



*As Submitted June 27, 2007*

**LEGISLATIVE BUDGET REQUEST 2008-2009**



Office of the President  
11000 University Parkway  
Pensacola, FL 32514-5750

June 25, 2007

Dr. Mark B. Rosenberg, Chancellor  
Board of Governors  
State University System of Florida  
Turlington Building, Suite 1614  
325 West Gaines Street  
Tallahassee, FL 32399-0400

Ref: UWF's 2008-2009 Legislative Budget Requests  
(Pending UBOT Approval)

Dear Chancellor Rosenberg:

As described in detail in the enclosed document, the University of West Florida's 2008-2009 Legislative Budget Request (LBR) focuses on Building World-class Academic Programs and Research Centers and on Access to and Production of Degrees, SUS Strategic Goals Three and One. We submit two priority issues for consideration and for inclusion in the Board of Governor's legislative request:

**Priority #1:** Historic Preservation Programs

**Priority #2:** Academic Program and Student Retention Enhancement

In concert with our other specific initiatives, these priorities will enable UWF to further develop its strong reputation in historic preservation and museum studies while also improving future student access, graduation rates, and degree production. Additional ongoing programs will continue to address the remaining BOG strategic goals.

The priorities we are submitting were developed through our integrated budgeting and planning process, and reflect our continuing commitment to previously identified critical issues. Given the outcome of this year's process, funding of these priorities is more essential than ever before if the state is serious about providing public higher education to its citizens across the Panhandle in view of the fact that UWF is the only public university in the region.



Office of the President  
11000 University Parkway  
Pensacola, FL 32514-5750

Thank you for your continued assistance and support.

Sincerely,

John C. Cavanaugh  
President

enc: LBR 2008-2009

cc: SUS: Tim Jones, Annie Rosier, Nate Johnson  
UWF: Budget Council

The University of West Florida

Legislative Budget Request for 2008-2009

As Submitted to the Chancellor of the State University System  
For Inclusion in the State University System  
Legislative Budget Request for 2008-2009

This Legislative Budget Request is a Direct Outflow of the  
UWF Integrated Planning and Budgeting Process and  
Relates Directly to the Strategic Goals of the Florida Board of Governors

UWF Board of Trustees Pending Approval

Submitted June 27, 2007

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**State University System of Florida**  
**Educational and General**  
**2008-2009 Legislative Operating Budget Issue**  
**Form I**

<b>University:</b>	<b>The University of West Florida</b>
<b>Descriptive Issue Title:</b>	Historic Preservation Programs <ul style="list-style-type: none"> <li>• Academic Program Enhancement</li> <li>• Historic Pensacola Village Enhancement</li> <li>• Program and Service Expansion</li> </ul>
<b>University Priority Number:</b>	<b>1</b>
<b>Date Approved by Board of Trustees:</b>	<b>Pending</b>

Check **only one** of the following to indicate which SUS Strategic Plan Goal/Objective this issue will address:

<input type="checkbox"/> <b><u>Access to and Production of Degrees</u></b> <i>(Examples of issues that may be included under this goal would be new enrollment growth, outreach, recruitment, financial aid, academic tracking, advising, etc.)</i>
<input type="checkbox"/> <b><u>Meeting Statewide Professional and Workforce Needs</u></b> <i>(Examples of issues that may be included under this goal would be new or expanded targeted and/or educated citizenry / workforce programs, retention of students.)</i>
<input checked="" type="checkbox"/> <b><u>Building World-class Academic Programs and Research Capacity</u></b> <i>(Examples of issues that may be included under this goal would be new and/or expanded research initiatives, enhancements of certain academic programs or program implementation / expansion of non-targeted programs.)</i>
<input type="checkbox"/> <b><u>Meeting Community Needs and Fulfilling Unique Institutional Responsibilities</u></b> <i>(Examples could include issues important to a regional area or specific to an institution's mission.)</i>

## **I. Needs Statement**

The University of West Florida has an outstanding reputation for its various academic and other programs related to history and historic preservation. Indeed, UWF served as the model for the transfer of state-owned historic properties to a university, and has performed that function with distinction since 2002. UWF's role paved the way for the transfer of the St. Augustine properties to the University of Florida in the 2007 legislative session. In the academic realm, UWF's programs in public history, historic preservation, museum studies, and historic archaeology recruit nationally and internationally for faculty and students, and have established themselves as among the best undergraduate and master's programs in the country. West Florida Historic Preservation, Inc. (WFHPI) is a Direct Support Organization (DSO) for UWF, and operates 22 historic properties in Historic Pensacola Village, including some of the state's most important historic structures and three museums. The Village serves as the laboratory for the history programs as well as a frequent site for archaeology. The new Admiral John H. Fetterman State of Florida Maritime Museum and Research Center will come under the auspices of the history academic programs (among others) and WFHPI. As the state designated maritime museum, it will tell the long history of Florida's relation to the sea.

Since March 2006, the University has set a number of goals for WFHPI, including regaining its accreditation from the American Association of Museums, increasing faculty lines in history, computerizing its catalog records, expanding its education and public program offerings, developing a living history program, maintaining an active exhibition schedule, and working to promote regional historic preservation.

Looking to the future, UWF has, through WFHPI, the opportunity to expand the historical resources available to UWF and its historic preservation, public history, museum studies, and historic archaeology programs. Additionally, UWF has the opportunity to replicate the example set by the merger of the Arcadia Mill site into WFHPI via merger with other interested groups, such as the Pensacola Historical Society and the Alger Sullivan Historical Society. The merger of these additional programs will make UWF, through WFHPI, the keeper of regional history. These resources would then be available to students and general researchers under the one umbrella of WFHPI.

In order to take these programs to the next level and to expand access to academic, cultural, and community programs, this request is for funding in several areas: faculty and staff positions, and program support.

## **II. Justification**

### **A. Description of service or program to be provided:**

Over the years UWF's academic and related programming in history has become quite broad. Largely through its Direct Support Organization (DSO), WFHPI, UWF has created a unique laboratory for several academic programs, especially through its management of 22 of the most important historic structures in Pensacola, specifically, and Florida, more generally. Through its DSO, WFHPI, UWF serves as a historic preservation advisor to local governments and to

regional residents. It has an active museum program, living history program, and collections management program, but does not have the faculty or staff to adequately manage these initiatives. This request addresses these long standing staffing needs and also looks to the future with regard to increased academic programming, marketing efforts, and the fulfillment of the legislatively mandated academic and community imperatives that accompanied the transfer of the properties to UWF in 2001. This request contemplates three additional faculty members to fully develop the historic preservation, public history, museum studies, and historic archaeology programs, as well as faculty appointments for several more. These positions and appointments, in turn, will significantly increase the capacity in those programs.

To accompany the development of the academic imperative, this request includes a request to make possible the merger of Pensacola Historical Society and Alger Sullivan Historical Society into the operation of WFHPI, thereby connecting them to UWF. These groups would bring considerable collections and archives under the UWF umbrella to provide a regionally and nationally unrivaled collection from which faculty can teach and students can learn. These materials will provide numerous research opportunities and many prospects for practica, internships, and part-time student employment. Essentially these collections will cover the colonial through twentieth century history of the region that reflect a long tradition of brick making, lumbering, and agriculture. Along with these collections would come five additional historic buildings and the support of these organizations' constituency. No better indicator of the UWF's success with caring for the former Historic Pensacola Preservation Board properties and the preeminence of its public history, historic preservation, museum studies, and historic archaeology can be offered than the willingness of these organizations to trust UWF with the perpetual care of their buildings and collection.

### **Recommended New Faculty and Staff Positions**

Credible and authentic educational programs are based on solid professional training and research by experts. Information produced by these professionals is credible and honest, unfettered by pressures of the marketplace or fads. Historians and archaeologists consistently produce new information that changes interpretations of the past, and it is important to constantly upgrade and modernize the educational programs provided to the public. Professionals in historic architecture, engineering, and the crafts provide invaluable information for the authentic restoration, management, and production of buildings and materials. Archivists and curators gather, preserve, and make documents easily accessible to professionals, staff and qualified researchers. The Maritime Museum requires specialists with backgrounds in aquatic life, exhibitions, major museum operations, and the like. UWF, especially with the addition of the Maritime Museum, should be a model of professionalism for the state and nation with regard to the way it develops and implements its programs.

## 1. Academic Program Enhancement

Florida Statute Ch. 267.173 section (1) outlines the academic initiative the Florida Legislature envisioned by transferring the historic properties and staff of the former historic Pensacola Preservation Board to the University as follows:

The goal for contracting with the University of West Florida is to ensure long-term preservation and interpretation of state-owned historic properties under the jurisdiction of the Historic Pensacola Preservation Board of Trustees while facilitating an educational program at the University of West Florida that will be responsive to the state's needs for professionals in historic preservation, archaeology, cultural resource management, and museum administration and will help meet needs of West Florida communities through educational internships and practicums.

Since the transfer of the old Historic Pensacola Preservation Board Properties, only one new faculty line has been secured (History/Historic Preservation). In order to fully develop programs in historic preservation, archaeology, cultural resource management, and museum studies, additional faculty positions are needed.

### Overview

The field of historic preservation is diverse and touches on a variety of academic disciplines and professions. Inspired by the National Historic Preservation Act, practitioners in historic preservation focus on the study, documentation, preservation, management, restoration, and interpretation of our nation's historic places. Specialists in fields such as history, public history, archaeology, historic architecture, engineering, museums, living history, folklore, artifact conservation, building material restoration, archive management, and heritage tourism all have roles in historic preservation. While WFHPI's properties and facilities offer unparalleled learning and practical opportunities in historic preservation fields, UWF's academic departments need faculty positions to bring the program to fruition.

The current UWF Historic Preservation Master's degree program, mandated in Florida Statutes Chapter 267.173, is offered through three departments: History, Anthropology/Archaeology, and Art/Art History. Two faculty in History offer courses related to the program. One faculty in Archaeology teaches historic preservation courses as an overload. One faculty and one adjunct in Art History have offered historic architecture courses in the program, but Art withdrew from the program this year. We are currently discussing potential undergraduate and graduate offerings in Historic Architecture and Building Arts with the Construction program in COPS. Given the present level of faculty resources, these new offerings would have to be provided by adjuncts.

The current allied programs in historic preservation already utilize WFHPI properties to some degree. All applied history graduate courses and summer dual-listed applied history offerings are conducted in those facilities, as are Art History courses in architecture and Archaeology field schools. New courses in Construction/Architecture/ Building Arts could be taught there as well. Many undergraduate and graduate students complete their internships/thesis work downtown. In WFHPI facilities, students are given opportunities to work as research assistants on various grant projects conducted and supervised by faculty members and WFHPI staff. Historic Pensacola Village is fulfilling the vision of the late John P. Daniels as a learning laboratory of history and culture.

### **New Faculty and Staff Positions**

Three faculty lines, critically needed in the Historic Preservation program will be dedicated to the downtown campus. A *Historical Architect/Building Arts* faculty line is needed to offer courses on historic building identification, documentation, and preservation, as well as to articulate with the building trades and general community on practical building restoration matters. This position could be located in Art History and/or Construction. A faculty line in *Museology and Museum Administration* is needed not only to offer undergraduate and graduate courses and practicums, but also to coordinate with the many academic and historic museums associated with UWF and its diverse community. Placing the new position in History should also help alleviate the heavy teaching and student advising load of the current Public History faculty. A third faculty line is needed in *Archaeology* to take on historic preservation and cultural resource management course offerings, theses, and practicums.

Support staff are also needed. Each of the new faculty lines should generate extramural funding to support instruction, research, and interpretation of downtown and regional historic properties. A *Staff Program Coordinator and Grants Manager* is requested for the downtown Historic Preservation facility. In addition, OPS funds are requested for graduate assistants in the academic program.

### **Projected Growth as a Result of Academic Initiative:**

Having History, Archaeology, and Art History/Construction faculty with assigned teaching duties at WFHPI facilities will significantly enhance academic programs and the use of those facilities. Based on enrollment figures, growth over the past five years, and projected growth, we judge the following to be a fair representation of the impact that the Academic Initiative, if fully funded, can have on the numbers of undergraduate and graduate students utilizing WFHPI facilities:

- ***Current numbers of undergraduate and graduate students utilizing WFHPI facilities:***
  - *Programs utilizing WFHPI properties:*

- Graduate students in Public History Program that utilize Historic Pensacola Village in fall 06: 17.
  - Graduate students in Historic Preservation Program that utilize Historic Pensacola Village in fall 06: 7.
  - Graduate students in Anthropology/Archaeology that utilize Historic Pensacola Village in fall 06: 7.
- *Undergraduate and graduate students enrolled in courses taught in WFHPI facilities:*
  - Undergraduate and graduate students enrolled in Public History and Historic Preservation courses using WFHPI facilities in 06-07: 65.
  - Undergraduate and graduate students enrolled in Archaeology Field School courses using WFHPI facilities in 06-07: 30.
  - Undergraduate and graduate students enrolled in Art History courses using WFHPI facilities in 06-07: 6.
- *Students enrolled in Historic Preservation track courses:*
  - Students enrolled in graduate Historic Preservation and Public History courses in Historic Preservation Program curriculum in 06-07: 26.
  - Students enrolled in graduate Archaeology courses in Historic Preservation curriculum in 06-07: 14.
  - Students enrolled in dual-listed undergrad/grad courses in Historic Preservation curriculum in 06-07: 6.
- ***Projected numbers with additional lines:***
  - *Programs utilizing WFHPI properties:*
    - Graduate students in Public History Program that utilizes Historic Pensacola Village in fall 09: 32.
    - Graduate students in Historic Preservation Program that utilizes Historic Pensacola Village in fall 09: 17.
    - Graduate students in Anthropology that utilizes Historic Pensacola Village in fall 09: 15.
  - *Undergraduate and graduate students enrolled in courses taught in WFHPI facilities:*
    - Undergraduate and graduate students enrolled in History courses using WFHPI facilities in 09-10: 105.
    - Undergraduate and graduate students enrolled in Archaeology Field School courses using WFHPI facilities in 09-10: 45.
    - Undergraduate and graduate students enrolled in Art History or Construction courses using WFHPI facilities in 09-10: 20.
  - *Students enrolled in Historic Preservation Courses:*
    - Students enrolled in graduate Historic Preservation and Public History courses in Historic Preservation Program curriculum in 09-10: 45.
    - Students enrolled in graduate Archaeology courses in Historic Preservation curriculum in 09-10: 30.
    - Students enrolled in dual-listed undergrad/grad Art History or Construction courses in Historic Preservation curriculum in 09-10: 20.

## **Other Outcomes Relevant to the Academic Initiative**

With the addition of the Maritime Museum (MM, see later section) downtown, programmatic strengths in the allied programs—nautical archaeology, maritime studies, and maritime history—will bridge the gap between WFHPI and the MM. There is also the opportunity for the allied programs to collaborate with others in the areas of heritage tourism, historic cemetery management, regional planning, small business development, community development, and law. In addition, expanding the Historic Preservation program to incorporate undergraduate and graduate students in Construction will enhance the cross disciplinary and community outreach programs of both the College of Arts and Science and the College of Professional Studies.

### ***Outcome specific to Downtown Program Coordinator position:***

The program coordinator and grants manager will staff a downtown facility and provide office and grants administration support services to the Historic Preservation and related applied academic programs.

### ***Degree to which the Academic Initiative proposal supports the mission, goals, and objectives of the College and University:***

- ***College:***
  - It will foster the College’s mission to provide “personal growth, civil awareness, and unique learning opportunities” by affording faculty and students enriching opportunities to engage in applied teaching and research.
  - It also will meet the strategic goal of providing “outstanding instruction, research, and service to the college” by placing students and faculty in Historic Pensacola Village, a living laboratory of history and culture in the heart of downtown Pensacola.
  
- ***University***
  - It supports the University’s mission to empower the individual to “contribute responsibly and creatively to a complex world.”
  - It also supports the University’s priorities to:
    - “Inspire and achieve the highest levels of student learning, creativity, and success” through student internship opportunities.
    - “Attract, engage and retain the most talented and diverse students, faculty, and staff” through sponsored research opportunities available to students and faculty.
    - “Create and deliver the highest quality educational, research, and service programs that meet the needs of the communities we serve” through community outreach efforts.

- “Create and manage purposeful and sustainable growth” by attracting research faculty who can contribute courses to the academic mission.

**2. West Florida Historic Preservation, Inc./Historic Pensacola Village/History Programs Enhancement**

*Museum Curator (Faculty appointment)*

Currently, there is one museum curator who splits time among exhibits, collections, and archive responsibilities and one museum curator position that splits time among collections, exhibits, archives and registrar duties. The American Association of Museums does not provide formulaic guidelines for the appropriate number of staff per a given number of collections items. However, the association advises museums that include collecting and preserving artifacts in their mission statement to employ enough professional staff to meet their obligations. Currently, the collection totals between 150,000 and 200,000 items. Many of these objects are not cataloged and the vast majority of those that have been cataloged are currently not computerized. In addition, these items are not routinely inspected. An additional curator position will help provide the staff to properly maintain our collection and preserve it for the future.

*Archivist/Registrar (Faculty appointment)*

Currently, there is one museum curator that splits time among exhibits, collections, and archive responsibilities and one museum curator position that splits time among collections, exhibits, archives, and registrar duties. The American Association of Museums does not provide formulaic guidelines for the appropriate number of staff per a given number of collections items. However, the association advises museums that include collecting and preserving artifacts in their mission statement to employ enough professional staff to meet their obligations. Currently, the archive collection contains about 60,000 separate items. Many of these documents and photographs are not cataloged, and some are not yet even identified, and most of those that have been cataloged are currently not computerized. In addition, these items are not routinely inspected. An additional curator position will help provide the staff to properly maintain our archive and preserve it for the future. New strategies include digitizing archived materials. This practice makes the material portable and much more widely available, for example, over the web.

*Historic Preservationist (Faculty appointment)*

In addition to our collections, exhibition, and education responsibilities, a number of historic preservation issues must also be addressed. Not only does UWF, through WFHPI, maintain several historic properties, but the university also maintains an extensive collection of property files on the historic structures throughout the designated historic districts in Pensacola. Historic preservation activities include advising to the Architectural Review Board (ARB), maintaining structure files, completing abbreviated ARB review forms, and assisting the public with historic preservation needs. Currently, much of this responsibility falls on the executive director. The addition of a

historic preservationist position would allow for the designation of a full-time, professionally trained staff person that is solely responsible for this area, which would provide more efficient service regarding the historic preservation needs of our constituency.

#### *Fiscal Assistant*

WFHPI currently manages PO&M money for the historic properties, PECO allocated to the historic properties, funds allocated to the operation of the Arcadia Mill Site, WFHPI Foundation funds, and grant funds. Only one business manager is responsible for monitoring these multiple sources of funding. External audits have noted a need regarding the segregation of fiscal duties. To remedy this situation, some of these responsibilities have been assigned to the office manager; however, a permanent solution in the form of a fiscal assistant is needed to maintain the operation at its current level of fiduciary excellence.

#### *Support Personnel*

The heritage tourism potential of Historic Pensacola Village has never fully been tapped. To do so requires a marketing director. Additionally, there is a critical need for additional maintenance, groundskeeping, and custodial staff.

### **3. Admiral John H. Fetterman State of Florida Maritime Museum and Research Center**

The creation of the Maritime Museum will require the addition of several staff in order to address operations, educational programs, exhibits, and upkeep. Many of these positions can be filled by individuals with faculty appointment in the appropriate department and program. The staffing pattern is based on national best practices for museums such as the National Museum of Naval Aviation, Mystic Seaport, and the Georgia Aquarium. The statewide mandate of the Museum means that materials housed in the state archives, as well as materials obtainable on loan from national holdings, are eligible for display. Contact and cooperation have already been established with the state archivists.

#### *Executive Director (Faculty Appointment), Associate Director (Potential Faculty Appointment), Support Staff*

Any major museum requires an executive team for its professional operations. At a minimum, this state museum will require an Executive Director with significant experience, supported by an associate director, financial manager, and support staff person. The executive director will be responsible for the overall operations of the Museum. The associate director will be responsible for day-to-day management of the staff and operations. Financial and support staff will be responsible for the fiscal accounting, correspondence, and other routine office tasks.

*Chief Curator (Faculty Appointment), Curatorial Staff, Aquatic Life Technician*

The Museum will house roughly 20,000 sq. ft. of exhibits on all aspects of maritime history and a 125,000 gallon aquarium reflecting the nearby ecosystems of Pensacola Bay and the Gulf of Mexico. Such large exhibits require specialists who are highly skilled and knowledgeable about the exhibit contents. This is especially true of the aquarium.

*Museum Education Director (Faculty Appointment) and Museum Educators*

A major aspect of the Museum's mission is education, especially in partnership with the K-12 sector. Connections have already been established with regional school districts for developing ongoing educational programs. Education has been one of the most successful aspects of WFHPI, and this model will be brought to the Museum. For maximum effectiveness, this staff needs to have a significant background in education, which fits well with one of UWF's academic strengths. An education director and two educators are anticipated to meet the needs of the proposed educational programs.

*Maintenance Technicians and Support Staff*

A complex facility such as this Museum will require an appropriate number of technicians, including a specialist in large aquarium filtration, custodial staff, and OPS staff. Additionally, the Museum will house a museum store, which will require a supervisor to operate.

**Other Personnel Services**

An important part of our living history and public interpretive programs is the part-time employee. Currently, WFHPI employs students to demonstrate life skills, guide public tours, and, primarily, guide school tours. These positions are a great experience builder for students interested in pursuing a career in public history, historic preservation, and historic archaeology. The positions develop confidence and public speaking skills in young students, and give them a taste of what to expect from a museum, public history, our historic preservation career.

With current funding, only 2,915 hours are available on an annual basis. In addition to having fewer part-time hours available, we have difficulty competing with service industry jobs. As these part-time positions are key to building the success of our living history and public interpretive programs, additional funds are needed.

**Museum Operations**

The complex nature of the Museum, in conjunction with its teaching, research, and engagement mission, will require more operational funds than the current PECO funding formula would generate. This is due not only in part to the aquarium, but also to the high expectations for K-12 and community usage of the facility. The funding requested would support these ongoing activities at a level commensurate with other museums with a statewide or regional mandate.

## **Academic Initiative**

Florida Statute Ch. 267.173 (1) outlines the academic initiative the Florida Legislature envisioned by transferring the historic properties and staff of the former historic Pensacola Preservation Board to UWF as follows:

The goal for contracting with the University of West Florida is to ensure long-term preservation and interpretation of state-owned historic properties under the jurisdiction of the Historic Pensacola Preservation Board of Trustees while facilitating an educational program at the University of West Florida that will be responsive to the state's needs for professionals in historic preservation, archaeology, cultural resource management, and museum administration and will help meet needs of West Florida communities through educational internships and practica.

Since the transfer of the old Historic Pensacola Preservation Board Properties, one additional faculty line has been secured. In order to fully develop the programs in public history, historic preservation, and museum studies, additional faculty positions are needed:

- Public History/Museums 1.5 FTE
- Historic Architecture 1.0 FTE
- Public History Policy 1.0 FTE

Additionally, a Coordinator for the downtown public history program is needed to interface with the various K-12 and other public sectors and the UWF academic programs.

## **Merger of the Pensacola Historical Society**

The Board of Directors of the Pensacola Historical Society Inc., (PHS), WFHPI, and the UWF Board of Trustees have approved a conceptual framework for a partnership agreement between the PHS and West Florida Historic Preservation Inc. (WFHPI) that will merge their program in to the operation of WFHPI.

The PHS and WFHPI offer complementary, not competing programs. WFHPI is active in the areas of museum exhibition, living history program development, and historic preservation. The PHS is active in the areas of research, publication, and membership program support. Officially linking these two organizations via a partnership will allow the development of comprehensive programs in museum studies, interpretation, archives management, and historic preservation.

The public will also benefit because the synergy created by this partnership will reduce confusion between the organizations. For example, there will be a single membership program that covers the programs of both groups. Tours and heritage education programming will be promoted via a united organization. Additionally, this partnership will ensure that the activities and resources of the PHS are maintained in perpetuity. The Pensacola Historical Society, as an organization division of WFHPI, will continue its activities related to research, publication, and membership program support.

The university will assume a financial responsibility from this partnership. The two buildings proposed to be gifted will require the application of formula funding to cover the cost of operation and maintenance. Additionally, staff will be needed to manage the activities of the PHS.

### **Alger Sullivan Historical Society**

Just around the turn of the 20<sup>th</sup> century, a wealthy northern lumberman named General R. A. Alger formed a partnership with a Pensacola landowner named Martin Sullivan. The pair planned to harvest the vast pine forests of Escambia and Conecuh Counties in Alabama. Their original mill turned out to be too small for the work ahead which forced them to relocate to an African-American settlement at Teaspoon, Florida. Land for the new mill was purchased from the Mayo family and construction of the Town of Century was begun in 1901.

The Alger Sullivan Historical Society (ASHS) was formed to preserve the remnants of the sawmill town of Century. The organization has found an even broader mission in reaching out to preserve the memories, names of people, events, and artifacts of neighboring communities whose history is interwoven with Century's history. As a result, the Society has preserved the rural history of northern Escambia County. This history is connected, but distinct from the history of Pensacola in that it reflects the late nineteenth and twentieth century history of our county.

The ASHS has proposed merging its program with WFHPI. This merger would complete the university's historical assets in that it would maintain the Colonial through Victorian era buildings of Historic Pensacola Village, the archives and photo collections of West Florida Historic Preservation, Inc and the Pensacola Historical Society, the rural early industrial mill history at Arcadia Mill in Santa Rosa County, and the Rural lumbering and sawmilling history of northern Escambia county via the Alger-Sullivan Historical Society.

The University will assume a financial responsibility from this partnership. The two buildings proposed to be gifted will require the application of formula funding to cover the cost of operation and maintenance. Additionally, staff will be needed to manage the activities of the ASHS.

### **B. Description of current university initiatives, and their resources, that will strengthen the provision of this service/program:**

UWF provides substantial support to the history academic programs and to WFHPI. UWF recently provided the Department of History with additional continuing funding for faculty and operations. It also provides support for grant matching funds. UWF provides WFHPI with its overall budget of over \$825,000. Additionally, UWF provides substantial support through special initiative funds, and provides support for fund raising. For example, the UWF Foundation provided support for the Courtelis project in Historic Pensacola Village funded in the 2007 legislative session. UWF is also providing all of the funds for initial start up for the Maritime Museum, and is responsible for raising the \$9 million necessary for capital construction (to be matched by the State).

- C. **Description of outcome anticipated:** With regard to visitation at the existing WFHPI facilities, the current visitation figures are as follows:

**Historic Pensacola Village/T. T. Wentworth Museum**

50,000 regular walk-in visitors annually

12,000 K-12 program visitors annually

**Pensacola Historical Society**

17,000 Regular walk-in visitors annually

2,500 K-12 program visitors on site annually

1,000 K-12 traveling history trunks (in school programs)

**Alger Sullivan Historical Society**

1,000 Regular walk-in visitors annually

100 K-12 program visitors annually

With the increased resources requested, portions of which will be spent on a marketing position, additional curator, the merger of these programs, etc., we will be able to significantly increase our visitation numbers over time. With the programs combined (HPV/TTW/PHS/ASHS/Arcadia) we can reach the following within twelve to eighteen months:

100,000 Regular walk-in visitors annually

17,000 K-12 program visitors on site annually

5,000 K-12 traveling history trunk (in-school programs)\*

\*This is a conservative estimate because in-school programming has the potential for great growth, and not just from traveling trunks. With the right creative mix and cooperative programming, we can create web based content that schools can enroll in to supplement the traditional field study.

Within three years, combined visitation numbers should be nearly 250,000 in regular walk-in visitors annually. Onsite school program visits will likely peak at 20,000 students. This will require a major push in Okaloosa County. The 250,000 regular walk-in visitor estimate is based on a trickledown effect from the Maritime Museum. The number could be higher, but it will depend a great deal on the numbers for the Maritime Museum. Additionally, these upper limit numbers are based on the maximum estimate of what we can process in a given year. In other words, only so many people can go through the Lavelle House on a given tour, and only a limited number of tours can be given in a year.

***Benefit to UWF Student Experience***

**5 Practical Labs**

One of the results of this legislative request that is exciting is that students in historic preservation, public history, and museums studies will have an unparalleled chance to gain experience as they further their education. If

student experiences were ordered correctly, they could experience working at a small operation like Alger-Sullivan. They could then move to working in a small archives organization like the Pensacola Historical Museum. From there they would move to working in a medium sized museum, historic house museum, and living history museum such as Historic Pensacola Village and the T. T. Wentworth, Florida State Museum. Their capstone experience would then be working at the state of the art, world class Maritime Museum.

This would all be done over the course of graduate – possibly undergraduate – study. Many times students graduate with one internship and then enter the workforce. Obviously some are more fortunate and land an entry level job at a big museum. But for many, their experience takes them from the small not for profit to the larger museum over the course of 10 to 15 years of professional work. With what we are proposing, we can offer this same experience as part of graduate training. We can even include the management of an archaeological site such as Arcadia.

#### **At Least 1 Scholarly Reviewed Publication**

In the past the Pensacola Historical Society published on an annual basis a magazine called *Pensacola History Illustrated*, which recently went out of print. This funding will revive the publication of this magazine. In its new form, it is intended that this publication will offer students a venue to publish their research in a scholarly reviewed periodical. Students will compose the magazine and it will be reviewed by staff and faculty.

Students are currently involved in generating a great deal of first rate research that never finds its way to print. This journal will offer students a venue for publication so this work is not lost. It is possible that with enough student involvement, this magazine could be published twice a year. Content will not be limited to history. Archaeological research from projects across the Panhandle is intended to be included.

#### **At Least 8 Regular Internship Opportunities Each Semester**

Another outcome of this request could be the creation of an official and coordinated Internship program among the five practical lab properties. Currently we do not have a staff person dedicated to internship and practicum coordination. With the success of this proposal the new funds would allow us to be able to provide this oversight.

#### **At Least 16 Part-time Student Employment Opportunities**

Currently we employ part-time students in about four positions throughout the year in Historic Pensacola Village. This funding request will allow us to increase this to ten in Historic Pensacola Village, three at the Pensacola Historical Society, two at Arcadia Mill, and one at Alger Sullivan. As an aside, student volunteer opportunities will increase as well.

#### ***Benefit to Collections Holdings***

In terms of primary resources available for student research, we will gain from the Pensacola Historical Society:

100,000 photos

100,000 three dimension items (coins, buttons, tools)

150 manuscript boxes, which is the tip of the iceberg in relation to documents related to West Florida History.

Six, four draw file cabinets of vertical files composed of decade's worth of news paper clippings on myriad topics of local interest.

**III. Budget Request for 2008-09 (detail information provided on the OB Form II):**

		2007-08 Budget for Issue (A)	<b>2008-09 State Funds Requested (B)</b>	2008-09 Anticipated Reallocation (C)	Budget for 2008-09 and Incremental Years (D)
a.	Recurring Funds:	\$825,331	<b>\$3,051,505</b>	\$0	\$3,051,505
b.	Non- recurring Funds:	\$0	<b>\$0</b>	\$0	\$0
c.	Total:	\$825,331	<b>\$3,051,505</b>	\$0	\$3,051,505

- A. Identify 2007-08 funds (if not E&G funds, provide the source of the funds) that will be used to initiate this program (column A).
- B. Identify the amount of funds requested for 2008-09 (column B).
- C. Identify existing programs from which funds will be reallocated, if applicable (include for example, salaries from reallocated or dedicated personnel) (column C).
- D. If this is a multi-year request, identify the incremental funds needed from the state for each future year, by year, for a maximum of five years (column D only includes column B plus each future year's need).

**IV. Facilities:**

- A. Does this issue require an expansion or construction of a facility?  
Yes. The Admiral John H. Fetterman State of Florida Maritime Museum and Research Center will be constructed.

B. If yes, is the project identified on the Capital Improvement List? If so, identify the project, fiscal amount, year requested and priority number.

	Facility Project Title	Fiscal Year	Amount Requested
1.	Maritime Museum and Education Center, Ph. I	2008-2009	\$5,642,500 (State's 50% grant match)

**2008-2009 Legislative Budget Request  
EDUCATIONAL AND GENERAL  
POSITION AND FISCAL SUMMARY**

Operating Budget Form II

**University:** University of West Florida  
**Issue Title:** Historic Preservation Programs

	<b>RECURRING</b>	<b>NON-RECURRING</b>	<b>TOTAL</b>
<u>Positions</u>			
Faculty	13.50	0.00	13.50
Other (A&P/USPS)	25.00	0.00	25.00
	-----	-----	-----
Total	38.50	0.00	38.50
	=====	=====	=====
<u>Salary Rate (for all positions noted above)</u>			
Faculty	\$785,000	\$0	\$785,000
Other (A&P/USPS)	\$922,000	\$0	\$922,000
	-----	-----	-----
Total	\$1,707,000	\$0	\$1,707,000
	=====	=====	=====
Salaries and Benefits	\$2,321,520	\$0	\$2,321,520
Other Personal Services	\$195,665	\$0	\$195,665
Expenses	\$534,320	\$0	\$534,320
Operating Capital Outlay	\$0	\$0	\$0
Electronic Data Processing	\$0	\$0	\$0
Special Category (Specific)	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	-----	-----	-----
Total All Categories	\$3,051,505	\$0	\$3,051,505
	=====	=====	=====

**State University System of Florida**  
**Educational and General**  
**2008-2009 Legislative Operating Budget Issue**  
**Form I**

<b>University:</b>	<b>University of West Florida</b>
<b>Descriptive Issue Title:</b>	<b>Academic Program and Student Retention Enhancement</b>
<b>University Priority Number:</b>	<b>2</b>
<b>Date Approved by Board of Trustees:</b>	<b>Pending</b>

Check **only one** of the following to indicate which SUS Strategic Plan Goal/Objective this issue will address:

<input checked="" type="checkbox"/> <b><u>Access to and Production of Degrees</u></b> <i>(Examples of issues that may be included under this goal would be new enrollment growth, outreach, recruitment, financial aid, academic tracking, advising, etc.)</i>
<input type="checkbox"/> <b><u>Meeting Statewide Professional and Workforce Needs</u></b> <i>(Examples of issues that may be included under this goal would be new or expanded targeted and/or educated citizenry / workforce programs, retention of students.)</i>
<input type="checkbox"/> <b><u>Building World-class Academic Programs and Research Capacity</u></b> <i>(Examples of issues that may be included under this goal would be new and/or expanded research initiatives, enhancements of certain academic programs or program implementation / expansion of non-targeted programs.)</i>
<input type="checkbox"/> <b><u>Meeting Community Needs and Fulfilling Unique Institutional Responsibilities</u></b> <i>(Examples could include issues important to a regional area or specific to an institution's mission.)</i>

**I. Needs Statement**

The University of West Florida (UWF) has excellent capacity to grow and provide access to more students not only from the Panhandle but from other areas of Florida. The Pappas Report indicates that the SUS will need to expand in order to raise the overall educational level of Florida's current population and to address the needs of the students currently in the K-12 pipeline. Because it has room to grow physically, and has been a national leader in online education, UWF is uniquely positioned to address both of these stated needs.

This request will: add faculty lines in high demand, high need, and high wage areas; provide start-up and ongoing program funding for expanding these programs; and provide ongoing funding for library, IT infrastructure, and academic support services. The latter will be aimed specifically at increasing student retention, thereby increasing the likelihood that students will complete their degrees. This funding will permit us to add 12 faculty lines that will allow UWF to educate 300-350 additional students.

## II. Justification

### A. Increased Faculty in Targeted Programs

#### Languages:

Funding is requested for a *Language Director* and *Arabic Coordinator* scheduled for non-recurring funding in 2007-2008. Arabic is a language with extremely high demand in the military, and UWF has received a federal earmark that will provide start-up funding for the program.

#### Engineering

Funding is requested for a *High-School Engineering Coordinator* to work with Choctawhatchee High School (Okaloosa County), and faculty positions to expand the program in *mechanical engineering* and *medical engineering*. Both areas of expansion reflect strengths in the local employment markets and a need for additional individuals with these backgrounds.

#### Allied Health Programs

Funding is requested for a faculty position for our rapidly expanding *Master's in Public Health (MPH)* program. Regional medical centers, counties, and other organizations have significantly increased their demand for persons with this degree.

Funding is also requested for a faculty position for the *Clinical Laboratory Science* program. This is another program in which the demand for graduates has increased, and the number of such programs has decreased.

In order to increase capacity in our new Master of Science in Nursing program, two faculty lines are requested in *Nursing*. These faculty will have specialties in nursing education and nursing administration.

#### Teacher Education

UWF has had a national reputation in teacher education for decades. Over the past several years, student credit hour production has increased rapidly as online options (*e.g.*, degree programs, alternative certification, etc.) have been added. Our Ed.D. program needs to be expanded into alternative delivery formats (*e.g.*, Executive Ed.D., etc.). Additionally, UWF plays a key role in professional education for teachers. Continued expansion of these programs will require *two faculty positions*.

## Business

Funding for *two faculty lines* would create opportunities for specializations in the MBA program in Entrepreneurship, Logistics, and perhaps Human Resources. Faculty specializations to be recruited would include Logistics and HR. This would extend the MBA program with a specialization certificate to 36 hours, one additional semester. However, the program would have good appeal to the military market and would promote the economic development agenda of the Panhandle as best articulated by Florida's Great Northwest. These additional faculty lines would also potentially enable us to offer a standalone certificate program (4 graduate credit courses) in each area which would consist of two additional specialty courses plus two current MBA courses. The certificate would also be available to military and other students interested only in the 12 hours for credit certificate. We currently are offering the Entrepreneurship certificate to non-degree seeking business leaders in downtown Pensacola.

## **Program Enhancement Funding**

### Honors Program

The UWF's award-winning Honors Program has proven to be a major asset for UWF's recruiting of high ability students. However, a program review in 2006-2007 pointed to significant funding shortfalls that must be addressed. These funds would target several specific activities: undergraduate student research, undergraduate study abroad and international internship experiences, and travel for undergraduate students to present papers at regional, national, and international conferences.

### Academic Technology

UWF's online programs have stressed the capacity of our IT infrastructure. The lack of a dedicated revenue source through a technology fee has exacerbated this issue. Program support funds are necessary in order to continue upgrading campus wireless networks, servers, student computer labs, and the like.

### Program Support Funds

Academic program expansion cannot be accomplished without additional program support funds. These funds provide start-up for faculty research and ongoing support for undergraduate and graduate student research, study abroad, and service learning programs.

## **Student Retention: First-Year Experience Program**

The First-Year Experience Program is just one of the many efforts and activities initiated by UWF to improve its retention rates. As an academic support program, there will be ample opportunities to further the collaboration between Student Affairs and Academic Affairs in efforts aimed at supporting the success of students.

The development of the First-Year Experience (FYE) Program will entail a three step process. The first step is to hire the staff needed to implement the program. The second step revolves around the development of appropriate FYE student

learning outcomes. And the final step will be to design targeted programs to support FYE student learning outcomes.

The requested additional staff will supplement the existing program and assist with the creation of the expanded transition programs. Specifically, the Coordinator of First-Year Experience and Parent Transitions will work with colleagues in Academic Affairs to create the First Year Academy in which students will interact with a select group of faculty members beginning with Orientation and continuing throughout their freshman year in seminars. The goal will be to develop cohort groups who interact with faculty in several different environments both inside and outside the classroom. Additionally, the Coordinator will work with the GoalQuest recruitment and retention program; coordinate the Freshman phone-athon to assess how the students are doing throughout the year and provide support; work with Academic Affairs to identify a “common read;” advise the Freshmen Committee; and organize an End of the Year Freshman Banquet.

It is also recognized that parents play a vital role in our retention efforts. In light of this, efforts will focus on educating parents to help provide support to their students. Those efforts will include the development of a Parent Handbook, a Parent Calendar, and on-line resources.

Once the First-Year Experience Program is firmly founded, work will begin with the additional staff to develop the Sophomore, Junior, and Senior Year Experience programs.

At the recommendation of its Student Affairs Committee and the Governor’s Access and Diversity Commission, the Florida Board of Governors approved funding and action to institute and strengthen student advising, counseling, and tracking systems that are tailored to the particular needs of each campus. Further, the BOG voted to support enhanced enrollments of students from under-represented populations (Approved June 22, 2006). UWF’s proposed First Year and Retention Programs as described above fulfill the essence of the BOG’s action. Student’s enhanced first-year experiences are linked to retention and success during their academic careers, during their vocational careers, and throughout life.

Specific services to be provided include:

1. On-line version of New Student Orientation (expanded from New Student Orientation)
2. Parent On-line Resource (expanded from Parent Orientation)
3. Parent Handbook (expanded from Parent Orientation)
4. Parent Calendar (expanded from Parent Orientation)
5. Argo Camp (expanded from New Student Orientation)
6. Common Read Program (expanded from New Student Orientation)
7. Freshmen Lecture Series (expanded from New Student Orientation)
8. Freshmen end of the year banquet
9. Class of...identity

The New Student Orientation Program at UWF has established a solid foundation on which to build a comprehensive First-Year-Experience program. Currently, the new student orientation program gives new UWF students the information they need to make the successful transition from high school or a community college to UWF. In order to enhance the retention and degree completion of students, the next step in creating a comprehensive First-Year Experience program is to expand the current program and to develop a Parent program. Based on the research, the addition of these programs will help UWF students to improve academically and to increase retention.

**B. Description of current university initiatives, and their resources, that will strengthen the provision of this service/program:**

In addition to partnering with school districts, PJC, OWC and FCC, as well as with the healthcare and business communities, UWF provides significant direct resources to academic programs that target high demand employment needs in our region and throughout the State. Through the efforts of our Academic Technology Center and numerous faculty, we have developed a wide array of online programs that address critical needs, such as teacher education, while also providing ready access to the non-traditional and military student seeking a college degree. Yet additional resources are focused on efforts to understand why students do not complete high school, or why once a student has begun their college education they do not graduate.

**C. Description of University Outcomes Anticipated:**

1. Increased capacity of 300-350 headcount students across targeted programs by 2012
2. Creation of additional post-baccalaureate certificate options in the MBA program as noted earlier
3. Improvement of the freshman-sophomore retention rate among our First Time in College (FTIC) students to 80% by 2012.
4. Improvement of the six-year graduation rate (computed with the military exclusion) to 45% by 2012.
5. Increase in FTIC students to 1,200 by 2012.

**III. Budget Request for 2008-09 (detail information provided on the OB Form II):**

		2006-07 Budget for Issue (A)	<b>2007-08 State Funds Requested (B)</b>	2007-08 Anticipated Reallocation (C)	Total Budget for Issue (D)
a.	Recurring Funds:	\$0	<b>\$2,620,277</b>	\$0	\$2,620,277
b.	Non-recurring Funds:	\$163,200	<b>\$0</b>	\$0	\$0
c.	Total:	\$163,200	<b>\$2,620,277</b>	\$0	\$2,620,277

**IV. Facilities:**

- A. Does this issue require an expansion or construction of a facility? No.  
Programs included in this issue will be implemented and enhanced using existing facilities

**2008-2009 Legislative Budget Request**  
**EDUCATIONAL AND GENERAL**  
**POSITION AND FISCAL SUMMARY**  
 Operating Budget Form II

**University:** University of West Florida  
**Issue Title:** Academic Programs and Student Retention Enhancement

	<u>RECURRING</u>	<u>NON-RECURRING</u>	<u>TOTAL</u>
<u>Positions</u>			
Faculty	12.00	0.00	12.00
Other (A&P/USPS)	6.00	0.00	6.00
	-----	-----	-----
Total	18.00	0.00	18.00
	=====	=====	=====
<u>Salary Rate (for all positions noted above)</u>			
Faculty	\$894,400	\$0	\$894,400
Other (A&P/USPS)	\$175,000	\$0	\$175,000
	-----	-----	-----
Total	\$1,069,400	\$0	\$1,069,400
	=====	=====	=====
Salaries and Benefits	\$1,454,384	\$0	\$1,454,384
Other Personal Services	\$240,647	\$0	\$240,647
Expenses	\$925,246	\$0	\$925,246
Operating Capital Outlay	\$0	\$0	\$0
Electronic Data Processing	\$0	\$0	\$0
Special Category (Specific)	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	\$0	\$0	\$0
	-----	-----	-----
Total All Categories	\$2,620,277	\$0	\$2,620,277
	=====	=====	=====

State University System of Florida  
 Summary of University Issues  
 2008-09 Legislative Budget Request

Issue Title	Univ.	BOG Goal	Priority #	Brief Description/Justification	University Outcomes	2008-2009 Budget Request	Amount from Non-recurring Funds
Historic Preservation Programs	UWF	3	1	Expand and enhance academic and other programs related to public history, historic preservation, museum studies, and historic archaeology.	Provide 5 Practical Labs to students in historic preservation, public history, and museum studies; to increase scholarly reviewed student publication; to provide at least 8 regular internship opportunities each semester; and, at least 16 part-time student employment opportunities. Significantly increase collections holdings for student and faculty research. To operate the Admiral John H. Fetterman State of Florida Maritime Museum and Research Center.	\$3,051,505	\$0
Academic Program and Student Retention Enhancement	UWF	1	2	Provide increased access and academic success to students from throughout the State, and to address the needs of students currently in the K-12 pipeline.	Increased capacity of 300-350 headcount students across targeted programs by 2012. Creation of additional post-baccalaureate certificate options in the MBA program. Improve the freshman-sophomore retention rate among our First Time in College students (FTIC) by 80% by 2012. Improve the six-year graduation rate to 45% by 2012. Increase FTIC students to 1,200 by 2012.	\$2,620,277	
Total						\$5,671,782	\$0