

University of West Florida

Strategic Academic Visioning and Empowerment Committee

Academic Visioning

Final Report

October 7, 2011

MEMORANDUM

TO: Chula King, Provost

FROM: Strategic Academic Visioning and Empowerment Committee

RE: Academic Visioning Final Report

DATE: October 7, 2011

The Strategic Academic Visioning and Empowerment (SAVE) Committee is pleased to present a Final Report of its activities. The report contains deliverables from the Academic Visioning process, which include the following:

- Proposed Vision Statement
- Proposed Mission Statement
- Strategic Themes
- Goals and Key Performance Indicators
- Preliminary Action Plans for Some Goals
- Recommendations for Communicating These Deliverables
- Recommendations for Implementing These Deliverables

These documents are intended to serve as a framework from which more detailed action plans will be built by divisions, colleges, departments, and units.

It's important to note that the SAVE Committee's efforts to date constitute the initial phases of a strategic planning process for Academics. Additional activities must be implemented beyond this work, which are critical for the future success of UWF Academics.

Although many individuals are not identifiable because of anonymous surveys, numerous people contributed to the Academic Visioning process in addition to the SAVE Committee (see Acknowledgements). This work is truly the result of a community and team effort.

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Acknowledgements

Academic visioning for a university does not happen by itself, and it does not happen overnight. It takes diligence from faculty, staff, students, alumni, administration, Board of Trustees, community partners, and friends. Our visioning for the future was possible through the efforts of a tremendously dedicated group of individuals who comprise the UWF community.

UWF Special Contributions

Several UWF people contributed to the academic visioning process in addition to the members of the SAVE Committee. The committee is grateful and appreciates their efforts.

Shelly Blake	Geri Genovese	Keith King
Kim Brown	Charlotte Guyette	Kelly Russ
Teresa Harris	Robert Heubach	Neil Vaughan
Kendra Fendt	Charles Houghton	Brian Whitney

UWF SAVE Vision Conference Attendees

CAS Faculty		
Ezzat Bakhoum	Wade Jeffrey	Thomas Reichherzer
Jaromy Kuhl	Chandra Prayaga	Jason Ortegren
John Fink	Ramie Gougeon	Kevin Kern
Allen Josephs	Theodore Fox	Pam Vaughan
Subhash Bagui	Marie Champagne	
COB Faculty		
Ronald Bush	Eric Bostwick	Marty Hornyak
COPS Faculty		
Debra Vinci	Trudi Gaines	Dave Dawson
John Platt	Charlie Song	Chrissy Ogilvie
Pat Wentz	Bill Tankersley	
Chairs/Directors		
John Todorovich	Bill Evans	Greg Lanier
Brendan Kelly		Matthew Schwartz
Staff		
James Hammond	Judy Jones	
Amanda Ziegler	Marc Churchwell	

Centers/Institutes		
Dick Snyder	Rodger Krull	Kathleen Heubach
UWF Administration		
Kevin Bailey	Kyle Marrero	Matt Altier
Fernaundra Ferguson	George Ellenberg	Kim Tatum
Carl Backman	Chula King	Susan Stephenson
UWF Students		
Undergraduate		
Undergraduate		
Zachary Farrington	David Tatem	Luke Killam
Cora Merritt	Keldrick Averhart	
Graduate		
Graduate		
Anna Burdgd – COB	Maria Leite – COPS	
UWF Alumni		
Caroline Hartnett President, UWF Alumni Board	John Gormley UWF Alumni Board	
External Stakeholders		
Rear Adm. Kilkenny Naval Education & Training Command	Lt. Nick Smith Naval Education & Training Command	Michele Harrison Naval Education & Training Command
John Dickenson Center for Information Dominance	Dottie Minear BOG	Tina Stewart TEAM Santa Rosa
Jennifer Grove Gulf Power	Sharon Heise Assoc. Director, IHMC	Justin Labrato Exec. Dir. of Finance, Sacred Heart
Diane Scott, Santa Rosa School Board	Tracy Andrews Navy Federal Credit Union	Paul Fetsko Escambia County Schools
Kelly Reeser, Pensacola Chamber of Commerce	Gordon Goodin Santa Rosa County	

UWF SAVE Goals Conference Attendees

Strategic Theme	Save Members	Invited Faculty	Other Invitees
Teaching	Jane Halonen, Richie Platt, Chris Pomory	Greg Tomso	Tom Westcott, Vance Burgess
Research	Richard Podemski, Joceyln Evans, Michael Huggins	Pam Vaughan	Karen Rasmussen

Purposeful Growth	Sue McKinnon, Ann Dziadon	Marty Hornyak, John Todorovich	Amanda Ziegler, Jim Hurd, Judy Jones
Visibility	Kathy Wilson	Debra Vinci, Nestor Arguea	Kyle Marrero, Jim Barnett
Community Engagement	Ed Ranelli, Elizabeth Benchley	Sheila Murphy, Keith Whinnery	Susan Shaw
Innovation	Stacie Whinnery, Pam Northrup	Brendan Kelly, Ted Fox	Mike Dieckmann
21 st Century Skills	Melissa Brode, Mohamed Khabou, Kathy Johnson	Justice Mbizo	Tim O'Keefe, Lauren Loeffler
Quality	Matt Crow, Bob Dugan	Ron Bush, Jonathan Fink	Greg Lanier, Dottie Minear
Floaters	Chula King & Judy Bense		George Ellenberg, Carl Backman

Executive Summary

Provost Chula King assembled the Strategic Academic Visioning and Empowerment (SAVE) Committee in February 2011 to develop a plan for the future of Academic Affairs at the University of West Florida. The official committee charge is provided in [Appendix A](#). The SAVE committee ([Appendix B](#)) was purposefully assembled such that there were representatives from all areas within Academic Affairs (colleges, centers, library, faculty, staff, administration, and alumni). In addition, the members were chosen to maintain a majority representation of faculty. The Provost also identified Dr. Laura Koppes Bryan as an internal consultant for the strategic planning process.

The Provost gave the SAVE Committee an ambitious deadline for completing the assigned tasks - October 1, 2011. Completing the charge in eight months meant the SAVE Committee would have to make sacrifices in the processes, timelines, and other aspects of the work. Specifically, many of the tasks are being submitted to the Provost as a draft which will require additional work to finalize.

Process

Upon receiving its initial charge ([Appendix A](#)), the SAVE Committee developed a 5-phase collaborative planning process for academic visioning ([Appendix C](#)). During Phase I: Getting Organized, the committee members identified important information to facilitate the collaborative strategic planning process: guiding questions, stakeholders who were deemed as important to the process, UWF accomplishments and lessons learned, and ground rules to guide their process ([Appendix D](#)). Additionally, the SAVE Committee formed a communication subcommittee to establish an Academic Visioning website ([Appendix E](#)) to post relevant documents and monthly updates.

Using an inclusive and transparent process, the SAVE Committee conducted an environmental scan ([Appendix F](#)) in which information was gathered from external and internal constituencies, as well as internal and external data sources (Phase II). The SAVE committee conducted two surveys during the environmental scan, one for internal stakeholders (faculty, staff, student and alumni) and one for external stakeholders (community members, business leaders, etc). In total, 1169 people participated in the surveys – 121 faculty, 364 students, 100 staff, 207 alumni and 377 external people. The survey respondents provide a wealth of data that was used throughout the visioning process.

During Phase III, the committee participated in a Data Conference to make sense of the information and data gathered during the environmental scan ([Appendix G](#)), resulting in 8 strategic themes or key issues for academics. Members prepared and used the concept papers ([Appendix H](#)) describing the strategic themes during Phase IV: Vision Conference, when 100 internal and external individuals provided input about their perspectives ([Appendix I](#)) and preferred futures for UWF academics ([Appendix J](#)). The SAVE Committee reviewed the input from the Vision Conference to draft the proposed vision and mission statements.

During Phase V, the SAVE Committee conducted a Goals Conference to assist with the development of appropriate goals and key performance indicators (KPIs) for each strategic theme ([Appendix K](#)) and to conduct some preliminary action planning for the newly developed goals. The SAVE Committee invited key members of the faculty, staff and administration from all areas of UWF, including outside Academic Affairs, to participate in the Goals Conference based on expertise possessed by those individuals in relation to the strategic themes. In total, 45

faculty, staff and administrators participated in the event. Although action planning was not a part of the original charge, the SAVE committee elected to begin drafting ideas for action plans for some of the strategic theme goals at the Goals Conference. Through a voting process, participants at the Goals Conference ranked the goals by priority for each theme ([Appendix K](#)). Each strategic theme group began drafting ideas for action plans on the one or two top-ranked goals using a common Action Plan Template ([Appendix L](#)). Groups presented their draft action plans to all conference participants for constructive feedback ([Appendix M](#)); however, time did not allow for theme groups to incorporate the constructive feedback into the draft plans. Thus, we present the draft plans as preliminary ideas with the recommendation that they should be reviewed and completed under the direction of the Provost. Additionally, we recommended that action plans be developed for the remaining goals under each theme via the direction of the Provost.

Conclusion

Over the course of eight months, the SAVE Committee has conducted a collaborative strategic planning process to identify a vision, mission, strategic priorities, and goals for academics at the University of West Florida. The committee used an inclusive process, inviting input from internal and external stakeholders and emphasizing transparency and ongoing communication. Since collaborative strategic planning can typically take up to two years to complete, the SAVE Committee submits the following products as initial steps with the recommendation that these activities continue under the direction of the Provost with academic visioning becoming an ongoing continuous improvement process at UWF. We also recommended that the spirit of transparency and ongoing communication to internal and external stakeholders remain overarching principles in the unfolding of the plan. To facilitate the continuation of this important work, the SAVE Committee has included recommendations for communication and implementation of the academic vision, mission, strategic themes, and goals.

Proposed Vision and Mission Statements

Proposed Academic Affairs Vision

Preparing students for successful careers and lives and advancing educational, cultural, and economic development through quality academic programs, creative scholarship, and innovative community partnerships.

Proposed Academic Affairs Mission

The mission of UWF Academic Affairs is to offer distinctive and nationally recognized baccalaureate, masters, specialist, and doctoral programs that prepare students for successful careers and lives in the 21st century.

A hallmark of university life, UWF teacher-scholars are committed to producing new knowledge. They engage students in rigorous, personalized learning experiences, enriched through creative scholarship and relevant community service.

The curriculum fosters disciplinary expertise, professional competence, and high standards of integrity. UWF graduates will be recognized for their achievements as leaders and scholars and for their civic contributions.

Through effective, accessible, and sustainable programs and innovative partnerships, UWF is the premier intellectual and cultural center of the region. With a faculty and staff dedicated to fostering a caring university community, UWF enhances the quality of life of the citizens and communities we serve.

Strategic Themes

The Academic Visioning Committee (SAVE) met on June 9 and 10 to review the results of various data gathering efforts as the foundation for a 5-10 year plan for Academic Affairs. During the meeting the SAVE Committee members systematically looked at survey results from internal and external stakeholders as well as archival data that examined both internal and external perspectives. Executive summaries and Power Point presentations for all four SAVE subcommittee groups can be found in [Appendix G](#).

The SAVE Committee shared conclusions and identified the most prominent themes under the guidance of strategic planning facilitator Laura Koppes Bryan. Eight themes emerged from SAVE Committee discussions of the patterns reflected across the data and stakeholder opinions as follows:

- Teaching
- Research
- Community Engagement
- Quality
- Growth (purposeful, managed)
- Skills for the 21st century (“work force readiness”)
- Visibility
- Innovation

The SAVE committee believes that all of the themes are of equal value. However, the teaching, research, and community engagement themes represent the core mission of the University (i.e., teaching, research, and service).

Goals

Participants at the September 16, 2011 Goals Conference developed the specific goals and key performance indicators (KPIs) for each strategic theme. These goals are numbered and listed in priority order under each strategic theme, based on a voting exercise conducted during the conference. The actual votes received for each goal is included in [Appendix K](#). Based on the products from the Data, Visioning, and Goals Conferences, the SAVE Committee developed an overarching goal for each strategic theme. The overarching goals for each theme are provided below. Also during the Goals Conference, KPIs for some of the goals were identified. These preliminary KPIs are also provided in [Appendix K](#).

TEACHING:

To develop and promote teaching that optimizes learning and personal transformation.

1. Design curricula to meet challenges of highly competitive workforce.
2. Define and promote high quality teaching in relation to service and research in the evolving mission of the University.
3. Establish hiring and compensation practices that reflect the goals and priorities of a high quality teaching focus.
4. Provide appropriate instructional environment (e.g., support, infrastructure) to facilitate optimal learning.

RESEARCH:

To build a vibrant culture of research.

1. Increase non-sponsored or internally-funded faculty research, scholarship, and creative activities.
2. Increase student engagement in research, scholarship, and creative activities as a high-impact learning experience.
3. Increase research and scholarly activities in collaboration with regional and national partners.
4. Increase externally-sponsored research.
5. Increase visibility of research, scholarship, and creative activities conducted by faculty and students.

COMMUNITY ENGAGEMENT:

To engage in mutually beneficial collaborations that advance academic programs and outreach.

1. Engage our local, regional and global communities in partnerships that foster experiential learning to enhance the quality of the academic experience and UWF visibility.
2. Recognize and incentivize faculty, staff, and student community engagement.
3. Develop integrated marketing communication to increase visibility of UWF engagement activities.
4. Establish ways to coordinate and organize community engagement.

INNOVATION:

To create a culture of academic innovation.

1. Create an environment that encourages and supports innovation.
2. Demand systemic continuous improvement informed by data.

3. Implement innovative initiatives to support institutional priorities and preserve identifiers unique to UWF.

QUALITY:

To support, sustain, and reward high quality academics.

1. Support and develop traditional and innovative undergraduate and graduate programs and invest strategically in programs that will establish The University of West Florida as preeminent, distinctive, and unique.
2. Recruit, retain, support, and develop the best teacher/scholars by investing in faculty. Recruit, retain, educate, and graduate the best students who will become knowledgeable, capable, and successful citizens.
3. To support and sustain an infrastructure that supports the needs of our academic endeavors.

VISIBILITY:

To improve internal and external communication of academic programs and achievements.

1. Develop the “brand promise” and “distinctives” which promotes all that encompasses the academic mission of the university and thus “The” University of West Florida.
2. Create unified/streamlined mechanism for self-promotion of academic programs, news, accomplishments, and the institution at the departmental, division, institutional, and public level via web, email, publications and etc.
3. Reorganize Academic units for enhanced marketing visibility.
4. Expand Marketing Campaign beyond state and region focusing on Academic programs and facilities related to market needs.
5. Develop a transparent process for regularly communicating with internal stakeholders (faculty, staff and students)

GROWTH:

To promote reasonable and sustainable growth.

1. Develop and implement campus wide retention plan.
2. Develop and execute a university wide coordinated and strategic enrollment growth plan.
3. Redesign Academic Advising to efficiently and effectively assist students in completing educational objectives.
4. Consistently evaluate and enhance as necessary UWF infrastructure; technology, information, human resources to support academics in a sustainable manner.
5. Design and organize academic programs and collaborations that are responsive to future market needs.

21st CENTURY SKILLS:

To ensure current programs are 21st century relevant.

1. Integrate and promote experiential learning opportunities and purposeful reflection of experiences in academic departments.
2. Create a systematic feedback mechanism for employer/community input.
3. Emphasize the theme of career development starting with general studies and continuing through major and graduate studies.
4. Promote global and intercultural awareness.
5. Ensure current programs are 21st century relevant.

Preliminary Action Plans

The SAVE Committee developed the following preliminary action plans at the Goals Conference held on September 16th. These plans represent draft ideas related to the top-ranked goals for each strategic theme and are not intended to be final products. The SAVE Committee recommends that the Provost and her team review and finalize these action plans as part of the implementation process. Additionally, it is recommended that action plans should be developed for the remaining goals under each strategic theme. The preliminary action plans were presented at the Goals Conference, and participants were allowed to provide feedback on them. The feedback is presented in [Appendix M](#).

Preliminary Action Plans

Teaching Goal 1 Goal 2	Research Goal 1 Goal 2	Community Engagement Goal 1 Goal 2
Quality Goal 1 Goal 2	Innovation Goal 1	21st Century Skills Goal 1 Goal 2
Purposeful Growth Goal 1 Goal 2	Academic Visibility Goal 1	

Recommendations:

Communication of Academic Vision, Mission, Strategic Themes, Goals

The SAVE Committee would like to respectfully offer recommendations for the communication of our work to the various UWF stakeholder groups. In general, the committee would like to make sure the results are shared in a transparent manner to everyone – faculty, staff, students, alumni, community members, etc. We also recognize that getting stakeholder buy-in is essential for the continued success of this process through the next steps. Thus, the SAVE Committee generated specific recommendations in a round table discussion; these are listed below with no attempts by the Committee to filter/combine/edit.

- Communicate a visible commitment from leadership that they will follow through with this
- Create a marketing document with a graphic representing the strategic themes
- Provide a “cheat sheet” of key points to communicate (talking points)
- Issue regular updates on the implementation plan
- Communicate the process – how themes were identified, flowchart (visual, not text)
- Publicize in local media & news media outside of Pensacola (Emerald Coast Campus)
- Presentation to BOT, Cabinet, Faculty Senate, Dean’s council, college councils, Chairs group & SGA
- Host reception/townhall on campus and reception downtown – Provost as Keynote
- Update Vision website continually
- Play off the “Think UWF” concept to market the ideas– mouse pads, magnets
- Publicize internally - Voyager, Argus, etc.
- Create YouTube video on UWF channel
- Conduct meetings with other Vice Presidents and their teams to promote campus buy-in
- Occupy prime space on UWF main page (website)
- Provost should post recommendations for implementation and finalized vision, mission, and goals– on both UWF page and Academic Affairs page
- Share with coalition of Presidents
- Link to pdf that summarizes document with internal link to appendices and send to everyone in the university, alumni, external stakeholders (everyone involved through the visioning process)
- Ensure that communication is appropriately crafted for the audience – students vs. faculty vs. alumni, etc.
- Communicate the connection between actions and SAVE committee recommendations
- Include members of SAVE Committee at events where ideas are presented to show support
- Communicate how the process engaged many stakeholders – internal & external
- Ask Goals Conference participants to share with their constituents
- Maintain ongoing “active” communication (not just website) that presents timeline (activities accomplished, next steps) – blog, CRN messaging, etc.
- Use the graphic as the permanent take away from the visioning process
- Focus on a staged communication strategy – continuous communication of accomplishments
- Ask SGA to post updates on Facebook page
- Encourage Provost to speak at academic conferences held at UWF throughout the year

- Post academic vision & mission on all department websites & related documents
- Make a presentation at the Council for Academic Vice Presidents
- Make academic visioning the focus of the Faculty Forum for next year & provide updates at future Faculty Forums
- Communicate ideas through CUTLA (becomes part of their website also)

Recommendations: Implementation of Academic Vision, Mission, Strategic Themes, Goals

The SAVE Committee would like to respectfully offer recommendations for the implementation of the academic visioning products. In general, the committee recommends that the Provost and her team review and further develop the submitted products, complete the action planning, and establish a system to ensure the implementation of the visioning activities. The SAVE Committee generated the specific recommendations in a round table discussion; these are listed below with no attempts by the Committee to filter/combine/edit. Additionally, throughout the visioning process, internal and external stakeholders raised a number of common issues that could influence the success of the implementation of the academic visioning goals. The SAVE Committee has drafted a summary of these issues immediately following the bullet points below.

- Communicate short-term victories & accomplishments at Faculty Forums
- Promote chair buy-in by conducting chair workshop activities to accomplish this
- Create a timeline that shows short & long-term implementation steps
- Create an implementation committee with subcommittees to address the diversity of the project
- Invite SAVE Committee members to continue if desired
- Appoint theme/goal teams to work on definitions and action plans (8 teams) instead of one group
- Create opportunities for short-term victories and accomplishments (e.g., funding related to goals, etc.)
- Create chart that shows list of tasks, who is responsible, expected date of completion (Gantt chart)
- Secure President Bense's commitment to fund recommendations within the concept of New Normal
- Create multiple timelines – Provost, Deans, Chairs/Directors, Support Services within Academic Affairs, etc.
- Work with Faculty Senate as the process is being implemented for ongoing input, communication, and recommendation
- Identify hurdles, challenges, and issues that could get into the way of implementation
- Include Academic Visioning KPIs as part of the evaluation criteria for those charged with implementing the action plans
- Identify what we are doing right now in each of the 8 themes that is working & publicize it
- Identify the gaps between what we are doing now and the goals
- Establish a communications committee specifically for academic visioning
- Report accomplishments in annual reports
- Align these goals with the BOG Annual Work Plan
- Incorporate the ideas in the Planning Assumptions document in the implementation plans
- Review preliminary action plans and complete the action planning for all goals

- Provide incentives for Quality Matters certification
- Reconvene SAVE committee for one-year review of accomplishments
- Provide rationale & transparency for prioritization of initiatives
- Provide appropriate resources for implementing action plans
- Recognize those who have accomplished pieces of this
- Designate someone in Bldg. 10 to address visioning activities as part of their permanent assignment

Implementation Issues and Concerns: Throughout the visioning discussions, many participants voiced specific concerns regarding dynamic tensions that might influence the success of the outcomes of the visioning process. We provide a brief explanation of these concerns in the hopes that these can be addressed to facilitate the most effective implementation strategies. In some cases, we make some specific recommendations for actions that could be taken to address the concerns.

Tension between teaching, research, and service: Although teaching at a public comprehensive university is a noble endeavor, many experience growing pressures regarding expectations to excel in all three areas of academic effort. The university has evolved from a context in which teaching was clearly pre-eminent to a context in which expectations are intensifying in all areas of effort. We should be proactive about anticipating the need to develop greater flexibility in defining academic roles to allow for the greatest array of opportunity for faculty. This approach will signal the opportunity for faculty to reinvent themselves with different priorities over the course of their careers. This strategy could extend to designing workload assignments that declare differential workloads priorities.

Division of program labor: An enlightened view of our evolution should take into account that the work of a program or department needs to unfold creatively, taking advantage of the strengths that people bring to the table. Flexible assignments will facilitate differential arrangements for star teachers, world-class artists and researchers, skilled administrators, and individuals who are dedicated to enriching community relations. Programs and departments should be given latitude as to how to accomplish their tasks by dividing up the activity in a manner that suits the talents of the faculty and the unique characteristics of the discipline. However, a move toward flexible assignments will necessitate an evaluation of how this change would impact current policies related to annual evaluation, tenure, and promotion.

Supportive of diverse approaches: One advantage of operating in a university context is the wealth of opportunity that exists to experience diversity--of talent, opinion, and strategy. Not only should we welcome the richness that comes from experiencing broad differences among the heritage and values of diverse people, we should encourage diverse approaches and practices toward meeting the goals we set for ourselves. In this regard, a “comprehensive” university

should celebrate being “different by design” to help us identify and implement multiple avenues for solving problems and promoting high quality programs.

Disruptive technology: The rate of change produced by technology has been dazzling and the impact on the classroom dramatic. We can continue to expect that technological advancement will require new skill sets to foster the greatest adaptability. We will need vigilant technologically-oriented individuals to conduct environmental scanning to help us stay current with the advantages new technology can provide. Additionally, attention must be given to the increased demands this will have on the workload for university personnel. Our hiring practices will need to focus on technologically-friendly, if not astute, faculty. Embracing technology as a partner in the academic enterprise will also have far-reaching economic implications for future planning.

Assessment, accountability, and benchmarking: It is clear that higher education has entered a new era of accountability with emphasis on dashboard metrics and benchmarking practices. Although we are making some strides in figuring out how to deal with demands related to these accountability measures, we encourage early and thoughtful attention to the best means for providing faculty and administrators with the capacity to collect, analyze, and use information in support of strengthening academic programs.

Reorganize/Create new structure to enhance communication across university and beyond: A concern that bubbled up across many thematic working groups was the need to reorganize the college structure in Academic Affairs. External stakeholders comment that they cannot figure out how we group activities. This confusion complicates partnership formation, donation, and sheer navigation of the programmatic environment. Specific turf conflicts tend to arise in relation to engineering/engineering technology, health, and pre-law programs as just three examples. Many people have commented that the College of Arts and Sciences may be too large. Some have expressed a desire for the emergence of an additional college or more to help our infrastructure more closely match those of our peer and aspirant institutions. We should look for logical and easy-to-understand synergies to help refine our infrastructure while preserving departmental integrity. A task force might be appointed to take seriously what the university should look like in 2017 when we celebrate our 50th anniversary to address this concern. Another option to enhance communication would be to develop innovative ways to organize the UWF web site, so that information about key issues and programs is readily visible/accessible, and not buried in department or administrative pages.

Buy in from every level of the university: The visioning process has attempted to be inclusive among the various stakeholders of academic programs although the majority sentiment has reflected input from faculty and students. However, for the recommendations to receive maximum appreciation and respect, special steps may need to be taken in the roll-out of the results. There has been a great deal of reassurance that the report will “not sit on the shelf.” It will be helpful to achieve that outcome by proposing a possible timeline involving short and

long-term objectives in a format that is both accessible and, ideally, participatory. Although most stakeholders have expressed the desire to support UWF academics in meeting its goals, critics abound. We need to commit to our desired course of action in the face of the inevitable criticism and cynicism that is likely to attend the roll-out. We need to take special pains to be as inclusive as possible in our representation of academic programming at UWF, not just of programs that have succeeded in capturing national prominence. Transparent communication processes with realistic goals and timelines will promote “buy in.”

Student Activity Enhancement + Academics: We recognize the potential value in strengthening the profile of UWF through enhancement of student activities. However, we want to ensure that academic programs remain the highest priority for building UWF’s reputation. Great academic programming without a dynamic campus environment will not produce the end state we seek. Student activities that eclipse the importance of our primary focus—the academic mission—will also prevent successful completion of the mission. Mutual support between these important, parallel activities seems to provide the greatest promise for UWF’s future.

Appendix A: Provost Chula King's Charge

Charge to the Strategic Academic Visioning and Empowerment Committee:

By October 1, 2011, the group will develop a vision, mission, goals and strategic priorities for Academic Affairs for the next 5 to 10 years. The group will:

1. Perform an environmental scan and SWOT analysis (internal and external).
2. Identify key performance indicators/measures.
3. Facilitate a strategic planning/visioning conference.

Appendix B: SAVE Committee Members

Ann Dziadon	Support
Bob Dugan	Library
Chris Pomory	Faculty Senate
Ed Ranelli	College of Business
Elizabeth Benchley	Institutes and Centers
George Ellenberg	Provost Liaison
Jane Halonen	College of Arts and Sciences
Jocelyn Evans	Faculty - CAS
Kathy Johnson	Faculty - COPS/EC
Kathy Wilson	Support
Laura Koppes	Consultant
Matt Crow	Faculty - COPS
Melissa Brode	Support
Michael Huggins	Faculty - Chairs Group; Committee Co-Chair
Mohamed Khabou	Faculty - CAS/EC
Pam Northrup	COPS; Military, Distance Learning, Non-traditional Adult Learner
Richard Podemski	Graduate School/Research
Richie Platt	Faculty - COB
Scott Keller	Faculty - COB
Stacie Whinnery	Faculty - COPS; Committee Co-Chair
Sue McKinnon	Enrollment Management
Tim Wyrosdick	Alumni

Appendix C: Academic Visioning Collaborative 5-Phase Process

Description of the Process:

The process should be one that:

- Positions academics as the focal point and driver of the institution.
- Answers the question "what should/can we be?" – Stage 1, due Oct 1.
- Answers the question "how do we get there?" – Stage 2, after Oct 1.
- Identifies the factors that must be considered.
- Empowers us to define our future.
- Establishes a data driven process.

SAVE adopted a 5-Phase Model for Collaborative Strategic Planning, including:
(*adapted from P. Sanaghan, 2009*)

- Phase 1: Getting Organized (February).
- Phase 2: Conducting an Environmental Scan (March, April & May).
- Phase 3: Making Sense of the Data (Two Day Meeting on June 9th & 10th).
- Phase 4: Staging a Visioning Conference (Late August/Early September).
- Phase 5: Staging a Goals Conference (Mid/Late September).

Appendix D: Phase I: Getting Organized

On February 18, 2011 the SAVE Committee met to begin the collaborative strategic planning process for academic visioning. The committee identified important questions to guide the environmental scan, stakeholder groups to include in the visioning process, previous UWF accomplishments to be contemplated during the planning process, and guiding principles to facilitate effective meetings and conferences during the academic visioning process.

What are some important questions to be addressed by this academic visioning/strategic planning process?

- Balance/expectations between teaching, research, and service
- Who are we / what are our strengths and who do we want to become?
- What are key programs that UWF wants to be known for, how do we match the needs of/strengths of NWF & state, how do we focus and grow them?
- What type of university does UWF want to be?
- What are our weakness – faculty, staff, students?
- How do we retain good faculty/students?
- How do we make sure we stand for quality? Demonstrate Quality. Define quality?

Who are the stakeholders? What are some important questions we need to ask our stakeholders about academics at UWF?

- UWF Faculty & Staff – Where do you want UWF to be in 5 years? How do you know your students learn what you teach –what are your goals.
- Companies that have hired UWF grads – What skills are lacking from new hires? What skills are great that new hires already have?
- Alumni—How did or did UWF help achieve career goals? Also retired staff/faculty.
- What are your (private sector) expectation for UWF and its contribution to educational, cultural, economic & quality of life of NWF & State
- Students—grad; undergrad—how has UWF education contributed to your personal and professional development; how did we do?
- Middle and high school students and their parents—what would encourage “you” to attend UWF.

Identify a UWF accomplishment over the past 5 years. For that accomplishment, indicate why it worked and one lesson learned.

- Engaging faculty to work with students, do projects, conduct research
- For new initiatives – be strategic, engaging, and communicate
- Emergence as an online leader with strategic planning and support (meeting the demands of constituents, meeting demands of quality in online learning, professional development available to faculty)
- Quality of life issues matter for faculty retention

- Higher quality programs get noticed
- Inclusive planning for new facilities (additional classrooms, recreation center, residence halls), engaging those using the facility, learn from what others do and from other's mistakes
- Success of the marketing/promotional campaign (visual, community connection, used students, grads, faculty and administration and included regional coverage)
- Be data-informed
- Connected with industry to determine "good" programs

What guiding principles should apply to this academic visioning/strategic planning process? (including SAVE Committee meetings and stakeholder conferences)?

- Transparency – appropriate level of communication with outside community
- Inclusion of more outside stakeholders
- Follow through; widely disseminated
- Allow enough time to do the job right
- Goals that can actually be met
- Data-driven, develop metrics
- Operate under real expectations, limits
- Data access/informed thought

Appendix E: SAVE Committee Web Page

A website, <http://uwf.edu/academic/visioning/>, was created to regularly communicate with University and external stakeholders. Monthly updates were posted to the site from the Communications Subcommittee to allow people to track the progress of the academic visioning process.

University of West Florida

About | Admissions | Academics | Campus Life | Alumni | Athletics

Site People Search UWF

Academic Visioning

Home

The Visioning Process

Goals Conference

Guiding Questions

Strategic Themes

Timeline

Members and Committees

Monthly Updates

- April 15, 2011
- May 15, 2011
- June 15, 2011
- July 15, 2011
- August 15, 2011

FAQ

Pictures

UWF Academic Visioning

Welcome to the UWF Academic Visioning Process Site.

We are developing the strategic priorities for academic programs at UWF for the next five to ten years. We are committed to a transparent and inclusive process.

We invite you to explore the visioning process, our timeline, and group membership to get oriented to the process.

Every 15th of the month our subcommittees will provide you with an update of their progress.

[Have A Question?](#)

Appendix F: Environmental Scan Subcommittees

Communications

Develop a plan for communicating the work of the SAVE team with stakeholders. Specifically, identify who needs to be informed, how best to reach them (this may require different methods based on stakeholder group), and when information should be disseminated. **Members:** Kathy Johnson and Jane Halonen

Internal Data

Develop a plan for what internal data need to be collected and where/how to obtain the data. **Members:** Anne Dziadon, Mike Huggins, Richard Podemski, Sue McKinnon, Richie Platt **Chair:** Mike Huggins

External Data

Develop a plan for what external data need to be collected and where/how to obtain the data. **Members:** Pam Northrup, Kathy Wilson, Chris Pomory **Chair:** Matt Crow

Internal People

Develop a plan for gathering input from internal stakeholders including: who, how to reach them (this may differ depending on the group), when, and possible questions. **Members:** Melissa Brode, Bob Dugan, Jocelyn Evans **Chair:** Mohamed Khabou

External People

Develop a plan for gathering input from external stakeholders including: who, how to reach them (this may differ depending on the group/person), when, and possible questions. **Members:** Scott Keller, Tim Wyrosdick, Stacie Whinnery, Ed Ranelli **Chair:** Elizabeth Benchley

Appendix G: Environmental Scan Subcommittee Executive Summaries and Presentations

External Data Committee - Executive Summary

Method: The External Data Committee collected information on population trends in Florida, and academic profiles of students, faculty and institutions from inside and outside the local region.

Sources of information included: Chronicle of Higher Education, Office of Economic and Demographic Research, Florida Demographic Estimating Conference, College Board, U.S. Department of Education, SREB State Data Exchange, Department of Defense Voluntary Education Reports, Veterans Administration Reports, Florida SUS Program Data Files, Sloan-C and individual university websites.

Findings:

1. Population trends in college-age students are flat or declining in northwest Florida projected over the next 20 years.
2. Population trends in college-age students in the major metropolitan areas of Florida (eg. Orlando, Miami) are slightly increasing. The southwest part of the US has the largest population of college-age students.
3. Major workforce needs in northwest Florida are similar to other areas.
4. Average faculty salaries at UWF are below Florida and national averages.
5. Tuition costs at UWF are below Florida and national averages.
- 6 Students consider academic quality to be the leading factor in choosing a university.
7. Students entering as freshman are not as well prepared as necessary to start a university level education. Florida student scores on entrance tests are below national levels.
8. Retention of students beyond the freshman year is a major concern.
9. Online education is rapidly increasing nationally.
10. Non-traditional learners (age group, military, re-training) represent a major pool of students.
 - [External Data Subcommittee Report](#) (PDF)

External Stakeholders Sub-Committee - Executive Summary

Method: The External Stakeholders (ES) subcommittee of SAVE developed a survey instrument to seek input from External Stakeholders regarding the Strengths, Weaknesses, Opportunities, and Challenges of UWF in the Community. The survey was completed by 377 external stakeholders. It was delivered face to face to a series of northwest Florida Chambers of Commerce, who represent diverse businesses, governmental agencies, and service organizations across the region; to military leadership; and to selected PSC students. An on-line version of the survey was sent to teachers and school administrators across the region, groups of medical professionals, several Boards and advisory councils affiliated with UWF, government officials, military from the region, parents, UWF retirees, and other community groups. The on-line External Stakeholders survey was also available to members of the public on the SAVE Website. ES subcommittee members analyzed the responses and identified seven themes that addressed the SAVE Guiding Questions.

Findings: UWF is emerging as THE University of West Florida.

We were a small public educational institution located in northwest Florida, and now we have emerged as the preferred university in northwest Florida, a mid-large size, student oriented, public university with the leadership responsibility to advance the educational, cultural, and economic development of the region.

Primary Themes:

1. **Meet Regional Needs:** Provide programs to meet needs of region including expanded academic program offerings, programs that articulate with the community, graduate degree programs, and online programs (noted as a strength, weakness, and opportunity).
2. **Engagement:** Continue to grow partnerships with community, military, government, schools and businesses; assist with economic development of the region; develop partnerships with other educational institutions; enhance communication with the community and region; provide quality of life intangibles (noted as a strength, weakness, and opportunity).
3. **Growth:** Take advantage of opportunities to grow enrollment, educational programs, online programs, campus facilities, and sports (noted as an opportunity).
4. **Quality:** While UWF has quality programs, faculty, students, facilities, and graduates, improvements are needed in preparing students for the real world. Providing hands-on experiences, internships, coops, and mentoring would help improve the quality of UWF graduates (noted as a strength, weakness, and opportunity).
5. **Work Force Ready:** To prepare for entering the workforce or graduate school, UWF graduates need to develop their oral and written communication skills. Other important qualities include teamwork, leadership, project management, professionalism, self starting, mastery of content, and ethics. UWF should improve career placement for graduates by linking them to

professional networks through internships, and enhancing UWF's career services (noted as a weakness, opportunity, and challenge).

6. **Funding:** Threats to higher education funding require that UWF develop new strategies for developing funding sources and resources, while continuing to hold the cost of education down for northwest Florida students, many of whom are first generation in college or from economically depressed areas (noted as a challenge).

7. **Competition:** UWF needs to outperform its competition (state colleges, online, FSU, Troy) by offering quality undergraduate, graduate, and community programs. One way to accomplish this is to develop partnerships with a variety of educational institutions and businesses to enhance UWF's programmatic reach (noted as an opportunity and challenge).

- [External Stakeholders Subcommittee Report](#) (PDF)

Internal Data Subcommittee Report - Executive Summary

Method: The Internal Data Subcommittee (IDS) collected data from sources internal to UWF. Much of the data was locked inside UWF's student information system and the IDS relied on specialists from ITS, Institutional Research, the Graduate School, and Enrollment Services to help unlock that data and make it available for analysis. Other sources of data included the UWF Fact Book and financial aid data such as FISAP. In many instances, multiple years of data permitted the analysis of trends in the data over those time periods. In other situations, the IDS looked at snapshot data and for those situations, the fall, 2010 term was chosen since it was the latest term for which complete data was available at the time of the IDS analysis.

Findings: Among the observations derived from the internal data sources, some were very surprising and reflect the changing nature of the University of West Florida, including its students, its faculty, and its curriculum. One indication of that change is that fewer undergraduate students are enrolling from the traditional service areas represented by Escambia, Santa Rosa, and Okaloosa counties. With the decline in the economy and the university's budget, faculty have heavier teaching duties and consequently have decreased their research productivity. Most sponsored research is applied with little commercial potential. There has been a shift toward more traditional University demographic where the majority of undergraduate growth has been with FTIC students, while the majority of growth in graduate programs has been seen in the online campus.

Capacity for growth: As of fall, 2011, UWF has already met its growth target of 12,000 students. However, if we are to envision further growth, where would the university put those increased numbers of students? Classroom, and lab, capacity is very critical especially if the state is not likely to fund much in the way of new facilities. The IDS found that, for the fall 2011 term, on average courses are filled to 84% of the departmentally specified *class limit*, however those same courses were only filled to 57% of the *classroom capacity*. UWF has the classroom capacity but must do a better job of matching course limit to classroom capacity and scheduling classes at non-prime times (e.g. 4:00 – 5:15 time block). The same cannot be said of laboratory space where the existing enrollments already push lab capacities to the breaking point.

Opportunities: UWF has many opportunities for the future. Additional undergraduate growth potential exists via recruiting in major Florida metropolitan areas. UWF's ability to differentiate itself has been complicated by the emergence of the Florida State Colleges. However, by growing its research and graduate programs concurrent with the transition to traditional University will help UWF distinguish itself from state college system. To do this, UWF will need to increase the salaries of existing faculty and staff while simultaneously adding the additional human resources necessary to accommodate that growth and simultaneously ensuring that the increased enrollment growth does not exceed the other available resources.

- [Internal Data Subcommittee Report](#) (PDF)

Internal Stakeholders – Executive Summary

Method: The identified internal stakeholder groups were faculty, students, staff and alumni. Two methodologies for collecting information were used: an online survey and town-hall meetings. A total of 792 internal stakeholders responded to the eleven questions of the online survey (faculty = 15% of respondents; students = 46%; staff = 13% and alumni = 26%). Four town-hall meetings were conducted; one for students (5 attendees), one for faculty (5 attendees), one for faculty and staff (25 attendees) and one for the President’s Extended cabinet (20 attendees). Most of these face-to-face meetings focused on the strengths, weaknesses, opportunities and threats faced by UWF’s academic programs. One meeting focused on desired student traits and skills, how to gauge quality, and the means to ensure the retention of faculty, students and staff.

Findings/Recommendations: Although two diverse methodologies were used to collect information from the internal stakeholder groups, there was observable overlap of the responses from the online survey and those discussed and recorded at the face-to-face town-hall meetings. UWF’s academic strengths include its small class sizes and the availability and willingness of faculty to work with students. Academic opportunities include closer partnerships with the community and other educational institutions to improve the alignment of academic programs with workforce and other regional needs. Uncertainty about state funding and the overall economy, both of which directly affect college affordability, pose challenges for UWF. It was suggested that UWF enhance its accountability and visibility through involving and informing stakeholders of its plans and direction, and by creating/supporting programs of distinction. Stakeholders expect UWF’s academic programs to be of high quality, graduating students with excellent written and oral communication, critical thinking, and “job readiness” skills based, in part, on experiential learning.

Conclusion: Overall, internal stakeholders take pride in UWF and its academic programs. They want more challenging curricula and varied programs aligned with workforce, social and cultural needs of the Panhandle. UWF should be a student-focused, regional comprehensive university with opportunities for students to be involved in research as well as practical internships. Stakeholders identified academic themes related to the character and quality of UWF. Strengths include small class sizes, quality faculty and staff, a sense of community and a unique, beautiful campus. To keep academics strong, UWF needs to improve its recognition and support of faculty and staff, plan for purposeful growth and assure the quality of its students and programs. UWF needs to ensure that its faculty and staff are monitoring the workplace of tomorrow and preparing our students accordingly. Content delivery is important, and there needs to be continued exploration of alternative and innovative delivery formats for courses. UWF also needs to maintain a quality student campus life including the upkeep of its infrastructure.

- [Internal Stakeholders Subcommittee Report](#) (PDF)

Appendix H: Concept Papers

The following Concept Papers were written by the Strategic Academic Visioning and Empowerment (SAVE) Committee to provide an overview and background for the eight academic themes identified at the June Data Conference based on environmental scan data. Thus, these concept papers represent a “snap-shot in time” based on the data collected and its analysis. The papers were prepared to provide internal and external stakeholders a summary of the findings from the environmental scan related to each theme. The eight themes are:

- 21st Century Skills
- Academic Visibility
- Community Engagement
- Innovation
- Purposeful Enrollment Growth
- Quality
- Research
- Teaching

In addition, the concept papers provide some national perspective on the topics as well as some potential key performance indicators related to ideas discussed. The papers are not meant to establish goals or be comprehensive. These papers were presented to internal and external stakeholders at the UWF Academic Vision Conference on August 11, 2011 to stimulate discussion and input related to the eight academic themes to inform the development of a vision, mission, and strategic goals for UWF academics.

Concept Papers

- [21st Century Skills \(PDF\)](#)
- [Academic Visibility \(PDF\)](#)
- [Community Engagement \(PDF\)](#)
- [Innovation \(PDF\)](#)
- [Purposeful Enrollment Growth \(PDF\)](#)
- [Quality \(PDF\)](#)
- [Research \(PDF\)](#)
- [Teaching \(PDF\)](#)

Appendix I: Vision Conference Input: Stakeholder Perspectives

Stakeholder Perspectives

At the Vision Conference conducted on August 11, 2011, the participants (listed on page 4) were organized into groups based on common stakeholder identities – faculty, staff, students, administrators, external stakeholders, and alumni. During the session, they were asked to provide feedback on two questions from their stakeholder perspective:

- **From your unique perspective, what is important for us to know about how you see the future of the institution?**
- **What do you want us to remember as we plan for the future of UWF Academics?**

The results have been compiled and are presented unedited below.

Alumni input

- Retain the value of my diploma
- More support for connecting with jobs
 - -employers' familiarity with UWF's reputation
- Access to quality employment
- Don't want UWF to be ordinary
- Prepare students for their field/grad school
- Want faculty to be able to "think outside of the box"

Centers / Institutes Input

- Need a seamless integration of teaching, research, and service
- Centers/Institutes meet specific needs
 - Local needs – national & international caliber
- Provide adaptive responsiveness to regional, national needs
- Models for interdisciplinary collaboration & partnerships inside & outside the university

Chairs/Directors Input

- Operationalizing institutional action plans
- Constraint of current infrastructure
 - Buildings
 - Organization of Units
 - Programs
- Culture of resisting change rather than audience-centeredness
- Resource allocation based on change

External Stakeholder Input

- Better trained workforce
 - communication (writing, speaking)
 - consequences
 - work/ethic
- Specific programs
 - Completion
 - Convenience
- Leverage what you have already (alignment)
- Improvement of local health
 - (physical gulf/health) = business opportunity
- Bigger than regional
- Diversified audience/delivery method
- Traffic help by coalition
- Continue community engagement process with key organizations = create structure
 - School systems, military, biz, profession
 - Construction, engineering, IT, A/F
 - Ford Grant & Higher Ed. Academics
- Partnership: Don't need to do it alone
- Define mission: teaching, research, engagement (all important)
- Uniqueness of UWF
- Small class sizes
- And on activities – internships, workforce experience, applied research

Faculty Input

- Balance “community-based” research with faculty need/want to obtain national research reputation/funding
- Programmatic support for academics, students leave with a positive experience and 21st century skills
- Blend T, R, & S in the classroom
 - Enrich experience
- Reasonable load for faculty
- (must be able to accomplish 1, 2, &3)
- Need new faculty to match growth
- Align strategic goals with support & rewards
- Examples:
 - Online courses? Need infrastructure
 - Grad Programs? Need assistants, etc.

- Flexibility? Need to accommodate & reward it
- Recruit to match strategy
 - Faculty, students, support

Q1

- “faculty are between a rock and a hard place”
 - Growth = increase
 - Faculty = decrease
 - Expectations = same

Q2

- “seed corn of university” – young regular tenure track faculty
- Quality which will impact enrollment which will impact money
- Replacing with adjuncts will hurt quality (research, teaching, service)
- Focus on Quality not just numbers
- Resource allocation & faculty recognition
- Faculty are expected to work more for less
- Improve admission standards
- Faculty appointment flexibility
- Think beyond the region (i.e. think national/international)
- Service to the discipline should be acknowledged/rewarded

Staff Input

- Usually 1st impression of academics / UWF – (Important Role; Bridge throughout campus)
- Communication – (Knowledge development; sharing)
- Consistency in process
- OPS effecting quality of service
- Staff are committed
- Makes things that happen in classroom & learning successful
- Include staff for training, communication, and goals

Student Input

- Retain qualities which currently attract students & enhance degree quality (small class sizes/faculty accessibility)
- Ensure workforce readiness
- Provide innovative facilities & increase community internships which will promote retention

- “UWF” should signify distinctiveness and quality
- New programs to reflect emerging industries

UWF Administration input

- The “big picture” (holistic balance) – Macro level
- Be open, flexible, innovating, not afraid of change
- A system of accountability & assessment that is transparent
- Remember who we are – our distinctiveness

Appendix J: Vision Conference Input: Six Preferred Futures for UWF Academics

During the final session of the Vision Conference, participants were placed in six groups representing all stakeholder entities and asked to provide a picture of a preferred future for UWF Academic Affairs. The six preferred futures are presented unedited below.

Preferred Future 1

- Support to allow faculty to be scholar-teachers
- Increased permanent staff to support vision
 - Faculty and Staff recognition and reward is increased for significant successes (beyond the average) (HR produces flexibility to support)
 - Revisit workload for faculty teaching face-to-face and online. (Reward system for online).
- Standards are higher
- Identified & fostered areas of distinction & reorganized to support them
- Clear identity has been established
- Recognized as a model of student centered research
- Productive & strategic collaborations
 - Within UWF
 - With external partners

Preferred Future 2

- External validation of academic superiority
 - accreditation success
 - UWF reputation is solid, accurate
 - Big marketing budget
 - National awards
 - Plan for compensation (systematic)
- Research Pubs
- Money & support available as faculty incentives
- Hiring prominent
- Financial compensation (fame = big salaries)
- Examine PI share
- Grad student budget
- Attract, Recruit, Retain
- High quality faculty, facilities & programs
 - More faculty (full-time) for comprehensive roles
 - Multi-modal advising

- Small classes – “personal touch”
- Demonstrate alumni success
- Don’t forget to diversity
- All classes up to standard
- High impact activities
- Organizational (process, not just outcomes)
- Campus development, residential reconfigured colleges
 - Health & human performance
 - Education/innovation
 - Honors
- Multi-disciplinary activities
- Culture of innovation (risk value)
- Employer satisfaction:
- Knowledge/skills appropriate for job market & citizenship
 - Improved components (critical thinking, writing, group skills)
 - Internships/co-ops
 - Internship co-coordinator in department
 - Embedded career development in major
 - Valid, vital assessment confirmation
- Improve community
 - Intellectual, cultural, tech center of the panhandle
 - Community broadly defined
 - Recognition of alumni success
 - Enhanced councils & partnerships

Preferred Future 3

Quality is an assumed baseline

- Focus on student achievement (i.e. accreditation, programs of distinction)
- Interdisciplinary programs of distinction that are market driven/research enabled
- Be well known around the country in selective targeted areas of research
 - Collaboration/partnership
- Tell the story/focused marketing campaign
- Different populations need different types of support
- More engaged learning (e.g. internships, capstone)
- Strengthened relationships with the community

Preferred Future 4

- Energetic, Vibrant Campus

- Richer Campus life
 - Low debt, high quality education
 - Student-teacher relationships
 - “Career pipeline” = UWF
- More Colleges (possibly health care)
 - More interdisciplinary centers
- National & International recognition & engagement
 - Military
 - Research

Preferred Future 5

- Faculty & student accomplishment highlighted
- Money & structural support to incentivize & reward faculty scholarly activities
- Quality of faculty
- Quality of facilities
- Quality of programs
- Campus development – residential, classrooms.... Reconfigured college structure
- Knowledge and skills appropriate for job market & citizenship – real world skills and experience

Preferred Future 6

- Strategically developed organizational structure
 - Disciplinary collaboration/alignment
 - Bureaucratic hurdles reduced
 - Encourages & rewards communication
 - Bond between teaching, research, & service
- Distinction achieved through a variety of metrics
 - National recognition as quality institution
 - Improved graduation rates & time to degree
- Community & UWF seamlessly & positively integrated
 - Partnerships for economic development & workforce readiness
 - Enhancement to quality of life
- Enhanced student life, campus infrastructure, and a culture of learning
 - Targeted recruitment success
 - Academic support services integrated with culture of learning
 - Scholarship & expertise of faculty are key reasons students attend UWF
 - Technology to enhance work life, learning, and community engagement
- All members of UWF family can articulate and embrace UWF identity

Appendix K: Goals and Key Performance Indicators (KPIs)

At the Goals Conference (September 16th), attendees (listed on page 5) were organized into small groups according to the eight strategic themes to develop Goals and KPIs. Draft goals and KPIs were presented to the large group for constructive feedback, revised by each small group, and presented once again to the large group. Based on input from the large group, the goals were ranked in order of priority. In the final activity of the day, the small groups developed preliminary draft action plans associated with the top two goals for each theme. The action plans were developed based on the template provided in [Appendix L](#). These action plans were presented to the large group to allow constructive feedback. This feedback was transcribed and is included in [Appendix M](#). The links below provide access to the goals (including votes for ranking) and KPIs for each strategic theme.

Goals & KPIs with votes for ranking

Teaching	Research	Community Engagement
Quality	Innovation	21st Century Skills
Purposeful Growth	Academic Visibility	

Appendix L: Goals Conference Action Plan Template

SAVE Committee Academic Visioning Action Plan

Goal Statement (objective):

Three important strategies or action steps toward implementing the goal:

Key performance indicators for the goal:

A description of what success would look like:

Resources needed (people, money, technology, office space, and so forth)

Time frame for implementing each step:

Suggested champion or owner: (the person who is ultimately responsible for the successful completion of the goal)

Who needs to be involved in the successful implementation of the three important steps:

Potential hurdles or challenges that would prevent implementation:

Appendix M: Goals Conference Constructive Feedback for Action Plans

The final activity at the September 16th Goals Conference was the presentation of action plans for the top-ranked goals for each theme to allow constructive feedback from the large group. Unfortunately, time did not allow for small groups to reconvene and incorporate the feedback from the large group into their action plans. However, all constructive feedback is provided in the links below.

<u>Teaching</u>	<u>Research</u>	<u>Community Engagement</u>
<u>Quality</u>	<u>Innovation</u>	<u>21st Century Skills</u>
<u>Purposeful Growth</u>	<u>Academic Visibility</u>	