AGENDA

THE UNIVERSITY OF WEST FLORIDA

BOARD OF TRUSTEES MEETING

June 15, 2016
9:00 a.m.

UWF Conference Center
11000 University Parkway, Building 22, Pensacola, Florida 32514

APPROVAL OF MINUTES BY COMMITTEES

Audit and Compliance Committee:
• Approve Minutes of May 19, 2016

Dick Baker, Chair

Finance, Facilities & Operations Committee:
• Approve Minutes of May 19, 2016

Mort O’Sullivan, Chair

Academic Affairs Committee:
• Approve Minutes of May 19, 2016

Bentina Terry, Chair

Student Affairs Committee:
• Approve Minutes of May 19, 2016

Jay Patel, Chair
FULL BOARD

1. Call to Order and Chair’s Remarks  
   Lewis Bear, Jr.

2. President’s Report  
   Dr. Judy Bense

3. Recognitions  
   Lewis Bear, Jr.
   Dr. Martha Saunders
   Dr. Kevin Bailey

4. Approval of Minutes  
   - March 24, 2016 Board of Trustees Meeting  
   - March 28, 2016 Board of Trustees Emergency Executive Committee Meeting

5. Committee Reports  
   - Audit and Compliance Committee – Dick Baker, Chair  
   - Finance, Facilities and Operations Committee – Mort O’Sullivan, Chair  
   - Academic Affairs Committee – Bentina Terry, Chair  
   - Student Affairs Committee – Jay Patel, Chair

6. Public Comment

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

   B. Approval of Internal Auditing PCard Audit Reports Quarter 3 (January 2016 – March 2016)
   C. Approval of Internal Auditing Report Issued: Housing Safety & Security
   D. Approval of Internal Audit Work Plan 2016/17 and 2017/18
   E. Approval of Scenic Hills Lease for Purposes of UWF BOT Real Property Policy
   F. Approval of Amendment to UWF REG 4.008 Tuition and Fees, Fines and Penalties
   G. Approval of Amendment to UWF REG 5.001 Parking and Registration
   I. Rescind Online Material and Supply Fee for Biology
   J. Approval of Acceptance of Historic Building Housing the Pensacola Museum of Art
   K. Tenure Approval
   L. Approval of Requests to Offer Three New Degree Programs for Fall 2016 Implementation: Master of Science in GIS Administration; Master of Healthcare Administration; Master of Science in Information Technology
   M. Approval of Revision to UWF REG 3.010 Student Code of Conduct
8. Action Items

1. Approval of Amendment of UWF Board of Trustees Bylaws
2. Approval of Revisions to Business Enterprises, Incorporated Bylaws
3. Approval of 2016 University Work Plan
4. Approval of Estimated Fiscal Year 2016-2017 Operating Budget
5. Approval of Legislative Budget Requests
6. Approval of Resolutions in Recognition of Service

9. Informational Items

1. Presidential Search Update
2. UWF Emerging Preeminence Program Update
3. Graduation Plan and Student Success Campaign
4. Football Program Update

Other Business

Concluding Remarks and Adjournment

Other Activities and Upcoming Events

- **TONIGHT, June 15**th @ 5:30 p.m. – UWF Boards Appreciation Social & Dinner, Conference Center
- **August 15, 2016** – *UWF Presidential Search: Application Deadline*
- **August 17, 2016 @ 9:00 a.m.** - UWF BOT Committee Meetings, UWF Conference Center
- **September 12, 13, 14, 2016, Times TBD** – *UWF Presidential Search: On-Campus Interviews*
- **September 15, 2016, Time TBD** – *UWF Presidential Search: Special UWF BOT Meeting to select new President, UWF Alumni Room, Bldg. 12*
- **September 30, 2016 @ 9:00 a.m** - UWF BOT Meeting, UWF Conference Center
- **November 18, 2016 @ 9:00 a.m** – UWF BOT Committee Meetings, UWF Conference Center
- **December 8, 2016 @ 9:00 a.m** – UWF BOT Meeting, UWF Conference Center
- **December 8, 2016 @ 5:30 p.m** – UWF Boards Holiday Reception, Location TBD
- **December 10, 2016 @ 10:00 a.m. & 2:00 p.m.** - UWF Fall Commencement, Pensacola Bay Center
**Issue:** Amendment to UWF BOT Bylaws to reflect changes relating to HB 7029

**Proposed action:** Approve amendment of UWF BOT Bylaws to reflect changes relating to House Bill 7029

**Background information:** HB 7029, effective July 1, 2016, added additional requirements to Section 1001.71, F.S., which presently sets forth details of membership of University boards of trustees. Most of these new provisions were already included in BOG Reg. 1.001, and many of the provisions already appeared in the UWF BOT Bylaws. Since the legislature has decided to highlight these provisions by adding them to the statutes, General Counsel has suggested adding specific language to the Board’s Bylaws to address each new provision added to Section 1001.71.

Revision to the UWF BOT Bylaws must be approved by the Executive Committee and the Full Board.

**Recommendation:** The Executive Committee has recommended that the Board consider amendment of the Board Bylaws in substantially the form attached hereto.

**Implementation Plan:** The amended bylaws will be effective upon approval by the full Board.

**Fiscal Implications:** None.

**Supporting documents:**
- Proposed amended Bylaws.
- HB 7029.

**Prepared by:** Patricia Lott, General Counsel, plott@uwf.edu, 850-474-3419.

**Facilitator/Presenter:** Patricia Lott, General Counsel, plott@uwf.edu, 850-474-3419.
ARTICLE I
ORGANIZATION

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

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

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

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

Powers and Duties of Officers
The officers of the Board of Trustees are the chair, vice-chair, executive officer and corporate secretary. The chair and vice-chair shall be selected from the members appointed by the Governor or the Board of Governors by the Board of Trustees at its first regular meeting after January 7, 2003 and shall serve for a two-year term to begin immediately upon selection. Thereafter, the Board of Trustees shall select the chair and vice-chair at the last regularly scheduled meeting of the calendar year for a two-year term to begin January 1. The chair and vice-chair shall be eligible for reselection for one consecutive term, after which they may not be an officer for two years before being eligible for selection again. Notwithstanding the
previous provision, however, the chair may be selected for additional consecutive terms upon a two thirds vote of the Board of Trustees.

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

Chair/vice chair

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

The **chair shall notify the Governor or the Board of Governors, as applicable, in writing whenever a Board member has three consecutive unexcused absences from regular Board meetings in any fiscal year, which may be grounds for removal by the Governor or the Board of Governors, as applicable.**

The vice-chair shall act as chair during the absence or disability of the chair.

Executive Officer/Corporate Secretary

The university president, as executive officer and corporate secretary, shall be responsible to the Board for all operations of the university and for setting the agenda for meetings of the Board in consultation with the chair.

As executive officer, the university president shall serve as the principle liaison officer and official contact between the Board and the faculty, staff and students of the university. The university president shall exercise such powers as are appropriate to his/her position in promoting, supporting and protecting the interests of the university and in managing and directing its affairs. The university president may issue directives and executive orders not in contravention of existing Board policies. The university president shall be responsible for all educational, financial, business and administrative functions of the university consistent with the policies established by the Board and shall exercise such other powers, duties and responsibilities as are delegated or assigned by the Board of Trustees, the Board of Governors and Florida statute.

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

ARTICLE II
MEETINGS

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

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

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

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

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

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

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

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

Voting - A majority vote of the full Board is required for appointing and removing the president. On all other matters, a majority of voting members is required for approval. A trustee may abstain from voting only under those circumstances proscribed by law. Voting by proxy or by mail shall not be permitted.

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

Agenda

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

Minutes

Minutes of the meetings of the Board of Trustees shall keep, and within two weeks after a meeting, post prominently on the University’s website detailed meeting minutes for all meetings, including the vote history and attendance of each trustee. The be kept by the corporate secretary or designee, who shall cause the minutes to be printed and preserved and who shall transmit copies to the members of the Board of Trustees and to other places where deemed appropriate. All lengthy reports shall be

2016 legislation/UBOT Bylaws-Bylaws 05.05.16
referred to in the minutes and shall be kept on file as part of the university records, but such reports need not be incorporated in the minutes except when so ordered by the Board of Trustees.

**ARTICLE III**

**COMMITTEES**

Trustees appointed to committees shall serve at the pleasure of the Board chair.

The Executive Committee shall have a minimum of six (6) members, 5 of whom shall be voting trustees, and one of whom shall be the president of the university, who shall be ex-officio without vote and not counted as part of a quorum for the purpose of transacting business. The chair and vice chair of the Board of Trustees, and the chairs of the standing committees of the Board shall also serve. The Board chair may appoint one additional trustee to serve at-large on the Executive Committee.

The purpose of the Executive Committee is twofold: to conserve time, it shall serve at the pleasure of the Board as the Board’s agent in helping the president to address routine business between regular Board meetings; and it shall assist the chair and the university president in their joint responsibility to help the Board to function effectively and efficiently by suggesting Board meeting agenda items and periodically assessing the quality of committee work. The Executive Committee shall have authority to act for the Board of trustees on all matters except for the following, which shall be reserved for the Board: presidential selection and termination; trustee and Board officer selection; changes in institutional mission and purposes; changes to the bylaws; incurring of corporate indebtedness; and adoption of the annual budget. These bylaws or other Board policy may reserve other powers for the Board of Trustees.

The Executive Committee shall meet as often as necessary to conduct its business as determined by the chair and university president, and it shall ensure that minutes are taken and promptly distributed to all trustees for subsequent ratification by the Board of trustees at its next regular meeting.

The Board of Trustees may establish such other committees as deemed necessary for the orderly conduct of the business of the Board. The chair may serve as an ex-officio member of any committee so established.

A majority of voting trustee committee members shall constitute a quorum.

**ARTICLE IV**

**AMENDMENT OR SUSPENSION OF BYLAWS**

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

ARTICLE V
APPEARANCES BEFORE THE BOARD

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

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

The Board will permit individuals to address the Board as required by Board policy and Florida law.

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

ARTICLE VI
CODE OF ETHICS

Code of Ethics - Conflict of Interest

Trustees stand in a fiduciary relationship to the University. Therefore, Trustees shall act in good faith with due regard for the interests of the University and shall be guided by the provisions set forth in Florida law for the conduct of public officers. The Board shall adopt a written ethics policy that will be reviewed periodically and revised as necessary.

ARTICLE VII
MISCELLANEOUS PROVISIONS

Indemnification

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

2016 legislation/UBOT Bylaws-Bylaws 05.05.16
Fiscal Year
The fiscal year of the Board shall commence on July 1 of each year and end on June 30.

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

Corporate Seal
The corporation shall have a seal on which shall be inscribed “The University of West Florida Board of Trustees.”

Adopted Revision 2/25/05.
Adopted Revision 9/18/09
Adopted Revision 12/09/11
Adopted Revision
AUTHORITY.—The Board of Governors is encouraged to identify and
grant all reasonable, feasible authority and flexibility to
ensure that each designated preeminent state research
university and each designated emerging preeminent state
research university is free from unnecessary restrictions.

Section 11. Subsections (4) and (5) are added to section
1001.71, Florida Statutes, to read:

1001.71 University boards of trustees; membership.—
(4) Each university board of trustees shall select its
chair and vice chair from the appointed members. Each chair
shall serve for 2 years and may be reselected for one additional
consecutive 2-year term, except that, for each additional
consecutive term beyond two terms, by a two-thirds vote, the
board of trustees may reselect the chair for additional
consecutive 2-year terms. The chair shall preside at all
meetings of the board of trustees and may call special meetings
of the board. The chair shall also attest to actions of the
board of trustees. The chair shall notify the Governor or the
Board of Governors, as applicable, in writing whenever a board
member has three consecutive unexcused absences from regular
board meetings in any fiscal year, which may be grounds for
removal by the Governor or the Board of Governors, as
applicable.

(5) Each university board of trustees shall keep and,
within 2 weeks after a board meeting, post prominently on the
university's website detailed meeting minutes for all meetings,
including the vote history and attendance of each trustee. The Board of Governors shall adopt regulations to implement this subsection.

Section 12. Section 1001.92, Florida Statutes, is amended to read:

1001.92 State University System Performance-Based Incentive.—

(1) A State University System Performance-Based Incentive shall be awarded to state universities using performance-based metrics adopted by the Board of Governors of the State University System. The performance-based metrics must include graduation rates, retention rates, postgraduation education rates, degree production, affordability, postgraduation employment and salaries, including wage thresholds that reflect the added value of a baccalaureate degree; access and other metrics approved by the board in a formally noticed meeting. The board shall adopt benchmarks to evaluate each state university's performance on the metrics to measure the state university's achievement of institutional excellence or need for improvement and minimum requirements for eligibility to receive performance funding.

(2) Each fiscal year, the amount of funds available for allocation to the state universities based on the performance-based funding model metrics shall consist of the state's investment in appropriation for performance funding, including increases in base funding.
UWF Board of Trustees Meeting
Full Board Meeting
June 15, 2016

Issue/Agenda Recommendation: BEI Bylaws Revision

Proposed Action: Approve revision to BEI Bylaws to reflect addition of Student Government Representative to BEI Board.

Recommendation:

- Approve, the attached revision to the BEI Bylaws to reflect the addition of a Student Government Representative to the BEI Board and to make conforming language changes.
- The attached revision also clarifies that the CEO of BEI may execute documents pursuant to delegations from the Chair or the Board.
- The BEI Board approved these changes at its meeting April 25, 2016 subject to approval of the Board.

Background information:

- Last year, the BEI Board approved having the President of the Student Government Association or his or her designee sit on the Board of Directors of BEI in order to obtain the benefits of direct student feedback and ideas with respect to BEI activities. In addition, having a student sit on the BEI Board increases the outflow of information to the student body, in order to engender student support which is critical to the success of any BEI venture.
- The attached revision to the BEI Bylaws formalizes the BEI action with respect to the student seat.

Fiscal Implications: None.

Supporting documents: Revised Bylaws

Prepared by: Patricia Lott, General Counsel, 850-474-3420, plott@uwf.edu

Facilitator/Presenter: Patricia Lott, General Counsel, 850-474-3420, plott@uwf.edu
BYLAWS

OF

UWF BUSINESS ENTERPRISES, INC.
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ARTICLE 1 – NAME

The name of the Corporation shall be UWF Business Enterprises, Inc., a Florida not for profit corporation (the "Corporation"). The Corporation shall maintain a registered office in the State of Florida and a registered agent at such office and may have other offices within or without the state.

ARTICLE 2 – MEMBERS

The Corporation shall have no Members.

ARTICLE 3 - BOARD OF DIRECTORS

SECTION 3.1 General Powers. The business, property, affairs and funds of the Corporation shall be managed, supervised and controlled by its Board of Directors subject only to applicable law and the limitations contained in the Articles of Incorporation of the Corporation and these Bylaws and the powers and duties reserved to The University of West Florida Board of Trustees (the "Board of Trustees") and the President of the University of West Florida (the "University") or his or her designee in regards to this Corporation. The Board of Directors shall have the authority to adopt policy for the Corporation, consistent with the Articles of Incorporation of the Corporation and these Bylaws.

The goals of the Corporation are:

- To support the teaching and learning mission of the University;
- To enhance support for research, scholarly and community service activities of faculty, students and staff through project and resource development that optimizes financial growth;
• To deliver high quality and affordable products and services to the campus community;
• To raise and manage private resources supporting the mission and priorities of the University as determined by the President and the Board of Trustees of the University;
• To develop revenue streams to provide opportunities for students and a margin of institutional excellence unavailable with present resources;
• To assist the University in managing auxiliary services, grants administration, and land and facilities development through joint ventures or partnerships with the University and the wider community; and
• To acquire and develop property and facilities for highest and best use to serve the needs of the University.

SECTION 3.2  Reserved Powers.  The President of the University or his or her designee shall have the following specific powers and duties with regard to this Corporation:

(a) To monitor and control the use of the University’s resources by this Corporation;
(b) To control the use of the University name by this Corporation;
(c) To monitor compliance of this Corporation with federal and state laws;
(d) To recommend an annual budget to the Board of Directors of this Corporation; and
(e) To review and approve quarterly expenditure plans of this Corporation.

SECTION 3.3  Number. The Board of Directors of the Corporation shall consist of eightseven directors.

SECTION 3.4  Appointment of Directors and Tenure. The directors of the Corporation shall be appointed in the following manner:

(1) One director shall be appointed by the Chair of the Board of Trustees;
(2) One director shall be the President of the University or his or her designee;
(3) One director shall be appointed by the President of the University (in addition to (2) above);
(4) Two directors shall be appointed by the Vice President for the Division of Finance and AdministrationBusiness, Finance and Facilities of the University; and
(5) Two additional directors shall be elected by the then current members of the Board of Directors.

(6) One director (the “SGA Director”) shall be the President of the UWF Student Government Association or his or her designee. The SGA Director position shall be ex-officio and non-voting.

(6) The Chief Executive Officer of the Corporation and the Vice President for the Division of Finance and Administration shall serve as staff to the Board (non-voting).

Terms of office of the members of the Board of Directors, other than those members serving by virtue of their positions with the University, shall be four years in length. Notwithstanding the foregoing, two members of the Board of Directors appointed in November, 2011, shall serve an initial term of six years. A director shall not be eligible to serve more than two consecutive terms. A director who has served two terms consecutively may be reappointed or re-elected to the Board of Directors after the expiration of one year following the end of his or her last previous term and will have the status of a new member. Only full 4-year (or 6-year, as applicable) terms will be counted toward term limits. In the event that a vacancy is filled before the expiration of a term, the remainder of that term shall not count against the term limits imposed by these Bylaws. Notwithstanding the foregoing, the President of the University or his or her designee described in (2) above, shall serve until the earlier of his or her resignation, removal from office or inability to serve.

A vacancy on the Board of Directors with respect to elected members may be filled by a vote of the remaining directors at their sole and absolute discretion. However, the Chair of the Board of Trustees, Vice President for the Division of Finance and Administration, and the President of the University shall designate replacements for the directors appointed by them. If a director is appointed to fill an expiring term before the end of the term of their predecessor, such director shall serve for the remainder of the term of the director being replaced. If no director is appointed to fill an expiring term before the end of such term, he or she shall continue to serve with the full emoluments of such position until his or her replacement is appointed and agrees to serve.

SECTION 3.5 Removal of Directors. A director may resign at any time by submitting a written resignation to the Chairperson. Any director may be removed from the Board of Directors at any time with or without cause by a vote of the majority of the full Board of Directors (not less than four of the current seven Directors) or by the University President.
SECTION 3.6 Conflicts and Duality of Interest. No contract or other transaction between the Corporation and one or more of its directors or any other corporation, firm, association or entity in which one or more of its directors are directors or officers or are financially interested shall be entered into unless such contract or transaction complies with the requirements of Part III of Chapter 112.313, Florida Statutes, and other applicable law.

SECTION 3.7 Conflict of Interest Policy. The Board of Directors shall adopt and keep in full force and effect a substantial conflict of interest policy for its directors and principal officers in accordance with rules and regulations of the Internal Revenue Service applicable to tax exempt organizations.

SECTION 3.8 Meetings. An annual meeting of the Board of Directors shall be held within the State of Florida. Regular meetings of the Board of Directors may be held at such time and place as from time to time shall be determined by the Chairperson of the Board. Special meetings of the Board of Directors may be called by the Chairperson of the Board. Meetings of the Board are open to the public and all official acts will be taken at public meetings, unless exempt from such requirements pursuant to law, following such notice as may be required by law. Unless waived, written notice of the time and place of special meetings of the Board of Directors shall be given to each director either by personal delivery or by mail, facsimile, telegram, or email, or other electronic messages at least three days before the meeting. At all meetings of the Board of Directors, the presence of a majority of the total number of directors shall be necessary and sufficient to constitute a quorum for the transaction of business. Unless otherwise required by the Articles of Incorporation, these Bylaws or Florida Statutes, the act of a majority of the directors present shall be the act of the Board of Directors. In the absence of a quorum, a majority of the directors present may adjourn the meeting from time to time until a quorum shall be present for the transaction of business.

SECTION 3.9 Meetings By Communications Media. The Board may use telephone conference calls and other communications media technology to conduct Board business in the same manner as if the proceeding were held in person. The notice of any meeting conducted by means of communication media technology will state where and how members of the public may gain access to the meeting.

ARTICLE 4 – OFFICERS
SECTION 4.1 Officers. The officers of this Corporation shall be a Chairperson, a Vice Chairperson, a Secretary, a Treasurer and such other officers as may be determined by the Board of Directors. Only members of the Board of Directors of the Corporation may be appointed or elected as an officer of the Corporation pursuant to this Article 4. All officers shall have such authority and perform such duties as described below:

(1) Chairperson. The Chairperson shall preside at all meetings of the Board of Directors and shall do and perform such other duties as may be assigned by the Board of Directors. The Chairperson is authorized to execute, in the name of UWF Business Enterprises, Inc., with the Secretary attesting, all certificates, contracts, leases, deeds, notes and other documents or legal instruments.

(2) Vice Chairperson. The Vice Chairperson is authorized to do all things and exercise all such powers as shall be necessary in the absence of the Chairperson, and shall also do and perform such duties as may be assigned by the Board of Directors.

(3) Secretary. The Secretary shall keep full and accurate minutes for all meetings of the Board of Directors. He or she shall transmit all notices required by these Bylaws as may be amended. He or she may sign documents with the Chairperson in the name of the Corporation. The Secretary shall have charge of all official records of the Corporation that shall be at all reasonable times open to examination of any director, and shall in general perform all duties incident to management of the office of Secretary for the Board of Directors.

(4) Treasurer. The Treasurer shall present financial reports of the Corporation to the Board of Directors at each regular meeting of the Board of Directors and at such other times as the Board of Directors may determine. He or she shall ascertain that a full and accurate account is made of all monies received and paid out on accounts administered by the Corporation, and shall in general perform all duties incident to management of the Office of Treasurer for the Board of Directors. He or she shall present the annual audited financial statements of the corporation to the Board.

SECTION 4.2 Appointment and Term of Office of Officers. The Officers of the Corporation shall be elected as necessary by the Board of Directors at regularly noticed meeting. Each officer shall serve terms of two years, each commencing immediately following their election or appointment. Officers may serve no more than two consecutive terms, but are eligible to serve additional non-consecutive terms.

SECTION 4.3 Removal. Any officer may be removed with or without cause by a vote of the majority of the full Board of Directors (not less than four of the current seven
Directors) whenever in its judgment the best interests of the Corporation would be served or by the University President.

SECTION 4.4 Vacancies. A vacancy in any office may be filled by the Board of Directors.

SECTION 4.5 Chief Executive Officer. Initially, the Vice President for Administrative Services of the University shall serve as Chief Executive Officer of the Corporation. The subsequent selection of another Chief Executive Officer will be made by the University President in accordance with Florida law and University policy after consultation with the Board. The Chief Executive Officer may serve with or without compensation, as determined by the President of the University. The Chief Executive Officer shall be responsible for the general, day-to-day management of the affairs of the Corporation, and execute documents or legal instruments pursuant to delegations from the Chair or the Board. He or she shall exercise such authority to accept gifts, collect revenues and make expenditures as he or she deems necessary. The Chief Executive Officer may be removed at any time by the President of the University after consultation with the Board. The Chief Executive Officer shall report to the President of the University or a designated staff member reporting directly to the President. The annual evaluation of the Chief Executive Officer shall be performed by the President of the University or his/her designated staff member and shall incorporate input from the Board.

ARTICLE 5 – COMMITTEES

SECTION 5.1 Creation of Committees. The Board of Directors may, by resolution passed by a majority of the full Board of Directors (not less than four of the current seven Directors), designate such committees as shall seem to it to be necessary and appropriate for the orderly conduct of the business of the Corporation, to consist of one or more of the directors of the Corporation. Such committees shall have such functions and may exercise the powers of the Board of Directors as can be lawfully delegated and to the extent provided in the resolution or resolutions creating such committee or committees. If an executive committee or committee serving a comparable function is created, the President of the University or designee shall serve on such committee.

SECTION 5.2 Meetings of Committees. Meetings of committees may be held following reasonable public notice at such time and at such place as shall from time to time be determined by such committee.
SECTION 5.3 Minutes of Committees. The committees shall keep regular minutes of their proceedings and report the same to the Board of Directors when required.

ARTICLE 6 – INDEMNIFICATION

The Corporation shall indemnify each director, officer, employee and agent of the Corporation, and may indemnify any other person to the full extent permitted by the Florida Not For Profit Corporation Act and other applicable laws. The rights conferred by this Section 6.1 shall not be exclusive of any other right that any director, officer, employee, agent or other person may have or hereafter acquire under the Florida Not For Profit Corporation Act, any other statute or agreement, pursuant to a vote of disinterested directors, or otherwise. No repeal or modification of this Section 6.1 shall limit the rights of any director, officer, employee, or agent to indemnification with respect to any action or omission occurring prior to such repeal or modification.

ARTICLE 7 – AMENDMENT

These Bylaws may be amended by the vote of a majority of the full Board of Directors of this Corporation (not less than four of the current seven voting Directors), but such amendments shall be approved by the Board of Trustees of the University—as may be required by Florida law or University regulation or policy.

ARTICLE 8 – QUARTERLY EXPENDITURE PLANS

This Corporation shall prepare and submit to the President of the University or his or her designee, no later than the first day of each quarter of the Corporation's fiscal year, a quarterly expenditure plan that delineates planned actions that would cause a commitment of University resources or represent a significant commitment of the resources of this Corporation, including:

(a) Major fundraising events and campaigns and their purpose;
(b) Compensation and benefits to University employees and employees of the Corporation;
(e) Capital projects, including land acquisition, construction, renovation or repair; and
(d) Other major commitments of the resources of this Corporation.
ARTICLE 9 - FISCAL YEAR AND FINANCIAL AUDITS

SECTION 9.1 Fiscal Year. The fiscal year of the Corporation shall be the period ending on June 30 of each year.

SECTION 9.2 Financial Audits.
After the close of each fiscal year, the Corporation shall cause a financial audit of its accounts and records to be conducted by an Independent certified public accountant if required by Section 1004.28, Florida Statutes, as amended or supplemented, or other applicable provisions of law, and in accordance with any applicable rules promulgated by the Auditor General of the State of Florida pursuant to Section 11.45, Florida Statutes, as amended or supplemented, or other applicable provisions of law. The Corporation shall provide any copies of its audit reports, together with its federal Application for Recognition of Exception (form 1023) and its Form 990, Return of Organization Exempt from Federal Income Tax, to such persons as may be required by applicable laws of the State of Florida. Notwithstanding anything herein to the contrary, the identity of donors who desire to remain anonymous shall be protected, and that anonymity shall be maintained in the audit reports so produced, to the full extent permitted by the provisions of applicable Florida law.

ARTICLE 10 – EMPLOYEES

Any person employed by the Corporation shall not be considered an employee of the State of Florida or an employee of the University solely by virtue of his or her employment by the Corporation. The Corporation shall provide equal employment opportunities to all persons regardless of race, color, religion, gender, age or national origin.

ARTICLE 11 - PARLIAMENTARY RULES

The most recent edition of "Roberts Rules of Order" shall be followed in conducting the meetings of the Board of Directors, unless otherwise provided in these bylaws.
UWF Board of Trustees Meeting
Full Board Meeting
June 15, 2016

Issue/Agenda Recommendation: 2016-2017 Update to the University of West Florida Work Plan

Proposed Action: Approve for Submission to the Board of Governors

Background Information: In response to Board of Governors Regulation 2.002, the University of West Florida (UWF) Board of Trustees is required to submit annual updates to the University Work Plan for consideration by the Board of Governors. The work plan is designed to “outline the university’s top priorities, strategic directions, and specific actions and financial plans for achieving those priorities, as well as performance expectations and outcomes on institution and system-wide goals.” The Board of Governors has indicated that each university’s work plan should “reflect the institution’s distinctive mission and focus on core institutional strengths within the context of State University System goals and regional and statewide needs.”

Similar to previous updates, the 2016-2017 Update to the UWF Work Plan is organized around three concepts: (1) academic quality, (2) operational efficiency, and (3) return on investment. The update includes information related to strategy (mission, vision, strengths and opportunities, and key initiatives and investments), key performance indicators, and operations (fiscal information, enrollment planning, and academic program coordination). The update also includes information regarding UWF’s performance on ten performance-based funding metrics, as well as related goals for the coming years. Key components of the plan will be presented at the Board of Governors meeting scheduled for June 21-23, 2016 at the University of Central Florida, Orlando.

Implementation Plan: The work plan focuses primarily on UWF priorities, key initiatives and investments, and targets for select metrics for the next three years, with statutorily required enrollment estimates for five years.

Fiscal Implications: The University demonstrates in the work plan that appropriate resources are directed to support institutional priorities. Ten metrics are directly related to performance based funding for the university. UWF has not included a request for tuition differential for 2016-2017 in the Update to the University Work Plan.

Supporting documents: 2016-17 Update to the UWF Work Plan

Prepared by: Dr. Michael White, Director of Institutional Effectiveness
(850) 473-7234, mwhite@uwf.edu

Facilitator/Presenter: Dr. Michael White, Director of Institutional Effectiveness
INTRODUCTION

The State University System of Florida has developed three tools that aid in guiding the System’s future.

1) The Board of Governors’ 2025 System Strategic Plan is driven by goals and associated metrics that stake out where the System is headed;

2) The Board’s Annual Accountability Report provides yearly tracking for how the System is progressing toward its goals;

3) Institutional Work Plans connect the two and create an opportunity for greater dialogue relative to how each institution contributes to the System’s overall vision.

These three documents assist the Board with strategic planning and with setting short-, mid- and long-term goals. The Board will use these documents to help advocate for all System institutions and foster even greater coordination with the institutions and their Boards of Trustees.

Longer-term goals will inform future agendas of the Board’s Strategic Planning Committee. The Board’s acceptance of a work plan does not constitute approval of any particular component, nor does it supersede any necessary approval processes that may be required for each component.
TABLE OF CONTENTS

1. STRATEGY
   a. Mission Statement
   b. Vision Statement
   c. Statement of Strategy
   d. Strengths and Opportunities
   e. Key Initiatives & Investments

2. PERFORMANCE BASED FUNDING METRICS

3. PREEMINENT RESEARCH UNIVERSITY METRICS

4. KEY PERFORMANCE INDICATORS
   a. Teaching & Learning
   b. Scholarship, Research and Innovation
   c. Institution Specific Goals

5. ENROLLMENT PLANNING

6. ACADEMIC PROGRAM COORDINATION

7. STUDENT DEBT & NET COST

8. UNIVERSITY REVENUES

9. TUITION, FEES AND HOUSING PROJECTIONS

10. DEFINITIONS
**MISSION STATEMENT**  *(What is your purpose?)*

The University of West Florida (UWF) is a public university based in Northwest Florida with multiple instructional sites and a strong virtual presence. UWF's mission is to provide students with access to high-quality, relevant, and affordable undergraduate and graduate learning experiences; to transmit, apply, and discover knowledge through teaching, scholarship, research, and public service; and to engage in community partnerships that respond to mutual concerns and opportunities and that advance the economy and quality of life in the region.

UWF is committed to planning and investing strategically to enhance student access and educational attainment; to build on existing strengths and develop distinctive academic and research programs and services that respond to identified regional and state needs; and to support highly qualified faculty and staff who engage students in rigorous, high-impact, student-oriented learning experiences that enhance personal and professional development and empower alumni to contribute responsibly and creatively to a complex 21st Century global society.

**VISION STATEMENT**  *(What do you aspire to?)*

The University of West Florida aspires to be widely recognized as a model of excellence and relevance, sought out as a distinctive intellectual and cultural center, valued as an engaged community partner.

**STATEMENT OF STRATEGY**  *(How will you get there?)*

*Given your mission, vision, strengths and available resources, provide a brief description of your market and your strategy for addressing and leading it.*

Using its multiple instructional sites and strong virtual presence, UWF delivers a range of high-quality baccalaureate and master’s programs, as well as targeted doctoral offerings, that are responsive to regional and state needs. UWF will manage growth strategically and will target recruitment efforts to incorporate an appropriate balance of first-time-in-college, transfer, and graduate students; residential and commuter students; traditional and older adults; military personnel and veterans; and students from diverse racial, ethnic, educational, cultural, and socioeconomic backgrounds.
STRENGTHS AND OPPORTUNITIES (within 3 years)

What are your core capabilities, opportunities and challenges for improvement?

2017 marks the University of West Florida’s 50th anniversary. Over the last half century, UWF has evolved from a small upper division institution into a vibrant, distinctive, Doctoral Research University. In 2015, UWF was awarded the Carnegie Community Engagement Classification.

UWF’s fifth president, Dr. Judith A. Bense, will retire at the end of 2016. To ensure a smooth leadership transition, the UWF Board of Trustees, the Presidential Search Committee, and search firm Greenwood Asher are in the process of narrowing the field of potential candidates with a plan to have the new president in place by fall of 2016.

UWF will focus on strategic priorities associated with improving performance on key indicators and increasing the University’s visibility and reputation.

Actions taken to improve performance on key indicators include:

- The consolidation of Advising, Retention, and Tutoring as well as General Education into University College. University College is dedicated to seeing all incoming students through to graduation.

- UWF’s Quality Enhancement Plan, Communication for Professional Success, represents UWF’s commitment to improve learning and the learning environment through an intentional effort to enhance students’ communication skills and professional readiness.

- In March of 2016, UWF announced its first named college – the Hal Marcus College of Science and Engineering (HMCSE). With a mission to provide innovative programs of excellence in education, research, and public and professional service at both the undergraduate and graduate levels, HMCSE promotes the production of highly competitive graduates as judged by the highest academic standards in the fields of science, technology, engineering, and mathematics (STEM).

KEY INITIATIVES & INVESTMENTS (within 3 years)

Describe your top three key initiatives for the next three years that will drive improvement in Academic Quality, Operational Efficiency, and Return on Investment.

1. UWF will contribute to statewide economic development through innovative programming in STEM and by creating new academic degree programs to address shortages in critical, high-skill, high-wage areas of strategic emphasis.

2. UWF will invest in focused initiatives and high-impact practices (HIPs) that improve student engagement, learning, retention, and subsequent job placement and professional success in the global marketplace.

3. UWF will launch seven new degree programs beginning fall 2016 focusing on areas of strategic emphasis and STEM.
### PERFORMANCE BASED FUNDING METRICS

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<tr>
<td><strong>Percent of Bachelor’s Graduates Enrolled or Employed ($25,000+) within the U.S. One Year After Graduation</strong></td>
<td>57.7% 2012-13</td>
<td>60.5% 2013-14</td>
<td>66% 2014-15</td>
<td>68% 2015-16</td>
<td>69% 2016-17</td>
<td>70% 2017-18</td>
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<td><strong>Median Wages of Bachelor’s Graduates Employed Full-time in Florida One-Year After Graduation</strong></td>
<td>$32,900 2012-13</td>
<td>$34,900 2013-14</td>
<td>$34,000 2014-15</td>
<td>$34,500 2015-16</td>
<td>$35,000 2016-17</td>
<td>$35,000 2017-18</td>
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<td><strong>Cost per Bachelor’s Degree Costs to the University</strong></td>
<td>$31,660 2010-14</td>
<td>$31,830 2011-15</td>
<td>$33,000 2012-16</td>
<td>$33,000 2013-17</td>
<td>$33,000 2014-18</td>
<td>$32,500 2015-19</td>
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<tr>
<td><strong>FTIC 6 year Graduation Rate for full- and part-time students</strong></td>
<td>50.5% 2008-14</td>
<td>46.7% 2009-15</td>
<td>51% 2010-16</td>
<td>53% 2011-17</td>
<td>55% 2012-18</td>
<td>57% 2013-19</td>
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<td><strong>Academic Progress Rate FTIC 2 year Retention Rate with GPA&gt;2</strong></td>
<td>64.6% 2013-14</td>
<td>64.3% 2014-15</td>
<td>67% 2015-16</td>
<td>70% 2016-17</td>
<td>73% 2017-18</td>
<td>76% 2018-19</td>
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<td><strong>Bachelor’s Degrees Awarded Within Programs of Strategic Emphasis</strong></td>
<td>50.1% 2013-14</td>
<td>51.1% 2014-15</td>
<td>51% 2015-16</td>
<td>51% 2016-17</td>
<td>52% 2017-18</td>
<td>53% 2018-19</td>
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<td><strong>University Access Rate Percent of Fall Undergraduates with a Pell grant</strong></td>
<td>40.5% Fall 2013</td>
<td>40.6% Fall 2014</td>
<td>41% Fall 2015</td>
<td>41% Fall 2016</td>
<td>41% Fall 2017</td>
<td>41% Fall 2018</td>
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<td><strong>Graduate Degrees Awarded Within Programs of Strategic Emphasis</strong></td>
<td>46.6% 2013-14</td>
<td>38.8% 2014-15</td>
<td>43.8% 2015-16</td>
<td>48% 2016-17</td>
<td>51% 2017-18</td>
<td>56% 2018-19</td>
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<td><strong>BOG METRIC: Percent of Bachelor’s Degrees Without Excess Hours</strong></td>
<td>72.8% 2013-14</td>
<td>75.8% 2014-15</td>
<td>80% 2015-16</td>
<td>80% 2016-17</td>
<td>80% 2017-18</td>
<td>80% 2018-19</td>
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<td><strong>UBOT METRIC: Percent of Adult (Aged 25+) Undergraduates Enrolled</strong></td>
<td>32.0% Fall 2013</td>
<td>30.9% Fall 2014</td>
<td>32% Fall 2015</td>
<td>32% Fall 2016</td>
<td>33% Fall 2017</td>
<td>34% Fall 2018</td>
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Note: Metrics are defined in appendix. For more information about the PBF model visit: [http://www.flbog.edu/about/budget/performance_funding.php](http://www.flbog.edu/about/budget/performance_funding.php).
### Teaching & Learning Metrics (from 2025 System Strategic Plan that are not included in PBF or Preeminence)

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<td>Fall 2014</td>
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<th>4. Time to Degree Mean Years for FTICs in 120hr programs</th>
<th>2013-14</th>
<th>2014-15</th>
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<td>4.7</td>
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<td>1,924</td>
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<th>IMPROVING METRICS</th>
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<th>8 of 10</th>
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KEY PERFORMANCE INDICATORS (continued)

Institution Specific Goals (optional)
To further distinguish the university’s distinctive mission, the university may choose to provide additional narrative and metric goals that are based on the university’s own strategic plan.

Goal 1. Improve student engagement and participation in “high-impact” learning experiences as measured on the National Survey of Student Engagement (NSSE).

PLEASE NOTE: The structure and categories of subsections in the NSSE changed in 2013. Therefore, current results cannot be compared to those from earlier administrations. 2013 scores will be used for establishing the new baseline. The NSSE is administered every three years.

Goal 2. Build a vibrant culture of scholarship and research that aligns with UWF’s strengths and capacities and supports UWF’s mission, vision, and values.

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<td>Number of Enrolled Undergraduates Who Were 25 of Older (Fall)</td>
<td>3,188 (Fall 2014)</td>
<td>3,281 (Fall 2015)</td>
<td>3,279</td>
<td>3,480</td>
<td>3,549</td>
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<tr>
<td>Seek and/or Maintain Carnegie’s Community Engagement Classification (narrative goal)</td>
<td>Achieved</td>
<td>UWF completed documentation and submitted the application to Carnegie on April 15, 2014. The University was awarded Carnegie’s Community Engagement Classification in January 2015.</td>
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NSSE Results (mean scores) on select “Engagement Indicators” subsections for seniors (Number of 10 subsections showing improvement over prior year) | NA | Academic Challenge
Higher Order Learning: 42
Reflective and Integrative Learning: 39
Learning Strategies: 44
Quantitative Reasoning: 30
Learning with Peers
Collaborative Learning: 30
Discussions with Diverse Others: 44
Experiences with Faculty
Student-Faculty Interaction: 22
Effective Teaching Practices: 41
Campus Environment
Quality of Interactions: 44
Supportive Environment: 33

Improve Mean Scores on 5 or More Engagement Indicators

**NSSE Results (participation rates) on select “High-Impact Practices” subsections for seniors (Number of 6 subsections showing improvement over prior year)**

<table>
<thead>
<tr>
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<th>2015 ACTUAL</th>
<th>2016 ACTUAL</th>
<th>Participation in High-Impact Practices</th>
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<tr>
<td></td>
<td></td>
<td>NA</td>
<td>Learning Community: 19%</td>
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<td>Service-Learning: 54%</td>
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<td>Research with Faculty: 16%</td>
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<td>Internship or Field Experience: 42%</td>
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<td>Study Abroad: 5%</td>
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<td>Culminating Senior Experience: 29%</td>
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**Total Expenditures from Sponsored Research and Contracts and Grants**

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<td>$31M</td>
<td>$30M Estimate</td>
<td>$32M</td>
<td>$37M</td>
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**Number of Active Grants**

<p>| | | | | | | |</p>
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<td>116</td>
<td>130</td>
<td>140</td>
<td>154</td>
<td>169</td>
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Note: Awards and Expenditures are based on the National Science Foundation’s annual Survey of R&D Expenditures at Universities and Colleges (data include Science & Engineering and non-Science & Engineering awards). Technology Transfer data are based on the Association of University Technology Managers Annual Licensing Survey (AUTM).
ENROLLMENT PLANNING

Planned Headcount Enrollment by Student Type (for all students at all campuses)

<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>UNDERGRADUATE</td>
<td></td>
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<tr>
<td>FTIC</td>
<td>4,931</td>
<td>4,882</td>
<td>4,866</td>
<td>4,851</td>
<td>4,861</td>
<td>4,806</td>
<td>4,744</td>
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<td>AA Transfers¹</td>
<td>2,574</td>
<td>2,343</td>
<td>2,213</td>
<td>2,333</td>
<td>2,439</td>
<td>2,560</td>
<td>2,636</td>
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<tr>
<td>Other²</td>
<td>2,250</td>
<td>2,465</td>
<td>2,708</td>
<td>2,777</td>
<td>2,860</td>
<td>2,946</td>
<td>3,034</td>
</tr>
<tr>
<td>Subtotal</td>
<td>9,755</td>
<td>9,690</td>
<td>9,787</td>
<td>9,961</td>
<td>10,160</td>
<td>10,312</td>
<td>10,414</td>
</tr>
<tr>
<td>GRADUATE³</td>
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<tr>
<td>Master’s</td>
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<td>2,020</td>
<td>2,026</td>
<td>2,198</td>
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<td>Research Doctoral</td>
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<td>158</td>
<td>251</td>
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<td>0</td>
<td>0</td>
<td>0</td>
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<td>0</td>
</tr>
<tr>
<td>Subtotal</td>
<td>1,990</td>
<td>2,178</td>
<td>2,277</td>
<td>2,360</td>
<td>2,438</td>
<td>2,500</td>
<td>2,562</td>
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<td>H.S. Dual Enrolled</td>
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<td>36</td>
<td>50</td>
<td>51</td>
<td>54</td>
<td>56</td>
<td>58</td>
</tr>
<tr>
<td>Other⁴</td>
<td>826</td>
<td>723</td>
<td>694</td>
<td>710</td>
<td>710</td>
<td>710</td>
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<tr>
<td>Subtotal</td>
<td>862</td>
<td>759</td>
<td>744</td>
<td>761</td>
<td>764</td>
<td>766</td>
<td>768</td>
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<tr>
<td>TOTAL</td>
<td>12,607</td>
<td>12,627</td>
<td>12,808</td>
<td>13,082</td>
<td>13,362</td>
<td>13,578</td>
<td>13,744</td>
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</tbody>
</table>

Notes: This table reports the number of students enrolled at the university by student type categories. The determination for undergraduate, graduate and unclassified is based on the institutional class level values. Unclassified refers to a student who has not yet been formally admitted into a degree program but is enrolled. The student type for undergraduates is based on the Type of Student at Time of Most Recent Admission. The student type for graduates is based on the degree that is sought and the student CIP code. (1) Includes AA Transfers from the Florida College System. (2) Undergraduate – Other includes Post-Baccalaureates who are seeking a degree. (3) Includes Medical students. (4) Unclassified – Other includes Post-Baccalaureates who are not seeking a degree.

Planned FTE Enrollment by Method of Instruction (for all students at all campuses)

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>UNDERGRADUATE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Distance (80-100%)</td>
<td>2,581</td>
<td>2,544</td>
<td>2,434</td>
<td>2,399</td>
<td>2,287</td>
<td>2,184</td>
<td>2,089</td>
</tr>
<tr>
<td>Hybrid (50-79%)</td>
<td>1,095</td>
<td>1,308</td>
<td>250</td>
<td>259</td>
<td>259</td>
<td>260</td>
<td>261</td>
</tr>
<tr>
<td>Traditional (0-50%)</td>
<td>5,134</td>
<td>4,736</td>
<td>5,833</td>
<td>5,907</td>
<td>6,024</td>
<td>6,133</td>
<td>6,236</td>
</tr>
<tr>
<td>Subtotal</td>
<td>8,810</td>
<td>8,588</td>
<td>8,516</td>
<td>8,565</td>
<td>8,570</td>
<td>8,577</td>
<td>8,586</td>
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<tr>
<td>GRADUATE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Distance (80-100%)</td>
<td>905</td>
<td>1,059</td>
<td>1,136</td>
<td>1,204</td>
<td>1,229</td>
<td>1,256</td>
<td>1,287</td>
</tr>
<tr>
<td>Hybrid (50-79%)</td>
<td>119</td>
<td>98</td>
<td>50</td>
<td>50</td>
<td>48</td>
<td>47</td>
<td>46</td>
</tr>
<tr>
<td>Traditional (0-50%)</td>
<td>407</td>
<td>393</td>
<td>447</td>
<td>434</td>
<td>424</td>
<td>417</td>
<td>413</td>
</tr>
<tr>
<td>Subtotal</td>
<td>1,430</td>
<td>1,550</td>
<td>1,633</td>
<td>1,688</td>
<td>1,701</td>
<td>1,720</td>
<td>1,746</td>
</tr>
</tbody>
</table>

Note: Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). Hybrid is a course where 50% to 79% of the instruction is delivered using some form of technology, when the student and instructor are separated by time or space, or both (per SUDS data element 2052). Traditional refers to primarily face to face instruction utilizing some form of technology for delivery of supplemental course materials for no more than 49% of instruction (per SUDS data element 2052).
### ENROLLMENT PLANNING (continued)

#### Planned FTE Enrollment Plan by Student Level

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td><strong>STATE FUNDABLE</strong></td>
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<tr>
<td><strong>RESIDENT</strong></td>
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<td></td>
<td></td>
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<tr>
<td>LOWER</td>
<td>2,950</td>
<td>2,957</td>
<td>2,957</td>
<td>2,957</td>
<td>2,956</td>
<td>2,956</td>
<td>2,956</td>
<td>2,956</td>
<td>0%</td>
</tr>
<tr>
<td>UPPER</td>
<td>4,199</td>
<td>4,249</td>
<td>4,199</td>
<td>4,149</td>
<td>4,100</td>
<td>4,051</td>
<td>4,003</td>
<td>3,956</td>
<td>-1%</td>
</tr>
<tr>
<td>GRAD I</td>
<td>719</td>
<td>699</td>
<td>666</td>
<td>634</td>
<td>604</td>
<td>576</td>
<td>548</td>
<td>522</td>
<td>-5%</td>
</tr>
<tr>
<td>GRAD II</td>
<td>49</td>
<td>57</td>
<td>51</td>
<td>46</td>
<td>42</td>
<td>38</td>
<td>34</td>
<td>30</td>
<td>-10%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>7,917</td>
<td>7,962</td>
<td>7,873</td>
<td>7,786</td>
<td>7,702</td>
<td>7,621</td>
<td>7,541</td>
<td>7,464</td>
<td>-1%</td>
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<td><strong>NON RESIDENT</strong></td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>LOWER</td>
<td>402</td>
<td>372</td>
<td>390</td>
<td>409</td>
<td>428</td>
<td>449</td>
<td>471</td>
<td>493</td>
<td>5%</td>
</tr>
<tr>
<td>UPPER</td>
<td>523</td>
<td>470</td>
<td>494</td>
<td>519</td>
<td>545</td>
<td>573</td>
<td>602</td>
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<tr>
<td>GRAD I</td>
<td>262</td>
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<td>258</td>
<td>267</td>
<td>276</td>
<td>285</td>
<td>295</td>
<td>305</td>
<td>3%</td>
</tr>
<tr>
<td>GRAD II</td>
<td>13</td>
<td>18</td>
<td>18</td>
<td>17</td>
<td>17</td>
<td>17</td>
<td>16</td>
<td>16</td>
<td>-2%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>1,199</td>
<td>1,110</td>
<td>1,160</td>
<td>1,212</td>
<td>1,266</td>
<td>1,324</td>
<td>1,384</td>
<td>1,446</td>
<td>5%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LOWER</td>
<td>3,351</td>
<td>3,329</td>
<td>3,347</td>
<td>3,366</td>
<td>3,384</td>
<td>3,405</td>
<td>3,427</td>
<td>3,449</td>
<td>1%</td>
</tr>
<tr>
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<td>4,721</td>
<td>4,719</td>
<td>4,693</td>
<td>4,668</td>
<td>4,645</td>
<td>4,624</td>
<td>4,605</td>
<td>4,588</td>
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<tr>
<td>GRAD I</td>
<td>982</td>
<td>949</td>
<td>924</td>
<td>901</td>
<td>880</td>
<td>861</td>
<td>843</td>
<td>827</td>
<td>-2%</td>
</tr>
<tr>
<td>GRAD II</td>
<td>61</td>
<td>75</td>
<td>69</td>
<td>63</td>
<td>59</td>
<td>55</td>
<td>50</td>
<td>46</td>
<td>-8%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>9,116</td>
<td>9,072</td>
<td>9,033</td>
<td>8,998</td>
<td>8,968</td>
<td>8,945</td>
<td>8,925</td>
<td>8,910</td>
<td>0%</td>
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<tr>
<td><strong>NOT STATE FUNDABLE</strong></td>
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<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>LOWER</td>
<td>85</td>
<td>78</td>
<td>78</td>
<td>78</td>
<td>79</td>
<td>79</td>
<td>79</td>
<td>79</td>
<td>0%</td>
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<tr>
<td>UPPER</td>
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<td>439</td>
<td>452</td>
<td>465</td>
<td>478</td>
<td>492</td>
<td>507</td>
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<td>3%</td>
</tr>
<tr>
<td>GRAD I</td>
<td>557</td>
<td>582</td>
<td>613</td>
<td>646</td>
<td>680</td>
<td>717</td>
<td>755</td>
<td>795</td>
<td>5%</td>
</tr>
<tr>
<td>GRAD II</td>
<td>33</td>
<td>82</td>
<td>95</td>
<td>110</td>
<td>127</td>
<td>147</td>
<td>170</td>
<td>197</td>
<td>16%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>1,034</td>
<td>1,181</td>
<td>1,238</td>
<td>1,299</td>
<td>1,364</td>
<td>1,435</td>
<td>1,511</td>
<td>1,592</td>
<td>4%</td>
</tr>
</tbody>
</table>

Note: Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Note*: The Planned Annual Growth Rate is a compounded rate based on the following formula: (2021-22 value divided by the 2016-17 value) to the (1/5) exponent minus one.
**ACADEMIC PROGRAM COORDINATION**

**New Programs For Consideration by University in AY 2016-17**

The S.U.S. Council of Academic Vice Presidents (CAVP) Academic Program Coordination Work Group will review these programs as part of their on-going coordination efforts. The programs listed below are based on the 2015 Work Plan list for programs under consideration for 2016-17.

<table>
<thead>
<tr>
<th>PROGRAM TITLES</th>
<th>CIP CODE 6-digit</th>
<th>AREA OF STRATEGIC EMPHASIS</th>
<th>OTHER UNIVERSITIES WITH SAME PROGRAM</th>
<th>OFFERED VIA DISTANCE LEARNING IN SYSTEM</th>
<th>PROJECTED ENROLLMENT in 5th year</th>
<th>PROPOSED DATE OF SUBMISSION TO UBOT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BACHELOR'S PROGRAMS</strong></td>
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<td></td>
</tr>
<tr>
<td>Bachelor of General Studies</td>
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<td></td>
<td>FAU</td>
<td>No</td>
<td>30</td>
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<tr>
<td>Biomedical Sciences</td>
<td>26.0102</td>
<td>STEM</td>
<td>FSU</td>
<td>No</td>
<td>297</td>
<td>2016</td>
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<tr>
<td>Mechanical Engineering</td>
<td>14.1901</td>
<td>STEM</td>
<td>FSU, FAMU, UF, UCF, USF, UNF, FIU, FAU</td>
<td>No</td>
<td>195</td>
<td>2016</td>
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<td><strong>MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS</strong></td>
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<td>GIS Administration</td>
<td>45.0702</td>
<td>STEM</td>
<td>FSU</td>
<td>Yes</td>
<td>40</td>
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<td>Social Work</td>
<td>51.1503</td>
<td>Healthcare</td>
<td>FAU, UNF</td>
<td>No</td>
<td>100</td>
<td>2016</td>
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<tr>
<td>Healthcare Administration</td>
<td>51.0701</td>
<td>Healthcare</td>
<td>FAMU, FAU, FIU, UF, UNF, USF</td>
<td>Yes</td>
<td>120</td>
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<tr>
<td>Information Technology</td>
<td>11.0103</td>
<td>STEM</td>
<td>FSU, FIU, USF, FAU</td>
<td>Yes</td>
<td>90</td>
<td>2016</td>
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</table>
New Programs For Consideration by University in 2017-19

These programs will be used in the 2017 Work Plan list for programs under consideration for 2017-18.

<table>
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<tr>
<th>PROGRAM TITLES</th>
<th>CIP CODE 6-digit</th>
<th>AREA OF STRATEGIC EMPHASIS</th>
<th>OTHER UNIVERSITIES WITH SAME PROGRAM</th>
<th>OFFERED VIA DISTANCE LEARNING IN SYSTEM</th>
<th>PROJECTED ENROLLMENT in 5th year</th>
<th>PROPOSED DATE OF SUBMISSION TO UBOT</th>
</tr>
</thead>
<tbody>
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<td><strong>BACHELOR'S PROGRAMS</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Public Health</td>
<td>51.2201</td>
<td>Healthcare</td>
<td>USF, UNF, FIU, FSU, UF</td>
<td>Yes</td>
<td>144</td>
<td>2017</td>
</tr>
<tr>
<td>Healthcare Admin</td>
<td>51.0701</td>
<td>Healthcare</td>
<td>FAU, FIU, UCF, UNF</td>
<td>Yes</td>
<td>151</td>
<td>2017</td>
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<tr>
<td>Sport Management</td>
<td>31.0504</td>
<td>-</td>
<td>FSU, UF, UNF</td>
<td>No</td>
<td>145</td>
<td>2017</td>
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<tr>
<td>Entrepreneurship/Small Business Management (BSBA)</td>
<td>52.0701</td>
<td>-</td>
<td>USF-SP</td>
<td>No</td>
<td>30</td>
<td>2017</td>
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<td>Information Security Mgt (BSBA)</td>
<td>52.1299</td>
<td>STEM</td>
<td>UF (43.0106)</td>
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<td>30</td>
<td>2017</td>
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<td>Human Resources Mgt</td>
<td>52.1001</td>
<td>Gap Analysis</td>
<td>FIU</td>
<td>Yes</td>
<td>30</td>
<td>2017</td>
</tr>
<tr>
<td>Kinesiology and Exercise Science</td>
<td>31.0505</td>
<td>STEM</td>
<td>FAU, FGCU</td>
<td>No</td>
<td>35</td>
<td>2017</td>
</tr>
<tr>
<td>Strategic Studies</td>
<td>28.0601</td>
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<td>-</td>
<td>No</td>
<td>15</td>
<td>2018</td>
</tr>
<tr>
<td>Graphic Design</td>
<td>50.0409</td>
<td>Gap Analysis</td>
<td>FAMU, UF, USF-SP</td>
<td>No</td>
<td>25</td>
<td>2019</td>
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<tr>
<td>Civil Engineering</td>
<td>14.0801</td>
<td>STEM</td>
<td>FAMU, FAU, FSU, UF, FIU, USF, UCF</td>
<td>No</td>
<td>150-200</td>
<td>2019</td>
</tr>
<tr>
<td>Materials Science</td>
<td>40.1001</td>
<td>STEM</td>
<td>-</td>
<td>No</td>
<td>100</td>
<td>2019</td>
</tr>
<tr>
<td>Aviation Science</td>
<td>49.0101</td>
<td>STEM</td>
<td>-</td>
<td>Yes</td>
<td>75</td>
<td>2019</td>
</tr>
<tr>
<td><strong>MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Informatics</td>
<td>11.0104</td>
<td>STEM</td>
<td>-</td>
<td>No</td>
<td>75</td>
<td>2017</td>
</tr>
<tr>
<td>Family Practice Nurse</td>
<td>51.3805</td>
<td>Healthcare</td>
<td>FIU</td>
<td>Yes</td>
<td>50</td>
<td>2017</td>
</tr>
<tr>
<td>Physician Assistant</td>
<td>51.0912</td>
<td>Healthcare</td>
<td>UF, FAMU</td>
<td>Yes</td>
<td>50</td>
<td>2017</td>
</tr>
<tr>
<td>Human Resources Management</td>
<td>52.1001</td>
<td>Gap Analysis</td>
<td>FIU</td>
<td>Yes</td>
<td>50</td>
<td>2017</td>
</tr>
<tr>
<td>Public Administration (MPA)</td>
<td>44.0401</td>
<td>-</td>
<td>FAU, FGCU, FIU, FSU, UCF, UNF, USF-T</td>
<td>Yes</td>
<td>125</td>
<td>2018</td>
</tr>
<tr>
<td>Athletic Training</td>
<td>51.0913</td>
<td>Healthcare</td>
<td>FIU, USF-T</td>
<td>No</td>
<td>50</td>
<td>2019</td>
</tr>
<tr>
<td>Engineering</td>
<td>14.0101</td>
<td>STEM</td>
<td>FPU, USF-T</td>
<td>Yes</td>
<td>30-50</td>
<td>2019</td>
</tr>
<tr>
<td>Mental Health Counseling</td>
<td>51.1508</td>
<td>Healthcare</td>
<td>UF, UNF</td>
<td>No</td>
<td>30</td>
<td>2019</td>
</tr>
<tr>
<td>Epidemiology</td>
<td>26.1309</td>
<td>STEM</td>
<td>UF</td>
<td>Yes</td>
<td>50</td>
<td>2019</td>
</tr>
<tr>
<td>Environmental Health</td>
<td>51.2202</td>
<td>Healthcare</td>
<td>UF</td>
<td>Yes</td>
<td>100</td>
<td>2019</td>
</tr>
<tr>
<td><strong>DOCTORAL PROGRAMS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructional Technology (EdD)</td>
<td>13.0501</td>
<td>STEM</td>
<td>FSU</td>
<td>Yes</td>
<td>50</td>
<td>2018</td>
</tr>
<tr>
<td>Organizational Leadership (DPS)</td>
<td>52.0206</td>
<td>-</td>
<td>-</td>
<td>Yes</td>
<td>100</td>
<td>2018</td>
</tr>
<tr>
<td>Nursing Practice (DNP)</td>
<td>51.3818</td>
<td>Healthcare</td>
<td>FAU, FGCU, FIU, FSU, UCF, UF, UNF, USF</td>
<td>Yes</td>
<td>10-12</td>
<td>2018</td>
</tr>
<tr>
<td>Intelligent Systems &amp; Robotics (PhD)</td>
<td>11.0102</td>
<td>STEM</td>
<td>-</td>
<td>No</td>
<td>25</td>
<td>2018</td>
</tr>
<tr>
<td>Public Health (PhD)</td>
<td>51.2201</td>
<td>Healthcare</td>
<td>FAMU, FIU, UF, USF-T</td>
<td>Yes</td>
<td>30</td>
<td>2019</td>
</tr>
</tbody>
</table>
STUDENT DEBT & NET COST

Student Debt Summary

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent of Bachelor’s Recipients with Debt</td>
<td>48%</td>
<td>52%</td>
<td>55%</td>
<td>56%</td>
<td>56%</td>
</tr>
<tr>
<td>Average Amount of Debt for Bachelor’s who have graduated with debt</td>
<td>$17,510</td>
<td>$18,900</td>
<td>$20,020</td>
<td>$21,020</td>
<td>$22,695</td>
</tr>
</tbody>
</table>

NSLDS Cohort Year

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Loan Cohort Default Rate (3rd Year)</td>
<td>7.3%</td>
<td>10.6%</td>
<td>9.7%</td>
<td>7.5%</td>
<td>7.2%</td>
</tr>
</tbody>
</table>

Cost of Attendance (for Full-Time Undergraduate Florida Residents in the Fall and Spring of 2015-16)

<table>
<thead>
<tr>
<th></th>
<th>TUITION &amp; FEES</th>
<th>BOOKS &amp; SUPPLIES</th>
<th>ROOM &amp; BOARD</th>
<th>TRANSPORTATION</th>
<th>OTHER EXPENSES</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>ON-CAMPUS</td>
<td>$6,356</td>
<td>$1,200</td>
<td>$9,912</td>
<td>$1,100</td>
<td>$2,600</td>
<td>$21,168</td>
</tr>
<tr>
<td>AT HOME</td>
<td>$6,356</td>
<td>$1,200</td>
<td>$3,760</td>
<td>$1,800</td>
<td>$2,300</td>
<td>$15,416</td>
</tr>
</tbody>
</table>

Estimated Net Cost by Family Income (for Full-Time Undergraduate Florida Residents in the Fall and Spring of 2015-16)

<table>
<thead>
<tr>
<th>FAMILY INCOME GROUPS</th>
<th>FULL-TIME RESIDENT UNDERGRADUATES HEADCOUNT</th>
<th>PERCENT</th>
<th>AVG. NET COST OF ATTENDANCE</th>
<th>AVG. NET TUITION &amp; FEES</th>
<th>AVG. GIFT AID AMOUNT</th>
<th>AVG. LOAN AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below $40,000</td>
<td>1,758</td>
<td>35.77%</td>
<td>$13,349</td>
<td>($1,726)</td>
<td>$7,304</td>
<td>$4,679</td>
</tr>
<tr>
<td>$40,000-$59,999</td>
<td>527</td>
<td>10.72%</td>
<td>$15,025</td>
<td>$654</td>
<td>$4,965</td>
<td>$4,328</td>
</tr>
<tr>
<td>$60,000-$79,999</td>
<td>421</td>
<td>8.57%</td>
<td>$17,295</td>
<td>$3,119</td>
<td>$2,497</td>
<td>$4,369</td>
</tr>
<tr>
<td>$80,000-$99,999</td>
<td>375</td>
<td>7.63%</td>
<td>$17,535</td>
<td>$3,717</td>
<td>$1,863</td>
<td>$4,315</td>
</tr>
<tr>
<td>$100,000 Above</td>
<td>916</td>
<td>18.64%</td>
<td>$18,254</td>
<td>$4,150</td>
<td>$1,535</td>
<td>$3,866</td>
</tr>
<tr>
<td>Not Reported</td>
<td>918</td>
<td>18.68%</td>
<td>n/a</td>
<td>$4,497</td>
<td>$1,109</td>
<td>$164</td>
</tr>
<tr>
<td>TOTAL</td>
<td>4,915</td>
<td>100%</td>
<td>AVERAGE $15,502*</td>
<td>$1,617</td>
<td>$3,994</td>
<td>$3,592</td>
</tr>
</tbody>
</table>

Notes: This data only represents Fall and Spring financial aid data and is accurate as of March 31, 2016. Please note that small changes to Spring 2015 awards are possible before the data is finalized. Family Income Groups are based on the Total Family Income (including untaxed income) as reported on student FAFSA records. Full-time Students is a headcount based on at least 24 credit hours during Fall and Spring terms. Average Gift Aid includes all grants and scholarships from Federal, State, University and other private sources administered by the Financial Aid Office. Student waivers are also included in the Gift Aid amount. Gift Aid does not include the parental contribution towards EFC. Net Cost of Attendance is the actual average of the total Costs of Attendance (which will vary by income group due to the diversity of students living on- & off- campus) minus the average Gift Aid amount. Net Tuition & Fees is the actual average of the total costs of tuition and fees (which will vary by income group due to the amount of credit hours students are enrolled) minus the average Gift Aid amount (see page 16 for list of fees that are included). Average Loan Amount includes Federal (Perkins, Stafford, Ford Direct, and PLUS loans) and all private loans. ‘Not Reported’ represents the students who did not file a FAFSA. The bottom-line Total/Average represents the average of all full-time undergraduate Florida residents (note*: the total Net Cost of Attendance does not include students who did not report their family income data.)
## UNIVERSITY REVENUES

**University Revenues (in Millions of Dollars)**

<table>
<thead>
<tr>
<th>Education &amp; General</th>
<th>2014-15</th>
<th>2015-16</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Main Operations</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State Funds</td>
<td>$106.7</td>
<td>$114.2</td>
</tr>
<tr>
<td>Tuition</td>
<td>$44.7</td>
<td>$45.8</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td>$151.4</td>
<td>$160.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Budget Entities</th>
<th>2014-15</th>
<th>2015-16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Auxiliary Enterprises</td>
<td>$23.6</td>
<td>$23.2</td>
</tr>
<tr>
<td>Contracts &amp; Grants</td>
<td>$21.8</td>
<td>$23.1</td>
</tr>
<tr>
<td>Local Funds</td>
<td>$90.4</td>
<td>$92.5</td>
</tr>
<tr>
<td>Faculty Practice Plans</td>
<td>$0</td>
<td>$0</td>
</tr>
</tbody>
</table>

Note: State funds include recurring and non-recurring General Revenue funds, Lottery funds appropriated by the Florida Legislature. Actual tuition includes base tuition and tuition differential fee revenues for resident and non-resident undergraduate and graduate students net of waivers. Source: Tables 1A & 1E of the annual Accountability Report.
# UNIVERSITY TUITION, FEES AND HOUSING PROJECTIONS

## Undergraduate Students

<table>
<thead>
<tr>
<th></th>
<th>Actual</th>
<th>Projected</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tuition:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Base Tuition - (0% inc. for 2016-17 to 2019-20)</td>
<td>$105.07</td>
<td>$105.07</td>
</tr>
<tr>
<td>Tuition Differential</td>
<td>$38.88</td>
<td>$38.88</td>
</tr>
<tr>
<td><strong>Total Base Tuition &amp; Differential per Credit Hour</strong></td>
<td>$143.95</td>
<td>$143.95</td>
</tr>
<tr>
<td><strong>% Change</strong></td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td><strong>Fees (per credit hour):</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Financial Aid</td>
<td>$5.25</td>
<td>$5.25</td>
</tr>
<tr>
<td>Capital Improvement</td>
<td>$6.76</td>
<td>$6.76</td>
</tr>
<tr>
<td>Health</td>
<td>$7.48</td>
<td>$7.52</td>
</tr>
<tr>
<td>Athletic</td>
<td>$20.88</td>
<td>$20.93</td>
</tr>
<tr>
<td>Transportation Access</td>
<td>$8.00</td>
<td>$8.00</td>
</tr>
<tr>
<td>Technology</td>
<td>$5.25</td>
<td>$5.25</td>
</tr>
<tr>
<td>Green Fee (USF, NCF, UWF only)</td>
<td>$0.75</td>
<td>$0.75</td>
</tr>
<tr>
<td>Student Life &amp; Services Fee (UNF only)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marshall Center Fee (USF only)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Affairs Facility Use Fee (FSU only)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Fees</strong></td>
<td>$67.92</td>
<td>$68.03</td>
</tr>
<tr>
<td><strong>Total Tuition and Fees per Credit Hour</strong></td>
<td>$211.87</td>
<td>$211.98</td>
</tr>
<tr>
<td><strong>% Change</strong></td>
<td>0.1%</td>
<td>0.0%</td>
</tr>
<tr>
<td><strong>Fees (block per term):</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity &amp; Service</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Athletic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transportation Access</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marshall Center Fee (USF only)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Affairs Facility Use Fee (FSU only)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Block Fees per term</strong></td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td><strong>% Change</strong></td>
<td></td>
<td>#DIV/0!</td>
</tr>
<tr>
<td><strong>Total Tuition for 30 Credit Hours</strong></td>
<td>$4,318.50</td>
<td>$4,318.50</td>
</tr>
<tr>
<td><strong>Total Fees for 30 Credit Hours</strong></td>
<td>$2,037.60</td>
<td>$2,040.90</td>
</tr>
<tr>
<td><strong>Total Tuition and Fees for 30 Credit Hours</strong></td>
<td>$6,356.10</td>
<td>$6,359.40</td>
</tr>
<tr>
<td><strong>$ Change</strong></td>
<td>$3.30</td>
<td>$0.00</td>
</tr>
<tr>
<td><strong>% Change</strong></td>
<td>0.1%</td>
<td>0.0%</td>
</tr>
<tr>
<td><strong>Out-of-State Fees</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Out-of-State Undergraduate Fee</td>
<td>$408.94</td>
<td>$408.94</td>
</tr>
<tr>
<td>Out-of-State Undergraduate Student Financial Aid</td>
<td>$20.45</td>
<td>$25.70</td>
</tr>
<tr>
<td><strong>Total per credit hour</strong></td>
<td>$429.39</td>
<td>$434.64</td>
</tr>
<tr>
<td><strong>% Change</strong></td>
<td>1.2%</td>
<td>0.0%</td>
</tr>
<tr>
<td><strong>Total Tuition for 30 Credit Hours</strong></td>
<td>$16,586.70</td>
<td>$16,586.70</td>
</tr>
<tr>
<td><strong>Total Fees for 30 Credit Hours</strong></td>
<td>$2,651.10</td>
<td>$2,811.90</td>
</tr>
<tr>
<td><strong>Total Tuition and Fees for 30 Credit Hours</strong></td>
<td>$19,237.80</td>
<td>$19,398.60</td>
</tr>
<tr>
<td><strong>$ Change</strong></td>
<td>$160.80</td>
<td>$0.00</td>
</tr>
<tr>
<td><strong>% Change</strong></td>
<td>0.8%</td>
<td>0.0%</td>
</tr>
<tr>
<td><strong>Housing/Dining</strong></td>
<td>$8,852.00</td>
<td>$9,324.00</td>
</tr>
<tr>
<td><strong>$ Change</strong></td>
<td>$472.00</td>
<td>$164.00</td>
</tr>
<tr>
<td><strong>% Change</strong></td>
<td>5.3%</td>
<td>1.8%</td>
</tr>
</tbody>
</table>

1 can be no more than 5% of tuition.
2 as approved by the Board of Governors.
3 can be no more than 5% of tuition and the out-of-state fee.
4 combine the most popular housing and dining plans provided to students
5 report current tuition differential. Only UF or FSU can reflect potential increases up to 6%.
## Definitions

<table>
<thead>
<tr>
<th>Metric</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Performance Based Funding</strong></td>
<td>This metric is based on the percentage of a graduating class of bachelor’s degree recipients who are enrolled or employed (earning at least $25,000) somewhere in the United States. Students who do not have valid social security numbers and are not found enrolled are excluded. Note: This data now non-Florida employment data. Sources: State University Database System (SUDS), Florida Education &amp; Training Placement Information Program (FETPIP) analysis of Wage Record Interchange System (WRIS2) and Federal Employment Data Exchange (FEDES), and National Student Clearinghouse (NSC).</td>
</tr>
<tr>
<td><strong>Percent of Bachelor’s Grads Enrolled or Employed ($25,000+) in the U.S. One Year After Graduation</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Median Wages of Bachelor’s Grads Employed Full-time in Florida One Year After Graduation</strong></td>
<td>This metric is based on annualized Unemployment Insurance (UI) wage data from the fourth fiscal quarter after graduation for bachelor’s recipients. UI wage data does not include individuals who are self-employed, employed out of state, employed by the military or federal government, those without a valid social security number, or making less than minimum wage. Sources: State University Database System (SUDS), Florida Education &amp; Training Placement Information Program (FETPIP), National Student Clearinghouse.</td>
</tr>
<tr>
<td><strong>Average Cost per Bachelor’s Degree Costs to the university</strong></td>
<td>For each of the last four years of data, the annual undergraduate total full expenditures (includes direct and indirect expenditures) were divided by the total fundable student credit hours to create a cost per credit hour for each year. This cost per credit hour was then multiplied by 30 credit hours to derive an average annual cost. The average annual cost for each of the four years was summed to provide an average cost per degree for a baccalaureate degree that requires 120 credit hours. Sources: State University Database System (SUDS), Expenditure Analysis: Report IV.</td>
</tr>
<tr>
<td><strong>Six Year FTIC Graduation Rate</strong></td>
<td>This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and had graduated from the same institution within six years. Source: Accountability Report (Table 4D).</td>
</tr>
<tr>
<td><strong>Academic Progress Rate 2nd Year Retention with GPA Above 2.0</strong></td>
<td>This metric is based on the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and were still enrolled in the same institution during the Fall term following their first year with a grade point average (GPA) of at least 2.0 at the end of their first year (Fall, Spring, Summer). Source: Accountability Report (Table 4B).</td>
</tr>
<tr>
<td><strong>University Access Rate Percent of Undergraduates with a Pell-grant</strong></td>
<td>This metric is based on the number of undergraduates, enrolled during the fall term, who received a Pell-grant during the fall term. Unclassified students, who are not eligible for Pell-grants, were excluded from this metric. Source: Accountability Report (Table 3E).</td>
</tr>
<tr>
<td><strong>Bachelor’s Degrees within Programs of Strategic Emphasis</strong></td>
<td>This metric is based on the number of baccalaureate degrees awarded within the programs designated by the Board of Governors as ‘Programs of Strategic Emphasis’. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Source: Accountability Report (Table 4H).</td>
</tr>
<tr>
<td><strong>Graduate Degrees within Programs of Strategic Emphasis</strong></td>
<td>This metric is based on the number of graduate degrees awarded within the programs designated by the Board of Governors as ‘Programs of Strategic Emphasis’. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Source: Accountability Report (Table 5C).</td>
</tr>
</tbody>
</table>
### BOG Choice Metrics

**Percent of Bachelor's Degrees Without Excess Hours**

This metric is based on the percentage of baccalaureate degrees awarded within 110% of the credit hours required for a degree based on the Board of Governors Academic Program Inventory.

Note: It is important to note that the statutory provisions of the “Excess Hour Surcharge” (1009.286, FS) have been modified several times by the Florida Legislature, resulting in a phased-in approach that has created three different cohorts of students with different requirements. The performance funding metric data is based on the latest statutory requirements that mandates 110% of required hours as the threshold. In accordance with statute, this metric excludes the following types of student credits (i.e., accelerated mechanisms, remedial coursework, non-native credit hours that are not used toward the degree, non-native credit hours from failed, incomplete, withdrawn, or repeated courses, credit hours from internship programs, credit hours up to 10 foreign language credit hours, and credit hours earned in military science courses that are part of the Reserve Officers’ Training Corps (ROTC) program). Source: State University Database System (SUDS).

### BOT Choice Metrics

**Percentage of Adult Undergraduates Enrolled UWF**

This metric is based on the percentage of undergraduates (enrolled during the fall term) who are at least 25 years old at the time of enrollment. This includes undergraduates who are not degree-seeking, or unclassified.

Source: State University Database System (SUDS).

### Preeminent Research University Funding Metrics

**Average GPA and SAT Score**

An average weighted grade point average of 4.0 or higher and an average SAT score of 1200 or higher for fall semester incoming freshmen, as reported annually in the admissions data that universities submit to the Board of Governors. This data includes registered FTIC (student type='B',E) with an admission action of admitted or provisionally admitted (A,P,X).

**Public University National Ranking**


**Freshman Retention Rate (Full-time, FTIC)**

Freshman Retention Rate (Full-time, FTIC) as reported annually to the Integrated Postsecondary Education Data System (IPEDS). The retention rates that are reported in the Board’s annual Accountability report are preliminary because they are based on student enrollment in their second fall term as reported by the 28th calendar day following the first day of class. When the Board of Governors reports final retention rates to IPEDS in the Spring (usually the first week of April), that data is based on the student enrollment data as reported after the Fall semester has been completed. The preliminary and final retention rates are nearly identical when rounded to the nearest whole number.

**6-year Graduation Rate (Full-time, FTIC)**

Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). Percent Graduated is based on federal rate and does not include students who originally enroll as part-time students, or who transfer into the institution. This metric complies with the requirements of the federal Student Right to Know Act that requires institutions to report the completion status at 150% of normal time (or six years). For more information about how this data is calculated, see: [http://www.flbog.edu/about/budget/docs/performance_funding/PBF__GRADUATION_and_RETENTION_Methodology_FINAL.pdf](http://www.flbog.edu/about/budget/docs/performance_funding/PBF__GRADUATION_and_RETENTION_Methodology_FINAL.pdf).
<table>
<thead>
<tr>
<th>National Academy Memberships</th>
<th>National Academy Memberships held by faculty as reported by the Center for Measuring University Performance in the Top American Research Universities (TARU) annual report.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science &amp; Engineering Research Expenditures (SM)</td>
<td>Science &amp; Engineering Research Expenditures, including federal research expenditures as reported annually to the National Science Foundation (NSF).</td>
</tr>
<tr>
<td>Non-Medical Science &amp; Engineering Research Expenditures (SM)</td>
<td>Total S&amp;E research expenditures in non-medical sciences as reported to the NSF. This removes medical sciences funds (9F &amp; 12F in HERD survey) from the total S&amp;E amount.</td>
</tr>
<tr>
<td>Patents Awarded (3 calendar years)</td>
<td>Total patents awarded by the United States Patent and Trademark Office (USPTO) for the most recent three calendar year period. Due to a year-lag in published reports, Board of Governors staff query the USPTO database with a query that only counts utility patents:&quot;(AN/&quot;University Name&quot; AND ISD/yyyyymmdd-&gt;yyyyymmdd AND APT/1)&quot;.</td>
</tr>
<tr>
<td>Doctoral Degrees Awarded Annually</td>
<td>Doctoral degrees awarded annually, as reported annually in the Board of Governors Accountability Report.</td>
</tr>
<tr>
<td>Number of Post-Doctoral Appointees</td>
<td>The number of Postdoctoral Appointees awarded annually, as reported in the TARU annual report. This data is based on National Science Foundation/National Institutes of Health annual Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).</td>
</tr>
<tr>
<td>Endowment Size (SM)</td>
<td>This data comes from the National Association of College and University Business Officers (NACUBO) and Commonfund Institute’s annual report of Market Value of Endowment Assets - which, due to timing, may release the next fiscal year’s data after the Board of Governors Accountability report is published.</td>
</tr>
<tr>
<td>Key Performance Indicators</td>
<td></td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Teaching &amp; Learning Metrics</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Freshmen in Top 10% of HS Graduating Class</strong></td>
<td>Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class. As reported by the university to the Common Data Set (C10).</td>
</tr>
<tr>
<td><strong>Professional/Licensure Exam First-time Pass Rates</strong></td>
<td>The number of exams with first-time pass rates above and below the national or state average, as reported in the annual Accountability report, including: Nursing, Law, Medicine (3 subtests), Veterinary, Pharmacy, Dental (2 subtests), Physical Therapy, and Occupational Therapy.</td>
</tr>
<tr>
<td><strong>Average Time to Degree for FTIC in 120hr programs</strong></td>
<td>This metric is the number of years between the start date (using date of most recent admission) and the end date (using the last month in the term degree was granted) for a graduating class of first-time, single-major baccalaureates in 120 credit hour programs within a (Summer, Fall, Spring) year.</td>
</tr>
<tr>
<td><strong>FTIC Graduation Rates In 4 years (or less)</strong></td>
<td>As reported in the annual Accountability report (table 4D), First-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned since high school graduation. The rate is the percentage of the initial cohort that has either graduated from or is still enrolled in the same institution by the fourth academic year. Both full-time and part-time students are used in the calculation. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort.</td>
</tr>
<tr>
<td><strong>Bachelor’s Degrees Awarded</strong></td>
<td>This is a count of baccalaureate degrees awarded as reported in the annual Accountability Report (Table 4G).</td>
</tr>
<tr>
<td><strong>Graduate Degrees Awarded</strong></td>
<td>This is a count of graduate degrees awarded as reported in the Accountability Report (Table 5B).</td>
</tr>
<tr>
<td><strong>Bachelor’s Degrees Awarded To African-American and Hispanic Students</strong></td>
<td>Non-Hispanic Black and Hispanic do not include students classified as Non-Resident Alien or students with a missing race code – as reported in the Accountability Report (table 4I). Students who earn two distinct degrees in the same term are counted twice – whether their degrees are from the same six-digit CIP code or different CIP codes. Students who earn only one degree are counted once – even if they completed multiple majors or tracks. Percentage of Degrees is based on the number of baccalaureate degrees awarded to non-Hispanic Black and Hispanic students divided by the total degrees awarded - excluding those awarded to non-resident aliens and unreported.</td>
</tr>
<tr>
<td><strong>Adult (Aged 25+) Undergraduates Enrolled</strong></td>
<td>This metric is based on the age of the student at the time of enrollment (not upon entry). Age acts as a surrogate variable that captures a large, heterogeneous population of adult students who often have family and work responsibilities as well as other life circumstances that can interfere with successful completion of educational objectives.</td>
</tr>
<tr>
<td><strong>Percent of Undergraduate FTE Enrolled in Online Courses</strong></td>
<td>Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the US definition, which divides undergraduate credit hours by 30. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.).</td>
</tr>
<tr>
<td><strong>Percent of Bachelor’s Degrees in STEM &amp; Health</strong></td>
<td>The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the annual Accountability Report (Table 4H).</td>
</tr>
<tr>
<td><strong>Percent of Graduate Degrees in STEM &amp; Health</strong></td>
<td>The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the annual Accountability Report (Table 5C).</td>
</tr>
</tbody>
</table>
### Student Debt Summary

#### Percent of Bachelor’s Recipients with Debt
This is the percentage of bachelor’s graduates in a given academic year who entered the university as a first-time-in-college (FTIC) student and who borrowed through any loan programs (institutional, state, Federal Perkins, Federal Stafford Subsidized and unsubsidized, private) that were certified by your institution - excludes parent loans. Source: Common Dataset (H4).

#### Average Amount of Debt for Bachelor’s who have graduated with debt
This is the average amount of cumulative principal borrowed (from any loan program certified by the institution) for each native, FTIC bachelor’s recipient in a given academic year that graduated with debt – see metric definition above. This average does NOT include students who did not enter a loan program that was certified by the institution. Source: Common Dataset (H5).

#### Student Loan Cohort Default Rate (3rd Year)
Student loan cohort default rate (CDR) data includes undergraduate and graduate students, and refers to the three federal fiscal year period when the borrower enters repayment and ends on the second fiscal year following the fiscal year in which the borrower entered repayment. Cohort default rates are based on the number of borrowers who enter repayment, not the number and type of loans that enter repayment. A borrower with multiple loans from the same school whose loans enter repayment during the same cohort fiscal year will be included in the formula only once for that cohort fiscal year. Default rate debt includes: Federal Stafford Loans, and Direct Stafford/Ford Loans – for more information see: [http://ifap.ed.gov/DefaultManagement/CDRGuideMaster.html](http://ifap.ed.gov/DefaultManagement/CDRGuideMaster.html).

<table>
<thead>
<tr>
<th>Cohort Fiscal Year</th>
<th>Year Published</th>
<th>Borrowers in the Denominator</th>
<th>3-Yr Time Period (Numerator)</th>
<th>1-Yr Time Period (Denominator)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>2013</td>
<td>Borrowers entered repayment in 2010 and defaulted in 2010, 2011 or 2012</td>
<td>10/01/2009 to 9/30/2012</td>
<td>10/01/2009 to 9/30/2010</td>
</tr>
<tr>
<td>2013</td>
<td>2016</td>
<td>Borrowers entered repayment in 2013 and defaulted in 2013, 2014 or 2015</td>
<td>10/01/2012 to 9/30/2015</td>
<td>10/01/2012 to 9/30/2013</td>
</tr>
<tr>
<td>2015</td>
<td>2018</td>
<td>Borrowers entered repayment in 2015 and defaulted in 2015, 2016 or 2017</td>
<td>10/01/2014 to 9/30/2017</td>
<td>10/01/2014 to 9/30/2015</td>
</tr>
</tbody>
</table>
UWF Board of Trustees Meeting
June 15, 2016

Issue: Estimated FY 2016-17 Consolidated Operating Budget

Proposed action: Approve and Authorize

Background information:

The FY 2016-17 Consolidated Operating Budget for the University of West Florida is due to the Florida Board of Governors in August 2016. The UWF budget incorporates state appropriations as well as local revenue sources, and overall reflects the strategic plans of the university. It contains the following fund groups: Education and General, Auxiliaries, Contracts and Grants, Athletics, Student Activity, Financial Aid, Concessions, Technology, and Board Approved Fees (Green Fee).

As a member of the State University System of Florida, UWF operates within the policies and rules of the Legislature, the Florida Board of Governors, and the UWF Board of Trustees. The budget and funds allocated in the UWF FY 2016-17 Consolidated Operating Budget are within the authority provided by the 2016 General Appropriations Act and by Florida Statues.

Recommendations:

1. **Approve** the estimated Operating Budget for the fiscal year ending June 30, 2017 for both 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 Board of Governors by August 2016, and other changes during the fiscal year.

Implementation: N/A

Fiscal Implications: N/A

Supporting documents:

Estimated FY 2016-17 Consolidated Operating Budget (1 page)

Prepared by: Mr. Jeffrey A. Djerlek, Associate Controller, 850-474-2759, jdjerlek@uwf.edu

Facilitator/Presenter: Mrs. Colleen M. Asmus, Associate Vice President for Finance/University Controller
### University of West Florida
#### Estimated Consolidated Operating Budget Summary
For the Fiscal Year Ending June 30, 2017

<table>
<thead>
<tr>
<th>Service Type</th>
<th>Education &amp; General</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revenues &amp; Transfers In:</td>
<td>$60,604,295</td>
</tr>
<tr>
<td>1. State Appropriated Funds</td>
<td>$101,454,571</td>
</tr>
<tr>
<td>2. Enhancement Trust Fund (Lottery)</td>
<td>$8,492,718</td>
</tr>
<tr>
<td>3. Student Fee Trust Fund (Tuition)</td>
<td>$45,798,775</td>
</tr>
<tr>
<td>4. Federal Grants Trust Fund (Education)</td>
<td>$0</td>
</tr>
<tr>
<td>5. Federal Grants Trust Fund (Discretionary)</td>
<td>$0</td>
</tr>
<tr>
<td>6. Sales of Goods &amp; Services</td>
<td>$0</td>
</tr>
<tr>
<td>7. Fees</td>
<td>$0</td>
</tr>
<tr>
<td>8. Miscellaneous Receipts</td>
<td>$0</td>
</tr>
<tr>
<td>9. Other Grants &amp; Donations</td>
<td>$0</td>
</tr>
<tr>
<td>10. Rent</td>
<td>$0</td>
</tr>
<tr>
<td>11. U.S. Grants</td>
<td>$0</td>
</tr>
<tr>
<td>12. City, County &amp; State Grants</td>
<td>$0</td>
</tr>
<tr>
<td>13. Other Revenues</td>
<td>$0</td>
</tr>
<tr>
<td>14. Total Additions to Fund Balance</td>
<td>$155,746,064</td>
</tr>
</tbody>
</table>

| Expenditures & Transfers Out: | $179,122,502 |
| 15. Total Resources Available | $216,350,359 |
| 16. Salaries & Benefits | $95,293,940 |
| 17. Other Personal Services (OPS) | $7,659,827 |
| 18. Expenses | $53,275,921 |
| 19. Other Capital Outlay (OCO) | $495,100 |
| 20. Library Resources | $1,179,148 |
| 21. Risk Management | $516,666 |
| 22. Financial Aid | $742,900 |
| 23. Debt Service | $0 |
| 24. Expenditures from Carry Forward | $20,000,000 |
| 25. Transfers | $0 |
| 26. Fixed Capital Outlay (FCO) | $0 |
| 27. Total Resources Used | $179,122,502 |

| Net Change | ($23,376,438) |
| Ending Balance | $37,227,857 |

---

**Total All Funds**

- **Beginning Balance**: $60,604,295
- **Revenue & Transfers In**: $23,061,717
- **Beginning Balance**: $1,445,606
- **Contracts & Grants**: $8,228,921
- **Beginning Balance**: $21,233,913
- **Financial Aid**: $1,956,376
- **Beginning Balance**: $201,959
- **Concessions**: $2,215,109
- **Board Approved Fees**: $288,555
- **Total All Funds**: $99,216,451

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**University of West Florida**

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Proposed Action: Approval of 2017-2018 Legislative Budget Requests (LBR)

Background Information:
On June 23, 2016 the Board of Governors (Board) is scheduled to approve the 2017-2018 State University System (SUS) LBR guidelines for both the operating and fixed capital outlay budget. The Board will meet on September 22nd to approve the initial LBR for both sections with an estimated submission date to the Governor and Legislature of around October 15, 2016.

Operating Budget Submission
While the Board of Governors primary focus for the 2017-2018 Operating LBR is continued support and resources for the Board’s performance funding initiative, the Board is also requesting operating budget submissions for unique university issues. UWF is proposing the following three operating budget submissions including two statewide/shared resources issues.

- **Student Success.** The University has launched a series of innovative initiatives aimed at creating a clear and visible path for students to graduate and achieve their ultimate career goals. Many of these initiatives were initiated as part of UWF’s 2014-2015 performance funding improvement plan without the assistance of any additional resources. The successful completion and sustainability of these projects is dependent in large part on the allocation of new resources.

- **Strategic Academic Programs in STEM and Economic Development – Ph.D. in Intelligent Systems and Robotics.** This LBR is for the creation of the Ph.D. in Intelligent Systems and Robotics. The program will be a collaborative endeavor between UWF and Florida Institute for Human and Machine Cognition (IHMC). The program is the first of its kind in the State University System and is in a field that is growing in demand but has a serious lack of Ph.D. programs nationwide.

- **Strategic Academic Programs in STEM and Economic Development – B.S. in Civil Engineering.** This LBR is for the creation of the B.S. in Civil Engineering (CvE) at UWF and is in direct response to the increased workforce demand for civil engineers in northwest Florida and southern Alabama and the persistent requests to start such a program by the local community.

- **Alice Hall/Robinson Farmstead Historic Preservation and Educational Site.** The University of West Florida is being offered a circa 1860’s historic farmstead as a donation. UWF wishes to restore the farmstead and use it as a hands-on educational site. The historic site will be used as a historic exhibit and an agriculture learning center. The site will provide the following services: Development of a Historic Orchard, Living History Program, Interpretive Nature Trail, and Educational School Tours.

- **Advanced Manufacturing Design Studio.** The need for skilled technical professionals in Northwest Florida is now at an all-time high. As a direct result of this shortage of skilled labor, organizations are facing financial losses due to prolonged vacancies. UWF seeks funding in the amount of $351,000 to train 290 adult career-changers and existing workers over 3 years.
Implementation Plan: LBRs must be submitted to the BOG by 1 August 2016 and approved by the BOT.

Fiscal Implications: No costs associated with the LBR submission.

Supporting documents:

- Student Success LBR
- Strategic Academic Programs in STEM – Civil Engineering B.S. LBR
- Strategic Academic Programs in STEM – Intelligent Systems and Robotics Ph.D. LBR
- Alice Hall/Robinson Farmstead Historic Preservation and Educational Site LBR
- Advanced Manufacturing Design Studio LBR

Prepared by: Janice Gilley, Assistant Vice President for Government and Community Relations, 850-474-2200, jgilley@uwf.edu

Andrew Romer, Executive Specialist, Government and Community Relations, 850-474-3345, aromer@uwf.edu

Presenter: Dr. Martha Saunders, Executive Vice President and Provost, 850-474-2666, msaunders@uwf.edu
The main objective of Form I and Form II is to align the university’s budget issues and dollar values with the goals and objectives of the strategic priorities and the 2016 University Work Plan established by each university.

For FY 2017-2018, each university should submit one Form I and Form II for each budget issue and any system-wide issue identified as a critical system-wide need. Any issues unique to a branch campus or a special unit (e.g., IFAS Workload Initiative) should not be rolled into the main campus request, but reflected separately by use of the forms provided.

For system-wide issues, consideration will be given to issues that allow for greater efficiencies through shared system resources or identified as a system-wide need. If requesting funds as such, please list all university participants of the initiative and check the box “Shared Services/System-Wide Issue”.

For new issues identified by a university as a priority issue for 2017-2018, please check the box “New Issue for 2017-2018”.

Please keep in mind that all issues submitted for consideration by the Board should align with the goals and objectives of the strategic priorities and work plan established by each university.
State University System
Education and General
2017-2018 Legislative Budget Request
Form I

University(s): University of West Florida
Issue Title: Student Success

<table>
<thead>
<tr>
<th>Priority Number</th>
<th>Recurring Funds Requested:</th>
<th>$2,000,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-Recurring Funds Requested:</td>
<td>$2,000,000</td>
<td></td>
</tr>
<tr>
<td>Total Funds Requested:</td>
<td>$2,000,000</td>
<td></td>
</tr>
</tbody>
</table>

Please check the issue type below:

- Shared Services/System-Wide Issue for Fiscal Year 2017-2018
- New Issue for Fiscal Year 2017-2018

I. Description –

**Student Success Initiatives**

Student success is our top priority. UWF is a comprehensive, regional University that serves a large number of First Generation Students who experience a multitude of unique challenges and obstacles on their way to successful degree completion. We are dedicated to helping students excel in their studies, save money, graduate on time and move on to fulfilling careers. The University has launched a series of innovative initiatives aimed at creating a clear and visible path for students to graduate and achieve their ultimate career goals. However, every good idea and program that has a significant impact on student success comes with considerable costs. UWF’s budget constraints are limiting the scale and effectiveness by which these initiatives can be deployed. In order to ensure that these initiatives have the greatest impact for our students, funding is needed.

Many of these initiatives were initiated as part of UWF’s 2014-2015 performance funding improvement plan without the assistance of any additional resources. The successful completion and sustainability of these projects is dependent in large part on the allocation of new resources.
Initiatives that Create Pathways for Student Success

- Continue providing a Financial Literacy Program to help students understand the complex landscape of options and requirements that often accompany paying for a university education.
- Implement effective Progress to Degree benchmarks to enable students to realize measurable success at various stages in their degree program.
- Enhance DegreeWorks to provide UWF students with the ability to explore different degree plans and fully understand remaining degree requirements to include continued support of the DegreeWorks Student Planner which will enhance the advising experience by providing advisors a platform to create and track a long-range academic plan for students.
- Maintain support and continue training faculty and staff in the use of College Scheduler, a separate web-based schedule-planning tool that provides students with scheduling options to ensure they register for the maximum number of credit hours, therefore decreasing their time to degree.
- Continue administering student strengths survey to incoming FTIC students at UWF during summer orientation to identify individuals who might be at risk based on non-cognitive factors. The results provide predictive models needed to develop and suggest programs, plan interventions and offer assistance to specific targeted students.
- Enhance the Supplemental Instruction Program which emphasizes the development of organizational skills, questioning techniques, and test preparation strategies in an effort to increase retention and improve grades in historically difficult courses. Supplemental instruction will be a “free service” offered to all students in a targeted course. Supplemental instruction is a non-remedial approach to learning as the program targets high-risk courses rather than high-risk students.
- Further increase communication with students regarding the Excess Hours Policy to ensure UWF faculty, staff and students are fully informed of all aspects related to excess hour requirements.
- Increase participation in the freshman collaborative experiences including culturally-sensitive services that address the specific needs of first generation students and include programs that create opportunities for students to form relationships with faculty and advisors.
- Continued enhancement of professional readiness and career services by enhancing advising systems, practices and resources that ensure students are equipped to make good decisions regarding choice of major and career.
- Further expand mentoring programs to foster the development of early relationship building between students and potential employers by expanding industry partnerships and internships.
II. Return on Investment –

This program is directly linked to student success and removing barriers to degree completion. These initiatives have a significant impact on UWF’s six year graduation rates, second year retention rates, and rate degrees awarded with excess credit hours.

- This funding will help us achieve our target 6-year Graduation Rate of 57% in 2020 up from 51% in 2015.
- This funding will help us achieve our target Academic Progress Rate of 76% in 2020 up from 65% in 2015.
- This funding will help us achieve our target rate for students graduating with a bachelor’s degree without excess hours of 80% in 2020 up from 73% in 2015.

Funding for these initiatives will significantly increase our ability to better serve our students and provide the necessary tools they need to graduate and move into successful careers.

III. Facilities (If this issue requires an expansion or construction of a facility, please complete the following table.): N/A

<table>
<thead>
<tr>
<th>Facility Project Title</th>
<th>Fiscal Year</th>
<th>Amount Requested</th>
<th>Priority Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Positions</td>
<td>RECURRING</td>
<td>NON-RECURRING</td>
<td>TOTAL</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>-----------</td>
<td>---------------</td>
<td>--------</td>
</tr>
<tr>
<td>Faculty</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Other (A&amp;P/USPS)</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Total</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Salary Rate (for all positions noted above)</th>
<th>RECURRING</th>
<th>NON-RECURRING</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Other (A&amp;P/USPS)</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Total</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
</tbody>
</table>

| Salaries and Benefits                     | $0        | $0            | $0     |
| Other Personal Services                   | $0        | $0            | $0     |
| Expenses                                   | $0        | $0            | $0     |
| Operating Capital Outlay                  | $0        | $0            | $0     |
| Electronic Data Processing                | $0        | $0            | $0     |
| Special Category (Specific)               | $0        | $0            | $0     |
| Student Success Initiatives               | $2,000,000| $0            | $2,000,000|
| Total All Categories                      | $2,000,000| $0            | $2,000,000|
The main objective of Form I and Form II is to align the university’s budget issues and dollar values with the goals and objectives of the strategic priorities and the 2016 University Work Plan established by each university.

For FY 2017-2018, each university should submit one Form I and Form II for each budget issue and any system-wide issue identified as a critical system-wide need. Any issues unique to a branch campus or a special unit (e.g., IFAS Workload Initiative) should not be rolled into the main campus request, but reflected separately by use of the forms provided.

For system-wide issues, consideration will be given to issues that allow for greater efficiencies through shared system resources or identified as a system-wide need. If requesting funds as such, please list all university participants of the initiative and check the box “Shared Services/System-Wide Issue”.

For new issues identified by a university as a priority issue for 2017-2018, please check the box “New Issue for 2017-2018”.

Please keep in mind that all issues submitted for consideration by the Board should align with the goals and objectives of the strategic priorities and work plan established by each university.
I. Description –

Ph.D. Intelligent Systems and Robotics – new degree in area of strategic emphasis
The Ph.D. in Intelligent Systems and Robotics program will consist of interdisciplinary training across multiple fields to provide rich educational research and internship experiences for students. The program’s goal will be to train the next generation of researchers to develop science and technology to combine human and machine elements together in ways that exploit their respective strengths and mitigate their respective weaknesses. Beyond course work, the program’s cornerstone will be hands-on, leading-edge research in robotics and artificial intelligence and will leverage the proximity and world-class talent at UWF and the Florida Institute for Human and Machine Cognition (IHMC).

The program will be a collaborative endeavor between UWF and IHMC. IHMC, a not-for-profit research institute of the SUS, is a pioneer of technologies aimed at leveraging and extending human capabilities through a unique interdisciplinary approach combining computer science, cognitive psychology, neuroscience, engineering, medical science, and other related science disciplines.
II. Return on Investment –

As youth exposure to robotics and intelligent systems increases with the propagation of STEM advocacy programs and an advancing state-of-the-art, student demand for related formal degrees has increased. As an example, only a handful of schools offer specific Ph.D. programs in Robotics (e.g. Carnegie Mellon University (CMU), Georgia Tech, and Oregon State University). As such, in 2013, there were over 442 applicants to the CMU robotics program, of whom 40 were admitted. Additionally, there are also very few existing Ph.D. programs across the U.S. in intelligent systems. This proposed program will attract talented students from around the world to UWF and also draw from and bolster UWF’s existing undergraduate and MS programs, as well as foster growth of the new UWF Mechanical Engineering program.

This strategic program will help with the following performance metric:

- Graduate Degrees Awarded in Areas of Strategic Emphasis (Includes STEM)

The new program aligns well with the Board of Governors (BOG) priority to increase the number of degrees awarded in areas of strategic emphasis (including science, technology, engineering, and mathematics (STEM)).

This program will be distinctive, as presently no SUS institution offers a Ph.D. in the relevant CIP codes. While this CIP code (11.0102) is not currently on the BOG Programs of Strategic Emphasis, it is logical that it and related CIP codes will be added later. As such, the addition of this Ph.D. program will expand the number of graduate degree programs at UWF in the strategic emphasis areas and help achieve the BOG Performance Goals.

Adding a new doctoral program follows UWF’s strategic vision for research and scholarly activities and allows the institution to increase its impact on Northwest Florida economic development and high technology enterprise. A program in intelligent systems and robotics that serves the manufacturing, healthcare, defense, and other high-tech industries will provide significant economic benefits to the region and the state.

In addition to the economic drivers, this degree program area provides significant opportunities for achieving national distinction through the production of high quality doctoral graduates. In turn, UWF and IHMC will be providing critical support to in-demand high technology career fields from medical device development to remote exploration to industrial robotics.
The proliferation of robots and artificial intelligence’s growing importance in
everyday life is likely to be one of the key transformations of the 21st century. A
Roadmap for U.S. Robotics, 2013 that highlights the need for, and growth of,
robotics in the U.S. and the world noted the following:

• Manufacturing: sale of robotics for manufacturing increased 44% in 2011.
• Healthcare: medical procedures performed by robots increased 40% annually
over the last few years.

Moreover, fields such as healthcare, space exploration, and defense are poised to
become even larger users of robotics and intelligent systems. International
investment in robotics and intelligent systems research continues to escalate. The
National Robotics Initiative alone has introduced up to $50 million per year in
funding for university programs since 2012. IHMC has been awarded over $9
million in research funding from this initiative. The U.S. Department of
Transportation is investing $500 million over the next five years in intelligent
transportation systems.

This degree will not only serve a significant need in the U.S. but will allow UWF
graduates to be leaders and innovators in this field. Producing graduates with
doctoral degrees in Intelligent Systems and Robotics will ensure that Florida
trains and retains a workforce ideally suited to today’s many challenges, and the
graduates will provide leadership, expertise, and innovation to keep Florida at
the forefront of these advances.

III. Facilities (If this issue requires an expansion or construction of a facility, please
complete the following table):

<table>
<thead>
<tr>
<th>Facility Project Title</th>
<th>Fiscal Year</th>
<th>Amount Requested</th>
<th>Priority Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2.</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
2017-2018 Legislative Budget Request  
Education and General  
Position and Fiscal Summary  
Operating Budget Form II  
(to be completed for each issue)

University: University of West Florida  
Issue Title: STEM - Strategic Academic Programs - Ph.D. Intelligent Systems and Robotics

<table>
<thead>
<tr>
<th>Positions</th>
<th>RECURRING</th>
<th>NON-RECURRING</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>4.00</td>
<td>0.00</td>
<td>4.00</td>
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<tr>
<td>Other (A&amp;P/USPS)</td>
<td>1.00</td>
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<tr>
<td>Total</td>
<td>5.00</td>
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<td>5.00</td>
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</table>

Salary Rate (for all positions noted above)

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<thead>
<tr>
<th>Positions</th>
<th>RECURRING</th>
<th>NON-RECURRING</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>$360,000</td>
<td>$0</td>
<td>$360,000</td>
</tr>
<tr>
<td>Other (A&amp;P/USPS)</td>
<td>$35,000</td>
<td>$0</td>
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</tr>
<tr>
<td>Total</td>
<td>$395,000</td>
<td>$0</td>
<td>$395,000</td>
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</tbody>
</table>

Salaries and Benefits $495,000  
Other Personal Services $100,000  
Expenses $0  
Operating Capital Outlay $0  
Electronic Data Processing $0  
Special Category (Specific) $0  
Total All Categories $595,000  

$495,000  
$100,000  
$205,000  
$450,000  
$0  
$0  
$0  
$655,000  
$1,250,000
State University System
Florida Board of Governors
2017-2018 Legislative Budget Request Instructions
Forms I and II

The main objective of Form I and Form II is to align the university’s budget issues and dollar values with the goals and objectives of the strategic priorities and the 2016 University Work Plan established by each university.

For FY 2017-2018, each university should submit one Form I and Form II for each budget issue and any system-wide issue identified as a critical system-wide need. Any issues unique to a branch campus or a special unit (e.g., IFAS Workload Initiative) should not be rolled into the main campus request, but reflected separately by use of the forms provided.

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For new issues identified by a university as a priority issue for 2017-2018, please check the box “New Issue for 2017-2018”.

Please keep in mind that all issues submitted for consideration by the Board should align with the goals and objectives of the strategic priorities and work plan established by each university.
I. Description –

**B.S. Civil Engineering – new degree in area of strategic emphasis**

The creation of the B.S. in Civil Engineering (CvE) at UWF is in direct response to the increased workforce demand for civil engineers in northwest Florida and southern Alabama and the persistent requests to start such a program by the local community. According to Bureau of Labor Statistics, the U.S. is expected to see a 20% increase in the number of available employment opportunities for civil engineers during the 2012-2022 period. This growth rate is faster than national average for all occupations and equates to an additional 53,700 new positions for graduates with a BS in civil engineering.

Currently, UWF offers BS degrees in Electrical Engineering (EE) and Computer Engineering (CE). We will begin offering a BS in Mechanical Engineering (ME) in fall, 2016. The addition of Civil Engineering fits with our strategic plan to continue expanding STEM degrees.
II. Return on Investment –

These strategic programs will help with the following performance metrics:

- Median Average Full-time Wages of Undergraduates Employed in FL 1 year after Graduation
- Percent Bachelor’s Graduates Employed and/or Continuing Education Further 1 year after Graduation
- Bachelor’s Degrees Awarded in Areas of Strategic Emphasis (Includes STEM)

The new program aligns well with the Board of Governors (BOG) priority to increase the number of degrees awarded in areas of strategic emphasis (including science, technology, engineering, and mathematics (STEM)).

Enrollment Projections:

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
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<tbody>
<tr>
<td>Students</td>
<td>50</td>
<td>65</td>
<td>85</td>
<td>110</td>
<td>143</td>
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<tr>
<td>Degrees Awarded</td>
<td>0</td>
<td>10</td>
<td>15</td>
<td>20</td>
<td>25</td>
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</tbody>
</table>

Enrollments in the two engineering programs (Electrical and Computer engineering) offered at UWF have continued to grow at a steady pace since 2008-the year UWF ended its joint program with UF (see table below). Many of these students choose to attend UWF because of family and job constraints (a big percentage of our student body have family care obligations and/or have full-time jobs to support themselves and/or families) or because they are stationed at one of the military bases in UWF’s vicinity. The portion of students with military obligations is highest around Eglin Air Force Base (EAFB) in Fort Walton Beach (FWB) where the ECE department is successfully offering its programs via a state-of-the-art distance learning (DL) setting. The presence of high-tech companies and research labs that cater to the military establishments around FWB will provide a steady stream of potential students.

<table>
<thead>
<tr>
<th>Program-Name</th>
<th>Degree Type</th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>2012-2013</th>
<th>2013-2014</th>
<th>2014-2015</th>
<th>5 yr % change</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMPUTER ENGINEERING</td>
<td>Bachelor</td>
<td>10</td>
<td>3</td>
<td>8</td>
<td>15</td>
<td>12</td>
<td>+20%</td>
</tr>
<tr>
<td>ELECTRICAL ENGINEERING</td>
<td>Bachelor</td>
<td>29</td>
<td>33</td>
<td>45</td>
<td>50</td>
<td>64</td>
<td>+120.7%</td>
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<tr>
<td>Total</td>
<td></td>
<td>39</td>
<td>36</td>
<td>53</td>
<td>65</td>
<td>76</td>
<td>+94.9%</td>
</tr>
</tbody>
</table>
Although CvE is currently being offered at other State University System (SUS) institutions, the local business and military community have consistently asked for the creation of the CvE program at UWF. Currently, most UWF electrical and computer engineering graduates are employed by local companies. For example, ECE employment statistics indicate that approximately 56 percent of UWF ECE graduates end up working with tech companies around Eglin Air Force Base (EAFB), with the majority of the rest scattered around Florida and the surrounding states (mainly Alabama).

The University expects this employment trend to extend to CvE graduates, which will have a direct impact on the local, regional, and state economy. Similar to ECE, civil engineering graduates enjoy some of the highest average starting salaries of any 4-year degree graduates.

According to the Bureau of Labor Statistics, civil engineers earned a median salary of $80,770 in 2013, the most recent year with available data. For the Pensacola metro area, the mean average wage for civil engineers is even higher at $98,490.

Finally, the addition of a civil program would align UWF with other SUS institutions that provide an entire suite of engineering programs for the benefit of their student bodies and their local and regional economies.

III. Facilities (If this issue requires an expansion or construction of a facility, please complete the following table.): N/A

<table>
<thead>
<tr>
<th>Facility Project Title</th>
<th>Fiscal Year</th>
<th>Amount Requested</th>
<th>Priority Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
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<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>RECURRING</td>
<td>NON-RECURRING</td>
<td>TOTAL</td>
</tr>
<tr>
<td>------------------</td>
<td>-----------</td>
<td>---------------</td>
<td>--------</td>
</tr>
<tr>
<td><strong>Positions</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Faculty</td>
<td>4.00</td>
<td>0.00</td>
<td>4.00</td>
</tr>
<tr>
<td>Other (A&amp;P/USPS)</td>
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<td>1.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
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</tr>
<tr>
<td><strong>Salary Rate</strong></td>
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<td></td>
</tr>
<tr>
<td>Faculty</td>
<td>$360,000</td>
<td>$0</td>
<td>$360,000</td>
</tr>
<tr>
<td>Other (A&amp;P/USPS)</td>
<td>$35,000</td>
<td>$0</td>
<td>$35,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$395,000</td>
<td>$0</td>
<td>$395,000</td>
</tr>
<tr>
<td><strong>Salaries and Benefits</strong></td>
<td>$495,000</td>
<td>$0</td>
<td>$495,000</td>
</tr>
<tr>
<td><strong>Other Personal Services</strong></td>
<td>$100,000</td>
<td>$0</td>
<td>$100,000</td>
</tr>
<tr>
<td><strong>Expenses</strong></td>
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<td>$205,000</td>
<td>$205,000</td>
</tr>
<tr>
<td><strong>Operating Capital Outlay</strong></td>
<td>$0</td>
<td>$450,000</td>
<td>$450,000</td>
</tr>
<tr>
<td><strong>Electronic Data Processing</strong></td>
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<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Special Category (Specific)</strong></td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$595,000</td>
<td>$655,000</td>
<td>$1,250,000</td>
</tr>
</tbody>
</table>
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For new issues identified by a university as a priority issue for 2017-2018, please check the box “New Issue for 2017-2018”.

Please keep in mind that all issues submitted for consideration by the Board should align with the goals and objectives of the strategic priorities and work plan established by each university.
I. Description –

The University of West Florida is being offered a circa 1860’s historic farmstead as a donation. UWF wishes to restore the farmstead and use it as a hands-on educational site. UWF will need $500,000 to begin restoring the house and site, as well as, conduct a statutorily mandated archeological survey.

Archaeological Survey  70,000
Architectural Services  15,000
House Restoration  190,000
Site Restoration  225,000

Site Restoration

The site has a significant amount of overgrowth that will have to be removed in order to restore it back to a farm. The heavily wooded area to the north would be maintained as a buffer, but thinned out for access and the site of a future nature trail. The northern edge of the property, around eight acres, is recommended to be surplus. The vegetation around the house would also be thinned for better access and to create vistas for visitors to view the site. The orchard (current open field) will be restored back to a working orchard and the few remaining trees would be preserved. If the timber can be removed, the southern section of the site would be restored to open fields for future interpretive and programming uses. The main approach and access to the site would be shifted from the current east driveway to a new road on the south border connecting to the adjacent park.
This road would lead visitors through the southern part of the site to a parking area west of the house.

**House Restoration**

The period that the house will be interpreted as will play an important role in determining the cost and scope of work associated with this restoration. Option one for restoring the house would be to bring it back to how it looked in the 1920’s, since the exterior and interior changes were done at that time. The kitchen, bathroom, and closets would have to be removed and the fireplace, foundation, rear porch, and roof would have to be modified. Option two for the restoration would be to restore the house to the believed 1860’s period, requiring a major restoration on the verge of reconstruction. The siding, windows, doors, roof, porches, chimney, foundation, kitchen, bathroom, and closets would all have to be modified. Unless there is a collection of photographs or descriptions of the house at this time period, much of the work will be based on research of similar houses of this period.

**1920’s Restoration: $150,000 - $200,000**

**Exterior:** New wood shake roof, lead paint abatement, window repair, door repair, siding repair, painting, chimney rebuilding, foundation work, new porch decking, rear porch removal, stair removal, new ADA ramp, and reroute main electrical service.

**Interior:** Asbestos and lead paint abatement, kitchen demolition, bathroom demolition, closet demolition, relocation of HVAC and electrical equipment, repair ceilings, refinish floors, repair walls, paint, lighting, security system, and door hardware restoration.

**1860’s Restoration: $250,000 - $325,000**

**Exterior:** Same as 1920’s restoration with added changes: new siding, new windows, new doors, new chimney, foundation pier reconstruction, demolition, and reopening of rear porch, and reconstruction of front porch.

**Interior:** Same as 1920’s restoration with added changes: hide electrical and HVAC systems, replace doors and hardware, and restore or reconstruct ceiling.

**Archaeological Survey**

The University of West Florida and UWF Historic Trust are subject to Florida Statutes Chapter 267.061, which mandates that all state agencies consider the effect of undertakings on any historic property that is included in, or eligible for inclusion in, the National Register of Historic Places. Prior to any ground disturbing activity on state-owned land, an archaeological investigation must be conducted that conforms to Rule 1A-32, Florida Administrative Code.

It’s assumed that the Alice Hall/Robinson Farmstead has not been archaeologically investigated previously; therefore, the entire site is considered un-surveyed and will require consultation with the Florida Division of Historical Resources (DHR). A Cultural Resources Assessment Survey (CRAS) of the entire site would be beneficial in order to identify discrete areas of archaeological and historical significance.

2017-2018 LBR
II. Return on Investment –

The University of West Florida is supported by the UWF Historic Trust (DSO), which makes a key contribution to enhancing tourism revenues in the cultural heritage tourism space in Northwest Florida. The mission of the UWF Historic Trust is to preserve and interpret the history of Northwest Florida. The farmstead fits directly into that mission as a critical component of an already well-established “living history” program. The farmstead will enhance those assets and serve as a key experiential learning site for students, regional communities, and visitors to Northwest Florida. The site would serve as a historic educational site that provides visitors an opportunity to experience and learn about agricultural traditions of the 19th century and ensure that that history is preserved in a meaningful way.

The farmstead creates an opportunity to better achieve the mission of the UWF Historic Trust by providing a platform to create a compelling experience related to the rich agricultural history of the region, directly aligned with the public education mission of the university. The enhanced assets will make a key contribution to UWF’s attempts to enhance the regional economy by continuing to develop, in collaboration with a myriad of partners, the cultural heritage tourism market.

The historic site will be used as a historic exhibit and an agriculture learning center. The site will provide the following services.

**Historic Orchard**
UWF will develop a historic fruit/nut orchard featuring pear and pecan trees, which were historically grown in Santa Rosa County. Other fruit trees capable of being sustained in Northwest Florida and any fruit trees that grew on the farm will be added. Interpretation of an orchard will play a significant role in preserving cultural landscapes and creating stewardship amongst visitors and the community. Once the trees are grown, the site could host a once a month “workday” where volunteers of the community may come and help maintain the orchard. Interpretation of the orchard would be done by on-site living history interpreters.

**Living History**
Programming will consist of a living example of farming lifestyle. Student/staff workers will be dressed in period appropriate costuming and will interpret Santa Rosa County farming chores and agriculture in 3rd person. Examples of immediate programming are as follows: Tallow and candle making, wine making, gardening: vegetable and herb, dyeing cloth, an interpretive program on living off the land and uses of herbs and plants for medicinal and cooking purposes, rope making, daily barn chores, interpreting farming tools and uses (woodworking), interpretation on the role of men, women, and children on a farm: differentiating duties, chores, and responsibilities. All programming will offer visitors hands on experiences and is historically appropriate. Site wide scavenger hunts will be developed for “self-guiding.”
Interpretive Nature Trail

A nature trail would interpret indigenous and evasive trees, plants, and flowers. Very few interpretive signs can be placed along the way with text as well as QR codes so visitors can interact with Next Exit History, allowing the visitor to experience the nature trail organically, or with technology, either way providing a positive educational experience. Visitors can explore the area, and gain a greater appreciation and pride in local cultural heritage. Living history programming could also take place on the trail.

Educational School Tours

All school tour curriculums will be backed by Florida State Standards, and will be modeled off of the downtown campus tour system. School tours will be immersed in “life on a farm” and all tours will involve living history, agriculture, history, and science. Visitors will experience hands on learning about Santa Rosa County and tours can be tailored to site programming.

III. Facilities (If this issue requires an expansion or construction of a facility, please complete the following table):

<table>
<thead>
<tr>
<th>Facility Project Title</th>
<th>Fiscal Year</th>
<th>Amount Requested</th>
<th>Priority Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### University:
**University of West Florida**

### Issue Title:
**Historic Preservation and Educational Site**

<table>
<thead>
<tr>
<th></th>
<th>RECURRING</th>
<th>NON-RECURRING</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Positions</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Other (A&amp;P/USPS)</td>
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<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
</tbody>
</table>

| **Salary Rate (for all positions noted above)** | | |
| Faculty                                      | $0 | $0 | $0 |
| Other (A&P/USPS)                             | $0 | $0 | $0 |
| **Total**                                    | $0 | $0 | $0 |

| **Salaries and Benefits** | $0 | $0 | $0 |
| **Other Personal Services** | $0 | $0 | $0 |
| **Expenses**                | $0 | $70,000 | $70,000 |
| **Operating Capital Outlay** | $0 | $430,000 | $430,000 |
| **Electronic Data Processing** | $0 | $0 | $0 |
| **Special Category (Specific)** | $0 | $0 | $0 |
| **Total**                    | $0 | $0 | $0 |

| **Total All Categories** | $0 | $500,000 | $500,000 |
The main objective of Form I and Form II is to align the university’s budget issues and dollar values with the goals and objectives of the strategic priorities and the 2016 University Work Plan established by each university.

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State University System
Education and General
2017-2018 Legislative Budget Request
Form I

<table>
<thead>
<tr>
<th>University(s):</th>
<th>University of West Florida</th>
</tr>
</thead>
<tbody>
<tr>
<td>Issue Title:</td>
<td>Advanced Manufacturing Design Studio</td>
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<tr>
<td>Priority Number</td>
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<tr>
<td>Recurring Funds Requested:</td>
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<tr>
<td>Non-Recurring Funds Requested:</td>
<td>$351,000</td>
</tr>
<tr>
<td>Total Funds Requested:</td>
<td></td>
</tr>
</tbody>
</table>

Please check the issue type below:

- [ ] Shared Services/System-Wide Issue for Fiscal Year 2017-2018
- [x] New Issue for Fiscal Year 2017-2018

I. Description -

The need for skilled technical professionals in Northwest Florida is now at an all-time high. The competition for talent in skilled professions has increased to the extent that most manufacturing firms, health care providers, and technology businesses in Northwest Florida have tremendous difficulty filling vacant positions. As a direct result of this shortage of skilled labor, organizations are facing financial losses due to prolonged vacancies. In the absence of accessible and affordable training programs, adult career-changers are not gaining the skills and experience required to fill those vacancies. Employers in Florida’s 12 westernmost counties have committed to partnering with UWF to provide individually designed pathways to manufacturing careers. Our goal is to expand the technological “know-how” of the workforce by providing access to accelerated learning programs that have shown to increase the number of skilled professionals entering the workforce after receiving custom training in an advanced manufacturing design studio.

The University of West Florida (UWF), a regional comprehensive institution, convenes employers, workforce professionals, education leaders, and researchers to address issues related to manufacturing and the educational gaps related to this industry. Advanced
Manufacturing in West Florida represents a target industry for regional economic development organizations, as it contributed $2.6B in total 2013 GDP and represents 14,518 jobs across West Florida. The sector generates $985 million in total earnings, equating to $67,872 in earnings for each worker employed in the industry. The capacity of the industry to reach its economic potential is hampered by the lack of available technical talent in the region. UWF and the Northwest Florida Manufacturers Council (NWFMC) are focused on developing talent to support this industry. Central to this strategy is the implementation of a network of post-secondary advanced manufacturing design studios. Providing students with national manufacturing industry certifications and access to learning is critical to support our region’s long-term manufacturing recruitment. This initiative aligns with UWF’s Strategic Priority 3.1 — Develop, cultivate, assess, and sustain a network of mutually beneficial community partnerships.

**Action:** Develop and implement an institutional plan to coordinate the University’s efforts to identify community stakeholders, cultivate partnerships, and learn more about specific economic, workforce, educational, research, and cultural needs and opportunities.

**II. Return on Investment**

UWF seeks funding in the amount of $351,000 to serve 290 adult career-changers and existing workers over 3 years. Based on this request, the average cost per participant is $1,210. In order to provide tuition-free training to the participants in this program, the cost of instruction will be partially covered by the funds already allocated to UWF to support aerospace manufacturing. The training cost per participant compares favorably to existing short-term education and training programs. A key cost-saving strategy that UWF employs is that of group training, which allows us to serve a group at a lower cost per unit than traditional single-enrollment classes funded by tuition. Removing fee-for-class tuition is among the ways in which UWF has reduced costs on previous projects.

**III. Facilities** *(If this issue requires an expansion or construction of a facility, please complete the following table.): N/A*

<table>
<thead>
<tr>
<th>Facility Project Title</th>
<th>Fiscal Year</th>
<th>Amount Requested</th>
<th>Priority Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
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</table>

2017-2018 LBR
## 2017-2018 Legislative Budget Request

**Education and General**

**Position and Fiscal Summary**

**Operating Budget Form II**

(to be completed for each issue)

<table>
<thead>
<tr>
<th>University:</th>
<th>University of West Florida</th>
</tr>
</thead>
<tbody>
<tr>
<td>Issue Title:</td>
<td>Advanced Manufacturing Design Studio</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Positions</th>
<th>NON-RECURRING</th>
<th>RECURRING</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Other (A&amp;P/USPS)</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Total</td>
<td>0.00</td>
<td>0.00</td>
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</tr>
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</table>

### Salary Rate (for all positions noted above)

<table>
<thead>
<tr>
<th>Positions</th>
<th>NON-RECURRING</th>
<th>RECURRING</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Other (A&amp;P/USPS)</td>
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<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Total</td>
<td>$0</td>
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### Salaries and Benefits

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<tr>
<th>Category</th>
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<th>RECURRING</th>
<th>TOTAL</th>
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<tr>
<td>Salaries and Benefits</td>
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<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Other Personal Services (program mktg)</td>
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<td>$40,000</td>
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<td>Expenses</td>
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<td>$0</td>
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<td>Operating Capital Outlay</td>
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<td>Electronic Data Processing</td>
<td>$0</td>
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<td>Special Category (Electrical)</td>
<td>$0</td>
<td>$50,000</td>
<td>$50,000</td>
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<td>Curriculum Development</td>
<td>$0</td>
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<td>$100,000</td>
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<tr>
<td>3D printers</td>
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<tr>
<td>Computers</td>
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<tr>
<td>Lab/studio design + installation</td>
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<td>$65,000</td>
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<tr>
<td>Total All Categories</td>
<td>$0</td>
<td>$351,000</td>
<td>$351,000</td>
</tr>
</tbody>
</table>

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**Note:**

The above table provides a summary of the positions, salary rates, and budget categories for the Advanced Manufacturing Design Studio at the University of West Florida for the 2017-2018 legislative budget request.
Issue: Resolutions in recognition of distinguished service

Proposed Action: Adopt

Background Information:

Susan K. O’Connor, Chair of the Audit & Operations Committee and has loyally served the students, staff and faculty on the University of West Florida Board of Trustees since April, 2011. Ms. O’Connor’s term of appointment on the UWF Board of Trustees ended on March 23, 2016.

Garrett Walton, Member of the Audit & Operations Committee and has loyally served the students, staff and faculty on the University of West Florida Board of Trustees since April, 2011. Mr. Walton’s term of appointment on the Board of Trustees ended on March 23, 2016.

Daniel McBurney, President of the Student Government Association has loyally served the students, staff and faculty as a member of the Student Affairs Committee and on the University of West Florida Board of Trustees since April, 2015. Mr. McBurney’s term as SGA President and UWF Trustee expired on April 10, 2016.

Today offers the Board an opportunity to recognize and commend these three outstanding individuals for going above and beyond to serve the University of West Florida.

Recommendation: Adopt

Implementation Plan: N/A

Fiscal Implications: N/A

Supporting documents:

Resolutions will be read during the meeting and spread upon the pages of the minutes.

Prepared by: Becky Luntsford, Assistant Corporate Secretary, BOT

Presented by: Lewis Bear, Jr., BOT Chair
Issue: Presidential Search Update

Proposed Action: Informational

Background Information:

On December 10, 2015, BOT Chair Lewis Bear, Jr., appointed the UWF Presidential Search Committee and Trustee Mort O’Sullivan was appointed as chair.

On February 1, 2016, the Search Committee convened and Chair O’Sullivan appointed chairs and members to two subcommittees. He appointed Jason Crawford, Steve Kass, Eric Kollar, Chris Thrasher, Pat Wentz and P. C. Wu as members of the Search Firm Selection Subcommittee and Trustee as its Chair. He appointed Pam Dana, Athena DuPre, Rick Harper, Scott Keller, Collier Merrill, Steve Riggs and Bentina Terry as members of the Presidential Position Profile Subcommittee and Trustee Garrett Walton as its Chair.

Greenwood/Asher & Associates, Inc. has begun actively recruiting candidates and will continue through throughout June and July.

Presidential Search Committee Chair, Trustee Mort O’Sullivan, will provide an update to the Board.

Recommendation: Informational

Implementation Plan: As indicated

Fiscal Implications: N/A

Supporting documents: None

Prepared by: Becky Luntsford, Executive Specialist, BOT, rluntsford@uwf.edu, 850-474-2449.

Presented by: Trustee Mort O’Sullivan, Chair, UWF Presidential Search Committee
### TIMELINE FOR SELECTION OF President

*Revised by UWF Presidential Search Committee 5/25/16*

<table>
<thead>
<tr>
<th>DATE/TIME</th>
<th>OBJECTIVE</th>
<th>RESPONSIBILITY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>December 10, 2015, 9:00 am</strong>&lt;br&gt;BOT Meeting&lt;br&gt;UWF Conference Ctr. Bldg. 22</td>
<td>Presidential Search Committee Appointed by UWF Board of Trustees (BOT).</td>
<td>UWF Board of Trustees</td>
</tr>
<tr>
<td><strong>February 1, 2016, 9:00 am</strong>&lt;br&gt;UWF Conference Ctr. Bldg. 22</td>
<td><strong>FIRST MEETING</strong> with Presidential Search Committee to discuss timeline; begin development of search procedure; and appoint two subcommittees. One subcommittee to research search firms and a second subcommittee to develop leadership statement/position profile &amp; position description. <em>(Public Meeting/No Webcast)</em></td>
<td>Presidential Search Committee</td>
</tr>
<tr>
<td><strong>February 15, 2016, 9:00 am</strong>&lt;br&gt;UWF Alumni Room, Bldg. 12</td>
<td><strong>Conference call or meeting</strong> to review search firms &amp; review search firm proposals in preparation of selecting a SEARCH FIRM. <em>(Public Meeting/No Webcast)</em></td>
<td>Search Firm Selection Subcommittee</td>
</tr>
<tr>
<td><strong>February 22, 2016, 9:00 am</strong>&lt;br&gt;UWF Alumni Room, Bldg. 12</td>
<td><strong>Conference call or meeting</strong> to select SEARCH FIRM for recommendation to Presidential Search Committee. <em>(Public Meeting/No Webcast)</em></td>
<td>Search Firm Selection Subcommittee</td>
</tr>
<tr>
<td><strong>February 22, 2016, 10:30 am</strong>&lt;br&gt;UWF Alumni Room, Bldg. 12</td>
<td><strong>Conference call or meeting</strong> to approve SEARCH FIRM. <em>(Public Meeting/No Webcast)</em></td>
<td>Presidential Search Committee</td>
</tr>
<tr>
<td><strong>March 1, 2016, 9:00 am</strong>&lt;br&gt;BOT Committee Meetings&lt;br&gt;UWF Conference Ctr. Bldg. 22</td>
<td>Presidential Search Committee Report presented to BOT.</td>
<td>Search Committee Chair</td>
</tr>
<tr>
<td><strong>March 7, 2016, 9 am – 4 pm</strong>&lt;br&gt;<strong>March 8, 2016, 10 am – 3 pm</strong>&lt;br&gt;UWF Commons Auditorium, Bldg. 22</td>
<td><strong>OPEN FORUM MEETINGS</strong> with Greenwood/Asher &amp; Associates [SEARCH FIRM], UWF Board of Trustees, Presidential Search Committee and various campus and off-campus constituency groups to discuss search process, expectations of qualified candidates as well as position requirements, timeline and goals for new President. <em>(Public Meetings / Webcast on 3/7/16 only)</em></td>
<td>UWF Board of Trustees, Presidential Search Committee, UWF Campus, Community &amp; Greenwood/Asher &amp; Associates [SEARCH FIRM]</td>
</tr>
<tr>
<td><strong>March 24, 2016, 9:00 am</strong>&lt;br&gt;BOT Meeting&lt;br&gt;UWF Emerald Coast Campus</td>
<td>Presidential Search Committee Report presented to BOT.</td>
<td>Search Committee Chair</td>
</tr>
<tr>
<td>DATE/TIME</td>
<td>OBJECTIVE</td>
<td>RESPONSIBILITY</td>
</tr>
<tr>
<td>-----------</td>
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<td>---------------</td>
</tr>
</tbody>
</table>
| April 18, 2016, 8:30 am  
UWF Alumni Room, Bldg. 12 | Conference call for subcommittee & Greenwood/Asher & Associates Search Firm to finalize position description: using guidelines & input from the BOT and UWF campus and the community; and schedule publication & placements of advertisements announcing the position. *(Public Meetings/No Webcasts)* | Presidential Position Profile Subcommittee & Greenwood/Asher & Associates [SEARCH FIRM] |
| April 25, 2016, 8:30 am  
UWF Alumni Room, Bldg. 12 | Conference call or meeting to finalize position description. *(Public Meeting/No Webcast)* | Presidential Position Profile Subcommittee, Presidential Search Committee & Greenwood/Asher & Associates [SEARCH FIRM] |
| May, June, July 2016 | Position advertised in higher education publications/websites.  
Candidate identification will proceed through Presidential Search Committee and UWF faculty and staff nominations, advertising, correspondence, and direct recruiting by the Search Committee and Greenwood/Asher & Associates Search Firm to identify qualified candidates interested in the position. | Presidential Search Committee & Greenwood/Asher & Associates [SEARCH FIRM] |
| May 25, 2016, 9:00 am  
UWF Alumni Room, Bldg. 12 | -FIRST SEARCH UPDATE Conference call meeting to be provided to the Presidential Search Committee by Greenwood/Asher & Associates Search Firm. *(Public Meeting/No Webcast)* | Presidential Search Committee & Greenwood/Asher & Associates [SEARCH FIRM] |
| June 15, 2016, 9:00 am  
BOT Meeting  
UWF Conference Ctr. Bldg. 22 | Presidential Search Committee report presented to BOT. | Search Committee Chair |
| June 23, 2016, 9:00 am  
UWF Alumni Room, Bldg. 12 | SECOND SEARCH UPDATE Conference call meeting to be provided to the Presidential Search Committee by Greenwood/Asher & Associates Search Firm. *(Public Meeting/No Webcast)* | Presidential Search Committee & Greenwood/Asher & Associates [SEARCH FIRM] |
| July 22, 2016, 9:00 am  
UWF Alumni Room, Bldg. 12 | THIRD SEARCH UPDATE Conference call meeting to be provided to the Presidential Search Committee by Greenwood/Asher & Associates Search Firm. *(Public Meeting/No Webcast)* | Presidential Search Committee & Greenwood/Asher & Associates [SEARCH FIRM] |
<table>
<thead>
<tr>
<th>DATE/TIME</th>
<th>OBJECTIVE</th>
<th>RESPONSIBILITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 1 - 15, 2016</td>
<td>Presidential Search Committee will receive and review applications and all candidate materials submitted to date for consideration. Deadeline for Applications.</td>
<td>Presidential Search Committee &amp; Greenwood/Asher &amp; Associates [SEARCH FIRM]</td>
</tr>
<tr>
<td>August 15, 2016</td>
<td></td>
<td>Greenwood/Asher &amp; Associates [SEARCH FIRM]</td>
</tr>
<tr>
<td>August 16, 2016, 9:00 am</td>
<td><strong>Meeting</strong> for Presidential Search Committee to:</td>
<td>Presidential Search Committee &amp; Greenwood/Asher &amp; Associates [SEARCH FIRM]</td>
</tr>
<tr>
<td></td>
<td>- Develop short list of candidates for interviews;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Develop list of questions for reference checks; and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Develop list of questions for interviews.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Two days of meetings:</strong> Presidential Search Committee to conduct face-to-face interviews of candidates identified on the short list. (Public Meeting/No Webcast)</td>
<td></td>
</tr>
<tr>
<td>August 29 &amp; 30, 2016</td>
<td></td>
<td>Presidential Search Committee &amp; Greenwood/Asher &amp; Associates [SEARCH FIRM]</td>
</tr>
<tr>
<td>UWF Conference Ctr. Bldg. 22</td>
<td></td>
<td></td>
</tr>
<tr>
<td>August 30 – Sept. 5, 2016</td>
<td>Candidate references checked.</td>
<td>Presidential Search Committee &amp; Greenwood/Asher &amp; Associates [SEARCH FIRM]</td>
</tr>
<tr>
<td>September 6, 2016, 9:00 am</td>
<td><strong>Meeting</strong> for Presidential Search Committee to:</td>
<td>Presidential Search Committee &amp; Greenwood/Asher &amp; Associates [SEARCH FIRM]</td>
</tr>
<tr>
<td>UWF Commons, Nautilus Chamber, Bldg. 22</td>
<td>- Review references provided by Greenwood/Asher Search Firm; and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Select at least (3) unranked recommended candidates for on-campus interviews. (Public Meeting/No Webcast)</td>
<td></td>
</tr>
<tr>
<td>September 12, 13 &amp; 14, 2016</td>
<td>The final candidates’ on-campus interviews, to be arranged with the advice and assistance of the Greenwood/Asher &amp; Associates Search Firm.</td>
<td>Presidential Search Committee, UWF Board of Trustees, Campus &amp; Constituency Groups &amp; Greenwood/Asher &amp; Associates [SEARCH FIRM]</td>
</tr>
<tr>
<td>Interview Schedule TBD</td>
<td>UWF Conference Ctr. Bldg. 22</td>
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<tr>
<td>September 15, 2016</td>
<td><strong>Conference Call or Meeting</strong> of the Presidential Search Committee to prepare presentation of (3) unranked candidates for consideration by the BOT. (Public Meeting/No Webcast)</td>
<td>Presidential Search Committee &amp; Greenwood/Asher &amp; Associates [SEARCH FIRM]</td>
</tr>
<tr>
<td>9:00 am</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UWF Alumni Room, Bldg. 12</td>
<td></td>
<td>Search Committee Chair &amp; UWF Board of Trustees</td>
</tr>
<tr>
<td>September 15, 2016</td>
<td><strong>Special Meeting</strong> of the UWF Board of Trustees.</td>
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<tr>
<td>(Time TBD)</td>
<td>Presidential Search Committee to present (3) unranked candidates to the Board. (Public Meeting/No Webcast)</td>
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<tr>
<td>UWF Alumni Room, Bldg. 12</td>
<td></td>
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</tr>
<tr>
<td>September 15, 2016</td>
<td>UWF Board of Trustees to select a new President.</td>
<td></td>
</tr>
</tbody>
</table>
UWF Board of Trustees Meeting
Full Board
June 15, 2016

Issue/Agenda Item: UWF Emerging Preeminence Program Update

Proposed Action: Informational

Background Information:

The Florida Legislature approved, on March 11, 2016, House Bill 7029: School Choice. This bill made significant changes to Preeminent Research University metrics and created an Emerging Preeminent University Program.

Provost Saunders will provide an update on the plan for the UWF to achieve Emerging Preeminent University status as defined by the legislature and Board of Governors.

Recommendation: Informational Item; no action required.

Implementation Plan: n/a

Fiscal Implications: n/a

Supporting documents:

Keynote Presentation

Prepared by: Martha Saunders, Provost and Executive Vice President
msaunders@uwf.edu, 474-2035

Presented by: Martha Saunders, Provost and Executive Vice President
THE SECOND 50 YEARS TOWARD EMERGING PRE-EMINENT STATUS
DOUBLE ENROLLMENT
INCREASE
SELECTIVITY
SIX HUNDRED FACULTY
MORE LAB & OFFICE SPACE
ECONOMIC DEVELOPMENT

TALENT

DIVERSITY
MAKE YOUR MARK

TALENT

DIVERSITY

ECONOMIC DEVELOPMENT
TALENT

DIVERSITY

MAKE OUR MARK

ECONOMIC DEVELOPMENT
HUMAN RESOURCES
UNIVERSITY of WEST FLORIDA
The Second Fifty Years: Initial Assessment of the Impact on the University of West Florida of Adopting Florida’s Emerging Preeminence Standards as a Primary Driver of the University’s Strategic Planning Process

Produced for:

Provost Martha Saunders

By:

The UWF Center for Research and Economic Opportunity

June 14, 2016
Executive Summary

The 2016 Florida Legislature passed, and the Governor signed into law, statutory language defining an “emerging preeminent state research university” as a university found by the SUS Board of Governors to meet 6 of the 12 standards promulgated in the statute. UWF’s Board of Trustees, at their March 2016 meeting, voted to allow UWF administration to present the BOT with a draft plan for UWF to pursue that designation. Provost Martha Saunders asked the UWF Center for Research and Economic Opportunity (CREO) to take a first step towards providing an assessment of the feasibility of attaining the designation. This report is the first product of that assessment.

The 12 standards call for substantially increased selectivity in undergraduate admissions and greatly increased expenditures on research and development (R&D). The measures are broadly consistent with attainment of what is generally referred to as “R1,” or research intensive, university status in the Carnegie classification scheme. While there are 12 standards, their shared focus is on size, selectivity, and faculty research funding.

It is clear that UWF would have to increase the size of both undergraduate and graduate enrollments to meet emerging preeminence standards. The 4 Florida universities that today meet or almost meet these standards have at least 3.5 times as many full-time equivalent (FTE) students as UWF. Nationally, 10 emerging R1 universities that only just meet the required research intensity had 1.9 times as many FTE students as UWF. These 10 universities selected for comparison were public and do not award medical degrees. Achieving enrollment levels similar to the 10 by 2035 requires student FTE growth rates at UWF of 4.2 percent per year over 20 years.

This substantial enrollment growth will need to be accompanied by increased selectivity. Achieving sustained high growth will only be feasible if UWF cultivates and delivers on a brand image of high quality academics and amenities that will stand out in the highly competitive market for students matriculating outside their home communities.

Many more faculty will be required in order perform the research projects necessary to meet the R&D standards. Of the 4 Florida schools at or near emerging preeminence, all have at least 3.4 times as many faculty as UWF. The 10 national schools just meeting the research standard on average have 2.8 times as many faculty as UWF. Of the almost 500 new faculty UWF would need to reach the average of those schools, more than 300 would need to be successful in pursuing funded research grants and contracts in order to hit the research targets. Hiring in clusters of research-oriented faculty in the cutting edge areas that will attract continued research funding will be challenging.

Grant and contract-funded research activities at the 10 comparison R1 universities rely most heavily on federal funding in life sciences (e.g., biological and agricultural), environmental sciences (e.g., earth sciences, oceanography), and engineering (e.g., specialized, electrical, civil). 48 percent of total R&D funding was federal, while 29 percent came from the institutions’ own funds, and 11 percent from state sources. Much
of the own-source funding derives from the indirect costs recovering while performing federal grants and contracts. While a UWF pursuing emerging preeminence should add faculty in any discipline that shows sufficient student enrollment, available federal R&D funding is disproportionately concentrated in health, science and engineering disciplines.

The infrastructure investment associated with servicing a doubled enrollment and tripled faculty size will be substantial. While available raw land on campus will not be a constraint for UWF, funding to construct needed physical infrastructure will be. The private sector can be counted on to provide abundant housing convenient to campus, but money for new laboratory and office space will have to come from other sources. These infrastructure dollars will be particularly needed for the wet lab space to serve the health and science disciplines that are at the heart of federal R&D funding flows.

Achieving these student, faculty and infrastructure growth targets will not be accomplished easily. The age profile of the region, state and the southeast suggests that growth rates in the number of recent high school graduates over the next several decades may be slower than in previous years. In this demographic environment, recruiting an increased quantity of students with higher academic attainment will pose challenges. Further, there are no guarantees that the legislature and BOG will want to fund such growth at universities generally, and at former regional comprehensives like UWF specifically.

After growing substantially for decades, federal R&D expenditures with universities peaked in 2011, and have declined for the 10 comparison universities just meeting the research standard. Other pressures on the federal budget (e.g., baby boomer retirements, interest on the debt, tax cuts) make a return to steady and widespread R&D growth seem unlikely. The limited number of scientists who can self-fund via competitive federal grant and contract awards will be in demand at any number of universities. Recruiting clusters of faculty in areas with growing research funding is expensive. This is because potential hires with realistic prospects of self-funding in health, science, and engineering research areas have options both inside and outside of academia.

Achieving R1 status would be transformational for UWF and for the region, independent of legislative recognition. The economic impact of a larger, more research-oriented UWF would be profoundly larger than it is today. This would be seen in the breadth, depth, and variety of programs available, and in the population growth that would be associated with recruitment of out-of-region and out-of-state students, and the faculty to serve them. The availability of research scientists to partner with private firms and governmental entities would enhance our community’s ability to recruit and retain higher wage firms that depend on a deep pool of skilled labor.

Finally, it appears that the regional comprehensive university model under which UWF has operated is being overtaken by events. There are technology-driven, high quality alternatives to the “sage on the stage” model of university instruction. There are low cost alternatives as well, not least of which is the Florida State College System. This
changed competitive environment means that the alternative of sticking with our existing mission may not be available. Instead, the public research university, with its clusters of cutting-edge research faculty, organized around scholarly exchange and collaboration, as well as teaching, via the department, center, and institute environment, may well be the only viable model for UWF. It may also be the region’s single best option for economic transformation.

Reaching preeminent status will require a firm commitment on the part of the university. Fortunately, we are already moving in the right direction. The last several years have seen changes in student recruitment and retention policies, and a greater emphasis on research, including new faculty hires, reorganization of the colleges and other policy changes. Leadership has already changed resource allocations in ways that will move us closer to emerging preeminence. Significant steps have been taken in the last three years to focus on strategic enrollment growth, higher student retention rates, and increased faculty research productivity, particularly in grant and contract-funded areas. All of these will be necessary to achieve emerging preeminent status. Further detail on these new initiatives is provided in the Appendix.

Substantial further work remains to be done to assess the feasibility and desirability of adopting the emerging preeminence goal. Given the growth in student enrollment, number of faculty, infrastructure, and in R&D expenditure that will be required, this project would only be implemented over a generation. However, initial responses from faculty are positive, and the commitment of the BOT seems strong. At the inception of UWF’s second fifty years, the time may well be right.
Introduction
Florida House Bill 7029 was signed into law on April 14, 2016. The new law contains the following language: “A state university designated as an emerging preeminent state research university shall submit to the Board of Governors a 5-year benchmark plan with target rankings on key performance metrics for national excellence. Upon approval by the Board of Governors, and upon the university’s meeting the benchmark plan goals annually, the Board of Governors shall award the university its proportionate share of any funds provided annually to support the program created under this section.” The law provides 12 academic and research excellence standards and specifies that an emerging preeminent state research university must meet 6 of those 12 standards.

Anticipating passage of this law, the UWF BOT passed a resolution at their March 24, 2016 meeting "to approve the request [by UWF administration] to develop a strategic plan for UWF to achieve emerging preeminent status as defined by the legislature and the Board of Governors." The following paragraphs provide an initial look at how UWF numbers would have to change in order to hit the metrics needed for emerging preeminent status.

The actions needed to successfully pursue emerging preeminent (EP) designation by the BOG would transform UWF. The university would fundamentally change its student profile, recruit and retain a very different faculty, and pursue a new and national mission, were we to go down the EP path. The magnitude of the required transition means that UWF would be substantially altered in almost every dimension. To be successful, the strategic plan and subsequent actions of the university over the next generation would need to center on pursuit of the EP metrics.

These actions would also transform our region. The annual economic impact of UWF was estimated to be $1.43 billion in a 2012 study by FSU and UF of the 11 SUS schools. Only New College was smaller. The same study found the two SUS institutions likely to qualify first for EP status (USF, UCF) to have an average economic impact of $7.63 billion per year. Only FSU and UF were larger. The study found that 17 percent of SUS impact flows from operations (e.g., payroll, purchasing, construction), 5 percent from student spending (e.g., books, meals, leisure), and a whopping 78 percent from the present money value of the lifetime higher wages associated with obtaining a degree. It is the skills and earning capacity of the graduating students, as well as the research, development, and commercialization dollars generated by faculty and staff of an emerging preeminent UWF, that would drive regional transformation.

The nature of the 12 academic and research excellence standards is such that success will be most attainable for those SUS institutions that implement selective FTIC admissions, enroll a large number of students, and have large STEM and health programs. UWF does not currently meet any of the 12 EP metrics. UWF’s pursuit of the EP designation will require an all-consuming focus, a substantial period of time and significant new money.
What are the metrics?
As can be seen below, EP metrics (a) through (d) are keyed to selective admissions and to improved mechanisms for student retention and timely graduation. Metrics (e) through (k) refer to dollar volume of research and development (R&D) expenditure and to faculty research excellence in fields with high levels of grant and contract funding. Metric (l) is the size of the university’s endowment.

The 12 academic and research excellence standards that constitute the EP metrics are:

(a) An average weighted grade point average of 4.0 or higher on a 4.0 scale and an average SAT score of 1800 or higher on a 2400-point scale or 1200 or higher on a 1600-point scale for fall semester incoming freshmen, as reported annually.
(b) A top-50 ranking on at least two well-known and highly respected national public university rankings, including, but not limited to, the U.S. News and World Report rankings, reflecting national preeminence, using most recent rankings.
(c) A freshman retention rate of 90 percent or higher for full-time, first-time-in-college students, as reported annually to the Integrated Postsecondary Education Data System (IPEDS).
(d) A 6-year graduation rate of 70 percent or higher for full-time, first-time-in-college students, as reported annually to the IPEDS.
(e) Six or more faculty members at the state university who are members of a national academy, as reported by the Center for Measuring University Performance in the Top American Research Universities (TARU) annual report or the official membership directories maintained by each national academy.
(f) Total annual research expenditures, including federal research expenditures, of $200 million or more, as reported annually by the National Science Foundation (NSF).
(g) Total annual research expenditures in diversified nonmedical sciences of $150 million or more, based on data reported annually by the NSF.
(h) A top-100 university national ranking for research expenditures in five or more science, technology, engineering, or mathematics fields of study, as reported annually by the NSF.
(i) One hundred or more total patents awarded by the United States Patent and Trademark Office for the most recent 3-year period.
(j) Four hundred or more doctoral degrees awarded annually, including professional doctoral degrees awarded in medical and health care disciplines, as reported in the Board of Governors Annual Accountability Report.
(k) Two hundred or more postdoctoral appointees annually, as reported in the TARU annual report.
(l) An endowment of $500 million or more, as reported in the Board of Governors Annual Accountability Report.

It is a foregone conclusion that UCF and USF will be the first SUS schools to attain EP status, while FSU and UF currently meet all 12 and are designated as preeminent. The Tampa Bay Times reported on April 26, 2016 that USF currently meets metrics b, f, g, h, i, and k, thus meeting the necessary 6. The same source reports that UCF meets metrics a, d, and i, for a total of 3.
The competitive landscape
There has never been more knowledge in the world than there is today, and the amount of knowledge is increasing at an increasing rate. The demand for learning that enables productive use of new knowledge will also increase strongly as people work to master the emerging technologies that drive economic success in a competitive market. Those communities which successfully build and retain the human skills that enable useful new technologies will likely see higher incomes and a self-reinforcing dynamic of high-quality growth.

The simple fact that state legislatures choose to use scarce taxpayer resources to subsidize knowledge acquisition via state university systems is explicit acceptance of the need for learning and of its benefit to the broader community around SUS institutions. The benefits of learning, knowledge, and useful technologies spill over so that they benefit many more than just the person using them. If they operate at the intersection of new knowledge creation, its transmission, and its use, public universities can drive this beneficial spillover and the economic development process.

However, public universities typically work within a web of rules, regulations, and checks and balances intended to maintain institutional stability and preserve intellectual freedom. If they were incentivized to reach the most people, create the most new knowledge, and do the most good for society, they might instead take more risks even if it meant less stability. It is certainly noteworthy that the new EP statute states “The Board of Governors is encouraged to identify and grant all reasonable, feasible authority and flexibility to ensure that each a [sic] designated preeminent state research university and each designated emerging preeminent state research university is free from unnecessary restrictions.”

The demand for knowledge and skills is thus growing more rapidly even as the number of high school graduates available to serve as first-time-in-college freshmen is growing less rapidly than before. The fact that it is intensive rather than extensive growth, i.e., a modestly growing number of better-educated people needing life-long skills training, rather than a growing FTIC population purchasing a traditional education, is not necessarily friendly to the traditional university model. However, UWF may have a competitive advantage in that no SUS institution has a higher share of online students, and we host the two of the state’s premier investments in online education in Florida Virtual Campus and Complete Florida Plus.

Out-of-state institutions are increasingly competitive within Florida, according to BOG minutes from the January 21, 2016 meeting of the Committee for Academic and Student Affairs. Further, the number of 4-year degrees granted by Florida’s State College System has been increasing markedly in recent years. Incoming Senate President Joe Negron historically has opposed such an expansion by the Colleges. President Negron frequently says that Florida’s preeminent universities should be on par with UNC, UVA, UM and other great public universities. To this end, he plans to increase SUS annual funding by $1 billion. In the 2017 session and likely from then on, it seems clear that
research excellence will be rewarded and student selectivity increased across the SUS. Universities that are “in the money” in the performance metric exercise would perhaps share in a larger pot in 2017. It even seems plausible that wet lab sciences buildings might attract PECO funding.

There is strong economic justification for an increased number of graduates with baccalaureate degrees. The wage premium associated with holding the baccalaureate degree versus a high school degree is high and is rising over time. Of course, not all of this effect can be attributed to what was learned at university. At least some of this premium is earned by university graduates who might otherwise have been better earners as mere high school graduates than the average high school graduate – i.e., there may be self-selection bias inherent in the calculations of wage differential. Skilled and motivated people tend to get degrees. MIT economist Josh Angrist finds that most of the difference in earnings for graduates can be predicted before they actually enroll in college. That is, the higher earnings for MIT grads are mostly attributable to their ability to be accepted for enrollment at MIT rather than to value added by their MIT academic experience.

There is evidence that baccalaureate degrees may be oversupplied to the market. EMSI, a leading vendor of employment forecasts, projects that the 5-year total of new openings in Florida in occupations with a typical entry requirement of baccalaureate degree will be 234,259, after accounting for retirements and other sources of workforce separations. Over that same period, the number of baccalaureate degrees granted by the SUS institutions would be about 309,000, were they to grant the same number of degrees annually as was reported in the March 2016 SUS System Accountability Report. If this is true, then as many as 1 in 4 baccalaureate graduates could be excess to the needs of the market. However, many graduates may not intend to go directly into the job market.

What do the student admissions numbers say?
UWF incoming FTICs currently have a 3.61 high school GPA, according to ASPIRE. The most recent system accountability report presented by Vice-Chancellor Ignash to the BOG in their March 2016 meeting shows that UWF has a freshman retention rate of 64.3 percent and a 6-year graduation rate of 46.7 percent. These measures will need to improve to a 4.00 average GPA (along with an average SAT score of 1800), 90.0 percent freshman to sophomore retention, and 70 percent 6-year graduation, respectively, for FTICs.

Not only must selectivity of FTIC admissions be increased. UWF student enrollment must simultaneously increase by enough to generate the student FTEs and associated per FTE funding sufficient to allow the hiring of more research faculty. These new faculty members will be needed to generate the research output necessary to hit R&D funding targets and to provide the departmental size and depth to support a strong research environment. Of the four universities in the SUS that have hit or will soon hit emerging preeminence or preeminence status, none have fewer than 33,000 students, measured on an FTE basis. UCF reported fall 2014 FTEs of 47,127, while USF (main
campus only) FTEs were 33,795. UF and FSU reported fall 2014 FTEs of 44,429 and 33,795, respectively, versus 9,513 FTEs for UWF. Going from UWF’s current 9,513 FTEs to 33,000 FTEs would require an average growth rate of 6.8 percent per year for 20 years.

It is clear that under EP standards of 4.0 average high school GPA and 1800 average SAT scores, UWF will not be able to admit students who traditionally would have been accepted as FTICs. Highly developed 2+2 partnerships with area colleges will be essential to meeting the needs of those students. Further, UWF will need to monitor ongoing aggressive FAU and UCF policies implemented in pursuit of higher retention and graduation rates, and implement those or similar policies where feasible. Increasing selectivity may actually increase our ability to grow enrollment via a geographically wider pool of applicants.

What do the population forecasts say?
UWF enrollment would need to grow by 6.8 percent per year for 20 years to reach the current FTE enrollment of either FSU or USF (Main Campus). However, 4.2 percent growth over same period would suffice to reach the average of the 10 emerging R1s. The core UWF market area does not have nearly enough local high school graduates to support the needed level of enrollment, unlike USF and UCF (total 2016 Tampa and Orlando MSA populations of 2.98 and 2.38 million, respectively, versus .48 million for the Pensacola MSA).

Woods and Poole Economics reports that cumulative population growth for full time resident 15 – 19 year olds over the 1990 to 2016 period (the past 27 years) was 70,656 for Orlando, 54,893 for Tampa, and 6,760 for Pensacola. The corresponding number for Gainesville was 2,003, and 5,574 for Tallahassee. Adding the Fort Walton MSA (Okaloosa and Walton counties) to Pensacola (Escambia and Santa Rosa) to obtain the core market for UWF yields a figure of 9,667.

Perhaps the most useful way to interpret the population growth data is by constructing ratios. Growth of the college-entry age demographic was 7.3 times as large over the course of a generation (1990 -2016) in Orlando as it was in the UWF core market area. Growth was 5.7 times as large in Tampa as in Pensacola. In contrast, growth in full-time residents (usually college students are considered full-time residents in their home MSA) was 1.7 times as large in the UWF core market as in Tallahassee, and 4.8 times as large as in Gainesville. It seems clear that enrollment growth comes from population growth in a core geographic market area, but can also be driven by perceptions of quality or amenities likely to draw students from greater distances.

The number of high school graduates nation-wide increased by a total of just over 5 percent between 2004 and 2013, according to this article in the Chronicle of Higher Education. Woods and Poole Economics forecasts that the number of 15 to 19 year olds resident in the two-county Pensacola MSA will grow by 3,292 between 2017 and 2043 (the next 26 years), which is only 49 percent of the growth over the 26 preceding years. Adding the two-county Fort Walton MSA bumps the forecasted growth up to
7,377, yielding growth which is only 76 percent of the 1990-2016 period. In contrast, the cumulative growth for the Tampa MSA for that age cohort over that same period is projected to be 54,120, and for the Orlando MSA, 37,165.

Switching to a ratio basis, what the growth forecasts say is that Orlando will add 5.0 times as many college entry-aged residents as will the UWF core market area from 2017 to 2043. Tampa will add 7.3 times as many as the UWF core market area. In contrast, the UWF core market is projected to add 2.6 time as many college entry-aged residents as Tallahassee, and 3.7 times as many as Gainesville, from 2017 to 2043.

Looking at this on an annual basis, the Orlando MSA added 2,617 net new college entry-aged full-time residents every year between 1990 and 2016, during which time UCF enrollment grew from 21,376 students to 63,373. This annual enrollment growth was almost 4.3 percent per year over that period, which is equivalent to adding just over 1,600 students per year, each year. This population growth for the MSA means that UCF could have increased the size of each successive FTIC class over this period largely by drawing from naturally occurring local demand driven by increased local population.

Pensacola/Fort Walton averaged cohort growth of 358 per year over that same time, and that rate is projected to drop to an average of 273 per year during the next 27 years. Even including the better-performing Fort Walton MSA, core market footprint growth in the latter period is projected to be only 76 percent of the growth in the earlier period. One must hope that the UWF core market growth forecast will diverge from trend rates and that the strong population growth of the most recent several years will persist. Also, we evidently need to do lots of recruiting downstate, particularly in Tampa.

Off-the-books programs, such as those developed and implemented with Academic Partnerships, have shown great potential to increase enrollment via more effective marketing. However, these programs must be priced to meet competition in the marketplace, including from online providers around the country. They thus tend to bring less revenue per student than enrollment growth via traditional channels, assuming the legislature funds FTE growth. Ideally, sections offered via off-the-books programs would be staffed with relatively affordable faculty (i.e., adjuncts). If not, the programs tie up regular full time faculty who then become less available to pursue funded research that would bring us closer to our new research targets.

UWF will have to follow the UF/FSU path and become as attractive to students as UF or FSU in order to make up for a shortfall in local area resident population of sufficient academic attainment. Normally such a reputational effect and strong brand equity only accrues to older universities, not younger ones. Sufficient programs of excellence, coupled with strong awareness of those programs, will be needed to start UWF towards the necessary enrollment growth. Our cost advantage is greatest with in-state students, but due to the historical unpredictability of SUS funding for enrollment growth, it will be necessary to attain much of this growth from outside Florida.
Enrollment growth and class size implications
The most recent System Accountability Report presented to the BOG covered 2014-2015. This report finds that actual funding on an FTE basis (where FTE is defined as 30 student credit hours for undergraduates and 24 for graduate students) funding from all sources (student-paid tuition and fees, state funded financial aid to the student, state GR and lottery appropriations) was $13,045 per FTE, which breaks out to an average revenue of $434.83 per student credit hour. UWF reported funding of $14,328 per FTE, which is 9.8 percent higher than the reported system average. The 2014-15 UWF Accountability Report showed 9,116 FTE and 229 tenured or tenure-earning faculty.

Using the SUS-wide numbers, a UWF professor teaching one section of Principles of Macroeconomics with 50 students thus generates $62,225 of revenue (across all sources) at a student teacher ratio of 50:1. In comparison, a professor teaching 2,000 students generates $2,608,980 in revenue. If that revenue is then used to fund 39 other professors for a course release, the student teacher ratio is also 50:1, while research output presumably rises. When pursuing higher research output, every course release matters. This approach assumes that the legislature and BOG would in fact provide funding for additional students that enrolled.

Whether the quality of instructions drops and whether retention goals suffer in the quest for higher research output will clearly depend on students, their abilities and expectations, and on faculty and the quality of online alternatives. Sustainable financial health occurs most easily under the Florida funding model when students feel a strong brand affinity that does not depend on small classes taught by senior faculty, and when they are able to master learning without one on one interaction with the instructor. Small class size and student interaction with full-time faculty have traditionally been the most important components of UWF’s brand equity, and any modifications must be managed extraordinarily carefully.

Highly differentiated teaching loads can be used to distribute this funding across campus in support of research. But different departments have very different potential to attract sponsored research funding. As will be shown below, at least 47 percent of all R&D spending that was done by universities with R&D in the EP range was funded by federal government agencies. Science and engineering are the two areas with the highest federal funding flows for universities not granting medical degrees. The College of Science and Engineering might be a logical first mover in implementing research-driven differentiated teaching loads if UWF were to make a serious move towards increased funded research. Because of the large number of sections offered, introductory math and biology courses may afford the opportunity to pilot the innovative teaching tools that will be necessary to generate funding to support differential teaching loads.

What do the R&D expenditure numbers say?
The R&D funding world is competitive and dollars are limited. Federal funding grew steadily from 1972 until 2011, with particular increases associated with the American Recovery and Reinvestment Act (ARRA) that were intended to offset the effects of the
Great Recession. However, post-ARRA federal R&D funding has been flat, which means it is shrinking on an after-inflation basis. The November 2015 InfoBrief published by the National Center for Science and Engineering at NSF finds that total federal R&D spending at universities decreased by 11 percent from 2011 to 2014 on an inflation-adjusted basis, as can be seen in following chart taken from that publication.

For 10 public, non-medical degree conferring universities with annual R&D expenditures of about $150 million per year (shown below, henceforth called “aspirational” schools), federally-funded R&D expenditure was 3/100ths of one percent larger in 2014 than in 2006 (before adjusting for inflation). For our 10 aspirational schools shown below, the 2011-2014 decline in federal R&D funding was 11.4 percent (before adjusting for inflation). Part of this is simply the expiration of the ARRA. However, if the size of the federal research funding pie has stopped growing, or even begun shrinking, and our 10 aspirant $150 million R&D schools are experiencing declining federal funding flows, there will likely be substantial competition for UWF to get meaningful slices of that pie.

![Chart showing federal R&D expenditures](chart.png)

Measured as a share of the total federal budget, the change is even more pronounced. The following chart is taken from a 2015 MIT report “The Future Postponed,” which examines the consequences of cuts in federal R&D funding.
It seems clear that it will be difficult to regain previous federal R&D award growth rates in future years. The federal budget environment will be severely constrained, given the triple whammy of higher levels of debt, higher demands on the budget via Medicare and Social Security as baby boomers retire, along with higher interest rates that will make servicing the national debt much more expensive.

The Congressional Budget Office’s April 2016 estimates forecast Social Security outlays increasing from 4.9 percent of GDP in 2016 to 5.9 percent in 2026, health care program outlays going from 5.5 to 6.5 percent over that period, and net interest outlays going from 1.4 to 3.0 percent over that period. Nondefense discretionary spending, the source of most federal research funding, is projected by CBO to fall from 3.3 percent of GDP today to 2.6 percent in 2026. Defense spending, which would be a logical area of focus for UWF research programs, is projected to fall from 3.2 percent of GDP to 2.6 percent over that period. It will be difficult to increase the dollar value of UWF’s slice of what may become a shrinking federal research pie.

In Florida, it appears that slow growth in federal R&D expenditures may have led to the recent surprise announcement in the Orlando Sentinel that Sanford Burnham had earlier notified bondholders it was considering transferring its Lake Nona medical campus assets to the University of Florida. The failure to meet 10-year old projections for today’s NIH grant funding levels was blamed on the post-2011 slowdown in federal research funding.

Federal research funding growth from 2005 – 2014

Time series data on R&D expenditures are available from NSF for all universities receiving federal research funding during fiscal years 2005 – 2014. Using these data one can compare universities that have similar R&D expenditures to UWF today to universities with R&D expenditures currently meeting emerging preeminent status in
research. The figures reported by NSF include number of doctorates awarded, number of post-docs, number of full-time graduate students in science, health, and engineering, number of principal investigators (PIs), R&D dollars per PI, R&D dollars per graduate student, and 9-year cumulative growth rate in R&D expenditures.

The average annual growth rate in total R&D expenditures for the colleges, universities and other institutions as tracked and reported by NSF for the 2005-2014 period was 3.9%. That is a cumulative 41% growth over the 9-year period. The post-2011 lack of growth in federal funding has been somewhat mitigated by growth in other sources.

Over that same 2005 – 2014 period, the SUS institutions grew at differing cumulative rates. USF grew by 77%, FAMU by 63%, UCF by 52%, FIU by 51%, UF by 26%, FSU by 21%, UWF by 3%, FAU by -17%, FGCU by -17%, and UNF by -35%. (New College actually grew by a higher percentage, but began and ended the period with <$1 million total).

Looking instead at raw dollar values over that same period, USF grew by $212 million, UF by $144 million, UCF by $64 million, FIU by $45 million, FSU by $45 million, FAMU by $18 million, UWF by $1 million, UNF by -$2 million, FGCU by -$2 million, and FAU by -$5 million.

If we take the most recent year of data from the NSF report as being representative of 2016 UWF research at about $19.6 million per year, we can calculate the rate of growth needed to hit the $150 million research target. Going from $19.6 million to $150 million represents cumulative growth of 665%. For the 2005-2014 period covered by the NSF data, no institution with initial R&D expenditures of $10 million or more grew by more than 234% over the 9-year period, while only 9 grew by more than 150%. 21 such institutions grew their R&D expenditures by between 100% and 150% over that time, while 247 such institutions grew by less than 100%.

To hit $150 million in 2036 (20 years from now), we would need to grow at just under 11% per year. To hit $150 million in 2026 (10 years from now), we would need to grow at about 23% per year.

A national comparison group: our new aspirant institutions
The Carnegie database, maintained by the Indiana University Center for Postsecondary Research, has information for 4,665 institutions, culled from a variety of sources, including IPEDS, NSF, and others. In that database there are 10 public universities that do not confer medical degrees and have total R&D expenditures between $130 and $170 million. These 10 aspirational universities are Clemson, Texas Tech, U of Alaska-Fairbanks, North Dakota State, UC Santa Cruz, U of New Hampshire, U of Houston, New Mexico State, UC Riverside, and SUNY Albany. While there is a med school at Texas Tech, it reports separately to NSF.

The Carnegie database allows for various comparisons of size in addition to total R&D spending. It shows UWF with 239 faculty in tenured or tenure-earning ladder rank
(assistant, associate, full) in fall 2014. The two SUS schools that are poised for emerging preeminent designation are UCF and USF, showing 801 and 1401 faculty, respectively. FSU and UF show 1,087 and 2,095. The average number of assistant, associate, and full professors who serve as faculty members at the 10 aspirant schools is 663, or 2.8 times as many as UWF, or a difference of 424. As is explained below, of those 424 we will need 330 who are willing and able to serve as principal investigators, likely on NSF or NIH or DOD grants, each generating about $400,000 per year in R&D spending.

The 10 aspirational universities had an average Fall 2014 enrollment of 20,888 students, with an average FTE of 18,542. UWF had 12,602 enrolled and 9,513 FTE. Those ratios are 1.7 and 1.9, respectively. Dividing the FTEs by the number of faculty yields ratios of 27.8 for the aspirational 10, 21.2 for UF, 34.2 for FSU, 58.8 for UCF, 24.1 for USF, and 39.8 for UWF. While this simple calculation is not as nuanced as the one calculated by the BOG, these ratios suggest that UWF does not have a lot of underused faculty capacity (relative to other schools) that could be applied to increasing research output, at least under the current class size paradigm. Getting UWF to the average FTE enrollment level of the 10 aspirational would require annual growth of 4.2 percent.

The NSF data not only provide gross dollar values of R&D expenditure, but also allow us to examine the distribution of that spending by academic discipline. The average total R&D expenditure for the 10 schools was $146,923,000. As can be seen in the figure below, at the highest level of aggregation is the split in total R&D that can be made between science vs. engineering vs. non-science/engineering. Across these 10 universities, 66 percent of total R&D expenditure came from science, 24.5 percent from engineering, and 9.4 percent from non-science/engineering.

Average FY15 dollar values and percent of total R&D expenditures for the 10 aspirational universities and for UWF were, by academic discipline:

<table>
<thead>
<tr>
<th>Academic Discipline</th>
<th>Aspirant</th>
<th>% of total</th>
<th>UWF</th>
<th>% of total</th>
</tr>
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<tbody>
<tr>
<td>Science</td>
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<td></td>
<td></td>
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</tr>
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<td>Computer sciences</td>
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<td>Share of Total</td>
<td>R&amp;D Expenditure</td>
<td>Share of Total</td>
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<td>771</td>
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Looking within the science aggregation for the 10 universities, but still using average share of university-wide total R&D expenditure as the measure, computer sciences accounted for an average of 2.9 percent, environmental sciences 13.5 percent, life sciences 32 percent, mathematical sciences .9 percent, physical sciences 8.4 percent, psychology 1.8 percent, social sciences 4.4 percent, and sciences not elsewhere classified 2.1 percent.

Looking within the engineering aggregation for the 10 universities, but still using average share of university-wide total R&D expenditure as the measure, aeronautical/astronautical accounted for an average of 1.1 percent, bioengineering/biomedical 1.4 percent, chemical 1.5 percent, civil 3.2 percent, electrical 4.5 percent, mechanical 2.1 percent, metallurgical/materials 1.3 percent, and engineering not elsewhere classified 9.5 percent.
Looking within the non-science/engineering aggregation for the 10 universities, but still using average share of university-wide total R&D expenditure as the measure, business and management accounted for an average of 1.3 percent, communications/journalism .2 percent, education 2.9 percent, humanities .8 percent, law .1 percent, social work .1 percent, visual and performing arts .3 percent, and non-science/engineering, not elsewhere classified 3.8 percent.

Sources of research funding
Overall, the 10 institutions expended an average of $146.9 million per year in R&D. Of that total, 47.6 percent was funded by the federal government, 11.2 percent by state and local government, 29.4 percent by the institution's own funds, 5.0 percent by business, 3.1 percent by non-profits, and 3.7 percent from all other sources.

The importance of the role of federally-funded research in science, engineering, and health is hard to overstate. Not only did 47.6 percent of all funded R&D expenditure at the 10 aspirant universities come from federal sources, it is likely that a substantial portion of the 29.4 percent funding that is credited to the institutions’ self-funding originates in driven by the federal funding. This is because indirect cost recovery, i.e., recovery of allowable fixed and administrative (F&A) cost, generates most of the funding that can then be used by an office of sponsored research to meet the demands of faculty for internal research grants, equipment funds, proposal support, RSP staff, and the like.

NSF reporting conventions are such that any reduction of F&A to a rate below the university’s audited F&A rate (in UWF’s case, our auditing agency is HHS) is counted as self-funded R&D expenditure by the university. Thus, if the university pursues an education grant that has $1 million in direct costs, but DOE only allows 8 percent, while our HHS-approved rate is 42 percent, this shows up in the NSF statistics as $1.08 million in federally-funded R&D, and $340,000 in institution funded R&D. This is true even though the university is only receiving $80,000 in F&A from DOE. If the average audited F&A rate among our 10 aspirant universities were to be 62 percent (it is likely much lower than that), that would be sufficient to account for the entirety of the 29.4 percent self-funded R&D that they report. By way of comparison, IHMC’s allowable F&A rate is 59 percent. UWF’s rate fell from 49 percent to 42 percent as a result of the 2015 cost audit. It is likely that more thorough documentation of, and accounting for, research activities and usage of research facilities will allow that rate to recover.

Of the average $69,947 million per year (i.e., 47.6 percent of average total R&D for the 10) funded by the federal government, we can calculate a per-agency average over the 9-year 2006 – 2014 period. 25.9 percent of federal funding came from the Department of Health and Human Services (including the National Institutes of Health (NIH)), 16.9 percent came from NSF, 13.3 percent came from NASA, 11.9 percent from DOD, 6.1 percent from USDA, 4.9 percent from Department of Energy, and 19.6 percent came from other federal agencies.
On a 2014-2015 base of 19.579 million, UWF’s current distribution of total R&D expenditures is quite different from that of the 10 universities. 74.1 percent of total R&D expenditure came from non-science/engineering, 25.8 percent from science, and .2 percent from engineering. Looking within the science aggregation for UWF, but still using average share of university-wide total R&D expenditure as the measure, sociology accounted for 13.7 percent, biological sciences for 5.5 percent, and psychology for 3.8 percent. Social sciences not elsewhere classified accounted for 1.4 percent, and life sciences not elsewhere classified accounted for .8 percent.

For UWF, within non-science/engineering, business and management accounted for 47.2 percent of total R&D expenditures. This is attributable to the large role played by the federal and state contracts associated with hosting the state director’s office of the Florida Small Business Development Center Network (FSBDCN), and by the UWF Sustainable Economic Development Initiative (SEDI), which administered a large oil spill recovery fund. Both of these entities are housed in CREO. Social work, also part of the NSF non-science/engineering reporting category, accounted for 6.1 percent.

The FSBDCN is the single largest generator of fixed and administrative cost recovery (F&A) dollars at UWF. Those dollars are the largest funding source for the Office of Research and Sponsored Programs (RSP), which supports all aspects campus-wide of sponsored research activities. The SEDI expenditures will diminish over time as contracted expenditures taper off over the next 5 to 8 years, while the FSBDCN measure will increase markedly in 2016 due to the newly programmed ability of the UWF Banner accounting system to capture certain types of match that the FSBDCN generates. Reported expenditures will then level off because the FSBDCN share of the total Small Business Administration (SBA) funding is determined by Florida’s population.

At the highest level of aggregation, the funding sources for UWF’s total 19.6 million on the surface looked only somewhat different from those of the aspirant 10. For UWF, 59.2 percent was funded by the federal government, 15.0 percent by state and local government, 16.2 percent by UWF’s own funds, 6.6 percent by business, 3.0 percent by non-profits, and 0.0 percent from all other sources. However, we are well below the aspirants on the share funded by our institution from its own funds, and well above on the share funded by the federal government. This is likely due to the relatively low F&A burden imposed on the Florida Small Business Development Center federal funding. Given that the State Director’s Office (with some 20 employees) functions as the administrative umbrella for the statewide network (with some 250 employees) and as the direct manager of only several regional offices, this overhead structure likely makes sense.

While the large support generated by FSBDCN and SEDI moves UWF up the total R&D expenditure ladder so that we are in the neighborhood of FAU and above UNF, FGCU, and New College, it also masks a shortfall of activity in traditional funded research categories in the academic disciplines. We have fewer principal investigators per million dollars in R&D expenditure than do universities our size. This is almost certainly due to the large size of 2 contracts (FSBDCN and SEDI), each handled by one PI. For this
reason, our needed increase in active faculty researchers serving as PIs, measured as percent growth needed to hit the average PI numbers currently observed in the 10 aspirational universities, is actually bigger than our needed increase in R&D expenditures to hit the aspirational university level of R&D expenditures. At $200 million per year universities, the average productivity per principal investigator is about $400,000 per PI per year. This means there are on average 500 PIs at a $200 million/year school, and 375 at a $150 million school. Enough faculty must be productive in research fields in which funding is available in order to meet EP demands.

The need for centers of excellence
It can be seen from data on the 10 aspirational that different universities develop competencies in different areas. If we look at funding of various academic disciplines, a number of programs show funding that is 2 standard deviations greater than the mean for that academic discipline across the 10 schools. Clemson has a strong funded research program in computer sciences. Texas Tech gets strong funding in math, business and management, and visual and performing arts. The University of Alaska at Fairbanks excels in earth sciences and oceanography. North Dakota State is well funded for agricultural sciences and economics. The University of California at Santa Cruz has very high funding for astronomy. The University of New Hampshire does well with atmospheric sciences, sociology, and education. The University of Houston has strong funding in psychology and in chemical engineering. New Mexico State is funded well in aeronautical and astronautical engineering. The University of California at Riverside is the only one of the 10 to not be 2 standard deviations above the sample average in any academic discipline; perhaps they are the archetypal $150 million university. SUNY Albany is extraordinarily strong in biological sciences.

While some of the 10 are well above the mean in non-science/engineering areas of focus, this is because, e.g., $2.7 million in visual and performing arts Texas Tech is large relative to the average of $400,036 in 2014/15 across the 10. It is not large relative to the total $159.3 million Texas Tech R&D portfolio that year. NIH, NSF and NASA each funded more than $10 million on average at each of the 10 schools in 2014/2015. DOD, USDA (agriculture), and the Department of Energy each funded between $3.9 and $5.3 million on average at each of the 10 schools. In contrast, the $94.8 million to SUNY Albany in biological sciences is large both relative to their total R&D (making up 72.4 percent) and the dollar value is 7 times as large as the 9-school (excluding SUNY Albany) average of $13.2 million.

UWF would clearly need to seek specializations in areas where funding is available, where we have a built-in competitive advantage due to geography, and ideally where there is not yet stiff competition. In descending order, the top 15 academic disciplines (and average dollars in millions) for the 10 aspirational universities are: Biological sciences ($23.2), Agricultural sciences ($17.0), Electrical engineering ($6.2), Oceanography ($5.5), Earth sciences ($5.2), Chemistry ($4.9), Civil engineering ($4.7), Atmospheric sciences ($4.4), Computer sciences ($4.1), Education ($3.9), Physics ($3.8), Astronomy ($3.4), Metallurgical/materials engineering ($3.3), Mechanical engineering ($3.2), and Medical sciences ($2.9). Several not-elsewhere-classified (i.e.,
catch-all) categories also show up with high R&D expenditure values, including Engineering, nec ($18.7), Non-Science/Engineering, nec ($4.9), and, Sciences, nec ($3.4).

University mobility in the hierarchy of research intensity
The Carnegie database identifies 115 institutions classified in 2015 as R1, or very high research. Of those, 24 were classified as R2 (high research) in 2005, while the others had been R1 in 2005. None of the institutions with R1 status in 2015 had started with R3 or lower in 2005. Of the 82 institutions with R3 status in 2005, 20 had moved up to R2 status by 2015, while 10 had moved down to master’s level status, one had moved to baccalaureate, and 2 had moved to special focus on health professions.

Carnegie classifications were changed so that 2005 onwards classifications are not directly comparable to earlier year Carnegie designations. However, the database does contain information on the classification of universities in 2000. At that time, UWF was classified as a Master’s level institution (code 21). There were 485 institutions coded under this classification in 2000. Looking ahead 15 years, none of those 485 had become an R1 by 2015. However, 6 had become R2s. They are FAMU, NC A&T, Texas State U, UT-San Antonio, U Mass-Dartmouth, and UNC-Charlotte.

Each of the 4 Florida schools at or near emerging preeminence confer medical degrees, as do 78 of the 115 R1 schools (where medical degree is defined to be MD, DDS, DMD, DO, or DVM). 28 of the 107 R2s confer medical degrees, as do 6 of the 113 R3s.

Likely Costs
In order to move to meet the research requirements of EP status, UWF will need to increase both student enrollment and number of faculty. This will take new money. Data on selected characteristics associated with research status can be obtained via Indiana University Center for Postsecondary Research Carnegie Classifications 2015 public data file. UWF’s current basic Carnegie classification is R3, the brief description of which is “doctoral university with moderate research activity.” Preeminent and emerging preeminent universities in the Florida SUS all have Carnegie R1 status, defined as a “doctoral university with highest research activity.”

Higher salaries typically must be paid in order to recruit and retain faculty who engage in the highest level of research activity. The Carnegie Foundation reports that there are 113 institutions ranked as R3. The Chronicle of Higher Education salary survey provides average salaries reported for 78 R3 universities for which data is available for the 2014-2015 academic year. Those salaries are $101,426 for full professors, $78,152 for associate professors, and $65,962 for assistant professors, and $49,497 for instructors. However, there is substantial variance within the reporting schools, much of it associated with differences in the cost of living. When ranked by salaries paid to full professors, the top 10 schools are in New York (5 schools), California (3), Washington, DC (1) and Illinois (1), with salaries from $162,018 to $131,175.
The Carnegie Foundation reports that there are 115 institutions ranked as R1. The Chronicle reports that average salaries at the 107 R1 institutions for which the Chronicle has data are $146,360 for full professors, $94,605 for associate professors, $82,541 for assistant professors, and $50,338 for instructors. The average salaries of full professors in the top ten schools (ranked by salary of full professors) go from $220,338 (Stanford) to $187,299 (Cal Tech). Only 2 of the 107 R1s have average salaries for full professors that are less than $100,000 per academic year. They are Mississippi State ($99,063) and Montana State ($95,364).

The Carnegie data also provide enrollment by research classification. R1s have an average enrollment of 28,901, while R3s have an average enrollment of 12,847. Student enrollment growth and growth in the size of the faculty are necessary steps for UWF to become a research-intensive university.

Infrastructure
Before those new professors can be hired, and before those new exceptionally qualified graduate students, post-docs, and lab technicians can be hired, new wet lab space will need to be available. UT-Austin completed a feasibility study in 2011 for a new wet lab building to serve as a life sciences technology startup incubator facility. They looked at a 150,000 square foot facility which included about 60,000 square feet of total wet-laboratory space, arranged into 330 square feet per lab modular design (60,000/330 = 181.8). The remaining space would accommodate individual companies, along with shared space. In UWF’s case, we would likely have faculty offices and classrooms instead. Cost estimates ranged from $52 million to $78 million, with $68.5 million taken to be a mid-range estimate, assuming that the land is already paid for. Time from initiation to facility occupancy was estimated at 58 months. Annual operating expenses were estimated at $1.4 million. UWF would need at least two such facilities to accommodate the wet-lab space that would be needed to house the new faculty principal investigators needed to hit EP status.

Growth in online learning may enable some programs to be delivered with fewer classrooms than would be required to reach an equivalent number of students today. However, this logic is unlikely to apply to the lab sciences, where specialized equipment, along with safety and instructional concerns, dictate that on-campus space must be available. This implies that UWF may need to focus its pursuit of limited PECO funds on expansion of lab facilities, while relying on technological innovation to lessen the need for new dedicated classrooms serving other disciplines.

As a measure of the magnitude of the infrastructure cost challenge, it is useful to look at UWF’s own recent experience in pursuing and receiving funding for new facilities. The Building 58 Annex that was funded by the 2016 legislature will allow UWF to add 15 to 20 additional professors and their lab facilities, but not until the Annex is completed and the Bldg. 58 remodel completed perhaps four years from now. This number pales in comparison to the number needed to move UWF from the 33 PIs shown in the 2014 NSF data to the average 482 PIs shown for the $200 million R&D universities.
In addition to lab space, principal investigators will need to be recruited. A 2016 National Bureau of Economic Research paper examining the relocation activities of the top (as proxied by NIH funding) 10,004 life scientists in the U.S. and finds that those with high school-aged children and those with current NIH awards are less likely to move in a given year. The latter finding is hypothesized to be due to the difficulty of moving lab equipment and personnel, among other factors. The 78,030 moves examined for these scientists showed an equal split between destinations with more highly cited colleagues and destinations with less cited colleagues. This is somewhat encouraging for UWF.

Startup packages for already successful researchers are typically in excess of several hundred thousand dollars, once equipment and lab technician expenses are included. For UWF, a reasonable assumption might be that 200 of the new PIs will be new hires and would come for a competitive salary plus $250,000 in a startup package, and 150 are mid-career and will need a competitive salary plus $500,000 in a startup package. This is substantially more than existing UWF faculty were offered and could create equity, compression, and inversion concerns. If the salary differential is $25,000 at the junior level and $50,000 at the senior level, then we would need $125 million in startup package expense and $12.5 million annually is salaries above what we would have paid to 350 new lab scientists hired under current guidelines.

Productive researchers will need to be compensated. We have not been in the position where R1 and R2 institutions want to recruit our faculty members. However, UWF PIs who consistently bring in $300,000 to $600,000 in funding per year will likely be in demand from other schools. Rather than inviting our best researchers to sound out the market and see what they’re worth, while we then wait to respond with counteroffers, we may need to move preemptively to raise salary for consistently active PIs in order to keep that person from leaving.

SUS institutions are well aware of the additional costs of hiring more faculty, serving additional students, and conducting research, even with more instruction going online. While fewer parking spaces, dorm rooms and classrooms per new student might be required with online expansion, there will still be a need for space for online faculty and associated staff, advisors, and coaches, as well as digital production facilities. The May 12, 2016 BOG meetings included presentations on online space needs for SUS institutions. Politico reports that there are a variety of solutions being proposed. Universities suggested that more space is needed, while the Chancellor and BOG members said that existing space could be reconfigured, and that universities and colleges should partner to share underutilized space.

How do the universities with the highest R&D growth achieve those growth rates? CREO researchers used the NSF data to rank schools by R&D growth. The team then attempted to directly contact AVPs for research at the 12 institutions with the highest cumulative R&D growth over the past decade. We were able to obtain information from 9 of these, including Cleveland State U., UT-Arlington, UNT-Denton, East Carolina U., UT-Dallas, Colorado School of Mines, U. Mass-Lowell, U-Mass-Boston, U of Akron.
In attaining high growth over time, there clearly were common denominators across these universities. The main strategies that contribute to strong increases in R&D funding appeared to be: 1) recruiting highly talented faculty and faculty clusters, 2) investing substantial amounts of upfront funding in equipment and lab space for new faculty hires, 3) supporting robust internal grant programs that support faculty development and commit faculty to submitting future grants, and, 4) investing in specific research areas where future funding and development would take place in the region as well as nationally.

To get these things done, respondents felt UWF would need to complete an academic and research program review process resulting in a plan for reallocating University resources for purposes of retaining and investing in areas of competitive strength, disinvesting in areas of competitive weakness. Specific suggestions for UWF made by the high growth university interviewees included (in no particular order):

- Identify and establish research clusters of strategic emphasis. Effect targeted investments in areas of strategic emphasis to expand existing, stimulate new high-growth research capabilities and output.
- Create an effective reward and recognition system for research productivity and excellence, including reduced course loads, preferential consideration for seed or equipment funding, summer stipends, and pay raises and bonuses.
- Diversify extramural research portfolio to include industry, foundation, foreign, and U.S. federal funding sources.
- Strategic partnerships with external entities (foreign and domestic) are outstanding force multipliers, can be extremely lucrative, and should be pursued aggressively.
- Establish dynamic, high-profile school and departmental external advisory committees, composed of leaders in similar fields from research-intensive institutions.
- Market UWF research, education, and training services to foreign audiences (e.g., national governments, industry actors, research entities).
- Place greater emphasis on Japan and China linkage institutes to promote cooperative research and bilateral commerce.
- Start-up packages and salaries for new hires should be nationally competitive.
- Expand research equipment fund availability.
- Transition to a dual-track hiring system that establishes research faculty and teaching faculty as separate career pathways.
- Make joint hires across schools and institutions.
- Conduct workload rebalance study, ordering and plotting faculty teaching loads to funded research awards.
- Hire one “rock star” mid- to late-career faculty researcher to nucleate each research cluster.
- Reduced teaching loads for existing faculty should be tied to increased research performance.
- Amend tenure/promotion policy to reflect greater emphasis on funded research activities.
- Expect each faculty member to secure, as PI or Co-PI, at least one major grant at the national funding levels characteristic of the relevant field.
• Elevate the administrative role of the university’s chief research officer to reflect the strategic importance of research to the university.
• Review and revise Center and Institute policies.
• Create technical program manager positions within each center or institute.
• Employ predictive analytics to admission policies for recruitment of high-performing student body.
• Provide increasing support to high-performing graduate programs.
• Establish doctoral programs in targeted research cluster areas.
• Identify and establish research clusters of strategic emphasis
• Amend tenure/promotion policy to reflect greater emphasis on funded research activities.
• Establish a start-up fund for promising junior faculty researchers
• Create grant advisory panels for new faculty within each research cluster of strategic emphasis
• Hire junior faculty into research clusters of strategic emphasis, with direct participation from the university’s chief research officer on all new hires.

The Texas schools that we talked to both have benefited from the TX STARS program that provides funds for recruitment and retention of faculty. UNT uses research seed grants that bridges funding for a PI in between grants for successful PIs. UT Arlington strongly supports its centers of excellence that have been very successful.

From the contacts we talked to, the bottom line viewpoint is that there is no trick to high growth in university research. An institution simply must hire the right people, make them happy, and give them the tools with which to be successful. We must determine the areas UWF is best at developing, recruit talented faculty to fill those positions, establishing clusters to support future growth in those areas, while investing heavily into supporting these areas and keeping successful faculty here. We will need to invest in increased space for more research. Respondents suggested that talented junior faculty are just like young highly talented athletes - they are looking for great facilities, supporting and collaborative team/coaches, and they ask: “will this school help me develop into a star?”

Recommendations from the 2015 UWF Task Force on Research and Scholarship
The August 2015 Huth/Jeffrey report is significant and useful for several reasons, not the least of which is the broad membership (31 faculty members) on the committee and the extensive survey response input received from across the campus. The Huth/Jeffrey report found:

The administration should recognize, encourage, prioritize, and promote scholarly activities on campus by hiring faculty who excel at scholarly activities and by providing infrastructure, opportunity, and support for those faculty to succeed. Similarly, existing faculty who wish to excel at scholarly activities must also be motivated and supported. Faculty, in turn, must put forth the effort to demonstrate high quality expertise and scholarly productivity.

Further:
Scholarly activities are a critical factor, for instance, that distinguishes a university from a state college. Teaching and research are mutually supportive and a faculty “dedicated to the discovery, criticism, and application of ideas though research and other forms of creative activity” provide the best learning experiences for students. To be clear, an increase in the support for scholarly activities does not lessen the role of teaching at UWF, but rather it enhances it.

The Huth/Jeffrey recommendations, which were italicized in that report, are included as an appendix to this report.

**Conclusions**

Changing UWF operations so as to meet the average levels of doctoral degrees, post-docs, graduate students, and PI’s that characterize universities that would meet Florida’s emerging preeminence research standards will not be accomplished easily. Faculty performance evaluations and teaching loads will need to conform to increased research expectations.

Nor will these changes be cheap. If we want to win the race, we have to buy the right horses. Buildings, labs, other infrastructure, chaired professorships, graduate student stipends, and graduate and undergraduate scholarships will all be required, among other things.

These increased standards will need to be implemented even as other universities alter their operations so as to meet both performance metrics and preeminence metrics. Capital campaign and legislative funding requests to support academic centers of excellence will need to be pursued vigorously. We will need to focus our attention on those projects that the Triumph board of directors will agree are centers of research excellence that can be self-sustaining over time via federal and private R&D funding.

EP designation will call for increased STEM graduate student enrollment, major investment in buildings and laboratories, and large numbers of junior and senior professorial hires, all done with a focus on increased research. These efforts will need to be focused on health, the hard sciences, and engineering, because that is where federal research dollars are.

What enables increased R&D spending is the intellectual abilities of the scientists affiliated with the university. The college deans own this asset. Specific numerical targets for R&D spending and student excellence and retention will need to be set on a college by college basis. Sufficient spending flexibility, particularly in terms of faculty assignments, will need to be delegated to the deans if they are to make the large changes necessary to pursue EP.

We will have to make progress in providing the remuneration, the breadth and depth of colleagues and the workload that mirrors the R1 institutions we will compete with for new hires, particularly in areas with access to substantial grant funding. This will call for competitive teaching loads, smart allocation and use of all release time, very high
participation rates in funded research proposals for all faculty, substantial hires of research faculty and staff to be primarily supported by grants/contracts, and establishment via seed funding of Centers and Institutes that will become self-sustaining on external funds. We will need good startup packages, more graduate students, and more post-docs. All replacement hires and net new hires should be done to establish and strengthen research clusters, and they should include researchers with established agendas as well as new PhDs.

The monies currently appropriated by the legislature to emerging preeminent institutions are small relative to amounts appropriated to performance metrics, and attaining EP status will be a transformation over several decades. This means that the dominant strategy for UWF is to pursue current performance metrics so as to obtain net new funding, and to then apply that new funding in areas consistent with the emerging preeminence metrics.

This performance metric achievement strategy will need to be coupled with a targeted pursuit of Triumph Gulf Coast dollars for highly visible centers of excellence. Such centers will need to pursue a self-funding R&D agenda after initial Triumph seed funding. Senior administration will need to work closely with our BOT, as well as with faculty researchers, for the political support necessary to make such Triumph funding happen.

We will also need other on-campus amenities that will allow UWF to grow enrollment while at the same time becoming more selective in student GPA admission standards and in faculty research performance. Scholarship funding will need to be expanded in order to more effectively compete for the best undergraduate and graduate students. There may be issues to be addressed with accreditation agencies associated with this fairly radical change in recruitment and retention philosophy.

Online instruction will be key, due to the need to grow without corresponding increased investment in dorms and classrooms. However, the lab sciences which are at the heart of the federal funding stream will require on-campus instruction.
Appendix 1:
Has UWF Already Taken Steps to Begin the Pivot Towards Emerging Preeminence?

Important steps have already been taken in the last several years that move us in towards the enrollment growth, student retention, and increased faculty research that will be necessary to achieve emerging preeminent status.

Academic Affairs

The University of West Florida’s academic mission has gained focus in recent years. While teaching and service have continued as major foci, research activity has moved into a more prominent position as the University moves beyond the “regional comprehensive” paradigm. One important indicator of UWF’s trajectory is its designation by the Carnegie Classification of Institutions of Higher Education as a Doctoral University: Moderate Research Activity.

Beginning in Fall 2015, by virtue of the revised Sustained Performance Evaluation process, tenured associate and full professors must meet their respective departmental requirements for tenure every sixth year. While teaching and service are important components of this review, perhaps the most significant impact will be on the scholarship required by tenured faculty.

Faculty research often attracts undergraduate students into the world of active research. UWF maintains an Office of Undergraduate to foster, coordinate, and enhance undergraduate research. The recently hired Director of Research and Sponsored Programs is already moving faculty research in general and externally-funded grant activity in a positive direction. This position had been vacant for some time. One major, collaborative initiative spearheaded by the Center for Research and Economic Opportunity (CREO) and supported by the Provost and the academic colleges has brought numerous postdoctoral fellows to campus.

The Science, Technology, Engineering, and Math disciplines (STEM) are playing an increasingly important role in UWF’s mission. Mechanical Engineering is being added to the institution’s engineering portfolio as of Fall 2016. In addition, planning is underway with the Pensacola-based Institute for Human and Machine Cognition (IHMC) to develop a Ph.D. program that draws on the teaching and research strengths of both organizations. The University is also collaborating with the University of South Florida on that institution’s Doctoral of Physical Therapy and with the University of Florida on that institution’s Doctoral of Nursing Practice. Other undergraduate and graduate programs, delivered in both traditional and online formats, are being planned to add strategically valuable degree offerings to the region and beyond.

In mid-2016, UWF received designation as a Center for Academic Excellence in Cyber Defense Education by the National Security Agency and the Department of Homeland Security. UWF’s Center for Cybersecurity was responsible for coordinating the application, and will continue to coordinate research in cybersecurity areas.
Undergraduate Admissions

The Office of Undergraduate Admissions has begun implementation of the Strategic Enrollment Plan. This includes extended recruitment campaigns to out-of-state students and positioning two staff members in the South Florida and Central Florida territories. These representatives provide new and increased opportunities for UWF to visit schools and increase name recognition in those key geographic areas.

UWF has also developed a number of events targeted towards increasing the quality of students and attracting higher caliber students. The Presidents Scholarship Competition was launched in 2014, in an effort to showcase the campus, increase the quality of students and attract academically talented students. Since its inception, nearly 350 students attended and 80% of attendees enrolled at UWF. Similarly, UWF opened a Transfer Student Center, a one-stop center for new transfer students, and deployed financial aid leveraging for transfer students.

By partnering with Ruffalo Noel-Levitz, UWF has implemented a data- and goal-driven recruitment plan. Through predictive modeling, UWF has the ability to target admitted students who have the greatest propensity to enroll. UWF has also implemented a financial aid awarding plan that leverages financial aid packages to compete with other institutions for higher caliber Florida residents and out-of-state students. In addition, the continued partnership with Mindpower, Inc., has led to the development of a statewide enrollment marketing campaign that includes commercials (TV and radio), print and digital advertisings.

University College

In January 2016 new departments and leadership transitioned into University College. The mission of University College at the University of West Florida is to build relationships with incoming students and support them on the journey to graduation. The First Year Advising Staff will support students as they work through their first 30 hours at the University. Advisors will help students select courses (primarily general education) that will give them a firm foundation.

The Academic Center for Excellence (ACE) offers free tutoring in General Education Courses. There are a number of opportunities for High Impact Learning including: Kugelman Honors, Study Abroad, and courses that are part of the University’s Quality Enhancement Plan, Communication for Professional Success. The office of Equity and Diversity strives to create an environment on campus where students from all walks of life are supported, have a voice and have the opportunity to engage in cross cultural learning.

Graduate Programs

In recent years, the University has also taken steps to increase the quality and quantity of graduate students. The best UWF undergraduate students are targeted through an expedited Express Admission process, which waives all application fees and covers the
cost of their first two graduate courses. The best undergraduate students in the region are now being targeted through enhanced assistantship packages. The Hal Marcus College of Science and Engineering (HMCSE), assisted by the Office of the Provost and CREO, is offering assistantship packages that range from $10,000 to $14,000 annually.

Increased Research

All of the colleges have placed increased emphases on research through the annual evaluation process and faculty mentoring. The Office of the Provost, working with the Graduate School, has increased graduate assistant budgets across all colleges, and the Office of Financial Aid has given colleges control over the awarding of $500,000 in graduate financial aid. The College of Education and Professional Studies (CEPS) has been working with Academic Partnerships to increase enrollment and graduation in the Ed.D. program. CEPS has initiated a cohort-based, accelerated online program that is designed to provide increased access to the program and has increased doctoral enrollments 68% since academic year 2013 to a record 259 headcount in Spring 2016; at the same time, a Doctoral Support and Quality Assurance Center has been established to assure rigor in doctoral dissertations. Over the past 8 years, the College of Business (COB) has facilitated faculty-student research projects and assigned graduate assistants to the most productive research faculty, which has resulted in publications in top journals. Since its inception, the College of Health (COH) has used its allocation of graduate research assistantships to support student-faculty research that addresses issues of health and aging.

Florida Senate President-designate Joe Negron asked UWF for information on actions and strategies to help achieve several goals, including: “Attract, recruit, and retain the best faculty through policies and investments that provide support for research and partnerships, access to resources and facilities, opportunities for personal and professional growth, and strong systems of recognitions and rewards.” The UWF Center for Research and Economic Opportunity (CREO), has since 2015 developed and implemented several initiatives that are responsive to this request. These initiatives will be useful in the pursuit of emerging preeminence.

There are now 12 post-doctoral fellows on campus, growing to more than 20 by the start of Fall 2016, who provide faculty with high-quality assistance in research, along with additional instructional capabilities to free up full-time faculty to pursue additional research activities. Equipment purchases to support faculty research initiatives have been approved for $1.23 million during the current fiscal year. Support has been provided for nursing labs, interactive STEM learning labs, and exercise science lab equipment used for cardiology research.

Faculty are funded to travel with eligible graduate and undergraduate students to professional conferences to make presentations. More than 160 students and their faculty mentors have travelled this fiscal year, representing every UWF college. CREO funded 11 Florida Research Fellowships for faculty to compete specified research projects. The competitive award is valued at $19,750 and includes professional development funding, along with student assistant time. Research awards have been

CREO has added staff to write about university research. This has resulted in publicity for UWF researchers in areas ranging from lionfish to foreign policy to shark habitats to Dead Sea Scrolls, and many more. These stories have been picked up by a broad range of dissemination channels. Finally, 40 work study students are funded for FY16/17 to be assigned to support faculty research. This has not been done before at UWF, and is jointly funded by CREO and the Department of Financial Aid.
Appendix 2:
Italicized statements from the August 2015 Report of the Task Force on Research and Scholarly Activity at the University of West Florida

- Mission statements of the University and academic Colleges should be rewritten to demonstrate a commitment to research and scholarly activities.
- ...there needs to be flexibility in faculty workloads and assignments.
- Faculty who mentor undergraduate students should be compensated either financially or with adjusted assignments.
- UWF should increase graduate student financial support to be competitive with peer institutions.
- ...changes to University policies that provide increased opportunities for faculty to pursue more extramural funding should also result in increased grant-supported undergraduate and graduate students.
- The operations of the Office of Research and Sponsored Programs must change to become more pro-active and customer service oriented to faculty.
- establish a Center for Transdisciplinary Research and Education
- implement an interdisciplinary Ph.D. program

The August 2015 report also provided a draft mission statement:

Through scholarly and creative activities, the UWF faculty is committed to generating and disseminating new knowledge aimed at improving the future of our students, our region and our world. At UWF, we choose to value those activities that carry high impact and high quality integration of knowledge, critical analysis, and discovery.

The report identified several ways to better motivate faculty:

- Course Banking Options
- Merit Based Pay for Raise Pools
- Summer Research Awards
- Named Research Professorships
- Tiered Teaching Loads Based on Research Productivity
- Course Release Award to Facilitate Scholarship
- Awarding of Sabbatical Based on Productivity
- Limit Service for Pre-Tenure Faculty

The report recommended several things regarding compensation and internal incentives:

- Create fully paid summer support positions for faculty in order to provide extended time for focus upon scholarly and creative activities.
- Flexible teaching loads for regular academic years that encourage and support scholarly activities…
- Seed account allocations for meritorious research and creative activities…
• Merit pay raises including a continued, strong emphasis on scholarly activities when evaluating faculty for promotion and during Sustained Performance Evaluations.

The Huth/Jeffrey included the following Executive Summary, reproduced here in its entirety:

At the 2014 Fall Convocation University of West Florida Provost Dr. Martha Saunders announced the formation of a task force to examine means by which scholarly activities and research at The University of West Florida could be encouraged, enhanced, and improved. The task force was chaired by Drs. William Huth and Wade Jeffrey. The members of the task force were selected by the provost after consultation and recommendations from the Academic Deans. The initial organization of the task force was founded on results from an open ended questionnaire submitted to the task force members in which they were asked to list up to five things that they would like to see addressed, considered, encouraged, enhanced, or improved to facilitate a culture of scholarly activities at UWF. Based on the responses to that questionnaire, five subcommittees were identified as target areas for further study. The five subcommittees were (i) developing a culture of scholarship; (ii) faculty workloads and assignments; (iii) organization and operation of the office of Research and Sponsored Programs; (iv) student involvement in scholarly activities; and (v) compensation and internal support. Recommendations made herein are also supported by a campus-wide faculty survey administered during the Spring 2015 semester using Qualtrics. The survey instrument was developed by the task force and sent via email to a list of UWF faculty provided by the Provost’s office. The response rate was 46% and the survey sample demographics statistics were checked with the UWF faculty population parameters to insure that the sample was representative.

Developing a culture of scholarship at The University of West Florida formed the basis on which this task force report was constructed. A culture of scholarship makes all of the subcommittee recommendations possible. Developing this culture at UWF is both a top down and bottom up process. The administration should recognize, encourage, prioritize, and promote scholarly activities on campus by hiring faculty who excel at scholarly activities and by providing infrastructure, opportunity, and support for those faculty to succeed. Similarly, existing faculty who wish to excel at scholarly activities must also be motivated and supported. Faculty, in turn, must put forth the effort to demonstrate high quality expertise and scholarly productivity.

The role of scholarly activities and research in the history of the university has been mixed. Since its inception in 1965, UWF has found it difficult to identify and prioritize scholarly activities across the campus. Initial efforts were intended to focus on “research in the service of the teaching process” and as “part of the teaching-learning process.” Research was seen only to support teaching activities and UWF became known as a “teaching institution.” In a 1983 self study, however, faculty were “encouraged to participate in a variety of research and creative activities.” More recently, as UWF has increased enrollment in response to state funding formulas, the
priority on campus has been on the number of students in seats with minimal emphasis on scholarly activities. Faculty driven scholarly activities are given little emphasis in the mission statements of administrative units across the academic structure at UWF, yet they are the foundation around which new knowledge is created and the best teaching and learning occurs. Scholarly activities are a critical factor, for instance, that distinguishes a university from a state college. Teaching and research are mutually supportive and a faculty “dedicated to the discovery, criticism, and application of ideas though research and other forms of creative activity” provide the best learning experiences for students. To be clear, an increase in the support for scholarly activities does not lessen the role of teaching at UWF, but rather it enhances it. Mission statements of the University and academic Colleges should be rewritten to demonstrate a commitment to research and scholarly activities. Quality should be expected, recognized, rewarded, and included in annual evaluations, tenure and promotion, and sustained performance evaluations.

Faculty at a university are expected to participate in the “three-legged stool of academia,” that is, teaching, research, and service. The predominant assignment at UWF is a 3 – 3 teaching load (three courses in each of fall and spring semester or approximately a 75% assignment). It is abundantly clear that the vast majority of faculty find that this level of teaching commitment precludes generating significant scholarly effort. If three-quarters of a faculty member’s effort is expected in teaching, after obligatory service duties, there is little time available for scholarly endeavors. The task force approached this topic from many directions, but the overwhelming response was that there needs to be flexibility in faculty workloads and assignments. The standard 3 - 3 assignment does not foster scholarly activities. Several alternatives were presented including; (i) 2 - 2 assignments for research focused faculty, both new hires and existing; (ii) course banking (i.e. 4 - 2); (iii) increased availability for course releases for specific scholarly activities; (iv) 4 - 4 assignments for faculty who are not productive in scholarly activities or wish to focus only on teaching; (v) incorporation of efforts involved with student mentoring into assignments; and (vi) increased numbers and support for sabbaticals based on productivity; and (vii) increase the approval of courses that are team taught.

In general, faculty reported that they were not adequately compensated or supported in their scholarly activities. Responses focused on ways to incentivize and provide opportunities for faculty to have the resources needed to pursue their scholarly activities. Merit pay for high productivity was suggested (who doesn’t like a boost in pay) as was fully funded summer research awards to support faculty scholarship, and SEED account allocations to support new research ideas.

Student involvement is critical to scholarly activities in many disciplines. It is perhaps simplest to examine the issues related to undergraduate student and graduate students separately. There has been a noticeable increase in the emphasis on “High Impact Practices” (HIP) for our undergraduate students with increasing support and infrastructure by the Office of Undergraduate Research (OUR). While students have access to funds for expenses and travel, faculty often view student mentoring as
burdensome on top of their other assignments and responsibilities. Faculty lead directed study courses, for instance, are tuition generating credits for the university, but are not counted in faculty assignments and efforts. Undergraduate HIPs are often seen as great for the student but with little (or no) benefit to the faculty. The extra effort is often seen as not worth it. Faculty are encouraged to take on students, but without significant compensation (e.g., SEED allocations, travel support, materials purchased), incentive, or change to their assignments to acknowledge the increased effort put forward. Faculty who mentor undergraduate students should be compensated either financially or with adjusted assignments.

Graduate student involvement suffers some of the same but also different issues. In many disciplines, graduate students are critical to the productivity and completion of research projects. They are also often the link between faculty and undergraduate researchers. Faculty productivity is directly enhanced and supported by mentoring graduate student projects. The effort required to mentor graduate students, similar to undergraduates, is also not recognized or compensated. The university has stated that it would like to increase its graduate student programs but it is hampered by the embarrassingly low compensation provided to students. Available data indicates that UWF ranks last among its peer institutions in graduate student compensation. They work more and are paid less. Without adequate support, the best students too often choose other schools for their graduate studies where their financial burden is significantly less. The University’s goal should be to increase the number of graduate students of the highest caliber and improve the quality of graduate programs. UWF cannot attract more graduate students and those of high caliber until it offers competitive financial support. Our goal should be to adequately support those students so that they can devote more of their time to their graduate program (course work and thesis research) and less to teaching demands or securing secondary jobs in order to cover living expenses. UWF should increase graduate student financial support to be competitive with peer institutions. This must be accomplished by increasing graduate student stipends, providing full tuition waivers, and providing health insurance for those who desire it. Interestingly, other changes to University policies that provide increased opportunities for faculty to pursue more extramural funding should also result in increased grant-supported undergraduate and graduate students. Increased graduate students then also assist in creating and mentoring more undergraduate HIPs.

The role of the Research and Sponsored Programs (RSP) office on campus generated a significant amount of discussion. There is a widely held perception that faculty interactions with RSP are often antagonistic. More than one faculty member described it as a sense that while RSP should be working for faculty, RSP treats faculty as if they work for them. Some of this may be rooted in the policy that the operational budget for RSP is now largely generated from indirect costs on grants. As such, faculty perceive that their job is to generate the funds so that RSP can operate, rather than RSP operating to help faculty generate grants. While facts may offer something different (for example faculty are often unaware of legal requirements of the office), numerous faculty anecdotally have reported that they are reluctant to write proposals because they don’t want to interact with RSP. RSP also has an on-campus reputation of making mistakes
in grants submission, grants management, and budgeting. This perception must change and the function of RSP must be to insure that it is a service office to faculty to facilitate successful grants applications and management. The operations of the Office of Research and Sponsored Programs must change to become more pro-active and customer service oriented to faculty. Critical to this is filling the vacant position of Director of Research with a highly qualified, motivated candidate who understands the grants process. The university should develop and implement a research agenda using peer and aspirant institutions as guidance. RSP can help with development of programs to assist and incentivize faculty to write and submit more extramural grants. The availability of professional grant writers or at least personnel with technical writing expertise could help. Reward for funded grants might include a re-examination of indirect cost (F&A) return allocations. At one time, the distribution to faculty was as high as 29%, it is now 10%. Increasing the allocations to faculty, departments, and colleges also gives more control to academic units to use those funds as best supports their specific disciplines.

On a broader scale, UWF needs to change it reputation from being simply a “teaching institution” to an active scholarly university. The university needs to identify, support, and promote the scholarly activities of the faculty. These activities are a large part of what makes an institution a University and not just a place where a student takes classes. The general public is often unaware of the differences in educational opportunities afforded by a university compared to a state college. UWF has not done a good job in conveying this information. By recognizing, encouraging, and promoting the scholarly activities of its faculty, the institution can put the University back into UWF. In addition to acting on the recommendations described above, this can be assisted by creating specific distinguished research faculty either by promoting existing faculty or as an attraction for new faculty. The university could also develop a visiting scholars program to promote research activities and promote UWF.

Finally, two large visionary and related recommendations are to establish a Center for Transdisciplinary Research and Education and implement an interdisciplinary Ph.D. program. Given the action items already recommended the implementation of recommendations across the existing discipline based college structure might be difficult or problematic. A center structure for interdisciplinary (transdisciplinary, multidisciplinary) research and education would hark back to the founding vision for UWF that was expressed 50 years ago in the initial Alpha, Gamma, Omega organizational structure and provide an opportunity for funding through naming rights. That center would not have a faculty of its own but rather faculty in other disciplines across the colleges would be competitively assigned to the center for an academic year or a portion of the academic year including summer and the appointment would include release time and a salary supplement. Senior faculty appointments would include mentor roles and junior faculty would receive support for the pursuit of tenure and promotion; UWF faculty might also even choose a sabbatical year or semester in such a center structure. In addition to internal faculty appointments visiting scholars could be recruited for the academic year and for summers. Executives in residence from industry and government could be attracted as well along with both graduate and undergraduate
student appointments that include support (health care, tuition waivers, and compensation). The center structure would also facilitate engaged scholarship from the professional disciplines and serve to support an interdisciplinary doctoral degree. While no department at UWF presently has the depth to support a discipline based doctoral degree, several departments might well be able to support half or a third of one. Interdisciplinary programs are not new and have been successful at many institutions. These two action items would be noteworthy and provide a vehicle with which to rebrand UWF as recognized for both quality teaching and quality scholarship.
Issue/Agenda Item: Graduation Plan & Student Success Campaign

Proposed Action: Informational

Background Information:

In 2014, the Provost and Executive Vice President appointed a Graduation Taskforce, charged with the goal of developing recommendations that will improve the graduation rate. Fundamentally, the Task Force advocates for a cultural shift, and rather than emphasizing the six-year graduation rate, UWF students are encouraged to graduate in four years. The Taskforce developed the Comprehensive Graduation Plan in 2015. Through this plan, the University is establishing goals that would significantly increase the completion rates for FTIC students. To achieve these goals, student year-to-year persistence at UWF must improve substantially. Thus, this plan focuses critically on the early college experience, and supplying students with tools that help them progress.

Recommendation: Informational Item; no action required.

Implementation Plan: n/a

Fiscal Implications: n/a

Supporting documents:

PowerPoint Presentation, Video and Handouts.

Prepared by: Joffery Gaymon, Associate Vice President, Enrollment Affairs
jgaymon@uwf.edu, 474-3386

Presented by: Joffery Gaymon, Associate Vice President, Enrollment Affairs
Graduation Plan & Student Success Campaign
Improving the Six-Year Graduation Rate-2014-2015

✓ Degree Works - Degree Audit system
✓ DegreeWorks Student Planner
✓ Schedule Planner.
✓ Student Guides- Excess Hours, Graduation Guide & Financial Literacy.
✓ Excess Hours App
✓ New Policies- Progress to Degree & FTIC Gen Edu. Attendance Policy.
✓ Cohort Management – Actively managing cohorts
✓ Recruit back program.
✓ Graduation Taskforce
Graduation Taskforce

- Dr. Joffery Gaymon, Chair
- Ms. Melissa Brode
- Ms. Ann Dziadon
- Dr. Jocelyn Evans
- Ms. Shana Gore
- Mr. Tom Jewell
- Dr. Kim M. LeDuff
- Ms. Patrice Moorer
- Ms. Kathy Parker
- Dr. Bob Shaw
Key Strategies

1. Change the culture by emphasizing that student’s graduate in four years.
2. Appoint a champion of graduation rates and designate an area for strategic graduation initiatives.
3. Enhance degree plans and manage course demand and availability.
4. **Develop tools that empower students, faculty and staff to monitor degree progression.**
5. Create financial aid and tuition incentives to retain and graduate more students.
6. Decrease the cohort attrition rate by developing programs that reduce the number of stop-outs, provide support to students on Academic Probation or Warning and alert students when they are off track.
7. Enhance and promote student support services across disciplines.
We’re in the midst of a graduation crisis.

- Average Four-Year graduation rate 21%
- Average Six-Year graduation rate 47%
What students really hear.

- Success = “Meh”
- Graduation = “Scary, I can’t think about that yet.”
- Retention = “What the heck is that?”
What do students need and when do they need it?

• What do freshmen need to hear?
• How do you keep sophomores on track?
• What resources can help juniors?
• How do we help seniors make it through the final leg?
Coordinated strategy that...

- Motivates and inspires
- Sets the expectation
- Explains the resources
- Strengthens the class connection
- Generates excitement for the future
- Celebrates success
Inspire your students to...
Graduate in four years. We’ll show you how.

Splash Forward
UNIVERSITY OF WEST FLORIDA
Life starts when you jump in. Splash Forward
UNIVERSITY of WEST FLORIDA
When you think you can’t swim anymore,
No Argo swims alone.

You chose to make a splash and that’s why you’re at the University of West Florida. It’s time to dive deep, register for the Fall and complete your first year as an Argo.

Most important, remember no Argo swims alone. Need help with registration? Contact the First-Year Advising Center at 850.474.3170 or advising@uwf.edu Monday–Friday, 8:00 a.m.–5:00 p.m. CST to discuss your Fall schedule. Or visit uwf.edu/registration for step-by-step instructions on how to register. We’re with you, 100 percent. So turn the tide in your favor. Take a deep breath, dive in, and splash forward in four.

Register for Fall classes today.

uwf.edu/registration | uwf.edu/advising
Never lost at sea.
No dog paddlers allowed.
Big dreams. Bold strokes.

To graduate in four, dive deep.
Welcome to your tsunami.
Storm life’s beach.

The grit to keep on splashing.
No Argo swims alone.
Splash, Don’t Sink.
Splash Forw4rd Student Success Video
Graduation Dashboard

Shavonna Spaw (970373983)
Health Promotion
Classification: Sophomore
Last Term Attended: Summer 2016
Financial Aid Status: None
Academic Standing: On track

Status: On track

Excess Hours

64 hours remaining

View Excess Hours

Withdrawals

The Progress to Degree Policy is intended to assist full-time students in maintaining satisfactory academic progress and in completing a degree program quickly and efficiently. Because of this, there are limitations on the number of times you can withdraw from courses. This policy applies to all students whose first semester of enrollment is Fall 2016 or any subsequent semester.

Exempt

Show Withdrawals

Additional Information
Year 1 - *Completed Action Plans*

- Comprehensive Graduation Plan
- Graduation Dashboard
- Hire an Assistant Director for Strategic Graduation Initiatives
- College Work-Study Program
- Auto Award A.A. Degrees
- Recruit Back Program
- RISE Program
- Fully Implement Student Educational Planner (SEP)
- Financial Literacy & Default Prevention Program - *SALT Money*
- Enhance course offerings spreadsheets
- Summer Financial Aid
Thank you.
Background Information:

The University of West Florida Football program will begin its inaugural year of football on September 3, 2016 at Ave Maria University in Ave Maria, Fl. The process to begin football began in 2009 with an Athletics’ Visioning Committee. We will present a brief synopsis from where we began to where we are today in regards to the football program and the upcoming inaugural season.

Implementation Plan:
2009-2016

Fiscal Implications:

Supporting documents: *Intercollegiate Athletics Report on Football Power Point*

Prepared by: David L. Scott, Director of Athletics, 850-474-3117 dscott@uwf.edu

Facilitator/Presenter: David L. Scott, UWF, Director of Athletics
UWF Board of Trustees Meeting Briefing Points
June 15, 2016

Issue/Agenda Recommendation:

Proposed Action: Informational

Briefing Points:

- Football Timeline
- Blue Wahoos Stadium
- Football Schedule

Prepared by: David L. Scott, Director of Athletics, 850-474-3117dscott@uwf.edu
Facilitator/Presentor: David L. Scott, Director of Athletics
History of UWF Football

- **2009**: Athletics Visioning Committee
- **2010**: Athletics Facilities Master Plan
  - Athletics Fundraising Feasibility Study
  - Title IX Committee Review
- **2011**: Football Feasibility Committee
- **2012**: Student Life Implementation Committee
- **2013**: Football Founders Committee
- **2014**: Hire Football Head Coach and Coaching Staff
  - Secure Agreement for Location to Play Home Games
- **2015**: First Football Signing Class and First Year of Practice
  - Football Practice and Support Facilities Construction Begins
- **2016**: UWF Football First Season
Football Attendance Averages

- Gulf South Conference Average Attendance 5,366
  - Delta State 5,626
  - FL Tech 3,787
  - Mississippi College 4,660
  - Shorter University 3,260
  - University of North AL 7,970
  - University of West AL 4,609
  - University of West GA 6,823
  - Valdosta State 3,083
  - N. Greenville 3,766

- NCAA DII National Average 3,289
Blue Wahoos Stadium
Game Day
UWF Football Schedule

9/3  @ AVE MARIA
9/10  MISSOURI S&T
9/17  @ CHOWAN
9/24  @ VALDOSTA STATE
10/1  FLORIDA TECH
10/8  @ MISSISSIPPI COLLEGE
10/15  @ DELTA STATE
10/22  SHORTER (HOMECOMING)
10/29  WEST ALABAMA
11/5  @ NORTH ALABAMA
11/12  WEST GEORGIA
UWF Board of Trustees
Full Board Meeting
June 15, 2016

Issue: University Park - Combined Athletic and Academic Facility

Proposed action: Approve plan to construct the University Park Building including Intercollegiate Athletics and College of Health facilities along with space leased pursuant to a proposed interinstitutional agreement with Florida State University for location of the Pensacola Regional Medical School.

Recommendation:
Approve plan to construct University Park Building to incorporate Intercollegiate Athletics and College of Health Facilities along with the regional FSU Medical School, including approval of the Interinstitutional Agreement in substantially the form attached hereto for purposes of UWF Real Property Policy, BOT – 10.01-03/13.

Background information:
Concluding a broad based discussion spanning the last three fiscal years, the university has prepared the attached plan for constructing a building to include athletic facilities necessary to facilitate the UWF football program and our growing College of Health. Many different sources of funds have been identified as available for construction of the facility as shown on the attached plan. The building concept plan and budget of $6,846,142 was established by Caldwell Associates & Childers Construction.

The university is most pleased to report that the FSU Medical School has agreed to make an upfront payment of $1.6 million for the privilege of leasing approximately half of the second floor of the building for a term of 32 years. Housing the Medical School at UWF will provide for a wide range of synergies as the College of Health implements expanding offerings in connection with the Doctor of Physical Therapy, the Doctor of Nursing, and the Physician’s Assistant programs.

The Board is expected to approve the Fixed Capital Outlay plan allocating $1,082,521 of CITF funds for the project. Based on conversations with BOG staff, it is expected that this plan will be approved by the BOG this fall and the funds will be available thereafter.

With the identification of these fund sources and the approval by staff of the Board of Governors for this creative approach to financing the building with no bonding requirements, the university is pleased to present a plan that will complete this much needed project.
Dr. Cunningham, in his capacity of Vice President of UWF Finance and Administration, has reviewed the transaction for consistency with the requirements of the Real Property Policy and is pleased to recommend approval.

**Implementation Plan:**
It is anticipated that the payment from FSU will be received prior to June 30, 2016 and that CITF funds will be received by fall, 2016. The remainder of the funds are presently available. Contract negotiations for the building will proceed immediately with the goal of having the building online by December, 2017.

**Fiscal Implications:**
Moneys for maintenance and operation of the first floor of the new building have been identified in the Athletics budget. Because the second floor will constitute academic space, it is expected that PO&M funds will be available for the second floor operations and maintenance.

**Attachments:**
- University Park Funding Plan
- Interinstitutional Agreement Between UWF and FSU

**Prepared by:** Dr. Steve Cunningham, Vice President and CFO, scunningham1@uwf.edu, 850-474-2209

**Presenter:** Dr. Steve Cunningham, Vice President and CFO, scunningham1@uwf.edu, 850-474-2209
<table>
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<th></th>
<th>1st Floor</th>
<th>2nd Floor</th>
<th>Total</th>
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<td>1,082,500</td>
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<td>Loan from Auxiliaries</td>
<td>1,017,500</td>
<td>846,142</td>
<td>1,863,642</td>
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<tr>
<td>Opportunity Fund</td>
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<td></td>
<td>400,000</td>
</tr>
<tr>
<td>Available Funds - College of Health</td>
<td>900,000</td>
<td>900,000</td>
<td>1,800,000</td>
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<tr>
<td>Florida State University</td>
<td>1,600,000</td>
<td></td>
<td>1,600,000</td>
</tr>
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<td>Total</td>
<td>3,500,000</td>
<td>3,346,142</td>
<td>6,846,142</td>
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**UNIVERSITY PARK ATHLETICS FACILITY AND COLLEGE OF HEALTH FUNDING**

![Bar chart showing funding distribution]
INTERINSTITUTIONAL AGREEMENT between
THE UNIVERSITY OF WEST FLORIDA and
THE FLORIDA STATE UNIVERSITY

THIS INTERINSTITUTIONAL AGREEMENT between THE UNIVERSITY OF WEST FLORIDA and THE FLORIDA STATE UNIVERSITY is entered into by and between The University of West Florida Board of Trustees (“UWF”) and The Florida State University Board of Trustees (“FSU”).

WHEREAS, UWF and FSU desire to cooperate in the use of certain UWF facilities on its Pensacola campus for the mutual benefit of UWF and The Florida State University College of Medicine (“FSUCOM”)

NOW, THEREFORE, UWF and FSU agree as follows:

I. FACILITIES
UWF leases to FSU and FSU leases from UWF that certain space as set forth in Attachment A to this Agreement (the “Premises”) during the term hereof for FSUCOM’s use as a regional campus, and UWF agrees that its use of space in any facility shared with FSU shall be compatible with such use.

II. TERM
The term of This Agreement shall begin on the 20th day of June, 2016, and will terminate on December 31, 2049. Either party may terminate this agreement without cause upon nine (9) calendar months written notice to the other party.

III. RENT
FSU will pay to UWF one million six hundred thousand ($1,600,000) dollars as rent for the leased Premises in a single payment on or before June 30, 2016. The parties agree that in the event this agreement is terminated by UWF for any reason prior to December 31, 2049, UWF shall refund to FSU, on a prorated basis, such portion of the rent heretofore paid by FSU to UWF equivalent to the portion of the Term remaining at the time of such termination. Such refund payment shall be made within ninety (90) days of such termination. This provision shall survive termination of this agreement by UWF.

IV. SERVICES
In consideration of the rent paid hereunder by FSU, and at no additional cost to FSU, and at its own expense, UWF shall furnish the following services to FSU and to FSUCOM students during the Term hereof:

A. Electricity, water-sewer, garbage, heating fuels, security, custodial services, mail services, and maintenance services, to the same standards as those commodities and services are provided to UWF.

B. FSUCOM students shall have access, on the same basis as students of UWF, to UWF’S athletic facilities. FSUCOM students shall have access to UWF’S health and wellness and
counseling services by paying on a fee-for-service basis at the same rate paid by students of UWF.

C. UWF shall provide access to any and all telephone and network infrastructure on the UWF Campus to FSU and its vendors for the purpose of facilitating telephone and network connectivity for the FSU shared and non-shared space as defined in Exhibit A. All telephone and network connectivity for FSU’s non-shared space will be at the sole expense of FSU. Data connectivity within the shared space as defined by Exhibit A will be coordinated between UWF and FSU. All connections to UWF’s networks must include appropriate security and data load controls acceptable to and approved by UWF Information Technology Services.

D. FSUCOM faculty, staff, and students shall be provided with parking spaces convenient to the Premises as may be agreed upon by the parties.

IV. OTHER SERVICES
Other Services provided to FSU by UWF will be negotiated on a cost reimbursement basis. FSU and UWF will jointly determine the most economic and effective means of providing these services.

V. INSURANCE
Each party to this Agreement shall be responsible for insurance, if any, for its own equipment, furniture, goods, and services, as well as workers’ compensation for its employees. Each party to this Agreement shall be responsible for claims, losses, liabilities, damages, and expenses brought or asserted by non-parties to this Agreement arising out of each party's own performance or non-performance by its agents and employees, acting within the scope of their agency or employment, of its respective tasks, duties, and obligations that are the subject of this Agreement, and neither party will be responsible for claims, losses, liabilities, damages, and expenses brought or asserted by non-parties to this Agreement arising out of the other party's performance or non-performance by its agents and employees, acting within the scope of their agency or employment, of its respective tasks, duties, and obligations that are the subject of this Agreement. This recognition by the parties hereto is intended to be consistent with the State of Florida's waiver of sovereign immunity pursuant to section 768.28, Florida Statutes and it does not alter said waiver nor extend the liability of either party beyond the limits established in section 768.28, Florida Statutes.

VII. OTHER PROVISIONS
A. Neither party shall re-assign the use of the facilities that are the subject of this Agreement without the written approval of the other.

B. Any amendments, alterations, or modifications to this Agreement must be in writing and signed by the parties to this Agreement.

C. FSU shall not offer any coursework or program on UWF’s campus without the written approval of the President or Provost of UWF.
D. Either party may unilaterally cancel this contract for refusal by either party to allow public access to all materials subject to the provisions of Chapter 119 of the Florida Statutes that are made or received in conjunction with this Agreement.

E. FSU’s performance and obligation to pay and/or provide services under this Agreement are subject to the laws of the state of Florida and is further contingent upon an annual appropriation of funds that may be spent for those purposes by the Legislature.

IN WITNESS WHEREOF, the parties have executed this Agreement effective on the date of last signature below.

THE UNIVERSITY OF WEST FLORIDA

___________________________________________
By:                                Date
Title:

Approved as to form and legality:

___________________________________________________________________________

Date

THE FLORIDA STATE UNIVERSITY

By: Kyle Clark                       Date
Vice President for Finance and Administration

Approved as to form and legality:

___________________________________________________________________________

Date

Robert B. Jurand                        Date
Associate General Counsel
Florida State University
EXHIBIT A
June 8, 2016

Chairman Lewis Bear
University of West Florida Board of Trustees
11000 University Parkway
Pensacola, Florida 32514

Dear Chairman Bear:

Governor Scott has called on Florida’s Universities as part of his “Finish in Four, Save More” Challenge to remove fees for online courses. He does not believe that students should be penalized for choosing to take online classes.

I know that UWF currently charges a “Distance Learning User Fee” of $15.00 per credit hour. I am not aware of any other “online” fee that we charge but there may be more.

I would appreciate it if you would consider adding Online Fees as a discussion topic to our agenda for our June 15, 2016 Board of Trustee’s meeting. Perhaps the staff could brief us on the financial impact to the University of removing the fee and the board could decide whether to take it up as an agenda item at a future meeting.

At the recent Degree to jobs Summit the Governor recognized and presented an award to an institution that reduced tuition. I feel that our Board believes that we should look for every opportunity to reduce the cost of a UWF degree that does not detrimentally affect the quality of our student’s education.

Thank you very much for your consideration.

Respectfully,

Robert L. Jones
Member
Board of Trustees
The University of West Florida