AGENDA

THE UNIVERSITY OF WEST FLORIDA
BOARD OF TRUSTEES

Academic Affairs Committee Meeting
August 17, 2017

University of West Florida Conference Center, Bldg. 22
11000 University Parkway, Pensacola, FL 32514

Call to Order/Roll Call. ................................................................. Jay Patel, Chair

Greeting ................................................................. Jay Patel

Action Items:

1. Approval of Awarding Honorary Doctorate of Letters Individually to Quinton and Mary “Rishy” Studer
2. Approval of UWF’s Textbook Affordability Report
3. Approval of Tenure as a Condition of Employment

Information Items:

1. Summary of Degree Program Changes Approved During the Period July 1, 2016 through June 30, 2017
2. Naming MacQueen Guest Experience Management Program
3. Naming the University’s BSN Program to Dr. D. W. McMillan BSN Nursing Program
4. Performance Based Funding Metrics – Overview of National Survey of Student Engagement

Other Committee Business:

Adjournment
Recommendation: Awarding of Honorary Doctorate of Letters individually to Quinton and Mary “Rishy” Studer

Proposed Action: Approval

Background Information: As stated in University Policy BOT-01.02-09/12 (Attached) the University of West Florida Board of Trustees, by majority vote, can authorize the university president to confer awards and recognitions, such as honorary degrees, naming of facilities, and such other awards as it may wish to create.

Following is the criteria for an honorary degree: Excellent character exemplifying at least one of the UWF values, including caring, collaboration, distinctiveness, inclusiveness, innovation, quality, relevance, integrity and stewardship; extraordinary achievement or distinction in the arts and sciences, education, the professions, public service, philanthropy, or private enterprise; and one of the following: a record of distinguished contributions to the area served by UWF, a history of support of UWF, or distinction on a national or international level.

The recommendation for an honorary award or recognition requires an affirmative vote of the Honorary Awards and Recognition Committee. On May 12, 2017, the Honorary Awards and Recognition Committee met to consider the nominations of Quinton and Mary “Rishy” Studer for an Honorary Doctorate of Letters. The committee reviewed the written nomination as presented by acting chair Howard Reddy including biographical information, professional affiliations/accomplishments, educational background, service to the community and connection/service to the University of West Florida along with three letters of recommendation. The committee recommended the awarding of the degree. Dr. Martha Saunders, President of the University of West Florida, submits the recommendation on behalf of the committee to the University of West Florida Board of Trustees.

Implementation Plan: Quinton Studer will appear as Commencement Speaker at the May 5, 2018 Commencement Ceremonies. The Honorary Doctorate of Letters will be presented at the appropriate Undergraduate Ceremony.

Fiscal Implications: Estimated cost of two framed diplomas and hoods is $1000.

Supporting documents: University Policy BOT-01.02-09/12: Improving the Process of Bestowing Honorary Awards and Recognition; Quinton and Mary “Rishy” Studer Nomination Support Documentation as presented to the HARC; Acceptance of HARC Recommendation from President

Prepared by: Germaine Battist, Executive Specialist, Office of the Vice President for University Advancement, (850) 474-3306, gbattist@uwf.edu

Presenter: Howard J. Reddy, Assistant Vice President for University Advancement
UWF Honorary Degree Nomination
Formal Endorsement from Relevant UWF Entity

An appropriate academic unit (e.g., program, school, department, college, center, or institute) must review and endorse a nomination for an honorary degree for the nomination to go forward.

Name of Nominee:  Quint and Rishy Studer
Name of Nominator:  Richard (Dick) Baker
Date Requested:  April 13, 2017
Requesting Endorsement from UWF Entity:  College of Business

Feedback on the Nomination:  Date Completed: April 19, 2017

_____ X _____ Endorsed  _____ Not Endorsed

If endorsed, recommending for which degree?

_____ LLD: Doctor of Laws  _____ ScD: Doctor of Science
_____ X _____ LittD: Doctor of Letters  _____ PedD: Doctor of Pedagogy
_____ LHD: Doctor of Humane Letters  _____ DD: Doctor of Divinity

Feedback from Reviewer or Attach Letter of Support (Optional)

See attached.

Office of the President

APR 25 2017

University of West Florida
Documentation will be reviewed to establish that the candidate satisfies the following selection criteria:

A. Meets standards for excellent character, exemplifying some dimension(s) of UWF values, including:
   - Caring
   - Collaboration
   - Distinctiveness
   - Inclusiveness
   - Innovation
   - Integrity
   - Quality
   - Relevance
   - Stewardship

B. Demonstrated extraordinary achievement or distinction in at least one of the following:
   - Arts and sciences
   - Education
   - Professional Life
   - Public Service
   - Philanthropy
   - Private Enterprise

C. Achieved one or more of the following:
   - Distinction on a national or international level
   - A significant connection with or history of support of UWF
   - A record of distinguished contributions to the area served by UWF
April 19, 2017

The University of West Florida
Honorary Awards and Recognition Committee
11000 University Parkway
Pensacola, FL 32514

Dear Committee Members:

The University of West Florida, College of Business wholeheartedly supports and endorses the nomination of Quint and Richy Studer for the Doctor of Letters Honorary Degree from the University of West Florida. We are honored to be the supporting UWF entity for such a distinguished recognition of a couple who have changed, and continue to change, the social and economic well-being of our community.

Our selection criteria for awarding a UWF honorary degree includes a requirement that candidates exemplify some dimension(s) of UWF values. Quint and Richy Studer live each and every one of our UWF values of Caring, Collaboration, Distinctiveness, Inclusiveness, Innovation, Integrity, Quality, Relevance, and Stewardship. In everything they do, they seem guided by these values not because they are following a list, but because that is the make-up of their character ... that’s who they are. They are an embodiment of those values and role models we can point to and say . . . “now, that’s what I’m talking about.”

Selection criteria also require demonstrated extraordinary achievement or distinction in at least one of the following: Arts and sciences, Education, Professional Life, Public Service, Philanthropy, or Private Enterprise. Quint and Richy Studer demonstrate distinction in all of these areas. Their commitment to early childhood education and the goal of preparing every child for success in their first years in public education is nothing short of phenomenal. Such community-wide attention is unheard of in any other community regardless of size and resources. Their professional and private enterprise success has positioned them to engage in nothing less than extreme philanthropy and public service through establishment and support of non-profit organizations that seek to improve our community. Their entrepreneurial mind-set and burning desire to give back have combined to foster a transformation in our community that lays a foundation for continued economic and quality of life improvements for years to come.

Quint and Richy have achieved national distinction, impact and recognition through a number of their endeavors. The highly successful and award winning Studer Group health care consulting firm continues to guide the improvement of health care organizations around the country. The Studer Community Institute is nationally recognized for its dedication to improving community well-being and, in partnership with the University of Chicago, established the First Early Learning City in the nation. The Blue Wahoos Cincinnati Reds AA farm team continues to bring notoriety to Pensacola for its best-in-class awards in several areas of operations. The quality and dedication with which they approach their professional and public service endeavors places the Pensacola area, in many cases, on the national stage in a very attractive light.
The University of West Florida is fortunate for the continued generosity and support from Quint and Rishy Studer. In addition to their direct support with time, talent and financial resources, their loving support of the community served by UWF continues to benefit the university indirectly. I cannot think of two individuals more deserving of UWF’s highest honorary recognition. The College of Business fully embraces and is honored to be the endorsing UWF entity for this recognition.

Sincerely,

[Signature]

W. Timothy O’Keefe
Dean
UWF Honorary Degree Candidate Nomination Cover Sheet

Name of Nominator: Dick Baker

Nominator's Affiliation with UWF:
___ Staff ___ Student ___ Faculty ___ Alumni ___ BOT Member ___ Advisory Group Member

Nominator’s Contact Info: Phone: 850-554-0600 Email: dbaker@heronsforest.com

Name of Nominee: Richy Studer and Quint Studer

Nominee’s Contact Info: Phone: 850-232-4649; Email: richy@bodaciousolive.com

Phone: 850-232-4648; Email: quint@quintstudier.com

Degree conferral proposed for which grad ceremony? 12/16/2017

Preferred Designation for Honorary Degree: (or committee’s choice)

___ LLD: Doctor of Laws ___ ScD: Doctor of Science
___ LittD: Doctor of Letters ___ PedD: Doctor of Pedagogy
___ LHD: Doctor of Humane Letters ___ DD: Doctor of Divinity

The candidate currently does not: (none of the restricted categories)

___ Serve current employee at UWF.
___ Serve currently in political office.
___ Have achievements that rest solely on philanthropic support of UWF.

Formal Endorsement by a Corresponding Academic Unit:

Please specify:
___ Academic Program, Department, School, or College: College of Business

___ Institute or Center:

The unit may use the endorsement form provided on the HARC link at the president’s website or the unit may simply submit a letter of endorsement.
Please provide a one-page justification for the nomination that addresses the following criteria:

- Excellent character exemplifying some dimension of the UWF values; including Caring, Collaboration, Distinctiveness, Inclusiveness, Innovation, Quality, Relevance, Integrity, & Stewardship
- Extraordinary achievement or distinction in the arts and sciences, education, the professions, public service, philanthropy, or private enterprise;
- And one of the following:
  - Distinction on a national or international level
  - A connection with
  - A history of support of UWF;
  - A record of distinguished contributions to the area served by UWF.

*Note: The text may be used in public relations materials and/or commencement program text.*

Do you recommend service as commencement speaker?  

- [ ] Yes  
- [x] No

Explain *(May attach additional sheet)*:

Quint Studer is one our area’s primary motivational speakers and would address his commencement remarks to education, community development and societal improvement.

Is there any risk associated with the nomination and conferral?  

- [ ] Yes  
- [x] No

Explain *(May attach additional sheet)*:

Has the nomination been discussed directly with the candidate?  

- [x] Yes  
- [ ] No

*Note: BOT policy discourages notification of candidates about the nomination until an official decision has been reached. Notification should come directly from the UWF President’s Office.*

Attachments: Optional. 3 letters of recommendation are attached

Letters of support can be submitted but are not required. The HARC encourages no more than three letters for each nomination.

Letters are included from Belle Bear, Mort O’Sullivan and John Peacock

- Belle Bear -- major community philanthropist and activist, and long active with UWF
- Mort O’ Sullivan -- long time friend and adviser to the Studers and long active with UWF
- John Peacock – Chairman of the Downtown Improvement Board and a major philanthropist

Completion and submission of the form indicates that if the nomination is successful, the nominator assumes responsibility in working with the President’s Office to:

- secure a PDF image that can be used for promotion purposes
- make arrangements for addressing accommodations for out-of-town honorees

At the time requested I will gladly perform these responsibilities.
Dick Baker

April 12, 2017

The University of West Florida
Honorary Awards and Recognition Committee
11000 University Parkway
Pensacola, FL 32514

Dear committee members:

Rishy and Quint Studer are totally qualified to be awarded Honorary Doctorates. They highly exemplify the values of the University of West Florida, and perhaps most exceptionally the values of Innovation, Stewardship, Integrity, Distinctiveness, Quality, Caring and Relevance.

The Studers moved here over 25 years ago as he was rapidly rising in his health care administration career and they were raising their young family. Less than 20 year ago they founded the Studer Group and built it to one of the most successful health care consulting firms in the country, employing over 200 well-paid professionals and staff, and winning the most prestigious organizational award: the 2010 Malcolm Baldrige National Quality Award. Prior to their very successful sale of the Studer Group it and Quint also achieved many other national awards and recognition and the company continues today as a very vital component and employer in the Northwest Florida area.

More fortunately for the greater community has been their deep passion for it. They have engaged numerous national consultants and experts to assist them in determining each of our area’s shortcomings and gone about employing their talents and financial resources to tackling each of them. A primary focus has been jobs and better standards of living for all in the community and their innovations and investments from the DeVilliers district to the historic district have been many and exceeded $100 million. They have taken the leadership with Autism and several other development challenges. More recently they have realized that the long path to alleviating our very high poverty most importantly starts with early childhood development and have initiated a huge, multi-faceted campaign.

Their educational focus has also recognized the tremendous importance of Pensacola State College and the University of West Florida. At UWF their contributions of time and talent have been many, large and significant.

It could certainly be said that in this century the contributions to our community of Rishy and Quint Studer have led the efforts in a community fortunate to have many caring benefactors. Honorary Doctorates are the highest award of our university, would probably be regarded as the highest recognitions in Northwest Florida and be a proud moment to all of our community.

Sincerely,

Dick Baker

84 Baybridge Drive, Gulf Breeze, FL 32561-4467
Email: dbaker@heronsforest.com
Phone: 850-554-0600
The University of West Florida  
Honorary Awards and Recognition Committee  
11000 University Parkway  
Pensacola, Florida 32514

Dear Honorary Awards and Recognition Committee,

Thank you for your contribution to the success of The University of West Florida.

It is with great pleasure that I nominate Quint and Rishy Studer for an Honorary Doctorate Degree from The University of West Florida.

This “Dynamic Duo” has changed the face of downtown Pensacola, invested heavily to improve Escambia County’s higher education opportunity for inner-city students, and addressed preschool readiness while, at the same time, built one of our country’s largest healthcare consulting firms. During this same time, they have developed a group of very successful downtown small businesses.

Together, Quint and Rishy are the owners of the Pensacola Blue Wahoos, a class Double-A affiliate of the Cincinnati Reds, playing in the Southern League.

I have personally been involved in many of the not-for-profit organizations to which the Studers have given selflessly. Not only do they share their good fortune through financial support, but they also take leadership positions to help assure charities’s organizational structures and missions are successful.

Always top-of-mind for the Studers is to insist on diversity and inclusiveness in any undertaking. This is most obvious within their own diverse business portfolio. It is a requirement in construction contracts, as well as hiring practices.

Your consideration to recognize Quint and Rishy Studer for this great honor will be appreciated by our community, and is a worthy honor for their 25-year contribution to bettering our community.

Sincerely,

Belle Bear
April 11, 2017

The University of West Florida
Honorary Awards and Recognition Committee
11000 University Parkway
Pensacola, FL 32514

Dear Committee Members,

It is my honor to recommend Quint and Rishy Studer for consideration of awards of Honorary Doctor of Humane Letters by the University of West Florida. Quint and Rishy have forever affected us as a university, and as members of this community.

Their generous contributions of time and money are known throughout our community. Their commitment to personally lead the revitalization of the commercial and historical areas of downtown Pensacola is a huge financial commitment driven not by a desire for profit but by a love of Pensacola and a desire to leave it better for them having chosen to live here and give of themselves.

Their efforts to monitor and report on critical measurements of our success as a community have helped us all to focus on what’s working right and what can we do better. Their belief that we can’t begin to address poverty and all its attendant impact until we address education of our children aged 0 to 3 has led to the focus of The Studer Community Institute together with the University of Chicago in making our community the First Early Learning City in America. We at the University and throughout the region will all thrive when this effort succeeds.

Quint and Rishy love our community, are giving greatly of their time and talent, and live by the ideals that we aspire to at the University of West Florida. I cannot think of two people more deserving of the highest recognition awarded by our University. Please give them every consideration.

Very truly yours,

J. Mort O’Sullivan, III
April 10, 2017

The University of West Florida
Honorary Awards and Recognition Committee
11000 University Parkway
Pensacola, FL 32514

Dear Committee Members,

It is my distinct pleasure to respectfully request you accept this letter as my official endorsement for Quint and Rishi Studer to receive the awards of Honorary Doctorates.

It is often said that small business is the backbone of the economy. I would like to add that non-profits are the heart and soul of a community. The work that Quint and Rishi Studer have and continue to accomplish in the Pensacola area epitomize both of those statements. The economic impact from their job creation at the Studer Group, Studer Family of Shops, Studer Properties, etc., is far reaching and likely more impactful than any other individual/couple has ever done in our community. Additionally, their commitment to non-profit organizations is second to none. They have set the gold standard for giving back and making a community better.

Finally, their commitment to early education is not only remarkable and admirable, it shows a depth of understanding about the needs of a community that few people grasp. Quint and Rishi understand that our entire community will improve as measured by economic and quality of life indicators if our children are prepared for an education. They understand that fixing this problem also lowers the dependence on non-profit organizations in the future. Their investments in the downtown corridor are directly responsible as the catalyst for Palafox being named one of America’s Top Ten Streets.

Their passion and commitment to our community make them the standard bearers for all others to follow. There are no individuals more deserving of this recognition than Quint and Rishi Studer. We are truly blessed to have them in our community and call them friends. If you have any questions, please do not hesitate to call me at (850) 438-3815.

Sincerely,

[Signature]

John L. Peacock, Jr.
She has created and runs five businesses as part of the Bodacious Shops that have sparked vibrancy in Pensacola’s downtown. She leases space to 10 other downtown businesses at the corner of Palafox and Main Streets.

She revived a historic corner in the heart of the Belmont-Devilliers community with renovations to the brick building that once housed Gusie’s Record & Variety Shop and WBOB radio station and created Five Sisters Blues Café.

She picks the brick and makes all the final decisions on the interior and exterior design for the $55 million Southtowne mixed-use development downtown.

She bought a four-color printer and made the bulk of the T-shirts for the Pensacola Pelicans that started playing in 2002. She influenced the decision to purchase an affiliated team—the Pensacola Blue Wahoos, the Double-A club for the Cincinnati Reds organization that debuted a decade later at the Maritime stadium.

She handled all the finances and employee hires at Studer Group for the first 10 years. She’s the one who drives the decisions and writes the checks—$13 million and counting—for the Westgate Escambia School and its Snowlin Center, Pace Center for Girls, Sacred Heart Children’s Hospital and numerous other gifts to improve the coastal city.

Despite all that, Studer says she’s never without fans, one of her favorite activities is talking to new customers about olive oil at Bodacious Olive. She’s an expert, of course.

Her long-time friend Theressa Waggoner, who she met volunteering at Gulf Breeze High School, remembers asking her: “Are you crazy?” Studer brought the idea back to Pensacola after volunteering in Pinheurst, N.C.

“It’s really cool seeing her enthusiasm as she greets everyone who walks through the door,” Waggoner said. “Teaching people about olive oil, how to taste it, the health benefits, I know that her favorite thing is to teach people about olive oil and that it is the most exciting thing for her.”

“I think she’s very powerful in a very humble way,” said Waggoner, the administrator of Studer Charitable Giving.

What does the man who knows her best, Quint Studer, say about his wife, Rishy? The pair has been married 33 years and together have invested about $120 million in properties to help transform Pensacola’s downtown. He’s not surprised she earned the No. 1 spot on the Inweekly’s annual Power List.

Quint has known all along about her passion for making things better and her authenticity. What you see is what you get. To me, she is a kind human being who is interested in others.

That passion, that interest, is what allows the couple to give so much of their own time, talents and money to improve the quality of life for everyone in the Pensacola area.

Rishy Studer’s generosity to others grew out of her humble beginnings. The fourth of six children, she grew up in a small home in southwest Chicago. She shared a bedroom with three of her sisters. The family of eight used one bathroom.

The family owned one car, which her strict father used most of the time as a traveling salesman. Her mom, who had her six children within a 10-year period, taught for nearly three decades in Chicago public schools.

She remembers the first child she ever bought school supplies for was her sister. She recalls “lots of excitement” when the family finally bought a second car.

Rishy, whose given name is Mary, thought her upbringing was normal. Looking back, she realizes it wasn’t.

“My poor mom,” Studer says now. “I can’t imagine shopping for eight people, but she managed it. As a kid, I don’t think you notice that stuff.”

Because they had only one car much of the time, their family rarely took any trips. But when they did they would head 100 miles north to a cottage that her grandpa and grandma built on the edge of a lake. The clan would fish, swim and play with all their cousins there.

“It was a fun place to be,” Studer said.

Back then her siblings all lived within a seven-block radius of their childhood home.

“Now everybody is spread out,” Studer said. “They’re no longer seven blocks away. I’m the farthest.”

Studer was one of the first ones to move away when she attended the University of Wisconsin-Whitewater. She didn’t know at the time that her future husband, Quint, was a year ahead of her at the college or that his ex-wife lived on the same floor of her Whitewater dormitory.

After college, she worked for the Gates Lumber Yard for 15 years. She and Quint eventually met in Janesville and got married. The couple has five children and seven grandchildren ages 3 to 17.
While Quint Studer built his career as a hospital administrator and eventually created the Studer Group in 2000, Rishy served as a stay-at-home mom, which was "harder than any regular job" she ever had. She volunteered in their children's schools, worked in the gift shop at Baptist Hospital and picked up and drove patients to their doctor’s appointments at Gulf Breeze Hospital.

With the creation of Studer Group in 2000, Studer decided to rejoin the workforce and was placed in charge of finances and hiring for the company for the first 10 years. The company occupied one office in Harbor Town Village in Gulf Breeze, then two and finally, 10, before moving its staff to the four-story Maritime Place office building at the Vince J. Whibbs Sr. Community Maritime Park. By the time the Studers sold the healthcare consulting company in 2015 for $325 million to the Huron Consulting Group, it had grown to about 250 full-time employees.

Before its sale, Studer had moved into developing properties. Her first development was Five Sisters Blues Café in a building that she first saw during a gumbo festival. The brickwork reminded her of Chicago.

It had three walls intact. Studer said during the restoration of the inside, the contractor had to go to great lengths to keep them standing.

"We did everything to keep those three walls," said Studer, who purchased the building, renovated it and even found the owner, Cecil Johnson, who had run CJ's, to take it over. "It had so much history. It probably would have been much less expensive to tear down and start over," said Studer. But I wanted to keep that whole Belton-DeVilliers area alive."

She also bought the four-story Rhodes Building, which was constructed in 1918 and expanded in the 1940s in downtown Pensacola, and performed a "mini-facelift.

Hooked on rehabilitating old buildings, Studer noticed the vacant buildings on the north corners of Fallax and Main streets. Studer expressed concern that once people started attending Blue Wahoos games, they would be greeted by rundown eyesores. She invested in them and now the corner is thriving with her Bodacious Shops, which include Bodacious Olive, Bodacious Brew, So Gourmet and So Chopped. Not only that, she selected other tenants to fill the corner dubbed the "SoSo District."

"The buildings had incredible character there, but they were in such bad repair," Studer said. "We fixed them up to be the face of downtown. It was a real labor of love. That whole area has made such a turnaround."

Blue Wahoos President Jonathan Griffith now oversees the businesses but said Studer remains deeply involved in the retail stores that helped jumpstart Pensacola’s downtown renaissance. Often she has been seen sweeping the floors at night even though the stores are closed.

"She's the best boss I've ever worked for," Griffith said. "She goes above and beyond." Griffith pointed out she makes sure all employee birthdays get celebrated. When a sewage disaster closed the shops, she made sure everyone had work to continue to support their families. She even has special cloths to clean up olive oil and created other cleaning techniques for the shops that are taught to the employees.

Last year, a few Bodacious employees took all that knowledge and opened a second set of stores in Jonesville, Wisc., that sits on the Rock River in downtown.

It also led Studer to buy and renovate two buildings across Main Street that now house Volume ONE and Fioce. Recently, she looked over different pallets of bricks for the outside of the six-story Southtowne—the first new apartment building constructed in the downtown’s urban core with 258 units. She’s also responsible for designing the inside living spaces.

"I hate the thought of making a bad decision and then having to drive it by every day," Studer said. Plus, she is renovating the inside of the Bodacious Shops. She is swapping the olive oil store and coffee shop and adding a staircase. She is also weighting the coffee shop roasting its own beans.

Studer wanted to accomplish a goal of "making the whole downtown a destination place, a place to have fun." She recalled going to the Saenger Theatre for performances in the late 1990s and early 2000s. "There was nothing else to hold you there," she said. "Now, it has a lot to offer. That’s the word getting out."

Studer’s thoughts never drift too far from how to make downtown Pensacola an even more attractive place. Reached on a weekend break for this story in New York City, she and her husband were mesmerized by shades that look like works of art.

The Studers are always asking themselves, "Will this work in our town? Can we do it? Can we try?" she said.

"We need one more fun thing to do," Studer said half-jokingly, "I say popcorn. That’s my favorite food group."

Because she controls all the family finances, the Studers have made a huge impact on Pensacola through their generous contributions. They gave $5 million and donated the land on the corner of Intendencia and Tarragona streets to build the new $16 million downtown Bear Levin Studer Family YMCA because they support its after-school childcare program.

Much of the couple’s generosity is directed toward children since Rishy’s mother was a school teacher and Quint worked as a special education teacher for 10 years. Their first major gift was $290,000 to Westgate and its sensory equipment for children with autism. They’ve also recently given $950,000 to the University of West Florida Historic Trust for an early learning playground at the Museum Plaza, donated $100,000 for expansion of the Infusion Center at the Baptist Cancer Institute and contributed $100,000 to the National Flight Academy for scholarships.

Last year, they also made a major gift to Sacred Heart’s new, multi-million, five-story Studer Family Children’s Hospital. The 120,000-square-foot hospital includes a pediatric emergency department and trauma center, pediatric-dedicated operating rooms, a neonatal intensive care unit, a pediatric intensive care unit, a pediatric oncology unit, medical beds, a pediatric satellite pharmacy, a pediatric inpatient rehabilitation gym and child playrooms.

Their giving, which totals about $13 million, is part of one of their campaigns by the Studers and their Studer Community Institute to make Pensacola "America’s First Early Learning City" and boost kindergarten readiness.

“We are just amazed that we can do what we’ve done,” Studer said. “We are fortunate and blessed by our ability to give back.”

She looks forward to finding out how the early childhood education initiative turns out for a city plagued by low educational attainment. Research indicates that 85 percent of the brain is developed in a child’s first three years. "It's a long-term investment," she said. "The rewards will be wonderful for this community."

What’s next for Rishy Studer, who admits she has trouble sitting around? Something Pensacola residents didn’t know the coastal town desperately needs, but will not doubt appreciate.
Quint Studer is a businessman, a visionary, an entrepreneur, a mentor to many, and extremely dedicated to his community. For more than 30 years, he has given his life to designing the building blocks in organizations that will guide them to achieving and sustaining a culture of high performance.

Quint Studer is the founder of Studer Group®, a recipient of the 2010 Malcolm Baldrige National Quality Award. Studer Group is an outcomes firm that implements Evidence-Based Leadership℠ systems and practices to help organizations achieve, sustain, and accelerate in service, quality, finance, people, and growth. For 6 consecutive years – the last 3 being in the top 10 – Studer Group has been named one of the Best Small and Medium Workplaces in the United States by Great Place to Work®.

Quint and his wife Rishy are co-owners of the The Pensacola Blue Wahoos minor league baseball team based here in Pensacola, Florida. The team plays in the Southern League and are the Class Double-A affiliate of the Cincinnati Reds Major League Baseball team. On January 19, 2015, the Pensacola Blue Wahoos announced that two-time Masters Champion Bubba Watson has joined Quint and Rishy as co-owner of the team. With this partnership, the team will further continue to create great experiences and lifelong memories for Wahoo fans, be a super place for Wahoo employees to work and now, with Bubba’s leadership, gain an more national and international awareness for the Blue Wahoos and the City of Pensacola, Florida.

Inc. magazine named Studer its Master of Business, making him the only healthcare leader to have ever won this prestigious award. A consummate teacher and student, Quint currently is part of the 21st Healthcare Leadership Curriculum Task Force at Harvard Business School. Quint has served as a Board Member at the Association of University Programs in Health Administration (AUPHA) and the Healthcare Financial Management Association (HFMA). Quint has also served as a Think Tank Panelist in Washington D.C., is Faculty in Residence at George Washington University and a Guest Professor at Cornell University. In 2014, Quint was recognized as one of the 40 smartest people in health care by Becker’s Magazine. In September of 2014, Quint was the first ever recipient of Modern Healthcare’s Healthcare Marketing Visionary Award. He also currently serves on the Board of Sacred Heart Health System.
Quint Studer – Introduction

Studer has written and contributed to a number of books including his newest Healing Physician Burnout, just released in September 2015. His first book, Hardwiring Excellence, a Business Week bestseller, is one of the most read leadership books written for healthcare, with more than 700,000 copies in circulation today. Results that Last, written for non-healthcare, hit the Wall Street Journal’s bestseller list of business books. Some of his other books include, 101 Answers to Questions Leaders Ask, offering practical solutions to healthcare leaders, Straight A Leadership, helping organizations execute well in this changing external environment, as well as A Culture of High Performance, providing leadership skills to perform at a higher level—continuously. One of his most popular books, The Great Employee Handbook, provides actions employees can take to better their work and life. Quint also recently released Maximize Performance for education and teachers to help them create a culture of educational excellence.

Quint and his wife Rishy moved to Pensacola in 1996 and have not been afraid to invest in its future. They both have been given many awards through their years here in Pensacola. Of all the awards, one of their most meaningful is the “Ethics Award” by the Gulf Breeze Rotary and the Pensacola Rotary. Also, they have founded the Studer Community Institute in February 2014, a non-profit organization that sponsors research and the development of benchmarks to help communities evaluate and understand the health of their local economy, government and quality of life. The Institute produces fact-based analysis of issues communities need to address to move forward.

Quint is a ‘fire starter’ for igniting the flame in each of us to be the best that we can be.

Quint says he has a human responsibility to act and to do so with a sense of urgency.

Quint will ‘always’ connect his actions back to purpose.
Books written by Quint Studer published and sold widely

A Culture of High Performance; Achieving Higher Quality at a Lower Cost
Published September 2013 by Fire Starter Publishing

Hardwiring Excellence: Purpose, Worthwhile Work, Making a Difference
Published March 2004 by Fire Starter Publishing

Healing Physician Burnout: Diagnosing, Preventing and Treating
Published September 2015 by Fire Starter Publishing

Maximizing Performance: Creating a Culture for Educational Excellence
(By Quint Studer, Janet Pilcher) Published 2015 by Fire Starter Publishing

Results that Last: Hardwiring Behaviors That Will Take Your Company to the Top
Published October 20017 by John Wiley & Sons

Straight A Leadership: Alignment, Action, Accountability
Published December 2009 by Studer Group

The Great Employee Handbook: Making Work and Life Better
Published January 2012 by Fire Starter Publishing

**Several have reached the top ten of the NY Times Best Seller List**
Recognized accomplishments for Quint & Rishy Studer or their companies

1993
Quint is hired as Senior Vice President at Holy Cross Hospital, Chicago, IL. Holy Cross' patient satisfaction scores were in the 5th percentile when Quint joined them. In June was put in charge of raising patient satisfaction. By December 1993, patient satisfaction had skyrocketed to the 73rd percentile, gaining Holy Cross Hospital a national reputation for delivery of excellent patient satisfaction.

1996
Quint becomes President of Baptist Hospital and using lessons learned at Holy Cross, Baptist Health Care moves the percentile upward for 9th and 34th to the 92nd percentile and then onto the 99th percentile by 4th quarter 1996.

2003
Quint and Rishy donate $500,000 to UWF

2008
Quint Studer named to Modern Healthcare's 100 Most Powerful People in Healthcare in 2008

2009
Studer Group ranked by The Society for Human Resource Management and Great Place to Work Institute as #11 on the list of the 25 Best Small Companies to Work for in America

Studer Group named one of Florida's Best Companies to Work For, ranking #12 out of 50 Medium Sized Companies by Florida Trend Magazine

2010
Studer Group named Outstanding Partner in Education for the 2009/2010 School Year by the Escambia County School District

July 2010 – Studer Group recognized as #12 best place to work in Florida among medium sized companies by Florida Trend Magazine

September 2010 – Studer Group recognized as #14 on the Great Place to Work Best Small Workplaces list by the Great Place to Work Institute and Entrepreneur.com

November 2010 – Studer Group named as a recipient of the 2010 Baldrige National Quality Award
Awards to Quint or Risky Studer or their companies

1994

Holy Cross hospital earns the American Hospital Association’s “Great Comeback” award. The hospital service scores move from the 5th percentile to the 99th percentile as it gains a reputation for customer satisfaction.

1997

Baptist Hospital receives Modern Healthcare & Sodexho Service Excellence Award.

Baptist Hospital wins the VHA’s 1997 Leadership Award.

2006

Quint wins “Community Leader of the Year” Award from PACE in Pensacola Florida February 2006

2007

SG wins Florida Sterling Council Award for Reward and Recognition in May of 2007

2008

Quint & Risky Studer receive the Sertoma Award for Service to Mankind

2009

Quint Studer receives the John D. and Starr A. Blair Award in Health Organization Management Research from The Center for Healthcare Innovation, Education and Research at Texas Tech University for his positive impact on the delivery and quality of healthcare

Quint and Risky Studer presented with Joe Oldmixon award for Outstanding Service to People with Disabilities by the Center for Independent Living

2011

Quint Studer awarded Kiwanis Club of Pensacola’s Annual
May 25, 2017

Martha Saunders  
President  
University of West Florida  
11000 University Parkway  
Pensacola, FL 32514  

Dear Dr. Saunders:

The Honorary Awards and Recognition Committee (HARC) met on May 12, 2017 to review submitted nominations for honorary doctorate degrees. At this meeting, the committee voted in favor of making the following recommendations:

Your approval to award Quint and Risky Studer each with an honorary Doctor of Letters degree at the appropriate 2018 Spring Commencement Ceremony

Consider Quint Studer as the 2018 Spring Commencement speaker

Thank you for your thoughtful consideration.

Sincerely,

Howard Reddy  
Acting Chair  
UWF Honorary Awards and Recognition Committee

Approved by the UWF President  

Martha Saunders  

Date
Historical Significance/Statement of Problem:

The University of West Florida has an opportunity to enhance the status of the university and build its relationships with community partners and constituents through conferring special university-level recognitions. However, recently the process for bestowing honorary awards and recognition has been dormant. For example, according to previous policy, honorary doctorate conferral candidates were supposed to have been vetted with the Honorary Awards and Recognition Committee (HARC) and approved by the Board of Trustees. In the past five years (with the exception of P.J. O'Rourke's recent nomination), no substantive honorary doctorate nominations have been forthcoming to the HARC, which meant the committee had little to do in its old configuration; consequently, the BOT had no names to approve.

This document proposes an improved process to intensify UWF efforts to confer appropriate recognitions; to develop and implement procedures that are clear, transparent, and accessible for all stakeholders at UWF; and to ensure appropriate responsibility for this important function.

Revision of the Charter for the HARC

Attached to this document is a proposal for minor changes in the charter for the HARC. The changes include

- removal of reference to a now defunct entity, the "A&P Council"
- removal of president as chair of the committee in favor of an appointed chair from existing committee members
- inclusion of the name of current president

General Criteria for Personal Recognition by UWF:

The criteria for personal recognition in the awards in HARC purview include the following characteristics:
• Excellent character exemplifying at least one of the UWF values; including Caring, Collaboration, Distinctiveness, Inclusiveness, Innovation, Quality, Relevance, Integrity, & Stewardship

• Extraordinary achievement or distinction in the arts and sciences, education, the professions, public service, philanthropy, or private enterprise;

• And one of the following:
  - Distinction on a national or international level
  - A history of support of UWF; -or-
  - A record of distinguished contributions to the area served by UWF.

**General Description of Nomination Process for Honorary Degrees/ Personal Recognition**

Any UWF stakeholder, including UWF faculty, staff, alumni, and students as well as Board of Trustee or advisory group members, may submit a nomination to the HARC for consideration. Nominations from the external community should be channeled through a UWF stakeholder. Nominations forms are available on the HARC link on the President’s website and incorporate critical background information, including a biographical sketch or resume, a description of how effectively the candidate meets the respective criteria, and specified supporting documents.

All complete nomination packets must be submitted to the President’s Office in digital format to facilitate distribution and review to the HARC. The President will seek the advice and counsel of the HARC and may also consult with past recipients of awards to help in the determination. Nomination forms for HARC recognition may be found on the HARC link on the President’s website.

After due consideration, the HARC may endorse a different level of recognition than the nominator recommended when the committee members deem a different award to be a better fit for the accomplishments and contributions apparent in the nomination materials. In such cases, the HARC Chair will provide a written rationale for this change in honor.

**Types of Honorary Awards and Recognitions:**

The Honorary Doctorate Degree:

The honorary doctorate degree is a standard means by which universities recognize distinguished performance. The honorary doctorate is routinely regarded as the highest form of recognition a university can bestow. Typically, candidates will participate in the commencement ceremony where the degree will be conferred. Candidates may be asked to serve as a commencement speaker; however, that performance request is not a requirement for conferring the degree. The nomination packet will require some declaration about fitness to perform in this important capacity for the speaking role to be considered.
Honorary degree candidates may be recognized in one of the following degree options that have emerged as standard designations in higher education for this important honor:

- LLD: Doctor of Laws
- LittD: Doctor of Letters
- LHD: Doctor of Humane Letters
- ScD: Doctor of Science
- PedD: Doctor of Pedagogy
- DD: Doctor of Divinity

Honorary degree candidates do not receive compensation for the honor. They do receive an appropriately designated UWF diploma and are entitled to keep their doctoral hoods. UWF provides rental expense for robes used in graduation ceremonies and will reimburse for expenses incurred if the honoree resides outside the Pensacola area.

Nominations should consist of a nomination cover sheet, a nomination application, supporting documentation (including a curriculum vitae), evidence of endorsement from an appropriate UWF academic unit, and three additional letters of support. Further instructions for the development of complete and persuasive nominations can be found on the HARC link of the President's website.

The Founder’s Medallion:

This proposal provides only minor change from the original policy enacted in 2006. The HARC sharpened the focus of the Founder's Medallion in this proposal to emphasize distinguished contributions to the university, consistent with the vision enacted by the University of West Florida's founders.

The Founder’s Medallion was established in 2006 to coincide with the celebration of the University of West Florida’s 40th anniversary in honor of those University of West Florida faculty, staff, and community visionaries who were leaders in establishing the University. The Medallion symbolizes the founding ideals and vision of the University and is awarded to those who have exemplified those ideals. The Founder’s Medallion may be awarded at Commencement or at another appropriate time and venue. Nominations for the Founders’ Medallion are welcomed from any member of the UWF community (faculty, administrators, staff, students, alumni, members of UWF Boards and Advisory groups).

The Founder’s Medallion recipients are individuals of accomplishment who

1. Recognize the transforming power of education;
2. Have records of substantial and sustained service and/or leadership to the University and leave a distinct and positive impact on the University;
3. Embody UWF's values of caring, collaboration, distinctiveness, inclusiveness, innovation, integrity, quality, relevance, and stewardship; and
4. Value the worth of the individual and relationships.

Nominations should consist of a nomination cover sheet, a letter of nomination, appropriate supporting documentation of achievement (such as a curriculum vitae), and two letters of support. Further instructions for the development of complete and persuasive nominations can be found on the HARC link of the President’s website.

The awarding of the Founder’s Medal may take place at UWF Commencement or at any other appropriate time and venue. The Founder’s Medallion may be awarded posthumously.

The Presidential Medal of Honor:

In preparation for the 50th Anniversary of the University of West Florida, President Judith Bense would like to establish the Presidential Medal of Honor. The President will award the medal to individuals who have distinguished themselves by their actions and have contributed in some manner to the wellbeing of the University and the geographical region. This award emphasizes contributions primarily through public service and philanthropy.

The design on the front of the medal features the sculpted Chambered Nautilus within the Presidential Seal of the University of West Florida. The Chambered Nautilus has been recognized as the official university emblem since ground was broken on April 16, 1965 with the first class of students starting in the fall of 1967.

The Presidential Medal of Honor recipients are individuals of accomplishment who

1. Have advanced education, research, or outreach mission of the University for the benefit of the region;

2. Have records of substantial and sustained service and/or leadership through public service or philanthropy to the University and the region;

3. Leave a distinct and positive impact on the University and community;

4. Embody UWF’s values of caring, collaboration, distinctiveness, inclusiveness, innovation, integrity, quality, relevance, and stewardship; and

5. Have made substantial impacts in their chosen professions.

Nominations should consist of a nomination cover sheet, a letter of nomination, appropriate supporting documentation of achievement (such as a curriculum vitae), and two letters of support. Further instructions for the development of complete and persuasive nominations can be found on the HARC link of the President’s website.

The awarding of the Presidential Medal of Honor may take place at UWF Commencement or at any other appropriate time and venue. The Founder’s Medallion may be awarded posthumously.
HARC Connection to Other Award Recognition Activities:

Commencement Speaker Selection:

The HARC will recommend honorary candidates for the role of Commencement speaker based on a favorable review of the application materials from honorary degree candidates. Recipients of the honorary degree are often asked to serve as speaker in conjunction with the awarding of the honorary degree at Commencement, but it is not a requirement for the granting of the honorary degree. The president may also consult with HARC on the selection of graduation speakers in cases where the speaker is not receiving an honorary award.

Naming Rights

Advancement forwards proposals to the HARC for review involving "in honor of" naming rights. Philanthropic-based naming rights remain under the purview of Advancement. Although this approval process may be similar to other forms of personal recognition, the levels of review and confirmation serve to protect the institution. Details regarding naming rights requests can be reviewed at this website:

http://uwf.edu/foundation/Policies/NamingGuidelines.cfm

Emeritus Designation for Faculty

The honorary title of "Emeritus" is reserved only for retired UWF employees who have terminated full-time employment. As such, the University Personnel Committee serves as the reviewing body for these honorary decisions rather than the HARC. Details are available at this website:

uwf.edu/academic/awards/emeritus/emeritus.cfm

General Description of Proposed Honorary Awards Review Process:

The process involves two official levels of consideration: formal recommendation by the UWF Honorary Award and Recognition Committee (HARC) followed by official confirmation from the Board of Trustees upon request of the UWF President.

All involved parties in the process should exercise discretion about speaking with nominated individuals prior to an official notification being issued by the President's Office. Typically, the nominee should learn about the conferral of the award through correspondence issued by the President's Office on completion of the levels of review. A waiver of this requirement can be allowed with permission of the UWF president. Waivers may be required in conjunction with negotiating availability of candidates to participate in the Commencement ceremony.

No college or other subunit can award honorary degrees, name facilities, or confer university-level awards.
The Role of the Honorary Awards and Recognition Committee

The ten-member HARC is a standing committee whose responsibility is to oversee the granting of university-level recognition to worthy individuals. The HARC consists of several types of individuals to ensure broad representation across the university. Nine members of HARC, including the Chair, are eligible to vote.

• Four voting faculty members, serving staggered three year terms, are recommended by the Provost and appointed by the University President in consultation with the Faculty Senate Executive Committee. The College of Business and the College of Professional Studies are represented by one member each. The College of Arts and Sciences has two members, one from Arts/Humanities/Social Science and one from Natural, Physical, or Computational Sciences.

• One voting UWF Workforce member, serving a three-year term, is recommended by the Staff Senate to the Vice President for Administrative Affairs and appointed by the University President.

• Provost/Vice President for Academic Affairs, voting
• Vice President for Advancement, voting
• Student Government Association President, voting
• University Archivist, voting
• President, nonvoting except in cases of a tie

The President shall designate a Chair for the Committee from among the appointed members. The President may also designate consultants to the process as deemed necessary.

The following outlines HARC rights and responsibilities:

• Formal recommendation by HARC represents a majority vote of the committee members. If HARC members are unable to participate in meetings at which votes are cast, they can provide a proxy to another active HARC member. In cases of a tie, the president shall cast the deciding vote.

• Although the HARC is responsible for reviewing all university level honorary recognitions, their primary responsibility is the identification of an honorary degree candidate in relation to the winter and spring Commencement ceremonies. HARC may designate more than one honorary degree candidate for each commencement ceremony.
• The HARC will review completed nomination packets on behalf of the university. In addition, the members may independently gather additional information to enrich the review and discussion of each candidate.

• HARC members may actively pursue nominations for their own candidates for honorary awards recognition; however, if an individual moves a candidate's name forward for consideration, the nominator must recuse him or herself from the formal voting on the proposed candidate.

The Role of the President

The university president is responsible for appointing the HARC chair and presenting candidates recommended by HARC to the Board of Trustees along with supporting documentation. The president may also suggest a nomination, working with the HARC members to develop the appropriate submission of materials for the HARC review process.

The Role of the HARC Chair:

The HARC Chair will enact the following obligations.

1. Receive nomination protocols. The chair will be notified by the President's Office that a nomination has been received. The chair will acknowledge receipt of the nominations that have been received, advising nominators regarding the anticipated timeline for deliberation and decision. The chair will also advise nominators if the nominations are not complete or have other challenges associated with the timing of the submission.

2. Monitor and maintain an appropriate pool of nominees. Especially with regard to the honorary degree candidates, the chair will issue an open call twice per year for nominations from UWF's constituents, including faculty, staff, students, and BOT members. The open call notice will contain directions for the preparation of a complete nomination application to the President's Office.

3. Coordinate materials and meeting details for candidate reviews. The chair will forward only complete nomination applications to the committee members two weeks prior to scheduled meetings. They will also arrange for the time and location of meetings.

4. Prepare formal request for BOT action. The chair will draft materials necessary for objective review and approval by BOT members in the next regularly scheduled meeting. Although conference calls may need to be scheduled for voting purposes, the HARC chair will facilitate the committee's work far enough in advance that voting can take place in regular meetings as a general rule. The President or president's designee will be responsible for presenting the HARC recommendations to the Board of Trustees for confirmation.
5. Issue calls for nominations. Twice per year the Chair will post a call for nominations, directing stakeholders to the website to help them prepare successful nominations. The Chair will promote continuity in the awards process by developing a pool of qualified nominees.

6. Maintain/revise nomination protocols. Protocols from the HARC will be posted on the web in conjunction with the President's website. The HARC will review the protocols at the first meeting of the academic year to determine if any changes are in order. If changes transpire to the protocol, the HARC Chair will be responsible for disseminating those changes, including ensuring that website descriptors are complete and up-to-date.

7. Provide a written rationale to the nominator if the HARC redirects the award. The rationale will link the HARC decision explicitly to selection criteria.

The Role of the Board of Trustees

By majority vote, the University of West Florida Board of Trustees can authorize the university president to confer awards and recognitions following a recommendation by the HARC. The Board of Trustees may gather additional information on the nominee beyond the materials submitted for consideration.

Preferred Timeline for Selection of Honors Related to Commencement Presentations:

Fall Meeting of the HARC

The fall standing meeting should happen in August so that results can be presented to the Board in their scheduled September meeting; successful candidates during the fall process would be feted at the spring graduation. The Coordinators will need to be active in recruiting nominees during the preceding spring to accommodate the necessary time needed for a BOT September review.

Spring Meeting of the HARC

The spring standing meeting should take place in January to prepare and forward nominations for the February BOT meeting; successful candidates would be prepared for the subsequent fall ceremony. The Coordinators will need to be active in recruiting nominees during the preceding fall semester to accommodate the time needed for a February BOT review.

APPROVED: Dr. Judith A. Bense, President Date: 11/4/14

History:

BOT-01.01-06/03 Bestowing Honorary Awards and Recognitions, adopted May 2002 and amended February 2003; revised hereby.

Approved by the University of West Florida Board of Trustees September 2012.
Issue: Approval of UWF’s Textbook Affordability Report

Proposed action: Action

Background information:

- On April 14, 2016, Governor Rick Scott signed into law House Bill 7019 which requires each university board of trustees to report to the chancellor by September 30 of each year, on matters related to textbooks and instructional materials.

Update:

- UWF implemented a new regulation that aligns with Regulation 8.003, Textbook and Instructional Materials Affordability, to address changes to current textbook adoption procedures.
- UWF is in compliance for textbook adoptions for the Fall 2016 and Spring 2017 semesters with a 99.11% textbook compliance rate for Fall and 97.35% compliance rate for Spring.
- There were no General Education courses in Fall 2016 or Spring 2017 that met the definition of course sections with a wide cost variance of $200 or more.
- The University has developed several specific initiatives on campus to reduce the costs of textbooks and instructional materials for General Education courses. One of these initiatives, the Pace Library and Provost’s Office Textbook Affordability Program, resulted in students borrowing books from the library 16,486 times during the 2016-2017 academic year.
- Since the implementation of the new processes, more General Education courses realized a reduction in the average textbook costs and in cost variances of sections within a course versus an increase.

Recommendation: Approve

Implementation Plan: Report to be submitted to the BOG by September 30

Fiscal Implications: None

Supporting documents:

UWF Textbook and Instructional Materials Affordability Report
State University System of Florida
Textbook and Instructional Materials Affordability
Annual Report
Statutory Due Date: September 30

University of West Florida ______________ Fall 2016 and Spring 2017 ___________
University Submitting Report Semester(s) Reported*

Date Approved by the University Board of Trustees
Signature of Chair, Board of Trustees Date

Signature of President Date Signature of Vice President for Academic Affairs Date

*Report Fall and Spring data separately to allow for Fall to Fall semester comparison and Spring to Spring semester comparison.

Definitions:
• Wide cost variance is defined as a cost per course section of $200 or more over the median cost of textbooks and instructional materials for the same course.
• High enrollment is defined as the top 10% of courses ordered by headcount enrollment.

1) Required and Recommended Textbooks and Instructional Materials for General Education Courses

a) Report on the course sections identified as wide cost variance and include the number of course sections within a course (n). An explanation may be provided for sections with wide cost variance (e.g. honors course, economics text for two courses).

Methodology: Identify the average cost for textbooks and instructional materials for all course sections of a course. Exclude sections with Open Educational Resources (OER) or no required materials from wide cost variance analysis. Course sections with a cost of $200 or more over the median cost are considered wide cost variance.

• Required (Req) Textbooks and Instructional Materials
• Recommended (Rec) Textbooks and Instructional Materials
### Fall 2016

<table>
<thead>
<tr>
<th>Prefix and Course Number</th>
<th>Course Title</th>
<th>Section</th>
<th>Total Number of Sections within Course</th>
<th>Req or Rec</th>
<th>Average Cost</th>
<th>Dollar Variance</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**Explanation:**

UWF: No General Education courses reached the required threshold of course sections with a cost of $200 or more over the median cost are considered wide cost variance.

### Spring 2017

<table>
<thead>
<tr>
<th>Prefix and Course Number</th>
<th>Course Title</th>
<th>Section</th>
<th>Total Number of Sections within Course</th>
<th>Req or Rec</th>
<th>Average Cost</th>
<th>Dollar Variance</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**Explanation:**

UWF: No General Education courses reached the required threshold of course sections with a cost of $200 or more over the median cost are considered wide cost variance.

b) Describe the textbook and instructional materials selection process for general education courses with a wide cost variance among different sections of the same course.

UWF: No General Education courses reached the required threshold of course sections with a cost of $200 or more over the median cost are considered wide cost variance.

c) Report the course title(s) and number of section(s) that do not require or recommend the purchase of a textbook(s) and/or instructional material(s).
<table>
<thead>
<tr>
<th>Course Titles not Requiring or Recommending Purchase of Texts/Instructional Materials</th>
<th>Number of Sections</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANT 2400 Current Cultural Issues</td>
<td>1</td>
</tr>
<tr>
<td>ANT 2511L Biological Anthropology Lab</td>
<td>4</td>
</tr>
<tr>
<td>ART 1015C Exploring Artistic Vision</td>
<td>1</td>
</tr>
<tr>
<td>BSC 2010L General Biology 1 Lab</td>
<td>15</td>
</tr>
<tr>
<td>BSC 2311L Introduction to Marine Biology Lab</td>
<td>1</td>
</tr>
<tr>
<td>CHM 1020 Concepts In Chemistry</td>
<td>1</td>
</tr>
<tr>
<td>ESC 2000L Introduction to Earth Science Lab</td>
<td>2</td>
</tr>
<tr>
<td>GLY 2010L Physical Geology Lab</td>
<td>1</td>
</tr>
<tr>
<td>MCB 1000L Fundamentals Microbiology Lab</td>
<td>3</td>
</tr>
<tr>
<td>MUH 2930 Music Experience</td>
<td>1 section of 2</td>
</tr>
<tr>
<td>PHY 2048L Univ. Physics 1 (Calc) Lab</td>
<td>7</td>
</tr>
<tr>
<td>PHY 2049L Univ. Physics 2 (Calc) Lab</td>
<td>3</td>
</tr>
<tr>
<td>PHY 2054L General Physics 2 Lab</td>
<td>3</td>
</tr>
<tr>
<td>PLA 2013 Survey American Law</td>
<td>1</td>
</tr>
<tr>
<td>PSY 2012 Introduction to Psychology</td>
<td>1 section of 8</td>
</tr>
</tbody>
</table>

<table>
<thead>
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<td>ART 1015C Exploring Artistic Vision</td>
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<td>1</td>
</tr>
<tr>
<td>ESC 2000L Intro to Earth Science Lab</td>
<td>1</td>
</tr>
<tr>
<td>GLY 2010L Physical Geology Lab</td>
<td>1</td>
</tr>
<tr>
<td>LIT 2000 Introduction to Literature</td>
<td>1 section of 15</td>
</tr>
<tr>
<td>MCB 1000L Funds Microbiology Lab</td>
<td>2</td>
</tr>
<tr>
<td>PHY 2048L Univ. Physics 1 (Calc) Lab</td>
<td>4</td>
</tr>
<tr>
<td>PHY 2049L Univ. Physics 2 (Calc) Lab</td>
<td>3</td>
</tr>
<tr>
<td>PHY 2054L General Physics 2 Lab</td>
<td>2</td>
</tr>
<tr>
<td>PLA 2013 Survey American Law</td>
<td>1</td>
</tr>
</tbody>
</table>

d) What measures, if any, are being taken by the university to reduce wide cost variance among different sections of the same general education course?
There is not a wide cost variance among different sections of the same general education course.

e) Describe the textbook and instructional materials selection process for general education high enrollment courses.

Methodology: Order courses (course prefix/number) by headcount enrollment, excluding honors courses. The top 10% of courses are determined as high enrollment. Provide the number of courses (n) reported on.

There is variability among departments offering general education courses, including the departments that serve large numbers of students by offering high-demand general education courses. Some of these units use faculty curriculum committees to select common textbooks for all sections. Other departments allow instructors to select textbooks individually based on the course content.

For example, the Department of Mathematics and Statistics, the Department of Biology, and the Department of English employ common texts. Important considerations in the textbook selection process include quality, availability, alignment with learning outcomes, and cost.

UWF: Number of courses reported as high enrollment:
Fall 2016 - 9 courses
Spring 2017 - 10 courses

2) Specific Initiatives of the University Designed to Reduce the Costs of Textbooks and Instructional Materials for General Education Courses

a) Describe specific initiatives of the institution designed to reduce the costs of textbooks and instructional materials.

1. Faculty often provide choice of textbook formats for students, including traditional, hard copy books, electronic books, or web-based materials.

2. The UWF-Follett Bookstore provides a book rental option and, when possible, "bundling" of texts and instructional materials for a course, such as study guides, that results in reduced costs.

3. The University College 21st Century Scholars Book Borrowing Program continued to assist students this year with book borrowing and book purchasing. Since its inception, this program has purchased or rented 278 books, loaned 345 books, assisted 349 students, and spent $31,679.64.

4. The UWF Center for University Teaching and Learning (CUTLA) has prepared materials for faculty to use for evaluating and using Open Education Resources as a way to address textbook costs.

5. Pace Library and Provost's Office: UWF Textbook Affordability Program.
The intent is to help reduce student costs for purchasing print textbooks by purchasing one copy for loan through the libraries of every required print textbook for every section of 1000, 2000, 3000, and 4000 courses in order to improve course pedagogy and student teaming by ensuring that students have access to their course-required print textbooks.

Library staff monitor queues; if a book is requested by a student while it is on loan to another student, and if that happens at least five times, the library purchases a second copy of the book.

The Pace Library renovated its Circulation space during the Summer 2016 semester to accommodate additional shelving to expand the course-required print textbook program. In addition, textbooks were also made available at the Fort Walton Beach instructional location.

Impact: UWF Libraries applied recurring funding provided through the Provost’s Office to purchase at least one copy of every faculty-required print textbook for all 1000 - 4000 level courses. Students could borrow the textbooks for two hours at the main library and its two branches.

The libraries purchased 883 textbooks at a total cost of $79,332.73. The average cost per textbook purchased was $89.84.

Students borrowed the textbooks 16,486 times during the 2016-2017 academic year. Using the average cost per textbook, the transaction value of the UWF textbook affordability program was $1,481,102. For every $1.00 expended on the textbook program, the return was $18.67.

b) With implementation of the initiatives, has there been any reduction in cost of textbooks and instructional materials to the students? If there has been a reduction in cost, what is the average cost savings? Describe the average cost savings comparing fall semester to fall semester and spring semester to spring semester.

UWF compared the costs for textbooks for each General Education course offered between the Fall 2015 and the Fall 2016 semesters, and between the Spring 2016 and the Spring 2017 semesters. We have provided the following charts to illustrate our findings:

**UWF: Changes in Average Costs between Fall 2015 and Fall 2016**

<table>
<thead>
<tr>
<th>Cost Change</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>no change (= $0.00)</td>
<td>18</td>
</tr>
<tr>
<td>cost more in 2016</td>
<td>31</td>
</tr>
<tr>
<td>cost less in 2016</td>
<td>38</td>
</tr>
</tbody>
</table>
Changes in Average Costs between Spring 2016 and Spring 2017

<table>
<thead>
<tr>
<th>Costs</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>No change (= $0.00)</td>
<td>20</td>
</tr>
<tr>
<td>Cost more in 2017</td>
<td>31</td>
</tr>
<tr>
<td>Cost less in 2017</td>
<td>35</td>
</tr>
<tr>
<td>NA (course was not offered 1 semester)</td>
<td>0</td>
</tr>
</tbody>
</table>

We could not determine a means to calculate a definitive overall average cost savings for the General Education courses. For many courses, there was no change in costs between the respective semesters. For both semester comparisons, more courses realized a reduction in the average textbook cost than realized an increase.

c) With implementation of the initiatives, describe any reduction in cost variance among different sections of the same general education course. Describe the reduction in cost variance comparing fall semester to fall semester and spring semester to spring semester.

UWF compared the cost variances for textbooks for each General Education course offered between the Fall 2015 and the Fall 2016 semesters, and between the Spring 2016 and the Spring 2017 semesters. We have provided the following charts to illustrate our findings:

**UWF:**

Changes in Cost variances between Fall 2015 and Fall 2016

<table>
<thead>
<tr>
<th>Costs</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>No change (= $0.00)</td>
<td>63</td>
</tr>
<tr>
<td>Cost more in 2016</td>
<td>9</td>
</tr>
<tr>
<td>Cost less in 2016</td>
<td>11</td>
</tr>
<tr>
<td>NA (course was not offered 1 semester)</td>
<td>4</td>
</tr>
</tbody>
</table>

Changes in Cost variances between Spring 2016 and Spring 2017

<table>
<thead>
<tr>
<th>Costs</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>No change (= $0.00)</td>
<td>63</td>
</tr>
<tr>
<td>Cost more in 2017</td>
<td>5</td>
</tr>
<tr>
<td>Cost less in 2017</td>
<td>14</td>
</tr>
<tr>
<td>NA (course was not offered 1 semester)</td>
<td>4</td>
</tr>
</tbody>
</table>

For the majority of General Education courses, there was no change in the cost variances between the respective semesters. For both semester comparisons, more courses realized a reduction in the cost variances than realized an increase.

3) University Policies for the Posting of Textbooks and Instructional Materials

a) Describe policies implemented to ensure the posting of textbook and instructional materials for at least 95% of all courses and course sections 45 days
before the first day of class. For course sections that require or recommend textbooks and/or instructional materials based on student individual needs (e.g., audition/performance, directed independent study, research topic) that may miss the posting date, please reference these as exceptions in 3(d).

A UWF regulation was developed and adopted that aligns with Regulation 8.003, Textbook and Instructional Materials Affordability. In addition, a formal process was developed and implemented to ensure that textbook ordering, coordination, and posting is uniform across colleges and that the outcomes meet or exceed BOG textbook affordability requirements. The UWF processes help to expedite ordering, tracking, and reporting to accompany the regulation in order to reduce administrative costs and student textbook costs wherever possible. The Textbook Affordability Working Group includes college deans, textbook liaisons, the Registrar’s Office, Information Technology Services, UWF's Follett Bookstore partner, and General Counsel and meets throughout the year to ensure that the implementation of the process is efficient and effective.

b) Are the policies effective in meeting the reporting requirement? If not, what measures will be taken by the university to increase faculty and staff compliance for meeting the reporting requirement?

UWF exceeded the 95 percent compliance threshold for textbook and instructional materials being posted 45 days prior to the first day of classes for both the Fall 2016 and Spring 2017 semesters; therefore, current processes worked.

c) Report the number of course sections and the total percentage of course sections that were able to meet the textbook and instructional materials posting deadline for the academic year. Note: A course section is in compliance if all textbooks and instructional materials in the course section have been entered by the deadline.

UWF:
Fall 2016
Course sections - 2,228
Percentage complying - 99.11%

Spring 2017
Course sections - 2,204
Percentage complying - 97.35%

d) Report the number of course sections and the total percentage of course sections that were not able to meet the textbook and instructional materials posting deadline for the academic year. Provide an explanation as to why the
course sections were not able to meet the posting deadline. Note: A course section is not considered in compliance if all textbooks and instructional materials in the course section were not entered by the deadline.

UWF:
Fall 2016
Course sections - 20
Percentage not complying - .89%
Explanation - Courses and course sections were scheduled but the instructor of record was yet to be determined.

Spring 2017
Course sections - 60
Percentage not complying - 2.65%
Explanation - Courses and course sections were scheduled but the instructor of record was yet to be determined.

e) Report the number of courses that received an exception to the reporting deadline. Provide a description of the exception(s).

UWF:
Fall 2016 - no exceptions
Spring 2017 - no exceptions
Issue/Agenda Recommendation: Tenure as a Condition of Employment

Proposed Action: Approval

Background Information:

The University of West Florida Board of Trustees considers all nominations for tenure at its June meeting. Tenure nominations as a condition of employment will be considered as needed.

The following faculty is to be considered for tenure:

**Hal Marcus College of Science and Engineering**

**Dr. Jeffrey Trinkle**, Professor, Department of Mechanical Engineering

Implementation Plan: Dr. Trinkle begins his appointment on January 2, 2018.

Fiscal Implications: None

Supporting documents:

Departmental Support and Curriculum Vitae
http://uwf.edu/aadocs/bot/TENURE_Support_and.CV_Trinkle.pdf

Prepared by: George Ellenberg, Provost and Senior Vice President
gellenberg@uwf.edu, 474-2035

Presented by: George Ellenberg, Provost and Senior Vice President
MEMORANDUM

Date: August 4, 2017

To: Dr. George Ellenberg, Senior Vice President and Provost
   Division of Academic Affairs

From: Dr. Michael T. Huggins, Dean
   Hal Marcus College of Science and Engineering

Subject: Tenure as a condition of hire for Dr. Jeff Trinkle

After careful review of the credentials provided for Dr. Jeff Trinkle, I fully support the recommendation of the Department of Mechanical Engineering to award tenure to Dr. Trinkle as a condition of hire. Dr. Trinkle comes to UWF from the Rensselaer Polytechnic Institute (RPI) where he was a tenured Professor. Jeff first received tenure at Texas A&M University before moving to RPI as the department chair for the Department of Computer Science. In addition to his academic credentials, Dr. Trinkle has recently completed two appointments at the National Science Foundation as the Program Director of the National Robotics Initiative & Robust Intelligence Program. Dr. Trinkle was PI or co-PI on more than $8 million of external research grants from the National Science Foundation, DARPA, Lockheed-Martin, and others.

I recommend Dr. Trinkle is appointed as a tenured Professor at UWF.
Memorandum

Date: July, 21st, 2017

To: Michael Huggins, Ph.D.
    Dean, Hal Marcus College of Science and Engineering

From: Michael Reynolds, Ph.D.
      Chair, Mechanical Engineering

Subject: Tenure for Dr. Jeffrey Trinkle

Dr. Jeffrey Trinkle will join UWF as the director of the Intelligent Systems and Robotics PhD program. Dr. Trinkle earned a Ph.D. in Systems Engineering at the University of Pennsylvania in 1987. Prior to joining UWF Jeffrey held the rank of Professor at Rensselaer Polytechnic Institute for 14 years. Dr. Trinkle was also a Program Director at the National Science Foundation, serving the Robotics Initiative & Robust Intelligence Program. Dr. Trinkle has a long history of significant achievement including being named an IEEE Fellow, external funding in excess of two million dollars, and over 100 combined refereed conference and journal articles.

Dr. Trinkle’s research background is in robotics, specifically with motion planning, kinematic modeling and dynamic simulation. After a thorough review of his background, I recommend that Dr. Trinkle receive an appointment in the Department of Mechanical Engineering at the rank of Professor. Dr. Trinkle has a national reputation as a scholar and academic leader and he is clearly deserving of this rank. I strongly support his appointment as professor and the granting of tenure without any reservation.
Jeffrey C. Trinkle  
Department of Computer Science  
Rensselaer Polytechnic Institute  
Troy, NY 12180-3590

Phone: (518) 276-2510  Fax: (518) 276-2529  Email: trink@cs.rpi.edu

Office URL: http://www.cs.rpi.edu/~trink  
Lab URL: http://www.cs.rpi.edu/twiki/view/RoboticsWeb/WebHome

February 9, 2017

I. Education

<table>
<thead>
<tr>
<th>Degree</th>
<th>Field</th>
<th>Institution</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ph.D.</td>
<td>Systems Engineering</td>
<td>University of Pennsylvania</td>
<td>8/87</td>
</tr>
<tr>
<td>B.S.</td>
<td>Engr Science and Mechanics</td>
<td>Georgia Tech</td>
<td>9/79</td>
</tr>
<tr>
<td>B.S.</td>
<td>Undesignated (Physics)</td>
<td>Ursinus College</td>
<td>5/79</td>
</tr>
</tbody>
</table>

II. Positions Held

- 2003–present  Professor, Department of Computer Science  
  Rensselaer Polytechnic Institute, Troy NY.
- 2016–present  Expert, Computer and Information Science and Engineering  
  National Robotics Initiative & Robust Intelligence Program  
  National Science Foundation, Arlington, VA.
- 2014–2016  Program Director, Computer and Information Science and Engineering  
  National Robotics Initiative & Robust Intelligence Program  
  National Science Foundation, Arlington, VA.
- 2011–2013  Guest Professor for Autonomous Manipulation  
  Freiburg University, Freiburg Germany.
- 2010–2013  Faculty Dean of Residential Commons  
  Rensselaer Polytechnic Institute, Troy NY.
- 2009–2010  Visiting Scientist, Institute for Robotics and Mechatronics  
  German Aerospace Center, Wessling Germany.
- 2003–2009  Chairman, Department of Computer Science  
  Rensselaer Polytechnic Institute, Troy NY.
- 1998–2003  Research Scientist, Robotics Center,  
  Sandia National Laboratories, Albuquerque, NM.
- 1995–2000  Associate Professor, Department of Computer Science,  
  Texas A&M University, College Station, TX.
- 1996–1997  Visiting Associate Professor, Department of Electrical and Computer Engineering, Rice University, Houston, TX.
- 1990–1996  Assistant Professor, Department of Computer Science,  
  Texas A&M University, College Station, TX.
- 1989–1989  Summer Faculty Fellow, Artificial Intelligence Group,  
  Jet Propulsion Laboratory, Pasadena, CA.
- 1988–1990  Assistant Professor, Department of Systems and Industrial Engineering,  
  University of Arizona, Tucson AZ.
- 1987–1988  Lecturer, Department of Mechanical Engineering,  
  University of Wollongong, Wollongong, NSW, Australia.
- 1979–1982  Engineer, Fiber Composites Group,  
  Lawrence Livermore National Laboratory, Livermore CA.
III. Honors and Awards

IEEE Fellow 2010
Humboldt Research Prize 2009
Best Student Paper, Robotics: Science and Systems 2007
Inducted into Athletic Hall of Fame, Ursinus College 2005
Kayamori Best Automation Paper, Int’l Conf. on Robotics and Automation 2004
Plenary Speaker, Int’l Conf. on Complementarity Problems 2002
Plank Company Faculty Fellow Award 1998
Texas A&M Center for Teaching Excellence Award 1994
NSF Research Initiation Award 1989
IBM T.J. Watson Research Fellow 1985–1987
University of Pennsylvania Research Fellow 1982–1983
Bell Labs Award: Outstanding senior in Engr. Science and Mechanics 1979

IV. Teaching and Student Supervision

A. Courses Taught

<table>
<thead>
<tr>
<th>Date</th>
<th>Number</th>
<th>Title</th>
<th>Enrol.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017 Spring</td>
<td>CSCI 2200</td>
<td>Foundations of CS</td>
<td>202</td>
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<tr>
<td>2016 Fall</td>
<td>CSCI 6999/4999</td>
<td>Adv. Topics in Robotics</td>
<td>8</td>
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<tr>
<td>2013 Spring</td>
<td>CSCI 6490/4490</td>
<td>Robotics II</td>
<td>15</td>
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<tr>
<td>2012 Summer</td>
<td>6 ECTS</td>
<td>Arm-Type Robots</td>
<td>5</td>
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<tr>
<td>2012 Spring</td>
<td>CSCI 6490/4490</td>
<td>Robotics II</td>
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<td>2011 Spring</td>
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<tr>
<td>2009 Fall</td>
<td>CSCI 1190</td>
<td>Programming for Engineers</td>
<td>132</td>
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<td>2009 Spring</td>
<td>CSCI 6490/4490</td>
<td>Robotics II</td>
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<tr>
<td>2008 Spring</td>
<td>CSCI 6965/4967</td>
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<td>16</td>
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<td>2006 Fall</td>
<td>CSCI 6965/4963</td>
<td>Robotic Manipulation: Analysis and Algorithms</td>
<td>5</td>
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<tr>
<td>2004 Spring</td>
<td>CSCI 6965/4969</td>
<td>Robotic Manipulation: Analysis and Algorithms</td>
<td>12</td>
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<tr>
<td>1998 Spring</td>
<td>CPSC 452</td>
<td>Robotics and Spatial Intelligence</td>
<td>30</td>
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<td>1997 Fall</td>
<td>ENGR 211</td>
<td>Engineering Principles</td>
<td>90</td>
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<td></td>
<td>ELEC 436</td>
<td>Fundamentals of Control Systems</td>
<td>30</td>
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<td>1996 Spring</td>
<td>CPSC 452</td>
<td>Robotics and Spatial Intelligence</td>
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<td></td>
<td>ENGR 109</td>
<td>Intro to Engineering</td>
<td>67</td>
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<tr>
<td>1995 Fall</td>
<td>MEEN 446</td>
<td>Mechanical Engineering Cap Stone Design</td>
<td>24</td>
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<td>CPSC 652</td>
<td>Robot Motion Planning</td>
<td>10</td>
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<tr>
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<td>CPSC 452</td>
<td>Robotics and Spatial Intelligence</td>
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<tr>
<td>1994 Fall</td>
<td>CPSC 652</td>
<td>Robotics Programming</td>
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<tr>
<td></td>
<td>CPSC 441</td>
<td>Computer Graphics</td>
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<td>CPSC 452</td>
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<td>1993 Fall</td>
<td>CPSC 652</td>
<td>Robotics Programming</td>
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<td>CPSC 452</td>
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<td>21</td>
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<td>1992 Fall</td>
<td>CPSC 652</td>
<td>Robotics Programming</td>
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<td>CPSC 681</td>
<td>Graduate Seminar</td>
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<td>CPSC 452</td>
<td>Robotics and Spatial Intelligence</td>
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</tr>
<tr>
<td>1991 Fall</td>
<td>CPSC 652</td>
<td>Robotics Programming</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>CPSC 452</td>
<td>Robotics and Spatial Intelligence</td>
<td>15</td>
</tr>
<tr>
<td>1990 Fall</td>
<td>CPSC 643</td>
<td>Robotics Programming</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>SIE 685</td>
<td>Advanced Topics in Robotics</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>SIE 350</td>
<td>Deterministic Systems</td>
<td>40</td>
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</tbody>
</table>
1989  Fall  SIE 350  Deterministic Systems  40
      Fall  SIE 485  Intro to Robotics  15
      Spring SIE 685  Advanced Topics in Robotics  10
      Spring SIE 350  Deterministic Systems  40
1988  Fall  SIE 485  Intro to Robotics  15
      Fall  SIE 550  Linear Systems Theory  10
      Spring SIE 685  Advanced Topics in Robotics  5
1987  Fall  ME 321  Dynamics of Engineering Systems  37
      Fall  Phys 143  Physics for Engineers  192

B. Course Development

2012  New course 6 ECTS  Arm-Type Robots in Matlab
2009  New course CSCI 1190  Programming for Engineers in Matlab
2008  New course CSCI 6965/4969  Robotics II
2004  New course CSCI 6965/4969  Robotic Manipulation: Analysis and Algorithms
1994  New course CPSC 643  Robot Motion Planning
1989  New course SIE 485  Introduction to Robotics
1988  New course SIE 685  Advanced Topics in Robotics

C. Student Supervision

• PhD Theses Completed


PhD Theses in Progress


Postdoctoral Study Supervision

External Committee Memberships
- B. Frank, PhD, Computer Science, University of Freiburg, 2013.
- D. Austin, PhD, Engineering, Australian National, 2000.
- W. Huang, PhD, Robotics Institute, Carnegie Mellon, 1997.
- G. Lo, PhD, Mathematical Sciences, Johns Hopkins, 1996.

PhD Student Advising while at Sandia National Labs
- J. Esposito, Mechanical Engineering, UPenn, Summer 1999.

Masters Theses
• Undergraduate Research Projects or Theses

V Service

A. University Service

• “It’s not All in the Books,” Faculty Speaker, Freshman Convocation, RPI, August 2012.
• Conducted external review of the Computer Science Department, January 2008. Visiting Committee: Jean-Claude Latombe, Jim Kurose, Monica Lam, Marc Snir, Sampath Kannan.
• Alumni Reunion Speaker
  – “What is IT Anyway?” June 2004
  – “Research in the Computer Science Department,” Fall 2003.
• Hiring
  – Member Athletic Director Search Committee, 2007.
  – Member Head Hockey Coach Search Committee, 2006.
  – Chair IT Constellation Search Committee, 2005. Result: Hired Constellation Professor James Hendler from University of Maryland.
  – Member Multi-Scale Computation Constellation Search Committee, 2005.
  – Chair Tetherless Constellation World Search Committee, 2004. Result: Hired Constellation Professor Angel Garcia from Los Alamos National Labs.
  – Member Dean of Engineering Search Committee, 2004.
  – Member IT Constellation Search Committee, 2003.
• Faculty Athletic Representative to the National Collegiate Athletic Association, 2005–2009. Participate in alumni events, recruiting events, national FARA (Faculty Athletics Representative Association) meetings, and NCAA conventions. Represent the academic view to the Athletics Department staff.
• Co-Host for Paula Simon, Member of RPI’s Board of Trustees, “A Career in Information Technology,” 2004.
• Member of Texas A&M Faculty Senate, 1997–98.
B. School of Science Service

- Member of School of Science Promotion and Tenure Committee, 2003–2009.
- Member of Texas A&M Engineering Faculty Advisory Committee to the Dean, 1997–98.

C. Department of Computer Science Service

- Undergraduate Curriculum Committee, 2016–present.
- Hiring
  - Chair or Member of Faculty Search Committee, 2003–2009.
  - Results: Assistant professors of Computer Science: Sanmay Das (MIT, Machine Learning) 2007; Elliot Anshelevich (Cornell, Theory and Networks) 2006; Barbara Cutler (MIT, graphics) 2005; Volkan Isler (UPenn, robotics and computer vision) 2005; Ana Milanova (Rutgers, software engineering) 2003;
  - Retention: Milanova received NSF CAREER Award, tenured in 2009. Cutler received CAREER Award, tenured in 2011. Isler received CAREER Award, moved to U Minnesota. Anshelevich received several NSF grants, tenured in 2012. Das received CAREER Award, moved to VaTech, then U Washington.
- Initiated faculty mentoring program
  - All faculty have official mentors. All faculty are expected to help other faculty at a minimum through feedback on grant proposals and resumes to prepare for promotion and tenure. Annual evaluation includes mentoring activities.
  - Results: Improved sense of community and mutual investment among the CS faculty.
  - My mentees: Barbara Cutler (won CAREER and tenured at RPI), Volkan Isler (won CAREER, moved to U Minnesota), Stacy Patterson (won CAREER, assistant professor approaching 3-yr review at RPI).
- Initiated Computer Science Day (CS Day)
  - Goals: Raise regional and national visibility of CS Department, broaden students’ educational experience and perspectives of faculty and students.
  - CS Day 2008: Data Mining and Machine Learning. Speakers: Christos Faloutsos (CMU), Usama Fayyad (Yahoo!), Michael Kearns (UPenn), and Thomas Poggio (MIT).
  - CS Day 2007: The Future of Robotics. Speakers: Daniela Rus (MIT), Vijay Kumar (UPenn), Oussama Khatib (Stanford), Ronald Fearing (Berkeley).
- Designed and renovated space for Landgraf Center for Computer Vision, Graphics, and Robotics.
- Initiated Department research mixers with poster presentations. Goals: Help students learn about research projects in the Department, improve student presentation skills, strengthen Department’s sense of community.
- Texas A&M University, Department of Computer Science, Faculty Search Committee 1997-98.

D. Service to Local Communities

- Tenth-grade student from local high school, Rishab Jaggi, built and tested a 3D printable hand in my lab under the supervision of RPI undergraduate student, Laurie Wu. Rishab won fifth place at the Intel International Science and Engineering Fair in 2013, which qualified him for the Brookhaven Labs competition where he received highest honors. He will attend UPenn’s school of Engineering in Fall 2016.

E. Service to Research Communities


• Co-organizer (with Henrik Christensen, Ken Goldberg, and Vijay Kumar) of Manufacturing and Automation Robotics Workshops. Supported through a “visioning” grant from the Computing Community Consortium, June 2008, Washington DC. This was the first step in the process to creating the National Robotics Initiative.

• Initiated New England Manipulation Symposium (NEMS)
  – Goals: Provide regional venue for students to network with faculty and students and to present research results.
  – NEMS 2005, Troy NY: 27 attendees from RPI, Rutgers, UMass Amherst, UPenn.


• Editorships
  – Co-editor (with Jose Neira) of special issue of selected papers from RSS 2008 in Autonomous Robots, 2009.
  – Associate Editor, Robotica, 2006–2014.

• Conference/Workshop Participation
  – Co-organizer of second and third PI Meetings for the National Robotics Initiative, Nov 2014,15.
  – General Chair, Robotics: Science and Systems, Seattle, June 2009.
  – Program Chair, Robotics: Science and Systems, Zurich, June 2008.
  – Invited Panelist
    * “How to Write a Successful CAREER Proposal,” University of Minnesota, April 2016.
    * “Panel: Performance metrics and benchmarks to advance the state of grasping,” in Workshop on Robotic Hands, Grasping, and Manipulation, ICRA 2015.
    * “Funding for Robotics Research and Development,” multiple conferences in robotics mechanical engineering (ICRA, IROS, DETC), 2014-2016.


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Workshop/Special Session Organizing

* Tutorials and Workshops Chair, IEEE International Conference on Simulation, Modeling, and Programming for Autonomous Robots (SIMPAR), San Francisco, December 2016.


* Workshop and Tutorials Committee member, invited speaker for two special sessions, IEEE International Conference on Robotics and Automation, San Francisco, April, 2000.

* Workshop and Tutorials Committee Member, IEEE International Conference on Robotics and Automation, Detroit, May, 1999.


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Program Committees

* Program committee and session chair: Many times for many robotics conferences from 1990–present. ICRA, IROS, ISAM, RSS, WAFR.
Program Area Chair and Best Student Paper Award Committee Member, “Robotics: Science and Systems”, Philadelphia, PA, August 2006.
Program committee member, Conference of the American Association for Artificial Intelligence, Palo Alto, March, 1996.

• Reviewing
  – NSF Panels
    * NSF Computer and Information Science and Engineering review panels, many times from 1996 through 2013.
    * NSF Engineering/DDM review panel, 1993.
    – Non-NSF funding agencies: Deutsche Forschungsgemeinschaft (German NSF), European Commission, ONR, NSERC (Canada), HKUST (Hong Kong), Laboratory Directed Research and Development (Sandia Nat’l Labs), Sandia Labs University Research Program.
  – Conferences: Reviewer of many papers from most major robotics conferences and workshops. Also reviewer for SIGGRAPH, DETC, and ISMD.

VI Funding

A. Research Interests

Trinkle directs the Computer Science Robotics Lab, whose work is guided by the goal of making robots able to work autonomously on tasks involving contact (e.g., grasping and assembly). Our research is divided into two primary branches that inform each other; analysis and planning of contact tasks and simulation methods for contact tasks.

Simulation of Contact Tasks: This research focuses on developing kinematic and dynamic models of contacts that are based on proven physical laws, such as Newton’s Laws and the Hertzian contact model. Models for simulation that faithfully incorporate physical laws are known to be mathematically non smooth, which presents important challenges for simulation. We formulate simulation models using the framework of complementarity theory and study fundamental problems from perspectives of applied mathematics and computer science, including solution existence, convergence of iterative solvers, and algorithm implementation on parallel computing platforms. The simulation algorithm published with David Stewart in 1996 is the algorithm behind the most popular open-source simulation engines, Open Dynamic Engine, Bullet, and ROS/Gazebo.

Analysis, Planning, and Perception for Contact Tasks: This research focuses on developing algorithms that use models of contact to formulate manipulation plans and perceive their progress during execution. Grasps are chosen on the basis of stability analysis derived from contact models. Grasp acquisition strategies are planned with the help of collision detection and simulation methods. The main questions under study in the Lab now are: (1) how to efficiently use contact models with multiple sources of data (tactile, force/torque, and visual) to perceive important state information
in real-time, such as whether a given contact is slipping and (2) how to leverage compressed sensing techniques to facilitate real-time processing of the large volumes of tactile sensor data generated by whole-body tactile skins.

B. External Funding

- “NRI-Small: Collaborative Research: A Dynamic Bayesian Approach to Real-Time Estimation and Filtering in Grasp Acquisition and Other Contact Tasks,” National Science Foundation, J.C. Trinkle (PI, 65%) and S. Lyu, 9/12–8/15, $569k.
- “(TROOPER) Symbiotic Autonomy in Robot Manipulation and Mobility,” Lockheed-Martin, J.C. Trinkle (PI, 100%), 9/12–12/14, $591k.
- “Autonomous Manipulation with the Barrett Hand,” Lockheed-Martin, J.C. Trinkle (PI, 100%), 9/10–12/10, $38k.
- German Collaboration Supplement to: “Fully-Implicit Time Stepping Methods with Integrated Proximity Queries for Accurate Simulation of Multi-Rigid-Body Systems with Intermittent Contact,” National Science Foundation, CISE, Information and Intelligent Systems, J.C. Trinkle (PI, 100%), $25k.
- REU Supplement to: “Fully-Implicit Time Stepping Methods with Integrated Proximity Queries for Accurate Simulation of Multi-Rigid-Body Systems with Intermittent Contact,” National Science Foundation, CISE, Information and Intelligent Systems, J.C. Trinkle (PI, 100%), $18k.
- “Student Travel Support for Robotics: Science and Systems 2008,” National Science Foundation, CISE/IIS, Robust Intelligence program, O. Brock (PI) and J.C. Trinkle (co-PI, 50%), 5/08–10/08, $12k.


• “Collaborative Research: Grasp and Manipulation Planning in the Presence of Dynamics and Uncertainty,” National Science Foundation, CISE, Information and Intelligent Systems, J.C. Trinkle (PI, 40%), J.S. Pang, and Vijay Kumar, 11/04–10/09, $585k.


• “Differential Algebraic Inequalities and Their Application to Engineering,” National Science Foundation, Division of Mathematical Sciences, Focused Research Group Program, J.S. Pang (PI), F Potra, D.E. Stewart, V. Kumar, and J.C. Trinkle (co-PI, 20%) 8/02–7/05, $1,050k.


• “Equipment Matching to: MRI: Training in Virtual and Real Environments,” National Science Foundation, R.A. Volz (PI), J. Yen, N.M. Amato, J.C. Trinkle (co-PI), and J. Wall, 9/98–8/01, $64k.

• “Manipulation Planning with Contact Under Uncertainty,” National Science Foundation, CISE, Robotics Program, J.C. Trinkle (PI, 43%) N.M. Amato, and J.S. Pang, 8/97–7/00, $400k.

• “CISE Postdoc in Real-Time Multibody Dynamics for Virtual Reality Training Systems with Haptic User Interface,” National Science Foundation, CISE, Robotics Program, N.M. Amato (PI) and J.C. Trinkle (co-PI, 50%), 4/98–3/00, $66k.

• “REU Supplement to Manipulation Planning with Contact Under Uncertainty,” National Science Foundation, CISE, Robotics Program, N.M. Amato and J.C. Trinkle (co-PI, 50%), 8/97–7/00, $10k.

• “AERCam Enhancements (EVA Robot Camera Control),” NASA Johnson Space Center, R.A. Volz (PI), and J.C. Trinkle (co-PI, 50%) 9/96–6/98, $68k.


• “A Two-Stage Geometric Approach to Planning Robotic Tasks Involving Sliding and Rolling Contacts in Uncertain Environments,” National Science Foundation, J.C. Trinkle (PI, 68%) and P.F. Stiller, 8/93–7/96, $309k.


• Various grants with the Universities’ Space Automation and Robotics Consortium, R.A. Volz (PI), J.C. Trinkle (co-PI, 30%) and L.J. Everett (co-PI), 6/90–5/93, $191k.
• “A New Method for the Analysis of the Quasistatic Motion of Systems of Bodies in Contact,” National Science Foundation Research Initiation Award, J.C. Trinkle (PI, 100%), 6/89–11/92, $70k.

VII Publications

A. Book Chapters, Books, and Monographs


B. Refereed Journal Articles


C. Refereed Conference Articles


VIII Invited Lectures


[9] Application of particle filtering to the g-slam problem with visual occlusion and tactile sensing. Computer Science Colloquium, University of Copenhagen, Copenhagen, Denmark, July 2012.

[10] Application of particle filtering to the g-slam problem with visual occlusion and tactile sensing. Computer Science Colloquium, University of Freiburg, Freiburg Germany, June 2011.


[14] Simulation-based design for robotic systems with intermittent contact. Technical University of Munich, Department of Applied Mechanics, Munich Germany, March 2010.


[16] Simulation-based design for robotic systems with intermittent contact. University of Pisa, Center for Interdepartmental Research, Pisa Italy, February 2010.
[17] Simulation-based design of robotic manipulation tasks. *Institute for Robotics and Mechatronics, DLR (German Aerospace Center)*, Wessling, Germany, October 2009.


A new time-stepping scheme for rigid body dynamics with coulomb friction and collisions. Department of Mechanical Engineering, Johns Hopkins University, Baltimore, MD, March 2000.


Optimal path planning and control for in-orbit inspection of space structures. Johnson Space Center, Houston, TX, June 1997.


Planning dexterous manipulation of slippery objects by robotic hands. Schlumberger, Houston, TX, April 1993.

Manipulation planning. NASA Johnson Space Center, Houston, TX, December 1991.

Planning dexterous manipulation of slippery objects by robotic hands. Department of Electrical and Computer Engineering, Rice University, Houston, TX, November 1991.

In-hand reorientation of slippery objects. NASA Johnson Space Center, Houston, TX, December 1990.


IX References
Available upon request.
Research Statement

I will begin by describing my approach to developing and sustaining a research program. A key component is problem choice. I have always looked for problems with three main characteristics: they are fundamental to an important problem domain, they are challenging and multidisciplinary, and they appear to have solutions that could build on my expertise. Once a problem has been identified, I find the best experts I can to form a strong team. As we work together, we identify the parts of the problem that we are best equipped to handle, and we concentrate our efforts on those.

In terms of the research topics that interest me, I am generally interested in problems that arise when robots try to grasp and manipulate things in unstructured environments. Applications of this research area can be found in future smart homes with personal robots that will help the elderly and infirm live independently longer, in manufacturing tasks such as assembly, maintenance, and repair, and in environmental clean-up. In pursuing these interests, I have made contributions in the areas of grasp analysis, motion planning, and simulation. The grasping work has been collected in the chapter, “Grasping,” in the Springer Handbook of Robotics and the simulation work has been collected into a chapter, “Contact,” to appear in the forthcoming handbook, “Humanoid Robotics: a Reference.” In addition, my simulation work led to the development of the, so called, “Stewart-Trinkle” time-stepping algorithm that is the basis of the most popular open-source physics engines (e.g., ODE, Bullet, Gazebo, and PhysX). While somewhat tangential, grasping and manipulation problems are analogous to multi-legged locomotion problems. I point this out only because robot locomotion is an area of strength of IHMC, and as such, it presents a possibility for future collaboration if I were to join the University of West Florida.

My current research activities focus on the following three topics: contact-aware state estimation, virtual learning from demonstration, and compressed sensing for tactile skins. The first topic is a natural follow-on from my previous work in grasp analysis and simulation. In the prototypical problem, a robot (or prosthetic user) reaches for a cup of water, but and bumps it accidentally, causing the cup to be displaced. A person can easily deal with this scenario and make a second successful attempt. By contrast, this kind of error is difficult for a robot to recognize and correct. The perception problem, “Where is the cup now?” is technically very difficult. We approach it as a filtering problem, where the predictive model within the filter is a highly nonlinear dynamic model that incorporates the effects of collisions and intermittent contacts. Furthermore, the filter’s
state has continuous variables (e.g., cup position and orientation) and discrete variables (e.g., the cup is in contact with finger 1 (or not)). Our best solution so far is a Rao-Blackwellized particle filter. It maintains a graph representing the probabilities of the possible discrete contact states via a small particle filter. The estimates of the discrete states allow us to (piecewise) linearize the dynamics, so that a Kalman filter can be used to estimate the continuous states of the cup.

The second topic is virtual learning from demonstration. In this project, we are combining techniques from workspace analysis, motion planning, learning from demonstration, and crowd sourcing. The idea is to allow Mechanical Turks around the world to provide suggestions to a robot trajectory generator by demonstrating how to perform tasks in a simulated environment. The interface between the Turks and the trajectory generator is through Leap Motion sensors worn on the Turks’ hands. These sensors track fingertip and hand motions and map them into the virtual world. The users can see the results in real-time to learn whether her/his attempt demonstration was successful. After enough demonstrations have been gathered, the information is used to build generative probabilistic models for the control of real robots.

The last project I am working on currently is compressed sensing for whole-body tactile skins. These are flexible skins with thousands of embedded tactile sensing elements that can be stretched over irregular robot appendages. They are intended to give a robot a sense of touch all over its body, just as a human has tactile sensing all over her/his body. With whole-body skins, robots will be able to operate more safely around people and utilize all surfaces of their bodies for carrying and manipulating very large objects. Our work on this project is just beginning and is currently focused on data compression issues. These issues are important because without them, tactile skins are impractical due to unmanageably large numbers of wires. We used compressed sensing techniques to demonstrate that the number of wires could be reduced by a factor of four without any loss of tactile signal quality. In addition, we found a way to perform tactile object recognition with the compressed data – it was not necessary to reconstruct the original signal. We are currently writing a proposal to the Cyber-Physical Systems program at NSF to continue this line of research.

I would like to close by saying that my resume demonstrates a preference for collaborative research over independent research. I am sure that preference will continue if I were to join the University of West Florida.
UWF Board of Trustees Meeting
Academic Affairs Committee
August 17, 2017

Issue: Summary of Degree Program Changes Approved during the period July 1, 2016, through June 30, 2017

Proposed action: Informational

Background information: This item provides the Board of Trustees a summary of degree program changes approved through the University governance process during the period July 1, 2016, through June 30, 2017.

2016-2017 degree program changes were as follows:

Actions requiring Board review and approval
- New programs (3)
- Deleted programs (0)
- Significantly modified programs (0)

Actions not requiring Board review and approval
- New specializations within existing degree programs (5)
- Deleted specializations within existing degree programs (9)
- Modified specializations (69)
- New minors (4)
- Deleted minors (0)
- Modified minors (6)
- New courses added (120)
- Modified courses (194)
- Deleted courses (41)
- Purged courses from 5-year purge process (77)
- Reinstated courses (3)

Recommendation: Informational Item; no action required.

Implementation Plan: UWF follows established timelines and policies of the University governance process, Board of Trustees, and Board of Governors regarding academic program development.

Fiscal Implications: Addressed at time of program approval.
New and Deleted Programs – Faculty Senate Actions 2016-2017
http://uwf.edu/aadocs/BoT/2016-17_Program_Change_Summary_Report.pdf

5 Year Course Purge List for 2016-17
http://uwf.edu/aadocs/BoT/Course_Purge_List_2017-18.pdf

Prepared by: Kimberly McCorkle, Interim Vice Provost
474-2035, kmccorkle@uwf.edu

Facilitator/Presenter: Kimberly McCorkle, Interim Vice Provost
474-2035, kmccorkle@uwf.edu
# NEW AND DELETED PROGRAMS
## Faculty Senate Actions 2016-2017

Compiled by Carolyn Beamer, Coordinator, Registrar’s Office, with assistance from Enrollment Affairs.

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- 69 Specializations were modified.
- 6 Minors were modified.
- 120 New courses were added.
- 3 Courses were reinstated
- 194 Courses were modified.
- 41 Courses were deleted.
- 77 Courses were purged from 5 year purge process.
## 5 Year Course Purge List

**Courses Deleted from the 2017-2018 Catalog**

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UWF Board of Trustees
Academic Affairs Committee Meeting
August 17, 2017

Agenda Recommendation: Naming MacQueen Guest Experience Management Program

Proposed Action: Informational

Background Information: In February 2013, a press conference was held whereby the University of West Florida announced its partnership with Innisfree Hotels to provide new opportunities for students in the Guest Experience Management Program within the Department of Global Hospitality and Tourism Management. Julian and Kim MacQueen, founders of Innisfree Hotels, pledged a significant gift of $250,000 to name the program.

In keeping with the University Of West Florida Board Of Trustees Policy (BOT-08.03-06/17), the University is seeking approval to name the MacQueen Guest Experience Management Program as the donors have fulfilled their pledge commitment.

Their donation goes far beyond that of monetary investment as they have become involved in ensuring this program is a success and helping to address workforce needs. This mutually beneficial partnership is enabling UWF hospitality students to participate in regional onsite training, internships and field experiences at Innisfree Hotels properties. Innisfree believes in hiring for attitude and then teaching the skill and the MacQueens bolster UWF’s efforts to foster excellence among subsequent generations of hospitality industry leaders.

Implementation Plan: Immediately

Fiscal Implications: No funding required

Supporting documents: BOT Policy 08.03-06/17–Policy Concerning Naming Opportunities; Naming Opportunity Approval Memorandum accepted and signed by President Saunders

Prepared by: Germaine Battist, Executive Specialist, Office of the Vice President for University Advancement, (850) 474-3306, gbattist@uwf.edu

Facilitator/Presentor: Howard J. Reddy, Assistant Vice President for University Advancement
MEMORANDUM

TO: Martha Saunders, University President
    Office of the President
FROM: Howard J. Reddy, Assistant Vice President for Advancement
RE: Request Approval for Naming Opportunity:
    MacQueen Guest Experience Management Program
DATE: July 17, 2017

In compliance with the UWF Board of Trustees Policy Concerning Naming Opportunities (BOT-08.03-6/17), the Assistant Vice President of Advancement would like to request the President to approve and make a naming recommendation to the UWF Board of Trustees as follows:

The University of West Florida's Global Hospitality & Tourism Guest Experience Management Program shall bear the name MacQueen Guest Experience Management Program.

The implementation of the naming of this program will be immediate upon BOT Board approval as required. No additional funding is required for this implementation.

Julian and Kim MacQueen, founders of Innisfree Hotels, pledged a significant gift of $250,000 to name the program and honored that gift commitment.

Requirements for Naming (Ref: Naming Opportunity Policy BOT-08.03-6/17):

Gift-related naming of campuses, buildings or facilities for an individual, corporation, foundation or organization, as governed by state statute, requires a gift of 25% or more of the total construction cost of the element.

The University may grant permanent or temporary naming recognition in connection with a University campus, building, facility, wing, college, school, department, center, institute, program or other major unit if the minimum requirements are met. The naming of these elements requires recommendation of the University President and the approval of the Board of Trustees as set forth in this policy. The Board of Trustees reserves the right to deny naming rights even if minimum requirements are met.

Naming proposals will be consistent with University policies and will not only reflect the donor's appropriate financial support, but also the donor's commitment to the mission, values and traditions of the University.

Naming recognition benefits conferred on a donor shall be provided after any requisite board
approvals are obtained and no earlier than the execution of a gift agreement and receipt of first payment.

In appropriate instances, a naming may be granted for a predetermined fixed term, usually 3-10 years. At the end of the term, the naming recognition shall expire but may be renewed with the same or new name. The accompanying gift agreement should clearly specify the period of time for which the element will be named.

In the case of a gift for a building or facility that is to be named with funds required for construction or renovation, naming rights may be requested once a charitable gift of sufficient magnitude has been received to commence the project.
Policy Concerning Naming Opportunities

Reason for Policy/Purpose:

It is the intention of the University of West Florida (the "University") to honor and recognize outstanding support of and/or service to the University through the naming of elements, including but not limited to facilities, units, scholarships, and endowments that support the institutional mission. Naming recognition may be extended to individuals (living or deceased), corporations, foundations, and others. Accordingly, the Board of Trustees of the University of West Florida (the "Board of Trustees") has adopted this policy to set forth guidelines for naming opportunities at the University.

Policy Statement:

Guidelines

Upon recommendation of the University President, it is the responsibility of the Board of Trustees to consider the approval of certain naming opportunities that are presented for approval as per policy. Information will be presented by the Vice President for University Advancement to the University President and certified by the University of West Florida Foundation, Inc. (the "Foundation") Board of Directors regarding naming in recognition of financial support prior to consideration by the Board of Trustees.

Relationship to Florida Statutes

- The naming of any University element shall be in accordance with the provisions of Florida Law and applicable rules and regulations of the Board of Governors of the State University System. Accordingly, no building, facility or other element may be named on an honorary basis for any active State University System member, including but not limited to, staff, faculty, students or trustees. Additionally, the naming of any University facility must be approved by the Board of Trustees as a noticed, non-consent agenda item.

- Gift-related naming of campuses, buildings or facilities for an individual, corporation, foundation or organization, as governed by state statute, requires a gift of 25% or more of the total construction cost of the element.
**General Policies**

- The University may grant permanent or temporary naming recognition in connection with a University campus, building, facility, wing, college, school, department, center, institute, program or other major unit if the minimum requirements are met. The naming of these elements requires recommendation of the University President and the approval of the Board of Trustees as set forth in this policy. The Board of Trustees reserves the right to deny naming rights even if minimum requirements are met.

- Any name recommended for consideration under these guidelines must be one that would bring distinction and honor to the University and must be consistent with the mission, values and traditions of the University.

**Naming in Recognition of Outstanding Service**

- University elements may be named in recognition of outstanding service by someone who has distinguished him/herself through significant contributions to the community, profession and/or the University. Non-gift related naming should be reserved for individuals who are of recognized accomplishment and character.

- Because of the public visibility and significance associated with such prestigious recognition, the University should only recognize those who have attained achievements of distinction and who are held in high esteem for their integrity and ethical standards as determined in the University’s sole discretion.

- Prior to recommending a naming based on outstanding service to the University, the University President will seek the counsel of the Honorary Awards and Recognition Committee (HARC) when considering nominations for this recognition.

**Naming in Recognition of Financial Support**

- Naming proposals will be consistent with University policies and will not only reflect the donor’s appropriate financial support, but also the donor’s commitment to the mission, values, and traditions of the University.

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- The University President or the appropriate designee also has the sole discretion to approve other naming opportunities, including but not limited to scholarships, assistantships, fellowships, lectureships, professorships and chairs.

- A named fund may be established in response to an initial gift toward a good faith pledge.

- Naming of benches, fountains, gardens, walkways, theatre seats, and other such structures and spaces shall be addressed, developed and implemented on a case-by-case basis by staff with the approval of the President or his/her designee. The appropriate minimum gift level will be calculated based on a variety of factors, including but not limited to location, structure, scale and function.

- UWF Foundation shall have the latitude to approve a multi-year payment plan for the establishment of an endowment at the major gift level, as determined by the Foundation and the University, provided the full payment is received within a reasonable period of time from the execution of the gift agreement. All gift agreements shall contain language specifying that naming recognition is contingent on satisfaction of the donor’s payment obligations.

Permanency of Names

At the University of West Florida, unless a fixed term is provided for by the gift agreement, every name assigned to a facility, activity or program is intended to be enduring. However, it is foreseeable that situations may arise whereby the University determines that the naming period has concluded.

Removal, Revocation or Renaming

The duration of a donor’s or honoree’s name ordinarily continues for as long as the campus element is in use in the same manner and for the same purpose for which the naming occurred. A recommendation to change or alter in any way the name of a previously named facility, activity or program must be initiated by the President and approved by the Board of Trustees. As naming authority lies with the Board of Trustees, so does the authority and responsibility to remove, revoke or rename. University representatives will make all reasonable efforts to inform the original donor/honoree and/or their designee(s) in advance of any changes of this nature.
Circumstances that may lead to consideration of a name removal, revocation or renaming may include, but shall not be limited to:

- Significant renovation or addition to a previously named space -- the replaced or renovated structure may be renamed in recognition of another donor. Appropriate recognition of prior donors and/or honorees shall be taken into consideration for recognition in nearby, adjacent or newly redeveloped areas.

- Any legal impropriety may result in naming revocation if disassociation is warranted and in the best interest of the University.

- A donor’s inability to fulfill financial obligations associated with a gift for a named element will make the naming subject to reconsideration by the Foundation and the University.

- Actions by a person and/or company that are no longer in alignment with the University’s mission and fundamental values and/or brings discredit to the University.

- If the University determines the named element has exceeded its useful life or the continued use has become impossible or impractical, demolition or the discontinuation of a program or activity may result.

- A corporation or individual has a name change.

**Term Naming**

Term or temporary naming of physical structures or other campus elements may be considered based on the length of period of naming and an assessment of market value associated with the element.

In appropriate instances, a naming may be granted for a predetermined fixed term, usually 3-10 years. At the end of the term, the naming recognition shall expire but may be renewed with the same or new name. The accompanying gift agreement should clearly specify the period of time for which the element will be named.

**Other Considerations**

- The University’s Division of Advancement will work with the Foundation to ensure that naming related actions will be copied to University Archives for proper retention and preservation for archival and research purposes.

- The University of West Florida (UWF) Advancement Division and the UWF Foundation are responsible for the applicable donor recognition of gifts made to benefit the University.

- Each naming opportunity should take into consideration a sufficient budget to allow for fabrication and installation of lettering, signage, map updates and other appropriate designations. New signage, plaques or markers should conform to University policy and design
standards relating to campus graphics and shall be coordinated through the University’s Marketing and Creative Services.

The Vice President for University Advancement, in consultation with the University President, shall have the discretion to determine whether a deferred gift shall be considered in making a determination to name a building, facility or part thereof.

Approved by the University of West Florida Board of Trustees May 25, 2017.

History:

BOT-08.01-06/11 Policy Concerning Naming Opportunities, adopted June 2011; amended by BOT-08.02-05/14 Policy Concerning Naming Opportunities, adopted May 2014; amended hereby.
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<td>Distinguished Endowed Chair</td>
<td>$2 million</td>
<td>Endowment for projected full salary/support of Chair</td>
</tr>
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<tr>
<td>Endowed Professorship</td>
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<td>Endowment for salary supplement/support of Professor</td>
</tr>
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<td>Term Professorship</td>
<td>$200 K at $40 K/year for 5 years</td>
<td>Term support for salary supplement/support of Professor</td>
</tr>
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<td>$100,000</td>
<td>Endowment to support lectureship</td>
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UWF Board of Trustees
Academic Affairs Committee Meeting
August 17, 2017

Agenda Recommendation: Naming the University’s BSN program to Dr. D.W. McMillan BSN Nursing Program

Proposed Action: Informational

Background Information: During a press conference in March 2016, the University of West Florida Foundation announced a gift commitment of $250,000 by the D.W. McMillan Foundation to the University’s BSN Nursing Program. The D.W. McMillan Foundation began fulfilment of this gift commitment with the first installment of $50,000 in December 2015. To date, the Foundation has received $100,000 towards this gift commitment with the remaining installments expected over the next three years, concluding in December 2019.

In accordance with the amended BOT Policy 08.03-06/17 Concerning Naming Opportunities, the University may grant permanent or temporary naming recognition in connection with a University campus, building, facility, wing, college, school, department, center, institute, program or other major unit if the minimum requirements are met. The naming of these elements requires recommendation of the University President and the approval of the Board of Trustees as set forth in this policy.

The D.W. McMillan Foundation is widely known throughout our region for its commitment to health and human services. For more than 20 years, the McMillan family has contributed towards the University’s goals to provide high quality experience for BSN students through enhancing classroom environments and their contribution to establishing the Nursing Skills and Stimulation Learning Center Birthing Suite. Their contributions also include two substantial scholarships, one for undergraduate nursing students and one for graduate nursing student. Already a growing number of nursing students at UWF have benefitted from the enhanced educational experience largely due to the D.W. McMillan Foundation contributions.

Implementation Plan: Immediately

Fiscal Implications: No funding is required.

Supporting documents: University BOT Policy 08.03-06/17 Policy Concerning Naming Opportunities; Naming Opportunity Approval Memorandum accepted and signed by President Saunders

Prepared by: Germaine Battist, Executive Specialist, Vice President’s Office of Advancement, (850) 474-3306, gbattist@uwf.edu

Facilitator/Presenter: Howard J. Reddy, Assistant Vice President for Advancement
MEMORANDUM

TO: Martha Saunders, University President
    Office of the President

FROM: Howard J. Reddy, Assistant Vice President for Advancement

RE: Request Approval for Naming Opportunity: Dr. D.W. McMillan
    BSN Nursing Program

DATE: July 17, 2017

In compliance with the UWF Board of Trustees Policy Concerning Naming Opportunities (BOT-08.03-6/17), the Assistant Vice President of Advancement would like to request the President to approve and make a naming recommendation to the UWF Board of Trustees as follows:

The University of West Florida's BSN Nursing Program shall bear the name Dr. D.W. McMillan BSN Nursing Program.

The implementation of the naming of this program will be immediate upon BOT Board approval as required. No additional funding is required for this implementation.

The University has received $100,000 towards $250,000 gift commitment with the remaining installments due in December 2017, 2018 and 2019.

Requirements for Naming (Ref: Naming Opportunity Policy BOT-08.03-6/17):

Gift-related naming of campuses, buildings or facilities for an individual, corporation, foundation or organization, as governed by state statute, requires a gift of 25% or more of the total construction cost of the element.

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In the case of a gift for a building or facility that is to be named with funds required for construction or renovation, naming rights may be requested once a charitable gift of sufficient magnitude has been received to commence the project.
Policy Concerning Naming Opportunities

Policy Title: Policy Concerning Naming Opportunities

Originator: The University of West Florida Board of Trustees

Reason for Policy/Purpose:

It is the intention of the University of West Florida (the "University") to honor and recognize outstanding support of and/or service to the University through the naming of elements, including but not limited to facilities, units, scholarships, and endowments that support the institutional mission. Naming recognition may be extended to individuals (living or deceased), corporations, foundations, and others. Accordingly, the Board of Trustees of the University of West Florida (the "Board of Trustees") has adopted this policy to set forth guidelines for naming opportunities at the University.

Policy Statement:

Guidelines

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**Approved by the University of West Florida Board of Trustees May 25, 2017.**

**History:**

BOT-08.01-06/11 Policy Concerning Naming Opportunities, adopted June 2011; amended by BOT-08.02-05/14 Policy Concerning Naming Opportunities, adopted May 2014; amended hereby.
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<td><strong>OTHER NAMING OPPORTUNITIES</strong></td>
<td></td>
<td>REQUIRES PRESIDENT OR DESIGNEE APPROVAL</td>
</tr>
<tr>
<td>Distinguished Endowed Chair</td>
<td>$2 million</td>
<td>Endowment for projected full salary/support of Chair</td>
</tr>
<tr>
<td>Endowed Chair</td>
<td>$1 million</td>
<td>Endowment for salary/support of Chair</td>
</tr>
<tr>
<td>Endowed Professorship</td>
<td>$300,000</td>
<td>Endowment for salary supplement/support of Professor</td>
</tr>
<tr>
<td>Term Professorship</td>
<td>$200 K at $40 K/year for 5 years</td>
<td>Term support for salary supplement/support of Professor</td>
</tr>
<tr>
<td>Endowed Lectureship</td>
<td>$100,000</td>
<td>Endowment to support lectureship</td>
</tr>
<tr>
<td>Endowed Library Fund</td>
<td>$50,000</td>
<td>Endowment to support Library</td>
</tr>
<tr>
<td>Endowed Assistantship/Fellowship</td>
<td>$100,000</td>
<td>Endowment to support salary supplement for research, teaching, etc.</td>
</tr>
<tr>
<td>Endowed Scholarship</td>
<td>$25,000</td>
<td>Endowment to support student scholarship</td>
</tr>
<tr>
<td>Term Scholarship</td>
<td>$5,000 at $1,000/yr. for five years</td>
<td>Term support for student scholarship</td>
</tr>
</tbody>
</table>
Issue/Agenda Recommendation: Performance Based Funding Metrics – Overview of NSSE

Proposed Action: Information Item

Background Information:

The National Survey of Student Engagement (NSSE) is one of the three proposed options to replace the current metric 10. The proposed metric is to improve student engagement and participation in “high-impact” learning experiences as measured on the National Survey of Student Engagement (NSSE). Administered annually, NSSE captures information about first-year and senior students varying levels of engagement and development.

The questionnaire collects information in five categories:

1. Engagement in meaningful educational experiences,
2. Engagement in high impact practices,
3. Students reactions to college,
4. Estimates of educational and personal growth since starting college,
5. Background and demographic information.

Supporting documents:

- 2017 Sample Questionnaire

Prepared by: Joffery Gaymon, Vice President, Division of Enrollment & Student Affairs
jgaymon@uwf.edu, 474-3386

Presented by: Joffery Gaymon, Vice President, Division of Enrollment & Student Affairs
jgaymon@uwf.edu, 474-3386
What is Student Engagement?

• What students do –
  Time and energy devoted to studies and other educationally purposeful activities

• What institutions do –
  Using resources and effective educational practices to induce students to do the right things

• Educationally effective institutions channel student energy toward the right activities
NSSE Background

- Launched with a grant from The Pew Charitable Trusts in 1999, supported by institutional participation fees since 2002.
- Institution types, sizes, and locations represented in NSSE are largely representative of U.S. baccalaureate institutions.
- More than 1,600 baccalaureate-granting colleges and universities in the U.S. and Canada have participated to date.

<table>
<thead>
<tr>
<th>Year</th>
<th>Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001 thru</td>
<td>1441</td>
</tr>
<tr>
<td>2010</td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td>754</td>
</tr>
<tr>
<td>2012</td>
<td>580</td>
</tr>
<tr>
<td>2013</td>
<td>617</td>
</tr>
<tr>
<td>2014</td>
<td>713</td>
</tr>
<tr>
<td>2015</td>
<td>585</td>
</tr>
<tr>
<td>2016</td>
<td>557</td>
</tr>
</tbody>
</table>
NSSE Survey Content

- Engagement in meaningful academic experiences
- Engagement in high-impact practices
- Student reactions to college
- Student background information

Student learning & development
NSSE – HIP Questions

• NSSE reports student participation in six HIPs: three for both first-year students and seniors, and three for seniors only (see below).

<table>
<thead>
<tr>
<th>High-Impact Practices</th>
<th>First-Year</th>
<th>Senior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning community</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Service-learning</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Research with faculty</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Internship or field experience</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Study abroad</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Culminating senior experience</td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>
NSSE – HIP Questions

First-Year Students
Learning Community, Service-Learning, Research with a Faculty Member

- UWF: 11% participated in two or more HIPs, 53% in one HIP
- Florida SUS System: 12% in two or more, 43% in one
- Peer Institutions: 11% in two or more, 45% in one
- College Results: 10% in two or more, 47% in one

Seniors
Learning Community, Service-Learning, Research with a Faculty Member, Internship or Field Experience, Study Abroad, Culminating Senior Experience

- UWF: 44% in two or more, 35% in one
- Florida SUS System: 52% in two or more, 29% in one
- Peer Institutions: 61% in two or more, 25% in one
- College Results: 62% in two or more, 24% in one
2017 NSSE Data

- Census-administered first-year students & seniors
- Administration each Spring.
- 1151 responses, 20% response rate
  - 27.5% first-year students
  - 72.5% seniors
# Potential Metric 10

## NSSE Senior Participation in High Impact Practices

### % Participation in 2 or more HIPs

<table>
<thead>
<tr>
<th></th>
<th>10</th>
<th>9</th>
<th>8</th>
<th>7</th>
<th>6</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellence</td>
<td>47.7%</td>
<td>46.5%</td>
<td>45.2%</td>
<td>44.0%</td>
<td>42.7%</td>
<td>41.5%</td>
<td>40.2%</td>
<td>39.0%</td>
<td>37.7%</td>
<td>36.5%</td>
<td>47.4%</td>
<td>43.9%</td>
</tr>
<tr>
<td>Improvement</td>
<td>52.4%</td>
<td>51.9%</td>
<td>51.4%</td>
<td>50.9%</td>
<td>50.4%</td>
<td>49.9%</td>
<td>49.4%</td>
<td>48.9%</td>
<td>48.4%</td>
<td>47.9%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E Excellence</td>
<td>1.2%</td>
<td>1.3%</td>
<td>1.2%</td>
<td>1.2%</td>
<td>1.3%</td>
<td>1.2%</td>
<td>1.3%</td>
<td>1.2%</td>
<td>1.3%</td>
<td>1.2%</td>
<td>0.5%</td>
<td></td>
</tr>
<tr>
<td>Increments</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### UWF NSSE Response Rates in %

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2014</th>
<th>▲</th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
<td>21</td>
<td>18</td>
<td>-3</td>
</tr>
<tr>
<td>n</td>
<td>749</td>
<td>427</td>
<td></td>
</tr>
</tbody>
</table>

### High Impact Practices - Seniors % of Respondents

<table>
<thead>
<tr>
<th>Subsections</th>
<th>2013</th>
<th>2014</th>
<th>▲</th>
</tr>
</thead>
<tbody>
<tr>
<td>11c. Learning community</td>
<td>19.06</td>
<td>18.21</td>
<td>(0.85)</td>
</tr>
<tr>
<td>11e. Research with faculty</td>
<td>15.88</td>
<td>15.32</td>
<td>(0.56)</td>
</tr>
<tr>
<td>11a. Internship or field exp.</td>
<td>42.09</td>
<td>37.91</td>
<td>(4.18)</td>
</tr>
<tr>
<td>11d. Study abroad</td>
<td>4.62</td>
<td>5.32</td>
<td>0.70</td>
</tr>
<tr>
<td>11f. Culminating senior exp.</td>
<td>29.44</td>
<td>34.17</td>
<td>4.74</td>
</tr>
<tr>
<td>12. Service-learning</td>
<td>54.06</td>
<td>52.25</td>
<td>(1.81)</td>
</tr>
<tr>
<td>Participated in at least one</td>
<td>76.95</td>
<td>79.34</td>
<td>2.39</td>
</tr>
<tr>
<td>Participated in two or more</td>
<td>47.4%</td>
<td>43.9%</td>
<td>-3.5%</td>
</tr>
</tbody>
</table>

UNIVERSITY of WEST FLORIDA | sea change
Experiential Transcript

- Leadership and Involvement
  - Lorem Ipsum (50 HOURS)

- Internship/Campus Employment/Co-Op
  - COMPANY LOGO
  - Lorem Ipsum (00 HOURS)

- Service and Citizenship
  - Lorem Ipsum
  - Lorem Ipsum
  - Lorem Ipsum
  - Lorem Ipsum

- Research
  - PRESENTER
  - POSTER PRESENTATION
  - GRANT

- Awards and Recognition
  - Lorem Ipsum
  - Lorem Ipsum
  - Lorem Ipsum

- Certified Educational or Professional Experiences

- Global Education
  - Paris, France
  - FOREIGN EXCHANGE
During the current school year, about how often have you done the following?

- Asked questions or contributed to course discussions in other ways
  - Very often
  - Often
  - Sometimes
  - Never

- Prepared two or more drafts of a paper or assignment before turning it in
  - Very often
  - Often
  - Sometimes
  - Never

- Come to class without completing readings or assignments
  - Very often
  - Often
  - Sometimes
  - Never

- Attended an art exhibit, play, or other arts performance (dance, music, etc.)
  - Very often
  - Often
  - Sometimes
  - Never

- Asked another student to help you understand course material
  - Very often
  - Often
  - Sometimes
  - Never

- Explained course material to one or more students
  - Very often
  - Often
  - Sometimes
  - Never

- Prepared for exams by discussing or working through course material with other students
  - Very often
  - Often
  - Sometimes
  - Never

- Worked with other students on course projects or assignments
  - Very often
  - Often
  - Sometimes
  - Never

- Given a course presentation
  - Very often
  - Often
  - Sometimes
  - Never
<table>
<thead>
<tr>
<th><strong>Combined ideas from different courses when completing assignments</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Very often</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Connected your learning to societal problems or issues</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Very often</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Very often</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Examined the strengths and weaknesses of your own views on a topic or issue</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Very often</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Tried to better understand someone else’s views by imagining how an issue looks from their perspective</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Very often</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Learned something that changed the way you understand an issue or concept</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Very often</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Connected ideas from your courses to your prior experiences and knowledge</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Very often</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Talked about career plans with a faculty member</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Very often</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Worked with a faculty member on activities other than coursework (committees, student groups, etc.)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Very often</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Discussed course topics, ideas, or concepts with a faculty member outside of class</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Very often</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Discussed your academic performance with a faculty member</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Very often</td>
</tr>
</tbody>
</table>
During the current school year, how much has your coursework emphasized the following?

**Memorizing course material**
- Very much
- Quite a bit
- Some
- Very little

**Applying facts, theories, or methods to practical problems or new situations**
- Very much
- Quite a bit
- Some
- Very little

**Analyzing an idea, experience, or line of reasoning in depth by examining its parts**
- Very much
- Quite a bit
- Some
- Very little

**Evaluating a point of view, decision, or information source**
- Very much
- Quite a bit
- Some
- Very little

**Forming a new idea or understanding from various pieces of information**
- Very much
- Quite a bit
- Some
- Very little

**During the current school year, to what extent have your instructors done the following?**

**Clearly explained course goals and requirements**
- Very much
- Quite a bit
- Some
- Very little

**Taught course sessions in an organized way**
- Very much
- Quite a bit
- Some
- Very little

**Used examples or illustrations to explain difficult points**
- Very much
- Quite a bit
- Some
- Very little

**Provided feedback on a draft or work in progress**
- Very much
- Quite a bit
- Some
- Very little

**Provided prompt and detailed feedback on tests or completed assignments**
- Very much
- Quite a bit
- Some
- Very little
During the current school year, about how often have you done the following?

**Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)**

<table>
<thead>
<tr>
<th>Very often</th>
<th>Often</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
</table>

**Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)**

<table>
<thead>
<tr>
<th>Very often</th>
<th>Often</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
</table>

**Evaluated what others have concluded from numerical information**

<table>
<thead>
<tr>
<th>Very often</th>
<th>Often</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
</table>

Continue
During the current school year, about how many papers, reports, or other writing tasks of the following lengths have you been assigned? (Include those not yet completed.)

**Up to 5 pages**
- None
- 1-2
- 3-5
- 6-10
- 11-15
- 16-20
- More than 20 papers

**Between 6 and 10 pages**
- None
- 1-2
- 3-5
- 6-10
- 11-15
- 16-20
- More than 20 papers

**11 pages or more**
- None
- 1-2
- 3-5
- 6-10
- 11-15
- 16-20
- More than 20 papers

During the current school year, about how often have you had discussions with people from the following groups?

**People of a race or ethnicity other than your own**
- Very often
- Often
- Sometimes
- Never

**People from an economic background other than your own**
- Very often
- Often
- Sometimes
- Never

**People with religious beliefs other than your own**
- Very often
- Often
- Sometimes
- Never

**People with political views other than your own**
- Very often
- Often
- Sometimes
- Never
During the current school year, about how often have you done the following?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Very often</th>
<th>Often</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identified key information from reading assignments</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reviewed your notes after class</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summarized what you learned in class or from course materials</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

During the current school year, to what extent have your courses challenged you to do your best work?

- Not at all
- 1
- 2
- 3
- 4
- 5
- 6
- Very much

Which of the following have you done or do you plan to do before you graduate?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Done or in progress</th>
<th>Plan to do</th>
<th>Do not plan to do</th>
<th>Have not decided</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participate in an internship, co-op, field experience, student teaching, or clinical placement</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hold a formal leadership role in a student organization or group</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participate in a learning community or some other formal program where groups of students take two or more classes together</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participate in a study abroad program</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work with a faculty member on a research project</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

About how many of your courses at this institution have included a community-based project (service-learning)?

- All
- Most
- Some
- None

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Indicate the quality of your interactions with the following people at your institution.

**Students**

<table>
<thead>
<tr>
<th>Poor</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>Excellent</th>
<th>Not applicable</th>
</tr>
</thead>
</table>

**Academic advisors**

<table>
<thead>
<tr>
<th>Poor</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>Excellent</th>
<th>Not applicable</th>
</tr>
</thead>
</table>

**Faculty**

<table>
<thead>
<tr>
<th>Poor</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>Excellent</th>
<th>Not applicable</th>
</tr>
</thead>
</table>

**Student services staff (career services, student activities, housing, etc.)**

<table>
<thead>
<tr>
<th>Poor</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>Excellent</th>
<th>Not applicable</th>
</tr>
</thead>
</table>

**Other administrative staff and offices (registrar, financial aid, etc.)**

<table>
<thead>
<tr>
<th>Poor</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>Excellent</th>
<th>Not applicable</th>
</tr>
</thead>
</table>
**How much does your institution emphasize the following?**

**Spending significant amounts of time studying and on academic work**

<table>
<thead>
<tr>
<th>Very much</th>
<th>Quite a bit</th>
<th>Some</th>
<th>Very little</th>
</tr>
</thead>
</table>

**Providing support to help students succeed academically**

<table>
<thead>
<tr>
<th>Very much</th>
<th>Quite a bit</th>
<th>Some</th>
<th>Very little</th>
</tr>
</thead>
</table>

**Using learning support services (tutoring services, writing center, etc.)**

<table>
<thead>
<tr>
<th>Very much</th>
<th>Quite a bit</th>
<th>Some</th>
<th>Very little</th>
</tr>
</thead>
</table>

**Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)**

<table>
<thead>
<tr>
<th>Very much</th>
<th>Quite a bit</th>
<th>Some</th>
<th>Very little</th>
</tr>
</thead>
</table>

**Providing opportunities to be involved socially**

<table>
<thead>
<tr>
<th>Very much</th>
<th>Quite a bit</th>
<th>Some</th>
<th>Very little</th>
</tr>
</thead>
</table>

**Providing support for your overall well-being (recreation, health care, counseling, etc.)**

<table>
<thead>
<tr>
<th>Very much</th>
<th>Quite a bit</th>
<th>Some</th>
<th>Very little</th>
</tr>
</thead>
</table>

**Helping you manage your non-academic responsibilities (work, family, etc.)**

<table>
<thead>
<tr>
<th>Very much</th>
<th>Quite a bit</th>
<th>Some</th>
<th>Very little</th>
</tr>
</thead>
</table>

**Attending campus activities and events (performing arts, athletic events, etc.)**

<table>
<thead>
<tr>
<th>Very much</th>
<th>Quite a bit</th>
<th>Some</th>
<th>Very little</th>
</tr>
</thead>
</table>

**Attending events that address important social, economic, or political issues**

<table>
<thead>
<tr>
<th>Very much</th>
<th>Quite a bit</th>
<th>Some</th>
<th>Very little</th>
</tr>
</thead>
</table>
About how many hours do you spend in a typical 7-day week doing the following?

<table>
<thead>
<tr>
<th>Activity</th>
<th>0</th>
<th>1-5</th>
<th>6-10</th>
<th>11-15</th>
<th>16-20</th>
<th>21-25</th>
<th>26-30</th>
<th>More than 30</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)</td>
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<td>Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)</td>
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<tr>
<td>Working for pay <strong>on campus</strong></td>
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<tr>
<td>Working for pay <strong>off campus</strong></td>
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<td>Doing community service or volunteer work</td>
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<tr>
<td>Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)</td>
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<tr>
<td>Providing care for dependents (children, parents, etc.)</td>
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<tr>
<td>Commuting to campus (driving, walking, etc.)</td>
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</tbody>
</table>

Of the time you spend preparing for class in a typical 7-day week, about how much is on **assigned reading**?

- Very little
- Some
- About half
- Most
- Almost all
### How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?

**Writing clearly and effectively**

- Very much
- Quite a bit
- Some
- Very little

**Speaking clearly and effectively**

- Very much
- Quite a bit
- Some
- Very little

**Thinking critically and analytically**

- Very much
- Quite a bit
- Some
- Very little

**Analyzing numerical and statistical information**

- Very much
- Quite a bit
- Some
- Very little

**Acquiring job- or work-related knowledge and skills**

- Very much
- Quite a bit
- Some
- Very little

**Working effectively with others**

- Very much
- Quite a bit
- Some
- Very little

**Developing or clarifying a personal code of values and ethics**

- Very much
- Quite a bit
- Some
- Very little
Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)

Solving complex real-world problems

Being an informed and active citizen

How would you evaluate your entire educational experience at this institution?

- Excellent
- Good
- Fair
- Poor

If you could start over again, would you go to the same institution you are now attending?

- Definitely yes
- Probably yes
- Probably no
- Definitely no

How many majors do you plan to complete? (Do not count minors.)

- One
- More than one

Please enter your major or expected major:

Major: 

Second Major: 

Display of text boxes for major and second major depend on the response to the previous question about how many majors a student plans to complete.
Why do we ask about your personal background?

What is your class level?
- Freshman/first-year
- Sophomore
- Junior
- Senior
- Unclassified

Thinking about this current academic term, are you a full-time student?
- Yes
- No

How many courses are you taking for credit this current academic term?
- 0
- 1
- 2
- 3
- 4
- 5
- 6
- 7 or more

Of these, how many are entirely online?
- 0
- 1
- 2
- 3
- 4
- 5
- 6
- 7 or more

What have most of your grades been up to now at this institution?
- A
- A-
- B+
- B
- B-
- C+
- C
- C- or lower

Did you begin college at this institution or elsewhere?
- Started here
- Started elsewhere
Since graduating from high school, which of the following types of schools have you attended other than the one you are now attending? (Select all that apply.)

- Vocational or technical school
- Community or junior college
- 4-year college or university other than this one
- None
- Other

What is the highest level of education you ever expect to complete?

- Some college but less than a bachelor’s degree
- Bachelor’s degree (B.A., B.S., etc.)
- Master’s degree (M.A., M.S., etc.)
- Doctoral or professional degree (Ph.D., J.D., M.D., etc.)

What is the highest level of education completed by either of your parents (or those who raised you)?

- Did not finish high school
- High school diploma or G.E.D.
- Attended college but did not complete degree
- Associate’s degree (A.A., A.S., etc.)
- Bachelor’s degree (B.A., B.S., etc.)
- Master’s degree (M.A., M.S., etc.)
- Doctoral or professional degree (Ph.D., J.D., M.D., etc.)

What is your gender identity?

- Man
- Woman
- Another gender identity, please specify: __________________________
- I prefer not to respond

Enter your year of birth (e.g., 1994):

________

Are you an international student?

- Yes
- No

What is your country of citizenship? _________

What is your racial or ethnic identification? (Select all that apply.)

- American Indian or Alaska Native
- Asian
- Black or African American
- Hispanic or Latino
- Native Hawaiian or Other Pacific Islander
- White
- Other
- I prefer not to respond
Are you a member of a social fraternity or sorority?
- Yes
- No

Which of the following best describes where you are living while attending college?
- Residence hall, dormitory, or other campus housing (not fraternity or sorority house)
- Fraternity or sorority house
- Residence (house, apartment, etc.) within walking distance to the institution
- Residence (house, apartment, etc.) farther than walking distance to the institution
- None of the above

Are you a student-athlete on a team sponsored by your institution’s athletics department?
- Yes
- No

Are you a current or former member of the U.S. Armed Forces, Reserves, or National Guard?
- Yes
- No

Have you been diagnosed with any disability or impairment?
- Yes
- No
- I prefer not to respond

Which of the following has been diagnosed? (Select all that apply.)
- A sensory impairment (vision or hearing)
- A mobility impairment
- A learning disability (e.g., ADHD, dyslexia)
- A mental health disorder
- A disability or impairment not listed above

Which of the following best describes your sexual orientation?
- Straight (heterosexual)
- Bisexual
- Gay
- Lesbian
- Queer
- Questioning or unsure
- Another sexual orientation, please specify: [ ]
- I prefer not to respond

Continue
Prompt for Additional Comments (Institutions select one of four questions for the end of the NSSE questionnaire.)

If you have any additional comments or feedback that you’d like to share on the quality of your educational experience, please enter them below. (5,000 character limit)
What has been most satisfying about your experience so far at this institution, and what has been most disappointing? (5,000 character limit)
Please describe the most significant learning experience you have had so far at this institution. (5,000 character limit)
What one change would you most like to see implemented that would improve the educational experience at this institution, and what one thing should not be changed? (5,000 character limit)