



# **BOARD OF TRUSTEES MEETING**

**June 7-8, 2018**



**UNIVERSITY OF FLORIDA BOARD OF TRUSTEES  
BOARD AND COMMITTEE MEETINGS SCHEDULE**

**June 7, 2018**

**President's Room 215B, Emerson Alumni Hall  
University of Florida, Gainesville, FL**

**Thursday, June 7, 2018**

**Board Committees and Full Board Meetings**

*Committees of the Board will meet beginning at 9:30 a.m. EDT (as indicated below), and meetings will continue throughout the day until all committee and board meetings end (anticipated by 5:00 p.m. EDT). Meetings and breaks (each called a session) will be held in the following sequence, with each session beginning immediately after the session listed before it ends.*

9:30-[~10:15 a.m.] Committee on Audit and Compliance

*Break (~10 minutes)*

[~10:25-~11:55 a.m.] Committee on Educational Policy & Strategic Initiatives

*Lunch (~1 hour)*

[~12:55-~1:55 p.m.] Committee on External Relations

*Break (~10 minutes)*

[~2:05-~ 3:05 p.m.] Committee on Governance

*Break (~10 minutes)*

[~3:15-~4:15 p.m.] Committee on Finance and Facilities

*Break (~10 minutes)*

[~4:25-~5:00 p.m.] University of Florida Board of Trustees' Meeting



**UNIVERSITY OF FLORIDA BOARD OF TRUSTEES  
RETREAT SCHEDULE**

**June 8, 2018**

**UF Health Heart & Vascular Hospital  
University of Florida, Gainesville, FL**

**Friday, June 8, 2018**

***Board Retreat***

**UF Health Heart & Vascular Hospital, 1505 SW Archer Road,  
Gainesville, FL 32608**

The retreat segments are expected to be held in the following sequence, with one segment or break beginning immediately after the prior segment or break ends and continuing until all segments and breaks have concluded. However, the retreat is more flexible than other Board meetings and changes in order of segments may occur. Also, times are estimated and may be earlier or later depending on time needed for each segment and break and any reordering of segments that may occur.

~8:35 a.m. – ~1:00 **UF Health**  
p.m. David Guzik, SVP for Health Affairs and President UF Health

~1:00 – ~1:30 p.m. *Lunch (~30 minutes)*

~1:30 – 2:10 p.m. **Tour of UF Health Heart & Vascular Hospital (optional)**

Each day of meetings and breaks will begin at approximately the time listed above and will be held in the sequence listed above and on the agendas. The agendas provide estimated schedules for each segment, but actual times will vary and depend on the time needed for each segment. The Board and its Committees are not required, however, to meet later on any day than the estimated time for the end of that day.



**UNIVERSITY OF FLORIDA BOARD OF TRUSTEES  
AUDIT AND COMPLIANCE COMMITTEE  
EXECUTIVE SUMMARY  
JUNE 7, 2018**

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

- AC1: UF's Operational Audit Report No. 2018-193, issued in March 2018, covering the Calendar Year 2016.

Upon acceptance, recommend this document to the Board of Trustees for approval on the Consent Agenda.

- AC2: Revisions to the OIA Work Plan for the 2018-2019 fiscal year.

This is the final action on this matter. Further Board of Trustees action is not required.

The Committee will address the following Discussion/Informational Items:

- Denita Tyre, the local field supervisor from the Auditor General's office, will update the committee on the current external audits being conducted by her office.
- Elizabeth Ruszczyk will give an update on the Compliance Program.
- Brian Mikell, Chief Audit Executive (CAE), will discuss activities in the Office of Internal Audit (OIA) including:
  - internal audits completed and issued since the last committee meeting
  - the status of follow-up of audit comment action plans





**UNIVERSITY OF FLORIDA BOARD OF TRUSTEES  
AUDIT AND COMPLIANCE COMMITTEE  
COMMITTEE AGENDA**

**June 7, 2018**

**9:30 a.m. EDT**

**President's Room 215B, Emerson Alumni Hall  
University of Florida, Gainesville, FL**

**Committee Members:**

Marsha D. Powers (Chair), James W. Heavener, Robert G. Stern

- 1.0 Verification of Quorum ..... Brian Mikell, Chief Audit Executive
- 2.0 Call to Order and Welcome ..... Marsha D. Powers, Chair
- 3.0 Review and Approval of Minutes..... Marsha D. Powers, Chair  
[March 22, 2018](#)
- 4.0 Action Items ..... Marsha D. Powers, Chair
  - AC1 [University of Florida Operational Audit Report Issued March 2018](#)
  - AC2 [2018-2019 Office of Internal Audit Work Plan Revisions](#)
- 5.0 Discussion/Informational Items..... Marsha D. Powers, Chair
  - 5.1 Update on External Audits ..... Denita Tyre, Office of the Auditor General
  - 5.2 Compliance Program Update..... Elizabeth Ruszczuk, Exec. Assoc. VP and CCO
  - 5.3 [Audits and Other Reviews](#)..... Office of Internal Audit
  - 5.4 [Quarterly Follow-up](#)..... Office of Internal Audit
- 6.0 New Business ..... Marsha D. Powers, Chair
- 7.0 Adjourn ..... Marsha D. Powers, Chair



**UNIVERSITY OF FLORIDA BOARD OF TRUSTEES  
AUDIT AND COMPLIANCE COMMITTEE  
COMMITTEE ACTION ITEM AC1  
June 7, 2018**

**SUBJECT:** University of Florida Operational Audit Report issued March 2018

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**BACKGROUND INFORMATION**

In March 2018, the State of Florida Auditor General released the operational audit report (No. 2018-193) on the University of Florida covering the Calendar Year 2016, and selected University actions taken subsequent thereto. The objectives of this operational audit were to: (1) evaluate management's performance in establishing and maintaining internal controls, including controls designed to prevent and detect fraud, waste, and abuse, and in administering assigned responsibilities in accordance with applicable laws, rules, regulations, contracts, grant agreements, and other guidelines; (2) examine internal controls designed and placed in operation to promote and encourage the achievement of management's control objectives in the categories of compliance, economic and efficient operations, reliability of records and reports, and safeguarding of assets, and identify weaknesses in those controls; and (3) determine whether the University had taken corrective actions for findings included in the prior operational audit report. University management has responded to all audit comments and provided a plan of action to address the audit recommendations. University responses to the audit comments are included in the audit report.

**PROPOSED COMMITTEE ACTION**

The Audit and Compliance Committee is asked to approve the University of Florida's Operational Audit Report No. 2018-193, issued in March 2018, covering the Calendar Year 2016, including the planned actions to address the audit recommendations, for recommendation to the Board of Trustees for its approval on the Consent Agenda.

**ADDITIONAL COMMITTEE CONSIDERATIONS**

Board of Governors' approval is not required.

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Supporting Documentation Included: [Operational Audit Report No. 2018-193](#)

Submitted by: Brian Mikell, Chief Audit Executive

**Approved by the University of Florida Board of Trustees, June 7, 2018.**

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James W. Heavener, Chair

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W. Kent Fuchs, President and Corporate Secretary



**UNIVERSITY OF FLORIDA BOARD OF TRUSTEES  
AUDIT AND COMPLIANCE COMMITTEE  
COMMITTEE FINAL ACTION ITEM AC2  
June 7, 2018**

**SUBJECT:** 2018-2019 Office of Internal Audit Work Plan Revisions

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**BACKGROUND INFORMATION**

The Office of Internal Audit establishes its audit coverage with audit work plans that cover three fiscal years. July 2016 to June 2019 reflects the current three-year audit work plan period. The audit work plans are prepared, pursuant to an audit risk assessment, with the objective of addressing key functions, activities and units of the university for the purpose of evaluating and improving the effectiveness of its risk management, internal controls and governance processes.

Audit work plans are revised semi-annually in response to changing priorities, conditions, or audit resources.

**PROPOSED COMMITTEE ACTION**

The Audit and Compliance Committee is asked to take final action to confirm and approve the revisions to the OIA work plan for the 2018-2019 fiscal year. This is the final action on this matter. Further Board of Trustees' action is not required.

**ADDITIONAL COMMITTEE CONSIDERATIONS**

Submission to the Board of Governors of a copy of the revised 2018-2019 Office of Internal Audit Work Plan is required, but Board of Governors' approval is not required.

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Supporting Documentation: [2018-2019 OIA Audit Work Plan Revisions](#)

Submitted by: Brian Mikell, Chief Audit Executive

**Approved by the University of Florida Board of Trustees Audit and Compliance Committee,  
June 7, 2018.**

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**Marsha Powers, Committee Chair**



**UNIVERSITY OF FLORIDA BOARD OF TRUSTEES  
COMMITTEE ON EDUCATIONAL POLICY AND STRATEGIC INITIATIVES  
EXECUTIVE SUMMARY  
June 7, 2018**

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

- **EP1 – Annual Tenure Awards** - On the Provost's recommendation, the Committee is asked to approve for recommendation to the Board on the Consent Agenda the award of tenure to certain faculty meeting the requirements of the University's tenure policy.
- **EP2 – Tenure Upon Hire** – The Committee is asked to approve the granting of tenure commencing with the appointment of the listed newly appointed faculty members, who have been recommended to the Provost by their Chairs and Deans for tenure upon hire.
- **EP3 – University of Florida Annual Accountability Plan 2018** – The Committee is asked to approve the University of Florida Annual Accountability Plan 2018.
- **EP4 – New Degree** - The Committee is asked to approve the New Degree of Bachelor of Arts in Hispanic and Latin American Languages, Literatures and Linguistics in the College of Liberal Arts and Sciences.
- **EP5 – Honorary Degree** – The Committee is asked to approve the Honorary Degree for Stephen Stills.
- **EP6 – University of Florida Regulations** - The Committee is asked to approve the amendments to the University of Florida Regulations, as proposed.
- **EP7 and Resolution R18-205 Facility Security Clearance** - The Committee on Educational Policy & Strategic Initiatives is asked to approve Resolution R18-204, 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 for Research for that purpose, and listing all Trustees.

The Committee will address the following Discussion/Informational Items:

- Admissions Update, Zina Evans, Vice President for Enrollment Management
- College of Medicine Plan for Top 5, Michael Good, Dean, College of Medicine
- UF Health Shands Plan for Top 5, David Guzick, SVP for Health Affairs
- Faculty Update, Katie Vogel Anderson, Chair, Faculty Senate
- Student Body President Update, Ian Green, President, Student Body
- Top 5 Update, Joe Glover, Provost



**UNIVERSITY OF FLORIDA BOARD OF TRUSTEES  
COMMITTEE ON EDUCATIONAL POLICY AND STRATEGIC INITIATIVES  
COMMITTEE AGENDA**

**June 7, 2018**

**~10:25 a.m. EDT**

**President's Room 215B, Emerson Alumni Hall  
University of Florida, Gainesville, Florida**

**Committee Members:**

Jason J. Rosenberg (Chair), Katherine Vogel Anderson, David L. Brandon, Ian M. Green, James W. Heavener, Mori Hosseini, Leonard H. Johnson, Thomas G. Kuntz, Daniel T. O'Keefe, Rahul Patel, Marsha D. Powers, Robert G. Stern, Anita G. Zucker

- 1.0 Verification of Quorum ..... Amy Hass, Vice President and General Counsel
- 2.0 Call to Order and Welcome ..... Jason J. Rosenberg, Chair
- 3.0 Review and Approval of Minutes..... Jason J. Rosenberg, Chair  
[March 20, 2018](#)  
[March 22, 2018](#)
- 4.0 Action Items ..... Jason J. Rosenberg, Chair
  - EP1 [Annual Tenure Awards](#)
  - EP2 [Tenure Upon Hire](#)
  - EP3 [University of Florida Annual Accountability Plan 2018](#)
  - EP4 [New Degree](#)
  - EP5 [Honorary Degree](#)
  - EP6 [University of Florida Regulations](#)
  - EP7 and R18-205 [Facility Security Clearance; Exclusion of Certain Directors and Officers; Designation of Senior Managerial Group for Classified Information](#)
- 5.0 Discussion/Informational Items..... Jason J. Rosenberg, Chair
  - 5.1 Admissions Update ..... Zina Evans, Vice President for Enrollment Management
  - 5.2 College of Medicine Plan for Top 5 ..... Michael Good, Dean, Medicine
  - 5.3 UF Health Shands Plan for Top 5 ..... David Guzik, SVP for Health Affairs
  - 5.4 Faculty Update ..... Katherine Vogel Anderson, Chair, Faculty Senate
  - 5.5 Student Body President Update ..... Ian Green, President, Student Body

|     |                    |                           |
|-----|--------------------|---------------------------|
| 5.6 | Top 5 Update.....  | Joe Glover, Provost       |
| 6.0 | New Business ..... | Jason J. Rosenberg, Chair |
| 7.0 | Adjourn .....      | Jason J. Rosenberg, Chair |



**UNIVERSITY OF FLORIDA BOARD OF TRUSTEES  
COMMITTEE ON EDUCATIONAL POLICY AND STRATEGIC INITIATIVES  
COMMITTEE ACTION ITEM EP1  
June 7, 2018**

**SUBJECT:** Annual Tenure Awards

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**BACKGROUND INFORMATION**

The Board of Trustees has the authority to award tenure and permanent status. Provost Glover has recommended the award of tenure and permanent status to certain faculty meeting the requirements of the University's tenure and permanent status policy. A summary of highlights on each Faculty member recommended for tenure and permanent status is attached.

**PROPOSED COMMITTEE ACTION**

The Committee on Educational Policy and Strategic Initiatives is asked to approve the Annual Tenure Awards to faculty recommended by the Provost as reflected in the attached summary and in the Board materials for recommendation to the Board of Trustees for approval on the Consent Agenda.

**ADDITIONAL COMMITTEE CONSIDERATIONS**

Board of Governors' approval is not required.

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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, June 7, 2018.**

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James W. Heavener, Chair

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W. Kent Fuchs, President and Corporate Secretary





**UNIVERSITY OF FLORIDA BOARD OF TRUSTEES  
COMMITTEE ON EDUCATIONAL POLICY AND STRATEGIC INITIATIVES  
COMMITTEE ACTION ITEM EP2  
June 7, 2018**

**SUBJECT:** Tenure Upon Hire

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**BACKGROUND INFORMATION**

The Chairs and Deans have recommended to the Provost and Senior Vice President for Academic Affairs that 8 newly appointed faculty members be granted tenure commencing with their appointment. These individuals meet the criteria set forth in the University's tenure and permanent status 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 Strategic Initiatives is asked to approve the Tenure Upon Hire cases listed on the attached Summary for recommendation to the Board of Trustees for its approval on the Consent Agenda. While any administrative appointment is noted, tenure is granted only for the faculty appointments.

**ADDITIONAL COMMITTEE CONSIDERATIONS**

Board of Governors' approval is not required.

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Supporting Documentation Included: See attached [Biographies](#).

Submitted by: Joseph Glover, Provost and Senior Vice President for Academic Affairs

**Approved by the University of Florida Board of Trustees, June 7, 2018.**

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James W. Heavener, Chair

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W. Kent Fuchs, President and Corporate Secretary

## **Tenure Upon Hire Summaries June 2018**

### **Dr. Julie C. Brown – College of Education**

#### **Associate Professor, School of Teaching and Learning**

Dr. Julie Brown earned her Ph.D. in Curriculum and Instruction from the University of Florida in 2014, her M.Ed. in Science Education from the University of Florida in 2006 and her B.S. in Animal and Veterinary Science from the University of Rhode Island in 2003. Her prior institution is the University of Minnesota, Twin Cities. Dr. Brown has secured multiple grants with external funding through NSF and as co-principal investigator she has acquired NSF funding totaling over \$4M and as a senior personnel, she contributed to a \$2.5M NSF grant with a focus on undergraduate STEM education.

### **Dr. Maya Israel – College of Education**

#### **Associate Professor, School of Teaching and Learning**

Dr. Maya Israel earned her Ph.D. in Special Education from the University of Kansas in 2009, her M.Ed. in Special Education from the University of Kansas in May 2004 and her B.A. in Elementary Education from the Ottawa University in 2001. Her prior institution is the University of Illinois at Urbana Champaign. Her research has garnered support from the National Science Foundation and the U.S. Department of Education. She has also served as principal investigator and co-PI on eight external grants totaling close to \$7M.

### **Dr. Lakiesha N. Williams – Herbert Wertheim College of Engineering**

#### **Associate Professor, J. Crayton Pruitt Family Department of Biomedical Engineering**

Dr. Lakiesha Williams earned her Ph.D. in Biomedical Engineering from Mississippi State University in 2006, her M.S. in Biological Engineering from Louisiana State University in 2003 and her B.S. in Biological Engineering from Louisiana State University in 2001. Her prior institution is Mississippi State University. Dr. Williams is an internationally recognized expert in structure property relationships of tissues and organs, injury biomechanics, and modeling traumatic brain injury and lower extremity injury. She has been awarded \$2.9M in basic research grants from a variety of sources.

### **Dr. Amy R. Mobley – College of Health and Human Performance**

#### **Associate Professor, Department of Health Education and Behavior**

Dr. Amy Mobley earned her Ph.D. in Nutrition from the University of Maryland, College Park in 2006, her M.S. in Human Nutrition from The Ohio State University in 1998, her R.D. in post graduate Dietetic Internship from The Ohio State University in 1997 and her B.S. in Applied Nutrition from The Pennsylvania State University in 1996. Her prior institution is the University of Connecticut. Dr. Mobley has a well-established funded program of research that employs quantitative and qualitative methods to understand and influence nutrition-related behaviors pertaining to obesity prevention, nutrition education, and food security. She has contributed to 11 extramural grant awards, including 6 as Principal Investigator, 1 as a subcontract PI, 2 as a Co-PI, and 2 as a Co-Investigator, that totaled over \$11M in funding.

**Ms. Melissa L. Rethlefsen – George A. Smathers Libraries**

**University Librarian, Associate Dean and Fackler Director of the Health Science Center Libraries**

Ms. Melissa Rethlefsen earned her Master's degree in Library Science from the University of North Texas School of Library and Information Science in 2004 and her B.A. in English and History from the University of Minnesota, Twin Cities in 1999. Her prior institution is the University of Utah's Spencer S. Eccles Health Sciences Library. Her work at Utah in promoting research reproducibility resulted in a major grant from the HHS Office of Research Integrity along with national and international recognition.

**Dr. Ji-Hyun Lee – College of Public Health and Health Professions**

**Professor, Department of Biostatistics**

Dr. Ji-Hyun Lee earned her Ph.D. in Biostatistics from the University of North Carolina at Chapel Hill in 2003 and her M.S. in Biostatistics from the University of North Carolina at Chapel Hill in 2000. Her prior institution is the University of New Mexico Comprehensive Cancer Center. Dr. Lee is recognized nationally and internationally as a leader in the design and evaluation of clinical trials for the treatment of cancer. She is a highly funded investigator with active support from ten extramural awards from NIH.

**Dr. Joseph J. Wakshlag – College of Veterinary Medicine**

**Associate Professor, Department of Comparative, Diagnostic and Population Medicine**

Dr. Joseph Wakshlag earned his Ph.D. in Pharmacology from Cornell University in 2005, his Ph.D. in Veterinary Medicine from Cornell University in 1998, his M.S. degree in Biology from Montclair State College in 1993 and his B.S. in Biology from Montclair State College in 1991. His prior institution is Cornell University. Dr. Wakshlag is a leading international scholar in both Clinical Nutrition and Canine Sports Medicine. He has established an internationally recognized research program in clinical nutrition, basic nutrition, sports medicine and rehabilitation, and integrative medicine.

**Dr. Onye Ozuzu – College of the Arts**

**Professor, School of Theatre and Dance**

Dr. Onye Ozuzu earned her Master of Fine Arts in Dance and Choreography from Florida State University in 1997 and her Bachelor of Arts Cum Laude in English Literature from Florida State University in 1994. Her prior institution is Columbia College Chicago. Dr. Ozuzu has given numerous regional, national and international presentations and she has choreographed numerous dances. She has received numerous grant funding and has been the PI on 4 grants.



**UNIVERSITY OF FLORIDA BOARD OF TRUSTEES  
COMMITTEE ON EDUCATIONAL POLICY AND STRATEGIC INITIATIVES  
COMMITTEE ACTION ITEM EP3  
June 7, 2018**

**SUBJECT:** University of Florida Annual Accountability Plan 2018

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**BACKGROUND INFORMATION**

The Board of Governors is requiring the universities to submit an annual Accountability Plan which combines both the annual Accountability Report and the annual University Work Plan report that have been required in the past. The new report provides both actual historical data and prospective goals.

**PROPOSED COMMITTEE ACTION**

The Committee on Educational Policy and Strategic Initiatives is asked to approve the University of Florida Annual Accountability Plan for 2018 for recommendation to the Board of Trustees for approval on the Consent Agenda.

**ADDITIONAL COMMITTEE CONSIDERATIONS**

Submission to the Board of Governors of a copy of the report is required, but approval is not required.

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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, June 7, 2018.**

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James W. Heavener, Chair

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W. Kent Fuchs, President and Corporate Secretary



**UNIVERSITY OF FLORIDA BOARD OF TRUSTEES  
COMMITTEE ON EDUCATIONAL POLICY AND STRATEGIC INITIATIVES  
COMMITTEE ACTION ITEM EP4  
June 7, 2018**

**SUBJECT:** New Degree

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**BACKGROUND INFORMATION**

The proposed Bachelor of Arts in Hispanic and Latin American Languages, Literatures and Linguistics (CIP Code 16.0908) is being proposed to more accurately reflect the nature of departmental offerings and to better appeal to the changing interests and needs of students. This Bachelor of Arts degree is replacing two current majors with this one degree. Three different tracks are being proposed within this major: Spanish, Portuguese and a combined Spanish and Portuguese track. The Bachelor of Arts in Hispanic and Latin American Languages, Literatures and Linguistics was approved by the Curriculum Committee and then by the Faculty Senate at their May 10, 2018 meeting.

**PROPOSED COMMITTEE ACTION**

The Committee on Educational Policy and Strategic Initiatives is asked to approve the Bachelor of Arts in Hispanic and Latin American Languages, Literatures and Linguistics (CIP Code 16.0908) in the College of Liberal Arts and Sciences for recommendation to the Board of Trustees for its approval on the Consent Agenda.

**ADDITIONAL COMMITTEE CONSIDERATIONS**

Board of Governors' approval is required for all doctoral and professional degree programs and limited access programs only.

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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, June 7, 2018.**

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James W. Heavener, Chair

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W. Kent Fuchs, President and Corporate Secretary



**UNIVERSITY OF FLORIDA BOARD OF TRUSTEES  
COMMITTEE ON EDUCATIONAL POLICY AND STRATEGIC INITIATIVES  
COMMITTEE ACTION ITEM EP5  
June 7, 2018**

**SUBJECT:** Honorary Degree

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**BACKGROUND INFORMATION**

The Honorary Degrees and Distinguished Awards Committee recommends honorary degrees to the Faculty Senate.

The honorary degree for Stephen A. Stills was approved by the Faculty Senate on May 10, 2018 and then by the President on May 14, 2018.

**PROPOSED COMMITTEE ACTION**

The Committee on Educational Policy and Strategic Initiatives is asked to approve the Honorary Degree for Stephen A. Stills for recommendation to the Board of Trustees for approval on the Consent Agenda.

**ADDITIONAL COMMITTEE CONSIDERATIONS**

Board of Governors' approval is not required.

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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, June 7, 2018.**

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James W. Heavener, Chair

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W. Kent Fuchs, President and Corporate Secretary



**UNIVERSITY OF FLORIDA BOARD OF TRUSTEES  
COMMITTEE ON EDUCATIONAL POLICY AND STRATEGIC INITIATIVES  
COMMITTEE ACTION ITEM EP6  
June 7, 2018**

**SUBJECT:** University of Florida Regulations

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**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.

**PROPOSED COMMITTEE ACTION**

The Committee on Educational Policy and Strategic Initiatives is asked to approve the regulations and amendments to University of Florida regulations as contained in the following Summary and Board materials for recommendation to the Board of Trustees for its approval on the Consent Agenda.

**ADDITIONAL COMMITTEE CONSIDERATIONS**

Board of Governors' final approval is required for Regulations 3.0372 and 3.3075.

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Supporting Documentation Included: See attached [summary](#).

Submitted by: Amy M. Hass, Vice President and General Counsel

**Approved by the University of Florida Board of Trustees, June 7, 2018.**

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James W. Heavener, Chair

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W. Kent Fuchs, President and Corporate Secretary

**Summary of University of Florida Regulation Changes  
Committee on Educational Policy & Strategic Initiatives  
June 7, 2018**

**Finance & Administration**

**3.0372 Student Health, Athletic, Activity and Service and Transportation Access Fees**

This regulation is amended, as is done annually, to set forth the student health, athletic, activity and service and transportation access fees effective the fall semester 2018. The proposed amendments also update the fees for students in the UF Levin College of Law to reflect the change from per-student-credit-hour to block tuition.

**3.0375 Tuition Cost**

The proposed regulation amendment updates the regulation to reflect the current tuition set by the legislature for the 2018-19 school year as follows: There is an increase in the repeat surcharge from \$181.12 to \$190.84, as set by the BOG. In addition the regulation has been updated to reflect the block tuition rate adopted by the Levin College of Law for the incoming fall 2018 class pursuant to BOG regulation 7.001(11) and approved by the UF Board of Trustees on August 29, 2017. The annual block tuition rates approximate the current tuition rates for two 15-credit semesters for JD students and two 13-credit semesters for LLM students. Students admitted prior to fall 2018 will continue to pay tuition at per student credit hour rates.

**Student Affairs**

**4.010 Employer Registrations**

The proposed changes to Regulation 4.010 clarify the services offered by the Career Connections Center and reflect the Center's name change, previously the Career Resource Center.

**4.040 Student Honor Code and Student Conduct Code**

Proposed Regulation 4.040 substantially revises the existing Student Honor Code and Student Conduct Code by (a) consolidating sixteen separate regulations (Regulations 4.040-4.0433 and 4.0435-4.051) into single Regulation 4.040, (b) updating terms and language in compliance with the Florida Board of Governors Regulations, state and federal law and Office of Civil Rights guidance, (c) clarifying and revising the content to align more closely with the University's philosophy on student discipline, which is to provide a fair and educational process.

**4.040-4.0433 and 4.0435-4.051 Student Honor Code and Student Conduct Code Regulations Repeal**

Proposed Regulation 4.040 replaces current Regulations 4.040 through 4.0433 and 4.0435 through 4.051, which will be repealed.

4.0434 Student Honor Code and Student Conduct Code: Law School Honor System will become 4.041 Law School Honor System.





**UNIVERSITY OF FLORIDA BOARD OF TRUSTEES  
COMMITTEE ON EDUCATIONAL POLICY AND STRATEGIC INITIATIVES  
COMMITTEE ACTION ITEM EP7  
June 7, 2018**

**SUBJECT:** Facility Security Clearance; Exclusion of Certain Directors and Officers;  
Designation of Senior Managerial Group for Classified Information

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**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.

**PROPOSED COMMITTEE ACTION**

The Committee on Educational Policy and Strategic Initiatives is asked to approve a Resolution, R18-205, 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 that purpose, and listing all Trustees, for recommendation to the Board of Trustees for its approval on the Consent Agenda.

**ADDITIONAL COMMITTEE CONSIDERATIONS**

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.

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Supporting Documentation Included: See attached [Resolution R18-205](#).

Submitted by: David P. Norton, Vice President for Research

**Approved by the University of Florida Board of Trustees, June 7, 2018.**

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James W. Heavener, Chair

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W. Kent Fuchs, President and Corporate Secretary



**UNIVERSITY OF FLORIDA BOARD OF TRUSTEES  
RESOLUTION**

**Number:** R18-205

**Subject:** Facility Security Clearance; Exclusion of Certain Directors and Officers; Designation of Senior Managerial Group for Classified Information

**Date:** June 7, 2018

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:

|                          |                                      |
|--------------------------|--------------------------------------|
| Katherine Vogel Anderson | Faculty Trustee (as of June 1, 2018) |
| David L. Brandon         | Trustee                              |
| Ian M. Green             | Student Trustee                      |
| James W. Heavener        | Trustee                              |
| Morteza "Mori" Hosseini  | Trustee                              |
| Leonard H. Johnson       | Trustee                              |
| Thomas G. Kuntz          | Trustee                              |
| Daniel T. O'Keefe        | Trustee                              |
| Rahul Patel              | Trustee                              |
| Marsha D. Powers         | Trustee                              |
| Jason J. Rosenberg       | Trustee                              |
| Robert G. Stern          | Trustee                              |
| Anita G. Zucker          | Trustee                              |

This action is in the form of a resolution to take effect immediately upon its adoption.

Adopted this 7<sup>th</sup> day of June, 2018, by the Board of Trustees of the University of Florida.

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James W. Heavener, Chair

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W. Kent Fuchs, President  
and Corporate Secretary



**UNIVERSITY OF FLORIDA BOARD OF TRUSTEES  
COMMITTEE ON EXTERNAL RELATIONS  
EXECUTIVE SUMMARY  
June 7, 2018**

The Committee on External Relations meeting will discuss the Go Greater campaign.

Much has been accomplished through the Go Greater campaign since the beginning of the quiet phase in July 2014, and we have almost reached the midpoint mark. President Kent Fuchs and Campaign Co-Chair Anita Zucker have led the roadshow trips across the state and nation. They, along with many other university and volunteer leaders, have participated in numerous events and meetings.

Today we will share a few highlights from our recent trip to New York, highlight the many ways in which people's lives have been impacted through the campaign, and provide you with a sneak peek of our exciting, and potentially game changing, plans for fiscal year 2019.



**UNIVERSITY OF FLORIDA BOARD OF TRUSTEES  
COMMITTEE ON EXTERNAL RELATIONS  
COMMITTEE AGENDA**

**June 7, 2018**

**~12:55 p.m. EDT**

**President's Room 215B, Emerson Alumni Hall  
University of Florida, Gainesville, FL**

**Committee Members:**

Robert G. Stern (Chair), Leonard H. Johnson, Marsha D. Powers, Jason J. Rosenberg

- 1.0 Verification of Quorum ..... Thomas Mitchell, Vice President for Advancement
- 2.0 Call to Order and Welcome ..... Robert G. Stern, Chair
- 3.0 Review and Approval of Minutes..... Robert G. Stern, Chair  
[March 22, 2018](#)
- 4.0 Discussion/Informational Items..... Robert G. Stern, Chair
  - 4.1 Go Greater Campaign ..... Trustee Anita Zucker
- 5.0 New Business ..... Robert G. Stern, Chair
- 6.0 Adjourn ..... Robert G. Stern, Chair



**UNIVERSITY OF FLORIDA BOARD OF TRUSTEES**

**COMMITTEE ON GOVERNANCE**

**EXECUTIVE SUMMARY**

**June 7, 2018**

The Committee on Governance will be asked to consider and act on the following Action Items:

**GV1 and R18-206 Committees**

The Committee will address the establishment of new committees and the renaming of existing committees of the Board.

**GV2 FY18 Performance Assessment**

The Committee will address the FY18 presidential performance assessment as a final action.

**GV3 FY19 Performance Goals**

The Committee will address the FY19 presidential performance goals for recommendation to the full Board of Trustees for its approval on the Consent Agenda.

The Committee will hear the following Discussion Item:

**5.1 Governance Standards Update**

The Committee will hear an update on revisions to the Governance Standards approved by the Board in March 2017.



**UNIVERSITY OF FLORIDA BOARD OF TRUSTEES  
COMMITTEE ON GOVERNANCE  
COMMITTEE AGENDA**

**June 7, 2018**

**~2:05 p.m. EDT**

**President's Room 215B, Emerson Alumni Hall  
University of Florida, Gainesville, FL**

**Committee Members:**

Mori Hosseini (Chair), David L. Brandon, James W. Heavener, Rahul Patel, Anita Zucker

- 1.0 Verification of Quorum ..... Amy Hass, Vice President and General Counsel
- 2.0 Call to Order and Welcome ..... Mori Hosseini, Chair
- 3.0 Review and Approval of Minutes..... Mori Hosseini, Chair  
[March 22, 2018](#)
- 4.0 Action Items ..... Mori Hosseini, Chair  
GV1 and R18-206 Committees  
GV2 FY18 Performance Assessment (to be provided)  
GV3 FY19 Performance Goals (to be provided)
- 5.0 Discussion/Informational Items..... Mori Hosseini, Chair  
5.1 Governance Standards update ..... Rahul Patel, Trustee
- 6.0 New Business ..... Mori Hosseini, Chair
- 7.0 Adjourn ..... Mori Hosseini, Chair



**UNIVERSITY OF FLORIDA BOARD OF TRUSTEES  
COMMITTEE ON FINANCE AND FACILITIES  
EXECUTIVE SUMMARY  
June 7, 2018**

**Action Items**

The Committee on Finance and Facilities will be asked to address the following action items:

**FF1. Final Operating Budget of Revenues and Expenses for Fiscal Year Ending June 30, 2018 and Preliminary Operating Budget of Revenues and Expenses for Fiscal Year Ending June 30, 2019.**

The committee is asked to approve the University's Final Budget of Revenues and Expenses for the fiscal year ending June 30, 2018 and to approve the University's Preliminary Budget of Revenues and Expenses for the fiscal year ending June 30, 2019

**FF2. Depository Payment Signatory Authority**

The committee will be asked to approve changes to the list of employees authorized as signatories.

**FF3. Fixed Capital Outlay Legislative Budget Request for Fiscal Year Ending June 30, 2020**

The Florida Board of Governors requires an annual submission from each university of its Fixed Capital Outlay Legislative Budget Request. The Committee on Finance and Facilities is asked to approve this update which is used by the Florida Board of Governors to develop the annual Fixed Capital Outlay Legislative Budget Request.

**FF4. Facilities Spending Plan for Fiscal Year Ending June 30, 2019**

The Committee on Finance and Facilities is asked to approve the facilities spending plan.

**FF5. FCPA Lease of Space**

**Information Items**

- 5.1 Construction Update  
Curtis Reynolds, Vice President, Business Affairs
- 5.2 Quarterly Financial Update  
Michael McKee, Vice President and Chief Financial Officer
- 5.3 UFICO Update  
William Reeser, Chief Investment Officer





**UNIVERSITY OF FLORIDA BOARD OF TRUSTEES  
COMMITTEE ON FINANCE AND FACILITIES  
COMMITTEE AGENDA**

**June 7, 2018**

**~3:15 p.m. EDT**

**President's Room 215B, Emerson Alumni Hall  
University of Florida, Gainesville, FL**

**Committee Members:**

Rahul Patel (Chair), David T. Brandon, Mori Hosseini, Leonard H. Johnson, Jason J. Rosenberg, Anita G. Zucker

- 1.0 Verification of Quorum ..... Amy Hass, Vice President and General Counsel
- 2.0 Call to Order and Welcome ..... Rahul Patel, Chair
- 3.0 Review and Approval of Minutes..... Rahul Patel, Chair  
[March 15, 2018](#)  
[March 22, 2018](#)
- 4.0 Action Items ..... Rahul Patel, Chair  
FF1 [Final Operating Budget of Revenues and Expenses for Fiscal Year Ending June 30, 2018 and Preliminary Operating Budget of Revenues and Expenses for Fiscal Year Ending June 30, 2019](#)  
FF2 and R18-203 [Depository Payment Signatory Authority](#)  
FF3 [Fixed Capital Outlay Legislative Budget Request for Fiscal Year Ending June 30, 2020](#)  
FF4 [Facilities Spending Plan for Fiscal Year Ending June 30, 2019](#)  
FF5 FCPA Lease of Space (to be provided)
- 5.0 Discussion/Informational Items..... Rahul Patel, Chair  
5.1 [Construction Update](#)..... Curtis Reynolds, VP Business Affairs  
5.2 [Quarterly Financial Update](#)..... Michael McKee, VP and CFO  
5.3 [UFICO Update](#) ..... William Reeser, CEO/CIO, UFICO
- 6.0 New Business ..... Rahul Patel, Chair
- 7.0 Adjourn ..... Rahul Patel, Chair



**UNIVERSITY OF FLORIDA BOARD OF TRUSTEES  
COMMITTEE ON FINANCE AND FACILITIES  
COMMITTEE ACTION ITEM FF1  
June 7, 2018**

**SUBJECT:** Final Operating Budget of Revenues and Expenses for Fiscal Year Ending June 30, 2018 and Preliminary Operating Budget of Revenues and Expenses for Fiscal Year Ending June 30, 2019

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**BACKGROUND INFORMATION**

The Board of Trustees is requested to approve the University's Final Budget of Revenues and Expenses for the Fiscal Year ending June 30, 2018 and Preliminary Budget of Revenues and Expenses for the Fiscal Year ending June 30, 2019.

Detailed budgets of revenues and expenses for the University for the Fiscal Years ending June 30, 2018 and 2019 are being presented to the Board of Trustees.

**PROPOSED COMMITTEE ACTION**

The Committee on Finance and Facilities is asked to approve the University's Final Budget of Revenues and Expenses for the Fiscal Year ending June 30, 2018 and to approve the University's Preliminary Budget of Revenues and Expenses for the Fiscal Year ending June 30, 2019 for recommendation to the Board of Trustees for its approval on the Consent Agenda and for submission by the University of Florida to the Board of Governors for final approval.

**ADDITIONAL COMMITTEE CONSIDERATIONS**

Board of Governors' final approval is required for the 2018-2019 preliminary budget of revenues and expenses.

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Supporting Documentation Included: [2017-18 Final Operating Budget of Revenues and Expenses](#); [2018-19 Preliminary Operating Budget of Revenues and Expenses](#)

Submitted by: Michael V. McKee, Vice President and Chief Financial Officer

**Approved by the University of Florida Board of Trustees, June 7, 2018.**

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James W. Heavener, Chair

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W. Kent Fuchs, President and Corporate Secretary

University of Florida  
Amended FY2017-18 Operating Budget of Revenues and Expenses

|  | Instruction     | Research         | Public Service | Academic Support | Student Services | Institutional Support | Operation & Maintenance of Plant | Auxiliary Operations | Faculty Practice | Athletic Association | Scholarships and Fellowships | 2017-18 Final Operating Budget (June 2018) | 2017-18 Preliminary Operating Budget (June 2017) | Net % Change | Net Dollar Change | Notes |
|--|-----------------|------------------|----------------|------------------|------------------|-----------------------|----------------------------------|----------------------|------------------|----------------------|------------------------------|--|--|--------------|-------------------|-------|
|  |                 |                  |                |                  |                  |                       |                                  |                      | **               | **                   |                              |  |  |              |                   |       |
| Operating Budget for 2017-18           |                 |                  |                |                  |                  |                       |                                  |                      |                  |                      |                              |  |  |              |                   |       |
| General Revenue                        | \$ 61,720,201   | \$ 119,359,183   | \$ 58,959,330  | \$ 194,159,881   | \$ 38,339,336    | \$ 117,217,458        | \$ 102,766,055                   | \$ -                 | \$ -             | \$ -                 | \$ 3,840,933                 | \$ 696,362,377                             | \$ 633,850,478                                   | 9.86%        | \$ 62,511,899     | 1     |
| Lottery                                | \$ 48,545,859   | \$ 11,955,247    | \$ -           | \$ -             | \$ -             | \$ -                  | \$ -                             | \$ -                 | \$ -             | \$ -                 | \$ -                         | \$ 60,501,106                              | \$ 69,095,310                                    | -12.44%      | \$ (8,594,204)    | 1     |
| Tuition                                | \$ 366,206,020  | \$ -             | \$ -           | \$ -             | \$ -             | \$ -                  | \$ -                             | \$ -                 | \$ -             | \$ -                 | \$ -                         | \$ 366,206,020                             | \$ 365,930,511                                   | 0.08%        | \$ 275,509        |       |
| Contracts & Grants                     | \$ 10,769,039   | \$ 508,321,181   | \$ 144,725,201 | \$ (150)         | \$ 22,879        | \$ 47,468             | \$ (3,040)                       | \$ -                 | \$ -             | \$ -                 | \$ 7,258,961                 | \$ 671,141,539                             | \$ 621,471,634                                   | 7.99%        | \$ 49,669,905     | 2     |
| Misc Gifts & Grants                    | \$ 102,419,310  | \$ 14,625,446    | \$ 570,081,619 | \$ 31,391,762    | \$ 1,530,010     | \$ 149,425,996        | \$ -                             | \$ -                 | \$ -             | \$ -                 | \$ 1,215,052                 | \$ 870,689,195                             | \$ 829,447,709                                   | 4.97%        | \$ 41,241,486     | 3     |
| IFAS/HSC Trust Funds                   | \$ 2,594,098    | \$ 10,114,690    | \$ 42,952,866  | \$ 82,397        | \$ -             | \$ 7,919,321          | \$ 40,561                        | \$ -                 | \$ -             | \$ -                 | \$ -                         | \$ 63,703,933                              | \$ 55,599,238                                    | 14.58%       | \$ 8,104,695      | 4     |
| Enterprise & Auxiliary                 | \$ -            | \$ -             | \$ -           | \$ -             | \$ -             | \$ 2,607              | \$ -                             | \$ 401,112,454       | \$ -             | \$ -                 | \$ -                         | \$ 401,115,060                             | \$ 400,167,232                                   | 0.24%        | \$ 947,829        |       |
| Other                                  | \$ -            | \$ -             | \$ -           | \$ 7,775,175     | \$ 21,570,180    | \$ 1,075,075          | \$ -                             | \$ -                 | \$ 952,129,104   | \$ 130,158,987       | \$ 519,252,888               | \$ 1,631,961,410                           | \$ 1,481,844,175                                 | 10.13%       | \$ 150,117,236    | 5     |
| Non-Operating Revenue (Transfers In)   | \$ 10,188,487   | \$ 435,903,626   | \$ 6,963,098   | \$ 27,018,845    | \$ 1,286,304     | \$ 188,519,679        | \$ 6,553,859                     | \$ 167,287,294       |                  | \$ -                 | \$ 64,896,110                | \$ 908,617,302                             | \$ 867,241,993                                   | 4.77%        | \$ 41,375,309     | 6     |
| Total Revenue                          | \$ 602,443,014  | \$ 1,100,279,373 | \$ 823,682,114 | \$ 260,427,912   | \$ 62,748,709    | \$ 464,207,604        | \$ 109,357,435                   | \$ 568,399,748       | \$ 952,129,104   | \$ 130,158,987       | \$ 596,463,943               | \$ 5,670,297,943                           | \$ 5,324,648,280                                 | 6.49%        | \$ 345,649,663    |       |
| Salaries & Benefits                    | \$ 420,449,486  | \$ 330,081,997   | \$ 521,062,877 | \$ 135,783,736   | \$ 27,377,669    | \$ 110,238,485        | \$ 38,294,698                    | \$ 120,041,489       | \$ 117,923,000   | \$ 49,258,976        | \$ 261,433                   | \$ 1,870,773,845                           | \$ 1,756,568,847                                 | 6.50%        | \$ 114,204,999    | 7     |
| Other Personal Services                | \$ 150,561,946  | \$ 109,566,688   | \$ 42,814,917  | \$ 12,658,554    | \$ 3,786,302     | \$ 3,187,085          | \$ 581,330                       | \$ 37,777,752        | \$ -             | \$ 1,857,245         | \$ 2,478,770                 | \$ 365,270,589                             | \$ 359,032,757                                   | 1.74%        | \$ 6,237,832      |       |
| Operating Expenses                     | \$ 55,777,838   | \$ 261,611,979   | \$ 110,088,719 | \$ 71,516,417    | \$ 12,661,707    | \$ 42,239,933         | \$ 71,114,078                    | \$ 235,554,904       | \$ 210,565,372   | \$ 75,016,981        | \$ 447,580,092               | \$ 1,593,728,019                           | \$ 1,547,123,949                                 | 3.01%        | \$ 46,604,069     | 8     |
| Non-Operating Expenses (Transfers Out) | \$ 30,316,912   | \$ 416,708,519   | \$ 48,544,258  | \$ 20,850,128    | \$ 21,108,836    | \$ 247,923,992        | \$ 5,883,543                     | \$ 173,377,890       | \$ 618,994,261   | \$ 3,805,070         | \$ 36,998,093                | \$ 1,624,511,501                           | \$ 1,525,483,612                                 | 6.49%        | \$ 99,027,889     | 6     |
| Total Expenses                         | \$ 657,106,182  | \$ 1,117,969,183 | \$ 722,510,771 | \$ 240,808,835   | \$ 64,934,515    | \$ 403,589,495        | \$ 115,873,648                   | \$ 566,752,034       | \$ 947,482,633   | \$ 129,938,272       | \$ 487,318,387               | \$ 5,454,283,955                           | \$ 5,188,209,166                                 | 5.13%        | \$ 266,074,789    |       |
| Net Change                             | \$ (54,663,168) | \$ (17,689,810)  | \$ 101,171,343 | \$ 19,619,077    | \$ (2,185,805)   | \$ 60,618,109         | \$ (6,516,213)                   | \$ 1,647,714         | \$ 4,646,471     | \$ 220,715           | \$ 109,145,556               | \$ 216,013,988                             | \$ 136,439,114                                   | 58.32%       | \$ 79,574,874     |       |

Notes

1. Includes new appropriations and an \$8.6M reallocation from Lottery to General Revenue
2. Primarily due to increased federal grant revenues
3. Includes increases in component unit transfers and investment income
4. Primarily due to increased practice plan support for Veterinary hospital operations
5. Primarily due to increased Faculty Practice, UAA, and scholarship revenues
6. The difference between transfers in (\$909M) and transfers out (\$1.6B) is a net transfer out of \$716M. The Faculty Practice and UAA budgets account for \$623M in transfers out. The remainder is primarily due to construction transfers.
7. Includes the effect of salary increases implemented in FY17 and FY18, and increased hiring activity across multiple funding sources
8. Primarily due to increases in the Faculty Practice and UAA budgets

\*\* Faculty Practice & University Athletic Association budgets are required by the Board of Governors to be included as part of the overall University operating budget.

# University of Florida

## Preliminary 2018-19 Operating Budget of Revenues and Expenses

|   | 2017-18 Pending<br>Approval Final<br>Operating Budget<br>(June 2018) | 2018-19<br>Preliminary<br>Operating Budget | Net Dollar<br>Change   |
|---|--|--|------------------------|
| <b>Preliminary Operating Budget for 2018-19</b> |  |  |                        |
| General Revenue **                              | \$ 696,362,377   | \$ 707,430,525                             | \$ 11,068,148          |
| Lottery   | \$ 60,501,106  | \$ 68,763,985                              | \$ 8,262,879           |
| Tuition   | \$ 366,206,020   | \$ 369,868,080                             | \$ 3,662,060           |
| Contracts & Grants                              | \$ 671,141,539   | \$ 684,564,370                             | \$ 13,422,831          |
| Misc Gifts & Grants                             | \$ 870,689,195   | \$ 896,809,871                             | \$ 26,120,676          |
| IFAS/HSC Trust Funds                            | \$ 63,703,933  | \$ 66,889,130                              | \$ 3,185,197           |
| Enterprise & Auxiliary                          | \$ 401,115,060   | \$ 405,126,211                             | \$ 4,011,151           |
| Other   | \$ 1,631,961,410   | \$ 1,680,920,252                           | \$ 48,958,842          |
| Non-Operating Revenue (Transfers In)            | \$ 908,617,302   | \$ 935,875,821                             | \$ 27,258,519          |
| <b>Total Revenue</b>                            | <b>\$ 5,670,297,943</b>  | <b>\$ 5,816,248,246</b>                    | <b>\$145,950,302</b>   |
| Salaries & Benefits                             | \$ 1,870,773,845   | \$ 1,983,020,276                           | \$112,246,431          |
| Other Personal Services                         | \$ 365,270,589   | \$ 372,576,001                             | \$ 7,305,412           |
| Operating Expenses                              | \$ 1,593,728,019   | \$ 1,625,602,579                           | \$ 31,874,560          |
| Non-Operating Expenses (Transfers Out)          | \$ 1,624,511,501   | \$ 1,705,737,076                           | \$ 81,225,575          |
| <b>Total Expenses</b>                           | <b>\$ 5,454,283,955</b>  | <b>\$ 5,686,935,933</b>                    | <b>\$232,651,978</b>   |
| <b>Net Change</b>                               | <b>\$ 216,013,988</b>  | <b>\$ 129,312,313</b>                      | <b>\$ (86,701,675)</b> |

\*\*General Revenue is DRAFT pending final funding allocations by Board of Governors



**UNIVERSITY OF FLORIDA BOARD OF TRUSTEES  
COMMITTEE ON FINANCE AND FACILITIES  
COMMITTEE ACTION ITEM FF2 and R18-203  
June 7, 2018**

**SUBJECT:** Depository Payment Signatory Authority

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**BACKGROUND INFORMATION**

Section 1011.42(7), Florida Statutes, requires that the University of Florida Board of Trustees specifically designate in the minutes of the Board the name and position title of any University employee authorized to sign checks and make payments from the University's depositories to pay legal obligations of the University. The University desires to update the list of authorized signatories for checks, payments and transfers of funds.

**PROPOSED COMMITTEE ACTION**

The Committee on Finance and Facilities is asked to approve Resolution R18-203 (updating the list of designated signatories authorized to sign checks and make payments from, and transfer funds to, within or between, depository accounts on behalf of the University of Florida) for recommendation to the Board of Trustees for approval on the Consent Agenda.

**ADDITIONAL COMMITTEE CONSIDERATIONS**

Board of Governors' approval is not required.

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Supporting Documentation Included: See attached Resolution [R18-203](#).

Submitted by: Michael McKee, Vice President and Chief Financial Officer

**Approved by the University of Florida Board of Trustees, June 7, 2018.**

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James W. Heavener, Chair

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W. Kent Fuchs, President and Corporate Secretary



**UNIVERSITY OF FLORIDA BOARD OF TRUSTEES  
RESOLUTION**

**Number:** R18-203

**Subject:** Depository Payment Signatory Authority

**Date:** June 7, 2018

**WHEREAS**, the University of Florida Board of Trustees (the "Trustees") sets forth depositories designated for deposit of funds for the University of Florida (the "University") and authorized signatories respecting said accounts on behalf of the University, all as required pursuant to Section 1011.42(7), Florida Statutes; and

**WHEREAS**, the University desires to update the list of authorized signatories for checks, payments and transfers of funds respecting the depositories designated for deposit of funds for the University pursuant to this Resolution which amends and restates in their entirety prior Resolutions' authorized signatories on such depositories on behalf of the University;

**NOW THEREFORE, BE IT RESOLVED**, that pursuant to Section 1011.42(7), Florida Statutes:

(1) The University employees listed on **Attachment A** attached hereto are each singly (or as required by the internal controls referenced below) hereby authorized, on behalf of the University, in connection with the depository account(s) specified for the relevant employee, to sign checks and make payments of legal obligations of the University from, and to transfer funds to, within or between, depositories for investment or payment of expenditures of the University, including signing related documentation, for so long as such employee is employed by the University in the specified position or until such time as such authority is terminated by the Board of Trustees or by the President of the University or his designee with notice to the Trustees, provided, however, that the Vice President and Chief Financial Officer in consultation with the Chief Audit Executive shall approve internal controls for withdrawals and transfers of funds; and

(2) The University employees designated for removal of signatory authority on **Attachment A** are removed as authorized signatories for the Wells Fargo N.A., and Bank of

America accounts, as applicable.

To the extent this Resolution conflicts with any prior Resolutions, the terms of this Resolution shall control.

Adopted this 7th day of June, 2018, by the University of Florida Board of Trustees.

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James W. Heavener, Chair

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W. Kent Fuchs President  
and Corporate Secretary

Attachment A

to University of Florida Board of Trustees Resolution R18-203

(1) Depositories:

- Wells Fargo Bank, N.A.
- Banca Intesa -UF Vicenza Institute of Architecture
- Bank of America. -prepaid bank cards

(2) Signature Authority:

- Wells Fargo Bank, N.A.

All accounts:

Michael V. McKee, Vice President and Chief Financial Officer

Alan M. West, Assistant Vice President and University Controller

Cashiers account (request for cash in vault):

Karen Gillespie, University Cashier/Sr. Administrative Assistant – authority to request

Hema Patel, Fiscal Assistant 3 – authority to request

~~Jiachun Zhan~~ Shane Anderson, Assistant Controller – receives email confirmation of the request\*

Concentration, ACH and Euro accounts: The following individuals have authority to initiate **or** approve wire transfers out of these accounts. None of them have authority to initiate **and** approve wires.

Brad Bennett, Sr. Associate Controller\*

~~Jiachun Zhan~~ Shane Anderson, Assistant Controller\*

Terry Wooding, Associate Controller\*

Elizabeth Johnson, Accountant 3

Amy Hu, Accountant 3\*

- Banca Intesa

Franca Stocco, Director, Vicenza Institute of Architecture

Jason Alread, Director, School of Architecture

Chinemelu Anumba, Dean, College of Design, Construction and Planning

- Bank of America

Brad Bennett, Sr. Associate Controller\*

~~Jiachun Zhan~~ Shane Anderson, Assistant Controller\*

Elizabeth Johnson, Accountant 3

Remove Signature Authority:

- Wells Fargo Bank, N.A.

Cashiers account (request for cash in vault):

~~Elizabeth Johnson, Accountant 3~~ Jiachun Zhan, Assistant Controller

Concentration, ACH and Euro accounts: The following individuals have authority to initiate **or** approve wire transfers out of these accounts. None of them have authority to initiate **and** approve wires.

Jiachun Zhan, Assistant Controller

- Bank of America

~~Michael V. McKee, Vice President and Chief Financial Officer~~

~~Alan M. West, Assistant Vice President and University Controller~~ Jiachun

Zhan, Assistant Controller



\* Added since R16-18<sup>13</sup>. All other signatories remain the same. ~~However, Karen Gillespie has a new title, University Cashier/Sr. Administrative Assistant.~~ Additional changes are indicated in redline.



**UNIVERSITY OF FLORIDA BOARD OF TRUSTEES  
COMMITTEE ON FINANCE AND FACILITIES  
COMMITTEE ACTION ITEM FF3  
JUNE 7, 2018**

**SUBJECT:** Fixed Capital Outlay Legislative Budget Request for Fiscal Year Ending June 30, 2020

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**BACKGROUND INFORMATION**

The Florida Board of Governors requires an annual submission from each university of its Fixed Capital Outlay Legislative Budget Request. This update is used by the Florida Board of Governors to develop the annual Fixed Capital Outlay Legislative Budget Request. Several items are included in this submission as follows;

- Five-year Capital Improvement Plan
- Requests from Other State Sources
- Fixed Capital Outlay Authorization for projects requiring General Revenue for operation

**PROPOSED COMMITTEE ACTION**

The Committee on Finance and Facilities is asked to approve the 2019-2020 Fixed Capital Outlay Legislative Budget Request for recommendation to the Board of Trustees for its approval on the Consent Agenda and for submission to the Florida Board of Governors.

**ADDITIONAL COMMITTEE CONSIDERATIONS**

Submission to the Board of Governors is required.

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Supporting Documentation Included: [\(CIP-2\) Five Year Capital Improvement Plan, \(CIP-3\) Narrative Overview, \(BOB-2\) Fixed Capital Outlay Projects Requiring Legislative Authorization and General Revenue Funds to Operate and Maintain](#)

Submitted by: Curtis A. Reynolds, VP, Business Affairs

**Approved by the University of Florida Board of Trustees, June 7, 2018.**

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James W. Heavener, Chair

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W. Kent Fuchs, President and Corporate Secretary

STATE UNIVERSITY SYSTEM

Five-Year Capital Improvement Plan (CIP-2) and Legislative Budget Request

Fiscal Years 2019-20 through 2023-24

CIP-2, Summary of Projects

University - University of Florida

PECO-ELIGIBLE PROJECT REQUESTS

| Priority | Project Title  | 2019-20     | 2020-21    | 2021-22    | 2022-23    | 2023-2024  | Academic or<br>Other Programs<br>to Benefit<br>from Projects | Net                   | Gross         | Project Cost<br>Per GSF<br>(Proj. Cost/<br>GSF) | Educational<br>Plant Survey<br>Recommended<br>Date/Rec No. | Approved by<br>Law - Include<br>GAA reference |
|----------|--|-------------|------------|------------|------------|------------|--|-----------------------|---------------|---|--|---|
|          |  | Year 1      | Year 2     | Year 3     | Year 4     | Year 5     |  | Assignable            | Square        |   |  |   |
|          |  | Year 1      | Year 2     | Year 3     | Year 4     | Year 5     |  | Square Feet<br>(NASF) | Feet<br>(GSF) |   |  |   |
| 1        | UTILITIES/INFRASTRUCTURE IMPROVEMENTS (P,C,E)                            | 36,382,516  | 32,611,733 | 29,348,119 | 34,380,962 | 30,348,120 | ALL  | N/A                   | N/A           | 163,071,450                                     | N/A  | SR3., SR4. - 3/4/2015                         |
| 2        | DATA SCIENCE AND INFORMATION TECHNOLOGY BUILDING (P,C,E)                 | 50,000,000  |            |            |            |            | ENGINEERING/HSC/INFORMATICS                                  | 150,000               | 260,000       | 125,000,000                                     | \$481  | FLBOG-1/25/17 - Supp EPS                      |
| 3        | NEW MUSIC BUILDING (P,C,E)   | 7,400,000   | 12,550,000 | 12,550,000 |            |            | FINE ARTS  | 90,411                | 118,645       | 55,000,000                                      | \$464  | FLBOG-1/25/17 - Supp EPS                      |
| 4        | DENTAL SCIENCE BUILDING (P)  | 5,000,000   |            |            |            |            | DENTISTRY  | TBD                   | TBD           | 5,000,000                                       | TBD  | 2.3 2014 EPS (3/4/2015)                       |
| 5        | ARCHITECTURE BUILDING (P)  | 5,000,000   |            |            |            |            | ARCHITECTURE   | 32,000                | 32,000        | 5,000,000                                       | \$156  | 2018 EPS Required                             |
| 6        | WHITNEY CENTER FOR MARINE ANIMAL HEALTH (P,C,E)                          |             |            | 14,000,000 |            |            | WHITNEY CENTER FOR MARINE ANIMAL HEALTH                      | 24,000                | 37,000        | 24,000,000                                      | \$649  | 6.2 2014 EPS (3/4/2015)                       |
| 7        | PUBLIC SAFETY BUILDING & EMERGENCY MANAGEMENT CENTER RENOVATIONS (P,C,E) | 5,000,000   | 15,000,000 |            |            |            | ALL  | 33,960                | 41,000        | 20,000,000                                      | \$488  | 2.8 2014 EPS (3/4/2015)                       |
| 8        | FLORIDA NATURAL HISTORY MUSEUM EARTH SYSTEMS ADDITION (P,C,E)            |             |            | 17,000,000 |            |            | FLMNH  | 26,650                | 39,040        | 32,000,000                                      | \$820  | 2018 EPS Required                             |
| 9        | UF CENTRAL ENERGY PLANT (P, C, E)  |             |            |            | 50,000,000 | 50,000,000 | ALL  | 144,762               | 147,467       | 100,000,000                                     | \$678  | 2018 EPS Required                             |
| TOTAL    |  | 108,782,516 | 60,161,733 | 72,898,119 | 84,380,962 | 80,348,120 |  |                       |               |   |  |   |

CITF PROJECT REQUESTS

| Priority | Project Title                              | Year 1    | Year 2 | Year 3 | Year 4 | Year 5 | Academic or<br>Other Programs<br>to Benefit<br>from Projects | Net                   | Gross         | Project Cost<br>Per GSF<br>(Proj. Cost/<br>GSF) | Committee<br>Approval<br>Date |
|----------|--|-----------|--------|--------|--------|--------|--|-----------------------|---------------|---|-------------------------------|
|          |  | Year 1    | Year 2 | Year 3 | Year 4 | Year 5 |  | Assignable            | Square        |   |                               |
|          |  | Year 1    | Year 2 | Year 3 | Year 4 | Year 5 |  | Square Feet<br>(NASF) | Feet<br>(GSF) |   |                               |
| 1        | FLAVET FIELD FENCE                         | 200,000   |        |        |        |        | STUDENT AFFAIRS  |                       |               |   |                               |
| 2        | J WAYNE REITZ UNION ELEVATOR UPGRADES      | 350,000   |        |        |        |        | STUDENT AFFAIRS  |                       |               |   |                               |
| 3        | J WAYNE REITZ UNION LOWER LEVEL IT SUITE   | 375,000   |        |        |        |        | STUDENT AFFAIRS  |                       |               |   |                               |
| 4        | PEABODY HALL DEAN OF STUDENTS RENOVATIONS  | 3,300,000 |        |        |        |        | STUDENT AFFAIRS  |                       |               |   |                               |
| 5        | MAGUIRE STORAGE BUILDING AND ADA RESTROOMS | 235,000   |        |        |        |        | STUDENT AFFAIRS  |                       |               |   |                               |
| 6        | CYPRESS LODGE LAKE WAUBURG                 | 2,040,000 |        |        |        |        | STUDENT AFFAIRS  |                       |               |   |                               |
| UFO-1    | UF ONLINE IMPROVEMENTS                     | 340,000   |        |        |        |        | UF ONLINE  |                       |               |   |                               |
| TOTAL    |  | 6,840,000 | 0      | 0      | 0      | 0      |  |                       |               |   |                               |

REQUESTS FROM OTHER STATE SOURCES

|                |   |            |           |        |        |        | Academic or<br>Other Programs<br>to Benefit<br>from Projects | Net<br>Assignable<br>Square Feet<br>(NASF) | Gross<br>Square<br>Feet<br>(GSF) | Project<br>Cost | Project Cost<br>Per GSF<br>(Proj. Cost/<br>GSF) | Committee<br>Approval<br>Date |
|----------------|---|------------|-----------|--------|--------|--------|--|--|----------------------------------|-----------------|---|-------------------------------|
| Priority<br>No | Project Title   | Year 1     | Year 2    | Year 3 | Year 4 | Year 5 |  |  |                                  |                 |   |                               |
| 1              | PK YONGE DEVELOPMENTAL RESEARCH SCHOOL - PHASE 2<br>(P,C,E) | 18,730,900 | 2,146,600 |        |        |        | EDUCATION/K12  | 52850                                      | 74349                            | 20,877,500      | 280.8040458                                     |                               |

REQUESTS FROM NON-STATE SOURCES, INCLUDING DEBT

|      |  |  |  |  |  |  |  |  |  |  |  |  |
|------|--|--|--|--|--|--|--|--|--|--|--|--|
| None |  |  |  |  |  |  |  |  |  |  |  |  |
|------|--|--|--|--|--|--|--|--|--|--|--|--|

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**CIP-3 SHORT-TERM PROJECT EXPLANATION**

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Page 1 of     

AGENCY University of Florida  
BUDGET ENTITY SUS  
PROJECT TITLE Utility Infrastructure  
Improvements

AGENCY PRIORITY 1  
DATE BLDG PROGRAM       
APPROVED N/a

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**PURPOSE, NEED, SCOPE, RELATIONSHIP OF PROJECT TO AGENCY OBJECTIVES**

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UF "Utility/Infrastructure Improvements" projects are a continuous effort of corrections, expansions, and modifications to major campus utility systems in support of the University's educational and research objectives. Beginning in April of 2013 the university commissioned "Sightlines" to conduct campus wide utility infrastructure studies. Initially, a baseline analysis for years 2008 thru 2012 was developed. Subsequently, cumulative annual reports have been developed each succeeding year to holistically document the university's mounting critical deferred maintenance needs. In order to more definitively document aged infrastructure at the asset level, in 2016 the University commissioned "Intelligent Systems & Engineering Services (ISES)" to conduct a comprehensive Facility Condition Assessment of campus wide E&G Facilities. The detailed assessment included utility plant infrastructure, building envelope, interiors, and MEP infrastructure throughout the facilities. The finding reports includes building level detail addressing various degrees of corrective action including; facilities renewal plan, renewal costs by systems, recurring costs, and non-recurring costs. Furthermore, to substantiate the findings, the deliverables included database access to all relevant documentation, photographs, drawings, and sustainability/energy analysis recommendations of the reviewed facility components. Additional recent utility infrastructure condition assessments include the Lacy Rabon and Holland Law School utility plant steam and heating generation systems, and campus sanitary sewer lift station assets. Also, high voltage electrical and associated substations have been assessed, and include the continuation of several major efforts aimed at upgrading the University's electrical infrastructure. These efforts include replacing antiquated oil switches with SF-6 gas switches and aging medium voltage cabling. Other electrical priorities include installing a SCADA system on the electrical substations and conducting power system analyses using system modeling.

Proposed Utility Infrastructure Improvements General Categories :

1. CHILLED WATER & CONTROLS

Chilled water plant improvements/repairs include plant upgrades/expansions, and distribution system modifications/upgrades to meet the needs of the evolving campus, and environmental compliance issues.

2. ELECTRICAL DISTRIBUTION

Electrical distribution system maintenance requires the replacement of cabling, oil switches, transformers, switchgear, and distribution poles. System enhancements include installation of SCADA at the substations and power system analyses made possible through modeling of the substations and distribution system. Growth and upgrade of the 5KV, 12KV and 23KV systems will also be required to support the current and future needs of the University.

3. HVAC SYSTEMS & ENERGY MANAGEMENT CONTROL SYSTEMS

HVAC systems replacements include upgrades/expansions, and distribution system modifications/upgrades to meet the needs of the evolving campus, and indoor air quality compliance issues. Energy management control system expansion and upgrading is a continuing effort to provide campus-wide centralized fire alarm and HVAC monitoring as well as control.

4. IRRIGATION/RECLAIMED WATER

With the completion of a new reclaimed water storage tank, the installation of distribution piping to serve new areas will become a priority. The repair of wells, pumps, sprinkler heads and distribution piping will continue as an element of this program as needed to improve the efficient use of this resource.

5. SANITARY SEWER

Water Reclamation Facility rehabilitation is an ongoing focus as well as restoration of the aging gravity and force main systems. Environmental compliance issues have surfaced and will require an ongoing effort to ensure the integrity of the collection system.

6. STEAM

The replacement of aging steam and condensate lines will continue. In the near term the project to replace Boiler No. 4 with a new and larger boiler will continue to completion. In the longer picture, the need to replace Boiler No. 5 will be evaluated and monitored as the University grows and approaches the 220KPPH limit of the cogeneration plant.

7. STORM SEWER

Infrastructure study and improvements to handle storm water runoff from the expanding campus.

8. TELECOMMUNICATIONS

Fiber optics, enhanced hard wire conduits, enlarged manholes to alleviate congestion are some of the improvements required to support the rapidly changing telecommunications needs of the University.

9. POTABLE WATER AND FIRE MAINS

These continuing improvements started in 1988 and further identified in follow-on studies are needed to meet the Campus' potable water and fire flow requirements. Additionally, projects to install building meters and system backflow preventers for control and protection are ongoing.

10. ROOFING SYSTEMS

With over 900 buildings on the main campus alone, replacement and upgrades to roofing systems are an ongoing process. Many roofs have exceeded their useful life expectancy and are in dire need of replacement. Priorities have been structured to address those near eminent failure and within budget constraints.

August 1, 2018

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**CIP-3 SHORT-TERM PROJECT EXPLANATION**

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**11. ROADWAY SYSTEMS**

These continuing improvements are warranted due to the vast distances and extremely high vehicular traffic encountered on the 2000 acre main campus.

**STATISTICAL JUSTIFICATION (The Statistical Justification portion of the CIP-3 is not required this year)**

August 1, 2018

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**CIP-3 SHORT-TERM PROJECT EXPLANATION**

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Page 1 of       

AGENCY University of Florida  
BUDGET ENTITY SUS  
PROJECT TITLE Data Science and Information  
Technology Building

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AGENCY PRIORITY 2  
DATE BLDG PROGRAM         
  
APPROVED TBD

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**PURPOSE, NEED, SCOPE, RELATIONSHIP OF PROJECT TO AGENCY OBJECTIVES**

The University of Florida is proposing the approximately 260,000 GSF multi-story Data Science and Information Technology Building, an interdisciplinary hub focused on the development and application of computing, communication, and cyber technologies to a broad spectrum of areas including health care, pharmacology, security, technology development, and fundamental science. The co-location of research and educational activities from the colleges of engineering, medicine, pharmacy, and the informatics institute will facilitate the cross-disciplinary data science solutions to a vast array of challenges and opportunities. These facilities will house the growing research programs in these areas, and will also support bachelors, masters, and PhD degree programs in engineering, statistics, applied mathematics, and the population health sciences. These activities will include post-docs, undergraduate, and graduate students.

DSIT will house the Computer & Information Science & Engineering (CISE Department and the computer-related half of the Electrical and Computer Engineering (ECE) Department. It will support research in artificial intelligence (AI), human centered computing, intelligent healthcare, informatics and data science, Internet of Things (IoT), among other areas targeted by federal agencies as high priority investment areas. Classrooms, laboratories, and incubating spaces will also support the Transforming Engineering Education initiative; a process that brings together alumni, experts, and student/faculty teams to pursue real-world approaches to innovation. The proposed program of the engineering educational process at the University of Florida will result in graduates entering the workforce with enhanced skills in technological growth areas including human centered and reconfigurable computing, intelligent healthcare, cybersecurity, and application in artificial intelligence.

ECE and CISE are high-performing engineering departments with significant overlap in both research and education. Many new synergies will arise from co-locating like-minded faculty, staff and students with the different backgrounds of engineering and computer science. Most of the building will house faculty and research laboratories from the ECE and CISE Departments and include post-docs, undergraduates, and graduate students. These facilities will support the Bachelors, Masters, and PhD degree programs offered through the departments. All PhD students and many MS and undergraduate students participate in research, which provides financial support and the basis for theses, dissertations, and external publications. The two departments jointly manage the undergraduate computer engineering degree, and its management will be improved by housing the relevant faculty and staff in the same building.

The Advanced Center for Data Capabilities in Health Care faculty are primarily based in the Department of Health Outcomes and Policy, which houses the following divisions: (1) Biomedical Informatics, (2) Health Outcomes, and (3) Decision Science in Health Care. Together, these divisions house one of the largest health care data repositories in the US, which contain HIPAA-limited electronic health record data for 9M Floridians as well as Florida Medicaid and Medicare data. The Biomedical Informatics and Health Outcomes degrees train graduates to enter the workforce with skills focused on the (1) development of novel clinical trials and precision population health initiatives that seek to improve our ability to promote health, prevent disease and reduce health disparities across populations by analyzing large amounts of linked, health-related data; (2) the translation of findings into clinical practice using strategies emphasized in the field known as implementation science; (3) novel approaches for acquiring, validating, enriching and linking health care data; and (4) the development and application of mHealth technology (the use of mobile and other wireless technology in health care).

The Department of Pharmaceutical Outcomes and Policy comprises three specialties, Pharmacoepidemiology and Safety Sciences, Pharmacoeconomics and Outcomes Research, and Pharmaceutical Health Services Research. The need for expertise in these research areas spans across academia, regulatory science, and the pharmaceutical and health service industries. Testimony to the perceived importance of these research areas are two endowed professorships in the department. The department chair serves currently as the chair of the Drug Safety and Risk Management Advisory Committee to the FDA. The Department is part of the College of Pharmacy, which ranks #9 among 135 colleges in the country. Its graduate program in pharmacoepidemiology is competitive with several programs in Ivy League schools.

The building will also house the OneFlorida Minority Education Program in Implementation Science. This program is designed to enhance workforce diversity and reduce health disparities by training underrepresented minority junior faculty from throughout Florida (including those from Historically Black Colleges and Universities) to conduct health care-focused implementation science studies in underserved areas.

Additionally, the building will house the UF Informatics Institute which was created in late 2014 to develop and nurture integrative data science, informatics research, and education studies. The institute serves to accelerate knowledge creation in a broad range of disciplines through data-enabled discovery, develop enabling methods and technologies, educate students and researchers with diverse backgrounds and train them to become (better) data scientists and informaticians. The Institute currently supports postdoctoral and graduate students involved in interdisciplinary projects. Furthermore, provides training through short courses and tutorials in data and software carpentry for

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## CIP-3 SHORT-TERM PROJECT EXPLANATION

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over 500 students per year. Most importantly, UFII serves as the nexus of all data science and informatics across campus, connecting researchers across various Colleges.

The DSIT Building will house several high profile research and education facilities, including the following:

- Teaching Labs equipped with advanced instructional technologies will support everyday instruction and research on educational technologies for STEM in support of College strategic efforts and the “Computer Science for All” initiative from the White House. Student groups will solve problems together with remote student groups using advanced virtual reality and holographic technologies being developed by ECE and CISE faculty. Additionally, advanced learning analytics platforms will be developed to advise faculty on student learning progress. For example, artificially intelligent agents will tutor students through natural language based interactions.
- The Intelligent Healthcare Lab will support researchers studying biomedical imaging, bioinformatics, eHealth, mobile health and other technologies focused on precision medicine and making health care more affordable. These activities will benefit from the close proximity to the Biomedical Sciences Building, the medical school, and numerous other health science facilities on the south side of campus
- The building will co-locate machine learning experts in both departments. Successful examples of machine learning in recent years include recognizing objects in images, translating languages in real-time, and driving autonomous cars. As is evident in current research journals and conferences, these new “artificial intelligence” systems are expected to revolutionize many fields, especially the other computer-related research areas housed within the IT building
- Faculty and students will use the new state-of-the-art Smart Data Center to host compute-intensive jobs and to develop next generation technologies to reduce the massive power consumption required by the world’s data centers. Towards this end, faculty studying green computing will incorporate energy from rooftop solar panels into the daily operation of the data center. Researchers will develop the architectural support for reliable computing and the cyberinfrastructure for e-science and e-health platforms. Finally, the Center will broadly support cloud computing research, including developing virtualization technologies for computing platforms, file systems, applications as services, networks and I/O systems. These future technologies will be transferred to commercial, government, and university data centers including UF’s own HiPerGator supercomputer and data center
- The Smart-X Living Laboratory will develop Internet of Things (IoT) Technology, a rapid growth technology area that harnesses sensors, embedded processors, networked communication, and cloud processing to collect and exchange data from devices and machines that humans rely on to work, live and play
- The new Human-Centered Computing (HCC) area will create an advanced usability research lab consisting of two rooms, one for observation and the other for experimentation. The interfaces between humans and technology are more apparent than any other time in history. Mobile computing devices, healthcare, automobiles, and many other industries have human-computer interfaces that enhance human capabilities. As such, the HCC research faculty in ECE and CISE will be colocated to grow our existing research profiles in an effort to reach top ten status

Ongoing research in the building will seamlessly integrate into the building functionality. In addition to the dual use Teaching Labs and the fully instrumented smart data center, other examples include:

- Instead of using keys for access control, the latest biometric technologies (e.g., face and speech recognition) will be employed under the direction of the ECE Biometrics and Machine Learning Laboratory
- Smart grid technology will reduce the power consumption of the building using rooftop solar and fully instrumented systems for HVAC, lighting and water. Such research is ongoing in the Laboratory for Cognition & Control in Complex Systems
- Technologies will be on display in the lobby using interfaces designed by HCC faculty and students. Video dashboards will be used throughout the building as well as the current status of the smart data center
- Since the building will be built in an existing parking lot, faculty in machine learning, computer vision and autonomous controls will study the use of facilities for autonomous car drop off and remote parking
- Art displayed in the building lobby will be designed by students in digital arts, which is a specialized undergraduate degree offered by the CISE department that integrates engineering and design

Part of the building will be made available for interactions with industry partners both through in person meetings and teleconferencing.

At the University of Florida, the minimum LEED certification level of all new construction and major/minor renovation is GOLD.

The Project received Educational Plant Survey Amendment approval on 1/25/2017 by the FLBOG

## STATISTICAL JUSTIFICATION

**The Statistical Justification portion of the CIP-3 is not required this year.**



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|                   |          |
|-------------------|----------|
| AGENCY PRIORITY   | <u>3</u> |
| DATE BLDG PROGRAM |          |
| APPROVED          | TBD      |

The proposed project will provide for a new 120,000 GSF School of Music building. The current facility which was constructed in 1970 is in dire need of major renovations to correct numerous building envelop, fire code, HVAC, electrical, and programmatic deficiencies. Most prominently, the HVAC system is significantly inadequate to control the climate within the building, as a considerable number of spaces open into hallways and patios that are not closed off from the outside elements. In addition to inadequate heating and cooling for occupants, uncontrollable humidity levels are causing damage to musical instruments and interior building finishes. Furthermore, the existing facility has major acoustical problems which are not conducive to classrooms and the general teaching environment for the School of Music. Therefore, the University has determined it will be far more cost effective and programmatically efficient to construct an entirely new facility, in lieu of renovations and addition to the existing Music Building.

Programmatically, the project will provide for all new spaces which will create modern and efficient teaching labs and faculty studios. Additionally, the facility will house a new recital hall, practice rooms, climate controlled spaces to store and utilize valuable musical instruments and equipment, and include the necessary acoustical provisions required throughout the facility. When completed, this facility will provide the opportunity for the School of Music to fully support its current and future programs, as well as expand the number of students seeking undergraduate and graduate degrees in the various music disciplines.

At the University of Florida, the minimum LEED certification level of all new construction and major/minor renovation is GOLD.

The project received Educational Plant Survey Amendment approval on 1/25/2017 by the FLBOG

**The Statistical Justification portion of the CIP-3 is not required this year.**

## Page 1 of 1

AGENCY PRIORITY 4  
DATE BLDG PROGRAM  
APPROVED TBD

The proposed planning process will involve a comprehensive analysis of the Dental Science Building on the UF main campus. The University of Florida College of Dentistry is committed to maintaining and enhancing its standing as one of the nation's premiere institutions in dental education, research and service and will need significant investments of resources in technology, facilities and research infrastructure to achieve this. Currently the college is at a crossroads in its ability to remain a top-tier institution. Its outdated facility, coupled with serious infrastructure deterioration poses significant challenges to providing the highest level of education and research, as well as keeping up with rapidly changing technology in use at peer institutions.

In the fall of 2011, a visioning exercise was facilitated by the architectural firm Kahler Slater. This launched a five-month process involving a broad base of constituents culminating in a comprehensive facility master plan completed in April, 2012. Specific challenges that this planning process will seek to overcome include:

- Inadequate and outdated space for DMD and advanced education programs and expansion of research programs
- Aging infrastructure, requiring improved mechanical systems for clinics and learning environments
- Inadequate teaching spaces including the existing simulation laboratory with dated technology, inadequate small group teaching/learning spaces and an inadequate classroom space
- Research space limitations coupled with a lack of modernization in labs throughout the college
- Lack of appropriate student spaces for collaboration, study and social activities

The proposed project was approved by the 2014 Educational Plant Survey.

**The Statistical Justification portion of the CIP-3 is not required this year.**

## Page 1 of 1

|                   |     |
|-------------------|-----|
| AGENCY PRIORITY   | 5   |
| DATE BLDG PROGRAM |     |
| APPROVED          | TBD |

The proposed planning process is for the retrofitting or replacement of the Architecture Building on the UF main campus. Originally constructed in 1979, the Architecture Building has deteriorated considerably and its condition is generally unacceptable in terms of Florida Building Code compliance, ADA compliance, health & safety, occupant wellbeing & productivity, water intrusion, and architectural finishes.

Correction of known building deficiencies include the following specific areas:

- At the University of Florida, the minimum LEED certification level of all new construction and major/minor renovation is GOLD.

The proposed project will require 2018 Educational Plant Survey.

**The Statistical Justification portion of the CIP-3 is not required this year.**

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**CIP-3 SHORT-TERM PROJECT EXPLANATION**

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Page 1 of     

AGENCY University of Florida  
BUDGET ENTITY SUS  
PROJECT TITLE Whitney Center for Marine  
Animal Health

AGENCY PRIORITY 6  
DATE BLDG PROGRAM  
APPROVED TBD

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**PURPOSE, NEED, SCOPE, RELATIONSHIP OF PROJECT TO AGENCY OBJECTIVES**

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New leadership and redefined focal areas of research require the construction of an interdisciplinary research and training facility that leverages the University of Florida's Whitney Lab campus location at the interface between the Atlantic Ocean and one of the most pristine estuarine ecosystems left in the United States. The purpose is to construct a unique and highly functional research platform that brings high technology to the very shores of the valuable environmental location that is the Whitney Lab for Marine Bioscience in the town of Marineland. Focal areas of neuroscience, coast marine environmental biology, regenerative biology (including Whitney's new sea turtle fibropapilloma rehabilitation hospital), STEM Education, bioengineering, and comparative functional marine genomics are crucial to the international success, and recognition of the University of Florida. These priorities mesh with ongoing initiatives for Preeminence at the University as well as future workforce development.

The Whitney Lab for Marine Bioscience opened in 1972 with marginal investments and upgrades being made to the facility over the past 43 years. The facility currently houses high tech molecular biological, optical imaging, temporary housing, and a high quality sea water pumping system that allows unique research opportunities for over 60 research staff. These special features have allowed University of Florida researchers unprecedented opportunities for scientific success, consistent federal funding, and research training for decades. The proven success of the lab's scientific output requires that these opportunities be leveraged to continue the Univ. of Florida's international presence in marine bioscience. Furthermore, the investment in modern research space will complement the new (2006) Center for Marine Study (CMS) teaching and outreach building at Whitney which has demonstrated notable positive effects on north east Florida students, and local residents.

The requested project provides a state-of-the-art marine molecular laboratory that will facilitate the collaborative research of a number of high priority research initiatives including partnerships with the Emerging Pathogen Center, the Aquatic Animal Health center, the Biology Department, the IFAS Dept. of Soil and Water Science, and the College of Engineering. Furthermore, the new facility will provide for modern and efficient marine biology research laboratories, faculty offices, and aquatic infrastructure support spaces.

In summary, the University of Florida has the second longest coastline of any state in the nation (behind Alaska), and as the premier research university in the state of Florida, we need to invest in Marine Sciences Preeminence. Coastal Ecology, Biodiversity, Land Use Management, Marine Genomics, Coastal Resiliency and Tourism are all primary imperatives of the State, and the Univ. of Florida needs to pave the way for current and future stakeholders.

Since this project consists of providing a highly specialized research laboratory building for which no comparable facilities exist, it is not reasonable to expect the needs which will be satisfied by this project to be met through sharing of existing facilities owned by another entity.

At the University of Florida, the minimum LEED certification level of all new construction and major/minor renovation is GOLD.

The proposed project was approved by the 2014 Educational Plant Survey

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**STATISTICAL JUSTIFICATION**

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The Statistical Justification portion of the CIP-3 is not required this year.

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**CIP-3 SHORT-TERM PROJECT EXPLANATION**

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Page 1 of     

AGENCY University of Florida  
BUDGET ENTITY SUS  
PROJECT TITLE Public Safety Building &  
EMC Renovations

AGENCY PRIORITY 7  
DATE BLDG PROGRAM       
APPROVED TBD

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**PURPOSE, NEED, SCOPE, RELATIONSHIP OF PROJECT TO AGENCY OBJECTIVES**

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This project will provide for a new University Police Department facility. The University Police Department is a national and state accredited, twenty-four hour, seven days a week, full service law enforcement agency. It is the largest university police department in the Florida. The department provides a full range of police services, including, but not limited to, investigating all crimes committed in its jurisdiction, making arrests, providing crime prevention/community services programs, enforcing traffic laws, and maintaining crowd control for campus special events. It is an integral part of the university's dedication to developing and maintaining a safe and secure campus through the cooperative efforts of many university departments and community organizations. The department also maintains a close liaison with local, state, and federal law enforcement agencies in implementing and coordinating campus law enforcement operations.

The University Police Department has grown steadily over the years, in keeping with the general growth of the University of Florida. The Department is currently housed in five separate buildings on the southeast corner of Museum Road and Newell Drive, on the main campus. One of the buildings is a temporary structure, and none of the others were designed specifically for police department operations. This fragmentation of the Department between several facilities has resulted in operational inefficiencies and security concerns as it relates to the Department's status as an accredited police agency. There is also a general lack of adequate space and problems related to the occupancy of space not designed for the purpose it is being utilized. The project will be located on the Gale Lemerand Drive parking garage site, and will also renovate the current Emergency Management Center.

At the University of Florida, the minimum LEED certification level of all new construction and major/minor renovation is GOLD.

The proposed project was approved by the 2014 Educational Plant Survey.

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**STATISTICAL JUSTIFICATION**

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The Statistical Justification portion of the CIP-3 is not required this year.

## Page 1 of 1

APPROVED    TBD

## Page 1 of 1

|                   |     |
|-------------------|-----|
| AGENCY PRIORITY   | 9   |
| DATE BLDG PROGRAM |     |
| APPROVED          | TBD |

The University of Florida Board of Trustees and Administration have determined the need to transition away from its current third-party steam heating source to an on-campus self-generation solution, and replace other ageing and end-of-life utility production plants and infrastructure serving campus. This plan requires that the University construct a new central energy plant to produce reliable, efficient, and cost effective cooling and heating to serve the campus, reconfigure its infrastructure for delivery of campus electrical utility service, and reconfigure the supporting thermal piping infrastructure to increase efficiency and address deferred maintenance issues. After partnering with leading industry consultants Jacobs Engineering, the University has determined that a new central energy plant located on Gale Lemerand Drive, and a new electrical substation located off of Mowry Road, would be the optimal strategy for self-reliant generation. This utility infrastructure strategy would provide a reliable, cost effective energy source for large sections of campus while addressing long-term deferred maintenance needs and providing an energy plan befitting a top 10 university. The blend of funding sources may include easement transaction proceeds, internal reserves, public bond proceeds, and Public Educational Capital Outlay (PECO).

The proposed project will require 2018 Educational Plant Survey.

**The Statistical Justification portion of the CIP-3 is not required this year.**

| <p style="text-align: center;"><b>STATE UNIVERSITY SYSTEM</b><br/> <b>2019 - 2020 Fixed Capital Outlay Projects that may Require Legislative Authorization</b><br/> <b>and General Revenue Funds to Operate and Maintain</b><br/> <b>BOB2</b></p> |  |        |   |                  |                |                      |   |       |
|---|--|--------|---|------------------|----------------|----------------------|---|-------|
| Univ.   | Project Title  | GSF    | Brief Description of Project  | Project Location | Project Amount | Funding Source       | Estimated Annual Amount For Operational & Maintenance Costs |       |
| UF  | Rebuild of Institute of Black Culture (IBC) and Institute of Hispanic/Latino Culture (La Casita) | 13,230 | UF Campus Building 874 – Institute of Black Culture and Building 880 – Institute of Hispanic/Latin Culture will be demolished and rebuilt in an effort to make a more usable space for the programmatic needs that have outgrown their current facilities. These facilities have numerous safety issues and code violations which will impact the decision(s) made to safely accommodate these programs | Main Campus      | \$ 8,900,000   | CITF                 | \$ 147,493  | State |
| UF  | College of the Arts Marching Band Practice Support Facility                                      | 5,000  | The University of Florida College of the Arts Department will be upgrading their Band Practice Field. The upgrade will include several amenities needed to allow for a more complete field experience including large shelter for weather protection, artificial turf with striping, and field lighting.  | Main Campus      | \$ 2,700,000   | University Funds     | \$ 55,742   | State |
| UF  | College of Veterinary Medicine Central Energy Plant  | 16,400 | This project will provide for a New Central Energy Plant at the College of Veterinary Medicine (VetMed), which will replace the existing plant; provide capacity for future growth; and address issues with reliability, aging infrastructure, and insufficient steam and chilled water capacity  | Main Campus - Co | \$ 25,000,000  | University Funds     | \$ 182,834  | State |
| UF/IFAS   | Office Building Fisheries - Millhopper (B0782)   | 2,160  | The new office building will be used to house employees of Fisheries and Aquatic Sciences.  | Gainesville      | \$ 5,000       | Indirect Cost        | \$ 19,070   | State |
| UF/IFAS   | Greenhouse Environmental Horticulture (B0799)  | 1,010  | The building will be used for the staff of Environmental Horticulture for research purposes. Low or no utilities. Requesting maintenance only.  | Gainesville      | \$ 15,000      | Research Incidental  | \$ 2,432  | State |
| UF/IFAS   | Bee Pavilion Entomology (B0966)  | 1,600  | The new building will be used in conjunction with the Bee Support Facility and Bee Unit Bldg for Entomologist to continue their research on bees.   | Gainesville      | \$ 150,000     | SHARE                | \$ 3,852  | State |
| UF/IFAS   | Chemical / Fertilizer Mix/Load Horticultural Sciences (B1132)                                    | 800    | The new building will be used in support of research being conducted by the Horticultural Sciences department. Low or no utilities. Requesting maintenance only.  | Gainesville      | \$ 90,000      | Indirect Cost        | \$ 1,926  | State |
| UF/IFAS   | Equipment Storage Horticultural Sciences (B1190)   | 3,200  | The new building will be used to store field equipment in support of plant research. Low or no utilities. Requesting maintenance only.  | Gainesville      | \$ 90,000      | Indirect Cost        | \$ 7,704  | State |
| UF/IFAS   | Greenhouse Horticultural Sciences (B1240)  | 5,904  | The new building will be used in support of plant research conducted by the Horticultural Sciences staff. Low or no utilities. Requesting maintenance only.   | Gainesville      | \$ 550,000     | Indirect Cost        | \$ 18,057   | State |
| UF/IFAS   | Horticulture Garden Facility Horticultural Sciences (B1400)                                      | 3,750  | The new building will be used in support of plant research conducted by the Horticultural Sciences staff. Low or no utilities. Requesting maintenance only.   | Gainesville      | \$ 350,000     | Indirect Cost        | \$ 9,000  | State |
| UF/IFAS   | Greenhouse Multi-department (B-TBD)  | 9,920  | New eight bay greenhouse for the plant science departments located at the on-campus Fifielld greenhouse complex. Greenhouse will include thrip screen protection, cooling pads and heaters with modern control systems to support growing area of research.   | Gainesville      | \$ 800,000     | SHARE, Indirect Cost | 87,581  | State |
| UF/IFAS   | Graduate Residence Balm (B5236)  | 2,286  | The new building will be used in support of research being conducted by the Gulf Coast Research and Education Center.   | Balm             | \$ 600,000     | Royalties            | \$ 20,182   | State |



| STATE UNIVERSITY SYSTEM<br>2019 - 2020 Fixed Capital Outlay Projects that may Require Legislative Authorization<br>and General Revenue Funds to Operate and Maintain<br>BOB2 |   |        |   |                  |                |                                  |   |       |
|--|---|--------|---|------------------|----------------|----------------------------------|---|-------|
| Univ.  | Project Title                                 | GSF    | Brief Description of Project  | Project Location | Project Amount | Funding Source                   | Estimated Annual Amount For Operational & Maintenance Costs |       |
| UF/IFAS  | Field Lab<br>Balm<br>(B5237)                  | 10,932 | The new building will be used in support of research being conducted by the Gulf Coast Research and Education Center. Low or no utilities. Requesting maintenance only.   | Balm             | \$ 1,300,000   | Royalties and Indirect Cost      | \$ 26,320   | State |
| UF/IFAS  | Storage Bldg<br>Balm<br>(B5238)               | 252    | The new building is necessary to cover and protect the irrigation equipment in support of research being conducted by the Gulf Coast Research and Education Center. Low or no utilities. Requesting maintenance only. | Balm             | \$ 3,000       | Indirect Cost                    | \$ 605  | State |
| UF/IFAS  | Screen House<br>Ft Pierce<br>(B7396)          | 12,288 | The new building will be used in support of research being conducted by the Indian River Research and Education Center. Low or no utilities. Requesting maintenance only.   | Ft Pierce        | \$ 5,000       | Indirect Cost                    | \$ 29,491   | State |
| UF/IFAS  | Screen House<br>Ft Pierce<br>(B7397)          | 12,288 | The new building will be used in support of research being conducted by the Indian River Research and Education Center. Low or no utilities. Requesting maintenance only.   | Ft Pierce        | \$ 5,000       | Indirect Cost                    | \$ 29,491   | State |
| UF/IFAS  | Screen House<br>Ft Pierce<br>(B7398)          | 12,288 | The new building will be used in support of research being conducted by the Indian River Research and Education Center. Low or no utilities. Requesting maintenance only.   | Ft Pierce        | \$ 5,000       | Indirect Cost                    | \$ 29,491   | State |
| UF/IFAS  | Screen House<br>Ft Pierce<br>(B7399)          | 12,288 | The new building will be used in support of research being conducted by the Indian River Research and Education Center. Low or no utilities. Requesting maintenance only.   | Ft Pierce        | \$ 5,000       | Indirect Cost                    | \$ 29,491   | State |
| UF/IFAS  | Tunnel House<br>Citra<br>(B7533)              | 860    | The new building is necessary to cover and protect the fuel tanks that are used to fuel maintenance vehicles and research equipment at the Plant Science Research and Education Unit in Citra.                        | Citra            | \$ 66,800      | Indirect Cost and Combined Grant | \$ 2,064  | State |
| UF/IFAS  | Shade House<br>Citra<br>(B7534)               | 9,600  | The new building will be used in support of research being conducted at the Plant Science Research and Education Unit in Citra. Low or no utilities. Requesting maintenance only.                                     | Citra            | \$ 20,867      | SHARE                            | \$ 23,040   | State |
| UF/IFAS  | Rainout Shelter<br>Citra<br>(B7535)           | 2,880  | The new building will be used in support of research being conducted at the Plant Science Research and Education Unit in Citra. Low or no utilities. Requesting maintenance only.                                     | Citra            | \$ 45,000      | Indirect Cost                    | \$ 6,912  | State |
| UF/IFAS  | Rainout Shelter<br>Citra<br>(B7536)           | 2,880  | The new building will be used in support of research being conducted at the Plant Science Research and Education Unit in Citra. Low or no utilities. Requesting maintenance only.                                     | Citra            | \$ 45,000      | Indirect Cost                    | \$ 6,912  | State |
| UF/IFAS  | Rainout Shelter<br>Citra<br>(B7537)           | 2,880  | The new building will be used in support of research being conducted at the Plant Science Research and Education Unit in Citra. Low or no utilities. Requesting maintenance only.                                     | Citra            | \$ 45,000      | Indirect Cost                    | \$ 6,912  | State |
| UF/IFAS  | Dormitory<br>Southwest Florida REC<br>(B7758) | 2,886  | The new Dormitory will be used in support of research being conducted at the Southwest Florida Research and Education Center.   | Immokalee        | \$ 600,000     | Interest Earned and SHARE        | \$ 25,480   | State |
| UF/IFAS  | Equipment Storage<br>Live Oak<br>(B8333)      | 1,200  | The new building will be used in support of research being conducted at the North Florida Research and Education Center in Live Oak. Low or no utilities. Requesting maintenance only.                                | Live Oak         | \$ 200,000     | Indirect Cost                    | \$ 2,880  | State |
|  |   |        |   |                  |                |                                  |   |       |

| STATE UNIVERSITY SYSTEM<br>2019 - 2020 Fixed Capital Outlay Projects that may Require Legislative Authorization<br>and General Revenue Funds to Operate and Maintain<br>BOB2 |  |       |  |                  |                |                     |   |       |
|--|--|-------|--|------------------|----------------|---------------------|---|-------|
| Univ.  | Project Title                            | GSF   | Brief Description of Project   | Project Location | Project Amount | Funding Source      | Estimated Annual Amount For Operational & Maintenance Costs |       |
| UF/IFAS  | VFD Storage Bldg<br>Live Oak<br>(B8334)  | 372   | The new building will be used in support of research being conducted at the North Florida Research and Education Center in Live Oak. Low or no utilities. Requesting maintenance only.   | Live Oak         | \$ 2,200       | Research Incidental | \$ 893  | State |
| UF/IFAS  | VFD Storage Bldg<br>Live Oak<br>(B8335)  | 372   | The new building will be used in support of research being conducted at the North Florida Research and Education Center in Live Oak. Low or no utilities. Requesting maintenance only.   | Live Oak         | \$ 6,400       | Grant               | \$ 893  | State |
| UF/IFAS  | Equipment Storage<br>Hastings<br>(B8712) | 2,800 | The new building will be used in support of research being conducted at the Hastings Research and Education Center - Yellvington Farm. Low or no utilities. Requesting maintenance only. | Live Oak         | \$ 200,000     | Indirect Cost       | \$ 6,720  | State |



**UNIVERSITY OF FLORIDA BOARD OF TRUSTEES  
COMMITTEE ON FINANCE AND FACILITIES  
COMMITTEE ACTION ITEM FF4  
JUNE 7, 2018**

**SUBJECT:** Facilities Spending Plan for Fiscal Year Ending June 30, 2019

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**BACKGROUND INFORMATION**

During the 2018 Florida Legislative session, the University of Florida received legislative appropriations as follows;

|  |               |
|--|---------------|
| • (PECO) Data Science and Information Technology Building  | \$ 50,000,000 |
| • (PECO) Maintenance/Repair/Renovations/Remodeling   | \$ 15,556,057 |
| • (CITF) Rebuild of Institute of Black Culture (IBC)<br>and the Institute of Hispanic/Latino Culture (La Casita) | \$ 2,195,210  |
| • (CITF) J. Wayne Reitz Union Career Connections Center  | \$ 1,000,000  |
| • (CITF) Hitchcock Field and Fork Pantry   | \$ 635,000    |
| • (CITF) Lake Wauburg South Pavilion   | \$ 100,000    |
| • (CITF) J. Wayne Reitz Union Grand Ballroom Upgrades  | \$ 1,750,000  |
| • (CITF) J. Wayne Reitz Union South Terrace Upgrades   | \$ 850,000    |
| • (CITF/UFO) UF Online Improvements  | \$ 340,613    |

**PROPOSED COMMITTEE ACTION**

The Committee on Finance and Facilities is asked to approve the Facilities Spending Plan for Fiscal Year ending June 30, 2019, for recommendation to the Board of Trustees for its approval on the Consent Agenda.

**ADDITIONAL COMMITTEE CONSIDERATIONS**

Board of Governors' approval is not required.

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Supporting Documentation Included: [Spending Plan Summary, CITF Committee Approval](#)

Submitted by: Curtis A. Reynolds, Vice President Business Affairs

**Approved by the University of Florida Board of Trustees, June 7, 2018.**

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James W. Heavener, Chair

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W. Kent Fuchs, President and Corporate Secretary



**UNIVERSITY OF FLORIDA BOARD OF TRUSTEES  
BOARD MEETING AGENDA**

**June 7, 2018**

**~4:25 p.m. EDT**

**President's Room 215B, Emerson Alumni Hall  
University of Florida, Gainesville, FL**

- 1.0 Verification of Quorum ..... Amy M. Hass, Vice President and General Counsel
- 2.0 Call to Order and Welcome ..... James W. Heavener, Chair
- 3.0 Public Comment..... James W. Heavener, Chair
- 4.0 President's Report (10 min.) ..... W. Kent Fuchs, President
- 5.0 Comments of the Incoming Chair of the Board ..... Mori Hosseini, Vice Chair
- 6.0 Action Items (Consent) (5 min.) ..... James W. Heavener, Chair

**Board of Trustees (BT)**

BT1 Minutes [March 23, 2018](#)  
[May 14, 2018](#)

**Committee on Audit and Compliance (AC)**

AC1 [University of Florida Operational Audit Report Issued March 2018](#)

**Committee on Educational Policy & Strategic Initiatives (EP)**

EP1 [Annual Tenure Awards](#)  
EP2 [Tenure Upon Hire](#)  
EP3 [University of Florida Annual Accountability Plan 2016-17](#)  
EP4 [New Degree](#)  
EP5 [Honorary Degree](#)  
EP6 [University of Florida Regulations](#)  
EP7 and R18-205 [Facility Security Clearance](#)

**Committee on Finance and Facilities (FF)**

- FF1 [Final Operating Budget of Revenues and Expenses for Fiscal Year Ending June 30, 2018 and Preliminary Operating Budget of Revenues and Expenses for Fiscal Year Ending June 30, 2019](#)
- FF2 and R18-203 [Depository Payment Signatory Authority](#)
- FF3 [Fixed Capital Outlay Legislative Budget Request for Fiscal Year Ending June 30, 2020](#)
- FF4 [Facilities Spending Plan for Fiscal Year Ending June 30, 2019](#)
- FF5 FCPA Lease of Space

**Committee on Governance (GV)**

- GV1 and R18-206 Committees
- GV3 FY19 Performance Goals

- 7.0 Resolutions..... James W. Heavener, Chair
- 8.0 New Business ..... James W. Heavener, Chair
- 9.0 Comments of the Chair of the Board (5 min.) ..... James W. Heavener, Chair
- 10.0 Adjourn ..... James W. Heavener, Chair

# 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).



**UNIVERSITY OF FLORIDA BOARD OF TRUSTEES  
COMMITTEE ON AUDIT AND COMPLIANCE  
COMMITTEE MINUTES**

**March 22, 2018**

**President's Room 215B, Emerson Alumni Hall**

**University of Florida, Gainesville, FL**

**Time Convened: 9:30 a.m. EDT**

**Time Adjourned: 10:05 a.m. EDT**

**1.0 Verification of Quorum**

A quorum was confirmed with all members present with the exception of Trustee Meyers.

**Members present were:**

Marsha D. Powers (Chair), James W. Heavener, David M. Quillen, and Robert G. Stern.

**Others present were:**

The Board of Trustees, President W. Kent Fuchs, members of the President's Cabinet, Chief Audit Executive Brian Mikell, Executive Associate Vice President Elizabeth Ruszcyk, Assistant Vice President/Controller Alan West, Florida Auditor General Audit Supervisor Denita Tyre, and OIA Audit Director Joe Cannella.

**2.0 Call to Order**

Marsha D. Powers, Committee Chair, called the meeting to order at 9:30 a.m. EDT and welcomed all Trustees and everyone in attendance at the meeting.

**3.0 Review and Approval of Minutes**

The Committee Chair asked for a motion to approve the minutes of the December 14, 2017 Committee meeting, which was made by Trustee Stern, and a second, which was made by Trustee Quillen. The Committee Chair asked for further discussion, and then all in favor of the motion and any opposed, and the motion was approved unanimously.

The Committee next considered the one Action Item that it had to address.

#### **4.0 Action Item(s)**

##### **AC1. University of Florida Annual Financial Report for the Fiscal Year ended June 30, 2017**

On February 22, 2018 the State of Florida Auditor General issued its report on the audit of the financial statements of the University of Florida for the Fiscal Year ended June 30, 2017. The Auditor General issued a clean, “unmodified” opinion on the financial statements. Subsequent to the release and receipt of the opinion, the university published its Annual Financial Report (AFR) on February 27, 2018, which included the Auditor General’s report. Assistant Vice President/Controller West presented the AFR to the Committee, provided them a printed copy and demonstrated the online version and illustrative guide of the report, developed to enhance readability. Trustee Mori Hosseini complimented Mr. West on the report and asked, at a future meeting, that he could present a big picture comparison to the prior 5 years.

The Committee Chair asked for a motion to approve Committee Action Item AC1 for recommendation to the Board for its approval on the Consent Agenda, which was made by Trustee Stern, and a second, which was made by Trustee Quillen. The Committee Chair asked for any further discussion, and then asked for all in favor of the motion and any opposed and the motion was approved unanimously.

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

#### **5.0 Discussion/Information Items**

##### **5.1 Update on External Audits**

Denita Tyre of the Auditor General’s Office appeared before the Committee and provided a report on external audit activity as follows:

- The Operational Audit for the University of Florida, covering the calendar year 2016, and selected subsequent transactions, is almost complete. This audit is conducted at least every three (3) years, per statute. Preliminary and tentative findings have been delivered to the University, and the report will be released after receipt of the University’s formal responses.
- Financial Statement Audit for the 2016-2017 fiscal year has been completed. This audit is conducted as part of a statewide audit, but a separate report is issued for the University of Florida. This report was presented earlier, along with the University’s Annual Financial Report.
- Federal Audit for the 2016-2017 fiscal year: This federal compliance audit is conducted and reported as part of a statewide audit. The report for the state, which includes any findings at the University of Florida, will likely be released by the end of March.



- Florida Bright Futures Audit: This audit covers compliance with state regulations relative to the Bright Futures program. The current project, covering the 2015-2016 and 2016-2017 fiscal years, is expected to be issued in March or April.
- Planned work to be conducted covering the 2017-2018 fiscal year will include the statewide financial and federal audits.

## **5.2 Compliance Program Update**

Executive Associate Vice President Elizabeth Ruszczyk updated the Committee on the elements and objectives of the Compliance Program. She indicated that the University has met 17 of 18 compliance requirements, and the office is on its way toward completing the 18<sup>th</sup>, system-wide training, which is expected to be done by November.

## **5.3 Audits and Other Reviews**

Chief Audit Executive Brian Mikell presented the following internal audit projects that had been issued since the last Committee meeting:

- 1) University of Florida Foundation Endowed Restricted Gifts
- 2) University of Florida Foundation Non-Endowed Restricted Gifts
- 3) Electronic Funds Transfers
- 4) University Athletic Association Ticket Office

The reports and summaries, which had been previously provided to the Committee for detailed review, were briefly discussed and questions were answered.

## **5.4 Quarterly Follow-up**

CAE Mikell reported on the follow-up status of comments and action plans from previously issued internal and other audits. Mr. Mikell explained the purpose and objectives for the follow-up process and discussed some of the more significant action plans in detail.

## **5.5 Audits of Affiliated Organizations**

Assistant Vice President and University Controller West provided information relating to audits of university affiliated organizations. This information was compiled by the general accounting and financial reporting department of the Office of the Controller. Mr. West discussed additions to the schedules since the last committee meeting and answered questions from the Committee.

## **6.0 New Business**

No new business was brought before the Committee.

## **7.0 Adjourn**

After asking for any further discussion and hearing none, Committee Chair Powers asked for a motion to adjourn, which was made by Trustee Stern, and a second, which was made by Trustee Quillen and, with no further discussion desired, the motion was passed unanimously and the University of Florida Committee on Audit and Operations Review meeting was adjourned at 10:05 a.m. EDT.

# STATE OF FLORIDA AUDITOR GENERAL

## Operational Audit

Report No. 2018-193  
March 2018

### UNIVERSITY OF FLORIDA



Sherrill F. Norman, CPA  
Auditor General

## Board of Trustees and President

During the period January 1, 2016, through December 31, 2016, Dr. W. Kent Fuchs served as President of the University of Florida and the following individuals served as Members of the Board of Trustees:

|   |   |
|---|---|
| James W. Heavener, Chair from 7-1-16                            | Leonard H. Johnson from 3-17-16                     |
| Morteza "Mori" Hosseini from 3-30-16,<br>Vice Chair from 7-1-16 | Joselin Padron-Rasines through 4-20-16 <sup>b</sup> |
| Dr. Steven M. Scott, Chair through 6-30-16                      | Rahul Patel   |
| David M. Thomas, Vice Chair through 6-30-16                     | Marsha D. Powers from 1-21-16                       |
| David L. Brandon  | Dr. Jason J. Rosenberg                              |
| Susan Cameron through 3-16-16                                   | Dr. Nicole Stedman from 6-1-16 <sup>a</sup>         |
| Christopher T. Corr through 3-29-16                             | Robert G. Stern                                     |
| Dr. Paul W. Davenport through 5-31-16 <sup>a</sup>              | Susan Webster from 4-21-16 <sup>b</sup>             |
| Charles B. Edwards through 1-20-16                              | Anita G. Zucker                                     |

<sup>a</sup> Faculty Senate Chair.

<sup>b</sup> Student Body President.

The team leader was Julee W. Tinsler, CPA, and the audit was supervised by Denita K. Tyre, CPA.

Please address inquiries regarding this report to Jaime N. Hoelscher, CPA, Audit Manager, by e-mail at [jaimehoelscher@aud.state.fl.us](mailto:jaimehoelscher@aud.state.fl.us) or by telephone at (850) 412-2868.

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**State of Florida Auditor General**

**Claude Pepper Building, Suite G74 • 111 West Madison Street • Tallahassee, FL 32399-1450 • (850) 412-2722**

# UNIVERSITY OF FLORIDA

## **SUMMARY**

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This operational audit of the University of Florida (University) focused on selected University processes and administrative activities and included a follow-up on findings noted in our report No. 2016-058. Our operational audit disclosed the following:

**Finding 1:** Contrary to State law, the University used tuition differential fees totaling \$24,027 to fund the salaries and benefits of seven graduate teaching assistants during the 2016 calendar year.

**Finding 2:** The University did not always timely deactivate the information technology access privileges for employees who separated from University employment.

**Finding 3:** The University needs to continue efforts to ensure purchasing cards are timely canceled upon a cardholder's separation from University employment.

**Finding 4:** University records associated with the University's direct-support organization use of University property, facilities, and personal services could be improved.

## **BACKGROUND**

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The University of Florida (University) is part of the State university system of public universities, which is under the general direction and control of the Florida Board of Governors (BOG). The University is directly governed by a Board of Trustees (Trustees) consisting of 13 members. The Governor appoints 6 citizen members and the BOG appoints 5 citizen members. These members are confirmed by the Florida Senate and serve staggered 5-year terms. The Faculty Senate Chair and Student Body President also are members.

The BOG establishes the powers and duties of the Trustees. The Trustees are responsible for setting University policies, which provide governance in accordance with State law and BOG regulations. The University President is selected by the Trustees and confirmed by the BOG. The University President serves as the Executive Officer and the Corporate Secretary of the Trustees and is responsible for administering the policies prescribed by the Trustees for the University.

This operational audit focused on selected University processes and administrative activities and included a follow-up on findings noted in our report No. 2016-058. The results of our financial audit of the University for the fiscal year ended June 30, 2017, is presented in a separate report. In addition, the Federal awards administered by the University are included within the scope of our Statewide audit of Federal awards administered by the State of Florida and the results of that audit, for the fiscal year ended June 30, 2017, will be presented in a separate report.

## ***FINDINGS AND RECOMMENDATIONS***

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### **Finding 1: Tuition Differential**

State law<sup>1</sup> provides that each university board of trustees may establish a tuition differential fee for undergraduate courses, which shall be used to promote improvements in the quality of undergraduate education and provide financial aid to undergraduate students who exhibit financial need. State law specifies the purposes for which the revenues from tuition differential fees may be expended and states that the expenditure for undergraduate education may not be used to pay the salaries of graduate teaching assistants.

During the 2016 calendar year, the University recorded tuition differential fee expenses totaling \$26.3 million, including \$11.3 million for employee salaries and benefits. As part of our audit, we performed analytical procedures to determine whether tuition differential fees were used appropriately and found that, contrary to State law, fees totaling \$24,027 were used to fund the salaries and benefits of seven graduate teaching assistants.

In response to our inquiry, the University indicated that the payments from the tuition differential fees account occurred because incorrect account codes were inadvertently used when payroll costs were distributed. University personnel restored \$3,736 to the differential fee account for the 2015-16 fiscal year salaries and benefits of two graduate teaching assistants. However, the University did not restore \$20,291 relating to expenses incurred for the prior fiscal year because those accounts had been closed. Notwithstanding, University personnel indicated they would remind applicable budget officers to use the correct account codes when distributing graduate teaching assistant payroll costs.

**Recommendation: The University should continue efforts to ensure graduate teaching assistant salaries and benefits are correctly coded and not paid from tuition differential fees. In addition, the University should restore the remaining \$20,291 questioned costs to the appropriate differential fee account.**

### **Finding 2: Timely Deactivation of Access Privileges**

Effective management of information technology (IT) access privileges includes the timely deactivation of employee IT access privileges when an employee separates from employment. Prompt action is necessary to ensure that the access privileges are not misused by former employees or others to compromise data or IT resources.

University procedures require departments to notify the Human Resource Services (HRS) Department of upcoming employment separations. Once notified, the HRS Department alerts departmental data security administrators to notify the IT Department to deactivate the access privileges for the employees upon employment separation. However, because the HRS Department is not always timely notified of employment separations, prompt deactivation of the individual's access privileges does not always occur.

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<sup>1</sup> Section 1009.24(16), Florida Statutes.

The University uses role-based security to assign access. Based upon the roles assigned, a user is authorized to perform certain functions such as data entry; approval of purchase orders, invoices, and journal entries; and initiation of IT system program modifications. As part of our audit, we examined University records supporting the role access privileges of 28 individuals selected from the population of 9,214 individuals who separated from University employment during the 2016 calendar year. We found that the role access privileges of 9 employees (2 accountants, a fiscal assistant, an IT project manager, and 5 other employees) remained active 5 to 217 days, or an average of 21 days, after the individuals separated from University employment. These employees retained access to roles that allowed users to, for example, enter check requests, update payroll distributions at department levels, and access sensitive employee and student information. Without timely removal of role access privileges, the risk is increased that access privileges may be misused by the former employees or others.

**Recommendation:** The University should enhance procedures to ensure that access privileges are promptly deactivated upon a user's separation from University employment.

### **Finding 3: Purchasing Cards**

The University administers a purchasing card (P-card) program, which gives employees the convenience of purchasing items without using the standard purchase order process. P-cards are designed to provide a cost-effective, convenient, and decentralized method for individuals to make certain business purchases on behalf of the University. The bank that administers the P-card program requires charge disputes to be made within 60 days of the transaction posting date.

The University established a P-card administrative team that had responsibilities for issuing P-cards, monitoring P-card transactions, providing P-card training, and canceling P-cards. The departments of cardholders are required to e-mail the administrative team to cancel P-cards, including those assigned to employees who separated from University employment, as soon as possible and provide the team with the employee name, identification number, and reason why the P-card is being canceled. Additionally, department supervisors are to conduct exit interviews using employee exit checklists. The checklists instruct employees to return their P-cards and remind supervisors to notify the administrative team to cancel the P-cards.

As of December 31, 2016, the University had 5,228 active P-cards and, during the 2016 calendar year, 368 cardholders separated from University employment. We compared University P-card records with records of employment separations and found that the University did not cancel the P-cards assigned to 19 employees until 8 to 337 days, or an average of 103 days, after cardholders' employment separation dates. According to University personnel, established policies and procedures to promptly cancel these 19 cards were not followed. University personnel also indicated that the P-card administrative team developed a report in October 2016 that should help the team enhance monitoring of employment separations and related P-card cancellations.

Our examination of University records supporting the P-card activity of the 19 former employees did not disclose any inappropriate charges; however, our procedures cannot substitute for the University's responsibility to implement adequate internal controls over P-card cancellations. The untimely cancellation of P-card privileges increases the risk that such privileges could be misused by former

employees or others, and may limit the University's ability to satisfactorily resolve disputed charges. A similar finding was noted in our report No. 2016-058.

**Recommendation: The University should continue efforts to ensure that P-card privileges are timely canceled upon a cardholder's separation from University employment.**

#### **Finding 4: Direct-Support Organizations**

To promote accountability over University property, facility, and personal service use, it is important that public records prescribe the conditions for such use, document appropriate approval before the use occurs, and demonstrate appropriate use. Such records help document authorization for the use, demonstrate the reasonableness of the value associated with that use, and enhance government transparency.

State law<sup>2</sup> provides that a direct-support organization (DSO) is organized and operated exclusively to receive, hold, invest, and administer property and to make expenditures to, or for the benefit of the University. State law<sup>3</sup> requires the Board of Trustees (Trustees) to prescribe by rule any conditions with which a University DSO must comply in order to use property, facilities, or personal services and such rules must provide for budget and audit review and oversight by the Trustees.

The Trustees approved 17 DSOs that routinely provide supplemental resources and education support services to the University. A University internal operating memorandum<sup>4</sup> established procedures for the creation, certification, operation, and decertification of University DSOs. For example, the established procedures require each DSO to:

- Qualify as a tax-exempt organization by making application to the Internal Revenue Service (IRS) as a tax-exempt organization.
- Have an established purpose wholly in support of University programs.
- Submit documentation such as articles of incorporation, by-laws, and the IRS Application for Recognition for Exemption Under Section 501(c)(3) of the Internal Revenue Code (Form 1023) to the University for approval.
- Prepare an annual budget approved by the DSO board and submit it to the President of the University or the President's designee for approval not later than 60 days after the first day of the fiscal year to which the proposed budget pertains.
- Have annual financial audits of the DSO's accounts and records conducted by an independent certified public accountant submitted to the President or President designee for approval no later than the end of the third month after the close of the DSO's fiscal year.

While the procedures specified certain conditions with which DSOs must comply, additional conditions may improve transparency and accountability for DSO use of University property, facilities, and personal services. Such conditions could restrict the DSO use of University resources to Trustee-approved public purposes consistent with the mission, vision, and values of the University and require the DSO to certify,

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<sup>2</sup> Section 1004.28(1)(a)2., Florida Statutes.

<sup>3</sup> Section 1004.28(3), Florida Statutes.

<sup>4</sup> University of Florida Internal Operating Memorandum 07-20, *Direct Support Organizations*, Revised November 30, 2007.

before use, that University resources will only be used for such purposes and, after resource use, to validate that the resources were only used for those purposes.

According to University personnel, during the 2016 calendar year, the University provided personal services with related costs totaling \$24.2 million to 11 DSOs and the respective DSOs reimbursed the University for \$16.2 million of these costs. University personnel also indicated that these costs were based on the services of 328 University employees who provided up to 100 percent of their work efforts for the DSOs. In response to our request, University personnel provided a list of the University facilities used by DSOs during the 2016 calendar year. However, although we requested, University records were not provided to document the value of such use.

The University of Florida Foundation, Inc. (Foundation), is one of the University's DSOs. As part of our audit, we reviewed University records related to the Foundation. We found that the University Office of Advancement administratively manages the Foundation and the University Vice President, UF Advancement also serves as the Executive Vice President of the Foundation and is responsible for the development and fundraising activities of the University and for managing all activities and operations of the Foundation. Our review of University job descriptions and discussions with University personnel disclosed that, during the 2016 calendar year, approximately 260 University employees provided up to 100 percent of their work efforts for the Foundation. During that year, the personal services costs related to these 260 employees totaled \$19.9 million.

In response to our request for records supporting the 260 employees' time and effort, University personnel indicated that, since State law allows the University to provide personal services to the Foundation, the University did not have a business purpose for maintaining records supporting the employees actual time and effort for Foundation activities. Additionally, the Foundation reimbursed the University for \$12.2 million of the personal services costs based on the Foundation Funding of Development Programs Policy, which enumerates how development expenses are generally shared between the University and the Foundation. However, although we requested, Trustees-approved agreements were not provided to evidence the basis for the reimbursements. Without such agreements, there is an increased risk for misunderstandings between the University Trustees and the Foundation and for over or under reimbursements to occur.

According to University personnel, to help accomplish the Foundation mission, two of the University Trustees and the President are members of the Foundation Executive Board. University personnel indicated that the University was unaware of any requirement for the Trustees to document consideration and approval of DSO use of University resources, given that at least one Trustee serves, or appoints a designee to serve, on the executive board of each of DSO.

Notwithstanding the information provided by University personnel, we found that University records associated with DSO use of University resources could be improved by a Trustees-approved rule to prescribe the conditions with which each DSO must comply in order to use University property, facilities, and personal services; obtaining Trustees approval of anticipated DSO use of University resources before the use occurs; maintaining records to document when a DSO used University property and facilities and the purpose for and value of such use; and maintaining records to document University employee actual time and effort provided for DSO activities to support the purpose for and value of the



personal services. Absent such approvals and records, accountability for use of University resources is diminished, there is an increased risk that DSO use of University resources may not be consistent with Board intent, and University resources provided for DSO use are less transparent.

**Recommendation: We recommend that:**

- **The Trustees prescribe by rule any conditions with which a DSO must comply in order to use University property, facilities, and personal services and that the University monitor and document DSO compliance with such conditions.**
- **The Trustees enter into agreements with DSOs to establish the basis for any DSO reimbursements.**
- **The University document the Trustees' consideration and approval of DSO anticipated use of University resources, at least on an annual basis, before the use occurs. To enhance government transparency, Trustees approval documentation should identify the positions of the employees who will provide the personal services, the square footage of the office space and related buildings that will be used by the DSO, and the value of such use.**
- **The University document University employee actual time and effort provided to the DSOs to support the purpose for and value of such services and the distribution of applicable personal services costs among specific University and DSO activities for employees who work more than one activity.**

## ***PRIOR AUDIT FOLLOW-UP***

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Except as noted in Finding 3, the University had taken corrective actions for findings included in our report No. 2016-058.

## ***OBJECTIVES, SCOPE, AND METHODOLOGY***

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The Auditor General conducts operational audits of governmental entities to provide the Legislature, Florida's citizens, public entity management, and other stakeholders unbiased, timely, and relevant information for use in promoting government accountability and stewardship and improving government operations.

We conducted this operational audit from February 2017 through February 2018, in accordance with generally accepted government auditing standards. Those standards require that we plan and perform the audit to obtain sufficient, appropriate evidence to provide a reasonable basis for our findings and conclusions based on our audit objectives. We believe that the evidence obtained provides a reasonable basis for our findings and conclusions based on our audit objectives.

The objectives of this operational audit were to:

- Evaluate management's performance in establishing and maintaining internal controls, including controls designed to prevent and detect fraud, waste, and abuse, and in administering assigned responsibilities in accordance with applicable laws, rules, regulations, contracts, grant agreements, and other guidelines.
- Examine internal controls designed and placed in operation to promote and encourage the achievement of management's control objectives in the categories of compliance, economic and

efficient operations, reliability of records and reports, and safeguarding of assets, and identify weaknesses in those controls.

- Determine whether management had taken corrective actions for findings included in our report No. 2016-058.
- Identify statutory and fiscal changes that may be recommended to the Legislature pursuant to Section 11.45(7)(h), Florida Statutes.

This audit was designed to identify, for those programs, activities, or functions included within the scope of the audit, weaknesses in management's internal controls; instances of noncompliance with applicable laws, rules, regulations, contracts, grant agreements, and other guidelines; and instances of inefficient or ineffective operational policies, procedures, or practices. The focus of this audit was to identify problems so that they may be corrected in such a way as to improve government accountability and efficiency and the stewardship of management. Professional judgment has been used in determining significance and audit risk and in selecting the particular transactions, legal compliance matters, records, and controls considered.

As described in more detail below, for those programs, activities, and functions included within the scope of our audit, our audit work included, but was not limited to, communicating to management and those charged with governance the scope, objectives, timing, overall methodology, and reporting of our audit; obtaining an understanding of the program, activity, or function; exercising professional judgment in considering significance and audit risk in the design and execution of the research, interviews, tests, analyses, and other procedures included in the audit methodology; obtaining reasonable assurance of the overall sufficiency and appropriateness of the evidence gathered in support of our audit findings and conclusions; and reporting on the results of the audit as required by governing laws and auditing standards.

Our audit included transactions, as well as events and conditions, occurring during the audit period of January 2016 through December 2016, and selected University actions taken subsequent thereto. Unless otherwise indicated in this report, these records and transactions were not selected with the intent of statistically projecting the results, although we have presented for perspective, where practicable, information concerning relevant population value or size and quantifications relative to the items selected for examination.

An audit by its nature does not include a review of all records and actions of management, staff, and vendors and, as a consequence, cannot be relied upon to identify all instances of noncompliance, fraud, waste, abuse, or inefficiency.

In conducting our audit, we:

- Reviewed written University information technology (IT) policies and procedures to determine whether the policies and procedures addressed certain important IT control functions, such as security, systems development and maintenance, and disaster recovery.
- Reviewed University procedures for maintaining and reviewing user access privileges to IT resources. We judgmentally selected 3 finance application roles that were assigned to a total of 32 employees to determine the appropriateness and necessity of their access based on the employees' job duties and user account functions and the adequacy with regard to preventing the performance of incompatible duties.

- Evaluated University procedures for protecting student social security numbers (SSNs). Specifically, we examined University records supporting the access privileges for 54 of the 195 employees who had access to student SSNs during the audit period to determine the appropriateness and necessity of the access privileges based on the employees' assigned job responsibilities.
- Reviewed University procedures to prohibit former employees' access to electronic data files. We examined the access privileges for employees who separated from University employment during the audit period to determine whether the access privileges had been timely deactivated.
- Evaluated Board of Trustees and committee meeting minutes to determine whether Trustee approval was obtained for the policies and procedures in effect during the audit period and for evidence of compliance with Sunshine Law requirements (i.e., proper notice of meetings, meetings readily accessible to the public, and properly maintained meeting minutes).
- Examined University records to determine whether the University informed students and employees at orientation and on its Web site of the existence of the Florida Department of Law Enforcement sexual predator and sexual offender registry Web site and the toll-free telephone number that gives access to sexual predator and sexual offender public information as required by Section 1006.695, Florida Statutes.
- Reviewed the internal audit function to determine whether the University followed professional requirements and provided for peer review of reports issued. For internal audits, we determined whether audit reports were properly completed and submitted to the Board.
- Examined University records to determine whether the University had developed anti-fraud policies to provide guidance to employees for communicating known or suspected fraud to appropriate individuals. Also, we determined whether the University had implemented appropriate and sufficient procedures to comply with its anti-fraud policies.
- Examined University records supporting 9 payments totaling \$8.2 million, selected from the population of 127 payments totaling \$10.9 million, made during the audit period from the University to its DSOs to determine whether the payments were authorized by Section 1004.28(1)(a)2. and (2), Florida Statutes.
- Examined University records to determine whether:
  - The Board had prescribed by rule the conditions with which DSOs must comply in order to use University property, facilities, and personal services.
  - The Board documented consideration and approval of the DSOs' anticipated use of University resources.
  - The University required and maintained University records to document when the DSOs used University property and facilities, the purpose of such use, and the value of that use.
  - The University maintained records to document the University employee actual time and effort provided for personal services to the DSOs, the purpose for such services, and the value of those services.
- Examined University records for 40 selected student accounts receivable totaling \$450,391 from the population of 1,961 student accounts receivable totaling \$4.3 million and recorded as of March 2017 to determine whether University collection efforts were adequate and restrictions on student records and holds on transcripts and diplomas were appropriate and enforced for students with delinquent receivable accounts.
- From the population of 609 student tuition and fee deferrals totaling \$1.5 million, examined University records for 10 selected student tuition and fee deferrals totaling \$130,858 to determine whether University procedures for recording deferrals were adequate and deferments of student tuition and fees were properly authorized, documented, and within established limits.

- From the population of 1,704 delinquent student accounts receivable totaling \$489,542 and written-off in June 2016, examined documentation supporting the 5 largest delinquent student accounts receivable totaling \$22,806 and determined whether the University's collection efforts were adequate and restrictions on student records and holds on transcripts and diplomas were appropriate and enforced for students with delinquent accounts. We also examined University records to determine whether uncollectible accounts written-off were properly approved.
- Analyzed payments from tuition differential fees collected during the audit period to determine whether the University assessed and used tuition differential fees in compliance with Section 1009.24(16)(a), Florida Statutes.
- From the population of 255 students whose residency status changed from out-of-State to in-State effective for the Fall 2016 Semester, examined University records for 30 selected students and determined whether the residency status changes complied with Section 1009.21, Florida Statutes.
- From the population of 1,421 distance learning courses, which generated fee revenue totaling \$6.2 million during the audit period, examined University records for 30 selected distance learning courses with fee revenue totaling \$22,283 to determine whether fees were assessed, collected, separately accounted for, and retained in accordance with Section 1009.24(17), Florida Statutes.
- From the population of 12 contracts for auxiliary operations, which generated revenue totaling \$6.5 million for the audit period, examined University records supporting 2 selected contracts, which generated revenue of \$232,928, to determine whether the University properly monitored compliance with the contract terms for fees, insurance, and other provisions. Also, we performed analytical procedures to determine whether the University's auxiliary services were self-supporting.
- Evaluated University policies and procedures regarding textbook affordability for compliance with Section 1004.085, Florida Statutes. Specifically, from the population of 16 colleges with 192 total educational departments within the University, applied analytical procedures to determine whether the textbooks for 15 colleges with 30 total educational departments and 2,422 class sections were timely listed on the University's Web site during the 2016 calendar year. In addition, from the population of 1,522 class sections for the 2016 Fall Semester, we evaluated all required instructional materials to determine whether wide variances existed in course costs.
- From the population of payroll transactions totaling \$1.6 billion to 39,632 employees during the audit period, examined 30 payroll transactions totaling \$194,160 and the related payroll and personnel records to determine the accuracy of the rate of pay, whether performance evaluations were completed, the accuracy of leave records, and whether supervisory personnel reviewed and approved employee reports of time worked.
- Evaluated University policies and procedures for payments of accumulated annual and sick leave (terminal leave pay) to determine whether the policies and procedures promoted compliance with State law and University policies. From the population of 1,437 employees who separated from University employment during the audit period and were paid \$13.9 million for terminal leave, we selected 30 employees with terminal payments totaling \$236,379 and examined the supporting records to evaluate the payments for compliance with Section 110.122, Florida Statutes, and University Regulation 1.201.
- From the population of 69 employees who received severance pay totaling \$959,296 during the audit period, examined University records for 23 selected employees paid severance pay totaling \$484,168 to determine whether the severance payments complied with State law and University policies.
- From the population of 41 administrative employees (including the President) who received compensation totaling \$12.8 million during the audit period, examined University records supporting 36 selected employees (including the President) who received compensation totaling

\$10 million to determine whether the amounts paid from State appropriated funds did not exceed the limits established in Sections 1012.975(3) and 1012.976(2), Florida Statutes.

- Evaluated University policies and procedures for obtaining personnel background screenings to determine whether individuals in positions of special trust and responsibility, such as positions with direct contact with persons under age 18, had undergone the appropriate background screenings.
- Examined University expense documentation to determine whether the expenses were reasonable, correctly recorded, adequately documented, for a valid University purpose, properly authorized and approved, and in compliance with applicable laws, rules, contract terms, and University policies, and applicable vendors were properly selected and carried adequate insurance. From the population of expenses totaling \$1.3 billion for the audit period, we examined University documentation supporting:
  - 30 selected payments for general expenses totaling \$5,454.
  - 20 selected payments for contractual services totaling \$9 million.
- Inquired of University personnel and examined University records supporting a payment for security services associated with a public speaking engagement and the subsequent reimbursement of the payment.
- From the population of 388,755 purchasing card (P-card) transactions totaling \$93.3 million during the audit period, examined University records supporting 30 selected P-card transactions totaling \$33,557 to determine whether the P-card program was administered in accordance with University policies and procedures and transactions were not of a personal nature.
- Examined P-card records for 30 of the 368 cardholders who separated from University employment during the audit period to determine whether P-cards were timely canceled upon the cardholders' employment separation.
- From the population of 225 transactions totaling \$43,193 in travel expenses attributed to the President's and the Board of Trustees' departments during the audit period, examined 23 travel expense reimbursements totaling \$17,517 to determine whether the travel expenses were reasonable, adequately supported, for valid University purposes, and limited to amounts allowed by Section 112.061, Florida Statutes.
- From the population of 20,780 payments totaling \$4.7 million made during the audit period to employees for other than travel and compensation, examined 36 selected payments totaling \$326,376 to determine whether such payments were reasonable, adequately supported, and for valid University purposes, and whether such payments were related to employees doing business with the University, which is contrary to Section 112.313, Florida Statutes.
- Reviewed University policies and procedures related to identifying potential conflicts of interest. We also reviewed Florida Department of State, Division of Corporation, records; statements of financial interest; and University records for 23 selected University officials to identify any potential relationships that represented a conflict of interest with vendors used by the University.
- From the population of 237 construction projects with payments totaling \$146.7 million and in progress during the audit period, selected 10 payments totaling \$35.5 million related to 3 major construction projects with contract amounts totaling \$118.6 million and examined University records to determine whether the payments were made in accordance with contract terms and conditions, University policies and procedures, and provisions of applicable State laws and rules. Additionally, for the 3 major construction projects selected, we examined:
  - Documentation to determine whether the University process for selecting design professionals and construction managers was in accordance with State law, and whether the University adequately monitored subcontractor selection.

- Documentation to determine whether the University had adopted a rule establishing minimum insurance coverage requirements for design professionals, such as architects and engineers.
- Documentation to determine whether architects and engineers provided evidence of required insurance.
- From the population of Public Education Capital Outlay (PECO) and other restricted capital outlay expenses totaling \$30.7 million during the audit period, examined records supporting 25 selected expenses totaling \$10.5 million to determine whether these funds were expended in compliance with the restrictions imposed on the use of these resources.
- Examined documentation supporting a \$1.4 million payment from the population of payments totaling \$7.1 million during the audit period for new software applications, to determine whether the University evaluated the effectiveness and suitability of the software application prior to purchase and whether the purchase was made through the competitive vendor selections process and deliverables met the contract terms and conditions.
- From the population of 5,638 refunds issued from January 2016 through July 2017 totaling \$57.1 million, examined records supporting 30 selected refunds totaling \$102,562 to determine whether refunds were appropriately issued and supported.
- Communicated on an interim basis with applicable officials to ensure the timely resolution of issues involving controls and noncompliance.
- Performed various other auditing procedures, including analytical procedures, as necessary, to accomplish the objectives of the audit.
- Prepared and submitted for management response the findings and recommendations that are included in this report and which describe the matters requiring corrective actions. Management's response is included in this report under the heading **MANAGEMENT'S RESPONSE**.

## ***AUTHORITY***

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Section 11.45, Florida Statutes, requires that the Auditor General conduct an operational audit of each University on a periodic basis. Pursuant to the provisions of Section 11.45, Florida Statutes, I have directed that this report be prepared to present the results of our operational audit.



Sherrill F. Norman, CPA  
Auditor General

## MANAGEMENT'S RESPONSE

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Office of the Vice President  
and Chief Financial Officer

1 Tigert Hall  
P O Box 113240  
Gainesville, FL 32611-3240  
352-392-2402 Telephone  
352-846-3546 Fax

March 29, 2018

Sherrill F. Norman, CPA  
Auditor General  
Office of the Auditor General  
111 West Madison Street  
G74 Claude Pepper Building  
Tallahassee, FL 32399-1450

Dear Ms. Norman:

Attached are responses to the University of Florida's preliminary and tentative operational audit findings for the calendar year ended December 31, 2016.

Your staff's assistance is greatly appreciated.

Sincerely,

A handwritten signature in blue ink that reads "Michael V. McKee".

Michael V. McKee  
Vice President and Chief Financial Officer

### Attachments

cc: Dr. Kent Fuchs, President, University of Florida  
University of Florida Board of Trustees  
Ms. Amy Hass, Interim Vice President and General Counsel  
Dr. Joseph Glover, Provost and Sr. Vice President for Academic Affairs  
Mr. Alan West, Asst. Vice President and University Controller  
Mr. Brian Mikell, Chief Audit Executive

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University of Florida  
Responses to Preliminary & Tentative Audit Findings  
Operational Audit  
For the Fiscal Year Ended June 30, 2015

**Finding 1 - Tuition Differential**

**Auditor Recommendation:**

The University should continue efforts to ensure graduate teaching assistant salaries and benefits are correctly coded and not paid from tuition differential fees. In addition, the University should restore the remaining \$20,291 questioned costs to the appropriate differential fee account.

**University's Response:**

The University is aware of the rules related to funding requirements for tuition differential fees. The expenditures questioned above were the result of a clerical error against an internal flex code. Expenditures have been adjusted as recommended. The University has also instituted a quarterly review of accounting transactions posted to the tuition differential flex code.

**Responsible Auditee:**

Dr. Joseph Glover, Provost and Sr. Vice President for Academic Affairs  
Michael V. McKee, Vice President and Chief Financial Officer

**Finding 2 - Timely Deactivation of Access Privileges**

**Auditor Recommendation:**

The University should enhance procedures to ensure that access privileges are promptly deactivated upon a user's separation from University employment.

**University Response:**

The University will implement short term and long term solutions to enhance procedures.

**Short term solution:**

- Communication to the current Department Security Administrators (DSA) to remove all IT access roles when an employee terminates or moves to another department.
- Educate the department administrators and supervisors to enter terminations timely, including non-employees, and notify the DSA's when an employee terminates or moves to a new department or position within the University.
- Weekly email report of who was terminated from the University or moves to a new department or position within the University to the DSA's, Identity Coordinators, HR department administrators, Procurement office and Financial Accountable Officers for a period of 4 weeks.

**Long term solution:**

- By end of calendar year 2019, automate a solution to monitor the employee terminations and remove their access privileges. Any roles required for a new position will need to be requested by the appropriate DSA.

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University of Florida  
Responses to Preliminary & Tentative Audit Findings  
Operational Audit  
For the Fiscal Year Ended June 30, 2015

- Report individuals that move from one role or department, all their appropriate access privileges will be reported to the appropriate DSA.

Responsible Auditee:

Elias Eldayrie, Vice President and CIO

Michael V. McKee, Vice President and Chief Financial Officer

**Finding 3 – Purchasing Cards**

Auditor Recommendation:

The University should continue efforts to ensure that P-card privileges are timely canceled upon a cardholder's separation from University employment.

University Response:

The University has established processes to help ensure P-card privileges are canceled in a timely manner by:

- Weekly email report of who was terminated from the University or moves to a new department or position within the University to the DSA's, Identity Coordinators, HR department administrators, Procurement office and Financial Accountable Officers for a period of 4 weeks
- P-card accounts are scrutinized for recent non-use and an inquiry sent to the department level to help determine cancellation

Responsible Auditee:

Michael V. McKee, Vice President and Chief Financial Officer

**Finding 4 – Direct Support Organizations**

Auditor Recommendation:

We recommend that:

- The Trustees prescribe by rule any conditions with which a DSO must comply in order to use University property, facilities and personal services and that the University monitor and document DSO compliance with such conditions.
- The Trustees enter into agreements with DSOs to establish the basis for any DSO reimbursements.
- The University document the Trustees' consideration and approval of DSO anticipated use of University resources, at least on an annual basis, before the use occurs. To enhance government transparency, Trustees approval documentation should identify the positions of the employees who will provide the personal services, the square footage of

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University of Florida  
Responses to Preliminary & Tentative Audit Findings  
Operational Audit  
For the Fiscal Year Ended June 30, 2015

the office space and related buildings that will be used by the DSO, and the value of such use.

- The University document University employee actual time and effort provided to the DSOs to support the purpose for and value of such services and the distribution of the applicable personal services costs among specific University and DSO activities for employees who work on more than one activity.

University Response:

The University would like to clarify a statement in the finding to note that during the period in question, of 328 University employees, some provided up to 100 percent of their work efforts for the DSOs. Some others provided a lesser percentage of effort for the DSOs.

The University complies with applicable requirements of State law regarding accountability over University property, facility and personal service use. The University has an existing regulation governing such use. As noted in the finding, the University also established Internal Operating Memorandum 07-20 to further address this accountability. Some of the accountability procedures include, among others, the review and approval of DSO budgets, independent audits of the DSO operations, employee position descriptions allocating effort to DSOs, and supervisory review of personal service costs.

The Auditor General has suggested that additional conditions may improve transparency and accountability for DSO use of University property, facilities and personal services. While that could be true, it is incumbent on the University to evaluate the costs associated with these additional conditions against the potential benefits related to improved transparency and accountability. The University leadership will work with the Board of Trustees and the DSO leadership to review existing processes and procedures to determine if additional conditions are warranted.

Responsible Auditee:

Michael V. McKee, Vice President and Chief Financial Officer

**UNIVERSITY OF FLORIDA**  
**2018-2019**  
**2016-2019 AUDIT PLAN – 3<sup>RD</sup> YEAR REVISIONS**

| <b>AUDITS &amp; ADVISORY PROJECTS</b>   |              | <b>NOTES</b>  |
|---|--------------|---|
| <b>AUDITS</b>   |              |   |
| <del>Academic Affairs – Budgeting and Commitments</del>                                 | <del>*</del> | Project postponed   |
| Academic Affairs – Distance Learning  | *            |   |
| Agricultural Research & Extension – Extension Depts.                                    | *            |   |
| Fiscal & Financial Management – Consulting and Contracting                              | *            | Scope and budget increased to include revenue contracts               |
| Fiscal & Financial Management – President's Business, Travel and Entertainment Expenses | *            |   |
| Fiscal & Financial Management – Vendor Management                                       | *            |   |
| Health Affairs – Academic Medical Center  | *            |   |
| Information Resource Management – Identity and Access Management                        | *            |   |
| Information Resource Management – Research Computing                                    | *            |   |
| Institutional Support – International Activities  | *            |   |
| Institutional Support – Performance Based Funding                                       | *            |   |
| <del>Institutional Support – Revenue Contract Management</del>                          | <del>*</del> | Combined - include issues as part of Consulting and Contracting audit |
| Other Support – UAA Academic Support Services   | *            |   |
| Other Support – UAA Ticket Office   | *            |   |
| Other Support – UAA Compliance TBA  | *            |   |
| Other Support – UFF Endowed Restricted Gifts  | *            |   |
| Other Support – UFF Non-Endowed Restricted Gifts  | *            |   |
| Other Support – UFF TBA   | *            |   |
| Research Administration – Animal Care Services  | *            | Added – project postponed in prior year                               |
| <del>Research Administration – Cont. &amp; Grants Accounting &amp; Reporting</del>      | <del>*</del> | Cancelled – Change in oversight and review completed in prior year    |

**UNIVERSITY OF FLORIDA  
2018-2019  
2016-2019 AUDIT PLAN – 3<sup>RD</sup> YEAR REVISIONS**

| <b>AUDITS &amp; ADVISORY PROJECTS</b>                            |              | <b>NOTES</b>   |
|--|--------------|--|
| <b>MANAGEMENT ADVISORY PROJECTS</b>                              |              |  |
| Business Affairs – Food and Beverage Contracts                   | *            |  |
| Information Resource Management – Student Systems Implementation | *            | Cancelled – Advisory and monitoring activities conducted without formal report                           |
| Institutional Support – Off-Campus Controls Assessment           | *            |  |
| Institutional Support – Youth Conference Services                | *            | Scope changed from general campus safety to specific focus related to minors and other activities/events |
| Research Administration – Lab Safety and Security                | *            | Cancelled – review recently completed with prior year hazardous materials audit.                         |
| <b>TOTAL PROJECTS</b>  | <b>24 20</b> |  |

- \* Replacements/Scope Change/New
- \* Projects Postponed/Canceled



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

**Meeting/Telephone Conference Call Meeting**

**March 20, 2018**

**Time Convened: 3:04 p.m. EDT**

**Time Adjourned: 3:30 p.m. EDT**

**123 Tigert Hall, University of Florida, Gainesville, FL**

**Call to Order and Welcome**

Committee Chair Jason Rosenberg welcomed everyone in attendance including new Trustees Daniel O'Keefe and Thomas Kuntz and called the meeting to order at 3:04 p.m. He noted that this meeting was an informational meeting to prepare for the March 22, 2018 regular meeting, and no action was planned or taken at this preparatory meeting.

**Members present were:**

Jason J. Rosenberg (Chair), David L. Brandon, James W. Heavener, Mori Hosseini, Leonard H. Johnson, Thomas G. Kuntz, Daniel T. O'Keefe, Rahul Patel, Marsha D. Powers, David M. Quillen, Robert G. Stern, Anita G. Zucker

**Others present were:**

President W. Kent Fuchs, Provost and Senior Vice President for Academic Affairs Joseph Glover, Senior Vice President for Agriculture and Natural Resources Jack Payne, Vice President for Enrollment Management Zina Evans, Vice President for Student Affairs David Parrott, Vice President and Chief Information Officer Elias Eldayrie, Interim Vice President and General Counsel Amy Hass, Associate Provost Angel Kwolek-Folland, Senior Director of Government Relations and Assistant University Secretary Melissa Orth, Executive Assistant Brigit Dermott, and other members of the University community and the media.

**Action Items**

Committee Chair Rosenberg asked Provost Joseph Glover to present the Action Items that will be addressed at the March 22, 2018 meeting.

**EP1. Tenure Upon Hire**

Provost Joe Glover stated that there are four highly accomplished faculty members who have been hired by the University subject to their being awarded tenure upon hire by the University

of Florida Board of Trustees. All have been recommended for tenure by the Provost. For those individuals hired with faculty and administrative appointments, tenure attaches only to the faculty appointment.

The individuals recommended for tenure upon hire were as follows:

**1. Mr. Jeffrey A. Carney – College of Design, Construction and Planning  
Associate Professor, School of Architecture**

Dr. Jeffrey Carney earned his Master's Degree in Architecture from the University of California, Berkeley in 2007, his Master's Degree in City and Regional Planning from the University of California, Berkeley in 2007 and his B.A. with a major in Architecture and a minor in Fine Arts from Washington University, St. Louis, Missouri in 1998. His prior institution is Louisiana State University. Mr. Carney has an active research program and has secured external grants in excess of \$8 million in support of his work. His research interests cover the fields of coastal resilience, coastal design, sustainability, sea level rise and climate change adaptation.

**2. Mr. David W. Hulse – College of Design, Construction and Planning  
Director and Professor, Department of Landscape Architecture**

Dr. David Hulse earned his M.L.A. from the Harvard University Graduate School of Design in 1984 and his B.S.L.A. from Colorado State University, College of Forestry and Natural Resources in 1981. His prior institution is the University of Oregon. Mr. Hulse's research spans the fields of land use and conservation, watershed development planning, scenario planning, river basin planning, biodiversity, and climate change. He maintains a very active research program and has secured numerous external grants to support his work in excess of \$5 million.

**3. Dr. Julie M. Moore – College of Veterinary Medicine  
Chair and Professor, Department of Infectious Diseases and Immunology**

Dr. Julie Moore earned her Ph.D. with a concentration in Immunology, Molecular Biology and Biochemistry from the University of Connecticut Health Center in 1995 and her B.S. in Biology and Physics from St. Lawrence University in 1987. Her prior institution is the University of Georgia. Dr. Moore has compiled a remarkable record of research, teaching and diagnostic service. She is highly respected locally, nationally and internationally for her research immunologist who decided to focus on the real world problem of placental malaria.

**4. Dr. Daohong Zhou – College of Pharmacy  
Professor, Department of Medicinal Chemistry**

Dr. Daohong Zhou earned his M.D. in Medicine from Yunyang Medical College in 1982 and his M.S. in Microbiology and Immunology from Henan Medical University in 1986. His prior institution is the University of Arkansas for Medical Sciences. Dr. Zhou has an incredibly strong record of research funding, including three current grants from NIH's National Cancer Institute as Principal Investigator. He has an exceptional scientific record with over 100 original publications with many published in the very best scientific journals in the world. Dr. Zhou's prominence is not only evidenced by his funding and publication but also by his list of invited lectures and service on NIH student sections.

### **EP2. Honorary Degrees**

Provost Joe Glover indicated that there are two Honorary Degree candidates that are being presented to the Trustees. William Foege is being recommended for an Honorary Doctor of Science degree and Herbert Wertheim is being recommended for an Honorary Doctor of Technology degree.

### **EP3. Degree Program Terminations**

Provost Joe Glover presented the degree program terminations. The College of Health and Human Performance is requesting the Bachelor of Science in Athletic Training be terminated due to the low number of students enrolled in the degree. The College of Nursing is requesting to terminate the Master of Science in Nursing as it is no longer considered the terminal degree. Due to the creation of the Bachelor of Arts in Foreign Languages and Literatures, the College of Liberal Arts and Sciences is requesting that the individual language degree programs be terminated as they are no longer needed.

### **EP4. Degree Program Changes**

Provost Joe Glover presented the degree program changes. The College of the Arts is decreasing the number of required credits to complete the Masters in Digital Arts and Sciences from 36 to 30 to make the degree more affordable and allow the students to finish the degree in a shorter period of time. The Warrington College of Business is adding an additional prerequisite, managerial accounting, which transfer students should take before they apply for admission to Accounting program.

### **EP5. New Degree: Master of Fine Arts**

Provost Glover indicated that the College of the Arts is requesting to add a new degree – the Master of Fine Arts in Design and Visual Communications. Maria Rogal, Professor of Graphic Design presented the new degree. She indicated that this new degree is being branded “Make Florida Better Through Design” to move beyond logos and brands. It will lead the way in the field to work on complex designs and reach other disciplines and work with them. She indicated there is a gap in this area in the state and that it is the only program of its kind. There is 100% job placement and that the job market is strong for this type of designer.

### **EP6 and R18-193. Facility Security Clearance**

Provost Joe Glover explained that the Department of Defense requires the Board to appoint a management committee to have access to classified information necessary in certain contracts and research, and to adopt a resolution that Trustees will not require such access, listing all Trustees, if the Trustees do not want to be required to obtain individuals security clearances.

### **EP7. University of Florida Regulations**

Interim Vice President and General Counsel Amy Hass presented the proposed regulation change to the parking regulation. The non-student decal rates will be increasing by an average of 7%. Orange and blue decals will increase by \$24 a year. The regulation on Eligibility for Expanded Food and Nutrition Education Program is being repealed because those guidelines are provided,

implemented and regulated by the federal government and a separate regulation is not necessary.

#### **EP8. UF/IFAS Industrial Hemp Pilot Project**

Senior Vice President Jack Payne noted that the University has been approved to conduct a research pilot project on growing and selling industrial hemp, but the Board must approve the project plan. He noted that hemp has a long history of being produced and must contain less than 0.3% THC, the psychoactive chemical found in marijuana. He further noted that the oil that can be produced by the plant has medicinal properties. Dr. Rob Gilbert, Chair of the Agronomy Department and the Principal Investigator on the Project, presented the parameters of the pilot project, including controls and permit requirements.

#### **Discussion/Informational Items**

Provost Glover noted that the first six discussion items will be addressed at the meeting on March 22. Discussion items 5.6 and 5.7 address changes to the names of departments, new centers and name changes of centers and institutes. Provost Glover went through the changes and addressed any questions.

#### **New Business**

There was no new business to come before the Committee.

#### **Adjourn**

After asking for further discussion and hearing none, Committee Chair Rosenberg thanked everyone for participating on the preparatory call. The Committee on Educational Policy and Strategic Initiatives call/meeting was adjourned at 3:30 p.m.





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

**March 22, 2018**

**President's Room 215B, Emerson Alumni Hall**

**University of Florida, Gainesville, Florida**

**Time Convened: 10:18 a.m. EDT**

**Time Adjourned: 12:27 p.m. EDT**

**1.0 Verification of Quorum**

Interim Vice President and General Counsel Amy Hass verified a quorum of the Committee on Educational Policy and Strategic Initiatives, with all Trustees present.

**Members present were:**

Jason J. Rosenberg (Chair), David L. Brandon, James W. Heavener, Mori Hosseini, Leonard H. Johnson, Thomas G. Kuntz, W. Smith Meyers, Daniel T. O'Keefe, Rahul Patel, Marsha D. Powers, David M. Quillen, Robert G. Stern, Anita G. Zucker

**Others present were:**

President W. Kent Fuchs, Provost and Senior Vice President for Academic Affairs Joseph Glover, Senior Vice President for Agriculture and Natural Resources Jack Payne, Vice President for Enrollment Management Zina Evans, Vice President for Student Affairs David Parrott, Vice President for Research David Norton, Interim Vice President and General Counsel Amy Hass, other members of the President's Cabinet, Senior Director of Government Relations and Assistant University Secretary Melissa Orth, Executive Assistant Brigit Dermott, and other members of the University community and the media.

**2.0 Call to Order and Welcome**

Committee Chair Jason Rosenberg welcomed everyone in attendance and called the meeting to order at 10:18 a.m. EDT.

**3.0 Review and Approval of Minutes**

Committee Chair Rosenberg asked for a motion to approve the minutes from the December 12, 2017 and December 14, 2017 meetings, which was made by Trustee Powers and a second, which was made by Trustee Johnson. The Committee Chair asked for further discussion, and then for all in favor of the motion and any opposed, and the motion was approved unanimously.

The Committee considered the following Action Items:

#### **4.0 Action Items**

Committee Chair Rosenberg noted the Committee discussed all the Action Items on its March 20, 2018 call and asked Provost Joseph Glover to briefly present them and entertain further questions and discussion if desired by the Committee.

##### **EP1. Tenure Upon Hire**

Provost Joe Glover stated that there are four highly accomplished faculty members who have been hired by the University subject to their being awarded tenure upon hire by the University of Florida Board of Trustees. All have been recommended for tenure by the Provost. For those individuals hired with faculty and administrative appointments, tenure attaches only to the faculty appointment.

1. Mr. Jeffrey A. Carney has been hired in the College of Design, Construction and Planning as an Associate Professor in the School of Architecture.
2. Mr. David W. Hulse has been hired in the College of Design, Construction and Planning as Director and Professor in the Department of Landscape Architecture.
3. Dr. Julie M. Moore has been hired in the College of Veterinary Medicine as a Chair and Professor in the Department of Infectious Diseases and Immunology.
4. Dr. Daohong Zhou has been hired in the College of Pharmacy as a Professor in the Department of Pharmacodynamics.

The Committee Chair asked for any questions or further discussion. He then asked for a motion to approve Committee Action Item EP1 for recommendation to the Board for its approval on the Consent Agenda, which was made by Trustee Stern, and second which was made by Trustee Johnson. The Committee Chair asked for further discussion, and then asked for all in favor of the motion and any opposed, and the motion was approved unanimously.

##### **EP2. Honorary Degrees**

Provost Joe Glover indicated that there are two Honorary Degree candidates that are being presented to the Trustees. William Foege is being recommended for an Honorary Doctor of Science degree and Herbert Wertheim is being recommended for an Honorary Doctor of Technology degree.

The Committee Chair asked for any questions or further discussion. He then asked for a motion to approve Committee Action Item EP2 for recommendation to the Board for its approval on the Consent Agenda, which was made by Trustee Brandon, and second which was made by Trustee Zucker. The Committee Chair asked for further discussion, and then asked for all in favor of the motion and any opposed, and the motion was approved unanimously.

##### **EP3. Degree Program Terminations**

Provost Joe Glover presented the degree program terminations. The College of Health and Human Performance is requesting the Bachelor of Science in Athletic Training be terminated due to the low number of students enrolled in the degree. The College of Nursing is requesting to terminate the Master of Science in Nursing as it is no longer considered the terminal degree. Due

to the creation of the Bachelor of Arts in Foreign Languages and Literatures, the College of Liberal Arts and Sciences is requesting that the individual language degree programs be terminated as they are no longer needed.

The Committee Chair asked for any questions or further discussion. He then asked for a motion to approve Committee Action Item EP3 for recommendation to the Board for its approval on the Consent Agenda, which was made by Trustee Brandon, and second which was made by Trustee Johnson. The Committee Chair asked for further discussion, and then asked for all in favor of the motion and any opposed, and the motion was approved unanimously.

#### **EP4. Degree Program Changes**

Provost Joe Glover presented the degree program changes. The College of the Arts is decreasing the number of credits required to complete the Master of Arts in Digital Arts and Sciences from 36 to 30 to make the degree more affordable and allow students to finish the degree in a shorter period of time. The Warrington College of Business is adding an additional prerequisite, managerial accounting, which transfer students should take before they apply for admission to the Accounting program.

The Committee Chair asked for any questions or further discussion. He then asked for a motion to approve Committee Action Item EP4 for recommendation to the Board for its approval on the Consent Agenda, which was made by Trustee Brandon, and second which was made by Trustee Zucker. The Committee Chair asked for further discussion, and then asked for all in favor of the motion and any opposed, and the motion was approved unanimously.

#### **EP5. New Degree: Master of Fine Arts**

Provost Glover indicated that the College of the Arts is requesting to add a new degree – the Master of Fine Arts in Design and Visual Communications. He noted that this degree will be a leader in the field and will prepare students to work on complex designs and interact with other disciplines.

The Committee Chair asked for any questions or further discussion. He then asked for a motion to approve Committee Action Item EP5 for recommendation to the Board for its approval on the Consent Agenda, which was made by Trustee Zucker, and second which was made by Trustee Johnson. The Committee Chair asked for further discussion, and then asked for all in favor of the motion and any opposed, and the motion was approved unanimously.

#### **EP6. and Resolution R18-193 Facility Security Clearance**

Vice President for Research David Norton explained that the Department of Defense requires the Board to appoint a management committee to have access to classified information necessary in certain contracts and research, and to adopt a resolution that Trustees will not require such access, listing all Trustees, if the Trustees do not want to be required to obtain individuals security clearances.

The Committee Chair asked for any questions or further discussion. He then asked for a motion to approve Committee Action Item EP6 and Resolution R18-193 for recommendation to the Board for its approval on the Consent Agenda, which was made by Trustee Hosseini, and second which was made by Trustee Zucker. The Committee Chair asked for further discussion, and then asked for all in favor of the motion and any opposed, and the motion was approved unanimously.

#### **EP7. University of Florida Regulations**

Interim Vice President and General Counsel Amy Hass presented the proposed regulation amendment to parking regulation 3.007. She noted that non-student decal rates will be increasing by an average of 7%, with the orange and blue decals increasing by \$24 a year. The regulation on Eligibility for Expanded Food and Nutrition Education Program is being repealed because those guidelines are provided, implemented and regulated by the federal government and a separate regulation is not necessary.

The Committee Chair asked for any questions or further discussion. Faculty Senate Chair David Quillen indicated that this was the third year in a row in which parking increases have been instituted for employees and not students. He stated that as a result employees are supplementing the students' parking fees. Committee Chair Rosenberg then asked for a motion to approve Committee Action Item EP7 for recommendation to the Board for its approval on the Consent Agenda, which was made by Trustee Stern, and second which was made by Trustee Brandon. The Committee Chair asked for further discussion, and then asked for all in favor of the motion and any opposed. The motion was approved with all Trustees in favor except Trustee David Quillen, who opposed the motion.

#### **EP8. UF/IFAS Industrial Hemp Pilot Project**

Senior Vice President for Agriculture and Natural Resources Jack Payne noted that the University has been approved to conduct a research pilot project on growing and selling industrial hemp, but the Board must approve the project plan. He noted that hemp has a long history of being produced and must contain less than 0.3% THC, the psychoactive chemical found in marijuana. He further noted that the oil that can be produced by the plant has medicinal properties.

The Committee Chair asked for any questions or further discussion. He then asked for a motion to approve Committee Action Item EP8 for recommendation to the Board for its approval on the Consent Agenda, which was made by Trustee Brandon, and second which was made by Trustee Johnson. The Committee Chair asked for further discussion, and then asked for all in favor of the motion and any opposed, and the motion was approved unanimously.

### **5.0 Discussion/Informational Items**

Committee Chair Rosenberg turned the Committee's attention to the discussion/informational items.

#### **5.1 Admissions Update**

Vice President for Enrollment Management Zina Evans gave a brief update on admissions. Some highlights included: the SAT average for the admitted students was up by 15%, applications were

up 18%. Dr. Evans noted that this was the first year that high achieving students were admitted directly into the honors program, which had a positive impact on the acceptance rate for these students. The Trustees engaged in discussion regarding efforts to recruit top students. Dr. Evans agreed to report on the academic credentials of those students who accepted the offer to attend UF versus those who declined.

## **5.2 College of Liberal Arts and Sciences Plan for Top 5**

Dean David Richardson presented a plan for the College of Liberal Arts and Sciences to achieve a Top 5 ranking. He noted that in order to be the best the College must offer a nationally acclaimed student experience. He further noted that CLAS grants 35% of UF's undergraduate degrees and must lead the way to attaining Top 5. He addressed a new program "Beyond 120" that focuses on the student experience outside of the regular curriculum, and experiential learning such as study abroad and internships. He noted the need to for facilities that will support an excellent student experience. Dean Richardson's presentation is incorporated into these meeting minutes.

## **5.3 Florida Museum of Natural History Plan for Top 5**

Director Doug Jones presented a plan for the Florida Museum of Natural History to achieve a Top 5 ranking. He noted that the museum is already a national leader among academic museums and among the Top 5 by many measures of academic science museums. Director Jones' presentation is incorporated into these meeting minutes.

## **5.4 Faculty Update**

Faculty Senate Chair David Quillen gave a brief update on the initiatives and activities of the Faculty Senate and indicated this would be his last meeting as the Faculty Senate Chair.

## **5.5 Student Body President Update**

Trustee Smith Meyers, President of the Student Body, provided an update on the accomplishments and initiatives of Student Government as presented on the one-page document, which is incorporated into these meeting minutes.

## **5.6 Department Name Change**

Provost Glover indicated that information was provided on the March 20, 2018 conference call regarding the department name change of the Department of Health Outcomes and Policy to the Department of Health Outcomes and Biomedical Informatics in the College of Medicine. No other information was requested.

## **5.7 Centers/Institutes**

Provost Glover indicated that information was provided on the March 20, 2018 conference call regarding the new centers that have been created and the center name changes that have taken place. They do not require Board action but were presented for information. No other information was requested.

## **6.0 New Business**

There was no new business to come before the Committee.

## **7.0 Adjourn**

After asking for further discussion and hearing none, Committee Chair Rosenberg adjourned the Committee on Educational Policy and Strategic Initiatives meeting at 12:27 p.m.

| CaseN  | Year | ID       | Name                           | College/Department             | Current Title      | Proposed Title     | Prez Tenure A | Prez PromotionA | Sex | Ethnicity | Description |     |
|--------|------|----------|--------------------------------|--------------------------------|--------------------|--------------------|---------------|-----------------|-----|-----------|-------------|-----|
| 170212 | 2018 | 60070000 | Muneepeerakul,Rachata          | AG-AGRICUL / BIOLOGICAL ENG    | ASO PROF           |                    | W             |                 | M   | A         | Asian       | AG  |
| 170040 | 2018 | 60070000 | Bliznyuk,Nikolay A             | AG-AGRICUL / BIOLOGICAL ENG    | AST PROF           | ASO PROF           | R             | R               | M   | W         | White       | AG  |
| 170254 | 2018 | 60090000 | Brooks,Samantha Ann            | AG-ANIMAL SCIENCES             | AST PROF           | ASO PROF           | R             | R               | F   | W         | White       | AG  |
| 170269 | 2018 | 60731000 | Killiny-Mansour,Nabil Abd El M | AG-CREC-ENTOMOLOGY             | AST PROF           | ASO PROF           | R             | R               | M   | W         | White       | AG  |
| 170019 | 2018 | 60872100 | Khachatryan,Hayk               | AG-FOOD / RESOURCE ECONOMICS   | AST PROF           | ASO PROF           | R             | R               | M   | W         | White       | AG  |
| 170268 | 2018 | 60150000 | Mathews,Anne                   | AG-FOOD SCIENCE / HUMAN NUTR   | AST PROF           | ASO PROF           | R             | R               | F   | W         | White       | AG  |
| 170274 | 2018 | 60750000 | Smith,Hugh A                   | AG-GCREC - BALM                | AST PROF           | ASO PROF           | R             | R               | M   | W         | White       | AG  |
| 170035 | 2018 | 60754100 | Hutton,Samuel F                | AG-GCREC-FRUITS/VEG            | AST PROF           | ASO PROF           | R             | R               | M   | W         | White       | AG  |
| 170036 | 2018 | 60230000 | Liu,Guodong                    | AG-HORTICULTURAL SCIENCES      | AST PROF           | ASO PROF           | R             | R               | M   | A         | Asian       | AG  |
| 170034 | 2018 | 60230000 | Dittmar,Peter J                | AG-HORTICULTURAL SCIENCES      | AST PROF           | ASO PROF           | R             | R               | M   | W         | White       | AG  |
| 170021 | 2018 | 60355043 | Goodiel,Yvette Alger           | AG-MARTIN                      | EXT AGENT II       | EXT AGENT III      | R             | R               | F   | W         | White       | AG  |
| 170218 | 2018 | 60100000 | Kolaczkowski,Bryan D           | AG-MICROBIOLOGY / CELL SCI     | AST PROF           | ASO PROF           | R             | R               | M   | W         | White       | AG  |
| 170006 | 2018 | 60353049 | Murza,Gabriela                 | AG-OSCEOLA                     | EXT AGENT I        | EXT AGENT II       | R             | R               | F   | W         | White       | AG  |
| 170159 | 2018 | 60354052 | Milligan,Lara B                | AG-PINELLAS                    | EXT AGENT I        | EXT AGENT II       | R             | R               | F   | W         | White       | AG  |
| 170251 | 2018 | 60872400 | Ali,Gul Shad                   | AG-PLANT PATHOLOGY             | AST PROF           | ASO PROF           | N             | N               | M   | A         | Asian       | AG  |
| 170148 | 2018 | 60190000 | Dufault,Nicholas S             | AG-PLANT PATHOLOGY             | AST PROF           | ASO PROF           | R             | R               | M   | W         | White       | AG  |
| 170113 | 2018 | 60190000 | Smith,Matthew E                | AG-PLANT PATHOLOGY             | AST PROF           | ASO PROF           | R             | R               | M   | W         | White       | AG  |
| 170158 | 2018 | 60353053 | Carnevale,Shannon Ashley       | AG-POLK                        | EXT AGENT I        | EXT AGENT II       | R             | R               | F   | W         | White       | AG  |
| 170169 | 2018 | 60351057 | Lollar,Matthew C               | AG-SANTA ROSA                  | EXT AGENT I        | EXT AGENT II       | R             | R               | M   | W         | White       | AG  |
| 170153 | 2018 | 60460000 | Gezan,Salvador                 | AG-SCHL-FOREST RES / CONSERV   | AST PROF           | ASO PROF           | R             | R               | M   | H         | Hispanic    | AG  |
| 170154 | 2018 | 60460000 | Hulcr,Jiri                     | AG-SCHL-FOREST RES / CONSERV   | AST PROF           | ASO PROF           | R             | R               | M   | W         | White       | AG  |
| 170152 | 2018 | 60460000 | Bohlman,Stephanie Ann          | AG-SCHL-FOREST RES / CONSERV   | AST PROF           | ASO PROF           | R             | R               | F   | W         | White       | AG  |
| 170168 | 2018 | 60351067 | Orwat,Matthew J                | AG-WASHINGTON                  | EXT AGENT I        | EXT AGENT II       | R             | R               | M   | W         | White       | AG  |
| 170232 | 2018 | 17030100 | Madsen,Paul                    | BA-FSOA-BUSINESS OFFICE        | AST PROF           | ASO PROF           | R             | R               | M   | W         | White       | BA  |
| 170262 | 2018 | 17070100 | Kumar,Anuj                     | BA-ISOM BUSINESS OFFICE        | AST PROF           | ASO PROF           | R             | R               | M   | A         | Asian       | BA  |
| 170248 | 2018 | 23020100 | Fisher,Carla L                 | CJC-ADVERTISING-GENERAL        | AST PROF           | ASO PROF           | R             | R               | F   | W         | White       | CJC |
| 170258 | 2018 | 15030000 | Srinivasan,Ravi Shankar        | DCP-RINKER SCH OF BLDG CONSTR  | AST PROF           | ASO PROF           | R             | R               | M   | A         | Asian       | DCP |
| 170116 | 2018 | 18070000 | Manley,Anne Corinne            | ED-SHDOSE-SCHL OF HUM DEV&ORG  | AST PROF           | ASO PROF           | R             | R               | F   | W         | White       | ED  |
| 170184 | 2018 | 19340000 | Gunduz,Aysegul                 | EG-BIOMEDICAL ENGINEERING      | AST PROF           | ASO PROF           | R             | R               | F   | W         | White       | EG  |
| 170156 | 2018 | 19050000 | Maghari,Nima                   | EG-ELECTRICAL / COMPUTER ENG   | AST PROF           | ASO PROF           | R             | R               | M   | W         | White       | EG  |
| 170104 | 2018 | 19070000 | Kaplan,David A                 | EG-ENG SCH SUSTAIN INFRST ENV  | AST PROF           | ASO PROF           | R             | R               | M   | W         | White       | EG  |
| 170179 | 2018 | 19090000 | Hennig,Richard                 | EG-MATERIALS SCI ENGINEERING   | ASO PROF           | PROF               | R             | R               | M   | W         | White       | EG  |
| 170062 | 2018 | 19020000 | Conklin,John                   | EG-MECHANICAL / AEROSPACE ENG  | AST PROF           | ASO PROF           | R             | R               | M   | W         | White       | EG  |
| 170264 | 2018 | 26030100 | Coombes,Stephen A              | HH-APK-ADMINISTRATION          | AST PROF           | ASO PROF           | R             | R               | M   | W         | White       | HH  |
| 170210 | 2018 | 55080100 | Shelton,Thomas Rayburn         | LB-ACQUISITIONS / LICENSING CH | AST UNIV LIBRARIAN | ASO UNIV LIBRARIAN | R             | R               | M   | W         | White       | LB  |
| 170217 | 2018 | 55171200 | Kuntz,Gretchen M               | LB-HSC - BORLAND LIBRARY - JAX | ASO UNIV LIBRARIAN |                    | R             |                 | F   | W         | White       | LB  |
| 170206 | 2018 | 55020100 | Craig,Cindy L                  | LB-HUM / SOC SCI-CHAIR         | AST UNIV LIBRARIAN | ASO UNIV LIBRARIAN | R             | R               | F   | W         | White       | LB  |
| 170209 | 2018 | 55020100 | Schwieder,David W              | LB-HUM / SOC SCI-CHAIR         | AST UNIV LIBRARIAN | ASO UNIV LIBRARIAN | R             | R               | M   | W         | White       | LB  |

| CaseN  | Year | ID       | Name                        | College/Department             | Current Title      | Proposed Title     | Prez Tenure A | Prez PromotionA | Sex | Ethnicity | Description |      |
|--------|------|----------|-----------------------------|--------------------------------|--------------------|--------------------|---------------|-----------------|-----|-----------|-------------|------|
| 170211 | 2018 | 55070200 | Vargas-Betancourt,Margarita | LB-LATIN AMERICAN COLLECTION   | AST UNIV LIBRARIAN | ASO UNIV LIBRARIAN | R             | R               | F   | H         | Hispanic    | LB   |
| 170208 | 2018 | 55050100 | Royster,Melody I            | LB-MARSTON SCI LIB CHAIR       | AST UNIV LIBRARIAN | ASO UNIV LIBRARIAN | R             | R               | F   | B         | Black       | LB   |
| 170204 | 2018 | 55070100 | Alteri,Suzan Antoinette     | LB-SPECIAL / AREA STUDIES-CHR  | AST UNIV LIBRARIAN | ASO UNIV LIBRARIAN | R             | R               | F   | W         | White       | LB   |
| 170176 | 2018 | 16900000 | Lichstein,Jeremy W          | LS-BIOLOGY                     | AST PROF           | ASO PROF           | R             | R               | M   | W         | White       | LS   |
| 170282 | 2018 | 16200000 | Hofmann,Michael H           | LS-ENGLISH                     | PROF               |                    | R             |                 | M   | W         | White       | LS   |
| 170117 | 2018 | 16240000 | Dutton,Andrea Lynn          | LS-GEOLOGY                     | AST PROF           | ASO PROF           | R             | R               | F   | W         | White       | LS   |
| 170030 | 2018 | 16860000 | Xiao,Ying                   | LS-LANGUAGE LITERATURE&CULTURE | AST PROF           | ASO PROF           | R             | R               | F   | A         | Asian       | LS   |
| 170198 | 2018 | 16360100 | Hamlin,James Jeffrey        | LS-PHYSICS-GENERAL             | AST PROF           | ASO PROF           | R             | R               | M   | W         | White       | LS   |
| 170107 | 2018 | 16380000 | Selden,Zachary Alan         | LS-POLITICAL SCIENCE           | AST PROF           | ASO PROF           | R             | R               | M   | W         | White       | LS   |
| 170099 | 2018 | 16400000 | Knackstedt,Lori             | LS-PSYCHOLOGY                  | AST PROF           | ASO PROF           | R             | R               | F   | W         | White       | LS   |
| 170100 | 2018 | 16400000 | Ratliff,Kate                | LS-PSYCHOLOGY                  | AST PROF           | ASO PROF           | R             | R               | F   | W         | White       | LS   |
| 170224 | 2018 | 16880000 | de Prada Perez,Ana          | LS-SPANISH&PORTUGUESE STUDIES  | AST PROF           | ASO PROF           | W             | W               | F   | W         | White       | LS   |
| 170086 | 2018 | 16480000 | Su,Zhihua                   | LS-STATISTICS                  | AST PROF           | ASO PROF           | R             | R               | F   | H         | Hispanic    | LS   |
| 170196 | 2018 | 29310201 | Sibille,Kimberly T          | MD-AGING-CLINICAL RESEARCH     | AST PROF           | ASO PROF           | W             | W               | F   | W         | White       | MD   |
| 170150 | 2018 | 29050600 | Heldermon,Coy D             | MD-HEMATOLOGY/ONCOLOGY         | AST PROF           | ASO PROF           | R             | R               | M   | W         | White       | MD   |
| 170075 | 2018 | 29051300 | Gumz,Michelle L             | MD-NEPHROLOGY                  | AST PROF           | ASO PROF           | R             | R               | F   | W         | White       | MD   |
| 170081 | 2018 | 29051300 | Mohandas,Rajesh             | MD-NEPHROLOGY                  | AST PROF           | ASO PROF           | R             | R               | M   | A         | Asian       | MD   |
| 170102 | 2018 | 29020100 | Sarkisian,Matthew R         | MD-NEUROSCIENCE-GENERAL        | AST PROF           | ASO PROF           | R             | R               | M   | W         | White       | MD   |
| 170220 | 2018 | 29170000 | Vincent,Heather K           | MD-ORTHOPAEDICS / REHAB        | AST PROF           | ASO PROF           | R             | R               | F   | W         | White       | MD   |
| 170057 | 2018 | 29200000 | Bradley,Julie Ann           | MD-RADIATION ONCOLOGY          | AST PROF           | ASO PROF           | R             | R               | F   | W         | White       | MD   |
| 170124 | 2018 | 29141003 | Mohr,Alicia Marie           | MD-SURGERY-TRAUMA              | ASO PROF           | PROF               | R             | R               | F   | W         | White       | MD   |
| 170123 | 2018 | 29141900 | Scali,Salvatore             | MD-SURGERY-VASCULAR            | AST PROF           | ASO PROF           | R             | R               | M   | W         | White       | MD   |
| 170093 | 2018 | 56020900 | Blackburn,David             | NH-HERPETOLOGY                 | ASO CURATOR        |                    | R             |                 | M   | W         | White       | NH   |
| 170216 | 2018 | 33060000 | Hegland,Karen W             | PHHP-SLP LANG & HEARING SCI    | AST PROF           | ASO PROF           | R             | R               | F   | W         | White       | PHHP |
| 170271 | 2018 | 32020000 | Bulitta,Jurgen Bernd        | PH-PHARMACEUTICS               | ASO PROF           |                    | R             |                 | M   | W         | White       | PH   |
| 170265 | 2018 | 32040000 | McLaughlin,Jay Patrick      | PH-PHARMACODYNAMICS            | ASO PROF           |                    | R             |                 | M   | W         | White       | PH   |
| 170015 | 2018 | 28100000 | Dinglasan,Rhoel David       | VM-INFECT DISEASE & IMMUNOLOGY | ASO PROF           | PROF (no for promo | R             | W               | M   | M         | Multiple    | VM   |
| 170017 | 2018 | 28100000 | Waltzek,Thomas B            | VM-INFECT DISEASE & IMMUNOLOGY | AST PROF           | ASO PROF           | R             | R               | M   | W         | White       | VM   |
| 170249 | 2018 | 28100000 | Nguyen,Cuong                | VM-INFECT DISEASE & IMMUNOLOGY | AST PROF           | ASO PROF           | R             | R               | M   | A         | Asian       | VM   |
| 170281 | 2018 | 28050000 | Tevosian,Sergei G           | VM-PHY SCI                     | ASO PROF           |                    | R             |                 | M   | W         | White       | VM   |

\* Tenure Upon Hire

|      |          |                 |                            |  |              |   |  |  |   |   |       |     |
|------|----------|-----------------|----------------------------|--|--------------|---|--|--|---|---|-------|-----|
| 2018 | 60355043 | Pelham,Jennifer | AG-MARTIN                  |  | EXT AGENT IV | R |  |  | F | W | White | AG  |
| 2018 | 60353059 | Henry,Karen     | AG-SEMINOLE                |  | EXT AGENT II | R |  |  | F | W | White | AG  |
| 2018 | 15040000 | Murtha,Timothy  | DCP-LANDSCAPE ARCHITECTURE |  | ASO PROF     | R |  |  | M | W | White | DCP |
| 2018 | 29050400 | March,Keith     | MD-Cardiology              |  | PROF         | R |  |  | M | W | White | MD  |
| 2018 | 29050400 | Keeley,Ellen    | MD-Cardiology              |  | PROF         | R |  |  | F | W | White | MD  |
| 2018 | 29050900 | Mehrad,Borna    | MD-Medicine                |  | PROF         | R |  |  | M | W | White | MD  |

\*\*those denoted in Red are withdrawals or denials



Tenure and Permanent Status

|          | White | African<br>American | American<br>Indian<br>Alaska<br>Native | Asian | Hispanic | Multiple | Not Reported |  | Male | Female | Approved | Denied | Withdrawn |
|----------|-------|---------------------|--|-------|----------|----------|--------------|--|------|--------|----------|--------|-----------|
| BA 1     | 0     | 0                   | 0                                      | 1     | 0        | 0        | 0            |  | 2    | 0      | 2        | 0      | 0         |
| DN 0     | 0     | 0                   | 0                                      | 0     | 0        | 0        | 0            |  | 0    | 0      | 0        | 0      | 0         |
| DCP 1    | 0     | 0                   | 0                                      | 1     | 0        | 0        | 0            |  | 2    | 0      | 2        | 0      | 0         |
| ED 1     | 0     | 0                   | 0                                      | 0     | 0        | 0        | 0            |  | 0    | 1      | 1        | 0      | 0         |
| EG 5     | 0     | 0                   | 0                                      | 0     | 0        | 0        | 0            |  | 4    | 1      | 5        | 0      | 0         |
| FR 0     | 0     | 0                   | 0                                      | 0     | 0        | 0        | 0            |  | 0    | 0      | 0        | 0      | 0         |
| NH 1     | 0     | 0                   | 0                                      | 0     | 0        | 0        | 0            |  | 1    | 0      | 1        | 0      | 0         |
| HH 1     | 0     | 0                   | 0                                      | 0     | 0        | 0        | 0            |  | 1    | 0      | 1        | 0      | 0         |
| AG 21    | 0     | 0                   | 0                                      | 3     | 1        | 0        | 0            |  | 16   | 9      | 23       | 1      | 1         |
| CJC 1    | 0     | 0                   | 0                                      | 0     | 0        | 0        | 0            |  | 0    | 1      | 1        | 0      | 0         |
| LT 0     | 0     | 0                   | 0                                      | 0     | 0        | 0        | 0            |  | 0    | 0      | 0        | 0      | 0         |
| LW 0     | 0     | 0                   | 0                                      | 0     | 0        | 0        | 0            |  | 0    | 0      | 0        | 0      | 0         |
| LS 8     | 0     | 0                   | 0                                      | 1     | 1        | 0        | 0            |  | 4    | 6      | 9        | 0      | 1         |
| LB 5     | 1     | 0                   | 0                                      | 0     | 1        | 0        | 0            |  | 2    | 5      | 7        | 0      | 0         |
| MD 11    | 0     | 0                   | 0                                      | 1     | 0        | 0        | 0            |  | 6    | 6      | 11       | 0      | 1         |
| NR 0     | 0     | 0                   | 0                                      | 0     | 0        | 0        | 0            |  | 0    | 0      | 0        | 0      | 0         |
| PHHP 1   | 0     | 0                   | 0                                      | 0     | 0        | 0        | 0            |  | 0    | 1      | 1        | 0      | 0         |
| VM 2     | 0     | 0                   | 0                                      | 1     | 0        | 1        | 0            |  | 4    | 0      | 4        | 0      | 0         |
| WH 0     | 0     | 0                   | 0                                      | 0     | 0        | 0        | 0            |  | 0    | 0      | 0        | 0      | 0         |
| PH 2     | 0     | 0                   | 0                                      | 0     | 0        | 0        | 0            |  | 2    | 0      | 2        | 0      | 0         |
| Total 61 | 1     | 0                   | 0                                      | 8     | 3        | 1        | 0            |  | 44   | 30     | 70       | 1      | 3         |

|        | Afri. Ame. | AI / AN | Asian | Hispanic | Multiple | Not Reported |    |
|--------|------------|---------|-------|----------|----------|--------------|----|
| Female | 1          | 0       | 1     | 2        | 0        | 0            |    |
| Male   | 0          | 0       | 7     | 1        | 1        | 0            |    |
| Total  | 1          | 0       | 8     | 3        | 1        | 0            | 13 |

Female

|           |    |
|-----------|----|
| Approved  | 28 |
| Denied    | 0  |
| Withdrawn | 2  |

|           |   |   |   |   |   |   |    |
|-----------|---|---|---|---|---|---|----|
| Approved  | 1 | 0 | 6 | 3 | 1 | 0 | 11 |
| Denied    | 0 | 0 | 1 | 0 | 0 | 0 | 1  |
| Withdrawn | 0 | 0 | 1 | 0 | 0 | 0 | 1  |

Total 13

|                                   | Total | Business Administration | Dentistry | Design, Construction & Planning | Education | Engineering | Fine Arts | Florida Museum of Natural History | Health & Human Performance | IFAS | Journalism & Communications | Latin American Studies | Law | Liberal Arts | Libraries | Medicine | Nursing | Pharmacy | Public Health & Health Professions | Veterinary Medicine | Whitney Marine Laboratory |
|-----------------------------------|-------|-------------------------|-----------|---------------------------------|-----------|-------------|-----------|-----------------------------------|----------------------------|------|-----------------------------|------------------------|-----|--------------|-----------|----------|---------|----------|------------------------------------|---------------------|---------------------------|
| White                             | 61    | 1                       | 0         | 1                               | 1         | 5           | 0         | 1                                 | 1                          | 21   | 1                           | 0                      | 0   | 8            | 5         | 11       | 0       | 2        | 1                                  | 2                   | 0                         |
| African American                  | 1     | 0                       | 0         | 0                               | 0         | 0           | 0         | 0                                 | 0                          | 0    | 0                           | 0                      | 0   | 0            | 1         | 0        | 0       | 0        | 0                                  | 0                   | 0                         |
| American Indian/<br>Alaska Native | 0     | 0                       | 0         | 0                               | 0         | 0           | 0         | 0                                 | 0                          | 0    | 0                           | 0                      | 0   | 0            | 0         | 0        | 0       | 0        | 0                                  | 0                   | 0                         |
| Asian                             | 8     | 1                       | 0         | 1                               | 0         | 0           | 0         | 0                                 | 0                          | 3    | 0                           | 0                      | 0   | 1            | 0         | 1        | 0       | 0        | 0                                  | 1                   | 0                         |
| Hispanic                          | 3     | 0                       | 0         | 0                               | 0         | 0           | 0         | 0                                 | 0                          | 1    | 0                           | 0                      | 0   | 1            | 1         | 0        | 0       | 0        | 0                                  | 0                   | 0                         |
| Multiple                          | 1     | 0                       | 0         | 0                               | 0         | 0           | 0         | 0                                 | 0                          | 0    | 0                           | 0                      | 0   | 0            | 0         | 0        | 0       | 0        | 0                                  | 1                   | 0                         |
| Not Reported                      | 0     | 0                       | 0         | 0                               | 0         | 0           | 0         | 0                                 | 0                          | 0    | 0                           | 0                      | 0   | 0            | 0         | 0        | 0       | 0        | 0                                  | 0                   | 0                         |

|        |    |   |   |   |   |   |   |   |   |    |   |   |   |   |   |   |   |   |   |   |   |
|--------|----|---|---|---|---|---|---|---|---|----|---|---|---|---|---|---|---|---|---|---|---|
| Male   | 44 | 2 | 0 | 2 | 0 | 4 | 0 | 1 | 1 | 16 | 0 | 0 | 0 | 4 | 2 | 6 | 0 | 2 | 0 | 4 | 0 |
| Female | 30 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 9  | 1 | 0 | 0 | 6 | 5 | 6 | 0 | 0 | 1 | 0 | 0 |

|           |    |   |   |   |   |   |   |   |   |    |   |   |   |   |   |    |   |   |   |   |   |
|-----------|----|---|---|---|---|---|---|---|---|----|---|---|---|---|---|----|---|---|---|---|---|
| Approved  | 70 | 2 | 0 | 2 | 1 | 5 | 0 | 1 | 1 | 23 | 1 | 0 | 0 | 9 | 7 | 11 | 0 | 2 | 1 | 4 | 0 |
| Denied    | 1  | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1  | 0 | 0 | 0 | 0 | 0 | 0  | 0 | 0 | 0 | 0 | 0 |
| Withdrawn | 3  | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1  | 0 | 0 | 0 | 1 | 0 | 1  | 0 | 0 | 0 | 0 | 0 |
| Extension | 0  | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0 | 0 | 0 | 0 | 0 | 0  | 0 | 0 | 0 | 0 | 0 |

Tenure and Permanent Status

| African American |   | American Indian/<br>Alaska Native |   | Asian     |   | Hispanic  |   | Multiple  |   | Not Reported |                     | Female                         |    |
|------------------|---|-----------------------------------|---|-----------|---|-----------|---|-----------|---|--------------|---------------------|--------------------------------|----|
| Female           | 1 | Female                            | 0 | Female    | 1 | Female    | 2 | Female    | 0 | Female       | 0                   | Associate Professor            | 17 |
| Male             | 0 | Male                              | 0 | Male      | 7 | Male      | 1 | Male      | 1 | Male         | 0                   | Associate University Librarian | 5  |
| Total            | 1 | Total                             | 0 | Total     | 8 | Total     | 3 | Total     | 1 | Total        | 0                   | Extension Agent II             | 4  |
|                  |   |                                   |   |           |   |           |   |           |   |              | Extension Agent III |                                | 1  |
|                  |   |                                   |   |           |   |           |   |           |   |              | Extension Agent IV  |                                | 1  |
|                  |   |                                   |   |           |   |           |   |           |   |              | Professor           |                                | 2  |
|                  |   |                                   |   |           |   |           |   |           |   |              | Approved            |                                | 28 |
| Approved         | 1 | Approved                          | 0 | Approved  | 6 | Approved  | 3 | Approved  | 1 | Approved     | 0                   | Denied                         | 0  |
| Denied           | 0 | Denied                            | 0 | Denied    | 1 | Denied    | 0 | Denied    | 0 | Denied       | 0                   | Withdrawn                      | 2  |
| Withdrawn        | 0 | Withdrawn                         | 0 | Withdrawn | 1 | Withdrawn | 0 | Withdrawn | 0 | Withdrawn    | 0                   | Extension                      | 0  |

# 2018 Accountability Plan

## UNIVERSITY OF FLORIDA

PENDING BOT APPROVAL

6/05/2018



STATE UNIVERSITY SYSTEM *of* FLORIDA  
Board of Governors



## INTRODUCTION

*This is a new report that combines the previous Annual Accountability Report and University Work Plans into one new document that is more closely aligned with the Board of Governors' 2025 System Strategic Plan.*

*This revised document will enhance the System's commitment to accountability and strategic planning by enabling comparisons between past goals and actual data to better assess performance. This change will help foster greater coordination between institutional administrators, University Boards of Trustees and the Board of Governors.*

*Once an Accountability Plan is approved by each institution's respective Boards of Trustees, the Board of Governors will review and consider the plan for potential acceptance of 2016-17 components. Longer-term components will inform future agendas of the Board's Strategic Planning Committee. The Board's acceptance of a work plan does not constitute approval of any particular component, nor does it supersede any necessary approval processes that may be required for each component.*



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## MISSION STATEMENT (What is your purpose?)

The University of Florida is a comprehensive learning institution built on a land grant foundation. We are The Gator Nation, a diverse community dedicated to excellence in education and research and shaping a better future for Florida, the nation and the world. Our mission is to enable our students to lead and influence the next generation and beyond for economic, cultural and societal benefit.

## VISION STATEMENT (What do you aspire to?)

UF will be a premier university that the state, nation, and world look to for leadership through: an exceptional academic environment, achieved by a diverse community; an outstanding and accessible education that prepares students for work, citizenship, and life; a preeminent faculty; growth in research and scholarship that improves lives; strengthened public engagement; successful and appreciative alumni; and infrastructure and administration that enable preeminence.

## STATEMENT OF STRATEGY (How will you get there?)

*Given your mission, vision, strengths and available resources, provide a brief description of your market and your strategy for addressing and leading it.*

To achieve UF's goal to become a Top 5 university, UF is implementing strategies to optimize its achievements in multiple metrics that play critical roles in public perception, the State's Performance Funding and Preeminence scoring systems, its standing among AAU universities in research, graduate education, and technology transfer, and multiple national and international ranking systems, including U.S. News & World Report.

Through investment of new resources, both public (legislative appropriations) and private (a \$3 billion capital campaign is halfway to its goal), and through internal reallocations, UF is building leadership positions in strategic endeavors. This is being driven, in large part, through the hiring of 500 additional faculty members. This growth is boosting the university's research, technology transfer, and economic development portfolios. Through careful deployment of these faculty members, the university is reducing the student-faculty ratio and undergraduate class size. The new resources also enable UF to allocate competitive stipends for graduate assistants. This will step up the quality of each new cohort of graduate students who are important partners in faculty research endeavors.

At the same time, the university is addressing other factors that play important roles in determining its national standing:

- improving its four- and six-year graduation rates by addressing the incentives and disincentives to timely graduation
- improving the credentials of the incoming freshman class each year
- updating pedagogy to improve student success and preparation
- engaging in national outreach and branding efforts to improve perception of key stakeholders



## STRENGTHS AND OPPORTUNITIES *(within 3 years)*

### *What are your core capabilities, opportunities and challenges for improvement?*

UF is one of the nation's most comprehensive public research universities. This is a strength but it presents a challenge to leverage appropriately the opportunity it presents. For example, the emerging discipline of data science will require not only specialists in computer science, statistics and mathematics, but also the contributions of practitioners from many applied fields (medicine, pharmacy, demography, geography, etc.) UF is particularly well-suited for such state-of-the-art interdisciplinary work.

UF is on the cusp of becoming one of the nation's truly top public research universities. This absolutely makes sense for one of the nation's rapidly rising states. Having recently achieved top ten status in the U.S. News & World report ranking, UF is determined to become one of the Top 5 public research universities in the U.S. This aspiration has brought into sharp focus an academic work plan for the entire university. Along each dimension – research, education, outreach, tech transfer and economic development – we have identified aspirational targets and the means to achieve them. Thanks to the public resources provided by the Legislature and the Governor and the private resources raised through the UF capital campaign, we are adding 500 faculty, beginning construction of a new Data Science building, and expanding our research portfolios in many critically important areas with global impact.

For almost all metrics of interest, UF is a high achiever. That poses a challenge as well. There is little or no “low hanging fruit” left for plucking in great bunches. Future progress will depend on focus and discipline and often will come incrementally. For example, UF's 4- and 6-year graduation rates of 68% and 88% (for the fall 2011 cohort) are among the best in the nation, and UF is determined to improve them. But no single action or policy change is likely to improve either of these by five or ten points. Incremental improvement requires fine-tuning a host of factors, and this process is underway.

The other challenge UF faces, at least with respect to rankings, is the nature of the process: it is an arms race. UF engages in a very competitive environment against the best universities in the nation. Other universities will not stand still as UF improves and tries to capture a larger share of what they likely believe to be “their” market.

The news is good, however. Thanks to the partnership among the university, the Legislature, and the Governor, UF is perceived nationally to have substantial momentum. We are successfully recruiting accomplished faculty. Graduate stipends have been adjusted to nationally competitive levels, so UF is in position to recruit some of the nation's best students. Its research and technology transfer enterprises are recognized among the best in the nation. If we can maintain this successful partnership, build on this momentum, and sustain the focus on our metric goals, then UF will achieve top-five status.





## KEY INITIATIVES & INVESTMENTS *(within 3 years)*

*Describe your top three key initiatives for the next three years that will drive improvement in Academic Quality, Operational Efficiency, and Return on Investment.*

1. UF has partnered with donor Herbert Wertheim to transform the College of Engineering's research capacity and output, its educational programs, and its outreach programs. His \$50M gift enables investment in programs and facilities, while UF's new recurring investment in the college is growing the faculty in size and strength. A vision for "The 21<sup>st</sup> Century New Engineer" underlies the college's educational programs. The anticipated returns on investment include: an increased number of engineers who are even better prepared for the workforce; a more vigorous research enterprise in traditional disciplines and new areas such as cybersecurity and data science; a larger grants and contracts portfolio; more extensive technology transfer and economic development; and increased outreach to Florida industry through centers like the UF Innovation Station in Sarasota.

An initiative to build a new Data Science Building is strongly linked to this initiative. This facility will enable the university to bring many faculty in data science from around the campus to collaborate with core engineering strengths in this area and underpin an important emerging technology.

2. UF is completing the first year of an initiative to fill 500 new faculty positions. This investment into the university's future will have multiple impacts, all of which drive towards UF's goal to become a Top 5 university. First, it will strengthen research portfolios in key areas and advance the university's goal of \$1 billion annually in research contracts and grants. Since most of this hiring will take place at the early professional level, it also serves to rebalance the demographics of the faculty. Second, it decreases the student faculty ratio, an important metric in rankings and reputation. Third, the new faculty positions are being deployed to reduce class sizes. This also figures into rankings and fosters greater contact between students and instructors. Fourth, the new faculty positions are allowing us to redesign the way we deliver content in several disciplines. For example, national best practices are being adopted in teaching the freshman calculus class. Large national experiments show that we can anticipate improved student success in this class, leading to greater access to STEM majors and better overall retention and graduation rates.

3. UF is at the halfway mark of its \$3 billion capital campaign. At this point, over \$1.5 billion has been raised through the generosity of donors to the university. These funds and the earnings generated from UF's endowment help provide the resources for the margin of excellence we seek and help foster recognition of the university's world-class achievements in learning, discovery, engagement, and economic development. UF is placing special emphasis in this campaign on growing the endowment from \$1.5B to \$3B and on securing named professorships and chairs to help attract and retain world-class faculty. The funds that accompany these endowed positions will provide them with resources to attract the best graduate students and underpin their research efforts. In addition, we will seek private funds to help underwrite the cost of new construction and renovation on the campus. With a return of \$9 for every \$1 invested, the capital campaign offers excellent return on investment for UF and the state.



# Key Achievements for 2016-17

Limit to one page.

## STUDENT ACHIEVEMENTS

1. Philip Dmitriev won a Frost Scholarship to study at Oxford
2. Michael Cudic won a Barry Goldwater Scholarship award last year and won an NIH award to study at Oxford this fall. Aaron Sandoval was named a Goldwater recipient for the coming year
3. Jasmine Haddaway was named a Rangel Scholar

## FACULTY ACHIEVEMENTS

1. Doug Soltis & Art Hebard elected to National Academy of Science
2. Jack Davis won 2017 Kirkus Prize for Nonfiction for The Gulf: The Making of an American Sea
3. Pam Soltis won Southeastern Universities' Research Association 2018 Distinguished Scientist Award

## PROGRAM ACHIEVEMENTS

1. Reitz Union wins EBie Award for Sustainability from The Urban Green Council
2. UF Strategic Development Plan earned the Society for College and University Planning's 2017 "Excellence in Planning for an Existing Campus" award.
3. UF ranked #5 among large schools on the Peace Corps' 2017 Top Volunteer-Producing Colleges and Universities list

## RESEARCH ACHIEVEMENTS

1. UF research spending reached a record \$801.4 million in 2017
2. UF Sid Martin Biotechnology Institute named Incubator of the Year for 2017 among more than 7,500 incubators worldwide
3. Multiple sclerosis can be inhibited or reversed using a novel gene therapy technique that stops the disease's immune response in mouse models, University of Florida Health researchers have found.

## INSTITUTIONAL ACHIEVEMENTS

1. UF tied for #9 among U.S. public universities in U.S. News & World Report ranking
2. UF was ranked #2 in Kiplinger's Best Values in Public Colleges
3. UF won the 2018 Senator Paul Simon Award for Comprehensive Internationalization



## PERFORMANCE BASED FUNDING METRICS

### 1. Percent of Bachelor's Graduates Enrolled or Employed (\$25,000+)

|                | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|----------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| ACTUAL         | .       | 66.2    | 67.6    | 69.4    | 70.9    | .       | .       | .       | .       |
| APPROVED GOALS | .       | .       | .       | 66      | 70      | 70      | 70      | 70      | .       |
| PROPOSED GOALS | .       | .       | .       | .       | .       | 71      | 71      | 72      | 72      |

### 2. Median Wages of Bachelor's Graduates Employed Full-time

|                | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|----------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| ACTUAL         | .       | 34,800  | 38,400  | 40,700  | 42,100  | .       | .       | .       | .       |
| APPROVED GOALS | .       | .       | .       | 35,500  | 41,000  | 41,000  | 42,000  | 42,000  | .       |
| PROPOSED GOALS | .       | .       | .       | .       | .       | 42,000  | 43,000  | 43,000  | 43,000  |

### 3. Average Cost to the Student [Net Tuition & Fees per 120 Credit Hours for Resident Undergraduates]

|                | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
|----------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| ACTUAL         | .       | 9,950   | 10,060  | 10,760  | 10,340  | .       | .       | .       | .       |
| APPROVED GOALS | .       | .       | .       | .       | 10,700  | 10,700  | 10,700  | 10,700  | .       |
| PROPOSED GOALS | .       | .       | .       | .       | .       | 10,700  | 10,700  | 10,700  | 10,700  |

### 4. FTIC Four-Year Graduation Rate (for Full-time students)

|                | 2009-13 | 2010-14 | 2011-15 | 2012-16 | 2013-17 | 2014-18 | 2015-19 | 2016-20 | 2017-21 |
|----------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| ACTUAL         | 66.3    | 67.3    | 68.0    | 67.6    | 66.0    | .       | .       | .       | .       |
| APPROVED GOALS | .       | .       | .       | 67      | 68      | 68      | 70      | 71      | .       |
| PROPOSED GOALS | .       | .       | .       | .       | .       | 68      | 70      | 72      | 74      |

### 5. Academic Progress Rate [Second Year Retention Rate with At Least a 2.0 GPA]

|                | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
|----------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| ACTUAL         | 95.7    | 95.2    | 94.6    | 95.5    | 94.6    | .       | .       | .       | .       |
| APPROVED GOALS | .       | .       | .       | 96      | 96      | 97      | 97      | 97      | .       |
| PROPOSED GOALS | .       | .       | .       | .       | .       | 97      | 97      | 97      | 97      |

Note: For more information about the PBF model visit: [http://www.flbog.edu/about/budget/performance\\_funding.php](http://www.flbog.edu/about/budget/performance_funding.php).



## PERFORMANCE BASED FUNDING METRICS (CONTINUED)

### 6. Percentage of Bachelor's Degrees Awarded within Programs of Strategic Emphasis

|                | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
|----------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| ACTUAL         | 52.2    | 54.7    | 56.1    | 56.9    | 58.8    | .       | .       | .       | .       |
| APPROVED GOALS | .       | .       | .       | 56      | 56      | 57      | 58      | 59      | .       |
| PROPOSED GOALS | .       | .       | .       | .       | .       | 57      | 58      | 59      | 59      |

### 7. University Access Rate [Percent of Undergraduates with a Pell grant]

|                | FALL 2012 | FALL 2013 | FALL 2014 | FALL 2015 | FALL 2016 | FALL 2017 | FALL 2018 | FALL 2019 | FALL 2020 |
|----------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| ACTUAL         | 32.8      | 32.4      | 31.6      | 29.7      | 27.7      | .         | .         | .         | .         |
| APPROVED GOALS | .         | .         | .         | 30        | 30        | 30        | 30        | 30        | .         |
| PROPOSED GOALS | .         | .         | .         | .         | .         | 30        | 30        | 30        | 30        |

### 8. Percentage of Graduate Degrees Awarded within Programs of Strategic Emphasis

|                | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
|----------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| ACTUAL         | 69.0    | 69.8    | 69.2    | 70.3    | 70.9    | .       | .       | .       | .       |
| APPROVED GOALS | .       | .       | .       | 71      | 71      | 72      | 72      | 72      | .       |
| PROPOSED GOALS | .       | .       | .       | .       | .       | 72      | 72      | 72      | 72      |

### 9. BOG Choice: Percent of Baccalaureate Degrees Awarded Without Excess Hours\*

|                | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
|----------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| ACTUAL         | 74.4    | 77.3    | 79.8    | 80.3    | 82.1    | .       | .       | .       | .       |
| APPROVED GOALS | .       | .       | .       | .       | .       | .       | .       | .       | .       |
| PROPOSED GOALS | .       | .       | .       | .       | .       | 83      | 84      | 85      | 85      |

Note\*: There are no approved goals for UF yet as the Board changed UF to this metric at its Nov. 2017 meeting.

### 10. BOT Choice: Licenses/Options Executed Annually\*

|                | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|----------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| ACTUAL #       | 129     | 140     | 147     | 261     | 293     | 257     | .       | .       | .       |
| ACTUAL RANK    | 7       | 4       | 5       | 3       | 2       | .       | .       | .       | .       |
| APPROVED GOALS | .       | .       | .       | .       | 293     | 235     | 245     | 260     | .       |
| PROPOSED GOALS | .       | .       | .       | .       | .       | 235     | 261     | 265     | 270     |

Note\*: The UF Board chose benchmarks for this metric to be based on UF's national rank – not the number of licenses/options executed.

Note: For more information about the PBF model visit: [http://www.flbog.edu/about/budget/performance\\_funding.php](http://www.flbog.edu/about/budget/performance_funding.php)



## PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS

### 1a. Average GPA

|                | FALL 2013 | FALL 2014 | FALL 2015 | FALL 2016 | FALL 2017 | FALL 2018 | FALL 2019 | FALL 2020 | FALL 2021 |
|----------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| ACTUAL         | 4.3       | 4.3       | 4.3       | 4.3       | 4.4       | .         | .         | .         | .         |
| APPROVED GOALS | .         | .         | .         | 4.3       | 4.3       | 4.3       | 4.4       | 4.4       | .         |
| PROPOSED GOALS | .         | .         | .         | .         | .         | 4.4       | 4.4       | 4.4       | 4.4       |

### 1b. Average SAT Score

|                | FALL 2013 | FALL 2014 | FALL 2015 | FALL 2016 | FALL 2017 | FALL 2018 | FALL 2019 | FALL 2020 | FALL 2021 |
|----------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| ACTUAL         | 1287      | 1285      | 1273      | 1281      | 1331      | .         | .         | .         | .         |
| APPROVED GOALS | .         | .         | .         | 1273      | 1280      | 1280      | 1290      | 1290      | .         |
| PROPOSED GOALS | .         | .         | .         | .         | .         | 1350      | 1360      | 1360      | 1360      |

Note\*: SAT scores reflect rescaling to new SAT standards (approved goals were based upon old standard).

### 2. Public University National Ranking [Top50 rankings based on BOG's official list of publications]

|                | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 |
|----------------|------|------|------|------|------|------|------|------|------|
| ACTUAL         | .    | 10   | 10   | 9    | 11   | .    | .    | .    | .    |
| APPROVED GOALS | .    | .    | .    | 10   | 10   | 10   | 10   | 10   | .    |
| PROPOSED GOALS | .    | .    | .    | .    | .    | 10   | 10   | 10   | 10   |

### 3. Freshman Retention Rate [Full-time students as reported to IPEDS]

|                | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
|----------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| ACTUAL         | 96      | 96      | 96      | 96      | 95      | .       | .       | .       | .       |
| APPROVED GOALS | .       | .       | .       | 97      | 97      | 97      | 97      | 97      | .       |
| PROPOSED GOALS | .       | .       | .       | .       | .       | 97      | 97      | 97      | 97      |

### 4. Six-year Graduation Rate [Full-time students as reported to IPEDS]

|                | 2007-13 | 2008-14 | 2009-15 | 2010-16 | 2011-17 | 2012-18 | 2013-19 | 2014-20 | 2015-21 |
|----------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| ACTUAL         | 87      | 88      | 87      | 87      | 88      | .       | .       | .       | .       |
| APPROVED GOALS | .       | .       | .       | 88      | 89      | 89      | 89      | 90      | .       |
| PROPOSED GOALS | .       | .       | .       | .       | .       | 89      | 89      | 90      | 91      |

Note: For more information about the Preeminence model see section 1001.7065 of the Florida Statutes.



## PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (CONTINUED)

### 5. National Academy Memberships

|                | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 |
|----------------|------|------|------|------|------|------|------|------|------|
| ACTUAL         | 25   | 25   | 25   | 29   | 28   | .    | .    | .    | .    |
| APPROVED GOALS | .    | .    | .    | 25   | 30   | 31   | 32   | 33   | .    |
| PROPOSED GOALS | .    | .    | .    | .    | .    | 30   | 31   | 32   | 33   |

### 6. Science & Engineering Research Expenditures (\$M)

|                | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
|----------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| ACTUAL         | 643     | 652     | 700     | 742     | 766     | .       | .       | .       | .       |
| APPROVED GOALS | .       | .       | .       | 707     | 690     | 725     | 760     | 805     | .       |
| PROPOSED GOALS | .       | .       | .       | .       | .       | 788     | 812     | 837     | 862     |

### 7. Non-Medical Science & Engineering Research Expenditures (M)

|                | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
|----------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| ACTUAL         | 472     | 480     | 518     | 483     | 489     | .       | .       | .       | .       |
| APPROVED GOALS | .       | .       | .       | 523     | 450     | 475     | 495     | 520     | .       |
| PROPOSED GOALS | .       | .       | .       | .       | .       | 503     | 518     | 534     | 550     |

### 8. Number of Broad Disciplines Ranked in Top 100 for Research Expenditures

|                | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|----------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| ACTUAL         | 8 of 8  | 8 of 8  | 8 of 8  | 7 of 8  | 8 of 8  | .       | .       | .       | .       |
| APPROVED GOALS | .       | .       | .       | 8 of 8  | 8 of 8  | 8 of 8  | 8 of 8  | 8 of 8  | .       |
| PROPOSED GOALS | .       | .       | .       | .       | .       | 8 of 8  | 8 of 8  | 8 of 8  | 8 of 8  |

Note: For more information about the Preeminence model see section 1001.7065 of the Florida Statutes.



## PREEMINENT RESEARCH UNIVERSITY FUNDING METRICS (CONTINUED)

### 9. Utility Patents Awarded [over three calendar years]

|                | 2011-13 | 2012-14 | 2013-15 | 2014-16 | 2015-17 | 2016-18 | 2017-19 | 2018-20 | 2019-21 |
|----------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| ACTUAL         | 232     | 263     | 303     | 307     | 334     | .       | .       | .       | .       |
| APPROVED GOALS | .       | .       | .       | 270     | 322     | 315     | 323     | 333     | .       |
| PROPOSED GOALS | .       | .       | .       | .       | .       | 339     | 344     | 350     | 354     |

### 10. Doctoral Degrees Awarded Annually

|                | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
|----------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| ACTUAL         | 1,595   | 1,671   | 1,592   | 1,579   | 1,671   | .       | .       | .       | .       |
| APPROVED GOALS | .       | .       | .       | 1,592   | 1,600   | 1,600   | 1,600   | 1,600   | .       |
| PROPOSED GOALS | .       | .       | .       | .       | .       | 1,700   | 1,700   | 1,700   | 1,700   |

### 11. Number of Post-Doctoral Appointees\*

|                | Fall 2010 | Fall 2011 | Fall 2012 | Fall 2013 | Fall 2014<br>OFFICIAL | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 |
|----------------|-----------|-----------|-----------|-----------|-----------------------|-----------|-----------|-----------|-----------|
| ACTUAL         | 648       | 625       | 674       | 677       | 644                   | 679       | 666       | .         | .         |
| APPROVED GOALS | .         | .         | .         | 677       | 644                   | 679       | 664       | 690       | .         |
| PROPOSED GOALS | .         | .         | .         | .         | .                     | .         | .         | 690       | 692       |

Note\*: There is a time lag for the count of Post-Doctoral Appointees because statute requires that this data is as reported by the Center for Measuring University Performance in their annual Top American Research Universities (TARU) report.

### 12. Endowment Size (\$Millions)

|                | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
|----------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| ACTUAL         | 1,360   | 1,520   | 1,556   | 1,468   | 1,612   | .       | .       | .       | .       |
| APPROVED GOALS | .       | .       | .       | 1,630   | 1,570   | 1,640   | 1,717   | 1,800   | .       |
| PROPOSED GOALS | .       | .       | .       | .       | .       | 1,770   | 1,850   | 1,950   | 2,100   |

Note: For more information about the Preeminence model see section 1001.7065 of the Florida Statutes.



## KEY PERFORMANCE INDICATORS

**Teaching & Learning Metrics** (from the 2025 System Strategic Plan that are not included in the PBF section)

**Public University National Ranking** [Number of Top50 Rankings based on BOG's official list of publications]

|                | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 |
|----------------|------|------|------|------|------|------|------|------|------|
| ACTUAL         | .    | 10   | 10   | 9    | 11   | .    | .    | .    | .    |
| APPROVED GOALS | .    | .    | .    | 10   | 10   | 10   | 10   | 10   | .    |
| PROPOSED GOALS | .    | .    | .    | .    | .    | 10   | 10   | 10   | 10   |

**Freshmen in Top 10% of High School Class**

|                | Fall 2013 | Fall 2014 | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 | Fall 2021 |
|----------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| ACTUAL         | 77        | 75        | 72        | 73        | 73        | .         | .         | .         | .         |
| APPROVED GOALS | .         | .         | .         | 72        | 72        | 72        | 72        | 72        | .         |
| PROPOSED GOALS | .         | .         | .         | .         | .         | 73        | 73        | 73        | 73        |

**Time to Degree for FTICs in 120hr programs**

|                | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
|----------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| ACTUAL         | 4.1     | 4.0     | 3.9     | 3.9     | 3.9     | .       | .       | .       | .       |
| APPROVED GOALS | .       | .       | .       | 4.1     | 4.1     | 4.1     | 4.1     | 4.1     | .       |
| PROPOSED GOALS | .       | .       | .       | .       | .       | 4.0     | 4.0     | 4.0     | 4.0     |

**Six-Year FTIC Graduation Rates** [Full- & Part-time students only]

|                | 2007-13 | 2008-14 | 2009-15 | 2010-16 | 2011-17 | 2012-18 | 2013-19 | 2014-20 | 2015-21 |
|----------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| ACTUAL         | 87      | 88      | 86      | 87      | 88      | .       | .       | .       | .       |
| APPROVED GOALS | .       | .       | .       | 87      | 88      | 89      | 89      | 90      | .       |
| PROPOSED GOALS | .       | .       | .       | .       | .       | 89      | 89      | 90      | 90      |

**Bachelor's Degrees Awarded** [First Majors Only]

|                | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
|----------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| ACTUAL         | 8,245   | 8,515   | 8,604   | 8,451   | 8,595   | .       | .       | .       | .       |
| APPROVED GOALS | .       | .       | .       | 8,515   | 8,515   | 8,515   | 8,600   | 8,600   | .       |
| PROPOSED GOALS | .       | .       | .       | .       | .       | 8,515   | 8,600   | 8,600   | 8,600   |





## KEY PERFORMANCE INDICATORS (CONTINUED)

## Teaching &amp; Learning Metrics

## Professional Licensure &amp; Certification Exams: Percent Pass Rates (first-time examinees)

| CALENDAR YEAR                  | 2013       | 2014       | 2015       | 2016       | 2017       | 2018<br>GOAL | 2019<br>GOAL | 2020<br>GOAL | 2021<br>GOAL |
|--------------------------------|------------|------------|------------|------------|------------|--------------|--------------|--------------|--------------|
| <b>Nursing</b>                 | <b>92</b>  | <b>90</b>  | <b>93</b>  | <b>90</b>  | <b>87</b>  | <b>90</b>    | <b>90</b>    | <b>90</b>    | <b>90</b>    |
| <i>US Average</i>              | 85         | 85         | 87         | 88         | 90         | .            | .            | .            | .            |
| <b>Law</b>                     | <b>87</b>  | <b>89</b>  | <b>87</b>  | <b>78</b>  | <b>76</b>  | <b>81</b>    | <b>81</b>    | <b>81</b>    | <b>81</b>    |
| <i>Florida Average</i>         | 80         | 74         | 69         | 66         | 69         | .            | .            | .            | .            |
| <b>Medicine (2Yr)</b>          | <b>98</b>  | <b>96</b>  | <b>95</b>  | <b>96</b>  | <b>95</b>  | <b>98</b>    | <b>98</b>    | <b>98</b>    | <b>98</b>    |
| <i>US Average</i>              | 97         | 96         | 96         | 96         | 96         | .            | .            | .            | .            |
| <b>Pharmacy</b>                | <b>95</b>  | <b>96</b>  | <b>95</b>  | <b>94</b>  | <b>89</b>  | <b>90</b>    | <b>90</b>    | <b>90</b>    | <b>91</b>    |
| <i>US Average</i>              | 95         | 95         | 93         | 86         | 88         | .            | .            | .            | .            |
| <b>Dentistry (p1)</b>          | <b>100</b> | <b>100</b> | <b>100</b> | <b>97</b>  | <b>100</b> | <b>95</b>    | <b>95</b>    | <b>95</b>    | <b>95</b>    |
| <i>US Average</i>              | 93         | 96         | 96         | 95         | 89         | .            | .            | .            | .            |
| <b>Dentistry (p2)</b>          | <b>100</b> | <b>96</b>  | <b>99</b>  | <b>98</b>  | <b>98</b>  | <b>95</b>    | <b>95</b>    | <b>95</b>    | <b>95</b>    |
| <i>US Average</i>              | 94         | 92         | 92         | 91         | 92         | .            | .            | .            | .            |
| <b>Occupational Therapy</b>    | <b>100</b> | <b>100</b> | <b>98</b>  | <b>100</b> | <b>96</b>  | <b>95</b>    | <b>95</b>    | <b>95</b>    | <b>NA</b>    |
| <i>No Comparison available</i> | .          | .          | .          | .          | .          | .            | .            | .            | .            |

| CROSS-YEAR              | 2012-13    | 2013-14   | 2014-15   | 2015-16   | 2016-17   | 2017-18<br>GOAL | 2018-19<br>GOAL | 2019-20<br>GOAL | 2020-21<br>GOAL |
|-------------------------|------------|-----------|-----------|-----------|-----------|-----------------|-----------------|-----------------|-----------------|
| <b>Medicine (4Y-CK)</b> | <b>100</b> | <b>98</b> | <b>98</b> | <b>99</b> | <b>94</b> | <b>98</b>       | <b>98</b>       | <b>98</b>       | <b>98</b>       |
| <i>US Average</i>       | 98         | 97        | 95        | 96        | 96        | .               | .               | .               | .               |
| <b>Medicine (4Y-CS)</b> | <b>99</b>  | <b>97</b> | <b>98</b> | <b>99</b> | <b>97</b> | <b>98</b>       | <b>98</b>       | <b>98</b>       | <b>98</b>       |
| <i>US Average</i>       | 98         | 96        | 96        | 97        | 96        | .               | .               | .               | .               |
| <b>Veterinary</b>       | <b>99</b>  | <b>97</b> | <b>95</b> | <b>98</b> | <b>97</b> | <b>97</b>       | <b>97</b>       | <b>97</b>       | <b>97</b>       |
| <i>US Average</i>       | 96         | 90        | 90        | 90        | 91        | .               | .               | .               | .               |

| MULTI-YEAR              | 2011-13   | 2012-14   | 2013-15   | 2014-16   | 2015-17   | 2016-18<br>GOAL | 2017-19<br>GOAL | 2018-20<br>GOAL | 2019-21<br>GOAL |
|-------------------------|-----------|-----------|-----------|-----------|-----------|-----------------|-----------------|-----------------|-----------------|
| <b>Physical Therapy</b> | <b>94</b> | <b>94</b> | <b>96</b> | <b>95</b> | <b>95</b> | <b>95</b>       | <b>95</b>       | <b>95</b>       | <b>95</b>       |
| <i>US Average</i>       | 89        | 90        | 91        | 92        | 92        | .               | .               | .               | .               |

Note: An asterisk (\*) indicates the passing rate is preliminary.



## KEY PERFORMANCE INDICATORS (CONTINUED)

### Teaching & Learning Metrics

#### Graduate Degrees Awarded [First Majors Only]

|                | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
|----------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| ACTUAL         | 5,981   | 6,241   | 5,613   | 5,809   | 6,162   | .       | .       | .       | .       |
| APPROVED GOALS | .       | .       | .       | 5,620   | 5,650   | 5,700   | 5,800   | 5,800   | .       |
| PROPOSED GOALS | .       | .       | .       | .       | .       | 5,700   | 5,800   | 5,800   | 5,800   |

#### Percent of Bachelor's Degrees Awarded to African-American & Hispanic Students

|                | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
|----------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| ACTUAL         | 27      | 27      | 28      | 27      | 28      | .       | .       | .       | .       |
| APPROVED GOALS | .       | .       | .       | 26      | 26      | 26      | 26      | 26      | .       |
| PROPOSED GOALS | .       | .       | .       | .       | .       | 28      | 28      | 28      | 28      |

#### Percentage of Adult (Aged 25+) Undergraduates Enrolled

|                | Fall 2013 | Fall 2014 | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 | Fall 2021 |
|----------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| ACTUAL         | 6         | 6         | 7         | 7         | 7         | .         | .         | .         | .         |
| APPROVED GOALS | .         | .         | .         | 6         | 6         | 6         | 6         | 6         | .         |
| PROPOSED GOALS | .         | .         | .         | .         | .         | 6         | 6         | 6         | 6         |

#### Percent of Undergraduate FTE in Online Courses

|                | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
|----------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| ACTUAL         | 20      | 26      | 27      | 31      | 32      | .       | .       | .       | .       |
| APPROVED GOALS | .       | .       | .       | 27      | 32      | 33      | 34      | 35      | .       |
| PROPOSED GOALS | .       | .       | .       | .       | .       | 33      | 34      | 35      | 35      |

#### Percent of Bachelor's Degrees in STEM & Health

|                | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
|----------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| ACTUAL         | 40      | 42      | 43      | 43      | 45      | .       | .       | .       | .       |
| APPROVED GOALS | .       | .       | .       | 44      | 44      | 45      | 46      | 47      | .       |
| PROPOSED GOALS | .       | .       | .       | .       | .       | 45      | 46      | 47      | 47      |

#### Percent of Graduate Degrees in STEM & Health

|                | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
|----------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| ACTUAL         | 58      | 58      | 58      | 59      | 61      | .       | .       | .       | .       |
| APPROVED GOALS | .       | .       | .       | 58      | 59      | 59      | 59      | 59      | .       |
| PROPOSED GOALS | .       | .       | .       | .       | .       | 60      | 60      | 60      | 60      |



## KEY PERFORMANCE INDICATORS (CONTINUED)

### Scholarship, Research and Innovation Metrics

#### National Academy Memberships

|                | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 |
|----------------|------|------|------|------|------|------|------|------|------|
| ACTUAL         | 25   | 25   | 25   | 29   | 28   | .    | .    | .    | .    |
| APPROVED GOALS | .    | .    | .    | 25   | 30   | 30   | 30   | 30   | .    |
| PROPOSED GOALS | .    | .    | .    | .    | .    | 30   | 30   | 30   | 30   |

#### Faculty Awards

|                | Fall 2011 | Fall 2012 | Fall 2013 | Fall 2014 | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 |
|----------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| ACTUAL         | 18        | 20        | 15        | 21        | 23        | .         | .         | .         | .         |
| APPROVED GOALS | .         | .         | .         | 21        | 25        | 26        | 27        | 28        | .         |
| PROPOSED GOALS | .         | .         | .         | .         | .         | 26        | 27        | 28        | 29        |

#### Total Research Expenditures (\$M)

|                | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
|----------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| ACTUAL         | 695     | 708     | 740     | 791     | 801     | .       | .       | .       | .       |
| APPROVED GOALS | .       | .       | .       | 747     | 735     | 770     | 810     | 850     | .       |
| PROPOSED GOALS | .       | .       | .       | .       | .       | 825     | 849     | 875     | 901     |

#### Percentage of Research Expenditures Funded from External Sources

|                | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
|----------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| ACTUAL         | 51      | 54      | 52      | 52      | 55      | .       | .       | .       | .       |
| APPROVED GOALS | .       | .       | .       | 52      | 52      | 53      | 53      | 54      | .       |
| PROPOSED GOALS | .       | .       | .       | .       | .       | 56      | 56      | 57      | 57      |

#### Utility Patents Awarded [from the USPTO]

|                | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 |
|----------------|------|------|------|------|------|------|------|------|------|
| ACTUAL         | 97   | 91   | 115  | 101  | 118  | .    | .    | .    | .    |
| APPROVED GOALS | .    | .    | .    | .    | 105  | 108  | 110  | 115  | .    |
| PROPOSED GOALS | .    | .    | .    | .    | .    | 120  | 121  | 123  | 125  |

#### Number of Licenses/Options Executed Annually

|                | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|----------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| ACTUAL         | 129     | 140     | 147     | 261     | 293     | 257     | .       | .       | .       |
| APPROVED GOALS | .       | .       | .       | 225     | 293     | 235     | 245     | 260     | .       |
| PROPOSED GOALS | .       | .       | .       | .       | .       | 235     | 261     | 265     | 270     |



## KEY PERFORMANCE INDICATORS (CONTINUED)

### Scholarship, Research and Innovation Metrics

#### Number of Start-up Companies Created

|                | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|----------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| ACTUAL         | 15      | 16      | 16      | 15      | 17      | 11      | .       | .       | .       |
| APPROVED GOALS | .       | .       | .       | 17      | 16      | 10      | 16      | 17      | .       |
| PROPOSED GOALS | .       | .       | .       | .       | .       | 11      | 15      | 15      | 16      |

### Institution Specific Goals

To further distinguish the university's distinctive mission, the university may choose to provide additional metric goals that are based on the university's own strategic plan.

#### 1. Metric

| FALL YYYY<br>YYYY-YY | FALL YYYY<br>YYYY-YY | FALL YYYY<br>YYYY-YY | FALL YYYY<br>YYYY-YY | FALL YYYY<br>YYYY-YY | YYYY<br>GOAL | YYYY<br>GOAL | YYYY<br>GOAL | YYYY<br>GOAL |
|----------------------|----------------------|----------------------|----------------------|----------------------|--------------|--------------|--------------|--------------|
| xxx                  | xxx                  | xxx                  | xxx                  | xxx                  | xxx          | xxx          | xxx          | Xxx          |

#### 2. Metric

| FALL YYYY<br>YYYY-YY | FALL YYYY<br>YYYY-YY | FALL YYYY<br>YYYY-YY | FALL YYYY<br>YYYY-YY | FALL YYYY<br>YYYY-YY | YYYY<br>GOAL | YYYY<br>GOAL | YYYY<br>GOAL | YYYY<br>GOAL |
|----------------------|----------------------|----------------------|----------------------|----------------------|--------------|--------------|--------------|--------------|
| xxx                  | xxx                  | xxx                  | xxx                  | xxx                  | xxx          | xxx          | xxx          | Xxx          |

#### 3. Metric

| FALL YYYY<br>YYYY-YY | FALL YYYY<br>YYYY-YY | FALL YYYY<br>YYYY-YY | FALL YYYY<br>YYYY-YY | FALL YYYY<br>YYYY-YY | YYYY<br>GOAL | YYYY<br>GOAL | YYYY<br>GOAL | YYYY<br>GOAL |
|----------------------|----------------------|----------------------|----------------------|----------------------|--------------|--------------|--------------|--------------|
| xxx                  | xxx                  | xxx                  | xxx                  | xxx                  | xxx          | xxx          | xxx          | Xxx          |



## ENROLLMENT PLANNING

Actual & Planned Headcount Enrollment by Student Type *(for all students at all campuses)*

|                       | FALL<br>2013<br>ACTUAL | FALL<br>2014<br>ACTUAL | FALL<br>2015<br>ACTUAL | FALL<br>2016<br>ACTUAL | FALL<br>2017<br>ACTUAL | FALL<br>2018<br>PLAN | FALL<br>2019<br>PLAN | FALL<br>2020<br>PLAN | FALL<br>2021<br>PLAN |
|-----------------------|------------------------|------------------------|------------------------|------------------------|------------------------|----------------------|----------------------|----------------------|----------------------|
| <b>UNDERGRADUATE</b>  |                        |                        |                        |                        |                        |                      |                      |                      |                      |
| FTIC (Regular Admit)  | 25,591                 | 25,705                 | 26,221                 | 27,419                 | 27,624                 | 27,354               | 27,545               | 27,755               | 27,755               |
| FTIC (Profile Admit)  | 632                    | 631                    | 618                    | 448                    | 329                    | 330                  | 333                  | 335                  | 335                  |
| FCS AA Transfers      | 4,890                  | 5,142                  | 5,480                  | 5,807                  | 6,094                  | 6,264                | 6,308                | 6,356                | 6,356                |
| Other AA Transfers    | 248                    | 285                    | 404                    | 462                    | 614                    | 751                  | 757                  | 762                  | 762                  |
| Post-Baccalaureates   | 0                      | 0                      | 0                      | 0                      | 0                      | 0                    | 0                    | 0                    | 0                    |
| Other Undergraduates  | 1,014                  | 1,018                  | 1,279                  | 1,382                  | 1,775                  | 2,062                | 2,076                | 2,092                | 2,092                |
| <b>Subtotal</b>       | <b>32,375</b>          | <b>32,781</b>          | <b>34,002</b>          | <b>35,518</b>          | <b>36,436</b>          | <b>36,762</b>        | <b>37,018</b>        | <b>37,300</b>        | <b>37,300</b>        |
| <b>GRADUATE</b>       |                        |                        |                        |                        |                        |                      |                      |                      |                      |
| Master's              | 7,204                  | 7,114                  | 7,618                  | 8,059                  | 7,684                  | 7,770                | 7,764                | 7,747                | 7,735                |
| Research Doctoral     | 4,348                  | 4,229                  | 4,296                  | 4,314                  | 4,315                  | 4,295                | 4,268                | 4,234                | 4,208                |
| Professional Doctoral | 4,377                  | 4,411                  | 4,359                  | 4,446                  | 4,298                  | 4,345                | 4,358                | 4,362                | 4,362                |
| <b>Subtotal</b>       | <b>15,929</b>          | <b>15,754</b>          | <b>16,273</b>          | <b>16,819</b>          | <b>16,297</b>          | <b>16,401</b>        | <b>16,391</b>        | <b>16,342</b>        | <b>16,305</b>        |
| <b>UNCLASSIFIED</b>   |                        |                        |                        |                        |                        |                      |                      |                      |                      |
| H.S. Dual Enrolled    | 71                     | 149                    | 124                    | 273                    | 542                    | 731                  | 736                  | 741                  | 753                  |
| Other <sup>1</sup>    | 1,720                  | 1,852                  | 2,120                  | 2,244                  | 2,587                  | 2,737                | 2,750                | 2,762                | 2,790                |
| <b>Subtotal</b>       | <b>1,791</b>           | <b>2,001</b>           | <b>2,244</b>           | <b>2,517</b>           | <b>3,129</b>           | <b>3,468</b>         | <b>3,485</b>         | <b>3,503</b>         | <b>3,544</b>         |
| <b>TOTAL</b>          | <b>50,095</b>          | <b>50,536</b>          | <b>52,519</b>          | <b>54,854</b>          | <b>55,862</b>          | <b>56,640</b>        | <b>56,894</b>        | <b>57,145</b>        | <b>57,149</b>        |

Notes: This table reports the number of students enrolled at the university by student type categories. 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. Unclassified refers to a student who has not yet been formally admitted into a degree program but is enrolled. (1) 'Other Unclassified' students include Post-Baccalaureates who are not seeking a degree.

**ENROLLMENT PLANNING (CONTINUED)****Actual & Planned FTE Enrollment by Residency & Student Level**

|                     | 2012-13<br>ACTUAL | 2013-14<br>ACTUAL | 2014-15<br>ACTUAL | 2015-16<br>ACTUAL | 2016-17<br>ACTUAL | 2017-18<br>PLAN | 2018-19<br>PLAN | 2019-20<br>PLAN | 2020-21<br>PLAN | 2021-22<br>PLAN |
|---------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| <b>RESIDENT</b>     |                   |                   |                   |                   |                   |                 |                 |                 |                 |                 |
| LOWER               | 13,177            | 13,028            | 12,751            | 13,084            | 13,459            | 13,595          | 13,145          | 13,032          | 13,089          | 13,089          |
| UPPER               | 17,809            | 18,028            | 18,051            | 18,372            | 18,862            | 19,630          | 19,843          | 19,887          | 19,902          | 19,902          |
| GRAD I              | 3,611             | 3,407             | 3,378             | 3,603             | 3,625             | 3,638           | 3,724           | 3,724           | 3,705           | 3,694           |
| GRAD II             | 5,061             | 4,961             | 4,859             | 4,623             | 4,527             | 4,313           | 4,148           | 4,038           | 4,015           | 3,999           |
| <b>TOTAL</b>        | <b>39,658</b>     | <b>39,424</b>     | <b>39,039</b>     | <b>39,682</b>     | <b>40,473</b>     | <b>41,175</b>   | <b>40,860</b>   | <b>40,682</b>   | <b>40,710</b>   | <b>40,684</b>   |
| <b>NON-RESIDENT</b> |                   |                   |                   |                   |                   |                 |                 |                 |                 |                 |
| LOWER               | 595               | 711               | 855               | 1,101             | 1,380             | 1,463           | 1,605           | 1,697           | 1,763           | 1,763           |
| UPPER               | 734               | 851               | 1,007             | 1,125             | 1,332             | 1,569           | 1,831           | 2,060           | 2,202           | 2,202           |
| GRAD I              | 2,945             | 2,928             | 2,984             | 3,264             | 3,530             | 3,251           | 3,194           | 3,188           | 3,192           | 3,193           |
| GRAD II             | 2,901             | 2,833             | 2,815             | 2,941             | 3,098             | 3,120           | 3,206           | 3,271           | 3,235           | 3,207           |
| <b>TOTAL</b>        | <b>7,175</b>      | <b>7,322</b>      | <b>7,661</b>      | <b>8,431</b>      | <b>9,340</b>      | <b>9,403</b>    | <b>9,836</b>    | <b>10,216</b>   | <b>10,393</b>   | <b>10,365</b>   |
| <b>TOTAL</b>        |                   |                   |                   |                   |                   |                 |                 |                 |                 |                 |
| LOWER               | 13,772            | 13,739            | 13,606            | 14,185            | 14,839            | 15,057          | 14,749          | 14,730          | 14,852          | 14,852          |
| UPPER               | 18,543            | 18,878            | 19,058            | 19,497            | 20,194            | 21,200          | 21,674          | 21,947          | 22,104          | 22,104          |
| GRAD I              | 6,556             | 6,335             | 6,362             | 6,867             | 7,155             | 6,888           | 6,918           | 6,913           | 6,897           | 6,887           |
| GRAD II             | 7,962             | 7,794             | 7,674             | 7,564             | 7,624             | 7,433           | 7,354           | 7,309           | 7,250           | 7,206           |
| <b>TOTAL</b>        | <b>46,833</b>     | <b>46,746</b>     | <b>46,700</b>     | <b>48,113</b>     | <b>49,813</b>     | <b>50,578</b>   | <b>50,696</b>   | <b>50,898</b>   | <b>51,103</b>   | <b>51,049</b>   |

Note: Full-time Equivalent (FTE) student is a measure of all instructional activity (regardless of fundability) that is based on the number of credit hours that students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Pursuant to section 1013.31, Florida Statutes, Board facilities staff use this data as a key factor in the calculation of facility space needs for university educational plant surveys.

**Actual & Planned FTE Enrollment by Method of Instruction *(for all students at all campuses)***

|                      | 2012-13<br>ACTUAL | 2013-14<br>ACTUAL | 2014-15<br>ACTUAL | 2015-16<br>ACTUAL | 2016-17<br>ACTUAL | 2017-18<br>PLAN | 2018-19<br>PLAN | 2019-20<br>PLAN | 2020-21<br>PLAN | 2021-22<br>PLAN |
|----------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| <b>UNDERGRADUATE</b> |                   |                   |                   |                   |                   |                 |                 |                 |                 |                 |
| Distance (80-100%)   | 6,404             | 8,376             | 8,918             | 10,284            | 11,282            | 12,305          | 12,602          | 12,947          | 13,267          | 13,267          |
| Hybrid (50-79%)      | 491               | 305               | 319               | 423               | 425               | 348             | 364             | 367             | 333             | 333             |
| Classroom (0-50%)    | 25,424            | 23,935            | 23,427            | 22,975            | 23,326            | 23,604          | 23,456          | 23,363          | 23,356          | 23,356          |
| <b>Subtotal</b>      | <b>32,319</b>     | <b>32,616</b>     | <b>32,664</b>     | <b>33,682</b>     | <b>35,034</b>     | <b>36,257</b>   | <b>36,423</b>   | <b>36,677</b>   | <b>36,956</b>   | <b>36,956</b>   |
| <b>GRADUATE</b>      |                   |                   |                   |                   |                   |                 |                 |                 |                 |                 |
| Distance (80-100%)   | 3,356             | 3,643             | 3,943             | 3,999             | 4,301             | 4,095           | 4,125           | 4,153           | 4,159           | 4,172           |
| Hybrid (50-79%)      | 486               | 310               | 280               | 238               | 302               | 364             | 285             | 284             | 283             | 282             |
| Classroom (0-50%)    | 10,678            | 10,177            | 9,813             | 10,194            | 10,176            | 9,862           | 9,862           | 9,785           | 9,705           | 9,640           |
| <b>Subtotal</b>      | <b>14,520</b>     | <b>14,130</b>     | <b>14,036</b>     | <b>14,431</b>     | <b>14,779</b>     | <b>14,321</b>   | <b>14,272</b>   | <b>14,222</b>   | <b>14,147</b>   | <b>14,094</b>   |

Note: Full-time Equivalent (FTE) student is a measure of instructional activity (regardless of fundability) that is based on the number of credit hours that students enroll. FTE is based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. 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.). Classroom/Traditional, is a course in which less than 50% of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time, space or both. This designation can include activities that do not occur in a classroom (ie, labs, internships, practica, clinicals, labs, etc) – see SUDS data element #2052.



## ACADEMIC PROGRAM COORDINATION

### New Programs For Consideration by University in AY 2018-19

The S.U.S. Council of Academic Vice Presidents (CAVP) Academic Program Coordination Work Group will review these programs as part of their on-going coordination efforts. The programs listed below are based on the 2017 Work Plan list for programs under consideration for 2018-20.

| PROGRAM TITLES   | CIP CODE<br>6-digit | AREA OF<br>STRATEGIC<br>EMPHASIS | OTHER<br>UNIVERSITIES<br>WITH SAME<br>PROGRAM | OFFERED VIA<br>DISTANCE<br>LEARNING<br>IN SYSTEM | PROJECTED<br>ENROLLMENT<br><i>in 5th year</i> | PROPOSED<br>DATE OF<br>SUBMISSION<br>TO UBOT |
|--|---------------------|----------------------------------|---|--|---|--|
| <b>BACHELOR'S PROGRAMS</b>                                       |                     |                                  |   |  |   |  |
| Spanish & Port Studies   | 16.0908             | N/A                              | None  | No   | 838   | Spring 2019                                  |
| <b>MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS</b> |                     |                                  |   |  |   |  |
| Master of Design   | 50.0401             | N/A                              | None  | No   | 20  | March 2018                                   |
| Anatomy  | 26.0403             | N/A                              | None  | No   | 50  | Spring 2019                                  |
| <b>DOCTORAL PROGRAMS</b>   |                     |                                  |   |  |   |  |
| Anatomy  | 26.0403             | N/A                              | None  | No   | 25  | Spring 2019                                  |
| Doctor of Musical Arts   | 50.0901             | LOCAL                            | None  | 16%  | 15  | June 2018                                    |
| Doctor of Athletic Training                                      | 51.0913             | N/A                              | None  | No   | 25  | Fall 2018                                    |

### New Programs For Consideration by University in 2019-21-

These programs will be used in the 2017-18 Accountability Plan list for programs under consideration for 2019-20.

| PROGRAM TITLES   | CIP CODE<br>6-digit | AREA OF<br>STRATEGIC<br>EMPHASIS | OTHER<br>UNIVERSITIES<br>WITH SAME<br>PROGRAM | OFFERED VIA<br>DISTANCE<br>LEARNING<br>IN SYSTEM | PROJECTED<br>ENROLLMENT<br><i>in 5th year</i> | PROPOSED<br>DATE OF<br>SUBMISSION<br>TO UBOT |
|--|---------------------|----------------------------------|---|--|---|--|
| <b>BACHELOR'S PROGRAMS</b>                                       |                     |                                  |   |  |   |  |
| Marine Sciences  | 26.1302             | STEM                             | FIU, UWF                                      | TBD  | 100   | Spring 2020                                  |
| Mfg Eng Technology   | 15.0613             | STEM                             | None  | 100%   | 300   | Fall 2020                                    |
| Ag Operations Mang   | 01.0106             | N/A                              | None  | TBD  | 40  | Fall 2020                                    |
| Early Childhood Ed   | 13.1210             | EDUCATION                        | FGCU, FIU,<br>FSU, UCF,<br>UNF, USF           | TBD  | TBD   | Fall 2020                                    |
| <b>MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS</b> |                     |                                  |   |  |   |  |
| Case Management  | 51.0001             | N/A                              | None  | Yes  | 40  | Fall 2019                                    |
| Bioinformatics Comp Biology                                      | 26.1103             | STEM                             | USF   | No   | 30  | Fall 2020                                    |
| Geomatics  | 15.1102             | STEM                             | None  | Yes  | 40  | Fall 2020                                    |
| Advanced Legal Research  | 22.0201             | N/A                              | None  | Yes  | 25  | Spring 2019                                  |
| <b>DOCTORAL PROGRAMS</b>   |                     |                                  |   |  |   |  |
| Arch & Bldg Sciences   | 04.0902             | N/A                              | None  | No   | 30  | Spring 2019                                  |
| Geomatics  | 15.1102             | STEM                             | None  | No   | 25  | Fall 2020                                    |
| Sustainability Studies   | 30.3301             | STEM                             | None  | No   | 20  | Spring 2019                                  |
| Lang, Lit & Cultures   | 16.0101             | GLOBAL                           | None  | TBD  | TBD   | Fall 2020                                    |
| Plant Breeding   | 01.1104             | STEM*                            | None  | TBD  | 20  | Fall 2020                                    |

\*will be proposed as a STEM program



## 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 2018

University Submitting Proposal

Proposed Implementation Term

Liberal Arts and Sciences

Spanish and Portuguese Studies

Name of College(s) or School(s)

Name of Department(s)/ Division(s)

Foreign Language

B.A. in Hispanic and Latin American  
Languages, Literatures and Linguistics

Academic Specialty or Field

Complete Name of Degree

16.0908

Proposed CIP Code

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

Date Approved by the University Board of  
Trustees

President

Date

Signature of Chair, Board of  
Trustees

Date

Vice President for Academic  
Affairs

Date

Provide headcount (HC) and full-time equivalent (FTE) student estimates of majors for Years 1 through 5. HC and FTE estimates should be identical to those in Table 1 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<br>Timeframe | Projected<br>Enrollment<br>(From Table 1) |       | Projected Program Costs<br>(From Table 2) |              |                               |                    |             |
|-----------------------------|---|-------|---|--------------|-------------------------------|--------------------|-------------|
|                             | HC*                                       | FTE   | E&G<br>Cost per<br>FTE                    | E&G<br>Funds | Contract &<br>Grants<br>Funds | Auxiliary<br>Funds | Total Cost  |
| Year 1                      | 859                                       | 268.4 | \$8,726                                   | \$2,342,011  | 0                             | 0                  | \$2,342,011 |
| Year 2                      | 855                                       | 259.8 |   |              |                               |                    |             |
| Year 3                      | 799                                       | 212.4 |   |              |                               |                    |             |
| Year 4                      | 811                                       | 213.0 |   |              |                               |                    |             |
| Year 5                      | 838                                       | 225.7 | \$10,071                                  | \$2,273,000  | 0                             | 0                  | \$2,273,000 |

\*Note: The headcount figures used here come from the official primary major data as well as reported secondary major data, and ALSO include the numbers of students who are taking language courses that do not count towards the major but are prerequisites for the major. These courses are taught by department faculty and graduate students whose salary are included in other figures.



## 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) The proposed program is an undergraduate major program. We propose replacing our two current majors (CIP [16.0904](#), [16.0905](#)) with the one combined ([16.0908](#)) program, and offering different tracks. (b) We are proposing three distinct tracks within this major: Spanish; Portuguese; and a combined Spanish and Portuguese track. (c) Total number of credit hours for this major is 120, with 33 hours coming from critical tracking/departmental coursework.

(d) The 16.0908 code provides an opportunity to highlight and combine the two languages that comprise our department, and to highlight the modern curriculum we offer and the potential for interdisciplinary study. This program is being proposed in order to more accurately reflect the nature of our departmental offerings and to better appeal to the changing interests and needs of our students. Our Spanish and Portuguese offerings are evolving, in conjunction with the changing face of humanities disciplines nation-wide, and have moved away from the traditional philological approach to explore new areas such as linguistics, film, and language for professions. As such, the current CIP codes (16.0904, 16.0905) that delineate our two current programs have become outdated, with their focus on language in written and historical contexts (philology) and reflect only a fraction of UF's current department. At the upper division (3000/4000 levels), we offer a track in linguistics with courses on sociolinguistics, bilingualism, language in contact, and new approaches to language teaching and learning. The offerings in literature and culture include advanced coursework in film and society, popular culture, the visual arts and literature, and courses on themes such as violence, gender and sexuality as well as pressing socio-political issues in the Spanish- and Portuguese-speaking world. UF has already taken the first step in recognizing the unique status of Spanish and Portuguese in our state by creating a separate department for our languages, while combining other world languages into one department. As the only SUS institution that maintains a separate department for Spanish & Portuguese, we are uniquely poised to distinguish ourselves with this degree program that will prepare our students, especially for living and working in the state of Florida.

By adding a track combining coursework on Spain, Spanish America *and* Brazil, the combined program helps foster the linguistic and cultural competence (per the [Modern Language Association 2007 report](#)) students need in order to be successful in today's multilingual world, with emphasis on the languages and cultures that are among the most important for the state of Florida.

- 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 pre-proposal was reviewed by CAVP on 22 September, 2016. No concerns were raised.

- 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.

N/A

- 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](#)).

This program supports UF's focus on globalization, diversity and public engagement, while also contributing to the SUS goal of supporting "students' development of the knowledge, skills, and aptitudes needed for success in the global society and marketplace" (p.10) by better preparing graduates for work and life in Florida and surrounding areas.

- In the **Teaching and Learning** goal area, we hope to both strengthen the reputation of our program [excellence] by joining our well-respected out-of-state peers and aspirational peers who offer similar degrees (e.g., [University of California Berkeley](#), [Arizona State University](#), [Emory University](#), [Vanderbilt University](#), or [Princeton University](#), to name a few). Ideally we will increase enrollments [productivity] thanks to renewed interest in Latin American area and language studies.
- In the **Scholarship, Research and Innovation** Goal area, the new degree program capitalizes on the strengths of our current faculty, and should foster increased research productivity among our colleagues and graduate students.
- Finally, in the **Community and Business Engagement** Goal area, this program will continue to engage in the excellent community engagement that we already practice, such as our Spanish service learning class and our experiential learning study abroad programs in the Dominican Republic and Peru, as well as our language and culture study abroad programs in Spain (Barcelona, Seville and Valencia) and Brazil. By uniting our curriculum more strongly between Spanish and Portuguese, we can extend these efforts to include both Spanish- and Portuguese-speakers in our community and communities abroad.

- 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.

All coursework for the program will be offered on University of Florida (Gainesville) campus and pre-approved study abroad programs.

|   |
|---|
| <b>INSTITUTIONAL AND STATE LEVEL ACCOUNTABILITY</b> |
|---|

## 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.

Spanish is the second most widely spoken language in the US, with 45 million speakers as a first or second language and 6 million learners. While the 2010 Census reported that just under 1% of Floridians spoke Portuguese, a rapid increase in immigration from Brazil to Florida, particularly the Miami and Orlando areas, has contributed to a significant increase in recent years in the importance of Portuguese here as well. (Worldwide, Portuguese is spoken by over 2 million people in four different countries.) Additionally, Brazil continues to be Florida's largest international trade partner, so it is no surprise that Portuguese is establishing itself, along with Spanish, as an important language of commerce in Florida. Florida residents will increasingly interact and engage in business dealings with Spanish America and Brazil, and thus the need to prepare UF graduates to function in *both* Spanish and Portuguese is becoming increasingly evident. This proposed major will continue to appeal to those students already interested in Spanish and Portuguese studies, while the combined track will provide an additional attraction for those interested in International Studies, Latin American Studies, Business, and Health. It will also be attractive to any students who plan to live and work in Florida or in the Americas.

We also anticipate that the large number of students who come to UF with proficiency in Spanish and/or Portuguese from their home environments will be more attracted to this combined degree than to a degree in only one language, as it allows them to capitalize on a current strength but add to their skills and marketability. The degree will continue to prepare students for a variety of career paths, from education to government work, from business to graduate study.

Current enrollment data, along with well-known national trends, show that enrollments in language majors are, overall, declining. However, the rate of decline in Spanish is slower in Florida than elsewhere, and the decline in Portuguese – nationwide – is less than the national trend, as indicated in the figures below.

**SUS enrollment data – Portuguese declared majors (16.0904)**

|              | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 |
|--------------|------|------|------|------|------|------|------|
| <b>FIU</b>   | 12   | 12   | 14   | 12   | 10   | 10   | 6    |
| <b>UF</b>    | 7    | 8    | 9    | 11   | 6    | 3    | 3    |
| <b>Total</b> | 19   | 20   | 23   | 33   | 16   | 13   | 9    |

**SUS degree data – Portuguese majors graduated (16.0904)**

|              | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 |
|--------------|------|------|------|------|------|------|------|
| <b>FIU</b>   | 0    | 2    | 4    | 5    | 5    | 5    | 4    |
| <b>UF</b>    | 2    | 5    | 3    | 2    | 7    | 6    | 1    |
| <b>Total</b> | 2    | 7    | 7    | 7    | 12   | 11   | 5    |

**SUS enrollment data – Spanish declared majors (16.0905)**

|             | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 |
|-------------|------|------|------|------|------|------|------|
| <b>FAMU</b> | 15   | 9    | 4    | 0    | 0    | 0    | 0    |
| <b>FAU</b>  | 59   | 66   | 58   | 53   | 46   | 36   | 37   |

|              |            |            |            |            |            |            |            |
|--------------|------------|------------|------------|------------|------------|------------|------------|
| <b>FGCU</b>  | 22         | 12         | 11         | 7          | 3          | 0          | 0          |
| <b>FIU</b>   | 133        | 120        | 106        | 107        | 108        | 76         | 73         |
| <b>FSU</b>   | 107        | 98         | 94         | 93         | 106        | 107        | 91         |
| <b>UCF</b>   | 89         | 87         | 72         | 64         | 74         | 65         | 59         |
| <b>UF</b>    | 126        | 141        | 128        | 101        | 79         | 88         | 87         |
| <b>UNF</b>   | 41         | 45         | 49         | 46         | 47         | 41         | 35         |
| <b>USF</b>   | 101        | 100        | 96         | 102        | 80         | 67         | 49         |
| <b>Total</b> | <b>693</b> | <b>678</b> | <b>618</b> | <b>573</b> | <b>543</b> | <b>480</b> | <b>431</b> |

**SUS degree data – Spanish majors graduated (16.0905)**

|              | 2010       | 2011       | 2012       | 2013       | 2014       | 2015       | 2016       |
|--------------|------------|------------|------------|------------|------------|------------|------------|
| <b>FAMU</b>  | 1          | 5          | 4          | 6          | 3          | 0          | 0          |
| <b>FAU</b>   | 18         | 13         | 18         | 23         | 13         | 19         | 15         |
| <b>FGCU</b>  | 2          | 6          | 2          | 4          | 2          | 2          | 0          |
| <b>FIU</b>   | 45         | 47         | 31         | 26         | 31         | 39         | 32         |
| <b>FSU</b>   | 50         | 43         | 60         | 42         | 37         | 45         | 50         |
| <b>UCF</b>   | 36         | 49         | 30         | 41         | 35         | 25         | 31         |
| <b>UF</b>    | 73         | 64         | 75         | 65         | 58         | 67         | 49         |
| <b>UNF</b>   | 13         | 16         | 23         | 21         | 20         | 24         | 22         |
| <b>USF</b>   | 30         | 27         | 36         | 32         | 39         | 45         | 34         |
| <b>Total</b> | <b>268</b> | <b>270</b> | <b>279</b> | <b>260</b> | <b>238</b> | <b>266</b> | <b>233</b> |

Departmental data from 2017 indicate that in Spanish this trend is beginning to reverse. Regardless, though, we hope that the proposed curricular modification will help not only slow the decline, but also attract greater numbers of students to our majors. In a survey conducted to assess the state of foreign language department curricula 10 years after the MLA report referenced above (Lomicka & Lord 2017<sup>1</sup>), nationwide results showed that students continue to think foreign languages are important: 84% think that taking a language other than English is important and 90% think foreign language study is a valuable asset to their future. Nowhere is this more relevant for Spanish and Portuguese than in the state of Florida. There is no reason to suspect enrollments in the Spanish and Portuguese tracks would decline (as compared to current enrollments in the separate majors currently offered), and we believe that with Brazil playing an increasingly vital role in the U.S., and specifically in Florida, students who would normally pursue Spanish courses toward a certificate or minor will be attracted to the possibilities offered by the combined Spanish/Portuguese track.

- 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.**

Student enrollment in Spanish and Portuguese has, as noted above, declined in recent years, which follows nationwide trends. However, here at the University of Florida, our decline is

<sup>1</sup> Lomicka, L. and Lord, G. (2017). "Ten Years After the MLA Report: Perspectives on the Role of Foreign Languages." Presented at Modern Language Association Convention, 2017. Philadelphia, PA.



at a decidedly slower rate than the national average, and we have numerous double majors and new programs, including:

- A service learning course (SPN3948) offered both at home and abroad in the Dominican Republic and Peru: 25-50 students enroll residually every fall/spring semester, and between 15-30 students participate in each of the two summer study abroad programs.
- A course in Spanish for the Health Professions (SPN3036) that fills to capacity (25+ students) every fall, spring and summer semester.
- Additional courses in Spanish for specific purposes, such as translation, legal professions, business, or education; each of these courses is offered once per academic year and they all generally fill to the 25 student cap.
- A new Certificate in Spanish for the Professions, consisting of 12 upper-level credits with a focus on preparing students in other fields to interact professionally with Spanish language and culture; each year about 25 students are enrolled in this Certificate.
- Courses about specific Latin American countries (e.g., last year's course on Colombia as portrayed through film and literature) have sparked student interest in the intersection of language, literature, culture and social justice issues, illustrating the new focus on interdisciplinary studies.

In addition to our solid Hispanic studies background, we have a longstanding tradition in Latino Studies as well as Brazilian Studies in our department and in collaboration with the [Center for Latin American Studies](#). The Center, in turn, depends especially on our Brazilian Portuguese curriculum for the continued success of their grants and programming. Together we offer study abroad programs and Foreign Language Areas Scholarships – both of which are mutually beneficial. The library's internationally-known Latin American and Caribbean Collection is also an excellent resource for our faculty and students who, in turn, contribute to the holdings as well. In sum, by refocusing our majors into three tracks under the Hispanic and Latin American Languages, Literatures and Linguistics major, we will be even better able to contribute fully to the mission of the Center, along with our own departmental mission.

This new major, with its multi-tiered offerings offers more choices and options for students. We know from informal/anecdotal discussions with current students that the new combined major is potentially attractive. Should the program receive approval, we will advertise widely through undergraduate advisors, the Academic Advising Center, class visitations, and outreach to various UF email lists (Hispanic and Brazilian student organizations, International Studies, Latin American Studies, pre-health listserv, international business students, etc.).

- 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 SUS programs with the proposed CIP code. As can be seen in the table below, 9 SUS institutions offer a minor/concentration in Spanish and 6 offer a major, but only 2 offer a Portuguese major and 3 a minor. UF is currently the only institution that offers majors and minors in both languages. (FSU offers a two-language "co-major" option, but Portuguese is not one of the languages offered in that program.)

| Institution | Language Department                             | Spanish         |       | Portuguese |       | Combined program |
|-------------|---|-----------------|-------|------------|-------|------------------|
|             |   | minor           | major | minor      | major |                  |
| FAU         | Languages, Linguistics & Comparative Literature | X               | X     |            |       |                  |
| FGCU        | Language and Literature                         | X               |       |            |       |                  |
| FIU         | Modern Languages                                | X               | X     | X          | X     |                  |
| FSU         | Modern Languages and Linguistics                | X               | X     | X          |       |                  |
| NCF         | (no language department)                        | "concentration" |       |            |       |                  |
| UCF         | Modern Languages and Literatures                | X               | X     |            |       |                  |
| UF          | Spanish and Portuguese Studies                  | X               | X     | X          | X     | proposed         |
| USF         | World Languages                                 | X               | X     |            |       |                  |
| UWF         | World Languages Program (Government)            | X               |       |            |       |                  |

Currently, we do not envision collaboration opportunities with other SUS institutions, given these offerings, but would be open to such opportunities should they arise.

Of the for-profit and private institutions in the state, very few have well-known Spanish and/or Portuguese programs. To the best of our knowledge, and as is represented in the table below, only University of Miami offers degrees in both Spanish and Portuguese (a minor in Portuguese, a major or minor in Spanish), but no combined major is offered. There is a possibility to pursue a minor that combines two different languages at Miami, but these can be any of the languages offered in that department. From what we can determine based on online catalogs and descriptions, 5 schools offer minors in Spanish, and three offer majors in Spanish. The others do not appear to offer degree programs in languages at all, and while some offer foundational language courses, others do not offer any language classes.

| Institution                     | Language Department              | Spanish |       | Portuguese |       | Combined program                   |
|---------------------------------|----------------------------------|---------|-------|------------|-------|------------------------------------|
|                                 |                                  | minor   | major | minor      | major |                                    |
| U Miami                         | Modern Languages and Literatures | X       | X     | X          |       | No, but combined minor possibility |
| U Tampa                         | Languages and Linguistics        | X       | X     |            |       |                                    |
| Flagler College                 | Humanities                       | X       | X     |            |       |                                    |
| Nova Southeastern U             | Literature and Modern Languages  | X       |       |            |       |                                    |
| Florida Institute of Technology | n/a                              |         |       |            |       |                                    |

| Institution       | Language Department                           | Spanish |       | Portuguese |       | Combined program |
|-------------------|---|---------|-------|------------|-------|------------------|
|                   |   | minor   | major | minor      | major |                  |
| Warner U          | n/a   |         |       |            |       |                  |
| St. Thomas U      | n/a   |         |       |            |       |                  |
| Southeastern U    | n/a   |         |       |            |       |                  |
| Memorial U        | Humanities                                    | X       | X     |            |       |                  |
| Bethune-Cookman U | English, World Languages and Cultures Studies | X       |       |            |       |                  |
| Florida College   | n/a   |         |       |            |       |                  |

- 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.

Upon approval of the new program, all future students declaring a Spanish or Portuguese major will enroll in the new major, selecting the appropriate track. Current Spanish or Portuguese majors will be given the option of switching to the new major *or* being grandfathered in to their current program, allowing them to finish their degree. We will request the termination of the 16.0904 and 16.0905 (Spanish and Portuguese, respectively) majors once all current students have either switched to the new program or graduated.

We thus predict an initially large transfer of upper-level students from other majors in the first year, tapering off over time, while FTIC students progressing to upper levels will increase in number of the first five years. We predict that the overall numbers of majors in the program will be comparable to enrollment in our current majors, although we hope that the new combined track will attract students who might have previously been minors or were not pursuing programs in our department.

- 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.

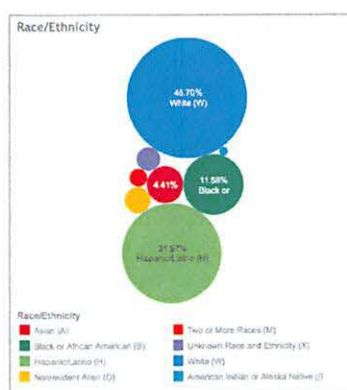
The proposed program does not duplicate any other program currently offered in the SUS. We do not anticipate that the new UF program would have a major impact on Spanish and Portuguese language majors offered at other SUS institutions.

We anticipate that the students who will enroll in this major will maintain the same demographic makeup as our current Spanish and Portuguese majors, for the most part. As



can be seen in the figures below, taken from [UF's IR enrollment tool](#), almost one third of our current (primary) majors indicate that they are Hispanic/Latino (31.9%), Black/ African American (11.58%), or Asian (4.41%). These numbers are higher than the respective rates for the overall UF population, so we already are drawing a diverse population to the existing fields of study. Additionally, more than 2/3 of our current majors are women.

With that said, we do expect that the new combined Spanish and Portuguese track is likely to draw even more students who are native speakers of either Spanish or Portuguese, who can maximize their heritage for greater academic gain in this new program. (We currently offer an accelerated Portuguese course for native- or heritage-language Spanish speakers, and hope to soon develop a comparable course in Spanish, for native/heritage-speakers of Portuguese.) Thus, within the modest growth we hope for thanks to this new track, we anticipate that a percentage of those will be Hispanic or Latin American minorities.



### 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 figures provided in Tables 2 and 3 represent the allotment of faculty salaries in year one and year five, based on the anticipated percentages of teaching and service that faculty will be carrying out in the service of our undergraduate program. These estimates are made based on current teaching, advising and other related duties in the two existing undergraduate degree programs.

- 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.

The university does not plan to operate this program through continuing education, seek approval for market tuition rate, or establish a differentiated graduate-level tuition.

- 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).

The only programs that will be impacted by reallocation of funds are the two major programs that we seek to replace with the proposed one. Therefore, no negative impacts are anticipated.

- 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).**

We do not anticipate any potential impacts on other programs or departments, and there will be no need for increased prerequisite or other general education courses. Even the modest increase in majors we project will be unlikely to significantly impact other degree programs, especially because many of our current majors are pursuing their programs with Spanish or Portuguese as double majors or dual degrees.

- 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.**

No external financing is needed or sought. At this point, we are not discussing any specific partnerships or internships with any local entities, although we have on occasion worked with local organizations (such as Gators for Equal Opportunity and Harvest of Hope, as well as the Alachua County School Board) in some of our classes. These partnerships would be expected to continue as needed, and the change in major structure would not have an impact on those.

#### **IV. PROJECTED BENEFIT OF THE PROGRAM TO THE UNIVERSITY, LOCAL COMMUNITY, AND STATE**

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.

Hispanic languages, literatures and cultures, along with Latin American area studies, have been at the forefront of innovations on university campuses, promoting interdisciplinary study, cultural studies, and the preparation of students to be informed citizens of an increasingly global society, which, in Florida, consists largely of Spanish- and Portuguese-speakers. For example, coursework in the proposed major includes the option of translation courses that will permit our students to work as interpreters and translators, a career path that [the Bureau of Labor Statistics anticipates will see projected growth rate between 20142 and 2024](#), in professional settings including but not limited to the law courts, industry and business, tourism, NGOs and the

diplomatic corps. Equally, the cultural acuity of our graduates will make them candidates for working in the health care systems, in disaster relief situations and for security service in emerging and established nations in Latin America and the Caribbean. The BA will also prepare students for careers in foreign and inter- and intra-state policy planning. Many of these areas are included in the FloridaJobs.org report of the top [15 job areas where demand outpaces supply](#). The proposed program will also provide the foundational skills necessary for those aspiring to careers in higher education, preparing them for graduate study and eventually for careers as educators and administrators. Increasingly, universities and community colleges are requiring that instructors in languages, literature and culture be competent in more than one language. The education we provide will ensure that our graduates are competitive in these arenas.

Ample research has shown that people who have learned a foreign language [are capable of greater cognitive development in mental flexibility, creativity, problem-solving, conceptualizing, and reasoning](#), while [a report in The Economist](#) found that working in a foreign language can help decision-making, task management and other executive function skills. As such, students prepared in foreign language and culture are an undoubted asset to the workforce. Additionally, various studies have shown that students who are fluent in another language (and culture) have greater earning potential than their counterparts who speak only English. For example, [research](#) from the Wharton School found that studying a second language is correlated with about 2% more in annual income, while a U.S. News and World Report [estimated in 2014 that](#) those entering the workforce with second language fluency could expect an additional 10-15% pay increase. [Others have concurred](#), stating that in jobs dealing with marketing, sales, or technical support, knowing a second language can add up to 15% to their wages (Hazlehurst, 2010). Another study, carried out by the Cardiff Business School, [estimated](#) that the lack of foreign-language proficiency in Britain costs the economy £48 billion (\$80 billion), or 3.5% of GDP, each year.

In all, this proposed program will help meet the national and state-level need for Latin American, Spanish and Portuguese specialists in academic, government, and private sectors by producing students with superior language training and an excellent foundation in area studies by providing them with professional mentoring, enhancement activities, and significant opportunities for study, research, internships, and/or service learning abroad. It will also better prepare students to appreciate the importance of Latin America and Spain both in the global and in the U.S. context, given that Hispanics are the largest minority (by language group) both in the U.S. and in Florida.

#### V. ACCESS AND ARTICULATION – BACHELOR’S DEGREES ONLY

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

N/A

- B. List program prerequisites and provide assurance that they are the same as the approved common prerequisites for other such degree programs within the SUS (see link to the Common Prerequisite Manual on [the resource page for new program proposal](#)). The courses in the Common Prerequisite Counseling Manual are intended to be those that are required of both native and transfer students prior to entrance to the major program, not simply lower-level courses that are required prior to graduation. The common prerequisites and substitute courses are mandatory for all institution programs listed, and

must be approved by the Articulation Coordinating Committee (ACC). This requirement includes those programs designated as "limited access."

If the proposed prerequisites are not listed in the Manual, provide a rationale for a request for exception to the policy of common prerequisites. NOTE: Typically, all lower-division courses required for admission into the major will be considered prerequisites. The curriculum can require lower-division courses that are not prerequisites for admission into the major, as long as those courses are built into the curriculum for the upper-level 60 credit hours. If there are already common prerequisites for other degree programs with the same proposed CIP, every effort must be made to utilize the previously approved prerequisites instead of recommending an additional "track" of prerequisites for that CIP. Additional tracks may not be approved by the ACC, thereby holding up the full approval of the degree program. Programs will not be entered into the State University System Inventory until any exceptions to the approved common prerequisites are approved by the ACC.

Program prerequisites are the same as those indicated for the 16.0904 and 16.0905 programs in the Common Prerequisite Counseling Manual, and a combination of foundational language skills for the combined track.

#### **Portuguese track**

FOR ALL MAJORS: Students are strongly encouraged to select required lower division electives that will enhance their general education coursework and that will support their intended baccalaureate degree program. Students should consult with an academic advisor in their major degree area.

(1) Must demonstrate proficiency by testing or completion of a foreign language through the intermediate level. The intermediate level is PORX220 or equivalent.

NOTE: Native or heritage speakers or other persons with experience in a foreign language may qualify for a higher level language course, or exempt course(s) entirely. Please see the university to ensure proper advising and placement.

NOTE: Some institutions require a minimum grade in the language courses. Please check with the institution.

#### **Spanish track**

FOR ALL MAJORS: Students are strongly encouraged to select required lower division electives that will enhance their general education coursework and that will support their intended baccalaureate degree program. Students should consult with an academic advisor in their major degree area.

(1) Must demonstrate proficiency in the language by testing or completion of the intermediate level. The intermediate level is SPNX220 or equivalent.

NOTE: Native or heritage speakers or other persons with experience in a foreign language may qualify for a higher level language course, or exempt course(s) entirely. Please see the university to ensure proper advising and placement.

NOTE: Some institutions require a minimum grade in the language courses. Please check with the institution.

#### **Combined track**

FOR ALL MAJORS: Students are strongly encouraged to select required lower division electives that will enhance their general education coursework and that will support their intended baccalaureate degree program. Students should consult with an academic advisor in their major degree area.

(1) Must demonstrate proficiency in both languages by testing or completion of the intermediate level. The intermediate level is SPNX220 and PORX220 or equivalent.

NOTE: Native or heritage speakers or other persons with experience in Spanish or



Portuguese may qualify for a higher level language course, or exempt course(s) entirely. Please see the university to ensure proper advising and placement.

NOTE: Some institutions require a minimum grade in the language courses. Please check with the institution.

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

N/A

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

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](#)).

With this major we seek to provide an easily identifiable home for the study of the linguistic, literary and cultural traditions of Latin America and Spain, with the majority of classes taught in Spanish or Portuguese, thus making students aware of courses, resources, and opportunities already available on campus; indicating how students can best take advantage of them; and recognizing students' achievements on their UF transcripts. The structure of the requirements of the major will make students aware of the different areas of study that are essential to developing an in-depth knowledge of their track. The student who completes this major will have:

- (1) A strong base in the study of at least one or two of the languages of Latin America;
- (2) The experience of interdisciplinary study, leading to an understanding of the multi-faceted picture of the past, present, and future of Latin America and Spain;
- (3) Access to a critical mass of coursework related to Spain and Latin America, unavailable in any major, secondary major, or minor presently offered in the SUS system.

For example: International Studies with a Component in Latin America (9 credits related to Spanish or Portuguese); Teacher Education with a second endorsement in Spanish (3 credits in Spanish required beyond 3300 Composition and Conversation)). A Spanish major and a Portuguese minor typically include coursework in Peninsular Spanish literature and culture as well as in the literatures and cultures of Latin America; – a Certificate in Latin American Studies would complement and expand upon these courses of study.

Finally, the new SPS major provides the framework for an academic, cultural, and

intellectual community on campus, bringing together students, faculty, and staff with common interests. The major will strengthen these intra- and inter-university connections and collaborations, with a special emphasis on increasing connections with our students. It will also be attractive to prospective UF students, to companies hiring graduates, and graduate schools admitting UF alumni, to candidates for positions related to Latin America at UF, and to sources for external funding through Latin American studies.

This program also complies with a number of President Fuchs' goals/objectives:

- GOAL 1, Objective 3: Diverse, robust educational and interdisciplinary areas of excellence.  
The nature of language study is inherently interdisciplinary, but by adding the combined track this is increased. Students will be exposed to history, culture, language and literature from different regions and time periods, and explore their relation to other aspects of life.
- GOAL 1, Objective 4: Increased globalization to enhance our effectiveness as world citizens.  
We believe that one cannot truly engage in globalization, or be effective world citizens, without studying other languages and cultures. In order to thrive in Latin America and in South Florida, understanding the cultures at play there is essential.
- GOAL 2: An outstanding and accessible education that prepares students for work, citizenship, and life.  
UF students generally live and work in the state of Florida, a bilingual state (Spanish/English) that conducts considerable international trade with Brazil. Understanding these two languages, people, and cultures is imperative for our success. We offer a wide range of Spanish and Portuguese for Specific Purposes (e.g., related to particular careers) classes.
- GOAL 3, Objective 3: An increased professional and public visibility of UF faculty.  
As the only SUS institution to offer such a degree, we are poised to make a significant impact with our research, scholarship and student engagement.
- GOAL 5: A strengthened public engagement of the university's programs with local, national, and international communities.  
The proposed program allows for synergy among the Hispanic and Lusophone areas of our department, and affords improved engagement with the public, particularly with the Hispanic and Brazilian cultures in our state.

**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 University of Florida's Center for Latin American Studies is recognized nationally and internationally as one of the nation's top Title VI centers. It is one of the largest centers in the U.S. and its work is highly interdisciplinary. It was created as the Institute for Inter-American Affairs in 1931 by then UF President John J. Tigert, who recognized Florida's strategic location as the U.S. gateway to the Caribbean and South America. It offers a wide range of scholarships, degrees and certificates, several of which require the study of Spanish or Portuguese. Several of our classes are cross-listed with Latin American Studies, and several of our faculty are affiliate faculty with Latin American Studies. The faculty of SPS is thus directly related to a recognized center of excellence at the University of Florida. The department has also developed a strong program in Spanish Linguistics, with five faculty members in this subarea, who often collaborate with the faculty of Linguistics, participation on doctoral committees, co-sponsoring symposia and other collaborative research projects. Our mission also complements that of the Department of Languages, Literatures and Cultures, whose faculty also participates on doctoral committees and teaching classes such as

language pedagogy and other linguistic-related fields.

- 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.

Since we do not immediately require new faculty or the creation of a completely new program in order to implement this major, our activities are very basic. We are not in need of external individuals to help in the planning as our curriculum and major requirements are already established. We already have requirements for the majors and minors in Spanish and in Portuguese and we are working on the combined track.

#### Planning Process

| Date            | Participants  | Planning Activity  |
|-----------------|---|--|
| 5/2016          | Gillian Lord (chair of SPS),<br>faculty members of SPS  | Discussion of possible new major structure at faculty meeting; straw vote reveals all in favor |
| 8/2016          | Gillian Lord  | Pre-Proposal submitted   |
| 9/2016          | Associate Provost Angel Kwolek-Folland, CAVP            | Pre-Proposal reviewed/approved   |
| 12/2016         | Gillian Lord  | Received notice of CAVP approval   |
| 1/2017          | Gillian Lord, faculty of SPS                            | Discussion of new program proposal procedures, formation of ad hoc committee (voluntary)       |
| 1/2017 – 5/2017 | Gregory Moreland,<br>Mary E. Ginway,<br>Martin Sorbille | Ad hoc committee assigned to prepare draft of proposal; submitted to chair 5/2017              |
| 6/2017          | Gillian Lord, Angel Kwolek-Folland                      | Meeting to clarify procedural doubts   |
| 6/2017 – 7/2017 | Gillian Lord  | Completion of draft of proposal  |
| 8/2017          | All SPS faculty   | Review, discussion and vote on proposal at faculty meeting                                     |

#### Events Leading to Implementation

| Date                | Implementation Activity            |
|---------------------|------------------------------------|
| 9/2017              | Proposal submitted to college      |
| 10/2017 (projected) | Proposal submitted to UCC          |
| 1/2018 (projected)  | Proposal submitted to Senate       |
| 3/2018 (projected)  | Proposal submitted to Provost      |
| 3/2018 (projected)  | Proposal submitted to BOT          |
| 5/2018 (projected)  | Notification to BOG                |
| 6/2018 (projected)  | Notification to Registrar's Office |

#### VII. PROGRAM QUALITY INDICATORS - REVIEWS AND ACCREDITATION

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

## recommendations.

We have not had any official program reviews or accreditation visits, as this is not the custom in this College. However, the B.A. degrees in Spanish (16.0905) and Portuguese (16.0904) were reviewed by the Board of Governors in 2012.

Further, the SPS Department Chair requested a departmental consultation through the [Association of Departments of Foreign Languages](#) (ADFL), which was carried out by Dr. Malcolm Compitello (University of Arizona) in September of 2017. Although Dr. Compitello verbally expressed enthusiasm for our proposed new major, his recommendations focused more on recruitment, networking, and broad-strokes suggestions for the curriculum (without getting in to specifics of a particular degree program). His comments are inserted here.

**Report of ADFL-MLA Language Consultancy for the  
Department of Spanish and Portuguese Studies  
The University of Florida  
*Malcolm Alan Compitello  
The University of Arizona***

I want to thank colleagues in the Department of Spanish and Portuguese Studies for their hospitality and for taking time out from their schedules to meet with me. This report is the product of those frank meetings, my scrutiny of the variety of materials that the Department provided me. I take full responsibility and apologize in advance for any ways in which the comments and recommendations in this report overlook or misrepresent the department. This report both summarizes and expands on the remarks made in the fruitful conversation with faculty and graduate students that closed my visit to Gainesville.

### **Collegial Decision Making**

My conversations revealed a great deal of passion for the craft of the teacher-scholar and I applaud your dedication to your craft and by extension your students. I also found some divergence of opinions on how to deal with the current situation of language learning, linguistics and literary studies. I do find many of these divisions to result from a lack of full understanding of what the “other” pieces in a large, complex department do. They can also be the result of a failure to recognize what students actually want and need. Framing the divisions in relationship to student needs and priorities and balancing our collective vision of what WE think is important with what students in today’s world might need and find compelling, should also nurture the decision making process.

Department should try to foster a decision making strategy that allows it to set a series of priorities at any given time. Base these on assumptions on which colleagues agree, they should be rooted in a spirit of collaboration, and compromise in which what is best for the Department as a whole strategically trumps other concerns. What serves the needs of its students and that aligns with the missions of the Department, the College and the University as a whole must be key factors in the process. The ability to build a consensus has always been a fundamental characteristic of high functioning departments. In today’s academic environment, it is more important than ever. The stakes are high. Departments that are unable to articulate their priorities and act responsibly on them are at a distinct disadvantage when it is time to negotiate with the upper administration.

### **Building Networks and Identifying Allies**

If, as Manuel Castells hypothesizes, we live in a network society, our ability to prosper depends on what we can do internally and in extending a network of connections both inside the university and outside. I urge the department to consider carefully who their allies are on campus. With whom can you make common cause on curricular and strategic issues? Who can you call on to defend you in times of crisis? The same holds for your external constituencies, whether or not Spanish and Portuguese has or opts to create an alumni board or an advisory board drawn from luminaries, donors and alumni, it is vital to identify and cultivate these constituencies so as to have powerful voices to speak in your defense.

### **Recruiting and Retention**

Your department has some good strategies for recruiting but, in my opinion, you should augment them. I urge you to think about the following. I understand that Florida faces a number of issues when recruiting.

especially those concerning counting double majors and limits to the number of credits students can accumulate. That said, there is much more that can be done. I list below some strategies The Department might want to consider.

- Democratize recruiting: Make it a group effort.
- Make recruiting affective first, then appeal to intellectual and practical reasons for majoring
- Develop a strategy to identify potential graduate students from among your majors
- Explore strategies to make it easy for them to apply to graduate school including UF's Programs
- Offer regular sessions on career guidance from early on in student's careers
- Make Connected Academics and careers beyond the academy part of the discourse

I also urge the department to take a careful look at the work of the Connected Academics initiative launched by the MLA several years ago and consider its benefits for graduate and undergraduate students alike. I believe it is an ethical imperative to inform students of this. Moreover, when students enter our programs with eyes wide open as to the possibilities of how to realize the full potential of studying with us, good things can happen for them and for us.

#### **Curriculum**

To maximize the attractiveness of the undergraduate curriculum to potential majors and simplify current students' ability to navigate it, the department should engage in a process of curricular revision and simplification. Below are some topics that might help organize that process

- Simply the curriculum. There is no need to alter it radically
- Combine classes to reduce the high number of narrowly focused ones
- Convert literature classes into topics classes
- Break the artificial divide between literature and cultural studies since most faculty actually include both in what they are teaching already
- Survey current and former students on curriculum
- Articulate goals and outcomes for the curriculum
- Ask graduating majors to evaluate the major
- Reconnect with them at 1, 3, 5 and 10 year intervals
- Cultivate students as potential donors

### **VIII. CURRICULUM**

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

The Academic Learning Compact specifies the skills that majors are expected to achieve. Our Student Learning Outcomes are designed to measure the following:

1. Knowledge of and ability to interpret cultural correlates, literary production and/ or linguistic structure of texts written in Spanish/Portuguese.
2. Competence in written Spanish/Portuguese, including knowledge of grammar, vocabulary, orthography and appropriate stylistic conventions.
3. Communicative competence in spoken Spanish/Portuguese, including the ability to understand the spoken language, speak with correct grammar, vocabulary and pronunciation, and use appropriate registers.

- B. Describe the standards and graduation requirements for the program.**

To be certified for graduation with a B.A. in Hispanic and Latin American Languages, Literatures and Linguistics, students must fulfill the following requirements:

- a) Satisfy the Florida Statutes for the College-Level Academic Skills Requirement.
- b) Complete the requirements for the baccalaureate degree, as determined by faculty.
- c) Satisfactorily complete an assignment in a 4000-level course that includes the written analysis of a text according to its cultural, literary and/or linguistic content (the text



analyzed will be in Spanish or Portuguese and an oral presentation and discussion conducted in that language.

For the PDFs of these SLOs as they currently relate to the Portuguese and Spanish majors, please access the following web page:

<https://spanishandportuguese.ufl.edu/undergraduate-programs/academic-learning-compact/>

- 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.**

For the Portuguese track: Students must have a GPA of 2.0. The track in Portuguese requires 33 hours of course work, including language, literature and culture. All students must take POR 3242 plus 30 additional hours of POR or POW courses at the 3000 and 4000 levels. A minimum of 12 credits must be at the 4000 level. Only one class in English (PRT) can count towards the major, substituting for POR/POW. Classes must be passed with a grade of C or better in order to be counted for the major.

For the Spanish track: Students must have a GPA of 2.0. The track in Spanish requires 33 hours of course work, including language, literature, linguistics and culture. All students must take SPN 2240/2340, SPN 3300/3350, and 27 additional hours of SPN and SPW courses at the 3000 and 4000 levels, including SPN3700 and one SPW3xxx course. A minimum of 12 credits must be at the 4000 level. Only one class in English (SPT) can count towards the major, substituting for SPN/SPW. Classes must be passed with a grade of C or better in order to be counted for the major.

For the combined Spanish and Portuguese track: Students must have a GPA of 2.0. The combined track requires 33 hours of course work, including language, literature, linguistics and culture, taken in either Spanish or Portuguese. Students must take POR 3242, SPN 2240/2340 and SPN3300/3350, plus 24 additional hours at the 3000 and 4000 levels. A minimum of 12 credits must be taken at the 4000 level. At least six credits at the 4000 level must be taken in each language (i.e., 6 credits of SPN/SPW4000 + 6 credits POR/POW4000). Only one class in English (SPT or PRT) can count towards the major, substituting for SPN/SPW or POR/POW. Classes must be passed with grade of C or better in order to be counted for the major.

No additional curricular changes are anticipated. Current faculty already cover necessary areas, and the combined degree is a logical synthesis of related fields. The foundation of the necessary curricular structure is already in place. Additional courses may be created as faculty expertise and student interests evolve, but none are required for the development of this new major.

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

Coursework for each of the tracks is detailed below. For course titles and descriptions, please refer to the [information provided in the answer to part E](#).

Option A: Portuguese Track

*Foundational coursework*

- POR1130 [or equivalent skills as demonstrated by previous coursework; exam (AP, IB, AICE, SAT2, etc.); or
- POR1131 > or POR3010 through natural acquisition]

*Required coursework (33 hours)*

- POR 3242 or POR 3243
- 30 additional hours of POR/POW/POT 3xxx and POR/POW/POT4xxx courses at least 12 of which must be at the 4000 level

**Option B: Spanish Track***Foundational coursework*

- SPN1130 [or equivalent skills as demonstrated by
- SPN1131 previous coursework; exam (AP, IB, AICE,
- SPN2200 SAT2, etc.); or through natural acquisition]
- SPN2201

*Required coursework (33 hours)*

- SPN2240 or 2340
- SPN3300 or 3350
- SPN3700
- any (1) SPW3000-level course
- 27 additional hours of SPN/SPW/SPT3xxx and SPN/SPW/SPT4xxx courses at least 12 of which must be at the 4000 level

**Option C: Combined Spanish and Portuguese track***Foundational coursework*

- SPN1130
- SPN1131 [or equivalent skills as demonstrated by previous coursework; exam (AP, IB,
- SPN2200 AICE, SAT2, etc.); or through natural acquisition]
- SPN2201
- POR1130 > or POR3010 [or equivalent skills as demonstrated by previous
- POR1131 coursework; exam (AP, IB, AICE, SAT2, etc.); or
- through natural acquisition]

*Required coursework (33 hours)*

- SPN2240 or 2340
- SPN3300 or 3350
- POR 3242 or POR3243
- 24 additional hours of SPN/SPW/SPT/POR/POW/POT3xxx and SPN/SPW/SPT/POR/POW/POT 4xxx courses at least 6 of which must be at the SPN/SPW/SPT 4xxx level and at least 6 of which must be at the POR/POW/POT 4xxx level

**E. Provide a one- or two-sentence description of each required or elective course.****Portuguese Courses***Foundational coursework (does not count towards Major)*

POR 1130 Beginning Portuguese 1

Credits: 5.

First course in the basic Portuguese language sequence, which emphasizes the language as spoken in Brazil. Develops basic communication skills in reading, writing, speaking and listening. Not open to proficient speakers of Spanish.

**POR 1131 Beginning Portuguese 2**

Credits: 5; Prereq: POR 1130 with minimum grade of C, or S, or the equivalent.

Continuation of the series in basic Portuguese, which emphasizes the language as spoken in Brazil. Develops basic communication skills in reading, writing, speaking and listening. Not open to proficient speakers of Spanish.

**POR 3010 Introduction to Portuguese and Brazil: Accelerated**

Credits: 5; Prereq: FRE 3300, SPN 3300 or equivalent.

Designed for those with knowledge of another Romance language (usually Spanish) through study or home experience. A complete introduction to the language, assuming that students have no previous study of Portuguese.

*Required and elective courses*

**POR 3224 Applied Portuguese**

Credits: 1 to 5; can be repeated with change in content up to 3 credits; Prereq: instructor permission.

Portuguese-language reading and discussions to accompany and complement courses of diverse content offered in other departments. Readings and discussions are in Portuguese to develop vocabulary and fluency related to the content of the companion course and to provide an international perspective on the issues of the main course. (N)

**POR 3242 Oral and Written Practice**

Credits: 3; Prereq: POR 1131, POR 3010 or the equivalent.

Intermediate-level course emphasizing all four skills; consists of printed and electronic readings, writing essays and taking notes, oral discussions and presentations, lab activities and grammar review.

**POR 3243 Composition and Conversation**

Credits: 3; Prereq: POR 1131 or POR 3010, or the equivalent.

An intermediate-level course with continued expansion of vocabulary, review of essential grammar and structures and development of reading, writing and speaking skills.

**POR 3451 Introduction to Portuguese Translation and Interpretation**

Credits: 3; Prereq: POR 3010 or the equivalent.

Improve Portuguese language skills through application of the principles of translation while gaining information on professional opportunities in the field.

**POR 3500 Luso-Brazilian Civilization**

Credits: 3; Prereq: POR 3242 or the equivalent, or instructor permission.

Introduction to the central historical events, political institutions, intellectual currents and artistic movements in the foundation and development of Portugal, Brazil and Lusophone Africa. Preview of topics studied in other literature and culture courses. (H and N)

**POR 3502 Brazilian Culture**

Credits: 3; Prereq: POR 3242 or instructor permission.

Introduction to the study of modern cultural forms, including folk pageantry, performance arts, literature, film and television.

**POR 3701 Introduction to Portuguese Linguistics**

Credits: 3; Prereq: POR 3242 or POR 3243 with minimum grade of C.

An introduction to the basic concepts and analytical techniques of linguistics, applied

specifically to the Portuguese language. Practices the linguistic analysis of the sounds, words and sentences of Portuguese, with relevant comparisons to Spanish and English where applicable.

**POR 4420 Advanced Composition and Syntax**

Credits: 3; Prereq: POR 3243 or the equivalent (intermediate proficiency).

A language course that distinguishes Portuguese from related Romance tongues, including the more difficult aspects of grammar and structure, specialized vocabulary, different stylistic registers, and application of these to translation and original composition.

**POR 4956 Overseas Studies**

Credits: 3 to 6; can be repeated with change in content up to 6 credits. Prereq: undergraduate advisor permission.

Provides a mechanism by which coursework taken as part of an approved study abroad program can be recorded on the UF transcript and counted toward graduation.

**POW 3100 Introduction to Literature in Portuguese**

Credits: 3; Prereq: POR 3243 or the equivalent, or instructor permission.

A survey of literature written in Portuguese by major authors from Portugal, Brazil and Lusophone Africa. Primary emphasis falls on narrative and comparisons of developments in Portugal and the former colonies. (H and N)

**POW 3130 Introduction to Brazilian Literature 1**

Credits: 3; Prereq: POR 3243 or the equivalent, or instructor permission.

A survey of literary production in Brazil 1500-1900, including the literature of discovery, colonial manifestations and the major works of Romanticism, Realism and Parnassianism. (H and N)

**POW 3131 Introduction to Brazilian Literature 2**

Credits: 3; Prereq: POR 3243 or the equivalent, or program coordinator permission.

A survey of 20th-century literary movements: premodernism, modernism and regionalism in prose and poetry, with an emphasis on the fiction of contemporary writers. (H and N)

**POW 4380 Contemporary Brazilian Poetry**

Credits: 3; Prereq: introductory knowledge of Brazilian literature.

A study of lyric, both literary and musical, in the second half of the 20th century, including experimental trends, political verse, popular music and youth movements.

**POW 4382 Brazilian Drama**

Credits: 3; Prereq: introductory knowledge of Brazilian literature.

A survey of the milestones of Brazilian theatre with an emphasis on 20th century plays. In addition to the plays, the course also presents the theoretical framework and political context of theatrical production in Brazil. (H and N)

**POW 4450 The Modernist Movement in Brazilian Literature**

Credits: 3; Prereq: introductory knowledge of Brazilian literature.

Readings in fiction, poetry and essay of the nationalist and avant-garde decades of the 1920s and 1930s. Literary works are complemented by considerations of concurrent production in music and the arts.

**POW 4454 Nineteenth-Century Brazilian Literature**

Credits: 3; Prereq: introductory knowledge of Brazilian literature.

The major literary trends of the 19th century, primarily in fiction (Romanticism, Realism and Naturalism), poetry and essays, to familiarize students with representative works of each literary movement and genre. (H and N)

**POW 4480 Contemporary Brazil Narrative**

Credits: 3.

Rotating topics may include studies in genre (the short story, the novel), theme (science fiction) or author (Ruben Fonseca, Clarice Lispector, Guimaraes Rosa). (H and N)

**POW 4700 Machado de Assis and His Contemporaries**

Credits: 3; Prereq: introductory knowledge of Brazilian literature.

Machado de Assis, the 19th-century master of Brazilian letters, produced writings of every literary genre, including literary criticism, poetry and drama, in addition to his ingenious short stories and novels. This course surveys Machado's work and compares his novels to those of his contemporaries. (H and N)

**POW 4905 Individual Work**

Credits: 1 to 3; Prereq: instructor permission.

Individual work in Portuguese.

**POW 4911 Undergraduate Research in Portuguese**

Credits: 0 to 3; can be repeated with change in content up to 6 credits.

Provides firsthand, supervised research in Portuguese. Projects may involve inquiry, design, investigation, scholarship, discovery or application in Portuguese.

**POW 4930 Readings in Luso-Brazilian Literature and Culture**

Credits: 3; Prereq: introductory knowledge of Luso-Brazilian literature.

Diverse subjects in Brazilian and Portuguese studies, including the Brazilian Northeast, the Afro-Brazilian world, the culture of dictatorship, popular genres and popular music. In addition to readings of original texts, course may incorporate sound recordings and film.

**PRT 3391 Brazilian Cinema**

Credits: 4.

Critical analysis of Brazilian film and the relationship of content to social and political forces.

**PRT 3930 Special Topics in Lusophone Culture and Civilization**

Credits: 1 to 4.

Variable topics in Brazilian, Portuguese or Luso-African culture and civilization, including globalism, regionalism, song literature, film and video, negritude, women's movements and Amazonian discourse.

**Spanish courses**

*Foundational coursework (does not count towards Major)*

**SPN 1130 Beginning Spanish 1**

Credits: 5.

First in the basic Spanish language sequence, developing basic communication skills in reading, writing, speaking and listening. Meets three times weekly; students are required to work online for the remaining credit.

**SPN 1131 Beginning Spanish 2**

Credits: 5.

Second in the basic Spanish language sequence, continuing development of basic communication skills in reading, writing, speaking and listening. Meets three times weekly; students are required to work online for the remaining credit.

**SPN 1134 Accelerated Spanish Review**

Credits: 5.

Provides a rapid review of basic communicative Spanish as preparation for intermediate Spanish courses. For those with previous Spanish study but insufficient placement scores to move to the 2000 level.

**SPN 1180 Elementary Spanish: Review and Progress**

Credits: 3; Prereq: refer to placement section. Not open to bilingual speakers of Spanish.

Alternative to SPN 1130, for students who have previous experience in Spanish. Covers the material of SPN 1130 and meets three times weekly. SPN 1131 follows this course.

**SPN 2200 Intermediate Spanish 1**

Credits: 3.

First of the intermediate Spanish language sequence. Develops intermediate skills in reading, writing, speaking and listening. Builds communicative competence and enhances social and cultural awareness of the Spanish-speaking world. Taught entirely in Spanish.

**SPN 2201 Intermediate Spanish 2**

Credits: 3; Prereq: SPN 2200 with a minimum grade of C or the equivalent placement scores on SAT II, IB or AP tests or the equivalent placement score or the equivalent coursework as approved by the undergraduate coordinator. Not open to bilingual speakers of Spanish. Second course in the intermediate Spanish language sequence. Continues development of intermediate skills in reading, writing, speaking and listening. Continues to enhance communicative competence and social and cultural awareness. Taught entirely in Spanish.

*Required and elective courses*

**SPN 2240 Intensive Communication Skills**

Credits: 3; Prereq: SPN 2201 with a minimum grade of C or the equivalent placement scores on SAT II, IB or AP tests or the equivalent placement score or the equivalent coursework as approved by the undergraduate coordinator. Not open to bilingual speakers of Spanish. Develops the ability to understand oral and written Spanish and is required of all majors and minors who are not bilinguals, unless they initially placed above this level. Preparation for 3000-level courses.

**SPN 2270 Intermediate Spanish Abroad**

Credits: 3; Prereq: SPN 2201 or the equivalent placement scores on SAT II, IB or AP tests, and undergraduate coordinator permission.

Equivalent to SPN 2240, the obligatory first course in the Spanish major and minor for non-bilinguals. Preparation for upper-division Spanish courses. Promotes cultural awareness and develops an active command of the language by means of intensive interaction with the people and current issues and events of the Spanish-speaking host city and surrounding area.

**SPN 2271 Accelerated Intermediate Spanish Abroad**

Credits: 3; Prereq: SPN 1131 or SPN 1134 with a minimum grade of C or the equivalent placement scores on SAT II, IB or AP tests.

Students acquire intermediate communicative skills in Spanish through interaction in Spanish-speaking communities. Offered abroad only, course depends on intensive language

immersion for successful acquisition in a shortened period of time. Successful completion is comparable to having passed SPN 2200 and SPN 2201.

**SPN 2340 Introduction to Reading and Writing for Bilingual Speakers**

Credits: 3; Prereq: placement test or department-administered test for bilingual speakers. An intermediate-level course for bilingual speakers of Spanish who have achieved a certain speaking and listening ability outside the classroom, but who have had little or no formal exposure to the language (e.g., one or two years of high school Spanish). Equivalent to SPN2240.

**SPN 2442 Intensive Intermediate Spanish for Business**

Credits: 3; Prereq: SPN 1131 or the equivalent. An intensive intermediate-level course for students interested in learning Spanish in the context of the business world. Includes business vocabulary and business practices in the Hispanic world. Usually offered abroad.

**SPN 2471 Accelerated Spanish Abroad**

Credits: 1 to 5; Prereq: SPN 2200 or the equivalent placement scores on SAT II, IB, or AP tests, and section coordinator or undergraduate advisor permission. Reviews major aspects of grammar in a context that enhances understanding of the Spanish or Spanish-American way of life and modes of expression. Reading comprehension and composition are developed through readings on diverse topics related to Latin America and Spain.

**SPN 3036 Spanish for Health Professions**

Credits: 3; Prereq: SPN 3300 or SPN 3350 with minimum grade of C, or equivalent linguistic knowledge as determined by instructor. Provides students with the linguistic and cultural skills necessary for effectively treating Spanish-speaking patients with medical emergencies, illnesses and other health issues.

**SPN 3224 Applied Spanish**

Credits: 1 to 5; can be repeated with change in content up to 5 credits; only 3 credits can count toward the major or minor. Prereq: SPN 3300 or SPN 3350, or undergraduate coordinator permission. Spanish-language section designed to accompany and complement courses offered in other departments. Readings and discussions are in Spanish to develop vocabulary and fluency related to the content of the companion course and to provide an international perspective on the issues of the main course. (N)

**SPN 3300 Spanish Grammar and Composition 1**

Credits: 3; Prereq: SPN 2240; can be taken concurrently with SPN 2240 or SPN 3301. Not open to bilingual speakers of Spanish. Intensive language course to develop mastery of grammatical principles, increase vocabulary and enhance writing and composition skills. This course (or SPN 3350 for bilingual speakers) is a prerequisite for most 3000/4000-level Spanish courses.

**SPN 3301 Spanish Grammar and Composition 2**

Credits: 3; Prereq: SPN 3300; can be taken concurrently with SPN 3300. Not open to bilingual speakers of Spanish. Continues review of Spanish grammar begun in SPN 3300 and concentrates on intensive writing practice in expository Spanish. Highly recommended for Spanish majors and minors who are not taking the bilingual sequence; a prerequisite for SPN 4420, Advanced

## **Composition and Syntax.**

### **SPN 3350 Spanish Grammar and Composition for Bilingual Speakers**

Credits: 3; Prereq: placement test or department-administered test for bilingual speakers, or bilingual sequence coordinator permission, or SPN 2340 with minimum grade of B.

Emphasizes the normative aspects of the language and grammar that are problematic for students who have learned the language through extended exposure outside the classroom (formal training of three or four years in high school) and whose speaking and comprehension abilities are more developed than their writing and reading skills.

Equivalent to SPN3300.

### **SPN 3353 Spanish for Educators**

Credits: 3; Prereq: SPN 3300 or SPN 3350, or the equivalent.

Designed for learners interested in teaching Spanish as a world language and/or increasing their linguistic and cultural expertise to work with educational stakeholders. Improve Spanish proficiency, learn methods for teaching Spanish, and gain awareness of Hispanic cultures as they relate to educational settings.

### **SPN 3392 Spanish Conversation, Film and Culture**

Credits: 3; Prereq: SPN 2240 or placement test. Not open to bilingual speakers of Spanish. Enhances students' oral skills in Spanish through movie reviews, oral reports, debates and class discussions. Introduces students to current social, economic and political issues in Latin-America and Spain through the critical analysis of contemporary Spanish-language films.

### **SPN 3414 Advanced Spanish Conversation 2**

Credits: 3; Prereq: SPN 2240 or instructor permission. Not open to bilingual speakers of Spanish.

Authentic materials of the Hispanic world are used to improve listening, comprehension and speaking skills. Oral expression is used in conversation and in formal and informal presentations on a variety of topics.

### **SPN 3440 Commercial Spanish**

Credits: 3; Prereq: SPN 3300 or SPN 3350, or the equivalent as approved by the undergraduate coordinator.

An introduction to the vocabulary and business practices of the Hispanic world. Emphasis on oral and written business communications. Overview of cultural differences within the Hispanic world and between the U.S. and the Hispanic world, with emphasis on the business impact. (S and N)

### **SPN 3443 Marketing and Advertising in the Spanish-Speaking World**

Credits: 3; Prereq: SPN 2340 or SPN 3300, or instructor permission.

An introduction to the related fields of marketing and advertising as they pertain to the Spanish-speaking world. Focuses on marketing campaigns and advertising strategies, in print and on television. Emphasis on the cultural element(s) and context(s) of marketing/advertising campaigns. Covers a representative sampling of Spanish-speaking countries, with special attention to Spain, Mexico, Argentina and the United States. Group work required for some class projects.

### **SPN 3451 Spanish Translation and Interpretation: Theory and Practice**

Credits: 3; Prereq: SPN 3300 or SPN 3350 or the equivalent.

Provides an introduction to the theories and principles of translation and interpretation,



combined with practice in English-to-Spanish and Spanish-to-English translations. Working individually and in groups, students will acquire translation techniques for a variety of genres, such as literary texts, letters, legal documents, newspapers, commercial advertisements, etc.

**SPN 3472 Advanced Communicative Spanish Abroad**

Credits: 3; can be repeated with change in content up to 6 credits. Prereq: SPN 2240 or SPN 2340, or placement scores on SAT II, IB, or AP tests, or equivalent coursework approved by the section coordinator or undergraduate advisor.

Practical, in-class communication exercises in comprehension, speaking, reading and writing. Classroom activities are coordinated with homework to emphasize communication. The foreign setting also serves as a living language laboratory.

**SPN 3510 Culture and Civilization of Spain**

Credits: 3; Prereq: SPN 3300 or SPN 3350, or equivalent coursework approved by the undergraduate coordinator.

A survey of Spanish history, customs and the arts from ancient times to the present; devotes considerable attention to life in contemporary Spain since the death of General Franco in 1975. (H and N)

**SPN 3520 Culture and Civilization of Spanish America**

Credits: 3; Prereq: SPN 3300 or SPN 3350, or equivalent coursework approved by the undergraduate advisor.

The rich and often conflicting diversity of the Americas as well as the historical experiences that allow us to speak of the Americas as a whole: The conquest, the colonial period, the struggles for independence against (neo)colonialism, the clashing and mixing of cultures, the yoke of slavery and servitude, the formation of rigid social hierarchies, and the frustrated search for democracy and economic development. These phenomena are followed in a variety of artistic media, from painting to poetry and from music to film. (H and N)

**SPN 3572 Revolving Topics Abroad**

Credits: 3 to 6; can be repeated with change in content up to 6 credits. Rotating topics focus on Spanish culture and civilization.

**SPN 3700 Introduction to Hispanic Linguistics**

Credits: 3; Prereq: SPN 3300 or SPN 3350.

Initial overview of central theories and applications of linguistic analysis in the study of Spanish. The phonological, grammatical, discursive and social structures of Spanish are considered within five areas of popular inquiry in Hispanic linguistics: history of Spanish, language variation and change, Spanish in contact with other languages, political and educational linguistics, and acquisition of Spanish as a first and second language.

**SPN 3831 Spanish for the Legal Professions**

Credits: 3; Prereq: SPN 3300 or SPN 3350, or instructor permission.

Prepares students for professional work in legal professions in a Spanish-speaking environment. Enables students to understand legal texts and arguments, write documents and express themselves using legal vocabulary. Covers a broad mix of practical legal terminology, vocabulary and conversational skills. Conducted entirely in Spanish.

**SPN 3930 Topics in Spanish and Spanish American Culture and Civilization**

Credits: 3. Prereq: SPN 3300 or SPN 3350, or undergraduate advisor permission.

Variable topics in Latin American culture and civilization, including racial identity, feminism, regionalism, music, film, art, religion and sports.

**SPN 3948 Spanish Service Learning**

Credits: 3; can be repeated with change in content up to 6 credits. Prereq: SPN 2240.

Engages students in the local Spanish-speaking community through academic investigation and service work. Consists of classroom meetings, community projects outside of class, and reflective assignments; may be taken a maximum of one time on UF's campus and one time abroad.

**SPN 4314 Advanced Composition and Syntax for Bilingual Speakers**

Credits: 3; Prereq: SPN 3350 with minimum grade of B or placement test or department-administered test for bilingual speakers.

Emphasizes aspects of Spanish style, syntax and registers that are problematic for the bilingual speaker (as defined in SPN 2340 and SPN 3350). Some formal training in the language is expected (SPN 3350 or equivalent in a Spanish-speaking country). Prospective students must take a department placement test and/or see the faculty member in charge of the course.

**SPN 4420 Advanced Composition and Syntax**

Credits: 3; Prereq: SPN 3301 or the equivalent, and undergraduate coordinator permission. Not open to bilingual speakers of Spanish.

Emphasizes the finer aspects of Spanish syntax, vocabulary and style that give the advanced student difficulties. Class discussion, drills and written compositions.

**SPN 4713 Spanish Second Language Acquisition**

Credits: 3; Prereq: SPN 3300 or SPN 3350, and SPN 3700 or LIN 3010.

Overview of second language acquisition theory with discussion of empirical studies on the acquisition of Spanish. Emphasis on research design and the analysis of oral or written production of learners of Spanish.

**SPN 4780 Spanish Phonetics**

Credits: 3; Prereq: SPN 3300 or SPN 3350, and SPN 3700 or LIN 3010.

Focuses on the precise description of Spanish pronunciation with some attention to dialect features and contrastive English phonetics.

**SPN 4822 Sociolinguistics of the Spanish-Speaking World**

Credits: 3; Prereq: SPN 3300 or SPN 3350, and SPN 3700 or LIN 3010.

General overview of sociolinguistic issues of the contemporary Spanish-speaking world: language variation, language contact, discourse analysis, language attitudes, policy and planning, and social factors in language acquisition and use.

**SPN 4830 Introduction to Spanish and Spanish American Dialectology**

Credits: 3; Prereq: SPN 3300 or SPN 3350, and SPN 3700 or LIN 3010.

Principles and methods of dialectology applied to the study of regional varieties of Spanish in Spain and in Spanish America.

**SPN 4840 Introduction to the History of the Spanish Language**

Credits: 3; Prereq: SPN 3300 or SPN 3350, and SPN 3700 or LIN 3010 and SPN 4780.

The phonological, morphological, syntactic and semantic evolution of the Spanish language from Latin.

**SPN 4850 Introduction to the Structure of Spanish**

Credits: 3; Prereq: SPN 3300 or SPN 3350, and SPN 3700 or LIN 3010.

Explores syntactic, morphological and semantic aspects of the Spanish language.

**SPN 4851 Spanish Bilingualism**

Credits: 3; Prereq: SPN 3700 or LIN 3010, or the equivalent.

Examines the internal and external factors that lead to and result from bilingualism in regions where Spanish is spoken. Organized into three primary components: social aspects; linguistic aspects; political and educational aspects.

**SPN 4905 Individual Work**

Credits: 1 to 4; only 3 credits can count toward the major or minor; Prereq: undergraduate coordinator permission.

For advanced majors and minors who seek independent work not offered in another course. Must be arranged individually with Spanish faculty. For honors thesis use SPN 4906.

**SPN 4906 Honors Thesis**

Credits: 1 to 3.

Honors thesis preparation.

**SPN 4911 Undergraduate Research in Spanish**

Credits: 0 to 3; can be repeated with change in content up to 6 credits.

Provides firsthand, supervised research in Spanish. Projects may involve inquiry, design, investigation, scholarship, discovery or application in Spanish.

**SPN 4930 Revolving Topics in Linguistics and Culture**

Credits: 3; can be repeated with change in content up to 9 credits. Prereq: SPN 3300 or SPN 3350, and SPN 3700 or LIN 3010.

Variable content provides opportunity for in-depth study of linguistic and cultural topics not offered in other courses and of topics of special current significance.

**SPN 4956 Overseas Studies**

Credits: 1 to 18; can be repeated with change in content up to 18 credits. Prereq: undergraduate advisor permission.

Provides a mechanism by which coursework taken as part of an approved study abroad program can be recorded on the UF transcript and counted toward graduation.

**SPT 2101 Masterpieces of Spanish Literature**

Credits: 3; not for credit toward the major or minor.

Selected readings in English translation of major works of Spanish literature. Designed especially for students with no knowledge of Spanish. Satisfies general education.

**SPT 3511 U.S. Latino/Hispanic Cultures**

Credits: 3.

Examines major cultural trends in U.S. Latino/Hispanic communities and explores music, dance, film, literature, theatre, oral culture, art, food and fashion. Taught in English and draws on readings, film, video, slide viewing, lectures and class discussions.

**SPT 3930 Topics in Latin American and Spanish Culture and Film**

Credits: 3; repeatable for credit up to 9 credits; Prereq: any POW 3000 level course or any SPW 3000 level course or LIT 2000.

Provides a broad survey of topics and issues pertaining to Latin American (including Brazilian) and Spanish contemporary culture through the analysis and interpretation of texts

and films. Coursework is organized by country, theme, or genre on a rotating basis.

**SPT 4393 Contemporary Spanish Theater and Film**

Credits: 4; Prereq: one 3000-level SPW course or the equivalent.

Analysis of plays and films in context of contemporary Spanish society, such as crisis of traditional institutions, shifting roles of women and impact of immigration.

**SPW 3030 Survey of Spanish-American Literature: From Discovery to Independence**

Credits: 3; Prereq: SPN 3300 or SPN 3350, or the equivalent.

Overview of Spanish-American literature and its cultural context from the European conquest of the Americas to the 19th century. Introduces principal literary movements and authors, and trains students to read critically and to appreciate literary Spanish. (H and N)

**SPW 3031 Survey of Spanish-American Literature: From Independence to Contemporary Times**

Credits: 3; Prereq: SPN 3300 or SPN 3350, or the equivalent.

End of the 19th century to the present. Introduces principal literary movements and authors, and trains students to read critically and to analyze literary Spanish. Reading of major authors who may include Borges, Garcia Marquez, Neruda, Fuentes and Ferre. (H and N)

**SPW 3080 Survey of Spanish American Literature: Mexico**

Credits: 3; Prereq: SPN 3300 or SPN 3350, or the equivalent.

Instruction in critical reading and writing about selected works from representative authors and movements in Mexican literature. Focus on issues of genre, historical development and Mexican culture.

**SPW 3100 Introduction to Spanish Literature 1**

Credits: 3; Prereq: SPN 3300 or SPN 3350, or the equivalent.

Selected readings in epic, lyric, ballad and popular poetry, early forms of recreational and didactic prose and dramatic works from Spain's Medieval and Golden Ages are presented with attention to form and historical context. (H and N)

**SPW 3101 Introduction to Spanish Literature 2**

Credits: 3; Prereq: SPN 3300 or SPN 3350, or the equivalent.

Provides an overview of Spanish literature and its cultural context from the 18th century to the present. Introduces principal literary movements and authors and trains students to read critically and to analyze literary Spanish. (H and N)

**SPW 4190 Seminar in Spanish-American Literature and Culture**

Credits: 3; Prereq: any one 3000-level SPW course or the equivalent.

The advanced study of a writer, period, movement, region or topic of Spanish-American literature not ordinarily offered in the department. Refer to department website for specific description.

**SPW 4213 Spanish Prose Fiction of the Golden Age**

Credits: 3; Prereq: any one 3000-level SPW course or the equivalent.

Examines a literary landscape of rampant generic diversity before novelistic norms were solidified as known them today. Readings and lectures in Spanish.

**SPW 4263 Readings in the Spanish Novel of the Nineteenth Century**

Credits: 3; Prereq: any one 3000-level SPW course or the equivalent.

Readings in the Spanish novel of the 19th century. A survey of major authors from

costumbrismo to the realism and naturalism of Galdos, Clarin and Pardo Bazan.

**SPW 4270 Readings in Post-war Narrative**

Credits: 3; Prereq: any one 3000-level SPW course or the equivalent.

Outstanding stories and novels of contemporary Spanish writers in relation to the historical and cultural context of post-civil war Spain.

**SPW 4282 Readings in Contemporary Spanish-American Narrative 1**

Credits: 3; Prereq: any one 3000-level SPW course or the equivalent.

The period of modernization of fiction and the development of new narrative modes in the 1940s and the 1950s; may include magical realism, the detective story and the new urban narratives.

**SPW 4283 Readings in Contemporary Spanish-American Narrative 2**

Credits: 3; Prereq: any one 3000-level SPW course or the equivalent.

The new narrative or the boom and post-boom of Latin-American fiction, 1960s to the present.

**SPW 4310 Readings in Spanish Drama of the Golden Age**

Credits: 3; Prereq: any one 3000-level SPW course or the equivalent.

Variable readings in Spanish Classical Theater by Lope de Vega, Pedro Calderon de la Barca, Tirso de Molina and others, including entremeses and Autos sacramentales. Focuses on the comedia's appeal to lettered and unlettered spectators and its potential for mass control and social protest.

**SPW 4354 Readings in Contemporary Spanish-American Poetry**

Credits: 3; Prereq: any one 3000-level SPW course or the equivalent.

A close reading and critical analysis of masterpieces by the major 20th-century poets of Spanish-America, including recent writers.

**SPW 4364 Readings in the Spanish-American Essay**

Credits: 3; Prereq: any one 3000-level SPW course or the equivalent.

Examination of major texts from the early 19th century to the present focusing on such themes as the search for identity and the definition of ethnic, racial, social and class categories.

**SPW 4521 U.S. Hispanic Literature**

Credits: 3; Prereq: any one 3000-level SPW course or the equivalent.

Reading, discussion and analysis of works by U.S. Hispanic or Latino/a writers with an examination of the cultural life and social conditions of the Puerto Rican, Cuban and Chicano communities in the U.S.

**SPW 4532 Introduction to Spanish Romanticism**

Credits: 3; Prereq: any one 3000-level SPW course or the equivalent.

By studying the canonical works of that moment (Rousseau, Feijoo, Cadalso, Jovellanos, Miranda, Bolivar, Zorrilla, Rivas, Larra, Espronceda, Gomez de Avellaneda, Goya), the course explores the achievements, contradictions and failures of the enlightenment as well as the new organization by Romanticism in Spain and Latin America.

**SPW 4604 Don Quixote**

Credits: 3; Prereq: any one 3000-level SPW course or the equivalent.

A close reading of Cervantes' masterpiece that emphasizes the origins of the modern novel

as a genre and its implication in the history of ideas.

**SPW 4720 Readings in Spanish Literature from the Generation of 1898 to 1927**

Credits: 3; Prereq: any one 3000-level SPW course or the equivalent.

A survey of turn-of-the-century Spanish crises from the perspective of the first generation of Spanish modernists. Authors include Unamuno, Costa, Machado, Valle-Inclin, Baroja and Ortega y Gasset.

**SPW 4723 Readings in Spanish Literature from the Generation of 1927 to the Present**

Credits: 3; Prereq: any one 3000-level SPW course or equivalent.

Studies the development of Spanish literature in this century beginning with the brilliant poets of the generation of 1927, continuing with representative fiction, drama and poetry of the years after the Civil War and concluding with fiction and poetry of the 1990s.

**SPW 4780 Hispanic Women Writers**

Credits: 3; Prereq: any one 3000-level SPW course or the equivalent.

A seminar dedicated to the exploration of literary works written in Spanish by women of Spain, Latin America and/or the United States.

**SPW 4930 Revolving Topics in Literature and Culture**

Credits: 3; Prereq: any one 3000-level SPW course or the equivalent.

Variable content provides opportunity for in-depth study of literary and cultural topics not offered in other courses.

- 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.**

No specialized accreditation agencies or learned societies are involved in the administration of Portuguese or Spanish majors.

- 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?**

N/A

- 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.

We anticipate traditional delivery at the residential campus center and established study abroad programs, with occasional courses being offered in an online format. As previously indicated, no other SUS institutions offer the Hispanic and Latin American Languages, Literatures and Linguistics major, and thus we do not think it is particularly feasible to deliver this program in collaboration with other universities, per se. However, we will continue to accept relevant transfer credits from SUS and other institutions, as determined on a case-by-case basis.

#### **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).**

Please see Table 4. All current faculty in the Department of Spanish and Portuguese Studies will be expected to participate in the proposed program, in the same capacities in which they currently do.

- 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.**

Costs shown in Table 2 represent the sum of resources allocated, essentially through reallocation of funds currently used for the Spanish and Portuguese majors as the same faculty and office staff will be used. No new funding is not required for implementation.

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

Please see 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.**

The faculty working in the new degree are those faculty members that currently serve the Portuguese and Spanish majors.

In terms of teaching, ranked faculty teach 2 courses each term (4 per AY), and 2 or 3 of those are undergraduate courses for the major and minor programs; non-tenure-track faculty

teach an average of 6 or 7 courses per AY, all of which are at the undergraduate level and serve either majors/minors or students fulfilling the prerequisite classes prior to pursuing upper level coursework.

In the area of research, the 11 ranked faculty, including the current Chair and one of the College Associate Deans, in these programs have consistently produced high-caliber scholarship in well-known venues. On average (see table below), the faculty together produce 2 books each year and 24 refereed articles or book chapters, while presenting at an average of 38 conferences each year, plus give 11 invited or plenary talks. They also serve on an average of 20 editorial boards each year.

|  | (since 2012) | <u>TOTAL</u> | <u>AVERAGE PER YEAR</u> |
|--|--------------|--------------|-------------------------|
| Monographs                                   |              | 8            | 1                       |
| Edited volumes                               |              | 12           | 2                       |
| Refereed articles or book chapters           |              | 142          | 24                      |
| Non refereed items                           |              | 127          | 25                      |
| Conference presentations                     |              | 227          | 38                      |
| Invited / Plenary talks                      |              | 67           | 11                      |
| Service on editorial boards                  |              | 119          | 20                      |
| Service on university and college committees |              | 134          | 22                      |
| Direction of UG honors theses                |              | 21           | 4                       |
| External T&P reviews                         |              | 37           | 6                       |
| Conference organization                      |              | 4            | 1                       |

#### 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](#) form the largest information resource system in the state of Florida. The libraries hold over 5,000,000 print volumes, 8,100,000 microfilms, 1,000,000 e-books, 170,000 full-text electronic journals, 1,000,000 microforms, and 1,000 electronic databases. The [George A. Smathers libraries](#), a system of six research libraries, includes libraries for humanities & social sciences, sciences, architecture & fine arts, education and health sciences. The UF Levin School of Law supports a related, but independent law library.

The libraries have ample holdings both in and about the Spanish and Portuguese languages, literatures and cultures. The subject specialist librarian that works with our field estimates that, in terms of material in or about Spanish and/or Portuguese, there are 418,452 non-serial titles available for lending, and 31,499 serial titles accessible. Additionally, the [Digital Library of the Caribbean \(dLOC\)](#) lists 2,783,922 pages of material available related to Caribbean studies.

Electronic Books, journals and many key databases, such as Linguistics and Language Behavior Abstracts, Modern Language Association, JSTOR, Elsevier, Academic Search Premiere, and others, are available via the internet to UF students, faculty and staff. Many relevant databases are multidisciplinary and are funded centrally. The UF libraries expend



over \$5 million yearly on electronic resources, and recently became a member of the Kanopy streaming service, which provides the UF community with access to over 13,000 award-winning movies and documentaries, hundreds of which are in and/or about Spanish and Portuguese.

Although what one considers the major journals for our programs depends on the field of study (e.g., literature, culture, linguistics, etc.), there are many well-known and respected journals available in both Spanish and Portuguese. The primary journals are listed below, as a representative sample. (Note that given the interrelated nature of the two disciplines, there is some overlap in the lists. This overlap provides further justification for the combined Spanish-Portuguese track in our proposed new major.)

#### SPANISH

- *Anales de la literatura española contemporánea*
- *Bibliografía española : órgano oficial de la Asociación de la Librería de España*
- *Bulletin of Hispanic Studies*
- *Bulletin of Spanish Studies: Hispanic Studies and Researches on Spain, Portugal and Latin America*
- *Chasqui*
- *Dispositio*
- *España contemporánea*
- *Hispania*
- *Indiana journal of Hispanic literatures*
- *Índice*
- *Insula*
- *Journal of Latin American Studies*
- *Journal of Spanish Cultural Studies*
- *Journal of Spanish Studies: Twentieth Century*
- *Modern Language Quarterly*
- *Ojáncano*
- *Revista de estudios hispánicos*
- *Romance Studies*
- *Romance Studies*
- *Spanish Applied Linguistics*
- *Studies in Hispanic and Lusophone Linguistics*
- *Studies in Latin American Popular Culture*

#### PORTUGUESE

- *Alfa*
- *Antares: letras e humanidades*
- *Bulletin of Spanish Studies: Hispanic Studies and Researches on Spain, Portugal and Latin America*
- *Chasqui*
- *Journal of Latin American Studies*
- *Luso-Brazilian Review*
- *Península : revista de estudos ibéricos*
- *Portuguese Literary & Cultural Studies*
- *Portuguese Studies*
- *Revista eletrônica do Instituto de Humanidades*
- *Romance Studies*
- *Studies in Hispanic and Lusophone Linguistics*

- *Studies in Latin American Popular Culture*

- 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.**

No additional resources beyond normal growth in holdings already in place to support current programs are necessary in order to implement or sustain this program.

- 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 current Spanish and Portuguese degree programs make use of classroom buildings (both dedicated, e.g., Turlington 1101, and general) space and our current offices. Additionally, small materials fees that students pay when enrolled in any language classes have enabled the maintenance of the Language Studio in Turlington Hall, where we can give class, carry out research, show films, etc.

- 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.**

No additional space beyond these current assets is expected or required.

- 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.**

N/A

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

Implementation of this program is not dependent upon any additional specialized equipment.

- 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.**

Implementation of this program is not dependent upon any additional specialized equipment.

- 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.**

N/A

- 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.**

N/A

- 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.**

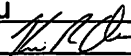
N/A

## APPENDIX B

*Please see separate document with original signatures.*

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.

## Call for Nominations

Nominator's Name: Kevin R. Orr, DMA, Director, UF School of Music  
 Department: Music  
 Address: 435 Newell Drive, Music Building 130  
 Phone: 352-392-8506 Fax: 352-392-0461  
 Email: korr@arts.ufl.edu  
 Signature of Nominator: 

The Committee on Honorary Degrees, Distinguished Alumnus Awards and Memorials will consider nominations at its next meeting in **October**. This form and a complete nomination package should be mailed to the committee in care of Stephanie McBride, Provost's Office, PO Box 113175 by **OCTOBER 1**.

### 1. General Information:

Nominee's Name: Stephen A. Stills  
 Affiliation: Music Professional and Philanthropist  
 Business Address: c/o Kelly Muchoney Johnson, Gold Hill Enterprises, Inc.  
 Home Address: 5129 Evergreen Way, Suite D-23, Everett, WA 98203  
 Phone: Home \_\_\_\_\_ Business 310-457-9724 Fax: 310-919-3011  
 Email: kelly@goldhillmusic.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 attach the nominee's vitae, resume or a biographical description.

### 4. Supporting letters or materials

A. Three or more letters of support (typically a mixture of internal and external letters) that will help the committee understand the significance of this nominee's work, his/her contributions, and his/her impact on others. B. Letter of support from the college dean that will host the award recipient

College of the Arts

School of Music

Kevin Robert Orr, D.M.A.

Professor and Director

P.O. Box 117900

Gainesville, FL 32611-7900

Phone: (352) 392-8506

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Wednesday, September 20, 2017

Dear Members of the Committee on Honorary Degrees:

It is with great pleasure that I formally nominate Stephen Stills for an Honorary Doctorate in Music from the University of Florida. Mr. Stills' remarkable achievements in music as a singer, instrumentalist, and songwriter, place him among the very elite folk-rock musicians of his generation. Moreover, his generous philanthropic endeavors have favorably impacted thousands of students on the University of Florida campus.

Stephen Stills is regarded as among the most distinctive, most influential musicians from the last 50 years. He was the first, and remains among the very few, to be inducted to the Rock and Roll Hall of Fame as a member of two different groups: Buffalo Springfield and Crosby, Stills, and Nash. Among the major songwriting contributors in Crosby, Stills, and Nash, Stephen Stills helped to forge a musical timbre that has remained immediately recognizable and unmistakable—a point that can be made of very few popular music artists.

Mr. Stills' ties to Gainesville and to the University of Florida are rich. With Gainesville included among the communities in which he spent his youth, Stills has cited his experience playing drums in the Gainesville High School Marching Band in the late 1950s as being among his most favorable early musical experiences. A brief subsequent enrollment at the University of Florida preceded his enormous career in music.

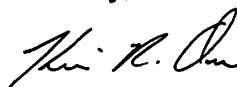
Success has fostered Mr. Stills' compassionate return to those communities in which he spent his formative years. Through the Stephen Stills Children's Music Project, Mr. Stills was among the chief contributors to the University of Florida Steinbrenner Band Building project of 2007, for which the main rehearsal hall now bears his name. This 11,000 square foot building, which houses the entire 325-member marching band, a 1600 square foot music library, and 3500 square feet of instrumental and uniform storage, positively impacts a significant population of UF students every day of the schoolyear. About his foundation, Mr. Stills has written: "Playing music is a wonderful opportunity for young people to experience self-expression and greater self-esteem." "In addition, playing music with other people offers a unique way to communicate outside the boundaries of words and ideas. A person's heritage, ethnic origin or situation in life don't come up (when) you're creating music together."

Such ideals are in line with those of the School of Music, the College of the Arts, and indeed, the University of Florida in general. We are a diverse community of creative, expressive learners. Mr. Stills embodies these values through his words, achievements and actions.

In this packet the committee will also find a letter from College of the Arts Dean, Lucinda Lavelli, as well as an external letter from one of the most recognized scholars in American popular music, Dr. John Covach of the University of Rochester. Additionally, Mr. Stills' enormous success and passion for music is augmented by a considerable secondary interest in the cognitive neuroscience related to music. As such, the committee will find supporting letters from Dr. Andrew Lotto of the UF College of Public Health and Human Performance, Department of Speech, Language and Hearing Science, as well as an external letter from renowned psychologist and specialist on music and the brain, Dr. Daniel J Levitin of McGill University.

I urge the committee's careful consideration of the nomination of Stephen Stills for an Honorary Doctorate in Music. His spectacular and enduring achievements in music and considerable generosity in support of UF students are deeply aligned with the stated University of Florida Honorary Degree protocol of "...sustained achievements of lasting significance and value."

Sincerely,

A handwritten signature in cursive script, appearing to read "Kevin R. Orr".

Kevin Robert Orr, D.M.A.  
Director and Professor  
University of Florida School of Music

## Stephen Stills

Biography by Dan Levitin

Stephen Stills is one of the most loved and influential musicians of the past fifty years. He has been a founding member of four celebrated rock groups, The Buffalo Springfield; Crosby, Stills & Nash; Crosby, Stills, Nash & Young; and Manassas; in addition to the legendary Bloomfield, Kooper, Stills Super Session band and current supergroup The Rides. Recordings of his music have sold in excess of 38 million copies. In addition to his group work, Stills maintains a productive solo career, with 15 solo albums and 9 hit singles. A versatile multi-instrumentalist, he plays guitar, bass, drums, percussion, piano, organ, banjo, and sings lead and harmony vocals.

In a tribute at the 2017 Grammy Awards, Clive Davis said this about Stills: "A great musician, he is the first person to be inducted into the Rock and Roll Hall of Fame twice in the same night, once for Buffalo Springfield and again for the supergroup he co-founded, Crosby, Stills & Nash. His songs have touched everyone in this room, and he is one of the greatest guitarists of all time." The latter is a sentiment echoed by *Rolling Stone* and IMDB, which names him "one of the best guitarists *ever*."

Stills' songs are timeless, reaching across generations, borders, politics and color. They capture the common experiences in all of us, our strivings and failings, hopes and fears. As countless filmmakers have discovered, nothing can better capture the tensions of the 60s than just a few seconds of *For What It's Worth*. His songs have been featured in an astonishing 99 films and television soundtracks.

Stephen Stills was born in Dallas, Texas on January 3, 1945. His father, a well-known engineer, architect and builder (he constructed the entire Port of Acajutla in El Salvador) travelled for work, and the young Stephen was raised in a variety of places including Texas, Florida, Louisiana, Panama and Costa Rica, picking up new musical styles and influences in each one. In high school he met Don Felder (later of the Eagles) and joined his band, The Continentals. After graduating, Stills briefly attended the University of Florida, and then moved to New York City in 1964 where he joined the Au Go Go Singers, a 9-piece vocal harmony group that counted Neil Young among their fans, and through which he met Richie Furay.

The rest is well-known history: Buffalo Springfield; an offer to join Jimi Hendrix's band on bass; CSN; CSNY; Manassas; 18 Platinum and 24 gold records for his own bands, plus appearances on recordings by Jimi Hendrix, Glen Campbell, Stevie Wonder, Rita Coolidge, Ringo Starr, Judy



Collins, Joan Baez, Donovan, The Monkees, The Jefferson Airplane, The Bee Gees, The Small Faces, Cher, Bill Wyman, Eric Clapton, Diana Krall, Dave Mason, Doris Troy, Maria Muldaur, Live Aid, Joni Mitchell, and Bill Withers.

Widely regarded as one of the best guitarists of all time, he is equally facile on electric and acoustic, flat pick and finger picking; he is known as an alternate tunings wizard. His talents as a bassist are extraordinary, as demonstrated on CSN's first album, recognized by *Playboy* magazine in the reader's Pop poll as bass player of the year and an invitation to join Jimi Hendrix's band on bass.

A social activist, Stills has been vocal in promoting progressive causes, and has hosted, with wife Kristen, the annual Light Up The Blues concert for the benefit of Autism research. He has also supported the Stephen Stills Children's Music Project to promote self-expression and self-esteem in children through music. As of 2017, Stephen Stills is at the top of his game, writing songs for a forthcoming solo album, and releasing a new single in November 2016, "Look Each Other In The Eye," a song that rails vanity and hatred. He is also at work on a memoir.

Other awards include

- National Association of Songwriters Lifetime Achievement Award
- BMI Pop Icon Award
- The Americana Music Association Freedom of Speech Award
- Star on the Hollywood Boulevard Walk of Fame
- Elected to the Songwriters Hall of Fame
- 9 Grammy Nominations, 1 Grammy Award
- Rolling Stone *Greatest Guitarists of All Time*
- 42 RIAA Gold and Platinum record awards
- Rock And Roll Hall of Fame inductee (once for Buffalo Springfield, once for CSN)
- Los Angeles Music Award
- Best Rock Blues Album nomination, 2014, Blues Music Awards
- Honorary doctorate, Laboratory for Music Cognition and Expertise, McGill University, 2017

College of the Arts  
Office of the Dean

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September 25, 2017

Honorary Degrees, Distinguished Alumnus Awards and Memorials Committee  
Attn: Stephanie McBride  
Office of the Provost  
P.O. Box 113175

Members of the UF Honorary Degrees Committee:

With utmost pleasure I support the nomination of Stephen Stills for an Honorary Doctorate in Music from the University of Florida. He fully meets the criteria of eminent or high distinction for sustained achievements of lasting significance and value. One of rock music's most enduring figures, Mr. Stills' career as a singer, instrumentalist and songwriter spans six decades. He is known largely for his involvement with two tremendously influential groups: Buffalo Springfield—for which he wrote their hit single "For What It's Worth," and Crosby, Stills, Nash & Young.

One of the first musicians to be inducted twice into the Rock and Roll Hall of Fame, Mr. Stills is ranked #47 on the Rolling Stone's list of 100 Greatest Guitarists and is the only artist to feature both Eric Clapton and Jimi Hendrix on his 1970 self-titled solo debut album. Fellow bandmate and co-lead guitarist Neil Young described Mr. Stills as "a musical genius."

Mr. Stills' remarkable achievements extend beyond his musical talents. He and his wife helped raise over \$320,000 to benefit Autism Speaks' research and advocacy efforts as hosts of the 2<sup>nd</sup> "Light Up the Blues" Concert in downtown Los Angeles. These efforts have brought him recognition from healthcare professionals. Additionally, his connections with the University of Florida and City of Gainesville are extraordinary. Mr. Stills helped make the University of Florida Steinbrenner Band Hall a reality in 2007 as a major contributor through the Stephen Stills Children's Music Project. Thanks to his efforts, the band building now houses the "Stephen Stills Rehearsal Hall," used by the 365-member marching band, renowned concert wind ensembles, athletic and jazz bands.

Mr. Stills is a musician and philanthropist who embodies the values of the University of Florida and the College of the Arts. I strongly support Stephen Stills' nomination for an Honorary Doctorate in Music. Please do not hesitate to contact me with any questions.

Sincerely,



Lucinda Lavelli  
Dean



Kevin Robert Orr, D.M.A.  
Director and Professor  
School of Music  
University of Florida

September 2, 2017

Dear Kevin:

It is my great pleasure to write in support of Stephen Stills for an Honorary Doctorate Degree in Music at the University of Florida. Mr. Stills has been a leading figure in popular music since he first emerged on the national scene with the Buffalo Springfield and the band's hit single, "For What It's Worth" in January 1967—a song Stills wrote and on which he sang lead (as well as playing guitar).

When Stills then joined forces with Graham Nash and David Crosby (and later Neil Young), the result was one of the most influential bands of the 1970s. The first Crosby, Stills, and Nash album blended elements of folk music, blues-based rock, and country and western with a sophisticated approach to vocal harmony influenced by the Beatles and the Beach Boys. One of the Stills-composed tracks from that album, "Suite: Judy Blue Eyes," is viewed by many critics as a pop masterpiece. Stills' later solo career produced a tremendous amount of high-caliber rock and pop music, including the radio hit "Love the One You're With."

Stephen Stills is not simply a rock star—though he most definitely is a star. He is also an excellent musician who has been highly regarded for decades by fans, critics, and fellow musicians. His songwriting displays his gift for creative work, his guitar playing shows a high level of expert musicianship and performance mastery, and his singing evinces a powerful expressiveness. In short, Stills is a multifaceted artist of considerably skill and of enormous accomplishment.

I endorse the nomination of Stephen Stills for this award without any reservation whatsoever and with the greatest possible enthusiasm. He is truly the kind of musician that the University of Florida can be proud to count among its many prestigious alumni. I urge you to give this nomination every possible consideration.

Sincerely yours,

A handwritten signature in cursive script that reads "John Covach".

John Covach, Ph.D.  
Professor of Music, College Music Department  
Professor of Theory, Eastman School of Music  
Director, Institute for Popular Music  
Director, Institute for the Performing Arts



College of Public Health and Health Professions  
Department of Speech, Language, and Hearing Sciences

1225 Center Drive  
PO Box 100174  
Gainesville, FL 32610  
352-294-5101

Andrew J. Lotto, PhD  
Professor, Speech, Language & Hearing Sciences  
Director, Hearing Research Center  
University of Florida  
email: [alotto@phhp.ufl.edu](mailto:alotto@phhp.ufl.edu)

2-28-17

To Members of the UF Honorary Degrees Committee,

I am writing to provide my enthusiastic and unqualified support for awarding an Honorary Degree to Stephen Stills. Though Mr. Stills spent only a short time as an undergraduate student at the University of Florida before being pulled to New York and the legendary career that followed, he has remained attached to the Gainesville community (he attended Gainesville High School) and the UF (including donations to the UF Band).

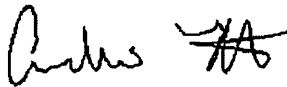
As a twice-over inductee into the Rock and Roll Hall of Fame, there is little question about Stephen's immense impact on music and culture. His work in Buffalo Springfield, Crosby, Stills & Nash, Manassas and his solo career has shaped America's identity in the last 50 years. He continues to be active today in recording and touring. (Coincidentally, his new "Supergroup", The Rides, will be performing at the St. Augustine Amphitheatre in April). He is respected world-wide for his musicianship, his song-writing and his use of music to provoke thought and to promote human rights.

In addition to his impact on music, Stephen has been active in philanthropy and in promoting programs such as the Stephen Stills Children's Music Project. This program has worked to support music programs for children at a time when we are learning more and more about the benefit of music training for a variety of cognitive/perceptual abilities. It was through this Project that Stephen made a large donation to the UF Marching Band (<http://www.stephenstillsmusic.org/index2.html>). This is one example of Stephen's philanthropy and social activism.

I believe Stephen's musical and social activism achievements are enough to warrant an honorary degree. However, as the new director of the UF Hearing Research Center, I also see this degree as an opportunity for the UF to highlight the importance of music at a time when the science of music is blossoming here at UF. In the last 15 years, there has been a surge in the scientific study of music perception and the effects of music training. From the perspective of Speech, Language & Hearing Sciences, musical training has been associated with improved speech recognition in noise, improved auditory attention and superior performance in second language learning. We currently have collaborative research projects underway examining the relations between musical rhythm perception and speech perception, the ability of children with autism to

engage in social musical interactions, and the possible auditory bases of common structures in popular music. Stephen is a strong advocate of the scientific study of music and has offered some unique insights from the experience of one of the world's greatest musicians (see support letter from Dr. Daniel Levitin, one of the leaders of the scientific study of music). An Honorary Degree for Stephen Stills would not only allow us to acknowledge the amazing accomplishments and impact of one of Gainesville's own, but also to shine light on UF work that combines the Art of Music with the Science of one of the leading research Universities to help those with afflictions such as autism, specific language impairment, and hearing loss. What could demonstrate the Gator Spirit more than that!

Sincerely,

A handwritten signature in black ink, appearing to read "Andrew J. Lotto" followed by a stylized flourish.

Andrew J. Lotto, PhD  
Professor, Speech, Language & Hearing Sciences  
Director, Hearing Research Center  
University of Florida



# McGill

Daniel J. Levitin, Ph.D.

James McGill Professor  
Department of Psychology  
Associate Member, School of Computer Science  
Associate Member, Schulich School of Music  
Associate Member, Faculty of Education

email: [daniel.levitin@mcgill.ca](mailto:daniel.levitin@mcgill.ca)  
Web: <http://www.psych.mcgill.ca/levitin.html>  
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February 23, 2017

University of Florida, Honorary Doctorate Committee

Dear colleagues,

I am writing to support the nomination of STEPHEN STILLS for an honorary doctorate from the University of Florida. I am a neuroscientist by training, working at the intersection of music and the brain.

Stephen is an outstanding and towering figure in American music, with a career spanning over fifty years. He began his college studies at the University of Florida and interrupted them during his freshman year after a talent scout heard him play and suggested he go to New York City. There, he joined the house band at the Café Au Go Go, and through this met Neil Young and Richie Furay with whom he founded The Buffalo Springfield. He is perhaps best known of course as a founding member of Crosby, Stills, and Nash (and sometimes Young), and for his fourteen solo albums and hit records.

But there are a lot of musicians who went to University of Florida – your Wikipedia page lists 29 well-known ones – and so there must be a more compelling reason than that. I note that of the 19 honorary degrees you've awarded in the last fifteen years, only one is to a musician, Bo Diddley, who did not attend UF. But again, perhaps not a compelling enough reason.

There are three reasons I think you should award hi an honorary doctorate: his unquestioned importance in American music; his philanthropic/social justice work; and his searing, scholarly intellect.

Importance in American music. Through his songwriting, Stephen has the unusual ability to reach across class, race, and time. Because of his ability to communicate directly with his listeners about things that are important to us – love, knowledge, social justice – and in *ways* that are important to us. With rock, blues, folk, and country – sometimes all in the same song. Stills has released over 250 songs since 1966, received 9 Grammy nominations, awarded 42 (!) gold and platinum records, and was the first person ever to be inducted twice into the Rock n' Roll Hall of Fame (once for Buffalo Springfield, once for CSN). He is primarily known as a guitarist, but he is so good on bass that Jimi Hendrix asked Stephen to join his band as a bass player (he played every bass note on the debut CSN album, a marvel of bassmanship).

If he had written just *one* song, 1966's *For What It's Worth* (with the memorable refrain "stop, hey, what's that sound/ everybody look what's going down") and then disappeared he would be revered as one of the most important songwriters of his generation. The song vividly captures the turmoil of the 1960s, and it does so in an astonishing 2 minutes and 40 seconds. It is as perfect a song and political statement as has ever been recorded, an ode to protestors everywhere and at any time, underscoring the danger of speaking out against oppression and the status quo. The decade saw so much violence perpetrated against students who were simply "singing songs and carrying signs." Few people born between 1940 and 1964 can fail to know what the song means about the complex intersection of free speech and empty sloganeering. And, although Joni Mitchell wrote *Woodstock*, it's no accident that the Stills' arrangement for CSNY is the more well known. The bass and organ gives the song a gospel underpinning, and the frenetic lead guitar and the R&B drum part bind the early African roots of rock to the psychedelic rock so famously captured at the song's namesake festival.

Philanthropic/social justice work. Stephen continues to work tirelessly to promote initiatives that will make the world a more just, equitable, and peaceful place. All the more remarkable is that so much of this happens under the radar because, unlike many celebrities, he does not do it for the recognition. He has campaigned and helped to elect 18 Members of Congress, spearheaded dozens of anti-war and social justice fundraisers, and has organized the annual "Light Up The Blues" concert in Los Angeles to raise awareness and provide funding for autism research.

The Stephen Stills Children's Music Project is an ambitious philanthropy dedicated to helping children communicate their ideas through music and the arts, regardless of their racial, ethnic, or economic background. In particular, the project provides financial support to school music programs that have been curtailed due to government cutbacks. And as you know, he donated \$100,000 to the UF band.

Intellect. I've come to know Stephen personally over the past six years and he is one of the smartest people I've ever met. His sister had multiple degrees from Stanford and his father was an internationally known engineer. It runs in the family. He is data-driven, evidence-based in his thinking, and has a vast array of facts at his command – history, politics, music, literature, science. He is studious and always brings a lot of information and insight to a conversation. He read my book *This Is Your Brain on Music* and had a number of insightful ideas about research that I have already implemented in the laboratory.

In sum, I know of no one more deserving of this honor than Stephen, and I support this nomination in the strongest terms and with no reservations. Please do not hesitate to contact me if I can provide any more information.

*Daniel J. Levitin*

Daniel J. Levitin

# Stephen Stills

From Wikipedia, the free encyclopedia

**Stephen Arthur Stills** (born January 3, 1945) is an American singer and multi-instrumentalist best known for his work with Buffalo Springfield and Crosby, Stills, Nash & Young.

Beginning his professional career with Buffalo Springfield, he composed their only hit "For What It's Worth," which became one of the most recognizable songs of the 1960s. Other notable songs he contributed to the band were "Sit Down, I Think I Love You," "Bluebird" and "Rock & Roll Woman." According to bandmate Richie Furay, he was "the heart and soul of Buffalo Springfield."<sup>[2]</sup>

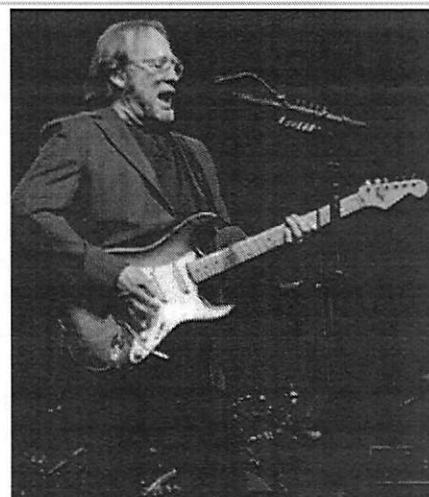
After Buffalo Springfield broke up, Stills began working with David Crosby and Graham Nash on their debut album. Stills, in addition to writing much of the album, played bass, guitar, and keyboards on most of the album. The album sold over four million copies and at that point, had outsold anything from the three members' prior bands: the Byrds, Buffalo Springfield, and the Hollies. The album won the trio a Grammy Award for Best New Artist.

Neil Young, formerly of Buffalo Springfield, joined CSN months later for their second concert at Woodstock and subsequent album *Déjà Vu*. Stills played bass, guitar and keyboard on the title track, and electric guitar and piano on *Helpless*. The album became a huge success and sold over eight million copies. In its wake all four members of CSNY released solo albums that reached the top 20.

Stills' first solo album *Stephen Stills* went gold and is the only album to feature both Jimi Hendrix and Eric Clapton. Its hit single, "Love the One You're With" became his biggest solo hit peaking at No. 14 in the *Billboard* Hot 100.<sup>[3]</sup> A string of solo albums, and a band with Chris Hillman called Manassas followed in 1972. In the summer of 1974 Young reunited with CSN after a four-year hiatus for a concert tour which was recorded and released in 2014 as *CSNY 1974*. It was one of the first ever stadium tours, and the largest tour the band has done to date.<sup>[4]</sup> CSN reunited in 1977 for their album *CSN* which became the trio's best selling record. CSN(Y) continued to have platinum albums through the 1980s. Stills' solo career and bands have combined sales of over 35 million albums to date.

Stills was ranked #28 in *Rolling Stone*'s 2003 list of "The 100 Greatest Guitarists of All Time"<sup>[5]</sup> and #47 in the 2011 list.<sup>[6]</sup> Stills became the first person to be inducted twice on the same

## Stephen Stills



Stills performing with the Rides, Berkeley, CA; June 2016

### Background information

|                        |   |
|------------------------|---|
| <b>Birth name</b>      | Stephen Arthur Stills   |
| <b>Born</b>            | January 3, 1945<br>Dallas, Texas, US  |
| <b>Genres</b>          | Rock · folk rock · country rock · blues rock · Latin  |
| <b>Occupation(s)</b>   | Musician · songwriter · producer · political activist   |
| <b>Instruments</b>     | Vocals · guitar · keyboards   |
| <b>Years active</b>    | 1962–present  |
| <b>Labels</b>          | Columbia · Atlantic · Reprise · Vision · Raven · Titan/Pyramid · Talking Elephant   |
| <b>Associated acts</b> | Buffalo Springfield · Crosby, Stills, Nash & Young · the Stills-Young Band · Au Go Go Singers · The Continentals · Manassas · The Rides · Judy Collins <sup>[1]</sup> |
| <b>Website</b>         | Official website ( <a href="http://stephenstills.com/">http://stephenstills.com/</a> )  |

### Notable instruments

1958 Gretsch Stephen Stills White Falcon  
Martin D45 Stephen Stills Signature  
Fender Stratocaster



night into the Rock and Roll Hall of Fame for his work with CSN and Buffalo Springfield. According to Neil Young, "Stephen is a genius."<sup>[7]</sup>

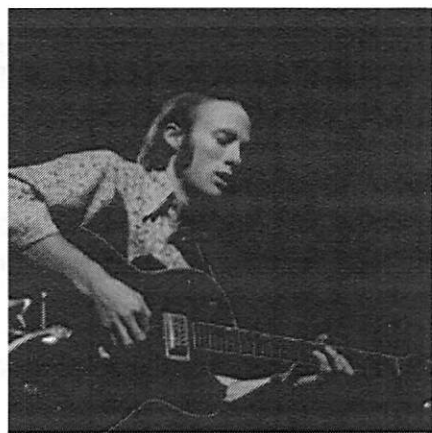
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## Early years

Stills was born in Dallas, Texas, the son of Talitha Quintilla (Collard) and William Arthur Stills.<sup>[8]</sup> Raised in a military family, he moved around as a child, and developed an interest in blues and folk music. He was also influenced by Latin music after spending his youth in Gainesville and Tampa, Florida; Covington, Louisiana; Costa Rica; Panama Canal Zone; and El Salvador, where he graduated from high school. He also attended Admiral Farragut Academy in St. Petersburg, Florida and Saint Leo College Preparatory School in Saint Leo, Florida.<sup>[9]</sup> Stills is also an avid sailor.

Stills dropped out of University of Florida a week after enrolling to pursue a music career in the early 1960s. He played in a series of bands including the Continentals, which featured future Eagles guitarist Don Felder. Stills could also be heard singing solo at Gerde's Folk City, a well-known coffee house in Greenwich Village. Stills eventually ended up in a nine-member vocal harmony group, the house act at the famous Cafe Au Go Go in NYC, called the Au Go Go Singers, which included future Buffalo Springfield bandmate Richie Furay. This group did some touring in the Catskills and in the South, released one album in 1964, then broke up in 1965. Afterwards, Stills, along with four other former members of the Au Go Go Singers formed the Company, a folk-rock group. The Company embarked on a six-week tour of Canada where Stills met a young guitarist named Neil Young. On the VH1 *CSNY Legends* special, Stills said that Young was doing what he always wanted to do, "play folk music in



Stills performing on the Dutch television program, TopPop, in 1972

a rock band." The Company broke up in New York within four months; Stills did session work and went to various auditions. In 1966 he convinced a reluctant Richie Furay, then living in Massachusetts, to move with him to California.

Rumors were that Stills made an unsuccessful attempt to become one of the Monkees. He was reportedly turned down, not due to any lack of ability, but because of a conflict with his existing music publishing contract. So instead, he recommended his friend, multi-instrumentalist Peter Tork.<sup>[10]</sup>

In a later interview, Stills clarified by saying, "I never tried out for them! I have said this a million times! I went in there to sell my songs. Do you think in my wildest dreams I wanted to be a damn fake Beatle on television? (laughs) I was already writing songs, and I figured — I was young and dumb — that the only way I could get to them was a (casting) cattle call. I got in there and said, 'I've got all these songs.' And they said, 'That's already been fixed.' I said, 'What, you've got some Tin Pan Alley (character) writing all the songs?' and they said, 'Yeah.' I said, 'I don't want this job, but I know a guy you might like,' and that turned out to be Peter Tork."<sup>[11]</sup>

## Buffalo Springfield and Crosby, Stills, Nash & Young

Stills, Furay, and Young reunited in Los Angeles and formed the core of Buffalo Springfield. Legend has it that Stills and Furay recognized Young's converted hearse on the streets of LA and flagged him down, a meeting described in a recent solo track "Round the Bend." The band would release three albums: *Buffalo Springfield*, *Buffalo Springfield Again*, and *Last Time Around*, and enjoy only one hit single, the Stills-penned "For What It's Worth" before disbanding. A Stills song off the Springfield debut, "Sit Down, I Think I Love You," was a minor hit for the Mojo Men in 1967.

During the disintegration of Buffalo Springfield, Stills played on the *Super Session* album with Al Kooper, and joined up with David Crosby, who had recently been ejected from the Byrds in the autumn of 1967. At a party in Laurel Canyon, Crosby was introduced to Graham Nash by mutual friend Cass Elliott, (formerly of the Mamas and the Papas), and Nash found himself soon joining in singing with Crosby and Stills. Renditions of the latter's "You Don't Have to Cry," led to the formation of Crosby, Stills & Nash. Several of Stills' songs, including "Suite: Judy Blue Eyes" and "You Don't Have To Cry" on the debut album were inspired by his on-again-off-again relationship with singer Judy Collins. In a 1971 interview in *Rolling Stone* the interviewer noted "so many of your songs seem to be about Judy Collins." Stills replied, "Well, there are three things men can do with women: love them, suffer for them, or turn them into literature. I've had my share of success and failure at all three."<sup>[12]</sup>

The cover photo pictured on the debut was taken on the back porch of a house in West Hollywood, which was torn down the next day. Wanting to be able to tour and needing additional musicians, the band invited Neil Young to join them for their subsequent tour and second album to make the group the quartet Crosby Stills Nash & Young.

Having played at the Monterey Pop Festival with Buffalo Springfield, and both Woodstock and Altamont with CSNY, Stills performed at all three of the iconic U.S. rock festivals of the 1960s.

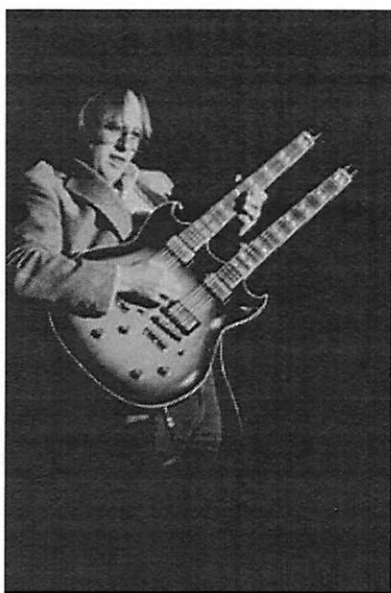
## Solo years

In the wake of CSNY's success, all four members recorded high-profile solo albums. In 1970, Stills released his eponymous solo debut album which featured guests Eric Clapton, Jimi Hendrix, Cass Elliot, Booker T. Jones and Ringo Starr (credited only as "Richie") as well as David Crosby, Graham Nash, Rita Coolidge and CSNY drummers Dallas Taylor and Johnny Barbata. It provided Stills with the hit single "Love the One You're With." Stills followed this with *Stephen Stills 2*, which featured "Change Partners." Even though the song was written before CSN formed, Nash saw it as a metaphor for the many relationships in CSNY.<sup>[13]</sup> In 1971, Stills played guitar for the Bill Withers album, *Just as I Am*, including the Grammy-winning song, "Ain't No Sunshine".<sup>[14]</sup>

In late 1971, Stills teamed up with ex-Byrd Chris Hillman to form the band Manassas. Their self-titled double album was a mixture of rock, country, blues, bluegrass and Latin music divided into different sections. All of Stills' albums after Buffalo Springfield had gone either gold or platinum; the Manassas follow-up album the next year *Down the Road* was his first LP that did not. After the CSNY reunion tour in 1974, he signed to Columbia Records for three albums: *Stills* in 1975; *Illegal Stills* in 1976; and *Thoroughfare Gap* in 1978.

In 1976, Stills attempted a reunion with Neil Young. At one point, *Long May You Run* was slated to be a CSNY record, but when Crosby and Nash left to fulfill recording and touring obligations,<sup>[15]</sup> they returned to find the other pair had wiped their vocals from the recordings, as Stills and Young decided to go on without their erstwhile partners as the Stills-Young Band. However, Young would leave midway through the resulting tour due to an apparent throat infection.<sup>[15]</sup> Stills was contractually bound to finish the tour, which he did, but upon returning home, his wife - French singer-songwriter Véronique Sanson - announced she wanted a divorce and wished to move back to France. Stills reunited with Crosby and Nash shortly afterwards, thanks to the efforts of Nash's future wife Susan, who got Nash to forgive Stills for wiping the Crosby and Nash vocals from *Long May You Run*. This led to the permanent reunion of Crosby, Stills, and Nash in 1977, which has persisted to the present. Since, Neil Young has joined the trio for two albums, in 1988 and 1999, and tours in 2000, 2002, and 2006, along with various benefit performances. Also in 1976, Stills played percussion on the Bee Gees' song "You Should Be Dancing".

In 1979 he traveled to Havana, Cuba, to participate in the Havana Jam festival that took place between March 2-4, alongside Weather Report, the Trio of Doom, Fania All-Stars, Billy Swan, Bonnie Bramlett, Mike Finnigan, Kris Kristofferson, Rita Coolidge and Billy Joel, plus an array of Cuban artists such as Irakere, with whom he toured the US after the Havana concerts. His performance is captured on Ernesto Juan Castellanos's documentary *Havana Jam '79*.



Stills performance in Essen, Germany, on June 17, 1983

In 1984, *Right by You* would be the final Stills album to make the *Billboard* 200 album chart, with *Stills Alone* issued in 1991. In 1997, Stills became the first person to be inducted into the Rock and Roll Hall of Fame twice in the same night for his work with CSN and the Buffalo Springfield. Fender Guitars crafted a custom guitar and presented it to Stills to commemorate the occasion, a Telecaster-style guitar bearing an inscription on the neck plate.

2005 saw Stills release *Man Alive!*, his first solo offering in 14 years. *Man Alive!* was released on the small English independent folk rock label Talking Elephant, and was not widely reviewed. The record did not chart on either side of the Atlantic, and was received lukewarmly by the few critics who did review it.<sup>[16][17]</sup>

Throughout 2006 and 2007, Stills toured regularly as a solo artist with "the Quartet", which consisted of drummer Joe Vitale, either Mike Finnigan or session player Todd Caldwell on keyboards, and either Kevin McCormick or Kenny Pasarelli on bass. On May 28, 2007, Stills sang the National Anthem for Game 1 of the 2007 Stanley Cup Finals between the Anaheim Ducks and Ottawa Senators in Anaheim, California.

On December 17, 2007, Graham Nash revealed on *Larry King Live* that Stills had been diagnosed with early stage prostate cancer and that his operation would take place on January 3, 2008, which is Stills' birthday.<sup>[18]</sup> Stills said later in January 2008 that he had come through the operation with "flying colors."<sup>[19]</sup>

Stills toured Europe as a solo artist for the first time during October 2008. In 2011, Stills contributed a song, "Low Barefoot Tolerance," to the soundtrack of a documentary produced by J. Ralph, *Wretches & Jabberers*.

On August 27, 2013, Stephen Stills released the album, *Can't Get Enough* with Kenny Wayne Shepherd and Barry Goldberg as the blues band the Rides. The band toured to support this release in 2013.

On August 12, 2014, Watsky released the album "All You Can Do", featuring a song with Stills, "Cannonball".

## Personal life

Stills was involved with musician Judy Collins from 1968 to 1969 and wrote the song Suite: Judy Blue Eyes for her. Stills also had a short-term relationship with Rita Coolidge, as had Graham Nash. This apparently led to the initial break-up of CSN in 1970.<sup>[20]</sup> During a Manassas tour in France, Stills met and married his first wife, singer-songwriter Véronique Sanson. They divorced in 1976. Also in 1976, Stills told *Rolling Stone* "My hearing has gotten to be a terrible problem. If I keep playing and touring the way I have been, I'll go deaf."<sup>[21]</sup> In 1988, he married Thai model Pamela Anne Jordan, with whom he had a daughter, Eleanor. Stills' third wife is Kristen Hathaway (Kristen Stills) whom he married in 1996.

Stills' son, Justin Stills, was critically injured at 26 years old, snowboarding on Mt Charleston just outside Las Vegas in 1997. An episode of Discovery Health's documentary series *Trauma: Life in the ER* featured his treatment and recovery. Justin was born in 1972 to Harriet Tunis.<sup>[22]</sup> Another son, Henry, has been diagnosed with Asperger syndrome<sup>[23]</sup> and is profiled in the 2007 documentary *Autism: The Musical*. Stills' daughter Eleanor is a photographer and graduate of Art Center College of Design in Pasadena. Since Eleanor's graduation, she has been responsible for all recent Crosby, Stills & Nash photography. Stills also has a daughter, Alex, who attends Emerson College in Boston, Massachusetts. Son Chris and daughter Jennifer are both recording artists. His youngest son, Oliver Ragland, was born in 2004 and named in honor of Neil Young, whose maternal family name is Ragland.<sup>[24]</sup>

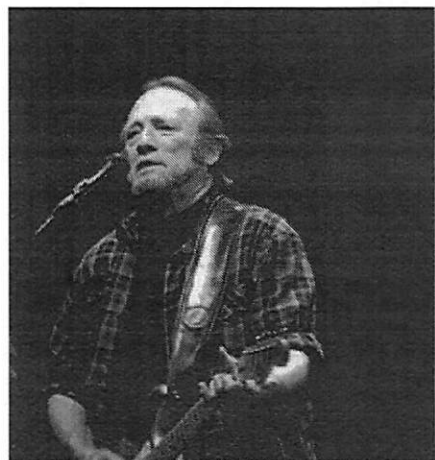
Like all four members of CSNY, Stills has long been involved in liberal causes and politics. In 2000, he served as a member of the Democratic credentials committee from Florida during the Democratic National Convention, and was a delegate in previous years.<sup>[25]</sup>

The comic book series *Scott Pilgrim* features a character by the name of Stephen Stills, referred to as "the Talent" by the band he shares with the title character. The character also plays an acoustic guitar and sings, and is often portrayed wearing the kind of western shirts that Stills has as standard wardrobe. The series also has a reference to Stills' collaborator Neil Young in the character of Young Neil.

## Style, musicianship, and sound

Stills is a guitarist whose music draws from myriad genres that include rock and roll, blues, gospel, country and folk music. In addition, Latin music has played a key role in both his approach to percussion and guitar and he is also a multi-instrumentalist, capable of playing keyboards, bass, percussion, congas, clarinet, electric piano, piano, organ, banjo and drums.<sup>[26]</sup>

Stills experimented with the guitar itself, including soaking strings in barbecue sauce<sup>[27]</sup> or flipping pickups to mimic Hendrix playing a right-handed guitar left-handed. He is also known for using alternate guitar tunings, particularly when performing acoustically. Often a long acoustic solo section of the show would showcase agile fingerstyle playing in standard and altered tunings. His primary alternate tuning is usually EEEBE, or "Palmer modal tuning", which can be heard in "Suite: Judy Blue Eyes," "Carry On," and "4 + 20." <sup>[28]</sup>



Stills at the Beacon Theatre in October 2012

For the CSN debut album in 1969, Graham Nash commented that "Stephen had a vision, and David and I let him run with it." Stills played every instrumental part on *Crosby, Stills and Nash* with exception of some guitar by Crosby and Nash, and drums by Dallas Taylor.

## Discography

*See also discographies for Crosby Stills Nash & Young, Buffalo Springfield and Manassas.*

### Solo

#### Studio albums

| Date of release    | Title                   | Peak Billboard chart position | RIAA Certifications [29] | Label            |
|--------------------|-------------------------|-------------------------------|--------------------------|------------------|
| November 16, 1970  | <i>Stephen Stills</i>   | #3                            | Gold                     | Atlantic Records |
| June 30, 1971      | <i>Stephen Stills 2</i> | #8                            | Gold                     | Atlantic         |
| June 23, 1975      | <i>Stills</i>           | #22                           |                          | Columbia         |
| March 1976         | <i>Illegal Stills</i>   | #30                           |                          | Columbia         |
| October 31, 1978   | <i>Thoroughfare Gap</i> | #83                           |                          | Columbia         |
| July 30, 1984      | <i>Right By You</i>     | #75                           |                          | Atlantic         |
| September 11, 1991 | <i>Stills Alone</i>     |                               |                          | Vision/Gold Hill |
| August 9, 2005     | <i>Man Alive!</i>       |                               |                          | Titan/Pyramid    |
| July 10, 2007      | <i>Just Roll Tape</i>   |                               |                          | Eyewall/Rhino    |

#### Live albums

| Date of release   | Title                             | Peak Billboard chart position | RIAA Certifications [29] | Label    |
|-------------------|-----------------------------------|-------------------------------|--------------------------|----------|
| December 4, 1975  | <i>Stephen Stills Live</i>        | #42                           |                          | Atlantic |
| September 4, 1978 | <i>Bread &amp; Roses Festival</i> |                               |                          | Klondike |
| October 27, 2009  | <i>Live at Shepherd's Bush</i>    |                               |                          | Rhino    |

#### Compilations

| Date of release   | Title   | Peak Billboard chart position | RIAA Certifications [29] | Label    |
|-------------------|---|-------------------------------|--------------------------|----------|
| December 2, 1976  | <i>Still Stills: The Best of Stephen Stills</i> | #127                          |                          | Atlantic |
| November 10, 2003 | <i>Turnin' Back the Pages</i>                   |                               |                          | Raven    |
| March 26, 2013    | <i>Carry On</i>                                 | # 8 Folk Albums               |                          | Rhino    |

### Singles



### With the Rides

| Date of release    | Title                   | Peak Billboard chart position | RIAA Certification [29] | Gold | Reprise Records | Studio |
|--------------------|-------------------------|-------------------------------|-------------------------|------|-----------------|--------|
| September 10, 1976 | <i>Long May You Run</i> | #26                           |                         |      |                 |        |

### With the Stills-Young Band

| Date of release    | Title                | Peak Billboard chart position | RIAA Certifications [29] | Label          | Information |
|--------------------|----------------------|-------------------------------|--------------------------|----------------|-------------|
| September 22, 2009 | <i>Pieces</i>        |                               |                          | Rhino/Atlantic | Compilation |
| April 23, 1973     | <i>Down the Road</i> | #26                           |                          | Atlantic       | Studio      |
| April 12, 1972     | <i>Manassas</i>      | #4                            | Gold                     | Atlantic       | Studio      |

### With Manassas

| Date of release | Title                | Peak Billboard chart position | RIAA Certification [29] | Gold | Columbia Records | Studio |
|-----------------|----------------------|-------------------------------|-------------------------|------|------------------|--------|
| July 22, 1968   | <i>Super Session</i> | #12                           |                         |      |                  |        |

### With Bloomfield/Kooper

| Date of release | Title                      | Peak Billboard chart position        | Album                   | Label            |
|-----------------|----------------------------|--------------------------------------|-------------------------|------------------|
| 1970            | "Love the One You're With" | #14 (#32 <i>Adult Contemporary</i> ) | <i>Stephen Stills</i>   | Atlantic Records |
| 1971            | "Sit Yourself Down"        | #37                                  | <i>Stephen Stills</i>   | Atlantic Records |
| 1971            | "Change Partners"          | #43                                  | <i>Stephen Stills 2</i> | Atlantic Records |
| 1971            | "Marianne"                 | #42                                  | <i>Stephen Stills 2</i> | Atlantic Records |
| 1972            | "It Doesn't Matter"        | #61                                  | <i>Manassas</i>         | Atlantic Records |
| 1972            | "Rock 'n' Roll Crazyies"   | #92                                  | <i>Manassas</i>         | Atlantic Records |
| 1973            | "Isn't it About Time"      | #56                                  | <i>Down the Road</i>    | Atlantic Records |
| 1975            | "Turn Back the Pages"      | #84                                  | <i>Stills</i>           | Columbia Records |
| 1978            | "Can't Get No Booty"       | —                                    | <i>Thoroughfare Gap</i> | Columbia Records |
| 1984            | "Can't Let Go"             | #67 (#17 <i>Adult Contemporary</i> ) | <i>Right by You</i>     | Atlantic Records |
| 1984            | "Stranger"                 | #61                                  | <i>Right by You</i>     | Atlantic Records |

| Date of release | Title                                | Peak Billboard chart position | RIAA Certification | Label              | Information |
|-----------------|--------------------------------------|-------------------------------|--------------------|--------------------|-------------|
| August 27, 2013 | <i>Can't Get Enough</i>              | #39                           |                    | 429 Records        | Studio      |
| May 6, 2016     | <i>Pierced Arrow</i> <sup>[30]</sup> | #152                          |                    | Mascot Label Group | Studio      |

## With Judy Collins

| Date of release    | Title                                 | Peak Billboard chart position | RIAA Certification | Label              | Information |
|--------------------|---------------------------------------|-------------------------------|--------------------|--------------------|-------------|
| September 22, 2017 | <i>Everybody Knows</i> <sup>[1]</sup> |                               |                    | Wildflower Records | Studio      |

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## External links

- Official Site (<http://stephenstills.com/>)
- CSN Official Site (<http://www.crosbystillsnash.com/>)
- CSNY Official Site (<http://www.csny.com/>)
- Five audio interview clips with Stephen Stills ([http://www.classicrockcentral.com/classic\\_rock\\_gimme5-Display.cfm?week=8](http://www.classicrockcentral.com/classic_rock_gimme5-Display.cfm?week=8))
- The Rides (<http://www.theridesband.com/>)

Retrieved from "[https://en.wikipedia.org/w/index.php?title=Stephen\\_Stills&oldid=796506840](https://en.wikipedia.org/w/index.php?title=Stephen_Stills&oldid=796506840)"

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September 25, 2017

Honorary Degrees, Distinguished Alumnus Awards and Memorials Committee  
Attn: Stephanie McBride  
Office of the Provost  
P.O. Box 113175

Members of the UF Honorary Degrees Committee:

With utmost pleasure I support the nomination of Stephen Stills for an Honorary Doctorate in Music from the University of Florida. Vetting has taken place among the faculty, and he fully meets the criteria of eminent or high distinction for sustained achievements of lasting significance and value. One of rock music's most enduring figures, Mr. Stills' career as a singer, instrumentalist and songwriter spans six decades. He is known largely for his involvement with two tremendously influential groups: Buffalo Springfield—for which he wrote their hit single "For What It's Worth," and Crosby, Stills, Nash & Young.

One of the first musicians to be inducted twice into the Rock and Roll Hall of Fame, Mr. Stills is ranked #47 on the Rolling Stone's list of 100 Greatest Guitarists and is the only artist to feature both Eric Clapton and Jimi Hendrix on his 1970 self-titled solo debut album. Fellow bandmate and co-lead guitarist Neil Young described Mr. Stills as "a musical genius."

Mr. Stills' remarkable achievements extend beyond his musical talents. He and his wife helped raise over \$320,000 to benefit Autism Speaks' research and advocacy efforts as hosts of the 2<sup>nd</sup> "Light Up the Blues" Concert in downtown Los Angeles. These efforts have brought him recognition from healthcare professionals. Additionally, his connections with the University of Florida and City of Gainesville are extraordinary. Mr. Stills helped make the University of Florida Steinbrenner Band Hall a reality in 2007 as a major contributor through the Stephen Stills Children's Music Project. Thanks to his efforts, the band building now houses the "Stephen Stills Rehearsal Hall," used by the 365-member marching band, renowned concert wind ensembles, athletic and jazz bands.

Mr. Stills is a musician and philanthropist who embodies the values of the University of Florida and the College of the Arts. I strongly support Stephen Stills' nomination for an Honorary Doctorate in Music. Please do not hesitate to contact me with any questions.

Sincerely,



Lucinda Lavelli  
Dean

## **NOTICE OF PROPOSED REGULATION AMENDMENT**

Date: May 9, 2018

**REGULATION TITLE:** Student Health, Athletic,  
Activity and Service and Transportation Access Fees

**REGULATION NO.:** 3.0372

**SUMMARY:** This regulation is amended, as is done annually, to set forth the student health, athletic, activity and service and transportation access fees effective the fall semester 2018. The proposed amendments also update the fees for students in the UF Levin College of Law to reflect the change from per-student-credit-hour to block tuition.

**AUTHORITY:** BOG Regulation 1.001

**COMMENTS CONCERNING THE PROPOSED REGULATION SHOULD BE SUBMITTED WITHIN 14 DAYS OF THE DATE OF THIS NOTICE TO THE CONTACT PERSON IDENTIFIED BELOW.** The comments must identify the regulation you are commenting on.

**THE PERSON TO BE CONTACTED REGARDING THE PROPOSED REGULATION AMENDMENT IS:** Brigit Dermott, Executive Assistant, 123 Tigert Hall, Post Office Box 113125, University of Florida, Gainesville, Florida 32611, 352-392-1358 office, 352-392-4387 facsimile, regulations@ufl.edu.

**NAME OF PERSON WHO APPROVED THE PROPOSED REGULATION AMENDMENT:** David Parrott, Vice President for Student Affairs

**THE FULL TEXT OF THE PROPOSED REGULATION IS ATTACHED TO THIS NOTICE.**

REGULATIONS OF THE  
UNIVERSITY OF FLORIDA

3.0372 Student Health, Athletic, Activity and Service and Transportation Access Fees.

(1) Effective Fall Semester, 2015, dental, medical and veterinary students must pay a semi-annual fee of \$735.40, ~~which includes the health, athletic, and activity and service fees.~~ Pharmacy students must pay a semi-annual fee of \$661.86, ~~and~~ Physical Therapy students must pay a semi-annual fee of \$717.01, ~~and~~ Public Health and Health Profession MPH ~~2two-Year-year~~ students must pay a semi-annual fee of \$441.24, ~~and~~ Public Health and Health Profession MPH ~~Accelerated-accelerated Program-program~~ students must pay a semi-annual fee of \$386.08, ~~and~~ Law JD students charged a block tuition rate must pay a semi-annual fee of \$539.29, and Law LL.M. students charged a block tuition rate must pay a semi-annual fee of \$478.01, which includes the health, athletic, and activity and service fees. All other students must pay the health, athletic, and activity and service fees on a per credit hour basis as indicated below:

|                           |         |
|---------------------------|---------|
| Health Fee:               | \$15.81 |
| Athletic Fee:             | \$1.90  |
| Activity and Service Fee: | \$19.06 |

(2) Notwithstanding the foregoing, University of Florida students enrolled in a New World School of the Arts degree program in Miami shall pay the following fees per credit hour:

|                           |         |
|---------------------------|---------|
| Health Fee:               | \$8.32  |
| Athletic Fee:             | \$0.00  |
| Activity and Service Fee: | \$11.26 |

(3) Notwithstanding the foregoing, the Office of the Provost will set the above fees for University of Florida students enrolled in off-campus course degree programs. The fees, which shall be limited by the amounts set forth in subsection (1) above, will be determined using the following factors: the location of the course, the type of courses and degree program, and the services provided to the student.

(4) Effective Fall Semester 2015, dental, medical and veterinary students must pay a semi-annual ~~Transportation-transportation Access-access Fee-fee~~ of \$188.80. Pharmacy students must pay a semi-annual ~~Transportation-transportation Access-access Fee-fee~~ of \$169.92, Physical Therapy students must pay a semi-annual ~~Transportation-transportation Access-access Fee-fee~~ of \$184.08, Public Health and Health Professions MPH ~~2-Year~~two-year students must pay a semi-annual ~~Transportation-transportation Access-access Fee-fee~~ of \$113.28, ~~and~~ Public Health and Health Professions MPH ~~Accelerated-accelerated Program-program~~ students must pay a semi-annual ~~Transportation-transportation Access-access Fee-fee~~ of \$99.12, Law JD students must pay a semi-annual transportation access fee of \$276.90138.45, and Law LL.M. students must pay a semi-annual transportation access fee of \$245.44122.72. This fee is used to help support the on-campus shuttle bus system and the City of Gainesville Regional Transit System. All other students must pay the transportation access fee on a per credit hour basis as indicated below:

|                            |        |
|----------------------------|--------|
| Transportation Access Fee: | \$9.44 |
|----------------------------|--------|

(5) Students enrolled in a New World School of the Arts degree program in Miami are exempted from paying the ~~Transportation-transportation Access-access Fee-fee~~. Students enrolled in an off-campus course shall be assessed all, part, or none of the fee pursuant to the

determination of the Office of the Provost based on the location and type of the course.

(6) Half-time graduate research and teaching assistants enrolled for eight (8) or more credit hours during the Fall or Spring ~~Term~~Semester and all other students enrolled for nine (9) or more credit hours (except students enrolled in a New World School of the Arts degree program and other students not required to pay the athletic fee) are eligible to purchase football tickets at the student rate.

Authority: BOG Regulation 1.001 and Higher Education Conforming Bill (HB 5201).

History: New 2-11-82, Amended 8-12-82, 9-15-83, 3-6-85, 10-14-85, Formerly 6C1-3.372, Amended 2-9-87, 12-28-87, 5-21-89, 4-17-90, 7-15-91, 5-18-92, 5-19-93, 4-30-95, 5-1-96, 7-15-97, 6-24-99, 6-21-00, 5-22-01, 5-20-02, 6-3-03, 11-25-03, 5-30-04, 7-19-05, 5-11-06, 4-20-07, 3-14-08 (BOT Approval), 4-23-08 (BOG Approval), 9-5-08 (Technical changes only), 3-17-09 (BOT Approval), 3-24-09 (BOG Approval), Formerly 6C1-3.0372, Amended 3-16-2010 (BOT Approval), 3-29-2010 (BOG Approval), 10-8-10 (BOT Approval), 10-19-10 (BOG Approval), 3-17-11 (BOT Approval), 4-8-11 (BOG Approval), 6-8-12 (BOT Approval), 8-3-12 (BOG Approval), 3-22-13 (BOT Approval), 4-1-13 (BOG Approval), 6-6-14 (BOT Approval), 7-9-14 (BOG Approval), 12-5-14 (BOT Approval), 1-7-15 (BOG Approval).

## NOTICE OF PROPOSED REGULATION AMENDMENT

Date: May 9, 2018

**REGULATION TITLE:**

Tuition Cost

**REGULATION NO.:**

3.0375

**SUMMARY:** The proposed regulation amendment updates the regulation to reflect the current tuition set by the legislature for the 2018-19 school year as follows: There is an increase in the repeat surcharge from \$181.12 to \$190.84, as set by the BOG. In addition the regulation has been updated to reflect the block tuition rate adopted by the Levin College of Law for the incoming fall 2018 class pursuant to BOG regulation 7.001(11) and approved by the UF Board of Trustees on August 29, 2017. The annual block tuition rates approximate the current tuition rates for two 15-credit semesters for JD students and two 13-credit semesters for LLM students. Students admitted prior to fall 2018 will continue to pay tuition at per student credit hour rates.

**AUTHORITY:** BOG Regulation 1.001

**COMMENTS CONCERNING THE PROPOSED REGULATION SHOULD BE SUBMITTED WITHIN 14 DAYS OF THE DATE OF THIS NOTICE TO THE CONTACT PERSON IDENTIFIED BELOW.** The comments must identify the regulation you are commenting on.

**THE PERSON TO BE CONTACTED REGARDING THE PROPOSED REGULATION IS:** Brigit Dermott, Executive Assistant, 123 Tigert Hall, Post Office Box 113125, University of Florida, Gainesville, Florida 32611, 352-392-1358 office, 352-392-4387 facsimile, regulations@ufl.edu.

**NAME OF PERSON WHO APPROVED THE PROPOSED REGULATION:**

Joe Glover, Provost and Senior Vice President for Academic Affairs

**THE FULL TEXT OF THE PROPOSED REGULATION IS ATTACHED TO THIS NOTICE.**

REGULATIONS OF THE  
UNIVERSITY OF FLORIDA

3.0375 Tuition Cost.

(1) Tuition Cost shall be defined as tuition and fees assessed to students for enrollment in credit courses at the University of Florida. Tuition Cost consists of the following tuition and fees:

(a) Resident Tuition Cost, comprising the following, shall be defined as the tuition and fees charged an enrolled student who qualifies as a Florida resident as defined in BOG Regulation 7.005 and Section 1009.21 Fla. Stat.:

1. Resident Tuition;
2. Tuition Differential;
3. Student Financial Aid Fee;
4. Capital Improvement Trust Fund Fee;
5. Transportation Access Fee;
6. Health Fee;
7. Athletic Fee;
8. Activity and Service Fee; and
9. Technology Fee.

(b) Non-Resident Tuition Cost, comprising the following, shall be defined as the tuition and fees charged an enrolled student who does not qualify as a Florida resident as defined in BOG Regulation 7.005 and Section 1009.21 Fla. Stat.:

1. Resident Tuition;
2. Tuition Differential;

3. Non-Resident Fee;
4. Student Financial Aid Fee;
5. Non-Resident Student Financial Aid Fee;
6. Capital Improvement Trust Fund Fee;
7. Transportation Access Fee;
8. Health Fee;
9. Athletic Fee;
10. Activity and Service Fee; and
11. Technology Fee.

(2) Enrollment shall be defined as consisting of two components:

(a) Formal registration in one or more credit courses approved and scheduled by the University; and,

(b) Payment of Tuition Costs, or other appropriate arrangements for payment (deferment or third-party billing) for the courses in which the student is registered as of the end of the drop/add period.

(3) A student is liable for Tuition Costs associated with all courses for which the student is registered at the end of the drop/add period. The Tuition Cost payment deadline is 3:30 p.m. Friday of the second week of class.

(4) Except for those Tuition Costs set forth in sections (5) and (6) of this regulation, the following are the Tuition Costs, which, in addition to the student health, athletic, activity and service, and transportation access fees that are set forth in UF Regulation 3.0372, shall be levied and collected for the ~~2017~~2018-2018~~9~~ academic year:



(a) Undergraduate Courses Charged per Student Credit Hour ~~2017~~2018-1819

|                                    |          |
|------------------------------------|----------|
| Resident Tuition                   | \$105.07 |
| Tuition Differential               | \$44.17  |
| Capital Improvement Trust Fund     | \$6.76   |
| Student Financial Aid              | \$5.25   |
| Technology                         | \$5.25   |
| Non-Resident Fee                   | \$707.21 |
| Non-Resident Student Financial Aid | \$35.36  |

(b) Notwithstanding the foregoing paragraph (a), an undergraduate resident student may not be charged the Tuition Differential if the student was in attendance at the ~~university~~ University before July 1, 2007 and has maintained continuous enrollment at the ~~university~~University, is a beneficiary of a prepaid tuition contract pursuant to Section 1009.98(2)(b), Fla. Stat., which was in effect on July 1, 2007 and which remains in effect, or if the student otherwise meets the criteria set forth for exemption from payment of the tuition differential in Section 1009.24(16)(b), Fla. Stat.

(c) Notwithstanding the foregoing paragraph (a), if an undergraduate student is a beneficiary of a prepaid tuition contract pursuant to Section 1009.98(2)(b), Fla. Stat., purchased prior to July 1, 2024, the undergraduate resident tuition, paid on behalf of the student effective the Fall 2009 ~~term~~semester, will increase above the preceding fiscal year's assessed amount based on the actuarial reserve determined by the Florida Prepaid by the maximum percent allowed. Effective Fall 2014, the actuarial reserve percent change means that the undergraduate resident tuition amount paid on behalf of such a student will be \$105.07 per credit hour. Florida Prepaid will pay on behalf of any such student any other fees that are covered by that student's

prepaid tuition contract.

(d) Graduate Courses Charged per Student Credit Hour ~~2017~~2018-1819

|                                    |          |
|------------------------------------|----------|
| Resident Tuition                   | \$448.73 |
| Capital Improvement Trust Fund     | \$6.76   |
| Student Financial Aid              | \$22.43  |
| Technology                         | \$6.56   |
| Non-Resident Fee                   | \$690.21 |
| Non-Resident Student Financial Aid | \$34.51  |

(e) College of Law (JD ~~and Law~~ Non-Tax LL.M-degrees) ~~Charged per Student Credit Hour~~Annual Charge ~~2017~~2018-1819 (based on student admission date)

|                                    | <u>Prior to<br/>Fall<br/>2018<br/>(per<br/>credit<br/>hour)</u> | <u>Fall 2018<br/>and later<br/>(annual<br/>charge)</u> |
|------------------------------------|---|--|
| Resident Tuition                   | \$652.47  | <u>\$19,139.12</u>                                     |
| Capital Improvement Trust Fund     | \$6.76  | <u>\$198.30</u>  |
| Student Financial Aid              | \$32.62   | <u>\$956.86</u>  |
| Technology                         | \$5.25  | <u>\$154.00</u>  |
| Non-Resident Fee                   | \$527.14  | <u>\$15,462.78</u>                                     |
| Non-Resident Student Financial Aid | \$26.35   | <u>\$772.92</u>  |

(f) College of Law (Environmental and Comparative LL.M. degrees) ~~Annual Charge~~ 2018-19

(based on student admission date)

|   | <u>Prior to</u><br><u>Fall</u><br><u>2018</u><br><u>(per</u><br><u>credit</u><br><u>hour)</u> | <u>Fall 2018 and</u><br><u>later (annual</u><br><u>charge)</u> |
|---|---|--|
| <u>Resident Tuition</u>                   | <u>\$652.47</u>   | <u><del>\$19,326.06</del>16</u><br><u>.964.22</u>              |
| <u>Capital Improvement Trust Fund</u>     | <u>\$6.76</u>   | <u><del>\$6</del>175.76</u>                                    |
| <u>Student Financial Aid</u>              | <u>\$32.62</u>  | <u><del>\$32.62</del>848.1</u><br><u>7</u>                     |
| <u>Technology</u>                         | <u>\$5.25</u>   | <u><del>\$5.25</del>136.5</u><br><u>0</u>                      |
| <u>Non-Resident Fee</u>                   | <u>\$527.14</u>   | <u><del>\$14,390.74</del>13</u><br><u>.705.64</u>              |
| <u>Non-Resident Student Financial Aid</u> | <u>\$26.35</u>  | <u><del>\$26.35</del>685.1</u><br><u>0</u>                     |

(f)(g) College of Law (Tax and International Tax LL.M. degrees) ~~Charged per Student Credit~~

~~Hour~~ ~~Annual Charge~~ 20172018-1819 (based on student admission date)

|                                       | <u>Prior to</u><br><u>Fall</u><br><u>2018</u><br><u>(per</u><br><u>credit</u><br><u>hour)</u> | <u>Fall 2018 and</u><br><u>later (annual</u><br><u>charge)</u> |
|---------------------------------------|---|--|
| <u>Resident Tuition</u>               | <u>\$724.97</u>   | <u><del>\$724.97</del>18,84</u><br><u>9.22</u>                 |
| <u>Capital Improvement Trust Fund</u> | <u>\$6.76</u>   | <u><del>\$6</del>175.76</u>                                    |
| <u>Student Financial Aid</u>          | <u>\$32.62</u>  | <u><del>\$32.62</del>848.1</u><br><u>7</u>                     |

|                                    |                 |   |
|------------------------------------|-----------------|---|
| Technology                         | <u>\$5.25</u>   | <del>\$5.25</del> <u>136.5</u><br>n             |
| Non-Resident Fee                   | <u>\$614.76</u> | <del>\$614.76</del> <u>15,98</u><br><u>3.76</u> |
| Non-Resident Student Financial Aid | <u>\$30.73</u>  | <del>\$30.73</del> <u>798.9</u><br><u>8</u>     |

~~(g)~~(h) College of Pharmacy (PharmD) Degree Annual Charge ~~2017~~2018-1819

|                                    |             |
|------------------------------------|-------------|
| Resident Tuition                   | \$19,844.74 |
| Capital Improvement Trust Fund     | \$243.36    |
| Student Financial Aid              | \$992.22    |
| Technology                         | \$157.50    |
| Non-Resident Fee                   | \$22,041.40 |
| Non-Resident Student Financial Aid | \$1,102.06  |

~~(h)~~(i) College of Medicine (MD) Degree Annual Charge ~~2017~~2018-1819

|                                    |             |
|------------------------------------|-------------|
| Resident Tuition                   | \$32,743.70 |
| Capital Improvement Trust Fund     | \$270.40    |
| Student Financial Aid              | \$1,637.18  |
| Technology                         | \$157.50    |
| Non-Resident Fee                   | \$27,847.86 |
| Non-Resident Student Financial Aid | \$1,392.38  |

~~(i)~~(j) College of Veterinary Medicine (DVM) Degree Annual Charge ~~2017~~2018-1819

|                  |             |
|------------------|-------------|
| Resident Tuition | \$25,248.16 |
|------------------|-------------|

|                                    |             |
|------------------------------------|-------------|
| Capital Improvement Trust Fund     | \$270.40    |
| Student Financial Aid              | \$1,262.40  |
| Technology                         | \$157.50    |
| Non-Resident Fee                   | \$19,976.40 |
| Non-Resident Student Financial Aid | \$998.80    |

(k) College of Dentistry (DMD) Degree Annual Charge ~~2017~~2018-1819

|                                    |             |
|------------------------------------|-------------|
| Resident Tuition                   | \$37,563.52 |
| Capital Improvement Trust Fund     | \$270.40    |
| Student Financial Aid              | \$1,878.16  |
| Technology                         | \$157.50    |
| Non-Resident Fee                   | \$25,219.78 |
| Non-Resident Student Financial Aid | \$1,260.98  |

(l) College of Public Health and Health Professions (DPT) Degree Annual Charge ~~2017~~2018-1819

|                                    |             |
|------------------------------------|-------------|
| Resident Tuition                   | \$19,522.30 |
| Capital Improvement Trust Fund     | \$263.64    |
| Student Financial Aid              | \$976.10    |
| Technology                         | \$157.50    |
| Non-Resident Fee                   | \$8,800.00  |
| Non-Resident Student Financial Aid | \$440.00    |

(m) College of Public Health and Health Professions (MPH) Degree Annual Charge ~~2017~~2018-

~~18~~19

|                                    |             |
|------------------------------------|-------------|
| Resident Tuition                   | \$13,201.82 |
| Capital Improvement Trust Fund     | \$162.24    |
| Student Financial Aid              | \$660.08    |
| Technology                         | \$157.50    |
| Non-Resident Fee                   | \$16,565.24 |
| Non-Resident Student Financial Aid | \$828.26    |

~~(m)(n)~~ College of Public Health and Health Professions (MPH) 42-Hour Accelerated Degree Annual

Charge ~~2017~~2018-~~18~~19

|                                    |             |
|------------------------------------|-------------|
| Resident Tuition                   | \$11,551.56 |
| Capital Improvement Trust Fund     | \$141.96    |
| Student Financial Aid              | \$577.56    |
| Technology                         | \$157.50    |
| Non-Resident Fee                   | \$14,494.56 |
| Non-Resident Student Financial Aid | \$724.72    |

~~(m)(o)~~ College of Medicine Physician's Assistant Program Courses Charge Per Credit Hour ~~2017~~2018

~~-18~~19

|                                |          |
|--------------------------------|----------|
| Resident Tuition               | \$590.87 |
| Capital Improvement Trust Fund | \$6.76   |
| Student Financial Aid          | \$29.54  |
| Technology                     | \$6.56   |

|                                    |          |
|------------------------------------|----------|
| Non-Resident Fee                   | \$793.74 |
| Non-Resident Student Financial Aid | \$39.68  |

~~(p)~~ College of Design, Construction, and Planning Graduate Courses Charge Per Credit Hour

~~2017~~2018-1819

|                                    |          |
|------------------------------------|----------|
| Resident Tuition                   | \$539.49 |
| Capital Improvement Trust Fund     | \$6.76   |
| Student Financial Aid              | \$26.97  |
| Technology                         | \$6.56   |
| Non-Resident Fee                   | \$690.21 |
| Non-Resident Student Financial Aid | \$34.51  |

(5) Pursuant to Section 1001.7065, Fla. Stat., the University of Florida has established the Preeminent State Research University Institute for Online Learning (“UF Online”). Tuition Costs levied and collected per credit hour for undergraduate students enrolled in this program for the ~~2017~~2018-20189 academic year shall be as follows:

|   |          |
|---|----------|
| Resident Tuition                          | \$78.80  |
| Tuition Differential                      | \$33.12  |
| Capital Improvement Trust Fund            | \$6.76   |
| Resident Student Financial Aid            | \$5.25   |
| Technology                                | \$5.25   |
| Resident Tuition and Fees per credit hour | \$129.18 |

## Non-Resident Tuition and Fees

Non-resident tuition is set at market rates and is program specific. Tuition and fees may be found at <http://ufonline.ufl.edu/costs/>

- (6) Tuition costs levied and collected for self-funded courses and programs are determined pursuant to BOG Regulation 8.002 and University of Florida Regulation 3.0376. Tuition costs for market rate programs other than UF Online are levied and collected at the rates set forth at

<http://www.distance.ufl.edu/market-rate/>

(7) Pursuant to Section 1009.285, Fla. Stat., each student enrolled in the same undergraduate course more than twice, shall be assessed an additional \$~~181.42~~190.84 per credit hour charge in addition to the Tuition Costs outlined above in section (4) or (5), for each such course.

(8) An Excess Hour Surcharge shall be assessed to an undergraduate student for each credit hour in excess of the number of credit hours required to complete the baccalaureate degree program in which the student is enrolled. The University will follow the definitions of required credit hours and other provisions governing the surcharge as set forth in BOG Regulation 7.003. The excess hour surcharge shall become effective for students who enter a state university for the first time and maintain continuous enrollment as follows:

(a) For the 2009-~~20~~10 and 2010-~~20~~11 academic years, an excess hour surcharge equal to 50 percent of the tuition rate as set forth in section (4) or (5), as applicable, for each credit hour in excess of 120 percent;

(b) For the 2011-~~20~~12 academic year, an excess hour surcharge equal to 100 percent



of the tuition rate as set forth in section (4) or (5), as applicable, for each credit hour in excess of 115 percent; and

(c) For the 2012-~~2013~~ academic year and thereafter, an excess hour surcharge equal to 100 percent of the tuition rate as set forth in section (4) or (5), as applicable, for each credit hour in excess of 110 percent.

(9) Any person classified as an out-of-state resident who has been appointed as a graduate assistant for at least 0.25 FTE shall be charged resident Tuition Costs. Upon completion of the appointment, such person shall be charged resident Tuition Costs for the remainder of his or her graduate career in any semester in which he or she receives a waiver of all tuition fees or all tuition fees are paid from University funds. If the student loses the waiver or tuition remission under this provision for any semester, he or she shall be liable for Tuition Costs for that semester based on his or her out-of-state residency classification. Any graduate student classified as an out-of-state resident who is receiving a full fellowship may be charged resident Tuition Costs.

(10) The Provost has the authority to designate programs in which Non-Resident Tuition Cost, or any portion thereof, are waived when such waiver is in support of the mission of the University and is consistent with policies specifically approved by the Board of Trustees.

(11) For the ~~2017~~2018-~~2018~~2019 academic year the President or the President's designee has the authority to waive \$2.00 per credit hour of the Capital Improvement Trust Fund fee for graduate students holding appointments as graduate assistants or graduate associates.

Authority: BOG Regulations 1.001, 7.001 and 7.003.

History--New 9-10-02, Amended 9-19-03, 1-11-05, 7-19-05, 11-22-05, 9-8-06, 7-24-07, 1-9-08, 9-5-08 (BOT Approval), 10-3-08 (BOG Approval), 7-9-09 (BOG Approval), 9-11-09 (BOT Approval), 10-27-09 (BOG Approval), 10-8-10 (BOT Approval), 10-19-10 (BOG

Approval), 7-5-11 (BOG Approval), 9-6-11 (BOT Approval), 6-8-2012 (BOT Approval), 8-3-2012 (BOG Approval), 7-8-13 (BOG Approval), 9-3-13 (BOT Approval), 12-6-13 (BOT Approval), 1-28-14 (BOG Approval), 6-6-14 (BOT Approval), 7-9-14 (BOG Approval), 6-4-15 (BOT Approval), 6-22-15 (BOG Approval), 6-9-16 (BOT Approval), 7-8-16 (BOG Approval), 6-8-17 (BOT Approval), 6-30-17 (BOG Approval).

## NOTICE OF PROPOSED REGULATION AMENDMENT

Date: May 9, 2018

**REGULATION TITLE:**

Employer Registrations

**REGULATION NO.:**

4.010

**SUMMARY:** The proposed changes to Regulation 4.010 clarify the services offered by the Career Connections Center and reflect the Center's name change, previously the Career Resource Center.

**AUTHORITY:** BOG Regulation 1.001

**COMMENTS CONCERNING THE PROPOSED REGULATION SHOULD BE SUBMITTED WITHIN 14 DAYS OF THE DATE OF THIS NOTICE TO THE CONTACT PERSON IDENTIFIED BELOW.** The comments must identify the regulation you are commenting on.

**THE PERSON TO BE CONTACTED REGARDING THE PROPOSED REGULATION IS:** Brigit Dermott, Executive Assistant, 123 Tigert Hall, Post Office Box 113125, University of Florida, Gainesville, Florida 32611, 352-392-1358 office, 352-392-4387 facsimile, regulations@ufl.edu.

**NAME OF PERSON WHO APPROVED THE PROPOSED REGULATION:**

David Parrott, Vice President for Student Affairs

**THE FULL TEXT OF THE PROPOSED REGULATION IS ATTACHED TO THIS NOTICE.**

REGULATIONS OF THE  
UNIVERSITY OF FLORIDA

4.010 Employer Registration for On-Campus Recruitment.

(1) The Career ResourceConnections Center (CCC) facilitates the holistic career development of students. This centralized and comprehensive center serves students and alumni across all majors, disciplines and degree levels. The CcenterCC offers a diverse range of services to help students with major/career exploration, professional development, gaining experience and securing employment.

(1)(2) Employers desiring to recruit and interview University students and eligible alumni, on-campus, for university students and eligible alumni for the purpose of obtainingoffering employment, both full-time and co-op/internships, must first register with the Career Resource Center (CCRC) and meet all requirements in regard to general eligibility requirements in accordance with the CCRC Employer Recruiting Policies and Procedures located at [www.ccrc.ufl.edu/employers/employerPolicies.html](http://www.ccrc.ufl.edu/employers/employerPolicies.html).

(2)(3) Employers who wish to interview students and/or post a position with the CCRC Gator Career Link database must comply with the following:

(a) All applicable Equal Employment Opportunity Commission Affirmative Action requirements and, all state and federal nondiscrimination requirements, and University of Florida Regulation 1.006. Additionally it is expected that all employers, public or private, recruiting at the University of Florida agree to adhere to

(a)(b) All applicable state and federal laws and regulations while conducting recruitment efforts.

~~(b)(c)~~ No fees of any kind will be charged to students or eligible alumni for applying,  
interviewing and/or securing positions posted for experience opportunities.-

Authority: BOG Regulation 1.001.

History: New 9-29-75, Formerly 6C1-4.10, 6C1-4.010, Amended 4-3-15.

## NOTICE OF PROPOSED REGULATION AMENDMENT

Date: May 9, 2018

**REGULATION TITLE:**

Student Honor Code and Student Conduct Code

**REGULATION NO.:**

4.040

**SUMMARY:** Proposed Regulation 4.040 substantially revises the existing Student Honor Code and Student Conduct Code by (a) consolidating sixteen separate regulations (Regulations 4.040 through 4.051) into single Regulation 4.040, (b) updating terms and language in compliance with the Florida Board of Governors Regulations, state and federal law and Office of Civil Rights guidance, (c) clarifying and revising the content to align more closely with the University's philosophy on student discipline, which is to provide a fair and educational process.

**AUTHORITY:** BOG Regulation 1.001

**COMMENTS CONCERNING THE PROPOSED REGULATION SHOULD BE SUBMITTED WITHIN 14 DAYS OF THE DATE OF THIS NOTICE TO THE CONTACT PERSON IDENTIFIED BELOW.** The comments must identify the regulation you are commenting on.

**THE PERSON TO BE CONTACTED REGARDING THE PROPOSED REGULATION IS:** Brigit Dermott, Executive Assistant, 123 Tigert Hall, Post Office Box 113125, University of Florida, Gainesville, Florida 32611, 352-392-1358 office, 352-392-4387 facsimile, regulations@ufl.edu.

**NAME OF PERSON WHO APPROVED THE PROPOSED REGULATION:**

David Parrott, Vice President for Student Affairs

**THE FULL TEXT OF THE PROPOSED REGULATION IS ATTACHED TO THIS NOTICE.**

## **NOTICE OF PROPOSED REGULATION AMENDMENT**

Date: May 9, 2018

**REGULATION TITLE:**

Student Honor Code and Student Conduct Code

**REGULATION NO.:**

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**AUTHORITY:** BOG Regulation 1.001

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**NAME OF PERSON WHO APPROVED THE PROPOSED REGULATION:**

David Parrott, Vice President for Student Affairs

**THE FULL TEXT OF THE PROPOSED REGULATION IS ATTACHED TO THIS NOTICE.**

REGULATIONS OF THE  
UNIVERSITY OF FLORIDA

4.040 Student Honor Code and Student Conduct Code.

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(1) Principles and Scope. Our educational mission is to enable our Students to lead and to influence the next generation and beyond for economic, cultural, and societal benefit. The University strives to protect and to guide the educational community by establishing a Student Honor Code, a Student Conduct Code, and a Student conduct system. These codes and systems promote individual and social responsibility and are enforced through University Regulations. By becoming a member of the University of Florida community, a Student agrees to adhere to its Student Honor Code and its Student Conduct Code. Students acting as individuals or as members of Student Organizations are expected to follow all applicable Laws and Regulations. University Regulations have been designed to promote the safety of people and the campus community, to create an environment conducive to learning, and to achieve the mission of the Institution.

(a) Principles. The University principles address our respect for people and property, for fairness, for Laws and Regulations, and for academic integrity. Nothing in this Regulation shall be interpreted to limit the constitutional or statutory rights of any Student, including but not limited to expressive rights protected by the First Amendment.

1. Respect for people and property. Students are encouraged both to conduct themselves in a manner that exemplifies respect for all people and property and to adhere to their personal values without imposing those on others.

2. Respect for fairness. Rules and established procedures are intended to ensure both fundamental fairness and an educational experience for Students and Student Organizations.

3. Respect for Laws and Regulations. Students and Student Organizations are expected to follow all applicable Laws and Regulations.

4. Respect for academic integrity. Academic honesty and integrity are fundamental values of the University. Students commit to holding themselves and their peers to the high

standard of honor required by the Student Honor Code. Any Student who becomes aware of a violation of the Student Honor Code is encouraged to report the violation to the appropriate University Official.

(b) Scope. Each Student and every Student Organization is required to abide by the Student Honor Code and the Student Conduct Code when on University-controlled property, at University sponsored events, or off campus in accordance with sections 3 and 4 of this Regulation.

The University disciplinary process is educational and designed to address Student behavior; therefore, the University will address any alleged violations of its Student Honor Code or its Student Conduct Code independently of any criminal or civil court process.

Unless otherwise noted, use of the term “Student” in this document applies both to the Student as an individual and to a Student Organization as a single entity, as applicable. The officers or the leaders of a particular Student Organization usually will be expected to represent the organization during the Student Conduct Process. A Student may be held responsible for his or her actions as an individual and as a member of a Student Organization.

Any question about how to interpret or apply the Student Conduct Code or Student Honor Code should be directed to the Dean of Students or designee.

(c) Off-Campus Conduct. The University may apply the Student Conduct Code and Student Honor Code to Students whose conduct may have an adverse impact on the health, safety, or welfare of people, property, the University Community, or the pursuit of its objectives, regardless of where such conduct occurs, even if off campus.

(2) Definitions. The following definitions are used solely for the purpose of this Regulation.

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| Accused Student  | A Student who has been accused of a violation of the Student Conduct Code or the Student Honor Code.   |
| Advisor          | Any one person chosen by an Accused Student or a Reporting Person to assist them throughout the Student Conduct Process. Any Advisor serves at the Student's own expense and initiative. A person may not serve in this capacity if his or her service would unreasonably conflict with the fair administration of the Student Conduct Process, as determined by the Director of Student Conduct and Conflict Resolution or designee. The University is not responsible for selecting an Advisor for any Student navigating the Student Conduct Process. It is the Student's responsibility to make appropriate arrangements for his or her Advisor to attend meetings, which will not be delayed due to scheduling conflicts of the chosen Advisor. The Advisor may be present to advise the Accused Student or the Reporting Person but cannot speak for the Student, present the Student's case, serve as a Witness, or otherwise participate directly in any meeting or Hearing. |
| Appeal Authority | Any person or people authorized by the Student Conduct Code or Student Honor Code to determine the outcome of an appeal. No person may hear or decide an appeal if they conducted or participated in the disciplinary proceeding being reviewed on appeal.   |
| Business Days    | Any weekday Monday through Friday during which University of Florida is in operation. Business Days do not include University holidays and closures.   |
| Chair            | The member of the Conduct Committee who acts as the chairperson of the Hearing and leads Hearing deliberations. The Conduct Committee Advisor selects the Chair from the Hearing Body.   |

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| Charge(s)                 | A potential violation of the Student Conduct Code or the Student Honor Code.  |
| Coercion                  | <p>Measured by a reasonable person standard, an attempt to cause another person to act or to think in a certain way by use of force, threats, or intimidation. Examples of Coercion include but are not limited to:</p> <ul style="list-style-type: none"> <li>• Causing the deliberate Incapacitation of another person;</li> <li>• Requiring a person to submit to sexual acts to receive an academic benefit or an employment advantage;</li> <li>• Threatening to harm oneself if the other person does not engage in a sexual act; and</li> <li>• Threatening to disclose a person's sexual orientation, gender identity, or other sensitive, personal information if the person does not engage in a sexual act.</li> </ul> |
| Conduct Committee Advisor | <p>The Director of Student Conduct and Conflict Resolution or designee may convene a Conduct Committee and advise the Conduct Committee throughout the Hearing process on procedure, questioning, relevant information, policy, and Regulation. The Conduct Committee Advisor will review all information, Witnesses, and questions to advise the Conduct Committee on relevancy determinations. The Conduct Committee Advisor will make relevancy determinations, prior to the Hearing, on documents, exhibits, and Witnesses allowable in a Hearing. The Conduct Committee Advisor is not a member of the Conduct Committee. The Conduct Committee Advisor is present during committee deliberations but does not vote.</p>     |

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| Conflict Resolution | Conflict Resolution services and education are available to Students both to aid them in resolving conflict productively and to develop their abilities to handle conflict effectively.   |
| Consent             | <p>Consent is an act or statement that is knowing, freely given, and mutually understood to communicate a willingness to engage in the activity. It is the responsibility of each person involved in any sexual act to ensure that they have the Consent of the other(s).</p> <ul style="list-style-type: none"> <li>• The existence of a dating or sexual relationship between the people involved, or the existence of a past sexual encounter, is not by itself an indication of Consent for any current or future sexual encounter.</li> <li>• Consent cannot be obtained by force, threat, Coercion, or by causing a reasonable fear of imminent injury.</li> <li>• For sexual activity to be consensual, Consent must be ongoing throughout the sexual encounter. A person can withdraw Consent at any time. Consent to one sexual act does not automatically constitute Consent to another sexual act.</li> <li>• A person withdraws Consent by clearly communicating withdrawal through words or actions.</li> <li>• Consent to engage in sexual activity with one person does not automatically constitute Consent to engage in sexual activity with another person.</li> <li>• Lack of protest or resistance, alone, is not Consent.</li> <li>• A person who is Incapacitated cannot give Consent.</li> </ul> |
| Correspondence      | Written or electronic communication from the University sent to a Student. The University may use either the Student's UFL email address, if the Student is a current   |

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|  | <p>Student, or the physical address on file with the Registrar.</p> <p>Correspondence includes but is not limited to written or electronic communication from the Student through the Student's UFL email address.</p>  |
| Educational Conversation About Behavior ("ECaB") | <p>A required meeting related to reported information, which is not investigatory in nature and does not result in Charges.</p> <p>This meeting is intended to address reported information that does not support initiating a formal conduct process but does require an educational discussion about the content of the Student Conduct Code and the expectations of the University community.</p>                |
| Faculty  | Any person hired or appointed by the University to conduct classroom, teaching, or research activities.   |
| Hearing  | A proceeding through which a Hearing Body determines whether a Student is responsible or not responsible for Charges and imposes Sanctions if appropriate. A Hearing Body conducts Hearings in accordance with the Student Conduct Code or the Student Honor Code.  |
| Hearing Body                                     | Any person or people authorized in the Student Conduct Code or the Student Honor Code to conduct Hearings, to make relevancy determinations during Hearings, to make findings after Hearings about whether a Student has violated the Student Conduct Code or the Student Honor Code, and to recommend or to issue Sanctions if appropriate.  |
| Incapacitation/<br>Incapacitated                 | <p>Incapacitation is a temporary or permanent state in which a person is physically or mentally unable to communicate a willful, voluntary, and knowing decision. A person can be incapacitated because of age, alcohol or drug consumption, being unconscious or asleep, a disability, or any other circumstance that prevents a Student from having the capacity to give Consent. For a person to be rendered</p> |

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|  | <p>Incapacitated by alcohol or drugs, the person must be so impaired that they are unable to give Consent. This level of impairment must be obvious to a reasonable person; it is not enough for a person to be merely under the influence of, or to have impaired judgment because of, alcohol or drugs.</p>   |
| <p>Incident Review Committee (“IRC”)</p> | <p>The Director of Student Conduct and Conflict Resolution or designee may convene a committee to review a reported organizational incident or an allegation originating from one of the four Greek councils: the Interfraternity Council (IFC), the Multicultural Greek Council (MGC), the National Pan-Hellenic Council (NPHC), or the Panhellenic Council (PC). This committee gives perspective on whether sufficient information exists for a reasonable Hearing Body to determine if an accused Student Organization violated the Student Conduct Code. If such information exists, the Director of Student Conduct and Conflict Resolution or designee may issue Charges.</p> <p>Informed by the perspective of the IRC, the Director of Student Conduct and Conflict Resolution or designee will decide if an organizational Charge is appropriate.</p> |
| <p>Intake Meeting</p>                    | <p>An individual meeting between (1) the Director of Student Conduct and Conflict Resolution or designee and any person or people participating in the Student Conduct Process or (2) a Student Conduct Administrator and any person with whom the Student Conduct Administrator needs to discuss the details of a received report to decide which resolution options are appropriate. An Intake Meeting may occur at any point before or during the Student Conduct Process at the discretion of the Director of Student Conduct and Conflict Resolution or designee.</p>  |

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| Investigation                    | The gathering of information related to a reported incident or allegation. Investigations may be conducted by Student Conduct and Conflict Resolution or by other investigatory units, including but not limited to Housing and Residence Education, the University of Florida Police Department, or the Office of Title IX Compliance.   |
| Investigation Meeting            | A meeting that includes the opportunity for the Director of Student Conduct and Conflict Resolution or designee to interview people who may have information relevant to a potential Charge, to explain the Student Conduct Process, to explain the rights of Students, and to review of the nature of the allegation.  |
| Laws                             | Any Laws, Regulations, codes, and ordinances, whether they originate from a Florida municipality or county, the State of Florida, the United States, or when in another state or country, the applicable Laws of that state or country.   |
| Preponderance of the Information | The University's burden of proof for any disciplinary proceeding is preponderance of the evidence, but for the purpose of this Regulation it will be referred to as "Preponderance of the Information". "Preponderance of the Information" means that the information presented by the University, as a whole, supports the finding that it is more likely than not that the charged violation occurred. In order to satisfy this burden, the University must present some information that would not be deemed inadmissible hearsay in a court of Law. This standard shall be used in resolving all Student Conduct or Student Honor Code cases under this Regulation. |
| Recording                        | Any recording in any medium using any technology. This includes but is not limited to visual recordings, such as photographs and videos, and audio recordings.  |



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| Regulations               | University of Florida Regulations, policies, or rules.   |
| Relationship Violence     | Relationship Violence encompasses both dating and domestic violence. Dating violence includes but is not limited to, violence between people who have or have had a relationship of a romantic or intimate nature, not living together in the same household. Domestic violence includes but is not limited to, violence between family members or individuals living in the same household, including but not limited to stalking, kidnapping, false imprisonment or any act resulting in physical injury or death of family or household member(s) by another family or household member(s). |
| Reporting Person          | Any person who has reported another person's alleged violation of the Student Conduct Code. The Reporting Person is the person who files a report or on whose behalf a report is filed.  |
| Sanction                  | A mandatory requirement established by the University, given to a Student who has accepted responsibility for, or whom a Hearing Body has found responsible for, a violation of the Student Conduct Code or the Student Honor Code.  |
| Separation/Disaffiliation | A type of Sanction for a Student or a Student Organization that includes suspension, expulsion, or disaffiliation.   |
| Student                   | Any person admitted, enrolled, or registered for any University Program, regardless of either the medium of the program, regardless of degree-seeking status, or when not enrolled or registered for a particular term, who is eligible to enroll in future terms and have a continuing relationship with the University. For the purpose of this Regulation, the term "Student" is interchangeable with "Student Organization" when the term "Student Organization" is not directly specified.  |

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| Student Conduct Administrator | A person or administrative unit whose duties include the administration of the Student Conduct Code or the Student Honor Code process. Student Conduct Administrators are designated by the Dean of Students and may include staff members in Student Conduct and Conflict Resolution and in Housing and Residence Life Education.  |
| Student Conduct Process       | The processes outlined in this Regulation to resolve alleged violations of the Student Conduct Code and the Student Honor Code.   |
| Student Organization          | An association or group of persons that has complied with the formal requirements for University recognition or is in the formal process of obtaining recognition. For the purpose of this Regulation, the term “Student” is interchangeable with “Student Organization” when the term “Student Organization” is not directly specified.  |
| Support Person                | <p>Any one person chosen to provide comfort and emotional support to an Accused Student or a Reporting Person throughout the Student Conduct Process. Any Support Person serves at the Student’s own expense and initiative. A person may not serve in this capacity if the Director of Student Conduct and Conflict Resolution or designee determines that his or her service would unreasonably conflict with the fair administration of the Student Conduct Process.</p> <p>The University is not responsible for providing a Support Person for anyone navigating the Student Conduct Process. It is the Student’s responsibility to make appropriate arrangements for his or her Support Person to attend meetings, which will not be delayed due to scheduling conflicts of the chosen Support Person. The Support Person</p> |

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|   | may not serve as a secondary Advisor or a Witness, nor can the Support Person perform any other function except for providing comfort and emotional support to the Accused Student or the Reporting Person. The Support Person cannot speak for a Student, present the Student's case, or otherwise participate directly in any meeting or Hearing.  |
| University/Institution                    | The University of Florida.   |
| University Activity or University Program | Any event, program, or activity that is hosted, sponsored, or organized by any University group, office, or organization, including but not limited to Student Organizations. This definition applies only to this Regulation and not in any other context.  |
| University Campus/Premises                | All land, buildings, facilities, and other property the University possesses, owns, leases, operates, supervises, or controls, including adjacent streets and sidewalks.   |
| University Community                      | University Officials, Faculty, other employees, Students, and other people who or entities that participate in any University Activity or University Program.  |
| University Official                       | Any person the University employs, contracts, or appoints to perform assigned teaching, research, administrative, professional, or other responsibilities.   |
| Witness                                   | A Relevant Witness is a person with direct knowledge about or involvement in a reported incident or allegation. Relevant Witnesses may participate in person during the Student Conduct Process. Other Witnesses, including character Witnesses, may not participate in person during the Student Conduct Process but may submit statements pursuant to the submission guidelines outlined in the Student Rights section of this Regulation. |

### (3) Violations of the Student Honor Code

*The Honor Pledge: We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity by abiding by the Student Honor Code. On all work submitted for credit by Students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."*

(a) Cheating. A Student cannot use unauthorized materials or resources in any academic activity for academic advantage or benefit. Cheating includes but is not limited to:

1. Using any materials or resources prepared by another Student without the other Student's express Consent or without proper attribution to the other Student.
2. Using any materials or resources, through any medium, which the Faculty has not given express permission to use and that may confer an academic benefit to the Student.
3. Using additional time, or failing to stop working when instructed, on any time-bound academic activity.
4. Failing to follow the directions of a proctor of any academic activity, when such conduct could lead to an academic advantage or benefit or is disruptive to the testing environment.
5. Collaborating with another person, through any medium, on any academic activity, when Faculty has expressly prohibited collaboration.

(b) Complicity in Violating the Student Honor Code. Attempting, aiding, encouraging, facilitating, abetting, conspiring to commit, hiring someone else to commit, giving or receiving bribes to secure, or being an accessory to any act prohibited by the Student Honor Code.

(c) False or Misleading Information.

1. A Student must not make a false or misleading statement during the Investigation or resolution of an alleged Student Honor Code violation.

2. A Student must not make a false or misleading statement for the purpose of procuring an improper academic advantage for any Student.

3. A Student must not use or present fabricated information, falsified research, or other findings if the Student knows or reasonably should be aware that the information, research, or other finding is fabricated or falsified.

(d) Interference with an Academic Activity. A Student must not take any action or take any material for the purpose of interfering with an academic activity, through any means over any medium.

(e) Plagiarism. A Student must not represent as the Student's own work all or any portion of the work of another. Plagiarism includes but is not limited to:

1. Stealing, misquoting, insufficiently paraphrasing, or patch-writing.

2. Self-plagiarism, which is the reuse of the Student's own submitted work, or the simultaneous submission of the Student's own work, without the full and clear acknowledgment and permission of the Faculty to whom it is submitted.

3. Submitting materials from any source without proper attribution.

4. Submitting a document, assignment, or material that, in whole or in part, is identical or substantially identical to a document or assignment the Student did not author.

(f) Submission of Academic Work Purchased or Obtained from an Outside Source. A Student must not submit as his or her own work any academic work in any form that the Student purchased or otherwise obtained from an outside source, including but not limited to: academic

materials in any form prepared by a commercial or individual vendor of academic materials; a collection of research papers, tests, or academic materials maintained by a Student Organization or other entity or person, or any other sources of academic work.

(g) Unauthorized Recordings. A Student must not, without express authorization from Faculty, make or receive any Recording, through any means over any medium, of any academic activity, including but not limited to a Recording of any class or of any meeting with Faculty. Students registered with the Disability Resource Center who are provided reasonable accommodations that include allowing such Recordings must inform Faculty before making such Recordings.

(h) Unauthorized Taking or Receipt of Materials or Resources to Gain an Improper Academic Advantage. A Student, independently or with another person or other people, must not without express authorization take, give, transmit, or receive materials, information, or resources in any manner, through any medium, for the purpose of gaining or providing an improper academic advantage to any Student.

(4) Violations of the Student Conduct Code.

(a) Alcoholic Beverages Violations.

1. Under-age possession or consumption. Possession or consumption of alcoholic beverages by a Student under 21 years old.

2. Distribution or sale of alcoholic beverages. Distribution or sale of an alcoholic beverage to any person under 21 years old.

3. Possession of common source containers. Unless explicitly approved in advance in writing by the Division of Student Affairs or Business Affairs for a particular occasion, a Student or Student Organization cannot possess or use of kegs, mini kegs, or other common

source containers of alcoholic beverages, such as trash cans, tubs, or similar containers of alcohol, when such possession or use occurs on campus, in the housing of any University of Florida organization or group, or in connection with a University Activity.

4. Excessive rapid consumption. Regardless of the age of those involved, facilitating, arranging, or participating in any extreme alcohol consumption activity that constitutes, facilitates, or encourages competitive, rapid, or excessive consumption of alcohol when such activity occurs on campus, in the housing of any University of Florida organization or group, or in connection with a University Activity. Examples include but are not limited to drinking games.

5. Any other violation of the Alcoholic Beverages Regulation, University of Florida Regulation 2.019.

(b) Complicity in Violating the Student Conduct Code. Attempting, aiding, encouraging, facilitating, abetting, conspiring to commit, hiring someone else to commit, giving or receiving bribes to secure, or being an accessory to any act prohibited by this Code.

(c) Disruptive Conduct. Conduct that is materially or substantially disruptive to the normal operations of the University, or that incites others to do so, in any of the following activities: teaching, research, administrative functions, disciplinary proceedings, other University Activities whether on or off campus, and other authorized activities that take place on campus. In evaluating whether conduct is materially or substantially disruptive, the University may consider the totality of factors, including but not limited to whether there was an intent to prevent the activity or event from continuing to completion and whether the conduct was a sustained and continuous disruption. Disruptive conduct does not include any conduct protected by the First Amendment. Examples of Disruptive Conduct include but are not limited to:

1. Disruption of University Officials in the performance of their work.
2. Disruption of a University Activity or event.
3. Disruption of a class or curricular activity. Classroom or other academic

workplace behavior that interferes with either:

- a. the instructor's authority or ability to conduct the class or
  - b. other Students' ability to benefit from the instructional program.
4. Conduct that is disorderly or a breach of the peace under Law.
5. Public intoxication, which is disrupting a University Activity while intoxicated or impaired by alcohol or another mind-altering substance.
6. Interference with the rights of others to carry out their activities or duties at or on behalf of the University.
7. Violation of the Disruptive Behavior Regulation, University of Florida Regulation 1.008.
8. Violation of the Campus Demonstration Regulation, University of Florida Regulation 2.002.
- (d) Driving under the influence of alcohol, drugs, or other mind-altering substance. Operation of a motor vehicle while impaired by drugs, alcohol, or other mind-altering substance or while having an unlawful blood or breath alcohol level.
- (e) Drug Violations.
  1. Use, possession, manufacturing, distribution, or sale of a controlled substance that is prohibited by Law. Knowingly inhaling or ingesting substances that will alter a Student's mental state. Use of legal medication outside the parameters of the medical authorization. Possession or use of prescription medications not prescribed to the user.



2. Possession of drug paraphernalia.

(f) Endangering Behavior

1. Unwanted physical contact causing physical injury. Other conduct, including but not limited to Relationship Violence, which does or could endanger the health, safety, or welfare of any person or people, including oneself.

2. Interference with the freedom of movement of any member or guest of the University.

3. Stalking/cyberstalking, which is a course of conduct committed with the intent to kill, injure, harass or intimidate another person that either places the person in reasonable fear of the death of, or serious bodily injury to, that person, an immediate family member, a spouse or an intimate partner of that person; or causes, attempts to cause, or would be reasonably expected to cause substantial emotional distress to a person listed above.

(g) Failure to Comply with Directive. Failure to comply with a lawful directive of law enforcement or a University Official.

(h) Dangerous Chemicals. Possession of dangerous chemicals or use of any such items in a manner that harms, threatens, or reasonably causes fear to others, on University Property or at University sponsored events, with limited exceptions, is prohibited. Exceptions to this prohibition:

1. A sworn law enforcement officer may carry chemical spray.

2. Any person may carry chemical spray that is used solely for self-defense and is in a compact vessel that contains no more than two ounces of chemical.

(i) Fire Safety Violations.

1. Conduct that causes or attempts to cause a fire or explosion or possession or use of fireworks unless authorized by the University in advance in writing.

2. Tampering with fire safety equipment or failure to evacuate during a fire alarm on the University Premises or at any University Activity.

(j) **Furnishing False Information.** Furnishing false or misleading information to the University or to any University Official. This includes but is not limited to forging documents or other data, or omitting facts that are material to the purpose for which the information is submitted.

(k) **Harassment.** Threats, intimidation, Coercion, or any other conduct that places another in reasonable fear of imminent physical harm, through words or actions, or objectively disrupts a person's daily activities, including education and employment. Harassment does not include conduct protected by the First Amendment.

(l) **Hazing.** Any action or series of actions that recklessly, by design or intentionally endangers the mental health, physical health or safety of a Student for any purpose, including but not limited to initiation into, admission into or affiliation with any Student group or organization. Hazing occurs if a person or group:

1. Causes or attempts to cause physical injury or other harm to a Student, including but not limited to emotional distress, or engages in any conduct that presents a threat to the Student's health or safety. Hazing includes but is not limited to any physical brutality, such as whipping; beating; branding; exposure to the elements; forced consumption of any food, alcohol, drug or other substance; or other forced physical activity that could adversely affect the physical health, mental health or safety of any Student and any activity that would subject the Student to

extreme mental stress, such as sleep deprivation, forced sexual conduct or forced exclusion from social contact.

2. Engages in an action or activity that has a tendency to or is intended to demean, disgrace, humiliate or degrade a Student. This includes but is not limited to forced conduct that could result in extreme embarrassment or servitude, or other forced activity that could adversely affect the mental health or dignity of the Student.

3. Conduct that by design, intent or recklessness causes a Student to be reasonably unable to pursue, interferes with, or attempts to interfere with a Student's academic schedule or performance; or

4. Causes, induces, pressures, coerces or requires a Student to violate the Law or any University of Florida Regulation.

5. In response to allegations of hazing under this Regulation, it is not a defense that:

a. The person harmed gave Consent to the conduct.

b. The conduct was not part of an official organizational event or sanctioned or approved by the organization.

c. The conduct was not done as a condition of membership in the organization.

(m) Invasion of Privacy and Unauthorized Recording.

1. 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 the privacy of another person under applicable Laws and Regulations. Such conduct includes, without limitation, unauthorized Recording of personal conversations, images, meetings or activities.

2. Unauthorized Recording of a class or of organizational or University meetings, where there exists a legal expectation of privacy, and any use, disclosure, or distribution of any such Recording.

3. Engaging in acts of Voyeurism, including but not limited to peeping or surreptitiously Recording another in a bathroom.

4. Any notice, Consent or other requirement under applicable Laws and Regulations must be fulfilled in connection with authorizing, making, using, disclosing or distributing any Recording, where there is a legal expectation of privacy.

5. Refer also to University Regulation 1.006(4) Non-Discrimination/Harassment/Invasion of Privacy Regulation which governs all University personnel including Students.

(n) Misuse or Unauthorized Possession or Use of Public or Private Property.

1. Theft, conversion, misuse, taking or unauthorized use or possession of public or private property or unauthorized use or acquisition of services.

2. Destroying, damaging or littering of any property. Conduct that destroys, damages or litters any property of the University or any property of a person or group.

3. Misuse of the identification number or card issued to a Student through alteration, forgery or duplication, or through use of an identification card that has not been issued to the user. It is also a violation to grant or authorize use by a third party of one's own identification number or card for any purpose except to obtain Student block seating in accordance with University Athletic Association procedures for Student block seating.

4. Unauthorized sale of Student tickets. Unauthorized sale or purchase of Student tickets on University Campus to any University of Florida function or event.

5. Use or possession of fake identification materials, including the use of another person's government issued identification.

(o) Misuse or Unauthorized Use of University Computer Resources.

1. Any action without authorization from the University that does, or causes a person to, access, use, modify, destroy, disclose or take data, programs or supporting documentation residing in or relating in any way to a University of Florida computer, computer system or computer network or causes the denial of computer system services to an authorized user of such system.

2. Unauthorized downloading or facilitating others to download copyrighted music and films without authorization.

3. Any other violation of the Policies on Information Technology and Security Regulation, University of Florida Regulation 1.0102 or any policy referenced through that Regulation.

4. The use of the University's computer resources to violate any Laws or Regulations or Board of Governors' Regulation.

(p) Obstruction of the University Conduct Process. Interference with or obstruction of the Student Conduct Process, including but not limited to the following:

1. Falsification, distortion or misrepresentation of information before a Hearing Body.

2. Disruption or interference with the orderly conduct of a Hearing or meeting as outlined in this Regulation.

3. Institution of a Student conduct code proceeding in bad faith.

4. Attempting to influence the impartiality of a Hearing Body prior to, or during the course of, a Student Conduct Process

5. Harassment or intimidation of a Hearing Body, and/or participant, prior to, during or after a Hearing or meeting as outlined in this Regulation.

6. Influencing or attempting to influence another person to commit an obstruction of the Student Conduct Process.

(q) Public Indecency. Examples include but are not limited to public urination and exposure of sexual organs.

(r) Sexual Misconduct.

1. Sexual violence: any sexual act perpetrated against a person's will or in circumstances in which the person is unable, due to Incapacitation, to give Consent. Acts falling into the category of sexual violence include but are not limited to nonconsensual sexual intercourse.

2. Nonconsensual intimate touching: any unwelcome intentional intimate touching of another, which does not constitute sexual violence, without the Consent of the other person or in circumstances in which the person is unable, due to Incapacitation, to give Consent.

3. Sexual harassment: unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature directed at a person that places another person in reasonable fear of physical harm, or objectively disrupts employment, education, research, living or other activities.

(s) Unauthorized Entry to University Facilities. Unauthorized access or entry to University property, buildings, structures or facilities. Unauthorized possession, duplication or use of keys or access cards for any such University property.

(t) Violation of Law. Violation of any municipal or county ordinance, any Law, Regulation, or requirement of the State of Florida, the United States or, when in another state or country, that state or country. For example:

1. Florida Statute 790.115 Possessing or discharging weapons or firearms at a school-sponsored event or on school property prohibited; penalties; exceptions.

2. Florida Statute 1004.097 Free expression on campus.

(u) Violation of University Policy. Violation of any Regulation or policy of the University of Florida, the Florida Board of Governors or the State of Florida including, but not limited to the University of Florida, Department of Housing and Residence Life Education Community Standards and the Gator Fan's Code of Conduct.

(5) Student Rights

(a) Accused Student Rights. Any Accused Student or Student Organization will be afforded the following rights throughout the University conduct process. Any Student may also be given the opportunity to waive specific rights, in writing, to expedite the resolution process if appropriate as determined by the Director of Student Conduct and Conflict Resolution or designee. Accused Students have the right to:

1. Access and review all relevant University of Florida policies and procedures related to the Student Honor Code or Student Conduct Code.

2. Written notification in Correspondence of any Charges resulting from an alleged violation of the Student Honor Code or the Student Conduct Code.

3. Privacy of their student education records, except to the extent permitted or required by Law.

4. Have an Advisor and/or Support Person present during any meeting with Student Conduct and Conflict Resolution. A Student who chooses to have an Advisor and/or Support Person present during any meeting, must provide the identity of the person(s) and the appropriate signed privacy waiver(s) to the Director of Student Conduct and Conflict Resolution or designee at least two (2) Business Days in advance.

5. A Hearing to determine responsibility of any alleged violations of the Student Honor Code or the Student Conduct Code. A single postponement request for the Hearing for up to thirty (30) calendar days may be submitted to Student Conduct and Conflict Resolution if a legal case resulting from the same incident is pending.

6. Decline to answer any questions or provide self-incriminating information to the Hearing Body at any point during the resolution process. Accused Students may also elect not to participate in a Hearing with the understanding that a decision, including any appropriate Sanctions, will be made using the information available at the time of the Hearing in their absence.

7. An opportunity to ask staff member(s) in Student Conduct and Conflict Resolution questions regarding the conduct process, and have those questions answered to the extent that staff is permitted and able.

8. Provide and review appropriate information, including any potential Witnesses that could be used in the decision-making process to Student Conduct and Conflict Resolution.

a. All information must be provided to Student Conduct and Conflict Resolution by 5:00 p.m. at least eight (8) Business Days before the scheduled Hearing. No new information, including potential Witnesses, will be accepted for consideration after this date.



b. An Accused Student and his or her Advisor, if any, have the right to inspect the case file at least five (5) Business Days before the scheduled Hearing. Case file review may only be completed during normal operating hours on a Business Day, in-person, or in extenuating circumstances via approved alternative means as determined by the Director of Student Conduct and Conflict Resolution or designee. No case documents will be released by Student Conduct and Conflict Resolution to the Reporting Person or the Accused Student.

9. Have all information, including any potential Witnesses, that could be used in the decision-making process reviewed preliminarily for relevance by Student Conduct and Conflict Resolution prior to the Hearing. The determination of relevance will rest with the Director of Student Conduct and Conflict Resolution or designee. Relevance decisions will be communicated directly with the Accused Student, with rationale, in writing prior to the Hearing. Relevancy determinations regarding information directly related to the Reporting Person's character or prior conduct will also be communicated directly with the Reporting Person in the same manner. Relevancy determinations may be reversed or modified through an appeal to the Dean of Students or designee.

10. Participate in a Hearing, including provide information, listen to Witnesses and ask questions, through the Hearing Body, of Witnesses providing information during a Hearing.

11. Have a decision made based on the Preponderance of the Information standard.

12. Request reasonable accommodations if disabled, and in accordance with applicable Laws. Students in need of reasonable accommodations at any point during the conduct process due to a disability should contact the Disability Resource Center (DRC) as soon as possible.

13. Appeal a decision of a Hearing Body, in writing and in accordance with section (9) Appeals of this Regulation.

14. Request permission to participate via audio or live-video from another location, and/or participate in a manner that avoids direct contact with Reporting Persons and/or Witnesses as long as such participation does not infringe on the Accused Student's right to question the Reporting Person or Witnesses during the Hearing or infringe on the University's implementation of the conduct process.

15. Provide a written impact statement to the Conduct Committee Advisor before the start of a Hearing to be considered if Sanctions are to be issued.

16. Have any University status remain unchanged pending a final outcome through the conduct process; except in cases involving a threat or serious potential threat to the health, safety, or welfare of the University Community or University property, as outlined in section (11) Interim Restrictions of this Regulation.

17. Be notified of the final outcome of the case.

18. Participate in a Hearing before a University Officials Board in cases where Reporting Person rights apply, a finding of responsible could result in Separation, and the Reporting Person and the Accused Student select different Hearing types.

(b) Reporting Person Rights. Any Reporting Person will be afforded the following rights throughout the University conduct process. Reporting Persons have the right to:

1. Withdraw participation in the Student Conduct Process at any time. If a Reporting Person withdraws participation, and was serving as the primary Witness to an alleged incident, the University may not be able to conduct a Hearing.

2. Participate individually in an Intake Meeting with a Student Conduct Administrator to review the allegations, the Charges, possible Sanctions, Reporting Person rights and explain the Student conduct process, and any available forms of resolution. Reasonable efforts will be made to hold this Intake Meeting at least ten (10) Business Days before any scheduled Hearing.

3. Ask staff member(s) in Student Conduct and Conflict Resolution questions regarding the conduct process, and have those questions answered to the extent that staff is permitted and able.

4. Provide appropriate information, including any potential Witnesses that could be used in the decision-making process to Student Conduct and Conflict Resolution.

a. All information must be provided to Student Conduct and Conflict Resolution by 5:00 p.m. at least eight (8) Business Days prior to the scheduled Hearing. No new information, including potential Witnesses, will be accepted for consideration after this date, absent extenuating circumstances.

b. Reporting Person and his or her Advisor have the right to review the Reporting Person's own written statement, and his or her own submitted information at least five (5) Business Days prior the scheduled Hearing. This review may only be completed during normal operating hours on a Business Day, in-person, or in extenuating circumstances via approved alternative means as determined by the Director of Student Conduct and Conflict Resolution or designee. No case documents will be released by Student Conduct and Conflict Resolution to the Reporting Person or Accused Student. A Reporting Person will not have access to review the entire case file.

c. Have all information directly related to the Reporting Person's character or prior conduct, including any potential Witnesses, that could be used in the decision-making process reviewed preliminarily for relevance by Student Conduct and Conflict Resolution before the Hearing. Relevance decisions will be communicated directly to the Reporting Person and Accused Student, with rationale, in writing before the Hearing. Relevancy determinations may be reversed or modified through an appeal to the Dean of Students or designee.

5. To participate in a Hearing and have an Advisor and/or Support Person present during any Hearing or meeting. Participation may include providing information, providing Witnesses to present relevant information and/or submitting questions to be asked of the Accused Student and Witnesses, by the Hearing Body. A Student who chooses to have an Advisor and/or Support Person present during any meeting, must provide the identity of the person(s) to the Director of Student Conduct and Conflict Resolution or designee at least two (2) Business Days in advance, and provide the appropriate executed privacy waiver(s) during this notification.

6. To be notified of any recommendations of a Hearing Body, and the final outcome of the case.

7. To appeal on the same grounds as the Accused Student, as outlined in section (9) Appeals of this Regulation.

8. To select a Hearing type as outlined in section (6) (g) 2 c Process, Cases that could result in Separation. If the Reporting Person and Accused Student select different Hearing types, the Hearing will occur before a University Officials Board.

9. To request permission to participate via audio or live-video from another location, and/or participate in a manner that avoids direct contact with the Accused Student and/or

Witnesses as long as such participation does not infringe on the Accused Student's right to question the Reporting Person or Witnesses during the Hearing or infringe on the University's implementation of the conduct process.

10. Decline to answer any questions or provide self-incriminating information to the Hearing Body at any point during the resolution process.

11. To provide a written impact statement to the Conduct Committee Advisor before the start of a Hearing. In the event that the Accused Student accepts responsibility, or is recommended or found responsible, the impact statement would then be provided to the Hearing Body to be considered in recommending or issuing Sanctions.

(6) Process.

(a) Hearing Bodies. Any specific procedures used by Hearing bodies will comply with the requirements of the Student Conduct Code and Student Honor Code. Hearing bodies are selected annually, with the approval of the Vice President for Student Affairs, and receive training from the Office of Student Conduct and Conflict Resolution.

1. The Director of Student Conduct and Conflict Resolution (and designee(s)) may conduct Hearings.

2. Individual Hearing Officers (IHO) designated by the Dean of Students may conduct Hearings.

3. The Dean of Students may appoint an Individual Hearing Officer who is not an employee of the University, with the approval of the Vice President for Student Affairs. This is an administrative decision of the University and not a specific choice a Student may select during an Information Meeting.

4. The Dean of Students and Associate Dean(s) of Students may conduct both informal and formal Hearings.

5. The Student Conduct Committee (SCC) may conduct formal Hearings. Student Conduct Committees are composed minimally of three (3) members and at maximum five (5) members, consisting of Faculty, staff and Students. Student Conduct Committees are selected by the Director of Student Conduct and Conflict Resolution or designee and at least one-half of the committee must be Students regardless of committee size. The Director of Student Conduct and Conflict Resolution will designate a Conduct Committee Advisor for each Hearing.

6. A University Officials Board (UOB) may conduct Hearings. A UOB is composed of three (3) Faculty or staff members selected by the Director of Student Conduct and Conflict Resolution or designee. The Director of Student Conduct and Conflict Resolution will designate a Conduct Committee Advisor for each Hearing.

7. Health Science Conduct Committee (HSCC) may conduct formal Hearings. HSCCs will resolve alleged violations of the Student Honor Code and violations of the Health Insurance Portability and Accountability (HIPAA) or any other applicable Law concerning patient privacy within the Health Science Center colleges. Health Science Conduct Committees are composed minimally of three (3) members, with one (1) member being a representative from a Health Science college, and at maximum five (5) members, with three (3) members of a Health Science Conduct Committee are representatives from Health Science colleges. Student Conduct Committees are selected by the Director of Student Conduct and Conflict Resolution or designee and at least one-half of the committee must be Students regardless of committee size, other members will be Faculty/University Officials. The Director of Student Conduct and Conflict Resolution will designate a Conduct Committee Advisor for each Hearing.

8. Greek Conduct Committee may conduct formal Hearings. Greek Conduct Committees are convened for the purposed of Hearing cases involving an organization that is a member of the IFC, the MGC, the NPHC, or the PC. Greek Conduct Committees are composed minimally of three (3) members: the Executive Vice President from the council of which the accused chapter is a member, a Student from any of the four councils, and a Faculty/staff member. At maximum Greek Conduct Committees are composed of five (5) members: the Executive Vice President from the council of which the accused chapter is a member, two (2) Students from the same council as the accused organization, one (1) Student from one of the other three councils, and one (1) Faculty/staff member. The Director of Student Conduct and Conflict Resolution will designate a Conduct Committee Advisor for each Hearing.

9. Law School Honor Committee may conduct formal Hearings only as outlined in Regulation 4.0434. The Law School Honor System is separate from the resolution procedures outlined herein, and only applies to Student Honor Code violations within the Levin College of Law as outlined in 4.0434.

10. Housing and Residence Life Education staff members may serve as Student Conduct Administrators, Conduct Committee members, University Officials Board members, and Individual Hearing Officers, as designees of the Dean of Students. The Office of Conduct and Community Standards in Housing and Residence Life Education will designate these Student Conduct Administrators and Individual Hearing Officers annually.

(b) Reporting.

Any person or entity may submit information in the following ways:

1. Filing a police report with the University of Florida Police Department or by requesting another law enforcement agency police report be sent to the University of Florida Police Department and forwarded to Student Conduct and Conflict Resolution.

2. Providing a written narrative to Student Conduct and Conflict Resolution or the Office of Conduct and Community Standards in Housing and Residence Life Education, or providing a written statement through a secure University reporting function.

3. Reporting information directly to the Office of Title IX Compliance and selecting to have a final report from the Office of Title IX Compliance sent to Student Conduct and Conflict Resolution for review.

(c) Time Limits.

1. Student Conduct Code.

a. No Student may be Charged with a violation of the Student Conduct Code more than one (1) year after the alleged violation occurred, absent extenuating circumstances.

b. In extenuating circumstances, the Dean of Students or designee has the sole discretion to extend this time period.

2. Student Honor Code.

a. Reports must be made to Student Conduct and Conflict Resolution before submission of a final grade for the course.

b. In extenuating circumstances, the Dean of Students or designee has discretion to extend this time period. For example: the matter is not brought to the attention of the Faculty member until after grades are submitted.

(d) Investigation. Investigations may be conducted as needed and within the following guidelines:



1. In any case involving alleged sexual misconduct, relationship violence or stalking, an Investigation will be conducted by the Office of Title IX Compliance at the direction of the Title IX Coordinator.

2. The Director of Student Conduct and Conflict Resolution or designee may conduct an Investigation or convene a group of one or more campus partners to conduct an Investigation. Correspondence will be sent to a Student(s) requesting participation in an Investigation Meeting(s). An Investigation may be conducted with others as related to the incident or report.

3. Housing and Residence Life Education staff may conduct Investigations for incidents that occur within housing, or may conduct other Investigations at the designation of the Director of Student Conduct and Conflict Resolution. Correspondence will be sent to a Student requesting participation in an Investigation Meeting(s). An Investigation may be conducted with others as related to the incident or report.

4. The Director of Student Conduct and Conflict Resolution may request the University of Florida Police Department conduct an Investigation of a Student Organization.

(e) Charging. After reviewing the information gathered during the Investigation, the Director of Student Conduct and Conflict Resolution or designee will determine if sufficient information exists for a reasonable Hearing Body to determine a violation(s) of the Student Conduct Code or Student Honor Code was committed by the accused Student. If this standard is met, then Charges may be issued.

The Director of Student Conduct and Conflict Resolution or designee may convene, at his or her discretion, a committee, including, but not limited to the Incident Review Committee, for

evaluation of the information before making a charging decision related to allegations involving Student Organizations.

Nothing in this Regulation prevents the disposition of an allegation through educational meeting, Conflict Resolution, administratively by written agreement with mutual Consent of the Reporting Person and the Accused Student(s) involved. Such disposition, if utilized, must be consistent with all Laws and Regulations. Such disposition is at the discretion of the Director of Student Conduct and Conflict Resolution and is final.

If an allegation is not handled through other appropriate channels, is not dismissed, or is not resolved informally as described above, then the Director of Student Conduct and Conflict Resolution or designee may issue a notice of Charges to the Accused Student(s) through Correspondence.

(f) Notice. Written notice sent in Correspondence to a Student will include:

1. Notice of Charges will include specific Student Conduct Code or Student Honor Code Charges, brief description of the allegation, where to review the Student Rights and an invitation to attend an Information Meeting. A Student issued a Notice of Charges for an alleged Student Honor Code violation will not be permitted to drop or withdraw from the course and will have a temporary grade of “Incomplete” issued until the final resolution of the case.

2. The Office of Student Conduct and Conflict Resolution will use reasonable efforts to provide the Notice of Hearing ten (10) Business Days before the scheduled Hearing, unless waived by an Accused Student on forms provided by the Office of Student Conduct and Conflict Resolution. Absent emergency circumstances, or waiver by an Accused Student, the Notice of Hearing will be provided at least five (5) Business Days before the scheduled Hearing. This notice will include finalized Student Conduct Code or Student Honor Code Charges, a brief description

of the allegation, where to review the Student Rights, and the date, time and location for a Hearing. Hearings will be scheduled at the convenience of the Hearing Body.

(g) Resolution Processes.

1. Student Honor Code.

a. Information meeting. This is an individual meeting between a Student and a Student Conduct Administrator after a Charge letter has been sent. The meeting consists of reviewing a Student's rights in the conduct process, reviewing the Charges, and affords the Student the opportunity to choose "Responsible" or "Not Responsible" to the Charges, and "Agree" or "Do Not Agree" to Sanctions proposed by the Faculty. These decisions determine the next course of action in the Student conduct process, resolution choices will be made during the information meeting. Charges may be adjusted by a Student Conduct Administrator during this meeting, prior to a Student selecting "responsible" or "not responsible."

b. Hearing.

i. If an Accused Student chooses "Not Responsible" to Charges or "Do Not Agree" with proposed Sanctions on a first time Student Honor Code allegation, a Hearing is required. If the allegation is a second Student Honor Code violation, the case must be resolved by Hearing, even if the Student is willing to accept responsibility for the Charges and accept the proposed Sanctions. The Faculty member involved may choose to participate in the Hearing as a Reporting Person or as a Witness.

ii. Student Honor Code allegations being resolved by a Hearing, will be heard by a Student Conduct Committee, except;

iii. Student Honor Code allegations stemming from a Health Science Center college course where the Accused Student is majoring in a Health Sciences Program, then the case will be heard by the Health Science Conduct Committee.

2. Student Conduct Code.

a. Information meeting.

i. This is an individual meeting between an Accused Student and a Student Conduct Administrator after a Charge letter has been sent. The meeting consists of reviewing a Student's rights in the conduct process, reviewing the Charges, potential outcomes (including possible Sanctions), and affords the Student the opportunity to choose "Responsible" or "Not Responsible" to the Charges, which determines the next course of action in the Student Conduct Process. Charges may be adjusted by a Student Conduct Administrator during this meeting, prior to a Student selecting "Responsible" or "Not Responsible."

ii. A Reporting Person may be invited to an individual Intake Meeting with a Student Conduct Administrator. This meeting may consist of reviewing a Student's rights in the conduct process, reviewing the Charges, potential outcomes (including possible Sanctions), and any forms of resolution available.

b. Administrative review / shared governance.

i. If an individual Student has accepted responsibility for the Charges and the potential outcome would not be Separation, then a Student may be offered the option of an administrative review with a Student Conduct Administrator. This meeting is educational in nature, allows the Student to share his or her perspective of the incident, discuss circumstances of the case, as well as educating the Student on ways to repair any harm and return to good standing in the University Community. This meeting informs the Student Conduct

Administrator's sanctioning decision, which will be communicated in Correspondence.

Witnesses are not called, but a Student Conduct Administrator may seek additional information as needed.

ii. For Student Organizations, shared governance may be offered if a Student Organization has accepted responsibility for the alleged behavior and the potential outcome would not result in the organization's Separation from the Institution. Additionally, to be eligible, at least two full academic semesters must have concluded, since the end of a semester where a shared governance resolution was issued.

- This meeting is educational in nature and is a way of supporting an organization's internal accountability, collaboration between multiple vested entities, and shared responsibility for the success of our University Community.
- Organizations participating in shared governance will be asked to complete a full internal Investigation, provide documentation showcasing action steps that have been taken to respond to the incident, and the plans the organization has to implement longer term education to avoid similar incidents in the future, which will be provided to the Student Conduct Administrator.
- This information informs the Student Conduct Administrator's issued outcomes and potential Sanctions which will be communicated in Correspondence.

c. Hearings.

i. If an Accused Student chooses "Not Responsible" to Charges, or regardless of accepting or denying responsibility for Charges, if Separation is a potential outcome, a Hearing is required. The Director of Student Conduct and Conflict Resolution or designee would determine if a case could result in Separation.

- Cases that may not result in Separation, a Student may select:
  - An Individual Hearing Officer Hearing, or
  - A Student Conduct Committee Hearing
- Cases that could result in Separation, a Student may select:
  - A University Officials Board, or
  - A Student Conduct Committee Hearing
- Cases originating from one of the four Greek councils (IFC, MGC, NPHC, PC): If the organization is not eligible, as defined above, for a Shared Governance resolution, the case will be resolved through the Greek Conduct Committee.

(h) Hearing Guidelines.

1. All Hearings will be decided by a majority vote, using the Preponderance of the Information standard.
2. The University, not the Accused Student, has the burden of proof in a disciplinary proceeding. The burden of proof is the Preponderance of the Information. The Hearing Body will evaluate the weight given to information and the credibility of Witnesses.
3. The formal rules of evidence governing criminal and civil court are not applied in Student Conduct Code and Student Honor Code proceedings.
4. The facts of the case will be determined during deliberation after the close of the Hearing, by the Hearing Body. The decision of responsible or not responsible on the Charges will be based solely on the information presented at a Hearing.
5. Pertinent records, reports, exhibits and/or written statements may be accepted as information for consideration in the disciplinary proceeding. Any records, reports, exhibits and/or written statements will be reviewed for relevance by the Conduct Committee Advisor and

outlined in section (5) Student Rights. Any of the above information that was preliminarily excluded as not relevant by the Conduct Committee Advisor may be resubmitted for consideration through an appeal as outlined in section (5) Student Rights. The Conduct Committee will consider all relevant information during the Hearing.

6. Hearings will be audio recorded. This is the only Recording allowed and is the sole property of the University. Recording failures will not require a delay or affect the validity of a Hearing.

7. Only relevant past behavior of a Student will be allowed at the Hearing. The Hearing Body will decide if such information is relevant.

8. In instances of alleged sexual misconduct, past sexual history of the Reporting Person and Accused Student is not allowed, unless deemed relevant by the Hearing Body.

9. An Accused Student and Reporting Person will have the opportunity to present relevant information.

10. Witnesses.

a. In addition to Witnesses invited by the University, if any, Reporting Persons and Accused Students participating in the Hearing may arrange for Witnesses to voluntarily present relevant information during the Hearing. The Chair of the Conduct Committee will facilitate the questioning of Witnesses. Witnesses at Hearings will not be sworn in. Each Witness will be told that they are required to tell the truth. A Student giving untrue testimony at a Hearing may be subject to Student conduct Charges. Questions will be reviewed and may be disallowed by the Hearing Body, or Conduct Committee Advisor preliminarily, if deemed not relevant.

b. Failure of a Witness to participate in a Hearing, does not invalidate the Hearing. The inability of the Accused Student or Reporting Person to question a Witness who has

provided only a written statement, is not a violation of rights under this Regulation when both the Accused Student and the Reporting Person have the opportunity to review and respond to written statements and may offer information to rebut Witness statements and other information presented at the Hearing.

11. A Student or Witness may choose not to answer any and all questions posed by a Hearing Body.

12. An Accused Student or Reporting Person may submit a challenge to the impartiality of an Individual Hearing Officer, in writing with the basis of the challenge, to the Dean of Students or designee within three (3) Business Days of notification. If a challenge is not received within the allotted three (3) Business Days, the assigned Individual Hearing Officer will remain as scheduled. Decisions on challenges by the Dean of Students or designee is final and not subject to appeal.

13. All Hearings will be conducted in private. Hearing Bodies in training, or other University employees may be permitted to observe a Hearing at the discretion of the Director of Student Conduct and Conflict Resolution or designee.

14. The following is a guide to the format of a Hearing. The Hearing Body may question the Reporting Person, Accused Student and Witnesses directly. This format may be altered at the discretion of the Hearing Body or the Conduct Committee Advisor.

- a. Review Hearing procedures
- b. Review of the Charges
- c. Introductory statement(s) of Accused Student and Reporting Person as applicable

Questioning of Witnesses



- d. Presentation of information by the Reporting Person and questioning of the Reporting Person (as applicable)
- e. Presentation of information by the Accused Student and questioning of the Accused Student
- f. Closing statements
- g. Deliberation (not recorded)
- h. The Hearing Body may share verbally to the Student(s) its recommendations or findings as applicable

15. Prior records of Student conduct action and impact statements are considered by the Hearing Body only in the Sanctioning phase of deliberations and will not be used in determining responsibility.

16. In cases involving multiple Students Charged, information provided at one Hearing may be used in the related case(s).

(i) Hearing Decisions.

1. Individual Hearing Officers make a decision on responsibility for each Charge as well as determine Sanctions as applicable. The outcome of an Individual Hearing Officer Hearing will be communicated in writing, through Correspondence, to the Accused Student and the Reporting Person within a reasonable period of time and will include applicable appeal information.

2. University Officials Board and Conduct Committees make a recommendation of “responsible” or “not responsible” for each separate Charge and recommend Sanctions as applicable to the Dean of Students or designee.

a. The Dean of Students or designee will review the recommendations of the applicable Hearing Body, and will then make a decision as to the Charges(s) in question which may consist of adopting the recommendation of responsible or not responsible, remanding the matter for rehearing, or reconvening of the same Hearing Body with considerations for additional fact finding.

b. The Dean of Students or designee will review the recommended Sanctions, as applicable, and will then make a decision which may consist of adopting or modifying, the recommended Sanctions of the Hearing Body.

c. Any differences between the recommendation arising out of the Hearing Body and the Dean of Students or designee's decision will be communicated in the outcome with rationale.

d. The outcome of a Hearing will be communicated in writing, through Correspondence, to the Accused Student and the Reporting Person within a reasonable period of time and include applicable appeal information.

(7) Sanctions. Students/Student Organizations found responsible for violating the Student Honor Code or the Student Conduct Code will be subject to Sanctions appropriate for the violation(s), with consideration of any mitigating circumstances; including but not limited to the Student's/Student Organization's previous conduct record. Sanctions include any combination of the following outcomes dependent on the violation itself:

For a violation(s) of the Student Honor Code, a Student/Student Organization will receive one or more of the following academic Sanctions, in addition to any appropriate status and educational Sanctions. For a violation(s) of the Student Conduct Code, a Student/Student

Organization will receive one or more of the following appropriate status and educational

Sanctions:

(a) Academic Sanctions: outcomes that impact official University of Florida course grades where violation(s) under the Student Honor Code have occurred.

1. Assignment grade penalty with resubmission: A point/grade reduction on the assignment/assessment in question, and with the permission of the Faculty member, an opportunity to resubmit the assignment/assessment with the addition of the implemented point/grade reduction.

2. Assignment grade penalty: A point/grade reduction on the assignment/assessment in question.

3. Course grade penalty with drop: A point/grade reduction for the entire course. However, the Student will be permitted to drop or withdraw the course with approval from the Director of Student Conduct and Conflict Resolution or designee. Requests for drop consideration must be submitted in writing with rationale to the Director of Student Conduct and Conflict Resolution or designee, where the final approval rests and is not eligible for independent appeal outside of the formal conduct appeal process.

4. Course grade penalty: A point/grade reduction for the entire course. There will be no ability to drop or withdraw from the course for any reason.

(b) Status Sanctions: outcomes that impact a Student's/Student Organization's standing with the University of Florida, including any privileges associated with being a University of Florida Student/Student Organization, which could also include the ability to be a University of Florida Student/Student Organization.

1. Written reprimand: Official notice and recognition that the behavior of a Student/Student Organization has violated the Student Honor Code and/or the Student Conduct Code.
2. Conduct review: An official notice that the Student/Student Organization conduct has violated the Student Honor Code and/or the Student Conduct Code, but is not sufficiently serious to warrant expulsion, suspension or probation. A Student/Student Organization on conduct review shall have their conduct under review for a specified period of time. This Sanction may require regular meetings with an appropriate official to ascertain and evaluate compliance with rules. Additional restrictions or conditions also may be imposed, depending on the nature and seriousness of the misconduct. Students/Student Organizations placed on this Sanction remain in good standing with the University. If there is a finding of responsibility for subsequent violations of the rules during this period of time, more severe Sanctions may be administered.
3. Probation: A period of time where a Student/Student Organization is deemed not in good standing with the University of Florida. Should the Student/Student Organization be found responsible for any additional violations of University policy or fail to complete any assigned Sanctions by the assigned deadline(s), they will be subject to additional Sanctions; including but not limited to increased status Sanctions. Probation can also include the loss of specific University privileges as deemed appropriate by the Hearing authority. Determination of whether a Student may represent the University as a Student athlete will be made by the University Athletic Association.
4. Loss of University privileges: Loss of University privileges can include but is not limited to: Attendance at athletic functions, holding leadership positions within Student

Organizations as defined by Student Activities and Involvement or individual Student Organization by-Laws/constitutions, representing the University in any extracurricular activity or official function, study abroad, unrestricted University facility use, parking privileges, University computer usage, loss of social/philanthropy activities, ability to participate in intramurals, ability to reserve space for meetings/events on-campus, loss of block seating, ineligibility to receive future Institutional funding.

5.       Deferred suspension: Deferred suspension from the University of Florida is a period of review where the Student/Student Organization is not in good standing with the University and must demonstrate an ability to comply with University rules, Regulations, and all other stipulated requirements; which includes a loss of University privileges. If, during the period of the deferred suspension, the Student/Student Organization is found responsible for any additional violations of University policy or fails to complete any assigned Sanctions by the assigned deadline(s), the Student/Student Organization may be immediately suspended from the University for a minimum of one semester and until any outstanding Sanctions are complete.

6.       Suspension: The Student/Student Organization will be separated from the University for a specified period of time and/or until certain conditions are met.

7.       Expulsion: The Student/Student Organization will be permanently separated from the University and will not have the ability to return as a Student/Student Organization at any point in time.

(c)       Educational Sanctions: outcomes that provide a Student/Student Organization with opportunities to repair the harm of their actions and to engage in meaningful developmental experiences that will help the Student/Student Organization in avoiding future violations of University policy.

1. Educational Sanctions can include but are not limited to completion of a seminar, assignment, substance consultation/evaluation, psychological consultation/evaluation, restitution and community service.

2. Residence hall transfer or removal: A requirement to transfer residence halls or leave the residence halls for a specified or indefinite period of time.

3. No contact directive: which will prohibit, for a period of time, both (all) parties from communicating directly or indirectly with one another, or through intermediaries, and restrict them from being in the same physical space simultaneously.

(8) Withdrawing or Revoking a Degree. A degree may be withdrawn when a Student has graduated and an incident occurred before graduation in the following circumstances:

(a) The Student has a pending conduct Hearing that was scheduled before or as the Student graduated.

(b) At any time after the Student has graduated or received a degree, the University becomes aware of an incident involving an alleged violation of the Student Conduct Code or Student Honor Code that took place before the Student graduated or received a degree from the University.

(c) The Student will receive the degree once the matter is resolved and any Sanctions (where appropriate) are completed unless the Sanction is expulsion, in which case the degree will be revoked.

(d) Revoking a degree. A former Student may have his or her degree revoked under the provisions above, which include but are not limited to a determination through the Student Honor Code or the Student Conduct Code process that a significant violation took place, or upon a finding of research misconduct under Regulation 6C1-1.0101, provided that the relevant Dean

and the Provost are consulted before making this decision and that the Vice President for Student Affairs concurs in the decision.

(9) Appeals. Any decision reached through Administrative Review or Hearing by a Hearing Body, is eligible for appeal. All appeals must be in writing and submitted to the appropriate office within ten (10) Business Days from the date of the decision letter. No person may hear or decide an appeal if they conducted or participated in the disciplinary proceeding being reviewed on appeal.

(a) Administrative Review/Shared Governance Appeals. The basis for filing an appeal arising from an Administrative Review/Shared Governance is limited to the following grounds: The Sanction(s) imposed were not appropriate for the violation, taking into account both prior misconduct and mitigating circumstances.

Administrative Review/Shared Governance Appeal Authorities:

1. Appeals of decisions originally made by Housing and Residence Education staff should be directed to the Director of Student Conduct and Conflict Resolution or designee.
2. Appeals of decisions originally made by Student Conduct and Conflict Resolution staff should be directed to the Dean of Students or designee.
3. Appeals of decisions originally made by the Dean of Students should be directed to the Vice President of Student Affairs or designee.

(b) Hearing Appeals. Except as required to explain the basis of new information, appeals are limited to a review of the verbatim record of the Hearing and supporting documents. The basis for filing an appeal on all other Student conduct proceedings is limited to one or more of the following grounds:

1. The Student's or Student Organization's rights were violated in the Hearing process in a manner which materially affected the outcome of the case.
2. New relevant material or information has been provided that could be sufficient to alter a decision, and was unknown by the person making the appeal at the time of the Hearing.
3. The Sanction(s) imposed were not appropriate for the violation, taking into account both prior misconduct and mitigating circumstances.

Hearing Appeal Authorities:

1. Appeals of decisions that did not result in Separation, or did not originate from a Title IX based allegation, will be reviewed by the Vice President of Student Affairs or designee.
2. Appeals of decisions that resulted in Separation, or originated from a Hearing of a Title IX based allegation, will be reviewed by an appeal panel designated by the Vice President of Student Affairs. Appeal panel members will be selected and trained annually. Each panel will be comprised as follows:
  - a. One (1) Student
  - b. Two (2) Faculty or staff members
  - (c) Procedure.
    1. If the underlying case involves a Reporting Person and Accused Student, any appeal by one will be shared with the other, and the non-appealing person will be provided an opportunity to submit a written response within a designated period of time.
    2. The decision on an appeal should be made and communicated in Correspondence within a reasonable period of time. The decision of the Appeal Authority is the final decision of the University and no further appeals within the University are allowed.



3. If the appeal is granted, the Appeal Authority may modify the Sanctions imposed or may remand the case for a re-opened or new Hearing. The Appeal Authority must state the rationale in the appeal decision Correspondence.

4. A Student remains eligible to attend classes and University activities pending the Hearing Body's decision and until any appeal is concluded, except as set forth below:

a. In cases where the Vice President of Student Affairs or designee determines that the health, safety, or welfare of the Student or a member of the University Community is involved, the Student may be restricted on an interim basis as outlined in this Regulation.

b. In cases where the Sanction(s) determined by the Hearing Body include Separation, the Student's privileges at the University, including the ability to attend classes and engage in University activities may be immediately revoked.

(10) Records. An accurate and complete record of each Student Conduct Code and Student Honor Code case will be made and preserved as outlined below and is subject to the General Records Schedule GS5 for Public Universities and Colleges.

The transcripts, degree certifications, diplomas and future registration records of Students subject to Student conduct action may have a service indicator placed in accordance with the following guidelines:

(a) The Dean of Students Office will place a service indicator on the records where:

1. a Student has committed Student Honor Code or Student Conduct Code violation resulting in Separation

2. a Student has been issued a limited activity directive or interim suspension as outlined under Restrictions in this Regulation

3. a Student has failed to appear before a Student Conduct Administrator or Hearing Body after notification of a required meeting

4. a Student fails to complete required Sanctions by the assigned deadline

5. a Student with severe behavior problems is no longer attending the University, and it is the determination of the Dean of Students or designee that a complete review of the Student's record is to be made before re-enrollment

(b) When a Student requests issuance of his or her transcript to another educational institution, outside agency or person, such transcript will be issued subject to the following guidelines:

1. If the Dean of Students Office has placed a service indicator on the transcript of a Student, the Dean of Students or designee will review the record to determine and decide whether the transcript will be issued

2. If the transcript is issued, the transcript would have an overlay which states that the Student is not in good standing with the University and to contact the Dean of Students Office for additional information.

(c) Records Retention and Expungement of Records.

1. Student conduct records will be maintained in the Dean of Students Office through the Student's graduation from the University. In cases where the Student does not graduate, the record will be maintained as long as the Student remains eligible to re-enroll.

2. Student conduct records must be maintained for longer periods of time or permanently if the Student was separated or blocked from enrollment, was found responsible for a significant violation of the Student Honor Code, has a hold or an overlay, or in situations that may result in future litigation.

3. If during the year of the Student's graduation, the Student requests in writing that his or her conduct record be expunged, and the Student can demonstrate that he or she has applied to graduate, the record may be considered for expungement. If the determination is made to review the record, it may be considered for expungement provided the Student committed relatively minor Student Conduct Code violations and did not:

- a. Violate the Student Honor Code;
  - b. Cause personal injury;
  - c. Cause significant property damage;
  - d. Commit a felony violation of a state controlled substance Law;
  - e. Disrupt the orderly operation of the University;
  - f. Commit a violation of law related to firearms or other weapons/explosives; or
  - g. Rise to the level of magnitude, or impact of violations described above in a-f.
4. Criteria to be utilized for considering an expungement includes:
- a. Any ongoing and/or uncompleted Sanctions;
  - b. Any ongoing contact restrictions;
  - c. The graduation date of the requesting Student and/or of Reporting Person(s)

associated with the case;

- d. The present demeanor of the Student;
- e. The conduct of the Student subsequent to the violation;
- f. The nature of the violation and the severity of any damage, injury, or harm

resulting from it;

- g. Any other information that the Dean of Students or designee considers pertinent to the decision.

5. Students are not entitled to have their Student conduct records expunged. This decision to review a Student conduct record and the decision to expunge a Student conduct record is at the sole discretion of the Dean of Students or designee. The decision to expunge or not expunge a disciplinary record is final and is not appealable.

(11) Interim Restrictions. The Dean of Students or designee determines if restrictions are warranted of a Student or Student Organization, or of a Student or Student Organization's privileges, based upon an assessment of the safety of the University Community. There are three categories of restrictions:

(a) No contact directive -- which will prohibit, for a period of time or indefinitely, both (all) parties from communicating directly or indirectly with one another, or through intermediaries. Criteria includes:

1. A reasonable belief that further contact between two or more persons involved in the alleged interactions could result in perpetuation or escalation of undesirable behavior.

2. When used alone, a reasonable belief that no further restrictions are appropriate for the circumstances.

3. When used in conjunction with a limited access/activity directive or with an interim suspension, a reasonable belief that further restrictions are appropriate for the circumstances.

(To utilize either of the next two levels of response, there must be allegations of conduct that could reasonably cause harm to members of the University Community or property.)

(b) Limited access/activity directive -- which will restrict, for a period of time, one, both, or all parties from being in specific buildings, specific locations, or from participating in specific activities, and/or restricting movement on campus and/or requiring the traveling of

specific routes into and from campus locations. This will allow access to classes and instruction and other educational support while limiting when and/or where access is granted. Criteria includes:

1. allegations of conduct that could reasonably cause harm to members of the University Community or property
2. a reasonable belief that further contact between two or more persons involved in the alleged interactions could result in perpetuation or escalation of behavior
3. a reasonable belief that a Student's continued unlimited access to campus or campus activities could endanger one or more other person's health, safety, or property and that limited access will ameliorate safety for the University Community
4. a reasonable belief that access to classes and instruction and other educational support is within the best interests of the University and the Student
5. a reasonable belief that no further restrictions are appropriate for the circumstances
6. an opportunity to appeal to the Vice President for Student Affairs (VPSA) or designee within three (3) Business Days to request modification or nullification

(c) Interim suspension – which will prohibit access to campus and preclude access to classes, instruction, and other educational support. Criteria includes:

1. allegations of conduct that could reasonably cause harm to members of the University Community or property
2. a reasonable belief that a Student's continued access to campus or campus activities could endanger one or more other person's health, safety, or property and that prohibiting access will ameliorate safety for the University Community

3. a reasonable belief that further contact between two or more persons involved in the alleged interactions could result in perpetuation or escalation of behavior

4. a reasonable belief that limited access is not a viable option under the circumstances

5. a requirement of a Student conduct Hearing as soon as practicable

6. recommendation to, and final approval, by the Vice President for Student Affairs (VPSA)

7. an opportunity to appeal to VPSA designee within three (3) Business Days to request modification or nullification (note that the VPSA will not hear these appeals. As a final approver of the original decision, the VPSA will not serve as the appeal officer; rather the VPSA designee will serve as the appeal officer.)

8. If a Student is placed on interim suspension and the Student is subsequently found not responsible for the violation, the University will:

a. Correct any record of the change in enrollment status in the Student's permanent records and reports in a manner compliant with Laws and Regulations; and

b. Refund to the Student a pro rata portion of any charges for tuition and out-of-state fees, as appropriate, if the interim suspension of the Student's ability to attend classes lasts for more than ten (10) Business Days.

(d) Monitoring of Interim Restrictions. The Dean of Students or designee will monitor any interim restriction placed upon a Student or Student Organization, and if information comes to light during an Investigation or Conduct Process that warrants a different interim restriction or the removal of an interim restriction, that action shall be taken as soon as is reasonably possible.

(12) **Conflict Resolution.** Consistent with the educational mission of the Student Conduct Code, Conflict Resolution services are available to help Students manage and resolve conflicts. The Director of Student Conduct and Conflict Resolution or designee, may refer reported incidents through Conflict Resolution services. Not all cases are appropriate for Conflict Resolution. Informal and formal Conflict Resolution services are available to Students impacted by peer conflicts or misconduct. All persons personally and directly impacted by the conflict must agree to attempt resolution through any of the Conflict Resolution services. Participation in these services is voluntary and may or may not result in an agreement or resolution. Mutually agreed upon resolutions may not be appealed. If resolution is not achieved through an attempt at Conflict Resolution and the matter involves a pending Student Conduct Code allegation, the Accused Student has the choice of accepting responsibility and attending an Administrative Review, or proceeding to a Hearing.

Conflict Resolution services may be used in the Student Conduct and Conflict Resolution process in the following ways:

(a) **Conflict Coaching.** Conflict coaching is a one-on-one consultation process designed to assess and develop conflict management strategies or talk about current and on-going conflicts. These meetings empower Students to consider their approach to Conflict Resolution, to generate solutions to existing conflict they may be experiencing, and/or to prepare for mediations.

(b) **Facilitated Dialogue.** A facilitated dialogue is a structured conversation between Students to share their thoughts in a neutral, private space. Facilitated dialogues allow ideas and opinions to be shared to work toward a mutual understanding of one another's beliefs.

(c) Mediation. Mediation is a structured conversation between Students to talk about their experiences related to conflict, explore mutually agreeable solutions, and negotiate an agreement that resolves the dispute. This conversation is led by a trained, neutral third-party Mediator.

(d) Restorative Justice Practices. Restorative justice practices provide an opportunity for community members to address harmful behavior in a process that explores community standards, impacted party's feelings, and impacted party's responsibilities. This resolution option requires necessary engagement of University of Florida Students, Faculty, staff, and community members in a circle setting.

Services are free, private, and completely voluntary with recommendation from Student Conduct and Conflict Resolution. These services can be accessed for a variety of types of conflict, including roommate disputes, disagreements within or between Student Organizations, and other types of Student interpersonal conflict. Cases involving Student Honor Code violations, sexual misconduct, interpersonal violence, or other serious violence may not be eligible for Conflict Resolution services at the discretion of the Director of Student Conduct and Conflict Resolution or designee.

A committee created by the Vice President for Student Affairs or designee, which must include Student representatives, will review this Regulation at least every three (3) years.



## NOTICE OF REGULATIONS REPEAL

Date: May 10, 2018

| <b>REGULATION TITLE:</b>   | <b>REGULATION NO.:</b> |
|--|------------------------|
| Student Honor Code and Student Conduct Code:   |                        |
| Philosophy and Definitions   | 4.040                  |
| Scope and Violations   | 4.041                  |
| Resolution, Options, Procedures to Reviews and Hearings  | 4.042                  |
| Student Conduct Committees   | 4.0431                 |
| Violations in University Housing   | 4.0432                 |
| Health Science Center Student Conduct Committees   | 4.0433                 |
| Greek Conduct Committee  | 4.0435                 |
| Waiver of Right to a Hearing by a Committee or Administrator   | 4.0436                 |
| Interim Suspension Pending Investigation and Hearing   | 4.044                  |
| Postponement of Conduct Hearing Due to Pending or<br>Possible Criminal or Civil Charges              | 4.045                  |
| Alternative Dispute Resolution   | 4.046                  |
| Sanctions  | 4.047                  |
| Reviews and Appeals  | 4.048                  |
| Withholding Degrees Pending Resolution of Violation(s),<br>Withdrawing and Revoking Degrees          | 4.049                  |
| Records, Holds, Issuance of Transcripts, and Retention of<br>Records in Cases of Disciplinary Action | 4.050                  |
| Victim Services for Students on Campus   | 4.051                  |

**SUMMARY:** The proposed Regulation 4.040 replaces current regulations 4.040 through 4.0433 and 4.0435 through 4.051, which will be repealed.

**AUTHORITY:** BOG Regulation 1.001

**THE FULL TEXT OF THE PROPOSED REPEALED REGULATIONS ARE ATTACHED TO THIS NOTICE.**



**UNIVERSITY OF FLORIDA BOARD OF TRUSTEES  
COMMITTEE ON EXTERNAL RELATIONS  
COMMITTEE MINUTES**

**March 22, 2018**

**Emerson Hall, University of Florida, Gainesville, FL**

**Time Convened: 1:04 p.m. EDT**

**Time Adjourned: 1:50 p.m. EDT**

**1.0 Verification of Quorum**

After a roll call, a quorum was confirmed, with all members present except Smith Meyers, who was unable to attend.

**2.0 Call to Order and Welcome**

Committee Chair, Robert G. Stern called the meeting to order at 1:04 p.m. EDT.

**Members present were:**

Robert G. Stern, Chair, Leonard H. Johnson, Marsha D. Powers, David Quillen and Jason J. Rosenberg

**Others present were:**

Vice President for University Relations Jane Adams, Vice President for Advancement Tom Mitchell, other members of the President's Cabinet, members of the University of Florida community, and other members of the public and the media.

**3.0 Review and Approval of Minutes**

The Committee Chair asked for a motion to approve the minutes of the December 14, 2017 Committee meeting, which was made by Trustee Powers, and a second, which was made by Trustee Rosenberg. The chair asked for all in favor of the motion and any opposed, and the motions was approved unanimously.

**4.0 Action Items**

There were no action items.

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

**5.0 Discussion/Informational Items**

**5.1 Washington, DC, Office**

Jane Adams, Vice President for University Relations, introduced Sarah Mathias, the new Director of the Office Federal Government Relations. Mathias has established the office and is developing an agenda for federal outreach. Her activities include monitoring federal legislation and communicating the University's positions to Congress and the Administration, supporting the government relations activities of the AAU, advancing relationships with the Florida Congressional delegation and other key Congressional leaders and connecting UF faculty with federal agencies.

Mathias described Four Pillars of Focus for Government Relations: Eminence Building, Opportunity Identification & Enhancement, Engagement and Risk Management. Eminence Building involves placing University leaders and their work where they are seen as leaders, role models and problem solvers; bringing federal level policy makers to campus; and establishing internships and fellowships to funnel graduates into key positions. The Office will also work to advance UF's agenda through relationship building and cultivating champions at the federal level. Mathias also noted that, through the D.C. Office, UF will benefit from more opportunities to engage with higher education associations and coalitions.

Federal Relations can show how audiences can be reached and how we can work cooperatively and very closely to highlight the excellence of the University of Florida. Director Mathias encouraged everyone in the room to view the D.C. office as a new partner and to keep the lines of communication open.

## **5.2 Campaign Communication and Market Advisory Committee**

Tom Mitchell, Vice President for Advancement, gave a presentation on the Foundation's Campaign Communications and Marketing Advisory Council in support of the public phase of the Go Greater campaign. The Foundation has identified a select group of 14 successful UF alumni and friends with the backgrounds and expertise to provide guidance on the capital campaign's communications and marketing efforts.

There are 11 priority focus areas and Luke Anderson, Associate Vice President, Strategic Communications & Chief Marketing Officer, highlighted two of these: marketing automation (how we engage with people that we are already interacting with) and consumer activation (trying to take an individual's loyalty to UF to the next level by communicating with them personally).

## **5.3 Engaging the Gator Nation**

Next was a presentation on an initiative to engage The Gator Nation. VP Mitchell noted that one of the factors that determines the U.S. News & World Report rankings is the alumni participation rate (APR). Mitchell announced a plan to move UF's current APR from 13% to 18% by the end of the Go Greater campaign, currently scheduled for 2022. To date, they have 22,129 donors, which is 64% of their goal.

VP Mitchell and Matt Hodge, Senior Assistant Vice President of Development, also discussed the Cap and Gown Initiative, which invites students to participate in a graduating class gift

when they purchase their regalia. The response rate is already at 54% for the current graduating class.

#### **5.4 Legislative Update**

Jane Adams, Vice President for University Relations, provided the committee with an overview of the legislative session, as the University received nearly \$100 million dollars in funding. While it was a challenging session, she acknowledged that it turned out fairly well for the University.

Adams spotlighted UF's 2018 legislative priorities and funding requests. They include funding in preeminence, performance, World Class Scholars, graduate and professional degrees, national ranking operating support, Data Science Building, and maintenance.

Adams referenced Senate Bill 4, which expands the Bright Futures Florida Academic Scholars, enhances policy and funding tools that state universities can leverage to recruit and retain the very best faculty, enriches professional and graduate school strength and viability. Senate Bill 4 also ensures universities remain accountable to Florida taxpayers by refining university performance expectations to incentivize and reward state university performance excellence. It revised performance metrics to change the six-year graduation rate to a four-year graduation rate. The bill also contained the direct-support organization changes, many of which the UF Board of Trustees has already started to address.

Trustee Mori Hosseini thanked Ms. Adams for her efforts on behalf of the University.

#### **6.0 New Business**

There was no new business.

#### **7.0 Adjourn**

After asking for further discussion and hearing none, Committee Chair Stern adjourned the Committee on External Relations meeting at 1:50 p.m.



**UNIVERSITY OF FLORIDA BOARD OF TRUSTEES  
COMMITTEE ON GOVERNANCE  
COMMITTEE MINUTES**

**March 22, 2018**

**President's Room 215B, Emerson Alumni Hall**

**University of Florida, Gainesville, FL**

**Time Convened: 2:05 p.m. EDT**

**Time Adjourned: 2:50 p.m. EDT**

**1.0 Verification of Quorum**

Interim Vice President and General Counsel Amy Hass verified a quorum of the Committee on Governance, with all Trustees present.

**Members present were:**

Mori Hosseini (Chair), David L. Brandon, James W. Heavener, Rahul Patel, and 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; Amy M. Hass, Interim Vice President and General Counsel; David Norton, Vice President for Research; Melissa Orth, Senior Director, Government Relations and Assistant University Secretary; Brigit Dermott, Executive Assistant; Sandy Mitchell, Legal Assistant; and other members of the Board of Trustees, the President's Cabinet, the University community and the media.

**2.0 Call to Order and Welcome**

Committee Chair Mori Hosseini called the meeting to order at 2:05 p.m. EDT and welcomed all Trustees and everyone in attendance at the meeting.

**3.0 Review and Approval of Minutes**

Committee Chair Hosseini asked for a motion to approve the minutes of the December 14, 2017, Committee meeting, and the February 5 and March 1, 2018, Working Group meetings, which was made by Trustee Zucker, and a second, which was made by Trustee Brandon. The 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 Action Items**

### **GV1 UFRF Legal Entity**

Vice President for Research David Norton gave a presentation regarding the University of Florida Research Foundation (UFRF)'s creation of a legal entity in Haiti for purpose of management and oversight of the University's current portfolio of 22 sponsored research projects in the country, which total more than \$27 million. The proposed legal entity will address operational challenges, provide better options to address labor, facilities and transportation needs, and embed centralized UF oversight of UF activities in Haiti. Dr. Norton noted that a team of university administrators including staff of the Office of the General Counsel will travel to Haiti to meet with the in-country legal team to clarify operational conditions, legal constraints and procedures. Dr. Norton further noted that the entity will report to the Board annually as part of the UFRF audit and will undergo an operational review at three years. He further noted that the bylaws will include provisions for timely dissolution of the entity if necessary.

Dr. Norton addressed questions from the Trustees regarding appropriate oversight of the entity. Committee Chair Hosseini then asked for a motion to approve Committee Action Item GV1 for recommendation to the full Board for its approval on the Consent Agenda, which was made by Trustee Heavener, and a second, which was made by Trustee Brandon. The Committee Chair asked for any further discussion, after which he asked for all in favor of the motion and any opposed, and the motion was approved unanimously.

### **GV2 Amend Articles of Incorporation and Bylaws of Practice Plans**

Interim Vice President and General Counsel Amy Hass presented GV2 and noted that following the approval of the Enhanced Governance Standards in March 2017, the DSOs and affiliates have reviewed their Articles of Incorporation and Bylaws to ensure that they are consistent with the new standards. She noted that at this time the Committee is asked to approve the amended Articles of Incorporation and Bylaws for the Practice Plans, which are the Health Affairs affiliates. Trustee Rahul Patel noted that he was comfortable that the changes are in compliance with the standards.

Committee Chair Hosseini asked for a motion to approve Committee Action Item GV2 for recommendation to the full Board for its approval on the Consent Agenda, which was made by Trustee Heavener, and a second, which was made by Trustee Zucker. The Committee Chair asked for any further discussion, after which he asked for all in favor of the motion and any opposed, and the motion was approved unanimously.

## **5.0 Discussion/Informational Items**

### **5.1 Enhanced Governance Standards**

Trustee Rahul Patel provided a summary of the progress made to date on developing and implementing the governance standards. He noted that the Working Group members have met with all DSOs and affiliates and in general the feedback has been that the standards provide appropriate oversight and are not too burdensome in terms of day-to-day operations. At this stage the Working Group is proposing minor changes, which Trustee Patel outlined as follows:

Committee Chair Hosseini noted that the University of Florida is setting an example of good governance and Trustee Kuntz concurred, noting that UF is the leader in this area among the State University System.

#### **7.0 New Business**

There was no new business to come before the Committee.

#### **8.0 Adjourn**

After asking for any further discussion and hearing none, Committee Chair Hosseini adjourned the University of Florida Committee on Governance meeting at 2:50 p.m. EDT.



**UNIVERSITY OF FLORIDA BOARD OF TRUSTEES**

**COMMITTEE ON FINANCE AND FACILITIES**

**Meeting / Conference Call Minutes**

**March 15, 2018**

**Time Convened 8:05 a.m. EDT**

**Time Adjourned: 8:41 a.m. EDT**

**1 Tigert Hall, University of Florida, Gainesville, FL**

**1.0 Verification of Quorum**

Interim Vice President and General Counsel Amy Hass verified a quorum with all Committee members present.

**Members present were:**

Rahul Patel (Chair), David L. Brandon, Mori Hosseini, Leonard H. Johnson, Jason J. Rosenberg, Anita G. Zucker

**Others present were:**

Charlie Lane, Senior Vice President and Chief Operating Officer; Mike McKee, Vice President and Chief Financial Officer; Curtis Reynolds, Vice President for Business Affairs; Amy Hass, Interim Vice President and General Counsel; Alan West, University Controller; Melissa Orth, Senior Director for Government Relations and Assistant University Secretary; and other members of the University community and the media.

**2.0 Call to Order and Welcome**

Committee Chair Rahul Patel called the meeting to order at 8:05 a.m. He explained that the meeting was for information purposes only and no decisions would be made and no votes taken.

**3.0 Review and Approval of Minutes**

Minutes were not reviewed on this conference call.

**4.0 Action Items**

**FF1. Transportation and Parking Auxiliary – Covenants Relating to Facilities with Outstanding Revenue Bonds**

Vice President for Business Affairs Curtis Reynolds outlined the data required by the Board of Governors regarding facilities with outstanding revenue bonds. The required data includes actual revenue and expenses for 2016-17, estimated levels for 2017-18 and projected revenue and expenses in 2018-19.



## **FF2. University Infrastructure Strategy: Electricity – Steam – Chilled Water**

Senior Vice President and Chief Operating Officer Charlie Lane noted that the Committee has received information items about the new infrastructure strategy at past meetings. He reminded the Committee of the need for this infrastructure strategy including deferred maintenance issues and the impending end of the co-generation agreement with Duke Energy. He noted that the project is estimated to cost \$250 million. Dr. Lane reviewed some of the possible funding strategies.

Dr. Lane noted that the Committee would be asked to approve plans to move forward with the design phase of the project and for UF administration to continue to explore financing options. Trustees noted that a new system will give UF more flexibility in its operations and will be critical to providing the energy needed as the University works toward its goal of being a Top 5 institution.

## **5.0 Discussion items**

### **5.1 Quarterly Financial Update**

University Controller Alan West gave an overview of the latest Quarterly Financial report. Among the highlights:

- Cash and investment income is up due to an increase in funding from the state and a good return on investments managed by UFICO.
- Changes in accounting rules will mean UF will show a greater liability in pensions and other post-employment obligations (such as subsidies to retirees' health care).
- A new format for the quarterly financial report was introduced for Trustees' review and input. The changes will be discussed at the March 22 Finance and Facilities Committee meeting.

### **5.2 Five Year Capital Improvement Plan Overview**

Curtis Reynolds noted that top priorities in the five-year capital improvement plan continue to be funding for utilities and infrastructure, the new Data Science Building, a new Music Building and the expansion of the Florida Museum of Natural History. Mr. Reynolds provided details regarding some changes in the timing of funding that are reflected in the plan. He noted that the plan will be presented for approval at the June meeting, and is presented for information only at the March meeting.

### **5.3 Construction Report**

Curtis Reynolds highlighted some current projects including:

- The Career Resource Center, now 40 percent complete.
- Norman Hall rehabilitation, scheduled to begin this month.
- Campus security lighting upgrades.

## **Adjourn**

After asking for any further discussion and hearing none, Chair Patel adjourned the meeting at 8:41 a.m.



**UNIVERSITY OF FLORIDA BOARD OF TRUSTEES  
COMMITTEE ON FINANCE AND FACILITIES  
COMMITTEE MINUTES**

**March 22, 2018**

**President's Room 215B, Emerson Alumni Hall**

**University of Florida, Gainesville, Florida**

**Time Convened: 3:01 p.m. EDT**

**Time Adjourned: 4:25 p.m. EDT**

**1.0 Verification of Quorum**

Interim Vice President and General Counsel Amy Hass verified a quorum of the Committee on Finance and Facilities, with all Trustees present.

**Members present were:**

Rahul Patel (Chair), David L. Brandon, Leonard H. Johnson, Jason J. Rosenberg, Anita G. Zucker, Mori Hosseini

**Others present were:**

University of Florida Trustees; W. Kent Fuchs, President; Charles Lane, Vice President and Chief Operating Officer; Amy Hass, Interim Vice President and General Counsel; Michael McKee, Vice President and Chief Financial Officer; Curtis Reynolds, Vice President for Business Affairs; Scott Stricklin, University Athletic Director; other members of the President's Cabinet and University community and the media.

The meeting opened with Trustee Rosenberg recognizing the accomplishments of UF Track and Field coach Mike Holloway whose team recently won its eighth National Championship.

**2.0 Call to Order and Welcome**

Committee Chair Rahul Patel welcomed everyone in attendance and called the meeting to order at 3:01 p.m. EDT.

**3.0 Review and Approval of Minutes**

Committee Chair Patel asked for a motion to approve the minutes from the December 4, 2017 and December 14, 2017 meetings, which was made by Trustee Brandon and a second, which was made by Trustee Johnson. The Committee Chair asked for further discussion, and then for all in favor of the motion and any opposed, and the motion was approved unanimously.

The Committee considered the following Action Items:

## **4.0 Action Items**

### **FF1. Transportation and Parking Auxiliary – Covenants Relating to Facilities with Outstanding Revenue Bonds**

Curtis Reynolds, Vice President for Business Affairs, outlined the data required by the Board of Governors regarding facilities with outstanding revenue bonds. The required data includes actual revenue and expenses for 2016-17, estimated levels for 2017-18 and projected revenue and expenses in 2018-19. Committee Chair Patel asked for any questions or further discussion. He then asked for a motion to approve Committee Action Item FF1 for recommendation to the Board for its approval on the Consent Agenda, which was made by Trustee Brandon, and a second which was made by Trustee Zucker. The Committee Chair asked for further discussion, and then asked for all in favor of the motion and any opposed, and the motion was approved unanimously.

### **FF2. University Infrastructure Strategy: Electricity – Steam – Chilled Water**

Senior Vice President and Chief Operating Officer Charlie Lane noted that this item has been presented to the Committee several times as an information item. SVP Lane gave a presentation that detailed a description of the project, the impetus for the new infrastructure strategy (also known as the central energy plant project), due diligence and the proposed funding plan. Dr. Lane noted that all top 20 public universities are now grappling with-similar aging infrastructure issues.

Dr. Lane noted that UF has been working with consultants and has examined a variety of funding options. A mix of bonds/debt service and internal funding is considered the best option although the University is still open to a public/private (P3) partnership. The estimated project cost is \$250 million and construction would need to start in 2019.

Trustee Hosseini asked for clarification regarding what the Committee was being asked to approve and for assurance that the University will continue to look at funding plans. It was confirmed that FF2 provides approval to continue the design phase and development of the funding plan. With this confirmation, Trustee Hosseini made a motion to approve FF2 for recommendation to the Board for its approval on the Consent Agenda, which was seconded by Trustee Brandon. The Committee Chair asked for further discussion, and then asked for all in favor of the motion and any opposed, and the motion was approved unanimously.

### **FF3 and R18-194. University Athletic Associations, Inc., Bond Issuance**

University Athletic Director Scott Stricklin outlined UAA plans to request a \$50 million bond issue to support construction of a new, larger baseball stadium in the south part of campus. This is one of several capital projects underway including improvements to the softball stadium complex. The funding for this project is already in hand. In terms of debt, Mr. Stricklin said UF currently has the least debt of all SEC schools.

The Committee Chair asked for any questions or further discussion. He then asked for a motion to approve Committee Action Item FF3 and R18-194 for recommendation to the Board for its approval on the Consent Agenda, which was made by Trustee Hosseini, and second which was

made by Trustee Rosenberg. The Committee Chair asked for further discussion, and then asked for all in favor of the motion and any opposed, and the motion was approved unanimously.

**FF4 and R18-195. Naming: Amy E. Lohman Apiculture Center**

University of Florida Foundation Executive Director of Legal Services Susan Goffman presented FF4 and R18-195, naming the new Honey Bee Research and Extension Laboratory the Amy E. Lohman Apiculture Center.

The Committee Chair asked for any questions or further discussion. He then asked for a motion to approve Committee Action Item FF4 and R18-195 for recommendation to the Board for its approval on the Non-consent Agenda, which was made by Trustee Rosenberg, and second which was made by Trustee Johnson. The Committee Chair asked for further discussion, and then asked for all in favor of the motion and any opposed, and the motion was approved unanimously.

**FF5 and R18-196. Naming: Nancy Condron Family Sea Turtle Research Center and Hospital**

Ms. Goffman presented FF5 and R18-196, naming the Whitney Lab Sea Turtle Hospital and public access area the Nancy Condron Family Sea Turtle Research Center and Hospital.

The Committee Chair asked for any questions or further discussion. He then asked for a motion to approve Committee Action Item FF5 and R18-196 for recommendation to the Board for its approval on the Non-consent Agenda, which was made by Trustee Brandon, and second which was made by Trustee Zucker. The Committee Chair asked for further discussion, and then asked for all in favor of the motion and any opposed, and the motion was approved unanimously.

**FF6 and R18-197. Naming: Thompson Center for Earth Systems**

Ms. Goffman presented FF6 and R18-197, naming the proposed Center for Earth Systems the Thompson Center for Earth Systems.

The Committee Chair asked for any questions or further discussion. He then asked for a motion to approve Committee Action Item FF6 and R18-197 for recommendation to the Board for its approval on the Non-consent Agenda, which was made by Trustee Zucker, and second which was made by Trustee Rosenberg. The Committee Chair asked for further discussion, and then asked for all in favor of the motion and any opposed, and the motion was approved unanimously.

**5.0 Discussion items**

**5.1 Quarterly Financial Update**

Vice President and Chief Financial Officer Mike McKee noted that the quarterly financial report was reviewed on the March 15 meeting / conference call. He thanked the Committee for its input regarding additional information it would like to see included at the next meeting. There were no questions from the Committee.

**5.2 Five-Year Capital Improvement Plan Overview**

Vice President for Business Affairs Curtis Reynolds reviewed the updated capital improvement priorities for UF over the coming five years. The top priorities continue to be funding for utilities and infrastructure improvements, the new Data Science Building, a new Music Building and a new addition to the Florida Natural History Museum.

VP Reynolds reported that the funding request for a Music Building will be resubmitted next year. The funding request for the new addition to the Florida Museum of Natural History has been moved back one year as the scope of the project has shifted to encompass the Thompson Center for Earth Systems. Reynolds noted that the Committee will receive an Action Item on the five-year Capital Improvement Plan at its June meeting.

### **5.3 Construction Report**

Curtis Reynolds presented the Construction Report, highlighting some current projects including:

- Herbert Wertheim Laboratory for Engineering Excellence (Nuclear Science)
- The Career Resource Center
- Norman Hall Rehabilitation and College of Education Center Addition
- Campus Security Lighting Upgrades (Phase 1)

### **5.4 UFICO Update**

Ed Kelly, Chief Operating Officer for UFICO, updated the Committee on UF endowments. The 2018 fiscal year-to-date returns are 6.9 percent and this quarter they were up 3.8 percent.

UF's endowment performance is generally in line with the median of other peer universities.

Chair Patel requested that future reports highlight how we are doing against peer universities it was agreed that this information will be incorporated in future reports.

### **Adjourn**

After asking for further discussion and hearing none, Committee Chair Patel adjourned the Committee on Finance and Facilities meeting at 4:04 p.m.

**UNIVERSITY OF FLORIDA  
BOARD OF TRUSTEES  
FACILITIES SPENDING PLAN  
2018-2019**

| <b><u>P.E.C.O.</u></b>   |                   |
|--|-------------------|
| DATA SCIENCE AND INFORMATION TECHNOLOGY BUILDING   | 50,000,000        |
| <b>TOTAL</b>   | <b>50,000,000</b> |
| <b><u>CAPITAL IMPROVEMENT TRUST FUND PROJECTS (CITF) - STUDENT AFFAIRS &amp; UF ONLINE</u></b> |                   |
| REBUILD OF INSTITUTE OF BLACK CULTURE (IBC) AND INSTITUTE OF HISPANIC/LATINO CULTURE (LA CASIT | 2,195,210         |
| J. WAYNE REITZ UNION CAREER CONNECTIONS CENTER EXPANSION AND RENOVATION                        | 1,000,000         |
| HITCHCOCK FIELD AND FORK PANTRY  | 635,000           |
| LAKE WAUBURG SOUTH PAVILION  | 100,000           |
| J. WAYNE REITZ UNION GRAND BALLROOM UPGRADES   | 1,750,000         |
| J. WAYNE REITZ UNION SOUTH TERRACE UPGRADES  | 850,000           |
| UF-ONLINE IMPROVEMENTS   | 340,613           |
| <b>TOTAL</b>   | <b>6,870,823</b>  |
| <b><u>MAINTENANCE, REPAIR, RENOVATION, AND REMODELING</u></b>                                  |                   |
| MAINTENANCE, REPAIR, RENOVATION, AND REMODELING  | 15,556,057        |
| <b>TOTAL</b>   | <b>15,556,057</b> |
| <b><u>GENERAL REVENUE FUNDED APPROPRIATIONS</u></b>  |                   |
|  | 0                 |
| <b>GRAND TOTAL</b>   | <b>72,426,880</b> |

Division of Student Affairs  
Office of the Vice President  
Gainesville, FL 32611-3250

PO Box 113250  
352-392-1265  
382-392-7301 Fax  
[www.ufsa.ufl.edu/ovp](http://www.ufsa.ufl.edu/ovp)

May 3, 2018

Dr. Kent Fuchs  
President  
University of Florida  
PO 113150  
Gainesville, FL 32611

Approved  
May 3, 2018  


Dear President Fuchs:

Earlier this week the Board of Governors notified the University of Florida that we will be receiving \$6,530,210 in Capital Improvement Trust Fund money. This is more than \$1 million less than we anticipated.

I have met with Ian Green, Student Body President, to discuss an amended project list. We agreed to hold an emergency CITF Committee meeting late yesterday. The CITF Committee met and agreed to recommend an amended project list. We have removed several minor projects and moved some additional funding to the Institutes construction project as construction costs continue to escalate.

Our final recommended project list for 2018 – 2019 is as follows:

1. \$2,195, 210 for the Rebuild of the Institute of Black Culture (IBC) and Rebuild of the Institute of Hispanic Culture (La Casita). The 12,600 square foot project will create new institute buildings which will provide historical significance, depicting an attention to diversity, providing a safe space for students to learn, and will last 50-75 years. These institutes will possess the space necessary to address all programmatic, staffing, and student needs.
2. \$1,000,000 for the repayment of an internal UF loan to complete the J. Wayne Reitz Union Career Connections Center expansion and renovation. This project will provide an additional 29,765 square feet for the Center.
3. \$635,000 for the expansion of the Hitchcock Field and Fork Pantry. The Pantry has served over 100,000 pounds of food to students and staff. The expansion will allow additional offerings from IFAS farms, including a cooler to provide fresh foods from the farms. The expansion would add 1,500 square feet and bring the Pantry to ADA Standards.
4. \$100,000 for the construction of a new pavilion at Lake Wauburg South. The pavilion would provide protection from the sun and rain for up to 150 persons who are being trained to participate in the challenge courses.
5. \$1,750,000 for the J. Wayne Reitz Union Grand Ballroom upgrades. The Grand Ballroom is a 15 year old space with significant use over the years. Since the ballroom was built, the technology

*The Foundation for The Gator Nation*

An Equal Opportunity Institution

has significantly improved. Upgrading the ballroom would improve lighting, energy costs, acoustics, carpeting, and audio-visual experiences.

6. \$850,000 for the J. Wayne Reitz Union South Terrace upgrades. Currently, the South Terrace is a challenging space because of the way it was designed. Upgrades would include providing a stage area, permanent power and lighting, shading structures, and an enhanced Veterans Memorial space.

We are also recommending that any projects funds remaining from 2017 – 2018 projects be used for the Institutes projects.

We have removed from the list \$1.1 million for the expansion of the Cypress Lodge at Lake Wauburg North, \$200,000 for the Flavet Field fence, \$185,000 for the Maguire Field Storage building, and \$180,000 for upgrading lighting for the multipurpose University Village South recreation field. We will reconsider these projects as a priority in the following year's CITF process.

We appreciate your continued support of these recommended projects.

Sincerely,



Dr. Dave Parrott  
Vice President for Student Affairs

- cc. Dr. Joe Glover, Senior Vice President and Provost  
Mr. Norbert W. Dunkel, Associate Vice President for Student Affairs  
Mr. Gene Herring, Director, Capital Programs & Finance, University of Florida  
Mr. Ian Green, Student Body President



# UF Board *of* Trustees

UNIVERSITY *of* FLORIDA

COMMITTEE *on* FINANCE *and* FACILITIES

## Construction Update

Committee Meeting June 7, 2018

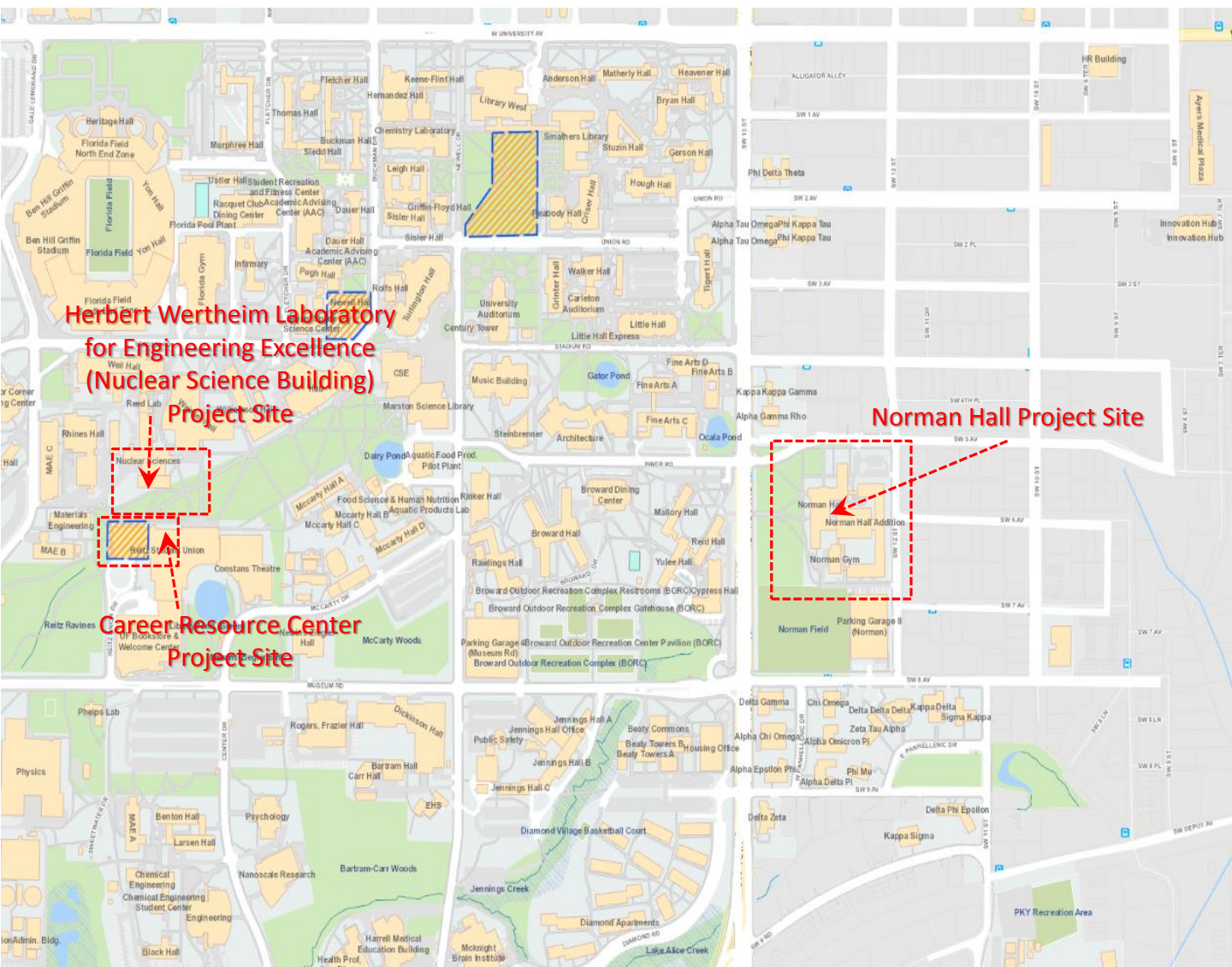


# Board of Trustees

## UNIVERSITY of FLORIDA

COMMITTEE on FINANCE and FACILITIES

### Construction Program Highlights – June 7, 2018



Construction Program Highlights – June 7, 2018

**Project:**

UF-461 – Herbert Wertheim Laboratory for Engineering Excellence (Nuclear Science Building)

**Description:**

The renovation and addition to the current Nuclear Sciences Building will provide approximately 87,000 sq. feet for a new and renovated state-of-the-art educational environment to bring together interdisciplinary faculty, undergraduates and graduate students in collision spaces that compel collaboration. The location of the building is a key feature. Located in the center of campus and facing the Reitz Union, pedestrian walkways and intersections, this building provides a centerpiece for the face of innovation on UF's campus. University, private and government funds will be used to: 1) provide state-of-the-art, high-technology instruction and research lab space to better address the educational needs of an expanding enrollment; 2) expand instructional program opportunities, including recruitment and retention; 3) foster industry partnerships; 4) expand interdisciplinary research funding.

**Current Project Budget:** \$67,247,568

**Architect:** Grimshaw Architects

**Contractor:** Whiting Turner

**Status Update:** Foundation Piles are being driven along with preparation for the tower crane erection. Substantial completion is scheduled for July 2019.

**(Foundation Piling Construction)**





## Construction Program Highlights – June 7, 2018

### Project:

UF-461 – Herbert Wertheim Laboratory for Engineering Excellence (Nuclear Science Building)

### (Tower Crane Erection)



Construction Program Highlights – June 7, 2018**Project:**

UF-221 –Norman Hall Rehabilitation and College of Education Center Addition

**Description:**

The project consists of the exterior rehabilitation and interior renovation of historic Norman Hall for the University of Florida, College of Education. Norman Hall, originally known as P.K. Young Laboratory School, is a historic academic building on the eastern campus of the University of Florida. It was designed by architect Rudolph Weaver and constructed in 1932. It was added to the U.S. National Register of Historic Places in 1990. The program includes the rehabilitation of the 80,000 GSF Norman Hall, plus the addition of a new 6,800 GSF (approximate) stand- alone College of Education Center. The rehabilitation and renovation will include upgrades to the building MEPF systems, the building envelope and glazing systems, ADA and other code compliance. In addition, the interior of the Norman Educational Library (1st and 2nd levels) will be renovated to enhance the indoor air quality, ADA & code compliance, technology, and aesthetics.

**Current Project Budget:** \$31,652,812

**Architect:** Walker Architects Inc.

**Contractor:** D E Scorpio Corporation

**Status Update:** Norman Library renovations are underway with Historic Norman Hall renovations scheduled to start May 2018. Substantial completion date is scheduled for June 2019.

**(Norman Library Renovations)**

Construction Program Highlights – June 7, 2018

**Project:**

UF-221 –Norman Hall Rehabilitation and College of Education Center Addition  
(Norman Library Renovations)





Construction Program Highlights – June 7, 2018**Project:**

UF-603 –Career Resource Center (JWRU Complex)

**Description:**

The University of Florida's Career Resource Center (CRC) is a centralized comprehensive unit serving 50,000 students and alumni. Recognized as the nation's #1 career center in 2010 and 2012 by the Princeton Review, the CRC provides a diverse range of services to help connect job seekers with employers. The CRC provides our students with individualized career education and connections that enriches their collegiate experience and prepares them for life after graduation. The project includes major renovations, in-fill addition, and will feature a Career Resource Library, Conference/Seminar Rooms, Interviews Rooms, and Offices for Staff and Student Assistants. The project is being funded through CITF resources.

**Current Project Budget:** \$10,222,000

**Architect:** Walker Architects Inc.

**Contractor:** D E Scorpio Corporation

**Status Update:** The project is progressing well with the construction phase currently at 75% complete. Substantial completion date is scheduled for July 2018.

**(South Façade Construction)**

Construction Program Highlights – June 7, 2018

**Project:**

UF-603 –Career Resource Center (JWRU Complex)

**(Interior Renovations)**



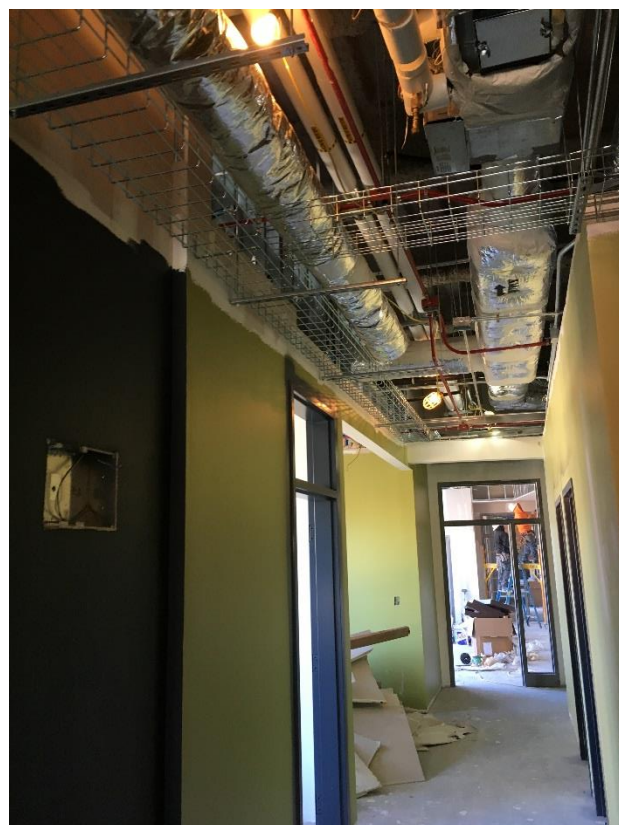
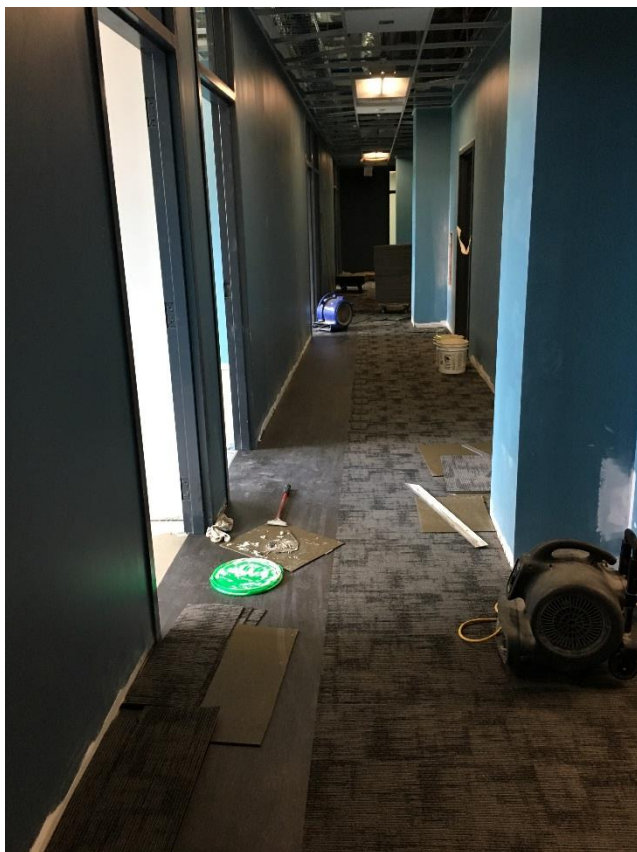


Construction Program Highlights – June 7, 2018

**Project:**

UF-603 –Career Resource Center (JWRU Complex)

**(Interior Renovations)**





University of Florida Board of Trustees  
Construction Projects Update  
Unit: Planning, Design, and Construction Division  
Meeting Date: June 7, 2018



| UF Major Projects   |   |                |                |               |                     |                |               |  |                                 |        |  |
|---|---|----------------|----------------|---------------|---------------------|----------------|---------------|--|---------------------------------|--------|--|
| Project Number  | Description   | Project Budget |                |               | Construction Budget |                |               | AE   | Contractor                      | SC     | Status                                 |
|   |   | Original       | Current        | Change Qtr.-2 | Original            | Current        | Change Qtr.-2 |  |                                 |        |  |
| UF-221  | Norman Hall Remodeling and Addition   | \$ 31,470,362  | \$ 31,470,362  |               | \$ 24,471,300       | \$ 24,471,300  |               | Walker Architects Inc  | D E Scorpio Corporation         | Jun-19 | Construction 10% Complete              |
| UF-402  | UF Boiler Project   | \$ 7,000,000   | \$ 7,000,000   |               | \$ 6,500,000        | \$ 6,500,000   |               | RMF Consulting   | Brentwood Company               | Jul-18 | Construction 75% Complete              |
| UF-603  | Career Resource Center Addition and Renovation                                    | \$ 7,698,170   | \$ 10,221,184  |               | \$ 5,704,000        | \$ 7,300,000   |               | Walker Architects Inc  | D E Scorpio Corporation         | Jul-18 | Construction 75% Complete              |
| UF-604  | UF Health Proton Therapy Institute Gantry Expansion                               | \$ 9,415,080   | \$ 9,415,080   |               | \$ 7,911,000        | \$ 7,911,000   |               | Walker Architects Inc  | Gilbane Building Company        | Jan-19 | Construction 60% Complete              |
| UF-620  | IFAS Bee Unit Facility  | \$ 3,417,384   | \$ 3,417,384   |               | \$ 3,008,500        | \$ 3,008,500   |               | Ponikvar & Assoc Inc   | Parrish McCall Constructors Inc | Jun-18 | Construction 95% Complete              |
| UF-628  | UF IT Move To Ayers Building  | \$ 3,051,000   | \$ 3,051,000   |               | \$ 2,709,500        | \$ 2,709,500   |               | Walker Architects Inc  | Charles Perry Partners Inc      | Aug-18 | Construction 80% Complete              |
| UF-461  | Herbert Wertheim Laboratory for Engineering Excellence (Nuclear Science Building) | \$ 53,000,000  | \$ 67,247,568  |               | \$ 38,000,000       | \$ 47,137,911  |               | Grimshaw Architects  | Whiting Turner                  | Aug-19 | Construction 10% Complete              |
| 7 Total Construction Projects                                 |   | \$ 115,051,996 | \$ 131,822,578 |               | \$ 88,304,300       | \$ 99,038,211  |               |  |                                 |        |  |
|   |   |                |                |               |                     |                |               |  |                                 |        |  |
|   |   |                |                |               |                     |                |               |  |                                 |        |  |
| UF-394  | PK Yonge Developmental School Phase II  | \$ 20,877,500  | \$ 20,877,500  |               | \$ 17,022,000       | \$ 17,022,000  |               | Schenkel & Shultz, Inc.                                      | Parrish McCall Constructors Inc | TBD    | 60% Construction Documents             |
| UF-608  | Parking Garage XIV  | \$ 34,200,000  | \$ 34,200,000  |               | \$ 30,300,000       | \$ 30,300,000  |               | Davis Architects   | Brasfield & Gorrie LLC          | TBD    | Schematic Design                       |
| UF-615  | Electrical Substation 2 Cable and Switchgear Replacement                          | \$ 5,400,000   | \$ 5,400,000   |               | \$ 4,825,000        | \$ 4,825,000   |               | RMF Engineering  | D E Scorpio Corporation         | Jul-19 | 100% Construction Documents            |
| UF-619  | Institute of Black Culture & Institute of Hispanic Latino Culture Facility        | \$ 8,900,000   | \$ 8,900,000   |               | \$ 6,850,000        | \$ 6,850,000   |               | DLR Group  | Foresight Construction Group    | Apr-18 | 100% Construction Documents            |
| UF-622  | VET Med Central Energy Plant  | \$ 25,000,000  | \$ 25,000,000  |               | \$ 25,000,000       | \$ 25,000,000  |               | Siemens Industry, Inc., Building Technologies/I.C. Thomasson | Brentwood Company               | Jun-19 | 100% Construction Documents            |
| UF-621  | UF Veterinary Hospital/CVM Expansion  | \$ 6,391,950   | \$ 6,391,950   |               | \$ 5,304,525        | \$ 5,304,525   |               | Walker Architects Inc  | Oelrich Construction Inc        | TBD    | 100% Construction Documents            |
| UAA-41  | McKethan Baseball Complex Expansion/Renovation                                    | \$ 45,878,800  | \$ 45,878,800  |               | \$ 37,861,000       | \$ 37,861,000  |               | Populous   | TBD                             | TBD    | Advanced Schematic Design/CM Selection |
| UAA-43  | Renovation & Addition to Katie Seashole Pressly Softball Stadium                  | \$ 13,521,652  | \$ 13,521,652  |               | \$ 10,270,400       | \$ 10,270,400  |               | Walker Architects Inc  | D E Scorpio Corporation         | Mar-19 | 100% Construction Documents            |
| UF-631  | IFAS Lone Cabbage Reef Restoration  | \$ 3,866,124   | \$ 3,866,124   |               | \$ 3,799,470        | \$ 3,799,470   |               | George F Young Inc   | Brentwood Company               | Dec-18 | GMP Review                             |
| 8 Total Design Projects                                       |   | \$ 164,036,026 | \$ 164,036,026 |               | \$ 141,232,395      | \$ 141,232,395 |               |  |                                 |        |  |
| UAA-53  | Football Operations Project   | \$ 59,961,700  | \$ 59,961,700  |               | \$ 49,168,600       | \$ 49,168,600  |               | TBD  | TBD                             | TBD    | AE & CM selection in progress          |
| UF-401  | New Music Building  | \$ 55,000,000  | \$ 55,000,000  |               | \$ 47,000,000       | \$ 47,000,000  |               | TBD  | TBD                             | TBD    | Facility Program Development           |
| UF-623  | Central Energy Plant & Utilities Infrastructure                                   | TBD            | TBD            |               | TBD                 | TBD            |               | TBD  | TBD                             | TBD    | Planning                               |
| 3 Total Planning Projects                                     |   | \$ 114,961,700 | \$ 114,961,700 |               | \$ 96,168,600       | \$ 96,168,600  |               |  |                                 |        |  |
| GRAND TOTAL Facilities Planning and Construction Projects: 20 |   |                | \$ 410,820,304 |               |                     | \$ 336,439,206 |               |  |                                 |        |  |

Project & Construction Budget changes grouped by project # are as indicated below:



University of Florida Board of Trustees

Minor Construction Projects Update

Units: Housing - IFAS - Planning Design and Construction - Facilities Services

Meeting Date: June 7, 2018



| PROJECT | NAME   | PHASE        | PROJ<br>BUDGET | CONST<br>BUDGET | SCDATE     | STATUS                        |
|---------|--|--------------|----------------|-----------------|------------|-------------------------------|
| MP00518 | 203 - Communicore - Fire Alarm System Replacement in basement.           | Construction | \$508,233      | \$494,440       | 05-25-2018 | Construction proceeding - 95% |
| MP01097 | Whitney Laboratory Academic Village Housing Facilities                   | Construction | \$2,062,000    | \$1,867,661     | 10-30-2018 | Construction proceeding - 20% |
| MP01278 | 267 - Turlington Hall - HVAC and HHW Design                              | Construction | \$2,171,422    | \$1,998,212     | 08-24-2018 | Construction proceeding - 50% |
| MP01514 | Building 445 - SMSB Lab Renovations - 2nd floor                          | Construction | \$1,099,719    | \$982,705       | 12-04-2017 | Substantial completion        |
| MP01659 | 0100- Williamson Hall- Design Fire Sprinkler System                      | Construction | \$475,000      | \$424,900       | 04-23-2018 | Construction proceeding - 95% |
| MP01755 | 0201-ARB-Rms. 137, 148, 178, & 190 - Cold Room, Freezer Farm Renovation  | Construction | \$190,466      | \$166,166       | 06-08-2018 | Construction proceeding - 90% |
| MP01846 | 0009-Leigh Hall-Rm 238-Computational Lab Renovation                      | Construction | \$945,903      | \$848,823       | 08-31-2018 | Construction Started          |
| MP02396 | Repave/Restripe Gale Lemerand Drive from Stadium Road to Museum Road     | Construction | \$1,110,451    | \$1,047,051     | 08-01-2018 | Construction proceeding - 80% |
| MP02484 | Bldg 026 Corridor Refresh  | Construction | \$235,000      | \$175,376       | 06-01-2018 | Construction proceeding - 90% |
| MP02649 | 0700- PPD Master Plan for Bldg. 700                                      | Construction | \$279,230      | \$197,250       | 08-20-2018 | Construction proceeding - 85% |
| MP02712 | 0031- Student Financial Affairs Lobby                                    | Construction | \$635,167      | \$539,657       | 07-30-2018 | Construction Started          |
| MP02801 | 203 - Communicore - Design and Install Fan Walls in AHU- 2A and 2B       | Construction | \$1,905,000    | \$1,785,000     | 09-21-2018 | Construction Started          |
| MP02838 | Building 1017- Upgrade Exhaust Systems                                   | Construction | \$725,455      | \$690,455       | 07-20-2018 | Construction proceeding - 90% |
| MP02914 | Lake Wauburg North Shore- ADA Compliant Path                             | Construction | \$206,000      | \$160,000       | 07-27-2018 | Waiting on GMP                |
| MP02921 | 749 - Psychology - Elevator Modernization 749-1                          | Construction | \$300,260      | \$279,960       | 06-15-2018 | Construction Started          |
| MP02932 | 0100- Williamson Hall Construct ADA Restroom                             | Construction | \$73,573       | \$58,716        | 06-15-2018 | Construction proceeding - 60% |
| MP02971 | 0445-Stetson Med Sci-PG-04-engineering services to convert office to lab | Construction | \$18,200       | \$18,200        | 07-10-2018 | Project in planning           |
| MP03106 | Building 746 - Particle Science & Technology - Renovate room 0121        | Construction | \$520,000      | \$482,000       | 07-02-2018 | Substantial completion        |
| MP03181 | 0006 - NATHAN P. BRYAN HALL, Dean's suite 100 renovation                 | Construction | \$584,865      | \$475,881       | 03-09-2018 | Construction proceeding - 80% |
| MP03229 | 3333- Rec Sports Newnan Lake Property Improvements                       | Construction | \$65,000       | \$65,000        | 05-31-2018 | Construction proceeding - 50% |
| MP03302 | 0043-Marston Library-L301 - Renovate Third Floor                         | Construction | \$629,599      | \$136,543       | 07-27-2018 | Construction proceeding - 75% |
| MP03368 | Building 1377 - Penthouse Room 508 Renovation.                           | Construction | \$1,225,400    | \$1,195,000     | 06-01-2018 | Construction proceeding - 85% |
| MP03575 | 0010- Griffin-Floyd Re-Roof Design                                       | Construction | \$784,761      | \$655,500       | 06-29-2018 | Waiting on GMP                |
| MP03636 | 0006 - Nathan P. Bryan Hall Suite 212 renovation and door replacement    | Construction | \$209,288      | \$188,916       | 03-23-2018 | Construction proceeding - 90% |
| MP03660 | 99 - Microkelvin Lab - Helium Ventilation System                         | Construction | \$34,500       | \$29,925        | 04-27-2018 | Project complete              |
| MP03674 | 0201- ARB Lab R1-156 and R1-175 Refresh                                  | Construction | \$62,374       | \$44,844        | 03-09-2018 | Construction Started          |
| MP03686 | Buildings 226 & 771 Renovation   | Construction | \$2,100,000    | \$1,844,897     | 09-03-2018 | Construction proceeding - 10% |
| MP03741 | 1178 - Orthopaedics - 2151 & 2363 - Exam Room Upgrades                   | Construction | \$63,045       | \$54,000        | 06-08-2018 | Construction proceeding - 50% |
| MP03911 | Building 059 - Mcknight Brain Institute, L2-151-RESEARCH LAB             | Construction | \$25,000       | \$24,000        | 05-21-2018 | Construction proceeding - 60% |
| MP03914 | Bldg 0031 Third floor office renovation rooms S305 & S309                | Construction | \$149,889      | \$137,206       | 08-09-2018 | Construction Started          |
| MP03923 | 267 - Turlington Hall - HVAC & HHW Piping 2nd Floor                      | Construction | \$1,501,082    | \$1,372,082     | 08-24-2018 | PO Requested                  |
| MP03962 | 0759 -Bruton - Geer - 0105 - Experiential Law Renovation                 | Construction | \$831,205      | \$727,394       | 08-03-2018 | Construction proceeding - 05% |
| MP03982 | 0032 - Hub - International Center Office Remodel                         | Construction | \$350,000      | \$256,474       | 08-21-2018 | Waiting on GMP                |
| MP03996 | Building 059 - MBI - LG-103 Custodial Closet conversion to restroom.     | Construction | \$64,000       | \$55,000        | 10-01-2018 | Construction proceeding - 20% |
| MP04013 | 0026-Tigert office suite 236 and 239 renovation                          | Construction | \$272,575      | \$225,053       | 06-22-2018 | Construction proceeding - 05% |
| MP04024 | 0158 - Yon Hall, Title IX Compliance Offices                             | Construction | \$400,000      | \$231,493       | 09-30-2018 | Waiting on GMP                |
| MP04040 | 1635-UF Data Center 103 cut in fire rated window;rework electrical, IT,  | Construction | \$40,000       | \$34,335        | 06-21-2018 | Construction proceeding - 85% |
| UAA-55  | Locker Room HVAC Upgrades  | Construction | \$310,000      | \$266,000       | 05-25-2018 | Construction proceeding - 95% |
| UF-461A | Wertheim Chilled Water utility upgrades                                  | Construction | \$157,800      | \$3,470         | 05-24-2018 | Construction proceeding - 15% |
| UF-461B | Wertheim Electrical utility upgrades                                     | Construction | \$990,000      | \$980,403       | 01-26-2018 | Substantial completion        |

University of Florida Board of Trustees

Minor Construction Projects Update

Units: Housing - IFAS - Planning Design and Construction - Facilities Services

Meeting Date: June 7, 2018



| PROJECT                   | NAME  | PHASE  | PROJ<br>BUDGET | CONST<br>BUDGET | SCDATE     | STATUS               |
|---------------------------|---|--------|----------------|-----------------|------------|----------------------|
| <b>Construction Count</b> |   | 40     | \$24,311,463   | \$21,219,988    |            |                      |
| MP00213                   | Building 689 - Library West Colonnade Renovation                            | Design | \$1,795,000    | \$1,620,000     | 12-17-2018 | 100% CDs             |
| MP00336                   | Building 026 - Tigert Hall, Replace Air Handlers 5, 6, & 7.                 | Design | \$1,200,776    | \$1,030,000     | 12-17-2018 | 100% CDs             |
| MP01602                   | Building 476 - Field and Fork Food Pantry - Phase II                        | Design | \$650,250      | \$563,000       | 12-17-2018 | 50% CDs              |
| MP01934                   | Building 208 - Parking Garage 10 - Lighting Upgrade                         | Design | \$485,000      | \$455,000       | 12-17-2018 | 100% CDs             |
| MP02128                   | 0315- Phillips Center Acoustics Study                                       | Design | \$131,000      | \$100,000       | 12-21-2018 | Design proceeding    |
| MP02192                   | 0309_ Harn Reception Area modifications                                     | Design | \$10,000       | \$4,685         | 05-15-2018 | Design proceeding    |
| MP02452                   | 309 - Harn Museum - Water Leak On North Wall                                | Design | \$577,240      | \$472,650       | 07-30-2018 | Design proceeding    |
| MP02632                   | 0724 - Black Hall - Replace Domestic Water Piping                           | Design | \$574,000      | \$515,000       | 12-14-2018 | 100% CDs             |
| MP02633                   | 0475 - Food Science and Human Nutrition - Replace Domestic Water Piping     | Design | \$550,500      | \$495,000       | 12-14-2018 | 100% CDs             |
| MP02664                   | 0092- Physics Building Re-Roof  | Design | \$1,721,570    | \$1,450,000     | 08-31-2018 | 50% CDs              |
| MP02762                   | Building 0212 - Room 1203 Simulation & Learning Lab                         | Design | \$38,460       | \$38,460        | 06-01-2018 | Design proceeding    |
| MP02804                   | 201 - Academic Research Bldg - VAV Boxes Replacement Ground - 5th Floor     | Design | \$200,000      | \$188,800       | 08-31-2018 | 100% CDs             |
| MP03057                   | Building 059 - MBI Re-Roof of South Magnet Area                             | Design | \$1,803,000    | \$1,600,000     | 11-26-2018 | 100% CDs             |
| MP03183                   | 0406- Matherly Hall Room 120 Technology Upgrades                            | Design | \$240,000      | \$213,109       | 08-03-2018 | 100% CDs             |
| MP03184                   | 0723- Chemical Engineering- Renovate Room 300                               | Design | \$353,514      | \$353,514       | 08-31-2018 | 100% CDs             |
| MP03281                   | 0268 - Architecture - Ground and Third Floor Office Renovation              | Design | \$500,000      | \$459,140       | 08-17-2018 | 100% CDs             |
| MP03300                   | Building 266 - Racquet Club Dining Center - Remodel Dining Area             | Design | \$1,711,000    | \$1,670,000     | 12-17-2018 | Design proceeding    |
| MP03306                   | Bldg 203 HSC Library Circulation desk area remodel                          | Design | \$1,275,214    | \$1,200,000     | 08-17-2018 | Design proceeding    |
| MP03367                   | Building 1377 - Aquatics Saltwater Loop                                     | Design | \$230,000      | \$200,000       | 07-01-2018 | 100% CDs             |
| MP03529                   | Wilmot Gardens - Design and Construct Memorial Structure                    | Design | \$36,290       | \$36,290        | 10-01-2018 | Design proceeding    |
| MP03547                   | 0021 - Florida Gymnasium, 0200A/202C-CONFERENCE ROOM - Renovation           | Design | \$94,851       | \$57,351        | 06-01-2018 | Project in planning  |
| MP03574                   | 0757- Holland Law Center- Security  | Design | \$4,000        | \$4,000         | 08-31-2018 | Project cancelled    |
| MP03618                   | 0032 - Hub - 2nd Floor - Faculty Teaching Innovation Lab Renovation         | Design | \$337,820      | \$300,000       | 07-27-2018 | Design Development   |
| MP03708                   | Building 1017 - VAB - Replace Roof Sections                                 | Design | \$1,500,000    | \$1,290,000     | 08-01-2018 | 100% CDs             |
| MP03724                   | Building 554 - Nuclear Field Building - Renovation                          | Design | \$545,253      | \$500,000       | 08-01-2018 | Design proceeding    |
| MP03737                   | Building 092 - B-15 magnet Install  | Design | \$1,050,000    | \$1,047,000     | 09-01-2018 | Design proceeding    |
| MP03754                   | 0686 - J. Wayne Reitz Union, 2305-ASSEMBLY- JWRU Auditorium Renovation      | Design | \$2,200,000    | \$1,958,631     | 12-31-2018 | Design Development   |
| MP03756                   | Building 205 - 4th floor Lab Renovations                                    | Design | \$700,000      | \$582,000       | 07-23-2018 | Design Development   |
| MP03775                   | PK Yonge - New Sixth Street Entrance and Student Drop Off                   | Design | \$973,125      | \$850,000       | 08-03-2018 | Conceptual Schematic |
| MP03779                   | Building 0030 - Rae O. Weimer Hall - Replace Emergency Generator            | Design | \$300,000      | \$240,000       | 09-03-2018 | Design Development   |
| MP03789                   | Parking Garages - Fulfill 2017-18 Repairs                                   | Design | \$1,120,000    | \$1,005,000     | 08-17-2018 | 100% CDs             |
| MP03790                   | 521 - PK Yonge - Retrocommissioning Building N                              | Design | \$29,455       | \$29,455        | 05-31-2018 | Design proceeding    |
| MP03795                   | 0026- Tigert Hall Re-Roof   | Design | \$555,010      | \$472,700       | 06-01-2018 | 100% CDs             |
| MP03796                   | Civil Design at Union Road & Newell Drive                                   | Design | \$23,715       | \$20,000        | 06-25-2018 | 100% CDs             |
| MP03801                   | 3900 Government House - PISA Lab Rehabilitation                             | Design | \$320,000      | \$240,000       | TBD        | Advanced Schematic   |
| MP03824                   | Building 005 - Design and construction of building envelope moisture issues | Design | \$1,140,000    | \$1,050,000     | 08-01-2018 | PO Requested         |
| MP03844                   | Parking Lot south of Kangaroo/Leonardo's                                    | Design | \$600,000      | \$500,000       | 10-01-2018 | Design proceeding    |
| MP03849                   | Building 027 - Public Safety UPD Building Assessment and Renovation         | Design | \$157,664      | \$91,413        | 02-01-2019 | Design proceeding    |
| MP03901                   | 0749- Psychology- ADA Restroom  | Design | \$61,220       | \$46,450        | 08-27-2018 | 100% CDs             |

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| PROJECT                          | NAME  | PHASE        | PROJ<br>BUDGET      | CONST<br>BUDGET     | SCDATE     | STATUS               |
|----------------------------------|---|--------------|---------------------|---------------------|------------|----------------------|
| MP03902                          | 0042- CSE Renovate E365 for ADA Restroom                                  | Design       | \$48,961            | \$17,032            | 06-25-2018 | Design proceeding    |
| MP03903                          | 0267- Turlington Hall Renovate 1305 for ADA Restroom                      | Design       | \$59,270            | \$45,500            | 06-25-2018 | 50% CDs              |
| MP03906                          | Building 203 - CG-023 Renovation.   | Design       | \$750,000           | \$693,000           | 09-03-2018 | PO Requested         |
| MP03908                          | 0026- Tigert Hall- Renovate Room 229 to ADA RR                            | Design       | \$82,935            | \$63,700            | 08-27-2018 | 100% CDs             |
| MP03913                          | 1380-1383 Replace 4 (175-Tons) Chillers - Biologix & Center of Excellence | Design       | \$1,834,700         | \$1,460,100         | 09-21-2018 | Design proceeding    |
| MP03957                          | Building 024 - 5th floor HVAC and East Renovation                         | Design       | \$706,095           | \$650,000           | 08-20-2018 | Design proceeding    |
| MP03963                          | 0668 ECL Remodel for FLARE Project  | Design       | \$392,800           | \$303,500           | 05-31-2018 | PO Requested         |
| MP03983                          | Building 445 - M6-34 Lab Renovation                                       | Design       | \$1,650,000         | \$1,430,000         | 02-01-2019 | Design proceeding    |
| MP03984                          | Building 205 - Dental Science, DG-230 Freezer Farm                        | Design       | \$285,000           | \$250,000           | 10-01-2018 | Design proceeding    |
| MP03994                          | 416 - Phi Mu Sorority - Addition  | Design       | \$2,650,000         | \$2,650,000         | 12-15-2018 | 50% CDs              |
| MP04009                          | Building 308 - Temporary Gallery Renovation                               | Design       | \$400,000           | \$354,000           | 10-01-2018 | Conceptual Schematic |
| MP04011                          | Building 308 - Powell Hall - Rainforest landscape lighting area redesign. | Design       | \$200,000           | \$200,000           | 08-31-2018 | Design proceeding    |
| MP04028                          | Building 760 - Engineering Design Building-Remodel for business office    | Design       | \$212,450           | \$200,000           | 08-01-2018 | Design proceeding    |
| MP04052                          | Building 059 - Upper roof(s) replacement                                  | Design       | \$1,903,148         | \$1,700,000         | 10-01-2019 | PO Requested         |
| MP04053                          | 0064-Hough Hall Classroom 120A and 120B AV upgrades                       | Design       | \$49,287            | \$47,587            | 06-01-2018 | PO Requested         |
| MP04055                          | Building 059 - Renovate LG Labs 139-160 into open lab space.              | Design       | \$820,000           | \$710,000           | 01-21-2019 | Design proceeding    |
| MP04056                          | Building 059 - Renovate L1 labs131-168 into open lab space.               | Design       | \$1,262,000         | \$1,115,000         | 08-31-2019 | PO Requested         |
| MP04066                          | Bldg 0212 Remodel room 4180 Recording Studio                              | Design       | \$35,000            | \$35,000            | 07-19-2018 | Design proceeding    |
| MP04077                          | Norman Field - Temporary Parking Lot                                      | Design       | \$525,000           | \$450,000           | 12-17-2018 | Design proceeding    |
| MP04091                          | Building 117 - Music Bldg. Room 234 - Install of 5 WENGER sound module    | Design       | \$173,500           | \$161,500           | 08-20-2018 | 100% CDs             |
| MP04095                          | Building 030 - Rae O. Weimer Hall - office renovation                     | Design       | \$193,000           | \$150,000           | 08-01-2018 | Design proceeding    |
| MP04112                          | 0021- Florida Gym- Suite 107 Ceilings                                     | Design       | \$78,500            | \$78,500            | 08-31-2018 | Design Development   |
| MP04132                          | Building 634 - Renovate office and lab spaces.                            | Design       | \$214,750           | \$200,000           | 04-01-2019 | Design proceeding    |
| MP04133                          | Building 033 - Remodel space to add 3 or 4 offices and lab space.         | Design       | \$489,250           | \$450,000           | 04-01-2019 | Design proceeding    |
| MP04134                          | Building 183 - Renovate MAE C area for UFIT.                              | Design       | \$593,510           | \$550,000           | 04-01-2019 | Design proceeding    |
| MP04157                          | Building 203 - Communicore, C2-242-244 CLASSROOM Conversion               | Design       | \$325,000           | \$275,000           | 04-01-2019 | Design proceeding    |
| MP04176                          | Building 059 - E-Power Assessment Study                                   | Design       | \$8,200             | \$8,200             | 10-01-2018 | Design proceeding    |
| MP04183                          | Building 723 - Chem E, 0433 LAB Refurbish lab, add floor hood.            | Design       | \$236,150           | \$220,000           | 04-01-2019 | Design proceeding    |
| MP04200                          | 0599- Fine Arts C Room B021   | Design       | \$60,000            | \$50,000            | 06-29-2018 | PO Requested         |
| MP04202                          | 0315- Phillips Center- Stage Electrical Review                            | Design       | \$85,200            | \$70,000            | 08-31-2018 | PO Requested         |
| MP04223                          | Building 059 - McKnight Brain Institute, L5-179 ANIMAL QUARTERS           | Design       | \$16,500            | \$15,000            | 09-03-2018 | Design proceeding    |
| <b>Design Count</b>              |   | 70           | \$42,135,133        | \$37,551,266        |            |                      |
| PDC                              | <b>Various Small Scale Quick Response Minor Projects</b>                  | 79           | \$1,667,563         | \$1,576,094         |            |                      |
| <b>PDC Minor Projects Totals</b> |   | <b>189</b>   | <b>\$68,114,158</b> | <b>\$60,347,348</b> |            |                      |
| IF016003                         | S0106 - Site development (CAP)  | Construction | \$859,207           | \$859,207           | TBD        | Construction Started |
| IF016004                         | B0891 - Beef Teaching Facility/Student Dorm (CAP)                         | Construction | \$1,846,556         | \$1,846,556         | TBD        | Construction Started |
| IF016016                         | B0498 & B0496 - Renovate / McCarty Shuffle (EXP)                          | Construction | \$801,737           | \$801,737           | TBD        | Project complete     |
| IF016018                         | B8004 - Renovate for lab environment (CAP)                                | Construction | \$596,284           | \$596,284           | TBD        | Construction Started |
| IF016027                         | S6800 - Replace small HVAC systems (EXP)                                  | Construction | \$95,863            | \$95,863            | TBD        | Project complete     |
| IF016033                         | B8329 - Conference Facility addition and renovation (CAP)                 | Construction | \$466,836           | \$466,836           | TBD        | Construction Started |



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|----------|--|--------------|----------------|-----------------|------------|----------------------|
| IF016034 | B7107 - Upgrade HVAC and electrical (CAP)                      | Construction | \$841,137      | \$841,137       | TBD        | Construction Started |
| IF016037 | B4240 - Install ADA compliant elevator (EXP)                   | Construction | \$230,000      | \$230,000       | TBD        | Construction Started |
| IF016038 | B8235 - Lab addition and renovation (CAP)                      | Construction | \$1,244,893    | \$1,244,893     | TBD        | Construction Started |
| IF016048 | B8456 - Renovate lab (CAP)                                     | Construction | \$262,000      | \$262,000       | TBD        | Construction Started |
| IF016053 | B0089 - IFAS Administrative Services (CAP)                     | Construction | \$1,891,311    | \$1,891,311     | TBD        | Project complete     |
| IF016056 | B2201 - Renovate (CAP)   | Construction | \$540,595      | \$540,595       | TBD        | Construction Started |
| IF016058 | B1851 - Nature Coast Biological Station (CAP)                  | Construction | \$2,395,563    | \$2,395,563     | TBD        | Construction Started |
| IF016059 | B4255 - Convert library into office and lab space (CAP)        | Construction | \$958,679      | \$958,679       | TBD        | Construction Started |
| IF016063 | B8424 - Install fire protection/alarm/septic (CAP)             | Construction | \$90,267       | \$90,267        | TBD        | Construction Started |
| IF016065 | B8116 - Research Bldg (CAP)                                    | Construction | \$600,288      | \$600,288       | TBD        | Construction Started |
| IF016067 | B7124 - Replace HVAC System - Phase II (CAP)                   | Construction | \$500,960      | \$500,960       | TBD        | Construction Started |
| IF016083 | B4240 - Renovate Biorooms (EXP)                                | Construction | \$41,275       | \$41,275        | TBD        | Project complete     |
| IF016086 | S0109 - Master Planning and Stormwater (EXP)                   | Construction | \$130,543      | \$130,543       | TBD        | Construction Started |
| IF016092 | B5224 - Greenhouse (CAP)                                       | Construction | \$564,402      | \$564,402       | 03-21-2018 | Construction Started |
| IF016099 | B0496 - Renovate 2nd floor (EXP)                               | Construction | \$289,998      | \$289,998       | TBD        | Project complete     |
| IF017001 | B7172 - Graduate Residence (CAP)                               | Construction | \$530,646      | \$530,646       | TBD        | Construction Started |
| IF017003 | B0503 - Field and Fork Storage (CAP)                           | Construction | \$207,055      | \$207,055       | TBD        | Project complete     |
| IF017004 | B1291 - Renovate / Minor site work (CAP/EXP)                   | Construction | \$400,883      | \$400,883       | TBD        | Construction Started |
| IF017007 | B0087 - Replace carpet/waterproof exterior (EXP)               | Construction | \$31,701       | \$31,701        | TBD        | Construction Started |
| IF017010 | B0498 - Renovate 1st floor McCarty D (CAP)                     | Construction | \$1,995,000    | \$1,995,000     | TBD        | Project complete     |
| IF017015 | B7103 - Renovate Lab room 19 (CAP)                             | Construction | \$334,436      | \$334,436       | TBD        | Construction Started |
| IF017017 | B0499 - Replace AHU/HVAC and renovate rm 103 - (CAP)           | Construction | \$1,286,798    | \$1,286,798     | TBD        | Construction Started |
| IF017018 | B0459 - Replace AHU/HVAC and renovate room 108 (CAP)           | Construction | \$1,998,063    | \$1,998,063     | TBD        | Construction Started |
| IF017019 | B0162 - Renovate (CAP)   | Construction | \$840,793      | \$840,793       | TBD        | Construction Started |
| IF017020 | B5001 - Renovate lab (CAP)                                     | Construction | \$574,685      | \$574,685       | TBD        | Construction Started |
| IF017026 | B0549 - Headhouse (CAP)  | Construction | \$233,442      | \$233,442       | TBD        | Construction Started |
| IF017027 | B7756 - Greenhouse (CAP)                                       | Construction | \$549,451      | \$549,451       | TBD        | Construction Started |
| IF017029 | B1265 -Renovate Lab (CAP)                                      | Construction | \$1,648,396    | \$1,648,396     | TBD        | Construction Started |
| IF017030 | S6800 - Replace minor HVAC systems (EXP)                       | Construction | \$63,431       | \$63,431        | TBD        | Construction Started |
| IF017031 | S6800 - Replace minor BAS systems (EXP)                        | Construction | \$121,228      | \$121,228       | TBD        | Construction Started |
| IF017035 | B7969 - Replace roof (CAP)                                     | Construction | \$283,061      | \$283,061       | TBD        | Construction Started |
| IF017036 | B7401 - Replace deteriorating electric panels to chiller (EXP) | Construction | \$80,000       | \$80,000        | TBD        | Construction Started |
| IF017038 | B9401 - Replace OA Unit / Repair IAQ issues (EXP)              | Construction | \$74,203       | \$74,203        | TBD        | Construction Started |
| IF017043 | B0884 - Farm Operations / Conference (CAP)                     | Construction | \$1,074,830    | \$1,074,830     | TBD        | Construction Started |
| IF017044 | B0899 - Cattle Handling Facility (CAP)                         | Construction | \$918,775      | \$918,775       | TBD        | Construction Started |
| IF017046 | S5601 - Hurricane Matthew Repair (EXP)                         | Construction | \$18,038       | \$18,038        | TBD        | Construction Started |
| IF017047 | B4240 - : BSL2&3 Renovation (CAP)                              | Construction | \$900,000      | \$900,000       | TBD        | Construction Started |
| IF017048 | B0498 - Renovate Ground Floor McCarty D (CAP)                  | Construction | \$1,154,592    | \$1,154,592     | TBD        | Construction Started |
| IF017052 | B0685 - Renovate IR4 Lab (EXP)                                 | Construction | \$155,000      | \$155,000       | TBD        | Construction Started |
| IF017054 | S1304 - Environmental Remediation (EXP)                        | Construction | \$45,000       | \$45,000        | TBD        | Construction Started |

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|----------|--|--------------|----------------|-----------------|------------|----------------------|
| IF017055 | B5207 - Build-Out Storage/Mix Load (EXP)                   | Construction | \$66,000       | \$66,000        | TBD        | Construction Started |
| IF017056 | B8035 - Commodity Barn addition (CAP)                      | Construction | \$197,691      | \$197,691       | TBD        | Project complete     |
| IF017059 | B0981 - Renovate labs (EXP)                                | Construction | \$176,854      | \$176,854       | TBD        | Project complete     |
| IF017061 | B7712 - Install generator and AC system (EXP)              | Construction | \$26,000       | \$26,000        | TBD        | Construction Started |
| IF017062 | S0109 - Manure Management System (CAP)                     | Construction | \$3,190,000    | \$3,190,000     | TBD        | Construction Started |
| IF017064 | S0112 - Aquatic Weed Tank Facility (EXP)                   | Construction | \$73,650       | \$73,650        | TBD        | Construction Started |
| IF017070 | B1850 - Renovate Hotel (CAP)                               | Construction | \$130,618      | \$130,618       | TBD        | Construction Started |
| IF017071 | B0475 - Renovate for Fermentation Program (EXP)            | Construction | \$272,000      | \$272,000       | TBD        | Construction Started |
| IF017072 | S6201 - Closure of Ethanol Plant (EXP)                     | Construction | \$439,615      | \$439,615       | TBD        | Construction Started |
| IF017074 | B7428 - Agriculture building addition and renovation (CAP) | Construction | \$635,093      | \$635,093       | TBD        | Construction Started |
| IF017076 | S2904 - Install irrigation for GHs (EXP)                   | Construction | \$81,200       | \$81,200        | TBD        | Construction Started |
| IF017077 | S6800 - Statewide-repair research generators (EXP)         | Construction | \$60,000       | \$60,000        | TBD        | Construction Started |
| IF017078 | B7904 - Install ADA door closure(s) (EXP)                  | Construction | \$7,517        | \$7,517         | 08-11-2017 | Construction Started |
| IF017083 | B0475 - Renovate Kitchen (EXP)                             | Construction | \$565,850      | \$565,850       | TBD        | Construction Started |
| IF017084 | B5012 - Repair Pump House (CAP)                            | Construction | \$25,315       | \$25,315        | TBD        | Construction Started |
| IF017085 | B7532 - Fuel Tank Shelter (CAP)                            | Construction | \$4,780        | \$4,780         | TBD        | Construction Started |
| IF017087 | B0495 - Renovate Labs (EXP)                                | Construction | \$160,000      | \$160,000       | TBD        | Project complete     |
| IF017089 | B0498 - Renovate Ground Floor Labs - Rowland & Babar (EXP) | Construction | \$463,783      | \$463,783       | TBD        | Construction Started |
| IF017090 | B0498 - Renovate 3rd Floor Lab - Altpeter/Capua (CAP)      | Construction | \$1,021,217    | \$1,021,217     | TBD        | Construction Started |
| IF017091 | S4801 - Minor bldg/site repairs (EXP)                      | Construction | \$33,900       | \$33,900        | TBD        | Construction Started |
| IF017093 | B1851 - Install salt water delivery system (CAP)           | Construction | \$44,282       | \$44,282        | TBD        | Construction Started |
| IF017096 | B0965 - Bee Unit Support Facility (CAP)                    | Construction | \$1,248,219    | \$1,248,219     | TBD        | Construction Started |
| IF017097 | B0550 - Renovate rm 104 (EXP)                              | Construction | \$25,000       | \$25,000        | TBD        | Construction Started |
| IF017101 | S5001 - Water intrusion report/repairs (EXP)               | Construction | \$2,450        | \$2,450         | TBD        | Construction Started |
| IF018005 | B0832 - Replace casework in lab (EXP)                      | Construction | \$54,363       | \$54,363        | TBD        | Construction Started |
| IF018008 | B5237 - Field Lab (CAP)                                    | Construction | \$600,000      | \$600,000       | TBD        | Construction Started |
| IF018009 | B7533 - Tunnel House (CAP)                                 | Construction | \$65,024       | \$65,024        | TBD        | Construction Started |
| IF018012 | B8101 - Renovate (CAP)                                     | Construction | \$89,363       | \$89,363        | TBD        | Construction Started |
| IF018014 | S0001- Irma - Campus debris removal (EXP)                  | Construction | \$25,800       | \$25,800        | TBD        | Project complete     |
| IF018015 | S0001 - Irma - Emergency Preparedness (EXP)                | Construction | \$4,952        | \$4,952         | TBD        | Construction Started |
| IF018016 | S0112 - Irma - Road repair (EXP)                           | Construction | \$44,000       | \$44,000        | TBD        | Construction Started |
| IF018017 | B0717 Repair Fire Damage (EXP)                             | Construction | \$12,072       | \$12,072        | TBD        | Construction Started |
| IF018019 | S2904 - Hops Pilot Trial electrical (EXP)                  | Construction | \$15,000       | \$15,000        | TBD        | Construction Started |
| IF018020 | B0737 - Renovate Research Lab (CAP)                        | Construction | \$180,000      | \$180,000       | TBD        | Construction Started |
| IF018021 | S0108 - Irma - replace culverts (EXP)                      | Construction | \$26,000       | \$26,000        | TBD        | Construction Started |
| IF018022 | S5501 - Irma - minor bldg repairs (EXP)                    | Construction | \$4,634        | \$4,634         | TBD        | Project complete     |
| IF018028 | S2801 - Irma - Minor building repairs (EXP)                | Construction | \$52,002       | \$52,002        | TBD        | Construction Started |
| IF018029 | S2801 - Irma - FEMA site repairs (EXP)                     | Construction | \$12,138       | \$12,138        | TBD        | Project complete     |
| IF018030 | S1304 - Irma - Homestead debris & fence (EXP)              | Construction | \$12,894       | \$12,894        | TBD        | Construction Started |
| IF018031 | B7757 - Greenhouse (CAP)                                   | Construction | \$620,044      | \$620,044       | TBD        | Construction Started |

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|----------|---|--------------|----------------|-----------------|--------|----------------------|
| IF018032 | S1304 - Irma - Minor Building Repairs (EXP)                               | Construction | \$200,424      | \$200,424       | TBD    | Construction Started |
| IF018039 | S1101 - Irma - Minor bldg. repairs (EXP)                                  | Construction | \$38,466       | \$38,466        | TBD    | Construction Started |
| IF018043 | S6101 - Irma - Minor bldg repairs   | Construction | \$5,556        | \$5,556         | TBD    | Project complete     |
| IF018044 | B8308 - Irma - Replace rollup door (CAP)                                  | Construction | \$4,932        | \$4,932         | TBD    | Construction Started |
| IF018048 | S4801 - Minor bldg repairs (EXP)  | Construction | \$71,149       | \$71,149        | TBD    | Construction Started |
| IF018049 | B5238 - Storage Bldg (CAP)  | Construction | \$3,800        | \$3,800         | TBD    | Construction Started |
| IF018050 | S1101 - Irma - Repair irrigation pump (EXP)                               | Construction | \$20,005       | \$20,005        | TBD    | Construction Started |
| IF018051 | B8316 - Irma - Replace rollup doors (CAP)                                 | Construction | \$6,106        | \$6,106         | TBD    | Construction Started |
| IF018052 | B8243 - Irma - Replace shade cloth and structure / gravel (CAP)           | Construction | \$39,830       | \$39,830        | TBD    | Construction Started |
| IF018053 | S2001 - Minor bldg./site repairs (EXP)                                    | Construction | \$40,000       | \$40,000        | TBD    | Construction Started |
| IF018054 | S6800 - Replace minor BAS Systems (EXP)                                   | Construction | \$438,500      | \$438,500       | TBD    | Construction Started |
| IF018055 | S1101 - Irma Debris removal/repair road (EXP)                             | Construction | \$10,373       | \$10,373        | TBD    | Construction Started |
| IF018057 | S6800 - Replace/repair minor roofs (CAP/EXP)                              | Construction | \$200,000      | \$200,000       | TBD    | Construction Started |
| IF018059 | S0601 - Irma - Minor bldg repairs (EXP)                                   | Construction | \$87,512       | \$87,512        | TBD    | Construction Started |
| IF018061 | S6800 - Repair / replace failing emergency generators (EXP)               | Construction | \$160,000      | \$160,000       | TBD    | Construction Started |
| IF018064 | B7103 - Upgrade HVAC (CAP)  | Construction | \$332,000      | \$332,000       | TBD    | Construction Started |
| IF018067 | S6800 - 4-H Camps - Minor bldg repairs/renovations (EXP)                  | Construction | \$100,000      | \$100,000       | TBD    | Construction Started |
| IF018068 | S0112 - Repair bldg&infrastructure repairs - roads, parking, septic (EXP) | Construction | \$100,000      | \$100,000       | TBD    | Construction Started |
| IF018070 | B0966 - Bee Pavilion (CAP)  | Construction | \$150,001      | \$150,001       | TBD    | Construction Started |
| IF018071 | S3101 - Tree trimming / general site work (EXP)                           | Construction | \$30,000       | \$30,000        | TBD    | Construction Started |
| IF018074 | S0001 - Irma - Repair Swine Unit culvert (EXP)                            | Construction | \$5,800        | \$5,800         | TBD    | Construction Started |
| IF018075 | S2501 - Irma - Minor Bldg repairs (EXP)                                   | Construction | \$16,152       | \$16,152        | TBD    | Construction Started |
| IF018076 | B0782 - Office setup / update septic (EXP)                                | Construction | \$66,185       | \$66,185        | TBD    | Construction Started |
| IF018077 | B0672 - Demolish  | Construction | \$5,000        | \$5,000         | TBD    | Construction Started |
| IF018078 | B5060 - Irma - Bldg envelope evaluation/repair (EXP)                      | Construction | \$4,540        | \$4,540         | TBD    | Construction Started |
| IF018082 | B7749 - Irma - Repair roof (CAP)  | Construction | \$28,668       | \$28,668        | TBD    | Construction Started |
| IF018085 | B7522 - Irma - Replace wall panels (CAP)                                  | Construction | \$4,335        | \$4,335         | TBD    | Construction Started |
| IF018086 | B7524 - Irma - Replace wall panels (CAP)                                  | Construction | \$3,240        | \$3,240         | TBD    | Construction Started |
| IF018089 | B2281 - Install electric (EXP)  | Construction | \$2,800        | \$2,800         | TBD    | Construction Started |
| IF018090 | B0981 - Minor renovation rm 1029 (EXP)                                    | Construction | \$22,693       | \$22,693        | TBD    | Construction Started |
| IF018092 | B8211 - Irma - Repair roof (CAP)  | Construction | \$17,070       | \$17,070        | TBD    | Construction Started |
| IF018093 | S5601 - Irma - Minor repairs (EXP)  | Construction | \$6,054        | \$6,054         | TBD    | Construction Started |
| IF018096 | B7715 - Irma - demolish GH (EXP)  | Construction | \$7,560        | \$7,560         | TBD    | Construction Started |
| IF018098 | B8279 - Research Lab (CAP)  | Construction | \$99,528       | \$99,528        | TBD    | Construction Started |
| IF018099 | S1101 - Irma - Minor bldg repairs (EXP)                                   | Construction | \$32,380       | \$32,380        | TBD    | Construction Started |
| IF018100 | B7702 - Irma - Repair roof/door (CAP)                                     | Construction | \$18,460       | \$18,460        | TBD    | Construction Started |
| IF018102 | B8333 - Equipment Storage (CAP)   | Construction | \$200,000      | \$200,000       | TBD    | Construction Started |
| IF018103 | B8712 - Equipment Storage (farm) (CAP)                                    | Construction | \$70,000       | \$70,000        | TBD    | Construction Started |
| IF018104 | B1334 - Repair water intrusion (EXP)                                      | Construction | \$55,000       | \$55,000        | TBD    | Construction Started |
| IF018105 | B8334 - VFD Storage Bldg (CAP)  | Construction | \$2,200        | \$2,200         | TBD    | Construction Started |



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| PROJECT                   | NAME   | PHASE        | PROJ<br>BUDGET      | CONST<br>BUDGET     | SCDATE | STATUS               |
|---------------------------|--|--------------|---------------------|---------------------|--------|----------------------|
| IF018106                  | B8153 - Install canopy over door (EXP)                             | Construction | \$23,135            | \$23,135            | TBD    | Construction Started |
| IF018107                  | B0990 - Irma - Repair water damage and supports (CAP)              | Construction | \$63,200            | \$63,200            | TBD    | Construction Started |
| IF018109                  | S2904 - Irma - Minor bldg repairs (EXP)                            | Construction | \$59,090            | \$59,090            | TBD    | Construction Started |
| IF018111                  | S0001 - Grove relocation and infrastructure (Baseball) (EXP)       | Construction | \$731,261           | \$731,261           | TBD    | Construction Started |
| IF018112                  | B7534 - Shade House (CAP)  | Construction | \$20,867            | \$20,867            | TBD    | Construction Started |
| IF018113                  | B7995 - Replace dryer unit (EXP)                                   | Construction | \$30,000            | \$30,000            | TBD    | Construction Started |
| IF018114                  | B0717 - Upgrade growth chamber equipment (EXP)                     | Construction | \$11,704            | \$11,704            | TBD    | Construction Started |
| IF018115                  | B1280 - Irma - Repair roof (EXP)                                   | Construction | \$1,800             | \$1,800             | TBD    | Construction Started |
| IF018116                  | S0108 - Minor bldg repairs (EXP)                                   | Construction | \$25,000            | \$25,000            | TBD    | Construction Started |
| IF018117                  | S1304 - Replace several bldg windows (EXP)                         | Construction | \$4,850             | \$4,850             | TBD    | Construction Started |
| IF018118                  | B1240 - Greenhouse (CAP)   | Construction | \$650,000           | \$650,000           | TBD    | Construction Started |
| IF018123                  | B8713 - Irma - Repair interior/replace roof (CAP)                  | Construction | \$41,422            | \$41,422            | TBD    | Construction Started |
| IF018125                  | B0496 - Paint room G086A (EXP)                                     | Construction | \$5,000             | \$5,000             | TBD    | Construction Started |
| IF018126                  | S1304 - Insurance - Replace generator/fire pump (EXP)              | Construction | \$40,000            | \$40,000            | TBD    | Construction Started |
| IF018128                  | B7535, 7536, 7537 - Rainout Shelters (CAP)                         | Construction | \$72,000            | \$72,000            | TBD    | Construction Started |
| IF018130                  | B8112 - Repair soffit / paint (EXP)                                | Construction | \$10,000            | \$10,000            | TBD    | Construction Started |
| IF018131                  | B7135 - Replace exhaust fan (EXP)                                  | Construction | \$58,001            | \$58,001            | TBD    | Construction Started |
| IF018133                  | S2001 - Relocate electric panel (I-10) (EXP)                       | Construction | \$23,500            | \$23,500            | TBD    | Construction Started |
| IF018134                  | S6800 - Extension Building Signs (EXP)                             | Construction | \$54,310            | \$54,310            | TBD    | Construction Started |
| IF018135                  | B0046 - Repair end walls (EXP)                                     | Construction | \$20,000            | \$20,000            | TBD    | Construction Started |
| IF018136                  | S5701 - Minor bldg repairs (EXP)                                   | Construction | \$26,629            | \$26,629            | TBD    | Construction Started |
| IF018137                  | B8228 - Install AC unit (EXP)                                      | Construction | \$12,000            | \$12,000            | TBD    | Construction Started |
| IF018138                  | S5001 - Irma - Minor bldg. repairs (EXP)                           | Construction | \$12,500            | \$12,500            | TBD    | Construction Started |
| IF018139                  | B8335 - VFD Storage Bldg (CAP)                                     | Construction | \$6,400             | \$6,400             | TBD    | Construction Started |
| IF018141                  | B7187 - Replace polycarbonate and door (CAP)                       | Construction | \$14,500            | \$14,500            | TBD    | Construction Started |
| IF018144                  | B0120 - Design Only (EXP)  | Construction | \$23,690            | \$23,690            | TBD    | Construction Started |
| IF018147                  | B7124 - Repair bldg envelope and roof (EXP)                        | Construction | \$75,000            | \$75,000            | TBD    | Construction Started |
| IF018148                  | B9215 - Irma - Repair staff cabin (EXP)                            | Construction | \$9,900             | \$9,900             | TBD    | Construction Started |
| <b>Construction Count</b> |  | <b>154</b>   | <b>\$46,369,298</b> | <b>\$46,369,298</b> |        |                      |
| IF017065                  | S6101 - Install well (EXP)   | Design       | \$1,004             | \$1,004             | TBD    | Project in Design    |
| IF017095                  | B1851 - NCBS 3rd Floor Buildout- Design Only (CAP)                 | Design       | \$4,450             | \$4,450             | TBD    | Project in Design    |
| IF018007                  | B5236 - Graduate Residence (CAP)                                   | Design       | \$400,000           | \$400,000           | TBD    | Project in Design    |
| IF018060                  | S0001- Repair roofs per thermo imaging (EXP)                       | Design       | \$100,000           | \$100,000           | TBD    | Project in Design    |
| IF018062                  | B0716 - Repair failing emergency transfer switch & generator (CAP) | Design       | \$200,000           | \$200,000           | TBD    | Project in Design    |
| IF018063                  | B0981 - Repair failing Phoenix style valves (EXP)                  | Design       | \$100,000           | \$100,000           | TBD    | Project in Design    |
| IF018119                  | B1190 - Equipment Storage (CAP)                                    | Design       | \$90,000            | \$90,000            | TBD    | Project in Design    |
| IF018120                  | B0927 - Storage bldg (CAP)   | Design       | \$90,000            | \$90,000            | TBD    | Project in Design    |
| IF018124                  | B1132 - Chemical/Fertilizer Mix/Load (CAP)                         | Design       | \$90,000            | \$90,000            | TBD    | Project in Design    |
| IF018129                  | S4001 - Master Planning (EXP)                                      | Design       | \$15,000            | \$15,000            | TBD    | Project in Design    |
| IF018132                  | B7167 - Upgrade ADA restroom (EXP)                                 | Design       | \$60,000            | \$60,000            | TBD    | Project in Design    |

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| PROJECT                              | NAME  | PHASE        | PROJ<br>BUDGET      | CONST<br>BUDGET     | SCDATE     | STATUS                        |
|--------------------------------------|---|--------------|---------------------|---------------------|------------|-------------------------------|
| IF018145                             | B7758 - Dormitory (CAP)   | Design       | \$300,000           | \$300,000           | TBD        | Project in Design             |
| <b>Design Count</b>                  |   | <b>12</b>    | <b>\$1,450,454</b>  | <b>\$1,450,454</b>  |            |                               |
| IF017098                             | B7508 - Replace roof purlins (EXP)                              | Planning     | \$15,009            | \$15,009            | TBD        | Project in planning           |
| IF018056                             | S6800 - Replace minor HVAC Systems (EXP)                        | Planning     | \$153,659           | \$153,659           | TBD        | Project in planning           |
| IF018065                             | B5001 - Repair roof (EXP)                                       | Planning     | \$75,000            | \$75,000            | TBD        | Project in planning           |
| IF018066                             | B7305 - Replace chiller equipment (EXP)                         | Planning     | \$150,000           | \$150,000           | TBD        | Project in planning           |
| IF018069                             | B7210 - Replace barn structure (EXP)                            | Planning     | \$70,000            | \$70,000            | TBD        | Project in planning           |
| IF018121                             | B8458 - Field Research Support addition (CAP)                   | Planning     | \$105,000           | \$105,000           | TBD        | Project in planning           |
| IF018122                             | S1304 - Irma - Homestead Emergency Prep (EXP)                   | Planning     | TBD                 | TBD                 | TBD        | Project in planning           |
| IF018127                             | B0459 - Renovate for -80 Equipment room (EXP)                   | Planning     | \$150,000           | \$150,000           | TBD        | Project in planning           |
| IF018140                             | B8312 - Renovate Office/Lab Bldg (EXP)                          | Planning     | \$12,500            | \$12,500            | TBD        | Project in planning           |
| IF018142                             | B1400 - Horticulture Garden Facility (CAP)                      | Planning     | \$350,000           | \$350,000           | TBD        | Project in planning           |
| IF018143                             | B0154 - Renovate Storage Bldg (Barber) (CAP)                    | Planning     | \$85,000            | \$85,000            | TBD        | Project in planning           |
| IF018146                             | S5601 - Install fence (EXP)                                     | Planning     | \$50,000            | \$50,000            | TBD        | Project in planning           |
| IF018149                             | B5234, B5235 Irma - Repair Shade Houses (EXP)                   | Planning     | TBD                 | TBD                 | TBD        | Project in planning           |
| IF018151                             | B0921 - Turpentine Display Bldg design only (EXP)               | Planning     | \$3,750             | \$3,750             | TBD        | Project in planning           |
| IF018152                             | B0832 - Renovate rm 215 (EXP)                                   | Planning     | \$20,957            | \$20,957            | TBD        | Project in planning           |
| <b>Planning Count</b>                |   | <b>15</b>    | <b>\$1,240,875</b>  | <b>\$1,240,875</b>  |            |                               |
| <b>IFAS Minor Projects Totals</b>    |   | <b>181</b>   | <b>\$49,060,628</b> | <b>\$49,060,628</b> |            |                               |
| HS18307                              | BEATY SEAL & REPAIR NORTH FACE OF BOTH TOWERS                   | Construction | \$320,000           | \$320,000           | 09-30-2018 | Construction Started          |
| <b>Construction Count</b>            |   | <b>1</b>     | <b>\$320,000</b>    | <b>\$320,000</b>    |            |                               |
| HS18362                              | Housing Office Roof   | Design       | \$500,000           | \$500,000           | 08-31-2018 | 50% CDs                       |
| <b>Design Count</b>                  |   | <b>1</b>     | <b>\$500,000</b>    | <b>\$500,000</b>    |            |                               |
| <b>Housing Minor Projects Totals</b> |   | <b>2</b>     | <b>\$820,000</b>    | <b>\$820,000</b>    |            |                               |
| UT00156                              | WRF Biosolids Thickening  | Construction | \$1,999,952         | \$1,999,952         | TBD        | Construction Started          |
| UT00162                              | Aquatics Cable and Switchgear Replacement                       | Construction | \$1,240,000         | \$1,240,000         | 05-11-2018 | Construction Started          |
| UT00164                              | Substation #1 Cable and Switchgear Replacement - RP7            | Construction | \$98,441            | \$98,441            | 03-02-2018 | Construction Started          |
| UT00165                              | Substation #5 and Frat Row Cable & Switchgear Replacement - RP8 | Construction | \$1,056,000         | \$1,056,000         | 06-30-2018 | Construction proceeding - 65% |
| UT00187                              | WRF Capital Asset Replacements                                  | Construction | \$225,000           | \$225,000           | 08-31-2018 | PO Requested                  |
| UT00192                              | Sanitary Sewer Modifications and Relocation - CRC Building      | Construction | \$210,000           | \$210,000           | 03-01-2018 | Construction Started          |
| UT00223                              | Orthopedics electrical transition from overhead to underground  | Construction | \$156,000           | \$156,000           | 04-30-2018 | Construction Started          |
| <b>Construction Count</b>            |   | <b>7</b>     | <b>\$4,985,393</b>  | <b>\$4,985,393</b>  |            |                               |
| UT00166                              | PPD Building 700 Transformer Replacement                        | Design       | \$96,000            | \$96,000            | 06-30-2018 | Design proceeding             |
| UT00167                              | Stormwater Master Plan  | Design       | \$200,000           | \$200,000           | 01-31-2018 | Design proceeding             |
| UT00169                              | Steam and Chilled Water Distribution Details and Standards      | Design       | \$95,000            | \$95,000            | 08-29-2017 | Design proceeding             |
| UT00171                              | Condition Assessment of Campus Galvanized Pipe                  | Design       | \$89,640            | \$89,640            | 06-01-2018 | Design proceeding             |
| UT00175                              | Waste Water Treatment Plant Legacy Controller Upgrade           | Design       | \$475,000           | \$475,000           | TBD        | 50% CDs                       |
| UT00180                              | Steam Manhole Remediation and Repair at HPNP (Building 212)     | Design       | \$330,000           | \$330,000           | 06-01-2018 | Design proceeding             |

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| PROJECT  | NAME  | PHASE      | PROJ<br>BUDGET       | CONST<br>BUDGET      | SCDATE     | STATUS              |
|--|---|------------|----------------------|----------------------|------------|---------------------|
| UT00181  | Steam Manhole Condition Assessment and Analysis                             | Design     | \$215,001            | \$215,001            | 05-01-2018 | Design proceeding   |
| UT00185  | Beatty Towers Area Stormwater Infrastructure Replacement                    | Design     | \$95,000             | \$95,000             | 01-15-2018 | Design Development  |
| UT00186  | Reclaimed Water / Irrigation Hydraulic Model & Master Plan                  | Design     | \$200,000            | \$200,000            | 04-01-2018 | Design proceeding   |
| UT00188  | Sanitary sewer lift station replacement - PPD compound                      | Design     | \$150,000            | \$150,000            | 07-23-2018 | Design proceeding   |
| UT00190  | Upgrade traffic signals at Gale Lemerand and Stadium Road                   | Design     | \$505,000            | \$505,000            | 05-15-2018 | Design proceeding   |
| UT00199  | Replacement of Stormwater Infrastructure at Inner Road and 13th             | Design     | \$196,500            | \$196,500            | 05-01-2018 | Design Development  |
| UT00207  | SouthEast and Central Campus Steam Manhole Investigation                    | Design     | \$205,000            | \$205,000            | 08-31-2018 | Design proceeding   |
| UT00208  | North Central Steam Manhole Evaluation                                      | Design     | \$205,001            | \$205,001            | 07-31-2018 | Design proceeding   |
| UT00209  | NorthEast Steam Manhole Investigation                                       | Design     | \$205,001            | \$205,001            | 07-31-2018 | Design proceeding   |
| UT00210  | Steam AutoCAD to GIS integration  | Design     | \$150,000            | \$150,000            | 03-01-2018 | Design proceeding   |
| UT00211  | Chilled Water GIS to AutoCAD Integration                                    | Design     | \$150,000            | \$150,000            | 05-31-2018 | Design proceeding   |
| UT00218  | Newell Road Steam Line Replacement  | Design     | \$1,940,001          | \$1,940,001          | 08-25-2018 | Design proceeding   |
| UT00220  | Gator Dining Manhole 3D4-5 Rehabilitation                                   | Design     | \$550,000            | \$550,000            | 08-31-2018 | Design proceeding   |
| UT00224  | WRF Headworks Mechanical Screen Replacement                                 | Design     | \$600,000            | \$600,000            | 11-01-2018 | Design proceeding   |
| <b>Design Count</b>  |   | <b>20</b>  | <b>\$6,652,144</b>   | <b>\$6,652,144</b>   |            |                     |
| UT00142  | Holland Law Steam & Condensate System                                       | Planning   | \$2,550,000          | \$2,550,000          | 03-31-2019 | Project in planning |
| UT00163  | Museum Road Utility Infrastructure Replacement                              | Planning   | \$6,200,000          | \$6,200,000          | 08-17-2019 | Project in planning |
| UT00174  | Lift-Station 31 (Doyle Conner Center) Replacement / Removal                 | Planning   | \$35,000             | \$35,000             | 04-02-2018 | Project in planning |
| UT00198  | Lighting upgrades in support of Campus Wide Security Master Plan            | Planning   | \$1,600,000          | \$1,600,000          | 08-31-2018 | Project in planning |
| UT00205  | Relocation of 16" Reclaimed water main out of Duke Substation Easement.     | Planning   | \$100,000            | \$100,000            | 03-01-2018 | Project in planning |
| UT00206  | Utility Infrastructure Replacement Project for College of Business District | Planning   | \$1,940,100          | \$1,940,100          | 05-24-2019 | Project in planning |
| UT00216  | WRF Minor Capital Asset Replacement   | Planning   | \$200,000            | \$200,000            | 03-01-2019 | Project in planning |
| UT00217  | Walker Chiller Plant Emergency Cooling Tower Repairs                        | Planning   | \$300,000            | \$300,000            | 06-30-2018 | Project in planning |
| UT00219  | Hume Hall Steam Manhole Remediation   | Planning   | \$350,000            | \$350,000            | 08-31-2018 | Project in planning |
| UT00221  | Food Science Manhole Rehabilitation   | Planning   | \$250,000            | \$250,000            | 08-31-2018 | Project in planning |
| UT00222  | Walker Chilled Water Plant Feasibility Study                                | Planning   | \$100,000            | \$100,000            | 05-31-2018 | Project in planning |
| UT00225  | BLDG 0184 Rhines Hall Transformer Replacement                               | Planning   | \$50,000             | \$50,000             | TBD        | Project in planning |
| <b>Planning Count</b>  |   | <b>12</b>  | <b>\$13,675,100</b>  | <b>\$13,675,100</b>  |            |                     |
| <b>Facilities Services (Utilities) Minor Projects Totals</b> |   | <b>39</b>  | <b>\$25,312,637</b>  | <b>\$25,312,637</b>  |            |                     |
|  | <b>Grand Total All Units</b>  |            | <b>\$143,307,423</b> | <b>\$135,540,613</b> |            |                     |
|  | <b>Grand Count</b>  | <b>411</b> |                      |                      |            |                     |

**UNIVERSITY OF FLORIDA**  
**STATEMENT OF NET POSITION**

As of March 31, 2018

(Amounts expressed in thousands)

|  | UNAUDITED<br>March 31, 2018 | UNAUDITED<br>March 31, 2017 | \$ Variance       | % Variance    |
|--|-----------------------------|-----------------------------|-------------------|---------------|
| <b>Assets</b>  |                             |                             |                   |               |
| Cash and Investments <i>(Note 1)</i>                                     | \$ 1,782,849                | \$ 1,626,200                | \$ 156,649        | 9.6%          |
| Accounts Receivable, Net <i>(Note 2)</i>                                 | 74,266                      | 63,929                      | 10,337            | 16.2%         |
| Loans & Notes Receivable, Net  | 36,912                      | 41,027                      | (4,115)           | -10.0%        |
| Due From State <i>(Note 3)</i>   | 101,410                     | 82,720                      | 18,690            | 22.6%         |
| Due From Component Units   | 12,134                      | 12,341                      | (207)             | -1.7%         |
| Depreciable Capital Assets, Net <i>(Note 4)</i>                          | 1,775,294                   | 1,673,936                   | 101,358           | 6.1%          |
| Nondepreciable Capital Assets <i>(Note 5)</i>                            | 131,808                     | 232,747                     | (100,939)         | -43.4%        |
| Other Assets   | 4,878                       | 6,756                       | (1,878)           | -27.8%        |
| <b>Total Assets</b>  | <b>3,919,551</b>            | <b>3,739,656</b>            | <b>179,895</b>    | <b>4.8%</b>   |
| <b>Deferred Outflows of Pension Resources <i>(Note 6)</i></b>            | <b>269,062</b>              | <b>140,766</b>              | <b>128,296</b>    | <b>91.1%</b>  |
| <b>Total Assets and Deferred Outflows of Resources</b>                   | <b>\$ 4,188,613</b>         | <b>\$ 3,880,422</b>         | <b>\$ 308,191</b> | <b>7.9%</b>   |
| <b>Liabilities</b>   |                             |                             |                   |               |
| Accounts Payable <i>(Note 7)</i>   | \$ 94,704                   | \$ 72,124                   | \$ 22,580         | 31.3%         |
| Salaries and Wages Payable   | 28,207                      | 25,749                      | 2,458             | 9.5%          |
| Unearned Revenue   | 52,072                      | 47,063                      | 5,009             | 10.6%         |
| Deposits Held in Custody   | 15,338                      | 16,654                      | (1,316)           | -7.9%         |
| Due To Component Units   | 166,166                     | 180,581                     | (14,415)          | -8.0%         |
| Capital Improvement Debt Payable   | 146,692                     | 157,389                     | (10,697)          | -6.8%         |
| Compensated Absences Payable   | 129,455                     | 119,014                     | 10,441            | 8.8%          |
| Other Postemployment Benefits Payable <i>(Note 8)</i>                    | 316,874                     | 267,706                     | 49,168            | 18.4%         |
| Net Pension Liability <i>(Note 9)</i>                                    | 565,045                     | 353,746                     | 211,299           | 59.7%         |
| Other Liabilities*   | 33,527                      | 51,431                      | (17,904)          | -34.8%        |
| <b>Total Liabilities</b>   | <b>1,548,080</b>            | <b>1,291,457</b>            | <b>256,623</b>    | <b>19.9%</b>  |
| <b>Deferred Inflows of Pension Resources <i>(Note 10)</i></b>            | <b>7,330</b>                | <b>53,791</b>               | <b>(46,461)</b>   | <b>-86.4%</b> |
| <b>Total Liabilities and Deferred Inflows of Resources</b>               | <b>1,555,410</b>            | <b>1,345,248</b>            | <b>210,162</b>    | <b>15.6%</b>  |
| <b>Total Net Position</b>  | <b>2,633,203</b>            | <b>2,535,174</b>            | <b>98,029</b>     | <b>3.9%</b>   |
| <b>Total Liabilities, Deferred Inflows of Resources and Net Position</b> | <b>\$ 4,188,613</b>         | <b>\$ 3,880,422</b>         | <b>\$ 308,191</b> | <b>7.9%</b>   |

\* Include Loans and Notes Payable, Installment Purchase Agreements Payable, Capital Leases Payable, and Perkin Loans

**UNIVERSITY OF FLORIDA**  
**STATEMENT OF REVENUES, EXPENSES AND CHANGES IN NET POSITION**

For the Period Ended March 31, 2018

(Amounts expressed in thousands)

|  | UNAUDITED<br>March 31, 2018 | UNAUDITED<br>March 31, 2017 | \$ Variance    | % Variance  |
|--|-----------------------------|-----------------------------|----------------|-------------|
| <b>Revenues</b>  |                             |                             |                |             |
| Student Tuition and Fees                                 | \$ 528,358                  | \$ 527,243                  | \$ 1,115       | 0.2%        |
| Less: Scholarship Allowances <i>(Note 11)</i>            | (198,459)                   | (139,063)                   | (59,396)       | 42.7%       |
| Student Tuition and Fees, Net of Scholarship Allowances  | 329,899                     | 388,180                     | (58,281)       | -15.0%      |
| Noncapital State Appropriations <i>(Note 12)</i>         | 545,843                     | 483,017                     | 62,826         | 13.0%       |
| Federal Grants and Contracts <i>(Note 13)</i>            | 333,499                     | 303,961                     | 29,538         | 9.7%        |
| State and Local Grants and Contracts                     | 35,791                      | 35,825                      | (34)           | -0.1%       |
| Nongovernmental Grants and Contracts <i>(Note 14)</i>    | 628,887                     | 594,689                     | 34,198         | 5.8%        |
| Noncapital Grants, Contracts, and Gifts                  | 93,377                      | 88,368                      | 5,009          | 5.7%        |
| Sales and Services of Auxiliary Enterprises              | 149,635                     | 154,044                     | (4,409)        | -2.9%       |
| Capital Grants, Contracts, Donation and Fees             | 14,916                      | 22,965                      | (8,049)        | -35.0%      |
| Federal and State Student Financial Aid <i>(Note 15)</i> | 187,121                     | 114,544                     | 72,577         | 63.4%       |
| Capital State Appropriations                             | 57,819                      | 59,430                      | (1,611)        | -2.7%       |
| Net Investment Income                                    | 50,672                      | 37,051                      | 13,621         | 36.8%       |
| Other Revenue  | 6,622                       | 6,411                       | 211            | 3.3%        |
| <b>Total Revenues</b>                                    | <b>2,434,081</b>            | <b>2,288,485</b>            | <b>145,596</b> | <b>6.4%</b> |
| <b>Expenses</b>  |                             |                             |                |             |
| Employee Compensation and Benefits <i>(Note 16)</i>      | 1,545,419                   | 1,462,092                   | 83,327         | 5.7%        |
| Services and Supplies                                    | 409,788                     | 397,196                     | 12,592         | 3.2%        |
| Utilities and Communications                             | 52,514                      | 49,415                      | 3,099          | 6.3%        |
| Scholarships, Fellowships and Waivers                    | 118,129                     | 103,576                     | 14,553         | 14.1%       |
| Depreciation   | 102,602                     | 101,576                     | 1,026          | 1.0%        |
| Other Expenses   | 11,045                      | 15,748                      | (4,703)        | -29.9%      |
| <b>Total Expenses</b>                                    | <b>2,239,497</b>            | <b>2,129,603</b>            | <b>109,894</b> | <b>5.2%</b> |
| <b>NET INCREASE IN NET POSITION</b>                      | <b>194,584</b>              | <b>158,882</b>              | <b>35,702</b>  |             |
| <b>Net Position, Beginning of Year</b>                   | <b>2,438,619</b>            | <b>2,376,292</b>            |                |             |
| <b>Net Position, End of Quarter</b>                      | <b>\$ 2,633,203</b>         | <b>\$ 2,535,174</b>         |                |             |



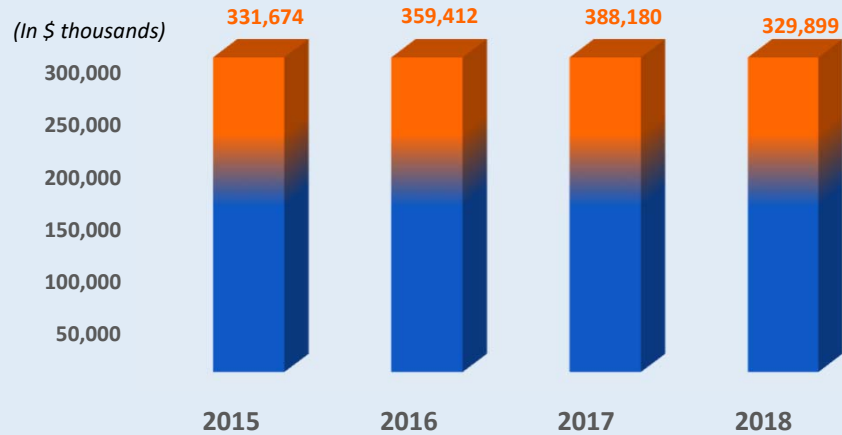
**UNIVERSITY OF FLORIDA**  
**Notes to Quarterly Statements**  
**For the Period Ended March 31, 2018**

| <b>Note #</b> | <b>Line Description</b>                 | <b>Explanation</b>  |
|---------------|---|---|
| 1             | Cash and Investments                    | This increase is a result of SPIA investments made from additional moneys received from State Appropriations for a number of programs, such as Preeminence Funding, as well as appreciation in value of our other investments.  |
| 2             | Accounts Receivable, Net                | This increase is primarily attributable to amounts due on Federal and non-federal grants and contracts.   |
| 3             | Due From State                          | Increase is attributable to additional State appropriations to fund construction and renovations of Norman Hall, the Nuclear Science Building, and the Music Building project, and the subsequent timing of the related collections of those capital State appropriations.  |
| 4             | Depreciable Capital Assets, Net         | Increase in depreciable capital assets is attributable to the capitalization of the Chemistry Building and the Newell Hall Renovation.  |
| 5             | Nondepreciable Capital Assets           | Decrease in nondepreciable capital assets (e.g. construction work in progress) is primarily attributable to the capitalization of the Chemistry Building and the Newell Hall Renovation.  |
| 6             | Deferred Outflows of Pension Resources  | This line item reflects changes in actuarial assumptions related to the Florida Retirement System and Health Insurance Subsidy pension plans.   |
| 7             | Accounts Payable                        | This increase reflects the payment of our biweekly payroll tax liability after March 31, 2018.  |
| 8             | Other Postemployment Benefits Payable   | The rise in Other Postemployment Benefits Payable obligation reflects the increase in projected healthcare costs for PPO and HMO plans.   |
| 9             | Net Pension Liability                   | Accounting standards require the University to record the unfunded portion of the its pension liability. The University participates in two cost-sharing multiemployer defined benefit retirement plans. Changes in the net pension liability are driven by several actuarial assumptions as well as contributions and distributions from the retirement plans. |
| 10            | Deferred Inflows of Pension Resources   | This line item reflects changes in actuarial assumptions related to the Florida Retirement System and Health Insurance Subsidy pension plans.   |
| 11            | Scholarship Allowances                  | Increase is attributable to additional scholarships from Bright Futures Scholarship Program applied to tuition for the Fall 2017 and Spring 2018 semesters. See Note 15.  |
| 12            | Noncapital State Appropriations         | The 2017-2018 fiscal year budget includes additional performance and preeminence funding, as well as additional funding for the newly established World Class Faculty and Scholar Program and Professional Graduate Degree Excellence Program.  |
| 13            | Federal Grants and Contracts            | This increase is due to additional grant funding provided to UF by the Department of Health and Human Services and the US Dept. of Commerce.  |
| 14            | Nongovernmental Grants and Contracts    | Increase attributable to additional revenues from UF Health Science Center Affiliates, as well as grants and contracts from private and 3rd party sources.  |
| 15            | Federal and State Student Financial Aid | Increase in funding from State for the Bright Futures Scholarship Program for Fall 2017 and Spring 2018 tuition.  |
| 16            | Employee Compensation and Benefits      | This increase is driven by a University-wide salary increase effective Jan. 1, 2018 as well as an increase in the number of faculty and staff employed by the University.   |

## Q3 2018 Financial Snapshot (Nine months ended March 31, 2018)

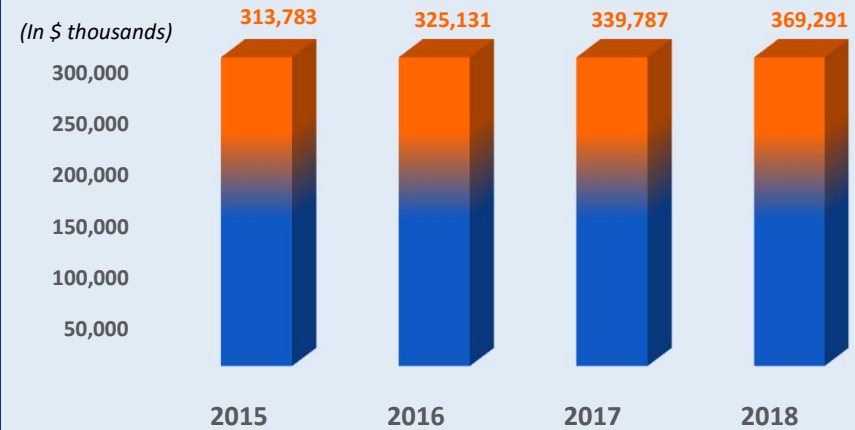
### HISTORICAL TRENDS

#### Student Tuition and Fees, Net



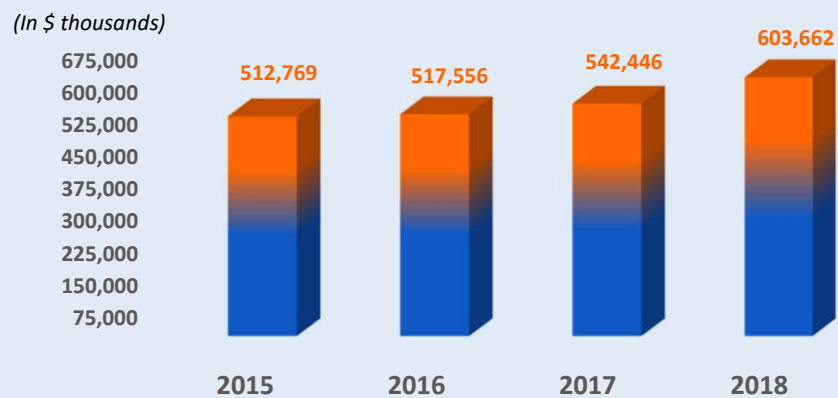
All tuition and other mandatory fees assessed for educational purposes to students, less scholarship allowances provided by UF or paid on behalf of the student.

#### Grants and Contracts



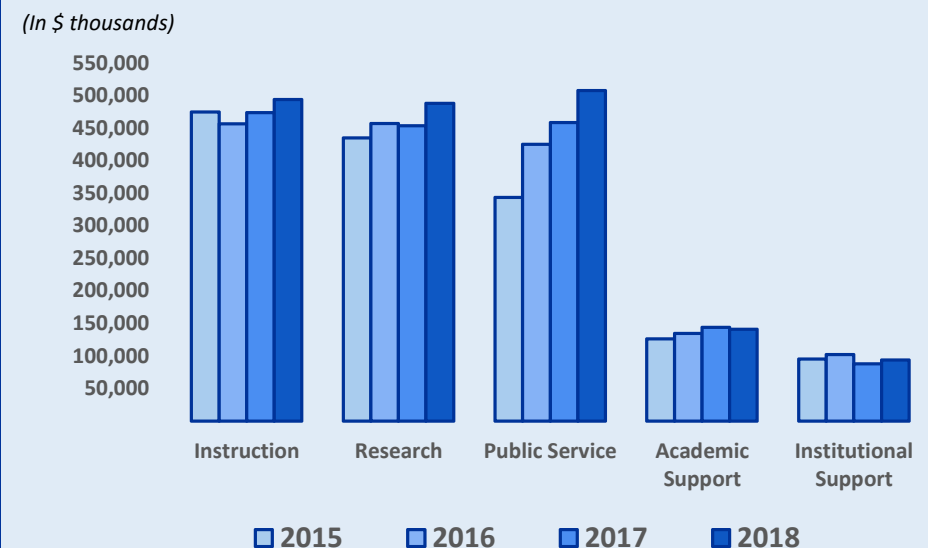
Monies awarded to UF to fund designated research projects, including awards from federal, state, and local sponsors.

#### State Appropriations



Monies earmarked by the state of Florida for specific use by UF. Can be designated for general support of UF operations (noncapital), or for use in acquiring and/or constructing capital assets (capital).

#### Functional Expenses



## Q3 2018 Key Metrics (Nine months ended March 31, 2018)

| Metric  | University of Florida | Median for All Comprehensive Public Universities (1) (2) | Definition   |
|---|-----------------------|--|--|
| <b>Spendable Cash &amp; Investments to Total Debt</b>   | <b>10.3x</b>          | <b>1.4x</b>  | Measures the University's ability to repay bondholders from wealth that can be accessed over time or for a specific purpose. <b>A higher ratio is good</b> , as it indicates our strong ability to pay off our bonds with our liquid resources at that point in time.  |
| <b>Spendable Cash &amp; Investments to Total Adjusted Debt</b>  | <b>1.3x</b>           | <b>0.9x</b>  | Measures the University's ability to repay bonds and other obligations (e.g. capital leases, pension liability, etc.) from wealth that can be accessed over time or for a specific purpose. <b>A higher ratio is good</b> , as it indicates our ability pay off any long-term obligations with our liquid resources at that point in time. |
| <b>Grants &amp; Contracts as a Percent of Operating Revenue</b>   | <b>24.9%</b>          | <b>15.2%</b>   | Measures governmental grants and contracts as a percent of total operating revenue. <b>A higher ratio indicates a strong research function within the University</b> , and the ability of our faculty to leverage their research projects to gain grant funding.   |
| <b>Government Appropriations as a Percent of Operating Revenue</b>  | <b>26.9%</b>          | <b>20.0%</b>   | Measures the extent to which governmental operating appropriations are used to support the University. <b>A higher ratio indicates stronger State support</b> for the University.  |
| <p>(1) Median Ratios shown for All Comprehensive Public Universities obtained from Moody's Investor Service's July 17, 2017 report on public university sector.</p> <p>(2) Moody's Investor Services defines Comprehensive Public Universities as those Universities with over 25,000 FTEs, or greater than 20% total revenue reliance from patient care plus grants and contracts revenue and over \$100M in revenue from these sources.</p> |                       |  |  |





## **Quarterly Performance Report**

**UF Foundation – Endowment Pool**

March 31, 2018

## Endowment Pool

Since the founding of the University of Florida (UF) in 1853, generous alumni, corporations, foundations, parents and friends have contributed financial resources to assist UF in achieving its long-term mission of providing a superb education for undergraduates while maintaining excellent graduate programs and professional schools. As a result, UF's total endowment market value is among the largest public university endowments in the United States.

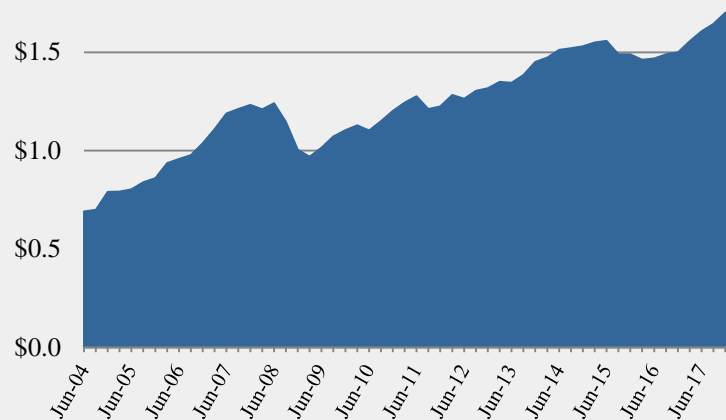
The UF endowment assets reside with the University of Florida Foundation (UF Foundation). The UF Foundation is a private, not-for-profit, 501(c)(3) direct support organization of the University that raises and manages all gift money for the benefit of the University of Florida. The management of the Endowment Pool is designed to accomplish two goals:

- Provide a total return from assets invested that will preserve or increase the purchasing power of the endowment capital, and;
- Generate the maximum current spendable income stream to support activities of funds held for colleges and units of the University.

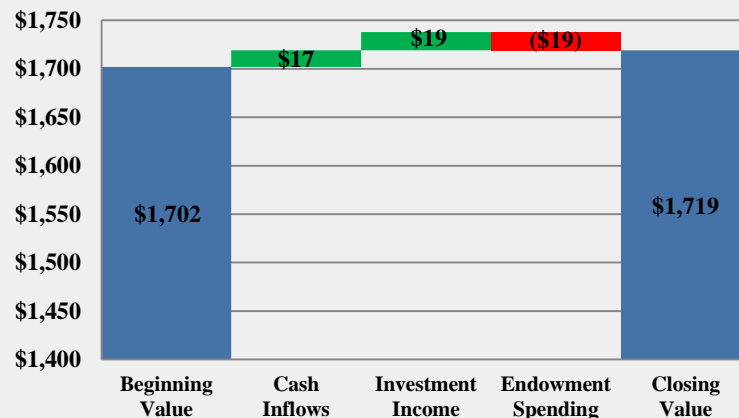
Endowments are an irreplaceable source of quality, stability, productivity and creativity for the University of Florida. The thoughtful individuals and organizations who create endowments provide security and confidence for our students and faculty, now and in the future. As such, the UF Foundation invests gift assets to protect the ability of the endowment to provide, in perpetuity, an income stream sufficient to support the University activity designated by the donor, and to ensure the proceeds thereof are used in accordance with their designation.

For the third quarter of the 2018 fiscal year, the Endowment Pool started with a balance of \$1.7 billion. During the quarter, there was \$17 million in cash inflows to the Pool thanks to the generous support of donors. Endowment investments generated income of \$19 million during the quarter and the Endowment paid out \$19 million during the quarter in support of the University of Florida and its faculty, students and programs. The quarter ended with an Endowment Pool balance of \$1.72 billion.

**Total Value of the Endowment**  
(in billions)



**Financial Recap**  
Quarter-ended March 31, 2018  
(in millions)



## Investment Objectives

Since the inception of the University of Florida Investment Corporation (UFICO) in June 2004, the investment of the Endowment Pool has been managed by UFICO. Through UFICO's management of the Endowment Pool, the UF Foundation seeks to achieve an annualized real rate of return of at least 5% net of fees to preserve and enhance the purchasing power of the endowment. Returns are measured over the long-term as the Endowment Pool is able to tolerate variability in the short and intermediate-term given its long investment horizon.

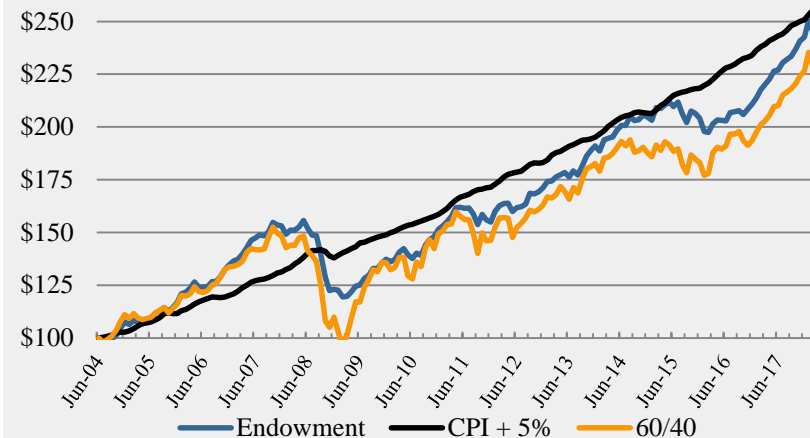
To measure performance results, investment returns are compared against the following benchmarks:

| Benchmark       | Purpose  |
|-----------------|--|
| <b>CPI + 5%</b> | The consumer price index plus the average gross spending rate for the endowment. This is a long-term growth benchmark that seeks to measure the purchasing power of the endowment over time. |
| <b>60/40</b>    | Comprised of 60% - MSCI All Country World Index and 40% - Barclays Global Aggregate Bond Index, this benchmark represents the investible alternative for the endowment.                      |

UFICO manages the Endowment Pool based on the objectives for the endowed assets as established by the Finance Committee of the UF Foundation Board of Directors. UFICO has constructed a long-term strategic asset allocation for the endowment portfolio based on the prioritization of these requirements including:

- **Positive Real Returns** – Intergenerational equity and maintaining the real purchasing power of the assets
- **Liquidity** – Retaining the ability to fund endowment obligations in all market conditions
- **Good Stewardship** – Maximizing *risk adjusted* returns
- **Growth** – Increasing the endowment's ability to support the University

**Growth of \$100 Invested in the UF Endowment**  
UFICO Inception to Date

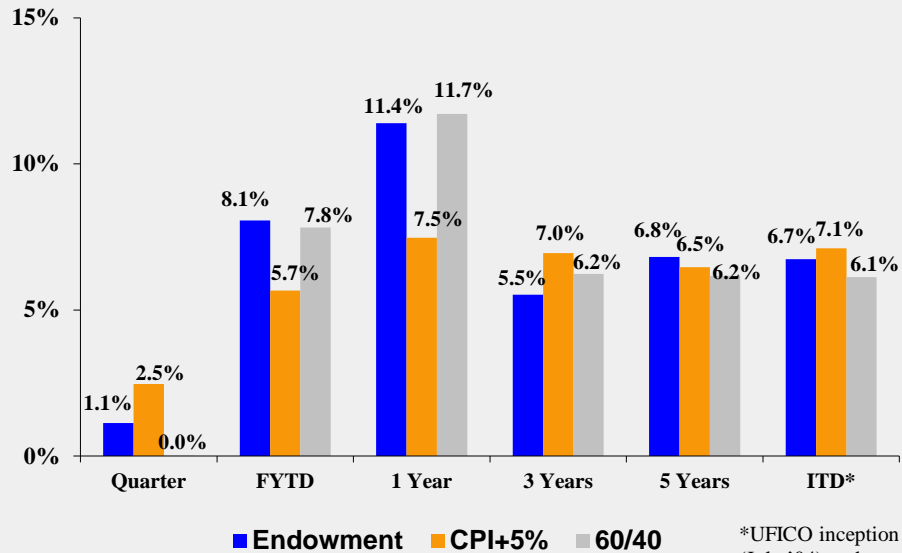


## Strategic Asset Allocation

| Strategy    | Asset Classes  | Target Allocation | Actual Allocation |
|-------------|--|-------------------|-------------------|
| Growth      | Public Equities<br>Hedged Strategies<br>Private Equity | 82.5%             | 80.8%             |
| Real Assets | Natural Resources<br>Real Estate                       | 7.5%              | 9.2%              |
| Liquidity   | Fixed Income<br>Cash                                   | 10%               | 10%               |

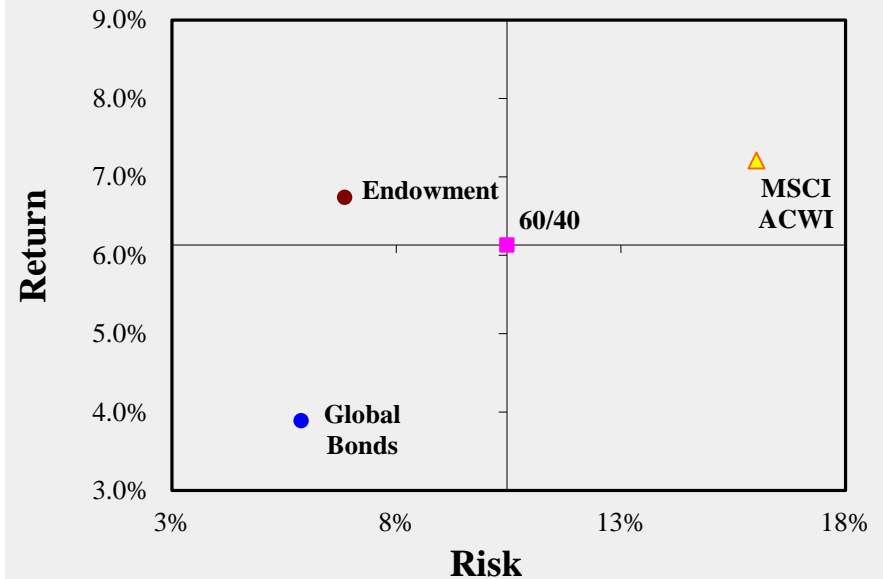
## Investment Returns

(annualized for periods greater than one year)



## Risk & Return

UFICO Inception (July '04) to Date





**UNIVERSITY OF FLORIDA BOARD OF TRUSTEES  
BOARD MEETING MINUTES**

**March 23, 2018**

**Time Convened: 9:31 a.m. EDT**

**Time Adjourned: 11:33 a.m. EDT**

**President's Room 215B, Emerson Alumni Hall  
University of Florida, Gainesville, FL**

**1.0 Verification of Quorum**

Amy M. Hass, Interim Vice President and General Counsel, verified a quorum, with all members present, except Smith Meyers, who attended via telephone.

**Board members present were:**

James W. Heavener (Chair), David L. Brandon, Mori Hosseini, Leonard H. Johnson, Thomas G. Kuntz, W. Smith Meyers (by phone), Daniel T. O'Keefe, Rahul Patel, Marsha D. Powers, David M. Quillen, Jason J. Rosenberg, Robert G. Stern, and 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; Amy M. Hass, Interim Vice President and General Counsel; other members of the President's Cabinet; Melissa Orth, Senior Director for Government Relations and Assistant University Secretary; Brigit Dermott, Executive Assistant; Sandy Mitchell, Legal Assistant; and other members of the University community and members of the media.

**2.0 Call to Order and Welcome**

Board Chair James W. Heavener called the meeting to order at 9:31 a.m. EDT and welcomed all Trustees, the administration and all in attendance at the meeting. Chair Heavener extended a special welcome to Trustees Tom Kuntz and Dan O'Keefe, who are new to the Board.

**3.0 Strategic Discussion**

President Kent Fuchs noted that the strategic discussion would focus on the University's research enterprise and provided some introductory remarks about the role of the Vice President for Research. Vice President for Research David Norton gave his presentation entitled "UF Research: Making a Difference in the State, the Nation, the World and Beyond." Dr. Norton provided examples of how UF Research is making a difference in areas such as a finding a cure

for blindness, growing blueberries in Florida, illuminating the history of the Gulf of Mexico, and investigating gravitational waves. He also provided examples of current research efforts including insect borne illnesses, citrus greening and intelligent tech and big learning.

Dr. Norton gave an overview of key metrics that measure UF's success against its peers and discussed what is needed for the University to reach Top 5 in this area. He noted that the University broke \$800M in research expenditures for the first time. Other measures include honors and awards and moving research into the real world. He reported that the Sid Martin Biotechnology Incubator has been twice named the best incubator in the world, and the University is a leader in technology transfer.

Dr. Norton concluded his presentation and addressed comments and questions from the Trustees. Trustee Tom Kuntz noted that \$1.1B in research expenditures is the benchmark for reaching Top 5 and asked what it would take for UF to reach that mark. Dr. Norton replied that the preeminence hires have made a tremendous difference, and noted that the new Washington office for Government Relations will be very helpful as the federal government is the primary source of research funding. He further noted that faculty is the most important resource and support to recruit new faculty and provide the resources necessary for them to succeed is essential to a push to reach Top 5.

#### **4.0 President's Report**

President Fuchs gave his report to the Board. Highlights of this report included:

- Florida was ranked the best state in the nation for higher education by UD News and World Report.
- Blue Ridge Institute for Medical Research ranked the UF College of Dentistry 5<sup>th</sup> in the nation.
- UF is one of five institutions to receive the 2018 Senator Paul Simon Award for Comprehensive Internationalization.
- UF ranked fifth among large schools in producing Peace Corps volunteers.
- Ja'Net Glover was hired as Senior Director of the UF Career Resource Center.
- Director of the National Institutes of Health, Francis Collins, will visit UF on Monday, April 2.
- The spring 2018 Career Showcase was held January 30-31 and was attended by nearly 6,000 students and alumni. It is the largest career fair in the Southeast.

#### **5.0 Board Election of Officers**

Chair Heavener turned the Board's attention to the next item of business, the election of Board Officers. He noted that it was his honor to serve the Board and then outlined the election process. Chair Heavener remarked that he found a uniquely dedicated partner in Mori Hosseini, who has worked tirelessly on behalf of the University. He then nominated Mr. Hosseini to be Chair of the Board starting on July 1, 2018. His nomination was seconded and passed unanimously. Chair Heavener then turned the election over to Chair-elect Hosseini to make his nomination for Vice Chair.

Chair-elect Hosseini proceeded to nominate Trustee Tom Kuntz as the new Vice Chair of the Board starting on July 1, 2018, noting that Trustee Kuntz's experience leading the Board of

Governors, his unbiased commitment to education and straightforward style would serve the best interests of the University. Mr. Kuntz's nomination was seconded and passed unanimously.

Chair-elect Hosseini thanked Chair Heavener for giving him the runway to do what he can to advance the University. He noted that the Board has been given an awesome responsibility and consequently can make a difference in the future of the University. He remarked that he will need the help of the entire Board as it works to get UF to the Top 5 and to get every student where he or she wants to be. He also remarked on the incredible work of UF Health, the importance of UF Athletics to University and the community, and to the influence of IFAS throughout the state. He thanked the legislators and the governor for their support of higher education.

## **6.0 Resolutions**

Chair Heavener noted that at last night's Trustee dinner the Board had the opportunity to honor Vice President for University Relations Jane Adams, Trustee David M. Quillen and Trustee Steven M. Scott. He noted that the Resolutions recognizing their accomplishments and expressing gratitude for their service have been uploaded to Board Vantage and copies were provided for the Trustees. Chair Heavener then read each Resolution, which are incorporated in these minutes, into the record.

Chair Heavener asked for a motion to pass Resolutions R18-198, R18-200 and R18-201, which was made by Trustee Brandon, and a second, which was made by Trustee Zucker. Chair Heavener asked for further discussion, and then asked for all in favor of the motion and any opposed, and the motion was approved unanimously.

Board Chair Heavener turned the Board's attention to the Consent Agenda and asked for a motion to approve the Consent Agenda (comprising all the Action Items listed below), which was made by Trustee Hosseini, and a second, which was made by Trustee Rosenberg. The motion was approved unanimously.

## **7.0 President's Campaign Update**

Trustee Anita Zucker provided an update from the Go Greater Capital Campaign. She remarked that the campaign is perfectly aligned with the University's mission to reach the Top 5. Trustee Zucker highlighted recent campaign events in San Francisco and Orlando. She reported that Chair Bill Heavener received the Lifetime Philanthropist Award from the Academy of Golden Gators and Chair-elect Mori Hosseini was inducted in the Bergstrom Real Estate Center's Hall of Fame. Trustee Zucker provided dates of upcoming campaign events and encouraged her fellow trustees to attend if they are in the area.

## **8.0 Consent Agenda**

Board Chair Heavener turned the Board's attention to the Consent Agenda and asked for a motion to approve the Consent Agenda (comprising all the Action Items listed below), which was made by Trustee Hosseini, and a second, which was made by Trustee Patel. The motion was approved unanimously.

**Board of Trustees (BT)**

BT1 Minutes December 15, 2017

**Committee on Audit and Compliance (AC)**

AC1 University of Florida Annual Financial Report for the Fiscal Year Ended June 30, 2017

**Committee on Educational Policy & Strategic Initiatives (EP)**

EP1 Tenure Upon Hire

EP2 Honorary Degrees

EP3 Degree Program Terminations

EP4 Degree Program Changes

EP5 New Degree: Master of Fine Arts

EP6 and R18-193 Facility Security Clearance: Exclusion of Certain Directors and Officers; Designation of Senior Managerial Group for Classified Information

EP7 University of Florida Regulations

EP8 UF/IFAS Industrial Hemp Pilot Project

**Committee on Finance and Facilities (FF)**

FF1 Transportation and Parking Auxiliary—Covenants Relating to Facilities with Outstanding Revenue Bonds

FF2 University Infrastructure Strategy: Electricity – Steam – Chilled Water

FF3 and R18-194 University Athletic Association, Inc., Bond Issuance

**Committee on Governance (GV)**

GV1 UFRF Legal Entity

GV2 Amend Articles of Incorporation and Bylaws for Practice Plans

**6.0 Action Items, Non-consent Agenda**

Board Chair Heavener turned the Board's attention to the Non-Consent Agenda and asked for a motion to approve FF4 and R18-195, FF5 and R18-196, and FF6 and R18-194, which was made by Trustee Rosenberg. Chair asked for further discussion, and then asked for all in favor of the motion and any opposed, and the motion was approved unanimously.

**7.0 New Business**

There was no new business to come before the Board.

**8.0 Adjourn**

Asking for any further discussion and hearing none, Board Chair Heavener adjourned the meeting of the Board of Trustees at 11:33 a.m. EDT.



**Minutes of Public Meeting / Conference Call of University of Florida Trustees Kuntz, Johnson, Patel**

**Date and Time:** May 14, 2018, convened at 11:02 am EDT and concluded at 12:31 pm EDT.

**Place for Public Attendance:** 123 Tigert Hall, University of Florida, Gainesville, Florida 32611.

**Trustee Attendees:** Trustees Tom Kuntz, Leonard Johnson, and Rahul Patel.

**Also Attending:** Interim Vice President and General Counsel Amy M. Hass, Senior Vice President and Chief Operating Officer Charlie Lane, Senior Director of Government Relations and Assistant University Secretary Melissa Orth, Executive Assistant Brigit Dermott, and Legal Assistant II Sandra Mitchell.

Trustee Rahul Patel led the group through the proposed changes to the governance standards. The proposed changes address feedback from the Direct Support Organizations (DSOs) and discussion of the Working Group.

The group agreed to add a definitions page to the document. The group discussed the appropriate threshold for the Board's involvement in leases. Charlie Lane agreed to provide a summary of leases entered into during the past 5 years to help provide context in making this determination. The group discussed the proposed protocols for DSO procurement, executive hires and internal investigations.