



**UNIVERSITY OF FLORIDA BOARD OF TRUSTEES
COMMITTEE ON EDUCATIONAL POLICY AND STRATEGY
COMMITTEE MINUTES**

March 31, 2016

President's Room 215B, Emerson Alumni Hall

University of Florida, Gainesville, Florida

Time Convened: 1:42 p.m., EDT

Time Adjourned: 3:15 p.m. EDT

1.0 Verification of Quorum

After a roll call Vice President, General Counsel and University Secretary Jamie Lewis Keith confirmed a quorum, with all members present.

2.0 Call to Order and Welcome

Committee Chair, David M. Thomas called the meeting to order at 1:42 p.m. EDT and welcomed the Committee members and all those in attendance. Committee Chair Thomas particularly welcomed new Trustees Marsha Powers, Leonard (Len) Johnson, and Morteza (Mori) Hosseini.

Committee Members present were:

David M. Thomas (Chair), David L. Brandon, Paul W. Davenport, James W. Heavener, Morteza (Mori) Hosseini, Leonard H. Johnson, Joselin Padron-Rasines, Rahul Patel, Marsha D. Powers, Jason J. Rosenberg, Steven M. Scott, Robert G. Stern, Anita G. Zucker

Others present were:

W. Kent Fuchs, President; Winfred Phillips, Executive Chief of Staff; Joseph Glover, Provost and Senior Vice President for Academic Affairs; Charles Lane, Senior Vice President and Chief Operating Officer; David Guzik, Senior Vice President for Health Affairs and President of UF Health; Jack Payne, Senior Vice President for Agriculture and Natural Resources; David Kratzer, Vice President for Student Affairs; Zina Evans, Associate Provost and Vice President for Enrollment Management; Jamie Lewis Keith, Vice President, General Counsel and University Secretary; other members of the President's Cabinet; Janine Sikes, Assistant Vice President for Media Relations and Public Affairs; Melissa Orth, Senior Director, Government Relations; Sandy Mitchell, Senior Administrative Assistant; Becky Holt, Executive Assistant; and other members of the University community and members of the media.

3.0 Review and Approval of Minutes

The Committee Chair asked for a motion to approve the minutes of the November 30, 2015 and December 3, 2015 committee meetings, which was made by Trustee Heavener and Seconded by Trustee Zucker. The Chair asked for further discussion, after which he asked for all in favor of the motion and any opposed and the motion was approved unanimously.

4.0 Public Comment

There were no requests for public comment.

The Committee considered the following Action Items:

5.0 Action Items

Committee Chair Thomas noted that a conference call/meeting to prepare for the March 31 Committee on Educational Policy and Strategy meeting was held on March 18, 2016, where all items were presented as information. He then asked Provost Glover to present the following Action Items:

EP1. Tenure Upon Hire

Provost Glover noted there were four tenure upon hire cases that he recommended to the Committee and Board for approval. He noted that tenure applies only to the academic appointment and not to any administrative appointment, although both are noted. He presented the names and appointments of each tenure upon hire case, and asked if the Committee wanted him to review their biographies or had any questions.

1. Dr. Ilaria Capua- College of Agricultural and Life Sciences
Professor, Animal Science and Director for Center of Excellence in One Health
2. Dr. Edzard van Santen-College of Agricultural and Life Sciences
Professor, Agronomy
3. Dr. Dorothy Espelage-College of Liberal Arts and Sciences
Professor, Psychology
4. Dr. John Stanton-College of Liberal Arts and Sciences
Professor, Chemistry

The Committee Chair asked for a motion to approve Action Item EPI, which was made by Trustee Heavener and Seconded by Trustee Scott, for recommendation to the Board for its approval on the Consent Agenda. The Chair asked for further discussion, of which there was none. The Chair then asked for all in favor of the motion and any opposed and the motion was approved unanimously.

EP2. New Degrees

Provost Glover noted that the Committee is asked to approve for recommendation to the Board of Trustees for its approval on the Consent Agenda two new degree programs: the Doctor of

Philosophy in Youth Development and Family Sciences (which is truly new) and the MS/MA in Fire and Emergency Sciences (which is a reactivated program).

The Committee Chair asked for a motion to approve Action Item EP2 which was made by Trustee Brandon and Seconded by Trustee Powers for recommendation to the Board for its approval on the Consent Agenda. The Chair asked for further discussion, of which there was none. The Chair then asked for all in favor of the motion and any opposed and the motion was approved unanimously.

EP3. New Type III Campus

Provost Glover noted the Committee is asked to approve for recommendation to the Board of Trustees for its approval on the Consent Agenda a new Type III Campus for the College of Nursing at the UF Health Science Center Jacksonville campus. The other institutions of higher education in Jacksonville are supportive because the demand for programs in nursing is high.

The Committee Chair asked for a motion to approve Action Item EP3 which was made by Trustee Heavener and Seconded by Trustee Scott for recommendation to the Board for its approval on the Consent Agenda. The Chair asked for further discussion, of which there was none. The Chair then asked for all in favor of the motion and any opposed and the motion was approved unanimously.

EP4. Degree Program Termination

Provost Glover noted the proposed termination of the B.S. in Packaging Science degree program in the College of Agricultural and Life Sciences. There has been no student enrollment in the program since fall 2011, and the department cannot support the infrastructure for this program due to faculty retirement and attrition. An elective course that covers a portion of the program and a minor in packaging science are still offered. The College and Faculty Senate have approved the termination.

The Committee Chair asked for a motion to approve Action Item EP4 which was made by Trustee Brandon and Seconded by Trustee Scott for recommendation to the Board for its approval on the Consent Agenda. The Chair asked for further discussion, of which there was none. The Chair then asked for all in favor of the motion and any opposed and the motion was approved unanimously.

EP5. Honorary Degrees

Provost Glover stated that the Committee is asked to approve for recommendation to the Board of Trustees for its approval on the Consent Agenda, two honorary degrees: Doctor of Music for renowned American composer, Libby Larsen, and Doctor of Humane Letters for Nobel Prize winning economist and Harvard University professor, Dr. Eric S. Maskin. The Senate Committee and President approved the awarding of these honorary degrees for recommendation to the Trustees.

The Committee Chair asked for a motion to approve Action Item EP5 which was made by Trustee Rosenberg and Seconded by Trustee Heavener for recommendation to the Board for its approval

on the Consent Agenda. The Chair asked for further discussion, of which there was none. The Chair then asked for all in favor of the motion and any opposed and the motion was approved unanimously.

EP6. UF Regulations

Vice President, General Counsel and University Secretary Jamie Lewis Keith noted that on the March 18th call, she reviewed each proposed amendment to the University's regulations and the Committee asked any questions it had at that time. Ms. Keith offered to review each amendment again, as a new Trustee was appointed since that time and the Committee concurred.

1.006 Non-Discrimination/Harassment/Invasion of Privacy Policies

This amendment to the University's anti-discrimination and harassment regulation corrects an internal inconsistency that is a remnant of an old version of the regulation by removing the requirement that supervisors be disciplined for failing to investigate sexual harassment. Under the current regulation, that is Human Resource Services' responsibility and supervisors are required to report (but should not investigate) such harassment.

2.004 Use of University Facilities: Definitions, Priorities In Use; General Restrictions on Use

The amendment clarifies the meaning of "private function," as used in other UF regulations (2.004 through 2.020) relating to use of UF property, by adding a requirement to the definition of "private function" that to be "private," it must be held in a defined and/or controlled access space.

2.005 Use of University Facilities, Outdoor Areas

The amendment to this regulation codifies existing practices that the Department of Recreational Sports may schedule use of facilities under its management in accordance with policies located on its website, and that approvals to use electronically amplified sound in outdoor areas by student groups and organizations are granted by the Department of Student Activities and Involvement, while such approvals for other persons, groups or organizations are granted by the Office of the Vice President for Business Affairs.

2.016 Public Functions Policy; Use of Campus lands; Camping

The amendment to this regulation codifies existing practices that student groups and organizations obtain approval for use of temporary structures, including tents, solely through the Department of Student Activities and Involvement. A new requirement provides that approved temporary structures, including tents, must comply with relevant health and safety policies established by the Division of Environmental Health and Safety, in the Office of the Vice President for Business Affairs.

2.019 Alcoholic Beverages

The amendments to this regulation, which governs alcohol, include: (a) clarifying, without changing, a number of provisions, such as the applicability of subsections (1) (for sale of alcohol), (2) (for service, consumption and possession, but not sale, of alcohol, e.g., at functions and events), and (3) (for special permission to sell, serve, consume and possess alcohol when

otherwise not permitted by subsections (1) and (2)), (b) codifying existing practice by specifying the Vice President for Business Affairs as the President's designee for granting special permission under subsection (3), (c) adding two club lounges (but not club seats) at the O'Connell Center during basketball games and two club lounges (but not club seats) at the Ben Hill Griffin Stadium during football games, as locales where alcohol may be sold when the lounges are open for food service, subject to conditions, (d) codifying existing practice that, subject to conditions, alcohol may be served (not sold) at the F-Club, e.g., during functions, and Touchdown Terrace dens (adding these locales to those already on the list in the regulation), (e) specifying certain approvals required and conditions imposed under various subsections of the regulation, including but not limited to the requirement for the President's approval of (i) conditions for sale of alcohol in the lounges referenced in (c), (ii) service, consumption and possession of alcohol in association with any "competition, performance or demonstration event" (athletic or other) under subsection (2) of the regulation—except that the already-existing privilege of serving (not selling) alcohol in Stadium boxes, suites on level 6 and level 7, and Touchdown Terrace dens is preserved, and (iii) the sale, service, consumption and possession of alcohol in association with any competition, demonstration or performance event given special permission under subsection (3) of the regulation in any athletic facility, or in any other locale with occupancy of 5,000 or more, and (f) providing a definition of "in association with" (before, during and—except as otherwise provided--following).

7.003 Academic Personnel Employment Plan: Academic Appointment Status Modifiers, Academic-Administrative Classification Titles, and Faculty Award Titles

There are a number of different types of academic appointments and this amendment creates a new appointment status modifier for non-tenure eligible faculty, "Of Practice," which may be used in conjunction with the faculty title "professor" for senior faculty appointments (and may not be used with the modifiers "Research" or "Clinical"). This field-specific rank is for individuals who demonstrate a national or international record of distinction in non-academic achievement pertinent to the position, and have demonstrated applied and practical professional experience relevant to the goals of the academic unit in which she or he will be employed.

7.041 Methods for Review and Resolution of Faculty Grievances

The amendment to this regulation retains the methods by which faculty who are not in the union may resolve a dispute--grievance, informal resolution and mediation—but requires a faculty member to opt for either mediation or filing a grievance, not both. Mediation and grievance procedures are time consuming processes and it is in the individual's and UF's interest to resolve disputes without the delays that come from use of multiple processes for a single dispute.

7.042 University Grievance Procedure for Faculty and Postdoctoral Associates: Definitions, General Information, and Procedures

The amendment to this regulation makes a clarifying change to subparagraph (4)(b)2d of a grievance procedure that permits a faculty member in the Health Center or IFAS (not in the union) to appeal a grievance decision by an applicable dean or director to the Senior Vice President for Health Affairs or the Senior Vice President for Agricultural Affairs respectively. The amendment clarifies that the applicable Senior Vice President will review the appeal under the same

procedures utilized by a dean or director, and not the procedures utilized by a grievance committee. Also, the amendment modifies how arbitrators are selected if a grievance proceeds to arbitration, by providing for arbitrators to be selected from the University's panel of qualified and certified arbitrators who are utilized in arbitrations with faculty in the union, USPS and TEAMS employees and who are also on American Arbitration Association (AAA) panels. This eliminates the need for the faculty member and University to incur the unnecessary cost of paying the AAA fee, while providing for well-qualified arbitrators.

3.054 Appointment; Technical, Executive, Administrative, and Managerial Support and University Support Personnel System Staff

The amendment to this regulation creates consistency in appointment conditions for salaried and hourly TEAMS employees by creating a 6-month probationary period for newly hired salaried TEAMS employees, as already exists for hourly TEAMS employees.

3.025 Lease of Space

The amendments to this regulation concern technical requirements for leasing space, removing a reference to a statutory provision that no longer exists and replacing it with language from a related statutory section that addresses the same subject matter; clarifying that only certain portions of Chapter 255, Florida Statutes are applicable to University leases; correcting an internal inconsistency in the method of space measurement; and updating cites to the most recent space allocation authority document.

Technical Changes have been made to certain regulations (such as updating office names, position titles, correcting typographical errors, updating from Rules to Regulations format and replacing outdated forms) that do not require Board of Trustees action:

2.0031	Identification Card Program
2.008	Use of University Facilities; Instructional Space; Use of P.K. Yonge Developmental Research School Facilities and Grounds
2.0151	Promotional Trade-Outs, Giveaways, In-Kind Exchanges
2.0162	Skateboards, Rollerskates, Inline Skates or Similar Devices
2.0171	Use of University Facilities by Academic Professional Organizations
2.022	No Smoking and Tobacco Use
3.0031	Volunteers

The Committee Chair asked for a motion to approve Action Item EP6 which was made by Trustee Heavener and Seconded by Trustee Scott for recommendation to the Board for its approval on the Consent Agenda. The Committee Chair asked for further discussion, of which there was none. The Committee Chair then asked for all in favor of the motion and any opposed and the motion was approved unanimously.

EP8. Facility Security Clearance

Vice President for Research David Norton explained that the University receives classified information in connection with some research, and the Department of Defense requires that security cleared officials be responsible for receiving and managing the information. The

Committee is asked to approve for recommendation to the Board of Trustees for its approval on the Consent Agenda an update of the Board's existing resolution to reflect changes in the composition of the UF Board. The resolution avoids the need for all Trustees to obtain security clearances, by instead continuing to rely on the President and Vice President for Research as a management committee chaired by the Vice President for Research, which maintains the necessary clearance to receive classified information and oversee the related programs. Every time a new Trustee is appointed, the Department of Defense requires an update of this action if individual Trustees and officials are not to be security cleared.

The Committee Chair asked for a motion to approve Action Item EP8, which was made by Trustee Scott and Seconded by Trustee Brandon for recommendation to the Board for its approval on the Consent Agenda. The Committee Chair asked for further discussion, of which there was none. The Committee Chair then asked for all in favor of the motion and any opposed and the motion was approved unanimously.

The following Discussion/Informational Items were addressed by the Committee:

6.0 Discussion/Informational Items

Committee Chair David Thomas asked Provost Glover to address the first Discussion/Informational Item, and asked each presenter to address the topics in turn.

6.1 Ready, Set, Work: Strategies for Enhancing Job Opportunities for Students

President Fuchs noted that the two handouts, which are attached to these minutes, were sent to each Trustee in December and January when they were sent to the Governor. These letters were written in response to the challenge by the Governor regarding graduates pursuing employment. President Fuchs highlighted the important role UF plays in the state in terms of creating and providing jobs and informing the students and families about career prospects during orientation (UF Preview). The President indicated that UF must help educate the workforce by providing opportunities for students to study in high-demand areas— finance, business and STEM--and providing education on how to be successful in careers, including resume writing, non-credit skill-building courses and connecting students with employers/companies. The proposed skill modules include finance and accounting (a "mini-MBA"), coding and communications and writing.

The University is also hiring more career resource individuals and assigning career resource staff to key colleges. Currently Engineering, CLAS, Journalism and CALS have dedicated career resource staff, and PHHP, Business and Veterinary Medicine will have staff assigned soon.

Trustee Thomas asked whether the University is eliminating courses that are under-performing. Provost Glover indicated that there is a group of Provosts from the SUS that review the degrees every year. New and termination of degrees are recommended by this BOG Committee. President Fuchs indicated that the UF Board of Trustees terminates degrees at many meetings.

Provost Glover indicated the Provosts look at productivity thresholds, with special attention paid to bachelor degrees that are below the threshold.

6.2 Admissions Update – Vice President for Enrollment Management Zina Evans presented an overview of the 2016 Freshmen Admission for Summer, Fall, Innovation Academy, and PACE confirmations. Vice President Evans noted that there are approximately 2,100 students in the PACE program. Trustee Thomas asked how many PACE students have moved to Gainesville and Vice President Evans indicated that 15% have moved to Gainesville.

Provost Glover noted that he asked Vice President Evans for the total number of residential students we have at UF. There are approximately 42,000 residential students and 7,000 non-residential students at the University of Florida. Trustee Stern asked how many PACE students applied last year, and Vice President Evans indicated 270. Provost Glover indicated he thought more students would apply since there has been more information available to students about the program this year.

Trustee Thomas asked whether the qualifications for the PACE program were different? Vice President Evans indicated that the admission process is the same whether residential or online. We always have more students than we can accommodate. There are 60 majors in PACE. Provost Glover indicated that the majors are filled in where there was capacity.

Student Body President Padron-Rasines asked what is the goal of the number of students to be enrolled in PACE? Vice President Evans indicated that 500 was the goal but that they were trying to figure out what type of student wants to go into PACE so that the University can start targeting those groups.

Trustee Thomas asked whether there was any change to the diversity. Vice President Evans indicated that the group is quite diverse with Hispanics on the rise; there is a focus on encouraging increases in African American enrollment. Vice President Evans indicated her office is increasing outreach regionally in Texas and California, among other efforts.

6.3 Faculty Senate Update – Faculty Senate Chair Paul Davenport provided his report and expressed his enthusiasm for serving on the Board over the last year. He indicated that his successor, Nicole Stedman, will be an outstanding leader of the faculty.

6.4 Student Government Update – Student Body President Joselin Padron-Rasines gave a presentation highlighting the accomplishments and initiatives of Student Government. She expressed her enthusiasm for serving all students during the time she has served on the Board. She indicated that her successor, Susan Webster, would continue to move Student Government forward.

Provost Glover stated that the following information items were reviewed during the conference call/meeting held on March 18 in preparation for the March 31st meeting and that all items have

been approved by the Faculty Senate. They do not require Board action but were presented for information.

6.5 New Center/Institutes

6.5.1 University of Florida Engineering Innovation Institute

6.5.2 University of Florida STEM Translational Communication Center

6.5.3 University of Florida Biodiversity Institute – Provost Glover indicated that this Institute was made possible with an anonymous gift from a current faculty member in the amount of \$20 million and Pam Soltis is the Director of this Institute.

6.6 UF Innovation Station/Special Purpose Site – Provost Glover indicated that the College of Engineering will be leasing space in Sarasota County.

6.7 Capital Improvement Trust Fund (CITF) – Vice President for Student Affairs David Kratzer stated that the University received notice from the Board of Governors that the University would be receiving \$8 million in CITF. The Finance and Facilities Committee will discuss how the money will be spent at the June meeting:

\$2.5 million expansion project for the Career Resource Center

\$3.3 million renovation of the Institute of Black Culture and the Institute of Hispanic Culture. The proposed renovations will preserve the iconic look of the exteriors while providing modern interiors. Vice President Kratzer thanked Vice President Reynolds and Student Body President Padron-Rasines for their input into the planned renovations.

6.8 UF Annual Accountability Report 2014-2015

Provost Glover reviewed pages 2-4 of the Accountability Report and encouraged each Trustee to go through the dashboard which each University is required to create.

Provost Glover noted the performance funding metrics are as follows:

There are 10 metrics on a 10 point scale and if an institution scores below 50, it does not receive any funding. Many universities scored above 50 which means they do not lose their base funding. If a university scores below 3 there is no performance funding. On metric #10, other universities chose metrics they were certain to achieve and scored a 10. The University of Florida chose a stretch metric (increase in total research funding) and scored a 7. By doing so, the University of Florida acknowledged its existing strength, as well as its sincere commitment to do the hard work to advance in this area. The Chief Financial Officer for the BOG complimented UF for choosing a stretch metric. New Trustee and former BOG Chair, Mori Hosseini, indicated that this action by UF got the attention of the Board of Governors because the University demonstrated its seriousness to advance. President Fuchs noted that the University continued to receive the most funding under the BOG's formula.

6.9 Name Change: Department of Soil and Water Sciences

Provost Glover noted that an “s” has been added to “Science” in the Department of Soil and Water Sciences’ name, making “Science” plural, because multiple scientific disciplines are

covered. This is so minor a change, in the nature of correcting a scrivener's error, that a formal process is unwarranted. The Committee concurred.

Provost Glover asked if there were any questions and there were none.

7.0 New Business

Committee Chair Thomas asked if there was any other business for the Committee.

Vice President, General Counsel and University Secretary Jamie Lewis Keith noted for all Trustees' information that the Governance Committee was being asked by Board Chair Scott, President Fuchs and Provost Glover to disband the Strategic Initiatives Committee and to fold its purpose—of “focused consideration of a few strategic initiatives that are important for the University's advancement, contributions and future strength”—into the Educational Policy and Strategy Committee, to rename the Committee the “Educational Policy and Strategic Initiatives Committee,” and to devote a segment of the Committee's meeting to all Trustees having the opportunity to discuss important strategic initiatives when guidance or updates are timely. This will ensure that the purpose of the Strategic Initiatives Committee is not lost, but will allow a Committee of the whole Board to engage, without diminishing the time that the External Relations Committee has devoted to its agenda. Currently, External Relations and Strategic Initiatives must meet jointly to provide for the full Board to engage on these topics. This proposal also recognizes that updates and guidance are not ready or needed at every regular Board meeting.

8.0 Adjourn

After asking for any further discussion and hearing none, Committee Chair Thomas asked for a motion to adjourn, which was made by Trustee Stern and Seconded by Trustee Scott. The Committee Chair then asked for all in favor of the motion and any opposed and the motion was approved unanimously and the University of Florida Committee on Educational Policy and Strategy meeting was adjourned at 3:15 p.m. EDT.



UNIVERSITY OF FLORIDA BOARD OF TRUSTEES
COMMITTEE ON EDUCATIONAL POLICY AND STRATEGY
EXECUTIVE SUMMARY
March 31, 2016

The Committee will consider and act on the following Action Items:

- **EP1 – Tenure Upon Hire** – On the Provost’s recommendation, the Committee is asked to approve for recommendation to the Board of Trustees for its approval on the Consent Agenda, the granting of tenure commencing with the employment of four newly appointed faculty members who have been recommended to the Provost by their Chairs and Deans for tenure upon hire.
- **EP2 – New Degrees** – The Committee is asked to approve for recommendation to the Board of Trustees for its approval on the Consent Agenda two new degree programs: the Doctor of Philosophy in Youth Development and Family Sciences and the MS/MA in Fire and Emergency Sciences (reactivated).
- **EP3 – New Type III Campus** – The Committee is asked to approve for recommendation to the Board of Trustees for its approval on the Consent Agenda a new Type III Campus for the College of Nursing at the UF Health Science Center Jacksonville Campus.
- **EP4 – Degree Program Termination** – The Committee is asked to approve for recommendation to the Board of Trustees for its approval on the Consent Agenda the proposed termination of the B.S. in Packaging Science degree.
- **EP5 – Honorary Degrees** – The Committee is asked to approve for recommendation to the Board of Trustees for its approval on the Consent Agenda two honorary degrees: Doctor of Music for renowned American composer, Libby Larsen, and Doctor of Humane Letters for Nobel Prize winning economist, Eric S. Maskin.
- **EP6 – University of Florida Regulation Amendments** – The Committee’s recommendation to the Board of Trustees is requested for its approval on the Consent Agenda of the University of Florida Regulation Amendments as proposed.
- **EP8 – Facility Security Clearance; Exclusion of Certain Directors and Officers; Designation of Senior Managerial Group for Classified Information** – The Committee is asked to approve for recommendation to the Board of Trustees for its approval on the Consent Agenda the updated Board’s existing resolution to reflect changes in the composition of the UF Board, in order to avoid the need for Trustees to obtain security

clearances and to instead continue to rely on the President and Vice President for Research to maintain the necessary clearance to oversee such programs.

The Committee will address the following Discussion/Informational Items:

- Ready, Set, Work: Strategies for Enhancing Job Opportunities for Students—to be led by Provost Joseph Glover
- Admissions Update by Zina Evans, Vice President for Enrollment Management
- Faculty Senate Update by Paul Davenport, Faculty Senate Chair
- Student Government Update by Joselin Padron-Rasines, President of Student Government
- New Centers and Institutes by Joseph Glover, Provost
- Special Purpose Site by Joseph Glover, Provost
- Capital Improvement Trust Fund (CITF) by David Kratzer, Vice President for Student Affairs
- UF Annual Accountability Report 2014-2015 by Joseph Glover, Provost



UNIVERSITY OF FLORIDA BOARD OF TRUSTEES
COMMITTEE ON EDUCATIONAL POLICY AND STRATEGY
COMMITTEE AGENDA

March 31, 2016

~2:15 p.m. EDT

Emerson Alumni Hall, University of Florida, Gainesville, FL

Committee Members:

David M. Thomas (Chair), David L. Brandon, Paul W. Davenport, James W. Heavener, Leonard H. Johnson, Joselin Padron-Rasines, Rahul Patel, Marsha D. Powers, Jason J. Rosenberg, Steven M. Scott, Robert G. Stern, Anita G. Zucker

- 1.0 Verification of Quorum Jamie Lewis Keith, VP/General Counsel/University Secretary
- 2.0 Call to Order and Welcome David M. Thomas, Chair
- 3.0 Review and Approval of Minutes..... David M. Thomas, Chair
[November 30, 2015](#)
[December 3, 2015](#)
- 4.0 Public Comment..... David M. Thomas, Chair
- 5.0 Action Items David M. Thomas, Chair
[EP1. Tenure Upon Hire](#)..... Joseph Glover, Provost
[EP2. New Degrees](#) Joseph Glover, Provost
[EP3. New Type III Campus](#)..... Joseph Glover, Provost
[EP4. Degree Program Termination](#) Joseph Glover, Provost
[EP5. Honorary Degrees](#) Joseph Glover, Provost
[EP6. UF Regulations](#) Jamie Lewis Keith, Vice President and General Counsel
[EP8. Facility Security Clearance](#) David Norton, Vice President for Research
- 6.0 Discussion/Informational Items..... David M. Thomas, Chair
6.1 Ready, Set, Work: Strategies for Enhancing Job Opportunities for Students
W. Kent Fuchs, President
[6.2 Admissions Update](#) Zina Evans, Vice President for Enrollment Management
6.3 Faculty Senate Update Paul Davenport, Faculty Senate Chair
6.4 Student Government Update Joselin Padron-Rasines, President, Student Gov't

- 6.5 New Center/Institutes..... Joseph Glover, Provost
 [6.5.1 University of Florida Engineering Innovation Institute](#)
 [6.5.2 University of Florida STEM Translational Communication Center](#)
 [6.5.3 University of Florida Biodiversity Institute](#)

 [6.6 UF Innovation Station/Special Purpose Site](#) Joseph Glover, Provost
 [6.7 Capital Improvement Trust Fund \(CITF\)](#)David Kratzer, VP for Student Affairs
 [6.8 UF Annual Accountability Report 2014-2015](#) Joseph Glover, Provost
6.9 Name Change: Department of Soil and Water Sciences..... Joseph Glover, Provost

7.0 New BusinessDavid M. Thomas, Chair

8.0 AdjournDavid M. Thomas, Chair



**UNIVERSITY OF FLORIDA BOARD OF TRUSTEES'
COMMITTEE ON EDUCATIONAL POLICY AND STRATEGY
COMMITTEE MINUTES**

November 30, 2015

**Pre-Meeting/Telephone Conference Call Meeting
123 Tigert Hall, University of Florida, Gainesville, Florida**

Time Convened: 3:00P.M. EST

Time Adjourned: 3:30 P.M. EST

Verification of Quorum

After a roll call, a quorum was confirmed, with all members present except for Trustees Brandon, Corr, Rosenberg and Scott.

Call to Order and Welcome

Committee Chair David Thomas called the meeting to order at 3:00 p.m. EST.

Members present were:

David M. Thomas, Chair, Susan M. Cameron, Paul W. Davenport, Charles B. Edwards, James W. Heavener, Joselin Padron-Rasines, Rahul Patel, Robert G. Stern, Anita G. Zucker. Trustees Brandon, Corr, Rosenberg and Scott were unable to attend.

Others present were:

Provost and Senior Vice President for Academic Affairs Joseph Glover, Vice President for Student Affairs David Kratzer, Vice President, General Counsel and University Secretary Jamie Lewis Keith, other members of the President's Cabinet, Associate Provost Angel Kwolek-Folland, Associate Professor Mary Watt, Strategic Communications Director Donna Winchester, Executive Assistant Cheryl May, Executive Assistant Rebecca Holt, members of the University of Florida Community, and other members of the public and the media.

Review and Approval of Minutes

Committee Chair Thomas stated that the minutes will be revised for approval at the December 3, 2015 meeting.

Action Items

Committee Chair Thomas stated that no action would be taken; the conference call/meeting was for information purposes only to prepare for the December 3rd meeting. Committee Chair Thomas then asked Provost Joseph Glover to go through each item on the agenda for the December 3rd meeting and allow time for discussion.

EP1. Tenure Upon Hire

Provost Glover stated that a total of 90 preeminent faculty have accepted offers from UF. He then presented the three tenure upon hire cases, stating that all have been well-supported in the tenure process and he recommends all of them to the Trustees as follows:

- Gerritt Hoogenboom has been hired from Washington State University as a Professor in the Department of Agricultural and Biological Engineering in the College of Agricultural and Life Sciences.
- Nancy Hunt has been hired from the University of Michigan as a Professor in the Department of History in the College of Liberal Arts and Sciences.
- Anthony Maurelli has been hired from the Uniformed Services University of the Health Sciences/Bethesda, MD as a Professor in the Department of Environmental and Global Health in the College of Public Health and Health Professions.

Provost Glover asked if there were any questions and there were none.

EP2. New Degree Programs

Provost Glover noted that the following new degrees have been approved by the Faculty Senate and the President:

- (1) One new degree program has been submitted for approval from the College of Liberal Arts and Sciences:
 - a. Bachelor of Arts in Foreign Languages and Literature
- (2) One degree program has been submitted for approval from the College of Engineering:
 - a. Doctor of Philosophy in Human-Centered Computing
- (3) One degree program has been submitted for approval from the College of Public Health and Health Professions:
 - a. Limited Access Degree Program, Bachelor of Public Health

Provost Glover asked if there were any questions or comments. Trustee Padron-Rasines asked about the meaning of the limited access degree program. Provost Glover explained that this is a program with limited enrollment due to limited resources to support the program, but it provides an option for students who may choose other public health degree programs as well. So it is expanding the opportunities for students.

EP3. Degree Program Termination

Provost Glover noted that the College of Engineering had requested the termination of the Engineer Degree in Industrial and System Engineering. This termination was approved by the Faculty Senate because there has been little interest and no enrollment in the programs over the last approximately 10 years. He asked if there were any questions, and there were not.

Discussion/Informational Items

Committee Chair Thomas stated that the Discussion and Informational Items will be presented at the December 3, 2015 meeting.

Adjourn

After asking for further discussion and hearing none, Committee Chair Thomas thanked everyone for participating on the call. The Committee on Educational Policy and Strategy conference call/meeting was adjourned at 3:30 p.m. EST.



**UNIVERSITY OF FLORIDA BOARD OF TRUSTEES'
COMMITTEE ON EDUCATIONAL POLICY AND STRATEGY**

COMMITTEE MINUTES

DECEMBER 3, 2015

President's Room 215B, Emerson Alumni Hall

University of Florida, Gainesville, Florida

Time Convened: 3:42 P.M. EST

Time Adjourned: 4:56 P.M. EST

1.0 Verification of Quorum

Acting Committee Chair James W. Heavener asked Vice President, General Counsel and University Secretary Jamie Lewis Keith to verify a quorum of the Committee. Ms. Keith verified a quorum with all members present except Committee Chair and Board Vice Chair David Thomas.

2.0 Call to Order and Welcome

Acting Committee Chair Heavener called the meeting to order at 3:42 pm EST, and welcomed everyone in attendance.

Members Present were:

James W. Heavener (Acting Chair), David L. Brandon, Susan M. Cameron, Christopher T. Corr, Paul W. Davenport, Charles B. Edwards, Joselin Padron-Rasines, Rahul Patel, Jason J. Rosenberg, Steven M. Scott, Robert G. Stern, and Anita G. Zucker. Trustee David Thomas was unable to attend, but planned to attend the Board meeting on December 4th.

Others present were:

President W. Kent Fuchs, Provost and Senior Vice President for Academic Affairs Joseph Glover, Senior Vice President for Health Affairs David Guzik, Senior Vice President for Agriculture and Natural Resources Jack Payne, Senior Vice President and Chief Operating Officer Charles Lane, Vice President, General Counsel and University Secretary Jamie Lewis Keith, other members of the President's cabinet, Executive Assistant Cheryl May and Executive Assistant Rebecca Holt, members of the University of Florida community, and other members of the public and the media.

3.0 Review and Approval of Minutes

The Acting Committee Chair asked for a motion to approve the minutes of the September 4, 2015 and October 1, 2015 Committee meetings, which was made by Trustee Stern and Seconded by Trustee Brandon. The Acting Committee Chair asked for further discussion, after which he asked for all in favor of the motion and any opposed, and the motion was approved unanimously.

4.0 Public Comment

There were no requests for public comment.

The Committee considered the following Action Items:

5.0 Action Items

EP1. Tenure Upon Hire

Provost Glover updated the Trustees on the status of preeminence hires, stating that a total of 90 preeminent faculty members have accepted offers from UF. He then presented the three tenure upon hire cases, stating that all have been well-supported in the tenure process and he recommends all of them to the Trustees. The three cases are:

- Gerritt Hoogenboom has been hired from Washington State University as a Professor in the Department of Agricultural and Biological Engineering in the College of Agricultural and Life Sciences.
- Nancy Hunt has been hired from the University of Michigan as a Professor in the Department of History in the College of Liberal Arts and Sciences.
- Anthony Maurelli has been hired from the Uniformed Services University of the Health Sciences/Bethesda, MD as a Professor in the Department of Environmental and Global Health in the College of Public Health and Health Professions.

Acting Committee Chair Heavener asked for a motion to approve EP2-Tenure Upon Hire, which was made by Trustee Brandon and Seconded by Trustee Zucker, for recommendation to the Board for its approval on the Consent Agenda. The Acting Committee Chair asked for any discussion, of which there was none. The Acting Committee Chair then asked for all in favor of the motion and any opposed, and the motion was approved unanimously.

Acting Committee Chair James W. Heavener then asked Provost Glover to review the New Degree Programs and Terminations.

EP2. New Degree Programs

Provost Glover noted that the following new degrees have been approved by the Faculty Senate and the President:

- (1) One new degree program has been submitted for approval from the College of Liberal Arts and Sciences:
 - a. Bachelor of Arts in Foreign Languages and Literature

- (2) One degree program has been submitted for approval from the College of Engineering:
 - a. Doctor of Philosophy in Human-Centered Computing
- (3) One degree program has been submitted for approval from the College of Public Health and Health Professions:
 - a. Limited Access Degree Program, Bachelor of Public Health

Acting Committee Chair Heavener asked for a motion to approve EP2-New Degree Program, which was made by Trustee Edwards and Seconded by Trustee Davenport, for recommendation to the Board for its approval on the Consent Agenda. The Acting Chair asked for any discussion, of which there was none. The Acting Chair then asked for all in favor of the motion and any opposed and the motion was approved unanimously.

EP3. Degree Program Termination

Provost Glover noted that the College of Engineering had requested the termination of the Engineer Degree in Industrial and System Engineering. The termination was approved by the Faculty Senate because there had been little interest and no enrollment in the programs over the last approximately 10 years.

Acting Committee Chair Heavener asked for a motion to approve EP3-Degree Program Termination, which was made by Trustee Brandon and Seconded by Trustee Cameron, for recommendation to the Board for its approval on the Consent Agenda. The Acting Committee Chair asked for any discussion, of which there was none. The Acting Committee Chair then asked for all in favor of the motion and any opposed, and the motion was approved unanimously.

6.0 Discussion/Informational Items

Acting Committee Chair Heavener turned the Committee's attention to the information items. He asked each presenter to address a topic in turn:

6.1 Admissions Update – Vice President for Enrollment Management Zina Evans noted that applications are up by 4% over last year among both in-state and out-of-state applicants; the applicant pool is 57% female and the GPA average is over 4.0.

6.2 Faculty Senate Update – Faculty Senate Chair Paul Davenport provided an update on the faculty initiatives and priorities.

6.3 Student Government Update – Student Body President Joselin Padron-Rasines distributed a pamphlet highlighting the accomplishments and initiatives of Student Government.

Provost Glover provided information about programs and center name changes. All have been approved by the Faculty Senate and do not require Board action.

6.4 New Centers/Institutes

6.4.1 Center for Respiratory Research and Rehabilitation

6.4.2 Institute for Sustainable Food Systems

6.5 Update on Athletic Fee

Athletic Director Jeremy Foley gave a PowerPoint presentation, informing the Trustees that there have been no increases in the student athletic fee for 16 years and the need exists for a modest adjustment in the future. The Trustees were not being asked to act on an increase at this time. The Trustees commended Athletic Director Foley on his fiscal management.

7.0 New Business

Acting Committee Chair Heavener asked if there was any new business for the Committee.

Vice President, General Counsel and University Secretary Jamie Lewis Keith noted that the Board dinner was to be held at the new, state-of-the-art Harrell Medical Education Building, with cocktails and tours being provided first in the Building's Dr. Steven M. Scott and Rebecca J. Scott Commons. Immediate past student body president and trustee, Cory Yeffet, who was unable to join the Trustees in June, was to attend the dinner to be recognized for his service.

8.0 Adjourn

After asking for any further discussion and hearing none, Acting Committee Chair Heavener asked for a motion to adjourn, which was made by Trustee Corr, and Seconded by Trustee Davenport and, with no further discussion desired, the motion was passed unanimously and the University of Florida Committee on Educational Policy and Strategy was adjourned at 4:56 p.m. EST.

Approved by
Faculty Senate
on 1/28/16

Board of Governors, State University System of Florida

Request to Offer a New Degree Program

(Please do not revise this proposal format without prior approval from Board staff)

University of Florida

Fall, 2017

University Submitting Proposal

Proposed Implementation Term

College of Agricultural and Life Sciences

Department of Family, Youth and Community
Sciences

Name of College(s) or School(s)

Name of Department(s)/ Division(s)

Youth Development and Family Sciences

Doctor of Philosophy

Academic Specialty or Field

Complete Name of Degree

19.0707

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.

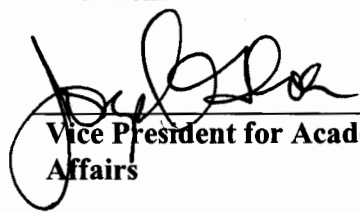
**Date Approved by the University Board of
Trustees**


President

2-11-16
Date

**Signature of Chair, Board of
Trustees**

Date


Vice President for Academic
Affairs

2/9/16
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 in Appendix A. Indicate the program costs for the first and the fifth years of implementation as shown in the appropriate columns in Table 2 in Appendix A. Calculate an Educational and General (E&G) cost per FTE for Years 1 and 5 (Total E&G divided by FTE).

Implementation Timeframe	Projected Enrollment (From Table 1)	
	HC	FTE
Year 1	4	2.75
Year 2	8	5.75
Year 3	12	8.75
Year 4	16	11.75
Year 5	20	14.75

Projected Program Costs (From Table 2)				
E&G Cost per FTE	E&G Funds	Contract & Grants Funds	Auxiliary Funds	Total Cost
43,272	118,998	60,000	73,293	252,291
16,253	239,734	150,000	176,278	566,012

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. Tables 1 through 4 are to be included as Appendix A and not reproduced within the body of the proposals because this often causes errors in the automatic calculations.

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 proposed PhD in Youth Development and Family Sciences will be administered in the University of Florida's Department of Family, Youth and Community Sciences, College of Agricultural and Life Sciences. The proposed PhD program is a research degree designed to train future faculty members and researchers to conduct high impact research and instruction that addresses problems, issues and needs that emerge from the interactions among youth, their families, and the communities in which they live. Research in this field answers questions related to how human growth and development, interpersonal and family processes and systems, and community contexts influence behavioral, psychosocial, and socio-emotional well-being of children, adolescents and emerging adults. The proposed doctoral program in Youth Development and Family Sciences will further our understanding of these dynamics and will examine intervention and prevention activities designed to improve well-being and resilience via rigorous quantitative and mixed research methods and design. Youth Development and Family Sciences (YDFS) is an integrated discipline that has evolved from foundational academic programs in Human Development and Family Studies (HDFS), Youth Development (YD), and Community Sciences (CS). Historically, schools that have housed these disciplines evolved from home economics, which became known as family and consumer sciences in the 1990s. Many schools and academic departments have integrated HDFS, YD and CS in various combinations as the social and human sciences have continued to evolve at institutions of higher education around the country. This has created a growing demand for graduates of doctoral programs who can teach and conduct research in the youth, family and community sciences, and for students prepared for careers in these fields.

The proposed PhD will require a minimum of 90 post-baccalaureate credit hours. In addition to 30 credits approved by the Graduate School from a master's degree program, the doctoral program's course work will include core coursework (15 credits); quantitative and qualitative methods and statistics (18 credits); electives/outside concentration area (12 credits); and dissertation research (15 credits). Approved elective courses will be drawn both from within the department as well as existing UF areas of expertise in relevant social sciences including education, psychology, sociology, and other social and behavioral sciences.

Graduates of this program will earn the PhD in Youth Development and Family Sciences. Graduates will be prepared to successfully compete for tenure track faculty positions in institutions of higher education. Other employment avenues open to graduates include federal and state agencies and nonprofit and nongovernmental organizations.

B. Please provide the date when the pre-proposal was presented to CAVP (Council of Academic Vice Presidents) Academic Program Coordination review group. Identify any concerns that the CAVP review group raised with the pre-proposed program and provide a brief narrative explaining how each of these concerns has been or is being addressed.

The YDFS doctoral program pre-proposal was presented to the CAVP on February 6, 2015. The CAVP approved moving forward with a complete proposal; however, the group raised concerns expressed by Florida State University (FSU). FSU made the point that it also offers a related doctoral program, with a focus on family science in CIP Code 19.0101, while the proposed YDFS program, in their estimation, was not a family focus, but rather had an emphasis on community and youth development. (The CAVP recommended that we utilize CIP Code 19.0707 for our proposed doctoral program, which we have subsequently done.)

We agree that the primary focus of our proposed program is on youth development in the context of both family and community. We also agree that the Family Relations doctoral program at Florida State University is an exceptional program. Combined, our academic departments represent the foundation for Family and Consumer Sciences education, research and Extension/outreach in the state of Florida.

Our proposed doctoral program emphasizes our unique strengths in youth development and family and community sciences. Our approach builds on the established body of knowledge that demonstrates that we must examine how individuals grow and develop within their ecological settings in order to understand how their lives progress. The family is a primary context of development for youth. Faculty in our doctoral program will prepare future faculty and researchers who are interested in understanding how human growth and development, family processes and systems, and community contexts influence the behavioral, psychosocial and socio-emotional well-being of youth. Our proposed doctoral program will further our understanding of these dynamics, while also examining the scientific evidence regarding the efficacy of intervention, prevention and promotion activities that seek to influence or change the well-being and resilience of youth and families within their communities. While our program does include some content on family and interpersonal relationships, the primary focus is on youth within the contexts of both family and community.

We would also emphasize that we have a number of exceptional research faculty who will be participating in the doctoral program. Specialization areas include positive youth development, at-risk youth, family functioning, interpersonal relationships, program evaluation, and family economics. In fact, in only the last year, the department generated over \$17 million in grant funding and published 32 articles in refereed scientific journals. We are well positioned to offer an exceptional doctoral program. In addition, we look forward to opportunities to collaborate with the faculty at FSU on research projects that are relevant to our shared interests and individual strengths.

C. If this is a doctoral level program please include the external consultant's report at the end of the proposal as Appendix D. Please provide a few highlights from the report and describe ways in which the report affected the approval process at the university.

In the spring of 2012, a panel consisting of three external reviewers was formed to provide feedback and comments on a previous draft program proposal that has since been extensively revamped, revised and finalized into the current document by new departmental leadership. These reviewers were current or former faculty members from similar programs. The reviewers were selected from various academic levels consisting of an associate provost, dean, and an associate professor. Two were from AAU

institutions and all three were from land grant institutions. The three reviewers provided written as well as verbal comments to the FYCS PhD Proposal Committee. These comments were incorporated into the proposal as appropriate.

Highlights of the review included the fact that the program was unique in terms of its integration of youth development, family dynamics and community capacity building. We have focused even more directly on these strengths in the current version. Reviewers felt there was strong market demand for graduates, with few competitors at the state and regional level, yet numerous open faculty positions in the field nationally.

A summary of the reviews can be found in Appendix D. Since the review, departmental faculty have redeveloped the proposal to focus on core strengths and theoretical foundations, and have re-budgeted the program to focus on specific faculty FTE with relevant expertise in these areas.

D. Describe how the proposed program is consistent with the current State University System (SUS) Strategic Planning Goals. Identify which specific goals the program will directly support and which goals the program will indirectly support (see link to the SUS Strategic Plan on the resource page for new program proposal).

The proposed degree program is consistent with the current State University System's (SUS) 2025 Strategic Planning Goals, which focus on excellence, productivity and strategic priorities for a knowledge economy. Specifically, the proposed degree program directly supports the strategic goals as follows:

I. Excellence. The Board of Governors continues to expect the state universities to provide academic programs of the highest quality, to produce world class, consequential research, and to reach out and engage Florida's communities and businesses in a meaningful and measurable way.

The YDFS doctoral degree will serve to strengthen the quality and reputation of academic programs and SUS universities, as well as the quality and reputation of scholarship, research and innovation and the quality and recognition of community and business engagement in Florida. This is a well-recognized field among land grant and AAU universities; fourteen of seventeen (82%) AAU land grant universities offer a doctoral program in this or a related area, but none of these AAU programs are located in the Southeast. The proposed doctoral program will thus add to the quality and recognition of SUS institution academic programs, as well as contributing to the quality of research and scholarship. The YDFS degree will provide a strong basis for conducting research that examines risk and protective factors that influence youth, families, and communities. Faculty and students will be reaching out and engaging Florida's communities and businesses through research at the PhD level that focuses on youth and family development processes; major issues affecting youth and families; prevention and intervention research methods, and community analysis approaches.

II. Productivity. Florida must increase the educational attainment levels of its citizens and increase the entrepreneurial spirit of its workforce. To accomplish this, the state universities must respond by becoming more efficient in awarding degrees and focus on improving its portfolio of research and intellectual property to outside investors.

The proposed degree has been designed to foster productivity and program efficiency in the department and the college in which it resides. The YDFS curriculum builds on existing graduate courses within the department, while providing students with opportunities to deepen their understanding of theoretical perspectives and advanced research methods and statistics through a substantial research and statistics requirement and a set of approved electives, both drawn from existing courses in other departments and

colleges. The projected program costs have been calculated based on a student head count that increases from a total of four students in the introductory year to 20 students in year five, a number that is sustainable and commensurate with other programs around the country. The estimated time to degree for the proposed program is very efficient, averaging three years, which is very typical of social science focused doctoral programs. The faculty and students in the program are well positioned to contribute to the SUS research portfolio by building on existing research strengths and grant successes, and ongoing engagement in meaningful research activity, peer reviewed publications, and strong external grant funding from major federal, state and local sources.

III. Strategic priorities. The Board of Governors acknowledges that simply producing more with greater efficiencies is not inherently strategic, so this plan also has a focus on Strategic Priorities within each of the tripartite missions that need to be prioritized to better align university outputs with state economic and workforce needs.

The proposed degree program is well aligned with university outputs and missions. It will generate newly awarded degrees, as well as increase the community and business workforce as graduates of the program go on to take positions as faculty members in colleges and universities that train future practitioners for jobs that will meet the needs for human service professionals in Florida. According to the Florida Department of Economic Opportunity, it is anticipated that there will be 16.0% growth over the next decade in employment for postsecondary educators in the social sciences and related fields (e.g., psychology and sociology) as well as 15.5% growth in community and social service occupations. In addition, faculty within the department have a strong track-record of successful grantsmanship and will continue to attract external funding from public and private non-profit organizations for research, teaching, and Extension programs.

E. If the program is to be included in a category within the Programs of Strategic Emphasis as described in the SUS Strategic Plan, please indicate the category and the justification for inclusion.

N/A

F. Identify any established or planned educational sites at which the program is expected to be offered and indicate whether it will be offered only at sites other than the main campus.

Program will initially be offered on main campus only.

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.

There is a direct unmet need to conduct research and prepare doctoral students to address the challenging questions related to how individual, interpersonal, family and community processes and systems influence the behavioral, psychosocial, and socio-emotional well-being of children, adolescents and emerging adults. This includes the examination of positive outcomes such as pro-social skills, social support, and

community engagement as well as negative outcomes such as risk behaviors, abuse, poverty, and family instability, all of which are experienced by youth and families in Florida, nationally and internationally. The proposed program will have a significant impact on these outcomes through the development of future faculty members equipped to conduct research and prepare their students to meet higher education and workforce demand for youth and family specialists.

National Need: According to the U.S. Bureau of Labor Statistics (December 2013), individual and family services positions are expected to grow at a compound annual rate of 4.4% through 2022. This is the second highest growth rate of any industry in the U.S. (second only to home health care services). Many of these positions will require post-secondary education, requiring colleges and universities to prepare more students to work in the industry, as well as prepare university faculty to respond to the growing demand for research that seeks to improve individual, family and community well-being. Data on peer institutions nationally shows that our proposed degree program will fill this gap. Among AAU peer institutions that offer comparable doctoral programs, The Ohio State University is one of the largest, with a PhD program in human development, family sciences and consumer sciences that has around 100 doctoral students. The Pennsylvania State University's program in Human Development and Family Studies has 60-80 students. There are other comparable programs in the Midwest (the University of Chicago's program in Comparative Human Development, the University of Illinois' program in Human and Community Development, and Iowa State University's program in Human Development and Family Sciences); however, there is no comparable doctoral program at an AAU institution in the Southeast.

State & Local Need: The Florida Department of Economic Opportunity estimates that there will be a 15.5% growth in community and social service occupations in the state over the next decade, as well as a 16.0% growth in employment for postsecondary educators in the social sciences and related fields (e.g., psychology and sociology). In the state of Florida, the only comparable program is the Department of Family and Child Sciences at Florida State University, which graduates an average of seven PhDs each year. The doctoral program in Youth Development and Family Science is well positioned, then, to fill a critical state need for workers, educators, and scientists in this growing social science field. In fact, the impact of research findings in this area will be significant, providing resources to examine the predictors of both positive and negative developmental outcomes in youth, families, and communities in Florida. Departmental faculty have a strong track-record of successful grantsmanship, and will continue to compete for extramural funding for prevention research with youth and families from federal and state agencies including the National Institute of Health (NIH), National Science Foundation (NSF), United States Department of Agriculture (USDA), Health and Human Services (HHS), Department of Homeland Security (DHS), Substance Abuse and Mental Health Service Administration (SAMHSA), National Institute of Mental Health (NIMH), Department of Education (DOE) and Housing and Urban Development (HUD).

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.

Demand: We expect a high level of interest in this program due to the national demand for faculty trained in youth development and family sciences related fields. In the Chronicle of Higher Education database in fall 2014, when most academic job announcements are released, over 100 open tenure track faculty positions in YDFS related fields were listed. Our department continues to receive more than 20

inquiries a year from students interested in a doctoral program, and we estimate that about 40% of our current M.S. graduate students will go on to other YDFS PhD programs since we do not currently have one. In 2012, we surveyed graduates of our Master's program to determine the extent to which their graduate education contributed to their employment and their level of interest in a doctoral program. The results of this survey indicate high levels of satisfaction with the current graduate program, strong demand for the department's graduates, and high levels of interest in a doctoral program. Twenty-three former students responded to the survey. Seventy-one percent of respondents were either 'very satisfied' or 'extremely satisfied' with their FYCS graduate experience. Ninety-six percent of the respondents were currently employed and 70% were employed in a field that utilized their graduate degree. Fifty-five percent reported that their employer required an advanced degree for their position. Respondents were employed in a variety of settings, including universities, nonprofit organizations, banks, and law offices. In terms of current job satisfaction, 48% were moderately satisfied, 26% were very satisfied, and 13% were extremely satisfied. Sixty-one percent reported that a PhD would be beneficial to their current job opportunities and 83% reported that a PhD from our department would be beneficial to their future job opportunities. Fifty-seven percent said they would consider applying to a PhD program in our department if one were available and 46% reported that they would be interested in beginning a PhD program within five years.

More recently, we conducted a survey of our current full-time students enrolled in the FYCS Master's program (Fall 2014). Thirty-one students completed the online survey. Sixty-seven percent of the students reported that they would be either very interested (35%) or moderately interested (32%) in a PhD program if one were offered by the FYCS department. Twenty-six percent would be interested in applying within the next year while 35% would be interested in applying within the next five years. While 48% of the students were satisfied with their current career path, 23% acknowledged that to fully achieve their career goals they would need a PhD. In total, 77% of the students responded that if they were to pursue a PhD, they would prefer an FYCS degree over another department (13%) or another university (10%).

C. If substantially similar programs (generally at the four-digit CIP Code or 60 percent similar in core courses), either private or public exist in the state, identify the institution(s) and geographic location(s). Summarize the outcome(s) of communication with such programs with regard to the potential impact on their enrollment and opportunities for possible collaboration (instruction and research). In Appendix C, provide data that support the need for an additional program.

There are no other substantially similar PhD programs in Florida at public or private institutions. Our program falls under the Human Development, Family Studies and Related Services category (CIP 19.07), which is consistent with the academic programs we believe will hire our students as future faculty members. The only other comparable SUS programs are the PhD programs in Family Relations (CIP 19.01) and Marriage and Family Therapy at FSU, which differ from the proposed doctoral program in terms of the emphasis. The proposed program will focus on youth development within the contexts of family and community. Undergraduate and master's programs at UCF and USF are counselling related. For example, the Department of Child, Family and Community Sciences at the University of Central Florida is in the College of Education and primarily emphasizes school counseling and mental health counseling. The Department of Child and Family Studies at the University of South Florida is in the College of Behavioral and Community Sciences and primarily focuses on behavior analysis and mental health. These programs could serve as feeder programs for our PhD. In the BOG database, the average number of graduates at all levels from SUS programs in CIP code 19 over the past five years is 650 per

year. An average of seven PhDs were awarded each year.

D. Use Table 1 in Appendix A (1-A for undergraduate and 1-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 students within the institution are expected to change majors to enroll in the proposed program at its inception, describe the shifts from disciplines that will likely occur.

We anticipate that the majority of our students will register as full-time students, generally taking 24 credits per year (FTE = .75). We also anticipate that past and current students in our master's program, as well as students from within the University, will account for many of the initial applicants to our doctoral program during its first two years. Past and current students have developed good working relationships with faculty and our demands for high quality thesis research provide a solid foundation for doctoral work. Likewise, we may attract students who have completed M.S. degrees in other majors within the university. We do not expect that PhD students from other programs from within the University will request to change into our program.

In addition, we expect that we will attract non-traditional students from state and local agencies since our program is an applied sciences program. Over time, however, students from other universities within the state, as well as out-of-state residents, will be drawn to our program and will account for the majority of our students. We base this on the results of our surveys of current and former students, as well as our survey of other comparable programs across the country.

E. Indicate what steps will be taken to achieve a diverse student body in this program. If the proposed program substantially duplicates a program at FAMU or FIU, provide, (in consultation with the affected university), an analysis of how the program might have an impact upon that university's ability to attract students of races different from that which is predominant on their campus in the subject program. The university's Equal Opportunity Officer shall review this section of the proposal and then sign and date Appendix B to indicate that the analysis required by this subsection has been completed.

This program does not duplicate a program at FAMU or FIU.

The FYCS Department will continue to support a culture of diversity among our faculty and students. We anticipate that the PhD program will extend our reach to attract an even more diverse student population. To help insure racial and ethnic diversity, in addition to faculty recruitment efforts, we intend to work actively with UF's excellent campus diversity recruiting and retention resources, which are coordinated by the UF Office of Graduate Minority Programs (OGMP), and we will develop a diversity recruitment and retention plan for the doctoral program. Some of the ways in which we will collaborate with the OGMP office to develop and implement this plan include participating in graduate recruitment fairs; partnering with foundations, community and student support organizations; providing scholarships and assistantships for underrepresented students; and providing students with opportunities to participate in retention and professional development workshops.

III. Budget

A. Use Table 2 in Appendix A to display projected costs and associated funding sources

for Year 1 and Year 5 of program operation. Use Table 3 in Appendix A 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.)

The Department of Family, Youth and Community Sciences (FYCS) is a research and Extension unit within the Institute of Food and Agricultural Sciences (IFAS), as well as an academic unit within the College of Agricultural and Life Sciences (CALS) at the University of Florida. Faculty within the department contribute to the three-fold land grant mission of teaching, research and Extension. As a result, funding sources vary depending on the faculty member's appointment. To simplify the complex funding scheme, E&G funding for the academic unit from CALS is differentiated from other funding sources through IFAS (listed in the attached Tables as "auxiliary"). The primary costs of the PhD program will be faculty and staff salaries and benefits, and the reallocated E&G base is calculated based upon the percentage of faculty and staff salaries/benefits funded through E&G. Auxiliary funds represent the percentage of faculty and staff salaries/benefits that will be reallocated from research and Extension funding through IFAS.

As shown in Tables 2 and 3, the funding for the program will primarily come from the reallocation of existing resources. Our estimates are conservative. We assumed a total increase in faculty salaries and benefits of only six percent over the next five years. We assumed zero increase in state operating funds over the five-year period. We also project a very modest growth in grant funding for assistantships of only \$90,000 over five years, although our growth has historically been higher. Based on projected enrollment trends (Table 1-B), the E&G cost per student FTE decreases from \$43,272 in Year 1 to \$16,253 in Year 5. Total projected E&G costs for Year 1 are \$118,998 and for Year 5 are \$239,734.

B. Please explain whether the university intends to operate the program through continuing education on a cost-recovery basis, seek approval for market tuition rate, or establish differentiated graduate-level tuition. Provide a rationale for doing so and a timeline for seeking Board of Governors' approval, if appropriate. Please include the expected rate of tuition that the university plans to charge for this program and use this amount when calculating cost entries in Table 2.

We do not intend to operate the program through continuing education on a cost-recovery basis, seek approval for market tuition rate, or establish differentiated graduate-level tuition. The expected rate of tuition will be based on the University's standard costs and projected estimates, which is \$528.33 per credit hour for the 2015-2016 academic year.

C. If other programs will be impacted by a reallocation of resources for the proposed program, identify the impacted programs 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).

We anticipate that the PhD program will have no negative impacts on other programs, but will have a variety of positive impacts across all programs within the department, including undergraduate teaching, undergraduate research, masters-level research, and Extension. At the same time, we recognize the importance of acknowledging and addressing the possible impacts of a doctoral program on undergraduate education. Some members of the faculty will be devoting more time and energy to the graduate program because of the need to teach more graduate courses and provide intensive mentoring for doctoral students. However, the plan we have set forth also calls for a substantial subset of the faculty to continue their current roles with a strong emphasis on undergraduate education. Our doctoral curriculum also focuses on explicit training of PhD students for undergraduate teaching, with an emphasis on mentoring, training, and supervised teaching. Our doctoral students will be well prepared to teach undergraduate courses under the supervision of an experienced faculty member, assuring quality educational delivery to undergraduates. Department leadership has also worked to maintain as much teaching FTE as possible, minimizing the effects of the reallocation of resources on the broader teaching program. Finally, we anticipate that the use of minimal numbers of adjunct faculty, as well as additional funding for doctoral students to provide teaching assistance, will be important parts of an overall plan to provide high-quality undergraduate and graduate education.

We also anticipate many benefits of a doctoral program for other programs within the department. The doctoral program will require the development and expansion of strong, collaborative research teams that will involve multiple faculty, PhD students, master's students, and undergraduates. Undergraduate involvement in these teams will prepare students for research careers and graduate programs in related fields. A doctoral program based on cutting-edge research will also generate knowledge for new courses and content in the undergraduate program, enriching the current offerings and providing the most current and relevant information for research careers. The doctoral program will also provide the opportunity for our best undergraduate students to pursue their graduate studies at the University of Florida, whereas they are currently enrolling in other doctoral programs in other states and locations. By offering exemplary UF students this opportunity, they will benefit, as will the department. Finally, the new doctoral program will be positioned to attract additional funding and resources, both internally and externally, which will have broad benefits for all aspects of the department.

D. 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).

Given the distinctive nature of this doctoral degree program, we anticipate primarily positive effects on related programs and departments. The core course content for the degree program, with an emphasis on youth development in the context of families and communities does not compete with the core mission of any other UF departments. The proposed curriculum will affect some other departments because it will generate additional demand for statistics and methodology courses. Given the benefits of additional student enrollment, we anticipate that the relevant departments (primarily Statistics and Education) will be receptive to enrolling additional students in manageable numbers.

We also anticipate that students will enroll in other elective courses in several departments. A number of departments at UF in several colleges, such as Liberal Arts & Sciences, Design, Construction & Planning, and Health & Human Performance, offer courses that are appropriate for doctoral students in our program. We do not believe that this demand on other departments will be excessive because the

selection of courses will be highly individual, depending on the specific needs and interests of each student. Students from several colleges and departments currently enroll in our graduate courses. As we build our course offerings over time, the courses available to their students will grow.

E. 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.

Extramural funding is crucial to support graduate student research and to offer competitive assistantships to attract outstanding students. The department's faculty members are actively engaged in grantsmanship to secure external funding to provide support for research and graduate student assistantships. The department's grants portfolio includes awards from NIH, NSF, NOAA, DOE, HUD, HHS and USDA-NIFA. For example, NIFA, which stands for the National Institute of Food and Agriculture (NIFA) in the United States Department of Agriculture, provides competitive grant funding in areas central to the research and teaching programs in the Department. USDA-NIFA's Institute of Youth, Families & Community provides national leadership for programs addressing critical issues and conducts its programs primarily in partnership with land-grant universities. Examples of funding opportunities include the Rural Youth Development and the Children, Youth and Families at Risk grants programs. In addition, NIFA funds the National Needs Fellowships program, which supports stipends and research for graduate students in priority national need areas, such as youth at risk. The department also receives external funding from Florida state agencies such as Florida Department of Agriculture and Consumer Services (FDACS) and Department of Children and Families (DCF), and from businesses, such as Bank of America, which are used to provide funding for research and graduate students. The department also has endowments and matching assistantships that are used to support students.

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

A. Use information from Tables 1 and 2 in Appendix A, 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.

While a few universities in Florida offer undergraduate and master's degrees with strong and growing enrollments in family, consumer sciences related majors, the only doctoral offerings in the state are at FSU. As a result, we believe that a large number of Florida-based students pursue advanced degrees in other states. The creation of a doctoral program in Youth Development and Family Sciences will reduce this outflow and benefit the state by training scholars who are more likely to stay in Florida and conduct research that has direct benefits for the university as well as youth, families, and communities in the state. In addition, students will likely conduct their doctoral research with local public and private organizations serving youth and families including local school systems, community-based youth development organizations, public and non-profit family and community services, and Cooperative Extension. Because the core research of the department focuses on well-being of youth and families, the benefits to the state and local community are quite direct, including advances in understanding at-risk youth, positive youth development, prevention and promotion interventions, healthy family functioning,

and community development.

Other benefits include the following:

Quantitative:

- Increased ability to attract the most highly qualified graduate students, which provides a direct benefit to the department, the university, and the community
- Increased student diversity, both in terms of international students and in terms of students from diverse ethnic and cultural backgrounds, who are over-represented in youth development and family studies programs
- Increased number of scholarly publications, particularly in high-impact journals
- Increased research collaboration with other UF departments and colleges, including public health, medicine, education, and agricultural education
- Increased extramural funding to support research

Qualitative:

- Developing the knowledge base needed to create improved policies and transformative programs that benefit individuals, families, and communities in an increasingly dynamic and global society and economy.
- Increasing the University's competitive advantage for extramural funding and standing among AAU universities, particularly among those with similar programs.
- Strengthening the University's capacity to meet its federally mandated responsibilities to local communities as a land grant institution.
- Fostering the development of the "talent pipeline" that must exist to create the multi-disciplinary expertise needed to build the knowledge and innovation economy envisioned by the Florida Board of Governors.
- Providing expert professional leadership and capacity in the public, private, and nonprofit sectors to address critical problems and needs of families, youth, and communities.

V. Access and Articulation – Bachelor's Degrees Only – N/A

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 (see link to the SUS Strategic Plan on the resource page for new program proposal).

The proposed PhD program contributes directly to three key components of the mission of the University of Florida. The expertise and knowledge that the program will create lie at the core of the University's mission. The health and well-being of youth and families and the communities they live in are essential to the University's mission to advance the state, nation, and the international community by strengthening the human condition and improving people's quality of life. UF's mission statement states the importance of continually expanding and evaluating our programs to remain vital to a changing

society. Our department has a long history of forward-looking adaptation and change. Finally, UF's goal to serve as a preeminent university is advanced through the ability of the proposed program's faculty and students to engage in cutting edge, innovative research that compliments and broadens the existing research capacity in the university's colleges and disciplines.

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.

The proposed program will be able to draw on the strengths of the University of Florida as both a Research I and AAU institution that houses many nationally and internationally recognized programs in the social sciences. The proposed program will extend UF's institutional strengths through developing and enhancing collaborations with other applied social science academic programs on campus in the Colleges of Education and Liberal Arts and Sciences, as well as with other academic departments within the College of Agricultural and Life Sciences, where the FYCS Department is based.

From a contextual standpoint, the Association of Public and Land-Grant Universities (APLU) has specifically recognized the urgent need to strengthen the capacity of land grant institutions such as UF in the life and social sciences (APLU, 2009), *Human Capacity Development*, Association of Public & Land-Grant Universities, Washington, D.C.). Our doctoral program will address the need for research and capacity in three of the six strategic opportunities identified by APLU: (1) Prepare youth, families, and individuals for success in the global workforce and all aspects of life, (2) assist communities in becoming sustainable and resilient to the uncertainties of weather, health, and security, and (3) help families, youth, and individuals become physically, mentally, and emotionally healthy. The development of a doctoral program will enhance and accelerate research in all of these areas and will help develop the cadre of future faculty who can conduct independent research and provide programmatic leadership in the public, nonprofit, and private sectors to address these strategic needs in the nation.

C. Provide a narrative of the planning process leading up to submission of this proposal. Include a chronology in table format of the 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 FYCS Department has an undergraduate academic program, and currently has a graduate program at the master's level. The development of the doctoral program proposal has significantly evolved over time to reflect the evolution of the department. The initial discussion of a doctoral program with individuals external to the university occurred with an external review panel in 2001 when panel members from USDA, the University of Georgia and Iowa State University encouraged the faculty to build the then-new master's program as a platform for a doctoral program. In 2007-08, faculty developed a pre-proposal for review by the Dean of CALS. The Provost reviewed the pre-proposal as a concept in January 2008. The Provost met with the Dean of CALS in February 2008. Their discussion provided some recommendations for clarifying the proposed structure and content of the doctoral program, which were incorporated into the proposal. The Dean suggested that the Department initiate development of a full proposal for submission. A faculty committee was established to develop a proposal in fall of 2009. In spring semester of 2010, the proposed PhD program was discussed with the CALS Curriculum Review Committee. That committee made several recommendations, which were also incorporated into the proposal.

Date	Participants	Planning Activity
2001	USDA, University of Georgia, Iowa State University	External Department Review
2007	Dean of CALS and FYCS Department	Pre-proposal
2008 (Jan.)	Provost	Pre-proposal review
2008 (Feb.)	Provost and Dean of CALS	Recommendations for clarification of Pre-proposal
2009 (Sept.)	FYCS Faculty Committee	Committee formed for proposal development
2010 (April)	CALS Curriculum Committee	Proposal review with recommendations
2012 (Mar.)	Iowa State University, University of Georgia, University of Minnesota	External proposal review
2012 (Fall)	CALS Curriculum Committee	Submission of proposal
2013 (Spring)	UF Provost's office	Review of proposal
2103 (Fall)	New interim chair	Review of proposal and suggested revisions
2014	FYCS faculty	Review and revise proposal, develop new pre-proposal
2015 (February)	CAVP	Review pre-proposal
2015 (August)	CALS Curriculum Committee	Submit revised proposal

In the spring of 2012, a panel consisting of three external reviewers was formed to provide feedback and comments on the proposal. The three reviewers provided written as well as verbal comments to the FYCS PhD Proposal Committee. These comments were discussed and incorporated into the proposal as deemed appropriate. The reviewers represented various academic levels consisting of an associate provost, dean, and an associate professor, two of whom were from AAU institutions. The full proposal was submitted to the CALS Curriculum Committee in May of 2012 and then submitted via the CALS Associate Dean to the Provost's Office for review. In spring, 2013, the Provost's office reviewed and made additional suggestions to refine the proposal and enhance focus in key theoretical areas. At the time of the submission, the Department was going through a search for a permanent department chair. A permanent department chair was secured in April, 2014. With new leadership, the faculty and chair have worked on revising the proposal to address the suggestions from the Provost's office and to reflect the development and growth of the department and its faculty with respect to the theoretical foundations of the discipline and the research enterprise. The chair and graduate director have met several times with the UF Associate Provost for Academic Affairs, who provided guidance regarding the newly developed SUS graduate degree program approval process. Subsequently a pre-proposal was submitted using the new templates and reviewed by the CAVP in February, 2015.

Timeline:

Events Leading to Implementation

Date	Implementation Activity
Fall 2015	Final CALS approval by Senior VP and Dean
Fall 2015	Provost's approval
Fall 2015	UF Graduate School Technical review
October 15, 2015	Graduate Council Review and Discussion
November 19, 2015	Graduate Council approval
Fall 2015	University Curriculum Committee Information Item
Fall 2015	Faculty Senate Steering Committee approval
Spring 2016	Faculty Senate review and approval
Spring 2016	UF Academic Affairs Approval
Spring 2016	Board of Trustees review and approval
Spring 2016	Submission for September 2016 consideration by Board of Governors
Spring 2017	FYCS PhD program implementation

VII. Program Quality Indicators - Reviews and Accreditation

A. 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.

The Department of Family, Youth & Community Sciences has participated in five external and internal reviews relevant to our doctoral program proposal since 2001:

External Departmental Review. An external panel conducted a review of the Department's programs in research, teaching and Extension in 2001. We are currently planning another review, but that review will not be occur in time to provide input for this proposal. One recommendation from the review panel was important for the proposed doctoral program, to increase the number of FTEs for research. We have subsequently met with the IFAS deans who fully support the department and the PhD proposal, and who have twice approved FTE changes such that department research FTEs have increased from 2.85 at the beginning of 2014 to 5.00 research FTE in 2015. All recently hired tenure-track faculty members (two in 2014) have research FTE in their appointments. IFAS administration fully supports the development of a doctoral program and has assisted in the development of this proposal.

Research Planning. In 2009, each department in IFAS developed a "research roadmap." The research roadmap is a faculty-driven, faculty-based plan for research based on a comprehensive self-examination of "who we are as researchers, what we need to be as a viable and enviable research team for the next 10-20 years" and the steps needed to get there. The results of that process define the core priorities of the organization as a whole and of the individual departments. The process identified five priority areas for IFAS as a whole: energy, climate change, food systems, the human animal, and land, air and water use. The overarching or central connecting set of priorities is the human dimension, which aligns with the explicitly social science component of the IFAS mission, an area in which the Department of Family, Youth & Community Sciences plays a critical role.

College of Agricultural and Life Sciences (CALS) Curriculum Review. The CALS Curriculum Enhancement Coordination Committee reviewed the existing graduate program in April 2010. The Committee made four major recommendations. The first recommendation regarded reallocating graduate teaching FTE in the Department to accommodate the doctoral program. The second recommendation was to eliminate the Master in Family, Youth & Community Sciences and offer instead a non-thesis M.S. degree. The Department has acted on this recommendation and now offers a single degree, the M.S., with a thesis and non-thesis program of study. The third was to streamline, simplify or discontinue the formal concentrations associated with the FYC graduate degree programs. The Committee pointed out that enrollment in the concentrations was very limited, which is typical in most departments, and that meeting the requirements for a concentration is often cumbersome for students. We have eliminated two of three concentrations at the master's level, the concentration in Community Studies and the Concentration in Family & Youth Development. Finally, this proposal follows the Committee's final recommendation to create no tracks, specializations or concentrations at the doctoral level. In summary, by implementing these recommendations, we strategically shifted faculty time and reduced administrative bureaucracy in order to allow faculty to have sufficient time to teach, advise doctoral students and conduct doctoral level research.

Dean's Review. The deans of the Institute of Food and Agricultural Sciences conducted a review of the Department's research, teaching and Extension programs. The most recent review was in April 2011. The deans made two major recommendations regarding the FYC graduate program at that time. The first was to continue to work on developing a doctoral program. This proposal is our response to that recommendation. The second was to streamline our graduate programs by eliminating formal concentrations as defined by the Graduate School of the University of Florida. This proposal incorporates that recommendation.

Audit. The Office of Audit and Compliance Review of the University of Florida completed a routine audit of the Department of Family, Youth & Community Sciences in May 2011. Their review assessed the Department's policies and practices with regard to management of fiscal resources. The Department's management of resources supporting research are of special importance in this proposal. The auditors concluded that: "The FYCS Department was involved in research activities that had compliance requirements through various agencies including the Florida Department of Children and Families, the Florida Department of Health, and the United States Department of Agriculture. We reviewed the compliance requirements with appropriate staff and noted that the department had designed adequate controls to ensure compliance."

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.

Knowledge

Outcomes

- Students will be able to develop science-based research to analyze complex social problems, issues and needs. Targeted outcome: 95% of students will demonstrate this knowledge.

- Students will be able to implement social and prevention science theories, approaches, and research to youth and their families, in the context of their communities. Targeted outcome: 95% of students will demonstrate this knowledge.

Assessment Methods

- Evaluation of the student's program of study by the supervisory committee using a faculty-developed rubric.
- Evaluation of the student's knowledge as expressed during the qualifying examinations by the supervisory committee using a faculty-developed rubric.
- Successful defense of qualifying exam, dissertation proposal and final dissertation as judged by a supervisory committee using a faculty-developed rubric.

Skills

Outcomes

- Students will be able to conduct independent research to analyze, assess, and address the needs, issues, and problems of youth and families, in the context of their communities. Targeted outcome: 90% of students will demonstrate this skill.
- Students will be able to communicate research findings to peers and practitioners in family, youth, and community sciences. Targeted outcome: 90% of students will demonstrate this skill.
- Students will be able to develop and implement policies and programs and analyze their impacts on youth and families. Targeted outcome: 90% of students will demonstrate this outcome.

Assessment Methods

- Successful defense of a dissertation as judged by a supervisory committee using a faculty-developed rubric.
- Preparation of one or more manuscripts judged ready for submission in peer-refereed research journals, at professional conferences, and/or in practitioners' journals.

Professional Behavior

Outcomes

- Students will demonstrate ethical behavior, cultural sensitivity, teamwork, and effective communication to interact in professional environments. Targeted Outcome: 95 % of students will demonstrate this behavior.
- Students will demonstrate full respect for the rights and privileges of research participants in the research process. Targeted Outcome: 95 % of students will demonstrate this behavior.

Assessment Methods

- Consistent adherence during the degree program to the University of Florida's Honor Code.
- Observation by the faculty of professional behavior during class activities, seminars, research

work, dissertation defense and participation in FYCS seminar program and professional societies. Observations will be shared with the supervisory committee and evaluated based on a faculty-developed rubric.

- Students will adhere to all policies of the Institutional Review Board of the University of Florida during the research process.

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

Admission will require a combined verbal and quantitative score of at least 300 on the GRE, a minimum undergraduate GPA of 3.0 and a minimum graduate GPA of at least 3.3. Prior completion of a master's degree from a regionally accredited institution or equivalent is desirable, preferably in a field of study that provides the student with a solid grounding in the social sciences. We will also consider students with degrees in related fields or post-baccalaureate professional degrees. The student will submit a minimum of three letters of reference, a statement of purpose, and a resume, which the admissions committee will use to assess the student's qualifications for admission to the program and potential for research scholarship. International students must comply with current UF standards for admission to the Graduate School, including requirements for English language competency and financial responsibility.

The student will complete a total of 90+ credit hours for graduation, including up to 30 hours of graduate credits accumulated in a master's degree. The degree program will require completion of an independent research project under the direction of the student's supervisory committee and a qualifying and final examination by the supervisory committee. The student will complete written and verbal qualifying examinations and will present and defend a research proposal before the graduate supervisory committee prior to initiating research for the doctoral dissertation. The graduate supervisory committee will assess the written dissertation and will examine the student's overall comprehension and knowledge in a final defense of the dissertation.

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.

The PhD will require a minimum of 90 post-baccalaureate credit hours. Up to 30 credits may be transferred from an M.S. or other master's program from a regionally accredited institution or equivalent. The remaining course work will include core coursework (15 credits); quantitative and qualitative method and statistics (18 credits); electives/outside concentration area (12 credits); and dissertation research (15 credits).

Required Core Courses		15 credit hours
Required		
FYC 6234	Theoretical Approaches to Youth Development	3
FYC 6932	Topic in Family Youth and Community Sciences (Prevention Science in YDFS)	3
FYC 6xxx	Seminar in Youth Development and Family Science	3
FYC 6xxx	Professional Development in Youth Development and Family Science	3

Select one:

FYC 6230	Theories of Family Development, Systems and Change	3
FYC 6330	Theories of Community Development	3

Research and Statistics

18 credit hours

Required

FYC 6800	Scientific Reasoning and Research Design	3
FYC 6802	Advanced Research Methods for Family, Youth and Community Sciences	3

Choose twelve additional credits from the following or as determined by the doctoral supervisory committee. Some courses may require prerequisites:

FYC 6620	Program Planning and Evaluation for Human Service Delivery	3
FYC 6932	Topics in Family, Youth and Community Sciences (Applied Data Analysis in FYCS)	1-3
STA 6126	Statistical Methods in Social Research I	3
STA 6127	Statistical Methods in Social Research II	3
STA 6207	Regression Analysis	3
STA 6208	Basic Design and Analysis of Experiments	3
STA 6209	Design and Analysis of Experiments	3
STA 6505	Analysis of Categorical Data	3
STA 6526	Nonparametric Statistics	3
STA 6857	Time Series Analysis	3
STA 7249	Generalized Linear Models	3
STA 7346	Statistical Inference	3
EDF 6402	Quantitative Foundations in Educational Research: Inferential Statistics	3
EDF 6403	Quantitative Foundations of Educational Research	6
EDF 6471	Survey Design and Analysis in Educational Research	3
EDF 7412	Structural Equation Models	3
EDF 7474	Multilevel Models	3
EDF 7932	Multivariate Analysis in Educational Research	3
SYA 6315	Qualitative Research Methods	3
MMC 6426	Seminar in Qualitative Research	3
EDF 6475	Qualitative Foundations of Educational Research	4
EDF 7479	Qualitative Data Analysis: Approaches and Techniques	3
EDF 7483	Qualitative Data Collection: Approaches and Techniques	3
MMC 6423	Content-Analysis Methods	3

Electives/Outside Concentration Area

12 credit hours

Approved elective courses will be drawn both from within the department as well as existing UF areas of expertise in relevant social sciences, including social and behavioral sciences, psychology, sociology, and education. Sample departmental electives include:

FYC 6207	Adolescent Problematic Behavior	3
FYC 6223	Promoting Positive Youth Development	3
FYC 6662	Public Policy and Human Resource Development	3
FYC 6222	Parenting and Child Relationships	3
FYC 6111	Families and Violence	3
FYC 6xxx	Family Risk and Resilience	3
FYC 6320	Community Development and Civic Engagement	3
FYC 6421	Nonprofit Organizations	3
FYC 6221	Grant Proposals for Community-Based Organizations	3

Dissertation Research

15 credit hours

FYC 7979	Advanced Research	Variable
FYC 7980	Research for Doctoral Dissertation	Variable

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

Proposed Plan of Study		
Term	Course	Credits
Fall Year 1	FYC 6800 Scientific Reasoning and Research Design	3
	FYC 6932 Topics in Family, Youth, and Community Sciences (Prevention Science in YDFS)	3
	FYC 6230 Theories of Family Development, Systems and Change (or) FYC 6330 Theories of Community Development	3
	Total	9
Spring Year 1	FYC 6802 Advanced Research Methods for FYCS	3
	FYC 6234 Theoretical Approaches to Youth Development	3
	Statistics/Research course	3
	Total	9
Summer Year 1	Elective/outside concentration course	3
	Statistics/Research course	3
	Total	6
Fall Year 2	FYC 6xxx Professional Development in YDFS	3
	Elective/outside concentration course	3
	Statistics/Research course	3
	Total	9
Spring Year 2	FYC 6xxx Seminar in Youth Development & Family Science	3

	Statistics/Research course	3
	Elective/outside concentration course	3
	Total	9
After the first five semesters the plan of study will differ for those who were accepted with an existing master's degree (and up to 30 credits) and those who were accepted into the program with a bachelor's or professional degree		
Proposed Plan of Study – Master's entering with up to 30 credits		
Summer Year 2	Dissertation	3
	Elective/outside concentration course	3
	Total	6
Fall Year 3	Dissertation	6
	Elective/outside concentration course (optional)	3
	Total	9
Spring Year 3	Dissertation	3-9
	Total	3-9
Proposed Plan of Study – Bachelors or Professional Degree		
Term	Course	Credits
Summer Year 2	Elective/outside concentration courses	6
Fall Year 3	Elective/outside concentration courses	9
Spring Year 3	Elective/outside concentration courses	9
Summer Year 3	Elective/outside concentration courses	6
Fall Year 4	Dissertation	9
Spring Year 4	Dissertation	9

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

FYC 6111: Families and Violence

Examines the major types of family violence across the life span, including all forms of child maltreatment, intimate partner violence, and elder abuse.

FYC 6207: Adolescent Problematic Behavior

Ecological model to examine common themes of adolescent development with challenges that lead to problematic behavior.

FYC 6221: Grant Proposals for Community-Based Organizations

Skills needed to develop funding proposals to support community-based projects and organizations.

FYC 6222: Parenting and Child Relationships

Relationships affecting child development outcomes.

FYC 6223: Promoting Positive Youth Development

Examines risk and protective factors for promoting youth development.

FYC 6230: Theories of Family Development, Systems and Change

Provides an overview of the major theoretical perspectives on families, including family development and family systems; and emerging theories relevant to diverse and changing families. Special attention is given to the application of these perspectives for research and practice.

FYC 6234: Theoretical Approaches to Youth Development

An in-depth examination and synthesis of historical (macro) and contextual contemporary (micro) theories of youth development, spanning from childhood through emerging adulthood, as they are used to inform research, including applying principles and theories of youth development to community-based settings.

FYC 6320: Community Development and Civic Engagement

Examining the process and methods for community development with an emphasis on research related to civic engagement and public participation. Students will develop skills for managing change in communities.

FYC 6330: Theories of Community Development

Sociological concept of community and its application in public development policies.

FYC 6421: Nonprofit Organizations

Community nonprofit organizations. Governance, policy and decision making, and planning.

FYC 6620: Program Planning and Evaluation for Human Service Delivery

Contemporary theories and process for planning and evaluating human service education and delivery programs.

FYC 6662: Public Policy and Human Resource Development

Current policies and laws impacting youths, families, and communities. Strategies to change these policies and laws.

FYC 6800: Scientific Reasoning and Research Design

Scientific reasoning, scientific method, and quantitative and qualitative research design.

FYC 6802: Advanced Research Methods for Family, Youth, and Community Sciences
Research tools and techniques appropriate for an ecological model, emphasizing a multi-method approach.

FYC 6932: Topics in Family, Youth, and Community Sciences (Prevention Science in YDFS)
Theoretical and empirical foundations for prevention science in YDFS.

FYC 6xxx: Family Risk and Resilience
Examines contemporary research in family risk and resilience and the application to youth, families and communities.

FYC 6xxx: Professional Development in YDFS
An overview of the pedagogical and professional knowledge and skills needed to prepare for both academic and non-academic careers.

FYC 6xxx: Seminar in YDFS
Explores current topics, trends, and research findings in YDFS

FYC 7979 Advanced Research

FYC 7980 Research for Doctoral Dissertation

STA 6126: Statistical Methods in Social Research I
Descriptive statistics, estimation, significance tests, two-sample comparisons, methods for nominal and ordinal data, regression and correlation, introduction to multiple regression.

STA 6127: Statistical Methods in Social Research II
Further topics in multiple regression, model building, analysis of variance, analysis of covariance, multivariate analysis of categorical data.

STA 6207: Regression Analysis
Focusing on simple linear regression; multiple regression; model selection residual analysis; influence diagnostics' multicollinearity; anova and regression; generalized linear models; nonlinear regression.

STA 6208: Basic Design and Analysis of Experiments
Focusing on the principles of experimental design, completely randomized design (analysis, contrasts, diagnostics), random effects models, factorial experiments (fixed, random, and mixed effect), block designs, Latin squares, split plots, and full and fractional factorial experiments.

STA 6209: Design and Analysis of Experiments
Tests of assumptions; block designs; control of two-way heterogeneity; cross over designs; factorial experiments; fractional factorials; analysis of "messy" data.

STA 6505: Analysis of Categorical Data
Varieties of categorical data, cross-classification tables, tests for independence. Measures of association.

Loglinear models for multi-dimensional tables. Logit models and analogies with regression. Specialized methods for ordinal data.

STA 6526: Nonparametric Statistics

Inference based on rank statistics. One, two, and k-sample problems. Correlation and regression problems. Analysis of contingency tables. Conditionally distribution-free rank tests. Pitman asymptotic relative efficiency.

STA 6857: Applied Time Series Analysis

Linear time series model building, spectral density estimation, analysis of nonstationary data, SAS package on Box and Jenkins model building and forecasting. Case studies in recent literature will be discussed.

STA 7249: Generalized Linear Models

Fitting of generalized linear models, diagnostics, asymptotic theory, overdispersion, estimating equations, mixed models, generalized additive models, smoothing.

STA 7346: Statistical Inference

Decision rules and risk functions. Sufficiency, Minimax, and Bayes rules for estimating location and scale parameters.

EDF 6402: Quantitative Foundations in Educational Research: Inferential Statistics

Analysis of variance: One-way ANOVA, two-way ANOVA, ANOVA, repeated measures, and split plot.

EDF 6403: Quantitative Foundations of Educational Research

Integrated coverage of fundamentals in the general field of education research. Includes statistics, experimental design, and data processing.

EDF 6471: Survey Design and Analysis in Educational Research

Development and analysis techniques for surveys and questionnaires. Techniques of protocol development, data collection, analysis, and reporting.

EDF 7412: Structural Equation Models

Confirmatory factor analysis and causal models.

EDF 7474: Multilevel Models

Models and methods for analysis of multilevel data.

EDF 7932: Multivariate Analysis in Educational Research

Review of selected studies, focusing on methods of data analysis. Emphasis on using multivariate techniques.

SYA 6315: Introduction to Qualitative Research Methods

Fieldwork, observation, participant observation, and other qualitative data-collection and analysis techniques.

MMC 6426: Seminar in Qualitative Research

Theory and application in social science and communication. Qualitative data analysis, evaluation, ethical considerations, and writing.

EDF 6475: Qualitative Foundations of Educational Research

Introduction to philosophical, historical, sociological, and other methodologies as aspects of qualitative educational research.

EDF 7479: Qualitative Data Analysis: Approaches and Techniques

Theories, approaches, and techniques of qualitative data analysis.

EDF 7483: Qualitative Data Collection: Approaches and Techniques

MMC 6423: Content-Analysis Methods

Sampling, category construction, calculation of intercoder reliability, and analysis of data. Evaluation of content analysis methods and opportunity to undertake project using this methodology. Focus on analysis of mass media messages, but includes content analysis of other communication content.

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

N/A

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.

Those learned societies with interest in this program include: Society for Research on Adolescents (SRA), Society for the Study of Emerging Adulthood (SSEA), National Council on Family Relations, American Evaluation Association, Society for Research in Child Development, American Society for Nutrition, Family Science Association, and Society for Prevention Research. However, none of these societies accredits academic programs.

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?

There are no learned societies or accrediting organizations for corresponding bachelor's or master's programs.

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 in Appendix A. 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 delivery system for this program will be traditional delivery on the main campus. Although collaboration with other universities in the state is limited because of the uniqueness of our program, we have had continuing discussions with FSU and their new permanent department chair to explore potential collaboration on research and internships for students focusing on family relations. When asked, the FSU chair indicated that he felt our programs are significantly different enough from one another that they would be complementary.

IX. Faculty Participation

A. Use Table 4 in Appendix A to identify existing and anticipated full-time (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 practica, and supervising thesis or dissertation hours).

Table 4 includes the existing and anticipated full-time faculty who will participate in the program. Given the three-fold mission of the department (teaching, research and Extension), this represents about 25% of the faculty in the department, primarily those who have significant appointments in research. Faculty members in IFAS-CALS generally have a 12-month appointment, which should be considered when evaluating the “% effort” that will be expended to the program. We anticipate that by year 5 of the program, we will have two additional new hires at the assistant professor level. Funding for the new hires will be distributed between new E&G revenue through CALS as well as other typical sources through IFAS.

B. Use Table 2 in Appendix A to display the costs and associated funding resources for existing and anticipated full-time faculty (as identified in Table 2 in Appendix A). 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.

As noted in Section III. A., the primary costs of the PhD program will be faculty and staff salaries and benefits. The reallocated E&G base is calculated based upon the percentage of faculty and staff salaries/benefits funded through E&G. Auxiliary funds represent the percentage of faculty and staff salaries/benefits that will be reallocated from research and Extension funding through IFAS. For projection purposes, we assumed zero increase in state operating funds over the five-year period and a

very modest growth in grant funding for assistantships of only \$90,000 over five years. Based on projected enrollment trends (Table 1-B), the E&G cost per student FTE decreases from \$43,272 in Year 1 to \$16,253 in Year 5. Total projected E&G costs for Year 1 are \$118,998 and for Year 5 are \$239,734.

C. Provide in the appendices the abbreviated curriculum vitae (CV) for each existing faculty member (do not include information for visiting or adjunct faculty).

This information is provided in Appendix C.

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.

Faculty in the Department of Family, Youth and Community Sciences are active in research. In total, faculty have published 426 refereed articles in professional journals, authored or edited 14 books, and authored or co-authored 52 book chapters. Faculty research has been published in such journals as the Journal of Youth and Adolescence, American Journal of Health Behavior, Journal of Child and Family Studies, Child and Family Social Work, Family Relations, Journal of Family Issues, Professional Psychology Research and Practice, and the International Journal of Men's Health. In addition, many faculty serve on editorial boards for professional journals, approximately 24 journals in all, and two are editors or co-editors of journals. Faculty have won a variety of academic awards and honors including: Fulbright Scholar, ARNOVA (Association for Research on Nonprofit Organizations and Voluntary Action) Emerging Scholar, American Council on Education Partnership Award, NACTA (North American Colleges and Teachers of Agriculture) Educator Award, UF/IFAS International Achievement Award, and the UF/IFAS Superior Accomplishment Award. Faculty members currently generate \$17 million in extramural funding from a variety of funding sources, including all of the major federal and many state funding agencies, and the department is ranked in the top five departments in terms of external funding in CALS.

Faculty in the department have successfully chaired/directed 74 master's theses, with an additional 30 in progress. In addition, faculty have served as members of 103 thesis committees, with 35 in progress. Although the department does not yet have a PhD program, eight FYCS faculty have graduate faculty status in other academic departments and have successfully chaired/directed 15 doctoral dissertations, with 3 in progress. Faculty have also served as co-chairs of three dissertation committees, members of 55 dissertation committees, and external members of 93 dissertation committees. These research efforts represent a diversity of topics across many disciplines including: adolescent problematic behavior, adolescent sexuality, academic achievement and afterschool attendance, marriage and family, ethnic, racial and cultural diversity, child development, and childhood obesity. Specific departments and units that FYCS faculty have collaborated with include: Sociology, Psychology, Clinical and Health Psychology, Sports Management, Agricultural Education and Communication, Political Science, School of Natural Resources and Environment, Geography, Interdisciplinary Ecology, Environmental and Global Health, Food Science and Human Nutrition, Art Education, Counselor Education, Horticultural Sciences, Food and Resource Economics, and Animal Sciences.

In teaching, faculty members in the Department generated 8,590 undergraduate fundable credit hours in academic year 2013-2014. Members generated a total of 398 graduate fundable credit hours, 312 in

Level 1 and 86 in Level 2. These numbers compare favorably with other units in CALS, including other departments in the social sciences and related fields. The equivalent numbers of credit hours in Agricultural Education & Communication were 5,845 undergraduate hours and 348 Level 1 and 450 Level 2 graduate hours. The Food and Resource Economics Department generated 11,144 undergraduate hours, 625 Level 1 graduate hours and 649 Level 2 graduate hours. Both departments used for comparison have a doctoral program. In fall 2014, the overall graduate student evaluation of instructors in the department was 4.44 and the overall course rating was 4.34, compared to 4.32 and 4.28 for the college as a whole.

Finally, faculty in the department are active in fulfilling the land-grant mission of UF through Extension and service within the state of Florida. Most faculty in the department have an active Extension program with specific focus in 4-H youth development and/or family and consumer sciences. Faculty have also authored over 800 peer-reviewed publications that are offered for free through the UF/IFAS single-source repository (EDIS: Every Day Information Source), and have contributed over 200 short articles in the last three years for Family Album radio and blog, an information resource for the general public.

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.

The UF Libraries have 4.1 million volumes, 9 million microforms, and a variety of other resources available to faculty, staff, and students within Family Youth & Community (FYCS). Collections that directly support the new program are included in the Education Library (145,000 volumes / 85,000 serials), social sciences collections in Library West (2 million volumes / 600,000 serials), Health Science Center Library (343,980 volumes / 250,877 serials), and the Marston Science Library (195,000 volumes / 400,000 serials), as well as other specialized libraries (UF Digital Collections, Institutional Repository @UF, and Specials & Area Studies Collections) on the UF campus.

Examples of journals available at UF libraries that relate to this new degree program include:

Adult Education Quarterly
Adult Leadership
Adult Learning Ageing and Society
Educational Research Journal
American Journal of Community Psychology
American Journal of Public Health
American Psychologist Annals of the American Academy of Political and Social Science
Applied Developmental Science
Career Development Quarterly
Child Abuse & Neglect
Child Development
Child Maltreatment
Child Welfare

Children and Youth Services Review
Child Study Journal
Community, Work & Family
Developmental Psychology
Developmental Review
Development and Psychopathology
Educational Evaluation and Policy Analysis
Educational Researcher
Evaluation Review
Families in Society -The Journal of Contemporary Social Services
Families, Systems and Health
Family & Community Health
Family and Consumer Sciences Research Journal
Family Economics
Family Law Quarterly
Family Process
Family Relations
Family Science Review
Future of Children
Gerontologist International
Family Planning Perspectives
International Journal of Consumer Studies
International Journal of Men's Health
International Journal of Public Health
International Journal of Stress Management
Journal of Abnormal Psychology
Journal of Adolescence
Journal of Adolescent Health
Journal of Adolescent Research
Journal of Aging and Health
Journal of Aging Studies
Journal of Child and Family Studies
Journal of Child Nutrition and Management
Journal of Community Development Society
Journal of Community Health
Journal of Community Psychology
Journal of Consumer Affairs
Journal of Consumer Education
Journal of Divorce and Remarriage
Journal of Early Adolescence
Journal of Family and Consumer Sciences Education
Journal of Family and Consumer Sciences
Journal of Family Communication
Journal of Family Issues
Journal of Family Psychology
Journal of Family Therapy

Journal of Interpersonal Violence
 Journal of Leadership Education
 Journal of Marriage and the Family
 Journal of Men's Studies
 Journal of Personality and Social Psychology
 Journal of Primary Prevention
 Journal of Public Health Policy
 Journal of Research on Adolescence
 Journal of Rural and Community Development
 Journal of Rural and Tropical Public Health
 Journal of Rural and Community Development
 Journal of Rural Community Psychology
 Journal of Social and Personal Relationships
 Journal of Sex & Marital Therapy
 Journal of the Community Development Society
 Journal of Youth Development
 Journal of Youth and Adolescence
 Quarterly Perspectives on Sexual and Reproductive Health
 Prevention Science
 Psychology of Addictive Behaviors
 Psychology of Men and Masculinity Psychology, Public Policy, and Law
 Psychology Review
 Rehabilitation Psychology
 Rural Sociology
 School Psychology
 Social Science Quarterly Journal
 Studies in Family Planning
 Young Children

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 in Appendix A. Please include the signature of the Library Director in Appendix B.

There are a variety of library databases that index journal articles in the field. Those databases include Academic Search Premier, Academic OneFile, PsycInfo, Cambridge Science Abstracts, Sociological Abstracts, MEDLINE, Ageline, Web of Science, EconLit, ERIC, LexisNexis, Professional Development Collection, Child Abuse Child Welfare and Adoption, Alt-Health Watch, CAB Abstracts, EthnicNewsWatch, GenderWatch, Alternative Press Index, and Linguistics and Language Behavior Abstracts. The UF Libraries also provide access to our extensive e-book and e-collections. Examples of electronic book platforms within UF collections are Books24x7, Springer E-books, NetLibrary E-books, Gale Virtual Reference Library, PubMed Bookshelf, and Knovel. Historical research needs are accommodated through our archived Extension documents provided through the database Florida Agriculture and Rural Life. All other items not held within our collections can be quickly obtained through the Interlibrary Loan system.

The Outreach Librarian for Agricultural Sciences at Marston Science Library is dedicated to assisting all FYCS faculty, staff and students with their research needs including maintenance of a relevant library collection and the provision of one-on-one and classroom instruction. Five additional subject librarians are also available to provide advanced research assistance in the areas of education, psychology, anthropology, sociology and law. Lastly, there is a Family, Youth and Community library subject guide, as well as additional guides for Education, Agricultural Education & Communication, Statistics, and more, available to assist with research.

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 Department of Family, Youth and Community Sciences is housed on the third floor of McCarty Hall. In wing D there are 7526 square feet for faculty and support staff. Of that total, 3322 square feet are allocated to faculty offices. In McCarty Hall B, there are also three faculty offices which total 684 square feet, one graduate student office, and a multi-purpose office with workstations for grant employees, which total 692 square feet. A total of 4204 square feet of office space is used for support functions. The department has a medium-sized conference room, 3042 McCarty Hall D, as well as a smaller conference room, 3003 McCarty Hall D. The Department currently provides workspaces for 18 graduate students, allocated to students who have assistantships or are working directly with a faculty member on a grant-funded project. There are no specific needs for specially equipped classrooms for instruction in this program, except those that are required for students with disabilities. Non special-use classroom space is centrally managed at the University of Florida.

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 in Appendix A. Do not include costs for new construction because that information should be provided in response to X (E) below.

We project a total enrollment of 20 doctoral students by Year 5 of this program. We anticipate that we will be able to provide sufficient office space through utilizing our existing assigned graduate student offices combined with repurposing some of our open office suite areas into cubicles. Our requirements for classroom space are currently met and we do not anticipate additional needs that would place a burden on the University at this time. We are not requesting specialized teaching or laboratory research space.

E. 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 in Appendix A 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.

No new capital expenditures are required.

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

The only equipment provided to graduate students at this time consists of computers and software. We have a sufficient number of fully equipped computer stations for graduate student use.

G. 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 in Appendix A.

No additional specialized equipment will be needed to implement the program.

H. 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 in Appendix A.

None.

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

Graduate assistantships are a critical element in recruitment and maintenance of a PhD program. The department is able to provide assistantships through two major mechanisms currently: (1) grant funding is a major source of revenue for research assistantships; (2) the College of Agricultural and Life Sciences (CALS) provides assistantship funds for students who have teaching responsibilities. We anticipate that we will use these same strategies to fund doctoral students. In addition, the addition of the doctoral program would make us competitive for university-wide fellowships that are limited to doctoral students and we plan to take advantage of those opportunities. The number of grant-supported assistantships has grown regularly. We therefore anticipate that we will support doctoral students through a combination of state funds and extramural funding.

J. 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.

We do not require an internship or practicum for students in the proposed degree program, although students may elect to enroll in FYC 6912 Nonthesis Project in Family, Youth, and Community Sciences (Professional Practicum) under the guidance of the graduate supervisory committee. We do anticipate that many students will conduct research at off-campus sites in Florida, out-of-state, or internationally. We have excellent collaborative relationships with many community-based organizations, including both nonprofit organizations and public agencies. We therefore feel that we will be able to provide adequate sites for student research.

APPENDIX A

APPENDIX A

TABLE 1-A
PROJECTED HEADCOUNT FROM POTENTIAL SOURCES
(Baccalaureate 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
Upper-level students who are transferring from other majors within the university**	0	0	0	0	0	0	0	0	0	0
Students who initially entered the university as FTIC students and who are progressing from the lower to the upper level***	0	0	0	0	0	0	0	0	0	0
Florida College System transfers to the upper level***	0	0	0	0	0	0	0	0	0	0
Transfers to the upper level from other Florida colleges and universities***	0	0	0	0	0	0	0	0	0	0
Transfers from out of state colleges and universities***	0	0	0	0	0	0	0	0	0	0
Other (Explain)***	0	0	0	0	0	0	0	0	0	0
Totals	0	0	0	0	0	0	0	0	0	0
* List projected annual headcount of students enrolled in the degree program. 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. ****For assistance with this calculation, check with UF Office of Institutional Research										

APPENDIX A

TABLE 1-B
PROJECTED HEADCOUNT FROM POTENTIAL SOURCES
(Graduate 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)	1	0.5	1	0.5	1	0.5	1	0.5	1	0.5
Students who transfer from other graduate programs within the university**	0	0	0	0	0	0	0	0	0	0
Individuals who have recently graduated from preceding degree programs at this university	2	1.5	3	2.25	3	2.25	3	2.25	3	2.25
Individuals who graduated from preceding degree programs at other Florida public universities	1	0.75	2	1.5	4	3	5	3.75	5	3.75
Individuals who graduated from preceding degree programs at non-public Florida institutions	0	0	0	0	0	0	0	0	0	0
Additional in-state residents***	0	0	0	0	0	0	0	0	0	0
Additional out-of-state residents***	0	0	2	1.5	3	2.25	5	3.75	8	6
Additional foreign residents***	0	0	0	0	1	0.75	2	1.5	3	2.25
Other (Explain)***	0	0	0	0	0	0	0	0	0	0
Totals	4	2.75	8	5.75	12	8.75	16	11.75	20	14.75

* List projected annual headcount of students enrolled in the degree program. 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.

****For assistance with this calculation, check with UF Office of Institutional Research

APPENDIX A

TABLE 2
PROJECTED COSTS AND FUNDING SOURCES

Instruction & Research Costs (non-cumulative)	Year 1							Year 5					
	Funding Source						Subtotal E&G, Auxiliary, and C&G	Funding Source					Subtotal E&G, Auxiliary, and C&G
	Reallocated Base* (E&G)	Enrollment Growth (E&G)	Other New Recurring (E&G)	New Non-Recurring (E&G)	Contracts & Grants (C&G)	Auxiliary Funds****		Continuing Base** (E&G)	New Enrollment Growth (E&G)	Other*** (E&G)	Contracts & Grants (C&G)	Auxiliary Funds****	
Faculty Salaries and Benefits	58,511	0	0	0	0	66,128	\$124,639	149,913	0	0	0	168,683	\$318,596
A & P Salaries and Benefits	10,487	0	0	0	0	7,165	\$17,652	14,821	0	0	0	7,595	\$22,416
USPS Salaries and Benefits	0	0	0	0	0	0	\$0	0	0	0	0	0	\$0
Other Personal Services	0	0	0	0	0	0	\$0	0	0	0	0	0	\$0
Assistantships & Fellowships	50,000	0	0	0	60,000	0	\$110,000	75,000	0	0	150,000	0	\$225,000
Library	0	0	0	0	0	0	\$0	0	0	0	0	0	\$0
Expenses	0	0	0	0	0	0	\$0	0	0	0	0	0	\$0
Operating Capital Outlay	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
Total Costs	\$118,998	\$0	\$0	\$0	\$60,000	\$73,293	\$252,291	\$239,734	\$0	\$0	\$150,000	\$176,278	\$566,012
*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.													
****Includes additional non-E&G funding from IFAS for faculty salaries & benefits (see Table 3)													
Faculty and Staff Summary							Calculated Cost per Student FTE						
Total Positions		Year 1		Year 5				Year 1		Year 5			
Faculty (person-years)		1		2.5				Total E&G Funding		\$118,998		\$239,734	
A & P (FTE)		0.25		0.3				Annual Student FTE		2.75		14.75	
USPS (FTE)		0		0				E&G Cost per FTE		\$43,272		\$16,253	

APPENDIX A

**TABLE 3
ANTICIPATED REALLOCATION OF EDUCATION & 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
Faculty Salaries/Benefits			
60320000-101-1100 E&G Funds	1,166,413	58,511	\$1,107,902
60320000-103-2100 IFAS Research Funds: \$513,731**			
60320000-103-3300 IFAS Extension Funds: \$1,363,329**			
Assistantships and Fellowships	90,000	50,000	\$40,000
60320000-101-1100 E&G Funds			
A & P Salaries and Benefits	120,045	10,487	\$109,558
60320000-101-1100 E&G Funds			
Totals	\$1,376,458	\$118,998	\$1,257,460

* If not reallocating funds, please submit a zeroed Table 3

** Total faculty salaries/benefits from non-E&G funds

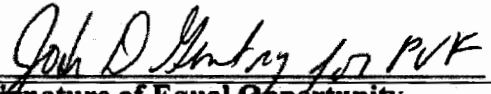
APPENDIX A

**TABLE 4
ANTICIPATED FACULTY PARTICIPATION**

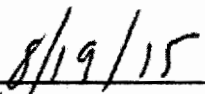
Faculty Code	Faculty Name or "New Hire" Highest Degree Held Academic Discipline or Speciality	Rank	Contract Status	Initial Date for Participation in Program	Mos. Contract Year1	FTE Year1	% Effort for Prg. Year1	PY Year1	Mos. Contract Year5	FTE Year5	% Effort for Prg. Year5	PY Year5
A*	Rosemary Barnett, Ph.D. Youth Development	Professor	Tenure	Fall 2016	12	1.00	0.15	0.15	12	1.00	0.30	0.30
A*	Gerald Culen, Ph.D. Youth Development	Assoc Prof	Tenure	Fall 2016	12	1.00	0.10	0.10	12	1.00	0.20	0.20
A*	David Diehl, Ph.D. Family Science	Assoc Prof	Tenure	Fall 2016	12	1.00	0.15	0.15	12	1.00	0.30	0.30
A*	Larry Forthun, Ph.D. Youth Development	Assoc Prof	Tenure	Fall 2016	12	1.00	0.25	0.25	12	1.00	0.40	0.40
A*	Heidi Radunovich, Ph.D. Family Science	Assoc Prof	Tenure	Fall 2016	12	1.00	0.10	0.10	12	1.00	0.20	0.20
A*	Mickie Swisher, Ph.D. Community Science/Research Methods	Assoc Prof	Tenure	Fall 2016	12	1.00	0.15	0.15	12	1.00	0.30	0.30
A*	Kate Fogarty, Ph.D. Youth Development	Asst Prof	Tenure	Fall 2016	12	1.00	0.10	0.10	12	1.00	0.20	0.20
C*	New Hire Youth Development	Asst Prof	Tenure Earning	Fall 2017	12	1.00	0.00	0.00	12	1.00	0.30	0.30
C*	New Hire Family Science	Asst Prof	Tenure Earning	Fall 2017	12	1.00	0.00	0.00	12	1.00	0.30	0.30
	Total Person-Years (PY)							1.00				2.50
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					1.00				1.90
B	New faculty to be hired on a vacant line		Current Education & General Revenue					0.00				0.00
C	New faculty to be hired on a new line		New Education & General Revenue					0.00				0.60
D	Existing faculty hired on contracts/grants		Contracts/Grants					0.00				0.00
E	New faculty to be hired on contracts/grants		Contracts/Grants					0.00				0.00
* Funding will be distributed between E&G and other IFAS Revenue					Overall Totals for			Year 1	1.00		Year 5	2.50

APPENDIX B


Please include the signature of the Equal Opportunity Officer and the Library Director.



**Signature of Equal Opportunity
Officer**



Date



Signature of Library Director

8/3/15

Date

This appendix was created to facilitate the collection of signatures in support of the proposal. Signatures in this section illustrate that the Equal Opportunity Officer has reviewed section II.E of the proposal and the Library Director has reviewed sections X.A and X.B.

APPENDIX D

External consultants' report of review of previous version of PhD proposal (Proposal has been completely revised and revamped since this review was conducted).

Consultant/Reviewer's Report

In the spring of 2012, a panel consisting of three external reviewers was formed for the purpose of providing feedback and comments on all aspects of the FYC PhD Proposal. These reviewers were part of or former members of similar programs and familiar with the FYC program. The reviewers were selected from various academic levels consisting of an associate provost, dean and an associate professor. Two were from AAU institutions and all three were Land Grant Institutions as follows: University of Minnesota, Iowa State University, and the University of Georgia. The three reviewers provided written as well as verbal comments (during phone interviews) to the FYC PhD Proposal Committee. These comments were discussed and incorporated into the proposal as deemed appropriate. In addition to the external review, a number of departments within UF were contacted and asked to provide letters of support for the proposal. Three departments replied including the Departments of Psychology, Clinical and Health Psychology, and Tourism, Recreation and Sports Management. The strengths and weaknesses from the reviews are summarized below. Suggestions for improvement have been incorporated into the proposal.

Strengths

- ☐ Uniqueness of the program: It has integrated approach to youth development, family dynamics and community capacity building. The proposal compares the proposed degree program with institutions/departments that have Human Development and Family Studies (Sciences) or Human development and Community Development program – whereas the proposed Ph. D. program is integrated program in Family, Youth and Community Sciences.
- ☐ Strong rationale to support the program as proposed. There is market demand, and with the exception of University of Georgia and Auburn University, there are none or few competitors in your state and region.
- ☐ The number of potential students is reasonable and similar size programs exist at other large land-grant universities.
- ☐ The strongest elements of the proposal are to strengthen research, to provide integrated perspective, to link with faculty in other departments to grow research strengths, research faculty, and increase the capacity and reputation of the departments.
- ☐ The rationale you provide makes sense; it seems clear that this program would meet a need and is a logical next step for your department.
- ☐ Survey of current and former students is valuable is one way to show that there is a demand ☐ Faculty are strong in program evaluation and the scholarship of application and/or engagement because of your integral connection with Extension and the multiple Extension appointments seen in the faculty expertise descriptions.

Weaknesses

- ☐ Suggest the weakest argument for the proposal lies in making statements that you hope to strengthen the M.S. program. The M.S. program can be a pipeline to the PhD; the M.S. is a component along the continuum of scholarship.

- ☐ You have depth in some areas but you have a lot of breadth in terms of faculty focus. This is probably very effective for working with Extension educators across the state in a variety of outreach scholarship initiatives, but it does create a challenge in developing a cohesive doctoral program.
- ☐ Description under goal 3 compares the proposed degree program with institutions/departments that have Human Development and Family Studies (Sciences) or Human development and Community Development program – whereas the proposed Ph. D. program is integrated program in Family, Youth and Community Sciences?
- ☐ With the complement of faculty you have, a program like this at Minnesota would be distributed across at least three colleges and you are one department. Imagine this is not anything new to you but it does make it challenging to communicate how you hang together and how you describe a cohesive doctoral program.
- ☐ Although I think you understand what an integrated FYCS program means, I'm not sure that someone that comes from a non-human ecology, non-home economics background would.
- ☐ Discussion that follows III B does not address the---justification of reallocation of resources for the proposed program and the negative effect of the reallocation on undergraduate programs
- ☐ Curriculum section A asks for "specific" expected student learning outcomes associated with the proposed program. However the discussion that follows is very general.
- ☐ It is stated that projected growth in grant funding for assistantship is lower than what it has been historically – why? and if so then what are the sources of funds to support the anticipated new Ph. D. students?
- ☐ Coursework that could be taken for the youth development, family development, community development, and nonprofit organization development is evident in the course list provided. What I don't see are courses that would contribute to doctoral level expertise in either financial literacy or human nutrition and obesity prevention. Would they take courses in other units?

From: Good,Glenn E
Sent: Thursday, September 10, 2015 10:50 AM
To: Turner,R Elaine; Richardson,David E
Subject: RE: PhD proposal

Elaine,

The COE is happy to support your/CALS request for a FYCS PhD, and we look forward to collaborating with it.

FYI, the COE is in the midst of developing a proposal for a bachelor's degree in Education and Learning Science (a bachelors degree in education not leading directly to certification as a teacher), and we will be likely be seeking your assistance with it.

Best wishes,
Glenn

Glenn E. Good, Ph.D.
Dean, College of Education
University of Florida
352-273-4135
GGood@ufl.edu

NOTE: This communication may contain information that is legally protected from unauthorized disclosure. If you are not the intended recipient, please note that any dissemination, distribution or copying of this communication is strictly prohibited. If you have received this message in error, you should notify the sender immediately by telephone or by return email and delete this message from your computer.

From: Turner,R Elaine
Sent: Thursday, September 10, 2015 8:50 AM
To: Richardson,David E <der@ufl.edu>; Good,Glenn E <ggood@coe.ufl.edu>
Subject: FW: PhD proposal

Dave and Glenn:

The Family, Youth and Community Sciences Department is moving ahead this fall with a PhD proposal. This has been in the works for quite some time, but I believe with new leadership in the department and several new hires, the proposal is solid. The CALS Curriculum Committee will do a final review and vote next Friday (September 18) and hopefully, then we will be on our way to Graduate Council.

Sometime earlier in the summer, a review and letter of support was requested from your colleges; I believe this probably happened during Millie's transition in CLAS. In any event, no response has been received. I would really appreciate it if you could forward the attached to the appropriate person for review and hopefully a letter of support from your college. I don't believe you will find any overlap with existing PhD programs in your colleges, but rather areas of potential collaboration and synergy.

Thanks in advance for your assistance with this. It is an important step in the evolution of this department and an important program for the college.

Elaine

Dr. R. Elaine Turner
Dean
College of Agricultural and Life Sciences
University of Florida
2001 McCarty Hall D
PO Box 110270
Gainesville, FL 32611-0270
Phone: 352-392-1961
Fax: 352-392-8988
Email: retumer@ufl.edu

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The Graduate School
Office of the Associate Vice President and Dean

164 Grinter Hall
PO Box 115500
Gainesville, FL 32611-5500
352-392-6622 Tel
352-392-8729 Fax

November 20, 2015

MEMORANDUM

TO: Larry Forthun
Associate Professor
Department of Family, Youth and Community Sciences

FROM: Henry T. Frierson
Associate Vice President and Dean
Graduate School

RE: #10369 new Ph.D. degree in Youth Development and Family Sciences, College of
Agricultural and Life Sciences

The proposal from the College of Agricultural and Life Sciences for a new Ph.D. degree in Youth Development and Family Sciences was approved at the November 19, 2015, Graduate Council meeting effective Fall 2017, pending further approvals.

The following individuals and offices will be notified by a copy of this letter so that they can complete their processes to implement the degree:

Tracy Irani, Chair, Department of Family, Youth and Community Sciences
Cann Enholm, Caroline Lentz, Stacy Wallace, Graduate School
Diana Hull, University Curriculum Committee and Office of the University Registrar
Marie Zeglen, Office of Institutional Planning and Research
Sue Alvers, Administrative Assistant to Faculty Senate Chair
Joel Brendemuhl, Associate Dean, College of Agricultural and Life Sciences

HP/ld

Approved by Faculty
Senate on 9/24/15

PROGRAM REACTIVATION NOTIFICATION FORM
Board of Governors, State University System of Florida

UNIVERSITY: University of Florida

PROGRAM NAME: Fire and Emergency Sciences

DEGREE LEVEL(S): (BS/BA, MS/MA, S, Ed.D., Ph.D., etc.) MS/MA

IS THIS FOR AN ENTIRE CIP (Classification of Instructional Programs) CODE?

IF YES, CIP CODE: 43.0203

IF NO AND FOR MAJOR/TRACK ONLY:

CIP CODE: _____

NAME OF MAJOR/TRACK: _____

TERM DATE FOR ACTIVE STATUS: Spring 2014

TERM DATE OF ORIGINAL INACTIVATION: Fall 2011

This is the form to be used for the university to notify the Board of Governors, State University System of Florida that an academic degree program has been reactivated and that new enrollments are now being accepted. This action will allow for more accurate data analysis of enrollment and degree productivity, and will initiate any necessary changes to articulation manuals and online search tools.



The Graduate School
Office of the Associate Vice President and Dean

164 Grinter Hall
PO Box 115500
Gainesville, FL 32611-5500
352-392-6622 Tel
352-392-8729 Fax

October 24, 2013

MEMORANDUM

TO: Robert Ries
Associate Professor and Director
Rinker School of Building Construction

FROM: Henry T. Frierson *HTF*
Associate Vice President and Dean
Graduate School

RE: Proposal from the College of Design, Construction and Planning for implementation of the Master of Science in Fire and Emergency Sciences

The proposal from the College of Design, Construction and Planning for implementation of the Master of Science in Fire and Emergency Sciences was approved at the October 17, 2013 Graduate Council meeting effective Spring 2014. It will be sent to the University Curriculum Committee as an information item.

HF/ld

cc: Diana Hull, Associate University Registrar, Office of the University Registrar
Gann Enholm, Coordinator, Academic Support Services
Rimjhim Banerjee, Associate Director, Research Programs and Services
Stacy Wallace, Coordinator, Editorial

Approved
10/17/13



College of Design, Construction and Planning
M.E. Rinker, Sr. School of Building Construction

304 Rinker Hall
PO Box 115703
Gainesville, FL 32611-5703
352-273-1150
602-1150 Suncom
352-392-9606 Fax
www.bcn.ufl.edu

October 09, 2013

MEMORANDUM

TO: Graduate Council

FROM: Robert Ries, Associate Professor and Director, Rinker School of Building Construction

Margaret Carr, Associate Dean, College of Design, Construction, and Planning

SUBJECT: Approval of Masters of Science in Fire and Emergency Sciences implementation plan

The Rinker School of Building Construction and the College of Design, Construction, and Planning are requesting the approval of the attached implementation plan for a Masters of Science in Fire and Emergency Sciences. The degree was approved at the Board of Regents/ Board of Governors level in 1999 but not implemented at that time. The courses for the degree program have now been approved.

The curriculum plan has been reviewed and approved at the unit and college levels.

Signature: Robert Ries

Robert Ries

Date: 10/09/2013

Signature: Christopher Silver

Christopher Silver

Date: 10/10/2013

The Foundation for The Gator Nation

An Equal Opportunity Institution

October 09, 2013

Implementation of the Masters of Science in Fire and Emergency Sciences Degree Program

M. E. Rinker, Sr., School of Building Construction

College of Design, Construction, and Planning

CIP Code: 43-0203

October 09, 2013

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.

- a) This is the implementation of an already approved degree that offers a non-accredited Master degree to students seeking a graduate degree that will allow them to expand their professional and non-professional undergraduate experience.
- b) The emphasis of the program is on emergency services and disaster management (ES/DM).
- c) The total number of credit hours is 33. There are no concentrations or tracks.
- d) The MFES degree curriculum builds upon our BSFES degree program and is designed to provide a set of core studies and contextual projects, which prepare graduates who are seeking a flexible program that integrates the study of emergency services and disaster management. Many professionals holding positions in ES/DM lack any formal education in this area and are in search of opportunities to further their education in ES/DM, while at the same time maintaining their existing employment and availing themselves of employer provided educational benefits. Hence, decision to offer the MFES program via distance learning.

B. Identify any established or planned educational sites at which the program is expected to be offered and indicate whether it will be offered only at sites other than the main campus.

- The program is delivered using distance education so no additional physical space is required.

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.

- The Department of Labor (through O*Net OnLine) estimates a 10-19% growth for Emergency Management Directors from 2010-2020. The Federal Emergency Management Agency (FEMA) actively promotes advanced education for emergency managers through programs such as the Higher Education Virtual Symposiums in its Emergency Management Institute.

October 09, 2013

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.

- Many potential students for the MFES (both international and domestic) are working in the ES/DM area without having a formal education in that field. As such they are interested in formalizing the knowledge they have acquired through the years through graduate education in ES/DM. The MFES will provide specialized graduate skills that bridge a student's undergraduate skills and their experiential skills with the advanced graduate education in ES/DM. Internationally, the MFES will be attractive to many professionals from the rest of the Americas and South Asia who have to deal with floods, hurricanes, earthquakes and tsunamis.
- Several graduates of the BFES program at UF have expressed interest in the MFES and several students enrolled in the current certificate program in emergency management at UF have expressed interest in the degree program.

C. If substantially similar programs (generally at the four-digit CIP Code or 60 percent similar in core courses), either private or public exist in the state, identify the institution(s) and geographic location(s). Summarize the outcome(s) of communication with such programs with regard to the potential impact on their enrollment and opportunities for possible collaboration (instruction and research). In Appendix B, provide data that support the need for an additional program as well as letters of support, or letters of concern, from the provosts of other state universities with substantially similar programs.

- There are no similar programs in the state.

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's degree will provide post-professional advancement for the critical technical issues beyond the initial fire science practices and administrative studies. Major research topics include interdisciplinary studies in material sciences, suppression systems, advanced planning and geographic systems, pre- and post-disaster mitigation planning, computer applications and technological innovations.
 - SLO 1: Identify and evaluate organization problems associated with fire and emergency services.
 - SLO 2: Identify, describe and explain comprehensive emergency management/command and control skills as they apply to major catastrophic incidents in fire and emergency services.

October 09, 2013

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

Admission requirements:

- an undergraduate degree from regionally accredited U.S. institution or a comparable degree from an international institution
- at least 5 years meaningful, and related experience
- cumulative verbal and quantitative acceptable GRE scores
- a grade point average of 3.0 on a 4.0 scale (preferred) and
- TOEFL score of 550 paper or 80 internet or better for international students

Graduation requirements:

- Completion of 33 credit hours, a final comprehensive exam and a research report, and a major and overall GPA of 3.0 or greater.
- 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.
- To earn a Master's of Science in Fire and Emergency Sciences, the student must successfully complete 33 credits (11 FES graduate classes). Of these 11 classes, FES 6786 Research Methods in FES and FES 6916 Research for Master's Report are required. The remaining 9 classes are electives.
- D. Provide a sequenced course of study for all majors, concentrations, or areas of emphasis within the proposed program.
- The course of study has a focus on Emergency Disaster Management. A certificate is available within the degree.

Masters of Science in Fire and Emergency Sciences Degree

Credits: 33

FES 6726- Hazard Mitigation and Preparedness- 3 Credits- Letter Graded
FES 6826- Emergency Services-Disaster Planning- 3 Credits- Letter Graded
FES 6724- Fire and Emergency Services Response Planning- 3 Credits- Letter Graded
FES 6736- Homeland Security and Emergency Management- 3 Credits- Letter Graded
FES 6705- Communication in Emergency Management-3 Credits- Letter Graded
FES 6836- Impacts of Natural and Man-Made Disasters on Buildings- 3 Credits- Letter Graded
FES 6786- Research Methods in FES- 3 Credits- Letter Graded
FES 6806- Disaster Response and Recovery- 3 Credits- Letter Graded
FES 6735- International Emergency/Disaster Management- 3 Credits- Letter Graded
FES 6940- Practicum in FES- 3 Credits- S/U Graded
FES 6827- Business Continuity and Disaster Planning- 3 Credits- Letter Graded
FES 6916- Research for Master's Report- 3 Credits- S/U Graded

October 09, 2013

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 in Appendix A. 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 delivered via distance education.

Faculty Participation

Faculty Resources: The faculty, in general, have expertise in both the emergency services / disaster management field and in distance education. Notably, all faculty are currently teaching distance education courses in ES/DM. No additional faculty will be needed to accommodate the expected student enrollment.

Jeff Lindsey

- Ph.D. in Instructional Technology
- most recent work experience – St. Petersburg College, Administration and EMS Professor

Thomas Poulin

- Ph.D. Public Administration and Urban Policy
- most recent work experience - University Research and Teaching, Core Faculty

Chris Reynolds

- Doctorate of Education
- Most recent work experience – Dean and Associate Vice President, American Public University System.

Barbara Klingensmith

- Ph.D. Educational Leadership and Management
- Adjunct Instructor, University of Florida

Raymond Issa

- Ph.D. Civil Engineering; J.D. Law
- Most recent work experience, Professor, University of Florida

Non-Faculty Resources

- No additional library resources are required for this program
- Office space is required for a coordinator and two program assistants. However, these are shared between the Master's and Bachelor's programs.
- No additional specialized equipment will be needed for this program.
- No graduate assistantships will be needed for this program.

BOARD OF GOVERNORS, STATE UNIVERSITY SYSTEM OF FLORIDA PROPOSAL TO ESTABLISH A NEW TYPE I, II, OR III CAMPUS, OR SPECIAL PURPOSE CENTER

University of Florida

University Submitting Proposal

1602*

Site ID

653 West 8th Street

Jacksonville, FL 32209**

Physical Address of Educational Site

(US Site: address, city, state, zip) (International site: street address, number, city, county/province, country)

UF Health - Jacksonville

Proposed Name of Educational Site

Type III campus

Proposed Type of Educational Site

(Type I, II, or III Campus, or Special Purpose Center)

Summer 2016 ABSN

Proposed Opening Date

(First date and term student instruction will be offered at the site)

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 or relocating an educational site have been met prior to the initiation of the first course offerings.

Date Approved by the University Board of Trustees

President

2-11-16

Date

Signature of Chair, Board of Trustees

Date

Vice President for Academic Affairs

2/9/16

Date

S. Vice President Health Affairs 2/15/16 Date

Under Projected Enrollment, provide headcount (HC) and full-time equivalent (FTE) student enrollment estimates by level from Table 1 in Appendix A for Years 1 and 5, or the Final Year of implementation if it exceeds five. Under Projected Costs, provide revenues and expenses from Table 2 and capital project costs from Table 3 for Years 1 and 5, or the Final Year if it exceeds five. ***

Projected Site Enrollment (from Table 1)			
		HC	FTE
463874	Year 1	24	9
	Year 5	96	36
Graduate	Year 1		
	Year 5		

Projected Costs (from Tables 3 and 4)				
Operational			Capital Projects	Total Cost
	E&G Funding	Other (Contracts & Grants, Auxiliary)		
Year 1	378,339			
Year 2	431,117			
Year 3	441,715			
Year 4	452,631			
Year 5	463,874			

February 9, 2016

TO: Joseph Glover, Provost
University of Florida
FROM: Anna McDaniel, Dean
College of Nursing

I am seeking approval to extend the College of Nursing Accelerated Bachelor of Science in Nursing (ABSN) program to the UF Health Science Center Jacksonville location. We Plan to enroll a cohort of students from the Jacksonville area who will receive their clinical training at the UF Jacksonville hospital. Our ABSN Program was established in 2003 and is fully accredited by the AACN. Expanding this successful program to our Jacksonville campus will allow us to increase the number of BSN-prepared nurses in the Duval County vicinity and utilize the excellent clinical facilities in Jacksonville.

The curriculum, admission criteria, and application processes will follow our procedures established for the Gainesville campus. Students who meet all criteria will be admitted in May, progressing full-time through the academic year and graduate at the end of the second summer (15 months). There are 59 total credits with 900 hours of supervised clinical experience.

Thank you for your support.



*This is not an instructional site code, and changing to an instructional code for this facility is inappropriate. Instruction is one of many activities that occur at UF Health – Jacksonville, and is not now, nor will it ever be, a primary activity for the site.

**UF has SACSOC approval for this address (Nursing) as well as 633 W 8th Street (Medicine) and 580 W. 8th Street (Pharmacy).

***Projections and cost information are for the proposed Accelerated Bachelor of Science in Nursing program.

I. Introduction

A. Provide a short description of the project and rationale for the request to establish an educational site, including the main purpose for this site (research, instruction, administration, student services, etc.).

The University of Florida has been offering courses, clinical training, and recertification programs at UF Health – Jacksonville, through its health sciences colleges, for many years. UF proposes at this time to apply for Type III campus status for the UF Health – Jacksonville facility under BOG Regulation 8.009. For-credit courses have historically been offered at the facility by the colleges of Pharmacy and Nursing; however, the aggregate enrollments normally hover around 200 students. The proposed introduction of a Nursing accelerated bachelor's degree will bring enrollments close to the >300 threshold levied by the Regulation.

UF Health – Jacksonville is a fully-integrated, centrally-administered UF special purpose site. Activities predominately focus on the provision of health care to Northeast Florida and Jacksonville. For complete information on the facilities and relationship between the University of Florida and UF Health – Jacksonville, see <http://ufhealthjax.org/> Academic courses, programs, and other instructional activities are, and will continue to be, incidental to the mission of the facility, but are useful to UF students and faculty in the development of health care skills and health sciences research, and also contribute to public health and workforce needs.

The redesigned UF College of Nursing Accelerated Bachelor of Science in Nursing (ABSN) program is slated to be offered at the UF Health - Jacksonville location. This program was previously offered at the facility, but enrollments were phased out about seven years ago to allow for curricular redesign and reintegration with the College's mission. The College of Nursing proposes to enroll a cohort of students from the Jacksonville area who will receive their clinical training at the UF Health - Jacksonville hospital. The United States Department of Labor has projected the need for more than a million new nurses by 2018; the relative shortage of nurses is projected to be even more acute in the state of Florida. The accelerated BSN is endorsed by the American Association of Colleges of Nursing (AACN) and the Robert Wood Johnson Foundation, among

others, as an innovative, efficient educational model to increase nursing workforce capacity while maintaining program quality and integrity.

- B. Provide a short narrative assessment of how the establishment of the educational site supports the university mission and the goals incorporated into the university strategic plan and Board of Governors State University System Strategic Plan.**

UF Health - Jacksonville has long played a vital role in the University's health care offerings and programs. As is the case on the Gainesville campus, the College of Medicine is integrated with UF Health - Jacksonville's facilities through faculty exchanges, clinical training, residencies, and use of the facilities for faculty and student research. The UF College of Pharmacy makes available to Jacksonville residents and professionals a robust PharmD program that enrolls an average of 180 students/year. The College of Public Health and Health Professions affiliates with UF Health Jacksonville for internships in the DPT program, using on-site preceptors. UF's College of Nursing has had a presence at the UF Health - Jacksonville facility since 1979. Jacksonville, the most populous city in the state, is a highly diverse community, with a significant population of medically underserved individuals and families. By housing UF academic programs, clinical training, and other instructional activities in Jacksonville, UF helps meet the medical needs of the population while at the same time providing opportunities for UF faculty and staff to develop critical health-care skills. The College of Nursing and PharmD programs specifically recruit students from the Duval County area, which has a population that is 30% African-American/Black and 8% Hispanic.

Demographic changes indicate that the state of Florida and the US at large will face a nursing shortage as more nurses reach retirement age. The shortage will be especially acute for BSN-prepared nurses. Since its inception, the UF College of Nursing has set high standards of excellence in educational programs. Extending UF's successful accelerated program to the Jacksonville community will contribute to the College's social mandate to prepare the next generation of nurses to meet the health care need of the citizens of Florida. Further, the program will contribute to increasing the diversity of the future nursing workforce, which was identified by the Institute of Medicine (2011) as a critical need for health care in our country.

The programs UF engages in at the JAX facility contribute to UF's goal of developing *an exceptional academic environment that reflects the breadth of thought essential for preeminence, achieved by a community of students, faculty, and staff who have diverse experiences and backgrounds* (Goal1), *an outstanding and accessible education that prepares students for work, citizenship, and life* (Goal 2), and *a strengthened public engagement of the university's*

*programs with local, national, and international communities (Goal 5).*¹ Furthermore, the College of Nursing's accelerated program will contribute to the Florida Board of Governors strategic goal to increase the number of degrees awarded in STEM/health.

- C. Provide a timetable of critical benchmarks that must be met for full implementation which can be used to monitor progress (planning, design, funding, construction, etc.). The timetable should also include ensuring appropriate accreditation of the proposed educational site and any proposed programs requiring specialized accreditation, if required.**

As noted above, the UF Health - Jacksonville facilities have been in place supporting a range of UF's programs, faculty and students for many years. With the reintroduction of the accelerated program projected BSN enrollments added to the current PharmD average of 180/year, overall course enrollment will approach 300 per year.

UF Health - Jacksonville is included in the University's accreditation with the Southern Association of Schools and Colleges for the colleges of Medicine, Nursing, and Pharmacy. The PharmD program is fully accredited by the Accreditation Council for Pharmacy Education (ACPE).

In terms of the accelerated Nursing program, the goal is to enroll an initial, pilot cohort of 24 students in 2016. The College has hired a full-time faculty member (starting January, 2016) to join the current Jacksonville faculty (2.5 FTE) in planning for the program launch. The College has also hired a .5 FTE academic advisor devoted to the ABSN students. The curriculum is in place on the Gainesville campus and is fully accredited by the Commission on Collegiate Nursing Education (CCNE) Board of Commissioners until 2022. The College will submit a Substantive Change Report to that accrediting body when the program is launched at the Jacksonville site. Full implementation of the program in Jacksonville is planned for 2017 with an incoming cohort of 48 students. The College has committed to hire another 1.0 FTE faculty member in 2017.

II. Need and Demand Assessment

- A. Provide a detailed assessment of unmet local student demand for access to academic programs in the vicinity of the proposed educational site. Complete Table 1 in Appendix A to enrollment projections for unduplicated student headcount and FTE by degree program and level.**

¹ UF is in the process of setting goals for the next 10 years and a Task Force has developed the draft document currently under discussion. The document is available at <http://president.ufl.edu/initiatives/goal-setting-task-force/>

UF does not anticipate any changes in the current enrollments for the PharmD program, which has a well-established track record of recruitment and placement. The demand for pharmacists in the U.S. is stable, and the current enrollment pattern meets Florida needs. The NAPLEX and MPJE board exam pass rates are 94-99% over the last 5 years, which is similar to our peer institutions. The program's placement rate is 100% within 6 months of graduation.

In terms of the proposed College of Nursing program, there are two ABSN programs in the Jacksonville area run by the University of North Florida and Jacksonville University. Total capacity of those programs is approximately 115 students per year. Demand for seats exceeds capacity with approximately 150 applicants being denied admission. According to the Office of Program Policy Analysis & Government Accountability report published in 2015, enrollment in second-degree BSN programs in Florida decreased by 69% from 2012-2013 to 2013-2014, but there is no data reported by geographic area. Despite increased capacity in nursing education programs overall in Florida (among all types of program across the state), over 13,000 qualified applicants were not admitted in 2013-2014.

- B. Provide a detailed data-driven assessment that describes unmet local and regional workforce need for programs and services to be offered at the proposed educational site. In the appendices, provide letters of support from the local community and business interests.**

According to the Florida Department of Economic Opportunity "Help Wanted On-line" data, there were 929 *average monthly* job posting for nurses in Workforce Region 08 (Duval, Nassau, St Johns, Putnam, Clay, and Baker counties) for the first 7 months of 2015. Most hospital settings preferentially or exclusively hire BSN-prepared nurses, but these data do not differentiate between open BSN-prepared nurse positions from other registered nurse vacancies. According to the most recent report from the Florida Center for Nursing (2013), 43.9% of nurses employed in 5-county Northeast Florida Region hold the BSN degree or higher, far short of the recommended goal of 80% (Assessing Progress on the Institute of Medicine Report *The Future of Nursing*, 2015).

III. Academic Programs and Courses

- A. Provide a list of the degree programs, partial programs, or college credit certificates and courses to be offered at the proposed educational site by year five or the Final Year of implementation if different, using Table 1 in Appendix A. The proposed degree programs must be identified by six-digit CIP Code, by program title, and degree level.**

--Accelerated Baccalaureate on Science in Nursing (BSN) CIP 51.3800 (See Appendix B)
 --Doctor of Pharmacy (Pharm.D.) CIP 51.2001

Entry-Level PharmD
Working Professionals PharmD

- B. Provide an explanation as to how the proposed degree programs and courses will be affiliated with similar programs offered on the central campus and/or other educational sites of the university. Will they be independent or an extension of existing programs? (Please see BOG regulation 8.011 (5))**

All academic standards and policies, including admission criteria and progression expectations, are the same at both campuses for all programs and courses. All programs and courses are offered by UF health colleges, utilizing facilities and training opportunities at UF Health - Jacksonville.

The UF College of Pharmacy offers a four-year Doctor of Pharmacy (Pharm.D.) Program at UF Health - Jacksonville. About 50 new students are accepted each year, with a total of ~180 students/year enrolled. The program can be completed entirely in Jacksonville, but is managed and offered through the main campus college. Faculty are shared with main campus, and some course work is offered on line. An assistant dean and associate professor, Dr. Carol Motycka, serves as Director of the College of Pharmacy's UF Health - Jacksonville program.

The accelerated nursing program will follow the same curriculum as the ABSN program at the Gainesville campus. There will be local Jacksonville faculty and a clinical coordinator but the Director of the Undergraduate Programs and the Associate Dean for Academic Affairs will exercise centralized oversight. The College curriculum committee will be responsible for first-level review of all curricular changes.

- C. Provide an assessment, supported with data, that justifies any duplication of degree programs and services that might already be provided by an existing state university or Florida College System campus in the vicinity of the proposed educational site. Describe any discussions that have taken place with affected colleges and universities and provide letters of support or letters of concern in the appendices.**

The PharmD program offered at UF Health - Jacksonville is not replicated at any other SUS or State College in the area. Recertification programs, or shared residencies or Ph.D. study sites, do not duplicate degree programs with SUS or Florida College System institutions. The College of Nursing's accelerated BSN program will be similar to that offered by the University of North Florida.

UF's BSN program will utilize the excellent clinical facilities of UF Health - Jacksonville. The College has initiated plans with the Vice-President for Nursing and Patient Care,

Dr. Patrice Jones, for appointment of UF Health staff nurses and nurse leaders to serve as clinical faculty. This close integration with the clinical nurses will provide a rich learning experience for UF students and at the same time, enhance patient care outcomes and nurse satisfaction. The College also has established a relationship with Nemours Children's Specialty Care as an excellent site for clinical education of our students. The University of Florida has an educational affiliation agreement with The Nemours Foundation for pediatric subspecialty rotation for the Colleges of Medicine, Nursing, Pharmacy, Public and Health Professions, and School of Physician Assistant Studies. (See Appendix C.) The College has had several discussions regarding the proposed program with Dr. Pamela Chally, Dean of the Brooks College of Health at the University of North Florida, who is supportive of our program. Both institutions (UF and UNF) face similar challenges (i.e., constrained clinical facilities, lack of faculty resources, limited funding) in meeting the nursing workforce needs in the state of Florida, yet both colleges are committed to an innovative and collaborative approach to address concerns. Letters of support from the Provost and relevant dean of the University of North Florida are attached here as Appendix D.

IV. Administration and Student Support Services

- A. Describe the administrative structure of the proposed educational site and how it will relate to the central administration of the university. Include any necessary funding in the financial plan outlined in Table 2 of Appendix A.**

UF Health - Jacksonville is the Southeast's most comprehensive academic health center, encompassing hospitals, clinics, physician practices, colleges, centers, institutes, programs and services across northeast and north-central Florida. UF Health includes facilities in both Gainesville and Jacksonville, including UF Health Shands Hospital, UF Health Jacksonville, UF Health Shands Psychiatric Hospital, and UF Health Shands Rehab Hospital. UF Health includes the colleges of Dentistry, Medicine, Nursing, Pharmacy, Public Health and Health Professions and Veterinary Medicine, nine research institutes and centers, as well as full spectrum patient-care services in hospitals and numerous clinical programs throughout north central and northeast Florida.

All College of Medicine, College of Nursing, and College of Pharmacy program offerings--whether residencies, recertification courses, clinical training, or academic programs--are fully coordinated from the Gainesville campus in close partnership with Jacksonville faculty and administrators. Colleges using the UF Health - Jacksonville facilities are responsible for administration of their program offerings, including conformance with all UF requirements for curriculum review and student services.

The College of Nursing established a presence in Jacksonville in 1979, and faculty have been teaching courses through web-based or in-person delivery continuously since that time. Currently, the College has a suite of offices in the Learning Resources Center, and

access to classroom instruction and laboratory space. Faculty members located in Jacksonville are assigned to one of two academic departments and report to department chairs on the Gainesville campus. Faculty attend departmental meetings, participating through distance technology, participate on faculty committees, and in governance. The dean travels to Jacksonville at least once a month through the year. All academic offerings taught by Jacksonville-located faculty are administered by the College of Nursing, under the leadership of Dean Anna McDaniel. The Provost Office has approved “seed funding” in the amount of \$500,000 over two years to establish the accelerated program in Jacksonville.

B. Describe how the proposed site will provide student services, either onsite or online from the central university campus.

All UF offerings at the Jacksonville UF Health facilities have a mix of Jacksonville and Gainesville services. The Jacksonville facility includes study space, clinical sites, and research laboratories. For the PharmD, a dedicated on-site Student Affairs Coordinator provides advising and assistance to students. The Gainesville campus Student Affairs office also provides some infrastructure support for the Jacksonville students. Students participate in student organizations, local orientation activities, and have access to local student services, including mental health counseling, financial aid assistance, and Career Day events.

The College of Nursing has hired an undergraduate academic advisor who will be assigned to work with Jacksonville students at 0.5 FTE. He will communicate with students online and will travel to Jacksonville for onsite meetings as needed. Students also have access to all student services available in Gainesville, and a contract for local counseling services is planned. The placement rate for students is nearly 100% given the severe nursing shortage in Florida. All students will be accommodated in clinical rotations at UF Health Jacksonville facilities.

C. Provide a plan to provide library services and other instructional resources that will support the proposed programs. Include any necessary funding in the financial plan outlined in Table 2 of Appendix A.

Students have onsite access to the Borland Health Sciences Library, a division of the UF Health Science Center Library (HSCL). Located on the second floor of the Learning Resources Center, the library houses books, reference materials, course reserves, and journals, as well as computers with Internet access, allowing access to the licensed database content and electronic journals of the main HSCL in Gainesville. Library resources are also accessible from off-campus computers and through interlibrary loan. UF Health – Jacksonville also has laboratories and associated facilities for research and teaching projects.

V. Budget and Facilities

- A. Provide a projected operational budget using Table 2 in Appendix A that includes revenues and expenses out to year five, or the final year of implementation if different. Provide a narrative that explains the cost assumptions reflected in Table 2. Include the operational costs on the proposal cover page.**

See excel spreadsheet for the ABSN degree program.

- B. Use Table 3 in Appendix A, to identify each facility or facilities required to establish the proposed educational site, and any additional facilities that will be required once the site has reached its expected size and enrollments. Include capital facility costs on the proposal cover page.**

No additional facilities are required.

- C. Describe ownership of the new location and provide documentation of ownership or lease agreements, to include any special clauses, easements, or deed restrictions. If the property is a gift, provide the gift agreement. Please provide information on the type of ownership if the site is leased or owned (if leased please provide information on the duration of the lease and the entity that owns the lease). If the site is joint-use please provide the name of the other entity in the joint agreement as well as the total number of students this site will serve from year 1 through year 5.**

Not applicable.

- D. Are the facilities owned or leased by the University?**

☒ (X) Owned ☐ () Leased

VI. Addendum for International Campuses and Special Purpose Centers

If the proposed site is international, include a copy of any MOU or other agreements related to the site as an appendix

() The University certifies that all requirements of BOG Regulation 8.009(3)(f) have been met.

Not applicable.

APPENDIX A

TABLE 1

DEGREE PROGRAMS PLANNED AND PROJECTED ENROLLMENTS (Annual Unduplicated Headcount and FTE)

CIP Code	Baccalaureate Degree Program Title	Degree Level	Year 1		Year 2		Year 3		Year 4		Year 5	
			Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE
51.38	Accelerated BSN	BS	24	9	72	27	96	36	96	36	96	36
TOTAL BACCALAUREATE			24	9	72	27	96	36	96	36	96	36

CIP Code	Master's Degree Program Title	Degree Level	Year 1		Year 2		Year 3		Year 4		Year 5	
			Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE
TOTAL MASTER'S			0	0	0	0	0	0	0	0	0	0

CIP Code	College Credit Certificate Program Title	Course Level	Year 1		Year 2		Year 3		Year 4		Year 5	
			Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE
TOTAL MASTER'S			0	0	0	0	0	0	0	0	0	0

NOTE: Add Year columns as necessary to cover the period of time needed for full implementation.

APPENDIX A

TABLE 4 SUMMARY FINANCIAL PROJECTIONS TO FULL IMPLEMENTATION

Fiscal Year Ending June 30	Year 1 2017	Year 2 2018	Year 3 2019	Year 4 2020	Year 5 2021
General Operations Revenues					
Carry Forward from Prior Year	0	152,185	152,783	142,771	121,832
General Revenue/Lottery					
State Allocations (GR/Lottery)	0	0	0	0	0
Tuition/Tuition Differential and Fees					
Tuition (Matriculation)	115,997	297,558	297,558	297,558	297,558
Tuition (Differential, 70% UG Support)	48,764	125,089	125,089	125,089	125,089
Out of State Student Tuition Fees	0	0	0	0	0
Research Trust Funds (by title)					
XYZ Trust Fund	0	0	0	0	0
Financial Aid and Academic Related Fees					
Financial Aid	0	0	0	0	0
Tuition (Differential, 30% Financial Aid)	0	0	0	0	0
Out of State Financial Aid	0	0	0	0	0
Student Technology Fee	0	0	0	0	0
Student Distance Learning Fee	0	0	0	0	0
Other Fees (Material/Supply), Facility/Equipment, etc.)	14,223	15,088	15,088	15,088	15,088
Other Revenues					
List: Fund for Equipment (Private funds one time)	14,594	0	0	0	0
List	317,000	0	0	0	0
Total Revenues	510,578	589,920	590,518	580,507	559,567
General Operations Expenses					
Compensation and Employee Benefits	299,862	353,652	364,262	375,190	386,445
Shared Services	0	0	0	0	0
Incremental Shared and/or Contractual Services Costs	0	0	0	0	0
Library Services/e-Collections	0	0	0	0	0
Contractual Services	0	0	0	0	0
Plant Costs and Operating Supplies	5,000	5,000	5,000	5,000	5,000
Financial Aid, Scholarships, Stipends	0	0	0	0	0
Equipment	14,594	0	0	0	0
List: Material/Supply expenses	14,223	15,088	15,088	15,088	15,088
List: OH Costs (15% of revenue)	24,714	63,397	63,397	63,397	63,397
Total Expenses	358,393	437,137	447,747	458,675	469,931
Operating Net Revenues Over Expenses	152,185	152,783	142,771	121,832	89,637

NOTE: Add Year columns as necessary to cover the period of time needed for full implementation.

STATE UNIVERSITY SYSTEM
CIP-3 SHORT TERM PROJECT EXPLANATION

Page ___ of ___

GEOGRAPHIC LOCATION: (campus name & city)

COUNTY:

PROJECT DESCRIPTION/TITLE:

PROJECT BR No. (if assigned):

Facility/Space Type	Net Area (NASF)	Net to Gross Conversion	Gross Area (GSF)	Unit Cost (Cost/GSF)*	Construction Cost	Assumed Bid Date	Occupancy Date	Space Detail for Remodeling Projects			
			0		0			BEFORE		AFTER	
			0		0			Space Type	Net Area (NASF)	Space Type	Net Area (NASF)
			0		0						
			0		0						
Totals	0		0		0						
*Apply Unit Cost to total GSF based on primary space type											
Remodeling/Renovation											
Total Construction - New & Rem./Renov.					0			Total	0	Total	0

SCHEDULE OF PROJECT COMPONENTS

ESTIMATED COSTS

	Funded to Date	Year 1	Year 2	Year 3	Year 4	Year 5	Funded & In CIP
Basic Construction Cost							0
1. a. Construction Cost (from above)							0
Add'l/Extraordinary Const. Costs							0
b. Environmental Impacts/Mitigation							0
c. Site Preparation							0
d. Landscape/Irrigation							0
e. Plaza/Walks							0
f. Roadway Improvements							0
g. Parking ___ spaces							0
h. Telecommunication							0
i. Electrical Service							0
j. Water Distribution							0
k. Sanitary Sewer System							0
l. Chilled Water System							0
m. Storm Water System							0
n. Energy Efficient Equipment							0
Total Construction Costs	0	0	0	0	0	0	0
2. Other Project Costs							0
a. Land/existing facility acquisition							0
b. Professional Fees							0
c. Fire Marshall Fees							0
d. Inspection Services							0
e. Insurance Consultant							0
f. Surveys & Tests							0
g. Permit/Impact/Environmental Fees							0
h. Artwork							0
i. Moveable Furnishings & Equipment							0
j. Project Contingency							0
Total - Other Project Costs	0	0	0	0	0	0	0
ALL COSTS 1+2	0	0	0	0	0	0	0

Appropriations to Date			Project Costs Beyond CIP Period			Total Project In CIP & Beyond
Source	Fiscal Year	Amount	Source	Fiscal Year	Amount	
TOTAL		0	TOTAL		0	0

APPENDIX B

Accelerated BSN Courses

Semester 1

Summer

NUR 3129 Pathophysiology and Psychopathology

Examines pathophysiology and psychopathology related to human illness within a systems framework. Focuses on presentation of selected pathophysiology and psychopathology and subsequent symptomatology in diverse clients across the lifespan.

NUR 3069C Health Assessment & Communication

Examines therapeutic communication and health assessment principles and techniques. Focuses on development of therapeutic relationships and the use of general and specialized assessment skills as a basis for clinical decision making.

NUR 3138 Systems of Care 1: Wellness Promotion and Illness Prevention

Examines models of health in wellness promotion and illness prevention across the lifespan. Focuses on appraisal of risk and evidence-based reduction of risk.

NUR 3138C Clinical Practice 1: Wellness Promotion and Illness Prevention

Provides clinical experience in the promotion of wellness and prevention of illness for diverse clients across the lifespan. Focuses on use of health education and counseling with clients in selected settings.

NUR 3825 Introduction to the Profession of Nursing

Examines the framework for acculturation into professional nursing. Focuses on knowledge and understanding of the ANA Code of Ethics and the legal parameters governing nursing practice.

Semester 2

Fall

NUR 3197 Genetics and Genomics in Nursing Practice

The course will prepare nursing students by reinforcing the basic principles of genetics while exploring new advances and discussing how these advances will affect health care.

NUR 3145 Pharmacology for Nursing

Examines the pharmacotherapeutic agents used in the treatment of illness and the promotion, maintenance and restoration of wellness in diverse individuals across the lifespan.

NUR 3738 Systems of Care 2: Restoration of Wellness

Examines the knowledge necessary to participate in development of plans of care for clients with common acute and chronic illnesses across the lifespan and for intrapartal women. Focuses on clients with a medium to high potential for wellness.

NUR 3738C Clinical Practice 2: Restoration of Wellness

Provides laboratory and clinical experiences to provide nursing care for clients with common acute and chronic illnesses across the lifespan and for intrapartal women.

NUR 3169 Inquiry and Evidence in Professional Nursing Practice

Examines the processes required to translate and to integrate evidence into nursing practice

Semester 3

Spring

NUR 3638 Population Focused Care

Examines strategies for wellness promotion, disease prevention and disaster management in communities and populations. Focuses on the impact of interventions that address health disparities in related populations.

NUR 4739 Systems of Care 3: Restoration of Wellness

Examines the knowledge necessary to participate in development of plans of care for diverse clients with complicated acute and chronic illnesses across the lifespan. Focuses on the principles inherent in the care of clients whose complexity affects restoration to wellness.

NUR 4739L Clinical Practice 3: Restoration of Wellness

Provides clinical experiences in the provision of healthcare for diverse clients with complicated acute and chronic illnesses and the application of population-focused care principles. Focuses on the evaluation of healthcare outcomes in individuals and groups with varied levels of acuity across the lifespan.

NUR 4837 Healthcare Policy , Finance, and Regulatory Environments

Examines the foundations of healthcare policy, the financial structure of healthcare systems and the regulatory environments that impact nursing practice and client care. Focuses on the influence of the nursing profession on policy and regulation.

Semester 4

Summer

NUR 3826 Legal and Ethical Issues in Nursing

Examines the legal issues and ethical dilemmas in nursing practice. Consequences of ethical misconduct and legal malpractice are explored. Focus is on case analysis of legal and ethical issues.

NUR 4829 Leadership and Management in Nursing

Examines leadership and management concepts used to address complex microsystem issues within selected healthcare organizations. Focuses on the interrelationship of selected roles within the context of specific theoretical frameworks and models of care.

NUR 4748 Systems of Care 4: Multi-system Care

Examines multi-system alterations in equilibrium across the lifespan. Focuses on synthesis of knowledge from multiple sources to influence client-centered outcomes.

NUR 4748L Clinical Practice 4: Multi-system Care

Provides clinical experiences in the provision of healthcare for diverse clients with multi-system alterations in equilibrium and the application of population-focused care principles. Focuses on the delivery of holistic, safe and evidence-based healthcare for clients with multi-system illness.

NUR 4944L Transition to Professional Practice

Provides opportunities to translate, integrate and apply available evidence to the care of clients.
Focuses on the transition from student to entry-level professional nursing practice.

**EDUCATIONAL AFFILIATION AGREEMENT
BETWEEN
UNIVERSITY OF FLORIDA BOARD OF TRUSTEES,
AND
THE NEMOURS FOUNDATION
PEDIATRIC SUBSPECIALTY ROTATION**

This Agreement, effective as of the 15th day of June, 2010, between The Nemours Foundation, a Florida not-for-profit corporation ("Nemours") with offices located at 10140 Centurion Parkway North, Jacksonville, FL 32256 and University of Florida Board of Trustees, for the benefit of the Colleges of Medicine, Nursing, Pharmacy, Public Health and Health Professions, and School of Physician Assistant Studies, University of Florida, University of Florida located at 1329 S.W. 16th Street, Suite 1160, Gainesville, FL 32611 ("Sponsoring Institution");

WHEREAS, Nemours, in support and enhancement of the clinical and educational programs of Sponsoring Institution, provides a setting in which certain of Sponsoring Institution's students (the "Participants") may participate in educational, patient care, and administrative experiences of Nemours; and

WHEREAS, Nemours operates pediatric specialty and subspecialty clinics which offer an extensive pediatric medicine and care program and is equipped with the facilities and professional staff necessary to provide a clinical training experience to the Participants; and

WHEREAS, Sponsoring Institution operates a **Pediatric Subspecialty** program for qualified Participants who require clinical experience to complete their professional development; and

WHEREAS, Nemours and Sponsoring Institution are mutually desirous of establishing a relationship whereby certain Sponsoring Institution Participants may participate in an educational **Pediatric Subspecialty** program at any Nemours clinic site in the State of Florida.

NOW, THEREFORE, in consideration of these premises, the terms and conditions hereinafter set forth, and the mutual benefits received by the parties hereto, intending to be legally bound, Nemours and Sponsoring Institution agree as follows:

SECTION I. DEFINITIONS

- 1.1 **Agreement.** "Agreement" shall mean this Educational Affiliation Agreement and any amendment(s) hereto as may from time to time be adopted as provided herein.

SECTION II. EDUCATIONAL GOALS AND OBJECTIVES

- 2.1 Nemours and Sponsoring Institution shall mutually agree to establish written educational goals and objectives for the **Pediatric Subspecialty** program hereunder the "Program") at Nemours. These educational and clinical goals and objectives shall be mutually agreed upon by the appropriate Program Director of Sponsoring Institution and the Administrator of Nemours, or his designee. Such goals and objectives shall be consistent with those necessary for Sponsoring Institution to be

eligible for accreditation by the appropriate governing body or Council on Accreditation.

SECTION III SPONSORING INSTITUTION'S WARRANTIES AND RESPONSIBILITIES

3.1 Sponsoring Institution shall assume responsibility for and agree as follows:

- a) to assure continuing and ongoing compliance with any and all educational and clinical standards.
- b) to establish and maintain frequent and on-going communication with the representative of Nemours designated as having administrative responsibility for items pertinent to the program hereunder, including, but not limited to, a description of the curriculum, course, outlines, policies, faculty, course sequencing or changes in any of the above. Such communication may include, among other things, on-site visits. Sponsoring Institution shall retain responsibility for the administration of the Program.
- c) to notify the Nemours' representative, at a time mutually agreed upon but not less than six (6) weeks prior to placement, of its planned schedule of assignment, including the name of the Participant and level of academic and clinical preparation. Upon request, a copy of the transcript of each Participant shall be provided by Sponsoring Institution to Nemours prior to the start of any Participant in the program, and Sponsoring Institution shall secure from each Participant a release allowing the disclosure of this information to Nemours.
- d) to refer to Nemours only those Participants who possess satisfactory academic and clinical preparation to participate in the Program.
- e) to inform the Participants of Nemours' requirement for acceptance, i.e., confirmation of citizenship or legal status to be in the United States as a participant in the Program, health status, interview, upon request, HIPAA training, drug screening, abuse registry checks and criminal background checks and as may otherwise exist from time to time and to assure the Participants' compliance with same.
- f) to ensure that all Participants placed in the program have received relevant immunizations; recent tuberculosis test; have qualifying health status to work directly with patients; and educated in universal precautions. Further, to ensure that all Participants have been properly certified in CPR as appropriate. To assure that copies of such documentation are provided to Nemours prior to the Participant beginning the Program.
- g) to ensure that all Participants placed in the Program and faculty which will be on-site submit to a drug screening, abuse registry check and criminal background check, or otherwise provide proof of satisfaction of these requirements as may be acceptable to Nemours in its sole discretion, before beginning the Program, and to prevent any Participant or participating faculty from participation in the Program if the results are inadequate in Nemours' sole discretion.

- h) to advise and inform the Participants of the responsibility of complying with the applicable policies, bylaws, and rules and regulations of Nemours.
- i) to require all Participants and participating faculty to complete, prior to beginning in the Program, Nemours training on the Privacy Standards to the Health Insurance Portability and Accountability Act.
- j) to require assigned Participants to possess appropriate health and professional liability insurance.
- k) to maintain for the Participants a policy of general liability and a policy of professional liability insurance with a single limit of not less than One Million Dollars (\$1,000,000.00) per occurrence and Three Million Dollars (\$3,000,000.00) in the aggregate. The insurance shall cover the Participants for their acts, failure to act, or negligence arising from, related to or caused by the activities that are the subject of this Agreement. Sponsoring Institution shall supply to Nemours a certificate of insurance evidencing such coverage. In the event that the policy is a "claims made" form, Sponsoring Institution agrees to purchase appropriate "tail" coverage. Alternatively, Sponsoring Institution shall ensure that Participants maintain, at all relevant times, a policy of general liability and professional liability in the limits as set forth above. Prior to participating in the Program, the Participants shall provide proof of insurance to Nemours.
- l) to the extent applicable, to maintain in effect during the term of this Agreement statutory Workers' Compensation insurance in minimum amounts as set by state law.
- m) to comply with all existing non-discrimination policies in the selection and assignment of all Participants.
- n) to maintain, for itself, its faculty and Participants, the confidentiality of all patient charts, information, records, personnel information and business records and to ensure the Participants maintain the confidentiality of such documentation and to inform the Participants that they are prohibited from taking medical records, charts and other identifiable health information off premises of Nemours.
- o) to ensure that the Participants wear name tags identifying themselves as Participants participating in the Program.
- p) Sponsoring Institution has sole responsibility for insuring hours worked by Participants do not exceed that allowable under applicable state or federal laws, rules or regulations or the rules and regulations of any applicable accrediting or oversight agency or organization. Nemours agrees to cooperate with Sponsoring Institution's reasonable requests with respect to such efforts.

SECTION IV. NEMOURS' WARRANTIES AND RESPONSIBILITIES:

4.1 Nemours shall assume responsibility for and agree as follows:

- a) to assure compliance of the rotation with ACGME requirements.
- b) to provide the physical facilities and equipment necessary to conduct the Program hereunder.
- c) when feasible, to provide use of the library facilities, if any, and reasonable study and storage space to each Participant.
- d) to make available electronically to the Participant, a copy of Nemours' existing pertinent rules and regulations, policies, and bylaws with which the Participant is expected to comply.
- e) to advise Sponsoring Institution of any changes in its personnel, operations or policies which are likely to affect the program.
- f) to determine the number of Participants which it can reasonably accommodate during a given period of time in the program and to determine the duration of any rotation in the program.
- g) to make available whenever possible, emergency health care in the case of a Participant accident or illness during working hours, but is not responsible for costs involved, follow-up care, or hospitalization. The Participant is otherwise responsible for his/her health care.
- h) to advise Sponsoring Institution of any serious deficit noted in the ability of the assigned Participant to progress toward achievement of the stated objectives of the program.
- i) to have the right, at its sole discretion, to reject, terminate and remove from the program any Participant whose credentials, health, conduct, or performance is, or is reasonably believed to be, a detriment to patient well-being, to achievement of the stated objective of the program hereunder, or to the purpose and mission of Nemours. Nemours will provide Sponsoring Institution with full documentation of the reason(s) that it removed/terminated the Participant from the program.
- j) to honor all existing non-discrimination policies in the provision of program hereunder.
- k) to provide appropriately licensed personnel as may be required by state licensing boards to supervise the Program.
- l) to maintain for itself, its employees and agents professional and general liability insurance with limits not less than \$1,000,000 per occurrence and \$3,000,000 in the aggregate covering the action of it, its employees, or agents hereunder.

SECTION V. ASSIGNMENT:

- 5.1 This Agreement or any part, articles, or sections thereof, may not be assigned during the term of the Agreement by any of the parties hereto without the prior written consent of the other party, except (i) as may otherwise be provided for herein and (ii) each party may at any time assign its rights and obligations hereunder to a corporation controlled by, in control of, or under common control of the assigning party provided, however, it provides the non-assigning party with thirty (30) days' prior written notice of said assignment.

SECTION VI TERM AND TERMINATION:

- 6.1 This Agreement shall have an initial term for a period of one (1) year commencing on June 15, 2010 and shall continue thereafter on successive one (1) year terms unless terminated as provided herein. The initial term and all successive terms may not exceed a total of five (5) years.
- 6.2 This Agreement can be terminated by either party, with or without cause, by giving notice in writing no less than thirty (30) days prior to the termination date. In the event of a breach of this Agreement or other conduct determined to be detrimental to either party, the Agreement can be immediately terminated. In the event of termination, the parties agree to take reasonable steps, as appropriate, to complete the training of any Participant presently in the Program.

SECTION VII. INDEPENDENT PARTIES.

- 7.1 Sponsoring Institution and its faculty participating in the program at Nemours shall in no event become nor be deemed to be employees, servants, or agents of Nemours, nor shall any person on the staff or administration of Nemours become or be deemed to be an employee, servant, or agent of Sponsoring Institution except as specifically set forth herein. In the performance of the duties and obligations under this Agreement, it is mutually agreed that Sponsoring Institution and the Participants shall at all times be acting independent of Nemours and that nothing hereunder should be construed to make or render either Sponsoring Institution or the Participants, the agent, employee, or partner of Nemours. Sponsoring Institution shall be solely responsible for any and all payment, if any, to Participants (including salary benefits and insurance) and shall be solely responsible for its own debts, obligations, acts, and omissions, including the payment of all required withholding, social security, worker's compensation, and other taxes and benefits, if any.

SECTION VIII. PATIENT CARE.

- 8.1 The management and care of patients at Nemours shall remain the responsibility of the attending physicians at Nemours, and Sponsoring Institution and its Participants shall not attempt to alter the method by which patient care is delivered.

SECTION IX. INDEMNIFICATION

Each party to this Agreement agrees to be fully responsible for its acts of negligence, or its agents' acts of negligence when acting within the scope of employment or agency, and agrees to be liable for any damage resulting from said negligence. Nothing herein is intended to serve as a waiver of sovereign immunity by the University of Florida Board of Trustees, School, and/or the Florida Board of Education. Nothing herein shall be construed a consent by a state agency, public body corporate, or political subdivision of the State of Florida to be sued in any matter arising out of any contract by a party or parties whose legal signature is not indicated on this Agreement.

SECTION X. GENERAL TERMS OF AGREEMENT

- 10.1. **Notices:** All notices under this Agreement shall be in writing and shall be sent by certified or registered mail, return receipt requested or personal courier service. If notice given to Nemours, notice shall be sent to:

The Nemours Foundation
807 Children's Way, 10th Floor
Jacksonville, FL 32207
Attn: Melissa McPherson, Education Coordinator

With a copy to:

The Nemours Foundation
Office of Contract Administration
10140 Centurion Parkway North
Legal Department – 2 West
Jacksonville, FL 32256
E-mail: OfficeofContractAdministration@Nemours.org

If notice given to Sponsoring Institution, notice shall be sent to:

University of Florida,
Contracts and Related Services
PO Box 112737
Gainesville, FL 32611


- 10.2 **Amendment:** This Agreement, including any attachments hereto, may be amended or revised from time to time provided said revisions are set forth in writing and signed by authorized representatives of both parties.
- 10.3 **Nondiscrimination Compliance:** Sponsoring Institution and Nemours, in compliance with all local, state, and federal law and regulations, shall not discriminate on the basis of race, religion, color, sex, age, national origin, handicap, sexual preference, disabled or Vietnam era veteran status or financial status in admission or access to the program hereunder. Further, Sponsoring Institution and Nemours agree to fully comply with all laws in the performance hereunder.

- 10.4 **Compliance with Law:** Sponsoring Institution and Nemours agree to fully comply with all laws in the performance hereunder. The parties agree to comply with HIPAA and its rules and regulations. Without limitation to its other requirements under HIPAA and other federal, state, and local laws and regulations, the parties will safeguard protected health information ("PHI") by using and disclosing PHI only in accordance with HIPAA. Without limitation to other rights and remedies under this Agreement or afforded by law, either party may immediately terminate this Agreement in the event that it has determined that there is a material breach of this section. The parties further agree to execute additional mutually agreed upon documents as required under HIPAA rules and regulations to assure the safeguarding of PHI. In the event such documentation is not agreed upon and executed, either party may terminate this Agreement within thirty (30) days' written notice.
- 10.5 **Sanctioned Provider:** The parties agree and acknowledge that they each have an affirmative duty during the term of this Agreement to notify each other immediately if they or any individual participating in the clinical education program (i) is determined to be a "Sanctioned Provider" under any federal or state program or law; (ii) has been listed on the current Cumulative Sanction List of the OIG for the United States Department of Health and Human Services for currently sanctioned or excluded individuals or entities; (iii) has been listed on the General Services Administration's List of Parties Excluded from Federal Programs; (iv) or has been convicted of a criminal offense related to health care.
- 10.6 **Waiver:** Failure of the parties hereto to complain of any act or omission on the part of the other party(ies) no matter how long the same may continue, shall not be deemed to be a waiver by said party(ies) of any of its rights hereunder. No waiver by any of the parties hereto at any time, expressed or implied, of any breach of any provision of this Agreement shall be deemed a waiver or breach of any other provision of this Agreement or a consent to any subsequent breach of the same of any other provision.
- 10.7 **Entire Agreement:** This Agreement, and any attachments hereto, constitute the entire agreement between the parties with respect to the subject matter hereof. This Agreement supercedes any and all other agreements, either oral or in writing, between Sponsoring Institution and Nemours with respect to the subject matter herein.
- 10.8 The parties to this Agreement remain in exclusive control of their respective policies, management, assets, and affairs. Except as otherwise provided herein, neither party shall by virtue of this Agreement assume any liability as obligation of the other party.
- 10.9 The article and other headings contained in this Agreement are for reference purposes only and shall not affect in any way the meaning or interpretation of this agreement. If any provision of this Agreement is found to be invalid or unenforceable, the remaining provisions shall continue in full force and effect.
- 10.10 This Agreement shall be interpreted in accordance with the laws of the State of Florida without regard to its conflicts of law rules.

- 10.11 Arbitration: Any and all disputes, claims, or controversies arising out of this Agreement may be resolved by arbitration administered by the American Arbitration Association and conducted under its then existing rules. The cost of the arbitration shall be shared equally by the parties; however, each party shall pay its own legal fees. The decision of the arbitrator shall be in writing and shall be final, binding, and unappealable except upon a claim of fraud on the part of the arbitrator or on the basis of a mistake as to the applicable law. Judgment may be entered on the award of the arbitrators in any court having jurisdiction.
- 10.12 Non-Exclusivity: Each party hereto shall be free to enter into other agreements, such as this Agreement, with other parties, as each deems appropriate for its respective manner of business.
- 10.13 Unforeseen Circumstances: None of the parties hereto shall be deemed to be in violation of this Agreement if it is prevented from performing any of its obligations hereunder for reasons beyond its reasonable control, including, but not limited to, any of the following: acts of God, strikes, statutes, rules, regulations or interpretations of statutes and regulations to which either party is subject. In the event the services a party has agreed to provide are substantially interrupted, pursuant to any such events, the other party(ies) shall have the right to terminate this agreement upon ten (10) days' prior written notice to the affected party.
- 10.14 Promotional Materials: The parties hereto agree not to use the other's name or any trademark, service mark, or registered design in any publicity, promotional or advertising material, unless review and written approval of the intended use shall first be obtained from the other party(ies) prior to the release of any such material. Said approval shall be at the discretion of the requested party.

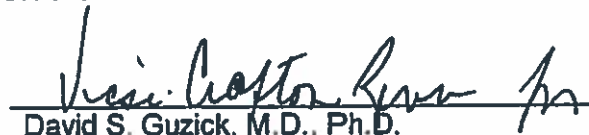
IN WITNESS WHEREOF, the parties intending to be legally bound have caused this Agreement to be executed by their duly authorized officers as of the day and year first set forth above.

THE NEMOURS FOUNDATION

By: 
Name: Pamela H. Arn, M.D.
Its: Director of Education
Date: 9/14/10

Witness

UNIVERSITY OF FLORIDA

By: 
Name: David S. Guzik, M.D., Ph.D.
Its: Senior Vice President, Health Affairs,
University of Florida
President, UF & Shands Health System
Date: 9/8/10


Witness

ACKNOWLEDGING SIGNATURES TO AGREEMENT BETWEEN THE UNIVERSITY OF FLORIDA AND
THE NEMOURS FOUNDATION

ACKNOWLEDGED:

By Michael L. Good 7/22/10
Michael L. Good, M.D. Date
Dean, College of Medicine

By M. Dee Williams 07/16/10
M. Dee Williams, Ph.D., R.N. Date
Executive Associate Dean
College of Nursing

By: _____
William H. Riffe, Ph.D. Date
Dean, College of Pharmacy

By: _____
Sven A. Norman, Pharm.D. Date
Associate Dean
Distance, Continuing, and Executive Education
Director, Working Professional
Pharm.D. Program
College of Pharmacy

By: _____
Larry M. Lopez, Pharm.D. Date
Chairman, Department of Pharmacy Practice
College of Pharmacy

By: _____
Randell E. Doty, Pharm.D. Date
Associate Dean for Experiential Education
Department of Pharmacotherapy
and Translational Research
College of Pharmacy

By _____
Michael G. Perri, Ph.D. Date
Dean, College of Public Health
and Health Professions

By _____
Krista Vandeborne, Ph.D., PT Date
Chair, Department of Physical Therapy
College of Public Health and Health Professions

By _____
William C. Mann, Ph.D., OTR Date
Chair, Department of Occupational Therapy
College of Public Health and Health Professions

By _____
Christine Sapienza, Ph.D. Date
Chair, Department of Speech,
Language, and Hearing Sciences
College of Public Health and Health Professions

ACKNOWLEDGING SIGNATURES TO AGREEMENT BETWEEN THE UNIVERSITY OF FLORIDA AND
THE NEMOURS FOUNDATION

ACKNOWLEDGED:

By _____
Michael L. Good, M.D. Date
Dean, College of Medicine

By _____
M. Dee Williams, Ph.D., R.N. Date
Executive Associate Dean
College of Nursing

By: William H. Riffe 7/10/10
William H. Riffe, Ph.D. Date
Dean, College of Pharmacy

By: _____
Sven A. Norman, Pharm.D. Date
Associate Dean
Distance, Continuing, and Executive Education
Director, Working Professional
Pharm.D. Program
College of Pharmacy

By: Larry M. Lopez 7/10/10
Larry M. Lopez, Pharm.D. Date
Chairman, Department of Pharmacy Practice
College of Pharmacy

By: Randell E. Doty 7/12/10
Randell E. Doty, Pharm.D. Date
Associate Dean for Experiential Education
Department of Pharmacotherapy
and Translational Research
College of Pharmacy

By _____
Michael G. Perri, Ph.D. Date
Dean, College of Public Health
and Health Professions

By _____
Krista Vandeborne, Ph.D., PT Date
Chair, Department of Physical Therapy
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By _____
William C. Mann, Ph.D., OTR Date
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College of Public Health and Health Professions

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Christine Sapienza, Ph.D. Date
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Language, and Hearing Sciences
College of Public Health and Health Professions

ACKNOWLEDGING SIGNATURES TO AGREEMENT BETWEEN THE UNIVERSITY OF FLORIDA AND
THE NEMOURS FOUNDATION

ACKNOWLEDGED:

By _____
Michael L. Good, M.D. Date
Dean, College of Medicine

By _____
M. Dee Williams, Ph.D., R.N. Date
Executive Associate Dean
College of Nursing

By: _____
William H. Riffce, Ph.D. Date
Dean, College of Pharmacy

By: *Stephen J. Riffce FOR* 7/1/10
Sven A. Norman, Pharm.D. Date
Associate Dean
Distance, Continuing, and Executive Education
Director, Working Professional
Pharm.D. Program
College of Pharmacy

By: _____
Larry M. Lopez, Pharm.D. Date
Chairman, Department of Pharmacy Practice
College of Pharmacy

By: _____
Randell E. Doty, Pharm.D. Date
Associate Dean for Experiential Education
Department of Pharmacotherapy
and Translational Research
College of Pharmacy

By _____
Michael G. Perri, Ph.D. Date
Dean, College of Public Health
and Health Professions

By _____
Krista Vandeborne, Ph.D., PT Date
Chair, Department of Physical Therapy
College of Public Health and Health Professions

By _____
William C. Mann, Ph.D., OTR Date
Chair, Department of Occupational Therapy
College of Public Health and Health Professions

By _____
Christine Sapienza, Ph.D. Date
Chair, Department of Speech,
Language, and Hearing Sciences
College of Public Health and Health Professions

ACKNOWLEDGING SIGNATURES TO AGREEMENT BETWEEN THE UNIVERSITY OF FLORIDA AND
THE NEMOURS FOUNDATION

ACKNOWLEDGED:

By _____
Michael L. Good, M.D. Date
Dean, College of Medicine


By _____
M. Dee Williams, Ph.D., R.N. Date
Executive Associate Dean
College of Nursing

By: _____
William H. Riffe, Ph.D. Date
Dean, College of Pharmacy

By: _____
Sven A. Norman, Pharm.D. Date
Associate Dean
Distance, Continuing, and Executive Education
Director, Working Professional
Pharm.D. Program
College of Pharmacy


By: _____
Larry M. Lopez, Pharm.D. Date
Chairman, Department of Pharmacy Practice
College of Pharmacy

By: _____
Randell E. Doty, Pharm.D. Date
Associate Dean for Experiential Education
Department of Pharmacotherapy
and Translational Research
College of Pharmacy

By  _____ 7/19/10
Michael G. Perri, Ph.D. Date
Dean, College of Public Health
and Health Professions

By _____
Krista Vandeborne, Ph.D., PT Date
Chair, Department of Physical Therapy
College of Public Health and Health Professions

By _____
William C. Mann, Ph.D., OTR Date
Chair, Department of Occupational Therapy
College of Public Health and Health Professions

By  _____ 6/30/10
Christine Sapienza, Ph.D. Date
Chair, Department of Speech,
Language, and Hearing Sciences
College of Public Health and Health Professions

ACKNOWLEDGING SIGNATURES TO AGREEMENT BETWEEN THE UNIVERSITY OF FLORIDA AND
THE NEMOURS FOUNDATION

ACKNOWLEDGED:

By _____
Michael L. Good, M.D. Date
Dean, College of Medicine

By _____
M. Dee Williams, Ph.D., R.N. Date
Executive Associate Dean
College of Nursing

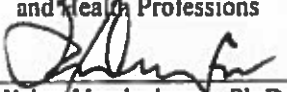
By: _____
William H. Riffe, Ph.D. Date
Dean, College of Pharmacy

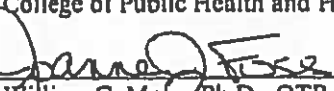
By: _____
Sven A. Norman, Pharm.D. Date
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Distance, Continuing, and Executive Education
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By: _____
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Chairman, Department of Pharmacy Practice
College of Pharmacy

By: _____
Randell E. Doty, Pharm.D. Date
Associate Dean for Experiential Education
Department of Pharmacotherapy
and Translational Research
College of Pharmacy

By _____
Michael G. Perri, Ph.D. Date
Dean, College of Public Health
and Health Professions

By  7-26-10
Krista Vandenberg, Ph.D., PT Date
Chair, Department of Physical Therapy
College of Public Health and Health Professions

By  7-26-10
William C. Mann, Ph.D., OTR Date
Chair, Department of Occupational Therapy
College of Public Health and Health Professions

By _____
Christine Sapienza, Ph.D. Date
Chair, Department of Speech,
Language, and Hearing Sciences
College of Public Health and Health Professions

**AMENDMENT TO
EDUCATIONAL AFFILIATION AGREEMENT
BETWEEN
The Nemours Foundation
&
The University of Florida Board of Trustees**

THIS AMENDMENT TO THE EDUCATIONAL AFFILIATION AGREEMENT (this "Amendment") is made and entered into as of the 23rd day of February, 2015, by and between The University of Florida Board of Trustees ("Sponsoring Institution") and The Nemours Foundation ("Nemours"), a Florida not-for-profit corporation.

WHEREAS, Nemours and Sponsoring Institution entered into that certain Educational Affiliation Agreement, effective June 15, 2010, pursuant to which Nemours provides rotations in pediatric subspecialties to Participant at any Nemours clinic sites in the State of Florida and

WHEREAS, Sponsoring Institution wishes to extend the term of the education affiliation agreement;

NOW, THEREFORE, the parties hereby agree as follows:

The parties hereby amend Section VI – Term and Termination, 6.1 by extending the term of the agreement. This extension will have an initial term for a period of one year commencing on June 15, 2015 and shall continue thereafter on successive one (1) year terms unless terminated as provided herein. The initial term and all successive terms may not exceed a total of five (5) years.

1. Ratification of Agreement. Except as modified by this Amendment, the parties hereby ratify, reaffirm and reapprove all of the terms, covenants and conditions of the Agreement. Any further alteration or modification of the provisions of the Agreement shall not be effective unless and until reduced to writing and executed by the parties.

2. Counterparts and Electronic Signatures. This Amendment may be executed in two or more counterparts, each of which will be deemed an original, but all of which together will constitute one and the same instrument. Delivery of an executed signature page to the Amendment by facsimile transmission or PDF will be as effective as delivery of a manually signed counterpart.

IN WITNESS WHEREOF, the parties hereto have executed this Amendment in duplicate counterparts, each of which shall be considered an original.

The University of Florida

The Nemours Foundation

By: Laura Huntley for
Name: David S. Guzik, M.D., Ph.D
Title: Sr. Vice President, Health Affairs,
University of Florida
President, UF Health
Date: 4/6/15

Laura Huntley
Associate Vice President
Health Affairs

By: Pamela H. Am
Name: Pamela H. Am, M.D.
Title: Operational Vice President -
Education
Date: 4-8-15

CRS #20635 A1 VCZ

UNIVERSITY OF FLORIDA
COLLEGE OF NURSING
BACHELOR OF SCIENCE IN NURSING
CURRICULUM PLAN: ACCELERATED TRACK
Effective Summer 2016

Course Number	Summer	Credits	Clinical Hours
NUR 3129	Pathophysiology and Psychopathology	4	
NUR 3069 C	Health Assessment & Communication	3	45
NUR 3138	Systems of Care 1: Wellness Promotion and Illness Prevention	2	
NUR 3138C	Clinical Practice 1: Wellness Promotion and Illness Prevention	4	135
NUR 3825	Introduction to the Profession of Nursing	<u>2</u>	
		15	
Fall			
NUR 3197	Genetics and Genomics in Nursing Practice	2	
NUR 3145	Pharmacology for Nursing	3	
NUR 3738	Systems of Care 2: Restoration of Wellness	3	
NUR 3738 C	Clinical Practice 2: Restoration of Wellness	5	180
NUR 3169	Inquiry and Evidence in Professional Nursing Practice	3	
		16	
Spring			
NUR 3638	Population Focused Care	3	
NUR 4739	Systems of Care 3: Restoration of Wellness	4	
NUR 4739 L	Clinical Practice 3: Restoration of Wellness	4	180
NUR 4837	Healthcare Policy , Finance, and Regulatory Environments	2	
NUR 3826	Legal and Ethical Issues in Nursing	<u>2</u>	
		15	
Summer C			
NUR 4829	Leadership and Management in Nursing	2	
Summer A			
NUR 4748	Systems of Care 4: Multi-system Care	3	135
NUR 4748 L	Clinical Practice 4: Multi-system Care	3	
Summer B			
NUR 4944 L	Transition to Professional Practice	<u>5</u>	225
		13	
Total Credits		59	
Total Clinical Hours			900



UNIVERSITY of
NORTH FLORIDA.

December 15, 2015

Dr. Joseph Glover
Provost and Senior Vice President for Academic Affairs
235 Tigert Hall
Box 113175
Gainesville, Florida 32611-3175

Dear Joe:

The University of North Florida is pleased to support the reactivation of UF's College of Nursing's Accelerated Bachelor of Science in Nursing program to be offered in partnership with UF Health in Jacksonville. The program will complement UNF's Brooks College of Health's BSN program, which also takes a community-based approach. Like the University of Florida, the University of North Florida is very concerned about workforce needs in northeast Florida, and is very aware of the shortage of well-trained nurses at the bachelor's degree level.

Pam Chally, Dean of the Brooks College of Health, and Li Loriz, Director of the School of Nursing, will work with Ann McDaniel, Dean of UF's College of Nursing, to ensure a successful partnership. It will be important for the two programs to coordinate on clinical opportunities, and to avoid unnecessary conflicts in certain specialty areas, such as pediatrics, maternity, and psychiatry.

We wish you well with your proposed program and look forward to working with UF to increase the number of well-prepared BSN graduates in the Jacksonville area.

Best wishes,

Earle C. Traynham
Provost and Vice President for Academic Affairs

Administration Department
655 W. 8th Street
Jacksonville, Florida 32209
Phone: 904.244.4000
Fax: 904.244.4027
UFHealthJax.org

December 22, 2015

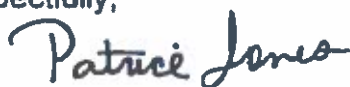
Dear Board of Governors,

I am writing in support of the proposed Accelerated BSN program to be offered by the University of Florida College of Nursing in Jacksonville. As the Chief Nursing Officer at UF Health Jacksonville I can attest to the great need we have here in Jacksonville for BSN prepared nurses. UF Health Jacksonville is a 600 plus bed academic facility and the only Level I Trauma Center for this area of the state. We currently have 150 RN vacancies in our organization. We are proud to be a Magnet recognized organization. We only hire BSN nurses and there are only a few local schools and only one other local in-state program to offer this degree.

We are excited for this partnership with the University of Florida College of Nursing and we are active in supporting resources to help the program be successful. We are planning to develop joint appointments with our staff to facilitate student education.

Please accept this letter as a support of this much needed program for our organization and for the Jacksonville community.

Respectfully,



Patrice Jones, R.N., DNP, NE-BC
Vice President and Chief Nursing Officer
UF Health Jacksonville

Approved by Faculty
Senate on 12/10/15

PROGRAM TERMINATION FORM
Board of Governors, State University System of Florida

UNIVERSITY: University of Florida

PROGRAM NAME: Packaging Science

DEGREE LEVEL(S): B.S.
(Ph.D., Ed.D., etc)

CIP CODE: 01.0401
(Classification of Instructional Programs)

ANTICIPATED TERMINATION DATE: Fall 2011
(Last date that students will be accepted into program)

ANTICIPATED PHASE-OUT DATE: Spring 2013
(Last date that data will be submitted for this program)

This is the form to be used for university requests to terminate doctoral degree programs and is recommended for use when terminating other programs. The request should be approved by the University Board of Trustees (LIBOT) prior to submission to the Board of Governors, State University System of Florida for approval. Please fill out this form completely for each program to be terminated in order for your request to be processed as quickly as possible. Attach additional pages as necessary to provide a complete response. In the case of baccalaureate or master's degree programs, the LIBOT may approve termination in accordance with BOG Regulation 8.012 (3), with notification sent to the Board of Governors, Office of Academic and Student Affairs. The issues outlined below should be examined by the LIBOT in approving termination.

1. Provide a narrative rationale for the request to terminate the program.

UF's packaging science program was operated out of the Agricultural and Biological Engineering Department with limited faculty to begin the program. The loss of faculty to retirements and other employment opportunities has left the program with basically a single faculty member. The department has also been unable to continue to support the infrastructure of the program due to limited resources and the remaining resources have been reallocated. A portion of the subject matter of the program is offered and will continue to be offered as elective courses and there is also a minor in packaging science through CALS.

3. Indicate on which campus(es) the program is being offered and the extent to which the proposed termination has had or will have an impact on enrollment, enrollment planning, and/or the reallocation of resources.

UF's Packaging Science program was operated solely at the Gainesville campus. The program served approximately 40-60 majors and about 40-60 minors. Enrollment into the Packaging Science major was halted in Fall 2011 due to the declining support that was available to the program. All Packaging Science majors that entered the program have graduated as of Spring semester 2013. The minor still operates and a packaging engineering specialization of the biological engineering major was created for students seeking opportunities in packaging engineering. Resources that served Packaging Science have been reallocated to the packaging engineering specialization of the ABE Department's core biological engineering major.

PROGRAM TERMINATION FORM (PAGE 2)

4. Provide an explanation of the manner in which the University intends to accommodate any students or faculty who are currently active in the program scheduled to be terminated. State what steps have been taken to inform students and faculty of the intent to terminate the program?

All students who were enrolled in the major have successfully completed their degree program or transitioned to the new Packaging Engineering option. The last Packaging Science majors earned their degree in Spring 2013. No new students were admitted after Fall 2011. As for faculty involved in the Packaging Science Degree, they will continue teaching courses for the Packaging Science minor and in the Packaging Engineering program.

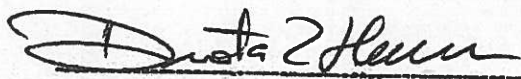
5. Provide data (and cite source) on the gender and racial distribution of students and faculty. For faculty also list the rank and tenure status of all affected individuals.

Approximately 50% of Packaging Science majors were male and 50% female. About 4% were African American. Two full time faculty supported the major (1 tenured professor and 1 Sr. lecturer). The faculty continue to support the packaging engineering specialization and other requirements of the Department's core biological engineering major.

6. Identify any potential negative impact of the proposed action on the current representation of females, minorities, faculty, and students.

Since all Packaging Science majors have graduated there will be little to no effect on the current representation of females, minorities, faculty, and students. Students wanting subject matter in Packaging Science will still have that opportunity through elective course work and/or the Packaging Science minor.

PROGRAM TERMINATION FORM (PAGE 3)



Signature of Requestor/Initiator

8/27/15

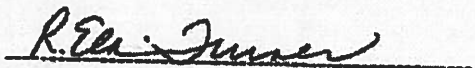
Date



Signature of Campus EO Officer

8/27/15

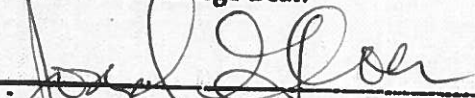
Date



Signature of College Dean

8-26-15

Date



Signature of Vice President for
Academic Affairs

2/24/16

Date

REVISED 11/2009

HONORARY DEGREE

CANDIDATE:

Libby Larsen

NOMINATED BY:

John A. Duff, PhD
Professor and Director, School of Music
College of the Arts
University of Florida

LETTERS OF SUPPORT PROVIDED BY:

John A. Duff, PhD
Professor and Director, School of Music
College of the Arts
University of Florida

Kristen Kuster
Associate Professor of Composition
School of Music, Theatre and Dance
University of Michigan

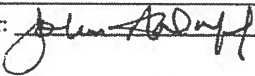
Dr. James Mobberley
Curators' Professor of Composition
Conservatory of Music and Dance
University of Missouri-Kansas City

Dr. Paul Richards
Professor of Composition, School of Music
College of the Arts
University of Florida

Russell L. Robinson, PhD, Director
Professor and Head of Music Education
College of the Arts
University of Florida

Don Freund
Professor of Composition
Indiana University Jacobs School of Music

Call for Nominations

Nominator's Name: John A. Duff
 Department: Music
 Address: PO Box 117900
 Phone: 392-8506 Fax: 392-0461
 Email: jduff@arts.ufl.edu
 Signature of Nominator: 

The Committee on Honorary Degrees, Distinguished Alumnus Awards and Memorials will consider nominations at its next meeting in **March**. This form and a complete nomination package should be mailed to the committee in care of Donna Stricker, President's Office, PO Box 113150 by **MARCH 1**.

1. General Information:

Nominee's Name: Libby Larsen
 Affiliation: Composer
 Business Address: _____
 Home Address: 2205 Kenwood Parkway, Minneapolis, MN 55405
 Phone: Home 612-374-5078 Business _____ Fax: 612-374-5078
 Email: llarsen@libbylarsen.com

Nominated for (PLEASE CHECK ONE):

- ☐ Distinguished Alumnus
☐ Distinguished Achievement
☐ Distinguished Service
☒ Honorary Degree: (please check one)

- | | |
|---|--|
| <input type="checkbox"/> Doctor of Arts | <input checked="" type="checkbox"/> Doctor of Music |
| <input type="checkbox"/> Doctor of Commerce | <input type="checkbox"/> Doctor of Pedagogy |
| <input type="checkbox"/> Doctor of Divinity | <input type="checkbox"/> Doctor of Pharmacy |
| <input type="checkbox"/> Doctor of Education | <input type="checkbox"/> Doctor of Public Administration |
| <input type="checkbox"/> Doctor of Fine Arts | <input type="checkbox"/> Doctor of Public Service |
| <input type="checkbox"/> Doctor of Humane Letters | <input type="checkbox"/> Doctor of Science |
| <input type="checkbox"/> Doctor of Laws | <input type="checkbox"/> Doctor of Technology |
| <input type="checkbox"/> Doctor of Letters | |

2. Description

Please write a brief description of this individual's intellectual and professional achievements and attributes and attach it to this form.

3. Vita or Resume

Please attaché the nominee's vitae, resume or a biographical description.

4. Supporting letters or materials

Supporting letters or other materials that will help the committee understand the significance of this nominee's work, his/her contributions, and his/her impact on others can also be attached.

College of Fine Arts
School of Music

John A. Duff, Ph.D.
Professor and Director

PO Box 117900
Gainesville, FL 32611-7900
Phone: 352-392-8506
Fax: 352-392-0461
Email: jduff@arts.ufl.edu

February 11, 2015

TO: Committee on Honorary Degree, Distinguished Alumnus Awards and Memorials

FROM: John A. Duff, Director, School of Music, College of the Arts

The School of Music of the College of the Arts is pleased to recommend Grammy Award-winning American composer, Libby Larsen, for consideration of an honorary degree here at the University of Florida.

Libby Larsen is one of America's most prolific and most performed American composers. She has composed over 400 works representing almost every genre from intimate vocal and chamber music to large orchestral works, including twelve operas. Her music has been described as "dynamic, deeply inspired and representing a vigorous contemporary America spirit." As a composer who is continually sought after for commissions and premieres by major artists, ensembles and orchestras around the world, her music has established a permanent place among the concert repertory.

As a composer, she has been described in the press as "the only English-speaking composer since Benjamin Britten who matches great verse with fine music so intelligently and expressively" (USA Today); as "a composer who has made the art of symphonic writing very much her own" (Gramophone); as "mistress of orchestration" (Times Union); and for "assembling one of the most impressive bodies of music of our time" (Hartford). Her music has been praised for its "clear textures, easily absorbed rhythms and appealing melodic contours that make singing seem the most natural expression imaginable" (Philadelphia Inquirer); "Libby Larsen has come up with a way to make contemporary opera both musically current and accessible to the average audience" (The Wall Street Journal); and "her ability to write memorable new music completely within the confines of traditional harmonic language is most impressive" (Fanfare).

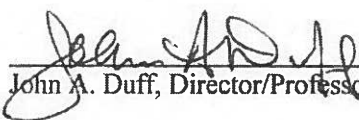
Her awards and accolades include a 1994 Grammy as producer of the CD: The Art of Arlene Auger, an acclaimed recording that features Larsen's Sonnets from the Portuguese. USA Today proclaimed her opera, *Frankenstein*, The Modern Prometheus as one of the eight best classical music events of 1990. She was the first woman to serve as a resident composer with a major orchestra. She has held residencies with the California Institute of the Arts, the Arnold Schoenberg Institute, the Philadelphia School of the Arts, the Cincinnati Conservatory, the Minnesota Orchestra, the Charlotte Symphony, and the Colorado Symphony. Her works are widely recorded on Angel/EMI, Nonesuch, Decca, and Koch International labels.

Libby Larsen is a past holder of the 2003-2004 Harissios Papamarkou Chair in Education at the Library of Congress and recipient of the Eugene McDermott Award in the Arts from the Massachusetts Institute of Technology as well as the Lifetime Achievement Award from the American Academy of Arts and Letters. In 1973, she co-founded the Minnesota Composers Forum, now the American composers Forum. "Libby Larsen's music and ideas have refreshed the concert music tradition and the composer's role in it."

As one referee, wrote, "...as a female composer, Libby has been a role model for me for my entire professional career. She was the first female composer to hold a residency with a major orchestra. She is a leading advocate for the increased recognition of women in a field with a perpetuated gender imbalance. Her devotion and service is not only groundbreaking, it will continue to shape our field in progressive and monumental ways."

As a guest composer here on the University of Florida campus, the inspiration she brought to our faculty and students was deeply felt, lasting long after her visit.

Thank you.

A handwritten signature in dark ink, appearing to read "John A. Duff", is written over a horizontal line.

John A. Duff, Director/Professor of Music

Date: 10 February, 2015

I am delighted to offer this letter in support of composer Libby Larsen for an honorary doctorate from the University of Florida School of Music. I am an associate professor of composition at the University of Michigan School of Music, Theatre & Dance. While I have not yet had the pleasure of meeting Libby, I have been an admirer of her work for many years.

Libby is the ideal candidate for an honorary doctorate for the following reasons:

Libby is one of the most significant and compelling musical voices of her generation. She is clearly an excellent composer. Every work reveals a substantial musical mind. She is wildly talented, and her music is vibrant, unique, complex, and sophisticated. Her music is both highly energized and delicately nuanced. Each of her compositions is creative in concept and intelligent in execution.

Libby's artistic and aesthetic interests have a breadth and depth that are impressively thoughtful, interesting, intelligent and compelling. She has a broad view of the world, and the highest level of intellectual creativity. Her compositional output is astoundingly large, and is to be applauded and recognized. She has created and maintained a national presence as a prominent figure in our field.

Through her music, Libby has contributed a wealth of the highest level of art to our culture of living arts; yet that is not all. In addition to her myriad awards and accolades, she has made a meaningful, significant, imperative impact for living composers through her diligent service. With her colleague Stephen Paulus, she co-founded the Minnesota Composers Forum, now called the American Composers Forum (ACF). This organization provides resources—commissions, educational outreach, public forums and performances—for a staggeringly large number of American composers. The ACF is now the premiere organization in our country dedicated to the support of living composers.

Libby was also recently named the new Executive Director of the John Duffy Institute of New Opera (DINO), with the Virginia Arts Festival. Originally founded to support workshop sessions for fledgling composers, Libby has re-vamped the program to identify, support, and mentor established composers from underrepresented groups in the field of opera. This program will undoubtedly change the landscape of American Opera, and will produce cutting-edge works that bring the operatic genre out of its traditional scope into a more relevant contemporary art form.

Lastly, as a female composer, Libby has been a role model for me for my entire professional career. She was the first female composer to hold a residency with a major orchestra. She is a leading advocate for the increased recognition of women in a field with a perpetuated gender imbalance. Her devotion and service is not only ground-breaking, it will continue to shape our field in progressive and monumental ways.

Without reservation, I recommend Libby Larsen for an honorary doctorate. I cannot imagine a more diligent, intelligent, gifted artist. She is a stellar contributor to the culture of new music, and to the greater artistic culture at large.

Thank you for your consideration, and do not hesitate to contact me if you have any questions or would like any further information.

Sincerely,

Kristin Kuster
Associate Professor of Composition
kkuster@umich.edu
917-674-7707

E.V. Moore Building
1100 Baits Drive
Ann Arbor, Michigan 48109-2085

Office: 734.764.0583
Fax: 734.763.5097
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Conservatory of Music and Dance

John A. Duff, Director
School of Music, 130 Music Building
University of Florida, PO Box 117900
Gainesville, FL 32611-7900

January 19, 2015

Dear Dr. Duff,

It is my privilege to provide this enthusiastic support letter for the University of Florida School of Music's nomination of composer Libby Larsen for an honorary doctorate. I have known Libby for many years, largely through our mutual experiences with Meet the Composer, festivals, conferences and other major events. I think of her first and foremost as a composer, and indeed she has a comprehensive and enviable catalog of first-rate music, and an equally enviable track record of performances, residencies, recordings, and major awards and commissions.

But I also know her as a tireless advocate and spokesperson for the arts, a gifted mentor for young composers, and a proselytizer for the breadth (as well as the depth) of the creative musical experience – whether this happens in a metropolis, a farmhouse, a university conference center, a dance floor, a concert hall, on the radio, or through the internet.

From her early days, when she co-founded the Minnesota Composers Forum (who knew at the time that this would grow into a critically important national organization?) to recent years when she became a prominent voice for the arts at the Library of Congress, Libby has taken her message to listeners worldwide. This constant commitment to service to the arts, both in the profession and in the world, is at the heart of her success as a communicator. She is at once utterly sincere and passionately dedicated, and hence, wonderfully effective. She's been called a quintessential American composer, but she is also the quintessential international arts ambassador.

Finally, I think of Libby as one of the most influential mentors for young composers in the last 50 years. Some of this is accomplished by simply being herself – the example she sets for personal artistic entrepreneurship is a compelling story. She has written the book on how to thrive (*not just survive*) as a free-lance composer of 20th/21st century art and concert music; this has given flight to dreams and hopes of up-and-coming artists. But she has also made a personal impression on many, particularly young women and other less well-represented groups in our field. When she makes presentations at schools, gives pre-concert talks, and creates thoughtful and thought-provoking questions and answers for interested readers on her website, she is always looking for that personal connection, that moment when her experience can be the most helpful.

For her (often selfless) contributions, her personal and artistic integrity, generous spirit, compelling life example, and especially her energetic and highly engaging music, I make this unreserved recommendation. She is an ideal candidate for this honor.

Sincerely,

Dr. James Mobberley
Curators' Professor of Composition
UMKC Conservatory of Music and Dance

mobberleyj@umkc.edu
816.235.2968



College of Fine Arts
School of Music
Dr. Paul Richards
Professor of Composition

PO Box 117900
Gainesville, FL 32611-7900
Voice 352-273-3180 / Fax 352-392-0461
prichards@arts.ufl.edu

February 11, 2015

Dear Dr. Duff,

It is an honor and a privilege to write in support of granting an honorary doctorate to composer Libby Larsen. As one of the most visible and highly regarded artists active in the field today, she is universally acknowledged as an important voice in contemporary American concert music. In addition to being a brilliant and accomplished composer, Libby Larsen is a generous and highly articulate advocate for the arts, responsible for redefining musical citizenship through her founding of the American Composers Forum. As a long-time member of the University of Florida faculty and head of the composition program, I enthusiastically support your initiative to grant her an honorary doctorate, and I look forward to associating her name with our program.

Larsen's catalogue of works is extraordinary, with pieces in every conceivable genre, and for nearly every conceivable combination of forces. Her works are at once novel and accessible, engaging for performers and audiences alike, masterfully bridging the almost unfathomable gulf between academic desires for complexity and progress with public demands for comprehensibility. Better than just about anyone active today, Larsen presents music that has something for everyone, expert and novice alike. She is one of the most performed composers of her generation, and is highly sought after for commissions and residencies.

Libby visited our campus several years ago, working with our performing ensembles, conducting masterclasses with our composition students, and delivering fiery and memorable lectures about the state of our art and the opportunities and challenges facing composers today. Having formed the Minnesota Composers Forum, which expanded to become the American Composers Forum, she established an organization that has aided hundreds of composers, creating residencies and commissioning opportunities and helping to ensure that contemporary music finds and maintains an audience. Supportive, generous, and brilliant, she is the ideal advocate for our profession, and is perhaps the best public face that contemporary composition puts forward. An honorary doctorate from our institution would be the perfect recognition for her talent and generosity, and a demonstration of the values of musical excellence and citizenship that we endeavor to foster in the School of Music.

Respectfully submitted,

Paul Richards

College of Fine Arts
School of Music
Russell L. Robinson, Ph.D.
Professor of Music
Area Head, Music Education
www.arts.ufl.edu/rrobinson

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5 March 2015

Dr. John A. Duff, Director
School of Music
Campus

RE: Nomination of the Honorary Doctor of Music for Libby Larsen

Dear Dr. Duff,

I am pleased to write a letter supporting the nomination of Libby Larsen for the 2015 University of Florida Honorary Doctor of Music degree. I have known of Ms. Larsen for many years and have known her personally since 2006 when I was privileged to work with her in Japan, Germany and the US training music teachers in new and creative teaching techniques. We created and collaborated on a workshop entitled "The Beauty of Text in Libby Larsen's Choral Music and It's Meaning for Conductors." She was a Visiting Scholar at the University of Florida a few years later, and we shared the stage once again presenting this workshop for university music students and faculty.

Without restating her biography, publications and professional recordings which can be found at www.LibbyLarsen.com, suffice to say, there is no composer and contemporary thinker who is more recognized internationally than Libby Larsen. She has been called "one of the most performed living composers" with over 500 works in all genres for solo voice, chamber groups, choirs, orchestras, and her prolific corpus of work includes 15 operas. In addition, Libby Larsen is a sought after speaker on the place of arts in contemporary society, having been an invited to present keynote addresses for numerous national and international arts, literary and cultural organizations.

On a personal note, Libby Larsen is one of the kindest, most intelligent, musical and humble human beings in our era. In honoring Libby Larsen, the University of Florida will honor the Doctor of Music degree itself at the highest level of academic and artistic integrity.

I am honored to give my highest recommendation and support for the University of Florida Honorary Doctor of Music degree to be conferred to Libby Larsen.

The Foundation for The Gator Nation

An Equal Opportunity Institution

Sincerely,

A handwritten signature in black ink, consisting of several overlapping, fluid strokes that form a cursive representation of the name Russell L. Robinson.

**Russell L. Robinson, Ph.D., Director
Professor and Head of Music Education
University of Florida**



JACOBS SCHOOL OF MUSIC

INDIANA UNIVERSITY

Bloomington

March 7, 2015

To whom it may Concern:

I believe Libby Larsen is among the top 10 or 20 composers living today, as well as an even more significant spokesperson and advocate for the cause of musical creativity, an area where she may rank at the very top. All of this is well documented in her biography.

When I see a work of Larsen's on a program, I know I am going hear something that will connect with me as a listener and provide the performers with something they can really sink their teeth into. She has that rare gift of being able to find something fresh and meaningful in material that in the hands of a lesser composer would be shopworn and empty. I believe this because she listens to sounds in ways that go well beyond our standard audio processing. She can hear the spirit and unique spark in an idea and capture it in ways that awaken in the listener a joyful appreciation of music and sounds and the world around us.

I have had the great good fortune of working closely with a few of Libby's young composition students in recent years. What she has nurtured in them (in addition to extraordinary musical and compositional skills) is that understanding of the sheer delight composing living music can bring to its creators and the communities large and small with whom they share their gifts. She is living proof that working hard, thinking deep, and pursuing your passion can produce the kind of magic we long for as human beings.

Honoring Libby Larsen with a doctorate honors more than this person of tremendous talents and accomplishments; it honors the spirit of creative quest that she embodies and shares in everything she does.

Sincerely,

Don Freund
Professor of Composition
Indiana University Jacobs School of Music
(812)855-1242

Libby Larsen

Website: www.libbylarsen.com

2205 Kenwood Parkway • Minneapolis, MN 55405 .612/374-5078 phone and fax •
llarsen@libbylarsen.com

Publishers: Oxford University Press, 1-800-334-4249, ECS Music, 617/236-1935

BA (1971), M.M (1975), PhD (1978), University of Minnesota

Positions

Professional Composer, 1976- present

Director, John Duffy Institute of the Virginia Arts Festival, 2013- present

Peabody Conservatory, Distinguished Visiting Professor, 2006-2007

Composer in Residence, Florida Atlantic University, 2007/8-2008/9

Composer in Residence, Gettysburg College, 2005/6-2006/7

Harrisios Papamarkou Chair of Education and Technology, Library of Congress, 2003-2004

Composer in Residence, Colorado Symphony, 1997-2000

Composer in Residence, Charlotte Symphony, 1994-1995

Visiting professor, California Institute of the Arts, 1991

Visiting Professor, University of Minnesota, 1988

Composer in Residence, Minnesota Orchestra, 1983-1987

Co-Founder and Director, American Composers Forum, 1972- 1987

Master Composer Residencies (Complete list of 232+ upon request)

Juilliard School ~ Cincinnati Conservatory of Music ~ Arnold Schoenberg Institute, USC ~ Yale Institute for

Sacred Music ~ Peabody Conservatory ~ Curtis Institute ~ Harvard ~ San Francisco Conservatory of Music

~ Eastman School of Music ~ University of Indiana-Bloomington ~ Oberlin College ~ MIT ~

Guild Hall School of Music, London ~ Royal Academy of Sweden ~ Arnold Schoenberg Institute ~

Westminster Choir College ~ Aspen Music Festival ~ Ravinia Music Festival ~ Cabrillo Music Festival ~

Grand Teton Festival ~ Seal Bay Festival ~ Orca Island Festival ~ Angel Fire ~ Hotchkiss Portals Festival

~ University of Minnesota ~ University of Michigan ~ North Texas University ~ University of Iowa ~

Brigham Young University ~ Florida Atlantic University ~ Florida State University ~ University of Texas,

Austin ~ University of Kansas, Lawrence ~ University of Missouri, Kansas City ~ Cornell College ~ Reid

College ~ Carleton College ~ St. Olaf College ~

Awards (Complete list upon request)

George Peabody Award for American Music, 2010

Michael Korn Award, Chorus America, 2005

Eugene McDermott Award in the Arts, MIT, 2003

Music Educators National Convention Service Award - 2002

American Academy of Arts and Letters, Life Achievement Award, 2000

Honorary Doctorate, Valparaiso University, 1998

Gustavus Adolphus Fine Arts Medal, 1996

Honorary Doctorate, St. Mary's College/Notre Dame, 1996

Honorary Doctorate, University of Nebraska, 1996

Clarion Award, The Road to Beijing, 1996

Corporation for Public Broadcasting – The Road to Beijing, 1995

Honorary Doctorate, Bemidji State University, 1995

Grammy, for "The Art of Arleen Auger", 1994

Corporation for Public Broadcasting, Silver Medal – America Sings, 1992

Distinguished Alumni Award, University of Minnesota, 1989

National Opera Association Production Competition Award, "Christina Romana", 1988

American Center for International Leadership – US/USSR Emerging Leaders Summit, 1987

Recordings (80+, complete list available at www.libbyslarsen.com)

Collage: Boogie, Decca, Baltimore Symphony, David Zinman, conductor
Dancing Solo, Corker, *Blue Third Pieces*, *Black Birds*, *Red Hills*, *3 Pieces for Treble Wind and Guitar*,
Song Without Words, Innova "Dancing Solo", Caroline Hartig, clarinet, and friends
Everyman Jack, Innova, Sonoma City Opera, Mary Chun, conductor
I, Just Lightning; Witches Trio; Canticle of the Sun, et al. Las Cantantes, Bradley Ellingboe,
University of New Mexico Recordings
Schoenberg, Schenker and Schillinger, CRI, Los Angeles Chamber Orchestra
Solo Symphony (Symphony No. 5), *Marimba Concerto: After Hampton*, *Deep Summer Music*;
Koch International, Colorado Symphony, Marin Alsop conducting
Sonnets from the Portuguese, Koch International, Arleen Auger, soprano, Joel Revzen, conductor
String Symphony (Symphony No. 4), *Songs of Light and Love*, *Songs from Letters*;
Koch International Scottish Chamber Orchestra, Benita Valente, soprano, Joel Revzen
Symphony: Water Music, Symphony No. 3: Lyric, Parachute Dancing, Ring of Fire,
Koch International "Water Music", London Symphony, Joel Revzen, conductor
Symphony: Water Music, Nonesuch, Minnesota Orchestra, Sir Neville Marriner, conductor

Principal Commissions (Complete works available at www.libbyslarsen.com)

2014 – Nexus – *DDT*
2014 – Herndon Trio and consortium – *Ferlinghetti*
2014 – Frye Street Quartet – *H2O*
2014 – Harvard Band – *Big Bertha*
2012 – Fort Worth Opera – *A Wrinkle in Time*
2012 – Alaska Chamber Singers Anchorage String Quartet *Alaska Spring*
2010 – MIT – (Bass Marimba, 2 performers) *Like Blind Men Tapping in the Dark*
2009 – enhake – *The Rodeo Queen of Heaven*
2008 – Saint Paul Chamber Orchestra – *Evening in the Garden of Reason*
2008 – Hotchkiss Festival for the Orion String Quartet – *Double Quartet*
2008 – Zagreb Quartet (Czechoslovakia) – *What Remains (2010 World Tour)*
2008 – Cassatt String Quartet (Mary Carey Flagler Trust) – *Quartet: She Wrote (2010 American Tour)*
2007 – Barlow Foundation for the College Orchestra Directors Association – *Bach 358*
2006 – Suzanne Mentzer/James Dunham – *Sifting Through the Ruins*
2006 – University of North Carolina Greensboro – *Picnic (opera)*
2005 – Meinenger Trio(Germany) – *Slow Structures*
2005 – Antara Winds – *Blue Windows*
2004 – Sonoma City Opera – *Every Man Jack*
2004 – Students of Eugene Rousseau – *Song Concerto for Alto Saxophone*
2004 – Massachusetts Institute of Technology – *The Nothing That Is*
2004 – Kavafian Trio – *Trio for Violin, Cello and Piano*
2003 – Chamber Music Society of Lincoln Center – *A Word From Your Jenny*
2003 – BBC Proms/ Bach Bethlehem Choir – *I It Am*
2002 – International Clarinet Festival, Stockholm Sweden – *Licorice Stick*
2002 – The Grieg Trio, (Oslo, Norway) *Trio for Piano and Strings*
2002 – Kennedy Center Imagination Celebration/International Olympic Festival – *Dreaming Blue*
2002 – Minnesota Orchestra – *Patterns for Orchestra*
2001 – Plymouth Music Series /Library of Congress *Barnum's Bird* (chamber opera/theater)
2001 – The King's Singers – *A Lover's Journey*
2001 – Sonos Ensemble – *Hell's Belles* for Frederica Von Stade
2001 – Aspen Music Festival/James Dunham – *Viola Sonata*
2000 – Marilyn Horne Foundation – *Try Me, Good King*
2000 – Vail Valley Music Festival – *Still Life With Violin* for Pamela Frank, Rochester Symphony
2000 – Ravinia Festival – *Love After 1950* for Susanne Mentzer
1999 – Colorado Symphony – *Solo Symphony* 1999 – Los Angeles Master Chorale – *Sea Change*

1998 – Minnesota Orchestra – *String Symphony*
 1997 – Benita Valente, Network for New Music – *Songs of Light and Love*
 1997 – American/Russian Youth Symphony – *A Spell on Me that Holy Hour*, Leon Botstein, conductor
 1997 – Paul Bro, Northwestern University – *Holy Roller*
 1996 – The Dale Warland Singers – *So Blessedly It Sprung*
 1996 – The King's Singers/Baltimore Choral Arts Society – *Billy the Kid*
 1996 – American Guild of Organists – *Density of Light*
 1996 – University of Nebraska/Opera Omaha – *Eric Hermannson's Soul*
 1996 – University of Wisconsin Centennial Commissions – *Concert Dances*
 1995 – Mary Cary Flager Trust/New York Concert Singers – *Eleanor Roosevelt*
 1995 – Charlotte Symphony – *Ring of Fire*
 1994 – American Orff-Schulwerke Association – *Song-Dances to the Light*
 1994 – Lila Wallace/Reader's Digest Consortium – *Seven Ghosts*
 1993 – Cleveland Lyric Opera – *Mrs. Dalloway*
 1993 – Ohio Ballet/Meet the Composer, Composer/Choreographer – *Slang*
 1993 – Oberlin Dance Company – *Falling in Place*
 1992 – Eugenia Zukerman – *The Atmosphere as a Fluid System*
 1992 – Fourteen Orchestra Consortium – *Marimba Concerto: After Hampton*
 1991 – Minnesota Orchestra – *Piano Concerto: Since Armstrong*
 1991 – Cleveland String Quartet – *String Quartet: Schoenberg, Schenker and Schillinger*
 1991 – Meet the Composer, Composer/Choreographer – *Ghosts of an Old Ceremony*
 1990 – Minnesota Opera – *Frankenstein, the Modern Prometheus*
 1990 – Albany Symphony – *Symphony #3: Lyric*
 1989 – St. Louis Symphony – *Xibalba*
 1988 – American/Soviet Youth Symphony – *Collage: Boogie*, Zubin Mehta, conductor
 1988 – Arleen Auger – *Sonnets from the Portuguese*
 1988 – Eugenia Zukerman – *Vive*, Flute Quartet, for the 100th Anniversary of AAUW
 1987 – MENC/Air Force Band/Singing Sergeants – *The Settling Years*, 150th Anniversary
 1987 – The Schubert Club – *ME (Brenda Ueland)*, for Benita Valente, Soprano
 1987 – Cleveland Chamber Symphony – *What the Monster Saw*
 1987 – Minnesota Orchestra – *Coriolis*
 1985 – Plymouth Music Series – *Coming Forth into Day*, Jehan Sedat, collaborator
 1985 – Arkansas Opera Theatre – *Clair de Lune*, Patricia Hampl, libretto
 1984 – Minnesota Orchestra – *Symphony: Water Music*, Neville Marriner, conductor
 1984 – Walker Art Center – *Moon Door*
 1983 – Minneapolis Artist Ensemble – *Four on the Floor*
 1982 – Plymouth Music Series – *In a Winter Garden*, Patricia Hampl, libretto
 1981 – Eugenia Zukerman – *Aubade, Ulloa's Ring*
 1980 – Saint Paul Chamber Orchestra for William McGlaughlin – *Bronze Veils*
 1978 – Saint Paul Chamber Orchestra for Garrison Keillor – *Weaver's Song and Jig*

Grants (selected)

Mary Carey Flager Trust – 2008 and 1995
 National Endowment for the Arts - 2004
 Lila Wallace Readers Digest Consortium Commission, 1995, 1996
 Bush Artists Fellowship, 1989/90
 Jerome Foundation, 1989
 Exxon-Rockefeller/Meet the Composer – Composer in Residence Program, 1983-1987
 Japan Foundation – video opera "The Daytime Moon", Minnesota Opera, 1985
 Ford Foundation – video opera "Four on the Floor", Minnesota Opera, 1985
 National Endowment for the Arts Fellowship - 1984
 Composers Commissioning Program – 1981, 1984, 1986, 1988
 National Opera Institute Composer Fellow – 1980
 Minnesota State Arts Board Fellow – 1980
 Wolf Trap Composers Cottage Fellow – 1980

Keynote Addresses

American Symphony Orchestra League
American Choral Directors Association
American Society of University Women
American Orff-Schulwerk Association National Convention
Chorus America
Concert Band Directors National Association
Conductors Guild of America
Dominique de Menil Lecture Series, 2001, Rice University
National Association of Schools of Music
Peabody Conservatory Commencement – George Peabody Award
San Francisco Conservatory of Music
Sun Coast Music Symposium
University of Minnesota 1999 Commencement
Vision 20/20 National Symposium

Panels and Board of Directors

(1985-2014; * denotes present participation)

American Composers Orchestra
The American Music Center, vice-president
American Symphony Orchestra League Board of Directors
ASCAP Board of Review
Barlow Foundation
Cantus, Board of Directors
Camargo Foundation Music Panel
From the Top, Board of Advisors
Jerome Foundation Board of Directors
MacDowell Colony Chair of Music Panel
Meet the Composer National Board of Advisors
Minnesota Composers Forum (American Composers Forum) Board of Directors
Minnesota Public Television trustee
Minnesota Citizens for the Arts trustee
Minnesota Orchestra Executive Board
National Endowment of the Arts Music Panel
New Music Alliance founding committee, New Music America
The Plymouth Music Series Board of Directors, vice-president
The Schubert Club of St. Paul Board of Directors

Libby Larsen

From Wikipedia, the free encyclopedia

Jump to: [navigation](#), [search](#)

Libby Larsen (born 24 December 1950) is a [Grammy Award](#) winning and frequently programmed American composer.^[1] Along with composer [Stephen Paulus](#), she is a co-founder of the Minnesota Composers Forum, now the [American Composers Forum](#).^[2] A former holder of the Papamarkou Chair at John W. Kluge Center of the [Library of Congress](#), Larsen has also held residencies with the [Minnesota Orchestra](#), the [Charlotte Symphony Orchestra](#) and the [Colorado Symphony Orchestra](#).^{[3][4]}

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Biography[[edit](#)]

Early life[[edit](#)]

Libby Larsen was born in [Wilmington, Delaware](#) on 24 December 1950.^{[5][6]} She is the third daughter of five in the family. At the age of three, Libby and her family moved to Minneapolis, Minnesota.^[7]

Larsen's first musical experience happened when she was three years old. She remembers carefully observing her older sister's piano lessons at home; later, she would imitate what she had heard on piano on her own.^[8] Her first formal music education came from the [St. Joseph of Carondelet](#) nuns at Christ the King School. All students sang [Gregorian Chant](#) and learned to sight read using [moveable 'do' solfege](#). The rhythmic flexibility and prosody of text Larsen learned in chant showed her that there is freedom in music, a concept that would prove to be very influential in her future compositions.^[9] In addition to her classical training, Larsen's father was an amateur clarinetist in a Dixieland band, and her mother played boogie-woogie on the record player, giving her a multifarious and very American musical background.^[10]

Musical career[edit]

Larsen attended the University of Minnesota for both her undergraduate and graduate work. She received a Bachelor of Arts degree in Theory and Composition in 1971, a Masters of Arts degree in Composition in 1975, and a Ph.D in Theory and Composition in 1978. Throughout her studies at the University, she studied composition with Dominick Argento, Paul Fetler and Eric Stokes.^[11] In 1975, Larsen married her husband, James Reece, whom she met at the university.^[12]

In 1973, Larsen co-founded the Minnesota Composers Forum with colleague Stephen Paulus with the goal to provide a public platform and an audience for the creation and performance of new compositions, along with giving practical help in business matters such as applying for fellowships and negotiating contracts.^[13] In 1996, the organization changed its name to the American Composers Forum and established chapters in cities throughout the country including New York, Atlanta, Washington D.C. and Los Angeles, among others. Its base is still in St. Paul, Minnesota.^[14]

In 1983 Larsen was appointed one of the Minnesota Orchestra's two composers-in-residence, a position that provided extremely useful opportunities for development as an orchestral composer, along with making her the first woman to serve as a resident composer with a major orchestra.^{[15][16]} She composed her first symphony, "Water Music," for the Minnesota Orchestra, which was premiered in 1985 under Sir Neville Marriner.^[17] During her time with the Minnesota Orchestra, Larsen began to wonder why people her own age weren't coming to concerts, and why non-European composers weren't being programmed. This led her to studies of classical music in America and its place in American culture, the results of which she has explored in her compositions and other philosophical projects.^[18] In addition to this work, she became a mother in 1986 when her daughter, Wynne, was born.^[19]

Larsen organized and became artistic director of the Hot Notes Series (sponsored by the Schubert Club of St Paul) in 1993, which focuses on the modern keyboard, particularly on the interaction between performer and synthesized sound. This interaction has become a feature of her later works, including *Frankenstein: The Modern Prometheus* (1990) based on the book by Mary Shelley. This work used electronic visual effects such as projectors and screens around the theater which showed different perspectives (e.g. those of the Monster or those of Frankenstein himself) throughout the opera. This opera was Larsen's first exploration of technological sound^[20] and was selected as one of the eight best classical music events of 1990 by USA Today.^[21]

In 1994, she won a Grammy Award for producer of Best Classical Vocal Performance for "The Art of Arlene Augér" featuring her song cycle *Sonnets from the Portuguese*.^[22] In 1996, she received Honorary Doctorates from both St. Mary's College/Notre Dame, and the University of Nebraska.^[23]

In addition to being known as a composer, Dr. Larsen is known as a musical philosopher and is in demand as a guest lecturer and keynote speaker for many events. She has given keynote addresses at places such as the League of American Orchestras, American Choral Directors Association, American Orff-Schulwerk Association National Convention, Concert Band Directors National Association, Dominique de Menil Presidential Lecture Series at Rice

University (2001), Music Educators National Convention, and National Association of Schools of Music, to name a few.^[24] From 2003-2004, she served as the first Harissios Papamarkou Chair in Education and Technology at the Library of Congress.^[25] She has also had many notable composition students, including Jake Runestad.

In 2010, Larsen received a George Peabody Medal for Outstanding Contributions to Music in America.^{[26][27]}

Influences[edit]

Larsen's music is known both for its American idioms and its eclectic mixing of styles and colors. This undoubtedly comes from the wide range of musical influences in her life:

As a young child, she grew up learning Gregorian Chant from nuns at the Catholic school she attended. Her first piano teacher introduced her to many different styles of repertoire including Mozart, Bartok, Stravinsky, Japanese music and boogie. In college, she was influenced by her teachers Dominick Argento, Paul Fetler, and Eric Stokes.^[28]

When asked about her influences, Larsen responded, "To tell the truth, my teachers have come to me from unexpected places in my musical life. They have been poets, architects, painters and philosophers. The other way I really learn is by reading scores voraciously, from Chuck Berry to Witold Lutosławski."^[29] Her favorite composers are Hector Berlioz, Maurice Ravel, James Brown, Chuck Berry, Sergei Prokofiev, Big Mama Thornton, Harry Partch, and J.S. Bach.^[30]

Style and approach[edit]

Larsen's style and approach to music comes from her own philosophy on music. Her music comes from the sound she hears everyday around her in the world. It is noted for its "energy, optimism, rhythmic diversity, colourful orchestration, liberated tonality without harsh dissonance, and pervading lyricism."^[31]

The rhythms used are often taken directly from the American language: "our own American language has beautiful rhythms in it; it is this American vernacular and the rhythm of our American life that is the language of my music."^[32] Pieces such as "Holy Roller" (about a revivalist preacher's speech) and "Bid Call" (about auctioneering patter) showcase this style. Larsen composes without barlines, preferring to first discover the natural flow of a line and then refine it until she finds a common meter, giving many of her compositions a feeling of free internal rhythm.^[33]

Awards[edit]

- 1987 Distinguished Alumni Award

presented by the University of Minnesota^[34]

- 1988 National Opera Association Production Competition Award, “Christina Romana”^[35]
- 1989 American Center for International Leadership—US/USSR Emerging Leaders Summit^[36]
- 1992 Corporation for Public Broadcasting, Silver Medal^[37]
- 1994 Grammy Award^[38]

for producer of Best Classical Vocal Performance for “The Art of Arlene Augér” featuring Larsen’s **Sonnets from the Portuguese**

- 1996 Clarion Award, “The Road to Beijing”^[39]
- 1996 Gustavus Adolphus Fine Arts Medal^[40]
- 1996 Honorary Doctorate, St. Mary’s College/Notre Dame^[41]
- 1996 Honorary Doctorate, University of Nebraska^[42]
- 2000 Lifetime Achievement Award from the American Academy of Arts and Letters^[43]
- 2001 Distinguished Minnesota Award^[44]

presented by Bemidji State University

- 2003 Eugene McDermott Award in the Arts^{[45][46]}

presented by the Massachusetts Institute of Technology

- 2007 inducted into the Minnesota Music Hall of Fame^[47]
- 2010 George Peabody Medal^[48]

Selected works^[49] **[edit]**

This is only a list of selected works. For a list of Larsen's complete works please see List of compositions by Libby Larsen. Opera:

- *Clair de Lune* (1984)
two act chamber opera; libretto by Patricia Hampl
- *Frankenstein: The Modern Prometheus* (1990)
full length music drama; libretto by Libby Larsen
- *Barnum’s Bird* (2000)
chamber choral opera in two acts; libretto by Bridget Carpenter
- *Dreaming Blue* (2000)

opera in one act for child actor, SATB soloists, children's chorus, rhythm chorus, and drumming group; libretto by Libby Larsen using texts from third and fourth graders from Mountain View Elementary, Salt Lake City.

Orchestral:

- **Symphony No. 1 "Water Music" (1985)**
full orchestra
- **Symphony No. 2 "Coming Forth Into Day" (1986)**
soprano solo, baritone solo, SATB chorus, full orchestra; various texts
- **Marimba Concerto: After Hampton (1992)**
solo marimba and full orchestra
- ***Ring of Fire* (1995)**
full orchestra
- ***Song-Dances to the Light* (1995)**
SA chorus, Orff instruments, full orchestra (or piano); text by young people
- **Symphony No. 5: "Solo Symphony" (1999)**
full orchestra
- **"Still Life with Violin" (2000)**
solo violin and full orchestra
- **"Evening in the Palace of Reason" (2008)**
solo string quartet and string orchestra

Band:

- ***Strut* (2003)**
concert band
- ***An Introduction to the Moon* (2005)**

symphonic wind ensemble, tuned water glasses, recorded voice, eight collaborative improvisations

Choral:

- "Who Cannot Weep Come Learn of Me" (1985)
SSA, mezzo-soprano and tenor solos; text from MS09:38 Trinity College
- *Songs of Youth and Pleasure* (1986)
four movements
SATB a cappella; Renaissance text
- *The Settling Years* (1988)
three movements
SATB, woodwind quintet, piano, percussion; 20th century biographical texts
- "I Just Lightning" (1994)
SSAA and percussion; text by Maria Sabina
- *Seven Ghosts* (1995)
five movements
SATB with soprano solo, brass quintet, piano, and percussion; 20th century biographical texts
- *Today This Spring* (1995)
three songs
SA and piano; text by Emily Dickinson, Charles Wilson, and Jan Kimes
- "By a Departing Light" (1999)
SATB a cappella; text by Emily Dickinson
- *Four Valentines: A Lover's Journey* (2000)
four movements
six-voice male a cappella; text by James Joyce, William Shakespeare, and Karl Joseph Simrock
- "Jack's Valentine" (2001)

SSAA; text by Aldeen Humphreys

- "Womanly Song of God" (2003)

SSAA divisi a cappella; text by Catherine de Vinck

- *Western Songs* (2005)

three songs

SATB a cappella; text from American Folksongs

Vocal:

- *Songs From Letters* (1989)

five movements

soprano and piano or chamber ensemble; text by Calamity Jane

- *Sonnets From the Portuguese* (1991)

six movements

soprano and chamber ensemble or piano; text by Elizabeth Barret Browning

- *Love After 1950* (2000)

five movements

mezzo-soprano and piano; text by Rita Dove, Julie Kane, Kathryn Daniel, Liz Lochhead, and Muriel Rukeyser

- *Try Me, Good King: Last Words of the Wives of Henry VIII* (2000)

five movements

soprano and piano; text by Katherine of Aragon, Anne Boleyn, Jane Seymour, Anne of Cleves, Katherine Howard, and Katherine Parr

- *This Unbearable Stillness: Songs from the Balcony* (2003)

four movements

soprano and string quartet; text by Dima Hilal and Sekena Shaben

- *Sifting Through the Ruins* (2005)

five movements

mezzo-soprano, viola and piano; text by Hilary North, anonymous, Alicia Vasquez, Martha Cooper, and Ted Berrigan; chosen by Susanne Mentzer

Instrumental:

- “Four on the Floor” (1984)
violin, cello, contrabass, and piano
- “Dancing Solo” (1994)
solo clarinet
- “Slang” (1994)
clarinet, violin, and piano
- Concert Piece for Tuba and Piano (1995)
tuba and piano
- “Holy Roller” (1997)
alto saxophone and piano
- “Barn Dances” (2001)
flute, clarinet, and piano
- “Bid Call” (2002)
alto saxophone and cello
- “Yellow Jersey” (2004)
two clarinets
- “Song Concerto” (2005)
alto saxophone and piano
- Concert Piece for Bassoon and Piano
bassoon and piano

Multimedia:

- *Matinée: The Fantom of the Fair* (2014)

soprano, baritone, violin, cello, piano with animated slideshow by Toni Lindgren based on Paul Gustavson's 1939 comic book of the same name - première April 6, 2015, Rivers School Conservatory, Weston, Massachusetts¹⁵⁰¹⁵¹¹

Featured discography^[52][\[edit\]](#)

- *Dreaming Blue*

An opera by Libby Larsen, the story of a child brought by a family into a new culture. Appleton Boychoir; Attic Theater, Inc.; Children's Ballet Theatre; Fox Cities Performing Arts Center; Fox Valley Symphony Orchestra; Lawrence Academy of Music Girl Choir; University Drumming Group; White Heron Chorale; Brian Groner, conductor

- *I Just Lightning*

Las Cantantes, The University of New Mexico Women's Chorus; Bradley Ellingboe, conductor

- *Licorice Stick*

Katarina Strom-Harg, piano; Stfan Harg, clarinet; Kathleen Roland, soprano; Asa Johannon, violin

- *Libby Larsen: Symphony no. 4 for Strings; Songs of Light and Love; Songs from Letters*

Benita Valenta, soprano; Scottish Chamber Orchestra; Joel Revzen, conductor

- *Libby Larsen: Deep Summer Music; Concerto for Marimba: "After Hampton", Symphony no. 5: "Solo Symphony"*

John Kinzie, marimba; Colorado Symphony Orchestra; Marin Alsop, conductor

- *The Art of Arleen Augér*

Featuring Larsen's Sonnets from the Portuguese, also includes music of Wolfgang Amadeus Mozart, Henry Purcell, and Robert Schumann.

Arleen Augér, soprano; Minnesota Orchestra, Members of the Saint Paul Chamber Orchestra; Joel Revzen, conductor.

1994 Grammy Award for Best Classical Vocal Performance

- *Missa Gaia "Mass for the Earth"*

Koch International Classics. Also includes music of Stephen Paulus and Samuel Barber. Oregon Repertory Singers; Gilbert Seeley, conductor

- *Grand Larsen-y: Vocal Music of Libby Larsen*

Albany Records
Benton Hess, piano; Terry Rhodes, soprano

- *The Eternal Feminine*

Koch International Classics.

Featuring Larsen's *Love After 1950*, also includes music of Lisbeth Alexander-Katz, Amy Beach, Lili Boulanger, Rebecca Clarke, Alma Mahler, Clara Wieck Schumann, Elinor Remick Warren

Susanne Mentzer, mezzo-soprano; Craig Rutenberg, piano

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Libby Larsen

• Composers and Lyricists

Libby Larsen (b. 1950)

"I believe that music springs from the language of the people," Libby Larsen has said. "I am interested in how music can be derived from the rhythms of spoken American English." As a composer, Libby Larsen is committed to creating music that is both truly modern and widely accessible. As a woman, she is committed to furthering the careers of women in music. As a human being, she is committed to Earth and to the protection of nature, which inspires her work. Libby Larsen is one of the most prolific, admired and widely-performed composers in the United States.

Libby Larsen was born on December 24, 1950, in Wilmington, Delaware, but she was raised in Minnesota. As a child, she felt an urgent need to communicate her feelings about everything she saw and felt, and her natural language was music. Her childhood was happy and in many ways typical of its time and place. She was encouraged by her parents to play the piano in early childhood, and, like a lot of children brought up surrounded by Minnesota's Scandinavian religious and musical traditions, she sang in a church choir. She attended a Catholic grade school, at a time when Mass was still celebrated in Latin, and Gregorian chant accompanied daily services. She began to write music around the age of seven. "It never occurred to me that not everybody in the world could read and write music," Larsen said in a 1999 interview with Richard Kessler, Executive Director of the American Music Center. "Composing for me was very natural, as natural as drawing pictures and writing essays. It was natural for every kid at our school."

Larsen developed an interest in rhythm. She heard rhythms in words and speech patterns as well as in the natural environment and began to write them down on paper. She was fascinated by the way words in Latin moved through the ancient Gregorian chants, with their total lack of meter. She became concerned with ways in which natural rhythms could function within the series of finite spaces that are bars,

and how the technical rigor of the piano could be made to accommodate the sounds she was hearing and notating. But it didn't occur to Larsen that she was a composer until she went to college.

Larsen studied music at the University of Minnesota under the supervision of Dominick Argento (b. 1927), who is considered by many to be the leading composer of lyrical opera. Argento's own music freely combines tonality, atonality and 12-tone writing, and his beliefs that music "began as an emotional language," and that it "begins where speech stops," made him a sympathetic and encouraging teacher for the developing composer. Larsen stayed at Minnesota to complete a second degree under Argento, but when she emerged from academia, determined to make her career as a composer, she was confronted with a number of difficult choices.

"It's not an instinctual thing," Larsen has said of the creative choices that she faced as a young composer in the 1970s. "While instincts inform voice, you choose to write 12-tone, aleatoric (music created by a process of chance, either by random computer process, or by other methods), or like Wagner." It was a matter of language; how best to communicate her feelings about everything she saw and felt, just as she had when she was a child. It seemed to Larsen that the language she chose would determine the place of her music in society. While she admired the severe academic approach of much modern music, she wanted to reach as many people as she possibly could. She went back to listening to the way real people talked, and developed her belief that music originally evolved out of the rhythms and pitches of spoken language—and that musical instruments, like voices, evolve out of a living culture rather than out of established musical tradition. This belief evolved into the controlling aesthetic of her work.

Larsen's commitment to the living sounds of American culture led her to question the validity of inherited forms. Small chamber orchestras, with their genteel strings and tinkling keyboards, may well have been the perfect expression of the Baroque Period, which lasted roughly from 1600 through 1750, but could the American twentieth century be expressed in that language? The symphony orchestra is profoundly articulate, but the sensibility it expresses is, by virtue of its very force and organization, a nineteenth-century European sensibility, and the great symphonies of the twentieth century are expressions of regret for a lost civilization.

Larsen had difficulty finding an original lyricism for orchestral strings rooted in American English. Modern opera too seemed to her to be unable to reach the emotional peaks of, say, *Tosca*. When an attempt was made, the result ended up sounding either old fashioned, or like the soundtrack to a Hollywood movie.

Larsen remains committed to the concert hall as the appropriate venue for her music, but she seeks to extend the expectations of the traditional concert audience. She is acutely aware that most people's experience of music is through the radio and other electronic means-and that most of the sounds that people experience through these media are also produced by electronic means. Her instrumentation seeks to reflect this by utilizing the subwoofers, which enhance low-frequency sounds and are an integral part of our modern listening experience. She installs electric basses and synthesizers in her orchestral textures, because she feels that they are part of the living language of people's real musical lives.

Larsen's intense awareness of traditional forms, and the way in which the modern composer must understand and adapt them, is perhaps most clearly expressed in her *Symphony: Water Music*, written in 1985 for the 300th anniversary of Handel's birth. In its four movements, the piece adheres strictly to symphonic form and pays homage to Handel by quoting *Hornpipe* from Handel's own *Water Music*. But its scoring and its postmodern attitudes belong strictly to the late twentieth century. Metal percussion, Wagnerian horns, Mendelssohn's strings, and Debussy's impressionistic orchestral nuances participate in a series of shifting textures that seek to find languages appropriate to water in all its moods.

Larsen's continuing commitment to nature finds its fullest expression in her *Missa Gaia* (1992), which, in her own words, "adopts the form and spirit of the traditional Mass and replaces the texts with words addressing human beings' relationship to the Earth. *Missa Gaia* is a celebration of those of us who live on this land, a land which can be terribly beautiful and gentle, a land which can be harsh, but which is always giving and renewing." Her commitment to the rhythms of real American voices is apparent in her *Seven Ghosts* (1995, for brass quintet and chorus), in which *Tiger Rag*, *There's No Place Like Home*, and the letters of George Washington, Harriet Beecher Stowe, and Charles Lindberg pass like found objects across a haunted landscape that is recognizably pre-millennial America.

Larsen is a vigorous, articulate advocate for the music and musicians of our time. In 1973 she co-founded the Minnesota Composers' Forum, now the American Composers' Forum, which has been an invaluable aid for composers in a difficult, transitional time for American arts. The first woman to serve as a resident composer with a major orchestra, Larsen has held residencies with the Minnesota Orchestra, the Charlotte Symphony and the Colorado Symphony. She is also a tireless advocate for the greater recognition of women in a musical world that she feels is still overwhelmingly and unreasonably dominated by men.

Larsen's awards and accolades are numerous. Her emerging talent was recognized with the American Council on the Arts Young Artist Award. She has received National Endowment for the Arts Composer Fellowships, and has since served on that fellowship's Musical Panel. She was awarded a 1994 Grammy as producer of the CD *The Art of Arleen Auger*, an acclaimed recording that features Larsen's Sonnets from the Portuguese. Her opera, *Frankenstein, The Modern Prometheus* was selected as one of the eight best classical musical events of 1990 by *USA Today*. In June, 2003, she was named to the Harissios Papamarkou Chair in Education and Technology in the John W. Kluge Center of the Library of Congress. As the composer of over 200 pieces, including five symphonies, ten operas, and extensive chamber, choral, and vocal works, Larsen's music has been commissioned and performed widely by some of the world's greatest artists.

HONORARY DEGREE

CANDIDATE:

Eric S. Maskin

NOMINATED BY:

Professor Roger Blair
Department Chair
College of Liberal Arts and Sciences
University of Florida

LETTERS OF SUPPORT PROVIDED BY:

David Sappington
Eminent Scholar, Department of Economics
College of Liberal Arts and Sciences
University of Florida

Steven Slutsky
Graduate Coordinator, Department of Economics
College of Liberal Arts and Sciences
University of Florida

Robert D. Holt
Eminent Scholar, Department of Biology
College of Liberal Arts and Sciences
University of Florida

College of Liberal Arts and Sciences
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224 Matherly Hall
PO Box 117140
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352-392-0151
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February 25, 2015

Memorandum

To: Donna K. Stricker

Subject: Honorary degree for Eric Maskin

Dear Donna,

Attached is the nomination packet for an honorary degree for Professor Eric Maskin. The Economics Department submitted this in the past, but the nomination did not have support from the Dean's office in the Warrington College of Business Administration. The Economics Department has now been moved to the College of Liberal Arts and Sciences and the nomination has the support of CLAS.

Thank you.

Best regards,



Roger D. Blair
Professor and Chair

Blair,Roger D

From: Richardson,David E
Sent: Wednesday, February 25, 2015 9:18 AM
To: Blair,Roger D
Cc: Pena,Milagros; Killinger,Jesse R; Marino,Gigi
Subject: RE: Honorary Degree for Eric Maskin

Roger – the college approves this nomination. Feel free to send to the committee.

dave

David E. Richardson
Interim Dean
Professor of Chemistry
College of Liberal Arts & Sciences
Telephone: 352-392-0780

From: Blair,Roger D
Sent: Wednesday, February 25, 2015 9:14 AM
To: Richardson,David E
Subject: Honorary Degree for Eric Maskin

Dear Dave,

I have attached the file on Eric Maskin, a Nobel Prize winner. As his C.V. reveals, Eric has a Ph.D. in Applied Mathematics from Harvard. He is in the Department of Economics at Harvard. His prize was primarily for Game Theory, but his research and service interests are broader. In addition to support letters from David Sappington and Steven Slutsky, we have a letter from Bob Holt in Biology.

The nomination deadline is March 1. We had wanted to put this together earlier, but got delayed with everything going on this year. Is it OK for us to send this nomination directly to the Honorary Degree committee?

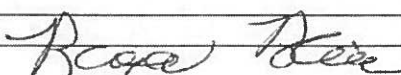
Best regards,

Roger

**Roger Blair
Professor and Chair
Department of Economics
College of Liberal Arts & Sciences
342 Matherly**

PO Box 117140, Gainesville, Florida 32611
352-392-0179, Fax 352-392-7860

Call for Nominations

Nominator's Name: Professor Roger Blair, Department Chair
 Department: Economics
 Address: 224 Matherly Hall, PO Box 117140, Gainesville, FL 32611
 Phone: 352 / 392 - 0151 Fax: 352 / 392 - 7860
 Email: rdblair@ufl.edu
 Signature of Nominator: 

The Committee on Honorary Degrees, Distinguished Alumnus Awards and Memorials will consider nominations at its next meeting in **March**. This form and a complete nomination package should be mailed to the committee in care of Donna Stricker, President's Office, PO Box 113150 by **MARCH 1**.

1. General Information:

Nominee's Name: Eric S. Maskin
 Affiliation: Adams University Professor, Harvard University
 Business Address: Littauer Center 312, 18705 Cambridge St., Cambridge, MA 02138
 Home Address: _____
 Phone: Home _____ Business 617 / 495 - 1746 Fax: 617 / 495 - 7730
 Email: emaskin@fas.harvard.edu

Nominated for (PLEASE CHECK ONE):

- ☐ Distinguished Alumnus
☐ Distinguished Achievement
☐ Distinguished Service
☒ Honorary Degree: (please check one)

- | | |
|--|--|
| <input type="checkbox"/> Doctor of Arts | <input type="checkbox"/> Doctor of Music |
| <input type="checkbox"/> Doctor of Commerce | <input type="checkbox"/> Doctor of Pedagogy |
| <input type="checkbox"/> Doctor of Divinity | <input type="checkbox"/> Doctor of Pharmacy |
| <input type="checkbox"/> Doctor of Education | <input type="checkbox"/> Doctor of Public Administration |
| <input type="checkbox"/> Doctor of Fine Arts | <input type="checkbox"/> Doctor of Public Service |
| <input checked="" type="checkbox"/> Doctor of Humane Letters | <input type="checkbox"/> Doctor of Science |
| <input type="checkbox"/> Doctor of Laws | <input type="checkbox"/> Doctor of Technology |
| <input type="checkbox"/> Doctor of Letters | |

2. Description

Please write a brief description of this individual's intellectual and professional achievements and attributes and attach it to this form.

3. Vita or Resume

Please attaché the nominee's vitae, resume or a biographical description.

4. Supporting letters or materials

Supporting letters or other materials that will help the committee understand the significance of this nominee's work, his/her contributions, and his/her impact on others can also be attached.



College of Liberal Arts and Sciences
Department of Economics

P.O. Box 117140
Gainesville, FL 32611-7140
(352) 392-3904
sapping@ufl.edu
February 24, 2015

The Committee on Honorary Degrees
University of Florida
Gainesville, Florida

It is with great pleasure that I write to recommend that the University of Florida award an honorary degree to Professor Eric Maskin from Harvard University. It is difficult to think of an economic scholar who is more deserving of this honor. As evidenced by his Nobel Prize in Economic Science and his membership in such world renowned organizations as the National Academy of Sciences, Professor Maskin has made fundamental contributions to economic science that make him eminently qualified for this prestigious recognition by the University of Florida.

Although Professor Maskin has conducted stellar research in several areas of economics, he is best known for his work on market activity and policy design in the presence of limited information. Policymakers and market participants alike typically must act with limited knowledge of the environment in which they operate. Consequently, to offer useful advice to policymakers and to make sensible predictions about likely market outcomes, economists must be able to formulate and solve rigorous, formal mathematical models of environments in which limited information prevails.

Prior to Professor Maskin's path breaking research, the economics profession lacked these essential tools. Professor Maskin developed these tools in a series of innovative research articles and employed these tools to provide fundamental advances in areas such as the optimal design of organizations, voting rules, insurance policies, and auctions. Professor Maskin's pioneering work also has paved the way for other economists to make meaningful headway on important issues that they otherwise would have been unable to analyze fully.

Professor Maskin's ties to Gainesville make it likely that he would take time from his extraordinarily busy schedule to accept this prestigious recognition from the University of Florida. I strongly recommend that the university bestow this richly deserved honor upon Professor Eric Maskin.

Sincerely,

A handwritten signature in black ink, appearing to read "David Sappington", with a long, sweeping horizontal line extending to the right.

David Sappington, Eminent Scholar

College of Liberal Arts and Sciences
Department of Economics

224 Matherly Hall
PO Box 117140
Gainesville, FL 32611-0000
352-392-0151
352-392-7860 Fax

February 24, 2015

To the University of Florida Committee on Honorary Degrees:

I am pleased to write in support of the nomination of Professor Eric Maskin for an honorary degree from the University of Florida. His profound contributions to economics span a wide variety of areas including social choice theory, mechanism design and implementation, and game theory. Of course the importance of his work is demonstrated by his receiving the 2007 Nobel Prize in economics. I would note two very important features of his work. One is that his results do not simply stand on their own. Most often, he develops techniques that have proven to be invaluable, even essential, to subsequent researchers. Much of the current work in those areas would simply be impossible without his prior contributions. The other is that the impact of his work extends far beyond the discipline of economics. His contributions have value in such areas as mathematics, political science, and philosophy.

Professor Maskin is as great a person as he is a scholar. He is always open to assisting others, no matter what level they are at, and he does this with modesty and generosity.

Finally, it is worth noting that he has ties to Gainesville. For many years, his parents lived here. His father Dr. Meyer Maskin was a faculty member in the Department of Psychiatry here. His mother Bernice was a highly respected and valued member of the music community in Gainesville. When Professor Maskin would visit them, he would often come to the University to interact with our graduate students and faculty.

In summary, it would be hard to find a more deserving person to whom to award an honorary degree. I think that it would be of value to the University to make formal through such an award, the extensive informal relationships that he has developed here.

Sincerely,



Steven Slutsky
Graduate Coordinator



College of Liberal Arts and Sciences
Department of Biology

220 Bartram Hall
PO Box 118525
Gainesville, FL 32611-8525
352-392-1175
352-352-392-3704 Fax

February 24, 2015

University of Florida Committee on Honorary Degrees,

I am pleased to provide a letter, complementing those of Professors Slutsky and Sappington, nominating Professor Eric Maskin of Harvard University for an honorary degree from the University of Florida. Professor Maskin is a celebrated economist. Within his discipline, his contributions are longstanding and exemplary, and of the highest intellectual caliber, influencing a wide swath of economists from many subdisciplines in the field. This shines through almost every entry in his c.v., but there is surely no higher testament to his influence on economics than the fact that he received the Nobel Prize in Economics in 2007.

But his contributions extend well beyond his influence to his own discipline, as his thinking has profound resonances in philosophy and the other social sciences. One can view his refinement of Kenneth Arrow's famous theorems on voting as a basic contribution to philosophy, articulating contradictions in what seem to be sensible prescriptions for a rationally ordered democracy. Professor Maskin's Nobel Prize lecture "Mechanism Design: How to Implement Social Goals" has to do with the "engineering" dimension of economics as a tool for the rational design of institutions to effectively address social goals. This is as central to political theory, as to economics. Moreover, his contributions have influenced even my own discipline of ecology and evolutionary biology. He has for instance addressed issues of natural resource management, which involve complex feedbacks and hidden social costs that are often left out of traditional economic theory. He has been an exemplary figure in developing and sharpening game theory, which does not merely address issues of the outcome of competition in markets, but figures in a central way in our current understanding of the evolution of cooperation, a fundamental feature of the evolution of life.

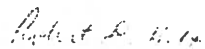
As noted by Professor Slutsky in his letter, Professor Maskin has long-standing ties to Gainesville and the University of Florida. This, together with his outstanding intellectual contributions, fully warrants his being awarded an honorary degree by the University of Florida. But I think there is an additional institutional reason the award would be particularly appropriate and timely. The Department of Economics has recently moved its institutional home, and now is squarely in the College of Liberal Arts and Sciences. In conjunction with this long overdue move, they are experiencing a fresh round of hires of faculty, and are developing a reinvigorated graduate program. Strength in the discipline of economics is

The Foundation for The Gator Nation

An Equal Opportunity Institution

essential to both the liberal arts and business, and is important for the University of Florida to become a truly preeminent institution of higher education, which is now an express goal of the Gator Nation. I can think of no finer way to honor this reinvigoration of economics on this campus, than to award Professor Eric Maskin an honorary degree from the University of Florida.

Sincerely yours,

A handwritten signature in cursive script, appearing to read "Robert D. Holt".

Robert D. Holt

Eminent Scholar in Biology, and Arthur R. Marshall, Jr., Chair in Ecology

Eric S. Maskin, Description

Eric S. Maskin, along with Leonid Hurwicz and Roger B. Myerson, was awarded the 2007 Nobel Prize in Economics “for having laid the foundations of mechanism design theory.”

The following is from the Nobel Prize Committee’s description of their work:

“An important goal of economic theory is to understand what institutions, or *allocation mechanisms*, are best suited to minimize the economic losses generated by private information. What trading mechanisms will realize the largest gains from trade, and what mechanisms will maximize the seller’s expected revenue? What collective decision-making procedures will succeed in implementing desirable joint projects while denying funds for undesirable projects? What insurance schemes will provide the best coverage without inviting misuse?

Mechanism design theory, initiated by **Leonid Hurwicz** and refined and applied by **Eric Maskin** and **Roger Myerson**, provides tools for analyzing and answering and these questions and many others like them. For example, mechanism design theory shows why an auction is typically the most efficient institution for the allocation of private goods among a given set of potential buyers, and it frequently also specifies what auction format will give the largest expected revenue for the seller. Likewise, mechanism design theory explains why there is often no good market solution to the problem of providing public goods. Indeed, the theory demonstrates why the efficient provision of public goods may require substantial departures from the principles of unanimous decision-making.”

“The revelation principle has transformed the analysis of economic mechanisms. One problem remains, however. In many cases, one mechanism admits several different equilibria. Even if the best outcome is achieved in one equilibrium, other, inferior equilibria may also exist. For example, conventional double auctions tend to have many equilibria, some of which are associated with very low volumes of trade. Can a mechanism be designed such that *all* its equilibria are optimal? The first general solution to this problem was given by Eric Maskin (1977). The resulting theory, known as *implementation theory*, is a key part of modern mechanism design.”

“.... markets in general, and auctions in particular, can be efficient institutions for the allocation of private goods. However, efficiency does not imply that an institution will be chosen by those who have the power to select it. Instead, we may expect the choice of institution to reflect the interests of the designer. Fortunately, mechanism design theory can equally well be used to analyze such situations and explain what mechanisms (menus of price offers, bundling of products, auctions etc.) that sellers and buyers prefer, thus providing a theory of which market institutions will emerge. Myerson (1981) and Maskin and Riley (1984) are two leading examples of work in this direction.”

CURRICULUM VITAE
October 2014

Eric S. Maskin
Adams University Professor
Harvard University
Littauer Center 312
1805 Cambridge Street
Cambridge, MA 02138
(617) 495-1746 FAX: (617) 495- 7730
emaskin@fas.harvard.edu

EDUCATION

A.B. (Mathematics), Harvard University, 1972
A.M. (Applied Mathematics), Harvard University, 1974
Ph.D. (Applied Mathematics), Harvard University, 1976

ACADEMIC POSITIONS

Research Fellow, Jesus College, Cambridge University, 1976-77
Assistant Professor of Economics, Massachusetts Institute of Technology, 1977-80
Associate Professor of Economics, M.I.T., 1980-81
Overseas Fellow, Churchill College, Cambridge University, 1980-82
Professor of Economics, M.I.T., 1981-84
Professor of Economics, Harvard University, 1985-2000
Visiting Overseas Fellow, St. John's College, Cambridge, 1987-88
Louis Berkman Professor of Economics, Harvard University, 1997-2000
Visiting Professor of Economics, M.I.T., 1999-2000
Visiting Lecturer in Economics, Princeton University, 2000-2012
Albert O. Hirschman Professor of Social Science, Institute for Advanced Study, Princeton,
2000-2011
SK Visiting Professor, Yonsei University, Seoul, 2009-10
Visiting Professor, I.A.S., Hong Kong University of Science and Technology, 2010-
Director, Jerusalem Summer School in Economic Theory, 2008-
Adams University Professor, Harvard University 2012-

FELLOWSHIPS, GRANTS, AND AWARDS

National Science Foundation Graduate Fellowship, 1972-75
National Science Foundation Research Grants, 1977- 2013
U.K. Economic and Social Science Research Council Grants, 1978-1995

J.S. Guggenheim Fellowship, 1980-81
 Fellow, Econometric Society, elected 1981
 Sloan Research Fellowship, 1983-85
 Galbraith Teaching Prize, Economics Department, Harvard University, 1990, 1992
 Fellow, American Academy of Arts and Sciences, elected 1994
 Monash Distinguished Visiting Scholar, Monash University, 2003
 Corresponding Fellow, British Academy, elected 2003
 Fellow, European Economic Association, elected 2004
 Honorary Fellow, St. John's College, Cambridge, elected 2004
 Nobel Memorial Prize in Economics (with L. Hurwicz and R. Myerson), 2007
 Kempe Award in Environmental Economics (with P. Dasgupta), 2007
 EFR – Business Week Award, University of Rotterdam, 2008
 Member, National Academy of Sciences, elected 2008
 Distinguished Fellow, House of Finance, University of Frankfurt, 2008
 Grande Médaille of the City of Marseille, 2009
 Honorary Fellow, Jesus College, Cambridge, elected 2009
 Fellow, Royal Academy of Economic Sciences and Finance (Spain), elected 2009
 Centennial Medal, Harvard University, Graduate School of Arts and Science, 2010
 Economic Theory Fellow, Society for the Advancement of Economic Theory, elected
 2011
 Cristóbal Gabarrón Foundation International Economics Award, 2011
 Médaille d'Or, City of Toulouse, 2013
 Memorial Medal, Comenius University, Bratislava, 2013
 Jean-Jacques Laffont Prize, Toulouse School of Economics, 2013
 Louise Blouin Foundation Award, 2013
 Gold Medal of Honorary Patronage, University Philosophical Society, Trinity College
 Dublin, 2014
 James Joyce Award, Literary and Historical Society, Trinity College, Dublin, 2014

HONORARY DEGREES

M.A. (Honorary), Cambridge University, 1977
 Doctor of Humane Letters, Bard College, 2008
 Doctor Honoris Causa, Corvinus University of Budapest, 2008
 Honorary Doctor, University of Cambodia, 2010
 Doctor Honoris Causa, Université Libre de Bruxelles, 2010
 Doctor Honoris Causa, Universidad del Norte, Paraguay, 2011
 Doctor Honoris Causa, Azerbaijan State University of Economics, 2011
 Doctor Honoris Causa, Technical University of Lisbon, 2012
 Doctor Honoris Causa, Tumkur University, India, 2013
 D.H.L., Georgetown University, 2013 (graduate commencement speaker)
 Doctor Honoris Causa, National University of San Marcos, Peru, 2014

HONORARY PROFESSORSHIPS

Wuhan University, 2004
Tsinghua University, 2007
National Research University-Higher School of Economics, Moscow, 2008
Shenzhen University, 2008
Eurasian National University, 2012
Saint Petersburg University of Management and Economics, 2012
Tumkur University, 2013

NAMED LECTURES

Wellington-Burnham Lecture, Tufts University, December 1993
Churchill Lectures, Cambridge University, April 1994
Brussels Lecture in Managerial Economics, Universite Libre de Bruxelles, May 1994
Miller Lecture, Iowa State University, December 1996
Kenneth Arrow Lectures, Stanford University, April 1998
Alfred Marshall Lecture, European Economic Association, Santiago de Compostela, Spain, September 1999
Vilfredo Pareto Lecture, ASSET conference, Tel Aviv, October 1999
Seattle Lecture, World Congress of the Econometric Society, Seattle, August 2000
Lionel McKenzie Lecture, University of Rochester, April 2001
Nancy Schwartz Memorial Lecture, Northwestern University, May 2002
Presidential Lecture, Econometric Society, Stockholm, Panama City, Evanston, and Sydney, 2003
T.S. Kim Memorial Lecture, Seoul National University, May 2004
Toulouse Lectures, University of Toulouse, June 2004
Zeuthen Lectures, University of Copenhagen, November 2004
Arrow Lecture, Society for Social Choice and Welfare, Istanbul, July 2006
Jacob Marschak Lecture, South East Asian Meetings, Econometric Society, Chennai, India, December, 2006
Marshall Lectures, Cambridge University, March 2007
Pazner Memorial Lecture, University of Tel Aviv, May 2007
Lawrence Klein Lecture, University of Pennsylvania, May 2007
Kempe Award Lecture, Umea, Sweden, October 2007
Nobel Memorial Prize Lecture, Stockholm, December, 2007
G. Woody Thompson Lecture, Midwest Economics Association, March 2008
Sun Hung Kai Nobel Laureate Distinguished Lecture, Chinese University of Hong Kong, April 2008
Max Weber Lecture, European University Institute, Florence, September 24, 2008
John F. Nash Lecture, Carroll Round, Georgetown University, April, 2009
Pareto Lecture, Collegio Carlo Alberto, Turin, June 2009

Bogen Lecture, Hebrew University of Jerusalem, June 2009
 McKenzie Lecture, Society for the Advancement of Economic Theory, Ischia, July 2009
 Hurwicz Lecture, Minnesota Economics Association, Minneapolis, October 2009
 Arrow Lecture, Columbia University, December 2009
 Zvi Griliches Memorial Lectures, New Economic School, Moscow, May 2010
 Leonid Hurwicz Memorial Lecture, Warsaw School of Economics, October 2010
 Robert Rosenthal Memorial Lecture, Boston University, April 2011
 Inaugural Chen Daisun Memorial Lecture, Tsinghua University, April 2011
 David Pearce Lecture, EAERE conference, Rome, June 2011
 Inaugural Federico II Nobel Laureate Lecture, University of Naples, May 2012
 Academia Sinica Lecture, Taipei, June 2012
 Presidential Lecture, Game Theory Society, Istanbul, July 2012
 Amartya Sen Lecture, Human Development and Capability Association meeting, Jakarta, September 2012
 Albert Hirschman Lecture, Latin American and Caribbean Economic Association, Lima, November 2012
 Jean-Jacques Laffont Prize Lecture, Toulouse, June 2013
 Chen Daisun Memorial Lecture, Tsinghua University, Beijing, December 2013
 Sir Arthur Lewis Memorial Lecture, Castries, Saint Lucia, January 2014
 Nobel Prize Inspiration Initiative Lecture, FGV, Rio de Janeiro, March, 2014
 Leonid Hurwicz Lecture, Econometric Society, Minneapolis, June 2014
 JIN Lecture, James Madison University, October 2014

PROFESSIONAL SOCIETIES

American Academy of Arts and Sciences
 Fellow, elected, 1994
 American Economic Association
 Nominating Committee 1995-6, 2008-9
 Chair, Search Committee for Editor, *AEJ: Microeconomics*, 2006
 British Academy
 Corresponding Fellow, elected 2003
 Econometric Society
 Fellow, elected 1981
 Council, 1989-1995, 1999-2004
 Executive Committee, 1993-1994, 2000-2004
 Vice-President, 2001-2002
 President, 2003
 Chair, Officers Nominating Committee, 2006
 European Economic Association
 Fellow, elected 2004
 Game Theory Society
 Charter Member

Council, 2001-2003
 Executive Vice President, 2008-2010
 President, 2010-2012
 Global Economic Society
 Founding Member
 National Academy of Sciences
 Member, elected 2008
 Class Membership Committee, 2012-2013
 Royal Academy of Economic Sciences and Finance (Spain)
 Fellow, elected 2009
 Society for Social Choice and Welfare
 Council 1995-2001
 Society for the Advancement of Economic Theory
 Economic Theory Fellow, elected 2011

EDITORIAL POSITIONS

American Editor, *Review of Economic Studies*, 1977-82
 Associate Editor, *Social Choice and Welfare*, 1983-2007
 Advisory Editor, *Social Choice and Welfare*, 2007-
 Editor, *Quarterly Journal of Economics*, 1984-90
 Advisory Editor, *Journal of Risk and Uncertainty*, 1987-1994
 Associate Editor, *Games and Economic Behavior*, 1988-
 Editor, *Economics Letters*, 1992-2011
 Advisory Editor, *Economics Letters*, 2012-
 Associate Editor, *Review of Economic Design*, 1993-
 Associate Editor, *BE Journal of Theoretical Economics*, 2000-
 Associate Editor, *Journal of Economic Perspectives*, 2001-2004
 Editorial Advisor, *Journal of Developing Areas*, 2001-
 Associate Editor, *International Journal of Game Theory*, 2003-2007
 Advisory Editor, *International Journal of Game Theory*, 2007-
 Advisory Editor, *Division of Labor and Transaction Costs*, 2005-
 Advisory Editor, *Economics*, 2006-
 Advisory Editor, *Games*, 2009-
 Advisory Editor, *Economic Theory*, 2009-
 Advisory Editor, *European Journal of Pure and Applied Mathematics*, 2009-
 Advisory Editor, *Frontiers of Economics in China*, 2010-
 Editor, Monograph Series in Economic Theory, World Scientific Publishing, 2009-

JOURNAL ARTICLES AND BOOK CHAPTERS

1. "A Theorem on Utilitarianism," *Review of Economic Studies*, Vol. XLVI (4), 1978, pp. 93-96.

2. "Fonctions de Préférence Collective Définies sur des Domaines de Préférence Individuelle Soumis à des Contraintes," *Cahiers du Seminaire d'Econométrie*, Centre National de la Recherche Scientifique, 1979, pp. 153-182.
3. "A Differential Approach to Expected Utility Maximizing Mechanisms" (with J.J. Laffont), in J.J. Laffont (ed.), *Aggregation and Revelation of Preferences*, North Holland, 1979, pp. 289-308.
4. "Implementation and Strong Nash Equilibrium," in J.J. Laffont (ed.), *Aggregation and Revelation of Preferences*, North Holland, 1979, pp. 433-440.
5. "Decision-Making under Ignorance with Implications for Social Choice," *Theory and Decision*, 11, 1979, pp. 319-337.
6. "The Implementation of Social Choice Rules: Some General Results on Incentive Compatibility" (with P. Dasgupta and P. Hammond), *Review of Economic Studies*, Vol. XLVI (2), 1979, pp. 185-216. Reprinted in P. Dasgupta, *Selected Papers of Partha Dasgupta*, Vol. I, Oxford University Press, 2010, pp. 191-234.
7. "An Equilibrium Analysis of Search and Breach of Contracts, I: Steady States" (with P. Diamond), *Bell Journal of Economics*, 10, 1979, pp. 282-316.
8. "On the Difficulty of Attaining Distributional Goals with Imperfect Information" (with J. J. Laffont), *Scandinavian Journal of Economics*, 1979, pp. 27-37.
9. "Voting for Public Alternatives: Some Notes on Majority Rule," *National Tax Journal*, Vol. XXXII, 1979, pp. 105-110.
10. "Condorcet Proportions and Kelly's Conjectures" (with P. Fishburn and W. Gehrlein), *Discrete Applied Mathematics*, 1, 1979, pp. 229-252.
11. "Progress Report on Kelly's Majority Conjectures" (with P. Fishburn and W. Gehrlein), *Economics Letters*, 2, 1979, pp. 313-314.
12. "On Imperfect Information and Optimal Pollution Control" (with P. Dasgupta and P. Hammond), *Review of Economic Studies*, 1980, pp. 857-860. Reprinted in P. Dasgupta, *Selected Papers of Partha Dasgupta*, Vol. I, Oxford University Press, 2010, pp. 235-240.
13. "A Differentiable Approach to Dominant Strategy Mechanisms" (with J.J. Laffont), *Econometrica*, 48, 1980, pp. 1507-1520.
14. "On First-best Taxation," in J.R.C. Lecomber and M. Slater (eds.), *Income Distribution: The Limits to Redistribution*, Scientechica, 1980, pp. 9-22.

15. "Optimal Reservation Price in the Vickrey Auction" (with J.J. Laffont), *Economics Letters*, 6, 1980, pp. 309-313.
16. "An Equilibrium Analysis of Search and Breach of Contract, II: A Non-Steady Example" (with P. Diamond), *Journal of Economic Theory*, 1981, pp. 165-195.
17. "Nash and Dominant Strategy Implementation in Economic Environments" (with J.J. Laffont), *Journal of Mathematical Economics*, 1982, pp. 17-47.
18. "A Characterization of Strongly Locally Incentive-Compatible Planning Procedures with Public Goods" (with J.J. Laffont), *Review of Economic Studies*, 1983, 50, pp. 171-196.
19. "The Theory of Incentives: An Overview" (with J.J. Laffont), in W. Hildenbrand (ed.), *Advances in Economic Theory* (invited lectures from the 4th World Congress of the Econometric Society), Cambridge University Press, 1982, pp. 31-94.
20. "The Gains to Making Losers Pay in High Bid Auctions" (with J. Riley), in R. Englebrecht-Wiggans, M. Shubik, and R. Stark (eds.), *Auctions, Bidding, and Contracting*, New York University Press, 1983, pp. 205-230.
21. "Monopolistic Quantity Rationing" (with V. Bohm, H. Polemarchakis, and A. Postlewaite), *Quarterly Journal of Economics*, 1983, 98, pp. 189-198.
22. "Unemployment with Observable Aggregate Shocks" (with O.Hart and S. Grossman), *Journal of Political Economy*, 1983, pp. 907-926. Reprinted in S. Grossman, *The Informational Role of Prices*, MIT Press, 1989, pp. 190-212.
23. "A Second-Best Approach to Incentive Compatibility" (with J.J. Laffont), in M. Boyer and R. Kihlstrom (eds.), *Bayesian Models in Economic Theory*, Elsevier Science Publishers, 1984, pp. 143-154.
24. "On the Efficiency of Fixed Price Equilibria" (with J. Tirole), *Journal of Economic Theory*, 32, 1984, pp. 317-327.
25. "Optimal Auctions with Risk-Averse Buyers" (with J. Riley), *Econometrica*, Vol. 52, No. 6, November 1984, pp. 1473-1518. Reprinted in P. Klemperer (ed.), *The Economic Theory of Auctions*, London: Edward Elgar, 2000.
26. "Monopoly with Incomplete Information" (with J. Riley), *Rand Journal of Economics*, Vol. 15, No. 2, Summer 1984, pp. 171-196. Reprinted in G. Norman (ed.), *The Economics of Price Discrimination*, Cheltenham: Edward Elgar, 1999; Also reprinted in M. Waldman and J. R. Johnson (eds.), *Pricing Tactics, Strategies, and Outcomes*, vol. I, Cheltenham: Edward Elgar, 2007.

27. "Auction Theory with Private Values" (with J. Riley), *American Economic Review*, 75(2), 1985, pp. 150-156, reprinted in P. Klemperer (ed.), *The Economic Theory of Auctions*, London: Edward Elgar, 2000.
28. "Input Versus Output Incentive Schemes" (with J. Riley), *Journal of Public Economics*, 28(1), 1985, pp. 1-23.
29. "The Theory of Implementation in Nash Equilibrium: A Survey," in L. Hurwicz, D. Schmeidler, and H. Sonnenschein (eds.), *Social Goals And Social Organization: Volume in Memory of Elisha Pazner*, Cambridge University Press, 1985, pp. 173-204. Reprinted in A. Rubinstein (ed.), *Game Theory in Economics*, London: Edward Elgar, 1995.
30. "The Existence of Equilibrium in Discontinuous Economic Games, Part I (Theory)" (with P. Dasgupta), *Review of Economic Studies*, 53(1), 1986, pp. 1-26. Reprinted in K. Binmore and P. Dasgupta (eds.), *Economic Organizations as Games*, Oxford: Basil Blackwell, 1986, pp. 48-82.
31. "The Existence of Equilibrium in Discontinuous Economic Games, Part II (Applications)" (with P. Dasgupta), *Review of Economic Studies*, 53(1), 1986, pp. 27-41. Reprinted in K. Binmore and P. Dasgupta (eds.), *Economic Organizations as Games*, Oxford: Basil Blackwell, 1986, pp. 83-102.
32. "An Example of a Repeated Partnership Game with Discounting and with Uniformly Inefficient Equilibria" (with R. Radner and R. Myerson), *Review of Economic Studies*, 53(1), 1986, pp. 59-69.
33. "The Folk Theorem in Repeated Games with Discounting or with Incomplete Information" (with D. Fudenberg), *Econometrica*, 54(3), 1986, pp. 533-554. Reprinted in A. Rubinstein (ed.), *Game Theory in Economics*, London: Edward Elgar, 1995. Also reprinted in D. Fudenberg and D. Levine (eds.), *A Long-Run Collaboration on Games with Long-Run Patient Players*, World Scientific Publishers, 2009, pp. 209-230.
34. "The Existence of Equilibrium with Price-Setting Firms," *American Economic Review*, 76(2), 1986, pp. 382-386.
35. "Optimal Bayesian Mechanisms," in W. Heller, R. Starr, and D. Starrett (eds.), *Uncertainty, Information and Communication*, Volume 3 (essays in honor of Kenneth Arrow), Cambridge University Press, 1986, pp. 229-238.
36. "On the Fair Allocation of Indivisible Goods," in G. Feiwel (ed.), *Arrow and the Foundations of the Theory of Economic Policy* (essays in honor of Kenneth Arrow), MacMillan, 1987, pp. 341-349.

37. "Monopoly with Asymmetric Information about Quality: Behavior and Regulation" (with J.J. Laffont), *European Economic Review*, 31(1), 1987, pp. 483-489.
38. "A Theory of Dynamic Oligopoly, III: Cournot Competition" (with J. Tirole), *European Economic Review*, 31(4), 1987, pp. 947-968. "Corrigendum," *European Economic Review*, 32(7), 1988, pp. 1567-1568.
39. "Optimal Nonlinear Pricing with Two-Dimensional Characteristics" (with J.J. Laffont and J.C. Rochet) in T. Groves, R. Radner, and S. Reiter (eds.), *Information, Incentives and Economic Mechanisms* (essays in honor of Leonid Hurwicz), University of Minnesota Press, Minneapolis, 1987, pp. 256-266.
40. "Correlated Equilibria and Sunspots" (with J. Tirole), *Journal of Economic Theory*, 43(2), 1987, pp. 364-373.
41. "The Simple Economics of Research Portfolios" (with P. Dasgupta), *Economic Journal*, 97, 1987, pp. 581-595. Reprinted in P. Dasgupta, *Selected Papers of Partha Dasgupta*, Vol. I, Oxford University Press, 2010, pp. 329-346.
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OTHER MAJOR LECTURES (SELECTED)

Plenary Lecture, 6th International Symposium on Dynamic Games and Applications, Quebec, Canada, July, 1994

Public Lecture, Center for Japan-U.S. Business and Economic Studies, Tokyo, November, 1994

Plenary Lectures, International Conference on Game Theory, S.U.N.Y. at Stony Brook, July 1994; July 1998; July 2002, July 2003, July, 2005

Plenary Lecture, XIII Conference on Game Theory and Applications, Bologna, June, 1999

Closing Address, 12th National Congress of Economics Students, Vera Cruz, Mexico, November, 1999

Plenary Lecture, International Conference on Technological Policy and Innovation, Paris, November, 2000

Plenary Lecture, International Symposium on Software Patents, Frankfurt, April, 2001

Opening Plenary Lecture, South-East Economic Theory & International Economics Conference, Florida International University, November, 2001

Keynote Address, Canadian Economic Theory Conference, Toronto, May, 2002

Keynote Address, Society for Economic Design, New York, July 2002

Presidential Address, Econometric Society, Evanston, Sydney, Stockholm, and Panama City, June-August, 2003

Invited Lecture, Far East Meetings, Econometric Society, Seoul, July, 2004

Plenary Lecture, Second World Congress, Game Theory Society, Marseille, July, 2004

Keynote Lecture, Workshop on Mechanism Design with Budget Constraints, Stony Brook, July, 2004

Keynote Lecture, International Conference on Economic Growth in China, Beijing, February, 2005

Public Lecture, Tsinghua University, Beijing, February, 2005

Keynote Lecture, Default Rules in Private and Public Law: A Symposium, Florida State University, March, 2005

Keynote Lecture, Fourth International Conference on Logic, Game Theory and Social Choice, Université de Caen, June, 2005

Plenary Address, Conference in Memory of Jean-Jacques Laffont, Toulouse, July, 2005

Plenary Lecture, Far East Meetings, Econometric Society, Beijing, July, 2006

Plenary Lectures, Annual Academic Conference, School of Economics, Moscow State University, April, 2007, 2009

Public Lecture, Tsinghua University, November, 2007

Public Lecture, Wuhan University, November, 2007

Public Lecture, University of Edinburgh, November, 2007

Public Lecture, Delhi School of Economics, December, 2007

Keynote Lecture, Joint meeting of the Econometric Society and the Latin American and Caribbean Economic Association, Rio de Janeiro, November, 2008

Keynote Lecture, Centenary Conference, Indian Institute of Science, Bangalore, December, 2008

Keynote Lecture, Gérard-Varet Conference in Public Economics, Marseille, June, 2009

Plenary Lecture, Second Brazilian Workshop of the Game Theory Society, São Paulo, August, 2010
 Keynote Lecture, Asian Law and Economics Association, Hong Kong, July, 2011
 Keynote Lecture, Annual Conference, Association for the Public Economic Theory, Taipei, June, 2012
 Keynote Lecture, Second MIT Presidential Election Conference, October, 2012
 Plenary Lecture, Tsinghua-Sanya International Mathematics Forum, Sanya, China December, 2013
 Public Lecture, Festival of Economics, Trento, May, 2014
 Keynote Lecture, Annual Conference on Development, World Bank, Washington, D.C. June, 2014

PROFESSIONAL PUBLIC SERVICE

Lectures on Repeated Games for Dutch Network of Economic Theorists, Utrecht, Netherlands, June 1991
 Advisor to Polish government on design of auctions for privatization, 1991
 Lectures on Implementation Theory, V. Rothschild Foundation Summer School in Economic Theory, Hebrew University, June 1993
 Visiting Committee, Economics Department and Institute for Decision Sciences, State University of New York at Stony Brook, February 1995
 Advisor to Bank of Italy on design of treasury note auctions, 1997
 Visiting Committee, Economics Department, Stanford University, 2000
 Advisor to J.S. Guggenheim Fellowship Committee, 2001-
 MacArthur Foundation Fellowship Nominator, 2001-2002
 Visiting Committee, Economics Department, Massachusetts Institute of Technology, 2000-2012
 Lectures on Contract Theory, SET-VIU Summer School on Contract Theory, Venice, Italy, July 2001
 Advisor to British government on design of auctions for greenhouse gas reduction, 2001-3
 Selection Jury, Francqui Prize, April 2004
 Lectures on Cooperative Game Theory, Seoul National University and University of Tokyo, May 2004; Stockholm School of Economics, March 2005; Wuhan University, May 2005; University of Bolzano, July 2005; Gerzensee Studiezentrum, August 2005
 Co-Director, Academic Committee, China Economics and Management Academy, 2006-
 Scientific Board, Center on Auctions, Procurement and Competition Policy, Pennsylvania State University, 2006-
 Lectures on Mechanism Design/Implementation Theory, CEMA, Central University, Beijing, November 2006; National Taiwan University, Taipei January, 2007, Shenzhen University, November 2008.
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Scientific Council, J.J. Laffont Foundation, Toulouse School of Economics, 2007-
 Education Advisory Board, J.S. Guggenheim Foundation, 2007-
 Affiliated Member, Center for Game Theory, SUNY at Stony Brook, 2007-
 Trustee, Economists for Peace and Security, 2007-
 Consultant to the World Bank on the Advance Market Commitment program, 2008
 Board of Sponsors, Federation of American Scientists, 2008-
 Evaluation Panel, Advanced Grants, European Research Council, 2008, 2010
 Science Board, Santa Fe Institute, 2008 - 2014
 Search Committee, Cowan Professorship, 2013-4
 Academic Committee, Center for Rationality, Hebrew University of Jerusalem, 2009-
 Member, Sertel Center for Economic Studies, Bilgi University, 2009-
 Scientific Council, Solvay School of Economics, Université Libre de Bruxelles, 2009-
 Jury, Rey Jaime I Prize, 2009 -
 Chair of Jury, Francqui Prize, 2010, 2013
 Chair, International Advisory Committee, Higher School of Economics, Moscow, 2010-
 External Evaluation Committee, Economics Program, ITAM, Mexico City,
 September 2010
 Scientific Council, Institute for Advanced Study in the Social Sciences, Toulouse, 2010-
 Academic Advisory Board, Asian Institute of International Financial Law,
 University of Hong Kong, 2011-
 Visiting Committee, Economics Department, Yale University, 2011
 Advisory Board, Panmure House (Adam Smith House), 2012 -
 Council of Eminent Persons, World Bank, 2013-

CONSULTANCIES

General Telephone and Electronics, Inc., 1998, antitrust, spectrum auctions
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 Waipouli Beach Resort Association, 2009, shareholder voting
 Red Hat, Inc., 2011, antitrust, intellectual property
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OTHER PUBLIC SERVICE

Scientific Advisory Board, Lifeboat Foundation, 2008-
 Advisory Council, J Street, 2008-
 National Committee for Israel's 60th Anniversary, 2008
 Board of Directors, High Spirit Community Farm, 2008-
 National Co-Chair, Beaver Farm Capital Campaign, 2008-2011
 Board of Trustees, Orpheus Chamber Orchestra, 2008-2012

Board of Directors, Camphill Foundation, 2008 -
Correspondent, Committee on Human Rights, National Academy of Sciences, 2009-
Advisory Board, International Peace Foundation, 2010 -
Academic Review Board, Project Firefly, 2012-
Board of Trustees, Pro Arte Chamber Orchestra, 2014-

REGULATIONS OF THE
UNIVERSITY OF FLORIDA

1.006 Non-Discrimination/Harassment/Invasion of Privacy Policies.

(1) The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans' Readjustment Assistance Act. This commitment applies in all areas to students, Academic Personnel (AP), Technical, Executive, Administrative, and Managerial Support (TEAMS) staff, University Support Personnel System (USPS) personnel, and Other Personnel Services (OPS) employees. This commitment intends to reflect the University's belief that educational and employment decisions and access to University activities should be based on individuals' abilities and qualifications and not on irrelevant factors, as well as that the University values broad diversity within our community and is committed to diversity and eliminating discrimination.

(2) It is the policy of the University that each employee and student be allowed to work and study in an environment free from any form of discrimination or harassment as defined in University regulations or law.

(a) Sexual harassment is a form of sex discrimination under Title VII of the Civil Rights Act of 1964. Sexual harassment is defined as unwelcome sexual advances, or requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

1. Submission to such conduct or request is made either explicitly or implicitly a term or condition of an individual's employment or academic status.

2. Submission to or rejection of such conduct or request by an individual is used as the basis for employment or academic decisions affecting such individual, or

3. Such conduct or request has the purpose or effect of unreasonably interfering with an individual's work or academic performance or of creating an intimidating, hostile work-related or academic environment.

(b) Sexual misconduct is a form of sex discrimination. Sexual misconduct is defined as physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent. For the purposes of this regulation sexual misconduct includes sexual violence, sexual exploitation, non-consensual sexual contact and non-consensual sexual intercourse. Sexual violence includes rape, sexual assault, sexual battery and sexual coercion.

(c) Disciplinary Action.

1. Any employee or student of the University who is found to have harassed or discriminated against another employee or applicant for employment or student, will be subject to disciplinary action up to and including dismissal or expulsion.

2. Any employee or student in a supervisory capacity who has actual knowledge by direct observation or by receipt of a complaint of sexual harassment, or sexual misconduct ~~involving any of those employees he or she supervises or over whom he or she has managerial authority,~~ and who does not ~~investigate, and, if appropriate, take corrective action or~~ report the matter directly to the Director of Employee and Labor Relations, shall be subject to disciplinary action up to and including dismissal or expulsion.

(3) Complaints and Appeal Procedures. Any employee or student who believes that he or she is a victim of discrimination or harassment, including without limitation sexual harassment and sexual misconduct as defined above or retaliation for filing a claim of

discrimination, may pursue informal resolution of the complaint or may file a formal written complaint in accordance with University of Florida Regulations 1.0063 and 4.012. Employees and students may contact the Director of Employee and Labor Relations to seek assistance in informally resolving the complaint or in filing a formal complaint or grievance.

(4) Invasion of Privacy. The University prohibits making, using, disclosing or distributing a recording of a person in a location or situation in which that person has a reasonable expectation of privacy and is unaware of the recording or does not consent to it; and any other conduct that constitutes an invasion of privacy of another person under applicable law or University regulations. Any employee or student of the University who is found to have so invaded the privacy of another person, shall be subject to disciplinary action up to and including dismissal or expulsion.

(a) It shall not be a violation of this provision to make a recording authorized by the Florida Sunshine Law, any other law or University regulation or policy. Any making, use, disclosure, or distribution of an authorized recording must comply with the requirements of the applicable authorization, law and/or University regulation or policy, including without limitation obtaining any required notice or consent.

(b) University policies may provide further information and requirements concerning making, using, disclosing and distributing recordings. Refer to University websites for policies on recording and on privacy.

(c) Recording is defined as any recording, visual (for example and without limitation, photographs, videos), audio or both, in any medium, using any technology.

Authority: BOG Regulation 1.001.

History--New 2-23-82, Amended 3-6-85, 11-13-90, 4-30-95, 11-25-03, 10-11-07
(technical changes only), Formerly 6C1-1.006, Amended 3-16-10, 9-30-10 (technical changes
only), 12-10-10, 3-22-13.[_____](#).

REGULATIONS~~RULES~~ OF THE
~~DEPARTMENT OF EDUCATION~~
DIVISION OF UNIVERSITIES
UNIVERSITY OF FLORIDA

~~6C1-2.004~~ Use of University Facilities; Definitions; Priorities in Use; General Restrictions
on Use.

(1) For the purposes of University of Florida Regulations ~~Rules 6C1-2.004~~ through
~~6C1-2.020~~, the following definitions shall apply:

(a) “University campus” or “campus” shall include those lands located in the City of
Gainesville, Florida, occupied or controlled by the University of Florida, and bounded generally
by 13th Street on the east, University Avenue on the north, 34th Street on the west and Archer
Road on the south, along with any other educational or residential facilities occupied or
controlled by the University within Alachua County, Florida.

(b) “University facilities” shall include all buildings and other facilities, including all
athletic facilities and recreational fields, on the University campus.

(c) “Instructional space” shall include all University facilities used primarily for the
conduct of scheduled classes, laboratories, seminars and other uses related to the academic
process.

(d) A “public function” is an event that is held in University facilities and is open to
attendance by all members of the University community and/or to the general public either with
or without charge for admission.

(e) A “private function” is defined as one held in University facilities and is open to attendance only by members and invited guests of the sponsoring group, organization or person. A private function must be held in a defined and/or controlled access space, one able to confine and control entry and exit of guests, whether indoors or outdoors, to be considered a private function.

(f) “University groups and organizations” are defined as officially constituted colleges, schools, divisions, departments, agencies and other corporate organizational units which are a part of or operate on behalf of the University, including but not limited to, direct support organizations, foundations and alumni organizations officially recognized by the University, and student organizations, honor societies, fraternities and sororities officially registered or recognized by the University.

(g) “University persons” are defined as students and employees of the University, including faculty members, administrative and professional (A&P), University Support Personnel System (USPS) and Other ~~Personnel~~Personal Services (OPS) personnel.

(h) “University related groups and organizations” are defined as those that although not officially recognized or registered by or affiliated with the University or otherwise failing to meet the definition in paragraph (f) immediately above, are related to the University because of the promotion of the interests of the University community, the academic professions and other related interests of the faculty, staff or students, or which perform other service to the University and its community, such as credit unions, academic professional associations, professional fraternities/sororities, employee organizations, charitable community organizations, other public educational institutions, and the like.

(i) “Non-university persons, groups and organizations” are defined as persons, groups or organizations which do not meet the definitions of persons, groups or organizations as defined in paragraphs (f), (g) and (h) immediately above, including candidates for election to public office and organizations supporting such candidates, and those groups and organizations which exist primarily for the purpose of carrying on commercial activity for profit, or which otherwise exist primarily for private individual gain or benefit.

(2) The following priorities will be observed by authorities responsible for scheduling University facilities:

- (a) University groups and organizations;
- (b) University persons;
- (c) University related groups and organizations; and
- (d) Non-university groups, organizations and persons.

(3) Scheduling of University facilities shall give priority to University programs and functions. No person, group, or organization shall be excluded from this policy because they have collective bargaining as one of their objectives.

(4) Requests for scheduling events in University facilities, except for instructional space, should be directed to the authority controlling the facility. Scheduling of instructional space is governed under the provisions of [University of Florida Regulation Rule 6C1-2.008](#).

(5) A condition for the use of University facilities may be that the sponsoring person, organization, or group obtain adequate insurance coverage and/or that adequate security can be provided by the University Police Department. The costs of such insurance or security shall be borne by the sponsoring person, organization, or group.

(6) Persons, groups, or organizations utilizing University facilities are responsible for providing programmatic access to individuals with disabilities, i.e. deaf, deaf-blind, hard of hearing, and visually impaired. All costs associated with providing programmatic access are the responsibility of the sponsoring person, group, or organization.

(7) University facilities that are otherwise available for such use under University ~~regulations~~^{rules} will not be made available for commercial purposes unless approved in advance by the Vice President for ~~Business Affairs~~^{Finance and Administration} who shall review the request in light of the University's contractual and other legal requirements, the relationship of the activity to the University's mission, and the benefit of the activity to the University and the State of Florida.

(8) A University employee may use his or her office or other University facilities or services in conducting outside activities, such as private practice or consulting, only if approved pursuant to ~~subsection Rule 6C1-1.011~~^{(7) above, F.A.C.}

~~Specific~~ Authority: BOG Regulation 1.001-240.227(1) FS.

~~Law Implemented 240.227(5), (12), (13), (19) FS.~~

History--New 9-29-75, Amended 9-15-83, Formerly 6C1-2.04, Amended 7-27-98, 6-24-99, Formerly 6C1-2.004,_____.

REGULATIONS~~RULES~~ OF THE
DEPARTMENT OF EDUCATION
DIVISION OF UNIVERSITIES
UNIVERSITY OF FLORIDA

~~6C1~~-2.005 Use of University Facilities; Outdoor Areas.

(1) Events in outdoor areas of the campus are to be scheduled and approved as follows:

(a) Academic areas are outdoor areas near classrooms, libraries, laboratories, hospitals, auditoriums and research facilities. Non-academic use of such areas is to be scheduled through the Office of Student Activities and Involvement at the J. Wayne Reitz Union in the case of student groups and organizations or the Office of the Vice President for Business Affairs~~Finance and Administration~~ for all other persons, groups, and organizations. Areas near hospitals and clinical facilities are unavailable for non-academic uses.

(b) Union areas and outdoor areas adjacent to the J. Wayne Reitz Union building. ~~Use of these areas~~ must be scheduled through the Director of the Union and approval must be secured through the Office of Student Activities and Involvement for student groups and organizations or the Office of the Vice President for Business Affairs~~Finance and Administration~~ for all other persons, groups, and organizations.

(c) Residential areas are outdoor areas in the vicinity of residence halls, fraternities, sororities and villages. Events in each of these areas are scheduled ~~by~~ the residential unit.

(d) Facilities of the Department of Recreational Sports, including uUniversity athletic facilities, ~~including~~ playing fields, stadiums, courts, and so forth, are considered instructional space and must be scheduled pursuant to University of Florida Regulation Rule~~6C1~~-2.008;

~~F.A.C.~~; however, the Department of Recreational Sports may schedule the use of facilities under its management in accordance with policies located on its website at <http://recsports.ufl.edu/>:-

(2) Approval and scheduling of events in the above areas must be consonant with [University of Florida Regulation Rule 6C1-2.004, F.A.C.](#), including the assessment of fees, and other University ~~regulations~~[rules](#). As a condition of approval, the University may impose safety, security and liability requirements consistent with the use to be made of the area, and the area to be used must be adequate for the nature of the event.

(3) Informal Use of Outdoor Areas. Outdoor areas on the campus which are not committed to a specific use or assigned to a specific University agency, such as the Plaza of the Americas, are free to be used for informal, unscheduled and unamplified expressions of opinion or musical events by persons participating as individuals without registration or approval. These impromptu speakers or musical performers will be held responsible for orderly behavior and for no disruption of academic activities, scheduled public functions, or pedestrian or other traffic, and they must follow University ~~regulations~~[rules](#) governing those areas.

(4) Formal Use of Outdoor Areas. Events using public address systems or other electrical amplification and events involving a substantial outdoor area of the campus are permissible when approved and scheduled as set forth in ~~subsection~~[paragraph](#) (1) ~~above of this rule~~, provided:

(a) They are sponsored by a University group or organization or a University related group or organization. Generally, University persons and non-university persons, groups and organizations will not be permitted formal use of outdoor areas. Registered student groups should [submit an event permit on Gator Connect, available through the use the form “University of Florida—Office of Student Activities and Involvement at](#)

<https://www.studentinvolvement.ufl.edu/Program-Planning-Form>,” Form SAC-1, Rev. 7/00, available from that offices’ website and incorporated herein by reference.

(b) They do not interfere with academic processes, previously scheduled events, other campus activities, or pedestrians or other traffic.

(5) Electrically amplified sound in outdoor areas.

(a) Any use of sound amplification equipment on the outdoor areas of campus must have prior clearance approval through the Office of the Vice President for Business Affairs Finance and Administration or the Office of Student Activities and Involvement at the J. Wayne Reitz Union in the case of for student groups and organizations or the Office of the Vice President for Business Affairs for all other persons, groups or organizations.

(b) Events held in the outdoor areas of campus must maintain a reasonable sound level. A reasonable sound level is defined as a level which (i) falls within the permissible limits of City of Gainesville, Florida, Code of Ordinances, Ch. 15 (2016+1997), Gainesville Code of Ordinances, and (ii) meets the communication needs of the event without excessive penetration to the adjacent areas. A recommended procedure for monitoring the sound level as the designation of an individual by the sponsoring group or organization to visit the peripheral buildings, render a value judgment and adjust the amplifiers if necessary.

(c) In academic areas, the use of electronically amplified instruments will generally not be allowed on class days (Monday through Friday). If a public address system is permitted in these areas, the sponsoring group or organization is responsible for maintaining a reasonable sound level as mandated by the City of Gainesville Florida noise ordinance.

Specific Authority: BOG Regulation 1.001-240.132(1), 240.227(1), 240.261(2) FS.

~~Law Implemented 240.132, 240.227(5), (12), (13) FS.~~

History--New 9-29-75, Formerly 6C1-2.05, Amended 7-27-98, 6-24-99, 7-8-01, [Formerly](#)
[6C1-2.005,](#)

REGULATIONS~~RULES~~ OF THE
DEPARTMENT OF EDUCATION
DIVISION OF UNIVERSITIES
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~~6C1-2.016~~ University of Florida; Public Functions Policy; Use of Campus Lands;
Camping.

(1) Tents ~~and/or~~ other temporary structures, regardless of size, are prohibited on lands of the University of Florida campus except when utilized in connection with activities of academic or administrative units or agencies of the University.

(2) Tents ~~and/or~~ other temporary structures may be erected on the lands of University of Florida campus~~property~~ by academic or administrative units or agencies only for activities directly related to the mission of the unit and only after first obtaining written approval of the Office of Vice President for Business Affairs~~Finance and Administration~~, which shall consider space, traffic, and other safety and aesthetic factors.

(3) Student Government and registered student groups and organizations may secure approval for use of tents ~~and/or~~ temporary structures for activities described above by request to ~~the Vice President for Business Affairs~~Finance and Administration~~through the appropriate academic unit(s) or~~ the Office of Student Activities and Involvement.

(4) Certain approved temporary structures, including tents, greater than 120 square feet must comply with this regulation and also must comply with the policies established by Environmental Health and Safety that pertain to the erection of temporary structures on campus

as described on the Environmental Health and Safety website found at
http://www.ehs.ufl.edu/programs/buildcode/temporary_structures/.

~~(5)~~(4) Camping is prohibited on lands of the University of Florida campus except when such camping is in connection with an official activity of the University, such as an activity of an academic or administrative unit. Prior written approval for such camping must be granted by the Office of the Vice President for ~~Business Affairs~~~~Finance and Administration~~ taking into consideration the health, safety and welfare of the participants, the University community, and guests of the University.

~~Specific Authority:~~ ~~BOG Regulation 1.001-240.132(1), 240.227(1), 240.261(2) FS.~~

~~Law Implemented 240.132, 240.227(13) FS.~~

History--New 9-29-75; Amended, 11-11-85, Formerly 6C1-2.16, Amended 9-16-99,
~~Formerly 6C1-2.016,~~

REGULATIONS OF THE
UNIVERSITY OF FLORIDA

2.019 Alcoholic Beverages.

(1) This subsection (1) concerns ~~the~~ the sale of alcoholic beverages on the University campus, which for the purposes of this regulation includes all properties under the control of the University of Florida and all fraternity and sorority houses. The sale of alcoholic beverages on the University campus, shall be permitted only under the conditions set forth in this regulation.

(a) Functions at which alcoholic beverages are sold shall include any function at which alcoholic beverages are served and for which an admission fee is charged, cups are sold, tickets are sold, donations are collected by the individual or group or any of the members of the group sponsoring the function, or cash or anything else of value is exchanged for alcoholic beverages.

(b) The sale of alcoholic beverages is permitted only in the following facilities: the Orange and Brew in the J. Wayne Reitz Union (beer and wine only); other areas that are designated for such use under the regulations set forth in the Reitz Union Policy Manual; the University Golf Club; ~~the Touchdown Terrace~~; the Curtis M. Phillips Center for the Performing Arts; the cafe at the Mary Ann Harn Cofrin Pavilion of the Harn Museum of Art; the Florida Museum of Natural History; the Courtside Club Lounge and the Sideline Club Lounge (but not club or other seats) of the Stephen C. O'Connell Center in association with (but not following) basketball games when the Courtside Club Lounge and Sideline Club Lounge are open and serving food; the Evans Champion Club Lounge and the Holloway Touchdown Terrace Club Lounge (but not club or other seats) of the Ben Hill Griffin Stadium in association with (but not following) football games when the Evans Champion Club Lounge and Holloway Touchdown Terrace Club Lounge are open and serving food; and areas designated for such use by the Vice

President of Development and Alumni Affairs in Emerson Alumni Hall. The [Executive](#) Director of the J. Wayne Reitz Union or the [Executive](#) Director's designee shall set the days, hours, and conditions of sale for the Orange and Brew and for other designated areas in the Union. The Athletics Director or the Director's designee shall set the days, hours, and conditions of sale for the University Golf Club ~~and the Touchdown Terrace~~. The Director of the Curtis M. Phillips Center shall set the days, hours, and conditions of sale for the Curtis M. Phillips Center. The Director of the Samuel P. Harn Museum of Art shall set the days, hours, and conditions of sale for the Café at the Mary Ann Harn Cofrin Pavilion. The Vice President of Development and Alumni Affairs shall set the days, hours, and conditions of sale for the areas designated for such use at Emerson Alumni Hall. The Director of the Florida Museum of Natural History shall set the days, hours, and conditions of sale for the Florida Museum of Natural History. [The President, after consulting with the Athletic Director, shall set the days, hours and conditions of sale for the Courtside Club Lounge and the Sideline Club Lounge at the Stephen C. O'Connell Center \(which will include the limitations listed in their description in this paragraph \(1\)\(b\) above\) and the Evans Champion Club Lounge and Holloway Touchdown Terrace Club Lounge at the Ben Hill Griffin Stadium \(which will include the limitations listed in its description in this paragraph \(1\)\(b\) above\).](#)

(c) The only alcoholic beverages that may be possessed or consumed in any facility listed above are those alcoholic beverages purchased in that respective facility, and the purchased alcoholic beverages must be consumed within that respective facility.

(d) Whenever the management of any facility listed above conducts a reduced-price alcoholic beverages promotional event or allows for a period of time in which the prices of alcoholic beverages are reduced there shall be comparable reductions in the prices of non-

alcoholic beverages during such event or period of time. Facilities permitted to sell alcoholic beverages are prohibited from doing so in a manner that promotes excessive or rapid consumption. Examples include, but are not limited to, selling or serving on an “all you can drink” basis, selling multiple alcoholic beverages for the price of a single alcoholic beverage, and promoting free or discounted alcoholic beverages for a certain segment of the population.

(e) The management of any facility listed above shall not sponsor drinking games or any other activities, including but not limited to “all you can drink” or “unlimited” drink promotions, which encourage the rapid and/or excessive consumption of alcoholic beverages.

(f) The requisite permit for the sale of alcoholic beverages must be obtained from the Division of Alcoholic Beverages and Tobacco of the State of Florida.

(g) For purposes of this regulation, “in association with” means the periods leading up to, during, and (unless otherwise provided) following any athletic or other competition, performance or demonstration event in the same, a connected, or a closely associated facility. Ancillary entertainment provided during and at the locale of a function, where the function is not itself an athletic or other competition, performance or demonstration event, is not a “competition, performance or demonstration event” for purposes of this regulation.

(2) This subsection (2) concerns the serving, consumption, and possession (but not the sale) of alcoholic beverages on the University campus. The serving, consumption, and possession of alcoholic beverages shall be permitted in the following areas of the University campus (which for purposes of this regulation includes all properties under its control and all fraternity and sorority houses), except that in no event shall alcoholic beverages be served, consumed, or possessed in any outdoor public area of campus, classroom, laboratory, or office.

(a) Private rooms of individuals of legal drinking age residing in University housing and in fraternity and sorority houses when such serving, consumption, or possession is not in conjunction with a function held by a student group or other organization or group.

(b) Public meeting areas in University housing and in fraternity and sorority houses, during a function held by a student group(s) after registration of such function pursuant to applicable residence hall or fraternity and sorority policies.

(c) Those areas of the J. Wayne Reitz Union that are designated for such use under the regulations set out in the Reitz Union Policy Manual.

(d) The Curtis M. Phillips Center for the Performing Arts, the Baughman Center, and the Friends of Music Room with the permission of, and under the conditions imposed by, the Director of the Curtis M. Phillips Center.

(e) The Samuel P. Harn Museum of Art with the permission of and under the conditions imposed by, the Director of the Samuel P. Harn Museum of Art.

(f) The Florida Museum of Natural History with the permission of, and under the conditions imposed by, the Director of the Florida Museum of Natural History.

(g) Emerson Alumni Hall and the University of Florida Foundation with the permission of, and under the conditions imposed by, the Vice President of Development and Alumni Affairs.

(h) Keene Center, Bruton-Geer Hall, Founders Gallery at the J. Hillis Miller Health Center, Rare Books and Special Collections in Smathers Library (East), TREEO Center, and University Gallery, with the permission of, and under the conditions imposed by, the President or Provost or President's or Provost's designee.

(i) University Golf Club, ~~Touchdown Terrace, the F Club,~~ the Gator Room, Ben Hill Griffin Stadium boxes, Bull Gator Level, Press Box Lounge, ~~Champion Club Lounge,~~ Suites on

Level 6 and Suites on Level 7, [Touchdown Terrace dens](#), and the University Women's Club with the permission of, and under the conditions imposed by, the Athletics Director. [The President's approval shall also always be required when alcohol is to be served, consumed or possessed in any such locale in association with an athletic or other competition, performance or demonstration event; except that alcohol may be served, consumed and possessed \(but not sold\) in the Ben Hill Griffin Stadium boxes, Suites on Level 6 and Level 7, and the Touchdown Terrace dens in association with an athletic or other competition, performance or demonstration event in accordance with policies of the Athletic Director \(concurred with by the President\) without additional approval on each occasion by the President.](#)

(j) Austin Cary Memorial Forest with the permission of, and under the conditions imposed by, the Director of the School of Forest Resources and Conservation.

[\(k\) The Courtside Club Lounge and Sideline Club Lounge at the Stephen C. O'Connell Center \(but not club or other seats\) and the Evans Champion Club Lounge and Touchdown Terrace Club Lounge of the Ben Hill Griffin Stadium \(but not club or other seats\), with the permission of, and under the conditions imposed by, the President or Athletic Director. The President's approval shall always be required when alcohol is to be served, consumed or possessed in any such locale in association with an athletic or other competition, performance or demonstration event.](#)

(3) Notwithstanding the provisions of subsections (1) and (2) of this regulation, the President or President's designee [\(who is the Vice President for Business Affairs\)](#) is authorized to give written permission, under terms specified with said permission, for the sale, service, consumption, or possession of alcoholic beverages at other times and/or [in any](#) locations on the University of Florida campus, provided that [the President's approval shall always be required](#)

under this subsection (3) when alcohol is to be sold, served, consumed or possessed in any athletic or athletic program-related facility, or in any other locale with an occupancy of 5,000 or more, in association with an athletic or other competition, performance or demonstration event, and in no event shall alcoholic beverages be sold, served, consumed, or possessed in any outdoor public area of campus, classroom, laboratory, or office. Permission shall not be granted for the sale, service, consumption, or possession of alcoholic beverages at meetings, receptions, and other events held during the University's normal business hours, 8 a.m. to 5 p.m., Monday through Friday, and shall be granted only in furtherance of University programs and in consonance with the conditions of subsection (4) of this regulation. A current list of such permits can be obtained from the Office of the Vice President for Business Affairs.

(4) Any person or group of persons holding a function or conducting an activity at a location where consumption of alcoholic beverages is permitted under the provisions of this regulation, shall abide by the following regulations in conducting the function or activity:

(a) The person or group(s) holding the function shall establish precautionary measures at the function to ensure that alcoholic beverages are not served to persons under the legal drinking age, to persons who appear intoxicated, or to persons known to be addicted to intoxicants.

(b) At the function, a person (or persons) over the legal drinking age must be designated as the server(s). The server(s) shall not consume alcoholic beverages. All alcoholic beverages to be served at the function must be located so that access to them can be had only through the designated server(s).

(c) Nonalcoholic beverages must be available at the same place as the alcoholic beverages and featured as prominently as the alcoholic beverages. A sufficient amount of non-salty, non-“snack” food must also be available.

(d) The only alcoholic beverages that may be possessed or consumed at the function are those alcoholic beverages served at the function, and the alcoholic beverages must be consumed within the designated area in which the function is being held.

(e) Drinking contests or any other activities which encourage the rapid and/or excessive consumption of alcoholic beverages shall not be permitted at the function.

(f) Alcoholic beverages may not be served or consumed at any social event held in conjunction with fraternity recruitment or other organized drive to recruit students on campus.

(g) Alcoholic beverages, such as kegs or cases of beer, shall not be provided as free awards, prizes, or rewards to an individual(s) or group(s).

(h) Additional guidelines for the serving and consumption of alcoholic beverages may be established by the person or group holding the function.

(i) Any event which will have student attendance also requires the approval of the Dean of Students.

(j) The permission granting authority for any approved location will notify the University Police Department of any function where alcoholic beverages are served. The University Police Department will determine if a uniformed member of, or a substitute approved by the Chief of Police of the University Police Department, must be present during the function. In such cases, the University Police Department expense must be paid by the sponsoring group.

(k) All announcement(s) or advertisement(s), including, but not limited to, flyer(s), notice(s), poster(s), banner(s), tee-shirt(s), promotional items, and newspaper and radio

advertisement(s), concerning the function shall note the availability of nonalcoholic beverages at the function as prominently as the availability of alcoholic beverages and note that proper identification is required in order to be served or sold alcoholic beverages, shall not make reference to the amount of alcoholic beverages, as, for example, the number of kegs of beer, available at the function, nor to any form of drinking contest, and shall not use images of kegs, alcoholic beverage bottles or containers, or alcoholic beverage glasses. Such advertisement(s) or announcement(s) should not portray the drinking of alcoholic beverages as a solution to personal or academic problems or as necessary to social, sexual, personal or academic success.

(5) Any function sponsored by a student or a student group (or groups) at which alcoholic beverages are sold or served may be held in those areas permitted under the provisions of this regulation only after prior written approval is obtained for such function from the person with authority over the area as set forth in subsections (1), (2), and (3) of this regulation and the Dean of Students or Dean's designee. Such approved function shall be subject to the regulations set out in this subsection, subsections (1), (2), (3), and (4) of this regulation as well as, if applicable, subsection (6) of this regulation. In addition, student organization functions open to the public must have the appropriate event permit from the Department of Student Activities and Involvement. Permission is obtained through the event permitting process through the Department of Student Activities and Involvement, 300 J. Wayne Reitz Union, Gainesville, Florida or online at <http://www.studentinvolvement.ufl.edu/Event-Planning/Submit-an-Event-Permit-Request>. Functions open to the public shall be defined as those functions to which the general public has been invited, through oral, written, or printed announcement(s), advertisement(s), or invitation(s).

(6) A person or group(s) may sponsor an activity involving a commercial off-campus distributor of alcoholic beverages (an entity manufacturing or selling alcoholic beverages at wholesale) only under the following conditions:

(a) The group sponsoring the activity shall be responsible for all aspects of the activity, including all publicity and advertising.

(b) Advertising and publicity must reflect sole sponsorship of the activity as being that of the group. Any advertisement(s) or announcement(s), including, but not limited to, flyer(s), notice(s), poster(s), banner(s), tee-shirt(s), and radio and newspaper advertisement(s), concerning the event may reflect a commercial off-campus distributor's support, but must not indicate or convey sponsorship by the distributor or by a specific brand of alcoholic beverages. Such advertisement(s) or announcement(s) should not portray the drinking of alcoholic beverages as a solution to personal or academic problems or as necessary to social, sexual, personal or academic success.

(c) Promotion of certain brands of alcoholic beverages at the activity shall not be such as to encourage any form of alcohol abuse nor place emphasis on quantity and frequency of use of alcoholic beverages.

(d) Alcoholic beverages, such as kegs or cases of beer, shall not be provided as free awards, prizes, or rewards to an individual(s) or group(s).

(e) All elements of the activity sponsored are consistent with all provisions of this regulation.

(f) Any exception to the policy set forth in this subsection must be specifically approved by the President, [after consulting with the Vice President for Business Affairs](#), and must result

from conflicting contractual provisions in University contracts with third parties concerning entertainment and sports events.

Authority: BOG Regulation 1.001.

History--New 5-14-85, Formerly 6C1-2.19, Amended 7-11-94, 3-12-03, 6-3-03, 5-30-04, 3-14-08, Formerly 6C1-2.019, Amended 3-17-11, 4-3-15 (technical changes only)- .

REGULATIONS OF THE
UNIVERSITY OF FLORIDA

3.025 Lease of Space

(1) Purpose. This regulation implements the authority given to the University of Florida to lease real property for the purpose of implementing approved programs of the University.

(2) Definitions. For purposes of this regulation, a lease is a document containing the terms and conditions establishing the relationship of landlord and tenant for real property, including land and any improvements thereon.

(3) Approval. All leases shall be prepared in accordance with this regulation and executed by the President or President's designee. In addition, if a lease of real property is being entered into for the benefit of a particular college and that college will have financial responsibility for the lease, the Dean or Dean's designee for such college must authorize the lease.

(4) Standard Lease. The University uses a standard lease form as periodically developed by the University's Office of the Vice President and General Counsel and the University's Office of Real Estate, and is available from the Office of Real Estate. The University's Office of the Vice President and General Counsel, following consultation with the Office of Real Estate, shall be responsible for the review and approval of any deviations from the standard lease form.

(5) Escalation Clauses Prohibited. A lease shall not contain a rental escalation clause or an open rental rate that permits an adjustment in the amount paid by the University based on the happening of a future event, such as a change in the Consumer Price Index or other economic

indicator, without also including a ceiling on the total amount the rent may increase. Any such clause in a lease shall be null, void, and unenforceable. The final cost to the University for the complete term of a lease, including all renewal periods, must be clearly set forth in the lease.

(6) Right-to-Terminate Clause Required. All leases for a term exceeding one (1) fiscal year shall include the following provision: “The State of Florida’s performance and obligation to pay under this Lease is contingent upon an annual appropriation by the Legislature.”

(7) Renewal of Leases. Any lease may contain options to renew and any renewal(s) shall be made according to the terms and conditions of the lease.

(8) Code Compliance in Leased Space.

(a) Any privately-owned building or any part thereof to be leased to the University shall comply with those portions of Chapters 553 and 633, Fla. Stat., including, but not limited to, fire safety, life safety and disabled access standards, applicable to University buildings.

(b) No construction or renovation of any state-leased building may commence until the University has ascertained that the proposed construction or renovation plan complies with those portions of Chapters 553 and 633, Fla. Stat. applicable to University buildings.

(c) The cost of all modifications or renovations made for the purpose of bringing state-leased property into compliance with the applicable portions of Chapters 553 and 633, Fla. Stat., shall be borne by the landlord unless otherwise agreed in writing by the University.

(9) Leases of 5,000 Square Feet or More.

(a) The University shall not enter into a lease for 5,000 square feet or more of space in a privately-owned building except upon advertisement for and receipt of competitive proposals and award to the responsive and responsible proposer whose proposal is determined to be the most

advantageous to the University, taking into consideration the price and other criteria set forth in the University's solicitation. The University shall not enter into, within any twelve (12)-month period, more than one (1) lease for space in the same privately-owned facility or complex except upon the solicitation of competitive proposals. Exceptions to these requirements are as follows:

1. This subsection shall not apply to the renewal of leases when the lease contains renewal terms. The University may approve extensions of an existing lease of 5,000 square feet or more of space if such extensions are determined to be in the best interest of the University but in no case shall the total of such extensions exceed eleven (11) months. If at the end of the 11th month the University still needs space, it shall be procured by competitive solicitation. However, if the University determines it is in its best interest to remain in space it currently occupies, the University may negotiate a replacement lease with the landlord if an independent market analysis demonstrates that the lease rates offered are within market rates for the space and the cost of the new lease does not exceed the cost of a comparable lease plus documented moving costs. The term of such replacement lease may not exceed the base term of the expiring lease. The decision to extend a lease and to remain in space currently occupied shall be based on the following factors: the cost of moving, the disruption of activities that will occur as a result of moving, the location of the space, the suitability of the space, the proximity of services, the layout and type of space, and the quality of space involved.

2. This subsection shall not apply to specialized research, medical or educational facilities, if the President or designee certifies in writing that said facility is available from a single source and that compliance with competitive proposal requirements would be detrimental to the University.

3. This subsection shall not apply to any lease having a term of less than one hundred twenty (120) consecutive days for the purpose of securing one-time special use of the leased property.

4. This subsection shall not apply to buildings or facilities of any size leased for the purpose of providing care and living space for persons.

5. This subsection shall not apply to emergency space needs in the event existing state-owned or leased space is destroyed or rendered uninhabitable by an act of God, fire, malicious destruction, or structural failure, or by legal action upon certification by the President or designee that other University controlled space is not available and the term of the lease does not exceed eighteen (18) months, provided the University may modify the lease to extend month to month for up to six (6) additional months to allow completion of such construction or renovations.

6. This subsection shall not apply when leasing facilities in a research and development park, a hospital, or other medical facilities, such as a medical office building, with which the University is affiliated.

7. This subsection shall not apply to any lease for nominal or no consideration.

(b) The University shall not enter into a lease agreement in a privately owned building when suitable space is available in a state-owned building located in the same geographic region unless it is determined to be in the best interest of the University, such as when the cost of the move from a private building to the state-owned building would exceed the rental savings associated with the state-owned building.

(c) Solicitation.

1. A public solicitation for proposals will be publicized using newspaper advertisements and/or contact with owners, developers or realtors in the city or area in which space is desired. The University's Office of Real Estate shall be responsible for the solicitation and/or advertisement for proposals for leased space.

2. The solicitation shall set forth, but not be limited to, the following:

a. Approximate net square footage required to be measured in accordance with the method used by the State University System for gross square feet as described in the current Physical Facilities Space File, or if in a privately owned building, measured according to an industry-accepted measurement protocol, such as Building Owners and Managers Association Standards.

b. General area in which space must be located.

c. Date space must be available.

d. Name and address of location where specifications may be obtained.

e. Terms and conditions of lease.

(d) Specifications.

1. Specifications shall be written by the University in general terms and shall afford each prospective landlord, interested in submitting a proposal, knowledge of the University's space requirements. Specifications shall not be structured to favor any specific location or landlord.

2. Specifications provided to each prospective landlord shall set forth, but not be limited to, the following:

a. Approximate net square footage required to be measured in accordance with [Section 9\(c\)\(2\)\(a\)](#) above.

b. An approximate floor plan of space needed showing partitioning and other physical requirements.

c. General location of required space.

d. Date space must be available.

e. Term of lease with option to renew, if desired.

f. Services required to include parking, dining and transportation requirements.

3. Specifications shall also set forth that the prospective landlord will agree to:

a. Enter into the University's standard lease.

b. Provide a scaled floor plan showing present configurations and measurements that equate to net rentable square footage offered, as well as useable square footage.

c. Be an Equal Opportunity Employer.

d. Provide Full Disclosure Statements of Ownership.

e. Validate the proposal for a minimum of forty-five (45) days following the public proposal opening date.

f. Propose a rental rate per square foot per year that will include all renovations and other special requirements necessary to accommodate the program at the time of initial occupancy, and clearly stating of that rental rate per square foot the amount allocated to (i) base rent, (ii) the cost of tenant improvements or renovations necessary to make the space conform to the University's specifications and (iii) operating costs, such as real property taxes and utilities, being reimbursed by the University.

4. Specifications may provide that sealed proposals are to be submitted, in a titled envelope, to a designated individual by a specified closing time and date, at which time all proposals will be publicly opened.

(e) Proposals.

1. Proposals shall respond specifically but need not be limited to each item included in the specifications.

2. Each proposal shall be signed by the owner(s), corporate officers, or legal representative(s). The corporate, trade, or partnership name must be either stamped, written or typewritten, beside the actual signature(s). If the proposal is signed by an agent, written evidence of his authority must accompany the proposal. If a corporation foreign to the State of Florida is the owner, evidence of authority to conduct business in Florida shall be presented.

(f) Evaluation.

1. The University reserves the right to accept or reject any or all proposals submitted and, if the University deems it necessary, to reinitiate procedures for soliciting competitive proposals.

2. The University, in conjunction with preparing specifications, may elect to develop either weighted or un-weighted criteria. If weighted criteria are used, the criteria items most significant to the University's needs should bear the highest weight. The cost of relocation, if any; consolidation of activities, if desirable; and any other factors deemed necessary should be weighed.

3. Selection shall be made by the University and shall be publicly posted at the location where the proposals were opened and remain posted for seventy-two (72) hours, which shall be

interpreted as three (3) working days, not counting Saturdays, Sundays, and State of Florida holidays.

5. Documentation to support the selection shall be maintained and shall include, but not be limited to, the following:

- a. A copy of all advertisements.
- b. A copy of the proposal specifications.
- c. A copy of all proposals received.
- d. A synopsis of the University's findings for each proposal.

(g) Lease preparation and approval. After the selection has been awarded, a lease shall be properly executed.

(10) Disclosure Statements -- Private Entities, Public Officials.

(a) The landlord shall provide ~~the~~ statements disclosing the names and the extent of interest of the owners holding a 4 percent or more interest in any privately owned property leased to the University, or in the entity holding title to the property. required pursuant to sections 255.249(4)(h) and (i), Fla. Stat., regarding ownership interests in the lease property.

(b) It is not necessary to make disclosure of any beneficial interest which is represented by stock in any corporation registered with the Securities and Exchange Commission or registered pursuant to Chapter 517, Fla. Stat., which stock is for sale to the general public. A statement certifying the registration shall be provided by the landlord.

(c) It is not necessary to make disclosure under paragraphs (a) and (b) above of any leasehold interest in property located outside the territorial boundaries of the United States.

(d) Each subsequent transaction pertaining to a lease for which a Disclosure Statement has been provided, may be accompanied by a landlord's affidavit that the previous Disclosure Statement submitted on (date provided) is still valid, if no change in the interest held or individuals concerned has occurred.

(11) Certification of Compliance. The President or designee shall certify that the lease is in compliance with all leasing criteria provided by Chapter 255, Fla. Stat., to the extent applicable.

(12) Standard Method of Space Measurement. Space ~~measurement~~ shall be measured in accordance with the methods set forth in 9(c)2.a. above.~~based on usable space as defined in Department of Management Services Rule 60H-2.003(2), F.A.C.~~

(13) Space Allocation. Space allocation shall be based on the formula provided in the most recent publication of the "State Requirements for Educational Facilities, ~~1999~~ Volume I-Process and Rule and Volume II-Building Code," as in effect at the relevant time.

(14) Rental Rates. The rental rate for space shall be within rental rate guidelines established by the University.

(15) Leases Not Requiring Competitive Proposals. In any leasing of space that is accomplished without competition, the individuals taking part in the development or selection of criteria for evaluation, in the evaluation, and in the award processes shall attest in writing that they are independent of, and have no conflict of interest in, the entities evaluated and selected.

Authority: BOG Regulation 1.001.

History--New 1-28-80, Formerly 6C1-3.25, Amended 2-9-87, 5-18-92, 4-30-95, 5-23-96, 7-27-98, 1-12-00, 07-25-02, 6-3-03, 3-14-08 (BOT approval), Formerly 6C1-3.025, Amended 4-3-15-[_____](#).

REGULATIONS OF
UNIVERSITY OF FLORIDA

~~6C1~~3.054 Appointment; Technical, Executive, Administrative, and Managerial Support and University Support Personnel System Staff.

(1) Technical, Executive, Administrative, and Managerial Support (TEAMS) and University Support Personnel System (USPS) Appointment Modifiers.

(a) The University shall use the following appointment modifiers to define the conditions of TEAMS and USPS employee appointments. Such appointment modifiers apply to the appointment of a qualified employee unless otherwise stated.

1. Regular - A continuing appointment or an original temporary appointment that may be followed by a continuing appointment. The appointment modifier is not included in the title.

2. Provisional - An appointment to a position where the employee has not yet passed a required examination, but meets the minimum qualifications for the position; the employee is not fully qualified, but is expected to acquire such qualification within six (6) months; is under a cooperative education program, a vocational rehabilitation program, an approved university training program, or an approved apprenticeship program; an appointment to provide a nonpermanent assignment to a vacant position; or to overlap one employee with another for training purposes.

3. Temporary - An appointment to provide a noncontinuing assignment to a vacant position; to replace an employee on leave, temporarily promoted or reassigned. Temporary appointments may include the assumption of additional or replacement duties.

4. Emeritus - An honorary title that may be conferred at retirement in recognition of distinguished service.

5. Multi-Year - An Executive Service appointment that extends beyond twelve (12) months.

6. Time Limited - An appointment to a position funded by contract and grant, auxiliaries, or local funds, as appropriate, for a particular project, enterprise, or specified period. Such designation must be made to the position at the time of recruitment. A time-limited position shall have the same rights as a position with a regular appointment modifier, except such position shall not have rights provided for layoff, recall, and notice of nonreappointment.

7. Probationary - An appointment to a position in a class for the designated period, where the employee meets the minimum qualifications for the position. Continuous successful performance in a class with the appointment modifier of temporary may be counted toward completion of the required probationary period. The decision to count such time toward completion of the probationary period shall be made at the time the employee is initially appointed with probationary status.

(2) Initial Appointment to TEAMS and USPS.

(a) Definitions.

1. For the purposes of this regulation, a "new" employee is one not employed by the University in TEAMS or USPS at the time the department or unit makes the offer of employment.

2. For the purposes of this regulation, Executive Service shall denote those employees who hold the title of Vice President or who are so designated by the University President or the Board of Trustees.

(b) The initial appointment of a new employee to a ~~USPS or non-exempt~~ TEAMS position shall be for a probationary period of six (6) months with the exception of employees in USPS law enforcement positions who serve an initial twelve (12) month probationary period, or for such other period as is approved by the Vice President of Human Resource Services or designee. During this probationary period, the appointment may be terminated at any time without any requirements of notice and without rights of appeal.

(c) ~~Initial Appointment of Exempt TEAMS Employees and Executive Service Appointments.~~

~~1. With the exception of appointments to Executive Service and unless otherwise specified by the hiring authority as a twelve (12) month appointment, the initial appointment of a new exempt employee to TEAMS shall be for six (6) months.~~

~~2. Employees designated in the Executive Service serve at the will of the President, do not have tenure or permanent status, and have no expectation of appointment beyond a 60 days' notice period.~~

(d) A USPS employee who is in the probationary period and who transfers to TEAMS shall be given an initial probationary appointment of six (6) months less the time already spent in the most recent USPS probationary appointment or extension thereof. During this probationary appointment to TEAMS, the appointment may be terminated at any time without any requirements of notice and without rights of appeal.

(e) A USPS employee who has attained permanent status and who transfers to TEAMS shall be given an initial regular appointment to TEAMS of twelve (12) months.

(f) In no case shall a University employee have concurrent USPS and TEAMS appointments.

(3) Regular Appointment to TEAMS. After satisfactory completion of the [initial probationary](#) appointment, subsequent regular appointments to TEAMS shall be for a period of twelve (12) months and shall be for the period of March 1 through the last day of February. It is understood the initial notice of appointment may not cover these exact dates due to hire date. Such appointments shall run through the end of February and subsequent appointments shall be for the period of March 1 through the last day of February. This notice of appointment is considered to be an ongoing agreement unless the employee is notified. It is not necessary for notices of appointment to be issued on a yearly basis.

(4) Promotion, Changes of Assignment, Demotions, and Relocations in TEAMS and USPS.

(a) Current University employees shall not be eligible to be promoted, demoted, or reassigned outside the current department until the employee has completed six (6) months satisfactory service in his or her current position, unless approved by the President. Approval shall be granted only when the action is consistent with the efficient use of University resources and agreed upon by the Vice President for Human Resource Services and by both the current department and the receiving department.

(b) A University employee may apply for a promotion, demotion, or reassignment to a non-exempt or exempt position by creating an online resume in the myUFL HR system and applying for each specific position of interest.

(c) A promotion in TEAMS or USPS is the appointment to another TEAMS or USPS position or class with substantially increased responsibilities and/or a higher pay grade, or a permanent assignment of substantially increased responsibilities for the existing classification. An employee must meet the minimum qualifications for the position to which promoted.

(d) A TEAMS or USPS change of assignment is the appointment to a different

position in the same class or in a different class having the same pay grade.

(e) A TEAMS or USPS demotion is an appointment to a class or position having less responsibility.

(f) A TEAMS or USPS relocation is the appointment of an employee from one geographic location within the University to a different geographic location within the University in excess of 50 miles from the employee's current work location.

(5) Pay Upon Appointment.

(a) A University employee who is newly appointed to a regular TEAMS or USPS appointment shall receive pay commensurate with the responsibilities assigned, but not below the minimum of the pay range except as provided in paragraph (c) below.

(b) A TEAMS or USPS employee who is promoted or reassigned shall receive pay commensurate with the responsibilities assigned. The employee's pay may remain unchanged, decreased, or increased depending upon the employment needs of the department or unit, but not below the minimum of the pay range. A TEAMS or USPS employee who is demoted shall receive pay commensurate with the responsibilities assigned, but not below the minimum of the pay range except as provided in paragraph (c) below.

(c) A provisional TEAMS or USPS appointment may be below the minimum of the pay range. If a provisional TEAMS or USPS appointment is made below the minimum of the pay range, the pay shall be increased to at least the minimum of the pay range upon the employee attaining the minimum qualifications for the class.

Specific Authority: BOG Resolution dated January 7, 2003.

History--New 3-26-80, Formerly 6C1-7.20, Amended 3-6-85, Formerly 6C1-3.54,

Amended 4-30-95, 7-1-96, 3-2-03, 5-30-04, 7-19-05, 3-17-09, [Formerly 6C1-3.054,](#)

REGULATIONS OF THE
UNIVERSITY OF FLORIDA

7.003 Academic Personnel Employment Plan: Academic Appointments, Types of Appointments, Appointment Status Modifiers, Academic-Administrative Classification Titles, and Faculty Award Titles.

(1) Academic Personnel (AP) Employment Plan.

(a) The University of Florida maintains a uniform employment plan for Academic Personnel of the University. As used herein “Academic Personnel” comprises the faculty, and certain graduate and professional student appointments, and excludes members of the University Support Personnel System (USPS) and Technical, Executive, Administrative and Managerial Support (TEAMS). The Academic Personnel Plan includes all authorized class titles and codes; the class specifications; employment and professional status modifiers; and instructions for implementing and maintaining the Academic Personnel Plan.

(b) The Academic Personnel classification consists of positions having the principal responsibility of teaching and/or research, extension and/or providing administrative functions directly related to the academic mission and accomplishment of the University goals. Only those appointments that are tenure eligible shall be considered tenure accruing appointments under University of Florida Regulation 7.019. Tenure ineligible appointments are not tenure-accruing.

(2) Academic Appointments. The academic appointees of the University shall consist of personnel holding the academic ranks of assistant professor, associate professor, professor or above, the equivalent in academic ranks in the instructional, research, or extension units or other

academic functions, and personnel holding other specialty faculty or student titles identified below. Equivalent faculty ranks may be granted in the scholar, scientist, engineer, and curator series.

(a) Academic Appointment Titles

1. Professor (Faculty title). Candidates for this faculty rank shall be qualified for the rank of associate professor and in addition, be a recognized national or international authority or an outstanding teacher in his or her field or specialization. A candidate for this rank must have a distinguished record of achievement beyond the level of associate professor. An appointee holding this title is tenure eligible unless the title is appropriately modified as set forth in subsection (4)(a) of this regulation.

2. Associate Professor (Faculty title). Candidates for this rank shall hold the highest degree appropriate to his or her field or possess professional qualifications in his or her field above those which would be equivalent to the highest degree appropriate to his or her field. He or she is expected to have produced creative work, professional writing, or research, and to have had successful teaching or professional experience. A candidate for this rank must have a distinguished record of achievement beyond the level of assistant professor. An appointee holding this title is tenure eligible unless the title is appropriately modified as set forth in subsection (4)(a) of this regulation.

3. Assistant Professor (Faculty title). Candidates for this rank shall hold the highest degree appropriate to his or her field or possess equivalent qualifications based on professional experience. A candidate shall be expected to demonstrate successful experience pertinent to the position for which he or she is being recommended and have demonstrated qualities pertinent to the goals of the academic unit in which he or she will be employed. An appointee holding this

title is tenure eligible unless the title is appropriately modified as set forth in subsection (4)(a) of this regulation.

4. Curator (Faculty titles). Candidates for these positions may be awarded in the following academic ranks (equivalent to Assistant Professor, Associate Professor and Professor): Assistant Curator, Associate Curator and Curator. Appointees holding these titles are tenure eligible unless the title is appropriately modified as set forth in subsection (4)(a) of this regulation.

5. Scientist/Scholar/Engineer Series (Faculty titles).

a. Candidates for these tenure ineligible faculty positions are individuals not normally involved in regular academic programs, but who are carrying out the equivalent faculty duties in research and/or cooperative extension programs which may be funded by external or temporary sources. The candidates in the following ranks shall have the same professional qualifications required of those faculty described in subparagraphs (2)(a)1-3 above: Scientist, Associate Scientist, Assistant Scientist; Scholar, Associate Scholar, Assistant Scholar; Engineer, Associate Engineer; Assistant Engineer.

b. Faculty holding these titles shall have no regular teaching duties. Teaching on an occasional basis is not precluded, but substantial teaching assignments will not be made.

6. University Librarian (Faculty titles). Candidates may be awarded these positions in the following academic ranks: Assistant University Librarian, Associate University Librarian, and University Librarian. Appointees holding these titles are tenure eligible unless the title is appropriately modified as set forth in subsection (4)(a) of this regulation.

7. Lecturer (Faculty titles). Candidates may be awarded these tenure ineligible faculty positions in the following academic ranks: Lecturer, Senior Lecturer, and Master Lecturer.

Candidates shall have received the academic degree appropriate to the assignment of duties, or equivalent experiences or accomplishments in the field may be substituted. Appointment as Senior Lecturer shall constitute a promotion from Lecturer and shall be based on additional experiences and/or accomplishments in the field and in assigned duties. Appointment as Master Lecturer shall constitute a promotion from Senior Lecturer and shall be based on additional experiences and/or accomplishments in the field and in assigned duties.

8. Developmental Research School Faculty Positions (Specialty Faculty titles).

Candidates for the positions of P.K. Yonge (PKY) University Developmental Research School Instructor, PKY Assistant Professor, PKY Associate Professor and PKY Professor, in the department of the College of Education shall have at least a master's degree and shall have had at least three (3) years experience or relevant experience pertinent to the assigned position and shall hold a valid teacher's certificate appropriate to the assignment. These specialty faculty titles are not equivalent faculty ranks to those set forth in subparagraphs (2)(a)1-4 above. Eligibility and ineligibility for permanent status is described in University of Florida Regulation 7.025.

9. County Extension Agents I, II, III, IV (Extension Faculty titles). Candidates for these extension faculty positions shall hold a master's degree and/or possess other qualifying experience or accomplishments. Responsibilities include the development of long-range educational programs in the area of responsibility of the Florida Cooperative Extension Service in concert with the county in which the agent is employed. Eligibility requirements for these ranks and eligibility or ineligibility for the awarding of permanent status are described in University of Florida Regulation 7.025 and subsection (3) of University of Florida Regulation 6.009.

10. Assistant in, Associate in, and Senior Associate in (Specialty Faculty titles).

Candidates for these tenure ineligible specialty faculty positions must hold a master's degree in a field of specialization unless the administrator of the unit determines that experience and/or training is equivalent to the educational requirements. Authorship or co-authorship of significant publications in the field of specialization may be regarded as evidence of qualifying experience and training. The authority to grant a promotion from the rank of Assistant in to Associate in or from Associate in to Senior Associate in in the College of Law, IFAS, and the Health Center is delegated by the President to the appropriate Senior Vice President. Appointment as Associate in shall constitute a promotion from Assistant in and shall be based on additional qualifying education and/or experience and on accomplishments in performing assigned duties. Appointment as Senior Associate in shall constitute a promotion from Associate in and shall be based on additional qualifying education and/or experience and on accomplishments in performing assigned duties.

11. Postdoctoral Associate (Specialty OPS title). The appointee shall have received the doctorate in a field appropriate to the assigned duties and responsibilities. This appointment is used when the individual renders compensable services to the University and is assigned specific duties and responsibilities. Such appointments are temporary, and appointees to these specialty OPS titles shall have no continuing contractual relationship with the University. Postdoctoral associates may be appointed for up to four (4) years. Appointments of the postdoctoral associate beyond four (4) years will acquire approval of the Senior Vice President of the area requesting the appointment.

(b) Fellows.

1. Postdoctoral Fellow. The appointee shall have received the doctorate in a field appropriate to the position offered. The appointment is for the individual's further experience in research and teaching and is generally limited to two (2) or three (3) years. To qualify for a fellowship exemption under the Federal income tax laws, no assigned duties and responsibilities or services can be required other than those which are an integral part of the Fellow's program in research and teaching. Appointees to these positions shall have no continuing contractual relationship with the University.

(c) Student Titles – Graduate School Series.

1. All titles in this series shall be governed by the following criteria:

a. Appointees in this series must be properly registered and working toward a graduate degree through the Graduate School, and the appointee must meet the requirements set forth by the Graduate School.

b. The appointment may be for any desired percentage of full-time, and the assignment shall be commensurate with the percentage of time or the degree of effort of the appointment.

c. The appointment is not tenure eligible, is not a regular faculty appointment, and is temporary in nature, either because of the character of the project or assignment or, because upon completion of requirements for a degree, the appointee will not be offered re-appointment to the position. Appointees shall have no continuing contractual relationship with the University.

2. Senior Graduate Teaching or Research Associate. The appointee shall, as a minimum, have completed most of the work leading to a doctorate. Appointment to either of these positions represents a promotion from the position of Graduate Teaching or Research Associate.

3. Graduate Teaching or Research Associate. The appointee shall, as a minimum, have completed most of the work leading to a doctorate. Appointment to either of these positions represents a promotion from the position of Graduate Teaching or Research Assistant.

4. Graduate Teaching or Research Assistant. The appointee shall have completed thirty (30) semester credits of graduate work. Appointment to either of these positions represents a promotion from the position of Graduate Assistant.

5. Graduate Assistant. The appointee is normally a beginning graduate student since “Graduate Assistant” is the lowest rank of graduate assistant positions.

(d) Student Titles – Professional School Series.

1. All titles in this series shall be governed by the following criteria:

a. The appointment may be for any desired percentage of full-time, and the assignment shall be commensurate with the percentage of time or the degree of effort of the appointment.

b. The appointment is not tenure eligible, is not a regular faculty appointment, and is temporary in nature, either because of the character of the project or assignment or because upon completion of degree requirements, the appointee will not be offered re-appointment to the position.

c. Appointees to these positions shall have no continuing contractual relationship with the University.

d. Appointees to positions identified by professional status modifiers “Medical”, “Dental Teaching” or “Legal Writing” must be registered students in the Colleges of Medicine, Dentistry, or Law, and such appointees must meet the standards of their respective colleges.

2. Medical or Dental Teaching or Research Associate, or Legal Writing Associate.

Appointment to either one of these positions represents a promotion from the position of Medical or Dental Teaching or Research Assistant, or Legal Writing Assistant.

3. Medical or Dental Teaching or Research Assistant, or Legal Writing Assistant. The appointee shall have completed thirty (30) semester credits of graduate work.

4. Resident. The appointee serves as a member of the house staff or trainee of a Health Center professional school. The appointee must be a graduate of an approved program or hold a terminal degree appropriate for the appointment and be enrolled in the respective training within his or her selected area of specialization. The term "intern" usually refers to a resident in the first year of postgraduate work in the involved specialty. Notwithstanding the foregoing, in the College of Veterinary Medicine an "Intern" is a participant in a one year program. An Intern in the College of Veterinary Medicine must hold a veterinary degree and be a graduate of an accredited veterinary school. A "Resident" in the College of Veterinary Medicine must hold a veterinary degree, be a graduate of an accredited school, and have performed an internship or have equivalent experience in private practice.

(3) Types of Appointments. Appointments are classified with respect to duration of time and degree of effort as follows:

- (a) Duration of time.

1. Continuing - those appointments for periods of no more than a twelve- (12) month period (July 1 - June 30) but at least thirty-nine (39) weeks beginning with the Fall or Summer term.

2. Temporary - those appointments for a period of time of less than thirty-nine (39) weeks of an academic year, or for a specific or limited period of time. If an appointment is

temporary, the contract or letter of appointment shall so state and notice of non-renewal of such an appointment is not required.

3. Multi-year or Term - those appointments for a fixed term as indicated in the employment offer and contract. The multi-year or term contract cannot exceed five (5) years. Persons with such appointments shall not be entitled to any notice of the ending of employment during the term or at the end of the specified multi-year or term appointment. The appointment shall automatically expire at the end of the specified multi-year period, and no further notice of cessation of employment is required. The appointment shall not be tenured, permanent status, tenure eligible or permanent status accruing or eligible.

(b) Degree of Effort.

1. Full-time - the utilization of effort considered to be the normal or standard amount required during a given time period, equivalent to 100% or 1.00 FTE.

2. Part-time - the utilization of effort considered less than customary or standard during a given time period, equivalent to less than 100% or less than 1.00 FTE or, appointments for less than thirty-nine (39) weeks. It includes either working less than 100% of the time through an academic or calendar year or working full-time for less than the full number of terms in the academic year.

(4) Appointment Status Modifiers. A modifier defines certain conditions of an appointment and is, unless otherwise noted, to be included in the title.

(a) Faculty appointments which include the appointment status modifiers listed below are not eligible for tenure or permanent status.

1. The University shall notify the appointee in writing of the duties and responsibilities and the tenure or permanent status eligibility of the position at the time of the appointment.

2. Appointees whose faculty titles include status modifiers shall be considered members of the department for the term of the appointment and for the purpose of the assignment of duties and responsibilities. At the option of the departmental faculty the appointees may also attend, speak, and/or vote on departmental matters subject to the policy of the department, college, and/or University.

3. These appointments, with the exception of the "emeritus" status, will be reviewed by the appropriate department annually.

4. Acting. (Modifier for administrative title). This modifier applies to a temporary appointment to fill a vacancy at an administrative level. The appointee may or may not receive compensation as a result of these temporary duties dependent on the nature of the new duties and of the previous responsibilities. Refer to subsection (5) below for a description of the academic-administrative classification.

5. Adjunct. This modifier applies to temporary appointments extended to persons of satisfactory professional qualifications who perform temporary teaching, research, or extension functions in connection with established programs. Such persons are appointed for one (1) academic term at a time and possess no continuing contractual relationship with the University. Persons with adjunct appointments may not be employed for more than fifty percent (50%) of the time throughout an academic year, or full-time for more than twenty-six (26) weeks of a fiscal year, unless approved by the Office of Academic Affairs based on the needs of the unit at the time approval is granted.

6. Affiliate or Joint. These modifiers apply to persons paid or holding appointments in a department or unit of the University who participate in another department or unit such as (joint) teaching and/or supervision of graduate students and/or research or extension on a regular

or infrequent (affiliate) basis. A majority vote of the departmental faculty is required in the secondary department(s) to award such status. An affiliate appointment is not tenure eligible in the secondary department(s). Joint appointments may be tenure eligible. The rights and privileges of affiliate appointees in the department should be made clear to them at the time of appointment. Affiliate faculty members normally will be reviewed by the departments annually and such appointments may be altered or terminated at any time.

7. Clinical. The faculty modifier "Clinical" applies to persons of professional qualifications who perform teaching, research, service or extension functions in a clinical environment, in connection with an established program of the University. The faculty modifier "Clinical Hospitalist" applies to persons who perform teaching, research, and service functions in a hospital as hospitalists. Appointees to a faculty position modified by "clinical" shall not be eligible for tenure.

8. Of Practice. The modifier "Of Practice" may be used in conjunction with the faculty title "Professor" for senior faculty appointments. Candidates for this tenure-ineligible faculty rank shall hold the highest degree appropriate to the field or possess equivalent qualifications based on professional experience. A candidate for this field-specific rank shall be expected to demonstrate a national or international record of distinction in non-academic achievement pertinent to the position, and have demonstrated applied and practical professional experience relevant to the goals of the academic unit in which she or he will be employed. This position will require ongoing professional engagement in the candidate's practice field, including maintaining professional credentials, and contributions to research, teaching and service within and outside the University. It may not be used with the modifiers "Research" or "Clinical."

9.8. Emeritus (Modifier for Faculty title). Faculty members, academic administrators, and such other officers of the University as the President may designate shall become eligible for the title "Emeritus" in connection with their faculty rank when they retire. The title is to be conferred in recognition of meritorious service, and it shall entail continued campus courtesies, under the same conditions as required for active faculty and administrators, including parking, use of the library and recreation facilities, admission to athletics and cultural events, receipt of such publications as are sent to regular faculty members and members of the Alumni Association, participation in contract and grant endeavors, and participation in academic convocations. Consideration for this title shall be accomplished prior to the faculty member's retirement although the Provost may permit consideration following retirement in exceptional circumstances. The names of all eligible nominees shall be submitted by the chairperson or director to the faculty for a departmental or school vote. The departmental or school vote shall accompany the submission of the nomination to the President from the department or school, the chairperson or director, and the dean or Provost. The President or designee will make the final determination and notify the Office of Academic Affairs.

10.9. Provisional. This modifier applies to the appointment of a person who is not fully qualified for an academic rank but who expects to acquire such qualification in a short period of time. Such appointments do not carry eligibility for tenure or permanent status during the duration of the appointment, and persons holding such appointments have no continuing contractual relationship with the University. The appointment may not be extended beyond one (1) year except in the case of a provisional assistant professor or equivalent whose appointment can be extended for one (1) additional year.

1140. Visiting. This modifier applies to appointments extended to qualified persons who are not expected to be available for more than limited periods of time, or to appointments to positions which are not expected to be available for more than a limited period of time. This appointment is not eligible for tenure or permanent status. The title shall not be held for more than four (4) years or the equivalent in proportional time unless approved by the Office of Academic Affairs based on the qualifications of the appointee and the needs of the unit.

1244. Courtesy/Honorary/Affiliated Clinical/Industry - These modifiers apply to persons having the appropriate professional qualifications or having distinction and honor in his or her field who are appointed without compensation to a department, center or unit faculty. The “Industry” modifier may also be used for persons from industry who are paid with Other Personnel Services (OPS) funds only. Persons appointed with this status may or may not be otherwise affiliated with the University. This appointment is not eligible for tenure or permanent status. The “Affiliated Clinical” modifier is to be used for appointments in the Health Science Center only. Promotion shall be based on the credentials of the appointee and the recommendation of the faculty and administrators of the department, college and unit, as appropriate. Requests for promotion are submitted to the Office of Academic Affairs for final review and approval.

1342. Research or Extension. This modifier may be used in those instances where a person holding professional rank is primarily engaged in research or extension. This appointment is not eligible for tenure or permanent status.

1443. Program. This modifier may be used in those instances where a person holding professional rank is primarily engaged in Florida Cooperative Extension Service work and is

funded through non-appropriated sources. This appointment is not eligible for tenure or permanent status.

1544. Multi-year or Term. The modifiers “Multi-year” or “Term” are to be applied to faculty who are appointed and employed for a fixed term, unless terminated for cause, as indicated in the employment offer and contract. A multi-year or term contract cannot exceed five (5) years. The use of the modifier “Multi-year” or the modifier “Term” , means that the appointment, whatever the faculty title or rank, is not a tenured, permanent status, tenure eligible or permanent status eligible or accruing appointment.

(b) Professional status and student modifiers may be used to describe the professional school or area or the position filled by a student as described in paragraphs (2)(c) and (2)(d) above. Appointees should be advised of the duties and responsibilities and the duration of such appointments and any special conditions required.

(5) Academic-Administrative Classification Titles. (Administrative/Faculty Title).

(a) Faculty appointed to serve in administrative positions, such as vice presidents, deans, directors, or department chairpersons, shall retain the rights and privileges afforded to them by their faculty rank. The following provisions shall apply to faculty members who are appointed to administrative positions.

1. Faculty appointed to serve in these administrative appointments shall not be eligible for tenure or permanent status in the administrative appointments. Tenure or permanent status shall not be granted in an administrative classification.

2. Tenure or permanent status granted to any faculty member prior to or during any such administrative appointment shall be retained only in the faculty rank in which it was granted. Any tenure or permanent status consideration during such appointment shall be based

on the teaching, research, extension and service duties of the faculty member rather than the administrative portion of the assignment and on the University's criteria for tenure and promotion. Upon the cessation of such appointment, the faculty member shall be entitled to reassignment to the same or similar position in which tenure or permanent status was granted or held (or would normally have been granted or held) in the faculty member's current faculty rank.

3. Non-tenured and non-permanent status faculty who are appointed to serve in such administrative appointments shall be entitled to written notice of non-renewal if they are not to be offered further employment with the University.

4. Non-tenured faculty in tenure-accruing positions and non-permanent status faculty in permanent status-accruing positions who are appointed to serve in such administrative appointments shall accrue time toward tenure or permanent status only in their academic rank during such appointment. Appointees shall be advised in writing of the tenure or permanent status-earning eligibility of the faculty appointment at the time of the initial appointment in the academic-administrative classification.

(b) A faculty member holding an administrative position may be removed or reassigned to other institutional duties at any time during the term of the appointment and the salary rate and appointment period shall be established to reflect the new responsibilities. Such removal or reassignment shall be discussed with the faculty member at such time and, if appropriate, with administrators of other departments or units affected.

(c) The change in the appointment status normally shall be submitted through the appropriate administrative channels to the Office of Academic Affairs for approval.

(d) Faculty appointed to serve in administrative positions shall have no right to continue appointment in such classifications or positions beyond the term of the appointment period. An

appointment term shall automatically expire at the end of the contractual period [twelve- (12) months or nine- (9) months or in the case of the University Laboratory School, ten- (10) months] or on June 30, whichever occurs first. Such appointments are subject to annual renewal in accordance with University of Florida Regulation 7.004(3), and notice of non-renewal shall not be required for the administrative appointment.

(6) Faculty Award Titles.

(a) Eminent Scholar, endowed chair programs, and Clinical Eminent Scholar.

1. The title Eminent Scholar may be granted to a tenure eligible faculty member in the endowed chair program. The criteria for the title of Eminent Scholar in the endowed chair program shall be developed by the dean of the recipient's college in consultation with faculty members. Such criteria shall include, but not be limited to, an outstanding professional reputation and outstanding contribution of scholarly activities. Eminent Scholar is a title only and shall not be considered a promotional rank.

2. University faculty members whose performance meets the criteria of an established endowment are eligible for consideration for the endowed chair program. The decision concerning the recipient of an endowed chair rests with the administration of the academic college or unit in consultation with the faculty members of that college or unit.

3. The title of Clinical Eminent Scholar may be granted to a tenure ineligible faculty member. The criteria for granting the title of Clinical Eminent Scholar shall be developed by the Dean of the recipient's college in consultation with faculty members. Such criteria shall include, but not be limited to, an outstanding professional reputation and outstanding contribution of scholarly activities. Clinical Eminent Scholar is a title only and shall not be considered a promotional rank.

4. The Eminent Scholar and endowed chair programs may be evaluated on an annual basis using recognized academic standards, and each college or unit will be responsible for submitting a report on each Eminent Scholar and Clinical Eminent Scholar and the endowed professorship programs upon request of the Provost or President.

(b) Graduate Research Professor (Faculty title). The title of Graduate Research Professor was awarded to recognize outstanding accomplishment and an international reputation in teaching and research. This title is no longer awarded.

(c) Distinguished Service Professors and Research Curators (Faculty titles). The title of Distinguished Service Professor was awarded to recognize outstanding accomplishment in teaching, extension, or service while at the University. The title of Distinguished Research Curator was used to recognize outstanding accomplishments in research, service, and, where applicable teaching, in either the Florida Museum of Natural History or the University libraries. These titles are no longer awarded.

(d) Distinguished Professor and Distinguished Curator (Faculty titles) - These titles are awarded to tenured faculty holding the rank of Professor or Curator to recognize a distinguished and exceptional record of achievement beyond the level of Professor or Curator that is recognized both nationally and internationally. An exceptional record of achievement is one that places the candidate at the top of the discipline in research, as defined in University of Florida Regulation 7.019, with distinction in the areas of teaching and service as also defined in that regulation. Distinguished Professor is a title only and shall not be considered a promotional rank. Recommendations for the award of the title of Distinguished Professor are processed under the same procedures used for the recommendation for promotion under University of Florida

Regulation 7.019, except that nomination for this award is to be initiated by the appropriate college dean or equivalent administrator. Candidates may not be self-nominated.

Authority: BOG Regulation 1.001.

History--New 12-9-75, Amended 8-15-78, 8-19-79, Formerly 6C1-7.05, 7.06, 7.08, 7.12, FAC, 3-26-80, 5-14-85, Formerly 6C1-7.03, Amended 4-30-95, 7-17-97, 6-28-98, 6-15-99, 6-21-00, 3-12-03, 6-3-03, 3-17-09, 6-12-09, Formerly 6C1-7.003, Amended 3-16-10, 3-17-11, 3-22-13, 4-3-15, [_____](#).

REGULATIONS OF
UNIVERSITY OF FLORIDA

7.041 Methods for Review and Resolution of Faculty Grievances.

(1) As used in this regulation, the terms listed below shall have the following meanings:

(a) The term "grievance" shall mean a dispute or complaint concerning tenure, promotion, non-renewal and termination of employment contracts, salary, work assignments, annual evaluation, lay-off and recall, and other benefits or rights accruing to a faculty member pursuant to the regulations of the Board of Governors, Regulations of the University of Florida or by law.

(b) The term "appeal" shall mean a process by which a university decision or action directly affecting a faculty member may be brought to the attention of the faculty member's chair or supervisor responsible for the decision or action who may then review and/or modify the decision or action. As used in this regulation "appeal" means an attempt to resolve the action being grieved through review by appropriate administrator(s) in order to reach resolution prior to the initiation of a grievance process.

(c) The term "days" as used in this regulation shall mean calendar days. If a time limit expires on a non-business day, the limit shall be extended to 5 p.m. of the next business day.

(d) The terms "elect" or "election" shall mean the filing of the request for a specific review of a grievance as provided in section (3) below in the Office of the President.

(2) Informal Resolution and Appeal Process.

(a) Faculty members are encouraged to seek resolution of their grievances prior to filing under a specific grievance review procedure or requesting mediation through an informal appeal to the faculty member's use of the appeal process. ~~An appeal shall be initiated by the aggrieved faculty member with the faculty member's~~ immediate supervisor or the next ranking administrator or the administrator's designee ~~and may proceed through the appropriate administrative structure to the next ranking administrator or the administrator's designee, i.e. (chair, dean or director, appropriate vice president, and/or Provost or their designees).~~ In the alternative, a faculty member may seek Mmediation in lieu of the grievance process. If a faculty member requests and the University agrees to mediate a dispute, the faculty member waives the right to grieve the allegations that are the subject of the mediation. A faculty member's request to mediate must be submitted within the same deadline the faculty member has to submit a grievance. ~~may be used as part of the informal resolution and appeal process in appropriate cases.~~

(b) ~~The faculty member's u~~Attempts to informally resolve a dispute ~~se of the appeal process or any other form of resolution~~ does not automatically suspend the applicable time limit for requesting a particular grievance or mediation procedure, as set out below. At the time a the grievance or mediation request is filed, ~~the faculty member may a written request for in writing~~ an extension of the applicable time limit for initiating the elected grievance review procedure may be submitted in order to facilitate ~~thea~~ resolution ~~of a grievance~~. Notwithstanding the foregoing, failure to elect a procedure method for a review of a grievance prior to the applicable time limit, or prior to an extension thereof as approved by the University, shall constitute a waiver of the ~~faculty member's~~ right to any method for grievance resolution as set out in sections (3)(a) and (b) below.

(3) Procedures for Grievance Review -- Faculty members at the University of Florida may elect one of the procedures for review and resolution of a grievance described in this regulation. Unless stated otherwise in these regulations, an election of any one of these procedures shall constitute a waiver of all other procedures provided.

(a) Faculty members in the collective bargaining unit must elect the grievance procedure in the Collective Bargaining Agreement between the United Faculty of Florida and the University of Florida Board of Trustees for grievances arising under the terms of the Agreement. The time limit for the election of such grievance process and the procedures for filing are as set forth in the Collective Bargaining Agreement.

(b) Faculty members not in the collective bargaining unit may elect one of the following methods for a review of a grievance:

1. University Faculty Grievance Procedure, University of Florida Regulation 7.042, for those matters involving University or Board of Governors regulations; or

2. Faculty Senate Committee on Academic Freedom, Tenure, Professional Relations and Standards for those matters which are within the jurisdiction of the Committee.

a. The Faculty Senate Committee on Academic Freedom, Tenure, Professional Relations and Standards shall have jurisdiction in matters involving University practices bearing on academic freedom, tenure, professional ethics, or the general welfare of the faculty when such matters are placed before it by the President or designee, or through charges filed by the same or faculty members as set forth in University of Florida Regulation 7.0441. The Committee shall have the right to reject the grievance, or require modification of the grievance, if it is not filed in accordance with the time limits set forth in section (3)(b)3 below or it is not within jurisdiction of the Committee.

b. A faculty member who has elected to commence a review before the Faculty Senate Committee must address a written complaint to the President of the University. The complaint must be signed by the faculty member, and the following must be included therein: "I understand and agree that by filing this complaint initiating the formal method for grievance resolution provided by Regulation ~~6C1~~7.041(3)(b)2, I waive any right I might otherwise have to any other formal method for grievance resolution, as set out in Regulation ~~6C1~~7.041(3)." The faculty member should furnish any relevant documentary evidence with the complaint to the President.

c. The President or President's designee shall then refer the complaint and any documentary evidence submitted with the complaint to the Chairperson of the Faculty Senate Committee for review. The Committee shall follow its procedures and rules as established by the Faculty Senate or the Committee itself. See University of Florida Regulation 7.0441. The Committee shall submit its findings and recommendations to the President. The President may adopt, modify, or reject the Committee's report. Copies of the President's decision shall be sent to the parties involved in the grievance. The action of the President shall be final.

3. Time Limit. The election of any procedure for grievance review for a faculty member not in the collective bargaining unit must be initiated by filing the grievance with the Office of the President no later than thirty (30) days from the date following the act or omission giving rise to the grievance, or thirty (30) days from the date the faculty member acquires knowledge, or could reasonably have been expected to acquire knowledge, of the act or omission, if that date is later.

(4) Discrimination complaints - A faculty member may utilize as appropriate the grievance process set forth in section (3) above or University of Florida Regulation 1.0063, for

the resolution of a complaint of alleged discrimination in employment practices. A faculty member who files a written complaint under University of Florida Regulation 1.0063 waives any right he or she might otherwise have to file a grievance under section (3) above based on the same facts. Notwithstanding the foregoing, the faculty member does not waive the right to use the grievance procedures set out in section (3) above to grieve the same subject matter on a basis other than discrimination provided the applicable time limit, or any extensions thereof which have been granted, are met.

Specific Authority: BOG Regulation 1.001.

History--New 3-6-80, Amended 2-23-82, 5-14-85, Formerly 6C1-7.41, 4-30-95, 7-27-98, 3-31-2006 (technical changes only), 3-17-09, 6-8-12, [_____](#).

REGULATIONS OF THE
UNIVERSITY OF FLORIDA

7.042 University Grievance Procedure for Faculty and Postdoctoral Associates:

Definitions, General Information, and Procedures.

(1) Definitions.

(a) The term "grievance" as used in this regulation shall mean a dispute or complaint alleging a violation of the regulations of the University or the Board of Governors concerning tenure, promotion, non-renewal and termination of employment contracts, salary, work assignments, annual evaluation, lay-off and recall, and other benefits or rights accruing to a faculty member or postdoctoral associate pursuant to these regulations.

(b) A grievance must be filed in the Office of the President with a copy to the grievant's chief administrative officer (CAO) in the format described in section (5) below. The required information must be complete in order for the grievance process to begin.

(c) The term "grievant" shall mean a faculty member who is not a member of the collective bargaining unit or a postdoctoral associate whose benefits or rights, as defined in subsection (1)(a) above, have been directly affected by an act or omission of the University or its representative and who has filed a grievance.

(d) The term "days" shall mean calendar days. If a time limit expires on a non-business day, the limit shall be extended to 5 p.m. of the next business day.

(e) The term "Grievance Committee" shall apply to a committee selected by either a vote of the college faculty or by appointment of the CAO to review the grievance at Step I.

(f) The term "chief administrative officer" (cited as "CAO" in this regulation) shall mean the dean or director exercising authority over faculty in a college or budgetary unit, or the designee of such an individual. The CAO may also be the Senior Vice President for Health Affairs or Agricultural and Natural Resources, and/or the deans of the colleges within these budgetary units, including the functional Deans in IFAS, or for the purpose of this regulation the vice presidents or directors of major budgetary, academic or administrative units which are the organizational equivalent of colleges, such as Florida Museum of Natural History, University Libraries and Student Affairs.

(2) General Information

(a) Purpose of Grievance Procedure - The purpose of the procedure is to provide a prompt and efficient collegial method for the review and resolution of grievances filed by faculty members of the University who are not members of the collective bargaining unit. The procedure set forth in this regulation is also the exclusive procedure available for the review and resolution of grievances filed by postdoctoral associates.

(b) Time Limits

1. A grievance shall be filed no later than thirty (30) days from the date following the act or omission giving rise to the grievance, or thirty (30) days from the date the grievant acquires knowledge, or could reasonably have been expected to acquire knowledge, of the act or omission, if that date is later.

2. Extensions requested for the purpose of attempts to resolve the grievance may be granted upon the grievant's written request to the Office of the President, with a copy to the CAO.

3. Upon failure of the University or its representatives to provide a decision within the time limits provided in this regulation or any extension thereof, the grievance shall be deemed to have been transferred to the next step of the grievance process.

4. Upon the failure of the grievant to file a request for review within the time limits provided in this regulation, the grievance shall be deemed to have been resolved at the prior step, and the grievance file closed. The grievance shall not later be revived.

5. The University may refuse to entertain any grievance or request for review not filed within the applicable time limit or extension thereof.

(c) Burden of Proof - The burden of proof shall be on the grievant, who must support his or her position regarding the grievance by a preponderance of the evidence, except that the burden of proof shall be on the University in a disciplinary grievance alleging a violation or violations under University of Florida Regulation 7.048, to establish by a preponderance of the evidence that the violation occurred. Counseling is not considered disciplinary action.

(d) Limitations on Certain Remedies -

1. Backpay may be awarded to a grievant if a determination is made that the grievant is not receiving the appropriate salary from the University, but other monetary damages, interest, or penalties, including attorney's fees, shall not be awarded to a grievant.

2. A decision to award employment beyond the tenure probationary period, as defined in University of Florida Regulation 7.019 or the sixth (6th) year in the case of county extension faculty members, to a grievant shall not entitle the grievant to tenure or permanent status. In such case, the grievant shall have the right to an appropriate notice period, but is not entitled to any employment after the designated notice period.

(3) Appeal or Resolution Process.

(a) An aggrieved faculty member or postdoctoral associate is encouraged to arrange a meeting to discuss a possible resolution of the grievance with the appropriate administrator responsible for the act or omission giving rise to the grievance. This conference should be held within the thirty (30) day period, as described in subsection (2)(b)1. above, in which the grievance review procedure must be initiated. If such conference cannot be held within the thirty (30) day period, the aggrieved faculty member or postdoctoral associate must file a grievance in the Office of the President along with a written request for an extension of no more than thirty (30) days in order to continue to pursue resolution of the grievance.

(b) Upon the grievant's written request, additional thirty (30) day extensions may be granted, unless to do so would impede the resolution of the grievance. Approval of any request for extension shall be in writing to the Office of the President with a copy to the CAO. The grievant may at any time terminate the extension by giving written notice to the CAO with a copy to the Office of the President that the grievant wishes to proceed with the grievance review procedure in the manner described in subsection (4)(b) below.

(c) If an extension expires without a written request from the grievant for either a further extension or a Step I review, the grievance need not be processed further, and the grievance file will be closed. The grievance shall not later be revived.

(4) Initiation of Grievance Review Procedure.

(a) General Information.

1. The Grievance Procedure under this regulation shall commence upon the timely filing of a grievance in the Office of the President, which shall include all the information specified in "Step I Grievance", as described in subsection (5)(a) below, with a copy to the appropriate CAO. At the same time, a copy of the grievance shall be furnished to the grievant's

chair or unit supervisor. The President or designee or the CAO may refuse to consider a grievance not filed in accordance with this regulation upon written notice to the grievant of the reasons for the decision.

2. The grievant shall indicate on the Step I grievance request that the grievance review procedure begin with either a review by the Grievance Committee or a review by the CAO.

3. If the grievant is a dean, director, or vice president, the grievant shall request that the grievance procedure begin at the Step 1 level with a review by the appropriate CAO, e.g., a vice president or senior vice president. If the grievant is a senior vice president, the grievant shall request that the President designate the senior official who will fulfill the roles of the CAO under Step I and the Provost under Step II in a single review.

4. A college or unit shall establish a three (3)-member Grievance Committee consisting of faculty to hear grievances filed under this regulation. Committee members may be selected either by a vote of the college faculty or be appointed by the CAO. Committee members may serve for staggered terms of either two (2) or three (3) years and shall be eligible for reappointment. The Committee shall designate one (1) of its members as chair.

(b) Step I Review Procedures.

1. The STEP I Grievance Committee Meeting and Review Process -

a. The Committee shall as soon as practicable but no sooner than seven (7) and no later than fifteen (15) days following the receipt of the grievance by the CAO, schedule a Step I meeting with the grievant.

b. The Committee chair shall be responsible for notifying the grievant of the meeting. The grievant may be represented by a university colleague at this meeting.

c. Before the Step I meeting, the grievant may make written request for copies of any identifiable documents relevant to the grievance and shall be furnished copies of such documents which may be lawfully disclosed to the grievant under University of Florida Regulations and state law. Charges for such copies shall be limited to the amounts that can be charged for copies under the Public Records Law, Ch. 119, Fla. Stat., except that the first \$25.00 worth of copying will be free.

d. At the Step I meeting, the grievant, or the grievant's collegial representative, shall have the right to present any evidence in support of the grievance to the Committee.

e. After the Step I meeting, the Committee shall establish, through conferences and review of appropriate documentation, the facts giving rise to the grievance.

f. The Committee may interview others in addition to the grievant and seek other evidence in order to recommend an appropriate resolution of the grievance to the CAO.

g. The Committee shall maintain the confidentiality of any "limited access records" as defined in University of Florida Regulation 1.019 during the conduct of its review.

h. The review shall be as collegial as possible, yet compatible with formulating a recommended resolution of the grievance.

i. The Committee shall, no later than thirty (30) days after meeting with the grievant, submit to the CAO a report containing its findings and recommendations with respect to the grievance, including any proposed resolutions thereof.

(I) The report shall indicate what evidence is deemed pertinent to the grievant's claims regarding the specific university regulations alleged to have been violated, and the factual basis for the Committee's recommendations.

(II) The Committee's review of an administrator's decision that involved the exercise of discretion, such as, but not limited to, a decision regarding tenure, promotion, non-renewal or merit salary increase, shall not substitute the Committee's judgment for that of the administrator, but shall be confined to determining whether the decision violated the regulations of the Board of Governors or of the University.

(III) All documents considered relevant to the grievant's claim or regulation violations by the Committee in its review of the grievance shall be attached to the Committee's report, along with a list of such documents. The Committee Chair may schedule a meeting to discuss the findings of fact and recommendations with the CAO.

j. Within thirty (30) days of the receipt of the Committee's report, the CAO shall render a CAO decision in writing which either accepts the Committee's findings and recommendations, or which modifies such recommendations based on the Committee's findings, provided the CAO's decision includes detailed reasons for departing from the Committee's report. Copies of the CAO's decision and the Committee's report shall be sent to those parties directly involved in the grievance including the members of the Committee. A copy shall also be sent to the Provost.

2. Step I Chief Administrative Officer (CAO) Review.

a. If the grievant elects to have the grievance review begin with the CAO, the CAO or a designee shall conduct the Step I review in accordance with the procedures outlined below. He or she shall review the evidence presented by the grievant in support of the alleged violations and conduct whatever review the CAO deems necessary, including interviewing of witnesses.

b. The CAO shall as soon as practicable but no sooner than seven (7) and no later than fifteen (15) days following the receipt of the grievance by the CAO, schedule a Step I meeting

with the grievant. Before the Step I meeting, the grievant may make written request for copies of any identifiable documents relevant to the grievance and shall be furnished copies of such documents which may be lawfully disclosed to the grievant under University of Florida Regulations and state law. Charges for such copies shall be limited to the amounts that can be charged for copies under the Public Records Law, Ch. 119, Fla. Stat., except that the first \$25.00 worth of copying will be free. At the Step I meeting, the grievant, or the grievant's collegial representative, shall have the right to present any evidence in support of the grievance. After the Step I meeting, the CAO shall establish, through conferences and review of the appropriate documentation, the facts giving rise to the grievance.

c. The CAO shall issue a written decision to the grievant stating the reasons for such decision no later than thirty (30) days after the Step I meeting. The CAO's review of an administrator's decision that involved the exercise of discretion, such as a decision regarding tenure, promotion, or merit salary increase, shall not substitute the CAO's judgment for that of the administrator, but be confined to determining whether the decision violated the regulations of the Board of Governors or of the University. All documents reviewed by the CAO in reviewing the grievance shall be attached to the CAO's decision, along with a list of such documents. A copy of the decision shall be sent to the parties directly involved in the grievance. A copy shall also be sent to the Provost.

d. The Step I review for grievants holding appointments in the Institute of Food and Agricultural Sciences or the J. Hillis Miller Health Science Center may include at the discretion of the University, a two (2)-level review by the dean or designee and the Senior Vice President for Agricultural and Natural Resources or the Senior Vice President for Health Affairs or designee of such Senior Vice President. If this two (2)-level procedure is to be used, the grievant

shall be so advised in writing and the matter shall proceed as follows: Review by the appropriate dean or designee shall be conducted in accordance with the procedures set forth in subsection (4)(b)² above. If the grievant is not satisfied with the decision, he or she may make a written request to the appropriate vice president for a further review of the decision of the dean or designee. Such a written request shall be filed with the appropriate vice president no later than fifteen (15) days from the grievant's receipt of the decision of the dean or designee. The appropriate vice president or designee shall review the grievance in accordance with the procedures set forth in subsection (4)(c) below. The vice president or designee, shall issue a written Step I decision in the form set forth in subsection 4(c)3. below. Copies of this Step I decision and the attachments thereto shall be sent to those parties involved in the grievance. A copy shall also be sent to the Provost.

(c) STEP II Review Procedures - If the grievant is not satisfied with the decision in Step I the grievant may file with the Office of the Provost a written request for review at the Step II level. Such request shall include all the information specified in the "Request for Review of Step I Decision", described in subsection (5)(b) below. The written request for review at the Step II level must be filed with the Office of the Provost no later than fifteen (15) days from the grievant's receipt of the Step I decision. The grievant may be represented by a university colleague or by legal counsel in the review of the grievance at the Step II level.

1. The Provost or Provost's designee shall review all documentation considered during the Step I process, and the recommendations made by the Grievance Committee, if applicable, and the decision of the CAO.

2. The Provost or designee may at his or her discretion consider materials beyond those described in subsection (4)(b) above in reviewing the grievance. Copies of such materials shall

be furnished to the grievant. The Provost or designee shall meet with the grievant, the grievant's legal or collegial representative, and, if deemed necessary, the appropriate administrator, in an effort to resolve the grievance. Such a meeting shall be scheduled no later than fifteen (15) days following receipt of the request for review. The meeting shall afford the grievant, or the grievant's representative, an opportunity to present written and/or oral evidence relevant to the grievance.

3. Within thirty (30) days of the meeting, the Provost or designee shall issue a written decision with respect to the grievance, giving the findings of fact and the reasons for the conclusions reached. All documents reviewed by the Provost or designee in making the decision with respect to the grievance shall be attached to the decision, along with a list of such documents. Copies of the Step II decision and the attachments thereto shall be furnished to those parties involved in the grievance and to the University President.

(d) STEP III Review Procedures - If the grievant is not satisfied with the Step II decision, the grievant may file, no later than fifteen (15) days from the date of the grievant's receipt of the Step II decision, a written request for the Provost or designee to move the grievance to an arbitration hearing. Such request shall include all the information specified in "Request for Review of Step II Decision", as described in subsection (5)(c) below.

1. No later than fifteen (15) days after receipt of the request, the Provost or designee shall select an arbitrator on a rotational basis from an odd numbered panel of at least seven (7) arbitrators maintained by the University ~~request that an American Arbitration Association arbitrator be appointed by the Association~~ to hear the grievance. Arbitration proceedings shall be conducted in accordance with this regulation, supplemented by the Labor Arbitration Rules, published by the American Arbitration Association, as amended from time to time. ~~in~~

~~accordance with the Association's arbitration procedures. A copy of such request shall be furnished to the grievant.~~

The arbitrator's report shall be advisory to the University President, who shall consider its contents together with the record of the arbitration proceedings, as well as the Step I and II decisions with documents attached thereto, prior to rendering a final decision.

2. The arbitrator shall not have the authority to either add to, subtract from, modify, or alter the terms or provisions of Board of Governors and University regulations . The subject of the arbitration shall be confined solely to the application and/or interpretation of these regulations with respect to the precise issues submitted for arbitration. The arbitrator shall have no authority to determine any other issue. Any statements of opinion or conclusions not essential to the determination of the issues submitted made by the arbitrator shall be of no force and effect.

3. In those instances in which an administrator has made a judgment involving the exercise of discretion, such as decisions regarding tenure, promotion, or merit salary increases, the arbitrator shall not substitute his or her judgment for that of the administrator, nor shall the arbitrator review such decision except to determine whether the decision violated the regulations of the Board of Governors or of the University. If the arbitrator determines that such regulations have been violated, the arbitrator shall submit a report to the President with the findings of fact and recommendations concerning what the arbitrator deems to be appropriate action.

4. If it is found that notice of the end of employment of a faculty member was given after the date such notice was required to be given, the arbitrator may advise the President to renew or reappoint the grievant only after a finding that the timing of the notice given was such that either the grievant was deprived of reasonable opportunity to seek other employment, or the grievant actually rejected an offer of comparable employment which the grievant otherwise would have accepted.

5. All fees and expenses of the arbitrator shall be divided equally between the grievant and the University. Each party shall bear the cost of preparing its own case. The cost of any transcript of proceedings before the arbitrator shall be divided equally between the parties, and any such transcript shall be provided to the arbitrator, and then to the President. The cost of any additional copies of such transcripts shall be borne by the party requesting same.

6. The President shall issue a final written decision with respect to the grievance within thirty (30) days after receipt of the arbitrator's report, or as soon thereafter as possible. The decision shall either adopt the arbitrator's report and its recommendations, modify the report, or reject the report, provided the decision includes detailed reasons for departing from the arbitrator's report. Copies of the President's decision shall be sent to those parties involved in the grievance.

(5) Requests for the review of a grievance at any of the steps shall be completed in the formats described in this section and filed in the Office of the President within the time limits described in this regulation. If the required information is not completed, the University shall not be responsible for initiating the review process.

(a) For Step I –

University Grievance Procedure under University of Florida Regulation 7.042
REQUEST FOR A STEP I GRIEVANCE REVIEW

NAME OF GRIEVANT: _____

COLLEGE OR UNIT: _____

DEPARTMENT: _____

CAMPUS ADDRESS: _____ E-MAIL ADDRESS: _____

PHONE NUMBER: _____ FAX NUMBER: _____

Other address to which mailings pertinent to this grievance should be sent (if applicable): _____

1. University Regulations Violated: _____
2. Statement of Grievance (include specific date(s) of act(s) or omission(s))
complained of: _____

3. Statement of Remedy Sought: _____

4. Type of Review requested (check one):

- () Step I Review by the Grievance Committee.
() Step I Review by the Chief Administrative Officer(s).

5. I do () do not () want an extension of time to seek resolution of this grievance. I request an extension of _____ days. (No more than thirty (30) days can be requested with this grievance. A further extension may be requested in writing upon expiration of an approved extension.)

6. I will be represented in this grievance by: (check one)

- () I will represent myself.
() I will be represented by a University colleague.

Name of colleague: _____

Address: _____

7. I understand and agree that by filing this grievance and initiating the grievance procedure provided in University of Florida Regulation 7.042, I waive any rights I might have to any other grievance resolution procedure described in University of Florida Regulation 7.041(3).

8. This grievance is hereby filed in the Office of the President on this _____ day of _____, _____. The following method of delivery was utilized:

() Mail (certified or registered, with restricted delivery to the Office of the President, and return receipt requested).

() Personal delivery to the Office of the President.

Signature of Grievant

Copies: Provost
Chief Administrative Officer
Grievant's Department Chair/Unit Supervisor

(b) For Step II –

University Grievance Procedure under University of Florida Regulation 7.042
REQUEST FOR A REVIEW OF STEP I DECISION

NAME OF GRIEVANT: _____

COLLEGE OR UNIT: _____

DEPARTMENT: _____

CAMPUS ADDRESS: _____ FAX NUMBER: _____

PHONE NUMBER: _____ E-MAIL ADDRESS: _____

Other address to which mailings pertinent to this grievance should be sent (if applicable): _____

1. Date of Step I Decision: _____
2. I hereby request that the Provost or his or her designee review the attached decision at the Step II level because: _____

3. I will be represented in this Step of the grievance procedure by: (check one)

- () Myself

() A colleague.

Name _____

Address _____

() Counsel

Name _____

Address _____

4. Copies of the following documents are attached to this request:

a. Original Step I grievance form filed with the University;

b. Step I decision issued by the Chief Administrative Officer; and

c. All attachments to the Step I decision.

5. I received the Step I decision on _____ and filed this request for review with the Office of the Provost on this _____ day of _____, _____. The following method of delivery was utilized:

() Mail (certified or registered mail, with restricted delivery to the Office of the Provost and return receipt requested).

() Personal delivery to the Office of the Provost.

Signature of Grievant /Date

Copies: Office of the President
Grievant's Chief Administrative Officer

(c) For Step III –

University Grievance Procedure under University of Florida Regulation 7.042
REQUEST FOR A REVIEW OF STEP II DECISION

NAME OF GRIEVANT: _____

COLLEGE OR UNIT: _____

DEPARTMENT: _____

CAMPUS ADDRESS: _____ FAX NUMBER: _____

PHONE NUMBER: _____ E-MAIL ADDRESS: _____

Other address to which mailings pertinent to this grievance should be sent (if applicable): _____

1. Date of Step II Decision: _____

2. I hereby request that the President or his or her designee initiate a review of the attached decision at the Step III level because:

3. I will be represented in this Step of the grievance procedure by: (check one)

() Myself

() A colleague

Name _____

Address _____

() Counsel

Name _____

Address _____

4. Copies of the following documents are attached to this request:
 - a. Original Step I grievance form filed with the University;
 - b. Step I decision issued by the Chief Administrative Officer;
 - c. All attachments to Step I decision;
 - d. Request for review of Step I decision filed with the University;
 - e. Step II decision issued by the Provost;
 - f. All attachments to Step II decision.
5. I received the decision on _____, filed the request for review at the Step III level on this _____ day of _____, _____. The following method of delivery was utilized:
 - () Mail (certified or registered, with restricted delivery to the Office of the President and return receipt requested).
 - () Personal delivery to the Office of the President.

Signature of Grievant

Copies: Provost
Grievant's Chief Administrative Officer

Authority: BOG Regulation 1.001.

History--New 3-26-80, Amended 2-23-82, 5-14-85, Formerly 6C1-7.42, Amended 6-28-98, 6-21-00, 7-19-05, Formerly 6C1-7.042, Amended 3-16-10, 6-8-12, _____.



**UNIVERSITY OF FLORIDA BOARD OF TRUSTEES
COMMITTEE ON EDUCATIONAL POLICY & STRATEGY
COMMITTEE ACTION ITEM EP1
March 31, 2016**

SUBJECT: Tenure Upon Hire

BACKGROUND INFORMATION

The Chairs and Deans have recommended to the Provost and Senior Vice President for Academic Affairs that four newly appointed faculty members be granted tenure commencing with their appointment. These individuals meet the criteria set forth in the University's tenure policy and are recommended by the Provost to receive tenure. Attached is a Summary of these Tenure Upon Hire cases.

PROPOSED COMMITTEE ACTION

The Committee on Educational Policy and Strategy is asked to approve the Tenure Upon Hire cases listed on the attached Summary and in the Board materials for recommendation to the Board of Trustees for approval on the Consent Agenda. While any administrative appointment is noted, tenure is granted only for the faculty appointments.

SIGNIFICANT POLICY ISSUES FOR COMMITTEE TO CONSIDER

Board of Governors approval is not required.

Supporting Documentation Included: See attached.

Submitted by: Joseph Glover, Provost and Senior Vice President for Academic Affairs

Approved by the University of Florida Board of Trustees, April 1, 2016

Steven M. Scott, Chair

W. Kent Fuchs, President and Corporate Secretary

Dr. Ilaria Capua- College of Agricultural and Life Sciences

Professor, Animal Science and Director for Center of Excellence in One Health

Dr. Ilaria Capua received her DVM from the University of Perugia, Italy in 1989 and her Ph.D. from the University of Padova, Italy in 2007. She is currently serving her term as a member of the Italian Parliament and is on leave from her scientific positions during her service time. Dr. Capua's current scientific positions are Director of the Division of Comparative Biomedical Sciences at the Istituto Zooprofilattico Sperimentale delle Venezie, Legnaro and Director of the FAO/OIE and National Reference Laboratory for Avian Influenza and Newcastle Disease, OIE and National Collaborating Center for Diseases at the Human-Animal Interface. Dr. Capua is a vocal proponent worldwide for One Health and for Women in Science/STEM and recently completed a TED Talk on STEM. She has published over 300 peer reviewed papers in high impact journals in her field of virology, particularly on avian influenza. There is a palpable excitement surrounding Dr. Capua's joining IFAS and the university and how she will positively affect the development of our One Health COE.

Dr. Edzard van Santen-College of Agricultural and Life Sciences

Professor, Agronomy

Dr. Edzard van Santen received his *Staatsexamen* in Biology and Chemistry from Philipps University Marburg, Germany in 1978, his M.S. in Plant Breeding and Plant Genetics from the University of Wisconsin-Madison I 1985, and his Ph.D. in Plant Breeding and Plant Genetics from the University of Wisconsin-Madison in 1988. He is currently a professor in the Department of Crop, Soil, and Environmental Sciences at Auburn University. Dr. van Santen has 115 career refereed publications, and their breadth shows how he has worked collaboratively with colleagues across the agricultural college on statistics projects. He has an additional 90 abstracts and 81 extension publications. Dr. van Santen's passion for teaching and advising students is clearly elucidated as he has trained over a dozen graduate students while continuing to teach extensively. He consults with approximately six students per semester advising them on data analysis. He has hosted multiple statistics workshops. Dr. van Santen has a clear plan on how to run the UF/IFAS statistical consulting unit and supervise the consultants. The college is extremely enthusiastic about the addition of Dr. van Santen. It is known that he will greatly increase the expertise in statistics and serve as an outstanding collaborator for the Department of Agronomy and IFAS.

Dr. Dorothy Espelage-College of Liberal Arts and Sciences

Professor, Psychology

Dr. Dorothy Espelage received her B.A. in Psychology from Virginia Commonwealth University in 1991, her M.A. in Clinical Psychology from Radford University in 1993, and her Ph.D. in Counseling Psychology from Indiana University in 1997. She is currently a professor of

Psychology in the Department of Educational Psychology, Child Development and Counseling Psychology Division at the University of Illinois at Urbana-Champaign. Dr. Espelage is one of the most acclaimed counseling psychologists and internationally known scholars in the country with research addressing real-world problems in schools including bullying, homophobic teasing, sexual harassment, teen dating violence, and gang violence. Her research focuses on translating theory and empirical findings into prevention and intervention programming. Dr. Espelage has over 180 publications in peer-reviewed journals and has received nearly \$7 million in funding as PI or co-PI from agencies including NIH, NSF, and the National Institute of Justice. Dr. Espelage has taught a range of graduate and undergraduate courses, has mentored over 360 undergraduate students, 35 graduate students, and four post-doctoral research associates. Dr. Espelage's exceptional level of productivity will be a great match with the College of Liberal Arts and Sciences as well as the entire university.

Dr. John Stanton-College of Liberal Arts and Sciences

Professor, Chemistry

Dr. John Stanton received his B.G.S. in General Studies from the University of Michigan in 1984, his M.S. in Physical Chemistry from the University of Michigan in 1984, and his Ph.D. in Physical Chemistry from Harvard University in 1988. Currently Dr. Stanton is a professor in the Department of Chemistry at the University of Texas at Austin. He is also the director of the Institute for Theoretical Chemistry at the University of Texas at Austin and is widely recognized as being one of the most outstanding, if not THE most outstanding, mid-career theoreticians in the world. Dr. Stanton has published over 275 papers and maintains extremely strong funding for his research program. In individual grants from NSF and the Air Force Office of Scientific Research, he shares \$4.5M in additional funding. He is known among his University of Texas and international colleagues as the consummate collaborator. Dr. Stanton is highly recognized and awarded as a teacher of undergraduates and is a member of the UT Academy of Distinguished Teachers. He will be an ideal member of the University of Florida quantum theory project and will easily cross between the disciplines of physics and chemistry strengthening both programs.



**UNIVERSITY OF FLORIDA BOARD OF TRUSTEES
COMMITTEE ON EDUCATIONAL POLICY AND STRATEGY
COMMITTEE ACTION ITEM EP2
March 31, 2016**

SUBJECT: New Degrees

BACKGROUND INFORMATION

The proposed Doctor of Philosophy in Youth Development and Family Sciences and the Reactivation of MS/MA in Fire and Emergency Sciences are new degrees that will aid the achievement of the strategic planning goals of the State University System and University of Florida. The Doctor of Philosophy degree was approved by the Curriculum Committee and then by the Faculty Senate at their January 28, 2016 meeting, and the Fire and Emergency Sciences degree was approved by the Curriculum Committee and by the Faculty Senate at their September 24, 2015 meeting.

PROPOSED COMMITTEE ACTION

The Committee on Educational Policy and Strategy is asked to approve the Doctor of Philosophy in Youth Development and Family Sciences, CIP Code 19.0707, in the College of Agricultural and Life Sciences, and the Fire and Emergency Sciences, CIP Code 43.0203, in the College of Design, Construction and Planning, for recommendation to the Board of Trustees for approval on the Consent Agenda.

SIGNIFICANT POLICY ISSUES FOR COMMITTEE TO CONSIDER

Board of Governors approval is required for all doctoral and professional degree programs and limited access programs only.

Supporting Documentation Included: See Appendix

Submitted by: Joseph Glover, Provost and Senior Vice President for Academic Affairs

Approved by the University of Florida Board of Trustees, April 1, 2016

Steven M. Scott, Chair

W. Kent Fuchs, President and Corporate Secretary



**UNIVERSITY OF FLORIDA BOARD OF TRUSTEES
COMMITTEE ON EDUCATIONAL POLICY AND STRATEGY
COMMITTEE ACTION ITEM EP3
March 31, 2016**

SUBJECT: Type III Campus: College of Nursing Accelerated Bachelor of Science in Nursing (ABSN)

BACKGROUND INFORMATION

The University of Florida College of Nursing is seeking approval to establish a Type III campus at the University of Florida Health Science Center Jacksonville campus for the College of Nursing Accelerated Bachelor of Science in Nursing (ABSN) program. Establishing the Type III campus in Jacksonville will help increase the number of BSN-prepared nurses in Duval County and utilize the clinical facilities in Jacksonville. The curriculum, admission criteria, and application processes will follow the same procedures established for the Gainesville Campus.

A Type III campus is an additional campus that has obtained and continues to maintain an enrollment of at least 300 but less than 1,000 FTE University students (or such lower threshold of FTE students as the BOG may, within its discretion, establish for its approval in a particular case, involving an operation and site that satisfy all other criteria of a type III campus). A type III campus typically provides a limited range of instruction for full and partial degree programs, limited research activity, and a limited complement of student services. Establishment of a Type III campus is governed by BOG Regulation 8.009, implemented by UF Regulation 7.061.

PROPOSED COMMITTEE ACTION

The Committee on Educational Policy and Strategy is asked to approve the Type III Campus for the College of Nursing Accelerated Bachelor of Science in Nursing (ABSN) program at the UF Health Science Center Jacksonville campus for recommendation to the Board of Trustees for approval on the Consent Agenda.

SIGNIFICANT POLICY ISSUES FOR COMMITTEE TO CONSIDER

Board of Governors approval is required.

Supporting Documentation Included: See attached.

Submitted by: Joseph Glover, Provost and Senior Vice President for Academic Affairs

Approved by the University of Florida Board of Trustees, April 1, 2016.

Steven M. Scott, Chair

W. Kent Fuchs, President and Corporate Secretary



**UNIVERSITY OF FLORIDA BOARD OF TRUSTEES
COMMITTEE ON EDUCATIONAL POLICY AND STRATEGY
COMMITTEE ACTION ITEM EP4
March 30, 2016**

SUBJECT: Degree Program Terminations

BACKGROUND INFORMATION

The Board of Governors requires periodic reviews of all academic degree programs to determine whether they remain viable academic offerings. Degree programs that have been inactive or which are not planned to be reactivated must be closed.

Due to the loss of faculty to retirements and other employment opportunities, and due to limited resources, the department has been unable to continue to support the infrastructure of the B.S. Degree in Packaging Science. A portion of the subject matter is offered as an elective course and there is also a minor in packaging science through the college. Since there has been no student enrollment since Fall 2011, it is requested that the Packaging Science B.S. degree program be terminated. The Faculty Senate approved termination requested by the College of Agricultural and Life Sciences at its December 10, 2015 meeting.

PROPOSED COMMITTEE ACTION

The Committee on Educational Policy and Strategy is asked to approve the proposed termination of the Packing Science B.S. degree, CIP 01.0401, for recommendation to the Board of Trustees for approval on the Consent Agenda.

SIGNIFICANT POLICY ISSUES FOR COMMITTEE TO CONSIDER

Board of Governors final approval will be required for termination of all doctoral and professional degree programs only and is not required for this degree termination.

Supporting Documentation Included: See Appendix

Submitted by: Joseph Glover, Provost and Senior Vice President for Academic Affairs

Approved by the University of Florida Board of Trustees, April 1, 2016.

Steven M. Scott, Chair

W. Kent Fuchs, President and Corporate Secretary



**UNIVERSITY OF FLORIDA BOARD OF TRUSTEES
COMMITTEE ON EDUCATIONAL POLICY & STRATEGY
COMMITTEE ACTION ITEM EP5
March 31, 2016**

SUBJECT: Honorary Degrees

BACKGROUND INFORMATION

The Honorary Degrees, Distinguished Alumnus Awards and Memorials Committee recommends honorary degrees to the Faculty Senate.

Two honorary degrees are proposed: a Doctor of Music for renowned American composer, Libby Larsen, and a Doctor of Humane Letters for Nobel Prize winning economist and Harvard University Professor, Eric S. Maskin. These honorary degrees were approved by the Faculty Senate and then by the President on November 19, 2015.

PROPOSED COMMITTEE ACTION

The Committee on Educational Policy and Strategy is asked to approve the Honorary Degrees of Doctor of Music for Libby Larsen and Doctor of Humane Letters for Eric S. Maskin for recommendation to the Board of Trustees for approval on the Consent Agenda.

SIGNIFICANT POLICY ISSUES FOR COMMITTEE TO CONSIDER

Board of Governors approval is not required.

Supporting Documentation Included: See Appendix

Submitted by: Joseph Glover, Provost and Senior Vice President for Academic Affairs

Approved by the University of Florida Board of Trustees, April 1, 2016.

Steven M. Scott, Chair

W. Kent Fuchs, President and Corporate Secretary



**UNIVERSITY OF FLORIDA BOARD OF TRUSTEES
COMMITTEE ON EDUCATIONAL POLICY AND STRATEGY
COMMITTEE ACTION ITEM EP6
March 31, 2016**

SUBJECT: University of Florida Regulation Amendments

BACKGROUND INFORMATION

Under the Board of Governors regulations development procedure for State Universities, proposed regulations or amendments are adopted upon approval of the University Boards of Trustees. Regulations that pertain to student tuition and fees, articulation and admissions require additional approval by the Board of Governors prior to becoming effective. March is the month for regular regulation changes, and the proposed changes are briefly described in the attached summary.

PROPOSED COMMITTEE ACTION

The Committee on Educational Policy and Strategy is asked to approve the amendments to University of Florida regulations, as contained in the following Summary and in the full text of the regulations, showing the changes in lining and strike-outs, which are contained in the Appendix to the Board materials, for recommendation to the Board of Trustees for approval on the Consent Agenda.

SIGNIFICANT POLICY ISSUES FOR COMMITTEE TO CONSIDER

Board of Governors' final approval is not required for these regulations.

Supporting Documentation Included: See attached Summary and full text of the regulations, showing the changes, in the Appendix.

Submitted by: W. Kent Fuchs, President

Approved by the University of Florida Board of Trustees, April 1, 2016.

Steven M. Scott, Chair

W. Kent Fuchs, President and Corporate Secretary

**Summary of University of Florida Regulation Changes
Committee on Educational Policy & Strategy
March 31, 2016**

General Personnel

1.006 Non-Discrimination/Harassment/Invasion of Privacy Policies

This regulation outlines the University's anti-discrimination and harassment policies. The amendment corrects a previous requirement that supervisors both report and investigate sexual harassment. Supervisors are required to report sexual harassment to Human Resource Services for investigation. The amendment removes the requirement that supervisors be disciplined for failing to investigate sexual harassment because that is Human Resource Services' responsibility.

Public Functions

2.004 Use of University Facilities: Definitions, Priorities In Use; General Restrictions on Use

The amendment adds a requirement to the definition of "private function" that it be held in a defined and/or controlled access space for the purposes of UF Regulations 2.004 through 2.020.

2.005 Use of University Facilities, Outdoor Areas

The amendment to this regulation provides that the Department of Recreational Sports may schedule use of facilities under its management in accordance with policies located on its website. This addition codifies existing practices of the Department of Recreational Sports. The amendment also codifies existing practices by clarifying that when requesting use of electronically amplified sound in outdoor areas, student groups and organizations seek approval from the Department of Student Activities and Involvement, while other persons, groups or organizations seek approval through the Office of the Vice President for Business Affairs.

2.016 Public Functions Policy; Use of Campus lands; Camping

This regulation is amended to codify existing practices that student groups and organizations secure approval for the use of temporary structures, including tents, solely through the Department of Student Activities and Involvement. Also, a new requirement provides that approved temporary structures, including tents, must comply with relevant policies established by the Division of Environmental Health and Safety, a division of the Office of the Vice President for Business Affairs.

2.019 Alcoholic Beverages

The amendments to this regulation, which governs alcohol, include: (a) clarifying, without changing, a number of provisions, including but not limited to the applicability of subsections (1) (for sale of alcohol), (2) (for service, consumption and possession, but not sale, of alcohol, e.g., at functions and events), and (3) (for special permission to sell, serve, consume and possess alcohol when otherwise not permitted by subsections (1) and (2)), (b) codifying existing practice by specifying the Vice President for Business Affairs as the President's designee for granting

special permission under subsection (3), (c) adding two club lounges (but not club seats) at the O'Connell Center during basketball games and two club lounges (but not club seats) at the Ben Hill Griffin Stadium during football games, as locales where alcohol may be sold when the lounges are open for food service, subject to conditions, (d) codifying existing practice that, subject to conditions, alcohol may be served (not sold) at the F-Club, e.g., during functions, and Touchdown Terrace dens (adding these locales to those already on the list in the regulation), (e) specifying certain approvals required and conditions imposed under various subsections of the regulation, including but not limited to the requirement for the President's approval of (i) conditions for sale of alcohol in the lounges referenced in (c), (ii) service, consumption and possession of alcohol in association with any "competition, performance or demonstration event" (athletic or other) under subsection (2) of the regulation—except that the already-existing privilege of serving (not selling) alcohol in Stadium boxes, suites on level 6 and level 7, and Touchdown Terrace dens is preserved, and (iii) the sale, service, consumption and possession of alcohol in association with any competition, demonstration or performance event given special permission under subsection (3) of the regulation in any athletic facility, or in any other locale with occupancy of 5,000 or more, and (f) providing a definition of "in association with" (before, during and—except as otherwise provided--following).

Faculty Personnel

7.003 Academic Personnel Employment Plan: Academic Appointment Status Modifiers, Academic-Administrative Classification Titles, and Faculty Award Titles

The amendment creates a new appointment status modifier for non-tenure eligible faculty. The modifier "Of Practice" emphasizes relevant industry/professional experience. It may be used in conjunction with the faculty title "professor" for senior faculty appointments and may not be used with the modifiers "Research" or "Clinical." A candidate for this field-specific rank shall be expected to demonstrate a national or international record of distinction in non-academic achievement pertinent to the position, and have demonstrated applied and practical professional experience relevant to the goals of the academic unit in which she or he will be employed.

7.041 Methods for Review and Resolution of Faculty Grievances

This regulation outlines the methods by which faculty not in the union may seek resolution of a dispute, including grievance, informal resolution and mediation. The amendment continues to allow for all of these methods of resolution and faculty retain the discretion to pick their desired process. The amendment requires a faculty member to opt for either mediation or filing a grievance. If a faculty member chooses to grieve, he or she would not be able to mediate and vice versa. Mediation and the grievance procedures are time consuming processes and permitting both methods in one dispute significantly delays the resolution of that dispute.

7.042 University Grievance Procedure for Faculty and Postdoctoral Associates: Definitions, General Information, and Procedures

This regulation contains one of the grievance procedures for faculty not in the union. The amendment makes a clarifying change to subparagraph (4)(b)2d. This grievance procedure permits a faculty member in the Health Center or in IFAS to appeal a grievance decision by an applicable dean or director to the Senior Vice President for Health Affairs or the Senior Vice President for Agricultural Affairs respectively. In the event of such an appeal, the amendment

clarifies that the applicable Senior Vice President will review the appeal under the same procedures utilized by a dean or director and not the procedures utilized by a grievance committee. The amendment also modifies how arbitrators are selected if a grievance proceeds to arbitration. The regulation currently requires that the parties go through the American Arbitration Association (AAA) for assignment of an arbitrator. The AAA charges a fee for this service and the University and the grieving faculty member share the costs of arbitration. The University has a panel of qualified and certified arbitrators who are utilized in arbitrations with faculty in the union, USPS and TEAMS employees. These arbitrators are also on AAA panels. By hiring these arbitrators privately without utilizing AAA, an unnecessary cost to the University and the faculty member is eliminated.

Teams Employees

3.054 Appointment; Technical, Executive, Administrative, and Managerial Support and University Support Personnel System Staff

This regulation outlines appointments for TEAMS employees. The amendment creates consistency among salaried and hourly TEAMS employees with regard to probationary periods. It creates a 6-month probationary period for newly hired salaried TEAMS employees, which already exists for hourly TEAMS employees.

Leasing

3.025 Lease of Space

The amendments to this regulation remove a reference to a statutory provision that no longer exists, replacing it instead with language from a related statutory section that addresses the same subject matter; clarify that only certain portions of Chapter 255, F.S. will be applicable to University leases; correct an internal inconsistency by ensuring that the prescribed method of space measurement is consistent throughout; and remove a reference to a specific version of a space allocation authority document, citing instead to the most recent version.

Technical Changes (2-11-2016)

2.0031	Identification Card Program
2.008	Use of University Facilities; Instructional Space; Use of P.K. Yonge Developmental Research School Facilities and Grounds
2.0151	Promotional Trade-Outs, Giveaways, In-Kind Exchanges
2.0162	Skateboards, Rollerskates, Inline Skates or Similar Devices
2.0171	Use of University Facilities by Academic Professional Organizations
2.022	No Smoking and Tobacco Use
3.0031	Volunteers

The changes to these regulations are technical in nature (such as updating office names, position titles, correcting typographical errors, updating from Rules to Regulations format and replacing outdated forms) and do not include any substantive changes that are required to be approved by the Board of Trustees.



**UNIVERSITY OF FLORIDA BOARD OF TRUSTEES
COMMITTEE ON EDUCATIONAL POLICY & STRATEGY
COMMITTEE ACTION ITEM EP8
March 31, 2016**

SUBJECT: Facility Security Clearance; Exclusion of Certain Directors and Officers;
Designation of Senior Managerial Group for Classified Information

BACKGROUND INFORMATION

Certain contracts between the University and federal governmental agencies and certain research at the University require a facility security clearance for classified information. Department of Defense policy and procedure permit the University to designate a senior management committee to obtain security clearance rather than obtaining the clearances for individual Trustees and other officers. All Trustees must be listed in the designation. Consequently, whenever there is a new Trustee appointed, this action is taken again. With the appointment of Trustees Marsha Powers and Leonard Johnson, the Board is asked to take the necessary action to add Trustees Powers and Johnson to the list of Trustees in an authorization to continue the senior management committee for classified information.

PROPOSED COMMITTEE ACTION

The Committee on Educational Policy and Strategy is asked to approve a Resolution, R16-166, confirming that members of the Board of Trustees will not require access to classified information, designating a senior management committee comprising the President and Vice President for Research for the purpose of receiving and managing classified information, and listing all Trustees, for recommendation to the Board of Trustees for approval on the Consent Agenda.

SIGNIFICANT POLICY ISSUES FOR COMMITTEE TO CONSIDER

Board of Governors approval is not required. Upon the appointment of any new Trustees, the Board will need to approve a similar resolution to include them.

Supporting Documentation Included: See attached Resolution R16-166

Submitted by: David P. Norton, Vice President for Research

Approved by the University of Florida Board of Trustees, April 1, 2016.

Steven M. Scott, Chair

W. Kent Fuchs, President and Corporate Secretary



**UNIVERSITY OF FLORIDA BOARD OF TRUSTEES
RESOLUTION**

Number: R16-166

Subject: Facility Security Clearance; Exclusion of Certain Directors and Officers; Designation of Senior Managerial Group for Classified Information

Date: March 31, 2016

WHEREAS, the University of Florida, a university in the State University System of Florida desires to enter into contractual obligations with agencies of the United States Government, including contractual obligations requiring security clearance, and

WHEREAS, current Department of Defense Regulations contain a provision making it mandatory that the Chair of the Board and all principal officers meet the personnel clearance requirements established for a security clearance, and

WHEREAS, current Department of Defense Regulations do authorize exclusion from the security clearance requirements of certain members of the Board of Directors and other officers, provided that this Board adopts a resolution stating that the Board members and such officers will not require access to classified material and designate the President and Vice President for Research for such purposes.

NOW THEREFORE, BE IT RESOLVED, that a Senior Managerial Group for Classified Information is hereby designated for the purpose of providing oversight of all classified information and programs at the University.

NOW THEREFORE, BE IT RESOLVED, that the membership of the Senior Managerial Group shall be composed of those persons occupying the following positions at the University: (a) the President; and (b) the Vice President for Research. The Chair of the Senior Managerial group shall be the Vice President for Research. At the present time, the individuals in these positions do possess, or will be processed for, the required security clearance; and

NOW THEREFORE, BE IT RESOLVED, that the following Board of Trustees members are excluded from access to classified information and are excluded from the requirement for a Personnel Security Clearance in accordance with Department of Defense 5220.00-M National Industrial Security Program Operating Manual, Section 1.2-106:

David L. Brandon	Trustee
Christopher T. Corr	Trustee
James W. Heavener	Trustee
Paul W. Davenport	Faculty Trustee
Leonard H. Johnson	Trustee
Joselin Padron-Rasines	Student Trustee
Rahul Patel	Trustee
Marsha D. Powers	Trustee
Jason J. Rosenberg	Trustee
Steven M. Scott	Trustee
Robert G. Stern	Trustee
David M. Thomas	Trustee
Anita G. Zucker	Trustee

This action is in the form of a resolution to take effect immediately upon its adoption.

Adopted this 31st day of March, 2016, by the Board of Trustees of the University of Florida.

Steven M. Scott, Chair

W. Kent Fuchs, President
and Corporate Secretary

APPENDIX

Note: For direct access to individual documents in the Appendix (without scrolling) go to the Agenda and click on the blue links, or go to the bookmarks (upper left hand corner on the iPad or upper right hand corner on the computer).

Overview

Freshmen decisions were released to approximately 29,000 of the 32,000 applicants on February 12th. Decisions will be released for the post-November 1st applicants on March 25th. Students were notified through the on-line application status check system. During the notification process University Relations, the Office of Admissions, Student Affairs and many colleges participated in a highly successful social media campaign to welcome the newest Gators that included an admitted student website (<http://welcome.admissions.ufl.edu/UF20/>) and Twitter (#UF20). The collaboration between staff in the Office of Admissions, Enterprise Systems and University Relations made this release a positive experience for applicants and their family.

There are multiple pathways to enter the University as a freshmen including **Summer B, Fall, Innovation Academy (IA), PaCE and UF Online.**

Again this year we admitted students to the **Pathway to Campus Enrollment (PaCE)** program (www.admissions.ufl.edu/ugrad/pacefaq.html). PaCE allows us to offer admission to additional qualified applicants with academic potential and demonstrated success. Students selected for PaCE will enroll in UF Online as degree-seeking students for a minimum of two semesters and complete at least 15 UF credit hours online. After earning a total of 60 credits (up to 45 credits may come from previous college credits earned through AP, IB, Dual Enrollment or other accelerated methods) and meeting program requirements, students may move from online learning to a guaranteed place on the UF residential campus. Students admitted through PaCE have access to 60 majors across seven colleges.

Students in the **Innovation Academy (IA)** (<http://innovationacademy.ufl.edu/>) will enroll on-campus during the Spring and Summer terms and will have the Fall term free to do internships, study abroad, on-line courses, research or other opportunities. IA brings together students from more than 30 majors with an emphasis on creativity, entrepreneurship, ethics and leadership. The fifth cohort of IA students will enter in **Spring 2017**.

Additionally, freshmen can apply directly to **UF Online** (<http://ufonline.ufl.edu/>) and receive their decisions on a rolling basis as applications are completed. UF Online allows students to complete their bachelor degree program entirely online. Currently majors include Anthropology, Biology, Business Administration, Computer Science, Criminology & Law, Environmental Management, Geography, Geology, Health Education & Behavior, Nursing, Psychology, Sociology, Sport Management and Telecommunication Media & Society.

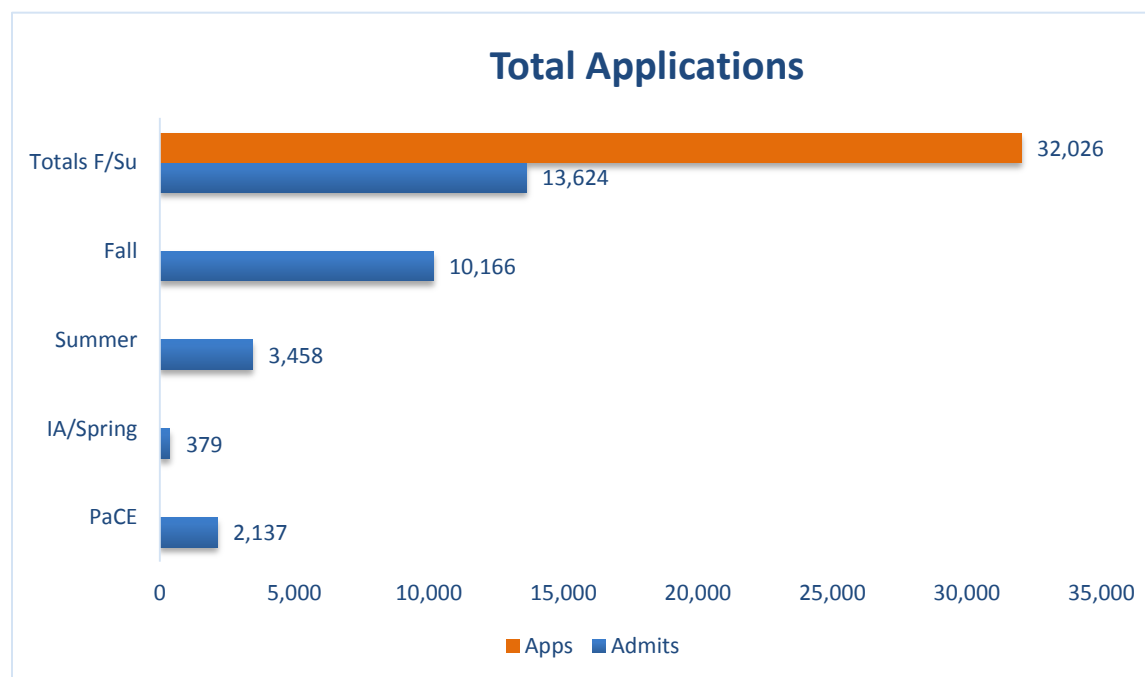
Helpful Insights...

The GPA and SAT/ACT are only two of many variables used in the review process so there are students who fall within or above the ranges who were not admitted. Our evaluation process is comprehensive taking into consideration grades in academic subjects, rigor of the curriculum, progression of performance in academic courses as well as recognitions and accomplishments, breadth and depth of involvement in school and/or the community, special talents and extenuating circumstances just to name a few factors. At least four evaluators review each file from an individual holistic perspective as well as collectively in relation to the entire pool. We discuss the SAT/ACT and GPA in terms of the mid-50% instead of averages because it gives a better big picture of all admits and it helps to diminish the perception that there are “cut offs”. The mid-50% represents that core group of admits and there are 25% higher and 25% lower than this range.

Profile:

Once again we had an extraordinarily well qualified group of applicants and selectivity was high. Space limitations restrict our campus admissions offers to a fraction of the excellent applicants.

Fall Admit Profile	GPA	SAT	ACT
Mid 50%	4.2-4.5	1820-2060	28-32
Average	4.3	1918	30



• Total application increase by 4% over this same time last

year

- Admit rate for summer/fall decreased from 44% to 43%

University of Florida Engineering Innovation Institute

Proposed Implementation October 2016

The submission and signing of a proposal to initiate a State of Florida institute/center or the establishment of a University institute/center constitutes a commitment by the university(ies) to ensure that the institute/center's activities support the stated mission(s) and goals of the institution(s).

University of Florida

University Submitting Proposal

Dr. Kent Fuchs

President

Date

Dr. Joseph Glover

Provost

Date

University of Florida

Type of Institute/Center

Senior Vice President

Date

October 2016

Proposed Implementation Date

Dr. David Norton

Vice President for Research

Date

Dr. Cammy Abernathy

Dean of School or College

Date

Associated Discipline (2-digit CIP)

Erik Sander

Proposed Institute/Center Date
Director (if known)Vice President and Chief
Financial Officer
(as appropriate)

Form 1a**For UF Internal Use Only****Indirect Cost Return for Proposed Center**

The indirect cost return for a center in a college is subtracted from that received by the college. This is because all indirect costs are now returned to the colleges, minus costs of running central programs. This form is to establish what percentage (7.5% maximum), if any, the proposed center or institute will receive in indirect cost return.

INDIRECT COST ASSIGNMENT

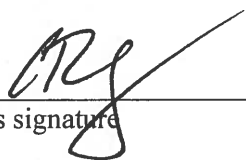
Date: 2/5/2016

Institute or Center Name: UF Engineering Innovation Institute

College: College of Engineering

Indirect Cost Return: YES _____% Return (max 7.5%) _____%
NO X

Dean's Agreement:
(Use separate form for each college)



Dean's signature

EDC/cl

Form 2

Institute/Center Data

Directory Information		
I/C Name: University of Florida Engineering Innovation Institute		
I/C Code:	University: University of Florida	I/C Type: University
I/C Director: Erik Sander		Discipline(s) (2-Digit CIPs):
311 Weil Hall, PO Box 116550 I/C Address: Gainesville, FL 32611-6550		
I/C Telephone: 352-392-7047	I/C E-Mail Address: esander@ufl.edu	
I/C SUNCOM:	I/C Web Site Address: www.eng.ufl.edu/innovation	
I/C FAX: 352-392-9673	Affiliated Universities: University of Florida	

Mission and Areas of Focus		
Mission Statement: (No more than 120 words)	<p>The UF Engineering Innovation Institute fosters a culture of innovation among faculty, students and staff of the Herbert Wertheim College of Engineering and other Colleges and UF Academic units impacted by the Institute's programs. The Institute serves as a nexus of engineering innovation education and experiential programs extending across the spectrum of creative discovery and invention, to the transition of UF engineering technologies and innovative students to the marketplace. The Institute's primary program elements are Creativity and Entrepreneurship built on the foundation of the College's research programs. The College's inter-disciplinary research institutes, and its broad spectrum of Departments and Schools, provide a unique platform upon which Creativity and Entrepreneurship education produce many of our next generation innovation leaders, whether they work in the private, academic, public service, non-profit, or government / military sectors.</p>	
Key Terms:	engineering creativity	innovation design entrepreneurship economic impact

Form 3

I/C Code:		I/C Name: University of Florida Engineering Innovation Institute				
Prepared By: Erik Sander		Date: 9/5/2015	Telephone: 352-392-7047			
Estimated Expenditures for the Institute/Center		FISCAL YEAR: 2015/2016				
		Budgetary Unit:* E&G				
		SUS Appropriated Funds	Contracts and Grants	Fees for Services	Private (Development)	Total
Salaries & Benefits	Faculty, TEAMS, & USPS	223,993			27,493	251,486
Other	Housestaff					
Personal	Graduate Assistants					
Services	Other				30,000	30,000
Expenses						
Operating Capital Outlay						
Total Expenditures		223,993			57,493	281,486
Positions and Rate		SUS Appropriated Funds	Contracts and Grants	Fees for Services	Private & Other (Specify)	Total
Faculty Positions (FTE in Personyears)		1.45				1.45
TEAMS and USPS Positions (FTE in Personyears)					0.50	0.50
Total Positions (FTE in Personyears)		1.45			0.50	1.95
Sum of Salary Rates for These Faculty Positions		223,993				223,993
Sum of Salary Rates for These TEAMS and USPS Positions					27,493	27,493
Sum of Salary Rates for Faculty, TEAMS, and USPS Positions		223,993			27,493	251,486

* Budgetary Unit: Specify E&G, IFAS, or UF-HSC

Projected Space Requirements (in square feet)

Projected Space Required by Source	Office	Laboratory	Conference Rooms	Other
From Existing Inventory	500			
Rented				
New Construction				

UNIVERSITY OF FLORIDA INSTITUTE PROPOSAL

UF Engineering Innovation Institute

- A. **Mission Statement and Goals:** The mission of the center should be defined and the goals for research, teaching and public service explained. All three elements are not required for a center to be established but should be identified when they are anticipated to be part of the mission.

Mission Statement:

The UF Engineering Innovation Institute (EII) fosters a culture of innovation among faculty, students and staff of the Herbert Wertheim College of Engineering (HWCOE) and other colleges and UF academic units impacted by the Institute's programs. The Institute serves as a nexus of engineering innovation education and experiential programs extending across the spectrum of creative discovery and invention, to the transition of UF engineering technologies and innovative students to the marketplace. The Institute's primary program elements are Creativity and Entrepreneurship built on the foundation of the College's research programs. The College's inter-disciplinary research institutes, and its broad spectrum of Departments and Schools, provide a unique platform upon which Creativity and Entrepreneurship education produce many of our next generation innovation leaders, whether they work in the private, academic, public service, non-profit, or government / military sectors.

Goals:

As outlined in the EII Mission Statement, the Institute is focused on supporting the Herbert Wertheim College of Engineering and UF strategic plans through support of the institutions' research, education and outreach functions.

EII is building programs that specifically focus on the following goals for each element:

- *Research:* Society as a whole as well as academia's primary research funding sources (private and public) are looking to leading academic institutions to provide greater focus on the impacts of the institutions' fundamental research endeavors. UF was granted over \$700M in research awards last year, with almost \$80M of that granted to faculty in the Herbert Wertheim College of Engineering. The College's primary federal funding sources (e.g. NSF, DoD, NASA, DoE) are focusing more and more on the application of research outcomes and translation / commercialization of those outcomes to benefit society as a whole. EII is developing programs that will support faculty in responding to myriad research funding opportunities, especially those with significant innovation, technology commercialization or industry collaboration elements (e.g. NSF Engineering Research Center program; NIST National Network for Manufacturing Innovation). Additionally, the Institute is focused on linking faculty to private sector funding sources and collaboration partners that can support their research programs.
 - Goal: Support faculty to successfully win federal funding awards with strong elements of innovation, technology commercialization, entrepreneurship, or industry collaboration.

- Goal: Provide support to faculty through connections to industry, entrepreneurial, and private sector investors that can support their research programs.
- *Teaching:* Traditional engineering educational models have been built on providing technical depth to students in a single discipline of study, with little exposure to other disciplines or skills that are critical for engineers to succeed as innovation leaders in today's fast changing world. The academic educational model relying solely on delivery of technical depth in a field of study means that graduates enter a marketplace unprepared to work in interdisciplinary teams that are solving engineering problems involving myriad technical and non-technical challenges. The Herbert Wertheim College of Engineering is strategically building inter-disciplinary research and education programs that benefit faculty and students across the College and UF campus. The HWCOE is strategically focused on systematically preparing The New Engineer, who is a leader, ethical and principled, creative, grounded in a human-centered approach, focused on innovation and discovery, interdisciplinary, dynamic, a contributor to the economy and a contributor to the global community. EII supports that strategic direction through educational programs that provide undergraduate, graduate and working professional students with curricular and experiential offerings to gain and exercise creativity, entrepreneurship and innovation skills that serve them during their time at UF and wherever they go post-graduation.
 - Goal: Build programs to understand the engineering student innovation, creativity and entrepreneurship skills gaps between our stakeholder (e.g. industry, startups and small companies, academia) needs and HWCOE programs.
 - Goal: Build and deliver nationally leading curricular and experiential offerings in engineering innovation, creativity and entrepreneurship to prepare The New Engineer for positions in the industry, academia, non-profit, and government sectors.
- *Outreach / Public Service:* The State of Florida and the nation are placing a greater focus on leading academic institutions such as the University of Florida in terms of potential economic impact that the university can produce. UF is the land-grant and flagship university in Florida and has a responsibility to proactively serve the citizens and industry of Florida. Traditional means of meeting this mission have included producing graduates well prepared to contribute to the state's industrial sectors as well as producing a pipeline of technology for the state's entrepreneurs and companies to commercialize and convert to high-value products and services. EII will support these efforts through programs focused on private sector collaboration and economic impact.
 - Goal: Increase the breadth, depth, and impact of HWCOE commercialized research by building support programs to encourage translation of HWCOE research results to the private sector – from startup to large companies.
 - Goal: Connect Florida citizens and industry with myriad programs in

HWCOE that can benefit all parties, such as senior design programs and engagement opportunities for entrepreneurs in the EII curricular offerings

- B. **Proposed Activities:** Describe the activities that are planned for the center (e.g., collaborative research on the topic of (X); the intent to generate interdisciplinary resources, to design courses, to develop an interdisciplinary graduate program, attract postdoctoral fellows, create a lecture series; to establish a core service facility, provide greater focus and depth to a research area, etc.). Explain the plans to apply for external funding and identify the relationship of the center's activities with those of departments and/or other centers. Describe the advantages of the center over current structure (what unmet needs will be satisfied by having the center?) and the value of the center to the University and to the reporting unit.

HWCOE leadership has designed the EII programs and activities to directly support the EII Mission and Goals outlined above – focusing specifically on impacting engineering Student and Faculty Innovators and producing real and sustained economic impact for the State of Florida and the nation. In the initial design of the Institute program offerings, HWCOE leadership took a Gap Analysis approach to understand:

1. The unmet needs of myriad stakeholders including the private sector, public sector (state and nation), and academia in terms of engineering graduate skills and research translation to impact industrial and entrepreneurial offerings,
2. The desired outcomes (Students, Faculty, Economic Impact) from EII programs to meet those unmet needs, and
3. The gaps in current HWCOE innovation, design, creativity and entrepreneurship programs to produce those desired outcomes.

This Gap Analysis included:

1. Reviewing published research, surveys, and reports regarding private sector and other skill-set engineering graduate needs,
2. Interviewing leadership of nationally recognized programs in Engineering Innovation, Entrepreneurship and Leadership with regard to critical skill sets on which they focused and best practices in program development, and
3. Interviewing industrial leaders with R&D, Product Line, HR and Leadership Development experience with regards to their perception of skill gaps.

Through understanding the critical gaps between the engineering graduate, technology commercialization, industry engagement, etc. models of the university and industry needs, College leadership was able to design a spectrum of programs illustrated in Figure 1 to fill those gaps. These programs will be phased in over a number of years and new programs will be introduced as appropriate to meet stakeholder needs. Some programs will be spearheaded by EII (e.g. Innovation and Entrepreneurship Curriculum; Entrepreneurs and Innovators in Residence) while others will be part of a broader effort for which EII will play a substantial role (e.g. Freshman Design; Innovation Focused Centers).

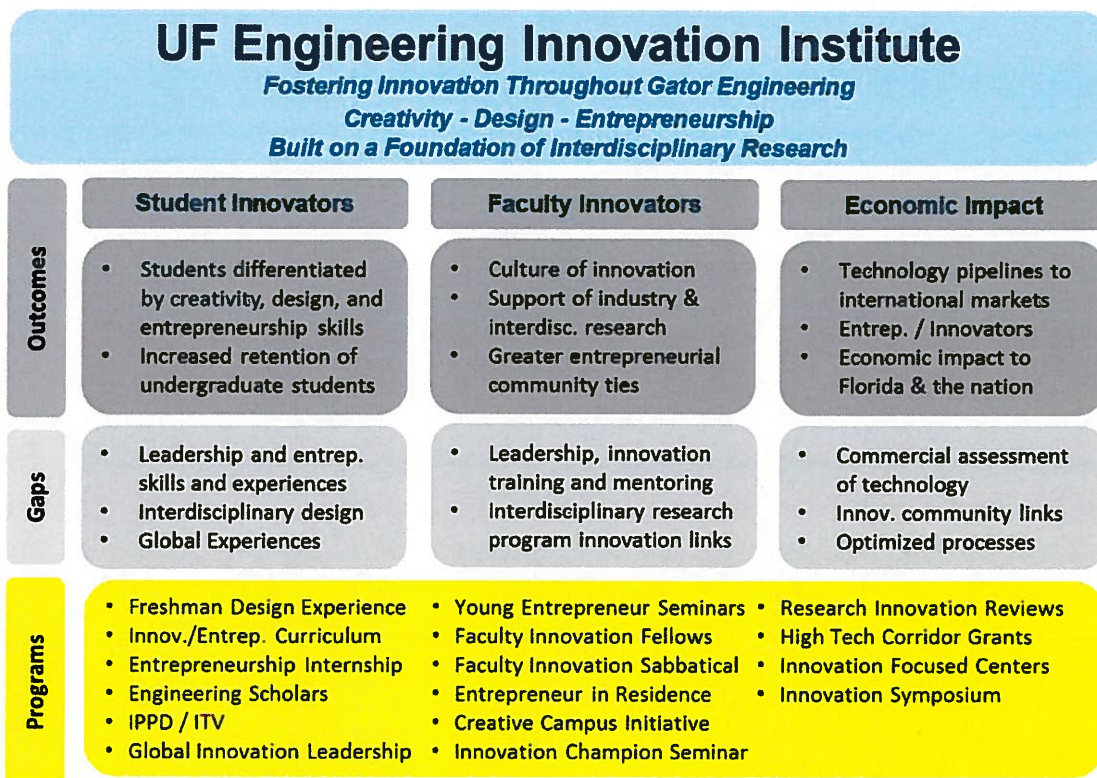


Figure 1 – EII Gap Analysis and Resulting Programs

In order to make these programs successful in the near term and ultimately sustainable, EII Leadership have developed budget models that provide for increasing support in the first 5-8 years from HWCOE development prospects who see the impact of the EII programs. Some of these have already come to pass including donor support for the EII Innovation Fellows program and Wertheim Transformation support for doubling the number of students in the Leadership and Innovation Curriculum. Additionally, HWCOE and EII leadership are in active discussion to name various other EII programs.

Additional sources of funding are federal and state research grants that require an innovation, technology commercialization, or entrepreneurship training component. The EII Director is already engaged as a co-PI on several such grants from multiple agencies and foresees more in the near and longer term future.

EII truly serves as a nexus of engineering innovation education, research support, and economic development programs within the HWCOE and UF. This engineering innovation resource is unique and does not duplicate any other such program within HWCOE nor UF. The program is designed to be technology discipline agnostic and is annually enrolling over 1,300 undergraduate and graduate students ranging from on-campus students to working professionals taking their degrees through distance education. These students come from all engineering disciplines and backgrounds, providing service to all departments in the HWCOE.

- C. **Reporting Structure:** The proposal for a new center or institute must include a reporting structure and describe the logic of that structure at UF. In particular, the proposal should outline to whom and through whom the center or institute reports. The proposal should demonstrate appropriate levels of commitment and interest from relevant departments, colleges, or other stakeholders.

EII supports the overall strategic direction of the HWCOE as described above and the resultant appropriate reporting structure is at the college level. EII supports all of the departments within the HWCOE and extension of its collaborative programs serves faculty and students in other colleges and academic units of UF (e.g. Integrated Technology Ventures program with the Warrington College of Business Administration and Levin College of Law; JumpstART program with the College of the Arts and Warrington College of Business Administration; NSF Engineering Research Center proposal in Soft Matter Engineering with the College of Medicine). As such, EII is most appropriately placed outside of any single department in HWCOE. EII is programmatically housed under the Florida Engineering Experiment Station (FLEXStation) within HWCOE which serves the entire HWCOE. FLEXStation has three primary programmatic elements: 1) the Engineering Innovation Institute, 2) the Florida Engineering Experiment Station Network (FLEXNet), and 3) the Florida Applied Research Enterprise (FLARE). This is a logical pairing as EII is complementary to the missions of FLEXNet (e.g. statewide engagement with industry, entrepreneurs, and citizens; workforce development; distance education; economic impact) and FLARE (e.g. applied research to meet industry needs; technology translation; university / industry engagement; R&D support in myriad disciplines). EII can directly leverage these sister programs under the umbrella of FLEXStation to better meet its Goals and serve EII constituents as described above.

The Directors of EII, FLEXNet and FLARE have direct line reporting responsibilities to the Executive Director of FLEXStation and the FLEXStation Executive Director reports directly to the Dean of the Herbert Wertheim College of Engineering.

Additionally, the EII Director meets regularly with HWCOE Department Chairs to discuss opportunities and challenges. The Department Chairs are regularly briefed on the activities of EII and are supportive of the program as evidenced by their departments' continued promotion of the Institute's curricular offerings to their students.

Additionally, HWCOE faculty regularly engage with EII staff in research programs that have an innovation, entrepreneurship, or industry collaboration element. Faculty regularly engage with EII individually, through research groups, through curriculum committees, and through the Faculty Innovation Council outlined below.

The HWCOE Dean is providing annual support of the EII as outlined below.

- D. **Administrative Structure:** The position of the center/institute within the University / college / department must be explained with the lines of accountability and responsibility clearly indicated. Each center should design its own administrative structure in consultation

with the relevant department chair(s) and dean. However, it is expected that each center/institute will have at a minimum, a director and an advisory committee. The director must provide leadership and guidance for the direction of the research and facilitate interaction among faculty, staff and students. He/she should seek effective means of communication and collaboration, create an efficient organizational structure, and work to identify funds to sustain and expand upon the center's activities. The director is expected to be the primary contact between the center and the reporting authority. The functions of the advisory committee will vary according to the mission of the center/institute, needs of the director and the requirements of the unit to which the center reports.

As described above, the EII Director has direct line reporting responsibilities to the Executive Director of FLEXStation and the FLEXStation Executive Director reports directly to the Dean of the Herbert Wertheim College of Engineering. The primary duties of the EII Director include:

- Expanding the College of Engineering technology commercialization and economic impact through implementation of innovation-focused programs such as providing assistance in innovation elements of research proposals, designing protocols for early commercialization assessment of research programs, and creating a positive culture of technology commercialization through elimination of barriers and building incentives for technology commercialization.
- Development of curricular and experiential programs focused on nurturing student entrepreneurs and innovators, producing students versed in innovation who aspire to change the world and are differentiated from graduates of peer institutions by their innovation skills.
- Development of a culture of innovation in the faculty, through impact to research programs by targeting collaborative research programs with significant innovation elements, contributing to innovative, inter-disciplinary research teams, and growing ties to the entrepreneurial and innovation communities.

HWCOE provides financial support for the positions of EII Director, Assistant Director, Administrative Assistant and adjunct instructors as well as office space and overhead support (e.g. Development, IT, HR, C&G). The Assistant Director, Administrative Assistant and adjunct instructors all report to the EII Director. Additionally, HWCOE supports several faculty currently teaching within the EII curriculum (e.g. Divergent Thinking; Professional Development Program for Doctoral Students).

EII has engaged an External Advisory Committee comprising highly successful engineering entrepreneurs, investors, and innovators - primarily HWCOE alums in Florida, Colorado and Silicon Valley. HWCOE and EII leadership meet with the West Coast Advisory Board and other advisors semi-annually or more often to formally present the HWCOE and EII advances against strategic and operational plans and obtain feedback. Additionally, the EII Director meets with individual members and other advisors monthly. These stakeholders also provide development support to EII.

Additionally, EII has engaged leading members of the HWCOE faculty through a Faculty Innovation Council to provide guidance on EII strategic and operational plans, impacts to

students and faculty, and new opportunities to spur creativity, entrepreneurship and innovation within the UF administrative processes. Current members of the EII Faculty Innovation Council include:

- Ravindra Ahuja, Professor, Co-Director, Supply Chain and Logistics Engineering, Department of Industrial and Systems Engineering
- Rizwan Bashirullah, Associate Professor, Department of Electrical and Computer Engineering
- Christopher Batich, Professor, Co-Graduate Coordinator, Department of Materials Science and Engineering
- Anthony Brennan, Margaret A. Ross Professor, Department of Materials Science and Engineering
- Kirk Hatfield, Professor and Director of the Engineering School of Sustainable Infrastructure and Environment
- Jenshan Lin, Professor, Department of Electrical and Computer Engineering
- Benjamin Lok, Professor, Department of Computer and Information Science and Engineering
- Michele Manuel, Associate Professor, Department of Materials Science and Engineering
- David Mazyck, Professor and Graduate Coordinator, Department of Environmental Engineering Sciences
- Brij Moudgil, Distinguished Professor, Director – Particle Engineering Research Center, Department of Materials Science and Engineering
- Jose Principe, Distinguished Professor, Director – Computational NeuroEngineering Laboratory, Dept. of Electrical and Computer Engineering
- Sanjay Ranka, Professor, Department of Computer and Information Science and Engineering
- W. Gregory Sawyer, Ebaugh Professor, Department of Mechanical and Aerospace Engineering
- Chelsey Simmons, Assistant Professor, Department of Mechanical and Aerospace Engineering
- Rajiv Singh, Professor, Department of Materials Science and Engineering

The EII curricular offerings are all submitted to and approved through the HWCOE and UF standard review and approval processes / curriculum committees.

- E. **Space and Facilities:** The proposal should describe the adequacy of the space and facilities for the center or institute and address needs for additional space required to achieve the goals of the center or institute.

The HWCOE Dean provides office space (~700 sq. ft.) to meet EII near term needs in the HWCOE. As EII doesn't directly engage in research activities, but rather works with faculty across UF, EII does not need dedicated research/lab space. All curricular offerings of EII are scheduled and offered in instructional facilities across the UF campus per UF standard classroom scheduling and content delivery protocols.

- F. **Budget Plan.** For all centers and institutes, the proposal should indicate the source of funds utilized – whether from the state budget, grants and contracts, and/or fees. The proposal should indicate whether the funding is currently in place or if new funding is needed. If new funding is needed, the source of the new funding must be identified. For all centers and institutes, the proposal should indicate whether the center wishes to receive indirect cost return. The proposal must provide adequate justification for indirect cost return.

No new funds are being requested as a part of this Institute proposal. EII is being supported by the HWCOE Dean through a combination of existing HWCOE E&G and Foundation funds. Meeting the EII Mission Statement and Goals outlined above is a long term process and EII will be a core program of HWCOE going forward. In order to provide long term sustainability, HWCOE leadership are working with the college's development officers to introduce the Institute to potential donors who may support EII as a whole or through individual programs.

No indirect costs are being requested to be returned to EII.

Form 1

University of Florida STEM Translational Communication Center

Proposed Implementation: Immediately

The submission and signing of a proposal to initiate a State of Florida institute/center or the establishment of a University institute/center constitutes a commitment by the university(ies) to ensure that the institute/center's activities support the stated mission(s) and goals of the institution(s).

<u>University of Florida</u> University Submitting Proposal	<u>W. Gary</u> President	<u>2/26/16</u> Date
<u>University of Florida STEM Translational Communication Center (STCC)</u> Type of Institute/Center	<u>Joe L. Doherty</u> Provost	<u>2/25/16</u> Date
<u>Immediately</u> Proposed Implementation Date	<u>[Signature]</u> Senior Vice President	<u>2-23-16</u> Date
<u>Immediately</u> Proposed Implementation Date	<u>[Signature]</u> Vice President for Research	<u>2-23-16</u> Date
<u>Associated Discipline (2-digit CIP)</u>	<u>Deane McFarlin</u> Dean of School or College	<u>2-17-16</u> Date
<u>Janice Krueger</u> Proposed Institute/Center Director (if known)	<u>2/17/16</u> Date	<u>[Signature]</u> Vice President and Chief Financial Officer (as appropriate)
	<u>[Signature]</u> Other President(s)/ Administrator(s)	<u>[Signature]</u> Date (as appropriate)

Form la

Indirect Cost Return for Proposed Center

For UF Internal Use Only

The indirect cost return for a center in a college is subtracted from that received by the college. This is because all indirect costs are now returned to the colleges, minus costs of running central programs. This form is to establish what percentage (7.5% maximum), if any, the proposed center or institute will receive in indirect cost return.

INDIRECT COST ASSIGNMENT

Date:

Institute or Center Name: STEM Translational Communication Center

College: Journalism and Communications

Indirect Cost Return: YES X % Return (max 7.5%) 7.5 %
NO _____

For three years,
then TBD

Dean's Agreement:
(Use separate form for each college)

Deane M. Berlin
Dean's signature

Form 1a

Indirect Cost Return for Proposed Center

For UF Internal Use Only

The indirect cost return for a center in a college is subtracted from that received by the college. This is because all indirect costs are now returned to the colleges, minus costs of running central programs. This form is to establish what percentage (7.5% maximum), if any, the proposed center or institute will receive in indirect cost return.

INDIRECT COST ASSIGNMENT

Date:

Institute or Center Name: STEM Translational Communication Center

College: Journalism and Communications

Indirect Cost Return: YES X % Return (max 7.5%) TBD %
NO

Dean's Agreement:
(Use separate form for each college)

ML Goody ms
Dean's signature

Form 2

Institute/Center Data

Directory Information

I/C Name: STEM Translational Communication Center		
I/C Code:	University: University of Florida	I/C Type: UF
I/C Director: Dr. Janice Krieger		Discipline(s) (2-Digit CIPs):
I/C Address: Weimer Hall		
I/C Telephone: 352-273-0240	I/C E-Mail Address: janicekrieger@ufl.edu	
I/C SUNCOM:	I/C Web Site Address: http://www.jou.ufl.edu/tcr/	
I/C FAX:	Affiliated Universities: N/A	

Mission and Areas of Focus

Mission Statement: (No more than 120 words)	The mission of the STEM Translational Communication Center is to develop innovative strategies for bridging discovery in the basic sciences with interventions to enhance individual and collective well-being in a number of domains, including the environment, technology, engineering, and medicine. The Center will position UF as a global expert in the effective use of messages to move knowledge from "bench to behavior." The goals of the Center are to: 1) conduct world-class research in translational communication science that improves the accessibility, understandability, and usability of STEM research in the public sphere; 2) provide outstanding undergraduate, graduate, and postdoctoral training in ethical translational communication science; and promote social change by translating emerging STEM findings using evidence-based strategies for community outreach.		
Key Terms:	Translation	Communication	Messages
	STEM	Science	Media

Form 3

I/C Code:		I/C Name: STEM Translational Communication Center				
Prepared By: Yulia A. Strekalova		Date: 2/17/2016		Telephone: (352) 846-2399		

Estimated Expenditures for the Institute/Center		FISCAL YEAR: 2017				
		Budgetary Unit:* E&G				
		SUS Appropriated Funds	Contracts and Grants	Fees for Services	Private & Other UF Preeminence	Total
Salaries & Benefits	Faculty, TEAMS, & USPS	87,161			452,520	539,681
Other	PostDocs					0
Personal	Graduate Assistants	28,725				28,725
Services	Other					0
Expenses		10,000				10,000
Operating Capital Outlay						0
Total Expenditures		125,886	0	0	452,520	578,406

Positions and Rate	SUS Appropriated Funds	Contracts and Grants	Fees for Services	Private & Other (Specify)	Total
Faculty Positions (FTE in Personyears)	0.13			2.75	2.88
TEAMS and USPS Positions (FTE in Personyears)	0.50				0.50
Total Positions (FTE in Personyears)					0.00
Sum of Salary Rates for These Faculty Positions	15,000			330,000	345,000
Sum of Salary Rates for These TEAMS and USPS Positions	23,900				23,900
Sum of Salary Rates for Faculty, TEAMS, and USPS Positions	38,900	0	0	330,000	368,900

* Budgetary Unit: Specify E&G, IFAS, or UF-HSC

Form 3

I/C Code:		I/C Name: STEM Translational Communication Center				
Prepared By: Yulia A. Strekalova		Date: 2/17/2016		Telephone: (352) 846-2399		

Estimated Expenditures for the Institute/Center		FISCAL YEAR:				
		Budgetary Unit:* UF-HSC				
		SUS Appropriated Funds	Contracts and Grants	Fees for Services	Private & Other UF Preeminence	Total
Salaries & Benefits	Faculty, TEAMS, & USPS		18,855		150,840	169,695
Other	PostDocs		51,705			51,705
Personal	Graduate Assistants					0
Services	Other					0
Expenses			15,000			15,000
Operating Capital Outlay						0
Total Expenditures		0	85,560	0	150,840	236,400

Positions and Rate	SUS Appropriated Funds	Contracts and Grants	Fees for Services	Private & Other (Specify)	Total
Faculty Positions (FTE in Personyears)		0.13		1.00	1.13
TEAMS and USPS Positions (FTE in Personyears)					0.00
Total Positions (FTE in Personyears)	0.00	0.13	0.00	1.00	1.13
Sum of Salary Rates for These <u>Faculty</u> Positions		15,000		120,000	135,000
Sum of Salary Rates for These <u>TEAMS and USPS</u> Positions					0
Sum of Salary Rates for <u>Faculty, TEAMS, and USPS</u> Positions	0.00	15,000.00	0.00	120,000.00	135,000.00

* Budgetary Unit: Specify E&G, IFAS, or UF-HSC

Proposal to Create the STEM Translational Communication Center

Introduction

Communication is vital to the STEM disciplines for translation and dissemination of consequential science and health knowledge to individuals and stakeholder groups. Communication research about these areas is necessary to generate understanding of how people come to know science and technology and its associated benefits and risks, how we do science and technology, and how people make informed decisions about science and technology areas that affect their health, security, the environment, and many other aspects of daily life.

The significant problems associated with translating the implications of scientific research findings for stakeholders are widely acknowledged. For example, despite a wealth of research on topics such as the importance of a healthy diet and exercise and the environmental sustainability of our consumer purchases, these findings rarely result in meaningful behavior change. Translational communication science seeks to overcome these evidence-uptake issues by focusing on the interface between basic research, the implementation of new findings, and the populations for which those findings are intended. The institutional infrastructure of UF makes it an ideal location to establish a Center dedicated to conducting cutting-edge research on how to translate findings from the STEM (Science, Technology, Engineering, and Math) disciplines into messages that are accessible, understandable, and actionable.

A. Name

University of Florida STEM Translational Communication Center (STCC)

B. Alignment of the Center with the UF Strategic Plan

In the Fall of 2015, President Fuchs unveiled seven key goals for moving the University of Florida toward preeminence. The mission and goals of the proposed Center would align most closely with goals 1, 4, and 5. Below, we describe each of these goals and how the proposed Center will contribute to achieving the goals of the university.

- Goal 1 is to create, “an exceptional environment that reflects the breadth of thought essential for preeminence, achieved by a community of students, faculty, and staff who have diverse experiences and backgrounds.” The proposed Center is highly interdisciplinary in nature, including affiliate faculty and students from across the University with an interest in translational communication. Additionally, our affiliate membership includes representatives from local industries and organizations, which further diversifies the perspectives represented within the Center.
- Goal 4 seeks to promote research and scholarship that enhances fundamental knowledge and improves the lives of the world’s citizens. At present, translational communication science efforts have largely emanated from a deficit model of communication wherein the goal is to simply transmit information to the public. Within these efforts, there has been little attention to how communication shapes public perceptions and even less on the ethics of those approaches. The proposed Center will serve as a hub for innovative, transformational thinking on topics such as the theory, methods, and ethics of translational communication efforts on a global scale.

- Goal 5 is to strengthen public engagement of the university's programs with local, national, and international audience. As science and technology continue to advance rapidly, the ability to effectively communicate with the public about the relevance of scientific research in everyday life has been met with many challenges, such as using inflammatory or misleading language to obscure public understanding and manufacture doubt on the degree of scientific consensus that exists on a particular topic. We will innovate new and sophisticated strategies for engaging community audiences on these topics, and promote organizational change that encourages clearer communication practices and the adoption of transparent, evidence-based public policies as related to STEM disciplines.

C. Mission Statement and Goals

The mission of the STEM Translational Communication Center is to help make findings from basic science useful for practical application to enhance human wellbeing in science areas. Properly translated and communicated to various audiences, complex science can inform decisions about any number of areas, including the environment, technology, engineering, health, and policy. Partnerships formed among STEM and communication researchers will bridge academia, industry and the communities to disseminate consequential science and health knowledge to stakeholder groups. The messages, techniques and strategies resulting from these collaborations can foster improved science and health literacy, which in turn can yield enhanced engagement, support, prestige and visibility in areas UF and its stakeholders want to advance, such as health, climate change and nanotechnology.

The goals of the proposed Center are three-fold. First, we will seek international recognition as a center of excellence in research by developing and testing innovative strategies for improving the accessibility, understandability and usability of STEM science in the public sphere. Second, we seek to become a world leader in training undergraduate, graduate and postdoctoral students in ethical translational communication science. In this way, the Center will produce professionals across domains (i.e., students, journalists, scientists, and community members) who can communicate effectively on issues related to STEM. Third, we seek to be a source of positive social change by translating emerging STEM findings using evidence-based strategies via community outreach.

D. Proposed Activities

The STCC currently has more than 40 collaborators from various colleges across the university, including Journalism and Communications, Medicine, Engineering, Agriculture and Life Sciences, Education, Health and Human Performance, Nursing, Pharmacy, and Public Health and Health Professions. We expect the membership to grow to approximately 100 researchers after designation as a Center. The STCC currently offers three unique programs to support the development of transdisciplinary research teams and grant proposal development: seed funding, colloquia, and training opportunities. We also have a community outreach program called *Science & UF* that partners with other units across campus to amplify efforts to translate the outcomes of scientific research for community stakeholders.

D1. Seed Funding Program

The program has developed two competitive pilot programs that provide resources to faculty to promote the collection of pilot data for projects with translational communication goals. The purpose of this program is to a) assist investigators in developing cross-college collaborations, and b) provide

opportunities to collect pilot data leading to external grant applications. The first pilot program offers a competition to include items on an omnibus online survey with nationally representative participants (modeled after a program called Time-sharing Experiments for the Social Sciences funded by NSF). This past year, we funded research projects by five investigators. The second pilot program is offered in conjunction with the UF Clinical and Translational Sciences Institute (CTSI). This opportunity accepts proposals of up to \$10,000 to conduct research that includes investigators from two or more Colleges.

D2. Colloquia

The program has developed and would like to continue partnerships with departments and initiatives across campus to support bringing leading scholars to the University of Florida to give talks and network with faculty. The purpose of this program is to a) increase the visibility of the program nationally and internationally, b) to increase exposure of UF faculty and staff to cutting-edge research, and c) increase collaborations with other top-tier universities. To date, these partnerships have brought (or will bring) the following distinguished scholars to the University of Florida campus:

- **Brian Quick, PhD:** Quick is a Professor in the Department of Communication at the University of Illinois at Urbana-Champaign and College of Medicine at the University of Illinois. His research examines the role of cognition and affect at work when processing persuasive health ads as well as media portrayals of health issues to understand how these messages create, change, and reinforce belief structures.
- **Brendan Nyhan, PhD:** Nyhan is an Assistant Professor in the Department of Government at Dartmouth College. His research focuses on political scandal and misperceptions about politics and health care.
- **Arun Vishwanath, PhD, MBA:** Vishwanath is Associate Professor in the Department of Communication at the University of Buffalo. His research is on the diffusion, adoption, utilization, and mis-utilization of information technology. His present focus is on phishing and spoofing attacks and on finding ways to mitigate them.
- **Gwendolyn Quinn, PhD:** Quinn is a Senior Member of the Department of Health Outcomes and Behavior at Moffitt Cancer Center. Her research centers on identifying behavioral determinants to improve health communication initiatives, including the application of social marketing toward the promotion of improved communication between patients and providers concerning use of and access to health care services.
- **Paula Frew, PhD:** Frew is Assistant Professor in the Department of Infectious Disease at Emory University School of Medicine and Rollins School of Public Health. She has expertise in building “culture centered” community engagement models for infectious disease prevention and biomedical research studies that enhance recruitment and retention efforts.
- **Kasisomayajula (“Vish”) Viswanath, PhD:** Viswanath is a Professor of Health Communication in the Department of Social and Behavioral Sciences at the Harvard School of Public Health and in the McGraw-Patterson Center for Population Sciences at the Dana-Farber Cancer Institute. His research focuses on translational communication science to influence public health policy and practice related to communication inequalities, poverty and health disparities, and knowledge translation through community-based research to address health disparities.

D3. Training Opportunities

The program is committed to developing and implementing training opportunities in translational communication science for junior faculty as well as postdoctoral, doctoral, masters, and undergraduate students. Thus far, the program has sponsored (or will sponsor) a number of successful training opportunities for investigators at various levels.

- **Undergraduate Research Experience in Translational Communication:** This program began in the Fall of 2015 and offers students hands-on experience conducting research in the area of translational communication. Undergraduate students are mentored by a senior faculty member as well as advanced graduate students, providing them with valuable research skills as well as exposure to academics. A primary focus of this initiative is to increase diversity in the STEM and translational science workforce.
- **Career Opportunities in Translational Communication:** This interactive panel was designed for undergraduate and graduate students considering a career in translational communication. The featured panelists included representatives from the NASA (Kennedy Space Center), the UF Center for Undergraduate Research, and the UF Department of Agricultural Education and Communication.
- **Research Design and Data Analysis in Translational Communication Research:** This workshop was designed to help investigators conducting translational communication research develop more sophisticated approaches to the design and proposed analysis of grant proposals.
- **Integrated Data Repository Design Studio:** This workshop was designed to help investigators with an interest in translational health communication research learn more about the Integrated Data Repository as a resource for cohort discovery.
- **Collaborating with Strangers in Communication and Health:** This interactive workshop was conducted in conjunction with the University Libraries and provided participants from diverse areas of the university and opportunity to meet and discuss translational communication research opportunities in the health sciences.
- **Using SMART (Sequential, multiple assignment, randomized trials) Designs to Build Adaptive Interventions:** This workshop will help researchers with an interest in state-of-science research methods learn the advantages of using SMART designs in randomized trials of translational interventions.

D4. Science & UF

Science & UF is the community outreach component of the STCC. Science & UF leverages resources within the College of Journalism and Communications (CJC) to develop and execute efforts to translate scientific findings to community, healthcare provider, and policy-level stakeholders. For example, Science & UF partnered with the College of Engineering to conduct a town hall forum on the topic of cybersecurity that was webcast as well as broadcast on WUFT. In the Spring of 2015, we are partnering with HealthStreet to conduct two town hall forums on cancer clinical trials that will also be webcast and broadcast via WUFT.

E. Synergistic and Collaborative Grant Efforts

A primary goal of the STCC is to provide seed funding, networking opportunities, and mentoring to develop interdisciplinary, collaborative grant teams. In the past year, STCC efforts have resulted in 13 external and 2 internal proposal submissions totaling more than \$7 million in direct costs. Below, we describe success in securing funding to date as well as ongoing efforts to secure external funding.

E1. Funding Success

UF faculty with research programs related to translational communication research and outreach have been successful in attracting federal funding. Two key successes has been the participation of STCC members in the UF Clinical and Translational Sciences Institute renewal (J. Krieger: Co-Director of Recruitment Core) and the Patient Centered Outcomes Research Network (J. Krieger: Co-Director of Dissemination Core). Another success has been a collaboration between the College of Pharmacy (PI: F. Odedina) and Journalism and Communications (Co-I's: K. Walsh-Childers and J. Krieger) to translate the state of science on the topic of prostate cancer to Black men in the state of Florida. A competitive proposal was funded by the UF Cancer Center representing a collaboration between the College of Journalism and Communications (J. Krieger and S. Kalyanaraman), Engineering (J. Gilbert and D. Wang), and Medicine (L. Cottler and W. O'Dell). This project explores how to translate knowledge in the area of cancer clinical trials and promote community engagement in medical science.

E2. External Funding

The STCC leadership will apply for national, international, and private funds to support many of the proposed activities. Ongoing collaborative grants will provide initial funding for many of the training and outreach activities described above and provide infrastructure for further funding of enhanced endeavors. STCC collaborative teams have several large external grant proposals under review. 1. STCC members have submitted a proposal to the Bankhead-Coley Cancer Research Program to conduct clinical research on implementing a tailored, translational colorectal cancer screening reminder system in UF clinics. This proposal represents the collaborative efforts of the Colleges of Journalism and Communications (PI: J. Krieger), Medicine (Co-I's: T. George and F. Modave), and Pharmacy (Co-I: Odedina). 2. STCC members have an R01 submission under review at the National Cancer Institute to use of virtual humans to administer tailored colorectal cancer screening interventions to reduce health disparities. This proposal represents collaboration among the Colleges of Journalism and Communications (PI: J. Krieger), Medicine (Co-I's: T. George and F. Modave), Pharmacy (Co-I: Odedina), and Engineer (Co-I: B. Lok). Krieger is also a collaborator (Director of Dissemination Core) on a proposal to the National Minority Health Disparities Transdisciplinary Collaborative Centers for Health Disparities Research on Chronic Disease Prevention (U54; PI: L. Cottler).

F. Administrative Structure

F1. Director

Dr. Janice Krieger was hired under the UF Preeminence Initiative to be the founding director of the STCC. The job of the Director will be to provide leadership, vision, and guidance for the STCC. She will seek effective means of communication within the Center and will be responsible for communication from the Center to stakeholders. The Director will be responsible for encouraging participation from a diverse assemblage of partners across UF's campus; for fundraising from state, federal, and private sector

sources, and for reporting on Center activities. The STCC membership is diverse and interdisciplinary.

F2. Internal Advisory Committee: An internal advisory committee will be formed in consultation with deans and directors from the relevant colleges and units on campus. Members will come from key Colleges across campus such as Medicine, Engineering, Agriculture and Life Sciences, Dentistry, Education, Health and Human Performance, Nursing, Pharmacy, and Public Health and Health Professions. The role of the internal advisory committee will be to help the Director set goals for the STCC, to oversee the seed grant and postdoctoral fellowship programs, and to assist with fundraising as needed.

F3. External Advisory Committee: We anticipate establishing an external advisory committee of notable translational communication experts, business leaders, and philanthropists who together will help bring recognition to the STCC by promoting its activities nationally and internationally. They will evaluate the effectiveness of Center activities, suggest future directions for research, teaching and service programs, and assist with the acquisition of financial support.

G. Space

The College of Journalism and Communications has currently provided with the STCC with two faculty offices, office space for an administrative assistant, a research lab, and a conference room. The College has agreed to provide faculty office space for three additional faculty members and a postdoctoral fellow.

H. Budget Plan

The Center *budget items include administrative support, the pilot program, grant support, faculty lines, and a postdoctoral fellow.* Administrative support (.50 FTE) is currently being provided by the CJC. Funds for collaborative seed grants have been secured through a partnership with the Clinical and Translational Sciences Institute. The Grants Director within the CJC provides grant support to the STCC. The primary financial need of the Center, which is outlined in a separate request for Preeminence funding, is support for three faculty and a postdoctoral fellow to focus on research partnerships across campus. We are currently in discussions with the Director of the UF Cancer Center to recruit two preeminence faculty in cancer communication. The NCI currently offers significant funding for translational communication research (see Appendix for examples). Each position would be funded jointly by CJC and the Cancer Center to support collaborative research that will benefit the UF Cancer Center application for NCI designation. In addition, the College of Engineering has pledged funds to hire a third faculty position that would be a joint appointment.

Each extramural grant that originated from seed funding or other support from the STCC is expected to return IDC to the Center. The STCC wishes to receive up to 7.5% IDC. This IDC will be used to expand *pilot program support* for collaborative research projects and fund workshops and other collaborative events.

Appendix: Examples of NCI Funding for Communication and Behavioral Research


Research Calls			
OPPORTUNITY NUMBER	OPPORTUNITY TITLE	POSTED DATE	CLOSE DATE
PA-13-100	School Nutrition and Physical Activity Policies, Obesogenic Behaviors and Weight Outcomes (R01/R1/R03)	2/1/13	5/7/16
PA-14-114	Behavioral Interventions to Address Multiple Chronic Health Conditions in Primary Care (R01)	2/24/14	5/7/17
PA-14-334	Advancing Interventions to Improve Medication Adherence (R01, R21)	9/4/14	1/7/18
PA-15-126	Early-life Factors and Cancer Development Later in Life (R01, R21, R03)	2/26/15	1/7/18
PA-15-311	Physical Activity and Weight Control Interventions Among Cancer Survivors: Effects on Biomarkers of Prognosis and Survival (R01, R21)	7/24/15	9/7/18
PA-16-012	Examination of Survivorship Care Planning Efficacy and Impact (R01, R21)	10/23/15	1/7/19
PAR-14-007	NCI Small Grants Program for Cancer Research (NCI Omnibus R03)	11/21/13	1/5/17
PAR-14-067	Fundamental Mechanisms of Affective and Decisional Processes in Cancer Control (U01)	1/9/14	10/14/16
PAR-15-023	National Cancer Institute Program Project Applications (P01)	10/28/14	1/7/17
PAR-15-033	Cancer Prevention, Control, Behavioral Sciences, and Population Sciences Career Development Award (K07)	11/14/14	1/7/18
PAR-15-075	Academic-Industrial Partnerships for Translation of Technologies for Cancer Diagnosis and Treatment (R01)	12/16/14	1/7/17
PAR-15-092	Exploratory/Developmental Grants Program for Basic Cancer Research in Cancer Health Disparities (R21)	1/16/15	11/17/17
PAR-15-093	Basic Cancer Research in Cancer Health Disparities (R01)	1/16/15	11/17/17
PAR-15-103	Comprehensive Partnerships to Advance Cancer Health Equity (CPACHE) (U54)	1/29/15	1/28/17
PAR-15-108	Multilevel Interventions in Cancer Care Delivery: Building from the Problem of Follow-up to Abnormal Screening Tests (U01)	1/30/15	9/21/17
PAR-15-307	Translational Studies on Adducts for Cancer Risk Identification and Prevention (U01)	7/24/15	7/11/18
PAR-15-331	Advanced Development of Informatics Technologies for Cancer Research and Management (U24)	8/18/15	6/14/18
PAR-15-332	Early-Stage Development of Informatics Technologies for Cancer Research and Management (U01)	8/18/15	6/14/18
PAR-15-334	Development of Innovative Informatics Methods and Algorithms for Cancer Research and Management (R21)	8/18/15	6/14/18
RFA-CA-15-024	Cancer Detection, Diagnosis, and Treatment Technologies for Global Health (UG3/UH3)	10/8/15	2/9/16
RFA-CA-15-502	Limited Competition: Childhood Cancer Survivor Study (U24)	9/14/15	2/8/16
RFA-ES-15-017	Breast Cancer and the Environment Communication Research Initiative (R21, R03)	11/5/15	2/10/16
Curriculum and Career Development			
OPPORTUNITY NUMBER	OPPORTUNITY TITLE	POSTED DATE	CLOSE DATE
PAR-15-150	Cancer Research Education Grants Program - Curriculum or Methods Development (R25)	3/24/15	1/7/18
PAR-15-151	Cancer Research Education Grants Program - Courses for Skills Development (R25)	3/24/15	1/7/18
PAR-15-152	Cancer Research Education Grants Program - Research Experiences (R25)	3/24/15	1/7/18
PAR-15-056	The NCI Transition Career Development Award (K22)	12/10/14	11/12/17
PAR-15-062	NCI Mentored Patient-Oriented Research Career Development Award to Promote Diversity (K23)	12/8/14	1/7/18
PAR-15-063	NCI Transition Career Development Award to Promote Diversity (K22)	12/8/14	1/7/18
PAR-15-064	NCI Mentored Research Scientist Development Award to Promote Diversity (K01)	12/8/14	1/7/18
PAR-15-053	Exploratory Grant Award to Promote Workforce Diversity in Basic Cancer Research (R21)	11/25/14	11/30/17

Projected Space Requirements (in square feet)

Projected Space Required by Source	Office	Laboratory	Conference Rooms	Other
From Existing Inventory	998	270	285	
Rented				
New Construction				

APPROVALS

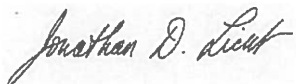
The STCC will draw widely upon the expertise across campus. As such, we are requesting approval of the deans and directors most directly impacted by the STCC, but not every dean or director who might ultimately be involved.


Signature

Thomas A. Pearson, MD, MPH, Ph.D.
Executive Vice President for Research and Education
Professor of Epidemiology and Medicine
UF Health

APPROVALS

The STCC will draw widely upon the expertise across campus. As such, we are requesting approval of the deans and directors most directly impacted by the STCC, but not every dean or director who might ultimately be involved.



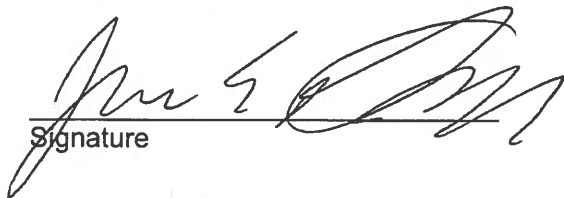
Jonathan D. Licht, M.D.
Director, University of Florida Health Cancer Center

Signature

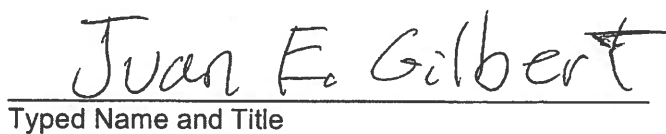
Typed Name and Title

APPROVALS

The STCC will draw widely upon the expertise across campus. As such, we are requesting approval of the deans and directors most directly impacted by the STCC, but not every dean or director who might ultimately be involved.

A handwritten signature in dark ink, appearing to read "Juan E. Gilbert", written over a horizontal line.

Signature

A handwritten name and title in dark ink, reading "Juan E. Gilbert", written over a horizontal line.

Typed Name and Title

APPROVALS

The STCC will draw widely upon the expertise across campus. As such, we are requesting approval of the deans and directors most directly impacted by the STCC, but not every dean or director who might ultimately be involved.


Signature

Cammy R. Abernathy, Dean
Herbert Wertheim College of Engineering

Typed Name and Title

APPROVALS

The STCC will draw widely upon the expertise across campus. As such, we are requesting approval of the deans and directors most directly impacted by the STCC, but not every dean or director who might ultimately be involved.



Signature

David R Nelson MD, Director CTSI

Typed Name and Title

Form 1

Format and Guidelines for Institutes/Centers


Cover Sheet for a University Institute/Center Proposal


University of Florida Biodiversity Institute

Proposed Implementation Date: January 1, 2016

The submission and signing of a proposal to initiate a State of Florida institute/center or the establishment of a University institute/center constitutes a commitment by the university(ies) to ensure that the institute/center's activities support the stated mission(s) and goals of the institution(s).

University of Florida
University Submitting Proposal

 2-9-16
President Date

 2/8/16
Provost Date

University Institute
Type of Institute/Center

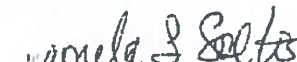
 2/8/16
Senior Vice President Date


January 1, 2016
Proposed Implementation Date

 1/21/16
Vice President for Research Date

Associated Discipline (2-digit CIP)

 1/19/16
Dean of School or College Date

 1/19/16
Proposed Institute/Center Date
Director (if known)

 1/28/16
Vice President and Chief
Financial Officer
(as appropriate) Date

Other President(s)/
Administrator(s) Date
(as appropriate)

Form la
Indirect Cost Return for Proposed Center

For UF Internal Use Only

The indirect cost return for a center in a college is subtracted from that received by the college. This is because all indirect costs are now returned to the colleges, minus costs of running central programs. This form is to establish what percentage (7.5% maximum), if any, the proposed center or institute will receive in indirect cost return.

INDIRECT COST ASSIGNMENT


Date: 3/25/15

Institute or Center Name: UF Biodiversity Institute

College: FLMNH

Indirect Cost Return: YES X % Return (max 7.5%) 7.5 %
NO

Dean's Agreement:
(Use separate form for each college)


Dean's signature

EDC/cl

Form 3

I/C Code:		I/C Name: UF Biodiversity Institute				
Prepared By: David L. Reed/Pamela S. Solti		Date: 42,088	Telephone: 273-1971			

Estimated Expenditures for the Institute/Center		FISCAL YEAR:				
		Budgetary Unit:* E&G				
		SUS Appropriated Funds	Contracts and Grants	Fees for Services	Private & Other (Specify)	Total
Salaries & Benefits	Faculty, TEAMS, & USPS	145,500	20,000			165,500
Other	Housestaff	120,000	-			120,000
Personal	Graduate Assistants					-
Services	Other					-
Expenses		100,000	-			100,000
Operating Capital Outlay						-
Total Expenditures		365,500	20,000	-	-	385,500

Positions and Rate	SUS Appropriated Funds	Contracts and Grants	Fees for Services	Private & Other (Specify)	Total
Faculty Positions (FTE in Personyears)		0			0
TEAMS and USPS Positions (FTE in Personyears)	2				2
Total Positions (FTE in Personyears)	2	0			2
Sum of Salary Rates for These <u>Faculty</u> Positions		15,650			15,650
Sum of Salary Rates for These <u>TEAMS and USPS</u> Positions	105,000				105,000
Sum of Salary Rates for <u>Faculty, TEAMS, and USPS</u> Positions	105,000	15,650			120,650

* Budgetary Unit: Specify E&G, IFAS, or UF-HSC

Form 2

Institute/Center Data

Directory Information

I/C Name: UF Biodiversity Institute		
I/C Code:	University: University of Florida	I/C Type:
I/C Director: Dr. Pamela S. Soltis		Discipline(s) (2-Digit CIPs):
I/C Address: CSE Room E254 432 Newell Drive Gainesville, FL 32611		
I/C Telephone: 273-1964	I/C E-Mail Address: psoltis@flmnh.ufl.edu	
I/C SUNCOM:	I/C Web Site Address: biodiversity.flmnh.ufl.edu	
I/C FAX: 846-2154	Affiliated Universities:	

Mission and Areas of Focus

Mission Statement:
(No more than 120 words)

The mission of the Biodiversity Institute is to conduct high-quality interdisciplinary research that leverages the disparate resources of UF's large campus to better discover, understand, and protect biodiversity and to inspire others to care about biodiversity through outreach.

Key Terms:

Biodiversity

Informatics

Conservation

Application to Create the UF Biodiversity Institute

OVERVIEW

Biodiversity refers to the extraordinary variation of life on Earth. Today we recognize that the remarkable diversity of species and environments in our natural world is declining rapidly as the human population expands and landscapes are modified. This accelerating loss of biodiversity has been termed the “Biodiversity Crisis” and is one of the leading environmental and social issues of the 21st century, recognized as a Grand Challenge by national and international councils. Although natural biological diversity is fundamentally important to a healthy and sustainable planet, the connections between biodiversity and ecosystem services – from the flow of fresh water to the pollination of crop plants – remain poorly understood. Ecological economists note the effect of invasive species (more than \$120 billion annually in the US alone!) and have begun to place economic value on ecosystem services. Global responses to the Crisis suffer from insufficient information and inadequate policies for sustainable use of natural resources.

Insufficient information and policies are in part due to the slow rate at which biodiversity data are gathered, and the difficulty in accessing the information once it is available. These problems create a situation in which much of the diversity of our planet is likely to disappear before it can be discovered and understood. Principal among its underlying causes is the inadequate infrastructure supporting biodiversity research. The Biodiversity Crisis creates both the necessity and the opportunity for a new type of response.

The interdisciplinary University of Florida Biodiversity Institute will accelerate synthetic research on biological diversity through integrative Big Data solutions and will serve stakeholders in Florida and beyond through efforts to understand and manage biodiversity, develop relevant conservation, educational, and outreach programs, and shape policy to protect and enhance environmental capital.

MISSION STATEMENT

The mission of the Biodiversity Institute is to conduct high-quality interdisciplinary research that leverages the disparate resources of UF’s large campus to better discover, understand, and protect biodiversity and to inspire others to care about biodiversity through outreach.

GOALS

- (Research) Initiate and lead large-scale biological surveys to document biodiversity; conduct collaborative, translational research in biodiversity informatics; acquire, validate, and synthesize information on biodiversity to create a Library of Life data resource for education and natural resource management, protection and sustainability.
- (Public Service) Develop the Library of Life as a portal and interpretive tool for policy makers, educators, and the public so that biodiversity information is available to them in an understandable format that will accelerate information transfer.
- (Teaching/Outreach) Translate biodiversity information to science and society through varied and novel means including workshops, curricula, e-learning initiatives, innovative technologies, museum exhibits and other public programs, citizen science, social media,

scholarly publications, and predictive models and policies relevant to accelerating biodiversity discovery and addressing major environmental issues, with special emphasis on reaching youth and underserved audiences.

VISION

The Institute will explore the world's past and present biodiversity at all levels of organization, from molecules to ecosystems, and the relationship of biodiversity to climate change and to healthy and sustainable natural and human environments. Scientists and students at the Institute will study and evaluate data from all relevant sources on topics of interest and distribute the newly synthesized information to individuals and organizations seeking validated biodiversity information. The Institute's analyses will lead to development of new methods, products, and technologies for accelerating the discovery of, improving the understanding of, enhancing the conservation of, and disseminating information on the planet's biological diversity.

PROPOSED ACTIVITIES

Research: The UFBI will promote, facilitate, and conduct interdisciplinary collaborative research in Biodiversity Exploration and Monitoring, Biodiversity Informatics and Cyberinfrastructure Development, Modeling and Prediction, Policy and Management, and Biodiversity Education. The Institute will integrate expertise from diverse areas (biology, informatics, global change, computer science (algorithms, engineering, software development), sociology, education, economics, and statistics) and tie in to powerful national resources, such as iDigBio and NEON. Our data-driven and capacity-building approach has many practical applications, from design of conservation strategies that maximize ecosystem function and biodiversity to stemming the spread of invasive species, to implementation of sustainable agriculture that balances production, ecosystem function, and human well-being. Our interactive membership, together with partners from other academic institutions, NGOs, state and federal agencies, and industry, will collaborate on data acquisition, synthesis, visualization, and downstream knowledge and technology transfer. Ties to industry, including Google Earth Engine and CartoDB, will enable bidirectional innovation and technology transfer. This research framework will form the foundation for biodiversity-related programs in journalism, education, economics, and law and for service to stakeholders in the State of Florida and beyond.

Training and Public Outreach: As we embrace multidisciplinary, data-intensive science, new skills in analysis of heterogeneous data are needed. We will therefore promote the concept of Software and Data Carpentry and provide multidisciplinary training at all levels. Through collaborations at UF and with colleagues at other institutions, we envision 1) an undergraduate REU site program, 2) student exchanges among partner labs, 3) cyber-enabled multi-institutional seminars, 4) industrial internships, 5) collaborative research, and 6) training in broader impact initiatives. The Institute will empower a new generation of biodiversity scientists and engineers with skills that transcend traditional boundaries. Public education about biodiversity has been ineffective in transforming public views on the importance of biodiversity. Our education and outreach program will center on novel technology-enhanced Citizen Science approaches to link knowledge acquisition to development of conservation and

sustainability behavior. This framework is integrated into proposed courses, K-12 curriculum development, and informal science education programs. We will broaden participation in science through summer camps that attempt to fill the nature gap and via research and training partnerships with collaborating minority-serving institutions.

Interdisciplinary Resources: The Institute will facilitate collaboration in research, teaching, and public outreach and service. We propose a campus-wide seminar series and an annual symposium to focus on a broad range of topics in biodiversity science in the broadest sense. Although we do not initially envision establishing a graduate program, interdisciplinary courses and training opportunities will be developed (see above), with perhaps the addition of a graduate certificate. We propose to support a team of UFBI-centered postdoctoral fellows, to be selected through a national competition, who will study aspects of biodiversity emphasized by the UFBI. These post-docs, in addition to their own research, will serve as resources for the UFBI community and mentors for undergraduate and graduate students.

External Funding: The UFBI leadership will apply for national, international, and private funds to support many of the proposed activities. Ongoing grants from UFBI personnel will provide initial funding for many of the training and outreach activities described above and set the stage for further funding of enhanced endeavors. As an example, a UF team (Pamela Soltis, PI) recently submitted a pre-proposal to NSF's Science and Technology Center Program to establish UF as a national center in biodiversity science, with the UFBI at its core. Although unsuccessful from the perspective of funding, the preparation of the proposal established numerous new links across campus that will strengthen future attempts to provide funding for the Institute.

Why an Institute? The Advantages of an Institute Over Current Administrative Structures: We propose a unique approach of fostering collaboration among diverse partners in science, resource management, sociology, conservation, and journalism to promote a richer understanding of the response of biodiversity to environmental challenges. Our multifaceted approach focused on biodiversity data and analyses of Big Data will provide, for the first time, tools to assess emerging threats to biodiversity and predict probable responses of organisms to change. This strong research base, coupled with diverse partners in multiple disciplines, will enable sound predictions of biodiversity response.

A Comprehensive and Usable Cyberplatform. The complex research initiative embraced by the Institute requires interaction and collaboration among diverse partners, including scientists in many disciplines, conservation biologists, resource managers, sociologists, educators, and journalists. We will also foster multiple outreach efforts to the public. Collaborative research and outreach at this scale over a prolonged period requires a long-term Center and resource commitment. Enormous amounts of data on thousands of species and millions of specimens in the world's natural history museums are now available online, as are burgeoning genetic and genomic resources and ecological data. However, these heterogeneous data and the knowledge products assembled from them are disjunct, and re-use is challenging. Both interoperability and interworkability between data and knowledge are crucial for effective data use. The

Institute will promote aggregation and integration of data in a user-friendly environment for cutting-edge analyses in next-generation biodiversity science. We will build analytical tools and workflows to connect data and stakeholders to solve strategic problems on threats to biodiversity and ecosystem services. The synergy needed to address these crucial problems requires an Institute as a foundational resource; although UF biodiversity scientists are currently engaged in interdisciplinary collaborations, current administrative structures do not sufficiently enable and facilitate the research and training activities envisioned for the UFBI.

A Nexus for Scientists, Educators, Policy-makers, Industry, and Governmental Partners. The integration of research, education, and knowledge transfer will advance all activities in ways that go far beyond what is possible in single departments. The sheer scale and nature of both the Grand Challenge and its solutions require collaboration of scientists from many disciplines, as well as educators, policy specialists, and more. Further, the challenges posed by the Biodiversity Crisis will only be solved by long-term solutions, requiring the long-term commitment of a comprehensive Institute and its partners. The UFBI will support virtual and face-to-face research groups in ways not possible under typical departmental models. The proposed interdisciplinary collaborations will develop and use shared cyberinfrastructure to address a range of applications in research, education, and outreach. Partners – educators, journalists both old and new, social media experts, and policy-makers – will disseminate findings to a global audience via K-12 formal instruction, informal science education, local policy, state and federal policy, and social media.

Value to the University of Florida and the Florida Museum of Natural History (the reporting unit). The breadth of research described above and its translation to public activities requires a bridge among traditional units; the UFBI is that bridge. Although strong natural history museums are present at other institutions nationwide, nowhere is there the combined strength of natural history resources, biodiversity informatics, ecological expertise, land management, and expertise in biodiversity education and sustainability – coupled with public service through the Florida Museum of Natural History and the statewide Florida Cooperative Extension Service – administered locally at the University of Florida/IFAS. The UFBI has the potential to be a model for excellence in biodiversity research and solving the Grand Challenge posed by the Biodiversity Crisis. Both the University and the FLMNH will benefit from enhanced collaboration among the proposed members of the UFBI.

Synergistic and Collaborative Efforts: Collaborations currently exist among members of the proposed UFBI. As noted above, a team recently applied for NSF funding to establish a national Science and Technology Center; although unsuccessful, the proposal brought together members from across campus who are now committed to establishing further collaborations. An example of a highly successful intercollege collaboration is iDigBio, the national coordinating hub for integrating digitized biodiversity collections. This effort, led by Project Director Larry Page (FLMNH), is a 10-year collaboration between biodiversity scientists L. Page, P. Soltis (FLMNH), B. MacFadden (FLMNH) and computer science engineers including J. Fortes (Engineering), enabling access to national and international data on natural history collections for use in research, education, and outreach. UF is home to the Southeastern domain core site for the

National Ecological Observatory Network (NEON). With funding from NSF, NEON scientists collect and analyze environmental data at UF's Ordway-Swisher Biological Station. UF is also currently the recipient of multiple grants from NSF's prestigious Dimensions of Biodiversity Program, the showcase program for biodiversity research, as well as special NSF programs, such as the Advancing, Visualizing, and Analyzing the Tree of Life Program and the Genealogy of Life Program, which are also dedicated to understanding the diversity and history of life on Earth. Many other such collaborative research projects also currently receive federal grant support.

Success in Funding: UF faculty with research interests in biodiversity have been highly successful in attracting federal funding. For example, during the past five years, faculty in the Florida Museum of Natural History have attracted over \$29M in federal funding. During the same time period, faculty with interests in biodiversity in the Departments of Biology, Entomology and Nematology, Wildlife Ecology and Conservation, School of Forest Resources and Conservation, and Plant Pathology received over \$75M in funding from NSF, USDA, NIH, EPA, DOD, DOE, NASA, US AID, US Department of the Interior, US Department of Commerce, US Department of Homeland Security, US Army, and the US Government.

REPORTING STRUCTURE

Considerable interest for the formation of the UFBI was demonstrated in the town hall meeting where Dr. Pamela Soltis (FLMNH) outlined the vision of the UFBI to over 100 attendees from over 30 departments and centers in 8 colleges across campus. Given this broad reach we feel that the Director of the UFBI should report to the VP for Research as do the directors of other institutes with a UF-wide focus (e.g., UFGI, EPI, UF Water Institute, etc.).

ADMINISTRATIVE STRUCTURE

Director: We have named Dr. Pamela Soltis as the founding director of the UFBI. The job of the Director will be to provide leadership, vision, and guidance for the UFBI. He/she will seek effective means of communication within the Institute and will be responsible for communication from the institute to the public as well. The Director will be responsible for encouraging participation from a diverse assemblage of partners across UF's campus. He/she will also be responsible for fundraising from state, federal, and private sector sources. The Director will also be responsible for reporting on the Institute's activities.

Internal Advisory Committee: An internal advisory committee will be formed in consultation with deans and directors from the relevant colleges and units on campus. Members will come from key areas across campus such as IFAS, CLAS, Education, Engineering, etc. The role of the internal advisory committee will be to help the Director set goals for the UFBI, to oversee the seed grant and postdoctoral fellowship programs, and to assist with fundraising as needed.

External Advisory Committee: We anticipate establishing an external advisory committee of notable biodiversity and environmental experts as well as eco-

philanthropists who together will help bring recognition to the UFBI by promoting its activities nationally and internationally. They will evaluate the effectiveness of UFBI activities, suggest future directions for research, teaching and service programs, and assist with the acquisition of financial support.

Administrative Support: We are requesting 1.0 FTE program assistant to help with the organization and implementation of the UFBI's goals. This person will report to the UFBI Director and will reside in one of the offices in the CSE building alongside the Director.

SPACE

The Provost has provided 2,000 ft² of space on the ground floor of the Computer Science and Engineering Building in the center of the UF campus. This newly renovated space is adjacent to and shared with the new home of the UF Informatics Institute, and we expect synergistic activities to result. Included are a lecture room, conference room, discussion areas, offices for post-docs and visiting faculty, kitchen facilities, and administrative offices. See attached drawing.

BUDGET PLAN

Recurring funds are requested for four items: funding for collaborative seed grants, a postdoctoral fellowship program, administrative support, and a computer programmer to develop a cyber-platform for the Institute.

Item	Annual Budget Request
Interdisciplinary Research Collaboratives	\$100,000
Postdoctoral Fellowships	\$120,000
Administrative Support – Program Asst.	\$ 60,000 (including fringe)
Computer Programmer (1st year only)	\$ 79,800 (including fringe)
TOTAL	\$359,800

Recurring funds have been requested from the Provost (\$100K per year) to be used as seed funds to jump-start new research collaboratives. The UFBI will bring together disparate researchers across campus via workshops and meetings. These researchers will form working groups and will identify research questions that are of key importance to the field of biodiversity. They will generate a research proposal that also includes a plan for dissemination of their research findings to downstream audiences through outreach, education, and policy making. The UFBI will award seed funding to the most compelling proposals from these working groups (2-4 proposals will be funded per year, not to exceed \$100K in total per year). A required objective of each working group will be to use seed funding to collect, analyze, and interpret data for a large-scale, longer-term funding initiative and to submit a proposal to federal, agency, or other appropriate funding sources.

Recurring funds are also sought from the Provost (\$120K per year) to support two postdoctoral fellows who will work within the UFBI. We will recruit nationally and internationally for top fellows to bring the best minds in biodiversity to UF. This

competition will also bring great recognition to UF via the competition. The postdoctoral fellows will be chosen based on the merit of research proposals that they submit to the UFBI. In addition to their own proposed research, they will assist other seed-funded UFBI projects.

Administrative support in the form of a program assistant is also requested (\$60,000 per year). This position is critical to help with the logistics of what is likely to be over 200 members. We anticipate hosting many workshops, conferences, seminars, and other get-togethers to support collaborative research opportunities for UFBI members.

To facilitate collaboration and demonstrate the potential of the UFBI for integrating research and solving problems, a cyber-platform will be developed to serve as both a data store and clearinghouse for biodiversity data and resources. We request funding (\$60,000 + \$19,800 fringe) for a computer programmer to serve as the developer for this web-based resource for just the first year. This developer will work with iDigBio staff and representatives of other UF programs to enable research and translation of that research to downstream stakeholders. After one year, we will rely on other funds.

Each extramural grant that originated from seed funding or other support from the UFBI is expected to return IDC to the Institute. The UFBI wishes to receive up to 7.5% IDC. This IDC will be used to expand seed funding for UFBI projects, support the postdoctoral fellowship program, and to fund workshops and other collaborative events for the UFBI.

APPROVALS

The UFBI will draw widely upon the expertise across campus. As such, we are requesting approval of the deans and directors most directly impacted by the UFBI, but not every dean or director who might ultimately be involved.

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Cammy R. Abernathy
Signature

Cammy R. Abernathy, Dean
Typed Name and Title

APPROVALS

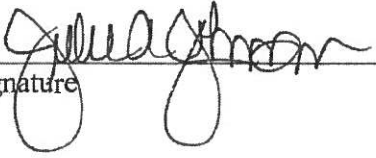
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Jackie Burns
Signature

Jackie Burns Dean for Research IFAS
Typed Name and Title

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Signature

Julie Johnson College of Pharmacy Dean
Typed Name and Title

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Douglas S. Jones, Director, FLMNH

Signature

Typed Name and Title

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Signature 


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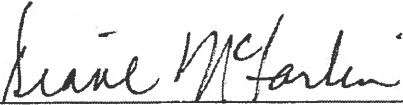
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 10/12/15
Signature

Lucinda Lavelli, Dean, College of the Arts

APPROVALS

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Signature

Diane McFarlin

Dean, UF College of Journalism and Communications

Typed Name and Title

APPROVALS

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<u>Michael G. Perri</u>	<u>Michael G. Perri, PhD</u>
Signature	Typed Name and Title

APPROVALS


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Signature

Michael B Reid, Dean, College of Health & Human Performance
Typed Name and Title

APPROVALS

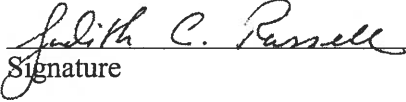
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Signature

David Richardson, Dean, CLAS
Typed Name and Title

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Signature

Judith C. Russell, Dean of University Libraries
Typed Name and Title

CURRENT MEMBERS

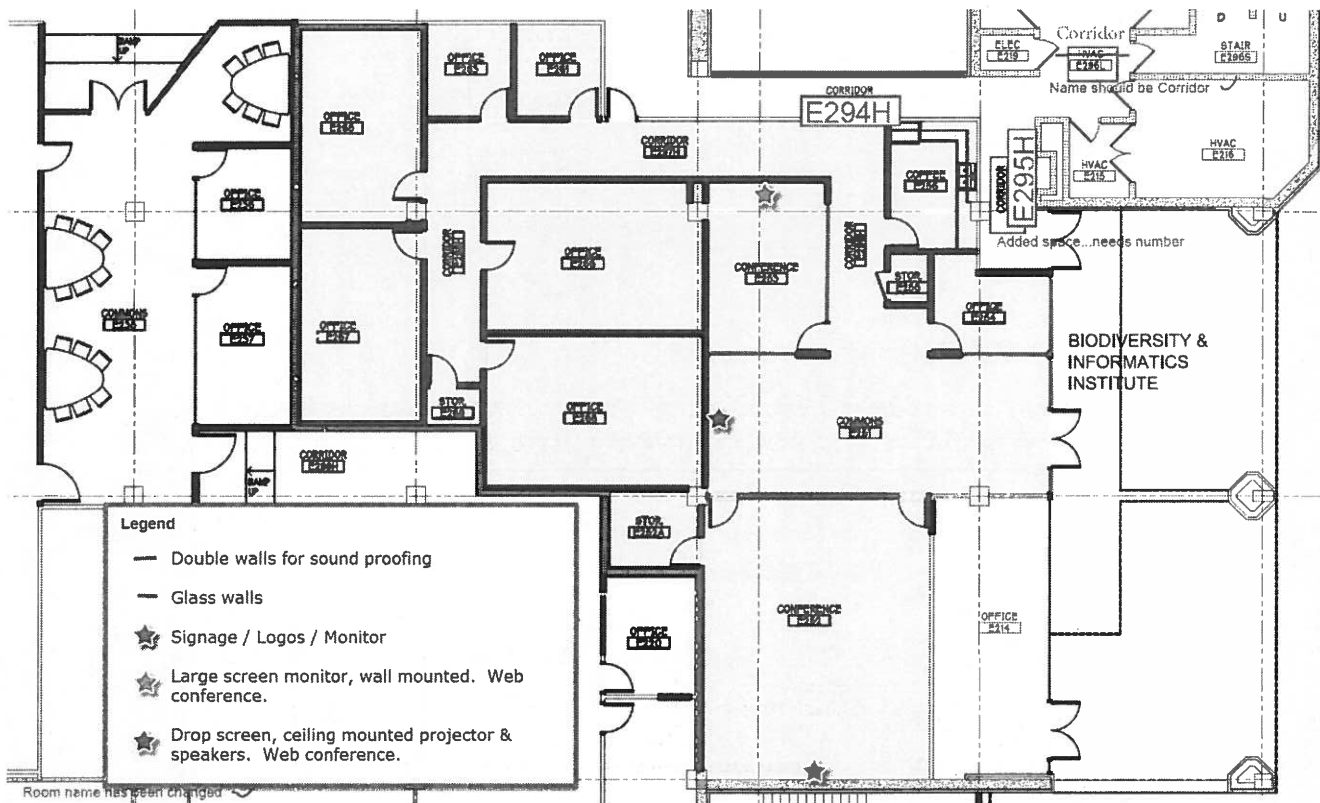
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94	Matthew	Williams	miwilliams@ufl.edu	Office of Sustainability	NA
95	Janine	Sikes	jysikes@ufl.edu	University Relations	NA
96	Sobha	Jaishankar	sjaishan@ufl.edu	Office of Research	Office of Research
97	Bill	Farmerie	wgf2@ufl.edu	ICBR	Office of Research
98	Yousong	Ding	yding@cop.ufl.edu	Medicinal Chemistry	Pharmacy
99	Dimitris	Kallifidas	dkallifidas@ufl.edu	Medicinal Chemistry	Pharmacy
100	mark	martindale	mqmartin@whitney.ufl.edu	Whitney Marine Lab	Seahorse Key Marine Lab
101	Laurie	Taylor	laurien@ufl.edu	Scholarly Resources & Research Services (Digital Humanities and Data Curation)	UF Libraries
102	James	Austin	austinj@ufl.edu		
103	Tom	Frazer	frazer@ufl.edu	School of Natural Resources and Environment	
104	James	Cuda	jcuda@ufl.edu		
105	Christina	Romagosa	cmromagosa@ufl.edu	Wildlife Ecology	
106	Florence	Sergile	fsergile@ufl.edu	IFAS Global	

107	Karl	Havens	khavens@ufl.edu	Florida Sea Grant	
108	Rick	Stepp	stepp@ufl.edu		
109	Reed	Beaman	rbeaman@ufl.edu		
110	Suzette	King	sking@flmnh.ufl.edu	iDigBio	
111	Andrea	Matsunaga	ammatsun@ufl.edu		
112	Michele	Tennant	Tennant,Michele R <tennantm@UFL.EDU>	HSCL	

FLOOR PLAN for newly renovated shared space for the UF Informatics Institute and the Biodiversity Initiative. The renovation is complete, and furniture will be delivered in mid-October.



Projected Space Requirements (in square feet; approximate)*

Projected Space Required by Source	Office	Laboratory	Conference Rooms	Other
From Existing Inventory	180 sf	N/A	160 sf	Seminar room: 366 sf Commons: 160 sf Reception and coffee: 260 sf Visitor offices: 380 sf Small meeting rooms: 120 sf
Rented				
New Construction				

*This space is existing, recently renovated space totaling approximately 2000 ft²; all but the office space for the Director is shared equally with the UF Informatics Institute, which also has an office of ~180 sf.

**BOARD OF GOVERNORS, STATE UNIVERSITY SYSTEM OF FLORIDA
PROPOSAL TO ESTABLISH A NEW TYPE I, II, OR III CAMPUS, OR SPECIAL
PURPOSE CENTER**

**Note: This form is being used for convenience; however, the site is not a Campus or
Special Purpose Center.**

University of Florida
University Submitting Proposal

UF Innovation Station (Working Title)
Proposed Name of Educational Site

TBD
Site ID

Special Purpose Site
Proposed Type of Educational Site
(Type I, II, or III Campus, or Special Purpose Center)

Leased Space TBD in Sarasota County, FL
Physical Address of Educational Site
(US Site: address, city, state, zip) (International site: street
address, number, city, county/province, country)

3Q 2016
Proposed Opening Date
(First date and term student instruction will be offered at
the site)

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 or relocating an educational site have been met prior to the initiation of the first course offerings.

Date Approved by the University Board of
Trustees

W. K. L. 2-11-16
President Date

Signature of Chair, Board of
Trustees Date

2/18/16
Vice President for Academic Date
Affairs

Under Projected Enrollment, provide headcount (HC) and full-time equivalent (FTE) student enrollment estimates by level from Table 1 in Appendix A for Years 1 and 5, or the Final Year of implementation if it exceeds five. Under Projected Costs, provide revenues and expenses from Table 2 and capital project costs from Table 3 for Years 1 and 5, or the Final Year if it exceeds five.

Projected Site Enrollment (from Table 1)			
		HC	FTE
Undergraduate	Year 1	0	0
	Year 5	0	0
Graduate	Year 1	0	0
	Year 5	0	0

Projected Costs (from Tables 3 and 4)				
Operational				
	E&G Funding	Other (Contracts & Grants, Auxiliary)	Capital Projects	Total Cost
Year 1	243,290	690,835	0	934,125
Year 2	261,403	743,233	0	1,004,636
Year 3	280,385	765,530	0	1,045,915
Year 4	311,744	822,097	0	1,133,841
Year 5	321,096	881,369	0	1,202,465

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. Tables 1 through 4 are to be included as Appendix A and not reproduced within the body of the proposals because this often causes errors in the automatic calculations.

I. Introduction

A. Provide a short description of the project and rationale for the request to establish an educational site, including the main purpose for this site (research, instruction, administration, student services, etc.).

As a technology focused extension program, the UF Innovation Station (UFIS – Working Title) will facilitate and provide community access and development for high impact programs in workforce development and career development to the citizens and industry of the Sarasota region. The Innovation Station will impact the region’s technology ecosystem through targeted programs focused on establishing a pipeline of engineering student talent and technology to serve the companies in the region, assisting in creation and growth of new startup companies through transfer of UF technology and matching regional executives and entrepreneurs to UF research and technology opportunities, supporting regional company growth through executive training and internship/co-op programs, providing local company access to UF R&D talent and infrastructure, and building workforce development programs to serve the innovation economy. Other programs include establishing public-private collaborations to build pathways to success from K-12 students through high tech careers. The Sarasota region industry and academic collaborators will work with Innovation Station staff, and faculty, students and staff at UF’s campus, to provide new opportunities for bright young minds, especially in underrepresented communities, to craft lifetime opportunities, and then serve as role models for future generations.

No Student Credit Hours (SCHs) will be offered at the Innovation Station and no research projects will be conducted at the Innovation Station. The Innovation Station’s location will be leased by UF in Sarasota County.

B. Provide a short narrative assessment of how the establishment of the educational site supports the university mission and the goals incorporated into the university strategic plan and Board of Governors State University System Strategic Plan.

Support of UF Mission and Goals

The proposed UF Innovation Station directly and significantly impacts the UF aspiration to be a premier university that the state, nation, and world look to for leadership in a number of Goals, Objectives and Metrics as elucidated by the UF Goal Setting Task Force in December 2015. A review of the Objectives and Metrics of Goal 5 overlap directly with the proposed programs of the Innovation Station as follows.

- Goal 5: A strengthened public engagement of the university's programs with local, national, and international communities.
 - Objective 1 - Increased engagement and outreach of UF programs leading to positive impacts in such areas as health, the economy, environment and community.
 - Metrics: Percentage of faculty, staff, and students engaged in community service; Time of UF faculty, staff and students in service to schools and public education; Collaborations with local, state, national, and global communities
 - Impacted through programs including K-12 Pipeline Program that will engage UF faculty and staff directly in living / learning experiences delivered with teachers and administrators to Sarasota County school students and teachers; Engineering Innovators program to promote and manage entrepreneur/innovation internships and co-op experiences in the Sarasota region tech community in collaborations with local philanthropic foundations and the region technology community for students enrolled at UF's Gainesville campus or UF On-line.
 - Objective 2 - Improved communication leading to increased public awareness of and value placed on UF programs and their impact on society.
 - Metrics: Annual publications on the value and benefit of UF as a Land, Sea and Space Grant University; National and international news stories about premier UF educational programs, translational science, and applied research projects and their benefit for the public good; Number of social media venues and communications about UF programs and opportunities;
 - Impacted through active marketing and promotion of unique programs facilitated by the Innovation Station and conducted at regional tech and academic community locales, such as UF Regional Hackathons (e.g. cybersecurity; human centered computing) in collaboration with the regional tech and academic communities; Targeted promotion of collaborative research projects between regional companies and UF researchers at regional company locations or at the UF Gainesville campus, linked by the Innovation Station.
 - Objective 3 - Increased technology translation and entrepreneurial activities.
 - Metrics: Production of and income from intellectual property developed by UF scholars; Number of commercial uses of products, procedures, and protocols developed by UF scholars; Local and statewide economic impact and employment opportunities based upon UF technology-based businesses.
 - Impacted through Innovation Station programs to connect regional entrepreneurs and investors with available UF intellectual property for licensing to create spinoff companies and grow product lines in larger companies; Startup companies located in the Sarasota region and developed by students enrolled at the UF main campus, supported by the Innovation Station Engineering Innovators program funded by the local philanthropic community.

In addition to the direct match with Goal 5, the Innovation Station programs also impact Goals 1, 2, 4, and 6 as follows:

- Goal 1: An exceptional academic environment that reflects the breadth of thought essential for preeminence, achieved by a community of students, faculty, and staff who have diverse experiences and backgrounds.
 - Objective 3 - Diverse, robust educational and interdisciplinary areas of excellence.
 - Metric: Breadth and balance of educational programs offered on and off campus and online.
 - Impacted through Innovation Station increased and expanded non-SCH short courses and workshops, targeted to upskilling the regional workforce for greater impact to the Florida innovation economy; Regional promotion of UF on-line program offerings delivered from the UF campus and collecting regional workforce and tech company training needs.
- Goal 2: An outstanding and accessible education that prepares students for work, citizenship, and life.
 - Objective 1 - A high quality, widely recognized, financially accessible undergraduate, graduate and professional education and experience.
 - Metrics in Professional Education: Number of students participating in high quality summer research experiences or internships; Employment / post-professional training placement rates both at graduation, and within 6 months of graduation.
 - Impacted through internships and co-ops for students enrolled at the UF campus, promoted through programs such as UF Student Showcases for Sarasota regional companies and UF Engineering Innovator program involving internships and co-ops in Sarasota region companies and rewards for students who start companies or join tech companies in the Sarasota regions within 6 months of graduation.
- Goal 4: Growth in research and scholarship that enhances fundamental knowledge and improves the lives of the world's citizens.
 - Objective 3 - Increased extramural and intramural funding that enhance both basic and translational research.
 - Metrics: Income from UF intellectual property; Endowment and annual cash gifts; Overall research funding from all sources.
 - Impacted through proactively linking regional company R&D needs with UF technologies, research programs and faculty expertise resulting in fundamental and applied research funding, faculty consultation, and technology licenses producing IP revenues to UF.
- Goal 6: Alumni who are successful in their careers and in life and who are proud to be graduates of the University of Florida.
 - Objective 2 - Alumni who engage with and support the University's educational, research, and service missions.
 - Metrics: Percentage of alumni who are members of the Alumni Association, are members of local Gator Clubs, donate to endowments that

support students, faculty, and programs, and who donate to the annual campaign; Alumni who contribute their professional expertise through guest lectures, meetings, mentoring, etc., are members on College / Department / Center Advisory Boards, volunteer their time to university projects, and are engaged in recruiting of university graduates for internships and employment.

- Impacted through a local presence that will consistently and proactively engage with regional alumni to facilitate their engagement in education, research, and outreach areas of specific interest to these alumni; Innovation Station programs providing electronic/telepresence means for alumni to communicate with faculty, administrators and students on the UF campus.

Support of SUS Mission and Goals

The UF Innovation Station also directly supports the State University System (SUS) Florida Board of Governor's (BOG) Strategic Plan (revised November 6, 2014) in myriad and substantial ways to the benefit of Florida's citizenry, industry, and academic institutions. The SUS Florida BOG proposes a bold 2025 Vision that emphasizes growth and size and stature of the SUS institutions and system as a whole as well as real and measurable ways in which the SUS will impact Florida's citizens, businesses, communities and place in the global economy. The UF Innovation Station program supports the SUS 2025 Vision, in all three points of emphasis (Excellence, Productivity, and Strategic Priorities for a Knowledge Economy) across the three 2025 Goals of Teaching and Learning; Scholarship, Research and Innovation; and Community and Business Engagement. Some specific examples are outlined below.

I. Teaching and Learning

- 1) Excellence: Strengthen Quality and Reputation of the Universities - "Improve the quality and relevance of the System's institutions with regard to state, national, and international preeminence."
Performance Indicator Impacted:
 - Professional Licensure & Certification Exam Pass Rates Above Benchmarks – Impacted as students enrolled at UF's campus or at regional academic institutions gain greater real world industry experience with Sarasota region companies through internships / co-ops / experiential education, better preparing them for professional occupations and licensure and certification.
- 2) Productivity: Increase Degree Productivity and Program Efficiency - "Increase access and efficient degree completion for students."
Performance Indicators Impacted:
 - Bachelor's Degrees Awarded Annually and Bachelor's Degrees Awarded to African-Americans and Hispanic Students – Impacted as more regional

high school students, especially from under-represented groups in engineering, are introduced to UF in the Innovation Station UF Engineering Pipeline service program in K-12 and State College collaborative program.

- Number of Adult (Aged 25+) Undergraduates Enrolled – Impacted through Innovation Station workforce development programs targeting and offered directly to adults who may up-skill or choose to pursue full undergraduate degrees through the State College of Florida collaboration, distance education or on the UF campus in Gainesville.

3) Strategic Priorities for a Knowledge Economy: Increase the Number of Degrees Awarded in STEM/Health and Other Programs of Strategic Emphasis - “Increase student access and success in degree programs in the STEM / Health fields and other Programs of Strategic Emphasis that respond to existing, evolving, and emerging critical needs and opportunities.”

Performance Indicators Impacted:

- Bachelor’s and Graduate Degrees in Programs of Strategic Emphasis, and more specifically Bachelor’s and Graduate Degrees in STEM – Impacted as the Innovation Station will be constantly polling the region’s companies and workforce development collaborators to align UF Herbert Wertheim College of Engineering degree programs and workforce development offerings on the UF Gainesville campus and through UF On-line and distance education to Florida industry and workforce needs. The Innovation Station will act as a conduit of engineering students enrolled on the UF main campus to regional companies who can guide their training through internships, co-ops, etc. and then retain UF engineering graduates in Florida companies.

II. Scholarship, Research, Innovation

1) Productivity: Increase Research Activity and Attract More External Funding - “Increase research activities to help foster entrepreneurial campus cultures. Attract more research funding from external sources.”

Performance Indicators Impacted:

- Total Research & Development Expenditures –The Innovation Station will provide a conduit to match regional research and technology needs with UF researcher expertise and one-of-a-kind infrastructure in Gainesville. These activities will result in short-term, deliverables focused on applied R&D through research scientists working on company confidential or proprietary projects from UF’s Gainesville campus or at industry locales. The Innovation Station will also match longer term industry needs in fundamental research to UF’s wealth of faculty expertise, research programs and campus labs. This provides the opportunity to extend UF engineering offerings beyond the traditional fundamental research of a major research university such as UF, to applied R&D that serves

industry by meeting near term business objectives.

- 2) Strategic Priorities for a Knowledge Economy: Increase Research Commercialization Activities - “Increase the number of patents, licenses and start-up companies created as a result of university research.”

Performance Indicators Impacted:

- Number of Licenses and Options Executed - Impacted through Innovation Station programs specifically focused on linking industry needs (including entrepreneurs and small companies) with UF technology and startup company opportunities. For instance, the Innovation Station will create programs targeted to pipelining UF technology opportunities / deal flow to the Sarasota region entrepreneur and investor community through a structure with flexibility to accommodate opportunities ranging from early stage (e.g., Seed funding for Minimum Viable Product / Proof of Concept) to growth (e.g., product line extension). This will include opportunities created specifically for Sarasota region CEO/CTO talent to engage with UF/Gainesville startups through electronic delivery of technology and startup opportunities as well as creating UF tech and startup company showcases in Gainesville and the Sarasota region for executives, investors, and entrepreneurs.
- Number of Start-Up Companies Created – Impacted through the technology commercialization focused programs described above as well as the Innovation Station non-SCH bearing training programs providing engineering students with specific education and experiences in innovation and entrepreneurship such as in the Innovation Station UF Engineering Innovation Program executed in collaboration with the Sarasota region entrepreneurial and philanthropic communities.

III. Community and Business Engagement

- 1) Excellence: Strengthen the Quality and Recognition of Commitment to Community and Business Engagement - “Improve the quality and relevance of public service activities, and grow the number of institutions recognized for their commitment to community and business engagement.”

Performance Indicators Impacted:

- Carnegie Foundation Community Engagement Classification - The Innovation Station’s mission is to more directly engage the resources of the Herbert Wertheim College of Engineering with Florida communities in its geographic region. The Station adds substantial value to its host communities (e.g. student pipelining, collaborative education and R&D opportunities delivered at the UF main campus or campuses of regional academic institutions, workforce development and upskilling programs, economic impact focused programs to attract, retain and grow companies in Florida). Similarly, the community adds substantial value to UF through many avenues (e.g. guidance of educational programs, support of

research of interest to companies, avenues for commercialization of UF technology and startup formation and growth).

- 2) Productivity: Increase Levels of Community and Business Engagement - “Increase faculty and student involvement in community and business engagement activities.”

Performance Indicators Impacted:

- The Innovation Station will support the Goal of increasing faculty and student engagement in the community through most Innovation Station programs. Faculty from the UF Gainesville campus will be directly engaged with the community in functions from industry sponsored and collaborative R&D to providing training to industry executives, while students enrolled at the UF main campus will be provided with opportunities for internships and co-ops in the Sarasota region while continuing their education through distance learning.

- 3) Strategic Priorities for a Knowledge Economy: Increase Community and Business Workforce - “Increase the percentage of graduates who continue their education or are employed full-time.”

Performance Indicators Impacted:

- Percentage of Baccalaureate Graduates Continuing their Education or Employed – Impacted through Innovation Station programs that are targeted to preparing students to have immediate and substantial impact to Florida industry post-graduation. For instance, internship and co-op experiences have been shown to substantially increase a company’s ability to attract graduates for employment. At the same time, the UF Engineering Innovators program described above will prepare and incentivize students to start their own companies in the region. Additionally, Innovation Station programs such as those focused on undergraduate research will introduce undergraduates to the opportunities provided by graduate programs should they choose to continue their academic pursuits.

C. Provide a timetable of critical benchmarks that must be met for full implementation which can be used to monitor progress (planning, design, funding, construction, etc.). The timetable should also include ensuring appropriate accreditation of the proposed educational site and any proposed programs requiring specialized accreditation, if required.

2Q 2016 – Execution of collaboration and funding agreement between UF and Sarasota County. Completion of collaboration agreements with two select Sarasota regional philanthropies and one academic institution (State College of Florida) is desirable, but not necessary to launch the Innovation Station in 3Q2016.

3Q 2016 – Initial staffing of UF Innovation Station complete.

1Q 2017 – Agreement on specific performance metrics (e.g. jobs created, companies assisted, student internships, workforce development programs, K-12 living/learning experiences) with Sarasota County government and philanthropic stakeholders.

1Q annually – Successful annual review and approval of performance metrics by all stakeholders.

II. Need and Demand Assessment

- A. Provide a detailed assessment of unmet local student demand for access to academic programs in the vicinity of the proposed educational site. Complete Table 1 in Appendix A to enrollment projections for unduplicated student headcount and FTE by degree program and level.**

N/A - This proposed Special Purpose Site will not offer Student Credit Hours (SCH's).

- B. Provide a detailed data-driven assessment that describes unmet local and regional workforce need for programs and services to be offered at the proposed educational site. In the appendices, provide letters of support from the local community and business interests.**

Based on multiple discussions and visits to the area by Herbert Wertheim College of Engineering leadership, the Sarasota region presents a unique opportunity to host the UF Innovation Station for a number of reasons. This opportunity is framed in regional assets that can support the Station as well as regional needs that UF can clearly fill, combined with opportunities to advance the mission of UF and the Herbert Wertheim College of Engineering.

The Sarasota region has all of the elements of a Tier I university except for a local top engineering program of the Herbert Wertheim College of Engineering's breadth, which is sorely needed by small and large companies alike. The region provides the opportunity to collaborate with academic institutions that have already shown an interest in working together such as New College (Liberal Arts and Information Sciences), Ringling College of Art and Design (Creativity and Design), Mote Marine Laboratory (Marine and Environmental Sciences), State College of Florida (Critical Tracking Preparation), and the School Board of Sarasota County (Collaborative Service Learning Models). Collaborating with these institutions completes the puzzle for workforce development and training,

R&D, technology commercialization, and economic impact offerings that can serve the region.

Every facet of the technology business community with whom the UF team met during their visits to Sarasota over the last year confirmed the dire need for a pipeline of top engineering talent as critical to growing their companies and by extension the region's innovation economy. The Herbert Wertheim College of Engineering, with over 9,300 students and \$72M in annual research awards in virtually every engineering discipline, is one of the largest and broadest colleges of engineering in the nation and is uniquely poised to serve this talent pipeline. For instance, while there is clearly need for CS/IT talent as discussed below, large area manufacturers, such as Sun Hydraulics and PGT, can benefit substantially from multi-year local internships and graduates from UF's programs in mechanical engineering, industrial and systems engineering, materials science and engineering, and electrical engineering, among others. A UF Innovation Station would enable a pipeline program targeting student recruitment from across the college to companies in the region.

The Sarasota region enjoys a very high quality of life through cultural and natural amenities, but its burgeoning technology sector is not well known. This anonymity is harming the region's ability to attract and retain engineering talent at scale and ultimately throttling the region's drive to grow its innovation economy. Part of this challenge stems from the region's lack of critical mass of technology companies to assure potential new employees of multiple employment opportunities, but part of it is also based on the lack of a national profile College of Engineering in the Sarasota area that would directly support the region's economic development collaborators' company and talent recruitment efforts. The combination of Sarasota's quality of life with access to a top tier and broad-scope College of Engineering with robust research through a local presence, can significantly contribute to the Sarasota region's branding as an innovation-based economy.

The region's entrepreneurial community comprises a unique combination of startup, small- and medium-sized companies that span the spectrum from leading edge design companies spawned by graduates of Ringling College of Art and Design (e.g., BioLucid) to a cadre of technology-centric companies focused on human-centered design and experiences for industries ranging from mobile health (e.g., Voalte collaborating with Sarasota Memorial Hospital) to dynamic customer engagement (e.g., Revcontent, Clickbooth). The community has created an epicenter for new startups at The Hub in downtown Sarasota with significant champions who understand the power of harnessing creativity, the arts, design, and technology to build a unique entrepreneurial community. The

Sarasota region has been able to create a base of nationally leading companies despite lacking a dedicated Tier I and broad-scope engineering resource to provide talent, research, infrastructure, and technology – which the Innovation Station could enable.

Two recent independent studies confirm the unmet local and regional workforce need for programs and services to be offered at the proposed Innovation Station.

- I. The Sarasota County Economic Development Commission (EDC) conducted surveys of computer and mathematical-related openings posted on jobs boards in the region – first in January 2015 and then again in October 2015. The results show a strong, unmet, immediate and growing demand for graduates from these disciplines:
 - 537 computer and mathematics openings were posted on job boards for the Sarasota region in October 2015. This chasm between company employment opportunities and graduates filling those needs is significant - and growing. The same survey showed 319 openings in the same disciplines posted in January 2015.
 - The same survey showed a growing current short-term gap for software engineers specifically, growing from 78 in January 2015 to 87 in October 2015.
 - The EDC polled companies in the region and found a need for 4,738 computer engineering jobs by local companies in 2022 to fill their staffing requirements.
 - Additionally, the study found that 1,090 software developers and network architects would be needed by regional companies over the next six years.
 - The results of a February 2015 EDC survey of 28 companies in Sarasota and Manatee counties ranging from startups to established businesses in myriad business sectors show across-the-board increasing job demand for a spectrum of engineering and computer science and engineering disciplines supported by the Innovation Station as shown in Figure 1.

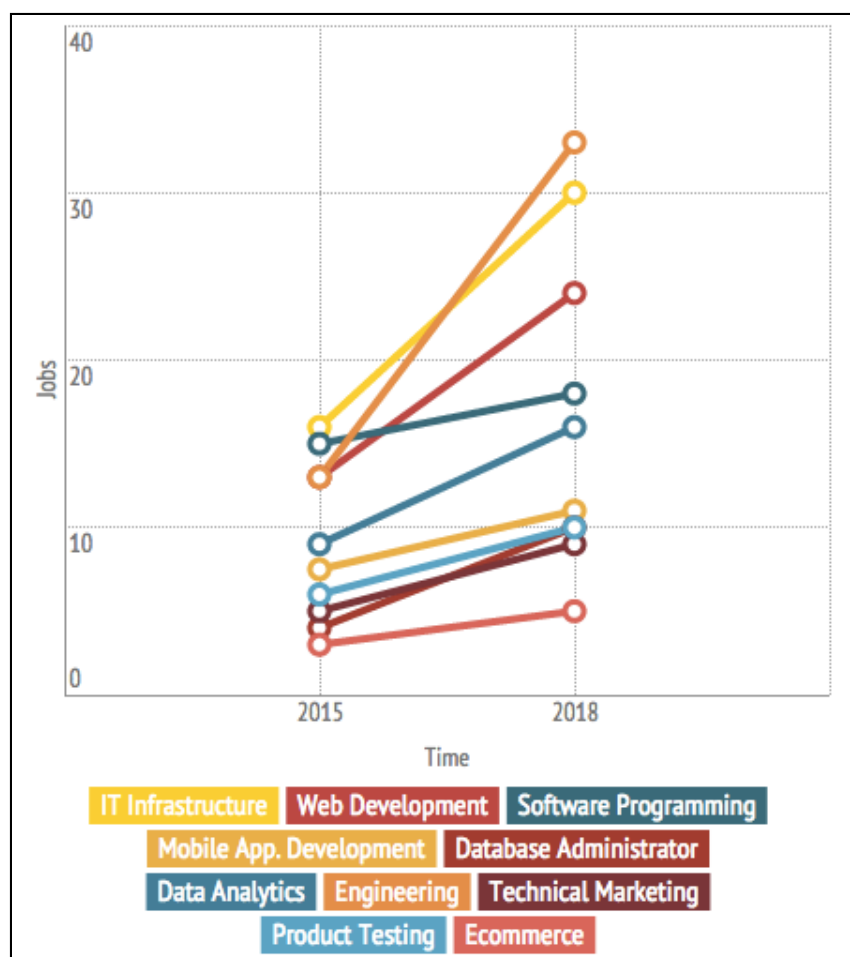


Figure 1 – Results of a poll of 28 Sarasota and Manatee county based companies for job demands in 2015 and 2018

- II. The second study was commissioned by CareerEdge and carried out by Kempton Research and Planning in 1-2Q 2015. The study was designed to determine if there is a Skills Gap in Information Technology and Computer Science in the Sarasota/Manatee region. Specifically, employers were asked “Do you believe there is a skills gap of workers with Information Technology/Computer Science knowledge your company needs to be successful and those you can find to fill jobs in Sarasota and Manatee County?” The interviewers then delved into company and academic representative responses and potential solutions to fill skills gaps. The study included in-depth interviews with:
- 20 companies in Sarasota and Manatee counties including 8 large companies, 9 Second Stage companies, and 3 small companies – including the Sarasota startup company incubator, The Hub.

- Seven academic institutions including University of South Florida, New College, State College of Florida, Keiser University, Suncoast Technical College, Manatee Technical College, and Booker High School.

The results as presented to the regional stakeholders in June 2015 show that local industry is experiencing significant skills gaps – 70% of industry responders interviewed indicated skills gaps in these disciplines. Additionally, 86% of the educational institutions polled agree that there is a skills gap.

As telling as the numbers, the industry respondents offered the following thoughts during the interviews:

- “We lack a significant university presence.”
- “To have access to talent we’ve opened a satellite office in Atlanta just off the Georgia Tech campus.”
- “Forget the local talent market. We’re going to hire someone in California remotely that can do this.”
- “We have looked locally, but you don’t get local talent that live in Sarasota. We are looking for younger generation and you don’t get a lot in Sarasota that live right here. We work with the University of Florida and have been up there several times with our executives.”
- “We align ourselves with universities like UF and FSU to really look at engineers that can help design and build our product.”
- “You need a legitimate research university or engineering school to come to the table. We don’t have one of those right now.”
- “This isn’t as easy as training a manufacturing line. These skills have to come from other markets and respected research universities. I don’t think we have any institutions in our counties that can turn out this kind of workforce.”

Sarasota County, ranked second only to Palm Beach County in expendable wealth, has a unique base of accessible business talent with many active and retired industry executives who have brought their business acumen, experience and wealth to the region. Based on multiple discussions with UF HWCOE leadership, these executives welcome the opportunity to engage with the University of Florida in myriad ways that can be enabled by a local UF Innovation Station. These engagements could include guiding UF start-up companies in Gainesville or other parts of the state including Sarasota, licensing UF technology for their own startup companies, and investing in UF startup companies as UF provides a valuable pipeline of deal flow to complement

Sarasota's private and institutional investment capacity. Additionally, these executives with a deep and wide pool of business expertise and contacts can enrich the UF Engineering Innovation Institute and Engineering Leadership Institute as guest speakers or mentors to students working individually or in teams. The talent base includes significant experience and international contacts in leading technology companies that can be leveraged by UF faculty from the Gainesville campus in their research programs and as they transition technology to the private sector. This business experience and investment capacity complements UF's technology opportunity pipeline (~300 inventions, 85 technology commercialization licenses and 15 startup companies annually), student innovators and entrepreneurs (~1,300 engineering undergraduate, graduate and working professional student enrollments in Engineering Innovation and Leadership curriculum annually, and projected to double in the next few years), and an engineering faculty base approaching 300 within one of the broadest colleges of engineering in the US covering all major disciplines.

The Sarasota region's economy today is built primarily on retirement and tourism due to the quality of life and international branding of the community as a destination of choice, for vacation or for life. These two legs form an economic base that has served the community well, but may not be sufficient to fully harvest the value the region has to offer young and old moving forward in the next generation of an innovation centric global economy. A UF Innovation Station can help complete the region's training and recruitment assets and provide a third leg to fully balance the region's economy going forward. Sarasota is actively recruiting companies based on its quality of life, its outstanding K-12 school system, which is ranked first in Florida and sixth in the nation, its unparalleled dedication to creativity and the arts, and many other resources that it enjoys. This region firmly believes in and has dedicated to the power of an educated workforce and creative class at all levels - from consistently and overwhelmingly voting for a surtax to support the local school system to consistently supporting myriad creative class community events and programs.

III. Academic Programs and Courses

- A. Provide a list of the degree programs, partial programs, or college credit certificates and courses to be offered at the proposed educational site by year five or the Final Year of implementation if different, using Table 1 in Appendix A. The proposed degree programs must be identified by six-digit CIP Code, by program title, and degree level.**

N/A - No degree programs are to be offered at the Innovation Station.

- B. Provide an explanation as to how the proposed degree programs and courses will be affiliated with similar programs offered on the central campus and/or other educational sites of the university. Will they be independent or an extension of existing programs?(Please see BOG regulation 8.011 (5))**

N/A - No degree programs are to be offered at the Innovation Station.

- C. Provide an assessment, supported with data, that justifies any duplication of degree programs and services that might already be provided by an existing state university or Florida College System campus in the vicinity of the proposed educational site. Describe any discussions that have taken place with affected colleges and universities and provide letters of support or letters of concern in the appendices.**

N/A - No degree programs are to be offered at the Innovation Station.

IV. Administration and Student Support Services

- A. Describe the administrative structure of the proposed educational site and how it will relate to the central administration of the university. Include any necessary funding in the financial plan outlined in Table 2 of Appendix A.**

The initial Innovation Station administrative structure will be designed to assure appropriate programmatic oversight and guidance from the leadership of the Herbert Wertheim College of Engineering and the Sarasota regional stakeholders:

- From the UF campus - HWCOE Dean Cammy Abernathy supported by HWCOE senior staff Erik Sander will have oversight and responsibility in assuring that resources dedicated to this effort produce quality return on investment. The HWCOE will provide administrative support to the Innovation Station from the UF campus in Gainesville in areas of Human Resources, Contracts and Grants, Information Technology Support, etc.
- Sarasota Regional Stakeholder Advisors will be engaged on a regular basis to assure Station programs are optimally meeting regional community needs.
- The following will comprise the Sarasota office initial staffing. All of these staff will be UF employees and UF is requesting annual funding to share support of these positions from the regional public sector collaborators (e.g., Sarasota county government; Municipal governments as appropriate).
 - The UF Innovation Station Director will report to HWCOE leadership above. The Innovation Station Director will be responsible for overall program implementation and delivery within the construct of the

operational plan, adjusted as appropriate to benefit from new opportunities.

- The Industry Programs Coordinator will report to the Innovation Station Director and will be responsible for everyday coordination and execution of Innovation Station programs primarily targeting regional economic impact. This professional will work closely with the regional entrepreneurial, investor, and small/medium/large company community in building programs targeted to increasing their competitive advantage.
- The Workforce Development Programs Coordinator will report to the Innovation Station Director and will be responsible for everyday coordination and execution of Station programs primarily targeting working with academic collaborators from K-12 through the State University and State College Systems. Additionally, the Workforce Development Program Coordinator will work with the Industry Programs Coordinator and Innovation Station Director to liaise regularly with UF programs being leveraged to the benefit of the Innovation Station.
- The Administrative Assistant will support the Innovation Station Director and Program Coordinators in the everyday administrative operations of the Innovation Station.

B. Describe how the proposed site will provide student services, either onsite or online from the central university campus.

N/A - No degree programs are to be offered at the Innovation Station. There will be no students enrolled at the Innovation Station.

C. Provide a plan to provide library services and other instructional resources that will support the proposed programs. Include any necessary funding in the financial plan outlined in Table 2 of Appendix A.

N/A - No degree programs are to be offered at the Innovation Station.

V. Budget and Facilities

- A. Provide a projected operational budget using Table 2 in Appendix A that includes revenues and expenses out to year five, or the final year of implementation if different. Provide a narrative that explains the cost assumptions reflected in Table 2. Include the operational costs on the proposal cover page.**

The projected budget for Innovation Station staffing in Gainesville and Sarasota as described in Section IV.A includes initial year annualized salary expenses of \$360k for Sarasota-based staff broken out as follows. Subsequent years staffing budgets include an average 3% annual salary increase for all personnel.

<u>Innovation Station Admin Salaries</u> <u>(Loaded)</u>	<u>FY2016</u>
UF Innovation Station Director	\$119,970
Industry Programs Coordinator	\$93,310
Workforce Dev. Programs Coordinator	\$93,310
Admin. Assistant	\$53,320

Overhead resources including all UF main campus support described in Section IV.A are already in place and fully supported so are not included here or in the accompanying budget tables in Appendix A.

General Operations for the leased office are initially budgeted at ~\$1,000 monthly. Travel for Innovation Station staff and UF/Gainesville personnel in direct support of the Innovation Station is also initially budgeted at ~\$1,000 monthly. Inflation is projected at 3% annually. UF will fund General Operations and Travel for the Innovation Station.

The projected office/meeting space budget for the Innovation Station is described in Section V.B.

Special programs targeted to specific populations in the Sarasota region (e.g. collaborations with K-12, State College of Florida, New College) are being offered for funding to myriad regional philanthropic organizations. In total, \$2.83M is being budgeted from Sarasota regional philanthropies to support specialized programs over 5 years. To date, ~\$1M has been dedicated by these organizations to specialized programs.

- B. Use Table 3 in Appendix A, to identify each facility or facilities required to establish the proposed educational site, and any additional facilities that will be required once the site has reached its expected size and enrollments. Include capital facility costs on the proposal cover page.**

The necessary initial office infrastructure is envisioned as ~1,000 square feet of leased Class A/B furnished office space appropriately situated in downtown Sarasota (exact location TBD) with an initial rental rate projected at ~\$28/square foot (Triple Net inclusive of maintenance and utilities) and inflation projected at 3% annually. UF will attempt to lease appropriate space with an initial lease

term of 2 years with option to renew. UF will request cash or in-kind support to fully fund the office space from the regional public sector collaborators (e.g., Sarasota county government; Municipal governments as appropriate). This space will support the initial office staff as well as provide meeting space for local stakeholders interacting with Innovation Station staff. It will not be designed to house any SCH-based education, research, or laboratory functions.

- C. Describe ownership of the new location and provide documentation of ownership or lease agreements, to include any special clauses, easements, or deed restrictions. If the property is a gift, provide the gift agreement. Please provide information on the type of ownership if the site is leased or owned (if leased please provide information on the duration of the lease and the entity that owns the lease). If the site is joint-use please provide the name of the other entity in the joint agreement as well as the total number of students this site will serve from year 1 through year 5.**

As outlined in Section V.B, HWCOE leadership are negotiating with regional public sector collaborators to provide cash or in-kind support for leased space for the Innovation Station. The Memorandum of Understanding and annual agreements for this space and other support are currently being negotiated and will be provided when completed.

- D. Are the facilities owned or leased by the University?**

☐ Owned ☒ Leased

VI. Addendum for International Campuses and Special Purpose Centers

If the proposed site is international, include a copy of any MOU or other agreements related to the site as an appendix

N/A – The Innovation Station is not international.

() The University certifies that all requirements of BOG Regulation 8.009(3)(f) have been met.

APPENDIX A
TABLE 1
DEGREE PROGRAMS PLANNED AND PROJECTED ENROLLMENTS
(Annual Unduplicated Headcount and FTE)

CIP Code	Baccalaureate Degree Program Title	Degree Level	Year 1		Year 2		Year 3		Year 4		Year 5	
			Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE
	None	0	0	0	0	0	0	0	0	0	0	0
TOTAL BACCALAUREATE			0	0	0	0	0	0	0	0	0	0

CIP Code	Master's Degree Program Title	Degree Level	Year 1		Year 2		Year 3		Year 4		Year 5	
			Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE
	None	0	0	0	0	0	0	0	0	0	0	0
TOTAL MASTER'S			0	0	0	0	0	0	0	0	0	0

CIP Code	College Credit Certificate Program Title	Course Level	Year 1		Year 2		Year 3		Year 4		Year 5	
			Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE
	None	0	0	0	0	0	0	0	0	0	0	0
TOTAL MASTER'S			0	0	0	0	0	0	0	0	0	0

NOTE: Add Year columns as necessary to cover the period of time needed for full implementation.

Edition 04/15/14

APPENDIX A

TABLE 4

SUMMARY FINANCIAL PROJECTIONS TO FULL IMPLEMENTATION

Fiscal Year Ending June 30		Year 1	Year 2	Year 3	Year 4	Year 5
General Operations Revenues		2016	2017	2018	2019	2020
Carry Forward from Prior Year		0	0	0	0	0
General Revenue/Lottery						
	State Allocations (GR/Lottery)	0	0	0	0	0
Tuition/Tuition Differential and Fees						
	Tuition (Matriculation)	0	0	0	0	0
	Tuition (Differential, 70% UG Support)	0	0	0	0	0
	Out of State Student Tuition Fees	0	0	0	0	0
Research Trust Funds (by title)						
	None	0	0	0	0	0
Financial Aid and Academic Related Fees						
	Financial Aid	0	0	0	0	0
	Tuition (Differential, 30% Financial Aid)	0	0	0	0	0
	Out of State Financial Aid	0	0	0	0	0
	Student Technology Fee	0	0	0	0	0
	Student Distance Learning Fee	0	0	0	0	0
	Other Fees (Material/Supply), Facility/Equipment, etc.)	0	0	0	0	0
Other Revenues*						
	UF IT Performance Funding**	243,290	261,403	280,385	311,744	321,096
	Sarasota County Government	201,290	207,329	213,549	219,955	226,554
	Sarasota Region Philanthropies	489,545	535,904	551,981	602,142	654,815
Total Revenues		934,125	1,004,636	1,045,915	1,133,841	1,202,465

General Operations Expenses*						
	Compensation and Employee Benefits	714,625	741,213	768,755	802,745	826,827
	Workforce Development Other (Space, Matls, etc.)	64,000	71,585	79,568	93,975	96,794
	Financial Aid, Scholarships, Stipends	63,500	97,078	99,990	136,591	175,298
	Equipment, Materials, Lab Space	40,000	41,200	42,436	43,709	45,020
	Leased Office / Meeting Space	28,000	28,840	29,705	30,596	31,514
	Office Administrative Costs	24,000	24,720	25,462	26,225	27,012
Total Expenses		934,125	1,004,636	1,045,915	1,133,841	1,202,465
Operating Net Revenues Over Expenses		0	0	0	0	0

* Note all revenues and expenses assume all program implementations starting in first year

** State of Florida E&G Funds provided to HWCOE to build Florida IT Workforce

STATE UNIVERSITY SYSTEM
CIP-3 SHORT TERM PROJECT EXPLANATION

Page _1_ of _1_

GEOGRAPHIC LOCATION: UF Innovation Station, Sarasota, FL
PROJECT DESCRIPTION/TITLE: UF Innovation Station

COUNTY:
PROJECT BR No. (if assigned):_____

Facility/Space Type	Net Area (NASF)	Net to Gross Conversion	Gross Area (GSF)	Unit Cost (Cost/GSF)*	Construction Cost	Assumed Bid Date	Occupancy Date	Space Detail for Remodeling Projects			
								BEFORE		AFTER	
								Space Type	Net Area (NASF)	Space Type	Net Area (NASF)
			0		0						
			0		0						
			0		0						
			0		0						
			0		0						
Totals	0		0		0						
*Apply Unit Cost to total GSF based on primary space type											
Remodeling/Renovation											
Total Construction - New & Rem./Renov					0			Total	0	Total	0

SCHEDULE OF PROJECT COMPONENTS

ESTIMATED COSTS

	Funded to Date	Year 1	Year 2	Year 3	Year 4	Year 5	Funded & In CIP
Basic Construction Cost							
1. a. Construction Cost (from above)							0
Add'l/Extraordinary Const. Costs							
b. Environmental Impacts/Mitigation							0
c. Site Preparation							0
d. Landscape/Irrigation							0
e. Plaza/Walks							0
f. Roadway Improvements							0
g. Parking ___ spaces							0
h. Telecommunication							0
i. Electrical Service							0
j. Water Distribution							0
k. Sanitary Sewer System							0
l. Chilled Water System							0
m. Storm Water System							0
n. Energy Efficient Equipment							0
Total Construction Costs	0	0	0	0	0	0	0
2. Other Project Costs							
a. Existing facility lease	\$ -	\$ 28,000	\$ 28,840	\$ 29,705	\$ 30,596	\$ 31,514	\$ 148,656
b. Professional Fees							0
c. Fire Marshall Fees							0
d. Inspection Services							0
e. Insurance Consultant							0
f. Surveys & Tests							0
g. Permit/Impact/Environmental Fees							0
h. Artwork							0
i. Moveable Furnishings & Equipment							0
j. Project Contingency							0
Total - Other Project Costs	\$ -	\$ 28,000	\$ 28,840	\$ 29,705	\$ 30,596	\$ 31,514	\$ 148,656
ALL COSTS 1+2	0	28,000	28,840	29,705	30,596	31,514	148,656

Appropriations to Date			Project Costs Beyond CIP Period			Total Project In CIP & Beyond
Source	Fiscal Year	Amount	Source	Fiscal Year	Amount	
TOTAL		0	TOTAL		0	148,656

Edition 04/15/14



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(t) 941.309.1200 • (f) 941.309.1209 • www.edcsarasotacounty.com

January 4, 2016

Dean Cammy Abernathy
Herbert Wertheim College of Engineering
300 Weil Hall
P.O. Box 116550
Gainesville, FL 32611-6550

Dear Dean Abernathy,

This letter is expressing our appreciation for the Herbert Wertheim College of Engineering's effort to bring a "Tech Center" to Sarasota County and the region. Over the years, we have made strong progress in the transforming our regional economy into an economy driven by tech innovation; the planned Tech Center will accelerate that progress significantly.

A Sarasota Tech Center will fill a void that we in economic development have struggled with for years, namely talent for technical jobs. We conducted a survey of CEOs of diversifying businesses over this past year, and workforce issues were consistently listed as weaknesses and /or barriers to growth. High growth companies are limited by the inability to find highly skilled employees and must resort to costly recruitment programs or use remote workers. Engineering and IT positions are particularly challenging and these jobs cut across almost every industry sector.

The survey also identified a number of local companies that are engaged in research & development. The Tech Center will be a huge asset to those companies to connect with the resources at the University of Florida. Throughout this past year, we have had numerous discussions with community and business leadership about the Tech Center, and the response from all has been overwhelmingly positive.

The Tech Center will also position our region to compete more effectively for innovation business attraction. We have lost many projects over the years because we cannot reasonably assure a pipeline of talent for highly technical jobs. We have lost tech start-ups to other locations because of the lack of a tech workforce. Sarasota County offers a unique quality of life appreciated by the "creative class" workforce, and the Tech Center will leverage our strengths with an enhanced capacity to compete for and win innovation centric business opportunities.

We have excellent institutions of higher education and research such as State College of Florida, University of South Florida / Sarasota-Manatee, the Roskamp Institute, New College of Florida, Mote Marine Laboratories, and Ringling College of Art & Design, but what is missing is top level


The Founders

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Halfacre Construction Company • Kerkerling, Barberio & Co. • Michael Saunders & Company • Osprey Real Estate Services, LLC
RE/MAX Alliance Group • Sarasota Association of Realtors® • Schroeder-Manatee Ranch, Inc. • SunTrust • Wagner Realty
Williams Parker Harris • Dietz & Co. • WilsonMiller-Stantec, Inc.

engineering. That has challenged our economy's efforts to expand its innovation-based economy.

This community is committed to attracting and growing innovative businesses and the Tech Center will have a major impact on the region's technology ecosystem. I assure you that this community will welcome and support you every step of the way. Again, thank you for choosing Sarasota as the location for this first Tech Center.

Best regards,


Mark Huey
President and CEO
EDC of Sarasota County

Cc: Erik Sander, Director of Engineering Innovation Institute



Office of the President

June 15, 2015

Dr. Joseph Glover,
Provost and Senior VP for Academic Affairs
235 Tigert Hall
Box 113175
Gainesville, FL 32611-3175

Dear Joe,

I write to say how thrilled my colleagues and I are about the prospect of the University of Florida establishing an engineering presence in our area. I write not just to enthuse, but to offer support. As you probably know, the Sarasota-Bradenton area has a number of distinguished nonprofit educational institutions: a high quality, open access former community college (State College of Florida), a separately accredited regional comprehensive university (the University of South Florida at Sarasota-Manatee) which offers some professional masters degrees, a national residential arts and science college that focuses on undergraduate education (New College of Florida), and a high quality arts and technical undergraduate institution (Ringling College of Art and Design). In addition, through the Ringling Museum and the Asolo Conservatory, Florida State University offers a MFA program, and is adding some additional masters programs in the arts. These schools comprise one of every Carnegie-type institution with the exception of a research intensive university. Our missions are complementary, and we do not compete. We have just piloted a program whereby a student at any one of the institutions can take courses for credit at any other institutions without money changing hands. The heads of these institutions meet monthly, as do the functional equivalents of the chief academic and chief business officers.

Should the University of Florida decide to move ahead with establishing an engineering presence, I will sponsor that organization as a member of our consortium, and invite the local functional equivalents of the president, the chief academic officer, and the business officer to meet regularly with us. There are many areas where we could profitably collaborate. Rather than talk at length about these, let me talk at a little higher level about the local region's economic and educational needs.

The Bradenton-Sarasota-Venice area has a rich cultural and artistic life and some very interesting start-ups and businesses. Yet it is one of the few developed areas of Florida without a full-scale research university. However, it does have most of the pieces that comprise a research intensive institution with the exception of a first rate engineering school. The University of South Florida at Sarasota-Manatee offers an MBA and graduate education degrees, as well as degrees in Hospitality Management. Florida State University offers an MFA and will soon offer MA programs in arts management. It also offers a medical residency program in conjunction with Sarasota Memorial Hospital, a very highly rated nonprofit hospital. Both Ringling College and New College of Florida are experimenting with MS programs in data science and visualization. Your school has established a satellite facility called City Lab-Sarasota that offers a Master of Architecture Degree, as well as an IFAS extension in Sarasota. We have a number of high-quality, non-profit private research institutes in the area: these include Mote Marine

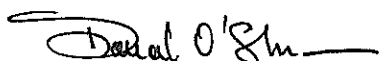
Laboratory that focuses on ocean and environmental research, Roskamp Institute that focuses on biomedical research, and the Eide Institute which focuses on Asian studies.

What we do not have, and what the region badly needs, is an engineering school. We have many CEOs of global companies who have moved here, but cannot move their whole operation here, because we cannot supply the engineering talent. We have some very fine local high schools. Students interested in engineering must leave the area, and they often do not return. New College has talked with Florida Polytechnic about dual degree engineering programs, but we cannot (and neither can any other local institution) offer a credible first year engineering design course. We'd also be delighted to work on dual degree programs with UF. An engineering presence would help with pipeline issues from the local high schools, with hack-a-thons and design competitions, and with entrepreneurship curricula. We want you, and you would not be stepping on anyone's toes.

I will happily offer support in making the University of Florida's case with the Board of Governors, with local legislators, with county and regional officials, and with area institutions. Having the University of Florida establish an engineering presence here would further the goal of the Board of Governors to build on strengths of existing SUS institutions (instead of establishing ambitious and duplicative competing educational institutions). I can hardly think of a better model than having three of Florida's research intensive institutions – FSU, UF and USF – offer non-overlapping satellite operations in this region that draw on the distinctive intellectual strengths of the institutions and that together with local institutions afford the region the economic and human capital that a full scale research intensive university would bring.

Finally, and you and your colleagues will have to be the final judge on this, but I think that a satellite operation here would bring many advantages to the University of Florida's School of Engineering. Great engineering schools not only bring benefits to the regions they serve, but draw strength from those regions. This area has enormous potential and will result in partnerships that will strengthen UF and the School of Engineering.

Sincerely,

A handwritten signature in black ink, appearing to read "Donal O'Shea", with a long horizontal flourish extending to the right.

Donal O'Shea
President

xc: Cammy Abernathy, Dean, College of Engineering
Erik Sander, Director, Engineering Innovation Institute

February 8, 2016

Kent Fuchs
President
University of Florida
Post Office Box 113150
Gainesville, Florida 32611

W. Kent Fuchs
2/22/16

Dear President Fuchs:

The University of Florida Capital Improvement Trust Fund (CITF) Fee Committee met to recommend the expenditure of CITF funds for FY 2016/2017. I served as chair of the committee and the members were Cydney McGlothlin, senior project manager, Planning, Design and Construction; Azfar Mian, associate director for financial and IT services, Housing and Residence Education; Jeanna Mastrodicasa, senior associate vice president for operations, Institute of Food and Agricultural Sciences; Michael Crist, student member, Jasmine Haddaway, student member, Gabriella Larios, student member, and Sol Ortega, student member. The student members were appointed by Joselin Padron-Rasines, the Student Government president.

Mr. Chris Kinsley, assistant vice chancellor, Finance & Facilities for the Florida Board of Governors notified the University of Florida to prepare a submittal to request project(s) to be funded from the Capital Improvement Trust Fund (CITF). The amount available for the University of Florida in FY 2016/17 (cash rather than bonded funds) was estimated to be approximately \$5.8 million dollars.

Florida Statute 1013.74 states no project proposed by a university which is to be funded from Capital Improvement Trust Fund fees or Building fees shall be submitted to the Board of Governors for approval without prior consultation with the student government association of that university. Similarly, Florida Statute 1009.24(8)(c) states the committee has at least half of its membership be students appointed by the student body president. A chair, appointed jointly by the university president and the student body president, shall vote only in case of a tie.

CITF 2016/17

Page 2

The University Capital Improvement Trust Fund Fee Committee met on February 3, 2016 and unanimously voted to recommend the allocation of 5,800,000 in 2016/17 CITF funds as follows:

\$2.5 million to complete the expansion and renovation of the UF Career Resource Center (CRC). The project will create the addition of 7,000 square feet as well as renovate the existing Career Resource Center. The Career Resource Center was ranked #1 in both 2010 and 2012 by the Princeton Review. The demand for CRC services continues to expand. Last year, the CRC connected 16,194 students to 933 employers at career fairs which resulted in interviews for 9,306 students by 501 employers in the center.

\$3.3 million to renovate both the Institute of Black Culture (Building 874) and the Institute for Hispanic-Latino Cultures (Building 880). A thorough building analysis conducted this semester by Physical Plant, Environmental Health & Safety, Rowe Architects, and Brentwood General Contractors recommended that both 1921 facilities be reconstructed to correct safety, ADA, and structural concerns.

I respectfully request approval of the recommendations as submitted. The minutes from the February 3, 2016 Capital Improvement Trust Fund (CITF) committee meeting are attached.

Sincerely,



Dave Kratzer

Vice President for Student Affairs

cc:

Dr. Joseph Glover, Senior Vice President and Provost

Ms. Joselin Padron-Rasines, Student Body President

2014-15
Annual Accountability Report

UNIVERSITY OF FLORIDA

PENDING BOT APPROVAL 2/26/2016



STATE UNIVERSITY SYSTEM *of* FLORIDA
Board of Governors



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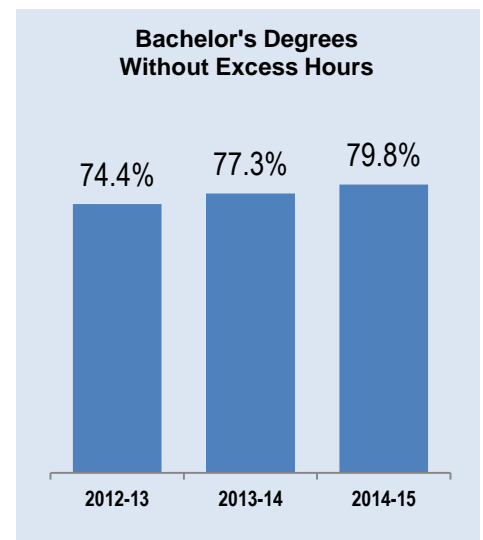
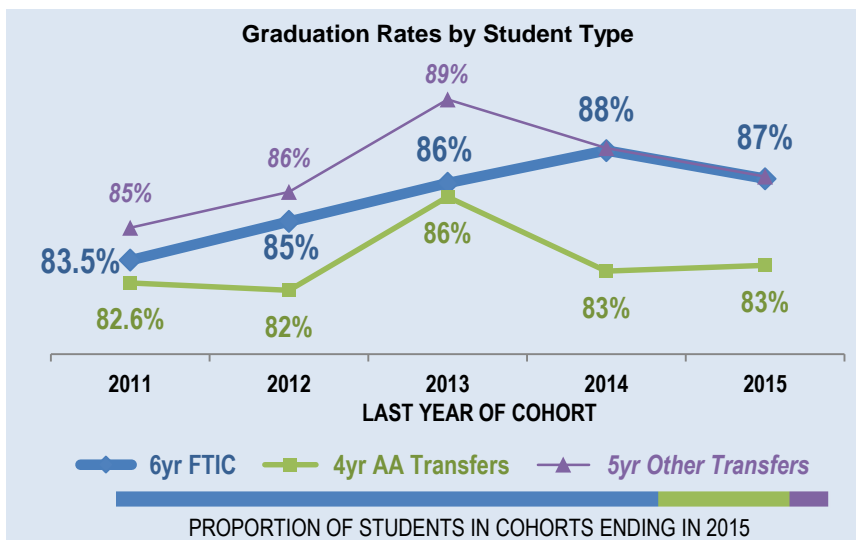
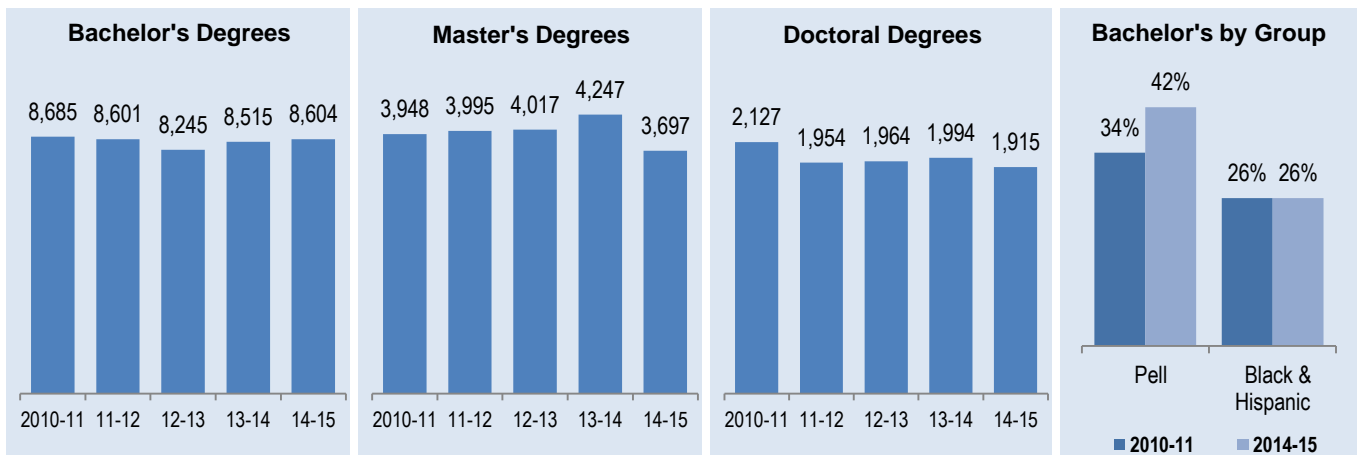
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Dashboard

Headcount Enrollments	Fall 2014	% Total	2013-2014 % Change	Degree Programs Offered		2015 Carnegie Classifications	
TOTAL	50,536	100%	1%	TOTAL (as of Spring 2015)		Basic:	Doctoral Universities: Highest Research Activity
White	27,953	55%	0%	Baccalaureate	96		
Hispanic	8,268	16%	5%	Master's & Specialist's	132	Undergraduate Instructional Program:	Balanced arts & sciences/professions, high graduate
Black	3,230	6%	-3%	Research Doctorate	78		
Other	11,085	22%	1%	Professional Doctorate	10	Graduate Instructional Program:	Research Doctoral: Comprehensive programs, with medical/veterinary
Full-Time	42,217	84%	0%	Faculty (Fall 2014)	Full-Time		
Part-Time	8,319	16%	8%		Part-Time	Size and Setting:	Four-year, large, primarily nonresidential
Undergraduate	32,781	65%	1%	TOTAL	4,234		
Graduate	15,754	31%	-1%	Tenure & Ten. Track	2,318	Community Engagement:	No
Unclassified	2,001	4%	12%	Non-Tenured Faculty	1,916		
					864		

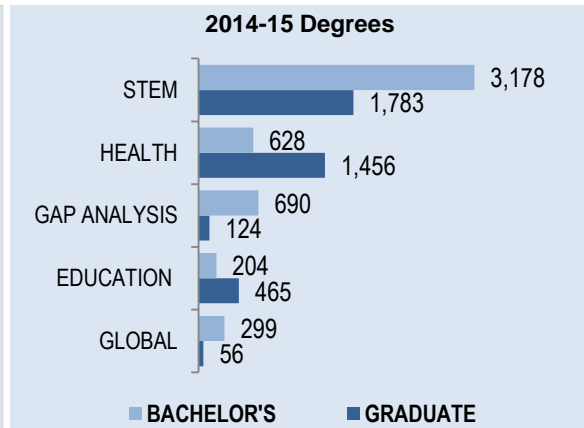
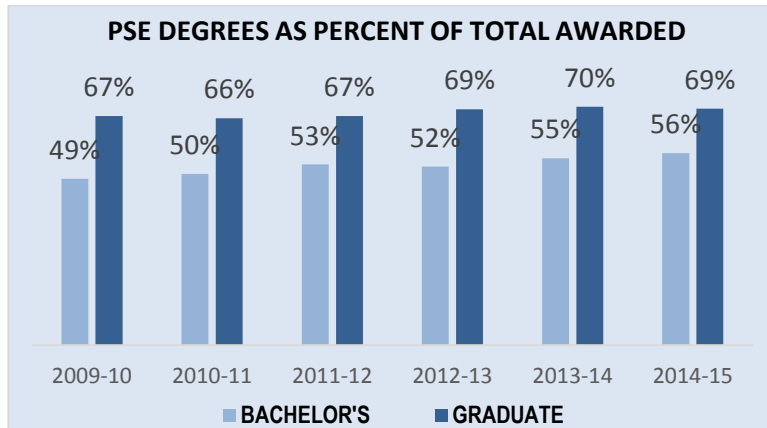
DEGREE PRODUCTIVITY AND PROGRAM EFFICIENCY



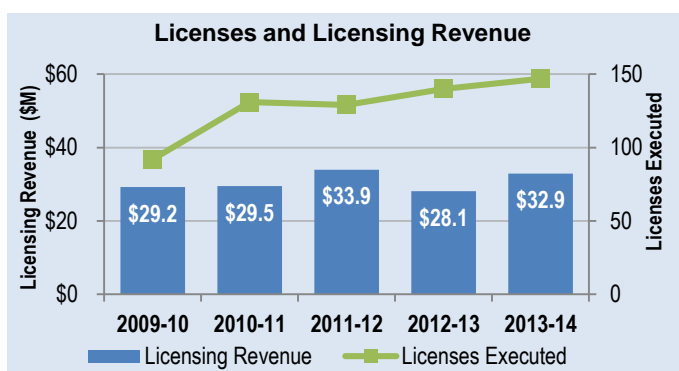
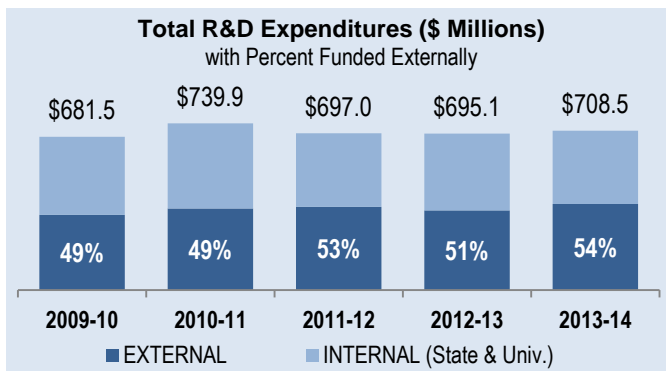


Dashboard

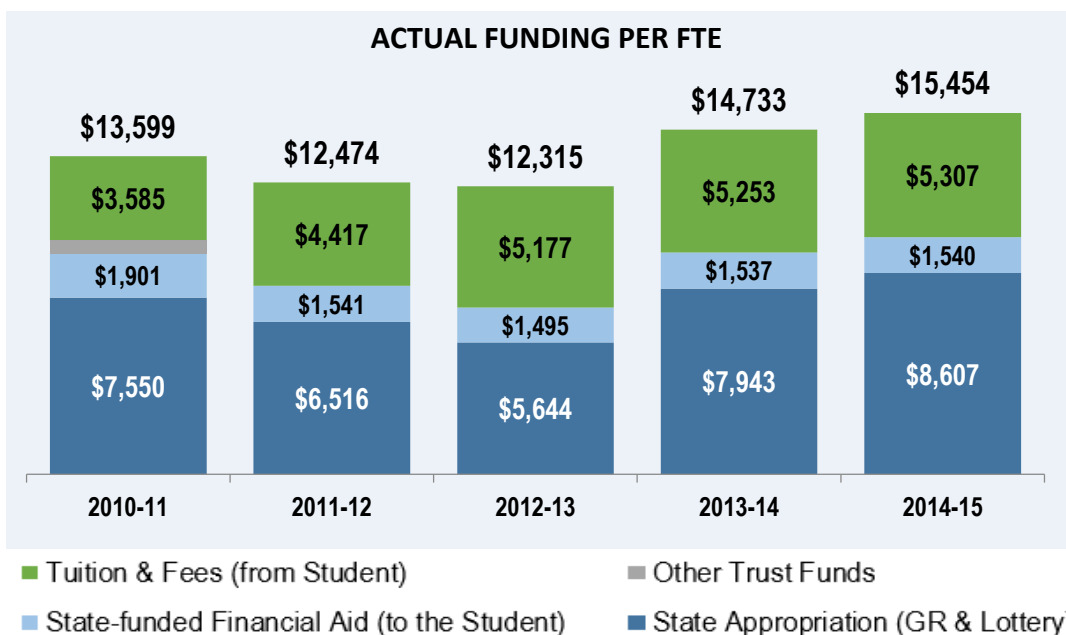
DEGREES AWARDED IN PROGRAMS OF STRATEGIC EMPHASIS (PSE)



RESEARCH AND COMMERCIALIZATION ACTIVITY



RESOURCES



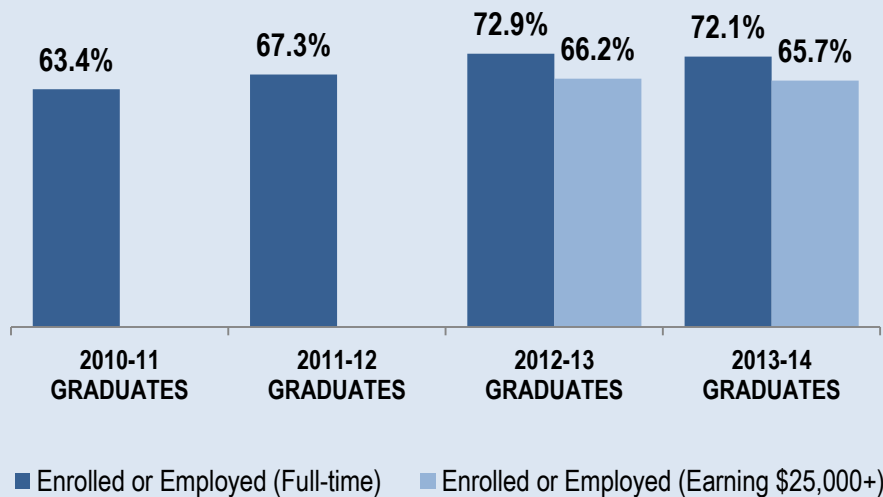
Note: Tuition and Fee revenues include tuition, tuition differential fee and E&G fees (i.e., application, late registration, and library fees/fines) based on the actual amount collected (not budget authority) by universities as reported in their Operating Budget 625 reports. Other local fees that do not support E&G activities are not included here. Please note that a portion of the Tuition & Fees is supported by federal SFA programs (ie, Pell grants). State-funded Student Financial Aid amounts include the 11 SFA programs that OSFA reports annually. State Appropriations includes General Revenues, Lottery and Other Trust funds (i.e., Federal Stimulus for 2009-10 and 2010-11 only) that are directly appropriated to the university as reported in Final Amendment Package. Student FTE are actual and based on the standard IPEDS definition of FTE (equal to 30 credit hours for undergraduates and 24 for graduates). This data does not include funds or FTE from special units (i.e., IFAS, Health-Science Centers or Medical Schools). Not adjusted for inflation.



Dashboard

POST-GRADUATION METRICS

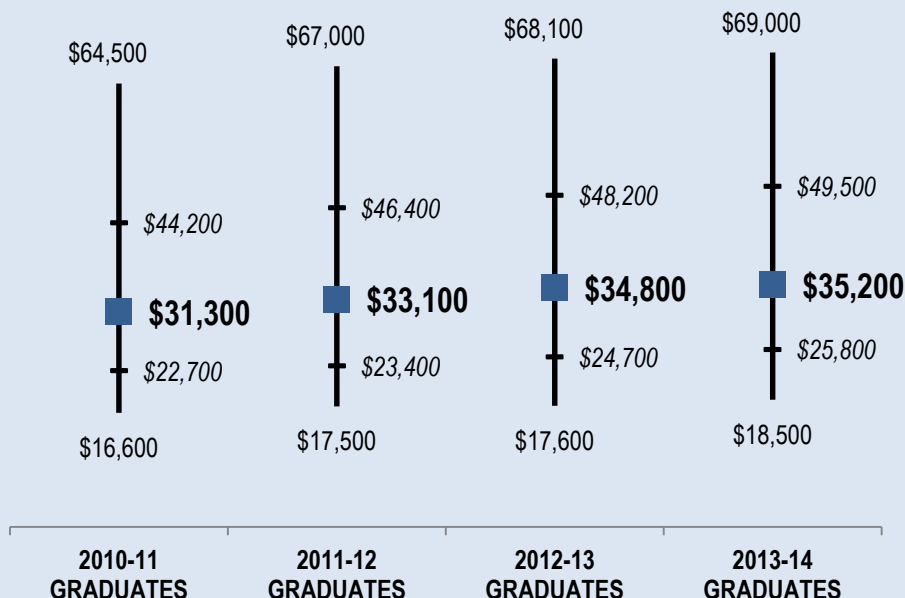
**Percent of Bachelor's Graduates
Employed or Continuing their Education
One Year After Graduation**



Notes: Percentages are based on the number of recent baccalaureate graduates who are either employed full-time or continuing their education in the United States. Full-time employment is based on those who earned more than a full-time (40hrs a week) worker making minimum wage. Due to limitations in the data, the continuing enrollment data includes any enrollment the following year regardless of whether the enrollment was post-baccalaureate or not. Board of Governors staff found 89% of the total 2013-14 graduating class.

See Table 40 within this report for additional information about this metric.

**Wages of Full-time Employed in Florida
Baccalaureates One Year After Graduation**



Notes: Wage data is based on Florida's annualized Unemployment Insurance (UI) wage data for those graduates who earned more than a full-time employee making minimum wage in the fiscal quarter a full year after graduation. This UI wage data does not include individuals who are self-employed, employed out of state, employed by the military or federal government, or those without a valid social security number. In 2013-14, these data accounted for 35% of the total graduating class. This wage data includes graduates who were employed full-time (regardless of their continuing enrollment). Wages are provided for 5th, 25th, 50th, 75th and 95th percentiles. Median wages are identified by bolded values. The interquartile range (shown in italics) represents 50% of the wage data. Wages rounded to nearest hundreds.



Performance Based Funding Metrics

		2012-13	2013-14	CHANGE
1	Percent Employed Full-time or Continuing their Education	72.87%	72.10%	-0.8%pts
		2012-13	2013-14	CHANGE
2	Median Wages of Bachelor's Graduates Employed Full-time in Florida	\$34,800	\$35,200	1.1%
		2010-14	2011-15	CHANGE
3	Cost per Bachelor's Degree	\$25,450	\$26,450	3.9%
		2008-14	2009-15	CHANGE
4	Six-Year Graduation Rate for First-time-in-College (FTIC) Students	87.54%	86.50%	-1.0%pts
		2013-14	2014-15	CHANGE
5	Academic Progress Rate	95.21%	94.62%	-0.6%pts
		2013-14	2014-15	CHANGE
6	Bachelor's Degrees Awarded within Programs of Strategic Emphasis	54.66%	56.13%	1.5%pts
		FALL 2013	FALL 2014	CHANGE
7	University Access Rate	32.39%	31.56%	-0.8%pts
		2013-14	2014-15	CHANGE
8	Graduate Degrees Awarded within Programs of Strategic Emphasis	69.78%	69.20%	-0.6%pts
		2012	2013	CHANGE
9	<i>Board of Governors Choice Metric:</i> Number of Faculty Awards	20	15	-5
		2012-13	2013-14	CHANGE
10	<i>Board of Trustees Choice Metric:</i> Total Research Expenditures (\$Millions)	\$695.06	\$708.53	1.9%



Key Achievements (2014 -2015)

STUDENT AWARDS/ACHIEVEMENTS

1. Colin R. Defant and Lauren A. McCarthy won 2015 Barry Goldwater Scholarship Awards
2. Narayan Kulharni named the first-place winner of the Tokyo-based Goi Peace Foundation's 2015 International Essay Contest for Young People, co-organized by UNESCO
3. Juan Serrano was awarded a Gates Cambridge Scholarship for study at Univ. Cambridge, one of the most prestigious awards available for graduate study

FACULTY AWARDS/ACHIEVEMENTS

1. Tommy Angelini invents a method for 3-d printing of soft matter into shapes more fragile than anything found in nature <http://news.ufl.edu/articles/2015/09/3-d-printing-soft-matter-uf-discovery-leads-to-new-engineering-discipline.php>
2. UF researchers reveal first Tree of Life for all 2.3 million named species <http://news.ufl.edu/articles/2015/09/uf-researchers-reveal-first-tree-of-life-for-all-23-million-named-species.php>
3. Nine UF scholars were awarded Fulbright grants for 2014-15, outpacing all other U.S. research institutions except UC Berkeley and Harvard University

PROGRAM AWARDS/ACHIEVEMENTS

1. Samuel Proctor Oral History Program earns two major awards: (1) annual Diversity Award from Society of American Archivists, and (2) Elizabeth B. Mason Small Project Award from The Oral History Association
2. UF will receive \$8M in EDA funding for construction of Phase II of the Florida Innovation Hub
3. \$300M UF College of Engineering transformation begins with \$50M naming gift from Dr. Herbert Wertheim and the Dr. Herbert and Nicole Wertheim Family Foundation

RESEARCH AWARDS/ACHIEVEMENTS

1. UF ranked #5 in Licenses/Options Executed; #9 in U.S. Patents Issued; #7 in Startups Formed (per AUTM FY 2014). *Note: rankings do not count UC system or UT system.*
2. Received record \$706.8M in external contracts and grants in 2015
3. Breaking news recently released by AUTM: 16 startups put UF 8th in the U.S. among leaders in technology transfer (including UC system and UT system) UF also ranked 7th for licenses and options executed. Ranked among the most productive biomedical research universities by the journal *Nature Biotech*

INSTITUTIONAL AWARDS/ACHIEVEMENTS

1. New supercomputer HiPerGator2.0 #1 (in speed) among universities in South; #2 among U.S. public universities; #3 among U.S. public and private universities; #15 among global universities; #113 on the top 500 list of supercomputers from all industries
2. UF 5th Best College for Veterans on 2016 College Factual list (USA Today) <http://veterans.collegefactual.com/blog/2016-best-colleges-for-veterans>
3. UF ranked #6 in "Top Colleges Doing the Most for Low-Income Students" in the NY Times College Access Index http://www.nytimes.com/interactive/2015/09/17/upshot/top-colleges-doing-the-most-for-low-income-students.html?_r=0



Narrative

Teaching and Learning

STRENGTHEN QUALITY AND REPUTATION OF ACADEMIC PROGRAMS AND UNIVERSITIES

1. With the assistance of a UF Task Force, President Kent Fuchs has developed a set of strategic goals for UF <http://president.ufl.edu/initiatives/goal-setting-task-force/>. Many of these goals will strengthen the teaching and learning environment. These include: (Goal 1) Exceptional academic environment that reflects the breadth of thought essential for preeminence, achieved by a community of students, faculty, and staff who have diverse experiences and backgrounds. (Goal 2) An outstanding and accessible education that prepares students for work, citizenship and life. (Goal 3) Faculty recognized as preeminent by their students and peers. (Goal 7) A physical infrastructure and efficient administration and support structure that enable preeminence.
2. UF is in the midst of a program of investment in new faculty designed to strengthen the quality and reputation of many departments and research initiatives. Many of the benefits of this preeminence initiative will accrue to the institution's graduate, professional and research programs, but they will also strengthen undergraduate teaching by helping to stabilize the student-faculty ratio and by bringing undergraduates in contact with some of the world's leading scholars.
3. UF has continued to develop its suite of undergraduate online degree offerings through UF Online, which it launched in January 2014 with ten majors. By Fall 2016, seventeen majors will be offered covering a variety of business, computer science, health and science fields. UF Online is currently meeting targets for enrollment and revenue, although it has enrolled more resident and fewer nonresident students than predicted. UF is a member of the Unizin consortium. Unizin's mission is to acquire and/or develop a repository for learning objects and to acquire and/or develop learning analytics to be used on a common learning management system (Canvas). Through UF's membership in Unizin, the entire SUS was able to join Unizin as an affiliate member for \$100K and enjoys the benefits of Unizin, including discounted pricing for Canvas.
4. One of UF's preeminence initiatives was the recruitment of a group of four faculty dedicated to research into academic technology and online learning. Space for their research, including a learning laboratory, is currently being renovated.
5. UF is in the midst of constructing the Chemical Biology building that will house modern undergraduate teaching laboratories and research laboratories for faculty and graduate students.
6. UF opened Infinity Hall, its first student residential housing devoted to entrepreneurship, innovation, and creativity. Right across the street from the Innovation Hub, its first floor is



devoted to Maker Spaces, and it is designed to be a living-learning environment for student entrepreneurs.

INCREASE DEGREE PRODUCTIVITY AND PROGRAM EFFICIENCY

1. Goal 7 in UF's new set of strategic goals emphasizes efficiency: "A physical infrastructure and efficient administration and support structure that enable preeminence." The objectives of that goal include: (i) a campus with updated facilities, including modern research laboratories, classrooms to support state-of-the-art teaching and learning, contemporary residence halls, and high-quality technology infrastructure, (ii) an efficient and effective administration that provides superior business services to the campus community, proactively streamlines processes to minimize burden and redundancy, incentivizes excellence through budget appropriations, and attracts and retains talented staff through ongoing professional development opportunities and competitive compensation, and (iii) an attractive, sustainable and safe campus that offers a high quality of life to faculty, staff, students, alumni and the community, making UF a desirable place to visit, live, work and play.
2. UF introduced a new admissions program in February 2015 that substantially increases access to UF. Students who enter through the PaCE program must take 15 credit hours through UF Online and complete 45 additional credits through any means (accelerated credits from high school, dual enrollment, state college or university residential courses or additional UF Online courses). Once they do, they may remain in UF Online to complete their degrees or they may transfer to the residential degree program on the Gainesville campus. After admitting the normal freshman class in February 2015, UF offered an additional 3000 students admission through the PaCE program. 257 students accepted the offer and enrolled in Fall 2015, even though there was little publicity or advance notice about PaCE. UF is continuing this admission program this year and expects an even better reception for it since we have advertised the program and have fine-tuned its parameters.
3. UF's 6-year graduation rate for Full and Part-time FTICs is 86.5%, and its 4-year graduation rate is 67%. These rates are the highest in the SUS and among the highest in the AAU (Association of American Universities).
4. Last December, UF opened a student learning commons on the ground floor of the Marston Science Library. It seats over 700 students, and it is full to capacity most of the time. Plans are complete for the renovation of Newell Hall into an additional student learning commons, and construction will begin in the near future.
5. UF is undertaking a study of its graduate programs, with emphasis on its doctoral programs. The goal is to increase the quality of the experience for graduate students and to improve productivity of the programs. A draft set of graduate policies is being circulated for comment, and it is likely it will be adopted in the spring. In addition, we are reviewing the stipend levels and compensation of graduate assistants and fellows to improve UF's ability to recruit students of the highest caliber.
6. UF continues to participate in the CAVP-guided review of degree programs at all levels to ensure that they are efficient and productive.

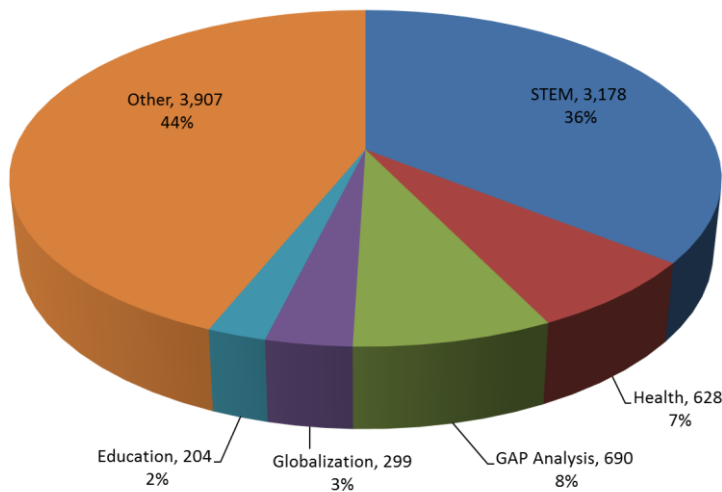


INCREASE THE NUMBER OF DEGREES AWARDED IN S.T.E.M. AND OTHER PROGRAMS OF STRATEGIC EMPHASIS

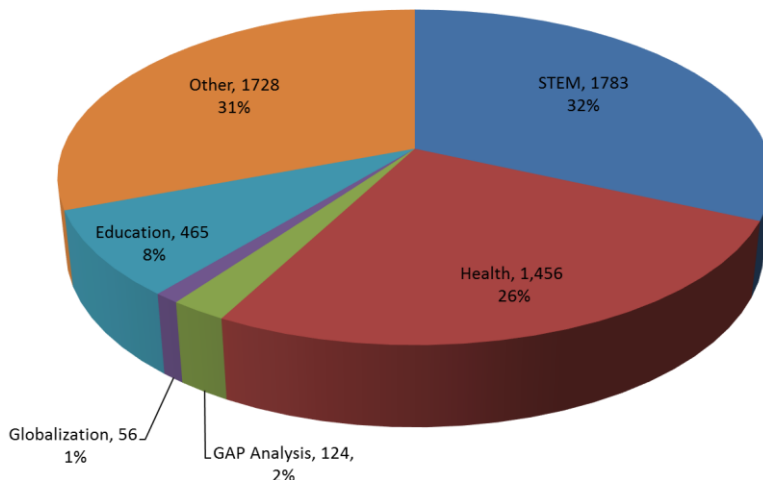
The pie charts below show the distribution of Bachelor's degree and Graduate and Professional degrees for the 2014-15 academic year.

In addition, and consistent with national practice, UF is creating a Bachelor's degree in Public Health that likely will attract many majors. The College of Engineering has also shown steady growth in the number of undergraduate majors enrolled.

**University of Florida Bachelor's Degree Distribution
for 2014-2015 Academic Year**



**University of Florida Graduate and Professional Degree
Distribution for 2014-2015 Academic Year**





Narrative

Scholarship, Research and Innovation

STRENGTHEN QUALITY AND REPUTATION OF SCHOLARSHIP, RESEARCH AND INNOVATION

1. UF continues its program of hiring additional faculty in selected research areas by means of the preeminence funds appropriated by the Legislature. To date, over 90 faculty have been hired through this program with remarkable results. Just to look at it from one angle: with \$15.7M in salary dollars and benefits committed to new hires, UF has been the beneficiary of \$24M in grants transferred into the institution by the new faculty, and they have won an additional \$17M in new grants to date. In his 2015 Workplan presentation to the BOG, President Fuchs announced several programs that had moved into a top ten ranking by virtue of preeminence hires (per Academic Analytics methodology). We expect to have a comprehensive review of the effects of the new hires on program rankings for the 2016 Workplan presentation.
2. To better focus its research efforts, UF has also created several institutes. Last year, we reported the creation of the Informatics Institute. This year, we have created a center for cybersecurity research and are about to announce the creation of a biodiversity institute. UF has recently authorized the hire in the Chemistry Department of four faculty members in a new research thrust: Chemical Innovations in Cancer Research.
3. Several years ago, UF christened its first supercomputer HiPerGator. It was a remarkable addition to the technological infrastructure and enabled faculty to do things they had never been able to do before. It led directly to the award of several grants and currently supports over \$400M of research. It only took a couple of years for it to reach capacity, and last year, UF sought to create HiPerGator 2.0. That supercomputer was installed in September and October and tested for speed. It is #1 (in speed) among universities in South, #2 among U.S. public universities, #3 among U.S. public and private universities, #15 among global universities, and #113 on the top 500 list of supercomputers from all industries. Of course, this arms race never slows and it will no doubt be eclipsed in a year or so. But this provides the faculty with an important new tool with spare capacity that will power the UF research and tech transfer engine for years to come.
4. UF and the College of Engineering committed to a \$300M "Wertheim Transformation" over the next decade. Powered by a \$50M naming gift from Dr. Herbert Wertheim and the Dr. Herbert and Nicole Wertheim Family Foundation, augmented by additional support from UF and the UF Foundation, the transformation of the college is planned to modernize its facilities and pedagogy, enlarge the faculty and the number of majors and increase its impact in research, internal collaborations and external outreach and partnership with industry.
5. UF completed and opened the Harrell Medical Education Building in Fall 2015. Not only does this building provide modern facilities for medical education, but it afforded the College of Medicine the opportunity to revise its curriculum to better meet the demands of rapidly advancing technologies and the changing health care landscape. The new facilities accommodate small group and collaborative team-based learning, expanded standardized and clinical simulation activities for both education and assessment and state-of-the-art information technology.



INCREASE RESEARCH AND COMMERCIALIZATION ACTIVITY

1. UF continues to develop the programs at its Innovation Hub. UF will receive \$8M in EDA funding for construction of Phase II of the Florida Innovation Hub, which, when constructed, will take pressure off the current building. It will be a 50,000 square foot building adjoining the original business super-incubator at Innovation Square. The university is investing \$9M toward the project in the expectation that it will continue the impressive record of commercialization seen at the original Innovation Hub. The Innovation Hub is complemented by Infinity Hall, the new dormitory across the street that is devoted to entrepreneurship and innovation. The entire first floor of Infinity Hall is devoted to "maker space," and we anticipate considerable student interest in, and interaction with, the Innovation Hub.
2. UF's tech transfer initiatives continue to be remarkably successful. The Association of University Technology Managers (AUTM) reported that for FY 2014, UF ranked #5 in Licenses and Options Executed, #9 in U.S. Patents Issued, and #7 in Startups Formed. (These rankings do not include the University of California system or the University of Texas system because those systems do not disaggregate their results by university.)
3. In a November 2015 draft AUTM and *Nature Biotech* news release, AUTM announced that 16 startups put UF 8th in the nation among leaders in technology transfer, ranked among such institution as the UC and UT systems. This ranking is based on the 16 startups originating with UF research discoveries and launched by the UF Office of Technology Licensing in fiscal year 2014. UF also ranked 7th for licenses and options executed with 147. That statistic includes agreements completed by UF's Office of Technology Licensing and the UF Institute of Food and Agricultural Sciences. UF also ranked among the most productive biomedical research universities in an analysis of the same data by the journal *Nature Biotech*. In the life sciences alone, UF ranked 10th in licenses and options executed with 31, just ahead of Caltech and New York University, which topped the list by licensing revenue received. In the past 14 years, UF OTL has launched more than 175 biomedical and technology startups.
4. In addition to the 16 startups launched in 2013-14, UF helped launch 15 more startups in the fiscal year that ended June 2015.
5. Florida Biologix, a contract development and manufacturing organization focused on complex biological products, has been spun off from UF to GB2 Services, Inc., a newly formed entity that will continue to operate as Florida Biologix. FB2 is backed by an investment from Ampersand Capital Partners, a Massachusetts-based private equity firm with extensive experience in the contract manufacturing of complex biologics. FB2/Florida Biologix will continue to manufacture complex biopharmaceutical products in the existing UF Progress Park facility and lease UF facilities on Innovation Drive in Alachua.
6. Global biotech company Biogen and Alachua-based UF startup AGTC announced a collaboration to develop gene-based therapies for multiple ophthalmic diseases. Biogen will make an upfront payment of \$124M to AGTC, which will be eligible to receive further upfront and milestone payments exceeding \$1B. This is the first billion-dollar deal for a startup company based on research developed at UF.



INCREASE COLLABORATION AND EXTERNAL SUPPORT FOR RESEARCH ACTIVITY

1. UF received a record \$706.8M in external grants and contracts in the 2014-15 fiscal year, representing a significant increase over the \$702M in external grants and contracts received in the 2013-14 fiscal year.
2. UF has reengineered the university's proposal development and submission system to create a fully integrated, streamlined electronic platform that captures all pre-award sponsored program functions.
3. Goal 4 in UF's new set of strategic goals emphasizes "Growth in research and scholarship that enhances fundamental knowledge and improves the lives of the world's citizens." It includes Objective 1: documented advances in productivity and recognition of UF research programs, and Objective 3: increased extramural and intramural funding that enhance both basic and translational research.
4. UF has invested most of the funds made available through the legislative preeminence initiative in cross-department and cross-college teams of faculty that are well-positioned to secure substantial external support for research activity.
5. The Office of Technology Licensing is using the leverage of the Florida Growth Fund, part of the state workers' pension fund, to attract more venture capitalists to the state. The effort has produced two so far: HealthQuest Capital and MPM Capital.



Narrative

Community and Business Engagement

STRENGTHEN QUALITY AND REPUTATION OF COMMITMENT TO COMMUNITY AND BUSINESS ENGAGEMENT

1. Goal 5 in UF's new set of strategic goals seeks "A strengthened public engagement of the university's programs with local, national and international communities" with the following objectives:
 - a. Objective 1: Increased engagement and outreach of UF programs leading to positive impacts in such areas as health, the economy, environment and community
 - b. Objective 2: Improved communication leading to increased public awareness of and value placed on UF programs and their impact on society
 - c. Objective 3: Increased technology translation and entrepreneurial activities
2. The UF Office of Community Relations is responsible for developing and maintaining relationships with individuals, governments and the business communities within the North Central Florida region. The office:
 - ☐ Serves as an information resource and a point of contact for the community.
 - ☐ Interfaces with public officials and community leadership for the identification and resolution of issues of concern to both the university and all sectors of the community.
 - ☐ Promotes the university as a resource to the region - as part of the UF land grant mission.
 - ☐ Creates opportunities for interface between the university and the community.
 - ☐ Oversees the annual \$1M campaign for local charities.
 - ☐ Serves as a community link for UF expertise.
 - ☐ Maintains the Community Outreach database – showcasing the many outreach efforts on campus including medical care, outreach to schools, technical assistance, and pro bono legal work. <http://www.urel.ufl.edu/community-relations/community-outreach/>.
 - ☐ Coordinates the Community Outreach Group – a monthly meeting of those at UF who interface with our community. The purpose is the sharing of information and the coordination of communication.
 - ☐ Organizes the Eye Opener Discovery Breakfasts – monthly breakfasts for campus and community featuring a variety of speakers from UF and from the community.



INCREASE LEVELS OF COMMUNITY AND BUSINESS ENGAGEMENT

1. The Office of the Chief Operating Officer has engaged a specialist in real estate to better understand the real-estate environment in which UF operates and to help plan UF's development over the next 20-30 years.
2. UF sponsored the second annual Veterans Entrepreneurship Program in May. Sponsored by the Warrington College of Business Administration's Center for Entrepreneurship & Innovation, it assists veterans in starting a business or who already own one. The program is free to eligible veterans.
3. The mission of the [Center of Excellence for Regenerative Health Biotechnology](#) is to stimulate promising research and facilitate commercialization of technologies that will provide treatments and cures for human diseases. Located in Alachua's Progress Corporate Park, the centers activities include education, translational research, and biopharmaceutical manufacturing.
4. The University of Florida's most innovative and emerging companies were celebrated in March 2015 at the inaugural Gator100 Awards at UF's Reitz Union Grand Ballroom. Sponsored by UF, the Warrington College of Business Administration and the Center for Entrepreneurship & Innovation, the Gator100 recognizes the 100 fastest-growing businesses owned or led by UF alumni. To qualify for the Gator100, companies must have been in business for five years or more as of September 2014, and have had verifiable annual revenues of \$100,000 or more in 2011. Additionally, a UF alumnus or alumni must have met one of the following three leadership criteria: (a) Owned 50 percent or more of the company from Jan. 1, 2011, through Dec. 31, 2013; or (b) Served as company's chief executive from Jan. 1, 2011, through Dec. 31, 2013; or (c) Founded the company and been active as a member of the most senior management team from Jan. 1, 2011, through Dec. 31, 2013.
5. UF is engaged in formulating a Strategic Development Plan, with the following goals and interests:
 - a. Support of UF's preeminence goals
 - b. Identifying university town benchmarks
 - c. Transportation, housing, and retail
 - d. Real estate and Gainesville's built environment
 - e. Infrastructure challenges and problem areas
 - f. Current and planned uses of campus buildings
 - g. UF's geographic location within Florida
 - h. Trends related to growth, density, and livability
 - i. The Gainesville/Alachua County economic climate
 - j. UF's relationship to Gainesville/Alachua County
 - k. University and community brand
 - l. 40-50 year planning horizon

Following the posting of an RFQ, a firm was selected to assist in this project: Elkus Manfredi. The next steps involve identifying and engaging with stakeholder groups and developing a 12-month scope of work to begin January 2016. Services to be provided include:

- Strategic planning/branding
- Urban planning/design
- Campus planning integration



- Transportation planning
- Real estate
- Economic analysis

INCREASE COMMUNITY AND BUSINESS WORKFORCE

1. Santa Fe College and the University of Florida will receive an award of up to \$1.4M over five years from the National Institutes of Health for a new program aimed at increasing the number of underrepresented students who transfer from Santa Fe College to UF and graduate with bachelor's degrees in biomedical and behavioral science-related disciplines. The new SF2UF Bridge to Baccalaureate Program targets students who are underrepresented in majors related to the life sciences at Santa Fe College. It is one of more than 40 other Bridges to the Baccalaureate programs funded by NIH's National Institute of General Medical Sciences to increase the diversity of community college students who go on to research careers in the biomedical sciences
2. The University of Florida works in partnership with our city and county governments and our Chamber of Commerce in economic development efforts. These efforts are bringing jobs to Gainesville. We do this through:
 - Support of area economic development efforts – including Innovation Square and underserved East Gainesville.
 - Regular interface with Gainesville and Alachua County officials. In addition to a monthly meeting with the Assistant City Manager, we recently held a very productive day-long meeting with the Gainesville City Commission and UF leadership to share current UF activities and initiatives.
 - Interface with surrounding counties/cities, many of which are dependent upon Gainesville businesses, the University of Florida and UF Health for employment, legal assistance, health care, retail and entertainment.
 - Involvement with the Gainesville Area Chamber of Commerce (GACC) and the Council for Economic Outreach (CEO).



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Section 1 – Financial Resources

TABLE 1A. University Education and General Revenues (Not Adjusted for Inflation)

	2011-12 Actual	2012-13 Actual	2013-14 Actual	2014-15 Actual	2015-16 Estimates
MAIN OPERATIONS					
Recurring State Funds	\$282,072,644	\$278,338,117	\$325,992,708	\$365,480,734	\$356,667,088
Non-Recurring State Funds	\$3,733,260	-\$32,710,787	\$17,618,253	\$5,768,361	\$38,548,527
Tuition	\$237,366,286	\$254,750,464	\$260,713,331	\$262,730,535	\$267,943,475
Tuition Differential Fee	\$19,924,508	\$27,899,543	\$28,883,422	\$28,829,444	\$29,312,100
Misc. Fees & Fines	\$4,037,039	\$7,694,619	\$4,126,872	\$3,752,218	\$4,249,000
SUBTOTAL	\$547,133,737	\$535,971,956	\$637,334,586	\$666,561,292	\$696,720,190
HEALTH SCIENCE CENTER / MEDICAL SCHOOL					
Recurring State Funds	\$101,645,085	\$94,360,878	\$107,750,528	\$109,302,486	\$110,315,306
Non-Recurring State Funds	\$0	\$0	\$1,468,994	\$1,250,000	\$1,000,000
Tuition	\$35,433,164	\$37,469,368	\$38,410,501	\$38,171,261	\$38,171,500
Tuition Differential Fee	\$0	\$0	\$0	\$0	\$0
Misc. Fees & Fines	\$0	\$0	\$0	\$0	\$0
Other Operating TF	\$18,780,736	\$23,304,902	\$23,958,755	\$27,453,651	\$30,320,421
SUBTOTAL	\$155,858,985	\$155,135,148	\$171,588,778	\$176,177,398	\$179,807,227
INSTITUTE OF FOOD & AGRICULTURAL SCIENCES (IFAS)					
Recurring State Funds	\$132,950,565	\$136,741,897	\$144,581,365	\$147,053,333	\$157,021,054
Non-Recurring State Funds	\$0	\$1,117,000	\$310,726	\$5,985,878	\$1,000,000
Tuition	\$0	\$0	\$0	\$0	\$0
Tuition Differential Fee	\$0	\$0	\$0	\$0	\$0
Misc. Fees & Fines	\$0	\$0	\$0	\$0	\$0
Other Operating TF	\$17,366,892	\$16,526,296	\$16,906,873	\$22,567,202	\$19,264,189
SUBTOTAL	\$150,317,457	\$154,385,193	\$161,798,964	\$175,606,413	\$177,285,243
TOTAL	\$853,310,179	\$845,492,297	\$970,722,328	\$1,018,345,103	\$1,053,812,660

Recurring State Funds: include general revenue and lottery education & general (E&G) appropriations and any administered funds provided by the state, including annual adjustments of risk management insurance premiums for the estimated year. This does not include technical adjustments or transfers made by universities after the appropriation. Please note: 2013-14 revenues include the non-recurring \$300M system budget reduction. *Sources: SUS Final Amendment Packages were used for actual years; and, the Allocation Summary and Workpapers were used for the estimated year.* **Non-Recurring State Funds:** include general revenue and lottery education & general appropriations and any administered funds provided by the state. This does not include technical adjustments or transfers made by Universities after the appropriation. *Source: non-recurring appropriations section of the annual Allocation Summary and Workpapers that include all other non-recurring budget amendments allocated later in the fiscal year.* **Note on Performance Funding:** the State investment piece of performance funding is reported in the 'Non-Recurring State Funds' and the Institutional investment piece is reported within 'Recurring State Funds'. **Tuition:** Actual resident & non-resident tuition revenues collected from students, net of fee waivers. *Source: Operating Budget, Report 625 – Schedule I-A.* **Tuition Differential Fee:** Actual tuition differential revenues collected from undergraduate students. *Source: Operating Budget, Report 625 – Schedule I-A.* **Miscellaneous Fees & Fines:** Other revenue collections include items such as application fees, late registration fees, library fines, miscellaneous revenues. This is the total revenue from Report 625 minus tuition and tuition differential fee revenues. This does not include local fees. *Source: Operating Budget, Report 625 – Schedule I-A.* For UF-IFAS and UF-HSC, actual revenues from the Incidental Trust Funds and Operations & Maintenance Trust Fund are provided by the University of Florida. *Source: Final Amendment Package.* **Federal Stimulus Funds:** Non-recurring American Recovery and Reinvestment Act funds appropriated by the state. *Source: SUS Final Amendment Package.* This data is not adjusted for inflation.



Section 1 – Financial Resources *(continued)*

TABLE 1B. University Education and General Expenditures *(Not Adjusted for Inflation)*

	2010-11	2011-12	2012-13*	2013-14	2014-15
MAIN OPERATIONS					
Instruction/Research	\$399,617,022	\$369,229,940	\$396,457,031	\$429,082,455	\$458,586,384
Administration and Support	\$37,183,216	\$34,106,924	\$36,055,368	\$45,920,170	\$47,833,471
PO&M	\$47,425,494	\$43,591,990	\$36,757,488	\$41,605,570	\$43,782,658
Student Services	\$23,998,630	\$29,850,078	\$30,896,111	\$33,467,109	\$35,776,918
Library/Audio Visual	\$25,545,830	\$24,695,285	\$25,960,911	\$26,937,947	\$28,602,075
Other	\$24,406,165	\$23,121,289	\$16,508,484	\$15,512,894	\$16,575,789
TOTAL	\$558,176,357	\$524,595,506	\$542,635,393	\$592,526,145	\$631,157,295
HEALTH SCIENCE CENTER / MEDICAL SCHOOL					
Instruction/Research	\$97,731,524	\$85,560,576	\$82,495,438	\$101,578,811	\$105,130,318
Administration and Support	\$8,398,086	\$9,477,654	\$13,443,683	\$15,630,894	\$15,366,859
PO&M	\$31,195,289	\$28,484,747	\$34,523,759	\$30,658,775	\$32,479,037
Library/Audio Visual	\$3,266,682	\$3,362,235	\$3,344,081	\$3,557,678	\$3,781,354
Teaching Hospital & Clinics	\$16,431,794	\$18,811,107	\$18,222,133	\$18,300,431	\$20,213,152
Student Services, and Other	\$0	\$0	\$0	\$0	\$0
TOTAL	\$157,023,375	\$145,696,319	\$152,029,094	\$169,726,589	\$176,970,720
INSTITUTE OF FOOD & AGRICULTURAL SCIENCES (IFAS)					
Instruction/Research	\$0	\$0	\$0	\$0	\$0
Administration and Support	\$6,766,270	\$7,185,500	\$10,856,182	\$14,928,593	\$13,725,318
PO&M	\$14,894,635	\$14,289,202	\$15,905,754	\$17,769,832	\$18,635,302
Student Services	\$0	\$0	\$0	\$0	\$0
Agricultural Extension	\$42,284,783	\$41,409,931	\$41,783,184	\$46,018,498	\$49,221,975
Institutes & Centers, Other	\$74,318,320	\$73,235,066	\$74,878,235	\$78,554,232	\$83,989,383
TOTAL	\$138,264,008	\$136,119,699	\$143,423,355	\$157,271,155	\$165,571,978
TOTAL	\$853,463,740	\$806,411,524	\$838,087,842	\$919,523,889	\$973,699,993

The table reports the actual and estimated amount of expenditures from revenues appropriated by the legislature for each fiscal year. The expenditures are classified by Program Component (e.g., Instruction/Research, PO&M, Administration, etc...) for activities directly related to instruction, research and public service. The table does not include expenditures classified as non-operating expenditures (e.g., to service asset-related debts), and therefore excludes a small portion of the amount appropriated each year by the legislature. Note*: FY 2012-2013 reflects a change in reporting expenditures from prior years due to the new carry-forward reporting requirement as reflected in the 2013-2014 SUS Operating Budget Reports. Since these expenditures will now include carry-forward expenditures, these data are no longer comparable to the current-year revenues reported in table 1A, or prior year expenditures in table 1B. This data is not adjusted for inflation.

Instruction & Research: Includes expenditures for state services related to the instructional delivery system for advanced and professional education. Includes functions such as; all activities related to credit instruction that may be applied toward a postsecondary degree or certificate; non-project research and service performed to maintain professional effectiveness; individual or project research; academic computing support; academic source or curriculum development. Source: Operating Budget Summary - Expenditures by Program Activity (or Report 645). **Administration & Support Services:** Expenditures related to the executive direction and leadership for university operations and those internal management services which assist and support the delivery of academic programs. Source: Operating Budget Summary - Expenditures by Program Activity (or Report 645). **PO&M:** Plant Operations & Maintenance expenditures related to the cleaning and maintenance of existing grounds, the providing of utility services, and the planning and design of future plant expansion and modification. **Student Services:** Includes resources related to physical, psychological, and social well-being of the student. Includes student service administration, social and cultural development, counseling and career guidance, financial aid, and student admissions and records. **Other:** includes Institutes and Research Centers, Radio/TV, Museums and Galleries, Intercollegiate Athletics, Academic Infrastructure Support Organizations. Source: Operating Budget Summary - Expenditures by Program Activity (or Report 645).



Section 1 – Financial Resources *(continued)*

TABLE 1C. Funding per Full-Time Equivalent (FTE) Student *(Not Adjusted for Inflation)*

	2010-11	2011-12	2012-13	2013-14	2014-15
State Appropriation <i>(GR & Lottery)</i>	\$7,550	\$6,516	\$5,644	\$7,943	\$8,607
Tuition & Fees <i>(State-funded Aid)</i>	\$1,901	\$1,541	\$1,495	\$1,537	\$1,540
Tuition & Fees <i>(from Student)</i>	\$3,585	\$4,417	\$5,177	\$5,253	\$5,307
Other Trust Funds	\$563	\$0	\$0	\$0	\$0
TOTAL	\$13,599	\$12,474	\$12,315	\$14,733	\$15,454

Notes: **State Appropriations** includes General Revenues and Lottery funds that are directly appropriated to the university as reported in Final Amendment Package. This does not include appropriations for special units (e.g., IFAS, Health Science Centers, and Medical Schools). **Tuition and Fee** revenues include tuition and tuition differential fee and E&G fees (e.g., application, late registration, and library fees/fines) as reported on the from the Operating Budget 625 reports. Other local fees that do not support E&G activities are not included here (see Board of Governors Regulation 7.003). To more accurately report the full contribution from the State, this table reports the *State-funded financial aid* separately from the tuition and fee payments universities receive from students (which may include federal financial aid dollars). The *State-funded financial aid* includes grants and scholarships awarded during the academic year as reported by universities to the State University Database (SUDS). **Other Trust funds** (e.g., Federal Stimulus for 2009-10 and 2010-11 only) as reported in Final Amendment Package. **Full-time Equivalent enrollment** is based on actual FTE, not funded FTE; and, does not include Health-Science Center funds or FTE. This data is based on the standard IPEDS definition of FTE, equal to 30 credit hours for undergraduates and 24 for graduates. *This data is not adjusted for inflation.*

TABLE 1D. Cost per Degree *(Full Expenditures per Bachelor's Degree - Not Adjusted for Inflation)*

	2007-11	2008-12	2009-13	2010-14	2011-15
TOTAL	\$25,710	\$25,030	\$24,940	\$25,450	\$26,450

Notes: Full expenditures include direct instructional, research and public service expenditures and the undergraduate portion of indirect expenditures (e.g., academic administration, academic advising, student services, libraries, university support, and Plant Operations and Maintenance). For each year, the full expenditures were divided by undergraduate fundable student credit hours to calculate the full expenditures per credit hour, and then multiplied by 30 credit hours to represent the annual undergraduate expenditures. The annual undergraduate expenditures for each of the four years was summed to provide an average undergraduate expenditures per (120 credit) degree. **Source:** State University Database System (SUDS), Expenditure Analysis: Report IV. *This data is not adjusted for inflation.*



Section 1 – Financial Resources *(continued)*

TABLE 1E. University Other Budget Entities *(Not Adjusted for Inflation)*

	2010-11	2011-12	2012-13	2013-14	2014-15
Auxiliary Enterprises					
Revenues	\$319,312,388	\$318,156,810	\$338,263,665	\$350,669,434	\$363,467,969
Expenditures	\$322,039,187	\$333,401,920	\$332,646,864	\$351,509,888	\$357,375,543
Contracts & Grants					
Revenues	\$1,045,444,092	\$1,111,573,155	\$1,146,883,041	\$1,226,545,535	\$1,414,173,370
Expenditures	\$1,021,605,276	\$1,075,100,893	\$1,092,573,367	\$1,128,761,594	\$1,199,621,679
Local Funds					
Revenues	\$559,745,623	\$566,476,137	\$562,640,244	\$557,195,480	\$578,827,647
Expenditures	\$557,819,207	\$552,152,515	\$561,772,973	\$558,286,365	\$600,663,314
Faculty Practice Plans					
Revenues	\$609,860,444	\$631,069,417	\$686,956,090	\$756,319,605	\$876,665,897
Expenditures	\$592,026,926	\$639,051,475	\$690,656,156	\$737,374,786	\$845,726,348

Notes: Revenues do not include transfers. Expenditures do not include non-operating expenditures. **Auxiliary Enterprises** are self-supported through fees, payments and charges. Examples include housing, food services, bookstores, parking services, health centers. **Contract & Grants** resources are received from federal, state or private sources for the purposes of conducting research and public service activities. **Local Funds** are associated with student activity (supported by the student activity fee), student financial aid, concessions, intercollegiate athletics, technology fee, green fee, and student life & services fee. **Faculty Practice Plan** revenues/receipts are funds generated from faculty practice plan activities. Faculty Practice Plan expenditures include all expenditures relating to the faculty practice plans, including transfers between other funds and/or entities. This may result in double counting in information presented within the annual report. Source: Operating Budget, Report 615. *This data is not adjusted for inflation.*

TABLE 1F. Voluntary Support of Higher Education *(Not Adjusted for Inflation)*

	2010-11	2011-12	2012-13	2013-14	2014-15
Endowment Value (\$1000s)	\$1,295,313	\$1,263,277	\$1,359,643	\$1,519,522	\$1,555,703
Gifts Received (\$1000s)	\$201,029	\$173,385	\$210,951	\$215,183	\$215,579
Percentage of Alumni Donors	14.3%	13.2%	12.9%	12.3%	11.8%

Notes: **Endowment value** at the end of the fiscal year, as reported in the annual NACUBO Endowment Study. **Gifts Received** as reported in the Council for Aid to Education's Voluntary Support of Education (VSE) survey in the section entitled "Gift Income Summary," this is the sum of the present value of all gifts (including outright and deferred gifts) received for any purpose and from all sources during the fiscal year, excluding pledges and bequests. (There's a deferred gift calculator at www.cae.org/vse.) The present value of non-cash gifts is defined as the tax deduction to the donor as allowed by the IRS. **Percentage of Alumni Donors** as reported in the Council for Aid to Education's Voluntary Support of Education (VSE) survey in the section entitled "Additional Details," this is the number of alumni donors divided by the total number of alumni, as of the end of the fiscal year. "Alumni," as defined in this survey, include those holding a degree from the institution as well as those who attended the institution but did not earn a degree. *This data is not adjusted for inflation.*



Section 2 – Personnel

TABLE 2A. Personnel Headcount *(in Fall term only)*

	2010	2011	2012	2013	2014
Full-time Employees					
Tenured Faculty	1,847	1,850	1,838	1,827	1,789
Tenure-track Faculty	713	669	592	546	529
Non-Tenure Track Faculty	1,655	1,766	1,813	1,863	1,916
Instructors Without Faculty Status	0	0	0	0	0
Graduate Assistants/Associates	0	0	0	0	0
Non-Instructional Employees	8,308	8,397	8,493	8,730	8,930
FULL-TIME SUBTOTAL	12,523	12,682	12,736	12,966	13,164
Part-time Employees					
Tenured Faculty	119	110	47	57	63
Tenure-track Faculty	22	18	16	9	12
Non-Tenure Track Faculty	684	727	778	814	864
Instructors Without Faculty Status	0	0	0	0	0
Graduate Assistants/Associates	4,480	4,354	4,095	3,893	3,828
Non-Instructional Employees	177	179	168	185	199
PART-TIME SUBTOTAL	5,482	5,388	5,104	4,958	4,966
TOTAL	18,005	18,070	17,840	17,924	18,130

Note: This table is based on the annual IPEDS Human Resources Survey, and provides full- and part-time medical and non-medical staff by faculty status and primary function/occupational activity. **Tenured and Tenure-Track Faculty** include those categorized within instruction, research, or public service. **Non-Tenure Track Faculty** includes adjunct faculty (on annual and less than annual contracts) and faculty on multi-year contracts categorized within instruction, research, or public service. **Instructors Without Faculty Status** includes postdoctoral research associates, and individuals hired as a staff member primarily to do research on a 3-year contract without tenure eligibility categorized within instruction, research, or public service. **Non-Instructional Employees** includes all executive, administrative and managerial positions regardless of faculty status; as well as, other support and service positions regardless of faculty status. Note: The universities vary on how they classify adjuncts (some include them as non-tenure track faculty while others do not consider them faculty and report them as instructors without faculty status) and part-time non-instructional employees.



Section 3 – Enrollment

TABLE 3A. Headcount Enrollment by Student Type and Level

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014*
TOTAL	50,116	49,785	50,086	50,095	50,536
UNDERGRADUATE					
FTIC (Regular Admit)	25,137	25,308	25,235	25,591	25,705
FTIC (Profile Admit)	748	632	641	632	631
AA Transfers	5,166	5,138	5,168	5,137	5,424
Other Transfers	1,013	930	994	1,015	1,021
Subtotal	32,064	32,008	32,038	32,375	32,781
GRADUATE					
Master's	7,276	7,228	7,461	7,204	7,114
Research Doctoral	4,694	4,594	4,476	4,348	4,229
Professional Doctoral	4,559	4,450	4,395	4,377	4,411
<i>Dentistry</i>	330	331	327	341	348
<i>Law</i>	1,044	979	959	936	945
<i>Medicine</i>	535	546	545	542	553
<i>Nursing Practice</i>	173	174	173	203	251
<i>Pharmacy</i>	1,735	1,674	1,572	1,537	1,456
<i>Physical Therapist</i>	164	166	165	178	192
<i>Veterinary Medicine</i>	360	371	402	426	439
<i>Other</i>	218	209	252	214	227
Subtotal	16,529	16,272	16,332	15,929	15,754
UNCLASSIFIED					
HS Dual Enrolled	47	52	57	71	149
Other	1,476	1,453	1,659	1,720	1,852
Subtotal	1,523	1,505	1,716	1,791	2,001

Note: This table reports the number of students enrolled at the university by student type categories. The determination for undergraduate, graduate and unclassified is based on the institutional class level values. Unclassified refers to a student who has not yet been formally admitted into a degree program but is enrolled. The student type for undergraduates is based on the Type of Student at Time of Most Recent Admission. The student type for graduates is based on the degree that is sought and the student CIP code. Note*: In Fall 2014, students classified by the university as post-baccalaureate are counted as "other" unclassified for the purposes of this table. This differs from the methodology used to produce data for the online interactive enrollment tool (on the Board's website) which includes post-bacs as undergraduates regardless of degree sought. Board staff will review this definition with university staff during the Summer Data Workshop and may revise it for next year's report.



Section 3 – Enrollment *(continued)*

TABLE 3B. Full-Time Equivalent (FTE) Enrollment [State Fundable only]

	2012-13		2013-14		2014-15	
	State-Funded	Actual	State-Funded	Actual	State-Funded	Actual
FLORIDA RESIDENTS						
Lower-Division	10,182	9,715	.	9,664	.	9,470
Upper-Division	13,431	13,070	.	13,233	.	13,270
Master's (GRAD I)	2,423	2,138	.	1,912	.	1,852
Doctoral (GRAD II)	3,686	3,711	.	3,642	.	3,562
Subtotal	29,722	28,634	.	28,450	.	28,154
NON-FLORIDA RESIDENTS						
Lower-Division	.	379	.	451	.	562
Upper-Division	.	412	.	480	.	583
Master's (GRAD I)	.	1,394	.	1,267	.	1,244
Doctoral (GRAD II)	.	1,822	.	1,796	.	1,808
Subtotal	4,049	4,007		3,994		4,196
TOTAL FTE						
Lower-Division	.	10,094	10,796	10,115	10,504	10,031
Upper-Division	.	13,482	14,610	13,713	14,493	13,853
Master's (GRAD I)	.	3,532	3,236	3,178	3,316	3,096
Doctoral (GRAD II)	.	5,533	5,192	5,437	5,313	5,370
Total (FL Definition)	33,771	32,641	33,834	32,444	33,626	32,350
Total (US Definition)	45,028	43,522	45,112	43,258	44,835	43,133

Notes: Full-time Equivalent (FTE) student is a measure of instructional effort (and student activity) that is based on the number of credit hours that students enroll by course level. FTE is based on the Florida definition, which divides undergraduate credit hours by 40 and graduate credit hours by 32 (US definition based on Undergraduate FTE = 30 and Graduate FTE = 24 credit hours). In 2013-14, the Florida Legislature chose to no longer separate funded non-resident FTE from funded resident FTE. **Funded** enrollment as reported in the General Appropriations Act and Board of Governors' Allocation Summary. **Actual** enrollment only reports 'state-fundable' FTE as reported by Universities to the Board of Governors in the Student Instruction File (SIF). Totals are actual and may not equal sum of reported student levels due to rounding of student level FTE. Total FTE are equal in tables 3B and 3C.



Section 3 – Enrollment *(continued)*

TABLE 3C. Full-Time Equivalent (FTE) Enrollment by Method of Instruction

	2010-11	2011-12	2012-13	2013-14	2014-15
TRADITIONAL					
Lower-Division	8,709	8,619	7,806	7,504	7,287
Upper-Division	11,449	11,103	10,558	10,100	9,930
Master's (GRAD 1)	3,143	3,132	2,744	2,561	2,429
Doctoral (GRAD 2)	5,184	5,098	4,422	4,334	4,219
TOTAL	28,484	27,953	25,530	24,499	23,865
HYBRID					
Lower-Division	347	142	247	217	224
Upper-Division	169	331	119	11	13
Master's (GRAD 1)	85	65	26	6	3
Doctoral (GRAD 2)	199	258	199	21	21
TOTAL	800	796	590	255	261
DISTANCE LEARNING					
Lower-Division	1,094	1,391	2,042	2,394	2,521
Upper-Division	2,079	2,110	2,805	3,603	3,910
Master's (GRAD 1)	442	367	762	611	664
Doctoral (GRAD 2)	372	279	912	1,083	1,130
TOTAL	3,987	4,148	6,521	7,690	8,225
TOTAL					
Lower-Division	10,149	10,152	10,095	10,115	10,032
Upper-Division	13,697	13,545	13,482	13,713	13,853
Master's (GRAD 1)	3,670	3,564	3,532	3,178	3,096
Doctoral (GRAD 2)	5,755	5,635	5,533	5,437	5,370
TOTAL	33,271	32,896	32,641	32,444	32,351

Note: Full-time Equivalent (FTE) student is a measure of instructional effort (and student activity) that is based on the number of credit hours that students enroll by course level. FTE is based on the Florida definition, which divides undergraduate credit hours by 40 and graduate credit hours by 32. **Distance Learning** is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), F.S.). **Hybrid** is a course where 50% to 79% of the instruction is delivered using some form of technology, when the student and instructor are separated by time or space, or both (per SUDS data element 2052). **Traditional (and Technology Enhanced)** refers to primarily face to face instruction utilizing some form of technology for delivery of supplemental course materials for *no more* than 49% of instruction (per SUDS data element 2052). Totals are actual and may not equal sum of reported student levels due to rounding of student level FTE. Total FTE are equal in tables 3B and 3C.



Section 3 – Enrollment *(continued)*

TABLE 3D. Headcount Enrollment by Military Status and Student Level

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
MILITARY					
Unclassified	30	35	40	39	37
Undergraduate	240	246	234	208	222
Master's (GRAD 1)	283	268	262	255	234
Doctoral (GRAD 2)	46	53	60	57	44
Subtotal	599	602	596	559	537
DEPENDENTS					
Unclassified	2	3	5	6	11
Undergraduate	218	233	277	301	302
Master's (GRAD 1)	44	61	60	69	78
Doctoral (GRAD 2)	19	21	23	20	17
Subtotal	283	318	365	396	408
NON-MILITARY					
Unclassified	1,491	1,467	1,671	1,746	1,953
Undergraduate	31,606	31,529	31,527	31,866	32,257
Master's (GRAD 1)	11,720	11,513	10,825	10,582	10,512
Doctoral (GRAD 2)	4,417	4,356	5,102	4,946	4,869
Subtotal	49,234	48,865	49,125	49,140	49,591
TOTAL	50,116	49,785	50,086	50,095	50,536

Note: This table provides trend data on the number of students enrolled based on their military status. **Military** includes students who were classified as Active Duty, Veterans, National Guard, or Reservist.. **Eligible Dependents** includes students who were classified as eligible dependents (dependents who received veteran's benefits). **Non-Military** includes all other students.

TABLE 3E. University Access Rate *(Undergraduate Enrollment with Pell Grant)*

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Pell Grant Recipients	9,822	10,527	10,425	10,377	10,220
Percent with Pell Grant	30.92%	33.18%	32.84%	32.39%	31.56%

Note: This table reports the University's Access Rate, which is a measure of the percentage of undergraduate students who have received a federal Pell grant award during a given Fall term. The top row reports the number of students who received a Pell Grant award. The bottom row provides the percentage of eligible students that received a Pell Grant award. This metric is included in the Board of Governors Performance Based Funding Model – for more information see: http://www.flbog.edu/about/budget/performance_funding.php.



Section 4 – Undergraduate Education

TABLE 4A. Baccalaureate Degree Program Changes in AY 2014-15

Title of Program	Six-digit CIP Code	Degree Level	Date of UBOT Action	Starting or Ending Term	Comments
New Programs					
Terminated Programs					
Landscape and Nursery Horticulture	01.0603	Bachelors	6/6/2014	Summer 2014	
Programs Suspended for New Enrollments					
Agricultural and Food Products Processing	01.0401	Bachelors		Fall 2011	
Real Estate	52.1501	Bachelors	2011	Summer 2011	
New Programs Considered By University But Not Approved					

Note: This table does not include new majors or concentrations added under an existing degree program CIP Code. This table reports the new and terminated program changes based on Board action dates between May 5, 2014 and May 4, 2015.

New Programs are proposed new degree programs that have been completely through the approval process at the university and, if appropriate, the Board of Governors. Does not include new majors or concentrations added under an existing degree program CIP Code.

Terminated Programs are degree programs for which the entire CIP Code has been terminated and removed from the university's inventory of degree programs. Does not include majors or concentrations terminated under an existing degree program CIP Code if the code is to remain active on the academic degree inventory.

Programs Suspended for New Enrollments are degree programs for which enrollments have been temporarily suspended for the entire CIP Code, but the program CIP Code has not been terminated. Does not include majors or concentrations suspended under an existing degree program CIP Code if the code is to remain active on the academic degree inventory and new enrollments in any active major will be reported. Programs included in this list may have been suspended for new enrollments sometime in the past and have continued to be suspended at least one term of this academic year.

New Programs Considered by University But Not Approved includes any programs considered by the university board of trustees, or any committee of the board, but not approved for implementation. Also include any programs that were returned prior to board consideration by the university administration for additional development, significant revisions, or re-conceptualization; regardless of whether the proposal was eventually taken to the university board for approval. Count the returns once per program, not multiple times the proposal was returned for revisions, unless there is a total re-conceptualization that brings forward a substantially different program in a different CIP Code.



Section 4 – Undergraduate Education *(continued)*

TABLE 4B. Full-time, First-Time-in-College (FTIC) Retention Rates
Retained in the Second Fall Term at Same University

	2010-11	2011-12	2012-13	2013-14	2014-15
Cohort Size	6,376	6,419	6,261	6,352	6,491
% Retained with Any GPA	95%	96%	96%	96%	96%
% Retained with GPA 2.0 or higher	94.31%	94.05%	95.67%	95.21%	94.62%

Notes: **Cohorts** are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). **Percent Retained with Any GPA** is based on student enrollment in the Fall term following their first year. **Percent Retained with GPA Above 2.0** is based on student enrollment in the Fall term following their first years for those students with a GPA of 2.0 or higher at the end of their first year (Fall, Spring, Summer). The most recent year of Retention data is based on preliminary data (SIFP file) that is comparable to the final data (SIF file) but may be revised in the following years based on changes in student cohorts.

TABLE 4C. Full-time, First-Time-in-College (FTIC) Six-Year Graduation Rates

Term of Entry	2005-11	2006-12	2007-13	2008-14	2009-15
Cohort Size	7,216	6,673	6,439	6,382	6,253
% Graduated	84%	85%	87%	88%	87%
% Still Enrolled	2%	2%	2%	2%	1%
% Success Rate	86%	87%	88%	89%	88%

Notes: **Cohorts** are based on FTIC undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). **Percent Graduated** reports the percent of FTICs who graduated from the same institution within six years. This metric does not include students who enrolled as part-time students (in their first year), or who transfer into the institution. This metric complies with the requirements of the federal Student Right to Know Act that requires institutions to report the completion status at 150% of normal time (or six years).

Success Rate measures the percentage of an initial cohort of students who have either graduated or are still enrolled at the same university. This data should match the IPEDS Graduation Rate Survey data that is due in late February.



Section 4 – Undergraduate Education *(continued)*

TABLE 4D. Graduation Rates for First-Time-in-College (FTIC) Students
(includes Full- and Part-time students)

4 – Year Rates	2007-11	2008-12	2009-13	2010-14	2011-15
<i>Cohort Size</i>	6,491	6,444	6,314	6,393	6,448
Same University	65%	67%	66%	67%	67%
Other University in SUS	1%	1%	1%	1%	1%
Total from System	66%	67%	67%	68%	68%

6 – Year Rates	2005-11	2006-12	2007-13	2008-14	2009-15
<i>Cohort Size</i>	7,271	6,737	6,491	6,391*	6,266*
Same University	83.48%	84.92%	86.33%	87.54%	86.50%
Other University in SUS	2%	2%	2%	2%	2%
Total from System	86%	87%	88%	90%	89%

Notes: **Cohorts** are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). First-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned after high school graduation. The initial cohorts can be revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort. Note*: FTIC students who are enrolled in advanced graduate degree programs that do not award a Bachelor's degree (e.g., PharmD) are removed from the cohorts.

Graduates are students in the cohort who have graduated by the summer term in their fourth or sixth year. Degree data often includes 'late degrees' which are degrees that were awarded in a previous term, but reported to SUDS later; so, the most recent year of data in this table only provides preliminary graduation rate data that may change with the addition of "late degrees". Late degrees reported in conjunction with the IPEDS Graduation Rate Survey due in mid-February will be reflected in the following year.

Same University provides graduation rates for students in the cohort who graduated from the same institution.

Other University in SUS provides graduation rates for students in the cohort who graduated from a different State University System of Florida institution. These data do not report students in the cohort who did not graduate from the SUS, but did graduate from another institution outside the State University System of Florida.



Section 4 – Undergraduate Education *(continued)*

TABLE 4E. Graduation Rates for AA Transfer Students from Florida College System

Two – Year Rates	2009-11	2010-12	2011-13	2012-14	2013-15
<i>Cohort Size</i>	1,495	1,453	1,538	1,460	1,427
Same University	49%	42%	41%	40%	40%

Four – Year Rates	2007-11	2008-12	2009-13	2010-14	2011-15
<i>Cohort Size</i>	1,808	1,338	1,495	1,453	1,538
Same University	83%	82%	86%	83%	83%

Notes: AA Transfer cohort is defined as undergraduates entering in the fall term (or summer continuing to fall) and having earned an AA degree from an institution in the Florida College System. For comparability with FTIC cohorts, AA Transfer cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term) and graduate from the same institution within two or four years.

TABLE 4F. Graduation Rates for Other Transfer Students

5 – Year Rates	2006-11	2007-12	2008-13	2009-14	2010-15
<i>Cohort Size</i>	666	629	511	461	447
Same University	85%	86%	89%	88%	87%

Notes: Other Transfer Students includes undergraduate students that transfer into a university who are not FTICs or AA Transfers. Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term) and graduate from the same institution within five years.



Section 4 – Undergraduate Education *(continued)*

TABLE 4G. Baccalaureate Degrees Awarded

	2010-11	2011-12	2012-13	2013-14	2014-15
First Majors	8,685	8,601	8,245	8,515	8,604
Second Majors	215	232	255	264	303
TOTAL	8,900	8,833	8,500	8,779	8,907

Note: This table reports the number of degrees awarded by academic year. **First Majors** include the most common scenario of one student earning one degree in one Classification of Instructional Programs (CIP) code. In those cases where a student earns a baccalaureate degree under two different degree CIPs, a distinction is made between “dual degrees” and “dual majors.” Also included in first majors are “dual degrees” which are counted as separate degrees (e.g., counted twice). In these cases, both degree CIPs receive a “degree fraction” of 1.0. **Second Majors** include all dual/second majors (e.g., degree CIP receive a degree fraction that is less than 1). The calculation of degree fractions is made according to each institution’s criteria. The calculation for the number of second majors rounds each degree CIP’s fraction of a degree up to 1 and then sums the total. Second Majors are typically used when providing degree information by discipline/CIP, to better convey the number of graduates who have specific skill sets associated with each discipline.

TABLE 4H. Baccalaureate Degrees in Programs of Strategic Emphasis (PSE)

[Includes Second Majors]

	2010-11	2011-12	2012-13	2013-14	2014-15
STEM	2,672	2,917	2,904	3,117	3,178
HEALTH	654	658	520	552	628
GLOBALIZATION	225	209	234	257	299
EDUCATION	227	231	194	205	204
GAP ANALYSIS	677	655	585	668	690
SUBTOTAL	4,455	4,670	4,437	4,799	4,999
PSE PERCENT OF TOTAL	50.06%	52.87%	52.20%	54.66%	56.13%

Notes: This is a count of baccalaureate majors for specific Programs of Strategic Emphasis, as determined by the Board of Governors staff with consultation with business and industry groups and input from universities. This is a count of baccalaureate degrees awarded within specific Programs of Strategic Emphasis, as determined by the Board of Governors staff with consultation with business and industry groups and input from universities – for more information see: http://www.flbog.edu/pressroom/strategic_emphasis/. The Board of Governors revised the list of Programs of Strategic Emphasis in November 2013, and the new categories were applied to the historical degrees. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included).



Section 4 – Undergraduate Education *(continued)*

TABLE 4I. Baccalaureate Degrees Awarded to Underrepresented Groups

	2010-11	2011-12	2012-13	2013-14	2014-15
Non-Hispanic Black					
Number of Degrees	859	753	665	657	627
Percentage of Degrees	10%	9%	8%	8%	7%
Hispanic					
Number of Degrees	1,368	1,439	1,450	1,555	1,628
Percentage of Degrees	16%	18%	18%	19%	19%
Pell-Grant Recipients					
Number of Degrees	2,909	3,283	3,294	3,548	3,579
Percentage of Degrees	34%	39%	40%	42%	42%

Note: **Non-Hispanic Black** and **Hispanic** do not include students classified as Non-Resident Alien or students with a missing race code. Students who earn two distinct degrees in the same term are counted twice – whether their degrees are from the same six-digit CIP code or different CIP codes. Students who earn only one degree are counted once – even if they completed multiple majors or tracks. Percentage of Degrees is based on the number of baccalaureate degrees awarded to non-Hispanic Black and Hispanic students divided by the total degrees awarded - excluding those awarded to non-resident aliens and unreported.

Pell-Grant recipients are defined as those students who have received a Pell grant from any SUS Institution within six years of graduation - excluding those awarded to non-resident aliens, who are only eligible for Pell grants in special circumstances. Percentage of Degrees is based on the number of baccalaureate degrees awarded to Pell recipients, as shown above, divided by the total degrees awarded - excluding those awarded to non-resident aliens.

Notes on Trends: In 2007, the US Department of Education re-classified the taxonomy for self-reported race/ethnicity categories and allowed universities a two-year phase-in process before all institutions were required to report based on the new categories for the 2011-12 academic year. This reclassification will impact trends.



Section 4 – Undergraduate Education *(continued)*

TABLE 4J. Baccalaureate Degrees Without Excess Credit Hours

	2010-11	2011-12	2012-13*	2013-14	2014-15
FTIC	70%	71%	71%	74%	78%
AA Transfers	79%	77%	83%	85%	86%
Other Transfers	63%	76%	79%	86%	86%
TOTAL	72%	72%	74.4%	77.3%	79.8%

Notes: This table is based on statute 1009.286 (see [link](#)), and excludes certain types of student credits (e.g., accelerated mechanisms, remedial coursework, non-native credit hours that are not used toward the degree, non-native credit hours from failed, incomplete, withdrawn, or repeated courses, credit hours from internship programs, credit hours up to 10 foreign language credit hours for transfer students in Florida, and credit hours earned in military science courses that are part of the Reserve Officers' Training Corps (ROTC) program). This metric is not the same as the Excess Hours Surcharge, which has multiple cohorts with varying fee rates. This table reports the percentage of baccalaureate degrees awarded within 110% of the catalog hours required for a degree based on the Board of Governors Academic Program Inventory. This calculation is based on Hours To Degree data submitted by universities to the Board of Governors which excludes those who previously earned a baccalaureate degree.

Note*: Improvements were made to data collection process beginning with 2012-13 data to better account for high school dual enrolled credits that are exempt from the excess hour calculation. Also, 2012-13 data marked a slight methodological change in how the data is calculated. Each CIP code's required number of 'catalog hours' was switched to the officially approved hours as reported within the Board of Governors' Academic Program Inventory – instead of the catalog hours reported by the university on the HTD files.

TABLE 4K. Undergraduate Course Offerings

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Number of Course Sections	4,028	3,413	3,243	3,095	3,070

Percentage of Undergraduate Course Sections by Class Size

Fewer than 30 Students	66%	65%	67%	68%	69%
30 to 49 Students	19%	17%	15%	16%	15%
50 to 99 Students	9%	10%	10%	9%	9%
100 or More Students	7%	8%	7%	7%	7%

Notes: This data is based on Common Data Set (CDS) definitions. According to CDS, a "class section is an organized course offered for credit, identified by discipline and number, meeting at a stated time or times in a classroom or similar setting, and not a subsection such as a laboratory or discussion session. Undergraduate class sections are defined as any sections in which at least one degree-seeking undergraduate student is enrolled for credit. Exclude distance learning classes and noncredit classes and individual instruction such as dissertation or thesis research, music instruction, or one-to-one readings. Exclude students in independent study, co-operative programs, internships, foreign language taped tutor sessions, practicums, and all students in one-on-one classes.



Section 4 – Undergraduate Education *(continued)*

TABLE 4L. Percentage of Undergraduate Credit Hours Taught by Instructor Type

	2010-11	2011-12	2012-13	2013-14	2014-15
Faculty	65%	63%	64%	64%	66%
Adjunct Faculty	8%	10%	10%	11%	12%
Graduate Students	23%	23%	22%	21%	18%
Other Instructors	5%	4%	4%	4%	4%

Note: The total number of undergraduate state fundable credit hours taught will be divided by the undergraduate credit hours taught by each instructor type to create a distribution of the percentage taught by each instructor type. Four instructor types are defined as faculty (pay plans 01, 02, and 22), OPS faculty (pay plan 06), graduate student instructors (pay plan 05), and others (all other pay plans). If a course has more than one instructor, then the university's reported allocation of section effort will determine the allocation of the course's total credit hours to each instructor. The definition of faculty varies for Tables 4L, 4M and 4N. For Faculty Teaching Undergraduates, the definition of faculty is based on pay plans 01, 02, and 22.

TABLE 4M. Student/Faculty Ratio

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Ratio	21	21	21	21	21

Note: This data is based on Common Data Set (CDS) definitions. This is the Fall ratio of full-time equivalent students (full-time plus 1/3 part time) to full-time equivalent instructional faculty (full time plus 1/3 part time). The ratio calculations exclude both faculty and students in stand-alone graduate or professional programs such as medicine, law, veterinary, dentistry, social work, business, or public health in which faculty teach virtually only graduate-level students. Undergraduate or graduate student teaching assistants are not counted as faculty.

TABLE 4N. Professional Licensure/Certification Exams for Undergraduates

Nursing: *National Council Licensure Examination for Registered Nurses*

	2010	2011	2012	2013	2014
Examinees	182	128	186	239	188
First-time Pass Rate	97%	91%	96%	92%	90%
<i>National Benchmark</i>	89%	89%	92%	85%	85%

Note: Pass rate for first-time examinees for the National Council Licensure Examination for Registered Nurses (NCLEX-RN) are based on the performance of graduates of baccalaureate nursing programs. National benchmark data is based on Jan-Dec NCLEX-RN results for first-time examinees from students in US-educated baccalaureate degree programs as published by the National Council of State Boards of Nursing.



Section 4 – Undergraduate Education *(continued)*

TABLE 40. Post-Graduation Metrics

Percent of Bachelor's Graduates Employed Full-time or Continuing their Education, One Year After Graduation

	2010-11	2011-12	2012-13	2013-14
Enrolled or Employed (Full-time)	63.4%	67.3%	72.87%	72.10%
Enrolled or Employed (Earned \$25,000+)	.	.	66.21%	65.69%
<i>Number of States included in Search</i>	1	36	38	38
<i>Percent Found</i>		86%	89%	89%

Notes: **Enrolled or Employed Full-Time** is based on the number of recent baccalaureate graduates who are either employed full-time or continuing their education within one year after graduation. Full-time employment is based on those who earned at least as much as a full-time (40hrs a week) worker making minimum wage. **Enrolled or Employed (Earning \$25,000+)** is based on the number of recent baccalaureate graduates who are either employed and earned at least \$25,000 or continuing their education within one year after graduation. The employed data includes non-Florida data that is available from the Wage Record Interchange System 2 (known as "WRIS 2") and Federal employee data that is available from the Federal Employment Data Exchange System (FEDES) initiative. Military employment data was collected by the Board of Governors staff from university staff. Due to limitations in the data, the continuing enrollment data includes any enrollment the following year regardless of whether the enrollment was post-baccalaureate or not. **Percent Found** refers to the percentage of graduates found in the dataset – including those that did not earn wages above the full-time threshold and those who were found outside of the one-year window.

For more information about the methodology see: http://www.flbog.edu/about/budget/performance_funding.php.

For more information about WRIS2 see: http://www.doleta.gov/performance/wris_2.cfm.

For more information about FEDES see: <http://www.ubalt.edu/jfi/fedes/>.

Median Wages of Bachelor's Graduates Employed Full-time in Florida, One Year After Graduation

	2010-11	2011-12	2012-13	2013-14
5th PERCENTILE WAGE	\$16,600	\$17,500	\$17,600	\$18,500
25th PERCENTILE WAGE	\$22,700	\$23,400	\$24,700	\$25,800
MEDIAN WAGE	\$31,300	\$33,100	\$34,800	\$35,200
75th PERCENTILE WAGE	\$44,200	\$46,400	\$48,200	\$49,500
95th PERCENTILE WAGE	\$64,500	\$67,000	\$68,100	\$69,000
<i>Percent Found</i>	31%	31%	34%	35%

Notes: **Median Wage** data is based on Florida's annualized Unemployment Insurance (UI) wage data for those graduates who earned at least as much as a full-time employee making minimum wage in the fiscal quarter a full year after graduation. This UI wage data does not include individuals who are self-employed, employed out of state, employed by the military or federal government, or those without a valid social security number. This wage data includes graduates who were both employed and enrolled. Wages rounded to nearest hundreds. **Percent Found** refers to the percentage of graduates found in the dataset – including those that did not earn wages above the full-time threshold and those who were found outside of the one-year window.



Section 5 – Graduate Education

TABLE 5A. Graduate Degree Program Changes in AY 2014-15

Title of Program	Six-digit CIP Code	Degree Level	Date of UBOT Action	Starting or Ending Term	Date of Board of Governors Action	Comments
New Programs						
None						
Terminated Programs						
Biochemistry & Molecular Biology	26.0210	Research Doctorate	3/27/2014	Summer 2014	11/6/2014	
Chemical Engineering	14.0701	Engineer	6/6/2014	Summer 2014		
Marriage & Family Liv/Counsel	51.1505	Research Doctorate	12/5/2014	Fall 2013	3/19/2015	
Mental Health Counseling	51.1508	Research Doctorate	12/5/2014	Fall 2013	3/19/2015	
Programs Suspended for New Enrollments						
Fire Science/Fire-fighting	43.0203	Masters		Summer 2008		
German Language and Literature	16.0501	Research Doctorate		Fall 2012		reinstatement for 2016
Philosophy	38.0101	Research Doctorate		Summer 2008		
New Programs Considered By University But Not Approved						
None						

Note: This table does not include new majors or concentrations added under an existing degree program CIP Code. This table reports the *new* and *terminated* program changes based on Board action dates between May 5, 2014 and May 4, 2015.

New Programs are proposed new degree programs that have been completely through the approval process at the university and, if appropriate, the Board of Governors. Does not include new majors or concentrations added under an existing degree program CIP Code.

Terminated Programs are degree programs for which the entire CIP Code has been terminated and removed from the university's inventory of degree programs. Does not include majors or concentrations terminated under an existing degree program CIP Code if the code is to remain active on the academic degree inventory.

Programs Suspended for New Enrollments are degree programs for which enrollments have been temporarily suspended for the entire CIP Code, but the program CIP Code has not been terminated. Does not include majors or concentrations suspended under an existing degree program CIP Code if the code is to remain active on the academic degree inventory and new enrollments in any active major will be reported. Programs included in this list may have been suspended for new enrollments sometime in the past and have continued to be suspended at least one term of this academic year.

New Programs Considered by University But Not Approved includes any programs considered by the university board of trustees, or any committee of the board, but not approved for implementation. Also include any programs that were returned prior to board consideration by the university administration for additional development, significant revisions, or re-conceptualization; regardless of whether the proposal was eventually taken to the university board for approval. Count the returns once per program, not multiple times the proposal was returned for revisions, unless there is a total re-conceptualization that brings forward a substantially different program in a different CIP Code.



Section 5 – Graduate Education *(continued)*

TABLE 5B. Graduate Degrees Awarded

	2010-11	2011-12	2012-13	2013-14	2014-15
First Majors	6,075	5,949	5,981	6,241	5,612
Second majors	44	26	0	0	1
TOTAL	6,119	5,975	5,981	6,241	5,613
Masters and Specialist (first majors)	3,948	3,995	4,017	4,247	3,697
Research Doctoral (first majors)	774	713	742	796	766
Professional Doctoral (first majors)	1,353	1,241	1,222	1,198	1,149
<i>Dentistry</i>	83	82	79	83	78
<i>Law</i>	410	334	361	304	308
<i>Medicine</i>	127	134	131	129	132
<i>Nursing Practice</i>	25	35	26	28	35
<i>Pharmacy</i>	484	461	427	430	386
<i>Physical Therapist</i>	54	55	54	55	50
<i>Veterinary Medicine</i>	87	84	86	98	101
<i>Other Professional Doctorate</i>	83	56	58	71	59

Note: This table reports the total number of graduate level degrees that were awarded by academic year as well as the number by level. The table provides a breakout for the Professional Doctoral degrees.

TABLE 5C. Graduate Degrees Awarded in Programs of Strategic Emphasis (PSE)

[Includes Second Majors]

	2010-11	2011-12	2012-13	2013-14	2014-15
STEM	1,742	1,847	1,910	2,101	1,783
HEALTH	1,549	1,508	1,562	1,528	1,456
GLOBALIZATION	65	64	72	52	56
EDUCATION	550	422	428	532	465
GAP ANALYSIS	151	162	152	142	124
SUBTOTAL	4,057	4,003	4,124	4,355	3,884
PSE PERCENT OF TOTAL	66.30%	67.00%	68.95%	69.78%	69.20%

Notes: This is a count of graduate degrees awarded within specific Areas of Strategic Emphasis, as determined by the Board of Governors staff with consultation with business and industry groups and input from universities. This is a count of graduate degrees awarded within specific Programs of Strategic Emphasis, as determined by the Board of Governors staff with consultation with business and industry groups and input from universities – for more information see: http://www.flbog.edu/pressroom/strategic_emphasis/. The Board of Governors revised the list of Programs of Strategic Emphasis in November 2013, and the new categories were applied to the historical degrees. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Note: The denominator used in the percentage includes second majors.



Section 5 – Graduate Education *(continued)*

TABLE 5D. Professional Licensure Exams for Graduate Programs

Law: *Florida Bar Exam*

	2011	2012	2013	2014	2015
Examinees	354	306	343	283	285
First-time Pass Rate	89%	90%	87%	89%	87%
<i>State Benchmark</i>	82%	81%	80%	74%	69%

Medicine: *US Medical Licensing Exam - Step 1* *(for 2nd year MD students)*

	2011	2012	2013	2014	2015 Preliminary
Examinees	134	138	137	137	132
First-time Pass Rate	99%	99%	98%	96%	95%
<i>National Benchmark</i>	94%	96%	97%	96%	96%

Medicine: *US Medical Licensing Exam - Step 2 Clinical Knowledge* *(for 4th year MD students)*

	2010-11	2011-12	2012-13	2013-14	2014-15
Examinees	111	129	133	136	191
First-time Pass Rate	99%	98%	100%	98%	98%
<i>National Benchmark</i>	97%	98%	98%	97%	95%

Medicine: *US Medical Licensing Exam - Step 2 Clinical Skills* *(for 4th year MD students)*

	2010-11	2011-12	2012-13	2013-14	2014-15
Examinees	139	124	132	138	141
First-time Pass Rate	100%	100%	99%	97%	98%
<i>National Benchmark</i>	98%	97%	98%	96%	96%

Veterinary Medicine: *North American Veterinary Licensing Exam*

	2010-11	2011-12	2012-13	2013-14	2014-15
Examinees	87	82	87	94	101
First-time Pass Rate	100%	98%	100%	97%	95%
<i>National Benchmark</i>	98%	96%	96%	90%	90%

Note on State & National Benchmarks: Florida Bar exam pass rates are reported online by the Florida Board of Bar Examiners. Law exam data is based on Feb. and July administrations every calendar year. The State benchmark excludes non-Florida institutions. The USMLE national exam pass rates, for the MD degree from US institutions, is reported online by the National Board of Medical Examiners (NBME). The NAVLE national exam pass rate is reported online by the National Board of Veterinary Medical Examiners (NBVME).



Section 5 – Graduate Education *(continued)*

TABLE 5D. Professional Licensure/Certification Exams for Graduate Programs

Pharmacy: North American Pharmacist Licensure Exam

	2010	2011	2012	2013	2014
Examinees	297	286	286	274	277
First-time Pass Rate	97%	97%	97%	95%	96%
National Benchmark	94%	96%	97%	95%	95%

Dentistry: National Dental Board Exam - Part 1

	2010	2011	2012	2013	2014
Examinees	85	80	80	81	80
First-time Pass Rate	100%	100%	100%	100%	100%
National Benchmark	94%	96%	93%	94%	96%

Dentistry: National Dental Board Exam - Part 2

	2010	2011	2012	2013	2014
Examinees	81	84	79	81	80
First-time Pass Rate	99%	99%	99%	100%	96%
National Benchmark	94%	95%	94%	94%	92%

Physical Therapy: National Physical Therapy Examinations

	2008-10	2009-11	2010-12	2011-13	2012-14
Examinees	141	153	161	163	163
First-time Pass Rate	91%	94%	92%	94%	94%
National Benchmark	88%	89%	89%	89%	90%

Occupational Therapy: National Board for Certification in Occupational Therapy Exam

	2010	2011	2012	2013	2014
Examinees				46	43
'New Graduate' Pass Rate	.	.	.	100%	100%
System Average	.	.	.	96%	97%

Note: The NAPLEX national exam pass rates are reported online by the National Association of Boards of Pharmacy. This national pass rate is for graduates from ACPE Accredited Programs. National pass rates for the National Dental Board Exam are provided by the universities. Three-year average pass rates for first-time examinees on the National Physical Therapy Examinations are reported, rather than annual averages, because of the relatively small cohort sizes. Due to changes in accreditation policy, the National Board for Certification in Occupational Therapy (NBCOT) examinations no longer report first-time pass rates. The reported pass rates are now 'New Graduates' pass rates and represent the ultimate pass rate, or the percentage of students who passed regardless of how many times the exam was taken. The Dental Board and Occupational Therapy exams are national standardized examinations not licensure examinations. Students who wish to practice in Florida must also take a licensure exam.



Section 6 – Research and Economic Development

TABLE 6A. Research and Development

	2009-10	2010-11	2011-12	2012-13	2013-14
R&D Expenditures					
Total (S&E and non-S&E) (\$ 1,000s)	\$681,548	\$739,931	\$696,985	\$695,063	\$708,526
Federally Funded (\$ 1,000s)	\$279,649	\$306,349	\$305,067	\$296,199	\$289,327
Percent Funded From External Sources	49%	49%	53%	51%	54%
Total R&D Expenditures Per Full-Time, Tenured, Tenure-Earning Faculty Member (\$)	\$266,022	\$289,036	\$276,691	\$286,034	\$298,578
Technology Transfer					
Invention Disclosures	295	322	345	335	352
Licenses & Options Executed	92	131	129	140	147
Licensing Income Received (\$)	\$29,235,006	\$29,493,522	\$33,922,249	\$28,067,988	\$32,865,349
Number of Start-Up Companies	9	12	15	16	16
	2010	2011	2012	2013	2014
U.S. Patents Issued [Utility Plant]	51 24	60 5	75 4	97 14	91 12

Notes: **R&D Expenditures** are based on the National Science Foundation's annual Survey of R&D Expenditures at Universities and Colleges (data include Science & Engineering and non-Science & Engineering awards). **Percent Funded from External Sources** is defined as funds from federal, private industry and other sources (non-state and non-institutional funds). Total R&D expenditures are divided by fall, full-time tenured/tenure-track faculty as reported to IPEDS (FGCU includes both tenured/tenure-track and non-tenure/track faculty). The fall faculty year used will align with the beginning of the fiscal year (e.g., 2007 FY R&D expenditures are divided by fall 2006 faculty). **Invention Disclosures** reports the number of disclosures made to the university's Office of Technology Commercialization to evaluate new technology – as reported on the Association of University Technology Managers Annual (AUTM) annual Licensing Survey. **Licenses & Options Executed** that were executed in the year indicated for all technologies – as reported by AUTM. **Licensing Income Received** refers to license issue fees, payments under options, annual minimums, running royalties, termination payments, amount of equity received when cashed-in, and software and biological material end-user license fees of \$1,000 or more, but not research funding, patent expense reimbursement, valuation of equity not cashed-in, software and biological material end-user license fees of less than \$1,000, or trademark licensing royalties from university insignia – as reported on the AUTM survey. **Number of Start-up Companies** that were dependent upon the licensing of University technology for initiation – as reported on the Association of University Technology Managers Annual Licensing Survey. **REVISED: US Patents Issued** awarded by the United States Patent and Trademark Office (USPTO) by Calendar year.



Section 6 – Research and Economic Development *(continued)*

TABLE 6B. Centers of Excellence

Name of Center:	Regenerative Health Biotechnology	Cumulative (since inception to June 2015)	Fiscal Year 2014-15
Year Created:	2003		
Research Effectiveness <i>Only includes data for activities <u>directly</u> associated with the Center. Does not include the non-Center activities for faculty who are associated with the Center.</i>			
Number of Competitive Grants Applied For		241	25
Value of Competitive Grants Applied For (\$)		\$109,056,439	\$22,194,895
Number of Competitive Grants Received		159	19
Value of Competitive Grants Received (\$)		\$56,881,671	\$13,754,219
Total Research Expenditures (\$)		\$59,221,695	\$14,335,694
Number of Publications in Refereed Journals From Center Research		194	8
Number of Invention Disclosures		3	0
Number of Licenses/Options Executed		6	0
Licensing Income Received (\$)		\$442,478	\$95,448
Collaboration Effectiveness <i>Only reports on relationships that include financial or in-kind support.</i>			
Collaborations with Other Postsecondary Institutions		218	5
Collaborations with Private Industry		287	7
Collaborations with K-12 Education Systems/Schools		378	11
Undergraduate and Graduate Students Supported with Center Funds		315	0
Economic Development Effectiveness			
Number of Start-Up companies <i>with a physical presence, or employees, in Florida</i>		4	1
Jobs Created By Start-Up Companies Associated with the Center		325	13
Specialized Industry Training and Education		582	110
Private-sector Resources Used to Support the Center's Operations		83	5
Narrative Comments on next page.			



Section 6 – Research and Economic Development *(continued)*

TABLE 6B. Centers of Excellence (continued)

Name of Center	Regenerative Health Biotechnology
Narrative Comments [Most Recent Year]:	
<p>Established in 2003 with launch of operations in 2006, the University of Florida's Center of Excellence for Regenerative Health Biotechnology (CERHB, http://cerhb.ufl.edu/) is a biomedical translational research support center with the mission to stimulate promising research and facilitate first-in-man studies leading to commercialization of technologies that will provide treatments for human diseases, as well as create new companies and high-wage jobs. Expertise, training programs, and drug manufacturing services are provided to the biotechnology industry and to biomedical research institutions. Our 23,500ft² GMP Manufacturing facility was designed, built-out, outfitted, commissioned, and validated (called Florida Biologix®) utilizing state and federal funding (funded by US Dept. of Commerce EDA). Drug products made in this facility are suitable for pre-clinical, and Phase I and II human clinical trials. Client sponsors currently include Florida companies, multi-national and foreign companies, domestic private and public companies. The CERHB Education Center (http://cerhb.ufl.edu/education_index.html) was established as a state resource. Hands-on curricula were developed in Industrial Biotechnology at the College and High School levels including student and teacher training (funded by NSF). In anticipation of these new course offerings, the CERHB submitted a 3-year curriculum in industrial biotechnology to the Florida DOE, this curriculum was approved for CTE and Science credit in December 2006 and offered for the first time in the Fall of 2007 and over 1000 students in 13 schools (13 school districts) have taken the courses. Teacher and student credentialing exams were created and are administered by UF CERHB, with more than 300 students taking the "Biotechnician Assistant Credentialing Exam (BACE). In addition to the secondary Industrial Biotechnology program, UF CERHB also works directly with Project Lead the Way's secondary Biomedical program, which has 35 schools in Florida. These students are also prepared to sit for the Biotechnician Assistant Credentialing Exam. Curricula for direct industry workforce training were developed (funded in-part by WorkForce Florida), and additional courses continue to be developed, for entry-level and incumbent workers throughout the state. An Advisory Council has been assembled comprised of leaders from industry, workforce boards, and economic development agencies from across the state. Industry focus groups, a needs assessment, and surveys have been conducted to determine the current and future needs of companies from around the state. Courses were offered for the first time in 2007, and now over 1000 students have graduated. Combined classroom and wet lab training leads to industry-recognized certificates. The CERHB has established an extensive support and participation network of over 85 partners including companies, Research Institutes, Professional Societies, Industry Organizations, Chambers of Commerce, materials and equipment suppliers, Business Development Boards, Community Colleges, school districts, and Regional Workforce Boards. These partners are motivated to work with CERHB to implement the programs and services statewide, nationally, and internationally. In 2014- 2015, CERHB expanded its capabilities for drug development services. New and continuing research grants were awarded from domestic and international sources. CERHB also expanded the reach of the education programs, with higher visibility, increased enrollments, more school districts offering the curriculum, education at all levels (high-school, college, university, and professional), and international collaboration.</p>	



Section 6 – Research and Economic Development *(continued)*

TABLE 6B. Centers of Excellence

Name of Center:	FISE Energy Technology Incubator	Cumulative (since inception to June 2015)	Fiscal Year 2014-15
Year Created:	2007		
Research Effectiveness <i>Only includes data for activities <u>directly</u> associated with the Center. Does not include the non-Center activities for faculty who are associated with the Center.</i>			
Number of Competitive Grants Applied For		773	47
Value of Competitive Grants Applied For (\$)		\$778,480,000	\$37,823,433
Number of Competitive Grants Received		628	35
Value of Competitive Grants Received (\$)		\$148,500,000	\$6,799,632
Total Research Expenditures (\$)		\$62,200,000	\$7,600,000
Number of Publications in Refereed Journals From Center Research		1129	86
Number of Invention Disclosures		204	2
Number of Licenses/Options Executed		32	0
Licensing Income Received (\$)		\$187,000	\$127,010
Collaboration Effectiveness <i>Only reports on relationships that include financial or in-kind support.</i>			
Collaborations with Other Postsecondary Institutions		227	19
Collaborations with Private Industry		180	18
Collaborations with K-12 Education Systems/Schools			
Undergraduate and Graduate Students Supported with Center Funds		689	89
Economic Development Effectiveness			
Number of Start-Up companies <i>with a physical presence, or employees, in Florida</i>		9	0
Jobs Created By Start-Up Companies Associated with the Center		107	0
Specialized Industry Training and Education		129	97
Private-sector Resources Used to Support the Center's Operations		9	0
Narrative Comments on next page.			



Section 6 – Research and Economic Development *(continued)*

TABLE 6B. Centers of Excellence (continued)

Name of Center	FISE Energy Technology Incubator
Narrative Comments [Most Recent Year]:	
<p>The Florida Institute for Sustainable Energy (FISE) is based at the University of Florida with a mission to create a clean and sustainable energy future. The institute aims to foster fundamental research on topics related to energy, and to educate the public regarding energy and environmental technologies. The institute also informs policy makers on urgent, global issues of sustainable energy.</p> <p>The objective is to improve energy security in the United States by developing indigenous and environmentally sustainable energy resources, while promoting economical and environmentally safe energy policies. More locally, the institute seeks methods to make a positive impact on Florida's unique environment.</p> <p>The FISE Energy Technology Incubator Center of Excellence at its inception included two coordinated operations, namely the Prototype Development & Demonstration Laboratory and the Biofuel Pilot Plant. The operation of the Prototype Development & Demonstration Laboratory experimental user facility was transitioned into the Major Analytical Instrumentation Center (MAIC) in 2011. MAIC is a Service Center with pre-existing infrastructure to manage user facilities. The Biofuel Pilot Plant that was located at UF Agricultural and Biological Department was relocated to the Stan Mayfield Biorefinery in Perry FL to consolidate the biofuel research efforts. The facility is managed by the Florida Center for Renewable Chemicals and Fuels (FCRC) under the leadership of Dr. Lonnie Ingram.</p> <p>Dr. Sean Meyn (ECE) became director of FISE effective July 1, 2013. Due to changes in the administration of centers and institutes within the College of Engineering at UF, and with the recruitment of Dr. Meyn as the director of FISE, the past year saw goals of FISE being redefined.</p> <p>The FISE does not support the preparation or submission of grants. In addition, grants will not be administered through FISE. FISE will now function as an Institute that will provide an environment to nucleate collaborations between faculty engaged in energy-related research at UF. These activities can include brown-bag sessions, seminar series, among other activities all focused on creating a collaborative environment. In addition, FISE will also assume a role in energy-related education by developing courses, and offering certificates in energy-related fields. The director of FISE will also serve as UF's liaison to FESC – the Florida Energy Systems Consortium.</p>	



Section 6 – Research and Economic Development *(continued)*

TABLE 6B. Centers of Excellence

Name of Center:	Center for Nano-Bio Sensors (CNBS)	Cumulative (since inception to June 2015)	Fiscal Year 2014-15
Year Created:	2007		
Research Effectiveness <i>Only includes data for activities <u>directly</u> associated with the Center. Does not include the non-Center activities for faculty who are associated with the Center.</i>			
Number of Competitive Grants Applied For		118	7
Value of Competitive Grants Applied For (\$)		\$112,946,144	\$822,114
Number of Competitive Grants Received		61	6
Value of Competitive Grants Received (\$)		\$24,136,495	\$672,143
Total Research Expenditures (\$)		\$3,978,051.01	\$64,344.17
Number of Publications in Refereed Journals From Center Research		167	10
Number of Invention Disclosures		76	1
Number of Licenses/Options Executed		8	0
Licensing Income Received (\$)		\$0	\$0
Collaboration Effectiveness <i>Only reports on relationships that include financial or in-kind support.</i>			
Collaborations with Other Postsecondary Institutions		12	0
Collaborations with Private Industry		9	1
Collaborations with K-12 Education Systems/Schools		5	0
Undergraduate and Graduate Students Supported with Center Funds		55	1
Economic Development Effectiveness			
Number of Start-Up companies <i>with a physical presence, or employees, in Florida</i>		3	0
Jobs Created By Start-Up Companies Associated with the Center		67	1
Specialized Industry Training and Education		5	0
Private-sector Resources Used to Support the Center's Operations		\$51,800,000	\$14,400,000
Narrative Comments on next page.			



Section 6 – Research and Economic Development *(continued)*

TABLE 6B. Centers of Excellence (continued)

Name of Center	Center for Nano-Bio Sensors (CNBS)
Narrative Comments [Most Recent Year]:	
<p>The Center for Nano-Bio Sensors (CNBS) at the University of Florida was formed in 2007 to invest strategic resources in overcoming technological barriers to the development and commercialization of a number of promising nano-bio technologies that focus on applications in medical diagnostics, healthcare, and homeland security. The operation and success of CNBS is based on a comprehensive model that includes several foci:</p> <ul style="list-style-type: none"> - Leverage: Seed funding from CNBS is markedly enhancing the ability of researchers to seek leveraging funding from a number of state, federal and private sources. CNBS sponsorship has facilitated funding of over \$672,143 for CNBS researchers during FY 14-15. - Multidisciplinary and Interdisciplinary Teams Promoting Enabling Synergy. The CNBS structure promotes for faculty and researchers to team up to develop novel technological solutions. - Research Effectiveness: CNBS supported technologies are based on strong intellectual property platforms that would facilitate commercialization. Previously, a small company collaborator (NanoHygienix) developed antimicrobial coatings for reduction of infections in healthcare and assisted living facilities. Those efforts were suspended due to fiscal and other reasons. Identifying a new company collaborator is in progress. In the past, collaborative efforts led to a supplemental award from an NSF-AIR (Accelerating Innovation Research) program to evaluate the efficacy of the antimicrobial coatings with real pathogens. A local UF spin off company (BCS Inc.) was engaged to carry out the NSF-AIR suggested testing with real pathogens. - Economic Development Effectiveness. CNBS continues to promote, facilitate, and enhance the growth of 3 startup companies in Florida (Banyan Biomarkers, Xhale Inc., and Xhale Innovations Inc.). CNBS has also aided in the creation and maintenance of over 60 positions in the State of Florida during the life of the Center, and CNBS support has facilitated the acquisition of approximately \$51.8M in venture capital and other investments for companies associated with CNBS. 	