FINAL REPORT:

PRESIDENT’S TASK FORCE FOR UNDERGRADUATE PROGRAM REVIEW

Committee Membership:

George L. Stewart (Biology), Chair of the Committee, CAS
Greg Lanier (Honors and Theatre), CAS
Mary Lou Ruud (History and Women’s Studies), CAS

Lew Cox (Management and MIS), COB
Chula King, (Accounting and Finance), COB
Greg Martin, (Marketing and Economics), COB

Petra Schuler (Center on Aging), COPS
Jill White (Teacher Education), COPS
Steve Philipp (Health, Leisure and Exercise Science), COPS

Connie Works (Academic Affairs), Committee Secretary
FINAL REPORT:

PRESIDENT’S TASK FORCE FOR UNDERGRADUATE PROGRAM REVIEW

The President’s Task Force for Undergraduate Program Review (TFUPR) was charged with examining undergraduate education at UWF with the objective of identifying undergraduate programs and initiatives that are clearly enhancing the University of West Florida’s mission to become an institution with a celebrated reputation for local, regional, national, and international excellence. Further, the Task Force was also charged to identify those undergraduate programs and initiatives that clearly have the potential to become programs of distinction in relative short order given an infusion of resources. In order to identify those undergraduate programs and initiatives of excellence and distinction, the committee established the following institution-wide baseline: every program at UWF is expected to deliver a solid and high-quality undergraduate education. Units that clearly had exceeded that baseline and had achieved a local, regional, national, or international reputation of note were identified as units of distinction.

The method used to identify undergraduate programs of distinction consisted of: (1) completion of a standard form (see Appendix A) by the chair/director of each unit significantly engaged in undergraduate education, and (2) a personal interview of each unit chair/director by at least two members assigned to the subcommittee for the college in which the unit resided. The questionnaire was submitted to each program chair/director for completion prior to the TFUPR interview. After the interview, each chair/director was given an opportunity to modify their responses before submission to the TFUPR. All of the completed questionnaires provided by chairs/directors are appended to this report in full (see Appendix B). The college-based TFUPR Subcommittees were judged to be the individuals best qualified to evaluate the programs within each college, so the TFUPR Report is composed of the college Subcommittee reports (presented below). Each college subcommittee report was incorporated by the Chair into the TFUPR report to be submitted to the President.

The chair/director of each program was fully appraised of the goals and purpose of the TFUPR interview at the beginning of each session. The informal exchange between the interviewers and chair/director was used to obtain a clear picture from the unit chair/director of the value/potential of existing/proposed efforts of each unit as well as to help uncover any previously unrecognized potential for fulfilling the goal of being recognized for having program(s) of distinction. The completed questionnaires and the results of the interviews were used to assess each unit’s success and potential for achieving the goal of establishing in the eyes of the community beyond UWF as a program of distinction. Since the charge of the TFUPR was to evaluate undergraduate education programs only, units of UWF that are focused primarily on research or graduate education were not included in this review except as they might impact the standing or development of undergraduate programs of distinction.

The conclusions of the subcommittees for the College of Arts and Sciences (CAS), the College of Business (COB), and the College of Professional Studies (COPS) are presented below. The subcommittees judge that the programs/initiatives described below are programs of distinction/excellence either due to their achievements to date or that they have significant
potential for becoming programs of distinction given the necessary support. The differences among college subcommittees in terms of their preferred approach to making these evaluations precluded any attempt to generate a unified ranking of recommended programs across all three colleges; therefore each subcommittee report needs to be evaluated independently.
TFUPR COLLEGE SUBCOMMITTEE REPORTS

College of Arts and Sciences

CAS Subcommittee Membership:

Greg Lanier, Honors and Theatre
Marylou Ruud, History
George Stewart, Biology

Each and every department and program housed in the College or Arts and Sciences is dedicated to providing a quality undergraduate education to UWF’s students, and each and every CAS department and program is performing that task even though constrained by very limited resources. The efforts of the Dean of the College of Arts and Sciences to support excellence in undergraduate education have been vigorous and innovative, but those efforts have been severely hampered by budgetary constraints. Despite the wide range and diversity represented by the programs housed in CAS, there have been a number of successful and impressive efforts to form inter-unit collaborations in order to create novel and valuable educational undergraduate opportunities. Several such collaborations have fueled the formation of programs of distinction, but it is evident to the members of the CAS Subcommittee of the Task Force for Undergraduate Program Review that not all such possibilities have been explored. Since collaborative efforts can often promote efficient resource utilization, interdisciplinary collaboration deserves careful consideration where appropriate. However, the CAS Subcommittee members recognize that interdisciplinary pursuits are only made possible by the existence of strong and energetic disciplines and departments. Further, the CAS Subcommittee members salute the departments in the College of Arts and Sciences for their very high standards of excellence in the three areas of undergraduate education, scholarly/creative activity, and service to the university and community.

The efforts of some CAS departments to address specific regional needs have also been quite noteworthy. Several departments or programs have formed advisory committees to support their programmatic efforts, and those committees uniformly boast significant representation from community members who have demonstrated a special concern with the educational opportunities offered by UWF. Moreover, significant efforts put forth by programs housed in CAS have directly supported many economic development and employment opportunities in the region. Further, some of the CAS programs of distinction identified below provide innovative and novel solutions to regional problems that can be addressed effectively through education.

Lastly, several CAS departments have identified opportunities for generating significant outside funding for the support of departmental programs. Given the present context of shrinking state support for higher education, such efforts may make the difference between programmatic stagnation and ability to promote the growth and development of existing and new programs. Some of these efforts carry with them a high probability of advancing the reputation and mission of the University, and the Dean of the College of Arts and Sciences has been very supportive of several of these efforts.
College of Arts and Sciences Programs of Distinction - Established

The following alphabetical listing identifies those departments or programs in the College of Arts and Sciences that have achieved the local, regional, national, or international reputation for excellence that defines a Program of Distinction in the judgment of the CAS Subcommittee of the Task Force for Undergraduate Program Review. These units are clearly and widely promoting the University of West Florida’s vision of becoming a premier creative, student-centered university focused on excellence. No priority should be inferred from the order in which the following programs are listed.

Advertising and Forensics
Both the UWF Forensics team and the Advertising “Hot Shop” housed in the Department of Communication Arts have achieved significant national reputations. Even though pitted against major university programs with far greater resources than are available at UWF, the “Hot Shop” has won the national advertising competition 3 times routinely places in top three spots in regional competitions. The Forensic and Debate team boasts the reigning 2003 national champion in extemporaneous speaking (plus a 2nd in Persuasive Speaking and a 4th in Impromptu Speaking), and the team has placed in the top 10 of the National Forensics Association Division 2 tournaments in five of the last six years. Clearly, these programs have significantly advanced the reputation of UWF at the national and regionally levels and should therefore be recognized as Programs of Distinction.

Historical Preservation and Public History
These programs, which are housed in the Department of History, robustly support regional needs, and the History Department is extremely active in the community on both the academic and the practical levels. The department has taken a number of positive steps to move history programs into downtown, especially through a growing involvement with Historic Pensacola and the UWF properties located in the Historic Preservation district. The History department has also undertaken substantial steps to increase enrollment and service to the region by offering distance learning courses and by developing joint/interdisciplinary programs in historical archaeology, maritime studies and historic preservation. The department has also focused on reaching out to the regional community by offering specialized projects, programs, and tracks in Gender and Diversity and military history, as well as housing the Women’s Studies Program.

The Department of History has a history of providing strong and sustained service to the regional school system through involvement in recruiting, advising and participating in activities such as the history fair, school presentations, workshops and teacher training in history. The Department of History has long addressed the needs of historical agencies through professional training and intimate involvement with these agencies; for example, History provides essential services to Historic Pensacola through involvement in research, internships, joint programs, office and class space usage and joint teaching ventures. The Department of History addresses the needs of local business through the development of an innovative program in historic tourism and interacts productively with the Museum of Naval Aviation. Further, the Department of History addresses
needs in the local community through courses, oral history projects, assistance in grants, and projects as well as leadership directly related to Gender and Diversity, and Women’s Studies. Both NAS Pensacola and Eglin AFB have benefited through History offerings in military history and distance learning, as well as by playing a key role in the development of oral military histories.

The Department of History has been a pioneer in engaging in productive inter-departmental collaborations. For example, the Historical Archaeology program results from close collaboration between faculty in History and Archaeology and has resulted in international publicity for UWF through several projects. The efforts in Historic Preservation have incorporated Archaeology, English and Art, and a newly created Maritime Studies program combines the efforts of Archaeology, Environmental Studies, Biology, and Government. Currently housed in the Department of History, the Women’s Studies Program offers students a minor that advances the opportunity to learn beyond established confines by providing classes, faculty forums, student conferences, and community programs to promote debate and provide arenas for diverse opinions. In an increasingly complex world, Women’s Studies offers knowledge of gender issues that prepare students to deal with community and job-related responsibilities. The Women’s Studies program thus reflects UWF’s commitment to gender and diversity issues and provides significant and excellent enhancement to that end. All of the efforts described above have created a long list of productive and valuable internships for undergraduate and graduate students enrolled in those programs.

The Department of History therefore has a long and distinguished list of programs, projects and accomplishments that have provided, and are providing, direct and significant service to the region. These activities have been innovatively tailored in order to incorporate students in all aspects of the work that provide both excellent educational experiences and incredible opportunities for student hands-on experiences and growth. Moreover, History has an impressive record of addressing the needs of minorities and women through their programs. Collectively, these activities have promoted the reputation and positive public image of UWF.

Honors
The vision of the University is to distinguish the University of West Florida as a premier creative, student-centered university focused on excellence, and the University Honors Program (UHP) strongly supports that vision by supporting at least one student in each and every undergraduate degree program offered at UWF. Through its many extracurricular activities, the UHP stresses leadership, community service, and international experience. The record shows 1) that most of the UWF Ambassadors, the UWF Mentors, and the members of the UWF Student Government Association are UWF Honors students, that 2) the UHP and/or the Honors Council are consistently at the top of the service hours per university group list maintained by the C.L.O.V.E. office, and that 3) the Honors International Experience (trips to Ireland, England, Japan, Honduras, Cuba, etc.) provide invaluable individual enrichments to a number of students. Moreover, in spring 2002 Florida Leader Magazine identified the Honors Program at UWF as “The Best Honors Program in the State of Florida,” and the National Collegiate Honors Council awarded the Honors Program at UWF First Place in its annual Newsletter competition that same year. Statewide, UWF’s Honors Program is a clear leader in the Florida Collegiate Honors
Council, with both the current FCHC President and the 4-year University Student Representative coming from UWF.

The area serviced by UWF has a continual need to receive baccalaureate students who 1) have a high quality education in their specific field, who 2) are leaders and responsible citizens in their community and who understand the importance of service, and 3) who have a global perspective. As described above, the UHP provides UWF students with opportunities to develop in each of these three areas.

The UHP is poised to give UWF the opportunity to expand its reputation for excellence well beyond the “Florida Panhandle” definition of its service region. For the past three years, roughly 50% of the Honors students enrolling at UWF come from UWF’s specified four county service region; the other 50% come from out of state and from the rest of Florida. Future growth and expansion of the UHP will result in more and more Honors students coming to UWF from outside of our service region.

The Honors Program is clearly an undergraduate Program of Distinction that significantly enhances the quality of undergraduate education at UWF in general. The Honors Program will continue to provide critical contributions to the quality of the undergraduate experience of UWF students as it acquires much needed resources. Investments in the Honors Program will result in a strong contribution to the quality of education throughout the entire university, will promote the University’s national reputation, and will provide the highest quality graduates to businesses, government agencies and industry throughout the region, state and nation. The Honors Program at UWF is clearly a Program of Distinction and is worthy of increased University investment.

**Marine Biology**

One of only two Marine Biology programs in the State of Florida and one of only a handful in the nation, the Marine Biology program at UWF is a major recruiting tool for in-state and out-of-state undergraduate students. The uniqueness of this program on a national basis makes it one that has and will continue to provide UWF with a substantial national profile. Moreover, the strong international ties established by the program have provided UWF a measure of international exposure.

In a major collaborative effort, the Archeology Institute and the Marine Biology program have pooled their resources in order to acquire a research vessel (the R/V *Nautilus*) as well as to hire highly skilled personnel to maintain and run the joint fleet of boats and equipment. The R/V *Nautilus* has dramatically broadened the educational and research options available to undergraduate and graduate students, and has significantly improved the research opportunities for faculty from both units. Marine Biology and Archeology are also planning several other joint projects that will enhance the appeal and service of both programs to the region.

Further, two components of the Biology Department, Marine Biology and the Center for Environmental Diagnostics and Bioremediation, have linked up Environmental Studies for significant efforts in the areas related to environmental issues. In specific, the Biology and Environmental Studies Departments have formed a 3+2 program that leads to an MS in Biology
within an Environmental Biology specialization. This program focuses heavily on the coastal environment and has an obvious great potential for regional service.

The Marine Biology program is currently working with members of the Pensacola community toward the development of a Maritime Museum, an Aquarium, and a Marine Sciences research facility in downtown Pensacola (a joint project involving Archeology, History, NAS Pensacola, the Naval Aviation Museum, the City of Pensacola, and Escambia County). It is hoped that this facility will become an important economic component in tourism and will add another dimension to the cultural environment of the downtown area. Such facilities could serve as a centerpiece for economic development and lead to the development of other public attractions in the waterfront area of downtown Pensacola.

In the international arena, Marine Biology has established strong ties with an Indonesian research program titled Operation Wallacea, administered by the University of Oxford in England; this partnership resulted in a major research trip to Indonesia this past summer for selected UWF students and faculty, and this opportunity will be repeated during the summer of 2003. Further, Marine Biology is developing ties with the University of Costa Rica, with plans to design and execute field courses and on-site research in Costa Rica, and these activities will inject a strong measure of cultural diversity into Biology/Marine Biology programs for both graduate and undergraduate students.

In direct response to the needs of the SOCNAV and the Naval Education Programs, the Marine Biology in the Biology Department will begin a joint effort with the Environmental Studies Department to develop four new distant learning courses that are a key components of a distant learning program in Oceanography. A joint effort with Archeology on a Maritime Studies distant learning program for the same purpose will begin as well. Moreover, the Department of Biology has created a 2+1+2 track in Marine Biology for community college transfer students in order to provide a seamless education for students coming from a community college context all the way to the Master’s level.

Since many of the efforts of the Marine Biology program are based on primary collaborative arrangements with three other departments at UWF, support for Marine Biology will benefit these other units as well.
College of Arts and Sciences Programs of Distinction - Developing

The following alphabetical listing identifies those departments, programs, or initiatives in the College of Arts and Sciences that the CAS Subcommittee of the Task Force for Undergraduate Program Review believes are rapidly developing into Programs of Distinction and will continue to do so given proper support. The CAS Subcommittee judges that these programs have a significant potential for enhancing the mission and goals of the University and that these programs would clearly promote UWF’s overall reputation within the region, state, nation, and world. As in the section above, no priority should be inferred from the order of this listing.

Archaeology
The Archaeology program at UWF has achieved a high level of academic quality by continually incorporating the resources of West Florida as a living laboratory into its curriculum and learning opportunities. The Archaeology program has significantly increased the public value of archaeological and cultural resources in West Florida through its high and low profile “Public Archaeology” initiatives, including the notable Archaeology Institute and the regular feature “Unearthing Pensacola” aired on WUWF. The Archaeology program has work to create the only safety net for most of the non-renewable resources in West Florida through its close collaboration with legislative bodies, and the influence of the program can be seen in the increasing attention paid to archaeological and cultural concerns in growth and development planning. In specific, private consulting firms, federal, state, and local governmental planning agencies, federal, state, and local parks and museums, and tourism-related agencies have all directly benefited from Archaeology initiatives. Further, the Archaeology program has an impressive track record in collaboration, having worked with the following programs and agencies to create joint programs: Nine tracks in the Social Sciences Interdisciplinary Program, History (Historical Archaeology), Biology (the Marine Services facility), Criminal Justice (Forensics), West Florida Preservation, Inc. (archaeology, exhibiting, public service). Further, Archaeology is currently negotiating with other units to establish these new programs: Maritime Studies (Anthropology, Biology, History, Government, Environmental Studies) and Historic Preservation MA (History, Art, Anthropology). Clearly the momentum established in Archaeology needs to be fostered with an infusion of resources so that this area could become a Program of Distinction.

Distance Education for the Navy
The Navy Education Program and SOCNAV have shown interest in adding UWF to their list of institutions of higher education that are allowed to offer distance education programs to naval personnel. Recent meetings with directors of both these branches of Naval education indicated that substantial monetary rewards could result from UWF’s involvement in this initiative. In addition to the boost that being included as one of the SOCNAV institutions would give to UWF’s national academic reputation, this effort could potentially generate sizable amounts of funds for the institution and the programs and department partnering with NEP and SOCNAV. These exploratory meetings also revealed that there is great interest in the programs UWF proposes to offer to Navy personnel: distance learning programs leading to a B.S. in
Oceanography and a B.S. in Maritime Studies. The Navy has indicated that these two programs are highly desirable areas and would be unique within the limits of NEP and SOCNAV.

Importantly for UWF, both of these B.S. programs are multidisciplinary efforts that would deeply engage five departments within the College of Arts and Sciences: Archeology/Anthropology, Biology, Environmental Studies, Government and History. Those departments would provide the courses central to the B.S. programs, but many other departments at UWF would be involved in constructing and offering the needed general studies courses. This program could be a model of inter-departmental cooperation, and any investment the University might make in this program most likely would be returned many times over via the generation of funds from a source beyond the State of Florida. There is a high probability that this program could dramatically advance the reputation of the University, create a popular and quality educational opportunity for Navy personnel, and provide a degree of financial self-sufficiency for several units within the College of Arts and Sciences as well as for the College itself.

Environmental Sciences
Protection of the environment and its natural resources has become an issue of global concern. Coastal environments are especially delicate and attractive and are therefore easily exploited and abused. The state of Florida has vast stretches of coastline that are integral to both the economy and the quality of life for Florida citizens, businesses and visitors, and the region directly served by UWF has a long history of economic and recreational reliance on the coastal and marine environments. UWF therefore has a pressing responsibility to assume a leadership position in the protection, promotion, and wise utilization of these resources through effective and appropriate education on important environmental issues. Further, UWF, through its ability to conduct independent research, is poised to address many regional problems that are related to environmental quality.

UWF is poised and ready to assume a leadership position in environmental Sciences. The Department of Environmental Studies, Department of Biology, and the Center for Environmental Diagnostics and Bioremediation (CEDB), already boast distinguished records of collaboration in promoting undergraduate and graduate education in areas of importance in environmental sciences, of conducting research that addresses regional environmental problems of great importance, of grantsmanship, and of assuming a leadership role in working with local, state and federal agencies responsible for environmental protection and wise utilization of natural resources.

Since the regional environmental industry relies heavily on graduates with a solid and broad education in the environmental sciences, the collaborative efforts of the Biology, Environmental Studies and CEDB become central to UWF’s ability to meet its responsibilities in providing a well-educated workforce. An enhanced effort by UWF in environmental sciences could have a very significant positive impact on the reputation of the University and on the economy and quality of life in Northwest Florida, and will provide opportunities to graduates educated in environmental sciences for employment by local, state and federal environmental agencies and by businesses and industries focusing on environmental issues. Since the quality of education in environmental sciences is high and since the engaged units enjoy enormous support from the
regional, state and federal environmental community, the educational effort in environmental sciences would be a good candidate to become a Program of Distinction.

**Fine and Performing Arts**

UWF has the clear and pressing responsibility to become a leading player in the cultural enhancement of the region. Many, many studies have shown that community and economic development issues are inextricably entwined with cultural enhancement issues. In order for the Northwest Florida region to advance as some envision, the cultural ambience of Northwest Florida needs to be nurtured, and the University of West Florida is poised to become a key element in that enhancement. Further, the area of Fine and Performing Arts currently provides one of the very few venues which can draw significant numbers of community members to the UWF campus, and since it will no doubt be a good while before UWF fields a football team, UWF faces limited options in its efforts to bring the community to campus. Although it is highly unlikely that Art, Music, and Theatre could be raised simultaneously to the level where each could be identified as a program of distinction given budgetary realities, a plan needs to be developed which delineates the strategy for creating programs of distinction in the area of Fine and Performing Arts due to the obvious community and regional benefits.

**Life and Health Sciences**

The health care industry is a major employer and a powerful economic force within the area of Florida served by UWF. Over the past 15 years there has been a continuous effort by the health care community to engage UWF more fully in educational programs in the health sciences that meet local needs. While local junior colleges have responded dramatically and effectively to these requests, UWF has failed to address most of the needs of the regional health care community. Despite the fact that UWF has allowed numerous opportunities for establishing effective programs for the health care industry to slip by in the past, the health care community remains enthusiastic and supportive in its effort to involve UWF in educational programs in the health sciences. And given that there is a deep and continuous need for people who have training in the area of environmental health to supply the needs of hospitals and medical clinics as well as local, state and federal agencies, UWF needs to expand its educational presence in that segment of the health care arena.

The recently established Division of Life and Health Sciences creates an umbrella under which the University can directly and effectively address the needs of the health care community. An Advisory Committee for the Division was recently established, and more than 20 representatives from the health care community and members from the UWF departments that are or will be involved in health-related programs were appointed to that committee. The Advisory Committee includes representatives from each of five area hospitals, physicians, nurses, as well as individuals from other areas in the health care industry. The Division of Life and Health Sciences is designed to engage all appropriate UWF units as stakeholders in addressing the regional needs of the health care community, and the Departments of Psychology, Communication Arts, Social Work, Business, Biology, Nursing, and Computer Sciences as well as the Center for Health Care Ethics and the Medical Technology program have been asked to participate.
The Advisory Committee for the Division of Life and Health Sciences has recommended the creation of several programs that directly address some of the most critical needs in health care, including:

✿ A Center for Health Care Ethics that can offer a certificate in Health Care Ethics (scheduled to begin Fall, 2003).

✿ A Certificate in Medical Informatics, needed to manage the nearly endless volumes of patient histories and clinical/diagnostic data that threaten to overwhelm health care providers (scheduled to begin Spring, 2004).

✿ A Doctorate in Pharmacy program, perhaps by becoming a branch campus location of the University of Florida Doctorate in Pharmacy program. (Data collected from the health care community in Florida and nearby counties in Alabama indicate extremely strong and enthusiastic endorsement of this effort).

✿ A two-year B.S. in Health Sciences for the large number of employees in health care who hold A.A., A.S. and A.A.S. degrees and for community college transfers.

✿ A Masters in Public Health with tracks in Public Health Administration and Epidemiology.

✿ MPH certificate programs in Infection Control and Environmental Health.

In addition to these proposed new programs, the programs in Medical Technology and Nursing provide personnel educated in areas of health care faced with continuous critical need. The steady demand for medical technologists could be augmented through expansion of that program into areas identified by health care employers as desirable, such as Molecular Diagnostics, Cytotechnology and Histotechnology. With the BSN approved, the Nursing program can focus on developing of bridge programs for Pensacola Junior College and Okaloosa-Walton Community College in addition to addressing the immediate needs of regional health care in specific areas of nursing.

The establishment of the Division of Life and Health Sciences thus provides a model for collaboration between units within UWF since six departments and all three colleges would play roles in one or more of the proposed efforts. This combination of resources and efforts could translate into substantial gains in FTEs, space, and potential extramural funding for all of the units involved. The great potential for considerable outside financial support of UWF initiatives in health sciences programs needs to be developed. Sizeable amounts of space and funds have already been committed to UWF in direct support of these initiatives, witness the space donated by Sacred Heart Hospital to house the Center for Health Care Ethics and the Medical Informatics certificate programs, which includes not only offices but a state-of-the-art classroom as well. Sacred Heart Hospital has also invited UWF to join the discussions on developing space in a proposed Medical Education Building on the Sacred Heart campus. West Florida Hospital has provided space to temporarily house the UWF Nursing program.
The Division of Life and Health Sciences will directly respond to the needs of the regional health care community, a major regional employer and economic force. This relationship has already boosted and will continue to elevate UWF’s image as a responsive and effective regional partner. The proposed and existing activities of the Division of Life and Health Sciences have enormous potential to become Programs of Distinction.

Music Recording Studio
The Department of Music at UWF has an enthusiastic and strong supporter/benefactor in the Nashville songwriter/producer Larry Butler. With some financial support and endorsement from UWF, Mr. Butler is willing to solicit funds from a long list of his colleagues and friends in the Nashville music community to establish a professional quality recording studio for UWF to use in the training of students in music recording; the facility would also be available for lease to professional artists. Mr. Butler has already approached many of his fellow professional musicians about using the proposed facility for commercial production of their music and reports widespread approval and excitement. The Department of Theatre would also benefit from this project by having a professional quality installation in which to record songs and music for shows that would support the B.F.A in Musical Theatre program. This project would not only greatly benefit UWF academically, financially, and in terms of national reputation, but it would establish a new and major center for commercial production of music within Florida. Moreover, this project could have a major impact on the regional economy through infusion of funds into hotels, restaurants and other businesses within Northwest Florida. Of even greater value would be the opportunities for students to interact with and be taught by prominent figures in the national music business. In addition, the funds and facilities developing from this project would provide strong support for new and established programs within the Department of Music and provide this unit with a substantial degree of financial self-sufficiency. The CAS Subcommittee recognizes that this project has great potential and recommends support of this effort but recognizes as well that much of the impetus for this program depends on extramural financial support, and therefore an initiative in this area needs to be undertaken by the office of University Advancement.

Need for Continuous Re-evaluation
The constantly changing needs of the community and of UWF strongly suggest that these and any like recommendations regarding Programs of Distinction be re-evaluated on a regular basis to determine if adjustments need to be made in order to allow all programs at UWF to fulfill their potential. Continued re-evaluation is also essential in order to identify new and emerging initiatives and/or programs that have arisen in response to new demands and opportunities emerging within UWF and the region. Without regular examination and assessment, any effort to move the institution ahead along the lines delineated above would ultimately prove futile.
The College of Business is the smallest of the three colleges at the University of West Florida (UWF). With the three departments of Accounting and Finance, Management and Management Information Systems, and Marketing and Economics, its primary focus is on undergraduate education, with two graduate level programs available. The College of Business prides itself on its student focus by making students and the integrity of the academic programs that serve them its highest priority.

Unlike the other two colleges at UWF, the College of Business is a cohesive unit wherein the three departments work together to provide an integrated educational opportunity for their students. This is evidenced by not only the common business core of courses that all undergraduate students in the College are required to successfully complete, but also the AACSB national accreditation of all programs in the College. Each degree program in the College of Business has its unique strengths and each is dependent upon the other degree programs for its overall success. Therefore, all undergraduate degree programs are vitally important to the attainment of the mission and goals of the College of Business. None should be eliminated.

Three programs or specializations in the College of Business have already made great strides toward the attainment of a level of excellence that extends well beyond UWF’s geographic boarders. These are the BSBA in Accounting, the BSBA in Management Information Systems, and the Global specializations in the Marketing and Economics BSBAs. These three programs are recommended for the program of distinction designation and enhanced funding to accompany such designation.

The BSBA in Accounting has long been viewed as a program of excellence. It enjoys an enviable reputation locally, regionally, nationally and internationally because of the quality of its graduates. Employers often comment that UWF accounting graduates are like “thumbs on a hand” given their work ethic, ability to tackle and solve complex problems, and mental attitude towards life long learning. These unique graduates consistently attribute their success to the educational integrity of UWF’s accounting program and the faculty who guided them in their educational pursuits.

The BSBA in Management Information Systems has graduates placed worldwide. The graduates’ broad academic background in Business and other organizations, coupled with their knowledge and expertise in building and using computer-based information systems, in
applications from basic to Web-based e-business, allows them to fill useful positions in any type of organization. These graduates’ employers are very complimentary of their work ethic, their ability to work in teams or as individual contributors, and their ability to present their ideas in written or oral form. The program’s emphasis on both theory and practice (i.e., they must show their ability to do what they learn) serves its graduates well.

The Department of Marketing and Economics, with its Global Economics and Global Marketing Specializations, is leading the College-wide strategy to "globalize" its business students. These specializations within the BSBAs require participating students to study abroad at one of the College’s non-US partner schools for at least one semester as part of their degree program. The "common wisdom" was that a regional university with a high proportion of place-bound, nontraditional, and working students would not find much success with a program like this. However, student interest in these programs has exceeded expectations, with an enrollment of over two dozen students since the formal launch of the programs in August 2002. While these specializations are still small, the College is optimistic that they will continue to grow and eventually become a distinguishing characteristic of the College, offering our business students an educational opportunity that is unduplicated among our peer universities.

All degree programs within the College of Business are undergoing their five-year review this semester. In addition, all are preparing their strategic planning documents for SACS and AACSB reaccredidation. Interested parties are referred to the UPIC planning documents for additional information.

An example of the type of integration and cohesion of units in the College of Business is the beginning of discussions toward the building of a “Virtual Business Incubator;” i.e., an effort toward making advice and assistance available to entrepreneurs and e-entrepreneurs who may be geographically dispersed, through the use of technology. It is planned that use will be made of faculty and student resources within the three Departments, in conjunction with the Haas Center for Business Research and Economic Development, the Small Business Development Center, and the Institute for Human and Machine Cognition.
TFUPR COLLEGE SUBCOMMITTEE REPORTS

College of Professional Studies

COPS Subcommittee Membership

Petra Schuler, Center on Aging
Jill White, Teacher Education
Steve Philipp Health, Leisure and Exercise Science

A review of the interviews with Chairs in the College of Professional Studies strongly demonstrates the emerging dominant role that will be played by COPS in setting University vision and providing leadership in the next decade. The College of Professional Studies presently functions as a model for translating the University mission into a meaningful plan of action. Its programs of distinction will be directly linked to the regional area, and regional economic environments, yet also be available to worldwide audiences using the latest technology. Consider the following strengths of existing programs in the College of Professional Studies.

- **Career placement and regional economic impact**: COPS programs are directly linked to and evaluated against successful career placement in the regional area. A majority of COPS graduates are placed in professional/managerial positions in the regional area.

- **Strongly growing upper level undergraduate FTE production**: Many of the largest and fastest growing upper-level undergraduate programs are in COPS. COPS is responsive to the regional career market and provides students with the career skills they demand.

- **Industry/agency partnerships**: COPS leads the University in the number and diversity of student placements in regional industries/agencies/organizations. All COPS programs are designed to provide hands-on student learning through internships, field experiences, or student teaching opportunities. In turn, the students provide creative ideas and energy which function to invigorate the regional area.

- **Service learning**: Courses in COPS are strongly linked to service learning opportunities in the regional area. The regional area increasingly looks to, and depends upon, COPS faculty and students for creative, technology-driven solutions to regional problems.

- **External grants**: COPS has been extremely successful in securing large external grants to support and enhance existing programs. COPS ties its grants to program support and development.

- **Technology leader**: COPS functions as the University leader in providing “cutting-edge” technology support to its programs, and successfully engaging its faculty in technology-
driven program development. Development of internet-based courses for all COPS programs is a top priority. New internet degree options are being planned.

Continuing education: COPS is the University leader in the planning and development of continuing education courses.

Outreach and program development in areas east of Ft. Walton Beach: Existing and planned COPS program development includes areas to the east of Ft. Walton Beach.

Given these numerous strengths, it is reasonable to believe that programs of distinction in COPS will have a high probability of generating strong regional impact, developing industry/agency partnerships, integrating the latest technological applications in the classroom, generating high upper-level FTE production, and receiving the energetic support of the regional area. The COPS Chairs identified the following programs of distinction:

Programs of Distinction by Departments:

Social Work

Because social work is a professional preparation program, the department requires students to participate in field experiences and practica. Field placements are a part of the senior field instruction course. The standards established by the department are exemplary. Social work majors who have been inactive for three years prior to field placement are subject to faculty review and may be subject to repeating practice courses. The program is accredited by the Council on Social Work Education and prepares students to enter beginning professional social work practice.

Engineering and Computer Technology – E-Learning Technology and Engineering Technology – Instructional Support

The E-Learning Specialization prepares students for positions as engineering technologists. Employment opportunities exist in instrumentation, communications, digital systems, power systems, manufacturing, and other related fields. These graduates may also be involved in research development, maintenance, production or sales in the area of electrical engineering.

The Engineering Technology – Instructional Support program prepares learners to assume the role of network, telecommunications, and instructional systems support in distance learning, training, or educational environments. The focus of the specialization is the implementation, maintenance, and adaptation of these technologies with an instructional perspective. With the emphasis on systems design and systems maintenance in business and industry, this specialization is in high demand. Students completing the Instruction Support specialization have hands on experiences and enter the work force with extensive problem solving abilities.
Not only does this program meet local industry needs, but many of our graduates are employed by national corporations.

**Teacher Education – Special Education and Elementary Education**

Special Education and Elementary Education are two of the most successful state and NCATE approved programs offered through teacher education. Special education is a critical shortage area identified by the state. Therefore, students in that particular area can enter the workforce immediately upon graduation. Specialization areas include Emotionally Handicapped (EH), Learning Disabled (LD), and Mental Handicaps (MH). The special education faculty brings a wealth of research based knowledge as well as subject area knowledge to students.

The division offers the traditional NCATE/DOE approved Elementary Education Specialization which leads to regular Florida certification in elementary education (grades 1-6). The division also offers Educational Studies Specialization which does not lead to initial teacher certification. With the passage of Amendment 11 which relates to classroom size, the division projects an increase in enrollment in the next few years to address the need for qualified teacher educators.

**Criminal Justice and Legal Studies – Forensic Investigations and Pre-Law**

The Forensic Investigations program offered through Criminal Justice and Legal Studies is a specialization for criminal justice majors and a minor for non-majors. The program provides students knowledge of the application of scientific disciplines to legal matters. The curriculum has been redesigned to incorporate 18 credit hours in the specialization along with two investigative courses and a capstone course. Special topic electives are also provided. Partnerships have been established with the Okaloosa and Escambia County crime labs and investigative divisions to provide students with actual forensic experience. In addition to these partnerships, several of the faculty and adjunct faculty members teaching in the program have medical, investigative experience.

The Pre-Law curriculum is for students who have a desire to attend law school but who also want to be able to work as a paralegal/legal assistant. These programs offer students the opportunity to participate in service learning, internship, and or directed study courses.

**Health Leisure and Exercise Science – Exercise Science**

The Exercise Science Specialization is designed for the student interested in pursuing careers in the health and fitness industry, the clinical field, or graduate school. Employment opportunities exist locally as well as nationally in health and fitness clubs, hospitals, wellness, cardiac, and pulmonary rehabilitation centers. The exercise science degree is designed according to national standards established by the American College of Sports Medicine. It prepares students to work with healthy individuals as well as those with special needs. An emphasis is placed on exercise prescription for older adults which, in light of the rapid growth of the older adult population, has presented students with new and exiting employment opportunities. Strong partnerships exist with local businesses through a well developed internship program.
## College of Professional Studies
### Summary for Programs of Distinction

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<tr>
<th>Department</th>
<th>Programs of Distinction</th>
<th>Meets Regional Needs</th>
<th>Ext. Funding (Grants)</th>
<th>Upper Level FTE (Ug)</th>
<th>Community Partnerships</th>
<th>Service Learning</th>
<th>Job Placement in Degree</th>
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18
General Studies Program (all three colleges)

Part of the responsibility of the TFUPR was to assess the quality and suitability of the General Studies Program. Overall the general consensus was that the current General Studies Program provided students with a “fairly well-rounded” to “well-rounded” liberal arts experience.

Some departments commented on a need to increase writing skills of students and to provide all students with some exposure to computer skills, and other comments relating to the need to add or substitute specific courses within the general studies program appear as well (see the reports in Appendix A). Other comments noted that 1) the General Studies Program has not been altered for a number of years, 2) that the General Studies Program is dominated by one college and that 3) students may need a life skills course to enable them to make proper choices affecting their lives and personal development.

One clear difficulty involving the General Studies Program relates to the difficulties faced by transfer students entering UWF. That UWF does not allow any 3000/4000 level courses to count toward the general studies requirements seems to make UWF less student friendly than other upper-level institutions in Florida. The UWF General Studies requirements are more rigid and restrictive than the requirements of other institutions, but it is not clear whether that difference is strength or a weakness. The close articulation with the two institutions that provide the great bulk of transfer students, PJC and OWCC smoothes many difficulties which may arise, but students coming for other institutions may be disadvantaged.

Adequacy of Current Technology for Program Support (all three colleges).

Several departments listed specific technology needs related to their unique needs, such as the Department of Music’s need for six more electronic pianos. Such requests for specialized non-computer technologies are presented within the departmental/program reports in Appendix B.

In general, a need for routine upgrades in computer hardware and software was strongly voiced by nearly every department. Since technology capability advances at such a rapid rate, numerous departments suggested that a rotating upgrade plan be adopted by the University in which equipment and software be replaced every two to four years. Other computer hardware items such as printers and scanners need to be acquired, as well as specific software packages required to expand opportunities in teaching and research in several departments.

Expansion of the space dedicated to computer labs was an important issue for some departments, and the inadequacy of technological support and infrastructure for launching distance-learning courses was seen as a major concern by several departments.

At least three departments mentioned that high technology laboratory/teaching equipment should be replaced or upgraded on a routine basis. This need becomes especially critical in areas where equipment quickly becomes antiquated and is therefore inadequate to be used in training students.
for employment and graduate studies in the real world. Specific comments on technology support offered by chairs/directors are available in Appendix B.

**Adequacy of Specific Non-Academic Campus Support Units in Assisting Academic Programs (all three colleges).**

In general, all reports were favorable with regard to support of academic programs by non-academic support units on campus. Some of the larger programs cited a need for a departmental advisor(s) to handle the many majors. The holdings of the library were considered adequate, but library services were thought to be spread thin and not able to accommodate all of the needs of faculty/students. Some departments identified a need for more help from the Alumni office, University Advancement and Marketing in advertising their programs. There were several expressions of displeasure with University Advancement not aggressively pursuing fund-raising opportunities from the community on behalf of identified programs. The Purchase Card system was also singled out by some as being too restrictive and too cumbersome, and more information and assistance was often requested from Financial Aid. Details on specific suggestions may be found in the program reports in Appendix B.
Appendix A

Questionnaire:

A. How does your unit fulfill the mission of the University?
B. From your perspective, how would you define regional needs?
   1. Do your programs serve regional needs?
   2. How effectively?
   3. Specifically, what regional components benefit from your programs?
C. Do you see any untapped opportunities through which your programs could serve regional needs?
   1. What resources (in terms of faculty lines, staff and nontraditional sources of support) would be needed to accomplish this?
   2. What resources are you currently employing to become the best you can be?
   3. Have there been any missed opportunities for serving regional needs which have arisen in the past five years?
   4. Why were these opportunities missed?
D. Describe any weaknesses in your program that you feel need to be addressed.
   1. How would you correct these weaknesses?
   2. What resources would be needed to accomplish this?
   3. How would the region benefit from correcting these weaknesses?
E. If your program were designated one of distinction and received significant enhancement resources, how would you apply these resources to best serve the region?
   1. In what part of your program would you invest these resources?
F. Describe ways in which you might collaborate with other units on campus to create joint programs that effectively serve the region?
G. In what ways do specific support units on campus (Advising, etc.,) support your program, and how can such support be enhanced?
H. How well do you think the General Studies program prepares your students for the major and as citizens of the World?
   1. How would you adjust the General Studies Program to better serve the student’s needs in the major and beyond?
I. Is current technology adequate for supporting your program?
   1. How would you enhance technology resources to better serve your program?

Additional Comments:
Appendix B

Departmental/Program Reports

All chairs/directors of undergraduate programs within the three colleges were interviewed and asked to complete the form reproduced as Appendix A. All units within COB and COPS submitted completed forms. Most units within CAS also submitted completed forms, and several departments supplemented these forms with additional information. Some programs and/or departments chose to substitute documentation other than the standard form to describe their unit’s activities. All of these documents are included in Appendix B.

March 26, 2003
A. How does your unit fulfill the mission of the University?

We empower each individual we touch by sharing knowledge about Anthropology and Archaeology and illustrate and apply its value to society. We are proactive in our responsibility for archaeological and cultural resources on a local, state, and national level, and, as a result, we provide continuous creative opportunities in which individuals from all walks of life contribute responsibly to our increasingly complex world.

B. From your perspective, how would you define our regional needs?

West Florida needs stable, quality post-secondary educational programs that use our resources as “living laboratories” to prepare students for future contributions to society. West Florida needs to increase the public value of the well preserved archaeological and cultural resources which abound here. West Florida needs to significantly improve the safety net for the plethora of fragile, non-renewable archaeological and cultural resources in West Florida. West Florida needs to better understand the diverse ethnic and racial communities in West Florida.

Do your programs serve regional needs?

Our programs continually incorporate the resources of West Florida as a living laboratory in our achievement of academic quality. We strive to increase the public value of the archaeological and cultural resources in West Florida through high and low profile “Public Archaeology.” Our proactive regional approach has created the only safety net for most of the non-renewable resources in West Florida through the initiation of local legislation and policies that take archaeological resources into consideration along with growth and development. We have studied several ethnic and racial communities in West Florida which has helped to enlighten the public and students of the different but equally valuable ways of life in our region.

How effectively?

We are not effective in developing stable academic and applied programs as our units have been underfunded and depend on soft funds and voluntary work. We are national leaders at in bringing the public into Archaeology and Anthropology in a myriad of ways and effectively use the full gamut of media to deliver the message to the general public. Compared to what needs to be done to improve the safety net for the archaeological and cultural resources in West Florida, we have been only moderately effective due to lack of funding to support professionals and support staff. Because of extremely poor funding for cultural and biological anthropology, we have had only a limited effect in increasing the understanding of the diverse ethnic and racial communities in West Florida.

Specifically, what regional component(s) benefit from your programs?

Private archaeological consulting firms, State and federal governmental planning and development agencies, parks and museums, General public, Local government planning and development policies, parks and museums.
C. Do you see any untapped opportunities by which your programs could serve the region?

- Academic links with junior and community colleges in Anthropology and Archaeology
- Existing regional facilities that could serve as local UWF outreach centers for public archaeology (e.g. Wentworth, Fort Walton Indian Temple Mound Museum, Bay County Junior Museum, Camp Helen in Bay County)
- Pensacola is a prime location for a Maritime Museum and Research Facility
- Undeveloped student internship opportunities in businesses, agencies, and facilities
- Participation in law enforcement forensic training and investigations

What resources (in terms of faculty lines, staff, and nontraditional sources of support) would be needed to accomplish this?

- One faculty line and administrative support to develop and implement 2+2 programs with junior and community colleges in the region
- Support through the Archaeology Institute for public outreach centers
- Broad based funding from many sources
- Funds to stabilize the Archaeology Institute in order to bring the professional staff up to 1.0 FTE, and hire additional permanent professional and support staff
- Funds to support graduate student internships
- Improved forensic Anthropology laboratory and staff support

Have there been any missed opportunities for serving regional needs which have arisen in the past five years?

- We lose scores of students each year to other universities because the quality of our academic Anthropology program and job opportunities of out graduates is a well-kept secret
- Several opportunities have been missed to develop local public programs and local resource protection policies in the region
- We have not been able to capitalize on the recent strong public and educational interests in forensics

Why were these opportunities missed?

- Lack of support to market and recruit in high schools and junior colleges for our programs
- Lack of funds to support professionals to develop, deliver, and implement local public programs and local resource protection policies in the region
- Lack of a faculty in forensic Anthropology into 2001, and continuing lack of a equipped laboratory for teaching, service or research

D. Describe any weaknesses in your programs that you feel need to be addressed

- Without doubt, our biggest weakness is in academic faculty positions. We have only two 0.75 FTE lines for all of Anthropology, and the academic program exists only because the Archaeology Institute research staff voluntarily teach 60% of all Anthropology courses and 90% of the archaeology courses. Even the chair does not have a line and 72% of her salary comes from the Institute budget. Not only is this situation unethical, but it weakens and destabilizes the academic program. Every program review has strongly recommended that the Anthropology program needs more faculty lines. We have the lowest number of academic positions in the University and are strong producers of FTEs and enrollment.
- The quality of our academic Anthropology program and exceptional employment of our graduates is not well known
How would you correct these weaknesses?

- Increase faculty lines for Anthropology
- Develop and deliver a marketing and recruitment program for students
- Stabilize the Archaeology Institute budget

What resources would be needed to accomplish this?

- Allocate four academic 0.75 FTE lines to Anthropology. This request has been made, justified, and approved by the BOT as part of the Anthropology Masters program proposal, but approval to fill the lines has not been forthcoming.
- Allocate funds to the Anthropology Department for a support person to marketing our programs and meet with prospective students (such as Nancy Fetterman does for the Department of History)
- Provide funds for significant student support (assistant ships, fellowships, etc) to attract the better students to our programs
- Increase the Archaeology institute’s budget

How would the region benefit from correcting these weaknesses?

- Increased public access to expertise and information about Archaeology and Anthropology
- Archaeological and cultural resources that are identified, managed, and conserved

E. If your program were designated one of distinction, and received significant resources, how would you apply these resources to position your program to best serve the region?

- Stabilize the academic program with new faculty lines
- Stabilize and expand the Archaeology Institute by hiring critical staff to adequately support our programs (boat captain, lab director, bookkeeper, project managers, collection manager)
- Establish public archaeologists at a variety of locations throughout the region
- Construct a regional curation facility for archaeological collections and supporting documentation

In which of your programs would you invest these resources?

- Anthropology bachelors and masters academic programs
- Archaeology Institute
- Maritime Studies

F. Describe ways in which you might collaborate with other units on campus to create joint programs that effectively serve the region.

- We collaborate with many other units on campus and in the community:
  - History: Historical Archaeology MA
  - Biology: Marine Services Facility and support
  - Social Sciences Interdisciplinary (9 programs)
  - New interdisciplinary programs:
    - Maritime Studies (Anthropology, Biology, History, Government, Environmental Studies)
    - Historic Preservation MA (History, Art, Anthropology)
    - Criminal Justice: Forensics
    - West Florida Preservation, Inc.: archaeology, exhibiting, public service

G. In what ways do specific support units on campus (advising, etc.) support your programs, and how can such support be enhanced?

- The Advising Center places many students in Lower Division Anthropology courses and it is doing a good job
- Facilities Management provides continual support for the four buildings we occupy; however, there is a lag in response time that can be reduced with staff increases.
We use the College of Arts and Sciences Technology Services and the Information Technology Services on a daily basis; however they must triage continually, and non-critical needs often are delayed.

The Writing Lab provides an important service for all our students, but their staff is usually overcommitted for the important one-on-one necessary for scientific writing.

The Library and Special Collections are critical supports units for our programs, but Special Collections staff and hour limitations are very restricting for use and accessioning.

H. How well do you think the General Studies Program prepares your students for the major and as citizens of the World?

The General Studies Program seems to prepare the students well.

How would you adjust the General Studies Program to better serve the students needs in the major and beyond?

Adjustments are not needed.

I. Is current technology adequate for supporting your program?

No, current technology does not support our programs, and, in reality, the problems undermine and limit them.

There is only spotty technology support for Archaeology and Anthropology as there are no funds to purchase hardware and software.

There is a chronic unmet need for computer hardware, software, field surveying and remote sensing technology that has never been met.

How would you enhance technology resources to better serve your program?

Upgrade all out-of-date computers and software.

Purchase much needed field technology such as total station, magnetometer, and GPS.

Put hardware and software on a two-year rotation for upgrades or replacement.
A. How does your unit fulfill the mission of the University?

Visual literacy is a vital requirement of the educated individual in today’s world. The Faculty of Art is therefore committed to fostering the ability to see for both the general education student and its majors. Contrary to popular belief, perception is not an innate skill or talent, and must be honed in order to analyze the literal and subconscious messages that bombard us daily. Wise consumer selection, as well as creative design, is only possible where the principles of visual communication, and its history, are understood. It is these skills that can open insights into divergent ways of thinking, helping future generations to bridge cultural differences and ensuring a richer aesthetic environment for us all.

B. From your perspective, how would you define regional needs? Do your programs serve regional needs? How effectively? Specifically what regional component(s) benefit from your programs?

The panhandle region remains remarkably insulated from global issues and concerns, despite its geography and the external influences from the military presence. The programs offered by the Art Department serves to mitigate against this isolation in several ways. Studio courses encourage students to think outside the box for innovative answers, ones that challenge rigid conformity and look more broadly to universal concerns. The study of Art History also widens student insight into the forces that drive the ideals adopted by the region, the state, the country, and the globe.

Neither of these two core approaches however exist solely in the abstract, or only within the physical boundaries of the department’s studio and lecture halls. Through its outreach programs and its art education programs, the Faculty of Art and its students are effective agents for regional growth within art organizations, galleries, the downtown Historic District, and the public schools, among others. The region’s population and tourists benefit from exhibitions sponsored by the art department in the University Art Gallery on campus, and the newly-organized conTemporary Art Gallery, which arranges shows in the Historic District. Both formal and informal associations exist between the Art Department and the Pensacola Museum of Art, Artel, and the Belmont Art Center, leading to collaboration ventures that benefit all.

As the region gains a growing reputation for its enhanced art opportunities, cultural tourism--already a factor in the region’s economy--will grow commensurately. Paradoxically, the more our students and community understand the world of art and its history, the better prepared they will be to recognize, appreciate, and promote the valuable resources here at home.

C. Do you see any untapped opportunities by which your programs could serve the region? What resources (in terms of faculty lines, staff, and nontraditional sources of
support) would be needed to accomplish this? What resources are you currently employing to become the best you can be? Have there been any missed opportunities for serving regional needs which have arisen during the past five years? Why were these opportunities missed?

Enrollment in the Art Department has increased substantially over the past year. After a decade of uneven growth, the number of upper-division art majors jumped from 44 to 59 from fall semester 2001 to fall semester 2002. This represents nearly a 25% increase in just one year, and was accomplished without any additional permanent lines or an increase in the annual budget. Over all four undergraduate years, the total number of art majors increased from 125 to 141. So while there are several untapped opportunities to better serve the region, these will be difficult to affect, given the department’s current over-stretched faculty and budget.

Even so, the department is already committed to participating in the new master’s in Historic Preservation, which is coordinated through the History Department. The first courses in architectural history and restoration that will be offered through the Art Department are scheduled to begin in the Spring 2004. Since adjuncts in this highly specialized field are extremely scarce, the department will require a new line for a Ph.D. in Architectural History to effectively deliver this new graduate program. Ideally, these new courses will be taught in a new classroom facility in the Historic District. There students will have the opportunity to observe how the strict European vocabulary was eclectically manipulated to suit the New World environment and materials. Other art history classes could also be offered in the same facility. Past history has shown that there is a large demand for such classes downtown. In the Spring of 2001, over 50 senior citizens audited an art history class in Late Italian Renaissance Art offered at the Pensacola Museum of Art. Limited resources and personnel have precluded subsequent offerings that are designed primarily for auditors. Another prime downtown location—this time for studio courses—would be the Belmont Art Center, but again, such classes are restricted by limited personnel and budget.

Serving the regional needs remains a prime consideration for the Faculty of Art, which recognizes its obligation and potential to enhance the region’s quality of life and economic prosperity. However, this obligation must be met by first strengthening the quality of its course offerings on campus, especially in this period of tremendous growth. The fact that little money was spent on basic equipment over the past five to ten years, has left a weak infrastructure, one that is now being repaired, so that the department can hope to effectively expand its offerings to a wider audience in the near future.

D. Describe any weaknesses in your programs that you feel need to be addressed. How would you correct these weaknesses? What resources would be needed to accomplish this? How would the region benefit from correcting these weaknesses?

Not surprisingly, the spike in upper-division majors over the past year has put a strain on the department’s ability to deliver its programs. Additional sections of the foundation courses have been added to meet the needs of the lower division major, while new courses have been designed for the upper-division student, primarily in the areas of computer imaging and printmaking. These increased offerings has meant a commensurate increase in the department’s
reliance on adjunct instructors. Of the 43 courses offered this spring semester, over one-half, or 26 courses, are being taught by 13 adjuncts or OPS instructors. Fortunately, most of these instructors are fully-qualified to teach: only three lack either the M.F.A. or M.A. degree.

Another area of critical concern is equipment. The increased enrollment only compounds an existing problem of outdated, or broken, equipment. Some areas have been well-funded, others have been hobbling along on a shoestring, and still others have not seen a dime for equipment since the building opened ten years ago. Even so, some of these historical ills have been corrected recently with special funding from the Dean=s Office and a greater degree of frugality. In the past year, several safety issues have been remedied, the printmaking studio has been entirely refurbished, and several major pieces of equipment have been purchased: a new ceramics kiln, an intaglio press, and a Unisaw for woodworking. This semester will see the replacement of 25 antiquated (heavy and dangerous) easels with new aluminum ones, 25 drawing horses, and 7 new enlargers with timers and lenses. Seven more enlarger kits are still needed in the photo lab to replace ones that have lain broken for years. In the ceramics area, all the wheels need replacement, for the few remaining ones have been patched together by pirating parts from the rest. Lengthy wish-lists from sculpture and digital media also deserve consideration, since these areas contribute vital energy to the growing department.

Last year the Art Gallery last year suffered a double shock: both the SGA and the Dean=s Office reduced the level of its annual funding. As a consequence, its operating budget was cut to $6,720, or down to 51% of the previous year=s allocation, of $13,362. This blow came on the heels of the tragic death of the former Gallery Director, Gail McKenney. Mr. Marshman has ably stepped forward to rescue the gallery in these difficult times, but he is sorely needed in the classroom. Clearly, if the University Art Gallery is to continue to be a principal attraction for the Center, the UWF campus, and the community, its operations need additional support. It is recommended that an experienced person be hired half-time to manage all aspects of that facility, including the scheduling of shows and gallery workers, organizing community outreach programs, writing grants and reports, maintaining budgets, and fund raising.

With a reinvigorated infrastructure, the art department can redouble its efforts to bring its enhanced cultural programming to the region. More art and art history classes might be held downtown, within the Historic District, at the Pensacola Museum of Art, or at the Belmont Art Center. The fledgling contemporary Art Gallery in the Historic District might also realize its potential to attract students and visitors.
E. If your program were designated one of distinction and received significant enhancement resources, how would you apply these resources to position your program to best serve the region? In which of your programs would you invest these resources?

There are several areas within the art department that deserve recognition as programs of distinction. The three-dimensional disciplines of sculpture and ceramics have both shown promise in that direction. The same is true for Digital Imaging, which also serves both art majors, and those in the Interdisciplinary Information Technology (IIT) program. The area of Art history should also be recognized for having produced both undergraduate and graduate students who have found distinguished careers in universities, colleges and museums regionally, and nationwide.

All three areas are thus poised to fortify their academic and outreach programs, ones that enrich the cultural climate of the region, which in turn attract business and tourism. Significantly enhanced resources would support initiatives that have already begun, or are well into the planning stages. For its commitment to the new master’s program in Historic Preservation, the area of art history will need an additional line to hire a recognized architectural historian. Also in the planning stages is a new computer lab with state-of-the-art equipment to prepare advanced students for teaching and business careers in the graphic arts and advertising. The energy witnessed lately in sculpture calls for a new foundry, one capable of large-scale metal casting, as well as additional support to sustain an ongoing series of exhibitions downtown at the conTemporary Art Gallery.

F. Describe ways in which you might collaborate with other units on campus to create joint programs that effectively serve the region.

Collaboration with other academic units is already evident in the digital component of the IIT degree, as well as the role art history plays in two master’s programs: the Interdisciplinary Humanities and Historic Preservation. All serve the region by preparing qualified graduates and through internship placements that are designed for the mutual benefit of the student and the sponsoring agency.

G. In what ways do specific support units on campus (Advising, etc.) support your programs, and how can such support be enhanced?

Enhanced communication between the Advising Center and the department has helped to direct lower-division students into the appropriate foundation art courses at an earlier date than was formerly the case. The department also works closely and regularly with purchasing, due to the volume of materials requested to supply studio activities.
H. How well do you think the General Studies Program prepares your students for the major and as citizens of the world? How would you adjust the general Studies Program to better serve the student=s needs in the major and beyond?

Vitally important to the preparation of future artists and art historians are well-honed speaking and writing skills. Knowledge of history, particularly world history, is recognized as equally fundamental to specialized study in the arts. Unfortunately, too many entering freshmen have ostensibly satisfied these college requirements in dual-enrollment courses taken in high school. Experience demonstrates that these courses lack the rigors demanded for the mastery of these two essential ingredients for success as a professional artist, art historian, or art educator.

I. Is current technology adequate for supporting your program? How would you enhance technology resources to better serve your program?

The entire student art population benefits from the presence of the Digital lab, its courses and its facilities. Images, drawn from the web, are invaluable resources for students to critique, research, or otherwise manipulate within their own creative output. In addition to the sequence of Digital Media courses, the lab is used to teach Research in Art, that explores the variety of databases in the state=s library system and key websites. The lab is ably staffed to keep the programs and hardware humming.

The most recent version of Photoshop was recently installed, but other software updates are still needed, including those for the MX Macromedia Suite, Illustrator, iMovie, Premiere, and Aftereffects. In terms of hardware, more memory is needed for complex files. Also, the old black-and-white laser printer keeps breaking down and needs to be replaced. A new color printer that accepts 13" wide paper will greatly enhance output potential for advanced students. The current advanced lab is hardly larger than a storage closet. Therefore, the new advanced computer lab, planned for building 70, should be realized soon to satisfy the upward trend evident in the enrollment of these classes.

Lastly, many faculty are still struggling with antiquated computers, notably among the oldest in the college and university. As more faculty are expected to consult and generate reports on-line, it is imperative that this situation be corrected.

ADDITIONAL COMMENTS:

The overall growth in enrollment, and the noticeable new energy among students and faculty, bode well for the future of the department. For such promise to be realized on a regional, or even national, level however, will require a steadfast commitment. That prospect will reward the region tenfold in its struggle to be recognized as a vital area, brimming with cultural activities that generate a climate attractive to new business and tourism.
A. How does your unit fulfill the mission of the University?

We are developing our program in three primary areas and tailoring them to directly support and help fulfill the mission and goals of the University and promote UWF’s reputation in the region:

- Health related programs/preprofessional
- Biotechnology
- Marine Biology

Health-related programs

All three of these areas provide strong service to the community. The needs of the health care industry have gone unanswered by UWF for over 15 years and we are developing new programs through the new Division of Life and Health Sciences under the guidance of a 30-person Advisory Committee, most of whom are from various walks of health care.

We are scheduled to initiate a certificate program in Health care ethics in the Fall of 2003 through a soon to be formed Center for Health care ethics to be housed at Sacred Heart hospital.

A new certificate program in Medical Informatics will begin Spring 2004 and will also be housed and conducted on the Sacred Heart campus.

We are in negotiations with UF to serve as a branch campus for their Doctor of Pharmacy degree.

The health care community has expressed strong interest in a Master of Public Health degree. This program would dovetail beautifully with the strong presence in public health (Escambia County) and with infection control programs at the five major regional hospitals. It has also enjoyed enthusiastic support from the military sector of regional health care. Numerous responses in a recent survey addressed a desire for this program and from conversations with area physicians, it appears that many would like to add an MPH to their title. An MPH program would fit well into the proposed consortium of health education involving UWF and area hospitals and could be housed with the proposed UWF branch Doctor of Pharmacy program and FSU College of Medicine in the Sacred Heart Hospital Medical Education Building. We are discussing the possibility of FSU COM students completing a UWF MPH along with their MD, and we are positioning the degree for accreditation through the Council on Education Through Public health.

The President is in negotiations with Sacred Heart to join them in building a new Medical Education building which will house the FSU Medical School as well as the proposed Pharm-D
program and MPH, and we are exploring the possibility of collaborating with Sacred Heart to develop an on-campus facility to house other aspects of health-related programs proposed by UWF.

We are working on a BS in Health Sciences capstone degree for CC graduates with an AA, AS or AAS as well as those actively working in healthcare who are interested in earning a BS. This degree highlights the pan-University approach we are using in developing UWF’s thrust into Health care. It includes tracks in Health Administration (Ed Ranelli is on the Advisory Committee), in Health Psychology (Susan Walch is on the Committee), in Health Communication (Tammy Swenson-Lepper is on the Committee), in medical information technology (Melanie Sutton is on the Committee) and in medical ethics (Barry Arnold is on the Committee).

**Marine Biology**

UWF’s BS in Marine Biology is one of only two in the State and a hand full in the nation. It is already a major recruiting force for undergraduates to attend UWF and it is being developed to serve the region in several other ways as well.

We are engaged in development of a Maritime museum, aquarium and marine sciences research facility in downtown Pensacola (a joint project with PNAS Naval Flight Museum, the City and County and UWF) which will serve as an important economic component in tourism and will add another dimension to the cultural environment of the downtown area as well as serve as a centerpiece for development of shops and other public attractions in the waterfront area of downtown Pensacola.

We have tied our program tightly to that of underwater archeology, pooling our resources to acquire a research vessel and highly skilled personnel to maintain and run the joint fleet of boats and equipment. And we have embarked on several joint projects with Archeology which will enhance the appeal and service of both programs relative to the region.

There is a strong effort in the environmental arena through Biology, CEDB and Environmental Studies, which already serves the region on environmental issues and has great potential for cranking up the level of regional service offered. Along these lines we have formed a 3+2 program with Environmental Studies leading to a MS in Biology within an Environmental Biology specialization.

We are developing ties with the University of Costa Rica in marine biology, with plans to design and execute field courses and on-site research in Costa Rica. These activities will inject a strong measure of cultural diversity into our programs for both graduate and undergraduate students.

We have established strong ties with an Indonesian Marine Biology research program “Operation Wallacea”. A major research field trip to Indonesia this past summer kicked off this association and solidified UWF’s position as a player in this theater. This activity will be repeated during the summer of 2003. This has added another dimension to the exposure of our students to other cultures as well as providing them with an invaluable experience in field research.
In a joint effort with Environmental Studies, we are developing four new DL courses in biology as our contribution to development of a DL program in Oceanography. We are also working with Archeology on the Maritime Studies DL program. Both these efforts are in direct response to the needs of the SOCNAV and the Naval Education Programs.

We have created a 2+1+2 track in marine biology for CC graduates in our MS in Biology program to provide a seamless education for CC graduates to the masters level. This provides new recruiting opportunities for the University.

Biotechnology

This is the newest and least developed of our three efforts. We have made two hires and are in the process of making two additional hires in this area to build our program in biotechnology. We have created a 2+1+2 track from CC’s into our MS in Biology program in the area of Biotechnology, adding to the recruiting power and appeal of a seamless education right to the masters level at UWF. We are interacting with biotech elements from the community in an effort to build bridges to regional elements interested in Biotech (for example, Solutia) and to provide a foundation for training skilled personnel for new relevant industries to make the region their home. We have collaborated with the Department of Chemistry in developing a 3+2 track into a masters track in Biological Chemistry which trains students for employment in the biomedical, pharmaceutical and biotech industries.

Two other efforts that should be mentioned are a new track in the MST in Biology degree that is entitled a Post-secondary non-thesis track and is designed to provide students interested in teaching at the junior college level or as instructors/adjuncts at the university level an opportunity to avoid all of the extra courses normally required to be qualified for K12 in Florida. This was created specifically with the military in mind and provides a “guns-to-books” track to an masters degree.

We recently created a Zoo Science program in the Interdisciplinary Sciences BS for CC students with an AS in Zoo technology. Currently, there are only two other schools in the nation offering this BS, and a strong demand in the marketplace for holders of this degree. We have established articulation agreements with PJC and Santa Fe Community College in Gainesville through this program.

B. From your perspective, how would you define regional needs?

The regional needs that we need to address are those related to targeted educational programs that prepare graduates in ways that build regional economic, cultural, business and employment opportunities.

Do your programs serve regional needs?
Most definitely. Primarily, but not exclusively in the marine related industries, all levels of environmental activities in local and regional governments and business; and in the health care community.

How effectively?

Historically, we have been very effective in the environmental and marine arenas. Our effectiveness is growing dramatically with the expansions and targeting of our programs alluded to above, and we are expanding these efforts into the fertile area of biotechnology which will contribute to regional growth and development. One of our most valuable initiatives focuses on creation of health care programs, a process that is carefully guided by strong input from the health care community. Progress in this arena has been significant and rapid, and, in light of changing technologies and demands in health services, assessment of programmatic needs in health care will be a continuous process.

Specifically what regional components benefit from your programs?

This has been described above.

C. Do you see any untapped opportunities by which your program could serve the region?

We are always on the lookout for opportunities so they won’t remain untapped for long. We are making a strong effort through the Division of Life and Health Sciences to address the programmatic needs of the regional health care industry. We are working very closely with the Advisory Committee to the Division, with area junior colleges, and with five area hospitals in identifying immediate educational needs and in developing bridges to the health care community and the junior colleges.

What resources would be needed to accomplish this?

Initially, we will need classroom and office space to accommodate the certification programs in health care ethics, medical informatics and Pharmacy. Current negotiations with Sacred Heart Hospital have resulted in commitments from SH for space to house and conduct these three programs. The President of UWF is working with the CEO of SH to work out the details of this arrangement. Furniture and computer equipment will be needed to support these programs and the possibility of SH contributing to these needs is also being investigated. I have requested three instructor lines in support of the programs alluded to above as well as a proposed BS in health Sciences; an initial annual budget of $17,500 ($2,500 operating budget for the Center for health Care Ethics) for the Division and associated programs; and joint appointments for two faculty in Biology to assist with the development and conduct of the proposed programs.
What resources are you currently employing to become the best you can be?

Even in the face of creating six new degree tracks (in both the masters and BS degrees), we have only had to add three new courses to the books. Thus, we have utilized innovative combinations of existing courses to build the new programs. All new programs have been created in direct response to regional needs and specific requests from sister departments or junior colleges.

We are using the R/V Nautilus to generate extramural funds via leasing agreements with marine companies. These funds will be used to support the marine biology and underwater archeology programs and equipment, and to cover the salaries of several key personnel engaged in the two programs.

Fifteen hours of 6000 level graduate courses are required by the State for graduation with a MS degree. However, with around 40 graduate students, the long list of 6000 courses that would have to be offered traditionally enroll between 4 and 7 students each. This destroyed teaching efficiency and faculty productivity. We have eliminated all 6000 level courses and installed three 6000-level graduate core courses that every grad student must take. Along with the 6 hrs of required Thesis course, these courses fulfill the 6000 level course requirement for the degree and have dramatically boosted teaching efficiency and productivity of our faculty. Moreover, the courses cover those elements we view as essential for each graduate student to acquire from their education to prepare them for the job market and graduate school beyond the masters. In addition, we have double-listed all 5000 level graduate courses which has doubled enrollment in these courses and contributed to the positive impact on faculty teaching efficiency/productivity generated by the above changes in the 6000 level courses.

Several existing courses offered by Biology will be employed in the proposed BS in Health Sciences both in the core and in electives. Over twenty courses currently taught on campus by other departments have been incorporated into the BSHS and its 6 tracks.

Have there been any missed opportunities for serving regional needs which have arisen during the past five years?

Many of the opportunities alluded to above that we have pursued during the past two years were present and missed during the previous three years. Not only have we not missed any opportunities, we have actively created and cultivated many of the opportunities alluded to above.

Why were these opportunities missed?

I have no idea. I wasn’t here!
D. Describe any weaknesses in your programs that you feel need to be addressed.

Space-space-and more space! We are completely out of both office and lab space. With rapidly growing programs, increasing enrollment and new opportunities emerging on a semester basis, space limitations are a critical issue. We are making a heroic effort to respond to the needs of regional environmental, marine and health care interests, but our efforts are severely hampered by a lack of adequate space. These issues will be addressed if the Department is granted its request for a building to house the Division of Life and Health Sciences of which Biology is a key part.

The space issue is especially critical in view of the fact that the building in which Biology is currently housed is 30 years old and a renovation within the last 6 years was poorly done, leaving a majority of research labs with walls that do not extend up to the ceiling, rendering these labs inadequate for the support of all research requiring a degree of cleanliness (microbiology, molecular biology, immunology, cell biology, etc.,). For the past three years the Chair has requested renovation of four of these labs to correct this situation and to replace cracked and deteriorating bench tops and to provide new cabinets with adequate storage space. Again, this will only serve as a stop-gap measure since a shortage of lab and office space will remain a key issue in future hires.

The Marine Biology program is currently supported by five faculty and one individual specializing in Marine Vertebrate Zoology being sought in faculty search currently in progress. Success in extramural funding has reduced the participation in all aspects of the program of two of the current faculty who have only 25% appointments in Biology to begin with. Thus, by Fall 2003, we will have only four full-time faculty directly involved in all aspects of the Marine Biology Program. While the program continues to attract students from around the nation, the establishment of similar programs with greater resources and more personnel have begun to erode enrollment. We have made significant strides in acquiring resources for the Marine Biology program, but these have been tied to collaborative efforts with Marine Underwater Archeology, and while this shared effort has netted our program a 53’ research vessel (R/V Nautilus), a Director of Marine Facilities, an updating of our dive program, increased organization of our equipment and efforts in research and teaching, and a central facility for housing all marine-related equipment and staff. The missing key ingredient in developing this program is acquisition of the new faculty positions so desperately needed to offer a curriculum and research opportunities which would recapture our competitive edge against the growing number of programs in this area nationwide.

The Marine Biology program is a powerful recruiting tool for UWF and the UWF administration has been very supportive of this program. Clearly they recognize that Marine Biology is a valuable University asset, and that one that has traditionally been a good investment with a great potential for return. In order for Marine Biology to compete effectively with newer, better funded and better manned programs nationwide, it is imperative that at least three tenure-track lines be allocated to the program in addition to existing positions. These hires will dramatically broaden curricular options and research opportunities for undergraduates and will insure that we remain in the race to attract a large share of students interested in Marine Biology to UWF. While we are in the process of hiring a vertebrate marine biologist, this is a
replacement position and will not significantly increase our ability to broaden the course offerings or research opportunities to the level required to be competitive with newly formed programs nationwide. As stated above, the past success of our Marine Biology program has not gone unnoticed by others in the field, and several institutions nationwide have established or are establishing programs in Marine Biology. Marine Biology needs at least three additional hires in the following areas to fill serious gaps in the program and to regain its competitive edge in the field: Marine Systems Ecologist; Marine Phycologist; and Marine Population Geneticist.

The hiring of Captain Keith Plaskett has had an enormous positive impact on all aspects of the Marine Biology and Underwater Archeology programs. He has created from scratch a dive safety program second to none. He runs annual boat and dive safety training workshops for all students actively participating in research or field work. He has saved both Archeology and Biology enormous sums of money in repairs and replacement of equipment integral to both programs. He has organized all of our extensive inventory of boats, motors, tanks and other marine related equipment, oversees safe use of all of these materials by students and faculty, and maintains all of this equipment in good working order. He or his assistant personally accompany all deepwater excursions and any operations that involve diving or heavy equipment work. Both programs served by Captain Plaskett are incredibly safer, more efficient and cost effective, and growing in quality and reputation under his guidance. His expertise and hard work have been key to the acquisition of a UWF research vessel, which he has arranged through his personal and business contacts to be leased at a significant profit to the joint venture between Biology and Archeology. This project has provided, and will continue to provide, funds from outside the University for large measure of support for both programs. In view of the incredible impact that he has had on two key UWF programs, it is essential that we secure Captain Keith’s continued service to the University. Accordingly, Dr. Judy Bense, Director of the Archeology Institute and I request that a half line be added to the budget of Biology and to that the Archeology Institute/Anthropology to create a permanent position for a Director of Marine Services to be shared by the two departments.

How would you correct these weaknesses?

We are in dire need of a new building to house Biology/Med tech, Nursing and the current and proposed programs for the Division. A Health Sciences building is on the Master Plan for UWF and should be moved forward immediately. We are at a critical point in building valuable bridges to the regional health care community and a lack of space will have a devastating effect on all of these efforts. The health care industry is a key economic force and a major employer in the region. They enthusiastically endorse UWF playing a lead role in developing educational programs that serve their needs. We cannot address these needs in the absence of a commitment of adequate space to house the required units and programs. Moreover, the requested facility would serve as a base of operations for our efforts to serve the needs of regional environmental and marine interests.

What resources would be used to accomplish this?

That’s the University’s call!
How would the region benefit from correcting these weaknesses?

This question is answered in the responses to earlier questions.

E. If your program were designated one of distinction and received significant enhancement resources, how would you apply these resources to position your program to best serve the region?

Construction of a new building would have the highest priority. However, in the meantime, our immediate space needs would have to be addressed. We cannot supply offices for any of our adjuncts, graduate teaching assistants or student organizations. In fact, we are currently engaged in three faculty searches and do not have a single office available in which to house these new hires! With these hires, I not have a single laboratory left for any new additions to the faculty. This situation is in direct conflict with the need for space flexibility essential to our efforts to build bridges and establish close working relationships with scientists and health care personnel from the community.

Creating a central equipment facility for use in environmental, biotechnological and marine technological research/teaching that would be available to all faculty and students would upgrade our research/teaching capabilities in these key areas. Furthermore, it would impact on our ability to support educational efforts in these areas and provide experience and training for students in cutting-edge techniques employed in the marine/environmental/biotechnological sciences.

In which of these programs would you invest these resources?

As stated above.

F. Describe ways in which you might collaborate with other units on campus to create joint programs that effectively serve the region.

We have already collaborated with Archeology, Environmental Studies, and Chemistry to create new programs in our core offerings that serve the region. In addition, the efforts in health care have been conducted as pan-University programs and we have joined forces and courses with Business, Com Arts, Philosophy and Religious Studies, Computer Sciences, Psychology and Social Sciences to create new health-related programs. We are open to and constantly looking for, opportunities for these kinds of collaborations.

G. In what ways do specific support units on campus support your programs that effectively serve the region, and how can such support be enhanced?

Advising, the Registrar’s Office, Student Academic Support and Enrollment Services have all been very helpful in advertising, designing and implementing our programs and courses. The Honor’s program has been interactive in meaningful ways and we wish to expand our interactions. All support units with which we have interacted provide services adequate to meet
our needs. Advising needs to be more careful not to enroll freshman and sophomore students in courses in biology for which they are ill-prepared.

H. How well do you think the General Studies program prepares your students for the major and as citizens of the World?

In general, it provides a good measure of breadth and depth to the undergraduate experience and touches on elements that are important in the training of our majors, such as writing skills, and it provides basic knowledge/experience in key areas that help build informed and enlightened citizens (biology, history, philosophy, etc.,).

How would you adjust the General Studies program to better serve the student’s needs in the major and beyond?

Add more course options in History that support cultural diversity (Latin American, Asian or African History). This may also be a possibility in other areas as well. Building an appreciation for other cultures and societies is very important in building competent world citizens. Whatever is done, do not increase the number of hours in the GS program!! That would take away from the upper division essentials.

I. Is current technology adequate for supporting your program?

Education of students in the latest technology in instrumentation and methods being employed in the marketplace is essential for properly preparing students for employment and graduate schools. In addition, service to the environmental, marine and biotech industries would require that we provide educational themes centered around the latest technology in the respective field. Creating a central equipment facility for use in environmental, biotechnological and marine technological research/teaching is important. Equipment in this facility would be available to all faculty and students and would upgrade our research/teaching capabilities in these key areas. This would have a significant impact on our ability to support educational efforts in these areas and provide experience and training for students in cutting-edge techniques employed in the marine/environmental/biotechnological sciences.
ITS currently provides adequate support of our information technology needs and we are well-equipped with computer workstations in the laboratory and office settings. Since memory demands of increasingly complex software is constantly growing, and the capabilities of hardware is constantly advancing, it is imperative that upgrading of both hardware and software be available on a routine basis.

How would you enhance technology resources to better serve your program?

See above in “I”.
A. How does your unit fulfill the mission of the University?
   Chemistry has multiple missions:
   1) Service to the lower division General Studies requirements
   2) Providing instruction in Chemistry for many science programs: Biology, Physics, Engineering, Nursing, Environmental Studies, etc.
   3) Providing baccalaureate-level instruction for chemistry and chemistry/biochemistry majors that meets the accreditation standards of the American Chemical Society.
   4) Provide an integral component of the Interdisciplinary Science Programs.
   5) Collaborate in providing the chemical background for forensic science.

B. From your perspective, how would you define our regional needs?
   Science knowledge and education is crucial to the economic development of region, together with the obvious advantages of having a scientifically educated public.

Do your programs serve regional needs?
   Chemistry is the “Central Science” and thus supports most scientific endeavors in the region. To understand any other science requires a fundamental knowledge of chemistry.

How effectively?
   Chemistry graduates have been employed at Solutia and other chemistry-related industries in the area, many environmental labs in the area, the EPA. Many more have gone on to either medical or dental school and others teach in K-12 schools, community colleges and universities.

Specifically, what regional component(s) benefit from your programs?
   Public and private science-based industries obviously benefit from the chemistry program at U.W.F. as do schools, colleges and the general public.

C. Do you see any untapped opportunities by which your programs could serve the region?
   Yes, the introductory chemistry courses could be expanded given the proper resources
What resources (in terms of faculty lines, staff, and nontraditional sources of support) would be needed to accomplish this?
   Faculty lines, particularly replacement lines given the imminent retirement of a number of long-time faculty; renovate research labs.

Have there been any missed opportunities for serving regional needs that have arisen in the past five years?
   Collaboration with other science departments might have been closer and more frequent.

Why were these opportunities missed?
   It can be difficult to get faculty interested in the research areas of faculty from other disciplines. The accounting procedures at UWF make such cooperation difficult.

D. Describe any weaknesses in your programs that you feel need to be addressed
   Undergraduate research opportunities could be expanded.

How would you correct these weaknesses?
   More faculty FTE given for directing research. More research stipends for students participating in research. Greater recognition of student research accomplishments. Provide new faculty with adequate research laboratories and start-up funds. Institute some curriculum changes.

What resources would be needed to accomplish this?
   Not much in real costs, some additional funds for student support, greater flexibility in faculty work assignments, some program modifications and redistributions in lab requirements and replace with a formal research component.

How would the region benefit from correcting these weaknesses?
   It would produce better-trained Chemistry majors, and a more involved and nationally recognized faculty.

E. If your program were designated one of distinction, and received significant resources, how would you apply these resources to position your program to best serve the region?
   Expand undergraduate research opportunities and perhaps require research of all Chemistry majors; push new faculty to branch out and work collaboratively with the CDB, ICER, Environmental Studies (geochemist), etc. Also seek out cooperative ventures with the community. Dove tail chemistry offerings to meet needs in the Allied Health area (Nursing, Med tech, etc) and forensic science.
In which of your programs would you invest these resources?
Lower-division and major courses.

F. Describe ways in which you might collaborate with other units on campus to create joint programs that effectively serve the region.
   As above in A

G. In what ways do specific support units on campus (advising, etc.) support your programs, and how can such support be enhanced?
   It would help if Chemistry—and maybe all science majors—could be advised by the major department as early as possible in the student’s career.

H. How well do you think the General Studies Program prepares your students for the major and as citizens of the World?
   The General Studies Program seems fine.

   How would you adjust the General Studies Program to better serve the students needs in the major and beyond?
   None at the moment

I. Is current technology adequate for supporting your program?
   ITS is basically OK; it is a responsive unit and is doing a good job.

   How would you enhance technology resources to better serve your program?
   There is no program for equipment replacement—no budgetary ability to systematically upgrade equipment. The Chemistry budget has been constant for years, but only really covers Xeroxing costs and the telephone. It is difficult to acquire equipment for new faculty and almost impossible to renovate existing labs. Further, there is an acute lack of space, so expansion is difficult as well.
A. How does your unit fulfill the mission of the University?

The Department of Communication Arts helps fulfill the mission of the University through its mission, which recognizes how essential advanced communication skills are for business and the professions. We offer a program designed to empower students to manage complex communications responsibilities, new challenges and ongoing change effectively.

B. From your perspective, how would you define regional needs?

Education and training in the disciplines we offer. Each is vital to any community

Do your programs serve regional needs?

Yes

How effectively?

Very effectively, I believe. For example, during the past three years the public relations specialization has been offered via distance learning and at the Fort Walton Beach campus. As of this semester, a student may complete that specialization completely at the Fort Walton Beach campus.

Specifically what regional component(s) benefit from your programs?

The downtown Pensacola community, the remainder of the Pensacola area, the Fort Walton Beach/Navarre area and nearby military bases.

C. Do you see any untapped opportunities by which your programs could serve the region?

In each of our five specializations and the forensics program, we could add courses that would create tracks producing students with excellent employment prospects both regionally and nationally. For instance: copy editing in journalism, advertising graphics, public relations for non-profits, broadcast journalism, health communication in organizational communication, and pre-law forensics.
Given the number of full-time faculty members (10) currently -- one or two in each specialization -- we are challenged to meet the demand for our existing courses from our 630 majors.

What resources (in terms of faculty lines, staff, and nontraditional sources of support) would be needed to accomplish this?

We would need an additional faculty member in each of our five specializations and the forensics program.

What resources are you currently employing to become the best you can be?

Our two computer labs are used day and night, and on the weekends, for classes and students work on projects.

Having been given permission to replace two faculty members who have left the university and one who has been reassigned, we are now conducting nationwide searches.

Have there been any missed opportunities for serving regional needs which have arisen during the past five years?

(See item C above.)

Why were these opportunities missed?

Lack of full-time faculty

D. Describe any weaknesses in your programs that you feel need to be addressed.

Too little variety in courses offered.
Over-reliance on adjunct instructors (53% of our classes are taught by adjuncts).
Inadequate computers in faculty offices.

How would you correct these weaknesses?

Hire more full-time faculty.
Institute an update of faculty computers every three years.

What resources would be needed to accomplish this?

Salary and benefits
Approximately $1500 per faculty computer
How would the region benefit from correcting these weaknesses?

We could offer a greater variety of courses, at hours amenable to work schedules -- night and Saturday hours, for example.

E. If your program were designated one of distinction and received significant enhancement resources, how would you apply these resources to position your program to best serve the region?

(See item C above.)

I have previously proposed that the forensics program become a center of excellence.

In which of your programs would you invest these resources?

Journalism, advertising, public relations, broadcast news, organizational communication and forensics.

F. Describe ways in which you might collaborate with other units on campus to create joint programs that effectively serve the region.

We are now collaborating with the Division of Health Sciences in health communication and would anticipate extending that collaboration.

We might well be able to collaborate with the College of Business concerning media management courses.

G. In what ways do specific support units on campus (Advising, etc.) support your programs, and how can such support be enhanced?

Advising is generally useful for our students. The Writing Skills Laboratory offers marvelous support for our students in writing classes. The support of distance learning classrooms by the Center for Teaching and Learning, on the other hand, needs to be better funded and organized. Information Technology Services new system of checkout of equipment in the library is promising.

H. How well do you think the General Studies Program prepares your students for the major and as citizens of the World?

Fairly well.
How would you adjust the General Studies Program to better serve the student’s needs in the major and beyond?

Writing skills need to improve radically. The Writing Skills Laboratory is an excellent first step.

I. Is current technology adequate for supporting your program?

No. Faculty office computers are woefully outdated. Computer labs will need to be updated next year. We need resources to purchase an LCD projector, used frequently in classes. Each faculty member needs a laptop.

How would you enhance technology resources to better serve your program?

Plan for regular updating of old computers.
Complete more multi-media classrooms.

Additional Comments:
A. How does your unit fulfill the mission of the University?

We also believe in providing quality teaching, research, scholarship, creative accomplishment, and service.

B. From your perspective, how would you define regional needs?

With respect to computer technology and information systems, the region needs a reliable source of well-educated graduates to sustain economic growth and technological expertise (plus offer curricula)

Do your programs serve regional needs?

Yes, Recruiters and employers provide comments that our graduates are very well prepared.

How effectively?

No way to measure exactly—generally determined by success of graduates in seeking employment. Co-op sponsors are also well-satisfied with temporary student employees.

Specifically what regional component(s) benefit from your programs?

Mainly software development companies and any company requiring IS and IT expertise.

C. Do you see any untapped opportunities by which your programs could serve the region?

More non-traditional scheduling and distance-learning courses.

What resources (in terms of faculty lines, staff, and nontraditional sources of support) would be needed to accomplish this?

Technical support to develop effective distance-learning courses and adequate release time.
What resources are you currently employing to become the best you can be?
Web-based course materials.

Have there been any missed opportunities for serving regional needs which have arisen during the past five years?
Probably—especially with flexible course scheduling and DL

What were these opportunities missed?
Resources (time, faculty, technical support)

D. Describe any weaknesses in your programs that you feel need to be addressed.

Need to update faculty knowledge—time off to attend professional development activities. Need to offer undergraduates more research opportunities.

How would you correct these weaknesses?
Increase budgets for these efforts and schedule faculty to allow time for development.

What resources would be needed to accomplish this?
Same as last questions.

How would the region benefit from correcting these weaknesses?
Better prepared faculty and more flexible scheduling to serve the region. Better prepared students to meet regional needs.

E. If your program were designated one of distinction and received significant enhance resources, how would you apply these resources to position your program to best serve the region?

More faculty development and reduced loads. More undergraduate research.

In which of your programs would you invest these resources?
CIS, CS, MSCS, MSSE
F. Describe ways in which you might collaborate with other units on campus to create joint programs that effectively serve the region.

We already collaborate with IHMC on projects, but more could be done with COB (MIS) and several other departments in COPS, CAS, and COB.

G. In what ways do specific support units on campus (Advising, etc.) support your programs, and how can such support be enhanced?

Better training for advisors about specific programs.

H. How well do you think the General Studies Program prepares your students for the major and as citizens of the World?

English and math skills still need improvement, otherwise OK. However—every student should take an introductory IS/IT computer-related course—as practically every other university requires.

How would you adjust the General Studies Program to better serve the student’s needs in the major and beyond?

Better English/math pre-testing and mandatory remedial courses when needed. Required computer course for all students.

I. Is current technology adequate for supporting your program?

Generally—but could use more support for emerging technologies (graphics, robotics, etc.)

How would you enhance technology resources to better serve your program?

Create additional labs to support emerging technologies.

Additional Comments:
Chair/Director: Muhammad H. Rashid  
Department: Electrical and Computer Engineering

Program: BS in Electrical Engineering and BS in Computer Engineering

A. How does your unit fulfill the mission of the University?

Offering ABET accredited degree programs which serve the manpower needs of the West Florida region, the state, and the nation. Local industries and the community recognize the importance and benefits of having quality-engineering programs at UWF. It is recognized by them that graduates of these programs are an attractive source of supply for their technical manpower needs, and that they enhance prospects for economic development in Northwest Florida.

B. From your perspective, how would you define regional needs?

Industries need graduates with a strong theoretical and practical background along with the engineering analysis, design, and implementation skills.

Engineering Advisory Council, and a UWF Community Advisory Committee serves to guide decision-making regarding academic programs. The department uses survey tools to receive feedback and developed a process for program assessments and continuous improvement.

Do your programs serve regional needs?

Industries in the Northwestern Florida region employ a number of the Joint Program’s graduates. As the number of students employed by these industries increases, the industries tend to become more active in providing feedback on the quality of student preparation, and hence on the mission and educational goals of the engineering programs.

How effectively?

Table 1 shows that almost 50% (30 out of 60) graduates work for companies in the Northwest Florida region.
Table 1: Employers of Alumni in Northwest Florida Region

<table>
<thead>
<tr>
<th>COMPANY NAME</th>
<th>Alumni</th>
<th>COMPANY NAME</th>
<th>Alumni</th>
</tr>
</thead>
<tbody>
<tr>
<td>AEROSPACE SYSTEMS DIVISION, Melbourne, FL</td>
<td>3</td>
<td>MOTOROLA, Fort Worth, TX</td>
<td>2</td>
</tr>
<tr>
<td>A+ NETWORK SYSTEMS SO. CO./METROCALL, Pensacola, FL</td>
<td>1</td>
<td>N.A.W. RESEARCH CTR., (Patuxent River Naval Station, MD)</td>
<td>3</td>
</tr>
<tr>
<td>ADVANCED DATA LINKS/ROCKWELL INT’L, IA</td>
<td>1</td>
<td>N.A.W. CTR., DIV. TRAINING SYSTEMS, Orlando, FL</td>
<td>1</td>
</tr>
<tr>
<td>ADVANCED ENGR. &amp; RES. ASSOC., Pensacola, FL</td>
<td>1</td>
<td>NAVY COMP. TELE. STATION. Corry Station, Pensacola, FL</td>
<td>1</td>
</tr>
<tr>
<td>ALABAMA POWER, AL</td>
<td>1</td>
<td>NAVAL COASTAL SYS CENTER, Panama City, FL</td>
<td>1</td>
</tr>
<tr>
<td>AXIOHM, INC., Ithaca, NY</td>
<td>1</td>
<td>NETWORK SYS. CO., Pensacola, FL</td>
<td>1</td>
</tr>
<tr>
<td>BELL SOUTH, Pensacola, FL</td>
<td>3</td>
<td>NORTEL-NORTHERN TELECOM, TX</td>
<td>2</td>
</tr>
<tr>
<td>BOEING DEFENSE AND SPACE GROUP, WA</td>
<td>2</td>
<td>PACKARD HUGHES, Foley, AL</td>
<td>1</td>
</tr>
<tr>
<td>CIVIL SERVICE, Eglin AFB, FL</td>
<td>2</td>
<td>PROCTOR &amp; GAMBLE, OH &amp; K</td>
<td>2</td>
</tr>
<tr>
<td>ENTERGY OPERATIONS, INC., St. Francisville, LA</td>
<td>2</td>
<td>RAYTHEON SYSTEMS CO., St. Petersburg, FL</td>
<td>2</td>
</tr>
<tr>
<td>GENERAL ELECTRIC, Hartford, CT</td>
<td>1</td>
<td>SCHMIDT, DELL, COOK &amp; ASSOC., Pensacola, FL</td>
<td>3</td>
</tr>
<tr>
<td>GERC (GRADUATE SCHOOL), Shalimar, FL</td>
<td>1</td>
<td>SCIENTIFIC APP. INTER. CORP., MD</td>
<td>1</td>
</tr>
<tr>
<td>GULF POWER, Pensacola, FL</td>
<td>1</td>
<td>SVERDRUP, Fort Walton Beach, FL</td>
<td>1</td>
</tr>
<tr>
<td>HUMBER CONSULTANTS, Ft. Walton Beach, FL</td>
<td>1</td>
<td>TAD COMM. Pensacola, FL</td>
<td>1</td>
</tr>
<tr>
<td>IBM CORP., Rochester, MN</td>
<td>1</td>
<td>TEXAS INSTRUMENTS, Dallas, TX</td>
<td>1</td>
</tr>
<tr>
<td>KLOCKE &amp; MCLAUGHLIN CONSULTANT, Ft. Walton Beach, FL</td>
<td>1</td>
<td>TRACOR/MARCONI SER. INC., Fort Walton Beach, FL</td>
<td>3</td>
</tr>
<tr>
<td>MANUFACTURING TECHNOLOGY, INC., Ft. Walton Beach, FL</td>
<td>2</td>
<td>EGLIN AFB, Ft. Walton Beach, FL</td>
<td>1</td>
</tr>
<tr>
<td>MATROX TECH. INC., Boca Raton, FL</td>
<td>1</td>
<td>SIEMENS WESTINGHOUSE, ORLANDO, FL</td>
<td>1</td>
</tr>
<tr>
<td>DIRECT2 DATA TECH, Lake Mary, FL</td>
<td>1</td>
<td>MEITLER-TOLEDO INC., N.C.</td>
<td>1</td>
</tr>
<tr>
<td>CACI TECH., INC. OH</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MICROSYSTEMS, Fort Walton Beach, FL</td>
<td>4</td>
<td>TOTAL</td>
<td>60</td>
</tr>
</tbody>
</table>

Note: 30 out of 60 graduates work for companies in the Northwest Florida region. These are Electrical and Computer Engineering graduates who have maintained their current address and affiliations.

Specifically what regional component(s) benefit from your programs?
Mostly, the companies manufacturing and supplying electronics and electrical equipment. Eglin Air Force Base recently hired a number of our graduates and would like to hire more. The expansion for offering engineering courses at Ft. Walton, effective Fall 2002, is a major step to meet the regional manpower needs.

C. Do you see any untapped opportunities by which your programs could serve the region?

Yes, adding other engineering programs such as mechanical engineering, and Civil/Environmental engineering. These programs will further satisfy the manpower needs and contribute to the economic development of the region.

What resources (in terms of faculty lines, staff, and nontraditional sources of support) would be needed to accomplish this?

Faculty, and space for lecture rooms and labs. The Engineering Advisory Council will get involved in fund raising and curricular issues.

What resources are you currently employing to become the best you can be?

Top quality undergraduate engineering education with emphasis on both theory and applications so that graduates can achieve clearly defined program objectives and outcomes. We have developed an assessment process and tools for ensuring the program quality, for feedback and continuous improvement of the degree programs. Table 2 lists our assessment tools and shows how they are implemented; and the following three pages list examples of improvements were implemented.
<table>
<thead>
<tr>
<th>UF/UWF Assessment Tools</th>
<th>Responsibility</th>
<th>Cycle</th>
<th>Reviewed by</th>
<th>Audit Date</th>
<th>Action Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Exit interviews with graduating students</td>
<td>Director</td>
<td>Semester</td>
<td>Faculty</td>
<td>Every semester</td>
<td></td>
</tr>
<tr>
<td>2. Audit student records of classes taken, grades received, and progress toward program</td>
<td>Director</td>
<td>Semester</td>
<td>Director and Academic Advisor</td>
<td>Every semester</td>
<td></td>
</tr>
<tr>
<td>3. Review employer reports from student internship and co-op experience.</td>
<td>Co-op office</td>
<td>Yearly</td>
<td>Director</td>
<td>Every semester</td>
<td></td>
</tr>
<tr>
<td>4. Request feedback from the Engineering Advisory Council.</td>
<td>Director</td>
<td>Yearly</td>
<td>Faculty</td>
<td>Yearly</td>
<td></td>
</tr>
<tr>
<td>5. Annual faculty performance reviews</td>
<td>Director</td>
<td>Yearly</td>
<td>Director</td>
<td>Yearly</td>
<td></td>
</tr>
<tr>
<td>6. Institute and national awards to faculty and students</td>
<td>UWF</td>
<td>Yearly</td>
<td>Director</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Audit results from student teaching evaluations for courses taught in department.</td>
<td>Faculty</td>
<td>Yearly</td>
<td>Director</td>
<td>Yearly</td>
<td></td>
</tr>
<tr>
<td>8. Maintain records of student placement and employment status after graduation.</td>
<td>Director</td>
<td>Yearly</td>
<td>Director</td>
<td>Yearly</td>
<td></td>
</tr>
<tr>
<td>9. Focused student group discussion</td>
<td>Director</td>
<td>Yearly</td>
<td>Director</td>
<td>Yearly</td>
<td></td>
</tr>
<tr>
<td>10. Maintain records on students involved in student organization, and level of activity in each organization.</td>
<td>Student Branch Faculty Advisor</td>
<td>Yearly</td>
<td>Director</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Student Academic Competition</td>
<td>Faculty</td>
<td>Yearly</td>
<td>Faculty</td>
<td>Yearly</td>
<td></td>
</tr>
<tr>
<td>12. Alumni surveys</td>
<td>Director</td>
<td>2 years</td>
<td>Faculty</td>
<td>Fall 1999, Fall 2001</td>
<td></td>
</tr>
<tr>
<td>13. Employer surveys</td>
<td>Director</td>
<td>2 years</td>
<td>Faculty</td>
<td>Fall 1999, Fall 2001</td>
<td></td>
</tr>
<tr>
<td>14. Co-op employer surveys</td>
<td>Director</td>
<td>2 years</td>
<td>Faculty</td>
<td>Fall 1999, Fall 2001</td>
<td></td>
</tr>
<tr>
<td>15. Instructor Assessment of class</td>
<td>Director</td>
<td>2 year</td>
<td>Faculty</td>
<td>Every semester</td>
<td></td>
</tr>
<tr>
<td>16. Student Assessment of class</td>
<td>Director</td>
<td>2 year</td>
<td>Faculty</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. Course/Teacher Evaluations/class visit</td>
<td>Director</td>
<td>As needed</td>
<td>Director</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. Require and review student work samples and accomplishments.</td>
<td>Director</td>
<td>As needed</td>
<td>Director</td>
<td>Spring 2002</td>
<td></td>
</tr>
<tr>
<td>19. Maintain records of percent of students who take and pass the Fundamentals of Engineering Exam if available.</td>
<td>Director</td>
<td>2 year</td>
<td>Director</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20. Feedback from companies</td>
<td>Director</td>
<td>2 year</td>
<td>Faculty</td>
<td>Spring 2002</td>
<td></td>
</tr>
<tr>
<td>21. ABET accreditation evaluations</td>
<td>Director</td>
<td>2 year</td>
<td>Faculty</td>
<td>Fall 2000</td>
<td></td>
</tr>
<tr>
<td>22. UWF Board of Trustees</td>
<td>Director</td>
<td>6 year</td>
<td>Faculty</td>
<td></td>
<td></td>
</tr>
<tr>
<td>23. SACS accreditation evaluations</td>
<td>Director</td>
<td>10 year</td>
<td>Faculty</td>
<td>Fall 2004</td>
<td></td>
</tr>
</tbody>
</table>
With our limited resources, we strive to improve the programs:

Examples of Administrative Student Service Improvements:

?? Installation of a student suggestion box. Students are given an opportunity to suggest changes and point out problems in a way that allows them to remain anonymous.

?? UF Dean’s office invites honors students to do an honors project late in the term. As a result, the Joint Program alerts qualified students so that they may get started on a project before UF contacts them.

?? A new GPA grid (Excel Spreadsheet) was created so that the student can understand the grading system.

?? The GPA grid also established a quicker system to identify honor students.

?? A full time receptionist was employed to better serve the students and the faculty.

?? The UF and the Joint Program exit interview surveys were updated to better associate the student with the co-op program.

?? A calendar of deadlines with UF was created to facilitate a faster delivery of student records to UF.

?? A grid advising sheet (in Appendix VII) was also established to show the student what classes to take and when to take them.

?? The grid also gave the student a working sheet to enter his or her grades.

?? An ECE pre-certified graduation form was established to alert students to any problems in graduating.

?? The Joint Program is more involved with the senior banquet. Representatives from different companies at the banquet award Scholarship Certificates. As a result, the department gives the IEEE Student Chapter advice and an opportunity to utilize the program’s equipment and supplies.

?? Students may call at any time and leave a phone message on the new phone system.

?? All ECE students and alumni receive correspondence each year with updates on the program.

?? Names of companies where Alumni work are recorded in a flyer, along with the growth of the size of the student population in the Joint Program.

?? Students have more accessibility to computers outside office hours to include providing the IEEE with a donation to maintain the computer lab beyond the regular office hours.

?? IEEE members improved the student study room by painting and expanding the room to help in allowing more student utilization of the space.

?? The Student Branch of IEEE is very active in organizing tours of local industries and helps to locate volunteers for student recruitment through tours of labs and facilities.

?? The IEEE students also organize two semi-annual cookouts in order to display the robots used in the IEEE Southeast Conference Student Hardware Competition and to involve all other ECE students in an ongoing process of participation with the robot competition.
Examples of Technical Service Improvements:

?? The Department has established an on-going program to maintain current software applications that are used in the Program.
?? Implemented Lab fees to improve service to the students by providing funds for new as opposed to recycled consumable lab supplies for student laboratory projects. This will significantly reduce the odds of project failure due to defective components.
?? Evening and weekend lab access sponsored by the IEEE Student Section. Students are given more opportunities to make use of the department resources for homework and projects.
?? Replaced 16 60MHz PCs with PIII 1GHz PCs in ECE Computer Lab 70/118 in October 2001.
?? The ECE students are exposed to a broader range of software tools that are commonly used in the engineering profession. Upgrade of application software on all ECE PCs during Summer 2001. Upgraded MS Office, MATLAB, MathCAD, OrCAD Capture, MAX Plus II, Galaxy, and Logic Works.
?? Added a donated Seiko industrial robot to the RIA Lab in April 2001. Added additional cameras and image analysis equipment during 2001
?? Installation of additional simulation and programming software to include Mathcad, WARP, Microsoft Visual Studio, and Electronics Workbench. These software packages introduce the ECE students to a broader range of tools that are commonly used in the engineering professions.
?? The website for the Joint Program has been redesigned to disseminate information to students and constituencies.

Examples of Teaching Improvements:

?? EEL 3111 Circuits I: Developed new course website with full access to class notes online with students’ full access to HW solutions online. Included more PSPICE homework assignments.
?? EEL 3112 – Circuits 2: Changed the text to one by Phillips and Parr. It is a much better book for the course and students prefer it.
?? EEL3135 – Signals and Systems: Adopted a new textbook that integrates Matlab examples and problems.
?? EEL 3304 - Electronic Circuits I: Developed power point slides for all lectures and posted them on the website on Prometheus with students’ full access. Integrated design projects and oral presentations.
?? EEL 3396 Solid State Electronics: Developed a new course website with full access to class notes online. Students have full access to HW solutions online. Introduced “Java scripts” software tools to simulate device fabrication and performance analysis.
?? EEL 3472 – Electromagnetic Fields and Waves: Restructured the course to include more practical transmission line material and examples
?? EEL 3701C - Digital Logic & Computer Systems: Developed new course website on Prometheus with students’ full access to course materials & lab projects/experiments. Developed three new experiments/projects for the lab. Reviewed/Revised all existing experiments to match materials covered in class. Required all class homework assignments to be typed and all circuits designs to be simulated using LogicWorks/LogicAid software tools.
EEL 4304L – Electronic Circuit Lab: There was no lab manual for this course. A new lab manual containing all the experiments was developed and made available to students in package form. The manual includes background information on each experiment and suitable prelab exercises.

EEL 4514 – Communications: Used the System View simulation program for newly developed practical communications class projects.

EEL 4514L – Communications Lab: Required students to provide formal typed lab reports.

EEL 4930 – Digital Communications: This is a newly developed course not taught before at UWF, it will use System View software for new projects.

EEL 4663 – Robotics: The course now includes several Virtual Reality simulations, animations, and demonstrations that have been developed to help student understanding of robot motion, modeling, analysis and design.

EEL 4712C - Advanced Digital Design: Since several of our students interviewing for jobs at local and national engineering companies have reported industry is showing increased interest in hardware programming languages, the course content has been modified to include system design using VHDL programming of complex programmable devices. Several lab experiments were modified to include VHDL programming of complex programmable logic devices and give student relevant training and understanding of VHDL-based design.

EEL 4713C – Computer Architecture: Developed entire new VHDL Lab experiments where students program and simulate various components of a computer using VHDL. Started using Altera Max plus 2-software.

EEL 4744C - Microprocessor Applications: This course has been modified to use an improved microcontroller board (the Axiom 68HC11E9 board) which gives students expanded resources such as RAM and Eprom memory. Several laboratory experiments have been streamlined and simplified to allow students better understanding of the material while removing unnecessary and cumbersome steps.

EEL 4750C – Digital Signal Processing: New content was introduced in the lab on calling assembly language functions from C programs. This allows implementation of time-sensitive codes such as convolution in assembly language, while allowing the convenience of C for overall code development.

EEL 4914C – Electrical Engineering Design: Developed progressively and organized into a format of standard industrial practice to include preliminary design review, critical design review, oral presentation, and final documentation in a report form.

Have there been any missed opportunities for serving regional needs which have arisen during the past five years?

Not really. The expansion to Ft. Walton should open new opportunities for partnerships with the local community and the industries.

Why were these opportunities missed?

None
D. Describe any weaknesses in your programs that you feel need to be addressed.

We have only two programs and no engineering building. There is no sense of engineering community for students getting involved in professional activities. As the programs grow, we are limited by the physical size, for example we had to limit the lab-based class to 16. If we had more lab space and resources, we could increase the lab enrollment from 16 to 20. For a lecture class of 40 students, we would need only two lab sections, not three.

**How would you correct these weaknesses?**

New engineering building and other engineering programs such as mechanical and civil/environmental engineering. According to the Florida manpower needs of the region, the mechanical and civil/environmental engineering are next to electrical and computer engineering in terms of the demands.

Support faculty for developing funded research. Many engineering research projects are inter-disciplinary in nature and other program should provide opportunities for collaborative applied research.

**What resources would be needed to accomplish this?**

Faculty and space for lecture rooms and labs.

**How would the region benefit from correcting these weaknesses?**

Meet the engineering manpower needs for economic development of the region.

---

E. If your program were designated one of distinction and received significant enhancement resources, how would you apply these resources to position your program to best serve the region?

?? Add other engineering programs such as mechanical and civil/environmental engineering.  
?? Continue strengthening the programs in terms of both quality and reputation as the 'premier' engineering programs in the region and form partnership with local companies for collaborative projects. The retention is the major factor in engineering. A number numbers of students drop out of engineering. We definitely need a strong pre-engineering program. Most of our students are designated as pre-engineering (Pre computer - 86 and pre-electrical – 85 as of fall 2002).

**In which of your programs would you invest these resources?**

Both electrical and computer engineering programs and new programs that are in demand in the region.
F. Describe ways in which you might collaborate with other units on campus to create joint programs that effectively serve the region.

Develop an ABET accredited BS degree in software engineering in collaboration with Computer Science department.

Develop an ABET accredited BS degree in engineering physics in collaboration with Physics department.

G. In what ways do specific support units on campus (Advising, etc.) support your programs, and how can such support be enhanced?

Advising Center: Advising pre-engineering students. Knowing the differences between engineering and technology programs.

H. How well do you think the General Studies Program prepares your students for the major and as citizens of the World?

Very well

How would you adjust the General Studies Program to better serve the student’s needs in the major and beyond?

Courses on
Contemporary issues
Engineering and society

I. Is current technology adequate for supporting your program?

Currently, Yes, but need a laboratory equipment plan to replacement and/upgrading the laboratory equipment and facilities. For example, the lab equipment that was purchased in 1993 has become almost obsolete and we need to replace, particularly, in controls and communications lab.

How would you enhance technology resources to better serve your program?

Replace the obsolete lab equipment. Renew site licenses for engineering software tools and update these tools. We use engineering software tools in almost all courses.

Additional comments:

Within our limited resources and faculty size, we strive for Excellency in undergraduate engineering education. We received calls from many local companies seeking to hire our graduates. For example, CSR (Control Systems Research Inc.) called on February 3 to hire 3 engineers preferably from our programs.
The Florida Department of labor Employment Security predicts a 14% growth of electrical and computer-engineering jobs in West Florida from year 2001 to 2009 with 39 job openings each year.

Within 2 to 3 years, the program expansion to Fort Walton should be implemented and we should have graduates. In the mean time, we can plan for adding other engineering degree programs. Mechanical and Civil/Environmental Engineering will require building space and facilities.

In order of priority and available resources within the existing facilities, I would prioritize as follows:

1. BS in Engineering Physics (need - one faculty with a Ph.D. in engineering and BS in Physics)
2. BS in Information Systems Engineering (not information technology, dealing with engineering aspects such as security issues). UWF has a degree program in Systems and Control Engineering – it may be possible by renaming the degree title (needs - two faculty positions in systems engineering)
3. BS in Software Engineering (needs - two faculty positions in software engineering)
A. How does your unit fulfill the mission of the University?

By delivering English and Foreign language courses that are consistently comparable in excellence to, and frequently surpass, those taught at the flagship Universities and providing the region with language “professionals” in a wide variety of fields.

B. From your perspective, how would you define regional needs?

Regional needs include
1. English and Foreign Language teachers with the highest quality, most up-to-date professional expertise and teaching skills in language arts and critical thinking.
2. Writers, editors, and managers for local publications (newspapers, journals, news letters, etc.) with a high level of linguistic skills and stylistic sophistication.
3. Management personnel in area companies with high level language skills.
4. Court reporters, mediators, lawyers and other members of the legal profession with high level language skills.
5. Creative writers who can contribute to the cultural richness of the region.

Do your programs serve regional needs?

Our programs serve all of the needs listed above. Specifically we have graduates teaching in every single high school in three surrounding counties. The Language Arts Coordinators in Escambia and Santa Rosa Counties are our graduates. We also have numerous graduates of our Master’s program teaching in area community colleges. The chair of English at PJC is one of our graduates.

The Pensacola News Journal, Burchett Publishing (which publishes several small papers), the Journal for the Florida Humanities Council, The Emerald Coast Review, the Gulf Breeze Newspaper, the publication of The Naval Aviation Museum all employ our graduates in positions ranging from full-fledged editors to reporters.

Our graduates are employed in – and in some cases serve as managers or supervisors – of local bookstores, banks, retail stores and libraries. One has served on The City Planning Commission.
A significant number of our graduates have gone on to law schools and are currently employed in local law firms. Others hold positions in local law libraries, still others have served as court reporters.

Our students participate in Writers In The Gallery, an event that is gaining a reputation in the region for the high quality of literary material presented. They also produce and publish in The Troubadour and staff Bayou, a joint publication of UWF and The University of New Orleans. They contribute to and serve on the staff of The Emerald Coast Review, the publication of The West Florida Literary Federation.

The majority of our students spend some time working in the Writing Lab which serves the entire university community – faculty, staff and students – as well as the region (through programs such as The Grammar Hotline and Business Writing seminars).

**How effectively?**

Quite effectively, I would argue, given the number of our graduates who hold teaching and administrative positions in the schools, on local newspapers, in publishing firms, legal institutions, and retail firms as mentioned above.

**Specifically what regional component(s) benefit from your programs?**

Schools, Newspapers, Journals (all forms of publishing firms), retail stores, legal firms, and cultural organizations benefit from our programs. More generally, the citizens as a whole benefit from better writing and critical thinking skills.

**C. Do you see any untapped opportunities by which your programs could serve the region?**

Recently we have begun to consider a Writers’ Festival for the region. We are also developing on-line courses for Continuing Education in business writing and workshops in Creative Writing. Additionally, I see tremendous possibilities for our Writing Lab to serve the business community by organizing and delivering workshops tailored to a specific business’s needs.

**What resources (in terms of faculty lines, staff, and nontraditional sources of support) would be needed to accomplish this?**

To accomplish our goals for enhancing our writing programs, we are immediately in need of a full time Composition Director, a full time, published, fiction writer, and a 12 month Writing Lab Director (Mamie is currently on a 9-month contract). Office space and Writing Lab facilities MUST be increased and enhanced.

**What resources are you currently employing to become the best that you can be?**
Besides employing the obvious resources on campus, I have recently begun a campaign to increase our foundation account and to generate interest in the local publishing community for endowing a Creative Writer’s line.

**Have there been any missed opportunities for serving regional needs which have arisen during the past five years?**

Since I’ve been in this position only since August, I cannot fully respond to this question.

**Why were these opportunities missed?**

Unknown

**D. Describe any weaknesses in your programs that you feel need to be addressed.**

1. Over reliance on adjuncts in English courses.
2. Over reliance on adjuncts in Foreign Languages who do not have SACs recommended credentials.
3. Lack of contact with alumni.

**How would you correct these weaknesses?**

1. Petition for more full-time lines
2. Seek more qualified adjuncts in Foreign Languages
3. Initiate an annual alumni correspondence.

**What resources would be needed to accomplish this?**

**LINES, LINES, LINES, DOLLARS, DOLLARS, DOLLARS**
The region would benefit from correcting these weaknesses by having more qualified, cutting edge teachers, journalists, linguists, and grammarians influencing its intellectual and cultural life.

**E. If your program were designated one of distinction and received significant enhancement resources, how would you apply these resources to position your program to best serve the region?**

1. Develop an annual, regional Writers Festival (The Emerald Coast Writers Festival) to be held in Historic Pensacola Village.
2. Develop a Creative Writing Certificate Program available through Continuing Education.
3. Develop web-based courses and grammar reviews for the business community that employ the Writing Lab’s expertise and provide refresher courses in business and technical writing.

**In which of your programs would you invest these resources?**
The Writing Program –

F. Describe ways in which you might collaborate with other units on campus to create joint programs that effectively serve the region.

At a minimum, a Writers Festival would require the collaboration of Communication Arts and the Theater Department.

G. In what ways do specific support units on campus (Advising, etc.) support your programs, and how can such support be enhanced?

Advising "sells" our courses quite effectively. Alumni Affairs and University Advancement and Marketing Communications could help us tremendously by spotlighting our programs and contributing to our specific marketing effort. Also The Foundation “police” could help us learn how to solicit funds.

H. How well do you think the General Studies Program prepares your students for the major and as citizens of the World?

This question is too vast!! I think our students need to be required to take logic courses, geography courses, more history, more English, more philosophy. Most of them do not realize that there is a world beyond the Panhandle. Specifically, though, the English courses in the General studies program provide ALL of our students with critical thinking and writing skills. Without exaggeration, these courses provide skills that are fundamental to every other discipline in the university.

How would you adjust the General Studies Program to better serve the student’s needs in the major and beyond?

See above

I. Is current technology adequate for supporting your program?

We could use at least four more state-of-the-art computers for our faculty members and especially for our Writing Lab. The Lab is woefully under equipped.

How would you enhance technology resources to better serve your program?

See above

Additional Comments:

In the four months since I took over as Chair of the Department of English and Foreign Languages, I have become aware of the need for a much stronger emphasis in our department and the Community on ALL ASPECTS AND GENRES OF WRITING from technical to creative. I have taken a number of initiatives to meet present and future needs for writers
including (1) seeking authorization for a Director of Composition, (2) seeking contributions to our Foundation Account for Writers In The Gallery, (3) articulating with Continuing Education with regard to non-credit writing courses, (4) seeking additional funding for the writing lab, (5) responding to a proposal to begin plans for a regional Writers Conference, (6) seeking approval for a campaign targeting specific alumni for contributions toward Writers In The Gallery. The Troubadour, Bayou, and a Regional Writers Conference and (7) participating in a News Journal book club featuring our visiting National Book Award finalist Brad Watson. While I have met with some success - - our search for a Composition Director is in its planning stages; the provost has added $1000.00 to funds for the Writing Lab – I feel stymied in my attempts to build toward the excellence our program can achieve. On the one hand, I have been told (as all chairs have) that we must move from being state supported to being state assisted. Yet my requests for permission to solicit funds for our department’s specific goals go unanswered. Also, I find it difficult to reach (or even know) exactly the right person in University Advancement to whom I should seek such permissions. Past experience indicates that individual chairs, while being encouraged to raise money for their departments, are discouraged from striking out on their own without coordinating with the public relations arm of the University. Finally, it seems to me that without some “start up” support (brochures, postage, etc.) provided by University Advancement, individual departments might find it impossible to get their new projects off the ground.
A. How does your unit fulfill the mission of the University?

A departmental strategic plan was prepared in Spring 2002 in response to finalization of the UWF Strategic Plan. The following is excepted from that plan:

1. Preamble

As the leading center of environmental studies and earth science at the University of West Florida and in northwest Florida, the Department of Environmental Studies is dedicated to teaching, research, and service within the realm of environmental knowledge and conservation. We are committed to quality education programs that promote scholarship and close work relationships among students, faculty, staff, peers, and community. We promote the advancement of knowledge and also the application and dissemination of knowledge relative to environmental studies and earth science.

2. Vision

The vision of the Department of Environmental Studies is:

?? to be a center of intellectual vitality, research, and creative activity

?? to provide our students an excellent education in the environmental/earth sciences that will be a foundation for their individual intellectual and professional goals

?? to engage our students in the research and public service activity of the faculty

?? to use our scholarly and creative activity to help understand and solve local and regional environmental problems and enhance the quality of life in northwest Florida

?? to be a key player in supporting the protection of the natural environment
3. Mission

Our mission is to provide quality teaching, conduct basic and applied research, and to provide service to the university, the greater community, and the academic disciplines within which we work. Our efforts are to convey, create, apply, and disseminate knowledge and technical skills necessary for understanding and proper stewardship of our land, air, and water resources.

4. Strategic Goals

The Department of Environmental Studies achieves its mission by:

A. creating a distinctive center of earth and environmental science in northwest Florida
B. providing quality field-and laboratory-based educational programs to ensure our graduates that the skills needed to succeed in the environmental arena are met
C. embracing multiculturalism and encouraging international professional exchanges
D. cooperating with community environmental professionals and maintaining communications between the department and the region
E. assisting in strengthening regional K-12 education initiatives in environmental and earth science
F. participating in and supporting the protection of natural resources in the region

5. Strategic Objectives

The Department of Environmental Studies strives to achieve its strategic goals by a series of specific objectives (numbered below each respective goal):

A. creating a distinctive center of earth and environmental science in northwest Florida
   1. by offering the highest quality bachelor of science program in earth and environmental science
   2. by engaging in high-quality teaching, both in courses integral to the program and in service courses that reach out to students in other disciplines
   3. by recruiting and rewarding distinguished faculty and staff
4. by engaging in scholarly research, creative endeavors, and service that address regional, state, national, and international needs
5. by encouraging the inclusion of students in the conducting of original research
6. by incorporating appropriate technology into teaching and research
7. by promoting the use of the scientific method and informing the scientific community of noteworthy results via professional presentations and publication in leading journals
8. by promoting positive and continuing interaction with alumni and other environmental professionals, both in general terms and also specifically by means of a departmental advisory board
9. by encouraging resource development strategies to secure public and private support for essential departmental functions as well as scholarships and internships for our students

B. providing quality field-and laboratory-based educational programs to ensure our graduates that the skills needed to succeed in the environmental arena are met

1. by offering a broad-based, interdisciplinary curriculum that will allow our graduates entry into professional careers or graduate programs in the earth and environmental sciences
2. by emphasizing laboratory components of courses in which students gain hands-on experience
3. by offering interdisciplinary linkages and creating opportunities for graduate-level training in earth and environmental science
4. by emphasizing technical skills such as geographic information science, remote sensing, and field methods employing GPS and surveying technologies
5. by offering field experiences to our students, so that textbook and classroom knowledge may be applied to the real world
6. by seeking guidance from our Advisory Board, especially in regard to curriculum structure
C. embracing multiculturalism and encouraging international professional exchanges
   1. by welcoming diversity and ensuring the development of a global perspective
   2. by embracing diversity in thought, attitude, understanding, appreciation, and practice
   3. by offering programs and activities reflective of global perspectives in environmental thinking and research
   4. by encouraging field research in foreign areas and encouraging the participation of students
   5. by welcoming multicultural and/or international environmental professionals to our department for collaboration in teaching and research

D. cooperating with community environmental professionals and maintaining communications between the department and the region
   1. by inviting community and regional environmental professionals as guest speakers and adjunct instructors
   2. by engaging in sponsored research which addresses community and regional environmental issues
   3. by encouraging faculty, staff, and student involvement with the community, especially through professional organizations, governmental agencies, and private environmental firms

E. assisting in strengthening regional K-12 education initiatives in environmental and earth science
   1. by serving, as much as possible, as a resource for K-12 teachers in the environmental and earth sciences
   2. by providing requisite service courses for students majoring in education at the primary and secondary levels
   3. by demonstrating to visiting K-12 students the laboratory and field aspects of the environmental and earth sciences
   4. by collaborating in workshops designed to teach teachers to teach environmental and earth sciences to their K-12 students

F. participating in and supporting the protection of natural resources in the region
   1. by promoting a conservation ethic in our courses
2. by supporting a student environmental club
3. by advising the University of West Florida in university planning and growth initiatives as well as energy conservation and recycling efforts
4. by encouraging faculty, staff, and students to become involved in community planning and natural resource conservation issues

The departmental strategic plan is a realistic blueprint for the department that conforms well to the mission, goals and imperatives listed in the UWF Strategic Plan.

B. From your perspective, how would you define regional needs?

Within the framework of environmental studies (both science and policy), the regional needs are tremendous. We live in a region blessed with an abundant and beautiful natural resource base, yet there have been past actions that have degraded the environment. There is a great need to undo—or attempt to remediate—past environmental problems, specifically in ground- and surface water pollution, watershed degradation, shoreline modification, Superfund and brownfields areas, air quality, and tidal wetlands. There is a need for basic and applied research, there is a need to train students to address the problems of the past and to prevent such problems in the future, and there is a need to work with local and regional leaders to establish sound policies regarding the environment.

Do your programs serve regional needs?

Our program effectively serves regional needs. Most department research activity is applied research focused upon the region. A majority of our students work or intern with regional environmental firms or agencies, and a majority of our students become employed in the area after graduation. Our faculty have a strong record of service (committees, etc.) in the local area.

How effectively?

Very effectively. Our department has a good reputation in the community, and our students and graduates are involved in all facets of the environmental field throughout the region. Research efforts have fit in quite well to regional needs.

Specifically what regional component(s) benefit from your programs?
The Department of Environmental Studies maintains strong relationships with Pensacola and Northwest Florida. Many of the research grants are local and often involve city, county, or state agencies and personnel. Several of the faculty have close ties with the community, and one county commissioner serves as an adjunct instructor in our department. Dr. Droubay has held a variety of county-level positions, including as chair of the Environmental Committee, and his contacts have publicized the department and led to many opportunities for faculty and students. In 2001, Dr. Droubay was instrumental in UWF hosting the annual conference of the Riverkeepers, a national environmental organization founded in part by Robert F. Kennedy, Jr. Dr. Meyer-Arendt was Technical Advisory Committee chair of the Bay Area Resources Council (BARC), the prime regional environmental planning entity in the area, for two years and still serves on the Natural Resource Advisory Board to the regional legislative delegation. Our department is well respected in the community, and several small student scholarship programs have been set up. Promises of small endowments have also been made.

In 2001, an Environmental Studies Advisory Board was established, and alumni and environmental professionals were invited to be part of it. The group has met once (in early 2002) and has agreed to meet at least twice a year. The intent of this board is to advise the department on direction in curriculum and program as well as needs of the community and region.

Perhaps the greatest benefit of close community relationships is the opportunity it affords for our students, both during their academic careers and upon graduation. Although not required, we strongly encourage our students to intern in the environmental sector, and so far there have been plenty of opportunities in both the public and the private sectors. Although many students are fortunate enough to land paying jobs while they are students, a typical pattern is for an unpaid internship to evolve into a paid position upon graduation.

We have a strong relationship with the FL Department of Environmental Protection, Gulf Power, Santa Rosa island Authority, Gulf Islands National Seashore, Santa Rosa County, Eglin Air Force Base, and Escambia County (especially the Neighborhood & Environmental Services Department). Our faculty have also served on the the Project Greenshores Steering Committee, the Scenic Highway Corridor Management Entity, and the county Citizens Environmental Committee. We are currently supplying many graduates to agencies that use GIS (Geographic Information Systems) as a database management system.
C. Do you see any untapped opportunities by which your programs could serve the region?

Yes, there are numerous opportunities to serve the region, and we are limited primarily by staffing and funding. One, there are opportunities for research dollars if we had specialists in meteorology/air quality, coastal geology, geochemistry, geomorphology, policy/management, and environmental education. Two, there are opportunities to train environmental professionals at the graduate level. The M.S. is increasingly the degree of choice in the environmental field, and there are many B.S-level environmental professionals who would enroll in such a program. Three, there are opportunities for more outreach, both to K-12 schools and also to public programs and events (e.g., Bay Day, Earth Day). More outreach in the Ft. Walton Beach area would be especially desirable.

What resources (in terms of faculty lines, staff, and nontraditional sources of support) would be needed to accomplish this?

Faculty lines (optimally 7, minimally 3) are most important. A line for a M.S-level outreach/environmental education person would give us a lot of ‘bang for the buck’ in terms of publicity. Space is a major problem in our department, and new faculty may need research space and equipment as well.

What resources are you currently employing to become the best you can be?

Our GIS resources (lab, site licenses, courses) are being used increasingly toward their fullest potential. We have added courses to the curriculum, we have offered short courses to environmental professionals in the region, we are helping expand GIS throughout the UWF community, we are placing student in various firms and agencies, and we recently hired a competent GIS coordinator. We have conducted many GIS-based research projects, and we are currently in discussions with Eglin AFB about future projects. For a small department in which teaching is the primary mission, I feel we do a tremendous amount of region-based work.

Have there been any missed opportunities for serving regional needs which have arisen during the past five years?

Perhaps none specifically, but at the general level I believe opportunities have slipped by. Most of these opportunities were in Environmental specialties which our department does not presently have, e.g., meteorology/air quality, coastal geology, geochemistry, geomorphology, policy/management, and environmental education.
Why were these opportunities missed?

Most of these opportunities were in Environmental specialties which our department does not presently have, e.g., meteorology/air quality, coastal geology, geochemistry, geomorphology, policy/management, and environmental education.

D. Describe any weaknesses in your programs that you feel need to be addressed.

There are major gaps in disciplinary specialties, e.g., meteorology/air quality, coastal geology, geochemistry, geomorphology, policy/management, and environmental education that we would like to rectify, either wholly or in part. We really need an outreach coordinator who could visit schools, bring K-12 kids here and involve them in environmental science. We would like to offer distance-learning programs, especially an Oceanography program we would coordinate along with the Department of Biology. Also, we would like to be able to offer a comprehensive graduate program in Environmental Science.

How would you correct these weaknesses?

The hiring of appropriate personnel and the acquisition of suitable work and research space.

What resources would be needed to accomplish this?

Faculty and staff lines, office and research space.
How would the region benefit from correcting these weaknesses?

The demand for environmental expertise remains high in northwest Florida. The more personnel we have addressing environmental issues, the better. And the higher-level the research—and the degree program—the better.

E. If your program were designated one of distinction and received significant enhancement resources, how would you apply these resources to position your program to best serve the region?

1. We would replace adjunct instructors with permanent faculty lines. This step will increase the level of research and commitment to regional service.
2. We would add faculty lines in some of the aforementioned areas, e.g., coastal geology, meteorology/air quality, etc. as funding became available.
3. We would add an outreach coordinator to deal with departmental public relations and environmental education.
4. We would offer a graduate program in Environmental Science.
5. We would being to put courses on-line as part of a B.S. in Oceanography distance-learning initiative.

In which of your programs would you invest these resources?

Primarily in the B.S. in Environmental Science program, and to a lesser extent in the proposed M.S. in Environmental Science program and the joint (with biology) B.S. in Oceanography distance-learning initiative.

F. Describe ways in which you might collaborate with other units on campus to create joint programs that effectively serve the region.

There are numerous opportunities for interactions. In a broad sense, our department along with Biology are best poised to address environmental issues in the region. There is already much collaboration in terms of research grants, community committee involvement, and the like. Our departments have collaborated in establishing a M.S. track in Environmental Biology which begins in Fall 2003. Several of our faculty have worked extensively with CEDB. Another strong area of potential interaction is with the various units that use GIS as research and data management tools. These units include CEBD, the Haas Center, the Whitman Center, and the Archeology Institute, among others. We are presently working with the Haas Center on developing a GIS for Eglin AFB. There are possibilities for further collaboration with the Department of
Anthropology and the Archeology Institute. Additional faculty and pool of graduate students would enhance the potential for more collaborative efforts.

G. In what ways do specific support units on campus (Advising, etc.) support your programs, and how can such support be enhanced?

Campus support units presently do a good job in supporting our program.

H. How well do you think the General Studies Program prepares your students for the major and as citizens of the World?

All in all, we are satisfied with the current general studies requirements. We also have a strong set of Common Prerequisites that is more specific to the knowledge base needed by our majors. Perhaps a minor weakness in the UWF curriculum is the absence of a computer skills/technology prep course which would bring our students up to a minimum operating level once they get into our technical courses.

How would you adjust the General Studies Program to better serve the student’s needs in the major and beyond?

Again, in a specific sense, a computer skills course may be useful. In a general sense, a multicultural course would be beneficial…..and the UWF Faculty Senate is presently working on that.

I. Is current technology adequate for supporting your program?

Not if we are serious about embarking on distance learning to add to our off-campus FTEs. To adequately offer a B.S. in Oceanography online requires enhanced technology and enhanced content and technology support.

In terms of GIS, so far technology is adequate. But as the program grows, especially in terms of collaborative efforts, there may be a need for additional software, servers, computer memory, etc.

How would you enhance technology resources to better serve your program?

I would have to defer to the technology experts as to how to better support distance-learning initiatives and GIS expansion.
Additional Comments:

Please contact me for more information. I do have a 5-Year Program Review Self-Study as well as the External Reviewers’ Report.

Klaus J. Meyer-Arendt
BOR REVIEW OF THE POLITICAL SCIENCE AND INTERNATIONAL STUDIES PROGRAMS AT THE UNIVERSITY OF WEST FLORIDA

Cal Clark
Alumni Professor of Political Science
Auburn University

Rick Harper
Director of Haas Center of Business Research & Economic Development
University of West Florida

Klaus Meyer-Arendt
Chair of Environmental Studies
University of West Florida

May 22, 2001
OVERVIEW OF PROGRAMS AND DEPARTMENT

Currently at the University of West Florida, the Department of Government directly administers the B.A. and M.A. programs in Political Science and serves as the administrative and advising center for the multidisciplinary B.A. program in International Studies. There has been an undergraduate Political Science program at West Florida since the University was founded in 1967; and a separate Pre-Law track within the Political Science curriculum was developed in 1994. Institutionally, a separate Department of Political Science was founded in 1969 and renamed the Department of Government in 1994. The International Studies program was established in 1977, replacing the previous Latin American Studies program, and has been administered by Political Science/Government since then. An M.A. program in Political Science was first established in 1971, then transformed into an M.A. in Practical Politics in 1983 (which was subsequently dropped in 1990), and finally revived again in 1993.

Overall enrollment in Political Science courses rose sharply from the mid to the late 1980s and then declined significantly in the late 1990s, primarily because of the Department's changing role in servicing the University's Core requirements. Undergraduate majors in both Political Science and International Studies have generally increased gradually (if somewhat cyclically) since the mid 1980s. There are now approximately 80 majors in Political Science (of whom 30 take the Pre-Law track) and 50 in International
Studies. Since the M.A. in Political Science was re-instated in the mid 1990s, it has generally had about 10 students per year. Probably the most far-reaching event in the Department's history occurred in 1995, when three applied programs (the Masters in Public Administration and undergraduate programs in Criminal Justice and Legal Studies) were split off into a separate Department, ultimately making their way to the College of Professional Studies. As a consequence, the size of the Department was cut in half to its current eight fulltime faculty members but also became more homogeneous in terms of having an academic and liberal arts orientation. The most prominent feature of the current faculty almost certainly is that six of the eight are scheduled to retire within the next two years. This creates a challenge, if not a crisis, for maintaining the Department's high quality programs. However, the large scale turnover may also account for the Department's enthusiastic response to the University's and College's mandate to focus its efforts by seeking distinction in a few specializations.

CURRICULUM QUALITY

All three curricula being evaluated (the B.A. and M.A. in Political Science and the B.A. in International Studies) appear quite reasonable and sound. All these curricula have a decidedly liberal arts emphasis, with the goal of helping students "learn to
think about timeless questions pertaining to the governance of human societies, including the evolution of law and justice, the development and operation of political institutions and processes, ... and problems of war and peace" (Department of Government Self-Study, Spring 2001, p. 1).

Both the undergraduate and graduate curricula in Political Science are broad-based, requiring majors to develop an understanding of the primary areas in the discipline. The Pre-Law track is especially commendable because of its interdisciplinary components which expose students to courses in philosophy, history, literature, business, and computer and communications skills. The multidisciplinary B.A. in International Studies includes requirements for four core courses (with a slight amount of choice offered) and for eight more composed of two each from four "support areas." All these curricula would certainly be considered solid by the Political Science profession. There seems little reason to contemplate significant change in either of the Political Science programs, although minor adjustments might be warranted after the transition to a largely new faculty who might have somewhat different interests and skills than the current generation. For International Studies, in contrast, there is substantial interest in curricular reform outside the Department of Government. As discussed in more detail in the section on "Potential Areas of Distinction," therefore, it might be profitable to begin discussions about the International Studies curriculum in the near future.
As the old adage "the proof of the pudding is in the eating" suggests, the quality of the curriculum depends heavily upon its implementation, not just its design. Here, there is every indication that the Political Science and International Studies programs are high quality ones. All these programs receive high grades, if not rave reviews, from students, despite the general perception by both faculty and students that most courses in both Political Science and International Studies are far more demanding than the average liberal arts course at UWF. Student support for the programs was indicated, for example, by the fact that almost a dozen off-campus graduates arranged telephone interviews with the Review Team and were unanimous in praising the education that they received and in indicating its relevance and importance for their subsequent careers. While the evidence is somewhat anecdotal, it does appear that the Department of Government does quite well in placing its graduates in graduate schools, particularly Law Schools. Thus, it is probably no coincidence that both Political Science and International Studies are well above the UWF average in student retention rates.
The Department has benefitted from a committed and high quality faculty, all of whom have been at West Florida for at least two decades. The 1988 BOR Review of Political Science, for example, concluded, "The Department appears to be one of the better ones at West Florida. It is perhaps the premier teaching Department at UWF." The Department's excellence in teaching has clearly continued up to the present. Five of its eight members have won the coveted and highly competitive Teaching Improvement Program Award; and current and recent graduate praise the quality of teaching and the willingness of the faculty and especially the Department Chair to devote large amounts of individual attention to them.

Over their careers, UWF political scientists also have a strong research record in the aggregate. According to the 1988 BOR Review, University administrators considered the Department's publication rate well above average for UWF. Indeed, two of its members have won the prestigious University Research and Creative Activities and Professorial Excellence Program Awards. Perhaps inevitably, several of the faculty members' interest in new creative activities has waned as retirement nears; and only two of the faculty now have strong ongoing research programs. In addition, as befits a senior faculty, the Department has a very strong record in University and community service.
The 1995 split of Political Science into academic and applied departments seemingly had mixed results. On the one hand, the Department clearly lost power within the University and the ability to generate synergism between the different programs (e.g., Political Science has lost "service PTE" for the Criminal Justice and Legal Studies majors). On the other hand, the Department of Government now has a unified liberal arts philosophy and curriculum; and the faculty has become highly collegial, clearly a strength in a discipline noted for academic warfare.

In sum, UWF has been blessed with a strong political science faculty. The coming wholesale transformation of the Department of Government, therefore, may be quite challenging. For example, the Department's "organizational culture" of high quality teaching and attention to individual student needs has to be transmitted to a new generation of professors. In contrast, though, the new faculty will almost inevitably reinvigorate the Department's commitment to scholarship -- from the threat of tenure requirements if for no other reason.
POTENTIAL AREAS OF DISTINCTION

The University and College have challenged Departments and programs at the University of West Florida to specialize in a limited number of areas in which they can achieve distinction in order to make the best use of UWF's fairly limited resources. Based on discussions with the Political Science Chair and faculty, faculty involved in International Studies, and the Dean of Arts and Sciences, there are three areas of distinction which the Department should be encouraged to pursue:

★ Pre-Law
★ International Studies
★ The M.A. in Political Science

The Pre-Law Program

The existing Pre-Law program has several important strengths. It offers an intellectually rigorous but still popular curriculum (e.g., almost 40% of Political Science majors are in the Pre-Law track even though it has significantly heavier course requirements); and it has been quite successful in placing its graduates in Law School. Moreover, it has the potential to attract additional students to the Department's courses in two distinct ways. First, the creation of a Pre-Law minor would almost certainly be very attractive to a wide variety of majors in other
fields from Business to Environmental Studies. Thus, the availability of such a minor would almost certainly increase the enrollment in the Department's Pre-Law courses by attracting students already attending UWF. Second, the program, if marketed more aggressively, might well attract a significant number of students from outside UWF's regional base. Throughout Florida (and nation-wide) many students major in Political Science as the first step in pursuing a legal career. Thus, UWF could use the high quality and personalized "tender loving care" of the program to recruit students who would normally attend the larger universities elsewhere in the state. Much of the success of the Pre-Law program clearly comes from the "human capital" contributed by its long-time Director. Thus, some thought should be given to ensuring that this human capital is not lost in the coming transformation of the Government faculty.

International Studies

International Studies is a successful and gradually growing program at UWF. In addition, two considerations suggest that it may be poised for a further "take off." First, it is by now cliche' to observe that globalization is unleashing massive social change throughout the United States (both for good and for ill), thereby greatly increasing popular and academic interest in international affairs. Second, extremely strong interest in enhancing International Studies was expressed by both the Department of Government faculty and by faculty representatives of other
Departments involved in the international sphere. The strong enthusiasm (if not passion) of the latter, in particular, suggests the value of curricular reform that would integrate new disciplines (e.g., communication arts and environmental studies) and make better use of existing faculty interests and connections (e.g., the Study Abroad program and Latin American Studies). Such changes, hence, could well attract a significant number of new majors. Similarly, an International Studies minor might be of interest to students in traditional majors (e.g., business) whose fields are becoming increasingly internationalized; and service opportunities almost certainly exist for working with the public schools in the areas of foreign language and social studies (e.g., by introducing Model UN's and diplomatic simulations). The program should also be encouraged to examine how other Florida universities treat internationally oriented programs and courses with a view toward developing an attractive niche for International Studies within the Florida System. Finally, International Studies is similar to the Pre-Law program in that its past success can be attributed to the "human capital" of a long-time (and only) Director, again suggesting the need for carefully managing the transition to the next Director.

THE M.A. IN POLITICAL SCIENCE

The current M.A. program in Political Science appears to be a strong one despite (or perhaps because of) its small size. Both faculty and students describe (and appreciate) classes taught at a
high level of sophistication. For example, one student who had received a D.A. from American University indicated her great surprise at finding an equal level of quality in the UWF political science courses. Graduates who have both moved into the political realm and gone on to doctoral programs report that their M.A. in Political Science served their professional and career needs quite well. Most impressively, in the last few years several MA students have published articles in professional political science journals. The Department, thus, should be encouraged to develop recruitment materials for students outside the normal UWF service region. One major barrier to developing the M.A. program further, however, is constituted by the very minimal amount of support for graduate assistants that is now available ($8,000 for the entire GA budget).

RECOMMENDATIONS

A. Developing the Areas of Distinction

1. The College of Arts and Sciences should appoint a Task Force on International Studies as soon as feasible to discuss how to structure the program to take advantage of the many resources in the international area that exist at UWF and of the opportunities that globalization is creating for academic programs in this area. The Task Force should include (but not necessarily be limited to) the Director of International
Studies, the Chair of the Department of Government, representatives of the major disciplines with international involvement, and the Director of International Programs.

2. The Department of Government should give top priority to recruiting one or even two faculty in the area of jurisprudence and constitutional law to enhance the Pre-Law Program. Recruitment in the international area should seek complementarity with the evolving International Studies Program.

3. The Department of Government should develop recruitment materials for its Pre-Law Program that could be used to attract students outside UWF's normal regional service area.

4. The Department should push as aggressively as possible for a major increase in funding for graduate assistantships.

5. The Department of Government and other programs involved in International Studies should strongly advocate the upgrading of the Foreign Language program at UWF. In particular, study-abroad opportunities might be used to allow students to receive advanced language training at foreign universities.
6. The two central recommended areas of distinction (Pre-Law and International Studies) both involve multidisciplinary programs. In fact, their multidisciplinary nature makes an essential contribution to their quality and attractiveness. Yet, the FTE-driven budgetary formulae at UWF penalize departments engaging in such efforts. Thus, we strongly urge the University administration to encourage and reward programs that cut across traditional departmental lines.

B. Enhancing the Service Contributions of the Department

1. The Department should develop minors in International Studies and especially in Pre-Law as soon as possible to take advantage of what appears to be significant student demand.

2. The Department should participate vigorously in the upcoming Senate discussion about restructuring the Core Curriculum by emphasizing the importance of developing civic competence and responsibility in the new generation of Americans.

3. The Department should search for areas of cooperation with the more applied programs in Criminal Justice, Legal Studies, and Public Administration (e.g., working together in the Pre-Law Society and tailoring courses for the needs of the other programs where possible). While there is some competition for FTE with these programs, Political Science generally targets
a different type of student and shares a significant number of common interests with these programs.

4. The Department might consider developing policy courses to support other programs, such as the proposed revival of Coastal Zone Studies.

C. Facilitating the Transition to a New Government Faculty

1. The Department should work with the Dean of Arts & Sciences to develop a transition plan that is as concrete as possible given the inherent uncertainty about resource availability.

2. The faculty transition within the Department of Government should be arranged so that there is an overlap of one year between the outgoing and incoming Directors of International Studies and the Pre-Law Program.

3. The Department should consider the feasibility of providing release time to faculty members who are engaged in active research programs, although safeguards should be adopted to prevent abuse.
TOP PRIORITY ACTIONS

1. The Task Force on International Studies should be appointed and functioning by early in the Fall 2001 semester.

2. The Department of Government should develop and submit for approval its proposal for a Pre-Law minor by early in the Fall semester.

3. Planning for the transition of the Department of Government’s faculty should begin as soon as possible, although it is probably impossible to set a time line for specific decisions. Care should be taken so that gaps in the transition do not affect the functioning of the Pre-Law and International Studies Programs.
The review process began with the Self Studies of the Political Science and International Studies Programs conducted by the Department of Government at the University of West Florida. Initial drafts of these Self-Study Reports were prepared by the Department Chair and then revised based on the comments of the departmental faculty involved with these two programs.

The next step in the process was the selection of the Review Team by the Dean of Arts and Sciences. The team consisted of Cal Clark, Alumni Professor of Political Science at Auburn University, as the external member and Rick Harper, Director of the Haas Center of Business Research and Economic Development, and Klaus Meyer-Arendt, the Chair of Environmental Studies, as the two internal members. Before the on-campus Program Review of April 25-27, the team reviewed the Self-Study Reports prepared by the Department of Government; and the external reviewer had a half-hour telephone interview with Dean Martha Saunders of the College of Arts and Sciences concerning her charge for the Reviews. The Review itself began with introductory meetings with President Marx and the central administration and with Dean Saunders. Both the central administration and the Dean indicated general satisfaction with the Department of Government but challenged the Department to specialize in several "areas of distinction."
The Review Team met with the Department of Government faculty as a whole, and Dr. Clark conducted individual interviews with all but one of the members of the Department. The faculty were clearly united in supporting the Program Self-Studies and in praising the current Department Chair (Dr. Cuzan). There also appeared to be general agreement that the Department should specialize in its International Studies and Pre-Law programs. The team met with a small group of undergraduate students; and Dr. Clark had individual meetings or telephone interviews with nine alumni. That so many alumni would take the time to come to campus or to schedule phone interviews is certainly remarkable. The students appeared quite pleased with their education at UWF and praised the faculty and especially the Department Chair for being willing to devote large amounts of individual attention to their needs and intellectual development. In addition, the Chair of Philosophy praised the intellectual quality of a number of courses in the Department of Government which his majors regularly take.

The team also met with representatives of four other departments involved in the multidisciplinary International Studies program, and Dr. Clark had an interview with the Director of the Study Abroad Program. Clearly, there is substantial enthusiasm for enhancing International Studies at West Florida; and there also seemed to be a consensus that the Department of Government was best placed to lead such an effort. The team also met with the Directors of several professional programs that overlap with the Political Science program. Here, the competition for students had
evidently introduced some tensions, but there also seems to be the potential for further cooperation and collaboration as well.

The Program Review concluded with exit interviews with President Marx and the central administration and with Dean Saunders. Both the central and College administration appeared to agree with the Review Team’s recommendation that the Department of Government should be encouraged to focus on its Pre-Law Program, the multidisciplinary International Studies Program, and its MA in Political Science as areas of distinction.

Schedule for Review Team

Wednesday, April 25, 2001

8:00 - 8:45 Team met with Department Chair (Dr. Cuzan)

9:00 - 9:45 Team met with President Marx and representatives of central administration (Dr. Norris and Dr. Carper)

10:00 - 11:00 Team met with Dean Saunders of Arts & Sciences

11:30 - 12:30 Team and Dr. Cuzan met over lunch

12:30 - 1:30 Team met with Department of Government Faculty (Dr. Anderson, Dr. Goel, Dr. Goldsmith, Dr. Howard, Dr. Myers, and Dr. Robinson)

1:30 - 4:30 Dr. Clark met with individual faculty members (Dr. Anderson, Dr. Goel, Dr. Goldsmith, Dr. Howard, Dr. Myers, Dr. Robinson, and Dr. Witt - several of these interviews were at other times)

4:30 - 5:00 Dr. Clark had telephone interview with graduate alumnus (Andy Newton)
Thursday, April 26, 2001
9:00 - 10:30 Team met with representatives of other departments involved in International Studies (Dr. Conroy, Dr. Karimi, Dr. Miklovitch, and Dr. Prewitt)

10:30 - 11:00 Dr. Clark had telephone interview with graduate alumna (Kerry McQuiston)

11:00 - 12:15 Team and Dr. Cuzan met over lunch

12:30 - 1:00 Dr. Clark had telephone interview with undergraduate alumnus (Bradley Morris)

1:00 - 2:30 Team met with Directors of Legal Studies and Public Administration (Dr. Harrell and Dr. Keeton)

3:00 - 3:30 Dr. Clark had telephone interview with graduate alumna (Kimberly Case)

3:30 - 4:00 Dr. Clark met with Chair of Philosophy (Dr. Arnold)

4:00 - 4:30 Dr. Clark met with Study Abroad Director (Dr. Yots)

4:30 - 5:15 Dr. Clark had telephone interviews with graduate alumni (Scott Crosby and Kim Schraishuhn)

Friday, April 27
8:30 - 8:45 Dr. Clark met with graduate student (Andrea Hatcher)

9:00 - 10:30 Team met with undergraduate students (Al Borelli, Jeremy Butz, and Elena Joben)

10:30 - 11:00 Dr. Clark had telephone interview with MPA faculty member teaching required MA course (Dr. Tankersley)

11:30 - 1:30 Team and Dr. Cuzan met over and after lunch

2:00 - 3:00 Exit interview of team with President Marx, Provost Dimsdale, and representatives of central administration (Dr. Norris and Dr. Carper)

3:00 - 3:30 Dr. Clark had telephone interview with graduate alumnus (Ray Hasch)

3:30 - 4:00 Dr. Clark had telephone interview with Director of Criminal Justice Program (Dr. Bryant)

4:15 - 5:00 Exit interview of team with Dean Saunders

The annual reports of the Department of Government for the last three years indicate the goals of the International Studies program and the degree to which annual objectives were accomplished. The relevant sections from the reports are copied and shown forthwith.

1999-2000

Goal: To prepare students to understand the nature of regimes, cultures, and foreign policies in an increasingly interdependent world.

Objectives:

1. To implement the new curriculum.

   Accomplished.

2. In cooperation with the Director for International Programs, to encourage more students to study abroad with a view to acquiring international experiences.

   Accomplished in part. One student went to England. Several others were accepted into the summer session in Japan program.

1998-1999

Goal: To prepare students to understand the nature of regimes, cultures, and foreign policies in an increasingly interdependent world.

1. To implement the new curriculum.

   Accomplished in part. The 1999-2000 catalog includes the new degree plan.

2. In cooperation with the Director for International Programs, to encourage more students to study abroad with a view to acquiring international experiences.

   Accomplished in part. More students are studying abroad through the national student exchange program.
1997-1998

Goal: To prepare students to understand the nature of regimes, cultures, and foreign policies in an increasingly interdependent world.

Program Objectives 1997-98:

1. To review the curriculum.

Accomplished. The core curriculum was revised, along with the list of support courses. A CCR will be submitted to the CASS Council first thing in the fall at the latest.

2. In cooperation with the Director for International Programs, to encourage more students to study abroad with a view to acquiring international experiences.

Partially accomplished. More students are taking courses through the National Student Exchange. However, most of these students are not INS majors.
The University of West Florida
International Studies
Self-Study Report

Prepared pursuant to a Board of Regents Review, Spring 2001
FACULTY AND STAFF OF THE DEPARTMENT OF GOVERNMENT
CONTRIBUTING TO INTERNATIONAL STUDIES

Alfred G. Cuzán, Professor and Chairman

M. Lal Goel, Professor and Director of International Studies

Ben Goldsmith, Visiting Assistant Professor

David S. Myers, Professor

James A. Robinson, President Emeritus and Regents Professor

Jack D. Salmon, Professor

Valerie Pancoast, Office Manager
# TABLE OF CONTENTS

Executive Summary ......................................................... 1

I. Description of International Studies at UWF ................................ 3
   A. Brief history ........................................................................ 3
   B. Enrollment trends and projections ........................................ 12
   C. The Faculty: Past, Present, and Future .................................... 13

II. Program Goals, Objectives, and Priorities ................................ 18

III. Measurable Standards of Outputs and Outcomes ...................... 19

IV. Self-Study Process ............................................................ 20
LIST OF TABLES AND EXHIBITS

Table 1. Areas of Specialization, Courses Taught and Retirement Status of Faculty........ 16

Table 2. Time-line for Replacing International Studies Faculty, by Position, Field and Academic Year........................................................................................................... 17

Table 3. Output and Outcome Measures, Political Science vs. UWF........................................... 21

Exhibit A1. International Studies Degree Plan........................................................................ 22

Exhibit A2. International Studies Minor Degree Plan............................................................ 24

Exhibit B. Dr. Ben Goldsmith's memorandum dated February 9, 2001............................... 25

Exhibit C. Dr. Ben Goldsmith's memorandum dated March 9, 2001................................. 28

Exhibit D. UWF's Strategic Plan.......................................................................................... 33
LIST OF FIGURES

Figure 1. International Studies Core Course Selections by Graduate Students .................. 6
Figure 2. International Studies Support Areas Selections by Graduated Students .......... 7
Figure 3. International Studies Majors, Fall 1979-2000 ............................................. 8
Figure 4. International Studies Degrees Awarded, 1979-2000 ..................................... 9
Figure 5. Annual Headcount of INR 3006, 1982-2000 ............................................... 10
Figure 6. Headcount in all CPO and INR Courses, Fall 1982-2000 ............................ 11
EXECUTIVE SUMMARY

The origins of International Studies at UWF go back to the founding of the institution, when the University offered a program in Latin American Studies with an Andean focus. The B.A. in International Studies superseded that program in 1977-78. During its first decade the program attracted an increasing number of majors, peaking at about 50 in 1989. Since then, the number has ranged from the low thirties to the mid-fifties, the total subject to cycles of five to six years in length. The number of majors is currently near an all-time high. During the last two decades, enrollment in the program's core Political Science courses has grown slightly, subject to cyclical variations.

As the current catalog describes it, "International Studies is a liberal arts, interdisciplinary major. It enables students to acquire understanding of domestic and international concerns facing societies beyond the frontiers of the U.S. The aim of the program is to educate students about what is common, as well as what is different, across countries and cultures in an increasingly interdependent world." The program's purpose, combined with the rapid pace of political, economic, and cultural interconnectedness of the world, make International Studies an appropriate means to pursue several of the University's strategic goals, including "the development of a global perspective" and "offering programs, activities, and events reflective of the global community."

For the next five years, the objectives of the International Studies program [keyed, in brackets, to UWF strategic goals] are to effect a transition to a new International Studies Director [V.A.1, V.A.2], to replace retiring faculty by hiring three assistant professors, one each in international relations/comparative politics (Europe), international relations/comparative politics
(Asia), and international relations/research methods [V.A.1, V.A.2], to complete the review of the program initiated in 2000-01 and to implement changes decided upon on the basis of the review [V.A.1], to seek funding for majors to be able to study abroad [V.D.1, V.D.4], to develop cooperative arrangement with PJC and OWCC Social Sciences programs for the purpose of promoting field trips abroad for all our majors [V.E.1], to enhance library holdings in International and Areas studies [V.A.1], to develop on-going relationships with the College of Business and the College of Professional Studies at UWF so that we can serve some of their majors [V.B.1], to encourage International Studies majors to engage in practicums with local and regional ethnic and cultural associations [V.E.3], and to communicate regularly with alumni [V.A.7].

On a number of performance measures tracked by the Office of University Planning, the International Studies program compares favorably vis-a-vis the university averages. Given the small number of cases in the International Studies column, however, no reliable conclusions may be drawn from the data presented.
I. Description of International Studies at The University of West Florida.

A. Brief history.

The origins of International Studies at UWF go back to the founding of the institution. In the early years, a Latin American Studies Program was housed in what was then known as Gamma College. It was "a program of interdisciplinary studies revolving around the history, culture, economy, and political structure of the Latin American nations," as the 1969-70 catalog described it. Majors were required to "meet a thirty (30) quarter hour requirement [i.e., six courses] in Spanish or demonstrate proficiency equivalent to that number of hours." The non-language, upper-division requirements of the program were distributed as follows: five Latin American area courses "in one discipline of the social sciences or humanities"; four courses "from two other social science or humanity disciplines in Latin American studies"; an "Andean seminar designed to integrate the total program of studies"; and two electives.

The first Director of the program was a member of the Faculty of History. Subsequent catalogs through the 1976-77 academic year included nearly identical descriptions of the program. However, program leadership was unstable (five different individuals occupied the position of program director in eight years) and its location shifted from History to Foreign Languages and from Gamma College to Omega College.

The 1977-78 catalog dropped the Latin American Studies program. Instead, a more generic International Studies program was inaugurated. Located in Omega College, it listed Dr. M. L. Goel as Director. The purpose and justification of the program was put thus: "We are

\[1\] This self-study should be read in conjunction with a parallel report on Political Science, with which International Studies overlaps in courses and faculty.
living in a world which is becoming increasingly interdependent. The lives of people everywhere are affected by what takes place beyond their national [b]orders. With the view to increasing the student’s literacy in the shape of things to come, the University has designed a cross-cultural, comparative interdisciplinary program which seeks to prepare students for lives and careers in an increasingly interdependent world” (p. 104).

Program requirements consisted of "a minimum of 90 quarter hours of upper-level work" distributed as follows: (1) A three-course core composed of INS 310 Introduction to Global Society, INS 320 Conflict, War, and Peace, and INS 330 Endangered Ecological System; and (2) at least two courses each from an approved list in four of five "areas of concentration," including "Historical Background," "Political Understanding," "Economic Understanding," "Physical/Cultural Background," and "Humanities (and related areas)." "In addition," the description went on, "students who contemplate working in a given geographical region of the world will be encouraged to take courses in the language of that region. Others, who do not wish a regional focus, will take more general courses" (p. 104).

In contrast to the organizational discontinuities that characterized its precursor, during the last two decades the International Studies program has had stable leadership under its first and only Director, Dr. Goel. As with leadership, so with purpose and content. The 2000-2001 catalog declares that "International Studies is a liberal arts, interdisciplinary major. It enables students to acquire understanding of domestic and international concerns facing societies beyond the frontiers of the U.S. The aim of the program is to educate students about what is common, as well as what is different, across countries and cultures in an increasingly interdependent world” (p. 120). Having undergone only marginal revisions since 1978, the degree plan follows the original
format. Currently INS majors are required to complete a 6-12 sh core consisting of two lower division courses, CPO 2002 Comparative Politics and INR 2002 International Politics plus a choice of two of three courses, one each from Political Science (INR 3006 Conflict, Violence, and Peace), economics (ECO 3003 Principles of Economic Theory and Public Policy), and anthropology (ANT 3212 Peoples and Cultures of the World). As in the original requirements, students also are required to take at least two courses out of a specified list in four of five "support areas," namely History, Politics, Economic Understanding, Physical/Cultural, and Humanities. Finally, the catalog notes that there are two options from which to choose, a "Generalist" and an "Area Studies" option. Regarding the latter, it notes that there are several possibilities, "including Asian, European, and Latin American studies" (p. 120). Few students, however, take this option, most choosing the generalist track. A current degree plan for the major is shown in the Appendix as Exhibit A1, and for the minor as Exhibit A2.

An analysis of graduating student files over the last five years reveals patterns of student choices in the core and in support areas. Respectively, these are shown in Figures 1 and 2 (which, along with others, are found at the end of this section). In the core, where students have a choice of two out of three courses, their first choice is INR 3006. This is followed by ANT 3213, with ECO 3003 placing a distant third. (Be it noted that the distribution is further skewed toward INR 3006 because, until the last two to three years, it was a required course in the core.) In the support areas, the distribution is fairly evenly divided across four of the five, with economics again bringing up the rear. This shows that International Studies students shy away from economics. Whether, for their own good, they ought to be required to take at least one course in this field is an important question.
Figure 2 - International Studies Support Areas Selections by Graduate Students

Fall 1996 - Spring 2001

Does not include Summer 98, Fall 1997

Arts
Humanities
Psychological
Economics
Politics
History
Support Areas

Number of Selections

0 5 10 15 20 25 30 35 40 45
Figure 5: Annual Headcount of INR 3006
1982 - 2000
Figure 6 - Headcount in Fall CPO and INR Courses 1982 - 2000

- Total CPO and INR Courses

Year

Headcount
B. Enrollment trends and projections.

Relative stability also describes the size of the student population served by International Studies since its founding in 1979. Figure 3 shows that during its first decade the program attracted an increasing number of majors, peaking at about 50 in 1989. Since then, the number has ranged from the low thirties to the mid-fifties, the total subject to cycles of five to six years in length. The number of majors is currently at an all-time high. Shown in Figure 4, the number of International Studies degrees awarded displays a similar cyclical pattern. Since 1981, it has ranged from a low of about five to four times that many. Last year the number of degrees awarded hit a trough. In light of the fact that the number of majors is currently at a peak, one can expect a rebound in the number of degrees awarded in the next two years.

Also, enrollment in the program’s core Political Science courses manifests periodic swings similar to those of the other two measures. Figure 5 shows the annual enrollment in INR 3006 Conflict, Violence, and Peace. This course has been in the program’s core (albeit under slightly different titles) since its founding. Note that yearly enrollment in this course has ranged from fewer than 20 to three times as many, with cycles around a slightly increasing trend lasting between two and five years. Finally, Figure 6 displays the fall headcount for all comparative politics and international politics courses, including lower- and upper-division and core or support courses, beginning in 1982. For the last 15 years, enrollment in these courses has ranged from about 90 to 150, with cyclical peaks occurring every three years. The last three years are marked by relatively high enrollments.

In short, for about the last decade and a half the size of the student population served by the International Studies program has increased slightly, subject to cyclical swings. Unless there
is an unexpected change in student demand, either spontaneous or stimulated by changes in the program, this slow rate of growth is expected to continue for the next several years. That much one can project from history. Yet, one cannot help but wonder whether there is an untapped potential for faster growth in enrollment in comparative politics and international relations courses, if not in the number of majors in International Studies. The political, economic, and cultural interconnectedness of the world is growing at a rapid pace. Some of the effects of this integration are reaching our neighborhoods. For example, because of the North American Free Trade Agreement (NAFTA), many items in local grocery stores carry messages in the three major languages of the Western Hemisphere, exposing Pensacola residents to Spanish and French words and phrases. Moreover, immigration from many parts of the world is changing the demographic make-up of the United States. Presidential candidates appeal to Hispanic voters in their native tongue. Appropriately, although a regional university, in its strategic plan UWF has set "welcoming diversity," "the development of a global perspective," and "offering programs, activities, and events reflective of the global community" as among its strategic objectives (see Section II). One would think that the International Studies program would be an appropriate means to achieve these goals.

C. The Faculty: Past, Present, and Future.²

During the last 15 years, four to five members of the Department of Government have offered courses serving the International Studies program. They, along with areas of specialization and courses taught, are shown in Table 1. Of those, Prof. Myers, who is on phased

² For a summary of the accomplishments of the Department of Government faculty, see the separate but concurrent self-study on Political Science.
retirement, is not currently contributing to the program. Of the remaining four, only one is not on or about to enter a retirement program. *Note that all core courses in the program are or were taught by faculty who are or will be at the end of Spring 2001 in a retirement program.* As for the Director, Dr. Goel, who is on his third year in DROP, he was awarded a one-year-at-half-pay sabbatical which he opted to spread over two academic years, 2000-2001 and 2001-2002. He spent the summer 2000 session in Japan. And he hopes to spend one semester in 2002-2003, his last year at UWF, in Ireland under the Mary Ball Washington Faculty Exchange Program (University College Cork). In effect, the International Studies Program is without leadership for half the academic year. A transition to a new Director is necessary.

With all but one of the International Studies faculty retiring in the next two years, a renewal is in order. It began in the 2000-2001 academic year. As a Visiting Assistant Professor, Dr. Ben Goldsmith taught INR 2002 International Politics, CPO 3103 West European Politics, INR 3990 Russian Foreign Policy, and INR 3990 Issues in International Relations. The position will be renewed next year, although not with Dr. Goldsmith, who has accepted an offer from the National University of Singapore. As part of his assignment, Prof. Goldsmith was tasked with reviewing the International Studies program and offering proposals for revision. To this point, he has produced two memoranda, which appear as Exhibits B and C in the Appendix. These will set the agenda for discussion for the rest of this year and the next. Also, an adjunct was hired to teach a section of INR 2002 International Politics.
Table 2 presents a three-year time-line for faculty replacements by position, field, date, and wherewithal. As noted, the process was begun this year. The next step is to renew the visiting line annually until it is converted to tenure-carrying status. This line is to be filled with an International Relations/Comparative Politics faculty who has expertise in European politics. In the past, the program has placed relatively greater emphasis on Asia. A course on European politics was offered every other year or so by Dr. Myers. Yet, that continent is of critical interest to the United States on economic, cultural, and national security grounds. It is also important to the university, given the SUS centers in Florence and London, and other European capitals, the Mary Ball Washington Faculty Exchange Program (University College Cork), and the study abroad programs in the European Union. Next, an International Relations/Comparative Politics (Asia) to replace Dr. Goel and Dr. Myers (both of whom will have fully retired), will be filled for the 2003-2004 AY. Finally, another International Relations specialist, one with expertise in research methods, would be hired in 2004-2005.

Thus, it is envisioned that three members of the Department of Government faculty (out of seven) will be devoted mostly to the International Studies program. One will teach international politics (as well as research methods) and two will teach international and comparative politics, one covering Europe and the other Asia. (Latin America is already covered by another member of the faculty—see Table 1.) Be it noted that the replacement of full professors by fewer faculty of lower rank will result in considerable salary savings for the university.
Table 1. Areas of Specialization, Courses Taught, and Retirement Status of Faculty in the Department of Government Contributing to International Studies

<table>
<thead>
<tr>
<th>NAME</th>
<th>Specialty</th>
<th>Courses Taught</th>
<th>Retirement Status</th>
<th>Likely Last Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cuzán</td>
<td>Comparative Politics</td>
<td>CPO 4990 Politics of Spain, Portugal, and Latin America</td>
<td>N.A.</td>
<td>N.A.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>POS 4990/5990 Political Leadership</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goel</td>
<td>Comparative Politics</td>
<td>CP0 2002 Comparative Politics*</td>
<td>DROP</td>
<td>2002-2003</td>
</tr>
<tr>
<td></td>
<td></td>
<td>INR 3006 Conflict, Violence, and Peace*</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>CPO 4531 Culture and Politics of India</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Myers</td>
<td>International Politics</td>
<td>INR 2002 International Politics*</td>
<td>PHASED(^1)</td>
<td>2002-2003</td>
</tr>
<tr>
<td></td>
<td></td>
<td>INR 3102 American Foreign Policy</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>INR 4403 International Law</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>INR 3002 International Political Issues</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>CPO 3103 Politics of Western Europe</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Robinson</td>
<td>Comparative Politics</td>
<td>CP0 2002 Comparative Politics*</td>
<td>DROP</td>
<td>2002-2003</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CPO 4314 Democracies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salmon</td>
<td>International Relations</td>
<td>INR 2002 International Politics*</td>
<td>PHASED(^2)</td>
<td>?</td>
</tr>
<tr>
<td></td>
<td>Comparative Politics</td>
<td>INR 4334/5330 National Security Policy</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>CPO 3513 Politics of China, Japan, and the Far East</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>INR 3225 Vietnam and American Politics</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Notes:
*Core course in International Studies.
1. Although according to the Phased Retirement Plan he is entitled to teach full time one semester per year, Dr. Myers requested that his assignment be cut to one course per year in 2000-2001 and 2001-2002. The course he’s been assigned does not serve the International Studies program.
2. Dr. Salmon has indicated that he may not want to teach at all during the five years in the Phased Program. He already said he will not be teaching in AY 2001-2002.
<table>
<thead>
<tr>
<th>POSITION</th>
<th>FIELD</th>
<th>ACADEMIC YEAR</th>
<th>Conversion of line to tenure-status, if applicable</th>
<th>BUDGET SOURCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visiting Assistant Prof.</td>
<td>IR/Europe</td>
<td>2000-2001</td>
<td>2003-04</td>
<td>Salary savings:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2002-2002</td>
<td></td>
<td>Goel sabbatical</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2002-2003</td>
<td></td>
<td>Myers retirement</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>Comparative Politics (Asia)/IR</td>
<td>2003-2004</td>
<td></td>
<td>Salary savings:</td>
</tr>
<tr>
<td></td>
<td>IR/Research Methods</td>
<td>2004-2005</td>
<td></td>
<td>Goel retirement</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Salary savings:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Salmon retirement</td>
</tr>
</tbody>
</table>
II. Program Goals, Objectives, and Priorities.

Programmatic goals, taken from the latest five-year plan, are key to specific items in "The University of West Florida Strategic Plan," a copy of which is found as Exhibit D in the Appendix, by numbers shown in brackets.

International Studies is a liberal arts program. Its strategic goal is to educate students about what is common, as well as what is different, across countries and cultures in an increasingly interdependent world. Such knowledge will enable students to acquire greater appreciation of the domestic and international challenges and constraints facing societies beyond the frontiers of the U.S., and also of how and why the manner in which other countries address difficult problems impact on American society, as well. [IV.A, IV.D]

Objectives for next one to five years.

1. To effect a transition to a new International Studies Director. Dr. M. Lal Goel has served in this capacity for many years. In 1998, he joined the DROP retirement program. He has only two years remaining before he fully retires. In the next two years, he plans to be away for one semester per year. In effect, the program is without leadership for half the academic year. [V.A.1, V.A.2]

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Again, this section needs to be read in conjunction with the departmental goals and priorities laid out in the concomitant Political Science report.
2. To replace retiring faculty by hiring three assistant professors, one each in international relations/comparative politics (Europe), international relations/comparative politics (Asia), and international relations/research methods. [V.A.1, V.A.2]

3. To complete the review of the program initiated in 2000-01 and to implement changes decided upon on the basis of the review. [V.A.1]

4. To seek funding for majors to be able to study abroad. [V.D.1, V.D.4]

5. To develop cooperative arrangement with OWCC Chair of Social Sciences, for the purpose of promoting field trips abroad for our majors. [V.E.1]

6. To enhance library holdings in International and Area Studies. [V.A.1]

7. To develop on-going relationships with the College of Business and the College of Professional Studies at UWF so that we can serve some of their majors. [V.B.1]

8. To encourage International Studies majors to engage in practicums with local and regional ethnic and cultural associations. [V.E.3]

9. To communicate regularly with alumni. [V.A.7]

III. Measurable Standards of Outputs and Outcomes

On a number of performance measures tracked by the Office of University Planning, the International Studies program compares favorably vis-a-vis the university averages. This is shown in Table 4, Standard 3a-Standard 7, shown on the next page. A larger percentage of FTIC and transfer students are retained and graduated, and it takes fewer semester hours to graduate in the International Studies program than in the university as a whole. On the other hand, average class
size is smaller in the former than in the latter. However, the number of cases in the International Studies column is too small for anyone to make reliable inferences from these differences.

IV Self-Study Process

This Self-Study was conducted as an iterative process, to wit: the Chairman of the Department wrote the first draft, copies of which were given to all faculty members in the Department who contribute to the International Studies program, with a request for feedback. This was followed by a working lunch involving the Director of the program, Dr. Goel, and Dr. Goldsmith, a visiting faculty who was tasked with reviewing the program. The feedback received from all faculty was incorporated in the second draft.
Table 3. Output and Outcome Measures, Political Science vs. UWF

<table>
<thead>
<tr>
<th>Outcome/Output Measure and base year(s)</th>
<th>International Studies</th>
<th>Average for CAS or UWF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 3a</td>
<td>100% (N=2)</td>
<td>46% (N=442)</td>
</tr>
<tr>
<td>Standard 4a</td>
<td>100% (N=2)</td>
<td>37% (N=442)</td>
</tr>
<tr>
<td>Standard 3b</td>
<td>100% (N=3)</td>
<td>74% (N=501)</td>
</tr>
<tr>
<td>Standard 4b</td>
<td>66.7% (N=3)</td>
<td>60.7% (N=501)</td>
</tr>
<tr>
<td>Standard 5</td>
<td>75% (N=8)</td>
<td>49.4% (N=627)</td>
</tr>
<tr>
<td>Standard 6</td>
<td>75% (N=8)</td>
<td>57.99% (N=627)</td>
</tr>
<tr>
<td>Standard X</td>
<td>N.A. (N=0)</td>
<td>46% (N=250)</td>
</tr>
<tr>
<td>Standard Y</td>
<td>N.A. (N=0)</td>
<td>57% (N=250)</td>
</tr>
<tr>
<td>Standard 7</td>
<td>120.5 (N=7)</td>
<td>122.2 (N=1,256)</td>
</tr>
<tr>
<td>Standard 11</td>
<td>23.0 (N=2)</td>
<td>25.5 (N=891)</td>
</tr>
</tbody>
</table>

Standard 3a: Percent Retained, Entering 1993 FTICs and Early Admits
Standard 4a: Percent Graduated, Entering 1993 FTICs and Early Admits
Standard 3b: Percent Retained, Entering 1995 AA Transfers
Standard 4b: Percent Graduated, Entering 1995 AA Transfers
Standard 5: Percent Graduated, Other Undergraduate Transfers Entering Fall 1995
Standard 6: Percent Retained, Other Undergraduate Transfers Entering Fall 1995
Standard X: Percent Graduated, Non-AA Transfers, 1995
Standard Y: Percent Retained, Non-AA Transfers, 1995
Standard 7: Hours to degree, Summer 1999 - Spring 2000
Standard 11: Average class size, Fall 2000

Source: Office of University Planning.
### INTERNATIONAL STUDIES

#### A. CORE COURSES (12 hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester</th>
<th>Credit</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPO 2002</td>
<td>Comparative Politics</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>INR 2002</td>
<td>International Politics</td>
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</tbody>
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Choose two:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Semester</th>
<th>Credit</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANT 3212</td>
<td>Peoples and Cultures of the World</td>
<td></td>
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<tr>
<td>INR 3006</td>
<td>Conflict, Violence and Peace</td>
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<tr>
<td>ECO 3003</td>
<td>Princ of Econ Theory/Pub Policy</td>
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</tbody>
</table>

#### B. SUPPORT AREAS (24 hours total): Choose 6 hours each from any four of the five academic areas listed below.

AREA I: History

<table>
<thead>
<tr>
<th>Semester</th>
<th>Credit</th>
<th>Grade</th>
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AREA II: Politics

<table>
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<tr>
<th>Semester</th>
<th>Credit</th>
<th>Grade</th>
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AREA III: Economics

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<th>Semester</th>
<th>Credit</th>
<th>Grade</th>
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AREA IV: Physical/Cultural

<table>
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<tr>
<th>Semester</th>
<th>Credit</th>
<th>Grade</th>
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AREA V: Humanities

<table>
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<th>Semester</th>
<th>Credit</th>
<th>Grade</th>
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#### C. ELECTIVES (24-30 hours)

<table>
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<tr>
<th>Semester</th>
<th>Credit</th>
<th>Grade</th>
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</table>
LIST OF SUGGESTED MAJOR-RELATED SUPPORT COURSES

Choose two courses or 6 sh each from any four of the five academic areas listed below. Every course is not necessarily taught each semester.

AREA 1: HISTORY

EUH 3100 The Ancient World
EUH 3200 Early Modern Europe
EUH 3205 Modern Europe
EUH 3321 East Central Europe & Balkans to 1990
EUH 3322 East Central Eur. & Balkans since 1990
EUH 3501 England to 1603
EUH 3502 England since 1603
EUH 3570 Russia to 1917
EUH 3576 Soviet Union since 1917
EUH 4503 English Constitutional History
LAH 3100 Col/Rev Latin America
LAH 3200 Ltn. America since Independence
LAH 4430 History of Mexico
LAH 4718 US and Latin Am. Since 1776

AREA 2: POLITICAL SCIENCE

CPO 3103 Pol of Western Europe
CPO 3513 Pol of Far East: Japan & China
CPO 4373 Pol Car/Cen America
CPO 4990 Pol of Spain/Latin America
CPO 4991 Politics and Culture of India
INR 3102 Am Foreign Policy
INR 3225 Vietnam and Asia Pol
INR 4334 Nat Security Policy

AREA 3: ECONOMICS

ECO 3003 Prin Econ Theory
ECO 4703 Intl Trade/Com Policy
ECO 4713 Intl Monetary Econ
GEO 4261 Dev in Intl Environment
MAN 3025 Mgt Fundamentals

AREA 4: PHYSICAL-CULTURAL STUDIES

ANT 3141 Origins of Civilization
ANT 3403 Cultural Ecology
ANT 3620 Language and Culture
GEO 3354 Geog Food/Population
GEO 3421 Cultural Geography
GEO 3470 Geog World Affairs
PUP 3202 Politics of Global Ecology
SYD 3700 Ethnicity and Race

AREA 5: HUMANITIES

ARH 2401 Art Hist Survey I
ARH 2401 Art Hist Survey II
ARH 2410 Art Hist Survey III
MUH 3211 His Wst Mus I
MUH 3212 His Wst Mus II
SPC 4710 Intercultural Communication
MMC 4301 Mass Media and Soc in Lat Am
PHH 3100 Greek Philosophy
PHH 3400 Modern Philosophy
PHI 3670 Ethics
REL 3310 Philosophies of the East
SPN 4500 Spanish Civilization
MINOR

International Studies

Twelve semester hours in Core courses, and 6 semester hours in upper-division Support courses.

<table>
<thead>
<tr>
<th><strong>CORE Courses (12 sh.)</strong></th>
<th>Semester</th>
<th>Credit</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPO 2002 Comparative Politics</td>
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<td></td>
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<tr>
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</tbody>
</table>

**Choose two:**

<table>
<thead>
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<th>Course</th>
<th>Description</th>
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<tbody>
<tr>
<td>ANT 3212</td>
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<td>Prince of Econ Theory/Pub Policy</td>
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</table>

**Support Courses (6 sh. in upper-division courses)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester</th>
<th>Credit</th>
<th>Grade</th>
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</tbody>
</table>
EXHIBIT B

MEMO

9 February 2001

To: Al Cuzan
From: Ben Goldsmith
CC: Lal Goel
Re: International Studies (IS) Program

The purpose of this memo is to begin a process of "reviewing the international studies program pursuant to curriculum revision and enrollment growth" as indicated in my work assignment for the present academic year. I anticipate that the next stage of this process will be reaching consensus on a particular set of goals and changes, after which it will be possible to hold informal and formal discussions with members of other departments of UWF, administrators, and maybe some people outside of the university.

As it now stands, the IS program involves an undergraduate major with three components: 12 hours of required "core" coursework, 24 hours of coursework distributed across five "support areas" (history, politics, economics, physical/cultural issues, and humanities), and 24-30 hours of elective coursework. The major clearly provides the content and structure to help students overcome the "international illiteracy" which is often considered common among U.S. students — and across much of the population, regardless of education. The major has attracted students because of the flexibility it offers, but perhaps not as many as was hoped. There is a question as to whether all of the courses listed as available under the various "support areas" — and even in the "core" — are actually still being offered at UWF. As part of the process of taking inventory on the IS program as it exists, at my request Andrea is currently checking with the relevant departments and asking whether the classes listed now as available for the major are indeed being offered.

I have made an initial review of the structure and content of the program, including discussing the history, role, and needs of the program with Lal. I’ve come up with several options for moving forward based on what I’ve learned. These seem to me to be distinct and plausible options, but discussion and consultation may lead to other, better ideas.

Options:

1. Leave it as is. It serves a useful purpose and it may be that the curriculum and structure are not in need of revision or updating.

   My sense is that there is consensus at least that some changes are desirable and that we could attract more students. If desired changes prove impracticable — i.e., hiring more faculty to cover important gaps — we may
want to consider conserving departmental resources and simply leaving the program as is.

2. Eliminate the program and try to attract students with appropriate interests to political science by expanding offerings in comparative and international politics.

I don’t favor this option, but we should always keep it in mind.

3. Revise and update the program in order to improve the overall quality of the content, enhance job/graduate studies (especially law school, business school) prospects for majors, and attract more students. I see two possible approaches to such changes.

A. Update and revise the curriculum within the 12-24-24 framework.

This option is intended to retain the flexible structure of the program while adjusting the content to take full advantage of the resources available across UWF and making the program more relevant (and therefore appealing) to modern students’ needs. There are two key changes I suggest.

First, revamp the core curriculum. It should include a course on Methods of Analysis (an introduction to the basics of the logic of inference, probability, and qualitative and quantitative analysis). Skills learned in this class will transfer to just about any other area of knowledge, and to just about any workplace. I would suggest removing “Peoples and Cultures of the World” from the core and either not including it at all or perhaps placing it under the “humanities” support area. I would also suggest removing Conflict, Violence, and Peace from the core and placing it under the “politics” support area. This course overlaps with another core course, International Politics. These changes will give a 4-course (12 point) core curriculum including Comparative Politics, International Politics, Methods of Analysis, and Principles of Economic Theory/Public Policy. These give the major a well-rounded base of knowledge on which to build.

Second, revisit the support areas. I suggest retaining history, politics, and the humanities, but changing economics to economics and business, and changing physical cultural issues to global environment or global ecology. These are not just nominal changes. More business courses should be included (e.g., there is now a course on “e-business”, there could be one on international business ethics, or international marketing, and/or other topics). I have discussed some of these ideas with Steve Conway, an economist who joined the UWF faculty last year. He is interested and will help set up a meeting with the department head when we are ready. The logic behind having a support area focused on global environment is that it will incorporate topics in geography and allow a focus on an important set of issues – preserving the global ecology. Topics in
cultural studies seem to me to be logically closer to the humanities than to geography, and including them all in a single support area will prevent students from taking too many similar courses.

B. Introduce several set tracks for majors to follow.

The purpose of this suggestion would be to guarantee a solid concentration of coursework in one of several key areas, including the current support areas. The major as listed on the diploma/transcript could even be changed to reflect the concentration: for example, "International Studies: Business and Economics." The structure of the distribution of coursework would need to be changed to something of the following type: 12 (core courses)-21 (in a single support area)- 9 (in a second support area) – 18-24 (approx?) electives.

This would give the student a more solid base in a particular area, and make the student more attractive to potential employers or graduate/professional schools by showing that there is a particular area of substantive interest and knowledge beyond just something "international." I would propose expanding the support areas to include history, politics, business and economics, global environment, humanities, AND international law and organizations, international security and military affairs, international communications. Another possible support area would be in-depth study of a particular geographical area (e.g., Asian studies, European studies…) but apparently this type of option has not had success in the past.

The question regarding this option is whether UWF has the resources (in terms of courses offered, faculty able to teach necessary courses) or can find the resources. Another question is whether students who were attracted by the major’s flexibility might now not choose it. The benefit would be offering students what may be a more practical degree, while maintaining the international and interdisciplinary nature of the major.

Overall Needs:

If the program is to be retained, there are some needs which I think should be addressed regardless of whether a major revision is undertaken. It ought to 1) have more faculty involved, 2) focus more on Asia and the developing world in its course offerings, 3) incorporate study abroad opportunities as an explicit, integral (although optional) part of the program, 4) more foreign language instruction is a key need. In addition to greater offerings in Spanish and French, one more language ought to be added (e.g., Japanese, German, Polish, or Russian – or maybe Greek?).

Recommendation:

I favor option 3.B. for the stated reasons.
EXHIBIT C

DRAFT

9 March 2001

Den Goldsmith

UWF International Studies Program: Review and Recommendations

This report should be considered together with the earlier memo on the International Studies program.

University of West Florida Resources and Needs

I have investigated the status of courses currently offered as part of the IS major, and I have tried to explore existing resources at the university that might be incorporated into the program.

Relevant courses no longer offered:
EUH 3100 The Ancient World
CPO 4375 Politics of the Caribbean and Central America
ECO 4713 International Monetary Economics
MNC 4301 Mass Media and Society in Latin America
SPN 4500 Spanish Civilization
PUP 3202 Politics of Global Ecology (last taught spring 1998)
SPC 4710 Intercultural Communications (there is now a course called MMC 4300 Global Communication)
RTV 4404 International Broadcasting
RTV 5406 International Broadcasting
EDF 4761 Humanity and Global Resources
ANT 3410 Cultural Anthropology
Several French and Spanish literature courses (FRW 3460, 3480, SPW 4480)

Some relevant courses not currently included:
French language courses
Spanish language courses
FRW 3460 & 3480 French Civilization
POS 3734 Political Science Research Methods
HIS 3431 History of Christianity
GEB 5365 Business in the International Environment (possibly the same as GEB 4361)
GEO 3502 Economic Geography
GEO 1200 Nations and Regions of the World
GEO 3372 Conservation of Natural Resources
ANT 3312 North American Indians
ANT 3363  Japanese Culture
ANT  ????  Anthropology of Religion (Terry Prewitt suggests this course, but it is not in the catalog)
EUII 4614  Medieval Women
MMC 4300  Global Communication
PHI 2603  Ethics in Contemporary Society
PHI 3640  Environmental Ethics
PHI 6767  Philosophy of Comparative Religion
PHM 3200  Social and Political Philosophy
REL 3510  Philosophies of the East

Study Abroad Options

This is probably the area of the program that has the most potential for development. A study abroad option should be built into the IS program. It should not be mandatory, but should fit easily into the major and should be encouraged. The costs for the student are not great, and the department should seek funding to help cover them.

There are several viable options for students at UWF who want to study abroad, many of which do not require foreign language skills. There are active programs at University of Luton (U.K.), University of Amsterdam, Kansai Gaidai University (Japan), and the University of Ulm (Germany). There is likely to be an active program soon with the Atlantic University of Florida’s Institute in Salamanca, Spain. These programs usually involve either a summer or a semester-long stay, and the housing and tuition costs are identical (by agreement) with those of UWF. The only major extra cost the student incurs is airfare.

There is also a domestic exchange program called National Student Exchange that may be relevant. It offers the chance to study (and, for faculty, to teach) at the University of Guam, University of the Virgin Islands, University of Puerto Rico, and the University of Hawaii.

The source for information and access to all of these programs at UWF is the International Center (Mike Yots, Director). There are two advantages to having a study abroad component. First, the study-abroad experience is educational in and of itself as the student becomes familiar with day-to-day life in a foreign culture. Second, the courses offered can compensate for those not available at UWF. This is true especially for language instruction.

I recommend that the IS program build study abroad into the curriculum by 1) explicitly incorporating these courses into the curriculum under appropriate categories, and 2) providing information about the programs and possible funding sources to IS majors.

Geography/Ecology

One area for potential growth in the IS program is the study of environmental and ecological issues. Klaus Meyer-Arendt (Geography) is interested working with us in order to expand this aspect of the program. One idea we discussed was the possibility of a joint course on International Environmental Issues dealing with both the facts about global and regional environmental problems and the politics of addressing these issues internationally. This course could be team-taught.
Anthropology

As it now stands, ANT 3212 Peoples and Cultures of the World is a core course for IS majors. Terry Prewitt has assured me that the content of this course will be "stabilized" after a less-than-successful experiment with focusing on film this year. Among the other anthropology courses in the IS major, he believes that Cultural Ecology (ANT 3403) is the most appropriate, while Origins of Civilization (ANT 3141) may be too heavily focused on archeology for some IS majors and Language and Culture (ANT 3620) is probably too U.S.-focused to be appropriate. One area of possible expansion for anthropology in the IS program is to use more area studies courses from this discipline. The department plans to hire two new anthropologists in the next 1-2 years (doubling the department's size). Each new hire will have an area focus, one of which will definitely be Latin America and the other probably Europe.

In general, it is clear that the available area studies resources at UWF favor Latin American and Europe (i.e., language courses, political science and history courses).

Business/Economics/Marketing

[a meeting with R. Sjolander is being scheduled]

This should be a boom area for the program. Almost all business today, quite literally, is "international" in some way. We should determine why International Monetary Economics is no longer offered and discuss ideas for new courses of interest to both Econ/Business/Marketing majors and IS majors. What about an introduction to International Political Economy? Or separate course on International Trade, International Finance, Development Economics?

Either expand Business, Ethics, and Society (GEB 4444) to contain an international focus or create a new class on International Business Ethics or "Global Corporate Citizenship."

History

[a meeting with J. Miklovcich is being scheduled]

How about a joint course with economics on the History of Economic Thought?

Communications/Education

There are apparently no relevant courses in these areas. This should be remedied. Returning International Broadcasting should be discussed with the Communications Department. Perhaps a joint course between education and economics could be developed on the role of education in economic development. As I understand it, most studies of post-WWII development point to education as a key variable, perhaps the most important one.

Foreign Languages

Because of the limited offerings of UWF, it may not be possible to make this a requirement, but it should be strongly encouraged.
Law

There is no International Law or International Law and Organizations course offered at UWF. Perhaps we could offer one.

Other Programs Around the Country

An unscientific survey of several colleges and universities around the country suggests several points. First, many top schools—both large universities and small liberal arts colleges—do not have an international studies program. Instead, they offer area studies programs with a similar interdisciplinary mix of coursework, but require students to focus on one region of the world (Europe, Latin America, etc.). Second, some schools offer an international studies “concentration” that complements students’ majors in other fields.

Schools and Programs Surveyed:
Southwestern University (Texas) – International Studies
University of South Carolina – International Studies
Florida State University – International Affairs
Amherst College (Massachusetts) – European Studies
Davidson College (North Carolina) – International Studies Concentration
University of Michigan – Russian and East European Studies Concentration
Cornell University (New York) – International Relations Concentration; South Asia Studies Concentration
University of Pennsylvania – International Studies and Business; International Studies

Common Themes

Each of these programs advertises itself as “structured yet flexible” in some way. Each is also interdisciplinary, usually including politics, economics, history, languages, and culture. The programs also usually divide courses into a core and electives. Cornell’s groupings for the IR Concentration are: International Economics and Development, World Politics and Foreign Policy, Transnational Processes and Policies, and Cultural Studies. These (or some modification of them) might be worthy candidates for replacing the 5 areas we now have. Some programs encourage or even require a double major, combining International Studies with Business (in particular at UPenn, USC) or other majors.

Common features include the following:
Geographical area concentration within international studies (Davidson, Southwestern);
Disciplinary concentration (Southwestern – at least 6 courses in one of ten disciplines ranging from Art History to Political Science; UPenn - business);
Foreign language proficiency requirement above that for graduation (Davidson; Cornell; USC: “intensive major” only; FSU; Southwestern; UPenn);
Required summer, semester, or year of study or work abroad (Davidson; Cornell – “strongly encouraged”; Amherst; Southwestern; UPenn)
A capstone course in international studies (research seminar for seniors) (Southwestern; Upenn has a semester “Senior Research Project” required)

Recommendations

I return to the two options in my previous memo. The program could simply be updated and upgraded to make maximum use of the resources at UWF. Or, the program could be somewhat overhauled to require students to include a substantive focus in their studies besides the “international” component. The question “international what?” could then be answered “international ecology,” “international education,” “international development,” “international communications,” etc.

Further recommendations: Offer a minor and/or a concentration to attract more students; create a “capstone” or senior seminar class in IS: structure the program to strongly encourage both foreign language study and study abroad (this could be accomplished by encouraging area concentrations in either Europe, Latin America, or Japan (Asia?)); decide on a promising direction for the program before pursuing options for new courses or joint courses with other departments in order to avoid spreading resources too thinly.
The University of West Florida Strategic Plan

Our Blueprint For The Future

Developed as a Partnership Initiative by
The Northwest Florida Community and
The University of West Florida

Coordinated by
The Community Liaison Committee and
The University of West Florida Planning Council

Spring Term 2000
I. Preamble

As West Florida’s comprehensive regional public university, we are dedicated to excellence in teaching, research, and service, and to the enrichment of the educational, cultural, economic, and natural environments of the people and region we serve. We are committed to quality educational programs that promote scholarship and close work-relationships among students, faculty, staff, and community; promote the advancement of knowledge; promote the application and exchange of knowledge with the communities we serve; and promote service to the region and state. Our focus is on the education and well-being of students (first), then (equally) on the interests and needs of our faculty and staff, the business and research communities, the cultural community, the natural environment, alumni, investors, and the public.

II. Vision

The vision of The University of West Florida is

- to be a center of intellectual vitality, research, and creative activity,
- to provide to a heterogeneous student body an excellent education that is the foundation of their individual intellectual and professional goals,
- to engage its students in the research and public service activity of the faculty,
- to use its scholarly and creative activity to solve regional problems and enhance the quality of life in Northwest Florida,
- to contribute to the economic development of the Northwest Florida region and the state,
- to be a beacon for the arts and letters,
- and to support the protection of the natural environment.

III. Mission

Dedication to knowledge is the foundation of The University of West Florida. All that we do or propose to do must serve the transmission, creation, application, and preservation of knowledge. To that end, our mission is to enhance and promote the educational, cultural, economic, and natural environments of the people and region we serve through quality teaching, research, scholarship, creative accomplishment, and service.
IV. Strategic Goals

The University of West Florida achieves its mission by

A. continually developing UWF as a distinctive, comprehensive public university, focused on meeting the educational, research, and service needs of the region,

B. providing educational programs, centers, and support functions of distinction,

C. enrolling and retaining an inspired student body of sufficient size to afford an appropriate college life and resource base,

D. promoting diversity and a collegial culture among faculty, students, staff, and community,

E. promoting and enhancing partnerships with the community and improving communications between the University and the region,

F. strengthening regional pre-school, elementary, and secondary education,

G. enhancing regional economic development,

H. and participating in and supporting the protection of natural resources in the region.

V. Strategic Objectives

Strategic objectives for accomplishing our vision, mission, and goals are:

A. Continually developing UWF as a distinctive, comprehensive public university, focused on meeting the educational, research, and service needs of the region (CLC Goal 1)

1. by offering the highest quality bachelors, masters, and doctoral programs to students from the region and state and aligning those programs with regional workforce needs and quality of life improvements (SUS Goals 1, 2, 3, 4, 5, 11, 12)

2. by recruiting and rewarding distinguished, diverse faculty and staff who are dedicated to lifelong learning and use innovative curricula to engage students in the pursuit of knowledge (SUS Goals 1, 4, 5)
3. by engaging in scholarly research, creative endeavors, and service that address regional, state, and national needs (SUS Goals 1, 4, 5, 6, 10,
4. by incorporating appropriate technology into the learning environment (SUS Goals 7, 10)
5. by capitalizing on Northwest Florida's unique assets including the environment, military installations, education, and public and private sector organizations (SUS Goals 6, 7, 8)
6. by offering educational, social, cultural and economic service programs that enhance the quality of life in the region (SUS Goals 6, 9, 11)
7. by promoting positive and continuing interaction with alumni and other friends of the University (SUS Goals 7, 8)
8. by planning and implementing resource development strategies to secure public and private support for essential university functions and enhancements (SUS Goals 7, 8)
9. by planning and constructing facilities to efficiently and effectively support academic programs, student services, administrative functions, and ensure a safe campus community (SUS Goals 7, 8, 11, 12)
10. by increasing access to information about the University on the part of the campus community and the general public (SUS Goal 7)
11. by enhancing administrative services and support functions (SUS Goal 7)
12. by promoting and enhancing creative and cost-effective programs, services, and activities (SUS Goal 7)
13. by continuing to develop the community/university partnership in the planning processes of the University (SUS Goal 7)

B. Providing educational programs, centers, and support functions of distinction (CLC Goal 2)

1. by identifying and recognizing distinctive programs, centers, and support functions which contribute to the development of The University of West Florida as a distinctive comprehensive regional university, and leveraging institutional and faculty strengths and growth opportunities of the region (SUS Goals 1, 3, 4)
2. by establishing a climate for change and improvement that encourages distinctiveness (SUS Goals 1, 3, 4)

3. by enhancing undergraduate honors programs (SUS Goals 1, 2, 3)

C. Enrolling and retaining an inspired student body of sufficient size to afford an appropriate college life and resource base (CLC Goal 3)

1. by developing and implementing a plan for increasing student enrollment to 10,000 by the year 2005 and to 12,000 by the year 2010 (SUS Goals 1, 2, 3, 5, 8, 11)

2. by providing a full range of educational programs, student services, athletic programs, social activities, and facilities which complement the formal curriculum and academic programs and attracts, inspires, and retains, and graduates students (SUS Goals 1, 2, 12)

3. by becoming the first-choice university for students in our region (SUS Goals 1, 2, 3, 11)

4. by allocating additional resources for campus ambiance and student life, including athletics, fraternities, sororities, student support services, student organizations and activities, the arts, and cultural development (SUS Goals 1, 2, 3, 5, 0, 11)

D. Promoting diversity and a collegial culture among faculty, students, staff, and community

1. by welcoming diversity and ensuring the development of a global perspective (SUS Goals 5, 11)

2. by embracing diversity in thought, attitude, understanding, appreciation, and practice (SUS Goals 5, 11)

3. by promoting a collegial culture of concern, sensitivity, and cooperation among faculty, staff, students, and administration (SUS Goals 5, 11)

4. by offering programs, activities, and events reflective of the global community (SUS Goals 5, 11)

E. Promoting and enhancing partnerships with the community and improving communications between the University and the region (CLC Goal 5)

1. by creating and implementing high-profile marketing and communications plans to ensure visibility and ongoing relationships within the community and the region (SUS Goals 1, 2, 3, 5, 6)
2. by ensuring that guests feel welcome when they visit the campuses (SUS Goals 6)

3. by encouraging administration, faculty, staff, and student involvement with the community (SUS Goals 1, 2, 3, 5, 6)

4. by establishing outside advisory boards for each college and major unit (SUS Goals 1, 2, 3, 5, 6)

5. by promoting job fairs, career days, co-op programs, internships, and other activities which link employers and students (SUS Goals 1, 2, 3, 5, 6)

F. Strengthening regional pre-school, elementary, and secondary education

1. by promoting the improvement of early childhood care, education, and school readiness for children in the region (SUS Goal 9)

2. by promoting high academic performance standards for students at all levels (SUS Goal 9)

3. by forging stronger bonds with the public schools and community colleges to foster school improvement and optimize achievement for all students (SUS Goal 9)

4. by strengthening pre-service and in-service education programs to recruit, prepare, support, and retain greater numbers of qualified teachers (SUS Goal 5, 9)

G. Enhancing regional economic development (CLC Goal 4)

1. by identifying and investing in collaborations and partnerships between the university and community economic development entities (SUS Goals 5, 6)

2. by identifying and investing in potential niches of synergy between the university and the community that promote high value economic development (SUS Goals 5, 6)

3. by linking UWF research park planning with regional economic development planning (SUS Goals 5, 6)

4. by enhancing support for research and service centers that promote economic development and meet regional, state, and national needs (SUS Goals 5, 6)
H. Participating in and supporting the protection of natural resources in the region

1. by enhancing awareness of and appreciation for natural ecosystems (SUS Goal 5)

2. by supporting and participating in the protection of natural resources in the region (SUS Goal 5)

VI. Core Values

The core values that provide the foundation for our partnership vision and mission include:

- Integrity and Candor, Dedication and Innovation, Excellence, Creativity, Community, Diversity, Respect and Appreciation, and Courage

- Integrity and candor in the pursuit of knowledge through intellectual inquiry and discourse

- Dedication to and innovation in educating our students to excel

- Excellence in teaching, research, service, and support activities

- Creativity in the exchange of ideas in the spirit of academic freedom and professional responsibility

- Community attitudes with common goals and interests, demonstrated by teamwork and collaboration

- Diversity in thought, attitude, understanding, appreciation, and practice

- Respect and appreciation for Northwest Florida through the discovery, application and exchange of knowledge

- Courage to boldly contribute to individual growth and development and the improvement of the University and community
TASK FORCE FOR UNDERGRADUATE PROGRAM REVIEW

Interview of Chairs and/or Directors

Chair/Director: James I. Miklovich       Department: History

Program: History

A. How does your unit fulfill the mission of the University?

The following is a main focus of the department at the current time. For a complete and documented response, see Attachment A. (1) The department focuses greatly upon regional needs and is extremely active in the community on an academic and utilitarian level. (2) The department has taken positive steps to move history programs into downtown, especially through a growing involvement with Historic Pensacola and the UWF properties. (3) The department has also undertaken substantial steps to increase enrollment and service to the region by offering distance learning courses and developing joint/interdisciplinary programs in historical archaeology, maritime studies and historic preservation. (4) The department has also focused an outreach posture to the regional community by offering specialized projects, programs and tracks in Gender and Diversity, African-American studies and military history.

B. From your perspective, how would you define regional needs?

Geographically (and in priority) those needs involving Pensacola, the Panhandle of Florida, and the needs of the system we work in (i.e., the State of Florida). In terms of content, this would include the following areas: teacher education, historical agencies, historic preservation and cultural resource management; cultural appreciation of Pensacola and the region's historical past; pre-law and legal training; historic tourism; archival management; research methodology; business and environmental history with practical application in impact studies; and development of grants used to improve the cultural quality and awareness of the region.

Do your programs serve regional needs?

Very much so and in a myriad of ways (see below and in Attachment A).

How effectively?

Historically, greatly. For the near and foreseeable future - phenomenally (see below and Attachment A).

Specifically what regional component(s) benefit from your programs?

The school system - through involvement in recruiting, advising and participating in activities such as the history fair, school presentations, workshops and teacher training in history.
Historical agencies - through professional training and involvement with these agencies. Local government - by assisting programs in adding expertise in considering such proposals as the development of a maritime museum. Historical Pensacola by involvement in research - internships, joint programs, office and class space usage and joint teaching ventures. Local business - through the development of historic tourism. Museum of Naval Aviation - through volunteerism, oral histories and internships. African-American community - through UWF history courses, oral history projects and assistance in grants. NAS, Eglin - through the offering of military history and distance learning. UWF - by taking the lead in development in institutional history.

C. Do you see any untapped opportunities by which your programs could serve the region?

Yes, for the use and development of historic properties downtown; development of historic tourism; development of a maritime museum; distance learning for teacher certification; offering of maritime and military history to the military community (active and retired); further involvement in community awareness of local history through historical archaeology and historic preservation. Also the development of a public history/historic preservation lecture series offered downtown (or on campus) that would be free to the public. Such offerings would not only demonstrate a real and active presence of UWF in the core of the city, but would genuinely provide a cultural service to the community and demonstrate what a university should do - educate its regional community as well as prepare it for the outside world.

What resources (in terms of faculty lines, staff, and nontraditional sources of support) would be needed to accomplish this?

We need a single faculty line to further the above goals - particularly in public history/historic preservation and military history. We also need additional staffing for a proposed downtown center in the Pensacola Historic properties. An additional staff member and retention of Nancy Fetterman to direct public history preservation studies and gender and diversity studies. Office equipment, furniture new or used would be useful in outfitting history's new downtown offices and classrooms. Nontraditional sources like grants, community contributions in materials as well as money would be useful. Fundraising for ethnic and special interest studies would be a possibility. Matching state or local funds, service fees and foundation monies would also assist. Free technical UWF labor would be a cost-cutting mechanism.

What resources are you currently employing to become the best you can be?

The entire faculty, student help, scholarships and internships, teaching/grading assistants, adjuncts, volunteers and academic alumni student scholarship prizes. The department also contributes free (unremunerated) courses and workshops, presentations, book donations, recruiting efforts, free community and random telephone call advisement, Elderhostel participation, and technical expertise to the community to foster a productive and positive image to the community. Alumni funds are used exclusively for student academic prizes, projects and development. Grants and scholarships are used as student incentives. History club and Phi Alpha Theta History Society has logged thousands of hours of community service.
Have there been any missed opportunities for serving regional needs which have arisen during the past five years?

Yes, in many of the areas listed above. Limitations placed on fundraising by departments for specialized projects, scholarships and programs by the university (especially from donors that declared they would not contribute to foundation offers) have stymied the possibility of outside funding. University support for developing programs with the military community has been a problem and we have lost opportunities at NAS, Whiting, Hurlburt and other areas. Opportunities in foreign exchanges of faculty and students have actually declined in the past decade. In addition, the failure to develop the public history program into a formal research center or institute, which would have provided greater opportunity to secure grants at local, state, and national levels. There has never been enough of an outreach to the military community (which we tried to develop in a formal agreement with the National Museum of Naval Aviation, a maritime museum and an oral history project on WWII naval aviator, and the offering of a program in military history.

Why were these opportunities missed?

Generally speaking because of a lack of staff and logistical support as well as lack of insight. These areas of opportunity are not dead, but it will take some funding to develop them atrophy does not set in and to cultivate a community desire to participate in such programs.

D. Describe any weaknesses in your programs that you feel need to be addressed?

Lack of funding and staffing primarily. Inability to generate need outside funding has been the chief weakness. Desire, commitment and frugality have kept the fires lit, but while there has been some administrative support it has not been enough to develop history programs to their potential. We are unique in our area of public (applied) history and we have potential for national ranking with but a little effort.

How would you correct these weaknesses?

Increase support staff (student financial assistance to help programs and to promote the young, talented and ambitious staff in terms of release time and research support before we lose them to greater opportunities elsewhere). The costs are not great but the rewards are substantial.

What resources would be needed to accomplish this?

An additional tenure line in public history, in historic preservation, military and maritime history. Increase support staff. Financial aid to students doing public history internships and work study at downtown center. Release time and research funding would help. Additional adjunct money for specialty courses or to release skilled faculty from teaching massive lower division courses. Reasonable salary raises would also help - hitting a national average would keep them here.
How would the region benefit from correcting these weaknesses?

First of all, the university has a clear choice to make in the next two to four years. Two faculty will be retiring and the other five will have credentials equivalent to full professor status and have the potential to leave UWF for better positions elsewhere. They are young and enthusiastic and, while in their 30's and 40's, are professionally accomplished. They are community-minded and are exactly what the university needs but would be nearly impossible to replace at the price we currently pay them. Most of the connection in the above weaknesses bear directly upon regional programmatic issues - that is our focus. 90% of our activities planned focus on outreach programs to the downtown Pensacola presence and distance education. Without connection this goal suffers.

E. If your program were designated one of distinction and received significant enhancement resources, how would you apply these resources to position your program to best serve the region?

Again greater community involvement and broad regional delivery in distance learning. Relocation downtown and on-line education. Secure teaching lines in community studies (public history, historic preservation and historic tourism) and offering of classes in the Historic Pensacola complex. Public lecture and workshop series free to the public and involvement in K-12 public and community history projects.

In which of your programs would you invest these resources?

Public history, historic preservation, historic tourism, and community specialization studies (i.e., African-American studies, women’s studies and military studies). Enhancement of delivery systems (relocation downtown of these programs and distance learning delivery to the outlying communities would be an area of development to facilitate the developing programs).

F. Describe ways in which you might collaborate with other units on campus to create joint programs that effectively serve the region.

This has already happened with the Historical Archaeology (History and Archaeology have been collaborating for a decade); Historic Preservation (History, Archaeology and Art as of the fall of 2003); and Maritime Studies (History, Archaeology, Environmental Studies, Biology and Government). A proposal in military and strategic studies is being explored by History and Government departments.
G. In What ways to specific support units on campus (Advising, etc.) support your programs, and how can such support be enhanced?

Advising does a great job in orientation, but proper understanding of Public History and History programs is occasionally lacking. The Library has been an excellent source of help in resources and special collections - very willing to help. ITS could be better in getting equipment to work. Registrar’s office has been helpful as well.

H. How well do you think the General Studies Program prepares your students for the major and as citizens of the World?

It is lacking in historical preparation. Of the half dozen lower division courses taught in the department only one course is required. U.S. history (two surveys) and Western Civilization (Western Perspectives - two surveys) deal with the entire realm of most relevant understanding of our society. Offerings in Middle Eastern, African and Latin American studies are incorporated in the Western Perspectives courses but they are not required. Writing skills of students in spite of numbers, English requirement is abysmal.

How would you adjunct the General Studies Program to better serve the student’s needs in the major and beyond?

Tailor-make the students’ choices of at least one 3-hour course in U.S. survey (AMH2001 or AMH2002) and one in Western Perspectives (EUH1000 or EUH1001) depending on their needs in comprehending their national historical understanding and world understanding.

I. Is current technology adequate for supporting your program?

Strides have been made, but on-line support (use of TA’s to support distance learning courses), butter and more reliable equipment, laptops for campus classroom use, equipment for use in public history (tapes, interview equipment upgrades, storage system and on-line access for the UWF and outside community).

How would you enhance technology resources to better serve your program?

See above.

Additional Comments:

NOTE: Because of lack of room on this form, elaboration of detail on programs (their past development and future projections), the following pages have been attached to provide a fuller understanding of what is being offered and what has been and will be accomplished in our historical proposal.
A. How does your unit fulfill the mission of the University?
   The vision of the University is to distinguish UWF as the premier creative, student-centered university focused on excellence. The University Honors Program (UHP) supports that vision with its own desire to distinguish the University Honors Program as the Honors Program of choice in the State of Florida and surrounding geographical area as well as to become the University of West Florida Honors College. The UWF mission is to empower each individual we serve with knowledge and opportunity to contribute responsibly and creatively to a complex world; the UHP adheres to that mission by offering enhanced educational opportunities for superior students by providing creative ways for Honors students to achieve Areté (Excellence), Téchne (Skill), and Sophía (Wisdom), and by conforming to the guidelines for Honors Programs set forth by the National Collegiate Honors Council (NCHC).

B. From your perspective, how would you define regional needs?
   The area serviced by UWF has a continual need to receive baccalaureate students who 1) have a high quality education in their specific field, who 2) are leaders and responsible citizens in their community and who understand the importance of service, and 3) who have a global perspective.

Do your programs serve regional needs?
   The UHP supports at least one student in each and every undergraduate degree program offered at UWF; hence the UHP helps to bestow a high quality education for every major. Further, the UHP, primarily through its extracurricular activities, stresses leadership, community service, and international experience. As proof for those statements, the record shows 1) that most of the UWF Ambassadors, the UWF Mentors, the UWF Student Government Association are UWF Honors students, that 2) the UHP and/or the Honors Council are consistently at the top of the service hours per university group list maintained by the C.L.O.V.E. office and that 3) the Honors International Experience (trips to Ireland, England, Japan, Honduras, etc.) provide invaluable individual enrichments.

How effectively?
   The UWF UHP was named last spring by Florida Leader Magazine as “The Best Honors Program in the State of Florida”; that indicates that the UHP is functioning very effectively indeed.
Specifically what regional component(s) benefit from your programs?
Since the UHP supports the entire undergraduate program, all regional components are benefited.

C. Do you see any untapped opportunities by which your programs could serve the region?
The UHP is poised to give UWF the opportunity to expand its reputation for excellence well beyond the “Florida Panhandle” definition of its service region. For the past three years, roughly 50% of the Honors students enrolling at UWF come from our specified service region; the other 50% come from out of state and from the rest of Florida. Future growth and expansion of the UHP will result in more and more Honors students coming to UWF from outside of our service region.

What resources (in terms of faculty lines, staff, and nontraditional sources of support) would be needed to accomplish this?
The addition of a staff position devoted to advising and recruiting would probably result in a continued growth rate for Honors of 15 to 20% per year.

What resources are you currently employing to become the best you can be?
There has been no change in the expense or OPS budgets for Honors since the fall of 1999 when the first full-time Honors Director was appointed. Since that time, however, Honors has grown from an incoming class of 74 (total Honors student population of about 130) in fall 1999 to an incoming class of 157 (total Honors student population of about 380) in Fall 2002. Honors is now stretched well beyond its resource base and cannot sustain growth without an influx of funding.

Have there been any missed opportunities for serving regional needs which have arisen during the past five years?
Not in Honors, but opportunities will be missed in the future without an infusion of resources.

Why were these opportunities missed?
N/A

D. Describe any weaknesses in your programs that you feel need to be addressed.
The large number of Honors students and the small number of staff devoted to them (1 half-time Director, one full-time Assistant Director, 1 half-time Office Manager) is now causing a number of things to “fall through the cracks” which did not do so two years ago. Were Honors a stand-alone department, the Honors program would be one of four or five largest majors on campus.

How would you correct these weaknesses?
Add a full-time Honors Advisor/Recruiting office immediately.
What resources would be needed to accomplish this?
About $35,000/year, plus fringe benefits.

How would the region benefit from correcting these weaknesses?
Honors is the only tide that can truly lift all boats at a University. As the success of the Honors Program at Texas Tech indicates, substantial investment in Honors pays off in substantial improvements in the entire University.

E. If your program were designated one of distinction and received significant enhancement resources, how would you apply these resources to position your program to best serve the region?
Were Honors to have tons of money, we’d spend it on:
- Honors Living and Learning Center $4,500,000
- Honors Advisor/Recruiter $35,000 (plus fringe)
- Three summer teaching lines for Summer 2003 Honors Seminars $20,000
- Increase in Funding for University Honors Research Projects $20,000
- Increase in funding for expansion in Honors International Experience $30,000
- Increase in OPS funding for new Honors Courses $20,000
- Distinguished Honors Faculty Member $100,000 (plus fringe)

In which of your programs would you invest these resources?
If we received PECO funds, we’d build the Honors Living and Learning Center. If we received lines, we would hire an Honors Advisor/Recruiter. If we received a general funding increase, we’d enhance Undergraduate Research and International Experiences.

F. Describe ways in which you might collaborate with other units on campus to create joint programs that effectively serve the region.
Honors already collaborates with everyone by necessity. Our strongest academic partners have always been English, Biology, History, Philosophy/Religious Studies, Psychology, Mathematics, Government, Economics, Communication Arts, Music, and Environmental Studies.

G. In what ways do specific support units on campus (Advising, etc.) support your programs, and how can such support be enhanced?
Honors operates generally as a support program itself in many areas, and at present has few complaints about areas other than purchasing (too many clunky rules and restrictions on the P-card system).

H. How well do you think the General Studies Program prepares your students for the major and as citizens of the World?
The General Studies program probably operates as well as it can at UWF given the restrictions imposed by the State.
How would you adjust the General Studies Program to better serve the student’s needs in the major and beyond?

Unless the state repeals SB 2330, I’d strongly counsel leaving General Studies alone.

I. Is current technology adequate for supporting your program?

We do not have a program for phased technology replacement at this institution. We should be replacing roughly one-third of our equipment yearly to provide a three-year complete turnover cycle.

How would you enhance technology resources to better serve your program?

As above.

Additional Comments:

The UHP provides special opportunities for our best students, and Honors leads the way in both the recruitment and retention of good students. Currently, the 4 year retention and graduation rate for Honors students at UWF hovers around 68%, nearly twice the University at large rate. Clearly, Honors brings in the best students (incoming ACT average for the 157 Fall, 2002 admits was 28.5) and keeps them at UWF.
A. How does your unit fulfill the mission of the University?

The department provides quality undergraduate education in mathematics and statistics and their applications and contributes to the community, region and profession through research and service.

B. From your perspective, how would you define regional needs?

The region needs a comprehensive university that will provide a high quality undergraduate education.

C. Do you see any untapped opportunities by which your programs could serve the region?

The current BS program in mathematics is very traditional and has not been reviewed in a long time. Among many improvements, the program needs to be more applied and include more computing.

What resources (in terms of faculty lines, staff, and nontraditional sources of support) would be needed to accomplish this?

Faculty lines are the chief need. The department had nineteen faculty members in the recent past. Through retirements and resignations, six members were lost. Three new faculty have been hired in the past two years. More are needed.

D. Describe any weaknesses in your programs that you feel need to be addressed.

As mentioned in C, the absence of more applications in the curriculum for the BS is a weakness in today’s electronic world.

How would you correct these weaknesses?

Revise the curriculum. A presidential committee, chaired by Morris Marx, is examining ways for our program and the CS program in Computer Science to combine the best of both worlds.

What resources would be needed to accomplish this?

Same as C. A full complement of faculty is needed.
How would the region benefit from correcting these weaknesses?

Graduates of such a combined program would be of great value to the region, especially the Fort Walton Beach area.

E. If your program were designated one of distinction and received significant enhancement resources, how would you apply these resources to position your program to best serve the region?

As mentioned above, Fort Walton Beach would be a primary customer for our graduates. Permanent faculty positions assigned to the FWB campus would enhance our presence in the area.

In which of your programs would you invest these resources?

These resources would be for the BS in mathematics.

F. Describe ways in which you might collaborate with other units on campus to create joint programs that effectively serve the region.

Answered already.

G. In what ways do specific support units on campus (Advising, etc.) support your programs, and how can such support be enhanced?

The Department has received excellent support from the CAS ITS group lead by Karen Goldschmidt. The faculty in the department have excellent computer facilities.

H. How well do you think the General Studies Program prepares your students for the major and as citizens of the world?

The General Studies Program does a good job preparing students for upper division.

I. Is current technology adequate for supporting your program?

Covered in G.
Dec 18, 2002

To: Dr. George Stewart, Chair,
    Dept of Biology

From: Swarna Krothapalli, Program Director
      Medical Technology

Enclosed is our Program’s response to the Task Force on Undergraduate Program Review Questionnaire. Please forward it to the appropriate office / individual. Thank you

CC: Med Tech Faculty
Task Force for Undergraduate Program Review  
QUESTIONNAIRE

A. How does your unit fulfill the mission of the University?

Medical Technology Program fulfils the mission of the University by:

· Offering a baccalaureate curriculum of highest quality in clinical laboratory sciences, which provides unlimited opportunities for employment and career advancement in the vast global markets of Biomedical Technology; and prepares the students for admission in to graduate or advanced professional schools

· Serving as a valuable source of well qualified ( certified and licensed ) clinical laboratory personnel for the clinical laboratories in the region, in State of Florida and the nation

· Seeking and maintaining strong partnerships with local and regional health care institutions to provide the state of the art education and training opportunities to the students

· Serving the needs of the local / regional clinical laboratory professional community through providing continuing education programs required for renewal of their professional license

· Working with community colleges and high schools in the region to enhance student awareness of opportunities in health sciences and serving as a source of expertise to the community in bio-medical laboratory related subjects

· Seeking and fostering diversity among the students/faculty and staff, through recruitment of individuals from racial and ethnic minority groups, international students; and by supporting students with disabilities/special needs

B. From your perspective, how would you define regional needs?

· North West Florida has an excellent health care industry which is rapidly growing and competing with the best health care providers in the nation. Soon the regional hospitals will be expanding into organ transplants and other procedures and treatments which are at the cutting edge of medicine and technology. This regional excellence in medical care requires the best clinical laboratory services, in turn requiring well qualified clinical laboratory personnel

· While in my experience ( past 30+ years) there was never a time when our graduates could not find a job soon after graduation , currently the clinical laboratory personnel shortages are at an all time high. During the past 15-20years ,due to the reorganization of health care industry into managed care and restrictions in Medicare/medicaid payments to hospitals, many hospital based schools of Medical Technology have been closed . Currently there are not adequate number of graduates coming out of schools to meet the staffing needs of the laboratories.
From our perspective, the current and future shortages in clinical laboratory personnel are among the most critical regional needs which must be met by maintaining and enhancing the capabilities of Medical Technology Program at University of West Florida

1. Does your program serve regional needs?
   Yes, most certainly

2. How effectively?
   Very effectively. UWF Medical Technology Program is accredited by National Accrediting Agency for Clinical Laboratory Sciences (NAACLS). Since 1985, the Program went through 3 accreditation renewal cycles, with no deficiencies found in each review.

   Our graduates have a 100% pass rate in national Board certification exams and are highly regarded as potential employees by regional health care institutions

   The Program is affiliated with 5 major hospitals in the area and enjoys an enormous amount of prestige and receives strong support from these institutions

   However, due to the current shortages, the supply of graduates from UWF Program is barely meeting the staffing needs of the clinical laboratories in the region. It is of utmost importance that we double our recruitment efforts and graduate more students to meet these staffing needs of current and new health care providers

3. Specifically, what regional component(s) benefit from your program?

   Hospitals
   Blood Banks
   Physician Office Laboratories
   Public Health laboratories
   VA Clinics
   Crime Investigation Laboratories (FDLE)
   Private Reference laboratories (Lab Corps)
   Biomedical technology companies

C. Do you see any untapped opportunities through which your program could serve the region? YES
   We could develop a Post-graduate Certificate or a Masters degree Program in Diagnostic Molecular Biology. This is one of the hottest areas in clinical laboratory sciences.
   Conventional wisdom and current projections indicate that a vast majority of diagnostic laboratory tests will eventually be superceded or replaced by molecular biology techniques
   A growing employment market for individuals qualified in Diagnostic Molecular Biology prompted the national Certification Agencies to develop certification as specialists in this area. Undoubtedly this niche will grow fast as more diagnostic molecular biology tests are FDA approved.
Forensic science laboratories are already experiencing shortages in this area, since DNA testing is becoming routine in crime investigation both by prosecution and defense lawyers. Molecular biology techniques are increasingly being employed in bacteriology, virology, detection of genetic diseases, tumor markers.

Histotechnology and Cytotechnology are two other under-served areas of a clinical laboratory. These traditional areas of anatomic pathology are undergoing the same technological revolution as the clinical laboratory and sophisticated techniques are being employed to identify cellular (Cyto) and tissue (Histo) abnormalities in diagnosis of cancer and other diseases.

To the best of my knowledge there are no BS level Histology or Cytology Programs in the State of Florida, and local hospitals find it very hard to fill vacancies in these areas. Cytotechnologists are well paid ($40,000-60,000 range), but qualified candidates are hard to find. UWF could tap into this market and become a source for certified/licensed Cytotechnologists and Histotechnologists for the entire state and the South East region.

1. What resources (in terms of faculty lines, staff and nontraditional sources of support) would be needed to accomplish this?

- **For Diagnostic Molecular Biology**
  Program Coordinator / instructor (50 - 50 teaching and administration)
  One full time faculty line in Clinical Molecular Biology (100% teaching)
  At least five clinical affiliates (local, regional; in or out of state)
  Lab space – minimum 2000 Sq Ft
  Initial capital outlay for lab equipment, approximately $200,000.00
  Operational expenses /year — $15,000 - 20000

- **For Cytotechnology**
  2 - full time faculty lines (one coordinator and one full time teaching faculty)
  3-5 clinical affiliates
  Lab Space ..... Minimum 1500 Sq Ft
  Initial Capital Out Lay for lab equipment — Approximately $100,000.00
  Yearly operational expenses $10,000 - 15,000

- **For Histotechnology**
  2- Full time faculty lines (One coordinator and one full time teaching faculty)
  3-5 clinical affiliates
  Lab Space .... Utilization can be combined with Cytotechnology lab
  Initial capital outlay for lab equipment — Approximately $100,000.00
  Operational Expenses ----- $10,000 - $15,000 / year

* Programs in Diagnostic Molecular Biology, Cytotechnology and Histotechnology may be administratively and physically housed together, along with the current Medical Technology
Program, in a Department of Clinical Laboratory Sciences. A single Chairperson / Program Director may serve the administrative /accreditation needs of all these Programs. These Programs have several common features and can be served by the same Office and Office Staff. Lab space and equipment also can be jointly used, while providing lab equipment specific for each program.

2. What resources are you currently employing to become the best you can be?
   2 - full time, tenure track faculty
   1 - full time, non tenure track, lab instructor
   1 - part time, OPS, clinical site coordinator
   A laboratory complex of approximately 1000 Sq FT
   An annual operating budget of $11,000.00

3. Have there been any missed opportunities for serving regional needs which have arisen during the past five years?
   YES. Various proposals on these lines were made several times in the past, as part of our Strategic Planning reports and other formal and informal reports. The Program, though has proven to be a very successful one, has not been given opportunities to grow.

4. Why were these opportunities missed?
   Hard question. I am not sure, but would put forth the following:
   · I believe the previous administration’s priorities were elsewhere
   · Also there was a lack of understanding and appreciation on the part of UWF administration of the power and promise of the emerging employment markets in Biomedical Technology
   · We never had any follow up, feedback, or encouragement regarding our proposals

D. Describe any weaknesses in your program that you feel need to be addressed
   · A major weakness of the Program is that there are only two tenure track faculty to deliver the curriculum of 51 SH. at senior level of the Program, teaching 5 major areas of the curriculum (Hematology, Clinical Microbiology, Clinical Chemistry, Clinical Immunology, and Immunohematology)
   · The faculty are over loaded with teaching, advisement and administrative duties
   · The Program Director has full time teaching responsibilities as well as full time administrative duties. The next Program Director’s teaching load must be reduced in order to recruit and retain a qualified person
   · If one of the two faculty has to take leave due to sickness or other emergency the Program is at the risk of coming to a stand still.
   · If one of the two faculty resigns, the situation is impossible to handle and the students are at risk foe completion of the degree on time
   · Since 1985, the current Program Director did not have an opportunity to take a sabbatical, since there is no relief readily available to perform all of the duties
· The field is so specialized that it would be hard to find a substitute locally. There are no unemployed medical technologists in this area. Addition of a faculty line will relieve this risk
· Unlike other science faculty, neither of the medical technology faculty has been given a research lab or start up funding to enable them in their faculty development
· Medical Technology faculty are denied any realistic opportunities for professional growth and development, since they are expected to carry on a heavy workload, year after year, just to maintain the accredited program with all its clinical affiliations and accreditation requirements and so on
· The allocation for the operational budget of the Program is frozen at $11,000 for several years. There is no opportunity to plan for anything other than to maintain the status quo
· No scholarships or tuition waiver funds are made available at the Programmatic level, to enable the faculty to recruit well qualified students. Medical Technology is a hard core science Program and it takes special incentives to attract superior students

1. **How would you correct these weaknesses?**
Request resource enhancement for Medical Technology Program

2. **What resources would be needed to accomplish this?**
   · One additional faculty line to provide relief for the current faculty and to enhance the expertise in one of the major teaching areas (for ex: Diagnostic Microbiology)
   · Scholarship money to be placed at the discretion of the Program Director, to enable the Program faculty to recruit qualified students when they come across them during their academic advisement sessions and recruitment trips
   · Provide tuition waivers for out of state and international students interested in Medical Technology
   · Increase the operational budget allocation to provide funds for faculty development and to enhance laboratory instruction

3. **How would the region benefit from correcting these weaknesses?**
   · The Program will be strengthened
   · Newer methods will be taught in student labs
   · More qualified students will be recruited into the Program, thus increasing the supply of qualified clinical laboratory technologists to area hospitals
   · The faculty will have more time to interact with the regional laboratories and keep up to date with changes in technology, policies and procedures
   · Faculty will be able to offer more continuing education programs
   · Faculty will have time to collaborate with clinical personnel at hospitals in research projects and be successful in tenure / promotion
E. If your program were designated as one of distinction and received significant enhancement resources, how would you apply these resources to best serve the region?

1. In which aspect(s) of your program would you invest these resources?
   - Add a faculty line Medical Technology Program to reduce the teaching load and improve faculty development
   - Add lab instruments to modernize the lab instruction
   - Provide funds for faculty to seek advanced training in their area of expertise
   - Expand the degree program offerings in clinical lab sciences as described above (Diagnostic Microbiology, Cytotechnology and Histotechnology)

F. Describe ways in which you might collaborate with other units on campus to create joint programs that would effectively serve the region

   - Collaborate with Department of Biology in developing the certificate program in Diagnostic Microbiology
   - Collaborate with Colleges of Business and Professional Studies to develop a certificate or a Master’s program in Clinical Laboratory Supervision and Management

G. In what ways do specific support units on campus support your program, and how can such support be enhanced?

   - ITS can support our program in developing and offering continuing education programs in a distance learning format
   - The Program needs much assistance in developing attractive recruitment materials such as brochures, posters and other publications

H. How well do you think the General Studies program prepares your students for the major and as citizens of the world?

   - There is no simple answer for this. General Studies Program is adequate, but can be better
   - Many students lack reading, writing, and math skills by the time they reach our senior year.
   - But the causative factors are highly complex and variable in each case. Many of our majors are transfer students. Even the native UWF students are deficient in their preparation during the primary and secondary education
   - Unless the admission standards and the quality of the entry level students are improved there will be minimal tangible effect of General Studies program on our graduates
   - Overall, the University should start putting money into Major Programs (upper division degree programs) rather than throwing huge amounts of precious resources on General Studies and Honor Programs
   - Students (and parents) do not choose a University because it has a great General
Studies Program; they choose a college or University because they have Major Programs which give them a chance to earn a living, build a career and advance their goals and ambitions for future

1. How would you adjust the General Studies program to better serve the student’s needs in the major and beyond?
   - Increase science requirements to 8 semester hours, with 2 required lab courses
   - Delete the cluster requirement in English/ Humanities and Social Sciences/ History
     Let the students choose which social sciences and Humanities they would like to take (not one in history, one in behavioral sciences etc)
   - Increase the tutorial assistance in all courses, especially math (college algebra)

I. Is current technology adequate for supporting your program?
   Adequate- Yes
   Is it the best that can be - No

1. How would you enhance technology resources to better serve your program
   - Add instrumentation in Hematology, clinical Chemistry, etc, to reflect the state of the art in today’s clinical laboratories
   - Add lab space to create individual work stations for each student (or a group of students)
   - Design computer simulations for laboratory procedures which are on the cutting edge of technology, but are too expensive to perform in a student laboratory

Additional Comments:

I appreciate the opportunity given by the Task Force for Undergraduate Program Review to assess our strengths and weaknesses. I look forward to seeing some tangible results in improving existing undergraduate programs and developing new ones which meet the student needs as well as the regional work force needs
A. How does your unit fulfill the mission of the University?

The Department of Music plays a vital role in enhancing the cultural life of the university community, the City of Pensacola, and the region of Northwest Florida. Through its course offerings, numerous performances by faculty, student ensembles, and guest artists, the Department of Music has continued to enrich the musical environment of this area since its establishment in 1967. Our faculty has been consistently involved over many years in the musical fabric of the community: Lynne Lauderdale has been the organist at First Baptist Church for over 20 years; Richard Glaze has been the principal clarinet for the Pensacola Symphony Orchestra for 13 years and the personnel manager for the past 8 years; Leonid Yanovskiy has been the concertmaster of the Pensacola Symphony for the past three years; Joseph Rawlins has been the Minister of Music at Pinewoods Methodist Church for many years; Harry Anderson has performed extensively in jazz clubs throughout the region. Over the years, we have fostered the growth of many musicians and teachers of music who now actively serve in this community. Almost ninety-percent of the music teachers in Escambia County are graduates of our department, and we have alumni who teach at Pensacola Junior College, Okaloosa-Walton Community College, and here at our own University. Many of our graduates play in the Pensacola Symphony Orchestra. Indeed, many of our graduates are scattered over the globe and have taught or are teaching in such countries as Japan and Hawaii.

We offer diverse musical experiences ranging from the UWF Symphonic Band, UWF Singers, UWF Madrigals, and UWF String Orchestra, to the UWF Gospel Choir, the UWF Jazz Band, the UWF Jazz Combo, and the UWF Opera Scenes. The diversity of our ensembles reflects our commitment to servicing the needs of our student body, community, and region, whose needs also reflect a similar diversity of musical tastes.

B. From your perspective, how would you define regional needs?

1. The region is need of a high quality recording studio that will draw big name talent to the area. This would be good for the economic welfare of the region.
2. The music programs in the schools have need of professional assistance with their programs to enhance the musical training they give their students.
3. The school system is in need of qualified graduates to teach music in all grade levels.
4. Churches have needs for trained musicians to work in their music ministries.
5. The Symphony has physical and personnel needs.
6. The Pensacola Opera, Choral Society and Gulf Coast Chorale have personnel needs.
7. The community needs cultural experiences that can be uniquely provide by the music department.
8. There is a need in the region for a Masters degree in Music as many of the public school personnel are seeking graduate work in their field.
Do your programs serve regional needs?

We do not have a recording studio or graduate degree. We are meeting the other needs.

How effectively?

We are providing assistance to the schools to the extent that the faculties are able, given their heavy workloads. As mentioned above, we have faculty in the Symphony and we have students in the opera, symphony, and choral societies. We are providing qualified graduates for the school system and the area churches.

Specifically what regional component(s) benefit from your programs?

1. The Public School system
2. The Pensacola Symphony
3. The Pensacola Opera
4. The Pensacola Chorale Society
5. The Gulf Coast Chorale
6. Several area churches
7. The community at large and local business as we add culture to the community and make the community more attractive for their employees.

C. Do you see any untapped opportunities by which your programs could serve the region?

1. The region needs a high quality recording studio.
2. Many area musicians want to pursue a graduate degree in music.
3. We can work more closely with the Pensacola Opera (like we do with the Symphony).

What resources (in terms of faculty lines, staff, and nontraditional sources of support) would be needed to accomplish this?

At least 3 new faculty lines, an extra secretarial line, a recording engineer, a recording studio and the appropriate equipment. Larry Butler is willing to help raise money for the recording studio.

What resources are you currently employing to become the best you can be?

The faculty of our department is working very hard carrying at least double loads. In addition, our faculties play with the Symphony, work in area churches, and perform on numerous occasions in the region. We have utilized every inch of space in the music wing to accommodate all of our students. We have raised over half a million dollars for the foundation that gives us scholarship money (we use the interest).

Have there been any missed opportunities for serving regional needs which have arisen during the past five years?

We had interest from Larry Butler 2 years ago to work on building a recording studio. We should be offering a graduate program in Music.
Why were these opportunities missed?

Lack of interest by the University. Lack of staff. Lack of funding.

D. Describe any weaknesses in your programs that you feel need to be addressed

1. The department does not adequately address the commercial and industry side of music. This is the fastest growing area of music and we are not involved in it all except for one technology class.
2. We have a severe lack of technology.
3. The faculty is overworked. Because of faculty loads, they cannot get into the public schools as often as they should. We have some areas that do not have a full time faculty member (brass, jazz). Lack of faculty keeps us from offering new programs.
4. Most of our instruments are very old and in bad repair (including the 2 Steinway grand pianos).

How would you correct these weaknesses?

1. Add a music business degree and a recording studio
2. We need to increase the technology available to the students.
3. We need to add more faculty lines and a recording engineer.
4. We need to purchase new instruments.

What resources would be needed to accomplish this?

1. A recording studio. (Larry Butler is willing to help raise funds for this)
2. New computers and software for the computer lab,
3. At least 3 new faculty lines, 1 recording engineer, and an new secretarial line
4. Funds for instruments and repairs.

How would the region benefit from correcting these weaknesses?

1. A recording studio would bring big name talent to the area, which would have a great economic impact on the region.
2. Giving our students better access to technology will enhance their music education and make them more qualified to teach music in the school system.
3. With more faculty lines, we could add a music business degree and offer a graduate program in music.
4. New instruments will make the instrumental program better and allow us to provide better performances for the community.

E. If your program were designated one of distinction and received significant enhanced resources, how would you apply these resources to position your program to best serve the region?

I would add more faculty lines so that we can add a music business degree and a graduate program. I would establish a recording studio (with the help of Nashville songwriter/producer Larry Butler). I would purchase new instruments and repair old ones to allow us to give better concerts, and to be able to let students work as studio musicians in the recording studio. I would improve the acoustics in the rehearsal
In which of your programs would you invest these resources?

All of our programs would benefit from the above-mentioned uses of resources. The most obvious program would be the recording studio and the music business degree. Adding faculty lines will enhance all programs. Buying instruments for the studio will enhance the ensembles. Improving the rehearsal room will also enhance all programs.

F. Describe ways in which you might collaborate with other units on campus to create joint programs that effectively serve the region.

We could join with the College of Business to create a music business degree. We can collaborate with the Theater department to perform more musicals like *Jekyll and Hyde*. We also could work with the Theater department in establishing a Musical Theater degree.

G. In what ways do specific support units on campus (Advising, etc.) support your programs, and how can such support be enhanced?

The advising center has been very helpful to our students. Admissions has been helpful in our recruitment activities. We need someone working at least part time in the music library. The music library has been in existence since we moved into the building and it has never been staffed.

H. How well do you think the General Studies Program prepares your students for the major and as citizens of the World?

I believe the General Studies program gives the students a well-rounded liberal arts experience.

How would you adjust the General Studies Program to better serve the student's needs in the major and beyond?

I would like to add a world music class, and see more classes on the internet.

I. Is current technology adequate for supporting your program?

No.

How would you enhance technology resources to better serve your program?

We need a recording studio to give our students training in commercial music and music industry. We need faster computers in the computer lab (we currently have ten and they are Pentium 200 or slower). We need more software. Currently we have only Finale (notation software) and basic programs such as word. We need to add sound editing packages, sequencers, and other notation software. We need to add Smart Music (accompanying software). We need 6 more electronic pianos in our piano lab. We need cd players and head phones to create listening stations.

Additional Comments:
The department of Music at the University of West Florida has had a long and consistent history of working in and with the community. All of the members of our faculty are some of the most respected musicians in the region. The faculty has worked very hard to maintain a strong presence in the community despite heavy teaching loads. Our department has done very well with our limited resources. We have made a big impact in the community, but we have a tremendous opportunity to greatly multiply our effect on the region. Music Industry is the fastest growing area of music. Unfortunately it is an area we don’t address in our department. However, Larry Butler (Nashville producer who is semi-retired in Pensacola) is very willing to spearhead the recording studio project and use his Nashville contacts to generate not only donations, but to bring big name talent to our area. This would be the centerpiece of our music Industry/Business program. As mentioned above this program would greatly influence all of our programs.
A. **How does your unit fulfill the mission of the University?**

Through the education of baccalaureate prepared nurses, UWF not only provides direct health care to the citizens of the region but also provides health educators for the public to better understand their need for adequate health care, the services available, and how to best participate in their own health care and health education.

B. **From your perspective, how would you define regional needs?**

Regional needs align themselves with state and national needs encompassed in a severe nursing shortage. That shortage includes nurses involved in direct patient care, and nursing educators. The area needs are so acute that all 3 of the local hospitals have designated 10-12 scholarships each for our nursing students, with employment commitments upon graduation.

**Do your programs serve regional needs?**

Our program has provided an increased level of education for nurses but have not provided new nurses until this year. We will not end the nursing shortage but we will contribute to the solution. There is also a need for the RN-BSN program to be in Ft. Walton Beach, but with no distance learning site and equipment available that task has been impossible to accomplish.

**How effectively?**

Well in some areas, not so well in others.

**Specifically what regional component(s) benefit from your programs?**

All health related agencies including acute, tertiary, and community related agencies, i.e., Escambia County Public Health Department, VA clinic, Head Start, Escambia Community Clinics, Sacred Heart Hospital, Baptist Hospital, West Florida Medical Center, Navy Hospital Pensacola, various family practice clinics, Hospice, Santa Rosa Medical Center.

C. **Do you see any untapped opportunities by which your programs could serve the region?**

Yes. Provide nurses and health care to underserved areas. A program through the Bureau of Indian Affairs to recruit, educate, and return graduated nurses to the Poarch Creek Indian reservation. Other programs for other underserved and minority populations, i.e. Hispanic, migrant workers, etc.

**What resources (in terms of faculty lines, staff, and nontraditional sources of support) would be needed to accomplish this?**

Increased faculty lines particularly for those for minority faculty with ties to the underserved areas, increased support staff, and scholarships through specialty organizations and federal agencies to fulfill a demonstrated need. The immediate need is for a medical-surgical faculty and psychiatric faculty this year, and a medical-surgical and community faculty next year.
What resources are you currently employing to become the best you can be?

We have limited resources and are stretched to the limit for faculty, staff, and financial needs - particularly starting a new program. Financial resources have been given to UWF for start-up needs for the new four year program. We are having great difficulty accessing those funds.

Have there been any missed opportunities for serving regional needs which have arisen during the past five years?

Yes. Had we had the backing and support of university administration, we could have had the generic program four years ago, graduating 50-60 nurses a year by now. Also the undeveloped opportunity in the Ft. Walton arena.

Why were these opportunities missed?

We lacked the backing and support of university administration.

D. Describe any weaknesses in your programs that you feel need to be addressed.

Space, equipment, library acquisitions, faculty and student technology, audio/visual teaching/learning media, faculty lines, staff support.

How would you correct these weaknesses?

By utilizing fiscal and other resources designated to the nursing department.

What resources would be needed to accomplish this?

See Section C

How would the region benefit from correcting these weaknesses?

See Section B

E. If your program were designated one of distinction and received significant enhancement resources, how would you apply these resources to position your program to best serve the region?

To build a nursing educational program at both the undergraduate and graduate level that would make an impact on the health care of this community and state.

In which of your programs would you invest these resources?

Both the bridge and generic programs. If I had to choose one it would be the generic four year BSN program because graduates would be adding new nurses to the solution for the nursing shortage program. However, it is unproblematic to incorporate the RN students into the established curriculum as the two curriculum tracts are easily integrated.
F. Describe ways in which you might collaborate with other units on campus to create joint programs that effectively serve the region.

Joint programs with:
• Gerontology studies for graduate program in Gerontological Nursing
• Educational development, teaching practicum, and Social Work for a graduate program in School Nursing
• Philosophy and Anthropology for a graduate program in Nursing Ethics
• Computer Science for a graduate program in Nursing Informatics

G. In what ways do specific support units on campus (Advising, etc.) support your programs, and how can such support be enhanced?

We are supported by the University Advising Center, specifically Dr. Tom Westcott, who does all our pre-nursing advising, and Sharon Bell, Admissions, who works with our RN-BSN students. We are also supported by the Biology, Chemistry, and Health and Leisure Departments. For the most part, ITS serves our technology needs.

H. How well do you think the General Studies Program prepares your students for the major and as citizens of the World?

Fairly well rounded. I just wish there were more hours allowed for the humanities, cultural diversity, electives, and English grammar and English composition!

How would you adjust the General Studies Program to better serve the student’s needs in the major and beyond?

See question above

I. Is current technology adequate for supporting your program?

No. We have been fighting for a year to get two new computers for currently employed faculty. We are taking funds out of our pathetic departmental funds to provide what the university should provide.

How would you enhance technology resources to better serve your program?

With released start-up funds we have an opportunity to provide adequate technology for our students and faculty. With funds designated to the new BSN program, we could make an adequate start to supply computers, printers, etc. for faculty, a student computer and video lab, and other interactive technology.

Additional Comments:

The current plans are for the nursing department to physically move to a renovated Delchamps building to facilitate our critical need for skills lab and office space, student technology facilities, and classroom space.
A. **How does your unit fulfill the mission of the University?**

We strongly believe that a liberal arts education with grounding in our discipline is the key to empowering students to contribute responsibly and creatively to our world.

B. **From your perspective, how would you define regional needs?**

Liberal Arts General Education: We offer 10-15 service courses every semester (lower division, general studies).

**Do your programs serve regional needs?**

Yes – Several of our graduates have gone on for further study and have returned to teach at our community colleges and UWF. Others have returned as local clergy. Offering critical thinking programs to area teachers through our Philosophy for Children program has also been very helpful to the region.

**How effectively?**

Very effectively – Our classes are consistently full and well-received.

Specifically what regional component(s) benefit from your programs?

OWCC, PJC, Gulf Coast Community College, AA to BA OWCC/UWF

C. **Do you see any untapped opportunities by which your programs could serve the region?**

Yes, Navy and Distance Learning

**What resources (in terms of faculty lines, staff, and nontraditional sources of support) would be needed to accomplish this?**

Would need at least 2 lines to offer service courses to Navy and Distance Learning.
What resources are you currently employing to become the best you can be?

Three of our faculty are preparing for DL teaching. We offer our promising students adjunct positions once they receive the M.A. in IH in field. We related to other areas on campus such as the Division of Life and Health Sciences, IHMC, and Women’s Studies.

Have there been any missed opportunities for serving regional needs which have arisen during the past five years?

Navy should have been a site for us long ago.

Why were these opportunities missed?

UWF too cloistered, away from community.

D. Describe any weaknesses in your programs that you feel need to be addressed.

Some critical areas of competence are missing.

How would you correct these weaknesses?

Additional lines in Philosophy, particularly Medieval, Epistemology, Philosophy of Religion, and Moral Philosophy.

What resources would be needed to accomplish this?

Faculty Lines

How would the region benefit from correcting these weaknesses?

More well-rounded perspectives in our general education offerings. Better trained individuals for graduate school and then community college teaching in the region.

E. If your program were designated one of distinction and received significant enhancement resources, how would you apply these resources to position your program to best serve the region?

Offer general studies courses and IH major, particularly, to Navy.

In which of your programs would you invest these resources?

IH since it provides Navy with most discipline choices.
F. Describe ways in which you might collaborate with other units on campus to create joint programs that effectively serve the region.

Philosophy and IHMC work together in the area of Philosophy of Mind. Philosophy/Religion and Archaeology/Anthropology work together in the areas of local culture studies.

G. In what ways do specific support units on campus (Advising, etc.) support your programs, and how can such support be enhanced?

Advising Center has helped us greatly in marketing/supporting our general studies courses and in the creation of cluster courses. We will need their help in working with the Navy and in the creation of DL courses.

H. How well do you think the general Studies Program prepares your students for the major and as citizens of the world?

Very well the former

Very limited the latter

How would you adjust the General Studies Program to better serve the student’s needs in the major and beyond?

Need some ‘hands on’ component, e.g. praxis with theoria. I would suggest that good citizens must have experience applying their knowledge in the community, e.g. ‘ethics in hospital settings’ designed as part of courses.

I. Is current technology adequate for supporting your program?

Need help with move to DL.

How would you enhance technology resources to better serve your program?

Laptop available to all faculty.

Additional Comments:

Philosophy For Children is helping elementary and secondary education in the area. Office for Applied Ethics is becoming central to new Division of Life and Health Sciences.
A. How does your unit fulfill the mission of the University?

By training in the field of Physics.

B. From your perspective, how would you define regional needs?

There is a need in this region for trained scientists who can provide analytical support for the defence, research, industrial and financial institutions.

Do your programs serve regional needs?

Yes.

How effectively?

In terms of numbers, not effectively, because the Physics program is small. In terms of the quality of trained students, very effectively.

Specifically what regional component(s) benefit from your programs?

Defense, research, industrial and financial establishments.

C. Do you see any untapped opportunities by which your programs could serve the region?

Yes. There are opportunities of closer collaboration with the institutions in the region.

What resources (in terms of faculty lines, staff, and nontraditional sources of support) would be needed to accomplish this?

The faculty is overloaded with daily routine tasks resulting from too many teaching hours. We need more faculty (at least 2) to bring the strength up from the current sub-critical level, so that more attention can be paid to opportunities for growth.
What resources are you currently employing to become the best you can be?

The faculty are working overtime to make the program the best it can be, and also to achieve their own research goals. We don't have any financial resources to speak of.

Have there been any missed opportunities for serving regional needs which have arisen during the past five years?

The opportunities for collaborating with the institutions in the region have been missed.

What were these opportunities missed?

Overworked faculty, and lack of funds.

Describe any weaknesses in your programs that you feel need to be addressed.

Lack of diverse electives to broaden the training of students.

How would you correct these weaknesses?

There is no way I can correct this. The 120 hour rule puts a clamp on every visionary statement that can be made regarding training of students. With 36 hours taken out of that for GenEd, that does not leave sufficient hours to give basic training in even the most fundamental essentials in Physics and Mathematics, not to speak of diversified electives.

What resources would be needed to accomplish this?

The 120 hour rule must be abolished.

How would the region benefit from correcting these weaknesses?

We would be training students with a much broader perspective; students who can be absorbed into a much broader spectrum of the job market.

E. If your program were designated one of distinction and received significant enhance resources, how would you apply these resources to position your program to best serve the region?

The Engineering Physics B.S. track would be strengthened with additional faculty who specialize in disciplines of direct interest to the institutions in the region. A Master's degree in Engineering Physics would be started to provide highly trained specialists in disciplines of direct interest.
In which of your programs would you invest these resources?

In the Engineering Physics program.

F. Describe ways in which you might collaborate with other units on campus to create joint programs that effectively serve the region.

We need to have more interdisciplinary programs, like Chemical Physics and BioPhysics, which expose the student to more than one central discipline.

G. In what ways do specific support units on campus (Advising, etc.) support your programs, and how can such support be enhanced?

I believe faculty from departments should be involved in advising, even at the lower division level.

H. How well do you think the General Studies Program prepares your students for the major and as citizens of the World?

Surely the General Studies Program gives a well rounded exposure to the students. But I think the University is giving College credit for what are essentially remedial courses, which the student should have to take, in addition to the 120 hours, to graduate. As things are now, the remedial courses are taking up too much space in the 120 hour limit for the student to learn anything significant.

How would you adjust the General Studies Program to better serve the student’s needs in the major and beyond?

I am sure the program will be much more significant if most of the time is not wasted in remedial courses.

I. Is current technology adequate for supporting your program?

Yes. The university has been generally quite supportive of requests for technology enhancements.

How would you enhance technology resources to better serve your program?

Technology needs almost continuous upgrading.

Additional Comments:
The University of West Florida
Political Science Program
Self-Study Report

Pursuant to Florida Board of Regents Review, Spring 2001
FACULTY AND STAFF OF THE DEPARTMENT OF GOVERNMENT

Robert A. Anderson, Associate Professor and Director, Pre-Law Track\textsuperscript{1}

Alfred G. Cuzán, Professor and Chairman\textsuperscript{1,2}

M. Lal Goel, Professor and Director of International Studies\textsuperscript{2}

Ben Goldsmith, Visiting Assistant Professor\textsuperscript{2}

W. Gary Howard, Associate Professor\textsuperscript{1}

David S. Myers, Professor\textsuperscript{2}

James A. Robinson, President Emeritus and Regents Professor\textsuperscript{1,2}

Jack D. Salmon, Professor\textsuperscript{2}

James W. Witt, Professor\textsuperscript{1}

Valerie Pancoast, Office Manager\textsuperscript{1,2}

Primary Area of Programmatic Responsibility:

\textsuperscript{1} Political Science

\textsuperscript{2} International Studies
TABLE OF CONTENTS

Executive Summary.............................................................................................................. 1

I. Description of Political Science at UWF....................................................................... 3
   A. Brief history............................................................................................................. 3
      1. The B.A. in Political Science............................................................. 3
      2. The B.A. in Political Science—Pre-Law......................................... 7
      3. The M.A. in Political Science............................................................. 8
   B. The BOR 1988 in-site review.................................................................................. 10
   C. Total Enrollment, Majors, and Graduates: Trends and Projections..................... 17
      1. Total enrollment...................................................................................... 17
      2. Number of majors and degrees awarded.......................................... 19
      3. Implications for growth and UWF’s allocation formula.................... 20
   D. The Faculty: Past, Present, and Future................................................................. 21

II. Program Goals, Objectives, and Priorities................................................................. 28

III. Measurable Standards of Outputs and Outcomes..................................................... 31

IV. Self-Study Process....................................................................................................... 31
LIST OF TABLES AND EXHIBITS

Table 1. Retirement Status of Faculty................................................................. 25
Table 2. Present-Day Faculty Specialties and Teaching Loads.................................. 26
Table 3. Time-Line for Replacing Faculty by Position, Field, and Year............................ 27
Table 4. Output and Outcome Measures, Political Science vs. UWF.............................. 32
Exhibit A. Undergraduate Political Science Degree Plan.............................................. 34
Exhibit B. Political Science/Pre-Law Degree Plan.................................................. 35
Exhibit C. Graduate Political Science Degree Plan.................................................. 37
Exhibit D. Graduate Students’ Conference Papers and Articles.................................... 38
Exhibit E. UWF Strategic Plan.................................................................................. 39
LIST OF FIGURES

Figure 1. Headcount - POS 2041 and Total (All Courses) Fall 1982-2000.......................... 12
Figure 2. Number of Majors: All Political Science and Pre-Law, Fall 1970-2000............. 13
Figure 3. Degrees Awarded-All Political Science and Pre-Law, 1979-2000..................... 14
Figure 4. Number of Political Science Graduate Students, Fall 1979-2000..................... 15
Figure 5. Political Science-Master's Degrees Awarded, 1979-2000.............................. 16
EXECUTIVE SUMMARY

The origin of Political Science at UWF is coincident with the founding of the institution in 1967. It is a liberal arts program offered in the Department of Government. Political science majors learn to think about timeless questions pertaining to the governance of human societies, including the origin and evolution of law and justice, the development and operation of political institutions and processes, the comparative performance of regimes, the exercise of political leadership, and problems of war and peace. In learning about the complex field of politics, our majors acquire intellectual tools for discerning, evaluating, and managing problems and opportunities they will encounter in the course of their lives. A pre-law track is designed for students aspiring to go to law school. A graduate degree prepares those wishing to explore careers in education, policy analysis, the media, and public affairs.

Over a nearly two decades, enrollment in Political Science courses has risen and fallen with their "service function" to the lower division and to criminal justice and legal studies majors. The net effect is that enrollment growth in Political Science has lagged behind that of the university as a whole. At the same time, over the same period the number of majors and degrees awarded at the undergraduate and graduate levels has been largely stable, subject mainly to cyclical variations, with peaks occurring every five years. These trends are consistent with those across the country. Barring unexpected changes in student demand, this situation is likely to continue for the several years. Accordingly, any growth in Political Science is likely to be driven by its service function. Several programs offered at UWF, including some in the College of Professional Studies and the College of Business, would do well either to require or advise their majors into taking certain Political Science courses that would enhance their understanding of their respective fields.
After over two centuries of collective service to UWF, during which they have racked up an impressive record of teaching and research awards, most of the faculty in the Department of Government is retiring. Next year four members will be in their fourth year in DROP and one each in his first and fourth year in the Phased Retirement program. As difficult as it will be to follow the acts of this faculty, the Department of Government needs to renew itself. A six-member Department, about evenly divided between international/comparative politics and American politics/pre-law, is envisioned (see Table 3).

For the next five years, the objectives of the Political Science program [keyed, in brackets, to UWF strategic goals] are to continue to promote quality teaching, research, and service [IV.A. V.A.1, V.A.3, V.A.6], to recruit outstanding faculty to replace those who will be retiring [V.A.2], to maintain or increase enrollment growth in Political Science courses [IV.C], to review the curriculum at least every five years [V.A.1], to have at least one M.A. in Political Science thesis defended every year [V.A.1], to work with the library in order to enhance the quantity and quality of holdings in Political Science [V.A.1], to increase participation in the Honors Program [V.B.3], to encourage more students to work as interns and gain other types of experiential learning activities [IV.E., IV.A.5], to replace faculty and staff computers every three to five years [V.A.4, V.A.9], and to communicate regularly with alumni [V.A.7].

On a number of retention and graduation measures tracked by the Office of University Planning, the Political Science program compares favorably vis-a-vis university averages. Given the small number of cases in the Political Science column, however, any inferences would be highly suspect. Other than differences in class size, no reliable conclusions may be drawn from the data presented.
I. Description of Political Science at The University of West Florida.

A. Brief history.

The beginning of Political Science at UWF is coincident with the founding of the institution in 1967. According to a 1987 Self-Study pursuant to the last BOR on-site review (see Section I.B.), "During the University's first two years, Political Science was included in the Department of Economics, Management, and Political Science. In 1969, Political Science became a free-standing department with its own chairman and six faculty members" (p. 2). The department grew in faculty and programs, adding criminal justice, legal administration, and the Master of Public Administration (MPA). In 1994-95 the name of the unit was changed to Department of Government. The following year criminal justice, legal administration, and public administration were moved to into a new department in the college, and four years after that to a reorganized College of Professional Studies. Today the Department of Government offers a B.A. and an M.A. in Political Science and a B.A. in International Studies. A self-study for this last program is treated separately.

1. The B.A. in Political Science.

The University's maiden catalog (1967-68) described the purpose of the undergraduate Political Science program thus: "to prepare students for local, state, and federal government employment, for pertinent careers in industry and international relations, for teaching, and for specialization at the graduate level." The following year "law, and other professional careers" were added to the specializations for which Political Science majors were being prepared; the year after that it was stated that the program was "also designed to familiarize each student, whatever his plans may be, with his government in action and with intelligent participation in this process as a citizen."
As befits a discipline with a long history, the purpose of the Political Science program since its inception at UWF has not changed. The 2000-01 catalog, written by a different hand and reflecting the consensus of a larger faculty than that extant in the early years, echoes the early descriptions, albeit in different words: "Political Science majors at the undergraduate and graduate levels learn to think about timeless questions pertaining to the governance of human societies, including the origin and evolution of law and justice, the development and operation of political institutions and processes, the comparative performance of regimes, the exercise of political leadership, and problems of war and peace. The Pre-Law specialization emphasizes American government, with special attention given to constitutional law and the judicial branch." The website description adds: "In seeking greater understanding of the complex world of politics, our majors acquire intellectual tools for discerning and managing problems they will encounter as parents, employees, entrepreneurs, managers, professionals, military officers, community leaders, and citizens."

From the beginning, it has been "the primary goal of the undergraduate program . . . to insure that its majors have a strong liberal arts education. Reading and writing skills, analytical ability, and understanding of basic political principles are emphasized," as the 1987 Self-Study put it (p. 3).

Requirements for the major listed in the early years were as follows: two courses in political theory (one Western, another American), seven other unspecified courses in the discipline, and two in economics. Subsequent catalog descriptions dropped the economics requirement. Instead, economics was included under recommended electives, along with anthropology, history, philosophy,
psychology, and sociology. Also, students were advised to acquire or develop skills in foreign
languages, statistics, and computer applications in the social sciences.

The 1970-71 catalog noted that "the Political Science major may elect to seek a certificate
for teaching at the secondary level." Only two years later, however, students were advised to seek
"Broad Field Social Studies certification." This was done in order to enhance their marketability,
because there were few high school positions devoted exclusively to teaching Political Science or
civics. The 1982-83 catalog was the last to mention anything about teacher certification.

A distribution requirement was imposed first with the 1978-79 catalog. Majors had to take
"at least one course in each of the six subfields of the discipline." The following year the these fields
were specified to be: Political Methods and Theory, American Politics, Comparative Politics,
International Relations, Public Law, and Public Administration. Three years later, the catalog listed
specific courses in each of the subfields that the major was required to take. This degree plan
remained stable until the 1993-94 catalog. That year the core was loosened somewhat, allowing
students greater choice among courses while still maintaining a distribution requirement.

Finally, the 1997-98 catalog was the first to specify program requirements as they are at
present. Like previous versions, it requires students to take courses in the several fields of the
discipline. The degree plan consists of 33 sh, distributed as follows: an 18 sh core composed of an
equal number of credits in the lower division (one introductory course each in American,
comparative, and international politics) and the upper division (one course each in Western and
American political thought, plus one in research methods); a choice of one of two specified courses
in public law (one on the judiciary or one in constitutional law); a choice of one of two specified
courses American politics (one in political issues or one in the legislative process); one course each
in public policy, comparative politics, and international politics of the student’s choice; and two additional electives. A copy of the Political Science degree plan is displayed as Exhibit A in the Appendix.

As with its purpose, continuity also characterizes the requirements of the Political Science program. Throughout UWF’s life, in addition to the usual offerings in American politics to which they may be drawn simply through exposure to the news during election years, Political Science majors have been required to take courses in political theory, public law, and comparative and international politics. From the earliest days students have had to complete successfully one or two survey courses in political theory. This is done in the hope that reading what the great minds of the past have conjectured about the origin, purpose, and organization of government will help our majors develop an appreciation for several things, especially the following: the universality, in time and space, of the opportunities and problems posed by politics; the variety of theories about government and of the solutions that have been offered to the opportunities, problems, and risks inherent in political organization; and the intellectual legacy that is their birthright. As well, the degree plan always has included one or two courses in the judiciary and the law. By having students wrestle with judicial decisions handed down over the course of American history, students learn about what it means to govern, as well as to dissent, according to the dictates of reason. In requiring courses in comparative politics, the program insists that students think about the diversity of political organization and methods that are observed in different places and cultures, to compare and evaluate the relative merit or fitness of each to varying conditions, and to see the difference that is made in the lives of ordinary human beings when societies come under non-democratic forms of rule or when political authority disintegrates. Finally, by having to take courses in international politics, our majors
psychology, and sociology. Also, students were advised to acquire or develop skills in foreign languages, statistics, and computer applications in the social sciences.

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become cognizant of the high stakes that sometimes are involved in political decisions, stakes which can escalate to the point of large-scale destruction of human life and even threaten civilization itself. A degree planning sheet is included as Exhibit A in the Appendix.

2. The B.A. in Political Science--Pre-Law.

According the 1987 Self Study, initially the Department offered "a 'Pre-Law' option jointly with the Department of History" (p. 2). Over time, however, each department developed its own pre-law "track." In the mid-1990s, for the first time Political Science--Pre-Law was noted in the student's transcript.

Subsequently, other programs in the university, including sociology in the College of Arts and Sciences and the legal studies program in the College of Professional Studies, have designed their own pre-law tracks. Even as we require our majors to take courses offered in other programs, we have competed against them successfully. In terms of majors, our program is the largest in the University. Our students are regularly admitted into law schools in the state and region. They have gone to Stetson, Florida State, Florida, Mercer, College of Mississippi, and Regents University, among others.

The 1978-79 catalog was the first to mention that Prof. Robert L. Anderson served as the "pre-law counselor" for the department. He has continued to serve in that capacity with distinction, with the title of "Pre-Law Advisor" or "Pre-Law Director." Florida Circuit Court Judge Terrell paid him a wonderful tribute once, saying that no one had done more for the local bar than Prof. Anderson. He routinely gets letters from our alumni, thanking him for preparing them so well for law school.

After a long period of stability, the Pre-Law track degree plan was revised two years ago. It consists of a 45 sh program, of which only 30 sh are in Political Science. The courses are
distributed as follows: a 21 sh core, which includes the lower division introductory course in American politics, one course each in the judiciary, constitutional law, American political theory, Western political theory, the legislative process, and political issues; 9 sh of "pre-law specialization" involving a choice of three out of four law-related courses (two case law courses, jurisprudence, and legal research methods); and 15 sh distributed across five of six support areas (History, Philosophy, Literature, Business, Skills, and Communication). Although the Political Science and pre-law core remained pretty much the same as it had been, the new version of the degree plan improved upon the old one in its structuring an updated menu of courses from the six aforementioned support areas. A copy of the Political Science--Pre-Law Track degree plan is displayed in the Appendix as Exhibit B.

3. The M.A. in Political Science.

The 1971-72 catalog inaugurated the Master's degree. It listed as requirements 10-11 courses, two of which were to be in a related discipline, demonstration of a skill in either a foreign language, statistics, or computer applications, completion of either a thesis or an internship, and passage of a final oral examination. The 1972-73 catalog introduced the Master of Public Administration. In subsequent catalogs, the M.A. in Political Science increasingly played a secondary role to the MPA, the description of which took a larger share of catalog space. In the 1977-78 catalog, the two programs were placed in separate places, with the Master of Public Administration located in a section labeled "Pre-Professional Programs." This foreshadowed the eventual move of the MPA to a reorganized College of Professional Programs in 1999-2000.

According to the 1987 Self-Study, the original M.A. in Political Science program was never large and "dwindled to just a few students by 1983, when it was replaced by a nontraditional program emphasizing the applied aspects of politics" (p. 4). The Self-Study had high-hopes for the program,
aiming at 25 enrollees by the 1988-89 AY. However, the 1988 BOR Report expressed some concerns about it (see section I.B). A year later it was discontinued.

In the 1993-94 AY, the traditional M.A. in Political Science was revived. In the last eight years, it has had a small but steady enrollment, about ten students per year, with an average of three or more students graduating annually. The program emphasizes quality: any applicant who fails to meet the University's minimum criteria for admission into a graduate program (3.0 GPA in last 60 sh of undergraduate work or 1,000 combined score in the verbal and quantitative sections of the GRE) is not admitted as a regular student. Experience has shown that students failing to meet this requirement but who were granted probationary admission as a "special student" usually are not successful. Probationary admission, therefore, is discouraged. Such quality control at the point of admission has paid off in terms of the quality of work our students perform: between one in three and one in four complete a thesis; three students have presented papers at the Florida Political Science Association; two have published articles that originated or were written in full during their stay in the program (see Exhibit D in the Appendix).

The M.A. in Political Science is a 33 sh program. It consists of a core of 21 sh, which includes an introduction to the study of politics, one seminar each in American, comparative, and international politics, a course in political economy taken in the MPA program, a research methods course, and a dual-listed course in political theory (i.e., it is a course open to both undergraduate and graduate students). A copy of the M.A. in Political Science degree plan is displayed as Exhibit C in the Appendix.
B. The 1988 BOR in-site review.

Generally, the BOR reviewers were impressed favorably with Political Science at UWF. They noted the program's "strong faculty" and their "clear commitment to quality undergraduate education." The report described ours as "one of the better [departments] at West Florida" and "perhaps the premier teaching Department at UWF." Despite "the fairly heavy teaching load of three courses per semester," the faculty were said to "publish at well above the average university rate by UWF administrators" and to be "involved in very substantial service activities." The curriculum was deemed to be "quite good."

The reviewers observed that "The Department seems destined to assume an important role in general education at West Florida with its basic American government course." (That was POS 1041 American Political Institutions, which at the time played an important role in the freshman "core curriculum"—see Section II.C.) It noted "the potential . . . to develop other nontechnical courses of interests to lower division non-majors" and for the department to "play a key role in the creation of a University Honors Program." In light of those expectations, the reviewers recommended that the lower division course be taught by a combination of "senior professors and teaching assistants," and that "the Department should develop general education courses for non-majors on such topics as international issues which could both promote civic education and recruit Political Science majors." The reviewers' one demur concerned the M.A. in Practical Politics. They saw the program as having an "overly narrow focus," lacking "philosophical underpinnings," and involving too few of the departmental faculty. They recommended that the program "be radically restructured or discontinued." (As noted in the previous section, it was discontinued.) That dissonant note
notwithstanding, the reviewers observed that "By all measures the Political Science Department has an excellent teaching faculty and has rendered considerable service to the University."

It has been 13 years since the BOR carried out an in-site review of the Political Science program at this institution. Much as changed since then. For one thing, as noted earlier, at that time the department housed, in addition to Political Science and International Studies, three other programs which have since been shifted to the College of Professional Studies.

Secondly, several years ago the university’s lower-division curriculum requirements were reduced to 37 sh. In the process, POS 1041 American Political Institutions (now POS 2041 American Politics) became less central to the freshman "core curriculum," with a predictable impact on departmental "headcount" (see Section I.C). Today this course is one among nine options with which students can satisfy a "socio-political" social science perspective in general studies, including two other Political Science courses (CPO 2002 Comparative Politics and INR 2002 International Politics), as well as courses in economics, sociology, geography, mass communications, and legal studies. Relatedly, the CPO 2002 Comparative Politics has been adopted by the Elementary Education Program as one of several options that its majors can choose from in order to satisfy a multi-cultural or diversity requirement. This becomes official in the 2001-02 catalog. Lastly, an M.A. in Political Science, structured along traditional lines, was revived in 1994.
Figure 2 - Number of Majors: All Political Science and Pre-Law

Fall 1979 - 2000
C. Total Enrollment, Majors, and Graduates: Trends and Projections.¹

1. Total enrollment.

The 1987 Program Review noted that "Enrollment in Political Science courses and the number of Political Science majors has remained relatively constant over the past five years. This trend appears likely to continue" (p. 3). Actually, enrollment had been going up, as Figure 1 demonstrates. (All figures discussed in this section appear beginning on p. 16.) The graph displays enrollment in POS 2041 American Politics (which was earlier called POS 1041 American Political Institutions), as well as in all Political Science courses, between fall 1982 and fall 2000. Note that the two lines move in tandem. Starting in 1983, both rise steeply, peaking in 1988, after which they descend by steps to a lower plateau, then slide downward for several years before bottoming out in 1999. In fall 2000, total headcount was up by 47, a 14 percent increase over the previous year.

The large movements in the graph are not difficult to account for. Beginning with the 1984-85 catalog, when freshmen were admitted first, UWF implemented a "core curriculum" that required students to take 3-9 sh of social science. POS 2041 was one of three courses with which students could satisfy this requirement. In subsequent years, POS 2041 became only one out of an increasing number of choices with which students could satisfy either a 3 sh social science requirement and, beginning with the 1996-97 catalog, a 3 sh "socio-political perspective" requirement.

Another event helps explain both the second peak (1992) and the rather steep descent after 1995 of the "Totals" line. Two undergraduate programs then housed in the Department, criminal

¹ Enrollment in Political Science courses was calculated from the RCSB screen in the Consumer Information Control System. The number of majors and degrees awarded was obtained from the Office of University Planning. All raw data are included in a separate three-ring notebook.
justice and the legal administration, were growing rapidly at the turn of the decade. Both, but particularly criminal justice, placed their majors in Political Science courses. After 1995, however, when both programs were moved to a separate department, they began to rely less on Political Science courses. Relatedly, the 1996-97 catalog stopped requiring students to take at least 24 sh outside the major and 6 sh outside their major's "area of concentration." Moreover, about that time the process for allocating university resources among departments became based more openly on "FTE" counts. This increased the incentive for programs to impose heavier in-house requirements on their majors. In short, both the climb and the descent in departmental "headcounts" are accountable by the rise and fall of the "service function" of Political Science at UWF.

Overall, enrollment growth in Political Science courses lags behind that of the University as a whole. Comparing the average headcount of 1982-84 with that of 1996-99 (the last year for which the Office of University Planning website includes headcount data) displayed in Figure 1, total University enrollment grew over 40 percent whereas that for Political Science increased by 30 percent. (This comparison bypasses the two humps in Political Science enrollment during the middle of the period.)

Relatively slower growth in Political Science at UWF is consistent with national trends. Analysis of enrollment data across the country shows that fewer than half of reporting Political Science departments reported an increase in enrollment during the 1990s. Most reported declining or steady enrollment from the previous year (see American Political Science Association Online, http://ww.apsanet.org/about/chairs/enrollments/table3.cfm and .../table4.cfm). Be that as it may, if the trend at UWF continues one may project that, barring any change in student demand, it could be
projected that, in the next decade, total enrollment in Political Science courses at UWF probably will grow at anywhere between half to three-fourths the University rate.

2. Number of Majors and Degrees Awarded.

At the undergraduate level, both the number of Political Science majors and degrees awarded have held steady for the most part, albeit subject mainly to cyclical variations, for two decades. Figure 2 displays the number of upper- and lower-division majors, including, beginning in 1994, those enrolled in the pre-law track, between fall 1979 and fall 2000 (see footnote 1). For all but one year, the total ranges from 40 to 80, with peaks occurring every four to five years. Between 1979 and 1987, there was a downward trend but this was reversed beginning in 1988. The lost ground was quickly recovered and, in fact, a slight upward trend in majors appears to have taken hold since then. Presently about 80 students are majoring in Political Science. (This compares to 80-90 history majors.)

The number of B.A.'s in Political Science awarded between 1979 and 2000 is shown in Figure 3. The total ranges between 10 and just under 30, with peaks occurring every six years. If this trend is representative, one should expect an upswing in Political Science degrees awarded following the 1999-2000 trough. Indeed, as shown in Figure 2, the number of Political Science majors is close to an all-time high. Also, as noted above, in fall 2000 total enrollment in Political Science courses was up 14 percent over the previous year. In spring 2001, the headcount jumped to 376 from 296 the previous year, an increase of 21 percent.

Stability also characterizes the long-term trend in graduate students. Recall that the M.A. in Political Science has experienced two changes. In the early 1980s, the original program, traditional in purpose and design, was replaced by the aforementioned "practical politics" degree, which in turn
gave way to a revived traditional degree in 1994. These changes are associated with displacements in the long term trend line shown in Figure 4. Note that the number of graduate students is the same at the end of the period as in the beginning and the middle. It appears, thus, that the M.A. in Political Science will continue to attract between eight and ten students per year. (This compares to 10-15 in history.) Finally, Figure 5 shows the number of M.A. degrees awarded over the same period. Note that, since 1995-96, on average more students have completed the program than all but one year going all the way back to 1979/80. Three graduates per year is a reasonable expectation for the near future.

3. Implications for growth and the University’s resource allocation formula.

Given the stability in the number of majors and degrees awarded at both the undergraduate and graduate levels over the last two decades, it would appear that future enrollment growth in Political Science would have to come mostly from its service function. Several programs offered at UWF, including some in the College of Professional Studies and the College of Business, would do well either to require or advise their majors into taking certain Political Science courses that would enhance their understanding of their respective fields.

Unfortunately, the University’s relying on “FTE’s” for allocating resources down to the departmental level could very well inhibit such “outsourcing.” Departments have every incentive to teach in-house material that is more than adequately covered in other programs, even hiring adjuncts for the purpose. One way around this problem would be to revise the allocation formula so that it is based not exclusively on “FTE’s” but also on the number of majors. Another reform would require departments to justify requiring more than 36 sh in the major, as well as their hiring adjuncts to teach material that is already covered in courses offered by other departments.
D. The Faculty: Past, Present, and Future.

The Department of Government presently consists of eight regular faculty members. This number, however, includes two members teaching part-time: Prof. David S. Myers, who is on phased retirement, teaches only one course per year, and Associate Professor W. Gary Howard, the Director of the Teaching Center, teaches one course per semester. Another member, Professor and President Emeritus James A. Robinson, is assigned to teach in the Department but his line is charged elsewhere. That leaves only five faculty on regular lines, but one of these, Professor Jack D. Salmon, will go on phased retirement at the end of the 2000-01 A.Y. In addition, this year we have a Visiting Assistant Professor and employed two adjuncts teaching one lower division course each.

All faculty on regular lines hold the title of Associate Professor or Professor. Altogether, they have put more than two centuries of service at The University of West Florida. None has been here less than two decades. Individually and collectively, their accomplishments are impressive. Six have received at least one teaching award, and five have won a coveted Teaching Improvement Program (TIP) award. Two have received prestigious research awards: The University Research and Creative Activities Award and the Professorial Excellence Program (PEP) award. In the area of University service, members of this faculty have been elected or appointed to all key faculty governance bodies, including the Faculty Senate (where one served and another has been elected to serve as Vice-President), the Arts and Sciences Council, College and University Faculty Personnel Committees (which have been chaired by our members), and University PEP and College TIP as well as University Research and Creative Activities and University Growth and Development Committees (the last also chaired at one time or another by one of our members). In the community, Department of Government faculty have served on the Escambia County Charter Commission, the Escambia...
County Office Space Allocation Committee, and as a community representative on the Pensacola News Journal editorial board. They have contributed guest columns to that newspaper, made appearances on local television programs, and have given many speeches to community clubs and associations. Also, our faculty have done yeoman service for the profession on boards of editors and of academic journals and association councils, as reviewers of manuscripts and books, and as president of the Florida Political Science Association and the Florida Honor Society. In sum, this faculty’s record of achievements is nothing short of stellar.

In light of this history, it is nothing less than melancholy that the career of most of these colleagues is coming to an end. As of the end of this academic year, all but two members of the Department will be on a partial retirement program. Table 1 indicates the retirement status of six faculty members, as well as the latest and likely dates of full retirement. That leaves only Prof. Howard, Director of the Teaching Center, who presently teaches only one course per semester, and the Chairman, Prof. Cuzán, on active status.

As they phase into retirement, most faculty's activities in areas other than teaching have declined apace. The quality of teaching has not suffered, but research productivity and the volume of service generally has declined.

As hard as it will be to follow the act of this faculty, the Department has to renew itself. Table 2 displays the faculty’s areas of specialization and teaching loads. To this point, the principal bases of Political Science have been covered. Public policy is a weak spot. For the most part we have relied on courses offered in other colleges or substituted other Political Science courses for this requirement. Also, in the area of comparative politics there has been relatively greater emphasis on Asia than Europe. Although at least two courses on Asia were taught every year, only one on
European politics was offered once every other year or so by Prof. Myers. Yet, that continent is of critical interest to the United States. It is also important to the University, given the SUS centers in Florence, London, and other European capitals, the Mary Ball Washington Faculty Exchange Program (University College Cork), and the study abroad programs in the European Union. This deficiency is in the process of being remedied. In the AY 2000-2001, a Visiting Assistant Professor with the requisite expertise taught a West European Politics course, as well as a course in Russian Foreign Policy.

Looking to retirements, it is imperative that the position on Public Law and its close relatives, American Political Thought and Jurisprudence, never be left unfilled. Only one member of the faculty, Prof. Anderson, has the expertise to teach these courses, which serve the Pre-Law track in Political Science. Our pre-law program is the largest in the university. About one-third to one-half of all Political Science degrees awarded are in the Pre-Law track (see Figure 3). Prof. Anderson has directed this program with distinction over many years, carrying this load almost single-handedly. He is currently in his third year of DROP. It is hoped that he will stay through the full five years. Nevertheless, with Prof. Howard moving to the Teaching Center, it is necessary to recruit another faculty member in this area even before Prof. Anderson retires. This will allow a smooth transition to a new Pre-Law Director.

The other area of immediate concern has to do with the International Studies program, which is housed in this Department. A self-study of that program is presented separately. Suffice it to say here, however, that the long-time Director of that program, Prof. Goel, is in his third year of DROP. He was awarded a one-year sabbatical at half-pay, which he is spreading over two academic years, 2000-01 and 2001-02. During his last year in DROP, i.e., AY 2002-03, he hopes to spend a semester
at the SUS Center in Cork, Ireland. Effectively, then, the INS program is without leadership during half the academic year. A transition to a new Director is necessary.

Table 3 presents a three-year time-line for faculty replacements by position, field, date, and wherewithal. The process has begun with hiring of a Visiting Assistant Professor in International Relations/European Politics during the AY 2000-2001. This position will be renewed next year and the year after that, until the line is converted into tenure-earning status. The next step in the process is to hire a Visiting Assistant or Associate Professor for AY 2002-2003, one year ahead of Prof. Anderson’s anticipated last year, to take a share of the program and prepare for taking over its leadership the following year. Next is the hiring of a specialist in American politics/public policy to replace Prof. Witt and another in International Relations/Comparative Politics (Asia) to replace Prof. Goel and Prof. Myers (both of whom will have fully retired), both lines for the 2003-2004 AY.

Finally, a second specialist in American politics, with a secondary specialization in State and Local politics, and a third professor of International Relations/Comparative politics would be hired for the 2004-2005 AY.

The Department, then, is envisioned one consisting of seven members. (This is the same number as in the Department of History, which has fewer majors than the combined total of Political Science and International Studies majors in the Department of Government), roughly equally divided between American politics, including Pre-Law, and International/Comparative politics. In the area of Comparative Politics, three areas of the world will be covered: Asia, Europe, and Latin America. The end-result would be a net loss to the Department of one faculty member. Note that the retirement of five full professors and their replacement by fewer faculty of lower rank will result in considerable salary savings for the University.
Table 1. Retirement Status of Faculty in the Department of Government

<table>
<thead>
<tr>
<th>NAME</th>
<th>Type of Plan</th>
<th>1st Year of Plan</th>
<th>Last Possible Retirement Year</th>
<th>Likely Last Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Howard</td>
<td>?</td>
<td>?</td>
<td>?</td>
<td>?</td>
</tr>
<tr>
<td>Salmon</td>
<td>Phased</td>
<td>2001-2002</td>
<td>2005-2006</td>
<td>?</td>
</tr>
</tbody>
</table>

Notes:
1. Prof. Howard joined UWF in 1968. He has not said anything about retirement. He presently is teaching only course per semester, as he serves as Director of the Teaching Center.
2. Although according to the Phased Retirement Plan he is entitled to teach full time one semester per year, Prof. Myers requested that his assignment be cut to one course per year in 2000-2001 and 2001-2002; he may teach three courses in 2002-03.
3. Prof. Salmon is uncertain whether he will accept a teaching assignment during any of the five years of the Phased Retirement Plan. He already has indicated that he will not accept an offer for 2001-2002.
### Table 2. Department of Government: Present-Day Faculty Specialties and Teaching Loads (includes adjuncts and visiting appointments)

<table>
<thead>
<tr>
<th>NAME</th>
<th>Teaching Load (per year&lt;sup&gt;1&lt;/sup&gt;)</th>
<th>AREAS OF TEACHING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anderson</td>
<td>6</td>
<td>Political Theory (surveys of Western and American), Jurisprudence, Constitutional Law, Case Law</td>
</tr>
<tr>
<td>Director Pre-Law Track</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cuzán Chairman</td>
<td>4</td>
<td>Comparative Politics (Latin America), American Politics (lower division), Political Theory (survey of Western)</td>
</tr>
<tr>
<td>Goel, Director International Studies</td>
<td>5</td>
<td>Comparative Politics (Asia) Research Methods</td>
</tr>
<tr>
<td>Goldsmith&lt;sup&gt;2&lt;/sup&gt;</td>
<td>5</td>
<td>International Politics, Political Psychology</td>
</tr>
<tr>
<td>Howard</td>
<td>3</td>
<td>American Politics, Judicial Process</td>
</tr>
<tr>
<td>Myers&lt;sup&gt;3&lt;/sup&gt;</td>
<td>1</td>
<td>International Politics, American Politics</td>
</tr>
<tr>
<td>Robinson</td>
<td>5</td>
<td>American Politics, Comparative Politics (Asia)</td>
</tr>
<tr>
<td>Salmon</td>
<td>6</td>
<td>International Politics, Comparative Politics (Asia)</td>
</tr>
<tr>
<td>Witt</td>
<td>6</td>
<td>American Politics (Elections, the Legislature)</td>
</tr>
<tr>
<td>Brannon&lt;sup&gt;4&lt;/sup&gt;</td>
<td>1</td>
<td>International Politics</td>
</tr>
<tr>
<td>Gilbert&lt;sup&gt;4&lt;/sup&gt;</td>
<td>1</td>
<td>American Politics</td>
</tr>
</tbody>
</table>

Notes:

1. Except for Profs. Cuzán and Howard, who are on annual administrative contracts, and adjunct instructors Brannon and Gilbert, who are hired from semester to semester, the teaching load for regular faculty is the total over two semesters, fall and spring.
2. Prof. Goldsmith holds a visiting appointment during the 2000-2001 AY.
3. Prof. Myers is on phased retirement. He is eligible to teach up to three courses per year at full semester's pay but requested to teach only one course per year, at a proportionately lower rate of pay, in 2000-01 and 2001-02.
4. Profs. Brannon and Gilbert are adjuncts teaching one course per semester, including summer, provided their courses enroll at least fifteen students each.
<table>
<thead>
<tr>
<th>POSITION</th>
<th>Field</th>
<th>FOR AV</th>
<th>Conversion of line to tenure-status, if applicable</th>
<th>WHEREWITHAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visiting Assistant Prof.</td>
<td>IR/Europe Research Methods</td>
<td>2000-2001</td>
<td>2003-04</td>
<td>Salary savings:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2002-2002</td>
<td></td>
<td>Goel sabbatical</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2002-2003</td>
<td></td>
<td>Myers retirement</td>
</tr>
<tr>
<td>Visiting Assistant Prof.</td>
<td>Public Law, Political Theory</td>
<td>2002-03</td>
<td>2003-04</td>
<td>Salary savings:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Myers retirement</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>American Politics, Public Policy, Research Methods</td>
<td>2003-04</td>
<td></td>
<td>Salary savings:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Anderson retirement</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Witt retirement</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>IR/Asia</td>
<td>2003-04</td>
<td></td>
<td>Salary savings:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Goel retirement</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>IR/Comparative</td>
<td>2004-05</td>
<td></td>
<td>Salary savings:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Salmon retirement</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>American Politics/State-Local Government</td>
<td>2004-05</td>
<td></td>
<td>Salary savings:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Anderson retirement</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Witt retirement</td>
</tr>
</tbody>
</table>
II. Program Goals, Objectives, and Priorities.

Departmental and program goals are keyed to specific items in "The University of West Florida Strategic Plan," a copy of which is in found in the Appendix, by numbers shown in brackets. Goals and objectives are broken down into three categories: those for the department and those for the Political Science programs (undergraduate and graduate). Along with the strategic goals, the 1999-2000 objectives are discussed first in light of what was accomplished that year. Then, the objectives laid out in the latest five-year plan are presented.

A. Department of Government: Goals and Objectives.

Goals: The goals of the Department of Government, as specified in the SACS report, are to contribute to the liberal education and to promote more responsible citizenship in all its undergraduates; to make significant scholarly contributions to the specialties represented in the Department; and to provide appropriate service and support to the University, professional societies, and state, regional, and local entities. [IV.A, V.A.1, V.A.3, V.A.6]

Objectives, 1999-2000:

1. To continue a tradition of quality teaching and advising.

   Accomplished. This is an on-going enterprise. Members of our faculty continue to carry out their teaching and advising responsibilities in an exemplary fashion. All but one member of this faculty have earned a "distinguished" rating in teaching.

2. To develop and teach new courses.

   Accomplished. Two faculty taught a course for the first time or after a hiatus of many years so that, in effect, they taught the course anew. These are the courses and the respective faculty:

   POS 2041 American Politics (Honors)--Prof. Cuzán
POS 6045 Seminar in American Politics--Prof. Witt

3. To plan for the replacement of retiring faculty.

Accomplished. A memorandum outlining a plan for departmental renewal was given to the Dean in December 1999. (Section I.D. of this Self-Study is a revised version of that memorandum.) The first step in the plan, calling for a visiting appointment in International Studies, was implemented. A nation-wide search resulted in the selection of Ben Goldsmith, a Ph.D. candidate in Political Science at the University of Michigan.

B. Political Science: Goals and Objectives.

Goal: To prepare students to understand and to act responsibly as citizens and community leaders by teaching them about the political nature of man, philosophical underpinnings and historical origins of law and justice, the exercise of political leadership, cultural and institutional constraints on political power, decision making processes (executive, electoral, legislative, and judicial), varieties of democracy and dictatorship, the comparative performance of regimes, the evaluation of public policy, and problems of war and peace. [IV.B, V.A.1, V.D.1, V.D.4]

Objectives, 1999-2000:

1. To see the new pre-law track curriculum through the CCR process (by which program and course revisions are approved).

Accomplished.

2. To continue to recruit good students into the M.A. program from Political Science majors from nearby colleges lacking a graduate program.

Accomplished. Ours is a small program, and we continue to attract high-quality students. Between one in three and one in four takes the thesis option.
3. To see the new M.A. degree plan through the CCR process. Accomplished.

4. To promote internships. [IV.E, IV.A.5] Accomplished. We have been successful in placing an intern almost every semester in the office of Congressman Joe Scarborough, either in Pensacola or in Ft. Walton Beach. Also, two students interned at the Washington Center.

D. Objectives for 2001-2005, for the Department of Government and the Political Science program.

1. Departmental Objectives:
   a. To continue to promote quality teaching, research, and service. [IV.A, V.A.1, V.A.3, V.A.6]
   b. To recruit outstanding faculty to replace those that will be retiring. [V.A.2]

   (See Section I.D of this Self Study.)
   c. To increase departmental participation in the Honors Program. [V.B.3]
   d. To replace faculty and staff computers on a regular basis, every three to five years at the most. [V.A.4, V.A.9]
   e. To communicate regularly with alumni from all our programs. [V.A.7]

2. Political Science Program Objectives:
   a. To maintain or increase enrollment growth in Political Science courses. [IV.C]
   b. To review the curriculum at least every five years. [V.A.1]
   c. To work with the library in order to enhance the quantity and quality of holdings in Political Science. [V.A.1]
   d. To have at least one M.A. in Political Science thesis defended every year. [V.A.1]
learning activities. [IV.E., IV.A.5]

III. Measurable Standards of Outputs and Outcomes

On a number of retention and graduation measures tracked by the Office of University Planning, the Political Science program compares favorably vis-a-vis university averages. This is shown in Table 4, Standard 3a-Standard 7. Given the small number of cases in the Political Science column, however, any inferences from this alleged difference would be highly suspect. Be it noted, as well, that, as Standards 11a and 11b show, the size of Political Science classes is smaller than the University average. Apart from this last comparison, no reliable conclusions may be drawn from these data.

IV. Self-Study Process

This Self-Study was conducted in an iterative process, to wit: the Chairman of the Department wrote several drafts, copies of which were given to all faculty members, with a request for feedback. Each subsequent draft incorporated the input the faculty gave on the previous draft.
Table 4. Output and Outcome Measures, Political Science vs. UWF

<table>
<thead>
<tr>
<th>Outcome/Output Measure and base year(s)</th>
<th>Political Science</th>
<th>Average for CAS or UWF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 3a</td>
<td>50% (N=2)</td>
<td>46% (N=442)</td>
</tr>
<tr>
<td>Standard 4a</td>
<td>50% (N=2)</td>
<td>37% (N=442)</td>
</tr>
<tr>
<td>Standard 3b</td>
<td>100% (N=3)</td>
<td>74% (N=501)</td>
</tr>
<tr>
<td>Standard 4b</td>
<td>100% (N=3)</td>
<td>60.7% (N=501)</td>
</tr>
<tr>
<td>Standard 5</td>
<td>60% (N=10)</td>
<td>49.4% (N=627)</td>
</tr>
<tr>
<td>Standard 6</td>
<td>60% (N=10)</td>
<td>57.99% (N=627)</td>
</tr>
<tr>
<td>Standard X</td>
<td>75% (N=4)</td>
<td>46% (N=250)</td>
</tr>
<tr>
<td>Standard Y</td>
<td>75% (N=4)</td>
<td>57% (N=250)</td>
</tr>
<tr>
<td>Standard 7</td>
<td>120.8 (N=10)</td>
<td>122.2 (N=1,256)</td>
</tr>
<tr>
<td>Standard 11a</td>
<td>22.1 (N=13)</td>
<td>25.5 (N=891)</td>
</tr>
<tr>
<td>Standard 11b</td>
<td>5.3 (N=4)</td>
<td>12.8 (N=183)</td>
</tr>
</tbody>
</table>

Standard 3a: Percent Retained, Entering 1993 FTICs and Early Admits
Standard 4a: Percent Graduated, Entering 1993 FTICs and Early Admits
Standard 3b: Percent Retained, Entering 1995 AA Transfers
Standard 4b: Percent Graduated, Entering 1995 AA Transfers
Standard 5: Percent Graduated, Other Undergraduate Transfers Entering Fall 1995
Standard 6: Percent Retained, Other Undergraduate Transfers Entering Fall 1995
Standard X: Percent Graduated, Non-AA Transfers, 1995
Standard Y: Percent Retained, Non-AA Transfers, 1995
Standard 7: Hours to degree, Summer 1999 - Spring 2000
Standard 11a: Average class size (undergraduate) Fall 2000
Standard 11b: Average class size (graduate) Fall 2000

Source: Office of University Planning.
EXHIBIT A. UNDERGRADUATE POLITICAL SCIENCE DEGREE PLAN
(33 sh)

Courses in the Major

Core Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>sh</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower division:</td>
<td></td>
</tr>
<tr>
<td>POS 2041 American Politics</td>
<td>3</td>
</tr>
<tr>
<td>CPO 2002 Comparative Politics</td>
<td>3</td>
</tr>
<tr>
<td>INR 2002 International Politics</td>
<td>3</td>
</tr>
<tr>
<td>Upper division:</td>
<td></td>
</tr>
<tr>
<td>POS 3734 Political Science Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>POT 4601 Masters of Political Thought</td>
<td>3</td>
</tr>
<tr>
<td>POT 4204 American Political Thought</td>
<td>3</td>
</tr>
</tbody>
</table>

Constrained Electives

Choose one:

<table>
<thead>
<tr>
<th>Course</th>
<th>sh</th>
</tr>
</thead>
<tbody>
<tr>
<td>POS 3283 Judicial Process</td>
<td>3</td>
</tr>
<tr>
<td>POS 3603 American Constitutional Law</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose one:

<table>
<thead>
<tr>
<th>Course</th>
<th>sh</th>
</tr>
</thead>
<tbody>
<tr>
<td>POS 3122 Issues in American Government</td>
<td>3</td>
</tr>
<tr>
<td>POS 3424 The Legislative Process</td>
<td>3</td>
</tr>
<tr>
<td>PUP 3000/4000 level course of student’s choice</td>
<td>3</td>
</tr>
<tr>
<td>CPO 3000/4000 level course of student’s choice</td>
<td>3</td>
</tr>
<tr>
<td>INR 3000/4000 level course of student’s choice</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives

<table>
<thead>
<tr>
<th>Course</th>
<th>sh</th>
</tr>
</thead>
<tbody>
<tr>
<td>3000/4000 level Political Science courses</td>
<td>6</td>
</tr>
</tbody>
</table>

Total 39

Free electives: enough to complete 120 sh in total, including 48 sh in upper-division courses.
EXHIBIT B. POLITICAL SCIENCE PRE-LAW DEGREE PLAN
(45 sh)

Courses in the Major

Core Courses (21sh)

<table>
<thead>
<tr>
<th>Course</th>
<th>sh</th>
</tr>
</thead>
<tbody>
<tr>
<td>POS 2041 American Politics</td>
<td>3</td>
</tr>
<tr>
<td>POS 3122 Issues in American Government</td>
<td>3</td>
</tr>
<tr>
<td>POS 3283 Judicial Process</td>
<td>3</td>
</tr>
<tr>
<td>POS 3424 Legislative Process</td>
<td>3</td>
</tr>
<tr>
<td>POS 3603 American Constitutional Law</td>
<td>3</td>
</tr>
<tr>
<td>POT 4204 American Political Thought</td>
<td>3</td>
</tr>
<tr>
<td>POT 4601 Masters of American Political Thought</td>
<td>3</td>
</tr>
</tbody>
</table>

Pre-Law Specialization Courses (9 sh)
Select three:

<table>
<thead>
<tr>
<th>Course</th>
<th>sh</th>
</tr>
</thead>
<tbody>
<tr>
<td>POS 3623 Bill of Rights</td>
<td>3</td>
</tr>
<tr>
<td>POS 3625 First Amendment Freedoms</td>
<td>3</td>
</tr>
<tr>
<td>POS 4673 Jurisprudence</td>
<td>3</td>
</tr>
<tr>
<td>PLA 4103 Legal Research and Writing</td>
<td>3</td>
</tr>
</tbody>
</table>

Support areas (15 sh)
At least one from each of the following sets:

History:

<table>
<thead>
<tr>
<th>Course</th>
<th>sh</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMH 3313 U.S. in the Twentieth Century</td>
<td>3</td>
</tr>
<tr>
<td>AMH 4270 Recent America</td>
<td>3</td>
</tr>
<tr>
<td>EUH 4503 English Constitutional &amp; Legal History</td>
<td>3</td>
</tr>
</tbody>
</table>

Philosophy:

<table>
<thead>
<tr>
<th>Course</th>
<th>sh</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHH 3100 Greek Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>PHH 3400 Modern Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>PHI 2100 Introduction to Logic</td>
<td>3</td>
</tr>
<tr>
<td>PHI 3130 Modern Logic</td>
<td>3</td>
</tr>
<tr>
<td>PHI 4633 Biomedical Ethics</td>
<td>3</td>
</tr>
</tbody>
</table>
EXHIBIT B. POLITICAL SCIENCE PRE-LAW DEGREE PLAN
(continued)

<table>
<thead>
<tr>
<th>English/American Literature:</th>
<th>sh</th>
</tr>
</thead>
<tbody>
<tr>
<td>AML 3303 American Romanticism</td>
<td>3</td>
</tr>
<tr>
<td>AML 3304 American Realism</td>
<td>3</td>
</tr>
<tr>
<td>AML 4102 American Fiction</td>
<td>3</td>
</tr>
<tr>
<td>AML 4330 American Authors</td>
<td>3</td>
</tr>
<tr>
<td>ENL 4230 18th Century Authors</td>
<td>3</td>
</tr>
<tr>
<td>ENL 4240 Romantic Movement</td>
<td>3</td>
</tr>
<tr>
<td>ENL 4273 20th Century British Literature</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Business:</th>
<th>sh</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACG 2003 Survey of Accounting Principles</td>
<td>3</td>
</tr>
<tr>
<td>ECO 3003 Principles of Eco Theory &amp; Pub Policy</td>
<td>3</td>
</tr>
<tr>
<td>FIN 3140 Personal Financial Planning</td>
<td>3</td>
</tr>
<tr>
<td>GEB 3212 Writing for Business</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Skills:</th>
<th>sh</th>
</tr>
</thead>
<tbody>
<tr>
<td>CGS 2570 Microcomputer Application Packages</td>
<td>3</td>
</tr>
<tr>
<td>CGS 3063 Computers, Ethics and Society</td>
<td>3</td>
</tr>
<tr>
<td>STA 2023 Elements of Statistics</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Communication:</th>
<th>sh</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000/3000/4000 level foreign language course</td>
<td>3</td>
</tr>
<tr>
<td>COM 4110 Business &amp; Professional Comm.</td>
<td>3</td>
</tr>
<tr>
<td>SPC 3602 Advanced Presentational Strategies</td>
<td>3</td>
</tr>
</tbody>
</table>

Free electives: enough to complete 120 sh in total, including 48 sh in upper-division courses.
EXHIBIT C. GRADUATE POLITICAL SCIENCE DEGREE PLAN
(33 sh)

Courses in the Major

<table>
<thead>
<tr>
<th>Core Courses (21 sh)</th>
<th>sh</th>
</tr>
</thead>
<tbody>
<tr>
<td>POT 5602 Masters of Political Thought</td>
<td>3</td>
</tr>
<tr>
<td>POS 6001 The Study of Politics</td>
<td>3</td>
</tr>
<tr>
<td>POS 6704 Political Science Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>INR 6007 Seminar in International Relations</td>
<td>3</td>
</tr>
<tr>
<td>CPO 6006 Seminar in Comparative Politics</td>
<td>3</td>
</tr>
<tr>
<td>POS 6045 Seminar in American Politics</td>
<td>3</td>
</tr>
<tr>
<td>PAD 6275 Political Economy of Public Ad.</td>
<td>3</td>
</tr>
</tbody>
</table>

Thesis option only (6sh)

| POS 6971 Thesis | 6 |

Political Science Electives (6-12 sh)

Free Electives (0-6 sh)

Students are encouraged to take electives outside the department, including courses in History, Economics, Philosophy, Literature, Statistics, and Public Administration.

Total 33
EXHIBIT D. GRADUATE STUDENTS' CONFERENCE PAPERS AND ARTICLES


EXHIBIT E
Approved by UPC 1-27-2000

The University of West Florida
Strategic Plan

Our Blueprint For The Future

Developed as a Partnership Initiative
by
The Northwest Florida Community
and
The University of West Florida

Coordinated
by
The Community Liaison Committee
and
The University of West Florida Planning Council

Spring Term 2000
I. Preamble

As West Florida's comprehensive regional public university, we are dedicated to excellence in teaching, research, and service, and to the enrichment of the educational, cultural, economic, and natural environments of the people and region we serve. We are committed to quality educational programs that promote scholarship and close work-relationships among students, faculty, staff, and community; promote the advancement of knowledge; promote the application and exchange of knowledge with the communities we serve; and promote service to the region and state. Our focus is on the education and well-being of students (first), then (equally) on the interests and needs of our faculty and staff, the business and research communities, the cultural community, the natural environment, alumni, investors, and the public.

II. Vision

The vision of The University of West Florida is

- to be a center of intellectual vitality, research, and creative activity,
- to provide to a heterogeneous student body an excellent education that is the foundation of their individual intellectual and professional goals,
- to engage its students in the research and public service activity of the faculty,
- to use its scholarly and creative activity to solve regional problems and enhance the quality of life in Northwest Florida,
- to contribute to the economic development of the Northwest Florida region and the state,
- to be a beacon for the arts and letters,
- and to support the protection of the natural environment.

III. Mission

Dedication to knowledge is the foundation of The University of West Florida. All that we do or propose to do must serve the transmission, creation, application, and preservation of knowledge. To that end, our mission is to enhance and promote the educational, cultural, economic, and natural environments of the people and region we serve through quality teaching, research, scholarship, creative accomplishment, and service.
IV. Strategic Goals

The University of West Florida achieves its mission by

A. continually developing UWF as a distinctive, comprehensive public university, focused on meeting the educational, research, and service needs of the region,

B. providing educational programs, centers, and support functions of distinction,

C. enrolling and retaining an inspired student body of sufficient size to afford an appropriate college life and resource base,

D. promoting diversity and a collegial culture among faculty, students, staff, and community,

E. promoting and enhancing partnerships with the community and improving communications between the University and the region,

F. strengthening regional pre-school, elementary, and secondary education,

G. enhancing regional economic development,

H. and participating in and supporting the protection of natural resources in the region.

V. Strategic Objectives

Strategic objectives for accomplishing our vision, mission, and goals are:

A. Continually developing UWF as a distinctive, comprehensive public university, focused on meeting the educational, research, and service needs of the region (C.I.C Goal 1)

1. by offering the highest quality bachelors, masters, and doctoral programs to students from the region and state and aligning those programs with regional workforce needs and quality of life improvements (SUS Goals 1, 2, 3, 4, 5, 11, 12)

2. by recruiting and rewarding distinguished, diverse faculty and staff who are dedicated to lifelong learning and use innovative curricula to engage students in the pursuit of knowledge (SUS Goals 1, 4, 5)
3. by engaging in scholarly research, creative endeavors, and service that address regional, state, and national needs (SUS Goals 1, 4, 5, 6, 10)

4. by incorporating appropriate technology into the learning environment (SUS Goals 7, 10)

5. by capitalizing on Northwest Florida’s unique assets including the environment, military installations, education, and public and private sector organizations (SUS Goals 6, 7, 8)

6. by offering educational, social, cultural and economic service programs that enhance the quality of life in the region (SUS Goals 6, 9, 11)

7. by promoting positive and continuing interaction with alumni and other friends of the University (SUS Goals 7, 8)

8. by planning and implementing resource development strategies to secure public and private support for essential university functions and enhancements (SUS Goals 7, 8)

9. by planning and constructing facilities to efficiently and effectively support academic programs, student services, administrative functions, and ensure a safe campus community (SUS Goals 7, 8, 11, 12)

10. by increasing access to information about the University on the part of the campus community and the general public (SUS Goal 7)

11. by enhancing administrative services and support functions (SUS Goal 7)

12. by promoting and enhancing creative and cost-effective programs, services, and activities (SUS Goal 7)

13. by continuing to develop the community/university partnership in the planning processes of the University (SUS Goal 7)

B. Providing educational programs, centers, and support functions of distinction (CLC Goal 2)

1. by identifying and recognizing distinctive programs, centers, and support functions which contribute to the development of the University of West Florida as a distinctive comprehensive regional university, and leveraging institutional and faculty strengths and growth opportunities of the region (SUS Goals 1, 3, 4)
2. by establishing a climate for change and improvement that encourages distinctiveness (SUS Goals 1, 3, 4)

3. by enhancing undergraduate honors programs (SUS Goals 1, 2, 3)

C. Enrolling and retaining an inspired student body of sufficient size to afford an appropriate college life and resource base (CLC Goal 3)

1. by developing and implementing a plan for increasing student enrollment to 10,000 by the year 2006 and to 12,000 by the year 2010 (SUS Goals 1, 2, 3, 5, 8, 11)

2. by providing a full range of educational programs, student services, athletic programs, social activities, and facilities which complement the formal curriculum and academic programs and attracts, inspires, and retains, and graduates students (SUS Goals 1, 2, 12)

3. by becoming the first-choice university for students in our region (SUS Goals 1, 2, 3, 11)

4. by allocating additional resources for campus ambiance and student life, including athletics, fraternities, sororities, student support services, student organizations and activities, the arts, and cultural development (SUS Goals 1, 2, 3, 5, 8, 11)

D. Promoting diversity and a collegial culture among faculty, students, staff, and community

1. by welcoming diversity and ensuring the development of a global perspective (SUS Goals 5, 11)

2. by embracing diversity in thought, attitude, understanding, appreciation, and practice (SUS Goals 5, 11)

3. by promoting a collegial culture of concern, sensitivity, and cooperation among faculty, staff, students, and administration (SUS Goals 5, 11)

4. by offering programs, activities, and events reflective of the global community (SUS Goals 5, 11)

E. Promoting and enhancing partnerships with the community and improving communications between the University and the region (CLC Goal 5)

1. by creating and implementing high-profile marketing and communications plans to ensure visibility and ongoing relationships within the community and the region (SUS Goals 1, 2, 3, 5, 6)
2. by ensuring that guests feel welcome when they visit the campuses (SUS Goals 6)

3. by encouraging administration, faculty, staff, and student involvement with the community (SUS Goals 1, 2, 3, 5, 6)

4. by establishing outside advisory boards for each college and major unit (SUS Goals 1, 2, 3, 5, 6)

5. by promoting job fairs, career days, co-op programs, internships, and other activities which link employers and students (SUS Goals 1, 2, 3, 5, 6)

F. Strengthening regional pre-school, elementary, and secondary education

1. by promoting the improvement of early childhood care, education, and school readiness for children in the region (SUS Goal 9)

2. by promoting high academic performance standards for students at all levels (SUS Goal 9)

3. by forging stronger bonds with the public schools and community colleges to foster school improvement and optimize achievement for all students (SUS Goal 9)

4. by strengthening pre-service and in-service education programs to recruit, prepare, support, and retain greater numbers of qualified teachers (SUS Goal 5, 9)

G. Enhancing regional economic development (CLC Goal 4)

1. by identifying and investing in collaborations and partnerships between the university and community economic development entities (SUS Goals 5, 6)

2. by identifying and investing in potential niches of synergy between the university and the community that promote high value economic development (SUS Goals 5, 6)

3. by linking UWF research park planning with regional economic development planning (SUS Goals 5, 6)

4. by enhancing support for research and service centers that promote economic development and meet regional, state, and national needs (SUS Goals 5, 6)
H. Participating in and supporting the protection of natural resources in the region

1. by enhancing awareness of and appreciation for natural ecosystems (SUS Goal 5)

2. by supporting and participating in the protection of natural resources in the region (SUS Goal 5)

VI. Core Values

The core values that provide the foundation for our partnership vision and mission include:

- Integrity and candor in the pursuit of knowledge through intellectual inquiry and discourse
- Dedication to and innovation in educating our students to excel
- Excellence in teaching, research, service, and support activities
- Creativity in the exchange of ideas in the spirit of academic freedom and professional responsibility
- Community attitudes with common goals and interests, demonstrated by teamwork and collaboration
- Diversity in thought, attitude, understanding, appreciation, and practice
- Respect and appreciation for Northwest Florida through the discovery, application and exchange of knowledge
- Courage to boldly contribute to individual growth and development and the improvement of the University and community
To begin, I want to make a statement about the status quo for the department. In the Fall of 1995, the Psychology Department had 16 FTE faculty lines. Since then, transition on our faculty has been dramatic. Within the past two years alone, the department has experienced two deaths, two retirements, and one resignation. In that same period, we have completed one new hire, who joined the faculty in December 2002, bringing the total faculty lines committed to the Psychology Department to 13.5 FTE, compared with 16 FTE in the Fall of 1995.

Since then, the productivity of the department has grown dramatically. Total Student FTEs increased 40% from the Fall of 1997 to the Fall of 2001. In the period from the Fall of 1997 to the Fall of 2000 (data unavailable for Fall 2001), Total Student Credit Hours produced in the department increased by 35.5%. In the period from the Fall of 1997 to the Fall of 2000, enrollment in the department increased by 22.7%. According to the most recent data available, Psychology ranks as the 4th most popular upper level field preference in the university, behind Business, Education, and Communication Arts. The department serves over 500 majors, over 50 minors, and over 100 graduate students. The most recent enrollment figures establish that, in the College, Psychology ranks 4th in lower division enrollment, 2nd in upper division enrollment, 2nd in unclassified enrollment, and 1st in graduate enrollment. Finally, the Psychology Department accounted for 16% (130) of all Bachelor's degrees and 23% (25) of all graduate degrees conferred in the College for the academic year >01->02. The Psychology Department has been, and continues to be, one of the most productive departments in the College of Arts and Sciences. Thus, the status quo of the Psychology Department has been one of distinction in the area of productivity, in a time of depleted resources.

Despite limited resources in the recent past, the department has implemented a number of innovative programs in support of our students at the undergraduate level.

1) We have established a certificate program in Human Resources for undergraduates who wish to take a module of courses related to the management of human resources. The certificate is available to students majoring or minoring in Psychology, students majoring in other fields such as management, as well as non-degree seeking students seeking additional credentialing. This certificate offers additional documentation of expertise for students pursuing careers in human resource management.

2) For the core course required of all majors, EXP 3082, Dr.s Stanny and Gould have initiated an end-of-semester poster session for students in the Experimental Psychology Laboratory. This session is one in which students prepare poster presentations of their research projects completed within the lab. Faculty and graduate students are invited to visit, interact with the students, and evaluate their research. Historically, this has increased the students' enthusiasm about their research efforts and focused their plans for graduate school. This also serves as a forum for faculty and students to identify common areas of interest for further collaboration in ongoing research efforts.
3) Following the American Psychological Association Guidelines for Undergraduate Education emphasis on critical thinking, Dr. Mathews offered a Seminar in Psychological Inquiry during the Spring, 2001. As a result of that course, and based on a seminar in critical thinking offered by Dr. Stanny several years ago, we are currently in the process of designing a course aimed at lower division students in which they will learn to critically read primary source material.

4) Dr. Stanny has recently developed a course, EXP 4507L, Memory and Cognition Laboratory, as the first of an expanded set of research experiences to be offered to our undergraduates. This course enhances the students’ research experience and promotes interest in and successful application to graduate programs.

5) Our graduates have established an impressive record of successful application to graduate schools. The following is a small sample of the doctoral programs where UWF Psychology students have continued their education: Auburn University, Ball State University, Cornell University, Harvard University, Florida State University, Kansas State University, Louisiana State University, North Carolina State University, Ohio State University, St. Louis University, State University of New York at Albany, University of Alabama, University of Central Florida, University of Florida, University of Georgia, University of Houston, University of Illinois, University of Maryland, University of South Florida, University of Southern Illinois, University of Southern Mississippi, University of Tennessee, University of Washington, University of Wisconsin, and Virginia Tech.

6) We have enhanced our introduction to the discipline of Psychology by assigning our senior faculty to teach our introductory courses. Drs. Gould and Mikulas regularly teach PSY 2012, General Psychology, and Dr. Friedrich teaches DEP 2004, Lifespan Development. By doing so, we offer lower division students exposure to our senior faculty and we are in better position to recruit majors. Additionally, this semester, Dr. Vodanovich designed a section of General Psychology in which 11 different faculty members deliver classes in their areas of expertise. This approach acquaints students with a wide range of faculty and their expertise.

7) The Department Student Psychology Association and National Honor Society for Psychology, Psi Chi, have been highly active, with faculty support and supervision. Over the past few years, we have established an ongoing series of Brown-Bag Lunches in conjunction with the student organizations in our department. Themes for these lunches include Applying to Graduate School, Opportunities for Research in the Department, Careers in Psychology, and Volunteer Opportunities within our Community. This year, we have identified a local high school to focus our volunteer efforts by providing tutors for students in need of assistance in their academic subjects. Other outreach activities by Psi Chi/SPA include Lakeview’s Help Line and Teen Line programs, the Mental Health Association’s Project Cheer, and Fund Raisers for Escambia Aids Service and Education (EASE).

8) With the assistance of members of Psi Chi/SPA, Dr. Freidrich has established a program of early intervention with failing students in the Lifespan Development course. This program identifies students who are struggling in the course, early in the semester, for tutoring and other assistance to promote greater success in the course. After several semesters, this program has achieved remarkable success in raising student learning and performance, and
promoting their success in the class. With additional support resources, we would like to expand this program to other courses in the department.

9) The department has established a committee to review and recommend a major revision of our undergraduate curriculum. In doing so, we hope to establish innovative components directly associated with priority areas for students and their career aims, including graduate school in the discipline, graduate school in related disciplines, and employment at the bachelor’s level in a variety of business and health-care settings. Specifically, our intent is to establish a series of lab experiences to accompany core courses and electives to provide more applied learning opportunities for our students. In conjunction with this, we hope to establish additional community liaisons in support of such lab experience.

10) One area of potential expansion of our undergraduate program is to offer a specialization or certificate in applied behavior analysis, with the aim of providing the set of courses and field experiences to meet requirements for certification as a certified behavior analyst in the state of Florida.

11) Another area of great potential for expansion of our undergraduate program is on the FWB campus. In an effort to seed this field, in the current academic year, we have established a new, 2 time instructor position at the FWB campus, in order to have a consistent person available to students for advising purposes, and to teach a set of core departmental required courses. We have also made use of a 2 time sabbatical replacement position, filled by a Professor Emeritus (Dr. Jack Keller), to teach additional undergraduate core courses and to do some community liaison and recruitment for both undergraduate and graduate programs at the FWB campus. Our long-term strategic plan, which is supported by the College Dean, includes a goal to establish two full-time faculty positions to provide the necessary on-site advising and instructional support for expansion of our undergraduate program at that campus. This area holds tremendous potential for growth to serve a vital and obvious community need for our very popular program in the FWB area. Additionally, it will serve as the foundation for continued growth and expansion of our graduate program in that area as well.

In summary, like every other division and unit in the university, the Psychology Department has had to cope with budgetary restrictions that have diminished the support resources for maintaining established programs and for development of new and/or innovative programs. In spite of these resource limitations, the department has experienced growth in productivity numbers and has managed to implement several new programs and program enhancements. Our undergraduate program is established as one of the most solid and vital programs in the College. With additional support, particularly in the area of faculty, the department is poised to develop and further enhance programs that will strengthen the opportunities for applied field experience for our students in the community. These include expansion of the efforts described above, as well as developing new programs, such as additional certificate programs (e.g. applied behavior analysis). These efforts cannot take place without additional resources. This need is particularly acute in our department, in the context of our recent loss of 5 faculty. The resources we are able to apply to our undergraduate programs is also significantly impacted by our investment in maintaining the largest graduate program in the College. Each of our faculty have teaching assignments and significant investment in both undergraduate and graduate programs in the department. As a result, we have our resources spread thinly across the spectrum of programs
and service provided by the department. Tilling the fertile field for growth and enhancement of these programs is directly dependent upon the availability of additional resources to bring these programs to the community.

We have a dedicated faculty who have, in many ways established the community liaisons necessary for planned expansion and enhancement of our undergraduate program.

Dr. Steve Kass maintains an active affiliation with the IHMC and NAMRL, and is the department sponsor for the student chapter of the local Society for Human Resource Management, with over 100 community members.

Dr. Susan Walch has established herself as a leader in the local HIV/AIDS community, generating several funded grants which have provided support to organize local organizations that have developed new programs for this group of citizens.

Dr. Shannon Wright-Johnson has established several liaisons with local police and prison systems for her research and teaching, providing applied resources for students in the area of Forensic Psychology.

Dr. Claudia Stanny has also established liaisons with local law enforcement agencies for applied research that has involved students in memory and decision-making.

Dr. Sam Mathews has served as the Psi Chi/SPA faculty sponsor, guiding these organizations in their community volunteer efforts. He has also established several grant projects with the local school districts involving students providing program evaluation and direct educational services in the public school system. He is also an active member of the Reading and Writing for Critical Thinking project in Central Asia.

Dr. Ron Belter has established a clinical research program in the University of Florida College of Medicine Pediatric Residency Program at Sacred Heart Hospital, which has involved undergraduate and graduate students in applied health care research.

Dr. Doug Friedrich has established a research program with local aging agencies and care centers, focused on the psychological needs of local geriatric populations.

Dr. Jay Gould serves on the board of the Gulf Coast Zoological Society at The Zoo, a resource for teaching and research that has also involved undergraduate students.

Dr. Bill Mikulas has spearheaded numerous community projects focused on his expertise in integration of Eastern and Western psychologies, such as arranging for the recent visit of Buddhist monks to the community.

Dr. Rob Rotunda provides pro bono service and consultation to Favor House, the local community shelter and support resource for victims of domestic violence.

The above is just a brief sampling of the many active community liaisons maintained by faculty in the department, which are available as resources for undergraduate students in support of their education. Because the faculty are spread so thinly among the many undergraduate and graduate
programs in the department, we have not been able to take full advantage of these community resources that are available to enhance the educational experience of our students. Investment of additional resources in the department will allow us to strengthen our community connections in support of the department’s programs. With such support, we look toward a future of expansion and enhancement of these programs on this campus as well as at the FWB campus.
A. How does your unit fulfill the mission of the University?
   The vision of the University is to distinguish UWF as the premier creative, student-centered university focused on excellence, and the mission is to empower each individual we serve with knowledge and opportunity to contribute responsibly and creatively to a complex world. The Department of Theatre supports that mission primarily through its student-centered curricula and its yearly productions, all of which creatively enhance the quality of life in the region.

B. From your perspective, how would you define regional needs?
   Clearly, one of the major needs any region has involves enhancing the quality of life in the area through an active fine and performing arts program. Theatre at UWF is obviously one of the major players in that effort through its theatrical productions. Businesses seeking new locations for their companies consistently ask about the quality of life in the area; an active and energetic Theatre department with high-quality productions obviously contributes enormously to the quality of an area’s cultural life.

Do your programs serve regional needs?
As long as people in this region want to have cultural activities, Theatre will serve that need. We should be thinking in terms of transforming the need and profile of the Arts in this region—I’ve notice that the Sarasota area markets itself as “Florida’s Cultural Coast.” Since that snappy title has been taken, we should think about other ways of increasing the visibility and importance of the Arts in this region since as the Greater Gulf Coast Arts Festival indicates, the need and desire is certainly there.

How effectively?
Given that our recent production of Jekyll & Hyde was widely acclaimed to have been “the best production ever done in Pensacola,” I’d judge that our present impact is very good. If we can gather together a few more resources, and if we can hire Chuck Wagner as our permanent Artist in Residence, we probably can change the theatrical landscape of the region immensely.

Specifically what regional component(s) benefit from your programs?
The “quality of life” component, so widely touted in all of the Pensacola and Greater Gulf Coast’s advertising materials released by the Chambers of Commerce.
C. Do you see any untapped opportunities by which your programs could serve the region?
I think there is great potential for Theatre to become a major player in the downtown area in association with all of UWF’s presence in the Historic Village if we had the backing to begin to offer plays at the Saengar Theatre and perhaps to mount some “historic re-enactments” as part of the historic village initiative.

What resources (in terms of faculty lines, staff, and nontraditional sources of support) would be needed to accomplish this?
Theatre desperately needs a change in the financial structure that supports its production costs. Currently, Theatre receives ALL of its production funding from the Student Government Association, even though each and every Theatre production is *primarily* an academic and FTE generating activity. For example, and using just one show, *Jekyll & Hyde*, no less than 24 students generated 99 student credit hours in production and performance courses directly related to putting Jekyll and Hyde on the boards. These instructional costs need to be funded directly by the academic division since they are, indeed, academic experiences.

What resources are you currently employing to become the best you can be?
All of the meager resources we receive we use. For example, the budget for just one production in a community theatre will run from $25,000 to $40,000. The production budgets at professional theatres (like the Alabama Shakespeare Festival) are much higher. At UWF, Theatre receives a production budget of around $38,000 from the Student Government Association annually to mount 4 or more productions. Clearly, there’s something amiss here. UWF needs to directly support its own theatre.

Have there been any missed opportunities for serving regional needs which have arisen during the past five years?
No doubt there have been a multitude. But since I’ve been the Chair of Theatre only slightly longer than Dr. Cavanaugh has been President, I am mercifully unaware of them.

Why were these opportunities missed?
See above

D. Describe any weaknesses in your programs that you feel need to be addressed.
As above, the problems with production financing are huge and daunting. In addition, the Department of Theatre was just instructed by the Provost to shut down the Design/Technical Theatre track in the B.F.A program because the line previously in the Theatre inventory has been moved to another area. That’s a huge problem that negatively impacts our ability to do everything we do since we still need design and technical expertise to mount our show. Someone has to design the set, lighting and sound, and some still has to build the set, hang the lights, and monitor the sound system for each and every show, but without a full-time individual on the
faculty to oversee those areas, we are in a catch as catch can situation (incidentally, UWF was instructed to add a Design/Technical Theatre faculty member immediately in the 1996 State University System of Florida Visual and Performing Arts Program Review, and Theatre’s request to mount a national search for an individual in that area was denied).

How would you correct these weaknesses?
Establish a reasonable and stable production budget and hire a Design/Technical faculty member ASAP.

What resources would be needed to accomplish this?
- Production Budget: $80,000 to $100,000
- Faculty Line: $30,000 to $50,000

How would the region benefit from correcting these weaknesses?
More and better plays translates directly into an improved quality of life in the region.

E. If your program were designated one of distinction and received significant enhancement resources, how would you apply these resources to position your program to best serve the region?
Currently, no Theatre Department in the entire Southeast region concentrates on Musical Theatre. As our new vision statement indicates, we want to become the premier institution for Musical Theatre training in the Southeast region and a member of the University/Resident Theatre Association with a summer-stock repertory season. This would establish a niche for Theatre that is unique in our greater geographical area and would allow us to take advantage of Pensacola’s unique tourist market as well as allow us to draw upon professional musical theatre experience as personified by Chuck Wagner.

In which of your programs would you invest these resources?
Musical Theatre, obviously.

F. Describe ways in which you might collaborate with other units on campus to create joint programs that effectively serve the region.
Over the next few terms, Theatre is going to begin exploring collaborative programs in the areas of film studies and dramaturgy with Theatre’s most closely allied departments, English and Communication Arts.

G. In what ways do specific support units on campus (Advising, etc.) support your programs, and how can such support be enhanced?
No complaints, but it might be time to see if we could force every student to declare a major on their first day and do all advising in the departments.

H. How well do you think the General Studies Program prepares your students for the major and as citizens of the World?
As well as it can given the constraints imposed by the state of Florida.
How would you adjust the General Studies Program to better serve the student’s needs in the major and beyond?
   I’d leave General Studies alone until the State changes or rescinds SB 2330.

I. Is current technology adequate for supporting your program?
   We have a great need to integrate CAD, lighting and sound technology into our instructional base, but we lack the faculty to do so.

How would you enhance technology resources to better serve your program?
   As above.

Additional Comments:
 TASK FORCE FOR UNDERGRADUATE PROGRAM REVIEW

Interview of Chairs and/or Directors

Chair/Director: Marylou Ruud  Department: N/A

Program: Women’s Studies

J. How does your unit fulfill the mission of the University?

Women’s Studies focuses on those aspects of UWF’s mission that speak to 1) empowering each individual with knowledge and opportunity, and 2) providing a learning climate that favors diversity. As a fully interdisciplinary and intercollegiate program, WS offers students a minor that advances the opportunity to learn beyond confines. It expands that opportunity by providing classes, faculty forums, student conferences, and community programs to promote debate and provide arenas for diverse opinions. In an increasingly complex world, WS offers knowledge of gender issues that prepare students to deal with community and job responsibilities, and it reflects UWF’s commitment to that end.

K. From your perspective, how would you define regional needs?

The immediate region of Pensacola has a County Commission, City Council, School Board, and elected representatives that comprise some two dozen people, of which only three are elected women. Pensacola has never had a female mayor or school superintendent. There are no female bank presidents. The greater region of Northwest Florida looks much the same. Therefore, knowledge and support of women’s issues, roles, and routes to success are a priority need.

Do your programs serve regional needs?

Yes, in the following ways:

1. Providing an interdisciplinary program that allows students at UWF to become educated in gender topics that will prepare them for both jobs and effective citizenry.

2. Helping to develop new courses at UWF that will promote the role of women in our region: Women and Entrepreneurship, Sex Discrimination Law, and Gender and Psychology, for example.

3. Providing aid to students to participate in gender-focused governmental and educational internships.

4. Supporting speakers, such as Patricia Schroeder and Gloria Steinem in a downtown arena, for the entire community.
5. Working with the public schools: Women’s Studies award for the History Fair; creating teaching packets with information to be used during Women’s History Month; donating books about women to the libraries of elementary schools; providing educational forums for teachers to earn continuing ed. credit.

6. Holding a university-community Women’s Collective Conference that ties educational presentations to public concerns.

7. Working with the Florida Commission on the Status of Women to keep abreast of its research and publications, and to bring that information to the local area.

8. Developing the research project on Pensacola Women of the 1930s, which involves UWF faculty, graduate students, alums, and community members.

**How effectively?**

Very.

1) Through our graduating students, who currently serve the region as teachers, lawyers, business owners, and psychologists, to name a few.
2) Through our outreach, which provides information and opportunities to local schools, women’s clubs, and business leaders.
3) Through our research projects, such as “Pensacola Women of the 1930s,” which provide a voice for numbers of women in the region.

**Specifically what regional component(s) benefit from your programs?**

At the community and regional level, our program benefits the public schools, legal firms, working women (paid and unpaid), and service organizations (Lakeview, Favor House). Currently, we are developing Interactive Theater, student written and performed pieces that incorporate diversity and gender training, as well as routes to discussion about such issues. Interactive Theater will eventually be a tool for businesses and organizations in the community, who will commission pieces to be written and performed as a route to training their employers and volunteers. Eventually, students will produce videos in addition to their performances.

**L. Do you see any untapped opportunities by which your programs could serve the region?**

Many. We need to become more involved in the development of a free-standing regional women’s center that would lead women to and advise them in the resources that could most help them. We want to expand our yearly conference to focus on regional aspects, such as women and business, or women and the law. In the research we are doing on Women in Pensacola, we need to become more closely aligned with the black community.
What resources (in terms of faculty lines, staff, and nontraditional sources of support) would be needed to accomplish this?

1). Space = a permanent home. The program currently functions out of the director’s departmental office, which means that when the directorship changes, so, too, does the program’s home. To fully involve students at UWF, as well as community members, there needs to be a specific area that they see as “belonging” to Women’s Studies.
2). A budget that would allow growth. The current budget simply will not stretch to allow the development of top-notch conferences, outreach, or recruitment.
3). More release time for the director. Teaching 5 classes a year in addition to the directorship limits her ability to help the program reach its full potential.

**What resources are you currently employing to become the best you can be?**

Women’s Studies has built a Foundation account through donations and the corporate support of Regions Bank. It currently allows us to produce a newsletter twice a year and to provide book scholarships to our minors. We are writing a grant proposal to fund Interactive Theater. And we continue to receive volunteer services from alums, who work on research projects and help with our yearly conference.

**Have there been any missed opportunities for serving regional needs which have arisen during the past five years?**

While proud of how much we accomplish, Women’s Studies has missed opportunities, because of our lack of personnel and budget. For examples, we have not been able to support a women’s center, which would coordinate all of the resources available to women in this region.

**Why were these opportunities missed?**

Lack of personnel and budget.

**M. Describe any weaknesses in your programs that you feel need to be addressed.**

1). Lack of control over course offerings, since we have to rely on what departments are willing to offer.
2). Status as a minor only.
3). Limited personnel—director who must teach 5 courses for her department, and one assistant who is funded for only 10 hours a week.

**How would you correct these weaknesses?**

1) Have specified departments offer at least one course per semester that would fulfill the Women’s Studies requirement. An easy way to accomplish this would be to have certain professors assigned to a “1/6 Women’s Studies” line: each year they would have to teach a minimum of one course for the program. The university also could grant an adjunct line or two to Women’s Studies.
2). The minor status cannot be changed without extensive funding. In lieu of that, the university might look into coordinating all of its disparate diversity, multi-cultural, and gender programs into one gender and ethnic program, with a director of distinction.
3). More release time for the director, and at least one position to aid in recruitment and program development.

**What resources would be needed to accomplish this?**
The monetary investment, including release time and added personnel would be minimal, since Women’s Studies relies on instructional lines that already are in existence.

**How would the region benefit from correcting these weaknesses?**
It would benefit by allowing Women’s Studies to become a major player in university preparation for regional job markets. And it could lead to getting women into elected positions and top management in this area.

**E. If your program were designated one of distinction and received significant enhance resources, how would you apply these resources to position your program to best serve the region?**
1). Establish a Women’s Center at UWF to house Women’s Studies and to act as a regional informational center for women.
2). Enhance the Women’s Collective Conference so that it would draw participants and an audience from across the southeast.
3). Put Interactive Theater into immediate action, by hiring a director and/or consultant.
4). Step up the Women in Pensacola research project by funding graduate students and research assistants.
5). Supply a rotation of distinguished Women’s Studies visiting faculty members.

**In which of your programs would you invest these resources?** N/A

**F. Describe ways in which you might collaborate with other units on campus to create joint programs that effectively serve the region.**
Women’s Studies would not exist except for its continual collaboration with other campus units. Not only do we articulate with departments of CAS (English, Art, Philosophy/Religion, Theater, Communication Arts, Psychology, History), where we are housed, but we have worked to have courses developed in COB (Women and Entrepreneurship) and COPS (The Healthy Woman and Sex Discrimination Law). We also work with the Anthropology Department and Lakeview Center each year to promote rape awareness and to sponsor “Take Back the Night.” Our Women’s Collective Conference calls upon the participation of all campus departments. In the future, we plan to become more active in working with Public History to expand our research project of Women in Pensacola, and we will be involved in Historic Pensacola Village through its proposed Gender and Diversity work.
G. In what ways do specific support units on campus (Advising, etc.) support your programs, and how can such support be enhanced?

I’m not sure to what extent the Advising Center urges students toward minors. Women’s Studies needs to become more pro-active in helping Advising have the proper information to tell students about the program. I’m unaware of the support from other units, since our classes are all taught through departments.

H. How well do you think the General Studies Program prepares your students for the major and as citizens of the World? N/A

How would you adjust the General Studies Program to better serve the student’s needs in the major and beyond? N/A

I. Is current technology adequate for supporting your program?
My assistant currently uses a computer that is 8 years old. It was a triple hand-me-down, and restricts her ability to get many things done. The university MUST become involved in technology replacement if programs are to be maintained, let alone grow.

How would you enhance technology resources to better serve your program?
We could begin to create our own newsletters, rather than farming them out. We could begin creating internet resources for our students as well a for teachers in the public schools. We could get out job done so much more efficiently.

Additional Comments:

For the money spent, Women’s Studies is one of the most productive programs on campus. We serve both the university and the region in an area that is woefully neglected by many other programs and area organizations. I hope that WS can continue its service to UWF and northwest Florida. But there are some problems. The imperative to seek more assistance from outside the university, particularly through grants, is a difficult for the director, who teaches full time (with the exception of one course release) and the program’s one, very part-time assistant to accomplish, because of time constraints. Additionally, in order to expand our foundation funds, assistance and guidance from University Advancement would be helpful.
Interview of Chairs and/or Directors

Chair/Director: Chula King
Department: Accounting and Finance
Program: BSBA Accounting/BSBA Finance

N. How does your unit fulfill the mission of the University? The University has as its mission enhancing and promoting the educational, cultural, economic, and natural environments of the people and region that we serve by providing quality teaching, research, scholarship, creative accomplishments, and service. As such, the Department of Accounting and Finance provides quality teaching, research, scholarship, creative accomplishments, and service in the areas of Accounting and Finance.

O. From your perspective, how would you define regional needs? The most significant regional need from the perspective of the Department of Accounting and Finance is an educated and qualified workforce that can handle the diverse requirements and needs in the fields of accounting and finance.

Do your programs serve regional needs? Absolutely in the Pensacola area! The majority of the employers that participate in the career fairs and that interview students on campus are looking for accounting and/or finance graduates. The Department’s course offerings in the Ft. Walton Beach area, however, are constrained by inadequate faculty resources. By all accounts, Ft. Walton Beach is a growing market area.

How effectively? Very effectively, except as noted above.

Specifically what regional component(s) benefit from your programs? Any organization that needs employees who understand and can speak the “language of business” benefit by the programs in the Department of Accounting and Finance.

P. Do you see any untapped opportunities by which your programs could serve the region? Yes. More emphasis should be place on professional designations available to students who graduate with a BSBA in Accounting and a BSBA in Finance. Such designations include the CPA, CMA, CFP, CFA, CIA, etc.

Q. What resources (in terms of faculty lines, staff, and nontraditional sources of support) would be needed to accomplish this? Sufficient resources are desperately needed to replace faculty who will be retiring in the next five years with faculty that have both academic and most importantly relevant professional experience. Two searches in the Department were suspended this year because the top candidates declined offers that were
made. The reason given was that the candidate “couldn’t take such a significant pay cut.” This is a systemic problem that needs to be recognized and appropriately resolved.

In addition to faculty resources, technology resources are becoming critical to ensure that students are properly exposed to relevant technologies that are utilized in the “real world.” This includes computer hardware, computer software, a functioning technology infrastructure, and adequate faculty training.

**What resources are you currently employing to become the best you can be?** Everything that is allocated to the Department is currently being employed.

**Have there been any missed opportunities for serving regional needs which have arisen during the past five years?** Yes. The two suspended faculty searches have already been mentioned. In addition, the technological sophistication of the “real world” has flown passed a faculty who has at most $1,000 per year in professional development funds to remain current. This has occurred at a time when a presentation of an academic paper has taken precedence, not only in funding but also in professional recognition, over attending a course in the latest accounting technology. In addition, there is a growing demand for graduate education in Finance. Finally, students need to be able to access and become proficient in the latest technology that is utilized in the workplace.

**What were these opportunities missed?** Faculty attendance at classes in the latest technology that impact accounting and finance such as ACL and ERP have at best been minimal. Faculty resources are insufficient to even think about a graduate program in Finance or a Finance track in the MBA program. Students have minimal exposure to the latest technologies that are utilized in the workplace. Finally systemic funding problems make it difficult or impossible to attract qualified accounting and finance faculty.

**R. Describe any weaknesses in your programs that you feel need to be addressed.** The CPA examination will be fundamentally different next year than it is now. The current curriculum will not adequately prepare students to be successful on the new examination. Students need to have “state of the art” technology labs so that they have relevant hands on experiences upon graduation. On the Finance side, several important certifications are available. However, faculty resources are insufficient to tailor the curriculum to these certifications.

**How would you correct these weaknesses?**
1. Ensure that the faculty is equipped to tailor the courses to be consistent with the new CPA examination. While the program should not overly focus on the CPA exam per se, it should recognize that the CPA exam is an external measure of the Department’s efforts.
2. Provide state of the art computer labs for all students.
3. Ensure that the faculty is well versed in the latest technology.
4. Hire additional Finance faculty who are both academically qualified and well rounded in the practical aspects of the profession.
5. Replace retiring Accounting faculty with those who are both academically qualified and well rounded in the practical aspects of the profession.
What resources would be needed to accomplish this? Sufficient resources to secure state of the art computer labs and software; allow for adequate faculty development to correct weaknesses related to technology and the new CPA examination; hire academically and professionally qualified faculty.

How would the region benefit from correcting these weaknesses? The correction of the weaknesses would produce graduates who are better able to handle the complex business environments of today.

S. If your program were designated one of distinction and received significant enhance resources, how would you apply these resources to position your program to best serve the region?

1. Ensure that all students were exposed to the theory and practicalities of the latest computer technology;
2. Allow existing faculty to re-tool their technological expertise;
3. Reward those faculty who truly make a difference;
4. Hire faculty who are most relevant for the future direction of the Department.

In which of your programs would you invest these resources? Professional Accounting

T. Describe ways in which you might collaborate with other units on campus to create joint programs that effectively serve the region. The Department has already collaborated with the Department of Legal Studies/Criminal Justice to offer an interdisciplinary minor in Forensic Accounting beginning in the Fall 2003 semester. The Department has not yet explored the possibility of partnering with Management Information Systems to enhance the Accounting Information Systems degree.

U. In what ways do specific support units on campus (Advising, etc.) support your programs, and how can such support be enhanced? The Teaching Center, University Advising Center and ITS all provide relevant support for the Department. The in-house advising needs some work in terms of more meaningful contact between the departmental faculty and its students.

V. How well do you think the General Studies Program prepares your students for the major and as citizens of the World? Not very well. In a world that is changing rapidly, the General Studies Program has remained virtually unchanged for a number of years. Rather than assessing its ultimate purpose in the University’s curriculum and gearing the program to that purpose, it appears to have taken a cookbook approach. To be major citizens of the world, one needs the following: (1) the ability to effectively communicate both linguistically and mathematically; (2) the ability to define, diagnose and solve problems; and (3) the ability to understand and to form reasoned conclusions about domestic and international events. My students seem ill equipped to handle any of these three components.
How would you adjust the General Studies Program to better serve the student’s needs in the major and beyond? The desired outcome should be defined and courses consistent with that desired outcome should be required. To ensure that the program is properly functioning, an exit examination or capstone course should be put in place.

W. Is current technology adequate for supporting your program? No, as discussed above.

How would you enhance technology resources to better serve your program? See comments above.
A. How does your unit fulfill the mission of the University?

The knowledge inherent in the Management and MIS degree programs certainly empower each individual to pursue opportunities responsibly and creatively, thus enhancing and promoting the educational, cultural, economic, and natural environments of the people and region that we serve.

B. From your perspective, how would you define regional needs?

First, from the perspective of the Department of Management and MIS, our “region” is broadly defined. Our graduates are employed everywhere from Pensacola to internationally. All answers to follow addressing “regional” follow this tack.

From the perspective of the Department within the College of Business, the region needs organizations to further the economic development of the region, and educated individuals to manage the resources of these organizations. Thus, a critical need of the region is a ready supply of people with the expertise to plan and manage the resources of the organizations in the region. Within this need, one of the more important (crucial?) resources needing specific managerial expertise is the information system.

Do your programs serve regional needs?

The Management program equips individuals to manage people and resources in a for-profit or not-for-profit environment, and provides experience in doing so both as individuals or as members of a team/group.

The MIS program gives everyone a good foundation in business, then overlays that with IS expertise.

Looking at our most important local (Northwest Florida area) "industries" of health care, military, and tourism, there are no industries needing quality information systems more than those three, or needing good management talent more than those three.

Yes, our graduates serve the needs of the region.
How effectively?

In general, it is believed the Management degree program is effective. Feedback from our graduates and from their employers indicate this. At least two organizations — Shell and Exxon — increased their interest in our graduates when they noticed the students from UWF's College of Business tended to stay longer and move up faster than graduates of most other educational institutions.

Until the economic slowdown, UWF's MIS program was one of seven nationally at which Home Depot recruited IS majors. Exxon and Shell still hire large numbers of our MIS graduates. They say their technical background is good, their Business background is good, and their work ethic is good.

Specifically what regional component(s) benefit from your programs?

All hiring entities benefit from our program's graduates. At some time or level, every organization needs managers.

Every organization has information systems, and almost without exception, current information systems are computerized.

C. Do you see any untapped opportunities by which your programs could serve the region?

The Management program could better serve the region by making more opportunities available for students in such areas like internships, which would also serve the region by making the students' expertise available on a less-than-permanent basis for the employers. The Management program could also better serve the [Northwest Florida] region by providing more opportunities for education in small business, family-owned businesses, and entrepreneurship.

Every area of the country needs more well-trained and educated information systems personnel. These, too, would be benefited by more opportunities for internships, and more exposure to IS in small business, family-owned businesses, and entrepreneurial enterprises.
What resources (in terms of faculty lines, staff, and nontraditional sources of support) would be needed to accomplish this?

Resources are needed in the Career Center in a promulgating and coordinating role to make the internships a resounding success. A faculty member returning from administration is working on the development of courses and expertise in the areas of small business, family-owned businesses, and entrepreneurship. That, coupled with the development and offering of courses at the undergraduate level through the SBDC, is needed.

Faculty resources are needed for this effort at the SBDC. Both these require nontraditional support in the form of willingness from outside organizations.

Additional monetary or equipment support is needed for the continually-needed is updating.

It is taken as a given that the aging and retiring faculty will be replaced by new hires to aid and continue this effort.

What resources are you currently employing to become the best you can be?

I am not sure what this one means. All our resources are being employed to become the best we can be, in both degree program areas.

Have there been any missed opportunities for serving regional needs which have arisen during the past five years?

A major opportunity was missed five (and over five) years ago in the form of a proposal to develop and offer a degree and/or concentration in what was then a fledgling area called e-commerce. Further, a proposal was submitted to develop a specific concentration in the setting up and operation (via the SBDC, et al) of an immersion center for entrepreneurial e-business. This would have had one foot in the Management camp and one in the MIS camp. With the majority of Northwest Florida new employment coming from small, family-owned, and entrepreneurial efforts, it is believed this would have contributed greatly to the local “region.”

There is a need for a master’s degree for those with an undergraduate degree in a Business discipline, allowing them to specialize at the master’s level in such areas as health care, tourism, quality improvement, et al. This need is felt in Pensacola, as well as the entire Northwest Florida area.

Why were these opportunities missed?

At the time, no support and little credence was given to either of the proposals at either the College or the University (Provost's) level. Thus, they were neither passed
forward to the [then] Board of Regents nor funded.

D. Describe any weaknesses in your programs that you feel need to be addressed.

Each program has a weakness having to do with faculty resources.

In the Management program, the support of an additional degree or track (e.g., a Master's in Management, or the certificate in Organizational Development Leadership) requires a number and depth of faculty not in existence.

In the MIS program, the program has been severely hampered by the small number of faculty members, necessitating some courses' offering in only one section per year, and swapping year in/year out, day/night. Thus, some students have difficulty finishing their degree programs in a timely manner.

Each of the two programs needs to further [deliberately] include material addressing international issues. This, too, will require faculty with that expertise or given the ability to acquire that expertise.

How would you correct these weaknesses?

In each case, these weaknesses could be corrected by the recruiting and development of additional faculty, coupled with faculty involvement (coordinated by the Chairperson) in efforts to address the weaknesses.

What resources would be needed to accomplish this?

In each case, the primary needed resources consist of faculty lines. An ancillary needed resource is support in the form of developmental dollars for the faculty to attend professional gatherings to continually learn and keep updated.

How would the region benefit from correcting these weaknesses?

For each of the programs, the region would benefit by having additional graduates in the program area. Additional graduates from the Management, Master's in Management, and the ODL certificate programs would provide additional trained managerial talent. As alluded before, additional MIS graduates are sorely needed in the local and broader region.

E. If your program were designated one of distinction and received significantly enhanced resources, how would you apply these resources to position your program to best serve the region?

For each of the two programs, additional faculty resources would be used to provide backup teaching talent for each required course. This is sorely lacking in some
crucial areas. In addition, for the MIS program, the courses would be offered in a more timely manner. In the Management program, faculty would be used to develop and offer a wider range of required and elective courses, and any available time on the part of the teaching faculty would be used for additional recruiting of students and popularization of the degree program.

**In which of your programs would you invest these resources?**

As described above, resources would be invested in each of the two programs of study, albeit in partially differing ways.

**F. Describe ways in which you might collaborate with other units on campus to create joint programs that effectively serve the region.**

Within the COB, cooperative efforts can be enhanced toward the building in of an AIS track in Accounting, or of the inclusion of IS in all Accounting offerings.

Additional ways can be investigated for further cooperation with supporting units, such as the Psychology Department, and COPS (and others, for the Management program), as well as with Computer Science (for the MIS program).

**G. In what ways do specific support units on campus (Advising, etc.) support your programs, and how can such support be enhanced?**

Advising helps to get students into both the Management and the MIS programs. In addition, a great deal of synergism has been found with helping Career Services develop relationships with organizations, while at the same time Career Services helps the Department to place its students in career-developing programs. The one Academic advisor for the Department services over 800 students. She has no time to take part in any additional support activities. Additional advising help could support both programs better.

**H. How well do you think the General Studies Program prepares your students for the major and as citizens of the World?**

The General Studies Program appears to be very traditional. In addition, the College controlling the General Studies Program has been loathe to allow the College of Business to have courses included in General Studies offerings. It is believed the traditional approach of teaching courses that TELL STUDENTS ABOUT such subjects as multiculturalism, diversity, and other -isms, et cetera, should be augmented by approaches allowing students to discover for themselves their own diverse background; thus, the fact different peoples are more similar than they are different.
The General Studies Program seems to provide the OPPORTUNITY for students to further develop skills in speaking, writing, calculating, reasoning, etc., but it is believed many are not seizing the opportunity.

**How would you adjust the General Studies Program to better serve the student’s needs in the major and beyond?**

Covered above. The General Studies Program should allow greater participation by the other two Colleges, take a look at changes in society from the [past] traditional views, and adjust General Studies content accordingly.

I. **Is current technology adequate for supporting your program?**

The ability to utilize computerized and other Web-based technology is limited for both programs.

**How would you enhance technology resources to better serve your program?**

Available classroom technology, including projection equipment and Web connectivity, is limited at best. Retrofitting technology to 1960s classrooms is inadequate. For instance, the addition of retrofitted kiosks in the classrooms in Building 74 (and others) leaves the professor's mobility very cramped and is suboptimal. Technology resources need to be built into new classrooms designed for technology. These should be augmented by a University-wide plan for regular and planned technology replacement and upgrading/updating.

The University needs a couple of up-to-date, multi-story, multi-use, technologically-equipped classroom buildings.

**Additional Comments:**

The plan of attack was to have the Committee's members interview the Chairpersons of each Department in their College. In the College of Business, there are only three Departments, and all three of the Chairpersons are members of the Committee. Thus, rather than looking at each other, asking questions of each other, writing down the responses, and keying each other's responses into the system, the Chairman (e.g.) of Management and MIS filled out his answers to the interview questions for his Department. The other two chairpersons did the same for their Departments.
A. How does your unit fulfill the mission of the University?

We seek to empower our students with the knowledge to contribute responsibly and creatively to the conduct of business in a complex environment. We endeavor to give them the ability and motivation to seize opportunities to better themselves and the world around them. We seek to contribute through the performance of both basic and applied research of high quality. We seek to contribute by engaging in service of benefit to our profession, the region, and the university.

B. From your perspective, how would you define regional needs?

(1) The need for a highly educated and professional labor force at the management level.
(2) The need for a vibrant, research-based business climate that fosters technologically-oriented entrepreneurial success and continuing economic development.
(3) The need to encourage and foster a global perspective in the outlook of a region that has traditionally been viewed by outsiders as quite insular (and rightly so).

Do your programs serve regional needs?
Yes, to the extent made possible by the resources we can bring to bear.

How effectively?
There is always room for improvement. Educationally, we do a good job, except in our Ft. Walton Beach area market, where course offerings are constrained by lack of faculty resources. In our contribution research-wise, we are so-so. We need to become more productive, particularly in applied research that has tangible benefits for our stakeholders. In service, we are outstanding.

Specifically what regional component(s) benefit from your programs?
Regional business, public policy bodies, and, indirectly, the population as a whole.
C. **Do you see any untapped opportunities by which your programs could serve the region?**
Yes. (a) One opportunity lies in expanding Marketing program offerings in the Ft. Walton Beach area market. (b) Another lies in our increasing emphasis on globally-oriented marketing and economics education. (c) Another is an expansion of our internship and coop programs.

**What resources (in terms of faculty lines, staff, and nontraditional sources of support) would be needed to accomplish this?**
This is a very complex question. The short answer is “everything.” The long answer will be reported in detail in the Program Reviews for both Marketing and Economics. Also, a “medium-depth” answer can be found in the Department Strategic Plan. To summarize: (a) we need the resources to place at least two new full-time Marketing faculty on the FWB campus in order to support a legitimate program there; (b) we need enhanced support for our “global” efforts (this is probably our best opportunity for external, grant-type funding); (c) the COB is close to implementing a partnering with Career Services that will hopefully take us to the next level on internships.

**What resources are you currently employing to become the best you can be?**
All that we have!! (And much more, if you count what faculty and staff routinely contribute in excess of their contractual obligations.)

**Have there been any missed opportunities for serving regional needs which have arisen during the past five years?**
Yes. They aren’t opportunities any longer, so why talk any more about them?

**Why were these opportunities missed?**
Our enduring problem that makes it very difficult, if not impossible, to seize strategic opportunities while the window exists is that we simply have no slack in our operation. If you accept that all that we do is essential to fulfilling our mission (and I believe that it is, at the department level – I’m not so sure about the university level), then taking new opportunities means terminating something else. This is most often not an acceptable trade-off. Quite simply, the University is not an entrepreneurial organization.

D. **Describe any weaknesses in your programs that you feel need to be addressed.**
(1) Less than desirable research productivity.
(2) Expand and redesign curriculum in Marketing and Economics to address increasing use of technology in the field.
(3) Our ability to track alumni and maintain relationships with them is limited.

**How would you correct these weaknesses?**
(1) Add faculty younger in their careers; enhance professional development funding; provide greater rewards for being a productive researcher.
(2) See discussion in Part I below.
(3) The COB needs to create an alumni relations and development office.

**What resources would be needed to accomplish this?**
To summarize across all the above, our primary need is human resources. Most importantly, we must have the ability to hire, once we identify good prospects. Our low-end salary ranges often make this exceedingly difficult. Second, we must have the financial resources to support our people after we hire them.
How would the region benefit from correcting these weaknesses?
All of the above would allow us to accomplish our mission (as noted in the first question) more efficiently and effectively.

E. If your program were designated one of distinction and received significant enhance resources, how would you apply these resources to position your program to best serve the region?
Broadly speaking, we would allocate new resources in a very targeted manner – in other words, resource enhancement would be concentrated in a manner that would give us the opportunity to excel in a niche area. That niche would be one selected to provide the greatest impact on our region. We cannot hope to compete with, say, FSU in every aspect of either Marketing or Economics programs. We must pursue a niching strategy. At this point (and this will be presented in much greater detail in our upcoming program reviews) we are laying the foundations and beginning implementation of unique Global Marketing and Global Economics programs that we feel will furnish a route to distinction. (see uwf.edu/market/abroad.htm for program details)

In which of your programs would you invest these resources?
If we focused on Global programs as described above, both Marketing and Economics would be invested. The nature of the Global focus we envision lends itself to cross-disciplinary implementation.

F. Describe ways in which you might collaborate with other units on campus to create joint programs that effectively serve the region.
Examples include, but are not limited to: (a) collaboration with the Honors program to create a Business Honors curriculum with a global focus; (b) we currently cooperate closely with the Haas Center for Business Research and Economic Development in service and outreach; (c) we offer a popular minor in Marketing Applications tailored to the needs of Communications Arts students; (d) we provide student advising support and act as the “host” department in the COB for the Digital Enterprise track in the CAS Interdisciplinary Information Technology program.

G. In what ways do specific support units on campus (Advising, etc.) support your programs, and how can such support be enhanced?
Support from most campus units in both Academic and Administrative is pretty good. However, there is room for improvement, in the sense that we have a long way to go to truly become user-friendly, particularly for our students. The biggest enhancement I can think of would be to reduce the seemingly inexhaustible supply of redundant paperwork. Also, an enhancement that would be immensely valuable to me as a Chair would be DSS-type access to student data.

H. How well do you think the General Studies Program prepares your students for the major and as citizens of the World?
We could do better. It is my sense that our “native” students are not adequately prepared in the areas of written and oral communication, problem solving, and mathematics. Further, most seem to be fairly ignorant about world culture, politics, and geography. That said, I think they are probably better prepared than the JC/CC transfers.
How would you adjust the General Studies Program to better serve the student's needs in the major and beyond?
I’m not sure. Based on what I know (admittedly, I’m not an expert), there are alternative models in use at other universities. Our model seems to be a traditional one that is remarkably similar to the one that I went through 30 years ago. One approach might be to focus the curriculum and adopt the “learn a few key things well” approach instead of what I perceive as the “learn a bunch of stuff superficially” model. Another huge problem is that there is no accountability, no focused learning objectives, and no connection with upper division needs. I must provide all of this for my majors – why not do it for General Studies?

I. Is current technology adequate for supporting your program?
No.

How would you enhance technology resources to better serve your program?
Our technology should mirror that which our students will be expected to use when they graduate. This is a complex issue. We need the relevant software (e.g., CRM and data-mining packages), which means that we need faculty that can teach it both conceptually and technically, which means that we need professional development resources to retool faculty, which means that we need additional faculty to create slack for faculty development release, etc........

Additional Comments:
A. How does your unit fulfill the mission of the University?
- program is community oriented
- student centered approach - provides personal learning experiences for students
- focuses on hands-on learning
- community partnerships through very well developed internship program
- faculty are actively engaged in developing community partnerships
- both criminal justice and legal studies have very active community advisory boards
- well developed diversity recruitment - focus on attraction rather than promotion

B. From your perspective, how would you define regional needs?
- the content and delivery of the educational program needs to meet regional needs
- regional needs can be determined using a survey or pilot project approach
- programs need to be delivered both in a traditional as well as on-line format (mixed mode)

Do your programs serve regional needs?
- current programs serve regional needs
- developing the service learning component of the program would further enhance the service to the region

How effectively?
- very well given current resources

Specifically what regional component(s) benefit from your programs?
- court system
- relationships with judges
- agencies granting sites including law enforcement, juvenile justice, probation, and the courts
C. Do you see any untapped opportunities by which your programs could serve the region?

- further develop the service learning component of the program
- downtown location – very important

What resources (in terms of faculty lines, staff, and nontraditional sources of support) would be needed to accomplish this?
- physical space, location
- full-time graduate assistant and staff at downtown location

What resources are you currently employing to become the best you can be?

- traditional budget and willingness of faculty and staff to give 150%.

Have there been any missed opportunities for serving regional needs which have arisen during the past five years?

- several community requests have not been addressed due to a lack of time and resources

Why were these opportunities missed?

- lack of resources

D. Describe any weaknesses in your programs that you feel need to be addressed.

- survey to gage demand for graduate education
- graduate program is needed to feed the needs of the community
- more institutional support for faculty research is needed

How would you correct these weaknesses?

- graduate program

What resources would be needed to accomplish this?

- graduate assistants and additional graduate faculty lines (2-3)

How would the region benefit from correcting these weaknesses?

- it would be a program the community could be proud of
- students would not have to leave to go to school
E. If your program were designated one of distinction and received significant enhancement resources, how would you apply these resources to position your program to best serve the region?

- with respect to undergraduate education, the focus would be on forensics (set up labs at Fort Walton Campus and UWF)
- with respect to the graduate program, the focus would be on criminal justice and policy administration

**In which of your programs would you invest these resources?**

- upgrading the pre-law portion of the legal studies program
- increasing the number of scholarships and working relationships with lawyers

F. Describe ways in which you might collaborate with other units on campus to create joint programs that effectively serve the region.

College Advising Center

G. In what ways do specific support units on campus (Advising, etc.) support your programs, and how can such support be enhanced?

N/A

H. How well do you think the General Studies Program prepares your students for the major and as citizens of the World?

How would you adjust the General Studies Program to better serve the student’s needs in the major and beyond?

- improve students written and verbal communication skills
- students lack confidence in their oral presentation skills

I. Is current technology adequate for supporting your program?

- use resources to pay for technology support staff
- with respect to internet classes – an online evaluation system is needed

**How would you enhance technology resources to better serve your program?**

Additional Comments:
Interview of Chairs and/or Directors

Chair/Director: Dr. Ben Williamson  Department: Health, Leisure, and Exercise Science

Program:

A. How does your unit fulfill the mission of the University?

B. From your perspective, how would you define regional needs?

Do your programs serve regional needs?

How effectively?

HLES has been very successful in meeting regional needs and placing professionally trained people in the work force. The Division has meet these regional needs and provided learning opportunities for a large number of students relative to resources provided. The faculty has a history of high productivity of teaching loads in addition to service work and scholarly productivity. A major point here is yes, the division is effective and efficient. This is not to imply that all for the regional needs are being met.

Specifically what regional component(s) benefit from your programs?

C. Do you see any untapped opportunities by which your programs could serve the region?

HLES has an opportunity to take its programs to a higher level of quality and recognition. The new building with excellent teaching and learning laboratories is coming on line within the next two years. While the acquisition of the building has been a major feat in itself, the acquisition of the proper equipment is still not clear. The new building is justified based on growth but in keeping with the way business is done, acquiring square footage does not necessarily mean teaching and research equipment will be provided.

Resources are sorely needed for the division to tap the opportunity to attract more quality students and enhance its programs.

What resources (in terms of faculty lines, staff, and nontraditional sources of support) would be needed to accomplish this?
The Division of HLEs would be in a healthy situation if the university would provide funds relative to student enrollments. Since the most recent reorganization, HLES has fared much better than in the previous years as a member of CASS. Changes in administration and organization have helped, but progress has been slow to achieve. In terms of faculty lines, there should be an immediate addition of a minimum of THREE NEW LINES into the Division to support the programs (and workloads) now in place. This would provide more parity as compared to other programs within the college and university. Recently another ½ line was added for a staff member to bring the total to two full time positions, an Office Manager and a Senior Secretary. There is a Program Assistant also in the Division who will be leaving the university within three years (DROP) and the opportunity will be there for this staff resource to be redirected to meet an academic advising or technology support position. Assuming this position will stay within the Division (could be shared with COPS), HLES would be in a fairly health position with staffing.

What resources are you currently employing to become the best you can be?

Modest resources and much productivity by a young, well trained, and energetic faculty.

Have there been any missed opportunities for serving regional needs, which have arisen during the past five years?

Opportunities have been delayed. We have finally begun to enhance our Health Education programs. We have created a new program in Sport Management and continued the development of the Athletic Training Education Program, which is poised for obtainment of accreditation. And, we are in the midst of developing a new program in Hospitality, Recreation, and Resort Management, an initiative that is a top priority within the college and made possible because or the new governance system now in place (BOT). All of this has been accomplished while tending to the largest program within the Division, Exercise Science.

It is imperative that the administration provide resources for the development of these new programs especially in light of the acquisition of the new building, which will be a major attractant for new students. This is a major opportunity that should not be missed!

Why were these opportunities missed?

We all have the obvious answer to this question. It ain’t our fault. With all of the time spent on “strategic planning” and yearly “annual planning” exercises, it seemed that these plans went on to collect dust while “planning” took place on a higher plane. Hopefully times have changed.
Amazingly, we are optimistic about future. We are now ready to seize the opportunities that are ahead of us.

D. Describe any weaknesses in your programs that you feel need to be addressed.

A severe problem that should be rectified is the lack of resources to support professional development of faculty. Hardly any travel funds are available for faculty to attend critical meetings and conferences in pertaining to their areas of expertise even if faculty have papers accepted for presentation. As, chair I suspect there are broad differences between the colleges when it comes to providing support for faculty for professional develop.

How would you correct these weaknesses?

I would suggest that the Office of Academic Affairs should assume a leadership role to provide a more equitable situation for all faculty when it comes to resources for professional development.

What resources would be needed to accomplish this?

How would the region benefit from correcting these weaknesses?

E. If your program were designated one of distinction and received significant enhancement resources, how would you apply these resources to position your program to best serve the region?

The funds would be used to provide the highest level of instruction, service, and scholarly work relative to regional needs and student interests.

In which of your programs would you invest these resources?

This is the big question of this survey. As chair, I would assign the resources to the programs that are currently poised to provide significant returns in terms of students, research, and service. I have stated earlier that THREE NEW LINES should be given to the department, now. They would be distributed as follows:

One line to Exercise Science with possible expertise in Athletic Training or Aging Studies.

One line in Health Education with possible expertise in Athletic Training or Aging Studies.
One line in Sport Management with broad background and ability to assist with Physical Education.

(Note: a non-scientific survey of 10 HLES faculty members with 6 responses included the above three lines as their top priorities for the distribution of three hypothetical lines)

The above recommendations address the immediate needs of programs that have been developed and need some additional resources now to enhance their quality and productivity. These programs are interrelated and assist each other. The recommended lines are congruent with the growth that will take place as the new building becomes one of the most significant “recruiters” for the university.

Currently, the Division has a new program in Hospitality, Recreation, and Resort Management that is being developed and is scheduled to go before the BOT for approval in February 03. This program is among the top priorities of COPS and an initiative of the Dean. Support from the administration and the BOT is at a high level because of the potential for growth. Other universities are moving rapidly into the traditional market of hospitality while we are developing a “niche” market program in Resort and Spa management in addition to several other options. It is expected that this program will grow quickly if resources are provided for its development. A search is underway for someone to join the faculty with specific responsibility to develop this program at a fairly quick pace. More lines will most likely be added. As chair, I feel this initiative should stand on its own merits and the administration should provide resources for its development without jeopardizing the opportunities for the development of the programs that currently poised in place to emerge as distinguished programs on campus.

F. Describe ways in which you might collaborate with other units on campus to create joint programs that effectively serve the region.

The programs in HLES are interrelated and there is very strong collaboration between them. Exercise Science supports Athletic Training and vice versa. Exercise Science, Aging, Health Education, and Sport Management all are interrelated. The newly proposed program in Hospitality, Resort, and Spa Management is interrelated with the programs already in existence. This is why the Division has resisted fragmentation during times when reorganization of colleges and the university have been discussed and taken place.
G. In what ways do specific support units on campus (Advising, etc.) support your programs, and how can such support be enhanced?

The Division is large enough that it should have its own dedicated advisory staff with the responsibility of overseeing the entire advising process. There has already been a trend toward this even in departments smaller than HLEs.

H. How well do you think the General Studies Program prepares your students for the major and as citizens of the World?

I think the general studies program is a good one and provides students with skills needed at the lower level. There is one “however!” There should be a course dealing with life skills required for all students. UWF is one of the few universities that does not have such a requirement. Students need to be provided with some information that would help them make proper choices that affect their lives and personal development.

How would you adjust the General Studies Program to better serve the student’s needs in the major and beyond?

Add personal skills course.

Is current technology adequate for supporting your program?

Computer technology—No. But close. It is a struggle to find adequate resources to keep systems updated.

A yearly budget for acquisition and upkeep of scientific equipment for teaching exercise science labs and athletic training courses is a critical need. We have no OCO and when something breaks down, you have to beg the Dean to help.

How would you enhance technology resources to better serve your program?

If the HLES programs were chosen as distinguished and additional funds were provided, a significant portion would be set aside for yearly upkeep and acquisition. I would set up “OCO” funds within the Division.

A computer lab is planned for the new building. We would need to depend upon the COPS staff to support the lab and computer technology in the Division.
X. How does your unit fulfill the mission of the University?

The social work program is meeting the educational needs of the region by providing full time undergraduate social work degree programs on three campuses: Pensacola, Fort Walton, and Marianna. We graduate about 45 students each academic year. In addition, we house four minors that are popular with students from Criminal Justice, Psychology, Education, Communication Arts and Interdisciplinary Social Sciences. We have recently been reaccredited for 8 years by the Council on Social Work Education.

We are now in the planning stage to apply for a Master in Social Work Degree Program.

We meet the University’s desire to promote diversity in that diversity issues are incorporated into every course we teach, and we have a discrete course on diversity, Practice with Culturally Diverse Populations. Our student enrollment is reflective of the population of the region. In addition, we have worked cooperatively with the Japan Center on campus to host an annual Social Welfare Symposium in cooperation with the Jikei Group Schools of Social Welfare from Japan. Our students and students from other disciplines participate in panel discussions of social issues in our respective countries and participate in cultural exchange activities. Members of our Professional Advisory Board, who represent social service agencies in the community, participate in this also.

Our students and faculty are very much involved with and integrated into the social service fabric of our region. Each semester, we have at least 30 to 45 students in social service agencies providing needed services. Our juniors complete a junior practicum which requires a minimum of 120 hours and our seniors complete a field placement which requires a minimum of 400 hours. In addition, many of our practice classes, such as Writing for Social Work, Strategies for Community Change, Social Policy, and Social and Economic Justice require service learning components. Our Student Social Work Organization sponsors at least one, and often several, service projects in the community. Several of our faculty have received Service Learning Awards from CLOVE. Frank Sansone of our faculty and two student groups received national awards for their social policy projects. Faculty serve on numerous community boards which have included Habitat for Humanity, Ryan White, United Way, Lakeview Assertive Community Treatment Program, Children’s Services Center, Hope Child Care Center, VA Clinical Services, Council on Aging, Children’s Home Society, Catholic Social Services, CDAC, to name a few.
Our faculty members are actively engaged in research which has been published and which has been presented at national conferences. We encourage student scholarship, and to date, two students have had papers accepted at two national conferences, and one student had a paper accepted at a regional conference.

Y. From your perspective, how would you define regional needs?

Do your programs serve regional needs? How effectively?

It is clear that there is a great need for social work degreed persons to seek employment in public and private agency child welfare services. This has been a long time priority through the Department of Children and Families (DC&F) and our new Secretary has embraced this as one of his priorities. We currently have a contract with our District and a contract with the State DC&F to sponsor and staff a field unit at DC&F, to teach two child welfare courses, and to provide stipends to students who will complete a field placement through DC&F. In addition, there is a national initiative to encourage social work students to seek careers in gerontology. For over 20 years, we have housed an interdisciplinary aging studies minor, and recently, we have participated in the planning and implementation of the M.S. Health Education, Gerontology Track that is spearheaded by Petra Shuler. Social Work continues to be one of the top ten fields for growth on both the national and local levels. Our undergraduate degree prepares our students to work in 12 different fields of practice including those already discussed. Other areas include mental health, health care, criminal justice, domestic violence, disabilities, developmental disabilities, schools, family services, etc.

Specifically, what regional component(s) benefit from your programs?

Our region needs graduate education in social work. I think we are close to meeting the undergraduate personnel needs of the region, but we are not entirely there. I know from our employer and field agency surveys that the social service agencies feel as though our graduates are well prepared, we just need to continue to reach out to our more remote regions.

Z. Do you see any untapped opportunities by which your programs could serve the region?

What resources (in terms of faculty lines, staff, and nontraditional sources of support) would be needed to accomplish this?

We need to develop CEU opportunities for our graduates and other social service personnel. To accomplish this, we need to renew our previous efforts to collaborate with our professional organization, NASW, and with local providers. We have been able to provide approximately two CEU cosponsored activities each year, but I think we can more. Now that the University has a mechanism in place for faculty to work in this arena, I believe there will be more incentive. As stated previously, we also need to apply for and develop graduate education.
What resources are you currently employing to become the best you can be?

We will need at least two additional faculty lines to staff an MSW program. We have been fortunate to gain a long needed support staff position. So that is a very positive development.

Have there been any missed opportunities for serving regional needs which have arisen during the past five years? What were these opportunities missed?

Resources we currently employ are members of our professional advisory board. This board was listed as a strength of our program by our accreditation site visitors. They participate in some of the work of the department such as field education consultation, scholarship awards, adjunct teaching, program evaluation, etc.

AA. Describe any weaknesses in your programs that you feel need to be addressed.

How would you correct these weaknesses? What resources would be needed to accomplish this? How would the region benefit from correcting these weaknesses?

Program weakness???? I think our undergraduate program is excellent. I’ll put it up against any in the country. We really get good feedback from students who go to graduate school, graduate school faculty who teach our former students, and our national pass rates on licensure exams is great. So, I don’t think our program is weak, but as a division, I’d like to see us do more in the area of CEUs for local professionals. I guess one other area that I’d like to bolster is getting more of our faculty involved in national level professional service, but with our very limited travel budget, this is difficult.

BB. If your program were designated one of distinction and received significant enhance resources, how would you apply these resources to position your program to best serve the region?

In which of your programs would you invest these resources?

We’re not there yet, but I expect we will be in a few years.

CC. Describe ways in which you might collaborate with other units on campus to create joint programs that effectively serve the region.

I’ve already mentioned the MS in Gerontology. We also work closely with Criminal Justice which requires several of our courses for their majors in different tracks such as Juvenile Justice, Probation and Parole.

DD. In what ways do specific support units on campus (Advising, etc.) support your programs, and how can such support be enhanced?

The major supports for our program are: the Writing Lab which is instrumental to our Writing for Social Work course, as well as the consultation provided on term papers; CLOVE; Disabled Student Services; our University attorney; the library (which was also cited as a strength by our accreditation site visitors); and the University Teaching Center.
Can we talk about units that are not helpful such as facilities?

EE. How well do you think the General Studies Program prepares your students for the major and as citizens of the World?

How would you adjust the General Studies Program to better serve the student’s needs in the major and beyond?

It is way too limited: How does 1 history, 1 literature, 1 fine arts, etc acquaint students with our own culture and heritage let alone the cultures and history and current issues in the world? We need more humanities, history, fine arts, and literature.

FF. Is current technology adequate for supporting your program?

How would you enhance technology resources to better serve your program?

Yes and no. Our computers are being upgraded. Our College Technology Services people respond well when problems or questions arise. The technology training sessions are very good. What is not working is the technology and infrastructure to effectively use the distance classrooms which we have counted on in order to expand our program to Fort Walton Beach and Marianna. Performance this past semester was dismal. Some students are refusing to sign up for distance classes in Spring. Get the system to work! Have backups!

Additional Comments:

Steve Philipp
A. How does your unit fulfill the mission of the University?

1. By working with local school districts to prepare teachers.
2. Provide inservice training for district personnel.

B. From your perspective, how would you define regional needs?

For our programs, the need is to prepare adequately trained teachers and continued support for those teachers in the field. To provide quantity and quality -- as well as needed minority individuals to serve as role models.

Do your programs serve regional needs?

Yes

How effectively?

Not as effectively as we could. There is a critical shortage of teachers in several subject areas. We do not have faculty line to hire adequate staff to offer all needed programs. State requires two courses in reading and two in ESOL. Limited faculty to serve all students.

Specifically what regional component(s) benefit from your programs?

1) Local school districts (preserve and inservice)
2) Teachers seeking advanced degrees
3) Individuals in alternative certification programs
4) Troops to Teachers (military)

C. Do you see any untapped opportunities by which your programs could serve the region?

"Funded" Institutes
-- ESOL, ESE, Reading
-- Continuing education (inservice for teachers! Many teachers take courses at FSU & FI because we cannot offer recertification courses.
What resources (in terms of faculty lines, staff, and nontraditional sources of support) would be needed to accomplish this?

Funding to develop more online deliver programs. Additional faculty to promote ESOL, ESE, AND Reading programs. Continuing Education -- programs to meet individual needs of teachers.

What resources are you currently employing to become the best you can be?

1. Partnerships with business and industry, grants,
2. Troops to Teachers
3. Alternative certification program with Escambia County.

Have there been any missed opportunities for serving regional needs which have arisen during the past five years?

Yes -- military. State requirements have limited number of students who elect to enter the teaching field. Have not been able to adequately prepare teachers in ESOL and Reading requirements.

Why were these opportunities missed?

Limited resources and faculty.

D. Describe any weaknesses in your programs that you feel need to be addressed.

ESOL, ESE, Reading -- Faculty over loaded -- need additional faculty lines to address needed programs.

How would you correct these weaknesses?

Hire additional faculty.

What resources would be needed to accomplish this?

New Faculty lines.

How would the region benefit from correcting these weaknesses?

Better prepared and qualified teachers in the system to provide quality education for local children.
E. If your program were designated one of distinction and received significant enhancement resources, how would you apply these resources to position your program to best serve the region?

1) Promotional materials and networking
2) Additional qualified faculty
3) Technology enhancement
4) Buildings!! Classrooms!!

In which of your programs would you invest these resources?

ESOL, ESE, Reading
Online delivery of courses/programs.

F. Describe ways in which you might collaborate with other units on campus to create joint programs that effectively serve the region.

We need to work with Arts and Sciences to better prepare students in Mathematics and English. Secondary programs have been dropped due to state requirements.

G. In what ways do specific support units on campus (Advising, etc.) support your programs, and how can such support be enhanced?

Great support through Advising Center -- particularly for students who have difficulty getting into teacher education program.
Need more information and support from Financial Aide for non-traditional students.

H. How well do you think the General Studies Program prepares your students for the major and as citizens of the World?

Need stronger math, English, and geography skills. Fundamentals -- conceptual understanding of math.

How would you adjust the General Studies Program to better serve the student’s needs in the major and beyond?

More emphasis on decision-making, critical thinking, and practical application of math basics.

I. Is current technology adequate for supporting your program?

No--need consistent delivery platform for on-line courses.
How would you enhance technology resources to better serve your program?

More faculty training on use of technology. Better servers and hardware for faculty and student use.

Additional Comments: