, or Perdido Bay provided LOS standard subpart 2 is deemed to be satisfied.
- 5) The County Engineer shall require design and construction for all major channels of stormwater systems under arterial and collector roads be predicated upon, and designed to control stormwater from, at least a 100-year storm event.

8.2 The Escambia County Comprehensive Plan establishes a level of service standard for potable water provided by the ECUA water system of 100 gallons per capita per day.

8.3 The Escambia County Comprehensive Plan establishes the following level of service standard for sanitary sewer:

Residential --- 210 gallons per residential connection per day (350 gallons per residential connection per day peak); and

Non-residential --- LOS requirements are based upon an equivalent residential connection (ERC) and on the size of the non-residential water meter.

8.4 The Escambia County Comprehensive Plan establishes a level of service standard for solid waste of six (6) pounds per capita per day.

8.5 The Escambia County Comprehensive Plan establishes the following level of service standard for recreation and open space facilities in the following Recreation Service Districts (RSD):

Barrier Island RSD – 1 acre/1,000 people within the RSD

Urban RSD– 1 acre/1,000 people within the RSD

Suburban RSD – 2 acres/1,000 people within the RSD

Rural RSD – 2 acres/1,000 people within the RSD

8.6 The Escambia County Comprehensive Plan establishes the following level of service standards for roadway segments within the geographic area identified in Exhibit "B":

<u>Road Segment</u>	<u>From</u>	<u>To</u>	<u>LOS</u>
CR 95A	Nine Mile Rd	US 29	D
CR 1864	Olive Rd	Davis Hwy	E
CR 1864	Davis Hwy	Pensacola Blvd.	E
CR 0926	Nine Mile Rd	University Pkwy	E
CR 0926	Campus Blvd	Nine Mile Rd	E
CR 1865	Johnson Ave	Nine Mile Rd	E
CR 0924	Nine Mile Rd	UWF Boundary	E
CR 0924	US 29	UWF Boundary	E
CR 749	Nine Mile Rd	Old Chemstrand Rd	E
University Pkwy	Davis Hwy	Nine Mile Rd	E
University Pkwy	Nine Mile Rd	Campus Drive	E
SR 10	University Pkwy	Davis Hwy	D
SR 10	Davis Hwy	Santa Rosa Co Line	D
SR 10A	1-10	Nine Mile Rd	D
SR 290	9th Ave	Davis Hwy	E
SR 290	Davis Hwy	Old Palafox Hwy	E
SR 291	Nine Mile Rd	University Pkwy	E
SR 291	University Pkwy	Burgess Rd	F(Maintain)

8.7 The Escambia County Comprehensive Plan establishes a level of service standard for public transportation as measured by a 60-minute maximum period of wait throughout the current areas and hours of service.

9.0 FINANCIAL ARRANGEMENTS BETWEEN THE BOT AND SERVICE PROVIDERS

The BOT has entered into the following financial arrangements for the provision of public facilities and services necessary to support the continued growth and development of the UWF campus:

- 9.1 There are no financial arrangements between the BOT and the County or any other entity for the provision of stormwater management facilities or service to the campus.
- 9.2 The BOT has paid an initial capacity impact fee in the amount of \$1,157.00, to the ECUA for the provision of emergency potable water (fire line) service to the campus. A permanent monthly charge in the amount of \$26.70 has been imposed.
- 9.3 The BOT pays ECUA for the provision of sanitary sewer facilities and service to the campus in accordance with a Utility Service Agreement executed between ECUA and UWF in 1997.
- 9.4 The BOT has entered into a contract with Browning Ferris Industries for solid waste collection and removal services to UWF campus.
- 9.5 There are no financial arrangements between the BOT and any other entity for the provision of parks and recreation facilities or service to the campus.
- 9.6 There are no financial arrangements between the BOT and the County or any other entity for the provision of transportation facilities or service to the campus.

10.0 IMPACTS OF CAMPUS DEVELOPMENT ON PUBLIC FACILITIES AND SERVICES

- 10.1 The BOT and the County agree that, since all UWF stormwater management facilities are designed and constructed to retain on-site, all volume of runoff generated by on-campus construction, development proposed in the adopted UWF Campus Master Plan and in Exhibit "A" should not degrade the operating conditions for public stormwater management facilities below the level of service standards adopted by the County so long as all development identified in Exhibit "A" of this Agreement is consistent with the policies contained in the Stormwater Management Sub-Element of the adopted UWF campus master plan.
- 10.2 The BOT and County agree that development proposed in the adopted UWF Campus Master Plan and in Exhibit "A" should not degrade the operating conditions for public potable water facilities below the level of service standards adopted by the County.
- 10.3 The BOT and County agree that development proposed in the adopted UWF Campus Master Plan and in Exhibit "A" should not degrade the operating conditions for public sanitary sewer facilities below the level of service standards adopted by the County.

- 10.4 The BOT and the County agree that development proposed in the adopted UWF Campus Master Plan and in Exhibit “A” should not degrade the operating conditions for public solid waste collection and disposal facilities below the level of service standards adopted by the County.
- 10.5 The BOT and County further agree that development proposed in the adopted UWF Campus Master Plan and in Exhibit “A” should not degrade the operating conditions for public open space and recreation facilities below the level of service standards adopted by the County, so long as UWF continues to provide on-campus active and passive recreation to support its existing and future needs for mutual benefit.
- 10.6 The BOT and the County agree that the development proposed in the adopted UWF Campus Master Plan and in Exhibit “A” would contribute to reducing the operating conditions for select off-campus roadways below the level of service standards adopted by the County. Based on traffic generation projections, a traffic distribution was developed based on campus access points, and future residential and employment locations.

The 2020 Pensacola Urban Area Transportation Plan, adopted by the Metropolitan Planning Organization (MPO), includes a FSUTMS Transportation Model that includes the regional roadways and land uses through the year 2020. This model was used in developing Year 2010 traffic projections for the area roadways and includes a 2010 estimate of the traffic distribution of UWF traffic.

At the time of the master plan analysis, roadways included in the MPO’s 2010 Cost Feasible Plan, are facilities considered funded and likely to be in place by 2010, and served as the base network for the future traffic analysis. The roadways and connections proposed in this Master Plan were added to the 2010 base network.

To determine the significance of the UWF traffic flows on the area roadways, an evaluation of previously approved traffic levels is necessary. The UWF 2003-04 Master Plan included traffic levels of 22,585 ADT. These traffic levels are subtracted from the 2010-11 UWF Total Traffic along each roadway segment in order to determine the increase or increment of traffic growth from 2003-04 to 2010-11. If a roadway segment carries UWF traffic growth >5% of a roadway’s capacity (LOS Standard), it is considered significantly affected. Based on 2010 Background Traffic (non-UWF) and 2004-2010 UWF Traffic Growth the following area roadways (Table T1) are projected to carry levels of UWF traffic sufficient to require further evaluation.

Table T1 – 2010-11 UWF Traffic: Significantly Affected Roadway Segments

Roadway	Segment		2010 Total Traffic (2-Way Peak Hour)	UWF Growth 2004-2010	2010 LOS
	From	To			
Chemstrand Rd	Nine Mile Rd	Ten Mile	1,660	95	F*
Nine Mile Rd (US 90A)	Jernigan	University Pkwy	4,656	410	F*
University Pkwy	Nine Mile Rd	Campus Dr.	3,291	829	F*
University Pkwy	Davis Hwy	Nine Mile Rd	4,046	317	F*

- Indicates future LOS is lower than adopted LOS standard
- Source: RPA Group traffic analysis

As shown in Table T1, four (4) roadway segments are projected to: (1) carry significant levels (>5%) of UWF 2004-2010 traffic (growth), and (2) the 2010 LOS is projected to operate below adopted standards. These four roadway segments will require some level of mitigation by way of improvements such as widening the facility, operational improvements (signals, turn lanes), or improving parallel roadways to accommodate the projected traffic levels.

10.7 The BOT and County agree that development proposed in the adopted UWF Campus Master Plan and in Exhibit “A” will not degrade the operating conditions for public transit facilities below the level of service standards adopted by the County.

11.0 IMPROVEMENTS REQUIRED TO MEET CONCURRENCY REQUIREMENTS

In order to meet concurrency, the construction of the following off-campus improvements shall be required.

- 11.1 The BOT and the County agree that there is sufficient stormwater management facility capacity to accommodate the impacts of development proposed in the adopted UWF Campus Master Plan and in Exhibit “A”, to meet the future needs of UWF for the duration of this Agreement. The BOT and the County further agree that no off-campus stormwater management improvements are required by the County, so long as all development identified in Exhibit “A” of this Agreement is consistent with the policies contained in the Stormwater Management Sub-Element of the adopted UWF master plan.
- 11.2 The BOT and the County agree that, according to Escambia County comprehensive plan annual reports, there is sufficient potable water facility capacity to accommodate the

impacts of development proposed in the adopted UWF Campus Master Plan and in Exhibit “A”, to meet the future needs of UWF for the duration of this Agreement. The BOT and the County further agree that no off-campus potable water improvements are required by the County.

- 11.3 The BOT and the County agree that, according to Escambia County comprehensive plan annual reports, there is sufficient sanitary sewer facility capacity to accommodate the impacts of development proposed in the adopted UWF Campus Master Plan and in Exhibit “A”, to meet the future needs of UWF for the duration of this Agreement. The BOT and the County further agree that no further off-campus sanitary sewer improvements are required by the County.
- 11.4 The BOT and the County agree that, according to Escambia County comprehensive plan annual reports, there is sufficient solid waste facility capacity at the Perdido Landfill to accommodate the impacts of development proposed in the adopted UWF Campus Master Plan and in Exhibit “A” to meet the future needs of UWF for the duration of this Agreement. The BOT and the County further agree that no off-campus solid waste improvements are required by the County.
- 11.5 The BOT and the County agree that there is sufficient open space and recreation facility capacity to accommodate the impacts of development proposed in the adopted UWF Campus Master Plan to meet the future needs of UWF for the duration of this Agreement. The BOT and the County further agree that no off-campus open space and recreation improvements are required by the County, so long as UWF continues to provide for the recreational needs of its students.
- 11.6 As shown in Table T1, Paragraph 10.6, four roadway segments are projected to carry significant levels of UWF 2004-2010 traffic growth and the 2010 LOS is projected to operate below adopted standards. These four roadway segments will require some level of mitigation by way of improvements such as widening the facility, traffic signals, turn lanes, transit, or improving parallel roadways to accomplish the projected traffic levels as indicated below. For the purposes of developing a fair share cost, an additional lane in each direction was assumed for each of the four roadway segments. These improvements are potential capacity enhancements with the County and BOT mutually agreeing on final improvements related to these four roadway segments. Alternatives such as enhanced traffic signal operations, expanded transit service, and multi-modal enhancements are additional potential projects to be considered.
- 11.7 The BOT and the County agree that the above programmed improvements as noted in Paragraph 11.6 shall ensure the provision of sufficient transportation facility capacity to accommodate the impacts of development proposed in the adopted UWF Campus Master Plan and in Exhibit “A”, to meet the future needs of UWF for the duration of this Agreement. The BOT and the County further agrees that concurrency resources need to be provided for these improvements.

12.0 FINANCIAL ASSURANCES FOR PUBLIC FACILITIES

The following financial assurances are provided to guarantee UWF's pro rata share of the costs of improvements to public facilities and services identified in this document and necessary to support development identified in Exhibit "A".

- 12.1 The BOT and the County agree that no off-campus stormwater management improvements are required by the County, so long as all development identified in Exhibit "A" of this Agreement is consistent with the policies contained in the Stormwater Management Sub-Element of the adopted UWF master plan.
- 12.2 The BOT and the County agree that no off-campus potable water improvements are required by the County.
- 12.3 The BOT and the County agree that no off-campus sanitary sewer improvements are required by the County.
- 12.4 The BOT and the County agree that no off-campus solid waste improvements are required by the County.
- 12.5 The BOT and the County agree that no off-campus parks and recreation improvements are required by the County.
- 12.6 The BOT and the County agree that the BOT's responsibility for paying its fair share of the costs of potential improvements in section 11.6 will be met as follows:

(a) Chemstrand Road (Nine Mile Road to Ten Mile Road)	\$ 473,557
(b) Nine Mile Road (US 90A) (Jernigan Rd to University Parkway)	\$ 677,483
(c) University Parkway (Nine Mile Road to Campus Dr)	\$ 1,233,415
(d) University Parkway (Davis Highway to Nine Mile Road)	\$ 1,057,625
TOTALS	\$ 3,442,081

The BOT and the County agree that payment of the above fair share estimates constitutes full mitigation for the off-campus transportation impacts.

- 12.7 The BOT and the County agree that no off-campus public transportation improvements are required by the County.

12.8 Upon execution of this agreement, the BOT will request that the Florida Board of Governors encumber State University System Concurrency Trust Funds in the amount of \$3,442,081, which will constitute the fair share contribution payable to the County for mitigation of those impacts described in paragraph 11.6. The BOT will request that the Florida Board of Governors pay this amount to the County within 90 days after execution of this agreement.

13.0 CAPACITY RESERVATION FOR DEVELOPMENT

13.1 The BOT is reserving capacity pursuant to this Agreement. The development for which capacity is reserved is identified in the Capital Improvements Section of the UWF Campus Master Plan, adopted on November 21, 2002, and incorporated herein by this reference.

13.2 The uses, maximum densities, intensities and building heights for development reserving capacity shall be those established in the Future Land Use Element of the UWF Campus Master Plan, adopted on November 21, 2002.

13.3 The County agrees to reserve present and planned capacity of the public facilities and services necessary to support the development identified in Section 11.0 and Exhibit "A" for the duration of this Agreement. The BOT shall comply with all the terms and conditions of this Agreement and shall provide financial assurances as set forth in Section 12.0 of this Agreement.

13.4 The County acknowledges that subsequent development projects may reserve capacity of public facilities in the same geographic area identified in Exhibit "A". The County also acknowledges that this shall in no way necessitate the construction of additional capital facility improvements by the BOT to meet concurrency requirements and/or to prevent development identified in UWF's adopted campus master plan from going forward in accordance with its timetable of development.

14.0 APPLICABLE LAWS

If state or federal laws are enacted subsequent after the execution of this Agreement, which are applicable to or preclude either party's compliance with the terms and conditions of this Agreement, this Agreement shall be modified or revoked or amended, as is necessary, to comply with the relevant state or federal laws.

15.0 AMENDMENT

- 15.1 This Agreement may be amended in conjunction with any amendment to the adopted UWF campus master plan which, alone or in conjunction with other amendments: increases density or intensity of use of land on the campus by more than 10 percent, decreases the amount of natural areas, open spaces, or buffers on the campus by more than 10 percent, or rearranges land uses in a manner that will increase the impact of any proposed campus development by more than 10 percent on a road or on another public facility or service provided or maintained by the State, the County, or any affected local government.
- 15.2 This Agreement may be amended if either party delay by more than 12 months the construction of a capital improvement identified in this Agreement.
- 15.3 Amendment of this Agreement shall be made in accordance with the notification requirements set forth in Section 22.0 of this Agreement.
- 15.4 It is further agreed that no modification, amendment, or alteration in the terms or conditions contained herein shall be effective unless contained in a written document approved and executed by all the parties hereto.
- 15.5 In the event of a dispute arising from the implementation of this Agreement, both parties shall resolve the dispute in accordance with the dispute resolution requirements set forth in Section 18.0 of this Agreement.

16.0 CONSISTENCY WITH ADOPTED COMPREHENSIVE PLANS

The County finds that this Agreement and the proposed development and capacity reservations provided for herein are consistent with the County's adopted comprehensive plan, so long as UWF conforms to the applicable Future Land Use category regulations, as outlined in the County's comprehensive plan.

17.0 ENFORCEMENT

Any party to this Agreement or aggrieved or adversely affected person may file an action for injunctive relief in the circuit court where the County is located to enforce the terms and conditions of this Agreement, or to challenge the compliance of the Agreement with Section 1013.30, Florida Statutes. This action shall be the sole and exclusive remedy of an adversely affected person other than a party to the agreement to enforce any rights or obligations arising from this Agreement,

18.0 DISPUTE RESOLUTION

- 18.1 In the event of a dispute arising from the implementation of this Agreement, each party shall select one mediator and notify the other party in writing of the selection. Thereafter, within 15 days after their selection, the two mediators shall select a neutral third mediator to complete the mediation panel.
- 18.2 Each party shall be responsible for all costs and fees payable to the mediator selected by it and shall equally bear responsibility for the costs and fees payable to the third mediator for services rendered and costs expended in connection with resolving issues in dispute.
- 18.3 Within 10 days after the selection of the mediation panel, proceedings must be convened by the panel to resolve the issues in dispute. Within 60 days after the convening of the mediation panel, the panel shall issue a report containing a recommended resolution of the issues in dispute.
- 18.4 If either the BOT or the County rejects the recommended resolution of the issues in dispute, the matter shall be forwarded to the state land planning agency which, pursuant to Subsection 1013.30, Florida Statutes, has 60 days to hold informal hearings, if necessary, identify remaining issues in dispute, prepare a record of the proceedings, and submit the matter to the Administration Commission for final action. The report to the Administration Commission shall list each issue in dispute, describe the nature and basis for each dispute, identify alternative resolutions of each dispute, and make recommendations. The Administration Commission shall then take action to resolve the issues in dispute. In resolving this matter, the Administration Commission may, pursuant to Subsection 1013.30, Florida Statutes, prescribe by order the contents of this Agreement.

19.0 MONITORING AND OVERSIGHT

- 19.1 The County may inspect related activity on the UWF campus to verify that the terms of this Agreement are satisfied, not less than once every 12 months. UWF shall provide the County project information that demonstrates good faith compliance with the terms of this Agreement on an annual basis. Project information shall be submitted to the County each year by the first of October.
- 19.2 If either party finds that there has been a failure to comply with the terms of this Agreement, the aggrieved party shall serve notice on the other that such failure to comply has occurred in accordance with the notification requirements set forth in Section 22.0 of this Agreement.

19.3 Disputes that arise in the implementation of this Agreement shall be resolved in accordance with the provisions of Section 18.0 above.

20.0 SUCCESSORS AND ASSIGNS

This Agreement shall be binding upon the parties hereto, their successors in interest, heirs, assigns and personal representatives.

21.0 RECORDING OF THIS AGREEMENT

This Agreement shall be recorded by the County in the public records of Escambia County, Florida, within 14 days of execution of the Agreement by both parties. A copy of the recorded Agreement shall be forwarded to the state land planning agency by the BOT within 14 days after the date of execution.

22.0 NOTICES

22.1 All notices, demands, requests to replies provided for or permitted by this Agreement shall be in writing and may be delivered by any of the following methods:

By personal service or delivery;
By registered or certified mail;
By deposit with an overnight express delivery service.

22.2 Notices by personal service or delivery shall be deemed effective at the time of personal delivery. Notices by registered or certified mail shall be deemed effective three business days after deposit with the United States Postal Service. Notices by overnight express delivery service shall be deemed effective one business day after deposit with the express delivery service.

22.3 For the purpose of notice, the address of the BOT shall be:

The Board of Trustees
University of West Florida
11000 University Parkway
Pensacola, Florida 32514-5750

With a copy to:

The President
University of West Florida

1000 University Parkway
Pensacola, Florida 32514-5750

22.4 The address of the County shall be:

The Escambia County Administrator
Post Office Box 1591
Pensacola, Florida 32597-1591

With a copy to:

Director
Escambia County Department of Planning and Zoning
1190 West Leonard Street
Pensacola, Florida 32501-1129

23.0 EXHIBITS AND SCHEDULES

The Exhibits and Schedules to this Agreement consist of the following, all of which are incorporated into and form a part of this Agreement:

Exhibit "A" --- Development Authorized By The Agreement And For Which Capacity Is Reserved

Exhibit "B" --- Geographic Area Covered By The Agreement

IN WITNESS THEREOF, the parties have set their hands and seals on the day and year indicated.
Signed, sealed and delivered in the presence of:

Witness

Chair of the Board of Trustees
for the University of West Florida

Witness

Date: _____

STATE OF FLORIDA
COUNTY OF ESCAMBIA

I HEREBY CERTIFY that on this day, before me, an officer duly authorized in the State aforesaid and in the County aforesaid to take acknowledgments, personally appeared _____ of the University of West Florida Board of Trustees, to me known to be the person described herein and who executed the foregoing, and acknowledged the execution thereof to be his free act and deed, for the purposes therein mentioned.

WITNESS my hand and official seal in the County and State last aforesaid this ____ day of _____, 2005.

Notary Public

(Seal)

My Commission expires: _____

This 2005 Campus Development Agreement
Between Escambia County and UWF is approved
as to form and legality

DONE AND ENACTED, by the Board of County Commissioners of Escambia County Florida, this _____ day of _____, 2005.

BOARD OF COUNTY COMMISSIONERS
ESCAMBIA COUNTY, FLORIDA

J.W. Dickson, Chairman

ATTEST: ERNIE LEE MAGAHA
CLERK OF THE CIRCUIT COURT

Deputy Clerk

(SEAL)

BCC Approved: _____

EXHIBIT "A"
DEVELOPMENT AUTHORIZED BY THE AGREEMENT AND
FOR WHICH CAPACITY IS RESERVED

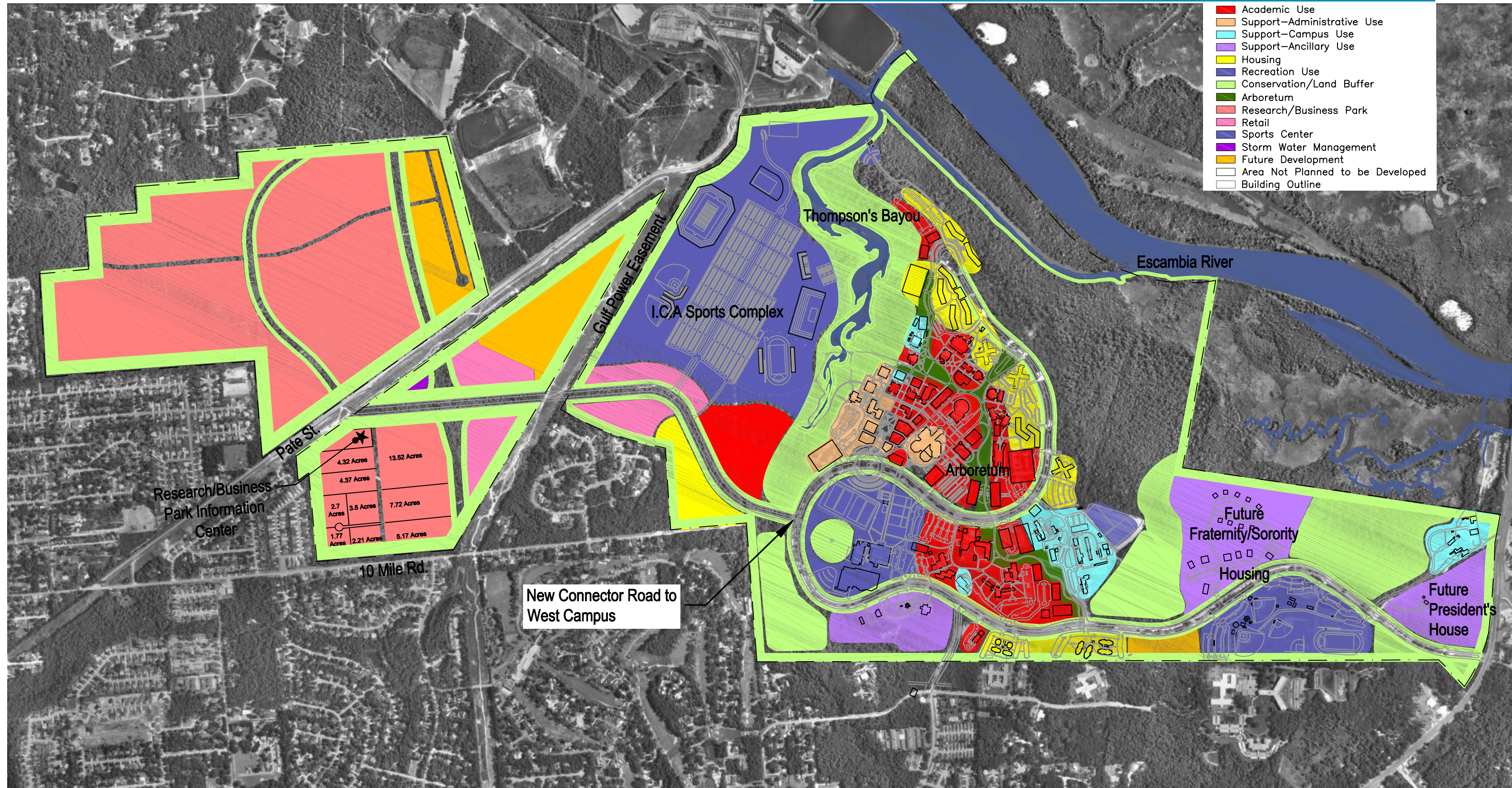
Academic Year	Projected Enrollment (FTE)	Projected Headcount	% growth of FTE's	% growth of HC	% of FTE to HC	# of Beds required based on 1 bed per each 25% of FTE	additional # of new beds needed (current count 1040)	Beds required to add each year	Total square footage required based on HC projected growth not considering efficiencies of use of a larger University	Total Housing Required - based on 26% of total	Total Physical Plant Required - based on 5% of total	Total Academic Required - based on 52% of total	Total Administrative and Support Facilities Required - based on 18% of total	Parking required current parking = 5750	Difference = number of new spaces required each year
2000-01	4,447	7,560			0.59	1,112	(72)	(102)	1,693,795	435,621	90,675	865,512	301,987	5,081	-669
2001-02	4,853	8,250	0.08	0.08	0.59	1,213	(173)	(20)	1,835,497	472,090	98,199	945,281	327,269	5,506	-425
2002-03	4,932	8,384	0.02	0.02	0.59	1,233	(193)	(53)	1,864,898	479,652	99,772	960,422	332,511	5,595	-88
2003-04	5,144	8,745	0.04	0.04	0.59	1,286	(246)	(58)	1,941,756	499,420	103,884	1,000,004	346,215	5,825	-231
2004-05	5,376	9,139	0.04	0.04	0.59	1,344	(304)	(65)	2,025,552	520,972	108,367	1,043,159	361,156	6,077	-251
2005-06	5,634	9,578	0.05	0.05	0.59	1,409	(369)	(73)	2,118,309	544,829	113,330	1,090,929	377,694	6,355	-278
2006-07	5,926	10,074	0.05	0.05	0.59	1,482	(442)	(81)	2,222,687	571,675	118,914	1,144,684	396,305	6,668	-313
2007-08	6,250	10,625	0.05	0.05	0.59	1,563	(523)	(87)	2,337,911	601,311	125,078	1,204,024	416,850	7,014	-346
2008-09	6,597	11,215	0.05	0.05	0.59	1,649	(609)	(94)	2,460,885	632,940	131,657	1,267,356	438,776	7,383	-369
2009-10	6,972	11,852	0.05	0.05	0.59	1,743	(703)	(101)	2,593,247	666,983	138,739	1,335,522	462,376	7,780	-397
* 2010-11	7,377	12,541	0.05	0.05	0.59	1,844	(804)	(111)	2,735,618	703,601	146,356	1,408,843	487,761	8,207	-427
2011-12	7,819	13,292	0.06	0.06	0.59	1,955	(915)	(120)	2,890,259	743,375	154,629	1,488,484	515,333	8,671	-464
2012-13	8,297	14,105	0.06	0.06	0.59	2,074	(1,034)	(130)	3,056,771	786,201	163,537	1,574,237	545,022	9,170	-500
2013-14	8,817	14,989	0.06	0.06	0.59	2,204	(1,164)	(142)	3,237,050	832,569	173,182	1,667,081	577,166	9,711	-541
2014-15	9,383	15,951	0.06	0.06	0.59	2,346	(1,306)	(141)	3,432,314	882,791	183,629	1,767,642	611,982	10,297	-586
2015-16	9,946	16,908	0.06	0.06	0.59	2,487	(1,447)	(149)	3,626,603	932,762	194,023	1,867,701	646,623	10,880	-583
2016-17	10,543	17,923	0.06	0.06	0.59	2,636	(1,596)	(326)	3,831,960	985,580	205,010	1,973,460	683,239	11,496	-616
2017-18	11,176	18,999	0.06	0.06	0.59	2,794	(1,754)	(346)	4,048,999	1,041,403	216,621	2,085,235	721,937	12,147	-651
2018-19	11,847	20,140	0.06	0.06	0.59	2,962	(1,922)	(178)	4,048,998	1,041,402	216,621	2,085,234	721,936	12,147	-651
2020-21	12,558	21,349	0.06	0.06	0.59	3,140	(2,100)	(188)	4,278,241	1,100,364	228,886	2,203,294	762,810	12,835	-688
2021-22	13,311	22,629	0.06	0.06	0.59	3,328	(2,288)	(200)	4,520,260	1,162,611	241,834	2,327,934	805,962	13,561	-726
2022-23	14,110	23,987	0.06	0.06	0.59	3,528	(2,488)	(212)	4,776,227	1,228,446	255,528	2,459,757	851,601	14,329	-768
2023-24	14,957	25,427	0.06	0.06	0.59	3,739	(2,699)	2,699	5,046,700	1,298,011	269,998	2,599,050	899,827	15,140	-811

* Limits relating to this document

EXHIBIT "B"
GEOGRAPHIC AREA COVERED BY THIS AGREEMENT



Proposed University Zoning



Note: The Business/Research Park, ICA Sports Complex and associated connector road to the main campus are not anticipated to be developed/constructed prior to the 2014-2015 time frame. (Amendment #1 - 2002 Campus Master Plan)

FIGURE 4.2



UWF Board of Trustees
Finance, Administration and Audit Committee
June 16, 2005

Issue: 2005/06-2006/07 Work Plan for Internal Auditing and Management Consulting

Proposed action: Approve the proposed Work Plan for the internal auditing operations.

Background Information:

To comply with the Institute of Internal Auditing Standards, the work plan should be reviewed and approved by the UWF Finance, Administration and Audit Committee. The Internal Auditing & Management Consulting department's two-year work plan was developed using risk assessment as an integral component.

With Hurricane Ivan and IAMC taking the lead on the Financial Recovery (filing with state insurance and FEMA), the IAMC 2004/05 Work Plan was not met and for 2005/06 the Construction audit has been returned to the Work Plan.

Additionally, another significant event impacting the number of audits being performed for this work period is the ERP going live for the financial, human resources and sponsored research operations. Consequently, post-implementation testing will be conducted by IAMC. Accordingly, IAMC will devote approximately 30-35% of the internal audit work effort would be devoted to the ERP post-implementation.

Attached is the proposed work program for the Internal Auditing & Management Consulting department for the next two-year period. This work plan is a living document, which may be revisited at any point during the two-year period, and modified accordingly.

Supporting documentation:

Exhibit A—Proposed Work Plan for 2005/06-2006/07
Exhibit B---Proposed Work Plan by Employee

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

**UWF Internal Auditing & Management Consulting
Work Plan for 2005/06-2006/07**

Activity	2005/06	2006/07
AUDIT:		
Construction: Minor Projects/HLS [financial, operational and compliance]	X	
P-Card Department Reviews (approximately 60 year)	X	X
Payroll [operational and compliance]	X	
Cash Management [financial, operational, and compliance]	X	
Sponsored Research [operational and compliance]		X
Accounts Payable [financial, operational and compliance]		X
Student Accounts [financial, operational and compliance]		X
Information Technology*		X
Total Audits Planned	4	5
ACCOUNTABILITY ACTIVITIES:		
University Planning	X	X
Follow-Up Activities	X	X
MANAGEMENT ADVISORY SERVICES:		
ERP: Post implementation	X	X
Evaluation of Institutional Rules/Policies/Changes	X	X
Financial Recovery and Follow-Up	X	
Making Way for Excellence	X	X
Planning: Budgets, Facilities, Etc.	X	X
Miscellaneous Management Advisory Service projects	X	X
INVESTIGATIONS:		
Campus Referred Reviews	X	X
Get Lean	X	X
Whistleblower	X	X

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

APPROVED:

John C. Cavanaugh, President UWF

Sharon Hess-Herrick, Chairman Finance, Administration & Audit Committee
UWF Board of Trustees

* If IT auditor position is funded for FY 2006/07, this position will perform this engagement, as well as assisting heavily in ERP activities for Internal Auditing.

**UWF Internal Auditing & Management Consulting
2005/06 Time Analysis**

ACTIVITY	BUDGET	BOWERS	HUDSON	WILLIAMS	New IA
Total Hours	7,830	2,088	2,088	2,088	1,566
Less: Holidays & Leave					
Holidays	288	72	72	72	72
Annual Leave	704	176	176	176	176
Sick Leave	416	104	104	104	104
Educational Leave	0	0	0	0	0
Leave without Pay	0	0	0	0	0
Work Hours Available	6,422	1,736	1,736	1,736	1,214
Less: Administration	750	375	275	50	50
Training:					
ACUA	160	40	40	40	40
SUS	160	40	40	40	40
CBMI	40	0	40	0	0
Local/Campus	64	16	16	16	16
Subtotal for Training	424	96	136	96	96
Hours Available for Audits, MAS, Investigations, & Accountability, etc	5,248	1,265	1,325	1,590	1,068
Management Advisory Services:					
ERP: SCT Implementation & Post-Implementation	600	100	100	200	200
Evaluation and consult on UWF Rules/Policies/Changes	270	200	20	25	25
Coordinating External Audits (AG, DSOs, etc.)	180	80	100	0	0
Miscellaneous MAS activities	440	135	155	75	75
Subtotal for MAS (minimum of 20%/employee)	1,490	515	375	300	300
Follow-Up Activities	210	10	25	65	110
Investigations	290	150	100	20	20
Other	375	300	25	25	25
Contingency	86	40	25	18	3
Carry-Over Audits	0	0	0	0	0
Total Hours	961	500	175	128	158
Time Available for University Internal Audits	2,797	250	775	1162	610
Less University Audits					
Construction	1,150	150	450	0	500
Payroll -ERP Post-Implementation	300	50	200	40	10
Cash Management	150	50	100	0	0
P-Card Reviews (60/year)	1,247	0	25	1,122	100
Difference (Time Available for Unscheduled Work)	0	0	0	0	0

Note: For the Associate VP, Bowers most of the "other" hours are designated as time serving as National President for ACUA (Association of College and University Auditors)

UWF Board of Trustees Meeting
Finance, Administration & Audit Committee
June 16, 2005

Issue: 2001 UWF Educational Plant Survey Report for FY
2006/07 projected needs

Proposed action: Approve

Background information:

Every five years, the University is required to conduct an Educational Plant Survey to recommend educational facilities. Survey recommendations are based on space category needs and projected student FTE growth. Survey Team Recommendations are provided for incorporation into a comprehensive report. May 2004, Draft report was submitted to the Department of Education with comments received in December 2004. Second Draft submitted June 2005 with comments received from DOE and incorporated. Final report submitted for President and BOT approval prior to July 30, 2005.

This process is pursuant to Florida Statutes, Sections 1013.31(1)(a), 1013.31(2)(a)(b), 1013.64(1)(e) and 1013.64(4)(a).

Supporting documentation: 2001 Educational Plant Survey Report
Executive Summary Letter (from Dr. Marx)
State University Checklist – required signatures for report submittal
Sequence of Events for this report
2005 FL DOE Memo to Dr. Cavanaugh

Prepared by: David C. Luttrell, Director, Architectural and Engineering Services
(850) 474-3417

*file: Admin. Affairs
Board of Education*



*not including
signature or
letterhead*

March 5, 2002

Dr. Carl W. Blackwell, Interim Chancellor
Division of Colleges and Universities
State University System of Florida
325 West Gaines Street
Tallahassee, Florida 32399-1950

Dear Carl:

Both the Space Validation phase and the Needs Assessment phase of our Education Plant Facilities Survey were conducted on October 29 – November 1, 2001. This letter represents our understanding of survey team recommendations based upon the current fiscal year 2002-2007 Five-Year Capital Improvement Plan. Please accept this letter as a temporary executive summary of the survey for use in planning, budgeting, and legislative matters until the full survey document is prepared and approved.

Site Improvements Recommendations:

Landscaping/site improvements consistent with its adopted Campus Master Plan –
continuation recommended

Priority 1. Capital Infrastructure Renewal – **continuation recommended**

Remodeling/Renovation Recommendations:

Priority 5. IMC Building 37, Buildings 20E/20W and Building 36
Renovation/Remodeling/Expansion – **recommended**

Priority 6. Buildings 77 & 78 ERDC Renovation/Remodeling – **recommended**

Priority 9. Building 82, Center for Fine and Performing Arts Acoustical and Lighting
Upgrades - **recommended**

Priority 4. Classroom/Teaching Laboratory Upgrades – **recommended**

Dr. Carl W. Blackwell, Interim Chancellor

March 5, 2002

Page 2

New Construction/Expansion Recommendations:

Priority 2. Health, Leisure and Sports Facility – Phases I & IIA – recommended

It is essential that we receive the \$3,712,912 for Phase II – B in fiscal year 2002-2003. With this PECO funding, \$3,878,203 of CITF funds would remain to complete all phases.

Priority 3. General Purpose Classroom Building - recommended

Last year's enrollment projections showed enrollment in fiscal year 2005-2006 at 10,000. Increased enrollment for both fall and spring fiscal year 2001-2002, show growth greatly exceeding past projects. We will hit 10,000 students in fiscal year 2002-2003, two years earlier than expected. This project was Survey approved for sixteen general-purpose classrooms. Based on the new figures, we will be increasing the number of classrooms in the upcoming fiscal years 2003-2008 CIP to thirty-two. We would appreciate your acknowledgement of our rapid growth.

Priority 7. Science and Technology Building – Phase I – recommended

We are currently working on our Capital Development Process. However, this project will be moved to a higher priority in the fiscal years 2003-2008 CIP, again reflecting rapid enrollment growth.

Priority 8 Security Building (University Police) – recommended

Honors Complex, \$4,405,776, 5th year: The dramatic growth in numbers and quality of the UWF Honors Program necessitates additional space for the program. We envision a residential facility with program and faculty offices, student laboratories, and classrooms. This project would be partially funded through the normal bonding for dormitory space. The balance would be funded through a fund-raising effort and a Courtellis match.

Downtown Research and Classroom Complex, \$3,000,000, 5th year: The University's research effort is remarkable for the size and age of the University. The ratio of grant and contract funding to E&G expenditures has consistently ranked in the top third of the state universities. This level of research requires more space than can be obtained through normal space formulas. The UWF Foundation owns 2.5 acres in a prime downtown location. One of the University's premier research labs, the Institute for Human and Machine Cognition, is housed there. We also are experiencing an increased need for downtown classes. The UWF Foundation is willing to give the state a long term \$1 per year lease to build additional research, public service, and instructional facilities. We are seeking partners who will fund these additional buildings and the needed infrastructure if the state provides a match through

Dr. Carl W. Blackwell, Interim Chancellor
March 5, 2002
Page 3

the Courtellis Challenge Grant Program. The University will be working on securing funding that will assure that UWF's part of the funds is in an account prior to the State's recommended match in the 5th year.

Standard University-Wide Recommendations:

New facilities include appropriate support facility space necessary for custodial services, washrooms, mechanical rooms, and telecommunications equipment room – **recommended**

Safety related project improvements – **recommended**

Projects required to repair or replace a building's components is recommended, provided that the total cost of the project does not exceed 25% of the replacement cost of the building.

Expansion, replacement, and upgrading of existing utilities/infrastructure systems are recommended to support the educational facilities, as expanded or modified by the recommended projects.

If you have any questions, please contact Dr. Cornelius Wooten, Vice President for Administrative Affairs, (850) 474-2209, or Dr. James Barnett, Associate Vice President for Facilities Services, (850) 474-2938.

Sincerely yours,

Morris L. Marx
President

MLM:vks

cc: Dr. Cornelius Wooten, Vice President for Administrative Affairs, UWF
Dr. James R. Barnett, Associate Vice President for Facilities Services, UWF
Mr. Harold C. Paterson, Associate Director for Architectural and Engineering Services, UWF



*not including
signature or
letterhead*

March 5, 2002

Dr. Carl W. Blackwell, Interim Chancellor
Division of Colleges and Universities
State University System of Florida
325 West Gaines Street
Tallahassee, Florida 32399-1950

Dear Carl:

Prior to the University officially preparing and sending you the Five Year Capital Improvement Plan for fiscal years 2003-2008, I am taking the opportunity to mention probable additions to the University's forthcoming Five Year plan submittal. These are based upon enrollment projections updated since the October Survey.

Honors Complex, \$4,405,776, 5th year: The dramatic growth in numbers and quality of the UWF Honors Program necessitates additional space for the program. We envision a residential facility with program and faculty offices, student laboratories, and classrooms. This project would be partially funded through the normal bonding for dormitory space. The balance would be funded through a fund-raising effort and a Courtellis match.

Downtown Research and Classroom Complex, \$3,000,000, 5th year: The University's research effort is remarkable for the size and age of the University. The ratio of grant and contract funding to E&G expenditures has consistently ranked in the top third of the state universities. This level of research requires more space than can be obtained through normal space formulas. The UWF Foundation owns 2.5 acres in a prime downtown location. One of the Universities premier research labs, the Institute for Human and Machine Cognition is housed there. We also are experiencing an increasing need for downtown classes. The UWF Foundation is willing to give the state a long term \$1 per year lease to build additional research, public service, and instructional facilities. We are seeking partners who will fund these additional buildings and the needed infrastructure if the state provides a match if the state provides a match through the Courtellis Challenge Grant program. The University will be working on securing funding that will assure that UWF's part of the funds is in an account prior to the State's recommended match in the 5th year.

Dr. Carl W. Blackwell, Interim Chancellor
March 5, 2002
Page 2

If you have any questions, please contact Dr. Cornelius Wooten, Vice President for Administrative Affairs (850) 474-2209, or Dr. James Barnett, Associate Vice President for Facilities Services, (850) 474-2938.

Sincerely Yours,

Morris L. Marx
President

MLM:vks

cc: Dr. Cornelius Wooten, Vice President for Administrative Affairs, UWF
Dr. James R. Barnett, Associate Vice President for Facilities Services, UWF
Mr. Harold C. Paterson, Associate Director for Architectural and Engineering Services, UWF



FLORIDA DEPARTMENT OF EDUCATION

STATE BOARD OF EDUCATION

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John L. Winn
Commissioner of Education



June 2, 2005

Dr. John C. Cavanaugh
President
University of West Florida
11000 University Parkway
Pensacola, Florida 32514-5750

Dear Dr. Cavanaugh:

Section 1013.31(1), Florida Statutes, requires each university board of trustees to arrange for an educational plant survey at least every five years. Our records show the last University of West Florida Educational Plant Survey approved by the Office of Educational Facilities on behalf of the Commissioner of Education was completed in October 1996 and expired in October 2001. The survey became null and void more than three years ago. We have advised university staff of this by email on several occasions.

This situation causes serious concern because the university may now be expending fixed capital outlay funds in violation of the following Florida Statutes.

1. Section 1013.64(1)(e), Florida Statutes, instructs that the expenditure of PECO Maintenance funds on remodeling projects must be based on survey recommendations.
2. Section 1013.64(4)(a), Florida Statutes, stipulates that the expenditure of PECO Project funds for remodeling and renovation projects must be based on survey recommendations.

This statute also requires that new construction projects included on the first year of the PECO Project List (in the Commissioner's Fixed Capital Outlay Legislative Budget Request) must have approved educational specifications based on survey recommendations.

SPESSARD BOATRIGHT
DIRECTOR, OFFICE OF EDUCATIONAL FACILITIES


Dr. John C. Cavanaugh
June 2, 2005
Page 2

3. Section 1013.31(2)(a)(b), Florida Statutes, requires that when requesting the release of PECO funds for planning and construction purposes, the university president must certify that the need for and location of the facility are in compliance with board-approved survey recommendations and that the project meets the definition of a PECO project and the criteria for expenditure of PECO funds.

In light of the above information, please provide this office with a new board-of-trustees-approved Educational Plant Survey prior to July 30, 2005. This will NOT fix the current state of non-compliance. But, once the new Educational Plant Survey is received and approved by the Office of Educational Facilities, the university will be able to be in compliance when expending funds as provided in the cited sources, subject to any related statutory restrictions, on capital projects contained in the new survey document.

Thank you for your cooperation in this matter. We look forward to working with you in resolving this non-compliant status of the University of West Florida.

Sincerely,


Spessard Boatright, Director
Office of Educational Facilities

SB/lb/ni

cc: Kenneth Clark, Chairperson, Board or Trustees
Robert Henker, Associate Vice-Chancellor Division, of Colleges and Universities
Nancy McKee, Vice Chancellor, Education Policy and Research, DCU
Jeanine Blomberg, Chief of Staff, Florida Department of Education
Linda Champion, Assistant Deputy Commissioner, Finance and Operations
Charlene Waltz, Administrator, Educational Facilities Budgeting
David Luttrell, Director of Facilities, University of West Florida
Robin Anderson, Space Utilization, University of West Florida
Kenneth Ogletree, Educational Consultant, Office of Educational Facilities

2001

UWF

Educational Plant

Survey



June 30, 2002

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Educational Plant Survey Team

Survey team members participating in the Educational Plant Survey and Space Needs Assessment for The University of West Florida are as follows:

Team One

October 29-Nov. 2, 2001

Team Members

Ken Ogletree
Florida Board of Regents

Matt Waite
UWF Guide
University of West Florida

Team Two

October 29-Nov. 2, 2001

Team Members

Willie Baca
University Budget Coordinator
Florida Gulf Coast University

Bill Lamb
Computer Program Analyst
Florida State University

Robin Anderson
UWF Space Management
University of West Florida

Survey Facilitators

Pat Paterson/Robin Anderson
University of West Florida

Introduction

Definition and Requirement for Educational Plant Survey

An Educational Plant Survey (Survey) is defined in s. 235.011 (7) Florida Statutes as a systematic study of present educational and ancillary plants and the determination of future needs to provide an appropriate educational program and services for each student. The term "ancillary plant" is also defined in statute and refers to the buildings, site, and site improvements necessary to provide such facilities as vehicle maintenance, warehouses, maintenance, or administrative buildings necessary to provide support to an educational program. A Survey is required at least every five years pursuant to s. 235.15 F.S. In addition, s. 235.15(4)(a), F.S. requires that each project included in the Board of Education Three-Year PECO Project Priority List be recommended in a Survey. PECO (Public Education Capital Outlay) Funds are the primary source available to universities for academic and supporting facilities.

Surveys may be amended if conditions warrant a change in the construction program. Recommendations contained in a Survey Report are null and void when a new Survey is completed. The Department of Education, Office of Educational Facilities, (OEF) conducted Surveys for each of the universities prior to July 1, 1995. The 1995 Legislature, through amendment of s. 235.014 and s. 235.15 F.S., eliminated the conduct of Surveys from the functions of the Department of Education and gave each board the choice to accomplish Surveys with board staff or arrange for an agency to conduct the surveys for the board. The Board of Regents, at their October 6, 1995 Executive Committee meeting, established procedures for the conduct of university surveys. A copy of the procedures approved by the DCU is included as **Appendix A**.

Purpose of Educational Plant Survey

The purpose of a Survey is to aid in the formulation of five-year plans to house the education program and student population, faculty, staff, and auxiliary and ancillary services of the campus. Specific recommendations are provided to assist in the facilities planning process. The Survey should be considered as one element in the overall facilities planning process which begins with the master planning process, includes the capital improvement element of the master plan for the long term physical development of the university, the shorter term Five-Year Capital Improvement Program, and the development of specific building programs prior to submitting a request for funding.

Types of Facilities Addressed in Survey

Ten categories of space have been identified, as those needed to meet educational program requirements. These categories are included within the nationally recognized space classifications, as identified within the Postsecondary Education Facilities Inventory and Classification Manual, dated November 1992. Merchandising facilities, residential facilities, and special purpose non-credit facilities such as demonstration schools, continuing education centers, or dedicated intercollegiate athletic facilities are not addressed within this report. An evaluation of facilities needs associated with these activities would require a separate analysis of demand measures and program requirements.

II

The Survey Process

The Survey process is comprised of two main components: the facilities inventory validation component and the space needs assessment component. The fieldwork portion of the process is carried out by a Survey Team, which is directed by the Survey Team Leader. Other Survey Team members include a professional architect from the Board of Regents Office of Capital Programs and professional staff from other universities. A survey facilitator is assigned by the subject university to facilitate logistics, collection of data for inventory validation, development of the survey workbook used by the Survey Team, and for coordination of university activities. The BOR Office of Information Resource Management (IRM) provides support for preparation of facilities inventory reports. The BOR Offices of Academic Programs and Capital Programs provide consultation regarding approved programs and projects proposed by the university. Significant preparation is necessary before each of the two survey components are carried out. **Table 1** identifies the main Survey activities and lead responsibility for each.

Table 1

EDUCATIONAL PLANT SURVEY ACTIVITIES

ACTIVITY	RESPONSIBILITY					SURVEY TEAM
	BOR					
	UNIV	BUDGET OFFICE	ACADEMIC PROGRAMS	CAPITAL PROGRAMS	IRM	
Establish Schedule	X	X				
Letter to President		X				
Dates, Procedures, Responsibilities, Designation of Univ. Rep. Determine Inventory Sample for Validation	X	X				
Identification of Existing/Proposed "Ineligible" Space	X	X				
Prepare Facilities Inventory Reports (Site/Building/Room Reports)		X			X	
Coordinate Logistics for Validation Field Work	X	X				
Perform Validation (on-site field work)	X					X
Update Inventory Based on Validation	X	X			X	
Compile and Verify Enrollment Projections	X	X	X			
Prepare Formula Space Needs Analysis	X	X				
Develop Proposed Projects & Justification	X					
Develop Survey Workbook (Schedule, mission statement, site data, Academic Programs, Enrollment, Space Needs, Inventory Data, Project Summaries & Justifications)	X					
Develop Comments regarding Degree Program Facility Needs			X			
Develop Comments regarding Proposed Projects (CIP & Master Plan)		X		X		
Coordinate Logistics for Needs Assessment Field Work	X	X				
Perform Needs Assessment (on-site field work) (Review proposed projects in relation to programs, space needs, data, current inventory, and any special justification)						X
Exit Meeting						X
Prepare Initial Summary of Survey Recommendations		X				
Prepare Written Report		X				

III

The Facilities Inventory Validation

Purpose of Validation

The purpose of the validation is to ensure that the facilities inventory data used in the subsequent space needs assessment presents the existing facilities available to support educational programs.

Sampling Technique

The validation component of the Survey is accomplished by a sampling technique. The sample of buildings and rooms is selected from the Physical Facilities Inventory File, a mainframe based inventory system that contains data about sites, buildings, and rooms. Annually, changes in the File are reconciled to specific project activity. The buildings selected for validation include all buildings constructed since the last Survey, all buildings affected by major renovation or remodeling, all buildings the University desires to change the designated condition to a satisfactory or unsatisfactory status, and additional buildings necessary to achieve a reasonable representation of all space categories. An analysis of past legislative appropriations is conducted to ensure that all new buildings and buildings affected by major renovation are included. **Table 2** identifies the buildings included in the sample for validation. Facilities inventory reports with room detail and schematic floor plans are prepared to aid the Survey Team as they inspect rooms within the selected buildings.

Function of Survey Team During Validation

The main function of the Team is to compare existing conditions, identified by viewing the space, with the reported inventory data. Identification of condition changes, variance in room sizes, and proper room-use or space category classifications are the objectives of the Team. A list of variances is prepared and used to update the facilities inventory. If significant classification errors are detected, a complete inventory validation is scheduled. No significant variances were identified during the validation process.

The Resulting Adjusted Inventory Data

The resulting inventory file, with any required adjustments, enables preparation of reports used in the needs assessment portion of the survey. Summary reports of building and net assignable space information are included in Section VIII of this report.

Table 2

Buildings Included in Inventory Validation October 2001 University of West Florida

FCA 2001 is Study by ISES or UWF
FCA 1998 is a cursory study done by BOR

<u>Building Number</u>	<u>Description</u>	<u># Floors</u>	<u>Gross Square Feet</u>	<u>Net Assignable Square Feet</u>
TEAM ONE				
10	Crosby Hall	2	34,674	11,973
11	Bailey "B" Administration	2	31,400	10,771
18	Hopkins Hall	1	24,500	14,121
19	Police/Counseling Center	1	8,639	5,698
20	Administrative Support	1	24,442	16,981
21	Student Services Facility	1	10,400	6,757
22	Student Commons	2	118,321	75,009
52	Classroom/Office	1	13,138	7,043
TEAM TWO				
41	Psychology	2	24,500	14,578
58	Life Sciences Laboratory	2	68,633	46,587
58A	Science Lecture/Laboratory	2	26,000	18,186
76	Pat Dodson - Office/Lab	2	24,697	11,141
77	Ed. Research & Develop. Center	1	26,253	15,467
78	Ed. Research & Develop. Center	1	23,915	10,803
79	Computer Science/ITS	1	38,397	24,863
89	Archaeological Museum	1	9,500	6,868
90	Facilities Services	1	12500	6125

IV

The Space Needs Assessment

Objective

The objective of the Survey Team during the space needs assessment component is to develop specific project recommendations consistent with approved programs and the Campus Master Plan. The space needs assessment activity includes an evaluation of the following elements; projects proposed by the university, the results of applying a quantitative space needs model, and any special justification presented by the university. University officials provide supporting information for the proposed projects to the Survey Team in the form of a survey workbook and presentations.

Types of Recommendations

The projects proposed by the university include site acquisition, site improvements, renovation, remodeling, and new construction. The projects are presented as part of an overall development plan that includes identification of proposed uses of spaces to be vacated as a result of occupying new buildings and remodeling of existing buildings.

Space Needs Formula

The space needs model applied is the State University System Space Needs Generation Formula (Formula). The Formula was designed to recognize space requirements for a site based on academic program offerings, student level, and research programs. A more complete explanation of the Formula is provided as **Appendix B**. The most important measure in the Formula is student full-time equivalent enrollment. Other important measures include positions, research activity, and library materials. The following space categories are included in the formula:

Instructional

Classroom

Teaching Laboratories

Research Laboratories

Academic Support

Study Facilities

Instructional Media

Auditorium/Exhibition

Teaching Gymnasium

Institutional Support

Student Academic Support

Office/Computer

Campus Support

Application of the formula results in unmet space needs that are then compared to the effect of proposed projects on the facilities inventory. In cases where the Formula does not support a proposed project, the justification provided by the university is considered. Such justification may include the unique space requirements associated with a particular program. In some cases, the proposed facilities meet program requirements that are not addressed in the Formula. An example of such a case is a large wind tunnel facility or linear accelerator facility that far exceeds the space allowances provided for in the Formula. This type of space is regarded as ineligible to meet the space needs generated by the Formula. Similar treatment is given to unique facilities within the existing facilities inventory to ensure that Formula space needs are compared to facilities designed to meet those needs. The results of applying the Formula for the subject Survey are identified within Section IX of this report.

OVERVIEW OF THE UNIVERSITY

The main campus of 1,600 acres of rolling hills and natural woodland along the Escambia River is ten miles north of downtown Pensacola. Its facilities have been designed to complement the natural beauty of this nature preserve, which includes nature trails. In addition, the University of West Florida has waterfront property on Santa Rosa Island that is available for recreational, academic, and research pursuits. The University operates the Fort Walton Beach Campus, the Eglin Air Force Base Center, and offices at Naval Air Station Pensacola, Hurlburt Field, and Whiting Field.

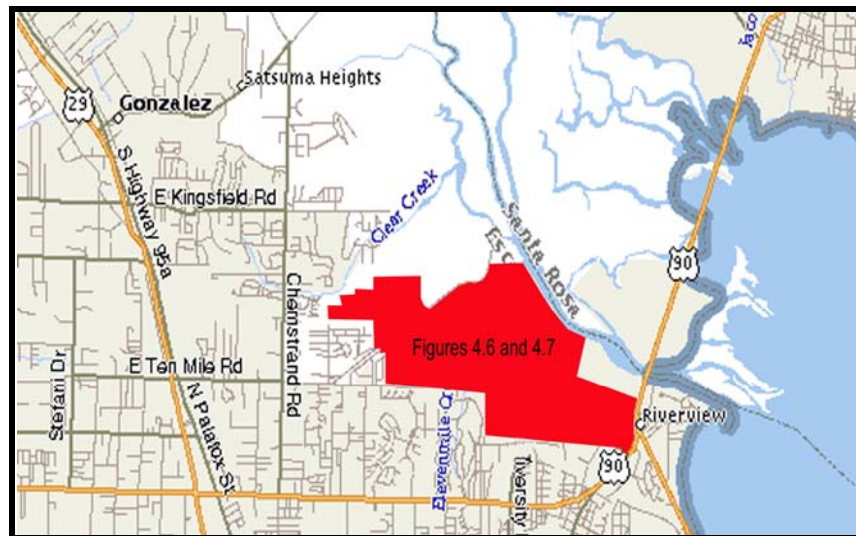
In 1963 the Florida Legislature authorized funds to establish the University of West Florida as one of ten universities in the State University System. The first president, Dr. Harold B. Crosby, assumed office in July 1964. Ground was broken on April 16, 1965, and the first students began classes in the fall of 1967. Dr. James A. Robinson, the second president, took office in 1974 and Dr. Morris L. Marx was appointed UWF's third president in the Spring Semester of 1988.

Currently, UWF enrolls over 8,500 students in its College of Arts and Sciences, College of Business, and College of Professional Studies, and has conferred over 50,000 bachelors, masters, specialist, and doctoral degrees.

Campuses, Centers, and Other Locations

Main Campus

1. **The Main University Property (Main Campus):** Located in northeast Pensacola that consists of the existing campus and the recently acquired West Campus (Baroco Property). With the new 647 acres the main University now includes approximately 1,647 acres of which approximately 105 acres located on the new Baroco property are owned by the University Foundation. Although specifically identified at the time of acquisition, it is anticipated that property will be exchanged between the University and Foundation to best serve each entity needs and goals.



2. **The Pensacola Beach Property:** Beachfront property on Pensacola Beach that is currently used for University recreational purposes only. (Refer to Figure 4.8). A small Educational/Research Center is currently being planned for this property.



3. **The Downtown Center:** Located in Downtown Pensacola on Alcaniz Street. This is a leased facility that is home to the **Institute for the Interdisciplinary Study of Human & Machine Cognition** (IHMC). The Institute was established in 1990 as an interdisciplinary research unit of the University of West Florida. Since that time, IHMC has grown into one of the nation's premier research institutes with more than 95 researchers and staff investigating a broad range of topics related to understanding cognition in both humans and machines with a particular emphasis on building computational tools to leverage and amplify human cognitive and perceptual capacities. A new Research and Classroom Complex is currently being planned for this area. A University/City of Pensacola partnership has been discussed which will further UWF's development of its downtown properties that enhance the development of Downtown Pensacola.

4. **The OWCC/Fort Walton Beach Property:** A branch campus of UWF located in Ft. Walton Beach that is partnered with Okaloosa-Walton Community College and uses OWCC facilities. The University of West Florida at Fort Walton Beach (FWB) serves commuting students. Students transferring to UWF with an Associate of Arts Degree (A.A.) or a post baccalaureate degree may obtain any of a number of professional bachelors, masters, specialist, or doctoral degrees. The campus is located 5 minutes from Hurlburt Field and 10 minutes from Eglin AFB. Located in the heart of the city's high tech industrial complex and completed in 1993, the campus has nine modern buildings set on 156 landscaped acres bordered by pine trees and wetlands. Additional Educational/Research facilities will be planned for this campus in association with OWCC and the Florida BOE.



University Mission

Dedication to knowledge is the foundation of The University of West Florida. All that we do or propose to do must serve the transmission, creation, application, and preservation of knowledge. To that end, our mission is to enhance and promote the educational, cultural, economic, and natural environments of the people and region we serve through quality teaching, research, scholarship, creative accomplishment, and service.

Strategic Goals

The University of West Florida achieves its mission by:

- Continually developing UWF as a distinctive, comprehensive public university, focused on meeting the educational, research, and service needs of the region,
- Providing educational programs, centers, and support functions of distinction,
- Enrolling and retaining an inspired student body of sufficient size to afford an appropriate college life and resource base,
- Promoting diversity and collegial culture among faculty, students, staff, and community,
- Promoting and enhancing partnerships with the community and improving communications between the University and the region,
- Strengthening regional pre-school, elementary, and secondary education,
- Enhancing regional economic development,

VII

Academic Programs of the University

The academic undergraduate and graduate degree programs of the University and student enrollment within the programs generate the primary demand for facilities. The Board of Regents, pursuant to s. 240.209(3)(c) F.S., has responsibility for approval of new programs and elimination of existing programs. The approved programs for the University for 2001-02 are identified within **Table 3**.

Table 3



Undergraduate Degree Programs for 2001-02

The University of West Florida offers a variety of majors that lead to the following baccalaureate degrees:

B.A.	Bachelor of Arts
B.F.A.	Bachelor of Fine Arts
B.S.	Bachelor of Science
B.S.B.A.	Bachelor of Science in Business Administration
B.S.C.E.	Bachelor of Science in Computer Engineering
B.S.E.E.	Bachelor of Science in Electrical Engineering
B.S.N.	Bachelor of Science in Nursing

[Accounting, B.S.B.A.](#)
[Anthropology, B.A.](#)
[Art, Studio, B.A.](#)
[Biology, B.S.](#)
[Business Minor](#)
[Career and Technical Studies, B.S.](#)
[Chemistry, B.S.](#)
[Communication Arts, B.A.](#)
[Computer Engineering, B.S.C.E.](#)
[Computer Science, B.S.](#)
[Cooperative Education](#)
[Criminal Justice, B.A.](#)
[Economics, B.S.B.A.](#)
[Education Minor](#)
[Electrical Engineering, B.S.E.E.](#)
[Elementary Education, B.A.](#)
[Engineering Technology, B.S.](#)
[English, B.A.](#)
[Environmental Studies, B.S.](#)
[Finance, B.S.B.A.](#)
[Fine Arts, B.F.A.](#)
[Health Education, B.S.](#)
[Health, Leisure & Exercise Science, B.S.](#)
[History, B.A.](#)
[Humanities, Interdisciplinary, B.A.](#)
[International Studies, B.A.](#)
[Legal Studies, B.A.](#)

[Management, B.S.B.A.](#)
[Management Information Systems, B.S.B.A.](#)
[Marine Biology, B.S.](#)
[Marketing, B.S.B.A.](#)
[Mathematics, B.S.](#)
[Medical Technology, B.S.](#)
[Middle School Education, B.A.](#)
[Military Science, U.S. Air Force](#)
[Military Science, U.S. Army](#)
[Music, B.A.](#)
[Nursing, B.S.N.](#)
[Philosophy & Religious Studies, B.A.](#)
[Physics, B.S.](#)
[Political Science, B.A.](#)
[Pre-Dental Program](#)
[Pre-Engineering Program](#)
[Prekindergarten/Primary Education, B.A.](#)
[Preprofessional Program-Medical Sciences](#)
[Psychology, B.A.](#)
[Public Administration Minor](#)
[Science, Interdisciplinary, B.S.](#)
[Social Sciences, Interdisciplinary, B.A.](#)
[Social Work, B.A.](#)
[Sociology, B.A.](#)
[Special Education, B.A.](#)
[Teacher Education](#)
[Theatre, B.A.](#)
[Women's Studies Minor](#)



Graduate Degree Programs for 2001-02

The University of West Florida offers a variety of majors that lead to the following graduate degrees:

Master's Degrees

M.A.	Master of Arts
M.Acc.	Master of Accountancy
M.A.T.	Master of Arts in Teaching
M.B.A.	Master of Business Administration
M.Ed.	Master of Education
M.P.A.	Master of Public Administration
M.S.	Master of Science
M.S.T.	Master of Science in Teaching

Specialist degree

Ed.S.	Specialist in Education
-------	-------------------------

Doctoral Degree

Ed.D.	Doctor of Education
-------	---------------------

[Accounting, M.Acc.](#)
[Alternative Education, M.Ed.](#)
[Archaeology, M.A.](#)
[Biology, M.S., M.S.T.](#)
[Business Administration, M.B.A.](#)
[Career and Technical Studies, M.Ed.](#)
[Communication Arts, M.A.](#)
[Computer Science, M.S.](#)
[Curriculum and Instruction, Ed.D.](#)
[Educational Leadership, M.Ed., Ed.S.](#)
[Elementary Education, M.Ed.](#)
[English, M.A.](#)
[FEEDS](#)
[Guidance and Counseling, M.Ed.](#)

[Health Education, M.S.](#)
[Health, Leisure, and Exercise Science, M.S.](#)
[History, M.A.](#)
[Humanities, M.A.](#)
[Mathematics, M.S., M.A.T.](#)
[Middle Level Education, M.Ed.](#)
[Political Science, M.A.](#)
[Primary Education, M.Ed.](#)
[Psychology, M.A.](#)
[Public Administration, M.P.A.](#)
[Secondary Education, M.Ed.](#)
[Special Education, M.A.](#)
[Teacher Education](#)



Accreditations

The University of West Florida is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1886 Southern Lane, Decatur, Georgia 30033-4097; telephone number (404) 679-4501) to award associate, bachelor's, master's, specialist, and Doctor of Education degrees. In addition, specific colleges and programs are nationally accredited by the agencies indicated below.

Teacher Education programs have also been reviewed and approved by the Florida Department of Education. The master's and specialist degree programs leading to certification as a school administrator have been reviewed and approved by the Florida Council on Education Management (FCEM).

UWF Colleges and Programs	Accrediting Agency	Level of Degree
College of Business	The International Association for Management Education (AACSB)	B.A., B.S.B.A., M.Acc., M.B.A.
College of Professional Studies (All Professional Education/ Teacher Education Programs)	National Council for Accreditation of Teacher Education (NCATE)	B.A., M.A., M.Ed., Ed.S., Ed.D.
Chemistry	American Chemical Society (ACS)	B.S.
Computer Engineering (UWF/UF Joint Program)	Accreditation Board for Engineering & Technology (ABET)	B.S.
Electrical Engineering (UWF/UF Joint Program)	Accreditation Board for Engineering & Technology (ABET)	B.S.
Medical Technology	National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)	B.S.
Music	National Association of Schools of Music (NASM)	B.A.
Nursing	National League for Nursing Accreditation Commission (NLN)	B.S.N.
Public Administration	National Association of Schools of Public Affairs & Administration (NASPAA)	M.P.A.
Social Work	Council on Social Work Education (CSWE)	B.A.

Source: Catalog 2001-2002

VIII

Analysis of Student Enrollment

Student enrollment is the single most important measure used to develop facility requirements for a university. Enrollment is measured using full-time equivalent (FTE) enrollment. Each FTE is equivalent to 40 credit hours per academic year for undergraduates and 32 credit hours for graduates. First, FTE enrollment is reported by site, and then all enrollments not requiring facilities is deducted to determine the Capital Outlay FTE (COFTE). The level of enrollment used for Survey purposes is the level for the fifth year beyond the year the Survey is conducted. For this Survey, the projected enrollment used is for academic year 2006-2007. **Table 4** identifies the 2000-2001 actual and 2006-07 projected enrollment by level and discipline. **Table 5** identifies the anticipated changes in enrollment by level. The BOR Office of Academic Programs approved the enrollments.

Table 4
Five-Year Enrollment Projection – Funded FTE

BOR Approved Enrollment Growth
University of West Florida

	Actual	Funded	Projected Enrollment					2006-07	2007-08
	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06		
Pensacola - Main									
FTIC Heads	696	756	807	862	920	982	1,051	1,107	1,168.0
Lower FTEs	1,464.9	1,602.0	1,663.0	1,765.0	1,872.0	2,031.0	2,153.0	2,270.6	2,395.2
Upper FTEs	2,235.1	2,270.0	2,315.0	2,361.0	2,432.0	2,505.0	2,580.0	2,640.8	2,708.2
Grad FTEs	510.5	512.0	517.0	522.0	532.0	542.0	558.0	564.8	575.0
Ft. Walton Beach									
Upper FTEs	223.4	240.0	254.0	267.0	280.0	294.0	309.0	321.9	335.6
Grad FTEs	171.0	170.0	175.0	180.0	185.0	190.0	195.0	200.0	205.0
Other									
Lower FTEs	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Upper FTEs	2.5	5.0	6.0	7.0	8.0	9.0	10.0	11.0	12.0
Grad FTEs	2.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
UWF - Total									
Lower FTEs	1,464.9	1,602.0	1,663.0	1,765.0	1,872.0	2,031.0	2,153.0	2,270.6	2,395.2
Upper FTEs	2,461.0	2,515.0	2,575.0	2,635.0	2,720.0	2,808.0	2,899.0	2,973.7	3,055.8
Grad FTEs	683.9	682.0	692.0	702.0	717.0	732.0	753.0	764.8	780.0
Total	4,609.8	4,799.0	4,930.0	5,102.0	5,309.0	5,571.0	5,805.0	6,009.1	6,231.0

Table 5

Anticipated Changes in Enrollment by Level

University of West Florida

Pensacola - Main

FTIC Heads	351
Lower FTEs	668.6
Upper FTEs	370.8
Grad I FTEs	5,208.0
Grad II FTEs	74.8

Ft. Walton Beach

Upper FTEs	81.9
Grad I FTEs	30.0
Grad II FTEs	47.7

Other

Lower FTEs	0.0
Upper FTEs	6.0
Grad I FTEs	0.0
Grad II FTEs	0.0

UWF - Total

Lower FTEs	668.6
Upper FTEs	458.7
Grad I FTEs	82.8
Grad II FTEs	122.5
Total	1,332.6

IX

Inventory of Existing Sites and Buildings

The overview of the University includes a general description of the sites where the University carries out educational program activity. This section provides information about buildings located at the sites.

The building information provided in **Table 6** includes Status, Condition, Assignable Square Feet (ASF), Non-Assignable Square Fee (Non-ASF), and Gross Square Feet (GSF). Status identifies a building as permanent or temporary based on structural materials and life expectancy. A permanent building is a facility of either non-combustible or fire resistive construction designed for a fixed location with a life expectancy of more than 20 years. A temporary building is usually of wood frame type construction with a life expectancy of less than 20 years.

Building condition identifies whether a building is satisfactory or unsatisfactory for its intended use. Determination of condition is based on the last survey validation and any changes proposed by the University and concurred with by the Survey Team. Buildings considered satisfactory are classified as either satisfactory or in need of remodeling. Buildings considered unsatisfactory are classified as those to be terminated for use or scheduled for demolition. The university conducts an annual Building Condition assessment on all buildings 20 years and older to assist in making this determination.

The size of building spaces is provided as ASF, Non-ASF or GSF. Building ASF refers to the sum of all areas on all floors assigned to or available to be assigned to and functionally usable by an occupant or equipment to directly support the program activities of the occupant. Building Non-ASF refers to the sum of all areas on all floors that are not available for program activities, such as circulation areas, custodial space, and mechanical areas. GSF is the sum of all floor areas included within the outside faces of exterior walls and other areas that have floor surfaces.

The assignable space within educational buildings accommodates instructional, academic support, and institutional support functions of the university. As indicated within the Space Needs Assessment section, the following types of assignable spaces accommodate these functions:

<u>Instructional</u>	<u>Academic Support</u>	<u>Institutional Support</u>
Classroom	Study Facilities	Student Academic Support
Teaching Laboratories	Instructional Media	Office/Computer
Research Laboratories	Auditorium/Exhibition	Campus Support
	Teaching Gymnasium	

Table 7 identifies the amount of satisfactory eligible space, by space type, for each building which supports the above stated functions. As stated within the Space Needs Assessment section eligible space refers to whether the space meets a need identified as a formula generated space need.

Table 6
Inventory of Academic and Support Buildings
30-Nov-01

FCA 2001 is Study by ISES or UWF

FCA 1998 is a cursory study done by BOR

<u>Building Number</u>	<u>Description</u>	<u>Year Occupied</u>	<u># Floors</u>	<u>Gross Square Feet</u>	<u>Net Assignable Square Feet</u>	<u>Net To Gross Ratio</u>	<u>Year FCA</u>
<u>Education and General (42)</u>							
6	Bioremediation Offices	1992	1	2,040	1,452	0.71	1998
10	Crosby Hall	1966	2	34,674	11,973	0.35	2001
11	Bailey "B" Administration	1966	2	31,400	10,771	0.34	1998
12	Bailey "C" Administration	1966	1	17,336	6,271	0.36	1998
13	Science Office/Laboratory	1967	3	30,054	19,650	0.65	2001
18	Hopkins Hall	1967	1	24,500	14,121	0.58	1998
19	Police/Counseling Center	1967	1	8,639	5,698	0.66	2001
20	Administrative Support	1979	1	24,442	16,981	0.69	1998
32	John C. Pace Library	1967	6	175,000	111,247	0.64	1998
36	Communication Arts	1967	1	23,584	12,975	0.55	1998
37	Audio-Visual/ITS	1967	1	11,844	7,461	0.63	1998
38	Faculty Offices Math	1967	1	8,791	5,389	0.61	1998
41	Psychology	1997	2	24,500	14,578	0.60	1998
50	Faculty Offices	1969	2	16,121	9,211	0.57	2001
51	Classroom/Office	1969	1	10,896	6,675	0.61	1998
52	Classroom/Office	1969	1	13,138	7,043	0.54	2001
53	Faculty Offices	1969	2	16,616	9,209	0.55	1998

54	Field House	1970	1	59,723	42,934	0.72	1998
58	Life Sciences Laboratory	1973	2	68,633	46,587	0.68	2001
58A	Science Lecture/Laboratory	1999	2	26,000	18,186	0.70	1998
58B	Lab Storage	2000	1	2,900	2,000	0.69	1998
158	Science Annex	1987	1	754	551	0.73	1998
70	Vocational Technical/Electrical Engineering	1976	1	17,584	10,322	0.59	1998
74	Pat Dodson - Classroom	1978	1	10,475	5,653	0.54	2001
75	COB Graduate Studies Offices	1978	1	1,642	1,086	0.66	1998
76	Pat Dodson - Office/Lab	1978	2	24,697	11,141	0.45	2001
77	Ed. Research & Develop. Center	1980	1	26,253	15,467	0.59	1998
78	Ed. Research & Develop. Center	1980	1	23,915	10,803	0.45	1998
79	Computer Science/ITS	1985	1	38,397	24,863	0.65	1998
80	Reproduction Services	1982	1	4,140	3,230	0.78	1998
81	Campus Information Center	1982	1	909	626	0.69	1998
82	Center for Fine & Performing Arts	1991	2	75,400	48,772	0.65	1998
82B	Theatre Shop	2000	1	2,584	1,643	0.64	1998
83	Wetlands Research Facility	1989	1	3,750	2,814	0.75	1998
84	Wetlands Research Exhibit	1990	1	2,700	2,700	1.00	1998
85	Professional Studies Offices	1991	1	25,000	13,864	0.55	2001
86	Professional Studies Classrooms	1991	1	25,235	19,432	0.77	1998
87	Athletics/Recreation Offices	1990	1	5,648	3,815	0.68	1998
88	WUWF Public Radio Station	1992	1	10,355	6,649	0.64	1998
89	Archaeological Museum	1999	1	9,500	6,868	0.72	1998
88A	WUWF Satellite	1996	1	250	240	0.96	1998
381	Athletics/Recreation Offices	1983	1	1,468	1,052	0.72	1998

941,487	572,003	0.61
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Facilities Service Buildings (24)

39	Water System Storage			230			
40	Central Utility Plant	1967	2	17,879	1,244	N/A	1998
47	Pump House	1967	1	280	0	N/A	1998
48	Records/Microfilm/Surplus Property	1968	1	4,800	4,538	0.95	1998
48A	Hazardous Waste Storage	1992	1	224	224	N/A	1998
49	Archaeology Storage	1968	1	6,987	5,192	0.74	1998
55	Storage	1968	2	8,300	7,990	0.96	1998
155	Storage	1987	1	540	540	N/A	1998
255	Storage	1987	1	255	225	0.88	1998
355	Storage	1985	1	298	275	0.92	1998
551	Storage	1984	1	185			
56A	Sewage Lift Station	1997	1	490	0	N/A	1998
58B	Science Laboratory Storage	1997	1	2,100	2,000	N/A	1998
69	Pump House No. 3	1967	1	280	0	N/A	1998
147	800 mgh Building	2000	1	153	148	0.97	1998
212	Sports Maintenance	1980	1	853			
90	Physical Plant Administration	1998	1	12500	6125	0.49	1998
91	Maintenance & Telecommunications	1996	1	10286	7535	0.73	1998
92	Building Services and Commons	1996	1	4790	2522	0.53	1998
93	Vehicle Maintenance	1996	1	17950	8794	0.49	1998
94	Landscape Services	1996	1	14180	6385	0.45	1998
95	Central Receiving	1996	1	10475	9452	0.90	1998
95A	Hazardous Waste Storage	1999	1	560	548	0.98	1998
347	Water Supplies	1995	1	120			
				114,485	63,737	0.56	

Student Support (22)

21	Student Services Facility	1990	1	10,400	6,757	0.65	1998
22	Student Commons	1968	2	118,321	75,009	0.63	1998
381 (38A)	Sports Trailer	1988	1	1,468	1,052	0.72	1998
42/43	Child Care Center	1968	1	3,406	2,415	0.71	1998
	Child Care Center	1985	1	4,991	3,431	0.69	1998
46	Housing Maintenance Office/Utilities	1967	1	5,500	3,909	0.71	1998
73	Natatorium	1976	1	38,648	30,158	0.78	1998
200	Softball Home Dugout	1982	1	404	344	0.85	1998
201	Softball Visitor Dugout	1982	1	361	306	0.85	1998
202	Softball Press Box	1982	1	147	112	0.76	1998
203	Baseball Home Dugout	1981	1	404	344	0.85	1998
204	Baseball Visitor Dugout	1981	1	361	306	0.85	1998
205	Baseball Press Box	1983	1	160	152	0.95	1998
207	Pavilion at Natatorium	1983	1	915	0	N/A	1998
208	Pavilion at Sports Complex	1983	1	915	0	N/A	1998
209	Handball Center	1984	1	3,640	3,200	0.88	1998
210	Baseball Locker/Shower Room	1984	1	3,528	2,510	0.71	1998
211	Public Restrooms	1985	1	563	0	N/A	1998
213	Tennis Clubhouse	1990	1	1,330	741	0.56	1998
214	Track Restroom	1997	1	450	0	N/A	1998
215	Sports Complex Offices	1992	1	2,125	1,440	0.68	1998
391	Sports Complex Offices	1984	1	936	850	0.91	1998

198,973	133,036	0.67
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Total O&M Funded Space	1,254,945	768,776	0.61
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Residence (22)							
14	Dormitory	1967	2	7,265	3,132	0.43	1998
15	Dormitory	1967	2	7,265	3,122	0.43	1998
16	Dormitory	1967	2	7,265	3,122	0.43	1998
23	Dormitory	1967	2	7,265	3,122	0.43	1998
24	Dormitory	1967	2	7,265	3,122	0.43	1998
25	Dormitory	1967	2	7,265	3,122	0.43	1998
26	Dormitory	1967	2	7,265	3,122	0.43	1998
27	Dormitory	1967	2	7,265	3,122	0.43	1998
28	Dormitory	1967	2	7,265	3,265	0.45	1998
29	Dormitory	1967	2	7,265	3,122	0.43	1998
30	Dormitory	1967	2	7,265	3,122	0.43	1998
31	Dormitory	1967	2	7,265	3,122	0.43	1998
33	Dormitory	1967	2	7,265	3,122	0.43	1998
34	Dormitory	1967	2	7,265	3,122	0.43	1998
35	Dormitory	1967	2	7,265	3,122	0.43	1998
63	Residence Hall	1975	2	3,194	2,441	0.76	1998
65	Residence Hall	1975	2	12,516	8,465	0.68	1998
68	Residence Hall	1975	2	12,516	8,465	0.68	2001
901	Village West	1997	4	94,844	60,627	0.64	2001
910	Village East	1999	3	124,743	78,574	0.63	N/A
920	Martin Hall	2000	3	75,351	48,394	0.64	N/A
930	Pace Hall	2001	2	51,250	34,118	0.67	N/A

483,389	288,067	0.60
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1,848,334	1,056,843	0.57
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Leased Facilities (4)

45	Classrooms	1995	1	6,000	5,754
8	International Student Center	1981	1	2,750	2,305
500	IHMC (Alcaniz Street)	1999	2	27,021	16,239
501	FSBDC (Garden Street)	1992	1	7,900	5,368
				43,671	23,912

Table 7
Eligible Assignable Square Footage
of Satisfactory Space by Category by Building

Bldg. Number	Building Name	Class-Room	Teaching Lab	Study	Research Lab	Office	Aud/Exhibition	Instruct. Media	Student Academic Support	Gym	Campus Support Services	Res and Other	Total NASF
<u>Site 1: Main Campus</u>													
6	Bioremediation Lab	-	-	-	-	1,452	-	-	-	-	-	-	1,452
10	Crosby Hall	1,800	-	-	-	9,035	-	-	-	-	-	38	10,873
11	Bailey Center B	4,027	-	-	-	6,530	-	-	-	-	-	225	10,782
12	Bailey Center C	-	-	-	-	6,491	-	-	-	-	-	-	6,491
13	Office Laboratory	1,768	10,104	133	1,847	5,748	-	-	-	-	-	435	20,035
18	Hopkins Hall	-	-	-	-	15,135	-	-	-	-	-	-	15,135
19	Police/Counseling Center	-	-	612	-	4,774	-	-	-	-	-	180	5,566
20	Administrative Support	-	-	-	-	16,578	-	-	-	-	133	-	16,711
21	Student Services Facility	-	-	-	-	5,989	-	-	-	-	-	232	6,221
22	Commons	-	554	803	-	7,836	6,085	-	-	-	156	59,711	75,145
32	John C. Pace Library	-	-	103,260	-	4,652	-	-	-	-	-	3,335	111,247
36	Communication Arts	3,670	2,770	260	-	4,089	-	1,705	-	-	-	500	12,994
37	Audio Visual/ITS	-	-	-	-	1,003	-	6,458	-	-	-	-	7,461
38	Faculty Offices	-	1,128	170	-	4,111	-	-	-	-	-	-	5,409
39	Water System Storage	-	-	-	-	-	-	-	-	-	230	-	230
40	Central Utility Plant	-	-	-	-	1,013	-	-	-	-	231	-	1,244
41	Psychology	1,408	3,756	1,605	105	6,970	-	-	-	-	-	304	14,148
43	Child Care Center	-	-	-	-	383	-	-	-	-	-	82	465
46	Housing	-	-	-	-	935	-	-	-	-	2,488	486	3,909
48	Storage/Records	-	-	-	-	405	-	-	-	-	4,133	-	4,538
49	Archaeology	-	-	-	5,192	-	-	-	-	-	-	-	5,192
50	Faculty Offices	-	-	-	-	9,135	-	-	-	-	-	141	9,276
51	Classrooms/Offices	3,039	2,419	-	-	967	-	-	-	-	250	-	6,675
52	Classrooms/Offices	3,613	-	1,466	-	1,964	-	-	-	-	-	-	7,043
53	Faculty Offices	-	-	-	-	8,467	-	-	-	-	-	622	9,089
54	Fieldhouse	1,025	-	-	-	3,299	-	-	-	37,697	454	459	42,934
58	Life Sciences Laboratory	-	25,779	-	13,639	7,117	-	-	-	-	-	183	46,718
63	Health Center	-	-	-	-	-	-	-	-	-	-	7	7
70	Votec Studies/Electrical Eng.	-	7,798	-	-	2,240	-	-	-	-	-	244	10,282
73	Natorium	-	-	-	-	1,180	-	-	-	3,889	122	367	77,376
74	Pat Dodson Classroom	5,328	-	-	-	-	-	75	-	-	-	250	5,653

Table 7
Eligible Assignable Square Footage
of Satisfactory Space by Category by Building

Bldg. Number	Building Name	Class-Room	Teaching Lab	Study	Research Lab	Office	Aud/Exhibition	Instruct. Media	Student Academic Support	Gym	Campus Support Services	Res and Other	Total NASF
<u>Site 1: Main Campus</u>													
75	COB Graduate Studies Offices	-	-	-	-	1,086	-	-	-	-	-	-	1,086
76	Pat Dodson Office Lab	-	424	2,309	-	8,310	-	-	-	-	-	518	11,561
77	Education Research & Develop	1,035	2,270	-	-	7,873	-	-	-	-	545	1,702	13,425
78	Education Research & Develop	3,345	-	-	-	6,866	-	-	-	-	-	-	10,211
79	Computer Science	1,870	4,590	3,386	-	13,883	-	-	-	-	-	1,063	24,792
80	Reproduction Services	-	-	-	-	698	-	-	-	-	2,532	-	3,230
81	Campus Information Center	-	-	-	-	626	-	-	-	-	-	-	626
82	Center for Fine Arts	1,044	20,166	1,902	-	4,457	20,977	-	-	-	-	226	48,772
83	Wetlands Research Facility	-	-	-	1,769	1,045	-	-	-	-	-	-	2,814
84	Wetlands Research Exhibition	-	-	-	-	-	3,500	-	-	-	-	-	3,500
85	Professional Studies Offices	-	-	-	-	13,411	-	-	-	-	-	453	13,864
86	Professional Studies Classrooms	8,143	3,465	4,658	290	2,216	-	-	-	-	-	660	19,432
87	Athletics/Recreation Offices	-	-	-	-	3,815	-	-	-	-	-	-	3,815
89	Archaeological Museum	-	-	-	1,698	2,152	1,848	-	-	-	-	-	5,698
90	Facilities Services	-	-	-	-	5,885	-	-	-	-	-	-	5,885
91	Maintenance/Telecom/Elec	-	-	-	-	1,532	-	-	-	-	5,938	-	7,470
92	Building Services	-	-	-	-	1,116	-	-	-	-	-	1,411	2,527
93	Building Services/Vehicle Maint.	-	-	-	-	620	-	-	-	-	8,174	-	8,794
94	Landscape & Grounds	-	-	-	-	752	-	-	-	-	5,633	-	6,385
95	Central Receiving	-	-	-	-	880	-	-	-	-	8,348	-	9,228
155	Storage Building	-	-	-	-	-	-	-	-	-	540	-	540
158	Aux to 58	-	-	-	-	-	-	-	-	-	551	-	551
200	Home Dugout Softball	-	-	-	-	-	-	-	-	344	-	-	344
201	Visitor Dugout Softball	-	-	-	-	-	-	-	-	306	-	-	306
202	Pressbox Softball	-	-	-	-	-	-	-	-	112	-	-	112
210	Baseball Locker Room	-	-	-	-	-	-	-	-	2,158	-	352	2,510
212	Sports Maintenance	-	-	-	-	-	-	-	-	-	-	800	800
213	Tennis Clubhouse	-	-	-	-	120	-	-	-	553	68	-	741
215	Sports Complex Offices	-	-	-	-	1,236	-	-	-	204	-	-	1,440
247	WUWF Storage	-	-	-	-	78	-	-	-	-	-	-	78
255	Storage	-	-	-	-	-	-	-	-	-	286	-	286

Table 7
 Eligible Assignable Square Footage
 of Satisfactory Space by Category by Building

Bldg. Number	Building Name	Class-Room	Teaching Lab	Study	Research Lab	Office	Aud/Exhibition	Instruct. Media	Student Academic Support	Gym	Campus Support Services	Res and Other	Total NASF
<u>Site 1: Main Campus</u>													
347	Water Supply Building	-	-	-	-	-	-	-	-	-	120	-	120
355	Storage	-	-	-	-	-	-	-	-	-	290	-	290
381	Athletics/Recreation	-	-	-	-	-	-	-	-	1,052	-	-	1,052
391	Sports Trailer	-	-	-	-	850	-	-	-	-	-	-	850
48A	Hazardous Waste Temp. Stor.	-	-	-	-	-	-	-	-	-	224	-	224
48B	Hazardous Waste	-	-	-	-	-	-	-	-	-	550	-	550
551	Storage	-	-	-	-	-	-	-	-	-	185	-	185
58A	Science Lecture/Laboratory	8,082	7,600	696	1,340	468	-	-	-	-	-	-	18,186
58B	Laboratory Storage	-	-	-	-	-	-	-	-	-	2,800	-	2,800
82B	Theatre Shop	-	-	-	-	-	1,643	-	-	-	-	-	1,643
95A	Hazardous Waste	-	-	-	-	-	-	-	-	-	548	-	548
930	Pace Hall	-	-	-	-	-	-	-	-	-	-	275	275

Quantitative (Formula) Space Needs

The space needs formula (Formula) applied as a quantitative tool to measure space needs of the University is explained in detail within **Appendix B**. The formula does include basic room and station utilization assumptions for classrooms and teaching laboratory facilities. **Table 8** identifies the space factors used for the Main Campus. Formula needs are not included within this report for the other sites.

Tables 9 -11 report the results of applying the space needs formula to the Main Campus and then comparing the needs to the existing satisfactory and eligible facilities inventory.

Table 8

Space Standards Used in Fixed Capital Outlay
 Ten Space Category Needs Generation Formula
 The University of West Florida, Site 1: Main Campus

Space Type by Category	Space Standard	Resulting NASF/FTE
<u>Classroom</u>		12.02
Lower Level Undergraduate	12.89 ASF per FTE	
Upper Level Undergraduate	11.94 ASF per FTE	
Beginning Level Graduate	8.11 ASF per FTE	
Advanced Level Graduate	7.78 ASF per FTE	
<u>Teaching Laboratory</u>		12.35
Lower Level Undergraduate	9.36 ASF per FTE	
Upper Level Undergraduate	17.39 ASF per FTE	
Beginning Level Graduate	8.11 ASF per FTE	
Advanced Level Graduate	10.38 ASF per FTE With 50,000 ASF Minimum	
<u>Research Laboratory</u>		4.39
Beginning Level Graduate	32.41 ASF per FTE	
Advanced Level Graduate	256.01 ASF per FTE	
Educational & General Research Faculty	235.77 ASF per FTE	
Contracts & Grants Research Faculty	358.10 ASF per FTE	
<u>Study</u>		23.86
<u>Study Area</u>		
Undergraduate Level Reading Room	6.25 ASF per FTE	
Computer Study Rooms	2.00 ASF per FTE	
Beginning Level Graduate Carrel	7.50 ASF per FTE	
Advanced Level Graduate Carrel	12.66 ASF per FTE	
Faculty Carrel	3.27 ASF per FTE	
<u>Stack Area</u>	Total of 0.10 ASF per volume for first 150,000 volume equivalent material, plus 0.09 ASF per volume for second 150,000 Volume equivalent material, plus 0.08 ASF per volume for next 300,000 volume equivalent material, plus 0.07 ASF per volume for volumes above 600,000 equivalent material.	
<u>Service Area</u>	5 percent of total ASF for study and stack areas	
<u>Instructional Media</u>	10,000 NASF plus .5 NASF per FTE over 4,000	2.46
<u>Auditorium/Exhibition</u>	3.00 ASF per FTE, with 25,000 ASF minimum	6.11
<u>Teaching/Gymnasium</u>	50,000 ASF minimum, plus 3.00 ASF per FTE for all FTE over 5,000	12.22
<u>Student Academic Support</u>	.6 ASF per FTE	0.6
<u>Office/Computer</u>	145.00 ASF per FTE position	44.88
Faculty/Staff Lounge Space	3.00 ASF per FTE position	
<u>Campus Support Facilities</u>	5 percent of total ASF generated by formula plus 5 percent of other existing space requiring support services	6.54

SOURCE: Florida, Board of Regents, Office of Budgets, "Space Standards Used in Fixed Capital Outlay Ten Space Category Needs Generation Formula, University of West Florida, Site 1: Main Campus," May 13-15, 1996. Workload measures based on Actual 1993-94 base year data.

Table 9

**Formula Generated Net Assignable Square Feet
by Category for Site 1: Main Campus**

Space Category	NASF
<u>Instructional</u>	
Classroom	82,890
Teaching Laboratory	85,166
Research Laboratory	30,273
<u>Academic Support</u>	
Study	164,539
Instructional Media	16,964
Auditorium/Exhibition	42,135
Teaching Gymnasium	84,269
<u>Instructional Support</u>	
Student Academic Support	4,138
Office/Computer	309,492
Campus Support Services	40,993
Total	860,859

TABLE 10

Comparison of Existing Satisfactory Space Needs with Formula Generated Square Footage Needs by Category for Site 1: Main Campus			
Space Category	Generated Need	Existing Space*	Unmet Need
<u>Instructional</u>			
Classroom	82,890	58,644	24,246
Teaching Laboratory	85,166	98,621	(13,455)
Research Laboratory	30,273	26,803	3,470
<u>Academic Support</u>			
Study	164,539	125,587	38,952
Instructional Media	16,964	12,443	4,521
Auditorium/Exhibition	42,135	33,853	8,282
Teaching Gymnasium	84,269	74,468	9,801
<u>Instructional Support</u>			
Student Academic Support	4,138	350	3,788
Office/Computer	309,492	230,944	78,548
Campus Support Services	40,993	47,639	1,654
Total	860,859	709,352	151,507
* Includes projects under construction and projects funded through construction.			

Table 11

ANALYSIS OF SPACE NEEDS BY CATEGORY - FORM B

UNIVERSITY OF WEST FLORIDA
Main Campus
Net Assignable Square Feet Eligible for Fixed Capital Outlay Budgeting

	Class-room	Teaching Lab	Study	Research Lab	Office	Aud/Exhibition	Instruct. Media	Student Academic Support	Gym	Campus Support Services	Total NASF
Space Needs by Space Type 2006-07*	82,890	85,166	164,539	30,273	309,492	42,135	16,964	4,138	84,269	40,993	860,859
Less:											
1) Current Inventory as of June, 2001											
A) Satisfactory Space	48,244	92,441	124,887	26,803	223,374	33,253	12,243	0	46,428	39,339	647,012
B) Unsatisfactory Space to be Remodeled											0
C) Unsatisfactory Space to be Demolished/Terminated										8,300	8,300
D) Total Under Construction	0	0	0	0	0	0	0	0	0	0	0
Total Current Inventory	48,244	92,441	124,887	26,803	223,374	33,253	12,243	0	46,428	47,639	655,312
2) Projects Funded for Construction thru 2001-2002											
Fieldhouse Complex Expansion Phase I	3,200	6,180	0	0	5,970	0	0	0	28,040	0	43,390
International House/Classroom Facility	7,200	0	700	0	1,600	600	200	350	0	0	10,650
Total Funded Construction	10,400	6,180	700	0	7,570	600	200	350	28,040	0	54,040
(Water Treatment/Telecom)										8,300	
Plus: Total Planned Demolition	0	0	0	0	0	0	0	0	0	8,300	8,300
Net Space Needs	24,246	(13,455)	38,952	3,470	78,548	8,282	4,521	3,788	9,801	1,654	159,807
Percent of:											
Current Inventory and Funded Projects Minus Demolition											
Space Needs	71%	116%	76%	89%	75%	80%	73%	8%	88%	96%	81%

NOTE: Funded projects consisting of space that is not eligible for fixed capital outlay budgeting are not shown.
* 2006-07 Space Needs based on 2000-01 NASF/FTE factors and projected FTE of 6,896

XI

Recommendations of Survey Team

The recommendations of the Survey Team for new construction and other projects that impact the facilities inventory are included within **Table 12**, Impact of Recommended Projects on Facilities Inventory. Following this table, recommendations are provided in text form for remodeling/renovation projects that do not impact the amount of space in facilities inventory categories, recommended site improvements, and standard university-wide recommendations.

Site Improvements Recommendations: Landscaping/site improvements consistent with its adopted Campus Master Plan

- 1 **Utilities/Infrastructure Improvements** – to include utilities/infrastructure improvements consisting of items in the categories of: chilled water and controls, electrical distribution, storm sewer, sanitary sewer, telecommunications, energy management control systems, irrigation, water distribution, and steam equipment and distribution. The project consists of improvements, extensions, modifications, and additions to the major utility systems.

- 3 **Field house Expansion Phase II A and B** –construct facility to include classroom areas, use codes 110 & 115 – 2,645 NASF; study areas, use code 410 – 1,500 NASF; offices, use codes 310, 315 & 350, 355– 16,000 NASF; auditorium/exhibition areas, use codes 610,615,620,625 – 782 NASF; instructional media areas, use codes 530, 535 – 500 NASF; gym areas, use codes 520, 523, 525- 9,801 NASF; campus support services facilities and service areas, use codes 720, 725, 730, 735, 740, 745, 750, 755, 760, 765 – 850 NASF; total 32,078 NASF.

- 4 **Science and Technology Phase I** – construct facility to include classroom areas, use codes 110, 115 – 21,600 NASF; study areas, use codes 410 – 8,500 NASF; research lab areas, use codes 250, 255 – 3,470 NASF; office areas, use codes 310, 315, 350, 355 – 22,000 NASF; auditorium/exhibition areas, use codes 610,615,620,625 – 7,500 NASF; instructional media areas, use codes 530, 535 – 4,000 NASF; student academic support areas, use codes 710, 715, 670, 675- 3,788 NASF; campus support services facilities and service areas, use codes 720, 725, 730, 735, 740, 745, 750, 755, 760, 765 – 804 NASF; total 71,662 NASF.

- 5 **Security Building (University Police)** – construct facility to include office areas, use codes 310, 315, 350, 355 – 7,130 Total NASF.

Standard University-Wide Recommendations:

All recommendations for new facilities include spaces necessary for custodial and services and sanitation facilities.

All projects for safety corrections are recommended.

All projects for corrections or modifications necessary to comply with the Americans with Disabilities Act are recommended.

Any projects required to repair or replace a building's components is recommended provided that the total cost of the project does not exceed 25% of the replacement cost of the building.

Table 12

UNIVERSITY OF WEST FLORIDA 2002-03 CIP

	Class- room	Teaching Lab	Study	Research Lab	Office	Aud/ Exhibition	Instruct. Media	Student Academic Support	Gym	Campus Support Services	Total NASF
Space Needs by Space Type 2007-08	82,890	85,166	164,539	30,273	309,492	42,135	16,964	4,138	84,269	40,993	860,859
Net Space Needs from Form B	24,246	(13,455)	38,952	3,470	78,548	8,282	4,521	3,788	9,801	1,654	159,807
Percent of Space Needs	71%	116%	76%	89%	75%	80%	73%	8%	88%	96%	81%
3) Projects Funded for Planning thru 2001-2002											
Sub Total Net Space Needs	0	0	0	0	0	0	0	0	0	0	0
Sub Total Percent	24,246	(13,455)	38,952	3,470	78,548	8,282	4,521	3,788	9,801	1,654	159,807
	71%	116%	76%	89%	75%	80%	73%	8%	88%	96%	81%
4) 2001-02 Recommended Projects											
Proj. 1) Campus Infrastructure Renewal	0	0	0	0	0	0	0	0	0	0	0
Sub Total Net Space Needs	24,246	(13,455)	38,952	3,470	78,548	8,282	4,521	3,788	9,801	1,654	159,807
Sub Total Percent	71%	116%	76%	89%	75%	80%	73%	8%	88%	96%	81%
Proj. 2) Major Roadway Extension/Bayou Cross	0	0	0	0	0	0	0	0	0	0	0
Sub Total Net Space Needs	24,246	(13,455)	38,952	3,470	78,548	8,282	4,521	3,788	9,801	1,654	159,807
From Master Plan Update	71%	116%	76%	89%	75%	80%	73%	8%	88%	96%	81%
Proj. 3) Fieldhouse Expan. Phase II A and B	2,645	0	1,500	0	16,000	782	500	0	9,801	850	32,078
Sub Total Net Space Needs	21,601	(13,455)	37,452	3,470	62,548	7,500	4,021	3,788	0	804	127,729
Sub Total Percent	74%	116%	77%	89%	80%	82%	76%	8%	100%	98%	85%
Proj. 4) Science and Technology Phase I	21,600	0	8,500	3,470	22,000	7,500	4,000	3,788	0	804	71,662
Sub Total Net Space Needs	1	(13,455)	28,952	0	40,548	0	21	0	0	0	56,067
Sub Total Percent	100%	116%	82%	100%	87%	100%	100%	100%	100%	100%	93%
Proj. 5) Security Building (University Police)	0	0	0	0	7,130	0	0	0	0	0	7,130
Sub Total Net Space Needs	1	(13,455)	28,952	0	33,418	0	21	0	0	0	48,937
Sub Total Percent	100%	116%	82%	100%	89%	100%	100%	100%	100%	100%	94%
Proj. 6) Bldg 82, Ctr. for Perf. Arts, Acoust/Lighting	0	0	0	0	0	0	0	0	0	0	0
Sub Total Net Space Needs	1	(13,455)	28,952	0	33,418	0	21	0	0	0	48,937
Sub Total Percent	100%	116%	82%	100%	89%	100%	100%	100%	100%	100%	94%
Total Net Space Needs	1	(13,455)	28,952	0	33,418	0	21	0	0	0	48,937
Total Percent of Net Space Needs	100%	116%	82%	100%	89%	100%	100%	100%	100%	100%	94%

XII

Funding of Capital Projects

The projects recommended by the Survey Team may be funded based on the availability of funds authorized for such purposes. The primary source available to the University is Public Education Capital Outlay (PECO). PECO funds are provided pursuant to Section 9(a)(2), Article XII of the State Constitution, as amended. These funds are appropriated to the State University System pursuant to Section 235.435(4), Florida Statutes, which provides that a list of projects is submitted by the Board of Regents to the Commissioner of Education for inclusion within the Commissioner's Fixed Capital Outlay Legislative Budget Request. In addition, a lump sum appropriation is provided for remodeling, renovation, maintenance, repair, and site improvements for existing satisfactory facilities. This lump sum appropriation is then allocated by the Board of Regents to the universities. The projects funded from PECO are normally for instructional, academic support, or institutional support purposes.

Another source for capital projects is Capital Improvement Fees. University students pay Building Fees and Capital Improvement Fees for a total of \$4.76 per credit hour per semester. This revenue source is commonly referred to as Capital Improvement Fees and is used to finance university capital projects or debt service on bonds issued by the State University System. Pursuant to policy of the Board of Regents, the projects financed from this revenue source are primarily student-related, meaning that the projects provide facilities such as student unions, outdoor recreation facilities, and athletic facilities. Periodically, a funding plan is developed for available and projected revenues. Universities receive an allocation and develop a list of projects that are submitted to the Board of Regents for inclusion within a request to the Legislature for appropriation authority.

The Facilities Enhancement Challenge Grant "Courtelis Program" Program, established pursuant to Section 240.2601, Florida Statutes, provided for the state matching of private donations for facilities projects that support instruction or research. Under this program, each private donation for a project is matched by state funds.

Section 240.295, Florida Statutes, provides authority to accomplish capital projects from grants, and private gifts. In addition, authority is provided within this section to finance facilities to support auxiliary enterprises from the issuance of bonds supported by university auxiliary revenues. Legislative approval of the proposed projects is required.

A limited amount of general revenue funds has been appropriated for university capital projects.

Table 13 identifies the specific project appropriations made available to the University over the last five years.

Table 13

Five-Year Capital Improvement Plan (CIP-2) and Legislative Budget Request

University: University of West Florida

Period: 2001-2002 through 2005-2006

Priority No	Project	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	Total
1	Campus Infrastructure Renewal	\$3,115,000 (P,C)	\$2,759,868 (P,C)	\$2,500,000 (P,C)	\$2,000,000 (P,C)	\$2,500,000 (P,C)	\$12,874,868
2	Major Roadway Extension/Bayou Crossing West Campus Utilities	\$10,479,639 (P,C,E)	\$2,118,370 (P,C,E)				\$12,598,009
3	General Purpose Classroom Building	\$409,725 (P)	\$4,263,074 (C)	\$394,507 (E)			\$5,067,306
4	Fieldhouse/Natorium Renovation and Remodeling (1)	\$4,894,500 (P,C,E)	\$6,912,191 (P,C,E)	\$3,405,870 (E)			\$15,212,561
5	Building 20E and 20W Expansion and Renovation		432,610 (P)	3,800,181 (C)	450,000 (E)		4,682,791
6	ERDC Bldgs 77 & 78 Renovation/Remodeling			\$388,706 (P)	\$3,222,399 (C)	\$200,000 (E)	\$3,811,105
7	Science Technology, Phase I				\$1,097,664 (P)	\$12,549,792 (C)	\$13,647,456
8	Campus Security & Safety Building					\$336,773 (P)	\$336,773
9	CFPA, Building 82, Acoustical and Lighting Corrections					\$243,000 (P)	\$243,000
10	OWCC-UWF Joint Center, FWB Expansion SEPARATE SUS LISTING (50% SUS, 50% OWCC)	\$255,000 (P)	\$2,775,065 (C,E)				\$2,827,781
	** Non-Add						
	TOTAL	\$18,898,864	\$16,486,113	\$10,489,264	\$6,770,063	\$15,829,565	\$71,301,650

APPENDICES

APPENDIX A

OVERVIEW OF THE EDUCATIONAL PLANT SURVEY PROCESS FOR THE STATE UNIVERSITY SYSTEM OF FLORIDA

Section 235.15, Florida Statutes, requires that, at least once every five years, each University in the State University System have an educational plant survey conducted to identify physical facilities necessary to house its programs, students, faculty, staff, and services during the next five-year period.

1. Designation of Responsibility

The Chancellor appoints the **Survey Team Board of Regents Coordinator**. The Survey Team BOR Coordinator remains available to provide information and confer with the Survey Team Leader and the University during the survey process.

The **Survey Team Leader** is appointed by the Chancellor from a university not being surveyed in the survey year and coordinates the staff from the Board Office, as well as the other universities that serve on the survey team. The Survey Team Leader maintains contact with the Board of Regents Coordinator and coordinates all activities with the Survey Team Facilitator at the University during the entire survey process. The Survey Team Leader will lead the survey team for the entire process conducted at another university.

The University President appoints the **Survey Team Facilitator** for the University to be surveyed. The Survey Team Facilitator maintains contact with the Survey Team Leader and coordinates university personnel at the University during the survey process. The Survey Team Facilitator will also coordinate the university activities for the team during the survey process at the university.

Survey Team Members are members of the survey team that will consist of staff from other universities not being surveyed that year, and Board of Regents staff as determined by the Board of Regents Coordinator. A representative from a University to be surveyed in the next fiscal year should be asked to participate.

2. Student Enrollment Projections

The survey uses capital outlay full-time-equivalent student enrollment projections provided to the university to be surveyed from the BOR Office of Planning,

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Budgeting and Policy Analysis based on university projections approved by the Board of Regents. One undergraduate capital outlay full time equivalent represents enrollment in 40 credit hours during the academic year, while one graduate capital outlay full time equivalent represents 32 credit hours. Projections are provided for all credit activity at each officially designated site for which facilities are required. Enrollments are identified by discipline group within level of student.

The projection out-year for the survey is the fifth year beyond the fiscal year in which the survey is conducted. For example, for surveys conducted during 1995-96, the out-year is 2000-01.

3. Educational Programs and Services

The survey uses projections for programs approved by the Board through the academic program review process for the State University System. The steps in the process include: (1) the University requests permission to plan a degree program, (2) the Board gives the University planning authorization for the program, (3) the University plans a proposal for the program, and (4) the Board grants the University program approval to start the program.

University to be surveyed staff prepare a list of programs for the survey, indicating which existing ones the University wishes to continue, expand, and delete during the five-year period of the survey, as well as those for which planning authorization or program approval has been granted.

The basic mechanism used to determine the facilities required to accommodate educational programs and services is the SUS Space Needs Generation Formula. The Formula identifies space needs for instructional and research programs, and for academic and institutional support services.

While the capital outlay full-time-equivalent projection acts as primary generator, the Formula recognizes variations in space requirements derived from discipline groupings, course levels, research fields, library holdings, and faculty, staff, and contract and grant positions, as well as minimum space allowances. Thus, the Formula results in aggregate space generations for ten standard space categories based on the combination of students, programs, faculty, and staff unique to the University.

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4. Inventory Validation Segment of Survey

The first segment of the survey is the Inventory Validation, whereby the survey team evaluates the physical facilities inventory. The Inventory Validation is scheduled three to four months before the Needs Assessment segment of the survey.

The validation segment entails visits to all sites of the University for the purpose of confirming or correcting information carried in the computerized Physical Facilities Space File, as well as building schematics.

University to be surveyed staff and validation team members visit all sites and selected buildings. The buildings to be visited for inventory validation purposes should include any buildings that have not been previously surveyed, buildings that the University desires to be assessed as unsatisfactory, and a sampling of other buildings to determine overall accuracy of the reported inventory.

The Space File includes information for all educational plants, for which title is vested in the Board of Regents, in trust, by the Department of Environmental Protection, Internal Improvement Trust Fund, as well as for those under long-term lease. For the Inventory Validation, University staff provides reports of Space File data and building schematic drawings for the buildings designated to be included in the Validation.

An important part of the Validation process is the review of spaces to be exempt or ineligible. These are spaces not generated by the SUS Space Needs Generation Formula and thus not included in the current inventory used in space needs analyses. University staff furnishes a list of all ineligible spaces, which identifies each space and justifies why it is excluded.

Together, the University Survey Team Facilitator and Survey Team Leader make arrangements for the Inventory Validation including: team assignments, guides, and transportation for team member visits to buildings and grounds, and lodging accommodations for team members. The University to be surveyed reimburses travel costs and pays standard per diem for members of the Inventory Validation team.

5. University Identification of Needs

University to be surveyed administrators and staff prepare lists for each site of needs identified by the University for site acquisition, development, and

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improvement, and remodeling, renovation, and new construction. Outdoor physical education facilities are included as site improvement. Because all previous survey recommendations expire at the beginning of a new five-year survey, the lists of needs may include items recommended in the prior survey which have not been started or funded through construction, but still are needed.

Requested projects should be reflected in the University's Campus Master Plan previously submitted to the Board Office of Facilities Planning, or should be included in an official update to the Master Plan.

The basic method for identifying facility needs is the SUS Space Needs Generation Formula approach. This method involves performance levels for space use by the University based on legislatively mandated, as well as generally accepted, utilization standards. The Formula generates campus wide square footage needs for ten categories of space. Needs are compared with the categorical square footage in inventory to determine space deficits and surpluses. Shortages demonstrate the need for remodeling or new construction recommendations to provide space, while overages may denote the need for remodeling recommendations to convert excess space to other uses.

Using the Formula approach, the Survey Team BOR Coordinator ensures the preparation of space needs analyses by the university to be surveyed for each site showing categorical space need generations, existing space inventory, and resulting deficits and surpluses. Based on the results, University to be surveyed staff develop requests for remodeling recommendations to provide space for under built categories, as well as to reduce space of overbuilt categories, and for new construction recommendations to meet needs which cannot be satisfied through remodeling.

The alternative method for identifying facility needs is the "exception procedure." This method is used where the University has special problems or extraordinary needs not supported by the Formula. One example is unusual requirements for a particular type of teaching or research laboratory. Another example is minimal facilities for a program that are not provided by the space needs generated from the initial enrollment level of the program.

To exercise this option, University staff prepares written explanations along with quantitative displays, which justify exceptional needs. Justifications include relevant information such as requirements for specific programs, schedules of current classes, reports of space utilization, indications of effective space management, evidence of sound planning, feasibility studies for remodeling, and intended uses of space. The purpose is to present convincing evidence, which demonstrates genuine facility needs beyond Formula generations.

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In addition, requests for remodeling or new construction recommendations to accommodate these special needs are developed.

Request items for remodeling and renovation recommendations should contain specific information: building number and name; room numbers; current functions of spaces, use codes, and square footage. Items for new construction recommendations specify needed function of spaces, use codes, and net square footage.

Cost estimates are provided by the University for site acquisition, development, and improvement items. They may be furnished for other items as well. Cost estimates for survey recommendations involving new building construction are based on average cost figures for the System. It is important to note that cost estimates attached to survey recommendations are not part of the recommendations per se. They are added only to provide a general idea of anticipated cost. They cannot be interpreted as accurate estimates for particular projects. At the time the University requests funding for a specific project, University staff should prepare actual cost estimates, which are then reviewed by the Board. Often, actual estimates will vary significantly from those included with recommendations.

The survey automatically makes five university wide standard recommendations for: provision of custodial services facilities; provision of sanitation facilities; correction of safety deficiencies; replacement of building envelope systems; and modification of facilities for compliance with the Americans with Disabilities Act. Therefore, the University should not include requests related to these needs.

6. Survey Workbook

University staff prepares a survey workbook for use by survey staff during the Needs Assessment segment of the educational plant survey. The workbook contains documentation related to preceding items 2, 3, 4, and 5, along with general background information about the University. It is supplemented by a current University catalog as well as available information regarding long-term plans for the institution, such as the master plan or other long-range planning documents. Additional information may also be included.

A copy of the survey workbook is provided to each survey team member at least two weeks before the opening date of the Needs Assessment. Other copies may be distributed to survey staff at the beginning of the Needs Assessment.

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7. Financial Information

The Survey Team BOR Coordinator provides particular financial information pertaining to capital outlay allocations by fund source and capital outlay allocations by project type for inclusion in the Survey Report.

8. Needs Assessment Segment of Survey

The Survey Team Leader and the University to be surveyed make arrangements for the Needs Assessment including: daily schedule of survey activities; organizational meeting, discussion sessions, and final meeting for the survey team with University administrators, faculty, and staff; work space, materials, and equipment for the team; and lodging accommodations for team members. The University to be surveyed reimburses travel costs and pays standard state per diem for members of the needs assessment team.

9. Survey Recommendations

The survey team makes recommendations for site acquisition, development, and improvement; and remodeling, renovation, and new construction for officially designated sites and facilities for which titles are vested in the Board of Regents, in trust, by the Department of Environmental Protection, Internal Improvement Trust Fund.

Details about the status of previous survey recommendations, identification of needs through the Formula approach and the exception procedure, cost estimates for recommendations, and the university-wide standard recommendations are explained under item 5.

Recommendations for leased sites and facilities are made in accordance with the provisions of Sections 235.055 and 235.056, Florida Statutes. Recommendations pertaining to additional branch campuses are considered only after a proposal for establishment, submitted by the University, has been accepted by the Board of Regents, recommended by the Postsecondary Education Planning Commission to the State Board of Education and the Legislature, and authorized by the Legislature.

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10. Written Survey Reports

The University to be surveyed prepares the draft and the final written report of the findings and recommendations of the survey team for review and approval by the Board of Regents. After approval by the BOR, the BOR submits the official copy of the report to the Commissioner of Education.

APPENDIX B

STATE UNIVERSITY SYSTEM OF FLORIDA EXPLANATION OF THE SPACE NEEDS GENERATION FORMULA

The space needs generation formula uses three types of information to determine unmet space needs:

1. Workload measures such as enrollment, positions, and library materials
2. Space standards including station sizes and utilization levels
3. Existing facilities inventory

The formula was designed to recognize space requirements based on academic program offerings, student level, and research programs. Currently, space needs are generated for twenty university sites including main campuses, branches, two health sciences centers, and the Institute of Food and Agricultural Sciences.

FTE Enrollment Projections

Enrollment projections used for budgeting purposes are based on five-year projections of annual FTE's requiring facilities, excluding enrollments housed at non-owned sites. Annual FTE (one undergraduate FTE represents enrollment in 40 credit hours during the academic year; 32 for graduate) enrollment for each site, by discipline, by level is used as the primary variable within the formula. This level of detail allows recognition of differences in space needs based on size of programs, mix of science and non-science programs, variations in station sizes for laboratories, and variations between disciplines in the number of contact or weekly student hours required to be housed in classrooms and teaching laboratories.

Space Standards

Ten space categories are recognized within the formula. The ten categories of assignable space include:

<u>Instructional</u>	<u>Academic Support</u>	<u>Institutional Support</u>
Classroom Facilities	Study Facilities	Student Academic Support Facilities
Teaching Laboratory Facilities	Instructional Media Facilities	Office/Computer Facilities
Research Laboratory Facilities	Auditorium/Exhibition Facilities	
Teaching Gymnasium Facilities	Campus Support Facilities	

Classroom Facilities

A classroom is defined as a room used for classes and not tied to a specific subject or discipline by equipment in the room or the configuration of the room. Included in this category are rooms generally used for scheduled instruction that requires no special, restrictive equipment or configuration. These include lecture rooms, lecture-demonstration rooms, seminar rooms, and general-purpose classrooms. Related service areas such as projection rooms, telecommunications control booths, preparation rooms, closets, storage areas, etc. are included in this category if they serve classrooms.

The net assignable square feet (NASF) needed for classrooms are based upon 22 NASF per student station, 40 periods of room use per week, and 60% station occupancy. These standards result in a space factor of 0.92 NASF per FTE enrollment. Using this space factor, NASF requirements are determined by multiplying the FTE enrollment for each discipline by level times the number of weekly student hours per FTE that are scheduled in classrooms.

The effect of applying the formula to all universities by level and by discipline provides an average of 12 NASF per FTE for main campuses. An example for an upper level FTE student in Engineering is:

$$.92 \text{ (Space Factor)} \times 15.0 \text{ (Weekly Student Hours Per FTE)} = 13.8 \text{ NASF Per FTE}$$

$$\text{where Space Factor} = \frac{\text{Station Size}}{\text{Hours Per Week} \times \text{Occupancy Rate}} \quad \text{or} \quad \frac{22}{40 \times .60} = .92 \text{ NASF}$$

Teaching Laboratory Facilities

A teaching laboratory is defined as a room used primarily for scheduled classes that require special purpose equipment or a specific room configuration for student participation, experimentation, observation, or practice in an academic discipline. Included in this category are rooms generally called teaching laboratories, instructional shops, computer laboratories, drafting rooms, band rooms, choral rooms, music practice rooms, language laboratories, studios, theater stage areas used primarily for instruction, instructional health laboratories, and similar specially designed or equipped room if they are used primarily or group instruction in formally or regularly scheduled classes. Related service areas are also included in this category.

The NASF need for teaching laboratories is computed by discipline by level and is based on established station sizes, weekly student hours per FTE, and utilization levels for room use and station occupancy. The room use standard is 24 hours for lower level and 20 hours for upper level. The station occupancy rate is 80% for both levels.

The effect of applying the formula to all universities by level and by discipline provides an average of 15 NASF per FTE for main campuses. An example for an upper level student in Engineering is:

$$7.81 \text{ (Space Factor)} \times 5.0 \text{ (Weekly Student Hours Per FTE)} = 39.05 \text{ NASF Per FTE}$$

$$\text{where Space Factor} = \frac{\text{Station Size}}{\text{Hours Per Week} \times \text{Occupancy Rate}} \text{ or } \frac{125}{20 \times .80} = 7.81 \text{ NASF}$$

Although most universities in the System currently generate more than 50,000 NASF, a minimum facility need of 50,000 NASF is provided for the development of future campuses.

Research Laboratory Facilities

A research laboratory is defined as a room used primarily for laboratory experimentation, research or training in research methods, professional research and observation, or structured creative activity within a specific program. Included in this category are labs used for experiments, testing or "dry runs" in support of instructional, research or public service activities. Non-class public service laboratories, which promote new knowledge in academic fields, are included in this category (e.g., animal diagnostic laboratories and cooperative extension laboratories). Related service areas that directly serve these laboratories are included in this category.

The NASF need for research laboratories is based on an allotment of space by discipline for each research faculty FTE and graduate student FTE. Space needs are generated separately for research faculty and graduate students.

Research Faculty Space needs are generated by discipline for Educational and General (E&G) and Contract and Grant (C&G) faculty. The number of E&G research faculty is based upon the E&G FTE faculty to FTE student ratio and the percentage of E&G research faculty FTE for the actual or base year. The number of C&G research faculty FTE is based on a three-year average growth rate for C&G faculty applied to the actual or base year. The allotment of space for each research faculty FTE varies from 75 to 450 NASF depending on discipline.

Graduate Students Space needs are generated by discipline for beginning and advanced graduate student FTE. Graduate student FTE enrollment is divided between beginning and advanced levels based upon the number of graduate credit hours completed by the student (advanced graduates are those with 36 or more graduate credit hours).

Research laboratory space is generated for selected University Support Personnel System positions having research responsibilities that require laboratory facilities. The Beginning Graduate space factor is used for these positions.

Space allotments for advanced graduates are the same as those applied to research faculty (from 75 to 450 NASF). The allotment of space for a beginning graduate FTE considers sharing of research space and varies from 3 to 90 NASF. For example, the space allotment for an advanced graduate student in Engineering is 450 NASF.

Study Facilities

Study facilities include study rooms, stack areas, processing rooms, and study service areas. The NASF needed for study facilities are based on separately determined NASF needs for study rooms, carrel space, stack areas, and study service areas.

Study Rooms (Other than Computer Study Rooms) The NASF need for study rooms is based on 25 NASF per station for 25% of the undergraduate FTE.

Computer Study Rooms The NASF need for computer study rooms is one station for every 15 FTE, with a station size of 30 NASF.

Carrels The NASF need for carrels is based on 30 NASF per station for 25% of the beginning graduate FTE, for 50% of the law FTE, for 25% of the advanced graduate science FTE, and for 50% of the advanced graduate non-science FTE, plus 20 NASF per station for 5% of the science FTE faculty and for 25% of the non-science FTE faculty.

Stack Areas The NASF need for stack areas is based on an amount of space per library volume with all library materials converted to volume equivalents (includes all holdings such as bound volumes, video and audio tapes, cassettes, microfilms, etc.). The projected volume counts are based on current inventories plus a continuation of the previous year's acquisitions.

Non-Law Stacks

0.10 NASF/volume for the first 150,000 volumes
0.09 NASF/volume for the second 150,000 volumes
0.08 NASF/volume for the next 300,000 volumes
0.07 NASF/volume for all volumes above 600,000

Law Stacks

0.14 NASF/volume for the first 150,000 volumes
0.12 NASF/volume for the second 150,000 volumes
0.10 NASF/volume for the next 300,000 volumes
0.09 NASF/volume for all volumes above 600,000

Study Facilities Service Areas The NASF need for study service areas is based on 5% of the total NASF needed for study rooms, carrels, and stack areas.

Instructional Media Facilities

Instructional Media rooms are used for the production or distribution of multimedia materials or signals. Included in this category are rooms generally called TV studios, radio studios, sound studios, photo studios, video or audiocassette and software production or distribution rooms, and media centers. Service areas such as film, tape, or cassette libraries or storage areas, media equipment storage rooms, recording rooms, engineering maintenance rooms, darkrooms, and studio control booths are also included in this category.

A minimum facility of 10,000 NASF and 0.5 NASF per FTE over 4,000 is provided for instructional media space on main campuses and 0.5 NASF per FTE for branch campuses with no minimum facility allowance.

Auditorium/Exhibition Facilities

Auditorium/exhibition facilities are defined as rooms designed and equipped for the assembly of many persons for such events as dramatic, musical, devotional, livestock judging, or commencement activities or rooms or areas used for exhibition of materials, works of art, artifacts, etc. and intended for general use by faculty, students, staff, and the public.

Service areas such as check rooms, ticket booths, dressing rooms, projection booths, property storage, make-up rooms, costume and scenery shops and storage, green rooms, multimedia and telecommunications control rooms, workrooms, and vaults are also included in this category.

The NASF need for auditorium/exhibition facilities is based on a space allotment of 3 NASF per FTE with a 25,000 NASF minimum facility allowance for main campuses.

Teaching Gymnasium Facilities

A teaching gymnasium is defined as a room or area used by students, staff, or the public for athletic or physical education activities. Included in this category are rooms generally referred to as gymnasiums, basketball courts, handball courts, squash courts, wrestling rooms, weight or exercise rooms, racquetball courts, indoor swimming pools, indoor putting areas, indoor ice rinks, indoor tracks, indoor stadium fields, and field houses. Service areas such as locker rooms, shower rooms, ticket booths, rooms for dressing, equipment, supply, storage, first aid, towels, etc. are also included in this category.

The NASF need for teaching gymnasiums is based on a minimum facility for each main campus of 50,000 NASF for the first 5,000 FTE enrollment, plus an additional 3 NASF per FTE for enrollment over 5,000 FTE.

Student Academic Support Facilities

A student academic support room is defined as a room in an academic building where students hold meetings or group discussions of an academic nature. Rooms that directly serve academic meeting rooms are also included in this category.

Student academic meeting room need is based on 0.6 NASF per FTE enrollment.

Office/Computer Facilities

An office is defined as a room housing faculty, staff, or students working at one or more desks, tables or workstations. A computer facility in this category is defined as a room used as a computer-based data processing or telecommunications center with applications that are broad enough to serve the overall administrative or academic equipment needs of a central group of users, department, college, school, or entire institution. Rooms that directly serve these areas are also included in this category, as well as faculty and staff lounges.

The NASF need for offices/computer facilities is based on a space allotment of 145 NASF per FTE position requiring office space. Examples of positions not requiring space include maintenance mechanics, scientific photographers, and dental technicians. FTE positions are projected based upon the current ratio of FTE positions requiring space to annual FTE students. The number of C&G positions is based on a three-year average growth rate for C&G positions applied to the actual or base year. The need for faculty and staff lounges is based on 3 NASF per position.

Campus Support Facilities

Campus support facilities are defined as those areas used for institution-wide services. This includes maintenance shops, central storage areas, central service areas, vehicle storage facilities, hazardous materials facilities, plus related service areas such as supply storage areas, closets, and equipment rooms.

The NASF need for campus support facilities is based on 5% of the total NASF generated by the formula plus other areas maintained by physical plant staff such as continuing education buildings and clinic space.

Existing Facilities Inventory

The facilities inventory for each university is designed using the format and definitions prescribed in the Postsecondary Education Facilities Inventory and Classification Manual, 1992, published by the U. S. Department of Education, National Center for Education Statistics. The inventory documentation consists of a file maintained by computer pursuant to the Physical Facilities Space File Specifications prepared by the State University System Office of Information Resource Management.

The inventory contains information about each site, each building, and each room that is owned, shared, or leased by a university. All spaces in buildings, including those that are permanent, temporary, or under construction that are in satisfactory condition are considered in computing the total existing assignable square footage. Assignable space is that which is available for assignment to and functionally usable by an occupant.

The room records from the inventory are used to determine the amount of existing square footage in each of the ten assignable space categories. Each room record is assigned a room use code and is grouped into the appropriate space category. For each of the ten space categories, the existing assignable square footage is deducted from the cumulative space need. The assignable square footage used to determine unmet space needs does not include those spaces for which the formula does not generate a need. Examples of excluded space are leased space, special purpose lab equipment areas such as a wind tunnel or linear accelerator, and intercollegiate athletics area.

Revised 08/09/95

APPENDIX C

EXECUTIVE SUMMARY OF THE UWF 2001 CAMPUS MASTER PLAN

Executive Summary

The Master Plan consists of seventeen (19) elements indicated by a tab and corresponding element number. Each element contains the Master Plan Goals, Objectives and Policies and appropriate figures. The following sections of the Executive Summary generally address the major changes included in this Master Plan update. The summary is sub-divided into Master Plan elements as described in the State requirements.

1. Academic Mission

Dedication to knowledge is the foundation of The University of West Florida. All that we do or propose to do must serve the transmission, creation, application, and preservation of knowledge. To that end, our mission is to enhance and promote the educational, cultural, economic, and natural environments of the people and region we serve through quality teaching, research, scholarship, creative accomplishment, and service.

2. Academic Program

The following table shows the projected enrollment growth for the period.

Academic Year	Projected Enrollment (FTE)	Projected Headcount	% growth of FTE's	% growth of HC
2000-01	4,453	7,605		
2001-02	4,886	8,365	0.09	0.09
2002-03	5,353	9,000	0.09	0.07
2003-04	5,864	9,540	0.09	0.06
2004-05	6,425	10,100	0.09	0.06
2005-06	7,051	10,700	0.09	0.06
2006-07	7,740	11,300	0.09	0.05
2007-08	8,127	12,130	0.05	0.07
2008-09	8,533	12,736	0.05	0.05
2009-10	8,960	13,373	0.05	0.05
2010-11	9,408	14,042	0.05	0.05
2011-12	9,878	14,744	0.05	0.05
2012-13	10,372	15,481	0.05	0.05
2013-14	10,891	16,255	0.05	0.05
2014-15	11,436	17,068	0.05	0.05
2015-16	12,007	17,921	0.05	0.05
2016-17	12,608	18,817	0.05	0.05
2018-19	13,238	19,758	0.05	0.05
2020-21	13,900	20,746	0.05	0.05
2021-22	14,595	21,783	0.05	0.05
2022-23	15,325	22,873	0.05	0.05
2023-24	16,091	24,016	0.05	0.05

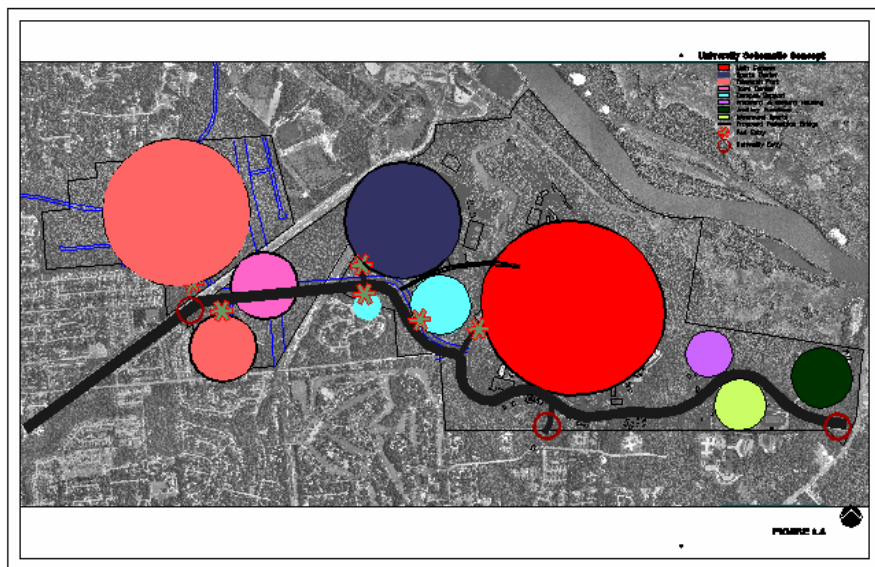
The above figures are based on un-official enrollment projections. Experience over the past few years indicates that these projections may be low due to:

- a. The continued growth of the state population, and steady growth in the northwest Florida region.
- b. The dramatic growth of the college-age population,
- c. UWF's increased "attraction" among college-bound students compared to other universities in the state, and
- d. The relatively unique academic programs offered and the "Different By Design" philosophy at UWF.

3. Urban Design

The 2001 Master Plan is the first to be developed since the purchase of the 647 acre Baroco Property west of the existing 1,000-acre Campus. This acquisition effectively ensures the University's ability to grow and to satisfy the regional needs of the Northwest Florida area. (Refer to Aerial Photograph, Figure 3.1).

The proposed University is planned to be divided into areas called function use pods that will include a research/business park, a sports center, a town center/retail area, a main "Campus," and an expanded academic and support facilities area. The Plan calls for these pods to be located along a roadway spine thus avoiding traffic congestion within each area. (Refer to Figure below)



The traditional "Campus" master plan elements define a new direction for the University. The Land Use studies for the Baroco property define the intended use of this new asset.

Historically the approach to physical planning has been limited to a 5-year projection and lacked a comprehensive direction for the future. This Master Plan looks to provide an extended vision for the future and locates approximately 2,000,000 square feet of proposed facilities within the existing Campus Core. Zoning guidelines for future site selections are identified. This approach provides a tool for decision-making regarding infrastructure placement and need.

4. Future Land Use (Proposed University Zoning)

Land uses have been established for the 1,647-acre University and are indicated on the Proposed University Zoning Map (see Figure on page 49). The zoning map will guide development on the University in a manner consistent with the goals of all sections in this master plan. The proposed zoning map identifies buildable land use zones for university development through the design year of this master plan. Areas not zoned are either cost prohibitive to develop or beyond the design year and goals of this master plan. The proposed zoning map is intended to be used as a working tool in the development process.

The overall University will consist of several “Pods” located off of a central spine road. Each pod will contain particular functions that contribute to the University with the dominant component continuing to be the main campus. The proposed development of the main campus will provide an active pedestrian environment within a natural setting. This has long defined the spirit of the University. A continuous Land Buffer has been identified as an area of conservation located at the perimeter of the University property and along all existing and proposed roadways, the buffer varies in width and is intended to contribute to the protection of the existing woodland character of the University.

Main Campus:

The 1,000-acre main campus has been zoned to reflect the University’s “student first initiative”. The campus core is in-filled with academic buildings and the administrative support facilities have been consolidated. Housing zoned at the periphery of the campus core allows resident students to have a reasonable walking distance to reach their classroom buildings. This zoning and density can accommodate approximately 20,000 full time enrolled students. Recreational areas (Intramural/Recreational Sports) have been located at the current varsity athletic fields with the intention of relocating all varsity athletics to the proposed west campus sports complex. Current development on the existing Main Campus covers approximately 241 acres.

Buildings:

Within the Master Plan, identified are the potential building square footages and height in stories, or acreage in the case of the research park. The central section of campus is designated more specifically for academic buildings. The plan identifies the total proposed building square footage, square footage of buildings to be removed as well as the existing and proposed parking space count.

West Campus (Baroco Property)

Of the 647 acres acquired by the University, 105 acres were donated to the UWF Foundation. It is proposed that land exchanges between the Foundation and the University occur as needed to best serve University goals for the future. For planning purposes the allocation of land use functions ignored current ownership with the understanding that agreements for land exchange could be reached.

The west campus has been zoned to include:

- 1) A 258-acre Research/Business Development Park. Further investigation/discussions into the type of businesses and organizations to be included as part of the Park will need to be conducted by the University. This Master Plan identified a traditional Research Park similar to those at the University of North Florida or Central Florida as a potential development opportunity. The density of this type of development provides a good basic line for evaluating the impact on the various elements included in this Master Plan.
- 2) A 147-acre sports complex to support Division 1 athletics, for all existing University athletic programs as well as baseball and football.
- 3) A 41-acre retail center to be developed as a Campus Village or Town Center.
- 4) 34-acres zoned Academic and Housing for expansion of the main campus.
- 5) 51-acres zoned for future expansion as needed.

TABLE 4.1 PROPOSED ZONING AND MAXIMUM ALLOWABLE BUILDING FOOTPRINT

Land Use Type	Proposed Acres Zoned (as per Figure 4.2)	F.A.R. (as per UWF) for Land Use Type	Maximum Allowable Building Footprint (in Square Feet)
MAIN CAMPUS			
Academic Use	102.3	0.96	4,277,957.76
Support Use - Administrative, Student and Ancillary Use	97.7	0.39	1,659,773.31
Support Use - Campus Support	33	0.32	459,995.52
Housing	44.7	0.54	1,051,455.60
Recreation Use	85	N/A	N/A
Conservation Use	89	N/A	N/A
Future Development	6.5	N/A	N/A
TOTAL			7,449,182.19
WEST CAMPUS			
Research and Business Development	258	0.24	2,697,244.80
Academic	20	0.96	833,537.28
Housing	14.5	0.54	341,076.15
Retail	41	0.54	964,422.18

TOTAL			4,836,280.41

TABLE 4.2 MAXIMUM ALLOWABLE & PROPOSED BUILDING AREA

Land Use Type	Maximum Allowable Building Footprint (in Square Feet)	Maximum Allowable Building Height (in Stories)	Maximum Allowable Building Area (in Square Feet)	Proposed Building Area (as shown on Figure 4.4)
MAIN CAMPUS				
Academic Use	4,277,957.76	3	12,833,873.28	2,176,385
Support Use - Administrative, Student and Ancillary Use	1,659,773.31	4	6,639,093.24	675,258
Support Use - Campus Support	459,995.52	2	919,991.04	152,621
Housing	1,051,455.60	3	3,154,366.80	958,270
TOTAL	7,449,182.19		23,547,324.36	3,962,534

Land Use Type	Maximum Allowable Building Footprint (in Square Feet)	Maximum Allowable Building Height (in Stories)	Maximum Allowable Building Area (in Square Feet)	Proposed Building Area (as shown on Figure 4.4)
WEST CAMPUS				
Research and Business Development	2,697,244.80	2/3	6,088,406.00	N/A
Academic	833,537.28	3	2,500,611.84	N/A
Housing	341,076.15	3	1,023,228.45	N/A
Retail	964,422.18	1	964,422.18	N/A
TOTAL	4,836,280.41		10,576,668.47	N/A

Current Projects

To assist the University in implementing the goals and objectives of this master plan a proposed Five-Year Plan and Five-Year Plan Schedule have been developed. The Five-Year Plan identifies potential building sites and was generated with UWF staff based on expected space needs as well as other on-going and proposed projects. A Five-Year Plan Schedule has been developed to show the required sequencing and duration of each project identified on the Proposed Five-Year Plan as well as other on-going and proposed projects. Both the plan and schedule are subject to funding approvals. Table 4.3 identifies the required campus facilities to support the projected student enrollment and is based on maintaining the existing percentages and areas of the categories indicated in relationship to current enrollment and existing facilities. Projected enrollments growth was provided by the University. In reality we expect administration and plant support area requirements to be lower than indicated based on the efficiencies of a larger Campus.

TABLE 4.3 PROJECTED STUDENT GROWTH AND REQUIRED CAMPUS FACILITIES

Academic Year	Projected Enrollment (FTE)	Projected Headcount	Total Housing Required - based on 26% of total	Total Physical Plant Required - based on 5% of total	Total Academic Required - based on 52% of total	Total Administrative and Support Facilities Required - based on 18% of total
2000-01	4,453	7,605	435,621	90,675	865,512	301,987
2001-02	4,886	8,365	475,224	98,851	951,557	329,442
2002-03	5,353	9,000	508,754	105,826	1,018,695	352,686
2003-04	5,864	9,540	537,552	111,816	1,076,357	372,649
2004-05	6,425	10,100	567,356	118,015	1,136,036	393,311
2005-06	7,051	10,700	599,171	124,633	1,199,739	415,366
2006-07	7,740	11,300	630,985	131,251	1,263,442	437,421
2007-08	8,127	12,130	674,161	140,232	1,349,894	467,352
2008-09	8,533	12,736	706,238	146,904	1,414,124	489,589
2009-10	8,960	13,373	739,879	153,902	1,481,483	512,910
Academic Year	Projected Enrollment (FTE)	Projected Headcount	Total Housing Required - based on 26% of total	Total Physical Plant Required - based on 5% of total	Total Academic Required - based on 52% of total	Total Administrative and Support Facilities Required - based on 18% of total
2010-11	9,408	14,042	775,129	161,234	1,552,065	537,346
2011-12	9,878	14,744	812,034	168,911	1,625,963	562,931
2012-13	10,372	15,481	850,693	176,952	1,703,370	589,730
2013-14	10,891	16,255	891,199	185,378	1,784,478	617,810
2014-15	11,436	17,068	933,650	194,208	1,869,478	647,239
2015-16	12,007	17,921	978,090	203,452	1,958,461	678,046
2016-17	12,608	18,817	1,024,663	213,139	2,051,716	710,332
2018-19	13,238	19,758	1,073,464	223,290	2,149,432	744,162
2020-21	13,900	20,746	1,124,586	233,924	2,251,795	779,602
2021-22	14,595	21,783	1,178,123	245,061	2,358,994	816,716
2022-23	15,325	22,873	1,234,266	256,739	2,471,411	855,636
2023-24	16,091	24,016	1,293,008	268,958	2,589,033	896,358

5. Academic Facilities

Considerable policy changes have been made since the last Master Plan update. These policy changes reflect the current trend of increased University enrollment. The majority of these policy changes have to do with improving the efficiency and quality of use of Academic facilities. Major changes include increasing the scheduling of classes on Friday, extending the academic day, and establishing a general classroom pool. Additionally, upgrades to existing classrooms allow for a more flexible schedule with a larger number of classrooms satisfying the teaching needs of various classes.

Many policy decisions were based upon an assessment of the existing classrooms and scheduling policies as well as the future needs and trends. This assessment is documented in

the “Comprehensive Classroom Study” developed by Comprehensive Facility Planners (CFP), a specialist Consultant hired by UWF. Although the CFP study indicates adequate classroom area if all management tools are implemented, University staff identifies a shortage of 30-60 student capacity classrooms, which negatively effects usage potential. Further, based on enrollment projections, classroom shortages will continue to occur. It is recommended that future classroom funding, design, and construction be implemented immediately to allow the University to continually serve student needs.

The following gross area Academic facility projections are based upon projected enrollment growth and maintaining similar percentages of Academic facilities to existing percentages at UWF. These figures include the gross area of all Academic related facilities.

Table 5.1

Academic Year	Projected Enrollment (FTE)	Projected Headcount	% growth of FTE's	% growth of HC	Total Academic Facilities Gross Square Footage Required
2000-01	4,453	7,605			865,512
2001-02	4,886	8,365	0.09	0.09	951,557
2002-03	5,353	9,000	0.09	0.07	1,018,695
2003-04	5,864	9,540	0.09	0.06	1,076,357
2004-05	6,425	10,100	0.09	0.06	1,136,036
2005-06	7,051	10,700	0.09	0.06	1,199,739
2006-07	7,740	11,300	0.09	0.05	1,263,442
2007-08	8,127	12,130	0.05	0.07	1,349,894
2008-09	8,533	12,736	0.05	0.05	1,414,124
2009-10	8,960	13,373	0.05	0.05	1,481,483
2010-11	9,408	14,042	0.05	0.05	1,552,065
2011-12	9,878	14,744	0.05	0.05	1,625,963
2012-13	10,372	15,481	0.05	0.05	1,703,370
2013-14	10,891	16,255	0.05	0.05	1,784,478
2014-15	11,436	17,068	0.05	0.05	1,869,478
2015-16	12,007	17,921	0.05	0.05	1,958,461
2016-17	12,608	18,817	0.05	0.05	2,051,716
2018-19	13,238	19,758	0.05	0.05	2,149,432
2020-21	13,900	20,746	0.05	0.05	2,251,795
Academic Year	Projected Enrollment (FTE)	Projected Headcount	% growth of FTE's	% growth of HC	Total Academic Facilities Gross Square Footage Required
2021-22	14,595	21,783	0.05	0.05	2,358,994
2022-23	15,325	22,873	0.05	0.05	2,471,411
2023-24	16,091	24,016	0.05	0.05	2,589,033

The following classroom area and room projections were developed by CFP.

Table 5.2

University of West Florida ASF OF CLASSROOM SPACE NEEDED BY YEAR Station Size of 18 ASF - Average Section Size of 32 Weekly, Room Hours Utilization of 38 hours - Station Occupancy of 60%					
Acad Year	Number Of Rooms	Calculated ASF	Current Classroom ASF	Difference from Current	Calculated Total Seats
2003-04	51	45,832	51,228	-5,396	2,546
2004-05	56	50,216	51,228	-1,012	2,790
2005-06	61	55,109	51,228	3,881	3,062
2006-07	67	60,494	51,228	9,266	3,361
2007-08	71	63,519	51,228	12,291	3,529
2008-09	74	66,695	51,228	15,467	3,705
2009-10	78	70,030	51,228	18,802	3,891
2010-11	82	73,531	51,228	22,303	4,085
2011-12	86	77,208	51,228	25,980	4,289
2012-13	90	81,068	51,228	29,840	4,504
2013-14	94	85,121	51,228	33,893	4,729
2014-15	99	89,378	51,228	38,150	4,965
2015-16	104	93,846	51,228	42,618	5,214
2016-17	109	98,539	51,228	47,311	5,474
2018-19	115	103,466	51,228	52,238	5,748
2020-21	120	108,639	51,228	57,411	6,035
2021-22	126	114,071	51,228	62,843	6,337
2022-23	133	119,774	51,228	68,546	6,654
2023-24	139	125,763	51,228	74,535	6,987

Prepared by CFP

Sept 5, 2001

Existing and proposed locations of Academic facilities are shown in figures 5.1 and 5.2. The location of proposed Academic facilities is consistent with the zoning maps found in the Land Use section of the Master Plan. The total area of Academic facilities shown on the proposed Academic Facilities drawing is approximately 2,000,000 square feet (including 900,000 of existing facilities) and should provide Academic facilities to accommodate a head count enrollment of approximately 18,000 – 20,000 students.

There is currently one minor classroom facility under design. With the expected enrollment growth, additional classroom facilities will be needed very soon. As such, planning/programming and design of these facilities should be prioritized.

6. Support Facilities

The support facilities section includes non-direct academic related facilities. Examples include recreation facilities, administrative functions, student support functions, including the commons, police station and post office, childcare center and similar functional facilities.

Facilities service support is included; see infrastructure and utilities for additional information. Additional information on outdoor recreation areas can be found in the recreation and open space section.

The following gross area projection chart is based upon the enrollments shown and maintains the percentage of support facilities to those currently found on UWF Campus.

Table 6.1

Academic Year	Projected Enrollment (FTE)	Projected Headcount	% growth of FTE's	% growth of HC	Total Administrative and Support Facilities Required - based on 18% of total
2000-01	4,453	7,605			301,987
2001-02	4,886	8,365	0.09	0.09	329,442
2002-03	5,353	9,000	0.09	0.07	352,686
2003-04	5,864	9,540	0.09	0.06	372,649
2004-05	6,425	10,100	0.09	0.06	393,311
2005-06	7,051	10,700	0.09	0.06	415,366
2006-07	7,740	11,300	0.09	0.05	437,421
2007-08	8,127	12,130	0.05	0.07	467,352
2008-09	8,533	12,736	0.05	0.05	489,589
2009-10	8,960	13,373	0.05	0.05	512,910
2010-11	9,408	14,042	0.05	0.05	537,346
2011-12	9,878	14,744	0.05	0.05	562,931
2012-13	10,372	15,481	0.05	0.05	589,730
2013-14	10,891	16,255	0.05	0.05	617,810
2014-15	11,436	17,068	0.05	0.05	647,239
2015-16	12,007	17,921	0.05	0.05	678,046
2016-17	12,608	18,817	0.05	0.05	710,332
2018-19	13,238	19,758	0.05	0.05	744,162
2020-21	13,900	20,746	0.05	0.05	779,602
2021-22	14,595	21,783	0.05	0.05	816,716
2022-23	15,325	22,873	0.05	0.05	855,636

On the Zoning Map included in the Land Use section support facilities are included in areas noted as:

- Administrative (Offices, Police, Child Care Center)
- Student Support (Commons)
- Ancillary Functions (President’s Residence, Greek Housing, Religious and other student support facilities)
- Campus Support (Facility Services, Storage)

The Urban Design plan calls for the creation of an administrative and support core for easy access by visitors, students and faculty. This approach centralizes all primary administration facilities. A “one-stop” approach is anticipated. As a result many of the existing support facilities are expected to be relocated over the life of the plan including the Childcare Center, Visitors Center, and Police station.

7. Housing

The Office of Housing at the University of West Florida is an integral part of the University's mission whose primary purpose is to assist the on-going educational and developmental processes of each individual resident. As the University continues to grow, it has transitioned towards a more traditional University population. Freshmen and Sophomores enrollment has increased with each new academic year and currently makes up 70% of the Resident Population. International affiliations are keeping pace with the global approach to world affairs and continues to attract international students. New graduate programs are being added to the curriculum each year, enabling current students to remain at UWF to continue their education as well as attracting new graduate students from other universities and colleges. The University goals and curriculum intends to continue this growth pattern.

Academic Year	Projected Enrollment (FTE)	# of Beds required based on 1 bed per each 25% of FTE	Additional # of new beds needed (current count 1040)
2000-01	4,453	1,113	(73)
2001-02	4,886	1,222	(108)
2002-03	5,353	1,338	(117)
2003-04	5,864	1,466	(128)
2004-05	6,425	1,606	(140)
2005-06	7,051	1,763	(157)
2006-07	7,740	1,935	(172)
2007-08	8,127	2,032	(97)
2008-09	8,533	2,133	(102)
2009-10	8,960	2,240	(107)
2010-11	9,408	2,352	(112)
2011-12	9,878	2,470	(118)
2012-13	10,372	2,593	(124)
2013-14	10,891	2,723	(130)
2014-15	11,436	2,859	(136)
2015-16	12,007	3,002	(143)
2016-17	12,608	3,152	(150)
2018-19	13,238	3,310	(158)
2020-21	13,900	3,475	(166)
2021-22	14,595	3,649	(174)
2022-23	15,325	3,831	(183)
2023-24	16,091	4,023	(192)

8. Recreation and Open Space

The Recreation and Open Space element includes narratives related primarily to exterior areas used for sports activities, social gathering and recreation.



Previous goals included maintaining existing woodland character of the University, the desire to maintain recreational space, the use of native indigenous plantings, the development of Campus greens, development of a systematic trail system, creation of an arboretum and Botanical gardens, miscellaneous repairs and upgrades to existing facilities and a policy to coordinate UWF activities with the local community for achievement of these goals.

Specific outdoor areas should be supplied with utilities as needed to support specific events. For instance – areas planned for outdoor music events should include power, limited lighting and possibly seating and PA system. These special use functions should be located to prevent conflicts with adjacent uses. Complaints were received that afternoon events are at times disruptive to classes and students within the library. Current development includes an expansion of the field house. This building will provide needed indoor activity spaces for teaching, recreation and intramural sports.

Many of these goals are still appropriate. Recreation programs features can be seen as opportunity to improve and enhance life on Campus thus making the University a more inviting place for prospective students and faculty. The desire to maintain natural undisturbed areas provides for a unique Campus environment, preserves an educational asset, and provides recreation areas. The development of well-defined “greens” on Campus encourages student interaction as well as structures and beautifies the Campus. The “infill” approach indicated in the Urban Design section is consistent with the goals of this section.

Nature trails, bike paths, running trails, which have existed for some time on Campus, are now officially part of the Campus Master Plan. The Oak Grove, adjacent the intramural athletic fields has also been set-aside as a recreation area.

West Campus

Several additional issues have developed based on the acquisition of the Baroco property and anticipated enrollment growth. The West Campus currently hosts horse, biking, and walking trails. Development of the property should consider maintaining such recreational activities within the “landscape” borders and other natural areas.

Approximately 150 acres have been set-aside on the West Campus to accommodate a future Intercollegiate Sports center.

1. Football Stadium (30,000 people) – 9 acres
2. Track – 7.5 acres
3. Softball and Baseball – 14 acres (7 each)
4. Tennis (6 courts) – 1.5 acres
5. Natatorium – 3 acres
6. Basketball – 3 acres
7. Soccer – 3 acres
8. Volleyball Courts – .25 acres
9. Practice Fields – 4 acres.
10. Golf driving range & practice area – 3.5 acres

Eventually the existing field house and associated recreation and sport areas will be fully dedicated to intramural and student activities.

Waterfront

Other plans for the future include waterfront development along Thompson’s Bayou as well as recreational facilities to be developed in concert with a Marine Research Center on Santa Rosa Island. The Thompson’s Bayou development will include boat launch, mooring, and storage facilities. Recreation areas with toilet facilities are proposed. Development of this asset will allow educational opportunities and unique recreation activities as well as provide waterfront access for skiing and sailing teams.

The Santa Rosa Island beach property will have minimal facilities consistent with the University’s desire for minimal development on the beachfront property. An Education and Research facility for marine biology will allow better access to the water, additional parking, and possibly some basic infrastructure such as power, water, and toilet. Such facilities are anticipated.

A new recreation area has been created for low impact - high/low ropes course and repelling wall. It is located west of existing varsity sports complex and will remain primarily wooded.

9. General Infrastructure

The infrastructure section includes narratives on storm water, potable water, sewer/waste water systems, gas systems, roadways, and recycling. The University recently completed surveys of many of the major infrastructure systems. The results of these reports are contained with the “GASB” asset reports. These reports can be very useful in determining the prioritization and funding needed for infrastructure upgrades and repair.

Table 9.1 identifies the projected facilities support, management, and physical plant facilities required to support University development through the year 2024. The projected square footage of plant support facilities required is based on historical development at the University of West Florida.

9.1

Academic Year	Projected Enrollment (FTE)	Projected Headcount	Total Physical Plant Required - based on 5% of total
2000-01	4,453	7,605	90,675
2001-02	4,886	8,365	98,851
2002-03	5,353	9,000	105,826
2003-04	5,864	9,540	111,816
2004-05	6,425	10,100	118,015
2005-06	7,051	10,700	124,633
2006-07	7,740	11,300	131,251
2007-08	8,127	12,130	140,232
2008-09	8,533	12,736	146,904
2009-10	8,960	13,373	153,902
2010-11	9,408	14,042	161,234
2011-12	9,878	14,744	168,911
2012-13	10,372	15,481	176,952
2013-14	10,891	16,255	185,378
2014-15	11,436	17,068	194,208
2015-16	12,007	17,921	203,452
2016-17	12,608	18,817	213,139
2018-19	13,238	19,758	223,290
2020-21	13,900	20,746	233,924
2021-22	14,595	21,783	245,061
2022-23	15,325	22,873	256,739
2023-24	16,091	24,016	268,958

Table 9.2

UWF INFRASTRUCTURE GASB 34/35
Roads/Parking Areas, Storm Drainage Systems & Outdoor Recreational Facilities
 Prepared by CarlanKillam Consulting Group, Inc. – Nov. 01

Item	Expected Life (YRS)	Pre-1997	Unit Cost	Residual Life	Pre-2001	Unit Cost	Residual Life	Historical Cost	Residual Value	Repl
		2000	(\$/Unit)		2000	(\$/Unit)				
PAVING & WALKS										
Asphalt (SY) Parking lots	30	96800	\$17.50	25	32500	25.00	30	\$4,611,750	\$3,291,667	\$
Asphalt (SY) Roads	30	24800	\$21.50	25	0	20.00	30	\$3,427,100	\$1,891,283	\$
Sidewalk (SY)	30	6900	\$20.00	25	1700	25.00	30	\$768,500	\$465,000	\$
Curbing (LF)	50	41500	\$15.00	45	12800	17.50	50	\$2,032,712	\$1,616,878	\$
STORM DRAIN PIPING										
Pipe (LF)										
18" and smaller	50	2440	\$30.00	45	752	35.00	50	\$335,460	\$257,828	
24"	50	663	\$40.00	45	204	45.00	50	\$141,525	\$107,253	
30"	50	364	\$50.00	45	112	55.00	50	\$105,980	\$79,800	
36" and larger	50	546	\$60.00	45	168	65.00	50	\$200,970	\$150,738	
STORM STRUCTURES/PONDS										
Catch Basins (Each)	50	24	\$1,500.00	45	7	2,000.00	50	\$187,100	\$142,490	
Storm Drain M.H. (Each)	50	4	\$1,600.00	45	1	2,200.00	50	\$33,600	\$25,460	
Stormwater Ponds	25	1	\$375,000.00	20	1	275,000.00	25	\$665,000	\$584,000	
OUTDOOR RECREATION										
Tennis Courts	25							\$115,000	\$8,000	
Track	25							\$375,000	\$0	
Soccer Fields	25				1	\$75,000.00	25	\$75,000	\$75,000	
Baseball Fields	25							\$225,000	\$15,000	
Softball Fields	25							\$145,000	\$29,000	

11. Utilities

The Utilities Section includes discussion on the cooling/heating plant and distribution systems, electrical power systems, and telecommunications. Table 10.1 identifies the projected facilities support, management, and physical plant facilities required to support University development through the year 2024. The projected square footage of plant support facilities required is based on historical development at the University of West Florida.

The University recently completed surveys of many of the major utilities systems. The results of these reports are contained with the “GASB” asset reports. These reports can be very useful in determining the prioritization and funding needed for infrastructure upgrades and repairs.

Table 10.1 – Projected Physical Plant/Facility Support Requirements

Academic Year	Projected Enrollment (FTE)	Projected Headcount	Total Physical Plant Required - based on 5% of total
2000-01	4,453	7,605	90,675
2001-02	4,886	8,365	98,851
2002-03	5,353	9,000	105,826
2003-04	5,864	9,540	111,816
2004-05	6,425	10,100	118,015
2005-06	7,051	10,700	124,633
2006-07	7,740	11,300	131,251
2007-08	8,127	12,130	140,232
2008-09	8,533	12,736	146,904
2009-10	8,960	13,373	153,902
2010-11	9,408	14,042	161,234
2011-12	9,878	14,744	168,911
2012-13	10,372	15,481	176,952
2013-14	10,891	16,255	185,378
2014-15	11,436	17,068	194,208
2015-16	12,007	17,921	203,452
2016-17	12,608	18,817	213,139
2018-19	13,238	19,758	223,290
2020-21	13,900	20,746	233,924
2021-22	14,595	21,783	245,061
2022-23	15,325	22,873	256,739
2023-24	16,091	24,016	268,958

Table 2 – Chilled and Hot Water Production and Distribution Facilities - Assets Summary						
Component	Quantity and Units	Value per Unit	Value Total	Useful Life	Remaining Service Life	Residual Value
Original Chilled Water Piping	Lump Sum	\$25,000	\$25,000	40 Years	6 Years	\$0
CUP Phase I Chillers	2 each	\$430,500	\$861,000	23 Years	20 Years	\$748,696
CUP Phase I Cooling Towers	1 each	\$187,000	\$187,000	20 Years	17 Years	\$158,950
CUP Phase I Chilled Water Pumps	Lump Sum	\$187,300	\$187,300	20 Years	17 Years	\$159,205
CUP Phase I Condenser Water Pumps	Lump Sum	\$20,600	\$20,600	10 Years	7 Years	\$14,420
CUP Phase I Chilled Water Piping	Lump Sum	\$87,400	\$87,400	40 Years	37 Years	\$80,845
CUP Phase I Condenser Water Piping	Lump sum	\$34,600	\$34,600	40 Years	37 Years	\$32,005
CUP Phase I Controls	Lump Sum	\$72,600	\$72,600	15 Years	12 Years	\$58,080
CUP Phase I Low Voltage Electrical	Lump Sum	\$93,000	\$93,000	20 Years	17 Years	\$79,050
CUP Phase II Chillers	2 each	\$471,200	\$942,400	23 Years	23 Years	\$942,400
CUP Phase II Cooling Towers	3 each	\$207,300	\$621,600	20 Years	20 Years	\$621,600
CUP Phase II Chilled Water Pumps	Lump Sum	\$20,300	\$20,300	20 Years	20 Years	\$20,300
CUP Phase II Condenser Water Pumps	Lump Sum	\$73,000	\$73,000	10 Years	10 Years	\$73,000
CUP Phase II Chilled Water Piping	Lump Sum	\$98,000	\$98,000	40 Years	40 Years	\$98,000
CUP Phase II Condenser Water Piping	Lump sum	\$87,000	\$87,000	40 Years	40 Years	\$87,000
CUP Phase II Controls	Lump Sum	\$115,000	\$115,000	15 Years	15 Years	\$115,000
CUP Phase II Low Voltage Electrical	Lump Sum	\$75,000	\$75,000	20 Years	20 Years	\$75,000
CUP Watertube Steam Boiler 1300 BHP	1 each	\$550,000	\$550,000	24 Years	0 Years	\$0
CUP Firetube Steam Boiler 800 BHP	1 each	\$325,000	\$325,000	25 Years	17 Years	\$221,000
CUP Steam to Water Heat Exchangers	2 each	\$70,000	\$140,000	24 Years	0 Years	\$0
CUP Steam Piping	Lump Sum	\$75,000	\$75,000	20 Years	0 Years	\$0
CUP Hot Water Piping	Lump Sum	\$35,000	\$35,000	40 Years	4 Years	\$3,500
Underground Chilled Water Piping	39,440 LF	\$57.63	\$2,272,840	25	0	\$0
Underground Hot Water Piping	41,550 LF	\$45.35	\$1,884,874	25	0	\$0
Manholes	19 each	\$7,500	\$142,500	25	0	\$0
Totals			\$9,026,014			\$3,588,051

Table 10.4 – Fuel Storage Facilities - Assets Summary

Location	Service	Fuel Type	Tank Size Gallons	Value Total	Useful Life	Remaining Service Life	Residual Value
Bldg 19	Generator	Fuel Oil	150	\$2,500	25 Years	19 Years	\$1,900

Table 10.4 – Fuel Storage Facilities - Assets Summary

Location	Service	Fuel Type	Tank Size Gallons	Value Total	Useful Life	Remaining Service Life	Residual Value
Bldg 22	50 Kw Generator	Fuel Oil	300	\$4,000	25 Years	17 Years	\$2,720
Bldg 32	250 Kw Generator	Fuel Oil	300	\$4,000	25 Years	14 Years	\$2,240
Bldg 40	CUP Boiler	Fuel Oil	15,000	\$41,200	20 Years	0 Years	\$0
Bldg 40	CUP Boiler	Fuel Oil	15,000	\$41,200	20 Years	0 Years	\$0
Bldg 54	12 Kw Generator	Fuel Oil	110	\$2,100	20 Years	0 Years	\$0
Bldg 54	Pool Boiler	Fuel Oil	2,000	\$15,050	20 Years	0 Years	\$0
Bldg 58	250 Kw Generator	Fuel Oil	300	\$4,000	25 Years	19 Years	\$3,040
Bldg 58A	Generator	Fuel Oil	200	\$3,000	25 Years	22 Years	\$2,640
Bldg 79	150 Kw Generator	Fuel Oil	1,000	\$10,100	25 Years	3 Years	\$1,212
Bldg 88	100 Kw Generator	Fuel Oil	500	\$6,000	25 Years	14 Years	\$3,360
Bldg 91	400 Kw Generator	Fuel Oil	1,000	\$14,475	25 Years	21 Years	\$12,159
Bldg 95	Central Stores	Fuel Oil	2,000	\$20,425	20 Years	16 Years	\$16,340
Bldg 95	Central Stores	Gasoline	8,000	\$33,975	20 Years	16 Years	\$27,180
Bldg 86	Greenhouse	Propane	120	\$2,200	25 Years	15 Years	\$1,320
Water Tower	Auxiliary Engine	Propane	250	\$3,500	25 Years	0 Years	\$0
Totals				\$207,725			\$74,111

Table 10.5 - Outdoor Lighting Facilities - Assets Summary

Service	Pole Type	Quantity and Units	Value per Unit	Value Total	Useful Life	Remaining Service Life	Residual Value
Parking Lot	Steel	297 each	\$900	\$267,300	25 Years	12 Years	\$128,304
	Concrete	33 each	\$1,100	\$36,300	40 Years	25 Years	\$22,688
	Fiberglass	42 each	\$850	\$35,700	25 Years	20 Years	\$28,560
Walkway	Steel	301 each	\$700	\$210,700	25 Years	15 Years	\$126,420
Street Lights	Alum/Steel	135 each	\$1,200	\$162,000	25 Years	20 Years	\$129,600
Track/Soccer	Wood	6 each	\$10,000	\$60,000	20 Years	10 Years	\$30,000
Baseball	Wood	14 each	\$12,000	\$168,000	20 Years	10 Years	\$84,000
	Concrete	8 each	\$20,000	\$160,000	40 Years	35 Years	\$140,000
Tennis	Steel	27 each	\$2,000	\$54,000	25 Years	15 Years	\$32,400
	Wood	12 each	\$1,500	\$18,000	20 Years	10 Years	\$9,000
Basketball	Wood	14 each	\$1,500	\$21,000	20 Years	10 Years	\$10,500
Totals				\$1,193,000			\$741,472

Table 10.6 - Medium Voltage Electric Power Switching and Distribution Facilities- Assets Summary

Component	Quantity and Units	Value per Unit	Value Total	Useful Life	Remaining Service Life	Residual Value
Pad-mounted Switches	23 each	\$24,314.87	\$559,242	30 Years	26 Years	\$484,676
Metering	Lump sum	\$423,350.00	\$423,350	20 Years	20 Years	\$423,350
15kV C/B	6 each	\$24,483.33	\$146,900	40 Years	40 Years	\$146,900
Chiller X'fmr	2 each	\$52,500.00	\$105,000	30 Years	20 Years	\$70,000
Bldg 40 Equip X'fms	1 each	\$60,000.00	\$60,000	30 Years	10 Years	\$20,000
MCC	Lump sum	\$90,000.00	\$90,000	30 Years	25 Years	\$75,000
5 kV switches	5 each	\$16,000.00	\$80,000	40 Years	38 Years	\$76,000
Feeder Cables 4/0	35,000 feet	\$8.29	\$290,150	30 Years	30 Years	\$290,000
Tap Cables 1/0	20,000 feet	\$4.00	\$80,000	30 Years	10 Years	\$26,667
Manholes	33 each	\$8,000.00	\$264,000	60 Years	30 Years	\$132,000
Duct Banks	10,650 feet	\$75.12	\$800,028	60 Years	30 Years	\$400,000
Overhead System	5,500 feet	\$9.45	\$51,975	25 Years	15 Years	\$31,200
Transformers	31 each	\$13,112.10	\$406,475	40 Years	20 Years	\$203,238
Totals			\$3,357,120			\$2,379,031

11. Transportation

The initial step in undertaking the Transportation Element of the University of West Florida (UWF) Campus Master Plan Update has been to inventory existing systems and obtain background information from which to project future requirements in the planning process. From the data gathering effort, an analysis has been undertaken to establish some parameters to be used in projecting future needs.

The purpose of this element is to plan for future motorized and non-motorized traffic circulation systems to ensure the provision of adequate transit, circulation and parking facilities to meet future University needs; to ensure the provision of adequate pedestrian and non-vehicular circulation facilities to meet the future needs of the University; and to coordinate the location of these facilities planned in the host community in the context area.

Figure 11.0 provides a location map of the UWF Pensacola campus. As indicated in Figure 11.0, the campus presently has two entrances, one at University Parkway which connects to Nine Mile Road and extends south to Davis Highway, and the other at the eastern end of Campus Drive, which connects to US 90A (Davis Highway) just west of the bay bridge.

Transit, Circulation, And Parking Data

Existing on-campus parking facilities

Existing parking available on-campus is listed by location in Table 11.1 and graphically illustrated in Figure 11.1. There are currently a total of 5,827 spaces provided in 46 surface parking lots.

Parking Lots No. 96 and 98 are located at the University Sports Complex and are used almost exclusively for sports activities and special events scheduled for this area of the Campus and essentially go unused during the day by commuter students or employees given the distance to destination buildings.

Parking Lots No. 10 and 13, located adjacent to the Field House and Natatorium, are primarily utilized by persons associated with the activities and special events at those facilities. Parking Lots No. 21 and 23 border the tennis complex and Racquetball Courts and are utilized by users of these facilities. Lots No. 25 and 31 border the Center for Fine and Performing Arts (CFPA), and are used by CFPA patrons during special events and minimally by students during normal operations.

Other examples of existing parking NOT currently used by the general student populations include Lots 18, 79 and 95.

As a general rule, there are no areas that are specifically reserved for athletic and special events attendees. Attendees must share available parking spaces with faculty, staff and students when present. There are currently no off-campus parking areas managed by UWF.

Table 11.1 - 2001 UWF PARKING FACILITIES INVENTORY

Lot Number	Parking Spaces	Lot Number	Parking Spaces
2	290	38	16
4	206	40	118
8	33	42	150
10	259	42A	152
13	220	46	127
17	20	48-60	55
17A	150	62	58
18	100	71	35
20	295	73	44
21	152	75	55
22	349	77	137
23	214	79	108

24	365	90	45
25	208	91	293
30	136	92	46
31	164	94	124
32	239	95	12
33	26	96	305
34	158	98	268
36	37	99	35
TOTAL			5827

Source: UWF mapping, RPA estimate

Future parking needs.

Determining the future parking demand for the campus is a multi-faceted equation in that several parameters must be evaluated prior to estimating the parking needs on campus. Parking ratios were developed based on existing utilization of spaces and comparisons with similar campuses around the State. Factors that influence parking demand include location, automobile ownership, transit service, proximity to off-campus student housing, and bicycle and pedestrian facilities such as sidewalks and bike-lanes.

Figure 11.1 depicts existing parking at the UWF campus with 5,827 spaces that are governed by lot designations and a decal program. Based on parking ratios and level-of-service measures developed for UWF, a net increase of **4,295** spaces is planned by Year 2010-11. These additional spaces are *generally* divided between commuter students, residential students and faculty/staff.

Net Increase in Parking Spaces by 2010-11 include:

Commuter Students:	2,520 sp
Residential Students:	1,100 sp
Faculty/Staff/Visitor/Misc:	675 sp
TOTAL NET INCREASE	4,295 sp

Figure 11.6 depicts the UWF future parking facilities for 2010-11 and total **10,160 spaces**. Parking facilities for the future athletic areas (West Campus) are shown here for illustrative purposes only. These facilities are currently not included in the 2010-11 planning horizon and therefore not included in the analysis.

	Year 2003-04		Year 2010-11	
Student Headcount (total)	8,885	Students	14,042	Students
Faculty/Staff (employment)	1,129	Employees	1,784	Employees
On Campus Housing (dorms)	975	Beds	2,350	Beds
Daily Trip Rate for Students	2.13	trips/student		trips/student
			2.13	
Daily Trip Rate for Faculty/Staff*	3.21	trips/fac-staff	3.21	trips/fac-staff
Daily Trip Rate for Housing	2.40	trips/bed	2.40	trips/bed

Student Auto Occupancy	1.12	Persons/veh	1.12	Persons/veh
Faculty/Staff Auto Occupancy	1.24	Persons/veh	1.24	Persons/veh
On-Campus Student Auto Occupancy	1.12	Persons/veh	1.12	Persons/veh

External ADT for Students (Est.)	16,897	vehicles/day	26,705	vehicles/day
External ADT for Faculty/Staff (Est.)	2,923	vehicles/day	4,618	vehicles/day
External ADT for Housing (Est.)	2,089	vehicles/day	5,036	Vehicles/day
External ADT for Visitors/Service	676	vehicles/day	1,068	vehicles/day

Total External ADT (Est.)	22,585	Vehicles/day	37,427	Vehicles/day
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11.62010-11 UWF Traffic: Significantly Affected Roadway Segments

Roadway	Segment		2010 Total Traffic (2-Way Peak Hour)	UWF Growth 2004- 2010	2010 LOS
	From	To			
Chemstrand Rd	Nine Mile Rd	Old Chemstrand Rd	1,552	89	F*
Davis Highway	I-10	University Pkwy	8,340	409	F*
Davis Highway	Nine Mile Rd	Santa Rosa Co Line	7,039	282	F*
Nine Mile Rd (US 90A)	US 29	University Pkwy	4,153	365	D
University Pkwy	Davis Hwy	Nine Mile Rd	4,395	635	F*
Ten Mile Road	Chemstrand Rd	Pate Road	2,186	484	F*
Pate Road	Ten Mile Rd	UWF Spine Rd	897	201	E

Required public transit

The University will continue to coordinate transit service with ECAT, and initiate the review of on-campus shuttle service as the need arises. The campus roadway system and off-campus access points are of sufficient sizes to accommodate Year 2010-11 traffic levels. Therefore, specific transit routes or services are required to meet the travel demand. However, the University in an effort to limit its impact onto the host community, as well as provide the highest level of service to its students, faculty, staff and visitors seeks to expand the use of transit on and off of the campus.

Specifically, the University is currently evaluating an on-campus shuttle service to serve commuter parking lots and eventually the West Campus areas.

Transportation system management and transportation demand management (TMD) techniques.

The revised Goals, Objectives and Policies for the Section 11 – Transportation include several programs and processes the University has committed to employ during the planning horizon.

12. Intergovernmental Coordination

The University will continue to communicate with local authorities, particularly Escambia County, the host community, on issues of mutual concern. The Campus Development Agreement with Escambia County is being negotiated simultaneously with the Master Plan update.

13. Conservation

The University will continue to pursue conservation goals and adhere to environmental requirements within the context of a growing institution. Dedication of conservation land and other environmentally sensitive lands will be pursued. Protection of natural resources, as well as the natural function of unique features on the campus will continue to be a priority to the University.

14. Capital Improvements

The University will continue to schedule and budget for projects for ten years into the future.

15. Architectural Design Guidelines

To accommodate the anticipated enrollment growth within the academic core, the University will allow structures up to four stories in height when consistent with the area context. Additional design guidelines previously contained within the Master Plan have been incorporated into the Architectural Design Guidelines Element. The University will continue to utilize them and their subsequent updates in all future development.

16. Landscape Design Guidelines

Much of the University of West Florida campus grounds are unimproved woodlands, with the roadways, campus core, and parking lots essentially carved out of the existing vegetation. The open areas and introduced landscape is comprised predominantly of lawns and trees with the dominant tree species being oaks and pines in drifts and woodland masses, with ornamental trees such as Magnolia and Crepe Myrtle.

Throughout the history of the University, development of campus facilities was intended to be concentrated in a small portion of the campus area, to allow as much land as possible to remain undisturbed or as preserve or nature trail areas.

Campus Organization

Currently the campus is a scattered collection of small buildings with adjacent parking lots. The central green space called the 'propeller' is a large treed area with pathways used for service and pedestrians. There is a noticeable lack of open space structure and hierarchy of spaces on campus. The 'propeller' is so large and wooded that it fails to be read or to work as a campus-organizing element, especially at the pedestrian scale. Pathways on campus also lack hierarchy. Several areas of the campus such as the Campus Green and the Magnolia Walk have organizing elements such as plantings, walkways or building alignments, but many other areas do not. This master plan proposes elements, which will be reinforced by landscape to give the campus structure and organization. Elements include the development of the 'Campus Green' surrounding the Library and Student Center, enhanced connector pathways linking important spaces within the core campus and the informal campus connector pathway throughout the main Campus and across Thompson Bayou to the west campus expansion.

17. Facilities Maintenance

Facilities management or services in higher education may be thought of as basically three functional areas: planning and acquisition activities related to the planning, design, and construction of the facilities required to support teaching, research and public service

functions; the maintenance and operation of facilities and utility systems; and the assignment and utilization of facilities.

Underlying the importance of each of these functional areas are the substantial financial and other resources needed for facilities acquisition, maintenance and operation.

Typically, institutions of higher education function in these three broad areas in a loosely decentralized manner; however, there is a compelling argument to be made for a more comprehensive approach to facilities services.

There are some important relationships among the functional areas that strongly support a close relationship between all three. For example, a close link between the assignment and utilization function and the facilities acquisition process is essential to ensure that the programming of new facilities is based on a real need. A careful analysis of the existing facilities inventory against a projection of requirements based on acceptable space criteria and standards are an essential part of an effective facilities planning process.

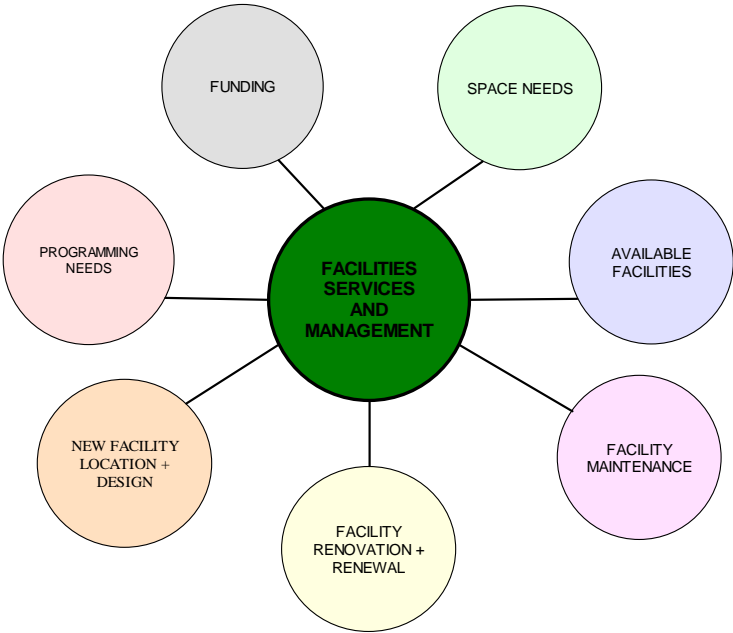
As facilities become even more complex, a close and continuing dialogue between those who plan facilities and those who maintain and operate them becomes increasingly important. Such a close relationship will ensure that both the maintainability lessons learned by the maintenance and operating workforce about specific materials and equipment and the specific design requirements for efficient maintenance and operations can be incorporated into plans and specifications for new construction. Finally, a close relationship between the staff involved in the assignment and use of facilities and those involved in maintenance can help focus limited maintenance resources on the areas of highest utilization or greatest need.

For these and other reasons, it is recommended the University should move toward a comprehensive, full-service facilities services organization such that all three functional areas are integrated into a single overall facilities organization.

A key component to achieving UWF's goals is an appropriate number and type of functional adequately maintained facilities. Appropriate maintenance levels protect the approximately \$250,000,000 worth of facility investment by the State into facilities at UWF. Critical to achieving maintenance goals is appropriate funding. While there are a number of renewal projects currently under construction on Campus there remains a very large backlog of deferred maintenance projects. The total University capital renewal and deferred maintenance (CRDM), renovation, and adaptation work currently needed and remaining to be done is estimated to cost almost \$90,000,000.

Effective preventative maintenance provides long term costs savings as it serves to avoid high early replacement costs. Maintenance has a strong impact on the appearance of the Campus. The physical appearance of the Campus influences student retention and can serve to positively or negatively effect first time enrollment as visitors are inherently influenced by the quality of the physical environment. Life safety and accessibility issues are often addressed

through the maintenance budgets. A lack of adequate maintenance can directly interfere with the primary goals of the University related to instruction, research and service.



18. Coastal Management

The key elements of the Coastal Management Section include:

Item 1: Proposed Development of Coastal Resources

Item 2: Coastal Resource Protection Issues

Current plans for the development of Coastal Areas include: a recreation/boating center at the northern edge of the main campus property near the mouth of Thompson's Bayou, as well as the development of a marine research lab and education center on UWF's Santa Rosa Island Property.



Preservation and protection of marine resources includes development approaches that avoid and minimize destruction/pollution of these areas. Primary issues include the management of stormwater runoff and restriction on development of sensitive and flood prone areas. Previous policy established that all facilities would be developed above the 100-year flood plain. (Refer to Figure 18.1)

There are riverine conditions adjacent to the Escambia River and Thompson's Bayou. These conditions support marsh and swamp forest vegetation located within the floodplains or bottomlands along the River and Bayou.

Points of possible source pollution include uncontrolled stormwater runoff and that which percolates into the ground from wastewater percolation ponds. Stormwater runoff is regulated under Chapter 17-25 of the Florida Administrative Code (FAC) and percolation ponds are regulated under Chapter 17-600 and Chapter 17-610 of the FAC. Permitting through the FDEP is required.

19. Environmental Health and Safety

This section includes discussion on the Environmental Health as well as physical safety issues on the University. For additional discussion on environmental and safety issues reference the urban design, infrastructure, and conservation sections.

The University is committed to a learning and employment environment where faculty, staff and students are protected from the risk of injuries as a result of being exposed to health and safety hazards. These risks can be found in numerous settings on campus ranging from workshops, chemistry and biology laboratories and even office environments. The main state of the art health and safety standards are the Federal Occupational Safety and Health Administration (OSHA) standards, which the University has adopted.

In addition to compliance with safety regulations the University is morally and legally bound by the need to follow regulations, which protect the natural environment around us. These regulations are promulgated and enforced by various agencies such as the Department of Environmental Protection, the State Health Department, the Nuclear Regulatory Commission and other state and federal agencies.

Building codes have a large influence on the safety and habitability of buildings on campus. Structural integrity, life safety and fire marshal regulations must be strictly adhered to during renovations and new construction on campus.

**STATE UNIVERSITY CHECKLIST
FOR SUBMITTING EDUCATIONAL PLANT SURVEY REPORTS
TO DEPARTMENT OF EDUCATION FOR REVIEW**

This checklist is to be used by the university before submitting state university educational plant survey reports to the Department of Education pursuant to Section 1013.31(1)(a), Florida Statutes. Checking the survey report against this list will indicate if the report is complete and ready for submission.

A checkmark (√) beside an item number indicates the answer is "Yes;" an ex (✖) beside a number indicates "No."

1. Name of university. University of West Florida
2. Date of previous five-year survey. June 30, 1996
3. Date of this survey. June 30, 2002
4. New survey outyear. 2006/2007
5. Who conducted this survey? (Survey Team Leader) Bill Lamb / Florida State University
6. Ten copies of survey report submitted to the Office of Educational Facilities, Department of Education (DOE). √
7. Did submission include a copy of this checklist signed by the University President or designee and the chairman of the University Board of Trustees? √
8. Was the survey conducted for official sites only? √
9. Is each site described in the report by its number, name, type, date it was established, address, acreage, and the number of buildings it contains? √
10. Throughout the report, are sites referred to by name and number? N/A
11. Is a copy of the current list of Institutional Sites by Type for the State University System attached? N/A
12. Is a copy of the current site inventory report for the university attached? √
13. Is a copy of the DOE approved current five-year planned enrollments for the university attached? √
14. Do COFTE figures used in the survey report match those in the five-year planned enrollments? √

**STATE UNIVERSITY CHECKLIST
FOR SUBMITTING EDUCATIONAL PLANT SURVEY REPORTS
TO DEPARTMENT OF EDUCATION FOR REVIEW**

15. Does the survey report include a table showing total Capital Outlay Full Time Equivalent (COFTE) for the university, by level of student within each site, for the five years of the survey? ✓
16. Does the survey report include a table for each site showing COFTE by discipline category within level of student for the survey outyear? ✓
17. Have all space needs been generated correctly? ✓
18. Are the generated aggregate amounts of square feet for the space categories for each site included in the space category aggregate square footage summary table for the site? ✓
19. Is a copy of the current building inventory report for the university attached? ✓
20. Is a copy of a site plan showing building locations attached for each site? ✓
21. Is a copy of the current room inventory report for the university attached? ✓
22. Is a copy of the current existing satisfactory aggregate assignable square feet by space category by site report for the university attached? ✓
23. Does the survey report contain a table for each site which lists the buildings on that site describing each by number, name, status, condition and area in assignable square feet, non-assignable square feet, and gross square feet? ✓
24. Throughout the report, are buildings referred to by number and name? ✓
25. Are the aggregate amounts of existing satisfactory square feet for the space categories for each site included in the space category aggregate square footage summary table for the site? ✓
26. Does the survey report contain recommendations for each site? ✓
27. Are the recommendations limited to fixed capital outlay items such as the acquisition, remodeling, renovation, and construction of real property? ✓
28. Does each recommendation contribute to resolving differences between the existing educational and ancillary plants and the determination of future needs? ✓
29. Does the survey report contain a space category aggregate square footage table for each site which shows by the ten space categories the amounts of square feet needed, amounts of satisfactory square feet existing, changes caused by remodeling, renovation, and new construction recommendations, and the total amounts of square

**STATE UNIVERSITY CHECKLIST
FOR SUBMITTING EDUCATIONAL PLANT SURVEY REPORTS
TO DEPARTMENT OF EDUCATION FOR REVIEW**

feet planned? √

30. Are the amounts of square feet planned the same as the amounts of square feet needed? √

The Educational Plant Survey for the University of West Florida, October 29 thru November 2, 2001 was approved by the University Board of Trustees on

Date

University President

Chair, Board of Trustees

Date

Date

Agenda Informational Item

UWF Board of Trustees
Finance, Administration & Audit Committee
June 16, 2005

Issue: Updates concerning previous Board's actions and activities related
to the Administrative Affairs Division

Proposed action: Informational

Background information:

In an effort to keep the Board informed on matters related to certain administrative business, and financial affairs of the university, updates and follow-up information will be submitted on a quarterly basis.

Supporting documentation: Attachment I – Updates – Division Updates

Prepared by: Dr. Cornelius Wooten (850) 474-2209
Ms. Ellen Till (850) 474-2080
Dr. James Barnett (850) 474-2005
Mr. David O'Brien (850) 474-2626
Mr. John Warren (850) 474-3252

**University of West Florida
Administrative Affairs Division
Divisional Initiatives**

Business and Auxiliary Services

Bookstore

- Plans are currently underway to establish a UWF Bookstore operation on the Fort Walton Beach campus.

Copy Services

- Several old microfilm reader/printers are being replaced with new state-of-the-art microform scanners. These new scanners will enhance the microfilm capability of the library and allow customers to scan, print, and manipulate information more efficiently.

Dining Services

- Negotiations are currently underway with Chartwells to develop a long-term food service contract. Chartwells is scheduled to commence operation on July 1, 2005.

Nautilus Card

- Use of the Nautilus Card has been expanded to allow door access to various buildings on campus, including the new Health, Leisure, and Sports facility.

Printing Services

- Obsolete equipment is being replaced with new equipment, which includes updated technology.

Records Management

- New records storage database are being developed.

Facilities Services

- As part of Hurricane Ivan recovery effort, plans are currently underway to bring Buildings 54 and 73 (Fieldhouse and Natatorium) back online as listed below:
 - Aug. 1: Bldg. 54, Gym for NCAA competitive sports and public areas
 - Sept. 1: Bldg. 54, Athletic administration and staff move-in
 - Nov. 25: Bldg. 73 roof completed and swimming pool occupancyThese projects total approximately \$5,300,000.
- Nine new roofs, including Buildings 10, 11, 12, 36, 37, 53, 58, 77, and 78, are slated to be completed by January 10, 2006.
- A landslide occurred on campus at the end of the 4-lanes located at the northeast campus zone. This landslide involved a pipe-site utilities loss. The estimated cost to correct is \$400,000. An application for a federal grant will be pursued to reimburse the university up to 75%.

Administrative Affairs Divisional Updates

Page 2

- It is anticipated that the occupancy of the Health, Leisure, and Sports facility will commence in mid-June 2005. This is a \$14.6 million project.
- It is anticipated that Parking Services will implement the approved new parking model prior to the beginning of the 2005 Fall semester.

Financial and Procurement Services

Assistant Vice President's Office

- A cell tower contract and an electronic signage contract are currently in development and will result in increased revenues and cost avoidance to UWF. A new Dining Services contract will result in a capital investment of over \$1 million on the part of the contractor, Chartwells, Inc.
- An RFP is in development to provide additional ATM access to students and staff across campus.

Procurement and Contracts Office

- Staff is currently training several departments in a pilot program for self-service requisitioning. Department users will be able to submit their own requisitions to Procurements and Contracts and track progress on the Banner System. This will save approximately 2-3 days processing time.

Financial Services Office

- Standard Operating Procedures related to the new ERP Financial System are currently being reviewed and developed. This project is scheduled for completion by July 2006.
- Staff has been working with Information Technology Services to provide various financial reporting mechanisms and data conversions from the old State SAMIS system. This effort will eliminate the slow manual reporting process to real time reporting.

Payroll Office

- A new payroll system in Banner was successfully implemented in January 2005. The Payroll Office staff is currently working on streamlining tax reporting requirements.

Student Financial Services Office

- The practice of paying convenience fees for the use of credit cards has been eliminated. Staff has been working on electronic funds transfers for grants and scholarships. This effort will make the funding process more transparent for students. ARGUS has been configured to allow students online access to their accounts.

Business Programs Office

- A new property manual has been developed. Appropriate steps will be taken to have this document reviewed and approved.
- A new Inventory Barcode system has been purchased and implemented.

University Police

- The UWF Police Department has implemented a Rape Aggressive Defense (RAD) program. RAD is taught at approximately 300 universities. This nationally recognized program provides hands-on classroom instruction for female students. The program focuses on increasing students' awareness of potential danger. It also teaches risk reduction, as well as practical self-defense. Classes for students, faculty, and staff are being scheduled for the 2005 Fall semester.
- Four UWF Police Officers will attend a specialized Narcotics Enforcement and Identification training course in June 2005. This 40-hour course will aid the officers in teaching students about the dangers of narcotics. Additionally, officers will work with the Resident Life staff to identify signs of drug activity.
- The UWF Police Department is participating in a seat belt safety campaign, Click it or Ticket. A "Driving Under the Influence" prevention program is also in effect, which includes hands-on exercises for the students.
- The UWF Police Department has completed a risk assessment for all buildings on campus, except for buildings 54 and 73, which are under construction for major repair. These two buildings will be assessed upon completion.

AGENDA
UWF Board of Trustees
Academic & Student Affairs Committee Meeting
New World Landing 600 S. Palafox, Pensacola, FL

Thursday, June 16, 2005

8:30 a.m.

Call to Order Chair Roy Smith

Roll Call

Chair's Greetings Chair Roy Smith

Approval of February 25, 2005 Minutes

Action Items

1. Implement B.S. in Electrical Engineering
2. Implement B.S. in Computer Engineering
3. Authorization for University Institutes & Centers
4. Enrollment and Degree Plan Submission
5. BOG Accountability Measures

Informational/Discussion Items

1. Delegation of Tenure
2. Academic Affairs Update

Dr. Sandra Flake, Provost

Other Business

Adjournment

MINUTES

UWF Board of Trustees Academic & Student Services Committee Meeting

Committee Chair Roy Smith called the meeting to order at 8:05 a.m. on Friday, February 25, 2005 in Room 704 in building 7 at the Fort Walton Beach campus.

Committee members present:

Pat Wentz
General Horner
Steve Russell

Also attending:

VP for Student Affairs, Dr. Debbie Ford
VP for Academic Affairs, Dr. Sandra Flake
Dr. Carl Backman
Dr. Ed Ranelli
Billy Colvin
Dr. Halonen
Jim Hurd
Kevin Rigby
Pam Northrup
Ralph Taylor
Erin Dziokonski
Erica Moore
Craig Martin
Cindy Massarelli

Approve Minutes of November 5, 2004

Motion by Trustee Russell
Second by Trustee Wentz
It carried unanimously.

Before moving to the next item on the agenda, Dr. Flake introduced guest Professor Mikiaki Morimoto from the Wakawama University.

Action item 1a: Academic Program Changes – Program Deletion – Master of Public Administration – Dr. Backman

Dr. Backman moved to item 1a on the agenda. The Board at the February 20th, 2004 meeting approved a request to implement the Master of Science Administration as a new degree program with one of the specializations Public Administration. At that time it was noted that a request for deletion as a stand alone of the Master of Public Administration would be coming when student's had a chance to complete the program, which they have. This action has been reviewed and approved by College Council, Academic Council and Faculty Senate.

Trustee Smith asked if it would require full board approval also?

Dr. Backman indicated yes it would and then he would notify the Division of Colleges and Universities in Tallahassee.

Action Item 1b: Program Revision – Athletic Training-Request for Limited Access

Dr. Backman indicates this is a request for designation of the specialization in Athletic Training Education program as limited access program. The program was given accreditation by the Commission on Accreditation of Allied Health Education Programs in April of last year. Accreditation stipulates when resources are limited, competitive admission is required to ensure students meet degree requirements. The university system has a means of formally recognizing programs with competitive admission requirements to limit the number of students. It stems from the accreditation stipulation, limited resources, limited clinical sites and faculty student ratio requirements. The request is for approval for designation of this program as limited access. It has been reviewed and approved by the College Council, the Academic Council and the Faculty Senate. The request requires approval by the Committee, the Board of Trustees and also the Board of Governors.

Trustee Smith reiterates that the limited resources such as faculty and sites available are the principal reasons.

Trustee Russell asked who is responsible for setting the number of enrollees.

Dr. Backman answered it is the department, Health and Leisure, using the accreditation standards to set the number and also have criteria included.

Trustee Wentz reiterates that it has been approved by Senate.

Action Item 1c: Request to Waive Requirement of Request to Explore & Plan B.S. in Computer Engineering & B.S. In Electrical Engineering

Dr. Backman indicates that this is a request to waive the requirement to submit the authorization to explore and plan prior to submitting the fully developed request to offer a new degree program for review thru the College Council, Faculty Senate and University Administration and then Board. There is precedence as UWF already has the program in place offered as a joint program since 1994 with the University of Florida. So it is not the issue of a feasibility study, since we already have the program. They want it to be free standing at the university and will be thru an accreditation review in 2006. The faculties involved are in the process of putting in the request for a free standing program.

Trustee Smith asked if it would be a degree in our own name then?

Dr. Backman said if the board approves the free standing program, effective Spring 2009 we would begin offering it in our own name. Most students in the program spend 4 ½ or 5 years at the university, so that is another reason why the early approach, because need to notify the students now of a change in 2009.

Trustee Smith asked if we can be assured of successful accreditation in 2006?

Dr. Backman said yes, the program now at the University of West Florida is separately accredited, so it was established in the last review. The intent is to not make much variation at all in the curriculum between now and when the program becomes free standing. Essentially moving everything that is UF ownership to UWF ownership.

Trustee Smith asked “no change in faculty requirements?”

Dr. Halonen said faculty requirements won't change.

Dr. Backman indicated this request would not go to the full board for approval, that this committee can approve this. The remaining request to implement new programs, if this is approved by the committee, goes to the full Board.

Dr. Backman indicated the remaining requests on the agenda are for approval of implementation of new programs. If approved by this committee, they also to go the full Board for approval.

Trustee Smith said OK and the group moved to 1.d.1.

**Action Item 1.d.1.: Approve Request to Implement a New Degree Program –
B.A. in Economics**

Dr. Backman explains this is a proposal presented jointly by the Colleges of Arts and Sciences and Business. It is suited to those seeking economics related careers in business management and administration, but not necessarily in the administrative side. Dr. Ranelli and Dr. Halonen can offer more information. We already have in the College of Business a Bachelor of Science and Business Administration with an emphasis in economics and that degree is oriented toward business administration. There are opportunities for those with degrees in economics that follow a more liberal arts model and this degree is being proposed to serve that market. We actually had authorization for this degree with the university opened, but decided not to offer it at that time. Student inventory indicates there is an interest and it is virtually no cost degree to the university because all of the courses already exist in both the economic program and the college of arts and science.

Trustee Smith asked if it would be the same student interest for each degree?

Dr. Ranelli offers explanation that students would take core courses and others in social sciences, history and other areas to perhaps prepare for areas like law school.

Trustee Smith asked what stage we are with this?

Dr. Backman states this is a request to implement.

Trustee Smith asked if we are confident of the demand, will it be sufficient?

Dr. Backman replied yes – and because it uses courses that already exist, it isn't exactly the same as creating a entire new program.

Trustee Smith asked if the faculty resources exist?

Dr. Backman said yes, unless of course the number of students increases.

Dr. Ranelli states that they can always offer the courses more frequently.

Dr. Backman - by way of the agenda - based on the recommendation from the committee at earlier meetings where we use to include the full request for implementation for the agenda, which takes up a whole notebook, what we have been doing with these is including an executive summary, which is what you see there, but the full documentation is available here if anyone is interested in seeing any of that.

Trustee Smith asked when the B.A. in Economics would be implemented?

Dr. Backman responded, Fall of 2005.

**Action Item 1.d.2.: Approve Request to Offer a New Degree Program –
B.S. in Health Science**

Dr. Backman explains that one of the initiatives the university has taken in response to community needs is enlarging the programs in the area of Health Science. The College of Arts and Sciences has proposed a new degree program for a Bachelor of Science in Health Science. This committee and the Board approved the request to explore back in November of last year and subsequent to that time, the faculty have put together the full proposal and have come forward asking for approval to implement. This program was developed using an advisory committee of some 20 members consisting of people from the junior colleges and other UWF units that were involved in health related programs. The intended audience are people working in the health care community. Those with AA degrees that want the baccalaureate. There are six different concentrations – psychology and health, medical information technology, medical ethics, health care administration, communication, and aging studies. These are oriented toward different types of jobs in the medical field. Dr. Halonen can answer questions about those programs.

Trustee Smith asked if there were accreditation issues here?

Dr. Halonen answered, no, because it is generic compared to nursing or med tech.

Trustee Smith clarifies that Nursing is of course independent.

Dr. Halonen concurs.

Trustee Smith stated that it was Dr. George Stewart that developed this.

Trustee Horner asked if this required the creation of new courses?

Dr. Halonen said no, that there are courses established now filling those areas.

Trustee Smith asked if there was sufficient demand?

Dr. Halonen said yes. She was involved with the advisory board who exhibited a great amount of synergy and are our best allies to bring in students.

Trustee Smith asked if we hire adjuncts from the hospital?

Dr. Halonen indicated yes. And that we have support from the hospitals.

Dr. Backman indicates that this touched several different departments within the university and Dr. Stewart is taking great care to interact with each of these departments.

Trustee Smith asked if it was housed in Arts and Sciences?

Dr. Backman said yes. This would be implemented in Fall 2005 and requires approval by the full Board.

**Action Item 1.d.3.: Approval Request to Offer a New Degree Program –
Master of Public Health (MPH)**

Dr. Backman explains that the Request to Explore and Plan the Master of Public Health was approved by the Committee at the November 2004 meeting. Subsequent to that time, the faculty in the College of Arts and Sciences has prepared the full Board of Trustee request and propose the program be approved for implementation in Fall 2005. This is also a program that has come forward based on recommendations from the community.

Dr. Stewart enters.

Trustee Smith asked what type of undergraduate degree seeking student would take this?

Dr. Backman states it is of interest to many areas of the health care community, particularly to those trying to advance within the health care community inside the administrative organizational type areas. This program would draw from people with a B.S. in Health Science, Nursing professions, medical technologists etc. from health care industry.

Dr. Stewart offers addition input that there is interest from physicians to broaden their knowledge. There are some in public health already who do not have the MPH and this is the universally recognized professional degree in public health. There's lots of employment opportunities in public health globally as well as nationally. The MPH is also appealing to nurses. So there is a big pool of folks coming to this program. Also the medical residency programs in the Army and Navy have said they want their people to take this program because an MPH is required of Navy and Army personnel in that program.

Trustee Smith asked if it would be offered only on the campus?

Dr. Stewart stated it was their hope to offer it thru distance learning later on. It is just locally now. But Dr. Sutton is currently working on some of the distance learning elements.

**Action Item 1.d.4.: Approval Request to Implement a New Degree Program –
M.Ed. In College Student Personnel Administration**

Dr. Backman states the original discussion of this program by the committee was in August of 2004 when it approved the waiver of the requirement to submit a Request to Explore and Plan – because this program already exists as a track within one of the masters degrees within the College of Professional Studies. It is a very viable program. Dr. Hurd is here and teaches in the program, as does Dr. Ford. What we are asking here, is to recognize the strength of the program, the fact is that as they go out to find a job in college personnel administration, it is to their advantage to have a degree that states that specifically. Since we are already engaged in offering the program, the resources are already in place.

Trustee Smith asked when this would be implemented?

Dr. Backman answered, Fall of 2005.

All “program additions” require approval by the full Board.

Item 1.c. – Approve request to waive Request to Explore and Plan – only requires the committee approval. The others including the program additions require full Board.

Trustee Smith calls for a motion on 1.c.

Motion by Trustee Horner
Second by Trustee Wentz
It carried unanimously.

Trustee Horner recommends that 1.a, 1.b, 1.d to go full Board.

All are in favor.

Informational Item 2.a. – Academic Affairs Update – Academic Program Goals

Dr. Flake is providing an update on Academic Programs in Academic Affairs. The reports will show progress re distance learning, business education and global markets and expanding on some of our other goals to increase our academic presence in the region. She has invited Dr. Pam Northrup, Director of the Academic Technology Center to give a presentation to show our progress. The Center had it's first birthday in December 2004. The focus is to a wider market thru high quality student oriented Distance Learning.

Dr. Northrup gives a power point presentation on what they have been doing in the past year and two months with Academic Technology and how it relates to the IT Strategic plan implemented by Dr. Cavanaugh – which shows a very strong desire to establish and fully implement distance learning on campus.

Dr. Northrup's presentation includes designing and implementing the program and marketing programs to Military, programs include oceanography, maritime studies, information engineering technology, environmental studies, GIS Certificate (Global Information Systems)-, currently only two institutions that offer GIS certificate on line, PDA field testing with the Coast Guard now, Environmental and GIS not fully implemented but will in Summer of this year, lots of interest, at the Graduate level – MSA kicks off fully this year – 5 tracks fully on line – Public Admin, Ed Admin, Criminal Justice, Healthcare Admin and Human Performance Technology, unique part of this program is take advantage of College of Business pre MBA core of courses so really give them strength, have 30-50 in core courses each semester, all fully on-line – do not have to come to campus – no internship at this time, no requirement of on site residence, found with IT program had 96% retention and those people got the same jobs or better, programs are interactive, there is special training for faculty, quality curriculum, 5 areas of excellence – institutional context, quality curriculum, faculty support, student support, mentoring and guidance; there is faculty stipend \$1,500.00 design and development and \$1,500.00 after they teach it the first time (comparable to other institutions), faculty very receptive, other 2 programs are Instructional Technology and Educational Training and Management Subspecialty, some encroachment from Troy, University of Phoenix, Compela, SMU on bases – there is competition; we have military advisor and military coordinator – this is an advantage Troy has had and we work hard to be complete, we have learned there is need for flexibility, meet service members' needs and global market programs, regional markets – 85% of distance learning are within 50 miles, student surveys show very positive results, learning achievements – differences – some areas don't work such as those with lab needs, but broad research shows there is no difference and sometime outcomes are better because instructor interacts more; new ARGUS learning system has really serviced that success and is very exciting, there is a comfort level, convenience that makes people motivated.

**Informational Item 2.b. – Academic Affairs Update – Okaloosa Partnership
UWF/UF/Choctawhatchee Joint Electrical
Engineering Program**

Dr. Flake states that another way we are moving forward is thru the partnership we have with Okaloosa County School district. She introduces some of the people we are partnering with, Ms. Cindy Massarelli, Principal of Choctawhatchee High School, students and faculty. Ms.

Massarelli's presentation included a brief history of her career up to becoming principal at Choctawhatchee High School 2 ½ years ago; she comments that she has said for years that the high schools look exactly the same as they did when she went to H.S. – 7 periods, offered basics, basket weaving 101 for electives, and those type things, so by time students becomes juniors or seniors they are bored with those types of things; it was time for change – first change she looked at was how they could offer different choices to students so they could begin to plan their career path, their college path, there technical path after H.S., she wanted their students to begin in the 8th and 9th grades to see the vast opportunities; when she was a guidance counselor and asked what path the students were interested in, she often heard “engineering”; students were not aware of the varied areas of engineering there were available; many of the student's parents were in that field and in talking with community members, finds the community is full of engineers and the community indicates there will be a need in this field; wanted to fill this need; Dr. Fuller and she looked into this area; UWF was ready to talk to them; this is a goldmine; it is their second year in existence; the students are ready academically for these advanced courses but notes that on the developmental level, they are still 14 to 16 year old High School students; began with 2 classes last year, this year we have 4, may need a waiting list as students and parents are excited, had summer classes last year because the students wanted it, she is a believer of the K-20 model, we start with the students in the 8th grade to prepare them to begin their engineering courses into programs at UWF or other universities and if they don't go into engineering, they have substantial electives for college level courses and are better students. Ms. Massarelli introduces those she says do all the work in this, Kevin Rigby, Choctawhatchee's professor employed thru UWF, and the students to share what they think of the program. She concludes that this program works to align curriculum so everyone is moving in the same direction – that is what the partnership does for them. Trustee Smith asked if this was for college credit and Ms. Massarelli states it is for high school credit, but they are working on getting college credit. Trustee Horner asked if Ft. Walton H. S. has the same program. Ms. Massarelli said no, they do not. Choctawhatchee is the only school to offer pre-engineering courses in H.S. in Okaloosa county. Kevin Rigby offers some further explanation concerning credit that they offer 4 credit hours articulation and hope is to work that up to 12- 15 hours that is transferable to any program. He thanks everyone, especially Dean Halonen and Ms Massarelli for their tenacity, leadership and organization in making this successful, he states he is only the facilitator; they started with 32 students – now have beautiful facilities and equipment – this year had 76 students, had 100 apply, have 62 returning from last year and they have 4.3 average GPA, ½ are IB students, this year they anticipate up to 200 kids applying and they are pushing for two summer classes this year; ½ of the student's parents have masters degrees or PhD in engineering and they support the program and that is why it is a success; working to allow flexible schedules, look at research and distance learning; only about four programs in the entire United States that does what they are doing; he gives a handout with the components of the program (*Attachment A*), and refers to website for more on their philosophy.

He has the student's introduce themselves – Erika Moore – sophomore – 2nd year in the engineering program: Erin Dziokonski – senior – 1st year in the program: Ralph Taylor – senior – 1st year in program: Craig Martin – junior – 3rd year in program. Trustee Horner asked, what do they hope to get out of this? Craig and Ralph replied - a better understanding of engineering, showed the various paths available, opened their eyes to a whole new profession. Erin's father works on base and she wanted to learn more about engineering and wants to be environmental

engineer, program gives taste of all the different fields and has subsequently decided she wants to do civil environmental engineering. Ericka shared that her father is with Lockheed Martin and her interests are math and science and this program shows her what she can do with that, what is out there, she is unsure of which area she wants to go into yet. Trustee Smith asked about the different levels – not open to only seniors – and asked if that presented any problems. The students reply, no, that with first year it is mainly freshman and it works into mentoring. Trustee Smith asked if this eliminated the senior year boredom. Ms. Massarelli said that this program does address that, it provides electives that help them after high school so they want to take them, want to be there – examples forensic science, aeronautical classes, etc. – may not end up in those fields, but they offer good solid electives so the students will be more successful in what they do choose to do. Kevin offers that this also benefits the university system, students come in with critical thinking skills and problem solving skills. Shares that Admiral Rickover is one of the most outstanding figures in engineering in this country – at that time there was a lack of engineers in this country and we are seeing the same thing today. The students share some of their reading items – “I Robot”, “Greatest Problem in the History of the World”, “Voodoo Science”. Ms. Massarelli reiterates the importance of critical thinking and critical thinking while you are reading, and the students like to read this kind of material. Trustee Smith asked if there are any other school districts showing interest? Ms. Massarelli said yes, had two schools call just this week to come see a lot of different things they are doing, pre-engineering being one of these. Milton H.S. is coming today to look at Choctawhatchee and also will have a H.S. from Tallahassee visiting soon. They plan to share the wealth.

Trustee Smith, Dr. Flake and the committee thank them all for sharing.

Other Business – None

No other business.

Adjournment: Adjourned at 9:20 a.m.

Respectfully submitted,
Vicki Knaack
Coordinator

UWF Board of Trustees
Academic and Student Affairs Committee
June 16, 2005

Issue: B.S. in Electrical Engineering

Proposed action: Approve Request to Offer a New Degree Program—B.S. in Electrical Engineering

Faculty in the College of Arts & Sciences have proposed the offering of a new degree program—B.S. in Electrical Engineering—and request approval to offer the program beginning Spring Semester 2009.

Background information:

The current cooperative agreement between the University of Florida and UWF for the offering of UF's B.S. in Electrical Engineering on the campus of UWF using UWF faculty is scheduled to expire at the end of calendar year 2008 with the expectation that the program will become a freestanding UWF program effective Spring Semester 2009. Because the program has proven to be quite viable, because there are students currently enrolled in the pre-engineering component of the program who will not be able to complete their studies prior to the expiration of the agreement, and because there is an accreditation review scheduled for 2006, it is important that authorization for a UWF program in electrical engineering be reviewed in a timely fashion.

The proposed program has been reviewed and approved by the Academic Council and Faculty Senate.

Supporting documentation: B.S. in Electrical Engineering—Request to Offer a New Degree Program: Executive Summary. Complete document is available at http://upic.uwf.edu/pubs/Files/BSEE_Request%20to%20Offer%20New%20Program%2015_051.doc.

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

**The University of West Florida
REQUEST TO OFFER A NEW DEGREE PROGRAM
EXECUTIVE SUMMARY**

**Bachelor's Degrees*
(Cover Page)**

College Requesting Program: College of Arts & Sciences

Department Requesting Program: Electrical and Computer Engineering (ECE)

Academic Specialty or Field: Electrical Engineering

Name of Program Requested: Bachelor of Science in Electrical Engineering

Proposed Implementation Date: Spring 2009

Proposed Classification of Instruction Program (CIP) Code: 14.1001

The submission of this proposal constitutes a commitment by the Division of Academic Affairs, the appropriate College, and the Department that, if the proposal is approved, the necessary financial commitment and the criteria for establishing new programs have been met prior to the initiation of the program.

Approved for Submission to the UWF Board of Trustees:

_____ Vice President for Academic Affairs, Date _____

_____ President, Date _____

Indicate the dollar amounts appearing as totals for the first and fifth years of implementation as shown in the appropriate summary columns in New Program Table Three. Provide headcount and FTE estimates of majors for years 1 through 5. Headcount and FTE estimates should be identical to those in New Program Table One.

	<u>Projected Total Estimated Costs* (from Table Three)</u>	<u>Student HDCT / FTE (from Table One)</u>
First Year of Implementation: 2002-03		_107_ / _66.40_
Second Year of Implementation: 2003-04		_106_ / _65.70_
Third Year of Implementation: 2004-05	_ \$982,808 _	_113_ / _70.10_
Fourth Year of Implementation: 2005-06		_118_ / _73.20_
Fifth Year of Implementation: 2006-07	_ \$1,015,952 _	_129_ / _80.00_

* for both electrical and computer engineering programs combined

I. PROGRAM DESCRIPTION

Describe the degree program under consideration, including its level, and emphases (including tracks or specializations).

It is intended that the BS programs in Electrical and Computer Engineering currently offered at UWF in cooperation with the University of Florida (UF), with UF awarding the degree, be converted to free-standing programs at UWF. These degree programs are accredited by the Engineering Accreditation Commission (EAC) of the Accreditation Board for Engineering and Technology (ABET) through the University of Florida. The last semester for which UF will award the degrees will be Fall 2008. The first semester for which UWF will award the degrees will be Spring 2009. The UWF 2004-2005 Catalog already contains a notice to this effect. Because UWF is not currently authorized to award either the BS in Electrical Engineering or the BS in Computer Engineering, it will be necessary for the UWF Board of Trustees to approve the offering of the programs.

Electrical Engineering is science-oriented and primarily concerned with all phases and development of the transmission and utilization of electric energy and intelligence. The study of electrical engineering is commonly divided into the academic areas of circuits, electronics, electromagnetics, electrical energy systems, communications, control, and computer engineering. Because of the extremely rapid growth and changes relating to the application of electrical engineering principles, the curriculum is designed to concentrate on a solid core of foundation courses. Fourteen hours of electives are included to permit a student to develop depth into selected subject area.

Electrical Engineers find career opportunities in a wide area of settings such as aerospace contractors, manufacturers of consumer electronics, telecommunications, energy distribution, and public-sector positions with federal, state, and local governments.

The program objectives for electrical engineering are:

1. Students will obtain a broad education necessary to understand the impact of electrical engineering solutions in a global and societal context consistent with the principles of sustainable development
2. Students will obtain an ability to analyze and solve electrical engineering problems in practice by applying knowledge of mathematics, science, and engineering. Modern engineering techniques, skills, and tools will be used, particularly recognizing the role that computers play in engineering.
3. Students will obtain an ability to identify, formulate, and solve novel electrical engineering problems. This includes the planning, specification, design, implementation, and operation of systems, components, and/or processes that meet performance, cost, time, safety, and quality requirements.
4. Students will obtain the ability to design and conduct scientific and electrical engineering experiments, and to analyze and interpret the resulting data.
5. Students will obtain a solid understanding of professional and ethical responsibility and recognition of the need for, and ability to engage in, perpetual learning.
6. Students will obtain an ability to communicate effectively - orally, in writing, and graphically.
7. Students will obtain an ability to function on multi-disciplinary teams, if possible.

Program Requirements

In addition to general University requirements, students seeking the B.S. in Electrical Engineering must meet the requirements listed below. A minimum course grade of “C” (2.0/4.0) or better is required in all electrical engineering courses and labs (EEL prefix), and in all computer science courses and labs (COT, CEN, CIS, CDA or COP prefix) prerequisites to other EEL and CS courses and labs.

A minimum grade of “C” (2.0/4.0) is also required on EEL 4914C, ENC 3240, STS 4321, all computer science courses, and any course transferred into the junior-senior years from another institution.

All graduating seniors must complete an exit interview with their adviser and submit a copy of their senior design report before graduating.

Effective fall 2005, students are required to have a laptop tablet PC. Students should check with the department for minimum hardware configurations.

General Studies (36 Hours)

It is recommended that students take a course in literature, ECO 2013, EUH 1001, PHI 2603, and Fine Arts or Behavioral Science.

Common Prerequisites (48 Hours)

State mandated common prerequisites must be completed prior to admission to the program. Courses in brackets indicate substitutes from Florida public community/junior colleges and universities.

+ ENC 1101 English Composition I	3
[ENCX101]	
+ ENC 1102 English Composition II	3
[ENC X102]	
+ CHM X045/L General Chemistry I	4
[CHM X045/L or CHS X440]	
+ MAC 2311 Analytic Geometry and Calculus I	4
[MAC X311 or MAC X281]	
+ MAC 2312 Analytic Geometry and Calculus II	4
[MAC X312 or MAC X282]	
+ MAC 2313 Analytic Geometry and Calculus III	4
[MACX313 or MAC X283]	
+ MAP 2302 Differential Equations	3
[MAPx302]	
+ PHY X048/L University Physics I	4
[PHY X048/L]	
+ PHY X049/L University Physics II	4
[PHY X049/L]	
+ XXXXXXXX Humanities Courses	6
+ XXXXXXXX Social Science Courses	6
+ XXXXXXXX Humanities or Social Sciences	3
+ Indicates common prerequisites which can be used to satisfy General Studies requirements.	

Common prereqs from:

http://facts004.facts.usf.edu/cpp/transition/alpha_index_2004.htm

Special rules concerning the number of hours in the lower division are applicable to this program and may be found at

http://www.facts.org/PreCoreq_SW/PreCoreq2004/i_enginfo1.html

+ Indicates common prerequisites which can be used to satisfy General Studies requirements.

Lower-Division Electives (0 Hours)

Lower Division Electives (0 sh)

Major Courses (64 Hours)

EEL 3111	Circuits	3
EEL 3112	Circuits	3
EEL 3135	Discrete-Time Signals & Systems	3
EEL 3211	Basic Electric Energy Engineering	3
EEL 3303L	Electric Circuits Laboratory	1
EEL 3304	Electronic Circuits I	3
EEL 3396	Solid-State Electronic Devices	3
EEL 3472	Electromagnetic Fields & Applications I	3
EEL 3701	Digital Logic & Computer Systems	3
EEL 3701L	Digital Logic & Computer Systems	1
EEL 4304L	Electronics Laboratory	1
EEL 4306	Electronic Circuits II	3
EEL 4306L	Electronic Circuits II Laboratory	1
EEL 4514	Communication Systems & Components	3
EEL 4514L	Communication Lab	1
EEL 4657	Linear Control Systems	3
EEL 4657L	Linear Controls Lab	1
EEL 4744	Microprocessor Applications	3
EEL 4744L	Microprocessor Applications	1
EEL 4914C	Electrical Engineering Design	3
EEL 4834	C++ Programming for Electrical Engineers	3
EGN 4034	Professional Ethics	1
EEL Electives		14

Maximum of 3 sh in EEL 4949 and maximum of 4 sh in EEL 4905, and maximum of 7 sh in EEL 4905/4949 combination. EEL 4834 can not be used as an EEL elective. Consult the department for the current list of approved EEL elective courses.

Major-Related Courses (14 Hours)

EGM 2500	Engineering Mechanics - Statics	2
ENC 3240	Technical Writing	3
MAS 3105	Linear Algebra	3

STA 4321	Introduction to Mathematical Statistics I	3
Choose one:		
EGM 3401	Engineering Mechanics - Dynamics	3
EIN 4354	Engineering Economy	3

Upper-Division Electives (0 Hours)

Summary of Credit-Hour Requirements:

Requirements	Hours
State-Wide Common Prerequisites	48
UWF Additional Lower Requirements: Humanities/Social Science	3
Lower-Division Electives: Chemistry II or Biology Practical Aspects of Engineering Design	0
Major Courses	64
Major-Related Courses	14
Upper-Division Electives	0
Total Hours	129

II. INSTITUTIONAL MISSION

Is the proposed program listed on the current List of Proposed New Degree Programs for Exploration, Planning, and Implementation? How do the goals of the proposed program relate to the UWF mission statement as contained in the Partnership Strategic Plan?

The vision of the Department of Electrical and Computer Engineering is to be recognized in the State of Florida and the nation for its outstanding undergraduate teaching and outreach programs, and for the quality, character, and integrity of its graduates and faculty.

The mission of the Department of Electrical and Computer Engineering is to offer baccalaureate degree programs of excellence in electrical engineering and computer engineering that serve the needs of the West Florida region, the state, and the nation.

The goal of the baccalaureate degree programs is to prepare students to embark upon a professional career in electrical engineering, computer engineering, or to pursue graduate study. The Bachelor of Science degrees in Electrical Engineering and Computer Engineering are currently offered under a cooperative arrangement between the University of West Florida and the University of Florida. Both degrees are awarded by the University of Florida and are accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (EAC/ABET). The engineering degree programs will be continuously updated to meet ABET accreditation requirements.

III. PLANNING PROCESS AND TIMETABLE

Describe the planning process leading up to submission of this proposal. Include a chronology of activities, listing UWF personnel directly involved and any external individuals who participated in planning. Provide a timetable of events for the implementation of the proposed program.

The Bachelor of Science degrees in Electrical Engineering and Computer Engineering are offered under a co-operative arrangement between the University of West Florida and the University of Florida since 1994. The last semester for which UF will award the degrees will be Fall 2008. The first semester for which UWF will award the degrees will be Spring 2009. The UWF 2004-2005 Catalog already contains a notice to this effect. It appears that, for all intents and purposes, FTIC students entering in Fall 2005 will graduate with a UWF degree. It may also be the case that some of the FTIC students who entered in Fall 2004 fall in this category depending upon how long they take to complete their programs.

IV. ASSESSMENT OF NEED AND DEMAND

- A. What national, state, or local data support the need for more people to be prepared in this program at this level? (This may include national, state, or local plans or reports that support the need for this program; demand for the proposed program which has emanated from a perceived need by agencies or industries in Northwest Florida; and summaries of prospective student inquiries.) Indicate potential employment options for graduates of the program. If similar programs exist in the Northwest Florida region, provide data that support the need for an additional program.**

UWF has been offering the electrical and computer engineering degrees under the UF-UWF co-operative agreement since 1994. The enrollment of the programs has grown from 46 students (in 1994) to 308 students (in Fall 204).

The UWF's enrollment in the B.S. in electrical and computer engineering programs placed us in the minority among other Florida SUS institutions, but our graduates continue contributing to the economic and manpower development of the Northwest Florida region. As UWF continues to grow and expand its student population base, it is likely that students will demand the same kind of engineering programs that can be found elsewhere. As such, it is an important way for UWF to remain competitive. Furthermore, as the university continues to attract a higher quality student population, more and more of these students will wish to pursue engineering due to the job market and growth. According to the US Federal Bureau of Labor Statistics 2001, the demand for electrical and computer engineering is expected to continue growing.

- B. Use UWF Table One A (baccalaureate) or UWF Table One B (graduate) to indicate the number of students (headcount and FTE) you expect to major in the proposed program during each of the first 5 years of implementation, categorizing them according to their primary sources. In the narrative following Table One, the rationale for enrollment projections should be provided and the estimated headcount to FTE ratio explained. If, initially, students within the institution are expected to change majors to enroll in the proposed program, describe the shifts from disciplines that will likely occur.

UWF TABLE ONE (A) NUMBER OF ANTICIPATED MAJORS FROM POTENTIAL SOURCES

BACCALAUREATE DEGREE PROGRAM

NAME OF PROGRAM:

Electrical Engineering

CIP CODE: 14.1001

ACADEMIC YEAR	YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5	
	2002	2003	2003	2004	2004	2005	2005	2006	2006	2007

SOURCE OF STUDENTS (Non-Duplicative Count in Any Given Year)	YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5	
	HC	FTE	HC	FTE	HC	FTE	HC	FTE	HC	FTE
Upper-level students who are transferring from other majors within UWF	00	.0	00	.0	00	.0	00	.0	00	.0
Students who initially entered UWF as FTIC students and who are progressing from the lower to the upper level	82	50.8	78	48.4	85	52.7	88	54.6	92	57.0
Florida community college transfers to the upper level	59	36.5	65	40.3	60	37.2	65	40.3	69	42.8
Transfers to the upper level from other Florida colleges/universities	4	2.5	4	2.5	6	3.7	6	3.7	7	4.3
Other (Transfers and Special Students Taking EE Courses)	15	9.3	19	11.8	19	11.8	20	12.4	21	13.0
TOTAL	160	99.1	166	103.0	170	105.4	179	111.0	189	117.1

Note: HC = Headcount of students in this major

FTE = Annualized Full-Time-Equivalent students taking courses offered by this major.

Annualized FTE's are calculated at 40 credit hours for undergraduate courses.

C. For all programs, indicate what steps will be taken to recruit and achieve a diverse student body in this program.

Academic advisors (both UAC and upper division) will be educated in the specific content, student learning outcomes, and career fields of the proposed program and asked to promote the program to a diverse student body.

Introduction to Engineering (EGN 1002) draws students representative of the diversity of the University, will be used as a forum to make students aware of the B.S. program in electrical engineering. Diverse guest speakers/lecturers working in fields common to Engineering will be invited to speak about career opportunities in EGN 1002.

Engineering faculty or the Department Chair will be available, as always, to speak at outreach activities: PJC pre-engineering students, departmental open-house, visiting local schools, promoting the academic competitions, involving middle and high school students in academic activities, career fairs, and visiting community colleges.

V. CURRICULUM

A. For all programs, provide expected specific learning outcomes, a sequenced course of study, and list the total number of credit hours for the degree. Degree programs in the science and technology disciplines must discuss how industry-driven competencies were identified and incorporated into the curriculum. For bachelor's programs, also indicate the number of credit hours for the major coursework, the number of credit hours required as prerequisites to the major (if applicable), and the number of hours available for electives.

ACADEMIC LEARNING COMPACTS

<http://www.uwf.edu/cutl/ALC/alc9.doc>

Content

- Recognize and apply concepts, principles and theories in the following areas:
 - mathematics, including differential and integral calculus, differential equations, linear algebra, and complex variables, discrete mathematics
 - core electrical and computer engineering topics: basic circuit analysis, signals and systems, and electronics, digital logic, and microprocessors
 - control systems, communications, electromagnetics, and electric power
 - discrete mathematics
 - probability and statistics
- Describe the interrelatedness of contemporary issues in a global and society context with electrical engineering solutions

Critical Thinking

- Use modern engineering techniques, skills, and tools, including computer-based tools for analysis and design of electrical engineering
- Identify, formulate and solve novel electrical engineering problems
- Design and conduct scientific and electrical engineering experiments including analysis and interpretation of data

Communication

- Communicate effectively in writing electrical engineering topics.
- Convey technical material through oral presentations of electrical engineering topics.

Project Management

- Function effectively on multi-disciplinary teams
- Deliver electrical engineering results that meet performance standards for cost, safety, and quality

Integrity/Ethics

- Describe the ethical and professional responsibilities of the electrical engineer
- Make and defend ethical judgments in keeping with professional standards of electrical engineering
- Profess commitment to life-long learning to satisfy the ABET accreditation requirement.

Student Program Outcomes

The electrical engineering curriculum is designed to yield thirteen outcomes which are in consistent with the

ABET Accreditation requirements for program outcomes (see below shaded). Each upper division course within the curriculum contributes to at least one of these outcomes. A student must demonstrate each outcome achievement in at least two courses to satisfy the graduation requirements.

#	Electrical Engineering Program Outcomes
1.	Recognize and apply concepts, principles and theories of mathematics through differential and integral calculus, and advanced topics in differential equations, linear algebra, and complex variables.
2.	Recognize and apply concepts, principles and theories of core electrical engineering topics: basic circuit analysis, signals and systems, electronics, digital logic, microprocessors, control systems, communications, electromagnetics, and electric power
3.	Use modern engineering techniques, skills, and tools, including computer-based tools for analysis and design of electrical engineering problems.
4.	Apply knowledge of mathematics, science, and engineering to the analysis of electrical engineering problems.
5.	Design and conduct scientific and electrical engineering experiments, as well as to analyze and interpret data.
6.	Recognize and apply concepts, principles and theories in probability and statistics, including electrical engineering applications.
7.	Identify, formulate, and solve novel electrical engineering problems, including the planning, specification, design, implementation, and operation of systems, components, and/or processes that meet performance, cost, time, safety, and quality requirements.
8.	Function effectively on multi-disciplinary teams.
9.	Describe the ethical and professional responsibilities of the electrical engineer. Make and defend ethical judgments in keeping with professional standards.
10.	Communicate effectively in writing and convey technical material through oral presentation of electrical engineering topic and interaction with an audience.
11.	Describe the interrelatedness of contemporary issues in a global and society context with electrical engineering solutions.
12.	Justify the need for engaging in life-long learning in electrical engineering.
13.	Recognize and apply concepts, principles and theories of discrete mathematics.

ABET Criterion 3. Program Outcomes and Assessment

<http://www.abet.org>

Although institutions may use different terminology, for purposes of Criterion 3, program outcomes are statements that describe what students are expected to know and be able to do by the time of graduation. These relate to the skills, knowledge, and behaviors that student acquire in their matriculation through the program.

Each program must formulate program outcomes that foster attainment of the program objectives articulated in satisfaction of Criterion 2 of these criteria. There must be processes to produce these outcomes and an assessment process, with documented results, that demonstrates that these program outcomes are being measured and indicates the degree to which the outcomes are achieved. There must be evidence that the results of this assessment process are applied to the further development of the program.

Engineering programs must demonstrate that their students attain:

- (a) an ability to apply knowledge of mathematics, science, and engineering
- (b) an ability to design and conduct experiments, as well as to analyze and interpret data
- (c) an ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability
- (d) an ability to function on multi-disciplinary teams
- (e) an ability to identify, formulate, and solve engineering problems
- (f) an understanding of professional and ethical responsibility
- (g) an ability to communicate effectively
- (h) the broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context
- (i) a recognition of the need for, and an ability to engage in life-long learning
- (j) a knowledge of contemporary issues
- (k) an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.

In addition, an engineering program must demonstrate that its students attain any additional outcomes articulated by the program to foster achievement of its education objectives.

B. For bachelor's programs, if the total number of credit hours exceeds 120, provide a justification for an exception to the FBOE policy of a 120 maximum.

Total number of credit hours does exceed 120.

Lower Level: 51 credits Upper level: 78 credits Total: 129 credits

The State-wide articulation requirement for pre-engineering programs requires only 48 credits of lower division courses. The current UF electrical engineering program requires a total of 126 credits (excluding ENC 1001 and ENC 1002) which include only 15 credits of general education. UWF requires 18 credits of general education. In order to retain the UF electrical engineering curriculum while adding the UWF requirements, we will need to add ENC 1001, ENC 1002, and 3-credits for UWF general education requirements. That will bring the total requirements to $126 + 9 = 135$ credits. The UWF students under the UF/UWF Joint Program graduate from UF with only 15 credits of general education (see Dr. Dimsdale's memo dated: June 24, 1999).

A request on February 1, 2005 was made to the UWF Provost to give a special consideration to engineering students by waiving the additional 3 credits for UWF general education requirement until 2010 during the transition period. If this request is approved, the General Chemistry II or Biology or a new course on Practical Aspects of Engineering Design will be added to the electrical and computer engineering programs. This will allow us to deliver an engineering curriculum that would still be similar to the UF curriculum while including ENC 1101 and 1102 with 129 credits for UWF native students.

With the administratively-granted waiver, the humanities and social requirements will be in consistent with the State-wide common pre-requisites and this will allow room for a lower division elective or a new course on Practical Aspects of Engineering Design as shown below without exceeding the total 129 hours.

Summary of Credit-Hour Requirements with administratively-granted waiver

Requirements	Hours
State-Wide Common Prerequisites	48
UWF Additional Lower Requirements: Humanities/Social Science	0
Lower-Division Electives: Chemistry II or Biology Practical Aspects of Engineering Design	3
Major Courses (64 Hours)	64
Major-Related Courses	14
Upper-Division Electives	0
Total Hours	129

C. Provide a one or two sentence description of each required or elective course.

Students will have 3 credits of CS upper division elective to develop depth in CS area.

Students will have 11 credits of EEL upper division electives to broaden and develop depth in electrical engineering sub-specialties.

D. For bachelor's programs, list any prerequisites, and provide assurance that they are the same as the standardized prerequisites for other such degree programs within the FBOE. If they are not, provide a rationale for a request for exception to the policy of standardized prerequisites.

Common Prerequisites (48 Hours)

Listed in Section I.

E. For bachelor's programs, if the Department intends to seek formal Limited Access status for the proposed program, provide a rationale which includes an analysis of diversity issues with respect to such a designation.

Limited Access status is not sought.

VI. UWF CAPABILITY

A. How does the proposed program specifically relate to existing UWF strengths such as programs of distinction, other academic programs, and/or institutes and centers?

As noted previously, the B.S. program in electrical engineering is transferring the existing B.S. degree in electrical engineering from UF and uses the same resource base. It is also closely integrated (through the provision of recommended minors) with several excellent programs in the College of Arts and Sciences (as noted in the proposed curriculum detailed in Section V of this document).

Those students who wish to gain work experience while studying will have the opportunities for Co-Op placements and career-oriented networking. Up to 3 credits of co-op credits can be applied to the meet the degree requirements.

B. If there have been program reviews, accreditation visits, or internal reviews in the discipline pertinent to the proposed program, or related disciplines, provide all the recommendations and summarize progress toward implementing the recommendations.

BOR Program Review: The B.S. computer and electrical engineering programs underwent the BOR Program Review in 2000.

ABET Accreditation Program Review:

The B.S. electrical and computer engineering programs underwent the general program review in fall 2000 for the first time as a separate program in conjunction with all other programs in the UF College of Engineering. The BS in computer engineering was accredited by ABET for first time a separate degree program within UF College of Engineering, effective fall 2001. The electrical and computer engineering degree programs were reaccredited in 2003 after a focused visit in Spring 2003. The next general review is scheduled in fall 2006 along with other UF engineering programs.

C. Describe briefly the anticipated delivery system for the proposed program as it may relate to resources e.g., traditional delivery on main campus; traditional delivery at branches or centers; or nontraditional instruction such as instructional technology (distance learning), self-paced instruction, and external degrees. Include an analysis of the feasibility of providing all or a portion of the proposed program through distance learning technologies. Include an assessment of the UWF's technological capabilities as well as the potential for delivery of the proposed program through collaboration with other universities or community colleges. Cite specific queries made of other institutions with respect to the feasibility of utilizing distance learning technologies for this degree program.

The lecture courses for the degree program will primarily be delivered through high-tech distance-learning classrooms on the Pensacola and FWB campuses. The labs will continue to be taught in the traditional mode in Pensacola and FWB. Feasibility discussions are underway in the ECE faculty about developing lecture courses completely online.

D. Assessment of Current and Anticipated Faculty

1. Use UWF Table Two to provide information about each existing faculty member who is expected to participate in the proposed program by the fifth year. If the proposal is for a graduate degree, append to the table the number of master's theses directed, number of doctoral dissertations directed, and the number and type of professional publications for each faculty member.

See UWF Table Two (next page)

2. Also, use UWF Table Two to indicate whether additional faculty will be needed to initiate the program, their faculty code (i.e., one of five unofficial budget classifications as explained on the

table), their areas of specialization, their proposed ranks, and when they would be hired. Provide in narrative the rationale for this plan; if there is no need for additional faculty, explain.

See UWF Table Two (next page)

No new faculty will be needed to initiate the program. An existing search is underway to fill a faculty position, effective fall 2005. We may project the need for an additional faculty member by 2009 to cover anticipated growth in the B.S. in electrical engineering programs as well as increasing enrollments in Pensacola and FWB campus. We may expand the program to other UWF location(s) or facilities through other high-tech classrooms(s).

3. Use UWF Table Two to estimate each existing and additional faculty member's workload (in percent person-years) that would be devoted to the proposed program by the 5th year of implementation, assuming that the program is approved. (Note: this total will carry over to UWF Table Three's fifth year summary of faculty positions.)
See UWF Table Two.

UWF TABLE TWO

FACULTY PARTICIPATION IN PROPOSED DEGREE PROGRAM BY FIFTH YEAR *Computer and Electrical Engineering*

Faculty CODE (see below)	Faculty Name or "New Hire"	Academic Discipline/Specialty	Rank	(For Existing Faculty Only)		Initial Date for Participation in Proposed Program (Third Year)	5th Year Workload in Proposed Program (portion of Person-year)
				Contract Status (tenure?)	Highest Degree Granted		
A	Bataineh	Engineering	Asst. Prof.	9 Mo.	Ph.D.	Fall 2005	.5 EE; .5 CE
A	Gilbar	Engineering	Lecturer	12 Mo.	Ph.D.	Fall 2005	.5 EE; .5 CE
A	Gorman	Engineering	Assoc. Prof.	9 Mo.	Ph.D.	Fall 2005	.5 EE; .5 CE
A	Harrell	Engineering	Asst. Prof.	9 Mo.	Ph.D.	Fall 2005	.5 EE; .5 CE
A	Khabou	Engineering	Asst. Prof.	9 Mo.	Ph.D.	Fall 2005	.5 EE; .5 CE
A	Manseur	Engineering	Assoc. Prof.	9 Mo. (T)	Ph.D.	Fall 2005	.5 EE; .5 CE
A	Mathews	Engineering	Assoc. Prof.	9 Mo. (T)	Ph.D.	Fall 2005	.5 EE; .5 CE
A	Millard	Engineering	Asst. Prof.	9 Mo.	Ph.D.	Fall 2005	.5 EE; .5 CE
A	Rashid	Engineering	Professor	12 Mo.	Ph.D.	Fall 2005	.5 EE; .5 CE
A	Weber	Engineering	Instructor	12 Mo.	M.S.	Fall 2005	.25 EE; .25 CE
B	New Hire	Engineering	Asst. Prof.	9 Mo. (TT)	Ph.D.	Fall 2005	.5 EE; .5 CE
C	New Hire	Engineering	Asst. Prof.	9 Mo. (TT)	Ph.D.	Fall 2005	.5 EE; .5 CE
Faculty CODE	Corresponding Faculty Position Category in TABLE 3 for the Fifth Year		Proposed Source of Funding for Faculty			TOTAL 5th Year Workload by Budget Classification	

A	Current General Revenue	Existing Faculty -- Regular Line	4.75 EE; 4.75 CE
B	Current General Revenue	New Faculty -- To Be Hired on Existing Vacant Line	.50 EE; .50 CE

C	New General Revenue	New Faculty -- To Be Hired on a New Line	.50 EE; .50 CE
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D	Contracts & Grants	Existing Faculty -- Funded on Contracts & Grants	.00
E	Contracts & Grants	New Faculty -- To Be Hired on Contracts & Grants	.00

Overall Total for 5th Year	5.75 EE; 5.75 CE = 11.5
----------------------------	-------------------------

E. Assessment of Current and Anticipated Resources

1. **In narrative form, assess current facilities and resources available for the proposed program in the following categories:**

a. **Library volumes (Provide the total number of volumes available in this discipline and related fields.)**

The John C. Pace Library has an excellent collection of books in electrical engineering and related fields. Current holdings include 30,397 titles with over 18% of the total holdings (print and electronic) having been published during the past five years. The holdings, listed by Library of Congress classification number in the attached table, are sufficient to support a Bachelor of Science degree in Electrical and Computer Engineering.

b. **Serials (Provide the total number available in this discipline and related fields, and list those major journals which are available at UWF.)**

The University of West Florida Libraries subscribe to almost 5,200 serials including 2,100 in print format, 1,292 in print format with online access, and 1,735 in electronic format. In addition, the library has access to many more journals in full-text through aggregator indexes provided by companies such as WilsonWeb (*Applied Science and Technology Index, Wilson Science Complete*), ProQuest (*Computing, Telecommunications Database*), and Elsevier (*Inspec*). For engineering indexes such as *Electronics and Communications Abstracts* or *Solid State and Superconductivity Abstracts* which do not provide full-text access, the library uses SFX, a finding tool which identifies whether the library has full-text access through some other means, such as *ScienceDirect*, or has a print or electronic subscription to the journal.

A summary sheet has been prepared providing serials information specifically related to Electrical and Computer Engineering, as follows:

- The total number of journal subscriptions currently received by UWF in print or electronic format which support the Electrical and Computer Engineering curriculum – 75 in Engineering and an additional 77 in related fields for a total of 152 titles.
- A listing by title of major journals in Engineering and related fields available at UWF
- The primary indexing/abstracting services available and whether they provide full-text journal access
- A sample of titles for which UWF does not have a print or electronic subscription, but for which full-text access is available

The summary is complemented by a more complete listing of those Engineering titles to which the UWF Libraries have subscriptions. This list shows the price paid for each UWF subscription for a three year period. Those titles which do not have costs associated with them are part of a bundled package (Elsevier, Kluwer, Wiley Interscience) to which we have electronic access. Those titles are received as electronic subscriptions through a consortium purchase with other Florida state university libraries.

c. **Describe classroom, teaching laboratory, research laboratory, office, and any other type of space that is necessary and currently available for the proposed program.**

The program will use the existing high-tech classrooms, the laboratory facilities and office space in Pensacola and FWB. One new faculty will be needed to transfer the electrical and computer engineering programs to UWF in 2007.

d. Equipment

No new or increased equipment needs are anticipated to the electrical engineering program to UWF.

e. Fellowships, scholarships, and graduate assistantships (List the number and amount allocated to the academic unit in question for the past year.)

The ECE gives 14 to 16 scholarships of worth\$ 8,000 each year. The sources are:

Gulf Power Endowment for Engineering Education
MTI Educational Endowment
National Defense Association
Engineering Alumni Scholarship
Schmitt, Dell & Associates Scholarship
Pace Scholarship

f. Internship sites

Students have the opportunities for co-op assignments and internships through local companies in Northwest Florida and in other regions of Florida. Up to 3 co-op credits can be applied to meet the degree requirements.

2. Describe additional facilities and resources required for the initiation of the proposed program (e.g., library volumes, serials, space, assistantships, specialized equipment, other expenses, OPS time, etc.). If a new capital expenditure for instructional or research space is required, indicate where this item appears on UWF's capital outlay priority list. The provision of new resources will need to be reflected in the budget table (UWF Table Three), and the source of funding indicated. UWF Table Three requires the display of Instruction and Research (I&R) costs only, unless expected enrollment in the new program is high enough to impact non I&R costs, such as library staffing, university support, and student services.

No new or significantly increased need for facilities or resources at this time, other than the standard cost allocations reflected in UWF Table Three.

VII. ASSESSMENT OF IMPACT ON PROGRAMS CURRENTLY OFFERED

A. Budget

1. Assuming no special appropriation or UWF allocation for initiation of the program, how would resources within the College and Department be shifted to support the new program?

All of the exiting faculty members and office-staff are UWF employees. The Director, Dr. M. H. Rashid, who is a UF employee, will become a UWF faculty (with tenure). UWF pays Director's salary and benefits to UF. The transfer of the electrical engineering program from UF to UWF will not require a major realignment of existing resources

2. Use UWF Table Three to display dollar estimates of both current and new resources for the proposed program for the first through the fifth years of the program. In narrative form, identify the source of both current and any new resources to be devoted to the proposed program.

See UWF Table Three.

UWF TABLE THREE
**COSTS FOR
 PROPOSED PROGRAM**

**Computer and Electrical
 Engineering (Combined Budget)**

THIRD YEAR 2004-2005				FIFTH YEAR 2006-2007			
GENERAL REVENUE		CONTRACTS		GENERAL REVENUE		CONTRACTS	
CURRENT	NEW	& GRANTS	SUMMARY	CURRENT	NEW	& GRANTS	SUMMARY

INSTRUCTION & RESEARCH

POSITIONS (FTE)

FACULTY	9.5	2.0	0	11.5	11.5	0	0	11.5
STAFF	2.0	.0	0	2.0	2.0	0	0	2.0
TOTAL	11.5	2.0	0	13.5	13.5	0	0	13.5

SALARY RATE

FACULTY	516,667	146,760	0	663,427	663,427	0	0	663,427
STAFF	53,003	0	0	53,003	53,003	0	0	53,003
TOTAL	569,670	146,760	0	716,430	716,430	0	0	716,430

I&R

SALARIES & BENEFITS	701,537	190,788	0	892,325	892,325	0	0	892,325
OTHER PERSONNEL SERVICES	22,750	0	0	22,750	27,750	0	0	27,750
EXPENSES	30,000	0	0	30,000	35,000	0	0	35,000
EQUIPMENT	0	0	0	0	15,000	0	0	15,000
TECHNOLOGY	0	0	0	0	2,500	0	0	2,500
LEARNING RESOURCES	0	0	0	0	1,000	0	0	1,000
SPECIAL	0	0	0	0	0	0	0	0
TOTAL I&R	754,287	190,788	0	945,075	973,575	0	0	973,575

NON-I&R

OTHER ACTIVITIES

LIBRARY STAFFING	7,020	0	0	7,020	7,884	0	0	7,884
UNIV SUPPORT	17,550	0	0	17,550	19,710	0	0	19,710
FINANCIAL AID	4,388	0	0	4,388	4,928	0	0	4,928
STUDENT SVCS	8,775	0	0	8,775	9,855	0	0	9,855
TOTAL OTHER ACTIVITIES	37,733	0	0	37,733	42,377	0	0	42,377

SUMMARY

792,020	190,788	0	982,808	1,015,952	0	0	1,015,952
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3. Describe what steps have been taken to obtain information regarding resources available outside the institution (businesses, industrial organizations, governmental entities, etc.). Delineate the external resources that appear to be available to support the proposed program.

Significant external resources do not appear to be available at this time.

B. Describe any other projected impacts on related programs, such as prerequisites, required courses in other departments, etc.

Since the program will use the curriculum identical to the existing UF curriculum, there will no impact on other programs and departments in transferring the electrical and computer engineering programs to UWF.

VIII. COMMUNITY COLLEGE ARTICULATION

For undergraduate programs, describe in detail plans for articulation with area community colleges.

The State-wide articulation for pre-engineering program stipulates the lower courses for transfer from the Florida Community Colleges to an engineering program. The ECE department will continue to work with the local community colleges for transfer credits, course scheduling student advising.

IX. ASSESSMENT OF APPLICABLE ACCREDITATION STANDARDS

List the accreditation agencies and learned societies that would be concerned with the proposed program. Does the department or program anticipate seeking accreditation from any of these agencies? If so, indicate when accreditation will be sought. If the proposed program is at the graduate level, and a corresponding undergraduate program is already in existence, is the undergraduate program accredited? If not, why?

The goal of the baccalaureate degree programs is to prepare students to embark upon a professional career in electrical engineering, computer engineering, or to pursue graduate study. The Bachelor of Science degrees in Electrical Engineering and Computer Engineering are offered under a co-operative arrangement between the University of West Florida and the University of Florida. These degrees are awarded by the University of Florida and are accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (EAC/ABET). The accreditation will transfer to the UWF degree programs. The engineering degree programs will be continuously updated to meet the ABET accreditation requirements.

X. PRODUCTIVITY

Provide evidence that the academic unit(s) associated with this new degree have been productive in teaching, research, and service. Such evidence may include trends over time for average course-load, FTE productivity, student headcounts in major or service courses, degrees granted, external funding attracted; as well as qualitative indicators of excellence.

See attached Vitas of Engineering faculty (Appendix A) for information concerning productivity in teaching, research, and service.

Table E shows the number of graduates of the UF/UWF Joint Program. The graduates of the UWF/UF Joint Programs have been hired by companies such as Sprint, Boeing, Motorola,

Texas Instruments, Proctor & Gamble, to name a few of the well known companies. The starting salary for recent graduates of the department is in the \$35,000 to \$50,000 range. Most of our graduates are work for companies in Northwest Florida and Florida (see Table F).

Table E: No. of Graduates (BSEE/BSCEN/Dual*)

1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05 (fall 2004)	Total
10	18	22	19	28/1	6/2/1	1 3/4/4	9/3/6	15/1/8	9/2/3	180

* Dual receives two separate degrees: BSEE & BSCEN

Table F: Alumni Employers and No. of Alumni (on record) from the UWF/UF Joint Program*

Company Name	Alumni	Company Name	Alumni
A+ Network Systems So. CO/Metrocall Pensacola, FL	1	Microsystems, Ft. Walton Beach, FL	1
Advanced Data Links/Rockwell Int'l. IA	1	Motorola, Fort Worth, TX	1
Advanced Engr. & Res. Assoc., Pensacola, FL	1	N.A.W. Research Ctr., Patuxent River Naval Station, MD	3
Aerospace Systems Division, Melbourne, FL	1	Navy Comp. Tele. Station, Corry Station, Pensacola, FL	2
Alabama Power, AL	1	Naval Coastal Sys. Center, Panama City, FL	2
Applied Research	1	Network Sys. Co., Pensacola, FL	1
Armstrong Electric Co. Inc. Pensacola, FL	1	Nortel-Northern Telecom, TX	2
AST, Inc. Pace, FL	1	Packard Hughes, Foley, AL	1
Axiohm, Inc., Ithica, NY	1	Pall Corporation	1
Bellsouth, Pensacola, FL	2	Raytheon Systems Co., St.Petersburg, FL	1
Boeing Defense & Space Group, WA	1	Schmidt, Dell, Cook & Assoc., Pensacola, FL	2
Civil Service, Eglin AFB, FL	13**	Scientific App. Inter. Corp. MD	1
Coleman Research Corp. Crestview, FL	1	Siemens Westinghouse, Orlando, FL	1
Control System Research, Crestview, FL	1	Sverdrup, Ft. Walton Beach, FL	2
Dell	1	Tad. Comm., Pensacola, FL	1
Direct2 Data Tech, Lake Mary, FL	1	Texas Instruments, Dallas, TX	1
Energy Operations, Inc. St. Francisville, LA	1	Tracor/Marconi Ser. Inc., Ft. Walton Beach, FL	1
GE Industrial	1	TSI	1
Gulf Power, Pensacola, FL	1	U.S. Air Force, Eglin AFB	9**
Harris/Aerospace Systems Div. Melbourne, FL	2	U.S. Army, Crestview, FL	1
HAS Consulting Group	1	UWF	2
Humber Consultants, Ft. Walton Beach, FL	1	Veridian	1
IBM Corp., Rochester, NY	1	TOTAL	86
IDT Metric System	1	Total Employed in West Florida Region	54*
Klocke & McLaughlin Consultants, Ft. Walton Beach, FL	1	Total Employed in State of Florida	62
Matrox Tech. Inc., Boca Raton, FL	1	Total Employed Outside of Florida	24
Manufacturing Technology, Inc. Ft. Walton Beach, FL	7		
Mettler-Toledo Inc., N.C.	1		

* Note: 54 out of 86 graduates (on record) work for companies in the West Florida region and 62 in Florida.

** 22 (=13+9) graduates are working at the Eglin AFB, FL

Appendix A

Engineering Faculty

Faculty Name

Dr. Mohannad Batanieh
Dr. Dale H. Harrell
Dr. Thomas Gilbar
Dr. Steve Gorman
Dr. Mohamed A. Khabou
Dr. Rachid Manseur
Dr. Cherian P. Mathews
Dr. Muhammad H Rashid
Dr. Xuemin Millard
Mr. W. Weber

XI. HISTORY

Provide a history page at the end of the proposal document to display approvals at each level.

Approved to Explore and Plan:

Dean (COB) _____ Approved _____ Date: _____

Dean (CAS) _____ Approved _____ Date: _____

Faculty Senate _____ Approved _____ Date: _____

Provost _____ Approved _____ Date: _____

President _____ Approved _____ Date: _____

BOT A&SA Committee _____ Approved _____ Date: _____

Approved to Implement:

Dean (COB) _____ Date _____

Dean (CAS) _____ Date _____

Faculty Senate _____ Date _____

Provost _____ Date _____

President _____ Date _____

BOT A&SA Committee _____ Date _____

BOT _____ Date _____

FBOE Reporting and Approvals:

Bachelor's and Master's Programs Reported to the FBOE: _____

Specialist and Doctoral Programs Submitted to FBOG: _____

Specialist and Doctoral Programs Approved by FBOG: _____

Licensure Programs approved by Legislature: _____

Implementation and Reporting:

Term Implemented: _____

One-Year Report Presented to Board of Trustees: _____

Three-Year Report Presented to Board of Trustees: _____

Five-Year Program Review Presented to Board of Trustees: _____

UWF Board of Trustees
Academic and Student Affairs Committee
June 16, 2005

Issue: B.S. in Computer Engineering

Proposed action: Approve Request to Offer a New Degree Program—B.S. in Computer Engineering

Faculty in the College of Arts & Sciences have proposed the offering of a new degree program—B.S. in Computer Engineering—and request approval to offer the program beginning Spring Semester 2009.

Background information:

The current cooperative agreement between the University of Florida and UWF for the offering of UF's B.S. in Computer Engineering on the campus of UWF using UWF faculty is scheduled to expire at the end of calendar year 2008 with the expectation that the program will become a freestanding UWF program effective Spring Semester 2009. Because the program has proven to be quite viable, because there are students currently enrolled in the pre-engineering component of the program who will not be able to complete their studies prior to the expiration of the agreement, and because there is an accreditation review scheduled for 2006, it is important that authorization for a UWF program in electrical engineering be reviewed in a timely fashion.

The proposed program has been reviewed and approved by the Academic Council and Faculty Senate.

Supporting documentation: B.S. in Computer Engineering—Request to Offer a New Degree Program: Executive Summary. Complete document is available at http://upic.uwf.edu/pubs/Files/BSCEN_Request%20to%20Offer%20New%20Program%202_15_051.doc.

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

**The University of West Florida
REQUEST TO OFFER A NEW DEGREE PROGRAM
EXECUTIVE SUMMARY**

**Bachelor's Degrees*
(Cover Page)**

College Requesting Program: College of Arts & Sciences

Department Requesting Program: Electrical and Computer Engineering (ECE)

Academic Specialty or Field: Computer Engineering

Name of Program Requested: Bachelor of Science in Computer Engineering

Proposed Implementation Date: Spring 2009

Proposed Classification of Instruction Program (CIP) Code: 14.0901

The submission of this proposal constitutes a commitment by the Division of Academic Affairs, the appropriate College, and the Department that, if the proposal is approved, the necessary financial commitment and the criteria for establishing new programs have been met prior to the initiation of the program.

Approved for Submission to the UWF Board of Trustees:

_____ Vice President for Academic Affairs, Date _____

_____ President, Date _____

Indicate the dollar amounts appearing as totals for the first and fifth years of implementation as shown in the appropriate summary columns in New Program Table Three. Provide headcount and FTE estimates of majors for years 1 through 5. Headcount and FTE estimates should be identical to those in New Program Table One.

	<u>Projected Total Estimated Costs* (from Table Three)</u>	<u>Student HDCT / FTE (from Table One)</u>
First Year of Implementation: 2002-03		_107_ / _66.40_
Second Year of Implementation: 2003-04		_106_ / _65.70_
Third Year of Implementation: 2004-05	_ \$982,808 _	_113_ / _70.10_
Fourth Year of Implementation: 2005-06		_118_ / _73.20_
Fifth Year of Implementation: 2006-07	_ \$1,015,952 _	_129_ / _80.00_

* for both electrical and computer engineering programs combined

I. PROGRAM DESCRIPTION

Describe the degree program under consideration, including its level, and emphases (including tracks or specializations).

It is intended that the BS programs in Electrical and Computer Engineering currently offered at UWF in cooperation with the University of Florida (UF), with UF awarding the degree, be converted to free-standing programs at UWF. These degree programs are accredited by the Engineering Accreditation Commission (EAC) of the Accreditation Board for Engineering and Technology (ABET) through the University of Florida. The last semester for which UF will award the degrees will be Fall 2008. The first semester for which UWF will award the degrees will be Spring 2009. The UWF 2004-2005 Catalog already contains a notice to this effect. Because UWF is not currently authorized to award either the BS in Electrical Engineering or the BS in Computer Engineering, it will be necessary for the UWF Board of Trustees to approve the offering of the programs.

Computer engineering deals with the body of knowledge that forms the theoretical and practical basis for the storage, retrieval, processing, analysis, recognition, and display of information. This area also includes the design and implementation of computer systems and peripheral devices for information handling and engineering applications. The computer engineering curriculum provides a balance of hardware, software, and computer theory and applications with a basic background in electrical engineering. Seventeen hours of electives are included to permit a student to delve deeply into selected subject matter.

The objective of the program leading to the degree of Bachelor of Science in Computer Engineering is to provide students with a strong theoretical and practical background in computer hardware and software, along with the engineering analysis, design, and implementation skills necessary to work between the two. A computer engineer is someone with the ability to design a complete computer system - from its circuits to its operating system to the algorithms that run on it. Although it is valid to look at software and hardware separately, a computer engineer must take a more holistic approach. If an electronic device is to be called a computer, it must produce mathematically meaningful results. Similarly, any useful theory of computing must be physically realizable. The synthesis of theory and algorithms, which must take place before any useful computing can be achieved, is the job of the computer engineer. To produce such engineers is the mission of this program.

Computer engineers find career opportunities in a wide variety of companies or organizations involving the design, development, building, testing, and operation of computer systems. Computer engineers deal with both hardware and software (programming) problems. In designing a computer system, computer engineers must decide how much of the computer logic to put into hardware and how much to put into software. The work of the computer engineers and computer scientists is closely related. Computer engineers tend to be more involved with the computer hardware, whereas computer scientists tend to be more involved with the computer software and less emphasis on hardware.

Program Requirements

In addition to general University requirements, students seeking the B.S. in Computer Engineering must meet the requirements listed below. A minimum course grade of "C" (2.0/4.0) or better is required in all electrical engineering courses and labs (EEL prefix), and in all computer science courses and labs (COT, CEN, CIS, CDA or COP prefix) prerequisites to other EEL and CS courses and labs.

A minimum grade of “C” (2.0/4.0) is also required on EEL 4914C, ENC 3240, all computer science courses, and any course transferred into the junior-senior years from another institution.

All graduating seniors must complete an exit interview with their adviser and submit a copy of their senior design report before graduating.

Effective fall 2005, students are required to have a laptop tablet PC. Students should check with the department for minimum hardware configurations.

General Studies (36 Hours)

It is recommended that students take a course in literature, ECO 2013, EUH 1001, PHI 2603, and Fine Arts or Behavioral Science.

Common Prerequisites (48 Hours)

State mandated common prerequisites must be completed prior to admission to the program. Courses in brackets indicate substitutes from Florida public community/junior colleges and universities.

+ ENC 1101	English Composition I	3
	[ENCX101]	
+ ENC 1102	English Composition II	3
	[ENC X102]	
+ CHM X045/L	General Chemistry I	4
	[CHM X045/L or CHS X440]	
+ MAC 2311	Analytic Geometry and Calculus I	4
	[MAC X311 or MAC X281]	
+ MAC 2312	Analytic Geometry and Calculus II	4
	[MAC X312 or MAC X282]	
+ MAC 2313	Analytic Geometry and Calculus III	4
	[MACX313 or MAC X283]	
+ MAP 2302	Differential Equations	3
	[MAPx302]	
+ PHY X048/L	University Physics I	4
	[PHY X048/L]	
+ PHY X049/L	University Physics II	4
	[PHY X049/L]	
+ XXXXXXXX	Humanities Courses	6
+ XXXXXXXX	Social Science Courses	6
+ XXXXXXXX	Humanities or Social Sciences	3

+ Indicates common prerequisites which can be used to satisfy General Studies requirements.

Common prereqs from:

http://facts004.facts.usf.edu/cpp/transition/alpha_index_2004.htm

Special rules concerning the number of hours in the lower division are applicable to this program and may be found at

http://www.facts.org/PreCoreq_SW/PreCoreq2004/i_enginfo1.html

+ Indicates common prerequisites which can be used to satisfy General Studies requirements.

Lower-Division Electives (0 Hours)

Lower Division Electives (0 sh)

Major Courses (66 Hours)

CEN 3031	Introduction to Software Engineering	3
CIS 3020	Introduction to CIS	3
COP 3530	Data Structure and Algorithms	3
COP 4600	Operating Systems	3
COT 3100	Applications of Discrete Structures	3
EEL 3111	Circuits	3
EEL 3112	Circuits	3
EEL 3135	Discrete-Time Signals & Systems	3
EEL 3303L	Electric Circuits Laboratory	1
EEL 3304	Electronic Circuits I	3
EEL 3396	Solid-State Electronic Devices	3
EEL 3701	Digital Logic & Computer Systems	3
EEL 3701L	Digital Logic & Computer Systems	1
EEL 4304L	Electronics Laboratory	1
EEL 4712	Digital Design	3
EEL 4712L	Digital Design Lab	1
EEL 4713	Digital Computer Architecture	3
EEL 4713L	Digital Computer Architecture/Lab	1
EEL 4744	Microprocessor Applications	3
EEL 4744L	Microprocessor Applications/Lab	1
EEL 4914C	Electrical Engineering Design	3
EGN 4034	Professional Ethics	1
EEL 4834	C++ Programming for Electrical Engineering	3
EEL Electives		11

Maximum of 3 sh in EEL 4949 and maximum of 4 sh in EEL 4905, and maximum of 7 sh in EEL 4905/4949 combination). EEL 4834 can not be used as an EEL elective.

Consult the Department for the current list of approved EEL Elective courses.

Major-Related Courses (12 Hours)

MAS 3105	Linear Algebra	3
ENC 3240	Technical Writing	3
STA 4321	Introduction to Mathematical Statistics I	3
ECE/CS	electives	3

Consult the department for the current list of approved ECE and CS elective courses

Upper-Division Electives (0 Hours)

Summary of Credit-Hour Requirements:

Requirements	Hours
State-Wide Common Prerequisites	48
UWF Additional Lower Requirements: Humanities/Social Science	3
Lower-Division Electives: Chemistry II or Biology Practical Aspects of Engineering Design	0
Major Courses	66
Major-Related Courses	12
Upper-Division Electives	0
Total Hours	129

II. INSTITUTIONAL MISSION

Is the proposed program listed on the current List of Proposed New Degree Programs for Exploration, Planning, and Implementation? How do the goals of the proposed program relate to the UWF mission statement as contained in the Partnership Strategic Plan?

The vision of the Department of Electrical and Computer Engineering is to be recognized in the State of Florida and the nation for its outstanding undergraduate teaching and outreach programs, and for the quality, character, and integrity of its graduates and faculty.

The mission of the Department of Electrical and Computer Engineering is to offer baccalaureate degree programs of excellence in electrical engineering and computer engineering that serve the needs of the West Florida region, the state, and the nation.

The goal of the baccalaureate degree programs is to prepare students to embark upon a professional career in electrical engineering, computer engineering, or to pursue graduate study. The Bachelor of Science degrees in Electrical Engineering and Computer Engineering are currently offered under a co-operative arrangement between the University of West Florida and the University of Florida. Both degrees are awarded by the University of Florida and are accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (EAC/ABET). The engineering degree programs will be continuously updated to meet ABET accreditation requirements.

III. PLANNING PROCESS AND TIMETABLE

Describe the planning process leading up to submission of this proposal. Include a chronology of activities, listing UWF personnel directly involved and any external individuals who participated in planning. Provide a timetable of events for the implementation of the proposed program.

The Bachelor of Science degrees in Electrical Engineering and Computer Engineering are offered under a co-operative arrangement between the University of West Florida and the University of Florida since 1994. The last semester for which UF will award the degrees will be Fall 2008. The first semester for which UWF will award the degrees will be Spring 2009. The UWF 2004-2005 Catalog already contains a notice to this effect. It appears that, for all intents and purposes, FTIC students entering in Fall 2005 will graduate with a UWF degree. It may also be the case that some of the FTIC students who entered in Fall 2004 fall in this category depending upon how long they take to complete their programs.

IV. ASSESSMENT OF NEED AND DEMAND

- A. What national, state, or local data support the need for more people to be prepared in this program at this level? (This may include national, state, or local plans or reports that support the need for this program; demand for the proposed program which has emanated from a perceived need by agencies or industries in Northwest Florida; and summaries of prospective student inquiries.) Indicate potential employment options for graduates of the program. If similar programs exist in the Northwest Florida region, provide data that support the need for an additional program.**

UWF has been offering the electrical and computer engineering degrees under the UF-UWF co-operative agreement since 1994. The enrollment of the programs has grown from 46 students (in 1994) to 308 students (in Fall 204).

The UWF's enrollment in the B.S. in electrical and computer engineering programs placed us in the minority among other Florida SUS institutions, but our graduates continue contributing to the economic and manpower development of the Northwest Florida region. As UWF continues to grow and expand its student population base, it is likely that students will demand the same kind of engineering programs that can be found elsewhere. As such, it is an important way for UWF to remain competitive. Furthermore, as the university continues to attract a higher quality student population, more and more of these students will wish to pursue engineering due to the job market and growth. According to the US Federal Bureau of Labor Statistics 2001, the demand for electrical and computer engineering is expected to continue growing.

- B. Use UWF Table One A (baccalaureate) or UWF Table One B (graduate) to indicate the number of students (headcount and FTE) you expect to major in the proposed program during each of the first 5 years of implementation, categorizing them according to their primary sources. In the narrative following Table One, the rationale for enrollment projections should be provided and the estimated headcount to FTE ratio explained. If, initially, students within the institution are expected to change majors to enroll in the proposed program, describe the shifts from disciplines that will likely occur.**

UWF TABLE ONE A
NUMBER OF ANTICIPATED MAJORS FROM
POTENTIAL SOURCES

BACCALAUREATE DEGREE PROGRAM

NAME OF PROGRAM:

Computer Engineering

CIP CODE: 14.0901

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
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ACADEMIC YEAR	2002	2003	2003	2004	2004	2005	2005	2006	2006	2007
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SOURCE OF STUDENTS (Non-Duplicative Count in Any Given Year)	HC	FTE	HC	FTE	HC	FTE	HC	FTE	HC	FTE
Upper-level students who are transferring from other majors within UWF	00	.0	00	.0	00	.0	00	.0	00	.0
Students who initially entered UWF as FTIC students and who are progressing from the lower to the upper level	55	34.1	50	31.0	55	34.1	58	36.0	63	39.1
Florida community college transfers to the upper level	35	21.7	41	25.4	39	24.2	42	26.0	45	27.9
Transfers to the upper level from other Florida colleges/universities	3	1.9	13	8.1	4	2.5	8	5.0	10	6.2
Other (Transfers and Special Students Taking CE Courses)	14	8.7	2	1.24	15	9.3	10	6.2	11	6.8
TOTAL	107	66.4	106	65.7	113	70.1	118	73.2	129	80.0

Note: HC = Headcount of students in this major
FTE = Annualized Full-Time-Equivalent students taking courses offered by this major.
Annualized FTE's are calculated at 40 credit hours for undergraduate courses.

C. For all programs, indicate what steps will be taken to recruit and achieve a diverse student body in this program.

Academic advisors (both UAC and upper division) will be educated in the specific content, student learning outcomes, and career fields of the proposed program and asked to promote the program to a diverse student body.

Introduction to Engineering (EGN 1002) draws students representative of the diversity of the University, will be used as a forum to make students aware of the B.S. program in electrical engineering. Diverse guest speakers/lecturers working in fields common to Engineering will be invited to speak about career opportunities in EGN 1002.

Engineering faculty or the Department Chair will be available, as always, to speak at outreach activities: PJC pre-engineering students, departmental open-house, visiting local schools, promoting the academic competitions, involving middle and high school students in academic activities, career fairs, and visiting community colleges.

V. CURRICULUM

A. For all programs, provide expected specific learning outcomes, a sequenced course of study, and list the total number of credit hours for the degree. Degree programs in the science and

technology disciplines must discuss how industry-driven competencies were identified and incorporated into the curriculum. For bachelor's programs, also indicate the number of credit hours for the major coursework, the number of credit hours required as prerequisites to the major (if applicable), and the number of hours available for electives.

ACADEMIC LEARNING COMPACTS

<http://www.uwf.edu/cutl/ALC/alc9.doc>

Content

- Recognize and apply concepts, principles and theories in the following areas:
 - mathematics, including differential and integral calculus, differential equations, linear algebra, and complex variables, discrete mathematics
 - core electrical and computer engineering topics: basic circuit analysis, signals and systems, and electronics, digital logic, and microprocessors
 - digital design, data structure, operating systems, computer hardware and software,
 - interaction between hardware and software
 - discrete mathematics
 - probability and statistics
- Describe the interrelatedness of contemporary issues in a global and society context with computer engineering solutions

Critical Thinking

- Use modern engineering techniques, skills, and tools, including computer-based tools for analysis and design of computer engineering
- Identify, formulate and solve novel computer engineering problems
- Design and conduct scientific and electrical and computer engineering experiments including analysis and interpretation of data

Communication

- Communicate effectively in writing electrical and computer engineering topics.
- Convey technical material through oral presentations of computer engineering topics.

Project Management

- Function effectively on multi-disciplinary teams
- Deliver computer engineering results that meet performance standards for cost, safety, and quality

Integrity/Ethics

- Describe the ethical and professional responsibilities of the computer engineer
- Make and defend ethical judgments in keeping with professional standards of computer engineering
- Profess commitment to life-long learning to satisfy the ABET accreditation requirement.

Student Program Outcomes

The computer engineering curriculum is designed to yield fifteen outcomes which are in consistent with the

ABET Accreditation requirements for program outcomes (see below shaded). Each upper division course within the curriculum contributes to at least one of these outcomes. A student must demonstrate each outcome achievement in at least two courses to satisfy the graduation requirements.

#	Computer Engineering Program Outcomes
1.	Recognize and apply concepts, principles and theories of mathematics through differential and integral calculus, and advanced topics in differential equations, linear algebra, and complex variables
2.	Recognize and apply concepts, principles and theories of core computer engineering topics: basic circuit analysis, signals and systems, electronics, digital logic, microprocessors, digital design, computer architecture, data structure, software engineering, and operating systems.
3.	Use modern engineering techniques, skills, and tools, including computer-based tools for analysis and design of computer engineering problems
4.	Apply knowledge of mathematics, science, and engineering to the analysis of computer engineering problems
5.	Design and conduct scientific and computer engineering experiments, as well as to analyze and interpret data
6.	Recognize and apply concepts, principles and theories in probability and statistics, including computer engineering applications
7.	Identify, formulate, and solve novel computer engineering problems, including the planning, specification, design, implementation, and operation of systems, components, and/or processes that meet performance, cost, time, safety, and quality requirements
8.	Function effectively on multi-disciplinary teams
9.	Describe the ethical and professional responsibilities of the computer engineer. Make and defend ethical judgments in keeping with professional standards.
10.	Communicate effectively in writing and convey technical material through oral presentation of computer engineering topics and interaction with an audience
11.	Describe the interrelatedness of contemporary issues in a global and society context with computer engineering solutions
12.	Justify the need for engaging in life-long learning in computer engineering
13.	Recognize and apply concepts, principles and theories of discrete mathematics
14.	Recognize and apply concepts, fundamental theory and practice of computer science and electrical engineering, as it applies to computer hardware and software, and identify the interaction between hardware and software
15.	Describe and apply all the elements required to design a complete computer system (hardware and software)

Although institutions may use different terminology, for purposes of Criterion 3, program outcomes are statements that describe what students are expected to know and be able to do by the time of graduation. These relate to the skills, knowledge, and behaviors that student acquire in their matriculation through the program.

Each program must formulate program outcomes that foster attainment of the program objectives articulated in satisfaction of Criterion 2 of these criteria. There must be processes to produce these outcomes and an assessment process, with documented results, that demonstrates that these program outcomes are being measured and indicates the degree to which the outcomes are achieved. There must be evidence that the results of this assessment process are applied to the further development of the program.

Engineering programs must demonstrate that their students attain:

- (a) an ability to apply knowledge of mathematics, science, and engineering
- (b) an ability to design and conduct experiments, as well as to analyze and interpret data
- (c) an ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability
- (d) an ability to function on multi-disciplinary teams
- (e) an ability to identify, formulate, and solve engineering problems
- (f) an understanding of professional and ethical responsibility
- (g) an ability to communicate effectively
- (h) the broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context
- (i) a recognition of the need for, and an ability to engage in life-long learning
- (j) a knowledge of contemporary issues
- (k) an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.

In addition, an engineering program must demonstrate that its students attain any additional outcomes articulated by the program to foster achievement of its education objectives.

B. For bachelor's programs, if the total number of credit hours exceeds 120, provide a justification for an exception to the FBOE policy of a 120 maximum.

Total number of credit hours does exceed 120.

Lower Level: 51 credits

Upper level: 78 credits

Total: 129 credits

The State-wide articulation requirement for pre-engineering programs requires only 48 credits of lower division courses. The current UF electrical engineering program requires a total of 126 credits (excluding ENC 1001 and ENC 1002) which include only 15 credits of general education. UWF requires 18 credits of general education. In order to retain the UF electrical engineering curriculum while adding the UWF requirements, we will need to add ENC 1001, ENC 1002, and 3-credits for UWF general education requirements. That will bring the total requirements to $126 + 9 = 135$ credits. The UWF students under the UF/UWF Joint Program graduate from UF with only 15 credits of general education (see Dr. Dimsdale's memo dated: June 24, 1999).

A request on February 1, 2005 was made to the UWF Provost to give a special consideration to engineering students by waiving the additional 3 credits for UWF general education requirement until 2010 during the transition period. If this request is approved, the General Chemistry II or Biology or a

new course on Practical Aspects of Engineering Design will be added to the electrical and computer engineering programs. This will allow us to deliver an engineering curriculum that would still be similar to the UF curriculum while including ENC 1101 and 1102 with 129 credits for UWF native students.

With the administratively-granted waiver, the humanities and social requirements will be in consistent with the State-wide common pre-requisites and this will allow room for a lower division elective or a new course on Practical Aspects of Engineering Design as shown below without exceeding the total 129 hours.

Summary of Credit-Hour Requirements with administratively-granted waiver

Requirements	Hours
State-Wide Common Prerequisites	48
UWF Additional Lower Requirements: Humanities/Social Science	0
Lower-Division Electives: Chemistry II or Biology Practical Aspects of Engineering Design	3
Major Courses (64 Hours)	66
Major-Related Courses	12
Upper-Division Electives	0
Total Hours	129

C. Provide a one or two sentence description of each required or elective course.

Students will have 3 credits of CS upper division elective to develop depth in CS area.

Students will have 11 credits of EEL upper division electives to broaden and develop depth in electrical engineering sub-specialties.

D. For bachelor's programs, list any prerequisites, and provide assurance that they are the same as the standardized prerequisites for other such degree programs within the FBOE. If they are not, provide a rationale for a request for exception to the policy of standardized prerequisites.

Common Prerequisites (48 Hours)

Listed in Section I.

E. For bachelor's programs, if the Department intends to seek formal Limited Access status for the proposed program, provide a rationale which includes an analysis of diversity issues with respect to such a designation.

Limited Access status is not sought.

VI. UWF CAPABILITY

A. How does the proposed program specifically relate to existing UWF strengths such as programs of distinction, other academic programs, and/or institutes and centers?

As noted previously, the B.S. program in computer engineering is transferring the existing B.S. degree in computer engineering from UF and uses the same resource base. It is also closely integrated

(through the provision of recommended minors) with several excellent programs in the College of Arts and Sciences (as noted in the proposed curriculum detailed in Section V of this document).

Those students who wish to gain work experience while studying will have the opportunities for Co-Op placements and career-oriented networking. Up to 3 credits of co-op credits can be applied to meet the degree requirements.

B. If there have been program reviews, accreditation visits, or internal reviews in the discipline pertinent to the proposed program, or related disciplines, provide all the recommendations and summarize progress toward implementing the recommendations.

BOR Program Review: The B.S. computer and electrical engineering programs underwent the BOR Program Review in 2000.

1. Introduce more technical electives into the curriculum: At least two technical electives are offered in every semester.
2. EGN 4034 – Professional Engineering is required for electrical and computer engineering.
3. The ECE department will work on addressing how well their unique programmatic goals and objectives were met: in the next self-study report for the forthcoming ABET visit in fall 2006.

ABET Accreditation Program Review:

The B.S. electrical and computer engineering programs underwent the general program review in fall 2000 for the first time as a separate program in conjunction with all other programs in the UF College of Engineering. The BS in computer engineering was accredited by ABET for first time a separate degree program within UF College of Engineering, effective fall 2001. The electrical and computer engineering degree programs were reaccredited in 2003 after a focused visit in Spring 2003. The next general review is scheduled in fall 2006 along with other UF engineering programs.

C. Describe briefly the anticipated delivery system for the proposed program as it may relate to resources e.g., traditional delivery on main campus; traditional delivery at branches or centers; or nontraditional instruction such as instructional technology (distance learning), self-paced instruction, and external degrees. Include an analysis of the feasibility of providing all or a portion of the proposed program through distance learning technologies. Include an assessment of the UWF's technological capabilities as well as the potential for delivery of the proposed program through collaboration with other universities or community colleges. Cite specific queries made of other institutions with respect to the feasibility of utilizing distance learning technologies for this degree program.

The lecture courses for the degree program will primarily be delivered through high-tech distance-learning classrooms on the Pensacola and FWB campuses. The labs will continue to be taught in the traditional mode in Pensacola and FWB. Feasibility discussions are underway in the ECE faculty about developing lecture courses completely online.

D. Assessment of Current and Anticipated Faculty

1. Use UWF Table Two to provide information about each existing faculty member who is expected to participate in the proposed program by the fifth year. If the proposal is for a graduate degree, append to the table the number of master's theses directed, number of doctoral dissertations directed, and the number and type of professional publications for each faculty member.

See UWF Table Two (next page)

2. **Also, use UWF Table Two to indicate whether additional faculty will be needed to initiate the program, their faculty code (i.e., one of five unofficial budget classifications as explained on the table), their areas of specialization, their proposed ranks, and when they would be hired. Provide in narrative the rationale for this plan; if there is no need for additional faculty, explain.**

See UWF Table Two (next page)

No new faculty will be needed to initiate the program. An existing search is underway to fill a faculty position, effective fall 2005. We may project the need for an additional faculty member by 2009 to cover anticipated growth in the B.S. in computer engineering programs as well as increasing enrollments in Pensacola and FWB campus. We may expand the program to other UWF location(s) or facilities through other high-tech classrooms(s).

3. Use UWF Table Two to estimate each existing and additional faculty member's workload (in percent person-years) that would be devoted to the proposed program by the 5th year of implementation, assuming that the program is approved. (Note: this total will carry over to UWF Table Three's fifth year summary of faculty positions.)
See UWF Table Two.

UWF TABLE TWO

FACULTY PARTICIPATION IN PROPOSED DEGREE PROGRAM BY FIFTH YEAR *Computer and Electrical Engineering*

Faculty CODE (see below)	Faculty Name or "New Hire"	Academic Discipline/Specialty	Rank	(For Existing Faculty Only)		Initial Date for Participation in Proposed Program (Third Year)	5th Year Workload in Proposed Program (portion of Person-year)
				Contract Status (tenure?)	Highest Degree Granted		
A	Bataineh	Engineering	Asst. Prof.	9 Mo.	Ph.D.	Fall 2005	.5 EE; .5 CE
A	Gilbar	Engineering	Lecturer	12 Mo.	Ph.D.	Fall 2005	.5 EE; .5 CE
A	Gorman	Engineering	Assoc. Prof.	9 Mo.	Ph.D.	Fall 2005	.5 EE; .5 CE
A	Harrell	Engineering	Asst. Prof.	9 Mo.	Ph.D.	Fall 2005	.5 EE; .5 CE
A	Khabou	Engineering	Asst. Prof.	9 Mo.	Ph.D.	Fall 2005	.5 EE; .5 CE
A	Manseur	Engineering	Assoc. Prof.	9 Mo. (T)	Ph.D.	Fall 2005	.5 EE; .5 CE
A	Mathews	Engineering	Assoc. Prof.	9 Mo. (T)	Ph.D.	Fall 2005	.5 EE; .5 CE
A	Millard	Engineering	Asst. Prof.	9 Mo.	Ph.D.	Fall 2005	.5 EE; .5 CE
A	Rashid	Engineering	Professor	12 Mo.	Ph.D.	Fall 2005	.5 EE; .5 CE
A	Weber	Engineering	Instructor	12 Mo.	M.S.	Fall 2005	.25 EE; .25 CE
B	New Hire	Engineering	Asst. Prof.	9 Mo. (TT)	Ph.D.	Fall 2005	.5 EE; .5 CE
C	New Hire	Engineering	Asst. Prof.	9 Mo. (TT)	Ph.D.	Fall 2005	.5 EE; .5 CE
Faculty CODE	Corresponding Faculty Position Category in TABLE 3 for the Fifth Year		Proposed Source of Funding for Faculty				TOTAL 5th Year Workload by Budget Classification

A	Current General Revenue	Existing Faculty -- Regular Line	4.75 EE; 4.75 CE
B	Current General Revenue	New Faculty -- To Be Hired on Existing Vacant Line	.50 EE; .50 CE

C	New General Revenue	New Faculty -- To Be Hired on a New Line	.50 EE; .50 CE
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D	Contracts & Grants	Existing Faculty -- Funded on Contracts & Grants	.00
E	Contracts & Grants	New Faculty -- To Be Hired on Contracts & Grants	.00

Overall Total for 5th Year			5.75 EE; 5.75 CE = 11.5
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E. Assessment of Current and Anticipated Resources

1. In narrative form, assess current facilities and resources available for the proposed program in the following categories:

a. Library volumes (Provide the total number of volumes available in this discipline and related fields.)

The John C. Pace Library has an excellent collection of books in electrical engineering and related fields. Current holdings include 30,397 titles with over 18% of the total holdings (print and electronic) having been published during the past five years. The holdings, listed by Library of Congress classification number in the attached table, are sufficient to support a Bachelor of Science degree in Electrical and Computer Engineering.

b. Serials (Provide the total number available in this discipline and related fields, and list those major journals which are available at UWF.)

The University of West Florida Libraries subscribe to almost 5,200 serials including 2,100 in print format, 1,292 in print format with online access, and 1,735 in electronic format. In addition, the library has access to many more journals in full-text through aggregator indexes provided by companies such as WilsonWeb (*Applied Science and Technology Index*, *Wilson Science Complete*), ProQuest (*Computing, Telecommunications Database*), and Elsevier (*Inspec*). For engineering indexes such as *Electronics and Communications Abstracts* or *Solid State and Superconductivity Abstracts* which do not provide full-text access, the library uses SFX, a finding tool which identifies whether the library has full-text access through some other means, such as *ScienceDirect*, or has a print or electronic subscription to the journal.

A summary has been prepared as part of the full proposal providing serials information specifically related to Electrical and Computer Engineering, as follows:

- The total number of journal subscriptions currently received by UWF in print or electronic format which support the Electrical and Computer Engineering curriculum – 75 in Engineering and an additional 77 in related fields for a total of 152 titles.
- A listing by title of major journals in Engineering and related fields available at UWF
- The primary indexing/abstracting services available and whether they provide full-text journal access
- A sample of titles for which UWF does not have a print or electronic subscription, but for which full-text access is available

The summary is complemented by a more complete listing of those Engineering titles to which the UWF Libraries have subscriptions. This list shows the price paid for each UWF subscription for a three year period. Those titles which do not have costs associated with them are part of a bundled package (Elsevier, Kluwer, Wiley Interscience) to which we have electronic access. Those titles are received as electronic subscriptions through a consortium purchase with other Florida state university libraries.

c. Describe classroom, teaching laboratory, research laboratory, office, and any other type of space that is necessary and currently available for the proposed program.

The program will use the existing high-tech classrooms, the laboratory facilities and office space in Pensacola and FWB. One new faculty will be needed to transfer the electrical and computer engineering programs to UWF in 2007.

d. Equipment

No new or increased equipment needs are anticipated to the electrical engineering program to UWF.

e. Fellowships, scholarships, and graduate assistantships (List the number and amount allocated to the academic unit in question for the past year.)

The ECE gives 14 to 16 scholarships of worth\$ 8,000 each year. The sources are:

- Gulf Power Endowment for Engineering Education
- MTI Educational Endowment
- National Defense Association
- Engineering Alumni Scholarship
- Schmitt, Dell & Associates Scholarship
- Pace Scholarship

f. Internship sites

Students have the opportunities for co-op assignments and internships through local companies in Northwest Florida and in other regions of Florida. Up to 3 co-op credits can be applied to meet the degree requirements.

2. Describe additional facilities and resources required for the initiation of the proposed program (e.g., library volumes, serials, space, assistantships, specialized equipment, other expenses, OPS time, etc.). If a new capital expenditure for instructional or research space is required, indicate where this item appears on UWF's capital outlay priority list. The provision of new resources will need to be reflected in the budget table (UWF Table Three), and the source of funding indicated. UWF Table Three requires the display of Instruction and Research (I&R) costs only, unless expected enrollment in the new program is high enough to impact non I&R costs, such as library staffing, university support, and student services.

No new or significantly increased need for facilities or resources at this time, other than the standard cost allocations reflected in UWF Table Three.

VII. ASSESSMENT OF IMPACT ON PROGRAMS CURRENTLY OFFERED

A. Budget

1. Assuming no special appropriation or UWF allocation for initiation of the program, how would resources within the College and Department be shifted to support the new program?

All of the exiting faculty members and office-staff are UWF employees. The Director, Dr. M. H. Rashid, who is a UF employee, will become a UWF faculty (with tenure). UWF pays Director's salary and benefits to UF. The transfer of the computer engineering program from UF to UWF will not require a major realignment of existing resources

2. Use UWF Table Three to display dollar estimates of both current and new resources for the proposed program for the first through the fifth years of the program. In narrative form, identify the source of both current and any new resources to be devoted to the proposed program.

See UWF Table Three.

UWF TABLE THREE
COSTS FOR
PROPOSED PROGRAM

**Computer and Electrical
Engineering (Combined Budget)**

THIRD YEAR 2004-2005				FIFTH YEAR 2006-2007			
GENERAL REVENUE		CONTRACTS		GENERAL REVENUE		CONTRACTS	
CURRENT	NEW	& GRANTS	SUMMARY	CURRENT	NEW	& GRANTS	SUMMARY

INSTRUCTION & RESEARCH

POSITIONS (FTE)

FACULTY	9.5	2.0	0	11.5	11.5	0	0	11.5
STAFF	2.0	.0	0	2.0	2.0	0	0	2.0
TOTAL	11.5	2.0	0	13.5	13.5	0	0	13.5

SALARY RATE

FACULTY	516,667	146,760	0	663,427	663,427	0	0	663,427
STAFF	53,003	0	0	53,003	53,003	0	0	53,003
TOTAL	569,670	146,760	0	716,430	716,430	0	0	716,430

I&R

SALARIES & BENEFITS	701,537	190,788	0	892,325	892,325	0	0	892,325
OTHER PERSONNEL SERVICES	22,750	0	0	22,750	27,750	0	0	27,750
EXPENSES	30,000	0	0	30,000	35,000	0	0	35,000
EQUIPMENT	0	0	0	0	15,000	0	0	15,000
TECHNOLOGY	0	0	0	0	2,500	0	0	2,500
LEARNING RESOURCES	0	0	0	0	1,000	0	0	1,000
SPECIAL	0	0	0	0	0	0	0	0
TOTAL I&R	754,287	190,788	0	945,075	973,575	0	0	973,575

NON-I&R

OTHER ACTIVITIES

LIBRARY STAFFING	7,020	0	0	7,020	7,884	0	0	7,884
UNIV SUPPORT	17,550	0	0	17,550	19,710	0	0	19,710
FINANCIAL AID	4,388	0	0	4,388	4,928	0	0	4,928
STUDENT SVCS	8,775	0	0	8,775	9,855	0	0	9,855
TOTAL OTHER ACTIVITIES	37,733	0	0	37,733	42,377	0	0	42,377

SUMMARY

792,020	190,788	0	982,808	1,015,952	0	0	1,015,952
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3. **Describe what steps have been taken to obtain information regarding resources available outside the institution (businesses, industrial organizations, governmental entities, etc.). Delineate the external resources that appear to be available to support the proposed program.**

Significant external resources do not appear to be available at this time.

- B. **Describe any other projected impacts on related programs, such as prerequisites, required courses in other departments, etc.**

Since the program will use the curriculum identical to the existing UF curriculum, there will no impact on other programs and departments in transferring the electrical and computer engineering programs to UWF.

VIII. COMMUNITY COLLEGE ARTICULATION

For undergraduate programs, describe in detail plans for articulation with area community colleges.

The State-wide articulation for pre-engineering program stipulates the lower courses for transfer from the Florida Community Colleges to an engineering program. The ECE department will continue to work with the local community colleges for transfer credits, course scheduling student advising.

IX. ASSESSMENT OF APPLICABLE ACCREDITATION STANDARDS

List the accreditation agencies and learned societies that would be concerned with the proposed program. Does the department or program anticipate seeking accreditation from any of these agencies? If so, indicate when accreditation will be sought. If the proposed program is at the graduate level, and a corresponding undergraduate program is already in existence, is the undergraduate program accredited? If not, why?

The goal of the baccalaureate degree programs is to prepare students to embark upon a professional career in electrical engineering, computer engineering, or to pursue graduate study. The Bachelor of Science degrees in Electrical Engineering and Computer Engineering are offered under a co-operative arrangement between the University of West Florida and the University of Florida. These degrees are awarded by the University of Florida and are accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (EAC/ABET). The accreditation will transfer to the UWF degree programs. The engineering degree programs will be continuously updated to meet the ABET accreditation requirements.

X. PRODUCTIVITY

Provide evidence that the academic unit(s) associated with this new degree have been productive in teaching, research, and service. Such evidence may include trends over time for average course-load, FTE productivity, student headcounts in major or service courses, degrees granted, external funding attracted; as well as qualitative indicators of excellence.

Vitas of Engineering faculty are available for information concerning productivity in teaching, research, and service.

Table E shows the number of graduates of the UF/UWF Joint Program. The graduates of the UWF/UF Joint Programs have been hired by companies such as Sprint, Boeing, Motorola, Texas Instruments, Proctor & Gamble, to name a few of the well known companies. The starting salary for recent graduates of the department is in the \$35,000 to \$50,000 range. Most of our graduates are work for companies in Northwest Florida and Florida (see Table F).

Table E: No. of Graduates (BSEE/BSCEN/Dual*)

1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05 (fall 2004)	Total
10	18	22	19	28/1	6/2/1	1 3/4/4	9/3/6	15/1/8	9/2/3	180

* Dual receives two separate degrees: BSEE & BSCEN

Table F: Alumni Employers and No. of Alumni (on record) from the UWF/UF Joint Program*

Company Name	Alumni	Company Name	Alumni
A+ Network Systems So. CO/Metrocall Pensacola, FL	1	Microsystems, Ft. Walton Beach, FL	1
Advanced Data Links/Rockwell Int'l. IA	1	Motorola, Fort Worth, TX	1
Advanced Engr. & Res. Assoc., Pensacola, FL	1	N.A.W. Research Ctr., Patuxent River Naval Station, MD	3
Aerospace Systems Division, Melbourne, FL	1	Navy Comp. Tele. Station, Corry Station, Pensacola, FL	2
Alabama Power, AL	1	Naval Coastal Sys. Center, Panama City, FL	2
Applied Research	1	Network Sys. Co., Pensacola, FL	1
Armstrong Electric Co. Inc. Pensacola, FL	1	Nortel-Northern Telecom, TX	2
AST, Inc. Pace, FL	1	Packard Hughes, Foley, AL	1
Axiohm, Inc., Ithica, NY	1	Pall Corporation	1
Bellsouth, Pensacola, FL	2	Raytheon Systems Co., St.Petersburg, FL	1
Boeing Defense & Space Group, WA	1	Schmidt, Dell, Cook & Assoc., Pensacola, FL	2
Civil Service, Eglin AFB, FL	13**	Scientific App. Inter. Corp. MD	1
Coleman Research Corp. Crestview, FL	1	Siemens Westinghouse, Orlando, FL	1
Control System Research, Crestview, FL	1	Sverdrup, Ft. Walton Beach, FL	2
Dell	1	Tad. Comm., Pensacola, FL	1
Direct2 Data Tech, Lake Mary, FL	1	Texas Instruments, Dallas, TX	1
Energy Operations, Inc. St. Francisville, LA	1	Tracor/Marconi Ser. Inc., Ft. Walton Beach, FL	1
GE Industrial	1	TSI	1
Gulf Power, Pensacola, FL	1	U.S. Air Force, Eglin AFB	9**
Harris/Aerospace Systems Div. Melbourne, FL	2	U.S. Army, Crestview, FL	1
HAS Consulting Group	1	UWF	2
Humber Consultants, Ft. Walton Beach, FL	1	Veridian	1
IBM Corp., Rochester, NY	1	TOTAL	86
IDT Metric System	1	Total Employed in West Florida Region	54*
Klocke & McLaughlin Consultants, Ft. Walton Beach, FL	1	Total Employed in State of Florida	62
Matrox Tech. Inc., Boca Raton, FL	1	Total Employed Outside of Florida	24
Manufacturing Technology, Inc. Ft. Walton Beach, FL	7		
Mettler-Toledo Inc., N.C.	1		

* Note: 54 out of 86 graduates (on record) work for companies in the West Florida region and 62 in Florida.
** 22 (=13+9) graduates are working at the Eglin AFB, FL

Appendix A

Engineering Faculty

Faculty Name

Dr. Mohannad Batanieh
Dr. Dale H. Harrell
Dr. Thomas Gilbar
Dr. Steve Gorman
Dr. Mohamed A. Khabou
Dr. Rachid Manseur
Dr. Cherian P. Mathews
Dr. Muhammad H Rashid
Dr. Xuemin Millard
Mr. W. Weber

XI. HISTORY

Provide a history page at the end of the proposal document to display approvals at each level.

Approved to Explore and Plan:

Dean (COB) _____ Approved _____ Date: _____

Dean (CAS) _____ Approved _____ Date: _____

Faculty Senate _____ Approved _____ Date: _____

Provost _____ Approved _____ Date: _____

President _____ Approved _____ Date: _____

BOT A&SA Committee _____ Approved _____ Date: _____

Approved to Implement:

Dean (COB) _____ Date _____

Dean (CAS) _____ Date _____

Faculty Senate _____ Date _____

Provost _____ Date _____

President _____ Date _____

BOT A&SA Committee _____ Date _____

BOT _____ Date _____

FBOE Reporting and Approvals:

Bachelor's and Master's Programs Reported to the FBOE: _____

Specialist and Doctoral Programs Submitted to FBOG: _____

Specialist and Doctoral Programs Approved by FBOG: _____

Licensure Programs approved by Legislature: _____

Implementation and Reporting:

Term Implemented: _____

One-Year Report Presented to Board of Trustees: _____

Three-Year Report Presented to Board of Trustees: _____

Five-Year Program Review Presented to Board of Trustees: _____

Agenda Action Item 4

UWF Board of Trustees Academic & Student Affairs Committee June 16, 2005

Issue: Authorization for University Institutes and Centers

Proposed action: Approve presidential authorization of University Institutes and Centers

Background information: The State University System's revised policy on institutes and centers allows the Board of Trustees to designate the president as the authorizing official for University Institutes and Centers: Each university president or provost, if so designated by the trustees, may grant authorization for the development and implementation of university institutes and centers." Policy Guideline # PG 04.07.27, page 5. UWF seeks that designation from the board so that it can complete the development of university internal policies and procedures for institutes/centers required by the Policy Guideline.

Supporting documentation: (1) Policy Guideline # PG 04.07.27
(4) Application Template for a University Institute/Center

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

OTHER SUS PARTICIPATING MEMBERS

Collaborative University Submitting Proposal Signature
_____, President Date

Collaborative University Submitting Proposal Signature
_____, President Date

Collaborative University Submitting Proposal Signature
_____, President Date

Collaborative University Submitting Proposal Signature
_____, President Date

Collaborative University Submitting Proposal Signature
_____, President Date

Collaborative University Submitting Proposal Signature
_____, President Date

Attachments:

- Proposal (Concept Paper) for State of Florida Institute/Center (Template)
- Institute/Center Data Information Sheet (Template)
- Draft of Memorandum of Understanding with each Collaborative Partner Template)
- Concept Paper for State of Florida Institute (Template)

State of Florida Institute/Center Data Information
Form 2

Directory Information		
I/C Name: [REDACTED]		
I/C Code: [REDACTED]	University: of West Florida	I/C TYPE State of Florida Institute/Center
I/C Director: [REDACTED]		Discipline(s) (2-digit CIP code(s)) [REDACTED]
I/C Address: [REDACTED]		
I/C Telephone: ([REDACTED]) [REDACTED] Suncom: [REDACTED]		I/C E-mail Address: [REDACTED]
I/C Fax: ([REDACTED]) [REDACTED] Suncom: [REDACTED]		I/C Website Address: [REDACTED]
Affiliated Institutions: [REDACTED]		
Mission and Areas of Focus		
[REDACTED]		
Key Terms (Areas of Focus)	[REDACTED]	

Estimated Expenditures for FY:
Form 3

Key Code: 	Name of Proposed Institute/Center 				
Prepared by: 	Date: 	Telephone: E-mail: 			
Estimated Expenditures for the Institute/Center	FISCAL YEAR: 				
	Budgetary Unit: E&G or None				
	SUS Appropriated Funds	Contracts & Grants	Fees for Services	Private & Other	Total
Total Expenditures:	\$ 	\$ 	\$ 	\$ 	\$
Positions and Rate: (indicate w/decimal 0.0)	SUS Appropriated Funds	Contracts & Grants	Fees for Services	Private & Other	Total
Faculty Positions (FTE in Person Years)	 	 	 	 	
A&P and USPS Positions (FTE in Person Years)	 	 	 	 	
Total Positions (FTE in Person Years)	 	 	 	 	

TEMPLATE
APPLICATION FOR A STATE OF FLORIDA
INSTITUTE OR CENTER

[REDACTED]
Name of Proposed State of Florida Institute or Center

[REDACTED]
Name of Host Institution
Other SUS Participating Members
[REDACTED]

- I. Mission of the State of Florida Institute or Center:

- II. Guidelines for Appointing, Funding, Supervising, and Evaluating the Director of the State of Florida Institute or Center:

- III. Criteria for Appointments to the Institute/Center Advisory Board
 - A. Term
 - B. Roles
 - C. Authority

- IV. Expectations for the Administrative and Logistical Support for the Institute/Center *(include expectations regarding the reimbursement, if any, to the host university for direct costs of administrative services rendered by the university to the institute/center)*


- V. Procedures for Recommending Increases/Decreases in the Appropriation of State Funds for the Institute/Center

- VI. Specifications for Processing of Contracts and Grants (including the percentage of overhead funds to be returned to the institute/center, if any)

- VII. Expectations for the Cyclic Review of the Institute/Center and other Planning and Expectations for its Operations

(Refer to DCU PG.04.07.27 Policy Guideline to Establish Policies and Procedures for approving, Classifying, Operating, Reviewing, and Disbanding Institutes and Centers in the State University System <http://research.uwf.edu/Policies.htm>)

TEMPLATE
THE UNIVERSITY OF WEST FLORIDA
APPLICATION FOR A UNIVERSITY
INSTITUTE OR CENTER
CONCEPT PAPER


Name of Proposed State of Florida Institute or Center
The University of West Florida
Name of Host University

- I. Rationale/Mission of the State of Florida Institute or Center:
 - a. Rationale (expressed need for focused study in the area represented by the institute/center.
 - b. Degree to which the proposal supports the mission, goals, and objectives of:
 - i. The University.
 - ii. The affiliated College(s).
 - iii. The affiliated Department(s) and
 - iv. Other Institutes/Centers at UWF.

- II. Degree to which the institute/center mission, goals and objectives provide opportunities for:
 - a. Instructional faculty in fields associated with the institute/center to maintain and expand their expertise in the field.
 - b. Students to participate in, and otherwise benefit from, the activities of the institute/center;
 - c. Assisting the external community in resolving problems and otherwise attending to community needs; and
 - d. Enhancing the research capabilities of the University.

- III. Feasibility of implementation including:
 - a. appropriateness of the organizational structure;
 - b. availability of funding;
 - c. availability of staff (faculty and support); and
 - d. availability of space and equipment.

- IV. Potential for the institute/center to generate external funding.

- V. Uniqueness (i.e., non-duplication of existing functions.

(Refer to UWF Policy and Procedures for Approving, Operating, Reviewing, and Disbanding Institutes and Centers in the State University System <http://research.uwf.edu/Policies.htm>)

Institutes and Centers	
Policy / Purpose:	To establish policies and procedures for approving, classifying, operating, reviewing, and disbanding institutes and centers in the State University System.
Impacts:	State universities sponsoring or seeking to create institutes and centers
Authority:	Article IX, Sec. 7, Florida Constitution Rule: 6C-3.001, FAC BOG Resolutions: Rule adoption, Jan. 7, 2003 ; Master Powers & Duties, Oct. 22, 2003
New:	<ul style="list-style-type: none"> • Replaces CM-C-07.00-01/99, Institutes and Centers • Institute and center type categories have been replaced with new designations. • The Council of Academic Vice Presidents is charged with developing guidelines for State of Florida institute and center proposals and cyclic reviews. • The operation of a State of Florida institute or center shall be guided by a Memorandum of Understanding among participating universities. • Each institution shall develop and publish clearly defined guidelines consistent with System policies for establishing, operating, evaluating/reviewing, and disbanding university institutes and centers. • Annual reporting guidelines have been revised.
Approved by:	
Contact:	
R.E. LeMon, PhD, Vice Chancellor Bill Edmonds, Director of Education Research Allen Joseph , Educational Policy Analyst Office of Academic and Student Affairs (ASA) Division of Colleges and Universities (DCU) Florida Department of Education 325 West Gaines Street, Suite 1614 Tallahassee, Florida 32399-0400 SUNCOM 205-0467, Local 245-0467	
Date Signed:	Effective Date:
7/27/2004	7/27/2004

Introduction

Definition

Institutes and centers are university entities established to coordinate intra- and interinstitutional research, service, and/or educational/training activities that supplement and extend existing instruction, research, and service at the universities. In some cases, institutes and centers are established to provide the infrastructure needed to coordinate support activities across the State University System (e.g., Florida Center for Library Automation, University Press).

Exclusions

There are entities that use the term “Institute” or “Center” in their titles, as well as some other service units, which are excluded from this policy. Examples of these units include the Institute of Food and Agricultural Sciences (IFAS); the University of Florida Health Sciences Center; the University of South Florida Health Sciences Center; the Florida State University Health Sciences Center; the Florida Mental Health Institute; and university advising, student health, computing, and certain other centers. However, entities such as IFAS and the health sciences centers may have institutes or centers under their purview that are covered by the policies referenced in this document.

Designations

Institutes and Centers are classified as either (1) State of Florida institutes or centers or (2) University institutes or centers.

State of Florida Institutes and Centers

Characteristics of a State of Florida Institute or Center

- Has a statewide mission.
- Includes two or more State universities.
- Must be approved by the Florida Board of Governors.
- Has a Memorandum of Understanding among the presidents or their designees from all participating universities and the Chancellor or designee that specifies the host institution and outlines operational procedures for the institute or center.
- Has an advisory board with membership as designated in the Memorandum of Understanding.
- Has a separate unit account in the host university’s operating budget.
- May spend State funds appropriated to the institute or center according to Legislative and/or university decisions.
- May spend “other” funds (e.g., fees; contracts and grants—including private, federal, and State contracts and grants not appropriated through the Educational and General budget entity).

Establishment of a State of Florida Institute or Center

For a new State of Florida institute or center, university personnel shall prepare and submit a proposal (per guidelines approved by the Council of Academic Vice Presidents) to the Office of Academic and Student Affairs in the Division of Colleges and Universities. The proposal shall include a draft of the proposed Memorandum of Understanding, which has been approved by the board of trustees at the host university. The proposal shall be considered by the Council of Academic Vice Presidents for recommendation to the State University Presidents Association. The Chancellor shall consider the recommendation of the State University Presidents Association in requesting approval from the Board of Governors and in requesting Legislative funding. Any State of Florida institute or center must receive full approval from the Florida Board of Governors prior to implementation.

Operation of a State of Florida Institute or Center

For each State of Florida institute or center, the Memorandum of Understanding shall contain, at a minimum:

- (1) the name of the State of Florida institute or center;
- (2) the identification of a university as the host institution and other SUS participating members;
- (3) the mission of the State of Florida institute or center;
- (4) guidelines for appointing, funding, supervising, and evaluating the director of the State of Florida institute or center;
- (5) the criteria for appointments to the institute or center's advisory board, including terms, roles, and authority;
- (6) expectations for the administrative and logistical support for the institute or center, including expectations regarding the reimbursement to the host university for direct costs of administrative services rendered by the university to the institute or center;
- (7) procedures for recommending increases/decreases in the appropriation of State funds for the institute or center;
- (8) specifications for the processing of contracts and grants, including the percentage of overhead funds to be returned to the institute or center; and
- (9) expectations for the cyclic review of the institute or center and other planning and expectations for its operation.

State of Florida Institute and Center Reporting and Evaluation/Review Requirements

State of Florida institutes and centers shall be reviewed based on criteria and procedures established by the Council of Academic Vice Presidents. At a minimum, the reviews shall include an assessment of each institute or center's progress against

defined goals and objectives within the context of the institute or center's statewide mission and the Florida Board of Governor's Strategic Plan. Each review shall include an evaluation of performance-based outcomes. The review also shall include an assessment of the return on investment of State dollars, if applicable. Additional criteria for the review of a given institute or center may be contained in the Memorandum of Understanding. External consultants may be used in the review process. Issues to be addressed during the review may include the need for continuation of the institute or center; possible changes in mission or organizational structure; budget reduction or expansion; and/or a recommended change of classification from a State of Florida institute or center to a university institute or center. At a minimum, the Council of Academic Vice Presidents shall review each State of Florida institute or center every five years.

Disbanding a State of Florida Institute or Center

State of Florida institutes and centers shall be disbanded at the recommendation of the Council of Academic Vice Presidents and upon the approval of the Board of Governors. In the event that a disbanded institute/center has been funded by the Legislature, the university must provide documentation to ensure that Legislative intent has been achieved and that the institute or center is no longer required. Fiscal information must be provided as part of the annual reporting process if the institute or center expends any funds during the fiscal year in which it is disbanded.

University Institutes and Centers

Characteristics of a University Institute or Center

- Generally is established by a single university; in some instances, additional institutions may participate, in which case one institution is designated as the host university.
- May expend State funds appropriated to the institute or center according to Legislative and/or university decisions.
- May expend "other" funds (e.g., fees; contracts and grants—including private, federal, and State contracts and grants not appropriated through the Educational and General budget entity).

Establishment and Operation of a University Institute or Center

Each institution shall develop and publish clearly defined guidelines consistent with System policies for establishing, operating, evaluating/reviewing, and disbanding university institutes and centers. A current copy of university guidelines shall be on file in the Office of Academic and Student Affairs in the Division of Colleges and Universities. **Each university president or provost, if so designated by the trustees, may**

grant authorization for the development and implementation of university institutes and centers.

University Institute and Center Evaluation/Review Requirements

In the written university policies submitted to the Division of Colleges and Universities, each university shall include guidelines for the periodic review of university institutes and centers. At a minimum, each review should include an assessment of the institute or center's progress against defined goals and objectives within the context of the institute or center's mission, the university's mission, and the Florida Board of Governor's Strategic Plan. The review also should include an assessment of the return on investment of State dollars, if applicable. A formal review shall be conducted at least every seven years to determine if a university institute or center should be continued, should be classified as inactive, should be discontinued, or should apply for classification as a State of Florida institute or center.

Disbanding a University Institute or Center

When a university institute or center is disbanded, the university shall notify the Office of Academic and Student Affairs in the Division of Colleges and Universities. If a disbanded institute or center has been funded by the Legislature, the university must provide documentation to ensure that Legislative intent has been achieved and that the institute or center is no longer required. Fiscal information must be provided as part of the annual reporting process if the institute or center expends any funds during the fiscal year in which it is disbanded.

Initial Reporting Requirements for All Institutes and Centers

The host university shall provide the following basic descriptive, contact, and fiscal information to the [Office of Academic and Student Affairs in the Division of Colleges and Universities](#) upon the establishment of each institute or center so that the information may be maintained in the Division's statewide database and on its [Web site](#).

- The name of the institute or center.
- The name of the host university.
- The primary discipline(s) with which the institute or center is affiliated.
- An indication of whether the institute or center receives a specific appropriation from the Legislature.
- The name of the director of the institute or center.
- Contact information, including the mailing address; telephone and fax numbers; the institute or center's Web site; and the e-mail address for the director.
- A list of institutions of higher education affiliated with the institute or center.
- The mission of the institute or center.
- Key terms that identify the primary foci of the institute or center.

- Estimated total funds to be expended by the institute or center in the next fiscal year (or current year, if mid-year proposal) by funding source (State Appropriation to the State University System, Contracts and Grants, Fees for Services, and Private & Other Funds) and by entity (Education and General, IFAS, Health Sciences Center).
- Estimated total positions to be allocated to the institute or center for the next fiscal year (or current year, if mid-year proposal) by funding source and type of position.

Annual Reporting Requirements for All Institutes and Centers

No later than September 30 of each year, each provost or his or her designee shall review the inventory of authorized institutes and centers to determine the accuracy of information that is maintained by the Division of Colleges and Universities. Additionally, a report of actual and estimated expenditure and position data, as well as evaluation/review information, shall be [submitted](#) for all institutes and centers that are approved for all or part of a given fiscal year (July 1-June 30):

- Total funds expended during the previous fiscal year (July 1-June 30) by funding source (State Appropriation to the State University System, Contracts and Grants, Fees for Services, and Private & Other Funds) and by entity (Education and General, IFAS, Health Sciences Center).
- Total positions during the previous fiscal year (July 1-June 30) by funding source and type of position.
- The date of the last evaluation/review.

**Format and Guidelines for Institutes/Centers
Form 1B – Signature Page**

**The University of West Florida
Template for a University Institute/Center Proposal**

[Redacted]
(Name of the Proposed Institute/Center)

[Redacted]
(Proposed Implementation Date)

The submission and signing of a proposal to initiate a State of Florida institute/center constitutes a commitment by the university(ies) to ensure that the institute/center's activities support the stated mission(s) and goals of the institution(s).

[Redacted]

Name of Department Hosting Center

Signature

John C. Cavanaugh, President Date

[Redacted]

Name of Institute/Center

Signature

Sandra M. Flake, Provost, Date
Academic Affairs

[Redacted]

Proposed Implementation Date

Signature

Richard Podemski, Date
Associate Vice President for Research

[Redacted]

Associated Discipline (2-digit CIP)

Signature

[Redacted], Dean Date
College of [Redacted]

Signature

[Redacted] Director Date
Proposed Institute/Center (if known)

Signature

[Redacted], President Date
UWF Faculty Senate

Signature

[Redacted], Chair of Department Date
Hosting Institute/Center (if known)

Attachments:

- Institute/Center Data Information Sheet (Template)
- Memorandum of Understanding with each Collaborative Department (Template)
- Proposal (Concept Paper) for University Institute/Center (Template)

OTHER UWF PARTICIPATING DEPARTMENTS

_____ Signature
Collaborative Department Submitting Proposal _____, Chair _____ Date

_____ Signature
Collaborative College Submitting Proposal _____, Dean _____ Date

Attachments:

- Proposal (Concept Paper) for State of Florida Institute/Center (Template)
- Institute/Center Data Information Sheet (Template)
- Draft of Memorandum of Understanding with each Collaborative Department (Template)
- Concept Paper for University Institute/Center (Template)

University Institute/Center Data Information
Form 2

Directory Information			
I/C Name: [REDACTED]			
I/C Code: [REDACTED]	University: of West Florida		I/C TYPE University Institute/Center
I/C Director: [REDACTED]		Discipline(s) (2-digit CIP code(s)) [REDACTED]	
I/C Address: [REDACTED]			
I/C Telephone: ([REDACTED]) [REDACTED]		Suncom: [REDACTED]	I/C E-mail Address: [REDACTED]
I/C Fax: ([REDACTED]) [REDACTED]		Suncom: [REDACTED]	I/C Website Address: [REDACTED]
Affiliated Departments: [REDACTED]			
Mission and Areas of Focus			
[REDACTED]			
Key Terms (Areas of Focus)		[REDACTED]	

Estimated Expenditures for FY:
Form 3

Key Code: 	Name of Proposed Institute/Center 				
Prepared by: 	Date: 	Telephone: E-mail: 			
Estimated Expenditures for the Institute/Center	FISCAL YEAR: 				
	Budgetary Unit: E&G or None				
	SUS Appropriated Funds	Contracts & Grants	Fees for Services	Private & Other	Total
Total Expenditures:	\$ 	\$ 	\$ 	\$ 	\$
Positions and Rate: (indicate w/decimal 0.0)	SUS Appropriated Funds	Contracts & Grants	Fees for Services	Private & Other	Total
Faculty Positions (FTE in Person Years)	 	 	 	 	
A&P and USPS Positions (FTE in Person Years)	 	 	 	 	
Total Positions (FTE in Person Years)	 	 	 	 	

TEMPLATE
THE UNIVERSITY OF WEST FLORIDA
APPLICATION FOR A UNIVERSITY
INSTITUTE OR CENTER
MEMORANDUM OF UNDERSTANDING

[REDACTED]
Name of Proposed University Institute or Center

[REDACTED]
Name of Host Department
Other Participating Departments
[REDACTED]

- I. Mission of the University Institute or Center:

- II. Guidelines for Appointing, Funding, Supervising, and Evaluating the Director of the University Institute or Center:

- III. Criteria for Appointments to the Institute/Center Advisory Board
 - A. Term
 - B. Roles
 - C. Authority

- IV. Expectations for the Administrative and Logistical Support for the Institute/Center *(include expectations regarding the reimbursement, if any, to the host department for direct costs of administrative services rendered by the department to the University institute/center)*

- V. Procedures for Recommending Increases/Decreases in the Appropriation of State Funds for the Institute/Center

- VI. Specifications for Processing of Contracts and Grants (including the percentage of overhead funds to be returned to the institute/center, if any)

- VII. Expectations for the Cyclic Review of the Institute/Center and other Planning and Expectations for its Operations

(Refer to DCU PG.04.07.27 Policy Guideline to Establish Policies and Procedures for approving, Classifying, Operating, Reviewing, and Disbanding Institutes and Centers in the State University System <http://research.uwf.edu/Policies.htm>)

TEMPLATE
THE UNIVERSITY OF WEST FLORIDA
APPLICATION FOR A UNIVERSITY
INSTITUTE OR CENTER
CONCEPT PAPER

Name of Proposed University Institute or Center

Name of Host Department

- I. Rationale/Mission of the State of Florida Institute or Center:
 - a. Rationale (expressed need for focused study in the area represented by the institute/center.
 - b. Degree to which the proposal supports the mission, goals, and objectives of:
 - i. The University.
 - ii. The affiliated College(s).
 - iii. The affiliated Department(s) and
 - iv. Other Institutes/Centers at UWF.

- II. Degree to which the institute/center mission, goals and objectives provide opportunities for:
 - a. Instructional faculty in fields associated with the institute/center to maintain and expand their expertise in the field.
 - b. Students to participate in, and otherwise benefit from, the activities of the institute/center;
 - c. Assisting the external community in resolving problems and otherwise attending to community needs; and
 - d. Enhancing the research capabilities of the University.

- III. Feasibility of implementation including:
 - a. appropriateness of the organizational structure;
 - b. availability of funding;
 - c. availability of staff (faculty and support); and
 - d. availability of space and equipment.

- IV. Potential for the institute/center to generate external funding.

- V. Uniqueness (i.e., non-duplication of existing functions.

(Refer to UWF Policy and Procedures for Approving, Operating, Reviewing, and Disbanding Institutes and Centers in the State University System <http://research.uwf.edu/Policies.htm>)

DRAFT OF

THE UNIVERSITY OF WEST FLORIDA
DIVISION OF ACADEMIC AFFAIRS
OFFICE OF RESEARCH

PROCEDURES FOR
APPROVING, CLASSIFYING, OPERATING, REVIEWING, AND
DISBANDING OF
OF INSTITUTES AND CENTERS

(Submitted to Faculty Senate 6/9/1999
Proposed Revision based on DCU PG 04.07.27)

Institutes and centers are important components that contribute in a significant way to the achievement of the University's mission. It is in these organizations that the core research and training competencies of the University are focused. That focus adds value to students, other faculty, and the broader community within which the University operates. Institutes and centers facilitate the dissemination of knowledge in both training and research contexts. The transfer of basic research results through knowledge and technological development is a cornerstone of the research aspect of our institutes and centers. That knowledge and technology transfer is important in enhancing the economic, educational, scientific, and social well being of our region and society. These policy guidelines recognize the value that institutes and centers provide. Institute and center formation and development is recognized as a mission critical activity at the University.

The policy is based on the requirements of the Florida Department of Education Division of Colleges and Universities (DCU) Office of Academic and Student Affairs as outlined in the DCU Policy Guideline 04.07.27 (available on the UWF website at <http://research.uwf.edu/InstitutesCenters/default.htm>). This Policy Guideline provides a description of the characteristics and requirements regarding (1) a **State of Florida Institute or Center** and (2) a **University Institute or Center**. These guidelines apply to all research and service institutes/centers at the University. There are entities that use the term "institute" or "center" in their name which are excluded from this policy such as Academic Technology Center, advising centers, Center for Fine and Performing Arts, Center for University Teaching and Learning, International English Center, etc. These excluded units occupy a service or strictly supportive academic function.

All other institutes/centers, whose mission is reflected in the paragraph above, are classified, reviewed, and operated under the guidelines below.

A. Establishment of New Institutes and Centers

The individual or department proposing the establishment of a new institute/center shall:

1. Prepare a concept paper describing the purposes and activities of the proposed institute/center for review and approval through the college and academic division planning process. The concept paper should identify how the proposed

institute/center fits in with established priorities of the department, college, and university.

2. (a) Prepare an application for establishment of the institute/center using the outline contained in PG 04.07.27 (Attachment A, Policy Guideline to Establish Policies and Procedures for Approving, Classifying, Operating, Reviewing, and Disbanding Institutes and Centers in the State University System) for (1) **a State of Florida Institute or Center** or (2) **a University Institute or Center**.

The application for a **State of Florida Institute or Center** will include: UWF I&C Form 1A (Cover Page), UWF I&C Form 2 (Directory Information), UWF I&C Form 3 (Estimated Expenditures for the Institute/Center) and Attachments of (1) Concept Paper; (2) Draft of Memorandum of Understanding, and Legislative Budget Request (if applicable).

The application for a **University Institute or Center** will include: UWF I&C Form 1B (Cover Page), UWF I&C Form 2 (Directory Information), UWF I&C Form 3 (Estimated Expenditures for the Institute/Center) and Attachment of Concept Paper.

(b) In addition to the information pertaining to the name of the proposed institute/center director, type, discipline affiliation, other university affiliations, mission, organization, staff, facilities, and budget, as required in the above cited documents, proposals must also include:

- (1.) Identification of the types and qualifications of individuals and/or organizations which might be formally affiliated with the institute/center other than employees of the institute/center.
- (2.) Identification of the manner in which undergraduate and graduate students will benefit from establishment of the institute/center.
- (3.) Identification of the expected outcomes and assessment measures to be used in evaluating the effectiveness of the proposed institute/center.

3. Secure approval of the appropriate College Council and Dean.
4. Secure approval of the Associate Vice President (AVP) for Research and the Director of Sponsored Research who will coordinate review of the proposal by the Scholarly and Creative Activities Committee and provide the approved proposal to the Faculty Senate for information and comment.
5. The AVP will present the proposal for approval of the Provost and President.
6. Upon approval as outlined above, the Provost/President will:
 - a. in the case of a **University institute/center proposal**, execute University approval on behalf of the Board of Trustees and forward to the State University System (SUS) Office of Academic Affairs; or

- b. in the case of a **State of Florida institute/center proposal**, submit the proposal for consideration of the Board of Trustees and upon their approval to the SUS Office of Academic Affairs. The request is then submitted for approval of the Division of Colleges and Universities (DCU) as provided in the DCU Policy Guideline with a draft Memorandum of Understanding between the host institution and other SUS participating members.

B. Proposals to establish institutes/centers will be reviewed against the following criteria:

1. Rationale (i.e. expressed need for focused study in the area represented by the institute/center).
2. Degree to which the proposal supports the mission, goals and objectives of:
 - a. the University;
 - b. the affiliated College(s);
 - c. the affiliated Department(s); and
 - d. other Institutes/Centers at UWF.
3. Degree to which the institute/center mission, goals and objectives provide opportunities for:
 - a. faculty in fields associated with the institute/center to maintain and expand their expertise in the field;
 - b. students to participate in, and otherwise benefit from, the activities of the institute/center;
 - c. assisting the internal and external communities in resolving problems and otherwise attending to community needs; and
 - d. Enhancing the research capabilities of the University.
4. Feasibility of implementation including:
 - a. appropriateness of the organizational structure;
 - b. availability of funding;
 - c. availability of staff (faculty and support); and
 - d. availability of space and equipment.
5. Potential for the institute/center to generate external funding.
6. Uniqueness (i.e. non-duplication of existing functions).

C. Proposal to Change Institute/Center Type

Any request to change the type of an institute/center must follow the procedures identified in Section A above.

D. Procedures for Review and Disbanding of Institutes and Centers

1. A **State of Florida Institute or Center** shall be reviewed based on the criteria and procedures established by the Council of Academic Vice Presidents.
2. A **University Institute or Center** will be reviewed in conjunction with the DCU periodic review of related disciplines but not less than at least once every five years. Institutes/centers will provide an updated application as described in Sections A and B above specifically addressing any changes which have occurred within the review period and supply a copy of the annual reports submitted to the DCU during the past five years and as part of the academic planning process through the appropriate chair, dean, and vice president. The major purpose of this review is to provide a recommendation as to whether the institute or center should be retained at current levels of funding, retained with enhancement, retained with reduction, or disbanded.
 - a. The review will include consideration of the:
 - 1) continued relevance of mission (purpose and activities);
 - 2) degree to which annual and long-term objectives have been achieved; and
 - 3) degree to which external funding has been secured to fund institute/center activities.

ANNUAL REPORTS

1. The University's inventory of institutes/centers will be maintained by the University of West Florida Office of Research.
2. Annual reports as required by CM-July 27, 2004 will be submitted to the UWF Office of Research.
3. The Office of Research will assemble the University's annual report for submission to the DCU by the President through the Provost's Office.

Revised: 5/26/05
CAB/SVH/:mcr

UWF Board of Trustees Meeting
Academic & Student Affairs Committee
June 16, 2005

Issue: UWF Enrollment Plan

Proposed Action: Approval of Plan

Background Information: An important part of the SUS Strategic Planning Process each year is for the universities to update their enrollment and degree plans and to submit them to the Division of Colleges and Universities (DCU) for inclusion in the SUS Enrollment and Degree Plan. The UWF Division of Academic Affairs has been working with the Planning Office to update this year's enrollment and degree plans by discipline and by year, extended through year 2015-2016. These detailed enrollment and degree plans will be submitted to you for approval prior to their submission to the DCU in October.

FTE Enrollment Plans for the upcoming year, 2006-2007, will be used by the DCU to determine enrollment levels (the enrollment growth issue) to be requested in the Legislative Budget Request. The steady increase in FTE's and Headcount over the years represent our best estimates of potential growth while challenging us to reach for new levels of enrollment over time. The UWF Enrollment Plan for FTE's and for Headcount is presented to you for approval. Please note that the Board of Governors will use only the FTE projections to support their Enrollment Growth Issue in the 2006-2007 SUS Legislative Budget Request.

Supporting Documentation: UWF Enrollment Plan by Site and by Level for 2005-2006 through 2015-2016

Prepared by: Jerry Norris (850) 474-2211 jnorris@uwf.edu

The University of West Florida - Planned Enrollment (FTE's and HC) Thru 2015-2016

Proposed by Jerry Norris
Updated: 4-1-2005

Planned Enrollment Growth

The University of West Florida - Full-Time-Equivalent Students (FTE's)

Sites	Levels	Actual	Actual	Actual	Actual	Actual	Planned FTE's										
		2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
FTE Students																	
Pensacola - Main																	
	Lower FTEs	1,563	1,726	1,786	1,917	1,938	2,002	2,088	2,182	2,285	2,397	2,519	2,652	2,798	2,958	3,129	3,316
			10.5%	3.4%	7.3%	1.1%	3.3%	4.3%	4.5%	4.7%	4.9%	5.1%	5.3%	5.5%	5.7%	5.8%	6.0%
	Upper FTEs	2,355	2,560	2,593	2,687	2,769	2,851	2,958	3,085	3,225	3,378	3,540	3,720	3,920	4,140	4,380	4,642
			8.7%	1.3%	3.6%	3.1%	3.0%	3.8%	4.3%	4.5%	4.7%	4.8%	5.1%	5.4%	5.6%	5.8%	6.0%
	Grad I FTEs	457	484	468	477	465	480	498	520	545	572	602	634	669	707	748	793
			5.9%	-3.3%	2.0%	-2.5%	3.2%	3.8%	4.4%	4.8%	5.0%	5.2%	5.3%	5.5%	5.7%	5.8%	6.0%
	Grad II FTEs	73	83	86	63	58	61	67	72	77	82	88	94	100	106	113	120
			13.8%	3.6%	-26.5%	-7.9%	5.2%	9.8%	7.5%	6.9%	6.5%	7.3%	6.8%	6.4%	6.0%	6.6%	6.2%
	Total Pensacola Main	4,447	4,853	4,932	5,144	5,230	5,394	5,611	5,859	6,132	6,429	6,749	7,100	7,487	7,911	8,370	8,871
	Percent Change - Pensacola Main		9.1%	1.6%	4.3%	1.7%	3.1%	4.0%	4.4%	4.7%	4.8%	5.0%	5.2%	5.5%	5.7%	5.8%	6.0%
Fort Walton Beach/Eglin																	
	Lower FTEs	1	2	3	2	2	2	2	3	3	3	3	4	4	5	5	5
			190.9%	25.0%	-33.3%	0.0%	0.0%	0.0%	50.0%	0.0%	0.0%	0.0%	33.3%	0.0%	25.0%	0.0%	0.0%
	Upper FTEs	264	318	361	355	385	410	442	478	516	551	587	624	656	689	724	767
			20.5%	13.5%	-1.7%	8.5%	6.5%	7.8%	8.1%	7.9%	6.8%	6.5%	6.3%	5.1%	5.0%	5.1%	5.9%
	Grad I FTEs	126	133	112	82	65	75	87	101	118	136	156	172	188	207	228	251
			5.5%	-15.7%	-26.8%	-20.7%	15.4%	16.0%	16.1%	16.8%	15.3%	14.7%	10.3%	9.3%	10.1%	10.1%	10.1%
	Grad II FTEs	46	36	32	19	16	17	22	25	27	30	33	37	41	46	51	57
			-20.9%	-12.1%	-40.6%	-15.8%	6.3%	29.4%	13.6%	8.0%	11.1%	10.0%	12.1%	10.8%	12.2%	10.9%	11.8%
	Total FWB/Eglin	437	490	508	458	468	504	553	607	664	720	779	837	889	947	1,008	1,080
	Percent Change - FWB/Eglin		12.1%	3.7%	-9.8%	2.2%	7.7%	9.7%	9.8%	9.4%	8.4%	8.2%	7.4%	6.2%	6.5%	6.4%	7.1%
UWF - Total All																	
	Lower FTEs	1,564	1,729	1,789	1,919	1,940	2,004	2,090	2,185	2,288	2,400	2,522	2,656	2,802	2,963	3,134	3,321
			10.6%	3.5%	7.3%	1.1%	3.3%	4.3%	4.5%	4.7%	4.9%	5.1%	5.3%	5.5%	5.7%	5.8%	6.0%
	Upper FTEs	2,619	2,878	2,954	3,042	3,154	3,261	3,400	3,563	3,741	3,929	4,127	4,344	4,576	4,829	5,104	5,409
			9.9%	2.6%	3.0%	3.7%	3.4%	4.3%	4.8%	5.0%	5.0%	5.3%	5.3%	5.5%	5.7%	6.0%	6.0%
	Grad I FTEs	583	617	580	559	530	555	585	621	663	708	758	806	857	914	976	1,044
			5.8%	-6.0%	-3.6%	-5.2%	4.7%	5.4%	6.2%	6.8%	6.8%	7.1%	6.3%	6.3%	6.7%	6.8%	7.0%
	Grad II FTEs	119	119	118	82	74	78	89	97	104	112	121	131	141	152	164	177
			0.4%	-1.2%	-30.3%	-9.8%	5.4%	14.1%	9.0%	7.2%	7.7%	8.0%	8.3%	7.6%	7.8%	7.9%	7.9%
	Total All	4,883	5,343	5,440	5,602	5,698	5,898	6,164	6,466	6,796	7,149	7,528	7,937	8,376	8,858	9,378	9,951
	Percent Change - All		6.0%	9.4%	1.8%	3.0%	1.7%	3.5%	4.5%	4.9%	5.1%	5.2%	5.3%	5.4%	5.5%	5.8%	5.9%

The University of West Florida - Headcount Students (HC)																	
Sites	Levels	Actual	Actual	Actual	Actual	Actual	Planned Headcounts										
		2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-2016
Headcount Students																	
Pensacola - Main (Note: The numbers for Pensacola - Main represent students who take more than 50% of their courses on the Pensacola Main Campus.)																	
Undergraduates/Special		6,546	6,330	6,812	7,427	7,592	7,863	8,196	8,561	8,968	9,406	9,878	10,388	10,956	11,566	12,247	12,978
			-3.3%	7.6%	9.0%	2.2%	3.6%	4.2%	4.5%	4.8%	4.9%	5.0%	5.2%	5.5%	5.6%	5.9%	6.0%
Master's/Specialists		920	735	786	800	929	966	997	1,041	1,088	1,143	1,201	1,265	1,335	1,411	1,494	1,583
			-20.1%	6.9%	1.8%	16.1%	4.0%	3.2%	4.4%	4.5%	5.1%	5.1%	5.3%	5.5%	5.7%	5.9%	6.0%
Doctoral		127	139	152	123	148	158	170	183	195	208	223	238	253	269	286	304
			9.4%	9.4%	-19.1%	20.3%	6.8%	7.6%	7.6%	6.6%	6.7%	7.2%	6.7%	6.3%	6.3%	6.3%	6.3%
Total Pensacola - Main		7,593	7,204	7,750	8,350	8,669	8,987	9,363	9,785	10,251	10,757	11,302	11,891	12,544	13,246	14,027	14,865
			-5.1%	7.6%	7.7%	3.8%	3.7%	4.2%	4.5%	4.8%	4.9%	5.1%	5.2%	5.5%	5.6%	5.9%	6.0%
Fort Walton Beach/Eglin (Note: The numbers for FWB/Eglin/Other represent students who take 50% or more of their courses at the FWB/Eglin/Other Campus.)																	
Undergraduates/Special		595	1,490	1,146	849	764	810	872	944	1,019	1,088	1,158	1,234	1,298	1,363	1,437	1,523
			150.4%	-23.1%	-25.9%	-10.0%	6.0%	7.7%	8.3%	7.9%	6.8%	6.4%	6.6%	5.2%	5.0%	5.4%	6.0%
Master's/Specialists		252	335	270	209	121	142	166	193	225	260	292	322	352	388	429	472
			32.9%	-19.4%	-22.6%	-42.1%	17.4%	16.9%	16.3%	16.6%	15.6%	12.3%	10.3%	9.3%	10.2%	10.6%	10.0%
Doctoral		77	105	99	101	57	61	78	88	95	106	117	131	145	162	179	199
			36.4%	-5.7%	2.0%	-43.6%	7.0%	27.9%	12.8%	8.0%	11.6%	10.4%	12.0%	10.7%	11.7%	10.5%	11.2%
Total FWB/Eglin		924	1,930	1,515	1,159	942	1,013	1,117	1,225	1,339	1,454	1,567	1,687	1,795	1,913	2,045	2,194
			108.9%	-21.5%	-23.5%	-18.7%	7.6%	10.2%	9.7%	9.3%	8.6%	7.8%	7.7%	6.4%	6.6%	6.9%	7.3%
UWF Total - All (Note: These figures represent the total, non-duplicated headcount for UWF.)																	
Undergraduates/Special		7,141	7,822	7,958	8,275	8,356	8,673	9,068	9,505	9,987	10,494	11,036	11,622	12,254	12,929	13,684	14,501
			9.5%	1.7%	4.0%	1.0%	3.8%	4.6%	4.8%	5.1%	5.1%	5.2%	5.3%	5.4%	5.5%	5.8%	6.0%
Masters/Specialists		1,172	1,070	1,056	1,009	1,050	1,108	1,163	1,234	1,313	1,403	1,493	1,587	1,687	1,799	1,923	2,055
			-8.7%	-1.3%	-4.5%	4.1%	5.5%	5.0%	6.1%	6.4%	6.9%	6.4%	6.3%	6.3%	6.6%	6.9%	6.9%
Doctoral		204	244	251	224	205	219	248	271	290	314	340	369	398	431	465	503
			19.6%	2.9%	-10.8%	-8.5%	6.8%	13.2%	9.3%	7.0%	8.3%	8.3%	8.5%	7.9%	8.3%	7.9%	8.2%
Totals - Headcounts		8,517	9,136	9,265	9,508	9,611	10,000	10,479	11,010	11,590	12,211	12,869	13,578	14,339	15,159	16,072	17,059
All Campuses		4.1%	7.3%	1.4%	2.6%	1.1%	4.0%	4.8%	5.1%	5.3%	5.4%	5.4%	5.5%	5.6%	5.7%	6.0%	6.1%





UWF Board of Trustees Meeting
Academic & Student Affairs Committee
June 16, 2005

Issue: Board of Governor's Accountability Measures –
UWF Targets for 2012-2013

Proposed Action: Approval

Background Information: The BOG Strategic Planning Committee and DCU Staff have been developing accountability measures related to the four SUS Strategic Planning Goals. There are seven measures, as follows:

Measure One:	Graduation Rates
Measure Two:	Degrees Awarded
Measure Three:	Baccalaureate Degrees Awarded in Targeted Areas
Measure Four:	Minority Baccalaureate Production
Measure Five:	Licensure Pass Rates
Measure Six:	Academic Learning Compacts
Measure Seven:	World-Class Academic and Research Programs

The universities have been requested to set targets for 2012-2013 for four of the Measures: One, Four, Five, and Seven.

Attached is a worksheet demonstrating the four Accountability Measures and recommended UWF targets for 2012-2013. The UWF Cabinet and Staff set these targets based on historical background information and on anticipated activities over the next several years. Please approve these targets for submission to the BOG.

Supporting Documentation: BOG Accountability Measures – UWF Targets for 2012-2013

Prepared by: Jerry Norris (850) 474-2211 jnorris@uwf.edu

Measure One: Graduation Rates

	Cohort by Entering Year (Full-time students)										
	Performance Index	Peer Average	US Average (1997-2001)	1995-1999 Cohort	1996-2000 Cohort	1997-2001 Cohort	1998-2002 Cohort	1999-2003 Cohort	2000-2004 Cohort	2003-2007 Target	2009-2013 Target
Four-Year for FTIC	20%	14%	34%	19%	23%	16%	21%	20%	18%	19%	23%
Six-Year for FTIC	38%	44%	56%	35%	38%	37%	40%	39%	41%	42%	44%
AA-Transfer Two-Year	38%			37%	37%	34%	41%	41%	39%	40%	41%
AA-Transfer Four-Year	68%			67%	64%	70%	66%	72%	75%	72%	75%

Measure Two: Degrees Awarded (To be based on degree/enrollment plans)

Measure Three: Baccalaureate Degree Production in Targeted Areas (To be based on degree/enrollment plans)

Measure Four: Minority Baccalaureate Production

<u>Baccalaureate Degrees</u>	Performance Index	Peer Average	US Average	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2006-2007 Target	2012-2013 Target
Total Under-Represented Minority	12%			11%	10%	13%	13%	12%	13%	13.5%	14.0%
Black, Non-Hispanic	8%			7%	6%	8%	9%	8%	8%	8.0%	8.0%
Hispanic	3%			3%	4%	3%	3%	3%	3%	3.5%	4.0%

Measure Five: Licensure Pass Rate

	Performance Index	Florida Average (2003-2004)	US Average (2003-2004)	2002-2003	2003-2004					2006-2007 Target	2012-2013 Target
Nursing (NCLEX)		83%	87%	N/A	N/A						85%
Teacher Certification	93%			90%	89%	95%	98%			100%	100%

Measure Six: Academic Learning Compacts (To be determined)

Measure Seven: World-class Academic and Research Programs

	Performance Index	Peer Average	US Average	FY 1999-2000	FY 2001-2002	FY 2002-2003				FY 2006-2007 Target	FY 2012-2013 Target
Patents per 1,000 full-time tenure and tenure-earning faculty										0	1
Research Expenditures			US Average (FY 2001-2002)	FY 1997-1998	FY 1999-2000	FY 2001-2002	FY 2002-2003	FY 2003-2004		FY 2006-2007 Target	FY 2012-2013 Target
Total Academic R&D Expenditures per full-time, tenure and tenure-earning faculty (in thousands)	\$ 36	\$ 80	\$ 131	\$ 27	\$ 36	\$ 45				27	36
Federally Financed R&D Expenditures per full-time tenure and tenure-earning faculty (in thousands)	\$ 24	\$ 49	\$ 70	\$ 18	\$ 26	\$ 28				18	24

Data used in calculations

Total Academic R&D (Actual Dollars)				\$4,294	\$6,248	\$8,652					
Total Academic R&D (Deflated Dollars)				\$4,451	\$6,248	\$8,324					
Federally Financed R&D Expenditures (Actual Dollars)				\$2,806	\$4,521	\$5,315					
Federally Financed R&D Expenditures (Deflated Dollars)				\$2,909	\$4,521	\$5,114					
Faculty				Fall 1997	Fall 1999	Fall 2001					

Full-time, Tenure and Tenure-earning

166

173

184

UWF Comments

UWF six year average = 20%. UWF will strive to accomplish its highest performance of 23% by 2012-2013, exceeding the performance index.

UWF six year average = 38%. UWF will strive to accomplish its Peer Avg of 44% by 2012-2013, exceeding its performance index.

UWF six year average = 38%. UWF will strive to accomplish its highest year % at 41% through 2012-2013, exceeding its performance index.

UWF six year average = 69%. UWF will strive to maintain its highest year of 75% through 2012-2013, exceeding its performance index.

UWF anticipates a near steady-state in Black enrollment, and a slight increase in Hispanic Enrollment, meeting or exceeding its performance index.

UWF will set this target just above the Florida average until we get more experience with this new program and until a performance index has been established.

The BOG requires UWF to set this one at 100%. UWF will strive to accomplish 100%, and surely will exceed its performance index.

To accomplish one patent per 1,000 faculty will mean that UWF will have to accomplish 5 patents in year 2012-2013 (1000/189). That will be a stretch, but UWF will do its best to accomplish this target, expecting that the actual number will be rounded up to the whole number.

UWF's Research Expenditures will be reduced by about 40% as a result of the transfer of IHMC to FIHMC. However, UWF will strive to rebuild the research base and accomplish its Performance Index by year 2012-2013.

UWF's Research Expenditures will be reduced by about 40% as a result of the transfer of IHMC to FIHMC. However, UWF will strive to rebuild the research base and accomplish its Performance Index by year 2012-2013.

Agenda Informational Item 1

UWF Board of Trustees
Academic & Student Affairs Committee
June 16, 2005

Issue: Delegate tenure

Proposed action: Informational

Background information: At the last Board meeting, the Board requested follow-up on whether the Board could delegate to the President the authority to approve tenure. In short, the Board may not. Pursuant to Florida Administrative Code rule **6C-5.940 Tenure and Permanent Status**, a Board of Governor's rule. The pertinent part follows: *(1) Faculty tenure shall be administered consistent with the following provisions:*

(i) The recommendation of an employee for tenure shall signify that the Chief Administrative Officer is satisfied the employee will continue to make significant professional contributions to the University and the academic community. Upon recommendation by the Chief Administrative Officer and approval by the Board, tenure shall be awarded.

(j) With sufficient justification, tenure may also be recommended by the Chief Administrative Officer and approved by the Board at the time of initial appointment or prior to the sixth year of tenure-earning service.

Note, under the Rule, the President, as Chief Administrative Officer, acts as the person recommending tenure and signifying that he/she is satisfied with the qualifications of the individuals, and the Board of Governors (BOG) then must approve that recommendation. When the boards of trustees (BOTs) replaced the BOG as the employer, that duty to approve the tenure was devolved from the BOG to the BOTs. The BOT cannot delegate this authority to the President, as the President would then be both making the recommendation and approving his own recommendation. The UWF Board of Trustees, in its role as the employer, should be approving the recommendation.

Supporting documentation: None

Prepared by: Gina DeJulio (850) 474-3420 rdeiulio@uwf.edu

Agenda Informational Item 2

UWF Board of Trustees
Academic & Student Affairs Committee
June 16, 2005

Issue: Academic Affairs Goals—Follow-up Reports

Proposed action: Information on Faculty Recruitment and Retirement

Background information: The Provost will provide periodic updates on the Academic Affairs divisional goals approved by the Board of Trustees.

Supporting documentation: None

Prepared by: Sandra M. Flake (850) 474-2035 sflake@uwf.edu

AGENDA
UWF Board of Trustees
Executive Committee Meeting
New World Landing
600 S. Palafox Pensacola, Florida

Thursday, June 16, 2005

Call to Order

Chair K.C. Clark

Roll Call

Approval of Minutes

February 25, 2005

Action Items

1. Presidential Evaluation
2. Presidential Compensation
3. MOU between boards

Other Business

Adjournment

Draft MINUTES
UWF Board of Trustees
Executive Committee Meeting
February 25, 2005
UWF/OWC Campus
Fort Walton Beach, Florida

Board Chair K.C. Clark called the meeting to order at 11:30 a.m. with the following trustees in attendance.

Honor Bell
KC Clark
Dr. Lornetta Epps
Sharon Hess Herrick
Roy Smith
Dr. John Cavanaugh

Others attending:

Dr. Hal White, Executive Vice President
Regina DeJulio, General Counsel
Faye Bowers, Assistant Corporate Secretary/BOT
Michael White, ITS

Chair Clark said he had a couple of items he wanted to outline and talk about stating that we (Executive Committee) have a responsibility to John (President Cavanaugh) to prepare a performance review. He said the Executive Committee hasn't given a performance review in a while and suggested that the Board get direction from the Association of Governing Boards for Trusteeship prior to evaluating the President in the fall of 2005. Clark further said that AGB may suggest polling certain individuals. Chair Clark said he would like to go from start to finish within 90 days. Trustee Roy Smith suggested hiring a consultant and Clark responded saying that AGB is a consultant and might recommend hiring a consultant to conduct the evaluation. Clark said the Executive Committee must first talk about the process of evaluation. At that time Clark asked if the President had any comments. The President did not. Executive Vice President Hal White said that some universities have a mid-term evaluation, which AGB may suggest, and noted that AGB will be of great assistance to the UWF BOT. Clark suggested listening to AGB and move toward finalization of evaluation.

Chair Clark asked for comments/direction on the adopted Board Development Plan. President Cavanaugh responded saying the BOT needs to have a function of the nominating committee taken over by the Executive Committee because there weren't enough trustees, in addition to every so many years the BOT needs to look at trustees. The Governance committee has been absorbed by Executive Committee which will guide the full BOT regarding nominations. Cavanaugh said internally, the executive committee must look to the Board Development Plan relative to what our board needs to do as internal evaluations, which are typically done every 5 years. Chair Clark suggested that

the executive committee follow AGB's guidance. Trustee Smith said we need a plan in place and cultivation of prospective trustees to consider. Dr. Cavanaugh said the university actually had someone to fill Travis Bowden's vacancy, but that person was appointed to another board. Chair Clark said trustee Smith is right, that we should have an active list of individuals and that this is critical. Clark further said the BOT should involve such prospects and include them as we can, and it might behoove us to appoint someone to another board prior to appointment to BOT. Vice Chair Honor Bell mentioned rotating someone off this BOT to the FIHMC Board. Chair Clark said let's not drop the institutional knowledge those people have gained. Vice Chair Bell said we might rotate someone off the BOT to serve on another board. Trustee Smith mentioned the BOG vacancy created by Pam Bilbrey's resignation. President Cavanaugh said vacancies have been appointed to the BOG already. Clark said that Orlando received 2 BOG appointments.

Chair Clark said the new bylaws would permit the Executive Committee to have conference calls to make any necessary decisions in lieu of having to call full BOT meetings,. By focusing on using the Executive Committee through conference calls, the BOT will see more activity. Clark said the Executive Committee has the right to take certain actions and it is easier to get a quorum than the full BOT as was experienced today.

Chair Clark, regarding prospective trustees, said that Executive Committee should begin funneling names in and start some conversations to develop future trustees. President Cavanaugh said keep in mind the BOT can use other boards like the Foundation and Alumni as a place to review prospective trustees' involvement and commitment to specific boards.

Vice Chair Honor asked if there was some way to get guidelines. President Cavanaugh said the basic guidelines are geographic, diversity desire and interest in the university.

Hess Herrick said that time is another factor and that orientation for new members is critical. She said she would like the Finance Committee to spend time understanding the financial aspect of the university.

Dr, Cavanaugh said to keep in mind that we are changing BOT meeting times, and committees will meet in the mornings and the full BOT in the afternoons. Dr, Hal White said AGB's coming in and Kim Spear and staff's informational CD will be of great advantage to the BOT. White said that AGB recommended a trusteeship committee, today we substituted the executive committee because we are a small board.

Clark said we need to have a BOT self-evaluation with Hess Herrick suggesting it be anonymous. President Cavanaugh said since we are going to a more mature level of board maybe give it a year with the new bylaws. Hess Herrick asked if the committees have by-laws. General Counsel said the Finance Committee has a charter and that a copy would be available to the BOT.

Clark followed saying that he told the General Counsel that the trustee resource manual she prepared for him would be of benefit to the other trustees. Having the CD/manual handy and the newly revised bylaws means this would be a good time to revise the reference manual.

Hess Herrick asked about shredding individual documentation saying she is reluctant to dispose of anything. "Is this something that I can put in office trash?" Ms. DeJulio suggested the trustees' box it and send it to the Office of the General Counsel for shredding and specifics can be kept in file for retention with two years or more, or if it was just materials provided to all trustees (like the meeting binders) they could just shred them, as the BOT office will maintain a copy. Anything unusual and specific might be kept permanently in a file.

Clark asked for further items, if not the meeting is adjourned at 11:30 a.m. for the unveiling and raising of the UWF flag on the FWB Campus.

Respectfully submitted,

Faye H. Bowers

DRAFT

UWF Board of Trustees Meeting

June 16, 2005

Issue: Campaign Feasibility Study Report and Resolution

Proposed action: Discuss and Adopt

Background information: During the spring of 2005, a campaign feasibility study was conducted on behalf of UWF through the UWF Foundation by the consulting firm of Bentz, Whaley Flessner. The purpose of the study was to assess UWF's readiness for a major fundraising effort. On June 2, 2005 the results of the study were presented to the UWF Foundation Board of Directors and the university's vice presidents and deans. At that meeting, the UWF Foundation Board of Directors approved a resolution to recommend moving forward with a campaign in a way that is sensitive to the impact of Hurricane Ivan, and asked that the Board of Trustees consider a companion resolution. Following a brief summary of the results of the campaign feasibility study by Vice President Van Galen, the Board of Trustees will be asked to consider the attached resolution.

Supporting documentation: Proposed Resolution

Prepared by: Dean Van Galen, 474-3306, dvangalen@uwf.edu

Proposed Resolution:

Upon the recommendation of President John C. Cavanaugh and the UWF Foundation Board of Directors, the University of West Florida Board of Trustees lends its enthusiastic support to beginning in earnest a fundraising campaign that will assist UWF in reaching the next level of excellence. It is understood that the nucleus phase of the campaign will be conducted over the next 18 months in a way that is sensitive to the impact of Hurricane Ivan on the region. The public phase of the campaign will begin in 2007 at which time a formal campaign goal will be established and announced. Furthermore, the Board of Trustees requests that a campaign case statement, including a list of key projects, be presented to the Board later in 2005.

Agenda Action Item 2

**UWF Board of Trustees
June 16, 2005**

Issue: Tenure

Proposed action: Approve tenure as condition of employment **for new faculty and academic administrators.**

Background information: The candidates listed below have been nominated for tenure as a condition of employment by their respective faculties and their names are submitted for approval by the Board

Supporting documentation:

	Tenure Nominees		
	DEPARTMENT	GENDER	RACE
CAS			
Houghton, Charles	Theatre	M	W
Marrero, Kyle	Music	M	H
Yeager, Robert	English	M	W
COPS			
Kramer, Thomas	Graduate Education	M	W
Smykla, John	Criminal Justice and Legal Studies	M	W
Chu, Don	Health, Leisure & Exercise Science	M	A-A

Prepared by: Sandra Flake (850) 474-2035 sflake@uwf.edu

UWF Board of Trustees Meeting
June 16, 2005

Issue: Resolution in recognition of distinguished service

Proposed action: Adopt

Background information: Dr. Pat Wentz has served the BOT as Faculty Senate President for the 2003-05 years. This is an opportunity to recognize and commend her for going above and beyond to serve the students, staff and faculty of UWF.

Supporting documentation: Resolution 2005 - 2

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

In Recognition and Profound Appreciation of Distinguished Service

Dr. Pat Wentz

WHEREAS, Dr. Pat Wentz has served as a member of the University of West Florida Board of Trustees since July, 2003 dutifully on the Academic & Student Affairs Committee, and

WHEREAS, Dr. Pat Wentz serves lovingly as a wife, mother, grandmother, friend, co-worker, teacher and mentor for countless individuals, and

WHEREAS, Dr. Pat Wentz holds a B.S. Degree in English and Social Studies and a M.A. Degree in Guidance & Counseling from East Carolina University; and a Philosophy of Doctorate in Educational Psychology from Texas A & M University, home of the 'Fighting Aggies', and

WHEREAS, Dr. Pat Wentz will continue to better the environment for the students, staff and UWF faculty, and

WHEREAS, Dr. Pat Wentz has faithfully served and continues as professor of Educational Leadership in the UWF College of Professional Studies Division of Graduate Studies, and,

WHEREAS, Dr. Pat Wentz serves as the Director of the Florida Office for the Southern Association of Colleges & Schools Commission on Secondary and Middle Schools, and,

NOW, THEREFORE, BE IT RESOLVED, that the University of West Florida Board of Trustees at its regular meeting on the 16th day of June, 2005 does hereby recognize and commend Dr. Pat Wentz for her unending 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 Dr. Pat Wentz as a token of the Board's appreciation and sincere thanks.

Mr. K.C. Clark, Chair
UWF Board of Trustees

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

UWF Board of Trustees
June 16, 2005

Issue: Revise 2005-06 meeting schedule

Proposed action: Approve

Background information:

To be in conjunction with UWF Day at the Capitol on March 8, 2006, it is desired that the March BOT meeting date be rescheduled to March 7, 2006.

Supporting documentation: Revised Calendar Below

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

Friday	September 9, 2005 8:30 a.m.	Conference Center
Friday	December 9, 2005 8:30 a.m.	Conference Center
Tuesday	*March 7, 2006 8:30 a.m.	FWB Campus
Thursday	May 4, 2006 8:30 a.m.	Conference Center
Friday	May 5, 2006 8:30 a.m.	Conference Center Joint Strategic Planning

Other events in conjunction with the above are listed below:

Saturday	December 10, 2005 9:00 a.m.	Commencement Pensacola Civic Center
Wednesday	*March 8, 2006	UWF Day Capitol/Tallahassee
Saturday	May 6, 2006 9:00 a.m.	Commencement Pensacola Civic Center

UWF Board of Trustees Meeting

June 16, 2005

Issue: State Designation of Maritime Park

Proposed action: Informational

Background information: Upon assuming the presidency of UWF in July, 2002, the president was made aware by the Board of Trustees and the local Pensacola community that community outreach and a downtown presence was a priority. Since that time UWF's presence and integration in the community and especially downtown has strengthened. Some advancements include academic programs in the downtown historic district; a presidential residence downtown; strengthened activities at the UWF Small Business Development Center; and greater involvement with community organizations, the local school system, and Pensacola Junior College.

Over the course of this time, as historic preservation and archeology became stronger presences in downtown Pensacola; three other events coalesced to lead to what is currently known as the "Maritime Park" proposal. First, retired Admiral Jack Fetterman came to the university and requested support and perhaps ultimate partnership in the development of a signature maritime museum somewhere on the waterfront in downtown Pensacola. Such a museum would fit well with the other museum operations of the Historic Village, would showcase our maritime heritage, would provide laboratory space for programs such as marine archeology and would advance downtown development by becoming an educational and tourist magnet for the downtown. University officials, including the president and the executive vice president, appeared in front of City Council in support of such an idea, in concept, well over a year ago.

Meanwhile, the university became temporary host to the minor league baseball team, the Pensacola Pelicans, owned by Quint Studer, president of the Studer Group. The intention was for this partnership to be a segue for minor league baseball to become a feature of recreational opportunities in Pensacola while permanent arrangements were sought. At the same time, the City of Pensacola was having difficulty developing a significant piece of waterfront property in downtown Pensacola immediately adjacent to City Hall. The continued vacancy of the property represented a blight and lost revenue to the city.

With this as backdrop, Admiral Fetterman, Mr. Studer, and President Cavanaugh met and agreed on an innovative new proposal for the vacant property formerly known as "Trillium." That innovation was a mixed-use maritime park, with public spaces, parkland, and the maritime museum, a convertible recreational facility that could double as a minor league baseball park, a conference center for continuing education activities, and mixed commercial activities in a pedestrian or "village-like" atmosphere. Famed

urban planner Ray Gindroz was brought in to conduct focus groups with Pensacola citizens in order to configure the idea in a way best-suited to accomplish public purposes and to achieve public support. Admiral Fetterman would raise the money for the maritime museum, which would be owned and operated by UWF, thus making it eligible for Courtelis matching funds. Mr. Studer would contribute \$2 million of his own funds, and the university would move some elements of some academic, conference and continuing education activities into the conference center and maritime museum. If the city approves, ground could be broken by summer of 2006, and the development could be a reality by 2008.

Supporting documentation:

Prepared by:

Hal White (850) 474 2200 hwhite@uwf.edu

Kim Spear (850) 474 2200 kspear@uwf.edu

UWF Board of Trustees Meeting

June 16, 2005

Issue: Volunteer UWF!

Proposed action: Informational

Background information: Volunteer UWF! was founded as a Student Affairs Department in June, 2004 to replace the CLOVE office. It includes UWF's Service Learning, Community Service and Volunteerism, Field Study, Community Work Study and Alternative Spring Break programs.

Supporting documentation: Volunteer UWF! Brochure

Prepared by: Amanda Kay Crowell (850) 474-3115 acrowell@uwf.edu)

Volunteer UWF!

The Service Connection Between University Students and the Outside World...

Volunteer UWF! Mission

To engage and empower the university community by serving both the needs of the university students and the outside world, providing service and learning opportunities that encourage civic engagement.

Volunteer UWF! Programs

Community Service and Volunteerism

- ★ For individuals or student groups
- ★ Recurring opportunities or one-time events are available with local nonprofit agencies

Service-Learning

- ★ A service experience for an individual or a group that is tied directly to an academic course that includes other content
- ★ The project should accomplish course objectives and include reflection
- ★ Volunteer UWF! connects UWF faculty and their course learning objectives with specific community needs

Alternative Spring Break

- ★ New Student-led program in 2003-2004!
- ★ First trip to Morehead, KY and second to Pipestem, WV to build a homes in Appalachia for a families in need

Community Work Study

- ★ Leadership Opportunity for Federal Work Study students to work with local nonprofits and serve as liaisons between UWF and the local organization.
- ★ Provides free support staff to our community partners and great experiences to our students

Field Study

- ★ A stand-alone course in a student's field-of-study that is unpaid, independent and with a nonprofit or government agency for 1, 2, or 3 credit hours

UWF Quality Enhancement Plan

Creating communities of learners through active learning and student engagement – We do that!



Service Statistics (Fall 2003-Summer 2004)

	# of Students	# of Service Hours
Volunteer Service	912	21,101
Academic Service	431	31,800
Totals	1,343	52,901

JasonQuest

- ★ JasonQuest is a free service that can be accessed through our website by registered students and alumni 24 hours a day, 7 days a week, which houses all current service opportunities.
- ★ All service hours should be recorded on a Volunteer UWF! Timesheet, and must be turned in to Volunteer UWF! by the Monday of dead-week for each semester. When a student turns in over 20 service hours in a semester the hours are reflected on the student's academic transcript.



Volunteer UWF! 11000 University Pkwy. Building 19 Pensacola, FL 32514

Web: <http://uwf.edu/volunteer> Phone: (850) 474-3114 Fax: (850) 473-7255 E-Mail: volunteer@uwf.edu