Graduate Program Review Committee
of the Graduate Council
MH 243
9:00 – 11:30 am
January 28, 2010

AGENDA

I. Welcome and call to order

II. Review of minutes from December 10th meeting

III. Review of Masters of Research Administration Proposal

IV. Adjournment

COMMITTEE MEMBERS (2010-11)

Ahmad Elshennawy (CECS)
Karen Aroian (CON)
Michael Caputo (CBA)
Debopam Chakrabarti (COM)
H.G. Parsa (RCHM)
Harry Weger (COS)
Patrick LiKamWa (COP)
Paul Dombrowski (CAH, Chair of Committee)
Richard Gause (Libraries)
Mary Little (CED)
Patricia Bishop (Ex Officio, College of Graduate Studies)
Max Poole (Liaison from College of Graduate Studies)

Florida Board of Governors

Request to Offer a New Degree Program

University of Central Florida University Submitting Proposal	Fall 2011 Proposed Implementation Date
College of Health and Public Affairs Name of College or School	Public Administration Name of Department(s)
Research Administration Academic Specialty or Field	Master of Research Administration Complete Name of Degree (44.9999 -Proposed CIP Code)

The submission of this proposal constitutes a commitment by the university that, if the proposal is approved, the necessary financial resources and the criteria for establishing new programs have been met prior to the initiation of the program.

Date Approved by the University Board of Trustees		President	Date
Signature of Chair, Board of Trustees	Date	Vice President for Academic Affairs	Date

Provide headcount (HC) and full-time equivalent (FTE) student estimates of majors for Years 1 through 5. HC and FTE estimates should be identical to those in Table 1. Indicate the program costs for the first and the fifth years of implementation as shown in the appropriate columns in Table 2. Calculate an Educational and General (E&G) cost per FTE for Years 1 and 5 (Total E&G divided by FTE).

Implementation Timeframe	Projected Student Enrollment (From Table 1)		Projected Program Costs (From Table 2)		
	HC	FTE	Total E&G Funding	Contract & Grants Funding	E&G Cost per FTE
Year 1	30	16.88	$0	$145,950	$0
Year 2	60	33.75		0	
Year 3	60	33.75		0	
Year 4	60	33.75		0	
Year 5	60	33.75	$0	$183,950	$0

Note: This outline and the questions pertaining to each section must be reproduced within the body of the proposal to ensure that all sections have been satisfactorily addressed.

INTRODUCTION

I. Program Description and Relationship to System-Level Goals

A. Briefly describe within a few paragraphs the degree program under consideration, including (a) level; (b) emphases, including concentrations, tracks, or specializations; (c) total number of credit hours; and (d) overall purpose, including examples of employment or education opportunities that may be available to program graduates.

The Master of Research Administration (MRA) degree program will be offered by the University of Central Florida's (UCF) Department of Public Administration within the College of Health and Public Affairs (COHPA). The proposed program is designed to meet the national need of research universities and other research organizations for highly trained and skilled research administrators. The demand for an advanced degree program in research administration has clearly been expressed in surveys and in other professional forums by current research administrators working in the field. To meet this demand the National Council of University Research Administrators (NCURA) awarded two grants in the United States to implement a graduate program in research administration. The UCF Department of Public Administration was awarded an Implementation Grant of $40,000 in the fall of 2009, to support the development of the MRA program, and Rush University was awarded a grant to develop a Master's for Clinical Research Coordinators. The proposed at UCF will be the first and only Master of Research Administration in Florida, and the second of this type in the nation.

Our MRA degree program will be delivered completely online with a curriculum based on the competencies identified by the Research Administrators Certification Council. The program will integrate expert guest speakers and instructors from research institutes and organizations around the country. Potential students will be recruited nationally from research programs and units in public and private universities, colleges, medical and biomedical research centers, hospitals, federal agencies, and other organizations that conduct or sponsor research and development activities. It is estimated that there are over 150,000 professionals working in the field of research administration. We will be able to reach potential students through the professional associations such as National Council of Research Administrators (NCURA), Society of Research Administrators International (SRA), Federal Demonstration Partnership (FDP), Council on Governmental Relations (COGR), and the Association of University Technology Managers (AUTM). Students interested in advancing their careers within the field of research administration will be able to complete the 36 semester hour program (12 courses) within two years, taking two courses each term for six semesters. It will provide continuity of education, and enhance the quality of current and prospective research administrators who will comprise the next generation workforce needed for leading the nation in research administration excellence. Our proposed Master of Research Administration program is the only graduate program of its kind in Florida and will be the second completely online program of its kind in the United States.

The planning of the MRA Program began in 2008, when the UCF Department of Public Administration responded to the National Council of Research Administrators (NCURA) call for proposals. NCURA is the largest professional organization for research administrators, with over 7,000 members. The NCURA's request was for implementation proposals from institutions of higher education to develop fully-online master's degree programs to help meet this need identified by their membership of research administrators. In 2009, UCF was selected and received a $40,000 grant to begin the process of planning the graduate program for research administration at UCF.

First, the MRA program takes a comprehensive approach by addressing the full spectrum of the research enterprise process from conceptualization of a research question or idea to the transfer of an innovation to commercialization. This program of study will prepare research administrators to work in various areas for multiple types of research organizations involved with research and development (R&D) rather than focusing on a small area, such as clinical trials within medical research institutions. Graduates will be equipped to respond to issues in areas such as intellectual property, financial management, human subjects' protection, troublesome contract clauses, and audit findings. Because the MRA Program is comprehensive, graduates will be able to work in both large research institutes and universities where multiple areas of specialization within the field of research administration often are compartmentalized; and in smaller institutions where research administrators need to be well-versed in all areas of the research cycle for multiple fields—engineering, medical, arts and humanities, education, etc.

Second, the curriculum is collaborative in nature with faculty members participating from several units within the College of Health & Public Affairs, the Office of Research and Commercialization, Regional Campuses and Continuing Education--approaching the overall research administration process from various disciplines in public administration, legal studies, and business management. The curriculum will use a cohort model incorporating collaborative learning activities through cased-based analyses that are designed to develop high level analytical and decision-making skills within a complex regulatory environment. Program support is from large and smaller research universities and centers, medical and healthcare institutions, with guest speakers from universities, research centers, and from state and federal agencies that sponsor research, such as the National Institute of Health, National Science Foundation, Department of Children and Families, and Department of Education. The Master of Research Administration will integrate those involved in the research enterprise providing its students with many opportunities to virtually interact with and experience various research settings in multiple research organizations.

Third, in addition to being comprehensive and collaborative, the program prepares students for their professional careers by providing communication, leadership, and management skills in addition to the study of research processes and policies. The curriculum integrates business leadership, organizational models, evaluation techniques, and strategic planning that are all essential in preparing the future leaders in research administration. This holistic approach to the administration of the research enterprise is unique within the state university system and the nation. The program is developed to prepare adaptable and highly skilled research administrators, who are knowledgeable and build effective research organizations crucial to enhancing an institution's ability to implement successful research projects. Graduates of the

program will be able to adjust to evolving research environments and will be equipped to meet the increasing demand for public accountability, governmental transparency, and an expanding regulatory environment.

For clarification in our discussion, the MRA is designed to build a solid foundation in general research administration and leadership. With this foundation students are able to work in a myriad of research organizations such as universities, hospitals and medical centers, industry, and other research institutes and centers to meet the rising demand for knowledgeable and highly skilled research administrators. This demand is growing in Florida and nationwide. This growth is demonstrated by NCURAs rapid membership growth, adding at least 500 new members each year. Although the U.S. Department of Labor does not gather employment data for research administrators specifically; it does gather data on those working in research and development that are heavily supported by research administrators. The Department of Labor reports that wage and salary employment in scientific research and development services is projected to increase by 25 % between 2008 and 2018, compared with 11 percent employment growth for the economy as a whole. Demand for new research and development is expected to continue to grow across all major fields, with growth being particularly strong in biotechnology and other life sciences research as increased demand for medical and pharmaceutical advances are driven by an aging population. This demand will lead to increased research and development spending in these areas and will increase the need for research administrators to support the expansion of national efforts.

Research administrators may work in research management, contracts and grants management, financial management, intellectual property and technology transfer, training and educational programming, human resources management, regulatory compliance, ethics and IRBs, information services, or many other areas. The professional titles that are held by research administrators vary from one institution to another; however, the most common titles include:

Research Director
Research Coordinator
Associate or Assistant Vice President of Research
Proposal Manager or Administrator
Contract Manager or Administrator
Grant Specialist
Administrative Liaison
Research Development Associate
Program Manager or Coordinator
IRB Manager or Administrator
IACUC Coordinator
Director of Export Controls
Compliance Officer
Integrity Officer
Technology Manager
Marketing Manager
Business Incubator Manager
Technology Transfer Officer
Senior Licensing Associate
Licensing Analyst

According to one study the medium salary range is from $30,000 to $70,000 per year (Roberts & House, 2008[1]). In addition, research administrators are needed within state and federal agencies that distribute grants or contracts to other outside public or private entities.

[1] Roberts, T. J. & House, J. (2008). Profile of a research administrator. *Research Management Review*, 15(1), 41.

To determine support for this new program a survey was distributed using a research administrator listserv that received 189 responses. Of the 189 surveyed, a total of 74% indicated that they were either very interested or moderately interested in taking such a program. The respondents were primarily University Research Administrators. Eighty percent of the response count strongly agreed or agreed that a Master of Research Administration program would be important and would fill an educational need for those in the Research Administration profession.

There are two unique features of this program not found in the other programs. First, the UCF MRA program focuses on research administration, not clinical research administration, yet this area of research administration is discussed within the curriculum so that the students can understand the basic components and differences between research organizations that participate in clinical trial research and those that do not. The goal is to prepare research administrators, who have an understanding and can oversee either nonclinical or clinical research programs. Second, the curriculum integrates technology transfer information into the program. Often research administration is seen as an end in itself, and the commercialization of research is not considered part of research administration. However, an understanding of commercialization is critical as universities are now considered major contributors to economic development locally, regionally, nationally, and globally. The curriculum provides all students with the basics of research administration. As students progress through the curriculum, they will be deciding on the type of institutions they are most interested in as a professional, and if they wish to specialize in a particular area. During the two year program, students can decide to focus on a specific area of research and target specific course assignments to address the areas they wish to pursue in the professional field. For example, if a student decides to focus on commercialization, and they are taking the contracts management course, they can clearly see how this step in the process is important to the ultimate commercialization of a product. During the proposal development, they can focus on how protecting the intellectual property during the development stage can help diminish any threats or limit compromises to the intellectual property that may be created as a result of a research project. Each area is important to effectively administer research activities, and the MRA program combines the expertise of faculty members from multiple backgrounds to work with students who will move into various types of research organizations and face a myriad of issues and challenges that are specific to their area.

The graduates of the MRA Program will benefit research locally, regionally, and nationally. Over the past ten years UCF has experienced rapid growth in their sponsored research activities, which is expected to rapidly increase even further as the UCF Medical School develops their research partnerships and begins to pursue funding for their research endeavors. The new "Medical City" at Lake Nona provides a unique opportunity for increased employment and recruitment of potential students interested in the MRA Program within our community. The current and future residents, such as the Sanford Burnham Institute, Veteran's Administration Hospital, Florida Hospital, and Nemours Children's Hospital, will all be involved in conducting medical and health research and will have a demand for research administrators. In Florida's universities, there are 531 centers and institutes that pursue research, teaching, and public service goals. Nationally, there is an increased interest and demand for research and development in such areas as biomedicine and nanotechnology; much of this demand is in response to finding

innovative solutions to benefit the expanding aging population. As research activities and investments continue to increase in these areas and in energy and the environment, so does the need for research administrators.

The program will offer master's level education for primarily part-time individuals in research administration focusing on the concepts and techniques through a core curriculum taught by graduate faculty primarily in the Public Administration Department. Faculty members from the Department of Legal Studies, Drs. Milon and Wood, have helped in developing this curriculum and will be teaching the courses related to legal issues such as--Legal and Regulatory Framework for Research Administration and Ethical and Legal Issues. One course in Intellectual Property, Technology Transfer, and Commercialization will be taught by Dr. Thomas O'Neal, a faculty member from the College of Business, who is also the Associate Vice President of the Office of Research & Commercialization. Two courses will be taught by adjuncts, Ms. Torres and Mr. Backman, who are experts in Contracting for Sponsored Programs and Auditing.

The MRA degree program consists of 36 student credit hours at the graduate level, including:

- Ten (10) research administration courses (30 credit hours) that give all students the essential competencies in research administration, and
- Two (2) courses in the area of legal studies (6 credit hours) that will provide more knowledge depth in the legal, regulatory, and ethical issues.

A culminating experience will be required during the final semester as the major focus of the Program Evaluation Techniques course (PAD6327). The objective is for students to synthesize knowledge and experience gained throughout the graduate program of study in a project that is relevant to research administration. The final projects will engage students in the application of theory, research policy, regulatory frameworks, ethics, and professional standards and practices within their area of focus. Students will select a research organization, department, or project and design a program evaluation plan that includes a literature review, methods for data collection, and a method of analysis regarding the effectiveness of the program. The report is designed to be an applied research paper and the key element will be the integration of knowledge areas.

The online delivery model for the program is a cohort model with a maximum of thirty (30) students being admitted every Fall Semester taking two courses every semester for eight semesters (two years for part-time students). This cohort model is responsive to the potential student pool of individuals with bachelor's degrees working in the field who need additional education to advance in their careers. This online MRA degree program addresses one major objective, which is to prepare students who are interested in pursuing a master's degree in the areas of research administration to enhance their analytical skills, managerial knowledge, and career development in the research administration profession. The curriculum has been designed not only with the input of our own Advisory Board (list of members in Appendix B), but also with regard to the competencies expected of research administration professionals as determined by the Research Administration Certification Council (RACC).

Olivia Pope, Assistant Vice President for Research at Florida State University, states, "I am pleased to hear that UCF is considering a Master of Research Administration program. The field of research administration encompasses a wide array of subjects which are complex and constantly changing. The body of knowledge that an effective research administrator must have

is specialized and not knowledge that one is generally exposed to or utilizes in many other career tracks."

UCF MRA Advisory Board member Bruce Morgan, Assistant Vice Chancellor for Research Administration at the University of California-Irvine, states, "A Masters in Research Administration program has been long overdue, is in high demand, absolutely essential to the further development/growth/ evolution of the profession, and I welcome the opportunity to participate in development of the MRA program."

This program is designed to produce graduates for the central Florida region, the state, and the nation that are professional, ethical, and future leaders in research administration. The purpose of the degree is to prepare individuals for employment in primarily public and private research institutions working as research administrators at public universities, private research laboratories and institutes, and federal agencies in mid-level administrative positions. Historically research administrators have been critical in reducing the administrative burden on researchers, while ensuring accountability to the sponsors of research and the general public. Research administrators are critical to the research that impacts the quality of life for society today and in the future.

B. Describe how the proposed program is consistent with the current State University System (SUS) Strategic Planning Goals. Identify which goals the program will directly support and which goals the program will indirectly support. (See the SUS Strategic Plan at http://www.flbog.org/about/strategicplan/)

The proposed Master of Research Administration degree program is consistent with the goals of the Florida Board of Governors. The goals encompass access, addressing professional and workforce needs, developing world-class programs, and meeting community needs.

This proposal is aligned with the strategic direction of the university in becoming a leading research university. This program would be a highly specialized masters program in research administration that potentially could train research administrators at leading universities, research centers, and private, state and federal agencies all over the world. The impact on the quality of research administration nationwide would create closer connections to other research universities.

University and research centers and institutes provide several types of benefits. These include enhancing teaching and student learning, attracting federal and private research funding, furthering scientific and technical research, and developing new medical treatments.

The proposed Master of Research Administration degree program will directly support Goal 1 of the State University System*:* **Goal 1 - Access to and production of degrees.**

Currently there are no other established state university research administration programs in the state of Florida, and or in the nation. The MRA program will provide local, state, and national access to an MRA program for current professionals in the field to advance their careers and for

individuals seeking a new career path. The only other similar online program is a track within a larger program offered through Emmanuel College, a private college located in Boston, Massachusetts. Their Master of Science in Management has a specialization in Research Administration and accepts a limit of 40 students per year (20 students twice a year). The program's content primarily focuses on and serves the medical research hub in Boston. This single program cannot meet the national demand of those working research administrators that desire an advanced degree within the field of research administration and area interested in working in other research fields other than medical research or plan to work in sponsored research offices for Primarily Undergraduate Institutions (PUIs). .

The proposed Master of Research Administration degree program will directly support Goals 2 and 4 of the State University System**: Goal 2 - Meeting statewide professional and workforce needs and Goal 4- Meeting community needs and fulfilling unique institutional responsibilities.**

The state of Florida has a history of innovation and technology growth which creates a steady demand for professional research administrators to help manage that growth. The Central Florida area has been growing rapidly in the research fields of electro-optics, molecular biology, and in simulation and training. In addition, the state has a solid base of universities and research institutions, having eight Florida universities ranked high or very high as research institutions by the Carnegie Foundation. "And with the presence of Scripps (Jupiter), Torrey Pines (Port St. Lucie), Sanford-Burnham (Orlando), SRI (St. Petersburg) and others, Florida is solidly on the map on a national and international basis," says Robin Kovaleski, Executive Director of the Florida Venture Forum.

Several unique characteristics of Florida's environment, infrastructure, and demographics have created significant strengths for specific areas of research endeavors. Florida's extensive amount of sunlight year round and its coastlines make it especially conducive for solar development, harnessing ocean currents for energy and biomass research. The state's diverse demographic makeup "is a microcosm of both the U.S. and the global marketplace, which offers a tremendous advantage for science and medicine," says Peter von Dyck, Chairman and CEO of e-Zassi.com, an online marketplace for the medical industry based in Fernandina Beach. "It [Florida] allows for research on a highly diverse genetic population base." Twenty three percent of Florida's population includes senior citizens (age 60 or older) which is the fastest-growing population segment in the United States. Aging Americans are facing some of the most critical issues in medicine and healthcare, which makes Florida an ideal location for conducting research related to aging. Although the future of NASA's Kennedy Space Center is in question, it remains a hub of R&D activities in space travel, rocket propulsion, biology, life support, microbial contamination and several other areas related to aerospace innovation. The aerospace industry still provides a number of opportunities for private-sector and university research. There are populations of wealth in Florida that have supported basic research institutes and centers, so that these research centers are not dependent solely upon government research grants. "In environments such as these, the researchers can often directly interact with donors who are willing to support research programs that might not have been funded through the 'classic' channels," says Anthony Carvalloza, Director of Information Technology Services at Scripps Florida. However, the Florida government has been supportive of research activities and

spending on research and development is above average. In 2007, for every $1 million in state GDP, the state government spent $131 on research and development versus the nationwide average of $89 per $1 million in GDP.

Those in the research administration profession strongly support the development of this program. The Director of Sponsored Research at the Sanford-Burnham Medical Research Institute at Lake Nona is a member of the MRA Advisory Board and supports the development of the MRA program at UCF; “I look forward to hearing more about your plans for the Master of Research Administration program; I think it will be a great enhancement to the field.” This professional support of the program is echoed by Kerry Peluso, CPA, MBA, and Associate Vice President for Research Administration at Emory University: “I think there is a great need for this program and it is critically important to the research enterprise.”

The University of Central Florida is a metropolitan university, and the proposed MRA program would address the needs of the region through the education and production of qualified and capable research administrators who, together with the research community, will positively impact research administration of the future. The recent development of the “Medical City” at Lake Nona and the innovative initiatives make biomedical, simulation, and healthcare practices an area of research administration that Orlando needs to address responsibly. Our dedicated UCF MRA Advisory Board believes the time is now for an MRA program to train individuals to tackle the complex issues of the research community.

The program will also meet the national demand for an MRA program. National trends in research and development funding have more than doubled over the past 20 years. Starting at approximately $70 billion in 1976, it has grown to over $140 billion. In September 2008, a survey of NCURA members indicated a strong demand for a master’s degree program. Of the 855 respondents, 60% (over 500) expressed an interest in an online graduate degree in research administration. In addition to data from the NCURA survey, anecdotal information from federal government employees also indicated a strong interest in a graduate program in research administration. Based on the national demand of their membership, NCURA submitted a call for proposals from institutions of higher education to develop a Master of Research Administration program that could be delivered fully online. UCF’s reputation for offering quality online instruction and the fact that it is an accredited institution, are reasons why it was selected to receive a $40,000 NCURA Implementation Grant in 2009. Two other organizations were also selected, but to date have not been successful in initiating their programs. Rush University in Chicago, Illinois, received an award and is developing a Master’s program for Clinical Coordinators. Rush’s program differs from the UCF proposal, focusing more on those researchers working in clinical research only and is not currently available.

The proposed Masters of Research Administration degree program will support Goal 3 of the State University System**: Goal 3 - Building world-class academic programs and research capacity.**

The interdisciplinary and holistic nature of this program would provide students and faculty with the opportunity to test this innovative approach to educating research administrators

encompassing all aspects of the research process from the conception of an idea to the commercialization of an innovation. Input from the MRA Advisory Board, students, and participation of professionals across the country will be instrumental in creating and enhancing the quality of the program.

This program will be the first and only MRA program in the state of Florida and in the country recruiting students from other locations and research institutions. This will offer opportunities for Dr. Smith and other faculty in the MRA program to work collaboratively on solving complex issues in research administration settings with research administrators in multiple research settings and institutions. To date, there is little research conducted in the area of research administration, and this program would afford the opportunity to make significant contributions to the field in areas such as research regulatory policy, the public trust of the research enterprise, and the economic impact of technology transfer and commercialization as a result of research at universities and institutes.

Institutional and State Level Accountability

II. Need and Demand

A. Need: Describe national, state, and/or local data that support the need for more people to be prepared in this program at this level. Reference national, state, and/or local plans or reports that support the need for this program and requests for the proposed program which have emanated from a perceived need by agencies or industries in your service area. Cite any specific need for research and service that the program would fulfill.

Currently there are over 7,000 members in the National Council of University Research Administrators (NCURA) and 5,000 in the Society of Research Administrators (SRA), as well as a conservative estimate of approximately 150,000 research administrators operating in the United States. There are also approximately 1,374 Certified Research Administrators (CRA) since 1993, indicating that there is an interest among research administrators to seek professional recognition in their careers beyond on-the-job approbation.

The trend is for more professional training of individuals functioning as research administrators. The fact that NCURA, the recognized leading national professional organization, is seeking universities to provide professional degree programs in research administration supports the need and the trend for this new degree. The Department of Public Administration received a $40,000 grant from NCURA to develop this program, and the process is moving forward with the support provided by the grant being used to develop the white paper, develop the curriculum and the courses, conduct preliminary research and conduct a survey, conduct an Advisory Board meeting, and travel to the annual NCURA conference. A majority of the funds are designated for development of the curriculum and for promotion and recruitment purposes, such as developing a website, brochures, and video advertisements regarding the program for use at the NCURA meetings.
The estimate is that there are over 150,000 positions in research administration, and the fact that there is only one similar program providing professional training for individuals working

in these positions points to a strong demand for the program. Graduates will work in university settings, government settings, and in private and nonprofit organizations overseeing research grants and contracts.

NCURA conducted a survey of its membership in September 2008 which demonstrated a strong demand for a master's degree program. Of the 855 respondents, 60% (over 500) expressed an interest in an online graduate degree in research administration. In addition to data from the NCURA survey, anecdotal information from federal government employees also indicates a strong interest in a graduate program in research administration.

Although no formal survey has been conducted of potential employers (universities, government agencies, hospitals, and other non-profits), there is direct and indirect evidence suggesting significant employer need for formally trained research administrators. A recent article on the importance of the CRA (certified research administrator) credential indicated that employers sought employees with formal training in research administration. A 2005 dissertation [Roberts, T. J. (2005). *Perceptions of Research Administrators on the Value of Certification* (Doctoral dissertation, University of Central Florida, Dissertation *Abstracts International,* 68/08, 2799], found the same result and noted the growing need for formal training. These formal studies along with the rapid expansion of the profession of research administration provide strong evidence of employer need for formally trained individuals. In an article on a survey on faculty research productivity, Dr. Sara Rockwell[2] indicated that an overwhelming 97% of faculty reported that some of the time they spend managing federal grants could be conducted effectively by administrative personnel. We believe this to not only be true, but these should be highly trained research administrative personnel.

B. Demand: Describe data that support the assumption that students will enroll in the proposed program. Include descriptions of surveys or other communications with prospective students.

Students in the program will be recruited from the over 6,000 members of NCURA and the conservative estimate of approximately 150,000 research administrators currently practicing in the United States. Based on surveys of a small number of NCURA and SRA members (just one region, in each case) conducted by the Department of Health Administration and Policy (DHAP) at the Medical University of South Carolina, approximately 440 respondents indicated an interest in enrolling in a graduate degree program specifically in research administration. DHAP extrapolated that approximation over the entire membership base of both organizations, as well as to other research administrators who are not members of either organization, and determined that an estimated 1,000 individuals may enroll in such a program. This is likely a conservative estimate, given the number of research administrators currently practicing in the United States and the increased interest in and need for highly skilled individuals to work in and with grants and research.

Recruitment of students will occur using a number of methods to publicize and promote the

[2] Rockwell, S. (2009). The FDP faculty burden survey. *Research Management Review*, 16 (2), 29-44

proposed program. First, in addition to the $40,000 that NCURA has awarded towards program implementation, NCURA will support the promotion and marketing of the degree program by giving UCF access to NCURA's advertising and marketing media outlets, endorsing the program as affiliated with its professional organization, and other general support such as access to senior members of the profession who can serve as internship supervisors or as mentors. Specific marketing efforts will include: 1) the use of electronic communication (e-mail) to the over 6,000 members of the NCURA and 1,500 plus members of the SRA via a listserv; 2) promotional materials and onsite exhibits at national and regional conferences and meetings of NCURA and SRA to recruit students; 3) advertising in regional and national newsletters and magazines of NCURA and SRA; and 4) development of a web page for information. Most importantly, UCF's grant funding from NCURA and their partnership in developing this degree program ensures that NCURA members will be aware of the program and encouraged to secure a professional degree in the discipline.

The plan for the program is to use a cohort model limited to 30 students each academic year to ensure a high student/faculty ratio for optimal learning in the online environment. Students' plans of study would include two courses each semester, for three semesters each year, completing the degree program in two years. The MRA Program will start with an interdisciplinary faculty; however, if the enrollment demand grows as expected, the funding plan will allow for expansion through the addition of new faculty lines with specific expertise in research administration.

To determine the interest in this program, a survey was distributed using a research administrator listserv (RESADM-L) that received 189 responses. RESADM-L is a listserv managed by Health Research Inc. RESADM-L, listserv members number in the thousands and work at universities, colleges, nonprofit organizations, hospitals and other research entities throughout the world. RESADM-L is a resource for posting research administration related questions, determining best practices at other institutions, or for topic discussions. Of the 189 surveyed, a total of 74% indicated that they were either very interested or moderately interested. The respondents were primarily University Research administrators. Eighty percent of the response count strongly agreed or agreed that a Master of Research Administration would be important and fill an educational need for those in the Research Administration profession.

One of our MRA Advisory Board members, Denise Wallen, Ph.D., Senior Fellow and Assistant Professor at the University of New Mexico, clearly describes the unique need and demand for such a program in her statement that, "A Masters in Research Administration is a critical academic path to advance the professionalism of the field of research administration. While the complexities and breadth of the profession are significant it is possible and timely to develop comprehensive curricula at the graduate level. The profession has a growing number of members who are eager and ready to have an educational experience that addresses their needs, interests and career development. While advanced degrees in law, business administration, public administration, education administration can address some of the needs and interests of research administrators -- a graduate program in research administration provide a much tighter alignment. Such a degree program would be responsive to the climate and the future of the profession."

C. If similar programs (either private or public) exist in the state, identify the institution(s) and geographic location(s). Summarize the outcome(s) of any communication with such programs with regard to the potential impact on their enrollment and opportunities for possible collaboration (instruction and research). Provide data that support the need for an additional program.

Currently no other Master of Research Administration degree program exists in Florida or in the nation that is designed to prepare graduates to work for multiple types of research centers and PUIs. The closest program to the proposed UCF MRA program is an online Master of Science in Management with a specialization in Research Administration provided by Emmanuel College in Boston. Although there are some similarities in the curriculum, Emmanuel's program is focused to prepare graduates to work in primarily life science research centers. Their program admits up to 20 students twice a year (September and January) and students are largely from the Boston area organizations focused on life science research. Emmanuel College offers the specialization in Research Administration using a seven-week format as an accelerated program and it is designed for completion in approximately one year.

D. Use Table 1 (A for undergraduate and B for graduate) to categorize projected student headcount (HC) and Full Time Equivalents (FTE) according to primary sources. Generally undergraduate FTE will be calculated as 40 credit hours per year and graduate FTE will be calculated as 32 credit hours per year. Describe the rationale underlying enrollment projections. If, initially, students within the institution are expected to change majors to enroll in the proposed program, describe the shifts from disciplines that will likely occur.

This program is being proposed as a cohort model enrolling 30 students for six semesters taking two courses each semester. One goal of the program to enhance the learning experience for the students is to provide a diversity of the student backgrounds and experiences. This would be a mix of students working in public, private, and nonprofit research organizations and a mix of students from small and large organizations to share different experiences. Projections for student enrollment are 17 % of students from the state of Florida and 83% of students from other parts of the country. This targeted diversity will enhance the level of discussion within the courses.

In Table 1 B, year one has the initial cohort of 30 students. In subsequent years a cohort of 30 students will be added each year maintaining two cohorts of 30 students or a total of 60 students each year with .56 FTE per student taking six classes per year. The total FTE count would be 16.88 in year one and 33.76 for each subsequent year.

Figure 3
Projected Enrollments

Semesters	Year 1	Year 2	Year 3	Year 4	Year 5
Fall	30 = 180 SCH	60 = 360 SCH	60 = 360 SCH	60 = 360 SCH	60 = 360 SCH
Spring	30 = 180 SCH	60 = 360 SCH	60 = 360 SCH	60 = 360 SCH	60 = 360 SCH
Summer	30 = 180 SCH	60 = 360 SCH	60 = 360 SCH	60 = 360 SCH	60 = 360 SCH
FTEs	16.88	33.75	33.75	33.75	33.75

TABLE 1-B
PROJECTED HEADCOUNT FROM POTENTIAL SOURCES
(Research Administration Master of Science Degree Program)

SOURCE OF STUDENTS (Non-duplicated headcount in any given year)*	YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5	
	HC	FTE	HC	FTE	HC	FTE	HC	FTE	HC	FTE
Individuals drawn from agencies/ industries in your service area (e.g., older returning students)	2	1.13	3	1.69	3	1.69	3	1.69	3	1.69
Students who transfer from other graduate programs within the university**	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Individuals who have recently graduated from preceding degree programs at this university	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Individuals who graduated from preceding degree programs at other Florida public institutions	1	0.56	2	1.13	2	1.13	2	1.13	2	1.13
Individuals who graduated from preceding degree programs at non-public Florida institutions	1	0.56	2	1.13	2	1.13	2	1.13	2	1.13
Additional in-state residents***	1	0.56	2	1.13	2	1.13	2	1.13	2	1.13
Additional out-of-state residents***	25	14.06	50	28.13	50	28.13	50	28.13	50	28.13
Additional foreign residents***	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Other (Explain)***	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Totals	**30**	**16.88**	**60**	**33.75**	**60**	**33.75**	**60**	**33.75**	**60**	**33.75**

*List projected yearly cumulative ENROLLMENTS instead of admissions.

**If numbers appear in this category, they should go DOWN in later years

***Do not include individuals counted in any PRIOR category in a given COLUMN

E. Indicate what steps will be taken to achieve a diverse student body in this program, and identify any minority groups that will be favorably or unfavorably impacted. <u>The university's Equal Opportunity Officer should read this section and then sign and date in the area below.</u>

In order to achieve a diverse student body, the UCF MRA Advisory Board has been active in identifying important issues that are of national interest, such as social equity. The UCF MRA Advisory Board made recommendations for integrating these issues into the curriculum. Specifically, the Leadership and Organizational Models in Research Administration course integrates a unit on diversity issues. The Board's interests in diversity stem from their experiences working in research organizations across the nation. The research community is growing in its diversity; thus the UCF MRA Advisory Board made it a point to keep on the agenda the issue of diversity as the program is developed and implemented. The Board has been particularly concerned with outreach into the Latino, African American and Asian populations and will work with our faculty in recruiting minority students through active recruitment and referrals. In order to achieve a diverse population in the program, we envision leveraging the resources of the two largest professional research administrator associations, NCURA and SRA, to advance the diversity of the student body through minority members of these organizations. Minority groups will include African- and Haitian-Americans, Hispanic-Americans, and Asian-Americans. Other important identities include gender and sexual orientation.

In addition, we anticipate recruiting research administrators from historically disadvantaged and underrepresented institutions of higher education. Our goal is to use the diversity of our current student base in the Department of Public Administration at the graduate level--21% African American, 11% Hispanic and Latino, 59% Caucasian, and 9% other--as a baseline when recruiting new graduate students. We believe the ratio of diverse populations will remain constant or gain in diversity in the new MRA graduate program.

_____ _____

Equal Opportunity Officer Date

III. Budget

A. Use Table 2 to display projected costs and associated funding sources for Year 1 and Year 5 of program operation. Use Table 3 to show how existing Education & General funds will be shifted to support the new program in Year 1. In narrative form, summarize the contents of both tables, identifying the source of both current and new resources to be devoted to the proposed program. (Data for Year 1 and Year 5 reflect snapshots in time rather than cumulative costs.)

One part of the mission of the Regional Campuses is to foster innovation and to provide support to new programs that are needed by the community. In keeping with their mission, Regional Campus Administration has funded an Assistant Professor line, Dr. Jo Ann Smith,

to develop the proposed new program. The new Assistant Professor will teach in the program and serve as Program Coordinator based on her extensive professional experience in the field.

Administratively this program will be run through the Regional Campuses Continuing Education Department charging an enhanced tuition for the courses. The tuition was established based on a comparison with the only other program in the country, Emmanuel College and with other enhanced tuition programs at UCF. For the year one budget, the actual cost for faculty to teach the required six (6) core courses is $120,200 with the initial 30 students. Regional Campuses are supporting the faculty position for Dr. Smith, Program Coordinator, so all courses taught in the program by Dr. Smith are supported by Regional Campuses. Other faculty members from Public Administration, Legal Studies, and Business will be paid course overloads to teach in the program, and adjunct instructors will be paid as professional experts. As the program grows the goal will be to hire another faculty line.

Continuing Education and the Program Coordinator will assume the responsibility for the admission, registration, and advising needs of students. The library is requesting $2,000 for the purchase of planning books (See Appendix C, Library).

Much of the initial costs for developing the proposals and program have been provided by the NCURA $40,000 grant. The majority of the NCURA funding ($13,000) has provided funding for personnel time to prepare the white paper and the Implementation Proposal. In addition, the funding is being used to attend NCURA meetings and other conferences ($6,000), curriculum and course development ($15,000), technology ($2,000), limited recruitment costs ($1,000) and indirect costs ($3,000).

For the first three years, we are factoring in $33,250 per year in the program budget for marketing the new program. We also included a part time OPS salary of $12,000. The total projected budget for year one is $145,950. In subsequent years the cost of faculty to teach the required 12 courses is $183,950 for the ongoing 60 students in the program. Continuing Education will fund one full-time program faculty for 12 months ($90,200). The budget includes seven faculty and two adjuncts to teach courses as overloads ($58,000). This reflects a new cohort of 30 students being admitted each year, so that twelve courses will be needed – six (6) courses for the new cohort and six (6) courses for the cohort completing the program each year. The goal is to generate enough program funds by year five to support hiring an additional full-time faculty member for the MRA degree program. For details of the budget breakdown see Appendix E, Regional Campus Support.

TABLE 2
PROJECTED COSTS AND FUNDING SOURCES

Instruction & Research Costs (non-cumulative)	Year 1						Year 5				
	Funding Source						Funding Source				
	Reallocated Base * (E&G)	Enrollment Growth (E&G)	Other New Recurring (E&G)	New Non-Recurring (E&G)	Contracts & Grants (C&G)+	Subtotal E&G and C&G	Continuing Base** (E&G)	New Enrollment Growth (E&G)	Other*** (E&G)	Contracts & Grants (C&G)+	Subtotal E&G and C&G
Faculty Salaries and Benefits	$0	$0	$0	$0	$108,200	$108,200	$0	$0	$0	$136,200	$136,200
A&P Salaries and Benefits	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
USPS Salaries and Benefits	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Other Personnel Services	$0	$0	$0	$0	$12,000	$12,000	$0	$0	$0	$24,000	$24,000
Assistantships and Fellowships	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Library	$0	$0	$0	$0	$2,000	$2,000	$0	$0	$0	$0	$0
Expenses	$0	$0	$0	$0	$23,750	$23,750	$0	$0	$0	$23,750	$23,750
Operating Capital Outlay	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Special Categories	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Total Costs	$0	$0	$0	$0	$145,950	$145,950	$0	$0	$0	$183,950	$183,950

*Identify reallocation sources in Table 3
**Includes recurring E&G funded costs ("reallocated base", "enrollment growth", and "other new recurring") from Years 1-4 that continue into Year 5.
***Identify if non-recurring.
"+ External funds from student fees charged through Continuing Education

Faculty and Staff Summary

Total Positions (person-years)	Year 1	Year 5
Faculty	1.19	1.66
A&P	0	0
USPS	0	0

Calculated Cost per Student FTE

		Year 1	Year 5
Total E&G Funding		$0	$0
Annual Student FTE		16.88	33.75
E&G Cost per FTE		$0	$0

Worksheet Table 2 Budget

TABLE 3
ANTICIPATED REALLOCATION OF EDUCATION AND GENERAL FUNDS

Program and/or E&G account from which current funds will be reallocated during Year 1	Base before reallocation	Amount to be reallocated	Base after reallocation
18350001 Department of Public Administration		0	
Totals		0	

Worksheet Table 3 Reallocation

B. If other programs will be impacted by a reallocation of resources for the proposed program, identify the program and provide a justification for reallocating resources. Specifically address the potential negative impacts that implementation of the proposed program will have on related undergraduate programs (i.e., shift in faculty effort, reallocation of instructional resources, reduced enrollment rates, greater use of adjunct faculty and teaching assistants). Explain what steps will be taken to mitigate any such impacts. Also, discuss the potential positive impacts that the proposed program might have on related undergraduate programs (i.e., increased undergraduate research opportunities, improved quality of instruction associated with cutting-edge research, improved labs and library resources).

The Department of Public Administration will not be reallocating resources to support this new program, but will be hiring faculty on overload to teach courses and relying on the support of the full time faculty line funded by the UCF Regional Campus Continuing Education (Regional Campus). This new line filled by Dr. Jo Ann Smith is dedicated to this degree program to facilitate curriculum and course development. In addition, Regional Campuses have agreed to provide up to $10,000 for initial marketing efforts including publications, market research and e-mail blasts, tri-fold display for conferences and presentations, web site development, and design and production of print materials. The UCF Office of Research and Commercialization has committed $10,000 as match funds for the NCURA grant to be used for the hiring of consultants, senior members of the profession identified with the help of NCURA to review curriculum and course content.

NCURA's support of $40,000 has been applied to the planning stage of the MRA Program in preparing white papers and program proposals, course development, Advisory Board meetings, and travel to NCURA's annual conference. The remaining funds will be used for dissemination and recruitment of students through brochures, advertisements in NCURA and SRA journals, and other research administration related professional conference programs (NCURA, SRA, FDP, COGR, and AUTM). All faculty and adjuncts hired must meet the standards for teaching at the university, preferably holding a doctorate degree but at a minimum a Master's Degree and experience in the field. UCF has recruited faculty from a number of sources. To date we have: 1) conducted a nationwide search for a qualified full time faculty member, and hired Dr. Jo Ann Smith in fall 2010 to lead the initiative; 2) identified two faculty from the Legal Studies department to serve as faculty; 3) obtained from NCURA access to senior members of the profession who have demonstrated instructional skills and who can serve as adjunct faculty, advisory board members, or guest speakers; 4) identified existing department faculty (currently one CRA) as faculty; and 5) have assessed UCF's Office of Research and Commercialization (currently six CRA-Certified Research Administrators on staff) to serve as adjunct faculty or guest speakers. Three of the MRA faculty are certified as having met the Research Administrator Certification Council eligibility requirements verifying their mastery of the knowledge and information essential for a professional research administrator. The CRA designation provides documented evidence that a person has been examined by an independent professional organization and found to have the required knowledge to successfully fulfill the responsibilities of a research administrator. In addition, we intend to include other professionals from the research administration community around the country as guest lecturers to bring a balance of theoretical and practical teaching methods to the program.

The new Master of Research Administration degree program will be offered by the Department of Public Administration. The program will use a cohort model administered through Continuing Education, which has made a commitment to provide funds up front to develop the program. The funding for a faculty line from Regional Campuses and grant funding is allowing for the development of the online courses before the program begins. By having the program administered through Continuing Education, the program can charge a competitive fee. These funds will allow the program to be sustained and to be enhanced over time. The first cohort group will complete the program in two (2) years, and based on the demand and the funding, a second cohort may begin during the second year. By using the cohort model, the program can be offered on a demand basis when there are resources and students to begin another cohort group. If demand remains strong, funds generated by the program will be used to hire additional faculty members with expertise in research administration to meet the growing demand for the program, reducing the need for paying course overloads for current faculty members.

This program needs to be a new program based on the national demand from the profession and the leading research administration professional organization, NCURA. In addition, at UCF and in Central Florida there is strong support to begin the program from the Department of Public Administration, the College of Health and Public Affairs, the Office of Research & Commercialization, the Regional Campuses, the Division of Continuing Education, UCF's Media Convergence Laboratory (MCL) and the Disney Institute at the Walt Disney World Company. The fact that this collaborative effort has been awarded $40,000 by the National Council of University Research Administrators (NCURA) makes this a priority for all and highlights the need for this program, and illustrates the importance of this exciting new program.

The proposed Master of Research Administration degree program is being supported by Regional Campuses through funding of a Tenure-track line for the Department of Public Administration (Appendix E). The Program Director will have a 2:2 teaching load at the graduate level, one course reassignment is provided for coordinating the program, teaching primarily in the core courses for this new program. Full-time faculty members in the Departments of Public Administration and Legal Affairs will offer core courses annually, and two specialty courses will be developed and taught by adjuncts with experience in research administration.

C. Describe other potential impacts on related programs or departments (e.g., increased need for general education or common prerequisite courses, or increased need for required or elective courses outside of the proposed major).

We have met with the Legal Studies Department to secure their approval for the development of two new legal courses specifically designed for research administration. A letter of support from Legal Studies is found in Appendix A. The core faculty from the Department of Public Administration will be adapting our courses of strategic planning, program evaluation, and human resource management to address the needs of research administrators. With the new faculty member teaching in the MRA program and one course for the department each semester, the impact on the department will be minimal. In addition, faculty members

teaching in the program every year will have either course overload or a course buyout from the Continuing Education funding generated by the program. With the addition of one tenure-track line and the limitation of 30 students per cohort, there will be minimal impact on any related programs or departments. The budget was developed in order to sustain the program through student fees. In year three the program plans on funding a new line to support the ongoing student demand and to relieve faculty from the burden of teaching overload on a long term basis.

D. Describe what steps have been taken to obtain information regarding resources (financial and in-kind) available outside the institution (businesses, industrial organizations, governmental entities, etc.). Describe the external resources that appear to be available to support the proposed program.

In the development of the program our department created the UCF Master of Research Administration (MRA) Advisory Board in October 2010, which met at the 52nd NCURA Annual Conference in Washington, DC, on November 2nd. The MRA Advisory Board will meet three times next year, face to face, and virtually to address resources as well as curriculum and competencies. The program was initially funded $40,000 to initiate the program at UCF through a grant from NCURA. Additional resources have been pledged by the Office of Research and Commercialization and Regional Campuses as described in the previous section. See Appendix A for letters of support and commitment.

IV. Projected Benefit of the Program to the University, Local Community, and State

Use information from Table 1, Table 2, and the supporting narrative for "Need and Demand" to prepare a concise statement that describes the projected benefit to the university, local community, and the state if the program is implemented. The projected benefits can be both quantitative and qualitative in nature, but there needs to be a clear distinction made between the two in the narrative.

University Benefit

The projected benefit of the proposed master's degree in Research Administration to the university is threefold.

First, the proposed MRA aligns with UCF's mission to enrich student development and leadership growth and to provide highly relevant continuing education that addresses pressing local, state, national and internal issues in support of the global community. The MRA clearly responds to the increasing demand for research administrators to support the research and innovation not only within UCF, but the research enterprise within the state, the nation, and globally. In addition the graduate program aligns with UCF's mission to achieve national recognition in preparing students to become creative thinkers and leaders by equipping graduate students who can address the complex challenges of the 21st century in research and development. A graduate degree of research administration will extend the university's commitment to relevant learning by providing opportunities for students to comprehensively explore current issues related to research and innovation throughout the central Florida region

or city-state, as well as to become leaders in a variety of research subfields (i.e., facilitate an increase in technology transfer and commercialization of science, technology, engineering, and mathematics (STEM) research, support the biomedical and health research at UCF and Lake Nona, expand the economic development in central Florida through commercialization, incubators, patents and licensing).

Second, the proposed master's degree in Research Administration is based on a multidisciplinary approach to learning and problem solving. The university will benefit from a program that utilizes a variety of departments from across the campus. In this manner, the graduate program will leverage a diversity of UCF assets (faculty expertise, cross-department engagement, and a comprehensive and multi-faceted perspective on addressing social issues in research).

Third, this MRA degree program will provide an opportunity to raise the profile of the university's advanced professional degree offerings.

Local Community and Region

The region will benefit from the enhancement of the research administration infrastructure of the region including UCF's research funding, which has grown steadily over the past 11 years and now exceeds $130 million a year. Having a strong research administration program will help UCF as well as additional research partners, including the one with the Orlando VA Medical Center under construction at Lake Nona.

State of Florida

The State of Florida will benefit from the establishment and implementation of the graduate degree in Research Administration in a variety of ways. First, this graduate program will be the first and only master's degree program in Research Administration offered in Florida and in the nation. The importance of providing expert support for the research enterprise is paramount to Florida's economic vitality and sustainability. As of April 2010, Florida supported 531 research centers and institutes at their public universities. In fiscal year 2005-06, these research centers reported $447 million in expenses and over 2,730 personnel working within these organizations. Success in research endeavors benefits the state in numerous areas. First, it enhances student learning by providing opportunities for students to engage in research activities and providing student employment. Second, having strong research centers and institutes helps universities attract and obtain significant funding from both government and private sources.

In May 2010, the Florida Office of Program Policy Analysis & Government Accountability conducted a study of Florida's University research centers and institutes and recommended that there be increased accountability and oversight of these research centers. The MRA program will help provide the necessary workforce and expertise to enhance the financial and administrative oversight needed for Florida's research community. It is important that Florida continue to grow their research efforts in both the public and private sectors. Research administrators are brokers of research and are critical to the success of the research enterprise.

National Benefit

There are increasing demands for research and innovation globally in such areas as energy, advancements to improve the quality and efficiency of healthcare to serve a large aging population, and reversing negative environmental impacts caused by population growth and energy consumption. Research and innovation activities will be indispensible to meeting growing global demand while simultaneously sustaining economic growth. Highly skilled research administrators are able to support these efforts and improve the efficiency of research activities through decreasing the administrative burden on researchers and ensuring compliance with funding agencies. The demand for increased accountability and transparency of government agencies by the public has created an influx and expansion of new regulations and policies directed toward research activities that are funded by these agencies. This trend includes major expansion in regulations for research activities that may include the protection of human subjects in research, the ownership of intellectual property, the care of animals used in research, and requirements in reporting conflicts of interest. These rapid changes have created an excessive burden on researchers and the institutions that support their research. Research administrators are critical to assist researchers in supporting the responsible conduct of research and to alleviate the administrative requirements placed on the researchers so they can do what they were prepared to do—conduct research. This program in Research Administration will help the nation meet the growing demand for expertise in this area.

V. Access and Articulation – Bachelor's Degrees Only

A. If the total number of credit hours to earn a degree exceeds 120, provide a justification for an exception to the policy of a 120 maximum and submit a request to the BOG for an exception along with notification of the program's approval. (See criteria in BOG Regulation 6C-8.014)

Not Applicable

B. List program prerequisites and provide assurance that they are the same as the approved common prerequisites for other such degree programs within the SUS (see the Common Prerequisite Manual at FACTS.org). The courses in the Common Prerequisite Counseling Manual are intended to be those that are required of both native and transfer students prior to entrance to the major program, not simply lower-level courses that are required prior to graduation. The common prerequisites and substitute courses are mandatory for all institution programs listed, and must be approved by the Articulation Coordinating Committee (ACC). This requirement includes those programs designated as "limited access."

If the proposed prerequisites ~~they~~ are not listed in the Manual, provide a rationale for a request for exception to the policy of common prerequisites. NOTE: Typically, all lower-division courses required for admission into the major will be considered prerequisites. The curriculum can require lower-division courses that are not prerequisites for admission into the major, as long as those courses are built into the curriculum for the upper-level 60 credit hours. If there are already common prerequisites for other degree programs with the same proposed CIP, every effort must be made to utilize the previously approved prerequisites instead of recommending an

additional "concentration" of prerequisites for that CIP. Additional concentrations may not be approved by the ACC, thereby holding up the full approval of the degree program. Programs will not be entered into the State University System Inventory until any exceptions to the approved common prerequisites are approved by the ACC.

Not Applicable

C. If the university intends to seek formal Limited Access status for the proposed program, provide a rationale that includes an analysis of diversity issues with respect to such a designation. Explain how the university will ensure that community college transfer students are not disadvantaged by the Limited Access status. NOTE: The policy and criteria for Limited Access are identified in BOG Regulation 6C-8.013. Submit the Limited Access Program Request form along with this document.

Not Applicable

D. If the proposed program is an AS-to-BS capstone, ensure that it adheres to the guidelines approved by the Articulation Coordinating Committee for such programs, as set forth in Rule 6A-10.024 (see Statewide Articulation Manual at FACTS.org). List the prerequisites, if any, including the specific AS degrees which may transfer into the program.

Not Applicable

INSTITUTIONAL READINESS

VI. Related Institutional Mission and Strength

A. Describe how the goals of the proposed program relate to the institutional mission statement as contained in the SUS Strategic Plan and the University Strategic Plan.

The goals of the proposed program for a masters' degree in Research Administration are to:

- Educate and train professional research administrators to address the issues facing our research organizations,
- Integrate collaboration and participation of national experts in research into the curriculum,
- Foster a holistic and interdisciplinary approach to problem solving in research administration issues,
- Instill a sense of duty and service to the community into the new and current professionals, and
- Address the need for providing excellence in research administration within our nation.

These goals directly relate to the goals of the State University System: to provide access to education, to meet the statewide professional workforce needs, to build world-class academic and research programs, and to meet community needs and fulfill UCF's responsibilities to the central Florida community. By preparing professional research administrators, who are imbued with a sense of duty to the research community and who bring a holistic and collaborative approach to administering research activities, this program addresses each of these goals directly.

In addition, the goals of the program relate to two of the goals of the University of Central Florida. First, UCF strives to be the partnership university, and the program accomplishes this through its interdisciplinary approach with public administration, legal studies, and business in the course content, its focus on identified competencies in the curriculum, and the strong support from the research community found in the MRA Advisory Board (see a complete listing of members in Appendix B). UCF has made a commitment to serve the Central Florida region, and the program is designed to provide a professional contingent that will have a direct impact on the future growth and quality of research in our region.

B. Describe how the proposed program specifically relates to existing institutional strengths, such as programs of emphasis, other academic programs, and/or institutes and centers.

We have combined the expertise of those who work in research administration with important legal and managerial skills to prepare students for their careers. For instance, the ethical and legal issues in research programs will be addressed by our colleagues in the Department of Legal Studies and enhances the concentration in legal and regulatory frameworks. The expertise from our colleagues in the College of Business Administration on technology transfer, intellectual property, and commercialization will strengthen the

understanding of issues that impact economic development. The expertise of research administrators working as professionals in the Office of Research and Commercialization will enhance the relevance and application of the concepts and methods presented throughout the program of study.

C. Provide a narrative of the planning process leading up to submission of this proposal. Include a chronology (table) of activities, listing both university personnel directly involved and external individuals who participated in planning. Provide a timetable of events necessary for the implementation of the proposed program.

The Department of Public Administration has offered classes in grants and contracts for the last 12 years with degree programs in nonprofit management and public administration at both the undergraduate and graduate levels and a new master's program in Urban and Regional Planning. In 2010 a "White Paper" was submitted and approved by the Provost for the development of the Master of Science program in Research Administration.

In the fall of 2010 the voluntary UCF MRA Advisory Board was formed by our department with a broad array of representatives from public, private, and nonprofit sectors. The criteria used in selecting the membership of the board were diversity of institutions, diversity of expertise, and geographical locations.

Several members of the UCF MRA Advisory Board that are involved in the planning and implementation of the program are from top research institutions and have extensive experience in research administration. For example, Robert Lowman has been a member of NCURA since 1978. He is the Associate Vice Chancellor for Research and adjunct Associate Professor of Psychology at The University of North Carolina at Chapel Hill, positions he has held since 1991. His areas of responsibility are research policy, planning, training and regulatory compliance for a research university with a faculty of 3,200, and grant and contract funding in excess of $593 million. Dr. Lowman has more than 25 years of experience in research administration. Kerry Peluso, CPA, is the Associate Vice President for Research Administration at Emory University. In this role, Kerry is responsible for the pre- and post- award administration of the sponsored projects received by Emory University. Prior to assuming this position, Kerry held the position of Director of Post Award Fiscal Administration at the University of Pennsylvania and held the position of Senior Accounting Manager in the Division of Grant and Contract Accounting at Rutgers University. Mr. Garrett Sanders is Assistant Vice President, Research Foundation of SUNY and previously served as director of sponsored research at the Ordway Research Institute. His research administration career includes leadership positions at the University of Rochester and the National Institutes of Health. He has also served as a consultant to major research universities and institutions. Garry's career includes experience in grant and contract administration, research compliance, technology transfer, and strategic planning. Another MRA Advisory Board member, Bruce Morgan, started his research administration career in 1987 and is now the Assistant Vice Chancellor for Research at the University of California, Irvine. In his current position, he is responsible for the overall direction and management of the Office of Research Administration, which includes Sponsored Projects, Human Research Protections, Research Assurances and Conflict of Interest. In addition, he is responsible for

research administration data systems and training initiatives. These members are just a sampling of the level of knowledge and professional distinction comprised within the current Board. They are a valuable resource and will be instrumental in creating a quality graduate program that will have national prominence (see a complete listing of Board members and their institutions in Appendix B).

The UCF MRA Advisory Board will meet three times per year. The first official meeting was held at the NCURA Annual Conference on November 2, 2010, to develop a comprehensive list and assignment for collecting letters of support for the program. In addition, the UCF MRA Advisory Board assisted our faculty in identifying the competencies and the curriculum for the proposed program. In the future the board will make a dedicated effort in support for the program in the form of professional experiences.

During 2009, at the university level Deans Dorner and Frumkin along with Department Chair Feldheim met with the Office of Research and Commercialization representatives and interested faculty members to discuss collaboration in the development of this program. The curriculum evolved into the nine courses specific to research administration including supporting existing courses in grant and contract management along with existing courses in human resource management, strategic planning and management, and public program evaluation,

Writing of the implementation plan began in 2010 with the Chair and faculty members Drs. Smith, Milon, Wood, and O'Neal. In fall 2010, the proposal will be submitted to the Graduate Council of the College of Health and Public Affairs, the Curriculum Committee of the Graduate Council of the Faculty Senate, the Provost, and The Board of Trustees. It will then be sent to the Board of Governors to be placed on the state inventory. The program will begin in the fall of 2011.

Planning Process

Date	Participants	Planning Activity
Fall 2009	Feldheim, O'Neal, Torres, Howell	Meetings to discuss and develop proposal to NCURA for MRA program
Fall 2009	Feldheim, O'Neal, Torres, Howell	Submitted proposal to NCURA
Fall 2009	Feldheim, O'Neal, Torres, Howell	Notification of Award from NCURA
Fall 2009	Feldheim	White Paper Submitted
Spring 2010	Hickey	White Paper Approved
Summer & Fall 2010	Feldheim, O'Neal, Torres, Howell	Recruited and hired Program Coordinator
Fall 2010	Feldheim, Smith	Meeting with Graduate Studies
Fall 2010	Feldheim, Smith, O'Neal, Torres, Howell, Advisory Board	Advisory Board Created Identify Program Faculty Competencies Identified Draft Curriculum
Fall 2010	Feldheim, Smith	Meeting Dean Graduate College on Plan
Fall 2010	Feldheim, Smith, Advisory Board	Began writing the implementation plan
Fall 2010	Feldheim, Smith, Advisory Board	Writing Implementation Plan
Fall 2010	Feldheim, Smith	Meeting with Dean Graduate College on Plan

Fall 2010	Laney, Feldheim, Smith	Meeting Regional Campus to seek and receive support for the new program in the form of Instructor Line for department
Fall 2010		Approval Department /College Approval Graduate Council
Spring 2010		Complete Final Draft Send Proposal to BOT
March 2011		BOT approval sought

Events Leading to Implementation

Date	Implementation Activity
April 2011	Prepare Marketing Materials Hold Virtual Open Houses to Inform the Community
May 2011	Schedule Classes / Review Admissions
August 2011	Admit first cohort to program Classes begin
May 2013	Graduate first cohort from program

VII. Program Quality Indicators – Reviews and Accreditation

Identify program reviews, accreditation visits, or internal reviews for any university degree programs related to the proposed program, especially any within the same academic unit. List all recommendations and summarize the institution's progress in implementing the recommendations.

Undergraduate Program Review – 2003-2004

A program review was conducted in 2003-04 of the undergraduate programs in the Department of Public Administration – the Bachelor of Arts and the Bachelor of Science in Public Administration. There were four major recommendations for the University, the Department, and the Chair that came from the program review.

The first recommendation was for a regular, tenure-track line at the main campus to ensure a higher proportion of regular faculty and to increase continuity at the undergraduate level, maintain accreditation standards for the Masters in Public Administration program, and support the PhD program in Public Affairs. In 2005-2006 an assistant professor line was funded and filled. In addition, in 2005-2006 the department hired an instructor with extensive public sector experience, who served as undergraduate program director enhancing the connection between the academic and practitioner realms.

The second recommendation was for the department to continue to pursue expanding its offerings in the mixed-media and web-based modes to ensure access for a larger student base. Since 2005-2006, each of the undergraduate core courses have been offered online either in the fall or the spring semester using an alternating model of online delivery one semester and face-to-face delivery the next semester. This model of scheduling resulted in a major expansion of course offerings for the undergraduate program.

The third recommendation was that the Department monitor the undergraduate program to ensure its coherence, quality, and practicality. In response the Department enhanced its undergraduate program through the institutional review process, which has been recognized for its high quality by the college and the university for several years. Previously core courses were either not well-aligned or did not clearly identify active and passive competencies. The Department reviewed core syllabi, talked with instructors, mapped course objectives, and identified gaps. This assessment process resulted in a revision in both syllabi and primary textbooks. In another initiative, grade inflation has been reversed at the undergraduate level without affecting student credit hour production.

The final recommendation was for the Chair to provide for the orientation, training, and supervision of the adjuncts necessary to enhance the quality of the professional degrees offered by the department. Please note that the Department generates less than 25% of its student credit hours through the use of adjuncts, but it is important to assure that those that are employed deliver quality education. In response the Department has developed a formal Adjunct Handbook to provide every adjunct with the information necessary to perform well in our academic setting. In addition, the Department instituted a mandatory orientation for all new adjunct instructors that introduced them to all the faculty members, the staff, and to the policies and expectations of the Department. The Chair made the commitment to observe annually all the adjuncts teaching for the Department to provide feedback on teaching quality, on the quality of the syllabus, and on the ability of the adjunct to connect with the students. Annual evaluations are now conducted with all adjunct instructors in the Department.

Graduate Program Review 2003-2004

A program review was conducted in 2003-04 of the graduate program in the Department of Public Administration – the Master of Public Administration (MPA). There were five major recommendations for the University, the Department, and the Chair that came from the program review.

The first recommendation was for a regular, tenure-track line at the main campus to ensure a higher proportion of regular faculty and to ensure that the Department stays within accreditation guidelines at the masters' level. Second, this line would assist the Department in providing resources for the Ph.D. program in Public Affairs. Finally, it would provide enough faculty coverage to enable the Department to permit buy-outs during the academic year when major grants or contracts require substantial commitment of faculty time. In 2005-2006 an assistant professor line was funded and filled. This position has allowed the Department to stay within accreditation guidelines at the master's level and has assisted in supporting the PhD program.

The second recommendation was for the Department to continue expanding its mixed-media mode and web-based modes of delivery to ensure more opportunities for students in the broader region. The Department has placed six (6) of the core courses in the MPA program online, and in the fall of 2010 will offer a completely online Graduate Certificate in Public Administration. However, the faculty have decided to keep a balance of online, mixed-mode, and face-to-face classes in the MPA program to enhance their connection to the students and to meet student demand for all modes of course delivery.

The third recommendation was for the Department to reconsider its graduate admissions standards. Although the standards are not out of line with national norms, they are lower than the best programs. At the time the standards were reviewed and determined to be adequate. However, with the creation of the College of Graduate Studies and the new college standard of requiring a 3.0 undergraduate GPA, the Department reviewed the graduate admission standards again. In the spring of 2009, the Department changed the graduate admission standards to: a required GPA of 3.0 or higher; transcripts; a reason statement; three letters of reference; and a resume. The Department no longer requires a GRE score. This has resulted in the admission of increased numbers of students with a GPA of 3.0 higher.

The fourth recommendation was for the Department to increase funded technical assistance and research. Since 2005-2006 the Department has been very active in securing funded technical assistance through the Institute of Government, the Center for Community Partnerships, and the new Departmental Center for Public and Nonprofit Management. In 2002-2003 the Department brought in $109,375 in funded research and technical assistance dollars. Over the next two years that amount more than tripled to a total of $461,238. Since then faculty members secured increasing amounts of external funding: in 2006 $428,096 was secured; in 2007 $349,223 was secured; in 2008 $283,411 was secured; and in 2009 faculty secured over $1.75 million in external funding primarily from the federal level. The Department has exceeded expectations in addressing this recommendation.

The final recommendation was to increase the local and national prominence of the Department. Since 2005, the Department has utilized several strategies to enhance its national prominence resulting in being ranked 90th by *US News and World Repo*rt in 2009. The first strategy utilized by the Department is to strongly support junior faculty with limited administrative assignments, provide supportive teaching loads, assign faculty mentors, and send the junior faculty to at least two national conferences per year. In addition, the Department has made a strong commitment to attend our two national conferences every year with at least three to six members presenting papers and serving on national committees. This year Dr. Kuotsai Liou has been elected national vice president of our premier professional organization, the American Society for Public Administration, which means that he will serve as President-Elect next year and serve as the national President in 2012. This is a significant accomplishment for Dr. Liou, and it will be very beneficial for the Department in expanding our national prominence.

All of the five recommendations for the Department have been addressed with strong action plans, and the Department continues to function in a highly productive manner based on these initiatives and the commitment of the faculty and staff to our students, to our research, and to our community.

Accreditation of Master of Public Administration Program 2004-2005

The Master of Public Administration was re-accredited by the National Association of Schools of Public Affairs and Administration (NASPAA) in 2005 after a year of self-study and a site visit in February 2005 by the Commission on Peer Review and Accreditation (COPRA). The final

site visit report offered the Department both commendations of excellence and recommendations for improvement, which are listed below.

Commendations:

1. The Department of Public Administration has a very productive faculty in terms of publications, funded research, and community service.
2. The Department also has a very collegial faculty.
3. The faculty has considerable national visibility through their leadership in roles in NASPAA, ASPA, the Policy Studies Organization, and other public administration and policy organizations.
4. The Department has built very strong relationships with the College of Health and Public Affairs and other university research centers.
5. The high level of involvement in the College's PhD program in Public Affairs will increase the Department's visibility with the State of Florida and nationally.
6. The high level of collaboration with other units within the College is a strength of the program and will provide opportunities to expand the MPA program's electives and specializations.

Recommendations:

1. Continue managing growth by reducing commitments, like the Daytona Beach program, to free up faculty and other resources for new commitments.
    a. The Daytona Beach program was closed in 2005 as recommended.

2. Work with university officials to address the problem caused by using credit hour generation as the predominant measure of productivity and not rewarding community service, sponsored research, and other activities in which the MPA faculty excel, including providing professional education for the University's own employees (i.e., the "unfunded" student issue").
    a. The Department has tracked the number of "unfunded" student credit hours and the average is 5% per year over five years. State employees may take courses at UCF on a space-available-basis, and the low number of credit hours for state employees is because our courses are primarily full.
    b. In addition, the University and the College have gone to a new model of funding that does not rely as heavily on student credit hour production and gives increased credit for research and for community service.

3. Consider eliminating the Brevard program to reduce the travel and other demands upon the MPA faculty.
    a. The Brevard program was closed in 2009 when the faculty member assigned there left, and Regional Campuses are supporting an Instructor Line for the Department to support the new completely online Graduate Certificate in Public Administration.

4. Consider growing your own minority faculty through the Ph.D. program in public affairs.
    a. The Department has just received approval for a Public Administration track in the

doctoral program, and efforts are underway to recruit a talented and diverse student population for the new doctoral track.

5. Eliminate the few courses listed in the catalogue that have not been taught in 2-3 years.
    a. Some of the courses have been eliminated while other courses have been utilized in new graduate certificate programs. All courses offered at the graduate level at this time are required either for the MPA program or for one of our four graduate certificate programs or our master of Nonprofit Management program.

6. Continue expanding the internship program for pre-service graduate students.
    a. Dr. Stephanie Krick has become the Departmental Internship Coordinator, and she works closely with our MPA Advisory Board and our other Advisory Boards to secure internships for our students. On average our Department has 20-30 students placed in internships each semester.

7. Continue working with the new MPA Advisory Board.
    a. The MPA Advisory Board meets quarterly and has been very active in securing internships for our students, in providing input into curriculum development, and in planning and supporting our annual Public Administration Research Conference.

8. Evaluate the impact of online courses on faculty and students.
    a. The University Course Development and Web-Services Department has conducted a longitudinal study of all online education at UCF that finds that online education produces comparable outcomes to the face-to-face modality of course delivery. Our Department continues to work closely with the researchers on this study.

9. Consider the development of specializations in areas of strength, such as local governance, human resource management, emergency management, and international development.
    a. The Department has made emergency management our fourth area of specialization. We now offer graduate certificates in emergency management, public administration, nonprofit management, and urban and regional planning.
    b. In addition, faculty have published several articles on emergency management and secured two federal grants in the area of emergency management making our Department a leader in this field.

10. Determine market level salaries at all faculty ranks to determine what needs to be done to recruit and retain quality faculty.
    a. This recommendation has been very difficult to address given the severe economic downturn of the economy. Even though we have not been able to increase salaries to reflect the current market level, we have been able to utilize grants and contracts to provide faculty with additional funding for their areas of interest.

In conclusion, our Department addressed all of the ten (10) recommendations made by the site visit team in what we believe are very positive ways. Our MPA program will conduct our next self-study in the 2010-2011 academic year, and we are confident that we have maintained and exceeded our expectations for the future.

Master of Research Administration Program Quality Indicators

Program quality indicators for the proposed graduate degree program in the Master of Research Administration program come from two primary sources. The first is the UCF MRA Advisory Board, which was established to guide the development of the degree program, including curriculum development and university-community relations. The board is comprised of representatives from national, local and regional research universities and centers (see Appendix B for a list of agendas and meeting minutes). The second primary source for program quality is the Research Administration Certification Council (RACC), which is comprised of active research administrators whose role is to certify that an individual, through experience and testing has the fundamental knowledge necessary to be a professional research or sponsored programs administrator. The industry-driven competencies stress a curriculum that equips research administrators to implement professional and ethical best practices, policies and processes.

VIII. Curriculum

A. Describe the specific expected student learning outcomes associated with the proposed program. If a bachelor's degree program, include a web link to the Academic Learning Compact or include the document itself as an appendix.

The Master of Research Administration program is designed for individuals who are interested in advancing their careers as research administrators. Due to the increased demand for public accountability and the expanding regulatory environment, there is a greater need for research administrators by universities, medical institutions, government laboratories, and independent profit and not-for-profit organizations that are involved in conducting research. The MRA program of study will be offered completely online and provide a comprehensive program to equip students with the knowledge and skills necessary to advance in their professions as research administrators.

This is a two-year program and requires 36 credit hours using a cohort model. The MRA is designed specifically for the working professional. Areas of instruction are oriented toward the common challenges encountered in research organizations during various phases of the research process including: project development, project and financial management, the legal and regulatory requirements, compliance, technology transfer, leadership development, organizational models, and other areas such as research and professional ethics. Students graduating from the program will have established a strong network with other professional research administrators, be better prepared to support researchers, be equipped to advance in their fields, and are expected to be the next generation of leaders in research administration.

The primary learning outcome demonstrated by graduates of the Master of Research Administration program is effectiveness as research administration professionals. Effectiveness means the application of knowledge and skills to facilitate the development of vision and goals, create and implement research activities, and solve issues and problems presented during the implementation of research programs. An overarching theme of this learning outcome is the long-term comprehensive perspective that is embodied in the comprehensive program of study.

In a broad sense, it is expected students will complete the program with a mastery of fundamental concepts involving the administration and responsible conduct of research, including legal requirements, ethical conduct and compliance, proposal development, budgeting, contract negotiations, human resources, financial management, comprehensive strategic planning, the protection of human and animal subjects in research, intellectual property, technology transfer, commercialization and resources management, and the social aspects of research administration.

The secondary learning outcome is that graduates have a critical reflective perspective concerning the creation of knowledge, the use of research administration skills, and professional practice and ethics. They continually consider their own values and those of their clients and communities in undertaking the administration of research. Their reflection considers issues of research participation, social justice and accountability, and economic development and sustainability.

In addition, the expected skills a research administrator should possess include research development, problem solving and implementation. Thus the learning outcomes will be focused on problem formulation, research skills, data gathering, and analytic techniques including statistical methods, forecasting, and spatial analysis. That is the purpose and intent of the culminating experience in the Program Evaluation Techniques course (PAD6327). Students are expected to synthesize knowledge and experience gained throughout the MRA program of study in a project that is relevant to research administration. These skills are reflected in an Institutional Effectiveness Plan included in Appendix D.

B. Describe the admission standards and graduation requirements for the program.

An applicant must meet Graduate College requirements and all recommended and required deadlines plus the following requirements to be considered for admission to the program.

Graduate College Requirements

1. **Degree**: Bachelor's degree from a regionally accredited institution or recognized foreign institution.
2. **Grades:** A minimum undergraduate GPA of 3.0 or its equivalent from a recognized foreign institution.
3. **Transcripts:** one official transcript sent directly to the Graduate College from each undergraduate and graduate school attended.
4. **English Proficiency:** A TOEFL computer-based score of 220 or 80 on the internet-based TOEFL (or equivalent score on the paper-based test) or equivalent approved by the Graduate College.
5. **Reason Statement: An essential part of the application, the Reason St**atement is used to determine the appropriateness of the applicant's educational and professional goals and serves as an example of their ability to express him or herself in writing. In this statement they must:
    a. Explain the reasons for pursuing graduate study.
    b. Describe specific interests and their background in the field.

c. List any relevant skills or training they have acquired.
d. List relevant academic awards or honors they have received.

6. **Resume:** indicating education, work experience, volunteer experience, and competencies.
7. **Three Letters of Reference:** indicating why this individual would be a good student.

Students are required to maintain a B average in core course work.

Requirements for Graduation

The Master of Research Administration degree will be awarded upon completing appropriate prerequisite course work and 36 hours of prescribed graduate study. The student must complete all degree requirements within seven years of initial enrollment and successfully complete the culminating experience project.

Administration of the Program

The program will be administered within the Department of Public Administration under the direction of our Program Director for the Master of Research Administration. Dr. Jo Ann Smith serves in that role overseeing the administration of the MRA Program.

Our Department has an Admissions Committee that meets monthly to make admission and administrative decisions regarding our graduate programs. Currently members include the Director for the Master of Public Administration, the Director for the Master of Nonprofit Management, the Director of the Master of Science in Urban and Regional Planning, and the Departmental Coordinator for Academic Services. Once the new Master of Research Administration is approved, the Director will become a member of the Admissions Committee. The Admission's Committee will then review applications to make admission decisions regarding students entering the new program.

C. Describe the curricular framework for the proposed program, including number of credit hours and composition of required core courses, restricted electives, unrestricted electives, thesis requirements, and dissertation requirements. Identify the total numbers of semester credit hours for the degree.

Philosophy of Curriculum

This research administration master's degree program takes a holistic approach to preparing research administrators. The curriculum is designed to meet the standards of the Research Administration Certification Council (RACC) and to prepare graduates for certification. The target student audience is working professionals without a graduate degree, who will take two online classes per semester using a cohort model for six semesters. The program will offer graduate education in traditional research administration theory and techniques through a core curriculum.

Overview

The research administration degree program consists of 36 semester hours at the graduate level. The twelve courses are all required core courses with no elective requirements. The curriculum of the proposed program consists of 36 credit hours. Four of the required courses (12 credit hours) are currently offered in the Master of Public Administration program. Eight new courses (24 credit hours) will be added to the UCF catalog. Existing courses will be modified to focus on topics and issues most prevalent to research administrators. For example, the current PAD 5850 has been targeted for those primarily working in not-for-profit organizations, which often are involved in providing social programs and not conducting research activities. The modified course would emphasize the specific requirements and regulations for the preparation and submission of research proposals as opposed to community program proposals. The Public Program Evaluation Techniques course will be modified to be applicable to the types of research and evaluation projects of interest to research administrators. . This course will encompass the culminating project where students will be required to develop a program evaluation plan for a research organization integrating the knowledge and skills developed in previous classes in the program.

Required Core Courses (36 credit hours)

- PAD 6xxx Introduction to Research Administration
- PLA 6xxx Regulatory and Legal Framework
- PAD 5850 Grant and Contract Management
- PAD 6xxx Leadership & Organization Models in Research Administration
- PAD 6xxx Financial Management in Research Administration
- PAD 6417 Human Resource Management
- PAD 6xxx Contracting for Sponsored Programs
- PAD 6335 Strategic Planning and Management
- PAD 6xxx Intellectual Property, Transfer & Commercialization
- PLA 6xxx Ethical and Legal Compliance
- PAD 6xxx Audits for Research Administration

Culminating Experience –PAD 6327 Public Program Evaluation Techniques – where students integrate previous course learning into the development of a program evaluation plan for a research organization developing the methodology for data collection and data analysis and relating these to the performance of the organization.

Other Existing Master Program Related to Research Administration: There is only one other program that is similar in the country, and that is the Emmanuel College's graduate program, which is a specialization in the College's NEASC approved Master of Science in Management program. The course curriculum is similar and the expected learning outcomes are also comparable to the UCF MRA Program with moderate differences. However, the students

enrolled are almost solely from research organizations located in the Boston area and focused in the Life Sciences. Required Courses (11 courses/36 credits):

RAC 9010 Introduction to Research Administration
RAC 9012 Financial Accounting for Sponsored Programs
RAC 9009 Leadership and Organizational Behavior
RAC 9016 Compliance, Regulatory Environments and Legal Issues
RAC 9018 Financial Management for Sponsored Programs
RAC 9020 Contracts
MSM 9014 Organizational Development
MSM 9022 Changing Economies
MSM 9028 Managing Diversity in Contemporary Organizations
MSM 9034 Strategic Planning and Management
MSM 9038 Capstone Seminar (6 credits)

The demand for an MRA is greater than both programs are able to accommodate.

D. Provide a sequenced course of study for all majors, concentrations, or areas of emphasis within the proposed program.

A Sample Curriculum for the MRA Program			
	Fall	**Spring**	**Summer**
Year One	**PAD 6xxx Introduction to Research Administration** **PLA 6xxx Regulatory and Legal Framework**	**PAD 5850 Grant and Contract Management** **PAD 6xxx Leadership & Organization Models in Research Administration**	**PAD 6xxx Financial Management in Research Administration** **PAD 6417 Human Resource Management**
Year Two	**PAD 6xxx Contracting for Sponsored Programs** **PAD 6335 Strategic Planning and Management**	**PAD6xxx Intellectual Property, Transfer & Commercialization** **PAD 6xxx Audits for Research Administration**	**PLA 6xxx Ethical and Legal Compliance** **PAD 6327 Public Program Evaluation Techniques**

E. Provide a one or two sentence description of each required or elective course.

Required Core Courses

COURSE DESCRIPTION – EXISTING COURSES (4)

PAD 5850: Grant and Contract Management
3(3, 0). This course covers such topics as how to seek out funding, how to complete applications for funding assistance, and how to respond to requests for proposals from government agencies as well as applications for funding from corporate and foundation sources.

PAD 6335: Strategic Planning and Management
3(3, 0). An examination and analysis of planning, goal setting, and strategic management in public sector organizations.

PAD 6327: Public Program Evaluation Techniques
3(3, 0). A study and application of the techniques and skills utilized in the evaluation of public programs. This course will encompass the graduate students' culminating experience.

PAD 6417: Human Resource Management
3(3, 0). A study of human resource management designed to improve and advance skills through understanding human resource policies, procedures and practices. Topics include: quality customer service, professional development, mentoring, training programs, conflict resolution.

COURSE DESCRIPTION – NEW COURSES (8)

PAD 6XXX: Introduction to Research Administration
3(3, 0). An overview of Research Administration which lays the foundation for understanding the complex environment of this field. Among the topics covered will be: history of the profession, relationship between Research Administrator (as liaison) and the various partners in research (faculty member, sponsor, etc), and purpose and value of research.

PLA 6XXX: Legal and Regulatory Framework
3(3, 0). This course outlines the requirements that govern research to include an introduction to the OMB Circulars, the Federal Acquisition Regulations, and other Federal, State, and local regulations as a basis for understanding the legal requirements associated with adhering to sponsor terms and conditions.

PAD 6XXX: Financial Management in Research Administration
3(3, 0). - This course lays the foundation for understanding cost accounting in Research Administration to include financial concepts related to Facilities and Administrative (F&A) rate proposal and allocation, proposal budget preparation, and cost allocability, allowability and consistency.

PAD 6XXX: Contracting for Sponsored Programs
3(3, 0). An introduction to legal concepts/strategies and essential elements of contract formation to include: basic contract types, negotiation, navigating troublesome clauses, subcontracts and sub-recipient monitoring.

PAD 6XXX: Intellectual Property, Technology Transfer and Commercialization
3(3, 0). This course focuses on the elements of intellectual property relating to copyright, patents and trademarks. Some of the key concepts covered include: patent law, Bayh-Dole Act, data rights, licensing and commercialization.

PAD 6XXX: Audits for Research Administration
3(3, 0). An overview of the financial and non-financial audit process for research contracts and grants. Topics covered include: cost transfers, CAS exemptions, file maintenance, corrective action plans, sponsor site visits.

PAD 6XXX: Leadership and Organizational Models in Research Administration
3(3, 0). This course introduces general management concepts in preparation for leadership roles in Research Administration, the tools of managerial decision-making and team building, and acquaints students with theories and principles of various business organizational models.

PLA 6XXX: Ethical and Legal Compliance
3(3, 0). - A study of critical compliance issues and the importance of responsible conduct of research. Among the topics covered will be: Export Control, Conflicts of Interest, Protection of Human/Animal Subjects, Research Misconduct, etc.

F. For degree programs in the science and technology disciplines, discuss how industry-driven competencies were identified and incorporated into the curriculum and identify if any industry advisory council exists to provide input for curriculum development and student assessment.

The Research Administration Certification Council (RACC) is comprised of active research administrators whose role is to certify that an individual, through experience and testing, has the fundamental knowledge necessary to be a professional research or sponsored programs administrator. In 2008 RACC conducted a study of the tasks and knowledge areas needed for the profession of research and sponsored programs administration. Aided by the Professional Testing Corporation, the study was used to validate the weightings and content of the body of knowledge upon which the Certified Research Administrator (CRA) examination is based. The purpose of the study was to obtain information on the professional activities and knowledge areas of those who work in research and sponsored programs administration. The results were used to update the test specifications for the Certification Examination for Research Administrators.

There are four broad categories and 17 subcategories of the RACC Body of Knowledge; these task and knowledge areas are integrated into the proposed MRA curriculum. The industry-driven competencies stress a curriculum that equips research administrators to implement professional and ethical best practices, policies and processes. Moreover, the proposed curriculum requires that each graduate demonstrate the knowledge, skills and values necessary for competent

professional research administration in diverse institutional settings. The four criteria below are used to judge the scope and quality of educational outcomes of the proposed MRA program by the RACC.

Figure 5

Research Administration Certification Council (RACC) Body of Knowledge

I. Project Development and Administration A. Collection and Dissemination of Information B. Proposal Development C. Administration of Awards D. Ethics and Professionalism E. Intellectual Property F. Electronic Research Administration
II. Legal Requirements and Sponsor Interface A. Regulations and Statutes B. Compliance – Federal Sponsors and General C. Federal/Sponsor Appeal Procedures
III. Financial Management A. Budgeting/Accounting B. Costs C. Sponsor Financial Reporting D. Audit
IV. General Management A. Facility Management B. Contracts and Purchasing C. Records Management D. Human Resource Management

SPECIFIC KNOWLEDGE & SKILLS
Codes and Regulations
Ethical/Legal Issues
Management Skills
Information Management
Leadership Skills
Communication Skills
Analytical Skills
Interpersonal Skills
Organizational Skills
Change Management
Conflict Management
Diversity Management
Financial Skills

Source: RACC 2008 Role Delineation Survey Analysis Report, April 2008

The study examined 206 task statements and 13 knowledge areas. The respondents were asked to rate the task statements both for how frequently they perform the task and how important each task is for competent practice in the profession. The knowledge areas were rated for importance of competent performance. A total of 446 respondents completed the online survey document, with 240 of them completing the entire survey. The responses of these 240 were compared to those who completed only part of the survey and the data were so closely comparative that it was felt that the completed surveys were representative of the field of research and sponsored programs administration. Furthermore, the distribution among the various demographic variables was broad enough to suggest that a representative sample had been received. At that point the survey was closed. The task statements and knowledge area responses were tabulated, and several cross tabulations were made using some of the demographic variables. The data results were compared to the current test content specifications and recommended changes can be found in this report.

Other input and guidance in the development of the curriculum was gathered from the MRA Advisory Board. At the most recent meeting the Board discussed who would be the targeted student population for the MRA Program. It was agreed that we would first target research administrators already working in the field with approximately five years experience. The Board recommended that we also target career changers such as those in the pharmaceutical industry and other industries experiencing layoffs, but having experience and education in areas such as science that would be useful knowledge for a Research Administrator.

It was recommended that we create a diverse cohort group of students with bachelor's degree in multiple areas. The goal is to accept students from a diverse set of organizations across the nation working in universities, research centers, medical and biomedical research centers, federal agencies, and private research institutions. This will give students an opportunity to build a professional network of research administrators from multiple organizations and locations. It will strengthen the program and enhance the student experience.

Dr. Denise Wallen suggested that in the near future we begin to accept international students into the MRA Program to help encourage and enhance international research and to facilitate international research collaborations among Research Administrators. This would also be a good market for recruiting students. Dr. Wallen is currently involved with the EARMA-European Association of Research Managers & Administrators and envisions an interest for the MRA from this organization.

Primarily the Advisory Board will be active in five areas:

1. Providing guidance and input into the MRA curriculum, delivery methods, develop case studies for use in courses, be guest speakers, identify guest speakers, input into student assessment, program evaluation, etc
2. Marketing and recruitment of students- input to methods used for advertising the MRA such as a website, dissemination of program materials at conferences NCURA, SRA, FDP, AUTM, COGR, NACUA, advertisements, etc.
3. Providing names of potential new Advisory Board members that would contribute to the MRA Program
4. Recommending areas for research activities and Collaborations.
5. Coaching students in their culminating event (i.e. matching Board members to students as mentors). Board members will coach students through their culminating project.

In addition, Dr. Wallen, Senior Fellow at the Robert Wood Johnson Foundation for Health Policy at the University of New Mexico, and member of the MRA Advisory Board recommends that the MRA program "focus on the development of research and analytical thinking skills. The program needs to go beyond the foundational framework of research administration and the 'body of knowledge'. The program should provide an environment and opportunities for developing leadership capacity, research exploration and preparation for the next generation of academicians in the subject matter area. Critical areas of knowledge can include, but not necessarily limited to: principles of research administration and research organizations; principles of grants and contracts administration; project development and management; budgeting, oversight and management; legal and ethical compliance; intellectual property and technology transfer; research methodology; organizational behavior. It is vital that the program include research projects for second year students." These are some of the recommendations that have been integrated into the design of the MRA program of study.

Over the past month the advisory board members have provided recommendations for consideration by faculty in developing the proposed MRA program (see Figure 4). These recommendations link the curriculum to the expectations of local, regional, state, and national organizations of the skills a research administrator is required to possess in order to be successful. In essence, the board suggested that students become a "generalist." Using the board's input as a guide, the Board recommended a curriculum that aims to provide students with a well rounded and comprehensive education.

Figure 4
UCF MRA Advisory Board Curriculum Recommendations

1. Transactional law for non-attorneys
2. Effective negotiation skills
3. The federal regulatory process and how it works: legislation, regulations (FAR, etc.), agency guidance, audit
    a. - laws and regulations that govern federally funded sponsored programs
    b. - The interplay of federal and state laws and regulations
4. Types of sponsored programs
    a. sponsor types
    b. solicitation types and types of proposals
    c. types of awards and their legal distinctions
    d. budgeting for sponsored projects
5. Cost accounting standards
6. OMB circulars A-21, A-133 (for public universities), plus the comparable ones for private universities, non-profit and for-profit research institutes
7. Sub-awards and flow-down provisions. Sub-recipient monitoring
8. Fiscal compliance programs and effort reporting
9. Special considerations for internationally sponsored program activity (everything from export controls to the Arab boycott of Israel)
10. Electronic research administration
11. Basic principles of management
12. Academic freedom, tenure and their role at the academy
13. The responsible conduct of research
14. How research is funded: direct costs, F&A, cost-sharing (including invisible cost-sharing or institutional subsidy to cover costs not paid by sponsors in F&A and not attributable to individual sponsored projects)
15. Costing policy, including space allocation surveys, recharge centers, F&A base year accounting, determining cost pools, F&A rate negotiations
16. Managerial Accounting
17. Business Law (focus on Contract Law -- would also recommend the addition of an "international" component given the current focus on International Research Administration)
18. Time Management
19. Negotiation Skills/Tactics (Strategic Thinking)
20. Navigating the Federal Budget Process (appropriations, congressional earmarks, etc.)
21. Proposal preparation
22. Administration fundamentals of Clinical and Nonclinical Research
23. Research Compliance (i.e. IRB, COI, IACUC)
24. Building a strong communication structure
25. Research Ethics
26. Include a capstone course

Source: UCF MRA Advisory Board

Figure 6
Curriculum Components Matrix

CURRICULUM COMPONENTS MATRIX: KNOWLEDGE, SKILLS AND VALUES	REQUIRED COURSES UCF MRA												
	COURSE NUMBER AND TITLE	6XXX INTRO TO RES ADM	5850 GRANT & CONTRACT	6XXX LEGAL & REGULATORY	6XXX FINANCIAL MGMT IN	6XXX ETHICAL & LEGAL	6XXX CONTRACTING FOR	6XXX IP, TECH TRANSFER &	6XXX AUDITS FOR RESEARCH	6XXX LEADERSHIP & ORG	6417 HUMAN RESOURCE	6335 STRATEGIC PLN & MGMT	6327 PUBLIC PROGRAM EVAL
I.. Project Development and Administration													
A. Collection and Dissemination of Information		X	X					X		X		X	X
B. Proposal Development			X					X		X			
C. Administration of Awards			X	X	X		X		X				
D. Ethics and Professionalism		X				X		X		X	X	X	
E. Intellectual Property								X					
F. Electronic Research Administration			X		X			X	X			X	
II. Legal Requirements and Sponsor Interface													
A. Regulations and Statutes		X	X	X	X	X	X	X	X		X	X	X
B. Compliance – Federal Sponsors and General								X					X
C. Federal/Sponsor Appeal Procedures				X					X				
III. Financial Management													
A. Budgeting/Accounting			X		X			X	X		X	X	X
B. Costs		X	X		X			X				X	X
C. Sponsor Financial Reporting					X				X			X	
IV. General Management													
A. Facility Management		X						X		X		X	
B. Contracts and Purchasing			X					X	X				
C. Records Management								X	X			X	X
D. Human Resource Management											X	X	X

CURRICULUM COMPONENTS MATRIX: **KNOWLEDGE, SKILLS AND VALUES**	REQUIRED COURSES UCF MRA												
	COURSE NUMBER AND TITLE	6XXX INTRO TO RES ADM	5850 GRANT & CONTRACT	PLA6XXX LEGAL & REGULAT	6XXX FINANCIAL MGMT IN RA	PLA6XXX ETHICAL & LEGAL	6XXX CONTRACTING FOR	6XXX IP, TECH TRANSFER &	6XXX AUDITS FOR RESEARCH	6XXX LEADERSHIP & ORG	6417 HUMAN RESOURCE MGMT	6335 STRATEGIC PLN & MGMT	6327 PROGRAM EVAL TECH
13 Specific Knowledge & Skill Areas													
1. Codes and Regulations			X	X	X	X	X		X			X	X
2. Ethical/Legal Issues		X		X		X							X
3. Management Skills										X	X	X	X
4. Information Management			X		X			X	X				X
5. Leadership Skills										X		X	X
6. Communication Skills		X	X				X	X	X		X		X
7. Analytical Skills				X	X	X	X		X				X
8. Interpersonal Skills		X	X						X	X	X		X
9. Organizational Skills		X	X					X		X		X	X
10. Change Management										X	X	X	X
11. Conflict Management							X	X	X	X	X		X
12. Diversity Management		X								X	X	X	X
13. Financial Skills			X		X		X	X	X			X	X

Source: RACC Guidelines

COURSE NUMBER AND TITLE (PAD UNLESS PREFIX PLA)

PAD 6xxx Introduction to Research Administration
PAD 5850 Grant And Contract Mgmt
PLA 6xxx Legal & Regulatory Framework
PAD 6xxx Financial Management in Research Administration
PLA 6xxx Ethical & Legal Compliance
PAD 6xxx Contracting For Sponsored Programs
PAD 6xxx Intellectual Property, Tech Transfer & Commercialization
PAD 6xxx Audits for Research Administration
PAD 6xxx Leadership & Organizational Models
PAD 6417 Human Resources Management
PAD 6335 Strategic Planning & Management
PAD 6327 Public Program Evaluation Tech Techniques

G. For all programs, list the specialized accreditation agencies and learned societies that would be concerned with the proposed program. Will the university seek accreditation for the program if it is available? If not, why? Provide a brief timeline for seeking accreditation, if appropriate.

Accreditation Process

This program will be one of two programs nationally that address the broad topic of research administration, and at this time there are no accrediting bodies for these programs. However there are several organizations that are actively working to increase the professionalism of the field, and those learned societies are discussed below.

Learned Societies That Also Have an Interest in this Program

Research Administrators Certification Council was formed in 1993 as an independent non-profit organization. The Council is composed of active certified research administrators whose role is to certify that an individual, through experience and testing, has the fundamental knowledge necessary to be a professional research or sponsored programs administrator. In 2008 the RACC conducted a study of the tasks and knowledge areas needed for the profession of research and sponsored programs administration. Aided by the Professional Testing Corporation, the study was used to validate the weightings and content of the body of knowledge upon which the Certified Research Administrator (CRA) is based. The CRA is currently the only professional certification for research administrators in the absence of a professional MRA graduate program. Students completing the MRA Program may still want the option of also taking the CRA examination which is offered in the Spring and Fall of each calendar year. Graduating students will be well-prepared to take the 4-hour multiple choice examination successfully.

National Council of University Research Administrators (NCURA), founded in 1959, is an organization of individuals with professional interests in the administration of sponsored programs (research, education and training), primarily at colleges and universities, with a common desire to: 1) promote the development of more effective policies and procedures relative to the administration of sponsored programs to assure the achievement of the maximum potential in academic programs; 2) provide a forum through national and regional meetings for the discussion and exchange of information and experiences related to sponsored programs in colleges and universities; 3) provide for the dissemination of current information and exchange of views on mutual concerns; 4) promote the development of college and university research administration and the administration of other sponsored programs as a professional field; and 5) stimulate the personal growth of the members of the Council. NCURA serves about 7,000 members and advances the field of research administration through education and professional development programs, the sharing of knowledge and experience, and by fostering a professional, collegial, and respected community. The core values are: Integrity, Excellence, Inclusiveness, and Collegiality.

Society of Research Administrators International (SRA International) is a 501(c)(3) nonprofit founded in 1967 and headquartered in Falls Church, Va. The society has approximately 4,000 members who work in research administration at hospitals, universities, nonprofits and at the federal government. Most of the membership is U.S. based research administrators; however, approximately 5 percent of the members are from abroad. The society holds one annual conference for research administrators each year with the 2010 conference being held Oct. 16-20 in Chicago. Two regional section meetings are also offered, along with approximately a dozen chapter meetings. SRA is governed by a Board of Directors, whose 10 members are elected by the membership.

The **Council on Governmental Relations (COGR)** is an association of research universities. Its Washington office is located in the District of Columbia. Since its inception in 1948, COGR has been continuously involved in the development of all major financial and administrative aspects of federally-funded research. Today, COGR's primary function is to provide advice and information to its membership and to make certain that federal agencies understand academic operations and the impact of proposed regulations on colleges and universities. COGR helps to develop policies and practices that fairly reflect the mutual interests and separate obligations of federal agencies and universities in research and graduate education. COGR holds three meetings each year to keep its membership informed of any and all issues facing research institutions today.

Association of University Technology Managers (AUTM) was founded in 1974 as the Society of University Patent Administrators with the objective of addressing a concern that inventions funded by the U.S. government were not being commercialized effectively. Through the years AUTM has grown beyond this single objective and now provides professional development and networking opportunities for technology transfer professionals at all career levels and from established and newly forming organizations worldwide. AUTM provides numerous resources for members including survey reports, professional development courses, a comprehensive training manual, peer-reviewed journal and a worldwide community of peers with expertise in all areas of intellectual property management.

The **Federal Demonstration Partnership (FDP)** is an association of federal agencies, academic research institutions with administrative, faculty and technical representation, and research policy organizations that work to streamline the administration of federally sponsored research. FDP members of all sectors cooperate in identifying, testing, and implementing new, more effective ways of managing the more than $15 Billion in federal research grants. The goal of improving the productivity of research without compromising its stewardship has benefits for the entire nation. The FDP uniquely offers a forum for individuals from universities and nonprofits to work collaboratively with federal agency officials to improve the national research enterprise. At its regular meetings, faculty and administrators talk face-to-face with decision-makers from

agencies that sponsor and regulate research. They hold spirited, frank discussions, identify problems, and develop action plans for change. Then – again working jointly – they test the new ways of doing things in the real world before putting them into effect.

H. For doctoral programs, list the accreditation agencies and learned societies that would be concerned with corresponding bachelor's or master's programs associated with the proposed program. Are the programs accredited? If not, why?

Not Applicable

I. Briefly describe the anticipated delivery system for the proposed program (e.g., traditional delivery on main campus; traditional delivery at branch campuses or centers; or nontraditional delivery such as distance or distributed learning, self-paced instruction, or external degree programs). If the proposed delivery system will require specialized services or greater than normal financial support, include projected costs in Table 2. Provide a narrative describing the feasibility of delivering the proposed program through collaboration with other universities, both public and private. Cite specific queries made of other institutions with respect to shared courses; distance/distributed learning technologies, and joint-use facilities for research or internships.

The proposed program will be offered completely online as a cohort model. The program requires two courses to be offered every semester for six consecutive semesters. Collaboration at UCF is with the Department of Legal Studies, the Office of Research and Commercialization, the Regional Campuses and Continuing Education.

IX. Faculty Participation

A. Use Table 4 to identify existing and anticipated ranked (not visiting or adjunct) faculty who will participate in the proposed program through Year 5. Include (a) faculty code associated with the source of funding for the position; (b) name; (c) highest degree held; (d) academic discipline or specialization; (e) contract status (tenure, tenure-earning, or multi-year annual [MYA]); (f) contract length in months; and (g) percent of annual effort that will be directed toward the proposed program (instruction, advising, supervising internships and practice, and supervising thesis or dissertation hours).

This is an interdisciplinary program developed with faculty in the Departments of Public Administration and Legal Studies. The program will be administered by the Department of Public Administration, which will provide the required courses. However; our colleagues from Legal Studies will provide students the diversity of thought and research for a true interdisciplinary perspective. As mentioned earlier, three of the MRA faculty have met the Research Administrator Certification Council eligibility requirements to be designated as Certified Research Administrators (CRAs) which provides documented evidence that a person has been examined by an independent professional organization and found to have the essential knowledge to successfully fulfill the responsibilities of a research administrator. In addition, we intend to include other professionals from the research administration community around the

country as guest lecturers to bring a balance of theoretical and practical teaching methods to the program.

The qualifications of the faculty in the Department of Public Administration to deliver the courses in research administration will be discussed in the following section.

First, Dr. Jo Ann Smith has been hired to develop the curriculum and to coordinate the new program. Dr. Smith is uniquely qualified to serve in this capacity based on her extensive background of over 20 years in research administration. In addition, Dr. Smith doctoral education prepared her to develop curriculum and to deliver it in creative ways imperative for a completely online program. She is also designated as a Certified Research Administrator (CRA).

Second, both Dr. Milon and Dr. Wood in the Legal Studies Department are lawyers dealing with the legal, ethical and regulatory framework of our society for over twenty years. Their expertise in addressing the legal aspects of research administration is based on their training and experience.

Third, Dr. Thomas O'Neal the Associate Vice President for Research and Commercialization has over twenty (20) years experience in the area of research administration. Dr. O'Neal has eighteen (18) articles published and has written and presented extensively on research and commercialization. O'Neal areas of responsibility include the sponsored programs office, technology transfer, compliance, and the UCF technology incubator.

Dr. Mary Ann Feldheim has taught the strategic planning class every year for the last thirteen years, assisting students to apply the basic concepts of strategic planning to public and nonprofit organizations. Dr. Feldheim has over twenty publications and extensive presentations in public and nonprofit management.

Next, Dr. Wendell Lawther has published twenty-three (23) refereed journal articles and published articles on human resource management and privatization issues. Dr. Lawther has taught the human resource management class for the last fifteen years focusing on public and nonprofit organizations.

Ms. Barbara Howell has over twenty years experience in grants and contract management and is certified in Research Administration. Ms. Howell has taught the grants and contract management class for twelve years having students write grant proposals for real nonprofit and public organizations. She is also designated as a Certified Research Administrator (CRA).

Dr. Kuotsai Liou has published extensively on economic development and has taught both the program evaluation course for almost fifteen years focusing on having students prepare a program evaluation plan for a real public or nonprofit organization. Dr. Liou has published forty-nine (49) refereed journal articles in public administration and economic development along with three books on economic development.

Lastly, we will utilize a very limited number of adjunct faculty members and guest speakers to contribute particular expertise and who come from our extensive and highly skilled MRA

Advisory Board. The two adjuncts on our teaching schedule, Douglas Backman and Laurianne Torres, comprise only 16% of the total faculty. Mr. Backman has over 25 years of research administration experience with the last 10 years as a Director of Grants and Contracts providing analytical, strategic, and economic counseling to the research community. Ms. Torres has several years experience and is heading the research administrators training program within the UCF Office of Research and Commercialization and is a designated Certified Research Administrator (CRA). Both are excellent representatives of the quality individuals potentially to be utilized as adjunct instructors and speakers. Our board members were selected for their expertise in the research administration field and their knowledge of the research community locally or nationally offering a wide-range of learning opportunities for students in the form of classroom experience.

In conclusion, between the faculty in the Department of Public Administration, our colleagues in the other disciplines identified above, and our UCF MRA Advisory Board members, the proposed program provides students multiple perspectives and the applications of concepts to real issues in research institutions within our region and nationally.

TABLE 4
ANTICIPATED FACULTY PARTICIPATION YEARS 1 and 5

Faculty Code	Faculty Name or "New Hire" Highest Degree Held Academic Discipline or Speciality	Rank	Contract Status	Initial Date for Participation in the Program	Mos. Contract Year 1	FTE Year 1	% Effort for Prg. Year 1	PY Year 1	Mos. Contract Year 5	FTE Year 5	% Effort for Prg. Year 5	PY Year 5
D	Jo Ann Smith	Assistant Prof	TE	2011	12	1.00	100%	1.00	12	1.00	100%	1.00
D	Mary Ann Feldheim	Associate Prof	Tenured	2012	12	1.00	0%	0.00	12	1.00	11%	0.11
D	Robert Wood	Assistant Prof	TE	2011	9	0.75	11%	0.08	9	0.75	11%	0.08
D	Thomas O'Neal	Professor	Tenured	2013	12	1.00	0%	0.00	12	1.00	11%	0.11
D	Wendell Lawther	Associate Prof	Tenured	2012	9	0.75	0%	0.00	9	0.75	11%	0.08
D	Kuotsai Liou	Professor	Tenured	2013	9	0.75	0%	0.00	9	0.75	11%	0.08
D	Barbara Howell	Instructor	Not Tenured	2012	12	1.00	11%	0.11	12	1.00	11%	0.11
D	Abby Milon	Instructor	Not Tenured	2013	9	0.75	0%	0.00	9	0.75	11%	0.08
	Total Person-Years (PY)							1.19				1.66

Faculty CODE		Source of Funding	PY Workload by Budget Classification		
			Year 1		Year 5
A	Existing faculty on a regular line	Current Education & General Revenue	0.00		0.00
B	New faculty to be hired on a vacant line	Current Education & General Revenue			
C	New faculty to be hired on a new line	New Education & General Revenue	0.00		0.00
D	Existing faculty hired on contracts/grants*	Contracts/Grants	1.19		1.66
E	New faculty to be hired on contracts/grants	Contracts/Grants			
		Overall Totals for	Year 1 1.19		Year 5 1.66

The proposed program will be offered as a two year (2) cohort model, and require 36 hours for the program, the Department of Public Administration will be responsible for offering 30 hours and 6 hours from the Department of Legal Studies. When calculating the percent of faculty time for the cohort model, Figure 7 provides the schematic of faculty teaching. These are represented by semester in the Table 4 column for % Effort Cohort.

Figure 7
Cohort Model Course Offerings and Faculty Assignments (5 Years)

	FALL 2011	**SPRING 2012**	**SUMMER 2012**
COHORT 1	PAD 6xxx Introduction to Research Administration *Jo Ann Smith* PLA 6xxx Regulatory and Legal Framework *Robert Wood*	PAD 5850: Grant and Contract Management *Barbara Howell* PAD 6xxx Leadership & Organization Models in Research Administration *Jo Ann Smith*	PAD 6xxx Financial Management in Research Administration *Jo Ann Smith* PAD 6417 Human Resource Management *Wendell Lawther*
	FALL 2012	**SPRING 2013**	**SUMMER 2013**
	PAD 6xxx Contracting for Sponsored Programs *Laurianne Torres* PAD 6335 Strategic Planning and Management *Mary Ann Feldheim*	PAD 6xxx Intellectual Property, Technology Transfer & Commercialization *Thomas O'Neal* PAD 6327 Public Program Evaluation Techniques *Kuotsai Liou*	PLA 6xxx Ethical and Legal Compliance *Abby Milon* PAD 6xxx Audits for Research Administration *Doug Backman*
COHORT 2	PAD 6xxx Introduction to Research Administration *Jo Ann Smith* PLA 6xxx Regulatory and Legal Framework *Robert Wood*	PAD 5850: Grant and Contract Management - *Barbara Howell* PAD 6xxx Leadership & Organization Models in Research Administration – *Jo Ann Smith*	PAD 6xxx Financial Management in Research Administration *Jo Ann Smith* PAD 6417 Human Resource Management *Wendell Lawther*
	FALL 2013	**SPRING 2014**	**SUMMER 2014**
	PAD 6xxx Contracting for Sponsored Programs *Laurianne Torres* PAD 6335 Strategic Planning and Management *Mary Ann Feldheim*	PAD 6xxx Intellectual Property, Technology Transfer & Commercialization *Thomas O'Neal* PAD 6xxx Audits for Research Administration *Doug Backman*	PLA 6xxx Ethical and Legal Compliance *Abby Milon* PAD 6327 Public Program Evaluation Techniques *Kuotsai Liou*

COHORT 3	PAD 6xxx Introduction to Research Administration *Jo Ann Smith* PLA 6xxx Regulatory and Legal Framework *Robert Wood*	PAD 5850: Grant and Contract Management *Barbara Howell* PAD 6xxx Leadership & Organization Models in Research Administration *Jo Ann Smith*	PAD 6xxx Financial Management in Research Administration *Jo Ann Smith* PAD 6417 Human Resource Management *Wendell Lawther*
	FALL 2014	**SPRING 2015**	**SUMMER 2015**
	PAD 6xxx Contracting for Sponsored Programs *Laurianne Torres* PAD 6335 Strategic Planning and Management *Mary Ann Feldheim*	PAD 6xxx Intellectual Property, Technology Transfer & Commercialization *Thomas O'Neal* PAD 6xxx Audits for Research Administration *Doug Backman*	PLA 6xxx Ethical and Legal Compliance *Abby Milon* PAD 6327 Public Program Evaluation Techniques *Kuotsai Liou*
COHORT 4	PAD 6xxx Introduction to Research Administration *Jo Ann Smith* PLA 6xxx Regulatory and Legal Framework *Robert Wood*	PAD 5850: Grant and Contract Management *Barbara Howell* PAD 6xxx Leadership & Organization Models in Research Administration *Jo Ann Smith*	PAD 6xxx Financial Management in Research Administration *Jo Ann Smith* PAD 6417 Human Resource Management *Wendell Lawther*
	FALL 2015	**SPRING 2016**	**SUMMER 2016**
	PAD 6xxx Contracting for Sponsored Programs *Laurianne Torres* PAD 6335 Strategic Planning and Management *Mary Ann Feldheim*	PAD 6xxx Intellectual Property, Technology Transfer & Commercialization *Thomas O'Neal* PAD 6xxx Audits for Research Administration *Doug Backman*	PLA 6xxx Ethical and Legal Compliance *Abby Milon* PAD 6327 Public Program Evaluation Techniques *Kuotsai Liou*
COHORT 5	PAD 6xxx Introduction to Research Administration *Jo Ann Smith* PLA 6xxx Regulatory and Legal Framework *Robert Wood*	PAD 5850: Grant and Contract Management *Barbara Howell* PAD 6xxx Leadership & Organization Models in Research Administration *Jo Ann Smith*	PAD 6xxx Financial Management in Research Administration *Jo Ann Smith* PAD 6417 Human Resource Management *Wendell Lawther*
	FALL 2016	**SPRING 2017**	**SUMMER 2017**
	PAD 6xxx Contracting for Sponsored Programs *Laurianne Torres* PAD 6335 Strategic Planning and Management *Mary Ann Feldheim*	PAD 6xxx Intellectual Property, Technology Transfer & Commercialization *Thomas O'Neal* PAD 6xxx Audits for Research Administration *Doug Backman*	PLA 6xxx Ethical and Legal Compliance *Abby Milon* PAD 6327 Public Program Evaluation Techniques *Kuotsai Liou*

B. Use Table 2 to display the costs and associated funding resources for existing and anticipated ranked faculty (as identified in Table 2). Costs for visiting and adjunct faculty should be included in the category of Other Personnel Services (OPS). Provide a narrative summarizing projected costs and funding sources.

For the year one budget, the actual cost for faculty to teach the required six (6) core courses is $108,200 for the initial 30 students. In the year five budget, there will be 12 core courses being taught accommodating the two cohort groups for a cost for faculty time of $148,200. The program is supported by funding from the Regional Campuses for an Assistant Professor line currently held by Dr. Jo Ann Smith, who will teach in the program and serve as the Program Director. Additional tables, those that include the projected costs for Years 2, 3, & 4 and a detailed budget from Regional Campuses, can be found in Appendix E.

C. Provide the number of master's theses and/or doctoral dissertations directed, and the number and type of professional publications for each existing faculty member (do not include information for visiting or adjunct faculty).

Faculty Name	Theses	Dissertations	Professional Publications
Smith, Jo Ann	0	0	•
Feldheim, Mary Ann	1	6	• 12 refereed articles • 2 book reviews • 5 book chapters
Robert Wood	0	0	• 9 publications
O'Neal, Thomas	0	0	• 18 publications
Lawther, Wendell	0	8	• 23 refereed articles • 4 books • 5 book chapters
Liou, Kuotsai	0	1	• 49 refereed articles • 5 books • 15 book chapters
Howell, Barbara	0	0	•
Milon, Abby	0	0	• 2 publications

D. Provide evidence that the academic unit(s) associated with this new degree have been productive in teaching, research, and service. Such evidence may include trends over time for average course load, FTE productivity, student HC in major or service courses, degrees granted, external funding attracted, as well as qualitative indicators of excellence.

Unit Productivity

Over the last five years the Department of Public Administration has grown in the productivity of faculty, grown in programs offered, students enrolled, and graduated. In 2008 our Masters in Public Administration was ranked 90th in the country by *US News and World Report*, one of only five programs at UCF to receive national ranking.

During this time faculty have brought in over $3 million in grants and contracts, and our department was approved to create the Center for Public and Nonprofit Management (CPNM) in the fall of 2008 as the research arm of our department. Most recently the CPNM was awarded a $1 million grant from the federal Health and Human Services Agency to build the capacity of 80 nonprofits in Central Florida. In addition, the CPNM received $ 0.5 million from the Department of Education to study the Emergency Management program at UCF and $ 0.25 million from the National Science Foundation to study team building in emergency management in a metropolitan area. The culminating project in the new MRA program will have students developing an evaluation plan for a research organization that applies the previous knowledge gained in the program and integrates research methodology into the final plan.

Teaching

At the undergraduate level our department currently offers a bachelors degree in Public Administration, a minor in Public Administration, a minor in Urban and Regional Planning, a minor in Nonprofit Management (American Humanics), and a minor in Emergency Management. At the graduate level we offer a master's in Public Administration, a master's in Nonprofit Management, a Master of Science degree in Urban and Regional Planning, and Graduate Certificates in Public Administration, Nonprofit Management, Emergency Management, and Urban and Regional Planning. The average course load for the faculty is 2-3 per semester.

For the last five years our programs have graduated the following: 215 students from the MPA program, 116 students from the MNM program, 87 students from the BA program, 158 students from the BS program, and 55 students have completed the Graduate Certificate in Urban and Regional Planning. Below in Figure 8 is the total number of students enrolled in our programs each fall.

Figure (8)
Students Enrolled in Departmental Programs

Program	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
MPA	138	135	164	167	144
MNM	47	81	96	122	110
BA	83	64	45	39	40
BS	77	68	132	149	157

Research

Faculty members are actively involved in the publication of articles, book chapters, and books in addition to presentations of research at international, national, regional, and local conferences. There are 12 faculty members in our department, of which 10 are tenured or tenure-earning, with two of those faculty having 12 month administrative contracts. The figure below provides the departmental numbers for peer-reviewed articles, for books, book chapters, and student and faculty publications to demonstrate the research quality and

capacity. The average number of publications per faculty member is 2.5 per year for the last four years. In addition our faculty mentor graduate students, as indicated by the number of articles published with students over the years.

Figure (9)
Faculty Research Productivity

	2005	2006	2007	2008
Refereed Journal Articles	21	17	20	20
Books	0	2	1	0
Book Chapters	4	5	5	4
Student /Faculty Refereed Journal Articles	0	1	7	5

In addition to publications our faculty members have been very active securing external research funding. In 2006 faculty members secured $428,096 in external funding working in the areas of capacity building and emergency management. Faculty secured external funding in the amount of $349,223 in 2007 and $283,411.57 in 2008. However, with the creation of the Center for Public and Nonprofit Management in 2009, Dr. Kapucu received $1 million in funding from the federal Health and Human Services Agency for capacity building, $ 0.5million from the federal Department of Education to research and improve the UCF emergency management plan, and $ 0.25 million from the National Science Foundation to develop emergency management team building in a metropolitan area. In addition Dr. Byer received $75,000 grant from the US Election Assistance Commission to increase student participation in the election process.

Service

Our faculty members are productive in teaching and research, and have made significant impact in the area of service primarily through the use of service learning at both the graduate and undergraduate levels. Annually students in our department through service learning classes provide technical assistance in the form of strategic plans, volunteer management policies, evaluation plans, and grant proposals to over 100 public and nonprofit organizations.

Last year Dr. Bryer's Cross Sectoral Governance class worked with the Children's Cabinet to assess their functioning and to provide a detailed report on ways to improve and to restructure their network in a more effective manner. The final report was published and presented by the class to members of the Children's Cabinet.

X. Non-Faculty Resources

A. Describe library resources currently available to implement and/or sustain the proposed program through Year 5. Provide the total number of volumes and serials available in this discipline and related fields. List major journals that are available to the university's students. Include a signed statement from the Library Director that this subsection and subsection B have been reviewed and approved for all doctoral level proposals.

As library resources are essential to any new degree program, an analysis of library holdings was conducted at the request of Dr. Mary Ann Feldheim, Chair and Associate Professor in the Department of Public Administration. Dr. Feldheim is in the process of completing a new degree proposal for a Master of Research Administration, in the College of Health and Public Affairs. This proposal includes an analysis of the strength of the current collection as compared to selected peers.

Comparison to Peer Institutions

The following data compares the library holdings of the University of Central Florida Libraries against the holdings of the Emmanuel College and the Medical University of South Carolina. These benchmark institutions were chosen by Dr. Feldheim. According to Dr. Feldheim the field of research administration is emerging and these are the only institutions known to offer the Master of Research Administration. The total request of $2,000 per year for three years, for a total of $6,000.00, will be used for purchasing current monographs in this emerging field over the next three years when the anticipated library budget will not support the purchase of materials for this program. The requested amount will support the acquisition of an average of 25 books or academic DVDs per year to improve the currency of the collection and to allow faculty to selectively acquire new publications that will support the educational and research goals of the program.

The University of Central Florida was compared to the benchmark institutions using the online catalogs of each institution on October 4, 2010. The following chart provides details regarding how the collections compare using selected areas of emphasis for this program. The chart indicates title count for each institution and permits analysis of the strength of the library collection at UCF to support the desired program. The key areas were chosen from the key research areas and course topics provided by Dr. Smith.

These areas include:

Research Focus	**MUSC***	**Emmanuel College****	**UCF**
Research Administration	**217**	**660**	**20,879**
Public Administration	**234**	**884**	**17,691**
University Research	**533**	**4,947**	**17,033**
Research Compliance	**10**	**47**	**428**
Research Management	**524**	**1,633**	**11,819**
Management Leadership	**100**	**987**	**2,507**
Program Evaluation	**108**	**538**	**3,194**

*(MUSC) Medical University of South Carolina
**Emmanuel College, Boston, MA

The chart confirms the strength of the collection at UCF against the chosen peers. The UCF Libraries has focused on increasing the purchase of monographs over the past several years and this has dramatically improved the collection in many areas. UCF is fortunate to have a research library with substantial collections and existing graduate level degrees in related areas. Because Emmanuel College and MUSC both have Research Administration programs they have been chosen for the comparison, but both have much smaller libraries.

It is important to note that strides that have been made in the past decade to improve the collection at UCF are in jeopardy, and current year funding levels will not permit the library to purchase any new materials in support of this program. The expectations for 2011/2012 through 2012/2013 are not encouraging. Budget cuts combined with inflation have resulted in large reductions in the number of new monographs purchased across all disciplines over the past two years. In addition, the library may cancel journals and databases in order to meet university wide budget cuts. This sharp decline in the purchase of monographs will over time lead to an aging collection. It is important that the requested funding be used to purchase current academic titles to support this proposed program.

UCF has related degree programs and the library collections that support those programs will also serve faculty and students in the new Master of Research Administration program. Some of these programs include:

- Master of Public Administration
- Master of Nonprofit Management

JOURNAL AND DATABASE COMPARISON

Dr. Smith provided a list of 17 key journals in the field. These journals are listed below. Bold print indicates that UCF has access to the title either in print or online.

1. **Journal of Research Administration**
2. Research Management Review (RMR) Journal
3. Public Budgeting and Finance
4. **Journal of Public Budgeting, Accounting, and Financial Management**
5. Financial Management in the Public Sector
6. **Public Integrity**
7. **Public Administration Quarterly**
8. Journal of Public Administration Education
9. Journal of Public Service and Outreach
10. Academy of Management Learning and Administration
11. **Journal of Policy Analysis and Management**
12. **Public Performance and Management Review**
13. **Public Personnel Management**

14. New directions for evaluation : a publication of the American Evaluation Association
15. **Educational evaluation and policy analysis**
16. **American Journal of Evaluation.**
17. **Research in Higher Education**

With multiple graduate degrees within the Department of Public Administration it should be a university and library goal to acquire access to the remaining journals. It will be a goal of the library to expand on the journals available to support this department if the recurring budget within the library improves.

Current access within the UCF Libraries can support the proposed Master of Research Administration. Faculty and students in this program have access to hundreds of journals from the major publishers. There are also a large number of online journal packages and databases that will support this program including:

ABI/Inform
Avery Index to Architectural Periodicals
Academic Search Premier
Business Source Premier
Cambridge University Press Journals Complete
JSTOR
LexisNexis Academic
PAIS International
Social Science Full Text
Taylor & Francis Online Journals
Urban Studies Abstracts
Urban Studies & Planning: A Sage Full-text Collection
Web of Knowledge

A signed copy of the full report can be found in Appendix C.

B. Describe additional library resources that are needed to implement and/or sustain the program through Year 5. Include projected costs of additional library resources in Table 3.

Comparison to Peer Institutions

The analysis was completed on October 4, 2010, and the results indicate that the library holdings at UCF compare favorably to the selected peer institutions. The collection at UCF was compared to Emmanuel College, and the Medical University of South Carolina. However, two factors support a request for library funding to support this proposed program. The selected peer institutions have very small libraries and so are not necessarily ideal for using as comparisons for collection strength. Also, as this is an emerging field it is important

over the next few years to add new publications. Acquiring new monographs and other academic materials for this proposed program will not be possible given the current library budget. The entire report of the analysis can be found in Appendix C. The library recommends that $2,000.00 per year for three years be included in the budget to purchase additional monographs, for a total of $6,000.00. These additional materials will strengthen our holdings and add newly published works in support of this program. This will also ensure that some materials can be purchased during the next few budget cycles when library funding may be negatively impacted by the budget crisis.

C. Describe classroom, teaching laboratory, research laboratory, office, and other types of space that are necessary and currently available to implement the proposed program through Year 5.

The proposed MRA program will be completely online so that no additional classrooms are needed. The only type of space required is for faculty office space.

D. Describe additional classroom, teaching laboratory, research laboratory, office, and other space needed to implement and/or maintain the proposed program through Year 5. Include any projected Instruction and Research (I&R) costs of additional space in Table 2. Do not include costs for new construction because that information should be provided in response to X (J) below.

No additional space is needed.

E. Describe specialized equipment that is currently available to implement the proposed program through Year 5. Focus primarily on instructional and research requirements.

No special equipment is needed to implement this program.

F. Describe additional specialized equipment that will be needed to implement and/or sustain the proposed program through Year 5. Include projected costs of additional equipment in Table 2.

Travel support is needed for faculty to participate in the National Council of University Researcher Association Annual Conference and related annual conferences. Additional travel is needed for regional and local travel expenses to participate in other regional and local sponsored research administration seminars. It is anticipated that $2,000 per year be allocated for travel to conferences that will be budgeted annually by the department.

G. Describe any additional special categories of resources needed to implement the program through Year 5 (access to proprietary research facilities, specialized services, extended travel, etc.). Include projected costs of special resources in Table 2.

No special categories of resources are requested or projected through year 5.

H. Describe fellowships, scholarships, and graduate assistantships to be allocated to the proposed program through Year 5. Include the projected costs in Table 2.

The cohort model of two classes per semester does not lend itself to fellowships, since all students will be part-time. However, it is anticipated that the UCF MRA Advisory Board will be willing to assist in creating scholarships for our potential students.

I. Describe currently available sites for internship and practicum experiences, if appropriate to the program. Describe plans to seek additional sites in Years 1 through 5.

Not applicable to the MRA program.

J. If a new capital expenditure for instructional or research space is required, indicate where this item appears on the university's fixed capital outlay priority list. Table 2 includes only Instruction and Research (I&R) costs. If non-I&R costs, such as indirect costs affecting libraries and student services, are expected to increase as a result of the program, describe and estimate those expenses in narrative form below. It is expected that high enrollment programs in particular would necessitate increased costs in non-I&R activities.

There are no capital expenditures for instructional or research space required at this time or anticipated in the future.

Appendix A

Letters of Support

NATIONAL COUNCIL OF UNIVERSITY RESEARCH ADMINISTRATORS
Established 1959
NCURA

National Council of University Research Administrators
1225 19th Street, NW, Suite 850 | Washington, DC 20036
Phone: (202) 466-3894 | Fax: (202) 223-5573
E-mail: info@ncura.edu | Web Site: www.ncura.edu

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University of Hawaii

Michelle Vazin
Vanderbilt University

Anthony Ventimiglia
Auburn University

October 28, 2010

Jo Ann Smith, Ph.D.
Assistant Professor, Department of Public Administration
College of Health & Public Affairs
HPA II Suite 238
University of Central Florida
Orlando, Florida 32816-1395

Dear Dr. Smith

I am writing this letter in support of the proposed Master of Research Administration program at the University of Central Florida. As the Executive Director, at NCURA (National Council of University Research Administrators), I fully support UCF's efforts to develop a Master of Research Administration graduate program. NCURA was pleased to award UCF a $40,000 Implementation Grant to UCF to help initiate this fully online graduate program in research administration.

NCURA is a non-profit professional development organization dedicated to the continuing education of university research administrators. Founded in 1959, NCURA is a 501(c)(3) higher education organization of individuals involved in the administration of sponsored research at colleges, universities and teaching hospitals throughout the US and abroad. The organization has over 7,000 members from over 900 institutions and continues to grow its membership by an estimated 500 individuals each year. In addition, NCURA is expanding its international collaborations with the European Association of Research Managers and Administrators.

This proposed MRA program aligns with NCURA's strategic goal of advancing the professionalism of the field of research administration by opportunities for its members and others in the research community to obtain a Masters Degree in research administration.

We look forward to seeing the first cohort of students being admitted to the MRA program at UCF.

Sincerely,

Kathleen Larmett
Executive Director

Yale University

Sara Rockwell, Ph.D.
Associate Dean for Scientific Affairs
School of Medicine
P.O. Box 208075
New Haven, Connecticut 06520-8075

Campus address:
L203 SHM
333 Cedar Street
Telephone: 203 737-1870
Fax: 203 785-2206
Email: sara.rockwell@yale.edu

October 25, 2010

Jo Ann Smith, Ph.D.
Assistant Professor
Department of Public Administration
College of Health & Public Affairs
HPA II Suite 238
University of Central Florida
Orlando, Florida 32816-1395

Dear Dr. Smith:

I am writing in enthusiastic support of your proposal to establish a Master of Research Administration program at the University of Central Florida. Your plans for this program, which we discussed at the recent meeting of the Federal Demonstration Partnership, are very exciting. I think this program will fill a significant educational need and that it will be of great value to the academic research community. The fact that this degree will be comprised entirely of web-based education modules will make it especially valuable, as this approach will make the courses and degrees accessible to research administrators around the country who are committed to improving their skills and growing in their profession.

As a Professor of Therapeutic Radiology and of Pharmacology and Associate Dean for Scientific Affairs at the Yale University School of Medicine, I fully understand how important it is for our researchers to have knowledgeable and skilled research administrators supporting them as they develop, initiate, and manage their externally sponsored research projects.

As a researcher and as the author of a recent paper entitled, "*The FDP Faculty Burden Survey"* published in the Research Management Review (2009), I know firsthand the complexity of the issues and challenges that arise from conducting research. The increasing complexity of the processes for proposal submission, the ever-changing funding mechanisms, and the increasing number of mechanism-specific and agency-specific proposal requirements have created a great need for knowledgeable administrative support to faculty throughout the proposal development and submission process. Moreover, the increasing complexity of and continual changes in the requirements and administrative processes put in place to ensure and document the compliant performance of research make it essentially impossible for researchers to remain fully knowledgeable about current regulations, requirements and procedures, especially for research funded by federal sponsors and research involving human subjects or animals. Support from professional administrators with appropriate expertise is essential.

It is critical for our researchers and our research institutions to uphold the highest standards of research practice. This is possible only when the researchers are well supported by a network of well-trained, professional administrators who can assist and guide them in the administrative tasks associated with their research efforts. I support your program, which will help advance that important goal.

Sincerely,

Sara Rockwell, Ph.D.
Associate Dean for Scientific Affairs

THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

VICE CHANCELLOR FOR RESEARCH AND ECONOMIC DEVELOPMENT

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October 30, 2010

Jo Ann Smith, Ph.D.
Assistant Professor
Department of Public Administration
College of Health & Public Affairs
HPA II Suite 238
University of Central Florida
Orlando, Florida 32816-1395

Dear Dr. Smith

I am pleased to provide this letter in support of the proposed Master of Research Administration at the University of Central Florida (UCF). As the Associate Vice Chancellor for Research at the University of North Carolina at Chapel Hill and as a Research Professor of Psychology, I have nearly 35 years of experience in research and research administration. I understand not only the complexities often encountered when implementing a research project, but the importance of a strong research infrastructure capable of resolving issues in a timely manner—and in ways that do not interfere with the research being conducted.

This will be one of only a small handful of graduate programs that concentrates on research administration. I believe it will provide a unique perspective through the preparation of research administrators as research professionals who will bring substantive knowledge of policies and best practices to the institutions they will serve. I expect this program to offer those new to research administration an opportunity to focus on the complex issues surrounding the management of research programs. In so doing, this will be an important program that will help meet the needs of a growing and global research community.

A Masters in Research Administration program is needed, in high demand, and absolutely essential to the further growth of the profession and the research enterprise. I welcome the opportunity to participate in development of the MRA program.

Sincerely,

Robert P. Lowman

Robert P. Lowman, Ph.D.
Associate Vice Chancellor for Research
Research Professor of Psychology

UNIVERSITY OF CALIFORNIA, IRVINE

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October 25, 2010

Jo Ann Smith, Ph.D.
Assistant Professor
Department of Public Administration
College of Health & Public Affairs
HPA II Suite 238
University of Central Florida
Orlando, Florida 32816-1395

Dear Dr. Smith,

I wholeheartedly support the development of a Master of Research Administration at the University of Central Florida (UCF) to meet the need and demand for highly-skilled research administrators. I am also committed to participating as a member of the Advisory Board.

As the Assistant Vice Chancellor for Research Administration at the University of California at Irvine, and a research administration professional with 23 years of experience, I understand the complexities often faced when implementing a research project. By developing a graduate program in Research Administration, UCF can make a direct and lasting impact on the research administration profession.

This will be one of the only programs in the country that concentrates on research administration. It will offer those new to the profession a unique opportunity to focus on the complex issues surrounding research administration and management. This is an important program as it will result in a stream of highly skilled and knowledgeable graduates who are prepared to meet the current and future needs of U.S. institutions engaged in research.

A Masters in Research Administration program has been long overdue, is in high demand, absolutely essential to the further development/growth/evolution of the profession and I welcome the opportunity to participate in development of the MRA program.

Sincerely,

Bruce Morgan
Assistant Vice Chancellor for
Research Administration

EMORY UNIVERSITY
Office of Sponsored Programs

October 28, 2010

Jo Ann Smith, Ph.D., CRA
Assistant Professor
Department of Public Administration
College of Health & Public Affairs
HPA II Suite 238
University of Central Florida
Orlando, Florida 32816-1395

Dear Dr. Smith

I am writing this letter in support of the proposed Master of Research Administration program at the University of Central Florida. There is always a steady demand for highly qualified and skilled research administrators at universities, public and private research centers, and federal agencies that are involved in research or responsible for sponsoring research activities. As a member of the Advisory Board and a research administrator, I understand that the complexity of the issues and the critical need for a graduate program focused on preparing students in this professional field.

I am very interested in the development of the next generation of leaders in the research administration profession and have already provided my recommendations into the contents of the program of study. There is a great need to prepare not only knowledgeable professionals, but research administrators that are able to communicate well with researchers, sponsors, contractors, university administrators, and the importance and significance of the research enterprise.

I would be very happy to serve as a member of the MRA Advisory Board. I was involved in the original efforts towards establishing this program and I was happy to hear that the University of Central Florida was selected. I think there is a great need for this program and it is critically important to the research enterprise.

Sincerely,

Kerry L. Peluso, CPA, MBA
Associate Vice President for Research Administration
Emory University

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THE UNIVERSITY of NEW MEXICO

October 30, 2010

Jo Ann Smith, Ph.D.
Assistant Professor
Department of Public Administration
College of Health & Public Affairs
HPA II Suite 238
University of Central Florida
Orlando, Florida 32816-1395

Dear Dr. Smith:

I support the new Master of Research Administration program to be offered fully online at the University of Central Florida. A Masters in Research Administration will provide a critical academic path to advance the professionalism of the field of research administration. While the complexities and breadth of the profession is significant, it is possible and timely to develop comprehensive curricula at the graduate level. The profession has a growing number of members who are eager and ready to have an educational experience that addresses their needs, interests and career development.

While advanced degrees in law, business administration, public administration, education administration can address some of the needs and interests of research administrators -- a graduate program in research administration provide a much tighter alignment. Such a degree program would be responsive to the climate and the future of the profession.

This program of study should focus on the development of research and analytical thinking skills and go beyond the foundational framework of research administration and the "body of knowledge". The program should provide an environment and opportunities for developing leadership capacity, research exploration and preparation for the next generation of academicians in the subject matter area. Critical areas of knowledge can include, but not necessarily limited to: principles of research administration and research organizations; principles of grants and contracts administration; project development and management; budgeting, oversight and management; legal and ethical compliance; intellectual property and technology transfer. It is vital that the program include research projects for second year students.

As a member of the MRA Advisory Board, I look forward to working together with Dr. Smith in building a quality graduate program for research administrators.

Sincerely,

Denise A. Wallen, Ph.D.
Senior Fellow, RWJF Center for Health Policy
Research Asst. Professor, Language, Literacy and Sociocultural Studies
University of New Mexico

Clarkson
UNIVERSITY
defy convention

October 12, 2010

Ms. Jo Ann Smith, Ph.D.
Assistant Professor
Department of Public Administration
College of Health & Public Affairs
HPA II, Suite 238
University of Central Florida
Orlando, Florida 32816-1395

Dear Dr. Smith:

It was a pleasure talking to you last week, and discussing the fact that you have the challenge of developing an online Master of Research Administration (MRA) program. I understand you are in the initial stages of developing the program and I look forward to providing feedback by my participation as a member of the MRA Advisory Board.

Over the past few years, sponsored research has become more complicated, and the success of research depends on the effective proposal writing, administration of the project to insure efficient use of resources and compliance. Research administrators are instrumental in proposal preparation and review, budgeting, reporting, monitoring, contracting, procurement and staffing. Therefore, it is very important to provide a Master of Research Administration program.

Once an individual has their bachelors, the next step is to pursue a Master of Research Administration. This will enable them to obtain the knowledge and education necessary to work in the administrative research environment. This program is also important because it provides an individual with the necessary tools to have a clear understanding of the requirements necessary to work in a research office.

Within the curriculum, the program should have four specialties, pre-award, post-award, compliance, and management. These specialties will be incorporated into all aspects of the curriculum. Some of the important areas that should be included are: 1) policy and procedures for proper research activities, including intellectual property management; 2) understanding the funding agencies and to locate funding; 3) how research funds are distributed; 4) who has oversight over those agencies and understanding their peer review process; and 5) numerous compliance issues facing institutions today, such as, certifications, Institutional Review Board (IRB), Conflict of Interest (COI), and Institutional Animal Care and Use Committee (IACUC).

Gregory C. Slack • Director of Research and Technology Transfer
Clarkson University • PO Box 5630 • Potsdam, NY 13699-5630
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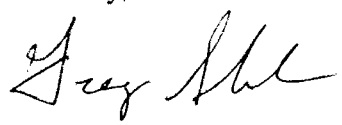
At the completion of the program, the students should be able to display their skills in: 1) written and oral communication; 2) team building; 3) negotiating; 4) compliance and regulatory issues; 5) research administration; 6) ethics; 7) strategy; and 8) scrutiny, whereby all these skills are interrelated.

Meeting with the MRA Advisory Board (Board), will enable us to brainstorm and create a constructive and meaningful program. I look forward to working with you and the Board on this project. If I can be of further assistance, please do not hesitate to call.

Sincerely,



Gregory C. Slack
Director of Research and Technology Transfer

scm

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University of Central Florida

Office of Research & Commercialization

October 30, 2010

Jo Ann Smith, Ph.D.
Assistant Professor
Department of Public Administration
College of Health & Public Affairs
HPA II Suite 238
University of Central Florida
Orlando, Florida 32816-1395

Re: UCF's Master of Research Administration Proposal

Dear Dr. Smith,

On behalf of UCF's Office of Research & Commercialization, I am pleased to provide our enthusiastic support for this proposed Master of Research Administration. As a profession, Research Administration plays an integral role in the success of an organization's research enterprise. A Research Administrator is a liaison, translator, negotiator, broker, communicator, problem-solver and intermediary responsible for a wide-range of functions that keep research compliant and evolving. Currently, there is limited opportunity for formal academic preparation for a career in Research Administration. This proposal aims to respond to this need by:

1. developing a recognized level of professional proficiency by providing a formal degree program in Research Administration; and
2. building the academic foundation necessary to prepare individuals for a successful career in Research Administration.

This program presents an excellent opportunity for us to implement our partnership model, with the university, as well as with industries in our local, regional, and national communities; For instance, our proposed collaboration with the Disney Institute further enhances the national recognition of our graduate programs.

To further demonstrate the Office of Research & Commercialization's support of this degree program, we committed $10,000 per year for five (5) years to help develop the proposed degree program. Further, we will provide the additional human resources necessary to develop and deliver course curriculum and recruit students, as needed.

If you have any questions or require additional information, please contact me at (407) 882-1120 or email at oneal@mail.ucf.edu.

Sincerely,

Dr. Thomas O'Neal
Associate Vice President for Research

12201 Research Parkway • Suite 501 • Orlando, FL 32826-3246 • 407-823-3778 • Fax 407-823-3299

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University of Central Florida

Office of Research & Commercialization

October 28, 2010

Jo Ann Smith, Ph.D., CRA
Assistant Professor
Department of Public Administration
College of Health & Public Affairs
HPA II Suite 238
University of Central Florida
Orlando, Florida 32816-1395

Dear Dr. Smith

I am very pleased to know that a Master of Research Administration program is being proposed at the University of Central Florida. As a member of the Advisory Board and a research administrator for nearly 20 years myself, I fully appreciate how critical the role a research administrator has in facilitating excellence in the implementation and management of all types of research projects. There is great need to prepare research administrators to respond effectively to not only the current issues, but also to the new challenges that emerge as research discoveries and innovative practices move forward into the future. The proposed program is an excellent vehicle to meet this need.

Research administrators at all levels are key players in keeping researchers and research organizations in compliance with financial and administrative regulatory requirements. Their task is to help support and maintain the public trust in the research enterprise and lessen the administrative burden for the researcher. An MRA program can provide them with the tools, resources and skills they need to perform their jobs at the level necessary in the current research and regulatory environment.

I look forward to participating as a member of the MRA Advisory Board to help guide the direction of the program to better equip and prepare our next generation of leaders in the profession.

Sincerely,

Nancy Nisbett
Director, Contracts and Grant Administration

THE FLORIDA STATE UNIVERSITY
Office of the Vice President for Research
3012 Westcott North
Tallahassee, Florida 32306-1330
Telephone: (850) 644-9694, FAX: (850) 645-0108

October 25, 2010

Jo Ann Smith, Ph.D., CRA
Assistant Professor
Department of Public Administration
College of Health & Public Affairs
HPA II Suite 238
University of Central Florida
Orlando, Florida 32816-1395

Dear Dr. Smith

I am pleased to hear that UCF is considering a Master of Research Administration program. The field of research administration encompasses a wide array of subjects which are complex and constantly changing. The body of knowledge that an effective research administrator must have is specialized and not knowledge that one is generally exposed to or utilizes in many other career tracks. In the area of research administration, organizations for the most part have to rely on hiring personnel with general basic competencies and then provide on-the-job training to build a staff of qualified research administrators.

While the field of research administration is broad, there are several areas of specialization—funding opportunities and proposal development; legal issues and contract negotiation; IRBs; animal use and care; intellectual property rights and commercialization of technology; export controls; RCR and ethics in research, etc. and it is crucial for the research administrator to understand all areas. Furthermore, in the current political environment which presents increased concerns for our national security and greater demands for accountability, it will be even more critical for institutions to have knowledgeable administrators to ensure compliance with the myriad of government laws and regulations.

I am excited to have an opportunity to work with the MRA Program and hope to make a contribution to the field and in creating the next generation of future leaders in research administration.

Sincerely,

Olivia H. Pope, J.D.
Assistant Vice President for Research
Florida State University

University of Central Florida

Institute for Simulation and Training

October 26, 2010

Jo Ann Smith, Ph.D.
Assistant Professor
Department of Public Administration
College of Health & Public Affairs
HPA II Suite 238
University of Central Florida
Orlando, Florida 32816-1395

Dear Dr. Smith

I am writing in support of the proposed Master of Research Administration designed to build a solid foundation in research administration and leadership. The Institute of Simulation and Training has multiple externally-sponsored research projects and it is important that our faculty researchers have the administrative support they need to conduct their research studies. With the expanding demands of new regulations and the complexity of new research innovations and technologies, it has raised the demand for knowledgeable and highly skilled research administrators nationwide.

We are fully aware of the multiple administrative and management issues that are present during the implementation of an externally funded project. The Department of Defense is one of our major funders, and we must be diligent in our delivery of financial and administrative reports. In addition, we often have additional requirements and constraints with security and research publications.

We strongly support the development of the Master of Research Administration and would certainly be willing to provide input into the program of study.

Sincerely,

Randall P. Shumaker, Ph.D.
Director

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3280 Progress Drive • Orlando, FL 32826-0544 • 407-882-1333 • Fax: 407-658-5059
An Equal Opportunity and Affirmative Action Institution

October 17, 2010

Jo Ann Smith, Ph.D.
Assistant Professor, Department of Public Administration
College of Health & Public Affairs, HPA II Suite 238
University of Central Florida
Orlando, Florida 32816-1395

Dear Dr. Smith,

Thank you for inviting me to comment on the need for a Master of Research program in our community and for the state of Florida. Over the past 20 years, I have helped lead research departments at the American Hospital Association and locally for Florida Hospital's Center for Health Futures and Graduate Medical Education Department. While my doctoral training was in research methods, these practice and policy-focused environments have shown me why a Master of Research program can be an especially valuable asset, particularly at this time in our community.

First, the need for knowledge development in a complex, modern society is self-evident. The systems of society are increasingly dependent on improved knowledge as populations increase, spread, and diversify. Research, in short, helps improve our performance in the face of complexity across domains of activity, from the flow of cars on a busy highway, to the flow of nurses through their career, the flow of uninsured people in an emergency department, and the flow of bile in patients with biliary dyskinesia.

In our time, two countervailing forces increase the pressure on research to alleviate systemic issues in areas such as public and health administration, and nursing and clinical research. The nation's population continues to grow. The aging of the Baby Boom won't peak until about 2030, when Boomers begin to die off in large enough numbers to stop aging the overall population. Meantime, people will need more health services, more medical care, and housing solutions when the value of housing may not contribute to retirement, health and medical care, or to their children. Simultaneously, over decades, federal and state budgets have become less discretionary and smaller or more burdened by debt. In short, bigger problems...less money.

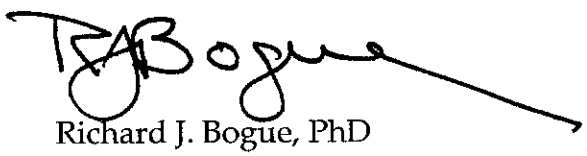
The coming years present enormous challenges to the kinds of research that improve the performance of systems for the administration of people and their problems. In the realm of health care, for example, one major challenge is the "medical arms race," by which new technology diffuses widely and quickly, remains underutilized and is soon

replaced with new equipment that everyone must have. Will research improve the balance of the costs of new technology with savings from improved health outcomes and better care management? Or will research at least improve the methods by which to measure such critical trade-offs?

The epidemiological transition model describes the shift in causes of death in a society from infectious diseases (such as, pneumonia, HIV/AIDS, tuberculosis, diarrheal diseases, malaria and measles) to chronic or human-made illness (such as the links from obesity and smoking to diabetes and cardiovascular diseases). With an aging population and estimates that one-third of Americans will be diabetics before another generation passes, is our medical care system organized to meet chronic health issues? Or will research fail to inform organizational and governmental policy makers about cost-effective, efficacious and humane ways to adapt the acute medical care system to its new operating challenges?

Meeting such challenges will require a professionalized class of research program administrators so that research assets can be effectively supported and managed. The UCF Public Administration Program's Master of Research Administration can become a leading-edge model for producing these professionals. In our area, a number of organizations need this kind of professional: University of Central Florida's College of Medicine, Florida High-Tech Corridor, Orlando Health with its extensive university affiliations, Florida Hospital's large medical residency programs, plus many other private corporations and public agencies. The professionals from the Public Administration's MRA will be well-prepared to improve interagency and interorganizational collaboration in the face of the complex, systemic challenges our community faces. And as a fully online program, it can strive to lead this growing field in this region, nationally and internationally.

Sorry for writing such a long letter. But I'm excited about this. The Masters in Research Administration is an outstanding concept, at the right time and in the right place. It has my eager support. I have offered a few ideas about the curriculum in an attached document.



Richard J. Bogue, PhD
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Orlando, Fl 32806
407-895-8626 voice & fax
rjb@richbogue.com

Sanford | Burnham
Medical Research Institute
at Lake Nona

October 25, 2010

Jo Ann Smith, Ph.D.
Assistant Professor
Department of Public Administration
College of Health & Public Affairs
HPA II Suite 238
University of Central Florida
Orlando, Florida 32816-1395

Dear Dr. Smith:

I am writing in support of the proposed Master of Research Administration degree program, designed to build a solid foundation in research administration and leadership. With the expanding demands of new regulations and the complexity of research innovations comes an increasing requirement for knowledgeable and highly skilled research administrators in Florida and nationwide.

I see a need for administrators that are prepared to work across the many areas of research administration such as contracts and grants management, financial management, intellectual property/commercialization, training and educational programming, human resources management, ethical regulatory compliance, and human and animal subject protection. In addition, it is important to have research administrators that are able to work in the myriad of research organizations such as universities, hospitals and medical centers, industry, and independent research institutes and centers.

As a member of the MRA Advisory Board at a research center in Lake Nona, I look to investing in the quality of the program and of the students and working in collaboration with UCF in this new effort.

Sincerely,

Kathlyn L. Huson, CRA
Director, Sponsored Research

407-745-2131
khuson@sanfordburnham.org

University of Central Florida

Program Evaluation and Educational Research

peer

October 28, 2010

Jo Ann Smith, Ph.D., CRA
Assistant Professor
Department of Public Administration
College of Health & Public Affairs
HPA II Suite 238
University of Central Florida
Orlando, Florida 32816-1395

Dear Dr. Smith

My career has been spent primarily in organizations where I had a major responsibility for research grants and contracts. Most recently I was Chair of the Department of Educational Research, Technology and Leadership at UCF and the evaluator of several Federal grants. Previously, I worked for two federal agencies as a Program Director, the National Science Foundation and the U.S. Department of Education. At one time I also served as the Associate Dean for Research and directed the Office of Research and Sponsored Programs at Western Michigan University supervising several professional research administrators. I was also a member of the National Council of Research Administrators. Prior to that, I was Director of Testing and Evaluation at a National Research and Development Center at the University of Wisconsin at Madison. Therefore, I can attest to the importance of having professional and knowledgeable research administrators that can work alongside the research faculty. This is why I am writing this letter in support of the proposed Master of Research Administration program at the University of Central Florida.

There will always be a demand for highly qualified and skilled research administrators at universities, public and private research centers, and federal and State agencies that are involved in research or sponsoring research activities. I understand the complexity of the issues and the critical need for research organizations and their faculty and staff to deliver not only exemplary research results, but to do so in a way that reflects the highest standards in the administration and management of those research activities.

I am excited to have an opportunity to work with the MRA Program as a member of the Advisory Board and hope to make a contribution to the profession of research administration.

Sincerely,

Conrad Katzenmeyer, Ph.D.
Consultant-Evaluator

Program Evaluation and Educational Research Group (PEER)
University of Central Florida • Center for Educational Research and Development (CERD)
Teaching Academy Suite 403 • Orlando, FL 32816-1250
Office: 407-823-1351 • FAX: 407-823-1296

USF HEALTH

October 28, 2010

Jo Ann Smith, Ph.D., CRA
Assistant Professor
Department of Public Administration
College of Health & Public Affairs
HPA II Suite 238
University of Central Florida
Orlando, Florida 32816-1395

Dear Dr. Smith:

I am excited to learn that a Master of Research Administration program is being proposed at the University of Central Florida. As a faculty member who conducts international research in global health and, more importantly, the spouse of a Research Administrator, I feel strongly that the skills and expertise of those in this profession are critical and highly specialized. For some time, it has seemed to me that a graduate degree in Research Administration would be a valuable and unique degree offering.

One of the courses I teach to our MPH students in our College of Public Health is called "Program Development & Administration," so you can imagine how many "research administration" issues must be covered—research ethics & compliance, international IRBs, grantwriting, budget preparation & narratives, post-award accounting and report writing, etc. I have encouraged my students to explore the possibilities of a career in the field. However, without a curriculum and the visibility which a degree confers, the profession remains off the radar screen for most students.

The breadth of issues covered in the field and detailed knowledge required are critical to the mission and strategic goals of the modern university. Furthermore, many of my colleagues working in the international development sector for multi-lateral agencies and NGOs (both for profit and not-for-profit) find it essential to have qualified research administrators on staff.

For any faculty member at a research university, it is vital to have positive interactions and excellent communications with, and timely assistance from, the Research Office. I feel that an MRA degree would enhance the profession and facilitate those interactions.

Good luck in your endeavor. I believe you are filling a genuine need and will fund much success!

Respectfully,

Richard A. Nisbett, PhD, MsPH

DEPARTMENT OF GLOBAL HEALTH ◦ COLLEGE OF PUBLIC HEALTH
University of South Florida ◦ 13201 Bruce B. Downs Blvd., MDC 56 ◦ Tampa, FL 33612-3805
(813) 974-1122 ◦ Fax (813) 974-8506 ◦ http://publichealth.usf.edu/gh

University of Central Florida

Department of Legal Studies

November 15, 2010

Dr. Patricia Bishop
Vice Provost and Dean
The College of Graduate Studies
University of Central Florida
Orlando, Florida 32816

Dear Dr. Bishop:

On behalf of the Department of Legal Studies, I am pleased to provide enthusiastic support for the master's degree in Research Administration proposed by the Department of Public Administration. This interdisciplinary graduate program will appeal to students and research administrators from a variety of backgrounds and disciplines, and will be unique within the academic community.

A stated goal of our new Department of Legal Studies is to enhance graduate programs across the university by providing instruction in applicable legislation, administrative regulations, and legal analysis of issues as they relate to a particular field of study. Our department has developed two 6000-level courses that we believe will contribute to the overall curriculum objective of this program, that is, to offer a solid ethical, practical and theory-based foundation for research administration: PLA 6xxx Legal and Regulatory Framework and PLA 6xxx Legal and Ethical Compliance.

It is our understanding that once this program is fully implemented, and assuming subsequent cohorts, our department will need to provide faculty to teach each of these courses once per academic year. At this time, we have identified two full-time faculty who have been approved as graduate faculty and who are qualified to teach these courses online: Dr. Robert Wood for Legal and Regulatory Framework and Dr. Abby Milon for Legal and Ethical Compliance. That is not to say, however, that we do not have other full-time faculty who would also be qualified to teach in these areas.

College of Health and Public Affairs
P.O. Box 161602 • Orlando, FL 32816-1602 • Phone: 407-823-1670 • Fax: 407-823-3110

An Equal Opportunity and Affirmative Action Institution

We look forward to the opportunity to participate in this new graduate program and believe that our two legal studies courses will contribute to the program's stated learning objectives. If you have any questions or concerns about the proposed legal studies curriculum, please contact me at pkirby@mail.ucf.edu or at 3-0204.

Sincerely,

Pamela E. Kirby

Pamela E. Kirby, JD
Interim Chair and Associate Dean

cc
Dr. Mary Ann Feldheim

Appendix B

MRA Advisory Board

Advisory Board Members:

Name	Title	Organization
Robert Lowman	Associate Vice Chancellor for Research	University of North Carolina at Chapel Hill
Kerry Peluso	Associate Vice President for Research Administration	Emory University
Denise Wallen	Senior Fellow, Research Assistant Professor	University of New Mexico
Garrett Sanders	Vice President, Sponsored Programs Administration	The Research Foundation of SUNY
Gregory C. Slack	Director of Research and Technology Transfer	Clarkson University
Jill Tincher	Director, Research Administration	University of Miami School of Medicine
Bruce Morgan	Assistant Vice Chancellor for Research Administration	University of California - Irvine
Tony Ventimiglia	Contracts & Grant Administrator III	Auburn University
Richard Bogue	Director of Research, Graduate Medical Education	Florida Hospital
Kathy Huson	Director , Sponsored Research	Sanford-Burnham Medical Research Institute
Olivia Pope	Assistant to the Vice President for Research	Florida State University
Michael Y. Carpio	Manager, Grants & Sponsored Research	Sanford-Burnham Medical Research Institute
Conrad Katzenmeyer	Consultant Evaluator - PEER	Consultant
Kendra Campbell	Consultant, Research Integrity	Consultant
Barbara Howell	Coordinator, COHPA Office of Research	UCF, COHPA Office of Research
Barry Wick	Associate Director Fiscal & Contract Mgt	UCF, Institute of Simulation & Training
Jo Ann Smith	Assistant Professor, Coordinator for the MRA	UCF, Department of Public Administration

Mary Ann Feldheim	Chair, Department of Public Administration	UCF, Department of Public Administration
Nancy Nesbit	Director, Research Programs & Services	UCF, Office of Research & Commercialization
Svetlana Shtrom	Director, Technology Transfer & Venture Lab	UCF, Office of Research & Commercialization
Thomas O'Neal	Associate VP of Research	UCF, Office of Research & Commercialization
Laurianne Torres	Sr. Research Administrator	UCF, Office of Research & Commercialization
Douglas Backman	Director, Office of Compliance	UCF, Office of Research & Commercialization

MRA Advisory Board Committee Members

Pref.		Name	Title	Affiliation	City, State, Zip	Email	Telephone
Mr.	Backman	Douglas	Director, Office of Compliance	UCF, Office of Research & Com	Orlando, FL 3	dbackman@mail.ucf.edu	407-882-1168
Dr.	Bogue	Richard	Director of Research, Graduate	Florida Hospital	Orlando, FL 3	richard.bogue@flhosp.org	407-303-5259
Ms.	Campbell	Kendra	Consultant, Research Integrity	UCF, Office of Research & Com	Orlando, FL 3	kdcampbell@mail.ucf.edu	407-823-3778
Mr.	Carpio	Michael Y.	Manager, Grants & Sponsored	Sanford-Burnham Medical	Orlando, FL 3	mcarpio@sanfordburnhan	407-745-2077
Dr.	Feldheim	Mary Ann	Chair, Department of Public	UCF, Department of Public Adn	Orlando, FL 3	mfeldhei@mail.ucf.edu	407-823-3693
Ms.	Howell	Barbara	Coordinator, COHPA Office of	UCF, COHPA Office of Research	Orlando, FL 3	bhowell@mail.ucf.edu	407-823-3914
Ms.	Huson	Kathy	Director , Sponsored Research	Sanford-Burnham Medical	Orlando, FL 3	khuson@sanfordburnham	407-745-2131
Dr.	Katzenmeyer	Conrad	Consultant Evaluator - PEER	UCF, College of Education	Orlando, FL 3	ckatzenm@mail.ucf.edu	407-8234980
Dr.	Lowman	Robert	Associate Vice Chancellor for Research	University of North Carolina at	Chapel Hill, N	lowman@unc.edu	919-962-0656
Mr.	Morgan	Bruce	Assistant Vice Chancellor for Research	University of California - Irvine	Irvine, CA 92	bruce.morgan@research.u	949- 824-5677
Ms.	Nesbit	Nancy	Director, Research Programs & Services	UCF, Office of Research & Com	Orlando, FL 3	nnisbett@mail.ucf.edu	407-882-2223
Dr.	O'Neal	Thomas	Associate VP of Research, Office of	UCF, Office of Research & Com	Orlando, FL 3	oneal@mail.ucf.edu	407-882-1120
Ms.	Peluso	Kerry	Associate Vice President for Research	Emory University	Atlanta, GA 3	kerry.peluso@emory.edu	404-727-0551
Ms.	Pope	Olivia	Assistant to the Vice President for Rese	Office of Research, Florida Stat	Tallahassee, F	opope@fsu.edu	850/644-8664
Mr.	Sanders	Garrett	Vice President, Sponsored Programs	The Research Foundation of SU	Albany, NY	garrett.sanders@rfsuny.or	518-434-7130
Dr.	Shtrom	Svetlana	Director, Technology Transfer &	UCF, Office of Research & Com	Orlando, FL 3	sshtrom@mail.ucf.edu	407-823-5150
Dr.	Slack	Gregory C.	Director of Research and Technology Tr	Clarkson University	Potsdam, NY	gslack@clarkson.edu	315-268-6475
Dr.	Smith	Jo Ann	Assistant Professor, MRA	UCF, Department of Public Adn	Orlando, FL	joasmith@mail.ucf.edu	407-823-3925
Ms.	Tincher	Jill Frazier	Director, Research Administration	University of Miami School of M	Miami, Florid	jtincher@miami.edu	305-243-5834
Ms.	Torres	Laurianne	Sr. Research Administrator	UCF, Office of Research & Com	Orlando, FL 3	ltorres@mail.ucf.edu	407-882-2227
Mr.	Ventimiglia	Tony	Contracts & Grant Administrator III	Office of Sponsored Programs	Auburn	ventiaf@auburn.edu	334-844-5954
Dr.	Wallen	Denise	Senior Fellow, Research Assistant Profe	University of New Mexico	Albuquerque	wallen@unm.edu	505 277-7649
Mr.	Wick	Barry	Associate Director Fiscal & Contract Mg	UCF, Institute of Simulation & T	Orlando, FL 3	bwick@mail.ucf.edu	407-882-1316

University of Central Florida

Master of Research Administration

Advisory Board Meeting

Location: Washington Hilton, District Line Restaurant
Date and Time: November 2, 2010 at 7:00 a.m.

7:00 – 7:15 a.m. - Breakfast Buffet

7:15 - 7:20 a.m. - Introductions

7:20 - 7:25 a.m. - Why an Advisory Board?

7:25 - 7:35 a.m. – Background and Status of UCF MRA Program

7:35 - 7:40 a.m. - Presentation of the Discussion Topic

Discussion Topic:

1. What does the board want to see for a Research Administration degree program at UCF?
    - What are the key elements and items?
    - What is the focus most needed for a national scope?
    - What skill-set should graduates have?
        - Any ideas on best methods and practices to impart the skill-set?
    - Are there specific academic programs we should emulate, and why?

2. Any other potential contacts to expand the Advisory Board
3. Task members to draft Bylaws
4. Determine date of next meeting

7:45 - 7:55 a.m. - Discussion

7:55 - 8:10 a.m. - Proposals/Resolutions

8:10 – 8:15 a.m. – Summary

8:15 a.m. - Adjournment

Date of Next Meeting -

Master of Research Administration Program **November 2, 2010**
Advisory Board Meeting

Attendance: Doug Backman, Bob Lowman, Bruce Morgan, Tom O'Neal, Kerry Peluso, Garrett Sanders, Greg Stack, Jo Ann Smith, Jill Turchin, Laurianne Torres, Tony Ventimiglia, Denise Wallen

Topic	Discussion	Action
Call to Order	CTO at 7:18 a.m.	
Announcements	There were no announcements	
Review of Minutes	First Advisory Board meeting, no previous minutes.	
	OLD BUSINESS	
MRA Program	None	
	NEW BUSINESS	
Welcome/Introductions	The MRA Advisory Board's first meeting was at the 52nd NCURA Annual Conference in Washington, DC at the District Line Restaurant in the Washington Hilton. Twelve (12) members were able to attend. The meeting began with introductions. A listing of all 23 AB Members was distributed.	
Summary of the UCF MRA Program	J. Smith provided a summary of the MRA Program. This is a fully-online Master of RA consisting of 12 courses (36 credit hours). The MRA is designed to be completed in two years and 30 students are accepted each year as a cohort group. Descriptions of courses and the program were provided in the agenda handouts. Tuition is expected to be $696/per credit hour. Curriculum was built upon a synthesis of the NCURA Sponsored Research Administration: A Guide to Effective Strategies and Recommend Practices, Chapter 110: Training and Education, NCURA/SRA Topical Outline CRA Body of Knowledge, and RACC Guidelines from their Role Delineation Study (2008).	
Target Student Population	Discussion of who would be the targeted student population was raised by B. Morgan who recommended that we also target career changers such as those in the pharmaceutical industry and other industries experiencing layoffs, but having experience and education in areas such as science that would be useful knowledge as a Research Administrator. J. Smith proposed creating a diverse cohort model and expects most applicants will have a bachelor's degree in multiple areas with several years experience in research administration. Her goal is to accept students from a diverse set of	J. Smith to discuss with M. Feldheim, Dept. Chair the requirements for accepting international students and report back on Jan. 7th.

	organizations across the nation involved in research: universities, research centers, medical and biomedical research centers, federal agencies, and private research institutions. D. Wallen suggested that in the near future that we begin to accept international students into the MRA Program to help encourage and enhance international research and to facilitate international research collaborations among Research Administrators. This would also be a good market for recruiting students. D. Wallen is involved with the EARMA-European Association of Research Managers & Administrators and envisions an interest for the MRA from this organization.	
Approval Status of MRA Program	The MRA Program has completed Departmental review and approval. The College of Health and Public Affairs (COHPA) has provided approval based on minor modifications to the syllabi. A draft of the Implementation Proposal has been reviewed and is being finalized. College and UCF Approvals are expected to be obtained in November 2010. The final Board of Trustees (BOT) approval is expected in March 2011. Once BOT approval is received applications can be accepted for the Fall 2011 courses.	
Role of the Advisory Board	MRA Program Coordinator, J. Smith, facilitated the meeting. J. Smith recommended the Advisory Board be active in four areas: 1. Provide guidance and input into the MRA curriculum, delivery methods, develop case studies for use in courses, be guest speakers, identify guest speakers, input into student assessment, program evaluation, etc 2. Marketing and recruitment of students- input to methods used for advertising the MRA such as a website, dissemination of program materials at conferences NCURA, SRA, FDP, AUTM, COGR, NACUA, advertisements, etc. 3. Provide names of potential new Advisory Board members that would contribute to the MRA Program 4. Recommend areas for research activities and Collaborations. Additional recommendations: 5. During the discussion another role could be for the Board member to be involved in the culminating event (i.e. matching Board members to students as mentors). Board members could coach students through their culminating project.	J. Smith will make contact with Susan Rivera as a potential new Board Member.

	J. Smith is open to future recommendations of how Board Members would like to participate and contribute to the MRA. Potential new Board Member recommended by B. Morgan- Susan Rivera at Case Western University	
MRA Advisory Board By-Laws	B. Lowman, G. Sanders, and D. Wallen will review and submit Bylaws for next meeting's appproval.	J. Smith will send out an electronic draft of the Bylaws to reviewer members. B. Lowman, G. Sanders, and D. Wallen will draft Bylaws for approval at next meeting on Jan 7th.
Next Meeting Schedule	Next Meeting is scheduled as a teleconference meeting on Jan 7th at 8:15 a.m.	J. Smith to send out an email concerning date and details of teleconference meeting. Will send reminder 3-4 days prior to Jan 7th meeting with agenda.
PROGRAM UPDATES – Program updates not provided		
Adjourned	Meeting adjourned at 8.15 a.m.	
Next Meeting	January 7th, 2011 Teleconference (further information will be provided closer to the meeting date) 2:00 p.m. → 3.30 p.m. Eastern Time	

University of Central Florida
Master of Research Administration Program
Advisory Board
By-Laws

Mission Statement:
The mission of the Department of Public Administration's Master of Research Administration Program Advisory Board, herein called "MRA Board," is to assist the department in integrating with and becoming responsive to the research administration community of which it is a part. The Board may also be involved in strategic planning, the development of resources, and development of curricula and programs, identifying research topics, as needed. Through the Board, the Program Coordinator engages the research professional community in a genuine partnership dedicated to enhancing the academic program and its work.

Membership:
The Board will ideally consist of 20 to 25 members. Membership may be made up of faculty, students, alumni, friends, professional association members, business and community leaders and others, as appropriate. Consideration will be given to a diverse population in gender, age, ethnicity and geography in accordance with university goals. Members will serve one to three-year staggered terms. Terms start October 1st and end September 30th. Terms may or may not be renewed at the discretion of the board member and the executive committee. An orientation will be provided to each new member upon joining the Board. Membership terms are to be staggered. Members are required to attend two meetings and/or events annually through teleconferencing or videoconferencing.

Officers/Executive Committee:
The Board Chairperson will be appointed by the department chair and will serve a two-year term. The chairperson in partnership with the department chair will plan and lead board meetings. A vice-chairperson will be appointed by the department chair and will serve a two-year term. The vice-chairperson will assist the chairperson in his or her duties and serve in his or her absence. Both the chairperson and the vice-chairperson may be re-appointed to serve consecutive terms. Other officers may be appointed as needed.

Meetings:
Meetings will be held at such times and places designated by the department chair in consultation with the board chairperson and vice-chairperson. There shall be three meetings annually, held through a teleconferencing or videoconferencing format or other specific location as deemed appropriate. Board members will also be asked to attend various events and activities related to the RA program and possibly its department. Members shall attend a minimum of two meetings annually. Staff from the department will record and distribute minutes as well as assist with board communication.

Committees:
Ad hoc committees may be created as deemed necessary.

Appendix C

MRA Library Report

University of Central Florida Libraries

To: Dr. Mary Ann Feldheim
Chair and Associate Professor
Department of Public Administration
College of Health and Public Affairs

From: Michael A. Arthur
Head of Acquisitions & Collection Services

Date: October 8, 2010

RE: Program Proposal for Master of Research Administration

Please find attached the information you requested regarding the ability of the library to provide resources to support a proposed Master of Research Administration degree. Please append the attached document to your degree proposal.

The analysis was completed on October 4, 2010, and the results indicate that the library holdings at UCF compare favorably to the selected peer institutions. The collection at UCF was compared to Emmanuel College, and the Medical University of South Carolina However, two factors support a request for library funding to support this proposed program. The selected peer institutions have very small libraries and so are not necessarily ideal for using as comparisons for collection strength. Also, as this is an emerging field it is important over the next few years to add new publications. Acquiring new monographs and other academic materials for this proposed program will not possible given the current library budget. The results of the analysis can be found in the report included with this letter.

I suggest that an amount of $2,000.00 per year for three years, for a total of $6,000.00, be included in the program budget to enable the library to purchase additional monographs and other academic materials to strengthen our holdings and add newly published works in support of this program. This will also ensure that some materials can be purchased during the next few budget cycles when library funding may be negatively impacted by the budget crisis.

Please let me know if you have any questions.

Enclosure:

cc: Barry Baker, Director of Libraries
Dr. Mary Ann Feldheim, HPA2, 238
Dr. Patricia J. Bishop, Vice Provost and Dean, College of Graduate Studies

MEMORANDUM

TO: Barry Baker, Director of University Libraries

FROM: Michael A. Arthur, Head, Acquisitions & Collection Services

DATE: October 8, 2010

SUBJECT: Program Proposal for Master of Research Administration

This memorandum is being submitted for your review and approval. As library resources are essential to any new degree program, an analysis of library holdings was conducted at the request of Dr. Mary Ann Feldheim, Chair and Associate Professor in the Department of Public Administration. Dr. Feldheim is in the process of completing a new degree proposal for a Master of Research Administration, in the College of Health and Public Affairs. This proposal includes an analysis of the strength of the current collection as compared to selected peers.

Comparison to Peer Institutions

The following data compares the library holdings of the University of Central Florida Libraries against the holdings of the Emmanuel College, and the Medical University of South Carolina. These benchmark institutions were chosen by Dr. Feldheim. According to Dr. Feldheim the field of research administration is emerging and these are the only institutions known to offer the Master of Research Administration. The total request of $2,000 per year for three years, for a total of $6,000.00, will be used for purchasing current monographs in this emerging field over the next three years when the anticipated library budget will not support the purchase of materials for this program. The requested amount will support the acquisition of an average of 25 books or academic DVDs per year to improve the currency of the collection and to allow faculty to selectively acquire new publications that will support the educational and research goals of the program.

The University of Central Florida was compared to the benchmark institutions using the online catalogs of each institution on October 4, 2010. The following chart provides details regarding how the collections compare using selected areas of emphasis for this program. The chart indicates title count for each institution and permits analysis of the strength of the library collection at UCF to support the desired program. The key areas were chosen from the key research areas and course topics provided by Dr. Smith.

These areas include:

Research Focus	MUSC*	Emmanuel College**	UCF
Research Administration	217	660	20,879
Public Administration	234	884	17,691
University Research	533	4,947	17,033
Research Compliance	10	47	428
Research Management	524	1,633	11,819
Management Leadership	100	987	2,507
Program Evaluation	108	538	3,194

*(MUSC) Medical University of South Carolina
**Emmanuel College, Boston, MA

The chart confirms the strength of the collection at UCF against the chosen peers. The UCF Libraries has focused on increasing the purchase of monographs over the past several years and this has dramatically improved the collection in many areas. UCF is fortunate to have a research library with substantial collections, existing graduate level degrees is related areas, and the chosen peers are much smaller libraries.

It is important to note that strides that have been made in the past decade to improve the collection at UCF are in jeopardy and current year funding levels will not permit the library to purchase any new materials in support of this program. The expectations for 2011/2012 through 2012/2013 are not encouraging. Budget cuts combined with inflation have resulted in large reductions in the number of new monographs purchased across all disciplines over the past two years. In addition, the library may cancel journals and databases in order to meet university wide budget cuts. This sharp decline in the purchase of monographs will over time lead to an aging collection. It is important that the requested funding be used to purchase current academic titles to support this proposed program.

UCF has related degree programs and the library collections that support those programs will also serve faculty and students in the new Master of Research Administration program. Some of these programs include:

- Master of Public Administration
- Master of Nonprofit Management

JOURNAL AND DATABASE COMPARISON

Dr. Smith provided a list of 17 key journals in the field. These journals are listed below. Bold print indicates that UCF has access to the title either in print or online.

1. **Journal of Research Administration**
2. Research Management Review (RMR) Journal
3. Public Budgeting and Finance
4. **Journal of Public Budgeting, Accounting, and Financial Management**
5. Financial Management in the Public Sector
6. **Public Integrity**
7. **Public Administration Quarterly**
8. Journal of Public Administration Education
9. Journal of Public Service and Outreach
10. Academy of Management Learning and Administration
11. **Journal of Policy Analysis and Management**
12. **Public Performance and Management Review**
13. **Public Personnel Management**
14. New directions for evaluation : a publication of the American Evaluation Association
15. **Educational evaluation and policy analysis**
16. **American Journal of Evaluation.**
17. **Research in Higher Education**

With multiple graduate degrees within the Department of Public Administration it should be a university and library goal to acquire access to the remaining journals. It will be a goal of the library to expand on the journals available to support this department if the recurring budget within the library improves.

Current access within the UCF Libraries can support the proposed Master of Research Administration. Faculty and students in this program have access to hundreds of journals from the major publishers. There are also a large number of online journal packages and databases that will support this program including:

ABI/Inform
Avery Index to Architectural Periodicals
Academic Search Premier
Business Source Premier
Cambridge University Press Journals Complete
JSTOR
LexisNexis Academic
PAIS International
Social Science Full Text
Taylor & Francis Online Journals
Urban Studies Abstracts
Urban Studies & Planning: A Sage Full-text Collection
Web of Knowledge

Appendix D
Institutional Effectiveness Plan

Master of Research Administration
Appendix D - Institutional Effectiveness Plan

Mission:
The Master of Research Administration program seeks to provide quality graduate education to current and prospective professionals in public, private, and non-profit research organizations. The proposed program is designed to address the local and national need for professionally trained research administrators. The curriculum focuses on a holistic approach towards equipping students with the complex skills to resolve and explore current issues related to the research enterprise.

Process:
Institutional Effectiveness (IE) was discussed during the initial communications and meeting of the UCF MRA Advisory Board. The MRA is comprised of professional research administrators in public and non-public organizations and faculty of the Department of Public Administration. The strategic issues addressed at the meeting included identifying core competencies expected of graduating students from a masters degree program in Research Administration. Another strategic initiative was to develop a culture of partnerships and shared learning among students engaged in class projects and members of the research community, especially members of the national professional associations such as NCURA and SRA as well as the UCF MRA Advisory Board. The IE plan entails an evaluation of the research community, in particular the fulfillment of goals and objective of student projects conducted through the program of study.

The IE Data Collection System, maintained by the UCF Department of Public Administration Office Assistant, will be utilized to keep records of the percent passing each of the projects and outcomes identified in the IE plan. This system has been used successfully by the other programs in the department.

Outcomes and Measures for Masters of Research Administration

Outcome: 1 Students will be able to apply the concepts and practice of responsible and ethical research administration.

Measure: 1.1 Students will be able to apply ethical research theory and practice to real-world case studies with 80% accuracy or better using the assigned scoring rubric in PLA 6XXX Ethical and Legal Compliance

Measure 1.2 Eighty percent (80%) of students will indicate on the "Graduating Student Survey" that the MRA program helped them to apply concepts and practice when involved in the strategic development of a proposed research program.

Outcome: 2 Students will demonstrate knowledge of federal, state, and private institutions that sponsor research endeavors and their regulatory policies and procedures for selecting and administering research projects and the skills necessary to develop and manage research proposals, budget, programs and projects within research organizations.

Measure: 2.1 Students will be able to conduct a proposal review and assessment using general accepted regulations and requirements and specific sponsors funding regulations and

guidelines by applying research and problem solving skills with 80% accuracy or better using the assigned scoring rubric in PAD 5850 Grant and Contract Management.

Measure 2.2 Eighty percent (80%) will indicate on the "Graduating Student Survey" that the MRA program helped them to conduct a thorough review of multiple agency research proposals and plans.

Outcome: 3 Students will demonstrate the fundamentals of communication during complex contract terms and conditions negotiations and collaborative forms of decision making and research award implementation within diverse research communities.

Measure: 3.1 Students will be able to will be able to identify values and ethical dilemmas in the collaboration, mediation and interpretation of plan making with 80% accuracy or better using the assigned scoring rubric in PAD 6XXX Contracting for Sponsored Programs.

Measure 3.2 Eighty percent (80%) will indicate on the "Graduating Student Survey" that the MRA program helped them to identify values and ethical dilemmas in the collaboration, mediation and interpretation of contract terms and conditions.

Outcome: 4 Students will demonstrate the application and in-depth understanding of intellectual property, technology transfer, and commercialization related to resource assessment and product impact at the university or research center level.

Measures 4.1 Students will apply principles of the protection of intellectual property methodologies individually or with a group to address intellectual property issues and alternative solutions with 80% accuracy or better using the assigned scoring rubric in PAD 6XXX Intellectual Property, Technology Transfer and Commercialization.

Measure: 4.2 Eighty percent (80%) of students will indicate on the "Graduate Student Survey" that the MRA Program helped them to apply principles of protecting intellectual property methodologies to research projects.

Outcome: 5 Students will be able to apply the theory and practice of contracts negotiation in the review and creation of research contracts.

Measure: 5.1 Students will be able to apply the theory and practice of negotiation in the review and creation of research contracts with 80% accuracy or better using the assigned scoring rubric in 6XXX Contracting for Sponsored Programs.

Measure: 5.2 Eighty percent (80%) of students will indicate on the "Graduate Student Survey" that the Graduate Program helped them to apply negotiating theory and practice in their professional activities.

Outcome: 6 Students will be able to integrate their knowledge of the regulatory framework into the adoption, administration, and implementation of research projects.

Measure: 6.1 Students will demonstrate their ability to integrate their knowledge of the regulatory framework into the adoption, administration, and implementation of research projects with 80% accuracy or better using a scoring rubric with the course PLA 6XXX: Legal and Regulatory Framework.

Measure: 6.2 Eighty percent (80%) of students will indicate on the "Graduate Student Survey" that the Graduate Program helped them to integrate their knowledge of the regulatory framework into the adoption, administration, and implementation of research projects.

Outcome: 7 Students of the MRA program will demonstrate numerical reasoning, computation skills and knowledge of cost accounting standards used to determine methods of formulating and calculating proposal budgets and financial reports for research projects.

Measure: 7.1 Eighty percent (80%) of students will be able to apply numerical reasoning and techniques for identifying appropriate costs and rates in research projects using the assigned scoring rubric indicated in PAD 6XXX: Financial Management in Research Administration.

Measure 7.2 Eighty percent (80%) will indicate on the "Graduating Student Survey" that the MRA program helped them to demonstrate numerical and computational skills.

This Institutional Effectiveness Plan for the proposed masters in Research Administration was developed by the faculty in the fall of 2010 base on the competencies identified by the MRA Advisory Board and the standards of the RACC.

Appendix E

MRA Budget Tables

and

Regional Campus Support

TABLE 2

PROJECTED COSTS AND FUNDING SOURCES

Instruction & Research Costs (non-cumulative)	Year 2					Year 3					Year 4				
	Funding Source					Funding Source					Funding Source				
	Continuing Base** (E&G)	New Enrollment Growth (E&G)	Other*** (E&G)	Contracts & Grants (C&G)	Subtotal E&G and C&G	Continuing Base** (E&G)	New Enrollment Growth (E&G)	Other*** (E&G)	Contracts & Grants (C&G)	Subtotal E&G and C&G	Continuing Base** (E&G)	New Enrollment Growth (E&G)	Other*** (E&G)	Contracts & Grants (C&G)	Subtotal E&G and C&G
Faculty Salaries and Benefits	$0	$0	$0	$136,200	$136,200	$0	$0	$0	$136,200	$136,200	$0	$0	$0	$136,200	$136,200
A&P Salaries and Benefits	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
USPS Salaries and Benefits	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Other Personnel Services	$0	$0	$0	$24,000	$24,000	$0	$0	$0	$24,000	$24,000	$0	$0	$0	$24,000	$24,000
Assistantships and Fellowships	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Library	$0	$0	$0	$2,000	$2,000	$0	$0	$0	$2,000	$2,000	$0	$0	$0	$0	$0
Expenses	$0	$0	$0	$23,750	$23,750	$0	$0	$0	$23,750	$23,750	$0	$0	$0	$23,750	$23,750
Operating Capital Outlay	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Special Categories	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Total Costs	$0	$0	$0	$185,950	$185,950	$0	$0	$0	$185,950	$185,950	$0	$0	$0	$183,950	$183,950

*Identify reallocation sources in Table 3.

**Includes recurring E&G funded costs ("reallocated base", "enrollment growth", and "other new recurring") from Years 1-4 that continue into Year 5.

***Identify if non-recurring.

Faculty and Staff Summary

Total Positions (person-years)	Year 2	Year 3	Year 4
Faculty	1.66	1.66	1.66
A&P	0	0	0
USPS	0	0	0

Calculated Cost per Student FTE

	Year 2	Year 3	Year 4
Total E&G Funding	$0	$0	$0
Annual Student FTE	33.75	33.75	33.75
E&G Cost per FTE	$0	$0	$0

Worksheet Table 2 Budget

TABLE 4

ANTICIPATED FACULTY PARTICIPATION

Faculty Code	Faculty Name or "New Hire" Highest Degree Held Academic Discipline or Speciality	Rank	Contract Status	Initial Date for Participation in the Program	Mos. Contract Year 2	FTE Year 2	% Effort for Prg. Year 2	PY Year 2	Mos. Contract Year 3	FTE Year 3	% Effort for Prg. Year 3	PY Year 3	Mos. Contract Year 4	FTE Year 4	% Effort for Prg. Year 4	PY Year 4
D	Jo Ann Smith	Assistant Prof	TE	2011	12	1.00	100%	1.00	12	1.00	100%	1.00	12	1.00	100%	1.00
D	Mary Ann Feldheim	Associate Prof	Tenured	2012	12	1.00	11%	0.11	12	1.00	11%	0.11	12	1.00	11%	0.11
D	Robert Wood	Assistant Prof	TE	2011	9	0.75	11%	0.08	9	0.75	11%	0.08	9	0.75	11%	0.08
D	Thomas O'Neal	Professor	Tenured	2013	12	1.00	11%	0.11	12	1.00	11%	0.11	12	1.00	11%	0.11
D	Wendell Lawther	Associate Prof	Tenured	2012	9	0.75	11%	0.08	9	0.75	11%	0.08	9	0.75	11%	0.08
D	Kuotsai Liou	Professor	Tenured	2013	9	0.75	11%	0.08	9	0.75	11%	0.08	9	0.75	11%	0.08
D	Barbara Howell	Instructor	Not Tenured	2012	12	1.00	11%	0.11	12	1.00	11%	0.11	12	1.00	11%	0.11
D	Abby Milon	Instructor	Not Tenured	2013	9	0.75	11%	0.08	9	0.75	11%	0.08	9	0.75	11%	0.08
	Total Person-Years (PY)							1.66				1.66				1.66

Faculty CODE		Source of Funding	PY Workload by Budget Classification				
			Year 2		Year 3		Year 4
A	Existing faculty on a regular line	Current Education & General Revenue	0.00		0.00		0.00
B	New faculty to be hired on a vacant line	Current Education & General Revenue					
C	New faculty to be hired on a new line	New Education & General Revenue	0.00		0.00		0.00
D	Existing faculty hired on contracts/grants*	Contracts/Grants	1.66		1.66		1.66
E	New faculty to be hired on contracts/grants	Contracts/Grants					
		Overall Totals for	Year 2 1.66		Year 3 1.66		Year 4 1.66

Summary Analysis

Name of Program: Master of Science in Research Administration
Level of program: Masters
CIP code: 49.9999
Author: Jo Smith

				Additional resources needed for new program				
Estimated Costs	Total	Current	Reallocation		New E&G	C&G	Cost/fte*	
Year 1	$145,950	$0	$0	0%	$0	$145,950	$8,649	
Year 2	$185,950	$0	$0	0%	$0	$185,950	$5,510	
Year 3	$185,950	$0	$0	0%	$0	$185,950	$5,510	
Year 4	$183,950	$0	$0	0%	$0	$183,950	$5,450	
Year 5	$183,950	$0	$0	0%	$0	$183,950	$5,450	

* based upon total costs

FTE/Headcount

	Year 1	Year 2	Year 3	Year 4	Year 5
Headcount	30	60	60	60	60
FTE	16.88	33.75	33.75	33.75	33.75

Estimated revenue generated through student enrollment

Revenue	2009-10	2010-11	2011-12	2012-13	2013-14
SCH	$0	$0	$0	$0	$0
CONT ED					
TOTAL REVENUE	$0	$0	$0	$0	$0

NET (REVENUE - COST)

	FIRST YEAR					SECOND YEAR					THIRD YEAR					FOURTH YEAR					FIFTH YEAR			
		New from	New from	New from	New from		New from	New from	New from	New from		New from	New from	New from	New from		New from	New from	New from	New from		New		
		Enrollment	New	Non-			Enrollment	New	Non-			Enrollment	New	Non-			Enrollment	New	Non-			Enrollment			
	Reallocated	Growth	Recurring	Recurring		Reallocated	Growth	Recurring	Recurring		Reallocated	Growth	Recurring	Recurring		Reallocated	Growth	Recurring	Recurring		Continuing	Growth	Other	C&G*
	BASE	NEW	E&G	E&G	C&G*	BASE	NEW	E&G	E&G	C&G*	BASE	NEW	E&G	E&G	C&G*	BASE	NEW	E&G	E&G	C&G*	BASE	E&G	(E&G)	NEW
	RESOURCE	PROGRAM	REVENUE	REVENUE	REVENUE	RESOURCE	PROGRAM	REVENUE	REVENUE	REVENUE	RESOURCE	PROGRAM	REVENUE	REVENUE	REVENUE	RESOURCE	PROGRAM	REVENUE	REVENUE	REVENUE	RESOURCE	PROGRAM	REVENUE	REVENUE
POSITIONS (in FTE):																								
FACULTY	0.00	0.00	0.00	0.00	1.19	0.00	0.00	0.00	0.00	1.66	0.00	0.00	0.00	0.00	1.66	0.00	0.00	0.00	0.00	1.66	0.00	0.00	0.00	1.66
A&P			0				0	0					0					0					0	
USPS		0					0																	
TOTAL	0.00	0.00	0.00	0.00	1.19	0.00	0.00	0.00	0.00	1.66	0.00	0.00	0.00	0.00	1.66	0.00	0.00	0.00	0.00	1.66	0.00	0.00	0.00	1.66
A&P	0	USPS	0			A&P	0	USPS	0		A&P	0	USPS	0		A&P	0	USPS	0		A&P	0	USPS	0
SALARY RATE: faculty sch cost	0	0			135443	188541	0			188541	0				188541					96542	188541			96542
FACULTY (continuing ed)	0	0	0	0	89587	0	0	0	0	117587	$ -	0	0	0	117587	0	0	0	0	117587	0	0	0	117587
A&P			0					0					0					0		0			0	0
USPS		0										0					0					0		
TOTAL	0	0	0	0	89587	0	0	0	0	117587	0	0	0	0	117587	0	0	0	0	117587	0	0	0	117587
Faculty Salaries and Benefits	0	0	0	0	108200	0	0	0	0	136200	0	0	0	0	136200	0	0	0	0	136200	0	0	0	136200
A&P Salary and Benefits	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
USPS Salary and Benefits	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other Personnel Services	0		0	0	12000	0	0	0	0	24000	0	0	0	0	24000	0	0	0	0	24000	0	0	0	24000
Assistantships and Fellowships	0	0	0	0	0	0	0	0	0		0	0	0	0		0		0	0		0	0	0	
Library	0	0	0	0	2000	0	0	0	0	2000	0	0	0	0	2000	0	0	0	0	0	0	0	0	0
Expenses	0	0	0	0	23750	0	0	0	0	23750	0	0	0	0	23750	0	0	0	0	23750	0	0	0	23750
Operating Capital Outlay	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Special Categories	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	145950	0	0	0	0	185950	0	0	0	0	185950	0	0	0	0	183950	0	0	0	183950

*external funds from student fees charged by Continuing Education for off-campus programs

assume no sch monies this year

20833.33333

UNIVERSITY OF CENTRAL FLORIDA

Division of Continuing Education/College Initiated Professional Degree Programs

BUDGET FORM (Tuition Plus Fee Cost Recovery Programs) - YEAR 1

Account Number:		Faculty Contact: Dr. Mary Ann Feldheim	
Program Name:	Masters in University Research Administration	DCE Contact: Stephen Holmes/David Laney	
Program Dates:	August 2011- July 2012	Department: Public Administration/Chair: Mary Ann Feldheim	
Location:	UCF Orlando Campus	College: COHPA	
Max Enroll: 30	Min Enroll: 30	Est Enroll: 30	

REFUND POLICY :

Approval Dates:	OPENING BUDGET :	CLOSING BUDGET	REVISION

GROSS REVENUES

				Proposed	Actual
6,228.00	30	Tuition charges (current resident/non-resident tuition @$328/SCH X 18 SCH + $18/SCH Distance Learning fee)		$ 186,840.00	
		Estimated SCH generation (if applicable)		540	
6,300	30	Additional Program Fees- to cover addt'l expenditures		$ 189,000.00	
	TOTAL ALL REVENUE			$ 375,840.00	

COSTS

INSTRUCTIONAL COSTS	**EXPLANATION**			
Faculty Instructional Costs	Salary projection based on actual current faculty line funded by RC-DCE for Program Curriculum Development and course delivey		$ 90,200.00	
Faculty Costs with Benefits paid by RC-DCE Continuing Program Curriculum development	3 courses at $6,000/course		$ 18,000.00	
			0	
Faculty Instructional Costs paid by E&G			0	
E&G Faculty Costs with Benefits			0	
A&P Costs			0	
A&P Costs with Benefits			0	
USPS Costs			0	
USPS Costs with Benefits			0	
OPS Personnel	Graduate teaching assistant to research materials and resources for courses, provide program logistical and student support 20 hr X$12/hr X 50 weeks		$ 12,000.00	
Independent Contractors				
ASSISTANTSHIPS and FELLOWSHIPs			0	
LIBRARY				
OPERATING CAPITAL OUTLAY			0	
EXPENSES				
1 Tuition	Regular tuition deposited in the university trust fund and not used to directly support the program		$177,120.00	
	$328per credit hour x 18 credit hours x 30 students (No Ovhd)			
	$10.00 Annual ID Fee assessed to each student		$ 300.00	
	$18/SCH Distributed Learning fee		$9,720	
2 Teaching Enhancements annually	Software/Videos Create or purchase/Technical equipment		$ 2,500.00	
3			0	
4 Marketing	Promotional print materials to recruit students to the program, Website, Search Engines		$ 12,000.00	
5 Student Laptops	Provide each student a laptop with software customized to the curriculum		0	
6 Industrial Scholars	Industry professionals who will meet face to face with the students during class sessions to share expert knowledge, provide data for research and discuss case studies		0	
7 Other				
SUBTOTAL EXPENSES (sum of 1-7)		**$**	321,840.00	
UCF AUXILIARY OVERHEAD CHARGE	8.15% of total expenses minus tuition- Current UCF overhead charge applied to expenditures to recover costs from administrative and finance respective offices to provide support		$ 15,379.05	
Continuing Education Administrative Overhead Fee (8% of income)			$ 30,067.20	
TOTAL ALL COSTS (Instruction, OPS, Assistantships/Fellowships, Library, OCO, Expenses)			$ 367,286.25	
		Program Reserve	$ 8,553.75	
		College 15%	$1,283.06	
Any loss to be covered by the following college and / or department account: 3528-0001		Department 85%	$7,270.69	

Signatures for: Budget approval	**Budget closure**	
Dept.Chair	Dept.Chair	R
College Dean or Designee	College Dean or Designee	
DCE Coordinator	DCE Coordinator	
DCE Director	DCE Director	
Academic Affairs	Academic Affairs	

Approval Dates:	OPENING BUDGET :	CLOSING BUDGET	REVISION

GROSS REVENUES

				Proposed	Actual
$ 6,228.00	30	Grp 1 Yr 2 Tuition charges (current resident/non-resident tuition @$328/SCH X 18 SCH + $18/SCH Distance Learning fee)		$ 186,840.00	
$ 6,228.00	30	Grp 2 Yr 1 Tuition charges (current resident,non-resident tuition @$328/SCH X 18 SCH + $18/SCH Distance Learning fee)		$ 186,840.00	
		Estimated SCH generation (if applicable)		1080	
$ 6,300.00	30	Grp 1 Yr 2 Additional Program Fees to cover add'l expenditures		$ 189,000.00	
$ 6,300.00	30	Grp 2 Yr 1 Additional Program Fees- to cover addt'l expenditures		$ 189,000.00	
	TOTAL ALL REVENUE			$ 751,680.00	

COSTS

INSTRUCTIONAL COSTS	**EXPLANATION**			
Faculty Instructional Costs	Salary projection based on actual current faculty line funded by RC-DCE for Program Curriculum Development and course delivey		$ 90,200.00	
Faculty Costs with Benefits paid by RC-DCE	8 courses at $6,000/course		$ 48,000.00	
Continuing Program Curriculum development			0	
Faculty Instructional Costs paid by E&G			0	
E&G Faculty Costs with Benefits			0	$90,200
A&P Costs			0	
A&P Costs with Benefits			0	
USPS Costs			0	
USPS Costs with Benefits			0	
OPS Personnel	Graduate teaching assistant to research materials and resources for courses, provide program logistical and student support 20 hr X$12/hr X 50 weeks		$ 12,000.00	
Industry Professional			$ 10,000.00	
ASSISTANTSHIPS and FELLOWSHIPs			0	
LIBRARY				
OPERATING CAPITAL OUTLAY			0	
EXPENSES				
1 Tuition	Regular tuition deposited in the university trust fund and not used to directly support the program		$354,240.00	
	$328per credit hour x 18 credit hours x 60 students (No Ovhd)			
	$10.00 Annual ID Fee assessed to each student		$ 600.00	
	$18/SCH Distributed Learning fee		$19,440	
2 Teaching Enhancements annually	Software/Videos Create or purchase/Technical equipment		$ 2,500.00	
3 National Marketing and NCURA Program Promotion			$ 20,000.00	
4 Marketing	Promotional print materials to recruit students to the program, Website, Search Engines		$ 12,000.00	
5 Student Laptops	Provide each student a laptop with software customized to the curriculum		0	
6 Industrial Scholars	data for research and discuss case studies		0	
7 Other				
SUBTOTAL EXPENSES (sum of 1-7)		$	$ 568,980.00	
UCF AUXILIARY OVERHEAD CHARGE	8.15% of total expenses minus tuition fees and Distance Learning charge - Current UCF overhead charge applied to expenditures to recover costs from administrative and finance respective offices to provide support		$ 30,758.10	
Continuing Education Administrative Overhead Fee (8% of income)			$ 60,134.40	
TOTAL ALL COSTS (Instruction, OPS, Assistantships/Fellowships, Library, OCO, Expenses)			$ 659,872.50	
		Program Reserve	$ 91,807.50	
		College 15%	$13,771.13	
Any loss to be covered by the following college and / or department account: 3528-0001		Department 85%	$ 78,036.38	

Signatures for: Budget approval	**Budget closure**
Dept.Chair	Dept.Chair
College Dean or Designee	College Dean or Designee
DCE Coordinator	DCE Coordinator
DCE Director	DCE Director
Academic Affairs	Academic Affairs

Notes: Program reserve max amount no more than 15% of gross revenue. 100% of Reserve to be used for faculty development at minimim enrollment. At greater than minimum enrollment, reserve to be split between student scholarships, faculty and program development and department operations

UNIVERSITY OF CENTRAL FLORIDA

Division of Continuing Education/College Initiated Professional Degree Programs

BUDGET FORM (Tuition Plus Fee Cost Recovery Programs) - YEAR 3

Account Number:		Faculty Contact: Dr. Mary Ann Feldheim	
Program Name:	Masters in University Research Administration	DCE Contact: Stephen Holmes/David Laney	
Program Dates:	August 2013- July 2014	Department: Public Administration/Chair: Mary Ann Feldheim	
Location:	UCF Orlando Campus	College: COHPA	
Max Enroll: 30	Min Enroll: 30	Est Enroll: 30	

REFUND POLICY :

Approval Dates:	OPENING BUDGET :	CLOSING BUDGET	REVISION

GROSS REVENUES

				Proposed	Actual
$ 6,228.00	30	Grp 2 Yr 2 Tuition charges (current resident/non-resident tuition @$328/SCH X 18 SCH + $18/SCH Distance Learning fee)		$ 186,840.00	
$ 6,228.00	30	Grp 3 Yr 1 Tuition charges (current resident,non-resident tuition @$328/SCH X 18 SCH + $18/SCH Distance Learning fee)		$ 186,840.00	
		Estimated SCH generation (if applicable)		1080	
$ 6,300.00	30	Grp 2 Yr 2 Additional Program Fees to cover add'l expenditures		$ 189,000.00	
$ 6,300.00	30	Grp 3 Yr 1 Additional Program Fees- to cover addt'l expenditures		$ 189,000.00	
	TOTAL ALL REVENUE			$ 751,680.00	

COSTS

INSTRUCTIONAL COSTS	**EXPLANATION**		
Faculty Instructional Costs	Salary projection based on actual current faculty line funded by RC-DCE for Program Curriculum Development and course delivey	$ 90,200.00	
Faculty Costs with Benefits paid by RC-DCE	8 courses at $6,000/course	$ 48,000.00	
Continuing Program Curriculum development		0	
Faculty Instructional Costs paid by E&G		0	
E&G Faculty Costs with Benefits		0	
A&P Costs		0	
A&P Costs with Benefits		0	
USPS Costs		0	
USPS Costs with Benefits		0	
OPS Personnel	Graduate teaching assistant to research materials and resources for courses, provide program logistical and student support 20 hr X$12/hr X 50 weeks	$ 12,000.00	
Industry Professional		$ 10,000.00	
ASSISTANTSHIPS and FELLOWSHIPs		0	
LIBRARY			
OPERATING CAPITAL OUTLAY		0	
EXPENSES			
1 Tuition	Regular tuition deposited in the university trust fund and not used to directly support the program	$354,240.00	
	$328per credit hour x 18 credit hours x 60 students (No Ovhd)		
	$10.00 Annual ID Fee assessed to each student	$ 600.00	
	$18/SCH Distributed Learning fee	$19,440	
2 Teaching Enhancements annually	Software/Videos Create or purchase/Technical equipment	$ 2,500.00	
3 National Marketing and NCURA Program Promotion		$ 20,000.00	
4 Marketing	Promotional print materials to recruit students to the program, Website, Search Engines	$ 12,000.00	
5 Student Laptops	Provide each student a laptop with software customized to the curriculum	0	
6 Industrial Scholars	provide data for research and discuss case studies	0	
7 Other			
SUBTOTAL EXPENSES (sum of 1-7)		$ 568,980.00	
UCF AUXILIARY OVERHEAD CHARGE	8.15% of total expenses minus tuition fees and Distance Learning charge - Current UCF overhead charge applied to expenditures to recover costs from administrative and finance respective offices to provide support	$ 30,758.10	
Continuing Education Administrative Overhead Fee (8% of income)		$ 60,134.40	
TOTAL ALL COSTS (Instruction, OPS, Assistantships/Fellowships, Library, OCO, Expenses)		$ 659,872.50	
	Program Reserve	$ 91,807.50	
	College15%	$13,771.13	
Any loss to be covered by the following college and / or department account: 3528-0001	Department 85%	$ 78,036.38	

Signatures for: Budget approval	**Budget closure**
Dept.Chair	Dept.Chair
College Dean or Designee	College Dean or Designee
DCE Coordinator	DCE Coordinator
DCE Director	DCE Director
Academic Affairs	Academic Affairs

Notes: Program reserve max amount no more than 15% of gross revenue. 100% of Reserve to be used for faculty development at minimim enrollment. At greater than minimum enrollment, reserve to be split between student scholarships, faculty and program development and department operations

UNIVERSITY OF CENTRAL FLORIDA

Division of Continuing Education/College Initiated Professional Degree Programs

BUDGET FORM (Tuition Plus Fee Cost Recovery Programs) - YEAR 4

Account Number:		Faculty Contact: Dr. Mary Ann Feldheim	
Program Name:	Masters in University Research Administration	DCE Contact: Stephen Holmes/David Laney	
Program Dates:	August 2014- July 2015	Department: Public Administration/Chair: Mary Ann Feldheim	
Location:	UCF Orlando Campus	College: COHPA	
Max Enroll: 30	Min Enroll: 30	Est Enroll: 30	

REFUND POLICY :

Approval Dates:	OPENING BUDGET :	CLOSING BUDGET	REVISION

GROSS REVENUES

				Proposed	Actual
$ 6,228.00	30	Grp 3 Yr 2 Tuition charges (current resident/non-resident tuition @$328/SCH X 18 SCH + $18/SCH Distance Learning fee)		$ 186,840.00	
$ 6,228.00	30	Grp 4 Yr 1 Tuition charges (current resident,non-resident tuition @$328/SCH X 18 SCH + $18/SCH Distance Learning fee)		$ 186,840.00	
		Estimated SCH generation (if applicable)		1080	
$ 6,300.00	30	Grp 3 Yr 2 Additional Program Fees to cover add'l expenditures		$ 189,000.00	
$ 6,300.00	30	Grp 4 Yr 1 Additional Program Fees- to cover addt'l expenditures		$ 189,000.00	
	TOTAL ALL REVENUE			$ 751,680.00	

COSTS

INSTRUCTIONAL COSTS	**EXPLANATION**			
Faculty Instructional Costs	Salary projection based on actual current faculty line funded by RC-DCE for Program Curriculum Development and course delivey		$ 90,200.00	
Faculty Costs with Benefits paid by RC-DCE Continuing Program Curriculum development	8 courses at $6,000/course		$ 48,000.00	
			0	
Faculty Instructional Costs paid by E&G			0	
E&G Faculty Costs with Benefits			0	$90,200
A&P Costs			0	
A&P Costs with Benefits			0	
USPS Costs			0	
USPS Costs with Benefits			0	
OPS Personnel	Graduate teaching assistant to research materials and resources for courses, provide program logistical and student support 20 hr X$12/hr X 50 weeks		$ 12,000.00	
Industry Professional			$ 10,000.00	
ASSISTANTSHIPS and FELLOWSHIPs			0	
LIBRARY				
OPERATING CAPITAL OUTLAY			0	
EXPENSES				
1 Tuition	Regular tuition deposited in the university trust fund and not used to directly support the program		$354,240.00	
	$328per credit hour x 18 credit hours x 60 students (No Ovhd)			
	$10.00 Annual ID Fee assessed to each student		$ 600.00	
	$18/SCH Distributed Learning fee		$19,440	
2 Teaching Enhancements annually	Software/Videos Create or purchase/Technical equipment		$ 2,500.00	
3 National Marketing and NCURA Program Promotion			$ 20,000.00	
4 Marketing	Promotional print materials to recruit students to the program, Website, Search Engines		$ 12,000.00	
5 Student Laptops	Provide each student a laptop with software customized to the curriculum		0	
6 Industrial Scholars	data for research and discuss case studies		0	
7 Other				
SUBTOTAL EXPENSES (sum of 1-7)		$	$ 568,980.00	
UCF AUXILIARY OVERHEAD CHARGE	8.15% of total expenses minus tuition fees and Distance Learning charge - Current UCF overhead charge applied to expenditures to recover costs from administrative and finance respective offices to provide support		$ 30,758.10	
Continuing Education Administrative Overhead Fee (8% of income)			$ 60,134.40	
TOTAL ALL COSTS (Instruction, OPS, Assistantships/Fellowships, Library, OCO, Expenses)			$ 659,872.50	
		Program Reserve	$ 91,807.50	
		College 15%	$13,771.13	
Any loss to be covered by the following college and / or department account: 3528-0001		Department 85%	$ 78,036.38	

Signatures for: Budget approval	**Budget closure**
Dept.Chair	Dept.Chair
College Dean or Designee	College Dean or Designee
DCE Coordinator	DCE Coordinator
DCE Director	DCE Director
Academic Affairs	Academic Affairs

Notes: Program reserve max amount no more than 15% of gross revenue. 100% of Reserve to be used for faculty development at minimim enrollment. At greater than minimum enrollment, reserve to be split between student scholarships, faculty and program development and department operations

UNIVERSITY OF CENTRAL FLORIDA

Division of Continuing Education/College Initiated Professional Degree Programs

BUDGET FORM (Tuition Plus Fee Cost Recovery Programs) - YEAR 5

Account Number:		Faculty Contact: Dr. Mary Ann Feldheim	
Program Name:	Masters in University Research Administration	DCE Contact: Stephen Holmes/David Laney	
Program Dates:	August 2014- July 2015	Department: Public Administration/Chair: Mary Ann Feldheim	
Location:	UCF Orlando Campus	College: COHPA	
Max Enroll: 30	Min Enroll: 30	Est Enroll: 30	

REFUND POLICY :

Approval Dates:	OPENING BUDGET :	CLOSING BUDGET	REVISION

GROSS REVENUES

				Proposed	Actual
$ 6,228.00	30	Grp 4 Yr 2 Tuition charges (current resident/non-resident tuition @$328/SCH X 18 SCH + $18/SCH Distance Learning fee)		$ 186,840.00	
$ 6,228.00	30	Grp 5 Yr 1 Tuition charges (current resident,non-resident tuition @$328/SCH X 18 SCH + $18/SCH Distance Learning fee)		$ 186,840.00	
		Estimated SCH generation (if applicable)		1080	
$ 6,300.00	30	Grp 4 Yr 2 Additional Program Fees to cover add'l expenditures		$ 189,000.00	
$ 6,300.00	30	Grp 5 Yr 1 Additional Program Fees- to cover addt'l expenditures		$ 189,000.00	
	TOTAL ALL REVENUE			$ 751,680.00	

COSTS

INSTRUCTIONAL COSTS	**EXPLANATION**			
Faculty Instructional Costs	Salary projection based on actual current faculty line funded by RC-DCE for Program Curriculum Development and course delivey		$ 90,200.00	
Faculty Costs with Benefits paid by RC-DCE Continuing Program Curriculum development	8 courses at $6,000/course		$ 48,000.00	
			0	
Faculty Instructional Costs paid by E&G			0	
E&G Faculty Costs with Benefits			0	$90,200
A&P Costs			0	
A&P Costs with Benefits			0	
USPS Costs			0	
USPS Costs with Benefits			0	
OPS Personnel	Graduate teaching assistant to research materials and resources for courses, provide program logistical and student support 20 hr X$12/hr X 50 weeks		$ 12,000.00	
Industry Professional			$ 10,000.00	
ASSISTANTSHIPS and FELLOWSHIPs			0	
LIBRARY				
OPERATING CAPITAL OUTLAY			0	
EXPENSES				
1 Tuition	Regular tuition deposited in the university trust fund and not used to directly support the program		$354,240.00	
	$328per credit hour x 18 credit hours x 60 students (No Ovhd)			
	$10.00 Annual ID Fee assessed to each student		$ 600.00	
	$18/SCH Distributed Learning fee		$19,440	
2 Teaching Enhancements annually	Software/Videos Create or purchase/Technical equipment		$ 2,500.00	
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Analysis Summary for New Degree Authorization

	Criteria	Proposal Response to Criteria
1.	The goals of the program are aligned with the university's mission and relate to specific institutional strengths.	Met with Strength ____ Met ____ Met with Weakness ____ Unmet ____
2.	If there have been program reviews or accreditation activities in the discipline or related disciplines pertinent to the proposed program, the proposal provides evidence that progress has been made in implementing the recommendations from those reviews.	Met with Strength ____ Met ____ Met with Weakness ____ Unmet ____
3.	The proposal describes an appropriate and sequenced course of study. Admissions and graduation criteria are clearly specified and appropriate. The course of study and credit hours required may be satisfied within a reasonable time to degree. In cases in which accreditation is available for existing bachelor's or master's level programs, evidence is provided that the programs are accredited or a rationale is provided as to the lack of accreditation.	Met with Strength ____ Met ____ Met with Weakness ____ Unmet ____
4.	Evidence is provided that a critical mass of faculty members is available to initiate the program based on estimated enrollments, and that, if appropriate, there is a commitment to hire additional faculty members in later years, based on estimated enrollments. For doctoral programs, evidence is provided that the faculty members in aggregate have the necessary experience and research activity to sustain a doctoral program.	Met with Strength ____ Met ____ Met with Weakness ____ Unmet ____
5.	Evidence is provided that the necessary library volumes and serials; classroom, teaching laboratory, research laboratory, office, and any other type of physical space; equipment; appropriate fellowships, scholarships, and graduate assistantships; and appropriate clinical and internship sites are sufficient to initiate the program.	Met with Strength ____ Met ____ Met with Weakness ____ Unmet ____

	Criteria	Proposal Response to Criteria
6.	Evidence is provided that there is a need for more people to be educated in this program at this level. For all degree programs, if the program duplicates other degree programs in Florida, a convincing rationale for doing so is provided. The proposal contains realistic estimates of headcount and FTE students who will major in the proposed program and indicates steps to be taken to achieve a diverse student body.	Met with Strength ____ Met ____ Met with Weakness ____ Unmet ____
7.	The proposal provides a complete and realistic budget for the program, which reflects the text of the proposal, is comparable to the budgets of similar programs, and provides evidence that, in the event that resources within the institution are redirected to support the new program, such a redirection will not have a negative impact on undergraduate education. The proposal demonstrates a judicious use of resources and provides a convincing argument that the output of the program justifies the investment.	Met with Strength ____ Met ____ Met with Weakness ____ Unmet ____
8.	The proposal provides evidence that the academic unit(s) associated with this new degree have been productive in teaching, research, and service.	Met with Strength ____ Met ____ Met with Weakness ____ Unmet ____