Board of Trustees
UNIVERSITY of WEST FLORIDA

**Presidential Performance Evaluation
and Metrics Ad Hoc Committee Meeting
Wednesday, June 12, 2024
Zoom Webinar**

Zoom Webinar | Passcode: 196050

Agenda

   I. Call to Order   Jill Singer, Chair

   II. Roll Call   Anna Lochas

   III. Greeting   Jill Singer, Chair

   IV. Public Comment   Anna Lochas

   V. Approval of Minutes   Jill Singer, Chair

        a. May 30, 2024 – Committee Meeting Minutes

   VI. New Business   Jill Singer, Chair

        a. Action Item

             i. PPEM-1: Approve the 2023-2024 Presidential Evaluation Form

   VII. Announcements   Jill Singer, Chair

   VIII. Adjournment   Jill Singer, Chair

Board of Trustees
UNIVERSITY *of* WEST FLORIDA

Presidential Performance Evaluation and Metrics Ad Hoc Committee
Thursday, May 30, 2024
Zoom Webinar
DRAFT Minutes

Table of Contents

Committee Meeting   **2:00 p.m**.

The public was provided with information to join this virtual public meeting on the UWF Board of Trustees website.

   I.   Call to Order
      A. The meeting of the UWF Board of Trustees Presidential Performance Evaluation and Metrics Ad Hoc Committee was called to order at 2:00 p.m. by Committee Chair Jill Singer.

   II.   Roll Call
      A. Chair Singer asked Anna Lochas to conduct roll call. Trustees Jill Singer, Alonzie Scott, and Stephanie White were in attendance.

B. Others in attendance included:
   1. Dr. Martha Saunders, President; Jamie Sprague, Chief Human Resource Officer; Anamarie Mixson, Assistant Vice President for the Office of the President; Christophe Lizen, Director of Institutional Research; Michael Wyatt, Assistant General Counsel; Brittany Sherwood, Chief Communications Officer; and Anna Lochas, BOT Liaison.

III. Greeting
A. Chair Singer welcomed everyone to the meeting and stated that the committee had one action item and two information items to discuss.

IV. Public Comment
A. Chair Singer opened the floor for public comment. There were none.

V. Approval of Minutes
A. Chair Singer reminded the trustees that they had been given the opportunity ahead of time to review the minutes of the November 16, 2023, Presidential Performance Evaluation and Metrics Ad Hoc Committee Meeting. Chair Singer asked for a motion to approve the minutes as presented if there were no changes or corrections.
   1. Motion by: Trustee White
   2. Seconded by: Trustee Scott
   3. Motion passed unanimously.

VI. New Business
A. Action Item

   1. PPEM-1: President's Self Evaluation and Presidential Goals

      a. Chair Singer reviewed President Saunders' 2023-2024 Self-Evaluation with the Committee. Chair Singer asked President Saunders is she would like to comment. President Saunders recognized her Cabinet for their dedication in assisting her with her goals. President Saunders identified that UWF has enjoyed another strong year of growth. She further explained that all of her goals for the year have been or will be completed by the deadline. Chair Singer thanked President Saunders for her comments.

      b. Chair Singer reviewed President Saunders' 2024-2025 goals with the committee. Chair Singer asked President Saunders if she had any comments. President Saunders stated that they have set some aggressive goals for the next three years, but she and her leadership team are confident in them.

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      c. Chair Singer asked for motion to approve the Presidential Goals and Objectives as presented and recommend approval by the full Board of Trustees.
          i. Motion by: Trustee White
          ii. Seconded by: Trustee Scott
          iii. Motion passed unanimously.

B. Information Items

   1. INFO-1: 2023-2024 Presidential Evaluation Questionnaire
      a. Chair Singer informed that committee that they are scheduled to meet on Wednesday, June 12, 2024, to review and approve the 2023-2024 Presidential Evaluation. Chair Singer identified that a draft of the evaluation was provided in the agenda packet. Chair Singer asked that the committee review the draft evaluation and provide any feedback to Anna Lochas by Tuesday, June 4, 2024.

   2. INFO-2: President's Evaluation Timeline
      a. Chair Singer reviewed the Presidential Annual Performance Evaluation Timeline with the committee.

VII. Announcements
A. Chair Singer identified that all agenda items had been discussed. Chair Singer asked if the committee members had any additional business to discuss. No other business was discussed.

VIII. Adjournment   2:37 p.m.
A. Chair Singer thanked those in attendance for their participation. With no other business to discuss, Chair Singer adjourned the meeting at 2:37 p.m.

Board of Trustees
Presidential Performance Evaluation and Metrics Ad hoc Committee
June 12, 2024

2023-2024 Presidential Evaluation Form

Recommended Action:
Approve the 2023-2024 Presidential Evaluation Form

Background Information:
Per the Presidential Evaluation Policy BOT-14.01-06/17 schedule, the BOT Presidential Performance Evaluation and Metrics (PPEM) Ad Hoc Committee must provide the Trustees with the 2023-2024 Presidential Evaluation. The evaluation was created in Qualtrics and is now being presented to the committee for their review. Once approved by the committee, the evaluation will be sent to the Trustees. The Trustees will be given about four weeks to complete the evaluation in Qualtrics. The results of the evaluation will be compiled and reviewed at the August 13, 2024, PPEM Committee meeting.

Implementation Plan:
Once approved by the committee, the evaluation will be sent to the Trustees.

Fiscal Implications:
N/A

Relevant Authority:
University Policy BOT-14-14.01-06/17 Presidential Evaluation Policy

Supporting Documents:
1. Draft Presidential Evaluation Email
2. Draft Presidential Evaluation in Qualtrics
3. University Policy BOT-14-14.01-06/17 Presidential Evaluation Policy
4. 2023 UWF Accountability Plan
5. 2023-2024 Presidential Goals Report and Self Evaluation
6. 2022-2023 Presidential Evaluation Compiled Results

Prepared by:
Anna Lochas, BOT Liaison, alochas@uwf.edu

Presenter:
Jill Singer, PPEM Committee Chair

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Draft email to be sent to the trustees prior to release of the evaluation.

Trustees,

The Board of Trustees takes pleasure in evaluating UWF President Dr. Martha D. Saunders' performance as outlined by university policy.

University Policy BOT-14.01-06/17 Presidential Evaluation Policy states that each trustee will evaluate the President by completing a trustee evaluation.

President Saunders assumed her duties as university president in January 2017. Since then, she has earned 100% trustee participation in the annual Presidential Evaluation. The Presidential Performance Evaluation & Metrics (PPEM) Ad Hoc Committee invites you to accept this process to reach 100% participation again.

Additionally, we ask each trustee to take the time to answer every evaluation question and provide comments when prompted.

Your comments, observations, and inputs will go to the BOT Presidential Performance Evaluation and Metrics (PPEM) Ad Hoc Committee. The PPEM Committee will review the Trustee Evaluation results and comments in preparing the Presidential Performance Evaluation Report for presentation to the entire Board in September 2024.

The 2023-2024 Presidential Evaluation provides you with the opportunity to evaluate President Saunders on UWF's seven strategic directions and recurring evaluative criteria as stated by university policy. The seven strategic directions follow:

- Strategic Direction: Student Centered and Focused
- Strategic Direction: Employee Success
- Strategic Direction: Exceptional Academic Programming and Scholarship Aligned with State Needs
- Strategic Direction: Community and Economic Engagement
- Strategic Direction: Infrastructure
- Strategic Direction: Operational Excellence
- Strategic Direction: Cultural of Inclusion and Civility

You will find supporting documents as hyperlinks below. We offer these to assist you in the completion of your evaluation. The papers are as follows:

- [University Policy BOT-14-14.01-06/17 Presidential Evaluation Policy](#)
- [2023 UWF Accountability Plan](#)
- [2023-2024 Presidential Goals Report and Self Evaluation](#)
- [2022-2023 Presidential Evaluation Compiled Results](#)

<u>Please complete the Presidential Evaluation electronically and submit it by July 17, 2024.</u>

Navigating within the evaluation

- While completing the evaluation, the tool allows you to return to previous sections using the "Blue Arrows" at the bottom of the page.
- Do not use the back and forward buttons your browser provides.

The Presidential Performance Evaluation & Metrics Ad hoc Committee thanks you for your diligence and thoughtful consideration as you complete this year's 2023-2024 Presidential Evaluation.

Should you have any questions or need assistance, please get in touch with Anna Lochas, bot@uwf.edu or 850-380-2336.

Please read the helpful tips and important information below regarding the Qualtrics evaluation.

Qualtrics email may be flagged as spam

- The Qualtrics evaluation will be sent from the email address noreply@qemailserver.com.
- Your email client may mark this message as spam - only because this email address sends out a ton of surveys.
- Rest assured, the Qualtrics survey you receive will be safe.

Evaluation accessibility

- You may find that accessing the evaluation on a desktop or laptop will provide you with greater viewing and navigation ease.

Opt Out Link - do not click

- The email you will receive from Qualtrics may contain an opt-out-link.
- Do not click on the "Opt-out link" to avoid any future issues in receiving Qualtrics evaluations.

Saving a draft of the evaluation

- While completing the evaluation, you may take a break and return to where you left off.
- To save your submission, simply close the tab that has the evaluation in it.
- To return to your draft, simply re-click the evaluation link in your email.

Using hyperlinks within the evaluation

- You will find underlined hyperlinks throughout the Qualtrics evaluation providing additional support documents to aid you in completing the evaluation.
- If a link does not work, simply refresh your page to resolve the issue.

Printing the evaluation

- Once you complete the evaluation, a message will appear thanking you for submitting your evaluation.
- You can select the Download PDF option and print the summary of your responses.

No duplicate evaluation submissions

- You may submit your evaluation only once; no duplicate submissions will be possible.

Evaluation No Longer Anonymous

- The UWF Board of Trustees approved the removal of the anonymity of the President's Performance Evaluation at the board meeting on June 15, 2023. The President's Performance Evaluation now requires each Trustee to identify themselves at the beginning of the evaluation.

Presidential Goals – "On Track" Definition

- The goal is on course with the schedule set for its completion. Goals listed as "on track" may not have been completed at the time of the report's creation or the goal may encompass a multi-year timeline.

Follow this link to the Survey:
LINK

Or copy and paste the URL below into your internet browser:
LINK

University Policy BOT-14.01-06/17: Presidential Evaluation Policy

IV. Evaluative Criteria

a. Recurring Criteria. The Board shall evaluate the President based on certain criteria on an annual basis. This list of recurring criteria are meant to reflect core competencies of the Office of the President, including:

1. The Board of Governors (BOG's) Performance Based Funding Metrics/Strategic Plan;
2. Responsiveness to the BOG's strategic goals and priorities, and compliance with system-wide regulations;
3. The President's self-evaluation report;
4. The University's Strategic Plan, University Accountability Report;
5. President's goals;
6. Responsible fiscal management of the university;
7. Responsible supervision of key personnel;
8. Positive governmental and community relations;
9. Promotion of academic excellence and student success;
10. Promotion of ethical conduct;
11. Promotion of the reputation of the university;
12. Promotion of advantageous relationship with university affiliated entities;
13. University Advancement & Fundraising;
14. Key Performance Indicators (KPIs) in the Presidential Scorecard.

First and Last Name

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1. Please evaluate President Saunders on Strategic Direction: Student Centered and Focused

UWF Strategic Direction: Student Centered and Focused

Presidential Goal	Summary	Goal Report	Status
Add 5 full scholarships	The Division of University Advancement has worked collaboratively with Admissions to generate funding for five full-ride Argo Spirit scholarships.	Add 5 full scholarships goal report	**COMPLETE**
Implement and track PBF funding Metric 10A	The University of West Florida surpassed its goal of 59% with 60.6% of Baccalaureate Graduates Completing two or more types of High Impact Practices for the 2022-23 academic year (achieving 10 excellence points). The reporting and vetting of new HIP activities and courses are ongoing.	Implement and track PBF funding Metric 10A goal report	**COMPLETE**
Achieve 100% housing utilization of total available beds	At the beginning of the Fall 2023 semester, occupancy was at 100% and 98% by the end of that semester. Housing and Residence Life began accepting contracts for 2024-2025 at the end of January. The department anticipates 100% occupancy and a waitlist again for 2024-2025.	Achieve 100% housing utilization of total available beds goal report	**COMPLETE**
Align academic departments with transfer opportunities	The Office of Undergraduate Admissions, working closely with academic department chairs, published transfer guides in early Fall 2023 for UWF's top two feeder institutions, Northwest Florida State College (NWFSC) and Pensacola State College (PSC). Working closely with all academic colleges and the School of Education, UWF has identified and established more opportunities for transfer students.	Align academic departments with transfer opportunities goal report	**COMPLETE**
Sustain and expand the pipeline for diverse STEM talent to fill critical jobs needs in the region and state	The Hal Marcus College of Science and Engineering and Center for Cybersecurity has multiple programs in place to fill the need for STEM talent in the workforce including recruiting students for critical programs, expanding on local industry partnerships, among other efforts.	Sustain and expand the pipeline for diverse STEM talent to fill critical job needs in the region and state goal report	**COMPLETE**
Enhance parent engagement for student success	DAESA continues to develop opportunities to enhance parent engagement for student success. Attendance at events, engagement through social media, and participation in the Parent and Family Association has greatly increased.	Enhance parent engagement for student success goal report	**COMPLETE**
Align academic engagement programs to enhance student retention and success	DAESA has created evidence-based student support strategies throughout the division. DAESA has also developed several opportunities to provide students with financial assistance aimed at bolstering student retention and success.	Align academic engagement programs to enhance student retention and success goal report	**COMPLETE**
Implement Strategic Enrollment Plan 2023-2028	A total of ten cross-divisional tactical groups were established with the responsibility of achieving a set of enrollment goals over the course of five years.	Implement Strategic Enrollment Plan 2023-2028 goal report	**COMPLETE**

Provide access to high-impacts practices for students	Due to improved access to HIPs, UWF is poised to meet its accountability goal on percentage of graduating students completing at least two HIPs during their time at UWF.	Provide access to high-impacts practices for students	**COMPLETE**
Build Student Resilience	DAESA formed a Health and Wellbeing team that oversees the progress toward promoting wellbeing and building student resilience. The team launched an incoming student health and wellbeing survey and is currently using the results to inform planning and programming.	Build student resilience goal report	**COMPLETE**

2023-24 **PRESIDENTIAL GOALS REPORT**

Answer Options for Strategic Direction: Student Centered and Focused

5 -- Exceeds Expectations

4

3 -- Meets Expectations

2

1 -- Does not Meet Expectations

Additional Comments for Strategic Direction: Student Centered and Focused

Please take the time to provide further comments supporting and explaining your evaluation of the President's performance regarding this strategic direction.

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2. Please evaluate President Saunders on Strategic Direction: Employee Success

UWF Strategic Direction: Employee Success

Presidential Goal	Summary	Goal Report	Status
Apply & receive accreditation from FDLE for University Police Department	The UWF Police department achieved accreditation from the Commission for Florida Law Enforcement on February 23, 2023.	Apply & receive accreditation from FDLE for University Police Department goal report	COMPLETE
Develop and implement plan for employee retention	The 2023-2024 University of West Florida Employee Retention Plan was developed and published on April 5, 2023. Over the past year, Human Resources has been working with multiple constituents to implement the plan. The work of this plan will continue in the 24-25 Presidential goal year.	Develop and implement plan for employee retention goal report	COMPLETE

2023-24 PRESIDENTIAL GOALS REPORT

Answer Options for Strategic Direction: Employee Success

5 -- Exceeds Expectations

4

3 -- Meets Expectations

2

1 -- Does not Meet Expectations

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Additional Comments for Strategic Direction: Employee Success

Please take the time to provide further comments supporting and explaining your evaluation of the President's performance regarding this strategic direction.

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3. Please evaluate President Saunders on Strategic Direction: Exceptional Academic Programming and Scholarship Aligned with State Needs

UWF Strategic Direction: Exceptional Academic Programming and Scholarship Aligned with State Needs

Presidential Goal	Summary	Goal Report	Status
Enhance Emerald Coast offerings, student support and community engagement	Eleven full academic programs are offered at the UWF Emerald Coast Campus and plans are in progress for more programs. During the past year, a total of 86 outside community events/activities and 28 faculty, staff, and student events/activities were hosted on the Emerald Coast Campus.	Enhance Emerald Coast offerings, student support and community engagement goal report	**COMPLETE**
Enhance online programming	The Center for Teaching, Learning, and Technology (CTLT) works with UWF faculty to enhance online programming through faculty professional development, Board of Governor initiatives for online education, and on demand resources.	Enhance online programming goal report	**COMPLETE**
Create separate Department of Cybersecurity	UWF decided in Spring 2024 to merge the IT and Cybersecurity departments to form the new Department of Cybersecurity and Information Technology.	Create separate Department of Cybersecurity goal report	**COMPLETE**

2023-24 **PRESIDENTIAL GOALS REPORT**

University of West Florida

Answer Options for Strategic Direction: Exceptional Academic Programming and Scholarship Aligned with State Needs

5 -- Exceeds Expectations

4

3 -- Meets Expectations

2

1 -- Does not Meet Expectations

Additional Comments for Strategic Direction: Exceptional Academic Programming and Scholarship Aligned with State Needs

Please take the time to provide further comments supporting and explaining your evaluation of the President's performance regarding this strategic direction.

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4. Please evaluate President Saunders on Strategic Direction: Community and Economic Engagement

UWF Strategic Direction: Community and Economic Engagement

Presidential Goal	Summary	Goal Report	Status
Strengthen donor support **Strengthen alumni engagement**	The goal for the fiscal year was to raise $5,000,000 and $17,848,919 was raised as of 3/28/2024. The offices of Annual Giving, Alumni Relations and Development work together each year to achieve and sustain 5% alumni participation.	Strengthen donor support and alumni engagement goal report	**COMPLETE**
Launch public phase of the capital campaign	The public phase of the campaign officially launched on April 11 and utilized all of our marketing channels. A website, uwf.edu/hereforgood shows campaign priorities, fundraising goal progress, philanthropic stories and student testimonials.	Launch public phase of the capital campaign goal report	**COMPLETE**
Implement external relations 3-year plan	During the 2023-2024 academic year, the external relations plan centered around expanding and nurturing relationships with the Florida Legislature, Florida Board of Governors, community members and leaders. UWF's legacy continues to grow as we develop relationships across our region and the State.	Implement external relations 3-year plan goal report	**COMPLETE**
Strengthen Florida Alumni Network	Advancement, Alumni Relations and Government Relations team members have worked to keep UWF alumni living in the state of Florida well-informed on issues that affect the UWF community and share information on legislative priorities.	Strengthen Florida Alumni Network goal report	**COMPLETE**
Strengthen campus and community partnership engagement	DAESA regularly collaborates with campus and community partners to support the academic and workforce development-focused mission of UWF.	Strengthen campus and community partnership engagement goal report	**COMPLETE**

Answer Options for Strategic Direction: Community and Economic Engagement

5 -- Exceeds Expectations

4

3 -- Meets Expectations

2

1 -- Does not Meet Expectations

Additional Comments for Strategic Direction: Community and Economic Engagement

Please take the time to provide further comments supporting and explaining your evaluation of the President's performance regarding this strategic direction.

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5. Please evaluate President Saunders on Strategic Direction: Infrastructure

UWF Strategic Direction: Infrastructure

Presidential Goal	Summary	Goal Report	Status
[Phase 1] Landscape Master Plan	Phase I-Gateway Entrance construction is underway and is to be completed by June 30, 2024.	Landscape Master Plan Phase 1 goal report	**ON TRACK**
Implement Campus Master Plan	The Campus Master Plan implementation is underway. Construction has begun on three major projects: the Sandy Sansing Sports Medicine Center, the Building 50 renovation, and the Gateway Entrance - Phase 1 construction. Design work is being solicited for the Science and Engineering Wing and the Satellite Utility Plant.	Implement Campus Master Plan goal report	**ON TRACK**
Manage CARES/ HEERF Funds	All CARES/HEERF/ARP funds were fully spent by May 2023. UWF is awaiting the US DOE to open the portal to permit UWF to file the final report. Additionally, the Governor's Office funded UWF $23.8M with Coronavirus State Fiscal Recovery Funds (SFRF) via Section 152 (FY21-22 GAA) and Section 197 (FY22-23 GAA) to be used toward deferred maintenance. Quarterly reports are sent to the Executive Office of the Governor. UWF has until 12/31/2026 to spend $23.8M. As of 2/13/24, UWF has spent $15.4M.	Manage CARES/HEERF Funds goal report	**COMPLETE**
Build Gooden Center addition	The Darrell Gooden Center is under construction with a completion date of November 2024.	Build Gooden Center addition goal report	**ON TRACK**
Renovate field house	Field house work was completed in December 2023; minor aspects will be finished by May 2024.	Renovate field house goal report	**ON TRACK**
Continue planning for on-campus athletic stadium	The Foundation has secured Populous to complete a market feasibility study and a phased approach of the stadium.	Continue planning for on-campus athletic stadium goal report	**ON TRACK**

Answer Options for Strategic Direction: Infrastructure

5 -- Exceeds Expectations

4

3 -- Meets Expectations

2

1 -- Does not Meet Expectations

Additional Comments for Strategic Direction: Infrastructure

Please take the time to provide further comments supporting and explaining your evaluation of the President's performance regarding this strategic direction.

6. Please evaluate President Saunders on Strategic Direction: Operational Excellence

UWF Strategic Direction: Operational Excellence

Presidential Goal	Summary	Goal Report	Status
Create a stand-alone Department of Emergency Management	The emergency management director was hired on 3/27/23. The stand-alone department was established at that time.	Create a stand-alone Department of Emergency Management goal report	**COMPLETE**
Re-organize Division of Academic Affairs	Academic Affairs recently underwent a reorganization of its colleges. The College of Education and Professional Studies was dissolved and the remaining four colleges were reorganized.	Re-organize Division of Academic Affairs goal report	**COMPLETE**

2023-24 **PRESIDENTIAL GOALS REPORT**

Answer Options for Strategic Direction: Operational Excellence

5 -- Exceeds Expectations

4

3 -- Meets Expectations

2

1 -- Does not Meet Expectations

Additional Comments for Strategic Direction: Operational Excellence

Please take the time to provide further comments supporting and explaining your evaluation of the President's performance regarding this strategic direction.

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7. Please evaluate President Saunders on Strategic Direction: Culture of Inclusion and Civility

UWF Strategic Direction: Culture of Inclusion and Civility

Presidential Goal	Summary	Goal Report	Status
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	DAESA continues to oversee progress towards the goals and initiatives listed in UWF's Civil Discourse Plan created in 2022.	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 goal report	**COMPLETE**

Answer Options for Strategic Direction: Culture of Inclusion and Civility

5 -- Exceeds Expectations

4

3 -- Meets Expectations

2

1 -- Does not Meet Expectations

Additional Comments for Strategic Direction: Culture of Inclusion and Civility

Please take the time to provide further comments supporting and explaining your evaluation of the President's performance regarding this strategic direction.

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8. Additional Comments

Please take the time to provide further comments supporting and explaining your evaluation of the President's performance.

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You have completed the evaluation.

If you wish to go back and change any of your answers, please click the blue Back arrow below.

If you are ready to submit your answers, please click the blue Next arrow below.

PLEASE NOTE: Once you click the blue Next arrow below, you will not be able to go back and make any revisions to the evaluation.

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We thank you for your time spent completing this evaluation.
Your response has been recorded.

Please contact Anna Lochas at bot@uwf.edu or 850-380-2336
if you have any questions, comments, or concerns.

Policy

UNIVERSITY POLICY BOT-14.01-06/17

POLICY TITLE: PRESIDENTIAL EVALUATION POLICY

EFFECTIVE DATE: JUNE 30, 2017

POLICY/PURPOSE: PRESIDENTIAL EVALUATION

To establish a policy concerning the annual evaluation of the University President.

RESPONSIBLE OFFICE: BOARD OF TRUSTEES

I.   Purpose

This policy supplements Florida Board of Governors ("BOG") regulations and provides guidelines for conducting the annual review and assessment of the President's performance, goals, and compensation by the University of West Florida Board of Trustees ("Board").

II.   Responsibility

The Board is responsible for assessing the President's performance, goals and compensation. The Board's Presidential Performance Evaluation & Metrics Ad hoc Committee ("Committee"), as its members shall mutually decide and within the parameters of this policy, is delegated the responsibility for organizing and conducting the annual review process with the President and making recommendations related to the outcome of the annual review, the annual goals and the President's compensation to the full Board.

III.   Principles

 a. The following principles will guide and inform the Presidential evaluation process:

1. The review should derive from explicit values of the University;
2. Clarify the Board's expectations of the President and confirm specific annual goals for the President;
3. The evaluation of the President is a non-delegable responsibility of the Board; while other viewpoints will be considered, specifically those of the faculty at the University, the Board will take direct responsibility for the evaluation;
4. The evaluation process should be a reciprocal process that includes a self-evaluation from the President;
5. The evaluation should focus on the how well the President advances the major institutional objectives of the University;
6. A formal review should be conducted annually, immediately following the academic year. Informal evaluations should occur more frequently, in the form of informal conversations between the President and the Board chair;

7. The evaluation should facilitate the creation of goals for the coming year by the President in consultation with the Board.

IV.   Evaluative Criteria

a. **Recurring Criteria**. The Board shall evaluate the President based on certain criteria on an annual basis. This list of recurring criteria are meant to reflect core competencies of the office of the president, including:

1. The BOG's Performance Based Funding Metrics/Strategic Plan;
2. Responsiveness to the BOG's strategic goals and priorities, and compliance with system-wide regulations;
3. The President's self-evaluation report;
4. The University's then current strategic plan, university work plan, and accountability report;
5. President's then current goals.
6. Responsible fiscal management of the university;
7. Responsible supervision of key personnel;
8. Positive governmental and community relations;
9. Promotion of academic excellence and student success at the University;
10. Promotion of ethical conduct at the University;
11. Promotion of the reputation of the University;
12. Promotion of advantageous relationship with University affiliated entities;
13. University Advancement & Fundraising;
14. KPI's in the Presidential Scorecard.

b. **Non-recurring criteria**. The evaluation may also include criteria, mutually agreed upon by the Board and the current President, that are designed to address the current needs and goals of the University. (For example, the Board and the current President could identify "increasing enrollment for university campuses by 1%" or "development of a portal for online resources" as non-recurring evaluation criteria).

c. **Board Assessment.** Each Trustee is required to evaluate the President annually, using the form distributed at the beginning of each evaluation period.

d. **BOG Assessment.** The chair of the Board shall request input from the Chair of the BOG, who may involve the Chancellor, during the annual evaluation process as set forth in BOG Regulation 1.001(5)(f).

e. **Campus community assessment**. On a periodic basis, the input from current faculty, staff, students, and other constituents of the University may be sought for consideration.

V.   Measurement

a. Using Criteria: The Board will measure the president's performance during the evaluation period against each recurring and non-recurring criteria to determine whether the President's performance:

1. Exceeded Expectations: Characterized by consistently superior achievement in the criteria area being evaluated. Performance at this level clearly demonstrates the President of the University of West Florida exceeded the Board's expectations regarding the evaluative criteria;

2. <u>Met Expectations</u>: Characterized as consistent achievement and reliable performance, demonstrating a high level of competency in the criteria being evaluated that has met the expectations of the Board.

3. <u>Below Expectations</u>: Characterized as performance in the criteria being evaluated that has not met the expectations of the Board.

b. Overall: The Board shall also evaluate the president's performance, as a whole, as Exceeding Expectations, Meeting Expectations, or Below Expectations.

VI.   Evaluation Period/Goal Setting/Timeline

a. <u>Evaluation Period</u>. The Board shall review the performance of the President on an annual basis. The evaluation period will be July 1 through June 30.

b. <u>Goal Setting</u>

1. On or before May 1 of each year, the President will submit his or her proposed goals and objectives for the upcoming evaluation period to include targets to meet state accountability measures and the University's strategic plan to the Board Chair and the Committee.
2. The Committee will discuss the goals for the upcoming year with the President and present the proposed goals at next full Board meeting for discussion and approval.
3. The Board Chair will conduct a mid-year review of the proposed goals with the President on or before January 30; if any of the goals require adjustment, they will be addressed with the Committee and then presented at the full Board meeting.

c. <u>Annual Performance Evaluation Timeline</u>. For purposes of performance evaluation, the board shall use the following timeline as recommended target dates:

1. On or before May 1 each year, the President shall initiate the annual review process for the fiscal year ending on June 30 of such year by preparing a self-appraisal of performance as President for submission to the Board Chair and evaluation by the Committee, and then for submission to the Board.
2. Once the President has submitted the self-evaluation to the Board Chair, the Board Chair shall request the Chair of the BOG's input in the annual evaluation in accordance with IV.d.
3. The Committee will evaluate the President's performance using the evaluative criteria and prepare an evaluation report containing an applicable compensation recommendation for the Board by September 1;
4. Prior to the next Board meeting, the Chair shall meet with the President to discuss the Committee's report;
5. Prior to the next Board meeting, the Chair shall send to the President and all members of the Board the self-evaluation and any supplemental information the Committee may have requested of the President and any supplemental information the Committee has developed.
6. The Board shall complete the annual review and make any compensation award and/or adjustment for the contemplated under the President's Employment Agreement no later than September 30 of each year, commencing September 2017.

VII.   Outcomes. After the Board's deliberation and action, minutes shall be published to document the review of the President's performance, goals and any adjustments to the President's compensation.

2023
ACCOUNTABILITY PLAN

UNIVERSITY OF WEST FLORIDA

BOG Approved June 22, 2023

Table of Contents

INTRODUCTION

The Accountability Plan is an annual report that is closely aligned with the Board of Governors' 2025 System Strategic Plan. This report enhances the System's commitment to accountability and strategic planning by fostering greater coordination between institutional administrators, University Boards of Trustees and the Board of Governors regarding each institution's direction and priorities as well as performance expectations and outcomes on institutional and System-wide goals.

Once an Accountability Plan is approved by each institution's respective Boards of Trustees, the Board of Governors will review and consider the plan for approval, excluding those sections of the Plan that require additional regulatory or procedural approval pursuant to law or Board regulations.

Beginning with the 2023 Accountability Plans, all universities must comply with Recommendation II of the Board's Civil Discourse Final Report adopted by the Board in January 2022. Recommendation II recommends that "each university's Accountability Plan … include a specific endorsement of the Board's Statement of Free Expression, as well as a clear expectation for open-minded and tolerant civil discourse throughout the campus community." This statement may appear in any of these narrative portions: Mission, Statement of Strategy; or Strengths, Opportunities, and Challenges.

STRATEGY

Mission Statement

UWF delivers a learner-focused university education that enables students from varied backgrounds to meet their career and life goals. UWF research and community partnerships advance the body of knowledge and enhance the prosperity of the region and the state.

Statement on Civil Discourse and Free Expression
UWF's commitment to support and encourage a full and open discourse and the robust exchange of ideas and perspectives on our respective campuses. The principles of freedom of speech and freedom of expression in the United States and Florida Constitutions, in addition to being legal rights, are an integral part of our three-part university mission to deliver a high-quality academic experience for our students, engage in meaningful and productive research, and provide valuable public service for the benefit of our local communities and the state.

Statement of Strategy

UWF will continue to fulfill its mission by employing the following strategies:

1. Build programs of distinction that enhance UWF's reputation for educational innovation and excellence. Develop and retain a culture that supports research and creativity. Augment and invest in academic and research programs that meet professional, personal, scholastic and workforce needs. Optimize and refine internal and external support to promote teaching and learning activities, research, service, strategic innovation and other scholarly endeavors that serve the greater good and the SUS Strategic Plan.
2. Provide high-quality learning and high-impact practices that inspire students to become enlightened, engaged global citizens and successful professionals. UWF will align resources to deliver exceptional support services and learning opportunities that will ensure students have access, continuity and success while earning degrees.
3. Strengthen and expand partnerships that multiply UWF's impact and visibility in the community as an educational, cultural and economic center. Enhance the region's education, economy, culture, health and well-being through endeavors beyond campus borders while attracting residents and visitors to campus. Inspire partnerships that open pathways to employment for UWF students and graduates.
4. Attract, retain and develop high-quality faculty and staff. Recognize, reward and celebrate faculty and staff for their contributions to student development, scholarly or professional achievements and community partnerships.
5. Promote UWF's properties as desirable destinations for educational, cultural, professional and personal activities. Invest in and steward UWF's natural, technical, intellectual and physical capital and infrastructure.
6. Provide effective and timely business and operational services informed by best practices. Ensure student and employee safety and continuity of operations from natural disasters or catastrophic events. Assure accountability of operations and outcomes to appropriate internal and external stakeholders.
7. Maintain a welcoming, inclusive, equitable and respectful environment for employees, students, visitors and service partners. Ensure a commitment to open-minded and tolerant civil discourse.

STRATEGY (cont.)
Strengths, Opportunities & Challenges

UWF fulfills its institutional mission by building on the following strengths and opportunities:

Robust and comprehensive academic programming, aligned with region and state needs, is available to all students at UWF. Most of our undergraduate courses are taught by full-time faculty, and we judiciously employ adjuncts in the fields where applied knowledge will be beneficial. **Community partners and regional resources** offer opportunities to enhance the cultural and economic landscape. A majestic 1,600-acre campus in Pensacola offers broad opportunities for partnerships, conservation studies, and natural resource research. The UWF Historic Trust invites the opportunity for students to immerse themselves in the textured history of Florida. Increased coordinated efforts between UWF and its Center for Cybersecurity, IHMC, regional military installations, local governments and the private sector could create a strong draw to technology-related industries with high-paying jobs, especially in robotics and cybersecurity. Northwest Florida is a desirable place to live, which creates an opportunity for a local workforce of remote workers. Our military presence creates a substantial economic impact in Northwest Florida. UWF is consistently recognized as a military-friendly University by various publications. **Key challenges** include competition for top talent in post-covid environment and a backlog of deferred maintenance including a lack of funding for upgrades to facilities and infrastructure, which hampers efforts to improve technological resources and creates potential security risks.

Three Key Initiatives & Investments

1. **WORKFORCE ALIGNMENT:** UWF is laser-focused on the success of our students and Florida businesses. The Argo2Pro Career Readiness Program equips students with skills needed for today's workforce. Increased internship opportunities provide real-world knowledge before graduation. In-person and virtual career fairs provide venues for students and employers to meet. University leaders maintain valuable, personal relationships with top employers of our graduates.

2. **PROGRAMS OF EXCELLENCE:** UWF continues building signature programming including cybersecurity, supply-chain logistics, engineering, nursing, and intelligent systems and robotics. Our Ph.D. in Intelligent Systems and Robotics is the first of its kind in Florida and one of only a few in the nation.

3. **ACCESS:** UWF provides students access to high quality education regardless of their financial situations. We believe in removing barriers to help students maintain satisfactory academic progress and complete their degrees on time. Online programming provides access for students needing flexibility in course scheduling. More than 70% of UWF students receive financial assistance through various programs including the Argo 30 Guarantee, which fills the gap for Pell-eligible students, covering tuition and mandatory fees not covered by other grants or scholarships. We increasingly collaborate with state colleges to ensure successful transition for transfer students.

STRATEGY (cont.)
Graduation Rate Improvement Plan Update

UWF has implemented several initiatives since 2017 that enabled us to increase our 4-year graduation rate from 25.2% (2013 cohort) to 47% (2018 cohort), despite challenges from the pandemic.

To reach the Florida State University System's goals, UWF has focused on increasing the percentage of baccalaureate-seeking undergraduates earning 30 or more credit hours in the first year by promoting the "30 to Finish Campaign" and the "Argo 30 Guarantee", which covers all tuition and mandatory fees for eligible students for 30 credit hours. UWF also has an Undergraduate Progress to Degree Policy, enhanced credit hour alert notifications for summer and fall registrations, and a continued focus on completion grants, including summer enrollment mini grant awards. Each of these are designed to help academic advisors keep students on track to complete 30 credit hours per academic year.

The Senior Countdown program provides students with timely communication and priority registration, while the Senior Graduation Grant is applied during a student's last semester to help them finish. Since their inception, these two programs have awarded over $2.5MM to 2,719 students, 96% of whom graduated within 4 years.

The Academic Excellence scholarship (ACEX) is competitive merit award (gpa ≥ 3.50) designed to keep students on track to graduate in four years, and is renewed annually based on completing 30 credit hours. Since its inception, 2,672 students have received more than $17.6MM, with 2017 and 2018 cohort ACEX graduation rates of 61 and 62 percent, respectively.

UWF launched 'Argie', an Artificial Intelligence (AI) Chat Bot, in March 2020. Argie notifies students of important dates and deadlines including registration opening, last day to add/drop classes, financial aid deadlines, etc. Argie's AI also enhances communication for credit hour alert, Degree in Three eligibility, Senior Countdown eligibility, and provides students with information about tutoring, academic support, and more. Approximately 85% of active FTIC cohort students who are on track to earn their bachelor's degree within 4 years have opted-in for Argie text notifications.

For the 2021-2022 year, we implemented a Fresh Start Initiative with eight-week courses for students struggling in Math and English; 30 total students enrolled to date. UWF also started a STEM Success initiative, partially funded by a Title III grant. This has enabled the redesign of first year STEM courses and the construction of analytics tools to help STEM students create course schedules that ensure they stay on track to graduate in four years. Interactive texting is part of this initiative, which enhances advisor outreach and provides students with information on tutoring and support services. Another recent initiative is Stay the Course (STC), a scholarship awarded to eligible students who have been identified as being at-risk for stopping out. Since 2021, STC has awarded 179 students a total $129,000. We fully anticipate a significant improvement in the four-year graduation rate from these initiatives beginning with the 2021 cohort.

UWF is dedicated to student success, and graduation in four years is a primary goal. The varied communication, outreach, student success, and financial aid campaigns, help encourage students to stay on track to graduate in four years or less, and to accomplish this within their financial limitations.

STRATEGY (cont.)

Key Achievements for Last Year (Student, Faculty, Program, Institutional)

STUDENT ACHIEVEMENTS
1. Taher Rahgooy, a Ph.D. candidate of the intelligent systems and robotics program launched by University of West Florida and the Institute for Human and Machine Cognition, became the program's first graduate at UWF's Fall 2021 Commencement ceremony.
2. A University of West Florida student won the gold award in a prestigious nationwide Japanese language contest, J.LIVE Talk, hosted by The George Washington University.
3. The UWF Cyber Club placed second in the Regional Collegiate Penetration Testing Competition, outranking prestigious cyber programs from the University of Central Florida, Auburn University and more.

FACULTY ACHIEVEMENTS
1. Dr. James Arruda, professor in the University of West Florida Department of Psychology, signed a consulting and licensing agreement with California-based company, BIOPAC Systems Inc., to collaborate on the development of a device that could be instrumental in the early detection of Alzheimer's.
2. Assistant Professor Dr. Brad Regez and University of West Florida Department of Mechanical Engineering partnered with the UWF Haas Center Sea3D Additive Manufacturing Lab for "3D-Printed Materials Recycling Projects" to reduce waste and decrease costs associated with printing projects produced at the lab.
3. Dr. Allysha Winburn, assistant professor of anthropology, was highlighted in an online feature in Science Magazine that discusses whether anthropologists should measure skulls of human remains to predict their continental ancestry and racial category.

PROGRAM ACHIEVEMENTS
1. UWF and Miami Dade College have created an agreement, in an effort to meet state workforce needs in cybersecurity, allowing MDC students graduating with a Bachelor of Science in Cybersecurity degree eligibility for express admission into the Masters of Science in Cybersecurity program at UWF.
2. UWF Center for Behavior Analysis is providing hands-on training for UWF's Army ROTC cadets and local law enforcement agencies through a virtual simulation system. The VirTra 300 LE firearms training simulator is a virtual reality system designed to incorporate applied behavior analysis with behavior-based fluency.
3. UWF offers the region's first Inside-Out Prison Exchange course, an international initiative that encourages dialogue and education among incarcerated individuals and university students.

INSTITUTIONAL ACHIEVEMENTS
1. UWF was named a top 20 public regional institution in the South in the 2022 U.S. News & World Report Best Colleges rankings, and was included in the list of 2021 Great Colleges to Work For. The University received the 2021 Higher Education Excellence in Diversity Award for the 6th time and was ranked in the 2022 U.S. News & World Report Best Online College rankings. UWF ranked 4th nationally in the annual Military Friendly Schools list for 2022-23, the highest spot on the list in school history.
2. UWF led the state in percentage of bachelor's graduates employed in Florida Board of Governors' 2021-22 performance metrics. More than 72% of UWF bachelor's graduates are employed or furthering their education one year after graduation.
3. UWF was re-designated as a National Center of Academic Excellence in Cyber Defense by the National Security Agency through 2028 in recognition of the University's ability to meet the increasing demands of cybersecurity professionals.

STRATEGY (cont.)
Performance-Based Funding Goal Adjustments

UWF has not reduced any Performance-Based goals on this Accountability Plan.

PERFORMANCE-BASED FUNDING METRICS

1. Percent of Bachelor's Graduates Enrolled or Employed ($40,000+)

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	.	.	.	72.5	74.1	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	*75*	*76*	*77*	*78*	*79*

2. Median Wages of Bachelor's Graduates Employed Full-time

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	36,800	40,900	45,200	45,500	48,800	.	.	.	.	.
APPROVED GOALS	.	37,000	40,900	41,000	46,000	46,500	47,000	47,500	48,000	.
PROPOSED GOALS	.	.	.	.	.	*49,000*	*49,500*	*50,000*	*50,500*	*51,000*

PBF Metric #3 Note: Beginning 2020-21, The Coronavirus Aid, Relief, and Economic Security (CARES) Act Higher Education Emergency Relief Fund (HEERF) has provided institutions with gift aid for students that can be used until the 2022-23 academic year. Since these funds are non-recurring, the reporting of the Average Cost to the Student metric in the 2023 Accountability Plan will reflect the Average Cost to the Student with and without HEERF federal emergency grants. The Board of Governors will evaluate year-over-year improvement in 2024, when the federal emergency funds are no longer available (in 2022-23).

3.1. Average Cost to the Student [includes federal emergency funds]

	2017-18	2018-19	2019-20	2020-21*	2021-22*	2022-23*	2023-24	2024-25	2025-26	2026-27
ACTUAL	9,920	7,980	5,170	4,000	1,370	.	.	.	.	.
APPROVED GOALS	15,058	9,250	7,900	5,500	3,500	7,825	7,800	7,775	7,750	.
PROPOSED GOALS	.	.	.	.	.	*7,825*	*7,800*	*7,775*	*7,750*	*7,725*

3.2. Average Cost to the Student [excludes federal emergency funds]

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	9,920	7,980	5,930	6,160	6,590	.	.	.	.	.
APPROVED GOALS	.	.	.	.	.	.	.	.	.	.
PROPOSED GOALS	.	.	.	.	.	*7,825*	*7,800*	*7,775*	*7,750*	*7,725*

PERFORMANCE-BASED FUNDING METRICS (cont.)

4. FTIC Four-Year Graduation Rate [Full-time, First Time in College students]

	2014-18	2015-19	2016-20	2017-21	2018-22	2019-23	2020-24	2021-25	2022-26	2023-27
ACTUAL	31.3	34.8	36.4	47.4	47.0	.	.	.	.	.
APPROVED GOALS	30	33	36	41	45	48	50	51	52	.
PROPOSED GOALS	.	.	.	.	.	*48*	*50*	*51*	*52*	*53*

5. Academic Progress Rate [Second Fall Retention Rate with at Least a 2.0 GPA for Full-time FTIC students]

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	79.8	80.3	82.2	80.8	83.5	.	.	.	.	.
APPROVED GOALS	78	82	82	83	84	85	86	86	86	.
PROPOSED GOALS	.	.	.	.	.	*85*	*86*	*86*	*86*	*86*

6. Percentage of Bachelor's Degrees Awarded within Programs of Strategic Emphasis

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	54.3	58.8	59.4	64.4	62.4	.	.	.	.	.
APPROVED GOALS	53.5	57	58	58	60	60	60	60	60	.
PROPOSED GOALS	.	.	.	.	.	*60*	*60*	*60*	*60*	*60*

7. University Access Rate [Percent of Undergraduates with a Pell grant]

	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026
ACTUAL	39.6	38.6	37.2	35.7	35.5	.	.	.	.	.
APPROVED GOALS	38	39	35	36	36	36	36	36	36	.
PROPOSED GOALS	.	.	.	.	.	*36*	*36*	*36*	*36*	*36*

PERFORMANCE-BASED FUNDING METRICS (cont.)

8. Percentage of Graduate Degrees Awarded within Programs of Strategic Emphasis

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	53.1	57.4	63.6	65.4	71.1	.	.	.	.	.
APPROVED GOALS	52.5	55	58	60	60	60	60	60	60	.
PROPOSED GOALS	.	.	.	.	.	*60*	*60*	*60*	*60*	*60*

9a. BOG Choice: FCS AA Transfer Three-Year Graduation Rate [Full- and part-time students]

	2015-18	2016-19	2017-20	2018-21	2019-22	2020-23	2021-24	2022-25	2023-26	2024-27
ACTUAL	52.2	48.6	53.5	56.5	58.5	.	.	.	.	.
APPROVED GOALS	.	.	51	54	57	58	58	59	60	.
PROPOSED GOALS	.	.	.	.	.	*58*	*58*	*59*	*60*	*60*

9b. BOG Choice: FTIC Pell Recipient Six-Year Graduation Rate [Full- and part-time students]

	2012-18	2013-19	2014-20	2015-21	2016-22	2017-23	2018-24	2019-25	2020-26	2021-27
ACTUAL	36.4	39.2	45	45	50.6	.	.	.	.	.
APPROVED GOALS	.	.	.	45	50	53	55	57	60	.
PROPOSED GOALS	.	.	.	.	.	*53*	*55*	*57*	*60*	*62*

10. BOT: Percent of Baccalaureate Graduates Completing 2+ Type High Impact Practices

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	34.8	38.2	44.2	47.5	58.6	.	.	.	.	.
APPROVED GOALS	33	39	43	47	50	53	55	57	59	.
PROPOSED GOALS	.	.	.	.	.	*59*	*61*	*63*	*65*	*67*

KEY PERFORMANCE INDICATORS
Teaching & Learning (from the 2025 System Strategic Plan not included in PBF section)

1. Public University National Ranking [Number of Top50 Rankings based on BOG's official list of publications]

	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
ACTUAL	0	0	0	0	0	.	.	.	.	.
APPROVED GOALS	0	1	0	0	0	0	0	0	0	.
PROPOSED GOALS	.	.	.	.	.	0	0	0	0	0

Note: For the 2023 Accountability Plan, the number of publications included in the Board's official list of rankings has declined from 12 to 11 after the Kiplinger's Best Value in Public Colleges rankings was discontinued. This can explain why Proposed goals might be one less than previously Approved goals.

2. Freshmen in Top 10% of High School Class

	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026	FALL 2027
ACTUAL	20	20	20	18	12	.	.	.	.	.
APPROVED GOALS	15	15	16	16	16	16	16	16	16	.
PROPOSED GOALS	.	.	.	.	.	14	14	14	14	14

3. Time to Degree for FTICs in 120hr programs

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	4.5	4.4	4.3	4.3	4.3	.	.	.	.	.
APPROVED GOALS	4.5	4.4	4.3	4.1	4.0	4.0	4.0	4.0	4.0	.
PROPOSED GOALS	.	.	.	.	.	4.0	4.0	4.0	4.0	4.0

4. Percent of Baccalaureate Degrees Awarded Without Excess Hours

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	81	83	82	82	83	.	.	.	.	.
APPROVED GOALS	80	81	82	82	82	83	83	83	83	.
PROPOSED GOALS	.	.	.	.	.	83	83	83	83	83

KEY PERFORMANCE INDICATORS (cont.)
Teaching & Learning (from the 2025 System Strategic Plan not included in PBF section)

5. Six-Year FTIC Graduation Rates [Full-& Part-time students]

	2012-18	2013-19	2014-20	2015-21	2016-22	2017-23	2018-24	2019-25	2020-26	2021-27
ACTUAL	43	46	48	51	53	.	.	.	.	.
APPROVED GOALS	44	47	49	51	52	52	52	52	52	.
PROPOSED GOALS	.	.	.	.	.	53	53	55	55	56

6. FCS AA Transfer Two-Year Graduation Rate [Full-time students]

	2016-18	2017-19	2018-20	2019-21	2020-22	2021-23	2022-24	2023-25	2024-26	2025-27
ACTUAL	32	31	37	38	34	.	.	.	.	.
APPROVED GOALS	.	.	.	37	36	37	38	39	40	.
PROPOSED GOALS	.	.	.	.	.	37	38	39	40	41

7. Pell Recipient Four-Year Graduation Rate [for Full-Time FTIC]

	2014-18	2015-19	2016-20	2017-21	2018-22	2019-23	2020-24	2021-25	2022-26	2023-27
ACTUAL	28	30	34	43	44	.	.	.	.	.
APPROVED GOALS	.	.	32	36	43	44	44	45	46	.
PROPOSED GOALS	.	.	.	.	.	45	45	46	47	48

8. Bachelor's Degrees Awarded [First Majors Only]

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	2,305	2,369	2,418	2,393	2,241	.	.	.	.	.
APPROVED GOALS	2,350	2,420	2,400	2,410	2,430	2,450	2,500	2,500	2,500	.
PROPOSED GOALS	.	.	.	.	.	2,200	2,250	2,300	2,300	2,300

9. Graduate Degrees Awarded [First Majors Only]

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	1,063	989	1,104	1,128	1,147	.	.	.	.	.
APPROVED GOALS	950	1,050	1,026	1,035	1,050	1,055	1,075	1,075	1,075	.
PROPOSED GOALS	.	.	.	.	.	1,250	1,300	1,350	1,350	1,350

KEY PERFORMANCE INDICATORS (cont.)
Teaching & Learning (from the 2025 System Strategic Plan not included in PBF section)

10. Percentage of Bachelor's Degrees Awarded to African-American & Hispanic Students

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	20	23	22	22	23	.	.	.	.	.
APPROVED GOALS	21	23	24	24	24	24	24	24	24	.
PROPOSED GOALS	.	.	.	.	.	*24*	*24*	*24*	*24*	*24*

11. Percentage of Adult (Aged 25+) Undergraduates Enrolled

	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026	FALL 2027
ACTUAL	33	32	31	32	32	.	.	.	.	.
APPROVED GOALS	33	33	33	33	33	33	33	33	33	.
PROPOSED GOALS	.	.	.	.	.	*33*	*33*	*33*	*33*	*33*

12. Percent of Bachelor's Degrees in STEM & Health

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	45	52	50	53	51	.	.	.	.	.
APPROVED GOALS	41	50	52	53	54	54	55	55	55	.
PROPOSED GOALS	.	.	.	.	.	*50*	*50*	*50*	*50*	*50*

13. Percent of Graduate Degrees in STEM & Health

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	24	26	31	29	35	.	.	.	.	.
APPROVED GOALS	24	25	26	28	29	29	29	29	29	.
PROPOSED GOALS	.	.	.	.	.	*38*	*40*	*42*	*42*	*42*

KEY PERFORMANCE INDICATORS (cont.)

Teaching & Learning (from the 2025 System Strategic Plan not included in PBF section)

14. Professional Licensure & Certification Exam First-time Pass Rates

CALENDAR YEAR	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
Nursing	98	91	96	94	81	*100*	*100*	*100*	*100*	*100*
US Average	92	91	90	86	82	.	.	.	.	.

Exam Scores Relative to Benchmarks

	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
ABOVE OR TIED	1	1	1	1	0	.	.	.	.	.
TOTAL	1	1	1	1	1	.	.	.	.	.

KEY PERFORMANCE INDICATORS (cont.)
Scholarship, Research & Innovation Metrics

15. National Academy Memberships

	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
ACTUAL	0	0	0	0	0	.	.	.	.	.
APPROVED GOALS	0	0	0	0	0	0	0	0	0	.
PROPOSED GOALS	.	.	.	.	.	0	0	0	0	0

16. Faculty Awards

	FALL 2016	FALL 2017	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025
ACTUAL	0	0	0	0	N/A	.	.	.	.	.
APPROVED GOALS	0	0	0	0	0	0	0	0	0	.
PROPOSED GOALS	.	.	.	.	.	N/A	N/A	N/A	N/A	N/A

Note: The Center for Measuring University Performance's "Top American Research Universities" report used for this metric has been discontinued.

17. Percent of Undergraduates Engaged in Research

	SPRING 2018	SPRING 2019	SPRING 2020	SPRING 2021	SPRING 2022	SPRING 2023	SPRING 2024	SPRING 2025	SPRING 2026	SPRING 2027
ACTUAL	.	.	31	25	21	.	.	.	.	.
APPROVED GOALS	.	.	.	.	26	28	29	30	32	.
PROPOSED GOALS	.	.	.	.	.	28	29	30	32	32

18. Total Research Expenditures ($M)

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	41	42	40	37	39	.	.	.	.	.
APPROVED GOALS	37	42	44	46	43	44	46	49	51	.
PROPOSED GOALS	.	.	.	.	.	41	43	45	47	50

19. Research Expenditures from External Sources ($M)

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
ACTUAL	10	13	14	14	18	.	.	.	.	.
APPROVED GOALS	.	.	15	15	16	17	18	19	20	.
PROPOSED GOALS	.	.	.	.	.	17	18	19	20	21

KEY PERFORMANCE INDICATORS (cont.)
Scholarship, Research & Innovation Metrics

20. Utility Patents Awarded

	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
ACTUAL	0	0	0	0	0	.	.	.	.	.
APPROVED GOALS	0	0	0	0	0	0	0	0	0	.
PROPOSED GOALS	.	.	.	.	.	0	0	0	0	0

21. Number of Licenses/Options Executed Annually

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	0	0	0	0	0	.	.	.	.	.
APPROVED GOALS	0	0	0	0	0	0	0	0	0	.
PROPOSED GOALS	.	.	.	.	.	0	0	0	0	0

22. Number of Start-up Companies Created

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ACTUAL	0	0	0	0	0	.	.	.	.	.
APPROVED GOALS	0	0	0	0	0	0	0	0	0	.
PROPOSED GOALS	.	.	.	.	.	0	0	0	0	0

KEY PERFORMANCE INDICATORS (cont.)
Institution Specific Goals

To further distinguish the university's distinctive mission, the university may choose to provide additional metric goals that are based on the university's own strategic plan.

Percentage Fall Undergraduate Enrolled with Military Affiliation (Degree-Seeking)

	FALL 2018	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026	FALL 2027
ACTUAL	17	18	17	16	17	.	.	.	.	.
APPROVED GOALS	.	.	19	19	20	20	20	20	20	.
PROPOSED GOALS	.	.	.	.	.	20	20	20	20	20

ENROLLMENT PLANNING

Fall Headcount Enrollment by Student Level [all degree-seeking students, all campuses]

UNDERGRADUATE	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
ACTUAL	9,355	9,192	9,172	8,860	8,796	.	.	.	.	.
APPROVED GOALS	9,524	9,473	9,233	9,186	8,825	8,905	8,980	9,065	9,140	.
PROPOSED GOALS	.	.	.	.	.	*8,850*	*8,895*	*8,978*	*9,075*	*9,167*
GRADUATE	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
ACTUAL	2,824	2,826	3,190	3,723	3,935	.	.	.	.	.
APPROVED GOALS	2,840	3,065	2,888	3,453	3,885	3,935	3,985	4,035	4,085	.
PROPOSED GOALS	.	.	.	.	.	*3,946*	*4,012*	*4,052*	*4,004*	*4,027*

Fall Headcount Enrollment by Student Type [all degree-seeking students, all campuses]

UNDERGRADUATE	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
FTIC: New	1,109	1,196	1,252	1,183	1,179	*1,217*	*1,230*	*1,236*	*1,261*	*1,272*
FTIC: Returning	3,164	3,054	3,070	3,020	3,013	*2,998*	*2,990*	*3,003*	*3,018*	*3,022*
Transfer: FCS w/ AA	1,812	1,804	1,787	1,699	1,677	*1,587*	*1,565*	*1,571*	*1,592*	*1,607*
Other Undergraduates	2,885	2,795	2,722	2,633	2,572	*2,689*	*2,741*	*2,790*	*2,831*	*2,887*
Post-Baccalaureates	385	343	341	325	355	*359*	*369*	*378*	*372*	*379*
Subtotal	**9,355**	**9,192**	**9,172**	**8,860**	**8,796**	***8,850***	***8,895***	***8,978***	***9,075***	***9,167***
GRADUATE	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
Master's	2,498	2,514	2,885	3,445	3,674	*3,702*	*3,749*	*3,790*	*3,738*	*3,761*
Research Doctoral	326	312	305	278	261	*244*	*263*	*262*	*266*	*266*
Professional Doctoral	0	0	0	0	0	*0*	*0*	*0*	*0*	*0*
Subtotal	**2,824**	**2,826**	**3,190**	**3,723**	**3,935**	***3,946***	***4,012***	***4,052***	***4,004***	***4,027***
TOTAL	**12,179**	**12,018**	**12,362**	**12,583**	**12,731**	***12,796***	***12,907***	***13,030***	***13,079***	***13,194***

Note: This table reports this number of students enrolled by student type categories. These headcounts only include those seeking a degree – unclassified students (e.g., dual enrolled) are not included. The student type for undergraduates is based on the 'Type of Student at Most Recent Admission'. The First Time in College (FTIC) student was admitted in the same fall term or in the preceding summer term – this includes those who were re-admitted as FTICs.

ENROLLMENT PLANNING (cont.)

Percent of Baccalaureate-Seeking Resident Undergraduates Earning 15+ Credits [Fall term]

	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
ACTUAL	16	17	16	16	15	.	.	.	.	.
APPROVED GOALS	17	17	18	20	20	20	20	20	20	.
PROPOSED GOALS	.	.	.	.	.	*20*	*20*	*20*	*20*	*20*

Full-Time Equivalent (FTE) Enrollment by Course Level

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2028-29
LOWER	3,122	2,968	2,883	2,997	2,922	*2,886*	*2,988*	*3,024*	*3,094*	*3,169*	*3,200*
UPPER	5,385	5,477	5,431	5,409	5,157	*5,128*	*5,199*	*5,149*	*5,156*	*5,170*	*5,225*
GRAD 1	1,737	1,699	1,750	2,035	2,408	*2,606*	*2,451*	*2,477*	*2,502*	*2,471*	*2,500*
GRAD 2	202	177	162	139	111	*95*	*86*	*85*	*85*	*85*	*85*
TOTAL	**10,446**	**10,320**	**10,226**	**10,580**	**10,598**	***10,715***	***10,725***	***10,735***	***10,837***	***10,895***	***11,010***

Note: Full-time Equivalent (FTE) student is a measure of all instructional activity (regardless of fundability) that is based on the number of credit hours for all students during an academic (summer, fall, spring) year. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Pursuant to section 1013.31, Florida Statutes, Board facilities staff use this data as a key factor in the calculation of facility space needs for university educational plant surveys.

Percent FTE Enrollment by Method of Instruction

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
UNDERGRADUATE										
All Distance (100%)	35	35	38	84	59	*53*	*38*	*38*	*38*	*38*
Primarily Dist. (80-99%)	1	1	1	0	1	*<1*	*1*	*<1*	*<1*	*<1*
Flex	0	0	0	0	0	*0*	*0*	*0*	*0*	*0*
Hybrid (50-79%)	3	4	4	8	10	*1*	*1*	*1*	*1*	*1*
Classroom (0-49%)	62	60	57	8	31	*41*	*60*	*60*	*61*	*61*
GRADUATE										
All Distance (100%)	81	82	83	94	91	*91*	*86*	*86*	*86*	*86*
Primarily Dist. (80-99%)	0	0	0	0	0	*<1*	*<1*	*<1*	*<1*	*<1*
Flex	0	0	0	0	0	*0*	*0*	*0*	*0*	*0*
Hybrid (50-79%)	1	1	1	2	1	*1*	*<1*	*<1*	*<1*	*<1*
Classroom (0-49%)	18	17	16	4	8	*8*	*14*	*14*	*14*	*14*

Note: Effective for the Fall 2020 term, Board staff added a new FLEX value to capture the course sections in which there is a mix of modalities within the same course section that allows students the option to switch between the modalities during the term. See definitions sections for a detailed description.

ACADEMIC PROGRAM COORDINATION

New Programs for Consideration by Institution in AY 2023-24

The SUS Council of Academic Vice Presidents Academic Program Coordination Work Group will review these programs as part of their on-going coordination efforts. The programs listed below are based on the 2022 Accountability Plan list for programs under consideration for 2023-24.

PROGRAM TITLES	CIP CODE	AREA OF STRATEGIC EMPHASIS	OTHER INST W/ SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT IN 5TH YEAR	PROPOSED DATE OF SUBMISSION TO UBOT
UNDERGRADUATE						
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
M.S. Applied Behavior Analysis	30.1701	STEM	None	No	50	Spring 2024
DOCTORAL PROGRAMS						

New Programs for Consideration by Institution in AY 2024-26

These programs will be used in the 2024 Accountability Plan list for programs under consideration for 2024-26.

PROGRAM TITLES	CIP CODE	AREA OF STRATEGIC EMPHASIS	OTHER INST W/ SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT IN 5TH YEAR	PROPOSED DATE OF SUBMISSION TO UBOT
UNDERGRADUATE						
B.S. Civil Engineering	14.0801	STEM	10 SUS	No	50	Spring 2025
B.S. Aviation Management	49.0101	No	None	No	55	Fall 2024
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
DOCTORAL PROGRAMS						

DEFINITIONS

Performance Based Funding (PBF)

PBF-1. Percent of Bachelor's Graduates Enrolled or Employed ($40,000+) One Year After Graduation: This metric is based on the percentage of a graduating class of bachelor's degree recipients who are enrolled or employed (earning at least $40,000) somewhere in the United States. This data includes non-Florida data from all states and districts, including the District of Columbia and Puerto Rico; and military enlistment as reported by the institutions. Students who do not have valid social security numbers and are not found enrolled are excluded. Students not found enrolled following graduation and/or employed are also excluded. Sources: State University Database System (SUDS), Florida Department of Economic Opportunity (DEO) analysis of State Wage Interchange System (SWIS), and National Student Clearinghouse (NSC).

PBF-2. Median Wages of Bachelor's Graduates Employed Full-Time One Year After Graduation: This metric is based on annualized Unemployment Insurance (UI) wage data from the fourth fiscal quarter after graduation for bachelor's recipients. This data does not include individuals who are self-employed, employed by the military, those without a valid social security number, or making less than minimum wage. This data now includes non-Florida data from all states and districts, including the District of Columbia and Puerto Rico. Sources: State University Database System (SUDS) and Florida Department of Economic Opportunity (DEO) analysis of State Wage Interchange System (SWIS).

PBF-3. Cost to the Student Net Tuition & Fees for Resident Undergraduates per 120 Credit Hours: This metric compares the average sticker price and the average gift aid amount. The sticker price includes: (1) tuition and fees for resident undergraduates; (2) books and supplies (we use a proxy as calculated by the College Board); and (3) the average number of credit hours attempted by students who were admitted as an FTIC student who graduated with a bachelor's degree from a program that requires only 120 credit hours. The gift aid amount includes: (1) financial aid (grants, scholarships, waivers and third-party payments) provided to resident undergraduate students during the most recent academic year; (2) the total number of credit hours for those resident undergraduates. The average gift aid award per credit hour was multiplied by 120 and compared to the sticker price. Sources: State University Database System (SUDS), the Legislature's annual General Appropriations Act, and university required fees as approved by the Florida Board of Governors.

PBF-4. Four Year FTIC Graduation Rate: This metric is based on the percentage of first-time-in-college (FTIC) students who started in the fall (or summer continuing to fall) term and were enrolled full-time in their first semester and had graduated from the same institution by the summer term of their fourth year. FTIC includes 'early admit' students who were admitted as a degree-seeking student prior to high school graduation. Students who were enrolled in advanced graduate programs during their 4th year were excluded. Source: State University Database System (SUDS).

PBF-5. Academic Progress Rate [2nd Year Retention with 2.0 GPA or Above]: This metric is based on the percentage of first-time-in-college (FTIC) students who started in the fall (or summer continuing to fall) term and were enrolled full-time in their first semester and were still enrolled in the same institution during the next fall term with a grade point average (GPA) of at least 2.0 at the end of their first year (fall, spring, summer). Source: State University Database System (SUDS).

DEFINITIONS (cont.)

PBF-6: Bachelor's Degrees within Programs of Strategic Emphasis: This metric is based on the number of baccalaureate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis.' A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Source: State University Database System (SUDS).

PBF-7: University Access Rate Percent of Undergraduates with a Pell Grant: This metric is based the number of undergraduates enrolled during the fall term who received a Pell Grant during the fall term. Students who were not eligible for Pell Grants (e.g., unclassified, non-resident aliens, post-baccalaureate students) were excluded from the denominator for this metric. Source: State University Database System (SUDS).

PBF-8a: Graduate Degrees within Programs of Strategic Emphasis: This metric is based on the number of graduate degrees awarded within the programs designated by the Board of Governors as 'Programs of Strategic Emphasis.' A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double majors are included). Source: State University Database System (SUDS).

PBF-8b: Percentage of Newly Admitted FTICs with High School GPA of a 4.0 or Higher: (*Applies only to New College of Florida*): Percent of all degree-seeking, first-time, first-year (freshman) students who had a high school grade point average of a 4.0 or higher. Source: State University Database System (SUDS).

PBF-9a: FCS AA Transfer Three-Year Graduation Rate [Full- and part-time students]: This transfer cohort is defined as undergraduates entering in fall term (or summer continuing to fall) from the Florida College System with an Associate in Arts (AA) degree. The rate is the percentage of the initial cohort that has either graduated from the same institution by the summer term of their third academic year. Both full-time and part-time students are used in the calculation. Students who were flagged as enrolled in advanced graduate programs that would not earn a bachelor's degree are excluded. Source: State University Database System (SUDS).

PBF-9b: FTIC Pell Recipient Six-Year Graduation Rate [Full- and Part-time students]: This metric is based on the percentage of first-time-in-college (FTIC) students who started in the fall (or summer continuing to fall) term and were enrolled full-or part-time in their first semester and who received a Pell Grant during their first year (summer to spring) and who graduated from the same institution by the summer term of their sixth year. Students who were flagged as enrolled in advanced graduate programs that would not earn a bachelor's degree were excluded. Source: State University Database System (SUDS).

PBF-10. FAMU: Number of Bachelor's Degrees Awarded to Transfers with AA Degrees from FCS: This is a count of first-major baccalaureate degrees awarded to students who entered as FCS AA Transfers. First majors include the most common scenario of one student earning one degree in one Classification of Instructional Programs (CIP) code. A student who earns two baccalaureate degrees under two different degree CIPs is counted twice. Source: State University Database System (SUDS).

PBF-10. FAU: Total Research Expenditures: Total expenditures for all research activities, including non-science and engineering activities. Source: As reported by each institution to the National Science Foundation annual survey of Higher Education Research and Development (HERD) based on the NSF rules and definitions.

DEFINITIONS (cont.)

PBF-10. FGCU: Number of Bachelor's Degrees Awarded to Hispanic & African Americans: Race/Ethnicity data is self-reported by students to the university. This includes students who self-select Hispanic, Non-Hispanic African Americans, and those who select multiple races, including Black/African American. Degree data is based on first-major counts only; second majors are not included. Source: State University Database System (SUDS).

PBF-10. FIU: Number of Post-Doctoral Appointees: The number of postdoctoral appointees awarded annually. Source: National Science Foundation/National Institutes of Health Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).

PBF-10. FPOLY: Percent of Bachelor's Graduates with 2 or more Workforce Experiences: The percentage of Bachelor's recipients who completed at least two of the following four workforce experiences: external internships, industry-sponsored capstone projects, undergraduate research (from an externally funded research grant), and certifications. Source: Florida Polytechnic University student survey data reported to the Florida Board of Governors.

PBF-10. FSU: Number of Bachelor's Graduates who passed an Entrepreneurship Class: The number of Bachelor's recipients who passed one or more graded Entrepreneurship courses before graduating and while not above Excess Hours. Source: Florida State University student data reported to the Florida Board of Governors.

PBF-10. NCF: Percent of FTIC Graduates Completing 3 or more High Impact Practices: The percentage of graduating seniors who started as FTIC students and who complete three or more high-impact practices as defined by the National Survey of Student Engagement (NSSE) and the Association of American Colleges & Universities. High-impact practices include: (1) capstone project or thesis, (2) internships, (3) study abroad, (4) writing-intensive courses, (5) living-learning communities, (6) undergraduate research, (7) first-year experience, (8) learning communities, (9) service-learning, and (10) collaborative projects. Multiple activities within the same category only count once (e.g., a student completing three internships has completed one high impact practice). Source: New College of Florida student survey data reported to the Florida Board of Governors.

PBF-10. UCF: Percent of Bachelor's Degrees Awarded to African American and Hispanic Students: Percent of degrees is based on the number of baccalaureate degrees awarded to Hispanic and non-Hispanic African American students divided by the total degrees awarded - excluding those awarded to non-resident aliens and unreported. Source: State University Database System (SUDS).

PBF-10. UF: Endowment Size (M): Assets invested by an institution to support its educational mission. Source: National Association of College and University Business Officers (NACUBO) and Commonfund Institute's annual report of Market Value of Endowment Assets.

PBF-10. UNF: Percent of Undergraduate FTE in Online Courses: Full-time equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll. FTE is based on the Integrated Postsecondary Education Data System (IPEDS) definition, which divides undergraduate credit hours by 30. Online, or distance learning, courses provide at least 80 percent of the direct instruction using some form of technology when the student and instructor are separated by time or space, or both per Section 1009.24(17), Florida Statutes. Source: State University Database System (SUDS).

DEFINITIONS (cont.)

PBF-10. USF: 6-Year Graduation Rates (FT/PT): The first-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned since high school graduation. The rate is the percentage of the initial cohort that has either graduated from the same institution by the summer term of their sixth academic year. Both full-time and part-time students are used in the calculation. FTIC includes 'early admits' students who were admitted as degree-seeking students prior to high school graduation. Source: State University Database System (SUDS).

PBF-10. UWF: Percent of Baccalaureate Graduates Completing 2+ Types of High-Impact Practices: The percentage of graduating seniors completing two or more high-impact practices as defined by the Association of American Colleges & Universities. High-impact practices include: (1) first-year seminar & experiences, (2) common intellectual experience, (3) writing-intensive courses, (4) collaborative assignments & projects, (5) diversity/global learning, (6) ePortolios, (7) service learning, community-based learning, (8) internships, (9) capstone courses & projects. Multiple activities within the same category only count once (e.g., a student completing three internships has completed one high-impact practice). Source: University of West Florida student data reported to the Florida Board of Governors.

Preeminence Research University (PRE)

PRE-A: Average GPA & Average SAT: An average weighted grade point average of 4.0 or higher on a 4.0 scale and an average SAT score of 1200 or higher on a 1600-point scale or an average ACT score of 25 or higher on a 36 score scale, using the latest published national concordance table developed jointly by the College Board and ACT, Inc., for fall semester incoming freshmen, as reported annually.

PRE-B: National University Rankings: A top-50 ranking on at least two well-known and highly respected national public university rankings, reflecting national preeminence, using the most recent rankings. Sources: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, U.S. News and World Report National University, U.S. News and World Report National Public University, U.S. News and World Report Liberal Arts Colleges, Forbes, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and the Center for Measuring University Performance.

PRE-C: Freshmen Retention Rate: Freshman Retention Rate (full-time, FTIC) cohorts are based on first-year undergraduate students who enter the institution in the fall term (or summer term and continue into the fall term). Percent retained is based on those who are enrolled during the second fall term. Source: State University Database System (SUDS).

PRE-D: 4-year Graduation Rate: This metric is based on the percentage of first-time-in-college (FTIC) students who started in the fall (or summer continuing to fall) term and were enrolled full-time in their first semester and had graduated from the same institution by the summer term of their fourth year. FTIC includes 'early admit' students who were admitted as degree-seeking students prior to high school graduation. Students who were enrolled in advanced graduate programs during their 4th year were excluded. Source: State University Database System (SUDS).

DEFINITIONS (cont.)

PRE-E: National Academy Memberships: National Academy Memberships held by faculty. Source: The Center for Measuring University Performance in the Top American Research Universities (TARU) annual report or the official membership directories maintained by each national academy.

PRE-F: Total Science & Engineering Research Expenditures: Research expenditures within Science & Engineering disciplines. Source: As reported by each institution to the National Science Foundation (NSF) annual survey of Higher Education Research and Development (HERD) based on the NSF rules and definitions.

PRE-G: Science & Engineering Research Expenditures in Non-Health Sciences: Research expenditures within Science & Engineering in non-medical sciences. Source: As reported by each institution to the National Science Foundation annual survey of Higher Education Research and Development (HERD) based on the NSF rules and definitions.

PRE-H: National Ranking in Research Expenditures: The NSF identifies eight broad disciplines within Science & Engineering: Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, and Social Sciences. The rankings by discipline are determined by BOG staff using the NSF online database.

PRE-I: Patents Awarded: Total utility patents awarded for the most recent three calendar year period. Based on legislative staff guidance, Board staff query the USPTO database with a query that only counts utility patents: "(AN/"University Name" AND ISD/yyyymmdd->yyyymmdd AND APT/1)". Source: United States Patent and Trademark Office (USPTO).

PRE-J: Doctoral Degrees Awarded Annually: Includes doctoral research degrees and professional doctoral degrees awarded in medical and health care disciplines. Also includes veterinary medicine. Source: State University Database System (SUDS).

PRE-K: Number of Post-Doctoral Appointees: The number of postdoctoral appointees awarded annually. Source: National Science Foundation/National Institutes of Health Survey of Graduate Students and Postdoctorates in Science and Engineering (GSS).

PRE-L: Endowment Size (M): Assets invested by an institution to support its educational mission. Source: National Association of College and University Business Officers (NACUBO) and Commonfund Institute's annual report of Market Value of Endowment Assets.

Key Performance Indicators (KPI)

KPI-1: Public University National Ranking: A top-50 ranking on at least two well-known and highly respected national public university rankings, reflecting national preeminence, using the most recent rankings. Sources: Princeton Review, Fiske Guide, QS World University Ranking, Times Higher Education World University Ranking, Academic Ranking of World University, U.S. News and World Report National University, U.S. News and World Report National Public University, U.S. News and World Report Liberal Arts Colleges, Forbes, Washington Monthly Liberal Arts Colleges, Washington Monthly National University, and Center for Measuring University Performance.

KPI-2: Freshmen in Top 10% of High School Class: Percent of all degree-seeking, first-time, first-year (freshman) students who had high school class rank within the top 10% of their graduating high school class. Source: As reported by each university on the Common Data Set.

DEFINITIONS (cont.)

KPI-3: Time to Degree for FTICs in 120hr programs: This metric is the number of years between the start date (using the student entry date) and the end date (using the last month in the term degree was granted) for a graduating class of first-time, single-major baccalaureates in 120 credit hour programs within a (summer, fall, spring) year. Source: State University Database System (SUDS).

KPI-4: Percent of Bachelor's Degrees Without Excess Hours: This metric is based on the percentage of baccalaureate degrees awarded within 110% of the credit hours required for a degree based on the Board of Governors Academic Program Inventory. This metric excludes the following types of student credits: accelerated mechanisms, remedial coursework, non-native credit hours that are not used toward the degree, non-native credit hours from failed, incomplete, withdrawn, or repeated courses, credit hours from internship programs, credit hours up to 10 foreign language credit hours, and credit hours earned in military science courses that are part of the Reserve Officers' Training Corps (ROTC) program. Starting in 2018-19, the calculation for this metric included a new type of statutory exclusion of up to 12 credit hours for students who graduated in four years or less. This metric does not report the number of students who paid the "Excess Hour Surcharge" (Section 1009.286, Florida Statutes). Source: State University Database System (SUDS).

KPI-5: Six-Year FTIC Graduation Rates [full-& part-time students]: The first-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned since high school graduation. The rate is the percentage of the initial cohort that has either graduated from the same institution by the summer term of their sixth academic year. Both full-time and part-time students are used in the calculation. FTIC includes 'early admits' students who were admitted as degree-seeking students prior to high school graduation. Source: State University Database System (SUDS).

KPI-6: FCS AA Transfer Two-Year Graduation Rate [full-time students]: This transfer cohort is defined as undergraduates entering in fall term (or summer continuing to fall) from the Florida College System with an Associate in Arts (AA) degree. The rate is the percentage of the initial cohort that has either graduated from the same institution by the summer term of their second academic year. Only full-time students are used in the calculation. Students who were flagged as enrolled in advanced graduate programs in their 2nd year were excluded. Source: State University Database System (SUDS).

KPI-7: Pell Recipient Four-Year Graduation Rate [for full-time FTIC]: This metric is based on the percentage of first-time-in-college (FTIC) students who started in the fall (or summer continuing to fall) term and were enrolled full-time in their first semester and who received a Pell Grant during their first year and who graduated from the same institution by the summer term of their fourth year. FTIC includes 'early admit' students who were admitted as degree-seeking students prior to high school graduation. Students who were flagged as enrolled in advanced graduate programs that would not earn a bachelor's degree were excluded. Source: State University Database System (SUDS).

KPI-8: Bachelor's Degrees Awarded & KPI-9: Graduate Degrees Awarded: This is a count of first-major baccalaureate and graduate degrees awarded. First majors include the most common scenario of one student earning one degree in one Classification of Instructional Programs (CIP) code. In cases where a student earns a baccalaureate degree under two different degree CIPs, a distinction is made between "dual degrees" and "dual majors." Also included in first majors are "dual degrees," which are counted as separate degrees (e.g., counted twice). In these cases, both degree CIPs receive a "degree fraction" of 1.0. The calculation of degree fractions is made according to each institution's criteria. Source: State University Database System (SUDS).

DEFINITIONS (cont.)

KPI-10: Bachelor's Degrees Awarded to African-American & Hispanic Students: Race/Ethnicity data is self-reported by students to each university. The non-Hispanic, African-American, and Hispanic categories do not include students classified as Non-Resident Alien or students with a missing race code. Degree data is based on first-major counts only; second majors are excluded. Percentage of degrees is based on the number of baccalaureate degrees awarded to non-Hispanic African-American and Hispanic students divided by the total degrees awarded, excluding those awarded to non-resident aliens and unreported. Source: State University Database System (SUDS).

KPI-11: Percentage of Adult (Aged 25+) Undergraduates Enrolled: This metric is based on the age of the student at the time of their fall term enrollment, not their age upon entry. As a proxy, age is based on birth year, not birth date. Unclassified students with a high school diploma (or GED) and above are included in this calculation. Source: State University Database System (SUDS).

KPI-12: Percent of Bachelor's Degrees in STEM & Health & KPI-13: Percent of Graduate Degrees in STEM & Health: The percentage of degrees that are classified as STEM or Health disciplines by the Board of Governors in the Academic Program Inventory. These counts include second majors. Second majors include all dual/second majors (e.g., degree CIP receive a degree fraction that is less than 1). The calculation of degree fractions is made according to each institution's criteria. The calculation for the number of second majors rounds each degree CIP's fraction of a degree up to 1 and then sums the total. Second majors are typically used when providing degree information by discipline/CIP, to better conveys the number of graduates who have specific skill sets associated with each discipline. Source: State University Database System (SUDS).

KPI-14: Licensure & Certification Exam Pass Rates: The average pass rates as a percentage of all first-time examinees for Nursing, Law, Medicine, Veterinary, Pharmacy, Dental, Physical Therapy, and Occupational Therapy, when applicable. The average pass rate for the nation or state is also provided as a contextual benchmark. The Board's 2025 System Strategic Plan calls for all institutions to be above or tied the exam's respective benchmark. The State benchmark for the Florida Bar Exam excludes non-Florida institutions. The national benchmark for the USMLE exams is based on rates for MD degrees from U.S. institutions. Source: BOG staff analysis of exam pass rates provided by institutions or licensure/certification boards.

KPI-15: National Academy Memberships: National Academy Memberships held by faculty. Source: Center for Measuring University Performance in the Top American Research Universities (TARU) annual report or the official membership directories maintained by each national academy.

DEFINITIONS (cont.)

KPI-16: Faculty Awards: Awards include: American Council of Learned Societies (ACLS) Fellows, Beckman Young Investigators, Burroughs Wellcome Fund Career Awards, Cottrell Scholars, Fulbright American Scholars, Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, Lasker Medical Research Awards, MacArthur Foundation Fellows, Andrew W. Mellon Foundation Distinguished Achievement Awards, National Endowment for the Humanities (NEH) Fellows, National Humanities Center Fellows, National Institutes of Health (NIH) MERIT, National Medal of Science and National Medal of Technology, NSF CAREER awards (excluding those who are also PECASE winners), Newberry Library Long-term Fellows, Pew Scholars in Biomedicine, Presidential Early Career Awards for Scientists and Engineers (PECASE), Robert Wood Johnson Policy Fellows, Searle Scholars, Sloan Research Fellows, and Woodrow Wilson Fellows. Source: Center for Measuring University Performance in the Top American Research Universities (TARU) annual report.

KPI-17: Percent of Undergraduates Engaged in Research: Numerator includes graduating seniors who completed an honors thesis, worked on their own research and/or creative activity topic with the guidance of a faculty member (individually or jointly), submitted an article or research for publication or exhibited research at a professional/academic conference (individually or jointly). The denominator includes graduating seniors who complete the survey. While senior exit surveys are traditionally administered in the spring term, institutions may include senior exit surveys from other terms in a given academic year if they are available. Source: Student survey data reported to the Florida Board of Governors.

KPI-18: Total Research Expenditures: Total expenditures (in millions of dollars) for all research activities (including non-science and engineering activities). Source: As reported by each institution to the National Science Foundation annual survey of Higher Education Research and Development (HERD) based on the NSF rules and definitions.

KPI-19: Research Expenditures Funded from External Sources: This metric reports the research expenditures funded from federal, private industry, and other (non-state and non-institutional) sources. Source: As reported by each institution to the National Science Foundation annual survey of Higher Education Research and Development (HERD) based on the NSF rules and definitions.

KPI-20: Utility Patents Awarded: The number of utility patents in a calendar year, excluding design, plant, or similar patents. Source: United States Patent and Trademark Office (USPTO).

KPI-21: Number of Licenses/Options Executed Annually: Licenses/options executed in the fiscal year for all technologies. Source: As reported by universities on the Association of University Technology Managers Annual (AUTM) annual Licensing Survey.

KPI-22: Number of Start-up Companies Created: The number of start-up companies that were dependent upon the licensing of University technology for initiation. Source: Association of University Technology Managers Annual (AUTM) annual Licensing Survey.

DEFINITIONS (cont.)

Enrollment Planning (ENRL)

ENRL-1: Fall Headcount Enrollment by Student Level and Student Type: This table reports the number of students enrolled by student type categories. These headcounts only include those students who were seeking a degree – unclassified students (e.g., dual enrolled) are not included. The student type for undergraduates is based on the 'Type of Student at Most Recent Admission'. The first-time-in-college (FTIC) student was admitted in the same fall term or in the preceding summer term, including those who were re-admitted as FTICs. Source: State University Database System (SUDS).

ENRL-2: Percent of Resident Baccalaureate-Seeking Resident Undergraduates Earning 15+ Credits: This table reports the percent of baccalaureate-seeking resident undergraduates who earned fifteen or more credit hours during the fall term as reported on the Term Credit Hours Earned element (#01089). This includes the pass/fail courses in which the student earned a passing grade and excludes audited courses. Source: State University Database System (SUDS).

ENRL-3: Full-Time Equivalent Enrollment by Course Level: This table reports full-time Equivalent (FTE) enrollment, which is a measure of all instructional activity, regardless of fundability, that is based on the number of credit hours that students enroll. This FTE calculation is based on the Integrated Postsecondary Education Data System (IPEDS) definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Pursuant to Section 1013.31, Florida Statutes, Board facilities staff use this data as a key factor in the calculation of facility space needs for institution educational plant surveys. Source: State University Database System (SUDS).

ENRL-4: Percent FTE Enrollment by Method of Instruction: This table reports the percentages of FTE enrollment that is classified as Distance Learning for all students at all campuses regardless of funding source. Distance Learning is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both per Section 1009.24(17), Florida Statutes). Effective for the fall 2020 term, Board staff added a new FLEX value to capture the course sections in which there is a mix of modalities within the same course section that allows students the option to switch between the modalities during the term. Course sections with mixed modalities that are predetermined/scheduled by the instructor at the start of the term to accommodate classroom capacity constraints and result in all students in the section having the same percentages of remote work is not a FLEX section and are considered one of the traditional non-FLEX designations. These designations account for planned adjustments to academic calendars (like being remote after thanksgiving or spring break) that are known at the beginning of the term. Unexpected adjustments to the academic calendar are not captured by these designations. FLEX courses start the term as FLEX. No academic calendar adjustment can change a non-FLEX into a FLEX. Source: State University Database System (SUDS).

Office of the President
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Building 10, Office 227
Pensacola, FL 32514

May 1, 2024

Suzanne Lewis, Chair
Board of Trustees
University of West Florida
Building 10, Ste. 102C
Pensacola, Florida 32514

Dear Chair Lewis:

I am pleased to provide my self-evaluation for 2023-2024. UWF has enjoyed another strong year of growth. Highlights include the following:

- **Record enrollment.** Prevailing against negative national trends, UWF has hit record enrollment every year since 2021. I note an overall enrollment increase of 14% over the past five years.

- **Record fundraising over a variety of measures.** According to the latest report, UWF's total investment pool has grown by 50% during my tenure as president. We have kicked off the "Here for Good" capital campaign aiming for $90 million by June 2026.

- **National recognitions.** For the second consecutive year, UWF ranked in the top 10 public institutions in the region by U.S. News & World Report. We won our highest ranking on the "Best for Vets" college list released by Military Times and top five nationally for Military Friendly and Military Spouse Friendly Schools. For the 11th time, UWF was named a "Great College to Work For" and featured in the Chronicle of Higher Education.

- **Another named college** upon the approval of a $5 million dollar gift for the naming of the Lewis Bear Jr. College of Business.

- **Increased Performance Based Funding Metrics Score** with special recognition for retention, graduation rate, and high-impact practices.

- **Record legislative support** with new funding for operations and facilities.

I am enclosing the following documentation for your review:

Presidential Goals Report 2023-24.

All BOT approved goals have been completed or are on-track for completion.

Presidential Scorecard.

Indicators reflect continued stability. We are closely monitoring three-year transfer graduation rate and have strategies in place for improvement. This metric was recently changed by the BOG to include part-time students who typically graduate at a slower rate.

Proposed Three-Year Goals.

These goals have been prepared in consultation with my executive leadership team.

I remain very active in the community and state on behalf of the University and was honored to be named to the Florida 500 Most Influential Business Leaders by Florida Trend Magazine. My InWeekly Power List first place ranking highlighted the significant growth and influence of UWF in the region. Currently, I am serving as co-chair of the area business roundtable along with J.T. Young of Florida Power and Light.

I am grateful for the help of a strong leadership team and the support of a steadfast Board of Trustees. Thank you for all that you do for our University. It's an honor to be your president.

Sincerely yours,

Martha Saunders

Martha Saunders
President
University of West Florida

UWF Strategic Direction: Student Centered and Focused

Presidential Goal	Summary	Goal Report	Status
Add 5 full scholarships	The Division of University Advancement has worked collaboratively with Admissions to generate funding for five full-ride Argo Spirit scholarships.	Add 5 full scholarships goal report	**COMPLETE**
Implement and track PBF funding Metric 10A	The University of West Florida surpassed its goal of 59% with 60.6% of Baccalaureate Graduates Completing two or more types of High Impact Practices for the 2022-23 academic year (achieving 10 excellence points). The reporting and vetting of new HIP activities and courses are ongoing.	Implement and track PBF funding Metric 10A goal report	**COMPLETE**
Achieve 100% housing utilization of total available beds	At the beginning of the Fall 2023 semester, occupancy was at 100% and 98% by the end of that semester. Housing and Residence Life began accepting contracts for 2024-2025 at the end of January. The department anticipates 100% occupancy and a waitlist again for 2024-2025.	Achieve 100% housing utilization of total available beds goal report	**COMPLETE**
Align academic departments with transfer opportunities	The Office of Undergraduate Admissions, working closely with academic department chairs, published transfer guides in early Fall 2023 for UWF's top two feeder institutions, Northwest Florida State College (NWFSC) and Pensacola State College (PSC). Working closely with all academic colleges and the School of Education, UWF has identified and established more opportunities for transfer students.	Align academic departments with transfer opportunities goal report	**COMPLETE**
Sustain and expand the pipeline for diverse STEM talent to fill critical jobs needs in the region and state	The Hal Marcus College of Science and Engineering and Center for Cybersecurity has multiple programs in place to fill the need for STEM talent in the workforce including recruiting students for critical programs, expanding on local industry partnerships, among other efforts.	Sustain and expand the pipeline for diverse STEM talent to fill critical job needs in the region and state goal report	**COMPLETE**
Enhance parent engagement for student success	DAESA continues to develop opportunities to enhance parent engagement for student success. Attendance at events, engagement through social media, and participation in the Parent and Family Association has greatly increased.	Enhance parent engagement for student success goal report	**COMPLETE**
Align academic engagement programs to enhance student retention and success	DAESA has created evidence-based student support strategies throughout the division. DAESA has also developed several opportunities to provide students with financial assistance aimed at bolstering student retention and success.	Align academic engagement programs to enhance student retention and success goal report	**COMPLETE**
Implement Strategic Enrollment Plan 2023-2028	A total of ten cross-divisional tactical groups were established with the responsibility of achieving a set of enrollment goals over the course of five years.	Implement Strategic Enrollment Plan 2023-2028 goal report	**COMPLETE**

Presidential Goal	Summary	Goal Report	Status
Provide access to high-impacts practices for students	Due to improved access to HIPs, UWF is poised to meet its accountability goal on percentage of graduating students completing at least two HIPs during their time at UWF.	[Provide access to high-impacts practices for students](#)	**COMPLETE**
Build Student Resilience	DAESA formed a Health and Wellbeing team that oversees the progress toward promoting wellbeing and building student resilience. The team launched an incoming student health and wellbeing survey and is currently using the results to inform planning and programming.	[Build student resilience goal report](#)	**COMPLETE**

UWF Strategic Direction: Employee Success

Presidential Goal	Summary	Goal Report	Status
Apply & receive accreditation from FDLE for University Police Department	The UWF Police department achieved accreditation from the Commission for Florida Law Enforcement on February 23, 2023.	[Apply & receive accreditation from FDLE for University Police Department goal report](#)	**COMPLETE**
Develop and implement plan for employee retention	The 2023-2024 University of West Florida Employee Retention Plan was developed and published on April 5, 2023. Over the past year, Human Resources has been working with multiple constituents to implement the plan. The work of this plan will continue in the 24-25 Presidential goal year.	[Develop and implement plan for employee retention goal report](#)	**COMPLETE**

UWF Strategic Direction: Exceptional Academic Programming and Scholarship Aligned with State Needs

Presidential Goal	Summary	Goal Report	Status
Enhance Emerald Coast offerings, student support and community engagement	Eleven full academic programs are offered at the UWF Emerald Coast Campus and plans are in progress for more programs. During the past year, a total of 86 outside community events/activities and 28 faculty, staff, and student events/activities were hosted on the Emerald Coast Campus.	[Enhance Emerald Coast offerings, student support and community engagement goal report](#)	**COMPLETE**
Enhance online programming	The Center for Teaching, Learning, and Technology (CTLT) works with UWF faculty to enhance online programming through faculty professional development, Board of Governor initiatives for online education, and on demand resources.	[Enhance online programming goal report](#)	**COMPLETE**
Create separate Department of Cybersecurity	UWF decided in Spring 2024 to merge the IT and Cybersecurity departments to form the new Department of Cybersecurity and Information Technology.	[Create separate Department of Cybersecurity goal report](#)	**COMPLETE**

UWF Strategic Direction: Community and Economic Engagement

Presidential Goal	Summary	Goal Report	Status
Strengthen donor support Strengthen alumni engagement	The goal for the fiscal year was to raise $5,000,000 and $17,848,919 was raised as of 3/28/2024. The offices of Annual Giving, Alumni Relations and Development work together each year to achieve and sustain 5% alumni participation.	Strengthen donor support and alumni engagement goal report	**COMPLETE**
Launch public phase of the capital campaign	The public phase of the campaign officially launched on April 11 and utilized all of our marketing channels. A website, uwf.edu/hereforgood shows campaign priorities, fundraising goal progress, philanthropic stories and student testimonials.	Launch public phase of the capital campaign goal report	**COMPLETE**
Implement external relations 3-year plan	During the 2023-2024 academic year, the external relations plan centered around expanding and nurturing relationships with the Florida Legislature, Florida Board of Governors, community members and leaders. UWF's legacy continues to grow as we develop relationships across our region and the State.	Implement external relations 3-year plan goal report	**COMPLETE**
Strengthen Florida Alumni Network	Advancement, Alumni Relations and Government Relations team members have worked to keep UWF alumni living in the state of Florida well-informed on issues that affect the UWF community and share information on legislative priorities.	Strengthen Florida Alumni Network goal report	**COMPLETE**
Strengthen campus and community partnership engagement	DAESA regularly collaborates with campus and community partners to support the academic and workforce development-focused mission of UWF.	Strengthen campus and community partnership engagement goal report	**COMPLETE**

UWF Strategic Direction: Infrastructure

Presidential Goal	Summary	Goal Report	Status
[Phase 1] Landscape Master Plan	Phase I-Gateway Entrance construction is underway and is to be completed by June 30, 2024.	Landscape Master Plan Phase 1 goal report	**ON TRACK**
Implement Campus Master Plan	The Campus Master Plan implementation is underway. Construction has begun on three major projects: the Sandy Sansing Sports Medicine Center, the Building 50 renovation, and the Gateway Entrance - Phase 1 construction. Design work is being solicited for the Science and Engineering Wing and the Satellite Utility Plant.	Implement Campus Master Plan goal report	**ON TRACK**

Presidential Goal	Summary	Goal Report	Status
Manage CARES/HEERF Funds	All CARES/HEERF/ARP funds were fully spent by May 2023. UWF is awaiting the US DOE to open the portal to permit UWF to file the final report. Additionally, the Governor's Office funded UWF $23.8M with Coronavirus State Fiscal Recovery Funds (SFRF) via Section 152 (FY21-22 GAA) and Section 197 (FY22-23 GAA) to be used toward deferred maintenance. Quarterly reports are sent to the Executive Office of the Governor. UWF has until 12/31/2026 to spend $23.8M. As of 2/13/24, UWF has spent $15.4M.	Manage CARES/HEERF Funds goal report	**COMPLETE**
Build Gooden Center addition	The Darrell Gooden Center is under construction with a completion date of November 2024.	Build Gooden Center addition goal report	**ON TRACK**
Renovate field house	Field house work was completed in December 2023; minor aspects will be finished by May 2024.	Renovate field house goal report	**ON TRACK**
Continue planning for on-campus athletic stadium	The Foundation has secured Populous to complete a market feasibility study and a phased approach of the stadium.	Continue planning for on-campus athletic stadium goal report	**ON TRACK**

UWF Strategic Direction: Operational Excellence

Presidential Goal	Summary	Goal Report	Status
Create a stand-alone Department of Emergency Management	The emergency management director was hired on 3/27/23. The stand-alone department was established at that time.	Create a stand-alone Department of Emergency Management goal report	**COMPLETE**
Re-organize Division of Academic Affairs	Academic Affairs recently underwent a reorganization of its colleges. The College of Education and Professional Studies was dissolved and the remaining four colleges were reorganized.	Re-organize Division of Academic Affairs goal report	**COMPLETE**

UWF Strategic Direction: Culture of Inclusion and Civility

Presidential Goal	Summary	Goal Report	Status
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	DAESA continues to oversee progress towards the goals and initiatives listed in UWF's Civil Discourse Plan created in 2022.	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 goal report	**COMPLETE**

Key Performance Indicators (KPIs)	UBOT-Approved Directional Trends	Year/Source	Previous Year	Direction	Current Year	Notes
Applications Received from First-Time, Degree-Seeking, Undergraduate Students	Monitor	Summer/Fall 2023	9,231	▲	9,831	
Acceptance Rate for First-Time, Degree-Seeking, Undergraduate Students	Monitor	Summer/Fall 2023	48%	▲	57%	
Yield Rate for First-Time, Degree-Seeking, Undergraduate Students	Monitor	Summer/Fall 2023	27%	▬	27%	
Average SAT Score for Newly Enrolled FTICs	Monitor	Summer/Fall 2023	1,132	▼	1,107	
Average ACT Score for Newly Enrolled FTICs	Monitor	Summer/Fall 2023	24	▼	23	
Average High School GPA at the Time of Admission for Newly Enrolled FTICs	▲	Summer/Fall 2023	3.76	▲	3.79	
Total Fall Headcount Enrollment (Undergraduate, Graduate, Non-Degree-Seeking)	▲	Fall 2023	13,504	▲	14,343	
Percent of Total Fall Headcount Enrollment From Out of State (Origin)	Monitor	Fall 2023	17%	▬	17%	
Student Diversity: Percent of Students Who Are Women	Monitor	Fall 2023	62.0%	▼	60.0%	
Student Diversity: Percent of Students Who Are Minorities	Monitor	Fall 2023	35.6%	▲	36.9%	
Percent of Enrolled Undergraduates Who Are 25 or Older	Monitor	Fall 2023	32%	▼	31%	
Percent of Baccalaureate Graduates Completing 2+ Types of High Impact Practices (BOG PBF #10)	▲	2022-2023	58.6%	▲	60.6%	
First-Year, Fall-to-Fall Retention Rate for Full-Time FTICs Entering in the Fall (or Summer-to-Fall) with GPA ≥ 2.0 (BOG PBF #5)	▲	2022-2023	83.5%	▲	86.8%	
Annual Percent Change (1-yr Δ) in the Average Cost to the Student (Net Tuition per 120 Credit Hours) (BOG PBF #3)	▼	2022-2023	-65.8%	▼	-37.0%	
Annual Percent Change (1-yr Δ) in Cost of Attendance for Full-Time Undergraduate Florida Residents Living on Campus	Monitor	2022-2023	0.0%	▲	8.8%	
Annual Percent Change (1-yr Δ) in Cost of Attendance for Full-time Undergraduate Florida Residents Living at Home	Monitor	2023-2024	0.0%	▲	7.1%	

Key Performance Indicators (KPIs)	UBOT-Approved Directional Trends	Year/Source	Previous Year	Direction	Current Year	Notes
Four-Year Graduation Rate for FTICs (Full-Time Only) - (BOG PBF #4)	▲	2019-2023	47.0%	▲	48.1%	
Six-Year Graduation Rate for FTICs (Full-Time and Part-Time)	Monitor	2017-2023	53%	▲	61%	
Percent of Bachelor's Degrees Awarded Without Excess Hours (Prior BOG PBF#9 - Now KPI - SUS Strategic Plan Goas was 80%)	Monitor	2022-2023	83.0%	▲	85.0%	
Distance Learning Undergraduate FTE Enrollment as Percent of Total Undergraduate FTE (SUS Strategic Plan Goal is 40%)	Monitor	2022-2023	59.0%	▼	53.0%	
Distance Learning Graduate Student FTE Enrollment as Percent of Total Graduate FTE	Monitor	2022-2023	91.0%	▬	91.0%	
University Access Rate: Percent of Fall Undergraduates with a Pell Grant (BOG PBF #7)	Monitor	Fall 2022	36%	▬	36%	
Median Wages for Baccalaureate Graduates Employed One Year after Graduation (BOG PBF #2)	▲	2021-2022	$48,800	▲	$53,000	
UWF Undergraduate Class Size: Percent with Fewer Than 50 Students	Monitor	Fall 2022	97.0%	▼	94.0%	
Baccalaureate Degrees Awarded in Programs of Strategic Emphasis (BOG PBF #6)	Monitor	2022-2023	62.4%	▼	60.6%	
Graduate Degrees Awarded in Programs of Strategic Emphasis (BOG PBF #8)	Monitor	2022-2023	71.1%	▲	73.4%	
Percent of Faculty Who Are Women	Monitor	Fall 2023	47%	▲	48%	
Percent of Faculty Who Are Minorities	Monitor	Fall 2023	27%	▼	25%	
Average Nine-Month Equated Salary for Full-Time Instructional Faculty	▲	Fall 2023	$83,625	▲	$92,767	
Percent of Undergraduate Credit Hours Taught by Full-Time Faculty	Monitor	2022-2023	70%	▼	68%	
UWF Research Contracts and Grants: Dollar Amount of Awards Received	▲	2022-2023	$15.7M	▲	$26.1M	
UWF Total Research Expenditures ($M)	▲	2022-2023	$38.9M	▲	$40.5M	

Key Performance Indicators (KPIs)	UBOT-Approved Directional Trends	Year/Source	Previous Year	Direction	Current Year	Notes
Percent of Baccalaureate Graduates Employed Full-Time or Continuing their Education One Year After Graduation (BOG PBF #1)	▲	2021-2022	74.1%	▲	79.8%	
Average Staff Salary	▲	Fall 2023	$59,279	▲	$64,787	
Percent of Staff Who Are Women	Monitor	Fall 2023	61%	▬	61%	
Percent of Staff Who Are Minorities	Monitor	Fall 2023	22%	▬	22%	
Total Annual Giving	▲	2022-2023	$6.0M (excludes 3.2M received from realized gifts)	▲	$9.0M	
Percent of Revenue from State Appropriations, Excluding Tuition and Fees	Monitor	FY 2022-2023	36.6%	▲	41.3%	
Endowment	▲	2022-2023	$84.3M	▲	$92.9M	
Percent of Alumni Who Are Donors	▲	2022-2023	5.3%	▲	5.80%	
FCS AA Transfer Three-Year Graduation Rate [Changed from 2 to 3 year and to Full-time & part-time students] (BOG PBF #9A)	▲	2020-2023	58.5%	▼	52.3%	
Pell Recipient Six-Year Graduation Rate [full- & part-time students] (BOG PBF #9B)	▲	2017-2023	50.6%	▲	57.2%	

🟩	Adhering to the preferred directional trend
🟨	Slight deviation from the preferred directional trend
🟥	Deviation from the preferred directional trend

= 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

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

2022-23 PRESIDENTIAL PERFORMANCE EVALUATION REPORT
PREPARED BY THE UWF BOARD OF TRUSTEES PRESIDENTIAL PERFORMANCE, EVALUATION AND
METRICS AD HOC COMMITTEE

Per Presidential Evaluation Policy BOT-14.01-06/17; Section VI. Evaluation Period/Goal Setting/Timeline (c) Annual Performance Evaluation Timeline 4. The Committee will evaluate the President's performance using the evaluative criteria and prepare an evaluation report containing an applicable compensation recommendation for the Board by Sept. 14, 2023.

The Presidential Performance Evaluation and Metrics Ad Hoc Committee submits the following report and recommendations for President Martha Saunders' 2022-23 annual performance evaluation. The Presidential Evaluation Policy requires that the President's performance evaluation take place according to a prescribed time schedule, culminating in the completion of this report and submission of the Committee's related recommendations to be acted upon by the full Board of Trustees at their September meeting.

The totality of the recurring criteria the Board of Trustees evaluates the President on includes 14 items:
- The BOG's Performance-Based Funding Metrics/Strategic Plan;
- Responsiveness to the BOG's strategic goals and priorities, and compliance with system-wide regulations;
- The President's self-evaluation report;
- The University's current strategic plan, university work plan, and accountability report;
- President's current goals;
- Responsible fiscal management of the University;
- Responsible supervision of key personnel;
- Positive governmental and community relations;
- Promotion of academic excellence and student success at the University;
- Promotion of ethical conduct at the University;
- Promotion of the reputation of the University;
- Promotion of advantageous relationship with University-affiliated entities;
- University Advancement & Fundraising; and
- Key Performance Indicators in the Presidential Scorecard.

In July, the Committee was provided the President's Self-Evaluation with additional documentation, the Presidential Scorecard 2022-23, definitions for the scorecard and the UWF 2022 Accountability Plan. In addition, the UWF Presidential Performance Evaluation was provided to each Trustee to solicit individual Trustee feedback on the President's performance. These documents are attached to this report. A compilation of the results of the evaluation and comments are also provided. The score range was 1 to 5 with 1 representing "Does Not Meet Expectations," 3 representing "Meets Expectations," and 5 representing "Exceeds Expectations." All of these actions and documents assisted the PPEM committee in completing the evaluation of the President in this sixth full fiscal year of her Presidency.

A synopsis of the scores assigned by the Trustees and the average in each category include:
- Strategic Direction 1: Learner-Centered and Focused: 4.89
- Strategic Direction 2: Academic Programming, Scholarship & Research: 4.78
- Strategic Direction 3: Personnel Investment & Engagement: 5.00
- Strategic Direction 4: Community and Economic Engagement: 4.67
- Strategic Direction 5: Infrastructure: 4.56

Total Average Score: 4.78

Progress, Improvements, Enhancements and Exceptional Leadership

The PPEM Committee met on Aug. 17, 2023, to review the supporting documentation and the Presidential Performance Evaluation results to make a recommendation to the Board of Trustees. Following thorough deliberation and consideration, the PPEM Committee determined the University has continued to thrive under the leadership of President Saunders. Examples of the progress, improvements, enhancements and exceptional leadership during this evaluation period include, but are not limited to the following:

- **Strategic Direction 1: Learner-Centered and Focused**
    - UWF surpassed its PBF Funding Metric 10A goal of 50% with 58.6% of Baccalaureate Graduates completing two or more types of High Impact Practices for the previous year. We believe these practices distinguish our students to prospective employers, contributing to UWF's high ranking for graduates who are employed.
    - The University's focus on improving academic success outcomes by enhancing and promoting evidence-based student support strategies has resulted in enhanced student retention and persistence through graduation.
    - UWF earned rankings from U.S. News & World Report in the following categories: Regional Universities South; Top Public School; Best Colleges for Veterans; Social Mobility; Best Undergraduate Nursing.
    - UWF recruited its 11th National Merit Finalist in six years.
    - Professor Emeritus, Muhammad Rashid, and his wife donated $1 million to name the Department of Electrical and Computer Engineering.
    - Aylstock, Witkin, Kreis & Overholtz law firm donated $2.5 million to name the UWF Center for Leadership in the College of Business.
    - UWF created a separate School of Education to strengthen teacher education for the region.
    - UWF won national recognition as a gold-level University in the large public school category in the annual Military Friendly Schools list for 2023-2024.

- **Strategic Direction 2: Academic Programming, Scholarship & Research**

- UWF launched a high demand degree in Human Resources Management in the fall. Continued emphasis on undergraduate research assists our students in developing distinguished professional portfolios, leading to employment after graduation.
- The Florida Public Archaeology Network, teamed with East Carolina University to continue work to locate and identify missing WWII pilots who went missing following the Battle of Saipan in 1944.
- UWF opened the Makerspace at the Museum of Commerce, a 1,000 square foot space dedicated to creative, entrepreneurial and artistic activities.
- A gift from Rhonda and Jerry Maygarden will name the Jerry Louis Maygarden Undergraduate Communication Program. Jerry is an alumnus of the program and served as student body president.
- National health agencies have benefitted from an analysis by a UWF team which identified areas in the contiguous United States where suicide and opioid death rates are high and where the deaths overlap.
- UWF's student-managed Argo Bond Fund won first place nationally at the Quinnipiac University Global Asset Management Education's competition.

- **Strategic Direction 3: Personnel Investment & Engagement**
  - The UWF Police Department achieved first-time accreditation from the Commission for Florida Law Enforcement Accreditation.
  - A comprehensive employee retention plan was developed and approved. Work on recommended items has begun.
  - National searches yielded two top leaders: Dr. Gary Liguori, Provost, and Dr. David Bellar, Dean of the Usha Kundu, MD College of Health.
  - Tim Kinsella, former skipper at NAS Pensacola, was named Director of the AWKO Center for Leadership in the UWF College of Business.
  - Chris Martin, former skipper at NAS Pensacola, was named AVP for Facilities at UWF.
  - Former president, Judy Bense, was inducted into the Gulf South Conference Hall of Fame.
  - President Martha Saunders was ranked #2 in the annual Power List sponsored by InWeekly.

- **Strategic Direction 4: Community and Economic Engagement**
  - UWF 2023 Day of Giving was record-breaking with $218,999 raised from more than 1,380 donors — the most dollars and donors ever for the 24-hour fundraising initiative.
  - The silent phase of our upcoming Capital Campaign is on track with pre-launch preparation, including development of concept and branding for Here for Good Capital Campaign, microsite design, launch video concept development, and private meetings with major donors and corporations.
  - Exemplary work in external relations resulted in record high legislative support for the 2022-2023 fiscal year.
  - UWF football played on campus this year, exceeding attendance goals for the year.

- President Saunders served as chair for the American Heart Association Heart Walk Challenge 2022 resulting in a 50% increase in funds raised over the previous year.
- The Industry Resilience and Diversification Fund Program, administered by UWF, has approved incentive funding projected to add 685 new jobs to the region.
- UWF and the Naval Aviation Museum Foundation expanded Veterans Day activities to host The Resilient Military Family –a first for the university.
- UWF and Pensacola State have launched several new articulation agreements designed to smooth student transition between the two institutions.
- We enjoyed a significant increase of earned media stories this year with an advertising equivalency of $11.4 million.

- **Strategic Direction 5: Infrastructure**
  - Funding has been identified for Phase I of the Landscape Master Plan which will include a main entry monument designed to orient students, faculty, and the community.
  - Work has begun on the Darrell Gooden Center addition.
  - The first phase of construction for the Building 54 Mitigation Renovations is on-track for completion in August.
  - The UWF Foundation has engaged Populous to conduct a market study and concept design for a football stadium on campus.

Committee Recommendation

President Saunders continues to provide exceptional leadership, action and vision for the University, students, staff, faculty, the community and the state. The President's progress and results to-date merit payment of a Performance Incentive Payment contemplated in her Employment Agreement, given the University's continued academic and administrative progress evidenced by President Saunders' highest Trustee evaluation score since the beginning of her presidency.

In regard to Section 4.2 of the President's Employment Agreement, the Board of Trustees is obligated to review the President's Base Salary on an annual basis. The committee is recommending an 8% increase to the President's base salary.

After careful consideration of the evaluation factors and focused deliberation, the PPEM Committee made the following recommendations relative to the Performance Incentive Payment plan provided in President Saunders' Employment Agreement with the University:

- Pursuant to Presidential Compensation proposal and Section 5.1 of the Employment Agreement, President Saunders is eligible for a one-time Performance Incentive Payment up to and including twenty percent (20%) of her base salary.
- Whereas the Presidential Performance Evaluation results reflect a composite score of 4.78 (on a scale of 5.0) across all five strategic directions of the University and reflect positive comments and lists of accomplishments as presented herein and attached hereto, the Committee recognizes that the President's performance has clearly exceeded expectations. Based on these results, the

committee recommends a 20% one-time performance incentive payment, recognizing President Saunders' outstanding performance during 2022-23.

The Committee makes these recommendations with the full confidence and substantiated knowledge that the total compensation package, as improved and adjusted, is in keeping with previous market assessments, and is consistent with the Board's mission to compensate the President in a manner that is competitive, supports the accomplishment of the University's goals and strategic directives, and fairly rewards and incentivizes exemplary performance.

President Saunders has had a banner year, achieving many high impact accomplishments. The Board of Trustees looks forward to working with President Saunders and her entire leadership team to achieve her 2023-24 goals focused across academics, performance metrics, campus improvements, student success and community partnerships. President Saunders' strength, commitment and passion continue to make her a great leader for UWF, as well as give her the vigor to meet the on-going challenges to identify and achieve high scores on the Board of Governors performance-based funding metrics.

The Committee will present this report to the full Board of Trustees at the Sept. 14, 2023, meeting.