



Board of Trustees
UNIVERSITY *of* WEST FLORIDA

Full Board Meeting

Thursday, June 20, 2024

UWF Conference Center

9:00 a.m. CT



Board of Trustees
UNIVERSITY of WEST FLORIDA

Full Board Meeting
Thursday, June 20, 2024
UWF Conference Center
9:00 a.m. CT

[Zoom Webinar](#) | Passcode: 286206

Agenda

- | | |
|----------------------------------------------------------------------------|----------------------|
| I. Call to Order | Suzanne Lewis, Chair |
| II. Roll Call | Anna Lochas |
| III. Greeting | Suzanne Lewis, Chair |
| IV. Public Comment | Anna Lochas |
| V. Approval of Minutes | Suzanne Lewis, Chair |
| VI. Reports | |
| a. President's Report | Dr. Martha Saunders |
| b. Provost's Metrics Report | Dr. Jaromy Kuhl |
| c. Committee Reports | |
| i. Academic Affairs Committee | Suzanne Lewis, Chair |
| ii. Audit and Compliance Committee | Dick Baker |
| iii. Finance, Facilities, & Operations Committee | Jill Singer |
| iv. Student Affairs Committee | Alonzie Scott |
| v. PPEM Ad Hoc Committee | Jill Singer |
| d. Direct Support Organization Reports | |
| i. UWF Business Enterprises, Inc. | Dick Baker |
| ii. UWF Foundation, Inc. | Dick Baker |
| iii. UWF Historic Trust, Inc. | Suzanne Lewis, Chair |
| VII. Unfinished Business | Suzanne Lewis, Chair |
| a. Consent Agenda | |
| i. ACA-1 : Approve Tenure | |
| ii. ACA-4 : Approve Request to Reduce Program Hours | |
| iii. ACA-6 : Revisions to UWF/REG 3.033 Transfer of Credit | |
| iv. AUD-1 : Certification of IHMC | |

- v. [AUD-2](#): UWF Audited Financial Statements
- vi. [AUD-3](#): Financial Reporting and Federal Awards Audit Report
- vii. [AUD-4](#): Audit of Bright Futures & Florida Student Assistance Grant Programs
- viii. [AUD-5](#): PCard Quarter 3 Audit Report
- ix. [AUD-6](#): Intercollegiate Athletics Audited Financial Statements
- x. [AUD-7](#): Internal Audit Work Plan for 2024/25 and 2025/26
- xi. [AUD-8](#): Revisions to BOT Audit & Compliance Committee Charter
- xii. [AUD-9](#): Revised IAMC Charter
- xiii. [AUD-10](#): Revised OCE Charter
- xiv. [FFO-1](#): UWF Stadium Project Advancement and Fundraising
- xv. [FFO-2](#): Carryforward Spending Plan & Fixed Capital Outlay Budget

VIII. New Business

Suzanne Lewis, Chair

a. Action Items

- i. [BOT-1](#): Approve Naming Opportunity
- ii. [BOT-2](#): Authorize the Bestowing of an Honorary Doctorate Degree
- iii. [BOT-3](#): Approve UWF Foundation Board of Directors
- iv. [BOT-4](#): Approve UWF Historic Trust Board of Directors
- v. [BOT-5](#): Approve FY 2025/26 - 2029/30 Capital Improvement Plan
- vi. [BOT-6](#): Estimated FY 2024-25 Consolidated Operating Budget
- vii. [BOT-7](#): DSO Operating Budgets for FY 2024/25 and DSO Resources Utilized
- viii. [BOT-8](#): Approve Tenure as a Condition of Employment
- ix. [BOT-9](#): Approve General Education Course Offerings
- x. [BOT-10](#): Approve Request to Offer a New Degree Program
- xi. [BOT-11](#): Revisions to UWF/REG 3.030 Student Code of Academic Conduct
- xii. [BOT-12](#): Accept Post-Tenure Faculty Review Internal Audit Report
- xiii. [BOT-13](#): Ratify the 2023-2026 CBA 2024 Reopener between UWF and UFF
- xiv. [BOT-14](#): Approve 2024-2025 Presidential Goals
- xv. [BOT-15](#): Resolution 2024.1 in Recognition of Distinguished Service
- xvi. [BOT-16](#): Resolution 2024.2 in Recognition of Distinguished Service

b. Information Items

- i. [INFO-1](#): 2024 Legislative Session Update
- ii. [INFO-2](#): 2024 UWF Board of Trustees Self-Evaluation Effectiveness Survey
- iii. [INFO-3](#): Admission Deposit for Graduate International Students
- iv. [INFO-4](#): SGA President Brown / Vice President Griffin Platform

IX. Announcements

Suzanne Lewis, Chair

X. Adjournment

Suzanne Lewis, Chair



Board of Trustees
UNIVERSITY *of* WEST FLORIDA

Approval of Minutes

❖ March 7, 2024

**Full Board Meeting
March 7, 2024
UWF Conference Center
DRAFT Minutes**

Table of Contents

Board Meeting.....	2
I. Call to Order.....	2
II. Roll Call.....	2
III. Greeting.....	2
IV. Public Comment.....	2
V. Approval of Minutes.....	2
VI. Reports.....	3
A. President’s Report.....	3
B. Student Report.....	3
C. Committee Reports.....	3
1. Academic Affairs Committee.....	3
2. Audit and Compliance Committee.....	4
3. Finance, Facilities, and Operations Committee.....	4
4. Student Affairs Committee.....	5
D. Direct Support Organization Reports.....	5
1. UWF Business Enterprises, Inc. Report.....	5
2. UWF Foundation, Inc. Report.....	6
3. UWF Historic Trust, Inc. Report.....	6
VII. Unfinished Business.....	6
A. Consent Agenda.....	6
VIII. New Business.....	7
A. Action Items.....	7
1. BOT-1: UWF Mission Statement.....	7
2. BOT-2: Approve Naming Opportunity.....	7
3. BOT-3: Revised UWF Regulation 3.001 Admissions Standards.....	7
4. BOT-4: UWF BOT Meeting Dates 2024-2025.....	8
5. BOT-5: UWF 2024 Accountability Plan.....	8
B. Information Item:.....	8
1. INFO-1: Predictive Analytics and Modeling (PAM) Lab.....	8
IX. Announcements.....	8
X. Adjournment.....	8

Board Meeting**9:00 a.m.**

The public was provided with information on the UWF Board of Trustees website to join this public meeting in person in the UWF Conference Center or virtually through Zoom Webinar.

I. Call to Order

- A. The meeting of the UWF Board of Trustees was called to order at 9:00 a.m. by Chair Suzanne Lewis.

II. Roll Call

- A. Chair Lewis asked Anna Lochas to conduct roll call. Trustees Dick Baker, Susan James, Suzanne Lewis, Ariauna Range, Jill Singer, Alonzie Scott, and Stephanie White were in attendance in person and Trustee Paul Hsu was in attendance virtually.
- B. Others in attendance included:
 1. Dr. Martha Saunders, President; Dr. Jaromy Kuhl, Provost; Howard Reddy, Vice President of University Advancement; Dr. Greg Tomso, Vice President of Academic Engagement and Student Affairs; Betsy Bowers, Vice President of Finance & Administration; Susan Woolf, General Counsel; Jamie Sprague, Associate Vice President of Human Resources; Dave Scott, Associate Vice President for Intercollegiate Athletics; Anamarie Mixson, Assistant Vice President for the Office of the President; Cindy Talbert, Chief Auditing Executive; Matthew Packard, Chief Compliance Officer; Dr. Dallas Snider, Vice Provost; Jeffrey Djerlek, Associate Vice President of Finance and University Controller; Daniel Lucas, Associate Vice President of Advancement; Christophe Lizen, Director of Institutional Research; Angela Bryan, SACSCOC Liaison and Director of Institutional Effectiveness; Chris Martin, Assistant Vice President of Facilities Management; Ethan Henley, Director of Undergraduate Admissions; Patrice Moore, Assistant Vice President of Academic Advocacy and Graduation Success; Katie Condon, Assistant Vice President or Enrollment Affairs; and Anna Lochas, BOT Liaison and Director of Public Policy Events.

III. Greeting

- A. Chair Lewis welcomed everyone to the meeting.

IV. Public Comment

- A. Chair Lewis opened the floor for public comment. There was none.

V. Approval of Minutes

- A. Chair Lewis reminded the trustees that they had been given the opportunity ahead of time to review the minutes of the December 14, 2023, Board of Trustees Meeting and the February 15, 2024, Special Full

Board Meeting. Chair Lewis asked for a motion to approve both minutes as presented if there were no changes or corrections.

1. Motion by: Trustee White
2. Seconded by: Trustee Baker
3. Motion passed unanimously.

VI. Reports

A. President's Report

1. Chair Lewis called on Dr. Martha Saunders to give the President's Report. Dr. Saunders presented on the University Strategic Directions.
 - a. Strategic Direction 1: Student Centered and Focused
 - b. Strategic Direction 2: Employee Success
 - c. Strategic Direction 3: Exceptional Academic Programming and Scholarship Aligned with State Needs
 - d. Strategic Direction 4: Community and Economic Engagement
 - e. Strategic Direction 5: Infrastructure
 - f. Strategic Direction 6: Operational Excellence
 - g. Strategic Direction 7: Culture of Inclusion and Civility

B. Student Report

1. Chair Lewis called on Maggie Brown to present her student experience to the board. Maggie Brown shared her experiences as an undergraduate student at UWF.

C. Committee Reports

1. Academic Affairs Committee
 - a. Chair Lewis called on Trustee Stephanie White to give the Academic Affairs Committee Report. Trustee White explained that the Academic Affairs Committee met on Thursday, February 15, 2024, via Zoom Webinar. The committee had six action items and one information item on their agenda.
 - i. The action items were as follows:
 - i. ACA-1: Tenure as a Condition of Employment, presented by Dr. Jaromy Kuhl, Provost.
 - ii. ACA-2: Request to Reduce Program Hours to 120, presented by Dr. Dallas Snider, Vice Provost.
 - iii. ACA-3: Request to Terminate Academic Degree Program, presented by Dr. Dallas Snider.
 - iv. ACA-4: Revised UWF Regulation 3.001 Admissions Standards, presented by Ethan Henley, Director of Undergraduate Admissions.

- v. ACA-5: Revised UWF Regulation 3.032 Undergraduate Admission Standards, presented by Ethan Henley.
 - vi. ACA-6: Revised UWF Regulation 3.033 Transfer of Credit, presented by Ethan Henley.
 - ii. The information item was as follows:
 - i. INFO-1: Update on Reaffirmation of Accreditation with SACSCOC, presented by Dr. Angela Bryan, Director of Institutional Effectiveness & SACSCOC Liaison.
 - b. Trustee White explained that the Academic Affairs Committee recommended approval of all action items by the full Board of Trustees at the March 7, 2024, meeting.
2. Audit and Compliance Committee
- a. Chair Lewis called on Trustee Dick Baker to give the Audit and Compliance Committee Report. Trustee Baker explained that the Audit and Compliance Committee met on Thursday, February 15, 2024, via Zoom Webinar. The committee had five action items and two information items on their agenda.
 - i. The action items were as follows:
 - i. AUD-1: Acceptance of Internal Audit Reports, presented by Cindy Talbert, Chief Audit Executive.
 - ii. AUD-2: Acceptance of PCard Quarter 2 Audit Report, presented by Cindy Talbert.
 - iii. AUD-3: Acceptance of FIHMC Audited Financial Statements, presented by Cindy Talbert.
 - iv. AUD-4: Acceptance of WUWF-FM Audited Financial Statements, presented by Cindy Talbert.
 - v. AUD-5: Acceptance of UWF Foundation Audited Financial Statements, presented by Cindy Talbert.
 - ii. The information items were as follows:
 - i. INFO-1: Internal Auditing and Management Consulting Update, presented by Cindy Talbert.
 - ii. INFO-2: Update on the activities of the Office of Compliance & Ethics, presented by Matthew Packard.
 - b. Trustee Baker explained that the Audit and Compliance Committee recommended approval of all action items by the full Board of Trustees at the March 7, 2024, meeting.
3. Finance, Facilities, and Operations Committee
- a. Chair Lewis called on Trustee Jill Singer to give the Finance, Facilities, and Operations Committee Report. Trustee Singer

explained that the Finance, Facilities, and Operations Committee met on Thursday, February 15, 2024, via Zoom Webinar. The committee had three action items and two information items on their agenda.

- i. The action items were as follows:
 - i. FFO-1: Transfer of Southsides Residence Halls, presented by Betsy Bowers, Vice President of Finance and Administration.
 - ii. FFO-2: Revised UWF Regulation 4.002 Waiver of Tuition and Fees, presented by Jeffrey Djerlek, Associate Vice President & University Controller.
 - iii. FFO-3: Carryforward Spending Plan & Fixed Capital Outlay Budget, presented by Jeffrey Djerlek.
- ii. The information items were as follows:
 - i. INFO-1: Update on FY2023/24 Current Modified Operating Budget, presented by Jeffrey Djerlek.
 - ii. INFO-2: Major Facilities Construction Update, presented by Chris Martin, Assistant Vice President of Facilities Management.
- b. Trustee Singer explained that the Finance, Facilities, and Operations Committee recommended approval of all action items by the full Board of Trustees at the March 7, 2024, meeting.

4. Student Affairs Committee

- a. Chair Lewis called on Trustee Alonzie Scott to give the Student Affairs Committee Report. Trustee Scott explained that the Student Affairs Committee met on Thursday, February 15, 2024, via Zoom Webinar. The committee had one action item and one information item on their agenda.
 - i. The action item was as follows:
 - i. STU-1: Revised UWF Regulation 3.010 Student Code of Conduct, presented by Dr. Mary Anderson, Associate Vice President and Dean of Students.
 - ii. The information item was as follows:
 - i. INFO-1: Civil Discourse Update, presented by Aurora Osborn, Interim Director of the Office of Campus Culture and Access.
- b. Trustee Scott explained that the Student Affairs Committee recommended approval of the action item by the full Board of Trustees at the March 7, 2024, meeting.

D. Direct Support Organization Reports

1. UWF Business Enterprises, Inc. Report

- a. Chair Lewis called on Trustee Dick Baker to give the Business Enterprises, Inc. Report. Trustee Baker provided an overview of BEI's finances, current activities, and plans for the organization.
- 2. UWF Foundation, Inc. Report
 - a. Chair Lewis called on Trustee Dick Baker to give the Foundation report. Trustee Baker provided updates from University Advancement and from the UWF Alumni Association. Trustee Baker reviewed recent gifts made to the University. Trustee Baker also reported on the Foundation Board and committee activities.
- 3. UWF Historic Trust, Inc. Report
 - a. Chair Lewis presented the UWF Historic Trust report to the board. Chair Lewis provided a summary of the January 22, 2024, UWF Historic Trust board meeting and provided information on the organization's events and activities.

VII. Unfinished Business

A. Consent Agenda

- 1. Chair Lewis noted there were fourteen items on the consent agenda.
 - a. ACA-1: Tenure as a Condition of Employment
 - b. ACA-2: Request to Reduce Program Hours to 120
 - c. ACA-3: Request to Terminate Academic Degree Program
 - d. ACA-5: Revised UWF Regulation 3.032 Undergraduate Admission Standards
 - e. ACA-6: Revised UWF Regulation 3.033 Transfer of Credit
 - f. AUD-1: Acceptance of Internal Audit Reports
 - g. AUD-2: Acceptance of PCard Quarter 2 Audit Report
 - h. AUD-3: Acceptance of FIHMC Audited Financial Statements
 - i. AUD-4: Acceptance of WUWF-FM Audited Financial Statements
 - j. AUD-5: Acceptance of UWF Foundation Audited Financial Statements
 - k. FFO-1: Transfer of Southsides Residence Halls
 - l. FFO-2: Revised UWF Regulation 4.002 Waiver of Tuition and Fees
 - m. FFO-3: Carryforward Spending Plan & Fixed Capital Outlay Budget
 - n. STU-1: Revised UWF Regulation 3.010 Student Code of Conduct
- 2. Chair Lewis informed the Trustees that they may pull any individual item from the consent agenda below for further review, if needed. Chair Lewis explained that each item was fully discussed during the committee meetings and all of the recommendations of the committees reflect the proposed action provided within the agenda.

Chair Lewis asked if there were any requests to pull any consent agenda items for further discussion. There were no requests.

3. Chair Lewis asked for a motion for the Board to approve and adopt the recommendations of the Academic Affairs; Audit and Compliance; Finance, Facilities, and Operations; and Student Affairs Committees made during their meetings with respect to the matters set forth on the consent agenda?
 - a. Motion by: Trustee Baker
 - b. Seconded by: Trustee Scott
 - c. Motion passed unanimously.

VIII. New Business

A. Action Items

1. BOT-1: UWF Mission Statement
 - a. The first action item was presented by President Dr. Martha Saunders.
 - b. Chair Lewis asked for a motion to approve the UWF Mission Statement.
 - i. Motion by: Trustee Singer
 - ii. Seconded by: Trustee Scott
 - iii. Motion passed unanimously.
2. BOT-2: Approve Naming Opportunity
 - a. The second action item was presented by Howard Reddy, Vice President of University Advancement.
 - b. Chair Lewis asked for motion to approve the recommendation of the President to name the following two programs: James E. Miller Bachelor of Computer Science and James E. Miller Master of Computer Science.
 - i. Motion by: Trustee Baker
 - ii. Seconded by: Trustee White
 - iii. Motion passed unanimously.
3. BOT-3: Revised UWF Regulation 3.001 Admissions Standards
 - a. The third action item was presented by Ethan Henley, Director of Undergraduate Admissions.
 - b. Chair Lewis asked for motion to approve revisions to UWF Regulation 3.001, Admissions Standards for First Time in College Student Applicants as presented.
 - i. Motion by: Trustee Singer
 - ii. Seconded by: Trustee White
 - iii. Motion passed unanimously.

4. BOT-4: UWF BOT Meeting Dates 2024-2025
 - a. Chair Lewis presented the fourth action item on the proposed 2024-2025 BOT meeting dates.
 - b. Chair Lewis asked for motion to approve the 2024-2025 Board of Trustees meeting dates as presented.
 - i. Motion by: Trustee Scott
 - ii. Seconded by: Trustee Singer
 - iii. Motion passed unanimously.
5. BOT-5: UWF 2024 Accountability Plan
 - a. The fifth action item was presented by Provost, Dr. Jaromy Kuhl
 - b. Chair Lewis asked for motion to approve the UWF 2024 Accountability Plan.
 - i. Motion by: Trustee White
 - ii. Seconded by: Trustee Baker
 - iii. Motion passed unanimously.

B. Information Item:

1. INFO-1: Predictive Analytics and Modeling (PAM) Lab
 - a. Provost, Dr. Jaromy Kuhl provided an overview of the Predictive Analytics and Modeling (PAM) Lab.

IX. Announcements

- A. Chair Lewis identified that all agenda items had been discussed. Chair Lewis reminded the board of the upcoming Board of Trustee meetings. Chair Lewis then asked if the board members had any additional business to discuss. No other business was discussed.

X. Adjournment

11:13 a.m.

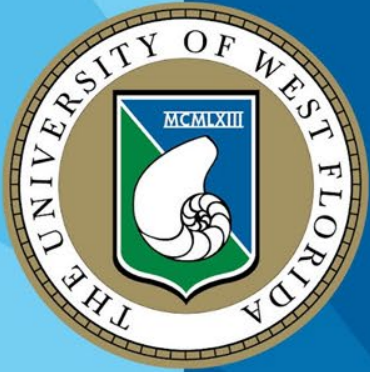
- A. Chair Lewis thanked those in attendance for their participation. With no other business to discuss, Chair Lewis adjourned the meeting at 11:13 a.m.



Board of Trustees
UNIVERSITY *of* WEST FLORIDA

Reports

- ❖ **President's Report**
- ❖ **Provost's Metrics Report**
- ❖ **Committee Reports**
- ❖ **DSO Reports**



President's Report to the Board of Trustees

MARTHA D. SAUNDERS, PH.D.
PRESIDENT

June 2024



UNIVERSITY of WEST FLORIDA

2022-2027 Strategic Plan

Culture of Inclusion & Civility

Community & Economic Engagement

Student-Centered & Focused

Academic Programs & Scholarship

Employee Success

Operational Excellence

Infrastructure



Strategic Direction | 1
Student Centered and Focused

2024 Southeastern Psychological Association Quiz Bowl



QGAME
Global
Portfolio
Competition

Strategic Direction | 1
Student Centered and Focused



NASA Human Exploration Rover Challenge

Strategic Direction | 1
Student Centered and Focused



National Robotics Challenge

Strategic Direction | 1
Student Centered and Focused

2024 Southeastern Hedge Fund Strategy Competition





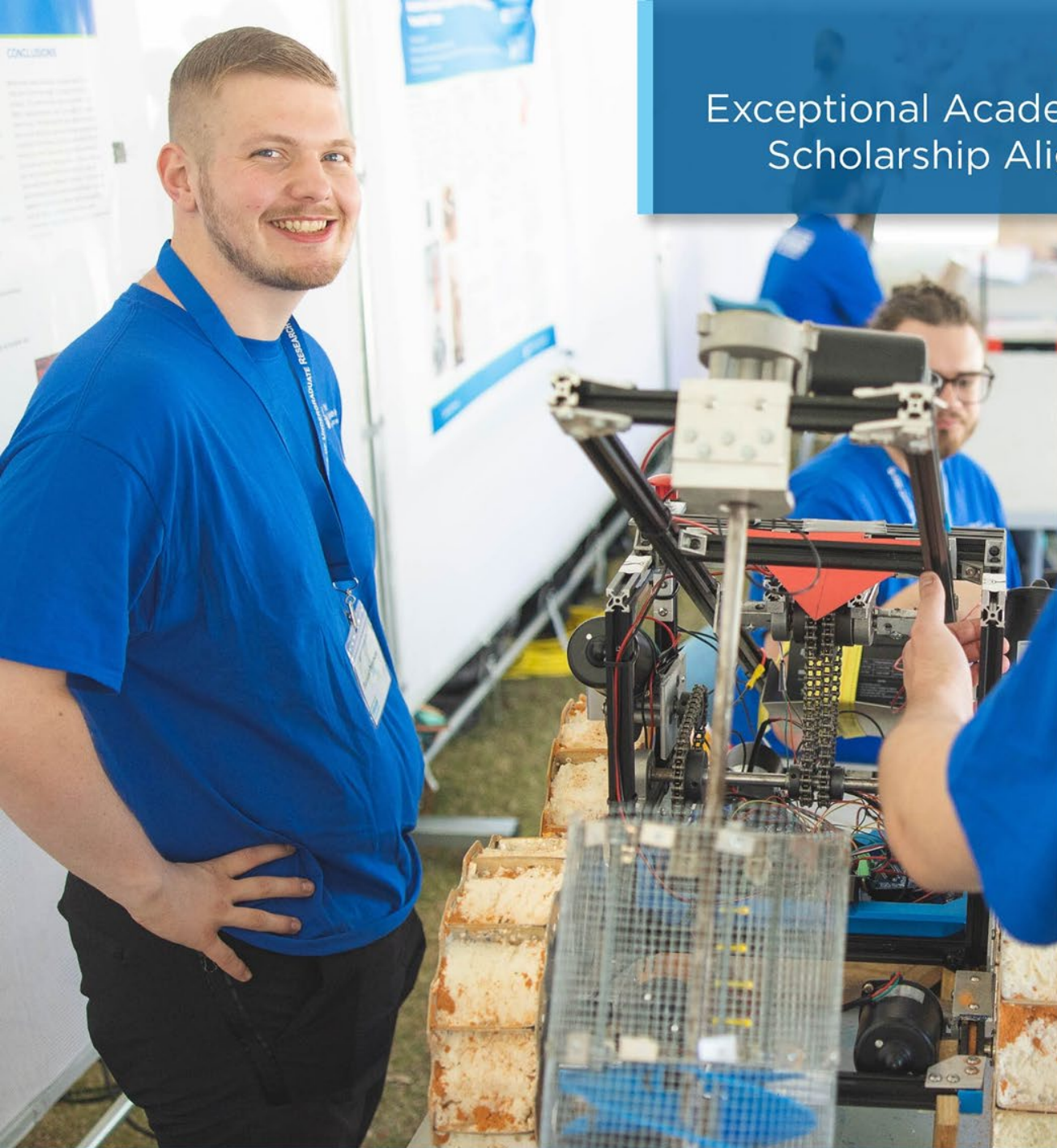
**Shigeko
Honda**
Order of the
Rising Sun Award

Cancer Prevention in Florida





**Eman
El-Sheikh**
Global Educator
Award



Strategic Direction | 3
Exceptional Academic Programming and
Scholarship Aligned with State Needs

David Gus
Fell Memorial
Scholarship
Endowment



Strategic Direction | 3
Exceptional Academic Programming and
Scholarship Aligned with State Needs

Elizabeth S. Calhoun Endowment for Industrial Careers

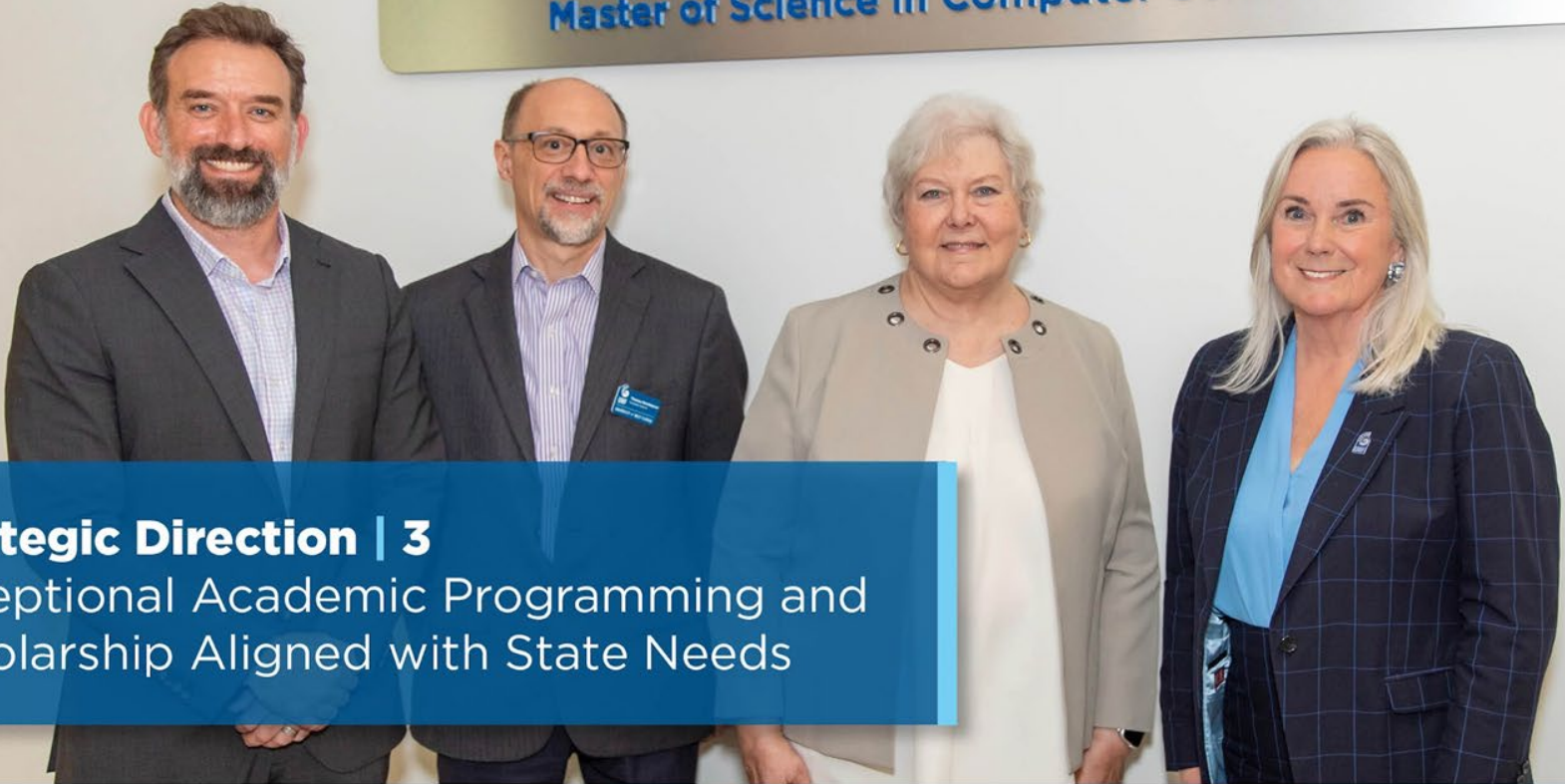


Strategic Direction | 3
Exceptional Academic Programming and
Scholarship Aligned with State Needs

\$1.7M National Institutes of Health Grant



JAMES E. MILLER
Bachelor of Science in Computer Science
Master of Science in Computer Science



Strategic Direction | 3
Exceptional Academic Programming and
Scholarship Aligned with State Needs

James E. Miller Bachelor and Master of Science in Computer Science programs



Strategic Direction | 3
Exceptional Academic Programming and
Scholarship Aligned with State Needs

Vibrio Bacteria Study

Strategic Direction | 3

Exceptional Academic Programming and Scholarship Aligned with State Needs



M.S. in Behavioral Analysis

Strategic Direction | 4
Community and Economic Engagement

**HERE
FOR
GOOD**



**THE CAMPAIGN
FOR UWF**



Strategic Direction | 4
Community and Economic Engagement



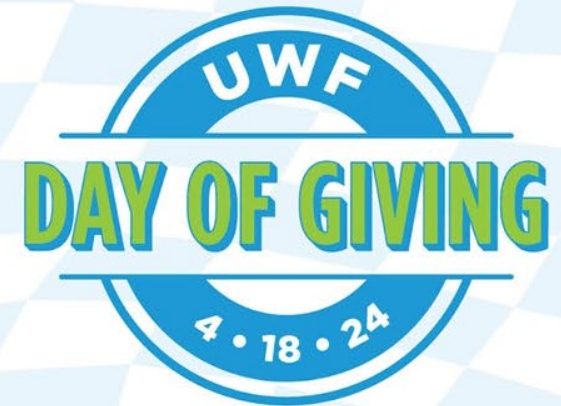
DeFuniak Landmarks

Strategic Direction | 4
Community and Economic Engagement



Center for Cybersecurity
Community Outreach Award

Strategic Direction | 4
Community and Economic Engagement



Darrell Gooden Stadium



Moon Tree





Military Friendly[®] Schools and Military Spouse Friendly[®] Schools



UNIVERSITY *of*
WEST FLORIDA

Metrics Report

Dr. Jaromy Kuhl, Provost
June 20, 2024



Office of the Provost
UNIVERSITY *of* WEST FLORIDA

Metric 1

											2021-22	2022-23
1	Percent of Bachelor Graduates Employed \$40,000+ and/or Continuing Education 1 Year after Graduation										74.1%	79.8%
Points	1	2	3	4	5	6	7	8	9	10		
EXC	53%	56%	59%	62%	65%	68%	71%	74%	77%	80%	9	10
IMP	74.6%	75.1%	75.6%	76.1%	76.6%	77.1%	77.6%	78.1%	78.6%	79.1%	10	

											2021-22	2022-23
2	Median Average Full-time Wages of Undergraduates Employed 1 Year after Graduation										\$48,800	\$53,000
Points	1	2	3	4	5	6	7	8	9	10		
EXC	\$ 20,700	\$ 23,200	\$ 25,700	\$ 28,200	\$ 30,700	\$ 33,200	\$ 35,700	\$ 38,200	\$ 40,700	\$ 43,200	10	10
IMP	\$ 49,044	\$ 49,288	\$ 49,532	\$ 49,776	\$ 50,020	\$ 50,264	\$ 50,508	\$ 50,752	\$ 50,996	\$ 51,240	10	

Metric 3

											2021-22	2022-23
3	Average Cost to Undergraduate Student										\$6,600	\$4,160
Points	1	2	3	4	5	6	7	8	9	10		
EXC	\$ 18,000	\$ 17,000	\$ 16,000	\$ 15,000	\$ 14,000	\$ 13,000	\$ 12,000	\$ 11,000	\$ 10,000	\$ 9,000	10	10
IMP	\$ 6,507	\$ 6,475	\$ 6,442	\$ 6,409	\$ 6,377	\$ 6,344	\$ 6,311	\$ 6,278	\$ 6,246	\$ 6,213	10	

Metric 4

											2021-22	2022-23
4	Four Year Graduation Rate Full-time FTIC										47.0%	48.1%
Points	1	2	3	4	5	6	7	8	9	10		
EXC	38%	41%	44%	47%	50%	53%	56%	59%	62%	65%	4	4
IMP	47.5%	48.0%	48.5%	49.0%	49.5%	50.0%	50.5%	51.0%	51.5%	52.0%	2	

											2021-22	2022-23
5	Academic Progress Rate 2nd Year Retention with GPA Above 2.0										83.5%	86.8%
Points	1	2	3	4	5	6	7	8	9	10		
EXC	78.8%	80.0%	81.3%	82.5%	83.8%	85.0%	86%	87.5%	88.8%	90.0%	7	7
IMP	84.0%	84.5%	85.0%	85.5%	86.0%	86.5%	87.0%	87.5%	88.0%	88.5%	6	

Metric 6

											2021-22	2022-23
6	Percent of Bachelor's Degrees Awarded in Programs of Strategic Emphasis										62.4%	60.6%
Points	1	2	3	4	5	6	7	8	9	10		
EXC	27.5%	30.0%	32.5%	35.0%	37.5%	40.0%	42.5%	45.0%	47.5%	50%	10	10
IMP	62.9%	63.4%	63.9%	64.4%	64.9%	65.4%	65.9%	66.4%	66.9%	67.4%	0	

											2021-22	2022-23
7	University Access Rate Percent of Undergraduates with a Pell grant										35.5%	35.5%
Points	1	2	3	4	5	6	7	8	9	10		
EXC	6%	10%	14%	18%	22%	26%	30%	34%	38%	42%	8	8
IMP	36.0%	36.5%	37.0%	37.5%	38.0%	38.5%	39.0%	39.5%	40.0%	40.5%	0	

Metric 8

											2021-22	2022-23
8	Percent of Graduate Degrees Awarded in Areas of Strategic Emphasis										71.1%	73.4%
Points	1	2	3	4	5	6	7	8	9	10		
EXC	37.5%	40.0%	42.5%	45.0%	47.5%	50.0%	52.5%	55.0%	57.5%	60%	10	10
IMP	71.6%	72.1%	72.6%	73.1%	73.6%	74.1%	74.6%	75.1%	75.6%	76.1%	4	

						2021-22	2022-23
9A	3-Year Graduation Rate AA FCS Transfers					58.5%	52.3%
Points	1	2	3	4	5		
EXC	58%	61%	64%	67%	70%	0	0
IMP	59.5%	60.5%	61.5%	62.5%	63.5%	0	

Metric 9B

						2021-22	2022-23
9B	6-Year Graduation Rate Awarded Pell Grant First Year					50.6%	57.2%
Points	1	2	3	4	5		
EXC	60%	65%	70%	75%	80%	0	5
IMP	51.6%	52.6%	53.6%	54.6%	55.6%	5	

											2021-22	2022-23
10	Percent of Bachelor Graduates Completing 2+ Types of High-Impact Practice										58.6%	60.6%
Points	1	2	3	4	5	6	7	8	9	10		
EXC	15%	19%	23%	27%	31%	35%	39%	43%	47%	51%	10	10
IMP	59.1%	59.6%	60.1%	60.6%	61.1%	61.6%	62.1%	62.6%	63.1%	63.6%	4	

Metrics Summary

		2021-22	2022-23
1	Percent of Bachelor Graduates Employed \$40,000+ and/or Continuing Education 1 Year after Graduation	74.1% 8	79.8% 10
2	Median Average Full-time Wages of Undergraduates Employed 1 Year after Graduation	\$48,800 10	\$53,000 10
3	Average Cost to Undergraduate Student	\$6,600 10	\$4,160 10
4	Four Year Graduation Rate Full-time FTIC	47% 4	48.1% 4
5	Academic Progress Rate 2nd Year Retention with GPA Above 2.0	83.5% 5	86.8% 7
6	Percent of Bachelor's Degrees Awarded in Programs of Strategic Emphasis	62.4% 10	60.6% 10
7	University Access Rate Percent of Undergraduates with a Pell grant	35.5% 8	35.5% 8
8	Percent of Graduate Degrees Awarded in Programs of Strategic Emphasis	71.1% 10	73.4% 10
9A	3-Year Graduation Rate for AA FCS Transfers	58.5% 2	52.3% 0
9B	6-Year Graduation Rate for Awarded Pell Grant First Year	50.6% 5	57.2% 5
10	Percent of Baccalaureate Graduates Completing 2+ Types of High-Impact Practice	58.6% 10	60.6% 10
		82	84

Academic Affairs Committee Report

Committee:

- Stephanie White, Chair
- Paul Hsu
- Susan James

Meeting:

The Academic Affairs Committee met on Thursday, May 16, 2024 via Zoom Webinar.

Agenda:

The Academic Affairs Committee had six action items and two information items on their agenda.

- Action Items:
 - [ACA-1](#): Approve Tenure
 - Presented by Dr. Jaromy Kuhl, Provost
 - [ACA-2](#): Approve Tenure as a Condition of Employment
 - Presented by Dr. Jaromy Kuhl, Provost
 - [ACA-3](#): Approve Request to Offer a New Degree Program
 - Presented by Dr. Dallas Snider, Vice Provost
 - [ACA-4](#): Approve Request to Reduce Program Hours
 - Presented by Dr. Dallas Snider, Vice Provost
 - [ACA-5](#): Review and Approve General Education Course Offerings
 - Presented by Dr. Dallas Snider, Vice Provost
 - [ACA-6](#): Revisions to UWF/REG 3.033 Transfer of Credit
 - Presented by Ethan Henley, Director of Undergraduate Admissions
- Information Items:
 - [INFO-1](#): 2023-2024 Post-Tenure Review
 - Presented by Dr. Jaromy Kuhl, Provost
 - [INFO-2](#): Review of New Academic Degree Program Proposal List
 - Presented by Dr. Dallas Snider, Vice Provost

The Academic Affairs Committee recommended approval of all action items by the full Board of Trustees at the June 20, 2024 meeting.

Audit and Compliance Committee Report

Committee:

- Dick Baker, Chair
- Alonzie Scott
- Paul Hsu

Meeting:

The Audit and Compliance Committee met on Thursday, May 16, 2024 via Zoom Webinar.

Agenda:

The Audit and Compliance Committee had ten action items and two information items on their agenda.

- Action Items:
 - [AUD-1](#): Certification of IHMC
 - Presented by Jeffrey Djerlek, Associate Vice President & University Controller
 - [AUD-2](#): UWF Audited Financial Statements
 - Presented by Jeffrey Djerlek, Associate Vice President & University Controller
 - [AUD-3](#): Financial Reporting and Federal Awards Audit Report
 - Presented by Cindy Talbert, Chief Audit Executive
 - [AUD-4](#): Audit of Bright Futures & Florida Student Assistance Grant Programs
 - Presented by Cindy Talbert, Chief Audit Executive
 - [AUD-5](#): PCard Quarter 3 Audit Report
 - Presented by Cindy Talbert, Chief Audit Executive
 - [AUD-6](#): Intercollegiate Athletics Audited Financial Statements
 - Presented by Cindy Talbert, Chief Audit Executive
 - [AUD-7](#): Internal Audit Work Plan for 2024/25 and 2025/26
 - Presented by Cindy Talbert, Chief Audit Executive
 - [AUD-8](#): Revisions to BOT Audit & Compliance Committee Charter
 - Presented by Cindy Talbert, Chief Audit Executive
 - [AUD-9](#): Revised IAMC Charter
 - Presented by Cindy Talbert, Chief Audit Executive
 - [AUD-10](#): Revised OCE Charter
 - Presented by Matt Packard, Chief Compliance Officer
- Information Items:
 - [INFO-1](#): Update on Compliance and Ethics Activities
 - Presented by Matt Packard, Chief Compliance Officer
 - [INFO-2](#): Internal Auditing and Management Consulting Update
 - Presented by Cindy Talbert, Chief Audit Executive

The Audit and Compliance Committee recommended approval of all action items by the full Board of Trustees at the June 20, 2024 meeting.

Finance, Facilities, and Operations Committee Report

Committee:

- Jill Singer, Chair
- Paul Hsu
- Stephanie White

Meeting:

The Finance, Facilities, and Operations Committee met on Thursday, May 16, 2024 via Zoom Webinar.

Agenda:

The Finance, Facilities, and Operations Committee had two action items and two information items on their agenda.

- Action Items:
 - [FFO-1](#): UWF Stadium Project Advancement and Fundraising
 - Presented by Jeffrey Djerlek, Associate Vice President & University Controller
 - [FFO-2](#): Carryforward Spending Plan & Fixed Capital Outlay Budget
 - Presented by Jeffrey Djerlek, Associate Vice President & University Controller
- Information Items:
 - [INFO-1](#): Update on FY2023/24 Current Modified Operating Budget
 - Presented by Jeffrey Djerlek, Associate Vice President & University Controller
 - [INFO-2](#): Campus Deferred Maintenance Projects Update
 - Presented by Chris Martin, Assistant Vice President of Facilities Management

The Finance, Facilities, and Operations Committee recommended approval of all action items by the full Board of Trustees at the June 20, 2024 meeting.

Student Affairs Committee Report

Committee:

- Alonzie Scott, Chair
- Dick Baker
- Maggie Brown

Meeting:

The Student Affairs Committee met on Thursday, May 16, 2024 via Zoom Webinar.

Agenda:

The Student Affairs Committee had one information item on their agenda.

- Information Item:
 - [INFO-1](#): DAESA 2022-2023 Impact Report
 - Presented by Dr. Greg Tomso, Vice President of the Division of Academic Engagement & Student Affairs

Presidential Performance Evaluation and Metrics Ad Hoc Committee Report

Committee:

- Jill Singer, Chair
- Alonzie Scott
- Stephanie White

Meeting:

The Presidential Performance Evaluation and Metrics Ad Hoc Committee met on Thursday, May 30, 2024 via Zoom Webinar.

Agenda:

The Presidential Performance Evaluation and Metrics Ad Hoc Committee had one action item and two information items on their agenda.

- Action Item:
 - [PPEM-1](#): President's Self Evaluation and Presidential Goals
 - Presented by Jill Singer, Committee Chair
- Information Items:
 - [INFO-1](#): 2023-2024 Presidential Evaluation Questionnaire
 - Presented by Jill Singer, Committee Chair
 - [INFO-2](#): President's Evaluation Timeline
 - Presented by Jill Singer, Committee Chair

The Presidential Performance Evaluation and Metrics Ad Hoc Committee recommended approval of the action item by the full Board of Trustees at the June 20, 2024 meeting.

Meeting:

The Presidential Performance Evaluation and Metrics Ad Hoc Committee met on Wednesday, June 12, 2024 via Zoom Webinar.

Agenda:

The Presidential Performance Evaluation and Metrics Ad Hoc Committee had one action item on their agenda.

- Action Item:
 - [PPEM-1](#): Approve the 2023-2024 Presidential Evaluation Form
 - Presented by Jill Singer, Committee Chair



Business Enterprises, Inc. Report

BEI Financial Overview

- BEI continues to generate sustainable and positive net income and cash balances which are available to advance the mission of UWF.
- The BEI Board reviewed and approved the BEI Budget for FY 2024-2025.

Aramark Contract Amendments and Contract Renewal

- BEI is in the final stages of renegotiating the dining services contract. BEI anticipates receiving \$950,000 for capital projects.

Follett Contract Renegotiation

- BEI is in the final stages of renegotiating the bookstore contract. BEI is anticipating a \$1,000,000 capital advance.

Operational Updates

- Dining service commissions continue to be up
- Argo Village tenant commissions continue to be up due to full occupancy
- Bookstore commissions continue to be down due to the changing nature of the business



Division of University Advancement Reports

Advancement Report:

FY24 How are we doing:

- Total New Cash, New Pledges and New Planned Gifts since July 1, 2023: as reported to the Board as of June 11th - **\$29,440,180 - This is a record**
- Annual Fund: **\$2,021,665 represents 8552 donors YTD**
- **79** gifts over \$10k received
- **560** Nautilus level donors (donors at \$1,000 or more) received YTD - very strong performance
- **5.1%** alumni giving

Some Recent Gift Highlights:

- \$9M+ Darrell & Debbie Gooden - Football Stadium
- \$4.5M pledge from the Bear Family - in recognition of a total gift commitment of \$5M - named the Lewis Bear Jr. College of Business
- \$1.25M from Dr. Rolfs' estate
- \$500k from Diane M. Miller – James E. Miller Computer Science Operations Endowment. & Innovation Fund
- \$125k from Elizabeth Calhoun - Chemistry
- \$100k from Brian & Kim Pennington for the scholarship endowment
- \$50k from Mort O'Sullivan for his scholarship endowment
- \$50k from the DuPont Foundation
- \$49k from the estate of Ann Fell for her scholarship endowment
- \$27k from the estate of Patricia Miller for the School of Education
- \$25k from Genentech
- \$10k from Dr. Saunders to support the UWF Singers



Foundation Report:

The UWF Foundation Board of Directors held their committee meetings on Tuesday, May 14, 2024, and their Board meeting on June 12th at the UWF Historic Trust - J. Earle Bowden Building. The Board received committee chair reports and had six action items for ratification:

1. Audit Budget: FY25 Operations Budget for Housing
2. Audit Budget: FY25 Operations Budget for the Foundation
3. Nominating: Two Board reappointments and six new board member appointments
4. FY25 Slate of Officers
5. Approval of Nomination Appointing FY24 Foundation Fellow

6. FY25 Board Meeting Calendar

All passed unanimously with all-in-favor votes.

The fourth quarter investment pool performance report ending March 31, 2024. Total market value assets started the quarter at \$122,872,944 and ended the quarter at \$130,061,515. CAPTRUST reviewed the portfolio rebalancer with the committee and had no recommendations for this quarter.

Board Chair James Hosman recognized Rick Byars, John Gormley, Chad Henerson, Darrell Gooden, Caryl Greene, Britt Landrum III, Dr. Matthew Crow, SGAVP Kyanna (Kee-anna) Montoya and Jason Crawford for their service to the UWF Foundation Board. Immediate Past Chair Jason Crawford was also presented with a Resolution.



Alumni Report:

- Three new Alumni Board members approved at June Board Meeting- Adetoun Evans, Victoria Pitts and James Adair. Whitney Fike will continue as President for her second year of her two-year term, Greg Threadgill will continue as Vice President and Kishane Patel will serve as Secretary.
- Successful Founders Week and Day of Giving--thank you to all Alumni who participated!
- Great workplace event with UWF Alumni who are employed at Navy Federal Credit Union. Similar workplace events will take place next year.
- Held "Women in Wealth Event" on May 8 sponsored by Jacey Constantino, Edward Jones. Sold out event was extremely well received, Jacey plans to host another one soon.
- Still promoting UWF License Plates. Limited opportunity to get a FREE UWF License Plate - email kstanley@uwf.edu if you know anyone interested. Passed UNF and FGCU in license plate count.
- Alumni trips have been very popular. Recent trips to Great Britain and Italy were successful. Still have upcoming travel opportunities to travel to Christmas Markets, Costa Rica and Iceland. Information can be found on the Alumni webpage. Open to future trip suggestions!

Upcoming UWF Alumni Events:

- Atlanta Alumni Event - June 13
- UWF Alumni Night @ Blue Wahoos - June 20
- UWF Alumni and Tampa Bay Rays - June 29
- Inaugural Senior Send Off Reception for incoming freshman and area alumni, Grand Marlin @ Panama City Beach: Aug. 8, 2024



UNIVERSITY of WEST FLORIDA
HISTORIC TRUST

UWF Historic Trust Report

The UWF Historic Trust Board met on Monday, May 20, 2024

Action Items – There were three action items on the agenda:

1. **Treasurer’s Report** – The Treasurer report included the Income Statement and Balance Sheet for April 30, 2024. The UWFHT had a monthly expense over income of \$110,702.39 and a year-to-date expense over income of \$193,756.11. This deficit can be attributed to the funds spent on the projects that will be reimbursed by the state appropriations funds that should be arriving soon. We have also had to spend some funds in the Independent Contractor line that are related to the projects, or they are additional maintenance needs. We had higher utilities and insurance costs this month as well. We will be receiving a disbursement from the county soon so in addition to state funds we are hopeful that we will see a return to income over expense by the end of the fiscal year. **The Treasurer’s report was approved with unanimous support.**

2. We also presented the FY 2024-2025 Annual Operating Budget for review and approval. **The proposed Annual Budget for FY 2024/25 was approved with unanimous support.**

3. **Board Member Appointments** - Item for Consideration: Recommending of new board members Administrative Rule of Board Policy: The by-laws of the corporation specify that board members shall be appointed by the University President in consultation with the Board of Directors. The following nominations were presented for consideration:
 - a. Dr. Ramie Gougeon to fill the archaeologist position being vacated by Dr. Della Scot-Ireton
 - b. Mr. Carter Quina to serve as the board’s architect once Mr. David Lutrell terms out.
 - c. Mr. Dewey “Parker” Destin to serve as a member at large replacing Mr. Scot Barrow whose term is expiring.
 - d. Mrs. Katrina Mougey to serve as a member at large filling the vacant position left vacant by the resignation of Mr. John Peacock.
 - e. The reappointment of Dr. Lorneta Epps for a second term.

The board unanimously approved the nominations for board membership be forwarded to Dr. Saunders for appointment.

Informational Items:

1. Report by the Executive Director:

- a. **Magazine** – The UWF Historic Trust has just released its first issue of *Historic Pensacola Magazine*. Copies have been mailed to all our constituents and will also be placed in local hotels and restaurants.
- b. **GRANTS - Foo Foo**
- Successful Foo Foo (ACE) grant application (2nd highest scoring project) to bring international environmental installation artist Konstantin Dimopoulos to Pensacola to install The Blue Trees on Zaragoza Street and Museum Plaza
 - Foo dates: October 31 through November 11
 - Blue Cheese and Blue Trees: A Wine and Cheese reception on Wednesday, November 6, 2024; add date to your calendar.
 - Several days of community application with the artist; board invited to participate; school groups, community, politicians, police, Blue Angels, Blue Wahoos, etc. (November 1, 2, 4, 5)
 - \$100,000 (\$85,000 Foo funds; \$15,000 Trust/in kind funds)
- c. **Partnerships:**
- We announced our new partnership with DeFuniak Springs Landmark on May 2nd in DeFuniak Springs. Over 125 people attended. Future events in DeFuniak will be announced soon.
 - We celebrated Florida’s Emancipation Day with an event in partnership with the Ella Jordan African American Museum on Sunday May 19th.
 - We are hosting the City of Pensacola’s Juneteenth Celebration Saturday June 15 on Museum Plaza. This event is sponsored by the city and the Watson Family Foundation.
- d. **Admissions:** Slow season between Spring Break and Summer before school out
- Since last BOD meeting, 7,126 tickets sold with majority being Adult (\$12)
 - Free days:
 1. Fred Levin Way Day: 832 people (MOH 387), (PCM 398), (PMA 47)
 2. Fiesta Children’s Treasure Hunt: (MOH 1,366)
- e. **Memberships**
- 580 active members; rolling memberships. Will spike in June/July with summer at PCM (family/dual).
 - Keep your calendars open for **Saturday, January 25, 2025**, for our Bootleg Ball: Mad Martini Mixer Fundraiser.

2. Committee Reports:

a. PMA Report

- PMA Board Chairman Chris Heaney discussed attendance numbers for some of the PMA's latest public programs: Fiesta Closing Reception with Costume Designer Talk by Glenn Breed: approx. 35 attendees, BFA SynTHESIS Opening Reception: 272, Visiting Artist Talk and Workshop with Kelly Anne Mueller: 22, Troubadour Release Event: 90, and Film Screening with Board Member Antoine Stribling: 60.
- Mr. Heaney shared plans for an exhibition to highlight the Museum's 70th anniversary, *Celebrate 70: A History of Collecting - June 7, 2024 - January 5, 2025*. This exhibition will highlight the PMA's collection of international, national, and regionally acclaimed artists. More than seventy artists are included in the exhibition with featured works by Francisco Goya, Milton Avery, Henri de Toulouse-Lautrec, Thomas Hart Benton, Alexander Calder, Joan Miró, Marc Chagall, Salvador Dali, Henri Matisse, Philip Guston, Clementine Hunter, Alfred Stieglitz, Walker Evans, Alex Katz, Käthe Kollwitz, Erté, Louise Nevelson, Philip Pearlstein, Pablo Picasso, Andy Warhol, Fairfield Porter, Linda Benglis, Norman Rockwell, and Miriam Schapiro.
- PMA also received a \$26,100 Foo Foo grant this year which will help create a series of events commemorating the 70th anniversary of the PMA. This celebration will highlight the shared experiences and cultural connections built through art in our city. These programs will educate the local public and regional tourists on the museum's diverse offerings and how the community can leave their legacy.

b. Property Committee

- UWF Historic Trust senior director, Ross Pristera reported that the Train Canopy project was almost complete. Bear construction expects to have everything done by June 10th. The city should begin the planned improvements to Zaragoza Street in mid-June. This project will add traffic calming elements to the street as well as a mid-block raised crosswalk. These improvements will improve safety and accessibility for our visitors. Installation of the new roof and flooring at PMA will also begin in June. This project repairs damage to the building that resulted from the April ice and rain event. The insurance settlement will cover almost all the cost.

The meeting adjourned and the next meeting of the UWF Historic Trust will be on July 22nd, 2024.



Board of Trustees
UNIVERSITY *of* WEST FLORIDA

Unfinished Business

❖ Consent Agenda

Consent Agenda

Consent Agenda Items:

1. [ACA-1](#): Approve Tenure
2. [ACA-4](#): Approve Request to Reduce Program Hours
3. [ACA-6](#): Revisions to UWF/REG 3.033 Transfer of Credit
4. [AUD-1](#): Certification of IHMC
5. [AUD-2](#): UWF Audited Financial Statements
6. [AUD-3](#): Financial Reporting and Federal Awards Audit Report
7. [AUD-4](#): Audit of Bright Futures & Florida Student Assistance Grant Programs
8. [AUD-5](#): PCard Quarter 3 Audit Report
9. [AUD-6](#): Intercollegiate Athletics Audited Financial Statements
10. [AUD-7](#): Internal Audit Work Plan for 2024/25 and 2025/26
11. [AUD-8](#): Revisions to BOT Audit & Compliance Committee Charter
12. [AUD-9](#): Revised IAMC Charter
13. [AUD-10](#): Revised OCE Charter
14. [FFO-1](#): UWF Stadium Project Advancement and Fundraising
15. [FFO-2](#): Carryforward Spending Plan & Fixed Capital Outlay Budget

Items Moved from Consent Agenda to Action Items:

1. [ACA-2](#): Approve Tenure as a Condition of Employment ([BOT-8](#))
2. [ACA-3](#): Approve Request to Offer a New Degree Program ([BOT-10](#))
3. [ACA-5](#): Review and Approve General Education Course Offerings ([BOT-9](#))

Trustees may pull any individual item from the consent agenda for further review as needed. Each item was fully discussed during the committee meetings and all recommendations of the committees reflect the proposed action provided on the agenda.



Board of Trustees
UNIVERSITY *of* WEST FLORIDA

New Business

❖ Action Items

❖ Information Items

**Board of Trustees
Full Board Meeting
June 20, 2024**

Approve Naming Opportunity

Recommended Action:

Approve the recommendation of the President to name the College of Business as the Lewis Bear Jr. College of Business.

Background Information:

This naming recommendation from the President to the Board of Trustees comes before the board for approval upon certification of the UWF Foundation, Inc. The naming of the college is in recognition of a total gift commitment of \$5 million. The UWF Foundation, Inc. has received \$500,000 to date. An operational endowment and scholarship endowment will be established. The Bear Family Foundation's gift commitment to name the College of Business is given in honor of the late Lewis Bear Jr., a former UWF Board Trustee/Chair, UWF Foundation Board member and Foundation Fellow. The gift agreement complies with the University policy concerning naming opportunities and reflects the donor's commitment to the mission, values and traditions of the University.

Implementation Plan:

Upon Board of Trustees' approval, signage, websites and other related materials to be updated with the new college name immediately.

Fiscal Implications:

N/A

Relevant Authority:

§267.062, Florida Statutes; BOG Reg. 9.005, Naming of Buildings and Facilities; BOT 08.04-02/24 Policy Concerning Naming Opportunities

Supporting Documents:

1. Signed Memo: President's Acceptance of Naming Recommendation
2. Lewis Bear Jr. College of Business Operational Endowment Agreement
3. Lewis Bear Jr. College of Business Scholarship Endowment Agreement
4. BOT 08.04-02/24 Policy Concerning Naming Opportunities

Prepared by:

Germaine Battist, Director, Division of University Advancement, (850) 474-3306; gbattist@uwf.edu

Presenter:

Howard J. Reddy, Vice President, University Advancement; President, UWF Foundation, Inc.



MEMORANDUM

DATE: March 8, 2024

TO: Dr. Martha D. Saunders, University President
Office of the President *M Saunders*
3-8-24

FROM: Howard J. Reddy, Vice President for University Advancement, and
President, UWF Foundation, Inc. *HJR*

RE: Request Approval for Naming Opportunity:
Lewis Bear Jr. College of Business

In compliance with the UWF Board of Trustees Policy Concerning Naming Opportunities (BOT-08.04-02/24), upon certification of the University of West Florida Foundation, Inc., the Vice President for University Advancement requests the President approve and make a naming recommendation to the UWF Board of Trustees as follows:

To name the University of West Florida's College of Business as:
Lewis Bear Jr. College of Business

The naming of the college is in recognition of a total gift commitment of \$5 million; the UWF Foundation, Inc. has received \$500,000 to date. The implementation of the naming of the College of Business will be commensurate with the approval of the University President and the Board of Trustees. Naming recognition is contingent on satisfaction of payment obligations.

The *Naming Opportunity Policy BOT-08.04-02/24* states that the University may grant permanent or temporary naming recognition in connection with a University Facility, 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 President and the approval of the Board of Trustees ("BOT"). The BOT 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.

Requirements for Naming in Recognition of Financial Support (Gift-related honorary) per Naming Opportunity Policy BOT-08.04-02/24

1. Gift-related naming of a University Facility for an individual, family, corporation, foundation, or organization requires a gift of 25% or more of the total construction cost of the University Facility. In the case of a gift for a University 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.
2. A naming in recognition of financial support will be presented to the President by the Vice President for University Advancement upon certification of the University of West Florida Foundation (the "Foundation"). The President will then make a recommendation to the BOT for consideration. Naming proposals will be consistent with University policies and will not only reflect the donor's financial support, but also the donor's commitment to the mission, values, and traditions of the University.
3. The 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. All gift agreements shall contain language specifying that naming recognition is contingent on satisfaction of the donor's payment obligations.
4. A named fund may be established in response to an initial gift toward a good faith pledge.

Unless a fixed term is provided for 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.



UWF Foundation, Inc.
UNIVERSITY *of* WEST FLORIDA

Lewis Bear Jr. College of Business

OPERATIONAL ENDOWMENT AGREEMENT

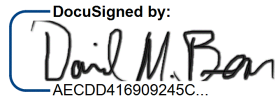
January 2024

The Bear Family Foundation, having made a total gift commitment of \$5M to the University of West Florida Foundation, Inc. to name the Lewis Bear Jr. College of Business designates that \$2,500,000 of the gift establish an operational endowment that will be governed by this agreement.

The Bear Family Foundation requests that the University of West Florida Foundation, Inc., use the income as outlined below. This endowment and any future contributions to the endowment are to be held and invested by the University of West Florida Foundation, Inc., and administered in accordance with Foundation policy (see uwf.edu/foundation) and the following guidelines:

1. The name of the fund is the Lewis Bear Jr. College of Business Operational Endowment.
2. The manager of the fund is the University of West Florida Foundation, Inc.
3. The income from the endowment will provide operational support. Operational support enhances the ability of the Lewis Bear Jr. College of Business to deliver a world class teaching and learning environment. Operational support includes, but is not limited to:
 - Support for expenses related student capstone projects.
 - Support for expenses related to attendance at conferences by both undergraduate and graduate students.
 - Support for expenses related to attendance at competitions by students.
 - Support for expenses related to equipment purchases that enhance the learning environment.
 - Support for expenses related to community service initiatives by both faculty and students.
 - Support for expenses related to enhancing the brand of the Lewis Bear Jr. College of Business in consultation with the Office of Institutional Communications.
4. The donors or others may from time to time make additional gifts which shall be added to the principal of the fund. Such additional gifts shall be subject to the terms of this agreement.

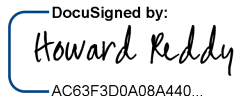
5. An annual report will be prepared by UWF Foundation officials and mailed to the donor representative, if requested. Also, a representative from the Office of Development will be available to meet, annually or as needed, with the Bear Family Foundation to review additional details of the endowment including the awards given and the balance in the spending account.
6. In the highly unlikely event that the needs outlined above in #3 should cease to exist, the President of the University, with the concurrence of the Executive Committee of the University of West Florida Foundation, Inc., and in consultation with a representative of the Bear Family Foundation, will use the income to meet other similar needs of the University that are in keeping with the original intent of the fund.
7. Funds will be invested in accordance with the Foundation’s investment guidelines and the distribution of earnings will be made in accordance with Foundation endowment allocation policy. The Foundation utilizes a total return approach with a significant portion of the funds invested to seek growth of accumulated appreciation over time and the donor understands that the overall value of the endowment will fluctuate from time to time with the market value of the underlying investments. In signing, the donor acknowledges that they have reviewed the current Investment Policy which references the [Endowment Allocations & Administrative Fees Policy](#). Furthermore, the donor understands that the investment and allocation policies are subject to change under the fiscal management of the Foundation Board.
8. The endowment, however, will bear the name of Lewis Bear Jr. College of Business Operational Endowment in perpetuity.

DocuSigned by:

 AECDD416909245C...

01/30/2024

David Bear
 On behalf of the Bear Family Foundation

Date

DocuSigned by:

 AC63F3D0A08A440...

01/30/2024

Howard J. Reddy
 Vice President, University Advancement
 President, UWF Foundation, Inc.

Date

For information contact UWF Foundation, Inc.,
 11000 University Parkway, Pensacola, Florida, 32514
 850.474.3118



UWF Foundation, Inc.

UNIVERSITY *of* WEST FLORIDA

Lewis Bear Jr. College of Business

SCHOLARSHIP ENDOWMENT AGREEMENT


January 2024

The Bear Family Foundation, having made a total gift commitment of \$5M to the University of West Florida Foundation, Inc. to name the Lewis Bear Jr. College of Business, designates that \$2,000,000 of the gift establish the Lewis Bear Jr. College of Business Scholarship Endowment that will be governed by this agreement.

The Bear Family Foundation requests that the University of West Florida Foundation, Inc., use the income as outlined below. This endowment and any future contributions to the endowment are to be held and invested by the University of West Florida Foundation, Inc., and administered in accordance with Foundation policy (see uwf.edu/foundation) and the following guidelines:

1. The name of the fund is the Lewis Bear Jr. College of Business Scholarship Endowment.
2. The manager of the fund is the University of West Florida Foundation, Inc.
3. The income from the endowment will provide scholarship support for undergraduate and graduate students in the Lewis Bear Jr. College of Business. Students to be awarded must maintain a minimum GPA of 2.5.
 - The Dean of the Lewis Bear Jr. College of Business in consultation with faculty will select the recipients.
 - Recipients of the Lewis Bear Jr. College of Business Scholarship shall be known as Lewis Bear Jr. Scholars.
 - Recipients will participate in a group community service project that will be under the supervision of a faculty member in the Lewis Bear Jr. College of Business.
 - Members of the Bear Family Foundation will be consulted annually before the community service project is approved.
4. The donors or others may from time to time make additional gifts which shall be added to the principal of the fund. Such additional gifts shall be subject to the terms of this agreement.
5. An annual report will be prepared by UWF Foundation officials and mailed to the donor representative, if requested. Also, a representative from the Office of Development will be available to meet, annually or as needed, with the Bear Family Foundation to review additional details of the endowment including the awards given and the balance in the spending account.


6. In the highly unlikely event that the needs outlined above in #3 should cease to exist, the President of the University, with the concurrence of the Executive Committee of the University of West Florida Foundation, Inc., and in consultation with a representative of the Bear Family Foundation, will use the income to meet other similar needs of the University that are in keeping with the original intent of the fund.
7. Funds will be invested in accordance with the Foundation's investment guidelines and the distribution of earnings will be made in accordance with Foundation endowment allocation policy. The Foundation utilizes a total return approach with a significant portion of the funds invested to seek growth of accumulated appreciation over time and the donor understands that the overall value of the endowment will fluctuate from time to time with the market value of the underlying investments. In signing, the donor acknowledges that they have reviewed the current Investment Policy which references the [Endowment Allocations & Administrative Fees Policy](#). Furthermore, the donor understands that the investment and allocation policies are subject to change under the fiscal management of the Foundation Board.
8. The endowment, however, will bear the name of Lewis Bear Jr. College of Business Scholarship Endowment in perpetuity.

DocuSigned by:

AECDD416909245C...

01/30/2024

David Bear
On behalf of the Bear Family Foundation

Date

DocuSigned by:

AC63F3D0A08A440...

01/30/2024

Howard J. Reddy
*Vice President, University Advancement
President, UWF Foundation, Inc.*

Date

For information contact UWF Foundation, Inc.,
11000 University Parkway, Pensacola, Florida, 32514
850.474.3118



UNIVERSITY POLICY BOT-08.04-02/24

TO: The University of West Florida Community

FROM: Dr. Martha D. Saunders, President

SUBJECT: Naming Opportunities

RESPONSIBLE OFFICE: University Advancement

I. Purpose:

It is the intention of the University of West Florida (the “University”) to honor and recognize outstanding support of and service to the University through the naming of Elements that support the institutional mission. Naming recognition may be extended to individuals (living or deceased), corporations, foundations, and others. This policy sets forth guidelines for naming opportunities at the University.

II. Definitions:

Element – includes, but is not limited to, University Facilities, educational units, scholarships, and endowments that support the institutional mission of the University.

University Facility – has the same meaning as the definition of the term in Board of Governors (“BOG”) Regulation 9.005, Naming of Buildings and Facilities.

III. Policy:

A. General Policies

1. The University may grant permanent or temporary naming recognition in connection with a University Facility, 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 President and the approval of the Board of Trustees (“BOT”). The BOT reserves the right to deny naming rights even if minimum requirements are met.
2. 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.

3. The naming of any Element shall be in accordance with the provisions of applicable Florida statutes and BOG regulations. Endowments do not require the approval of the BOT.
4. The naming of any University Facility must be approved by the BOT as a noticed, non-consent agenda item.
5. The Foundation may set minimum gift requirements for naming opportunities. Information pertaining to minimum requirements can be obtained from the Foundation.

B. Naming in Recognition of Outstanding Service (Non-gift related honorary)

1. Non-gift related naming should be reserved for individuals who are of recognized accomplishment and character. University Elements may be named in recognition of outstanding service by someone who has distinguished themselves through significant contributions of the community, profession or the University. 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.
2. An Element may not be named on a non-gift related basis for an active member or employee of the BOG or an active trustee, employee, or student of the University.
3. Prior to recommending a naming based on outstanding service to the University, the President will seek the counsel of the Honorary Awards and Recognition Committee ("HARC").

C. Naming in Recognition of Financial Support (Gift-related honorary)

1. Gift-related naming of a University Facility for an individual, family, corporation, foundation, or organization requires a gift of 25% or more of the total construction cost of the University Facility. In the case of a gift for a University 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.
2. A naming in recognition of financial support will be presented to the President by the Vice President for University Advancement upon certification of the University of West Florida Foundation (the "Foundation"). The President will then make a recommendation to the BOT for consideration. Naming proposals will be consistent with University policies and will not only reflect the donor's financial support, but also the donor's commitment to the mission, values, and traditions of the University.
3. The 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. All gift agreements shall contain language specifying that naming recognition is contingent on satisfaction of the donor's payment obligations.

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

D. Additional Naming Opportunities

1. Additional naming opportunities may be approved at the sole discretion of the President or the President's designee. These opportunities shall include campus spaces such as classrooms, laboratories, seminar rooms, conference rooms, offices, and similar spaces, and other Elements such as scholarships, assistantships, fellowships, lectureships, professorships, and chairs. Prior to approving such an opportunity, the President may, but is not required to, seek the advice of the HARC.
2. 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 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.

III. Permanency of Names

Unless a fixed term is provided for 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.

A. 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 Element must be initiated by the President and approved by the BOT. As naming authority lies with the BOT, so does the authority and responsibility to remove, revoke, or rename. University representatives will make all reasonable efforts to inform the original donor/honoree 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:

1. A significant renovation or addition to a previously-named space may lead to renaming of the space in recognition of another donor. Appropriate recognition of prior donors and honorees shall be taken into consideration in recognition in nearby, adjacent, or newly redeveloped areas.

2. Any legal impropriety by a donor or honoree may result in naming revocation if disassociation is warranted and in the best interest of the University in the University's sole discretion.
3. 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.
4. Actions by a person and/or company that are no longer in alignment with the University's mission and fundamental values or that bring discredit to the University.
5. 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.
6. An individual or a corporation has a name change or is dissolved.

B. Term Naming

1. 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.
2. 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.

IV. Other Considerations

- A. The Division of University 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.
- B. The Division of University Advancement and the Foundation are responsible for the applicable donor recognition of gifts made to benefit the University.
- C. 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 guidelines and design standards relating to campus graphics and shall be coordinated through the Office of Institutional Communications.
- D. The Vice President for the Division of University Advancement, in consultation with the President, shall have the discretion to determine whether a deferred gift shall be considered in deciding to name a University Facility or part thereof.

Approved by the University of West Florida Board of Trustees on February 15, 2024.

Approved by: DocuSigned by:
Martha Saunders
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Dr. Martha D. Saunders

Date: 02/15/2024

Authority: BOG Reg. 9.005, Naming of Buildings and Facilities
§267.062, Florida Statutes

Cross Ref.: None

History: Adopted June 2011; revised May 2014, May 2017, and February 2024.

Last Review: February 2024

**Board of Trustees
Full Board Meeting
June 20, 2024**

Authorize the Bestowing of an Honorary Doctorate Degree

Recommended Action:

Authorize President Martha Saunders to bestow an Honorary Doctorate of Humane Letters on Mr. Sandy C. Sansing as recommended by the Honorary Awards and Recognition Committee and approved by the President.

Background Information:

According to the BOT 01.03-02/24 Bestowing Honorary Awards and Recognition policy, the BOT may authorize the President to confer awards and recognitions following a recommendation by the Honorary Awards and Recognition Committee (HARC). On May 2, 2024, HARC met to consider a nomination of Mr. Sansing for an Honorary Doctorate of Humane Letters. The committee voted in favor and made the recommendation to the President. The President approved the recommendation and now requests authorization from the Board of Trustees to bestow an honorary Doctorate of Humane Letters on Mr. Sandy C. Sansing at the 2024 Fall Commencement Ceremony. Mr. Sansing exemplifies a number of UWF's values, has received distinction at a national level, is very engaged in community service, a staunch supporter of education, a member of the UWF Charter Class, extraordinary achievement in his professional life, and supports the university philanthropically and in service.

Implementation Plan:

Upon Board of Trustees' approval, the President will notify Mr. Sansing of this honor and the appropriate staff will make arrangements for this event to take place at 2024 Fall Commencement.

Fiscal Implications:

Cost of robe rental, hooding and framed Honorary Doctorate Degree estimated \$700 - \$900 total.

Relevant Authority:

Florida Admin. Code sec. 6E-1.0041 Honorary Degrees; UWF BOT-01.03-02/24 Bestowing Honorary Awards and Recognitions

Supporting Documents:

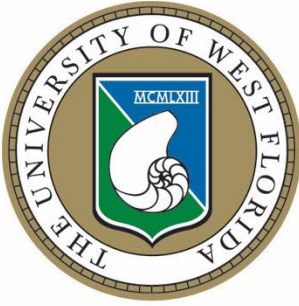
1. Signed Memo: HARC Recommendation to President to bestow honorary doctorate
2. Nomination packet with supporting documentation
3. BOT-01.03-02/24 Bestowing Honorary Awards and Recognitions

Prepared by:

Germaine Battist, Director, University Advancement, (850) 474-3306; gbattist@uwf.edu

Presenter:

Howard J. Reddy, Vice President, University Advancement; President, UWF Foundation, Inc.



Office of the Vice President
of University Advancement
11000 University Parkway
Pensacola, FL 32514

May 3, 2024

Dr. Martha D. Saunders
President
University of West Florida
11000 University Parkway
Pensacola FL 32514

Dear President Saunders:

The Honorary Awards and Recognition Committee (HARC) met on Thursday, May 2, 2024, to review a nomination for an honorary doctorate degree. At this meeting, the committee voted in favor of making the following recommendation:

Request Presidential approval to bestow on Mr. Sandy C. Sansing an honorary Doctorate of Humane Letters degree at the Fall 2024 Commencement ceremony or other appropriate ceremony as determined by the President.

Thank you for your thoughtful consideration.

Sincerely,

DocuSigned by:
Howard Reddy

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Howard J. Reddy, Chair
UWF Honorary Awards & Recognition Committee
Vice President for University Advancement
President, UWF Foundation, Inc.

APPROVED BY THE PRESIDENT OF THE UNIVERSITY OF WEST FLORIDA

DocuSigned by:
Martha Saunders

D54A387C376848D...
Martha D. Saunders, Ph.D.

05/03/2024

Date

office 850.474.3306
fax 850.474.2714

uwf.edu



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: [Mr. Sandy C. Sansing](#)

Name of Nominator: [Mr. J. Mort O'Sullivan III](#)

Date Requested: [April 3, 2024](#)

Requesting Endorsement from UWF Entity: [Lewis Bear Jr. College of Business](#)

Feedback on the Nomination:

Date Completed: [April 8, 2024](#)

Endorsed

Not Endorsed

If endorsed, recommending for which degree?

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

Feedback from Reviewer or Attach Letter of Support (Optional)

[Please see the attached letter.](#)

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
- Equity
- Diversity
- Innovation
- Engaging
- Integrity

B. Demonstrated extraordinary achievement or distinction in at least one of the following:

- Arts and sciences
- Public Service
- Education
- Philanthropy
- Professional Life
- 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



College of Business
11000 University Parkway
Pensacola, FL 32514

April 8, 2024

Mr. Howard Reddy, Chairman
Honorary Awards & Recognition Committee
University of West Florida

Dear Chairman Reddy,

It is indeed an honor to provide a letter of support for the bestowing of an honorary degree of Doctor of Humane Letters upon Mr. Sandy Sansing from the University of West Florida. In reviewing the letter of nomination by distinguished alumnus J. Mort O'Sullivan III, I have absolute concurrence with his comments. In all candor, in reviewing the selection criteria, it occurs to me that they could have been established specifically to identify Sandy Sansing.

I have known him since Pensacola High School, attended Pensacola Junior College and the University of West Florida with him. I have marveled at the level of success he has attained, his generosity both public and private, the absolute sense of loyalty he has to his alma mater, and his humility. It is worthy of note that he was included in the inaugural class of the College of Business Hall of Fame.

The College of Business thankful for his generosity and participation for us and will take great pleasure in the presentation of the honorary Doctor of Humane Letters to Sandy Sansing.

Respectfully,

A handwritten signature in blue ink that reads "Richard M. Fountain".

Richard M. Fountain, Dean

RMF:glb

office 850.474.3352
fax 850.474.2716
uwf.edu/cob

An Equal Opportunity/Equal Access Institution



UWF Honorary Degree Candidate Nomination Cover Sheet

Name of Nominator: [J. Mort O'Sullivan, III](#)

Nominator's Affiliation with UWF:

(former)

Staff Student Faculty Alumni BOT Member Advisory Group Member

Nominator's Contact Info: Phone: [\(850\) 572-1403](#)

Email: mortosullivan3@gamil.com

Name of Nominee: Mr. Sandy Sansing

Nominee's Contact Info: Phone: [\(850\) 982-1139](#)

Email: sandy@sandysansing.com

Degree conferral proposed for which grad ceremony? [Fall 2024](#)

Preferred Designation for Honorary Degree:

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:

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: [Lewis Bear Jr. College of Business](#)

Please specify:

Academic Program, Department, School, or College:

Institute or Center:

The unit may use the endorsement form provided on the HARC link at the Honorary Awards 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, Diversity, Engaging, Equity, Innovation, and Integrity*;
- 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 or a history of support of UWF; -or-
 - 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 No

Explain (*May attach additional sheet*):

As a member of the UWF Charter Class, a passionate advocate of education and experienced business professional and entrepreneur, Mr. Sansing would provide a very motivational message to the graduating class of 2024 that would encourage and inspire them to do good and pay it forward.

Is there any risk associated with the nomination and conferral? Yes No

Explain (*May attach additional sheet*):

Has the nomination been discussed directly with the candidate? 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.

Letters of support can be submitted but are not required.

The HARC encourages no more than three letters for each nomination.

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

J. Mort O'Sullivan, III

407 Bayshore Dr.
Pensacola, FL 32507
850-572-1403
mortosullivan3@gmail.com

March 20, 2024

Mr. Howard Reddy, Chairman
Honorary Awards & Recognition Committee
University of West Florida

Dear Chairman Reddy and Honorary Awards and Recognition Committee,

It is with great pleasure that I provide an official nomination to bestow upon Mr. Sandy Sansing an honorary degree of Doctorate of Humane Letters from the University of West Florida. Mr. Sansing, CEO of Sandy Sansing Automotive and UWF Charter Class graduate '69, meets the criteria of such an honor.

Over the decades, Sandy Sansing's deeds in the community have made his name synonymous with the attributes of caring, engaging and integrity, a man known for excellent character exemplifying these same UWF values. Sandy cares passionately about pressing needs in our community. He humbly and willingly serves in whatever capacity he feels directed to help meet the needs of children both in our region and abroad. In association with World Help, a Christian humanitarian organization, he has made multiple mission trips to China, India, Guatemala, and Africa, and has helped to fund a school in Uganda that provides vocational and trade education and training to young people.

With his staunch belief in "giving it back" along with his passion to help children grow in education and knowledge, Sandy has engaged with UWF, PSC and Escambia County School district to help meet the needs of education for children of all ages. Two of his many philanthropic ventures are 'CRAM the Van' and Communities Caring at Christmas programs. Over the years, he has received letters of commendation from Mrs. Bush and the Escambia County School District for his on-going support of public education, advocating for classroom literacy and recognizing more than four decades of sponsoring the Sandy Sansing Spelling Bee. His family and dealership also sponsor over 55 youth baseball teams.

Sandy Sansing has attained extraordinary achievements and distinction in the areas of his professional life and philanthropy. He owns 11 automobile dealerships along the Gulf Coast and won national recognition with the 2017 Time Dealer of the Year Award, a prestigious award that recognizes new-car dealers in America who exhibit exceptional performance in their dealerships and perform distinguished community service. He has also won the "Nissan Award of Excellence" 10 times. A long list of his Distinguished Notable Achievements and numerous awards such as the Ethics in Business Award from the combined Rotary Clubs of Pensacola and the UWF College of Business in 2011 is attached in his bio.

Sandy Sansing generously gives his time and talents to the Pensacola community. As CEO of Sandy Sansing Automotive along with wife Peggy and the Sansing Foundation, an attestation of some philanthropic contributions includes \$600k to the UWF Sandy Sansing Sports Medicine Center and student-athlete scholarships, over \$500k in scholarships to establish Sansing Scholars at Pensacola State College, \$100k to Feeding the Gulf Coast, support to Gulf Coast Kids' House, Take Stock in Children Scholarships, Big Brothers/Big Sisters of NW Florida, and Children's Home Society among others. He has served as Chairman of the Board for Northwest Florida Fellowship of Christian Athletes since 1992 for 25 years and on their national Board since 1993 as the vice chairman of the international organization.

Your consideration to recognize Sandy Sansing with the highest form of recognition a university can bestow will be applauded and appreciated by the Pensacola community and abroad.

Respectfully,

A handwritten signature in blue ink that reads "J. Mort O'Sullivan, III". The signature is written in a cursive style with a prominent "J" and "M".

J. Mort O'Sullivan, III



Sandy Sansing **UWF Accounting '69**

A native of Pensacola, Sandy is a graduate of Pensacola High School, Pensacola Junior College, and the University of West Florida, earning a Bachelor of Arts degree in accounting. He received the first full golf scholarship offered by the University and was a member of the first full graduating class.

He has been married to his wife, Peggy, for 45 years and they enjoy spending free time with their two children and six grandchildren.

Sansing has a long history of community involvement that includes the sponsorship of over 55 little league baseball teams in Escambia and Santa Rosa counties and partnerships with WEAR-TV3 and local nonprofit organizations to support the Communities Caring at Christmas campaign. He is a partner in education with several local schools and annually sponsors a middle and high school spelling bee. His passion is helping children and proudly supports organizations that advocate for the children such as Gulf Coast Kids House and

Santa Rosa Kids House. In addition, he currently serves or has served on many bank, business, and community boards.

Sansing started a computer software and sales business in 1975, sold the company in 1980, and then entered the automobile business. He currently owns eleven car dealerships in Pensacola and Milton, Florida as well as Daphne and Foley, Alabama.

Distinguished Notable Achievements:

- 2022 & 2023 *inweekly* Power List – Extensive charitable giving and leadership.
- 2021 COB Advisory Council Member
- 2018-2021 UWF Accounting & Finance Advisory Committee
- 2015-2019 UWF 50th Anniversary Executive Steering Committee
- 2015 UWF Commencement Speaker
- 2014-2015 Economic Development Council – Escambia County
- 2013-2014 Greater Pensacola Chamber of Commerce Chairman of the Board
- 2012 Established the UWF Sandy Sansing Need Based Student Athlete Scholarship
- 2011 Combined UWF College of Business & Rotary of Pensacola Ethics in Business Award
- 2011 COB Advisory Council Member
- 2009-2014 Greater Pensacola Chamber of Commerce
- 2009 UWF Athletics Hall of Fame Inductee - Golf
- 2008 AFP Award – Sandy Sansing Foundation
- UWF Athletics Hall of Fame Inductee Class of 2008-09
- 2003 Pensacola Sports Association Sportsman of the Year

1998 Kiwanis Civic Award

1991 Citizen of the Year by Escambia County Parent/Teacher Association

1989 UWF Alumni Association Award: Distinguished Alumnus

1988-1989 UWF President's Partners

Received a Letter of commendation from Mrs. Laura Bush for his efforts against illiteracy.

Charter Class of UWF Member

Pensacola Area Chambers Award Recipient

Community Organization Involvement (Present and past):

Gulf Coast Kids' House, Fellowship of Christian Athletes Club, Big Brothers/Big Sisters of NW Florida, NW Florida Girl Scouts, American Diabetes Association, Children's Home Society, Literacy Vols of America/Escambia County Board, Baptist Hospital Board of Directors, Baptist Health Care Board, Board of Directors for First American Bank of Pensacola, USO, Sidney Nelson School, Pensacola Five Flags Rotary Club Member

Mr. Sansing has made multiple mission trips to China, India, Guatemala, and Africa with World Help, a Christian humanitarian organization; he has sponsored over 50 little league teams, United Way's Cram the Van school supply drive, and Communities Caring at Christmas, which delivers Christmas presents to more than 10,000 underprivileged children. Has served on the Fellowship of Christian Athletes National Board since 1993 and Chairman of the Board for Northwest Florida Fellowship of Christian Athletes since 1992 for 25 years and as the vice chairman of the international organization. He partners in education with six schools and supports 50 Little League baseball and soccer teams.

"I do believe in children. Almost all the money that we give is tied to helping children or the Christian faith. We have pressing needs in our community. We have needs in education. We have needs in feeding the children. We have needs in role models for the children. Programs like Take Stock in Children, which my daughter Stephanie got me involved with are wonderful. We give a sizable amount of money, and the organization selects a child. If that child maintains the grades and the integrity and stays out of problems, then they have a free college education. We've been doing that for many, many years. Through the different scholarships, feeding and counseling programs, we can help a lot of kids.

"If I can give money or my time to help other children have a chance at life, I think that's what God's calling for my life is today. That's my goal in life now is to be a servant. To be in the middle of God's will and do what he wants me to do. He has blessed me unbelievably, and I sincerely appreciate it." – Sandy Sansing



Department of Business Administration
11000 University Parkway
Building 76A, Office 318
Pensacola, FL 32514

Mr. Howard Reddy, Chairman
Honorary Awards & Recognition Committee
University of West Florida

Dear Chairman Reddy,

I am writing to express my strongest endorsement of Sandy Sansing for an honorary doctorate degree. Sandy is a pillar of our community, and his contributions extend far beyond the realm of business success.

Sandy is a prominent businessman whose achievements have undoubtedly left a positive mark on our local economy. However, his true character shines in his unwavering dedication to giving back. He is actively involved in numerous community initiatives, consistently demonstrating an upstanding character and a genuine desire to improve the lives of those around him.

One of Sandy's most commendable endeavors is his organization of mission trips. These trips not only provide much-needed assistance to those in less fortunate circumstances, but they also inspire and motivate others to embrace the spirit of service. Sandy's commitment to philanthropy extends further through his generous scholarship program, which grants financial aid to deserving students, empowering them to pursue their educational aspirations.

Sandy's selflessness and dedication to the betterment of our community embody the very values that this honorary doctorate degree seeks to recognize. He is a role model for aspiring entrepreneurs and a beacon of hope for those in need. Bestowing this honor upon Sandy would not only acknowledge his remarkable achievements but also serve as a powerful testament to the importance of community service, philanthropy, and ethical leadership.

I wholeheartedly endorse Sandy Sansing for the Honorary Doctorate Degree. Please feel free to contact me if you require any further information.

Sincerely,

A handwritten signature in black ink that reads "John H. Batchelor". The signature is fluid and cursive, written in a professional style.

John H. Batchelor, Ph.D.
Professor and Chair Department of Business Administration
University of West Florida
College of Business



April 11, 2024

Department of Accounting & Finance
College of Business
11000 University Parkway
Building 76, Office 201
Pensacola, FL 32514-5750

Mr. Howard Reddy, Chairman
Honorary Awards & Recognition Committee
University of West Florida
Pensacola, FL 32514

Dear Chairman Reddy:

It is with great enthusiasm that I write to express my strong support for the granting of the honorary degree of Doctor of Humane Letters by the University of West Florida to Mr. Sandy Sansing. As one of Northwest Florida's most prominent philanthropists, throughout his career Mr. Sansing has demonstrated an unwavering commitment to improving the well-being of individuals and communities in Florida as well as in other countries.

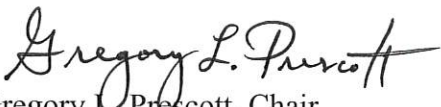
Through his and his family's generous contributions and dedicated efforts, Mr. Sansing has had a positive impact in areas such as education, healthcare, and caring for the disadvantaged among us. His philanthropic initiatives have not only provided vital resources to those in need but have also inspired positive change and empowered countless individuals to pursue their dreams and aspirations.

In addition to his philanthropic endeavors, Mr. Sansing has consistently exemplified the highest standards of integrity, compassion, and leadership. His benevolence and empathy for others serves as a beacon of hope and a testament to the transformative power of philanthropy.

Granting Mr. Sansing an honorary Doctor of Humane Letters would not only recognize his exceptional contributions to society but also serve as a fitting tribute to his outstanding humanitarian achievements. It is my strong belief that Mr. Sansing embodies the values of compassion, empathy, and service to others. It is individuals like Mr. Sansing that Albert Einstein had in mind when he said, "Only a life lived for others is a life worthwhile."

In short, I can think of no individual who is more deserving of this prestigious recognition, and I wholeheartedly support his candidacy for the Doctor of Humane Letters honorary degree to be bestowed by the University of West Florida.

Sincerely,


Gregory L. Prescott, Chair
Department of Accounting & Finance
College of Business
University of West Florida

office 850.474.2719
fax 850.473.7060
uwf.edu/account



General 4/19/2023 2:12:00 PM

UWF breaks ground on Sandy Sansing Sports Medicine Center

PENSACOLA, Fla. - The University of West Florida hosted a groundbreaking ceremony for the Sandy Sansing Sports Medicine Center, a \$6 million facility dedicated to enhancing the quality of care for all UWF student-athletes. The 10,000-square-foot center will be an addition to the Darrell Gooden Center on UWF's Pensacola campus.

"UWF has always been a place for big dreamers, but those dreams would never be attainable without the steadfast support of our community and dedication of our employees," said UWF President Martha D. Saunders. "Today, we are one step closer to providing our student-athletes with optimal care, thanks to some special individuals who believed in the dream of the Sandy Sansing Sports Medicine Center."

The Sandy Sansing Sports Medicine Center will include a new treatment space, new rehabilitation and physical therapy area, hydrotherapy areas and physician exam rooms for student-athletes. UWF athletics worked with Andrews Institute for Orthopaedics & Sports Medicine on design and necessary spaces within the facility for student-athletes and coaches.

The addition will also open office space for coaches to meet, recruit and plan. The project will also open other spaces that will include an academic center that will house a new computer lab, tutoring rooms and offices for staff and student-athlete enrichment.

"For the last few years our teams have been growing, winning and excelling at a speed far outpacing our facilities," said UWF athletics director Dave Scott. "This is a much-needed addition to our campus footprint and will ensure future success for our athletes, coaches and trainers."

Sandy Sansing '69, CEO of Sandy Sansing Automotive, Peggy Sansing and the Sansing Foundation were recognized at the ceremony for their gift commitment of more than \$600,000 to the center and student-athlete scholarships.

"As a UWF graduate and a former student-athlete, I am thrilled to be able to help make this facility happen for current and future Argonauts," Sansing said. "To be able to get behind our university and our athletic program and help them add state-of-the-art facilities and continue to grow and get better is something that my family and I are excited about. We hope this new center helps with the health and wellness of all our future Argos and continues to help the University build champions for life."

Darrell Gooden '73; Dr. Judy Bense, UWF President Emeritus; Eric and Peg '81, '03 Nickelsen; Rodney '91 and Amy '98 Sutton; Joe and Maggie Ambersley; Jason '04, '10 and Heather Crawford; Stephen '81 and Mona '79 Wright; and Rick Fountain '70, dean of the College of Business and were also thanked for their generous support to help make this project a reality.

The center is expected to take 18 months to construct.



18 Students awarded 2023 Sandy Sansing Scholarships at PSC

Sept. 28, 2023



Sandy Sansing is pictured with PSC President Ed Meadows and some 2023 Sansing Scholars – Shayla Adams, Cynthia Izzo, Michaela Rosales, Constance Stewart, Keary White and Gary Welch. Also pictured are Andrea Krieger, PSC Foundation’s Executive Director of Institutional Development; Mikenzie Francis, Director of Foundation Scholarships; and Yari Deliz-Treto, Coordinator of Foundation Scholarships and Financial Aid.

Michaela Rosales has a clear plan for her life. The Pensacola State College graduate earned an associate degree in August and re-enrolled in the College’s Electrocardiograph Technician Program this fall.

The Sansing Scholars Endowed Scholarship helped make it possible.

“I’m on track to graduate again in May 2024, and am so thankful for the scholarship,” said the Anchorage, Alaska, native, who plans to earn a doctorate in pediatric pathology eventually. “I want to work at Ochsner’s or the CDC (federal Centers for Disease Control).”

Rosales is one of 18 Pensacola State students to receive scholarships funded by Sandy Sansing in 2023. Other scholarship recipients are Shayla Adams, Akiyah Alden, Tamala Allen, Breanna Denmark, Megan Doan, Tyric Flowers, Siena Foster, Hannah Green, Cynthia Izzo, Ariana Murray, Precious Moorner, Pamela Perceval, Brenden Shipman, Constance Stewart, Kori Vertz, Gary Welch and Keary White.

Based on financial need, the scholarships may cover tuition, fees and books. Recipients must have a 2.0 grade point average and be U.S. citizens or resident aliens.

During a pizza lunch held Sept. 28, Sansing, a 1967 Pensacola Junior College graduate, told the recipients the scholarships were an investment into their futures.

“I’ve been blessed. I want you to be blessed. I’m a Christian and believe in giving back,” said Sansing, offering life advice to the students during the informal meetup. “I believe in Luke 12:48, ‘To whom much is given, much is required.’”

Sansing, who owns and co-owns automotive dealerships in Florida and Alabama, said his first job as a Jitney Jungle bag boy taught him that “everyone is important!” He relayed how he used to earn \$15 to \$20 in tips on weekends and deposited that money in the bank each Monday.

“In life, there will be challenges, but ‘Go for it!’ Take risks, not on stupid things. There will be failure – you’re not going to win every time,” explained Sansing, who encouraged the students to treasure their education.

“Apply yourself in school! Make the best grades that you can.”

Since Sansing’s first scholarship was established at the College in 2002, more than 1,180 Pensacola State students have become Sansing Scholars and received a share of half a million dollars, said Pensacola State President Ed Meadows. Sansing’s endowed scholarship will continue to help PSC students into perpetuity.

“I can’t thank Sandy enough for all he does for Pensacola State and our students,” Meadows said. “Not only does he offer financial support to our students, but he also provides life advice to them.”

Welch, an engineering technology and advanced manufacturing double major, was thankful for the scholarship.

“It helps to have this additional funding for my education,” said Welch, a work-study student in the PSC Student Engagement and Leadership Office.

“It is gratifying to know that my hard work is not going unnoticed, and that people are willing to help me reach my goals. I hope Mr. Sansing knows what a difference he is making in my life and the lives of other PSC students.”

Other scholarship recipients agreed with Welch.

“Were it not for this scholarship, I would not be here,” said Izzo, who is studying to become a registered nurse.

White, an English teacher with the Department of Juvenile Justice, is also enrolled in the nursing program.

“It’s never too late to follow your dreams,” she added.

Sandy Sansing donates \$100K to Feeding the Gulf Coast in fight against hunger

Pensacola News Journal/USA TODAY NETWORK

Published 7:11 a.m. CT July 18, 2022



Sandy Sansing donates \$100,000 to Feeding The Gulf Coast in fight against hunger *CONTRIBUTED PHOTO*

One in six individuals along the central Gulf Coast needs food assistance and Sandy Sansing Dealerships has pledged \$100,000 towards the cause to Feeding The Gulf Coast.

This mission is to not only support the battle against hunger, but to combat hunger in the local community. In addition to the monetary donation, Sandy Sansing partnered with Feeding The Gulf Coast to provide non-perishable food items collected from donation areas at the 11 Sandy Sansing Dealerships.

This supply of donated items will help stock the local pantry and keep the shelves full at their facility. Sandy Sansing is a supporter of the Pensacola area and continuously helps nonprofit organizations reach their goals.

Escambia County School District Resolution Commendation to Mr. Sandy Sansing January 19, 2021

RESOLUTION

WHEREAS, Mr. Sandy Sansing has been a dedicated advocate for student achievement and success through his myriad sponsorship efforts; and

WHEREAS, Mr. Sansing's deep commitment to the entire educational community is evidenced by his extensive service and participation in numerous endeavors, including Cram the Van, the Golden Apple Awards, and Take Stock in Children Scholarships; and

WHEREAS, Mr. Sansing has sponsored the Sandy Sansing Spelling Bee for more than four decades, awarding thousands of dollars in prizes to deserving students and championing classroom literacy; and

WHEREAS, Mr. Sansing's on-going support of public education has helped the Escambia County School District succeed in its mission to provide an environment that creates opportunities for all students to achieve their highest potential while building a foundation for continuous learning; and

WHEREAS, the Escambia County School District does hereby observe January 25-29, 2021 as *Celebrate Literacy Week, Florida*; and

WHEREAS, because spelling knowledge facilitates reading and writing, the Escambia County School District designates January 27, 2021 as "*Words that Wow Wednesday*"; and

WHEREAS, Escambia County schools will host spelling bees this year, commemorating Sandy Sansing's 45th year of continued support and commitment to literacy.

NOW, THEREFORE, BE IT RESOLVED, that the School Board of Escambia County, Florida, does now publicly recognize, thank, and commend Mr. Sandy Sansing for his long-standing initiatives aligned to strengthen student literacy in Escambia County and the surrounding areas by declaring him the first "Escambia Literacy Ambassador."

BE IT FURTHER RESOLVED, that a copy of this proclamation be spread upon the minutes of the regular meeting of said Board and that a copy be tendered to Mr. Sandy Sansing, Lisa Marsh, English Language Arts Specialist and Jessica Rowell, English Language Arts Specialist.

Adopted this 19th day of January, 2021

William E. Slayton, Board Chair
School Board of Escambia County, Florida

ATTEST:

Timothy A. Smith, Superintendent
School District of Escambia County, Florida

MONEY

People On the Move: Oct. 26, 2016, edition

From staff reports pnj.com

Published 11:09 p.m. CT Oct. 25, 2016

Sandy Sansing

Sandy Sansing has been nominated for the 2017 TIME Dealer of the Year award.

The TIME Dealer of the Year award is one of the automobile industry's most prestigious and highly coveted honors. Recipients are among the nation's most successful auto dealers who also demonstrate a long-standing commitment to community service. Sansing, president of Sandy Sansing Chevrolet, was chosen to represent the Florida Automobile Dealers Association in the national competition for the 48th annual award. The award is sponsored by TIME in association with Ally Financial, and in cooperation with NADA. A panel of faculty members from the Tauber Institute for Global Operations at the University of Michigan will select one finalist from each of the four NADA regions and one national Dealer of the Year.

Ally Financial will recognize dealer nominees and their community efforts by contributing \$1,000 to each nominee's 501(c)3 charity of choice. Nominees will also be recognized on AllyDealerHeroes.com, which highlights the philanthropic contributions and achievements of TIME Dealer of the Year nominees.

Sansing is 1965 graduate of Pensacola High School. He attended Pensacola Junior College (now Pensacola State College) and earned a B.S. in accounting in 1969 from the University of West Florida, where he received a golf scholarship and graduated with honors. He also served in the United States Army Reserve from 1969 to 1975.

After taking a job with a "Big 4" accounting firm after college, Sansing moved into sales with the Burroughs Corporation in 1971. In 1974, he founded Digital Systems of Florida with a friend and worked tirelessly to build the business before selling it to a software company in 1980.

Sansing was looking for a new challenge when in 1986, he bought a Chevrolet dealership in Pensacola. Sansing acquired more dealerships, and today, owns multiple stores in Florida, Alabama and Mississippi, representing brands BMW, Chevrolet, Ford, Lincoln, Mazda, MINI, Nissan and Toyota. He has received numerous awards for sales and customer service from the auto companies he represents.

Sansing is proud of his association with World Help, a Christian humanitarian organization, for which he has been a board member and has made multiple mission trips to China, India, Guatemala and Africa. He worked with World Help to fund a school in Uganda that trains young people in specific vocations and trades that they can use to make money and support their families.

On a local level, Sansing sponsors Communities Caring at Christmas, which delivers Christmas presents to more than 10,000 underprivileged children; Cram the Van, an annual drive that collects school supplies for needy children in Escambia and Santa Rosa counties; and STEM (Science, Technology, Engineering and Math), for which he has donated money to train teachers and buy laptops in the Escambia County school district.

Other groups he supports with his leadership and resources include the Fellowship for Christian Athletes; Big Oak Ranch (Alabama ranch for children in need); Gulf Coast Kid's House (children's advocacy center in Escambia County); ARC Gateway (a Pensacola group that provides education and training for individuals with developmental disabilities); and many others. He also provides scholarships for Pensacola State College and the University of West Florida. For his community involvement, Sansing has been honored with numerous awards. The most meaningful to him is the Ethics in Business Award from the combined Rotary Clubs of Pensacola and the University of West Florida College of Business, which he received in 2011.

Rick's Blog

inweekly

Posted October 24, 2016

Sandy Sansing wins national recognition

Posted on October 24, 2016

The nomination of Sandy Sansing, president of Sandy Sansing Chevrolet, for the 2017 TIME Dealer of the Year award was announced today by TIME.

Sansing is one of a select group of 49 dealer nominees from across the country who will be honored at the 100th annual National Automobile Dealers Association (NADA) Convention & Exposition in New Orleans, Louisiana, on January 27, 2017. The announcement of this year's nominees was made by Meredith Long, SVP: GM, News & Luxury, TIME, and Tim Russi, president of Auto Finance for Ally Financial.

"We are excited about the extraordinary group of nominees that are in the running for the 2017 TIME Dealer of the Year award," said Russi. "These dealers have been recognized for the ways that they do it right in their communities, and we look forward to sharing their stories over the next few months and celebrating their accomplishments at the NADA convention in January."

In its sixth year as exclusive sponsor, Ally will recognize dealer nominees and their community efforts by contributing \$1,000 to each nominee's 501(c)3 charity of choice. Nominees will also be recognized on AllyDealerHeroes.com, which highlights the philanthropic contributions and achievements of TIME Dealer of the Year nominees.

The TIME Dealer of the Year award is one of the automobile industry's most prestigious and highly coveted honors. Recipients are among the nation's most successful auto dealers who also demonstrate a long-standing commitment to community service. Sansing, 69, was chosen to represent the Florida Automobile Dealers Association in the national competition, "one of only 49 auto dealers from 16,000 nationwide" nominated for the 48th annual award. The award is sponsored by TIME in association with Ally Financial, and in

cooperation with NADA. A panel of faculty members from the Tauber Institute for Global Operations at the University of Michigan will select one finalist from each of the four NADA regions and one national Dealer of the Year.

“The most rewarding aspect of my business is seeing a young person succeed,” nominee Sansing said. “I recognize the value of each person, and I know that my success is based on the success of my team. Being able to help them grow their knowledge and income and teach others truly makes the fruits of my labor sweeter.”

Sansing is a 1965 graduate of Pensacola High School in Pensacola. He attended Pensacola Junior College (now known as Pensacola State College) and earned a B.S. in accounting in 1969 from the University of West Florida, also in Pensacola, where he received a golf scholarship and graduated with honors. He also served in the United States Army Reserve from 1969 to 1975.

After taking a job with a “Big 4” accounting firm after college, Sansing moved into sales with the Burroughs Corporation in 1971. “I oversaw a territory but was also responsible for carrying a 29-pound adding machine door-to-door to different companies while trying to sell accounting and business equipment,” he remembered. In 1974, he founded Digital Systems of Florida with a friend and worked tirelessly to build the business before selling it to a software company in 1980.

Sansing was looking for a new challenge when in 1986, he bought a Chevrolet dealership in Pensacola. “I was excited and nervous as I had zero experience in the automobile business,” he said. “I had a very tough learning curve, but I quickly figured out that to be the best, I had to surround myself with the best people.” Sansing acquired more dealerships, and today, owns multiple stores in Florida, Alabama and Mississippi, representing brands BMW, Chevrolet, Ford, Lincoln, Mazda, MINI, Nissan and Toyota. His son and son-in-law both have leadership roles in the auto group, and he has received numerous awards for sales and customer service from the auto companies he represents.

Sansing’s roots in Pensacola are deep and he is very involved in civic and community activities in the area, but his philanthropy also extends to the global arena. He is proud of his association with World Help, a Christian humanitarian organization, for which he has been a board member and has made multiple mission trips to China, India, Guatemala, and Africa. “On one trip to Rwanda and Uganda, my world was changed when I saw the violence

and poverty affecting the people,” he said. He worked with World Help to fund a school in Uganda that trains young people in specific vocations and trades that they can use to make money and support their families. “More than 300 students per year who have escaped from rebel slave camps are given hope and a future,” Sansing said. “Returning to the village and seeing the impact on their lives is by far the most important and meaningful award from my business success.”

On a local level, Sansing sponsors Communities Caring at Christmas, which delivers Christmas presents to more than 10,000 underprivileged children; Cram the Van, an annual drive that collects school supplies for needy children in Escambia and Santa Rosa counties; and STEM (Science, Technology, Engineering and Math), for which he has donated money to train teachers and buy laptops in the Escambia County school district.

“I give a very large amount of money away annually to various nonprofit organizations,” Sansing said. “I know that I have been very blessed and think that it is my responsibility to help others.” Other groups he supports with his leadership and resources include the Fellowship for Christian Athletes; Big Oak Ranch (Alabama ranch for children in need); Gulf Coast Kids’ House (children’s advocacy center in Escambia County); ARC Gateway (a Pensacola group that provides education and training for individuals with developmental disabilities); and many others. He also provides scholarships for Pensacola State College and the University of West Florida.

For his community involvement, Sansing has been honored with numerous awards. The most meaningful to him is the Ethics in Business Award from the combined Rotary Clubs of Pensacola and the University of West Florida College of Business, which he received in 2011. “Thirteen different Rotary clubs voted, and I was selected as the leader that best exhibits ethics in business,” he said. “Those that work with me know that I will always choose doing the right thing over a car deal, and I have tried to stress this message to all of my employees.”

Sansing was nominated for the TIME Dealer of the Year award by Theodore L. Smith, president of the Florida Automobile Dealers Association. He and his wife, Peggy, have two children and five grandchildren.



UNIVERSITY POLICY BOT-01.03-02/24

TO: The University of West Florida Community
FROM: Dr. Martha D. Saunders, President
SUBJECT: Bestowing Honorary Awards and Recognitions
RESPONSIBLE OFFICE: Board of Trustees

I. Purpose:

The University of West Florida (the “University”) 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. This policy provides a process to confer appropriate recognitions; to develop and implement procedures that are clear, transparent, and accessible for all stakeholders at the University; and to ensure appropriate responsibility for this important function.

II. Policy:

A. General Criteria for Personal Recognition

The Honorary Awards and Recognition Committee (“HARC”) will award recognition based on the following criteria:

1. Excellent character exemplifying at least one of the University values;
2. Extraordinary achievement or distinction in the arts and sciences, education, professional life, public service, philanthropy, or private enterprise; and
3. One of the following:
 - a. Distinction on a national or international level;
 - b. A significant connection with or history of support of the University; or
 - c. A record of distinguished contributions to the area served by the University.

B. Nomination Process for Honorary Degrees or Personal Recognition

Any University stakeholder may submit a nomination to the HARC for consideration. Nominations from the external community should be channeled through a University stakeholder. Nomination forms are available at <https://uwf.edu/HonoraryAwards>.

All complete nomination packets must be submitted to the President's Office in digital format. 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.

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.

C. Types of Honorary Awards and Recognitions

1. 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, recipients will participate in the commencement ceremony where the degree will be conferred. Recipients may be asked to serve as a commencement speaker; however, serving in such a role is not a requirement. The nomination packet will indicate whether or not the individual is recommended as a commencement speaker.

The following degree options have emerged as standard designations in higher education for honorary doctorate degrees:

- a. LLD: Doctor of Laws
- b. ScD: Doctor of Science
- c. LittD: Doctor of Letters (also known as a Doctor of Literature)
- d. PedD: Doctor of Pedagogy
- e. LHD: Doctor of Humane Letters
- f. DD: Doctor of Divinity

Honorary degree recipients do not receive compensation but will receive an appropriately designated UWF diploma and may keep their doctoral hoods. UWF reimburses for the rental expense of robes used in graduation ceremonies as well as travel expenses incurred if the honoree resides outside of Escambia and Santa Rosa counties. An honorary doctorate degree may be awarded posthumously.

Additional nomination information and forms are available online at <https://uwf.edu/HonoraryAwards>.

2. The Founders' Medallion

The Founders' Medallion was established in 2006 to coincide with the celebration of the University of West Florida's 40th anniversary in honor of those University 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. Nominations for the Founders Medallion are welcomed from any member of the UWF community.

Founders' Medallion recipients are individuals of accomplishment who:

- a. Recognize the transforming power of education;
- b. Have a record of substantial and sustained service or leadership to the University, leaving a distinct and positive impact on the University;
- c. Embody UWF's values; and
- d. Value the worth of the individual and relationships.

Additional nomination information and forms are available at <https://uwf.edu/HonoraryAwards>.

The presentation of the Founders' Medallion may take place at UWF Commencement or at any other appropriate time and venue. The Founders' Medallion may be awarded posthumously.

3. The Presidential Medal of Honor

The President may award the Presidential Medal of Honor to individuals who have distinguished themselves by their actions and have contributed in some manner to the wellbeing of the University and the geographic region. This award emphasizes contributions primarily through public service and philanthropy.

Presidential Medal of Honor recipients are individuals of accomplishment who:

- a. Have advanced the education, research, or outreach mission of the University for the benefit of the region;
- b. Have a record of substantial and sustained service or leadership through public service or philanthropy to the University and the region;
- c. Leave a distinct and positive impact on the University and community;
- d. Embody UWF's values; and

- e. Have made substantial impacts in their chosen professions.

Additional nomination information and forms are available online at <https://uwf.edu/HonoraryAwards>.

The presentation of the Presidential Medal of Honor may take place at UWF Commencement or at any other appropriate time and venue. The Presidential Medal of Honor may be awarded posthumously.

D. Commencement Speaker Selection

The HARC will recommend Commencement speakers based on the application materials of Honorary Doctorate Degree candidates. Such recipients are often invited to speak in conjunction with the receipt of the award, but doing so is not required. The President may also consult with HARC on the selection of Commencement speakers who are not receiving an honorary award.

E. 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>

F. Emeritus Designation for Faculty

The honorary title of “Emeritus” is reserved only for retired UWF employees who have terminated full-time employment. The University Personnel Committee serves as the reviewing body for these honorary decisions.

G. Review Process

HARC will make a formal recommendation that will be confirmed by the Board of Trustees upon request of the President. The successful candidate will be notified in writing by the President’s Office. All parties involved in the process should exercise discretion in speaking with nominated individuals prior to official notification being issued by the President’s Office. A waiver of this requirement may be granted by the President.

No college or other subunit may award honorary degrees, or confer university-level awards.

III. 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.

A. Membership

1. 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; the College of Arts, Social Sciences and Humanities; the Hal Marcus College of Science and Engineering; and the Usha Kundu MD College of Health will each be represented by a faculty member from the respective college.
2. One voting UWF workforce member, serving a three-year term, is recommended by the Staff Senate to the Vice President for Finance and Administration and appointed by the University President.
3. Provost/Vice President for Academic Affairs, voting
4. Student Government Association President, voting
5. University Archivist, voting
6. Vice President for the Division of University Advancement, Chair
7. President, nonvoting except in cases of a tie

B. HARC Rights and Responsibilities

1. A formal recommendation by HARC represents a majority vote of the committee members. HARC members may provide a proxy to another HARC member when they are unable to attend a meeting. In cases of a tie, the President shall cast the deciding vote.
2. Although HARC is responsible for reviewing all University-level honorary recognitions, the 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.
3. HARC will review completed nomination packets on behalf of the University. The members also may independently gather additional information to enrich the review and discussion of each candidate.

4. 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 themselves from the formal voting on the proposed candidate.

IV. The Role of the President

The President is responsible for presenting candidates recommended by HARC to the Board of Trustees along with supporting documentation. The president may also suggest a nomination and work with HARC members to develop the appropriate submission of materials for the HARC review process. The President may designate consultants to the process as deemed necessary.

V. The Role of the HARC Chair

A. Receive Nomination Protocols

The Chair will be notified by the President's Office when a nomination has been received. The Chair will acknowledge receipt of the nominations and advise nominators regarding the anticipated timeline for deliberation and decision. The Chair will also advise nominators if the nominations are incomplete or have other challenges associated with the timing of the submission.

B. Monitor and Maintain an Appropriate Pool of Nominees

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.

C. Coordinate Materials and Meeting Details for Candidate Reviews

The Chair will forward only complete nomination applications to the committee members a minimum of two weeks prior to scheduled meetings. The Chair will also arrange for the time and location of meetings.

D. Prepare Formal Request for BOT Action

The Chair will draft the agenda memorandum and provide any other necessary documentation for objective review and approval by BOT members at the next regularly scheduled meeting. The President or President's designee will be responsible for presenting the HARC recommendations to the BOT for confirmation.

E. Maintain/Revise Nomination Protocols

Protocols for HARC will be posted online. HARC will review the protocols at the first meeting of the academic year to determine if any changes are needed. If any changes are

made to the protocol, the HARC Chair will be responsible for disseminating those changes, including updating the website.

F. Provide a Written Rationale to the Nominator if HARC Redirects the Award

The rationale will link the HARC decision explicitly to selection criteria.

VI. The Role of the Board of Trustees

The BOT may authorize the President to confer awards and recognitions following a recommendation by HARC. The BOT, in its discretion, may gather additional information on the nominee beyond the materials submitted for consideration.

VII. Timeline for Selection of Honors Related to Commencement Presentations

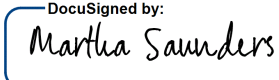
A. Fall Meeting of the HARC

The fall standing meeting should take place in September to prepare and forward nominations for the September BOT meeting; successful candidates would be recognized at the spring graduation. The Coordinators will need to be active in recruiting nominees during the preceding spring semester to accommodate the necessary time needed for a September BOT review.

B. Spring Meeting of the HARC

The spring standing meeting should take place in February or March to prepare and forward nominations for the February BOT meeting; successful candidates would be recognized at the fall graduation. 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 by the University of West Florida Board of Trustees on February 15, 2024.

Approved by:  _____ Date: 02/15/2024
Dr. Martha D. Saunders

Authority: BOG Regulation 1.001, Powers and Duties of the Board of Trustees

Cross Ref.: None

History: Approved May 2002; amended February 2003, November 2014, and February 2024

Last Review: February 2024

**Board of Trustees
Full Board Meeting
June 20, 2024**

Approve UWF Foundation BOD New Appointments and Reappointments

Recommended Action:

Approve new appointments and reappointments to UWF Foundation Board of Directors beginning July 1, 2024.

Background Information:

To comply with Legislation Section 1004.28(3), Florida Statutes, BOG Regulation 9.011, and UWF Regulation 5.016, and UWF Foundation, Inc. Bylaws, Sections 2.02, 2.03 and 2.05, directors other than the UWF Board of Trustees Chair’s appointment and the President or her designee must be approved by the UWF Board of Trustees. The UWF Foundation Inc., Board of Directors requests approval of the following new appointments and reappointments to the UWF Foundation Board of Directors beginning July 1, 2024:

New Appointment:	Alex Bell (Board appt.)	1 st 4-Year Term: 7/01/2024 - 6/30/2028
New Appointment:	Charles Gheen (Board appt.)	1 st 4-Year Term: 7/01/2024 - 6/30/2028
New Appointment:	Denis McKinnon III (Alumni appt.)	1 st 4-Year Term: 7/01/2024 - 6/30/2028
New Appointment:	Nicole “Nikki” Nash (Pres. appt.)	1 st 4-Year Term: 7/01/2024 - 6/30/2028
New Appointment:	John T. Porter (Board appt.)	Partial 3-Year Term: 7/01/2024 - 6/30/2027 1 st 4-Year Term: 07/01/2027 - 6/30/2031
New Appointment:	Stephen F. Wright (Pres appt.)	1st 4-Year Term: 7/01/2024 - 6/30/2028
New Ex-Officio Appt	SGAVP Carey Griffin	1-Year Term: 7/01/2024 - 6/30/2025
New Ex-Officio Appt	Fac/Senate Dr. Jacob Shively	2-Year Term: 7/01/2024 - 6/30/2026
New Ex-Officio Appt	Immed. Past Chair James Hosman	2-Year Term: 7/01/2024 - 6/30/2026
Reappointment	Gerald Adcox (Pres. appt.)	2nd 4-Year Term: 7/01/2024 - 6/30/2028
Reappointment	Chris Roney (Board appt.)	2nd 4-Year Term: 7/01/2024 - 6/30/2028

Implementation Plan:

Effective 7/01/2024 upon UWF BOT approval.

Fiscal Implications:

N/A

Relevant Authority:

Legislative Section 1004.28 (3) Florida Statutes; BOG Reg. 9.011; UWF Regulation 5.016; UWF Foundation Inc. Bylaws Sections 2.02, 2.03 and 2.05 - BOT approved June 5, 2018.

Supporting Documents:

1. UWF Foundation, Inc., Bylaws BOT approved June 5, 2018.
2. New appointment bios.

Prepared by:

Germaine Battist, Director, University Advancement, (850) 474-3306; gbattist@uwf.edu

Presenter:

Howard J. Reddy, Vice President, University Advancement; President, UWF Foundation, Inc.

**BYLAWS OF
UNIVERSITY OF WEST FLORIDA FOUNDATION, INC.**

ARTICLE I

MISSION

The mission of the University of West Florida Foundation, Inc. (the “Foundation”) is to exclusively support and enhance the University of West Florida’s mission of teaching, research, and service as determined by the University of West Florida Board of Trustees, by encouraging alumni and friends to provide private funds and other resources for the University's benefit, managing those assets, providing volunteer leadership in support of the University’s objectives, and performing all business-related matters to accomplish these purposes.

ARTICLE II

BOARD OF DIRECTORS

The Articles of Incorporation refer to the governing body of the Foundation as the Board of Trustees. In order to distinguish the governing body of the Foundation from the University of West Florida Board of Trustees, the governing body of the Foundation is referred to herein as the Board of Directors and its members as Directors.

Section 2.01. Number of Directors.

The number of Elected Directors must be no fewer than five (5) or more than twenty- two (22), selected in the manner prescribed in these Bylaws. The total number of Directors, Elected and *Ex Officio*, shall not exceed 28.

Section 2.02. Elected Directors.

Ten of the Elected Directors shall be elected upon nomination of the President of the University of West Florida (“University”). Two of the Elected Directors shall be elected upon

nomination by the Alumni Association from its membership. Barring unforeseen circumstances, the remaining ten of the Elected Directors shall be elected by the Elected Directors at the last quarterly noticed meeting of the fiscal year of the Board of Directors. All Elected Directors must then be approved by the University of West Florida Board of Trustees.

Section 2.03. *Ex Officio* Directors.

Ex Officio Directors include the following: (i) one representative of the University of West Florida Board of Trustees (“BOT”), as designated by the BOT Chair; (ii) the President of the University; (iii) the Vice President of the Faculty Senate of the University; (iv) one student representative from the Student Government Association (“SGA”) of the University, as designated by the SGA President; (v) the Immediate Past Chair of the Foundation Board, and (vi) the President of the Alumni Association. *Ex Officio* Directors are entitled to a vote upon all matters, except the election of Elected Directors and officers of the corporation. With the exception of (i) the representative of the University of West Florida Board of Trustees and (ii) the President of the University, all *Ex Officio* Directors must be approved by the University of West Florida Board of Trustees.

Section 2.04. Terms of Office.

- (a) *Terms.* The term of office of Elected Directors is four (4) years.
- (b) *Term Limits.* Elected Directors cannot serve more than two (2) consecutive terms unless the Director is (1) serving as Chair or Vice Chair or (2) has served an initial partial term. *Serving as Chair or Vice Chair:* Then the Elected Director’s term of office is extended to include the time in which the Director serves as Chair or Vice Chair. *Serving an initial partial term:* Only full 4- year terms will be counted toward term limits. In the event a vacancy is filled before the expiration of the term, the

remainder of that term shall not count against the term limits imposed by these Bylaws.

- (c) *Staggered Terms.* The terms of office of Elected Directors shall be staggered so that approximately one fourth of the Directors terms are elected each year.
- (d) *Initial Board.* The initial Directors shall serve until the first election held under the provisions of the Articles of Incorporation and Bylaws of the Foundation. It shall be the duty of the Board of Directors to determine the class of Elected Directors into which each such Director shall be placed and to arrange for the election of additional Directors for each class as provided herein. As the terms of the present Directors expire, the terms of their successors shall be adjusted so as to permit the orderly rotation of Directors thereafter as provided in subsection (b) of this Section.
- (e) *Resignation.* A Director may resign at any time by submitting a written resignation to the Chair of the Board of Directors, with a copy to the President of the Foundation.
- (f) *Removal.* An Elected Director may be removed by a two-thirds vote of the Elected Directors present at a duly noticed meeting at which there is a quorum, whenever in the Board's judgment, the interests of the Foundation would be best served. Any Director may be removed for cause by the University President after consultation the Executive Committee of the Foundation.

Section 2.05. Vacancies.

- (a) *Filling Vacancies.* When vacancies occur on the Board or among the Officers, the vacancy shall be filled by the Board for the unexpired term in the same manner as provided for in Section 2.02 of these Bylaws, for the class of Directors in which the

vacancy occurs. Unless the vacancy occurs in the Director position held by the representative of the University of West Florida Board of Trustees or by the President of the University, every appointment to fill the vacancy of a Director is subject to approval by the University of West Florida Board of Trustees.

Section 2.06. Responsibilities of Directors.

The responsibilities of all Directors include the following duties:

- (i) Fulfill the primary duties of UWF Foundation Directors as described in the currently adopted UWF Foundation Board of Directors Position Description.
- (ii) Perform such other duties as may be required from time to time for the operation and governance of the Foundation.

Section 2.07. Compensation.

While board members provide an invaluable service to the Foundation, University, and community, there shall be no compensation for Board service of Elected Directors or *Ex Officio* Directors by the Foundation. However, reimbursement of out-of-pocket expenses and funding for supplemental compensation of the University President are allowed.

ARTICLE III

MEETINGS OF THE BOARD OF DIRECTORS

Section 3.01. Meetings.

- (a) *Regular meetings.* The Board of Directors shall meet quarterly, barring any unforeseen circumstances. At each meeting, the Board shall hear all committee reports, consider any committee action items, and conduct the general business of the Foundation, as needed. The time and place shall be determined by the Chair of the

Foundation Board of Directors in consultation with the President of the Foundation and Chief Financial Officer (CFO).

- (b) *Special meetings.* Special meetings may be called by the President of the Foundation or by one-fourth of the voting interests of the Elected Directors upon written notice in accordance with subsection (c) below.
- (c) *Notice to Individual Directors.* Written notice to all Directors and Foundation staff to the Board must state the date, time, place of the meeting, and purpose of the meeting, and must be provided to the address provided. Electronic delivery of notices to Directors can be utilized unless a Director requests another means of delivery of notice. Any such notice must be provided to Directors not less than fourteen (14) days if a regular meeting and not less than ten (10) days before the meeting to which the notice pertains. Public notice of all meetings shall be provided as required by Florida law.
- (d) *Waiver of Notice to Individual Directors.* The Directors may waive notice of any meeting or the purposes of the meeting. When a quorum is present at any meeting, a waiver of notice of the meeting or the purposes of the meeting can be authorized by a majority of all Directors present at the meeting, and the waiver shall be as effective and have the same force and effect as though all Directors had waived the notice requirements; provided, however, notice to the public must be adequate to satisfy the requirements of Florida law.

Section 3.02. Quorum.

One third of all Directors shall constitute a quorum at any meeting of the Board of Directors and all questions shall be determined by a majority vote of those present at a duly noticed meeting, unless otherwise provided in these Bylaws.

Section 3.03. Conduct of Meeting.

(a) *Order of Business.* The order of business at all meetings of the Board of Directors shall be as follows unless otherwise determined by the Chair or a majority of the Directors present:

University of West Florida Foundation, Inc.
Board of Directors Meeting
Location/Time

Agenda

Opening Remarks / Announcements	BOD Chair
Call to Order / Agenda	BOD Chair
Roll Call / Quorum / Approval of Minutes	BOD Secretary
Information Reports	
University Update	UWF President (or designee)
Development/ Campaign	VP Univ Adv/Pres, FND
Alumni	Alumni Association President
Foundation Business Operations	Chief Financial Officer, Foundation
Committee/Officers' Reports	
Executive Committee	BOD Chair
Investment Committee	Committee Chair
Audit/Budget Committee	BOD Treasurer
Nominating Committee	BOD Immediate Past Chair
Grant Committee	Committee Chair
Other Business	BOD Chair

(b) *Chair of Meetings.* The Chair of the Foundation Board of Directors, or in his or her absence, the Vice Chair of the Foundation Board of Directors, shall act as Chair of all meetings of the Board of Directors. In the absence of the Chair of the Foundation

Board of Directors and Vice Chair from any meeting, the Board may appoint any member to act as Chair. The Foundation Secretary shall act as secretary of all meetings of the Board of Directors, but in the event of his or her absence from any meeting, the presiding officer may appoint any person to act as Secretary of the meeting.

- (c) *Minutes.* Minutes must be kept of all meetings, and available for inspection by any person at reasonable times and in compliance with Florida law.

ARTICLE IV

COMMITTEES

All Committees shall be duly noticed and minutes shall be kept as provided in Article III of these Bylaws.

Section 4.01. Standing Committees Generally. The Executive Committee, the Audit/Budget Committee, the Investment Committee, the Nominating Committee, and the Grant Committee are the standing committees of the Foundation, with the duties and responsibilities as indicated by these Bylaws. Under no circumstances will a quorum consist of fewer than three Board members. The Board may override any decision made by a standing committee by a majority of votes at a duly noticed meeting of the Board of Directors, unless otherwise provided in these Bylaws. If needed, a Waiver of Notice to Individual Directors for committee meetings can be authorized in the same manner as provided for in Section 3.01(d) of these Bylaws. Committee meeting shall be held with the frequency necessary to fulfill their governance and fiduciary responsibility to the Board, typically, a minimum of two to four times per year. Special meetings may be called at the discretion of the committee chair in consultation with Foundation staff.

Section 4.02. Executive Committee.

- (a) *Membership.* The Executive Committee of the Board of Directors shall consist of the following eight (8) Directors: the Chair of the Foundation Board of Directors who shall be Chair of the Executive Committee; the Vice Chair of the Foundation Board of Directors; the President of the University or designee; a representative of the BOT, as designated by the BOT; the immediate Past Chair of the Foundation; the President of the UWF Alumni Association; the Foundation Secretary; and the Foundation Treasurer.
- (b) *Meetings.* The Executive Committee shall meet at the call of the Foundation Chair. The presence of three members shall constitute a quorum. The affirmative vote of three (3) members of the Executive Committee is necessary for the adoption of any resolution or the approval of any action. No revision or alteration by the Board of Directors of action taken at the Executive Committee shall affect the rights of third parties.
- (c) *Powers.* The Executive Committee shall have and may exercise all powers and authority of the Board of Directors when the Board is not in session, including: (i) filling all unexpired terms on the Board of Directors if not in conflict with the provisions of these Bylaws and subject to approval by the University of West Florida Board of Trustees; (ii) making funding decisions after reviewing the Board of Trustees' due diligence with respect to the President's compensation; (iii) follow a process in keeping with IRS regulations for determining compensation of the following persons to include a review and approval of comparability data and contemporaneous substantiation of the deliberation and decision for the Foundation's

President, CFO, CEO or top management official and other officers and key employees of the organization; and (iv) taking such other action as may be required from time to time for the expeditious operation of the Foundation. However, the Executive Committee shall have no authority to alter, amend or repeal the Foundation Articles of Incorporation or the Foundation Bylaws. The powers and authority of the Executive Committee are subject to the full Board of Directors being unable to meet in a timely manner to conduct business of the Foundation. The powers and authority granted to the Executive Committee is further subject to such restrictions or limitations as the Board of Directors may from time to time specify by Resolution. All actions of the Executive Committee shall be reported in writing to the Directors individually within thirty (30) days after such action is taken, or at a meeting of the Board of Directors if a meeting is held within thirty (30) days of such action. Minutes of the Executive Committee shall be included as an information item in the Executive Committee report at the next occurring regular meeting of the Board of Directors.

- (d) *Non-Cash Gifts.* The Executive Committee shall accept non-cash gifts in accordance with Foundation Gift Acceptance policy. The nature and acceptance of non-cash gifts with a value greater than \$10,000 or having a related cost to the Foundation shall be reported to the Board of Directors at its next meeting. The Executive Committee shall review and amend for approval by the full Board, as necessary, the Foundation Gift Acceptance Policy no less than every 3 years.
- (e) *BOG Regulations.* The Executive Committee shall periodically, review and ensure that the Foundation is in compliance with the requirements established under Board

of Governors Regulation 9.011, University Direct Support Organizations and Health Services Support Organizations and Rule 6C6-5.016, Florida Administrative Code; Section 1004.28, Florida Statutes; as these may be amended.

- (f) *Board Action.* The Board of Directors may override or negate any Executive Committee action by a majority vote of the Directors present at a duly noticed meeting of the Board of Directors, subject to subsection (b) above.

Section 4.03. Audit/Budget Committee.

The Audit/Budget Committee shall consist of no fewer than six (6) Directors with the Foundation Treasurer acting as Chair of the Committee. The Committee shall adhere to the Audit/Budget Committee Charter and all the requirements therein. The Committee shall prepare an annual Foundation budget for review and approval by the Board of Directors. The Committee shall conduct a process for the selection of the independent auditor for recommendation to the Board of Directors. The Committee will review the annual audit and, upon completion, recommend the audited financial statement for approval of by the Foundation Board. The Committee shall review spending proposals (except as specifically described elsewhere in these Bylaws) and review no less than every five years the Foundation Spending Policy and the Audit/Budget Committee Charter to make recommendations to the Board of Directors in this regard.

Section 4.04. Investment Committee.

The Investment Committee shall consist of no fewer than six (6) Directors with the Chair appointed by the Board Chair and meet no less than four (4) times per year. The Committee shall adhere to and act within the Board approved Investment Policy and all the requirements therein. The Committee shall conduct a process for the selection of the investment consultant for

recommendation to the Board of Directors. The Investment Committee in consultation with the investment advisor shall determine investment goals and objectives of the Foundation; review performance in relation to established goals; implement investment of all Foundation funds; and report in writing quarterly to the Board of Directors. The Investment Committee is authorized to act on behalf of the Foundation and the Board to undertake rebalancing of the portfolio within the approved investment targets and managers. The Investment Committee shall have the power to change investment managers on behalf of the Board of Directors within the approved Investment Policy guidelines, but only after performing required due diligence and consultation with the investment consultant. However, all changes undertaken to rebalance the portfolio and/or changes in investment managers will be reported to the Board of Directors within 30 days. All changes to the Investment Policy must be approved by the Board of Directors before being implemented. The Investment Committee shall fully explain any proposed new types of investments to the Board. If the Board of Directors approves the new types of investments, these investments shall be incorporated into the Investment Policy, including the percentage of the portfolio to be invested in the new types of investments, and mechanisms for quarterly performance monitoring by the Investment Committee.

Section 4.05. Nominating Committee.

The Nominating Committee shall consist of no fewer than six (6) Directors with the Foundation's Immediate Past Chair acting as its Chair. Through the efforts of the Nominating Committee, the Board has an obligation to build a competent board and articulate prerequisites for candidates, orient and mentor new members, and periodically and comprehensively evaluate their own performance. Recommendations for potential nominees shall be submitted to the Nominating Committee no later than the end of January or as stated by the board approved

policy. In keeping with the Board approved nominating process and Board of Director Position Description, the Nominating Committee shall meet and nominate Directors as well as the officers of the Foundation. All such nominations are to be advanced to the President of the Foundation of the Foundation thirty (30) days prior to the Board's June meeting. The Nominating Committee shall review and amend, as necessary, the nominating process and Board of Director Position Description no less than every 3 years.

Section 4.06. Grant Committee.

The Grant Committee shall consist of no fewer than six (6) Directors. The Grant Committee shall be chaired by a Director appointed by the Chair of the Board.

Section 4.07. Ad Hoc Committees.

Ad hoc committees may be created by the Board to perform a specific task that is not within the purview of a Standing Committee. Ad hoc committees may investigate or research a matter, or carry out an action adopted by the Board. The composition and duties of ad hoc committees shall be determined by the Board. Ad hoc committees may be comprised of as few as one Director working with Foundation staff.

ARTICLE V

EXECUTIVE ADMINISTRATION AND OFFICERS

Section 5.01. President

The President of the UWF Foundation is selected by the President of the University in accordance with Florida law and University policy. The Foundation President reports directly to the President of the University. The President of the University of West Florida Foundation is the chief executive officer of the UWF Foundation, Inc., and also serves as Vice President for University Advancement for the University of West Florida. The Foundation President sets the

vision and guides the Foundation strategically with oversight from the UWF Foundation Board of Directors and in alignment with the University's mission. Additionally, the President is responsible for overseeing Board development and orientation activities for Directors. The President works collaboratively with the Foundation Board of Directors and Chair of the Foundation Board of Directors, as well as the leaders throughout the University to ensure that all activities and resources are aligned with the University's priorities. The President of the Foundation leads, develops and oversees university-wide development/fundraising and secures private support for the benefit of the University and its mission. This person is responsible for activities constituting effective and trustworthy stewardship of UWF's assets, including effective governance of the investment portfolio.

Section 5.02. Chief Financial Officer.

- (a) *Selection.* The Chief Financial Officer of the Foundation is selected by the Vice President of University Advancement in accordance with Florida law and University policy. The Chief Financial Officer reports to the Vice President of University Advancement.
- (b) *Duties.* The Chief Financial Officer shall be responsible for the management of the affairs of the Foundation and is authorized to accept gifts pursuant to the Foundation Gift Acceptance policy, collect revenues, and make routine expenditures as may be delegated to him or her by the Vice President of University Advancement. The Chief Financial Officer shall advise, inform, and serve as a key liaison to the Board of Directors, especially with respect to business and fiduciary matters. The Chief Financial Officer, in concert with the Foundation President, shall be responsible for implementing Foundation policies and actions taken by the Board of Directors.

Section 5.03. Chair.

The Foundation Board Chair shall preside at all meetings of the Board of Directors, including the Executive Committee, and shall do and perform such other duties as from time to time may be assigned to the Chair by the Board of Directors. The Chair's term of office shall be two years or until a successor is chosen and qualifies.

Section 5.04. Vice Chair.

The Foundation Board Vice Chair shall preside at all meetings and perform the duties of the Chair in the absence of the Chair. The Vice Chair shall have full authority to act for the Chair in the Chair's absence or incapacity. The Vice Chair's term of office is two years or until a successor is chosen and qualifies.

Section 5.05. Secretary.

The Foundation Board Secretary or designee shall keep the minutes of all meetings of the Board of Directors and the Executive Committee. As may be required, the Secretary may sign with the Chair all contracts authorized by the Board of Directors in the name of the Foundation, and if required, affix the seal of the Foundation. The Secretary shall be responsible for working with the President and Chief Financial Officer to maintain compliance with Florida law and regulations related to the retention and availability of Foundation records as may be required by Florida law. Within the limits of the term of their appointment, the Secretary's term of office is two years, or until a successor is chosen and qualifies.

Section 5.06. Treasurer.

The Foundation Board Treasurer shall review the fiscal affairs of the Foundation and serve as the Chair of the Audit/Budget Committee. The Treasurer shall review all disbursements made by the Foundation. The Treasurer shall, with the assistance of the Chief Financial Officer,

prepare financial reports to the Board of Directors for each regular meeting of the Board, or as may be required by the Board or Executive Committee. The Treasurer shall report the actions taken by the Audit/Budget Committee to the Board. Within the limits of the term of their appointment, the Treasurer's term of office is two years, or until a successor is chosen and qualifies.

Section 5.07. Absence or Incapacity of Officers.

In the event of absence, inability, or refusal to act of any officer of the Foundation, the Board of Directors may appoint another Director to perform the officer's respective duties.

Section 5.08. Bond.

Each officer, the President of the Foundation and Chief Financial Officer, if authorized to collect, hold, or disburse funds of the Foundation, shall be bonded for the faithful discharge of his or her duties, the adequacy of which shall be determined by the Executive Committee. The Foundation shall pay for the bonds.

Section 5.09. Directors and Officers Liability Insurance.

The Foundation shall maintain Directors and Officers Liability Insurance on behalf of the Board.

ARTICLE VI

DUTIES OF THE UNIVERSITY

Section 6.01. University of West Florida Resources.

The University President or designee shall have the following powers and duties related to University resources:

- (i) Monitor and control the use of University resources by the Foundation.

- (ii) Establish fundraising priorities that are consistent with the University's Mission and ensure coordination of all fundraising activities among all direct support organizations of the University.
- (iii) Control the use of the University name by the Foundation.
- (iv) Monitor compliance of the Foundation with federal and State laws and regulations.
- (v) The University Board of Trustees or designee shall review and approve the Foundation's annual operating budget prepared by the Foundation's Audit/Budget Committee and approved by the Foundation Board of Directors.
- (vi) Approve contributions of funds or supplements to support Intercollegiate Athletics.

ARTICLE VII

CHARTER DIRECTORS

Section 7.01. Original Charter Directors.

The Charter Directors of the University of West Florida Foundation, Inc. shall include all members of the Board of Directors as of December 20, 1972, and the original group elected by the Board to Charter membership. No additions may be made to this group which has distinguished itself for its leadership, financial support, and the demonstrated character and achievements of its membership.

Section 7.02. Eligibility for Service.

The Charter Directors shall be eligible to serve on committees established by the Board of Directors for the conduct of the affairs of the Foundation. They may be consulted individually or collectively by the President of the University, Chair of the Foundation Board of Directors, or the Board of Directors upon important matters or policy relating to the purposes of the

Foundation or the objectives of the University. They shall perform such other functions as the Board of Directors may from time to time designate.

ARTICLE VIII

UNIVERSITY OF WEST FLORIDA FOUNDATION FELLOWS

Section 8.01. Fellows

The persons constituting the University of West Florida Foundation Fellows shall be elected upon the nomination of the Board of Directors of the Foundation and confirmation by the President of The University of West Florida. Their number shall be limited only by the high standards to be used in their selection to assure that this honor be extended to persons of merit and distinction.

Section 8.02. Nomination Process

Board members wanting to recommend individuals for membership as a Foundation Fellows should contact the President of the Foundation. The Chair of the Foundation Board will identify the appropriate standing or ad hoc committee to review the nomination(s). Throughout the nomination process, the nominator retains responsibility for presenting a strong case for the nominee's induction.

Section 8.03. Nomination Criteria

When considering potential Foundation Fellows, those involved in the nomination and confirmation process should consider the following qualifications:

- Service on the Foundation Board (both quality and quantity)
- Service to the university (including, but not limited to, service on other university boards, employment at the university, etc.)

- Support of the university (including, but not limited to, contributions of time and financial resources)
- Other as deemed appropriate by the Foundation Board.

Section 8.04. Duties

The University of West Florida Foundation Fellows shall have no fixed duties but they may be consulted, individually or collectively, by the President of The University of West Florida, the Chair of the Foundation Board of Directors, or the Board of Directors on important matters of policy related to the purposes of the Foundation or the objectives of the University. Fellows may also be called upon to act as ambassadors for the Foundation at various university and community functions.

Section 8.05. Meetings

The Chair of the Foundation Board of Directors and the President of The University of West Florida may at any time jointly call a special meeting of the Foundation Fellows for the purpose of obtaining their advice and counsel, but it shall not be mandatory to call any such meeting. The agenda for such meetings shall be prepared jointly by the President of the Foundation and the President of the University.

Section 8.06. Nonbinding nature of advice

The University of West Florida Foundation Fellows may, subject to the Articles of Incorporation and these bylaws, communicate their suggestions, advice and counsel to the Board of Directors and to the President of The University of West Florida. While the advice of the Foundation Fellows is nonbinding on the Foundation Board and the University administration, any advice and counsel given by the Foundation Fellows shall be duly considered by the Board

of Directors and the President of the Foundation in determining any matters of policy or in the transaction of any business to which the advice and counsel pertains.

ARTICLE IX

SEAL

The seal of the Foundation shall be inscribed with the words “University of West Florida Foundation, Inc.,” the figures “1965,” and the words “Corporation Not For Profit.”

ARTICLE X

COMPLIANCE WITH FOUNDATION BOARD POLICIES

Section 10.01. Conflict of Interest Policy.

The purpose of a conflict of interest policy is to protect the Foundation's interests when entering into a transaction or arrangement that might benefit the private interests of an Officer, Director, Charter Director, or Foundation Fellow. All Board members are responsible for maintaining updated conflict of interest forms in compliance with the Foundation Board Conflict of Interest Policy. The Executive Committee will monitor overall Board compliance with the policy and state and federal regulations.

Section 10.02. Whistleblower Policy.

The Foundation strives to maintain the highest level of stewardship. Directors and employees are expected to observe the applicable provisions of the Code of Ethics for Public Officers and Employees, Part III of Chapter 112, Florida Statutes, and are herein advised that fraudulent and other wrongful acts will not be tolerated. In accordance with this goal the Foundation subscribes to all applicable University and State of Florida policies regarding the protection of whistleblowers. If any employee reasonably believes that some policy, practice, or

activity of the Foundation is in violation of law, a written complaint must be filed by that employee with the Chair, or Vice Chair, of the Foundation Board of Directors.

It is the intent of Foundation to adhere to all laws and regulations that apply to the organization and the underlying purpose of this policy is to support the organization's goal of legal compliance. The support of all Directors and employees is necessary to achieving compliance with various laws and regulations. An employee or Director is protected from retaliation if the person brings the alleged unlawful activity, policy, or practice to the attention of the Chair, or Vice Chair, of the Foundation Board of Directors and provides the Foundation with a reasonable opportunity to investigate and correct the alleged unlawful activity. The protection described below is available to employees that comply with this requirement.

The Foundation will not retaliate against an employee or Director who in good faith has made a protest or raised a complaint against some practice of the Foundation, Director, or of another individual or entity with whom the Foundation has a business relationship, on the basis of a reasonable belief that the practice is in violation of law, or a clear mandate of public policy. The Foundation will not retaliate against persons who disclose or threaten to disclose to a supervisor or a public body, any activity, policy, or practice of the Foundation or a Director thereof that the person reasonably believes is in violation of a law, or a rule, or regulation mandated pursuant to law or is in violation of a clear mandate of public policy concerning the health, safety, welfare, of the Foundation or the University.

If the Chair, or Vice Chair, of the Foundation Board of Directors receives a complaint in accordance with this policy, the Chair, or Vice Chair, of the Foundation Board of Directors has a duty to investigate the complaint and, if deemed legitimate or likely so, to rectify the situation or take appropriate and immediate steps to begin to rectify the situation.

Section 10.03. Document Retention.

The Foundation shall comply with all applicable Foundation, University, State of Florida, and federal laws, regulations, and policies regarding document retention and destruction.

Documents shall never be destroyed or removed for illicit or unethical purposes.

Section 10.04. Other Approved Policies.

Board members will comply with all other such policies as may be adopted by the Board from time to time to remain in compliance with best practices, laws, or regulations.

ARTICLE XI

CONFIDENTIALITY AND DISCLOSURE OF DOCUMENTS

As stated in Florida Statutes Section 1004.28, as it may be amended, certain Foundation records are confidential and exempt from Florida public records laws. Upon receipt of a request for records, the Foundation will provide financial information such as expenditures from Foundation funds, documentation regarding completed business transactions, information about the management of Foundation assets, and information required to be disclosed by the Internal Revenue Code or other applicable law. The Foundation will furnish this information in a format reasonably responsive to the request, at a reasonable cost to the requesting party. The Foundation will not, however, release any record or information that includes personal or financial information about a donor, prospective donor, alumnus, volunteer, or employee, unless otherwise required by law. All fundraising activities undertaken by University staff, faculty, or students, or by volunteers, are undertaken on behalf of the Foundation. All documents associated with such activities in possession of any University staff, faculty, or student, or any volunteer, are records of the Foundation and are confidential as provided by law.

ARTICLE XII

AMENDMENTS

These Bylaws may be altered, amended, rescinded, or repealed at any duly noticed regular or special meeting of the Board of Directors by the affirmative vote of a majority of the members of the Board present. Any amendments to these Bylaws shall be approved by the BOT as may be required by Florida law, regulation, or policy.

Revised: July, 2003

Adopted by UWF Foundation Board of Directors: September 26, 2003

Approved by UWF Trustees: May 21, 2004

Revised: June, 2005

Adopted by UWF Foundation Board of Directors: June 10, 2005

Approved by UWF Trustees: June 10, 2005

Revised and Adopted: December 8, 2005

Approved by UWF Board of Trustees: December 9, 2005

Revised and Adopted: December 10, 2009

Approved by UWF Board of Trustees: March 5, 2010

Revised and Adopted: June 12, 2014

Approved by UWF Board of Trustees: June 12, 2014

Revised and Adopted: June 4, 2018

Approved by UWF Board of Trustees: June 5, 2018

UWF Foundation, Inc. Board of Directors
Bios for FY24-25 New Board Member Appointments



Alex Bell – New Appointment, Board Elected

Catalyst Healthcare Real Estate
& SVP of Investments

Partner

Alex leads Catalyst’s investment platform by overseeing the diligence, underwriting, structuring, and execution for all of Catalyst’s acquisitions and developments. He has 16 years of real estate finance/investment and debt capital markets experience - \$2.2 billion of investment experience on behalf of institutional and U/HNW individuals.

Before joining Catalyst, Alex was a director for a national conduit issuer and U.S. Treasury certified Community Development Entity where he led the structuring and execution of tax-exempt bond transactions and federal and state New Markets Tax Credit transactions. He also oversaw compliance, asset management, and acted as disbursing agent for construction projects. Prior to his position as director, Alex worked as a senior analyst and a research analyst for the same firm. Alex’s other board experiences and affiliations include Gulf Breeze Optimist Club (3 years): Tournament Director; Tri Gulf Coast (2 years): Vice President & President; USA Triathlon Southeast Region (2 years): Secretary; Project SEARCH Business Advisory Council (2 years): Member; City of Gulf Breeze Master Plan Committee (5 years): Vice Chairman. Alex is both a husband and son to UWF alumnae.



Charles Gheen – New Appointment, Board Elected

Retired, Department of Defense, Chief Security Officer (CSO)

UWF Alumnus

Three decades of technical and managerial experience in the Information Technology (IT) discipline. Charles has been integrally involved in not-for-profit organizations (numerous Boards of Directors) and has raised funds for numerous charitable entities over the years. Specifically, for UWF, he was integrally involved in establishing three endowed athletic scholarship and contributions to other scholarship funds. Charles’ other board experiences and affiliations include Leadership Pensacola (Chairman (X2)), Pensacola Chamber of Commerce BOD, Five Flags Sertoma (President (X2)), Ronald McDonald House (VP/President-elect), Pensacola Sports BOD, Pensacola Runners Association (President (X2)), Chief Judge's Children's Council (Chairman), Santa Rosa Island Triathlon (President), Tri Gulf Coast (President).



Denis A. McKinnon, III – New Appointment, Alumni Elected

Capital Trust Agency, Executive Director

UWF Alumnus

Denis is an active member of the Pensacola community serving, volunteering, and donating in various capacities. Denis is a recipient of an MBA from the University of West Florida following in the footsteps of his grandfather, Denis Sr., Denis' roots in Pensacola run deep. He is a 10th generation Pensacolian with deep ties to the community. While working for Gulf Breeze's Capital Trust Agency he gained valuable knowledge working with educational nonprofits providing more than \$2 billion worth of financing for universities, colleges, and public and private schools in Florida since 2016. Denis brings experience working with nonprofits around the State to bring creative financing solutions. After working for Capital Trust Agency for 4 years, Denis was named its Executive Director in 2020. He brings experience by successfully leading a multi-million-dollar business. This fiscal year, Denis has helped facilitate close to \$300 million in financing for educational organizations in Florida. Denis and his wife, Jordan, are dedicated to bettering their community through volunteering and giving. Denis will give every effort while serving on the University Foundation Board. An MBA from UWF has opened many doors for Denis. He is passionate about helping others achieve the same goals and opportunities he was afforded through his education.



Nicole "Nikki" Nash – New Appointment, President Elected

Presidio Development, COO

UWF Alumnae

Nikki Nash has been working with Presidio Development since 2016. Her work skills and experience encompass real estate development, hospitality, project management, budgeting, and operations management. She is also managing partner (12 years) for Restaurant Iron. Her other board experiences and affiliations include Pathways for Change Board, Ronald McDonald House Board of Governors, and previous service on the Baptist Hospital Foundation Board. As a UWF graduate and local business owner, Nikki's interest in ensuring our local university maintains a strong presence in our community is very important to her. She is excited to have the opportunity to give back to the University by serving on the UWF Foundation Board.



John T. Porter – New Appointment, Board Elected

Retired, Baptist Health Care
VP Corporate Construction Services

John recently retired (1/15/24) from Baptist Health Care as V.P, Corporate Construction Services after 33 years with Baptist in numerous roles. His last four years with Baptist were spent helping to construct the new replacement hospital at Brent Lane. John has a passion for Pensacola and the Community's commitment to education from elementary through the university setting. He believes that higher education is the key to bringing "all" of our community members to a higher level of fulfillment, performance, satisfaction with life and a true sense of peace. He would consider it an honor to be allowed to participate in the Board's functions/duties and hopefully contribute in some meaningful way. John's other board experience and affiliations include Chairman-Community Health of Northwest Florida Board, Health & Hope Clinic Board, Chairman-First Priority of the Emerald Coast, Waterfront Rescue Mission Board, YMCA Finance Committee Chairman, Project Search, and Mission to the Fatherless Foundation. He was the recipient of the 2022 Spirit of Pensacola PACE Award.



Stephen F. Wright – New Appointment, President Elected

CHRISTUS Health, (Retired 2018) Senior Vice President, Group Operations
at CHRISTUS Health Louisiana and Texas

UWF Alumnus

Stephen worked for CHRISTUS Health for 33 years in various capacities including Senior Vice President, CEO of CHRISTUS Louisiana, and CEO of various individual hospitals in Louisiana and Southeast Texas.

President/Board Chair and Co-Founder, Coastal Connection of Louisiana
Founders Stephen and Mona Wright established this organization after 35 plus years of leading, working with, and funding multiple non-profit organizations both domestically and internationally. Over their many years of dedicated service, they have personally contributed over \$1.5 million to support organizations and their causes to make life better for all. During these years of service in healthcare and primary education, they have continued to identify needs for new services and programs to meet the endless global development priorities identified in the mission statement of Coastal Connection. Historically, their interests have included such organizations and services such as local community food banks, primary school food backpack programs, Cross Catholic Outreach for Haiti, St. Francois de Sales Hospital- Haiti, Children's Miracle Network, Louisiana State University-Alexandria, American Red Cross,

American Cancer Society, Catholic Charities, Catholic Healthcare Organizations, Boy Scouts, Hope House, Manna House, and several others throughout their years.

“For the last 22 years, I have served as an LSU-Alexandria Foundation board member. In that role, I have served as Treasurer, Vice Chair, and Chair for multiple terms. Through that Foundation, we own campus housing, work with athletics, own and manage the community museum, and have held multiple capital campaigns during those two decades. Additionally, as a professional note, I served in senior executive positions for Catholic healthcare facilities in multiple locations for 35+ years. My family history with the campus goes all the way back to 1967 when my father was pursuing his initial degree and became a Charter graduate. My wife, myself, my youngest daughter, and my nephew have all attended and graduated from UWF-- adding to its rich history. Finally, we have committed our time, talent, and treasures to support the growth of this university and the development of its students, and it would be an honor of mine to serve it in this capacity as well.”

Stephen was the UWF Spring 2023 commencement speaker.



Dr. Jacob Shively Biography – Ex-Officio, New Faculty Senate Appointment

Dr. Jacob Shively, associate professor, teaches international relations.

Shively’s recent book project, “Make America First Again,” develops a new analytical framework called grand strategy analysis (GSA) and applies it to the first two years of the Trump administration. GSA itself is designed for larger utility in cross-disciplinary, comparative foreign policy, and global policy analysis. This work follows his prior monograph, “Analyzing Obama’s Grand Strategy,” which provided an overview of President Barack Obama’s national security strategy and how it evolved. Previously, in his doctoral dissertation, he analyzed former Presidents George W. Bush’s and Jimmy Carter’s grand strategies.

Shively has also presented at international and national conferences; published scholarly reviews, articles and encyclopedic chapters; conducted public talks; and delivered briefings to national security professionals. His work also extends to emerging technology and national security. His article on President Truman’s “Point Four” technical assistance program as applied to Iran appeared in the journal “Diplomacy and Statecraft”. Other work in this vein includes papers on evolving cybersecurity policy and lethal drones.

With over a decade in university classrooms, Shively is an engaged and innovative teacher. He has developed courses for traditional undergraduate and graduate majors as well as for online students. Topics include Introductions to American Politics, Political Theory, International Politics, and Comparative Politics; American Foreign Policy; Causes of War; Cyber, Drones, and

National Security; Grand Strategy; International Law; International Organizations; Religion and International Politics; and Study of Strategy (Honors). Shively also advises the Model United Nations club and has written occasional news commentaries in addition to sitting for radio, newspaper, and television interviews.

In addition to several departmental, college, and university committees, Shively served in the university's faculty leadership development program (LEAD) and is a member of the faculty senate.

Degrees & Institutions

Shively received a bachelor's degree in political science, with minors in history and Spanish from Indiana University-Purdue University Indianapolis (IUPUI), and a doctorate degree in political science from Indiana University-Bloomington.



Carey Griffin – Ex-Officio, UWF SGA New Appointment

UWF Student Government Association (SGA) Vice President

Carey Griffin is a senior majoring in Political Science/Pre-Law. He is a member of Sigma Alpha Epsilon and has held multiple executive-level positions, like Warden, Philanthropy Chair and Social Chair. He has previously served as a Resident Assistant at Heritage Hall and hopes to enter city politics in his hometown of Marianna after graduating. He is excited to serve as SGA Vice President, a leadership role which enables him to help students during their stay at UWF. He is grateful to UWF for the opportunities afforded him to mold him into the confident leader he is today.

**Board of Trustees
Full Board Meeting
June 20, 2024**

Approve UWF Historic Trust BOD New Appointments and Reappointment

Recommended Action:

Approve new board appointments and reappointment to the UWF Historic Trust Board of Directors beginning July 1, 2024, with terms as stated.

Background Information:

To comply with Legislative Section 1004.28 (3), Florida Statutes, BOG Regulation 9.011, UWF Regulation 5.016, and UWF Historic Trust Bylaws, directors other than the UWF Board of Trustees Chair's appointment and the President or her designee must be approved by the UWF Board of Trustees. The UWF Historic Trust Board of Directors requests approval of the following new appointments and reappointment to the Board for the terms as stated for each individual:

New Appointment	Dewey "Parker" Destin	1 st 4-Year Term: 7/01/2024 - 6/30/2028
New Appointment	Dr. Ramie Gougeon	1 st 4-Year Term: 7/01/2024 - 6/30/2028
New Appointment	Katrina Mougey	1 st 4-Year Term: 7/01/2024 - 6/30/2028
New Appointment	SGAVP Carey Griffin	1-Year Term: 7/01/2024 - 6/30/2025
New Appointment	Carter B. Quina, AIA LEED AP	1 st 4-Year Term: 7/01/2024 - 6/30/2028
Reappointment	Lornetta T. Epps M.D.	2 nd 4-Year Term: 07/01/2024 - 6/30/2028

Implementation Plan:

Effective July 1, 2024, upon UWF Board of Trustees' approval.

Fiscal Implications:

N/A

Relevant Authority:

Legislative Section 1004.28 (3) Florida Statutes; BOG Reg. 9.011; UWF Regulation 5.016; UWF Historic Trust Bylaws, Article II, approved by BOT on June 5, 2018.

Supporting Documents:

1. UWF Historic Trust Bylaws, BOT approved June 5, 2018
2. Board Appointment Bios

Prepared by:

Geri Battist, Director, University Advancement, (850) 474-3306, gbattist@uwf.edu.

Presenter:

Howard J. Reddy, Vice President, University Advancement; CEO UWF Historic Trust.

**BYLAWS OF
THE UNIVERSITY OF WEST FLORIDA HISTORIC TRUST
A DIRECT SUPPORT ORGANIZATION OF THE UNIVERSITY OF WEST FLORIDA**

**ARTICLE I
MISSION**

The mission of the University of West Florida Historic Trust (the “Corporation”) is to collect, preserve, and interpret the history of Northwest Florida, and to support the historic preservation efforts and the historic preservation education programs and initiatives of the University of West Florida (“UWF” or the “University”) as delineated in §267.1732(1), Fla. Stat.

**ARTICLE II
BOARD OF DIRECTORS**

The governing body of the Corporation is the Board of Directors. The property, affairs, and business of the Corporation shall be managed and controlled, and all corporate powers shall be exercised by, or under the authority of the Board of Directors. All directors must have a demonstrated interest in the preservation of Florida’s historical and archaeological heritage. Membership on the Board must be representative of the area of West Florida served by the Corporation and the University in their preservation efforts as delineated in the Articles of Incorporation, Article VI and §267.1732(2), Fla. Stat.

Section 2.1. Mandated Directors.

The Board of Directors of the Corporation must consist of a minimum of **seven (7) directors**, known as Mandated Directors, to include:

- a. the president of the University or designee;
- b. a licensed architect who has expertise in historic preservation and architectural history;
- c. a professional historian in the field of American history;
- d. a professional archaeologist;
- e. a representative of the University of West Florida Student Government Association;
- f. a member of the University of West Florida Board of Trustees; and
- g. the Chair of the Board of Directors of the Pensacola Museum of Art

The **mandated director’s** positions shall be appointed by the University President in consultation with the Board of Directors. With the exception of (a) the president of the University or designee and (f) a member of the University of West Florida Board of Trustees, all appointments to mandated director positions must be approved by the University of West Florida Board of Trustees.

Section 2.2. Additional Directors.

The number of additional Directors must be at least one (1) and appointed by the University President in consultation with the Board of Directors. All additional Directors must be approved by the University Of West Florida Board Of Trustees.

Section 2.3. Terms of Office.

- a. *Terms:* The term of office of both mandated and additional Directors is four (4) years.
- b. *Term Limits:* Directors cannot serve more than two (2) consecutive terms. This restriction applies to both Mandated Directors and Additional Directors. After a break in service of two years, previously appointed or mandated Directors in good standing may serve another two (2) consecutive terms.
- c. *Serving an initial partial term:* Only full 4-year terms will be counted toward term limits. In the event a vacancy is filled before the expiration of the term, the remainder of that term does not count against the term limits imposed by these Bylaws.
- d. *Staggered Terms:* The terms of office of Directors are staggered so that approximately one fourth of the Directors are appointed each year. Exceptions may apply to the Mandated Directors.
- e. *Initial Board:* The initial Directors under these Bylaws shall be the Board in office as of July 1, 2011. Their terms shall be staggered according to the attached schedule [Attachment A].
- f. *Resignation:* A Director may resign at any time by submitting a written resignation to the Chair of the Board of Directors, with a copy to the Executive Director of the Corporation.

g. *Removal:* Any Director may be removed by a two-thirds vote of the Directors present at a duly noticed meeting at which there is a quorum (See Section 3.02), whenever in the Board's judgment, the interests of the Corporation would be best served. Any Director may be removed for cause by the University President, after consulting the Board.

Section 2.4. Vacancies.

When vacancies occur on the Board, the vacancy shall be filled by the Board for the unexpired term in the same manner as provided for in these Bylaws; that is, a recommendation to the President, who then appoints (see section 2.02). Unless the vacancy occurs in the Director position held by the member of the University of West Florida Board of Trustees or by the President of the University, every appointment to fill the vacancy of a Director is subject to approval by the University of West Florida Board of Trustees. Vacancies among Officers may be filled at any meeting of the Board of Directors by vote of the Directors (see section 5.1).

Section 2.5. Compensation.

While board members provide an invaluable service to the Corporation, University, and community, the Corporation shall not compensate Directors for service to the Corporation. However, reimbursement of out-of-pocket expenses evidenced by appropriate documentation is allowed.

Section 2.6. Bond.

Each officer and the Executive Director, if authorized to collect, hold, or disburse funds of the Corporation, shall be bonded for the faithful discharge of his or her duties, the adequacy of which shall be determined by the Board of Directors. The Corporation must pay for the bonds.

Section 2.7. Directors and Officers Liability Insurance.

The Corporation must maintain Directors and Officers Liability Insurance on behalf of the Board Directors.

Section 2.8. Document Retention.

The Corporation shall comply with all applicable Corporation, University, State of Florida, and federal laws, regulations, and policies regarding document retention and destruction. Documents shall never be destroyed or removed for illicit or unethical purposes.

Section 2.9. Approved Policies.

Board members will comply with all policies as may be adopted by the Board from time to time to remain in compliance with best practices, laws, or regulations.

**ARTICLE III
MEETINGS OF THE BOARD OF DIRECTORS**

Section 3.1. Meetings.

- a. *Regular meetings:* The Board of Directors will meet at least quarterly, barring any unforeseen circumstances, at a time and place as may be determined by the Board of Directors. In the event the Board determines that a Board meeting is not necessary, it may vote to cancel meetings as needed.
- b. *Special meetings:* Special meetings may be called by the Chair of the Corporation or by one-fourth of the Directors upon written notice in accordance with subsection (c) below.
- c. *Electronic Meetings:* The Board of Directors may choose to include electronic elements to facilitate meetings, including, but not limited to, phone conference calling, web or other internet based meeting protocols (such as Skype), or similar means, provided, however, that all meetings will be conducted in accordance with the Florida Sunshine Law.
- d. *Notice to Individual Directors:* Written notice of all meetings of the Board must be provided to Directors and include the date, time, place of the meeting, and purpose of the meeting, and must be provided to the address provided by each Director. Electronic delivery of notices to Directors can be utilized unless a Director requests another means of delivery of notice. Any such notice must be provided to Directors not less than three (3) days before the meeting to which the notice pertains. Public notice of all meetings shall be provided as required by Florida law.
- e. *Waiver of Notice:* The Directors may waive notice of any meeting or the purposes of the meeting. When a quorum is present at any meeting, a waiver of notice of the meeting for the purposes of the meeting can be authorized by a majority of all Directors present at the meeting, and the waiver shall be as effective and have the same force and effect as though all Directors had waived the notice requirements; provided, however, notice to the public must be adequate to satisfy the requirements of Florida law.

Section 3.2. Quorum.

A majority of Directors shall constitute a quorum at any meeting of the Board of Directors and all questions shall be determined by a majority vote of those present at a duly noticed meeting, unless otherwise provided in these Bylaws.

ARTICLE IV COMMITTEES

From time to time, the Chair of the Board of Directors may appoint committees for any purpose or purposes. These committees will have such powers as specified in a resolution of the Board and membership will be approved by the Board. The committee members may be Directors or members appointed by the Chair of the Board who have an interest, relevant experience, and a desire to serve on the committee. The Chair of all Committees must be a member of the Board of Directors. The Chair of the Committee shall provide a report to the Board for such action as the Board deems necessary. The Executive Director will serve as ex officio member of the committees.

ARTICLE V OFFICERS

Section 5.1. Selection of Officers.

The officers of the Board shall be at a minimum a Chair, Vice Chair, Secretary, and Treasurer. The Board may create other officer positions as necessary. The officers of the Corporation for the next fiscal year must be elected annually by the Board of Directors at the last meeting of the fiscal year. The officers must be elected from among the members of the Board of Directors. Vacancies may be filled at any meeting of the Board of Directors by vote of the Directors. Each officer holds office until a successor has been duly elected or appointed, unless the Officer dies, resigns, or is removed from office.

Section 5.2 Removal of Officers.

Any officer may be removed by vote of the Directors.

Section 5.3 Vacancies.

A vacancy in any office may be filled for the remaining portion of the term by a majority vote of the Board of Directors.

Section 5.4. Chair of the Board.

The Chair of the Board shall preside at all meetings of the Board of Directors. The Chair of the Board shall have and exercise general supervision and control of the affairs of the Corporation and shall perform all duties incident to the office of the Chair of the Board and such other duties as may from time to time be assigned by the Board of Directors.

Section 5.5. Vice Chair of the Board.

At the request of the Chair or in the absence of the Chair, the Vice Chair shall perform the duties of the Chair, and when so acting shall have all the powers of and be subject to all the restrictions upon the Chair of the Board. The Vice-Chair shall perform such other duties as from time to time may be assigned by the Board of Directors.

Section 5.6. Secretary.

The Secretary shall, in consultation with the executive director, make or cause to be made a record of all meetings of the Corporation and its committees. The Secretary shall in like manner provide for the timely mailing or delivery of all notices and minutes of meetings of the Board of Directors.

Section 5.7. Treasurer.

The Treasurer shall regularly review the fiscal affairs of the Corporation and review all disbursements made by the Corporation. The Treasurer shall, with the assistance of the Executive Director, render to the Board of Directors, at its regular meeting, or when the Board of Directors so requires, an account of transactions as Treasurer and of the financial condition of the Corporation.

Section 5.8. Absence or Incapacity of Officers.

In the event of absence, inability, or refusal to act of any officer of the Corporation, the Board of Directors may appoint another Director to perform the officer's respective duties.

ARTICLE VI AFFILIATES & DIVISIONS

Section 6.1. Board of Governors

The University of West Florida Historic Trust will maintain an honorary Board of Governors division to serve in an advisory and supportive role to the Board of Directors.

Section 6.2. Board of Governors Membership

There is no limit on the number of Governors allowed, but members must be senior community members in leadership position across a broad diversity of fields, including, but not limited to, business, education, politics, banking, etc.

Section 6.3. Emeritus Directors

An Emeritus Director is a former Director who is approved as such by majority vote of the Board of Directors, and who is a nonvoting member in an advisory capacity to the Board. This is an honorary title in recognition of the Director's active participation, financial contribution, or continuing strong interest in the organization. The Board of Directors may determine nominees and categories for Emeritus Status. Emeritus Directors automatically serve on the Board of Governors.

Section 6.4. Role of Board of Governors

The Board of Governors will support any and all fundraising activities as approved by the Board of Directors. The Board of Governors will provide advocacy support for the areas identified by the Board of Directors. The Board of Governors will serve as a resource from which future vacancies on the Board of Directors may be filled. The Board of Governors will serve in any and all other roles identified by the Board of Directors.

Section 6.5 Pensacola Museum of Art

A division of the Corporation is the Pensacola Museum of Art (the "PMA").

Section 6.6. Pensacola Museum of Art Board of Directors

The PMA may have its own Board of Directors. The Board of Directors may have its own Bylaws, which must be consistent with these Bylaws. Copies of any Bylaws for the PMA must be maintained in the offices of the Corporation with other official documents of the Corporation.

**ARTICLE VII
CHIEF EXECUTIVE OFFICER & EXECUTIVE DIRECTOR**

CHIEF EXECUTIVE OFFICER

Section 7.1 Chief Executive Officer

The Chief Executive Officer, CEO, of the Corporation is the Vice President of University Advancement and reports directly to the President of the University.

Section 7.2. Duties

The Chief Executive Officer, CEO shall have executive supervision of the Executive Director. The CEO shall advise, inform, and serve as a key liaison to the Executive Director, especially with respect to business and fiduciary matters.

EXECUTIVE DIRECTOR

Section 7.3. Selection.

The Board of Directors shall have the authority to employ an Executive Director. The Executive Director shall be designated by the CEO in consultation with the Board of Directors.

Section 7.4. Duties.

The Executive Director shall have executive supervision of the business and affairs of the Corporation and shall receive reasonable compensation for performing such services. The Executive Director shall advise, inform, and serve as a key liaison to the Board of Directors, especially with respect to business and fiduciary matters. The Executive Director shall be responsible for implementing policies and actions taken by the CEO and the Board of Directors.

Section 7.5. Evaluation.

The CEO shall evaluate the Executive Director, in concert with the Board of Directors, in accordance with established University performance appraisal guidelines. Prior to the CEO's evaluation, the Board shall provide the CEO with its evaluation of the Executive Director's performance.

**ARTICLE VIII
CONTRACTS, LOANS, CHECKS, DRAFTS, BANK ACCOUNTS, ETC.**

Section 8.1. Contracts.

Except as these Bylaws otherwise provide, the Board of Directors may authorize any officer or officers, or agent or agents, of the Corporation to enter into any contract or execute and deliver any instrument in the name and on behalf of the Corporation, and such authority may be general or confined to specific instances, and unless so authorized by the Board of Directors, no officer, agent or employee shall have any power or authority to bind the Corporation by any contract or engagement or to pledge its credit or to render it monetarily liable for any purpose or for any amount.

Section 8.2. Loans.

No loan shall be assumed or incurred on behalf of the Corporation, and no negotiable paper shall be issued in its name unless previously authorized by the Board of Directors and the CEO with approval of the President of

the University. When so authorized, any officer or agent of the Corporation may effect loans and advances at any time on behalf of the Corporation from any bank, trust company, or other institution, or from any firm, corporation or individual, and for purposes of giving effect to such loans and advances may make, execute and deliver promissory notes or other evidences of indebtedness of the Corporation, and when authorized as aforesaid, and as security for the payment of any and all loans, advances, indebtedness or liabilities of the Corporation, such officer or agent may mortgage, pledge, hypothecate or transfer any real or personal property at any time held by the Corporation, and to that end execute instruments of mortgage or pledge, or otherwise transfer said property. Such authority may be general or confined to specific instances.

Section 8.3. Payments.

All checks, drafts, or other orders for the payment of money, notes or other evidences of indebtedness issued in the name of the Corporation, shall be signed by such person or persons and in such manner as shall from time to time be determined by the Board of Directors.

Section 8.4. Deposits.

All funds of the Corporation shall be deposited in the accounts of the Corporation under such conditions and in such banks, trust companies, or other depositories as the Board of Directors may designate, or as may be designated by any officer or officers, or agent or agents of the Corporation to whom such power may from time to time be delegated by the Board of Directors, and for the purposes of such deposit, any person or persons to whom such power is so delegated may endorse, assign and deliver checks, drafts, and other orders for the payment of money which are payable to the order of the Corporation.

**ARTICLE IX
FISCAL YEAR**

The fiscal year of the Corporation shall begin on the 1st day of July and end on the 30th day of June in each year.

**ARTICLE X
SEAL**

The Board of Directors shall provide a suitable seal which shall be in the form of a circle with such design as the Board of Directors shall approve and shall bear words and figures as follows: THE UNIVERSITY OF WEST FLORIDA HISTORIC TRUST, A Florida Corporation Not for Profit - SEAL 1968- FLORIDA.

**ARTICLE XI
LIMITATION OF LIABILITY**

Section 11.1. Indemnity.

Each person (including here and hereinafter, the heirs, executors, administrators, or estate of such person) (1) who is or was a director, manager, trustee or officer of the Corporation, (2) who is or was an agent or employee of the Corporation other than an officer and as to whom the Corporation has agreed to grant such indemnity, or (3) who is or was serving at the request of the Corporation as its representative in the position of a director, manager, trustee, officer, agent or employee of another corporation, partnership, joint venture, trust or other enterprise and as to whom the Corporation has agreed to grant such indemnity shall be indemnified by the Corporation as of right to the fullest extent permitted or authorized by current or future legislation or by current or future judicial or administrative decision (but, in the case of any such future legislation or decision, only to the extent that it permits the Corporation to provide broader indemnification rights than permitted prior to such legislation or decision), against any fine, liability, cost or expense, including attorneys' fees, asserted against him/her or incurred by him/her in his capacity as such director, manager, trustee, officer, agent, employee, or representative, or arising out of his/her status as such director, officer, agent, employee or representative. The foregoing right of indemnification shall not be exclusive of other rights to which those seeking an indemnification may be entitled. The Corporation may maintain insurance, at its expense, to protect itself and any such person against any such fine, liability, cost or expense, whether or not the Corporation would have the legal power directly to indemnify him/her against such liability.

Section 11.2. Costs, charges and expenses incurred.

Costs, charges and expenses incurred by a person referred to in Section 11.1 of this Article in defending a civil or criminal suit, action or proceeding shall be paid by the Corporation in advance of the final disposition thereof upon receipt, in the case of an officer or director, of an undertaking to repay all amounts so advanced in the event it shall ultimately be determined that such person is not entitled to be indemnified by the Corporation as

authorized by this Article, and upon satisfaction of such other conditions as are required by current or future legislation, only to the extent that it provides conditions less burdensome than those previously provided. Such costs, charges and expenses incurred by other employees and agents may be so paid upon such terms and conditions, if any, as the Board of Directors may deem appropriate.

Section 11.3. Invalidation by courts.

If this Article or any portion hereof shall be invalidated on any ground by any court of competent jurisdiction, then the Corporation shall nevertheless indemnify each person described in Section 1 of this Article to the fullest extent permitted by any applicable portion of this Article that shall not have been invalidated and to the fullest extent permitted by law.

**ARTICLE XII
BYLAWS AMENDMENTS**

These Bylaws, or any of them, may be altered, amended or repealed, or new Bylaws be made, by the affirmative vote of a majority of the Board of Directors present at a regular or special meeting, at which a quorum of the Board of Directors is present.

Adopted by the Board of Directors the 15 day of October 2012.

Approved by the UWF Board of Trustees the 14 day of December 2012.

Adopted by the Board of Directors the 20 day of July 2015.

Approved by the UWF Board of Trustees the 24 day of March 2016.

Adopted by the Board of Directors the 25 day of July 2016.

Approved by the UWF Board of Trustees the 30th day of September, 2016.

Adopted by the Board of Directors the 21st day of May, 2018.

Approved by the UWF Board of Trustees the 5th day of June, 2018.

Dewey “Parker” Destin

Dewey “Parker” Destin is a 6th Generation Floridian and lifelong resident of Destin, Florida. Parker grew up commercial fishing and operating restaurants with his family before receiving his bachelor’s degree from the University of Tampa in 2007. Parker graduated from Florida Coastal School of Law in 2012 and is admitted to the Bar in the State of Florida. Parker is a former member of the Destin City Council and presently serves the Legislature on the Florida Historical Commission. Parker currently owns and operates restaurants and a dessert company in Northwest Florida.

Lornetta T. Epps, M.D.

Dr. Epps received a B.S. Degree from George Peabody College, Nashville, Tennessee and was commissioned in the U.S. Navy. An Armed Forces Health Professions Scholarship enabled her to obtain an M.D. Degree from Meharry Medical College, May 1978.

She completed a Residency in Obstetrics and Gynecology after which she served at US Naval Hospital Okinawa, US Naval Hospital Rota, Spain, and US Naval Hospital Pensacola.

She opened her private practice here in Pensacola, August 1987 and was on active staff at Baptist Hospital where she served as Chairman of the Department of OB-GYN for several years. She was elected to the Board of Baptist Hospital and to the Board of Baptist Health Care.

Dr. Epps closed her private practice in November 2012 and is presently a Physician Evaluator with SignifyHealth.

Dr. Epps was one of the incorporators of the African American Heritage Society, September 12, 1990, and has served on the Board of Directors; as interim Executive Director; Program Director and Treasurer.

Dr. Epps has served one term on the UWF Historic Trust Board and has been a very engaged board member.

Ramie Gougeon

- **Position:** Chair and Professor, Interim Director of the Archaeology Institute
- **Department:** Anthropology
- **Office Location:** Building 13, Room 115
- rgougeon@uwf.edu
- **Campus:** [850.474.2831](tel:850.474.2831)

Dr. Ramie Gougeon, department chair and professor, teaches courses in archaeological and anthropological theory; historic preservation, policies, and practice in archaeology; and area courses in North American prehistory.

Gougeon cultivated an interest in household anthropology as a graduate student. His dissertation research on household activities and gender provided a jumping-off point for him to explore power and authority in middle-range societies in the Southeast, and architectural pattern languages in prehistory.

He has published on various aspects of household archaeology, power, gender, and pattern language. A recent publication, "Considering Gender Analogies in Southeastern Prehistoric Archaeology," is an examination of how archaeologists' approaches to gender analogies are influenced by underlying and unresolved epistemological issues.

One of Gougeon's long-term projects is an investigation of the lifeways of native groups who inhabited the Pensacola area before and immediately after Spanish contact. He and his students are collaborating with Dr. John Worth, professor of anthropology, who is investigating the Spanish contact and early colonial periods. Their combined research efforts address issues of ethnic identity and the material record, and the short and long-term impacts of cultural contact, among others.

Before coming to UWF in 2010, he worked in academe and contract archaeology. He held teaching positions at the University of Georgia, Kennesaw State University, and Brenau University, and was a visiting assistant professor at Western Carolina University. His experience as an archaeologist with several cultural resource management companies gave him the opportunity to learn the business of archaeology through a wide variety of archaeological projects in the Southeast.

Gougeon is Past President of the [Florida Archaeological Council](#) and is Secretary of the [Southeastern Archaeological Conference](#).

Degrees & Institutions

He received a bachelor's degree from the University of North Carolina at Charlotte and a doctorate from the University of Georgia, both in anthropology.

Katrina Mougey
Volunteer Extraordinaire-Everything Pensacola
2200 Whaley Ave
Pensacola, FL 32503
onepensacolak@gmail.com
(850) 485-1596

Mrs. Mougey has over 25 years of experience in helping make America's first multi-year settlement a community in which individuals and families can live a healthy, beautiful, and intellectual life. While raising three amazing kids (most of the time) and supporting her successful (yet, high maintenance) husband Katrina works and volunteers in numerous organizations. Overcoming breast cancer led to a healthier lifestyle and the passion to make sure everyone in Pensacola has access to healthy foods. Mrs. Mougey and her husband are now founders of a new non-profit organization, One Pensacola (PKA Heart of Pensacola), that provides healthy food to those living in food deserts. They also created and host Symphony, Sparks, and Stars, an annual community concert on the Fourth of July to bring the symphony to the masses and celebrate our military. Mrs. Mougey fell in love with Pensacola when she moved here to attend graduate school at UWF and received a M.A. in History. She hopes to combine her passion for history and Pensacola by working with UWF Historic Trust.

Education:

- University of West FL; Pensacola, FL; 1998 M.A. in History (while birthing two daughters)
- Florida State University; Tallahassee, FL; 1993 B.A. in History (GO NOLES!)

A Day in the Life of...

- Collaborate with multiple local organizations to provide over 550 backpacks a week filled with nutritious food to kids who live in food deserts and over 150 produce boxes a week to patients at local clinics who do not have access to healthy food (plans to increase are in the works)
- Recruit volunteers to pack produce boxes and drop off backpacks weekly
- Schlep produce to make produce boxes and deliver backpacks to schools in Escambia County
- Work with high school students on their college resumes and applications
- Help make Pensacola a place where her kids would like to return to work and play

Work History:

- Pensacola Catholic High School; History teacher 10th and 12th grade
- St. Paul Catholic High School; History teacher 6th, 7th, 8th grade (emphasis on National History Day/History Fair...multiple students competed in county, state, and nationals)
- Catholic Diocese of Pensacola-Tallahassee; Substitute Teacher
- Owner/Rental Agent; two Pensacola Beach townhomes-created rental income of over \$50,000 a year

-Mougey Enterprises; Owner/Operator of pre-owned automobile dealership specializing in upscale vehicles, sold over \$2 million worth of inventory per year (why...to pay the bills)

Current Community Service:

- One Pensacola-Nutritional Food Project
- Symphony, Sparks, and Stars-Fourth of July Event Downtown Pensacola
- American Heart Association-Founder of Heart of Pensacola
- Fiesta-Fiesta Days
- Impact 100-Check Writer

Past Community Service (in alphabetical order):

- American Cancer Society-Making Strides Chair
- American Heart Association-Chair of Heart Ball
- ARC-nursery and donations
- Children's Home Society-Board for Soundside Splendor
- Fiesta-Host of Children's Court Get Acquainted Party, Decor for Fiesta Days, Beer Slinger at Crawfish Festival, Boat Parade Committee, Wife and Mother of Knight and Princesses
- Gulf Coast Diplomacy-Host Family for Youth Ambassadors
- Impact 100-Grant Committee Member
- Pensacola Catholic High School-Chair/Committee Member of Starry Starry Night (way too many times)
- Pensacola Children's Chorus-Choir Rep.
- Pensacola Symphony Orchestra-Advisory Council Member

For Fun:

- All the Above, time with family, boating, tennis, walking downtown

Fun-Fact (Ages Ago):

- English as a Second Language Teacher in Birmingham AL
- Missionary/Teacher for Global Ministries in Tamaulipas, Mexico (no...I don't speak Spanish)

CARTER B. QUINA, AIA, LEED AP

Quina Grundhoefer



ARCHITECTS

Carter Quina, AIA, LEED AP, is an award winning architect and principle of the firm Quina Grundhoefer Architects in Pensacola, Florida. Prior to firm leadership in 1984, Carter spent five years in the New York area honing his skills and expanding his knowledge of architecture, planning, urbanism, restoration, and adaptive reuse. His appreciation for the history of place confirms his invested interest in historic preservation as well as in the value of new construction that considers the context of history as a primary factor in design.

Mr. Quina served as a Board member and the Secretary/Treasurer from 1995 to 2012 of the then named Historic Pensacola Preservation Board, later renamed the West Florida Historic Preservation Board. During his tenure, Mr. Quina became intimate with the staff, facilities, operations, procedures, and the mission of the organization which was then led by Executive Director John Daniels and Chairman Earl Bowden. Specific projects completed included the restoration of Old Christ Church, for which Mr. Quina provided pro bono architectural services. This award winning project remains a landmark and reminder of the significance of historic preservation in Pensacola. Mr. Quina provided similar pro bono services for several other Board projects while also playing an important role in community representation.

In 2000, Mr. Quina was appointed by the Florida Secretary of State to serve on the Florida Historic Preservation Advisory Council and was elected Vice-Chairman for two of those years. He was reappointed to a second four-year term by then Governor Jeb Bush to the Council renamed the Florida Historical Commission, whose Chair at the time was Dr. Judy Bense. The Commission is a volunteer State advisory board responsible for historic preservation issues and for recommending grant funding for historic projects.

Mr. Quina has also maintained a consistent dialogue with academic concerns involving his ongoing exploration into architecture and historic preservation. It was this interest that culminated in a Master's Degree in Architecture from Tulane University, earned in 2012. His Master's Thesis focused on Historic Pensacola Village and included extensive museum research and proposed a new Archaeological Interpretive Center adjacent to the TT Wentworth State Museum. Mr. Quina is now serving as an adjunct instructor for the University of West Florida and teaches graduate History and Anthropology students Historic Preservation and American Architectural History on the UWF Downtown Campus.

In 2006, Mr. Quina represented the Florida Trust for Historic Preservation during the Department of Interiors Section 106 review process in order to prevent the demolition of numerous national register properties in the Naval Air Station Pensacola National Register District. His 13 years on the Florida Trust included pro bono services for the preservation of the Hood-Hays House in Tallahassee as the State Headquarters as well as his leadership as the State Chairman for the Annual Meeting, *History, Heritage, and Hurricanes* held in Pensacola in 2008.

Mr. Quina and his wife of 30 years raised three daughters in Pensacola where members of the Quina family have resided since 1860. He has provided professional services for many non-profit agencies, including the West Florida Historic Preservation Board, the Pensacola Cultural Center, the Interfaith Housing Coalition, and more than eighty church clients. He has remained active in community service including more than 17 years on the City Architectural Review Board.

CARTER B. QUINA, AIA, LEED AP

Affiliations

University of West Florida,
Adjunct Instructor, History Department
2012-present
Baptist Healthcare Corporation Board of
Directors, 2008-2012
Florida Historical Commission,
2000-2008
Florida National Register Review Board,
2005-2008
Auburn University Architectural
Advisory Board, 1996-2000
Architectural Review Board Member,
City of Pensacola, 1994-present
American Institute of Architects
Florida Trust for Historic Preservation
Board of Trustees, 1999- 2012
West Florida Historic Preservation
Board of Directors, 1995-2012
Past President, Board of
Trustees, Pensacola Little
Theatre, 1986-92
Gateway Review Board Member,
City of Pensacola 1992-1994
Leadership Pensacola Class of 1989
First City Dance Theatre Board
Member, 1990-1992
Pensacola Historic Society,
Board of Trustees, 1997-00
Old Christ Church Foundation

Professional Background

1992-present, Principal
Quina Grundhoefer Architects
Pensacola, FL
1984-1992, Principal
Quina Associates Architects/Planners
Pensacola, FL
1981-1984, Staff Architect
Yankee Planning/Do H. Chung, AIA
Stamford, CT
1979-1981, Associate
Preiss/Breismeister PC Architects
Stamford, CT/ New York, NY
1978-1979, Associate
Crawford, Giattina & Associates Architects
Birmingham, AL

Partial List of Major Projects

Old County Courthouse Restoration
Pensacola, FL - Principal in Charge
Imogene Theater Restoration
Pensacola, FL - Principal in Charge
Old Christ Church Restoration
Pensacola, FL - Principal in Charge
Saenger Theater Lobby Renovation
Pensacola, FL- Principal in Charge
Governor Perry Mansion Restoration
Pensacola, FL - Principal in Charge
L&N Marine Terminal Restoration
Pensacola, FL - Principal in Charge
First United Methodist Church Renovations
Pensacola, FL - Principal in Charge
Pensacola Cultural Center
Pensacola, FL - Principal in Charge
Washington Row Preservation
South Norwalk, CT – Project Architect

Awards

Florida AIA Citizen Architect Award, 2013
Florida Trust Preservation Award, 2013
Imogene Theater Restoration
NW Florida AIA Award of Excellence
East Hill Animal Clinic
NW Florida AIA Service to the Community
Honor Award, 2011
NW Florida AIA Award of Excellence, 2011
Imogene Theater Restoration
NW Florida AIA Award of Excellence, 2010
Old Escambia County Courthouse
NW Florida AIA Award of Excellence, 2010
Governor Perry Restoration
Masonry Award, 2010
St. Sylvester Catholic Church
NW Florida Un-built Award of Excellence, 2010
New Downtown Elementary School
NW Florida AIA Honor Award, 2009
ROC @ First Baptist Church
NW Florida AIA Honor Award, 2009
St. Joseph Catholic Church Restoration
NW Florida AIA Merit Award, 2009
Walnut Hill Museum Reconstruction
Florida Trust Preservation Award, 2009
Old Escambia County Courthouse
Florida Trust Preservation Award, 2008
Walnut Hill Museum
Florida Trust Preservation Award, 2008
L&N Terminal
Tallahassee Trust Preservation Award, 2008
Hays Hood House Restoration
Florida Trust Preservation Award, 2007
St. Joseph Church Restoration
Florida Trust Preservation Award, 2006
The Casita
NW Florida AIA Gold Award, 2003
Old Christ Church
NW Florida AIA Silver Award, 2003
Port Administration Building
Florida Trust Preservation Award, 2003
Hutchinson House Restoration
Florida Trust Preservation Award, 2000
Old Christ Church Restoration
NW Florida AIA Design Award, 1999
Steelwood Clubhouse, Loxley, AL
Golden Brick Award, 1994,
14 Palafox Place Renovation
Florida Trust Preservation Award, 1994
Pensacola Cultural Center
NW Florida AIA Merit Award, 1992
Pensacola Cultural Center
Florida Trust Preservation Award, 1991
Saltmarsh Estates
President's Award, 1990
Pensacola Little Theatre
NW Florida AIA Honorable Mention, 1990
Saltmarsh Estates
Connecticut Society of Architects
Honor Award, 1986, Washington Row
Preservation in South Norwalk, CT

Education

Master of Architecture II, 2012
Tulane University, New Orleans, LA
Bachelor of Architecture, 1978
Five-Year Professional Degree
Auburn University, Auburn, AL

CARTER B. QUINA, AIA, LEED AP

Alabama, 1984 No. 2702

Professional Registrations

New York, 1982	No. 15482	Arkansas, 1988	No. 2193
Florida, 1984	No. 10238	Louisiana, 2010	No. 7263
		NCARB Cert. 1983	No. 29305

Lectures, Tours, and Workshops

Rotary Club of Pensacola

Preservation Architecture, *October 22, 2013*

Tulane University

Richardson Memorial Hall Historic Structures Report, *Fall 2011*

Florida Trust for Historic Preservation

Workshop, Orlando, 2010, Preservation Is Sustainable
Pensacola, 2008, State Chair of Annual Conference
Pensacola, 2008, Historic Landmarks Tour
Pensacola, 2008, Historic Case Studies
Pensacola, 2008, Historic Golf Courses of America
Coral Gables, 2005, Historic Pensacola Master Plan
Coral Gables, 2005, Coral Gables Museum of History
Workshop, 2003, Pensacola, Sensitive Upgrades that Retain Integrity
Workshop, 2002, Apalachicola, Codes and Historic Buildings
Workshop, 2000, Pensacola, Codes and Historic Buildings

Pensacola Historic Society

100th Anniversary keynote Speaker, *Spring 2008*

University of West Florida

Guest Lecturer, Issues in Historic Preservation, *Fall 2013*
Adjunct Instructor, Graduate Level Historic Preservation, *Fall 2012 and Spring 2013*
Guest Lecturer, History of American Architecture, *Richard Brosnahan, Instructor*
Guest Lecturer, STYLE, *John Daniels, Instructor*
Guest Lecturer, Survival of a Small City, *Jane Dysart, Instructor*

Florida State University

Guest Lecturer, Museum Studies: Architecture, *John Daniels, Instructor*

Pensacola Heritage Society

Quina Family in Pensacola, 2002
Cultural District Tour, Pensacola, 2001
North Hill Tour, Pensacola, 2000

North Hill Historic Neighborhood Association

Key Note Speaker, Annual Meeting, 2013
Historic Tour of Homes, 2006
Historic Tour of Homes, 2003

Grant Administration and Capital Campaigns

West Florida Historic Preservation Board

Voices of Pensacola (Gulf Power grant)
Five Flags Exhibit at the TT Wentworth Museum (BP grant)
Quina Singh House Restoration
McVoy House Restoration
Restoration of TR Miller steam engine
Old Christ Church Campaign
Pfeifer House Restoration

Santa Rosa Historic Society

Imogene Theater State Grant
Impact 100 Grant
Fire Insurance claim
Community Capital Campaign

Pensacola Little Theater/Pensacola Cultural Center

Florida Special Category Grants (three)
Community Campaign as Board President

Churches and Institutional Capital Campaign Participation

First United Methodist Church of Pensacola
Florida Trust for Historic Preservation
Christ Episcopal Church, Pensacola
Artel Gallery, Pensacola
First Baptist Church, Pensacola
Pensacola Catholic High School

**Board of Trustees
Full Board Meeting
June 20, 2024**

Approve FY2025/26 - 2029/30 Capital Improvement Plan

Recommended Action:

Approve Fiscal Years 2025-2026 through 2029-2030 Capital Improvement Plan and to authorize the President to make revisions to the supporting documentation, to address the changes resulting from the Governor's vetoes, prior to submitting the documents to the Florida Board of Governors.

Background Information:

The Board of Governors obtains a proposed project list from each of the State University System universities and presents it to the Legislature and Governor, along with requests from state colleges and public schools. The Legislature then determines which projects are funded. This process is pursuant to Florida Statutes 1013.64, 216.0158, and 216.043. Project funding is obtained from the Public Education Capital Outlay (PECO) fund, which is a portion of the gross receipts tax on utilities, including electricity, telecommunications, and cable. A new mandate was added to the plan in FY22, pursuant to section 1001.706(12)(c)1, Florida Statutes, which states, in part, "A plan is provided to reserve funds in an escrow account, specific to the project, into which shall be deposited each year an amount of funds equal to 1 percent of the total value of the building for future maintenance...". In FY23 to enhance the requirements in Section 1001.706(12)(c), Florida Statutes, an additional requirement was implemented in accordance with BOG 14.002, which requires an annual reserve contribution of 2% of the total value of the building for new construction of an education and general (E&G) facility, funded in whole or in part with State appropriations. The 1% requirement is therefore applicable to PECO renovation and remodeling projects.

The proposed plan aligns with the March 2022 Educational Plant Survey Report. The University requests the Board of Governors recognize the board-approved plan within the forthcoming Five-Year PECO Project List for the SUS. This report, which captures the institution's comprehensive capital plan for the Board of Governors Chancellor's Office, identifies the following categories: PECO-Eligible Project Requests, CITF Project Requests, and Non-State Supplemental Funding of PECO and/or CITF Projects.

The University carefully considered current facilities, building space utilization, future programs and FTE enrollment growth when identifying project requirements and prioritization. The proposed 2025/2026 – 2029/2030 five-year Fixed Capital Outlay plan continues to reflect priorities endorsed by President Saunders and the Cabinet.

Key points for the proposed PECO Plan, which remain from the most recent Plan are summarized as follows (in priority order):

1. Student Engagement and Research Center (SERC) - \$40.67 million.
2. Building 77 and 78 Renovation - \$20.95 million.
(Formerly the Multidisciplinary Academic Center, a proposed new replacement facility, which was not recommended by the March 2022 Educational Plant Survey, and therefore was removed in 2022 from the list).
3. Capital Renewal Infrastructure – for eleven of the past thirteen fiscal years this has not been funded. Considerable SFRF Deferred Maintenance funds were received in FY23. The University's current estimated Capital Renewal and Deferred Maintenance (CRDM) backlog is \$180+ million.

There is a change to this Plan as compared to our 2024/2025 submittal. The recommended change for the PECO Plan, as compared to the most recent Plan is as follows:

1. Removed Science and Engineering Research Wing from the list as it received initial funding through the FY24 allocation, and subsequently FY25 anticipated allocation.

**The subsequent funding was vetoed and revisions to the documentation is in process.*

The Capital Improvement Trust Fund (CITF) project list was approved by the Student Life and Services Facility Committee (SLSFC) on March 6, 2024. The committee's priority list, in ranked order, is summarized below:

- Pen Air Field Bleachers - Phase 1b (area 236)
- Conference Center Magnetic Door Holders (building 22)
- Pool filtration installation (building 73)
- Softball lights - Softball Field (area E15)
- HLS Facility Sound System (building 72)
- Patio - Phase 1a (building 22)

UWF's portion of the CITF allocation for the coming year (FY 25) will be \$1,141,243. Therefore, it is anticipated the first five projects on the CITF priority list will receive funding, and the sixth project will receive partial funding (for Phase 1a work).

Note, the above noted CITF project request(s) are not detailed on the FY2025/26 - 2029/30 Capital Improvement Plan list, as the BOG requests only proposed projects with total project costs of \$2 million or more be listed.

Implementation Plan:

Submit to the Board of Governors Chancellor's Office by July 1, 2024.

Fiscal Implications:

None

Relevant Authority:

Sections 1011.40(1), 1013.60 and 1001.706(12), Florida Statutes, require each university to submit information to support and justify its legislative budget request for fixed capital outlay (FCO LBR).

Supporting Documents:

Proposed Capital Improvement Plan Documents FY 2025/2026 - 2029/2030

1. CIP2A – PECO Summary of Projects_2025-26
2. CIP2B – CITF Summary of Projects_2025-26
3. CIP2C – BoB Summary of Projects_2025-26
4. CIP 3 - PECO Project Priority 1 Project Details_2025-26 PECO #1
5. CIP 3 - PECO Project Priority 2 Project Details_2025-26 PECO #2
6. CIP 3 - PECO Project Priority 3 Project Details_2025-26 PECO #3
7. CIP 3 - PECO Project Priority 3a attachment – Deferred Maint. - Capital Renewal Plan

Prepared by:

Mel Manor, Executive Director, Facilities Management, 850-474-2007, jmanor@uwf.edu

Presenter:

Betsy Bowers, Vice President, Finance and Administration
Chris Martin, Assistant Vice President, Facilities Management

State University System
5-Year Capital Improvement Plan (CIP)
FY 2025-26 through 2029-30

Summary of Projects
(PECO-Eligible Project Requests)

Approval by UWF BOT June 20, 2024

University of West Florida

Contact: Mr. James Manor
(name)

(850) 474-2007
(phone)

jimanor@uwf.edu
(email)

Priority No.	Project Title	Total Supplemental (Non PECO) funding	Total Prior PECO Funding	Projected Annual PECO Funding Requested					Programs to Benefit from Project	Net Assignable Sq. Ft. (NASF)	Gross Sq. Ft. (GSF)	Total Project Cost	Project Cost Per GSF	EPS Recommendation Date & Rec. # ⁽¹⁾
				FY25-26	FY26-27	FY27-28	FY28-29	FY29-30						
1	Student Engagement and Research Center (SERC)			\$ 19,224,953	\$ 21,445,907				Academic	37,550	63,485	\$ 40,670,860	\$ 640.64	Mar 2022 3.1
2	Building 77 and 78 Renovation - Formerly Multidisciplinary Academic Center			\$ 4,027,083	\$ 16,929,027				Academic	combined total gsf listed for 77 (23,991) and 78 (19,348)	43,339	\$ 20,956,110	\$ 483.54	Mar 2022 2.3 & 2.4
3	Capital Renewal Infrastructure - Deferred Maintenance			\$ 28,128,925	\$ 35,758,085	\$ 40,619,480	\$ 37,209,865	\$ 39,081,515	Campus Support	N/A	N/A	\$ 180,797,870	N/A	Mar 2022 6.2
												\$ -		
												\$ -		
												\$ -		
												\$ -		
												\$ -		
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1) Pursuant to s. 1001.706(12)c., F.S., new projects that have not already been partially appropriated funding must be Recommended in the latest Educational Plant Survey (EPS) in order to be included in the final prioritized list of projects (for the FCO LBR). If a project was partially appropriated funding without an EPS Recommendation, please cite the General Appropriations Act year and (\$) amount(s) appropriated, for reference.

State University System
 5-Year Capital Improvement Plan (CIP)
 FY 2025-26 through 2029-30

Summary of Projects
 (CITF Project Requests) ¹

University: University of West Florida

Contact: Mr. James Manor
 (name)

(850) 474-2007
 (phone)

jmanor@uwf.edu
 (email)

Project Name	Total CITF Funding to Date	Projected Annual CITF Funding for the Project					Programs to Benefit from Project (if applicable)	Net Assignable Sq. Ft. (NASF)	Gross Sq. Ft. (GSF)	Total Project Cost ¹	Project Cost Per GSF
		FY25-26	FY26-27	FY27-28	FY28-29	FY29-30					
N/A - as no current projects of \$2M or more											

1) This form (CIP-2B) is intended for CITF projects of \$2M or more.

State University System
5-Year Capital Improvement Plan (CIP)
FY 2025-26

Summary of Projects
(*Back of Bill' Legislative Project Authorizations) *

University University of West Florida Contact: Mr. James Manor {(850) 474-2007 jmanor@uwf.edu
(name) (phone) (email)

Project Name *	Brief Description of Project	GSF	Project Location	Project Cost	Project Funding Source(s)	Estimated Annual Operating & Maintenance Cost	
						Amount (\$)	Funding Source(s)
Stadium	On-Campus Stadium with 7,500 total seating capacity in the Phase 1 construction	126,231	UWF Main Campus	\$40,000,000+	\$15,000,000 Donations \$25,000,000 Internal Loan	Operations \$1M/yr Game Day expenses \$500K/yr Premium Food/Bev. Costs \$86K/yr Capital Reserve \$400k/yr	Auxiliaries Unobligated Reserves less debt service

* List all proposed FCO projects for **FY 2024-25** to be constructed, acquired and financed by the university or DSO via Debt or P3 that require Legislative (Back-of-Bill) authorization. **Projects meeting the requirements listed in s. 1010.62(7)(a) are Legislatively approved and do not require Legislative 'back-of-bill' authorization.**

PECO Project Detail

University: University of West Florida
 Project Name: Student Engagement and Research Center (SERC)
 Project Address: 11000 University Parkway Pensacola, FL 32514

Project Priority #: **1**

PROJECT NARRATIVE

Student engagement via research is a cornerstone of the UWF institutional mission. The UWF Student Engagement and Research Center (SERC) will be dedicated to supporting research areas that are currently not fully resourced, including cross-disciplinary and non-laboratory research; it will enhance existing student-focused research activities to expand student-, faculty-, and community-engagement. The building will contain rooms to design and execute student-centered projects, in reservable, secure research labs and open collaborative research space, while also enhancing campus capabilities for presenting creative, scholarly, and research products.

Proposed facility to house multiple disciplines, undergraduate, research, and student engagement.

Educational Plant Survey: Educational Plant Survey Recommended, March 2022, Subset 3.2. The President sent a confirming letter dated April 7, 2022 to the B.O.G. Director Finance and Facilities.

RESERVE ESCROW PLAN

	Renovation/Remodeling Projects <small>(1% per s. 1001.706(12)(c) F.S.)</small>	New Construction Projects <small>(2% per Board Regulation 14.002)</small>
Estimated Bldg Value:	\$ -	\$ 40,670,860
Value Basis/Source:	Total construction cost or insurable value, whichever is greater, per Board Regulation 14.002	
Estimated 1st Yr Deposit:	\$ -	\$ 813,417
Funding Source:		
Comments:	Department with ownership of the project will contribute allowable E&G or Auxiliary funds, if available, to fund the escrow and/or Auxiliary administrative overhead funds will be provided to cover the escrow requirement with proper approvals.	

BUILDING SPACE DESCRIPTION (account for all building space below)

Space Type <small>(per FICM)</small>	Net Assignable Sq. Ft. <small>(NASF)</small>	Net-to-Gross Conversion Factor	Gross Sq. Ft. <small>(GSF)</small>	Unit Cost * <small>(per GSF)</small>	Building Cost		
NEW CONSTRUCTION							
Research Lab	31,000	<u>1.7</u>	52,700	<u>497</u>	26,209,818		
Study	4,800	<u>1.7</u>	8,160	<u>391</u>	3,192,355		
Office	1,750	<u>1.5</u>	2,625	<u>401</u>	1,051,628		
	-		-		-		
	-		-		-		
	-		-		-		
	-		-		-		
	-		-		-		
Assignable E&G Space (subtotal):	37,550		63,485		30,453,801		
'Other Assignable' E&G Space:	-		-		-		
Non-E&G Space:	-		-		-		
Total Space:	37,550		63,485		30,453,801		
<small>* Apply Unit Cost to total GSF based on Space Type</small>							
REMODELING / RENOVATION						Remodeling Projects <u>Only</u>	
						BEFORE	AFTER
	-		-		-	-	-
	-		-		-	-	-
	-		-		-	-	-
	-		-		-	-	-
	-		-		-	-	-
	-		-		-	-	-
	-		-		-	-	-
Assignable E&G Space (subtotal):	-		-		-	-	-
'Other Assignable' E&G Space:	-		-		-	-	-
Non-E&G Space:	-		-		-	-	-
Total:	-		-		-	-	-

Grand Total:	37,550	63,485	30,453,801
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PROJECT COMPONENT COSTS & PROJECTIONS

	Costs Incurred to Date	Projected Costs					Total
		Year 1	Year 2	Year 3	Year 4	Year 5	
Basic Construction Costs							
Building Cost (from above)	-	15,226,900	15,226,901	-	-	-	30,453,801
Environmental Impacts/Mitigation	-	-	9,500	-	-	-	9,500
Site Preparation / demolition	-	1,250,000	88,500	-	-	-	1,338,500
Landscape / Irrigation	-	-	130,500	-	-	-	130,500
Plaza / Walks	-	-	225,200	-	-	-	225,200
Roadway Improvements	-	-	87,500	-	-	-	87,500
Parking : spaces	-	-	-	-	-	-	-
Telecommunication	-	-	205,000	-	-	-	205,000
Electrical Service	-	-	110,500	-	-	-	110,500
Water Distribution	-	-	92,000	-	-	-	92,000
Sanitary Sewer System	-	-	96,500	-	-	-	96,500
Chilled Water System	-	-	55,500	-	-	-	55,500
Storm Water System	-	-	68,500	-	-	-	68,500
Energy Efficient Equipment	-	-	-	-	-	-	-
Subtotal: Basic Const. Costs	-	16,476,900	16,396,101	-	-	-	32,873,001
Other Project Costs							
Land / existing facility acquisition	-	-	-	-	-	-	-
Professional Fees	-	2,068,753	520,000	-	-	-	2,588,753
Fire Marshall Fees	-	60,000	12,500	-	-	-	72,500
Inspection Services	-	599,300	229,000	-	-	-	828,300
Insurance Consultant	-	-	-	-	-	-	-
Surveys & Tests	-	20,000	21,850	-	-	-	41,850
Permit / Impact / Environmental Fees	-	-	353,341	-	-	-	353,341
Artwork	-	-	152,269	-	-	-	152,269
Moveable Furnishings & Equipment	-	-	709,578	-	-	-	709,578
Project Contingency	-	-	3,051,268	-	-	-	3,051,268
Subtotal: Other Project Costs	-	2,748,053	5,049,806	-	-	-	7,797,859
Total Project Cost:	-	19,224,953	21,445,907	-	-	-	40,670,860

PROJECT FUNDING

Funding Received to Date (all sources)			Projected Supplemental Funding			Projected PECO Requests		Total Project Cost
Source	FY	Amount	Source	FY	Amount	FY	Amount	
						25-26	19,224,953	Should equal <i>Total Project Cost</i> above
						26-27	21,445,907	
		-			-		40,670,860	40,670,860

PECO Project Detail

Project Priority #: 2

University: University of West Florida

Project Name: Building 77 and 78 Renovation - Formerly Multidisciplinary Academic Center

Project Address: 11000 University Parkway Pensacola, FL 32514

PROJECT NARRATIVE

Buildings 77 and 78 were originally constructed in 1980 and have received no major updates in more than 40 years. This facility is located within School of Education. The Buildings 77 & 78 Renovation Project, formerly known as the Multidisciplinary Academic Center (MAC), envisions rehabilitation of these buildings.

Buildings 77 and 78 have significant existing capital renewal, deferred maintenance and indoor air quality deficiencies. The two buildings were originally constructed in a sloping low area having a high water table and without preferred site drainage. The buildings have three different floor levels, which are terraced down the hillside. The differing floor levels are accessed via interior hallway stairs or exterior ramping. There are not accessible restrooms on each level. Ground water intrusion is an ongoing issue at interior panelized foundation walls between the levels.

Continued use of these buildings will require waterproofing of building envelope and foundation, and stormwater drainage improvements. Additional anticipated renovations and remodeling to include: ADA accessibility issues, HVAC equipment and controls, electrical, life safety, utility infrastructure. The first step will be a facilities condition assessment.

Educational Plant Survey: Educational Plant Survey Recommended, March 2022, Subset 2.3 and 2.4. The President sent a confirming letter dated April 7, 2022 to the B.O.G. Director Finance and Facilities.

RESERVE ESCROW PLAN

Renovation/Remodeling Projects (1% per s. 1001.706(12)(c) F.S.)		New Construction Projects (2% per Board Regulation 14.002)	
Estimated Bldg Value:	\$ 20,956,110		\$ -
Value Basis/Source:	Total construction cost or insurable value, whichever is greater, per Board Regulation 14.002		
Estimated 1st Yr Deposit:	\$ 209,561		\$ -
Funding Source:			
Comments:	Department with ownership of the project will contribute allowable E&G or Auxiliary funds, if available, to fund the escrow and/or Auxiliary administrative overhead funds will be provided to cover the escrow requirement with proper approvals.		

BUILDING SPACE DESCRIPTION (account for all building space below)

Space Type (per FICM)	Net Assignable Sq. Ft. (NASF)	Net-to-Gross Conversion Factor	Gross Sq. Ft. (GSF)	Unit Cost * (per GSF)	Building Cost		
NEW CONSTRUCTION							
	-		-		-		
	-		-		-		
	-		-		-		
	-		-		-		
	-		-		-		
	-		-		-		
	-		-		-		
	-		-		-		
	-		-		-		
	-		-		-		
	-		-		-		
	-		-		-		
Assignable E&G Space (subtotal):	-		-		-		
'Other Assignable' E&G Space:	-		-		-		
Non-E&G Space:	-		-		-		
Total Space:	-		-		-		
* Apply Unit Cost to total GSF based on Space Type							
REMODELING / RENOVATION						Remodeling Projects <u>Only</u>	
						BEFORE	AFTER
Classroom	3,293	<u>1.5</u>	4,940	<u>394</u>	1,946,163	3,293	3,293
Teaching Lab	2,446	<u>1.5</u>	3,669	<u>427</u>	1,566,663	2,446	2,446
Office	5,667	<u>1.5</u>	8,501	<u>401</u>	3,408,701	5,667	5,667
Campus Support Services	-		-		-	-	-
	-		-		-	-	-
	-		-		-	-	-
	-		-		-	-	-
	-		-		-	-	-
	-		-		-	-	-
	-		-		-	-	-
	-		-		-	-	-

Assignable E&G Space (subtotal):	-	-	-	-	-	-
	11,406	17,109	6,921,527	11,406	11,406	
'Other Assignable' E&G Space:	-	-	-	-	-	-
Non-E&G Space:	-	-	-	-	-	-
Total:	11,406	17,109	6,921,527	11,406	11,406	
Grand Total:	11,406	17,109	6,921,527			

PROJECT COMPONENT COSTS & PROJECTIONS

	Costs Incurred		Projected Costs				
	to Date	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Basic Construction Costs							
Building Cost (from above)	-	-	6,921,527	-	-	-	6,921,527
Enviro. Impacts/Mit. (+roofing, wind., er	-	1,950,000	2,517,000	-	-	-	4,467,000
Site Preparation / Demo	-	700,000	-	-	-	-	700,000
Landscape / Irrigaiton	-	-	100,000	-	-	-	100,000
Plaza / Walks	-	-	250,000	-	-	-	250,000
Roadway Improvements	-	-	-	-	-	-	-
Parking : spaces	-	-	-	-	-	-	-
Telecommunication	-	-	250,000	-	-	-	250,000
Electrical Service	-	-	1,250,000	-	-	-	1,250,000
Water Distribution	-	-	120,000	-	-	-	120,000
Sanitary Sewer System	-	-	120,000	-	-	-	120,000
Chilled Water System	-	-	300,000	-	-	-	300,000
Storm Water System	-	-	500,000	-	-	-	500,000
Energy Efficient Equipment	-	-	1,810,000	-	-	-	1,810,000
Subtotal: Basic Const. Costs	-	2,650,000	14,138,527	-	-	-	16,788,527
Other Project Costs							
Land / existing facility acquisition	-	-	-	-	-	-	-
Professional Fees	-	1,327,083	-	-	-	-	1,327,083
Fire Marshall Fees	-	-	18,000	-	-	-	18,000
Inspection Services	-	-	70,000	-	-	-	70,000
Insurance Consultant	-	-	-	-	-	-	-
Surveys & Tests	-	50,000	52,500	-	-	-	102,500
Permit / Impact / Environmental Fees	-	-	50,000	-	-	-	50,000
Artwork	-	-	-	-	-	-	-
Moveable Furnishings & Equipment	-	-	500,000	-	-	-	500,000
Project Contingency	-	-	2,100,000	-	-	-	2,100,000
Subtotal: Other Project Costs	-	1,377,083	2,790,500	-	-	-	4,167,583
Total Project Cost:	-	4,027,083	16,929,027	-	-	-	20,956,110

PROJECT FUNDING

Funding Received to Date (all sources)			Projected Supplemental Funding			Projected PECO Requests		Total Project Cost
Source	FY	Amount	Source	FY	Amount	FY	Amount	
					-	25-26	4,027,083	Should equal <i>Total Project Cost</i> above
					-	26-27	16,929,027	
					-	27-28		
					-	28-29		
					-	29-30		
		-			-		20,956,110	20,956,110

PECO Project Detail

Project Priority #: 3

University: University of West Florida
Project Name: Capital Renewal Infrastructure - Deferred Maintenance
Project Address: 11000 University Parkway Pensacola, FL 32514

PROJECT NARRATIVE

The State University System of Florida, (UWF included), has not received capital infrastructure renewal funding during eleven (11) of the past thirteen (13) fiscal years. In past years, PECO Small/Minor project appropriations (not allocated since FY19) and operating funds have been used to make minor repairs to extend the useful life of infrastructure and address health and life safety, fire security, and ADA requirements. In FY23, Deferred Maintenance funding allocation was received (SFRF funds); and much needed project work is being undertaken with these funds, which will contribute significantly to reduction in overall deferred maintenance backlog. A UWF Building Condition Assessment for Educational and General buildings was completed by ISES, a consultant, in 2014, identified (at that time) approximately \$130 Million of deferred maintenance backlog and renewal required during the subsequent ten (10) year period. Subsequent ROPA Assessments by Sightlines have indicated an increasing backlog.

Typical project types include, however, are not limited to, the following: Campus Irrigation, Drainage, Retention Pond, and Erosion Control Upgrades and Expansion; Campus-Wide Roadway, Record Documents Updating, and Expansion; Campus-Wide Sanitary and Storm Sewer Repair and Expansion; Campus-Wide Foundation Waterproofing and Drainage; Campus Exterior Building Envelope Moisture Remediation Upgrades and Component Replacement; Campus Electronic Security and Fire Alarm System Upgrades and Expansion; Campus Electrical and Lighting System Upgrade and Expansion; Campus Potable Water System Upgrades and Modification; Campus Voice, Data, and Video Systems Upgrades and Expansion; Campus Utility Plant Modifications, Distribution System Upgrades, and Expansion; Campus ADA Compliance and Sidewalk Modifications; Campus Wayfinding Infrastructure.

Educational Plant Survey: Educational Plant Survey Recommended, March 2022, Subset 6.3. The President sent a confirming letter dated April 7, 2022 to the B.O.G. Director Finance and Facilities.

RESERVE ESCROW PLAN

	Renovation/Remodeling Projects (1% per s. 1001.706(12)(c) F.S.)	New Construction Projects (2% per Board Regulation 14.002)
Estimated Bldg Value:	n/a	\$ -
Value Basis/Source:	Total construction cost or insurable value, whichever is greater, per Board Regulation 14.002	
Estimated 1st Yr Deposit:	n/a	\$ -
Funding Source:		
Comments:	Department with ownership of the project will contribute allowable E&G or Auxiliary funds, if available, to fund the escrow and/or Auxiliary administrative overhead funds will be provided to cover the escrow requirement with proper approvals.	

BUILDING SPACE DESCRIPTION (account for all building space below)

Space Type (per FICM)	Net Assignable Sq. Ft. (NASF)	Net-to-Gross Conversion Factor	Gross Sq. Ft. (GSF)	Unit Cost * (per GSF)	Building Cost
	-		-		-
	-		-		-
	-		-		-
	-		-		-
	-		-		-
	-		-		-
	-		-		-
	-		-		-
	-		-		-
	-		-		-
	-		-		-
Assignable E&G Space (subtotal):	-		-		-
'Other Assignable' E&G Space:	-		-		-
Non-E&G Space:	-		-		-
Total Space:	-		-		-

* Apply Unit Cost to total GSF based on Space Type

REMODELING / RENOVATION

	Remodeling Projects Only	
	BEFORE	AFTER
	-	-
	-	-
	-	-
	-	-
	-	-
	-	-
	-	-
	-	-
	-	-
	-	-

Assignnable E&G Space (subtotal):	-	-	-	-	-	-
'Other Assignnable' E&G Space:	-	-	-	-	-	-
Non-E&G Space:	-	-	-	-	-	-
Total:	-	-	-	-	-	-
Grand Total:	-	-	-	-	-	-

PROJECT COMPONENT COSTS & PROJECTIONS

	Costs Incurred to Date	Projected Costs					Total
		Year 1	Year 2	Year 3	Year 4	Year 5	
Basic Construction Costs							
Building Cost (from above)	See Accompanying Spreadsheet of Planned Project Allocations						
Environmental Impacts/Mitigation	-	-	-	-	-	-	
Site Preparation	-	-	-	-	-	-	
Landscape / Irrigation	-	-	-	-	-	-	
Plaza / Walks	-	-	-	-	-	-	
Roadway Improvements	-	-	-	-	-	-	
Parking : [] spaces	-	-	-	-	-	-	
Telecommunication	-	-	-	-	-	-	
Electrical Service	-	-	-	-	-	-	
Water Distribution	-	-	-	-	-	-	
Sanitary Sewer System	-	-	-	-	-	-	
Chilled Water System	-	-	-	-	-	-	
Storm Water System	-	-	-	-	-	-	
Energy Efficient Equipment	-	-	-	-	-	-	
Subtotal: Basic Const. Costs	-	-	-	-	-	-	
Other Project Costs							
Land / existing facility acquisition	-	-	-	-	-	-	
Professional Fees	-	-	-	-	-	-	
Fire Marshall Fees	-	-	-	-	-	-	
Inspection Services	-	-	-	-	-	-	
Insurance Consultant	-	-	-	-	-	-	
Surveys & Tests	-	-	-	-	-	-	
Permit / Impact / Environmental Fees	-	-	-	-	-	-	
Artwork	-	-	-	-	-	-	
Moveable Furnishings & Equipment	-	-	-	-	-	-	
Project Contingency	-	-	-	-	-	-	
Subtotal: Other Project Costs	-	-	-	-	-	-	
(ongoing) Total Project Cost:	(ongoing)	28,128,925	35,758,085	40,619,480	37,209,865	39,081,515	180,797,870

PROJECT FUNDING

Funding Received to Date (all sources)			Projected Supplemental Funding			Projected PECO Requests		Total Project Cost
Source	FY	Amount	Source	FY	Amount	FY	Amount	
						25-26	28,128,925	Should equal Total Project Cost above
						26-27	35,758,085	
						27-28	40,619,480	
						28-29	37,209,865	
						29-30	39,081,515	
		-			-		180,797,870	180,797,870

UWF Facilities Management - Capital Renewal and Deferred Maintenance Plan FY2026 - FY2030
(5/28/2024 Update)
MRRR (Maint., Repair, Renovations, and Remodeling) - Utilities/Infrastructure/Capital Renewal/Roofs

Bldg	(Description) Building Roofs	Cost Notation	Five Year Spending Plan					Totals
			2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	
85	Professional Studies Offices (balance of building - center section)	\$ 750,000.00	\$ 750,000.00					\$750,000.00
82	Center for Fine & Performing Arts	\$ 3,462,300.00	\$ 3,462,300.00					\$3,462,300.00
58	Sciences Laboratory	\$ 1,750,700.00	\$ 1,750,700.00					\$1,750,700.00
73	Aquatic Center	\$ 1,804,600.00	\$ 1,804,600.00					\$1,804,600.00
70	Applied Science and Technology	\$ 912,300.00	\$ 912,300.00					\$912,300.00
72	Health, Leisure, & Sports Facility	\$ 4,495,850.00	\$ 4,495,850.00					\$4,495,850.00
51	Humanities & Social Science Classrooms & Labs	\$ 538,250.00		\$ 538,250.00				\$538,250.00
52	Classrooms & Offices	\$ 654,400.00		\$ 654,400.00				\$654,400.00
53	Raymond M. Haas Center	\$ 429,350.00		\$ 429,350.00				\$429,350.00
83	Wetlands Research Facility	\$ 263,050.00		\$ 263,050.00				\$263,050.00
48	Records Management	\$ 252,250.00		\$ 252,250.00				\$252,250.00
76	Pat Dodson Complex - COB Offices/Labs	\$ 545,000.00		\$ 545,000.00				\$545,000.00
89	Margaret J. Smith Archeology Institute & Museum	\$ 380,000.00		\$ 380,000.00				\$380,000.00
90	Facilities Services	\$ 829,450.00		\$ 829,450.00				\$829,450.00
90	Install roof gutters and downspouts / storm drain	\$ 90,000.00	\$ 90,000.00					\$90,000.00
91	Maintenance and Parking Services	\$ 502,600.00		\$ 502,600.00				\$502,600.00
92	Building Services	\$ 254,400.00		\$ 254,400.00				\$254,400.00
93	Building Services Storage and Work Control	\$ 514,600.00		\$ 514,600.00				\$514,600.00
94	University Police	\$ 237,800.00		\$ 237,800.00				\$237,800.00
95	Central Receiving & Environ. Health & Safety	\$ 527,700.00		\$ 527,700.00				\$527,700.00
49	Archaeology Storage	\$ 292,800.00		\$ 292,800.00				\$292,800.00
82B	Theater Shop	\$ 135,450.00			\$ 135,450.00			\$135,450.00
80	Applied Science and Technology Annex	\$ 216,000.00			\$ 216,000.00			\$216,000.00
54	Fieldhouse	\$ 3,845,300.00			\$ 3,845,300.00			\$3,845,300.00
99A	Child Care Storage Building	\$ 9,800.00			\$ 9,800.00			\$9,800.00
43	Archaeology & Special Collections Storage	\$ 337,250.00			\$ 337,250.00			\$337,250.00
71	Japan House & International Center	\$ 791,650.00			\$ 791,650.00			\$791,650.00
58B	Lab Storage	\$ 451,700.00			\$ 451,700.00			\$451,700.00
960	Student Wellness Center	\$ 650,000.00			\$ 650,000.00			\$650,000.00
10	Crosby Hall	\$ 989,050.00			\$ 989,050.00			\$989,050.00
10	Replace Flat Roof and Sky Light	\$ 100,000.00			\$ 100,000.00			\$100,000.00
11	College of Arts & Social Sciences - Bailey Complex B	\$ 984,200.00			\$ 984,200.00			\$984,200.00
12	Alumni & UWF Foundation - Bailey Complex C	\$ 999,400.00			\$ 999,400.00			\$999,400.00
12	Replace Flat Roof and Clear Story Windows	\$ 100,000.00			\$ 100,000.00			\$100,000.00
36	Communication Arts	\$ 1,491,550.00				\$ 1,491,550.00		\$1,491,550.00
37	Nursing	\$ 635,500.00				\$ 635,500.00		\$635,500.00
77	College of Professional Studies	\$ 1,426,550.00				\$ 1,426,550.00		\$1,426,550.00
78	College of Professional Studies	\$ 1,010,400.00				\$ 1,010,400.00		\$1,010,400.00
81	UWF Visitors Center	\$ 62,300.00				\$ 62,300.00		\$62,300.00
19	Career Services/Disabilities Resource Center	\$ 698,000.00				\$ 698,000.00		\$698,000.00
38	Small Business Development Ctr. - State Director	\$ 698,000.00				\$ 698,000.00		\$698,000.00
99	Child Care Facility	\$ 589,850.00				\$ 589,850.00		\$589,850.00
20EW	Cashier-Human Resources-Financial Services	\$ 1,302,450.00					\$ 1,302,450.00	\$1,302,450.00
22	Commons	\$ 4,523,250.00					\$ 4,523,250.00	\$4,523,250.00
79	Information Technology	\$ 1,875,850.00					\$ 1,875,850.00	\$1,875,850.00
44	Pump House Well #4	\$ 68,100.00					\$ 68,100.00	\$68,100.00
32	John C. Pace Library	f1 = 2,060,850 (plan for FY32)						\$ -
58A	Science Lecture/Laboratory	f1 = 729,150 (plan for FY32)						\$ -
76A	College of Business Education Center	f1 = 1,180,000 (plan for FY32)						\$ -
74	Pat Dodson Complex - COB Classrooms	f1 = 542,400 (plan for FY34)						\$ -
4	Science & Engineering	f1 = 1,233,300 (plan for FY34)						\$ -
13	Anthropology & Environmental Science	f1 = 678,100 (plan for FY35)						\$ -
75	Pat Dodson Complex - COB Graduate Studies Offices	f1 = 82,050 (plan for FY35)						\$ -
84	Wetlands Research Exhibit	f1 = 143,050 (plan for FY38)						\$ -
41	Psychology	f1 = 591,600 (plan for FY30)						\$ -
58C	Lab Sciences Annex	f1 = 1,089,000 (plan for FY30)						\$ -
88	WUWF Public Radio Station	f1 = 521,850 (plan for FY40)						\$ -
40	Utilities Plant	f1 = 695,750 (new FY24)						\$ -
18	Hopkins Hall	f1 = 1,439,000 (new FY24)						\$ -
21	Budget Planning-Auxiliary Services-Internal Auditing	f1 = 714,600 (new FY24)						\$ -
50	Humanities & Social Science Faculty Offices	f1 = 476,000 (new FY24)						\$ -
86	Professional Studies Classrooms	f1 = 1,410,700 (FY24)						\$ -
46	Housing Maintenance	f1 = 216,300 (new FY24)						\$ -
47	Pump House Well #2	\$ 15,000.00					\$ 15,000.00	\$15,000.00
	Sub-Total Building Roofs		\$ 13,265,750.00	\$ 6,221,650.00	\$ 9,309,800.00	\$ 6,612,150.00	\$ 7,784,650.00	\$ 43,194,000.00
Bldg	Building Envelope	Cost Notation	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	Totals

Campus	Flat Roofs Moisture Inspection 3 Year Cycle- Due 26/27 (Last Completed 23/24)	\$ 90,000.00		\$ 90,000.00					\$ 90,000.00
Campus	Window Replacement - Multi-Phase (PECO Minor \$250k last funded FY18-19; & SFRF)	next projects itemized below							\$ -
22	Replace ext. doors (Auto Slide Doors 6 Total) - completed	100,000 completed							\$ -
49	Exterior Drainage to mitigate water intrusion	\$ 40,000.00	\$ 40,000.00						\$ 40,000.00
11	Concrete Restoration Exposed Soffit	\$ 60,000.00	\$ 60,000.00						\$ 60,000.00
12	Concrete Restoration Exposed Soffit	\$ 60,000.00	\$ 60,000.00						\$ 60,000.00
13	Concrete Restoration Exposed Soffit	\$ 70,000.00	\$ 70,000.00						\$ 70,000.00
36	Concrete Restoration Exposed Soffit	\$ 60,000.00	\$ 60,000.00						\$ 60,000.00
11	Replace Doors and Windows 1st FL	SFRF project (FY24)							\$ -
11	Replace Doors and Windows 2nd FL	SFRF project (FY24)							\$ -
37	Exterior Wall Repair	\$ 94,000.00	\$ 94,000.00						\$ 94,000.00
37	Replace windows and doors	\$ 561,000.00		\$ 561,000.00					\$ 561,000.00
22	Replace remaining windows	\$ 125,000.00		\$ 125,000.00					\$ 125,000.00
36	Exterior Wall Repair	\$ 94,000.00	\$ 94,000.00						\$ 94,000.00
38	Exterior Wall Repair	\$ 67,000.00	\$ 67,000.00						\$ 67,000.00
43	Replace Exterior Doors; HVAC	\$ 15,000.00	\$ 15,000.00						\$ 15,000.00
38	Replace windows and doors	\$ 250,000.00		\$ 250,000.00					\$ 250,000.00
58	Replace windows and doors	\$ 650,000.00		\$ 650,000.00	\$ 650,000.00				\$ 650,000.00
19	Replace windows and doors	\$ 125,000.00			\$ 125,000.00				\$ 125,000.00
40	West Exterior/ Mezzanine Block Efflorescence	\$ 100,000.00				\$ 100,000.00			\$ 100,000.00
13	East side of building waterproofing/underdrain	\$ 120,000.00		\$ 120,000.00					\$ 120,000.00
19	Replace windows and doors	\$ 250,000.00			\$ 250,000.00				\$ 250,000.00
22	Replace windows and doors	\$ 400,000.00				\$ 400,000.00			\$ 400,000.00
36	Replace windows and doors	\$ 300,000.00				\$ 300,000.00			\$ 300,000.00
37	Replace windows and doors	\$ 250,000.00					\$ 250,000.00		\$ 250,000.00
38	Replace windows and doors	duplicate						\$ -	\$ -
48	Replace windows and doors	\$ 100,000.00				\$ 100,000.00			\$ 100,000.00
43	Exterior Walls & Drainage	\$ 15,000.00				\$ 15,000.00			\$ 15,000.00
20E	Replace exterior entrance - Cashier's Doors	\$ 30,000.00				\$ 30,000.00			\$ 30,000.00
32	Ext. northeast wall repair above lintel - 400 S.F.	\$ 130,000.00	\$ 130,000.00						\$ 130,000.00
54	B54 Storefront Replacement East & West Sides	\$ 250,000.00				\$ 250,000.00			\$ 250,000.00
47	Replace doors	\$ 10,000.00				\$ 10,000.00			\$ 10,000.00
81	Replace windows	\$ 25,000.00				\$ 25,000.00			\$ 25,000.00
54	Replace Windows	\$ 400,000.00				\$ 400,000.00			\$ 400,000.00
19	Building envelope air and duct seal	\$ 25,000.00			\$ 25,000.00				\$ 25,000.00
38	Building envelope air and duct seal	\$ 25,000.00			\$ 25,000.00				\$ 25,000.00
77	Building envelope air seal	\$ 40,000.00			\$ 40,000.00				\$ 40,000.00
78	Building envelope air seal	\$ 40,000.00			\$ 40,000.00				\$ 40,000.00
21	Building envelope air seal	\$ 75,000.00			\$ 75,000.00				\$ 75,000.00
91	Building envelope air seal	\$ 75,000.00				\$ 75,000.00			\$ 75,000.00
92	Building envelope air seal	\$ 75,000.00				\$ 75,000.00			\$ 75,000.00
93	Building envelope air seal	\$ 50,000.00				\$ 50,000.00			\$ 50,000.00
94	Building envelope air seal	\$ 50,000.00				\$ 50,000.00			\$ 50,000.00
76/75	B76/B75 remove exterior skylight \$40K	\$ 40,000.00	\$ 40,000.00						\$ 40,000.00
82	B82 fly loft louvers replacement (design encumbered FY24)	\$ 175,000.00	\$ 175,000.00						\$ 175,000.00
82	Bldg 82 CFPA Tower - masonry remediation (analysis and assessment design encumbered FY24)	\$ 150,000.00	\$ 150,000.00						\$ 150,000.00
CW	Campus-Wide Pressure Washing (PECO minor \$10k last funded FY17-18; \$25k request FY19-20; other source funds FY18-19 - and subsequent)	30,000/yr recurring	\$ 30,000.00	\$ 30,000.00	\$ 30,000.00	\$ 30,000.00	\$ 30,000.00	\$ 30,000.00	\$ 150,000.00
	Sub-Total Building Envelope		\$ 1,085,000.00	\$ 1,176,000.00	\$ 1,055,000.00	\$ 1,180,000.00	\$ 1,245,000.00	\$ 5,711,000.00	
Bldg	Building Interiors and Finishes	Cost Notation	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	Totals	
54	Sand/Refinish Gym Wood Flooring (FY24 \$66.5k) (sand to raw wood, paint new court lines/logos, sealing/coating)	\$ 77,000.00					\$ 77,000.00	\$ 77,000.00	
72	Sand/Refinish Gym Wood Flooring - all courts (FY24 \$95k)	\$ 109,000.00					\$ 109,000.00	\$ 109,000.00	
82	Refinish Wood Flooring - Fine Arts- Music Hall Rehearsal Hall, Main Stage (FY18 \$10k)	\$ 13,000.00					\$ 13,000.00	\$ 13,000.00	
CW	Campus-Wide Floor Coverings (Carpet) recurring	65,000/yr recurring	\$ 65,000.00	\$ 65,000.00	\$ 65,000.00	\$ 65,000.00	\$ 65,000.00	\$ 325,000.00	
CW	Campus-Wide Restroom Ceramic Tile Repair recurring	10,000/yr recurring	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 50,000.00	
CW	Power washing restrooms etc. (\$8k last funded FY1819)	10,000/yr recurring	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 50,000.00	
CW	Campus-Wide Painting - Interior of Buildings (Phased annual renewal)	60,000/yr recurring	\$ 60,000.00	\$ 60,000.00	\$ 60,000.00	\$ 60,000.00	\$ 60,000.00	\$ 300,000.00	
CW	Campus-Wide Signage Replacement	12,000/yr recurring	\$ 12,000.00	\$ 12,000.00	\$ 12,000.00	\$ 12,000.00	\$ 12,000.00	\$ 60,000.00	
CW	Campus-Wide Fixed Seating Repairs	20,000/yr recurring	\$ 20,000.00	\$ 20,000.00	\$ 20,000.00	\$ 20,000.00	\$ 20,000.00	\$ 100,000.00	
CW	HLS Pedagogy Gym Floor Covering (65k - 5 year cycle) (last funded FY18-19)	65,000/5yr recurring	\$ 65,000.00					\$ 65,000.00	
CW	Replace interior lighting with LED to provide better lighting at lower energy consumption-Phased project, \$100K/yr (last funded FY19)	Itemized under elect.						\$ -	
CW	Elevator Refurbishment/Upgrades (Bldgs. 13, 58, 58A, 22-conf, 41)	350,000/yr	\$ 350,000.00	\$ 350,000.00	\$ 350,000.00	\$ 350,000.00	\$ 350,000.00	\$ 1,750,000.00	
CW	Campus wide check to remove/reinstall fire doors, ~ \$100K and Campus wide replacement of fire rated doors, ~\$250K	\$ 350,000.00	\$ 175,000.00	\$ 175,000.00				\$ 350,000.00	
	Sub-Total Building Interiors and Finishes		\$ 767,000.00	\$ 702,000.00	\$ 527,000.00	\$ 527,000.00	\$ 726,000.00	\$ 3,249,000.00	
Bldg	Central Utility Plant - B.40	Cost Notation	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	Totals	
40	B40 Chiller # 4 Rehab and Overhaul	\$ 135,000.00		\$ 135,000.00				\$ 135,000.00	
40	Replace AHU-1 & Chilled and Hot Water Piping	\$ 150,000.00		\$ 150,000.00				\$ 150,000.00	
40	Three Replmt. Chilled H2o Pumps-July 7,15 Report	\$ 800,000.00					\$ 800,000.00	\$ 800,000.00	

40		Decentralized Water Well (Cooling Towers)	\$ 150,000.00					\$ 150,000.00	\$ 150,000.00
		Sub-Total Central Utility Plant - B.4o		\$ 0.00	\$ 285,000.00	\$ 0.00	\$ 0.00	\$ 950,000.00	\$ 1,235,000.00
Bldg	Utility Distribution Systems		Cost Notation	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	Totals
Campus	Medium Voltage Oil Sampling (Begin 5 year cycle)		125,000/5yr					\$ 125,000.00	\$ 125,000.00
B56A	Main LS Pumps and Pump Control System		\$ 175,000.00	\$ 175,000.00					\$ 175,000.00
Campus	Stormwater - Drainage/Ponds/Outfalls Maint. - Campus 4-Lane (Annual)		\$ 50,000.00	\$ 50,000.00	\$ 50,000.00	\$ 50,000.00	\$ 50,000.00	\$ 50,000.00	\$ 250,000.00
Campus	Stormwater System Sizing and Modeling Evaluation		\$ 50,000.00	\$ 50,000.00					\$ 50,000.00
Campus	Pot. H2o (Backflow Preventer) Replacement - 2/yr. (N, S, & Central) (Annual)		\$ 20,000.00	\$ 20,000.00	\$ 20,000.00	\$ 20,000.00	\$ 20,000.00	\$ 20,000.00	\$ 100,000.00
Campus	SCADA Upgrades - Pool, Spa, Lift Stations #1 and B56A		\$ 150,000.00	\$ 150,000.00					\$ 150,000.00
Campus	Irrigation System Upgrades (New)		\$ 25,000.00	\$ 25,000.00	\$ 25,000.00	\$ 25,000.00	\$ 25,000.00	\$ 25,000.00	\$ 125,000.00
10,13,18	B10,13,18 Sidewalk Trench Drain Improvements		\$ 150,000.00	\$ 150,000.00					\$ 150,000.00
22,32	B22,32 Sidewalk Trench Drain Improvements		\$ 150,000.00	\$ 150,000.00					\$ 150,000.00
85-86	Replace underground Hot Water Piping (E/C)		\$ 1,250,000.00	\$ 1,250,000.00					\$ 1,250,000.00
Athletics	Stormwater Drain- Track & Soccer Fields		\$ 225,000.00	\$ 225,000.00					\$ 225,000.00
Athletics	Stormwater - Soccer/Softball Practice Fields		\$ 300,000.00	\$ 300,000.00					\$ 300,000.00
Campus	Decentralized Irrig. Wells (1) Sports Complex		\$ 150,000.00	\$ 150,000.00					\$ 150,000.00
Campus	Irrigation System Upgrades (Study/Evaluation)		\$ 25,000.00	\$ 25,000.00					\$ 25,000.00
Campus	Decentralized Irrigation Wells (2) Future		\$ 300,000.00	\$ 300,000.00					\$ 300,000.00
		Sub-Total Utility Distribution Systems		\$ 3,020,000.00	\$ 95,000.00	\$ 95,000.00	\$ 95,000.00	\$ 220,000.00	\$ 3,525,000.00
Bldg	Building HVAC Upgrades		Cost Notation	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	Totals
92	HVAC Replacement		SFRF project (FY24)						\$ -
51	BAS& HVAC Rehab -Swing Space Required		\$ 450,000.00			\$ 450,000.00			\$ 450,000.00
52	BAS& HVAC Rehab -Swing Space Required		\$ 450,000.00			\$ 450,000.00			\$ 450,000.00
20W	BAS & HVAC Rehabilitation - Swing Space Req.		\$ 700,000.00		\$ 700,000.00				\$ 700,000.00
20E	BAS & HVAC Rehabilitation - Swing Space Req.		\$ 700,000.00		\$ 700,000.00				\$ 700,000.00
77	HVAC AHU Replacement - Swing Space Req.		\$ 900,000.00			\$ 900,000.00			\$ 900,000.00
78	HVAC AHU Replacement - Swing Space Req.		\$ 850,000.00			\$ 850,000.00			\$ 850,000.00
79	HVAC AHU 2,5,Bldg Entrance Replacement - Swing Space Req.		\$ 1,350,000.00			\$ 1,350,000.00			\$ 1,350,000.00
83	HVAC AHU Replacement - Swing Space Req.		\$ 500,000.00					\$ 500,000.00	\$ 500,000.00
37	Replace Fan Coil Unit in ITS Data Room		\$ 15,000.00	\$ 15,000.00					\$ 15,000.00
82	Bldg. Auto. Sys. & HVAC Upgrade (AHU)1,2,3,4,5,6,7,8)		\$ 2,500,000.00				\$ 2,500,000.00		\$ 2,500,000.00
58	HVAC AHU Replacement - Swing Space Req.		\$ 3,000,000.00					\$ 3,000,000.00	\$ 3,000,000.00
58A	HVAC AHU Replacement - Swing Space Req.		\$ 1,250,000.00				\$ 1,250,000.00		\$ 1,250,000.00
22	Replace Exhaust Fans		\$ 125,000.00		\$ 125,000.00				\$ 125,000.00
49	Replace (2) DX Units w/ Gas Heat (VRF)		\$ 50,000.00		\$ 50,000.00				\$ 50,000.00
10	HVAC Rehabilitation (Mezzanine Water Detection)		\$ 95,000.00		\$ 95,000.00				\$ 95,000.00
10	Telcom DX - Mini Split HVAC		\$ 15,000.00		\$ 15,000.00				\$ 15,000.00
11	HVAC Rehabilitation (Mezzanine Water Detection)		\$ 95,000.00		\$ 95,000.00				\$ 95,000.00
11	Telcom DX Mini Split HVAC		\$ 15,000.00		\$ 15,000.00				\$ 15,000.00
12	Telcom DX Mini Split HVAC		\$ 15,000.00		\$ 15,000.00				\$ 15,000.00
19	Telcom DX Mini Split HVAC		\$ 15,000.00		\$ 15,000.00				\$ 15,000.00
10	AHU, VAV and Duct Cleaning (Begin 10 year cycle)		\$ 60,000.00	\$ 60,000.00					\$ 60,000.00
11	AHU, VAV and Duct Cleaning (Begin 10 year cycle) (2033/2034) \$45,000		FM-2024						\$ -
12	AHU, VAV and Duct Cleaning (Begin 10 year cycle)		\$ 30,000.00	\$ 30,000.00					\$ 30,000.00
18	AHU, VAV and Duct Cleaning (Begin 10 year cycle) 2031/2032 \$60,000		FM-2024						\$ -
19	AHU, VAV and Duct Cleaning (Begin 10 year cycle)		\$ 40,000.00	\$ 40,000.00					\$ 40,000.00
20E	AHU, VAV and Duct Cleaning (Begin 10 year cycle) 2031/2032 \$20,000		plan for in outyear FY32						\$ -
20W	AHU, VAV and Duct Cleaning (Begin 10 year cycle) 2031/2032 \$20,000		plan for in outyear FY32						\$ -
22	AHU, VAV and Duct Cleaning (Begin 10 year cycle)		\$ 150,000.00	\$ 150,000.00					\$ 150,000.00
32	AHU, VAV and Duct Cleaning (Begin 10 year cycle)		\$ 200,000.00	\$ 200,000.00					\$ 200,000.00
36	AHU, VAV and Duct Cleaning (Begin 10 year cycle)		\$ 40,000.00	\$ 40,000.00					\$ 40,000.00
37	AHU, VAV and Duct Cleaning (Begin 10 year cycle)		\$ 40,000.00	\$ 40,000.00					\$ 40,000.00
38	AHU, VAV and Duct Cleaning (Begin 10 year cycle)		\$ 30,000.00	\$ 30,000.00					\$ 30,000.00
40	AHU, VAV and Duct Cleaning (Begin 10 year cycle)		\$ 10,000.00	\$ 10,000.00					\$ 10,000.00
41	AHU, VAV and Duct Cleaning (Begin 10 year cycle)		\$ 50,000.00	\$ 50,000.00					\$ 50,000.00
49	AHU, VAV and Duct Cleaning (Begin 10 year cycle)		\$ 10,000.00	\$ 10,000.00					\$ 10,000.00
51	AHU, VAV and Duct Cleaning (Begin 10 year cycle)		\$ 15,000.00	\$ 15,000.00					\$ 15,000.00
52	AHU, VAV and Duct Cleaning (Begin 10 year cycle)		\$ 15,000.00	\$ 15,000.00					\$ 15,000.00
58	AHU, VAV and Duct Cleaning (Begin 10 year cycle)		\$ 75,000.00	\$ 75,000.00					\$ 75,000.00
58A	AHU, VAV and Duct Cleaning (Begin 10 year cycle)		\$ 40,000.00	\$ 40,000.00					\$ 40,000.00
58B	AHU, VAV and Duct Cleaning (Begin 10 year cycle)		\$ 5,000.00	\$ 5,000.00					\$ 5,000.00
70	AHU, VAV and Duct Cleaning (Begin 10 year cycle)		\$ 30,000.00	\$ 30,000.00					\$ 30,000.00
71	AHU, VAV and Duct Cleaning (Begin 10 year cycle)		\$ 30,000.00	\$ 30,000.00					\$ 30,000.00
72	AHU, VAV and Duct Cleaning (Begin 10 year cycle)		\$ 150,000.00	\$ 150,000.00					\$ 150,000.00
73	AHU, VAV and Duct Cleaning (Begin 10 year cycle)		\$ 40,000.00	\$ 40,000.00					\$ 40,000.00
74	AHU, VAV and Duct Cleaning (Begin 10 year cycle)		\$ 15,000.00	\$ 15,000.00					\$ 15,000.00
75	AHU, VAV and Duct Cleaning (Begin 10 year cycle)		\$ 5,000.00	\$ 5,000.00					\$ 5,000.00
76A	AHU, VAV and Duct Cleaning (Begin 10 year cycle)		FM-2024				\$ 60,000.00		\$ 60,000.00
76	AHU, VAV and Duct Cleaning (Begin 10 year cycle)		FM-2024				\$ 30,000.00		\$ 30,000.00
79	AHU, VAV and Duct Cleaning (Begin 10 year cycle)		\$ 40,000.00	\$ 40,000.00					\$ 40,000.00
80	AHU, VAV and Duct Cleaning (Begin 10 year cycle)		\$ 5,000.00	\$ 5,000.00					\$ 5,000.00
81	AHU, VAV and Duct Cleaning (Begin 10 year cycle)		\$ 5,000.00	\$ 5,000.00					\$ 5,000.00
82	AHU, VAV and Duct Cleaning (Begin 10 year cycle)		\$ 200,000.00	\$ 200,000.00					\$ 200,000.00
83	AHU, VAV and Duct Cleaning (Begin 10 year cycle)		\$ 20,000.00	\$ 20,000.00					\$ 20,000.00
85	AHU, VAV and Duct Cleaning (Begin 10 year cycle)		\$ 45,000.00	\$ 45,000.00					\$ 45,000.00
86	AHU, VAV and Duct Cleaning (Begin 10 year cycle)		\$ 45,000.00	\$ 45,000.00					\$ 45,000.00

88	AHU, VAV and Duct Cleaning (Begin 10 year cycle)	\$ 20,000.00	\$ 20,000.00			\$ 20,000.00
89	AHU, VAV and Duct Cleaning (Begin 10 year cycle)	\$ 15,000.00	\$ 15,000.00			\$ 15,000.00
91	AHU, VAV and Duct Cleaning (Begin 10 year cycle)	\$ 5,000.00	\$ 5,000.00			\$ 5,000.00
92	AHU, VAV and Duct Cleaning (Begin 10 year cycle)	\$ 10,000.00	\$ 10,000.00			\$ 10,000.00
93	AHU, VAV and Duct Cleaning (Begin 10 year cycle)	\$ 7,500.00	\$ 7,500.00			\$ 7,500.00
94	AHU, VAV and Duct Cleaning (Begin 10 year cycle)	\$ 7,500.00	\$ 7,500.00			\$ 7,500.00
95	AHU, VAV and Duct Cleaning (Begin 10 year cycle)	\$ 5,000.00	\$ 5,000.00			\$ 5,000.00
213	AHU, VAV and Duct Cleaning (Begin 10 year cycle)	\$ 5,000.00	\$ 5,000.00			\$ 5,000.00
960	AHU, VAV and Duct Cleaning (Begin 10 year cycle)	\$ 30,000.00	\$ 30,000.00			\$ 30,000.00
B22	AHU-1.2,3,4,5 Coil Steam Cleaning (Begin 3 year cycle)	\$ 21,000.00		\$ 21,000.00		\$ 21,000.00
B32	AHU 7,8,9, 10 Coil Steam Cleaning (Begin 3 year cycle)	\$ 16,800.00		\$ 16,800.00		\$ 16,800.00
B58	AHU 1.2,3,5,6 Coil Steam Cleaning (Begin 3 year cycle)	\$ 21,000.00		\$ 21,000.00		\$ 21,000.00
B58A	AHU 1.2 Coil Steam Cleaning (Begin 3 year cycle)	\$ 8,200.00		\$ 8,200.00		\$ 8,200.00
B58C	AHU 1.2 Coil Steam Cleaning (Begin 3 year cycle)	\$ 8,400.00		\$ 8,400.00		\$ 8,400.00
B83	AHU 1 Coil Steam Cleaning (Begin 3 year cycle)	\$ 4,200.00		\$ 4,200.00		\$ 4,200.00
B04	AHU 1.2,3 Coil Steam Cleaning (Begin 5 year cycle)	\$ 12,600.00		\$ 12,600.00		\$ 12,600.00
B10	AHU 1.2,3,4 Coil Steam Cleaning (Begin 5 year cycle)	\$ 16,400.00		\$ 16,400.00		\$ 16,400.00
B11	AHU 1.2,3 Coil Steam Cleaning (Begin 5 year cycle)	\$ 12,600.00		\$ 12,600.00		\$ 12,600.00
B12	AHU 1.2 Coil Steam Cleaning (Begin 5 year cycle)	\$ 8,400.00		\$ 8,400.00		\$ 8,400.00
B13	AHU 1.1, 1.2, 2.1, 3.1 Coil Steam Cleaning (Begin 5 year cycle)	\$ 16,800.00		\$ 16,800.00		\$ 16,800.00
B18	AHU 1.2, 3,4,5,6 Coil Steam Cleaning (Begin 5 year cycle)	\$ 25,200.00		\$ 25,200.00		\$ 25,200.00
B19	AHU 1.2 Coil Steam Cleaning (Begin 5 year cycle)	\$ 8,400.00		\$ 8,400.00		\$ 8,400.00
B20W	AHU 1 Coil Steam Cleaning (Begin 5 year cycle)	\$ 4,100.00		\$ 4,100.00		\$ 4,100.00
B20E	AHU 1 Coil Steam Cleaning (Begin 5 year cycle)	\$ 4,100.00		\$ 4,100.00		\$ 4,100.00
B21	AHU 1.2 Coil Steam Cleaning (Begin 5 year cycle)	\$ 8,200.00		\$ 8,200.00		\$ 8,200.00
B22	AHU 6,7,8,9,10 Coil Steam Cleaning (Begin 5 year cycle)	\$ 21,000.00		\$ 21,000.00		\$ 21,000.00
B32	AHU-1.2,3,4,5,6 Coil Steam Cleaning (Begin 5 year cycle)	\$ 21,000.00		\$ 21,000.00		\$ 21,000.00
B36	AHU 1.2 Coil Steam Cleaning (Begin 5 year cycle)	\$ 8,400.00		\$ 8,400.00		\$ 8,400.00
B37	AHU 1.2, 3Coil Steam Cleaning (Begin 5 year cycle)	\$ 12,600.00		\$ 12,600.00		\$ 12,600.00
B38	AHU 1.2 Coil Steam Cleaning (Begin 5 year cycle)	\$ 8,400.00		\$ 8,400.00		\$ 8,400.00
B40	AHU 1 Coil Steam Cleaning (Begin 5 year cycle)	\$ 4,100.00		\$ 4,100.00		\$ 4,100.00
B41	AHU 1.2 Coil Steam Cleaning (Begin 5 year cycle)	\$ 8,400.00		\$ 8,400.00		\$ 8,400.00
B50	AHU 1.2 Coil Steam Cleaning (Begin 5 year cycle)	\$ 8,400.00		\$ 8,400.00		\$ 8,400.00
B51	AHU 1 Coil Steam Cleaning (Begin 5 year cycle)	\$ 4,200.00		\$ 4,200.00		\$ 4,200.00
B52	AHU 1 Coil Steam Cleaning (Begin 5 year cycle)	\$ 4,200.00		\$ 4,200.00		\$ 4,200.00
B53	AHU 1.2 Coil Steam Cleaning (Begin 5 year cycle)	\$ 8,400.00		\$ 8,400.00		\$ 8,400.00
B54	AHU 1A,1B,1C, 2,4,5,6,7 Coil Steam Cleaning (Begin 5 year cycle)	\$ 33,600.00		\$ 33,600.00		\$ 33,600.00
B70	AHU 1.2, WSHP 1 Coil Steam Cleaning (Begin 5 year cycle)	\$ 12,600.00		\$ 12,600.00		\$ 12,600.00
B71	AHU1.2,3 Coil Steam Cleaning (Begin 5 year cycle)	\$ 12,600.00		\$ 12,600.00		\$ 12,600.00
B72	AHU 1.2,3,4,5,6,7,8,9,10,11,12,13,14,15 Coil Steam Cleaning (Begin 5 year cycle)	\$ 63,000.00		\$ 63,000.00		\$ 63,000.00
B74	AHU 1 Coil Steam Cleaning (Begin 5 year cycle)	\$ 4,100.00		\$ 4,100.00		\$ 4,100.00
B75	AHU 1 Coil Steam Cleaning (Begin 5 year cycle)	\$ 2,500.00		\$ 2,500.00		\$ 2,500.00
B76	AHU 1.2 Coil Steam Cleaning (Begin 5 year cycle)	\$ 8,400.00		\$ 8,400.00		\$ 8,400.00
B76A	AHU 1.2, OA 1 Coil Steam Cleaning (Begin 5 year cycle)	\$ 12,600.00		\$ 12,600.00		\$ 12,600.00
B77	AHU 1.2,3,4,5 Coil Steam Cleaning (Begin 5 year cycle)	\$ 21,000.00		\$ 21,000.00		\$ 21,000.00
B78	AHU 1.2,3,4 Coil Steam Cleaning (Begin 5 year cycle)	\$ 16,400.00		\$ 16,400.00		\$ 16,400.00
B79	AHU 1.2,3,4,5 Coil Steam Cleaning (Begin 5 year cycle)	\$ 20,500.00		\$ 20,500.00		\$ 20,500.00
B82	AHU 1.2,3,4,5,6,7,8,9,10,11,12 Coil Steam Cleaning (Begin 5 year cycle)	\$ 50,400.00		\$ 50,400.00		\$ 50,400.00
B85	AHU1,2,3 Coil Steam Cleaning (Begin 5 year cycle)	\$ 12,600.00		\$ 12,600.00		\$ 12,600.00
B86	AHU1,2 Coil Steam Cleaning (Begin 5 year cycle)	\$ 10,000.00		\$ 10,000.00		\$ 10,000.00
B88	AHU 1 Coil Steam Cleaning (Begin 5 year cycle)	\$ 4,100.00		\$ 4,100.00		\$ 4,100.00
B89	AHU 1.2,3,4,5,6 Coil Steam Cleaning (Begin 5 year cycle)	\$ 24,600.00		\$ 24,600.00		\$ 24,600.00
B90	AHU 1 Coil Steam Cleaning (Begin 5 year cycle)	\$ 4,100.00		\$ 4,100.00		\$ 4,100.00
B99	AHU 1 Coil Steam Cleaning (Begin 5 year cycle)	\$ 4,100.00		\$ 4,100.00		\$ 4,100.00
B234	AHU 1.2,3,4 Coil Steam Cleaning (Begin 5 year cycle)	\$ 16,400.00		\$ 16,400.00		\$ 16,400.00
B960	AHU 1.2,3 Coil Steam Cleaning (Begin 5 year cycle)	\$ 12,600.00		\$ 12,600.00		\$ 12,600.00
B04	Replace BAS Legacy Control Panels (3 AHU's)	\$ 45,000.00	\$ 45,000.00			\$ 45,000.00
B10	Replace BAS Legacy Control Panels (4 AHU's)	\$ 60,000.00	\$ 60,000.00			\$ 60,000.00
B11	Replace BAS Legacy Control Panels (3 AHU's)	\$ 45,000.00	\$ 45,000.00			\$ 45,000.00
B12	Replace BAS Legacy Control Panels (2 AHU's)	\$ 30,000.00	\$ 30,000.00			\$ 30,000.00
B13	Replace BAS Legacy Control Panels (4 AHU's)	\$ 60,000.00	\$ 60,000.00			\$ 60,000.00
B18	Replace BAS Legacy Control Panels (6 AHU's)	\$ 75,000.00	\$ 75,000.00			\$ 75,000.00
B19	Replace BAS Legacy Control Panels (2 AHU's)	\$ 30,000.00	\$ 30,000.00			\$ 30,000.00
B20W	Replace BAS Legacy Control Panels (1 AHU)	\$ 15,000.00	\$ 15,000.00			\$ 15,000.00
B20E	Replace BAS Legacy Control Panels (1 AHU)	\$ 15,000.00	\$ 15,000.00			\$ 15,000.00
B22	Replace BAS Legacy Control Panels (9 AHU's)	\$ 135,000.00	\$ 135,000.00			\$ 135,000.00
B32	Replace BAS Legacy Control Panels (10 AHU's)	\$ 150,000.00	\$ 150,000.00			\$ 150,000.00
B36	Replace BAS Legacy Control Panels (2 AHU's)	\$ 30,000.00	\$ 30,000.00			\$ 30,000.00
B37	Replace BAS Legacy Control Panels (3 AHU's)	\$ 45,000.00	\$ 45,000.00			\$ 45,000.00
B38	Replace BAS Legacy Control Panels (2 AHU's)	\$ 30,000.00	\$ 30,000.00			\$ 30,000.00
B40	Replace BAS Legacy Control Panels (1 AHU)	\$ 15,000.00	\$ 15,000.00			\$ 15,000.00
B41	Replace BAS Legacy Control Panels (2 AHU's)	\$ 30,000.00	\$ 30,000.00			\$ 30,000.00
B51	Replace BAS Legacy Control Panels (1 AHU)	\$ 15,000.00	\$ 15,000.00			\$ 15,000.00
B52	Replace BAS Legacy Control Panels (1 AHU)	\$ 15,000.00	\$ 15,000.00			\$ 15,000.00
B53	Replace BAS Legacy Control Panels (2 AHU's)	\$ 30,000.00	\$ 30,000.00			\$ 30,000.00
B58	Replace BAS Legacy Control Panels (5 AHU's)	\$ 75,000.00	\$ 75,000.00			\$ 75,000.00
B58A	Replace BAS Legacy Control Panels (2 AHU's)	\$ 30,000.00	\$ 30,000.00			\$ 30,000.00
B70	Replace BAS Legacy Control Panels (3 AHU's)	\$ 45,000.00	\$ 45,000.00			\$ 45,000.00
B71	Replace BAS Legacy Control Panels (3 AHU's)	\$ 45,000.00	\$ 45,000.00			\$ 45,000.00

B72	Replace BAS Legacy Control Panels (15 AHU's)	\$ 225,000.00	\$ 225,000.00						\$ 225,000.00
B73	Replace BAS Legacy Control Panels (2 AHU's)	\$ 30,000.00	\$ 30,000.00						\$ 30,000.00
B74	Replace BAS Legacy Control Panels (1 AHU)	\$ 15,000.00	\$ 15,000.00						\$ 15,000.00
B76	Replace BAS Legacy Control Panels (2 AHU's)	\$ 30,000.00	\$ 30,000.00						\$ 30,000.00
B76A	Replace BAS Legacy Control Panels (3 AHU's)	\$ 45,000.00	\$ 45,000.00						\$ 45,000.00
B77	Replace BAS Legacy Control Panels (3 AHU's)	\$ 30,000.00	\$ 30,000.00						\$ 30,000.00
B79	Replace BAS Legacy Control Panels (3 AHU's)	\$ 45,000.00	\$ 45,000.00						\$ 45,000.00
B83	Replace BAS Legacy Control Panels (1 AHU)	\$ 15,000.00	\$ 15,000.00						\$ 15,000.00
B85	Replace BAS Legacy Control Panels (3 AHU's)	\$ 45,000.00	\$ 45,000.00						\$ 45,000.00
B86	Replace BAS Legacy Control Panels (2 AHU's)	\$ 30,000.00	\$ 30,000.00						\$ 30,000.00
B89	Replace BAS Legacy Control Panels (2 AHU's)	\$ 30,000.00	\$ 30,000.00						\$ 30,000.00
B90	Replace BAS Legacy Control Panels (1 AHU)	\$ 15,000.00	\$ 15,000.00						\$ 15,000.00
B99	Replace BAS Legacy Control Panels (1 AHU)	\$ 15,000.00	\$ 15,000.00						\$ 15,000.00
B234	Replace BAS Legacy Control Panels (2 AHU's)	\$ 30,000.00	\$ 30,000.00						\$ 30,000.00
B960	Replace BAS Legacy Control Panels (3 AHU's)	\$ 45,000.00	\$ 45,000.00						\$ 45,000.00
22	Replace Exhaust Fans	\$ 125,000.00		\$ 125,000.00					\$ 125,000.00
49	Replace (2) DX Units w/ Gas Heat (VRF)	\$ 50,000.00		\$ 50,000.00					\$ 50,000.00
10	HVAC Rehabilitation (Mezzanine Water Detection)	\$ 95,000.00		\$ 95,000.00					\$ 95,000.00
10	Telcom DX - Mini Split HVAC	\$ 15,000.00		\$ 15,000.00					\$ 15,000.00
11	HVAC Rehabilitation (Mezzanine Water Detection)	\$ 95,000.00		\$ 95,000.00					\$ 95,000.00
11	Telcom DX Mini Split HVAC	\$ 15,000.00		\$ 15,000.00					\$ 15,000.00
12	Telcom DX Mini Split HVAC	\$ 15,000.00		\$ 15,000.00					\$ 15,000.00
19	Telcom DX Mini Split HVAC	\$ 15,000.00		\$ 15,000.00					\$ 15,000.00
209 & 210	HVAC units in Athletics Buildings 209 and 210	\$ 45,000.00		\$ 45,000.00					\$ 45,000.00
	Sub-Total Building HVAC Upgrades		\$ 3,270,000.00	\$ 2,946,700.00	\$ 4,000,000.00	\$ 3,840,000.00	\$ 3,500,000.00		\$ 17,556,700.00
Bldg	Building Plumbing Upgrades	Cost Notation	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030		Totals
11	Bldg 11 - ADA Restroom	SFRF project (FY24)							\$ -
19	Restroom Upgrade & Fixtures (ADA) Men/Women		\$ 150,000.00	\$ 150,000.00					\$ 150,000.00
51	Restroom and Fixture Upgrade (ADA)		\$ 150,000.00		\$ 150,000.00				\$ 150,000.00
52	Restroom and Fixture Upgrade (ADA)		\$ 150,000.00		\$ 150,000.00				\$ 150,000.00
32	Restroom and Fixture Upgrade (ADA)		\$ 150,000.00	\$ 150,000.00	\$ 150,000.00				\$ 450,000.00
13	Restroom and Fixture Upgrades		\$ 150,000.00			\$ 150,000.00			\$ 150,000.00
58	Replace Potable Water Supply		\$ 250,000.00			\$ 250,000.00			\$ 250,000.00
36	Restroom and Fixture Upgrade (ADA)		\$ 225,000.00					\$ 225,000.00	\$ 225,000.00
58	B58 replace DI water system piping and fixtures. Current piping is no longer available for repairs, \$150K		\$ 150,000.00				\$ 150,000.00		\$ 150,000.00
32	B32 R031 replacement of floor drainage system in basement-sump, pumps, monitoring, \$150K		\$ 150,000.00	\$ 150,000.00					\$ 150,000.00
CW	Campus wide installation of floor sinks at HVAC units condensate discharge, increase piping as needed. Phased project w/B32 new side completed first, \$100K		\$ 100,000.00	\$ 20,000.00	\$ 20,000.00	\$ 20,000.00	\$ 20,000.00	\$ 20,000.00	\$ 100,000.00
73	Pool filtration installation (building 73)	FY25: \$157,000 citf. plus 117,000 grn fee							\$ -
	Sub-Total Building Plumbing Upgrades		\$ 320,000.00	\$ 320,000.00	\$ 470,000.00	\$ 420,000.00	\$ 395,000.00		\$ 1,925,000.00
Bldg	Electrical & Telecom. Upgrades	Cost Notation	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030		Totals
Site Lighting*	Multiple Phase Lighting Upgrades		\$ 100,000.00	\$ 100,000.00	\$ 100,000.00	\$ 100,000.00	\$ 100,000.00		\$ 500,000.00
Campus	Exterior Building Mounted Lighting		\$ 20,000.00	\$ 20,000.00	\$ 20,000.00	\$ 20,000.00	\$ 20,000.00		\$ 100,000.00
Campus	Exit Emergency Lighting		\$ 20,000.00	\$ 20,000.00	\$ 20,000.00	\$ 20,000.00	\$ 20,000.00		\$ 100,000.00
Campus	Medium Voltage Overhead Line Conversions East Ath. Site		\$ 850,000.00	\$ 850,000.00					\$ 850,000.00
10	Main Switchboard, Panels w/ Breakers/ XFMRs		\$ 500,000.00	\$ 500,000.00					\$ 500,000.00
12	Main Switchboard, Panels w/ Breakers/ XFMRs		\$ 350,000.00	\$ 350,000.00					\$ 350,000.00
18	Main Switchboard, Panels w/ Breakers/ XFMRs		\$ 500,000.00	\$ 500,000.00					\$ 500,000.00
19	Main Switchboard, Panels w/ Breakers/ XFMRs		\$ 500,000.00		\$ 500,000.00				\$ 500,000.00
22	Electrical Distribution Network		\$ 1,350,000.00	\$ 1,350,000.00					\$ 1,350,000.00
32	Switchboard, MCC, XFMR		\$ 1,500,000.00	\$ 1,500,000.00					\$ 1,500,000.00
37	Main Switchboard, Panels w/ Breakers/ XFMRs		\$ 400,000.00	\$ 400,000.00					\$ 400,000.00
38	Main Switchboard, Panels w/ Breakers/ XFMRs		\$ 400,000.00		\$ 400,000.00				\$ 400,000.00
73	Main Switchboard, Panels w/ Breakers/ XFMRs		\$ 1,250,000.00		\$ 1,250,000.00				\$ 1,250,000.00
77	Main Switchboard and MCC Panels		\$ 750,000.00		\$ 750,000.00				\$ 750,000.00
78	Main Switchboard w/ Breakers		\$ 350,000.00			\$ 350,000.00			\$ 350,000.00
82	Main Switchboard / subpanels and breakers		\$ 1,500,000.00		\$ 1,500,000.00				\$ 1,500,000.00
85	Main Switchboard and Breakers		\$ 500,000.00			\$ 500,000.00			\$ 500,000.00
85	Main Switchboard and Breakers		\$ 500,000.00			\$ 500,000.00			\$ 500,000.00
85	Medium Voltage Transformer Replacement		\$ 175,000.00			\$ 175,000.00			\$ 175,000.00
88	Main Switchboard / subpanels and breakers		\$ 500,000.00			\$ 500,000.00			\$ 500,000.00
70, 56A	Medium Voltage SF-6 Replacement		\$ 280,000.00			\$ 280,000.00			\$ 280,000.00
43	Interior / Exterior Lighting		\$ 31,000.00			\$ 31,000.00			\$ 31,000.00
73	Interior Electrical		\$ 1,300,000.00			\$ 1,300,000.00			\$ 1,300,000.00
79	Interior Lighting		\$ 300,000.00			\$ 300,000.00			\$ 300,000.00
84	Interior Lighting		\$ 16,000.00			\$ 16,000.00			\$ 16,000.00
88	Interior Lighting Replacement		\$ 250,000.00				\$ 250,000.00		\$ 250,000.00
32	Electrical Dist. Network Classrooms		\$ 312,000.00				\$ 312,000.00		\$ 312,000.00
12	Electrical Dist. Network Offices		\$ 420,000.00				\$ 420,000.00		\$ 420,000.00
13	Lighting System Interior		\$ 344,000.00				\$ 344,000.00		\$ 344,000.00
18	Electrical Dist. Network Offices		\$ 525,000.00				\$ 525,000.00		\$ 525,000.00
37	Electrical Dist. Network Classrooms		\$ 311,000.00				\$ 311,000.00		\$ 311,000.00
38	Lighting System Interior		\$ 250,000.00				\$ 250,000.00		\$ 250,000.00
58	Elect. Dist. Network - Wet Labs		\$ 934,000.00				\$ 934,000.00		\$ 934,000.00

10	Install Fire Alarm System	\$ 90,000.00					\$ 90,000.00	\$ 90,000.00
19	Install Fire Alarm System	\$ 70,000.00					\$ 70,000.00	\$ 70,000.00
12	Install Fire Alarm System	\$ 90,000.00					\$ 90,000.00	\$ 90,000.00
32	Primary Electrical Upgrade (Old Side SW-6)	\$ 275,000.00					\$ 275,000.00	\$ 275,000.00
Athletics Sports Complex	Baseball Light System Replacement (CITF)	\$400,000 citf						\$ -
Athletics Sports Complex	Softball lights - Softball Field (area E15) (CITF)	\$487,000 citf						\$ -
Campus	Internet Connectivity - East End Marina Rd - Install fiber project (construction and eq	\$ 300,000.00	\$ 300,000.00					\$ 300,000.00
Campus	Update Nautilus Card Door Swipe System design standards - Design Services Only	\$ 20,000.00	\$ 20,000.00					\$ 20,000.00
Campus	Annual Maintenance - Argo Alert Emergency Notification	9000/yr	\$ 9,000.00	\$ 9,000.00	\$ 9,000.00	\$ 9,000.00	\$ 9,000.00	\$ 45,000.00
	Sub-Total Building Electrical & Telecom. Upgrades		\$ 2,669,000.00	\$ 3,899,000.00	\$ 4,049,000.00	\$ 4,101,000.00	\$ 4,020,000.00	\$ 18,738,000.00
Bldg	Site/Roadway Improvements Pavement - Roads, Sidewalks, Pathways, Etc.	Cost Notation	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	Totals
Campus	Sidewalk Repairs (Annual)	125,000/yr	\$ 25,000.00	\$ 25,000.00	\$ 25,000.00	\$ 25,000.00	\$ 25,000.00	\$ 125,000.00
Campus	Crosswalk Safety Improvements Parking (Annual)	30,000/yr	\$ 30,000.00	\$ 30,000.00				\$ 60,000.00
Campus	Expan. Joint Improvements (Annual)	30,000/yr	\$ 30,000.00	\$ 30,000.00	\$ 30,000.00	\$ 30,000.00	\$ 30,000.00	\$ 150,000.00
N. of Facilities	Intersection traffic lgt mast arms; turning lanes, Ph. I	900,000 SFRF funds						\$ -
S. of Facilities	Intersection traffic lgt mast arms; turning lanes, Ph. II	see above item						\$ -
Roadway	Campus Lane - mill and overlay (approx. 1802 ft)	\$ 120,000.00	\$ 120,000.00					\$ 120,000.00
Roadway	Campus Dr. Ph2 mill & overlay (approx. 5669 ft); (portion not included in 2023 repaving project)	\$ 748,000.00		\$ 748,000.00				\$ 748,000.00
Roadway	Service Road Repaving-ADA-Walkability Study (ref. Oct 18 2023)	\$ 40,000.00	\$ 40,000.00					\$ 40,000.00
Roadway	Service Road Repaving - resurfacing and repairs	\$ 700,000.00	\$ 700,000.00					\$ 700,000.00
Parking	Pavement Vehicular Directional Markings / Stripping / Signage	15k/yr	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00	\$ 75,000.00
Campus	Blue Light Installation(s) / Repairs	15k/yr	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00	\$ 15,000.00	\$ 75,000.00
Athletics	Tennis Court Resurfacing (5 year cycle -due 2024) (last funded in FY18-19)	100k/5 yr fy24 in process					\$ 100,000.00	\$ 100,000.00
Athletics Sports Complex	Soccer Field Running Track Maintenance (25k - 4 yr cycle) (last funded FY18-19)	25,000/4yr		\$ 25,000.00				\$ 25,000.00
Campus	ADA Pedestrian pathway study	\$ 40,000.00	\$ 40,000.00					\$ 40,000.00
Campus	Dumpster enclosures & signage \$25K	\$ 25,000.00	\$ 25,000.00					\$ 25,000.00
Campus	Entrance and Visitor Center Landscape Design Phase 1B	\$ 1,000,000.00			\$ 1,000,000.00			\$ 1,000,000.00
Campus	Exterior Way-Finding Modifications / Signage	\$ 50,000.00	\$ 50,000.00					\$ 50,000.00
	Sub-Total Site/Roadway Improvements		\$ 1,090,000.00	\$ 888,000.00	\$ 1,085,000.00	\$ 85,000.00	\$ 185,000.00	\$ 3,333,000.00
Bldg	Building Renovations/Demo	Cost Notation	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	Totals
20E	HVAC,Electrical,Plumbing,Roof,Windows,Envelope-Refresh 13,589 sf @ \$620/sf x 1.15	\$ 9,689,000.00		\$ 9,689,000.00				\$ 9,689,000.00
20W	HVAC,Electrical,Plumbing,Roof,Windows,Envelope-Refresh 8,814 sf @ \$620/sf x 1.15	\$ 6,285,000.00		\$ 6,285,000.00				\$ 6,285,000.00
51	HVAC,Electrical,Plumbing,Roof,Windows,Envelope-Refresh 10,521 sf @ \$620/sf x 1.15	\$ 7,502,000.00			\$ 7,502,000.00			\$ 7,502,000.00
52	HVAC,Electrical,Plumbing,Roof,Windows,Envelope-Refresh 11,987 sf @ \$620/sf x 1.15	\$ 8,547,000.00			\$ 8,547,000.00			\$ 8,547,000.00
73	HVAC,Electrical,Plumbing,Roof,Windows,Envelope-Refresh 36,511 sf @ \$620/sf x 1.15	\$ 26,033,000.00				\$ 13,000,000.00	\$ 13,033,000.00	\$ 26,033,000.00
77	HVAC,Electrical,Plumbing,Roof,Windows,Envelope-Refresh 25,056 sf @ \$620/sf x 1.15	\$ 17,865,000.00						\$ -
78	HVAC,Electrical,Plumbing,Roof,Windows,Envelope-Refresh 19348 sf @ \$620/sf x 1.15	\$ 13,796,000.00						\$ -
83	HVAC,Electrical,Plumbing,Roof,Windows,Envelope-Refresh 3685 sf @ \$700/sf x 1.15	\$ 3,967,000.00				\$ 3,967,000.00		\$ 3,967,000.00
73	Diving boards (building 73) \$107,000est	\$ 107,000.00			\$ 107,000.00			\$ 107,000.00
73	Aquatic Center Bleachers (building 73) \$180,000 est.	\$ 180,000.00			\$ 180,000.00			\$ 180,000.00
Campus	Southsides Demolition (@250k/unit) B29 in 2024; 14 remaining (buildings 14, 15, 16, 23, 24, 25, 26, 27, 28, 30, 31, 33, 34, 35)	\$ 3,500,000.00					\$ 3,500,000.00	\$ 3,500,000.00
77 & 78	Bldg 77 & 78 Building Condition Assessment. Study to evaluate the buildings condition and potential to renovate /remodel.	\$ 50,000.00	\$ 50,000.00					\$ 50,000.00
Campus	Update the ADA Transition Report (last updated 2019) *note additional ADA related items to be incorporated into listing as funding becomes available (subsequent years); following priorities from updated 2019 ADA Transition Plan Report.	\$ 35,000.00	\$ 35,000.00					\$ 35,000.00
	Sub-Total Building Renovations/ Demo		\$ 85,000.00	\$ 15,974,000.00	\$ 16,336,000.00	\$ 16,967,000.00	\$ 16,533,000.00	\$ 65,895,000.00
	Summary		2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	Totals
	Sub-Total All Categories		\$ 25,571,750.00	\$ 32,507,350.00	\$ 36,926,800.00	\$ 33,827,150.00	\$ 35,528,650.00	\$ 164,361,700.00
	Contingency/Un-Obligated 10%		\$ 2,557,175.00	\$ 3,250,735.00	\$ 3,692,680.00	\$ 3,382,715.00	\$ 3,552,865.00	\$ 16,436,170.00
	Grand Total All Projects		\$ 28,128,925.00	\$ 35,758,085.00	\$ 40,619,480.00	\$ 37,209,865.00	\$ 39,081,515.00	\$ 180,797,870.00
	Contingency Percentage		10%	10%	10%	10%	10%	10%

**Board of Trustees
Full Board Meeting
June 20, 2024****Estimated FY 2024-25 Consolidated Operating Budget**

Recommended Action:

1. Approve the estimated Operating Budget for the fiscal year ending June 30, 2025, for both appropriated and non-appropriated funds.
2. Authorize the President to make subsequent changes to the budget as needed, including the changes between the estimated budget and the budget to be submitted to the Florida Board of Governors, and other changes during the fiscal year.

Background Information:

The FY 2024-25 Consolidated Preliminary Operating Budget for the University of West Florida is due to the Florida Board of Governors on June 21, 2024 as required by Florida Board of Governors Regulation 9.007 State University Operating Budgets and Requests. The UWF budget incorporates state appropriations as well as local revenue sources, and overall reflects the strategic plans of the university. It contains the following fund groups: Education and General, Auxiliaries, Contracts and Grants, Athletics, Student Activity, Financial Aid, Concessions, Technology, and Board Approved Fees (Green Fee).

As a member of the State University System of Florida, UWF operates within the policies and rules of the Legislature, the Florida Board of Governors, and the UWF Board of Trustees. The budget and funds allocated in the UWF FY 2024-25 Consolidated Operating Budget are within the authority provided by the 2024 General Appropriations Act and by Florida Statutes.

This is the estimated budget for the upcoming fiscal year and does not include final performance funding nor any possible governor vetoes. As these are identified, the university budget will be updated and brought back to the full Board throughout the upcoming fiscal year (2024-25).

Implementation Plan:

N/A

Fiscal Implications:

\$377.3 million revenue budget and \$420.9 million expenditure budget

Relevant Authority:Florida Board of Governors Regulation 9.007 State University Operating Budgets and Requests.

Supporting Documents:

Estimated FY 2024-25 Consolidated Operating Budget and Talking Points (6-pages)

Prepared by:

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- Sharon A. Jordan, Associate Controller of Reporting, (850) 474-3028, sjordan@uwf.edu
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Presenter:

Jeffrey A. Djerlek, Associate Vice President for Finance & University Controller

University of West Florida
 Estimated Consolidated Operating Budget Summary
 For the Fiscal Year Ending June 30, 2025

	Education & General	Carry Forward	Auxiliaries	Athletics	Student Activity	Contracts & Grants	Financial Aid	Concessions	Technology	Board Approved Fees	Total All Funds
Beginning Balance	-	59,896,798	56,065,363	16,171	1,858,892	7,189,876	4,575,999	427,594	3,644,012	310,495	133,985,200
Revenues & Transfers In:											
1. State Appropriated Funds	\$120,434,731	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$120,434,731
2. Enhancement Trust Fund (Lottery)	\$19,193,632	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$19,193,632
3. Student Fee Trust Fund (Tuition)	\$45,143,775	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$45,143,775
4. Federal Grants Trust Fund (Education)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5. Federal Grants Trust Fund (Discretionary)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
6. Sales of Goods & Services	\$0	\$0	\$1,807,000	\$280,000	\$0	\$0	\$0	\$0	\$0	\$0	\$2,087,000
7. Fees	\$0	\$0	\$38,251,100	\$5,500,000	\$3,639,100	\$19,500	\$1,970,000	\$0	\$1,388,600	\$187,000	\$50,955,300
8. Miscellaneous Receipts	\$0	\$0	\$5,344,700	\$949,000	\$0	\$1,233,400	\$43,281,900	\$236,840	\$0	\$0	\$51,045,840
9. Other Grants & Donations	\$0	\$0	\$80,000	\$0	\$0	\$6,956,700	\$0	\$0	\$0	\$0	\$7,036,700
10. Rent	\$0	\$0	\$393,800	\$8,000	\$0	\$0	\$0	\$0	\$0	\$0	\$401,800
11. U.S. Grants	\$0	\$0	\$0	\$0	\$0	\$20,476,000	\$54,383,800	\$0	\$0	\$0	\$74,859,800
12. City, County & State Grants	\$0	\$0	\$0	\$0	\$0	\$2,899,100	\$0	\$0	\$0	\$0	\$2,899,100
13. Other Revenue	\$0	\$0	\$2,689,600	\$0	\$0	\$237,700	\$247,300	\$0	\$90,900	\$9,000	\$3,274,500
14. Total Additions to Fund Balance	\$184,772,138	\$0	\$48,566,200	\$6,737,000	\$3,639,100	\$31,822,400	\$99,883,000	\$236,840	\$1,479,500	\$196,000	\$377,332,178
15. Total Resources Available	\$184,772,138	\$59,896,798	\$104,631,563	\$6,753,171	\$5,497,992	\$39,012,276	\$104,458,999	\$664,434	\$5,123,512	\$506,495	\$511,317,378
Expenditures & Transfers Out:											
16. Salaries & Benefits	\$114,219,400	\$1,008,400	\$14,001,500	\$3,288,900	\$1,937,100	\$9,621,000	\$0	\$0	\$165,000	\$0	\$144,241,300
17. Other Personal Services (OPS)	\$10,180,600	\$1,231,400	\$5,157,100	\$500,600	\$1,175,200	\$1,817,700	\$0	\$0	\$0	\$0	\$20,062,600
18. Expenses	\$57,022,176	\$42,368,848	\$19,919,800	\$3,358,900	\$629,800	\$18,879,000	\$99,499,000	\$124,840	\$290,700	\$69,900	\$242,162,964
19. Other Capital Outlay (OCO)	\$846,700	\$1,229,700	\$226,400	\$0	\$0	\$1,615,600	\$0	\$0	\$516,700	\$5,800	\$4,440,900
20. Library Resources	\$1,164,500	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$1,164,500
21. Risk Management	\$592,462	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$592,462
22. Financial Aid	\$746,300	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$746,300
23. Debt Service	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
24. Expenditures from Carry Forward	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
25. Transfers	\$0	\$0	\$2,592,400	(\$411,400)	\$247,100	\$292,500	(\$2,832,600)	\$112,000	\$0	\$0	\$0
26. Fixed Capital Outlay (FCO)	\$0	\$1,124,400	\$4,934,000	\$0	\$0	\$1,284,900	\$0	\$0	\$0	\$117,000	\$7,460,300
27. Total Resources Used	\$184,772,138	\$46,962,748	\$46,831,200	\$6,737,000	\$3,989,200	\$33,510,700	\$96,666,400	\$236,840	\$972,400	\$192,700	\$420,871,326
Net Change	\$0	(\$46,962,748)	\$1,735,000	\$0	(\$350,100)	(\$1,688,300)	\$3,216,600	\$0	\$507,100	\$3,300	(\$43,539,148)
Statutory Carryforward Cash Reserve	\$0	(\$12,934,050)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	(\$12,934,050)
Ending Balance	\$0	\$0	\$57,800,363	\$16,171	\$1,508,792	\$5,501,576	\$7,792,599	\$427,594	\$4,151,112	\$313,795	\$77,512,002

University of West Florida
 Estimated Consolidated Operating Budget Summary
 For the Fiscal Year Ending June 30, 2025

	Est FY 25	Current Modified 3Q 2024	Change	Est FY 25	Current Modified 3Q 2024	Change	Est FY 25	Current Modified 3Q 2024	Change
	Auxiliaries			Athletics			Student Activity		
Beginning Balance	\$56,065,363	\$49,965,263	\$6,100,100	\$16,171	(\$39,929)	\$56,100	\$1,858,892	\$2,168,792	(\$309,900)
Revenues & Transfers In:									
1. State Appropriated Funds	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2. Enhancement Trust Fund (Lottery)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3. Student Fee Trust Fund (Tuition)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
4. Federal Grants Trust Fund (Education)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5. Federal Grants Trust Fund (Discretionary)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
6. Sales of Goods & Services	\$1,807,000	\$1,645,817	\$161,183	\$280,000	\$280,000	\$0	\$0	\$0	\$0
7. Fees	\$38,251,100	\$28,675,888	\$9,575,212	\$5,500,000	\$4,995,000	\$505,000	\$3,639,100	\$3,282,882	\$356,218
8. Miscellaneous Receipts	\$5,344,700	\$4,511,749	\$832,951	\$949,000	\$959,000	(\$10,000)	\$0	\$0	\$0
9. Other Grants & Donations	\$80,000	\$70,000	\$10,000	\$0	\$0	\$0	\$0	\$0	\$0
10. Rent	\$393,800	\$414,677	(\$20,877)	\$8,000	\$8,000	\$0	\$0	\$0	\$0
11. U.S. Grants	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
12. City, County & State Grants	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
13. Other Revenue	\$2,689,600	\$2,170,342	\$519,258	\$0	\$0	\$0	\$0	\$0	\$0
14. Total Additions to Fund Balance	\$48,566,200	\$37,488,473	\$11,077,727	\$6,737,000	\$6,242,000	\$495,000	\$3,639,100	\$3,282,882	\$356,218
15. Total Resources Available	\$104,631,563	\$87,453,736	\$17,177,827	\$6,753,171	\$6,202,071	\$551,100	\$5,497,992	\$5,451,674	\$46,318
Expenditures & Transfers Out:									
16. Salaries & Benefits	\$14,001,500	\$12,334,998	\$1,666,502	\$3,288,900	\$2,907,747	\$381,153	\$1,937,100	\$1,557,321	\$379,779
17. Other Personal Services (OPS)	\$5,157,100	\$5,187,324	(\$30,224)	\$500,600	\$522,888	(\$22,288)	\$1,175,200	\$1,193,390	(\$18,190)
18. Expenses	\$19,919,800	\$26,187,199	(\$6,267,399)	\$3,358,900	\$3,439,107	(\$80,207)	\$629,800	\$1,193,260	(\$563,460)
19. Other Capital Outlay (OCO)	\$226,400	\$1,056,335	(\$829,935)	\$0	\$13,689	(\$13,689)	\$0	\$2,037	(\$2,037)
20. Library Resources	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
21. Risk Management	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
22. Financial Aid	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
23. Debt Service	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
24. Expenditures from Carry Forward	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
25. Transfers	\$2,592,400	\$1,300,000	\$1,292,400	(\$411,400)	(\$417,350)	\$5,950	\$247,100	\$279,087	(\$31,987)
26. Fixed Capital Outlay (FCO)	\$4,934,000	\$6,353,093	(\$1,419,093)	\$0	\$17,175	(\$17,175)	\$0	\$0	\$0
27. Total Resources Used	\$46,831,200	\$52,418,949	(\$5,587,749)	\$6,737,000	\$6,483,256	\$253,744	\$3,989,200	\$4,225,095	(\$235,895)
Net Change	\$1,735,000	(\$14,930,476)	\$16,665,476	\$0	(\$241,256)	\$241,256	(\$350,100)	(\$942,213)	\$592,113
Statutory Carryforward Cash Reserve									
Ending Balance	\$57,800,363	\$35,034,787	\$22,765,576	\$16,171	(\$281,185)	\$297,356	\$1,508,792	\$1,226,579	\$282,213

Talking Points: Comparison of Current Modified FY2023/24 Budget to the Estimated FY2024/25 Budget

Page 1: Consolidated Estimated Budget:

The budget presents the first five columns unshaded as they contain the majority of material operating funds that are influenced by board and administrative decisions. The grayed-out columns like Contracts & Grants and Financial Aid are pre-determined amounts of flow-through funding, with prescribed federal regulations. The remaining grayed out columns are immaterial in totality and limited in spending ability.

Page 2: Consolidated Prior Year vs Current Year:

For a comparison of the Current Modified Budget (Q3 as of 3/31/24) to the Estimated FY25 budget, we will discuss the first five columns in detail.

Page 2: E&G

Revenues:

- The Consolidated Estimated FY25 E&G Budget shows an overall increase of **\$6.7M** when compared to the current modified budget. That **\$6.7M** is comprised primarily of the following:
 - An increase of **\$12.0M** for UWF Operating Enhancement funding, a **\$2.0M** increase in Performance Based Funding and a **\$5.0M** nonrecurring investment in Water Quality Research Center. These were offset by the \$12.5M nonrecurring investment in faculty Recruitment and Retention Incentives received in FY24.
 - The Enhancement Trust Fund decreased due to a **fund shift** of **(\$1.2M)** to State Appropriations Funds.
 - The Student Fee Trust Fund is projected to increase by **\$2.1M** due to strong growth in enrollment.

Expenses:

- Consolidated Expenditures overall are estimated to be **\$6.7M** higher than last year in concordance with the increase in revenue.
- Row 16 Salaries & Benefits – Consolidated Salaries & Benefits are estimated to be **\$9.7M** higher due to estimated benefit increase, merit raises, and new positions such as instruction faculty lines.
- Row 18 Expenses - The **(\$4.7M)** decrease in expense budget is due to moving \$1.1M in Library Resources to the correct line (Row 20) and covering Salary & Benefits until final performance-based funding are known.

Page 2: Carry Forward

Notes:

- An increase of **\$29.4M** in beginning balance correlates to the FY24 E&G revenue increase over the prior year and the time lag to invest the increase in funds on a recurring basis.

Expenses:

- Row 26 Fixed Capital Outlay (FCO) - We do not have any known large Fixed Capital Outlay projects for FY24, which corresponds to the **\$2.6M** decrease.
-

**Talking Points: Comparison of Current Modified FY2023/24 Budget
to the Estimated FY2024/25 Budget**

Page 3: Auxiliaries

Notes:

Auxiliaries are projecting a **\$6.1M** increase in beginning balance related to strong enrollment growth for the current year.

Revenues:

- Each Auxiliary revenue budget is submitted by various departments and reviewed for reasonableness in light of actual and prior year activity.
 - Row 7 Fees – Although we moved the Undergraduate Nursing Program to the Student Fee Trust, we are still projecting an increase in the fees revenue of **\$9.6M** as online, market-rate, and flat-rate programs continue to trend towards increases in enrollment.
 - Row 8 Misc. Receipts – an increase of **\$833K** for various small operating sources and commission income.
 - Row 13 Other Revenue – an increase of **\$519K** primarily due to investment income and insurance recoveries.

Expenses:

- As with the Revenue budget each expense budget is submitted by various departments and reviewed for reasonableness in light of actual and prior year activity.
 - Row 16 Salaries & Benefits – an increase of **\$1.7M** is in line with projected increases in fees for flat-rate programs and enrollment growth.
 - Row 18 Expenses – Expenses are expected to decrease by **(\$6.3M)**. The expense budget of \$19.9M in FY25 is in line with trends for FY23 actual and FY24 projections.
 - Row 19 Other Capital Outlay (OCO) - OCO is estimated to be **(\$830K)** below the current modified budget as there are no known large OCO expenses for FY25.
 - Row 25 Transfers - Transfers are projected to be **\$1.3M** higher, or a net transfer out, related to scholarship support and other institutional operating needs.
 - Row 26 Fixed Capital Outlay (FCO) - FCO is estimated to be **(\$1.4M)** below the current modified budget as there are no known large FCO expenses for FY25.

Page 3: Athletics

Revenues:

- Row 7 Fees – Fees are expected to increase by **\$505K** due to enrollment growth.

Expenses:

- All expenditure lines are per the Athletics Department Plan submitted to and reviewed by the Intercollegiate Athletics Advisory Committee. That committee reviews for reasonableness and compliance with NCAA guidelines.
- Row 16 Salaries & Benefits - We anticipate a **\$381K** increase primarily due to recruitment and retention initiatives.

Page 3: Student Activity

Notes:

- A projected decrease of **(\$310K)** in the beginning balance is a reflection of initiatives to improve utilization of cash balances.

**Talking Points: Comparison of Current Modified FY2023/24 Budget
to the Estimated FY2024/25 Budget**

Expenses:

- Row 18 Expenses - The estimated expense budget shows an **(\$563K)** decrease. The expense budget of **\$630K** is in line with trends for FY23 actual and FY24 projections. since the current modified budget was increased substantially during FY22-23 for repairs in Recreation and the University Commons.
-

Contracts and Grants:

Revenues & Expenses: Revenue and expenditures consist primarily of those associated with and provided by Research Administration and Engagement (RAE); those budgets are established by the granting agencies. Though we are estimating an increase in revenue, we anticipate an offsetting increase in expenses with a negative net change and positive ending balance.

Financial Aid:

Revenues & Expenses: The main Financial Aid Activity in this fund is pass-through and has no significant impact on the university's bottom line.

Concessions, Technology, and Board Approved Fees:

Revenues and expenses are not significantly different compared to the prior year, and all three funds have sufficient beginning balances to cover any negative net changes.

**Board of Trustees
Full Board Meeting
June 20, 2024**

DSO Operating Budgets for FY 2024/25 and DSO Resources Utilized

Recommended Action:

Approve the Direct Support Organizations' annual budgets and resources utilized for fiscal year 2024-2025.

Background Information:

Florida Board of Governors regulation 9.011 University Direct Support Organizations (DSOs) and Health Services Support Organizations, states in Section (4): 'Operating budgets of support organizations shall be prepared at least annually and approved by the organization's governing board and the board of trustees.'

Additionally, 1004.28(2)(B), Florida Statutes states: "...Such regulations shall provide for budget and audit review and oversight by the board of trustees, including thresholds for approval of purchases, acquisitions, projects, and issuance of debt. "

Finally, UWF's March 2020 Operational Audit, Report No. 2020-152, recommended in Finding #2: "The University document the Trustees' consideration and approval of the DSO anticipated use of University resources, at least on an annual basis, before the use occurs. To enhance government transparency, Trustees-approved documentation should identify the positions of the employees who will provide personal services, the square footage of the areas in University buildings that will be used by the respective DSOs, and the value of such use."

UWF has three DSOs: UWF Foundation, Inc., UWF Historic Trust, Inc., and UWF Business Enterprises, Inc. Each prepared their Annual Budgets and estimated university resource utilization for FY 2024/25. A UWF Trustee sits on each DSO Board of Directors and participates in the review and approval of the DSO budgets. The estimated budgets and estimated university resource utilizations are being presented for the UWF Board of Trustees review and approval.

Implementation Plan:

Once approved by the BOT, the DSOs would implement spending according to strategic priorities.

Fiscal Implications:

Combined \$30.7 million estimated revenue budget and \$3.0 million in estimated university resources utilized.

Relevant Authority:

Florida Statute 1004.28(2)(B); Florida Board of Governors Regulation 9.011 University Direct Support Organizations (DSOs) and Health Services Support Organizations

Supporting Documents:

1. DSO Estimated Budget 6.30.25 - Variance vs PY
2. DSO Estimated Budget 6.30.25 Talking Points
3. DSO Estimated Resources 6.30.25 - Services
4. DSO Estimated Resources Utilized 6.30.25 Talking Points

Prepared by:

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Presenter:

Jeffrey A. Djerlek, Associate Vice President for Finance and University Controller

University of West Florida
Consolidated DSOs Estimated Operating Budget Summary
For the Fiscal Year Ending June 30, 2025

	University of West Florida Foundation, Inc.	UWF Historic Trust	UWF Business Enterprises, Inc.	Total
Revenues & Transfers In:				
1. State Appropriated Funds	\$0	\$0	\$0	\$0
2. Enhancement Trust Fund (Lottery)	\$0	\$0	\$0	\$0
3. Student Fee Trust Fund (Tuition)	\$0	\$0	\$0	\$0
4. Federal Grants Trust Fund (Education)	\$0	\$0	\$0	\$0
5. Federal Grants Trust Fund (Discretionary)	\$0	\$0	\$0	\$0
6. Sales of Goods & Services	\$0	\$404,000	\$645,650	\$1,049,650
7. Fees	\$0	\$0	\$0	\$0
8. Miscellaneous Receipts	\$475,191	\$274,500	\$553,551	\$1,303,242
9. Other Grants & Donations	\$6,361,728	\$46,225	\$45,000	\$6,452,953
10. Rent	\$10,713,364	\$380,000	\$326,850	\$11,420,214
11. U.S. Grants	\$0	\$0	\$0	\$0
12. City, County & State Grants	\$0	\$1,064,577	\$0	\$1,064,577
13. Other Revenue	\$9,387,050	\$100	\$52,480	\$9,439,630
14. Total Additions to Fund Balance	\$26,937,333	\$2,169,402	\$1,623,531	\$30,730,266
15. Total Resources Available	<u>\$26,937,333</u>	<u>\$2,169,402</u>	<u>\$1,623,531</u>	<u>\$30,730,266</u>
Expenditures & Transfers Out:				
16. Salaries & Benefits	\$2,856,431	\$150,000	\$180,482	\$3,186,913
17. Other Personal Services (OPS)	\$1,248,948	\$50,000	\$0	\$1,298,948
18. Expenses	\$14,814,230	\$1,928,402	\$871,686	\$17,614,318
19. Other Capital Outlay (OCO)	\$424,000	\$21,000	\$0	\$445,000
20. Library Resources	\$0	\$0	\$0	\$0
21. Risk Management	\$208,900	\$20,000	\$28,000	\$256,900
22. Financial Aid	\$0	\$0	\$0	\$0
23. Debt Service	\$1,039,450	\$0	\$2,000	\$1,041,450
24. Expenditures From Carry Forward	\$0	\$0	\$0	\$0
25. Donation Expense	\$0	\$0	\$0	\$0
26. Fixed Capital Outlay (FCO)	\$0	\$0	\$0	\$0
27. Total Resources Used	<u>\$20,591,959</u>	<u>\$2,169,402</u>	<u>\$1,082,168</u>	<u>\$23,843,529</u>
Net Change	<u>\$6,345,374</u>	<u>\$0</u>	<u>\$541,363</u>	<u>\$6,886,737</u>

University of West Florida
Consolidated DSOs Estimated Operating Budget Summary
For the Fiscal Year Ending June 30, 2025

	University of West Florida Foundation, Inc.			UWF Historic Trust			UWF Business Enterprises, Inc.		
	6/30/2024	6/30/2025	Change	6/30/2024	6/30/2025	Change	6/30/2024	6/30/2025	Change
Revenues & Transfers In:									
1. State Appropriated Funds	\$0	\$0	\$0	\$0		\$0	\$0	\$0	\$0
2. Enhancement Trust Fund (Lottery)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3. Student Fee Trust Fund (Tuition)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
4. Federal Grants Trust Fund (Education)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5. Federal Grants Trust Fund (Discretionary)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
6. Sales of Goods & Services	\$0	\$0	\$0	\$408,000	\$404,000	(\$4,000)	\$736,000	\$645,650	(\$90,350)
7. Fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
8. Miscellaneous Receipts	\$471,715	\$475,191	\$3,476	\$226,500	\$274,500	\$48,000	\$528,551	\$553,551	\$25,000
9. Other Grants & Donations	\$5,507,570	\$6,361,728	\$854,158	\$46,225	\$46,225	\$0	\$45,000	\$45,000	\$0
10. Rent	\$10,165,596	\$10,713,364	\$547,768	\$370,000	\$380,000	\$10,000	\$333,300	\$326,850	(\$6,450)
11. U.S. Grants		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
12. City, County & State Grants		\$0	\$0	\$222,400	\$1,064,577	\$842,177	\$0	\$0	\$0
13. Other Revenue	\$5,703,460	\$9,387,050	\$3,683,590	\$100	\$100	\$0	\$36,892	\$52,480	\$15,588
14. Total Additions to Fund Balance	\$21,848,340	\$26,937,333	\$5,088,993	\$1,273,225	\$2,169,402	\$896,177	\$1,679,743	\$1,623,531	(\$56,212)
15. Total Resources Available	\$21,848,340	\$26,937,333	\$5,088,993	\$1,273,225	\$2,169,402	\$896,177	\$1,679,743	\$1,623,531	(\$56,212)
Expenditures & Transfers Out:									
16. Salaries & Benefits	\$2,596,957	\$2,856,431	\$259,474	\$150,000	\$150,000	\$0	\$164,517	\$180,482	\$15,965
17. Other Personal Services (OPS)	\$1,212,861	\$1,248,948	\$36,087	\$50,000	\$50,000	\$0	\$0	\$0	\$0
18. Expenses	\$15,248,493	\$14,814,230	(\$434,263)	\$1,028,225	\$1,928,402	\$900,177	\$1,015,964	\$871,686	(\$144,278)
19. Other Capital Outlay (OCO)	\$426,000	\$424,000	(\$2,000)	\$25,000	\$21,000	(\$4,000)	\$0	\$0	\$0
20. Library Resources	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
21. Risk Management	\$204,900	\$208,900	\$4,000	\$20,000	\$20,000	\$0	\$31,500	\$28,000	(\$3,500)
22. Financial Aid	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
23. Debt Service	\$1,160,472	\$1,039,450	(\$121,022)	\$0	\$0	\$0	\$0	\$2,000	\$2,000
24. Expenditures From Carry Forward	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
25. Donation Expense	\$0	\$0	\$0	\$0	\$0	\$0	\$7,500	\$0	(\$7,500)
26. Fixed Capital Outlay (FCO)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
27. Total Resources Used	\$20,849,683	\$20,591,959	(\$257,724)	\$1,273,225	\$2,169,402	\$896,177	\$1,219,481	\$1,082,168	(\$137,313)
Net Change	\$998,657	\$6,345,374	\$5,346,717	\$0	\$0	\$0	\$460,262	\$541,363	\$81,101

DSO Estimated Budget 6.30.25 Talking Points

The University of West Florida Foundation, Inc.

UWFF Revenue:

- 9-Other Grants & Donations: \$854K increase compared to the prior year. This amount is budgeted on a 3-year average. The most recent 3-year average was higher than previously due to increased fundraising results.
- 10-Rent: \$548K increase in rent compared to the prior year. This is a result of full occupancy, opening of more programmed beds, and the approved rental rate adjustments for inflation.
- 13-Other Revenue: \$3.7M increase compared to the prior year. This number represents a 3-year average of investment returns. Investment returns have increased within the foundation's endowment investment pool.

UWFF Expense:

- 18-Expenses: (\$434K) decrease over the prior year. This is due to decreases in support from the UWF Foundation to the University over the three-year average used for budgeting.

The UWF Historic Trust

UWF Historic Trust Revenue:

- 8-Miscellaneous Receipts: \$48K increase compared to the prior year primarily related to parking revenues.
- 10-Rent: \$10K increase due to higher occupancy and increase in rates, offset by short-term event rentals.
- 12-City, County & State Grants: \$842K increase due to state-appropriated funding awarded of \$792K and negotiating \$50K of higher support from Tourist Development Council.

UWF Historic Trust Expense:

- 18-Expenses: \$900K increase due to \$792K in state-appropriated funded project expenses and \$115K increase in utilities due to lower UWF budget for building expenses.

UWF Business Enterprises, Inc.

BEI Revenue:

- 6-Sales of Goods & Services: (\$90K) decrease compared to the prior year. The decrease is due to a decreasing sales trend at the bookstore (\$79K) due to changes in textbook sales and the Florida Textbook Affordability Act and a lower sales commission rate (from 7% to 6%) in dining services (\$11K).
- 8-Miscellaneous Receipts: \$25K increase compared to the prior year. The increase is due to the \$28K expected cash bonuses from dining services, offset by an expected (\$3K) decrease in a signing bonus from the bookstore

DSO Estimated Budget 6.30.25 Talking Points

- 13-Other Revenue: \$16K increase compared to the prior year. The increase is due to the estimated interest income expected from established brokerage accounts funded by non-interest-bearing checking accounts and the sale of Building 8.

BEI Expense:

- 16-Salaries & Benefits: \$ 16K increase compared to the prior year. The increase is due to the estimated Cost of Living Adjustment and benefits cost increase expected for the CEO's salary.
- 18-Expenses: (\$144K) decrease over the prior year. The decrease is primarily due to the decrease in the bookstore (\$79K), the elimination of Building 8 expenses (\$45K), and auxiliary support for dining services (\$11K).

Estimated Resources To Be Provided to UWF DSOs

UWF Foundation, Inc.

FY24-25 Budget Year

EST. FY24-25 Personnel Services Provided

<u>Position #'s</u>	<u>Position Title</u>	<u>Amount W/Benefits</u>	<u>Allocation</u>	<u>Total</u>
10022000	Executive Specialist	\$100,500	0.3	\$30,150
10041000	Coordinator	\$68,767	1.0	\$68,767
10175000	Associate Director	\$96,895	0.5	\$48,448
10380000	Executive Director	\$142,286	1.0	\$142,286
10385000	Assistant Director	\$79,451	0.5	\$39,726
10574000	Director	\$106,236	0.5	\$53,118
10597000	Associate Director	\$97,189	0.5	\$48,595
10729000	Executive Director	\$136,691	1.0	\$136,691
10903000	Coordinator	\$75,531	0.5	\$37,766
11367000	Assistant Director	\$74,764	0.5	\$40,373
11823000	Vice President Univ. Adv	\$336,844	0.7	\$232,422
11946000	Coordinator	\$74,108	0.5	\$37,054
12025000	Program Specialist	\$52,246	0.5	\$26,123
12063000	Administrative Specialist	\$78,868	0.3	\$23,660
12144000	Assistant Director	\$86,032	0.5	\$43,016
12598000	Executive Director	\$138,822	0.8	\$109,669
11863000	Assistant Vice President	\$157,224	1.0	\$157,224
		\$1,902,454		\$1,275,087 *

**-Estimate of University Support to DSO in the form of personnel services*

UWF Foundation, Inc.
FY24-25 Budget Year

EST. FY24-25 Campus Space Provided

<u>Bldg. #</u>	<u>Room #</u>	<u>Space Usage/Occupant</u>	<u>SQFT</u>	<u>SQFT Amt</u>	<u>Use</u>	<u>Total</u>
12	113	File Room Storage	137	\$ 12.00	1.0	\$ 1,644
12	124	Office EQP/Storage	63	\$ 12.00	1.0	\$ 756
12	125A	Associate Director	89.5	\$ 12.00	1.0	\$ 1,074
12	125B	Asst. Director	89.5	\$ 12.00	1.0	\$ 1,074
12	127	Asst. Director-Foundation	136	\$ 12.00	1.0	\$ 1,632
12	128	Director-Foundation	230	\$ 12.00	1.0	\$ 2,760
12	129	Accountant-Foundation	136	\$ 12.00	1.0	\$ 1,632
12	138	Accountant-Foundation	113	\$ 12.00	1.0	\$ 1,356
12	146	Adm Specialist	89	\$ 12.00	1.0	\$ 1,068
12	134	Storage	81	\$ 12.00	1.0	\$ 972
12	135	Gift Data Analyst	194	\$ 12.00	1.0	\$ 2,328
12	137	Gift Coordinator	122	\$ 12.00	1.0	\$ 1,464
12	139	Coordinator	122	\$ 12.00	1.0	\$ 1,464
12	140	Director-Foundation	104	\$ 12.00	1.0	\$ 1,248
12	144	CFO - Foundation	188	\$ 12.00	1.0	\$ 2,256
12	145	VP Adv	209	\$ 12.00	1.0	\$ 2,508
			2,103			\$ 25,236

The University also provides centralized payroll processing, IT support, facilities support, and other services that the Foundation and University estimates as immaterial due to the difficulties in ascertaining a value and usage annually.

Estimated Resources To Be Provided to UWF DSOs

UWF Historic Trust
FY24-25 Budget Year

EST. FY24-25 Personnel Services Provided

<u>Position #s</u>	<u>Position Title</u>	<u>Amount W/Benefits</u>	<u>Allocation</u>	<u>Total</u>
112180	Environmental Svcs Tech.	\$61,730	1.0	\$61,730
112090	Coordinator-Events	\$57,244	1.0	\$57,244
112010	Coordinator-Business	\$85,200	1.0	\$85,200
119530	Coordinator-Visitors	\$70,591	1.0	\$70,591
112030	Director	\$99,433	1.0	\$99,433
117010	Coordinator-Curator	\$63,084	1.0	\$63,084
118580	Coordinator-Educator	\$59,640	1.0	\$59,640
112100	Coordinator-Educator	\$64,975	1.0	\$64,975
112040	Coordinator-Curator	\$64,630	1.0	\$64,630
112290	Executive Director	\$167,782	1.0	\$167,782
112270	Coordinator-Exhibits	\$69,106	1.0	\$69,106
119450	Research Associate	\$123,871	1.0	\$123,871
112050	Maintenance-Supervisor	\$87,831	1.0	\$87,831
113900	Maintenance-Technician	\$53,250	1.0	\$53,250
112080	Coordinator-Educator	\$58,575	1.0	\$58,575
952000	Office Assistant	\$32,000	0.5	\$16,000
954000	Grounds worker	\$7,900	0.5	\$3,950
OPS**	OPS Information Aids	\$6,250	16.0	\$100,000

\$1,233,092

\$1,306,892 *

**-Estimate of University Support to DSO in the form of personnel services*

In 2001, the Florida legislature transferred the historic preservation responsibilities of Pensacola to the University of West Florida. That transfer also included appropriations for preservation activities that became part of UWF's E&G appropriations via the 2001 House Bill 1419. Additionally, the Trust sought and secured PO&M funding to operate the historic properties, those secured funds also became part of UWF's E&G base appropriations. Unlike other Direct Support Organizations (DSOs), the Trust has had funds specifically appropriated to UWF in E&G resources to directly support the DSO. Accordingly, the majority of the salary expense above are paid from those appropriations.

UWF Historic Trust
FY24-25 Budget Year

EST. FY24-25 Campus Space Provided

<u>Bldg. #</u>	<u>Room #</u>	<u>Space Usage/Occupant</u>	<u>SQFT</u>	<u>SQFT Amt</u>	<u>Use</u>	<u>Total</u>
716	211	Director	355 \$	12.00	1.00 \$	4,260
716	213	Preservationist	168 \$	12.00	1.00 \$	2,016
716	214	Business Mgr.	174 \$	12.00	1.00 \$	2,088
716	215	Living History Cord.	178 \$	12.00	1.00 \$	2,136
716	216	Director Of Education	175 \$	12.00	1.00 \$	2,100
716	210	Reception	318 \$	12.00	1.00 \$	3,816
716	217	Event Coordinator	139 \$	12.00	1.00 \$	1,668
716	218	Visitor Services	133 \$	12.00	1.00 \$	1,596
716	206	Conference Room	247 \$	12.00	1.00 \$	2,964
716	207	Conference Room	586 \$	12.00	1.00 \$	7,032
716	212	Storage	188 \$	12.00	1.00 \$	2,256
716	219	Breakroom	286 \$	12.00	1.00 \$	3,432
716	220	OPS Office	154 \$	12.00	1.00 \$	1,848
716	221	Public History office	135 \$	12.00	1.00 \$	1,620
716	222	Server Room	93 \$	12.00	1.00 \$	1,116
716	223	Copy Room	103 \$	12.00	1.00 \$	1,236
716	208	File Storage	294 \$	12.00	1.00 \$	3,528
716	101	Conference Room	1,000 \$	12.00	1.00 \$	12,000
716	102	Conference Room	1,400 \$	12.00	1.00 \$	16,800
716	103	Collection Storage	2,400 \$	12.00	1.00 \$	28,800
716	104	Exhibit Hall	1,100 \$	12.00	1.00 \$	13,200
			9,626		\$	115,512

The University also provides centralized payroll processing, IT support, facilities support, and other services that the Foundation and University estimates as immaterial due to the difficulties in ascertaining a value and usage annually.

Estimated Additional Services Provided to UWF DSO'S
UWF Business Enterprises, Inc.
FY24-25 Budget Year

EST. FY24-25 Personnel Services Provided

<u>Position #'s</u>	<u>Position Title</u>	<u>Amount W/Benefits</u>	<u>Allocation</u>	<u>Total</u>
10001000	University President	\$669,869	0.0	\$13,397
12647000	Executive Asst. to the President	\$139,902	0.0	\$700
10003000	VP, Finance & Admin CFO	\$315,444	0.1	\$33,658
10236000	Executive Asst. to the VP	\$118,078	0.0	\$1,771
11830000	Director- BEI Operations	\$180,482	1.0	\$180,482
12153000	Assistant Controller	\$87,575	1.0	\$87,575
10050000	Assoc. Vice President-Controller	\$250,428	0.3	\$62,607
10831000	Chief Audit Executive	\$213,318	0.0	\$427
12079000	Associate General Counsel	\$156,357	0.0	\$3,127
10141000	General Counsel	\$327,198	0.1	\$32,720
10975000	Director-Procurement	\$114,391	0.0	\$2,288
10370000	Director-Auxiliary Svs	\$146,805	0.3	\$44,042
10261000	Accountant-Auxiliary Svs	\$68,317	0.0	\$2,050
10242000	Associate Director-Auxiliary Svs	\$107,386	0.1	\$5,369
11246000	Asst. Vice President-Facilities	\$175,824	0.0	\$1,758
11221000	Assistant Director-Facilities	\$114,487	0.0	\$2,290
10536000	Program Manager-Facilities	\$66,442	0.0	\$664
		\$3,252,303		\$474,924
Less amount paid by BEI to UWF for CEO				(\$180,482)
				<u>\$294,442</u> *

*-Estimate of University Support to DSO in the form of personnel services

EST. FY24-25 Campus Space Provided

<u>Bldg. #</u>	<u>Room #</u>	<u>Space Usage/Occupant</u>	<u>SQFT</u>	<u>SQFT Amt</u>	<u>Use</u>	<u>Total</u>
10	232	Director/CEO- BEI Operations	153	\$ 12.00	1.00	\$ 1,836
10	118	VP, Finance & Admin CFO	268	\$ 12.00	0.11	\$ 343
20E	108E	Assistant Controller	136	\$ 12.00	1.00	\$ 1,632
10	125	Records Room	94	\$ 12.00	1.00	\$ 1,128
10	117	VP Finance Support Staff	108	\$ 12.00	0.02	\$ 19
10	122	General Counsel	179	\$ 12.00	0.12	\$ 258
20W	159A	Director-Auxiliary Svs	247	\$ 12.00	0.30	\$ 889
20E	103D	Assoc. Vice President-Controller	172	\$ 12.00	0.25	\$ 516
			1,357			\$ 6,622

The University also provides centralized payroll processing, IT support, facilities support, and other services that UWF BEI and University estimates as immaterial due to the difficulties in ascertaining a value and usage annually.

The University of West Florida Foundation, Inc.

- The Foundation is estimated to use approximately 17 positions, 1 less than the prior year, utilized in the Division of Advancement in the offices of the Vice President, Alumni Relations, Development, Advancement Services, and Communications & Special Projects. These positions and allocations are based on staff estimates of efforts related to the Foundation. The total estimated use of those personal services inclusive of benefits and adjusted for estimated effort is \$1,275,087. This is an increase of \$329,231 compared to last year for corrected allocations, cost of living adjustments, and benefit increases
- The Foundation Office staff is estimated to utilize 16 individual spaces for office spaces and equipment and record storage, and has no change from last year. The total square footage of that space this year is an estimated 2,103 sq ft at 100% use at an average of \$12.00 per sq ft. The total estimated value of that space is \$25,236 annually.

The UWF Historic Trust

- The Trust is estimated to use approximately 17 positions, 2 less than the prior year, and various OPS workers to carry out the mission of the Trust. These positions and allocations are based on staff estimates of efforts related to the various functions of the Trust. The total estimated use of those personal services inclusive of benefits and adjusted for estimated effort is \$1,306.892 or up \$12,616.
- Unlike the Foundation or BEI, the Trust appropriated funds in UWF's base E&G to fund those positions and operations. In 2001, the Florida legislature transferred the historic preservation responsibilities of Pensacola to the University of West Florida. That transfer also included appropriations for preservation activities that became part of UWF's E&G appropriations via the 2001 House Bill 1419. Additionally, the Trust sought and secured PO&M funding to operate the historic properties, those secured funds also became part of UWF's E&G base appropriations. Unlike other Direct Support Organizations (DSOs), the Trust has had funds specifically appropriated to UWF in E&G resources to directly support the DSO. Accordingly, the majority of the salary expenses above are paid from those appropriations.
- The Trust's space needs have no change vs last year and estimates using 21 individual spaces for office spaces, conference rooms, storage, and various workrooms. The total square footage of that space is estimated at 9,626 square feet at 100% use at an average of \$12.00 per sq ft. The total estimated value of that space is \$115,512 annually.

UWF Business Enterprises, Inc.

- BEI is estimated to use approximately 17 positions, 2 more than the prior year, utilized in the Finance & Administration Division, in the Office of the Vice President, Controller's Office, Facilities, Procurement, Business Auxiliary Services, and various other offices. These positions and allocations are based on staff estimates of efforts related to BEI. The total estimated use of those personal services inclusive of benefits and adjusted for estimated effort is \$474,924, up by \$29,159 from last year. However, BEI is projected to Fund \$180,482 for the BEI CEO position reducing the total to \$294,442.
- The BEI space need has no change vs last year and estimates using 8 individual office spaces. However, the mix of office spaces and use allocation has changed from the prior year. The total square footage of that space has decreased to an estimated 1,357 square feet at varying percentages of use at an average of \$12.00 per sq ft. The total estimated value of that space is \$6,622 annually, a decrease of (\$771) compared to the prior year.

**Board of Trustees
Full Board Meeting
June 20, 2024**

Approve Tenure as a Condition of Employment

Recommended Action:

Approve Tenure as a Condition of Employment.

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 are being considered for tenure as a condition of employment:

- **Dr. Mark Diana**, Associate Dean for the Usha Kundu, MD College of Health; Professor in the Department of Health Sciences and Administration
- **Dr. Mahmoud Elish**, Associate Professor in the Department of Computer Science
- **Dr. Mohammed Karim**, Professor in the Department of Mechanical Engineering
- **Dr. Stephen Russell**, Professor in the Department of Intelligent Systems and Robotics
- **Dr. Jacob Siedlik**, Associate Professor in the Department of Biology

Implementation Plan:

- Dr. Diana's appointment begins on July 1, 2024
- Dr. Elish's appointment begins on August 8, 2024
- Dr. Karim's appointment begins on August 8, 2024
- Dr. Russell's appointment begins on August 8, 2024
- Dr. Siedlik's appointment begins on August 8, 2024

Fiscal Implications:

None

Relevant Authority:

UWF-UFF Collective Bargaining Agreement (16.9)

Supporting Documents:

1. Tenure Support and CV for Dr. Mark Diana
2. Tenure Support and CV for Dr. Mahmoud Elish
3. Tenure Support and CV for Dr. Mohammed Karim
4. Tenure Support and CV for Dr. Stephen Russell
5. Tenure Support and CV for Dr. Jacob Siedlik

Prepared by:

Jaromy Kuhl, Provost, Division of Academic Affairs, 850.473.2035, jkuhl@uwf.edu

Presenter:

Jaromy Kuhl, Provost

February 12, 2024

UKCOH Personnel Committee
University of West Florida
11000 University Parkway, Blg 234
Pensacola, FL, 32571

Members of the UKCOH Personnel Committee,

I am writing to affirm that Dr. Mark Diana, the UKCOH Associate Dean, meets the tenure guidelines outlined by the Department of Health Sciences and Administration at the University of West Florida. In accordance with our departmental criteria, Dr. Diana's extensive background in health policy and management, combined with his leadership roles at Tulane University, positions him as an exemplary candidate for tenure in our department. Specifically:

Teaching Excellence

- **Leadership in Education:** As the Chairperson of the Department of Health Policy and Management and the MHA Program Director at Tulane University, Dr. Diana demonstrated significant leadership, contributing to curriculum development and enhancing the quality of education in health policy and management. Under Dr. Diana's leadership, the MHA Program at Tulane University rose in the U.S. News rankings from 37 to 17.
- **Academic Roles:** Achieved tenure at Tulane University in 2013 and was promoted to Professor in 2020, indicating recognition for his teaching excellence and academic contributions.

Research

- **Publications:** Dr. Diana has authored numerous peer-reviewed journal articles, conference proceedings, and book chapters, showcasing a robust contribution to health sciences research.
- **Conference Participation:** He is actively involved in presenting research findings at significant academic and professional conferences, demonstrating engagement with scholarly discussions.
- **Research Grants:** Dr. Diana has successfully secured and managed multiple research grants as principal or co-investigator, emphasizing his ability to contribute to the field's knowledge base through funded research projects.

- Academic Contributions: He has contributed to book chapters and other publications, further evidencing his capability to disseminate research findings and contribute to health systems management and policy understanding.

Service Excellence

- University Service: Dr. Diana engaged in service in various capacities including the Tulane University Senate, Newcomb-Tulane College Executive Committee, and more, reflecting his commitment to university governance and policy-making.
- Departmental Leadership: He demonstrated leadership through roles such as the Chairperson of the Department of Health Policy and Management, the MHA Program Director, and Chair of Faculty Search Committees, contributing to program development and faculty recruitment.

In conclusion, based on his exemplary performance in teaching, research, and service, Dr. Mark Diana fully satisfies our department's tenure guidelines as a tenured full professor. We believe his expertise and dedication will greatly benefit the UKCOH community.

Sincerely,



Angela Maples Hahn, PhD
Department Chairperson
Health Sciences & Administration
University of West Florida
11000 University Pkwy
Building 38, Room 123
Pensacola, FL 32514
850.474.3468 and 850.474.3166 Office
850.982.2820 Cell
ahahn@uwf.edu

February 21, 2024

Dr. Jaromy Kuhl, UWF Provost
University of West Florida
11000 University Parkway
Pensacola, FL, 32571

Provost Kuhl,

The UKCOH Faculty Personnel Committee has reviewed Dr. Mark Diana's CV and our Health Sciences & Administration Bylaws. They voted unanimously in favor of his application for tenure in our Department.

Please find attached:

- The UKCOH Faculty Personnel Committee Memo in favor of tenure
- HSA Chair Letter of Support for Tenure
- Dr. Mark Diana's CV
- The HSA ByLaws (4-17-23)

Please let me know if further information is needed.

Sincerely,



Angela Maples Hahn, PhD
Department Chairperson
Health Sciences & Administration
University of West Florida
11000 University Pkwy
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Pensacola, FL 32514
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MEMORANDUM

February 21, 2024

TO: Dr. David Bellar, Dean, Usha Kundu, M.D. College of Health (UKCOH)
Melanie A. Sutton

FROM: Melanie A. Sutton, Chair, Faculty Personnel Committee, UKCOH

RE: Application for Tenure for **Mark L. Diana**

The results of the 4-member UKCOH Faculty Personnel Committee's evaluation of the application for tenure for the candidate named above are as follows:

4 in favor
0 opposed
0 abstained

Mark L. Diana
Curriculum vitae
September 2023

EDUCATION

- 2006 Department of Health Administration, Virginia Commonwealth University, PhD, Health Services Organizations & Research
- 2003 Information Systems Department, Virginia Commonwealth University, Master of Science – Information Systems (MSIS)
- 1994 Harry F. Byrd Jr. School of Business, Shenandoah University, MBA with a Graduate Certificate in Health Care Management
- 1989 Department of Respiratory Care, Shenandoah University, BS in Respiratory Care
- 1981 School of Nursing and Allied Health, J. Sargeant Reynolds Community College, Certificate in Respiratory Therapy

LICENSES AND CERTIFICATIONS

- 1983 Registered Respiratory Therapist (RRT)
- 1983 Certified Respiratory Therapist, (CRT)

PROFESSIONAL APPOINTMENTS

Current

- 2022 Tulane University, Newcomb-Tulane College, Associate Dean of Core Curriculum Assessment
- 2020 Tulane University, Department of Health Policy and Management, Professor
Drs. W. C. Tsai and P. T. Kung Professor in Health Systems Management
- 2011 Tulane University, Department of Anesthesiology, Adjunct Assistant Professor

Previous Tulane Appointments

- 2018 Professor and Chair
Drs. W. C. Tsai and P. T. Kung Professor in Health Systems Management
- 2016 Associate Professor with tenure and Chair
MHA Program Director
Drs. W. C. Tsai and P. T. Kung Professor in Health Systems Management

- 2015 Associate Professor with tenure and Vice Chair
MHA Program Director
Drs. W. C. Tsai and P. T. Kung Professor in Health Systems Management
- 2013 Associate Professor with tenure
MHA Program Director
Drs. W. C. Tsai and P. T. Kung Professor in Health Systems Management
- 2008 Assistant Professor
MHA Program Director
- 2007 Assistant Professor

Other Appointments

- 1999 Virginia Commonwealth University, Department of Health Administration, Instructor, Local Area Network Manager & Webmaster
- 1995 Northern Virginia Community College, Respiratory Care Program, Assistant Professor & Program Director
- 1995 Shenandoah University, Harry F. Byrd School of Business, Adjunct Instructor
- 1988 Shenandoah University, Respiratory Care Program, Instructor & Director of Clinical Education
- 1987 Shenandoah University Respiratory Care Program, Instructor

Other employment

- 1986 Staff Respiratory Therapist, Foster Medical Corporation
- 1985 Shift Supervisor, Medical College of Virginia Hospitals Respiratory Therapy Department
- 1983 Staff Respiratory Therapist, The Retreat Hospital
- 1982 Clinical Coordinator, St. Luke's Hospital Respiratory Therapy Department
- 1980 Shift Supervisor, Richmond Memorial Hospital Respiratory Therapy Department

PUBLICATIONS

Refereed Journal Articles

1. Callison, K., Walker, B., Stoecker, C., Self, J. & Diana, M.L. (2021) Medicaid Expansion Reduced Uncompensated Care Costs at Louisiana Hospitals; May Be a Model for Other States. *Health Affairs*. 40(3), <https://doi.org/10.1377/hlthaff.2020.01677>.

2. **Diana, M. L.**, Zhang, Y., Yeager, V., Stoecker, C., & Counts, C. (2019). The impact of accountable care organization participation on hospital patient experience. *Health Care Management Review. 44*(2), 148-158.
3. Walker D.M., Mora A.M., Hogan T., **Diana M.L.**, & McAlearney, A.S. (2018) Assessing trends in hospital system structures from 2008 to 2015. *Medical Care. 56*(10), 831-839.
4. Wisniewski, J., **Diana, M.L.**, Yeager, V.A., & Hotchkiss, D.R. (2018) Comparison of objective measures and patients' perceptions of quality of services in government health facilities in the Democratic Republic of Congo. *International Journal for Quality in Health Care. 30*(6), 472-479.
5. Duggal, R., Zhang, Y., & **Diana, M.L.** (2018) The association between ACO participation and readmission rates. *Journal of Healthcare Management. 63*(5), e100-e114.
6. Zhang, Y. & **Diana, M.L.** (2017). Effects of Early Dual-Eligible Special Needs Plans on Health Expenditure. *Health Services Research. 53*(4), 2165-2184.
7. Landers, G.M., Ketsche, P., **Diana, M.L.**, & Campbell, C. (2017) County smoke-free laws and asthma discharges: Evidence from 17 US States. *Canadian Respiratory Journal. (2017)*, 6 pages.
8. Yeager, V.A., Vest, J.R., Walker, D.M., **Diana, M.L.**, Menachemi, N. (2017). Challenges to conducting health information exchange research and evaluation: Reflections and recommendations for examining the value of HIE. *eGEMS. 5*(1).
9. Shao, H., Brown, L., **Diana, M.L.**, Schmidt, L., Mason, K., Oronce, C., & Shi, L., (2016). Estimating the costs of supporting safety-net transformation into patient-centered medical homes in post-Katrina New Orleans. *Medicine. 95*(39), e4990.
10. Walker, D.M., Huerta, T. & **Diana, M.L.** (2016). A conceptual model for achieving value for provider organizations participating in health information exchange. *International Journal of Organization Theory and Behavior. 19*(2), 233.
11. Walker, D.M., Mora, A.M., Demosthenidy, M., Menachemi, N., & **Diana M.L.** (2016). Meaningful use of EHRs among hospitals ineligible for incentives lags behind that of other hospitals, 2009-13. *Health Affairs. 35*(3), 495-501.
12. Wisniewski, J. M., Yeager, V. A., **Diana, M. L.**, & Hotchkiss, D. R. (2016). Exploring the barriers to rigorous monitoring and evaluation of health systems strengthening activities: qualitative evidence from international development partners. *International Journal of Health Planning and Management. doi: 10.1002/hpm.2339*
13. Ford, E.W., Silvera, G.A., Kazley, A.S., **Diana, M.L.**, and Huerta, T.R. (2016) Assessing the Relationship between Patient Safety Culture and EHR Strategy. *International Journal of Health Care Quality Assurance. 29*(6), 614-627.
14. Walker, D. M., & **Diana, M. L.** (2016). Hospital Adoption of Health Information Technology to Support Public Health Infrastructure. *Journal of Public Health Management and Practice. 22*(2), 175-181.

15. Huerta, T. R., Harle, C. A., Ford, E. W., **Diana, M. L.**, & Menachemi, N. (2016). Measuring Patient Satisfaction's Relationship to Hospital Cost Efficiency: Can Administrators Make a Difference? *Health Care Management Review*. 41(1), 56-63.
16. Kazley, A.S., Ford, E.W., **Diana, M.L.**, and Menachemi, N. (2015). Market Factors Related to Hospital Patient Satisfaction. *Journal of Hospital Administration*. 4(4), 40-47.
17. Khurshid, A., **Diana, M.L.** & Jain, R. (2015) Health Information Exchange Readiness for Demonstrating Return on Investment and Quality of Care. *Perspectives in Health Information Management / AHIMA, American Health Information Management Association*.
18. Yeager, V. A., Zhang, Y., & **Diana, M. L.** (2015). Analyzing determinants of hospitals' Accountable Care Organizations participation: A Resource Dependency Theory Perspective. *Medical Care Research & Review*. 72(6), 687-706.
19. **Diana, M.L.**, Walker, D.M., Mora, A.M, & Zhang, Y. (2015) Vertical integration strategies in healthcare organizations. *Journal of Health Administration Education*. 32(2), 223-244.
20. Cole, E. S., Campbell, C., **Diana, M. L.**, Webber, L., & Culbertson, R. (2015). Patient-centered medical homes in Louisiana had minimal impact on Medicaid population's use of acute care and costs. *Health Aff (Millwood)*, 34(1), 87-94.
21. Kanger C., Brown L., Mukherjee S., Xin H., **Diana M.L.**, Khurshid A. (2014) Evaluating the Reliability of EHR-Generated Clinical Outcomes Reports: A Case Study. Generating Evidence & Methods to Improve Patient Outcomes. *eGEMS*, 2(3).
22. Cole, E. S., Walker, D., Mora, A., & **Diana, M. L.** (2014). Identifying hospitals that may be at most financial risk from Medicaid disproportionate-share hospital payment cuts. *Health Aff (Millwood)*, 33(11), 2025-2033. doi: 10.1377/hlthaff.2014.0109
23. Yeager, V., Walker, D.M., Cole, E., Mora, A.M. & **Diana, M.L.** (2014) Factors Related to Health Information Exchange Participation and Use. *Journal of Medical Systems*. 38(8):78-87.
24. **Diana M.L.**, Harle C.A., Huerta T.R., Ford E.W., & Menachemi N. (2014) Hospitals Characteristics Associated with Achievement of Meaningful Use. *Journal of Healthcare Management*, 59(4):272-284.
25. Ford E.W., Huerta T.R., **Diana M.L.**, Kazley A.S. & Menachemi N. (2013) Patient satisfaction scores and their relationship to hospital website quality measures. *Health Marketing Quarterly* 30(4):334-348.
26. Harle, C. A., Huerta, T. R., Ford, E. W., **Diana, M. L.**, & Menachemi, N. (2012). Overcoming challenges to achieving meaningful use: insights from hospitals that successfully received Centers for Medicare and Medicaid Services payments in 2011. *Journal of the American Medical Informatics Association*. 20(2), 233-237.

27. Hernandez-Avila, J. E., Palacio-Mejia, L. S., Lara-Esqueda, A., Silvestre, E., Agudelo-Botero, M., **Diana, M. L.**, Hotchkiss, D. R., Plaza, B., Sanchez Parbul, A. (2012). Assessing the process of designing and implementing electronic health records in a statewide public health system: the case of Colima, Mexico. *Journal of the American Medical Informatics Association*, 20(2), 238-244.
28. Khurshid, A., **Diana, M.L.** & Luce, S. (2012) Health Information Exchange: Metrics to Address Quality of Care and Return on Investment. *Perspectives in Health Information Management / AHIMA, American Health Information Management Association*, 9, 1e.
29. Shin, D.Y., Menachemi, N., Kazley, A.S., **Diana, M.L.**, & Ford, E.W. (2012) Payer-Mix and EHR Adoption in Hospitals. *Journal of Healthcare Management*, 57(6), 435-438.
30. Hotchkiss, D. R., **Diana, M. L.**, & Foreit, K. (2012). How can routine health information systems improve health systems functioning in low- and middle-income countries? Assessing the evidence base. In N. Menachemi & S. Singh (Eds.), *Advances in Healthcare Management* (Vol. 12, pp. 25-58).
31. Menachemi, N., Mazurenko, O., Kazley, A. S., **Diana, M. L.**, & Ford, E. W. (2012). Market factors and electronic medical record adoption in medical practices. *Health Care Management Review*, 37(1), 14-22.
32. Kazley, A. S., **Diana, M. L.**, & Menachemi, N. (2012). Is EHR Use Associated with Patient Satisfaction in Hospitals? *Health Care Management Review*, 37(1), 23-30.
33. **Diana, M. L.**, Kazley, A. S., & Menachemi, N. (2012). Hospital Characteristics Related to the Intention to Apply for Meaningful Use Incentive Payments. *Perspectives in Health Information Management / AHIMA, American Health Information Management Association*, 9, 1h.
34. Masri, M. D., Oetjen, R., Campbell, C. R., Webber, L., & **Diana, M. L.** (2011). The Distribution of Physicians Workforce in Louisiana: Results from a Cross-Sectional Study. *Journal of the Louisiana State Medical Society*, 163(6), 320-324.
35. Zhivan, N. A., & **Diana, M. L.** (2011). U.S. hospital efficiency and adoption of health information technology. *Health Care Management Science*, 15(2), 37-47.
36. Kazley, A. S., **Diana, M. L.**, & Menachemi, N. (2011). The Agreement and Internal Consistency of National Hospital EMR Measures. *Health Care Management Science*, 14(4), 303-313.
37. **Diana, M. L.**, Kazley, A. S., & Menachemi, N. (2011). An assessment of Health Care Information and Management Systems Society and Leapfrog data on computerized provider order entry. *Health Services Research*, 46(5), 1575-1591.
38. **Diana, M. L.**, Campbell, C. R., Stranova, T. J., & Long, H. W. (2011). Faculty productivity expectations among CAHME-Accredited programs. *Journal of Health Administration Education*, 28(3), 237-248.

39. Kazley, A. S., & **Diana, M. L.** (2011). Hospital computerized provider order entry adoption and quality: An examination of the United States. *Health Care Management Review, 36*(1), 86-94.
40. Ford, E. W., Huerta, T. R., **Diana, M. L.**, & Campbell, C. R. (2009). A Student Journaling Exercise: Preparing for Competency-based Curricula. *The Journal of Health Administration Education, (26)*3, 1-14.
41. **Diana, M. L.** (2009). Exploring information systems outsourcing in U.S. hospital-based health care delivery systems. *Health Care Management Science, 12*(4), 434-450.
42. McCue, M., & **Diana, M. L.** (2007). Assessing the performance of free-standing hospitals. *Journal of Healthcare Management, 52*(5), 299-308.
43. Kerr, B., Coppola, N. M., & **Diana, M. L.** (2006). Decreasing disability processing days for soldiers in the U.S. Army through initiatives in human resource management support systems: A two-tiered, three year evaluation. *Journal of Systemics, Cybernetics and Informatics, 3*(1).
44. Menachemi, N., Burke, D. E., **Diana, M. L.**, & Brooks, R. (2005). Characteristics of hospitals that outsource information system functions. *Journal of Healthcare Information Management, 19*(1), 63-69.
45. Burke, D. E., Wang, B., Wan, T. T. H., & **Diana, M. L.** (2002). Exploring hospitals' adoption of information technology. *Journal of Medical Systems, 26*(4), 349-355.
46. Coppola, N. M., Burke, D. E., **Diana, M. L.**, & Rangappa, S. (2002). HIPAA awareness and preparedness: A national survey of physician practices. *Group Practice Journal, 51*(5), 2-6.

Book Chapters

Wager, K. A., & Diana, M. L. (2018) Health Information Systems and Strategy. In Burns, L., Bradley, E., & Weiner. B. (Eds.) *Shortell and Kaluzny's Healthcare Management: Organization Design and Behavior*, 7th Edition, Delmar Cengage Learning.

Diana, M. L., & Olden, P. C. (2017). Modern Theories of Organization. In J. A. Johnson & C. C. Rossow (Ed.), *Health Organizations: Theory, Behavior, and Development*. 2nd Edition, Boston: Jones and Bartlett.

Olden, P. C., & Diana, M. L. (2017). Classical Theories of Organization. In J. A. Johnson & C. C. Rossow (Ed.), *Health Organizations: Theory, Behavior, and Development*. 2nd Edition, Boston: Jones and Bartlett.

Wager, K. A., & Diana, M. L. (2011) Health Information Systems and Strategy. In Burns, L., Bradley, E., & Weiner. B. (Eds.) *Shortell and Kaluzny's Healthcare Management: Organization Design and Behavior*, 6th Edition, Delmar Cengage Learning.

Diana, M. L. (1999). Respiratory care. In S. Strasinger & M. S. Di Lorenzo (Eds.), *Skills for the patient care technician*. Philadelphia: F. A. Davis.

Conference Proceedings

Torres, JS, Hutchinson, P, & Diana, ML. (2023) The “Goldilocks” Model of Integration: Exploring which Forms of Integration are Associated with Increased Patient Satisfaction in Hospital-Based Health Systems. Submitted to *AcademyHealth Annual Research Meeting*, Seattle, WA, June, 2023.

McCoy AB, Zhang Y, Monnette A, Diana ML. (2018) “Implementing EHR-Based Measures of Care Coordination in an Accountable Care Organization.” Poster Presentation, *AMIA Annual Symposium Proceedings*.

Monnette A, Diana ML, Zhang Y, McCoy AB. (2018) “A Framework of Key Domains and EHR-Based Measures of Care Coordination in an Accountable Care Organization.” Poster Presentation, *AMIA Annual Symposium Proceedings*.

Walker, D.M., Hogan, T.H., Mora, A.M., & Diana, M.L. (2017) Assessing Shifts in Hospital System Configuration in the Post-ACA Marketplace. Poster presentation at the *AcademyHealth Annual Research Meeting*, New Orleans, LA, June.

Zhang, Y., Stoecker, C., Yeager, V.A., McCoy, A.B., & Diana, M.L. (2017) Impact of Accountable Care Organization Penetration on Regional Variation in Medicare Spending. Poster presentation at the *AcademyHealth Annual Research Meeting*, New Orleans, LA, June.

Shao, H., Shi, L., Diana, M.L., Brown, L., Mason, K., Cocran, D., Carruth, A., Schmidt, L. (2016). Estimating The Costs Of Supporting Safety-Net Transformation Into Patient-Centered Medical Homes In Post-Katrina New Orleans. *Value in Health*. 19(3), A1.

Zhang, Y., Diana, M.L., McCoy, A.B., & Yeager, V. (2016) “An Examination of Hospital’s Health Information Technology Adoption to Support Care Coordination.” Poster presentation at the *AcademyHealth Annual Research Meeting*, Boston, MA, June.

Counts, C., Diana, M.L., Rosinia, F., & Henry, M. (2015) “Patient Safety Culture in an Academic Medical Center: Using Mixed Methods to Compare Faculty Physician's and Resident's Perceptions.” Poster presentation at the *AcademyHealth Annual Research Meeting*, Minneapolis, MN, June.

Walker, D. M., Mora, A.M., & Diana, M.L. (2015) Growth in Adoption of Electronic Health Record Systems By Specialty Hospitals.” Poster presentation at the *AcademyHealth Annual Research Meeting*, Minneapolis, MN, June.

Yeager, V., Zhang, Y., & Diana, M.L. (2015) “Analyzing Determinants of Hospital Accountable Care Organization Participation: A Resource Dependency Theory Perspective.” Poster presentation at the *AcademyHealth Annual Research Meeting*, Minneapolis, MN, June.

Yeager, V., Vest, J., Walker, D.M., Diana, M.L., & Menachemi, N. (2015) “Challenges to Conducting HIE Research and Evaluation: Reflections and Recommendations for Examining the Value of HIE.” Poster presentation at the *AcademyHealth Annual Research Meeting*, Minneapolis, MN, June.

Cole, E., Walker, D., Mora, A., & Diana, M.L. (2014) “Medicaid Expansion and Disproportionate Share Hospital Payments: Which Hospitals are Financially Vulnerable?” Poster presentation at the *AcademyHealth Annual Research Meeting*, San Diego, CA, June.

Walker, D. & Diana, M.L. (2014) Hospital use of health information technology to support public health infrastructure. Poster presented at the *Public Health Systems Research Interest Group, AcademyHealth Annual Research Meeting*, San Diego, CA.

Walker D., Mora A., Yeager V., & Diana M.L. (2014) Issues in the Evaluation of Health Information Exchange Usage Data: Should there be minimum standards? Poster presented at the *Health Information Technology Interest Group, AcademyHealth Annual Research Meeting*, San Diego, CA.

Walker, D., Mora, A., Yeager, V., & Diana M.L. (2014) Issues in the Evaluation of Health Information Exchange Usage Data: Should there be minimum standards? Poster presented at the *AcademyHealth Annual Research Meeting*, San Diego, CA.

Silvera, G.A, Ford, E.W., Diana, M.L., Kazley, A.S., and Huerta, T.R. (2014). Assessing the Relationship between Patient Safety Culture and EHR Strategy. Paper presented at the *Academy of Management*, Philadelphia, PA.

Rosinia, F., Lefante, J., Diana, M.L., Freyder, L., Liu, H., & Webber, L. (2013). Gender differences in the effect of anesthesiology on death during surgical procedures: 17AP2-1. *European Journal of Anaesthesiology*, 30, 236-236.

Xin, H., Diana, M. L., Khurshid, A., Brown, L., Mukherjee, S. (2013). Can high healthcare costs be reduced? Empirical evidence from community hospitals. In *American Public Health Association Annual Meeting*, Boston, MA.

Diana, M. L., Harle, C., Huerta, T. R., Ford, E. W., & Menachemi, N. (2013) What Hospitals Have Achieved Meaningful Use. Poster presentation at the *AcademyHealth Annual Research Meeting*, Baltimore, MD, June 2013.

Walker, D.M., Maurer, R.E., & Diana, M.L. (2013) A Conceptual Model for Achieving Value from Hospital Participation in Health Information Exchange." Paper Presentation at the *Academy of Management Annual Meeting*, Orlando, FL.

Cole, E., Campbell, C., Diana, M.L., & Webber, L. (2013) The Effect of Patient-Centered Medical Homes on Cost and Quality for a Medicaid Population. Paper presentation at the *AcademyHealth Annual Research Meeting*, Baltimore, MD.

Mora, A., Diana, M.L., and Yeager, V. A. (2013) The Relationship Between Mimetic Pressure and Rural EHR Adoption. Poster presentation at the *AcademyHealth Annual Research Meeting*, Baltimore, MD.

Walker, D., Yeager, V. A., Cole, E., Mora, A., and Diana, M.L. (2013) Barriers and Facilitators to Participation in the Louisiana Health Information Exchange. Poster presentation at the *AcademyHealth Annual Research Meeting*, Baltimore, MD.

Rosinia F., Lefante, J., Freyder, L., Diana, M.L., Liu, H., & Webber, L. (2012). Effect of Anesthesiology Type on the Incidence of Cardiac Arrest During Surgical Procedures. Poster presented at the *American Society of Anesthesiologists Annual Meeting*, Washington, DC.

Harle, C., Ford, E. W., Huerta, T. R., Diana, M. L., & Menachemi, N. (2012). Overcoming Challenges to Achieving Meaningful Use: Insights from hospitals that successfully received CMS payments in 2011. Paper presented at the *Workshop on Health Information and Economics*, Washington, DC.

Zhivan, N. A., Hutchinson, P., Long, H. W., Khan, M., & Diana, M. L. (2012). Economic Conditions and Hospital Output in the United States. Paper presented at the *American Society of Health Economists*, University of Minnesota, Minneapolis.

Diana, M. L., Kazley, A. S., & Menachemi, N. (2012). Environmental factors influencing IS outsourcing in US hospitals. Poster presented at the *AcademyHealth Annual Research Meeting*, Orlando, FL.

Kanger, C., Diana, M.L., Xin, H., Browne, L. & Khurshid, A. (2012) New Orleans Crescent City Beacon Data Reporting Project. Poster presented at the *AcademyHealth Annual Research Meeting*, Orlando, FL.

Kazley, A. S., Diana, M. L., & Menachemi, N. (2011). The Agreement and Internal Consistency of National Hospital EMR Measures. Poster presented at the *AcademyHealth Annual Research Meeting*, Seattle, WA.

Diana, M. L., Kazley, A. S., & Menachemi, N. (2010). Reliability and validity of HIMSS and Leapfrog data on computerized provider order entry. Poster presented at the *AcademyHealth Annual Research Meeting*, Boston, MA.

Diana, M. L., Campbell, C. R., & Stranova, T. J. (2009). Faculty workload differences among CAHME-accredited programs. Poster presented at the *Association of University Programs in Health Administration*, Chicago, IL.

Diana, M. L. (2007) Is economy the best strategy? Exploring information systems outsourcing in health care delivery systems. Poster presented at the *AcademyHealth Annual Research Meeting*, Orlando, FL.

Roggenkamp, S. D., & Diana, M. L. (2002). Caught by the Web: How do health administration programs use the internet to promote their programs? Poster presented at the *Association of University Programs in Health Administration Annual Meeting*, 1st place winner, Washington, DC.

Manuscripts in Submission

Torres, JS, Hutchinson, P, & Diana, ML. (2023). The “Goldilocks” Model of Integration: Exploring which Forms of Integration are Associated with Increased Patient Satisfaction in Hospital-Based Health Systems.

Manuscripts in Preparation

Bigler, C., Theall, K., & Diana, M. (2023). Homelessness in the SUD Population.

Bigler, C., Stoecker, C., & Diana, M. (2023). The Effects of Medicaid Expansion on SUD Treatment Across 3 Outcome Variables.

Stojanovski, K., Fedewa, R., Silvestre, E., & Diana, M. (2023) Intersection of Health Information System planning and eHealth Service Delivery for Equitable Health Outcomes and Data Capture: A Scoping Review.

Other Publications

Diana, M., Callison, K., Cunliffe, C., Stoecker, C., Shi, L., & Wisniewski, J. (2020). Louisiana Medicaid Expansion Cost and Economic Impact. New Orleans, LA, Tulane University.

Diana, M., Callison, K., Cunliffe, C., Stoecker, C., Shi, L., & Wisniewski, J. (2020). Louisiana Medicaid Expansion Health Outcomes. New Orleans, LA, Tulane University.

Diana, M., Callison, K., Cunliffe, C., Stoecker, C., Shi, L., Demosthenidy, M. M. & Wisniewski, J. (2020). Provider and Beneficiary Perspectives on the Louisiana Medicaid Expansion. New Orleans, LA, Tulane University.

Diana, M., Callison, K., Cunliffe, C., Stoecker, C., Shi, L., Demosthenidy, M. M. & Wisniewski, J. (2019). Louisiana Medicaid Expansion and Access to Care. New Orleans, LA, Tulane University.

Diana, M. L., Yeager, V. A., & Hotchkiss, D. R. (2017). Health Systems Strengthening – A Literature Review. Chapel Hill, NC: MEASURE Evaluation.

Diana, M. L., Yeager, V. A., & Hotchkiss, D. R. (2017). Health Systems Strengthening – A Compendium of Indicators. Chapel Hill, NC: MEASURE Evaluation.

Cole, E. S., Campbell, C., & Diana, M. L. (2015). Medical homes in Louisiana: the author's reply. *Health Aff (Millwood)*, 34(3), 539.

Hernandez-Ávila, J. E., Palacio-Mejia, L. S., Lara-Esqueda, A., Silvestre, E., Agudelo-Botero, M., Diana, M. L., et al. (2012). Electronic Health Records in Colima, Mexico: Case Study on Design and Implementation. Chapel Hill, NC: MEASURE Evaluation.

Stone, G., Williams, C., Campbell, C. R., Diana, M. L., & Wayman, K. (2008). Assessment of the ambulatory care workforce in greater New Orleans. New Orleans, LA: Louisiana Public Health Institute.

Diana, M. L., & Reynolds, C. M. (2008). Creating a Sustainable Safety Net in New Orleans: Current State Analysis of the Health Information Technology Capacity and Resource Needs of Recipients of the Primary Care Access & Stabilization Grant. New Orleans, LA: The National Alliance for Health Information Technology and Louisiana Public Health Institute.

Diana, M. L. (1989). Assisted Mechanical Ventilation vs Intermittent Mandatory Ventilation during Full Ventilatory Support. [Letter to the editor]. *Respiratory Care*, 34(11), 1144-1145.

AWARDS AND HONORS

James W. Begun Award for Excellence in Doctoral Studies in Health Administration, Virginia Commonwealth University Department of Health Administration, 2007.

The James P. Baker Award, Virginia Society for Respiratory Care, 1997.

GRANTS AND CONTRACTS

Current

October 2022 – December 2023

Louisiana Department of Health, Office of Behavioral Health
Statewide SUD Assessment, \$360,000. Role: PI.

July 2018 – June 2023

Louisiana State University Center for Healthcare Value & Equity, Louisiana Department of Health,
Medicaid 1115 Substance Use Disorder Demonstration Waiver Evaluation, \$226,991. Role: PI.

Completed

July 2021 – June 2022

Project Echo, Workforce Strategic Plan, Role: Co-Investigator

July 2021 – October 2021

Supervisory and Leadership Training Program for the Louisiana Behavioral Health Regional Agencies,
\$120,000. Role: PI

July 2018 – June 2019

Louisiana State University Center for Healthcare Value & Equity, Louisiana Department of Health
Statewide Medicaid Expansion Program Evaluation, \$1,370,541. Role: PI.

R03 HS 24637- 01A1(McCoy)

07/01/2017 – 06/30/2018

1.2 calendar

AHRQ

\$66,154

EHR-Based Measurement of Care Coordination in an Accountable Care Organization

September 2017 – June 2018

Louisiana State University Consortium for Health Transformation, Louisiana Department of Health
Statewide Medicaid Expansion Program Evaluation, \$513,391. Role: PI.

October 2014 – December 2015

USAID MEASURE Evaluation project to develop guidance for evaluating health systems strengthening.
\$150,000. Role: Investigator (Overall MEASURE Evaluation Project PI: Stacey Gage)

July 2014 – June 2015

Patient Centered Outcomes Research Institute, Louisiana Clinical Research Data Network (LaCDRN).
Role: Co-Investigator.

July 2014 – June 2015

Agency for Healthcare Research and Quality (AHRQ), R36 Dissertation Award. Grant Number: 1R36HS023343-01. Hospital Efficiency Changes from Health Information Exchange Participation. \$37,448. PI: Daniel M. Walker. Role: Faculty Advisor.

July 2010 – June 2015

Tulane Quality and Cost Effectiveness Team Initiatives, \$60,000. Role: PI.

July 2013 – June 2014

Agency for Healthcare Research and Quality (AHRQ). Estimating Costs of Supporting Safety-Net PCMH Transformation in New Orleans. \$75,000. Role: Co-investigator.

October 2012 – August 2014

USAID MEASURE Evaluation project to develop metrics for evaluating health systems strengthening. \$310,000. Role: PI on the study (Overall MEASURE Evaluation Project PI: Stacey Gage)

September 2012 – March 2014

Louisiana Health Care Quality Forum, Louisiana Health Information Exchange (LaHIE) Program Evaluation, \$210,350. Role: PI. June 2011 – September 2012

USAID MEASURE Evaluation project to evaluate the impact of electronic medical records on physician protocol adherence in Colima, MX, Phase 2. Role: PI on the study (Overall MEASURE Evaluation Project PI: Stacey Gage)

April 2011 – November 2011

USAID MEASURE Evaluation project to evaluate electronic medical records in Colima, MX. \$91,035. Role: PI on the study (Overall MEASURE Evaluation Project PI: Stacey Gage)

2008 – 2009 Principal Investigator, "State of Louisiana Long-term Care Transformation," Louisiana Department of Health and Hospitals, Center for Medicare and Medicaid Services, Real Choice Systems Change Grant, \$200,000.

2007 – 2008 Co-evaluator—Health Information Security and Privacy Collaboration Phase 2, Department of Health and Hospitals, State of Louisiana, \$10,000

2002 – 2004 Consultant, AHRQ, Hospital Finances and Quality of Hospital Care.

CONFERENCE PARTICIPATION

Panels Organized

Diana, M.L., Kazley, A.S., Menachemi, N. and Ford, E.W. (2013). Managing Collaborative Research Relationships. Professional Development Workshop, *Academy of Management Annual Conference*, Orlando, FL.

Panels Chaired

Rebuilding the Health Care Delivery System from the Ground Up. (2017) Panel discussion at the *AcademyHealth Annual Research Meeting*, New Orleans, LA.

Late-Breaking Session: Something We All Can Agree On – Reducing Costs and Improving Overall Health. (2017) Abstract session at the *AcademyHealth Annual Research Meeting*, New Orleans, LA.

Discussant

Healthcare Information Technology and Organizational Performance, Paper session discussant, *Academy of Management*, August, 2009.

Presentations

Gentry, D., Shah, S. C., Smith, B. T., Diana, M. L., Stranova, T. J., and Campbell, C. (2009) Innovative Work-Based Approaches to Developing Future Healthcare Leaders. Panel at the *Association of University Programs in Health Administration*, Chicago, IL.

Diana, M.L. (2014) Assessment, System Selection and Implementation. Health Information Management Systems Technology and Analysis (HIMSTA) Train-the-Trainer Workshop, *Association of University Programs in Health Administration Academic Forum, Health Information Management Systems Society Annual Meeting*, Orlando, FL.

TEACHING EXPERIENCE

Tulane University Department of Health Policy and Management

Applied Interdisciplinary Theory for Global Health Research (GHSD 7960)

Information Systems (GHSD 6780)

Principles of Health Systems Administration & Management (HSMG 6030)

Health Systems, Policy, and Management (SPHU 6070)

Administrative Internship (GHSD 6910)

Organizational Behavior (GHSD 6380)

Biostatistics: Regression Analysis (ESCD 7730)

Advanced Health Services Research Theory and Design (ESCD 8900)

Organizational Theory and Assessment (ESCD 8310)

Fundamentals of Health Care Systems (SPHU 3010)

Formulation of Public Health Policy (SPHU 4010)

Independent Studies - 5 doctoral students

Doctoral Students advised:

4 current (4 as Chair)

19 completed (16 as Chair, 3 as committee member)

Virginia Commonwealth University Department of Health Administration

Health Information Systems and Performance (HADE 612)

Independent Study: Intro to Health Information Systems (HADM 692)

Advanced Health Services Organization Theory (HADM 705)

Northern Virginia Community College Respiratory Care Program

Cardiopulmonary Anatomy & Physiology
Cardiopulmonary Pathophysiology
Mechanical Ventilation
Basic Sciences for Allied Health Professions

Shenandoah University Respiratory Care Program

Cardiopulmonary Anatomy & Physiology
Cardiopulmonary Pathophysiology
Mechanical Ventilation
Clinical Practice

Shenandoah University Harry F. Byrd Jr. School of Business MBA Program

Introduction to Health Care Services

SERVICE TO PROFESSION

Reviewer

Health Care Management Science, 2006 – current
Journal of Medical Systems, 2010 – current
Health Care Management Review, 2011 – current
American Journal of Managed Care, 2011 – current
Journal of Health Administration Education 2011 – current
Journal of Health Care Management 2011 – current
Medical Care, 2011 – current
Health Affairs, 2014 – current
PlosOne, 2014 – current
Medical Care Research and Review, 2015 – current

AcademyHealth

Member, Annual Research Meeting Planning Committee, 2016 – 2017

Academy of Management, 2007

Conference paper reviewer for Health Care Management Division, Organization and Management Theory Division, and Organizational Behavior Division, 2008 – current
Member, Teaching Committee, 2010 – 2012
Chair, Teaching Committee, 2012 – current

Association of University Programs in Health Administration (AUPHA)

Leadership Development Committee, Chair, 2019; Member - current
Past Chair, 2019
Chair, Board of Directors, 2018
Chair-elect of the Board of Directors, 2017

Treasurer, June, 2015 – 2017
Board of Directors, June 2013 – current
Annual Meeting Program Committee, 2008 – 2010; 2012
Annual Meeting Program Committee, Concurrent Sessions sub-committee Chair, 2009

American Association for Respiratory Care (AARC), 1980 – 1999

Education Section Chair, 1997 – 1998
Secretary, House of Delegates, 1998
Chair, Bylaws Committee, 1998
Ad Hoc Committee to Develop Age-specific Materials, 1997
American Hospital Association Representative, 1997 – 1998
Educational Oversight Committee, 1996
State Liaison, Coordinating Committee for Educational Advancement, 1994 – 1996
Education Section Practitioner of the Year Committee, 1992 – 1993; Chair 1994 – 1995

Commission on Accreditation of Healthcare Management Education (CAHME)

Fellow, 2020 – current

Virginia Association of Allied Health Professions (VAAHP), 1994 – 1998

Board of Directors, 1994 – 1998
President, 1995 – 1997

Virginia Society for Respiratory Care (VSRC), 1980 – 1999

Education Committee, 1987 – 1999 Chair 1990 – 1991
Program Committee, 1990 – 1999
Education Coordinator, 1990 – 1991
Webmaster, 1997 – 1998
Delegate to AARC House of Delegates, 1995 – 1997
Alternate Delegate to AARC House of Delegates, 1995
Long Range Planning Committee Chair, 1994
President, 1993 (President-elect – 1992; Past President – 1994)
Director, Central District, 1986 – 1987; Northern District 1989 – 1990
Membership Committee, 1984

Professional Memberships

AcademyHealth, 2002
Academy of Management, 2007
American College of Healthcare Executives (ACHE), 2001
Association of University Programs in Health Administration (AUPHA), 1999
Healthcare Information and Management Systems Society (HIMSS), 2002

National & International Committees

Louisiana Department of Health and Hospitals, Member, Health Data Panel, 2015 – current
Member, Curriculum Design Task Force, Healthcare Information Technology Curriculum Project of the Association of University Programs in Health Administration (AUPHA), the Commission on Accreditation for Healthcare Management Education (CAHME), and the Healthcare Information and Management Systems Society (HIMSS), 2011 – current

UNIVERSITY SERVICE*Tulane University*

University Senate, 2021 – current
Newcomb-Tulane College Executive Committee, 2021 – current
Newcomb-Tulane College Curriculum Committee, 2020 – current
Joint Board and Senate Committee on Honorary Degrees, 2020 – current

Tulane University School of Public Health and Tropical Medicine

Appointment, Promotion, and Tenure Committee, 2015 – 2016
Faculty Tenure, Freedom, and Responsibility Committee, 2014 – 2016
Faculty Senate IT Committee, 2008 – 2009; 2013 – 2014
CTSA Health Informatics Committee, 2007 – 2009
Doctoral Committee, 2007 – 2011

Tulane University Department of Global Health Systems & Development

MHA Program Director, 2012 – current
Chair, Faculty Search Committee - 2012 - 2013
Member, Faculty Search Committee - 2011 - 2012

Tulane University Department of Health Systems Management

MHA Program Director, 2008 – 2010
Admissions Committee, 2008 – 2015
Chair, HSM Marketing Committee, 2008 – 2009
Doctoral Committee, 2007 – current
Research Committee, 2007 – current

Virginia Commonwealth University School of Allied Health Professions

Technology Committee, 1999 – 2007
Secretary of the Faculty, 2002 – 2003

Virginia Commonwealth University Department of Health Administration

Building Use Committee, 2000 – current; Chair, 2001 - 2002
Master of Health Administration Admissions Committee, 1999 – 2007
Marketing Committee, 1999 – 2007
Technology Committee, 1999 – 2007

Shenandoah University School of Health Professions

Faculty Affairs Committee, 1992 – 1995
Educational Media Committee, 1992 – 1995

Shenandoah University

President, Faculty Assembly, 1991 – 1993
Faculty Assembly Representative to the Long Range Planning Committee, 1994 – 1995
Faculty Assembly Representative to Academic Affairs Committee of the Board of Trustees, 1993 – 1995
Faculty Assembly Representative to the Student Government Association, 1993 – 1994
Faculty Assembly Executive Committee, 1991 – 1995
President's Executive Council, 1991 – 1993
Faculty Affairs Committee, 1988 – 89, Chair 1989 – 91; 1993 – 1995

Northern Virginia Community College Division of Health Technology
PageMaster (Web site manager), 1996 – 1999
Year 2000 Committee – Annandale Campus, 1998 – 1999

Virginia Community College System-Virginia Hospital Association-Distance Learning Project
Curriculum Committee, Chair, 1993 – 1995

CONSULTANCIES

Louisiana Public Health Institute, New Orleans, LA, May 2011 – March 2013.

Office of the National Coordinator for Health Information Technology Crescent City Beacon Program.

Louisiana Health Care Quality Forum, Baton Rouge, LA, April 2008 – 2015.

Principal writer for Centers for Medicare and Medicaid Services Electronic Health Record demonstration program (demonstration awarded; no funding attached).

Principal grant writer for the Office of the National Coordinator for Health Information Technology Regional Extension Center and Health Information Exchange programs (grants awarded \$11 million).

Principal grant writer for the Office of the National Coordinator for the Advance Interoperable Health Information Technology Services to Support Health Information Exchange program (grant not awarded).

MEMORANDUM

DATE: April 22nd, 2024

TO: Dr. Mohamed Khabou, Dean
Hal Marcus College of Science and Engineering

FROM: Dr. Thomas Reichherzer, Chair
Department of Computer Science




Subject: Dr. Elish, tenure.

The Tenure and Promotion Committee of the Department of Computer Science convened a meeting on April 21st, 2024, to vote on tenure for Dr. Mahmoud Elish in the department. The outcome of the vote was as follows:

1 in favor of tenure
1 against tenure
0 abstention

From my assessment of Dr. Elish's contribution in research, it is clear that Dr. Elish exceeds the department's criteria for tenure concerning research as stated in the Bylaws. In teaching, Dr. Elish has taught computer science and software engineering courses at King Fahd University, Saudi Arabia, and Gulf University for Science and Technology, Kuwait, since 2005. He has mentored several students on their senior design projects. Dr. Elish has made countless contributions in academia, ranging from curriculum development, program review, editorial services, and more. I support granting Dr. Elish tenure in the department.

Date: April 23, 2024

From: Dr. Mohamed Khabou 
Dean, Hal Marcus College of Science and Engineering

Subject: Support of granting tenure to Dr. Mahmoud Elish upon hire

I am writing this letter to indicate my support for granting tenure upon hire to Dr. Mahmoud Elish who was offered position #105140 as an Associate Professor in the Department of Computer Science with a start date of Aug 8, 2024.

Dr. Elish is currently employed as a tenured full Professor and Head of the Computer Science Department at Gulf University for Science and Technology, Kuwait. Dr. Elish developed and taught several courses in Computer Science, has a solid research agenda with publications in respected journals, and exhibited clear leadership qualities as evident by his current role as Head of the Computer Science Department at his current university. His contributions in the areas of teaching, research and service activities exceed the criteria for tenure as specified in the bylaws of the Computer Science Department.

Given the strong support for Dr. Elish from the Chair of UWF's Computer Science Department, and his superior level of productivity, I fully support granting him tenure in the Computer Science Department and for his case to go to UWF's BOT for consideration.

MAHMOUD O. ELISH, PH.D., SMIEEE

Full Professor of Computer Science
Head of the Computer Science Department
Former Interim Dean of the College of Arts and Sciences
Gulf University for Science and Technology

Associate Editor, IEEE Access

ABET Program Evaluator, EAC and CAC



Work authorization: US permanent resident

EDUCATION

Ph.D. in Computer Science George Mason University, USA	2005
M.Sc. in Computer Science King Fahd University of Petroleum and Minerals, Saudi Arabia	1999
B.Sc. in Computer Science (<i>with 1st honors</i>) King Fahd University of Petroleum and Minerals, Saudi Arabia	1997

EMPLOYMENT HISTORY

Head of the Computer Science Department Gulf University for Science and Technology, Kuwait	Sep. 2019 – present
Full Professor Computer Science Department Gulf University for Science and Technology, Kuwait	Oct. 2021 – present
Associate Professor Computer Science Department Gulf University for Science and Technology, Kuwait	Sep. 2015 – Oct. 2021
Interim Dean of the College of Arts and Sciences Gulf University for Science and Technology, Kuwait	Mar. 2020 – July 2020
Faculty Research Fellow Computer Science Department University of Missouri - Saint Louis, USA	July 2016 – Aug. 2016
Associate Professor of Software Engineering Information & Computer Science Department King Fahd University of Petroleum and Minerals, Saudi Arabia	June 2012 – Aug. 2015
Assistant Professor of Software Engineering Information & Computer Science Department King Fahd University of Petroleum and Minerals, Saudi Arabia	Sep. 2005 – May 2012

Teaching Assistant / Research Assistant Department of Computer Science George Mason University, USA	Aug. 2000 – May 2005
Software Engineer, Curriculum Practical Training SONEX Enterprises Inc., USA	Jan. 2002 – July 2002
Lecturer Information & Computer Science Department King Fahd University of Petroleum and Minerals, Saudi Arabia	Jan. 2000 – Aug. 2000
Research Assistant Information & Computer Science Department King Fahd University of Petroleum and Minerals, Saudi Arabia	Sep. 1997 – Dec. 1999

AWARDS & HONORS

- Supervisor of the 1st Place Winner of Dell Technologies Graduation Project Competition for Middle East, Russia, Africa and Turkey, 2021.
- Certificate of appreciation for outstanding service in acquiring reaccreditation by CAC of ABET for the Computer Science program at Gulf University for Science and Technology, 2020.
- Mentor of the best capstone project, awarded by 2nd IEEE GCC Students and Young Professionals Congress, 2019.
- Mentor of the most creative project idea, awarded by 2nd IEEE GCC Students and Young Professionals Congress, 2019.
- Certificate of appreciation for valuable contribution in Global Informatics Forum Makeathon, 2018.
- Certificate of appreciation for effort in organizing the 6th and 7th Gulf Programming Contest, 2016 - 2017.
- Certificate of distinction in appreciation of 10 years of service at King Fahd University of Petroleum and Minerals, 2015.
- Outstanding contribution in reviewing, Journal of Systems and Software, Elsevier, May 2015.
- Outstanding contributions to the ABET evaluation towards accreditation of the university engineering and computer science programs at King Fahd University of Petroleum and Minerals for the 2009-2010 cycle.
- Distinguished senior projects supervision, College of Computer Sciences & Engineering, King Fahd University of Petroleum and Minerals, 2006-2007.
- Outstanding contribution to the judging committee of Microsoft Imagine Cup, 2007.
- Outstanding teaching assistant, Computer Science Department, George Mason University, 2004-2005.
- Doctoral fellowship awards, School of Information Technology & Engineering, George Mason University, 2000-2003.
- Medal by the Honor Society of International Scholars (Phi Beta Delta), 2001.
- B.Sc. degree in Computer Science with Highest Honors, King Fahd University of Petroleum and Minerals, June 1997.

RESEARCH INTERESTS

- Software metrics and measurement
- Software quality
- Software security
- Software maintenance and evolution
- Empirical software engineering
- Computational intelligence in software engineering

SCHOLAR CITATIONS INDICES (SOURCE: GOOGLE SCHOLAR: [HTTPS://SCHOLAR.GOOGLE.COM/CITATIONS?USER=2_VNPLWAAAAJ&HL=EN](https://scholar.google.com/citations?user=2_VNPLWAAAAJ&hl=en))

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h-index: 19

REFEREED JOURNALS

- [J25] K. Elish, **M. Elish** and H. Almohri, "Lightweight, Effective Detection and Characterization of Mobile Malware Families." *IEEE Transactions on Computers*, vol. 71, no. 11, pp. 2982-2995, 2022.
- [J24] M. Alkandari, A. Kelkawi and **M. Elish**, "An Empirical Investigation on the Effect of Code Smells on Resource Usage of Android Mobile Applications," *IEEE Access*, vol. 9, pp. 61853-61863, 2021.
- [J23] **M. Elish** and K. Elish, "An Empirical Comparison of Resampling Ensemble Methods of Deep Learning Neural Networks for Cross-Project Software Defect Prediction," *International Journal of Intelligent Engineering and Systems*, vol. 14, no. 3, pp. 201-209, 2021.
- [J22] A. Qusef, **M. Elish** and D. Binkley, "An Exploratory Study of the Relationship Between Software Test Smells and Fault-Proneness," *IEEE Access*, vol. 7, pp. 139526-139536, 2019.
- [J21] **M. Elish**, "Enhanced Prediction of Vulnerable Web Components Using Stochastic Gradient Boosting Trees," *International Journal of Web Information Systems*, Emerald, vol. 15, no. 2, pp. 201-214, 2019.
- [J20] M. Mohammed and **M. Elish**, "Empirical Assessment of Design Patterns' Fault-Proneness at Different Granularity Levels," *Advances in Computational Design*, vol. 2, no. 4, pp. 293-311, 2017.
- [J19] A. Qusef, M. Mohammed and **M. Elish**, "Modularity Analysis of Design Patterns: An Empirical Study," *International Journal of Software Engineering and Its Applications*, vol. 11, no. 6, pp. 61-78, 2017.
- [J18] B. Ahmed and **M. Elish**, "Association between JPL Coding Standard Violations and Software Faults: An Exploratory Study," *International Journal of Advanced Computer Science and Applications*, vol. 8, no. 5, pp. 151-158, 2017.
- [J17] M. Al-Khiaty, R. Abdel-Aal and **M. Elish**, "Abductive Network Ensembles for Improved Prediction of future Change-Prone Classes in Object-Oriented Software," *International Arab Journal of Information Technology*, vol. 14, no. 6, pp. 803-811, 2017.
- [J16] **M. Elish** and M. Mohammed, "Quantitative Analysis of Fault Density in Design Patterns: An Empirical Study," *Information and Software Technology*, Elsevier, vol. 66, pp. 58-72, 2015.
- [J15] **M. Elish**, H. Aljamaan and I. Ahmad, "Three Empirical Studies on Predicting Software Maintainability using Ensemble Methods," *Soft Computing*, Springer, vol. 19, no. 9, pp. 2511-2524, 2015.
- [J14] **M. Elish**, "A Comparative Study of Fault Density Prediction in Aspect-Oriented Systems using MLP, RBF, KNN, RT, DENFIS and SVR Models," *Artificial Intelligence Review*, Springer, vol. 42, no. 4, pp. 695-703, 2014.
- [J13] **M. Elish** and M. Al-Khiaty, "A Suite of Metrics for Quantifying Historical Changes to Predict Future Change-Prone Classes in Object-Oriented Software," *Journal of Software: Evolution and Process*, Wiley, vol. 25, no. 5, pp. 407-437, 2013.
- [J12] **M. Elish**, T. Helmy and M. Hussain, "Empirical Study of Homogeneous and Heterogeneous Ensemble Models for Software Development Effort Estimation," *Mathematical Problems in Engineering*, 2013.
- [J11] **M. Elish**, "An Exploratory Study of Package Metrics as Change Size Indicators in Evolving Object-Oriented Software," *Computer Systems Science and Engineering*, CRL Publishing, vol. 28, no. 4, pp. 251-257, 2013.
- [J10] M. Alshayeb, H. Al-Jamimi and **M. Elish**, "Empirical Taxonomy of Refactoring Methods for Aspect-Oriented Programming," *Journal of Software: Evolution and Process*, Wiley, vol. 25, no. 1, pp. 1-25, 2013.
- [J9] **M. Elish**, M. Al-Khiaty and M. Alshayeb, "An Exploratory Case Study of Aspect-Oriented Metrics for Fault Proneness, Content and Fixing Effort Prediction," *International Journal of Quality and Reliability Management*, Emerald, vol. 30, no. 1, pp. 80-96, 2013.
- [J8] M. El-Attar, **M. Elish**, S. Mahmood and J. Miller, "Is In-Depth Object-Oriented Knowledge Necessary to Develop Quality Robustness Diagrams?" *Journal of Software*, Academy Publisher, vol. 7, no. 11, pp. 2538-2552, 2012.

- [J7] A. Eleiche, I. Ahmad and **M. Elish**, "Design Requirements in Software and Engineering Systems," *Industrial Engineering and Management Systems*, vol. 11, no. 1, pp. 70-81, 2012.
- [J6] **M. Elish**, M. Al-Khiaty and M. Alshayeb, "Investigation of Aspect-Oriented Metrics for Stability Assessment: A Case Study," *Journal of Software*, Academy Publisher, vol. 6, no. 12, pp. 2508-2514, 2011.
- [J5] **M. Elish**, A. Al-Yafei and M. Al-Mulhem, "Empirical Comparison of Three Metrics Suites for Fault Prediction in Packages of Object-Oriented Systems: A Case Study of Eclipse," *Advances in Engineering Software*, Elsevier, vol. 42, no. 10, pp. 852-859, 2011.
- [J4] M. Alshayeb, M. Najji, **M. Elish** and J. Al-Ghamdi, "Towards Measuring Object-Oriented Class Stability," *IET Software*, vol. 5, no. 4, pp. 415-424, 2011.
- [J3] **M. Elish**, "Improved Estimation of Software Project Effort Using Multiple Additive Regression Trees," *Expert Systems with Applications*, Elsevier, vol. 36, no. 7, pp. 10774-10778, 2009.
- [J2] K. Elish and **M. Elish**, "Predicting Defect-Prone Software Modules Using Support Vector Machines," *Journal of Systems and Software*, Elsevier, vol. 81, no. 5, pp. 649-660, 2008.
- [J1] J. AlGhamdi, **M. Elish** and M. Ahmed, "A Tool for Measuring Inheritance Coupling in Object-Oriented Systems," *Information Sciences*, Elsevier, vol. 140, no. 3-4, pp. 217-227, 2002.

REFEREED CONFERENCE PROCEEDINGS

- [C22] **M. Elish** and B. Ahmed, "Are Coding Standard's Violations-based Metrics Effective Predictors of Faulty Object-Oriented Classes?" *Proceedings of the International Conference on Software Engineering Research and Practice (SERP'19)*, USA, pp. 48-53, 2019.
- [C21] **M. Elish**, "Comparison of Different Types of ANNs for Identification of Vulnerable Web Components," *Intelligent Computing, Advances in Intelligent Systems and Computing*, Springer, pp. 1042-1055, 2019.
- [C20] **M. Elish**, "On the Association between Code Cloning and Fault-Proneness: An Empirical Investigation," *Proceedings of the Computing Conference*, IEEE, London, UK, pp. 928-935, 2017.
- [C19] M. Mohammed, **M. Elish** and A. Qusef, "Empirical Insight into the Context of Design Patterns: Modularity Analysis," *Proceedings of the 7th IEEE International Conference on Computer Science and Information Technology (CSIT 2016)*, Jordan, 2016.
- [C18] **M. Elish** and Y. Al-Ghamdi, "Fault Density Analysis of Object-Oriented Classes in Presence of Code Clones," *Proceedings of the 19th International Conference on Evaluation and Assessment in Software Engineering (EASE 2015)*, Nanjing, China, 2015.
- [C17] **M. Elish** and A. Al-Zouri, "Effectiveness of Coupling Metrics in Identifying Change-Prone Object-Oriented Classes," *Proceedings of the 2014 International Conference on Software Engineering Research and Practice (SERP'14)*, Las Vegas, USA, pp. 44-50, 2014.
- [C16] M. Ali and **M. Elish**, "A Comparative Literature Survey of Design Patterns Impact on Software Quality," *Proceedings of the 4th International Conference on Information Science and Applications (ICISA 2013)*, Thailand, 2013.
- [C15] H. Aljamaan, **M. Elish** and I. Ahmad, "An Ensemble of Computational Intelligence Models for Software Maintenance Effort Prediction," *Proceedings of the 12th International Work Conference on Artificial Neural Networks, IWANN 2013, Part I, LNCS 7902*, Spain, pp. 592-603, 2013.
- [C14] **M. Elish**, "Assessment of Voting Ensemble for Estimating Software Development Effort," *Proceedings of the IEEE Symposium on Computational Intelligence and Data Mining (CIDM 2013)*, Singapore, pp. 322-327, 2013.
- [C13] Y. Khan, **M. Elish** and M. El-Attar, "A Systematic Review on the Impact of CK Metrics on the Functional Correctness of Object-Oriented Classes," *3rd International Workshop on Software Quality, ICCSA 2012, Part IV, LNCS 7336*, Salvador de Bahia, Brazil, pp. 258-273, 2012.

- [C12] A. Eleiche, I. Ahmad and **M. Elish**, "Design Requirements in Software and Engineering Systems," *Proceedings of the 12th Asia Pacific Industrial Engineering and Management Systems Conference*, Beijing, China, pp. 343-353, 2011.
- [C11] H. Al-Jamimi, M. Alshayeb and **M. Elish**, "Investigating the Effect of Aspect-Oriented Refactoring on Software Maintainability," *Proceedings of the 2nd International Conference on Software Engineering and Computer Systems*, Malaysia, pp. 611-623, 2011.
- [C10] **M. Elish**, "Exploring the Relationships between Design Metrics and Package Understandability: A Case Study," *Proceedings of the 18th IEEE International Conference on Program Comprehension (ICPC 2010)*, Baraga, Portugal, pp. 144-147, 2010.
- [C9] H. Aljamaan and **M. Elish**, "An Empirical Study of Bagging and Boosting Ensembles for Identifying Faulty Classes in Object-Oriented Software," *Proceedings of the IEEE Symposium on Computational Intelligence and Data Mining (CIDM'09)*, TN, USA, pp. 187-194, 2009.
- [C8] **M. Elish** and K. Elish, "Application of TreeNet in Predicting Object-Oriented Software Maintainability: A Comparative Study," *Proceedings of the 13th IEEE European Conference on Software Maintenance and Reengineering (CSMR'09)*, Germany, pp. 69-78, 2009.
- [C7] **M. Elish**, "Do Structural Design Patterns Promote Design Stability?," *Proceedings of the 30th IEEE International Computer Software and Applications Conference (COMPSAC'06)*, Chicago, USA, pp. 215-220, 2006.
- [C6] **M. Elish** and D. Rine, "Design Structural Stability Metrics and Post-Release Defect Density: An Empirical Study," *Proceedings of the 30th IEEE International Computer Software and Applications Conference (COMPSAC'06)*, Chicago, USA, pp. 1-8, 2006.
- [C5] **M. Elish** and D. Rine, "Indicators of Structural Stability of Object-Oriented Designs: A Case Study," *Proceedings of the 29th Annual NASA/IEEE Software Engineering Workshop (SEW 29)*, Maryland, USA, pp. 183-192, 2005.
- [C4] **M. Elish**, "A Case Study on Structural Characteristics of Object-Oriented Design and its Stability," *Proceedings of the IASTED International Conference on Software Engineering (SE'05)*, Innsbruck, Austria, pp. 89-93, 2005.
- [C3] **M. Elish** and D. Rine, "Investigation of Metrics for Object-Oriented Design Logical Stability," *Proceedings of the 7th IEEE European Conference on Software Maintenance and Reengineering (CSMR'03)*, Benevento, Italy, pp. 193-200, 2003.
- [C2] **M. Elish** and J. Offutt, "The Adherence of Open Source Java Programmers to Standard Coding Practices," *Proceedings of the 6th IASTED International Conference on Software Engineering and Applications (SEA'02)*, MIT, Cambridge, MA, USA, pp. 193-198, 2002.
- [C1] **M. Elish**, D. Rine and J. Foreman, "Evaluating Collaborative Software in Supporting Organizational Learning with Bayesian Networks," *Proceedings of the 17th ACM Symposium on Applied Computing (SAC'02)*, Madrid, Spain, pp. 992-996, 2002.

RESEARCH GRANTS

- Principal Investigator, "A Quantitative Assessment of Modularity and Functional Correctness of Structural Design Patterns in Open Source Software," IN121056, funded by King Fahd University of Petroleum and Minerals, June 2013 – May 2015.
- Principal Investigator, "Software Clones Effect on Functional Correctness of Object-Oriented Classes," FT121012, SABIC (Fast Track) Grant, King Fahd University of Petroleum and Minerals, Apr. 2013 – Sep. 2014.
- Co-Principal Investigator, "Embracing Robustness Analysis and Diagrams to Improve Software Development," IN111028, funded by King Fahd University of Petroleum and Minerals, Jan. 2012 – Jan. 2014.
- Principal Investigator, "A Hybrid Computational Framework for Software Development Effort Estimation," FT111007, SABIC (Fast Track) Grant, King Fahd University of Petroleum and Minerals, Jan. 2012 – Dec. 2012.

- Co-Principal Investigator, “A Framework for Agent-Based Semantic Query-Enabled Integrated Information for Health and Nutrition,” 10-INF1381-04, funded by KACST (3rd NSTIP cycle), May. 2011 – Apr. 2013.
- Co-Principal Investigator, “Improving the Quality of Misuse Case Models,” IN100016, funded by King Fahd University of Petroleum and Minerals, May. 2010 - Oct. 2011.
- Co-Principal Investigator, “Classification of Aspect-Oriented Refactoring Methods Based on Software Quality Attributes,” IN090015, funded by King Fahd University of Petroleum and Minerals, Mar. 2009 - Feb. 2011.
- Principal Investigator, “A Measurement Framework for Aspect-Oriented Systems,” IN080420, funded by King Fahd University of Petroleum and Minerals, Sep. 2008 - Aug. 2010.
- Principal Investigator, “Metrics-based Identification and Characterization of Change-prone Packages in Object-oriented Designs,” JF070007, Junior Faculty Grant, King Fahd University of Petroleum and Minerals, Apr. 2007 - Mar. 2008.
- Co-Principal Investigator, “Measuring Object-Oriented Class Stability,” FT060001, SABIC (Fast Track) Grant, King Fahd University of Petroleum and Minerals, Sep. 2006 - Mar. 2008.
- Research Assistant, “Metrics for CMMI Training Program at NASA,” funded by NASA, USA, Jan. 2002 - May 2002.
- Research Assistant, “Cyber Environment for Organizational Adaptability,” funded by National Security Agency (NSA), USA, Jan. 2001 - Dec. 2001.

TEACHING

GRADUATE COURSES TAUGHT

@ King Fahd University of Petroleum and Minerals

- ICS 513: Software Design
- ICS 514: Software V&V and Quality Assurance
- ICS 519: Software Engineering Experimentation **
- ICS 519: Software Metrics
- SWE 585: Empirical Software Engineering **
- ICS 599: Seminar
- ICS 701: Directed Research I

UNDERGRADUATE COURSES TAUGHT

@ Gulf University for Science and Technology

- CSC 102: Application Development for Beginners
- CSC 123: Fundamentals of Web Design
- CSC 226: Object-Oriented Programming II
- CSC 325: Concepts of Programming Languages
- CSC 350: Software Engineering
- CSC 405: User Interface Development
- CSC 451: Capstone Project **
- CSC 492: Practicum in Computer Science [Coordinator]

@ King Fahd University of Petroleum and Minerals

- ICS 102: Introduction to Computing
- ICS 103: Computer Programming in C
- SWE 214: Introduction to Software Engineering
- SWE 215: Software Requirements Engineering *
- SWE 312: User Interface Design *
- SWE 316: Software Design and Architecture *
- SWE 387: Software Project Management *

- SWE 417: Software Engineering Project I
- SWE 418: Software Engineering Project II
- SWE 436: Object-Oriented Design Patterns **
- SWE 469: Software Metrics **

* Coordination and teaching

** New course development and teaching

GRADUATE THESES SUPERVISION

MS Theses @ King Fahd University of Petroleum and Minerals

- “Impact of Code Cloning on Functional Correctness of Object-Oriented Classes,” by Yasser Al-Ghamdi.
- “Coding Standards Violations Impact on Software Faults,” by Bashar Ahmed.
- “Modularity and Functional Correctness Evaluation of Design Patterns,” by Mawal Ali.
- “A Comprehensive Empirical Validation of Package-Level Metrics for Object-Oriented Systems,” by Ali A-Yafei,
- “Software Quality Assessment using Ensemble Models,” by Hamoud Aljamaan.
- “Software Evolution Metrics for Object-Oriented Software Changeability Prediction,” by Mojeeb Al-khiaty.
- “Empirical Validation of Class Coupling Metrics as Changeability Indicators in Software Evolution,” by Ali Al-Zouri.

* I have been a thesis/dissertation committee member for another 18 students.

UNIVERSITY SERVICES

@ Gulf University for Science and Technology

DEPARTMENT COMMITTEES

- ABET accreditation committee [Member: 2017-2020]
- Curriculum committee [Chair: 2017-2019]
- Strategic planning committee [Member: 2019-present]
- Curriculum, accreditation and assurance of learning committee [Chair: 2016-2017]
- Faculty search committee [Member: 2016-2017, 2018-2019; Chair: 2019-present]
- Research committee [Member: 2015-2016]
- Activity and cultural committee [Member: 2015-2016]
- Gulf Programming Contest (GPC) organization committee [Member: 2015-2017]
- Events and outreach committee [Member: 2019-2020]
- Faculty promotion committee [Member: 2020-2021]
- Grade appeal and student conduct committee [Chair: 2020-present]
- Research and promotion committee [Member: 2021-present]

COLLEGE COMMITTEES

- College council [Chair: March-July 2020, Member: 2019-present]
- Strategic planning committee [Member: 2019-2021]
- Curriculum, accreditation and assurance of learning committee [Member: 2017-2019]
- Events committee [Member: 2015-2017]
- Grade appeal and student conduct committee [Member: 2020-present]
- Steering committee of the Center for Applied Mathematics and Bioinformatics [member: 2019-2020]

UNIVERSITY COMMITTEES

- New college of engineering committee [Chair: 2022]

- University council [Member: March-July 2020]
- Faculty fellowship to University of Missouri - Saint Louis committee [Member: 2016-2017]

@ King Fahd University of Petroleum and Minerals

DEPARTMENT COMMITTEES

- Software engineering program assessment & ABET accreditation committee [Chair: 2009-2010; Member: 2006-2008, 2013-2015].
- Software engineering curriculum committee [Member: 2005-2011, 2012-2015].
- Establishment of MS program in software engineering committee [Member: 2009-2010].
- Research committee [Member, 2011-2012, 2014-2015].

COLLEGE COMMITTEES

- Publicity committee [Chair: 2005-2006]

UNIVERSITY COMMITTEES

- Scientific conferences for students of higher education in Saudi Arabia [Member: 2010-2014].
- Graduate seminar day organization committee [Member: 2012-2013]

PROFESSIONAL ACTIVITIES

ABET ACCREDITATION

- Program Evaluator, Engineering Accreditation Commission (EAC) – Software Engineering, 2021 – present.
- Program Evaluator, Computing Accreditation Commission (CAC) – Computer Science, 2022 – present.

EDITORIAL BOARD MEMBERSHIP

- Associate Editor, IEEE Access, 2021 – present.
- Academic Editor, PLoS One, 2021 – present.

JOURNAL REFEREEING

- Reviewer, Information and Software Technology, Elsevier.
- Reviewer, Journal of Systems and Software, Elsevier.
- Reviewer, International Journal of Software Engineering and Knowledge Engineering, World Scientific.
- Reviewer, Information Sciences, Elsevier.
- Reviewer, Journal of Computer Science and Technology, Springer.
- Reviewer, Empirical Software Engineering, Springer.
- Reviewer, Arabian Journal for Science and Engineering, Springer.
- Reviewer, Artificial Intelligence Review, Springer.
- Reviewer, Journal of Software: Evolution and Process, Wiley.
- Reviewer, IET Software.
- Reviewer, International Journal of Machine Learning and Cybernetics, Springer.
- Reviewer, Journal of Engineering, IET.
- Reviewer, IEEE Access.
- Reviewer, Innovations in Systems and Software Engineering, Springer.

CONFERENCE ORGANIZATION

- PC Member, 24th IEEE International Conference on Software Quality, Reliability, and Security (QRS), 2024.
- PC Member, 1st Computer Applications & Technological Solutions Conference, 2022.
- International advisory committee member, 3rd International Conference on Applied Sciences, Engineering, Technology and Management, 2021.
- PC Member, 2nd International Conference on Big Data, Machine learning & Their Applications, 2021.
- PC Member, 2nd International Conference on Soft Computing and its Engineering Applications, 2020.
- PC Member, 17th IFIP Conference on e-Business, e-Services and e-Society (I3E 2018).
- PC Member, 29th International Conference on Software Engineering and Knowledge Engineering (SEKE), 2017.
- PC Member, International Conference on New Trends on Computing Sciences (ICTCS), 2017.
- PC Member, IEEE International Conference on Software Quality, Reliability & Security (QRS), 2016.
- PC Member, 28th International Conference on Software Engineering and Knowledge Engineering (SEKE), 2016.
- PC Member, IEEE International Conference on Software Quality, Reliability & Security (QRS), 2015.
- PC Member, 27th International Conference on Software Engineering and Knowledge Engineering (SEKE), 2015.
- PC Member, 1st International Conference on Advances and Trends in Software Engineering (SOFTENG), 2015.
- PC Member, 10th International Conference on Evaluation of Novel Approaches to Software Engineering (ENASE), 2015.
- PC Member, Software Engineering track of 30th ACM Symposium on Applied Computing (SAC), 2015.
- PC Member, 8th IEEE International Conference on Software Security and Reliability, 2014.
- PC Member, Software Engineering track of 29th ACM Symposium on Applied Computing (SAC), 2014.
- PC Member, 16th IASTED International Conference on Software Engineering and Applications, 2012.
- PC Member, 3rd International Conference on Computer and Communication Technology, 2012.
- Member, Arab Computer Society (ACS) International Steering Committee, 2011.
- PC Member, 3rd International Conference on Open Source Systems, 2007.
- PC Member, 2nd International Conference on Open Source Systems, 2006.

RESEARCH CENTER/GROUP MEMBERSHIP

- Center for Applied Mathematics and Bioinformatics (CAMB), Gulf University for Science and Technology in affiliation with Boston University. [Member: 2016-present; Steering committee member: 2019-2020]
- Software Engineering Research Group (SERG), King Fahd University of Petroleum and Minerals, 2005-2015.
- Intelligent Systems Research Group (ISRG), King Fahd University of Petroleum and Minerals, 2010-2015.

CONSULTATION SERVICES

- Assessment of the B.Sc. in Computer Science and Information Systems Programs at Effat University, Saudi Arabia 2013.
- Software Requirements Specification (SRS), School Management System, Ministry of Education, Saudi Arabia, 2008-2009.
- Software Requirements Specification (SRS), Teacher Affairs System, Ministry of Education, Saudi Arabia, 2008-2009.

PROFESSIONAL SOCIETIES MEMBERSHIP

- IEEE Senior Member.
- ACM Member.

MEMORANDUM

April 23, 2024

TO: Dr. Mohamed Khabou, Dean, HMCSE


FROM: Dr. Michael Reynolds, Chair, Mechanical Engineering Department 

**SUBJECT: Mechanical Engineering Department Tenure and Promotion Committee
Decision for Dr. Mohammed Karim**

The tenured faculty in the Mechanical Engineering Department unanimously (4-0) voted to grant tenure upon hire to Dr. Mohammed Karim for one of the new Civil Engineering lines. Dr. Karim has over 30 years of experience teaching and performing research in Civil Engineering. Dr. Karim also has 26 peer-reviewed journal papers and 17 peer-reviewed conference publications. Dr. Karim also received over \$200k in funding in his career. Dr. Karim has demonstrated exceptional teaching and leadership in his many appointments in Civil Engineering programs.

The Department agrees that Dr. Karim exceeds the UWF Mechanical Engineering bylaws requirements for tenure.

Date: April 23, 2024

From: Dr. Mohamed Khabou 
Dean, Hal Marcus College of Science and Engineering

Subject: Support of granting tenure to Dr. for Dr. Mohammed Karim upon hire

I am writing this letter to indicate my support for granting tenure upon hire to Dr. Mohammed Karim who was offered position #128840 as full Professor in the Department of Mechanical Engineering with a start date of Aug 8, 2024. Dr. Karim will serve as the Director of the anticipated new Civil Engineering program at UWF.

Dr. Karim is currently employed as a tenured full Professor at Kennesaw State University where he served as Interim Department Chair of the Civil and Construction Engineering Department. Dr. Karim developed and taught several courses in Civil Engineering and Construction Management, had a solid research agenda with publications in respected journals, and exhibited clear leadership qualities. His contributions in the areas of teaching, research and service activities exceed the criteria for tenure as specified in the bylaws of the Mechanical Engineering Department.

Given the strong support for Dr. Karim from the Chair of UWF's Mechanical Engineering Department, the unanimous vote for tenure by the ME's faculty, I fully support granting him tenure in the Mechanical Engineering Department and for his case to go to UWF's BOT for consideration.

DR. M. A. KARIM, P.E., BCEE, F.ASCE, M.ASEE

5071 Fields Pond Close, Marietta, Georgia 30068, USA.

[personal website](#) [LinkedIn](#) [ResearchGate](#) [Google Scholar](#)

Professor of Civil Engineering, Kennesaw State University (KSU)

Marietta, Georgia 30060, USA



Experience Summary: I have more than 32 years of experience in administration, teaching, research, consulting, management/leadership, and permitting and regulations in a state government.

Administrative:

- Served as an Interim Department Chair of Civil and Construction Engineering (CCE) Department at Kennesaw State University (KSU) and led the department with 20 full-time and 16+ part-time faculty and four undergraduate and one graduate programs. Also served as an Assistant department chair and scheduled 41 courses for four different programs and 20 full-time (FT) and 16+ part-time (PT) faculty, coordinated the ABET self-study reports and program assessments for three engineering programs, hired and managed PT and FT faculty, as well as managed budgets.
- As of now at different universities in USA and Bangladesh, developed and integrated Civil and Environmental Engineering curriculums and coordinated Civil and Environmental Engineering programs at KSU. Developed the Environmental Engineering program at KSU from scratch with new curriculum and program policy effective Fall 2016. Also developed a minor in Environmental Engineering program at KSU effective Fall 2017.
- Practiced and implemented shared governance as a College Faculty Council, Dept Faculty Council chairs and dept chair for number of years.
- Managed a residential hall office at Bangladesh University of Engineering and Technology (BUET) with 12 employees and the budget for the same for maintenance and repairs.

Teaching:

- Developed and taught several environmental engineering new courses for face-to-face and on-line delivery and developed/upgraded environmental engineering labs at Purdue University Fort Wayne (PFW) and KSU.
- Developed and taught more than 20 different graduate and undergraduate courses at KSU, eight different courses at Trine University, two different courses at Virginia Commonwealth University (VCU), two different courses at PFW, three different courses at Stratford University, one course at Cleveland State University, and 14 different graduate and undergraduate courses at BUET.
- Developed and directed a Study Abroad program in Environmental Sustainability and Wastewater Treatment in Germany and France in 2019.

Research and Funding:

- Worked as a Summer Research Fellow at USACE, ERDC, Vicksburg, MS.
- Have about 55 publications in total in different forms: 26 publications are in peer-reviewed journals (21 as first author), 17 in peer-reviewed conference proceedings papers (13 as first author), three invited presentations, three professional reports, two lab manuals, and four other publications in the area of broadly environmental engineering, soil and sediment remediation, solid and hazardous waste management, environmental management, energy generation from wastewater treatment using UASB, soil stabilization using fly-ash and sewage sludge ash (SSA), cement concrete behavior mixed with waste recycled materials, statistical hydrology, and engineering education including project- and/or problem-based learning (PBL).
- Submitted a total of 29 (16 Federal Govt. NSF/NASA and 13 others) external grants proposals in the amount of 6.15M (\$4.82M as PI and 1.33M as CoPI) and funded about \$85K. Also submitted about 27 internal grant proposals (including GRA) in the amount of \$387K (312K as PI and 75K as CoPI) and funded about \$133K.
- Research interests are soil and sediment characterization, decontamination and remediation with electrokinetics and coupled electric-hydraulic gradient, solid and hazardous waste management,

Dr. M. A. Karim's CV

wastewater treatment and reclamation, energy generation from wastewater treatment, improvements of soil engineering properties with fly-ash (FA) and sewage sludge ash (SSA), cement concrete behavior mixed with recycled waste materials (plastic, rubber, glass, SSA, slags, etc.), project- or problem-based learning (PBL), and engineering education.

Professional Services:

- Serving as an ABET EAC PEV since 2014 and visited several universities in the USA and abroad from ABET and accredited five+ CE programs for the last several years. Also, serving as an ABET EAC PEV for Environmental Engineering (EnvE) program from 2021 and accredited one foreign EnvE program abroad. Selected to serve as PEV for EnvE Technology program and a commissioner for ABET ETAC in 2023.
- Serving as Research Proposal Review Panel member for NSF (CBET, S-STEM, IUSE), USEPA, and USDoE.

Industry Experience:

- Worked as a senior environmental Engineer (SW Permit Writer II) for Virginia Dept of Environmental Quality (VDEQ) for 8+ years.
- Consulted Part-time with two consulting companies and worked on landfill, transfer station, stormwater management, and NSR and NPDES permitting applications.
- Worked as an Application Programmer I and II for ALTELL Information Services where served as a project manager for small development project and track the works using MS Project 98.

Licensure and Professional Membership:

- A registered professional engineer (PE) for:
 - the State of the Commonwealth of Virginia (0402-037834)
 - the state of Georgia (040550)
- Fellow, American Society of Civil Engineers (F.ASCE)
- Member, American Society for Engineering Education (M.ASEE)
- Board-Certified Environmental Engineer (BCEE 20-20015) from American Academy of Environmental Engineers and Scientists (AAEES).
- Member, Order of the Engineer.

EDUCATION:

CLEVELAND STATE UNIVERSITY, Cleveland, Ohio 44115, USA; Department of Civil & Environmental Engineering

Doctor of Engineering (\approx Ph.D.)

Major: Civil/Environmental Engineering

Dissertation Concentration: Geoenvironmental Engineering

Dissertation: Removal of Contaminants from Soils Using Coupled Electric-Hydraulic Gradient Assisted by Ion Exchange Medium.

BUET, Dhaka-1000, BANGLADESH; Department of Civil Engineering.

M.Sc. Engg. (Civil)

Major: Civil/Environmental Engineering; Minor: Hydrology

Thesis Concentration: Environmental Engineering and Management

Thesis: Impact of Greater Dhaka City Flood Protection Works on the Environment with Specific Reference to Industrial Waste Disposal.

B.Sc. Engg.(Civil)

Major: Civil/Structural Engineering; Minor: Civil/Environmental Engineering

Thesis: Analysis and Design of Flat Plate Using Finite Element Program.

Dr. M. A. Karim's CV

ACADEMIC EXPERIENCE:

KENNESAW STATE UNIVERSITY (KSU), *Marietta Campus, 1100 South Marietta Parkway, Marietta, GA 30060, USA.*

08/2021 to date Professor, Department of Civil and Environmental Engineering

Duties:

- Responsible for teaching, conducting research and publishing articles as well as serving institutional committees as well as professional societies and communities.

02/2020 to 07/2021 Associate Professor, Department of Civil and Environmental Engineering

Duties:

- Responsible for teaching, conducting research and publishing articles as well as serving institutional committees as well as professional societies and communities.

10/2019 to 01/2020 Associate Professor and Interim Department Chair, Dept. of Civil and Construction Engineering (CCE)

Duties:

- Responsible for scheduling the department courses (41 courses, 19 FT faculty, and 15+ PT faculty every semester) by the help of Assistant Department Chair.
- Responsible for ABET evaluation and coordination of ABET activities for 3 programs under CCE dept.
- Responsible for hiring faculty, their assignments, evaluation, and budget management for the department.

08/2017 to 09/2019 Associate Professor and Assistant Department Chair, Dept. of Civil and Construction Engineering

Duties:

- Responsible for scheduling the department courses (41 courses, 20 FT faculty, and 15+ PT faculty every semester)
- Responsible for ABET evaluation and coordination of ABET activities for 3 programs under CCE dept.
- Responsible for hiring part-time faculty, assignment, assessment, and budget management for part-time teaching faculty.
- Chair, dept. curriculum committee and on-line committee – 8/2015 – 09/2020.
- Served/Serving at Graduate Program Curriculum Committee (GPCC) as an elected member and executive member – 8/2015 – 09/2020.

08/2016 to 07/2017 Associate Professor and Founding Program Director, BS in Environmental Engineering program.

Duties:

- Responsible for directing the Environmental Engineering (EnvE) program and assessing the program activities and the program faculty.
- Developed a minor in Environmental Engineering program at KSU that launched in fall 2017.
- Remaining is the same as Assistant Professor.

01/2015 to 07/2016 Assistant Professor and Founding Program Director, BS in Environmental Engineering program, Dept. of Civil and Construction Engineering

Dr. M. A. Karim's CV

- Duties:
- Developed the BS in Environmental Engineering (BSEnVE) program from scratch at KSU that launched in fall 2016, directed the program, and assess the program activities and the program faculty.
 - Remaining are the same as Assistant Professor of SPSU as SPSU was merged with KSU in January 2015.

SOUTHERN POLYTECHNIC STATE UNIVERSITY (SPSU), 1100 South Marietta Parkway, Marietta, GA 30060, USA.

08/2011 to 12/2014 Assistant Professor, Dept. of Civil and Construction Engineering

- Duties:
- Taught/teaching about 3-4 courses (9-13 credit hours) in a semester. The type of courses taught several times are: CE 3702: Intro to Environmental Engineering, CE 3703: Environmental Engineering Design, CE 3704: Intro to Environmental Engineering Lab, CE 4708: Hazardous Waste Engineering, CET 3320/3320L: Wastewater Collection and Treatment/Lab, ENGR 2214: Statics, ENGR 3131: Strength of Materials, ENGR 3132: Strength of Materials Lab, ENGR 3343: Fluid Mechanics, ENGR 3345: Fluid Mechanics Lab, ENGR 3305: Data Collection and Analysis in Engineering, ENGR 4402: Engineering Ethics, CE 6333: Advanced Hazardous Waste Engineering; CE 6343: Solid Waste Management and Engineering.
 - Developed new courses such as CE 3703, CE 3704, CE 4343: Solid Waste Engineering, CE 4708; CE 6333: Advanced Hazardous Waste Engineering; CE 6343: Solid Waste Management and Engineering.
 - Advised/advising 50+ students and supervised/mentored Peach State Luis Stokes Alliance and Minority Participation (PSLSAMP) students for summer research.
 - Served as Center for Teaching Excellence (CTE) teaching fellow for Advising and Mentoring: 2014-2015.
 - Served/Serving as search committee member for civil engineering and civil engineering technology faculty hiring.
 - Served/serving as a lead professor for statics and hiring and supervising adjuncts faculties for statics: Fall 2012 – Spring 2015.
 - Attended university meetings and served/serving different university committees, such as University Information Technology Advisory Committee (UITAC), Center for Teaching Excellence Advisory Council (CTEAC), Student Life Committee, and Honors Council, University institutional effectiveness committee, diversity committee.
 - Used course management systems such as Blackboard, GeorgiaView Vista, Desire 2 Learn (D2L) for posting class notes, announcements, homework solutions, exam solutions, and grades so that the students can get the most up-to-date information about the course and their grades even from home.
 - Published two Environmental Engineering Lab Manuals that were/being used for CE 3704, CE 4371, and CET 3320L.
 - NSF (CBET, DUE S-STEM and IUSE) Research Proposal Review Panel Member: 2012 – to date.
 - Inter State Technology and Regulatory Council (ITRC) Contaminated Sediment Remediation Team Member: 2011 – June 2013.
 - Accreditation Board for Engineering and Technology (ABET) program evaluation volunteer (PEV) for Engineering Accreditation Commission (EAC): Fall 2014 – to date.
 - Editorial Board member for *Soil and Sediment Contamination: An International Journal*: 2014 – to date.

Dr. M. A. Karim's CV

- Editorial Board member for *Insight – Civil Engineering*: 2015 – to date.
- Editorial Board member for *Annals Journal of Civil and Environmental Engineering*: 2016 – to date.
- Conducted a seminar on Advising, Mentoring, and Counseling at SPSU CTE on August 27, 2014.
- Conducting Webinar for PDH for several companies since 2015.
 - ✓ Referee for the following Journals
 - ✓ *Environmental Technology*
 - ✓ *Journal of Chemical Engineering*
 - ✓ *International Journal of Environmental Engineering*
 - ✓ *International Journal of Environment and Waste Management*
 - ✓ *Soil and Sediment Contamination: An International Journal*
 - ✓ *The Frontiers: Environmental Health, Public Health, and Sustainability*
 - ✓ *Insight – Civil Engineering*
 - ✓ *Current Pollution Research*
 - ✓ *Journal of Industrial and Engineering Chemistry Research*
 - ✓ *The Pages of Scientific of Soil and Water*
 - ✓ *Journal of Waste Management*
 - ✓ *Journal of Advances in Chemistry*
 - ✓ *International Journal of Water and Wastewater Treatment*
 - ✓ *Annals of Civil and Environmental Engineering*
 - ✓ *MDPI - International Journal of Environmental Research and Public Health*
 - ✓ *MDPI – Sustainability*
 - ✓ *MDPI – Resources and Applied Sciences*

Student Supervision

- Currently supervising a PhD student, supervised before three MSCE students, 24 undergraduate students for undergraduate research, and 11 high school students for internships.

Undergraduates:

- Ibrahim Alamayreh, Project: *Evaluation of PCC mixed with Fly-ash Type C*, Fall 2023.
- Stuart Suttle, Project: *Evaluation of PCC mixed with Fly-ash Type F*, Fall 2023.
- Brianna Greiner, Project: *Monitoring and assessment of air pollutants, PM_{2.5} and others in and around schools*, Fall 2023.
- Lily Wisner, Project: *Monitoring and assessment of air pollutant, PM_{2.5} and others in and around schools*, Fall 2023.
- Brandon Perez, Project: *Monitoring and assessment of air pollutant, PM_{2.5} in and around schools*, Spring 2023.
- Samantha Johnson, Project: *Monitoring and assessment of air pollutant, PM_{2.5} in and around schools*, Spring 2023.
- Sravani Ambadapudi and Ibrahim, Project: *Evaluation of cement concrete mix with the combination of recycled waste rubber and plastic*, Spring 2023.
- Mohamad Alamayreh, Project: *Evaluation of cement concrete mix with the combination of recycled waste plastic and glass*, Spring 2023.

Dr. M. A. Karim's CV

- Abdulaziz Alebra, Project: *Evaluation of cement concrete mix with the combination of recycled waste rubber and glass*, Spring 2023.
- Vu Nguyen, Project: *Evaluation of cement concrete mix with sewage sludge ash (SSA)*, Spring 2023.
- Matthew Henry, Project: *Evaluation of cement concrete mix with recycled waste slags*, Spring 2023.
- Brian Banderas Vargas, Project: *Evaluation of cement concrete mix with recycled waste rubber*, Fall 2022. Poster presented in ASEE SE conference in March 2023.
- Kyle Rosales, Project: *The addition of plastic waste within cement concrete mix*, Fall 2022. Poster presented in ASEE SE conference in March 2023.
- Chris Parra, Project: *Evaluation of cement concrete mix with recycled glass*, Fall 2022. Poster presented in ASEE SE conference in March 2023.
- Lissette Chavez and Safa Al-Qaysi, Project: *Improvement of Georgia white clay properties with fly-ash*, Fall 2021. Poster displayed in the Department wall board.
- Darby Sauls and Kenneth Wells, Project: *Improvement of Georgia white clay properties with fly-ash and sewage sludge ash (SSA)*, Spring 2021. Poster displayed in the Department wall board.
- Neha Adnan, Cassidy Hagler and Rachel King, Project: *Comparison of Monthly Emission Rates of: Volatile Organic Compounds (VOCs), Polyaromatic Hydrocarbons (PAHs), Oxides of Nitrogen (NO_x), Nitrogen Dioxide (NO₂), Nitrogen Oxide (NO), PM_{2.5}, and PM₁₀*, Spring 2021. Poster presented in ASEE SE conference in March 2022.
- Ammar Hawa, Project: *Heavy Metal Removal from Sewage Sludge Ash (SSA) by Column Washing*, Fall 2018. Poster presented in ASEE SE conference in March 2019.
- Charlesha Simons and Faheem Haskin, PSLSAMP students supervised in summer 2013 for a project titled: *Empirical Correlation Between BOD₅ and COD: A Case Study for Wastewater*. Poster presented in PSLSAMP conference in Fall 2013.

High School Interns:

- Josselyn Nicole, Internship Project: *Evaluation of PCC mixed with Fly-ash Type C*, Fall 2023.
- Jack Mitchel, Internship Project: *Evaluation of PCC mixed with Fly-ash Type F*, Fall 2023.
- Landon Meng, Internship Project: *Monitoring and assessment of air pollutant, PM_{2.5} in and around schools*, Fall 2023.
- Brandon Kim, Internship Project: *Evaluation of cement concrete mix with the combination of recycled waste rubber and plastic*, Spring 2023.
- James Jeffery, Internship Project: *Monitoring and assessment of air pollutant, PM_{2.5} in and around schools*, Spring 2023.
- Juwon Lim, Internship Project: *Establishing a correlation among SS, Turbidity and Coagulant Dose for Water and Wastewater Treatment*, Spring 2022.
- Diego Hergert, Internship Project: *Improvement of Georgia White Clay properties with Fly-ash*, Fall 2021.
- Chase Ferris, Internship Project: *A survey of tTHM in drinking water in East Cobb area*, Spring 2019.
- John Taylor Wetterhan, Internship Project: *A comparative Study of Solid Waste Management in America, Europe, and South Asia*, Spring 2019.
- Joshua Volbracht, Internship Project: *Establishing a correlation between COD and BOD₅ for Domestic Wastewater*, Spring 2019.

Dr. M. A. Karim's CV

- Ashwini Balaganesh, Internship Project: *Heavy Metal Removal from Sewage Sludge Ash (SSA) by Column Washing*, Fall 2018.
- Graduate Students Supervision
- Thaddeus Andrew Peake, PhD.IE Dissertation: *TBD*, on-going since fall 2022.
 - Ahmed Hassan, Masters' Thesis: *Utilizing the Higher Percentage of Fly-Ash in Weak Soils to Enhance the Engineering Properties for Subgrade Usage*, Spring 2018.
 - James Mark, Masters' Thesis: *Comparative Analysis of Membrane Bioreactor (MBR) and Conventional Wastewater Treatment Plants*, Fall 2016.
 - Benjamin Moss, Masters' Thesis: *Comparative Assessment of Methane Generation from Brewery and Domestic Wastewater Using Upflow Anaerobic Sludge Blanket (UASB) Reactor*, Spring 2016.
- Thesis Committee Served
- Graduate: Melodi Zhan-Moodie, Masters' Thesis: *Spatio-Temporal Analysis of Highway Congestion and Accidents: A Case Study of Interstate 285 in Georgia*, Summer 2019.
 - Graduate: Artine Azimi, Masters' Thesis: *Laboratory Self-Weight Consolidation Testing of Dredged Material from the Savannah Harbor Analyzed Using a One-Dimensional Finite Strain Consolidation Method*, Fall 2018.

Service at SPSU and KSU (Major Services)

Department Services:

- Assistant Department Chair, 08/2017 – 09/2019.
- Interim Department Chair, 10/2019 – 01/2020.
- Committee Chair:
 - Department Promotion and Tenure (P&T) Committee, 08/2021 – to date
 - Department Curriculum Committee (DCC), 01/2015 - 09/2019 and 08/2021 – to date.
 - Department Faculty Council (DFC), 08/2016 - 07/2017.
 - Department On-line Adhoc Committee Chair, 08/2015 - 07/2017.
 - Department Adhoc ABET Accreditation Committee, 08/2016 - 07/2019.
- Committee Member:
 - College of Architecture and Construction Management P&T Committee, 08/2022 – 07/2024.
 - Construction Management Department P&T Committee, 08/2021 – 07/2022.
 - Department Faculty Council (DFC), 08/2017 - 07/2018.
 - Department Promotion and Tenure (P&T) Committee, 08/2018 - 07/2020.
 - Department Adhoc ABET Accreditation Committee, 08/2019 - to date.
 - Department On-line Adhoc Committee, 08/2017 - 12/2019.
 - Department Research Adhoc Committee, 08/2015 - to date.
- Lead faculty for six CE courses, 08/2011 – to date.

College Services:

- Chair, College Faculty Council (CFC), 08/2016 - 07/2019.
- Member:
 - College R2 Roadmap Graduate Committee, 01/2019 - 10/30/2019.
 - SPCEET Research Seminar Committee, 10/2019 - to date.
 - College Curriculum Committee (CCC), 08/2019 - 09/2019.
- College of Architecture and Construction Management P&T Committee, 08/2022 – 08/2023.

Dr. M. A. Karim's CV

University Services:

- Faculty Senate Member, 08/2022 – to date and Executive committee member, 08/2023 – 07/2024.
- General Education Council (Executive Committee member and General Member), 08/2022 – to date
- Graduate Policy and Curriculum Committee (GPCC) Member (Executive Committee Member – 3 years), 08/2015 – to date.
- GPCC Associate chair, 08/2023 – 07/2024.
- KSU Outstanding Teaching Award Committee Member, 02/2020 – to date.
- KSU Energy Start for Austin Residential Buildings Application Professional Engineer (PE), 2019.
- Outstanding Global Achievement Award Committee Member, 01/2015 - 05/2020.
- University Faculty Committee on Global Engagement (UFCGE) Member, 08/2016 - 05/2021.
- Quality Enhancement Plan (QEP) Selection Committee Member, 11/2015 - 05/2016.
- Quality Measures (QM) Reviewer for On-line Course Development, 10/2015 – 12/2018.
- SPSU CTE Teaching Fellow for Advising, 01/2014 – 12/2014.

Professional Society Services:

- PDH Webinar provider for US Professional Engineers (PE), 2017 – to date.
- NSF Review Panel Member (CBET, S-STEM, IUSE etc.), 2012 - to date
- USDoE (Bioenergy Technologies Office (BETO)) Proposal Review Panel Member: 2021–to date.
- USEPA (Office of Research and Development) Proposal Review Panel Member: 2021 – to date.
- ABET ETAC Commissioner, 2024 – to date
- ABET PEV for CE Program (through ASCE), 2014 - to date.
- ABET PEV for Environmental Engineering Program (through AAEES), 2021 - to date.
- ABET PEV for Environmental Engineering Technology Program (through AAEES), 2023 - to date.
- Served as a Chair of ASEE SE Civil and Environmental Engineering (CEE) Division, 2023-2024
- Served as a Vice-chair of ASEE SE Award and Recognition Program Unit, 2023-2024.
- Served as a Chair of ASEE SE Educational Research and Methods Division, 2023-2024
- Served as Civil Engineering (CE) Division Vice-Chair, ASEE Southeast Section, 2022-2023.
- Served as Research Division Secretary, ASEE Southeast Section, 2022-2023.
- Served as Award and Recognition Division Secretary, ASEE Southeast Section, 2022-2023.
- Served as Civil Engineering (CE) Division Secretary, ASEE Southeast Section, 2021-2022.
- Served as Civil Engineering (CE) Division Vice-Chair, ASEE Southeast Section, 2019-2020.
- Served as Civil Engineering (CE) Division Chair, ASEE Southeast Section, 2016-2017.
- CE Division Program Chair, 2017 ASEE Zone II Conference, San Juan, Puerto Rico, March 2-5, 2017.
- Editorial Board Member for 3 Journals - Soil and Sediment Contamination: an International Journal (2014 - to date); Annals of Civil and Environmental Engineering (2016 - to date); Insight - Civil Engineering (2018 - to date).
- Served as a reviewer for Sabbatical fellowships for laureates of the MISTRZ (MASTER) programme for Poland Govt., 2019.
- Served as an external reviewer for PhD dissertation for Trivbhuvan University, Nepal, 2018.
- Served as a reserach proposal reviewer for Netherlands Organization for Scientific Research (NOW), 2016.

Community Services:

- Future City Competition Judge, 2013 - to date
- PLSAMP Conference Judge, 2012 - to date
- Science Olympiad Judge, 2014 - to date

Dr. M. A. Karim's CV

STRADFORD UNIVERSITY, *11104 Broad Street, Glen Allen, Virginia 23060, USA.*

10/2010 to 07/2011 Adjunct Faculty, School of Arts and Sciences

Duties

- Used Moodle as a learning management system (LMS) and taught mathematics and computer information systems courses such as college algebra, fundamental of mathematics, and computer office application.

TRINE (formerly TRI-STATE UNIVERSITY (TSU)) UNIVERSITY, *1 University Avenue, Angola, Indiana 46703, USA.*

01/2008 to 07/2009 Assistant Professor, Department of Civil & Environmental Engineering

Duties:

- Taught about 4-5 courses (12-14 credit hours) in a semester. The type of courses taught several times are: CE 3103: Environmental Engineering (Aqueous), CE 3101: Environmental Engineering (Aqueous) Lab, CE 4103: Environmental Engineering (Non-Aqueous), CE 4113: Hazardous Waste Engineering, CE 4123: Water Treatment Principles and Design, CE 4223: Wastewater Treatment Principles and Design, ES 323: Fluid Mechanics, CE 4912: Civil/Envl Engineering Design Seminar.
- Advised 30+ students and supervised senior year capstone design projects.
- Served as a board member for honors program, represented the Udall Scholarship program and coordinated civil engineering graduate program.
- Involved in curriculum revision/update and program assessment for ABET visit in October 2008.
- Attended university meetings and served different university committees.
- Used course management systems such as Blackboard for posting class notes, announcements, homework solutions, exam solutions, and grades so that the students can get the most up-to-date information about the course and their grades even from home and other student management software to advise students and create student deficiency reports.
- Developed three graduate courses: Solid waste management, environmental engineering chemistry, and advanced water/wastewater treatment.

INDIANA UNIVERSITY-PURDUE UNIVERSITY FORT WAYNE (IPFW), *2101 East Coliseum Blvd. Fort Wayne, Indiana 47805, USA.*

08/2008 to 05/2009 Adjunct Faculty, Department of Engineering, Civil Engineering Program

Duties

- Taught CE 365: Environmental Engineering and CE 366: Environmental Engineering Lab and helped develop the environmental engineering laboratory.
- Used course management systems such as Blackboard/WebCT for posting class notes, announcements, homework solutions, exam solutions, and grades so that the students can get the most up-to-date information about the course and their grades even from home.

VIRGINIA COMMONWEALTH UNIVERSITY (VCU), *1000 West Cary Street, Richmond, Virginia 23284, USA.*

08/2003 to 05/2008 Affiliate Professor, Center for Environmental Studies and Department of Epidemiology and Community Health

Duties

- Taught EPID/ENVS 541: Principles of Waste Management and ENVS 591: Introduction to Environmental Engineering several times for Environmental Studies and master's in public health programs.

Dr. M. A. Karim's CV

- Used course management systems such as blackboard for posting class notes, announcements, homework solutions, exam solutions, and grades so that the students can get the most up-to-date information about the course and their grades even from home and WIMBA interfaced with Blackboard to teach on-line course.

CLEVELAND STATE UNIVERSITY (CSU), 1960 East 24th Street, Cleveland, Ohio 44115, USA.

08/2000 to 12/2001 Adjunct Faculty, Department of Civil & Environmental Engineering

Duties

- Taught statics & dynamics in *fall 2000*.

09/1996 to 12/1998 Teaching Assistant, Department of Civil & Environmental Engineering

Duties

- Involved in grading homework and geotechnical engineering lab reports.
- Delivered occasional class lectures for geotechnical engineering course and helped instructor in geotechnical engineering lab.

BANGLADESH UNIVERSITY OF ENGINEERING & TECHNOLOGY (BUET), Dhaka-1000, Bangladesh.

01/1994 to 07/1995 Assistant Professor, Department of Civil Engineering

&
06/2001 to 09/2001
Duties

- Graduate and undergraduate courses taught are: Environmental engineering, theory and laboratory (UG), Engineering materials, theory and laboratory (UG), Surveying, theory and practical (UG), Water supply and wastewater disposal systems design (UG), Strength of materials tutorial and laboratory (UG), Estimating (UG), Water pollution and its control (G), Industrial water and waste treatment (G), Theory of sewage treatment (G), Worked as an academic advisor for undergraduate students. UG → undergraduate, G → graduate.

- Supervised thesis and/or project work for final year undergraduate students.
- Involved in curriculum development and revision for civil engineering undergraduate degree programs.
- Involved in regular activities of graduate admissions, advisory & degree offering.
- Involved in cement, brick, concrete, aggregates, and water testing as well as building and tube-well design for outside clients.
- Served as an external thesis examiner for Leather Technology College of Dhaka University, Bangladesh.
- Served as an examiner for Associate Member of the Institution of Engineers (AMIE), Bangladesh for the courses of Surveying and Engineering Materials.

11/1992 to 12/1993 Lecturer, Department of Civil Engineering

Duties

- Same as above as Assistant Professor.

12/1989 to 10/1992 Research Lecturer, Institute of Flood Control & Drainage Research (IFCDR, later renamed as Institute of Water and Flood Management, IWFM)

Duties

- Worked as an associate investigator in engineering related projects.
- Involved in preparation of project proposals.
- Supervised the department library employees as part of the management work.

ADMINISTRATIVE EXPERIENCE:

02/1994 to 07/1995 Assistant Provost (Part-time, administrative position), Nazrul Islam Hall (Students' Residential Hall)

Duties

- Supervised hall employees.
- Handled students' complaints on a daily basis.
- Managed the hall budget for the maintenance.

RESEARCH/SCHOLARSHIP/TRAVEL/GRANT PROPOSALS:

Summary: Submitted total 29 (16 Federal Govt. NSF/NASA and 13 others) external grants proposals in the amount of 6.15M (\$4.82M as PI and 1.33M as CoPI) and funded about \$85K. Also submitted about 27 internal grant proposals (including GRA) in the amount of \$387K (312K as PI and 75K as CoPI) and funded about \$133K. The detail list is provided below.

External:

1. Title: Leveraging PBL and TBL Across Disciplines to Develop Student Decision-Making Skills; PI(s): M. A. Karim; CoPI(s): Sumit Chakravarty, Tris Utschig, Sandip Das, Nazmus Sakib, Senior Personal: Parth Bhavsar, Md. Abdullah Al Hafiz Khan, and Maria Valero; Sponsor: National Science Foundation (NSF); Amount: \$749,818; Full Proposal Submitted in July 2023 (under review).
2. Title: Collaborative Research: CyberTraining: Implementation: Medium: Ethically-centered Secure and Scalable Machine Learning for Scientists and Engineers (ESSML4SE); PI(s): Hossain Shahriar; CoPI(s): M. A. Karim and Nazmus Sakib; Sponsor: National Science Foundation (NSF); Amount: \$281,170; Full Proposal Submitted in February 2023 (Not Funded).
3. Title: RET Site: Connecting Community College and High School Teachers to University Engineering and Computer Science Labs; PI(s): M. A. Karim; CoPI(s): Sumit Chakravarty, Hossain Shahriar, Maia Valero, Md. Abdullah Al Hafiz Khan, and Nazmus Sakib; Sponsor: National Science Foundation (NSF); Amount: \$599,550; Full Proposal Submitted in October 2022 (Not Funded).
4. Title: Building Comprehensive Soil Classification Maps for Southern Coastal Regions in Georgia; PI(s): M. A. Karim; CoPI(s): Adam Kaplan and Youngguk Seo; Sponsor: Georgia Department of Transportation (GDOT); Amount: \$206,358; Research Needs Statement Submitted in September 2022 (Not Funded).
5. Title: Growing Multidisciplinary Research Workforce via a Scalable Blockly Data Science Platform; PI(s): Dan Lo; CoPI(s): Hossain Shahriar, M. A. Karim, Yong Shi, and Chung Ng; Sponsor: National Science Foundation (NSF); Amount: \$499,996; Full Proposal Submitted May 2022 (Not Funded).
6. Title: Development of Comprehensive Soil Classification Systems for Geotechnical Applications in Georgia; PI(s): M. A. Karim; CoPI(s): Youngguk Seo and Adam Kaplan; Sponsor: Georgia Department of Transportation (GDOT); Amount: \$201,000; Research Needs Statement Submitted in September 2021 (Not Funded).
7. Title: Improvement of Soil Engineering Properties with sewage sludge ash (SSA); PI(s): M. Karim; CoPI(s): Youngguk Seo and Adam Kaplan; Sponsor: Georgia Department of Transportation (GDOT); Amount: \$201,000; Research Needs Statement Submitted in September 2021 (Not Funded).
8. Title: Collaborative Proposal: Development of Next Generation Engineers for NASA's Workforce, PIs: Shahriar, H. M., Valero, M. A., Karim, M. A., Chakravarty, S., Hossain, M., Sponsored by National Aeronautics and Space Administration (NASA), Federal, Amount: \$150,000.00, Not Funded. (April 22, 2021).
9. Title: Intelligent Pavement Distress Monitoring System; PI(s): Parth Bhavsar (CEE), CoPI(s): Dr. Billy Kihei (ECE), Dr. Sumit Chakravarty (ECE), Dr. Ramazan Aygun (CS), Dr. M. A. Karim (CEE), Dr. Youngguk Seo (CEE); *From Rowan University, NJ:* Dr. Yusuf Mehta (CE), Dr. Nidhal Bouaynaya (ECE); Sponsor: Georgia Department of Transportation (GDOT); Amount: \$400,000; Research Needs Statement, Submitted September 2020 (Not funded).

10. Title: Improvement of Soft Soil Engineering Properties with sewage sludge ash (SSA) and fly-ash (FA) for Subgrade Use; PI(s): M. Karim; CoPI(s): Youngguk Seo; Sponsor: Georgia Department of Transportation (GDOT); Amount: \$150,000; Research Needs Statement Submitted September 2019 (*Not funded*).
11. Title: RUI: Energy Generation from Brewery Wastewater Treatment; PI(s): M. Karim; CoPI(s): Bill Diong; Sponsor: National Science Foundation (NSF); Amount: \$329,834; Submitted July 2019 (*Not funded*).
12. Title: A New Approach to Extract Contaminants from Coarse-Grained Solid Phase; PI(s): M. Karim; Sponsor: National Science Foundation (NSF); Amount: \$325,796; Submitted September 2018 (*Not funded*).
13. Title: RUI: Contaminants Release from Sediments and their Effects in Terrestrial Environments; PI(s): M. Karim; CoPI(s): Adrienne King; Sponsor: National Science Foundation (NSF); Amount: \$266,839; October 2015 (*Not funded*).
14. Title: CAREER: An Approach to Remove Contaminants from Coarse-Grained Solid Phase; PI(s): M. Karim; Sponsor: National Science Foundation (NSF); Amount: \$504,247; July 2015 (*Not funded*).
15. Title: StormChamber Water Quality Testing; PI(s): Wasim Barham and M. Karim; Sponsor: Practical Environmental Solutions (DBA: Hydrologic Solutions); Amount: \$54,000 (Water Quality Testing) and \$32,000 (Structural Testing); March 2015 (*Funded*).
16. Title: RUI: Contaminants Release from Sediments and their Effects in Terrestrial Environments; PI(s): M. Karim; CoPI(s): Adrienne King; Sponsor: National Science Foundation (NSF); Amount: \$314,013; November 2014 (*Not funded*).
17. Title: Engaging Young Women in Engineering Science (EYES): A Weeklong Summer Experience; PI(s): M. Karim, CoPI(s): Jennifer Louten, Simin Nasser, and Chi Zhang; Sponsor: National Science Foundation (NSF); Amount: \$89,332; November 2014 (*Not funded*).
18. Title: Travel grant to visit University Miami, Florida for Accreditation PEV in November 2014; PI(s): M. Karim; Sponsor: ABET; Amount: \$850.38; 11/2014 (*Funded*).
19. Title: CAREER: An Innovative Approach to Remove Contaminants from Coarse-Grained Solid Phase; PI(s): M. Karim; Sponsor: National Science Foundation (NSF); Amount: \$502,362; July 2014 (*Not funded*).
20. Title: Travel grant to attend 2014 Reconnect Workshop in Mass Maritime Academy in Buzzards Bay, Massachusetts; PI(s): M. Karim; Sponsor: National Science Foundation (NSF), through Department of Homeland Security (DHS) and Center for Discrete Mathematics and Theoretical Computer Science (DIMACS); Amount: \$300 (plus meal & lodging were paid for a week); 06/2014.
21. Title: Travel grant to attend 2014 ABET PEV training in Baltimore, Maryland; PI(s): M. Karim; Sponsor: ABET; Amount: \$382.45 (plus meal & lodging were paid for two days); 04/2014.
22. Title: Removal of Contaminants from Coarse-Grained Solid Phase using a new Process/Technology; PI(s): M. Karim; Sponsor: National Science Foundation (NSF); Amount: \$261,606; 02/10/2014 (*Not funded*).
23. Title: Travel grant to attend Reconnect Workshop in Baltimore, Maryland; PI(s): M. Karim; Sponsor: National Science Foundation (NSF), through Department of Homeland Security (DHS) and Center for Discrete Mathematics and Theoretical Computer Science (DIMACS); Amount: \$500 (plus meal & lodging were paid for a week); 06/2013 (*Funded*).
24. Title: Summer Research Fellowship in US Army Corps of Engineer, ERDC, WES, Vicksburg, MS; PI(s): M. Karim; Sponsor: US Army Corps of Engineer, ERDC, WES, Vicksburg, MS; Amount: \$20,425; 06/2012 (*Funded*).

Dr. M. A. Karim's CV

25. Title: Travel, lodging, and meal grant to work in Environmental Laboratory in US Army Corps of Engineer, ERDC, WES, Vicksburg, MS; PI(s): M. Karim; Sponsor: US Army Corps of Engineer, ERDC, WES, Vicksburg, MS; Amount: \$5,371; 06/2012 (*Funded*).
26. Title: Travel grant to attend ITRC sediment remediation team meeting in Des Moines, Iowa; PI(s): M. Karim; Sponsor: Interstate Technological and Regulatory Commission (ITRC); Amount: \$1,004; 04/2012 (*Funded*).
27. Title: A Unified Approach or Policy for the Use of Alternate Daily Covers in Sanitary Landfills; PI(s): M. Karim; Sponsor: Environmental Research and Education Foundation (EREF); Amount: \$33,281 (submitted on 11/2011, *Not funded*.)
28. Title: Travel grant to attend an invited presentation in US Army Corps of Engineer, ERDC, WES, Vicksburg, MS; PI(s): M. Karim; Sponsor: US Army Corps of Engineer, ERDC, WES, Vicksburg, MS; Amount: \$753; 10/2011(*Funded*).
29. Title: Travel grant to attend ITRC sediment remediation team meeting in Annapolis, Maryland; PI(s): M. Karim; Sponsor: ITRC; Amount: \$565; 06/2011(*Funded*).

Internal

1. Title: A comparative Study of Wastewater Treatment in Bangladesh and the USA; PI: M. A. Karim, KSU Office of Undergraduate Research (OUR); Amount: \$5,000.00; 09/2023 (*Funded*). It's a part of Study Abroad Program in Bangladesh in May 2024.
2. Title: Evaluation of Partial Replacement of Fine Aggregate and Cement with Waste Recycle Materials in Portland Cement Concrete; PI: M. A. Karim, CoPI: Youngguk Seo; Sponsor: KSU Office of Undergraduate Research (OUR); Amount: \$2,000.00; 09/2023 (*Funded*). For students, Ibrahim Alamayreh and Stuart Suttle.
3. Title: Monitoring and Assessment of Air Pollutants in and Around Schools; PI: M. A. Karim, CoPI: Parth Bhavsar; Sponsor: KSU Office of Undergraduate Research (OUR); Amount: \$2,000.00; 09/2023 (*Funded*). For students, Brianna Greiner and Lily Wisner.
4. Title: Monitoring and Assessment of Air Pollutants PM_{2.5} in and Around Schools; PI: M. A. Karim, CoPI: Parth Bhavsar; Sponsor: KSU Office of Undergraduate Research (OUR); Amount: \$1,000.00; 02/2023 (*Funded*). For a student, Samantha Johnson.
5. Title: Cement Concrete Behavior Mixed with Recycled Waste Materials; PI: M. A. Karim, CoPI: Youngguk Seo; Sponsor: KSU Office of Undergraduate Research (OUR); Amount: \$6,000.00; 02/2023 (*Funded*). For six undergraduate students, Vu Nguyen, Matthew Henry, Sravani Ambadapudi, Abdulaziz Alebra, Mohamad Alamayreh, and Ibrahim Alamayreh.
6. Title: Technology funding for lab equipment; PI: M. A. Karim, Sponsor: KSU UITs; Amount: \$21,483.00; 09/2022 (*Funded*).
7. Title: Cement Concrete Behavior Mixed with Waste Materials; PI: M. A. Karim, CoPI: Youngguk Seo; Sponsor: KSU Office of Undergraduate Research (OUR); Amount: \$3,000.00; 09/2022 (*Funded*). For three undergraduate students, Brian Vargas, Kyle Rosales, and Chris Parra.
8. Title: Understanding the Interconnectivity between Intersection Traffic Congestion, Hospital Indoor and Outdoor Air Quality, and Patient Health; PI(s): Bhavsar, P. (PI), Karim, M. A. (Co-PI), Mehta, Y. (Co-PI), Pandey, M. (PI), Torlapati, J. (Co-PI), Sponsor: KSU OVPR, \$75,000.00, Submitted in March 2020 (Not Funded).
9. Title: Design and Optimization of UASB/Microbial Fuel Cell System for Energy Generation; PI(s): Karim, M. A. (PI), Diong, B. M. (CoPI); Sponsor: KSU OVPR, \$15,000.00, Submitted in April 2020 (Not Funded).
10. Title: Graduate Research Assistantship (GRA); PI(s): M. Karim; Sponsor: KSU Graduate College, Amount: \$11,000; 08/2019 - 05/2020 (*Funded*).
11. Title: Graduate Research Assistantship (GRA); PI(s): M. Karim; Sponsor: KSU Graduate College, Amount: \$6,500; 05/2019 - 07/2019; (*Funded*).

Dr. M. A. Karim's CV

12. Title: Graduate Research Assistantship (GRA); PI(s): M. Karim; Sponsor: KSU Graduate College, Amount: \$7,700; 08/2018 - 05/2019 (*Funded*).
13. Title: Graduate Research Assistantship (GRA); PI(s): M. Karim; Sponsor: KSU Graduate College, Amount: \$4,000; 05/2018 - 07/2018; (*Funded*).
14. Title: Graduate Research Assistantship (GRA); PI(s): M. Karim; Sponsor: KSU Graduate College, Amount: \$11,000; 08/2017 - 05/2018 (*Funded*).
15. Title: Graduate Research Assistantship (GRA); PI(s): M. Karim; Sponsor: KSU Graduate College, Amount: \$3,000; 05/2017 - 07/2017 (*Funded*).
16. Title: Graduate Research Assistantship (GRA); PI(s): M. Karim; Sponsor: KSU Graduate College, Amount: \$7,000; 08/2016 - 05/2017 (*Funded*).
17. Title: Wastewater Treatment Pilot Plant Study; PI(s): M. Karim and Amy Gruss; Sponsor: Kennesaw State University Research Foundation (KSURF), Amount: \$2,500; 06/2017 (*Funded*).
18. Title: Wastewater Treatment Pilot Plant Study; PI(s): M. Karim and Amy Gruss; Sponsor: SPCEET; Amount: \$13,500; 07/2016 (*Funded*).
19. Title: Travel grant to attend and present a paper in ASEE Zone II Conference and held in San Juan, Puerto Rico on March 2-5, 2017; PI(s): M. Karim; Sponsor: Kennesaw State University, Graduate College; Amount: \$2,000; 12/2016 (*Funded*).
20. Title: Travel grant to attend and present a paper in ASEE Zone II Conference and held in San Juan, Puerto Rico on March 2-5, 2017; PI(s): M. Karim; Sponsor: Kennesaw State University, CETL; Amount: \$1,000; 02/2017 (*Funded*).
21. Title: Travel grant to attend and present a paper in ASEE SE Annual Conference and held in Tuscaloosa, Alabama on March 13-15, 2016; PI(s): M. Karim; Sponsor: Kennesaw State University, CETL; Amount: \$1,000; 03/2016 (*Funded*).
22. Title: Travel grant to attend and present a paper in 122nd ASEE Conference and Exposition held in Seattle, Washington on June 14-17, 2015; PI(s): M. Karim; Sponsor: Kennesaw State University, CETL; Amount: \$1,000; 04/2015 (*Funded*).
23. Title: CTE Teaching Fellowship for Advising and Mentoring; PI(s): M. Karim; Sponsor: CTE Fellowship; Amount: \$3,000; 2014-2015 (*Funded*).
24. Title: Project Based Learning in Environmental Engineering: A Case Study; PI(s): M. Karim; Sponsor: CTE mini-grant; Amount: \$750; Spring 2014 (*Funded*).
25. Title: A Week-Long Summer Camp Through Women's EYES: Engaging Young Women in Engineering Science; PI(s): M. Karim, S. Nasser, J. Louten; Sponsor: SPSU mini-grant; Amount: \$19,541; 12/10/2013 (*Not funded*).
26. Title: Spatial Variation of Total Trihalomethane Concentration in Drinking Water: A Case Study in East Cobb; PI(s): M. Karim; Sponsor: SPSU mini-grant; Amount: \$5,000; 11/22/2013 (*Not funded*).
27. Title: Environmental Engineering Laboratory Equipment Enhancement; PI(s): M. Karim; Sponsor: SPSU; Amount: \$140,078, Tech fee proposal; 11/11/2013 (*Not funded*).
28. Title: Environmental Engineering Laboratory Equipment Upgrade; PI(s) M. Karim; Sponsor: SPSU; Amount: \$15,323.62; Tech fee proposal; 11/11/2013 (*Funded*).

PUBLICATIONS:

Summary: Fifty-seven (57) publications in total in different forms: 26 publications are in peer-reviewed journals (21 as the first author), 19 in peer-reviewed conference proceedings papers (13 as the first author), three invited presentations, three professional reports, two lab manuals, and four other publications. The list is given below by category, can also be found in [my google-scholar](#) as well as can be viewed the google citations.

Peer-Reviewed Journal Publications:

1. Karim, M. A. and Akinkunmi, I. (2021), *Management of Sewage Sludge Ash and Fly-Ash through the Improvement of Soil Engineering Properties*, Cosmos Journal Engineering & Technology, Vol 11, No. 2, July, pp. 1-10, DOI: <https://www.cosmosjournal.in/wp-content/uploads/2021/08/2-CET-JD21-M.-A.-Karim.pdf>
2. Karim, M. A. (2021), *Hybrid and Online Synchronous Delivery of Environmental Engineering During COVID-19 Pandemic: A Comparative Study on Perception, Attitude, and Assessment*, European Journal of STEM Education, Vol.6, No.1 (Pub No. 05), February, pp. 01-11, DOI: <https://doi.org/10.20897/ejsteme/9688>.
3. Karim, M. A., Hassan, A. S. and Hawa, A. (2020), *Enhancement of Soil Engineering Properties with Sewage Sludge Ash*, MOJ Ecology and Environmental Science, 5(5), October, pp. 230-236. DOI: [10.15406/mojes/2020.05.00198](https://doi.org/10.15406/mojes/2020.05.00198).
4. Karim, M. A., Hassan, A. S. and Kaplan, A. (2020), *Optimization of Soil to Fly-Ash Mix Ratio for Enhanced Engineering Properties of Clayey Sand for Subgrade Use*, Applied Sciences, 10(20), pp. 1-13. DOI: [10.3390/app10207038](https://doi.org/10.3390/app10207038)
5. Karim, M. A. and Wetterhan, J. T. (2020), *A comparative study of solid waste management in the United States, Europe and Asia*, Ann Civil Environ Eng, 4: 003-011, April. <https://doi.org/10.29328/journal.acee.1001019>
6. Karim, M. A. and Corazzini, B. (2019), *The current status of MSW disposal and energy production: a brief review of waste incineration*, MOJ Ecology & Environmental Science, 4(1), February, pp. 34-37, DOI: [10.15406/mojes.2019.04.00129](https://doi.org/10.15406/mojes.2019.04.00129).
7. Zhao, L. and Karim, M. A. (2018), *Use of geosynthetic materials in solid waste landfill design: A review of geosynthetic related stability issues*, Ann Civil Environ Eng, 2: 006-015, June. <https://doi.org/10.29328/journal.acee.1001010>
8. Lowder, L.; Atiqullah, M.; Colebeck, D.; Das, S.; Karim, M. A.; Khalid, A. and Singh, R. (2017), *Peer Observation: Improvement of Teaching Effectiveness through Class Participation at a Polytechnic University*, Journal of STEM Education, 18(4), Oct-December 2017.
9. Karim, M. A. and Moss, B. L. (2017), *A Preliminary Laboratory Investigation of Methane Generation Potential from Brewery Wastewater using UASB Reactor*, Ann Civil Environ Eng, 1: 034-041, May. <https://www.heighpubs.org/hjcee/acee-aid1004.php>
10. Karim, M. A. and Mark, J. L. (2017), *A Preliminary Comparative Analysis of MBR and CAS Wastewater Treatment Systems*, International Journal of Water and Wastewater Treatment, 3(2), DOI: <http://dx.doi.org/10.16966/2381-5299.138>, March.
11. Karim, M. A. (2016), *Analytical Solution for Modeling of Transport and Removal of Contaminants from Solid Phase by the CEHIXM Process*, Insights in Analytical Electrochemistry, 2(1:5), pp.1-7, DOI: <http://dx.doi.org/10.4172/2470-9867.100013>, May.
12. Karim, M. A., Schroeder, P. R. and Bunch, B. W. (2015), *A Preliminary Laboratory Investigation of PCB Flux from Dredge Resuspensions and Residuals*, Soil and Sediment Contamination: an International Journal, 24(5), DOI:10.1080/15320383.2015.986263, May.
13. Karim, M. A. (2014), *Electrokinetics and soil decontamination: concepts and overview*, Journal of Electrochemical Science and Engineering - jESE, 3(4), pp.1~17. September. DOI:10.5599/jese.2014.0054.
14. Karim, M. A. and Khan, L. I. (2014), *Comparison of Heavy Metal Removal from Chemically Interactive and Non-Interactive Solid Phases by CEHIXM Process*, Separation Science & Technology, 49(10), pp. 1449~1460, July. DOI:10.1080/01496395.2014.894523.
15. Karim, M. A., Bunch, B. W. and Schroeder, P. R. (2014), *A Preliminary Laboratory Study of Initial Copper Release from Dredge Residuals*, Remediation Journal, 24(2), pp.61~75, March.
16. Karim, M.A. and Khan, L.I.(2012), *Enhancement of Electrokinetic Decontamination with EDTA*, Environmental Technology, DOI:10.1080/09593330.2012.665493, pp.1~8, April.
17. Karim, M.A. and Khan, L.I.(2011), *Effect of the Secondary Electrode Configuration in Removing Metal Contaminants from Soils by the CEHIXM Process*, Soil and Sediment Contamination: an International Journal, 20(7), pp.857~875, November.

Dr. M. A. Karim's CV

18. Karim, M.A. and Khan, L.I.(2003), *An Apparatus for Testing Soil Decontamination by the CEHIXM Process*, Journal of Civil Engineering, The Institution of Engineers, Bangladesh, CE 31(1), pp.53~65, June.
19. Karim, M.A. and Khan, L.I.(2002), *CEHIXM Extraction of Pb, Cd, Zn and Mn from High Permeable Soils*, Soil and Sediment Contamination: an International Journal, 11(1), pp.57~69, January.
20. Karim, M.A. and Khan, L.I.(2001), *EDTA-Enhanced Extraction of Heavy Metals from a Coarse-Grained Simulated Soil by the CEHIXM Process*, Journal of the Air & Waste Management Association, 51(8), pp.1178~1184, August.
21. Karim, M.A. and Khan, L.I.(2001), *Removal of Heavy Metals from Sandy Soils Using CEHIXM Process*, Journal of Hazardous Materials, B81(1-2), pp.83~102, January.
22. Karim, M.A. and Chowdhury, J.U.(1995), *A Comparison of Four Distributions Used in Flood Frequency Analysis in Bangladesh*, Hydrological Sciences Journal, 40(1), pp.55~66, February, U.K.
23. Rahman, M.M. and Karim, M.A.(1995), *Impact of Greater Dhaka Flood Protection Embankment on Surface Water Quality with Respect to Tannery Waste Disposal*, Journal of Pollution Research, 14(2), pp. , Karad 415 110, India.
24. Karim, M.A. and Rahman, M.M.(1994), *Water Quality of Begunbari Canal in Dhaka City*, Journal of the Institution of Engineers, Bangladesh, 22(2), pp.93~97, April.
25. Chowdhury, J.U. and Karim, M.A.(1994), *Which Distribution is Appropriate for Flood Frequency Analysis in Bangladesh?* Journal of the Institution of Engineers, Bangladesh, 22(3-4), pp. , July-October.
26. Islam, M.Z. and Karim, M.A.(1992), *Water, Sanitation and Hygiene in Rural Bangladesh*, Journal of Irrigation Engineering and Rural Planning, Japanese Society of Irrigation, Drainage, and Reclamation Engineering, No. 23, Tokyo, Japan, pp. 57~69, July.

Conference/Proceedings Publications:

1. Hossain, M. F. and Karim, M. A. (2023), *Application of Solar Energy in Building Design to Eliminate Pathogens Naturally*, Proceedings of the IEEE CARL K. CHANG Symposium on Software Services, IEEE Xplore, Chicago, IL, July 1-7, 2023. [DOI 10.1109/ICDH60066.2023.00048](https://doi.org/10.1109/ICDH60066.2023.00048)
2. Akter, M. S., Shahriar, H., Iqbal, I., Hossain, M. F., Karim, M. A., Clincy, V., and Voicu, R. (2023), *Exploring the Vulnerabilities of Machine Learning and Quantum Machine Learning to Adversarial Attacks using a Malware Dataset: A Comparative Analysis*, Proceedings of the IEEE CARL K. CHANG Symposium on Software Services, IEEE Xplore, Chicago, IL, July 1-7, 2023. [DOI 10.1109/SSE60056.2023.00037](https://doi.org/10.1109/SSE60056.2023.00037)
3. Karim, M. A. (2023), *Does In-Class Problem-Solving Approach Help Students Learn and Improve their Performance? A Case Study*, Proceedings of the 2023 ASEE SE Section's Annual Conference, George Mason University, Arlington, VA, March 12-14, 2023.
4. Karim, M. A. and Adhikari, S. (2022), *Does the Active Learning Help Students Learn and Improve their Performance? A Case Study of Engineering and Management*, Proceedings of the 2022 ASEE Annual Conference, Minneapolis, Minnesota, June 26-29, 2022.
5. Karim, M. A. (2022), *Do the Prerecorded Lecture Videos Help Students' Learning During COVID-19 Pandemic? A Case Study*, Proceedings of the 2022 ASEE SE Section's Annual Conference, The Citadel, Charleston, SC, March 13-15, 2022.
6. Karim, M. A. (2022), *Online Synchronous Delivery of Environmental Engineering During COVID-19 Pandemic: A Case Study on Assessment*, Proceedings of the 2022 ASEE SE Section's Annual Conference, The Citadel, Charleston, SC, March 13-15, 2022.
7. Karim, M. A. (2021), *Online Synchronous Delivery of Environmental Engineering During COVID-19 Pandemic: A Case Study on Perception and Attitude*, Proceedings of the 2021 ASEE SE Section Annual Conference, Virtual, March 07-10, 2021.

Dr. M. A. Karim's CV

8. Karim, M. A. (2019), *Can Teamwork be Effective in Learning Software Packages and Improving Report Writing Skills? A Case Study*, Proceedings of 2019 ASEE-SE Conference held in NC State University, Raleigh, North Carolina, March 10-12, 2019.
9. Balaganesh, A., Hawa, A., Karim, M. and Hassan, A. (2019), Removal of Heavy Metals from SSA by Column Washing, presented a poster in 2019 ASEE-SE Conference held in NC State University, Raleigh, North Carolina, March 10-12, 2019.
10. Yang, J., Kretlow, B., Yee, T. and Karim, M. A. (2018), *Traffic Congestion Patterns Recognition – A Deep Learning Approach Using Convolutional Neural Networks*, Presentation to ASCE International Conference on Transportation & Development 2018, Pittsburg, Pennsylvania, July 15-18, 2018.
11. Karim, M. A. (2018), *Inclusion of Field Trips in Teaching of Environmental Engineering for Civil Engineering Program: A Case Study*, Proceedings of 2018 ASEE-SE Conference held in Embry-Riddle Aeronautical University, Daytona Beach, Florida, March 4-6, 2018.
12. Karim, M. A. (2017), *Importance and Sequence of Laboratory courses in Environmental Engineering: A Case Study*, Presented in 2017 ASEE Zone II Conference held in San Juan, Puerto Rico, March 2-5, 2017.
13. Karim, M. A. (2016), *Hybrid Delivery of Environmental Engineering: Perception, Attitude, and Assessment*, Presented in 2016 ASEE 123rd Annual Conference and Exposition held in New Orleans, Louisiana, June 26-29, 2016.
14. Karim, M. A. (2016), *Learning Environmental Engineering - On-line, Hybrid, or Face-to-Face: A Case Study*, Presented in 2016 ASEE SE Section's Annual Conference held in Tuscaloosa, Alabama, March 13-15, 2016.
15. Karim, M. A. (2015), *Project Based Learning of Environmental Engineering: A Case Study*, Presented in ASEE's 122nd Annual Conference & Exposition held in Seattle, Washington, June 14-17, 2015.
16. Lowder, M. L., Keyser, R. S., Khalid, A., Ferreira, D., Stutzmann, B., Atiqullah, M., Bohannon, J. L., Chin, C., Singh, R., Yee, T. M., Acharya, K., Karim, M. A. and Colebeck, D. (2015), *Student and Faculty Perceptions of Attendance Policies at a Polytechnic University*, Presented in ASEE's 122nd Annual Conference & Exposition held in Seattle, Washington, June 14-17, 2015.
17. Lowder, M. L., Vandebussche, J., Ferreira, D., Khalid, A., Karim, M., Singh, R., Chin, C., Acharya, K., Colebeck, D., Sweigart, J., Atiqullah, M., Das, S., and Yee, T. (2015), Promoting Peer Observation of Teaching in Higher Education, presented a poster in the SoTL Common Conference held in Savannah, Georgia on March 25-27, 2015.
18. Karim, M.A.(2001), *Modeling of Transport and Removal of Contaminants from Soils the CEHIXM Process*, Proceedings of the First Annual Paper Meet and International Conference on Civil Engineering, Organized by the Institution of Engineers, Bangladesh (IEB), Civil Engineering Division of IEB, FEISCA, IEB Chittagong Center, November 2-3, pp.328-340.
19. Karim, M. A. and Chowdhury J.U. (1996), *Comparison of Five Distributions for Suitability in Flood Frequency Analysis in Bangladesh*. In: Singh V.P., Kumar B. (eds) Proceedings of the International Conference on Hydrology and Water Resources, New Delhi, India, December 1993. Water Science and Technology Library, vol 16. Springer, Dordrecht. https://doi.org/10.1007/978-94-011-0389-3_37.

Lab Manuals:

1. Karim, M. A. (2020), Laboratory Manual I for Environmental Engineering, Tavenner Publishing Company, 406 Sutton Place, Anderson, SC 29621, First Edition, July 2013, ISBN: 978-1-937435-64-6, 2nd edition, July 2014, 3rd edition, July 2016, 4th Edition, December 2018, ISBN: 978-1-6422003-5-5, 5th Edition, December 2020, ISBN: Print 978-1-64220-116-1, eBook 978-1-64220-115-4.

Dr. M. A. Karim's CV

2. Karim, M. A. (2021), Laboratory Manual II for Environmental Engineering, Tavenner Publishing Company, 406 Sutton Place, Anderson, SC 29621, First Edition, December 2016, 2nd Edition, December 2018, 3rd Edition, December 2020, ISBN: Print 978-1-64220-117-8, eBook 978-1-64220-122-2, Fourth Edition, December 2021, ISBN: Print 978-1-422015-9-8.

Invited Presentations:

1. Presented a topic titled “Waste Regulations and Global Management” in an annual meeting of National Safety Council (NSC) held at Oxon Hill, Maryland on February 14, 2023.
2. Presented a topic titled “A Comparative Study of Solid Waste Management in the United States, Europe & Asia” at the Fairbank Museum in Atlanta, GA, organized by SCS Engineers on May 10, 2022.
3. Presented a topic titled “CEHIXM Extraction of Metals from Soils and Sediments” at the US Army Engineer Research and Development Center (ERDC) Waterways Experiment Station (WES) Environmental Laboratory, Vicksburg, MS on October 31, 2011.

Other Publications:

1. Karim, M. A. (2014), Project-Based Learning of Environmental Engineering: A Case Study, SPSU Center for Teaching Excellence (CTE), October 2014.
2. Karim, M. A. and Vasilevska, V. (2015), Having Fun with Graph Theory and Forensics: CSI Fingerprint Analysis, Whose fingerprint is this one? A teaching module developed as a part of the workshop titled, Reconnect 2014 Workshop: Forensics” held at Mass Maritime Academy, Bazzards Bay, Massachusetts from June 1 – 7, 2014 organized by CCICADA, DHS, and DIMACS and funded by NSF. Submitted on February 14, 2015, for review.
3. Debnath, J. and Karim, M. A. (2013), Water: The Risky Business, A teaching module developed as a part of the workshop titled, Reconnect 2013 Workshop: Water Infrastructure, Contamination and Risk Assessment” held at Morgan State University, Baltimore, Maryland from June 2 – 8, 2013 organized by Command, Control, and Interoperability Center for Advanced Data Analysis (CCICADA), Department of Homeland Security (DHS) and Center for Discrete Mathematics and Theoretical Computer Science (DIMACS) and funded by National Science Foundation (NSF).

Published Reports:

1. Karim, M. A. (2013), “Contaminant Release from Dredge Resuspension and Residuals” Final Report Submitted to the US Army Corps of Engineers Research and Development Center (ERDC), Waterways Experiment Station (WES), 3909 Halls Ferry Road, Vicksburg, MS, Contract No. TCN 12-057, Solicitation No. W911NF-11-D-0001, to be submitted in December 2012, Revised January 2013.
2. Chowdhury, J.U. and Karim, M.A.(1993), Selection of Probability Distribution Function for Flood Frequency Analysis in Bangladesh, Final Report, R01/93, Institute of Flood Control and Drainage Research (IFCDR), BUET, Dhaka, Bangladesh, June.
3. Karim, M.A. and Rahman, M.M.(1992), Impact of Greater Dhaka City Flood Protection Embankment on the Disposal of Industrial Wastes and Environment, Final Report, A Joint Research Initiative of United Nations Center for Regional Development (UNCRD), Nagoya, Japan and Bangladesh University of Engineering and Technology (BUET), Dhaka, Bangladesh, August.

Dr. M. A. Karim's CV

HONORS AND AWARDS:

- National Board scholarships (1981 to 1983 & 1984 to 1989).
- BUET talent scholarship (1986 to 1989); and
- One-year UNCRD research fellowship (01/1991 to 12/1991).

PROFESSIONAL CERTIFICATION:

- Professional Engineer (PE), for the State of Ohio (E-67135 inactive since 2010), Commonwealth of Virginia (0402-037834), and State of Georgia (040550), USA.
- OSHA 40-hr certification.

PROFESSIONAL MEMBERSHIP:

- Fellow, American Society of Civil Engineers (F.ASCE).
- Board Certified Environmental Engineer (BCEE) through American Academy of Environmental Engineers and Scientists (AAEES).
- Member, American Society for Engineering Education (M.ASEE).
- Fellow, Institution of Engineers, Bangladesh (F.IEB).
- Life Member, National Oceanographic and Maritime Institute (LM.NOAMI); and
- Member, Order of the Engineer

PRACTICAL/INDUSTRY EXPERIENCE:

GEOSYNTEC CONSULTANTS, INC., 1255 Roberts Boulevard, Suite 200, Kennesaw, GA 30144.

10/2011 to 12/2015 Senior Staff Engineer (Part-time)

- Duties
- Worked on design and calculations for Solid and Hazardous Waste Landfill Permit Applications.

VIRGINIA DEPARTMENT OF ENVIRONMENTAL QUALITY (VDEQ)

08/2009 to 07/2011 Environmental Specialist II (Environmental Engineer Senior): VDEQ Piedmont Regional Office (PRO), 4949-A Cox Road, Glen Allen, Virginia 23060.

- Worked as a CEDS (Comprehensive Environmental Database System) core user for Piedmont Regional Office Waste Program.
- Reviewed Part A authorization and amendment (landfill siting) and Part B permit and permit amendment applications for solid waste landfills and other solid waste management facilities to ensure all regulatory requirements are met in accordance with applicable laws and regulations.
- Reviewed geotechnical and hydrogeological reports for solid waste site suitability evaluation
- Reviewed landfill impact statement (LIS), which is equivalent to environmental impact assessment (EIA) for landfill siting projects and includes alternative evaluations and assessment. The LIS primarily addresses the potential impact of landfills on parks, recreational areas, wildlife management areas, critical habitat areas of endangered species, public water supplies, marine resources, wetlands, historic sites, fish and wildlife, water quality, and tourism.
- Prepared draft permits, wrote public notices, attended public hearings and prepared written responses to public comments.
- Met with applicants and/or consultants to discuss regulatory technical requirements.
- Reviewed construction quality assurance documentation, technical specifications for liner, foundation, geomembrane, leachate collection layer, closure, gas management and control systems, and conducted follow-up inspections after construction.
- Ran EPA HELP Model to verify the performance of Landfill liner systems.

Dr. M. A. Karim's CV

- Reviewed and updated issued permits. Issued Permit-by-Rule (PBR) for Transfer Stations, Yard Waste Composting Facilities, Materials Recovery Facilities, etc.
- Employee Recognition Program Representative of PRO – *January 2011 to July 2011*.
- Inter State Technology and Regulatory Council (ITRC) Sediment Remediation Team Member – *May 2011 to July 2011*.

SOLID WASTE SERVICES, LLC (SWS), 11706 Bowman Green Drive, Reston, Virginia 20190

05/2008 to 05/2009 Project Engineer (Part-time)

- Reviewed the Loudoun County Landfill Virginia pollutant Discharge Elimination System (VPDES) Permit Stormwater Pollution Prevention Plan (SWPPP) and completed the annual evaluation report for SWPPP for the year July 1, 2006, to June 30, 2008.
- Completed the Loudoun Composting VPDES permit renewal application and submitted to DEQ for review and approval.
- Finished the Design Report for the permit amendment for Fairfax County I-95 Sanitary Landfill.
- Completed the New Source Review (NSR) Permit and Title V Permit applications for Loudoun County Landfill which involved emission calculations using EPA LandGEM, EPA Tanks 4 model, and other related procedures as prescribed in EPA AP-42 Manual.

VIRGINIA DEPARTMENT OF ENVIRONMENTAL QUALITY (VDEQ)

08/2005 to 12/2007 Environmental Specialist II (Environmental Engineer Senior): VDEQ Central Office, Duties 629 East Main Street, Richmond, Virginia 23219.

- Reviewed Part A authorization and amendment (landfill siting) applications for solid waste landfills and other solid waste management facilities (SWMF) to ensure all regulatory requirements are met in accordance with applicable laws and regulations.
- Reviewed geotechnical and hydrogeological reports for solid waste site suitability evaluation
- Reviewed landfill impact statement (LIS), which is equivalent to environmental impact assessment (EIA) for landfill siting projects and includes alternative evaluations and assessment. The LIS primarily addresses the potential impact of landfills on parks, recreational areas, wildlife management areas, critical habitat areas of endangered species, public water supplies, marine resources, wetlands, historic sites, fish and wildlife, water quality, and tourism.
- Prepared draft Part A authorizations and amendments and issued Part A final authorizations and amendments.
- Met with applicants and/or consultants to discuss regulatory technical requirements.
- Coordinated permitted effort for Virginia water protection (VWP) permits for wetlands and streams impacting landfill siting.
- Coordinated the review of local or regional solid waste management plan (SWMP) to ensure the consistency of Part A application with the SWMP.
- Ran GSS PCSTABL 3.0 for Windows to verify the slope stability for the Part A and Part B applications for SWMF.
- Reviewed and updated issued Part A authorizations and amendments.

Dr. M. A. Karim's CV

- 11/2002 to 07/2005 Environmental Specialist II (Environmental Engineer Senior): VDEQ Piedmont
Duties Regional Office, 4949-A Cox Road, Glen Allen, Virginia 23060.
- Worked as a CEDS (Comprehensive Environmental Database System) core user for Piedmont Regional Office Waste Program.
 - Created CEDS reports for waste program using Oracle Discover.
 - Reviewed Part B permit and permit amendment applications for solid waste landfills and other solid waste management facilities to ensure all regulatory requirements are met in accordance with applicable laws and regulations.
 - Prepared draft permits, wrote public notices, attended public hearings and prepared written responses to public comments.
 - Met with applicants and/or consultants to discuss regulatory technical requirements.
 - Reviewed construction quality assurance documentation, technical specifications for liner, foundation, geomembrane, leachate collection layer, closure, gas management and control systems, and conducted follow-up inspections after construction.
 - Ran EPA HELP Model to verify the performance of Landfill liner systems.
 - Reviewed and updated issued permits. Issued Permit-by-Rule (PBR) for Transfer Stations, Yard Waste Composting Facilities, Materials Recovery Facilities, etc.

- 03/2002 to 10/2002 Environmental Specialist II (Environmental Engineer Senior): VDEQ Central Office,
Duties 629 East Main Street, Richmond, Virginia 23219.
- Reviewed Part B permit and permit amendment applications for solid waste landfills and other solid waste management facilities to ensure all regulatory requirements are met in accordance with applicable laws and regulations.
 - Prepared draft permits, wrote public notices, attended public hearings and prepared written responses to public comments.
 - Met with applicants and/or consultants to discuss regulatory technical requirements.
 - Reviewed construction quality assurance documentation, technical specifications for liner, foundation, geomembrane, leachate collection layer, closure, gas management and control systems, and conducted follow-up inspections after construction.
 - Ran EPA HELP Model to verify the performance of Landfill liner systems.
 - Reviewed and updated issued permits. Issued PBR for Transfer Stations, Yard Waste Composting Facilities, Materials Recovery Facilities, etc.

OTHER EXPERIENCE:

ALLTEL Information Services (AIS), 2000 Highland Road, Twinsburg, Ohio 44087, USA.

02/99 to 05/01 & Applications Programmer I & II

- 10/01 to 02/02
Duties
- Developed software according to the software development methodology (SDM) in a team. Worked on project management as a PM, team building for different projects.
 - Involved in documentation, unit testing, implementation, and installation of software.
 - Provided mentoring to new hires and other colleagues.

TRAINING AND/OR SHORT COURSE:

Summary: Attended more than 100 short courses/seminars/workshops (More than 60 during SPSU/KSU tenure) related to teaching, research, service, and leadership here in the USA and abroad. The detail list is provided below.

- A 1.5-hour webinar “Locally Enhanced Electric Field Treatment (LEEFT) for Disinfection” organized by AAEEES, offered by Xing Xie, Assistant Professor of CE at Georgia Tech, October 5, 2022.

Dr. M. A. Karim's CV

- A 1.5-hour webinar “Regulations, Sampling and Operating PFAS Treatment Systems in the US” Organized by AAEEES, offered by Jay Brady, Principal Engineer, Stanley Consultants, August 24, 2022.
- A 1-hour webinar “Modernizing Multiple Choice Assessment” organized and offered by Gradescope, February 25, 2022.
- A 1-hour on-line seminar “Active Learning Techniques that Work in All Teaching Modalities” organized by KSU CETL and offered by Dr. Tris of KSU on August 23, 2021
- A 1.5-hour on-line seminar “Metals Analysis Evolution – Basic Principles to the Latest in Trace Metals Part 2 – Advanced Topics” organized and offered by Eurofins Environment Testing America on July 6, 2021
- A 1.5-hour on-line seminar “Inclusive Change Leadership” organized by and offered by KSU CETL on February 10, 2021
- A 1-hour on-line seminar “Water Policy for American People” organized by and offered by Board on Earth Sciences and Resources - National Academy of Science Engineering and Medicine (NASEM), January 26, 2021
- A 1.25-hour on-line seminar “Internships and Co-ops Online - Engaging Students with Potential Futures” organized by KSU CETL and offered by of KSU on November 16, 2020
- A 1-hour on-line seminar “Leading with Emotional Intelligence” organized by KSU CETL and offered by of KSU on October 21, 2020
- A 1-hour on-line workshop “PFAS: Advanced Discussion, Part 4” organized and offered by Eurofins Environment Testing America on October 13, 2020
- A 1-hour on-line seminar “Thinking Outside the Box: Alternative Assessment Methods” organized and offered by ASEE on October 01, 2020
- A 1-hour on-line workshop “PFAS: Data Defensibility and Usability, Part 3” organized and offered by Eurofins Environment Testing America on September 29, 2020
- A 1-hour on-line training “Contributing to KSU's It's About Engagement! Initiative Online” organized by KSU CETL and offered by Dr. Michelle DiPietro and Dr. Tristan Utschig of KSU on September 10, 2020.
- A 1-hour on-line training “Leadership and Intercultural Competence” organized by KSU CETL and offered by Dr. Nyasha M. GuramatunhuCooper of KSU on April 30, 2020.
- A 2-hour on-line training “Mandated Reporters: Critical Links in Protecting Children in Georgia” organized and offered by ProSolutions Training on February 28, 2020.
- A 1.5-hour workshop “Let's Really Communicate: Leading with Authentic Communication” organized by KSU CETL and offered by Dr. Justin Pettigrew of KSU on February 26, 2020.
- A 1.5-hour workshop “Introduction to Leadership for Emerging Leaders” organized by KSU CETL and offered by Dr. Chuck Powell of University System of Georgia on January 29, 2020.
- A 1.5-hour workshop “ARDs and FPAs Best Practices: An Administrator’s Perspective” organized by KSU CETL and offered by Dr. Ron Matson and Dr. Michele DiPietro of KSU on January 15, 2020.
- A 3-hour seminar on “Integrating Critical and Creative Thinking into Problem/Project-Based Learning Through an Engineering Curriculum” organized by ASEE SE 2019 Conference held in Raleigh, NC and offered by Dr. Russell Gorga and Dr. Jeff Joines of NC State University on March 10, 2019.
- A 1.5-hour seminar on “Fostering a Positive Departmental Culture” organized by KSU CETL and offered by Dr. Michele DiPietro of KSU on September 13, 2018.
- A 5-day seminar/workshop on “2018 Excel Leadership Program” organized by KSU Center for University Learning and offered by Kevin Gecowets and Lisa Lewis-Fears of KSU on May 7-11, 2018.

Dr. M. A. Karim's CV

- A 2-hour seminar/workshop on “Adaptive Learning: Background, Applications and Lesson Building” organized by ASEE-SE 2018 Conference and offered by Autar Kaw and Eleonora Delgado of *University of South Florida* at Embry-Riddle Aeronautical University, Daytona Beach, Florida on March 4, 2018.
- An 8-day seminar/workshop on “The Global Challenge of Sustainable Development” organized by KSU Provost Office and hosted by European Academy Otzenhausen, Germany, May 12-19, 2017.
- A 1.5-hour seminar on “Team-Based Learning Experience” organized by KSU CETL and offered by Dr. Tristan Utschig of KSU on February 14, 2017.
- A 4-hour seminar on “Resolving Conflict” organized by KSU Center for University Learning and offered by Lisa Lewis-Fears of KSU on December 2, 2016.
- A 4-hour seminar on “Communicating for Leadership Success” organized by KSU Center for University Learning and offered by Lisa Lewis-Fears of KSU on November 16, 2016.
- A 1.5-hour seminar on “Maximizing Student Learning and Engagement through Multi-HIP Experiences” organized by KSU CETL and offered by Stephanie Foote of KSU on March 2, 2016.
- A 2-week on-line workshop titled “Becoming a QM Reviewer” organized by KSU CETL and offered by Josie Baudier and Traci Stromie of KSU on October 1 to November 3, 2015
- A 3-hour seminar titled, “Introduction to Quality Matters” organized by UITS and offered by Derrell Sterling of KSU on July 23, 2015.
- A 1.5-hour seminar titled “7 Principles: Student Development” organized by KSU CETL and offered by Dr. Michele DiPietro of KSU on October 9, 2015.
- A 1-hour seminar titled, “Classroom Assessment Technique” organized by KSU CETL and offered by Dr. Thomas Pusateri of KSU CETL on March 20, 2015
- A 2-hour seminar titled “The Scholarship of Teaching and Learning (SoTL) 101: How to Strengthen your Teaching Practice” organized by SPSU CTE and offered by Dr. Donna Troka of Emory University, Atlanta, Georgia on October 22, 2014
- A 1-hour session titled “Teaching through Change” organized by SPSU CTE and offered by Dr. Sonia Toson on September 15, 2014.
- A 7-day workshop titled “Reconnect 2014 Workshop: Forensic” held at Mass Maritime Academy, Bazzards Bay, Massachusetts from June 1 – 7, 2014 organized by Command, Control, and Interoperability Center for Advanced Data Analysis (CCICADA), Department of Homeland Security (DHS) and Center for Discrete Mathematics and Theoretical Computer Science (DIMACS) and funded by National Science Foundation (NSF).
- A training program titled “TADL II 2014 – Self Paced” organized by SPSU CTE and Office of Faculty Development and Support (OFDS) and offered by Travis Melton, Derrick Sterling, and Kathy Morgan, November 2013 to April 2014.
- A 1.5-hour webinar titled “STEM-IWBW: IUSE Webinar 6” organized and conducted by NSF Department of Undergraduate Education on December 12, 2013.
- A 1-hour session titled “Advising Students with Academic Probation” organized by SPSU CTE and offered by Dr. Jennifer Louten on November 8, 2013.
- A 2-hour session titled “Faculty Advising Training: Degree Works” organized by SPSU CTE and offered by Dr. Julie Newell and Maralee Clarke on September 27, 2013.
- A 7-day workshop titled “Reconnect 2013 Workshop: Water Infrastructure, Contamination and Risk Assessment” held at Morgan State University, Baltimore, Maryland from June 2 – 8, 2013 organized by Command, Control, and Interoperability Center for Advanced Data Analysis (CCICADA), Department of Homeland Security (DHS) and Center for Discrete Mathematics and Theoretical Computer Science (DIMACS) and funded by National Science Foundation (NSF).

Dr. M. A. Karim's CV

- A 1-hour session titled “Appreciative Advising: What every Advisor needs to Know” organized by SPSU CTE and offered by Sonia Toson on April 2, 2013.
- Attended a 3-hour session titled “TADL 2013” organized by SPSU Office of Faculty Development and Support (OFDS) and offered by Travis Melton, Derrick Sterling, Kathy Morgan on March 29, 2013.
- Attended a 3-hour session titled “TADL 2013” organized by SPSU Office of Faculty Development and Support (OFDS) and offered by Travis Melton, Derrick Sterling, Kathy Morgan on March 22, 2013.
- A 2-hour class titled “Getting Started with the Scholarship and Teaching and Learning” organized by SPSU Center for Teaching Excellence (CTE) and offered by Dr. Donna C. Llewellyn, Associate Vice Provost for Learning Excellence of Georgia Institute of Technology on March 19, 2013.
- A 3-hour session titled “TADL 2013” organized by SPSU Office of Faculty Development and Support (OFDS) and offered by Travis Melton, Derrick Sterling, Kathy Morgan on March 15, 2013.
- A 1-hour class titled “Go To Training” organized by SPSU Center for Teaching Excellence (CTE) and offered by Patrick Fisk of SPSU on March 14, 2013.
- A 1-hour class titled “D2L Classlist and Groups” organized by SPSU Center for Teaching Excellence (CTE) and offered by Travis Melton of SPSU on December 3, 2012.
- A 1.5-hour class titled “D2L Manage Files and Course Builder” organized by SPSU CTE and offered by Travis Melton of SPSU on November 14, 2012.
- A 1.5-hour class titled “D2L and Grades” organized by SPSU CTE and offered by Travis Melton of SPSU on November 8, 2012.
- A 1.5-hour class titled “D2L Manage Files and Content” organized by SPSU CTE and offered by Travis Melton of SPSU on November 7, 2012.
- A 1-hour class titled “Wimba Voice Board in D2L” organized by SPSU CTE and offered by Travis Melton of SPSU on November 6, 2012.
- A 1-hour class titled “Respondus Quiz Builder in D2L” organized by SPSU CTE and offered by Travis Melton of SPSU on November 1, 2012.
- A 1-hour class titled “D2L and Dropbox” organized by SPSU Center for Teaching Excellence (CTE) and offered by Travis Melton of SPSU on October 31, 2012.
- A 1-hour titled “D2L Intelligent Agents” organized by SPSU CTE and offered by Travis Melton of SPSU on October 31, 2012.
- A 1-hour class titled “Wimba Classroom in D2L” organized by SPSU CTE and offered by Travis Melton of SPSU on October 30, 2012.
- A 2-hour Boot Camp Part 2 titled “Desire 2 Learn” organized by SPSU CTE and offered by Travis Melton of SPSU on October 25, 2012.
- A 1-hour class titled “Discussions in D2L” organized by SPSU CTE and offered by Travis Melton of SPSU on October 23, 2012.
- A 2-hour Boot Camp Part 1 titled “Desire 2 Learn” organized by SPSU CTE and offered by Travis Melton of SPSU on September 21, 2012.
- A 1-hour class titled “The Scholarship of Application” organized by SPSU CTE and offered by Dr. Becky Rutherford and Dr. Chi Zhang of SPSU on April 10, 2012.
- A 1-hour class titled “Scholarship of Teaching & Learning (SoTL)” organized by SPSU CTE and offered by Dr. Adeel Khalid of SPSU on November 16, 2011.
- A 1-hour class titled “Learning Styles” organized by SPSU CTE and offered by Dr. Becky Rutherford of SPSU on November 3, 2011.
- A 1-hour class titled “Advising Update Workshop” organized by SPSU CTE and offered by Dr. Sonia Toson and Dr. Greg Conrey of SPSU on October 24, 2011.

Dr. M. A. Karim's CV

- A 1-hour class titled “Pedagogy vs. Behavior” organized by SPSU CTE and offered by Dr. Greg Conrey of SPSU on October 19, 2011.
- A 1-hour class titled “Reappointment and Annual Review” organized by SPSU CTE and offered by Dr. Becky Rutherford of SPSU on October 11, 2011.
- A 2-hour class titled “Wimba Classroom: Intermediate” organized by SPSU CTE and offered by Travis Melton of SPSU on September 21, 2011.
- A 1-hour class titled “Enhancing Your Online Class with Podcasting” organized by SPSU CTE and offered by Tommy Tornroos and Derrick Sterling of SPSU on September 13, 2011.
- 8 Hour HAZWOPER Refresher - 1-day training held in VDEQ Piedmont Regional Office, Glen Allen, Virginia, USA, May 11, 2011.
- Investigating Fish Kills – 1-day course held in Virginia Department of Environmental Quality (VDEQ) Central Office, Richmond, Virginia, USA, November 18, 2010.
- Saltwater Fish Taxonomy – 1-day course held in Virginia Commonwealth University, Richmond, Virginia, USA, November 17, 2010.
- National Incident Management System An Introduction, ICS 700 – On-line, September 23, 2010.
- Single Resources and Initial Action Incidents, ICS 200 – On-line, September 20, 2010.
- Introduction to the Incident Command System, ICS-100 – On-line, September 15, 2010.
- TRB Environment and Energy Research Conference – 3-day conference held in Raleigh, North Carolina, USA, June 7-9, 2010.
- Basics of Supervision – 1-day training held in Virginia Department of Environmental Quality (VDEQ) Central Office, Richmond, Virginia, USA, June 3, 2010.
- 8 Hour HAZWOPER Refresher - 1-day training held in VDEQ Piedmont Regional Office, Glen Allen, Virginia, USA, May 12, 2010.
- 17th Annual Landfill and Landfill Gas Seminar – 4.0-hour seminar organized by SCS Engineers, held in Richmond, Virginia, USA, April 30, 2010.
- Engineers Finding Solutions Today, 1-day ASCE Indiana Section Annual Conference (6.0 PDH) held in Purdue University, West Lafayette, Indiana, USA, March 26, 2009.
- Science, Technology, Engineering, and Mathematics Education Scholar (STEMES) Program – 3-day training held in Vanderbilt University, Nashville, Tennessee, June 2-4, 2008.
- Food Waste Collection & Composting – 3-day workshop organized by USEPA, held in Camp Hill, Pennsylvania, USA, June 21-23, 2007.
- Negotiation Skills Workshop – 2-day workshop held in VDEQ Central Office, Richmond, Virginia, USA, March 27-28, 2007.
- 8 Hour HAZWOPER Refresher - 1-day training held in VDEQ Central Office, Richmond, Virginia, February 8, 2007.
- Project Management Overview Training – 2-day training conducted by Sabre Consulting Services, LLC, held in DEQ Piedmont Regional Office, Glen Allen, Virginia, September 12-13, 2006.
- Ethics and the Environment – 1.5-hr PDH (0.15 CEU), Air & Waste Management Association’s Audio + Web Conference – on-line Webinar, November 15, 2006.
- VDEQ VWPP Annual Staff Conference - 2-day training held in Sheraton Hotel, Virginia Beach, Virginia, USA, September 12-13, 2006.
- Team Building & Project Team Performance - 1-day training held in VDEQ Piedmont Regional Office, Glen Allen, Virginia, USA, October 26, 2006.
- Communication Technical Information to Non-Technical Audience - 1-day training held in VDEQ Piedmont Regional Office, Glen Allen, Virginia, USA, October 4, 2006.
- Facilitation Skills Training for Managers and Team Leaders - 3-day training held in VDEQ Piedmont Regional Office, Glen Allen, Virginia, USA, September 28-30, 2006.

Dr. M. A. Karim's CV

- 8 Hour HAZWOPER Refresher - 1-day training held in DEQ Central Office, Richmond, Virginia, USA, March 15, 2006.
- 13th Annual Landfill and Landfill Gas Seminar – 4.0-hour seminar organized by SCS Engineers, held in Richmond, Virginia, USA, April 28, 2006.
- Introduction to GIS – 3-day training held in VDEQ Central Office, Richmond, Virginia, USA, November 7-9, 2005.
- 8 Hour HAZWOPER Refresher - 1-day training held in VDEQ Piedmont Regional Office, Glen Allen, Virginia, USA, March 16, 2005.
- 12th Annual Landfill and Landfill Gas Seminar – 4.0-hour seminar organized by SCS Engineers, held in Richmond, Virginia, USA, April 22, 2005.
- How to handle People with Tact and Skills – 1-day training conducted by CAREERTRACK, held in VDEQ Piedmont Regional Office, Glen Allen, Virginia, March 14, 2005.
- 11th Annual Landfill and Landfill Gas Seminar – 4.0-hour seminar organized by SCS Engineers, held in Richmond, Virginia, USA, April 23, 2004.
- Landfill Surveying, Mapping, & Documentation Yesterday, Today, and Tomorrow – 1-day workshop jointly organized by VDEQ and WMI, held in Sussex County, Virginia, April 7, 2004.
- 8 Hour HAZWOPER Refresher - 1-day training held in DEQ Piedmont Regional Office, Glen Allen, Virginia, February 4, 2004.
- Hazardous Materials Incident Response Operations (165.5) – 5-day (40-hour OSHA, 3.7 CEU) training course conducted by Tetra Tech NUS, Inc. on behalf of USEPA, held in Fort AP Hill, Virginia, USA, April 7-11, 2003.
- 10th Annual Landfill and Landfill Gas Seminar – 4.0-hour seminar organized by SCS Engineers, held in Richmond, Virginia, April 25, 2003.
- Workshop on Bioreactor Landfills – 2-day workshop organized by USEPA, held in Hyatt Regency Crystal City, Arlington, Virginia, USA, February 27-28, 2003.
- Landfill Waste Acceptance – Safeguards, Programs, and Regulations – 1-day workshop jointly organized by DEQ and WMI, held in Sussex County, Virginia, USA, February 20, 2003.
- 8 Hour HAZWOPER Refresher - 1-day training held in VDEQ Piedmont Regional Office, Glen Allen, Virginia, January 24, 2003.
- Landfill Gas Control and Air Emissions – 1-day workshop jointly organized by VDEQ and WMI, held in Sussex County, Virginia, USA, October 31, 2002.
- Introduction to C Programming - 5-day training conducted by ALLTEL Information Services, held in Twinsburg, Ohio, USA, January 14-18, 2002.
- Microsoft Project 98 – 2-day training conducted by ALLTEL Information Services, held in Twinsburg, Ohio, USA, October 3-4, 2000.
- Introduction to Wireless – 1-day training conducted by ALLTEL Information Services, held in Twinsburg, Ohio, USA, September 15, 2000.
- Introduction to Wireline – 1-day training conducted by ALLTEL Information Services, held in Twinsburg, Ohio, USA, September 7, 2000.
- Writing Advantage – 1-day training conducted by ALLTEL Information Services, held in Twinsburg, Ohio, USA, August 14, 2000.
- Time Management “What Matters Most” - 1-day training conducted by ALLTEL Information Services, held in Twinsburg, Ohio, USA, September 13, 1999.
- Presentation Skills - 1-day training conducted by ALLTEL Information Services, held in Twinsburg, Ohio, USA, May 25, 1999.

Dr. M. A. Karim's CV

- IDMS Concepts & Programming - 5-day training conducted by Morini, Raymundo & Associates for ALLTEL Information Services, held in Twinsburg, Ohio, USA, May 10-14, 1999.
- Programming and Computer Skills - 1-day training conducted by ALLTEL Information Services, held in Twinsburg, Ohio, USA, April 23, 1999.
- Working Together - 1-day training conducted by ALLTEL Information Services, held in Twinsburg, Ohio, USA, March 5, 1999.
- CMAS Billing Overview - 1-day training conducted by ALLTEL Information Services, held in Twinsburg, Ohio, USA, March 1, 1999.
- Project Hydrology - 10-day (2-week) training funded by Indian Ministry of Education, held in Roorkee University, Uttar Pradesh, India, July 1-15, 1992.

COMPUTER KNOWLEDGE:

- Language: FORTRAN , COBOL, C, PL/SQL & SQL.
- Operating System: Most recent Windows Operating System.
- Software: MS Word, MS Excel, MS PowerPoint, MS Project 98, MS Origin, MacDraw, GSS PCSTABL 3.0 for Windows, EPA HELP Model, LandGEM.
- GUI: MS Visual Basic; and DBMS: MS Access, IDMS, Personal Oracle etc.

OTHER LEADERSHIP ACTIVITIES:

- Treasurer – BUET Teachers' Association (1995)
- Assistant General Secretary – BUET Teachers' and Staffs' Club (1994)
- Assistant General Secretary – BUET Teachers' Association (1994)
- Entertainment Secretary – BUET Teachers' Association (1993).

PUBLIC SPEAKING:

- Conducted multiple public hearings and presented the permits to the public during public hearings and answered technical questions. Presented several papers to diverse audiences in conferences.

Dr. M. A. Karim's CV

6. **Dr. Ignatius Fomunung**, Professor of Civil Engineering, University of Tennessee at Chattanooga (UTC), 3913 Bentwood Cove Dr., Apison, TN 37302, Phone: (423) 425-2005 (O), (678) 516-3185 (Cell); Email: Ignatius.Fomunung@utc.edu; URL: [faculty profile](#)

MEMORANDUM

April 22, 2024

TO: Dr. Mohamed Khabou, Dean, HMCSE

FROM: Dr. Brent Venable, Chair, Department of Intelligent Systems and Robotics

K. B. Venable

SUBJECT: Department of Intelligent Systems and Robotics Tenure and Promotion Committee Decision for Dr. Stephen Russell


The tenured faculty in the Department of Intelligent Systems and Robotics unanimously voted (2-0) to grant tenure upon hire to Dr. Stephen Russell for position #128720.

Dr. Russell has an extensive track record in academia and research, having held roles that required both teaching technical and management courses and leading research projects. He also brings a diverse and extensive background in government, industry, and entrepreneurial sectors. His experience includes serving as a principal investigator and program manager, illustrating his ability to manage complex projects and guide research teams to successful outcomes. His work has had practical applications across multiple industries, including higher education, telecommunications, healthcare, non-profit organizations, and manufacturing.

Dr. Russell has a prolific publication record, with over 75 refereed or peer-reviewed articles (of which 11 in the last five years), highlighting his scholarly impact. During his tenure at the Army Research Laboratory (ARL) in Washington, Dr. Russell served as the Division Chief of the Information Sciences Division, a role with significant responsibilities. He managed a team of 125 staff researchers and engineers, overseeing an annual budget of over \$110 million for U.S. Army research projects/programs, covering 65% of ARL's autonomy and robotics portfolio. This position required not only deep technical knowledge but also substantial leadership skills and strategic decision-making capabilities. Beyond his work at ARL, Dr. Russell, as Chief Data Scientist at Jackson Health System, has led a team of developers and junior scientists in developing artificial intelligence solutions for clinical and operational decision support across 16 healthcare facilities. His ability to secure a \$150,000/year NIH Administration for Strategic Preparedness and Response (ASPR) grant in 2022 further underscores his effectiveness in acquiring funding and driving impactful research.

The Department agrees that Dr. Russell is an outstanding candidate for tenure as a full professor in the Department of Intelligent Systems and Robotics and that his qualifications exceed the UWF Department of Intelligent Systems and Robotics bylaws requirements for tenure.

Date: April 23, 2024

From: Dr. Mohamed Khabou 
Dean, Hal Marcus College of Science and Engineering

Subject: Support of granting tenure to Dr. for Dr. Stephen Russell upon hire

I am writing this letter to indicate my support for granting tenure upon hire to Dr. Stephen Russell who was offered position #128720 as full Professor in the Department of Intelligent Systems and Robotics (ISR) with a start date of Aug 8, 2024.

Dr. Russell has an outstanding experience in industry and academia. He developed and taught numerous courses, published more than 75 papers, managed more than \$110M in research projects, and assumed various leadership positions.

Given the strong support for Dr. Russell from the ISR Chair and the unanimous vote for tenure by his ISR colleagues, I fully support granting him tenure in the ISR Department and for his case to go to UWF's BOT for consideration.

Summary

- Currently Chief Data Scientist, Jackson Health System; dynamic and motivated professional with a proven record of managing operational, research, and academic initiatives from concept to completion
- Multiple years in entrepreneurial and senior management positions grounded in years of technical positions including: Information Science Researcher, Data Scientist, Network and Systems Administrator, Enterprise Architect, Systems Analyst, Database Administrator/Designer, Software Developer/Programmer
- Government, industry and entrepreneurial experience in senior management positions including: CEO, President, CTO, IT Director, Director of Product Marketing, and Division Chief
- Experience teaching technical and management courses and leading in research-oriented environments including multiple positions as principal investigator and program manager
- Hands-on expertise in machine learning, data science, networking, and decision support with application experience in several industries including higher education, telecommunications, healthcare, non-profit, and manufacturing
- Over 75 refereed or peer reviewed publications; patent (#10354192) for a data exploration recommender methodology
- U.S. Citizen with current TS clearance and military experience in the USMC and USAF

Education

University of Maryland Baltimore County, Information Systems, Ph.D., 2008

Dissertation Topic: Presence Awareness and Data Utility in Decision Support Systems for Pervasive Computing Environments

University of Maryland Baltimore County, Information Systems Management, M.S., 1997

University of Maryland Baltimore County, Computer Science, B.S., 1995

Research Interests

Data-driven decision support, machine learning and intelligent systems/agents, information management and system architectures; human information interaction

Sample of University Courses Taught

- | | |
|-----------------------------------------------|------------------------------------|
| • Decision Support Systems | • Database Application Development |
| • Information Systems Management | • Web Application Development |
| • Introduction to Information Systems | • Network Management |
| • Introduction to Technology Entrepreneurship | • SQL Server Administration |
| • Information Resource Management | • UNIX and Oracle Administration |
| • Project Management | • Introduction to UNIX |
| • Systems Analysis and Design | • Advanced UNIX |
| • Database Theory and Design | • UNIX Shell Scripting |
| • Data Communications and Networks | • Decision Support Systems |
| • Business Analytics | • Advanced Business Programming |

Course evaluation rating sample: <https://www.ratemyprofessors.com/ShowRatings.jsp?tid=1199385>

Academic & Research Positions

JACKSON HEALTH SYSTEM, MIAMI, FL

2021-PRESENT

Chief Data Scientist and Director

Dept. Of Research & Innovation in Data Science

- Manage a small team of developers and junior scientists developing Artificial Intelligence solutions for clinical and operational decision support across the 16 JHS provider facilities. Took this position to help advance applied research solutions in both a tangible and theoretical way.
- Hand on technical accomplishments include: developing a binary prediction model for claims denials (F1 scores above .96 & 97.6% accuracy - sota = 85%); Binary mortality predictor (F1 score of .86); Diagnostic Related Group predictor; Patient experience text NLP model that classified patient feedback and identified patterns in clinical staff behaviors; Created a denial management system that allowed analysis and tracking of \$1.2B in revenue; Developed a rule-based system that dynamically assigned and loaded patients to medical teams, based on clinical status; acquired and performed on DoD grant to track and measure Army surgeon performance thru JHS Ryder level-1 trauma facility.
- Acquired a \$150K/yr NIH Administration for Strategic Preparedness and Response (ASPR) grant to collect military trauma clinician performance information and build a statistical model of training-performance outcomes.
- Several of the above solution addressed and impacted multi-million dollar problems delivering millions in value for the organization.
- Introduced Google Cloud and Vertex AI to the organization and helped commoditize machine learning throughout the organization.

ARMY RESEARCH LABORATORY, WASHINGTON, DC

2019-2021

Division Chief (Grade: DBV [SSTM >GS15] – Supervisory 1550)

Information Sciences Division

- Manage 125 staff researchers and engineers and execute over \$110M+ annually in U.S. Army research projects/programs; oversaw 65% of ARL's autonomy and robotics portfolio.
- Across four branches, the Division's research focuses on Adaptive Information Retrieval, Information Discovery, Information Discourse, Collaborative Information Dissemination & Interaction, Distributed Human-Information Interaction, Content Understanding, Situated Dialog, Human-Agent Teaming, Machine Learning, and Embodied Autonomy.
- Frequently an invited speaker for technical topics and to this extent, I have briefed Congressmen, Generals, staff officers, C-Level executives of Fortune 500 companies and large banks, as well as institutional investors.
- Routinely set Army science and technology direction and concepts on topics under Military Information Sciences such as information networking, data architectures and standards, artificial intelligence and machine learning.
- Assigned and lead lab-wide strategic planning and initiatives relating to intelligent systems, data interoperability, and machine learning related research areas and across divisions and directorates
- Successfully co-developed strategy for and navigated a Directorate-level re-organization that spanned 4 Divisions and 5 locations across the country.
- Improved research project-reporting efficiency by 40% through implementation of researcher-level collection system.
- Expanded uncertainty quantification, research originally started in 2017 as uncertainty quantification for machine learning, and developed it into new research domain (Robust and Resilient A), part of establishing a new research domain; evolved the work into methods for making ML algorithms robust and quantify model drift and risk.
- Grew previously Initiated (in 2016) immersive cross reality (xR) common operating picture (COP) research program; system now foundational model for xR system research for Army Network modernization Cross Functional Team (CFT)
- Envisioned, designed, and implemented Army's first Distributed Virtual Proving Ground; this consisted of over 15 testbeds and labs across multiple universities and DoD labs, all connected to allow interactive and real time experimentation.

- Lead and execute the U.S. Army's Internet of Battlefield Things (IoBT) Collaborative Research Alliance. The IoBT CRA It is a \$25M, five-year basic research effort (with a potential additional \$25M five-year extension). The CRA is a multi-disciplinary basic research program between academia (5 universities: UIUC, UC Berkeley, USC, CMU, and UCLA), industry (SRI International), and government (ARL) enabled by an acquisition model that mandates collaboration between government scientists and private sector researchers for co-invention, and co-publication.
- Recent personal research has included value of information in a macrocognitive work system; autonomous decision making given ubiquitous sensing and computing; quantification of interoperability; and concepts of collective intelligence.
- Developed natural language processing system (NLP) that extracts topics from corpuses (e.g., resumes and Division activity reports, and proposals), classifies documents, provides similarity metrics, and summarization; implemented system for programmatic management.

ARMY RESEARCH LABORATORY, WASHINGTON, DC

2015-2019

Branch Chief (Grade: DB IV [GS15] – Supervisory 1550)

Battlefield Information Processing Branch

- Managed and executed over \$10M annually in U.S. Army research projects/programs and 25 staff researchers and engineers; Responsible for developing Branch vision and operational execution of research and development activities; Routinely secured and executed congressional funding for emergent research areas and investigative technology forecasting.
- Advanced and oversaw Branch's research on human information interaction; information management, and data science problems associated with DoD and intelligence-related command and control decision making, cyber-threat detection, and autonomous/intelligent information systems and networking.
- Routinely briefed Army and DoD executive military leadership and congressional staffers on Branch and ARL research programs; recurring expert reviewer/evaluator for large acquisitions, conference programs, and journals; frequent invited speaker for talks on machine learning, decision support systems, networking, and intelligent systems.
- Recruited and mentored several early career Ph.D. scientists and advanced degreed engineers and students.
- Expanded Branch and Division involvement at the national level in NATO, TTCP, and C4ISR Communities of Interest (COIs) setting policy and direction for strategic research in information and computer science for the Army, Navy, Air Force and Marine Corps, as well as international allies.
- Increased applied inter-service research focused on expeditionary command and control systems' interoperability, network optimization, and information management (work funded by Army, Navy, and USMC; MOU w/USAF) to become 40% of the Branch portfolio.
- Initiated and led collaborative cross-directorate and cross-division emergent scientific research areas, including Uncertainty Quantification for machine learning, Human Variability classification, and interoperability for sensor networks
- Defined, developed and led cross-directorate Human Information Interaction (HII) research area and expanded it to be a \$3.4M portfolio which was strategic in the development of ARL's west coast expansion.
- Initiated research on immersive cross-reality common operating picture (COP) resulting in a highly distributed collaborative mixed reality experimentation environment, all in advance of Army's embrace of the Microsoft HoloLens – this research combined networking state awareness, with federated network interoperability in a real-time, dynamic information
- Envisioned, pitched, developed and launched a \$50M collaborative research program on the Internet of Battlefield Things (IoBT), focused on challenges of network composition, autonomic services, and decision analytics
- Developed a method of network security through node connectivity (topology) randomization and illustrated that multiple network threat pairs can be tractably separated in a computationally efficient manner, such that cognitive radios and software defined network technologies can employ them.
- Developed a method of valuing information, at the network application level, which extends policy-based methods, given high volume information environment of the Internet of Things (IOT)

- Developed a method for steganographic messaging that uses transmission timing to obscure symbols, and illustrated its applicability to IOT device side channels, creating data-in-motion steganography that does not require network protocol modifications.
- Established ARL's first research activity with National University of Singapore – research focused on negotiated collaboration which was funding-matched by Singapore and Office of Naval Research, leading to a tripling of the Army's investment in research on network information dispersal. This project recognized by Deputy Assistant Secretary for Defense Exports and Cooperation.

NAVAL RESEARCH LABORATORY, WASHINGTON, DC

2010-2015

Section Head (Grade: NP IV [GS15] – Supervisory 1550) Syst Engineering & Architectures Section (Code 5585)

- Managed over \$1.8M in annual research projects from DoD organizations such as the Marine Corps Combat Development Command, DARPA, ONR, and OSD; research work focused on large data problems associated with Navy operations and intelligence related decision-making, cyber-threat detection, and autonomous systems.
- Research and publish on information management, intelligent system architectures, data science, cyber-network data; normalcy modeling and anomaly detection.
- Routine reviewer and technical advisor for various ONR and OSD, DARPA, and IARPA research programs, in addition to reviewer for various journals and conferences.
- Developed clustering and classification machine learning approach using eye tracking data to identify cognitive thresholds based on pupil dilation.
- Developed classification and uncertainty-modeling datamining method for sparse maritime-behavior datasets.
- Developed an automated Service Oriented Architecture (SOA) testing harness that utilizes intelligent agents for test orchestration.
- Developed locality-sensitive hashing algorithms for adaptive network traffic characterization.
- Granted patent (#10354192) for a aided data exploration recommender methodology; issued provisional patent for a method for automating development ops using intelligent agents; several basic research innovations have transitioned to fielded applications.

THE GEORGE WASHINGTON UNIVERSITY, Washington, DC

2008-2010

Assistant Professor

Department of Information Systems and Technology Management

- Maintained a 3-3 teaching load -- all graduate-level courses with an average course evaluation of approx. 4.6 on a 5-point scale
- Taught 6 different courses across the scope of the department's curriculum: Decision Support Systems, Intro to Info Systems (MBA), Technology Ventures, Database Systems (first offering of the course using MS SQL Server), Information Resource Management, and the Capstone course; Served on two doctoral students' dissertation committees.
- Associate editor for the Information Sciences Journal; published multiple conference papers (one awarded best paper) and 3 journal articles; chaired multiple conference sessions.
- Developed a method for performance consensus measure that addresses limitations of qualitative scales and demonstrated the method's efficacy in large-scale builder quality management and decision support system.
- Awarded a National Academies of Science Fellowship.

Industry Work Experience

AGILITY DATA RESEARCH, LLC. Columbia, MD

2004 - 2008

Owner - Independent Consultant

- Independent consultant conducting IT/IS and data-oriented research, management support, and software development. Example small and fortune 500 company consulting positions included management consultant, head of software engineering, and senior architect.

- Designed and developed: a large recommender system for vendor selection, a mobile privacy preserving facial recognition system; a presence aware intelligent decision support system for pervasive computing environments; a commercial DCAA compliant accounting system for government contracting; a home builder quality management system.
- Awarded an NSF SBIR Phase 1 for a wavelet-based data exploration methodology for decision support.

SYMPPLICITY NETWORKS, INC., Millersville, MD

2001 - 2004

President & CEO

- Successful exit through leveraged buyout after managing all aspects of identifying, securing and delivering projects, customer interfacing and satisfaction, P&L responsibility, staffing, business development and business planning.
- Managed and led business-knowledge engineering firm specializing in telecommunications, IT enterprise and business intelligence, delivering back-office engineering and scientific solutions to support accounting, HR, and manufacturing operations.

Selected management accomplishments:

- Implemented an overall product and service delivery strategy for the company's products and engineering services.
- Managed and led an initiative that integrated disparate student systems from 16 colleges into a single unified interface delivered as a web enabled database with continuous updates.
- Developed a new product based on an intelligent agent system that collected market data and produced processed analysis.
- Developed telecommunications carrier customer to manage and coordinate automation projects, including trials with new technologies such as diffuse IR networking and data warehousing.

Selected technical accomplishments:

- Integrated disparate student systems from 16 colleges into a single unified interface delivered as a web enabled database with continuous updates – built using PostgreSQL, PHP, MS Access, and Linux.
- Development of JCAHO audit Business Intelligence tool to track and report nursing-related quality performance metrics.
- Development of Healthcare Effectiveness Data and Information Set (HEDIS) audit management system
- Development of DCAA compliant time and expense system integrated in a software-as-a-service (SaaS) based accounting product offering.
- Development of mainframe integration system linking a traditional 3270 application to a web interface – Built using ASP.Net, Team Studio Screen Surfer, MS SQL Server, and Oracle.
- Developed an intelligent agent system that collects market data and produces processed analysis – Built using JAVA, C#, and MS SQL Server.
- Development of data warehouse to support operations of a large telecommunications carrier and several small database applications and integration (ETL) solutions using technologies such as MS Access, VBA, VB.Net, MS SQL Server, Oracle, MySQL, PostgreSQL, XML, and ODBC

AVTEC SYSTEMS, INC. & SYMBIONT NETWORKS, INC., Fairfax, VA

1999 - 2001

Director of Information Systems

- Responsible for \$1.5M annual budget; provided oversight for planning, systems development, selection, and performance of all computer hardware, software, peripherals, telephony and communications, including secure classified information facility (SCIF).
- Served as the expert technologist and advisor for analysis, design, and implementation of all enterprise IT projects; responsible for enterprise configuration management and the creation, implementation, and enforcement of procedural, acceptable use, disaster recovery and security policies.
- On-time implementation of new MRP and financial system with 0% downtime; retooled and implemented new messaging platform that integrated Lucent PBX, internet mail and fax services with 0% down time and increased overall network and system reliability by 40%.
- Transitioned from Novell network to heterogeneous Linux and Windows network – Windows Active Directory, DNS, Exchange, SQL Server, LDAP, Cisco VPN/Routing, Web Servers.

- Designed and developed several in-house enterprise software solutions using SQL Server, Access, C++, and Visual Basic (e.g., a custom government contracting budgeting and planning tool).
- Assisted in the development and commercialization of a network protocol that was the fundamental product used to launch a telecommunications start-up.

DATA ACQSYS, INC., Ellicott City, MD

1997 - 1999

President

- As President of the company, responsible for management, budgeting, and strategic planning.
- Supplied technical management (project and personnel) consulting to clients; worked as an instructional designer for technical curriculum, systems administrator, network administrator, software developer, an information system analyst, an interim CIO, and executive technical advisor.
- Designed, developed, and oversaw the production implementation of Internet-based systems as well, as custom database development is MS Access and SQL Server.

PHYSICIAN'S NETWORK SYSTEMS, Washington, D.C.

1994 - 1997

Chief Technical Officer

- Duties included board of director functions, as well as technical strategic planning, operations, and managing several consultant vendors working on the project.
- Designed, developed, and implemented a nationally recognized immunization-tracking database that featured Interactive Voice Response, Internet connectivity and real time interactive connectivity.

Academic Sponsored Research

Sales4Us, Incorporated - Corporate Research Grant

7/2007 – 1/2008

Co-Principal Investigator – Grant Amount: \$35,000

Proposal Title: An Online Advisor and Recommender System for Website Development

National Science Foundation - SBIR Phase I Grant

7/2006 – 2/2007

Principal Investigator – Grant amount: \$100,000

Proposal Title: Wavelet-based Data Exploration for Accounting-based Auditing, Decision Support, and Corporate Performance Monitoring

Select Membership and Service Activities

- Member - Association of Information Systems AIS (2008-2017)
- Associate Editor – Information Science Journal (2008-2015)
- Board of Directors - Multinational Development of Women in Technology MDWiT (2008-2011)
- Board of Directors - Center for Women in IT (CWIT) (2007-2008)
- Board Member - Angels & Eggs Investment Event, 2002 and 2003; 2003 event awarded NBIA Innovation Award
- Frequent Track Chair for various Information Sciences and information Systems conferences
- Ad Hoc Reviewer for: Information Systems, IEEE SMCC, International Journal on Semantic Web and Information Systems, International Journal of Electronic Business Research, Expert Systems with Applications, and various conferences

Refereed Journals

- Moskowitz, I. S., Rogers, P., & Russell, S. (2022). Mutual Information and Multi-Agent Systems. *Entropy*, 24(12), 1719. <https://doi.org/10.3390/e24121719>
- Russell, S., & Kumar, A. (2022). Providing Care: Intrinsic Human– Machine Teams and Data. *Entropy*, 24(10), 1369. <https://www.mdpi.com/1099-4300/24/10/1369>
- Li, S., Huang, Y., Li, C., Jalaian, B. A., Hou, Y. T., Lou, W., & Russell, S. (2021). Maximize Spectrum Efficiency in Underlay Coexistence with Channel Uncertainty. *IEEE/ACM Transactions on Networking*, 29(2), 764–778.
- Jalaian, B., Lee, M., & Russell, S. (2019). Uncertain Context: Uncertainty Quantification in Machine Learning. *AI Magazine*, 39(4).
- Huang, Y., Jalaian, B., Russell, S., & Samani, H. (2018a). Reaping the Benefits of Dynamic TDD in Massive MIMO. *IEEE Systems Journal*, (99), 1–8.
- Huang, Y., Jalaian, B., Russell, S., & Samani, H. (2018b). Technical Report on Efficient Integration of Dynamic TDD with Massive MIMO. *ArXiv Preprint ArXiv:1804.06143*.
- Hyden, P., McGrath, R. G., Moskowitz, I. S., & Russell, S. (2017). Managing Risk in High Assurance Systems by Optimizing Topological Resources. *Journal of Software: Evolution and Process*.
- Moskowitz, I. S., Hyden, P., & Russell, S. (2016). Network topology and mean infection times. *Social Network Analysis and Mining*, 6(1), 1–14.
- Lawless, W. F., Llinas, J., Mittu, R., Sofge, D., Sibley, C., Coyne, J., & Russell, S. (2013). Robust Intelligence (RI) under uncertainty: Mathematical and conceptual foundations of autonomous hybrid (human-machine-robot) teams, organizations and systems. *Structure & Dynamics*, 6(2), 1–35.
- Hyden, Paul, Ioup, E., & Russell, S. (2011). Communicating uncertainty information across conceptual boundaries. *Proceedings - Winter Simulation Conference*, 1096–1102. <https://doi.org/10.1109/WSC.2011.6147832>
- Russell, Stephen, Yoon, V., & Forgionne, G. (2010). Cloud-based decision support systems and availability context: the probability of successful decision outcomes. *Information Systems and E-Business Management*, 8(3), 189–205.
- Russell, S., Forgionne, G., & Yoon, V. (2008). Presence and availability awareness for decision support systems in pervasive computing environments. *International Journal of Decision Support System Technology*, 1, 1.
- Russell, Stephen, Gangopadhyay, A., & Yoon, V. (2008). Assisting decision making in the event-driven enterprise using wavelets. *Decision Support Systems*, 46(1), 14–28.
- Russell, Stephen, & Yoon, V. (2008). Applications of wavelet data reduction in a recommender system. *Expert Systems with Applications*, 34(4), 2316–2325. <https://doi.org/10.1016/j.eswa.2007.03.009>
- Sorace, J., Canfield, K., & Russell, S. (1997). Functional bioinformatics: the cellular response database. *Frontiers in Bioscience*, 2, a31–a36.

Books

- Lawless, W. F., Mittu, R., Sofge, D., & Russell, S. (Eds.). (2018). *Artificial Intelligence For the Internet of Everything*. Elsevier.
- Lawless, W. F., Mittu, R., Sofge, D., & Russell, S. (Eds.). (2017). *Autonomy and Artificial Intelligence: A Threat or Savior?* Springer.

Peer-Reviewed Book Chapters

- Russell, S., Jalaian, B., & Moskowitz, I. S. (2021). Re-orienting towards the Science of the Artificial: Engineering AI Systems. In *Systems Engineering and Artificial Intelligence*. Springer Nature, Switzerland AG.
- Cobb, A., Jalaian, B., Bastian, N., & Russell, S. (2021). Towards Safe Decision-Making via Uncertainty Quantification in Machine Learning. In *Systems Engineering and Artificial Intelligence*. Springer Nature, Switzerland AG.
- Russell, S., Moskowitz, I. S., & Jalaian, B. (2020). Separating the Forest from the Trees - Wavelet Contextual Conditioning For AI. In *Human-machine Shared Contexts*. Academic Press.

- Jalaian, B., & Russell, S. (2019). Uncertainty Quantification in Internet of Battlefield Things. In *Artificial Intelligence for the Internet of Everything*. Elsevier.
- Moskowitz, I. S., Russell, S., & Suri, N. (2018). The Value of Information and the Internet of Things. In *Artificial Intelligence for the Internet of Everything*. Elsevier.
- Russell, S., Moskowitz, I. S., & Raglin, A. (2017). Human information interaction, artificial intelligence, and errors. In *Autonomy and Artificial Intelligence: A Threat or Savior?* (pp. 71–101). Springer.
- Newsom, B., Mittu, R., Livingston, M. A., Russell, S., Decker, J. W., Leadbetter, E., ... Coyne, J. (2016). Modeling User Behaviors to Enable Context-Aware Proactive Decision Support. In *Context-Enhanced Information Fusion* (pp. 231–267). Springer.
- Paxton, N. C., Russell, S., Moskowitz, I. S., & Hyden, P. (2015). A Survey of Community Detection Algorithms Based on Analysis-Intent. In *Cyber Warfare* (pp. 237–263). Springer.
- Russell, Stephen, & Yoon, V. Y. (2011). Agents, availability awareness, and decision making. In *Intelligent, Adaptive and Reasoning Technologies: New Developments and Applications* (pp. 146–163). IGI Global.
- Forgionne, G., & Russell, S. (2008a). The Evaluation of Decision-Making Support Systems' Functionality. In *Encyclopedia of Decision Making and Decision Support Technologies* (pp. 329–338). IGI Global.
- Forgionne, G., & Russell, S. (2008b). The Use of Simulation as an Experimental Methodology for DMSS Research. In *Encyclopedia of Decision Making and Decision Support Technologies* (pp. 939–949). IGI Global.
- Forgionne, G., & Russell, S. (2008c). Unambiguous Goal Seeking Through Mathematical Modeling. In *Encyclopedia of Decision Making and Decision Support Technologies* (pp. 892–900). IGI Global.

Refereed Conference Proceedings

- Russell, S., & Abdelzaher, T. (2019). Multi-Domain Effects and the Internet of Battlefield Things. In *Proceedings of the Military Communications Conference, (MILCOM) 2019*. Norfolk, VA: IEEE.
- Li, S., Hou, Y. T., Lou, W., Jalaian, B., Russell, S., & MacCall, B. (2019). Optimal Power Control with Channel Uncertainty in Ad Hoc Networks. In *MILCOM 2019 IEEE Military Communications Conference (MILCOM)* (pp. 652–657). IEEE.
- Li, S., Huang, Y., Li, C., Jalaian, B., Russell, S., Hou, Y. T., ... MacCall, B. (2019). A Real-Time Solution for Underlay Coexistence with Channel Uncertainty. In *2019 IEEE Global Communications Conference (GLOBECOM)* (pp. 1–6). IEEE.
- Abdelzaher, T., Ayanian, N., Basar, T., Diggavi, S., Diesner, J., Ganesan, D., ... Veeravalli, V. (2018). Will Distributed Computing Revolutionize Peace? The Emergence of Battlefield IoT. In *Proceedings of the 38th IEEE International Conference on Distributed Computing Systems (ICDCS 2018)*. IEEE.
- Jalaian, B., Gregory, T., Suri, N., Russell, S., Sadler, L., & Lee, M. (2018). Evaluating LoRaWAN-based IoT devices for the tactical military environment. In *Internet of Things (WF-IoT), 2018 IEEE 4th World Forum on* (pp. 124–128). IEEE.
- Jalaian, B., Koppel, A., Harrison, A., Michaelis, J., & Russell, S. (2018). On Stream-centric Learning for Internet of Battlefield Things. Presented at the AAAI Spring Symposium Series.
- Moskowitz, I. S., & Russell, S. (2018). Valuable Information and the Internet of Things. In *2018 AAAI Spring Symposium Series*.
- Moskowitz, I. S., Russell, S., & Jalaian, B. (2018). Steganographic Internet of Things: Graph topology timing channels. 32nd AAAI Conference on Artificial Intelligence (AAAI-18), New Orleans, LA.
- Russell, Stephen, & Abdelzaher, T. (2018). The Internet of Battlefield Things: The Next Generation of Command, Control, Communications and Intelligence (C3I) Decision-Making. In *Proceedings of the Military Communications Conference, (MILCOM) 2018*. Los Angeles, CA: IEEE.
- Trout, T. T., Russell, S., Harrison, A., Dennison, M., Spicer, R., Rosenberg, E. S., & Thomas, J. (2018). Collaborative mixed reality (MxR) and networked decision making. In *Next-Generation Analyst VI* (Vol. 10653, p. 106530N). International Society for Optics and Photonics.
- Fouad, H., Gilliam, A., Guleypoglu, S., & Russell, S. M. (2017). Automated Evaluation of Service Oriented Architecture Systems: A Case Study. In *Next-Generation Analyst V* (Vol. 10207, p. 102070J). International Society for Optics and Photonics.

- Raglin, A., Metu, S., Russell, S., & Budulas, P. (2017). Implementing Internet of Things in a military command and control environment. In *Next-Generation Analyst V*; (Vol. 10207), T. P. Hanratty & J. Llinas (Eds.) (p. 1020708). <https://doi.org/10.1117/12.2265030>
- Spicer, R. P., Russell, S. M., & Rosenberg, E. S. (2017). The mixed reality of things: emerging challenges for human-information interaction. In *Next-Generation Analyst V* (Vol. 10207, p. 102070A). International Society for Optics and Photonics.
- Hyden, Paul, Moskowitz, I. S., & Russell, S. (2016a). Fortification through topological dominance: Using hop distance and randomized topology strategies to enhance network security. In *2016 AAAI Spring Symposium Series*.
- Hyden, Paul, Moskowitz, I. S., & Russell, S. (2016b). Using network topology to supplement high assurance systems. In *High Assurance Systems Engineering (HASE), 2016 IEEE 17th International Symposium on* (pp. 213–219). IEEE.
- Russell, Stephen, & Moskowitz, I. S. (2016). Human Information Interaction, Artificial Intelligence, and Errors. In *2016 AAAI Spring Symposium Series*.
- Russell, Stephen, Raglin, A., & Tate-Moore, C. (2016). A Framework for Comparing Performance Assessment Outcomes using Performance–Consensus Vectors and Traditional Ordinal Data Measures to Aid Decision Support for Human-Systems Integration. Presented at the 21st International Command and Control Research and Technology Symposium (ICCRTS 2016), London, England.
- Russell, Stephen, Suri, N., Lenzi, R., & Fouad, H. (2016). Measuring and Evaluating Interoperability for Complex C2 Information Management System-of-Systems. Presented at the 21st International Command and Control Research and Technology Symposium (ICCRTS 2016), London, England.
- Suri, N., Tortonesi, M., Michaelis, J., Budulas, P., Benincasa, G., Russell, S., ... Winkler, R. (2016). Analyzing the applicability of Internet of Things to the battlefield environment (pp. 1–8). IEEE.
- Tortonesi, M., Morelli, A., Govoni, M., Michaelis, J., Suri, N., Stefanelli, C., & Russell, S. (2016). Leveraging Internet of Things within the military network environment—Challenges and solutions. In *Internet of Things (WF-IoT), 2016 IEEE 3rd World Forum on* (pp. 111–116). IEEE.
- Livingston, M. A., Russell, S., Decker, J. W., Leadbetter, E., & Gilliam, A. (2015). CEDARS: Combined exploratory data analysis recommender system. In *Large Data Analysis and Visualization (LDAV), 2015 IEEE 5th Symposium on* (pp. 139–140). IEEE.
- Paxton, N. C., Jang, D., Russell, S., Ahn, G.-J., Moskowitz, I. S., & Hyden, P. (2015). Utilizing network science and honeynets for software induced cyber incident analysis. In *System Sciences (HICSS), 2015 48th Hawaii International Conference on* (pp. 5244–5252). IEEE.
- Hyden, Paul, Russell, S., Jakubek, D., Paxton, N., & Moskowitz, I. S. (2014). *Advancing Future Network Science through Content Understanding*. Naval Research Lab, Washington DC.
- Paxton, N. C., Jang, D., Moskowitz, I. S., Ahn, G.-J., & Russell, S. (2014). Discovering and analyzing deviant communities: Methods and experiments. In *Collaborative Computing: Networking, Applications and Worksharing (CollaborateCom), 2014 International Conference on* (pp. 163–170). IEEE.
- Paxton, N., Moskowitz, I. S., Russell, S., & Hyden, P. (2014). *Developing a Network Science Based Approach to Cyber Incident Analysis*. Naval Research Lab, Washington DC.
- Blasch, E. P., Russell, S., & Seetharaman, G. (2011). Joint data management for MOVINT data-to-decision making. In *Information Fusion (FUSION), 2011 Proceedings of the 14th International Conference on* (pp. 1–8). IEEE.
- Blasch, E. P., Seetharaman, G., & Russell, S. (2011). Wide-area video exploitation (WAVE) joint data management (JDM) for layered sensing. In *Signal Processing, Sensor Fusion, and Target Recognition XX* (Vol. 8050, p. 80500B). International Society for Optics and Photonics.
- Decker, J. W., Livingston, M. A., Russell, S., & Hyden, P. (2011). *Use Cases for Visualizing Uncertain Computer Networks*. Naval Research Lab, Washington DC.
- Hyden, Paul, & Russell, S. (2011). *Balancing Information Analysis and Decision Value: A Model to Exploit the Decision Process*. Naval Research Lab, Washington DC.
- Russell, Stephen, Haddad, M., Bruni, M., & Granger, M. (2010). Organic Evolution and the Capability Maturity of Business Intelligence. In *AMCIS* (p. 501).

- Mukherjee, S., Chen, Z., Gangopadhyay, A., & Russell, S. (2008). A secure face recognition system for mobile-devices without the need of decryption. In *Workshop on secure knowledge management*.
- Russell, Stephen, & Yoon, V. (2005). Heterogeneous Agent Development: A Multi-Agent System for Testing Stock Trading Algorithms. In *AMCIS 2005 Proceedings* (p. 283).

MEMORANDUM

April 19, 2024

TO: Dr. Mohamed Khabou, Dean, HMCSE


FROM: Dr. Peter Cavnar, Chair, Department of Biology 

SUBJECT: Department of Biology Tenure and Promotion Committee Decision for Dr. Jacob Siedlik

The tenured faculty in the Department of Biology unanimously voted (7-0) to grant tenure upon hire to Dr. Jacob Siedlik for the open-rank computational biology position #128670. Dr. Siedlik has established a robust and productive research program. In the previous five years, He has had 22 publications over the last five years, with 8 of the publications being either first or anchor author. He has received two external grants, in addition to many internal grants, to support his research agenda. He exhibits exceptional teaching activities through formal evaluations and is a dedicated research mentor at both the undergraduate and graduate levels.

The Department agrees that Dr. Siedlik exceeds the UWF Department of Biology bylaws requirements for tenure.

Date: April 23, 2024

From: Dr. Mohamed Khabou 
Dean, Hal Marcus College of Science and Engineering

Subject: Support of granting tenure to Dr. Jacob Siedlik upon hire

I am writing this letter to indicate my support for granting tenure upon hire to Dr. Jacob Siedlik who was offered position #128670 as an Associate Professor in the Department of Biology with a start date of Aug 8, 2024. The faculty in the Biology Department unanimously supported granting tenure to Dr. Siedlik pending approval of UWF's Board of Trustees.

Dr. Siedlik has a prolific scholarly activity which included 22 publications in the past 5 years alone and various internal and external grants. His teaching pedagogy is highly valued, and his mentoring of both graduate and undergraduate students has been effective. This level of productivity well exceeds the Biology Department bylaws requirements for tenure.

Given the strong support for Dr. Siedlik from the faculty and Chair of UWF's Biology Department, and his outstanding level of productivity, I fully support granting him tenure in the Biology Department and for his case to go to UWF's BOT for consideration.

CURRICULUM VITAE
JACOB A. SIEDLIK, Ph.D., CSCS

CONTACT INFORMATION

Department of Exercise Science and Pre-Health Professions
Creighton University
2500 California Plaza
Omaha, NE 68178

SECONDARY APPOINTMENTS

Department of Mathematics, Creighton University, College of Arts & Sciences
Department of Medical Microbiology and Immunology, Creighton University, School of Medicine

EDUCATION

2016 Doctor of Philosophy with Honors, Exercise Physiology, University of Kansas, Lawrence, KS; Mentor - Dr. Philip M. Gallagher; Minor: Psychology - Quantitative Methodology

2011 Master of Arts, Applied Physiology, Teachers College, Columbia University, New York, NY; Mentor - Dr. Carol E. Garber

2003 Bachelor of Arts, Mathematics, Colorado College, Colorado Springs, CO

PROFESSIONAL EMPLOYMENT

2023 – Present Associate Director, Creighton University, Health Informatics, Omaha, NE

2022 – Present Associate Professor, Creighton University, Department of Exercise Science and Pre-Health Professions, Omaha, NE

2016 – 2022 Assistant Professor, Creighton University, Department of Exercise Science and Pre-Health Professions, Omaha, NE

2014 – 2016 Graduate Research Assistant, University of Kansas, Department of Health, Sport, and Exercise Sciences, Applied Physiology Laboratory, Lawrence, KS

2012 – 2014 Graduate Teaching Assistant, University of Kansas, Department of Health, Sport, and Exercise Sciences, Applied Physiology Laboratory, Lawrence, KS

2010 – 2012 Sergeant, New York City Police Department, New York, NY

2005 – 2010 Police Officer, New York City Police Department, New York, NY

PROFESSIONAL MEMBERSHIPS

2023 – Present American Medical Informatics Association

2023 – Present American Health Information Management Association

2023 – Present Health Information and Management Systems Society

2017 – Present Nebraska Physiological Society

2016 – Present	American Association of Immunologists
2012 – Present	American Physiological Society
2010 – Present	National Strength and Conditioning Association, Certified Strength & Conditioning Specialist (CSCS)
2010 – Present	American College of Sports Medicine

HONORS AND AWARDS

- Haddix Pre-tenure Sabbatical Award. Unraveling patient characteristics to improve public health during the covid-19 pandemic. Creighton University, Omaha, NE, 2021.
- U.S. Army Cadet Command General William E. DePuy Award Nominee. Creighton University Reserve Officer Training Corps (ROTC), Creighton University, Omaha, NE 2021
- Teaching for Tomorrow Award Nominee, 2021 Founders Week Awards. Creighton Students Union, Creighton University, Omaha, NE, 2021
- Educator of the Year, Pharmacy Campus Class of 2023. School of Pharmacy and Allied Health Professions, Creighton University, Omaha, NE, 2020
- U.S. Army Cadet Command General William E. DePuy Award Nominee. Creighton University Reserve Officer Training Corps (ROTC), Creighton University, Omaha, NE 2020
- Department of Health, Sport and Exercise Sciences Wayne Osness Outstanding Doctoral Student Award, University of Kansas, Lawrence, KS, 2015
- Departmental Commendation for Intelligent Performance of Duty While Facing Grave Personal Danger, New York City Police Department, New York, NY, 2008
- Departmental Citation for Meritorious Police Duty (2 awards), New York City Police Department, New York, NY, 2007
- Departmental Citation for Excellent Police Duty (2 awards), New York City Police Department, New York, NY 2007

RESEARCH FUNDING

External Grants Awarded

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| 2020 | Mitchel Magrini, Principal Investigator, J. Siedlik, Co-investigator . National Strength and Conditioning Association, \$19,900.
Need for Speed: The Effect of a Power-Focused Resistance Training Program on Neuromuscular Function, T-Cell Activation Rates, and Fall Risk in Older Adults. |
| 2019 | J. Siedlik, Principal Investigator . Casio Computer Co., Tokyo, Japan, \$28,974.
Assessing the Validity and Reliability of Heart Rate Data Obtained from a Casio Smartwatch Prototype Device |
| 2018 | J. Siedlik, Principal Investigator . Casio Computer Co., Tokyo, Japan, \$45,075.
Assessing the validity and reliability of heart rate data using a prototype device |
| 2015 | J.P. Vardiman, Principal Investigator, J. Siedlik, Graduate Student Co-investigator . Office of Naval Research (ONR), \$371,000. University of Kansas.
<i>Expansion Proposal: Establishing Optimal Training Intervals for the Marine Corps Martial Arts Program (MCMAP) for Improvement in Physical Performance and Warrior Mindset.</i> |
| 2014 | J.P. Vardiman, Principal Investigator, J. Siedlik, Graduate Student Co-investigator . Office of Naval Research (ONR), \$711,519. University of Kansas.
Establishing Optimal Training Intervals for the Marine Corps Martial Arts Program (MCMAP) for Improvement in Physical Performance and Warrior Mindset. |

Internal Grants Awarded

- 2021 M. Belshan, Principal Investigator, **J. Siedlik, Co-Investigator**, Nebraska Cancer and Smoking Disease Research Program (LB 595), \$120,000.
Connections between SARS-CoV-2 evolution, patient comorbidities, and COVID-19 outcomes.
- 2017 **J. Siedlik, Principal Investigator**, M. Belshan, Co-investigator. Dr. George F. Haddix President's Faculty Research Fund. Creighton University, Omaha, NE, \$15,000.
Exercise induced T cell activation and its impact on HIV susceptibility.

Grants Pending

- 2024 M. Magrini, Principal Investigator, **J. Siedlik, Co-Investigator**, National Institute of Health, \$412,073 requested.
Evaluating the influence of a multicomponent rehabilitation protocol on physical, cognitive, and perceptual outcomes in a post-acute care facility.

Grants Submitted (not funded)

- 2023 M. Magrini, Principal Investigator, **J. Siedlik, Co-Investigator**, National Institute of Health, \$412,073 requested.
Evaluating the influence of a multicomponent rehabilitation protocol on physical, cognitive, and perceptual outcomes in a post-acute care facility.
- 2022 M. Belshan, Principal Investigator, **J. Siedlik, Co-Investigator**, American Lung Association, \$200,000 requested.
Multidimensional modeling of SARS-CoV-2 evolution and variant emergence.
- 2021 P. Gallagher, Principal Investigator, **J. Siedlik, Co-Investigator**, National Institute of Health, \$440,566 requested.
Understanding the mechanisms of how cardiorespiratory fitness affects T cell function in older adults
- 2021 M. Belshan, Principal Investigator, **J. Siedlik, Co-Investigator**, American Lung Association, \$200,000 requested.
Modeling COVID-19 patient and viral factors to disease outcome.
- 2021 M. Belshan, Principal Investigator, **J. Siedlik, Co-Investigator**, Nebraska Cancer and Smoking Disease Research Program (LB 506), \$50,000 requested.
Understanding SARS-CoV-2 evolutionary dynamics to improve treatment and vaccine development
- 2020 **J. Siedlik, Principal Investigator**, Dr. George F. Haddix President's Faculty Research Fund. Creighton University, Omaha, NE. \$5,000 requested.
Unlocking Objectivity: Graph Theoretic Modeling of Skeletal Muscle
- 2020 E. Bredahl, Principal Investigator, **J. Siedlik, Consultant**, National Institute of Health, \$434,558.
Minimizing doxorubicin-induced toxicities with creatine and exercise
- 2020 M. Belshan, Principal Investigator, **J. Siedlik, Collaborator**, National Institute of Health, \$416,920.
Discovery and multiplex quantification of HIV latency biomarkers
- 2019 M. Belshan, Principal Investigator, **J. Siedlik, Collaborator**, National Institute of Health, \$416,920.
Discovery and multiplex quantification of HIV latency biomarkers
- 2018 M. Khanna, Principal Investigator, **J. Siedlik, Co-investigator**. Dr. George F. Haddix President's Faculty Research Fund. Creighton University, Omaha, NE. \$11,476.
Establishing the EXaMPLe (Exercise and Mental Performance Lab experiments)

- 2017 **J. Siedlik, Principal Investigator.** Creighton University Summer Faculty Research Fellowship Program. Creighton University, Omaha, NE. \$10,000.
Mechanisms of dual stress induced T cell activation.
- 2017 **J. Siedlik, Principal Investigator.** Nebraska EPSCoR First Award. \$19,584.
Mechanisms of T cell activation following acute bouts of exercise.
- 2017 **J. Siedlik, Principal Investigator,** M. Belshan, Co-investigator. American College of Sports Medicine Research Endowment. \$10,000.
Exercise induced T cell activation and susceptibility to viral infection.
- 2017 **J. Siedlik, Principal Investigator,** E. Bredahl, Co-investigator. Nebraska INBRE Developmental Research Project Program. \$196,425.
Mechanisms of increased T cell activation following repeated bouts of combined aerobic and resistance training in human subjects.
- 2016 **J. Siedlik, Principal Investigator.** Nebraska EPSCoR First Award. \$21,700.
Quantification of T cell surface molecule kinetics following acute bouts of exercise.

FUNDED UNDERGRADUATE RESEARCH

- 2020 CURAS Summer Undergraduate Research and Creative Project Fellowship (SURF) Program. Creighton University, Omaha, NE. Awarded to Boston Small
Biomarkers for stress and performance including immune response and T-cell activation in division I cross country athletes
- 2019 Summer Research Institute – Undergraduate Biomedical Program
Creighton University, Omaha, NE. Awarded to Justin Jackson
Peak power in combat athletes during weight restrictive practices
- 2019 CURAS Summer Undergraduate Research and Creative Project Fellowship (SURF) Program. Creighton University, Omaha, NE. Awarded to Michael Padgett
Is body fat weighing down the immune system?
- 2019 Haddix STEM Corridor Program. Creighton University, Omaha, NE. Awarded to Jitsel Martinez
CD8⁺ T cell responses relative to body composition and quality of life metrics
- 2018 CURAS – Central High School Program. Creighton University, Omaha, NE. Students: Elaine Velez & Brianne Coleman
Effect of a pre-workout supplement on power and velocity
- 2018 Haddix STEM Corridor Program. Creighton University, Omaha, NE. Awarded to Alexandra Griswold
Using bioelectrical impedance to measure hydration status of humans in real time: A pilot study

PEER REVIEWED JOURNAL PUBLICATIONS *Indicates undergraduate co-author

1. M. Magrini, R. Hoffman, T. Barnett, J. Bruursema, and **J. Siedlik**. Effectiveness of a multicomponent rehabilitation protocol on outcomes following post-acute care. *Clin Biomech*, 2024, 111:106138. doi: 10.1016/j.clinbiomech.2023.106138.
2. M. Kelly, D. Emerson, B. McDermott, W. Atkins, C. Butts, R. Laursen, C. Troyanos, A. Duckett, and **J. Siedlik**. Gastrointestinal cell injury and perceived symptoms after running the Boston Marathon. *Front Physiol*, 2023, Vol.14, 1268306; <https://doi.org/10.3389/fphys.2023.1268306>
3. D. Law, M. Magrini, **J. Siedlik**, J. Eckerson, K. Drescher, and E. Bredahl. Creatine and resistance training: A combined approach to attenuate doxorubicin-induced cardiotoxicity. *Nutrients*, 2023, Vol.15(18), 4048; <https://doi.org/10.3390/nu15184048>

4. Z. Graham, **J. Siedlik**, C. Toro, L. Harlow, and C. Cardozo. Boldine alters serum lipidomics signatures after acute spinal cord transection in male mice. *Int J Environ Res Public Health*, 2023, Vol.20(16), 6591; <https://doi.org/10.3390/ijerph20166591>.
5. S.E. Sheppard, L. Bryant, R.N. Wickramasekara, C. Vaccaro, [and 120 others, including **J. Siedlik**]. Mechanism of KMT5B haploinsufficiency in neurodevelopment in humans and mice. *Science Advances*, 2023, Vol.9(10).
6. J. Pearson, N. Moodie, K. Stout, W. Hawkins, M. Matuszek, Z. Graham, **J. Siedlik**, J. Vardiman, and P. Gallagher. Similar responses in the Akt/Protein Kinase B signaling pathway following different lower-body exercise volumes in recreationally active men. *JSCR*, 2023, Vol.37(5), p. 1034 - 1041.
7. L. Barker, **J. Siedlik**, M. Magrini, S. Uesato, H. Wang, A. Sjøvold, G. Ewing, and J. Harry. Eccentric force velocity profiling: Motor control strategy considerations and relationships to strength and jump performance. *JSCR*, 2023, Vol.37(3), p. 574-580.
8. **J. Siedlik**, C. Watson, M. Raine, A. Cheng, R. Goering, H. Stessman, and M. Belshan. Epidemiologic and genomic analysis of the SARS-CoV-2 epidemic in the Nebraska region of the United States, March 2020 – March 2021. *Front Microbiol*, 2022, Vol.13, <https://doi.org/10.3389/fmicb.2022.878342>.
9. M. Magrini, R. Colquhoun, M. Ferrell, S. Fleming, N. Poidomani, J. Mota, **J. Siedlik**, N. Jenkins, and J. Defreitas. The influence of motor unit number and muscle activation on early phase rate of torque development in younger and older men. *J Mot Behav*, 2022, Vol.54(4), p. 422-428.
10. **J. Siedlik**, J. Deckert, A. Clopton, T. Herda, J. Weir, P. Gallagher, and JP Vardiman. Change in measures of moral function following acute bouts of Marine Corps Martial Arts Training. *Stress and Health*, 2022, Vol.38(3), p. 534-543.
11. K. Hammond, M. Magrini, **J. Siedlik**, C.S. Bickel, and M. Bamman. Influence of muscle fatigue on contractile twitch characteristics in persons with Parkinson’s disease and older adults: a pilot study. *Clinical Parkinsonism & Related Disorders*, 2021, <https://doi.org/10.1016/j.prdoa.2021.100103>.
12. H. Fye*, C. Pass*, K. Dickman*, E. Bredahl, J. Eckerson, and **J. Siedlik**. The effect of a multi-ingredient pre-workout supplement on time to fatigue in NCAA division I cross-country athletes. *Nutrients*, 2021, Vol.13(6), 1823; <https://doi.org/10.3390/nu13061823>.
13. R. Edmonds, R. Kraft*, M. Cantu*, E. Meister*, P.J. Huynh*, S. Bankers, and **J. Siedlik**. Does eligibility classification matter? Tracking cardiac autonomic function during a collegiate soccer season. *Sports*, 2021, Vol.9(74), <https://doi.org/10.3390/sports9060074>.
14. L. Barker, S. Bankers, B. Farmer, **J. Siedlik**, J. Harry, and T. Grindstaff. The influence of verbal cues on drop jump landing strategies in NCAA division I soccer players. *Am J Sports Sci*, 2021, Vol. 9(2), p. 37-42.
15. M. Belshan, A. Holbrook, J. George, H. Durant, M. Callahan II, S. Jaquet, J. West, **J. Siedlik**, and P. Ciborowski. Discovery of candidate HIV-1 latency biomarkers using and OMICs approach. *Virology*, 2021, Vol. 558, p. 86-95.
16. R. Edmonds, B. Schmidt, and **J. Siedlik**. Eligibility classification as a factor in understanding student-athlete response to collegiate volleyball competition. *Sports*, 2021, Vol.9(43), <https://doi.org/10.3390/sports9030043>.
17. F. Yue Tso, S. Lidenge, L. Poppe, P. Pena, S. Privatt, S. Bennett, J. Ngowi, J. Mwaiselage, M. Belshan, **J. Siedlik**, M. Raine, P. Kozłowski, J. Ochoa, J. Garcia, R. Nossaman, L. Buckner, W.M. Roberts, M. Dean, A. Ochoa, J. West, and C. Wood. Presence of antibody-dependent cellular cytotoxicity (ADCC) against SARS-CoV-2 in COVID-19 plasma. *PLoS ONE*, 2021, Vol.16(3), e0247640, <https://doi.org/10.1371/journal.pone.0247640>.
18. E. Bredahl, W. Najdawi*, C. Pass*, **J. Siedlik**, J. Eckerson, and K. Drescher. Use of creatine and creatinine to minimize doxorubicin-induced cytotoxicity in cardiac and skeletal muscle myoblasts. *Nutr Cancer*, 2020, Nov 2:1-8. doi: 10.1080/01635581.2020.1842893. Epub ahead of print.
19. L. Barker, **J. Siedlik**, and J. Mercer. The influence of countermovement strategy and external load on amortization forces during jump squats. *J Strength Cond Res*, 2021, Vol.35(2), p. 332-339.
20. E. Bredahl, S. Sharif, **J. Siedlik**, M. Wagner, M. Twaddell*, A. Tigner*, M. Dovgan*, W. Najdawi*, D. Hydock, J. Eckerson, and K. Drescher. Resistance training during chemotherapy with doxorubicin. *Med Sci Sports Exerc*, 2020, Vol. 52(12), p. 2529-2537.

21. A. Holbrook, H. Peterson*, S. Bianchi*, B. Macdonald*, E. Bredahl, M. Belshan, and **J. Siedlik**. CD4⁺ T cell activation and associated susceptibility to HIV-1 infection *in vitro* increased following acute resistance exercise in human subjects. *Physiol Rep*, 2019, Vol.7(18), e14234, <https://doi.org/10.14814/phy2.14234>.
22. Z. Graham, **J. Siedlik**, L. Harlow, K. Sahbani, W. Bauman, H. Tawfeek, and C. Cardozo. Key glycolytic metabolites in paralyzed skeletal muscle are altered 7 days after spinal cord injury in mice. *J Neurotrauma*, 2019, Vol.36(18), p. 2722-2731.
23. **J. Siedlik**, J. Deckert, S. Benedict, A. Bhatta, A. Dunbar, J.P. Vardiman and P. Gallagher. T cell activation and proliferation following acute exercise in human subjects is altered by storage conditions and mitogen selection. *J Immunol Methods*, 2017, Vol.446, p. 7-14.
24. A. Ciccone, **J. Siedlik**, J. Wecht, J. Deckert, N. Nguyen, and J. Weir. Reminder: RMSSD and SD1 are redundant heart rate variability measures. *Muscle Nerve*, 2017, Vol.56, p. 674-678.
25. M. Chan, C. Ciaccia, N. Gigliotti, M. Rezaiekhalthigh, **J. Siedlik**, K. Kennedy, and C. Barnes. DNA methylation levels associate with race and childhood asthma severity. *J Asthma*, 2017, Vol.54(8), p. 825-832.
26. **J. Siedlik**, S. Benedict, E. Landes, J. Weir, J.P. Vardiman and P. Gallagher. Acute bouts of exercise induce a suppressive effect on lymphocyte proliferation in human subjects: A meta-analysis. *Brain Behav Immun*, 2016, Vol.56, p. 343-351.
27. **J. Siedlik**, C. Bergeron, M. Cooper, R. Emmons, W. Moreau, D. Nabhan, P. Gallagher, and J.P. Vardiman. Advanced treatment monitoring for U.S. athletes using unsupervised modeling techniques. *J Athl Train*, 2016, Vol.51(1), p. 74-81.
28. **J. Siedlik**, J. Deckert, N. Gigliotti, M. Chan, S. Benedict, T. Herda, P. Gallagher and J.P. Vardiman. Immunoendocrine alterations following Marine Corps martial arts training are associated with changes in moral cognitive processes. *Physiol Behav*, 2016, Vol.154, p. 76-82.
29. **J. Siedlik**, S. Siscos, K. Evans, A. Rolf, P. Gallagher, J. Seeley, and J.P. Vardiman. Computerized neurocognitive assessments and detection of the malingering athlete. *J Sports Med Phys Fitness*, 2016, Vol.56(9), p. 1086-1091.
30. T. Herda, **J. Siedlik**, M. Trevino, M. Cooper, and J. Weir. Motor unit control strategies of endurance- versus resistance-trained individuals. *Muscle Nerve*, 2015, Vol.52(5), p. 832-843.
31. **J. Siedlik**, G. Harrison, R. Brigman, Z. Graham, J. Weir, P. Gallagher and J.P. Vardiman. Methods comparison: Assessing agreement of physiological parameters obtained from exercise on two different cycle ergometers. *J Strength Condition Res*, 2015, Vol.29(4), p. 1139-1145.
32. J.P. Vardiman, **J. Siedlik**, T. Herda, W. Hawkins, M Cooper, Z. Graham, J. Deckert, and P. Gallagher. Instrument assisted soft tissue mobilization: Effects on the properties of human plantar flexors. *Int J Sports Med*, 2015, Vol.36(3), p. 197-203.
33. J.P. Vardiman, N. Moodie, **J. Siedlik**, R. Kudrna, Z. Graham, and P. Gallagher. Short-wave diathermy pre-treatment attenuates inflammatory myokine response from high-intensity eccentric exercise. *J Athl Train*, 2015, Vol.50(6), p. 612-620.

BOOK CHAPTERS

1. J.P. Vardiman, P. Gallagher, and **J. Siedlik**. Potential cytoprotective effects of heat shock proteins to skeletal muscle. In Asea, Kaur, and Krishnan (Eds.), *Heat Shock Proteins-Based Therapies*, Heat Shock Proteins 9. Springer International Publishing Switzerland 2015.

NATIONAL PRESENTATIONS **Indicates undergraduate author*

1. B. Murphy*, K. Hammond, L. Barker, M. Grahek*, M. Grocki*, **J. Siedlik**, J. Eckerson, M. Magrini. The effect of an 8-week high- vs low-velocity resistance training program on vastus lateralis and rectus femoris cross-sectional area and echo intensity in older adults. Accepted for presentation at the 2023 NSCA National Conference, Las Vegas, NV.

2. M. Grahek*, K. Hammond, L. Barker, M. Grocki*, B. Murphy*, **J. Siedlik**, J. Eckerson, M. Magrini. The effect of high- vs low-velocity resistance training on movement speed, maximal strength, and the load-velocity relationship in older adults. Accepted for presentation at the 2023 NSCA National Conference, Las Vegas, NV.
3. E. Choquette*, M. Magrini, M. Grahek*, **J. Siedlik**, K. Hammond. Effect of a fatiguing protocol on maximal and rapid force production in persons with Parkinson's disease and older adults. Accepted for presentation at the National Strength and Conditioning Association national conference, New Orleans, LA, July 2022.
4. B. Murphy*, R. Colquhoun, S. Fleming, N. Banks, E. Rogers, **J. Siedlik**, N. Jenkins, M. Magrini. Time-course recovery of early and late rate of torque development following maximal eccentric, maximal concentric, and submaximal eccentric resistance-exercise. Accepted for presentation at the National Strength and Conditioning Association national conference, New Orleans, LA, July 2022.
5. M. Grahek*, K. Hammond, L. Barker, M. Grocki*, B. Murphy*, **J. Siedlik**, M. Magrini. The effect of a 4-week power vs strength focused resistance training program on the load velocity curve, movement speed, and maximal strength in older adults. Accepted for presentation at the National Strength and Conditioning Association national conference, New Orleans, LA, July 2022.
6. A. Bercich*, K. Hammond, L. Barker, M. Grahek*, M. Grocki*, B. Murphy*, **J. Siedlik**, M. Magrini. The effect of a 4-week power- vs strength-focused resistance training program on the muscle size and quality in older adults. Accepted for presentation at the National Strength and Conditioning Association national conference, New Orleans, LA, July 2022.
7. M. Kleinsmith*, M. Magrini, M. Grahek*, E. Choquette*, **J. Siedlik**, K. Hammond. The reliability of and relationship between rate of muscle activation and rate of torque development in persons with Parkinson's Disease and Older Adults. Accepted for presentation at the National Strength and Conditioning Association national conference, New Orleans, LA, July 2022.
8. M. Grahek*, M. Magrini, K. Hammond, M. Grocki*, L. Barker, **J. Siedlik**. Effect of a four-week velocity-based power-focused resistance training protocol on maximal force and rate of force development in older adults. Accepted for presentation at the 2021 National Conference on Undergraduate Research, October 2021
9. M. Grahek, K. Hammond, M. Magrini, **J. Siedlik**, S. Bickel, M. Bamman. Influence of muscle fatigue on contractile twitch characteristics in persons with Parkinson's disease and older adults: A pilot study. Accepted for presentation at the National Strength and Conditioning Association national conference, Orlando, FL, July 2021. – *Awarded the Undergraduate Outstanding Poster Presentation Award*
10. M. Magrini, R. Colquhoun, M. Ferrell, S. Fleming, J. Mota, **J. Siedlik**, N. Poidomani*, N. Jenkins, J. DeFreitas. The influence of motor unit number and muscle activation on early phase rate of torque development in younger and older men. Accepted for presentation at the National Strength and Conditioning Association national conference, Orlando, FL, July 2021.
11. R. Edmonds, R. Kraft*, M. Cantu*, E. Meister*, P.J. Huynh*, and **J. Siedlik**. Examining the acute effect of a tabata workout on executive function. Accepted for presentation at the National Strength and Conditioning Association national conference, Orlando, FL, July 2021.
12. R. Edmonds, S. Bankers, R. Kraft*, M. Cantu*, E. Meister*, P.J. Huynh*, and **J. Siedlik**. Student-athlete eligibility classification as a factor in the cardia vagal response to collegiate competition. Accepted for presentation at the National Strength and Conditioning Association national conference, Orlando, FL, July 2021.
13. M. Padgett*, J. Sparks*, E. Bredahl, and **J. Siedlik**. The effect of body composition on CD4+ T cell activation: A pilot study. Accepted for presentation at the National Strength and Conditioning Association national conference, Las Vegas, NV, July 2020.
14. J. Sparks*, M. Padgett*, E. Bredahl, and **J. Siedlik**. The effect of body composition on cytotoxic T cell activation: A pilot study. Accepted for presentation at the National Strength and Conditioning Association national conference, Las Vegas, NV, July 2020.
15. H. Fye*, C. Pass*, K. Dickman*, J. Eckerson, and **J. Siedlik**. The effect of a multi-ingredient pre-workout supplement on time to fatigue in collegiate cross-country runners. Accepted for presentation at the National Strength and Conditioning Association national conference, Las Vegas, NV, July 2020.

16. C. Pass*, H. Fye*, K. Dickman*, J. Eckerson, and **J. Siedlik**. The effect of a multi-ingredient pre-workout supplement lactate concentrations and perceived exertion in collegiate cross-country runners. Accepted for presentation at the National Strength and Conditioning Association national conference, Las Vegas, NV, July 2020.
17. J. Gephart*, G. Kelly*, L. Barker, **J. Siedlik**, and R. Edmonds. Assessing the validity and reliability of heart rate data obtained using a smart watch prototype device against a reference standard. Accepted for presentation at the National Strength and Conditioning Association national conference, Las Vegas, NV, July 2020.
18. S. Giacomini*, A. Kowalczyk*, G. Kelly*, L. Barker, **J. Siedlik**, R. Edmonds. Assessing heart rate data validity and reliability recorded using a prototype wrist worn heart rate monitor against a market comparison watch. Accepted for presentation at the National Strength and Conditioning Association national conference, Las Vegas, NV, July 2020.
19. A. Kowalczyk*, S. Giacomini*, L. Barker, **J. Siedlik**, and R. Edmonds. Assessing the validity and reliability of heart rate data obtained using a smart watch prototype device against a reference standard. Accepted for presentation at the National Strength and Conditioning Association national conference, Las Vegas, NV, July 2020.
20. K. Stout, J. Deckert, **J. Siedlik**, S. Graw, M. Bubak, J. Vardiman, D. Koestler, and P. Gallagher. Differentially expressed genes in CD8+ T cells following a dual-stress challenge. Accepted for presentation at the American College of Sports Medicine national conference, San Francisco, CA, May 2020. *Med Sci Sports Exerc*: 52(7S): 470, 2020.
21. M. Padgett*, M. Sacco*, M. Glick*, E. Bredahl, M. Lane, and **J. Siedlik**. Dual stress warm-up protocol generates a differential effect in anaerobic performance based on sex. Accepted for presentation at the National Strength and Conditioning Association national conference, Washington D.C., July 2019.
22. J. Eckerson, M. Turner, T. Hoang, **J. Siedlik**, and E. Bredahl. The relationship of maximal oxygen uptake and performance indices from a 3-minute all-out rowing test with 2000-M rowing time. Accepted for presentation at the National Strength and Conditioning Association national conference, Washington D.C., July 2019.
23. M. Glick*, M. Sacco*, E. Bredahl, M. Lane, and **J. Siedlik**. Dual stress warm-up protocol does not significantly alter blood glucose concentrations. Accepted for presentation at the American College of Sports Medicine national conference, Orlando, FL, June 2019. *Med Sci Sports Exerc*: 51(6S): 326, 2019.
24. M. Sacco*, M. Glick*, E. Bredahl, M. Lane, and **J. Siedlik**. Dual stress warm-up protocol does not significantly improve anaerobic performance. Accepted for presentation at the American College of Sports Medicine national conference, Orlando, FL, June 2019. *Med Sci Sports Exerc*: 51(6S): 943-944, 2019.
25. C. Lee*, E. Bredahl, M. Lane, and **J. Siedlik**. Comparison of two training programs for improvement of muscular strength quantified via pull-ups. Accepted for presentation at the American College of Sports Medicine national conference, Orlando, FL, June 2019. *Med Sci Sports Exerc*: 51(6S): 965, 2019.
26. A. Holbrook, M. Belshan, E. Bredahl, and **J. Siedlik**. The effect of exercise on CD4⁺ T cell activation and their susceptibility to HIV-1. Accepted for presentation at the American College of Sports Medicine national conference, Minneapolis, MN, June 2018. *Med Sci Sports Exerc*: 50(5S): 224, 2018.
27. H. Peterson*, A. Holbrook, A. Ihlenfeldt*, B. Macdonald*, S. Bianchi*, E. Bredahl, M. Belshan, and **J. Siedlik**. Changes in functional activation of memory T cells following exercise: A pilot study. Accepted for presentation at the American College of Sports Medicine national conference, Minneapolis, MN, June 2018. *Med Sci Sports Exerc*: 50(5S): 4, 2018.
28. **J. Siedlik**, J.P. Vardiman, J. Deckert, T. Herda, J.P. Weir, A. Clopton, and P. Gallagher. Change in measures of moral function following acute bouts of Marine Corps martial arts training. Accepted for presentation at the American College of Sports Medicine national conference, Minneapolis, MN, June 2018. *Med Sci Sports Exerc*: 50(5S): 734-735, 2018.
29. S. Bianchi*, A. Holbrook, A. Ihlenfeldt*, B. Macdonald*, H. Peterson*, S. Bianchi*, E. Bredahl, M. Belshan, and **J. Siedlik**. CD28 expression on CD4⁺ T cells is not affected by strenuous exercise in untrained individuals. Accepted for presentation at the American College of Sports Medicine national conference, Minneapolis, MN, June 2018. *Med Sci Sports Exerc*: 50(5S): 473, 2018.

30. B. Macdonald*, A. Holbrook, A. Ihlenfeldt*, H. Peterson*, S. Bianchi*, E. Bredahl, M. Belshan, and **J. Siedlik**. CD4⁺ T cell activation markers altered following resistance training in untrained subjects: A pilot study. Accepted for presentation at the American College of Sports Medicine national conference, Minneapolis, MN, June 2018. *Med Sci Sports Exerc*: 50(5S): 5, 2018.
31. Z. Graham, **J. Siedlik**, L. Harlow, H. Tawfeek, W. Bauman, and C. Cardozo. Key glycolytic metabolites in paralyzed skeletal muscle are altered 7 days after spinal cord injury in mice. Accepted for presentation at the American College of Sports Medicine national conference, Minneapolis, MN, June 2018. *Med Sci Sports Exerc*: 50(5S): 199, 2018.
32. M. Kaufenberg*, A. Tigner*, S. Hook*, M. Twaddell*, M. Wagner*, E. Bredahl, **J. Siedlik**, J. Eckerson, and K. Drescher. Effect of resistance training on contractile force production during doxorubicin-treatment. Accepted for presentation at the American College of Sports Medicine national conference, Minneapolis, MN, June 2018. *Med Sci Sports Exerc*: 50(5S): 185, 2018.
33. E. Bredahl, W. Najdawi*, S. Hook*, J. Eckerson, **J. Siedlik**, and K. Drescher. The effect of creatine and creatinine on myocellular injury in doxorubicin-treated skeletal muscle myoblasts. Accepted for presentation at the American College of Sports Medicine national conference, Minneapolis, MN, June 2018. *Med Sci Sports Exerc*: 50(5S): 185, 2018.
34. **J. Siedlik**, J. Deckert, A. Bahatt, A. Dunbar, N. Gigliotti, M. Chan, S. Benedict, J.P. Vardiman, and P. Gallagher. T cell responses to exercise stress do not adequately model those from tactical stress events. Accepted for presentation at the American Association of Immunologists annual meeting, Washington, D.C., May 2017. *J Immunol*, 2017, Vol.198(1S), p.220.
35. **J. Siedlik**, J. Deckert, S. Benedict, A. Bhatta, A. Dunbar, J.P. Vardiman, and P. Gallagher. T cell activation and proliferation following acute exercise in human subjects is altered by storage conditions and mitogen selection. Accepted for presentation at the Integrative Biology of Exercise national conference, Phoenix, AZ, November 2016.
36. J. Deckert, J. Ward, **J. Siedlik**, E. Barnes, E. Landes, J.P. Vardiman, and P. Gallagher. Marine Corps martial arts program does not cause global DNA methylation changes in female Marines. Accepted for presentation at the Integrative Biology of Exercise national conference, Phoenix, AZ, November 2016.
37. J. Sanfilippo, **J. Siedlik**, J. Weir, and B. Heiderscheid. Common jump force profiles of college athletes differ by sport, gender, and performance. Accepted for presentation at the American College of Sports Medicine national conference, Boston, MA, June 2016. *Med Sci Sports Exerc*: 48(5S): 741, 2016.
38. M. Chan, C. Ciaccia, N. Gigliotti, M. Rezaiekhaliq, **J. Siedlik**, K. Kennedy, and C. Barnes. Environmentally-induced epigenetic changes correlate with race and childhood asthma severity. Accepted for presentation at the American Academy of Allergy, Asthma & Immunology national conference, Los Angeles, CA, March 2016. *J Allergy Clin Immunol*: Vol.137(2), p.AB391, 2016.
39. **J. Siedlik**, J. Deckert, A. Clopton, T. Herda, J.P. Weir, P. Gallagher, and J.P. Vardiman. Impact of acute training stress on moral decision making following Marine Corps martial arts training. Accepted for presentation at the American College of Sports Medicine national conference, San Diego, CA, May 2015. *Med Sci Sports Exerc*: 47(5S): 807, 2015.
40. **J. Siedlik**, J. Deckert, N. Gigliotti, M. Chan, S. Benedict, P. Gallagher, and J.P. Vardiman. Peripheral immune response to Marine Corps martial arts training. Accepted for presentation at Experimental Biology, Boston, MA, March 2015. *The FASEB Journal*: 29(1): 675.1, 2015.
41. Z. Graham, P. Vardiman, **J. Siedlik**, W. Hawkins, and P. Gallagher. The effect of instrument-assisted soft tissue manipulation on the alpha7beta1 integrin pathway. Accepted for presentation at Experimental Biology, San Diego, CA, April 2014. *The FASEB Journal*: 28(1):S 1102.1, 2014.
42. M. Lane, A.C. Fry, T.J. Herda, A. Hudy, M.A. Cooper, M.J. Andre, J.P. Weir, **J. Siedlik**, Z.A. Graham and W. Hawkins. Validation of a 3-dimensional video motion capture system for determining weight training kinetics and kinematics. Accepted for presentation at the American College of Sports Medicine national conference, Indianapolis, IN, May 2013. *Med Sci Sports Exerc*: 45(5S): 2013.
43. **J. Siedlik**, G. Harrison, R. Brigman, Z.A. Graham, J.P. Weir, P.M. Gallagher, & J.P. Vardiman. Methods comparison: Assessing agreement of physiological parameters obtained from exercise on two different cycle

ergometers. Accepted for presentation at the American College of Sports Medicine national conference, Indianapolis, IN, May 2013. *Med Sci Sports Exerc*: 45(5S): 2013.

44. P. Vardiman, P., **J. Siedlik**, M. Cooper, R. Emmons, B. Moreau, D. Nabhan, J. Street, and P.M. Gallagher. Gold Medal Sports Medicine: Integrative model of medical care during international competition. Accepted for presentation at the American College of Sports Medicine national conference, Indianapolis, IN, May 2013. *Med Sci Sports Exerc*: 45(5S): 2013.

REGIONAL PRESENTATIONS *Indicates undergraduate author, #Indicates invited presentation

1. #**J. Siedlik** and P. Gallagher. Exercise-induced changes in T cell activation states. Central States Region – American College of Sports Medicine Annual Meeting. Virtual Meeting. March 2021.
2. B. Macdonald*, S. Ruelas*, E. Bredahl, and **J. Siedlik**. Higher levels of fatigue observed in anaerobic testing following a dual-stress warm up protocol. Accepted for presentation at the Nebraska Physiological Society annual meeting, Omaha, NE, October 2017.
3. P. Madsen*, H. Lingo*, E. Bredahl, and **J. Siedlik**. Changes in cardiorespiratory measures and perceived effort level during a competitive eating challenge. Accepted for presentation at the Nebraska Physiological Society annual meeting, Omaha, NE, October 2017.
4. D. Riley, A. Tigner*, R. Miller, **J. Siedlik**, J. Eckerson, and E. Bredahl. Effect of resistance training on skeletal muscle fatigue during doxorubicin treatment. Accepted for presentation at the Nebraska Physiological Society annual meeting, Omaha, NE, October 2017.
5. A. Tigner*, M. Kaufenberg*, S. Hook*, M. Twaddell*, M. Wagner*, **J. Siedlik**, J. Eckerson, K. Drescher, and E. Bredahl. Effect of resistance training on contractile force production during doxorubicin treatment. Accepted for presentation at the Nebraska Physiological Society annual meeting, Omaha, NE, October 2017.
6. M. Dovgan*, S. Kottenstette*, **J. Siedlik**, J. Eckerson, and E. Bredahl. The effect of creatine and creatinine on rates of necrosis in doxorubicin treated myoblasts. Accepted for presentation at the Nebraska Physiological Society annual meeting, Omaha, NE, October 2017.
7. S. Hook*, W. Najdawi*, J. Eckerson, **J. Siedlik**, K. Drescher, and E. Bredahl. The effect of creatine and creatinine treatment on short-term energy metabolism in doxorubicin treated skeletal muscle myoblasts. Accepted for presentation at the Nebraska Physiological Society annual meeting, Omaha, NE, October 2017.
8. **J. Siedlik**, J. Deckert, T. Herda, J. Weir, P. Gallagher, and P. Vardiman. Immunoendocrine Response to Marine Corps Martial Arts Training. Accepted for presentation at the Central States Chapter of the American College of Sports Medicine regional conference, Overland Park, KS, October 2014. *Int J Exerc Sci*: Vol. 11: Iss. 2, Article 54.
9. **J. Siedlik**, S. Siscos, P. Gallagher, J. Seeley, A. Rolf, K. Evans, and J.P. Vardiman. Computerized neurocognitive assessments and detection of the malingering athlete. Accepted for presentation at the Central States Chapter of the American College of Sports Medicine regional conference, Warrensburg, MO, October 2013. *Int J Exerc Sci*: Vol. 11. No. 1. 2014.
10. A.C. Fry, L. Bradford, T. Herda, J. Weir, M. Lane, M. Andre, A. Hudy, J. Deckert, and **J. Siedlik**. Validation of a 3-dimensional video motion capture system for determining barbell power and velocity during the bench press. Accepted for presentation at the Central States Chapter of the American College of Sports Medicine regional conference, Warrensburg, MO, October 2013. *Int J Exerc Sci*: Vol. 11. No. 1. 2014.
11. **J. Siedlik** and J.P. Vardiman. A model for epidemiological analysis of a multisite, multidisciplinary healthcare database. Accepted for presentation at the University of Kansas Annual Graduate Research Competition, Lawrence, KS, March 2013.
12. J.P. Vardiman, **J. Siedlik**, B. Moreau, D. Nabhan. Gold Medal Sports Medicine: Integrative model of medical care during international competition. Accepted for full session presentation at the Central States American College of Sports Medicine regional conference, Columbia, MO, October 2011.
13. M. Lane, A.C. Fry, T.J. Herda, A. Hudy, M.A. Cooper, M.J. Andre, J.P. Weir, **J. Siedlik**, Z.A. Graham and W. Hawkins. Validation of a 3-dimensional video motion capture system for determining weight training kinetics

and kinematics. Accepted for presentation at the Central States American College of Sports Medicine regional conference, Columbia, MO, October 2011.

MENTORED UNDERGRADUATE RESEARCH PRESENTATIONS - CREIGHTON UNIVERSITY

1. E. Meister, R. Kraft, M. Cantu, P.J. Huynh, R. Edmonds, S. Bankers, and **J. Siedlik**. Does eligibility classification matter? Tracking autonomic function during collegiate soccer season. Annual Honors Day, Creighton University, April 12, 2023.
2. B. Small and **J. Siedlik**. Stress and training: Quantifying stress markers that affect fatigue and injury in NCAA DI cross country athletes. University Research Week, Creighton University, April 20, 2021.
3. H. Fye, C. Pass, K. Dickman, J. Eckerson, and **J. Siedlik**. Effect of a multi-ingredient pre-workout supplement on time to fatigue in collegiate cross-country runners. Annual Honors Day, Creighton University, April 17, 2020.
4. M. Glick, M. Sacco, E. Bredahl, M. Lane, and **J. Siedlik**. Dual stress warm-up protocol does not significantly alter blood glucose concentrations. Annual Honors Day, Creighton University, April 10, 2019.
5. K. Resman and **J. Siedlik**. Do T-cells need friends? Does Diversity of Culture Matter? Annual Honors Day, Creighton University, April 10, 2019.
6. M. Sacco, M. Glick, E. Bredahl, M. Lane, and **J. Siedlik**. Dual stress warm-up protocol does not significantly improve anaerobic performance. St. Albert's Day Student Research Forum, Creighton University, April 2, 2019.
7. C. Lee, E. Bredahl, M. Lane, and **J. Siedlik**. Comparison of two training programs for improvement of muscular strength quantified via pull-ups. St. Albert's Day Student Research Forum, Creighton University, April 2, 2019.
8. E. Andrews, A. Berry, K. Bumgarner, Z. Reed, M. Twadell, and **J. Siedlik**. Effect of acute exercise on delayed memory recall. Annual Honors Day, Creighton University, March 30, 2017.
9. S. Bianchi, T. Bendrick, and **J. Siedlik**. T cell proliferation following acute, moderate intensity exercise in human subjects is not associated with time spent at specific heart rate zones. St. Albert's Day Student Research Forum, Creighton University, March 30, 2017.
10. T. Bendrick, S. Bianchi, and **J. Siedlik**. T cell proliferation following exposure to acute, layered stress challenges is associate with time spent at near predicted maximal heart rate. St. Albert's Day Student Research Forum, Creighton University, March 30, 2017.
11. W. Coriolan, S. Olsen, M. Kluver, L. Vera, N. Rubarth, and **J. Siedlik**. The use of ammonia inhalants does not improve 300-meter shuttle run times. St. Albert's Day Student Research Forum, Creighton University, March 30, 2017.
12. E. Kosanke, D. Salazar, J. Magsnoc, J. Zheng, A. Hardy, and **J. Siedlik**. Caffeine's effect on perceived post-workout soreness and perceived muscle function. St. Albert's Day Student Research Forum – *Oral Presentation*, Creighton University, March 30, 2017.
13. A. Berry, E. Andrews, K. Bumgarner, Z. Reed, M. Twadell, and **J. Siedlik**. Effect of acute exercise on delayed memory recall (Cluster Analysis). Annual Honors Day, Creighton University, March 30, 2017.

PEDAGOGICAL DEVELOPMENT

2020	TLC Keep Teaching Live Workshop: Intermediate, Teaching and Learning Center, Creighton University, Omaha, NE
2019	Magis Core Faculty Development Grant Proposal, Creighton University, Omaha, NE. \$1,000 requested, <i>\$1,000 awarded</i> .
2018	Complying with Copyright Requirements in a University, Teaching and Learning Center, Creighton University, Omaha, NE
2018	Teaching, Learning, and Assessment of Clinical Reasoning: A Multidisciplinary View, Teaching and Learning Center, Creighton University, Omaha, NE

- 2017 Foundations of Online Teaching and Learning Certificate Course (Core and Design Tracks), Center for Academic Innovation, Creighton University, Omaha, NE
- 2017 New Course Development EXS 535 Applied Immunology

MASTER AND DOCTORAL COMMITTEES

- 2022 Cynthia Watson, M.S. Creighton University School of Medicine, Department of Medical Microbiology and Immunology, Omaha, NE. Investigation of Nebraska-Based SARS-CoV-2 Genetic Sequences Through Whole Genome Sequence Analysis.
- 2022 Dylan Deeney, M.S. Creighton University School of Medicine, Department of Medical Microbiology and Immunology, Omaha, NE. The effect of the incorporation of heavy metal zeolites into 3-D printed surgical grade resin on the surface stability of SARS-CoV-2.
- 2021 Morgan Raine, M.S. Creighton University School of Medicine, Department of Medical Microbiology and Immunology, Omaha, NE. High throughput sequencing of SARS-CoV-2.
- 2021 Melani Kelly, Ph.D. University of Kansas, Department of Health, Sport, and Exercise Sciences, Lawrence, KS. Exploring exertional heat illness risk factors in marching band artists and marathon runners.
- 2020 Mackenzie Hatcher, M.S. University of Kansas, Department of Health, Sport, and Exercise Sciences, Lawrence, KS. Effects of passive dehydration on neuromuscular function.
- 2019 Alexander Holbrook, M.S. Creighton University School of Medicine, Department of Medical Microbiology and Immunology, Omaha, NE. T cell activation and associated susceptibility to HIV-1 infection in vitro increased following acute exercise in human subjects.
- 2018 Jake Deckert, Ph.D. University of Kansas, Department of Health, Sport, and Exercise Sciences, Lawrence, KS. Neuroendocrine and lymphocyte responses to varied intensities of exercise.

UNIVERSITY SERVICE

- 2021 CURAS Research Fair, Creighton University, Omaha, NE
- 2020 Creighton Brand Initiative Discovery Session. Creighton University, Omaha, NE
- 2019 International High School Counselor Admissions Visit. Creighton University, Omaha, NE
- 2019 Admitted Students Day Mini Lecture. Creighton University, Omaha, NE
- 2018 Dean's Fellow Interviews. Creighton University, Omaha, NE
- 2018 Healthy Bites Seminar Guest Speaker (Don't Resist Resistance Training). Creighton University, Omaha, NE
- 2016 – 2018 Jay Days. Creighton University, Omaha, NE
- 2016 – 2018 Major Minor Fair. Creighton University, Omaha, NE
- 2016 – 2018 Prospective Student Visits. Creighton University, Omaha, NE
- 2016 CU Sunday. Creighton University, Omaha, NE

COMMITTEE ASSIGNMENTS

- 2022 – Present Athletic Board. Creighton University, Omaha, NE
- 2022 – Present University Public Honors and Events Committee. Creighton University, Omaha, NE
- 2020 – 2022 President's Strategic Assessment Group. Creighton University, Omaha, NE
- 2020 – 2022 Planning & Education Working Group of the University Preparedness Committee. Creighton University, Omaha, NE
- 2020 – 2022 Planning & Education Working Sub-Group of the Faculty Council. Creighton University, Omaha, NE
- 2020 – Present Committee on Lectures, Films & Concerts. Creighton University, Omaha, NE
- 2018 – 2021 Faculty and Academic Council. Creighton University, Omaha, NE

COMMUNITY SERVICE

- 2019 – 2021 Career Speaker STEM Fields. Plattsmouth High School, Plattsmouth, NE
2017 – 2019 Pre-Health Professions Explorer Program Chairperson. Boy Scouts of America, Mid-America Council, Omaha, NE
2018 – 2019 King Science Health Care Academy Speaker. King Science Middle School, Omaha, NE
2017 – 2018 Mini-Health Sciences School with Partnership for Kids. HS-MACA, Creighton University, Omaha, NE
2018 Career Day for Belvedere Elementary (2nd & 4th grade classes). Belvedere Elementary, Omaha, NE
2017 HS-MACA's CPHHE-REACH Department 2nd Annual Let's Move, Let's REACH Physical Activity Day. Creighton University, Omaha, NE
2017 Mini-Health Sciences School with Partnership for Kids. HS-MACA, Creighton University, Omaha, NE

EXTERNAL REVIEWER

Journal of Strength and Conditioning Research
Journal of Science in Sport and Exercise
European Journal of Sport Science
Sports
International Journal of Environmental Research and Public Health
Applied Physiology, Nutrition, and Metabolism
Nutrients

**Board of Trustees
Full Board Meeting
June 20, 2024**

Approve General Education Course Offerings

Recommended Action:

Approve the list of general education course offerings effective Fall 2025.

Background Information:

At the May 16, 2024, Academic Affairs Committee meeting, the Committee approved the General Education Course Offerings list as presented. Thereafter, the Office of K-20 Articulation via the Board of Governors staff informed Vice Provost Snider that five of the courses in the General Education Breadth list needed changes to comply with the new regulations. These courses are:

1. ANT 2400 – Current Cultural Issues
2. CCJ 2002 – Survey of Crime and Justice
3. PHI 2103 – Critical Thinking
4. SYG 2010 – Current Social Problems
5. SOW 2192 – Understanding Relationships in the 21st Century

In Column K of the spreadsheet, the Course Review Status for the first four courses listed above has been changed from “Reviewed: No Updates” to “Reviewed: Updated.” The fifth course on the list, SOW 2192, already has its Course Review Status set to “Reviewed: Updated.”

BOG Regulation 8.005 General Education Course Options was revised effective January 24, 2024, and created a new annual review of general education course offerings for each state university system institution.

UWF personnel and leadership have reviewed each course and made all appropriate updates to include course descriptions and student learning outcomes as provided by the Office of K-20 Articulation in the Florida Department of Education. As part of this review, UWF has updated the Statewide Course Numbering System (SCNS) as needed.

UWF requests approval of a list of 92 current courses to be offered across the five disciplinary subject areas of communications, mathematics, humanities, natural science, and social sciences. Each of these courses has gone through appropriate faculty governance and administrative oversight and meet general education course requirements in accordance with sections 1007.24, 1007.25, and 1007.55, the Florida Statutes.

Implementation Plan:

1. May 16, 2024: The UWF BOT Academic Affairs Committee approved the original list of general education course offerings effective Fall 2025.

2. June 20, 2024: The full UWF BOT approves the revised list of general education course offerings effective Fall 2025.
3. No later than September 1, 2024: UWF will submit the revised list of general education course offerings and signed certification form to the Office of K-20 Articulation of the Florida Department of Education.
4. Upon approval by the Articulation Coordinating Committee (ACC) and no later than December 1, 2024: The Office of K-20 Articulation will submit UWF's list of general education courses to the Board of Governors.
5. The Board of Governors will consider UWF's completed list of general education courses for approval and implementation effective Fall 2025.
6. UWF will implement the BOG approved list of general education course offerings for Fall 2025.

Fiscal Implications:

None.

Relevant Authority:

BOG Regulation 8.005 General Education Course Options
Sections 1007.24, 1007.25, and 1007.55, the Florida Statutes.

Supporting Documents:

1. General Education Course Offerings List for UWF effective Fall 2025 - revised
2. Certification Form

Prepared by:

Dr. Dallas Snider, Vice Provost, Division of Academic Affairs, 850-473-7348, dsnider@uwf.edu

Presenter:

Dr. Dallas Snider, Vice Provost, Division of Academic Affairs

Certification Form

Academic Year 2025-26 General Education Courses

Please email signed form to Articulation@fldoe.org no later than September 1, 2024.

Dear Commissioner Diaz,

I certify that my institution has reviewed our general education course options for compliance with sections 1007.24, 1007.25, and 1007.55, Florida Statutes.

- Reviewed Excel spreadsheet provided by the Office of K-20 Articulation.
- Submitted new courses or changes to the Statewide Course Numbering System (SCNS).

FCS/SUS President Signature

Board of Trustee Chair Signature

University of West Florida
Institution

Date

Date

June 20, 2024

Date of Board Approval

**Board of Trustees
Full Board Meeting
June 20, 2024**

Approve Request to Offer a New Degree Program

Recommended Action:

Approve the request to offer the new degree program, the Master of Science in Behavior Analysis.

Background Information:

At the May 16, 2024 committee meetings, the Academic Affairs Committee approved the request to offer Master of Science in Behavior Analysis (MS-BA) degree program in CIP Code 30.1701, a self-supporting program, effective Fall 2024.

Thereafter, the Board of Governors staff informed Vice Provost Snider of changes to the tuition rate for the proposed program to comply with BOG Regulation 8.002. Accordingly, UWF has made the following changes to comply with the BOG regulation:

Resident Graduate Tuition Rate: \$384.60 per semester credit hour
Non-Resident Graduate Tuition Rate: \$478.83 per semester credit hour

The narrative has been updated to reflect these changes. These changes can be found on pages 27 & 28 as well as Appendix A Table 3-B (page 39) of the attached document.

The proposed MS-BA will prepare graduates for careers in Applied Behavior Analysis by offering curriculum and degree requirements for national and international examinations to become Board Certified Behavior Analysts (BCBA), Qualified Behavior Analysts (QBA), and International Behavior Analysts (IBA). The curriculum is aligned with the accreditation standards set forth by the Association for Behavior Analysis International (ABAI) and include thesis and supervised practical application experience.

The field of applied behavior analysis is growing rapidly with annual job postings for Board Certified Behavior Analyst positions in the US above 46,000 in 2021. In Florida, demand for BCBA's increased 32% between 2021 and 2022 with an annual salary range of \$75,000 to \$125,000.

Implementation Plan:

- The CAVP approved the MS in Behavior Analysis on February 15, 2023.
- The Faculty Senate approved the curriculum on April 12, 2024.
- The UWF Board of Trustees Academic Affairs Committee approved the request to offer the new degree program on May 16, 2024.
- The UWF Board of Trustees considers the Request to Offer a New Degree Program on June 20, 2024.

- The Board of Governors reviews the Request to Offer a New Degree Program in June 2024 for inclusion in the approved program inventory for UWF.
- The MS in Behavior Analysis is implemented Fall 2024.

Fiscal Implications:

Fiscal implications are reflected in the Request to Offer a New Degree Program.

Relevant Authority:

BOG Regulation 8.011 Authorization of New Academic Degree Programs and Other Curricular Offerings

University Policy AC-09.03-09/23 New Academic Degree Program Approval

Supporting Documents:

Request to Offer a New Degree Program – Master of Science in Behavior Analysis

Prepared by:

Angela Bryan, Director of Institutional Effectiveness, (850)473-7234, abryan@uwf.edu

Presenter:

Dallas Snider, Vice Provost, Division of Academic Affairs, (850) 473-7348, dsnider@uwf.edu



State University System of Florida Board of Governors
REQUEST TO OFFER A NEW DEGREE PROGRAM

In accordance with Board of Governors Regulation 8.011

(Please do not revise this proposal format without prior approval from Board staff)

University of West Florida
Institution Submitting Proposal

Fall 2024
Proposed Implementation Term

Usha Kundu, MD College of Health
Name of College(s) or School(s)

Health Sciences and Administration
Name of Department(s)/Division(s)

Behavior Analysis
Academic Specialty or Field

Master of Science in Behavior Analysis
Complete Name of Degree

30.1701
Proposed CIP Code (2020 CIP)

- Proposed Program Type**
 E&G Program
 Market Tuition Rate Program
 Self-Supporting Program

The submission of this proposal constitutes a commitment by the university that, if the proposal is approved, the necessary financial resources and the criteria for establishing new programs have been met before the program's initiation.

June 20, 2024

Date Approved by the University Board of Trustees

President's Signature **Date**

Board of Trustees Chair's Signature **Date**

Provost's Signature **Date**

Projected Enrollments and Program Costs

Provide headcount (HC) and full-time equivalent (FTE) student estimates for Years 1 through 5. HC and FTE estimates should be identical to those in Appendix A – Table 1. Indicate the program costs for the first and the fifth years of implementation as shown in the appropriate columns in Appendix A – Table 3A or 3B. Calculate an Educational and General (E&G) cost per FTE for Years 1 and 5 by dividing the total E&G by FTE.

Implementation Timeframe	HC	FTE	E&G Cost per FTE	E&G Funds	Contract & Grants Funds	Auxiliary/Philanthropy Funds	Total Cost	
Year 1	10	5.5						
Year 2	15	8.25						
Year 3	22	12.1						
Year 4	29	15.95						
Year 5	35	19.25						

Programs of Strategic Emphasis Waiver (*for baccalaureate programs only*)

Does the program fall under one of the CIP codes listed below?

Yes

No

If yes, students in the program will be eligible for the Programs of Strategic Emphasis (PSE) waiver. See [Board Regulation 7.008](#) and the [PSE Waiver Guidance](#) for additional details.

CIP CODE	CIP TITLE	CATEGORY
11.0101	Computer and Information Sciences	STEM
11.0103	Information Technology	STEM
13.1001	Special Education	EDUCATION
13.1202	Elementary Teacher Education	EDUCATION
14.0801	Civil Engineering	STEM
14.0901	Computer Engineering	STEM
14.1001	Electrical and Electronics Engineering	STEM
27.0101	Mathematics	STEM
40.0801	Physics	STEM
52.0301	Accounting	GAP ANALYSIS
52.0801	Finance	GAP ANALYSIS
52.1201	Management Information Systems	STEM

Additional Required Signatures

I confirm that I have reviewed and approved Need and Demand Section III.F. of this proposal.

See Appendix N

Signature of Equal Opportunity Officer

Date of Signature

I confirm that I have reviewed and approved Non-Faculty Resources Section IX.A. and IX.B. of this proposal.

See Appendix N

Signature of Library Dean/Director

Date of Signature

Introduction

I. Program Description and Relationship to System-Level Goals

A. Describe within a few paragraphs the proposed program under consideration and its overall purpose, including:

- **degree level(s)**
- **majors, concentrations, tracks, specializations, or areas of emphasis**
- **total number of credit hours**
- **possible career outcomes for each major (provide additional details on meeting workforce need in Section III)**

The proposed Master of Science in Behavior Analysis (MS-BA) degree program will prepare students for a career in Applied Behavior Analysis (ABA) by offering the curriculum and degree requirements for national and international examinations to become Board Certified Behavior Analysts (BCBA), Qualified Behavior Analysts (QBA), and International Behavior Analysts (IBA). Core courses are aligned with accreditation standards set forth by the Association for Behavior Analysis International (ABAI) and include a thesis and supervised practical application experience. Accreditation will be required for all programs providing coursework for BCBA certifications within the next ten years.

The proposed MS-BA degree program is 39 credit hours, with optional credit hours up to 45 total. The curriculum includes foundations, concepts, assessment, intervention, measurement, research design, and experimental analysis with areas of emphasis on practice in healthcare and organizational behavior management. Offering this new program in the Usha Kundu, MD College of Health aligns with UWF's mission and the proposed program's focus on healthcare by developing learners prepared for successful employment upon graduation with continued employment demand nationally, and particularly in the State of FL (Burning Glass Technologies, 2022).

B. If the proposed program qualifies as a Program of Strategic Emphasis, as described in the Florida Board of Governors 2025 System Strategic Plan, indicate the category.

- **Critical Workforce**
 - Education
 - Health
 - Gap Analysis
- **Economic Development**
 - Global Competitiveness
 - Science, Technology, Engineering, and Math (STEM)
- Does not qualify as a Program of Strategic Emphasis.**

II. Strategic Plan Alignment, Projected Benefits, and Institutional Mission and Strength

A. Describe how the proposed program directly or indirectly supports the following:

- **System strategic planning goals (see the link to the 2025 System Strategic Plan on the [New Program Proposals & Resources](#) webpage)**
- **the institution's mission**
- **the institution's strategic plan**

The proposed MS-BA degree program directly supports the SUS Strategic Plan goals of increasing degree productivity and program efficiency and increasing community and business engagement. The proposed MS-BA prepares graduate students for industry certification in a high-demand field that currently has unfilled positions across the State of Florida. This proposed degree program also aligns with the University mission to “*deliver a learner-focused university education that enables students from varied backgrounds to meet their career and life goals.*”

Additionally, this proposed degree program also serves the UWF Strategic Plan 2022-2027. The proposed MS-BA degree program directly addresses Strategic Direction 1.1 “[p]rovide high impact educational and co-curricular learning experiences that inspire, engage, and prepare students to become knowledgeable citizens and successful in their careers and lives.” The proposed degree program includes experiential learning and the implementation of single-case design thesis projects. Under the mentorship of faculty, there will be increased opportunity for student research presentations to local and national conferences, which is aligned with the Strategic Plan Goal 3.2 of “[e]nhanced student-faculty engagement.” The additional experiential learning requirement will offer high impact learning opportunities for students as well.

Finally, the proposed MS-BA degree program also addresses Strategic Direction 4.2 “[p]rovide specific workforce needs/credentials for regional and state businesses.” The field of behavior analysis is rapidly growing. Annual job postings for Board Certified Behavior Analysts (BCBA) positions in the US were above 46,000 in 2021. Overall, the demand for behavior analysts with a minimum degree level of a Master’s, has increased 5,821% between 2010 and 2021 (Burning Glass Technologies, 2022). The average behavior analyst salary is estimated to be between \$60k-85k nationally. In the Florida market specifically, demand has increased between 2021 and 2022 with a 32% increase (n= 2,716 to 3,585) in job postings during that period according to the Burning Glass Technologies report released in 2023. There are currently 1,944 job listings for

"BCBA" in the state of Florida on Indeed.com (November 2023) with a salary range of \$75,000 to \$125,000 a year and hourly pay between \$70-\$95.

B. Describe how the proposed program specifically relates to existing institutional strengths. This can include:

- **existing related academic programs**
- **existing programs of strategic emphasis**
- **institutes and centers**
- **other strengths of the institution**

The proposed MS-BA relates specifically to institutional strengths that include experiential learning activities, cross-campus and community collaboration, and interdisciplinary studies. All these activities are strengths of UWF and are emphasized through the University mission and University Strategic Plan.

The proposed MS-BA program includes experiential learning and the implementation of single-case design thesis projects. Under the mentorship of faculty, there will be increased opportunity for student research presentations to local and national conferences. The additional experiential learning requirement will offer high impact practice (HIP) learning opportunities for students as well.

The nature of the experiential learning requirement for the proposed MS-BA degree program has unique possibilities for cross-campus and community collaboration and interdisciplinary studies. Students will benefit from strategic partnerships with local businesses, non-profits, training, workshops, and research opportunities. For example, students interested in working with adults with Autism, will have opportunities to volunteer with UWF Early Arrival program in collaboration with Student Accessibility Resources at UWF. Other students may be interested in research in diverse applications and would have the opportunity to volunteer with UWF's collaboration at Andrews Institute. Students interested in behavioral skills training applications would have the opportunity to volunteer with the VirTra virtual training simulator for local law enforcement, UWF ROTC cadets, and students from across the university including nursing, counseling, and criminal justice students.

C. Provide the date the pre-proposal was presented to the Council of Academic Vice Presidents Academic Program Coordination (CAVP ACG). Specify any concerns raised and provide a narrative explaining how each concern has been or will be addressed.

The CAVP pre-proposal was presented in the February 15, 2023 meeting. Overall feedback was very supportive with strong demand for such programs noted throughout the State. FSU had comments to share including high demand and support for the proposal as well as two issues to discuss. First, there was discussion regarding the proposed CIP code for Behavior Sciences because historically programs offering Applied Behavior Analysis coursework are housed within Education or Psychology CIP codes. However, it was discussed that this offering would be a good fit for Behavior Sciences in that the emphasis is unique, focusing on Organizational Behavior Management and healthcare settings. An MS in Behavior Analysis is a better fit for the content of this degree as it does not have the typical focus of a traditional education nor most traditional psychology programs.

Further, there is an emerging trend for programs offering behavior analysis content to be housed separate from Education or Psychology, either in collaboration with other applications or in their own departments rather than as a subcategory of education or psychology. Often the demand for behavior analysis is greater than the demand for these other fields.

A second discussion point was regarding the average pass rate of the existing verified course sequence offered by UWF in applied behavior analysis. The proposed MS-BA addresses quality over and above the existing offering by maintaining a small class size, with no more than 15 admitted students per year, high admission requirements, rigorous advanced coursework including applied research culminating in a thesis as well as supervised applied practicum experiences. These requirements of the proposed MS-BA are in support of specialized accreditation through the Association of Behavior Analysis International (ABAI), which will be a requirement to sit for the Board-Certified Behavior Analyst (BCBA) exam by 2032.

D. In the table below provide an overview of the institutional planning and approval process leading up to the submission of this proposal to the Board office. Include a chronology of all activities, providing the names and positions of university personnel and external individuals who participated.

- **If the proposed program is at the bachelor's level, provide the date the program was entered into the APPRiSe system, and, if applicable, provide a narrative responding to any comments received through APPRiSe.**
- **If the proposed program is a doctoral-level program, provide the date(s) of the external consultant's review in the planning table. Include the external consultant's report and the institution's responses to the report as Appendix B.**

Planning Process

Date	Participants	Planning Activity Description
July 14, 2022	Departmental faculty and Institutional Effectiveness	ABA Program Timelines were discussed along with key elements needed to complete the process.
January 25, 2023	Departmental faculty and Institutional Effectiveness	Internal Pre-proposal Planning and review
February 15, 2023	Departmental faculty and Institutional Effectiveness	ABA Qualification Content
February 23, 2023	Departmental faculty and Institutional Effectiveness	ABA Qualification Content
July, 5 2023	Departmental faculty and Institutional Effectiveness	Discuss key items for RTO
September, 29 2023	Departmental faculty and Institutional Effectiveness	Curriculum is finalized in the CCR system
October 7, 2023	Departmental faculty and Institutional Effectiveness	Finalize Budget and Begin RTO
October 27, 2023	Departmental faculty	Attend Grad Council meeting to answer any concerns regarding degree program requirements and curriculum

E. In the table below, provide a timetable of key events necessary for implementing the proposed program following approval of the program by the Board office or the Board of Governors through to the addition of the program to the State University System Academic Degree Program Inventory.

Events Leading to Implementation

Date	Implementation Activity
February 23, 2024	Curriculum approved by the UWF Graduate Council Approval
February 26, 2024	Curriculum approved by the UWF Academic Council
April 12, 2024	Curriculum approved by the UWF Faculty Senate
April 18, 2024	Provost approved for consideration by President and UWF Board of Trustees
May 16, 2024	UWF BOT Academic Committee approval
June 20, 2024	UWF Board of Trustees approval
June 2024	Upload to the ARTS portal for review by the Board of Governors
Summer 2024	Anticipated approval by BOG staff and addition of CIP code to the SUS Approved Program Inventory
Fall 2024	Program starts

Institutional and State-Level Accountability

III. Need and Demand

A. Describe the workforce need for the proposed program. The response should, at a minimum, include the following:

- current state workforce data as provided by Florida's Department of Economic Opportunity
- current national workforce data as provided by the U.S. Department of Labor's Bureau of Labor Statistics
- requests for the proposed program from agencies or industries in the university's service area
- any specific needs for research and service that the program would fulfill

National and Florida Workforce Demand

The CIP Code 30.1701 for the proposed MS-BA maps to several SOCs that provide workforce data through the Florida Department of Economic Opportunity as well as the US Department of Labor's Bureau of Labor Statistics. Table 1 below shows new job projections for the State of Florida, while Table 2 shows new job projections at the national level.

Table 1. Employment Projections - Florida

Employment Projections - Florida					
SOC Code	Job Title	Employment			
		2022	2030	Growth	Percent
19-1099	Life Scientists	92	102	10	10.9%
19-3099	Social Scientists and Related	1,697	1,818	121	7.1%
19-4061	Social Science Research Assistants	600	691	91	15.2%
21-1099	Community and Social Service	4,376	4,922	546	12.5%
Source: floridajobs.org accessed 1/24/2023.					

Table 2. Employment projections - United States

Employment Projections - U.S.					
SOC Code	Job Title	Employment			
		2021	2031	Growth	Percent Growth
11-9151	Social and Community Service	173,700	194,100	20,400	11.7%
19-1099	Life Scientists	7,500	8,000	500	6.6%
19-3099	Social Scientists and Related	39,800	40,400	600	1.6%
19-4061	Social Science Research Assistants	35,200	39,200	4,000	11.3%
21-1099	Community and Social Service	97,600	105,900	8,300	8.5%

Source: US Bureau of Labor Statistics Occupational Outlook Handbook accessed 1/24/2023.

As shown in Table 1, the occupation in highest demand is Community and Social Service at 12.5% statewide with 546 new jobs projected through 2030. At the national level Social and Community Service occupations show the highest demand with growth projected through 2031 at 11.7% or 20,400 new jobs. Additionally, employment in the occupations related to CIP Code 30.1701 are projected to increase through 2030 within the United States, the state of Florida and Escambia and Santa Rosa counties.

It is also important to note the Bureau of Labor Statistics and FL Department of Economic Opportunity do not track this specific field (behavior analysis) by name, but national and regional demand is fast-growing in adjacent fields related to behavior disorders and mental health counselors, showing a higher than average projected growth. For the CIP Code 30.1701, there are several SOCs that are available that provide information on workforce needs and are reflected in the following tables. It should be noted that some of the occupations available in the CIP-to-SOC Crosswalk only reflect a Bachelor’s degree as needed for entry. The jobs these graduates are prepared for require a Master’s degree and a Master’s level certification (BCBA) to qualify. A sample of job announcements that reflect these requirements are also included in Appendix J.

The average behavior analyst salary is estimated to be between \$60k-85k nationally. This is a number reflected in local hiring advertisements (see Appendix J). This high-paying opportunity for graduates will continue to grow the field and provide local graduates with sustainable employment opportunities.

In the table below, provide occupational linkages or jobs graduates will be qualified to perform based on the training provided for the proposed program that does not currently appear in the most recent version of the Search by CIP or SOC Employment Projections Data Tool provided periodically by Board staff.

Occupational Linkages for the Proposed Program

SOC Code (XX-XXXX)	Occupation Title	Source / Reason for Inclusion
21-1018	Substance abuse, behavioral disorder, and mental health counselors	US Bureau of Labor Statistics/Occupational Outlook Handbook - no data available in Employment Projections Data Tool

Complete the table below and summarize its contents in narrative form. Include data for all linked occupations, including those in the table above. Use data from the Search by CIP or SOC Employment Projections Data Tool provided periodically by Board staff.

Labor Market Demand, CIP Code 30.1701

Occupations	Percent Change in Job Openings		Annual Average Job Openings		Total # of New Jobs		Education Level Needed for Entry
	FL 2021-31	U.S. 2021-31	FL 2021-31	U.S. 2021-31	FL 2021-31	U.S. 2021-31	
Psychologists, All Other Behavior Sciences 19-3039	5.6	2.8	312	4,000	237	1,500	Master's
Substance abuse, behavioral disorder, and mental health counselors 21-1018	17.2	2.2	1,584	3,700	2,804	71,500	Bachelor's

Sources:

Date Retrieved: 02/06/2024

U.S. Bureau of Labor Statistics - <https://data.bls.gov/projections/occupationProj>

Florida Department of Economic Opportunity - <http://www.floridajobs.org/labor-market-information/data-center/statistical-programs/employment-projections>

B. Provide and describe data that support student demand for the proposed program. Include questions asked, results, and other communications with prospective students.

In February of 2023, a survey was sent to all current Undergraduate ABA students. 84 responses were recorded. The students reported the following information:

Question	Results
Please indicate your level of interest in a master's degree in behavior analysis within the next five years [Fully Online]	Interested: 92% (n=74)
Please indicate your level of interest in a master's degree in behavior analysis within the next five years [On Campus Only]	Interested: 31.8% (n=14)
Please indicate your level of interest in a master's degree in behavior analysis within the next five years [Hybrid]	Interested: 50% (n=23)

- C. Complete Appendix A – Table 1 (1-A for undergraduate and 1-B for graduate) with projected student headcount (HC) and full-time equivalents (FTE).**
- Undergraduate FTE must be calculated based on 30 credit hours per year
 - Graduate FTE must be calculated based on 24 credit hours per year

In the space below, explain the enrollment projections. If students within the institution are expected to change academic programs to enroll in the proposed program, describe the anticipated enrollment shifts and impact on enrollment in other programs.

The primary source of enrollment for the proposed MS-BA degree program is from the local service area as well as a small portion of out-of-state students. In Year 1, the department anticipates admitting 8 local graduate students (FTE 4.4) and 2 out-of-state graduate students (FTE 1.1) for a total headcount enrollment of 10 graduate students (FTE 5.5). To ensure quality, the enrollment in the MS-BA will be small, no more than 10 students annually. The requirements for this program vary enough from the existing degree programs such that individuals will likely not transfer to the new degree program. By Year 5, the department anticipates 28 local students enrolled (FTE 15.4) and 7 out-of-state graduate students (FTE 3.85) for a total of 35 graduate students (FTE 19.25) in the MS-BA degree program.

- D. Describe the anticipated benefits of the proposed program to the university, local community, and the state. The benefits of the program should be described both quantitatively and qualitatively.**

This program will provide enrollment, recognition, and increased academic rigor in the university's Behavior Analysis offerings. The MS-BA is designed to meet the increasing and diversifying demand for degrees in Behavior Analysis requiring accreditation. The new program is designed to be a rigorous program in a marketable field with high-demand in the state of Florida and meet the upcoming accreditation requirements to meet the Behavior Analyst Certification Board's impending requirements in 2032. Providing a program that meets the future requirements of the ABAI accrediting body in ABA ensures continued success for UWF in educating students in this field.

The MS-BA program requires students engage in high-impact practices while engaging in the practicum requirement. This practicum requirement provides benefits to local and state communities. Students in the practicum are required to work with existing employers. These partnerships will supply well-trained individuals in the field of behavior analysis who have the benefit of academic oversight and coordination with qualified university personnel.

- E. If other public or private institutions in Florida have similar programs at the four- or six-digit CIP Code or in other CIP Codes where 60 percent of the coursework is comparable, identify the institution(s) and geographic location(s). Summarize the outcome(s) of communication with appropriate personnel (e.g., department chairs, program coordinators, deans) at those institutions regarding the potential impact on their enrollment and opportunities for possible collaboration in the areas of instruction and research.**

UWF identified 12 degree programs at both public and private institutions within Florida that prepared students at the Master’s level for the BCBA certification as shown in tables 3 and 4. As you will note, some of these degree programs are currently accredited by ABAI while others are not. Two universities offer two different programs in Applied Behavior Analysis and are therefore listed twice in the table below, with the same chair/director listed for each program. All correspondence is reflected in the table below. Of the emails sent out, 6 did not reply. An additional 4 replied with positive brief statements offering best wishes or sentiments that the MS-BA sounds interesting and would be a wonderful addition. One institution provided more substantial feedback addressing the fact that UWF would be drawing from the same applicant pool, however in the same statement also acknowledged that UWF’s area of emphasis does not overlap with theirs and confirmed the substantial demand for graduate programs in behavior analysis. A second correspondence from the same institution included an inquiry as to if supervised fieldwork would be included in the content of the degree. We confirmed that supervised field experience would be included as a requirement, and that the program would be quite small due to the rigor required to administer the thesis and supervision requirements.

FL Graduate Degrees that Include ABA Coursework for ABAI/BCBA

Table 3. Public FL SUS Institutions offering a similar degree program

Name of Institution	Degree Type	Degree Name	Modality	Accredited by ABAI	Director	Communication
FSU-Panama City	MS	Applied Behavior Analysis	On Campus	Yes	Jon Bailey, PhD, BCBA-D; bailey@psy.fs.u.edu	Emailed 2/2/2023 - No reply
USF	MS	Applied Behavior Analysis	On Campus	Yes	Dr. Raymond Miltenberger; miltenbe@usf.edu	Emailed 2/2/2023 - Replied 2/2/2023 “Thanks for your email. Congratulations on having approval from UWF to pursue a new program. I have also been asked by my university to weigh in on your proposed new program. I have to think about my response, but issues I will likely raise include the following. You will be drawing from the same applicant pool as our program - folks interested in a master's in behavior analysis from an ABAI accredited program.

Name of Institution	Degree Type	Degree Name	Modality	Accredited by ABAI	Director	Communication
						<p>However, your areas of emphasis are novel and do not overlap with our program. You also have a different CIP code, although functionally, that should not make a difference. Further, there seems to be good demand for master's programs in ABA, so it is my hope that another program in the Florida university system does not diminish the quality or quantity or our applicant pool. Hope this helps. I have copied the associate director of our program, Dr. Catia Cividini-Motta, to see if she has anything to add."</p> <p>Catia Cividni-Motta at USF also replied,</p> <p>"Congratulations on the new program. I am just curious regarding fieldwork. Will the students complete/meet the fieldwork requirements while enrolled in your program? Or will fieldwork be something they complete on their own, while in the program or after graduating?"</p> <p>Reply: Only ABAI fieldwork of 90 hours would occur in the program</p>

Name of Institution	Degree Type	Degree Name	Modality	Accredited by ABAI	Director	Communication
USF	MA	Applied Behavior Analysis	Online	No	Dr. Raymond Miltenberger; miltenbe@usf.edu	Replied 2/2/2023 and Catia Cividni-Motta at USF also replied (duplication of above correspondence)
FAU	M.Ed.	Special Education (ABA Concentration)	Online	No	Elisa Cruz-Torres, BCBA-D; ecruz4@fau.edu	Emailed 2/2/2023 - No reply
UNF	M.Ed.	Special Education (ABA Concentration)	Hybrid	No	Dr. Natalie Badgett; natalie.badgett@unf.edu	Emailed 2/2/2023 - No reply
FIU	MS	Psychology: Behavior Analysis Major	Hybrid	No	Rosemary San Nicolas; sannicor@fiu.edu	Emailed 2/2/2023 - No reply

Table 4. Private Florida Institutions with a similar degree program

Name of Institution	Degree Type	Degree Name	Modality	Accredited by ABAI	Director/Program Contact	Communication
FIT	MS	Applied Behavior Analysis	On Campus	Yes	David Wilder, Ph.D., BCBA-D; dawilder@fit.edu	Emailed 2/2/2023; Responded 2/2/2023 "Your new degree program sounds interesting."
FIT	MS	ABA and Organizational Behavior Management	On Campus	Yes	David Wilder, Ph.D., BCBA-D; dawilder@fit.edu	Emailed 2/2/2023; Responded 2/2/2023 (duplication of above correspondence)

Name of Institution	Degree Type	Degree Name	Modality	Accredited by ABAI	Director/Program Contact	Communication
FIT	MA	Behavior Analysis Practice	Online	No	Bryon Neff, Ph.D., BCBA-D; bneff@fit.edu	Emailed 2/2/2023; Responded 2/7/2023, "I think it is wonderful that UWF is designing a behavior analytic program that focuses on the healthcare system and OBM. There aren't many options in your region. Wishing you much success!"
Rollins	MA	Applied Behavior Analysis & Clinical Science	On Campus	Yes	Michele Williams, Ph.D.; amwilliams2@rollins.edu	Emailed 2/2/2023 - No reply
University of Miami	MS	Applied Behavior Analysis (Psychology Dept)	On Campus	No	Melissa Hale, PhD; m.hale@miami.edu or Anibal Gutierrez Jr, PhD; a.gutierrez5@miami.edu	Emailed 2/2/2023; Responded 2/3/2023, "Thank you for reaching out to us. We think it is great that you are working towards this. We have a small program at UM and would be happy to chat if you ever have any questions about the process. Good luck"
Nova Southeastern	MS	MS Counseling Psychology (ABA Concentration); MS Developmental Disabilities (ABA	Hybrid/Online	No	Dr. Emmy Maurilus; em986@nova.edu	Emailed 2/2/2023; Responded 2/2/2023, "Thank you for the notification. Wishing you the very best!"

Name of Institution	Degree Type	Degree Name	Modality	Accredited by ABAI	Director/Program Contact	Communication
		Concentration); MHS Child Protection (ABA Concentration)				

F. If the proposed program substantially duplicates a program at Florida Agricultural and Mechanical University (FAMU), a letter of support from FAMU must be provided. The letter must address whether the proposed program may adversely affect FAMU's ability to achieve or maintain student diversity in its existing program. The institution's Equal Opportunity Officer shall review this section of the proposal, sign, and date the additional signature page to indicate that all requirements of this section have been completed.

Florida Agricultural and Mechanical University does not offer a graduate level degree program that prepares students to sit for the Board Certified Behavior Analyst (BCBA) exam.

IV. Curriculum

A. Describe all admission standards and all graduation requirements for the program. Hyperlinks to institutional websites may be used to supplement the information provided in this subsection; however, these links may not serve as a standalone response. For graduation requirements, describe any additional requirements that do not appear in the program of study (e.g., milestones, academic engagement, publication requirements).

Admissions standards at the University level for the Graduate School will follow the current standards listed in the catalog.

University Level Admissions Requirements	
Application Fees	\$30
Transcripts	Official transcript from each college or university where at least 15 credits hours was completed.
Prior Education	<p>“An earned bachelor's degree from a post-secondary institution accredited by an agency recognized by the United States Department of Education or a comparable degree from an international institution with a minimum institutional grade point average (GPA)* of 3.0 on a 4-point scale, or a 3.0 on a 4-point scale on the last 60 hours of coursework in the baccalaureate degree.”</p> <p>Applicants are expected to be in good standing at their previous institutions with any assigned sanctions considered complete.</p>
Program Level Admissions Requirements	
Admissions Tests	Not Required. GRE is waived.
GPA Requirements	Minimum 3.25 Undergraduate Institutional GPA
Letter of Intent/Entrance Essay	Letter of Intent that demonstrates graduate-level writing ability using APA style, experience and support in the field, and evidence of academic success. Letters will be graded by the admissions committee using a rubric.
Interview	Applicants must successfully complete an oral interview with members of the admissions committee.
Letters of Reference	Two letters of reference, at least one preferably from a former instructor and one from a supervisor.

Graduation Requirements	
Completion of Academic Credits	Completion of all courses with a Grade of “B” or higher to include the following: 21 credits (7 courses) of core academic learning, minimum 9 credits (3 courses) of Supervised Applied experience which includes completion of a thesis, and 9 credits (4 courses) of Supervision curriculum. This is a total minimum of 39 credit hours with an optional 45 credit hour component for QABA certification course (3 credit hours) and allowable repeats of the Capstone/Thesis courses).
GPA	3.0 or above
Applied Experience	Satisfactory completion (“B”) of a minimum of 3 credit hours in Applied Experience I and 3 credit hours in Applied Experience II. The Applied

	Experience credits correspond to 90 total hours of required supervised experiential learning.
Thesis	Satisfactory completion of a final thesis/capstone which is part of the Applied Experience grade.

B. Describe the specific expected student learning outcomes associated with the proposed program and include strategies for assessing the proposed program's learning outcomes. If the proposed program is a baccalaureate degree, include a hyperlink to the published Academic Learning Compact and the document itself as Appendix C.

Program-Level Learning Outcomes:

Category	Program SLO
Content	Implement meaningful practice based on systematic assessment and continuous evaluation, to provide the maximum benefit for all.
Communication	Use effective written and oral communication skills to actively participate as a member of a professional community.
Critical Thinking	Systematically evaluate data to make decisions in practice.
Integrity/Values	Be accountable for improving outcomes for all.

Strategies for assessing proposed program goals:

The department prepared a curriculum map that identifies where in the program of study the various program-level learning outcomes are introduced, reinforced, and mastered. Based on the curriculum map for this proposed program, the faculty have developed a 5-year assessment plan that identifies where and when they will assess particular program level outcomes as well as key assignments that will be used for assessment. The curriculum map and 5-year assessment plan are included as Appendix L and Appendix M respectively.

C. If the proposed program is an AS-to-BS capstone, provide evidence that it adheres to the guidelines approved by the Articulation Coordinating Committee for such programs, as outlined in [State Board of Education Rule 6A-10.024](#). Additionally, list any prerequisites and identify the specific AS degrees that may transfer into the proposed program.

Not applicable to this program because it is not an AS-to-BS Capstone.

D. Describe the curricular framework for the proposed program, including the following information where applicable:

- total number of semester credit hours for the degree
- number of credit hours for each course
- required courses, restricted electives, and unrestricted electives
- a sequenced course of study for all majors, concentrations, tracks, or areas of emphasis

The degree program will be a total of 39-45 credit hours. Students will complete 21 credit hours of core requirements that meet the ABAI accreditation curriculum standards and BACB requirements for certification. Students are required to complete 9 credit hours of applied experience and thesis equivalence requirements with one course being repeatable from 3 to 6 credits hours. The total hours in the applied experience and thesis equivalence requirements category is 9-15 hours. Students are required to complete 9 hours of required supervision. The optional elective, HSA X158 Clinical and Legal Considerations for Autism Treatment, is available for those individuals who need to meet QABA certification requirements as well as autism related instruction licensure requirements in multiple states. This course is not required for all students seeking the proposed MS-BA. The total semester credit hours for the proposed MS-BA is 39-45 hours.

The mapping to the ABAI accreditation standards is included in the list below and are denoted behind the course name in parentheses. The complete program of study is listed below and is shown in the recommended order and progression:

CORE Courses	SCH
EAB 5005 Foundations of ABA (<i>ABAI Principles</i>)	3
EAB X701 Behavior Assessment (<i>ABAI Applied</i>)	3
EAB X655 Behavior Intervention (<i>ABAI Applied</i>)	3
EAB 6XX5 Measurement (<i>ABAI Research Methods</i>)	3
EAB 6780 Ethics (<i>ABAI Ethics</i>)	3
EAB 6140 Concepts (<i>ABAI Conceptual</i>)	3
EAB 5708 Exp Analysis Behavior (<i>ABAI Basic</i>)	3
Applied Experience and Thesis Equivalence Requirements	
EAB 6797 Advanced Single Case Design (Contains Thesis development/preplanning)	3
EAB X940 Applied Experience I (Thesis planning course)	3
EAB X941 Applied Experience II (includes capstone Thesis)	3-6
Required Supervision Courses	
EAB 5065 Supervision & Fluency Management	3
EAB 5740 Behavior Analysis of Performance	2
EAB X742 Behavior Analysis in Organizations	2
EAB XXXX Beh Systems Analysis	2
Optional Elective for Students Preparing for QABA certification	
HSA X158 Clinical and Legal Considerations for Autism Treatment	3
Total Hours	39-45

E. Provide a brief description for each course in the proposed curriculum.

Course No. and Title	Course Description
EAB 5005 Foundations of ABA	This course serves as a basic introduction to behavior analytic principles, definitions, characteristics, processes, and concepts. The content is based on the Behavior Analyst Certification Board (BACB) 6th edition Task List, the Qualified Applied Behavior Analysis Credentialing Board (QABA) Competency Standards, the International Behavior Analysis Organization (IBAO), and ABAI Principles of Behavior to develop students' competence in the use of technical terminology pertaining to the concepts and principles of behavior analysis. A final grade of 82% (B) is the minimum passing score for this course.
EAB x701 5xx1-2 Behavior Assessment	This course explores behavior assessment and the related skillset required to conduct assessments, including appropriate ethical considerations. Selecting and defining target behavior, as well as appropriate measurement systems are examined. The content is based on the Behavior Analyst Certification Board (BACB) 6th edition Task List, the Qualified Applied Behavior Analysis Credentialing Board (QABA) Competency Standards, the International Behavior Analysis Organization (IBAO), and ABAI's Applied Behavior Analysis domain to develop competence in the application of the principles of behavior and multiple areas of investigation and practice (see below under Topics Covered). A final grade of 82% (B) is the minimum passing score for this course.
EAB x655 5xx1-3 Behavior Intervention	This course prepares students to apply problem solving techniques of Applied Behavior Analysis to select appropriate interventions for socially valid and effective behavior change. The content is based on the Behavior Analyst Certification Board (BACB) 6th edition Task List, the Qualified Applied Behavior Analysis Credentialing Board (QABA) Competency Standards, the International Behavior Analysis Organization (IBAO), and ABAI's Applied Behavior Analysis domain to develop competence in the application of the principles of behavior and multiple areas of investigation and practice (see below under Topics Covered). A final grade of 82% (B) is the minimum passing score for this course.
EAB 6xx1-5 Measurement	This course presents students with key concepts in measurement and single case design methodology based on reliable observations, systematic data collection, and accurate visual display analysis. The content is based on the Behavior Analyst Certification Board (BACB) 6th edition Task List, the Qualified Applied Behavior Analysis Credentialing Board (QABA) Competency Standards, the International Behavior Analysis Organization (IBAO), and ABAI Research Methods to develop competence in measurement of behavior, data collection analysis and graphic representation, and experimental design with particular emphasis on single subject design (see below under Topics Covered). A final grade of 82% (B) is the minimum passing score for this course.
EAB 6780 5xx1-5 Ethics	This course is designed to provide the student with various ethical considerations from across human services to apply them to careers within behavior analysis. The content is based on the Behavior Analyst Certification Board (BACB) Ethics Code, the Qualified Applied Behavior Analysis Credentialing Board (QABA) Competency Standards, the International Behavior Analysis Organization (IBAO), and Association for Behavior Analysis International (ABAI) expectation to provide legal constraints and ethical guidelines related to behavioral research and practice (see below under Topics Covered).

EAB 6140 Concepts	This course is designed to explore historical foundations of the science of behavior analysis, specifically the philosophy of the science based on B.F. Skinner's work. These philosophical foundations provide the basis for how behavior analysts select goals based on levels of scientific understanding, empirical considerations, the dimensions of ABA, and radical behaviorism. The content is based on the Behavior Analyst Certification Board (BACB) 6th edition Task List and Association for Behavior Analysis International (ABAI) expectation to develop confidence in the science's history and theoretical approaches. A final grade of 82% (B) is the minimum passing score for this course.
EAB 5708 5xx1-7 Experimental Analysis of Behavior	This course introduces basic research principles that led to the formation of applied behavior analysis. Foundational concepts will be applied in a software program designed to simulate a basic animal laboratory. Students will practice these skills and provide reports based on multiple areas of investigation such as schedules of reinforcement, stimulus control, conditioned reinforcement choice, and establishing/motivational operations. The content is based on the Behavior Analyst Certification Board (BACB) 6th edition Task List, the Qualified Applied Behavior Analysis Credentialing Board (QABA) Competency Standards, the International Behavior Analysis Organization (IBAO), and the Association for Behavior Analysis International (ABAI) expectations that students are proficient in how the principles of behavior were discovered based on basic research (see below under Topics Covered).
EAB6797 5xx1-8 Advanced Single case Design	This course prepares students to conduct research based on single case design methodology. Students will conduct an extensive literature review based on an individualized topic of interest, while demonstrating originality in developing and/or applying ideas (ABAI standard), The core objective for the student is to develop competence in defining a research problem, designing a method to address the problem, and conducting and reporting an investigation that carries out the method to conclusion, consistent with the ABA dimensions as outlined by Baer, Wolf, and Risley (1968).
EAB x940 5xx1-13 Applied Experience I	This course reviews measurement procedures and single case design methodology to prepare students to design a research study. Students will be required to follow all Federal and State regulations for conducting research with human participants (e.g., IRB submission and approval), as well as abide by all ethical guidelines set forth by disciplines in behavior change and human intervention. The core objective for the student is to develop competence in defining a research problem, designing a method to address the problem, and conducting and reporting an investigation that carries out the method to conclusion (ABAI Standard), consistent with the ABA dimensions as outlined by Baer, Wolf, and Risley (1968).
EAB x941 5xx1-14 Applied Experience II	This course requires students to obtain a placement in an organization that specializes in Applied Behavior Analysis (ABA). It's essential that this organization has a Certified or Licensed professional on-site who is available and willing to supervise the student. The core objective for the student is to develop competence in defining a research problem, designing a method to address the problem, and conducting and reporting an investigation that carries out the method to conclusion, consistent with the ABA dimensions as outlined by Baer, Wolf, and Risley (1968). Monthly meetings with their practicum instructor will be held where students demonstrate their expertise in areas like single case methodology design, dependable intervention procedures, positive behavioral changes, data collection, and data representation. All activities in the setting and in the classroom will adhere to appropriate ethical and professional issues relevant to the practice of behavioral intervention.

EAB 5065 5xx1-10 Supervision & Fluency Management	This course provides students with the applied knowledge for personnel supervision and management when implementing Applied Behavior Analysis. Students will establish clear procedures and approaches to personnel management and improved client outcomes via precise data collection. The curriculum is rooted from subdisciplines in Organizational Behavior Management. The content is based on the Behavior Analyst Certification Board (BACB) 6th edition Task List, the Qualified Applied Behavior Analysis Credentialing Board (QABA) Competency Standards, the International Behavior Analysis Organization (IBAO), and ABAI Principles of Behavior to develop students' competence in the use of technical terminology pertaining to the concepts and principles of behavior analysis. A final grade of 82% (B) is the minimum passing score for this course.
EAB 5740 5xx1-9 Behavior Science Strategies for Performance	This course introduces students to behavior analytic principles within the area of Performance Management. These principles, rooted in the science of behavior analysis, provide a robust framework for evaluating and improving human performance in organizational settings, to effect sustainable behavior change, ensuring that the desired organizational outcomes are achieved and maintained over time. This course is for students who are interested in applying scientific methods to evaluate and improve human performance in organizations in domains such as (but not limited to): careers in Human Resources, Organizational Development, Leadership roles, or consultants looking to add organizational behavior strategies to their current organization.
EAB x742 5xx1-11 Behavior Analysis in Organizations	This course explores the multifaceted applications of behavioral science in organizational settings, emphasizing the integration of behavior analytic perspectives in business scenarios. This course provides students with a comprehensive understanding of how behavioral science can shape and improve various facets of business, from leadership and culture to safety paradigms and consumer behavior. Students will leave the course with the skills required to integrate behavior analysis in complex organizations and cultures.
EAB XXXX 5xx1-13 Behavior Systems Analysis	Organizations, with their intricate structures and relationships, resemble complex systems where each level and component are interlinked. This course dives deep into the realm of organizational design and management through the lens of behavior systems analysis, elucidating the intricate interdependencies that exist across different levels of an organization. Students will have the opportunity to use previous knowledge in applied behavior analysis to problem solving in new environments using a holistic approach.
HSA x158 Clinical and Legal Considerations in Autism Treatment	This course explores both the legal influences behind autism treatment, as well as the clinical development of diagnostic and treatment procedures in both applied behavior analysis and relative fields of psychology. Landmark cases will be discussed related to special education and psychological treatment. Origins of neurotypical psychological milestones as it applies to diagnostic criteria will also be explored.

F. For degree programs in medicine, nursing, and/or allied health sciences, identify the courses with the competencies necessary to meet the requirements in [Section 1004.08, Florida Statutes](#). For teacher preparation programs, identify the courses with the competencies required in [Section 1004.04, Florida Statutes](#).

Not applicable to this program because the program is not a medicine, nursing, allied health sciences, or teacher preparation program.

G. Describe any potential impact on related academic programs or departments, such as an increased need for general education or common prerequisite courses or an increased need for required or elective courses outside of the

proposed academic program. If the proposed program is a collaborative effort between multiple academic departments, colleges, or schools within the institution, provide letters of support or MOUs from each department, college, or school in Appendix D.

The proposed graduate degree program does not require an increased need for general education or common prerequisite courses or electives outside of the proposed program. This degree program is housed within the Department of Health Sciences and Administration.

H. Identify any established or planned educational sites where the program will be offered or administered. Provide a rationale if the proposed program will only be offered or administered at a site(s) other than the main campus.

The proposed program courses will be offered online. The online modality, through the use of Canvas and video conferencing is a successful enterprise that allows graduate students, including those within the primary service area that UWF serves, with the flexibility to join class without the necessity of driving to campus. It also allows the degree program to recruit students from outside the local service area to pursue this graduate degree program to achieve their professional and career goals.

The program's thesis and applied experience will require collaboration with independent practicum/clinical sites. Departmental faculty and staff of the Usha Kundu, MD College of Health have considerable experience with approval and oversight of remote clinical sites and are confident in their ability to ensure students are successful no matter where they live. The process for management and supervision of clinical students is as follows:

- *Collaboration with Practicum/Clinical Sites:* The program will initiate the placement process approximately 6 months before the semester start date, engaging in detailed discussions with potential practicum sites to match students based on their individual needs and goals.
- *Student-Centric Placement Process:* Placements will be tailored to each student's geographic location, career aspirations, and learning preferences.
- *Ongoing Support and Oversight:* Continuous support and oversight will include regular feedback sessions between program faculty and the placement site to ensure educational goals are met.
- *Professional Development and Mentorship:* Students will be paired with mentors in significant supervisory positions within the ABA field. The program will focus on personal growth, with Tavera software supporting the development of skills like conflict management, leadership, and public speaking.
- *Integration of Classroom Learning and Practicum Experience:* Students will document their work and reflections in log sheets on Tavera, integrating practical experiences with academic learning. The software will provide structured reflective questions and activities to enhance learning and personal growth.
- *Employer Feedback and Program Evaluation:* Formal and informal feedback from employers will be gathered through surveys, with Tavera software streamlining the collection and analysis of this feedback to continually improve the practicum experience and align it with industry standards.

I. Describe the anticipated mode of delivery for the proposed program (e.g., face-to-face, distance learning, hybrid). If the method(s) of delivery will

require specialized services or additional financial support, describe the projected costs below and discuss how they are reflected in Appendix A – Table 3A or 3B.

The coursework for the proposed program will be offered online. The University of West Florida and the faculty of the Department of Health Sciences and Administration have considerable experience with offering courses and degree programs via online delivery. Existing software and hardware are in place at the department level to provide online instruction. There are no additional foreseen costs for specialized services.

J. Provide a narrative addressing the feasibility of delivering the proposed program through collaboration with other institutions, both public and private. Cite any specific queries of other institutions concerning shared courses, distance/distributed learning technologies, and joint-use facilities for research or internships.

At this time, there are no plans to offer this program in collaboration with other institutions in Florida, whether public or private. As the program faculty reached out to other similar programs across Florida, no institution expressed a desire to collaborate with UWF on the proposed MS-BA, however, UWF would entertain such a proposal in the future and make the decision based on what is best for the State of Florida, UWF, and the students and community we serve.

K. Describe any currently available sites for internship and/or practicum experiences. Describe any plans to seek additional sites in Years 1 through 5.

Not applicable to this program because the program does not require internships or practicums.

The current internship sites in the Pensacola area include the Andrews Institute and The Lakeview Center. Practicum sites will be required but will be independently obtained by the learner based on factors such as availability and proximity to the student. All practicum sites and supervisors will be overseen by an assigned faculty member of the MS-BA to ensure a clear communication and reporting process of student performance. Additional sites will be added as the program grows in the future.

V. Program Quality Indicators - Reviews and Accreditation

A. List all accreditation agencies and learned societies concerned with the proposed program. If the institution intends to seek specialized accreditation for the proposed program, as described in [Board of Governors Regulation 3.006](#), provide a timeline for seeking specialized accreditation. If specialized accreditation will not be sought, please explain.

The MS-BA will prepare graduates to sit for the Board Certified Behavior Analyst (BCBA) certification. Beginning in 2032, the Behavior Analyst Certification Board (BACB) will require that those sitting for the BCBA certification exam have graduated from a degree program that is accredited by the Association for Behavior Analysis International (ABAI) program. UWF is actively planning to seek accreditation for the proposed MS-BA by the Association for Behavior Analysis International (ABAI) so that graduates will be able to meet this requirement by 2032.

B. Identify all internal or external academic program reviews and/or accreditation visits for any degree programs related to the proposed program at the institution, including but not limited to programs within the academic unit(s) associated with the proposed degree program. List all recommendations from the reviews and summarize the institution's progress in implementing those recommendations.

The Advisory Board for the UWF Health Sciences & Administration Department, an external healthcare industry advisory group, was consulted on the viability of the proposed degree program and they voted unanimously to approve the creation of MS-BA degree program. They have provided approval for the pursuit of this degree and will provide ongoing program review on an annual basis.

C. For appropriate degree programs, discuss how employer-driven or industry-driven competencies were identified and incorporated into the curriculum. Additionally, indicate whether an industry or employer advisory council exists to provide input for curriculum development, student assessment, and academic-force alignment. If an advisory council is not already in place, describe any plans to develop one or other plans to ensure academic-workforce alignment.

The primary competencies in the field come from the certifying boards for behavior analysts. The primary source is the Behavior Analyst Certification Board (BACB) and its approved competencies or "tasks" include the required foundational knowledge of competent behavior analysts. The curriculum teaches and assesses these competencies which include foundations and applications of the science. The standards reflect the ongoing needs of the industry and are updated based on industry concerns every few years since 1999 when the BACB was founded. The 6th edition of the competencies will go into effect in 2026.

Additionally, the Association for Behavior Analysis International provides guidelines for education to meet the required competencies of the BACB. ABAI's accreditation and tiered model standards were considered throughout the planning process for accreditation and industry needs. ABAI's board has a larger breadth of included industry standards because it considers areas of behavior analysis outside of the Applied Behavior Analysis focus. This includes focuses on experimental and research competencies, behavior safety, forensics, and more.

UWF's curriculum also considers international needs with the inclusion of the International Behavior Analyst Organization (IBAO) and the Qualified Applied Behavior Analysis Credentialing Board (QABA).

The Advisory Council for the College of Health includes a BCBA certified behavior analyst as a participating member. The department is assembling a program-level advisory council that will serve in an advisory capacity for the proposed MS-BA degree program.

VI. Faculty Participation

A. Use Appendix A – Table 2 to identify existing and anticipated full-time faculty who will participate in the proposed program through Year 5, excluding visiting or adjunct faculty. Include the following information for each faculty member or position in Appendix A – Table 2:

- the faculty code associated with the source of funding for the position

- faculty member's name
- the highest degree held
- academic discipline or specialization
- anticipated participation start date in the proposed program
- contract status (e.g., tenure, tenure-earning, or multi-year annual [MYA])
- contract length in months
- percent of annual effort that will support the proposed program (e.g., instruction, advising, supervising)

This information should be summarized below in narrative form. Additionally, provide the curriculum vitae (CV) for each identified faculty member in Appendix E.

UWF currently employs Leasha Barry, PhD, BCBA-D as full-time faculty for the proposed MS-BA degree program. The university plans to hire up to 2 additional full-time faculty possessing a doctorate and BCBA as minimum qualifications in subsequent years (see Appendix A Table 2) to support program enrollment.

B. Provide specific evidence demonstrating that the academic unit(s) associated with the proposed program has been productive in teaching, research, and service. Such evidence may include trends over time for average course load, FTE productivity, student HC in major or service courses, degrees granted, external funding attracted, and other qualitative indicators of excellence (e.g., thesis, dissertation, or research supervision).

The faculty of the Department of Health Sciences and Administration has been productive in all aspects of teaching, research, and service to the University, the community, and the professional community and discipline. The following tables show departmental productivity of semester credit hours and FTE generated as well as degrees awarded.

Table 5. Semester Credit Hours and FTE Productivity for the Department of Health Sciences Administration

Credit Hours & FTE Production										
Level	2018-19		2019-20		2020-21		2021-22		2022-23	
	SCH	FTE	SCH	FTE	SCH	FTE	SCH	FTE	SCH	FTE
Undergraduate	10,530	351	11,919	397.3	13,276	442.53	12,253	408.43	12,089	402.96
Graduate	663	27.63	547	27	1,113	46.38	1,110	46.25	1,290	53.75
Total	11,193	378.63	12,466	424.3	14,389	488.91	13,363	454.68	13,379	456.71

Source: UWF Institutional Research

Table 6. Degrees awarded in the Department of Health Sciences and Administration

Degrees Awarded					
Level	2018-19	2019-20	2020-21	2021-22	2022-23
Bachelor	130	136	139	122	108
Master	16	12	25	19	32
Total	146	148	164	141	140

Source: UWF Institutional Research

Current faculty for the program are regularly engaged in research. A short list of publications for current program faculty is shown in table 7.

Table 7. Scholarly activity for faculty associated with the MS-BA

Name of Faculty	Publication/Presentation
Leasha Barry	<p>Barry, L.M. (2019) <i>Acceptance and Commitment Therapy and Mindfulness in treatment of Autism</i>. 15th European Annual Conference of ABA.</p> <p>Ruiz, S., Myers, A.M., Morano, S., & Barry, L.M. (2021). Impact of guided notes on graduate student retention of facts. <i>College Teaching</i>. doi.org/10.1080/87567555.2021.2021845</p> <p>Helton, M., Reagan, M., Lambert, M., Barry, L.M. (2022). <i>Effectiveness of an Online Curriculum on Response Latency and Filler Words During Mock Job Interviews for College Students Diagnosed with Autism</i>. Poster Presentation. Association for Behavior Analysis International Autism Conference. San Diego, CA</p> <p>Burk, B., Reagan, M., Lambert, M., Barry, L.M. (2022) <i>The Effects of Immediate Visual Feedback on Average Speed Performance in Indoor Cycling</i>. Poster Presentation. ABAI Annual Conference. Denver, CO.</p>

The departmental faculty participate in community services through multiple avenues. As an example, the UWF offers Behavioral Skills Training in combination with a virtual reality simulator for local law enforcement offering de-escalation training, immersive experiences for students/cadets, and training in minimizing use of force. Community relationships have been established and service provided to or with the Florida State District Attorney's Office, ROTC, Pensacola Police Department, Pensacola State College, Escambia County Sheriff's Office, Santa Rosa County Sheriff's Office, School Resource Officers in Escambia and Santa Rosa counties, and the United States Probation Office.

Departmental faculty also provide community service in collaboration with other UWF systems to support students entering UWF as college students who are also diagnosed with Autism. UWF hosts an early arrival program offering additional services and orientations for these students as well as a supervised graduate assistant opportunity for peer mentorship offered by UWF graduate students taking the ABA Certificate or VCS. Students in the MS-BA would be able to partner with departmental faculty and UWF staff to continue offering support to students with autism.

UWF offers employment opportunities for students diagnosed with autism, and assists students in applying for other employment opportunities by providing Behavior Skills Training for students diagnosed with autism in successful interviewing skills. UWF and departmental faculty also collaborate with a local non-profit, Autism Pensacola, in providing an annual community event, "Sensory Street". UWF and departmental faculty consult with community partners regarding the overall programming to be offered at the event. As an example, UWF provides desensitization training at a booth at this event in which families can bring their children to practice receiving a haircut with different types of stimuli they would encounter during a haircut, which is often a difficult obstacle for families with children with autism.

UWF and departmental faculty and staff also host community education events for local behavior analysts and families. Examples include: Celebrating World Behavior Analysis Day

with an exhibit on UWF campus, hosting a Supervision workshop for local behavior analysts, hosting meetings for the local chapter of the Florida Association for Behavior Analysis on campus, and hosting a free ethics workshop for behavior analysts. As part of UWF's partnership with Autism Pensacola, family support groups and social skills groups meet at UWF regularly.

VII. Estimate of Investment

A. Use Appendix A – Table 3A or 3B to provide projected costs and associated funding sources for Year 1 and Year 5 of program operation. In narrative form, describe all projected costs and funding sources for the proposed program(s). Data for Year 1 and Year 5 should reflect snapshots in time rather than cumulative costs.

The proposed MS-BA degree program will run as a self-supporting program pursuant to BOG regulation 8.002. Therefore, all of the program revenues and expenses will run through an auxiliary account for fiscal oversight. In addition to instructional costs, the program will be assessed standard fees for administrative costs. All projected revenues and costs as described in this section are reflected in Appendix A Table 3B Continuing Education, Self-Supporting and Market Rate Program Budget sheet.

Total Year 1 Revenue is projected at \$72,620.28 based on 8 in-state students with tuition at the resident rate of \$384.60/SCH and 2 out-of-state students with tuition at the non-resident rate of \$478.83/SCH. Total Year 1 Costs are projected at \$71,540.26. The following is a breakdown of the projected Year 1 costs:

- Total Faculty Salaries and Benefits: \$48,674.40
 - Faculty Salaries \$38,674.40
 - Program Director/Department Chair \$10,000.00
- Total Staff and Administrative Support Costs: \$4,000.00
 - OPS Staff \$4,000.00
- Total Programmatic Expenses: \$3,100.00
 - Materials and Supplies \$3,100.00
- Total Overhead Costs: \$15,765.86
 - Administrative Overhead Assessed Fees \$15,765.86

Materials and Supplies for Year 1 are listed at \$3,100 and will be used to purchase Tevera software. Tavera software is discussed in more detail in Section IX. C. of this Request to Offer.

Total Year 5 Revenue is projected at \$254,170.98 based on 28 in-state students with tuition at the resident rate of \$4384.60/SCH and 7 out-of-state students with tuition at the non-resident rate of \$478.83/SCH. Total Year 5 Costs are projected at \$239,805.52. The following is a breakdown of projected Year 5 Costs:

- Total Faculty Salaries: \$97,000.00
 - Faculty Salaries \$87,000.00
 - Program Director/Department Chair \$10,000.00
- Total Staff and Administrative Support Costs: \$80,250.00
 - OPS Staff \$42,000.00
 - Assistantships and Fellowships \$38,250.00
- Total Programmatic Expenses: \$7,375.00
 - Materials and Supplies \$5,375.00
 - Accreditation Expenses \$2,000.00
- Total Overhead Costs: \$55,180.52
 - Administrative Overhead Assessed Fees \$55,180.52

Materials and Supplies for Year 5 are listed at \$5,375.00 and is the annual cost of the Tevera software. Tevera software is discussed in Section IX. C. of this Request to Offer. Also in Year 5,

the program will have \$2,000.00 related to programmatic accreditation fees and costs through the Association for Behavior Analysis International (ABAI). ABAI accreditation for the program will be a requirement for graduates to sit for the BCBA certification exam by 2032.

B. Use Appendix A – Table 4 to show how existing Education & General (E&G) funds will be reallocated to support the proposed program in Year 1. Describe each funding source identified in Appendix A – Table 4, and justify below the reallocation of resources. Describe the impact the reallocation of financial resources will have on existing programs, including any possible financial impact of a shift in faculty effort, reallocation of instructional resources, greater use of adjunct faculty and teaching assistants, and explain what steps will be taken to mitigate such impacts.

The proposed MS-BA degree program will be implemented as a self-supporting program and will not use Education & General funds so no reallocation is calculated.

C. If the institution intends to operate the program as self-supporting, market tuition rate, or establish a differentiated graduate-level tuition, as described in [Board of Governors Regulation 8.002](#), provide a rationale and a timeline for seeking Board of Governors' approval.

Not applicable to this program because the program will not operate as self-supporting, market tuition rate, or establish a differentiated graduate-level tuition.

It is the intention of the institution to operate this program as self-supporting. The reasoning behind this decision is to allow for continued instructional support throughout the life of the program. Operating the program as self-supporting will allow the sufficient revenues to be used for hiring additional faculty and/or staff to meet the needs of the program as it grows.

D. Provide the expected resident and non-resident tuition rate for the proposed program for both resident and non-resident students. The tuition rates should be reported per credit hour unless the institution has received approval for a different tuition structure. If the proposed program will operate as a continuing education program per [Board of Governors Regulation 8.002](#), describe how the tuition amount was calculated and how it is reflected in Appendix A – Table 3B.

The proposed MS-BA degree program will be offered as a self-supporting program from the beginning with a tuition rate of \$384.60 resident/SCH and \$478.83 non-resident/SCH.

E. Describe external financial and in-kind resources available to support the proposed program and explain how this amount is reflected in Appendix A – Table 3A or 3B.

The proposed MS-BA degree program does not have any external financial and in-kind resources available to support the proposed program.

VIII. Self-Supporting and Market Tuition Rate Programs

Note: Skip this section if the proposed program will not operate as a self-supporting or market tuition rate program.

Proposed Program Type

- Market Tuition Rate Program
 - Online
 - Continuing Education
- Self-Supporting Program
- N/A

A. Provide supporting documentation in a separate attachment that serves as evidence that the new program will not supplant any existing similar or equivalent E&G degree offering. Describe the evidence in narrative form below. Note that Board Regulation 8.002 considers a program similar if it is offered under the same CIP code as one funded under the E&G budget entity.

There are currently no approved degree programs under CIP code 30.1701.

B. If the proposed self-supporting or market tuition rate program will be a track under an existing E&G program or has a similar existing E&G program, provide a side-by-side tuition and fee comparison in the table below. Provide a link to the university's website that provides students with information about financial assistance and obligations for repayment of loans for these programs.

- Not applicable because the program will not be a track under an existing E&G program or is not similar to an existing E&G program.

Tuition and Fee Comparison

E&G Track or Program	Proposed Program

C. Explain whether the program leads to initial licensing or certification in occupational areas identified as a state critical workforce need. If so, which licenses and certifications will graduates receive upon completion, and explain why implementing the program as self-supporting or market tuition rate is the best strategy to increase the number of graduates in the state.

The program does not lead to certification in occupational areas identified as a state critical workforce need.

Note: Questions D – M pertain only to market tuition rate programs. If the proposed program will be self-supporting, skip to Section IX.

D. Explain the process used to determine the proposed market tuition rate and provide the tuition of similar programs offered by other SUS institutions and private institutions as appropriate so that the tuition of at least five similar programs is provided. If the proposed tuition rates differ for resident and non-resident students, explain why.

This is not a market tuition rate program.

E. Explain how offering the proposed program at a market tuition rate is aligned with the university's mission. If the program qualifies as a Program of Strategic Emphasis, provide additional justification for charging higher tuition for the proposed program.

This is not a market tuition rate program.

F. Provide a declaratory statement that offering the proposed program at the market tuition rate does not increase the state's fiscal liability or obligation.

This is not a market tuition rate program.

G. Explain any proposed restrictions, limitations, or conditions to be placed on the program.

This is not a market tuition rate program.

H. Explain how the university will ensure sufficient courses are available to meet student demand and facilitate program completion.

This is not a market tuition rate program.

I. If applicable, provide a baseline of current enrollments, including a breakout of resident and non-resident enrollment in similar courses funded by the E&G budget entity.

This is not a market tuition rate program.

J. Describe any outcome measures that will be used to determine the program's success.

This is not a market tuition rate program.

K. List the campuses and/or sites at which the proposed program will be offered. If the program is only offered online, indicate that, and provide the location from which the program will be managed.

This is not a market tuition rate program.

- L. Provide an estimate of the total and net annual revenue the university anticipates collecting for Years 1 and 5 if the proposal is approved. This information should be consistent with the data provided in Appendix A – Table 3B, which is required as a part of this proposal.**

This is not a market tuition rate program.

- M. Describe how revenues will be spent, including whether private vendors will be utilized and for what purpose. Additionally, identify all budget entities used for the program.**

This is not a market tuition rate program.

IX. Non-Faculty Resources

- A. Describe library resources currently available to implement and/or sustain the proposed program through Year 5 below, including but not limited to the following:**

- **the total number of volumes and serials available in the discipline and related disciplines**
- **all major journals that are available to the university's students**

The Library Director must sign the additional signatures page to indicate they have reviewed Sections IX.A. and IX.B.

Circulating Monograph Collection: 15,863 total
Psychology (BF1 - 724.85) - 7334 vols
Theory & Practice of Education (LB) - 7958 vols
Social Pathology - Children, Young Adults (HV701 - 1441) - 571 vols

of Journals - Psychology - 678 Journals
of Journals - Social Welfare & Social Work - 755 Journals
of Journals - Public Health - 1082 Journals
of Journals - Education - 2425 Journals
of Journals - Social Sciences - General - 572 Journals

Major Journals:

- Journal of Applied Behavior Analysis
- Journal of Experimental Analysis of Behavior
- Behavior Analysis in Practice
- Behavior Modification
- Autism Research
- Behavioral Interventions
- Education and Training in Autism and Developmental Disabilities
- Journal of Behavioral Education
- Journal of Developmental and Physical Disabilities
- Journal of Experimental Analysis of Behavior
- Perspectives on Behavior Science
- The Behavior Analyst
- Psychological Record
- Analysis of Verbal Behavior
- Behavioral Disorders

Additional Related Journals:

- The Journal of Speech and Language Pathology, Applied Behavior Analysis
- Behavior Development Bulletin
- European Journal of Behavior Analysis
- Autism
- Journal of Autism and Developmental Disorders
- Autism Research and Treatment
- Journal of Positive Behavior Interventions
- Journal of Behavior Assessment and Intervention in Children
- Research in Autism Spectrum Disorders
- Research in Developmental Disabilities
- Education and Treatment of Children

B. Discuss any additional library resources needed to implement and/or sustain the program through Year 5. Describe how those costs are reflected in Appendix A – Table 3A or 3B.

Not applicable to this program because no additional library resources are needed to implement or sustain the proposed program.

Based on our current collection, our library resources should sufficiently support the needs of a growing Master of Science in Behavior Analysis degree program.

C. Describe any specialized equipment and space currently available to implement and/or sustain the proposed program through Year 5.

No new space is needed. UWF has current faculty and staff office space as well as the network and software infrastructure in place to support the proposed MS-BA degree program. Additional faculty laptops for those hired in addition to current staff will be needed. For tracking the practicum experience documentation, a software program titled Tavera will be purchased. This cost is reflected on Appendix A Table 3B Continuing education, self-supporting, and market rate program budget under Programmatic Expenses - Materials and Supplies at \$3,100 for Year 1 and \$5,375 for Year 5.

D. Describe any additional specialized equipment or space needed to implement and/or sustain the proposed program through Year 5. Include any projected Instruction and Research (I&R) costs of additional space in Appendix A – Table 3A or 3B. Costs for new construction should be provided in response to Section IX.E. below.

Not applicable to this program because no new I&R costs are needed to implement or sustain the program through Year 5

E. If a new capital expenditure for instructional or research space is required, indicate where this item appears on the university's fixed capital outlay priority list. Appendix A – Table 3A or 3B includes only I&R costs. If non-I&R costs, such as indirect costs affecting libraries and student services, are expected to increase due to the program, describe and estimate those expenses in narrative form below. High enrollment programs, in particular,

are expected to necessitate increased costs in non-I&R activities.

Not applicable to this program because no new capital expenditures are needed to implement or sustain the program through Year 5.

F. Describe any additional special categories of resources needed to operate the proposed program through Year 5, such as access to proprietary research facilities, specialized services, or extended travel. Explain how those projected costs of special resources are reflected in Appendix A – Table 3A or 3B.

Not applicable to this program because no additional special categories of resources are needed to implement or sustain the program through Year 5.

G. Describe fellowships, scholarships, and graduate assistantships to be allocated to the proposed program through Year 5 and explain how those are reflected in Appendix A – Table 3A or 3B.

Not applicable to this program because no fellowships, scholarships, and/or graduate assistantships will be allocated to the proposed program through Year 5.

For the first 5 years of the proposed MS-BA, the department will provide a scholarship equivalent to three courses for a minimum of three courses required for the applied experience and thesis equivalence for up to one academic year for each enrolled student. A current estimate based on tuition is \$3,462.40/student and for 5 students at 9 hours that would be \$17,307. Students entering the proposed MS-BA in Year 1 of the program will not be eligible for the applied experience and thesis equivalence at this point in their program. By Year 5, the projected cost of this scholarship for students eligible that year for applied experience and thesis equivalence is \$38,250.00.

X. Required Appendices

The appendices listed in tables 1 & 2 below are required for all proposed degree programs except where specifically noted. Institutions should check the appropriate box to indicate if a particular appendix is included to ensure all program-specific requirements are met. Institutions may provide additional appendices to supplement the information provided in the proposal and list them in Table 2 below.

Table 1. Required Appendices by Degree Level

Appendix	Appendix Title	Supplemental Instructions	Included Yes/No	Required for Degree Program Level		
				Bachelors	Masters/ Specialist	Doctoral/ Professional
A	Tables 1-4				X	
B	Consultant's Report and Institutional Response					Not a doctoral program
C	Academic Learning Compacts	Include a copy of the approved or proposed Academic Learning Compacts for the program		Not a bachelor's program		
D	Letters of Support or MOU from Other Academic Units	Required only for programs offered in collaboration with multiple academic units within the institution			X	
E	Common Prerequisite Request Form	This form should also be emailed directly to the BOG Director of Articulation before submitting the program proposal to the Board office for review.		Not a bachelor's program		

F	Request for Exemption to the 120 Credit Hour Requirement	Required only for baccalaureate degree programs seeking approval to exceed the 120 credit hour requirement		Not a bachelor's program		
G	Request for Specialized Admissions Status	Required only for baccalaureate degree programs seeking approval for specialized admissions status		Not a bachelor's program		
H	Attestations for Self-Supporting and Market Tuition Rate Programs	Required only for self-supporting or market tuition rate programs			X	
I	Faculty Curriculum Vitae				X	

Table 2. Additional Appendices

Appendix	Appendix Title	Description
J	Sample Job Postings for Behavior Analysts	Reflects the Master's degree requirement as well as the Master's level industry certification (BCBA) as job requirements.
K	Burning Glass Report of Workforce Needs for Behavior Analysts with a Master's degree and BCBA certification.	
L	Curriculum map for the proposed MS in Behavior Analysis	
M	5-Year Assessment Plan for the proposed MS in Behavior Analysis	
N	Signature Page	EEO Officer and Dean of Libraries

Appendix A

Tables

APPENDIX A TABLE 1-B PROJECTED HEADCOUNT FROM POTENTIAL SOURCES (Graduate Degree Program)

Source of Students (Non-duplicated headcount in any given year)*	Year 1 HC	Year 1 FTE	Year 2 HC	Year 2 FTE	Year 3 HC	Year 3 FTE	Year 4 HC	Year 4 FTE	Year 5 HC	Year 5 FTE
Individuals drawn from agencies/industries in your service area (e.g., older returning students)	8	4.4	13	7.15	18	9.9	24	13.2	28	15.4
Students who transfer from other graduate programs within the university**	0	0	0	0	0	0	0	0	0	0
Individuals who have recently graduated from preceding degree programs at this university	0	0	0	0	0	0	0	0	0	0
Individuals who graduated from preceding degree programs at other Florida public universities	0	0	0	0	0	0	0	0	0	0
Individuals who graduated from preceding degree programs at non-public Florida institutions	0	0	0	0	0	0	0	0	0	0
Additional in-state residents***	0	0	0	0	0	0	0	0	0	0
Additional out-of-state residents***	2	1.1	2	1.1	4	2.2	5	2.75	7	3.85
Additional foreign residents***	0	0	0	0	0	0	0	0	0	0
Other (Explain)***	0	0	0	0	0	0	0	0	0	0
Totals	10	5.5	15	8.25	22	12.1	29	15.95	35	19.25

* List projected annual headcount of students enrolled in the degree program. List projected yearly cumulative ENROLLMENTS instead of admissions.

** If numbers appear in this category, they should go DOWN in later years.

*** Do not include individuals counted in any PRIOR category in a given COLUMN.

APPENDIX A Table 2 Anticipated Faculty Participation

Faculty Code	Faculty Name or "New Hire" Highest Degree Held Academic Discipline or Specialty	Rank	Contract Status	Initial Date for Participation in Program	Mos. Contract Year 1	FTE Year 1	% Effort for Prg. Year 1	PY Year 1	Mos. Contract Year 5	FTE Year 5	% Effort for Prg. Year 5	PY Year 5
H	Leasha Barry, Ph.D. Special Education, BCBA-D	Professor	Tenure	Fall 2024	12	1.00	0.33	0.33	12	1.00	0.33	0.33
H	New Hire, Ph.D. Applied Behavior Analysis or Education	Asst. Professor	Tenure Earning	Fall 2025	0	0.00	0.00	0.00	12	1.00	0.33	0.33
H	New Hire, Ph.D. Applied Behavior Analysis or Education	Asst. Professor	Tenure Earning	Fall 2027	0	0.00	0.00	0.00	12	1.00	0.33	0.33
	New Hire, Degree Academic Discipline				0	0.00	0.00	0.00	0	0.00	0.00	0.00
	New Hire, Degree Academic Discipline				0	0.00	0.00	0.00	0	0.00	0.00	0.00
	New Hire, Degree Academic Discipline				0	0.00	0.00	0.00	0	0.00	0.00	0.00
	New Hire, Degree Academic Discipline				0	0.00	0.00	0.00	0	0.00	0.00	0.00
	New Hire, Degree Academic Discipline				0	0.00	0.00	0.00	0	0.00	0.00	0.00
Total Person-Years (PY)								0.33				0.99

Faculty Code	Code Description	Source of Funding	PY Workload by Budget Classification	
			Year 1	Year 5
A	Existing faculty on a regular line	Current Education & General Revenue	0.00	0.00
B	New faculty to be hired on a vacant line	Current Education & General Revenue	0.00	0.00
C	New faculty to be hired on a new line	New Education & General Revenue	0.00	0.00
D	Existing faculty hired on contracts/grants	Contracts/Grants	0.00	0.00
E	New faculty to be hired on contracts/grants	Contracts/Grants	0.00	0.00
F	Existing faculty on endowed lines	Philanthropy & Endowments	0.00	0.00
G	New faculty on endowed lines	Philanthropy & Endowments	0.00	0.00
H	Existing or new faculty teaching outside of regular/tenure-track line course load	Enterprise Auxiliary Funds	0.33	1.00
Overall Totals for			0.33	1.00

APPENDIX A TABLE 3B CONTINUING EDUCATION, SELF-SUPPORTING AND MARKET RATE PROGRAM BUDGET

Institutions may edit the table below as applicable to their specific program and circumstances. The general headings (in bold) should serve as a guide, but institutions may edit the information below the headings as needed or desired. Detailed definitions are located at the bottom of the table. The Description or Explanation column is optional and should not replace the narratives required in the new degree program proposal.

Category	Year 1	Year 5	Description or Explanation - If Needed
Tuition			
Program Tuition (Full Cost to the Student)* Resident rate shown here	\$6,922.80	\$6,922.80	Non-resident tuition is \$8,618.94 at \$478.83/SCH.
Program Tuition (Per Credit Hour) *Resident rate shown here	\$384.60	\$384.60	
Headcount	10	35	Student split is 8 Resident/2 Non-Resident Year 1; 28 Resident/7 Non-Resident on Year 5.
Total Tuition Revenue	\$72,620.28	\$254,170.98	
Faculty Salaries and Benefits			
Faculty Salaries	\$38,674.40	\$87,000.00	
Program Director/Department Chair	\$10,000.00	\$10,000.00	
Total Faculty Salaries	\$48,674.40	\$97,000.00	
Staff and Administrative Support			
USPS Staff	\$0.00	\$0.00	
A&P Staff	\$0.00	\$0.00	
OPS Staff	\$4,000.00	\$42,000.00	
Assistantships and Fellowships	\$0.00	\$38,250.00	
Total Staff and Administrative Support Costs	\$4,000.00	\$80,250.00	
Programmatic Expenses			
Equipment - Purchase and Servicing	\$0.00	\$0.00	
Materials and Supplies	\$3,100.00	\$5,375.00	
Other Programmatic Expenses - Please Explain	\$0.00	\$0.00	
Accreditation expenses	\$0.00	\$2,000.00	
Total Programmatic Expenses	\$3,100.00	\$7,375.00	
Overhead Costs			
Administrative Overhead Assessed Fees	\$ 15,765.86	\$55,180.52	
Total Overhead Costs	\$ 15,765.86	\$55,180.52	
Total Program Costs	\$71,540.26	\$239,805.52	

Definitions	
Faculty Salaries and Benefits	The total amount of faculty salaries and benefits that will be attributed to this program. Because the program is funded through an auxiliary budget source. A separate line was added to reflect the portion of the Program Director/Department Chair's salary and benefits that are funded through this program. Institutions may further edit the expenses as needed to reflect the unique nature of their program.
Staff and Administrative Support Costs	Includes all non-faculty personnel costs, including benefits, that will be directly and indirectly attributed to this program. Not all categories may be applicable to every program.
Programmatic Expenses	Includes all non-personnel costs that will be directly and indirectly attributed to this program. Institutions may edit the categories in the template to best reflect the programmatic expenses for each program.
Overhead Costs	Any institutional overhead costs associated with the program should be reflected in the table. This can include startup costs, program administration fees, or other fees not represented elsewhere in the table that are attributed to the program from other units within the institution.

APPENDIX A TABLE 4 ANTICIPATED REALLOCATION OF EDUCATION GENERAL FUNDS*

Program and/or E&G account from which current funds will be reallocated during Year 1	Base before reallocation	Amount to be reallocated	Base after reallocation
Example: 555-555 World exploration fund (example)	0	0	\$0
	0	0	\$0
	0	0	\$0
	0	0	\$0
	0	0	\$0
	0	0	\$0
	0	0	\$0
	0	0	\$0
Totals	\$0	\$0	\$0

* If not reallocating E&G funds, please submit a zeroed Table 4

Appendix D
Letters of Support



Angela Bryan <abryan@uwf.edu>

Fwd: New degree proposal

1 message

Leasha Barry <lbarry@uwf.edu>

Thu, Feb 2, 2023 at 3:51 PM

To: Angela Bryan <abryan@uwf.edu>, Sarah Kent <skent@uwf.edu>

Articulation with FIT.

Leasha M. Barry, Ph.D., BCBA-D, LBA
Professor & Director
Center for Behavior Analysis
University of West Florida
[10001 North Davis Highway](#)
Pensacola, FL 32514
lbarry@uwf.edu
<http://uwf.edu/ABA>
<http://uwf.edu/CBA>

----- Forwarded message -----

From: **David Wilder** <dawilder@fit.edu>
Date: Thu, Feb 2, 2023 at 3:46 PM
Subject: RE: New degree proposal
To: Leasha Barry <lbarry@uwf.edu>

Hi Leasha,

Your new degree program sounds interesting.

Dave

David A. Wilder, Ph.D.

Professor, On-Campus Program Chair, and Head of School

School of Behavior Analysis

Florida Institute of Technology

[150 W. University Blvd.](#)[Melbourne, FL 32901](#)

Tel: (321) 674-7516

Fax: (321) 674-7105

dawilder@fit.edu

Web Page: <https://www.fit.edu/faculty-profiles/2/david-wilder/>

Google Scholar Profile: http://scholar.google.com/citations?hl=en&user=BTFVY4cAAAAJ&view_op=list_works&is_public_preview=1

Research Gate Profile: https://www.researchgate.net/profile/David_Wilder/research

Editor, *Journal of Organizational Behavior Management* <https://www.tandfonline.com/toc/worg20/current>



From: Leasha Barry <lbarry@uwf.edu>
Sent: Thursday, February 2, 2023 4:11 PM
To: David Wilder <dawilder@fit.edu>
Subject: New degree proposal

Caution: This email originated from outside of Florida Tech. Do not act upon, click links, or open attachments unless you recognize the sender and know the content is safe.

Hi Dr. Wilder - I am the director of the Center for Behavior Analysis at the University of West Florida. I am writing to connect with you about our interest in offering a new degree plan in our Usha Kunda College of Health in CIP 30.1701 MS in Behavior Analysis designed to meet the 2032 ABAI accreditation requirements. The emphasis of the new program will be on applications in healthcare and organizational behavior management. We anticipate enrollment to be fairly small as it will be more intensive in time and cost than other verified course sequences. Please let me know if you have any questions or concerns about our intent to apply for the new degree plan. Your thoughts are much appreciated. Thank you!
Sincerely,

Leasha

Leasha M. Barry, Ph.D., BCBA-D, LBA

Professor & Director

Center for Behavior Analysis
University of West Florida
[1001 North Davis Highway](https://www.uwf.edu/1001-North-Davis-Highway)
Pensacola, FL 32514
[Lbarry@uwf.edu](mailto:lbarry@uwf.edu)
<http://uwf.edu/ABA>

<http://uwf.edu/CBA>

Leasha M. Barry, Ph.D., BCBA-D, LBA

Professor & Director

Center for Behavior Analysis
University of West Florida
[1001 North Davis Highway](https://www.uwf.edu/1001-North-Davis-Highway)
Pensacola, FL 32514

2/2/23, 4:31 PM

Faculty and Staff at UWF Mail - Fwd: New degree proposal

Lbarry@uwf.edu
<http://uwf.edu/ABA>

<http://uwf.edu/CBA>



Angela Bryan <abryan@uwf.edu>

Fwd: New degree proposal

1 message

Leasha M. Barry <lbarry@uwf.edu>
To: Angela Bryan <abryan@uwf.edu>, skent@uwf.edu

Tue, Feb 7, 2023 at 3:01 PM

From FIT

Leasha M. Barry, PhD, BCBA-D, LBA

Begin forwarded message:

From: Bryon Neff <bneff@fit.edu>
Date: February 7, 2023 at 12:47:54 PM PST
To: Leasha Barry <lbarry@uwf.edu>
Subject: Re: New degree proposal

Hi Dr. Barry,

I think it is wonderful that UWF is designing a behavior analytic program that focuses on the healthcare system and OBM. There aren't many options in your region.

Wishing you much success!

Bryon Neff, Ph.D., BCBA-D

Associate Professor

Online Behavior Analysis Program Chair &

VCS Coordinator

School of Behavior Analysis

Florida Institute of Technology

[150 W. University Blvd.](#)[Melbourne, FL 32901](#)bneff@fit.edu

From: Leasha Barry <lbarry@uwf.edu>
Date: Thursday, February 2, 2023 at 4:12 PM
To: Bryon Neff <bneff@fit.edu>
Subject: New degree proposal

Caution: This email originated from outside of Florida Tech. Do not act upon, click links, or open attachments unless you recognize the sender and know the content is safe.

Hi Dr. Neff - I am the director of the Center for Behavior Analysis at the University of West Florida. I am writing to connect with you about our interest in offering a new degree plan in our Usha Kunda College of Health in CIP 30.1701 MS in Behavior Analysis designed to meet the 2032 ABAI accreditation requirements. The emphasis of the new program will be on applications in healthcare and organizational behavior management. We anticipate enrollment to be fairly small as it will be more intensive in time and cost than other verified course sequences. Please let me know if you have any questions or concerns about our intent to apply for the new degree plan. Your thoughts are much appreciated. Thank you!
Sincerely,

Leasha

Leasha M. Barry, Ph.D., BCBA-D, LBA

Professor & Director

Center for Behavior Analysis
University of West Florida
[10001 North Davis Highway](http://10001NorthDavisHighway.com)
Pensacola, FL 32514
[Lbarry@uwf.edu](mailto:lbarry@uwf.edu)
<http://uwf.edu/ABA>

<http://uwf.edu/CBA>

Leasha M. Barry, Ph.D., BCBA-D, LBA

Professor & Director

Center for Behavior Analysis
University of West Florida
[10001 North Davis Highway](http://10001NorthDavisHighway.com)
Pensacola, FL 32514
[Lbarry@uwf.edu](mailto:lbarry@uwf.edu)
<http://uwf.edu/ABA>

<http://uwf.edu/CBA>



Angela Bryan <abryan@uwf.edu>

Fwd: New degree proposal

1 message

Leasha M. Barry <lbarry@uwf.edu>
To: Sarah Kent <skent@uwf.edu>, Angela Bryan <abryan@uwf.edu>

Thu, Feb 2, 2023 at 4:51 PM

NSU...

Leasha M. Barry, PhD, BCBA-D, LBA

Begin forwarded message:

From: Emmy Maurilus <em986@nova.edu>
Date: February 2, 2023 at 2:50:38 PM PST
To: Leasha Barry <lbarry@uwf.edu>
Subject: RE: New degree proposal

Hello Dr. Barry,

Thank you for the notification. Wishing you the very best!

Emmy Maurilus Ph.D., BCBA-D

Assistant Chair/Assistant Professor

Abraham S. Fischler College of Education & School of Criminal Justice

3301 College Avenue, Fort Lauderdale, FL 33314

Office (954) 262-6922

em986@nova.edu || [Faculty Page](#) || [Discover FCE&SCJ](#)



Abraham S. Fischler
College of Education and
School of Criminal Justice
**NOVA SOUTHEASTERN
UNIVERSITY**

From: Leasha Barry <lbarry@uwf.edu>
Sent: Thursday, February 2, 2023 4:15 PM
To: Emmy Maurilus <em986@nova.edu>
Subject: New degree proposal

NSU Security WARNING: This is an external email. Do not click links or open attachments unless you recognize the sender and know that the content is safe.

Hi Dr. Maurilus - I am the director of the Center for Behavior Analysis at the University of West Florida. I am writing to connect with you about our interest in offering a new degree plan in our Usha Kunda College of Health in CIP 30.1701 MS in Behavior Analysis designed to meet the 2032 ABAI accreditation requirements. The emphasis of the new program will be on applications in healthcare and organizational behavior management. We anticipate enrollment to be fairly small as it will be more intensive in time and cost than other verified course sequences. Please let me know if you have any questions or concerns about our intent to apply for the new degree plan. Your thoughts are much appreciated. Thank you!

Sincerely,

Leasha

Leasha M. Barry, Ph.D., BCBA-D, LBA

Professor & Director

Center for Behavior Analysis
University of West Florida
[10001 North Davis Highway](http://10001.NorthDavisHighway)
Pensacola, FL 32514
Lbarry@uwf.edu
<http://uwf.edu/ABA>

<http://uwf.edu/CBA>

Leasha M. Barry, Ph.D., BCBA-D, LBA

Professor & Director

Center for Behavior Analysis
University of West Florida
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Pensacola, FL 32514
Lbarry@uwf.edu
<http://uwf.edu/ABA>

<http://uwf.edu/CBA>



Angela Bryan <abryan@uwf.edu>

Fwd: [EXTERNAL] New degree proposal

1 message

Leasha M. Barry <lbarry@uwf.edu>

Fri, Feb 3, 2023 at 3:36 PM

To: Angela Bryan <abryan@uwf.edu>, Sarah Kent <skent@uwf.edu>

UM feedback. :-)

Leasha M. Barry, PhD, BCBA-D, LBA

Begin forwarded message:

From: "Gutierrez, Jr., Anibal, Ph.D." <a.gutierrez5@miami.edu>**Date:** February 3, 2023 at 1:02:25 PM PST**To:** Leasha Barry <lbarry@uwf.edu>, "Hale, Melissa N., Ph.D." <m.hale@miami.edu>**Subject:** Re: [EXTERNAL] New degree proposal

Hello Dr. Barry,

Thank you for reaching out to us. We think it is great that you are working towards this. We have a small program at UM and would be happy to chat if you ever have any questions about the process.

Good luck

Anibal Gutierrez, Ph.D., BCBA-D
Research Associate Professor, Department of Psychology
Division Director, Center for Autism and Related Disabilities (CARD)

Director, Intensive Behavioral Intervention Services Clinic (IBIS)
University of Miami

Co-Director, University of Miami Behavior Analysis Program

<https://aba.psy.miami.edu>

From: Leasha Barry <lbarry@uwf.edu>**Date:** Thursday, February 2, 2023 at 4:14 PM**To:** Melissa Hale <m.hale@miami.edu>, "Gutierrez, Jr., Anibal, Ph.D." <a.gutierrez5@miami.edu>**Subject:** [EXTERNAL] New degree proposal

CAUTION: This email originated from outside the organization. **DO NOT CLICK ON LINKS or OPEN ATTACHMENTS** unless you know and trust the sender.

writing to connect with you about our interest in offering a new degree plan in our Usha Kunda College of Health in CIP 30.1701 MS in Behavior Analysis designed to meet the 2032 ABAI accreditation requirements. The emphasis of the new program will be on applications in healthcare and organizational behavior management. We anticipate enrollment to be fairly small as it will be more intensive in time and cost than other verified course sequences. Please let me know if you have any questions or concerns about our intent to apply for the new degree plan. Your thoughts are much appreciated. Thank you!

Sincerely,

Leasha

Leasha M. Barry, Ph.D., BCBA-D, LBA

Professor & Director

Center for Behavior Analysis
University of West Florida
[10001 North Davis Highway](#)
Pensacola, FL 32514
Lbarry@uwf.edu
<http://uwf.edu/ABA>

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Leasha M. Barry, Ph.D., BCBA-D, LBA

Professor & Director

Center for Behavior Analysis
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Lbarry@uwf.edu
<http://uwf.edu/ABA>

<http://uwf.edu/CBA>



Angela Bryan <abryan@uwf.edu>

Fwd: New degree articulation

2 messages

Leasha M. Barry <lbarry@uwf.edu>

Thu, Feb 2, 2023 at 11:15 AM

To: Angela Bryan <abryan@uwf.edu>, Sarah Kent <skent@uwf.edu>

FSU reply.

Leasha M. Barry, PhD, BCBA-D, LBA

Begin forwarded message:

From: Raymond Miltenberger <miltenbe@usf.edu>
Date: February 2, 2023 at 8:54:26 AM PST
To: "Leasha M. Barry" <lbarry@uwf.edu>
Cc: Catia Cividini-Motta <catiac@usf.edu>
Subject: Re: New degree articulation

Hi Leasha,

Thanks for your email. Congratulations on having approval from UWF to pursue a new program. I have also been asked by my university to weigh in on your proposed new program. I have to think about my response, but issues I will likely raise include the following. You will be drawing from the same applicant pool as our program - folks interested in a master's in behavior analysis from an ABAI accredited program. However, your areas of emphasis are novel and do not overlap with our program. You also have a different CIP code, although functionally, that should not make a difference. Further, there seems to be good demand for master's programs in ABA, so it is my hope that another program in the Florida university system does not diminish the quality or quantity of our applicant pool.

Hope this helps. I have copied the associate director of our program, Dr. Catia Cividini-Motta, to see if she has anything to add.

Best

Ray

Raymond G. Miltenberger, PhD, BCBA-D
Director, Applied Behavior Analysis Program
Department of Child and Family Studies
University of South Florida

813 974 5079
miltenbe@usf.edu
www.usf.edu/aba

From: Leasha M. Barry <lbarry@uwf.edu>
Sent: Thursday, February 2, 2023 11:21 AM
To: Raymond Miltenberger <miltenbe@usf.edu>
Subject: New degree articulation

Dear Dr. Miltenberger - I am the director of the Center for Behavior Analysis at the University of West Florida. I am writing to connect with you about our interest in offering a new degree plan in our Usha Kunda College of Health in CIP 30.1701 designed to meet the 2032 ABAI accreditation requirements. The emphasis of the new program will be on applications in

healthcare and organizational behavior management. We anticipate enrollment to be fairly small as it will be more intensive in time and cost than other verified course sequences. We currently offer a MA in Exceptional Student Education which contains a VCS for student's interested in working in applications related to special education. We anticipate that degree defaulting to QABA curriculum requirements only as we approach the 2032 ABAI deadline for accreditation. Please let me know if you have any questions or concerns about our intent to apply for the new degree plan. Your thoughts are much appreciated. Thank you!

Sincerely,
Leasha

Leasha M. Barry, PhD, BCBA-D, LBA
[EXTERNAL EMAIL] DO NOT CLICK links or attachments unless you recognize the sender and know the content is safe.

Angela Bryan, PhD <abryan@uwf.edu> Thu, Feb 2, 2023 at 12:29 PM
To: Michelle Williams <mwilliams@uwf.edu>
Cc: Leasha Barry <lbarry@uwf.edu>, Sarah Kent <skent@uwf.edu>, Angela Bryan <abryan@uwf.edu>, Carolyn Beamer <cbeamer@uwf.edu>

Michelle,

Leasha has heard back from USF. The response seems mostly positive. The chair gave Leasha some ideas as points that USF may raise but it sounds as if these are easy to mitigate. I'm going to drop a PDF of this email in the folder, but I wanted you to know about it as you prepare for the CAVP meeting on the 15th. Let me know if you have any questions or concerns.

Angela

[Quoted text hidden]

--

Angela Bryan, Ph.D. *(she/her)*
SACSCOC Liaison, Office of Institutional Effectiveness
Director of Institutional Effectiveness
University of West Florida

850.473.7234 *Office*
850.474.2634 *Fax*
abryan@uwf.edu
uwf.edu/academic-affairs/departments/institutional-effectiveness/



Please note: Due to Florida's broad public records law, most written communication to or from University employees is considered a public record. Therefore, the contents of this email, including personal email addresses, may be subject to disclosure in the event a request is made.

Appendix H
Attestations for Self-Supporting or Market Tuition Rate
Programs



Appendix H – Attestations for Self-Supporting or Market Tuition Rate Programs

Instructions: *Please attest to the items below for the proposed self-supporting or market tuition rate programs.*

Please check one of the options below.

- The proposed program will be similar to or a track under an existing E&G program.
- The proposed program is not intended to be a track under an existing E&G program or similar to an existing E&G program.

For a program that will be a track under an existing E&G program or similar to an existing E&G program, the institution attests to the following:

- The institution will provide students with a side-by-side tuition and fee comparison and publicize this information on the institution's public-facing website and any non-public websites or applications that provide information about the program.
- The institution will provide students with information about financial assistance and obligations for repayment of loans for these programs.
- Admissions, graduation criteria, and academic standards for the proposed self-supporting or market tuition rate program align with the criteria and standards for similar or equivalent existing E&G programs.
- Similar or equivalent existing E&G programs will not be closed as a result of the new program unless prior approval is obtained from the Board of Governors.

For a proposed self-supporting program, the institution attests to the following:

- Tuition and fees charged for the proposed self-supporting program will be sufficient to offset the full instructional cost of serving the student and shall not exceed the existing approved tuition and out-of-state fees for similar-level courses.

For a proposed market tuition rate program, the institution attests to the following:

- Offering the proposed program at a market tuition rate will not increase the state's fiscal liability or obligation.

Appendix I
Faculty CVs

Curriculum Vita

Leasha M. Barry, Ph.D., BCBA-D, LBA

Full Professor & Director, Center for Behavior Analysis

University of West Florida

10001 North Davis Hwy, Pensacola, FL 32514

(850) 377-1577

E-mail Lbarry@uwf.edu

<http://uwf.edu/ABA/>

<http://uwf.edu/CBA>

EDUCATION

- 2000 University of California at Santa Barbara, Ph.D. in Special Education, Disability, and Risk. Emphases: Family Systems, Autism, Positive Behavioral Support, and Moderate to Severe Disability. Dissertation “The benefits of journal writing: Reducing psychological distress levels of mothers after the NICU.”
- 1998 University of California at Santa Barbara, Master of Arts in Educational Psychology. Thesis “Becoming a Big Brother: A longitudinal case study on increasing appropriate interactions between a child with autism and his infant brother”
- 1996 University of California at Santa Barbara, Bachelor of Arts in Psychology: High Honors and Distinction in Major. Honor Thesis “Schemata as sources of influence: Violence in dating relationships”

CERTIFICATIONS / SPECIALTY TRAINING

- 2016 Licensed Behavior Analyst, License #00-125
- 2013 BCBA-D Recertification (36 CEUs) Certificate #1-00-0311
- 2009 Quality Matters rubric training
- 2009 Board Certified Behavior Analyst - Doctoral (BCBA-D) certification reclassification: Certificate #1-00-0311
- 2003 Project Jericho: Teaching English to Students of Other Languages (TESOL) training 40-hour curriculum

2000 Board Certified Behavior Analyst (BCBA) certification, Certificate #1-00-0311

PROFESSIONAL POSITIONS

2018 – current Director & Full Professor with Tenure
Center for Behavior Analysis
University of West Florida

2010 – 2018 Full Professor with Tenure
Department of Teacher Education and Educational
Leadership
University of West Florida

2008 – 2018 Director
Office of Applied Behavior Analysis
University of West Florida

2005 – 2010 Associate Professor with Tenure
School of Education
University of West Florida

2000 – 2005 Assistant Professor
Division of Teacher Education
University of West Florida

PUBLISHED PEER REVIEWED/REFEREED JOURNAL ARTICLES

Wallace, A. M., Bechtel, D. R., Heatter, S., & Barry, L. M. (2016). A comparison of prompting strategies to teach intraverbals to an adolescent with Downs Syndrome. *Analysis of Verbal Behavior*, 32, 225-232.

Alnema, F. M., Wallace, M., Symon, J. B. G., & Barry, L. M. (2015). Using international videoconferencing to provide staff training on functional behavioral assessment. *Behavioral Interventions* (30)1, 73-86.

Hudley, C., Moschetti, R., Gonzales, A., Cho, S., Barry, L. M., & Kelly, M. (2009). Perceptions of high school experiences: Comparing first generation students and students from college educated families. *Journal of Advanced Academics*, (20)3, 438-471.

Gaines, T., Barry, L., & Cautelli, J. (2009) Behavioral Coaching for Prevention of Delinquency and Recidivism: Implications for Public Policy. *Journal of Behavior Analysis of Offender and Victim - Treatment and Prevention*, 1(4), 14-27.

Barry, L. M., Hudley, C., Kelly, M., & Cho, S. J. (2009). Differences in self-reported disclosure of college experiences by first-generation college student status. *Adolescence*, 44, 55-68.

Barry, L. M., & Celiberti, D. (2009). Child Choice between Competing Recreational Environments: Support for Multi-Sensory Environments for Children with Disabilities. *South Eastern Teacher Education Journal*, 2(1), 65-76.

Cho, S. J., Hudley, C., Lee, S., Barry, L. M., & Kelly, M. (2008). Roles of gender, race, and SES in the college choice process. *Journal of Diversity in Higher Education*, 1(2), 95-107.

Barry, L. M., & Gaines, T. (2008) Attention Deficit Hyperactivity Disorder: Intervention as crime prevention. *Journal of Behavior Analysis of Offender and Victim - Treatment and Prevention*, 1(2), 154-170.

Gaines, T. & Barry, L. M. (2008) The effect of a self-monitored relaxation breathing exercise on male adolescent aggressive behavior. *Adolescence*, 43, 291-301.

Barry, L. M., Hudley, C., Cho, S. J., & Kelly, M. (2008). College Students' Perceptions of Parental Support: Differences and Similarities by First-generation Status. *South Eastern Teacher Education Journal*, 1(1), 101-108.

Barry, L. M., & Kelly, M. A. (2006). A response to reviewer comments regarding the manuscript, "Rule-governed behavior and ADHD: A theoretical interpretation." *Journal of Early Intensive Behavioral Intervention*, 3(3), 260-263.

Barry, L. M., & Kelly, M. A. (2006). Rule-governed behavior and ADHD: A theoretical interpretation. *Journal of Early Intensive Behavioral Intervention*, 3(3), 239-254.

Barry, L. M., & Haraway, D. L. (2005). Self-management and ADHD: A literature review. *The Behavior Analyst Today*, 6(1), 48-63.

Barry, L. M., & Haraway, D. L. (2005). Behavioral self-control strategies for young children. *Journal of Early Intensive Behavioral Intervention*, 2(2), 79-90.

Barry, L. M., & Burlew, S. (2004). Using social stories to teach choice and play skills to children with autism. *Focus on Autism and other Developmental Disabilities*, 19(1), 45-52.

Barry, L. M., & Moore, W. E. (2004). Students with specific learning disabilities can pass state competency exams: Systematic strategy instruction makes a difference. *Preventing School Failure*, 48(3), 10-15.

Barry, L. M., & Messer, J. (2003). A practical application of self-management for students diagnosed with attention deficit hyperactivity disorder. *Journal of Positive Behavioral Interventions*, 5(4), 238 - 248.

Sanderson, L. D., & Barry, L. M. (2003). Children's experiences of End Stage Renal Failure, coping with its treatment and side-effects, and perceived benefits of STARBRIGHT World technology. *Physical Disabilities: Education and Related Services*, 22(1), 51 - 66.

Barry, L. M., & Singer, G. H. S. (2001). Reducing maternal psychological distress after the NICU through journal writing. *Journal of Early Intervention*, 24(4), 287-297.

Barry, L. M., & Singer, G. H. S. (2001). Becoming of big brother: A longitudinal case study on increasing appropriate interactions between a child with autism and his infant brother. *Journal of Positive Behavior Interventions*, 3(1), 28-38.

Barry, L. M., & Santarelli, G. (2000). Making it work at school and home: A need based collaborative, across settings, behavioral intervention. *The California School Psychologist*, 5, 43-52.

UN-REFEREED PUBLISHED JOURNAL ARTICLES

Barry, L. M. (2017). Social stories for successful engagement. *Autism Notebook Magazine*, Fall, 2017.

Barry, L. M. (1996). The role of relationship schemata in dating relationships *Discovery: UCSB Journal of Undergraduate Research*, 19, 38-51.

NON-REVIEWED/REFEREED JOURNAL ARTICLES

Erion, L., Satriale, G., Zane, T., Bechtel, D. R., Heater, S., Barry, L. M., & Weiss, M. J. (2016) Generalization of behavioral effects of response interruption and redirection on vocal stereotypy. *Research in Developmental Disabilities*.

WHITE PAPERS

Kramer, J., Cox, J., Kuprevich, C., & Eme, R. (2014) Diagnosis and treatment of persons with Attention Deficit Hyperactivity Disorder within jails and juvenile facilities of the United States criminal justice system: Why it matters. An Attention Deficit Disorder Association, ADHD Correctional Health/Justice Committee in cooperation with the National Commission of Correctional Health Care White Paper. Edited and reviewed by, David Admire, Scott Anders, Leasha Barry, Robin Bellantone, Alan Brown, Bradley Brockmann, Judith Champion, Vinnie Fabber, Trudi Gaines, Frank Potter, and Ari Tuckman

Gaines, T., Barry, L., & Cautelli, J. (2009). A new view: Behavioral Coaching for prevention of delinquency and recidivism. *ADHD & Corrections National Taskforce*.

BOOK AUTHOR

Kelly, A., Barry, L. M., & Beddick, D. B. (2015). A study guide companion for Tales of Inspiration: The Cambridge Center for Behavioral Studies. www.Behavior.org

Barry, L. M., Bennet, B., Christensen, L., Mendoza, A., Ortiz, E., Pagan, M., Robinson, S., & Salmon, O. (2006). *The Best Teacher's Test Preparation for the FTCE (Florida Teacher Certification Examination) Professional Education Test 3rd Edition*. Piscataway, NJ: Research and Education Association.

BOOK CHAPTERS

Kelly, M., & Barry, L. M. (2010). "Using Journal Writing to Alleviate Stress Among College Students" In (K. Collins, T. Onwuegbuzie, & Q. Jiao, Eds.) *Toward a Broader Understanding of Stress and Coping: Mixed Methods Approaches*.

Barry, L. M. (2005). Competency 7: Human Development and Learning. In B. Bennett, L. Christensen, A. Mendoza, E. Ortiz, M. Pagan, S. Robinson, & O. Salmon (Eds.), *The Best Teacher's Test Preparation for the FTCE (Florida Teacher Certification Examination) Professional Education Test, 2nd Edition* (pp. 147-182). Piscataway, NJ: Research and Education Association.

Singer, G. H. S., Goldberg, S., Peckham-Hardin, K., Barry, L. M. & Santarelli, G. (2002). Toward a synthesis of family support practices and positive behavioral support. In J. Lucyshyn & G. Dunlap (Eds.), *Families and positive behavior support: Addressing problem behavior in family contexts* (pp. 155-183). Baltimore: Paul Brookes Publishing.

INVITED JOURNAL & BOOK REVEIWER

International Journal of Disability, Development and Education

Journal of Early and Intensive Behavior Intervention

Journal of Intellectual Disability Research

Journal of Autism and Developmental Disabilities

Journal of Positive Behavioral Interventions

Wadsworth Publishing

Prentice Hall Publishing

BOOK EDITOR

Barry, L. M. & Mendoza, A. (2010). *The Best Teacher's Test Preparation for the FTCE (Florida Teacher Certification Examination) General Knowledge Test, 4th Edition*. Piscataway, NJ: Research and Education Association.

Barry, L. M. & Mendoza, A. (2008). *The Best Teacher's Test Preparation for the FTCE (Florida Teacher Certification Examination) General Knowledge Test, 3rd Edition*. Piscataway, NJ: Research and Education Association.

Barry, L. M. & Mendoza, A. (2007). *The Best Teacher's Test Preparation for the FTCE (Florida Teacher Certification Examination) General Knowledge Test, 2nd Edition*. Piscataway, NJ: Research and Education Association.

Barry, L. M. & Mendoza, A. (2006). *The Best Teacher's Test Preparation for the FTCE (Florida Teacher Certification Examination) General Knowledge Test*. Piscataway, NJ: Research and Education Association.

UNPUBLISHED TRAINING MANUALS

Beddick, D. L., & Barry, L. M. (2017). *Instructor manual: Applied Behavior Analysis 2nd edition*.

Beddick, D. L., & Barry, L. M. (2014). *Instructor manual: Applied Behavior Analysis*.

Barry, L. M. (2001). *Applied Behavior Analysis: A training manual*. Board approved curriculum for Board Certified Behavior Analyst training.

ACADEMIC PRESENTATIONS

International Conferences (Peer Refereed/Reviewed):

Barry, L. M. (2018) Invited discussant of summative research on the Picture Exchange Curriculum. Association for Behavior Analysis International. San Diego, CA.

Evenson, J., San Julian, M., & Barry, L.M. (2018). *Increasing Parent Fidelity through BST*. Association for Behavior Analysis Autism conference, Miami, FL.

Kent, S., Helton, M., & Barry, L.M. (2018). *The effects of video modeling on on-task behavior for students with EBD during independent writing*. ABAI, San Diego, CA.

Wang, C., & Barry, L.M. (2018). *Use of the Humanoid Robot to train kids with Autism Spectrum Disorders - A pilot study*. ABAI, San Diego, CA.

Beddick, D.L., & Barry, L.M. (2018). *Report writing as an assessment of law enforcement skills*. ABAI, San Diego, CA.

Nelson, M., Beddick, D.L., & Barry, L.M. (2018). *Improving musical performance with Precision Teaching*. ABAI, San Diego, CA.

Nelson, M., Beddick, D., & Barry, L. (2017) Effectiveness of feedback and progress monitoring on fluency of musical instrumentation skills, *Association for Behavior Analysis International*, Paris, France.

Nelson, M., Ruiz, S., Beddick, D., & Barry, L. (2017) Precision Teaching in music education, *International Precision Teaching Conference*, St. Petersburg, FL.

Zanca, T., Fountain, D. M., Beddick, D. L., & Barry, L. M. (2017). Age appropriate opportunities with peers in high school to reduce the frequency of inappropriate attention seeking behavior. Poster session presented at *Association for Behavior Analysis International Convention on Autism*, San Juan, Puerto Rico.

Nelson, M., Beddick, D.L., & Barry, L.M. (2015). Does contingency management increase or maintain physical activity after continuous feedback plateaus in healthy adults? Poster session presented at the *Association for Behavior Analysis International*, Kyoto, Japan.

Barry, L. M. (2013) Community Building in Special Education through Public/Private Partnerships for the Benefit of People with Autism Spectrum Disorder. *International Conference on Education*. Oahu, HI.

Symon, J., Kidwell, J., Clark, M., & Barry, L. M. (2013) Video gaming Promotes Social Interactions for Students with Autism Spectrum Disorders. *International Conference on Education*. Oahu, HI.

Park, S., Clark, M., Symon, J., & Barry, L. M. (2013) Technology is cool: A peer-mediated interventions to improve communication skills for adolescents with Autism. *International Conference on Education*. Oahu, HI.

Barry, L. M. (2012) Community Building in Special Education through Public/Private Partnerships for the Benefit of People with Autism Spectrum Disorder. *International East West Conference on Education*, Beijing, China.

Alnemary, F., Grossman, J. S. & Barry, L. M. (2012) Providing professional education in special education to remote regions via videoconferencing. *Annual International Conference on Education and e-Learning*, Bali, Indonesia

Barry, L. M. (2011). Self-determination for People Diagnosed with Learning Disabilities. *International Conference on Education*. Oahu, HI.

Barry, L. M. (2010). Offering Children with Severe Developmental Disability Choice of Recreation Environments: Child choice and teacher reactions. *International Conference on Education*. Oahu, HI.

Barry, L. M. (2009). Collateral academic effects of teaching self-determination skills to increase student IEP meeting participation. *International Conference on Education*. Oahu, HI.

Barry, L. M. & Holdsambeck, R. (2009). The puzzle of Autism: Putting the pieces together. *International Conference on Education*. Oahu, HI.

Holdsambeck, R., & Barry, L. M. (2009). Applying Chaos Theory to the puzzle of Autism. *International Conference on Education*. Oahu, HI.

Barry, L. M. (2008). Perceptions of parental support by first generation college students and gender. *International Conference on Education*. Oahu, HI.

Barry, L. M. (2008). Disclosure of potentially stressful events: Disclosure and perceived social support by first-generation status, gender, and ethnicity. *International Conference on Education*. Oahu, HI.

Barry, L. M. (2006). Teaching self-management of behavior to children with ADHD. *International Conference on Education*. Oahu, HI.

Barry, L. M. (2005). Students with specific learning disabilities can pass state competency exams. *International Conference on Education*. Oahu, HI.

Barry, L. M., & Chrisco, C. (2004). Assessing the effects of teaching methods on state competency exam performance in elementary science. *International Conference on Education*. Oahu, HI.

Barry, L. M. (2003). Self-management in the classroom for students with ADHD. *International Conference on Positive Behavioral Interventions*. Orlando, FL.

Barry, L. M., Burlew, S., & Santarelli, G. (2002). Using Social Stories to Teach Children with Autism how to Choose and Activities and Play. *International Conference on Education*. Oahu, HI.

Santarelli, G., & Barry, L. M. (2002). Grandparents Raising Grandchildren with Special Needs: Research, Implications, and Practice. *International Conference on Education*. Oahu, HI.

Santarelli, G., & Barry, L. M. (2002). Bilingual Special Education: Choosing the Appropriate Language of Instruction for Children with Severe Disabilities from Monolingual-Spanish Speaking Families. *International Conference on Education*. Oahu, HI.

Barry, L. M., Messer, J., & Santarelli, G. (2002). Teaching Self-management of Behavior to Children with ADHD. *International Conference on Education*. Oahu, HI.

Barry, L. M. (2001). Promoting Appropriate Sibling Interactions When a New Baby Arrives: Clinical Applications for Children with Autism. Poster presentation at *The International Association for Applied Behavior Analysis*. Venice, Italy.

Barry, L. M. (2001). Using Applied Behavior Analysis in an Intensive Care Nursery. Poster presentation at *The International Association for Applied Behavior Analysis*. Venice, Italy.

Barry, L. M. (2001). Experiences of the NICU. *Pacific Rim Annual Conference on Disability*. Waikiki, HI.

Santarelli, G., & Barry, L. M. (2001). Making it work at home and school: A need based collaborative, across settings, behavioral intervention. *Pacific Rim Annual Conference on Disability*. Waikiki, HI.

National Conferences (Refereed/ Reviewed):

Britt, A. F., Bechtel, D. R., & Barry, L. M. (2017) The effects of antecedent exercise in a content area classroom to increase learning readiness and decrease disruptive behavior in three middle school students with ASD. *Association for Professional Behavior Analysts*, New Orleans, LA.

Lemons, S.D., San Julian, M.A., Barry, L.M. (2016). The effects of music exposure on percent correct during discrete trial training with a child with Autism Spectrum Disorder. Poster session presented at *Association of Behavior Analysis International*, New Orleans, LA.

Yeazle, S.M., Bechtel, D.R, Heatter, S.M. & Barry, L.M. (2016). Effects of Self-Check vs. Daily Progress Report Card in an Irish Primary School. Poster presentation at *Association of Professional Behavior Analysts*, Washington, DC.

Avila, M.H., Bechtel, D.R, Heatter, S.M. & Barry, L.M. (2016). Effects of a visual schedule manipulation on the behavior of a boy with Autism Spectrum Disorder. Poster session presented at *Association of Professional Behavior Analysts*, Washington, DC.

Gregory, J.C., Bechtel, D.R, & Barry, L.M. (2016). A Comparison of No-No Prompting and Errorless Learning on Incorrect Responding of Previously Taught Skills with Children Diagnosed with Autism. Poster session presented at *Association for Behavior Analysis International*, Chicago, IL

Becker, K. Bechtel, D.R., Heatter, S., & Barry, L.M. (2015). Prerequisites to video modeling in adults with intellectual disability. Poster session presented at *Association for Behavior Analysis International*, San Antonio TX.

Wallace, A., Bechtel, D.R., Heatter, S., & Barry, L.M. (2015). A comparison of prompting tactics to teach intraverbals to an adolescent with Down Syndrome. Poster session presented at *Association for Behavior Analysis International*, San Antonio, TX.

Kyriacou, C., Bechtel, D.R., Heatter, S., & Barry, L.M. (2015). Effects of different high-probability request sequences in increasing compliance. Poster session presented at *Association for Behavior Analysis International*, San Antonio, TX.

Berman, S.R., Bechtel, D.R., Heatter, S., & Barry, L.M. (2015). The effects of one-to-one staff proximity on the inappropriate and attending behavior of a student with autism spectrum disorder. Poster session presented at *Association of Professional Behavior Analysts*, Seattle, WA.

Schad, J.A., Bechtel, D.R., Heatter, S., Barry, L.M., & MacDuff, G.S. (2015). Evaluating the effectiveness of a tactical and textual cueing device as a self-monitoring strategy for increasing the frequency of reinforcement delivered by a classroom teacher in

an inclusion classroom. Poster session presented at *Association of Professional Behavior Analysts*, Seattle, WA.

Lehman, M.T., Dotson, W., Beddick, D.L., & Barry, L. M. (2015). 40 years of ABA preparing competent practitioners: Advancing the academic experience. Panel Discussion presented at the *Association for Behavior Analysis International*, Chicago, IL.

Parnow, K., Bechtel, D.R., Heatter, S., & Barry, L.M. (2015). Effects of video modeling on a visual communication system (VCS) to teach manding acquisition for a young child with ASD. Poster session presented at *Association of Behavior Analysis International*, Las Vegas, NV.

Erion, L., Bechtel, R., Heatter, S., & Barry (2014). Generalization of behavioral effect of response interruption and redirection on vocal stereotypy. *Association for Behavior Analysis International*, Chicago, IL.

Everhart, A., Bechtel, R., Heater, S., Barry, L. (2014). Comparing In-vivo versus video instruction to teach adaptive skills to a child with Autism Spectrum Disorder. *Association for Behavior Analysis International*, Chicago, IL.

Miles, M., Bechtel, R., Heater, S., Barry, L., (2014). Comparing PECS and speech generating devices on mand acquisition for children with Autism. *Applied Behavior Analysis International*, Chicago, IL.

Ostermeyer, K., Scarpa, A., Penden, D., Barry, L., Seymour, B, McIntosh, R. (2014) Effectiveness and generalization of an intensive PRT professional training program. *Applied Behavior Analysis International*, Chicago, IL.

Simard, S., Robb, W., Beddick, D., Barry, L., (2014) Effects of controlled access to stereotypic behavior and differential reinforcement of other behavior (DRO) during demand conditions. *Applied Behavior Analysis International*, Chicago, IL.

Whalen, C., Herron, B., Seymour, B., & Barry, L. (2014). Peer-facilitated social skill training for young adults with Autism Spectrum Disorders in a college setting. *Applied Behavior Analysis International*, Chicago, IL.

Barry, L., & Gaines, T. (2014). Behavioral coaching for ADHD as delinquency prevention. *Applied Behavior Analysis International*, Chicago, IL.

Seymour, B. & Barry, L. M. (2013). Pivotal Response Training Generalization from SARRC. *Association for Behavior Analysis International*, Minneapolis, MI.

Truett, J., Beddick, D.L., Endlich, B., & Barry, L.M. (2012). Cultivating Distance Training to Overcome Runner's Plateau in Training Using Publicly Posted Training Goals. Poster session presented at the *Association for Behavior Analysis International*, Seattle, WA.

Gaines, T., & Barry, L. (2012) A New View: Behavioral Coaching for Prevention of Delinquency and Recidivism; Implications for Public Policy. *ADHD Coaches Organization*, Atlanta, GA.

Pardue, S., Beddick, D.L., & Barry, L.M. (2011). Ordering Fast Food Using Computer Based Video Instruction and an iPod. Poster session presented at the *Association for Behavior Analysis International*, Denver, CO.

Fritzing, C. & Barry, L. M. (2011). Reducing severe self-injury and increasing functional communication for adults diagnosed with multiple disabilities. *Association for Behavior Analysis*, Denver, CO.

Beddick, D. & Barry, L. M. (2011). Increasing social skills for adolescents with Autism Spectrum Disorder. *Association for Behavior Analysis*, Denver, CO.

Kramer, J. Cautelli, J., & Barry, L. (2010) Evidence-Based Diagnosis and Treatment for ADHD. *National Conference on Correctional Health Care*, Las Vegas, NV.

Gaines, T., Barry, L. M., Cautilli, J. D., Summers, D. J. (2010) Prison Reform and Re-entry: The need for Behavior Analysts. *Association for Applied Behavior Analysis*. San Antonio, TX.

Gorum, M., Barry, L. M., Balawejder, T. (2010) Behavior Analysis and other evidence-based treatments in the criminal justice and prison reform movement. *Association for Applied Behavior Analysis*. San Antonio, TX.

Gaines, T., Barry, L. M., Dziewolska, H. & Cautilli, J. D., (2010) Behavioral Coaching for Offenders with ADHD. *Association for Applied Behavior Analysis*. San Antonio, TX.

Gaines, T., Barry, L. M., Dziewolska, H. & Cautilli, J. D., (2010) Behavior Analysis in the juvenile justice system: Past efforts, status of those efforts, and future directions. *Association for Applied Behavior Analysis*. San Antonio, TX.

Barry, L. M., & Gaines, T., (2009) Treating Adolescent ADHD using Behavioral Coaching in Prison, Residential, and Correctional Programs. *National Conference on Correctional Health Care*. Orlando, FL

Barry, L. M., Byram, S., Lundy, J., Brumfield, L., Beddick, D., & Celiberti, D. (2009). Creating a Summer Educational Experience for Children with Autism: An overview and evaluation of "Kids for Camp". *Association for Applied Behavior Analysis*. Phoenix, AZ

Barry, L. M., Keremes, D., Mueller, K., Beddick, D., & Celiberti, D. (2009). Evaluating a Summer Educational Experience for Children with Autism. *Association for Applied Behavior Analysis*. Phoenix, AZ

Doyle, K., Barry, L. M., Studer, Q., & Madden, P. (2008). Making Pensacola a Center of Excellence for Autism. *Autism Society National Convention*, Orlando, FL.

Barry, L. M. (2008). Disclosure, narrative, and stress & coping in college students. Paper presented as part of a panel presentation: Hudley, C., Barry, L. M., & Cho, S. The Transition to College: A Major Developmental Task of Adolescence. *American Education Research Association*, New York, NY.

Barry, L. M., & Gaines, T. (2008) Attention Deficit Hyperactivity Disorder: Intervention as crime prevention. *Association for Applied Behavior Analysis*. Chicago, IL.

Barry, L. M. (2007). Perceptions of parental support by first generation college students and gender. *Conference on Emerging Adulthood*. Tucson, AZ.

Barry, L. M. (2007). Disclosure of potentially stressful events: Disclosure and perceived social support by first-generation status, gender, and ethnicity. *Conference on Emerging Adulthood*. Tucson, AZ.

Gains, T., & Barry, L. M. (2004). The effect of a relaxation breathing exercise on male adolescent aggressive behavior. *Association for Applied Behavior Analysis*. Boston, MD.

Barry, L. M. (2003). Extremely Low Birth weight Infant Responses to Positioning During Care Giving and Painful Procedures. *Association for Applied Behavior Analysis*. San Francisco, CA.

Barry, L. M. (2003). Self-management with children diagnosed with ADHD. *Association for Applied Behavior Analysis*. San Francisco, CA.

Barry, L. M. (2000). The effects of journal writing on stress levels of parents after the NICU. *The Association for persons with Severe Disabilities*. Miami, FL.

Barry, L. M. (2000). Promoting positive parental adaptation to a child's disability. *The Association for persons with Severe Disabilities*. Miami, FL.

Barry, L. M. (1999). Longitudinal pro-social skills training for a brother with autism and his infant sibling. *Association for Applied Behavioral Analysis*. Chicago, IL.

Barry, L. M. (1999). Becoming of big brother: Teaching pro-social sibling behavior to a child with autism. *The Division for Early Childhood*. Washington D.C.

Barry, L. M. (1999). The benefits of journal writing: Reducing maternal psychological distress after the NICU. *The Division for Early Childhood*. Washington D.C.

Singer, G., Barry, L. M., & Peckham-Harden, K. (1999). Brothers and Sisters of Children with Disabilities: Interventions and Understandings. *The Division for Early Childhood*. Washington D.C. Panel presentation.

Barry, L. M. (1999). Pro-social Sibling Interaction and Autism: A Case Study on Promoting Positive Sibling Interaction. *Council for Children with Behavioral Disorders*. Irving, TX.

Barry, L. M. (1998). Becoming a Big Brother: A Longitudinal Study Using Skills Training and Self-management to Teach Pro-social Sibling Behaviors. *The Association for persons with Severe Disabilities*. Seattle, WA.

Regional Conferences/Professional Meetings:

Hooks, A., Beddick, D.L., & Barry, L.M. (2015). Component analysis of DRA plus stimulus control procedure to reduce PICA behavior in preschool and clinical setting. Poster session presented at the *California Association of Behavior Analysis*, San Diego, CA.

Barry, L., & Keremes, D. (2010) *The application of Behavioral Psychology to children with Autism*. Guest Lecture for the *School of Applied and Behavioral Psychology at UWF*. Invited Presentation

Gaines, T., & Barry, L. M. (2009). Understanding ADHD within the juvenile justice system. *UWF Applied Psychology Conference*.

Barry, L. M. (2008) UWF's contributions to making Pensacola a Center of Excellence. *Disability Awareness Day UWF*, Pensacola, FL. Invited Presentation

Barry, L. M. (2008) Autism Society of the Panhandle: Kids for Camp summary data, evaluation, and growth from 2007 to 2008. Invited Presentation.

Barry, L. M. (2008) UWF's contributions to making Pensacola a Center of Excellence. *Liberty Sertoma club*, Pensacola, FL. Invited Presentation

Barry, L. M. (2008) National Board Certification: Changing the culture of Pensacola for children with Autism. *Colloquium on Disability*. Invited Presentation.

Barry, L. M. (2008) Autism Society of the Panhandle: BCBA certification, training, and research based practices. What parents should look for when interviewing a potential therapist to work with their child diagnosed with Autism. Invited Presentation.

Barry, L. M. (2007) Autism Society of the Panhandle: Assessing summer camp: Using quantitative data collection and research design to assess effects of an intensive behavioral based summer camp for children with Autism. Invited Presentation.

Barry, L. M. (2006) Autism Society of the Panhandle: Using social stories to teach children with Autism social and play skills in home, school, and community settings: A portable approach to facilitate learning in the natural environment. Invited Presentation.

Barry, L. M. (2004). Autism Society of the Panhandle: Family and Sibling issues related to Autism. Pensacola, FL. Invited Presentation.

Barry, L. M. (2003). Observation forms: How to use them. *Intensive Care Nursery staff meeting*, Pensacola, FL. Invited Presentation.

Barry, L. M. (2003). Data collection. *Intensive Care Nursery staff meeting*, Pensacola, FL. Invited Presentation.

Barry, L. M. (2003). Operational definitions and measures. *Intensive Care Nursery staff meeting*, Pensacola, FL. Invited Presentation.

Barry, L. M. (2003). Outcome based program evaluation. *Intensive Care Nursery staff meeting*, Pensacola, FL. Invited Presentation.

Barry, L. M. (2003). Program evaluation in the intensive care nursery. *Intensive Care Nursery staff meeting*, Pensacola, FL. Invited Presentation.

Barry, L. M. (2001). The Benefits of Journal Writing: Reducing maternal psychological distress after the NICU. *Psychology Colloquium*, UWF, Pensacola, FL. Invited presentation.

Barry, L. M. (2001). Applied Behavior Analysis. *Mental Health Counselor's Association*, Pensacola, FL. Invited presentation.

Barry, L. M. (2000). Positive Behavioral Supports for Children with Autism. *Parent to Parent*, Pensacola, FL. Invited presentation.

Barry, L. M. & Santarelli, G. (2000). Positive Behavioral Support/Home School Collaboration: A case study. *California Association of School Psychologists*, Monterey, CA. Peer reviewed.

Barry, L. M. (1999). Teaching Pro-Social Sibling Behavior to a Child with Autism. *California Chapter: The Association for Persons with Severe Disabilities*. La Jolla, CA. Peer reviewed.

Caselink Team (1999). CASELINK: Using Problem Based Learning to frame and design development of eight interactive multimedia modules on the Internet to augment new and existing introductory courses in special education. *University of California, Santa Barbara, Instructional Media Day version 9*.

Singer, G., & Barry, L. M. (1998). Brothers and Sisters of Children with Disabilities: Interventions and Understandings. *California Council for Exceptional Children*, Long Beach, CA Peer reviewed.

Barry, L. M. (1998). Maternal Views of the Neonatal Intensive Care Unit Experience. *California Council for Exceptional Children*, Long Beach, CA. Peer reviewed.

Barry, L. M. (1996). Relationship Schemata as Sources of Influence. *University of California, Santa Barbara Research Colloquium*, Invited presentation.

AWARDS

Top 15 Applied Behavior Analysis Online Programs
Applied Behavior Analysis Program Guide (UWF #8)

2018

National Crystal Marketing Award (Awarded to the team for ABA Marketing Materials,
Design lead by Jenny Hinely)
Association for Continuing Higher Education (ACHE)
2017

Top 35 Education Programs for Applied Behavior Analysis
Action Behavior Centers, LLC 2017

Top 10 Applied Behavior Analysis Online Programs
Applied Behavior Analysis Program Guide 2017

National Crystal Marketing Award (Awarded to the team for ABA Marketing Materials,
Design lead by Kelly Blackwell)
Association for Continuing Higher Education (ACHE)
2013

Honored for significant contribution to the field,
Cambridge Center for Behavioral Studies 2012

Voted by membership to be a Trustee
Cambridge Center for Behavioral Studies 2010

Autism Professional of the Year
Autism Pensacola 2009

Nominated for the Faculty Distinguished Scholarly and Creative Activities Award
University of West Florida 2008

One of four faculty selected to represent UWF in the Creating Great Futures
Campaign
University of West Florida 2008

Recognized as a distinguished faculty member by the UWF Board of Trustees
University of West Florida 2008

TEACHING

Graduate Advising/Mentoring:

Chair: Dissertation Committee for Dayna Beddick, Doctoral Student
2016-2018

Advisor for all students M.A. in ESE ABA Specialization
2012-2017

- Over 300 students/year.

Member: Dissertation Committee for Betsy Botts, Doctoral Student
2004–2007

Member: Dissertation Committee for Mary Cook, Doctoral Student
2002-2007

Member: Dissertation Committee for Trudi Gaines, Doctoral Student
2002-2007

Member: Dissertation Committee for Betty Sawyer, Doctoral Student
2002-2007

Member: Dissertation Committee for Anita Solarski, Doctoral Student
2002-2007

Chair: Dissertation Committee for Judy Beach, Doctoral Student
2001-2004

Advisor for Division of Teacher Education M.Ed. and M.A. level thesis projects.
This duty entails being the sole advisor for individual masters level projects/theses
for the majority of students enrolled in master level degree plans in the Division of
Teacher Education at UWF. This equates to advising approximately 50-70
individual research projects/theses annually.
2000-2012

Program Development & BACB verification:

Created and maintain a graduate level Specialization Applied Behavior Analysis with
international recognition for meeting the curriculum and supervision requirements for the
Behavior Analyst Certification Board:

- Board Certified Behavior Analyst certification 5th Edition 2017
 - 7 Course sequence
- Board Certified Associate Behavior Analyst certification 5th Edition 2017
 - 5 Course sequence
- Board Certified Behavior Analyst certification 4th Edition 2010
 - 6 Course sequence
- Board Certified Associate Behavior Analyst certification 4th Edition 2010
 - 4 Course sequence
- Intensive Practicum option 2006

- 2 Course sequence
- Board Certified Behavior Analyst certification 3rd Edition 2004
 - 5 Course sequence
- Board Certified Associate Behavior Analyst certification 3rd Edition 2004
 - 3 Course sequence

Course Development & Online Delivery Course Development & Teaching:

Research Practicum:

EDE 6482 Research Practicum Elementary Education
 EDM 6912 Research Practicum Middle School
 EEX 6945 Research Practicum Exceptional Child
 ELD 6942 Research Practicum Specific Learning Disabilities
 EMR 6942 Research Practicum Mental Retardation
 ESE 6421 Research Practicum Secondary
 EED 6942 Research Practicum Emotional Disorders
 EEC 6990 Research Practicum Early Childhood

Action Research:

ESE 6426 Action Research Secondary
 EDE 6911 Action Research Elementary Education
 EDM 6911 Action Research Middle School
 EEX 6340 Action Research Special Education

EDG 5021 Investigative Strategies
 EDF 6225 Foundations in Applied Behavior Analysis in Education
 EDF 6226 Behavioral Assessment, Intervention, and Outcomes in Education
 EDF 6223 Positive Behavioral Change and System Support in Education
 EDF 7994 Measurement and Single Case Design
 EDF 7995 Advanced Single Case Design in Applied Settings
 EDF 7990 Supervised Experience in Single Case Design
 EDF 6222 Concepts in Applied Behavior Analysis
 EDF 6227 Experimental Analysis of Behavior
 EDF 6557 Ethics in Applied Behavior Analysis
 EDF 6991 Supervision and Fluency Management

UNIVERSITY SERVICE

Developed a strategic partnership with UWF Student Disability Resource
 2016-2018

Center to provide

- training across campus/prepare staff to support students with Autism
- individualized behavior support plans

- student internship opportunities to provide peer support
- 40-hour RBT curriculum, hands-on student training, national RBT examinations for peer supports.

Search Committee Member, Dean of College of Education and Professional Studies
2014

Solicited \$202,258.77 to the UWF Foundation, Applied Behavior Analysis Account
2011-2017

Elected member: International Affairs Committee
2010-2013

Authored the UWF response to the Governor's Task Force on Autism
2009

Steering Committee member for the Council of Graduate Schools
Program Affiliate
2009

Granted permission to pursue Office of Applied Behavior Analysis by
Dr. Cavanaugh (UWF president) as Director. 2008

Formalized the UWF Consortium for Applied Behavior Analysis with
Sacred Heart Health Systems and Autism Pensacola 2008

Initiated the application documents for a University of West Florida
Applied Behavior Analysis Foundation at the request of the Office of
Sponsored Research 2008

Authored a community response for Dr. Cavanaugh (UWF president)
in regard to UWF's involvement and community contributions in the area
of Autism
2008

Appointed member: University Rewards and Recognition Committee
2006-2007

Appointed member: University search committee for Dean of College
of Professional Studies
2004-2005

Elected ex-officio member: Faculty Senate (as College of Professional

Studies Council Chair)
2004-2005

Elected ex-officio member: Dean's Extended Council
(as College of Professional Studies Council Chair)
2004-2005

Appointed member: Convocation Follow-up Task Force 2003

Appointed chair: Workgroup #3 "Dissertation Committee"
For the faculty convocation EdD program 2003

Appointed member: University Property Survey Board
2002-2003

COLLEGE SERVICE

EdD Program review meeting for TEEL
2017

EdD Monthly Dissertation Chair meetings
2015-2018

Quality Matters Rubric Evaluation Participant
2010

Elected Chair: College Personnel Committee 2010

Elected member: College Personnel Committee
2009-2012

NCATE Standard 5 College wide presentation for Unit Faculty
2008

Solely authored NCATE Standard 5 response for COPS
2008

Developed an organizational model for all Standard 5 Faculty evidence 2008

Appointed Chair: NCATE Standard 5
2008-2010

Statewide Course Numbering System Committee Member Exceptional Child
2007-2010

Appointed member: College Personnel Committee
2007-2008

Elected member: Professional Education Council
2005-2007

Elected chair: College of Professional Studies Council
2004-2005

Appointed member: Graduate research core workgroup
2004

Elected member: College of Professional Studies Council
2003-2005

Appointed member: EdD Program Committee
2002-2004

Appointed member: Tenure & Promotion sub-committee
2002-2004

Appointed member: Research and Foundations search committee
Fort Walton Beach Campus.
2002-2003

Appointed member: College committee for Department of Education
approval of teacher education. Writing team #1. Wrote Standard 3.4
including all revisions.
2002

Elected member: Program review sub-committee
2001-2003

Appointed member: College of Professional Studies: Tenure and
promotion policy and procedure review sub-committee
2001

DEPARTMENT/DIVISION SERVICE

Revised the MA ESE masters degree to increase competitive enrollment
2016-2017

- Course CCRs: Course replacements
- Program CCR
- Curriculum Map

Graduate Program Committee for TEEL
2016-2018

Mid-Point review committee for tenure track junior faculty
2016-2017

Revised the MA ESE masters degree to increase competitive enrollment

- Program CCR: Specialization in Applied Behavior Analysis 2014-2015
- Curriculum Map
- Course CCR

Revised the MA ESE masters degree to increase competitive enrollment
2012-2013

- Course CCR

Participated in Quality Matters course review presentation and reviewed 8
department courses.

2009

Authored a proposal sent to the DOE to offer the Autism Endorsement 12.0 credit
hour coursework at UWF

2008-2009

Chair: Graduate Program Special Education Curriculum Mapping
2007-2010

Chair: Graduate Program Applied Behavior Analysis Curriculum
Mapping
2007-2010

Chair: Research and Foundations Committee
2007-2008

UWF representative for the Exceptional Student Education Advisory
Council
2005-2008

Participated in development of courses and programs with the

department of Research and Foundations
2003-2004

Wrote the Department of Education Elementary Education
Folio for undergraduate programs in Teacher Education
2002-2003

Wrote the Department of Education Elementary Education
Folio for graduate programs in Teacher Education
2002-2003

DOE accreditation & re-certification Teams for Teacher Education
2002-2003

Assigned Faculty Mentor for Dr. Dana Haraway
2001-2006

Special, Primary, and Vocational Education search committee member
2001-2002

PROFESSIONAL & COMMUNITY SERVICE

Community & Professional Service Projects:

Developed strategic partnership with the Cambridge Center for Behavior
2013-2018

Studies

- Elected as a Trustee by membership
- Developed legal agreement to collaborate to provide excellent CEU experiences in an online on demand video format (2013)
- As of November 2017, published 99 unique CEU's on demand
- As of November 2017, brought in over \$60,000.00 in revenue.

Member of the ADHD & Corrections National Workgroup, a sub-committee
2008-2014

of ADDA – 6 year term.

- White paper published in 2014

Developed, implemented, and analyzed a data collection system to assess Kids for
Camp effectiveness on student outcomes as well as teacher competencies
2008-2009

Developed strategic partnership with Sacred Heart Health Systems and Autism
2007-2018

Pensacola to create the Autism Center at Sacred Heart

- Authored the proposal for the community partnership between UWF, Sacred Heart Health Systems, and Autism Society of the Panhandle to develop the Autism Center at Sacred Heart.

Collaborated with Jim Hartnett and Paul Bohac at Blackwater Development
2003

Center to create a behavioral training program for staff working with youth offenders.

Supervisor for behavior analysis hours needed for
2000-2018

National certification: Associate Board Certified Behavior Analyst
and Board Certified Behavior Analyst

Hosted Community Outreach Events:

Hosted the Cambridge Center for Behavioral Studies Conference on Autism (2017, 2016, 2015, 2014, 2013, 2012, 2011, 2010)

Hosted the Cambridge Center for Behavioral Studies Annual Trustee meeting (2017, 2016, 2015, 2014, 2013, 2012, 2011, 2010)

Hosted Dr. Caffrey, at UWF, Autism Pensacola sponsored event 2014

Hosted a 6-day full time Autism training at UWF for the Autism Society “Kids for Camp” Camp at the UWF campus
2008

Hosted the Autism Support Center for an annual conference at UWF
2001

“Providing school supports for students with Asperger’s Syndrome”

Community Committee Work:

Board of Directors elected member, Autism Pensacola, 3-year term
2014-2020

Board of Directors elected member, Emerald Coast Autism Society, 2-year term
2008-2010

Board of Directors elected member, Children's Home Society, 2-year term
2008-2010

Board of Directors founding member, Gulf Coast Citizens Diplomacy Council,
2008-2011
3-year term

Advisory Board invited member, Sacred Heart Health System Center of Excellence
for Autism advisory board
2008-2018

Search Committee member, Sacred Heart Health System, for the Director
of Training position. 2008

Steering Committee member, Sacred Heart Health System, Center of
Excellence for Autism development 2008 -
2010

Member, National Child Traumatic Stress Network Learning Collaborative
2008

Advocacy Committee appointed member, Children's Home Society
2008

Board of Directors member, Art in Bloom 2008

Board of Directors elected member, Children's Home Society, 2-year term
2006-2010

Advisory Board member, Kids for Camp summer camp for children with Autism
2005-2018

Behavior Analysis Resource Committee member
2004-2006

Local Review Committee member
2000-2006

Family Safety Review Committee member
2000-2006

Regional Policy Council
2000-2001

PROFESSIONAL ASSOCIATION MEMBERSHIP

Association for Positive Behavior Support inaugural member
-Standards committee volunteer

The Association for Applied Behavioral Analysis International Organization
-California Association for Behavior Analysis
-Florida Association for Behavior Analysis
-Florida Panhandle Chapter

PROFESSIONAL DEVELOPMENT

Precision Teaching Learning Center (2017) 40 hour intensive training in precision teaching, Tampa, FL

Cambridge Center for Behavioral Studies Autism (2017, 2016, 2015, 2014, 2013, 2012, 2011, 2010, 2009) 7 CEU course offering annually, Buellton, CA

Association for Applied Behavior Analysis International (2017, 2016, 2015, 2013, 2012, 2011) 45 CEU course offerings annually.

Morningside Academy (2017) 80 hour intensive training in precision teaching, Seattle, WA.

CCBS annual Trustees Meeting (2017, 2016, 2015, 2014, 2013, 2012) 2 CEU course offerings.

Hawaii Association for Behavior Analysis, (2017, 2016) 7 CEU course offerings, Honolulu, HI.

PACRIM International Conference on Disability (2017) 5 CEU course offerings, Honolulu, HI.

Autism Law Summit, (2017, 2016) 5 CEU course offerings.

Cambridge Center for Behavioral Studies Ethics (2016, 2015, 2014) 7 CEU course offerings, Endicott, MA.

California Association for Behavior Analysis (2015, 2012, 2007, 2006, 2004, 2003) 15 CEU course offerings.

Appendix J
Sample Job Postings for
Behavior Analysts



Board Certified Behavior Analyst (BCBA)

ABA Autism Therapy of Florida

Fort Lauderdale, FL



Quick Apply

Job Details

Full-time

\$ \$80,000 - \$110,000 a year

14 days ago

Benefits

- Profit sharing
- Health insurance
- Dental insurance
- 401(k)
- Tuition reimbursement
- Paid time off
- Cell phone reimbursement
- Vision insurance
- 401(k) matching
- Referral program
- Paid sick time

Qualifications

- Applied behavior analysis
- Working with people with autism
- Diagnostic evaluation
- 3 years
- Analysis skills
- Driver's License
- BCBA
- Data collection
- Medical terminology
- Documentation review
- Communication skills

Full Job Description

Are you tired of changing companies, always looking for the one that will treat you with respect, hear what you have to say, not over-work and under pay you? Would you like to share in the PROFITS of the company, and not just receive a paycheck? We firmly believe that the success of all ABA companies, comes from the dedication and hard work of ALL employees but the employees rarely get to share in that success. We here at ABA Autism

Therapy are not like the other companies! We believe our success is your success, which is why we offer employees profit-sharing (PSP). We take care of our employees because you are not just a number, you become part of our family! If this sounds like the type of company you want to be a part of, and can adhere to our 7 core values of truth, integrity, compassion, respect, responsibility, fairness & community, then we want to hear from you. If you are ready to join an elite group of dedicated, passionate, Rockstar's in the field of ABA, then don't wait, apply today!

Responsibilities:

- Conduct diagnostic evaluations and assessments for individuals with autism spectrum disorder (ASD)
- Develop and implement individualized treatment plans based on applied behavior analysis (ABA) principles
- Provide behavior intervention services to clients, including direct one-on-one therapy sessions
- Collect and analyze data to monitor progress and make necessary adjustments to treatment plans
- Collaborate with a multidisciplinary team to ensure coordinated care for client.- Collaborate with colleagues, parents, caregivers and schools to share information to help the child succeed in their treatment plan.
- Maintain accurate and up-to-date medical documentation and records
- Provide training and support to caregivers and other professionals working with individuals with ASD

Requirements:

- Board Certification as a Behavior Analyst (BCBA)(minimum 3 years)
- Experience working with individuals with autism spectrum disorder (ASD)
- Strong knowledge of applied behavior analysis (ABA) principles and techniques
- Proficiency in data collection and analysis
- Familiarity with medical terminology and documentation practices
- Excellent communication skills, both written and verbal
- Ability to work effectively as part of a team
- Experience conducting diagnostic evaluations is preferred

Note: This job description is intended to provide a general overview of the position. It is not an exhaustive list of responsibilities, qualifications, or requirements. The employer reserves the right to modify the duties or requirements of the position as needed.

Job Type: Full-time

Pay: \$80,000.00 - \$110,000.00 per year

Benefits:

- 401(k) matching
- Cell phone reimbursement
- Dental insurance
- Health insurance
- Paid sick time
- Paid time off
- Referral program
- Tuition reimbursement
- Vision insurance

Compensation package:

- Bonus opportunities
- Yearly bonus

Medical specialties:

- Pediatrics

Patient demographics:

- Children

Schedule:

- 8 hour shift
- Monday to Friday

Travel requirement:

- Travel

License/Certification:

- BCBA (Required)
- Driver's License (Required)

Work Location: Hybrid remote in Fort Lauderdale, FL 33304



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SimplyHired.

United States





Board Certified Behavior Analyst (BCBA)

Summit Health Services Inc. - 5.0 ★

Pensacola, FL



Quick Apply

Job Details

Part-time | Full-time

\$ \$65,000 - \$135,000 a year

5 days ago

Benefits

Health insurance

Dental insurance

Flextime

Vision insurance

Flexible schedule

Qualifications

Working with people with autism

BCBA

1 year

Full Job Description

BCBA Pensacola, FL

A company that values client care and provider career satisfaction. We were founded by a BCBA who is a mother with a daughter with autism. Her experience both as a parent and practitioner in ABA created Summit Health Services to make us an industry leader:

- Absolutely no private equity from outside investors: 100% owned and operated by the founder with zero plans to take outside investment
- Low caseloads to ensure high quality of care over quantity
- Work-life balance priorities
- Company with strong ethics and values
- High retention of staff and clients

- Salary \$60,000-\$135,000 DOE
- Health, dental, vision insurance

Looking for BCBA's that are:

- Experienced (1 year minimum)
- Able to work autonomously
- Looking for a career that provides growth opportunities
- Collaborating members of the team
- Clear on the SHS mission and supports excellent client care

"Summit Health Services understand the balance between personal life and work. The owner and my director are huge advocates for self-care and it's hard to find a company that has the same values as I do." -Actual SHS Employee

Job Types: Full-time, Part-time

Pay: \$65,000.00 - \$135,000.00 per year

Benefits:

- Flexible schedule

Schedule:

- Monday to Friday

License/Certification:

- BCBA (Required)

Work Location: In person




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United States 



Board Certified Behavior Analyst (BCBA)

ABA Centers of Florida - 4.7 ★

Tampa, FL



Quick Apply

Job Details

Full-time

\$ \$85,000 - \$100,000 a year

Benefits

- Mileage reimbursement
- Health savings account
- Disability insurance
- Health insurance
- Dental insurance
- 401(k)
- Flexible spending account
- Tuition reimbursement
- Paid time off
- 401(k) 6% Match
- Vision insurance
- 401(k) matching
- Life insurance

Qualifications

- Applied behavior analysis
- Master's degree
- BCBA
- Applied Behavior Analysis

Full Job Description

**Board Certified Behavior Analyst (BCBA) – ABA Centers of Florida
Tampa, FL**

About ABA Centers of Florida

The premier autism therapy provider in the Sunshine State, ABA Centers of Florida delivers Applied Behavior Analysis therapy in a variety of locations and environments. Whether it's at one of our state-of-the-art clinics (outfitted with more ways to have fun than any playground) or in our clients' homes, our certified professionals are focused on the future for families. We also offer autism evaluation and diagnosis services. We serve clients from Central Florida through South Florida, and we're adding new areas soon. ABA Centers of Florida is determined to change how ABA therapy is delivered.

What Makes Us Different?

- Continuous, on-demand clinical support and growth opportunities through our internal education program, the ABA Academy of Excellence
- Small caseloads with top clinicians supervising all clinical staff
- Decisions about clients are made by clinicians without interference
- Proprietary data collection system developed for BCBA's by BCBA's
- Tuition reimbursement
- Industry-leading benefits, including a 401(k) with up to 6% employer match
- Research initiatives, such as our funding of an autism laboratory at Temple University

What You'll Do

- Design, implement, and monitor skill-acquisition and behavior-reduction programs
- Research literature related to specific learners' programs
- Oversee the implementation of behavior-analytic programs by RBTs and caregivers
- Conduct assessments related to the need for behavioral intervention (e.g., preference assessment, functional assessment, staff performance assessment, etc.)
- Be willing and able to supervise others seeking BCBA certification weekly
- Analyze and summarize results of assessments and graphs results as needed
- Write 6-month progress reports to secure insurance funding
- Provide staff and caregiver training
- Facilitate team meetings for a learner every other week
- Create goals for skill generalization
- Assist with an assigned learner's behavior deceleration plan as needed
- Create or update the data collection system
- Be available to answer questions from technicians working on learners' cases
- Answer emails and phone calls from caregivers
- Follow up with the caregivers to ensure the generalization of learner objectives
- Adjust and update learners' program sheets as skills meet the criteria
- Complete and submit documentation in a timely matter to our billing agency
- Oversee the restricted hours of 1-2 apprentices

Education/Experience and Other Requirements

- Master's degree in Applied Behavior Analysis
- Board Certified Behavior Analyst
- 2 years of experience in the ABA field (preferred)
- Must maintain clean background/drug screenings and driving record

Benefits

- 15 days of PTO (increases with tenure by company policy)
- Medical, dental, vision, long-term disability, and life insurance
- Flexible Spending Account (FSA) and Health Savings Account (HSA) options
- 401(k) program with generous employer match up to 6%
- Reduced caseloads
- Career development opportunities
- Tuition reimbursement
- Mileage reimbursement

ABA Centers of Florida Culture

ABA Centers of Florida is a progressive company that cares about supporting its team members. We pay careful attention to the caseloads of our therapists and the working environments of all our team members. Clinical and business teams work together, but they don't interfere with each other's decisions. Our Chief Clinical Officer guides all our efforts, and our clinical teams are given the resources, support, and training they need to deliver unparalleled service to our clients and their families.

Recruiter ID: #LI-TF1




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United States 

Appendix K
Burning Glass Report
Employment Projections for
Board Certified Behavior Analysts (BCBAs)



US Employment Demand for Behavior Analysts:

2010–2021



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This document should be referenced as follows:
Behavior Analyst Certification Board. (2022). *US employment demand for behavior analysts: 2010–2021*.
Littleton, CO: Author.

Summary

[Burning Glass Technologies](#)[®] is a software company that collects and analyzes labor market data in the United States. These data are aggregated in the [Labor Insight](#)[™] database, which includes online job postings collected from over 50,000 sources. This database allows advanced searches of over 70 data fields that are extracted from each posting, including job title, occupation, employer, industry, required skills, credentials, and salary. Duplicate job postings are excluded from Labor Insight search results.

The Labor Insight database was used to assess the national employment demand for behavior analysts from the past 12 years (2010–2021) and the demand by state from the past 12 months.

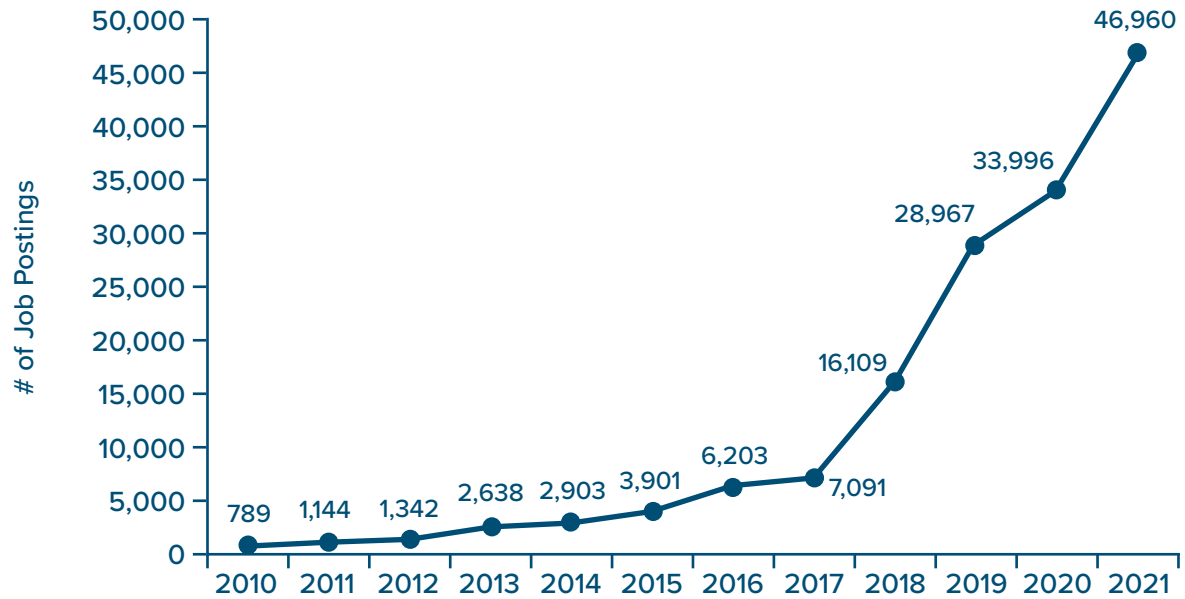
Key Findings

- **Demand for behavior analysts is increasing:** Over the past 12 years, demand for behavior analysts holding BCBA or BCBA-D certification has increased by 5,852%. Annual nationwide demand for individuals holding BCBA/BCBA-D certification has increased each year since 2010, with a 38% increase from 2020 to 2021. Demand was highest in 5 states in 2021 (ordered from most to least): California, Massachusetts, Texas, Florida, and Illinois. These 5 states account for 48% of the recent demand for behavior analysts, with California alone accounting for 24% of the 2021 demand.
- **Demand for assistant behavior analysts is increasing:** Over the past 12 years, demand for assistant behavior analysts holding BCaBA certification has increased by 64,382%. Annual nationwide demand for individuals holding BCaBA certification has increased each year since 2010, with a 7% increase from 2020 to 2021. Demand was highest in 5 states in 2021 (ordered from most to least): California, Pennsylvania, Florida, Virginia, and Texas. These 5 states account for 60% of the recent demand for assistant behavior analysts, with California alone accounting for 32% of the 2021 demand.

Annual Demand for BCBA Certification

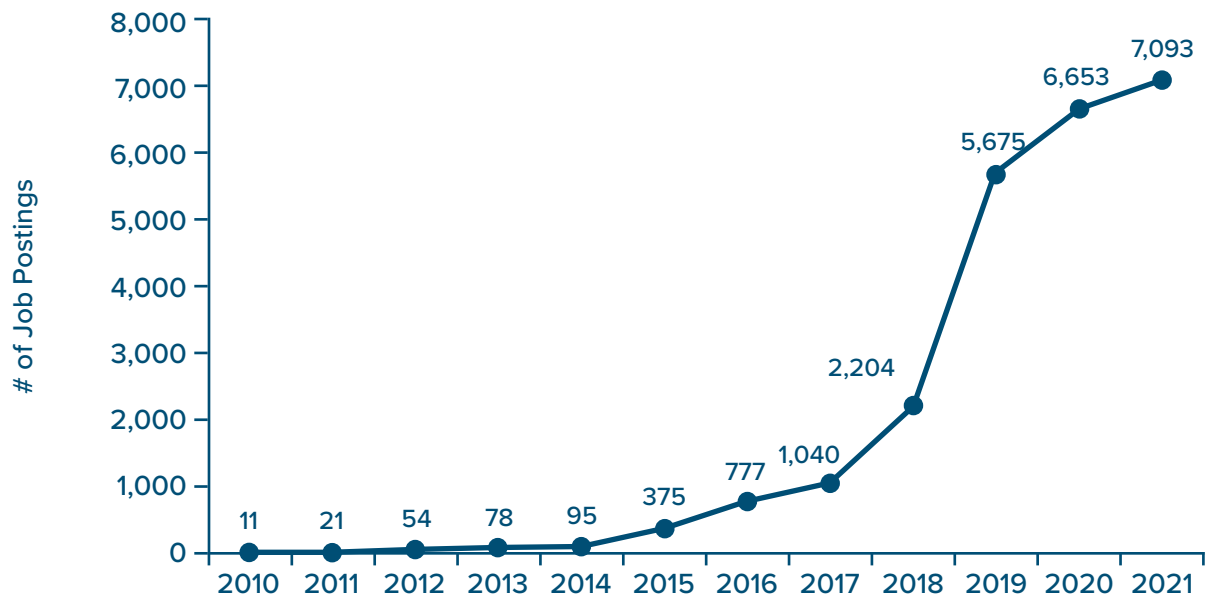
The following graph depicts the annual number of job postings nationwide over the past 12 years (2010–2021) that either required or preferred BCBA/BCBA-D certification.

Note: There are currently 33 states that license behavior analysts and 1,092 job postings in 2021 that either required or preferred a license to practice behavior analysis.



Annual Demand for BCaBA Certification

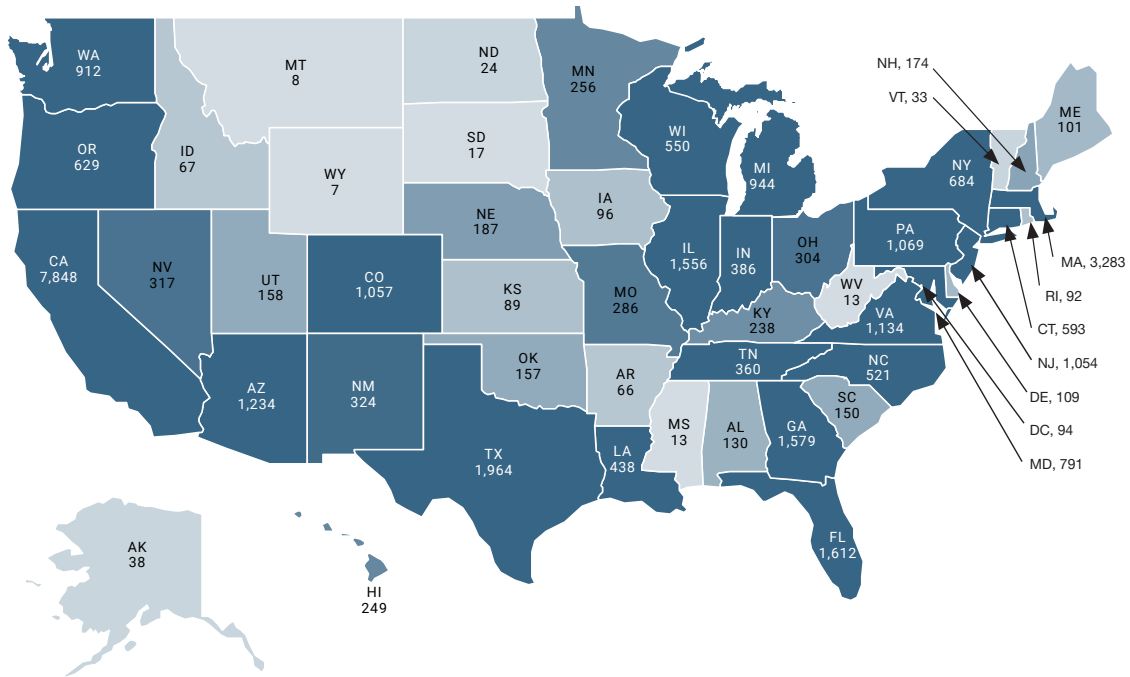
The following graph depicts the annual number of job postings over the past 12 years (2010–2021) that either required or preferred BCaBA certification.



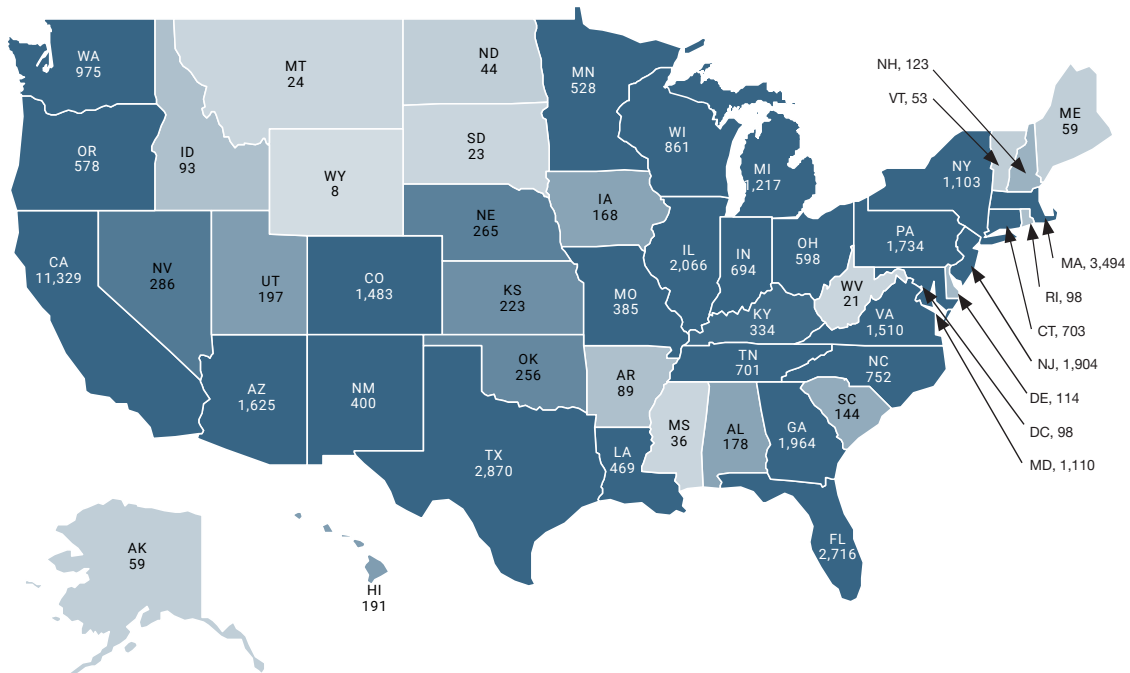
Demand for BCBA/BCBA-D Certification by State

The following heat maps depict the number of job postings per state in 2020 and 2021. The 2020 figure is included to provide a visual demonstration of the increase in demand. The 2021 data include job postings that either required or preferred BCBA/BCBA-D certification. Data from the top 30 states and their respective changes from 2020 to 2021 are depicted in the table that follows.

2020



2021

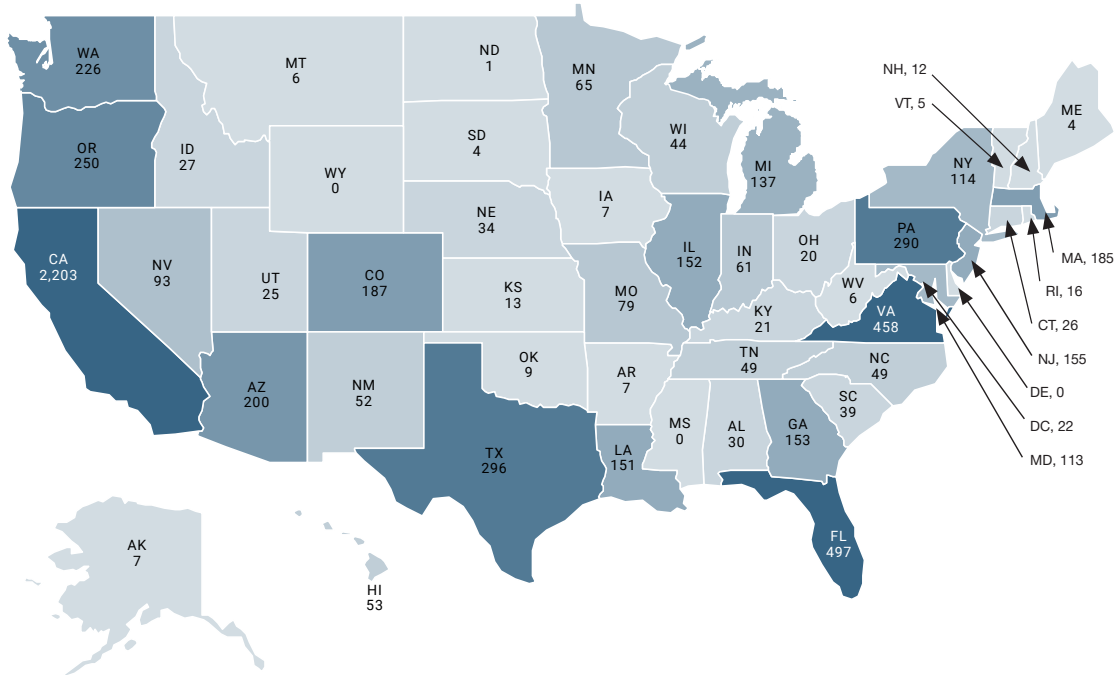


State	2020 Postings	2021 Postings	% Increase from 2020
California	7,848	11,329	44%
Massachusetts	3,283	3,494	6%
Texas	1,964	2,870	46%
Florida	1,612	2,716	68%
Illinois	1,556	2,066	26%
Georgia	1,579	1,964	21%
New Jersey	1,054	1,904	81%
Pennsylvania	1,069	1,734	62%
Arizona	1,234	1,625	32%
Virginia	1,134	1,510	33%
Colorado	1,057	1,483	40%
Michigan	944	1,217	29%
Maryland	791	1,110	40%
New York	684	1,103	61%
Washington	912	975	7%
Wisconsin	550	861	57%
North Carolina	521	752	44%
Connecticut	593	703	19%
Tennessee	360	701	95%
Indiana	386	694	80%
Ohio	304	598	97%
Oregon	629	578	-8%
Minnesota	256	528	106%
Louisiana	438	469	7%
New Mexico	324	400	23%
Missouri	286	385	35%
Kentucky	238	334	40%
Nevada	317	286	-10%
Nebraska	187	265	42%
Oklahoma	157	256	63%

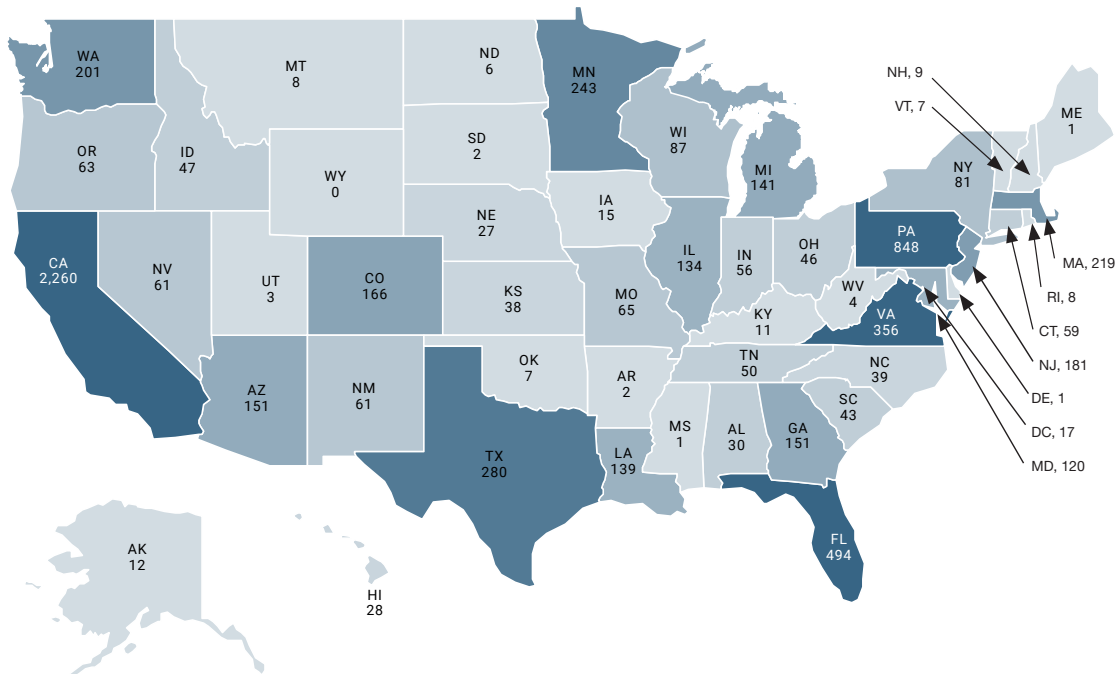
Demand for BCaBA Certification by State

The following heat maps depict the number of job postings per state in 2020 and 2021. The 2020 figure is included to provide a visual demonstration of the increase in demand. The 2021 data include job postings that either required or preferred BCaBA certification. Data from the top 30 states and their respective changes from 2020 to 2021 are depicted in the table that follows.

2020



2021



State	2020 Postings	2021 Postings	% Increase from 2020
California	2,203	2,260	3%
Pennsylvania	290	848	192%
Florida	497	494	-1%
Virginia	458	356	-22%
Texas	296	280	-5%
Minnesota	65	243	274%
Massachusetts	185	219	18%
Washington	226	201	-11%
New Jersey	155	181	17%
Colorado	187	166	-11%
Arizona	200	151	-25%
Georgia	153	151	-1%
Michigan	137	141	3%
Louisiana	151	139	-8%
Illinois	152	134	-12%
Maryland	113	120	6%
Wisconsin	44	87	98%
New York	114	81	-29%
Missouri	79	65	-18%
Oregon	250	63	-75%
Nevada	93	61	-34%
New Mexico	52	61	17%
Connecticut	26	59	127%
Indiana	61	56	-8%
Tennessee	49	50	2%
Idaho	27	47	74%
Ohio	20	46	130%
Alabama	30	43	43%
South Carolina	39	43	10%
North Carolina	49	39	-20%

Appendix L
Curriculum Map for the
MS in Behavior Analysis

Program SLOs	Core Courses 3 SH each							Course Cluster: Applied Experience and Thesis (9 SH)			Course Cluster: Applied Behavior Analysis in Organizational Settings (9 SH)				Optional for QABA
	EAB 5700 Foundations and Principles of ABA	EAB X701 Behavior Assessment	EAB X655 Behavior Intervention	EAB X797 Measurement and Single Case Design	EAB X780 Ethical Considerations in Applied Behavior Analysis	EAB X118 Concepts of Applied Behavior Analysis	EAB X708 Experimental Analysis of Behavior	EAB X719 Advanced Single Case Design (Contains Thesis development/p replanning)	EAB X940 Applied Experience I (Pre Req EAB X719 as planning course)	EAB X941 Applied Experience II (includes capstone Thesis)	EAB X770 Supervision & Fluency	EAB XXX Behavior Systems Analysis	EAB X740 Behavior Analysis in Performance	EABX742 Applied Beh Analysis in Org. Settings	HSA X158 Clinical and Legal Considerations in Autism Treatment
Content Implement meaningful practice, based on systematic assessment and continuous evaluation, to provide the maximum benefit for all.	Introduced	Reinforced	Reinforced	Mastered			Reinforced		Reinforced	Reinforced	Reinforced	Reinforced	Reinforced		
Critical Thinking Systematically evaluate data to make decisions in practice.	Introduced	Reinforced		Mastered			Reinforced	Reinforced	Reinforced	Reinforced	Reinforced	Reinforced	Reinforced		
Communication Use effective written and oral communication skills to actively participate as a member of a	Introduced	Reinforced	Reinforced			Reinforced	Reinforced	Reinforced	Mastered	Mastered	Reinforced	Reinforced	Reinforced		
Integrity / Values Develop & demonstrate the ability to ethically apply behavior analysis principles to improve outcomes for individuals, including the use of evidence-based practices, continuous monitoring of intervention effectiveness, and adaptation of strategies based on data-driven decisions.		Introduced		Reinforced	Mastered		Reinforced	Reinforced	Reinforced	Reinforced	Reinforced	Reinforced	Reinforced		
Department Name	Health Sciences in collaboration with Center for Beh Analysis														
Department URL	uwf.edu/sba														

Appendix M
5-Year Assessment Plan for the
MS in Behavior Analysis

	Program Name: Behavior Analysis, MS			CIP Code: 30.1701	Department: Health Sciences & Administration	
		Year 1	Year 2	Year 3	Year 4	Year 5
Domain	Program-Level Student Learning Outcome (From ALC or ALP)	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
Content	Implement meaningful practice, based on systematic assessment and continuous evaluation, to provide the maximum benefit for all.	Reflection on & use of findings: Implement actions for improvement if warranted based on data.	Data Collection. EAB X770: Curriculum Design Final Project & Rubric. Gather impact or monitor performance data	Reflection on & use of findings: Implement actions for improvement if warranted based on data.	Data Collection. EAB X770: Gather impact or monitor performance data	Reflection on & use of findings: Implement actions for improvement if warranted based on data.
Communication	Use effective written and oral communication skills to actively participate as a member of a professional community.	Data Collection. EAB X118: Concepts in Applied Behavior Analysis: Synthesization via Discussion Posts based on Rubric	Reflection on & use of findings: Implement actions for improvement if warranted based on data.	Data Collection. EAB X118: Concepts in Applied Behavior Analysis: Synthesization via Discussion Posts based on Rubric	Reflection on & use of findings: Implement actions for improvement if warranted based on data.	Data Collection. EAB X118: Concepts in Applied Behavior Analysis: Synthesization via Discussion Posts based on Rubric
Critical Thinking	Systematically evaluate data to make decisions in practice	Reflection on & use of findings: Implement actions for improvement if warranted based on data.	Data Collection. EAB X701: Assessment, Interventions, and Outcomes: Discussion Post Assignments & Responses to Peers & Rubric. Gather impact or monitor performance data	Reflection on & use of findings: Implement actions for improvement if warranted based on data.	Data Collection. EAB X701: Assessment, Interventions, and Outcomes: Discussion Post Assignments & Responses to Peers & Rubric. Gather impact or monitor performance data	Reflection on & use of findings: Implement actions for improvement if warranted based on data.
Integrity / Values	Develop & demonstrate the ability to ethically apply behavior analysis principles to improve outcomes for individuals, including the use of evidence-based practices, continuous monitoring of intervention effectiveness, and adaptation of strategies based on data-driven decisions.	Data Collection. EAB X780: Ethics in Applied Behavior Analysis, Assessment: Declaration of Professional Services Assignment & Rubric. Gather impact or monitor performance data	Reflection on & use of findings: Implement actions for improvement if warranted based on data.	Data Collection. EAB X780: Ethics in Applied Behavior Analysis, Assessment: Declaration of Professional Services Assignment & Rubric. Gather impact or monitor performance data	Reflection on & use of findings: Implement actions for improvement if warranted based on data.	Data Collection. EAB X780: Ethics in Applied Behavior Analysis, Assessment: Declaration of Professional Services Assignment & Rubric. Gather impact or monitor performance data

Appendix N

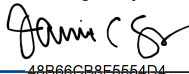
Signature Page

EEO Officer and Dean of University Libraries

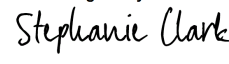
Appendix N: Additional Required Signatures

Additional Required Signatures

I confirm that I have reviewed and approved Need and Demand Section III.F. of this proposal.

<p>DocuSigned by:  <small>48B66CB8F5664D4...</small></p>	<p>04/10/2024</p>
<p>Signature of Equal Opportunity Officer</p>	<p>Date of Signature</p>

I confirm that I have reviewed and approved Non-Faculty Resources Section IX.A. and IX.B. of this proposal.

<p>DocuSigned by:  <small>3B7136823B344AA...</small></p>	<p>04/11/2024</p>
<p>Signature of Library Dean/Director</p>	<p>Date of Signature</p>

**Board of Trustees
Full Board Meeting
June 20, 2024**

Revisions to UWF/REG 3.030 Student Code of Academic Conduct

Recommended Action:

Approve revisions to UWF/REG 3.030, Student Code of Academic Conduct as presented.

Background Information:

UWF Regulation 3.030 requires a review of the regulation at least every three years. The purpose of this amendment is to make revisions that have been suggested during the review of the regulation. The proposed revisions are as follows:

- Added definitions for Academic Misconduct, Advisor, Good Standing, and Office of Student Rights and Responsibilities (“OSRR”)
- Simplified existing definitions
- Standardized references to defined terms
- Added responsibility of OSRR to review the Charged Respondent’s rights and answer any questions the Charged Respondent has about the process when a report is received
- Clarified that no disciplinary record is created for a Charged Respondent when the non-disciplinary record option is elected by the Complainant
- Removed requirements that a Charged Student must not be a graduate student and that the Complainant must not believe the allegation warrants suspension or expulsion before electing to pursue the non-disciplinary option
- Revised the Academic Misconduct Hearing Board makeup to include 50% faculty representatives with a minimum of two faculty and two student members
- Provided that the Academic Misconduct Hearing Board chair only votes in the event of a tie
- Provided that OSRR will provide the Academic Misconduct Hearing Board with all previous findings of “responsible” for the Charged Respondent during the determination of sanctions
- Added a requirement that the Office of the General Counsel be provided a copy of any petition for certiorari filed
- Added a maximum suspension term of two calendar years from the finding of “responsible”
- Added a requirement that a Charged Respondent who is suspended must follow all applicable admission requirements prior to returning to the University
- Clarified that student files involving cases that do not result in suspension or expulsion will be expunged seven years after the final decision, records of cases that result in suspension or expulsion are maintained permanently, and statistical and database information may be kept permanently
- Provided that records of disciplinary actions shall be maintained by the Dean of Students Office
- Clarified that students found “not responsible” are considered not to have a disciplinary record for those charges, but the records will be maintained by the University in accordance with Florida Statutes and applicable record retention laws

The timeline for these revisions is:

- May 17, 2024 – President Saunders approved drafted changes. Posted for public comment.
- May 31, 2024 – Public comment period concluded.
- June 16, 2024 – Posting period concluded.
- June 20, 2024 – UWF BOT considers for approval

Implementation Plan:

This regulation will go into effect upon approval by the Board of Trustees.

Fiscal Implications:

None.

Relevant Authority:

BOG Regulation 6.0105; §§ 1006.60 and 1006.62, Florida Statutes

Supporting Documents:

1. Revisions to UWF/REG 3.030 Student Code of Academic Conduct
2. UWF/REG 3.030 Student Code of Academic Conduct – clean version

Prepared by:

Dr. Dallas Snider, Vice Provost, Division of Academic Affairs, 850-473-7348, dsnider@uwf.edu

Presenter:

Dr. Dallas Snider, Vice Provost, Division of Academic Affairs

THE UNIVERSITY OF WEST FLORIDA
NOTICE OF PROPOSED AMENDMENT TO REGULATION

DATE: May 17, 2024

REGULATION TITLE AND NUMBER: UWF REGULATION 3.030 Student Code of Academic Conduct

PURPOSE AND EFFECT: The purpose of this amendment is to meet the review requirements stated within the regulation.

SUMMARY: The proposed amendment to this regulation is as follows:

- Added definitions for Academic Misconduct, Advisor, Good Standing, and Office of Student Rights and Responsibilities (“OSRR”)
- Simplified existing definitions
- Standardized references to defined terms
- Added responsibility of OSRR to review the Charged Respondent’s rights and answer any questions the Charged Respondent has about the process when a report is received
- Clarified that no disciplinary record is created for a Charged Respondent when the non-disciplinary record option is elected by the Complainant
- Removed requirements that a Charged Student must not be a graduate student and that the Complainant must not believe the allegation warrants suspension or expulsion before electing to pursue the non-disciplinary option
- Revised the Academic Misconduct Hearing Board makeup to include 50% faculty representatives with a minimum of two faculty and two student members
- Provided that the Academic Misconduct Hearing Board chair only votes in the event of a tie
- Provided that OSRR will provide the Academic Misconduct Hearing Board with all previous findings of “responsible” for the Charged Respondent during the determination of sanctions
- Added a requirement that if the Office of the General Counsel be provided a copy of any petition for certiorari filed
- Added a maximum suspension term of two calendar years from the finding of “responsible”
- Added a requirement that a Charged Respondent who is suspended must follow all applicable admission requirements prior to returning to the University
- Clarified that student files involving cases that do not result in suspension or expulsion will be expunged seven years after the final decision, records of cases that result in suspension or expulsion are maintained permanently, and statistical and database information may be kept permanently
- Provided that records of disciplinary actions shall be maintained by the Dean of Students Office
- Clarified that students found “not responsible” are considered not to have a disciplinary record for those charges, but the records will be maintained by the University in accordance with Florida Statutes and applicable record retention laws

- Provided that a permanent transcript notation will be placed on Charged Respondent's transcript indicating any period of disciplinary suspension
- Clarified requirements for future review of the regulation
- Minor editorial revisions for improved readability

AUTHORITY TO AMEND THE REGULATION: BOG Regulation 6.0105; §§ 1006.60 and 1006.62, Florida Statutes.

NAME OF UNIVERSITY OFFICIAL INITIATING PROPOSED REGULATION AMENDMENT: Dallas Snider, Vice Provost

COMMENTS CONCERNING THE PROPOSED REGULATION AMENDMENT SHOULD BE SUBMITTED WITHIN 14 DAYS OF THE DATE OF THIS NOTICE TO THE CONTACT PERSON IDENTIFIED BELOW. In response, the University may solicit additional written comments, schedule a public hearing, withdraw or modify the proposed regulation amendment in whole or in part after notice, or proceed with adopting the regulation amendment. The comments must identify the regulation(s) on which you are commenting.

THE PERSON TO BE CONTACTED REGARDING THE PROPOSED AMENDMENT TO THE REGULATION OR CHALLENGE: Jessica Whittle, Paralegal, Office of the General Counsel at jwhittle@uwf.edu or 850-474-3420 or Office of the General Counsel, Building 10, 11000 University Parkway, Pensacola, Florida 32514.

THE FULL TEXT OF THE REGULATION: The full text of the proposed amendment to the regulation is attached below this Notice. The full text of the proposed amendment and existing regulation is also posted on UWF's website: <https://uwf.edu/offices/board-of-trustees/regulations/>



Number: UWF/REG 3.030
Title: Student Code of Academic Conduct
Responsible
Department: Provost's Office

I. General Statement:

The University of West Florida (~~“UWF” or the “University”~~) is dedicated to the highest principles and standards of academic integrity. An academic violation by a ~~student~~Student can negatively impact a class, program, ~~and/or~~ college in ways that are unique to each discipline. Therefore, the University believes that the severity of an academic infraction is best evaluated by the faculty of the institution. The University seeks to offer ~~student~~Students an opportunity to respond to allegations of ~~academic misconduct~~Academic Misconduct before a decision is rendered. This regulation ~~seeks to provide~~s faculty and ~~student~~Students with a ~~fair~~ process for addressing allegations of ~~academic misconduct~~Academic Misconduct.

Academic integrity is closely related to professional ethics and requires that ~~student~~Students honestly acknowledge their use of the ideas, words, and written work produced by any other individual, institution, or source. Failure to acknowledge properly the use of another's intellectual output constitutes a form of ~~academic misconduct~~Academic Misconduct.

The University ~~of West Florida~~ President delegates ~~portions of the administrative functions~~administration of the Student Code of Academic Conduct (~~“Academic Code”~~) to the Provost, who delegates portions of the administration of the ~~Student Code of Academic Conduct~~Academic Code to the Dean of Students, who may further delegate these responsibilities to other appropriate staff. All references to the Provost or Dean of Students in this Academic Code also refer to ~~their that~~that individual's designee(s).

Any question of interpretation or application of the ~~Student Code of Academic Conduct~~Academic Code shall be referred to the Provost.

II. University ~~of West Florida~~ Honor Code

The University ~~of West Florida's~~ ~~Student Code of Academic Conduct~~Academic Code is guided by the following Honor Code:

As Argonauts, we act with integrity. We do not lie, cheat, steal or tolerate those who do.

III. Definitions

Academic Misconduct – includes all violations outlined in Section IV of this regulation, including acts of dishonesty in any academically related matter and any knowing or intentional assistance, attempt to assist, planning to assist, or facilitate another Student to engage in an act of Academic Misconduct.

Academic Misconduct Committee – a committee consisting of ~~student~~Students, faculty, and Dean’s representatives to hear cases of student Academic Misconduct as outlined in the Academic Conduct Committee Charter. ~~Undergraduate and graduate student representatives shall be appointed to a one (1) year term by the Student Government Association. Student representatives may be appointed to an unlimited number of one (1) year terms. Faculty representatives shall be appointed by the Faculty Council in each college to three (3) year terms. Dean’s representatives shall be appointed by the dean of each academic college to a three (3) year term. Faculty representatives and Deans’ representatives may serve no more than two (2) consecutive three (3) year terms.~~

Academic Misconduct Hearing Board – members of the Academic Misconduct Committee are assigned on a case-by-case basis to administer academic misconduct hearings, to determine if the ~~Student Code of Academic Conduct~~Academic Code has been violated, and to determine applicable sanctions beyond grade-related sanctions. ~~The Academic Misconduct Hearing Board assigned to adjudicate a particular case must consist of at least 50 percent student representatives. The chair of the Academic Misconduct Hearing Board will be the Dean’s Representative or in the event that the Dean’s Representative is unavailable the Faculty Representative will serve as the Board Chair.~~

Advisor – any support person, advocate, or legal representative that the Student chooses at their own expense and initiative to advise the Student before, during, or after a hearing.

Charged ~~Student-Respondent~~ – any ~~s~~Student alleged to have violated the ~~Student Code of Academic Conduct~~Academic Code who has been issued a written charge notification letter by the ~~Dean of Students Office~~.

Charging Party~~Complainant~~ – ~~the individual(s)~~any person who alleges-alleging that the ~~a~~ Student violated this ~~Code of Academic Conduct~~Academic Code has been violated. The ~~charging party~~ Complainant must be a ~~f~~Faculty ~~m~~Member, ~~department chair~~Department Chair, college dean, or the Provost.

~~Dean of Students~~ – the individual designated by the Provost with responsibility for facilitating the administration of the ~~Student Code of Academic Conduct~~.

Dean of Students Office – the department designated by the ~~Provost~~University with responsibility for ~~facilitating the administration of~~administering portions of the ~~Student Code of Academic Conduct~~Academic Code. ~~The Office of Students Rights and Responsibilities (OSRR) is included within the Dean of Students Office.~~

Department Chair – the head of an academic department who typically reports to a Dean of an academic college. For purposes of this ~~code~~ Academic Code, the term “~~department chair~~ Department Chair” may include program directors.

Faculty Member – any person hired by the University to conduct classroom or teaching activities or who is otherwise considered by the University to be a member of its faculty. ~~For the purposes of this policy a faculty member may also be referred to as an instructor.~~

Good Standing – a conduct status describing a Student who is not on conduct-related probation or suspension and does not have pending, incomplete, or overdue misconduct sanctions.

May – the term “may” is used in the permissive sense.

~~More Likely than Not~~ — refers to the standard of proof used in academic misconduct conduct hearings. In a hearing, the Academic Misconduct Hearing Board will determine student responsibility by a preponderance of the evidence, or a determination of whether it is more likely than not that the charged student violated the Student Code of Academic Conduct.

Office of Student Rights and Responsibilities (“OSRR”) – a unit within the Dean of Students Office.

Shall – the term “shall” is used in the imperative sense.

Student – includes all persons enrolled at ~~the University of West Florida~~ UWF, either full-time or part-time, degree seeking or non-degree seeking, and persons who are not officially registered for courses for a particular term but who are expected to have a continuing relationship with the University, including Students who have been suspended from UWF and do not require readmission to the University, and sStudents admitted but not yet enrolled at the University.

~~University~~ — means all locations of the University of West Florida including the on-line campus.
~~University Official~~ — includes any person employed by the University performing assigned administrative or professional responsibilities.

~~University Premises~~ — for the purposes of this policy, includes all land, facilities, and other property in the possession of, owned, or controlled by the University (including adjacent streets and sidewalks), including property at which University sponsored events are held, for the duration of the event.

IV. ~~Violations of the Student Code of Academic Conduct~~ Academic Code

Academic misconduct includes all acts of dishonesty in any academically related matter and any knowing or intentional assistance, attempt to assist, planning to assist, or facilitate ion of another student Student to engage in an act of ~~academic misconduct~~ Academic Misconduct. Academic ~~m~~ Misconduct includes, but is not limited to, each of the following acts when performed in any type of academic or academically -related matter, exercise, or activity:

- A. Cheating -- Using or attempting to use material or information where such use is not expressly permitted by the ~~instructor~~Faculty Member on. ~~Some examples include but are not limited to: Exams, or quizzes, Homework/Assignments, homework, essays, Discussion board posts, and Lab activities or reports, or other assignments.~~
- B. Academic Theft -- Obtaining examinations, quizzes, or other academic materials without authorization.
- C. Plagiarism -- ~~Mis~~Representing ~~the~~ words, data, works, ideas, computer programming or output, or any other material as one's own when the material was not self-generated as one's own. Some examples of plagiarism include, but are not limited to, ~~C~~opying phrases, sentences, sections, paragraphs or graphics from a source and not giving credit by properly quoting or citing the source~~;~~; ~~H~~aving another person or source write an assignment (for pay or for free) and submitting it as one's own~~;~~; or ~~M~~odifying or paraphrasing another's ideas or writings and submitting them as one's own.
- D. Resubmission of Work -- Resubmitting a paper, assignment, or portion thereof that the ~~student~~Student originally created for another assignment or course constitutes ~~academic misconduct~~Academic Misconduct unless: ~~B~~oth ~~instructors~~Faculty Members in concurrent courses expressly agree to accept the same work; or ~~A~~n ~~instructor~~Faculty Member expressly agrees to accept previously submitted work.
- E. Fabrication -- Presenting, as genuine, any invented, falsified, or inaccurate citation, data, or material.
- F. Bribery -- The offering, giving, receiving, or soliciting of anything of value to influence a grade or other academic evaluation.
- G. Misrepresentation -- Any act or omission taken with intent to deceive ~~an instructor~~Faculty Member or the University so as to affect a grade, a ~~student~~Student's academic performance, or to gain admission to a program or course. Some examples of misrepresentation include, but are not limited to, ~~S~~ubmission of falsified documentation to justify the absence of ~~r~~ unsubmitted work ~~;~~ or ~~C~~ircumventing or failing to utilize required online proctoring software.
- H. Facilitation -- Knowingly contributing to, assisting, or planning with others to engage in Academic Misconduct, or failing to inform the proper authorities when a violation has occurred regardless of one's participation.
- I. Any v~~V~~iolation of professional standards or ethics as defined by the academic program.

V. Procedures for Determining Charges

- ~~A.~~ If the ~~charging party~~Complainant believes that a violation has been committed by a ~~student~~Student, the ~~charging party~~Complainant must complete the online Academic

Misconduct Incident Report (“online report”) available at: uwf.edu/academicmisconductreport, which will automatically be sent to OSRR.

~~B.~~

~~C.A.~~ https://cm.maxient.com/reportingform.php?UnivofWestFlorida&layout_id=20

~~D.~~ The online Academic Misconduct Incident Report will automatically be sent to the Office of Student Rights and Responsibilities (OSRR). The OSRR will notify the charging party via email if the student to be charged has any reported or previous academic misconduct violations.

~~E.~~

~~F.B.~~ If, at any time during the ~~Student Code of Academic Conduct~~ Academic Code process, the ~~charging party~~ Complainant determines that either the charges are not warranted or that insufficient evidence exists to continue, the ~~charging party~~ Complainant will inform ~~the Office of Student Rights and Responsibilities~~ OSRR to withdraw the charges. ~~The Office of Student Rights and Responsibilities~~ OSRR will concurrently notify the ~~charged student~~ Charged Respondent and ~~charging party~~ Complainant of the withdrawal.

~~G.C.~~ If an individual other than a ~~faculty member~~ Faculty Member (~~student~~ Student, ~~University official,~~ ~~other instructor~~) believes that a violation of the ~~Student Code of Academic Conduct~~ Academic Code may have occurred, that individual should report the suspected violation to the applicable ~~faculty member~~ Faculty Member, ~~department chair~~ Department Chair, college Dean, or the Office of the Provost.

VI. Academic Misconduct Educational Conference

A. Purpose

The purpose of the ~~Academic Misconduct~~ Educational ~~E~~conference is for the ~~charging party~~ Complainant to review information and options with the ~~charged student~~ Charged Respondent. The ~~Academic Misconduct E~~educational ~~E~~conference is not a hearing.

B. Notice of Charges

Once the ~~charging party~~ Complainant has completed the online ~~Academic Misconduct Incident R~~report, ~~the Office of Student Rights and Responsibilities~~ OSRR shall:

1. Notify the ~~charged student~~ Charged Respondent and ~~charging party~~ Complainant via email of the allegations and charge(s).
2. Notify the ~~charged student~~ Charged Respondent and ~~charging party~~ Complainant via email that the next step in the process is for the ~~student~~ Student to attend an ~~Academic Misconduct E~~educational ~~E~~conference to be scheduled by the ~~charging party~~ Complainant.

3. Generate the ~~Academic Misconduct Educational Conference~~ Form to be presented to the ~~charged student~~ Charged Respondent during the ~~Academic Misconduct Educational Conference~~ by the ~~charging party~~ Complainant.

3.4. Review the Charged Respondent's rights and answer any questions the Charged Respondent has about the process.

C. Process

The ~~charging party~~ Complainant will schedule the Educational Conference with the ~~charged student~~ Charged Respondent to review the ~~Academic Misconduct Educational Conference~~ Form. During the ~~Educational Conference~~, the ~~charging party~~ Complainant shall:

1. Provide the ~~charged student~~ Charged Respondent with a copy of the ~~Academic Misconduct Educational Conference~~ Form;
2. Review the ~~charged student~~ Charged Respondent's rights;
3. Describe the allegations;
4. Review the supporting information that led the ~~charging party~~ Complainant to conclude that a violation has more likely than not been committed;
5. Provide the ~~charged student~~ Charged Respondent with an ~~option~~ opportunity to respond to the allegations, ~~if the student wishes to~~. The ~~student~~ Charged Respondent ~~can also~~ may take up to five ~~(5)~~ business days before choosing whether or not to accept responsibility;
6. Answer questions regarding the ~~Student Code of Academic Conduct~~ Academic Code; and
7. Explain the proposed sanctions to the ~~charged student~~ Charged Respondent.

D. Non-Disciplinary Record Option

1. Using the non-disciplinary record option, there is no disciplinary record created for a Charged Respondent who is found responsible for Academic Misconduct. A responsible Charged Respondent may not be suspended or expelled.

1.2. The ~~charging party~~ Complainant may, at their discretion, allow the ~~charged student~~ Charged Respondent's conduct not to result in a disciplinary record. This option

may only be used once during the ~~charged student~~Charged Respondent's academic career.

2.3.In order for the ~~charging party~~Complainant to utilize the non-disciplinary record option, the following criteria must be met:

a. The ~~charged student~~Charged Respondent must not have been previously found "responsible" for violating the ~~Student Code of Academic Conduct~~Academic Code (to be confirmed by ~~the OSRR~~); and

~~b.~~ The ~~charged student~~Charged Respondent must not have any unresolved allegations of violating the ~~Student Code of Academic Conduct~~Academic Code (to be confirmed by ~~the OSRR~~).

b.

~~The charged student must not be a graduate student alleged to have engaged in academic misconduct on a thesis or dissertation; and~~

~~The charging party must not believe that the allegation warrants suspension or expulsion from the University.~~

E. Non-Hearing Resolution Option

1. Allegations of ~~Student Code of Academic Conduct~~Academic Code violations may be resolved without a hearing through an ~~Academic Misconduct E~~educational ~~C~~onference ~~R~~resolution if all of the following conditions exist:

a. The ~~charged student~~Charged Respondent must participate in the ~~Academic Misconduct E~~educational ~~C~~onference; and

b. The ~~charged student~~Charged Respondent must not be a graduate level student~~Student~~ alleged to have engaged in ~~academic misconduct~~Academic Misconduct on a thesis or dissertation; and

c. The ~~charged student~~Charged Respondent must sign and complete the "Charged Student~~charged respondent~~ Options and Ssignature" section of the ~~Academic Misconduct E~~educational ~~C~~onference ~~F~~orm indicating that the ~~student~~Student:

i. Accepts responsibility for the charge; and

ii. Accepts the sanctions; and

iii. Waives the right to a hearing; and

- d. The ~~charged student~~Charged Respondent must return the completed ~~Academic Misconduct Educational Conference Form~~ to the ~~charging party~~Complainant within five ~~(5)~~ business days from the date of the ~~Academic Misconduct Educational Conference~~; ~~and~~
 - e. The ~~charging party~~Complainant does not believe that the allegations warrant suspension from the University, program removal, or expulsion from the University; and
 - f. The ~~charging party~~Complainant signs and completes the “~~Charging Party Options and Signature~~” section of the ~~Academic Misconduct Educational Conference Form~~ indicating that the ~~charging party~~Complainant does not request a hearing resolution.
2. ~~The Office of Student Rights and Responsibilities OSRR~~ will send a notification letter via email concurrently to the ~~charged student~~Charged Respondent and ~~charging party~~Complainant documenting that the ~~charged student~~Charged Respondent has accepted responsibility for ~~both~~ the charges, ~~and~~ accepts the sanctions, and that neither the ~~charged student~~Charged Respondent nor the ~~charging party~~Complainant requests a hearing resolution. ~~The Office of Student Rights and Responsibilities OSRR~~ shall send this notification within ten ~~(10)~~ business days of receipt of the signed and completed ~~Academic Misconduct Educational Conference Form~~.

F. Hearing Resolution Option

1. Allegations of ~~violating the Student Code of Academic Conduct~~Academic Code violations may be resolved through an Academic Misconduct Committee ~~H~~earing. ~~If~~ if any of the following conditions exist, ~~the matter will be resolved through an Academic Misconduct Committee Hearing~~:
 - a. The ~~charged student~~Charged Respondent does not participate in the ~~Academic Misconduct Educational Conference~~; ~~or~~
 - b. The ~~charged student~~Charged Respondent is a graduate ~~level student~~Student alleged to have engaged in ~~academic misconduct~~Academic Misconduct on a thesis or dissertation; ~~or~~
 - c. The ~~charged student~~Charged Respondent signs and completes the “~~Charged Student charged respondent Options and Signature~~” section of the ~~Academic Misconduct Educational Conference Form~~ indicating that the ~~student~~Charged Respondent does not accept responsibility for the charges, ~~or~~ does not accept the sanctions, or ~~that the student~~ requests a hearing resolution; ~~or~~

- d. The ~~charged student~~Charged Respondent did not complete or sign the ~~Academic Misconduct Educational Conference~~ form at the ~~Educational Conference~~; or
 - e. The ~~charging party~~Complainant signs and completes the “~~C~~charging Pparty ~~O~~ptions and Ssignature” section of the ~~Academic Misconduct Educational Conference~~ Fform indicating that the ~~student~~Charged Respondent requests a hearing resolution; or
 - f. The ~~charging party~~Complainant believes that the allegations warrant suspension or expulsion from the University.
2. ~~The Office of Student Rights and Responsibilities~~OSRR will send a notification letter concurrently to the ~~charged student~~Charged Respondent and ~~charging party~~Complainant stating that the matter will be resolved through an Academic Misconduct Committee ~~H~~earing. ~~The Office of Student Rights and Responsibilities~~OSRR shall send this notification within ten ~~(10)~~ business days of receipt of the ~~Academic Misconduct Educational Conference~~ Fform. ~~The Office of Student Rights and Responsibilities~~OSRR will schedule an Academic Misconduct ~~H~~earing providing the ~~charged student~~Charged Respondent with a minimum of five ~~(5)~~ business days’ notice before the hearing.

VII. Academic Misconduct Hearing

The ~~charged student~~Charged Respondent has the right to have their case heard before the Academic Misconduct Hearing Board. The ~~Academic Misconduct~~ Hearing Board must be composed of ~~at least 50~~ percent ~~student~~Student representatives and 50 percent faculty representatives to include at least two faculty and two student members. The Academic Misconduct ~~H~~earing is an educational process and is not legal in nature. Formal rules of process, procedure, and/or technical rules of evidence, such as are applied in criminal or civil court, are not used in ~~Student Code of Academic Conduct~~Academic Misconduct Hearing Board proceedings.

A. ~~Charged Student~~Charged Respondent Hearing Notification

~~The Office of Student Rights and Responsibilities~~OSRR will notify the ~~charged student~~Charged Respondent via email of the date, time, and location of the hearing no fewer than five ~~(5)~~ business days in advance of the hearing. This notification will also advise the ~~charged student~~Charged Respondent of their ~~student’s~~ rights in the ~~Student Code of Academic Conduct~~Academic Misconduct hearing process. If the time or date of the ~~H~~earing is not convenient to the ~~charged student~~Charged Respondent, the ~~charged student~~Charged Respondent must submit to OSRR a written request to reschedule the hearing ~~to the Office of Student Rights and Responsibilities~~ within two ~~(2)~~ business days of the date of the notice.

B. ~~Charging Party~~Complainant Notification

~~The Office of Student Rights and Responsibilities OSRR~~ will notify the ~~charging party~~Complainant via email of the date, time, and location of the hearing no fewer than five ~~(5)~~ business days in advance of the hearing.

C. Pre-Hearing Information

The ~~charged student~~Charged Respondent and ~~charging party~~Complainant must provide ~~the Office of Student Rights and Responsibilities OSRR~~ with a list of potential witnesses and copies of any records that the ~~student~~Charged Respondent will present at the hearing at least ~~three (3)~~two business days in advance of the hearing. ~~The Office of Student Rights and Responsibilities OSRR~~ will make available, upon request, ~~by~~of the ~~charged student~~Charged Respondent or ~~charging party~~Complainant, pre-hearing information including a copy of the hearing procedures, records that will be presented at the hearing, and a list of potential witnesses. The pre-hearing information will be available at least ~~three (3)~~two business days in advance of the hearing at the ~~Office of Student Rights and Responsibilities OSRR office~~.

D. ~~Charged Student~~Charged Respondent Participation

If the ~~charged student~~Charged Respondent fails to appear, the hearing will proceed in the ~~charged student~~Charged Respondent's absence.

E. ~~Charging Party~~Complainant Participation

If the ~~charging party~~Complainant fails to appear, the hearing will proceed in the ~~charging party~~Complainant's absence unless the ~~charged student~~Charged Respondent objects.

F. ~~Charged Student~~Charged Respondent's Advisor

A ~~charged student~~Charged Respondent is entitled to have any one person at the hearing to serve as an ~~advisor~~Advisor. The ~~charged student~~Charged Respondent may consult with an ~~advisor~~Advisor during the hearing process. However, this consultation must take place in a manner that does not disrupt the proceedings. The ~~advisor~~Advisor may not address any person in the hearing except the ~~student~~Charged Respondent and, therefore, cannot speak on behalf of the ~~student~~Charged Respondent, question witnesses, or serve as a witness.

The name and role of the ~~advisor~~Advisor must be provided to ~~the Office of Student Rights and Responsibilities OSRR~~ in writing at least three ~~(3)~~ business days prior to the scheduled ~~meeting~~/hearing. If the ~~advisor~~Advisor is an attorney, this must be disclosed at least three ~~(3)~~ business days prior to the scheduled ~~meeting~~/hearing, as the University attorney will also ~~attend~~be present at the meeting/hearing.

G. Student Advocate

A ~~student~~student advocate is an individual appointed by the ~~Student Government Association~~SGA President. The ~~student~~student advocate is available upon request to assist ~~student~~Charged Respondents with information regarding ~~U~~niversity policies, the ~~Student Code of Academic Conduct~~Academic Code, disciplinary procedures, and the appeal process.

H. Closed Hearings

~~Student Code of Academic Conduct~~Academic Code ~~H~~Hearings are closed to the public and only the ~~charged student~~Charged Respondent, ~~charging party~~Complainant, ~~and the charged student~~Charged Respondent's ~~advisor~~Advisor, ~~the University's attorney~~, the Academic Misconduct Hearing Board, and necessary staff from the Dean of Students Office may attend ~~if applicable~~. Witnesses may not be present in the proceedings except to provide information to the panel.

H.I. Role of the Academic Misconduct Hearing Board Chair

The Academic Misconduct Hearing Board ~~C~~Chair will preside over the hearing, manage order and decorum of the hearing, and will ensure that the hearing procedures are followed. ~~At the student's discretion,~~ The Academic Misconduct Hearing Board Chair may:

- i. Accept information for consideration;
- ii. Make determinations regarding requests for postponements;
- iii. Make determinations as to procedural questions;
- ~~iii.~~iv. Make procedural modifications for purposes of expediting a process or in the interest of fairness or safety, such as permitting parties or witnesses to appear by phone or other means;
- ~~iv.~~v. Exclude repetitious or irrelevant information;
- ~~v.~~vi. Dismiss any person who is disorderly, disruptive, or non-compliant; and
- ~~vi.~~vii. Take any other appropriate action deemed necessary.

H.J. Self-Incriminating Statements

The ~~charged student~~Charged Respondent will not be compelled to make self-incriminating statements. The failure of the ~~charged student~~Charged Respondent to make ~~incriminating~~ statements or to answer questions ~~because the answer would be self-incriminating~~ shall not be considered in the determination of whether or not a ~~student~~Charged Respondent is responsible for violating the ~~Student Code of Academic Conduct~~Academic Code.

J.K. Information

The ~~charging party~~Complainant and the ~~charged student~~Charged Respondent will be given an opportunity to present information at the hearing. This may include, but is not limited to, witnesses, pertinent records, documents, written or oral statements, and investigative reports as indicated in paragraph C of this section. The ~~charged student~~Charged Respondent and ~~charging party~~Complainant will also be given an opportunity at the hearing to inspect records provided by the other party.

K.L. Witnesses

The ~~charging party~~Complainant and the ~~charged student~~Charged Respondent may call witnesses. In order to preserve the educational atmosphere of the hearing and to avoid the creation of an adversarial environment, all questions for witnesses will be directed through the Academic Misconduct Hearing Board ~~C~~chair. If a witness cannot appear, the ~~student~~Charged Respondent may submit a written statement for consideration as long as the witness's signature is notarized. Witnesses may be permitted to provide information by other means at the discretion of the Academic Misconduct Hearing Board chair. Witnesses will be permitted inside the hearing room only during their participation. Witnesses may be recalled by the Academic Misconduct Hearing Board ~~C~~chair.

L.M. Past Behavior

A ~~charged student~~Charged Respondent's past ~~academic misconduct~~Academic Misconduct shall be excluded from the hearing. A ~~charged student~~Charged Respondent's past ~~academic misconduct~~Academic Misconduct may only be presented after a finding of responsibility has been determined and only for the purpose of determining sanctions.

M.N. Audio Recording of Hearing

Academic Misconduct Hearing Board Hhearings will be audio recorded by the University. There shall be a single audio record of all hearings. This audio record is the official record and is the property of the University and will be considered part of the ~~charged student~~Charged Respondent's disciplinary record. The ~~charged student~~Charged Respondent may submit a written request to review the audio recording after the ~~student~~Charged Respondent receives the hearing decision letter.

N.O. Standard of Proof

The burden to prove ~~academic misconduct~~Academic Misconduct cases rests with the ~~charging party~~Complainant and not with the ~~charged student~~Charged Respondent. The standard of proof shall be "more likely than not." This means that the information presented supports the finding that it was more likely than not that the violation occurred.

O.P. Multiple Students Charged

In cases involving multiple ~~student~~Students charged from the same incident, ~~charged student~~Charged Respondents will have the opportunity to have their cases heard jointly or ~~heard~~ separately. In those instances where cases are heard separately, information obtained at one hearing may be presented at another hearing, provided that each ~~charged student~~Charged Respondent involved has the opportunity to review and respond to the information at their ~~own~~student's hearing.

P.Q. Deliberations

The decision-making process shall include only the Academic Misconduct Hearing Board members and staff members from the Dean of Students Office as appropriate for consultation purposes. The deliberation process is closed to all others.

Q.R. Determination of Responsibility

The Academic Misconduct Hearing ~~b~~Board (~~by majority vote~~) shall determine whether the ~~charged student~~Charged Respondent has violated the ~~Student Code of Academic Conduct~~Academic Code by a majority vote. A finding of “responsible” or “not responsible” shall be made for each charge. If the vote results in a tie, the Academic Misconduct Hearing Board chair will break the tie. The chair only votes in the event of a tie.

R.S. Determination of Sanctions

~~The Academic Misconduct Hearing Board will, in consultation with the Office of Student Rights and Responsibilities, determine sanctions i~~In those cases where the charged studentCharged Respondent is found responsible for violating the ~~Student Code of Academic Conduct~~Academic Code, the Complainant will, in consultation with OSRR, determine grade sanctions. The Academic Misconduct Hearing Board will, in consultation with OSRR, determine any additional sanctions. OSRR shall provide the Academic Misconduct Hearing Board with all previous findings of “responsible” for the Charged Respondent.-

S.T. Hearing Decision Notification

A written decision letter ~~from the Office of Student Rights and Responsibilities~~ will be provided to the ~~charged student~~Charged Respondent and ~~charging party~~Complainant by OSRR via email within ten ~~(10)~~ days following the close of the hearing. This time may be extended for deliberations when necessary, and the parties shall be notified of any such extensions. The decision letter shall contain a decision on each charge, any findings of fact, and any sanctions.

T.U. Accommodations for Disabilities

Any ~~student~~Student with a disability may request reasonable accommodations ~~during for~~ the ~~disciplinary-hearing~~ process. If accommodations are desired, ~~this~~a request must be made to the Student Accessibility Resources (SAR) office at least three ~~(3)~~ business days in advance of the hearing. ~~The~~A charging party~~Complainant~~ may request accommodations from the ADA Coordinator at least three business days in advance of the hearing. If necessary, the Academic Misconduct Committee Board may postpone ~~the a~~ hearing to provide reasonable accommodations.

VIII. Appeal to the Office of the Provost

The ~~student~~Student may appeal the Academic Misconduct Hearing Board's decision by filing a written appeal with the Office of the Provost within ten ~~(10)~~ business days of the date of the hearing decision notification letter. A ~~student~~Student shall remain eligible to attend classes and University activities pending the decision on the appeal to the Provost's Office except in cases where the ~~sanction(s) determined by the Hearing Board include either Suspension or Expulsion, in which case the student's privileges at the University, including the ability to attend classes and engage in University activities, may be revoked.~~alleged behavior may pose a continued threat of harm to either a member of the University community, a University partner or a member of their community, or the reputation of the University. If the ~~student~~Charged -Respondent fails to submit an appeal to the Office of the Provost within ten ~~(10)~~ business days of the date of the hearing decision notification letter, the Academic Misconduct Hearing Board's decision will be final.

If an appeal is submitted, ~~t~~The Provost will review the appeal. Grounds for the appeal are limited to the following:

- A. The ~~student~~Student's rights, as outlined in this regulation, were violated in the hearing process;
- B. New information is discovered that was not available at the time of the hearing;
- C. The information presented does not support the decision; or
- D. The sanctions imposed were not appropriate for the violation.

If an appeal is decided in favor of the ~~student~~Charged Respondent, the Provost may take any action deemed appropriate, including, but not limited to, modifying the decision, modifying -and/or sanctions, remanding the case to the same Academic Misconduct Hearing Board for reconsideration, or remanding the case to a different Academic Misconduct Hearing Board for a new hearing. If an appeal is not decided in favor of the ~~student~~Charged Respondent, the matter is considered final.

A copy of the Provost's decision shall be forwarded to the ~~student~~Student and to ~~the Office of Student Rights and Responsibilities~~OSRR. OSRR is responsible for filling and ~~for~~ distribution to the appropriate parties.

If the final decision is a sanction of suspension or expulsion, a ~~charged student~~Charged Respondent may seek judicial review of the final decision pursuant to Florida Rule of Appellate Procedure 9.190(b)(3), which is applicable to review of quasi-judicial decisions of an administrative body not subject to the Administrative Procedure Act, by filing a petition for certiorari review with the circuit court for Escambia County within ~~thirty (30)~~ days of the final decision ~~of the University~~. If the ~~student~~Charged Respondent seeks review with the court, the ~~student~~Charged Respondent must also provide a copy of the petition for certiorari review to the Office of the Provost, University of West Florida, Bldg. 10, 11000 University Parkway, Pensacola FL 32514, and the Office of the General Counsel, University of West Florida, Bldg. 10, 11000 University Parkway, Pensacola FL 32514.

IX Sanctions

A ~~charged student~~Charged Respondent found responsible for violation of the ~~Student Code of Academic Conduct~~Academic Code shall be subject to sanctions commensurate with the offense. Consideration may be given to aggravating and mitigating circumstances, ~~and as well as~~ prior ~~academic misconduct~~Academic Misconduct. One or more of the following sanctions may be imposed for any single violation of the ~~Student Code of Academic Conduct~~Academic Code: ~~The list below is not exhaustive and may include any other sanctions permitted by law.~~

- A. Expulsion -- A ~~student~~Charged Respondent who is expelled is permanently deprived of the privilege to continue at the University in any capacity. A ~~student~~Charged Respondent expelled for a violation of the ~~Student Code of Academic Conduct~~Academic Code may not visit or come onto any UWF campus without specific written permission of the Provost. Expelled ~~student~~Students are not in ~~good standing~~Good Standing.
- B. Suspension -- A ~~student~~Charged Respondent who is suspended is required to leave the University for a specified period of time not to exceed two calendar years from the finding of "responsible." The ~~student~~Charged Respondent must comply with all sanctions and complete all requirements prior to re-admission. A ~~student~~Charged Respondent suspended for a violation of the ~~Student Code of Academic Conduct~~Academic Code may not visit or come onto any UWF campus without specific written permission of the Provost. A Charged Respondent who is suspended must follow all applicable admission requirements prior to returning to the University. Students are not in ~~good standing~~Good Standing while serving a suspension.
- C. Program Dismissal -- The ~~student~~Charged Respondent shall be dismissed from a University academic program.
- D. Denial of Admission, Re-admission, or Further Registration -- Any future admission, re-admission, or further registration by the ~~student~~Charged Respondent shall be denied by the University.
- E. Withhold Degree -- The University may withhold issuance ~~of~~ing a degree, diploma, or transcript pending compliance with University regulations, or policies or pending

completion of the process set forth in this ~~Student Code of Academic Conduct~~Academic Code, including the completion of all imposed sanctions.

- F. Reduction of Assignment Grade -- The ~~student~~Charged Respondent shall receive a grade reduction for a course assignment.
- G. Zero on the Assignment -- The ~~student~~Charged Respondent shall receive a grade of zero for a course assignment.
- H. Reduction of Course Grade -- The ~~student~~Charged Respondent shall receive a grade reduction for a course.
- I. "F" in the Course -- The ~~student~~Charged Respondent shall receive a grade of "F" for the course.
- J. Disciplinary Probation -- A written disciplinary sanction notifying a ~~student~~Charged Respondent that the behavior is in serious violation of University standards. Any additional violations occurring during a probationary period may result in more serious sanctions.
- K. Education Assignment -- A ~~student~~Charged Respondent may be required to complete a specified educational assignment related to the violation committed. Such educational assignments may include, but are not limited to, reflection papers, educational writing assignments, UWF Writing Lab assignments, apology letters, reports, and presentations.
- L. Academic Integrity Module -- The Academic Integrity Module is an educational program with an assessment. The ~~student~~Charged Respondent is required to achieve a score of 80% ~~percent~~ in order to successfully complete the module. If the ~~student~~Charged Respondent does not successfully complete the Academic Integrity Module, a ~~H~~hold shall be placed on the ~~student~~Charged Respondent's records and ~~or~~ registration until the ~~student~~Charged Respondent successfully completes the Academic Integrity Module.
- M. Any other sanction permitted by law.

X. **Withdrawal, Grade Forgiveness, Student Status, Student Standing, Holds**

A. Course Withdrawal

A ~~student~~Charged Respondent shall not be permitted to drop or withdraw from a class in which there is an unresolved allegation of ~~academic misconduct~~Academic Misconduct. A ~~student~~Charged Respondent who has been found responsible for a violation of the ~~Student Code of Academic Conduct~~Academic Code shall not be allowed to withdraw from the class in which the violation occurred.

B. Student Withdrawal

If a ~~charged student~~Charged Respondent withdraws from the University with pending or unresolved ~~academic misconduct~~Academic Misconduct charges, the ~~Student Code of Academic Conduct~~Academic Code process will continue with or without the ~~student~~Charged Respondent's participation.

C. Grade Forgiveness

~~The UWF~~Grade F forgiveness, as provided in UWF Policy AC-34, Undergraduate Student Progress to Degree, as it may be amended, may not be applied to a course in which a ~~student~~Charged Respondent has been found responsible for a violation of the ~~Student Code of Academic Conduct~~Academic Code resulting in a sanction of "F" in the course.

D. Student Status

The ~~charged student~~Charged Respondent's permanent status on campus will remain unchanged pending the final decision of the hearing process and ~~or~~ any appeal.

E. Student Standing

A ~~charged student~~Charged Respondent who has been found responsible for ~~academic misconduct~~Academic Misconduct will not be in ~~good standing~~Good Standing and will remain out of ~~good standing~~Good Standing until all issued sanctions have been completed in accordance with the conditions set forth in the official notification letter from ~~the Office of Student Rights and Responsibilities~~OSRR.

F. Holds

The University may place a hold on the records or registration of any ~~student~~Student who fails to respond to a charge notice or fulfill any sanctions previously issued by the University. The University may take other action necessary for resolution of a case prior to ~~the a student~~Student's enrollment in a subsequent semester, transfer, or graduation. All pending ~~academic misconduct~~Academic Misconduct matters must be resolved prior to the release of a ~~student~~Student's transcript, a ~~student~~Student's graduation, or transfer from the University ~~of West Florida~~.

XI. Records

A. A ~~Charged Student~~Charged Respondent found "responsible" for violating the ~~Student Code of Academic Conduct~~Academic Code is considered to have an ~~academic misconduct~~Academic Misconduct disciplinary record.

B. A ~~Charged Student~~Charged Respondent found "not responsible" for violating the ~~Student Code of Academic Conduct~~Academic Code is considered not to have an ~~academic misconduct~~Academic Misconduct disciplinary record.

- C. A ~~Charged Student~~Charged Respondent with unresolved allegations of violating the ~~Student Code of Academic Conduct~~Academic Code is considered not to have an ~~academic misconduct~~Academic Misconduct disciplinary record, ~~for as relates to that the unresolved case.~~
- D. A ~~Student Charged Respondent~~ who was charged with violating the ~~Student Code of Academic Conduct~~Academic Code where the ~~charging party~~Complainant has withdrawn all charges is considered not to have an ~~academic misconduct~~Academic Misconduct disciplinary record, ~~for that case as relates to the withdrawn case.~~
- E. A ~~Charged Student~~Charged Respondent found “responsible” for violating the ~~Student Code of Academic Conduct~~Academic Code where the ~~charging party~~Complainant has utilized the non-disciplinary record option is considered not to have an ~~academic misconduct~~Academic Misconduct disciplinary record as relates to the case where the non-disciplinary record option is utilized, for that case.
- ~~F. A Charged Student found “responsible” for violating the Student Code of Academic Conduct that does not result in a suspension or expulsion shall have their records expunged seven years after the date of the final decision. Records of cases that result in suspensions or expulsions are retained permanently.~~
- ~~G. Statistical and database information may be retained permanently by the University.~~
- F. Records of disciplinary actions shall be maintained by the Dean of Students Office.
- G. Student files involving cases that do not result in suspensions or expulsions shall be expunged seven years after the final decision. Records of cases that result in suspensions or expulsions are kept permanently. Statistical and database information may be kept permanently.
- H. Students found “not responsible” for a charge or charges or against whom charges have been withdrawn are considered not to have a disciplinary record for those charges. However, the records will be maintained by the University will be maintained by the University in accordance with Section 1002.225, Florida Statutes, and with applicable State record retention laws.
- I. Transcript Notations
1. A ~~temporary permanent~~ notation shall be placed on the ~~student’s~~Charged Respondent’s transcript ~~for a student who is found responsible for a violation with a resulting sanction of suspension. The notation will remain during the period of suspension and will be~~

~~removed upon the completion of the suspension~~ indicating any period of disciplinary suspension.

2. A permanent notation shall be placed on the ~~student's~~ Charged Respondent's transcript ~~for a student who is found responsible for a violation with a resulting sanction~~ indicating an expulsion.

XII. Review of the ~~Student Code of Academic Conduct~~ Academic Code Regulation

~~The University Academic Misconduct~~ This regulation shall be reviewed every five years or at the request of the Provost, Dean of Students, or Faculty Senate President. Reviews will be conducted under the direction of the Provost by the Dean of Students and Academic Council of Faculty Senate, which includes a student representative. Additional student representatives, members of the Academic Misconduct Committee, representatives from the Dean of Students Office, and representatives from the Provost's Office may be invited to participate in discussions at the review meetings. A copy of the proposed changes will be shared with the UWF Student Government Association (SGA) so they can provide the SGA representative on Academic Council with comments. ~~regulation shall be reviewed every three years under the direction of the Provost, by a committee composed of at least 50 percent students.~~

Effective Date: [date]

Authority: BOG Regulation 6.0105
Sections 1006.60 and 1006.62, Florida Statutes

History: Adopted August 2007; amended September 2009, June 2012, September 2012, June 2017, March 2017, June 2021, and [date]

Last review: [date]



Number: UWF/REG 3.030
Title: Student Code of Academic Conduct
Responsible
Department: Provost's Office

I. General Statement:

The University of West Florida (“UWF” or the “University”) is dedicated to the highest principles and standards of academic integrity. An academic violation by a Student can negatively impact a class, program, or college in ways that are unique to each discipline. Therefore, the University believes that the severity of an academic infraction is best evaluated by the faculty of the institution. The University seeks to offer Students an opportunity to respond to allegations of Academic Misconduct before a decision is rendered. This regulation provides faculty and Students with a process for addressing allegations of Academic Misconduct.

Academic integrity is closely related to professional ethics and requires that Students honestly acknowledge their use of the ideas, words, and written work produced by any other individual, institution, or source. Failure to acknowledge properly the use of another’s intellectual output constitutes a form of Academic Misconduct.

The University President delegates administration of the Student Code of Academic Conduct (“Academic Code”) to the Provost, who delegates portions of the administration of the Academic Code to the Dean of Students, who may further delegate these responsibilities to other appropriate staff. All references to the Provost or Dean of Students in this Academic Code also refer to that individual’s designee(s).

Any question of interpretation or application of the Academic Code shall be referred to the Provost.

II. University Honor Code

The University’s Academic Code is guided by the following Honor Code: *As Argonauts, we act with integrity. We do not lie, cheat, steal or tolerate those who do.*

III. Definitions

Academic Misconduct – includes all violations outlined in Section IV of this regulation, including acts of dishonesty in any academically related matter and any knowing or intentional assistance,

attempt to assist, planning to assist, or facilitate another Student to engage in an act of Academic Misconduct.

Academic Misconduct Committee – a committee consisting of Students, faculty, and Dean’s representatives to hear cases of student Academic Misconduct as outlined in the Academic Conduct Committee Charter.

Academic Misconduct Hearing Board – members of the Academic Misconduct Committee are assigned on a case-by-case basis to administer academic misconduct hearings, to determine if the Academic Code has been violated, and to determine applicable sanctions beyond grade-related sanctions.

Advisor – any support person, advocate, or legal representative that the Student chooses at their own expense and initiative to advise the Student before, during, or after a hearing.

Charged Respondent – any Student alleged to have violated the Academic Code.

Complainant – any person who alleges that a Student violated this Academic Code. The Complainant must be a Faculty Member, Department Chair, college dean, or the Provost.

Dean of Students Office – the department designated by the University with responsibility for administering portions of the Academic Code.

Department Chair – the head of an academic department who typically reports to a Dean of an academic college. For purposes of this Academic Code, the term “Department Chair” may include program directors.

Faculty Member – any person hired by the University to conduct classroom or teaching activities or who is otherwise considered by the University to be a member of its faculty.

Good Standing – a conduct status describing a Student who is not on conduct-related probation or suspension and does not have pending, incomplete, or overdue misconduct sanctions.

May – the term “may” is used in the permissive sense.

Office of Student Rights and Responsibilities (“OSRR”) – a unit within the Dean of Students Office.

Shall – the term “shall” is used in the imperative sense.

Student – includes all persons enrolled at UWF, either full-time or part-time, degree seeking or non-degree seeking, and persons who are not officially registered for courses for a particular term but who are expected to have a continuing relationship with the University, including Students who have been suspended from UWF and do not require readmission to the University, and Students admitted but not yet enrolled at the University.

IV. Violations of the Academic Code

Academic misconduct includes all acts of dishonesty in any academically related matter and any knowing or intentional assistance, attempt to assist, planning to assist, or facilitation of another Student to engage in an act of Academic Misconduct. Academic Misconduct includes, but is not limited to, each of the following acts when performed in any type of academic or academically-related matter, exercise, or activity:

- A. Cheating -- Using or attempting to use material or information where such use is not expressly permitted by the Faculty Member on exams, quizzes, homework, essays, discussion board posts, and lab activities or reports, or other assignments.
- B. Academic Theft -- Obtaining examinations, quizzes, or other academic materials without authorization.
- C. Plagiarism -- Misrepresenting words, data, works, ideas, computer programming or output, or any other material as one's own when the material was not self-generated. Some examples of plagiarism include, but are not limited to, copying phrases, sentences, sections, paragraphs or graphics from a source and not giving credit by properly quoting or citing the source; having another person or source write an assignment (for pay or for free) and submitting it as one's own; or modifying or paraphrasing another's ideas or writings and submitting them as one's own.
- D. Resubmission of Work -- Resubmitting a paper, assignment, or portion thereof that the Student originally created for another assignment or course constitutes Academic Misconduct unless both Faculty Members in concurrent courses expressly agree to accept the same work or a Faculty Member expressly agrees to accept previously submitted work.
- E. Fabrication -- Presenting as genuine any invented, falsified, or inaccurate citation, data, or material.
- F. Bribery -- The offering, giving, receiving, or soliciting of anything of value to influence a grade or other academic evaluation.
- G. Misrepresentation -- Any act or omission taken with intent to deceive a Faculty Member or the University so as to affect a grade, a Student's academic performance, or to gain admission to a program or course. Some examples of misrepresentation include, but are not limited to, submission of falsified documentation to justify the absence of unsubmitted work or circumventing or failing to utilize required online proctoring software.
- H. Facilitation -- Knowingly contributing to, assisting, or planning with others to engage in Academic Misconduct or failing to inform the proper authorities when a violation has occurred regardless of one's participation.

- I. Any violation of professional standards or ethics as defined by the academic program.

V. Procedures for Determining Charges

- A. If the Complainant believes that a violation has been committed by a Student, the Complainant must complete the online Academic Misconduct Incident Report (“online report”) available at uwf.edu/academicmisconductreport, which will automatically be sent to OSRR.
- B. If, at any time during the Academic Code process, the Complainant determines that either the charges are not warranted or that insufficient evidence exists to continue, the Complainant will inform OSRR to withdraw the charges. OSRR will concurrently notify the Charged Respondent and Complainant of the withdrawal.
- C. If an individual other than a Faculty Member (Student, University official) believes that a violation of the Academic Code may have occurred, that individual should report the suspected violation to the applicable Faculty Member, Department Chair, college Dean, or the Office of the Provost.

VI. Academic Misconduct Educational Conference

A. Purpose

The purpose of the Educational conference is for the Complainant to review information and options with the Charged Respondent. The educational conference is not a hearing.

B. Notice of Charges

Once the Complainant has completed the online report, OSRR shall:

1. Notify the Charged Respondent and Complainant via email of the allegations and charge(s).
2. Notify the Charged Respondent and Complainant via email that the next step in the process is for the Student to attend an educational conference to be scheduled by the Complainant.
3. Generate the educational conference form to be presented to the Charged Respondent during the educational conference by the Complainant.
4. Review the Charged Respondent’s rights and answer any questions the Charged Respondent has about the process.

C. Process

The Complainant will schedule the Educational Conference with the Charged Respondent to review the educational conference form. During the educational conference, the Complainant shall:

1. Provide the Charged Respondent with a copy of the educational conference form;
2. Review the Charged Respondent's rights;
3. Describe the allegations;
4. Review the supporting information that led the Complainant to conclude that a violation has more likely than not been committed;
5. Provide the Charged Respondent with an opportunity to respond to the allegations. The Charged Respondent may take up to five business days before choosing whether or not to accept responsibility;
6. Answer questions regarding the Academic Code; and
7. Explain the proposed sanctions to the Charged Respondent.

D. Non-Disciplinary Record Option

1. Using the non-disciplinary record option, there is no disciplinary record created for a Charged Respondent who is found responsible for Academic Misconduct. A responsible Charged Respondent may not be suspended or expelled.
2. The Complainant may, at their discretion, allow the Charged Respondent's conduct not to result in a disciplinary record. This option may only be used once during the Charged Respondent's academic career.
3. In order for the Complainant to utilize the non-disciplinary record option, the following criteria must be met:
 - a. The Charged Respondent must not have been previously found "responsible" for violating the Academic Code (to be confirmed by OSRR); and
 - b. The Charged Respondent must not have any unresolved allegations of violating the Academic Code (to be confirmed by OSRR).

E. Non-Hearing Resolution Option

1. Allegations of Academic Code violations may be resolved without a hearing through an educational conference resolution if all of the following conditions exist:
 - a. The Charged Respondent must participate in the educational conference;
 - b. The Charged Respondent must not be a graduate level Student alleged to have engaged in Academic Misconduct on a thesis or dissertation;
 - c. The Charged Respondent must sign and complete the “charged respondent options and signature” section of the educational conference form indicating that the Student:
 - i. Accepts responsibility for the charge;
 - ii. Accepts the sanctions; and
 - iii. Waives the right to a hearing;
 - d. The Charged Respondent must return the completed educational conference form to the Complainant within five business days from the date of the educational conference;
 - e. The Complainant does not believe that the allegations warrant suspension from the University, program removal, or expulsion from the University; and
 - f. The Complainant signs and completes the “charging party options and signature” section of the educational conference form indicating that the Complainant does not request a hearing resolution.
2. OSRR will send a notification letter via email concurrently to the Charged Respondent and Complainant documenting that the Charged Respondent has accepted responsibility for the charges, accepts the sanctions, and that neither the Charged Respondent nor the Complainant requests a hearing resolution. OSRR shall send this notification within ten business days of receipt of the signed and completed educational conference form.

F. Hearing Resolution Option

1. Allegations of Academic Code violations may be resolved through an Academic Misconduct Committee hearing if any of the following conditions exist:
 - a. The Charged Respondent does not participate in the educational conference;

- b. The Charged Respondent is a graduate level Student alleged to have engaged in Academic Misconduct on a thesis or dissertation;
 - c. The Charged Respondent signs and completes the “charged respondent options and signature” section of the educational conference form indicating that the Charged Respondent does not accept responsibility for the charges, does not accept the sanctions, or requests a hearing resolution;
 - d. The Charged Respondent did not complete or sign the educational conference form at the educational conference;
 - e. The Complainant signs and completes the “charging party options and signature” section of the educational conference form indicating that the Charged Respondent requests a hearing resolution; or
 - f. The Complainant believes that the allegations warrant suspension or expulsion from the University.
2. OSRR will send a notification letter concurrently to the Charged Respondent and Complainant stating that the matter will be resolved through an Academic Misconduct Committee hearing. OSRR shall send this notification within ten business days of receipt of the educational conference form. OSRR will schedule an Academic Misconduct hearing providing the Charged Respondent with a minimum of five business days’ notice before the hearing.

VII. Academic Misconduct Hearing

The Charged Respondent has the right to have their case heard before the Academic Misconduct Hearing Board. The Academic Misconduct Hearing Board must be composed of 50 percent Student representatives and 50 percent faculty representatives to include at least two faculty and two student members. The Academic Misconduct hearing is an educational process and is not legal in nature. Formal rules of process, procedure, and technical rules of evidence, such as are applied in criminal or civil court, are not used in Academic Misconduct Hearing Board proceedings.

A. Charged Respondent Hearing Notification

OSRR will notify the Charged Respondent via email of the date, time, and location of the hearing no fewer than five business days in advance of the hearing. This notification will also advise the Charged Respondent of their rights in the Academic Misconduct hearing process. If the time or date of the hearing is not convenient to the Charged Respondent, the Charged Respondent must submit to OSRR a written request to reschedule the hearing within two business days of the date of the notice.

B. Complainant Notification

OSRR will notify the Complainant via email of the date, time, and location of the hearing no fewer than five business days in advance of the hearing.

C. Pre-Hearing Information

The Charged Respondent and Complainant must provide OSRR with a list of potential witnesses and copies of any records that the Charged Respondent will present at the hearing at least two business days in advance of the hearing. OSRR will make available, upon request of the Charged Respondent or Complainant, pre-hearing information including a copy of the hearing procedures, records that will be presented at the hearing, and a list of potential witnesses. The pre-hearing information will be available at least two business days in advance of the hearing at the OSRR office.

D. Charged Respondent Participation

If the Charged Respondent fails to appear, the hearing will proceed in the Charged Respondent's absence.

E. Complainant Participation

If the Complainant fails to appear, the hearing will proceed in the Complainant's absence unless the Charged Respondent objects.

F. Charged Respondent's Advisor

A Charged Respondent is entitled to have any one person at the hearing to serve as an Advisor. The Charged Respondent may consult with an Advisor during the hearing process. However, this consultation must take place in a manner that does not disrupt the proceedings. The Advisor may not address any person in the hearing except the Charged Respondent and, therefore, cannot speak on behalf of the Charged Respondent, question witnesses, or serve as a witness.

The name and role of the Advisor must be provided to OSRR in writing at least three business days prior to the scheduled hearing. If the Advisor is an attorney, this must be disclosed at least three business days prior to the scheduled hearing, as the University attorney will also attend.

G. Student Advocate

A student advocate is an individual appointed by the SGA President. The student advocate is available upon request to assist Charged Respondents with information regarding University policies, the Academic Code, disciplinary procedures, and the appeal process.

H. Closed Hearings

Academic Code hearings are closed to the public and only the Charged Respondent, Complainant, Charged Respondent's Advisor, the University's attorney, the Academic Misconduct Hearing Board, and necessary staff from the Dean of Students Office may attend. Witnesses may not be present in the proceedings except to provide information to the panel.

I. Role of the Academic Misconduct Hearing Board Chair

The Academic Misconduct Hearing Board chair will preside over the hearing, manage order and decorum of the hearing, and will ensure that the hearing procedures are followed. The Academic Misconduct Hearing Board chair may:

- i. Accept information for consideration;
- ii. Make determinations regarding requests for postponements;
- iii. Make determinations as to procedural questions;
- iv. Make procedural modifications for purposes of expediting a process or in the interest of fairness or safety, such as permitting parties or witnesses to appear by phone or other means;
- v. Exclude repetitious or irrelevant information;
- vi. Dismiss any person who is disorderly, disruptive, or non-compliant; and
- vii. Take any other appropriate action deemed necessary.

J. Self-Incriminating Statements

The Charged Respondent will not be compelled to make self-incriminating statements. The failure of the Charged Respondent to make statements or to answer questions shall not be considered in the determination of whether or not a Charged Respondent is responsible for violating the Academic Code.

K. Information

The Complainant and the Charged Respondent will be given an opportunity to present information at the hearing. This may include, but is not limited to, witnesses, pertinent records, documents, written or oral statements, and investigative reports as indicated in paragraph C of this section. The Charged Respondent and Complainant will also be given an opportunity at the hearing to inspect records provided by the other party.

L. Witnesses

The Complainant and the Charged Respondent may call witnesses. In order to preserve the educational atmosphere of the hearing and to avoid the creation of an adversarial environment, all questions for witnesses will be directed through the Academic Misconduct Hearing Board chair. If a witness cannot appear, the Charged Respondent may submit a written statement for consideration as long as the witness's signature is notarized. Witnesses may be permitted to provide information by other means at the discretion of the Academic Misconduct Hearing Board chair. Witnesses will be permitted inside the hearing room only during their participation. Witnesses may be recalled by the Academic Misconduct Hearing Board chair.

M. Past Behavior

A Charged Respondent's past Academic Misconduct shall be excluded from the hearing. A Charged Respondent's past Academic Misconduct may only be presented after a finding of responsibility has been determined and only for the purpose of determining sanctions.

N. Audio Recording of Hearing

Academic Misconduct Hearing Board hearings will be audio recorded by the University. There shall be a single audio record of all hearings. This audio record is the official record and is the property of the University and will be considered part of the Charged Respondent's disciplinary record. The Charged Respondent may submit a written request to review the audio recording after the Charged Respondent receives the hearing decision letter.

O. Standard of Proof

The burden to prove Academic Misconduct cases rests with the Complainant and not with the Charged Respondent. The standard of proof shall be "more likely than not." This means that the information presented supports the finding that it was more likely than not that the violation occurred.

P. Multiple Students Charged

In cases involving multiple Students charged from the same incident, Charged Respondents will have the opportunity to have their cases heard jointly or separately. In those instances where cases are heard separately, information obtained at one hearing may be presented at another hearing, provided that each Charged Respondent involved has the opportunity to review and respond to the information at their own hearing.

Q. Deliberations

The decision-making process shall include only the Academic Misconduct Hearing Board members and staff members from the Dean of Students Office as appropriate for consultation purposes. The deliberation process is closed to all others.

R. Determination of Responsibility

The Academic Misconduct Hearing Board shall determine whether the Charged Respondent has violated the Academic Code by a majority vote. A finding of “responsible” or “not responsible” shall be made for each charge. If the vote results in a tie, the Academic Misconduct Hearing Board chair will break the tie. The chair only votes in the event of a tie.

S. Determination of Sanctions

In those cases where the Charged Respondent is found responsible for violating the Academic Code, the Complainant will, in consultation with OSRR, determine grade sanctions. The Academic Misconduct Hearing Board will, in consultation with OSRR, determine any additional sanctions. OSRR shall provide the Academic Misconduct Hearing Board with all previous findings of “responsible” for the Charged Respondent.

T. Hearing Decision Notification

A written decision letter will be provided to the Charged Respondent and Complainant by OSRR via email within ten days following the close of the hearing. This time may be extended for deliberations when necessary, and the parties shall be notified of any such extensions. The decision letter shall contain a decision on each charge, any findings of fact, and any sanctions.

U. Accommodations for Disabilities

Any Student with a disability may request reasonable accommodations for the hearing process. If accommodations are desired, a request must be made to the Student Accessibility Resources (SAR) office at least three business days in advance of the hearing. A Complainant may request accommodations from the ADA Coordinator at least three business days in advance of the hearing. If necessary, the Academic Misconduct Committee Board may postpone a hearing to provide reasonable accommodations.

VIII. Appeal to the Office of the Provost

The Student may appeal the Academic Misconduct Hearing Board’s decision by filing a written appeal with the Office of the Provost within ten business days of the date of the hearing decision notification letter. A Student shall remain eligible to attend classes and University activities pending the decision on the appeal to the Provost’s Office except in cases where the alleged

behavior may pose a continued threat of harm to either a member of the University community, a University partner or a member of their community, or the reputation of the University. If the Charged Respondent fails to submit an appeal to the Office of the Provost within ten business days of the date of the hearing decision notification letter, the Academic Misconduct Hearing Board's decision will be final.

If an appeal is submitted, the Provost will review the appeal. Grounds for the appeal are limited to the following:

- A. The Student's rights, as outlined in this regulation, were violated in the hearing process;
- B. New information is discovered that was not available at the time of the hearing;
- C. The information presented does not support the decision; or
- D. The sanctions imposed were not appropriate for the violation.

If an appeal is decided in favor of the Charged Respondent, the Provost may take any action deemed appropriate including, but not limited to, modifying the decision, modifying sanctions, remanding the case to the same Academic Misconduct Hearing Board for reconsideration, or remanding the case to a different Academic Misconduct Hearing Board for a new hearing. If an appeal is not decided in favor of the Charged Respondent, the matter is considered final.

A copy of the Provost's decision shall be forwarded to the Student and to OSRR. OSRR is responsible for filling and distribution to the appropriate parties.

If the final decision is a sanction of suspension or expulsion, a Charged Respondent may seek judicial review of the final decision pursuant to Florida Rule of Appellate Procedure 9.190(b)(3), which is applicable to review of quasi-judicial decisions of an administrative body not subject to the Administrative Procedure Act, by filing a petition for certiorari review with the circuit court for Escambia County within 30 days of the final decision. If the Charged Respondent seeks review with the court, the Charged Respondent must also provide a copy of the petition for certiorari review to the Office of the Provost, University of West Florida, Bldg. 10, 11000 University Parkway, Pensacola FL 32514, and the Office of the General Counsel, University of West Florida, Bldg. 10, 11000 University Parkway, Pensacola FL 32514.

IX Sanctions

A Charged Respondent found responsible for violation of the Academic Code shall be subject to sanctions commensurate with the offense. Consideration may be given to aggravating and mitigating circumstances as well as prior Academic Misconduct. One or more of the following sanctions may be imposed for any single violation of the Academic Code:

- A. Expulsion -- A Charged Respondent who is expelled is permanently deprived of the privilege to continue at the University in any capacity. A Charged Respondent expelled

for a violation of the Academic Code may not visit or come onto any UWF campus without specific written permission of the Provost. Expelled Students are not in Good Standing.

- B. Suspension -- A Charged Respondent who is suspended is required to leave the University for a specified period of time not to exceed two calendar years from the finding of “responsible.” The Charged Respondent must comply with all sanctions and complete all requirements prior to re-admission. A Charged Respondent suspended for a violation of the Academic Code may not visit or come onto any UWF campus without specific written permission of the Provost. A Charged Respondent who is suspended must follow all applicable admission requirements prior to returning to the University. Students are not in Good Standing while serving a suspension.
- C. Program Dismissal -- The Charged Respondent shall be dismissed from a University academic program.
- D. Denial of Admission, Re-admission, or Further Registration -- Any future admission, re-admission, or further registration by the Charged Respondent shall be denied by the University.
- E. Withhold Degree -- The University may withhold issuance of a degree, diploma, or transcript pending compliance with University regulations or policies or pending completion of the process set forth in this Academic Code, including the completion of all imposed sanctions.
- F. Reduction of Assignment Grade -- The Charged Respondent shall receive a grade reduction for a course assignment.
- G. Zero on the Assignment -- The Charged Respondent shall receive a grade of zero for a course assignment.
- H. Reduction of Course Grade -- The Charged Respondent shall receive a grade reduction for a course.
- I. “F” in the Course -- The Charged Respondent shall receive a grade of “F” for the course.
- J. Disciplinary Probation -- A written disciplinary sanction notifying a Charged Respondent that the behavior is in serious violation of University standards. Any additional violations occurring during a probationary period may result in more serious sanctions.
- K. Education Assignment -- A Charged Respondent may be required to complete a specified educational assignment related to the violation committed. Such educational assignments may include, but are not limited to, reflection papers, educational writing assignments, UWF Writing Lab assignments, apology letters, reports, and presentations.

- L. Academic Integrity Module -- The Academic Integrity Module is an educational program with an assessment. The Charged Respondent is required to achieve a score of 80% in order to successfully complete the module. If the Charged Respondent does not successfully complete the Academic Integrity Module, a hold shall be placed on the Charged Respondent's records and registration until the Charged Respondent successfully completes the Academic Integrity Module.
- M. Any other sanction permitted by law.

X. Withdrawal, Grade Forgiveness, Student Status, Student Standing, Holds

A. Course Withdrawal

A Charged Respondent shall not be permitted to drop or withdraw from a class in which there is an unresolved allegation of Academic Misconduct. A Charged Respondent who has been found responsible for a violation of the Academic Code shall not be allowed to withdraw from the class in which the violation occurred.

B. Student Withdrawal

If a Charged Respondent withdraws from the University with pending or unresolved Academic Misconduct charges, the Academic Code process will continue with or without the Charged Respondent's participation.

C. Grade Forgiveness

Grade forgiveness, as provided in UWF Policy AC-34, Undergraduate Student Progress to Degree, as it may be amended, may not be applied to a course in which a Charged Respondent has been found responsible for a violation of the Academic Code resulting in a sanction of "F" in the course.

D. Student Status

The Charged Respondent's permanent status on campus will remain unchanged pending the final decision of the hearing process and any appeal.

E. Student Standing

A Charged Respondent who has been found responsible for Academic Misconduct will not be in Good Standing and will remain out of Good Standing until all issued sanctions have been completed in accordance with the conditions set forth in the official notification letter from OSRR.

F. Holds

The University may place a hold on the records or registration of any Student who fails to respond to a charge notice or fulfill any sanctions previously issued by the University. The University may take other action necessary for resolution of a case prior to a Student's enrollment in a subsequent semester, transfer, or graduation. All pending Academic Misconduct matters must be resolved prior to the release of a Student's transcript, a Student's graduation, or transfer from the University.

XI. Records

- A. A Charged Respondent found "responsible" for violating the Academic Code is considered to have an Academic Misconduct disciplinary record.
- B. A Charged Respondent found "not responsible" for violating the Academic Code is considered not to have an Academic Misconduct disciplinary record.
- C. A Charged Respondent with unresolved allegations of violating the Academic Code is considered not to have an Academic Misconduct disciplinary record as relates to the unresolved case.
- D. A Charged Respondent who was charged with violating the Academic Code where the Complainant has withdrawn all charges is considered not to have an Academic Misconduct disciplinary record as relates to the withdrawn case.
- E. A Charged Respondent found "responsible" for violating the Academic Code where the Complainant has utilized the non-disciplinary record option is considered not to have an Academic Misconduct disciplinary record as relates to the case where the non-disciplinary record option is utilized.
- F. Records of disciplinary actions shall be maintained by the Dean of Students Office.
- G. Student files involving cases that do not result in suspensions or expulsions shall be expunged seven years after the final decision. Records of cases that result in suspensions or expulsions are kept permanently. Statistical and database information may be kept permanently.
- H. Students found "not responsible" for a charge or charges or against whom charges have been withdrawn are considered not to have a disciplinary record for those charges. However, the records will be maintained by the University in accordance with Section 1002.225, Florida Statutes, and with applicable record retention laws.

I. Transcript Notations

1. A permanent notation shall be placed on the Charged Respondent's transcript indicating any period of disciplinary suspension.
2. A permanent notation shall be placed on the Charged Respondent's transcript indicating an expulsion.

XII. Review of the Academic Code

This regulation shall be reviewed every five years or at the request of the Provost, Dean of Students, or Faculty Senate President. Reviews will be conducted under the direction of the Provost by the Dean of Students and Academic Council of Faculty Senate, which includes a student representative. Additional student representatives, members of the Academic Misconduct Committee, representatives from the Dean of Students Office, and representatives from the Provost's Office may be invited to participate in discussions at the review meetings. A copy of the proposed changes will be shared with the UWF Student Government Association (SGA) so they can provide the SGA representative on Academic Council with comments.

Effective Date: [date]

Authority: BOG Regulation 6.0105
Sections 1006.60 and 1006.62, Florida Statutes

History: Adopted August 2007; amended September 2009, June 2012, September 2012, June 2017, March 2017, June 2021, and [date]

Last review: [date]

**Board of Trustees
Full Board Meeting
June 20, 2024**

Accept Post-Tenure Faculty Review Internal Audit Report

Recommended Action:

Accept the Post-Tenure Faculty Review Internal Audit Report

Background Information:

Post-Tenure Faculty Review #23-24_006: This is a Board of Governor's required audit, part of the 2023/24 approved audit work plan. The report was issued on May 22, 2024.

The objectives of this audit were to:

- Verify compliance with BOG Regulation 10.003 and its requirements for comprehensive post-tenure faculty review.
- Evaluate the effectiveness of the review process and its alignment with university policies and procedures.

There were no recommendations.

Implementation Plan:

None.

Fiscal Implications:

None.

Relevant Authority:

BOG Regulation 10.003

Supporting Documents:

1. Internal Audit Report – Post-Tenure Faculty Review

Prepared by:

Cindy Talbert, Chief Audit Executive, IAMC, President's Division, x2638, ctalbert@uwf.edu

Presenter:

Cindy Talbert, Chief Audit Executive, IAMC, President's Division



SCOPE AND OBJECTIVES

We audited the Post-Tenure Faculty Review process for the period of July 1, 2022, through December 31, 2023. This audit was included as part of our 2023/24 audit work plan, in accordance with a Board of Governors directive to State universities. Our objectives were to:

- Verify compliance with BOG Regulation 10.003 and its requirements for comprehensive post-tenure faculty review.
- Evaluate the effectiveness of the review process and its alignment with university policies and procedures.

Audit fieldwork began on February 14, 2024, and ended on April 18, 2024. Our audit conforms to the Institute of Internal Auditors *Global Internal Audit Standards* and generally accepted auditing standards.

BACKGROUND

Academic tenure refers to a faculty member's employment status within an educational institution. It provides an additional level of protection for the faculty member's position. Tenure is granted once a candidate has successfully demonstrated that they have met expectations related to teaching, scholarly/creative projects, and service. At the University of West Florida, tenure-track faculty must submit for tenure review no later than the fall of the sixth year of employment.

In March 2023, the Florida Board of Governors (BOG) adopted Regulation 10.003 *Post-Tenure Faculty Review*. This required each institution within the State University System to establish policies for comprehensive post-tenure reviews (PTR). According to BOG Regulation 10.003, these reviews are intended to:

- *Ensure high standards of quality and productivity among the tenured faculty in the State University System;*
- *Determine whether a faculty member is meeting the responsibilities and expectations associated with assigned duties in research, teaching, and service, including compliance with state laws, Board of Governors' regulations, and university regulations and policies;*
- *Recognize and honor exceptional achievement and provide an incentive for retention as appropriate; and*
- *Refocus academic and professional efforts and take appropriate employment action when appropriate.*

BOG Regulation 10.003 is organized into the following sections: Timing and Eligibility, Review Requirements, Process Requirements, Outcomes, and Monitoring and Reporting. Highlights of the new regulation include:

Timing and Eligibility. BOG Regulation 10.003 requires each tenured faculty member to undergo a comprehensive Post-Tenure Review of five years of performance in the fifth year following their last promotion or last comprehensive review, whichever is later. The Regulation also requires that, in addition to faculty in their fifth year, 20% of tenured faculty who have not received a comprehensive review will also be evaluated.

Review Requirements. The evaluation of tenured faculty, per BOG Regulation 10.003, requires review and consideration of the following records (among others):



- The level of the faculty member’s accomplishment and productivity in research, teaching, and service.
- The faculty member’s history of professional conduct and performance of academic responsibility.
- Any non-compliance with state law, BOG regulations, and university regulations and policies.
- Unapproved absences, substantiated student complaints, and other relevant measures of faculty conduct.

Process Requirements. BOG Regulation 10.003 details the specific order of the evaluation process.

- The PTR process begins with the faculty member submitting their dossier for review.
- The dossier is first routed to the faculty member’s department chair who, after reviewing, issues a letter assessing the faculty member’s level of achievement during the period under review.
- The dossier and chair’s letter are then routed to the dean of the faculty member’s college. After reviewing the materials, the dean issues a letter, which includes their recommended performance rating for the faculty member.
- The dossier, chair’s letter, and recommendation are forwarded to the provost for a final review and decision. The provost then provides the final rating and notifies the faculty member, chair, and dean.

Outcomes. For faculty members who receive a final performance rating of “exceeds expectations” or “meets expectations,” BOG Regulation 10.003 provides for recognition and/or compensation commensurate with the faculty member’s final rating.

For faculty members who receive a final performance rating of “does not meet expectations,” the appropriate college dean and department chair will create a Performance Improvement Plan (PIP). The provost will make the final determination on each PIP. Any faculty member who fails to meet the requirements of their PIP by the established deadline will receive a notice of termination from the provost.

Any faculty member who receives a final performance rating of “unsatisfactory” will receive a notice of termination from the provost.

Monitoring and Reporting. BOG Regulation 10.003 requires the provost to report annually to the board of trustees the outcomes of the PTR process.¹ Additionally, every three years, each university is required to conduct an audit of the PTR process for the prior fiscal year. The Regulation requires the auditor to report the following information:

- The number of tenured faculty in each of the four performance rating categories (exceeds expectations, meets expectations, does not meet expectations, and unsatisfactory).
- The university’s response in each case.
- Any findings of non-compliance.

¹ Per BOG Regulation 10.003, the Provost reported to the Board, on May 16, 2024, the outcomes of the PTR process.



UWF Regulation 2.001 – Post-Tenure Review.

The University’s response to the directives set forth in BOG Regulation 10.003 was UWF/REG-2.001 *Post-Tenure Review*. Adopted in September 2023, this regulation outlines the University’s newly adopted PTR process.² It should be noted that UWF already had a post-tenure faculty review process, so it was only a matter of making some revisions.

To further solidify the revised PTR process and to supplement UWF/REG-2.001, the University developed the *2023-24 Guidelines for Post-Tenure Review*, which provided additional clarification and contextualized the process.

Department bylaws were updated to bring the University’s previous evaluation process into alignment with new review requirements.

Interfolio. In Fall 2023, the University implemented Interfolio, a digital application for conducting academic evaluations online. With Interfolio, when a faculty member is ready to undergo the PTR process, they begin collecting and compiling the required documentation into a “packet.” Once their “packet” is complete, it is routed to the assigned reviewers. Interfolio is now being used for tenure, promotion, and Post-Tenure Review. The use of Interfolio replaces the previous processes, which required the submission of printed materials.

Post-Tenure Review Methodology. The University identified the population of faculty members in their fifth year and added 20% of additional faculty for review. Faculty who were last comprehensively reviewed more than five years ago were included as the 20% for the 2023-24 PTR cycle.

AUDIT METHODOLOGY

We examined department bylaws, post-tenure review guidance, and website information. We interviewed key personnel to gain an understanding of the new process, and reviewed pertinent Federal, State, Board of Governors, and UWF policies and regulations.

We identified key compliance requirements of BOG Regulation 10.003, assessed associated risks, and developed a plan for audit testing.

AUDIT RESULTS

Forty-one tenured faculty members were reviewed. The breakdown of the performance ratings is as follows:

Performance Rating Categories	# of Tenured Faculty
Exceeds Expectations	29
Meets Expectations	9
Does Not Meet Expectations	2
Unsatisfactory	1
Total Cases:	41

In each of the 38 instances in which tenured faculty members were determined to exceed or meet expectations, the University provided salary increases commensurate with the rating decisions. In the two instances in which tenured faculty members were determined to not meet expectations, Performance Improvement Plans were issued. The faculty member who received the unsatisfactory rating resigned from their position.

Our audit did not detect any instances of non-compliance with applicable State laws, Board of Governor’s Regulations, or University regulations and policies. We made no recommendations.

² During 2023/24, the faculty union and UWF negotiated the addition of Post-Tenure Faculty Review language to the 2023/26 collective bargaining agreement.



Internal Auditing & Management Consulting
Audit: Post-Tenure Faculty Review
Report # UWF23-24_006
Date: May 22, 2024

We appreciate the cooperation, professionalism, and responsiveness of the employees who were involved in the audit.

Respectfully submitted,

A handwritten signature in black ink that reads 'Cynthia Talbert'.

Cynthia Talbert, CFE, CIA, CRMA, CPA
Chief Audit Executive

REPORT PROVIDED TO THE FOLLOWING:

Dr. Martha Saunders, President
Suzanne Lewis, Chair BOT
Dick Baker, Chair Audit & Compliance Committee
Alonzie Scott, Audit & Compliance Committee
Dr. Paul Hsu, Audit & Compliance Committee
Dr. Jaromy Kuhl, Provost
Dr. David Earle, Interim Dean, College of Arts, Social Sciences and Humanities
Dr. Karen Evans, Interim Dean, School of Education
Dr. Mohamed Khabou, Dean, Hal Marcus College of Science and Engineering
Dr. David Bellar, Dean, Usha Kundu, MD College of Health
Dr. Richard Fountain, Dean, College of Business
Jaime Hoelscher, Manager, FL Auditor General
Ken Danley, Supervisor, FL Auditor General
Julie Leftheris, BOG Inspector General
Anna Lochas, BOT Liaison

**Board of Trustees
Full Board Meeting
June 20, 2024**

Ratify the 2023-2026 CBA 2024 Reopener between UWF and UFF

Recommended Action:

Ratify the 2023-2026 Collective Bargaining Agreement 2024 Reopener between the University of West Florida and the United Faculty of Florida University of West Florida Chapter.

Background Information:

The UWF-UFF 2023-2026 CBA Article 32, Duration, states in 32.1(b) “Renegotiations for the July 1, 2024-June 30, 2025, agreement term will begin no later than March 1, 2024. Article 10 (Assignment of Responsibilities), Article 20 (Inventions and Works), Article 25 (Salaries), and Article 26 (Benefits) will be reopened. Each party may propose two (2) additional articles for negotiation.” The parties reopened Article 3 (UFF Privileges) and Article 13 (Non-Reappointment). Appendix A was reopened to clarify clinical practices classifications.

UWF and UFF began negotiating the 2024 CBA Reopener on February 28, 2024, and concluded negotiations on May 1, 2024. The changes to the 2023-2026 CBA 2024 Reopener are detailed in a separate document attached to this memo. Full details are set forth in the tentative agreements of the articles.

Implementation Plan:

UFF ratified the 2023-2026 CBA 2024 Reopener proposed changes on May 10, 2024.

Fiscal Implications:

Approximate cost is \$1,234,000.

NOTE: Approximate cost for the MOU one-time non-recurring wage action is \$1.050 million.

Relevant Authority:

Florida Board of Governors Regulation 1.001(5)(b)

Supporting Documents:

1. Summary of Changes in the 2023-2026 CBA 2024 Reopener
2. TAed Articles/MOU Packet

Prepared by:

Jamie C Sprague, Associate Vice President Human Resources, 850.474.2156, jsprague@uwf.edu

Presenter:

Jamie C Sprague, Associate Vice President Human Resources

The University of West Florida Board of Trustees (UWF) and the United Faculty of Florida University of West Florida Chapter (UFF) have reached a tentative agreement on the articles listed below for the 2023-2026 Collective Bargaining Agreement (CBA) 2024 Reopener.

MOU #1:

UFF-UWF waived the right to the negotiations of the terms and conditions of any non-recurring, one-time wage action for the 2023-2026 CBA 2024 Reopener if the non-recurring one-time wage action mirrored President Saunders' March 202, 2024, email titled, "Message from the President: Merit-based Wage Action.

Article 3: UFF Privileges

- Struck language in 3.5(l) regarding a summer release time for when the person is engaged in bargaining.
- Updated 3.5(l) to allow a faculty member to have summer release time to carry out UFF's obligations.

Article 10: Assignment of Responsibilities

- Although mentioned in the duration clause, neither party brought a proposed article to the table.

Article 13: Non-Reappointment

- Struck language in 13.2(a)(1) regarding the length of time for a notice period.
- Updated language in 13.2(a)(1) to change the notice period to faculty who have three years or less of continuous service would receive an eight week or end of the semester, whichever comes later notice period.
- Update language in 13.2(a)(2) to change year of continuous service for faculty from two to three years.

Article 20: Inventions and Works

- Both parties agreed to leave status quo

Article 25: Salaries

- Updated 25.8 date to 2024-2025.
- Struck all of 25.8(a) and (b).
- Added a new 25.8(a) for a merit-based recurring increase to be effective August 8, 2024.
 - Up to 4% merit raise based on Dean's Overall rating on the 2022-2023 performance evaluation
- Added 25.9, One-time salary adjustment for Instructors, Lecturers, and Research Associates.
 - A \$1,000 recurring base salary increase to eligible in-unit Instructors, Lecturers, and Research Associate to be effective August 8, 2024.

Article 26: Benefits

- Both parties agreed to leave status quo.

Appendix A: Position Classifications in the Bargaining Unit

- Updated classification code 8862 and 8863 to state "Vacant."
- Added 9916, Professor of Professional/Clinical Practice
- Updated 9145 to include the word "Professional."
- Added 9146, Associate Professor or Professional/Clinical Practice

NOTE: These updates are to match what is currently in the HRIS system in Human Resources.

MEMORANDUM OF UNDERSTANDING

Come Now the University of West Florida (UWF-BOT) and the United Faculty of Florida Chapter at the University of West Florida (UFF-UWF) and agree to the following:

1. UFF-UWF waives the right to the negotiation of the terms and conditions of any non-recurring, one-time wage action for the 2024-2025 "reopener" Collective Bargaining Agreement so long as the "one-time merit-based" wage action outlined in President Martha Saunders's March 20, 2024 email titled, "Message from the President: Merit-based Wage Action," is provided to in-unit faculty inclusively, simultaneously, and under the same timeline and eligibility requirements, utilizing the "Dean's Overall Rating," as outlined in President Saunders's March 20, 2024 message.


Chief Negotiator – UWF BOT

May 2, 2024
Date


Chief Negotiator – UFF UWF

May 1, 2024
Date

ARTICLE 3
UFF PRIVILEGES

3.1 Use of Facilities and Services.

Subject to the regulations and policies of the Board and the University, the UFF will have the right to use University facilities for meetings and all other services on the same basis as they are generally available to other University-related groups and organizations, which are defined as follows:

3.2 University-Related Groups and Organizations.

These groups and organizations may or may not receive budgetary support. Examples of such groups include student organizations, honor societies, fraternities, sororities, alumni associations, faculty committees, staff council, direct support organizations, the United Faculty of Florida, etc.

3.3 Communications.

- (a) The UFF may post bulletins and notices relevant to its position as the collective bargaining agent on a reasonable number of existing bulletin boards but on at least one (1) bulletin board per building where a substantial number of Faculty have offices. Specific locations will be mutually selected by the University and the UFF in the course of consultation pursuant to Article 2 (Consultation). All materials placed on the designated bulletin boards will bear the date of removal and may be removed by the University after that date. In addition, such bulletin boards may not be used for election campaigns for public office or exclusive collective bargaining representation.
- (b) The University will place a link in an appropriate place on the University web site to the web site of the UFF Chapter.
- (c) Accessing existing University e-mail listservs or establishing a new listserv allowing the UFF electronic communication with Faculty will be the subject of consultation, pursuant to Article 2 (Consultation). The UFF agrees to pay a reasonable annual fee to the University if access to a University-maintained email listserv is provided. However, such listservs may not be used for election campaigns for public offices or for exclusive collective bargaining representation. Faculty who are email recipients of the listserv will have the right to have themselves removed from the listserv upon their written request.

3.4 Leave of Absence—Union Activity.

- (a) At the written request of the UFF, provided no later than May 1 of the year prior to the beginning of the Academic Year when such leave is to become effective, a full-time or part-time leave of absence for the Academic Year will be granted to up to three (3) Faculty designated by the UFF for the purpose of carrying out UFF's obligations in representing Faculty and administering this Agreement, including lobbying and other political representation. Such leave may also be granted to up to three (3) Faculty for the entire Summer term, upon written request by the UFF provided no later than March 15 of the preceding Academic Year. Upon the failure of the UFF to provide the University with a list of representatives by the specified deadlines, the University may refuse to honor any of the requests which were submitted late.

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- (b) No more than one (1) Faculty Member per fifteen (15) Faculty per Department/Unit need be granted such leave at any one time.
- (c) The UFF will reimburse the University for the Faculty Member's salary, fringe benefits, and retirement.
- (d) Faculty on full-time leave under this paragraph will be eligible to receive salary increases in accordance with the provision of Section 19.14 (Leave without Pay). Faculty on less than full-time leave under this paragraph will be eligible to receive salary increases on the same basis as other Faculty.
- (e) A Faculty Member who has been granted leave under this Article for two (2) consecutive Academic Years will not again be eligible for such leave until two (2) consecutive Academic Years have elapsed following the end of the leave. One (1) Faculty Member, designated by the UFF, will be exempt from the provisions of this subsection. Other exceptions may be granted at the discretion of the University upon prior written request by the UFF.
- (f) Neither the University nor the Board will be liable for the acts or omissions of said Faculty during the leave, and the UFF will hold the University and the Board harmless for any such acts or omissions, including the cost of defending against such claims.
- (g) A Faculty Member on such leave will not be evaluated for this activity nor will such activity be considered by the University in making personnel decisions.

3.5 Released Time for UFF Representative(s).

- (a) The University agrees to provide a total of two (2) units of released time per Semester (Fall and Spring) to full-time Faculty designated by the UFF for the purpose of carrying out the UFF's obligations in representing Faculty and administering this Agreement. The UFF may designate Faculty to receive released time during the Academic Year, subject to the condition that no more than one (1) Faculty Member per fifteen (15) Faculty Members per Department/Unit may be granted released time at any one time, nor may any Faculty Member be granted more than a one (1) unit reduction in a single Semester.
- (b) The University agrees to provide one (1) additional unit of released time for those Semesters (Fall or Spring only) when UFF and the University are engaged in collective bargaining (as indicated by the dates included in Article 32 (Amendment and Duration)).
- (c) The UFF will provide the University with a list of requested representatives for the Academic Year no later than May 1 of the preceding Academic Year. Upon approval of the representatives by the University, the representatives will serve for one (1) Academic Year. Substitutions for the Spring Semester may be made upon written notification submitted by the UFF to the University no later than October 15.
- (d) A "unit" of released time will consist of a reduction in teaching load of one (1) course per Fall or Spring Semester for instructional Faculty or, for non-instructional Faculty, a reduction in workload of ten (10) hours per week.
- (e) Released time will be used for conducting University-related UFF business, at the University or State level, and will not be used for lobbying or other political representation. Leave for lobbying or other political representation may be purchased by the UFF pursuant to Section 3.4 (Leave of Absence—Union Activity).
- (f) Faculty who are on leave of any kind, other than leave pursuant to Section 3.4 (Leave of Absence—Union Activity) will not be eligible to receive released time.

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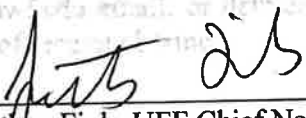
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- (g) Upon the failure of the UFF to provide a list of representatives by the specified deadlines, the University may refuse to honor any of the released time requests which were submitted late. Substitutions submitted after the October 15 deadline will be allowed at the discretion of the University.
- (h) A Faculty Member who has been granted released time for either or both Semesters during four (4) consecutive Academic Years will not again be eligible for released time until two (2) Academic Years have elapsed following the end of the fourth (4th) Academic Year in which such released time was granted.
- (i) As an exception to the limitation above (paragraph "h"), one (1) Faculty Member designated by the UFF will be eligible for released time for responsibilities at the State level for one (1) additional Year. This Faculty Member will not again be eligible for released time until two (2) Academic Years have elapsed following the end of the fifth (5th) Academic Year of released time. This Faculty Member will be identified by the UFF no later than May 1 of the preceding Academic Year; substitutions may be approved by the University at its discretion.
- (j) Faculty on released time will be eligible for salary increases on the same basis as other Faculty, but their released time activities will not be evaluated nor taken into consideration by the University in making personnel decisions.
- (k) Faculty on released time will retain all rights and responsibilities as Faculty Members but will not be considered representatives of the University or the Board for any activities undertaken on behalf of the UFF. The UFF agrees to hold the University and the Board harmless for any claims arising from such activities, including the cost of defending against such claims.
- (l) Summer. The UFF may designate one (1) Faculty Member to receive a thirteen (13) week 1.0 FTE Summer released time equivalent for the purpose of carrying out the UFF's obligations in representing Faculty and administering this Agreement whenever the bargaining teams are engaged in collective bargaining. UFF may elect to receive the 1.0 Summer released time equivalent in increments of .25 and/or .375 FTE released time equivalent distributed among up to three (3) Faculty Members. The total FTE Summer released time equivalent shall not exceed 1.0 for the UFF chapter. For these purposes, a .25 FTE equals a ten (10) hour per week workload for thirteen (13) weeks. The UFF will provide the University with the name of the requested representative(s) and the amount(s) of the FTE distributions subject to the limitations of this Article no later than April 7 of the Academic Year preceding the Summer term. All other provisions contained in Section 3.5 (Released Time) except 3.5 (a, b, and d) will apply to Summer released time equivalent.

Both parties have tentatively agreed to Article 3, UFF Privileges:


Michael Mattimore, UFF Chief Negotiator

May 2, 2024


Jonathan Fink, UFF Chief Negotiator

May 1, 2024

UFF Proposed
5/1/2024

Date: May 1, 2024

ARTICLE 13
NON-REAPPOINTMENT

13.1 Policy.

Faculty appointments will not create any right, interest, or expectancy in any other appointment beyond its specific terms, except as provided in Section 14.3 (Alternative/Equivalent Employment) and Section 16.11 (Termination/Layoff), as it applies to tenured Faculty.

13.2 Notice.

(a) All Faculty, except tenured Faculty and those described in (b)(1) and (c) below, are entitled to the following written notice that they will not be offered further appointment.

(1) For faculty in their first ~~three~~ ~~two~~ (2) Years of Continuous Service, the notice period will be eight weeks or the end of the semester, whichever comes later. ~~will be provided with one (1) Semester's notice (or its equivalent, 19.5 weeks, for Faculty appointed for more than an Academic Year); or~~

(2) Faculty with ~~three~~ ~~two~~ (2) or more Years of Continuous Service will be provided with one (1) Year notice.

The provision of notice under this section does not provide rights to a Summer appointment beyond those provided in Section 9.4(b) (Summer Appointments).

(b) Faculty on "Soft Money." Faculty who are on "soft money," e.g., contracts and grants, sponsored research funds, and grants and donations trust funds will have the following statement or its equivalent included in their employment contracts:

"Your employment under this contract will cease on the date indicated. No further notice of cessation of employment is required."

(c) Faculty who are appointed for less than one Academic Year, who are appointed to a visiting appointment, who are appointed to a fixed multi-Year appointment pursuant to Section 9.4(f) (Fixed Multi-Year Appointments), or who are employed in an auxiliary entity are not entitled to notice that they will not be offered further employment, and the following statement or its equivalent will be included in their employment contracts:

"Your employment under this contract will cease on the date indicated. No further notice of cessation of employment is required."

(d) A Faculty Member who is entitled to written notice of non-reappointment in accordance with the provisions of Section 13.2 (Notice), above, who receives written notice that he or she will not be offered further appointment will be entitled, upon written request within twenty (20) Days following receipt of such notice, to a written statement of the basis for the decision not to reappoint. Thereafter, the President or representative will provide such a statement within (20) twenty Days following receipt of such request.

(e) All notices and statements under this Article are to be sent by certified mail, return receipt requested; priority regular mail; via @ uwf.edu email; or delivered in person to the Faculty Member with written documentation of receipt obtained.

13.3 Notice Document.

Notice of appointment and non-reappointment will not be contained in the same document.

13.4 Grievability.

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A Faculty Member who receives written notice of non-reappointment may, according to Article 22 (Grievance Procedures and Arbitration), contest the decision because of an alleged violation of a specific term of this Agreement or because of an alleged violation of the Faculty Member's Constitutional rights. Such Grievances must be filed within thirty (30) Days of receipt of the statement of the basis for the decision not to reappoint pursuant to Section 13.2(d) (Notice) or receipt of the notice of non-reappointment if no statement is requested.

13.5 Non-reappointment Considerations.

If the decision not to reappoint was based solely upon adverse financial circumstances, reallocation of resources, reorganization of degree or curriculum offerings or requirements, reorganization of academic or administrative structures, programs, or functions, and/or curtailment or abolition of one or more programs or functions, the University will take the following actions:

- (a) Make a reasonable effort to locate appropriate alternative or equivalent employment within the University, if practicable; and
- (b) Offer such Faculty Member, who is not otherwise employed in an equivalent full-time position, re-employment in the same or similar position at the University for a period of two (2) Years following the initial notice of non-reappointment, should an opportunity for such re-employment arise.
 - (1) Any offer of re-employment pursuant to this section must be accepted within fifteen (15) Days after the date of the offer or at least seven (7) Days prior to the first day of classes, whichever is sooner. Such acceptance will take effect not later than the beginning of the Semester immediately following the date the offer was made.
 - (2) In the event such offer of re-employment is not accepted, the Faculty Member will receive no further consideration pursuant to this Article.

13.6 Resignation.

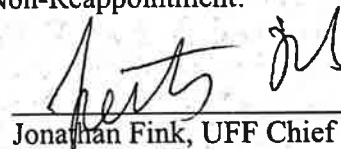
- (a) A Faculty Member who wishes to resign has the professional obligation to provide the University with at least one Semester's notice, when possible.
- (b) Upon the University's receipt of notice of resignation, all consideration for tenure and reappointment will cease.

Both parties have tentatively agreed to Article 13, Non-Reappointment:



Michael Mattimore, UWF Chief Negotiator

May 2, 2024



Jonathan Fink, UFF Chief Negotiator

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Date: May 1, 2024

ARTICLE 25
SALARIES

25.1 Faculty Pay Plan Legislative Increases or Non-Recurring Wage Increases.

Eligible Faculty Members will receive any salary increases or non-recurring wage increases appropriated for that purpose by the Florida Legislature in accordance with the guidelines set by the Legislature.

25.2 Promotion Increases.

Promotion increases will be granted to Faculty pursuant to Article 15 (Promotion Procedure).

(a) Promotion increases will be granted in an amount equal to thirteen percent (13%) of the Faculty Member's previous year's base salary rate in recognition of promotion to Senior Instructor, Senior Lecturer, Senior Research Associate, Assistant University Librarian, or Associate in.

(1) Beginning in the 2024-2025 Academic Year, eligible Faculty shall be able to put forward a file for promotion consideration to the ranks for Senior Instructor, Senior Lecturer, or Senior Research Associate for a 2025-2026 roll out schedule.

(b) Promotion increases will be granted in an amount equal to thirteen percent (13%) of the Faculty Member's previous Academic Year's base salary rate in recognition of promotion to Associate Clinical Professor of Clinical Practice, Associate Professor, Associate University Librarian, Associate Research Scholar/Scientist/Engineer.

(c) Promotion increases will be granted in an amount equal to thirteen percent (13%) of the Faculty Member's previous Academic Year's base salary rate in recognition of promotion to Clinical Professor of Clinical Practice, Professor, University Librarian, Research Scholar/Scientist/Engineer.

25.3 Contract and Grant Funded Increases or Non-Recurring Wage Increases.

(a) Faculty on contracts or grants will receive salary increases or non-recurring wage increases equivalent to similar Faculty on regular funding, provided that such salary increases or non-recurring wage increases are permitted by the terms of the contract or grant and adequate funds are available for this purpose in the contract or grant. In the event such salary increases or non-recurring wage increases are not permitted by the terms of the contract or grant, or in the event adequate funds are not provided, the President or representative will seek to have the contract or grant modified to permit such increases or non-recurring wage increases.

(b) Nothing contained herein will prevent the Faculty Members whose salaries are funded by grant agencies from being allotted raises higher than those provided in this Agreement.

25.4 Administration Discretionary Increases.

The University retains the authority to provide salary increases, adjustments, or non-recurring wage increases beyond the increases specified above, for market equity considerations, including verified counteroffers and compression/inversion; increased duties and responsibilities; special achievements; litigation/settlements; and similar special situations. In the event the University develops procedures for distributing increases under this section, a copy will be provided to the UFF. The UFF will have an opportunity to discuss the procedures in consultation with the

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President or representative, pursuant to Article 2 (Consultation), prior to their implementation. At the end of the Academic Year, the UFF will be provided with a report of all salary increases granted under this section during the Academic Year.

25.5 Salary Rate Calculation and Payment.

The biweekly salary rate of Faculty serving on twelve (12) month (calendar year) appointments will be calculated by dividing their calendar year salary rate by 26.1 pay periods.

25.6 Grievability.

The only issues to be addressed in a Grievance filed pursuant to Article 22 (Grievance Procedure and Arbitration) alleging violation of this Article are whether there is unlawful discrimination under Article 6 (Nondiscrimination), or whether there is an arbitrary and capricious application of the provisions of one (1) or more sections of this Article.

25.7 Type of Payment for Assigned Duties.

- (a) Duties and responsibilities assigned by the University to a Faculty Member that do not exceed the available established FTE for the position shall be compensated through the payment of salary, not OPS.
- (b) Duties and responsibilities assigned by the University to a Faculty Member which are in addition to the available established FTE for the position will be compensated through Other Personal Services (OPS), not salary.

25.8 2023-2024 Wages

- ~~(a) Two point nine percent (2.9%) cost of living increase from recurring resources. To be eligible for the 2.9% base salary cost of living adjustment, Faculty must be employed by the University on or before August 8, 2022 and be continuously employed in an eligible faculty position through the agreed upon effective date. Base salary excludes administrative supplements and pay for temporary duties. This two point nine percent (2.9%) recurring cost of living adjustment will be effective September 3, 2023 or the first day of the pay period after ratification by both parties, whichever comes later. The Faculty must have a current performance evaluation on file and have not received a notice of non-reappointment, termination, or separation with advance notice prior to the effective date of the cost of living adjustment.~~
- ~~(b) Merit based recurring increase. Faculty who are employed as of August 8, 2021 and who are continuously employed through the agreed upon effective date and who received a rating of Distinguished on the completed 21-22 performance evaluation will receive a 4% recurring merit increase to the base salary. Faculty who are employed as of August 8, 2021 and who are continuously employed through the agreed upon effective date and who received a rating of Excellent on the completed 21-22 performance evaluation will receive a 3% recurring merit increase to the base salary. Faculty who are employed as of August 8, 2021 and who are continuously employed through the agreed upon effective date and who received a rating of Good on the completed 21-22 performance evaluation will receive a 2% recurring merit increase to the base salary. Base salary excludes administrative supplements and pay for temporary duties. This recurring merit increase to the base salary will be effective the first day of the second pay period after their 2.9% adjustment to base salary. Faculty who have received a notice of non-reappointment, termination, or~~

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separation with advance notice prior to the effective date of the recurring merit increase will not be eligible. For the purpose of the merit-based recurring increase, the 21-22 performance evaluation rating will be the Dean's overall rating.

- (a) Merit-based recurring increase. Faculty who are employed as of August 8, 2022, and who are continuously employed through August 8, 2024 ("Effective Date") and who received a rating of Distinguished on the completed 22-23 performance evaluation will receive a 4% recurring merit increase to the base salary. Faculty who are employed as of August 8, 2022, and who are continuously employed through the Effective Date and who received a rating of Excellent on the completed 22-23 performance evaluation will receive a 3% recurring merit increase to the base salary. Faculty who are employed as of August 8, 2022, and who are continuously employed through the Effective Date and who received a rating of Good on the completed 22-23 performance evaluation will receive a 2% recurring merit increase to the base salary. For 9-month Faculty base salary at the end of the 23-24 Academic Year (May 6, 2024) will be used to calculate this recurring increase and will exclude administrative supplements and pay for temporary duties. For 12-month Faculty base salary on August 7, 2024, will be used to calculate this recurring increase and will exclude administrative supplements and pay for temporary duties. This recurring merit increase to base salary will be effective August 8, 2024. Faculty who have received a notice of non-reappointment, termination, or separation with advance notice prior to the Effective Date will not be eligible. For the purpose of the merit-based recurring increase, the 22-23 performance evaluation rating will be the Dean's overall rating.

25.9 One-time Base Salary Inversion Adjustment.

On November 12, 2023, the University will make a one-time base salary adjustment as follows:

- (a) The base salary of a Full Professor shall be adjusted if it is less than the average salary ("the average") of the two most recently hired Assistant Professors within the same primary teaching discipline or the average salary of the two most recently hired or promoted Associate Professors within the same primary teaching discipline. The adjustment will equalize a Full Professors salary to whichever average is higher.
- (b) The base salary of an Associate Professor shall be adjusted if it is less than the average salary ("the average") of the two most recently hired Assistant Professors within the same primary teaching discipline. The adjustment will equalize an Associate Professor's salary to the average.
- (c) The base salary of an Assistant Professor shall be adjusted if it is less than the average salary ("the average") of the two most recently hired Assistant Professors within the same primary teaching discipline. The adjustment will equalize an Assistant Professor's salary to the average.
- (d) The base salary of an Assistant Professor of Professional/Clinical Practice shall be adjusted if it is less than the average salary ("the average") of the two most recently hired Assistant Professors of Professional/Clinical Practice within the same primary teaching discipline. The adjustment will equalize an Assistant Professor's salary to the average.
- (e) The base salary of a University Librarian shall be adjusted if it is less than the average salary ("the average") of the two most recently hired Assistant Librarians or the average salary of the two most recently hired or promoted Assistant Librarians. The adjustment will equalize a University Librarian's salary to whichever average is higher.

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- (f) ~~The base salary of an Associate Librarian shall be adjusted if it is less than the average salary ("the average") of the two most recently hired Assistant Librarians. The adjustment will equalize an Assistant Librarian's salary to the average.~~
- (g) ~~The base salary of an Assistant Librarian shall be adjusted if it is less than the average ("the average") of the two most recently hired Assistant Librarians. The adjustment will equalize an Assistant Librarian's salary to the average.~~
- (h) ~~The base salary of an Instructor or Lecturer shall be adjusted if it is less than the average salary ("the average") of the two most recently hired Instructors or Lecturers. The adjustment will equalize an Instructor or Lecturer's salary to the average.~~
- (i) ~~The base salary of a Research Associate shall be adjusted if it is less than the average salary ("the average") of the two most recently hired Research Associates. The adjustment will equalize a Research Associate's salary to the average.~~
- (j) ~~No salary adjustment pursuant to this section will be less than two hundred and fifty (250.00) or greater than six thousand (6,000.00) dollars.~~
- (k) ~~For the purposes of calculating the average salary, the two most recently hired refers to those Faculty hired from August 8, 2020 to the effective date of the increase, excluding those hired in visiting status. Faculty in a visiting status are excluded from receiving a salary adjustment under this section.~~
- (l) ~~For the purposes of the inversion calculation, the rank and base salary of Faculty at the end of the 2022-2023 Academic Year will be used in the comparison and calculation of the inversion amount adjusted for any increase for sustained performance evaluation effective August 8, 2023. For the purpose of these calculations, the end of the Academic Year is May 5, 2023.~~
- (m) ~~If there are no two recently hired or promoted Faculty Members from which to calculate an average salary, the salary of the one recently hired or promoted Faculty Member will constitute the baseline "average salary" and be used to calculate inversion increases for eligible Faculty.~~
- (n) ~~No salary adjustment pursuant to this section will be implemented if the Faculty Member has been issued a notice of non-reappointment, termination or tendered a resignation prior to the effective date of this increase.~~

25.9 One-Time Salary Adjustment for Instructors, Lecturers and Research Associates.

(a) The University will provide, effective August 8, 2024, a \$1,000 recurring base salary increase to eligible in-unit Instructors, Lecturers and Research Associates.

(b) To be eligible for the increase, Instructors, Lecturers and Research Associates must:

- (1) Have at least three consecutive years' experience as an in-unit Instructor, Lecturer or Research Associate;
- (2) As of August 8, 2023, have been employed under a "multiyear appointment," as defined in Article 9.4(f)(3)(a) of the 2020-2023 CBA;
- (3) Have not been issued a notice of non-reappointment or termination or tendered a resignation prior to the effective date of this increase; and
- (4) Have not received an increase for a multi-year contract in the amount of \$1,000 on December 10, 2023.

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Both parties have tentatively agreed to Article 25, Salaries:

Michael Mattimore
Michael Mattimore, UWF Chief Negotiator

Jonathan Fink
Jonathan Fink, UFF Chief Negotiator

May 2, 2024

May 1, 2024

Date: April 22, 2024

**APPENDIX A
POSITION CLASSIFICATIONS IN THE BARGAINING UNIT**

All Faculty at the University of West Florida in the following position classifications holding regular, visiting, provisional, research, affiliate, or joint appointments are included in the bargaining unit.

- 8862 ~~Associate Clinical Professor~~ Vacant
- 8863 ~~Clinical Professor~~ Vacant
- 9001 Professor
- 9002 Associate Professor
- 9003 Assistant Professor
- 9004 Instructor
- 9005 Lecturer
- 9009 Eminent Scholar
- 9116 Professor of Professional/Clinical Practice
- 9053 University Librarian
- 9054 Associate University Librarian
- 9055 Assistant University Librarian
- 9056 Instructor Librarian
- 9120 Associate in
- 9121 Assistant in
- 9145 Assistant Professor of Professional/Clinical Practice
- 9146 Associate Professor of Professional/Clinical Practice
- 9160 Research Scholar/Scientist/Engineer
- 9161 Associate Research Scholar/Scientist/Engineer
- 9162 Assistant Research Scholar/Scientist/Engineer
- 9166 Research Associate
- 9173 Counselor/Advisor

All employees with the following class code and titles are excluded from the Bargaining Unit:

- 9001 Vice President, Associate Vice President, Director, Dean, Associate Dean, Chair
- 9002 Associate Vice President, Associate Dean, Chair, Assistant Dean, Director
- 9003 Associate Dean, Assistant Dean, Director, Associate Vice President
- 9004 Assistant Dean, Director, Associate Director
- 9053 Director University Library, Associate Director University Library, Manager
- 9120 Manager
- 9199 Faculty Administrator, Director, Associate Director, and all other employees of the University of West Florida are excluding from this Bargaining Unit

Two classifications (8862 and 8863) needed to be revised to show the correct title of the classification as outline to PERC. Appendix A was revised and agreed upon by both parties on April 22, 2024.

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Michael Mattimore
Michael Mattimore, UWF Chief Negotiator

May 2, 2024

Jonathan Fink
Jonathan Fink, UFF Chief Negotiator

May 1, 2024

**Board of Trustees
Full Board Meeting
June 20, 2024**

2024-2025 Presidential Goals and Objectives

Recommended Action:

Approve the 2024-2025 Presidential Goals and Objectives

Background Information:

In accordance with University Policy BOT-14-14.01-06/17 Presidential Evaluation Policy, President Saunders' 2024-2025 Goals and Objectives are being presented to the Board of Trustees for approval.

President Saunders' 2024-2025 Goals and Objectives were reviewed by the Presidential Performance Evaluation and Metrics Ad Hoc Committee at their May 30, 2024, meeting. The committee recommends approval of the goals by the full Board of Trustees.

Implementation Plan:

N/A

Fiscal Implications:

N/A

Relevant Authority:

University Policy BOT-14-14.01-06/17 Presidential Evaluation Policy

Supporting Documents:

1. 2024-2025 Presidential Goals and Objectives
2. University Policy BOT-14-14.01-06/17 Presidential Evaluation Policy

Prepared by:

Anna Lochas, BOT Liaison, alochas@uwf.edu

Presenter:

Jill Singer, PPEM Committee Chair

2024-27 THREE YEAR PRESIDENTIAL GOALS

= Previously Approved Goal = New Proposed Goal

UWF Strategic Direction: Student Centered and Focused

Presidential Goal	FY 24-25	FY 25-26	FY 26-27	Anticipated Outcomes
Add 5 full scholarships	X	X	X	Recruit high-achieving students Visibility
Achieve 100% housing utilization of total available beds	X	X	X	Student retention Increase graduation rate Strengthen campus life
Sustain and expand the pipeline for STEM talent to fill critical jobs needs in the region and state	X			Increased degree productivity and program efficiency Increased community and business workforce Improved scores on PBF metrics 1,2,6,8
Enhance parent engagement for student success	X	X		Student retention Increase graduation rate Strengthen campus life
Align Academic Engagement Programs to Enhance Student Retention and Success	X	X	X	Student retention Increase graduation rate Strengthen campus life
Maintain or increase total PBF metric score	X	X	X	
Implement Strategic Enrollment Plan 2023-2028	X	X	X	Improve student enrollment and retention
Provide access to high-impacts practices for students	X	X	X	Improve student learning and retention Prepare students for life beyond the classroom Improve metrics 1 and 10a
Build Student Resilience	X	X	X	Promote health and wellbeing Develop wellness dashboard; improve retention Improve metrics 4 and 5

UWF Strategic Direction: Employee Success

Presidential Goal	FY 24-25	FY 25-26	FY 26-27	Anticipated Outcomes
Develop and implement plan for employee retention	X			Improved overall performance Stable retention numbers
Offer pedagogy workshops for faculty geared toward improving student success	X	X	X	Increased retention/graduation rate Employee success Enhanced faculty engagement

UWF Strategic Direction: Exceptional Academic Programming and Scholarship Aligned with State Needs

Presidential Goal	FY 24-25	FY 25-26	FY 26-27	Anticipated Outcomes
Create new strategic plan for UWF Emerald Coast campus	X			Increase enrollment Strengthen presence in FWB
Launch strategic plan for UWF Emerald Coast		X		Strengthen presence in FWB
Launch Civil Engineering degree program (contingent on recurring funding)		X		Increase enrollment
Establish a UWF Center for Land Development (contingent on recurring funding)	X	X		Increase enrollment Visibility Strengthen community partnerships
Develop talent pipeline programming with major employers	X	X		Hire pipeline coordinator Strengthen employer partnerships Develop new employment pathways Improve Metric 1
Host Board of Governors meeting	X			Visibility for UWF
Establish Water Quality Research Center (pending Governor's approval)	X			Increased funded research Increased service to region
Develop strategic plan for research and scholarly activity	X			Increased funded research
Develop proposal for Ph.D. in Health & Human Performance Analytics	X			Fill critical healthcare needs Align with state workforce needs
Enhance academic programming through Data and AI certificates	X	X	X	

UWF Strategic Direction: Community and Economic Engagement

Presidential Goal	FY 24-25	FY 25-26	FY 26-27	Anticipated Outcomes
Strengthen donor support Strengthen alumni engagement	X	X	X	Strengthen donor support Strengthen alumni engagement
Continue Public Phase of Capital Campaign	X	X		Increase financial support
Complete Capital Campaign			X	Increase financial support
Strengthen Florida Alumni Network	X	X	X	Strengthen alumni connections throughout the state to create a groundswell of support in financial and legislative avenues
Strengthen Campus and Community Partnership Engagement	X	X	X	Strengthen mutually beneficial community partnership Highlight successful partnerships Recognize community leadership Assess community engagement
Feasibility study lab school (pending Governor's approval)	X			Strengthen community educational outcomes Align with state workforce needs

UWF Strategic Direction: Infrastructure

Presidential Goal	FY 24-25	FY 25-26	FY 26-27	Anticipated Outcomes
[Phase 1] Landscape Master Plan	X			Visibility Efficiency
Implement Campus Master Plan	X	X	X	Visibility Efficiency
Build Gooden Center Addition	X			Expanded opportunities for students and student-athletes
Improve roads, parking lots and related infrastructure	X	X		Visibility Efficiency Stewardship of Assets
Continue planning for on-campus athletic stadium	X			Strengthen campus life

Infrastructure Continued

Presidential Goal	FY 24-25	FY 25-26	FY 26-27	Anticipated Outcomes
Demolish off-line residence halls	X	X		Create room for expansion
Complete Satellite utility plant		X		Create room for expansion
Develop Plan for ERCCD Expansion (Pending funding)	X	X		Employee/student retention
Complete ERCCD Expansion			X	Employee/student retention
Break ground football stadium			X	Enhance campus life Increase opportunities for public/private partnerships
Develop Plan for new residence hall	X			Increase enrollment Increase retention
Break ground new residence hall			X	Increase enrollment Increase retention

UWF Strategic Direction: Operational Excellence

Presidential Goal	FY 24-25	FY 25-26	FY 26-27	Anticipated Outcomes
Increase automation for operational efficiency	X			Reduced costs
Streamline process for curriculum changes	X			Improve alignment with workforce Strengthen Metric 1 score

UWF Strategic Direction: Culture of Inclusion and Civility

Presidential Goal	FY 24-25	FY 25-26	FY 26-27	Anticipated Outcomes
Foster a climate of civil discourse according to the principles set forth in the State University System Free Expression Statement and the Board of Governor’s Civil Discourse Final Report	X	X	X	Improved overall performance Develop campus-wide civil discourse workgroup Hire civil discourse coordinator Offer programming and training

**Board of Trustees
Full Board Meeting
June 20, 2024**

Resolution 2024.1 in Recognition of Distinguished Service

Recommended Action:

Adopt Resolution 2024.1 in Recognition of Distinguished Service by Ariauna Range, Trustee and SGA President.

Background Information:

Ariauna Range served as President of the UWF Student Government Association and as a member of the UWF Board of Trustees from April 2023 to April 2024. Trustee Range also served as a member of the UWF BOT Student Affairs Committee. Trustee range showed exemplary leadership to the University through her involvement in several student organizations and programs. Trustee Range was a dual-major student in the Kugelman Honors Program, graduating Summa Cum Laude, earning a Bachelor of Arts in Political Science and a Bachelor of Arts in Legal Studies. The UWF Board of Trustees recognizes the contributions Ariauna Range has made to UWF and this resolution serves as a token of the board's sincerest thanks.

Implementation Plan:

N/A

Fiscal Implications:

N/A

Relevant Authority:

N/A

Supporting Documents:

1. Resolution

Prepared by:

Anna Lochas, BOT Liaison, Officer of the President, alochas@uwf.edu, 850-474-2449

Presenter:

Suzanne Lewis, BOT Chair



BOARD OF TRUSTEES

IN RECOGNITION AND PROFOUND APPRECIATION
OF DISTINGUISHED SERVICE

TRUSTEE ARIAUNA RANGE

WHEREAS, Trustee Ariauna Range has loyally served on the University of West Florida Board of Trustees since April 2023 and has served with distinction on the Board of Trustees Student Affairs Committee; and

WHEREAS, Trustee Range provided exemplary leadership to the University of West Florida Student Government Association, serving as Vice Chair of the Freshman Committee, serving as Senate Pro Tempore, and then serving as Student Body President from April 2023 to April 2024; and

WHEREAS, Trustee Range has been an active member of the UWF student community where she was involved in several student organizations including Alpha Kappa Alpha Sorority, Incorporated, the Campus Activity Board, the African American Student Association, and the Florida Student Association; and

WHEREAS, Trustee Range, was a dual-major student in the Kugelman Honors Program, graduating Summa Cum Laude, earning a Bachelor of Arts in Political Science and a Bachelor of Arts in Legal Studies; and

WHEREAS, Trustee Range, has identified that her time at UWF and her involvement in SGA and other student organizations has made her a well-rounded leader, and she has stated that "she will be forever grateful for the experience"; and

NOW, THEREFORE BE IT RESOLVED that the University of West Florida Board of Trustees, at its regular meeting on this 20th day of June, the year of 2024, does hereby recognize and commend Trustee Ariauna Range for her many contributions to the University of West Florida; and

BE IT FURTHER RESOLVED that this resolution is included in the minutes of the meeting and a copy presented to Trustee Ariauna Range as a token of the Board's appreciation and sincerest thanks.

Suzanne Lewis
Board of Trustees Chair

Martha D. Saunders
President

**Board of Trustees
Full Board Meeting
June 20, 2024**

Resolution 2024.2 in Recognition of Distinguished Service

Recommended Action:

Adopt Resolution 2024.2 in Recognition of Distinguished Service by Robert Sires.

Background Information:

Robert Sires was appointed to the University of West Florida Board of Trustees by Governor Rick Scott on March 24, 2016. Trustee Sires has served on several BOT committees including the Academic Affairs Committee, the Audit and Compliance Committee, and he served as chair of the Finance, Facilities, and Operations Committee. Trustee Sires also served as the BOT representative on the UWF Business Enterprises, Inc. Board of Directors. The UWF Board of Trustees recognizes the contributions Robert Sires has made to UWF and this resolution serves as a token of the board's sincerest thanks.

Implementation Plan:

N/A

Fiscal Implications:

N/A

Relevant Authority:

N/A

Supporting Documents:

1. Resolution

Prepared by:

Anna Lochas, BOT Liaison, Officer of the President, alochas@uwf.edu, 850-474-2449

Presenter:

Suzanne Lewis, BOT Chair



BOARD OF TRUSTEES

IN RECOGNITION AND PROFOUND APPRECIATION
OF DISTINGUISHED SERVICE

TRUSTEE ROBERT SIRES

- WHEREAS,** Trustee Robert Sires was appointed to the University of West Florida Board of Trustees by Governor Rick Scott, and has loyally served on the board since March 24, 2016; and
- WHEREAS,** Trustee Sires served with distinction as Chair of the Finance, Facilities, and Operations Committee; as a member of the Academic Affairs Committee; as a member of the Audit and Compliance Committee; and as a member of the UWF Business Enterprises, Inc. Board of Directors; and
- WHEREAS,** Trustee Sires focused his efforts as Trustee on the University's operations, maintenance, and finances to ensure "the University could deliver the best resources possible to the great students of UWF"; and
- WHEREAS,** Trustee Sires is an inspiring example of leadership and entrepreneurship as founder and majority owner of several major corporations, and Trustee Sires is engaged in the community having served as a member of Governor Rick Scott's Advisory Board, and serving as advisor and key donor for The Green Beret Foundation; and
- WHEREAS,** Trustee Sires has enjoyed his time as Trustee noting that it has made him "happy to see how dedicated the leaders and faculty of UWF were in creating one of the top Universities not only in Florida but in the country"; and

NOW, THEREFORE BE IT RESOLVED that the University of West Florida Board of Trustees, at its regular meeting on this 20th day of June, the year of 2024, does hereby recognize and commend Trustee Robert Sires for his many contributions to the University of West Florida, and a copy of this resolution serves as a token of the board's sincerest thanks; and

BE IT FURTHER RESOLVED that this resolution will be included in the minutes of the June 20, 2024, Board of Trustees meeting.

Suzanne Lewis
Board of Trustees Chair

Martha D. Saunders
President

**Board of Trustees
Full Board Meeting
September 14, 2023****2024 Legislative Session Update**

Recommended Action:
Informational

Background Information:
Overview of the policy and budgetary events that occurred during the 2024 Legislative Session, which concluded March 8, 2024.

Implementation Plan:
N/A

Fiscal Implications:
Unknown at this time.

Relevant Authority:
N/A

Supporting Documents:
N/A

Prepared by:
Anamarie Mixson, Assistant Vice President, Office of the President, 850-474-2076,
amixson@uwf.edu.

Presenter:
Abigail Megginson, Director of Government Relations



UNIVERSITY *of*
WEST FLORIDA

Legislative Session Update

Presented by Abigail Megginson

Director of Government Relations

- **Undergraduate Civil Engineering Program - \$1,500,000**
- **Lab School Feasibility Study - \$750,000**
- **University of West Florida Water Quality Research Center, CEDB - \$5,000,000**

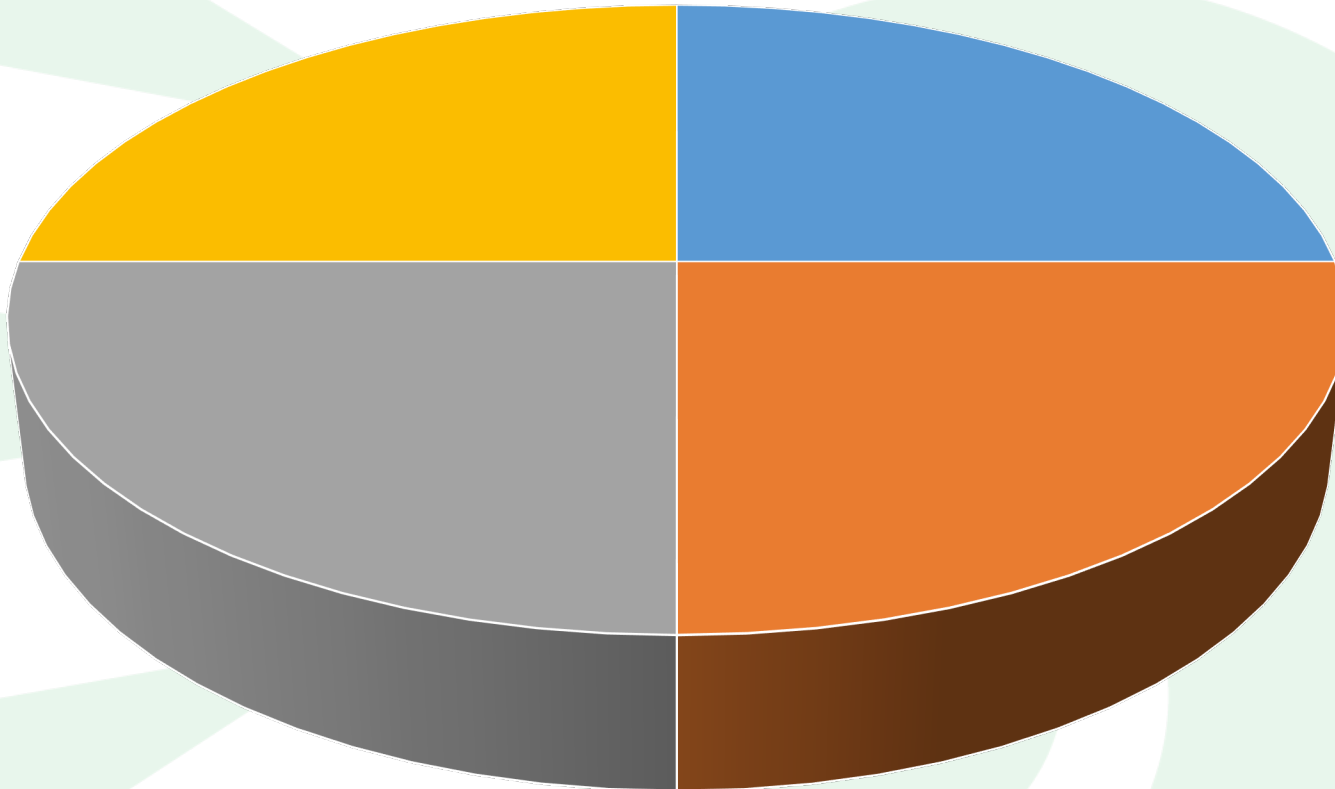
Legislature Approved Capital Outlay - March 8, 2024

- **UWF Critical Infrastructure – Satellite Utility Plant Phase II - \$10,000,000**
- **UWF Science and Engineering Research Wing Phase II - \$26,216,727**
- **Educational Research Center for Child Development Expansion - \$750,000**

After Vetoes

- **UWF Critical Infrastructure – Satellite Utility Plant Phase II - \$10,000,000**
- **Operational Enhancements – \$12,000,000 recurring**

Investments



- Academic Programs of Strategic Importance - \$3M
- Student Recruitment & Retention - \$3M
- Student Support & Affordability - \$3M
- Faculty & Staff Retention & Success - \$3M

- **HB 707 - State University Unexpended Funds**
- **SB 494 - Graduate Program Admissions**
- **HB 403 - Specialty License Plates**



**Board of Trustees
Full Board Meeting
June 20, 2024**

2024 UWF Board of Trustees Self-Evaluation Effectiveness Survey

Recommended Action:

Information Item

Background Information:

As the body that holds in trust the fundamental autonomy and ultimate well-being of the institution, the governing board of an institution is a critical element in the success of the institution. The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) holds that the Board of Trustees participation in self-evaluation is an important quality marker as part of an educational institution's annual strategic planning and evaluation process.

The UWF Board of Trustees has responsibilities as delegated by the State University System of Florida Board of Governors. On June 7, 2019, at the Trustee Retreat, the UWF Board of Trustees identified nine areas of responsibility as the most important for the self-evaluation process. The nine areas are:

1. Set Strategic Direction and Educational Mission
2. Appoint, Support, and Evaluate the University President
3. Academic Program Oversight
4. Resources/Fiscal Management
5. Sound Judgment
6. Community Relations/Advocacy
7. Legislative/Governmental Affairs
8. Board of Trustees Meeting Preparation and Attendance
9. Philanthropy

Based on the nine areas of responsibility, the trustees also selected questions to be used in the Board of Trustees Self-Evaluation Effectiveness Survey which related directly to each of the areas of responsibility. The UWF Board of Trustees has administered this Self-Evaluation Effectiveness Survey in 2020 and 2022. 2024 is the next administration of the survey and is in keeping with UWF Policy on Board Self-Evaluation.

Implementation Plan:

- June 24, 2024 – UWF Board of Trustees Self-Evaluation Effectiveness Survey will be sent to trustees via email. Survey will remain open for response through July 31, 2024.
- September 12, 2024 – Board to review and approve Self-Evaluation Effectiveness Survey Results for FY2024.

Fiscal Implications:

None.

Relevant Authority:

UWF Policy 15.00-03/23 Board Self-Evaluation

Supporting Documents:

1. UWF Board of Trustees Self-Evaluation Effectiveness Survey Questions
2. The University of West Florida Board of Trustees Purpose, Authorities, Rules & Responsibilities

Prepared by:

Angela Bryan, Director of Institutional Effectiveness and SACSCOC Liaison, Academic Affairs, 850-473-7234, abryan@uwf.edu

Presenter:

Suzanne Lewis, Chair, UWF Board of Trustees

Area of Responsibility: Set Strategic Direction and Educational Mission

Area of Responsibility: Set Strategic Direction and Educational Mission

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The board regularly reviews the mission, vision, and strategic goals of the university and the State University System.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The board committee structure is effective and appropriate to the work of the board.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The board periodically reviews and evaluates policies and procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

For any items identified as Disagree or Strongly Disagree, please provide context and details below.

Area of Responsibility: Appoint, Support and Evaluate the University President

Area of Responsibility: Appoint, Support and Evaluate the University President

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The board regularly evaluates the president of the university.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Board procedures for succession, selection, and evaluation of the president are clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

For any items identified as Disagree or Strongly Disagree, please provide context and details below.

Area of Responsibility: Academic Program Oversight

Area of Responsibility: Academic Program Oversight

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Board members are adequately informed on the educational programs of the university so as to provide effective oversight.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

For any items identified as Disagree or Strongly Disagree, please provide context and details below.

Area of Responsibility: Resources/Fiscal Management

Area of Responsibility: Resources/Fiscal Management

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Board members are adequately informed on the financial health of the university so as to provide effective oversight.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

For any items identified as Disagree or Strongly Disagree, please provide context and details below.

Area of Responsibility: Sound Judgment

Area of Responsibility: Sound Judgment

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The board adheres to a comprehensive conflict of interest policy and addresses conflicts appropriately.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The board maintains appropriate and effective administrative oversight of the activities of the university.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

For any items identified as Disagree or Strongly Disagree, please provide context and details below.

Area of Responsibility: Community Relations/Advocacy

Area of Responsibility: Community Relations/Advocacy

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The board ensures the institution plays a positive social and economic role in the communities it serves.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

For any items identified as Disagree or Strongly Disagree, please provide context and details below.

Area of Responsibility: Legislative/Governmental Affairs

Area of Responsibility: Legislative/Governmental Affairs

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The board advocates State University System interests to state agencies and legislators.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

For any items identified as Disagree or Strongly Disagree, please provide context and details below.

Area of Responsibility: Board of Trustees Meeting Preparation & Attendance

Area of Responsibility: Board of Trustees Meeting Preparation & Attendance

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The board promotes an environment where members feel engaged, respected, and empowered to raise issues for discussion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The board productively explores ideas by engaging in robust discussions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

For any items identified as Disagree or Strongly Disagree, please provide context and details below.

Area of Responsibility: Philanthropy

Area of Responsibility: Philanthropy

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Board members actively engage and support philanthropic initiatives of the university.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Strongly Agree Agree Neutral Disagree Strongly Disagree

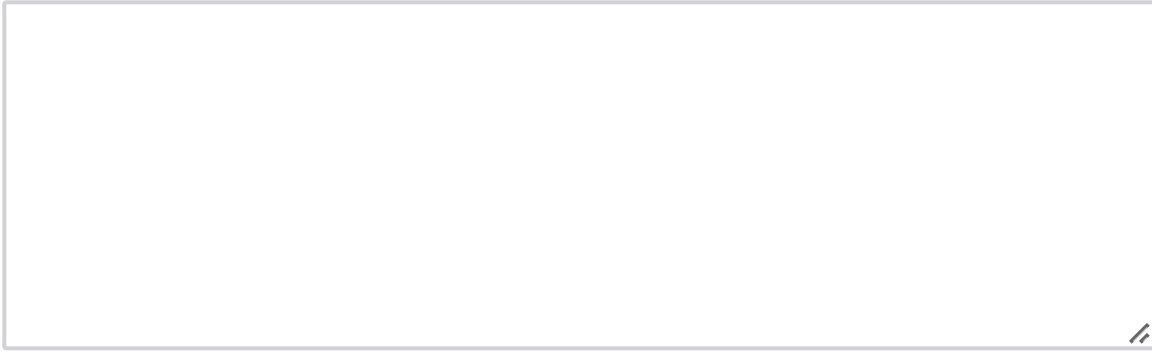
The board monitors auxiliary organizations (e.g. alumni, foundations, institutes).

For any items identified as Disagree or Strongly Disagree, please provide context and details below.

Open-Ended Questions

What are the major accomplishments of the board in the past year?

What are the areas in which the board could improve?



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The University of West Florida Board of Trustees

Purpose, Authorities, Roles & Responsibilities

(As of 4/23/13)

Statement of Purpose

The University of West Florida Board of Trustees is responsible for the effective governance of the University of West Florida.

Board of Trustees Collective Responsibilities

1. Responsibilities as listed in FL State Statutes (*Summary below*)
2. Set the institution's strategic mission and purpose
3. Appoint and compensate the president
4. Support and monitor the performance of the president
5. Assess board performance
6. Set the direction for and approve the University's strategic plan
7. Ensure academic programs meet the needs of the region
8. Ensure adequate resources and prudent fiscal management
9. Ensure effective management
10. Preserve institutional independence
11. Ensure proper community integration through relationships with other social, educational and business enterprises
12. Be an advocate for the institution by interpreting it to its publics
13. Participate as appropriate in legislative and governmental affairs
14. Ensure an exemplary board reputation
15. Lead by example in institutional philanthropic efforts
16. Abide by open meeting laws

Board of Trustees Individual Responsibilities

The Association of Governing Boards (AGB) training materials (cited below) that were either used or cited in our Board Development Workshop note that individual trustees have no special authority in their individual capacities.

The authority of the Board is a collective authority, except to the extent specifically delegated to an individual (such as the chair) or to a committee. In addition, in Florida, when an individual trustee or group of trustees is acting pursuant to such a delegation, they may be subject to the open meetings and other provisions of the Sunshine law.

The AGB points out that individual trustee should avoid requesting special privileges of the institution or of its personnel. Likewise, personnel contacting BOT members should be directed to their appropriate supervisor or Vice President in accordance with procedures to be designated by the President/Corporate Secretary who is responsible for institutional communications with the Board and for the implementation of Board actions and requests.

1. Familiarization with BOT agenda items and topics of concern
2. Meeting attendance (four meetings annually, one strategic planning session, emergency meetings as needed)
3. Committee participation

May 31, 2019

4. Asking relevant questions and bringing issues of concern and expertise to the boardroom
5. Knowledge of the institution
6. Accepting majority opinion and collective consensus
7. Participating in campus functions as appropriate
8. Promoting the institution in all appropriate circles
9. Exercising sound judgment
10. Referring requests for information to the board chair or president
11. Supporting the president and reporting concerns to him/her
12. Defending the institutions' and board's autonomy
13. Leading our philanthropy efforts with an annual gift and with a contribution to our capital campaigns
14. Avoiding even the appearance of conflicts of interest

BOT Chair Responsibilities

BOG 1.001 The duties of the chair shall include presiding at all meetings of the board of trustees, calling special meetings of the board of trustees, and attesting actions of the board of trustees and notifying the Board of Governors or the Governor, as applicable, in writing whenever a board member has three consecutive unexcused absences from regular board meetings in any fiscal year, which may be grounds for removal.

UWF BOT Bylaws: The duties of the chair, in addition to the above, include appointing trustees to standing and ad hoc committees.

In addition, the Chair should:

1. Be knowledgeable about the institution and all its complexities.
2. Be the board's most effective advocate.
3. Conduct good board meetings and ensure the BOT deals with governance issues and delegates management issues.
4. Continue progress on board development.
5. Act as spokesperson for the BOT.
6. Develop the BOT agenda in consultation with the Corporate Secretary (president).
7. Appoint trustees to BOT committees.
8. Serve or appoints a representative to serve on DSO boards.
9. Serve as ex-officio on BOT committees.
10. Attend functions on behalf of the BOT.

BOT Vice Chair Responsibilities

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

BOT Faculty Trustee Responsibilities

Same as individual trustee responsibilities with the following exceptions/additions:

1. Serve as a liaison to the faculty senate in raising awareness in the faculty of board of trustee decisions and concerns.
2. Assist the board in understanding the intricacies and complexities of academia by

- reflecting and raising awareness of the BOT regarding faculty concerns and opinion.
3. AGB materials note that ex officio board members, such as the faculty trustee, do not technically "represent" the faculty, but rather serve in a capacity of broad public trust with a fiduciary responsibility to the university as a whole.

BOT Student Trustee Responsibilities

Same as individual trustee responsibilities with the following exceptions/additions

1. Serve as a liaison to the SGA in raising awareness in the SGA of board of trustee decisions and concerns.
2. Assist the board in understanding the intricacies and complexities of student life, by reflecting and raising awareness of the BOT regarding student concerns and opinion.
3. AGB materials note that ex officio board members, such as the student trustee, do not technically "represent" the students; rather they serve in a capacity of broad public trust with a fiduciary responsibility to the university as a whole.

Expertise needed on BOT

1. Board diversity is essential along several dimensions including but not limited to, ethnicity, geography, ideas, opinions, and talents
2. An affinity for the University of West Florida is essential for Board membership
3. Sufficient knowledge and understanding of the complexities of a large higher education organization
4. Ability to strengthen public confidence and trust in the organization and in higher education
5. A record of interest in higher education that demonstrates an understanding of its place in our diverse society
6. Intelligence, wisdom, breadth of vision, and a record of independent judgment
7. An inquiring mind and attitude of fairness in judgment
8. Sufficient time and energy to be an informed and active member
9. Understanding of the importance and role of philanthropy in a university

BOT Powers and Duties

A full statement of the powers and duties of the Board of Trustees of each of the Florida public universities are set forth in Board of Governors Regulation 1.001. A copy is attached.

References

Ingram, Richard, T.; New Trustee Orientation, Association of Governing Boards of Universities and Colleges, 2003.

Ingram, Richard, T.; Effective Trusteeship, Association of Governing Board of University and Colleges, 2004.

Ingram, Richard, T.; The Board Chair's Responsibilities, Association of Governing Board of University and Colleges, 2002.

UWF Board of Trustees Bylaws

**Board of Trustees
Full Board Meeting
June 20, 2024****Admission Deposit for Graduate International Students**

Recommended Action:

Informational

Background Information:

Over the past two years, the University of West Florida has made significant strides in attracting a wide range of international applicants. However, we have observed challenges related to students changing their enrollment decisions after receiving an admission offer from UWF, leading to potential issues such as over-enrollment in certain programs, logistical challenges in accommodating late arrivals, and a lower yield rate of admitted international graduate students. This initiative is designed to strengthen our commitment to fostering a global academic community, while also addressing challenges related to student commitment and transfer rates.

Implementation Plan:

The non-refundable international enrollment deposit will be implemented for the Fall 2024 admission cycle. This will allow sufficient time for communication with prospective students, adjustment of admission processes, and training of relevant staff members. Students will be required to pay the deposit at the point they “confirm their intent to enroll” in my.uwf.edu. The deposit must be paid before the Office of International Affairs will issue the Form I-20 to the student, which is required to obtain a student visa.

Fiscal Implications:

The admission deposit would provide UWF with a measure of financial security. In case a student decides not to enroll after securing admission, the deposit helps offset some of the costs associated with the admissions process and the potential loss of other prospective students.

Relevant Authority:

FS 1009.24(13)(g): A nonrefundable admissions deposit for undergraduate, graduate, and professional degree programs in an amount not to exceed \$200. The admissions deposit shall be imposed at the time of an applicant’s acceptance to the university and shall be applied toward tuition upon enrollment. If the applicant does not enroll in the university, the admissions deposit shall be deposited in an auxiliary account of the university and used to expand financial assistance, scholarships, and student academic and career counseling services at the university. The Board of Governors shall adopt a policy that provides for the waiver of such admissions deposit on the basis of financial hardship.

Supporting Documents:

1. PowerPoint
2. Implementation Plan Information and Florida State University System Institutions Requiring Admission Deposits

Prepared by:

Rachel Hendrix, Director, International Affairs, DAESA, 850-474-2368, rhendrix@uwf.edu

Presenter:

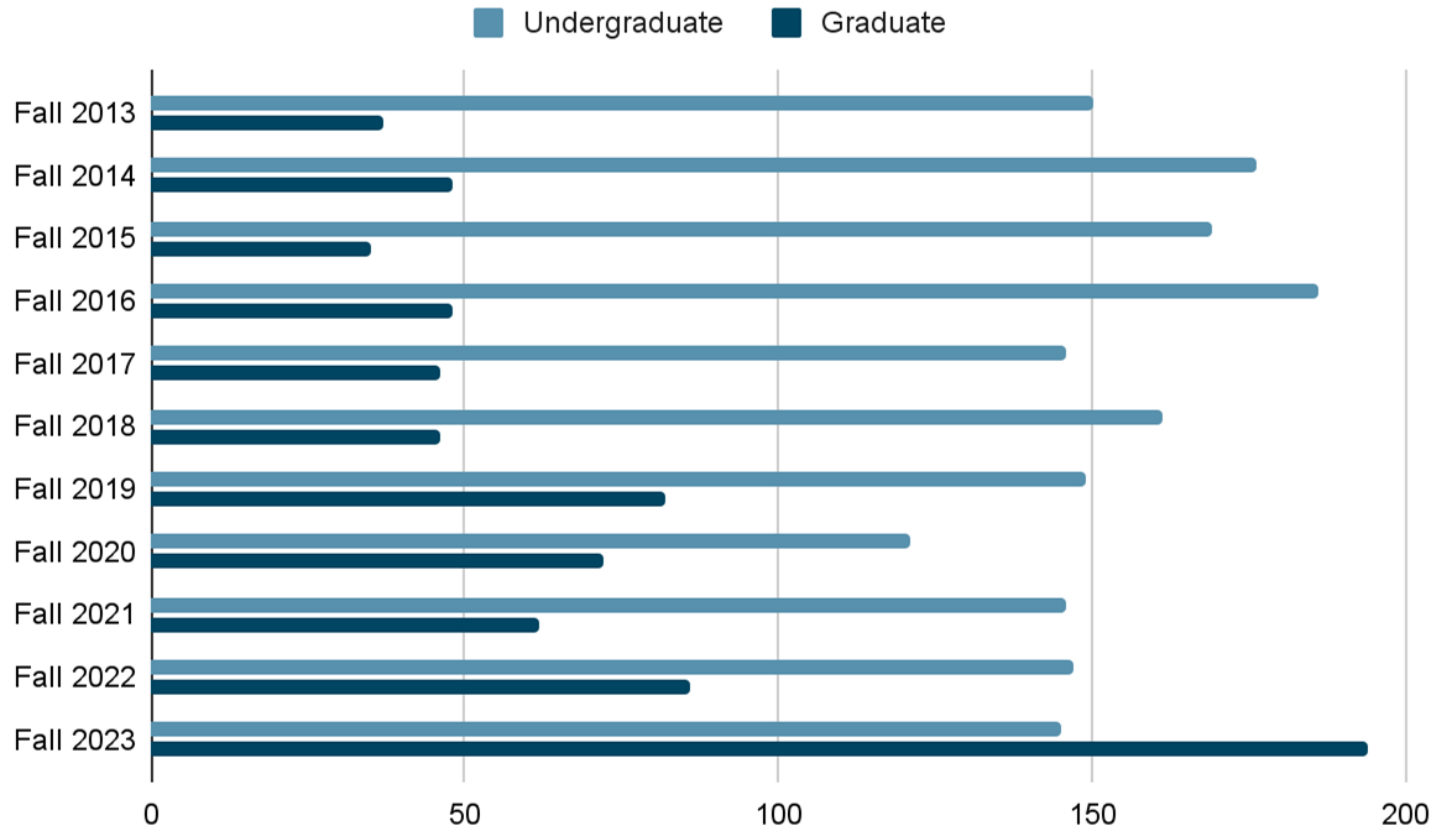
Rachel Hendrix, Director, International Affairs, DAESA, 850-474-2368, rhendrix@uwf.edu



Office of
International Affairs
UNIVERSITY *of* WEST FLORIDA

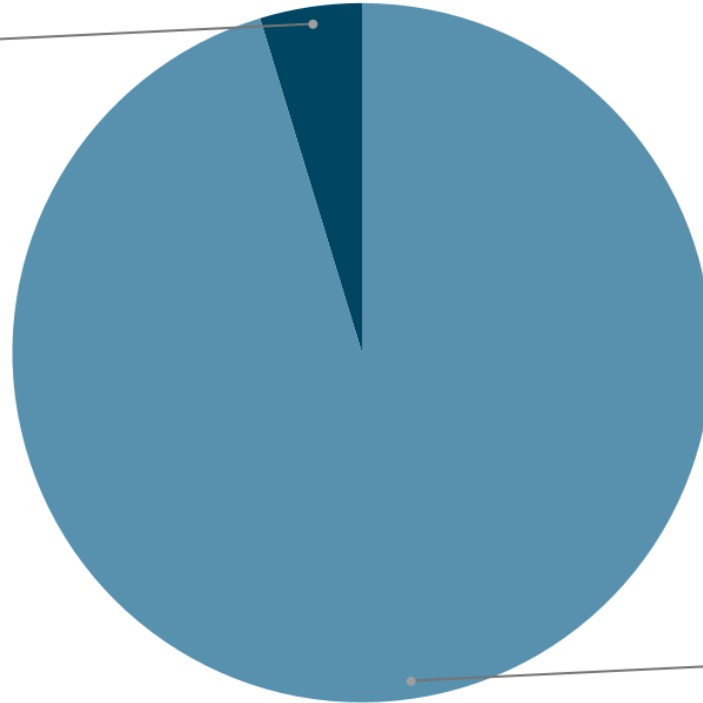
International Graduate Student Enrollment Deposit

UWF International Student Enrollment



Total Number of International Graduate Applicants Fall 2023

Enrolled
4.7%



Did not enroll
95.3%

Florida SUS With Admission Deposits

Institution	Amount of Deposit	Population Type
UF	\$200 for UG	all populations
FSU	\$200 for freshmen	all populations
UCF	\$200 for UG	all populations
FAU	\$200 for UG/\$2000 commitment fee for Study Group students	all populations
FIU	\$200 for UG, \$200 for Grad COB students	International population
USF	\$200 for freshmen	all populations
UNF	\$200 for UG and G	all populations
FAMU	\$200 for UG and G	all populations
FGCU	\$200 for UG	all populations
NCF	\$200 for UG and G	all populations
FPU	\$200 for UG and G	all populations

Implementation of Non-Refundable International Graduate Student Enrollment Deposit

Background:

Over the past two years, the University of West Florida has made significant strides in attracting a wide range of international applicants. However, we have observed challenges related to students changing their enrollment decisions after receiving an admission offer from UWF, leading to potential issues such as over-enrollment in certain programs, logistical challenges in accommodating late arrivals, and a lower yield rate of admitted international graduate students. This initiative is designed to strengthen our commitment to fostering a global academic community, while also addressing challenges related to student commitment and transfer rates.

Recommendation:

To address these challenges and encourage a higher level of commitment from admitted international students, we will implement a \$200 non-refundable international graduate student enrollment deposit. This deposit, required before the issuance of the Form I-20 needed for the student to apply for a student visa, will serve as an early indicator of a student's commitment to studying at UWF. The deposit amount will be reasonable and commensurate with industry standards, and it will be communicated to applicants during the admissions process. A \$200 admission deposit is standard practice with eleven of the other Florida State University System institutions as evidenced in the supporting document. The focus is on international graduate students as this is the population we are seeing our largest growth in applications and enrollments, with a 251% increase in international graduate student applications from Fall 22 to Fall 23 and a 110% increase in international graduate student enrollments from Fall 22 to Fall 23.

Positive Impacts:

1. **Increased Commitment:** The non-refundable international enrollment deposit will signify a higher level of commitment from admitted students, reducing the likelihood of last-minute withdrawals and transfers.
2. **Reducing No-Show Rates:** Some students may apply to multiple universities and then decide not to attend any of them. An admission deposit can act as a deterrent, reducing the likelihood of no-shows and enabling more effective planning.
3. **Managing Enrollment Numbers:** Due to capacity issues within some of our graduate programs, there are a limited number of seats available. An admission deposit can help manage enrollment numbers and prevent overcommitment, ensuring that we can maintain a balanced and manageable student population.
4. **Visa Application Assurance:** International students must apply for student visas in their home country before they can begin their programs. Having an admission deposit may strengthen the student's visa application by demonstrating financial commitment and stability, as they have invested in securing a place at UWF.

5. **Improved Program Planning:** By having a more accurate estimate of the number of committed international students, we can better plan for program capacities, housing, and support services, leading to a more streamlined and efficient operation.
6. **Enhanced Global Community:** A stronger commitment from international students will contribute to the development of a vibrant and engaged global community on campus, enriching the academic and cultural experiences of all students.
7. **Revenue Generation to Cover Administrative Costs:** Processing applications, issuing Form I-20s, and handling international admissions involve administrative costs. Admission deposits can help cover these expenses, ensuring that UWF has the necessary resources to support the admissions process for international students.
8. **Financial Security for UWF:** The admission deposit would provide UWF with a measure of financial security. In case a student decides not to enroll after securing admission, the deposit helps offset some of the costs associated with the admissions process and the potential loss of other prospective students.

Goal:

Our goal is to increase the yield of admitted graduate international students to 10% (currently at 4.7%) through the implementation of the non-refundable international enrollment deposit. This will be achieved by carefully monitoring the effectiveness of the deposit requirement and making data-driven adjustments to the deposit amount and communication strategy as needed.

Implementation Timeline:

The non-refundable international enrollment deposit will be implemented for the Fall 2024 admission cycle. This will allow sufficient time for communication with prospective students, adjustment of admission processes, and training of relevant staff members.

Conclusion:

The implementation of a non-refundable international enrollment deposit is a strategic step toward enhancing the overall international student experience at UWF. It will help us build a more committed global community, while also addressing logistical challenges associated with late withdrawals and transfers.

Attachment A

Florida State University System Institutions Requiring Admission Deposits

SUS schools requiring admission deposits	Amount of Deposit	Note:
UF	\$200 for UG	all populations
FSU	\$200 for freshmen	all populations
UCF	\$200 for UG	all populations
FAU	\$200 for UG/\$2000 commitment fee for Study Group students	all populations
FIU	\$200 for UG, \$200 for Grad COB students	International population
USF	\$200 for freshmen	all populations
UNF	\$200 for UG and G	all populations
FAMU	\$200 for UG and G	all populations
FGCU	\$200 for UG	all populations
NCF	\$200 for UG and G	all populations
FPU	\$200 for UG and G	all populations

**Board of Trustees
Full Board Meeting
June 20, 2024****SGA Brown/Griffin Platform**

Recommended Action:

Information Item

Background Information:

On Friday, April 5th, 2024, Student Government Association President Maggie Brown and Student Government Association Vice President Carey Griffin were sworn into their respective positions following being elected by the student body. The Brown/Griffin ticket ran with the We C.A.R.E. platform, which stands for Community, Accessibility, Relevance and Engagement.

Implementation Plan:

N/A

Fiscal Implications:

N/A

Relevant Authority:

N/A

Supporting Documents:

1. PowerPoint

Prepared by:

Maggie Brown, SGA President and Trustee

Presenter:

Maggie Brown, SGA President and Trustee



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C.A.R.E. Platform

Brown-Griffin Administration

- **Major:** International Studies and Art History
- **Hometown:** Pensacola, FL
- **Involvement:**
 - SGA Treasurer and Secretary of the Senate
 - Honors Council
 - Sexuality and Gender Equality (SAGE) founding member
 - Kugelmann Honors Program



• **Community**

- Spring Argo Arrival: Welcoming non-traditional and returning students with fun and engaging events aimed at community building
 - Commuter Student Services: Increasing partnerships with the Commuter Hub and the CSA to expand resources and commuter-specific events
 - More Argo Rallies: Working more with Athletics and FSL to grow Argo Spirit through sports events throughout the year
-

• **Accessibility**

- UWF Trolley Improvements: Bringing back the trolley tracking app and making trolley stops more accessible for student-athletes and international students
 - Mental Health Resources: Increasing visibility of CAPS services, especially online services, to UWF students and commuter students
 - Environmental Awareness: Partnering with environmental student organizations to educate the campus about green initiatives and the Green Fee
-

• **Relevance**

- SGA Education: Educating students and RSOs about the role of SGA and how we operate to support UWF students
 - Tailored Support for RSOs: 1:1 meetings with RSO officers to build deeper connections and attending club meetings throughout the year to show support
 - Visibility and Accessibility: Making SGA more visible on campus
-

• Engagement

- Student-centered surveys: Creating specialized surveys to poll the students about what they'd like to see on campus
 - Pensacola Community Outreach: Getting more involved with local government (BCC and Pensacola City Council)
 - Statewide Advocacy: Working more closely with UWF government relations and the Florida Student Association to lobby for students rights
-

We care about student life and experiences on campus, and we hope that through our C.A.R.E. initiatives, students will enjoy their stay at UWF for the 2024-2025 school year!

Questions?



Board of Trustees
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Announcements

2024 – 2025 Meetings and Events

August 15, 2024 Committee Meetings @ 9:00 a.m. via Zoom

September 12, 2024 Full Board Meeting @ 9:00 a.m. at the Conference Center

November 14, 2024 Committee Meetings @ 9:00 a.m. via Zoom

December 5, 2024 Full Board Meeting @ 9:00 a.m. at the Conference Center

February 13, 2025 Committee Meetings @ 9:00 a.m. via Zoom

March 20, 2025 Full Board Meeting @ 9:00 a.m. at the Emerald Coast Campus

May 8, 2025 Committee Meetings @ 9:00 a.m. via Zoom

June 12, 2025 Full Board Meeting @ 9:00 a.m. at the Conference Center

*ABG's National Conference on Trusteeship**

- April 1 & 2, 2025
- In Chicago, IL

**BOG Trustee Summit Cancelled for 2024*

Save the Date

- August 16, 2024 New Student Convocation
- September 26, 2024 State of the University
- December 4, 2024 UWF Holidayfest
- December 7, 2024 Fall Commencement
- TBD Honors Convocation
- TBD Employee Awards Program
- TBD Founders Week
- May 3, 2025 Spring Commencement



Board of Trustees
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Adjournment