



BOARD AND COMMITTEE MEETINGS SCHEDULE

December 6-7, 2018

President's Room 215B, Emerson Alumni Hall

University of Florida, Gainesville, FL

Thursday, December 6, 2018

8:30 – 9:15 a.m. [Committee on Advancement](#)
(Zucker (Chair), Brandon, Heavener, Powers, Rosenberg, Vogel Anderson)

Break (~5 minutes)

~9:25 – 10:25 a.m. [Committee on Governance, Government Relations and Internal Affairs](#)
(Patel (Chair), Heavener, Hosseini, Kuntz, Rosenberg, Zucker)

Break (~5 minutes)

~10:30 – 11:45 a.m. [Committee on Academic, Faculty and Student Affairs & Experience](#)
(Rosenberg (Chair), Brandon, Green, Johnson, Kuntz, Vogel Anderson)

12:00 – 1:00 p.m. Lunch

~1:00 – 2:00 p.m. [Committee on Facilities and Capital Investments](#)
(Hosseini (Chair), Brandon, Johnson, Kuntz, O'Keefe, Stern)

Break (~5 minutes)

~2:05 – 2:50 p.m. [Committee on Marketing, Public Relations and Strategic Communications](#)
(Stern (Chair), Johnson, O'Keefe, Patel, Powers, Zucker)

Break (~5 minutes)

~2:55 – 3:55 p.m. [Committee on Finance, Strategic Planning and Performance Metrics](#)
(Kuntz (Chair), Heavener, Hosseini, O'Keefe, Patel, Powers)

Break (~5 minutes)

~4:00 – 5:00 p.m. [Committee on Audit and Compliance](#)
(Powers (Chair), Brandon, Green, Patel, Stern, Vogel Anderson)

Friday, December 7, 2018

Beginning at 8:30 a.m., the Board of Trustees will attend a strategic discussion followed by a break. The Board will meet beginning immediately after the break.

8:30 a.m.	Strategic Discussion: Top 5 Economic Impact (Joseph Glover, Mark Kaplan, Win Phillips, David Norton)
	Break (~5 minutes)
9:30 a.m.	Board of Trustees Meeting (Full Board)



BOARD MEETING AGENDA

December 7, 2018

8:30 a.m.

President's Room 215B, Emerson Alumni Hall

- 1.0 Verification of Quorum Amy Hass, Vice President and General Counsel
- 2.0 Call to Order and WelcomeMorteza Hosseini, Chair
- 3.0 Public Comment.....Amy Hass, Vice President and General Counsel
- 4.0 Action Items (Consent) (5 min.)Morteza Hosseini, Chair

Board of Trustees (BT)

BT1 [Minutes – October 3-4, 2018](#)

Committee on Academic, Faculty and Student Affairs & Experience (AFSAE)

- AFSAE1 [Tenure Upon Hire](#)
- AFSAE2 [Honorary Degrees](#)
- AFSAE3 [Degree Program Terminations](#)
- AFSAE4 [Type III Campus](#)
- AFSAE5 [New Degrees](#)
- AFSAE6 [Removal of Limited Access Program](#)

Committee on Audit and Compliance (AC)

- AC1 [University of Florida Performance Based Funding – Data Integrity \(Audit Report\) and Performance Based Funding Data Integrity Certification](#)

Committee on Facilities and Capital Investments (FCI)

- FCI1 [Request to Surplus and Dispose a Portion of Real Property at Hastings Agricultural Extension Center \(Downtown Location\) – IFAS St. John's County](#)
- FCI2 [Ratification of Architect and Construction Manager Selections for the Data Science and Information Technology Building](#)
- FCI3 [UF Health Shands Project](#)

Committee on Finance, Strategic Planning and Performance Metrics (FSPPM)

- FSPPM1 [University of Florida Carry Forward Plan](#)

Committee on Governance, Government Relations and Internal Affairs (GGRIA)

GGRIA1 [Enhanced Governance Standards](#)
GGRIA2 [DSO Board Appointments](#)
GGRIA3 Collective Bargaining Ratifications [A](#) & [B](#)

5.0	Action Items (Non-Consent) FCI4 and R18-207 Naming	Morteza Hosseini, Chair
6.0	Recognition.....	Morteza Hosseini, Chair
7.0	President’s Report (10 min.).....	W. Kent Fuchs, President
8.0	Strategic Discussion: Top 5 Economic Impact.....	Joseph Glover, Provost
9.0	New Business.....	Morteza Hosseini, Chair
10.0	Comments of the Chair of the Board (5 min.).....	Morteza Hosseini, Chair
11.0	Adjourn.....	Morteza Hosseini, Chair



**COMMITTEE ON ADVANCEMENT
AGENDA**

Thursday, December 6, 2018

Beginning at 8:30 a.m.

President's Room 215B, Emerson Alumni Hall

Committee Members:

Anita G. Zucker (Chair), David L. Brandon, James W. Heavener, Marsha D. Powers, Jason J. Rosenberg, Katie Vogel Anderson

- 1.0 Verification of Quorum Amy Hass, Vice President and General Counsel
- 2.0 Call to Order and Welcome Anita G. Zucker, Chair
- 3.0 Review and Approval of Minutes..... Anita G. Zucker, Chair
[November 1, 2018](#)
- 4.0 Discussion..... Anita G. Zucker, Chair
 - 4.1 Advancement Overview: Mission-Vision-Values Thomas Mitchell, Vice President
 - 4.2 Fiscal Year 2019 Goals.....Thomas Mitchell, Vice President
 - 4.3 Discussion: Building the Endowment and Giving Day.....Anita G. Zucker, Chair
- 5.0 New Business Anita G. Zucker, Chair
- 6.0 Adjourn Anita G. Zucker, Chair



**COMMITTEE ON ADVANCEMENT
MEETING MINUTES**

Telephone Conference Call Meeting

November 1, 2018

123 Tigert Hall, University of Florida, Gainesville, Florida

Time Convened: 8:30 a.m.

Time Adjourned: 9:11 a.m.

Committee Members Present:

Anita Zucker (Chair), David L. Brandon, James W. Heavener, Marsha D. Powers, Jason J. Rosenberg, and Katherine Vogel Anderson.

Others present were:

Vice President for Advancement Tom Mitchell, Senior Director of Government Relations and Assistant University Secretary Melissa Orth, and Board Administration Coordinator Sandy Mitchell-Grady.

1.0 Verification of Quorum

Assistant University Secretary Melissa Orth verified a quorum with all Trustees present.

2.0 Call to Order and Welcome

Committee Chair Anita Zucker welcomed everyone and called the meeting to order at 9:11 a.m., EDT. Senior Director of Government Relations and Assistant University Secretary Melissa Orth conducted a roll call of the Committee members present.

3.0 Review Committee Charge

Committee Chair Zucker provided a summary of the importance of the duties and responsibilities of the Committee Charge. She asked the Committee if there were any suggestions or changes to be made to the Committee Charge. Vice President for Advancement Tom Mitchell suggested since the Committee was new it should reconcile its goals and budget to be aligned with the University's mission, vision, and institutional priorities and revisit after a year. Committee Chair Zucker asked for any other suggestions or questions. Hearing none, she asked if everyone was in favor of the suggestion made by Vice President Mitchell and it was unanimously agreed upon.

4.0 Advancement Vision/Mission/Values

Vice President Mitchell presented the Go Gators – Go Greater Advancement Mission, Vision and Values.

- Vision - A Transformational Experience with Integrity

- Mission - To be a catalyst for advancing university priorities through private support
- Values – Service (To help our colleagues reach their goals), Excellence (Striving to reach The Gold Standard “One UF”), Team (Together everyone achieves more)

Committee Chair Zucker asked for any questions. Hearing none, she asked for Vice President Mitchell to present the next topic.

5.0 Advancement Organizational Chart

Vice President Mitchell presented the Advancement organizational chart. Committee Chair Zucker asked for any questions. There were discussions regarding the alignment of positions and the Advancement Committee’s goals. After discussion, Vice President Mitchell suggested that the Organizational Chart be placed on the December Agenda. Committee Chair Zucker asked the Committee if everyone was in favor of the suggestion made by Vice President Mitchell and it was unanimously agreed upon. Committee Chair Zucker asked Vice President Mitchell to proceed with the next presentation.

6.0 Advancement FY 19 Goals

Vice President Mitchell informed the Committee that the campaign is ahead of schedule and July, August, and September hit a record. The FY 19 Anticipated Big Wins include

- Go Greater Campaign \$2.1B
- Total commitments \$450M/VSE \$325M, which is a record
- Alumni participation rate (APR) 17%-14% US News
- Launch Platform for Life – Moonshots – 6
- Mid-campaign celebration (held in October)
- Launch 501c3 back office merger – UFF/UFAA
- Retain top performers/high potentials – 42/44
- Recruit strategic priority positions – 10
- Further strengthen commitment to inclusion
- Reduce low utilization endowed spendable funds - 75

Committee Chair Zucker asked if there were any questions. There was discussion relating to strategically capturing goals and alumni participation rates. Trustee Katie Vogue Anderson stated that she is on the committee for the commencement taskforce and that she would take recommendations to the taskforce. Committee Chair Zucker asked if there were any further questions, hearing none. She asked Vice President Mitchell to present next presentation.

7.0 Strategic Discussion Item: Endowment 101

Vice President Mitchell provided an overview of the “Endowment Calculator.” There was much discussion as it relates to the overall risk management and finance and funding model. Trustee David Brandon requested to revisit the metric. Vice President Mitchell requested to have the Chief Financial Officer join the December Board meeting to provide an overview of the Endowment Calculator and have the UFICO head, Bill Reeser to provide a risk analysis. The Committee agreed.

8.0 Draft Agenda for December 6-7 Advancement Committee (Group Discussion)

- (1) One UF Organizational Chart
- (2) Endowment Calculator/Risk Management
- (3) Giving Day – February 26

9.0 Adjournment

Committee Chair Zucker adjourned the meeting at 9:11 a.m.



**COMMITTEE ON GOVERNANCE, GOVERNMENT RELATIONS
AND INTERNAL AFFAIRS**

Thursday, December 6, 2018

Beginning at ~9:25 a.m.

President's Room B, Emerson Alumni Hall, Gainesville, Florida

Committee Members:

Rahul Patel (Chair), James W. Heavener, Morteza Hosseini, Thomas G. Kuntz, 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 Executive Session Rahul Patel, Chair
- 4.0 Action Items
 - GGRIA1 [Enhanced Governance Standards](#)
 - GGRIA2 [DSO Board Appointments](#)
 - GGRIA3 Collective Bargaining Ratifications – [A](#) & [B](#)
- 5.0 Discussion..... Rahul Patel, Chair
 - 5.1 Legislative Update..... Mark Kaplan, Vice President for Government and Community Relations
 - 5.2 Initiation of DSO Review..... Rahul Patel, Chair
- 6.0 New Business Rahul Patel, Chair
- 7.0 Adjourn Rahul Patel, Chair



**COMMITTEE ON GOVERNANCE, GOVERNMENT
RELATIONS AND INTERNAL AFFAIRS
ACTION ITEM GGRIA1
DECEMBER 6, 2018**

SUBJECT: Enhanced Governance Standards

BACKGROUND INFORMATION

The Enhanced Governance Standards, which were initially approved by the Board of Trustees in March 2017, have been amended to incorporate feedback from stakeholders across the University, its direct support organizations, and its affiliates.

PROPOSED COMMITTEE ACTION

The Committee on Governance, Government Relations and Internal Affairs is hereby asked to approve the amendments to the Enhanced Governance Standards.

SIGNIFICANT POLICY ISSUES FOR COMMITTEE TO CONSIDER

None

Supporting Documentation: [See attached](#)

Submitted by: Amy Hass, Vice President and General Counsel

Approved by: University of Florida Board of Trustees, December 7, 2018

Morteza Hosseini, Chair

W. Kent Fuchs, President and Corporate Secretary



**COMMITTEE ON GOVERNANCE, GOVERNMENT
RELATIONS AND INTERNAL AFFAIRS
ACTION ITEM GGRIA2
DECEMBER 6, 2018**

SUBJECT: DSO Board Appointments

PROPOSED COMMITTEE ACTION

The Committee on Governance, Government Relations and Internal Affairs is hereby asked to approve the appointments of the following individuals to the Citrus Research Development Foundation Board (CRDF):

1. Dr. Patricia Ouimet
2. Dr. Thomas Obreza

The Committee is further asked to approve the appointments of the following individuals to the Southwest Florida & Education Center Foundation Board (SWFEC):

1. Joby Sherrod
2. Tom Kirschner
3. Aaron Troyer

SIGNIFICANT POLICY ISSUES FOR COMMITTEE TO CONSIDER

None

Supporting Documentation: See attached biographies for [CRDF](#) and [SWFEC](#)

Submitted by: W. Kent Fuchs, President

Approved by: University of Florida Board of Trustees, December 7, 2018

Morteza Hosseini, Chair

Institute of Food and Agricultural Sciences (IFAS)
Office of the Senior Vice President
Agriculture and Natural Resources

PO Box 110180
Gainesville FL 32611-0180
(352) 392-1971
(352) 392-6932 Fax

To: University of Florida Board of Trustees

From: Jack Payne, Senior Vice President for Agriculture and Natural Resources

Date: November 15, 2018

I am submitting the following two individuals as recommendations for appointment to the Citrus Research Development Foundation (CRDF), a direct support organization to the University of Florida. The mission of CRDF is to “advance disease and production research and product development activities to ensure the survival and competitiveness of Florida’s citrus growers through innovation.” The CRDF Board of Directors represent industry, academia, and government. According to the CRDF bylaws, 5 of the members are recommended by Florida Citrus Mutual; 5 are recommended by the Florida Citrus Commission; 2 are recommended by the University of Florida; and 1 is recommended by the Florida Department of Agriculture and Consumer Services. The recommended individuals are:

- (1) Dr. Patricia Ouimet, who is the Chief Greening Officer and Citrus Research and Development Director at PepsiCo. She is based in Bradenton at PepsiCo’s Tropicana division. She previously worked for Monsanto for more than a decade. She holds a Ph.D. in cellular, molecular and microbial biochemistry and microbial and eukaryotic genetics from the University of Calgary. Dr. Ouimet currently serves on the Commercial Product Delivery Committee as a non-board member for CRDF, and she is also on the New Varieties Development and Management Corporation’s Processed Orange Advisory Board. Florida Citrus Mutual recommended Dr. Ouimet to replace Ben McLean, who has reached his term limit on the board.



(2) Dr. Thomas Obreza, who is the Senior Associate Dean and Associate Director of the Florida Cooperative Extension Service at the University of Florida, Institute of Food and Agricultural Sciences (UF/IFAS). A native of Ohio, he received his bachelor's degree in agronomy from the Ohio State University. He went on to obtain his M.S. and Ph.D degrees in soil science from the University of Florida. Dr. Obreza joined UF/IFAS in 1989 as an Assistant Professor of Soil and Water Science at the Southwest Florida Research and Education Center in Immokalee. His research and extension programs at SWFREC focused on improving nutrient and water management for citrus, vegetable, and sugarcane crop production. He has published extensively in the area of nutrient management for citrus trees. In 2002, he moved to his home department on the main UF campus where his extension program took on a broader scope in the area of Best Management Practices (BMPs) to protect Florida's water resources. He is the UF liaison to the USDA-CSREES National Water Program, and is also part of the statewide BMP leadership team. He chairs the Board of Directors for Florida's Certified Crop Advisers. I am recommending Dr. Obreza to replace Dr. Jackie Burns, the UF/IFAS Dean for Research and Director of the Florida Agricultural Experiment Station, who is retiring from UF/IFAS in January 2019.



SOUTHWEST FLORIDA RESEARCH & EDUCATION CENTER FOUNDATION BOARD OF DIRECTOR APPOINTMENTS

The following are being recommended to serve as directors to the Southwest Florida Research and Education Foundation:

- (1) **Joby Sherrod**, Secretary; term to expire 2021: Senior manager of agronomic services at Duda Products Inc. He also serves as a non-board member for the Research Management Committee for the Citrus Research Development Foundation.



- (2) **Tom Kirschner**, term to expire 2021: As Director of Grove Operations for Cooperative Producers, Inc., Ranch One Cooperative, Inc., and Cooperative Three, Inc., Kirschner is responsible for overseeing a total of 7,200 planted acres in Hendry, Lee and Collier counties. He is also a non-board member of the Industry Research Coordinating Committee for the Citrus Research Development Foundation.



- (3) **Aaron Troyer**, term to expire 2021: president of Troyer Brothers Florida. Troyer Brothers produces the highest quality, best tasting potatoes in Winter and Spring specializing in white, red and yellow varieties grown in southwest Florida.



COMMITTEE ON GOVERNANCE, GOVERNMENT AFFAIRS AND INTERNAL AFFAIRS
COMMITTEE ACTION ITEM GGRIA3
DECEMBER 6, 2018

SUBJECT: Amendment to the Collective Bargaining Agreement Between the University of Florida Board of Trustees (UFBOT) and the American Federation of State, County & Municipal Employees, AFL-CIO (AFSCME)

BACKGROUND INFORMATION

The University of Florida and AFSCME reached tentative agreement on May 25, 2018, to amend certain wage provisions in the Collective Bargaining Agreement (CBA) between the UFBOT and AFSCME. A successful ratification vote by members of AFSCME was held on June 13, 2018. The tentative agreement is not final until approved by the UFBOT.

The CBA amendment addresses the 2018-2019 wages of AFSCME members as follows:

- Provides one-time lump sum payments based on an aggregate payment pool of 4%. The lump sum payment is designed to reward performance or productivity and will be paid on December 21, 2018.
- To be eligible for the payment, employees must have been on the payroll as of June 30, 2018, must not have an unsatisfactory evaluation during 2018 and must not have received a non-renewal notice or submitted a notice of resignation or retirement as of December 21, 2018.
- Consistent with the increase in the University minimum wage, the amendment provides a minimum wage increase for AFSCME members from \$12 to \$13 per hour effective July 1, 2018.

PROPOSED COMMITTEE ACTION

The Committee on Governance is asked to approve the CBA amendment for recommendation to the UFBOT for its approval on the Consent Agenda.

SIGNIFICANT POLICY ISSUES FOR COMMITTEE TO CONSIDER

Board of Governors approval is not required.

Supporting Documentation: A copy of the tentative CBA will be available for review at <http://hr.ufl.edu/manager-resources/employee-relations/union-contracts/>.

Submitted by: Jodi Gentry, Vice President for Human Resource Services

Approved by: University of Florida Board of Trustees, December 7, 2018

Morteza Hosseini, Chair

W. Kent Fuchs, President and Corporate Secretary

COMMITTEE ON GOVERNANCE, GOVERNMENT AFFAIRS AND INTERNAL AFFAIRS
ACTION ITEM GGRIA3
DECEMBER 6, 2018

SUBJECT: Amendment to Collective Bargaining Agreement Between the University of Florida Board of Trustees (UFBOT) and the United Faculty of Florida – UF Chapter (UFF)

BACKGROUND INFORMATION

The University of Florida and UFF reached a tentative agreement on November 1, 2018, to amend certain wage provisions in the Collective Bargaining Agreement (CBA) between the UFBOT and UFF. A successful ratification vote by members of UFF was held on November 28, 2018. The tentative agreement is not final until approved by the UFBOT.

The CBA amendment addresses the 2018-19 wages of UFF members as follows:

- Provides one-time lump sum payments based on an aggregate payment pool of 4%. The lump sum payment will be 3% merit and 1% across the board and will be paid on December 21, 2018.
- To be eligible for the payment, employees must have been on the payroll as of June 30, 2018, must not have an unsatisfactory evaluation during 2018 and must not have received a non-renewal notice or submitted a notice of resignation or retirement as of December 21, 2018.

PROPOSED COMMITTEE ACTION

The Committee on Governance is asked to approve the CBA amendment for recommendation to the UFBOT for its approval on the Consent Agenda.

SIGNIFICANT POLICY ISSUES FOR COMMITTEE TO CONSIDER

Board of Governors approval is not required.

Supporting Documentation: A copy of the tentative CBA will be available for review at <http://hr.ufl.edu/manager-resources/employee-relations/union-contracts/>.

Submitted by: Joseph Glover, Senior Vice President and Provost

Approved by: University of Florida Board of Trustees, December 7, 2018

Morteza Hosseini, Chair

W. Kent Fuchs, President and Corporate Secretary



**COMMITTEE ON ACADEMIC, FACULTY AND STUDENT AFFAIRS & EXPERIENCE
AGENDA**

Thursday, December 6, 2018

Beginning at ~10:30 a.m.

President's Room 215B, Emerson Alumni Hall

Committee Members:

Jason J. Rosenberg (Chair), David L. Brandon, Ian M. Green, Leonard H. Johnson, Thomas G. Kuntz, Katherine Vogel Anderson

- 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
 - [June 5, 2018](#)
 - [June 7, 2018](#)
 - [September 17, 2018](#)
- 4.0 Action Items Jason J. Rosenberg, Chair
 - AFSAE1 [Tenure Upon Hire](#)
 - AFSAE2 [Honorary Degrees](#)
 - AFSAE3 [Degree Program Termination](#)
 - AFSAE4 [Type III Campus](#)
 - AFSAE5 [New Degrees](#)
 - AFSAE6 [Removal of Limited Access Program](#)
- 5.0 Discussion..... Jason J. Rosenberg, Chair
 - 5.1 [Admissions Update](#) Zina Evans, VP for Enrollment Management
 - 5.2 Faculty Update Katie Vogel-Anderson, Faculty Senate President
 - 5.3 Student Body President Update Ian Green, Student Body President
 - 5.4 UF Performing Arts Plan for Top 5 Brian Jose, Director
 - 5.5 College of the Arts Plan for Top 5 Onye Ozuzu, Dean
 - 5.6 Student Experience Update Joe Glover, Provost
 - 5.7 [Degree Change: B.A. in Visual Art Studios to B.A. in Art](#) Joe Glover, Provost
 - 5.8 Centers/Institutes Joe Glover, Provost
 - 5.8.1 [New Institute: Thompson Institute for Earth Systems \(Florida Museum of Natural History\)](#)
 - 5.8.2 [New Center: Center for Arthropod Management Technologies \(IFAS\)](#)

- 5.8.3 [Name Change: Hypertension Center to Center for Integrative Cardiovascular and Metabolic Diseases \(College of Medicine\)](#)
- 5.8.4 [Name Change: Center for Pharmacogenomics to Center for Pharmacogenomics & Precision Medicine \(College of Pharmacy\)](#)

- 6.0 New BusinessJason J. Rosenberg, Chair
- 7.0 AdjournJason J. Rosenberg, Chair



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

Meeting/Telephone Conference Call Meeting

June 5, 2018

123 Tigert Hall, University of Florida, Gainesville, FL

Time Convened: 3:01 p.m. EDT

Time Adjourned: 3:58 p.m. EDT

Call to Order and Welcome

Committee Chair Jason Rosenberg welcomed everyone in and called the meeting to order at 3:01 p.m. He noted that this meeting was an informational meeting to prepare for the June 7, 2018 regular meeting, and no action was planned or taken at this preparatory meeting.

Members present were:

Jason J. Rosenberg (Chair), 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. Trustee Katherine Vogel Anderson was not able to join the call.

Others present were:

President W. Kent Fuchs, Provost and Senior Vice President for Academic Affairs Joseph Glover, Vice President for Enrollment Management Zina Evans, Vice President for Student Affairs David Parrott, Vice President and General Counsel Amy Hass, Vice President for Research David Norton, Vice President and Chief Information Officer Elias Eldayrie, Associate Provost Angel Kwolek-Folland, Assistant Provost Cheryl Gater, 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 would be addressed at the June 7, 2018 meeting.

EP1. Annual Tenure Awards

Provost Glover explained that annual tenure awards are for faculty who have gone through the complete tenure process, who have been reviewed by the Department, College Dean, Academic Personnel Board, and who have been recommended for the award of tenure by the Provost.

EP2. Tenure Upon Hire

Provost Joe Glover stated that there are eight 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. Provost Glover drew the Committee's attention to candidate Dr. Onye Ozuzu, who is the incoming Dean of the College of the Arts.

EP3. University of Florida Annual Accountability Plan 2018

Provost Glover indicated that 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. Provost Glover highlighted the Performance Based Metrics in the Accountability Plan.

EP4. New Degree

Provost Glover indicated that a Bachelor of Arts in Hispanic and Latin American Languages, Literatures and Linguistics in the College of Liberal Arts and Sciences is being proposed to reflect more accurately the nature of the departmental offerings and to better appeal to the changing interests and needs of the students. This Bachelor of Arts degree is replacing two current majors. Three different tracks are being proposed within this major: Spanish, Portuguese and a combined Spanish and Portuguese track. Provost Glover indicated that it would reduce confusion and paperwork.

EP5. Honorary Degrees

Provost Joe Glover indicated that there is one Honorary Degree candidate being presented to the Trustees. Stephen Stills is being recommended for an Honorary Doctor of Musical Arts.

EP6. University of Florida Regulations

Vice President and General Counsel Amy Hass explained the following amendments to the University of Florida Regulations:

3.0372 – Student Health, Athletic, Activity and Service and Transportation Access Fees is being amended to 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.

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. The proposed Regulation 4.040 substantially revises the existing Student Honor Code and Student Conduct Code by (a) consolidating 16 separate regulations (Regulations 4.040-4.0433 and 4.0435-4.051, which will be repealed) 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. Trustee Rosenberg expressed concern that students who are found guilty will need to declare this on applications for the rest of their lives and should be made aware of this consequence. Dr. Parrott indicated that Student Affairs will include a statement regarding this on their intake documents when they meet with students. Vice President Parrott also noted that before students graduate they can request that their records be expunged. However, not all cases can be expunged.

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

EP7 and R18-204. Facility Security Clearance

Vice President 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 individual security clearances.

Discussion/Informational Items

Provost Glover noted the discussion items will be addressed at the meeting on June 7, 2018.

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 3:58 p.m.



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

June 7, 2018

President's Room 215B, Emerson Alumni Hall

University of Florida, Gainesville, Florida

Time Convened: 10:29 a.m. EDT

Time Adjourned: 12:46 p.m. EDT

1.0 Verification of Quorum

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, 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, Katherine Vogel Anderson, Anita G. Zucker

Others present were:

President W. Kent Fuchs, Provost and Senior Vice President for Academic Affairs Joseph Glover, Senior Vice President for Health Affairs David Guzik, Vice President for Enrollment Management Zina Evans, Vice President for Student Affairs David Parrott, Vice President and General Counsel Amy Hass, Vice President for Research David Norton, Chief Executive Officer UF Health Shands Ed Jimenez, other members of the President's Cabinet, and 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 10:29 a.m. EDT.

3.0 Review and Approval of Minutes

Committee Chair Rosenberg asked for a motion to approve the minutes from the March 20 and 22, 2018 meetings, which was made by Trustee Stern and a second, which was made by Trustee Zucker. 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.

4.0 Action Items

Committee Chair Rosenberg asked Provost Joseph Glover to present EP1 Annual Tenure Awards.

EP1. Annual Tenure Awards

Provost Glover explained that annual tenure awards are for faculty who have gone through the complete tenure process; who have been reviewed by the Department, College Dean, and Academic Personnel Board; and who have been recommended for the award of tenure by the Provost.

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 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.

EP2. Tenure Upon Hire

Provost Glover stated that there were eight 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 had been recommended for tenure by the Provost. He noted that 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. Dr. Julie C. Brown – College of Education
Associate Professor, School of Teaching and Learning
2. Dr. Maya Israel – College of Education
3. Dr. Lakiesha N. Williams – Herbert Wertheim College of Engineering
Associate Professor, J. Crayton Pruitt Family Department of Biomedical Engineering
4. Dr. Amy R. Mobley – College of Health and Human Performance
Associate Professor, Department of Health Education and Behavior
5. Ms. Melissa L. Rethlefsen – George A. Smathers Libraries
University Librarian, Associate Dean and Fackler Director of the Health Science Center Libraries
6. Dr. Ji-Hyun Lee – College of Public Health and Health Professions
Professor, Department of Biostatistics
7. Dr. Joseph J. Wakshlag – College of Veterinary Medicine
Associate Professor, Department of Comparative, Diagnostic and Population Medicine
8. Dr. Onye Ozuzu – College of the Arts
Professor, School of Theatre and Dance and Dean, College of the Arts

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 Zucker, and second which was made by Trustee Kuntz. 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. University of Florida Annual Accountability Plan 2018

Provost Glover indicated that the Board of Governors now requires the universities to submit an Annual Accountability Plan, which combines both the annual Accountability Report and the annual University Work Plan report that had been required in the past. The new report provides both historical data and prospective goals. Provost Glover highlighted the Performance Based Metrics in the Accountability Plan. He discussed the BOT choice metric #10 and noted that the University has made a case for using the 6-year graduation rate.

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 Johnson, and second which was made by Trustee Powers. 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. New Degree

Provost Glover indicated that a Bachelor of Arts in Hispanic and Latin American Languages, Literatures and Linguistics in the College of Liberal Arts and Sciences is being proposed to reflect more accurately the nature of the departmental offerings and to better appeal to the changing interests and needs of the students. This Bachelor of Arts degree replaces two current majors. Three different tracks are being proposed within this major: Spanish, Portuguese and a combined Spanish and Portuguese track. Provost Glover indicated that it would reduce confusion and paperwork.

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. Honorary Degrees

Provost Glover indicated that one Honorary Degree candidate is being presented to the Trustees. Stephen Stills is being recommended for an Honorary Doctor of Musical Arts. This recommendation was approved by the Faculty Senate on May 10, 2018, and then by President Fuchs.

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 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.

EP6. University of Florida Regulations

Vice President and General Counsel Amy Hass explained the following amendments to the University of Florida Regulations:

3.0372 – Student Health, Athletic, Activity and Service and Transportation Access Fees.

This regulation amendment updates 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 Board of Governors. 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.

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. The proposed Regulation 4.040 substantially revises the existing Student Honor Code and Student Conduct Code by (a) consolidating 16 separate regulations (Regulations 4.040-4.0433 and 4.0435-4.051, which will be repealed) 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.

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

The Committee Chair asked for any questions or further discussion. He then asked for a motion to approve Committee Action Item EP6 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 Powers. 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 and R18-205. Facility Security Clearance; Exclusion of Certain Directors and Officers; Designation of Senior Managerial Group for Classified Information

Vice President 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 are not required to obtain individual security clearances and instead designate a senior management committee to obtain security clearance for classified information.

The Committee Chair asked for any questions or further discussion. He then asked for a motion to approve Committee Action Item EP7 and R18-205 for recommendation to the Board for its approval on the Consent Agenda, which was made by Trustee Johnson, and second which was made by Trustee Patel. 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. Dr. Evans indicated that admissions were outstanding this year with increases in every area. She indicated that the average GPA of the entering class remained steady at 4.42.

5.2 College of Medicine Plan for Top 5

5.3 UF Health Shands Plan for Top 5

David Guzik, Senior Vice President for Health Affairs and President, UF Health gave a brief introduction of the College of Medicine and Shands. Dean of the College of Medicine Michael Good provided an overview of the College of Medicine's evolving curriculum, vastly improved facilities and rankings. He provided information about the clinical and research enterprises and discussed the US News and World Report rankings for medical schools. Chief Executive Officer Ed Jimenez provided an overview of Shands including information about recent growth and expansion and US News and World Report's Best Hospital recognition in a number of specialties.

5.4 Faculty Update

Faculty Senate Chair Katherine Vogel Anderson gave a brief update on the initiatives and activities of the Faculty Senate.

5.5 Student Body President Update

President of the Student Body Ian Green provided an update on the accomplishments and initiatives of Student Government.

5.6 Top 5 Update

Provost Glover provided an update on progress toward Top 5 status. Dr. Glover indicated that 227 faculty have been hired out of the 500 goal that was agreed upon last year. He indicated that by August 2019, when the 500 additional net faculty have been hired, the faculty-to-student

ratio should be 16:1. It was agreed that Vice President for Human Resources Jodi Gentry will provide a quarterly report on faculty hires.

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, the Committee on Educational Policy and Strategic Initiatives meeting was adjourned at 12:46 p.m.



COMMITTEE ON ACADEMIC, FACULTY AND STUDENT AFFAIRS & EXPERIENCE

JOINT COMMITTEE MINUTES

Joint Meeting/Telephone Conference Call Meeting

September 17, 2018

123 Tigert Hall, University of Florida, Gainesville, Florida

Time Convened: 10:04 a.m.

Time Adjourned: 10:18 a.m.

Committee and Board members present were:

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

Others present were:

W. Kent Fuchs, President; Winfred Phillips, Executive Chief of Staff; Joseph Glover, Provost and Senior Vice President for Academic Affairs; Charlie Lane, Vice President and Chief Operating Office, Amy Hass, Vice President and General Counsel, David Parrott, Vice President for Student Affairs, Michael Ford, Senior University Counsel, Matt Webster, Executive Vice President/Principal for CPPI, Melissa Orth, Senior Director of Government Relations and Assistant University Secretary, Rebecca Holt, Executive Assistant, and Sandy Mitchell-Grady, Legal Assistant II.

1.0 Verification of Quorum

Vice President and General Counsel Amy Hass verified a quorum with all Trustees present except Trustees Jason J. Rosenberg and Ian M. Green, who were unable to attend.

Committee and Board members present were:

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

2.0 Call to Order and Welcome

Board Chair Mori Hosseini asked to hold a joint meeting of the Board of Trustees and Committee on Academic, Faculty and Student Affairs & Experience. Board Chair Hosseini welcomed everyone in attendance and called the Joint Meeting to order at 10:04 a.m. EDT.

3.0 Approval of Direct Support Board Members

Board Chair Hosseini turned the Board's attention to the Approval of Direct Support Board Members. Board Chair Hosseini stated that President Fuchs recommends Trustee David Brandon's appointment to the University Athletic Association Board and James Mercer's

appointment to the Southwest Florida Research and Education Foundation. Board Chair Hosseini asked President Fuchs if he had anything to add for the appointments. President Fuchs stated that he strongly supports the recommendations of the two Direct Support Organizations and Scott Stricklin is also in favor and supports the recommendation of Trustee Brandon. He further commented on the recommendation of James Mercer and stated that he is in favor and Jack Payne, IFAS also strongly supports the recommendation.

Board Chair Hosseini asked for a motion to approve the Approval of Direct Support Board Members Trustee David Brandon and James Mercer, which was made by Trustee Stern, and a second, which was made by Trustee Zucker. The Board Chair asked for any further discussion, and then for all in favor of the motion and any opposed. The motion was approved unanimously. It was noted that Trustee Brandon abstained.

4.0 Action Items (Consent)

Board Chair Hosseini turned the Board's attention to the Consent Agenda and asked Provost Glover to present each Committee's Action Items.

AFSAE1: Tenure Upon Hire

Provost Glover presented the four highly accomplished faculty members who have been hired by the University subject to being awarded tenure upon hire, which requires approval of the Board of Trustees. The individuals recommended for tenure upon hire were as follows:

- (1) Dr. Christopher A. Adin – College of Veterinary Medicine, Professor and Department Chair, Small Animal Clinical Sciences.
- (2) Dr. Guy D. Lester – College of Veterinary Medicine, Professor and Chair, Department of Large Animal Clinical Sciences.
- (3) Dr. Jacques Turgeon – College of Pharmacy, Professor of Pharmaceutics and Associate Dean of Lake Nona Campus.
- (4) Dr. Weizhou Zhang – College of Medicine, Associate Professor, Department of Pathology, Immunology and Laboratory Medicine.

Board Chair Hosseini asked for a motion to approve Committee Action Item AFSAE1 for simultaneous approval by Committee and the Board, both of which include all the Trustees, which was made by Trustee Brandon, and second by Trustee Zucker. After which, he asked for all in favor of the motion and any opposed. The motion was approved unanimously.

AFSAE2 Degree Termination

The Board of Governors requires periodic reviews of all academic degree programs to determine whether they remain viable academic offerings. The Warrington College of Business is requesting that the Bachelor of Science in Real Estate be terminated. The Bachelor's degree

program has been suspended since 2001. It was determined that there was not sufficient demand to continue offering the undergraduate major.

Board Chair Hosseini asked for a motion to approve Committee Action Item AFSAE2 for simultaneous approval by Committee and the Board, both of which include all the Trustees, which was made by Trustee Brandon, and second by Trustee Zucker. After which, he asked for all in favor of the motion and any opposed. The motion was approved unanimously.

AFSAE3 New Degree

The proposed doctor of athletic training (CIP Code 51.0913) will be a post-professional advanced clinical practice degree. The doctor of athletic training will develop outstanding clinical professions, who have the expertise to positively promote and advance the athletic training profession. Provost Glover further stated that the industry has elevated this degree from master's to doctorate.

Board Chair Hosseini asked financially where does the University stand? Provost Glover responded that there are many advantages; it's a popular degree that many students will enroll in and find employment with UAA.

Board Chair Hosseini asked for a motion to approve Committee Action Item AFSAE3 for simultaneous approval by Committee and the Board, both of which include all the Trustees, which was made by Trustee Brandon, and second by Trustee Zucker. After which, he asked for all in favor of the motion and any opposed. The motion was approved unanimously.

AFSAE4 University Press Annual Report 2017-2018

The University Press of Florida, as an Academic Infrastructure Support Organization (AISO), must file with the Chancellor of the Board of Governors an annual report that is approved by the Board of Trustees prior to October 31st of each year.

Board Chair Hosseini asked for a motion to approve Committee Action Item AFSAE4 for simultaneous approval by Committee and the Board, both of which include all the Trustees, which was made by Trustee Brandon, and second by Trustee Zucker. After which, he asked for all in favor of the motion and any opposed. The motion was approved unanimously.

AFSAE5 Textbook and Instructional Material Affordability Report

Pursuant to Board of Governors Regulation 8.003, the University of Florida Board of Trustees must report to the Chancellor of the State University System each year its interest to have affordable textbooks for students. Provost Glover stated that there are no exceptions in the report.

Board Chair Hosseini asked for a motion to approve Committee Action Item AFSAE5 for simultaneous approval by Committee and the Board, both of which include all the Trustees, which was made by Trustee Brandon, and second by Trustee Zucker. After which, he asked for all in favor of the motion and any opposed. The motion was approved unanimously.

4.0 New Business

There was no new business to come before the Board.

5.0 Adjourn

After asking for further discussion and hearing none, Board Chair Hosseini adjourned the joint meeting of the Board of Trustees and the Committee on Academic, Faculty and Student Affairs & Experience at 10:18 a.m.



COMMITTEE ON ACADEMIC, FACULTY AND STUDENT AFFAIRS & EXPERIENCE
ACTION ITEM AFSAE1
December 6, 2018

SUBJECT: Tenure Upon Hire

BACKGROUND INFORMATION

The Chairs and Deans have recommended to the Provost and Senior Vice President for Academic Affairs that 1 newly appointed faculty member be granted tenure commencing with their appointment. The individual meets 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 the Tenure Upon Hire case.

PROPOSED COMMITTEE ACTION

The Committee on Academic, Faculty and Student Affairs and Experience is asked to approve the Tenure Upon Hire case 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.

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

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

Approved by: University of Florida Board of Trustees, December 7, 2018.

Morteza Hosseini, Chair

W. Kent Fuchs, President and Corporate Secretary



**Tenure Upon Hire Summary
December 2018**

Dr. Jessica Kramer – College of Public Health and Health Professions

Associate Professor, Department of Occupational Therapy

Dr. Jessica Kramer earned her Ph.D. in Disability Studies from the University of Illinois in Chicago in 2008, her Master of Science in Occupational Therapy from the University of Illinois in Chicago in 2004 and her Bachelor of Science in Occupational Therapy from the University of Florida in 1999. Her prior institution is Boston University. Dr. Kramer is nationally and internationally recognized as a leader in the assessment of young people with intellectual and developmental disabilities. She has four research grants funded by the National Institutes for Health and the Patient Centered Outcomes Research Institute, and by private agencies such as Shriner's Hospital for Children.



COMMITTEE ON ACADEMIC, FACULTY AND STUDENT AFFAIRS & EXPERIENCE
ACTION ITEM AFSAE2
December 6, 2018

SUBJECT: Honorary Degrees

BACKGROUND INFORMATION

The Honorary Degrees and Distinguished Awards Committee recommends honorary degrees to the Faculty Senate. The following honorary degrees were approved by the Faculty Senate on November 15, 2018 and then by the President on November 19, 2018:

Donald M. Berwick, Doctor of Science
Walter Isaacson, Doctor of Letters
James B. Patterson, Doctor of Education
George H. Starke, Jr., Doctor of Laws

PROPOSED COMMITTEE ACTION

The Committee on Academic, Faculty and Student Affairs and Experience is asked to approve the Honorary Degrees for Donald Berwick, Walter Isaacson, James Patterson and George Starke, Jr., for recommendation to the Board of Trustees for approval on the Consent Agenda.

ADDITIONAL COMMITTEE CONSIDERATIONS

Board of Governors approval is not required.

Supporting Documentation Included: See attached Biographies for [Donald Berwick](#), [Walter Isaacson](#), [James Patterson](#) and [George Starke, Jr.](#)

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

Approved by: University of Florida Board of Trustees, December 7, 2018.

Morteza Hosseini, Chair

W. Kent Fuchs, President and Corporate Secretary

Call for Nominations

Nominator's Name: Frederick S. Southwick, M.D.
 Department: Medicine
 Address: 6362 NW 41st Ave
 Phone: 352-246-8465 Fax: 352-392-6481
 Email: southf@ufl.edu
 Signature of Nominator: _____

The Committee on Honorary Degrees and Distinguished Awards Committee 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: Donald M. Berwick, M.D.
 Affiliation: Harvard University and Institute of Healthcare Improvement
 Business Address: 53 State Street, 19th Floor, Boston, MA 02109 USA
 Home Address: 131 Lake Avenue Newton, MA 02459
 Phone: Home 617-797-5655 Business 617-797-5655 Fax: 617-301-4848
 Email: donberwick@gmail.com

Nominated for (PLEASE CHECK ONE):

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

Because the University of Florida is a public university and part of the State University System, the university's policy is that elected or appointed officials of the State of Florida or the Federal Government to whom the university is directly or indirectly answerable are ineligible for honorary degrees and distinguished awards. Current faculty members, officers, an employees of the university are also ineligible

- | | |
|---|--|
| ☐ Doctor of Arts | ☐ Doctor of Music |
| ☐ Doctor of Commerce | ☐ Doctor of Pedagogy |
| ☐ Doctor of Divinity | ☐ Doctor of Pharmacy |
| ☐ Doctor of Education | ☐ Doctor of Public Administration |
| ☐ Doctor of Fine Arts | ☐ Doctor of Public Service |
| ☐ Doctor of Humane Letters | ☒ Doctor of Science |
| ☐ Doctor of Laws | ☐ Doctor of Technology |
| ☐ 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 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

September 30, 2018

RE: Dr. Donald M. Berwick

To the Honorary Degrees and Distinguished Awards Committee:

As a longtime Professor of the University of Florida and member of the Faculty Senate I am pleased and honored to nominate Dr. Donald Berwick for Honorary Degree from the University of Florida.

To place Dr. Berwick's remarkable academic and societal contributions in context I want to first share a personal story. In 1988 my wife and the mother of our two children ages 5 and 8, Mary Southwick, developed the sudden onset of nerve pain in her foot. Unfortunately, despite the input of a neurologist and two internists, as well as 10 other consultants, proper treatment was delayed, and she suffered clots to her lungs because of an error in the dosing of blood thinner. As a consequence of these errors and delays she ended up in the intensive care on a respirator in respiratory failure, suffered shock requiring agents to support her blood pressure, and kidney failure. She had less than a 10% chance of survival. At the last minute an astute cardiologist began corticosteroids that reversed her systemic vasculitis (inflammation of the vessels), and miraculously over 48 hours she recovered. Soon after arriving at the University of Florida I wrote a strongly worded commentary in *Annals of Internal Medicine* entitled "Who was Caring for Mary?" criticizing the physicians for their distracted and error prone care. I gave talks at many academic medical centers calling for academic physicians to pay greater attention to patient care in addition to focusing on research and education.

Unbeknownst to me 1500 miles away in Boston, a Professor of Pediatrics, Dr. Don Berwick was systematically approaching medical errors. He had realized that what Mary and I had experienced exemplified the many serious defects in our healthcare delivery systems. And in 1987 he had decided that the only way to transform our healthcare systems was to create a free-standing nonprofit Institute of Healthcare Improvement (IHI), an institute that was separate from academia in order not to be bridled by the rules and restrictions that too often slowed innovation. This institute would challenge the status quo and become the beacon of hope and reason in addressing the problem of medical errors.

In 1999 working with fellow physicians concerned about the problem of medical errors he coauthored the seminal Institute of Medicine report "To Err is Human". This report for the first time estimated the number of deaths in the United States caused by preventable medical errors 44,000 -98,000 per year. This report was met with disbelief and anger in the medical community. However, subsequent analysis now estimates the number of deaths from preventable errors is far higher 220,000-440,000/year and is now accepted as the 3rd leading cause of death in the U.S.

As the President of the Institute of Healthcare Delivery Dr. Berwick in 1996 organized an Annual IHI National Forum in Orlando, Florida to bring together like-minded physicians, nurses, administrators, and patients to discuss how to improve the quality and safety of patient care. The Orlando IHI National Forum continues annually each December and the 2018 Forum will be the 30th Forum. Because of the National Forum's central location in Florida large numbers of Florida healthcare professionals and students have attended the forum each year and the benefits to Florida's health systems and patients are incalculable.

In addition to leading the IHI, Dr. Berwick was appointed the Director of the Centers for Medicare and Medicaid Service (CMS) by President Obama in recognition of his transformational leadership in the field of healthcare. In this role Dr. Berwick was instrumental in implementing the Affordable Care Act that continues to benefit many of the patients in Florida and throughout the U.S.

Not only has the IHI been active in Florida and the United States, the Institute has also has been spreading its health systems improvement tools throughout the world. His initial focus was on Great Britain and in recognition of these contributions he was appointed Honorary Knight Commander of the British Empire by Queen Elizabeth II, the highest honor awarded to non-British citizens. Subsequently the IHI programs have been implemented in health systems across Africa, Latin America, Asia and the Pacific nations as well as other countries in Europe.

I have personally experienced the consequences of preventable medical errors and I like to think that thanks to the work of Dr. Berwick and the Institute of Healthcare Improvement cases like Mary's will now be prevented. Conferring Dr. Berwick with an Honorary Degree will, in my view, heighten the reputation of the University of Florida by demonstrating through our action that we recognize the great importance of healthcare quality and safety improvement to the patients of Florida, the United States, and World, and will highlight the remarkable contributions that Dr. Donald M. Berwick has made in advancing this lifesaving field.

Sincerely yours

A handwritten signature in black ink that reads "Frederick S. Southwick M.D." The signature is written in a cursive, flowing style.

Frederick S. Southwick, M.D.
Professor of Medicine
Faculty Senator



Office of the Dean, College of Medicine

PO Box 100215
352-273-7500 Phone
Gainesville, FL 32610
352-273-8309 Fax

October 1, 2018

The Honorary Degrees, Distinguished Alumnus
Awards and Memorials Committee
University of Florida
Gainesville, FL 32611

RE: Nomination of Donald M. Berwick for an Honorary Degree through the College of Medicine

Dear Committee Members:

I am very pleased to write a letter of strong support for Donald M. Berwick's nomination for an Honorary Degree from the University of Florida. This nomination has been reviewed and supported by the Faculty Council of the University of Florida College of Medicine, representing the body of faculty in shared governance with the College of Medicine. The College of Medicine has been deeply impacted by Dr. Berwick's leadership of the Institute of Healthcare Improvement (IHI). He founded the IHI in 1991 at a time when the impact of preventable errors in modern medicine was unappreciated. As the Institute's leader he supervised the creation of multiple high impact leadership and quality and safety educational programs and organized the IHI Open Forum that meets each December in Orlando. This forum is one of the most effective ways of teaching and sharing the latest practices for improving the quality and safety of patient care. Many of our medical faculty and medical students have participated in the IHI Open Forum, as well as traveled to IHI headquarters in Boston to participate in these courses. They have returned inspired and dedicated to improving patient care quality and safety at UF Health.

Under his leadership the Institute also created the IHI Open School, an online educational program for medical students, nursing students, residents, and faculty that provides interactive exercises that impart the fundamentals of error prevention and teach students how to design and lead improvements in the effectiveness, efficiency, and safety of patient care. All of our medical students have completed modules from the IHI Open School, and these exercises have provided the foundation for patient care quality and safety education in our College.

As a member of the Institute of Medicine he was instrumental in the creation of a seminal report – "To Err is Human." This authoritative report was released in 1999 and noted that in the U.S. 44,000-98,000 people died each year from preventable medical errors. The report created a furor, and many denied these findings; however, over time deeper investigation has revealed that the problem is even greater than first appreciated, the estimates of the number of annual deaths from preventable errors is now 220,000-440,000. Preventable medical errors are estimated to be the third leading cause of death in the United States. Dr. Berwick recognized this underappreciated problem 10 years before this groundbreaking report and created the IHI to address this very serious problem.

In recognition of his deep understanding of healthcare systems and how to improve their design to prevent patient harm and to reduce waste, Dr. Berwick was appointed the Director of the Centers for Medicare and Medicaid Service from 2010-2011. During his tenure he was instrumental in implementing the major components of the Affordable Care and bolstering the adoption of Accountable

The Foundation for The Gator Nation

An Equal Opportunity Institution

Care Organizations (ACOs) an innovative approach to providing health care that improves the efficiency and continuity of health care.

Dr. Berwick has been a thought leader in the delivery of health care for over four decades and has published nearly 200 papers in peer reviewed journals, written six books, and contributed many chapters on this important topic. He has also assisted the National Health Service of Great Britain in applying these same principles to improve patient care. In recognition of his services he was awarded their highest honor "Honorary Knight Commander of the British Empire" by Queen Elizabeth II.

Finally, a few observations about Dr. Berwick as a human being. He is one of the kindest and most modest individuals I know. He is an inspirational communicator who speaks from the heart and inspires all who interact with him. His approach to patient safety is one of empathy and a continuous demonstration that he deeply cares about patient well being. He calls on all of us in the profession of health care to aspire to continually improve. In my view he is the ideal role model for physician leadership and I deeply admire his accomplishments.

In summary, I can think of no individual in health care more deserving of an honorary degree from our University. His work and leadership have had a profoundly positive impact upon patients worldwide, and certainly upon our faculty and students. I regard Dr. Berwick as the founding father of medical error prevention and quality improvement, and I am proud to nominate him for this richly deserved honor.

Sincerely,



Joseph A. Tyndall, M.D., M.P.H.
Interim Dean, College of Medicine

Dr. Donald M. Berwick Nomination for Honorary Degree from the University of Florida

Summary of Accomplishments

- **Professor of Pediatrics Harvard Medical School**
- **One of the first academic medical center Quality and Safety Officers, appointment through the Harvard Community Health Plan in 1985**
- **Created the Institute of Healthcare Improvement, an independent institute dedicated to spreading the tools to improve the quality and safety of patient care. Initially created in 1987, formally launched 1991. Regarded as the most influential and effective patient care quality and safety improvement organization in the world.**
- **President of the Institute of Healthcare Improvement (IHI) for 18 years and under his leadership the IHI:**
 - **Organized the Annual IHI National Forum in Orlando Florida – attendance of approximately 10,000 participants per year including providers and administrators from Florida**
 - **Created the IHI Open School, an online educational program that teaches the basic concepts and tools for improving the quality and safety of patient care. This program is used by all medical students at the University of Florida, as well as other Florida medical schools**
 - **Led the 100,000 Lives Campaign that convened leaders from health care systems across the US to implement six key changes in hospital care. Established a national network connecting over 3600 US hospitals, including the majority of Florida hospitals. This campaign was estimated to have saved 122,000 lives in 18 months.**
 - **Spread the tools for improving the quality and safety of patient care throughout Florida, the U.S., Great Britain, other countries of Europe, and more recently Africa, Latin America, Asia and the Pacific nations**
- **Director of the Centers for Medicare and Medicaid Services – His leadership was instrumental in implementing the Affordable Care Act and in assuring that patients with preexisting conditions in Florida and other states in the U.S. received affordable insurance coverage.**
- **Author of**
 - **196 peer-reviewed papers on patient care quality and safety**
 - **Multiple editorials and position papers including the Institute of Medicine's "To Err is Human" and "The Quality Chasm" both ground-breaking reports.**
 - **6 books. His most recent entitled: "Promising Care: How We Can Rescue Health Care by Improving It"**
- **A featured speaker at the Annual Orlando IHI National Forum, Orlando Regional Medical Center, academic institutions throughout the world, and forums on patient care and quality in the U.S. and World.**
- **An acknowledged founding father of the field of patient care quality and safety.**



Gary S. Kaplan, MD
Chairman and CEO

Sept 23, 2018

To whom it may concern

Re: Donald Berwick MD MPP FRCP

It is a distinct honor and privilege to write a letter of support for Donald Berwick MD, MPP for a University of Florida Honorary Degree. Dr. Berwick is a most worthy nominee and his accomplishments over decades perfectly meet the criteria established for this prestigious honor. Dr. Berwick's work has had profound impact on literally millions of people world-wide. His achievements have led to improvements in health and well-being that have been sustained and of lasting significance. I have known Dr. Berwick as student, colleague, thought partner and friend for close to 30 years. This has occurred in my roles as an internal medicine physician, quality improvement champion, health system CEO, and board member.

Dr. Berwick's academic credentials are impressive and I first met him when he was a Harvard trained pediatrician and quality improvement champion who had become the Principal Investigator for the National Demonstration Project on Quality in Health Care. This project lasted 4 years and was the forerunner and catalyst for what was to become the Institute for Healthcare Improvement. (IHI).

As founder and CEO of IHI, Don and his colleagues built the foremost health care quality improvement organization in the world. Within a few years Don was leading a movement that ultimately engaged and inspired health care professionals across the United States and around the world. As an individual Dr. Berwick is recognized as the leader of the quality movement in the world. He has published hundreds of peer reviewed articles, book chapters, editorial review, and more. He is an exceptional and inspirational speaker and for over 2 decades has been one of the most sought after speakers on health, health care, quality and safety. His speeches and books have been published in numerous languages and his annual speeches at the IHI Forum on improvement in health care, held every December in Orlando Florida for over 25 years, are legendary as an annual "call to action" for physicians, nurses, pharmacists and all active in delivering health care.

Don is a master at simplifying complex concepts and expressing them in ways that make things understandable, logical and compelling. He understands and is a master of the technical aspects of quality, as a long time student of Deming, systems engineering approaches to health care, and quality practices in other industries. He is courageous and articulate in a way that has compelled others to action. This was very evident in his conceptualization and leadership of IHI's 100,000 lives campaign over 10 years ago which resulted in implementation of quality improvements that has literally saved millions of lives. He has been instrumental in the more recent 5 Million lives campaign!

While initially focused on quality improvement and safety in the U.S., Dr. Berwick realized the potential for world-wide impact. Today, because of his leadership and vision, the quality movement and IHI are

active in Asia, Europe, Australia, and Africa in addition to North and South America. Each year Forums in these regions attract thousands to learn and teach each other in order to improve health care in their countries. Don attends and keynotes each of these Forums continuing to inspire over so many years.

Dr. Berwick is an exceptional human being and public servant. When called in 2010 by the Obama administration to serve as the Administrator for Medicare and Medicaid Services in the U.S. Department of Health and Human Services, he promptly accepted, moving from his leadership role as CEO of IHI to serve our country. Because of his passion for improving the lives of others, he subsequently chose to run for Governor of Massachusetts. Although his campaign was unsuccessful, he had significant impact on so many far beyond those he had touched during his career in health care.

Dr Berwick's, credentials and CV are most impressive. He continues to serve on numerous committees, boards and task forces both in the public and private sector. His passion to "make a difference" is manifest in everything he does. He singularly has changed the health care profession and industry and has inspired generations of professionals to believe that a better, safer and more affordable health care system is indeed possible. It has been a highlight of my career to work closely with Dr. Berwick and he is a most deserving honoree.

I would be very happy to provide any additional information that might be helpful

Sincerely,

A handwritten signature in black ink, reading "Gary S. Kaplan". The signature is fluid and cursive, with the first name "Gary" and last name "Kaplan" clearly legible.

Gary S. Kaplan MD

Chairman and CEO Virginia Mason Health System

Seattle, Washington

Chair, IHI Lucian Leape Institute for Patient Safety

Cambridge, Massachusetts

The Honorary Degrees, Distinguished Alumnus Awards and
Memorials Committee
University of Florida
Gainesville, FL 32611

To the Committee:

It is my pleasure to submit this letter in support of the awarding of an honorary degree to Donald M. Berwick, MD, MPP.

In talking about Dr. Berwick's contributions to health care, it is truly difficult to know where to begin. He has been a leader, a mentor, and a visionary, not only here in the US, but around the globe.

A physician and teacher, Dr. Berwick has time and again answered the call to help analyze some of the biggest problems in health care with the aim of finding solutions. In the 1980s, he led the National Demonstration Project on Quality Improvement in Health Care, a group whose aim was to "redesign health care into a system without errors, waste, delay, and unsustainable costs." That work led to the creation of the Institute for Healthcare Improvement (IHI), a major landmark in the evolving health care landscape.

IHI has since trained thousands of health professionals in the science of improvement and inspired countless improvement initiatives. Today, IHI continues to reach hundreds of thousands of health professionals every year through research and the publication of white papers, the presentation of virtual and on-site training, and the organization of professional conferences that draw everyone from health care leaders to front line teams to learn about innovative and proven strategies for improving care. Dr. Berwick's keynote presentations continue to be a highlight at these forums.

Having led IHI for many years as president and CEO, Dr. Berwick continues to serve on the IHI board and as a senior fellow. During his time as leader of IHI, he also served on the Institute of Medicine's Committee on Quality of Health Care in America, which produced the seminal reports *To Err Is Human: Building a Safer Health System* and *Crossing the Quality Chasm: A New Health System for the 21st Century*. These reports were among the first alarms to the health care industry, and the first reckoning by the public, that much work was needed to ensure safe, equitable, and high-quality health care.

He has also served as Vice Chair of the US Preventive Services Task Force, the first "Independent Member" of the American Hospital Association Board of Trustees, and Chair of the National Advisory Council of the Agency for Healthcare Research and Quality. Dr. Berwick served the United States as administrator of the Centers for Medicare and Medicaid from July 2010 until December 2011, a crucial period of health reform during which he was charged with implementing many of the important provisions of the Affordable Care Act.

Dr. Berwick has made an impact globally, serving as an advisor to the World Health Organization and England's National Health Service, for which he was knighted by the Queen of England. Most recently,



he co-chaired the National Academy of Medicine's Committee on Improving the Quality of Health Care Globally, which recently published a consensus study report calling for improvements in quality and safety, not just access to health care.

Dr. Berwick is the author or co-author of more than 160 articles and several books. I had the pleasure of working with him closely on *Free From Harm: Accelerating Patient Safety Improvement Fifteen Years After To Err Is Human*, a report of an expert panel convened by the National Patient Safety Foundation. Dr. Berwick served as co-chair of the panel, sharing his considerable intellect, experience, and insight.

His work is perhaps best summarized by his own "Triple Aim," the quest to improve the patient experience of care, improve the health of populations, and reduce costs. The Triple Aim is widely referenced throughout the health care industry as a North Star for improvement efforts.

Finally, I feel it is important to point out that, even with such accomplishments to his record, Dr. Berwick is also one of the most genuinely kind and decent human beings I have had the honor to know. Had he done nothing beyond pursuing his profession as a pediatrician and faculty member at Harvard Medical School and other academic settings, he surely would have left an indelible mark on his patients and the next generation of physicians. That he chose to do more, to share his remarkable talents in the cause of system-wide improvements, and that he continues to lead by example, is something for which we should all be grateful.

Sincerely,

Tejal K. Gandhi, MD, MPH, CPPS
Chief Clinical and Safety Officer
Institute for Healthcare Improvement

September 23, 2018

Dear Dr. Southwick,

I am pleased to send a letter of support for the nomination of Dr. Donald Berwick for an Honorary Degree from the University of Florida. There are few in the country more worthy of such recognition, as Don has contributed so much to health and health care across the US. I met Don in 1987 when I was beginning my career as the CEO of a hospital in Massachusetts. Don was then a pediatrician, and leading the quality planning for a large HMO in Massachusetts. Don convened a group of physicians and leaders from across the country, they studied what we then knew about quality and improvement in health care nationally. The gaps in our knowledge in how good we were and how to get better were clear, and Don and the group enlisted me and other CEOs from systems across the US to explore methods for quality measurement, transparency and innovative ideas from other industries. I spent nine months learning how to improve from the quality leaders at Florida Power and Light. They guided me to resolve some of the most challenging quality problems in my hospital, and changed my career forever with their generous and knowledgeable advice.

When we came together after the exploration period, we shared the lessons from these other industries and began to teach courses in improvement to leaders from health care across the US and around the world. The impact of this was profound and Don used these ideas to found the Institute for Healthcare Improvement in 1987 with other pioneers from the early learning group. Don led IHI to its global mission of improving health and health care worldwide for 18 years, until President Obama appointed him to the position of Administrator of the Centers for Medicare and Medicaid Services, a post he held until

December, 2011. At that point, I became CEO of IHI and have worked with Don in many roles since.

Don's impact at IHI has been widely recognized and is deeply appreciated. This year, IHI will convene again in Orlando, Florida to hold the 30th IHI National Forum. The forum attracts nearly 6000 health care leaders and careers, from Board members and CEOs, from physician and nursing leaders to front line careers, from policy makers and insurers and patients. The attendees come to carry out IHI's mission of "all teach; all learn" and the generosity and transparency help to accelerate the pace of adopted change across all parts of the health care system. The Forum begins with local leaders hosting the attendees, from all states in the US and from 60 countries, in visiting Florida's health care system and in conducting site visits to other local industries to continue the learning we began so many years ago.

There are so many examples of Don's impact on the world, but one of the most profound was the development in 2007 of the Triple Aim. Don, with colleagues Tom Nolan and John Whittington at IHI, proposed that our professional obligations as health care leaders extended far beyond caring for the patient in front of us to first, redesigning our care systems to make them safer, more effective, more patient-centered and more timely, and second, to work upstream to improve the health of the populations we serve, and third, to reduce per capita costs. The Triple Aim now serves as the mission statement for national health systems, for hospitals and for practices worldwide. By example of this impact, Queen Elizabeth II appointed Don as Honorary Knight Commander of the British Empire, the highest honor awarded to non-British citizens to recognize the impact his vision and strategic thinking have helped the National Health Service across England.

I have seen Don's impact with the young professionals in health care in his teaching at Harvard Medical School and the Harvard School of Public Health. It has been a personal joy to teach with Don these last 20 years and to see the lasting impact he has had on so many physicians and leaders from around the world. In 2007, Don extended his reach to touch many more young health care professionals when he launched IHI's Open School, a free on-line educational system for students to add leadership, improvement, innovation and other key skills while they attend a medical or nursing or other program in their local community. Today, there are over 700,000 students in the Open School from 90 countries and the impact is clear; students are reflecting on their own abilities to improve their clinical outcomes, but they also have convened with other like-minded students to create interprofessional projects that are improving to the Triple Aim globally. He cares deeply about the next generations and his commitment is making a difference for so many.

And Don, in 2007, launched the 100,000 Lives Campaign, convening leaders from health care systems across the US, to implement six key changes in hospital care. He set out the challenge "Some is not a number and soon is not a time." With a wonderful team at IHI, we built a national network to connect over 3600 US hospitals in this work, and they saved approximately 122,000 lives because of the work and other safety improvement in 18 months' time.

I wish I could take you on a walk through IHI today, where Don and I still serve as Senior Fellows. You'd see a vibrant and innovative team, working in many languages and in all parts of the health system. You'd see the patient-centered work alive in our work to bring life to the challenge "You can't only ask 'what's the matter?' but also need to ask 'what matters to you?'" You would see research teams and innovation teams designing new ways to care. You'd see policy impact on the US

health system but also on the systems across Africa, Latin America, Asia and the Pacific nations and across Europe.

And all of this comes from Don-his vision, his generosity, his intellect and his caring. I hope you can recognize his many contributions with this special honor.

Sincerely,

Maureen Bisognano

President Emerita and Senior Fellow

Institute for Healthcare Improvement

53 State Street

19th Floor

Boston, MA 02109

617-797-5152

mbisognano@ihi.org

1 October 2018

**University of Florida Faculty Senate
c/o Dr. Fred Southwick**

**RE: Honorary Degree for DONALD MARK BERWICK, M.D., M.P.P., F.R.C.P.,
KBE**

Dear Dr. Southwick,

It is with great pleasure to write in support of the awarding of an honorary degree at the University of Florida to Dr. Don Berwick. I have had the pleasure of working with Don over the past four decades and feel that this is well deserved recognition for an internationally known teacher and practitioner of quality improvement. He exceeds all criteria through his eminent achievement in scholarship, his high distinction in public service, and his contribution to the well-being of literally millions worldwide through his public policy and not-for-profit activities. These all comport with the ideals of the University of Florida. Furthermore, I was delighted that you chose me to be among his references and I can assure you that Dr. Berwick clearly meets and exceeds all of the qualifications for an honorary degree.

I had the pleasure of knowing and working with Don in a variety of settings over the past 35 years. Many of the early collaboratives that came out of the non-profit Institute for Healthcare Improvement he founded included various military medical facilities where I practiced early in my career as an active duty Medical Officer in the United States Air Force. Our work together came to a new level during his service as the Chair of the National Advisory Council of the Agency for Healthcare Research and Quality (AHRQ) when I was introduced to his work by my boss and mentor, Dr. John Eisenberg. At that time Don was already recognized for his innovative approaches to quality improvement and we felt he was a "must have" on the Agency's FACA committee. Whether it be the federal approach to healthcare IT, funding for quality improvement research, or the need to address patient safety, Don could always be counted on to provide wise counsel to the Agency. In my work as the Director of the Center for Quality Improvement and Patient Safety I can attest to the impact Don had on shaping the Agency's approach to research in the quality realm. It was clear to all of us

that if you wanted to know what the next big issue would be in quality, Don Berwick was the person to ask.

Don also had an enormous indirect impact through his participation on several sentinel committees for the Institute of Medicine. In particular his service on the Quality of Care in American committee which authored the *To Err is Human Report* and *Crossing the Quality Chasm* had a profound impact on our work. Don worked closely with Dr. Eisenberg and I as a trusted advisor as we crafted the federal response to these ground-breaking reports. That level of involvement is characteristic of Don's approach as not only a great thinker who can define problems, but also as a doer who takes a practical approach to addressing those challenges and making them opportunities.

I was privileged to continue to work with Don both formally and informally after my transition to the Massachusetts General Hospital and Partners Healthcare System. I had the opportunity to experience Don's superb teaching talent through presentations at the Institute for Healthcare Improvement and AHRQ sponsored conferences. The former has been held each December in Orlando for over two decades cementing the tie between Don, his organization, and your great state. There is no doubt in the field of quality improvement that he is the most widely recognized leader and his straightforward but profound style of teaching has created a generation of quality improvement disciples. This impact is international as Don and the IHI have developed extensive organizations throughout the developed and developing world. There are now IHI Forums across the globe involving thousands of participants whose work impacts millions of patients. This international impact was recognized through his inclusion on the list of the Queens Honors resulting in his being named a Knight Commander of the Most Excellent Order of the British Empire.

Over the past fifteen years I have had the opportunity to informally interact with Don as part of the Big Sky Group, a group of a dozen self-organized quality and safety leaders from some of the leading systems around the country. The group includes a number of nationally recognized figures including Drs. Brent James, Carolyn Clancy, Mark Chassin, David Pryor, and Gene Nelson. The group meets annually and even among that heady company Don is always a standout. I never spend more than an hour with Don before he teaches me something new about quality that changes my approach.

Don extended his amazing impact when he took on the challenging role of CMS Administrator during the implementation of the Affordable Care Act. Regardless of your politics or personal views of the ACA, it is clear to all that Don distinguished himself as a leading thinker in the administrator dedicated to translating policy into practice for the betterment of patient care.

I firmly believe that Dr. Don Berwick should be recognized for his past work and future accomplishments by the awarding of an honorary degree by the University

of Florida. He provides good company to those who previously have shared this honor and will indeed to the University of Florida proud.

Please feel free to contact me if you have any questions about Don's candidacy.

Sincerely,

A handwritten signature in black ink, appearing to read "Gregg S. Meyer".

Gregg S. Meyer, M.D., M.Sc.
Chief Clinical Officer, Partners Healthcare System
Professor of Medicine, Massachusetts General Hospital and Harvard Medical
School

Call for Nominations

Nominator's Name: Michael A. Farley
 Department: Development & Alumni Affairs, University of Florida Levin College of Law
 Address: PO Box 117623, UF Campus
 Phone: 352.273.0643 Fax: _____
 Email: Farley@law.ufl.edu
 Signature of Nominator: *Michael A. Farley*

The Committee on Honorary Degrees and Distinguished Awards Committee 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: George H. Starke, Jr.
 Affiliation: Former Student
 Business Address: _____
 Home Address: 3896 Serena Lane, Clermont FL 34711-5067
 Phone: Home 407.656.1049 Business 407.308.6109 Fax: _____
 Email: ghsjr3@gmail.com

Nominated for (PLEASE CHECK ONE):

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

Because the University of Florida is a public university and part of the State University System, the university's policy is that elected or appointed officials of the State of Florida or the Federal Government to whom the university is directly or indirectly answerable are ineligible for honorary degrees and distinguished awards. Current faculty members, officers, and employees of the university are also ineligible.

- | | |
|--|--|
| ☐ Doctor of Arts | ☐ Doctor of Music |
| ☐ Doctor of Commerce | ☐ Doctor of Pedagogy |
| ☐ Doctor of Divinity | ☐ Doctor of Pharmacy |
| ☐ Doctor of Education | ☐ Doctor of Public Administration |
| ☐ Doctor of Fine Arts | ☐ Doctor of Public Service |
| ☐ Doctor of Humane Letters | ☐ Doctor of Science |
| ☒ Doctor of Laws | ☐ Doctor of Technology |
| ☐ 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

Please find attached a sampling of the many expressions of support we were able to collect on behalf of George Starke, Jr.'s nomination for the University's Distinguished Achievement Award and Honorary Degree (Doctor of Laws).

As we reflect on George's place in history not only for the law school, but the broader University of Florida campus and higher education throughout the state of Florida, we are reminded of the tremendous sacrifices he made in his attempt to complete a legal education in the late 1950s. He was a Gator when those around him did not look like him. He was a trailblazer when it was not easy to blaze a trail. He was a leader for thousands that would come after him and only know his name.

The Fall of 2018 is the 60th anniversary of George's enrollment as the first African American student not only in law school but at the University of Florida. Sadly, he was not able to complete his education and graduate with his peers, but his courage and leadership are an important part of our history and the impetus for UF continuing down its long path toward desegregation.

George has an undergraduate degree from the esteemed HBCU Morehouse College in Atlanta, Georgia. Following his departure from UF Law, he was an accomplished financial advisor and businessman in New York City and Washington, DC.

Throughout his career, he remained loyal to and supportive of the University of Florida. He participated in UF Foundation activities in the Washington, DC, area. He served as a member of the Board of Directors of the University of Florida Alumni Association and was inducted into Florida Blue Key.

It is our hope that the Award Selection Committee will find the story of George Starke, Jr. as compelling as we do and allow us to recognize this important anniversary of George's achievements with a Distinguished Achievement Award and Honorary Degree. It would be our honor to host him and his family for a Commencement Ceremony at the University of Florida that he never got to experience for himself.

Please let us know if we can provide any additional information that would be helpful in your decision.

GEORGE H. STARKE, JR.

407-656-1049
Cell 407-308-6109

ghsjr@iscfinancial.com
www.linkedin.com/in/georgestarkej

General Finance. Specialty Finance. Real Estate and Construction Finance. Government Contract Finance. Energy and Alternative Energy Finance. Project Development. Energy Conservation. Project Finance. Property and Casualty Insurances. Investment Banking. Corporate Finance. Infrastructure Finance. Healthcare Finance. General Construction Representation. Financial and Energy Consultant.

BACKGROUND SUMMARY

50 years' experience in general finance, real estate and construction finance, government contract sales consulting and finance, and in energy and alternative energy consulting and finance. Small business familiarity. Entrepreneur and consultant. Experienced government vendor and government sales consultant. Represented small and large businesses to the government, including one I owned. Represented Koch Refinery, Cargill, Morton, Pepco Energy Services, and others to the government. Over time, responsible for ownership, operations, management, research, contracting, marketing, sales, transportation and finance associated with coal, oil, lubricants, natural gas, electricity and separately, commercial real estate. Owned and operated companies involved in various aspects of the commodities, energy, transportation, real estate, insurance, investment banking and finance businesses. Local, regional and national. Consultant.

PROFESSIONAL ACTIVITY

ISC FINANCIAL CORPORATION. Clermont, FL

President. Intermittent. 1993 to present. Experience: Real estate and construction financial services; energy and alternative energy consulting and finance. Corporate finance. Product and project development, venture capital, college and university finance, student housing finance, and commercial mortgage brokerage services, nationwide. ISC is expert at government contracting and government contract finance. ISC is downsizing. New focus is on financing development projects in the medical field, such as medical centers, hospitals, assisted living, nursing homes and the like. Activity in this category includes Design, Build, MEP, EPC (through a client), property and casualty insurance and financial services. ISC is successor to Wall Street Investment Corporation, described below. Securities registrations and licenses are maintained with a third-party company. See: <http://www.iscfinancial.com>. ISC is an MBE. ISC and GPC are expected to consolidate in 2018 and downsize further.

GENERAL POWER CORPORATION. Clermont, FL.

President. Intermittent. 1976 to present. Energy Consultant. This company is downsizing. Originally it and predecessors bought and sold anthracite and bituminous coal for resale to federal agencies on a national basis. Later, it distributed oil, gasoline, and lubricants. Subsequently, sold natural gas, electricity, and energy engineering services and technologies. GPC also has experience in landfill gas to electricity conversions, solar energy and Waste Heat to power solutions, combined heat and power, and anaerobic digestion. GPC is organized as a full-service, energy consulting firm. GPC is a general consultant in the fields of energy and finance related to energy and alternative energy. The company functions on a local, regional and national basis. It is solely-owned, and is an MBE firm. For more detailed descriptive information, see: <http://www.gpcenergy.com>. ISC and GPC are expected to consolidate in 2018 and downsize further.

TRINITY ECO ENERGY SOLUTIONS. Clarcona, FL

Consultant. Start-up Oil Jobber and Energy Commodities Broker. August 2018 to present.

AARON CAPITAL, INC. Memphis, TN

Investment Banker. Managing Partner. April 2015, to December, 2016. Was associated with ACI in its investment banking department. Offered financial solutions in energy and renewable energy, real estate, mergers and acquisitions, debt and equity capital, and various forms of corporate finance, government contract finance, P3, EB-5, ESOP, specialty, and project development finance. JOBS Act and Alternative Finance. Aaron Capital is a Member of FINRA and SIPC.

COGEN POWER SOLUTIONS, LLC. McLean, VA

Consultant. Minority Shareholder. 2012 to Present. Company focus was CHP (Combined Heat and Power) and On-site cogeneration of electricity. CoGen Power Solutions was organized to develop and finance cogeneration projects, power plants, and automotive tire pyrolysis plants. These plants were designed to convert used automobile tires to diesel fuel, unleaded gasoline, and other commodities.
www.cogenpwr.com

ASG SECURITIES, INC. Washington, DC and Ft. Lauderdale, FL

Investment Banker. Capitol States Regional Director. 2010, to August, 2015. Registered Securities Principal. Investment Banking Principal. Project Developer. Project Manager. Real Estate, and Energy. ASG was registered with the SEC and was a member of FINRA, SIPC, and MSRB. ASG was a niche market broker dealer, and concentrated on corporate finance, private placements, underwritings, public offerings and investment banking.

PEPCO ENERGY SERVICES, Inc. Washington, DC

Energy Consultant. 2000 to 2005. In-house consultant to Pepco Energy Services for market research; business development; distribution of natural gas and electricity; alternative fuels; energy conservation; government contracting; project development, management and support; and the coordination of energy audits, bids, studies and assessments with engineering, design and construction departments. Pepco Energy Services is a wholly-owned but separately managed subsidiary of the Potomac Electric Power Company, a public company, listed on the New York Stock Exchange. The utility was recently sold to Exelon.

Additional responsibilities included energy savings performance contracting, customer liaison and service, energy management, proposal preparation, program development, field investigations, the promotion of business ventures among PEPCO subsidiaries, the promotion of business ventures between Pepco Energy Services and independent third-party entities, and the privatization of electric, gas, and other utility infrastructure systems at large military installations. As project manager, I wrote technical bid responses and proposals for PES involving the privatization of 33 electric, gas, water and wastewater distribution systems, at 14 different military installations. Value of these transactions exceeded \$900,000,000. Responsible for energy audits for about 150 public schools in MD. Originated an on-site cogeneration project for a Navy installation.

WEICHERT COMMERCIAL MORTGAGE COMPANY. Washington, DC

Vice President. 1996 to 1998. Assisted the firm to organize and develop a Washington-based, national, commercial real estate mortgage business operation. It was established to serve the needs of its parent company, commercial brokers, and the general public.

WALL STREET INVESTMENT CORPORATION. Washington, DC

President. 1981 to 1993. Solely-owned, securities Broker-Dealer-Underwriter. Licensed in real estate, all forms of insurance, and all aspects of the securities business. Boutique. Financial advisor in

connection with the issuance of municipal bonds. The firm, which was sold in 1993, was a member of the National Association of Securities Dealers (NASD) – now FINRA; the Securities Investor Protection Corporation (SIPC), and the Municipal Securities Rulemaking Board. The company was registered with the Securities and Exchange Commission (SEC), and was a Registered Investment Advisor. Collaborated with Legg, Mason and Ferris, Baker Watts as bond advisor to Washington, DC agency issuers of municipal bonds. WSIC was sold in 1993

STARKE AND ASSOCIATES, INC. Washington, DC
President. Self-Employed. Financial, sales, management, and government consultant. Organized the insurance division at Legg, Mason's Washington Office.

THE GREYHOUND CORPORATION. Washington, DC
Associate Director of Government Affairs. One of two persons in the Washington Office, when the firm was a Fortune 500 company. Represented 22 Greyhound subsidiaries to agencies of the federal government.

MOODY'S INVESTORS SERVICE. New York City, NY
Representative. Moody's is now a subsidiary of Dun and Bradstreet. Sold Moody's Manuals, financial publications and investment counsel services to institutional investors at the local, regional and national level.

EDUCATION

AB. Business Administration.
Morehouse College. Atlanta, Georgia

Further Study:
Economics and Law (University of Florida)
Business Administration (University of Maryland)

LICENSES

All forms of insurance, including life, health, variable annuities and property and casualty.

Securities - the following Series:

7 Full Registration
24 General Securities Principal
53 Municipal Securities Principal
63 State Registrations
79 Investment Banking Principal

MEMBERSHIPS & AWARDS

Former Member of the Board of Directors, UF Alumni Association
Member, Florida Blue Key
UF Distinguished Alumnus Award, 2009
Former Member, DC Council of the UF Foundation

<https://www.orlandosentinel.com/opinion/os-ed-first-black-student-at-uf-shares-story-20170915-story.html>

UF in 1958: I was the first black student

George H. Starke Jr.

A few months ago, my grandson Spencer showed me a 38-second video that had been uploaded to YouTube about the early struggles for desegregation at the [University of Florida](#).

The clip, "[Crossing the Color Line](#)," posted by [Wolfsonarchives.org](#), showed a young black man wearing a suit and wiping his brow as he sat alone in the front of an auditorium — the subject for photographers and reporters who had gathered to record the first black student enrolling at UF. The date was Sept. 15, 1958 — nearly 60 years ago.

I remember it well. I was that student. Specifically, I was the first black student in 105 years to be admitted to any college at UF.

Since that time, September has been a period of reflection and renewal for me. Even with the controversy surrounding white nationalist Richard Spencer speaking at UF (and at other universities under threat of lawsuits), September calls out for fresh starts. It's the time when students are back on campus, ready to engage in studies and community. Time has flown since 1958.

The very short clip portrays some unease at being the center of attention at this historic event. In prior years, Virgil Hawkins and others had struggled to gain admission and many lawsuits were filed during those days. I was not party to any legal actions. I never met Hawkins. He did call me a few months after classes began to wish me well.

I still recall the quiet measures taken by the university and its then-president, J. Wayne Reitz, to ensure my safety on campus. For the most part, my activity was concentrated on the law school. My goal was to be treated like any other student, and I was, for the most part.

1958: "Negro May Enroll Today At Florida Law School." That was the headline in the Daytona Beach Morning Journal on September 15, 1958.

Many in Florida at that time were displeased about desegregation. For several months, the Gainesville Police Department had an officer posted at night across the street from where I lived with relatives — in a house built by my grandfather in the 1890s.



Throughout the first semester, until the Thanksgiving break, I was escorted to classes, unknowingly, by members of the Florida Highway Patrol. They signed up for the same classes I did and were near me at all times until the library closed at night. No one knew the troopers were not really students but members of law enforcement.

Fortunately, they were not needed. There never were any incidents — though I did have trouble finding a mentor, but later did. The troopers introduced themselves to me as they were reassigned — satisfied that my safety on campus was not an issue going forward. By that time, I felt accepted by my classmates. Coincidentally, I had been warned by the Governor's Office to avoid driving through the Ocala National Forest on my way to Orlando for the Thanksgiving holiday. It was recommended that I drive by way of Jacksonville, due to Klan activity near Ocala.

I did not get to complete law school. I had planned to return to UF one day to finish, but life intervened. I enjoyed a satisfying career as a businessman, got married, and raised a son. But I can never forget about my UF experiences.

About 20 years following my matriculation, Reitz (then president-emeritus) initiated a search to locate me, and I am delighted that he did so. Until then, I had not been back to the campus. He asked me to participate in some affairs of the university. To start, I was asked to serve on the board of the alumni association, which I did for several years. Subsequently, I was selected for membership in the Florida Blue Key, an honorary leadership society. I strengthened relations with the College of Law, and subsequently did some fundraising for the UF Foundation. In 2009, I was awarded one of the university's highest honors: the Distinguished Alumnus Award.

Since then, it has been a pleasure to retain a lifelong relationship with the University of Florida and the Fredric G. Levin College of Law, named such a few years ago after my classmate and good friend.

As we embrace the start of another school year, let us remember September cannot only be a time of reflection and renewal, but a time of reconciliation and accomplishment as well.

George H. Starke, Jr. is a native of Orlando. After 55 years of living in the North, he returned to Florida in 2015 and makes his home in the area. His mother was the first librarian at Jones High School; his father practiced medicine in Sanford for more than 50 years.



George H. Starke Jr. stands next to the plaque and tree planted at the University of Florida law school to honor Starke as the first black student.



Fredric G. Levin College of Law
Office of the Dean

Spessard L. Holland Law Center
PO Box 117620
Gainesville, FL 32611-7620
352-273-0600
www.law.ufl.edu

October 1, 2018

To the Distinguished Achievement Award and Honorary Degree Committee and President Fuchs:

I enthusiastically nominate George Starke to receive a Distinguished Achievement Award and Honorary Degree. As the first African-American student enrolled at the University of Florida in 1958, Mr. Starke has already made a lasting mark on the university's history. That Mr. Starke enrolled at the College of Law means Mr. Starke has made a particular mark on the College of Law's history. Mr. Starke is most deserving of this recognition, and I nominate him with the greatest support possible.

Mr. Starke spent three semesters at the College of Law before withdrawing from our J.D. program (which is a six semester program). From conversations with Fred Levin and other alumni, Mr. Starke's withdrawal had nothing to do with his own abilities. Instead, Mr. Starke faced a hostile environment from the moment he joined the law school. According to Mr. Levin, the dean and other students did not want Mr. Starke at the College of Law. This viewpoint took the form of hostile looks, silence, and a noisy "shuffling" of students' feet whenever Mr. Starke entered the law library.

As Mr. Levin details in his own letter, Mr. Starke and Mr. Levin soon started a study group, but it was not enough to help Mr. Starke overcome the stress of the environment. Whereas Mr. Levin became a highly successful plaintiffs' lawyer, ultimately earning enough in fees to name the College of Law with a \$10 million gift in 1999 (and to make several more multiple million dollar gifts over the last twenty years), Mr. Starke had to give up his dream of becoming a lawyer. Sadly, these diverging paths are rooted in skin color and this country's disgraceful racial past.

Mr. Starke went on to build a successful career in the financial services industry, but he would never return as a student to the University of Florida and he would never receive a law degree. Despite these facts, Mr. Starke has not turned his back on the University of Florida. Instead, in what is a true testament to his character and capacity for forgiveness, Mr. Starke has

The Foundation for The Gator Nation
An Equal Opportunity Institution

served as a member of the Board of Directors of the UF National Alumni Association. He has also donated to the University of Florida. Whereas others would have turned their backs on a university so hostile, Mr. Starke remains committed to the success of the University of Florida and our students.

A Distinguished Achievement Award with Honorary Degree will not make up for the law school's disgraceful past. But such recognition will signal our regret and our hopes that no student will ever again encounter what Mr. Starke endured. For the future of the College of Law and the future of the university, I urge you to bestow upon Mr. Starke a Distinguished Achievement Award and Honorary Degree.

Very truly yours,

A handwritten signature in black ink that reads "Laura A. Rosenbury". The signature is written in a cursive style with a large, stylized initial 'L'.

Laura A. Rosenbury
Dean and Levin, Mabie and Levin Professor



KIMBERLY LAMBERT ADAMS
BRIAN H. BARR
MICHAEL C. BIXBY
M. ROBERT BLANCHARD
BRANDON L. BOGLE
W. TROY BOUK
WESLEY A. BOWDEN
VIRGINIA M. BUCHANAN
WILLIAM F. CASH III
JEFF GADDY
REBECCA D. GILLILAND
(LICENSED ONLY IN ALABAMA)

RACHAEL R. GILMER
FREDRIC G. LEVIN
MARTIN H. LEVIN
ROBERT M. LOEHR
STEPHEN A. LUONGO
M. JUSTIN LUSKO
NEIL E. McWILLIAMS, JR.
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TROY A. RAFFERTY
MATTHEW D. SCHULTZ
W. CAMERON STEPHENSON
THOMAS A. TAYLOR
LEO A. THOMAS
BRETT VIGODSKY

OF COUNSEL:
LAURA S. DUNNING
(LICENSED ONLY IN ALABAMA)
BEN W. GORDON, JR.
ARCHIE C. LAMB, JR.
PAGE A. POERSCHKE
(LICENSED ONLY IN ALABAMA)
CHRISTOPHER V. TISI
(LICENSED IN WASHINGTON, D.C.
AND MARYLAND)
LEFFERTS L. MARIE, JR. (1925-1996)
D.L. MIDDLEBROOKS (1926-1997)
DAVID H. LEVIN (1928-2002)
STANLEY B. LEVIN (1938-2009)

September 21, 2018

University of Florida
Levin College of Law
Laura Rosenbury
Box #117633
Gainesville, FL 32611

Re: Nomination of George Starke Jr. for University Distinguished Achievement Award with Honorary Degree

Dear Dean Rosenbury:

I wanted to write this letter in support of the nomination of my friend, George Starke Jr., for a University Distinguished Achievement Award with Honorary Degree. In reflecting on George and his admission to the University of Florida College of Law in September of 1958, it becomes significant at this time to think of the integration of the University of Mississippi. That occurred in September of 1962 when James Meredith, a black U.S. Military Veteran, enrolled.

There was a riot where two civilians were killed and over 300 people were injured, including one-third of the U.S. Marshals. Then on June 11, 1963, African Americans Vivian Malone and James Hood preregistered for the University of Alabama where Governor Wallace made his promise of "segregation now segregation tomorrow and segregation forever" and blocked the entrance. It was at that time that President John F. Kennedy authorized the federalization of the Alabama National Guard ordering Wallace to step aside and both Malone and Hood integrated the university.

Thinking back to September 1958, I, along with 360 other freshmen, entered the University of Florida College of Law. We were in the law school auditorium at the intersection of University and 13th Avenues when the back door of the auditorium opened. As I looked around, everyone (except 1 white female) were white males. Coming in the back door was an African American dressed in a suit. This gentleman, George Starke Jr., began what had to be three miserable semesters for him. Neither the Dean nor any of the Professors wanted George to

Page 2
September 21, 2018

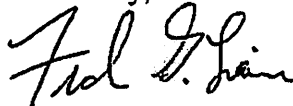
succeed and they did everything they could to prevent this from happening. It's amazing that George was able to last even three semesters.

George Starke Jr. successfully integrated a public institution within the State of Florida years before the University of Mississippi and the University of Alabama. During his time at the law school, it appeared that all of the other freshmen had groups that would study together. That is, all except George and myself. Of course, the reason George was not included was that he was an African American and the reason I was not included is that I probably had the lowest undergraduate GPA of any of the 360 students. What was interesting is that after the first semester, I was leading the class (grade point average) and George and I became study partners. Thereafter, George became accepted by the great majority of his classmates but unfortunately to no avail.

George Starke Jr., in this day and time, would have clearly been a graduate of our law school. Unfortunately, it was a different time. I wholeheartedly endorse George Starke Jr. for a University Distinguished Achievement Award with Honorary Degree. However, it is almost 60 years too late.

I returned to Pensacola to practice law where there were 4 restrooms in the courthouse. There was a restroom for colored men and one for colored women. There was a restroom for white men and one for white women. Thank God that has changed.

Sincerely,

A handwritten signature in cursive script, appearing to read "Fred G. Levin".

FREDRIC G. LEVIN

Scott G. Hawkins
*Florida Bar Board Certified
Business Litigation Attorney*
561-650-0460
Fax: 561-650-5300
shawkins@jonesfooster.com

September 27, 2018

Distinguished Award Selection Committee, University of Florida

Re: Nomination of George Starke, Esquire

This letter is written to express strong support of the nomination of George Starke for an honorary degree. I am writing this letter in my capacity as Chairman of the Board of Trustees of the Levin College Law Center Association. Our Board is comprised of over 60 active members and over 300 emeritus members who represent a diverse group of Trustees dedicated to the mission of the University of Florida and its College of Law.

There is no question that an important inflection point in the history of the University of Florida, Levin College of Law was the admission in 1958 of George Starke. Mr. Starke was then the first black student to enroll at the University of Florida, College of Law. His admission represents an important milestone in the history of the University of Florida, its College of Law and legal education within Florida and the South.

George Starke is regarded as a man of integrity and courage. It was a major act of courage to enter the University of Florida, College of Law in 1958 as its first black student. By all accounts, Mr. Starke encountered various challenges and various forms of discrimination at the College in the Fall of 1958.

I deeply respect Mr. Starke in taking on the challenge of being the first black student at the now Levin College of Law and understand that Mr. Levin, for whom the college is named, has also written a strong letter of support, which I deeply appreciate. In addition I want to commend not only Mr. Starke for taking on the challenge of being the first admitted black law student, but to recognize the efforts of Virgil Hawkins who paved the way prior to Mr. Starke and of the many distinguished black students and graduates who have attended and matriculated through the University of Florida, Levin College of Law.

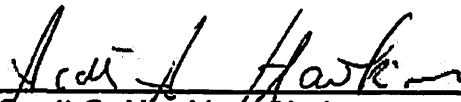
From my vantage point, it was the leadership of Virgil Hawkins and George Starke that paved the way in expanding opportunities for black law students and all minorities to advance their educations at the University of Florida, Levin College of Law.

I strongly urge the committee to confer an honorary degree on Mr. Starke in light of the momentous achievement reflected in his enrollment. I appreciate your careful attention to this matter and respect your consideration of its significance in light of Florida history and legal education throughout the South.

On behalf of the University of Florida Law Center Association I wish to express my gratitude for your commitment to advancing the University of Florida and its College of Law in your efforts.

Very truly yours,

JONES, FOSTER, JOHNSTON & STUBBS, P.A.

By 
Scott G. Hawkins, Chairman
University of Florida Law Center Association Board of Trustees

SGH: of

cc: Dean Laura Rosenbury, Esq.

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**James C. Cunningham, Jr.
15515 Miami Lakeway North
Unit 102
Miami Lakes, FL 33014**

September 26, 2018

VIA ELECTRONIC MAIL

**University Awards Committee
University of Florida
Gainesville, FL**

**Re: Support for University Distinguished Achievement Award and Honorary Degree
For Mr. George H. Starke, Jr.**

Dear Committee:

I write to support the nomination of Mr. George H. Starke, Jr. to receive a University Distinguished Achievement Award and an Honorary Degree.

Mr. Starke's enrollment at the University of Florida ("UF") in 1958 was an exercise of personal courage to demand for himself and those to come after him that the State of Florida make available to all Floridians the rights and privileges to which each was entitled. This was a demand that carried with it the very threat of death.

For those who did not live in the South in the 1950s and 1960s, it is difficult to imagine the anger and degradation visited upon blacks in their everyday lives. In that time, blacks lived in segregated neighborhoods; attended segregated churches; largely shopped in segregated stores (if blacks were allowed to shop in a white store blacks were not allowed to fit clothes or shoes); drank from segregated water fountains; were denied credit by financial institutions; and were forced to use the back doors of white doctors' offices if the white doctors would serve a black. And, blacks attended segregated schools.

Mr. Starke's enrollment at UF in 1958 was just four years after the United States Supreme Court's decision in *Brown v. Bd. Of Topeka, Kansas* to which there was massive resistance across the South. The late Harry Byrd, then a United States Senator from Virginia, and one hundred other southern politicians issued their *Southern Manifesto* in which they agreed to resist implementation of *Brown*. The late James Eastland, then a United States Senator from Mississippi, declared that the South would not abide nor obey *Brown*. Some public schools in the South were even closed to avoid *Brown's* command that integration be accomplished with all deliberate speed. This was the environment in the South of 1958 when Mr. Starke entered UF.

When Mr. Starke became a student at UF, he carried on his shoulders the hopes and demands for the legal rights and privileges of his entire race. Indeed, his personal success would be racial success as it would demonstrate to everyone that blacks could successfully compete on the same platform as whites. Mr. Starke's admission and success would "uplift the race." Regretfully, he could not complete his mission nor his degree.

Like Mr. Starke, I am black. If one accepts Mr. Neil Armstrong's declaration "one small step for man; one giant leap for mankind," then Mr. Starke's one step was indeed a giant leap. It was because of Mr. Starke's enrollment in 1958 that my own enrollment in 1973 was not as traumatic and my experiences better than his. It was because Mr. Starke preceded me that during my UF years, I did not have to sit alone in classes as he did. I did not have to be accompanied to classes by undercover law enforcement as he was. Instead, I was able to join a social fraternity that had been exclusively white; elected President *Pro Tempore* of the Student Senate; elected to membership in Omicron Delta Kappa; selected as Outstanding Greek Man of the Year; elected to membership in and President of Florida Blue Key (to which Mr. Starke was elected honorary membership 20 years after he left UF); elected Chairman of the J. Wayne Reitz Union Board of Managers; and elected to UF's Student Hall of Fame. After undergraduate school, I enrolled in UF's law school from which I later graduated. I tell you this because Mr. Starke's one small step advanced and made possible my own enjoyment of all that I chose to experience as a UF student. I acknowledge that I literally stood on Mr. Starke's shoulders.

By recognizing Mr. Starke's personal courage for accepting the challenge of becoming the first black student at UF, the University will also recognize its own attempt to make available to all Florida's citizens the rights and privileges to which each was entitled. While it is truly sad that race has so long divided this nation, it is necessary and right to recognize those who helped, in their own way, to heal the nation. Awarding a University Distinguished Achievement Award and Honorary Degree to Mr. Starke recognizes that Mr. Starke took a giant leap on behalf of all Americans to heal our nation, enriched the experiences of minority students who came after him and was a giant leap towards making UF what it is today. For that, I believe an award to Mr. Starke of a University Distinguished Achievement Award and Honorary Degree is appropriate.

Sincerely,

s/ James C. Cunningham, Jr.

James C. Cunningham, Jr.
J.D. '78; B.A. '76

JCCjr/



Fredric G. Levin College of Law

Katheryn Russell-Brown

Chesterfield Smith Professor of Law and

Director, Center for the Study of Race and Race Relations

316 Holland Hall

PO Box 117625

Gainesville, FL 32611

352-273-0912 Direct

352-392-3005 Fax

RussellBrownK@law.ufl.edu

September 26, 2018

Dear Selection Committee,

I write to enthusiastically recommend George H. Starke, Jr., for a University Distinguished Achievement Award and an honorary Doctor of Laws degree, conferred by the University of Florida's Levin College of Law. I have known Mr. Starke for six years. He has been a great supporter of the work of UF's Center for the Study of Race and Race Relations, which I direct.

In 1958, Mr. Starke was the first African American admitted to the University of Florida. He completed three semesters of study but did not finish the requirements for a law degree. As the first Black student, he was under an enormous amount of pressure to succeed. This is in addition to the weight carried by the average law student. Mr. Starke became a businessman and has had a long, distinguished career as a mortgage broker and business owner. In a recent editorial, I detail Mr. Starke's university legacy. <https://www.gainesville.com/opinion/20180915/katheryn-russell-brown-desegregation-at-uf-60-years-later>

Awarding an honorary law degree to Mr. Starke would stand as a strong statement of how invaluable his desegregation efforts are to the University of Florida. While Mr. Starke's actions came at great personal cost to him, they created benefits for thousands of students and changed the course of the University of Florida's history. A Distinguished Achievement Award and an honorary degree are well-deserved honors for Mr. Starke as the first Black student admitted to the University of Florida.

Sincerely,

A handwritten signature in black ink, appearing to read "Kathryn Russell-Brown".

Katheryn Russell-Brown

Gainesville Sun
September 15, 2018

<https://www.gainesville.com/opinion/20180915/katheryn-russell-brown-desegregation-at-uf-60-years-later>

OPINION

By Katheryn Russell-Brown: Desegregation at UF, 60 years later

On Sept. 15, 1958, when George H. Starke Jr. began law school at the University of Florida, he was the first black person in the university's century-long history to receive admission. In June 1958, the federal district court ordered UF to open its graduate programs to all qualified applicants, regardless of race. Starke, who grew up in Sanford, was 27 when he began his legal studies at UF.

Starke's father was also a trailblazer. In 1927, Dr. George Starke opened his own medical practice in Sanford, and was the first black doctor to gain membership into the Florida Medical Association. Mattie Starke, his mother, was a high school teacher and librarian.

Aware that Florida schools were beginning to desegregate, Starke applied to UF's law school. Family members were supportive but cautious. His mother was worried about him being the first black student at a southern white college.

Before he could begin, he had to take the law school admissions test. When he showed up to take the exam (at the University of South Carolina), all eyes were on him. Of the 700 people, he was the only black student. As the proctor was reviewing the rules, Starke was told to step outside where administration officers said he would have to take the exam elsewhere. His presence, they said, made other students feel uncomfortable.

On the surface, Starke's arrival at UF was uneventful. On the first day of classes, there were no visible protests, no angry mobs gathered to greet him. However, tolerance is not the same as acceptance. For the most part, Starke was ignored by his classmates. He did manage to make some friends, including Fred Levin.

The threat of violence, however, was ever-present. The university had received threats targeting Starke. In response, Florida Highway Patrol officers, posing as law students, escorted him to class and the library. Starke lived off campus with relatives, because he said, "Who knows what could've happened?"

At night, a Gainesville Police officer was posted across the street from Starke's house. Before heading to Orlando to visit his family for Thanksgiving, school administrators gave Starke a warning. They cautioned him to avoid driving through the Ocala National Forest. There was a large Ku Klux Klan presence in Ocala and Starke's presence at UF had come up at KKK meetings. He took this advice and drove the longer, safer route.

Ultimately, the pressure of being the first and only black at UF took a physical and emotional toll. In 1960, after three semesters, Starke withdrew. He says that his studies would have been “a lot different had I been the third or fourth [black student].” And, he says, “I would not want to be the first [again] because the pressure is just too overwhelming.”

Starke had planned to complete his law degree but his professional path took a different turn. He has worked as a mortgage broker, investment banker and energy consultant, and has been a business owner for over 40 years. Over the years, Starke has had a continuing relationship with UF. He’s a Florida Blue Key member, and a former member of the UF Alumni Association’s board of directors and the UF Foundation’s D.C. Council.

Starke’s story is part of a much broader history in Florida, of race, politics, sociology and economics. Starke is one of many whose actions pushed for racial equality in Florida’s public education system — a public education system that denied access to millions of tax-paying black Floridians. Starke and other desegregation “first responders”— most notably, Virgil Hawkins — made it possible for thousands of black students to attend and graduate from UF.

Over last two years, UF has earned its place as a top-10 public university. During this same time period, a growing number of colleges across the country are coming to terms with their own racial histories.

UF, the state’s flagship institution, should undertake an examination of its racial history as well. As part of its educational excellence, UF should consider honoring the labors and sacrifices of Starke and the others who fought to remove racial barriers to admission, by establishing a capstone course on “Race, History and the University of Florida.”

On Nov. 7, UF’s Center for the Study of Race and Race Relations will host an event commemorating this milestone anniversary. Mr. Starke will attend, and we look forward to honoring him.

Katheryn Russell-Brown is the Chesterfield Smith professor of law and director of the Center for the Study of Race and Race Relations at the UF Levin College of Law.

Distinguished Award Selection Committee
University of Florida

September 25, 2018

Dear Selection Committee,

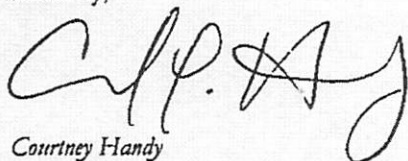
It is with distinct pleasure that the W. George Allen Chapter of the Black Law Students Association (BLSA) offers this letter in support of Mr. George Starke receiving the Distinguished Achievement Award and an Honorary degree. We recognize Mr. Starke for his monumental efforts in leading the desegregation efforts at the University of Florida Levin College of Law (UF Law). The W. George Allen Chapter of the Black Law Students Association is forever indebted to Mr. Starke and many others, who sacrificed their time, effort, and legal educations to combat segregation and to substantially contribute to the history of the University of Florida.

The legacy left by Mr. George Starke has helped shape the UF Law campus. As the first, and only, African-American student in his class, he faced the harsh realities of a black student in a segregated school. He endured intense threats of violence and the consistent pressure to exceed performance expectations. Although Mr. Starke was unable to finish his legal education at UF Law, his admission and attendance at helped pave the path for future generations.

Now, 60 years later, the law school has only continued to grow in diversity. This led to the creation of BLSA. BLSA is an organization which aims to promote the professional needs and aspirations of Black law students. BLSA also aims to support a cooperative environment that encourages collaboration and to supply a voice for Black students to convey their concerns at the law school. We are able to function in this capacity and contribute to the greater community because of the work of Mr. Starke. His courage and persistence remain a shining example for not only Black students, but all students, at UF Law.

The legacy of Mr. Starke is evidenced through the success of our Chapter and its members who graduate from the University of Florida and begin careers that reflect principles of equality, high-achievement, and the pursuit of justice. We are honored to write this letter in support of awarding Mr. George Starke the Distinguished Achievement Award and an Honorary degree from the University of Florida.

Sincerely,



Courtney Handy

2018 – 2019 President
W. George Allen Chapter, Black Law Students Association
University of Florida Levin College of Law

October 22, 2018

**To the Distinguished Achievement Award and Honorary Degree Committee
and President Fuchs:**

On behalf of the Levin College of Law faculty, it is my honor to write this letter of strong endorsement of the nomination of George Starke to be awarded a Distinguished Achievement Award and Honorary Degree.

Mr. Starke's nomination came before the Diversity and Community Relations Committee, of which I am the current Chairperson. The committee solicited input from the entire faculty, and I am pleased to say that the enthusiastic response of the faculty and committee was unanimously positive.

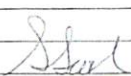
We are proud of what such recognition will signal to past, present and future members of Levin College of Law, the University of Florida, and to the public at large. Most of all, we are elated that Mr. Starke would be present to accept the honor and be known for the rest of his life as George Starke, Juris Doctor.

Sincerely,



**Robin Davis, Esq.
Chairperson, Diversity and
Community Relations Committee
Director, Institute for Dispute Resolution
Senior Legal Skills Professor
Fredric G. Levin College of Law**

Call for Nominations

Nominator's Name: Glenn E. Good
 Department: College of Education
 Address: 2-083D Norman Hall P.O. Box 117040 Gainesville, FL 32611
 Phone: 352-273-4135 Fax: 352-846-6623
 Email: ggood@coe.ufl.edu
 Signature of Nominator: 

The Committee on Honorary Degrees and Distinguished Awards Committee 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: James B. Patterson
 Affiliation: Donor and Partner
 Business Address: 1290 Avenue of the Americas, New York, NY 10104
 Home Address: 710 S. Ocean Boulevard, Palm Beach, FL 33480-4813
 Phone: Home 212-764-6455 Business 800-759-0190 Fax: _____
 Email: mjny@aol.com

Nominated for (PLEASE CHECK ONE):

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

Because the University of Florida is a public university and part of the State University System, the university's policy is that elected or appointed officials of the State of Florida or the Federal Government to whom the university is directly or indirectly answerable are ineligible for honorary degrees and distinguished awards. Current faculty members, officers, an employees of the university are also ineligible

- | | |
|---|--|
| ☐ Doctor of Arts | ☐ Doctor of Music |
| ☐ Doctor of Commerce | ☐ Doctor of Pedagogy |
| ☐ Doctor of Divinity | ☐ Doctor of Pharmacy |
| ☒ Doctor of Education | ☐ Doctor of Public Administration |
| ☐ Doctor of Fine Arts | ☐ Doctor of Public Service |
| ☐ Doctor of Humane Letters | ☐ Doctor of Science |
| ☐ Doctor of Laws | ☐ Doctor of Technology |
| ☐ 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 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

Biography of James Patterson

James Patterson has created more enduring fictional characters than any other novelist writing today with his Alex Cross, Michael Bennett, Women's Murder Club, Private, NYPD Red, Daniel X, Maximum Ride, and Middle School series. As of January 2016, he has sold over 375 million books worldwide and currently holds the Guinness World Record for the most #1 *New York Times* bestsellers. In addition to writing the thriller novels for which he is best known, he also writes children's, middle-grade, and young-adult fiction and is also the first author to have #1 new titles simultaneously on the *New York Times* adult and children's bestseller lists.

The son of an insurance salesman and a schoolteacher, Patterson grew up in Newburgh, New York, and began casually writing at the age of nineteen. In 1969, he graduated from Manhattan College. He was given a full ride to Vanderbilt University's graduate program in English but dropped out after a year, knowing that he wouldn't be able to continue reading and writing for pleasure if he became a college professor.

Instead, he moved to New York to become a junior copywriter for the advertising agency J. Walter Thompson, eventually becoming CEO of its North American company.

In 1976, while still working for J. Walter Thompson, Patterson published his first novel, *The Thomas Berryman Number*, with Little, Brown and Company. After being turned down by thirty-one publishers, it won the Edgar Award for Best First Novel. Patterson's 1993 novel, *Along Came a Spider*, his first novel to feature Alex Cross, was also his first *New York Times* bestseller in fiction.

In 2001, Morgan Freeman starred as Alex Cross in a film adaptation of *Along Came a Spider*, and Tyler Perry also played the character in the 2012 film *Alex Cross*. A film adaptation of Patterson's middle-grade novel *Middle School: The Worst Years of My Life* was released in theaters in October 2016.

For his initiatives to help kids become passionate readers and for his philanthropic efforts, Patterson was awarded the National Book Foundation's 2015 Literarian Award for Outstanding Service to the American Literary Community.

James Patterson has donated more than one million books to students, emphasizing some of the most under-resourced schools and youth programs in the country. In 2015, Patterson donated \$1.75 million to public school libraries throughout the United States, \$1 million to independent bookstores, and a further \$250,000 in holiday bonuses to individual bookstore employees. He also gave \$1 million to independent bookstores in 2014.

Patterson has recently donated over \$26 million to his and his wife's alma maters—the University of Wisconsin, Vanderbilt University, and Manhattan College—and he has established over four hundred Teacher Education Scholarships at twenty-four colleges and universities

throughout the country. Patterson has also donated over 650,000 books to U.S. soldiers at home and overseas.

In May 2015, Patterson launched a new children's book imprint at Little, Brown, called JIMMY Patterson, that is unwaveringly focused on one goal: turning kids into lifelong readers. This imprint also provides resources, strategies, and programs to serve teachers, parents, librarians, and booksellers. Patterson invests proceeds from the sales of JIMMY Patterson Books in pro-reading initiatives.

Patterson has also founded ReadKiddoRead.com, a website designed to help parents, teachers, and librarians ignite a new generation's excitement for reading. Awarded the National Book Foundation's Innovations in Reading Prize and the American Library Association's Great Websites for Kids, the site features thoughtful book reviews from a variety of genres and age ranges, a large and lively Facebook community, and contributions from other authors.

Mr. Patterson's awards for adult and children's literature include the Edgar Award, the International Thriller of the Year Award, and the Children's Choice Award for Author of the Year.

He lives in Palm Beach, FL with his wife, Sue, and his son, Jack.

Giving Back to Higher Education

The Patterson Family Foundation has given over \$26 million to the alma maters of James and Sue Patterson: **Vanderbilt University, Manhattan College, and the University of Wisconsin.**

College Scholarships

The Patterson Family Foundation has awarded over seven million dollars in scholarships to students at 24 different colleges. The James Patterson Teacher Education Scholarships support up-and-coming teachers, who will help give kids the necessary foundation for lifelong reading enjoyment, at the following schools:

Appalachian State University - Reich College of Education
Emporia State University - The Teachers College
Florida Atlantic University - College of Education
Howard University - School of Education
Michigan State University - College of Education
Montclair State University - The College of Education and Human Services
Morgan State University - School of Education and Urban Studies
Mississippi State University - College of Education
Relay Graduate School of Education
State University of New York–Geneseo - Ella Cline Shear School of Education
Texas State University–San Marcos - College of Education
Tougaloo College - Division of Education, Supervision and Direction
Towson University - College of Education
University of Alabama - College of Education
University of Arkansas - College of Education and Health Professions
University of Florida - College of Education
University of the Pacific - Gladys L. Bernerd School of Education
University of Pennsylvania – College of Arts and Sciences
University of San Francisco - School of Education
University of Southern California - Rossier School of Education
University of Washington - College of Education

Additionally, the Patterson's support the **A.W. Dreyfoos School of the Arts** in West Palm Beach, most recently sponsoring the school's annual holiday prism concert. The school is consistently ranked as one of the highest-performing public schools in the nation and sends more kids on to Juilliard than any other school in the country.

After-school reading programs are also in place at four Palm Beach County middle schools where up to 1,000 books have been donated.

National, International, and Community

James Patterson is founding partner with the Duchess of Cornwall of the Children's Reading Fund (UK); Vice Chairman of the Board for WXEL-TV, South Florida's public television station; Co-chair, World Book Night (2013).

James Patterson's Awards

- National Book Foundation's 2015 Literarian Award for Outstanding Service to the American Literary Community
- National Parenting Publications Honors Awards
- International Reading Association's Young Adults' Choices Booklist
- American Library Association "Teens Top Ten" Pick
- London Times Book Sense Children's Pick
- 2012 Author of the Year (Middle School: The Worst Years of My Life)
- Children's Choice Book Awards
- Author of the Year 2010 for Max
- 2011 Teen Choice Book of the Year (Fang), Nominee

Awards for ReadKiddoRead

- Winner of the National Book Foundation's Innovations in Reading Prize
- Winner of the American Library Association's Great Websites for Kids

UF Giving Brief

James B. Patterson

Palm Beach, FL

Capacity rating: \$10M-\$24,999,999



James Patterson is an American best-selling author known for his suspense/thriller novels. Through the Patterson Family Foundation, he has committed over \$3.5M to the UF College of Education for annual scholarships to support future teachers. In 2017, James Patterson also committed \$3M to establish the James Patterson Literacy Challenge.

Giving Summary:

Fund #.	Name of fund	Amount
022577	James Patterson Literacy Challenge	\$3,000,000
018741	James Patterson Teacher Education Scholarships	\$528,000

James Patterson Teacher Education Scholarships were established in 2013, to support 16 scholarships to College of Education students who have expressed interest in pursuing a career as an elementary or secondary school teacher, preferably in the English language arts. The scholarships are renewable for the students' subsequent year of study until graduation from the teacher preparation program.

The scholarship has supported 28 students. 11 have graduated from the College of Education teacher preparation program.

James Patterson Literacy Challenge was established in 2017 to support the University of Florida Literacy Initiative with a goal of increasing literacy proficiency among 3rd-5th graders in the state of Florida.

September 10, 2018

Dear Honorary Degree Nomination Committee:

It is my great pleasure to nominate James Brendan Patterson for an honorary doctorate degree from the University of Florida. Mr. Patterson's career and recognitions are consistent with the best of the Gator Nation values and are described in some detail in other supporting material.

A quick review of his biographical information notes James Patterson was born in Newburgh, New York on March 22, 1947. His career as an American author, best known for his mystery and thriller novels, young-adult fiction, and children's books, began in 1976 with his first novel, *The Thomas Berryman Number*. Patterson has since authored over 147 novels, earning him the Guinness World Record for the most #1 *New York Times* bestsellers, as well as the honor of being the first author to have #1 new titles simultaneously on the *New York Times* adult and children's bestseller lists.

James Patterson has also been awarded the National Book Foundation's 2015 Literarian Award for Outstanding Service to the American Literary Community for his many initiatives to help children become passionate readers as well as for his tremendous philanthropic efforts. Patterson has donated over one million books to students, and millions of dollars to higher education, school libraries, and youth programs across the country. He has recently written a children's book focused specifically toward turning kids into lifelong readers, and launched ReadKiddoRead.com, a website designed to help parents, teachers and librarians ignite a new generation's excitement for reading. Mr. Patterson's awards for adult and children's literature include the Edgar Award, the International Thriller of the Year Award, and the Children's Choice Award for Author of the Year.

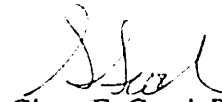
Mr. Patterson has also been an ardent supporter and champion of literacy and education in the state of Florida. The Patterson foundation has provided \$528,000 in scholarships to UF students seeking to become teachers. Additionally, the Patterson Foundation has provided \$3,000,000 to launch the James Patterson Literacy Challenge, designed to improve literacy across the state. Further evidence of his personal commitment to improving literacy and education is apparent from his traveling to Tallahassee and meeting with state government officials and advocating for literacy interventions and effective public education as key components to strengthening society.

The faculty of the UF College of Education wholeheartedly support Mr. James B. Patterson's receipt of an honorary Doctor of Education degree. A committee of faculty members met to review and discuss the materials of his application, after which, they came to the unanimous decision to enthusiastically endorse this special honor for the college. The committee noted

his literary accomplishments and contributions to promoting literacy in particular and advancing education in general clearly surpass the expectations for candidates for this degree.

In summary, Mr. James Patterson is an extraordinarily accomplished author, and an outstanding advocate for literacy and public education. He earns my strongest and unqualified support for receipt of an honorary Doctor of Education degree. I am confident that the members of the Honorary Degree Committee will be pleased with their decision for generations to come. Please contact me if I can provide additional information about this most worthy nominee.

Sincerely,

A handwritten signature in dark ink, appearing to read 'Glenn E. Good', written in a cursive style.

Glenn E. Good, Ph.D.
Dean and Professor

September 14, 2018

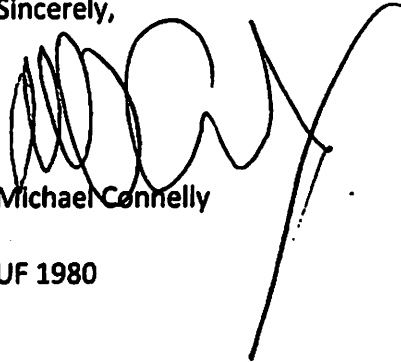
To Whom It May Concern:

I have known James Patterson since the early 1990s, when he took the time to encourage my then new career as a novelist. Once I was on a book tour, travelling to bookstores just a few weeks after James had made the same circuit. I found he had left a letter for me at some of the stores with words of encouragement just as I needed them. This is the kind of person he is.

That is the quiet James Patterson. On a more public level he has sought to use his position and success to promote literacy through many different means, large and small. You of course know about the James Patterson Literacy Challenge. But did you know he funded a "book bus" that provided children with reading materials in low economic areas of Tampa, or that he has sent thousands and thousands of books to U.S. troops in harm's way.

All of these efforts and the ones we don't even know about make him a fantastic candidate for an honorary doctorate from the University of Florida. As a graduate of this wonderful school, this would just be another moment that makes UF the best place in the country to learn.

Sincerely,

A handwritten signature in black ink, appearing to read 'Michael Connelly', with a long, sweeping line extending from the end of the signature.

Michael Connelly

UF 1980

Michael Connelly – 8672 Franklin Avenue, Los Angeles, California 90069

September 12, 2018

To Whom It May Concern:

I am delighted to wholeheartedly support the nomination of Mr. James Patterson for an honorary degree from the University of Florida. In addition to being the world's best-selling author, Mr. Patterson is a steadfast advocate for literacy, and his generous support of the work of the University of Florida Literacy Initiative (UFLI) is making a tremendous impact in the state's schools.

Only about 43% of third-grade students in Florida reach grade-level expectations in reading, and many teachers don't have sufficient knowledge and skills to help their struggling students. In 2017, Mr. Patterson pledged \$3 million to UF to create the *James Patterson Literacy Challenge* (JPLC) specifically to tackle this persistent problem. This comprehensive effort addresses the issue of inadequate literacy achievement both broadly and deeply. To act broadly and reach as many children as possible, the JPLC is creating high quality online literacy professional development content to be available to teachers across the state and beyond. To address the problem more deeply, the JPLC is working intensively with some of Florida's most chronically low-performing schools to provide transformative professional development designed to help them turn around the literacy performance of their students.

UFLI has a long history of making an important difference on a small scale, limited mostly to the teachers we prepare and to schools in Alachua County. Mr. Patterson is helping us expand our reach in important new ways, helping many more children and teachers than ever before. Besides being extremely generous, Mr. Patterson is also thoroughly committed to this work and engaged in very real ways. While on his book tour promoting his recent collaboration with President Clinton (i.e., *The President is Missing*), Mr. Patterson has taken every opportunity to tell people about the work we're doing at UF. President Clinton told us that Mr. Patterson "talks about that project all the time." Subsequently, he has discussed our work on the Today Show, in an interview for USA Today, and many other venues. The exposure he has brought to our work is having a tremendous impact on our ability to expand into more schools and help more teachers and students. Mr. Patterson visited one of the JPLC summer academies for teachers, and he talked with the teachers to encourage them and share his infectious passion for literacy. He also visited Tallahassee with us to meet with state legislators to share the importance of our work. He is working with the project team to create a documentary series about the lives being changed through the JPLC. We meet with him monthly to keep him up-to-date on our progress on all aspects of the project. He has called his involvement in this work the most important thing he's ever done, and I believe that he means it.

In addition to his work with UF, Mr. Patterson champions reading in many other ways through his support of libraries, independent bookstores, teachers, students, and others. Spurred by his own son's reluctance to read, Mr. Patterson has authored books aimed at children and youth of all ages. He created an online literacy resource for parents, teachers, and librarians called ReadKiddoRead.com. He sponsors an annual giveaway—\$2 million this year alone—through the publisher Scholastic to help teachers expand their classroom libraries. He has donated over \$1 million to support holiday bonuses for employees of independent bookstores. He established College Book Bucks, a program that awards book gift certificates to college-bound students. He has also donated over 200,000 books to members of the United States military. Finally, he has set up the James Patterson Teacher Education Scholarship to support future teachers in more than 20 colleges of education, including UF's.

James Patterson is an extremely generous philanthropist, but he is so much more. He is helping the University of Florida exponentially increase its impact on literacy, addressing an incredibly important need for our state. He is most deserving of an honorary degree from UF.

Sincerely,

A handwritten signature in black ink, appearing to read "Holly Lane".

Holly Lane, Ph.D.

Director

School of Special Education, School Psychology, and Early Childhood Studies

University of Florida Literacy Initiative

James Patterson Literacy Challenge



College of Education

140 Norman Hall
PO Box 117044
Gainesville, FL 32611-7044
352-273-4140 Tel.
352-392-034 Fax

September 13, 2018

Dean Honorary Degree Nomination Committee,

On behalf of the faculty of the College of Education, we acknowledge that the awarding of an honorary Doctor of Education degree is in recognition of eminent achievement in scholarship or high distinction in public service, which exemplifies the purposes and ideals of the University of Florida. Upon our review of the nomination materials we find Mr. James Paterson, a prolific and popular author of books for children and adults and a passionate champion for literacy, to demonstrate a distinguished record of sustained achievement that is of lasting significance and value.

Mr. Patterson, a resident of Florida, has directed his advocacy for literacy through significant, sustained, and meaningful ways within the state of Florida and across the nation through his support of libraries, independent bookstores, teachers, students, and others. Most notable is Mr. Patterson's generous support of \$3 million to partner with the University of Florida in creating the *James Patterson Literacy Challenge* to provide transformative professional development for teachers designed to help them turn around the literacy performance of their students in chronically low-performing Florida schools. Beyond financial support, the nomination materials describe Mr. Patterson's personal engagement with the faculty of the University of Florida Literacy Initiative, meeting with teachers and traveling to Tallahassee to talk with legislators about the importance of this work.

Mr. Patterson's record of outstanding public service to enhance literacy combined with the realities that fewer than half of third-grade students in Florida reach grade-level expectations in reading and many teachers have insufficient knowledge and skills to help these struggling students, we view Mr. Patterson's achievements as most worthy of bestowing upon him the Doctor of Education degree.

Sincerely,

Jean B. Crockett, Ph.D.
School of Special Education, School Psychology and Early Childhood Studies

Corinne Manley, Ph.D.
School of Human Development and Organizational Studies in Education

Elizabeth Washington, Ph.D.
School of Teaching and Learning

Call for Nominations

Nominator's Name: David E. Richardson
 Department: Dean and Professor, College of Liberal Arts and Sciences
 Address: PO Box 117300, Gainesville FL 32611
 Phone: 352-392-0780 Fax: 352-392-3584
 Email: der@ufl.edu
 Signature of Nominator: *DERICHARDSON*

The Committee on Honorary Degrees and Distinguished Awards Committee 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: Walter Isaacson
 Affiliation: Tulane University History Department
 Business Address: 6823 St. Charles Ave., New Orleans, LA 70118
 Home Address: _____
 Phone: Home _____ Business 504-865-5162 Fax: _____
 Email: isaacson@tulane.edu

Nominated for (PLEASE CHECK ONE):

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

Because the University of Florida is a public university and part of the State University System, the university's policy is that elected or appointed officials of the State of Florida or the Federal Government to whom the university is directly or indirectly answerable are ineligible for honorary degrees and distinguished awards. Current faculty members, officers, and employees of the university are also ineligible.

- | | |
|---|--|
| ☐ Doctor of Arts | ☐ Doctor of Music |
| ☐ Doctor of Commerce | ☐ Doctor of Pedagogy |
| ☐ Doctor of Divinity | ☐ Doctor of Pharmacy |
| ☐ Doctor of Education | ☐ Doctor of Public Administration |
| ☐ Doctor of Fine Arts | ☐ Doctor of Public Service |
| ☐ Doctor of Humane Letters | ☐ Doctor of Science |
| ☐ Doctor of Laws | ☐ Doctor of Technology |
| ☒ 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

October 1, 2018

Honorary Degrees and Distinguished Awards Committee

Members of the Selection Committee:

It is my great pleasure to nominate **Walter Isaacson** to receive an Honorary Degree (Doctor of Letters) from the University of Florida. Isaacson's accomplishments are numerous and diverse. He is a renowned biographer, a groundbreaking journalist, and an inspired leader in public policy and intellectual endeavors.

Isaacson is a distinguished writer and journalist. His latest book is the #1 *New York Times* bestseller *Leonardo da Vinci*, published in 2017. *The New Yorker* described the book as "A powerful story of an exhilarating mind and life...a study in creativity: how to define it, how to achieve it." The *San Francisco Chronicle* called it a "masterpiece." He has also written extraordinary and iconic biographies of Steve Jobs, Benjamin Franklin, Albert Einstein, and Henry Kissinger.

Isaacson has been the President and CEO of the Aspen Institute, a nonpartisan educational and policy studies organization based in Washington, D.C., where he now a Distinguished Fellow. He is a former Chairman and CEO of CNN. He is a member of the Board of Tulane University, where he is a professor of history and teaches a course on the History of the Digital Revolution.

Isaacson is a graduate of Harvard University (in history and literature) and Pembroke College of Oxford University, where he was a Rhodes Scholar. He is chair emeritus of Teach for America, which is credited with expanding awareness of teaching as a profession to a generation of college students. He is a member of the American Academy of Arts and Sciences, the Royal Society of the Arts, and the American Philosophical Society. He serves on the board of Bloomberg Philanthropies, the Rockefeller Foundation, the Society of American Historians, the U.S. Defense Department Innovation Board, the Carnegie Institution for Science, and My Brother's Keeper Alliance.

It is particularly appropriate to acknowledge Isaacson in this way as the University of Florida and the world celebrate Leonardo da Vinci on the 500th anniversary of his death. Leonardo was a leader of the Renaissance, and the simple roots of that genius are explored and explained in Isaacson's biography. Isaacson offers new discoveries about Leonardo's life and work, weaving a narrative that connects Leonardo's art to his science.

Walter Isaacson is an extraordinary candidate for this honor, and I am proud to nominate him for an Honorary Degree from the University of Florida. Given his academic training, it is appropriate that Liberal Arts and Sciences serve as the home college for the nomination. In vetting this nomination in the college, I asked the Department of History and the Department of English to review his record, since his undergraduate degree spanned those two disciplines. Letters of support have been provided by the chairs of the departments stating their support for the recognition. In addition, two letters from noted writers in the Department of English attest to the academic quality of Isaacson's work.

I am joined in this nomination by my colleagues Cammy Abernathy, Diane McFarlin, Onye Ozuzu, Judith Russell, and Adrian Tyndall. The breadth of support by deans of the university demonstrates the principal connection that Isaacson has with the University of Florida and its past and future. His career shows the power of a comprehensive world-view, just as UF's rise to the top tier of national universities is also driven by its comprehensiveness. Isaacson would serve as an indelible role model for UF students as they confront the future of arts, sciences, engineering, journalism, communications, and health science in society.

Thank you for your consideration of Walter Isaacson for this honor in recognition of his life's work.

Sincerely,



David E. Richardson
Dean, College of Liberal Arts and Sciences



To the Members of the Selection Committee,

We, the Deans of the Colleges of the Arts, Engineering, Journalism and Communications, and Medicine, along with the Dean of University Libraries, enthusiastically endorse David Richardson's nomination of Walter Isaacson to receive an Honorary Degree as Doctor of Letters from the University of Florida. Mr. Isaacson is known for many academic, philanthropic and non-profit endeavors. He is also an award-winning author and journalist, having served as the Chairman and CEO of CNN and as editor of TIME magazine. He recently stepped down as the CEO of the Aspen Institute, where he remained a Distinguished Fellow. He has received many honors and awards during his productive career, which spans decades of dedication to education.

Currently a Professor of History at Tulane University, his educational leadership includes chair emeritus of Teach for America and membership in the American Academy of Arts and Sciences, the Royal Society of the Arts, and the American Philosophical Society. He serves on the board of the Society of American Historians and the Carnegie Institution for Science.

To receive the award this year is especially appropriate as the University of Florida celebrates the 500th anniversary of Leonardo da Vinci's death. Isaacson's bestselling biography of da Vinci demonstrated the roots of da Vinci's intersections of painting, sculpting, architecture, inventing, anatomy, engineering and drafting – a true Renaissance man. Although much has been written about da Vinci, Walter Isaacson explored new territory that reveals details on the driving forces of da Vinci's accomplishments.

We wholeheartedly believe that Walter Isaacson deserves this honor and we thank you for your consideration of his receipt of a prestigious Honorary Degree from the University of Florida.

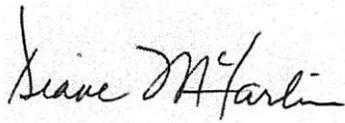
Sincerely,

A blue ink signature of Onye Ozuzu, written in a cursive style.

Onye Ozuzu
Dean of the College of the Arts

A black ink signature of Cammy Abernathy, written in a cursive style.

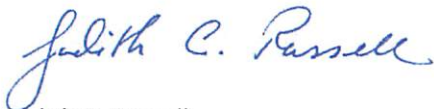
Cammy Abernathy
Dean of the College of Engineering



Diane McFarlin
Dean of the College of Journalism and Communications



Joseph A. Tyndall
Interim Dean, College of Medicine



Judith C. Russell
Dean of University Libraries



College of Liberal Arts & Sciences
Department of English

4008 Turlington Hall
PO Box 117310
Gainesville, FL 32611
352-392-6650
352-392-0860 Fax

October 1st, 2018

To the Members of the Honorary Degrees and Distinguished Awards Committee:

I am writing to express my enthusiastic support for the proposal to grant an honorary degree to Walter Isaacson in general recognition of his achievements as an historian, journalist, and biographer and in particular recognition of his superb 2017 biography of Leonardo da Vinci, whose five-hundredth anniversary UF will be celebrating in 2019. Although I am principally a novelist, I have written a biography (*The Man Who Knew Too Much: Alan Turing and the Invention of the Computer*) and reviewed several biographies for *The New York Times Book Review*, and can attest to the esteem in which Walter Isaacson's work is held in the literary world. While I would welcome any opportunity to bring him to Gainesville, I consider Leonardo's anniversary to be a particularly judicious occasion for such a visit. Although Leonardo is chiefly known, and justly renowned, as the greatest painter of the Renaissance, he was also a brilliant inventor, mathematician, philosopher, and writer: one of those rare figures whose legacy crosses traditional academic boundaries, revealing the common ground that engineers and anatomists share with humanists, artists, and number theorists. Not only has his work astonished and enlightened for centuries, it has inspired an array of other great works, ranging from Walter Pater's *The Renaissance* to Sigmund Freud's *Leonardo da Vinci and a Memory of His Childhood* to Marcel Duchamp's *L. H. O. O. Q.* In Isaacson's biography, we see Leonardo the artist, Leonardo the thinker, Leonardo the inventor. Most importantly, we see Leonardo the man.

Please accept, for what it's worth, my unalloyed endorsement of the proposal to give an honorary degree to Walter Isaacson. His presence on our campus is one from which we will all benefit—and that is something that can't be said about many people.

Sincerely,

A handwritten signature in black ink, appearing to read "David Leavitt". The signature is stylized, with a large, looped "D" and a long, horizontal stroke at the end.

David Leavitt

Professor of English
Co-Director, MFA@FLA

Isaacson intellectual and professional achievements/attributes

Walter Isaacson is a Professor of History at Tulane University and an advisory partner at Perella Weinberg, a financial services firm based in New York City. He is the past CEO of the Aspen Institute, where he is now a Distinguished Fellow, and has been the chairman of CNN and the editor of *TIME* magazine.

Isaacson's most recent biography book is *Leonardo da Vinci* (2017). He is also the author of *The Innovators: How a Group of Hackers, Geniuses, and Geeks Created the Digital Revolution* (2014), *Steve Jobs* (2011), *Einstein: His Life and Universe* (2007), *Benjamin Franklin: An American Life* (2003), and *Kissinger: A Biography* (1992), and coauthor of *The Wise Men: Six Friends and the World They Made* (1986).

He is a host of the show "Amanpour and Company" on PBS and CNN, a contributor to CNBC, and host of the podcast "Trailblazers, from Dell Technologies."

He is a graduate of Harvard College and of Pembroke College of Oxford University, where he was a Rhodes Scholar. He began his career at *The Sunday Times of London* and then the New Orleans *Times-Picayune*. He joined *TIME* in 1978 and served as a political correspondent, national editor, and editor of digital media before becoming the magazine's 14th editor in 1996. He became chairman and CEO of CNN in 2001, and then president and CEO of the Aspen Institute in 2003.

He is chair emeritus of Teach for America. From 2005-2007 he was the vice-chair of the Louisiana Recovery Authority, which oversaw the rebuilding after Hurricane Katrina. He was appointed by President Barack Obama and confirmed by the Senate to serve as the chairman of the Broadcasting Board of Governors, which runs Voice of America, Radio Free Europe, and other international broadcasts of the United States, a position he held from 2009 to 2012.

He is a member of the American Academy of Arts and Sciences, the Royal Society of the Arts, and the American Philosophical Society. He serves on the board of United Airlines, the New Orleans City Planning Commission, the New Orleans Tricentennial Commission, Bloomberg Philanthropies, the Rockefeller Foundation, the Society of American Historians, the U.S. Defense Department Innovation Board, the Carnegie Institution for Science, and My Brother's Keeper Alliance.

Walter Isaacson
115 Hebert Hall
Tulane University
6823 St. Charles Ave.
New Orleans, LA 70118
isaacson@tulane.edu

EDUCATION

Harvard University, B.A. History and Literature (1974)
University of Oxford, Rhodes Scholar at Pembroke College, Philosophy, Politics, and Economics
(Graduated with First-Class Honours)

MEDIA

- Journalist at *The Sunday Times* of London
- Journalist at the *New Orleans Times-Picayune*
- *Time* magazine political correspondent, national editor, new media editor and 14th editor
- Chairman and CEO of CNN
- President and CEO of the Aspen Institute
- Advisory partner at the New York City financial services firm Perella Weinberg Partners
- Launched podcast with Dell Technologies called *Trailblazers*
- Cohost of *Amanpour & Company* show on PBS and CNN

WRITING

- *Leonardo da Vinci* (2017)
- *The Innovators: How a Group of Inventors, Hackers, Geniuses, and Geeks Created the Digital Revolution* (2014)
- *Steve Jobs* authorized biography, international best-seller, breaking all records for sales of a biography (2011)
- *Profiles in Leadership: Historians on the Elusive Quality of Greatness* (Editor) (2010)
- *American Sketches* (2009)
- *Einstein: His Life and Universe* (2007)
- *Benjamin Franklin: An American Life* (2003)
- *Kissinger: A Biography* (1992)
- *The Wise Men: Six Friends and the World They Made* (Co-author) (1986)

GOVERNMENT

- Vice chairman of the Louisiana Recovery Authority that oversaw spending on the recovery from Hurricane Katrina (appointed by Louisiana Governor Kathleen Blanco)
- Chairman of the U.S.-Palestinian Partnership (appointed by President George W. Bush)
- Vice-chair of the Partners for a New Beginning (appointed by Secretary of State Hillary Clinton)
- Co-chair of the U.S.-Vietnamese Dialogue on Agent Orange
- Chairman of the Broadcasting Board of Governors which runs Voice of the Americas and Radio Free Europe (appointed by President Barack Obama)
- Co-chair of the New Orleans Tricentennial Commission
- Honorary chair of the transition team for New Orleans mayor LaToya Cantrell
- Member of the U.S. Department of Defense Innovation Advisory Board
- Member of My Brother's Keeper Alliance Board and Leadership Team

POSITIONS

- Advisory partner of Perella Weinberg, a financial services firm based in New York City
- Chairman emeritus of the board of Teach for America
- Board member of United Airlines, Tulane University, New Schools New Orleans, Bloomberg Philanthropies, the Rockefeller Foundation, the Carnegie Institution for Science, and the Society of American Historians (served as president in 2012)
- Associate of the History of Science Department and member of the Lowell House Senior Common Room at Harvard University
- Teaches a course at Tulane University called History of the Digital Revolution

HONORS

- Selected as one of the *Time 100*, the magazine's most influential people in the world (2012)
- Fellow of the Royal Society of Arts and was awarded its 2013 Benjamin Franklin Medal
- Member of the American Academy of Arts and Sciences
- Member of the American Philosophical Society
- Honorary Fellow of Pembroke College, Oxford
- Selected for the Jefferson Lecture by the National Endowment for the Humanities, the U.S. federal government's highest honor for achievement in the humanities
- Honorary degrees from: Tufts University, Cooper Union, William & Mary, Franklin University Switzerland, University of New Orleans, University of South Carolina, City University of New York (Hunter College), Pomona College, Lehigh University, Duke University, and Colorado Mountain College, where the school of media and communications is named after him
- Recipient of the Nichols-Chancellor's Medal at Vanderbilt University (2015)

PERSONAL INFORMATION

Born May 20, 1952 in New Orleans

Attended New Orleans' Isidore Newman School where he was Student Body President



College of Liberal Arts & Sciences
Department of English

4008 Turlington Hall
PO Box 117310
Gainesville, FL 32611-7310
(352) 392-6650
Fax: (352) 392-0860

October 4, 2018

To the Members of the Honorary Degrees and Distinguished Awards Committee:

I write to express my support for the nomination of Walter Isaacson for a University of Florida Honorary Degree. I am familiar with Isaacson's work, having read his book about Albert Einstein and his book about Leonardo da Vinci. While Isaacson is most frequently lauded for his work as a biographer, his books are but a small part of his contribution to global education and accord. I hope you will agree that Mr. Isaacson is more than deserving of an honorary degree from UF.

Admittedly, my interest in Isaacson grows from my interest in innovation. I read Isaacson's Einstein biography and da Vinci biography because I am curious about the lives of great innovators. Isaacson's other books—including his book about Steve Jobs, his book about Benjamin Franklin, and his book about The Innovators—all intrigue me, and I hope to read them soon. Taken as a body of work, these books chronicle a history of some of the most important innovators and innovations. As UF emphasizes the importance of innovation, it seems to me that Isaacson's work helps us understand innovation as a driving technical and cultural apparatus. His books give form to trajectories of innovation and teach us the importance of tracing the histories of those trajectories.

Yet, Isaacson's books are only part of his larger influence. His work as Chairman of the Louisiana Recovery Authority following Hurricane Katrina was exemplary. Likewise, his roles as Vice-Chair of the Partners for a New Beginning, for which he was appointed by Secretary of State Hillary Clinton, and his role as Chairman of the U.S. Palestinian Partnership, for which he was appointed by President George W. Bush, attest to his commitment to peace and innovation. From 2009-2012 he served at the request of President Obama as Chairman of the Broadcasting Board of Governors, an oversight organization that administers Voice of America, Radio Free Europe, and other U.S. Government broadcast services. He also served on the board of President Obama's My Brother's Keeper Alliance which supports Obama's anti-poverty initiatives. He serves, as well, as a member of the U.S. Department of Defense Innovation Advisory Board, an organization formed to consider how cutting-edge technologies might serve the U.S. Military. Given that a significant portion of my own research considers how technological innovations might be applied in academic settings, I am particularly impressed with Isaacson's role in this capacity. Likewise, given that Isaacson is Chairman Emeritus of the Teach for America Board and serves on Boards for numerous other academic endeavors, I view his deep attention to innovation critical to how academic innovation is likely to continue to unfold.

Granted, I understand the desire to offer Mr. Isaacson an honorary degree congruent with UF's celebration of Leonardo da Vinci given Isaacson's landmark biography about da Vinci. Yet, Isaacson deserves such recognition for so much more than his accomplishments with a single book, or even his many books. From my perspective, Isaacson's career exemplifies the kind of character UF should recognize. His work is rigorous, intellectual, and driven by a desire to

contribute, to advocate locally, nationally, and internationally. He provides though-provoking consideration of what it means to innovate, what it means to move from innovation to practice, and why innovation requires rigor and integrity. He is a pedagogue in the truest sense of the word. He is, in my opinion, precisely the kind of thinker and teacher so many of us aspire to be.

With this in mind, I again offer my support for awarding Walter Isaacson an honorary degree from UF. Having his name affiliated with UF will bring even more prestige to our remarkable community and further our commitment to excellence and innovation. I urge you to consider him for this honor. If I can provide any further information in support of his nomination, please do not hesitate to contact me.

Sincerely,

A handwritten signature in blue ink, appearing to read "Sidney I. Dobrin", with a stylized flourish at the end.

Sidney I. Dobrin
Professor and Chair
Director, Trace Innovation Initiative



College of Liberal Arts & Sciences
Department of English

PO Box 117310
4008 Turlington Hall
Gainesville, FL 32611-7310
(352) 392-6650
Fax: (352) 392-0860

October 5, 2018

Dear Dean Richardson,

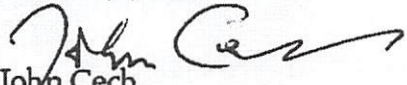
It is with great pleasure that I write in support of the nomination of Walter Isaacson, the noted biographer and public intellectual, for an honorary doctorate of letters at the University of Florida. I can think of no one more deserving of receiving such a degree from our university.

In book after book, Walter Isaacson epitomizes what it means to be a true interdisciplinary scholar, someone as interested in the sciences as he is in the arts and humanities, someone who has made his particular focus to explore the lives of those creative geniuses who have changed our ways of thinking about and envisioning the world and the cosmos.

Isaacson's biography of Leonardo da Vinci was a national bestseller for nearly half a year when it first appeared in 2017 – something unheard of in the genre, and a universal endorsement of Isaacson's unique ability to tell the story of a singularly complex, profoundly curious human being with clarity and power. Through his meticulous archival research and eminently accessible writing, Isaacson has made compelling, innovative figures like Leonardo, Einstein, Franklin, and Steve Jobs come palpably alive. What intrigues Isaacson most, and his audiences along with him, is how genius develops, expands, and permeates the multiple facets of their lives and work.

In a recent interview, Isaacson spoke about the capacity of these remarkable innovators to cross disciplines, noting that "a genius like Steve Jobs studies calligraphy and dance as well as electronic circuitry and understands that beauty matters when you're making something like an iPod." Isaacson's favorite work by Leonardo, the *Vitruvian Man*, synthesizes the elements that he finds present in these lives that are fueled by interdisciplinary curiosity and practice. He remarks about the drawing in the same interview, "It's a work of art, it's a work of anatomy, it's a work of mathematics, and it's a work of spirituality. It's about how we fit into the cosmos." Isaacson's observations above could also serve as salient descriptions of the vital, core purpose and meaning of a university and a university education!

Sincerely yours,


John Cech
Professor of English

email: jcech@ufl.edu



COMMITTEE ON ACADEMIC, FACULTY AND STUDENT AFFAIRS & EXPERIENCE
ACTION ITEM AFSAE3
December 6, 2018

SUBJECT: Degree Program Termination

BACKGROUND INFORMATION

The Board of Governors requires periodic reviews of all academic degree programs to determine whether they remain viable academic offerings. Degree programs that have been inactive or which are not planned to be reactivated must be closed.

The College of Journalism and Communication is requesting that the Master of Advertising (CIP Code 09.0903) be terminated. The program can be closed without negative impact on students due to the recently revised doctoral program which provides appropriate educational opportunities for professional track students. The Faculty Senate approved the request from the College of Journalism and Communications at its September 27, 2018 meeting.

PROPOSED COMMITTEE ACTION

The Committee on Academic, Faculty and Student Affairs & Experience is asked to approve the proposed termination of the Master of Advertising in the College of Journalism and Communications (CIP Code 09.0903) for recommendation to the Board of Trustees for approval on the Consent Agenda.

ADDITIONAL COMMITTEE CONSIDERATIONS

Board of Governors final approval will be required for termination of all doctoral and professional degree programs only.

Supporting Documentation Included: [See Attached](#).

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

Approved by: University of Florida Board of Trustees, December 7, 2018.

Morteza Hosseini, Chair

W. Kent Fuchs, President and Corporate Secretary

Revised 12/2016

Board of Governors, State University System of Florida
ACADEMIC DEGREE PROGRAM TERMINATION FORM
In Accordance with BOG Regulation 8.012

UNIVERSITY: University of Florida

PROGRAM NAME: Master of Advertising

DEGREE LEVEL(S): M **CIP CODE:** 09.0903
(B., M., Ph.D., Ed.D., etc.) (Classification of Instructional Programs)

ANTICIPATED TERMINATION TERM: Fall 2018
(First term when no new students will be accepted into the program)

ANTICIPATED PHASE-OUT TERM: Summer 2019
(First term when no student data will be reported for this program)

Please use this form for academic program termination. The form should be approved by the University Board of Trustees (UBOT) prior to submission to the Board of Governors, State University System of Florida for consideration. Please fill out this form completely for each program to be terminated in order for your request to be processed as quickly as possible. Attach additional pages as necessary to provide a complete response. In the case of baccalaureate or master's degree programs, the UBOT may approve termination in accordance with BOG Regulation 8.012, with notification sent to the Board of Governors, Office of Academic and Student Affairs. For doctoral-level programs please submit this form with all the appropriate signatures for Board of Governors' consideration. The issues outlined below should be examined by the UBOT when approving program terminations.

- 1. Provide a narrative rationale for the request to terminate the program.**
Upon consultation with faculty, program alumni, and industry professionals, it was determined changes needed to be made to the Master of Advertising, caused by other curricular changes within the college which went into effect in the fall of 2017. The old program combined PhD-track and professional track students, which did not work for today's PhD-track and professionally-oriented graduate students. The Master of Advertising program can be closed without negative impact on students, because the recently revised doctoral program provides

appropriate educational opportunities for professional track students in our College's ProMaster's track. The Ph.D. program of work was changed to reflect the theoretical and research needs of a student planning on pursuing a doctoral degree. Nationwide and at UF, there are few advertising students who want to pursue a Ph.D., our current enrollment in the MADV is three, two of the three will be graduating in summer 2018. We have not admitted additional students into the MAMC. Instead of continuing with a stand-alone MADV degree, the faculty considers it more appropriate that students pursue the College's MAMC program, which is the PhD-focused master's degree program for the other College majors.

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

The MADV is only offered at the University of Florida. We do not anticipate any impact on enrollment.

- 2. Explain how the university intends to accommodate any students or faculty who are currently active in the program scheduled to be terminated. State what steps have been taken to inform students and faculty of the intent to terminate the program. Please provide the date when the teach-out plan was submitted to SACSCOC, if applicable.**

Current students will be advised to seek the MAMC, but all currently enrolled MADV students will be provided an opportunity to complete the degree to which they were admitted.

- 3. Provide data (and cite sources) on the gender and racial distribution of students in and faculty affiliated with the program. For faculty, also list the rank and tenure status of all affected individuals.**

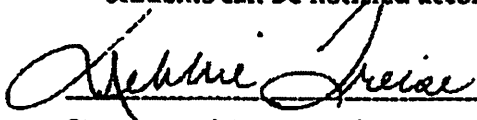
The current MADV student is an Asian female.

Of the current advertising faculty teaching advertising-specific courses in the MADV curriculum, one is tenured and one is tenure-track. However, their courses will still be offered (but now to the entire College) and will still be required of those seeking the new specialization in advertising within the MAMC degree.

- 4. Identify any potential negative impact of the proposed action on the current representation of females, minorities, faculty, and students in the program.**

There is no anticipated negative impact because this request only involves our effort to streamline the College's master degree offerings. The coursework remains unchanged.

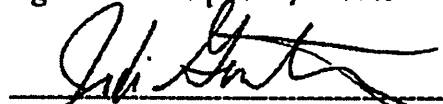
5. If this is a baccalaureate program, please explain how and when the Florida College System (FCS) institutions have been notified of its termination so that students can be notified accordingly.



Signature of Requestor/Initiator

11/14/18

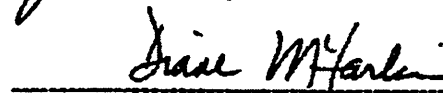
Date



Signature of Campus EO Officer

11/28/18

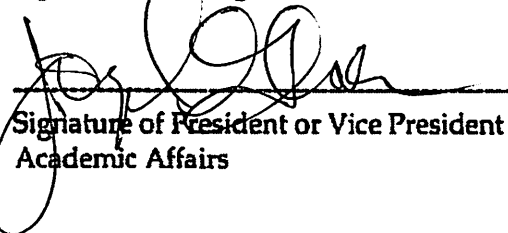
Date



Signature of College Dean

11-28-18

Date



Signature of President or Vice President for
Academic Affairs

11/28/18

Date

Date Approved by the
Board of Trustees

Date

Signature of the Chair of the
Board of Trustees

Date



COMMITTEE ON ACADEMIC, FACULTY AND STUDENT AFFAIRS & EXPERIENCE
ACTION ITEM AFSAE4
December 6, 2018

SUBJECT: Type III Campus

BACKGROUND INFORMATION

A Type III campus is an additional campus that has been obtained and there continues to be a maintained enrollment of at least 300 but less than 1,000 FTE University students (or such lower threshold of FTE students as the BOG may, within its discretion, establish for its approval in a particular case, involving an operation and site that satisfy all other criteria of a type III campus). A Type III campus typically provides a limited range of instruction for full and partial degree programs, limited research activity, and a limited complement of student services.

The College of Pharmacy is seeking approval to reclassify the UF Research and Academic Center at Lake Nona from a Special Purpose Center to a Type III Campus. Due to the Pharm.D. program on the St. Petersburg campus being phased out, the enrollment on the Lake Nona and Gainesville campuses have increased gradually over the years. In Fall 2019, the enrollment will be limited to 280-300 Pharm.D. students.

PROPOSED COMMITTEE ACTION

The Committee on Academic, Faculty and Student Affairs and Experience is asked to approve the Type III Campus for the College of Pharmacy Pharm.D. program at the UF Research and Academic Center at Lake Nona for recommendation to the Board of Trustees for approval on the Consent Agenda.

ADDITIONAL COMMITTEE CONSIDERATIONS

Board of Governors approval is required.

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

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

Approved by: University of Florida Board of Trustees, December 7, 2018.

Morteza Hosseini, Chair

W. Kent Fuchs, President and Corporate Secretary

FLORIDA BOARD OF GOVERNORS
PROPOSAL TO RECLASSIFY A TYPE I, II, OR III CAMPUS OR A SPECIAL
PURPOSE CENTER

University of Florida

UF Research and Academic Center at
Lake NonaUniversity Submitting Proposal
CenterEducational Site Name
6550 Sanger Road, Orlando, FL 32827

Current Type of Educational Site

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

4803

Spring 2019

Current Site ID

Reclassification Effective Term

(First date and term under new classification)

Type III Campus

Proposed Type of Educational Site

The submission of this proposal constitutes a commitment by the university that, if the proposal is approved, the necessary actions to accommodate students and faculty will have been met prior to final reclassifying the educational site.

Date Approved by the University Board of
Trustees

President

Date

Signature of Chair,
Board of Trustees

Date

Vice President for Academic
Affairs

Date

Provide current headcount (HC) and full-time equivalent (FTE) student enrollment at the educational site. Provide current headcount (HC) and full-time equivalent (FTE) of faculty and staff employed at the educational site. Indicate the current expenditures by fund source for the educational site.

Students, Faculty, and Staff		
CURRENT	HC	FTE
Undergraduate		
Graduate	335	335
Faculty	113	113
Staff	12	12
PROPOSED	HC	FTE
Undergraduate		
Graduate	320	320
Faculty	113	113

Site Expenditures				
E&G Funds	Contract & Grants Funds	Auxiliary Funds	Other	Total
7,561,640	7,015,659	540,570		
E&G Funds	Contract & Grants Funds	Auxiliary Funds	Other	Total
7,270,808	11,154,898	518,947		

Staff	12	12
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I. Introduction

A. Provide a short description of the educational site for which the request to reclassify is being made, including the main purpose for this site (research, instruction, administration, student services, etc.).

At the UF Research and Academic Center (UF RAC) at Lake Nona, the University of Florida already has established research and academic programs. Lake Nona already has administration and students services in place to support the research and academic programs. In February 2009, this center was initially approved as a Center as defined in the BOG Regulation 8.009. UF requests reclassification of this center as a type III campus under BOG Regulation 8.009.

The University of Florida has been offering a College of Pharmacy academic program in the greater Orlando area since 2002. From 2002 to 2012, the College of Pharmacy academic program existed at the UF IFAS site in Apopka, Florida. In summer 2012, the College of Pharmacy academic program was relocated to the UF Research and Academic Center at Lake Nona.

In fall 2014, the College of Pharmacy began phasing out the Pharm.D. program on the St. Petersburg campus due to changes in Accreditation Standards and classroom/space that would be needed for a new curriculum. The St. Petersburg campus has previously enrolled 50 Pharm.D. students each academic year. Due to phase out of the St. Petersburg campus, the annual Pharm.D. enrollment on the Lake Nona and Gainesville campuses was increased to offset the phase out of the St. Petersburg campus.

Between fall 2015 and fall 2018, the Pharm.D. enrollment the Lake Nona campus initially increased from approximately 65 students per year to approximately 75-85 students per year. Beginning in fall 2019, the enrollment will be decreased to 70-75 students per year. (Due to pharmacy school applicant pools and manpower issues, the Provost has agreed to an overall class size reduction beginning fall 2019) Since the Pharm.D. program is a four-year curriculum, this has increased overall Pharm.D. enrollment on the Lake Nona campus from approximately 260 Pharm.D. students in fall 2014 to 325 Pharm.D. students in fall 2018 (current) with an enrollment of 280-300 Pharm.D. students in fall 2019 (proposed).

Since 2011, the Department of Pharmaceutics has established an internationally recognized program of pharmacometrics that is now located on the Lake Nona campus. This program was based at the UF RAC to create research synergies in the Lake Nona Medical City. Faculty have been added over this time, and given the expectation that all research faculty are involved in graduate education, so too has

there been growth in PhD students. There are currently 10 PhD students in Lake Nona, with an additional 10 projected over the next five years.

In summary, the overall enrollment on the Lake Nona campus has grown from approximately 270 students in fall 2014 to 335 students in fall 2018 (current) to 292-312 students in fall 2019 (proposed) and 320 students at Year 5. These changes are due to phase out of the St. Petersburg campus, recent adjustments in Pharm.D. program enrollment, and increases in number of Ph.D. students. These changes make student enrollment on the Lake Nona campus to just over the >300 threshold levied by Regulation.

II. Need and Demand Assessment

A. Provide a narrative rationale for the request to reclassify the educational site that includes a need and demand assessment. The need and demand assessment for reclassifying an educational site to a new category in the taxonomy might address reduced or increased demand for access at a particular location or increased costs for instructional delivery that cannot be offset by increased enrollments.

The UF Research and Academic Center at Lake Nona supports the University of Florida mission related to teaching and research. The Pharm.D. and Ph.D. degree programs prepare graduates for regional and national needs rather than unmet local needs.

With respect to teaching, the Pharm.D. program prepares pharmacists to become leaders who improve the health and wellness of individuals and communities and advance pharmacy practice into the future. In 2002, the College of pharmacy opened distant campuses in Jacksonville, Orlando and St. Petersburg to meet a state-wide need for more pharmacists and to have more access to more clinical education sites. Clinical education is an important component of a Pharm.D. curriculum and there is an insufficient number of clinical education sites in the Gainesville area to meet this program need.

In determining the number of students that will be admitted each year, consideration is given to overall College of Pharmacy resources such as faculty and staff and campus-specific considerations such as capacity of classrooms and laboratories. The ACPE Accreditation Standards require these resources and guide decisions about the number of students admitted to the Pharm.D. program each year. At this time, Pharm.D. program enrollment at Lake Nona campus is limited to approximately 75 per class year (300 students in the four-year curriculum) due to seats available in the classrooms and laboratories. The availability of clinical

education sites in the Lake Nona/Orlando area has also been considered since over 27% of the curriculum involves clinical practice experiences. The current budget resources allocated for the Lake Nona campus already accommodate the increased number of students on the Lake Nona campus that are described in this proposal.

The Ph.D. program prepares researchers for industry and academia in the area of pharmacometrics and the location in Lake Nona facilitates collaboration with other research organizations in the Lake Nona Medical City footprint (e.g. Sanford Burnham, Florida Hospital, Nemours Children's Hospital, and companies located in the Guidewell Building (e.g. Certara). The research group at Lake Nona has quickly developed a reputation as being the top group nationally working in this field.

The number of Ph.D. students admitted to the pharmacometrics program is dependent on the research activities available. There are currently 10 Ph.D. students in this program at Lake Nona. Due to hiring of additional faculty and some of the current faculty becoming more established, there is expected growth in the pharmacometrics research activities over the next five years, and the total number of Ph.D. students is projected to grow to 20.

Given the unique area of research specialization, the Ph.D. program prepares graduates for needs at a national and international level. Indeed a high percentage of graduates from this program go to work for the federal government and serve the nation as employees of the US Food and Drug Administration. Graduates from this program are highly sought after and there is much greater demand for these graduates than there is supply. Enrollment of the Ph.D. program takes into consideration that capacity appropriate for the number of faculty and research activity.

III. Academic Programs and Courses

- A. Provide a list of the degree programs, partial programs, or college credit certificates and courses currently offered at the site. Identify any degree programs to be closed or implemented as a result of reclassifying the educational site. Explain the extent to which the proposed reclassification will have an impact on overall university enrollments, enrollment planning, and degree production.**

The following programs currently offer a degree at the Lake Nona UF Research and Academic Center:

Doctor of Pharmacy (Pharm.D.) degree: CIP 51.2001

Ph.D. degree (Pharmacy, Pharmaceutical Sciences, and Administration, Other): CIP 51.2099

Table 1A in Appendix A lists the courses.

There are no new pharmacy academic programs being closed or implemented.

The enrollment adjustments in the Pharm.D. degree program and the Ph.D. degree program in pharmacy will not have any significant impact on overall University enrollments, enrollment planning, or degree production.

B. Provide an explanation of the manner in which the University intends to accommodate any students or faculty who will be adversely affected by reclassification of the educational site. Describe the steps that have been taken to inform students and faculty of the President's intent to recommend to the Board of Trustees that the site be reclassified.

No students or faculty will be adversely affected by the reclassification.

(X) The University certifies that it has a plan for complying with all related regulations of the Southern Association of Colleges and Schools and any other relevant discipline-based accrediting agencies for reclassifying an educational site.

IV. Administration and Student Support Services

A. Describe any changes in the administrative structure of the reclassified site and how it will relate to the central administration of the university.

No changes in administrative structure at the reclassified site are planned. At the Lake Nona campus, there is already in place an Associate Dean. The Associate Dean reports directly to the Dean of the College of Pharmacy (Dr. Julie Johnson) and is a member of the College Executive Committee. This Associate Dean provides leadership related to all mission areas, activities and opportunities for collaboration at the Medical City at Lake Nona. This leadership position recognizes the outstanding breadth, depth and quality of the programs on the Lake Nona campus.

There is also an Assistant Dean (Dr. Erin St Onge) at the Lake Nona Campus who serves as Director of the Pharm.D. program.

All College of Pharmacy program offerings at Lake Nona are under the leadership of Dean Julie Johnson. All programs are fully coordinated from the Gainesville campus in close partnership with the Lake Nona administrators and faculty.

V. Budget and Facilities

- A. Include an explanation of how reclassification will result in any increase, decrease, or repurposing of facilities at the site. Describe any lease or joint-use agreements that will be modified or terminated as a result of reclassification, including land leases from the State of Florida (Board of Trustees of the Internal Improvement Trust Fund).**

No increase, decrease, or repurposing of facilities is needed at the site to accommodate the adjustments in enrollment.

No lease (including land leases) or join-use agreements are being modified or terminated as a result of this reclassification. The cost of use and facility maintenance is currently subsidized by state of Florida PECO.

- B. Provide a narrative description of how the operational budget for the educational site will be affected by reclassification. Describe the impact that reclassifying the educational site will have on the overall university budget. Identify any special funding necessary to implement reclassification of the educational site.**

Table 4 in Appendix A summarizes the costs out to year five. The operational budget is not affected by this reclassification and does not have any impact on the overall university budget. The administrative and students services already in place will support the projected enrollments (Pharm.D. and Ph.D. graduate). The tuition revenues in Table 4(Appendix A) are adjusted according to the changes in enrollment. No special funding is needed to implement reclassification of this site.

Assumptions for Table 4 in Appendix A considers inflation. Since both the Pharm.D. and Ph.D. programs on the Lake Nona and Gainesville campus involve faculty and staff from across all campuses, the cost allocation is in proportion to the Lake Nona percentage of enrollment and tuition collected for direct costs. Due to the close administrative and synchronous instruction of the programs across all campuses, some indirect personnel and operating costs are split evenly across all Pharmacy campuses.

Educational Site Reclassification

(3) The following approval processes for establishing, **reclassifying**, relocating, and closing educational sites apart from the main campus apply to the State University System:

(a) Each board of trustees shall adopt regulations consistent with this paragraph for the establishment, **reclassification**, relocation, and closing of educational sites apart from the main campus, including international educational sites and educational sites located in other states, and for the acquisition of real property on which such educational sites will be located.

(b) As an initial part of the process that may lead to the acquisition, establishment, **reclassification**, relocation, or closing of additional campuses or special purpose centers, the president of each university shall consult with the Chancellor to inform system-wide strategic planning.

(c) Instructional sites and special purpose sites may be established and closed by universities consistent with regulations established by their respective boards of trustees. If an instructional or special purpose site scheduled for closing has been funded by the Legislature or established pursuant to law, the university shall provide documentation to the Board of Governors justifying the closure, and shall initiate a dialogue with legislative leadership regarding the closure.

(d) Establishing, **reclassifying**, relocating, or closing an additional campus or special purpose center, including acquiring real property for such educational sites, shall be approved by the university board of trustees and, subsequently, the Board of Governors. No capital outlay funds shall be requested of the Legislature or expended, except for planning, prior to such approvals being obtained.

(e) Proposals for the establishment, relocation, and **reclassification** of additional campuses and special purpose centers shall be submitted to the university's board of trustees and, subsequently, to the Board of Governors, using the format(s) developed by the Office of the Board of Governors, in conjunction with university academic affairs officers. Such format(s) shall include, at a minimum, the following elements: Accountability, Needs Assessment, Academic Programs, Administration, Budget and Facilities, Student Services, and Monitoring of Implementation.

(5) Each university shall annually monitor enrollment at its additional campuses. If enrollments fall below the minimum designated for the site as defined in (1) for three consecutive years, the university shall develop and implement a plan for increasing enrollment, **reclassifying** the site, or closing the site. An exception shall be made for a Type III Campus that was approved by the Board of Governors for establishment at an enrollment level below the minimum designated in (1). In that case, if enrollments fall below the Board of Governors-approved minimum for that site for three consecutive years, the university shall develop and implement a plan for increasing enrollment, **reclassifying** the site, or closing the site.

APPENDIX A
TABLE 1
DEGREE PROGRAMS PLANNED AND PROJECTED ENROLLMENTS
(Annual Unduplicated Headcount and FTE)

CIP Code	Degree Program Title	Degree Level	Year 1		Year 2		Year 3		Year 4		Year 5	
			Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE
51.2001	Pharmacy (All 3 campuses)	PharmD	1042	1042	920-960	920-960	920-960	920-960	920-960	920-960	920-960	920-960
51.2099	Doctor of Pharmacy (PHD)	PHD	100	100	105	105	110	110	112	112	114	114
TOTAL Professional/Graduate			1142	1142	1025-1065	1025-1065	1030-1070	1030-1070	1032-1072	1032-1072	1034-1074	1034-1074

The Table Below Denotes Enrollments and FTE That Are Only on the Lake Nona Campus

CIP Code	Degree Program Title	Degree Level	Year 1		Year 2		Year 3		Year 4		Year 5	
			Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE
51.2001	Pharmacy (Lake Nona Campus Only)	PharmD	325	325	280-300	280-300	280-300	280-300	280-300	280-300	280-300	280-300
51.2099	Doctor of Pharmacy (PHD)	PHD	10	10	12	12	16	16	18	18	20	20
TOTAL Professional/Graduate			335	335	292-312	292-312	296-316	296-316	298-318	298-318	300-320	300-320

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

Edition 09/1/12

Pharm.D. Curriculum

Year 1

Course Number	Course	Year	Semester	Cr Hr
PHA 5103	Principles of Patient-Centered Care	1	PD Fall	2
PHA 5007	Pharmacy & Population Health	1	PD Fall	2
PHA 5700C	Personal and Professional Development I	1	PD Fall	1
PHA 5560	Pathophysiology and Patient Assessment I	1	PD Fall	3
PHA 5439	Principles of Medicinal Chemistry and Pharmacology I	1	PD Fall	3
PHA 5176	Drug Delivery Systems	1	PD Fall	4
PHA 5161L	Professional Practice Skills Lab I	1	PD Fall	1
PHA 5061	Pathophysiology and Patient Assessment II	1	PD Spring	3
PHA 5515	Principles of Medicinal Chemistry and Pharmacology II	1	PD Spring	1
PHA 5132	Principles of Drug Therapy Individualization	1	PD Spring	4
PHA 5781	Patient Care I	1	PD Spring	3
PHA 5244	Principles of Evidence-Based Practice	1	PD Spring	3
PHA 5727	Principles of Systems-Based Practice	1	PD Spring	1
PHA 5703	Principles of Law and Ethics	1	PD Spring	
PHA 5162L	Professional Practice Skills Lab II	1	PD Spring	1
PHA 5941	CIPPE (Community Pharmacy Introductory Pharmacy Practice Experience)	1	PD Summer	3

Year 2

Course Number	Course	Year	Semester	Cr Hr
PHA 5755	Principles of Medical Microbiology, Immunology & Virology	2	PD Fall	2
PHA 5782C	Patient Care 2: Introduction to Infectious Disease & Hematology/Oncology	2	PD Fall	4
PHA 5267	Principles of Pharmacoeconomics	2	PD Fall	1
PHA 5878C	Patient Care 3: Cardiovascular/Pulmonary	2	PD Fall	6
PHA 5701C	Personal and Professional Development III	2	PD Fall	1
PHA 5163L	Professional Practice Skills Lab III	2	PD Fall	1
	Electives – See List Below	2	PD Fall	2

PHA 5104	Sterile Compounding	2	PD Spring	1
PHA 5784C	Patient Care 4: Gastrointestinal and Renal Disorders	2	PD Spring	6
PHA 5787C	Patient Care 5: Endocrinology & Women's and Men's Health	2	PD Spring	6
PHA 5164L	Professional Practice Skills Lab IV	2	PD Spring	1
	Electives (See Spring List Below)	2	PD Spring	2
PHA 5942	IPPE II (Hospital)	2	PD Summer	4

Year 3

Course Number	Course	Year	Semester	Cr Hr
PHA 5223	Pharmacoepidemiology & Drug Safety	3	PD Fall	2
PHA 5226C	Patient Safety & Quality	3	PD Fall	2
PHA 5222	Pharmacy Practice Management	3	PD Fall	2
PHA 5239	Applications of Pharmacy Law & Ethics	3	PD Fall	2
PHA 5788C	Patient Care 6: Skin & Musculoskeletal	3	PD Fall	3
PHA 5702	Personal and Professional Development IV	3	PD Fall	1
PHA 5165L	Professional Practice Skills Lab V	3	PD Fall	1
	Electives (See Fall List Below)	3	PD Fall	2
PHA 5789C	Patient Care 7: Brain & Behavior	3	PD Spring	6
PHA 5786C	Patient Care 8: Complex Cases	3	PD Spring	4
PHA 5166L	Professional Practice Skills Lab VI	3	PD Spring	1
	Electives (See Spring List Below)	3	PD Spring	2

Year 4

Course Number	Course	Year	Semester	Cr Hr
	Advanced Pharmacy Practice Experience Readiness		Summer	1
	Ambulatory Care - Advanced Pharmacy Practice Experience		Variable	6
	Community Practice -Advanced Pharmacy Practice Experience		Variable	6
	General Medicine - Advanced Pharmacy Practice Experience		Variable	6
	Hospital Practice - Advanced Pharmacy Practice Experience		Variable	6
	Elective 1 - Advanced Pharmacy Practice Experience		Variable	6
	Elective 2 - Advanced Pharmacy Practice Experience		Variable	6

Elective 3 - Advanced Pharmacy Practice
Experience
Personal and Professional Development 4

Variable 6
Summer,
Spring, Fall 1

FALL Electives

Course Number	Electives	Semester	Cr Hr
PHA 5013C	Short Study Abroad	PD Fall	2
	First Response, Emergency, and Disaster		
PHA 5011C	Planning	PD Fall	2
PHA 5032	Leadership for Pharmacy	PD Fall	2
PHA 5214	Advanced Topics in Community Pharmacy	PD Fall	2
PHA 5020	History of Pharmacy	PD Fall	2
PHA 5209	Managed Care Pharmacy Practice	PD Fall	2
PHA 5172	Biotechnology & Drug Development	PD Fall	2
	Global health Outreach	PD Fall	
PHA 5922	Thinking Skills in Pharmacy	PD Fall	2
PHA 5177C	Advanced Nonsterile Compounding	PD Fall	
PHA 5070	Pharmacotherapy of Pediatrics and Geriatrics	PD Fall	2
PHA 5930	Seminars in Pharmacy Research	PD Fall	2

SPRING Electives

Course Number	Electives	Semester	Cr Hr
PHA 5737	Drugs & Society	PD Spring	2
PHA 5890	Women's Health in Pharmacy Practice	PD Spring	2
	Foundations of Medication Therapy		
PHA 5008	Management	PD Spring	2
	Clinical Applications in Personalized		
PHA 5012	Medicine	PD Spring	2
PHA 5033	Leading Change in Pharmacy	PD Spring	2
PHA 5331	Delivery of MTM Services	PD Spring	2
PHA 5060	Ambulatory Care	PD Spring	2
	Advanced Topics in Inf Disease		
PHA 5605	Pharmacotherapy	PD Spring	2
PHA 5607	Critical Care	PD Spring	2
	Travel Medicine	PD Spring	2
PHA 5841	HIV	PD Spring	2
PHA 5554	Toxicology I	PD Spring	2
PHA 5842	Pain & Palliative Care	PD Spring	2
PHA 5609	Pediatrics	PD Spring	2
	Hematology/ Oncology	PD Spring	2
PHA 5618	Geriatric Pharmacy	PD Spring	2

PHA 5706L	International Pharmacy Outreach Experience	PD Spring	2
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Color Code: Blue = Faculty assigned full-time to the Lake Nona Campus

APPENDIX A

TABLE 2
ANTICIPATED FACULTY PARTICIPATION

Faculty Name or "New Hire"		Highest Degree Held		Academic Discipline or Speciality		Rank	Contract Status	Primary Degree Program Assignment	Initial Date for Participation in Program	Max. Contract Year 1	FTE Year 1	% Effort for Prg. Year 1	FY Year 1	Max. Contract Year 1	FTE Year 1	% Effort for Prg. Year 1	FY Year 1	Max. Contract Year 1	FTE Year 1	% Effort for Prg. Year 1	FY Year 1	Max. Contract Year 1	FTE Year 1	% Effort for Prg. Year 1	FY Year 1	Max. Contract Year 1	FTE Year 1	% Effort for Prg. Year 1	FY Year 1
Faculty Code																													
A	Almsh, Jere V Ph.D.	Medical Chemistry	Professor	Tenured	2			2	2/3/2015	0	1.00	20.00	20.00	0	1.00	20.00	20.00	0	1.00	20.00	20.00	0	1.00	20.00	20.00	0	1.00	20.00	20.00
A	Allen, John M.	Pharmacotherapy & Translational Research	Clinical AST Professor	Non-Tenure	16			16	3/26/2018	0	1.00	0.00		0	1.00	0.00		0	1.00	0.00		0	1.00	0.00		0	1.00	0.00	
A	Arwood, Meghan J Ph.D.	Pharmacotherapy & Translational Research	Clinical AST Professor	Non-Tenure	2			2	1/1/2017	0	1.00	15.00	15.00	0	1.00	15.00	15.00	0	1.00	15.00	15.00	0	1.00	15.00	15.00	0	1.00	15.00	15.00
A	Avery, Bonnie	Pharmacuetics	Clinical Professor	Non-Tenure	2			2	1/2/2017	0	1.00	45.00	45.00	0	1.00	45.00	45.00	0	1.00	45.00	45.00	0	1.00	45.00	45.00	0	1.00	45.00	45.00
A	Bhore, Schem Ph.D.	Pharmacuetics	AST Professor	Tenure Accruing	100			100	7/1/2015	0	1.00	18.00	18.00	0	1.00	18.00	18.00	0	1.00	18.00	18.00	0	1.00	18.00	18.00	0	1.00	18.00	18.00
A	Brown, Josh	Pharmaceutcal Outcomes & Policy	AST Professor	Tenure Accruing	2			2	11/1/2016	0	1.00	2.00	2.00	0	1.00	2.00	2.00	0	1.00	2.00	2.00	0	1.00	2.00	2.00	0	1.00	2.00	2.00
A	Bullins, Jorgan Bernd Ph.D.	Pharmacuetics	ASO Professor	Tenure Accruing	100			100	7/17/2015	0	1.00	6.00	6.00	0	1.00	6.00	6.00	0	1.00	6.00	6.00	0	1.00	6.00	6.00	0	1.00	6.00	6.00
A	Buring, Shama	Student Affairs	ASO Dean & Professor	Non Tenure Accruing	10			10	5/9/2016	0	1.00	10.00	10.00	0	1.00	10.00	10.00	0	1.00	10.00	10.00	0	1.00	10.00	10.00	0	1.00	10.00	10.00
A	Campbell, Christopher	Pharmacotherapy & Translational Research	Clinical AST Professor	Non-Tenure Accruing	5			5	8/12/2016	0	1.00	17.00	17.00	0	1.00	17.00	17.00	0	1.00	17.00	17.00	0	1.00	17.00	17.00	0	1.00	17.00	17.00
A	Caspan, Anthony	Pharmacotherapy & Translational Research	Clinical AST Professor	Non Tenure Accruing	16			16	10/25/2017	0	1.00	50.00	50.00	0	1.00	50.00	50.00	0	1.00	50.00	50.00	0	1.00	50.00	50.00	0	1.00	50.00	50.00
A	Cavallari, Larissa Humma Pharm D	Pharmacotherapy & Translational Research	ASO Chair & ASO Professor	Tenured	2			2	2/1/2015	0	1.00	17.00	17.00	0	1.00	17.00	17.00	0	1.00	17.00	17.00	0	1.00	17.00	17.00	0	1.00	17.00	17.00
A	Cavanagh, Teresa Marie	Pharmacotherapy & Translational Research	AST Dean & Clinical ASO Professor	Non-Tenure	10			10	3/26/2015	0	1.00	0.00		0	1.00	0.00		0	1.00	0.00		0	1.00	0.00		0	1.00	0.00	
A	Childs-Kean, Lindsey Marie Pharm D	Pharmacotherapy & Translational Research	Clinical AST Professor	Non-Tenure	16			16	7/1/2014	0	1.00	48.00	48.00	0	1.00	48.00	48.00	0	1.00	48.00	48.00	0	1.00	48.00	48.00	0	1.00	48.00	48.00
A	Connelly, Amber Marie	Pharmacotherapy & Translational Research	Clinical Lecturer	Non-Tenure	16			16	4/6/2018	0	1.00	0.00		0	1.00	0.00		0	1.00	0.00		0	1.00	0.00		0	1.00	0.00	
A	Cui, Lin	Medicinal Chemistry	AST Professor	Tenure Accruing	2			2	8/1/2018	0	1.00	0.00		0	1.00	0.00		0	1.00	0.00		0	1.00	0.00		0	1.00	0.00	
A	Curtis-Stacey Davidson Pharm D	Pharmacotherapy & Translational Research	Clinical AST Professor	Non-Tenure	16			16	8/1/2016	0	1.00	59.00	59.00	0	1.00	59.00	59.00	0	1.00	59.00	59.00	0	1.00	59.00	59.00	0	1.00	59.00	59.00
A	de Lartigue, Guillaume	Pharmacodynamics	AST Professor	Tenure Accruing	2			2	8/10/2018	0	1.00	0.00		0	1.00	0.00		0	1.00	0.00		0	1.00	0.00		0	1.00	0.00	
A	Dehoff, Brenda Marsha Pharm D	Pharmacotherapy & Translational Research	ASO Professor	Tenure	2			2	3/6/2009	0	1.00	9.00	9.00	0	1.00	9.00	9.00	0	1.00	9.00	9.00	0	1.00	9.00	9.00	0	1.00	9.00	9.00
A	DeFemer, Christina	Pharmacotherapy & Translational Research	Clinical AST Professor	Non Tenure Accruing	13			13	9/5/2017	0	1.00	40.00	40.00	0	1.00	40.00	40.00	0	1.00	40.00	40.00	0	1.00	40.00	40.00	0	1.00	40.00	40.00
A	DeFemer, David	Pharmacotherapy & Translational Research	Clinical ASO Professor	Non Tenure Accruing	10			10	8/15/2017	0	1.00	50.00	50.00	0	1.00	50.00	50.00	0	1.00	50.00	50.00	0	1.00	50.00	50.00	0	1.00	50.00	50.00
A	Doty, E.	Pharmaceutcal Outcomes & Policy	AST Professor	Tenure Accruing	2			2	7/1/2017	0	1.00	50.00	50.00	0	1.00	50.00	50.00	0	1.00	50.00	50.00	0	1.00	50.00	50.00	0	1.00	50.00	50.00
A	Detrick, Eric	Pharmacotherapy & Translational Research	Clinical AST Professor	Non Tenure Accruing	16			16	7/1/2015	0	1.00	19.00	19.00	0	1.00	19.00	19.00	0	1.00	19.00	19.00	0	1.00	19.00	19.00	0	1.00	19.00	19.00
A	Ding, Yousong Ph.D.	Medicinal Chemistry	AST Professor	Tenure Accruing	2			2	7/1/2015	0	1.00	20.00	20.00	0	1.00	20.00	20.00	0	1.00	20.00	20.00	0	1.00	20.00	20.00	0	1.00	20.00	20.00
A	Doty, Eandré E Pharm D	Pharmacotherapy & Translational Research	Clinical ASO Professor	Non-Tenure	16			16	9/9/2015	0	1.00	47.00	47.00	0	1.00	47.00	47.00	0	1.00	47.00	47.00	0	1.00	47.00	47.00	0	1.00	47.00	47.00
A	Duarte Jr, Julio David Ph.D	Pharmacotherapy & Translational Research	AST Professor	Tenure Accruing	2			2	11/16/2015	0	1.00	7.00	7.00	0	1.00	7.00	7.00	0	1.00	7.00	7.00	0	1.00	7.00	7.00	0	1.00	7.00	7.00
A	Dupres, Lori Pharm D	Pharmacotherapy & Translational Research	Clinical AST Professor	Non-Tenure	5			5	7/15/2015	0	1.00	15.00	15.00	0	1.00	15.00	15.00	0	1.00	15.00	15.00	0	1.00	15.00	15.00	0	1.00	15.00	15.00
A	Ehred, Alex	Pharmacotherapy & Translational Research	Clinical AST Professor	Non-Tenure	16			16	6/1/2017	0	1.00	85.00	85.00	0	1.00	85.00	85.00	0	1.00	85.00	85.00	0	1.00	85.00	85.00	0	1.00	85.00	85.00
A	Egeland, Eric Free Ph.D	Pharmacotherapy & Translational Research	Clinical AST Professor	Non-Tenure	3			3	8/5/2016	0	1.00	8.00	8.00	0	1.00	8.00	8.00	0	1.00	8.00	8.00	0	1.00	8.00	8.00	0	1.00	8.00	8.00
A	Feld, Corinda	Office of Experiental Programs	AST Dean & Clinical ASO Professor	Non Tenure Accruing	16			16	7/1/2014	0	1.00	16.00	16.00	0	1.00	16.00	16.00	0	1.00	16.00	16.00	0	1.00	16.00	16.00	0	1.00	16.00	16.00
A	Ferland, Michelle Zingone Pharm D	Pharmacotherapy & Translational Research	Director & Clinical ASO Professor	Non-Tenure	9			9	7/17/2015	0	1.00	13.00	13.00	0	1.00	13.00	13.00	0	1.00	13.00	13.00	0	1.00	13.00	13.00	0	1.00	13.00	13.00
A	Frazier, Charles Jason Ph.D	Pharmacodynamics	ASO Professor	Tenure	2			2	7.1.2010	0	1.00	10.00	10.00	0	1.00	10.00	10.00	0	1.00	10.00	10.00	0	1.00	10.00	10.00	0	1.00	10.00	10.00
A	Frye, Jergard F Ph.D	Pharmacotherapy & Translational Research	Chair & Professor	Tenure	2			2	7/1/2012	0	1.00	51.00	51.00	0	1.00	51.00	51.00	0	1.00	51.00	51.00	0	1.00	51.00	51.00	0	1.00	51.00	51.00
A	Gams, John	Pharmacotherapy & Translational Research	ASO Dean & Professor	Tenure	2			2		0	1.00	14.00	14.00	0	1.00	14.00	14.00	0	1.00	14.00	14.00	0	1.00	14.00	14.00	0	1.00	14.00	14.00
A	Grundmann, Oliver Ph.D	Medicinal Chemistry	Clinical ASO Professor	Non-Tenure	6			6	7/1/2014	0	1.00	23.00	23.00	0	1.00	23.00	23.00	0	1.00	23.00	23.00	0	1.00	23.00	23.00	0	1.00	23.00	23.00
A	Hochhaus, Gerdher Ph.D	Pharmacuetics	Professor	Tenure	2			2	7/20/1987	0	1.00	15.00	15.00	0	1.00	15.00	15.00	0	1.00	15.00	15.00	0	1.00	15.00	15.00	0	1.00	15.00	15.00
A	Hugens III, Robert W Ph.D	Medicinal Chemistry	AST Professor	Tenure Accruing	2			2	4/1/2015	0	1.00	26.00	26.00	0	1.00	26.00	26.00	0	1.00	26.00	26.00	0	1.00	26.00	26.00	0	1.00	26.00	26.00
A	James, Margaret O Ph.D	Medicinal Chemistry	Professor	Tenure	2			2	7/2/2015	0	1.00	25.00	25.00	0	1.00	25.00	25.00	0	1.00	25.00	25.00	0	1.00	25.00	25.00	0	1.00	25.00	25.00
A	Johnson, Jule	Pharmacotherapy & Translational Research	Dean and Dist Prof	Tenure	2			2		0	1.00	5.00	5.00	0	1.00	5.00	5.00	0	1.00	5.00	5.00	0	1.00	5.00	5.00	0	1.00	5.00	5.00
A	Keller Wood, Maureen Ph.D	Pharmacodynamics	ASO Dean & Professor	Tenure	2			2	7/1/2015	0	1.00	14.00	14.00	0	1.00	14.00	14.00	0	1.00	14.00	14.00	0	1.00	14.00	14.00	0	1.00	14.00	14.00
A	Khoury, Adonice Paul Pharm D	Pharmacotherapy & Translational Research	Clinical AST Professor	Non-Tenure	16			16	7/28/2014	0	1.00	21.00	21.00	0	1.00	21.00	21.00	0	1.00	21.00	21.00	0	1.00	21.00	21.00	0	1.00	21.00	21.00

A	Vogel Anderson, Katherine L Pharm D Pharmacotherapy & Translational Research	Clinical ASO Professor	Nontenure	16	7/1/2017	0	1.00	32.00	32.00	0	1.00	32.00	32.00	0	1.00	32.00	32.00	0	1.00	32.00	32.00	0	1.00	32.00	32.00
A	Volk, Stacy Alan Pharm D Pharmacotherapy & Translational Research	Clinical ASO Professor	Nontenure	4	7/1/2016	0	1.00	12.00	12.00	0	1.00	12.00	12.00	0	1.00	12.00	12.00	0	1.00	12.00	12.00	0	1.00	12.00	12.00
A	Voss, Scott M Pharmaceutical Outcomes & Policy	Clinical ASST Professor	Nontenure	2	8/25/2018		1.00	0.00			1.00	0.00			1.00	0.00			1.00	0.00			1.00	0.00	
A	Vozmediano, Esteban, Valentin Pharmacovigilance	ASST Professor	Tenure Accruing	2	3/28/2015		1.00	0.00			1.00	0.00			1.00	0.00			1.00	0.00			1.00	0.00	
A	Wang, Danyun Pharmacotherapy & Translational Research	ASO Professor	Tenure Accruing	2	5/1/2018		1.00	0.00			1.00	0.00			1.00	0.00			1.00	0.00			1.00	0.00	
A	Watson, Brandon Pharmacodynamics	ASST Professor	Tenure Accruing	2	9/1/2018																				
A	Wei, Yu-Jung Ph.D Pharmaceutical Outcomes & Policy	ASST Professor	Tenure Accruing	2	9/1/2015	0	1.00	9.00	9.00	0	1.00	9.00	9.00	0	1.00	9.00	9.00	0	1.00	9.00	9.00	0	1.00	9.00	9.00
A	Weitzel, Kristin W Pharm D Pharmacotherapy & Translational Research	Program Director & Clinical Professor	Nontenure	10	7/1/2017	0	1.00	50.00	50.00	0	1.00	50.00	50.00	0	1.00	50.00	50.00	0	1.00	50.00	50.00	0	1.00	50.00	50.00
A	Whalen, Karen Palmquist Pharm D Pharmacotherapy & Translational Research	ASST Dean & Clinical Professor	Nontenure	16	7/1/2014	0	1.00	41.00	41.00	0	1.00	41.00	41.00	0	1.00	41.00	41.00	0	1.00	41.00	41.00	0	1.00	41.00	41.00
A	Whalen, Yan Pharmacotherapy & Translational Research	ASO Professor	Tenure Accruing	2	9/30/2016	0	1.00	6.00	6.00	0	1.00	6.00	6.00	0	1.00	6.00	6.00	0	1.00	6.00	6.00	0	1.00	6.00	6.00
A	Winterstein, Almut Pharmaceutical Outcomes & Policy	Chair & Professor	Tenure	2	1/1/2016	0	1.00	34.00	34.00	0	1.00	34.00	34.00	0	1.00	34.00	34.00	0	1.00	34.00	34.00	0	1.00	34.00	34.00
A	Xiao, Hong Ph.D Pharmaceutical Outcomes & Policy	Professor	Tenure Accruing	2	5/1/2015	0	1.00	24.00	24.00	0	1.00	24.00	24.00	0	1.00	24.00	24.00	0	1.00	24.00	24.00	0	1.00	24.00	24.00
A	Xing, Chengwen Ph.D Medicinal Chemistry	Professor	Tenure	2	8/1/2016	0	1.00	21.00	21.00	0	1.00	21.00	21.00	0	1.00	21.00	21.00	0	1.00	21.00	21.00	0	1.00	21.00	21.00
A	Yuan, Libai Ph.D Pharmacodynamics	Clinical Lecturer	Nontenure	2	9/30/2016	0	1.00	27.00	27.00	0	1.00	27.00	27.00	0	1.00	27.00	27.00	0	1.00	27.00	27.00	0	1.00	27.00	27.00
A	Zheng, Guangrong Medicinal Chemistry	ASO Professor	Tenure Accruing	2	5/1/2018		1.00	0.00			1.00	0.00			1.00	0.00			1.00	0.00			1.00	0.00	
A	Zhou, Daohong Pharmacodynamics	Professor	Tenure	2	3/1/2015		1.00	0.00			1.00	0.00			1.00	0.00			1.00	0.00			1.00	0.00	
C	TBD Office of Experiential Programs	ASST Dean & Clinical Professor	TBD	16																					
C	TBD - (Current line) Pharmacovigilance	ASST Professor	TBD	2																					
C	TBD - Add faculty line Pharmacovigilance	ASST/ASOC Professor (per chair letter)	TBD	2																					
C	TBD - Nemours Shared Pharmacotherapy & Translational Research	Clinical ASST Professor	TBD	16																					
C	TBD - Nemours Shared Pharmacotherapy & Translational Research	Clinical ASST Professor	TBD	16																					
B	TBD (Lindas) Pharmacovigilance	ASST Professor	TBD	2																					
C	TBD Amb Care Division Head Pharmacotherapy & Translational Research	ASO/Full Professor	TBD	2																					
C	TBD Clinical Informatics Pharmacotherapy & Translational Research	ASO/ Assoc Professor	TBD	2																					
C	TBD Fostle Companion Pharmaceutical Outcomes & Policy	ASST Professor	TBD	2																					
B	TBD Fostle Professorship (Hutton) Pharmaceutical Outcomes & Policy	Professor	TBD	2																					
B	TBD JRS line Pharmaceutical Outcomes & Policy	ASST Professor	TBD	2																					
C	TBD JE line Pharmaceutical Outcomes & Policy	ASST Professor	TBD	2																					
Total Person-Years (PY)								307.00				307.00				307.00				307.00				307.00	

Faculty Code	Source of Funding	FY Workload by Budget Classification				
		Year 1	Year 1	Year 1	Year 1	Year 1
A	Existing faculty on a regular line	100.00	100.00	100.00	100.00	100.00
B	New faculty to be hired on a vacant line	5.00	5.00	5.00	5.00	5.00
C	New faculty to be hired on a new line	9.00	9.00	9.00	9.00	9.00
D	Existing faculty hired on contracts/ grants	1.00	1.00	1.00	1.00	1.00
E	New faculty to be hired on contracts/ grants	0.00	0.00	0.00	0.00	0.00
Overall Totals for		Year 1	113.00	Overall Totals for	Year 1	113.00

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

Edition 09/1/12

11/5/2018

APPENDIX A

TABLE 4

SUMMARY FINANCIAL PROJECTIONS TO FULL IMPLEMENTATION

Fiscal Year Ending June 30		Year 1	Year 2	Year 3	Year 4	Year 5
Revenues		2019	2020	2021	2022	2023
General Operations						
Carry Forward from Prior Year		0	0	0	0	0
General Revenue/Lottery						
	State Allocations (GR/Lottery)	0	0	0	0	0
Tuition/Tuition Differential and Fees						
	Tuition (Matriculation)	7,137,407	6,851,911	6,646,354	6,779,281	6,982,659
	Tuition (Differential, 70% UG Support)	24,330	27,408	26,585	27,117	27,931
	Out of State Student Tuition Fees	99,145	102,779	99,695	101,689	104,740
Research - C&G (Federal, State, Industry, Indirect cost return, UF Research Foundation)		11,154,898	12,828,132	14,495,790	16,380,242	18,345,871
		0	0	0	0	0
Financial Aid and Academic Related Fees						
	Financial Aid	0	0	0	0	0
	Tuition (Differential, 30% Financial Aid)	0	0	0	0	0
	Out of State Financial Aid	0	0	0	0	0
	Student Technology Fee	0	0	0	0	0
	Student Distance Learning Fee	0	0	0	0	0
	Other Fees (Material/Supply), Facility/Equipment, etc.)	10,722	10,722	11,044	11,375	11,716
Other Revenues						
	List - Self-Funded (Off Book) PharmD Program	518,947	733,785	868,959	825,511	842,021
Total Revenues		18,945,449	20,554,736	22,148,427	24,125,215	26,314,938

Expenses						
General Operations						
Non-C&G	Compensation and Employee Benefits (Incl. remote site)	2,376,000	2,411,640	2,447,815	2,472,293	2,497,016
	Shared Services, Centralized Admin, Other Indirect Personnel	3,564,540	3,507,129	3,424,582	3,465,891	3,612,339
	Incremental Shared and/or Contractual Services Costs	0	0	0	0	0
	Library Services/e-Collections	0	0	0	0	0
	Contractual Services	0	0	0	0	0
	Plant Costs and Operating Supplies	466,060	480,042	494,443	509,276	524,555
	Financial Aid, Scholarships, Stipends	0	0	0	0	0
	Equipment	0	0	0	0	0

C&G	List: Material and Supply Expenses	10,722	11,044	11,375	11,716	12,068
	List: RCM OH (18% of state tuition rev)	1,292,688	1,202,866	1,139,560	1,157,677	1,192,408
	List: RCM OH (15.52% of self-funded program tuition rev)	80,541	113,883	134,862	128,119	130,682
	Compensation and Employee Benefits (Incl. remote site)	7,959,685	9,153,638	10,343,611	11,688,280	13,090,873
	Plant Costs and Operating Supplies	3,145,038	3,616,793	4,086,977	4,618,284	5,172,478
	Financial Aid, Scholarships, Stipends	23,368	26,873	30,366	34,314	38,432
	Equipment	26,807	30,828	34,836	39,364	44,088
Total Expenses		18,945,449	20,554,736	22,148,427	24,125,215	26,314,938
Operating Net Revenues Over Expenses		0	0	(0)	0	0

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

Edition 09/1/12

COMMITTEE ON ACADEMIC, FACULTY AND STUDENT AFFAIRS & EXPERIENCE

ACTION ITEM AFSAE5

December 6, 2018

SUBJECT: New Degrees

BACKGROUND INFORMATION

The proposed Ph.D./M.S. degree in Anatomical Sciences Education (CIP Code 26.0403) will be jointly taught by the Colleges of Medicine and Education. The students will be admitted into the College of Medicine, Department of Anatomy and Cell Biology and the degrees will be granted by the College of Medicine.

The proposed online, non-thesis Master of Science program offers the flexibility of three paths of study that are centered on human medical anatomy: (1) education, (2) pre-professional, and (3) biomedical research. The proposed 3-path program will allow students with different goals to pursue additional training beyond their baccalaureate degree.

The proposed Ph.D. program is a dissertation-based doctoral program designed to train individuals to become fully qualified educators in all of the anatomical disciplines and conduct educational scholarly research for promotion and tenure.

The Ph.D./M.S. degree in Anatomical Education (CIP Code 26.0403) was approved by the Curriculum Committee and then by the Faculty Senate at their November 15, 2018 meeting.

PROPOSED COMMITTEE ACTION

The Committee on Academic, Faculty and Student Affairs and Experience is asked to approve the Ph.D./M.S. in Anatomical Sciences Education (CIP Code 26.0403) in the Colleges of Medicine and Education for recommendation to the Board of Trustees for approval on the Consent Agenda.

SIGNIFICANT POLICY ISSUES FOR COMMITTEE TO CONSIDER

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

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

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

Approved by: University of Florida Board of Trustees, December 7, 2018.

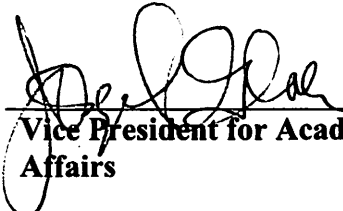
Board of Governors, State University System of Florida

Request to Offer a New Degree Program

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

<u>University of Florida</u> University Submitting Proposal College of Medicine College of Education <u>Name of College(s) or School(s)</u> Anatomical Sciences Education <u>Academic Specialty or Field</u> 26.0403 <u>Proposed CIP Code</u>	<u>Spring 2019</u> Proposed Implementation Term Department of Anatomy and Cell Biology School of Teaching and Learning/School of Human Development and Organizational Studies <u>Name of Department(s)/ Division(s)</u> Master of Science Doctor of Philosophy <u>Complete Name of Degree</u>
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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.

<u>Date Approved by the University Board of Trustees</u>		 <u>President</u>  <u>Vice President for Academic Affairs</u>	<u>11-19-18</u> Date <u>11/16/18</u> 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).

MS Program

Implementation Timeframe	Projected Enrollment (From Table 1)	
	HC	FTE
Year 1	25	25

PhD Program

Implementation Timeframe	Projected Enrollment (From Table 1)	
	HC	FTE
Year 1	2	2

Year 2	50	50
Year 3	50	50
Year 4	50	50
Year 5	50	50

Year 2	4	4
Year 3	6	6
Year 4	8	8
Year 5	10	10

Projected Program Costs for <u>MS and PhD</u> (From Table 2)					
Implementation Timeframe	E&G Cost per FTE	E&G Funds	Contract & Grants Funds	Auxiliary Funds	Total Cost
Year 1	\$14,547	\$1,000	0	0	\$392,778
Year 5	\$15,341	\$1,666	0	0	\$920,475

The projected costs for both the proposed master's and doctorate programs are based upon the enrollment of students in pre-existing graduate courses offered by the College of Medicine and the College of Education.

Note: This outline and the questions pertaining to each section must be reproduced within the body of the proposal to ensure that all sections have been satisfactorily addressed. Tables 1 through 4 are to be included as Appendix A and not reproduced within the body of the proposals because this often causes errors in the automatic calculations.

INTRODUCTION

I. Program Description and Relationship to System-Level Goals

- A. Briefly describe within a few paragraphs the degree program under consideration, including (a) level; (b) emphases, including majors, 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.**

Master of Science Program in Anatomical Sciences Education

The proposed online, non-thesis MS program uniquely offers the flexibility of three paths of study that are centered on human medical anatomy: (1) education, (2) pre-professional, and (3) biomedical research. The educational path is crafted for teachers in secondary education, anatomy instructors at community colleges, and others seeking post-baccalaureate education in the anatomical sciences. The pre-professional path is designed for those students that would like to pursue an MD, DMD, DDS, or PA career. Finally, the biomedical path will train, as a first-step, students who are considering the pursuit of a career in medical research.

The proposed 3-path Master of Science program will allow students with different goals to pursue additional training beyond their baccalaureate degree. Teachers in secondary education and at

community colleges can gain more in-depth knowledge of anatomy and learn best practices in teaching and assessing their students. Pre-professional students will be able to gain broad training in all aspects of human anatomy that would allow them to master sufficient base knowledge to pursue health-care professional degrees in medicine, dentistry, physician assistant and physical therapy. Those students that complete the Master of Science program and wish to pursue biomedical research will have completed many of the course requirements for those PhD anatomical programs in biomedical research as well as our PhD Program in Anatomical Sciences Education. Furthermore, students with an MS degree in Anatomical Sciences will be able to teach/assist in human anatomy and histology laboratory exercises.

This program is designed to provide online courses in a synchronous learning format that address anatomical base knowledge including gross anatomy, microscopic anatomy, embryology, and cell biology, and to introduce students to the bases of pedagogy. Furthermore, the program is flexible enough to allow the student to pursue neuroscience, neuroanatomy, and medical physiology courses as electives. The educational path of this MS degree program uniquely blends training in human anatomy with developing pedagogical methods of teaching and assessment.

While there are two Master of Science in Biomedical Sciences programs in the SUS (UCF and USF), the Master of Science program proposed here is distinct because: 1) it offers not one but three paths of post-bac training; 2) the education path is unique in that students can take anatomical and biomedical courses offered by the Department of Anatomy and Cell Biology in the College of Medicine and educational courses in pedagogy and assessment offered by the College of Education as laid out in the catalog copy attachment of this proposal; and 3) the program can reach geographically students throughout the State of Florida, the Southeast Region of the United States, and the world.

PhD Program in Anatomical Sciences Education

The proposed PhD program in human Anatomical Sciences Education is a dissertation-based doctoral program designed to train individuals to become fully qualified educators in all of the anatomical disciplines and conduct educational scholarly research for promotion and tenure. It offers a broad range of courses related to medical human gross and microscopic anatomy, anatomical imaging, cell biology, combined with higher education. This program will cover anatomical knowledge, pedagogical expertise, and assessment skills critical for training students for a career in teaching anatomy at the university level and in conducting scholarship in medical education. Students will be mentored to perform and document medical educational research culminating in a dissertation that will be defended in front of a PhD committee composed of faculty from the Colleges of Medicine and Education.

The proposed Ph.D. program in Anatomical Sciences Education is distinctive from SUS 26.999 doctoral programs. The courses offered jointly by the College of Medicine and the College of Education will prepare individuals for competitive positions at higher education colleges and universities. Rather than conducting biomedical bench-based research, individuals in this program will conduct scholarly research in medical education directed by faculty in the Colleges of Medicine and Education.

This PhD program in Anatomical Sciences Education is a unique program in Florida and the Southeast. There are three PhD programs in biomedical sciences in Florida (UF, UCF, and USF), which focus on conventional biomedical research, but not medical educational research. Furthermore, these programs do not address training in education pedagogy, assessment and

scholarship. There are currently four programs in the United States and Canada that offer doctoral programs that include education besides anatomy. These programs are Indiana University, Penn State University, University of Mississippi, and Western University. The curricula of these programs are in Appendix F. Of the four, only Indiana University has input from their College of Education. Our proposed doctoral program will be only the second in the United States that is jointly sponsored by the colleges of medicine and education.

The design of the curriculum for the doctoral program includes required courses in all of the anatomical disciplines: gross anatomy, embryology, histology, and neuroanatomy. In addition, students will be expected to complete other biomedical courses such as cell biology, in order to give students a solid foundational knowledge that helps them understand and teach anatomy, embryology, and histology. This is particularly important because medical schools are moving their curricula to be more integrated and expect faculty to combine material from, say, anatomy and physiology or histology and biochemistry. PhD candidates will take educational research courses and courses focusing on curriculum development and teaching adult learners in the College of Education.

Doctoral students in our program may take classes with other professional students and later in the curriculum could serve as teaching assistants in anatomy and histology courses to pre-professional and professional students. For their dissertation work, students will be able to pursue a broad array of medical education research topics. This will yield a more versatile educational researcher, thereby, giving our students credibility to the broader community of medical education researchers and opening up more avenues for publishing and presenting their work.

Both proposed MS and PhD programs support the University of Florida (UF) and SUS missions by providing premier graduate education programs to individuals with baccalaureate degrees to enter a professional health science program, to enter a biomedical or pharmaceutical research laboratory, or to further their anatomical knowledge and educational training for their roles as science educators in secondary education, community colleges, and health professional (medical, dental, etc.) schools. These programs specifically support the goal of the 2025 System Strategic Plan for the College of Medicine and the University of Florida.

Students for both MS and PhD degrees will be admitted to the Department of Anatomy and Cell Biology at the UF College of Medicine. As such, both MS and PhD degrees will be granted by the UF College of Medicine.

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 MS and PhD pre-proposals were presented to the CAVP in October 2017. The CAVP approved moving forward. The CAVP agreed training competent people to teach anatomy is very difficult and there is a critical need. Members of the CAVP registered no formal concerns, but there were 3 areas of feedback.

1. The CAVP expressed that with 3 tracks and such a small projected enrollment, it looks like the degrees are somewhat over-stretched. Perhaps one way to address this would be to distinguish

between the expected student populations for the MS and the PhD. We anticipate that we'll accept 25 students per year for the Master of Science program. Based on the past enrollment in our current 2 online anatomy certificate programs, the student populations appear bimodal – students seeking to improve their academic records to pursue matriculation into health professional health schools and those individuals who already are teachers in secondary education. The proposed 3-paths masters in anatomical sciences education offers a solid required anatomical and educational core of courses with diversity with related electives.

2. The CAVP expressed that it is not clear what value-added the education piece will provide, i.e., how will the education piece work in terms of the rigor of the program and how will employers see graduates with educational courses rather than science courses? These graduate programs not only provide a means to develop a solid foundation of anatomy but also develop skills in both anatomical teaching and experience in educational scholarship. It recognizes that effective anatomy teaching requires rigorous content as well as pedagogical preparation. For the PhD program, the goal is to develop educators, not just teachers. We want to be a part of reframing expectations of what it means to be an anatomist. As noted by one of the external reviewers for this proposal, there is a growing demand for qualified anatomy educators who can teach all of the anatomical disciplines (cell biology, histology, gross anatomy) and conduct medical education research for promotion and tenure. Furthermore, individuals, who are hired into the Department of Anatomy and Cell Biology at UFCOM to teach, are on a non-tenured research track with the expectation of pursuing scholarly activities. Promotion is based not only on excellence in the classroom but also more importantly on education scholarship. Students in the PhD program will, therefore, understand educational research by completing quantitative and qualitative research methods classes as well as coursework related to adult teaching and learning and curriculum. Note that the College of Education at UF has been ranked for the past two consecutive years (2016, 2017) as America's best online graduate education degree program.

3. The CAVP expressed that a strong case for each of the two degrees in terms of employability and the “fit” between the curriculum and the value of the degree to employers and, hence, graduates, needs to be made.

See our response in Section II. A. Need and Demand.

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

In the summer of 2017, three external reviewers were asked to provide feedback about the pre-proposal of Master of Science and PhD programs. Two reviewers have created similar anatomical sciences education doctoral programs; the other reviewer is Anatomy Department Chairman, as well as the editor of the *Journal of Anatomical Sciences Education*. Their reports are in Appendix D. Members of the Advisory Committee for the Center for Anatomical Sciences Education in the Department of Anatomy and Cell Biology in conjunction with members of the College of Education have reviewed their comments and revised the proposed programs to incorporate the reviewers' feedback to strengthen the proposal.

The overall feedback from external reviewers was that the proposed collaboration by the College of Medicine and the College of Education would be significant and innovative to provide a theoretical and practical-base foundation for training individuals to become highly successful anatomy teachers

via the Master of Science program, and as anatomical educator-scholars via the doctoral program. With the teaching of anatomy to professional students being transformed from a discipline-based format into an integrated curriculum format, faculty members are now needed to be master teachers and educator-scholars, applying evidence-based knowledge about how students best learn to the classroom. Dr. Lehman stated, “The proposed programs will play a key role in supporting this disciplinary change by providing the formative content, skills, and experiences essential to train future generations of educator-scholars in the anatomical sciences. In addition, the collaboration between the Colleges of Medicine and Education in this degree-granting program is novel and forward-thinking, presenting unique opportunities for types of training experiences students can take advantage of, as well as expanding the pool of potential applicants to those with a primary interest and background in education.”

Individuals trained in the doctoral program will be highly recruited as noted by Dr. Brokaw, Director of the Indiana University’s Anatomical Sciences Education Program, when he stated, “I can attest to the need and growing demand for qualified anatomy educators who can teach all of the anatomical disciplines and conduct medical education research for promotion and tenure. Rarely a week goes by where I don’t receive at least one phone call or e-mail from a program somewhere seeking to fill a faculty tenure-track teaching position in anatomy.”

The reviewers noted that the success of the programs would depend upon the faculty who can serve as supervisors and research mentors for students and having opportunities for faculty development. With the current anatomy faculty and with our colleagues in the College of Education, we have a critical group to successfully offer and maintain both proposed graduate programs. Future plans for the anatomy department will be to recruit junior anatomy educators when positions become available and provide protected time to junior faculty to develop their own independent line of research in anatomy education, publish and present their work at meetings, and ultimately contribute to the training and supervision of graduate students as suggested by Dr. Lehman. It is believed that the joint interaction with faculty of the College of Education will enhance the teaching and scholarly skills of members of the anatomy teaching faculty.

A reviewer commented on the feasibility of teaching a gross anatomy course via distance learning. Currently, an online gross lecture course and an online laboratory course are offered for our 2 anatomy online certificate programs. The courses are taken world-wide principally by either individuals strengthening their academic record for admittance into professional healthcare institutions or teachers teaching in secondary education or in community colleges that teach anatomy without cadavers. Individuals, wishing to teach in healthcare institutions that rely on cadavers to demonstrate anatomical features, are expected to enroll in our doctoral program in which they will conduct hands-on dissection of a cadaveric body.

We amended the description in our proposal to distinguish between our proposed Master of Science program and our proposed PhD program. While our doctoral program is designed for individuals wishing to become educators-scholars in healthcare professional schools, our Master of Science program is structured to offer different paths for students, including to undergraduates considering the program as a first step to a career in biomedical science research.

Two reviewers commented about support for students, e.g., stipends and funds for travel to meetings. In the Department of Anatomy and Cell Biology, tuition generated from anatomy courses in which the TAs serve as teaching staff will be a source of support. Doctoral students in the Department of Anatomy and Cell Biology and the School of Teaching and Learning will be eligible

for School-level funding for graduate students to present at conferences to support the dissemination of their research.

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

The proposed MS and PhD programs in Anatomical Sciences Education will support the goals and objectives of the University's strategic plan and SUS's strategic goals for achieving excellence:

- By attracting students with increasingly diverse demographic and geographic characteristics (Goal 1, Obj. 1) including the metrics of a) racial/ethnic, and b) gender diversity.
- As a diverse, robust educational and interdisciplinary area of excellence (Goal 1, Obj. 3), including the metrics of a) the breadth of educational programs and b) students and faculty engaged in interdisciplinary collaborations.
- Academic programs that promote effective and accessible learning through innovation (Goal 2, Obj. 3), including the metrics of a,) number of UF distance education degrees awarded nationally and internationally, and retention above the national standard, b) number of invitations to present UF educational methods as models, c) number of publications on innovative educational methods, d) intellectual property development in educational methodology and content, and e) certificate program development
- By facilitating high-quality student-faculty interactions in mentored research (Goal 2, Obj. 4), including the metrics of a) number of graduates conducting mentored research, b) number of graduate students' education research presentations at UF, regional, state, national, and international venues
- By promoting educational research and scholarship that enhances fundamental knowledge and improves the lives of the world's citizens (Goal 4, Obj.1), including the metrics of number of publications in influential journals
- By training exceptional graduate and postdoctoral scholars who will contribute to influential research and scholarship (Goal 4, Obj.2), including the metrics of the number of students and postdoctoral scholars conducting educational research, and the number of publications and scholarly works by undergraduate and graduate students and postdoctoral scholars

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.

Although our proposed masters and doctoral degree programs are not listed in the SUS Programs of Strategic Emphasis list, the degrees will be fundamental to the development of health educators in Florida and the U.S., and thus will contribute to the strategic emphasis on health (CIP 51) to address the workforce needs for Physician Assistants (51.0912), Dentists (51.0401), and Physicians (51.1201). The programs also contribute to the STEM strategic emphasis for science teachers participating in the master's degree.

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.

The Master of Science program will be offered online in a synchronous learning format. The PhD

program will be offered on the campus of the University of Florida.

INSTITUTIONAL AND STATE LEVEL ACCOUNTABILITY

II. Need and Demand

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

There will be an estimated national shortage of approximately 105,000 physicians by 2030 (Source: <https://news.aamc.org/press-releases/article/enrollment-05252017/>). To address this shortage, twenty-two new medical schools have been created and accredited since 2002 to increase the number of graduating physicians as noted by the American Association of Medical Colleges News, May 25, 2017 (<https://news.aamc.org/press-releases/article/enrollment-05252017/>). In addition, new Physician Assistant Schools have been established to increase the number of health-care professionals. In the State of Florida alone, for example, 4 new medical schools have been added to the original three and 11 new accredited physician assistant programs have been established in recent years. The conundrum associated with this national crisis of health-care providers is the increased need for human anatomists who can educate professional healthcare students in the various sub-disciplines of medical anatomy. Traditionally-trained anatomists, who retire or leave the workforce, are not being sufficiently replaced with individuals who have been trained in the medical human anatomy to educate and assess methodologies of teaching and evaluation (Anatomical Science Education 8:258-265, 2015).

The new proposed programs are designed to train new medical anatomists with a solid core of human anatomical knowledge with clinical relevance. Further, these proposed programs will provide the new anatomists with tools to become scholarly educators by being trained in educational research methods. Current advance programs in biomedical sciences are not training individuals about how to teach and assess professional students. There are only 3 schools in the U.S. that prepare students to become anatomical education scholars (Penn State, Indiana University, and University of Mississippi). Of the 3, only Indiana University has a PhD program jointly sponsored by the School of Medicine and College of Education, and the proposed graduate programs in Anatomical Sciences Education at UF will be the 2nd nationally. Our primary goal is to train individuals with expert knowledge of human anatomy, especially clinically-relevant, gross anatomy, expert knowledge in how to teach and assess, and equally important, knowledge of how to conduct scholarly research in the field of medical education. In summary, there are no similar programs in the State of Florida, the Southeast, or in the US as the proposed stand-alone PhD program in Anatomical Sciences Education that will attract American and International students based upon feedback from students enrolled in our established certificate programs and from student inquiries.

- 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.**

There has been a high level of interest in both the proposed Master of Science and PhD programs in

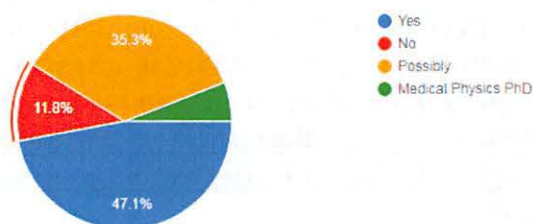
Anatomical Sciences Education due to the national shortage of competent educators to teach in the field of anatomy at the higher levels of education. Two surveys of students enrolled in the Department of Anatomy and Cell Biology's current 2 online certificate programs demonstrate the interest of individuals further enhancing their credentials to teach human anatomy.

The first survey was conducted this past spring of 2017 of students enrolled in UF's Department of Anatomy and Cell Biology online certificate programs (Medical Human Anatomy, Anatomy and Physiology) to identify their current careers. Seven of twelve responding students in the spring survey said they were teachers in secondary education or instructors at community colleges. In the 2nd survey of students in the summer 2017 online courses, six of eleven responding students identified themselves as teachers or instructors, and eight of the eleven expressed great interest in enrolling in an MS in Anatomical Sciences or a doctoral program in Anatomical Sciences Education.

In the second survey of students enrolled in this past fall (2017) online anatomy classes, there were 17 respondents. The enclosed graph illustrated the interest in having the opportunity to pursue advanced degrees in anatomical educational sciences.

Would you be interested in an online Anatomical Education Masters or PhD?

17 responses



- 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.**

The proposed programs would be unique in the SUS. The proposed MS and PhD programs are distinctively different from the closest MS and PhD programs offered in the SUS in CIP 26.9999 in so far as (1) the proposed programs are specifically in the anatomical sciences; (2) the proposed programs include education courses in pedagogy and assessment skills, and (3) these programs are sponsored jointly by the College of Medicine (Department of Anatomy -Cell Biology) and the College of Education. The MS programs offered by UCF and USF and the PhD programs offered by UCF, USF, and FIU are designed to prepare students to pursue health-related professional careers and/or biomedical research careers. There are 39 students enrolled in MS Biomedical Sciences at the University of Central Florida. There are 30 students enrolled in the Master of Science in Medical Sciences at the University of South Florida. There are 50 students enrolled in the PhD Program in Biomedical Sciences at the University of Central Florida. There are 96 students

enrolled in the Master of Science with a concentration in Anatomy at the University of South Florida.

- 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 30 credit hours per year and graduate FTE will be calculated as 24 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.**

The headcount for our MS program (n=25) is based upon survey data of students enrolled in our certificate programs and the number of students enrolled in MS programs offered by other SUS institutions.

The headcount for our PhD program (n=2) is based upon requests made to our Anatomy and Cell Biology Department, survey data from individuals enrolled in our certificate programs, and the data shared by Dr. Brokaw, the external reviewer from Indiana University. We do not expect students within UF to change majors to enroll in this program.

- 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 MS program and PhD program will be broadly marketed by both the College of Medicine and the College of Education through traditional channels (our websites) and social media. The programs will also be marketed via professional organizations, e.g., American Association of Anatomists and American Association of Clinical Anatomists). Every effort will be made to attract minority students by using materials that are inclusive of diverse audiences. The proposed programs do not duplicate programs offered at FAMU or FIU and, therefore, not unfavorably impact minority institutions. The inclusion of an educational research and pedagogical focus may appeal particularly to those students who wish to use their content knowledge and give back to their communities through teaching and service.

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.)**

For the MS program, students will be enrolled in courses already offered by the College of

Education and by the Department of Anatomy and Cell Biology in the College of Medicine. No need for additional FTE is anticipated.

For the PhD program, students will be enrolled in existing and planned graduate courses in the Department of Anatomy and Cell Biology and the College of Education. It is anticipated that current course enrollment will be able to absorb additional anatomy and education courses. No need for additional FTE is therefore projected at this time. Nonetheless, the teaching assignments of existing faculty will be shifted to reflect the anticipated additional teaching responsibilities.

Tuition allocation between the COM and COEd will be consistent with the normal UF budget processes. For online courses (those associated with the MS degree), we will establish a self-supporting account for tuition deposit through the Office of Distance Education. Dr. Daaka is the Program Director and in this capacity, he will allocate all funds belonging to COEd (based on the number of student credit hours given by COEd) at the end of each semester. For regular courses (those associated with the PhD program), the COM (as the home of students and the degree-granting College) will retain 30% of tuition for all student credit hours taken at COEd. COEd will receive remaining 70% of the tuition.

- B. Please explain whether the university intends to operate the program through continuing education, seek approval for market tuition rate, or establish a 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 MS and PhD programs will not be operated through continuing education on a cost-recovery basis, seek approval for market tuition rate, or establish differentiated graduate-level tuition. The expected rate of graduate tuition for both MS and PhD students will be based on the University's standard costs and projected estimates, which is \$448.73 per credit hour and fees are \$81.96 for a total of \$530.69 per credit hour for the 2017-2018 academic year.

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

No impact on undergraduate programs is anticipated. For the COE – because courses are already scheduled to occur, these new programs will enhance enrollment for these courses without replacing any courses or re-assigning faculty.

- 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 expect that our graduate program will have a positive impact on other UF graduate programs. For example, we anticipate benefiting the education graduate programs in the College of Education.

- 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.**

N/A

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.

Quantitative:

- Increase the ability to attract the most highly qualified graduate students, which provides a direct benefit to the Department of Anatomy and Cell Biology, the COM, and the COE, and the University
- Increase student diversity in terms of students from diverse ethnic and cultural backgrounds
- Increase number of scholarly publications, particularly in high-impact journals.
- Increase research collaboration with other UF departments and colleges, including medicine and education
- Increase the number of scholarly health-care educators, not just health-care teachers
- Increase extramural funding to support educational research

Qualitative:

- Impact the training of health-care providers by developing scholarly trained anatomists
- Development of a “talent pipeline” that must exist to create a multi-disciplinary expertise in anatomy and education to build the knowledge and innovation envisioned by the Florida Board of Governors.

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 an 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.

N/A

- 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](#)).

The proposed MS and PhD programs in Anatomical Sciences Education will support the UF and SUS's Mission Statements by:

- attracting students of differing ethnicity and gender to help UF create a diverse environment to foster multi-cultural skills and perspectives in its teaching.
- teaching and mentoring students who will contribute and succeed in the 21st century

The proposed MS and PhD programs in Anatomical Sciences Education will support the UF and SUS's Strategic Goals by:

- recruiting exceptional graduate students (2nd UF Goal that is aligned with SUS 2025 Strategic Plan Goals 1,3,4,5,6)
- training and mentoring to enrolled graduate students so they can be successful in healthcare field by being exemplary teachers and scholarly researchers (4th UF Goal that is aligned with SUS 2025 Strategic Plan Goals, 1,3,7,8,9,
- training students how to conduct scholarly research in anatomical education and technology, thereby, increasing scholarly productivity (5th & 6th UF Goals that are aligned with SUS 2025 Strategic Plan Goals 1,4,5,6,7,8,9)
- graduating exceptional, scholarly educators who can impact the training of healthcare professional students (8th UF Goal that is aligned with SUS 2025 Strategic Plan Goals 1,4,5,6,7,8)

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

The proposed program will extend UF's institutional strengths through developing and enhancing collaborations between faculty of the College of Medicine and the College of Education. The MS program is consistent with the overall vision of the UF goals of outreach education in the areas of human anatomical sciences and education. The MS online program will also afford usability to offer education training to a diverse student population worldwide.

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.

Establishment of Departmental Center for Anatomical Sciences Education (CASE). The overall goals of CASE are to train the next generation of human anatomy educators and scholars (MS and PhD) who are qualified to teach anatomical disciplines to undergraduate, graduate, or professional (medical, dental and physician assistant) students, and produce high-quality educational research. In addition to the traditional areas of study including human gross anatomy, structure laboratory (human cadaver), and human histology and embryology, the planned curriculum includes core courses in cell and systems biology. Also, courses in education and ethics ensure that students conduct their activities with the highest of effectiveness and ethical standards. Importantly, the proposed graduate MS and PhD programs will be offered in collaboration with the College of

Education, the first 2-College collaborative program between the health sciences and general education. The proposed online MS program offers three paths of study: an education track, a pre-professional track, and a biomedical research track. The proposed PhD program is thesis-based and is focused on medical education research and not biomedical research. It is designed to train students for a career in educational scholarship, the first of its kind in the College of Medicine. Students will be mentored to perform and document medical educational research culminating in a thesis that will be defended in front of a PhD committee composed of faculty from the Colleges of Medicine and Education. Notably, both MS and PhD programs support the UF (and SUS) missions by providing premier graduate education opportunities to individuals with baccalaureate degrees to further their training to enter a professional health science program, to gain additional training to enter biomedical research, or to increase their anatomical and educational knowledge for their roles as science educators in secondary education, community colleges, and health professional (medical, dental, etc.) schools. These programs specifically support the goal of the 2025 System Strategic Plan for COM and UF.

Date	Participants	Planning Activity
March 2017	Establishment of Advisory Committee for the Center for Anatomical Sciences Education (CASE)	Discussion graduate programs associated with CASE
April 2017	Members of the Department of Anatomy and Cell Biology and the College of Education	Creating graduate programs jointly sponsored by the College of Medicine and the College of Education
July 2017	Provost's Office	Approval of pre-proposal
October, 2017	External reviewers	Critique pre-proposal design
October, 2017	CAVP	Approval to submit a full proposal

Events Leading to Implementation

Date	Implementation Activity
Spring, 2018	Final COM approval by Dean for full proposal
Spring, 2018	Office of Institutional Planning and Research
Spring, 2018	UF Graduate School review
Spring, 2018	Graduate Council Sub Committee in-depth review
Spring, 2018	Graduate Council approval
Spring, 2018	University Curriculum Committee and Faculty Senate (information item)
Spring, 2018	Faculty Senate review and approval
Fall, 2018	Provost's Office's approval
Fall, 2018	Board of Trustees' approval
Fall, 2018	Submission for consideration, September 2018 by Board of Governors.
Spring 2019	MS and PhD Anatomical Sciences Education Program implementation begins

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.

The College of Medicine was fully accredited by the Liaison Committee on Medical Education (LCME) in 2015. The next review is in 2022-2023. The University is accredited through Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), and accreditation was reaffirmed in 2014.

The College of Education just received its full accreditation with no areas of improvement through the Council for the Accreditation of Educator Preparation (CAEP). Programs reviewed this cycle under the new CAEP standards include Agricultural Education, Art Education, Early Childhood Education, Elementary Education (Single and Dual Certification), English Education, Mathematics Education, Music Education, Science Education (Biology, Chemistry, and Physics), Site-Based Implementation of Teacher Education (SITE), and Social Studies Education. Although not explicitly reviewed during this cycle, Educational Leadership, Reading Education, School Counseling and Guidance, School Psychology, Special Education, and other programs that prepare professionals for employment in P-12 settings carry full accreditation through 2024. The College is ranked #1 in Florida and the Southeast and its online programs are ranked #2 nationally in 2017.

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.

SLO #1 Students will learn and apply the acquired knowledge of anatomy, histology, and cell biology to the various tissues and organ systems of the human body.

SLO #2 Students will identify and describe the anatomical features of the human body with reference to systems, location, planes of the body.

SLO #3 Students will identify and describe the functional aspects of the cellular and histological features of the various tissues and organ systems of the human body.

SLO #4 Students will analyze and describe possible pathologic outcomes based on a comparison of anatomy, histology, and cell biology anomalies to normal structure-function relationships.

SLO #5 Students will develop critical thinking skills to assess and integrate how alterations in normal anatomy, histology, and cell biology, including changes in system function, lead to medical conditions.

SLO #6 Students will describe the organogenesis and development of the various organ systems of the human body.

SLO #7 Students will describe the human nervous system and its role in the various systems of the human body.

SLO #8 Students will describe the human physiology and its role in the various systems of the human body.

SLO #9 Students will design curricula for an anatomy course on-line and on-site.

SLO #10 Students will develop tools to critically assess anatomical and educational research.

SLO #11 Students will design and implement an anatomical, educational research study and present/disseminate findings at local, state, and national forums.

SLO #12 Students will describe and compare effective pedagogical strategies in teaching and construct examples of different types of assessments.

SLO #13 Students will design technical tools that will enhance the learning experience of their students.

SLO #14 Students will demonstrate their knowledge of instructional design by creating effective technology-enhanced instruction that includes analysis, design, development, implementation, and evaluation.

SLO #15 Students will demonstrate their mastery of the skills necessary to create effective digital instructional artifacts using a variety of media and methods.

SLO #16 Students will demonstrate the appropriate disposition towards the field of educational technology.

SLO #17 Students will identify and describe general and specific areas of best practices in teaching and learning.

SLO #18 Students will investigate a significant problem or original question within his/her specific field of Science Education.

SLO #19 Students will apply knowledge of science content and pedagogy to complete a written thesis or project and an oral presentation of research that focuses on a significant problem or original question in Science Education.

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

Admission Standards:

For both MS program and PhD program, applicants must meet the minimum requirements for the University of Florida Graduate School: Junior/Senior GPA > 3.0 and a score on the Graduate Record Exam (GRE) of 1000 combined verbal and quantitative for the old scale, and a minimum score of 300 for the new scale. The student will submit a minimum of three letters of reference, a statement of purpose, and a resume, which the admissions committee will use to assess the student's qualifications for admission to the program. International students must comply with current UF standards for admission to the Graduate School, including requirements for English language competency and financial responsibility.

Graduation Requirements:

MS Program

The student will complete a total of 32 credit hours for graduation

PhD Program

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

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

The online MS program will require 32 post-baccalaureate hours. There are required 11 credit hours of core courses in Anatomy and Cell Biology and 6 credit hours of core courses in Education for a total of 17 hours of core courses. Fifteen credit hours of elective courses will be tailored to the educational, pre-professional, or biomedical research student. Up to 12 credits can be transferred from the Anatomical Sciences Education Certificate program with permission.

Courses (All courses are currently available online)

Required Core Anatomy and Biomedical Courses: 11 credit hours

GMS 5605: Medical Anatomy	3
GMS 5606L: Medical Anatomy Lab	2
GMS 5630: Medical Histology	3
GMS 5057: Medical Cell Biology	3

Required Core Education & Research Courses: 6 credits

EME 5207: Designing Technology-Rich Curricula	3
SCE 5140: Science Curriculum Development	3

Elective Courses: 15 credits

Elective: Anatomy and Biomedical Courses

(Select at least two)

GMS 5604: Medical Human Embryology	3
GMS 5613: Medical Human Anatomy by Diagnostic Imaging	2
GMS 6400C: Principles of Physiology	6
GMS 6007: Fundamentals of Neuroscience	2
GMS 6607C: Musculoskeletal Systems	4
GMS 6705: Functional Human Neuroanatomy	4

Elective Education & Research courses:

(Select at least one)

SCE 5765: Data-Driven Science Instruction	3
EME 5405: Internet in K-12 Instruction	3
EDF 7486: Methods of Educational Research	3

The PhD program will require a minimum of 90 post-baccalaureate credit hours. Up to 30 credits

may be transferred from an M.S. or other master's program at the discretion of the Program Director and the Graduate School.

Courses

Core Anatomy & Biomedical Courses (Required)

GMS 5604: Medical Human Embryology	3
GMS 5605: Medical Anatomy	3
GMS 5606L: Medical Anatomy Lab	2
GMS 5613: Medical Human Anatomy by Diagnostic Imaging	2
GMS 5630: Medical Histology	3
GMS 5057: Medical Cell Biology	3
GMS 6607C: Musculoskeletal Systems	4
GMS 6940 Supervised Teaching	3
GMS 6690: Molecular Cell Biology Journal Club	1

Dissertation Research (Required)

GMS 7979: Advanced Research	
GMS 7980: Research for Doctoral Dissertation	1-15 (S/U)

Anatomy and Biomedical Courses (Elective)

GMS 6007: Fundamentals of Neuroscience	2
GMS 6400C: Principles of Physiology	6
GMS 6421: Cell Biology	4
GMS 6691: Special Topics in Cell Biology and Anatomy	3
GMS 6705: Functional Human Neuroanatomy	4

Curriculum & Instruction Courses (Required, select 2)

SCE 5140: Science Curriculum Development	3
EDG 6305: Multiple Perspectives on Teaching and Learning	3
EME 6458: Distance Teaching and Learning	3
EME 6065: Human-Computer Interaction and the Learner	3
EDG 6931: Special Topics: "Teaching Adults"	3

Educational Research Courses (Required, select 2)

EDG 6931: Special Topics: Survey of Research Methods in STEM Education	3
EDF 6403: Quantitative Foundations of Educational Research	6
EDF 6475: Qualitative Foundations of Educational Research	4

Curriculum & Instruction/Education Research Courses (Electives)

EDG 7252: Perspectives in Curriculum, Teaching, and Teacher Education	3
EME 6458: Distance Teaching and Learning	3
EME 6059: Blended Learning Environments	3
EDF 6520: History of Education	3
EDF 6544: Philosophical Foundations of Education	3
EDG 6017: Writing for Academic Purposes	3
EDF 6402: Quantitative Foundations in Educational Research: Inferential Statistics	3

EDF 6403: Quantitative Foundations of Educational Research	3
EDF 6402: Quantitative Foundations in Educational Research: Inferential Statistics	3
EDF 6471: Survey Design and Analysis in Educational Research	3
EDF 7412: Structural Equation Models	3
EDF 7474: Multilevel Models	3
EDF 7932: Multivariate Analysis in Educational Research	3
EDF 6475: Qualitative Foundations of Educational Research	4
EDF 7479: Qualitative Data Analysis: Approaches and Techniques	3
EDF 7483: Qualitative Data Collection: Approaches and Techniques	3
EDF 7486: Methods of Educational Research	3

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

Proposed Plan of Study for MS program:		
Term	Course	Credits
Fall Year 1	GMS 5605 Medical Anatomy	3
	GMS 5606L Medical Anatomy Lab	2
	Elective	3
Spring Year 1	GMS 5630 Medical Histology	3
	GMS 5057 Medical Cell Biology	3
Summer Year 1	EME 5207 Designing Technology-Rich Curricula	3
	Elective	3
Fall Year 2	SCE 5140 Science Curriculum Development	3
	Elective	3
Spring Year 2	Elective	3
	Elective	3
	Total	32

Proposed Plan of Study for PhD program		
Term	Course	Credits
Fall Year 1	GMS 5605 Medical Anatomy	3
	GMS 5606L Medical Anatomy Lab	2
	Curriculum & Instruction: Required Course	3
	GMS 6690 Molecular Cell Biology Journal Club	1
Spring Year 1	GMS 5630 Medical Histology	3

	GMS 5057 Medical Cell Biology	3
	Curriculum & Instruction: Required Course	3
	GMS 6690 Molecular Cell Biology Journal Club	1
Summer Year 1	GMS 6607C Musculoskeletal Systems	4
	GMS 7979 Advanced Research	2
Fall Year 2	GMS 5604 Medical Human Embryology	3
	Education Research: Required Course	3-6
	GMS 7979: Advanced Research	0-2
	GMS 6690 Molecular Cell Biology Journal Club	1
Spring Year 2	GMS 5613 Medical Human Anatomy by Diagnostic Imaging	2
	Educational Research: Required Course	3-6
	Anatomy and Biomedical: Elective Course	0-6
	GMS 7979: Advanced Research	0-2
	GMS 6690 Molecular Cell Biology Journal Club	1
Summer Year 2	GMS 6940 Supervised Teaching	3
	GMS 7979 Advanced Research	3
Fall Year 3	C&I / Educational Research: Elective Course	0-3
	Anatomy and Biomedical: Elective Course	0-6
	GMS 6690 Molecular Cell Biology Journal Club	1
	GMS 7980 Research for Doctoral Dissertation	2-5
Spring Year 3	C&I / Educational Research: Elective Course	0-3
	Anatomy and Biomedical: Elective Course	0-6
	GMS 6690 Molecular Cell Biology Journal Club	1
	GMS 7980 Research for Doctoral Dissertation	2-5
Summer Year 3	GMS 6940 Supervised Teaching	3
	GMS 7980 Research for Doctoral Dissertation	6
Fall Year 4	GMS 6940 Anatomy Teaching Practicum	3
	GMS 6690 Molecular Cell Biology Journal Club	5
	GMS 7980 Research for Doctoral Dissertation	1
Spring Year 4	GMS 6940 Supervised Teaching	3
	GMS 6690 Molecular Cell Biology Journal Club	1
	GMS 7980 Research for Doctoral Dissertation	5

Summer Year 4	GMS 7980 Research for Doctoral Dissertation	9
if necessary		
Fall Year 5	GMS 7980 Doctoral Research	9
if necessary		
Spring Year 5	GMS 7980 Doctoral Research	9
if necessary		

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

Science Courses

GMS 5604: Medical Human Embryology (3 credits)

This online course provides the basis for the development of the organs of human body.

GMS 5605: Medical Anatomy (3 credits)

This online course uses regional and system-based approaches to teach the organization of the anatomy of the human body.

GMS 5606L: Medical Anatomy Lab (2 credits)

This online laboratory course uses images of human dissections to study the anatomy of the human body.

GMS 5613: Medical Human Anatomy by Diagnostic Imaging (2 credits)

This online course is a systematic approach to visualizing by ultrasound, X-ray, MRI, and CAT the organization of the major structures within the human body.

GMS 5630: Medical Histology (3 credits)

This online course is designed to cover the histology of tissues and organs through lectures and chat sessions.

GMS 5057: Medical Cell Biology (3 credits)

Focus on the basics of cellular structure and function in the context of human health and disease.

GMS 6421: Cell Biology (4 credits)

This course will examine the most recent advances in cell biology by lecture and small group discussions of current publications from high impact cell biology journals.

GMS 6691: Special Topics in Cell Biology and Anatomy (3 credits)

This onsite course will examine the deficiencies and abnormalities of the cell that occur in various diseased conditions.

GMS 6400C: Principles of Physiology (6 credits)

This course teaches the functions of the human body at a level required for clinical medicine. This

course covers normal physiology, as well as selected diseases. The ultimate goal is for students to develop an understanding of the integrated functions of the normal body and 'problem solving' and 'critical thinking' skills in evaluating clinical situations.

GMS 6007: Fundamentals of Neuroscience (2 credits)

This course covers the basic background required to understand current topics in the field of Neuroscience, a rapidly changing area that impacts several fields of medicine including public health, public policy, and sports medicine, as well as on the military and pharmaceutical industry.

GMS 6705: Functional Human Neuroanatomy (4 credits)

This is a survey course in functional neuroscience, intended for a diverse group of graduate students. The course integrates basic neuroanatomy with systems neuroscience and cognitive neuroscience through lectures, lab work, textbook and lab atlas, and websites.

GMS 6607C: Musculoskeletal Systems (4 credits)

This course includes laboratory dissections to explore the anatomical features of the human body.

GMS 6690: Molecular Cell Biology Journal club (1 credit)

The students will read and present to the class findings of recent articles in medical education.

GMS 6940: Supervised Teaching (3 credits)

This onsite course is currently being designed for the PhD program. The student will assist in the all aspects of instruction and assessment in Gross Anatomy, Histology, or Cell Biology.

GMS 7979: Advanced Research (1-6 credits)

This course of independent research will be taken prior to the doctoral qualifying exam. The student will have picked a mentor and a committee to guide this research.

GMS 7980: Research for Doctoral Dissertation (3-9 credits)

Upon completion of the qualifying doctoral exam, the student will continue their mentored doctoral research project under this course.

Education & Research Courses

EDG 6356: Teaching, Learning, and Assessment (3 credits)

Historical and in-depth exploration of assessment practices related to curricular issues.

SCE 5140: Science Curriculum Development (3 credits)

Allows teachers to explore science curriculum development from theoretical and practical perspectives. Focuses on reform-based science curriculum and the research and science-specific pedagogical themes underlying their development.

SCE 5765: Data-Driven Science Instruction (3 credits)

Focusing on assessment of science instruction and learning. The course will include the study of research-based approaches to assessment, learning, and teaching.

EME 5207: Designing Technology-Rich Curricula (3 credits)

Extensive work in curriculum development utilizing instructional technologies. Contrasting views of curriculum development.

EME 5405: Internet in K-12 Instruction (3 credits)

Preparing preservice teachers, in-service teachers, and teacher educators to use the Internet.

EDG 6305: Multiple Perspectives on Teaching and Learning (3 credits)

Graduate seminar designed to provide a survey of major theoretical perspectives on learning and instruction, including classical and contemporary theories as well as emerging views.

EME 6065: Human-Computer Interaction and the Learner (3 credits)

Students will explore the interface between pedagogy, educational technology, cognitive science, graphic design, and software engineering, and define effective human-computer interaction.

EME 6458: Distance Teaching and Learning (3 credits)

This course explores forms of synchronous and asynchronous interactive distance education from perspectives of theory and practice.

EME 6609: Instructional Design (3 credits)

Focuses on the application of instructional design principles to the development of instruction.

EDG 6931: Special Topics: "Teaching Adults" (3 credits)

The purpose of the course is to explore theory and practice related to teaching adult learners

EDF 6520: History of Education (3 credits)

Salient issues in education from the Reformation to the present.

EDF 6544: Philosophical Foundations of Education (3 credits)

Philosophical bases for democracy and education.

EDG 6017: Writing for Academic Purposes (3 credits)

This seminar is designed to enhance the capacity of advanced graduate students from all academic disciplines to write for academic purposes. It guides students through key rhetorical moves in academic writing --- working with what "they say", presenting what "I say", creating discursive flow, and editing/revising.

EDG 6931: Special Topics: Survey of Research Methods in STEM Education (3 credits)

Focusing on mixed method and design-based research, this advanced course is intended to develop an understanding of the foci and research methods used in STEM education.

EDG 7252: Perspectives in Curriculum, Teaching, and Teacher Education (3 credits)

This course involves a collaborative exploration of enduring issues related to curriculum and its impact on teaching and learning in classrooms at all levels.

EDF 6402: Quantitative Foundations in Educational Research: Inferential Statistics (3 credits)

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

EDF 6403: Quantitative Foundations of Educational Research (6 credits)

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

EDF 6471: Survey Design and Analysis in Educational Research (3 credits)
Development and analysis techniques for surveys and questionnaires. Techniques of protocol development, data collection, analysis, and reporting.

EDF 7412: Structural Equation Models (3 credits)
Confirmatory factor analysis and causal models.

EDF 7474: Multilevel Models (3 credits)
Models and methods for analysis of multilevel data.

EDF 7932: Multivariate Analysis in Educational Research (3 credits)
Review of selected studies, focusing on methods of data analysis. Emphasis on using multivariate techniques.

EDF 6475: Qualitative Foundations of Educational Research (4 credits)
Introduction to philosophical, historical, sociological, and other methodologies as aspects of qualitative educational research.

EDF 7479: Qualitative Data Analysis: Approaches and Techniques (3 credits)
Theories, approaches, and techniques of qualitative data analysis.

EDF 7483: Qualitative Data Collection: Approaches and Techniques (3 credits)
This course on qualitative data collection addresses both theoretical and practical dimensions of conducting qualitative research.

EDF 7486: Methods of Educational Research (3 credits)
Examination of research methodologies. Problem identification as well as organization and presentation of data.

EME 6059: Blended Learning Environments (3 credits)

- 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.**

Curriculum development and student assessment are driven by the Liaison Committee on Medical Education (LCME).

- 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.**

The graduate programs (both MS and PhD) in the School of Medicine were fully accredited by the LCME (Liaison Committee on Medical Education) in 2015. The University is accredited through SACSCOC (Southern Association of Colleges and Schools Commission on Colleges), and accreditation was reaffirmed in 2014, and the next full review will take place in 2024, with the fifth-year interim report due in 2019.

- 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?**

Doctoral programs are reviewed and accredited through SACS (Southern Association of Colleges and Schools).

- I. Briefly describe the anticipated delivery system for the proposed program (e.g., traditional delivery on the 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.**

Courses for the MS Program will be delivered online.
Courses for the PhD Program will be delivered on-site.

IX. Faculty Participation

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

Table 4 includes the existing full-time faculty who will participate in both graduate programs. Faculty members in the Department of Anatomy and Cell Biology have 12-month appointments. No additional faculty either in the Department of Anatomy or in the College of Education are planned. Students enrolled in courses of both programs will be integrated for the foreseeable future with other enrolled students (for example, graduate students in the Graduate Program in Biomedical Sciences at the UF COM).

- 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 4 in Appendix A). Costs for visiting and adjunct faculty should be included in the category of Other Personnel Services (OPS). Provide a narrative summarizing projected costs and funding sources.**

As listed in Table 2, the primary costs of the MS and PhD programs are faculty and staff salaries and benefits. The reallocated E&G is calculated based upon the percentage effort of faculty and staff salaries/benefits. For year 5, calculations were made based on current salaries and the assumption of

a 3% annual increase in both salary and benefits.

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

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.

Faculty in the Department of Anatomy and Cell Biology are active in research, education and local/national service. Faculty research is directed towards the discovery and understanding of cellular and molecular mechanisms that underlie biologic and disease processes. Our research endeavors are consistent with COM and UF programmatic initiatives that aim to strengthen research in cancer and cell biology. Faculty members use state-of-the-art structural biology, genomics, imaging, signal transduction and cellular biological tools and approaches. The common thread connecting all research is the goal to unlock the mysteries of physiologic and pathologic processes at the molecular and cellular levels. Research productivity of our faculty has been outstanding and is evidenced by publishing in top-tier journals, including Cell, Nature, Science, and Proceedings of the National Academy of Sciences USA. Faculty members also serve as editors, co-editors and on editorial boards for professional journals. As another measure of our faculty expertise and professional stature, many serve on national and international decision-making committees including grant reviews for the National Institutes of Health, National Science Foundation and Department of Defense. Importantly, research activities of the faculty are commonly conducted by students (undergraduate and graduate), reinforcing the faculty commitment to student education and training.

For many years now, the Department of Anatomy and Cell Biology has hosted the PhD-granting Molecular and Cellular Biology (MCB) concentration within the Graduate Program in Biomedical Sciences at the UF COM. Over the past ten years, faculty in the MCB have successfully chaired/directed 59 PhD theses, with an additional 13 in progress. In addition, our faculty regularly serve as members of thesis committees for graduate students in other concentrations within the Graduate Program in Biomedical Sciences at the UF COM as well as in other Colleges at UF. One institutional priority is to increase online distance learning programs, and our faculty continues to lead COM in this area. We presently have three successful online certificate programs focused on human anatomy education, and to date, we have enrolled a total of 338 students and 35 have successfully graduated. Hence, our faculty has the expertise and track record for excellence in graduate student mentoring and training.

Our faculty members are well-accomplished in their education and teaching missions of professional students. For example, the faculty excellence in teaching gross anatomy to medical, dental and physician-assistant students is illustrated by our medical and dental students scoring best on anatomy (among all subspecialties) of Step-1 national exams. Moreover, our faculty regularly receive the prestigious COM Exemplary Teacher awards, with an average of 6 awards per year. Our faculty also direct medical/ graduate student courses and serve on many education-centered University and COM committees that include Graduate Education, Graduate Student Admission, Curriculum, and Academic Status committees.

Lastly and to help facilitate our efforts in establishing graduate programs in human anatomy education, we have established the Center for Anatomical Sciences Education (CASE). The overarching goals of CASE are to train the next generation of human anatomy educators and scholars (MS and PhD) who are qualified to teach anatomical disciplines to undergraduate, graduate, or professional (medical, dental and physician assistant) students, and produce high-quality educational research. In addition to the traditional areas of study including human gross anatomy, structure laboratory (human cadaver), and human histology and embryology, the planned curriculum includes core courses in cell and systems biology. Also, courses in education and ethics ensure that students conduct their activities with the highest of effectiveness and ethical standards. Importantly, the proposed graduate MS and PhD programs will be offered in collaboration with the College of Education, the first 2-College collaborative program of its kind at UF. The proposed online MS program with an on-site capstone offers three tracks of study: an education track, a pre-professional track, and a biomedical research track. The proposed PhD program is thesis-based and is focused on medical education research and not biomedical research. It is designed to train students for a career in educational scholarship, the first of its kind in the College. Students will be mentored to perform and document medical educational research culminating in a thesis that will be defended in front of a PhD committee composed of faculty from the Colleges of Medicine and Education. Notably, both MS and PhD programs support the UF (and SUS) missions by providing premier graduate education opportunities to individuals with baccalaureate degree to further their training to enter a professional health science program, to gain additional training to enter biomedical research, or to increase their anatomical and educational knowledge for their roles as science educators in secondary education, community colleges, and health professional (medical, dental, etc.) schools. These programs specifically support the goal of the 2025 System Strategic Plan for COM and UF.

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 George A. Smathers Libraries, composed of seven libraries, constitutes the largest information resource in the state of Florida. It contains more than 5 million print volumes, one million electronic books, over 170,000 full-text electronic journals, a thousand electronic databases and over 43,000 UF theses and dissertations. In addition, the libraries provide over 425,000 links to online resources, including e-books, databases, government documents, and the full text of journals. Off-site users may access electronic resources by installing Virtual Private Network client software from <https://vpn.ufl.edu> or by logging into the proxy server at <http://www.uflib.ufl.edu/ufproxy.html>. The UF Digital Collections contains more than 300 outstanding digital collections, including over 12 million from rare books, theses and dissertations, manuscripts, newspapers, data sets, photographs and oral histories. The Digital Library Center serves as a stable repository for student and faculty publications and presentations.

The HSC Libraries' collection includes reference materials, journals, books, conference proceedings, audiovisuals and electronic resources. As of June 30, 2017 the Libraries' collection totaled 292,213 volumes available for immediate access or housed in a remote storage facility. We have 147,105 unique monograph volumes (books) in all formats and 15,503 serial titles (journals) in all

formats. Our users have access to 355 databases. Total expenditures for the collection in FY16-17 was \$2,929,100.

Examples of journals available via the UF libraries that relate to the new degree programs include:

- Advances in anatomic pathology
- Advances in anatomy embryology and cell biology
- Ageing Research Reviews
- Aging cell
- American journal of human biology
- American journal of physical anthropology
- American journal of respiratory cell and molecular biology
- American journal of surgical pathology
- Anatomia histologia embryologia
- Anatomic record: Part A, advances in integrative anatomy and evolutionary biology
- Anatomic science international
- Anatomical sciences education
- Annals of anatomy-Anatomischer anzeiger
- Annual review of cell and developmental biology
- Applied immunohistochemistry & molecular morphology
- Autophagy
- Brain structure & function
- Cell
- Cell adhesion & migration
- Cell death and differentiation
- Cell death & disease
- Cell division
- Cell metabolism
- Cell proliferation
- Cell research
- Cell stem cell
- Cells tissues organs
- Cellular and molecular life sciences
- Cellular microbiology
- Clinical anatomy
- Clinical dysmorphology
- Comparative clinical pathology
- Cryo-letters
- Current opinion in cell biology
- Current opinion in structural biology
- Developmental cell
- Differentiation
- EMBO journal
- European journal of cell biology
- Experimental cell research

FASEB journal
 Frontiers in neuroanatomy
 Genes & development
 Human brain mapping
 Immunology and cell biology
 International journal of morphology
 Journal of anatomy
 Journal of cell biology
 Journal of cell science
 Journal of cellular physiology
 Journal of molecular cell biology
 Journal of morphology
 Microscopy research & technique
 Molecular and cell biology
 Molecular cell
 Nature cell biology
 Nature reviews molecular cell biology
 Nature structural & molecular biology
 Plant Cell
 Protein & cell
 Revista Argentina de anatomia clinica
 Revista Argentina de anatomia online
 Science translational medicine
 Seminars in cell & developmental biology
 Skeletal muscle
 Stem cell research & therapy
 Stem cells
 Structure
 Surgical and radiologic anatomy
 Tissue & cell
 Trends in cell biology
 Zoomorphology

The HSC Libraries include two facilities – the main library on the Gainesville campus and the Borland Health Sciences Library on the Jacksonville campus. They are affiliated with the College of Veterinary Medicine Education Center and the Health Science Center Archives. The main HSC Library in Gainesville, founded in 1956 along with the College of Medicine, is a 48,454 square foot technology-enhanced facility whose users may access 160 publicly available computers on all three floors of the Library, including 26 big screen monitors. Free wireless access is available throughout the library, and patrons not affiliated with UF may request temporary access. The library provides seating and study space for a total of 872 patrons on three floors, including 95 seats in 32 study rooms (18 individual and 14 small group study). The Gainesville Library is open an average of 97 hours per week and averages over 33,000 visitors per month. 24/7 access to the second floor is available to HSC students who complete a registration form. Reference assistance and search help are provided at the Information Desk.

The Health Science Center Libraries provide bibliographic, statistical and 3-D printing and scanning software. Bibliographic software available on HSCL computers includes RefWorks, EndNote desktop (in our instruction lab only), Mendeley and EndNote Web (through our subscription to the Web of Knowledge databases). Several computer workstations within the library provide SAS and SPSS, full Adobe CS5 Suite and Acrobat X Professional software. Certain computer stations on our first floor provide access to anatomy software The VH Dissector by Touch of Life Technologies and our subscription to Anatomy TV: 3d Head & Neck Anatomy (for Dentistry) software is available online to UF students, faculty and staff even off-campus through our proxy server and VPN software. Our two conference rooms include R and Stata statistical software packages as well as Rhinoceros 3-D computer graphics and design and Google SketchUp 3-D modeling software. HSCL offers 2-D scanners on each of its three floors and two 3-D printers and a 3-D scanner on the first floor.

Library services include reference assistance, course-integrated library instruction, circulation, document delivery, interlibrary loan, photocopy services, electronic and print course reserves, lockers and study rooms. Computer access to electronic databases, journals, and catalogs is available both onsite and remotely to authorized users. Since 1999, the HSC Libraries have operated a Liaison Librarian program that assigns one or more dedicated librarians to each HSC College or Department to facilitate the work of academic faculty, researchers, clinicians, and students.

B. Describe additional library resources that are needed to implement and/or sustain the program through Year 5. Include the projected costs of additional library resources in Table 2 in Appendix A. Please include the signature of the Library Director in Appendix B.

While current library collections, staff and facilities are adequate to support the proposed program, the Libraries do not have the resources to add additional new hard-copy journals and other collections and/or technology and services that may be required in the future.

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

The Department of Anatomy and Cell Biology is housed on the first floor of the Basic Science Building, with offices also in the Dental Science Building and the Cancer and Genetics Research Complex. The first floor of the Basic Science Building is made up of faculty and staff offices and open lab space. The Dental Science second floor has 6 faculty offices making up 681 square feet. In the Cancer and Genetics Research Complex, the department has a faculty office on the second floor and lab space, three faculty offices on the third floor and lab space, and one faculty office on the fourth floor. Faculty offices make up 625 square feet and lab space makes up 3134 square feet. There is no need for specially equipped classrooms for instruction for this program. Non-special-use classroom space is centrally managed at the University of Florida.

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

No additional space is needed to offer the MS in Anatomical Education Sciences since all courses will be online.

We project a total enrollment of 10 doctoral students by Year 5 of in the PhD Anatomical Education Sciences program. We anticipate that we will be able to provide sufficient office space by utilizing our existing assigned graduate student offices combined with repurposing some of our open office suite areas into cubicles. Our requirements for classroom space are currently met and we do not anticipate additional needs that would place a burden on the University at this time. We are not requesting specialized teaching or laboratory research space.

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

No new capital expenditures are required.

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

The only equipment provided to graduate students at this time consists of computers and software. We have a sufficient number of fully equipped computer stations for doctoral students to use. Importantly, we have expert IT personnel who will help in all students' computer needs.

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

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

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

None

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

MS students will be charged tuition and fees. The expectation is there should be a positive budgetary outcome that will help constant update and improvement to the program.

PhD students will be supported through SGR/COM and the Department of Anatomy and Cell

Biology (ACB). The source of ACB monies for years' 2-5 students will be awarded via teaching assistantships for teaching professional students. ACB general funds may be utilized for year 1 students

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.

All coursework for the Master of Science program will be online. All coursework for the PhD program will occur on the campus of the University of Florida.

APPENDICES

Appendix A: Projected Headcount and Costs

Appendix B: Equal Opportunity Officer/Library Director

Appendix C: Abbreviated Curriculum Vitae of Participating Faculty

College of Medicine

Daaka, Yehia

Rarey, Kyle

Dunn, William

Nonabur, Venkatesh

Maxey, Amanda

Jackson, Moira

Narayan, Satya

Aris, John

College of Education

De Jong, Ester

Dawson, Kara

Pringle, Rose

Adams, Alyson

Appendix D: Synopses of External Reviewers

Appendix E: Data of Graduate Program within SUS

Appendix F: Data of 4 Programs in the United States and Canada with anatomy and education

Appendix G: Curriculum of 4 Programs in the United States and Canada

Appendix H: Western Ontario Outcomes/Employment of Graduate Students for Past 5 Years

APPENDIX A

APPENDIX A

TABLE 1-A
PROJECTED HEADCOUNT FROM POTENTIAL SOURCES
(Baccalaureate Degree Program)

Source of Students (Non-duplicated headcount in any given year)*	Year 1		Year 2		Year 3		Year 4		Year 5	
	HC	FTE	HC	FTE	HC	FTE	HC	FTE	HC	FTE
Upper-level students who are transferring from other majors within the university**	0	0	0	0	0	0	0	0	0	0
Students who initially entered the university as FTIC students and who are progressing from the lower to the upper level***	0	0	0	0	0	0	0	0	0	0
Florida College System transfers to the upper level***	0	0	0	0	0	0	0	0	0	0
Transfers to the upper level from other Florida colleges and universities***	0	0	0	0	0	0	0	0	0	0
Transfers from out of state colleges and universities***	0	0	0	0	0	0	0	0	0	0
Other (Explain)***	0	0	0	0	0	0	0	0	0	0
Totals	0	0	0	0	0	0	0	0	0	0

* List projected annual headcount of students enrolled in the degree program. List projected yearly cumulative ENROLLMENTS instead of admissions.

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

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

APPENDIX A
TABLE 1-B
PROJECTED HEADCOUNT FROM POTENTIAL SOURCES
(MS Graduate Degree Program)

Source of Students (Non-duplicated headcount in any given year)*	Year 1		Year 2		Year 3		Year 4		Year 5	
	HC	FTE	HC	FTE	HC	FTE	HC	FTE	HC	FTE
Individuals drawn from agencies/industries in your service area (e.g., older returning students)	0	0	0	0	0	0	0	0	0	0
Students who transfer from other graduate programs within the university**	0	0	0	0	0	0	0	0	0	0
Individuals who have recently graduated from preceding degree programs at this university	5	5	5	5	5	5	5	5	5	5
Individuals who graduated from preceding degree programs at other Florida public universities	5	5	5	5	5	5	5	5	5	5
Individuals who graduated from preceding degree programs at non-public Florida institutions	5	5	5	5	5	5	5	5	5	5
Additional in-state residents***	0	0	0	0	0	0	0	0	0	0
Additional out-of-state residents***	10	10	10	10	10	10	10	10	10	10
Additional foreign residents***	0	0	0	0	0	0	0	0	0	0
Other (Explain)***	0	0	0	0	0	0	0	0	0	0
Totals	25	25	25	25	25	25	25	25	25	25

* List projected annual headcount of students enrolled in the degree program. List projected yearly cumulative ENROLLMENTS instead of admissions.

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

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

TABLE 1-B
PROJECTED HEADCOUNT FROM POTENTIAL SOURCES
(PhD Graduate Degree Program)

Source of Students (Non-duplicated headcount in any given year)*	Year 1		Year 2		Year 3		Year 4		Year 5	
	HC	FTE	HC	FTE	HC	FTE	HC	FTE	HC	FTE
Individuals drawn from agencies/industries in your service area (e.g., older returning students)	0	0	0	0	0	0	0	0	0	0
Students who transfer from other graduate programs within the university**	0	0	0	0	0	0	0	0	0	0
Individuals who have recently graduated from preceding degree programs at this university	1	1	2	2	2	2	2	2	2	2
Individuals who graduated from preceding degree programs at other Florida public universities	0	0	0	0	0	0	0	0	0	0
Individuals who graduated from preceding degree programs at non-public Florida institutions	0	0	0	0	0	0	0	0	0	0
Additional in-state residents***	0	0	0	0	0	0	0	0	0	0
Additional out-of-state residents***	1	1	0	0	0	0	0	0	0	0
Additional foreign residents***	0	0	0	0	0	0	0	0	0	0
Other (Explain)***	0	0	0	0	0	0	0	0	0	0
Totals	2	2	2	2	2	2	2	2	2	2

APPENDIX A

TABLE 2
PROJECTED COSTS AND FUNDING SOURCES

Instruction & Research Costs (non-cumulative)	Year 1								Year 5						
	Funding Source							Subtotal columns 1+...+7	Funding Source						Subtotal columns 9+...+14
	Reallocated Base* (E&G)	Enrollment Growth (E&G)	New Recurring (E&G)	New Non- Recurring (E&G)	Contracts & Grants (C&G)	Philanthropy Endowments	Enterprise Auxiliary Funds		Continuing Base** (E&G)	New Enrollment Growth (E&G)	Other*** (E&G)	Contracts & Grants (C&G)	Philanthropy Endowments	Enterprise Auxiliary Funds	
Columns	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Faculty Salaries and Benefits-COM	285,794	0	0	0	0	0	0	\$285,794	403,805	0	0	0	0	0	\$403,805
Faculty Salaries and Benefits-COE	50,010	0	0	0	0	0	0	\$50,010	75,016	0	0	0	0	0	\$75,016
A & P Salaries and Benefits	0	0	0	0	0	0	0	\$0	0	0	0	0	0	0	\$0
USPS Salaries and Benefits	0	0	0	0	0	0	0	\$0	0	0	0	0	0	0	\$0
Other Personal Services	0	0	0	0	0	0	0	\$0	0	0	0	0	0	0	\$0
Assistantships & Fellowships	56,975	0	0	0	0	0	0	\$56,975	441,654	0	0	0	0	0	\$441,654
Library	0	0	0	0	0	0	0	\$0	0	0	0	0	0	0	\$0
Expenses	0	0	0	0	0	0	0	\$0	0	0	0	0	0	0	\$0
Operating Capital Outlay	0	0	0	0	0	0	0	\$0	0	0	0	0	0	0	\$0
Special Categories	0	0	0	0	0	0	0	\$0	0	0	0	0	0	0	\$0
Total Costs	\$392,779	\$0	\$0	\$0	\$0	\$0	\$0	\$392,779	\$920,475	\$0	\$0	\$0	\$0	\$0	\$920,475

*Identify reallocation sources in Table 3.

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

***Identify if non-recurring.

Faculty and Staff Summary

Total Positions	Year 1	Year 5
Faculty (person-years)	16.00	16.00
A & P (FTE)	0	0
USPS (FTE)	0	0

Calculated Cost per Student FTE

	Year 1	Year 5
Total E&G Funding	\$392,779	\$920,475
Annual Student FTE	27	60
E&G Cost per FTE	\$14,547	\$15,341

Table 2 Column Explanations

Reallocated Base* (E&G)	1	E&G funds that are already available in the university's budget and will be reallocated to support the new program. Please include these funds in the Table 3 – Anticipated reallocation of E&G funds and indicate their source.
Enrollment Growth (E&G)	2	Additional E&G funds allocated from the tuition and fees trust fund contingent on enrollment increases.
New Recurring (E&G)	3	Recurring funds appropriated by the Legislature to support implementation of the program.
New Non-Recurring (E&G)	4	Non-recurring funds appropriated by the Legislature to support implementation of the program. Please provide an explanation of the source of these funds in the budget section (section III. A.) of the proposal. These funds can include initial investments, such as infrastructure.
Contracts & Grants (C&G)	5	Contracts and grants funding available for the program.
Philanthropy Endowments	6	Funds provided through the foundation or other Direct Support Organizations (DSO) to support of the program.
Enterprise Auxiliary Funds	7	Use this column for continuing education or market rate programs and provide a rationale in section III.B. in support of the selected tuition model.
Subtotal columns 1+...+7	8	Subtotal of values included in columns 1 through 7.
Continuing Base** (E&G)	9	Includes the sum of columns 1, 2, and 3 over time.
New Enrollment Growth (E&G)	10	See explanation provided for column 2.
Other*** (E&G)	11	These are specific funds provided by the Legislature to support implementation of the program.
Contracts & Grants (C&G)	12	See explanation provided for column 5.
Philanthropy Endowments	13	See explanation provided for column 6.
Enterprise Auxiliary Funds	14	Use this column for continuing education or market rate programs and provide a rationale in section III.B. in support of the selected tuition model.
Subtotal columns 9+...+ 14	15	Subtotal of values included in columns 9 through 14.

APPENDIX A

TABLE 3
ANTICIPATED REALLOCATION OF EDUCATION & GENERAL FUNDS*

Program and/or E&G account from which current funds will be reallocated during Year 1	Base before reallocation	Amount to be reallocated	Base after reallocation
29260100-101-1100 COM-Anatomy	1,536,451	335,804	\$1,200,647
18050100-101-1100 COE-STL; 18070100-101-1100 COE HDOSE	33,900		
Graduate Student Stipends and Tuition Waivers 18050100-101-1100	16,588	4,147	\$12,441
Postdoc Stipends 29260100-101-1100	52,827	52,827	\$0
Totals	\$1,639,767	\$392,778	\$1,213,089

APPENDIX A

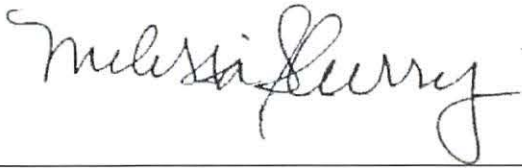
TABLE 4
ANTICIPATED FACULTY PARTICIPATION

Faculty Code	Faculty Name or "New Hire" Highest Degree Held Academic Discipline or Speciality	Rank	Contract Status	Initial Date for Participation in Program	Mos. Contract Year 1	FTE Year 1	% Effort for Prg. Year 1	PY Year 1	Mos. Contract Year 5	FTE Year 5	% Effort for Prg. Year 5	PY Year 5
A	Yehia Daaka, Ph.D. Anatomy and Cell Biology	Professor & Chair	Tenure	Fall 2018	12	1.00	0.25	0.25	12	1.00	0.25	0.25
A	Kyle Rarey, Ph.D. Anatomy and Cell Biology	Professor	Tenure	Fall 2018	12	1.00	0.25	0.25	12	1.00	0.30	0.30
A	William Dunn, Jr, Ph.D. Anatomy and Cell Biology	Professor	Tenure	Fall 2018	12	1.00	0.10	0.10	12	1.00	0.20	0.20
A	Venkatesh Nonabur, M.D. Anatomy and Cell Biology	Asst Lectr	non-Tenr	Fall 2018	12	1.00	0.10	0.10	12	1.00	0.20	0.20
A	Amanda Maxey, M.D. Anatomy and Cell Biology	Asst Prof	non-Tenr	Fall 2018	12	1.00	0.10	0.10	12	1.00	0.15	0.15
A	Moirra Jackson, Ph.D. Anatomy and Cell Biology	Assoc Prof	non-Tenr	Fall 2018	12	1.00	0.10	0.10	12	1.00	0.15	0.15
A	Satya Narayan, Ph.D. Anatomy and Cell Biology	Professor	Tenure	Fall 2018	12	1.00	0.10	0.10	12	1.00	0.30	0.30
A	John Aris, Ph.D. Anatomy and Cell Biology	Assoc Prof	Tenure	Fall 2018	12	1.00	0.10	0.10	12	1.00	0.15	0.15
A	Alyson Adams, Ph.D. School of Teach & Learn	Prof	Tenure	Fall 2018	12	1.00	0.10	0.10	12	1.00	0.15	0.15
A	Kara Dawson, Ph.D. School of Teach & Learn	Professor	Tenure	Fall 2018	12	1.00	0.10	0.10	12	1.00	0.15	0.15
A	Albert Ritzhaupt, Ph.D. School of Teach & Learn	Assoc Prof	Tenure	Fall 2018	12	1.00	0.10	0.10	12	1.00	0.15	0.15
A	Rose Pringle, Ph.D. School of Teach & Learn	Assoc Prof	Tenure	Fall 2018	12	1.00	0.10	0.10	12	1.00	0.15	0.15
A	Ester De Jong, Ph.D. School of Teach & Learn	Professor & Director	Tenure	Fall 2018	12	1.00	0.10	0.10	12	1.00	0.15	0.15
A	Nancy Dana, Ph.D. School of Teach & Learn	Professor	Tenure	Fall 2018	12	1.00	0.10	0.10	12	1.00	0.15	0.15
A	Kent Crippen, Ph.D. School of Teach & Learn	Professor	Tenure	Fall 2018	12	1.00	0.10	0.10	12	1.00	0.15	0.15
A	Corine Manley, Ph.D. School of Hum Dev & Org	Assoc Prof	Tenure	Fall 2018	12	1.00	0.10	0.10	12	1.00	0.15	0.15
Total Person-Years (PY)								1.90				2.90

Faculty Code		Source of Funding	PY Workload by Budget Classification	
			Year 1	Year 5
A	Existing faculty on a regular line	Current Education & General Revenue	16.00	16.00
B	New faculty to be hired on a vacant line	Current Education & General Revenue	0.00	0.00
C	New faculty to be hired on a new line	New Education & General Revenue	0.00	0.00
D	Existing faculty hired on contracts/grants	Contracts/Grants	0.00	0.00
E	New faculty to be hired on contracts/grants	Contracts/Grants	0.00	0.00
Overall Totals for			Year 1 16.00	Year 5 16.00

APPENDIX B

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



Signature of Equal Opportunity Officer

2-6-18

Date



Signature of Library Director

2-4-18

Date

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

APPENDIX C: Curriculum Vitae of Participating Faculty

College of Medicine – Department of Anatomy and Cell Biology

CURRICULUM VITAE

Yehia Daaka, PhD

Haskell Hess Professor and Chairman
Department of Anatomy and Cell Biology
University of Florida College of Medicine

Chairman, Anatomical Board of the State of Florida

1333 Center Drive, Rm B1-005
Gainesville, FL 32610
Tel: 352-273-8112
Fax: 352-846-1248
E-mail: ydaaka@ufl.edu

Date of Birth: February 1, 1960
Citizenship: U.S.A.

EDUCATION

1986 B.A. Chemistry, Eckerd College, St. Petersburg, FL
1989 M.Sc. Chemistry, University of South Florida, Tampa, FL
1995 Ph.D. (Distinction) Medical Sciences, University of South Florida College
College of Medicine, Tampa, FL
1998 Postdoctoral Fellow Biochemistry, Duke University Medical Center,
Durham, NC (mentor: R. J. Lefkowitz, Nobel Laureate)

ACADEMIC APPOINTMENTS

1998-2005 Assistant Research Professor (98-99), Assistant Professor (99-01), Associate
Professor (01-05-tenured), Department of Surgery and Department of Pharmacology
and Cancer Biology, Duke University Medical Center, Durham, NC
2000-2005 Member, Duke University Comprehensive Cancer Center, Durham, NC./Molecular
Cancer Biology Graduate Program./Institutional Animal Care and Use Committee,
Duke University Medical Center, Durham, NC
2005-2009 Professor and Vice Chair (tenured), Department of Pathology, Endowed Chair in
Oncologic Pathology, Professor, Department of Graduate Studies, Georgia Cancer
Coalition Distinguished Cancer Scholar, Member, Institute of Molecular Medicine
and Genetics, Medical College of Georgia, Augusta, GA
2009-2013 Professor (tenured) and Vice Chair, Department of Urology, Professor, Department of
Anatomy and Cell Biology, Scientific Director, UF Prostate Disease Center, Member,
UF Shands Cancer Center, University of Florida College of Medicine, Gainesville,
FL
2013- Professor and Chairman, Department of Anatomy and Cell Biology, Member, UF
Shands Cancer Center, University of Florida College of Medicine, Gainesville, FL

AWARDS and SPECIAL RECOGNITION

1985-1995 Eckerd College Academic Honors Scholarship./Student Representative, Executive
Council to the Florida Chapter of the American Society for Microbiology./Distinction
Award for Ph.D. thesis defense, University of South Florida College of Medicine

1996	National Institute of Drug Abuse Young Investigator Award
1998	Finalist, Career Development Award, Bourroughs Wellcome Fund
2001	Society for Basic Urologic Research Young Investigator Award
2006	Member, Steering Committee, Medical College of Georgia Cancer Center
2008	Co-Chair, Research Progress Committee, Medical College of Georgia
2005-2009	Endowed Chair in Oncologic Pathology, Medical College of Georgia
2009-	Member, Research Leadership Committee, University of Florida College of Medicine
2009-2013	David A Cofrin Endowed Chair in Urologic Oncology, University of Florida College of Medicine
2013-	Haskell Hess Professor, University of Florida College of Medicine

LEADERSHIP POSITIONS

2013-	Chairman, Department of Anatomy and Cell Biology, University of Florida College of Medicine
2013-	Chairman, Anatomical Board of the State of Florida
2013-	Member, Executive Committee, University of Florida College of Medicine
2013-	Member, Association of Anatomy, Cell Biology and Neurobiology Chairpersons
2014-2016	Member, Cancer Preeminence Coordinating Committee, University of Florida College of Medicine
2017-	Chair, Graduate Program in Biomedical Sciences Molecular and Cellular Biology concentration

MAJOR RESEARCH INTERESTS

Prognosis for patients with early stage solid tumors has improved, but the treatment options for patients with locally advanced disease and metastasis remain few. Our laboratory studies the molecular mechanisms of the regulation of cancer cell invasion and metastasis as a prelude for developing successful targeted therapies to treat these patients. Overall, our program aims to identify somatic / acquired events (genetic / epigenetic) that contribute to the modulation of the normal cellular response thereby resulting in cancer progression with the aim to improve the ability to diagnose / prognose these diseases. Specifically, a focus of our research is to characterize molecular mechanisms of mitogenic signal transduction initiated by the ubiquitous G protein-coupled receptors (GPCRs) in genitourinary (e.g. prostate and kidney) cancers. We employ molecular, cellular, and animal models to elucidate the role of the GPCRs and their effectors G proteins and Arrestins in the progression of prostate cancer from androgen-dependent to castration-resistant state, and in the metastasis of kidney cancer. A second line of investigation in the laboratory is centered on studying mechanisms involved in androgen receptor (AR) transactivation with emphasis on post-translational modification by S-nitrosylation and its role in prostate cancer progression to castration-resistant state. Lastly, we are studying the regulation of vesicle trafficking, with emphasis on the G proteins dynamin that support constriction and fission of vesicles from the plasma membrane into the cytosol in the context of active receptor endocytosis and uptake of infectious bacteria and viruses.

Current Research and Training Grant Funding

W81XWH-14-1-0243 Odedina (PI) dates: 2/1/11-1/31/18
 "Florida Prostate Cancer Research Training Opportunities for Outstanding Leaders (ReTOOL)
 Program: Creating Opportunities for Minority HBCU Students"
 Role: Co-PI

P20 CA192992 Odedina (PI) dates: 9/1/14-8/31/18
 "Florida minority cancer research and training center: Feasibility studies"
 Role: Co-PI and Project Leader

Fraternal Order of Eagles Daaka (PI) dates: 9/1/16-8/31/18
"Kidney cancer progression to metastasis"

UFHealth Daaka (PI) dates: 7/1/17-6/30/18
"Roles of AVPR1a in castration-resistant prostate cancer progression and treatment"

UFHealth Liao, Daaka (co-PIs) dates: 9/1/17-8/31/18
"Mechanisms of HDAC3 in prostate cancer biology and treatment"

VA Daaka, Burnstein dates: 4/25/18-4/24/22
Arginine Vasopressin Receptor 1a (AVPR1a) Antagonism as a New Treatment Paradigm for
Metastatic Castration-Resistant Prostate Cancer

Pending Research Grant Funding

R01 CA228117-01 Daaka (PI)
A Dynamic Role for beta-Arrestin1 in Castration-Resistant Prostate Cancer

National Cancer Institute, NIH Liao, Daaka, Dehm (Partnering PI)
Targeting class I HDACs with novel strategy to eradicate lethal CRPC

PUBLICATION and GRANT REVIEW ACTIVITIES

- 1997- Reviewer for 25 peer-reviewed journals, including Biochemistry, Cancer Research, Clinical Cancer Research, Molecular Cancer Research, Endocrinology, FASEB Journal, Journal of Biological Chemistry, Journal of Cell Biology, Journal of Clinical Investigation, Journal of Neuroscience, Journal of Urology, Molecular Biology of the Cell, Molecular Endocrinology, Molecular Pharmacology, Nature, Nature Medicine, Neuroscience, Oncogene, Oncotarget, Proceedings of the National Academy of Sciences USA, and Urology.
- 2003- NIH George O'Brien Urology Research Center Review Group/NIH Small Business Innovation Research study section/NIH Urologic and Kidney development and Genitourinary Diseases study section/NIH Cancer Genetics study section/NIH Oncology Special Emphasis Panel/NIH Tumor Progression and Metastasis study section/NIH Drug Discovery and Molecular Pharmacology study section/NCI Omnibus/NHLBI P01/State of Pennsylvania Department of Health/Canadian Cancer Etiology Research Network/Dutch Cancer Society/Health Research Board of Ireland/Israel Science Foundation.
- 2011-2015 Member, NIH CAMP Study Section.

TEACHING ACTIVITIES

- 2003-2005 Molecular Cancer Biology (DUMC)
- 2005-2009 Introduction to Research (MCG); Investigation of a Problem (MCG); Biological Signaling (MCG); Advanced Topics in Neurobiology (MCG); Molecular Pathology (MCG); Fundamentals of Oncology (MCG); Course Director: Advanced Topics in Molecular Medicine (MCG)
- 2010- Topics in Cancer Cell Biology (UF); Grand Rounds in Urological Oncology; (UF); Undergraduate Student Independent Research BMS 4905 (UF); Science for Life IDH 3931 (UF); ReTOOL: Training Minority Students in Cancer Research (UF); Advanced Cell Biology GMS 6421 (UF); Principles of Drug Action GMS 6009 (UF); MCB Journal Club GMS 6690 (UF)

Doctoral Thesis Examination Committee

2004-2013 15 PhD candidates (Duke University, Medical College of Georgia, Griffith University, and University of Miami)

Graduate Student Thesis Committees

2005- 11 PhD/ MD, PhD students

PATENTS

2005: Preventing Bacterial or Viral Infectivity and Composition Containing Infection Preventing Additive; US No. 7,537,164.

PUBLICATIONS IN REFEREED JOURNALS (from a total 78)

1. Daaka Y, Luttrell LM, Lefkowitz RJ. Switching of the coupling of the $\beta 2$ -Adrenergic receptor to different G proteins by protein kinase A. Nature. 1997; 390:88-91.
2. Daaka Y, Luttrell LM, Ahn S, Della Rocca GJ, Ferguson SS, Caron MG, Lefkowitz RJ. Essential role for G protein-coupled receptor endocytosis in the activation of mitogen-activated protein kinase. J Biol Chem. 1998; 273:685-688.
3. Pitcher JA, Hall RA, Daaka Y, Zhang J, Ferguson SS, Hester S, Miller S, Caron MG, Lefkowitz RJ, Barak LS. The G protein-coupled receptor kinase 2 is a microtubule-associated protein kinase that phosphorylates tubulin. J Biol Chem. 1998; 273:12316-12324.
4. Ford CE, Skiba NP, Bae H, Daaka Y, Reuveny E, Shekter LR, Rosal R, Weng G, Yang CS, Iyengar R, Miller RJ, Jan LY, Lefkowitz RJ, Hamm HE. Molecular basis for interactions of G protein $\beta \gamma$ subunits with effectors. Science. 1998; 280:1271-1274.
5. Lin FT, Daaka Y, Lefkowitz RJ. β Arrestins regulate mitogenic signaling and clathrin-mediated endocytosis of the insulin-like growth factor I receptor. J Biol Chem. 1998; 273:31640-31643.
6. Ahn S, Maudsley S, Luttrell LM, Lefkowitz RJ, Daaka Y. Src-mediated tyrosine phosphorylation of dynamin is required for $\beta 2$ -Adrenergic receptor internalization and mitogen-activated protein kinase signaling. J Biol Chem. 1999; 274:1185-1188.
7. Luttrell LM, Ferguson SS, Daaka Y, Miller WE, Maudsley S, Della Rocca GJ, Lin F, Kawakatsu H, Owada K, Luttrell DK, Caron MG, Lefkowitz RJ. β Arrestin-dependent formation of $\beta 2$ -Adrenergic receptor-Src protein kinase complexes. Science. 1999; 283:655-661.
8. Kue PF, Daaka Y. Essential role for G proteins in prostate cancer cell growth and signaling. J Urol. 2000; 164:2162-2167.
9. Fraser ID, Cong M, Kim J, Rollins EN, Daaka Y, Lefkowitz RJ, Scott JD. Assembly of an A kinase-anchoring protein- $\beta 2$ -Adrenergic receptor complex facilitates receptor phosphorylation and signaling. Curr Biol. 2000; 10:409-412.
10. Barki-Harrington L, Daaka Y. Bradykinin induced mitogenesis of androgen independent prostate cancer cells. J Urol. 2001; 165:2121-2125.
11. Raj GV, Barki-Harrington L, Kue PF, Daaka Y. Guanosine phosphate binding protein coupled receptors in prostate cancer: a review. J Urol. 2002; 167:1458-1463.
12. Ahn S, Kim J, Lucaveche CL, Reedy MC, Luttrell LM, Lefkowitz RJ, Daaka Y. Src-dependent tyrosine phosphorylation regulates dynamin self-assembly and ligand-induced endocytosis of the epidermal growth factor receptor. J Biol Chem. 2002; 277:26642-26651.
13. Daaka Y. Mitogenic action of LPA in prostate. Biochim Biophys Acta. 2002; 1582:265-269.
14. Kue PF, Taub JS, Harrington LB, Polakiewicz RD, Ullrich A, Daaka Y. Lysophosphatidic acid-regulated mitogenic ERK signaling in androgen-insensitive prostate cancer PC-3 cells. Int J Cancer. 2002; 102:572-579.

15. Barki-Harrington L, Bookout AL, Wang G, Lamb ME, Leeb-Lundberg LM, Daaka Y. Requirement for direct cross-talk between B1 and B2 kinin receptors for the proliferation of androgen-insensitive prostate cancer PC3 cells. *Biochem J*. 2003; 371:581-587.
16. Kim J, Ahn S, Guo R, Daaka Y. Regulation of epidermal growth factor receptor internalization by G protein-coupled receptors. *Biochemistry*. 2003; 42:2887-94.
17. Taub JS, Guo R, Leeb-Lundberg LM, Madden JF, Daaka Y. Bradykinin receptor subtype 1 expression and function in prostate cancer. *Cancer Res*. 2003; 63:2037-2041.
18. Bookout AL, Finney AE, Guo R, Peppel K, Koch WJ, Daaka Y. Targeting G $\beta\gamma$ signaling to inhibit prostate tumor formation and growth. *J Biol Chem*. 2003; 278:37569-37573.
19. Daaka Y. G proteins in cancer: the prostate cancer paradigm. *Sci STKE*. 2004; 2004:re2
20. Sivashanmugam P, Tang L, Daaka Y. Interleukin 6 mediates the lysophosphatidic acid-regulated cross-talk between stromal and epithelial prostate cancer cells. *J Biol Chem*. 2004; 279:21154-21159.
21. Kasbohm EA, Guo R, Yowell CW, Bagchi G, Kelly P, Arora P, Casey PJ, Daaka Y. Androgen receptor activation by Gs signaling in prostate cancer cells. *J Biol Chem*. 2005; 280:11583-11589.
22. Wang G, Moniri NH, Kozawa K, Stamler JS, Daaka Y. Nitric oxide regulates endocytosis by S-nitrosylation of dynamin. *Proc Natl Acad Sci USA*. 2006; 103:1295-1300.
23. Kelly P, Moeller BJ, Juneja J, Booden MA, Der CJ, Daaka Y, Dewhirst MW, Fields TA, Casey PJ. The G12 family of heterotrimeric G proteins promotes breast cancer invasion and metastasis. *Proc Natl Acad Sci USA*. 2006; 103:8173-8178.
24. Kelly P, Stemmler LN, Madden JF, Fields TA, Daaka Y, Casey PJ. A role for the G12 family of heterotrimeric G proteins in prostate cancer invasion. *J Biol Chem*. 2006; 281:26483-26490.
25. Whalen EJ, Foster MW, Matsumoto A, Ozawa K, Violin JD, Que LG, Nelson CD, Benhar M, Keys JR, Rockman HA, Koch WJ, Daaka Y, Lefkowitz RJ, Stamler JS. Regulation of α_1 -Adrenergic receptor signaling by S-nitrosylation of G protein-coupled receptor kinase 2. *Cell*. 2007; 129:511-522.
26. Bagchi, G, Wu, JJ, French, J, Kim, J, Moniri, NH, Daaka, Y. Androgens cause the G α_s -mediated activation of protein kinase A in prostate cells. *Cancer Res*. 2008; 68:3225-3231.
27. Lakshmikanthan, V, Zou, L, Michal, A, Kim, JI, Nie, Z, Benovic, JL, Daaka, Y. Identification of α -Arrestin2 as a co-repressor of androgen receptor signaling in prostate cancer. *Proc Natl Acad Sci USA*. 2009; 106: 9379-9384.
28. Zhu, Y, Wu, Y, Kim, J, Daaka, Y, Nie, Z. The ArfGTPase-activating protein AGAP2 regulates focal adhesion kinase activity and focal adhesion remodeling. *J Biol Chem*. 2009; 284:13489-13496.
29. Wang, Z, Humphrey, C, Frilot, N, Wang, G, Nie, Z, Moniri, NH, Daaka, Y. Dynamin2- and endothelial nitric oxide synthase-regulated invasion of bladder epithelial cells by uropathogenic Escherichia coli. *J Cell Biol*. 2011; 192: 101-110.
30. Wu, JJ, Zhang, Y, Frilot, N, Kim, JI, Kim, WJ, Daaka, Y. Prostaglandin E2 regulates renal cell carcinoma invasion through a EP4 receptor-Rap GTPase signal transduction pathway. *J Biol Chem*. 2011; 286: 33954-33962.
31. Zhang, Y, Daaka, Y. PGE2 promotes angiogenesis through EP4 and PKA C α pathway. *Blood*. 2011; 118: 5355-5364.
32. Ma, X, Zhao, Y, Daaka, Y, Nie, Z. Acute activation of α_2 -Adrenergic receptor regulates focal adhesion through α -Arrestin2- and p115RhoGEF-mediated activation of RhoA. *J Biol Chem*. 2012; 287: 18925-18936.
33. Li, Z, Zhang, Y, Kim, WJ, Daaka, Y. PGE2 promotes renal carcinoma cell invasion through activated RalA. *Oncogene*. 2013; 32: 1408-1415.

34. Qin, Y, Dey, A, Thayele Purayil, H, Daaka, Y. Maintenance of androgen receptor inactivation by S-Nitrosylation. Cancer Res. 2013; 73: 6690-6699.
35. Ma, X, Espana-Serrano, L, Kim, WJ, Purayil, HT, Nie, Z, Daaka, Y. □Arrestin1 regulates RasGRF2 expression and Rac-mediated formation of membrane protrusion and cell motility. J. Biol. Chem. 2014; 289: 13638-13650.
36. Chakraborty, PK, Zhang, Y, Coomes, AS, Kim, WJ, Stupay, R, Lynch, LD, Atkinson, T, Kim, JI, Nie, Z, Daaka, Y. GRK5 phosphorylates moesin and regulates prostate tumor metastasis. Cancer Res. 2014; 74: 3489-3500. Highlighted in Prostate Cell News.
37. Purayil, HT, Zhang, Y, Dey, A, Gersey, Z, Espana-Serrano, L, Daaka, Y. Arrestin2 modulates androgen receptor activation. Oncogene. 2015; 34: 3144-3151.
38. Park, HJ, Ran, Y, Jung, JI, Holmes, O, Price, AR, Smithson, L, Ceballos-Diaz, C, Han, C, Wolfe, MS, Hauger, RL, Daaka, Y, Ryabinin, AE, Kim, SH, Golde, TE, Felsenstein, KM. Molecular links between stress and Alzheimer's disease. EMBO J. 2015; 34: 1674-1686.
39. Black, JB, Premont, RT, Daaka, Y. Feedback regulation of G protein-coupled receptor signaling by GRKs and Arrestins. Sem Cell Dev Biol. 2016; 50: 95-104.
40. Wang, M, Daaka, Y, Dey, A. Biased adrenergic receptor and Arrestin signaling in a cell culture model of benign prostatic hyperplasia. Biochem. Biophys. Res. Comm. 2016. 471: 41-46.
41. Zhang, Y, Purayil, HT, Black, JB, Fetto, F, Lynch, LD, Masannat, JD, Daaka, Y. Prostaglandin E2 receptor 4 mediates renal cell carcinoma invasion and metastasis. Cancer Lett. 2017. 10: 50-58.
42. Masannat, J, Purayil, TH, Zhang, Y, Russin, M, Mahmud, I, Kim, WJ, Liao, D, Daaka, Y. Arrestin2 mediates renal cell carcinoma tumor growth. 2017; Submitted.
43. Kim, WJ, Shea, AE, Lotfi, FG, Kim, JH, Daaka, Y. Attachment-deficient uropathogenic Escherichia coli activate host protein networks to mediate invasion. 2017; Submitted.

CURRICULUM VITAE

NAME: Kyle E. Rarey

EDUCATION:

B.A. (Zoology), Indiana University, 1969

Ph.D. (Anatomy), Indiana University, 1977

PRESENT POSITION:

Professor, Department of Anatomy and Cell Biology, 1994 - present

Director, Center for Anatomical Sciences Education, 2017- present

PREVIOUS POSITIONS:

Interim Senior Associate Dean for Educational Affairs, 2008- 2010

Associate Dean for Program Evaluation and Faculty Development, 2002-2008

Assistant Dean for Program Evaluation and Development, 2000-2002

Coordinator, Liaison Committee on Medical Education, 1997-2000 & 2005-2007

Co-Director for Chapman Education Center (COMCEC), 1997-2000

HONORS AND AWARDS:

UF College of Medicine Teacher of the Year, five-time recipient, 1987-88, 1989-90, 1993-94, 1995-96, 1998-99 (Recognized by entire student body)

Basic Science Teacher of the Year, College of Medicine, nine-time recipient, 1993-94, 1995-96, 1996-97, 1997-98, 1998-99, 1999-00, 2002-03, 2003-04, 2006-07 (Recognized by graduating senior class)

Co-Recipient of the Golden Apple Teaching Award for recognition of the best Basic Science course, Clinical Human Anatomy, eleven-time recipient, 1992-93, 1993-94, 1994-95, 1995-96, 1996-97, 1997-98, 1998-99, 1999-00, 2001-02, 2002-03, 2003-04.

UF College of Medicine Exemplary Teacher, 2011, 2012, 2013, 2014, 2015, 2016, 2017 (Became eligible in 2011)

Florida Blue Key Distinguished Faculty Award, 1996

Teaching Improvement Award, College of Medicine, 1996

Charter Member, UF College of Medicine Society of Teaching Scholars, May 2000

Teaching Scholars Award for Sustained Excellence, 2005 - First basic science teacher at UFCOM to receive this award.

Selected as a Faculty Fellow for an LCME Survey Team, Tulane University School of Medicine, 2003.

Selected as Member of LCME Survey Team, University of Chicago School of Medicine, 2004.

Selected as Member of LCME Survey Team, Medical College of Georgia, 2008.

Advisory Board member of Gray's Anatomy for Students, August 2002.

Academy of Distinguished Teaching Scholars Committee, 2004

Section Head for Research in Medical Education (RIME) of the SGEA Southeast section of the AAMC, 2003-2005

Member of the National Steering Committee for Research in Medical Education (RIME) of the AAMC, 2003-2005

Chair, National RIME Section, 2006-2008

PROFESSIONAL ORGANIZATIONS:

American Association of Anatomists

American Association of Clinical Anatomists
American Association of Medical Colleges, Southern Group on Educational Affairs
Generalists in Medical Education (GEA), 2002-present
American Association for Research in Otolaryngology
American Academy of Otolaryngology---Head and Neck Surgery
American Education Research Association (AERA) 2007-present
International Association of Medical Science Educators (IAMSE)
Southeastern Evaluation Association, 2003
Research in Medical Education (RIME), 2000

POST GRADUATE AND POSTDOCTORAL ACTIVITIES:

Co-chairman of graduate thesis committee for Mr. Mike Sullivan, 1983-1984
Co-sponsor of Dr. David Dolan, Postdoctoral Fellow, KHRI training program, 1983-1984
Co-sponsor of Wouter-jan F. ten Cate, M.D., Ph.D., doctorate degree, 1993
Sponsor for Veronica ten Kate, M.S., 1990
Sponsor of Peter Lohuis, M.D., 1991-1992
Sponsor of Jason R. Rosenberg, M.S., 1992-94, master's thesis
Thesis committee member for Dr. D. Ian Smith, KHRI training program, 1983
Thesis: The effects of noise and quinine on the stria vascularis: An image analysis study
Thesis committee member for Ms. Dana Austin, 1987-1990
Thesis committee member for Ms. Carol Hammond, 1988-1992
Thesis committee member for Ms. Mary Gorham, 1994-1995
Postdoctoral Supervisor for Wouter ten Cate, M.D., 1989-1991
Postdoctoral Supervisor for Xiaofei Yao, M.D., 1992-1995
Postdoctoral Supervisor for Yilong Ma, Ph.D., 1994-1996
Postdoctoral Supervisor for Jian Zuo, M.D., 1994-1996

Teaching Effort/Experience

Discipline Director, Introduction to Clinical Medicine (ICM 1-4), 2012- present
Dental Gross Anatomy, 2015- present
Physician Assistant Gross Anatomy, 2015- present
Director of Block I Medical Curriculum, 1991-2012
Clinical Human Anatomy, Course Director, 1991-2012
Medical Cell and Tissue Biology, Laboratory Instructor, 1996-1999
Becoming an Effective Resident Teacher (BERT), 4th-year elective, 2004-2010
Anatomy 4th year elective, Spring, 1997-present
Medical and Dental, Phase A Gross Anatomy, Lecture and Laboratory Instructor 1984-1991
Resident Lectures, ENT Conferences, 1984-2005
Gross Anatomy, Physician Assistant Program, 1985-1990
Advanced Head and Neck Dissection Course, Residents, 1984-1986

Previous Grant Support

NIH - 5 PO1 NS05785-17 - Mechanisms of Sensorineural Hearing Loss Co-Investigator - 40% effort - Annual Direct Costs - \$689,775, 1981 - 1984
NIH - 5 RO1 NS05065 - Microscopic Studies of the Inner Ear - Co-Principal Investigator - 50% effort - Annual Direct Costs - \$72,505, 1983-1984
NIH -ISIO PRO2377-01. DRR-BRS. Shared Instrumentation Grant. Inner Ear Ultrastructure and Pathology - Principal Investigator - Costs - \$120,000, March, 1985. (Awarded for new transmission electron microscope at Kresge Hearing Institute)

Biomedical Research Grant, University of Michigan Medical School - NIH -
The Effects of Osmotic Agents on the Perilymph-Endolymph Barrier of the Inner Ear –
Annual Costs - \$4,500, 1982-83

Biomedical Research Grant, University of Michigan Medical School - NIH -Inner Ear Changes in
the Ferret Model for Reye's Syndrome -Annual Direct Costs - \$5,000, 1983-84

Deafness Research Foundation - Study of Cochlear Permeability Barrier in Cell Culture - Principal
Investigator - Annual Costs - \$10,000, January, 1984 - December, 1984

American Otological Society - High Resolution of Pathological Mineralization in Otosclerosis -
Principal Investigator - Annual Direct Costs - \$12,895, July, 1984 - June, 1985

Division of Sponsored Research, UF Research Support for New Faculty -Study of the Inner Ear -
Costs - \$9,000, 1984-85

Upjohn Pharmaceutical Company, Contract - Examine the Effect of Agent U-63, 366F on the
Inner Ear - Costs, \$25,000, 1985 – 1986.

Division of Sponsored Research, University of Florida, Research Development Award -
Virus Infection of the Inner Ear - Costs - \$13,500, May, 1985 - October, 1986
Renewal - 2nd Year (January, 1985 - December, 1985), \$10,000. Renewal - 3rd year
(January, 1986 - December 1986), \$12,500

Upjohn Pharmaceutical Company. Contract U-70, 138F: Ototoxicity Study in Guinea Pigs - Costs,
\$36,471, 1986 - 1987

Deafness Research Foundation - Hormonal Regulation of Na-K-ATPase Activity in the Cochlear
Duct - Principal Investigator - Direct Costs, \$12,500, January, 1987 - December, 1987

Veteran's Administration. AIDS: Clinical, Infectious and Morphological Studies of the Middle and
Inner Ear. Subcontract with Dr. Larry Davis, Chief, Neurology Service, VAMC,
Albuquerque, New Mexico - Annual Direct Costs, \$24,700, July, 1988 - June, 1991

Deafness Research Foundation - Vestibular Fluid and Ion Microhomeostasis: Effect of Adrenal
Steroids - Principal Investigator - K.E. Rarey. Direct Costs, 15,000, January, 1988 -
December, 1988; 2nd year competitive renewal, January, 1989 - December, 1989, \$15,000;
3rd year competitive renewal, January, 1990 - December, 1990

NIH - Microhomeostasis of the Cochlear Duct - Principal Investigator - K.E. Rarey. Annual Direct
Costs, \$61,403, 1987 - 1990

NIH - Inner Ear Adrenocorticosteroid System - Principal Investigator - K.E. Rarey. Annual Cost-
Extension \$81,658. 1991 - 1994

NIH - Microhomeostasis of the Cochlear Duct - Principal Investigator - K.E. Rarey. Annual - direct
costs, \$204,411. 1992 - 1996

Selected Publications (Total: 93 peer-reviewed)

55. **Rarey, K.E.**, Romrell, L.J., Pawlina, W., Rathe, R.J., Rosenberg, J.J. A computer program for teaching and self-assessment of gross anatomy. *Clin Anat* 8(2):159, 1995.
56. **Rarey, K.E.**, Gerhardt, K.J. Curtis, K.M., ten Cate, W-J.F. Effect of stress on cochlear glucocorticoid protein: Acoustic stress. *Hearing Res* 82:135-138, 1995.
57. Yao, X., Buhi, W.C., Alvarez, I.M., Curtis, L.M., **Rarey, K.E.** *De novo* synthesis of Glucocorticoid hormone regulated inner ear proteins in rats. *Hearing Res* 86(1-2):183-188, 1995.
58. Zuo, J., Curtis, L.M., Yao, X., ten Cate, W-J.F., Bagger-Sjoberg, D., Hultcrantz, M., **Rarey, K.E.** Glucocorticoid receptor expression in the postnatal rat cochlea. *Hearing Res* 87:220-227, 1995.
59. Ma, Y.L., Gerhardt, K.J., Curtis, L.M., Rybak, L.P., Whitworth, C., **Rarey, K.E.** Combined effects of adrenalectomy and noise exposure on compound action Potentials, endocochlear potentials and endolymphatic potassium concentrations.

Hearing Res 91:79-86, 1995.

60. Ma, Y.L., Gerhardt, K.J., Rybak, L.P., Curtis, L.M., **Rarey, K.E.** In situ real-time potentiometric determinations of potassium concentrations from four cochlear regions in noise-exposed rats. *Eur Arch ORL* 253(4-5):201-204, 1996.
61. Curtis, L.M., **Rarey, K.E.** Receptors for glucocorticoids in the human inner ear. *Otolaryngol Head Neck Surg* 115:38-41, 1996.
62. Zuo, J., **Rarey, K.E.** Responsiveness of alpha-1 and beta-1 cochlear Na, K-ATPase isoforms to thyroid hormone. *Acta Otolaryngol* 116(3):422, 1996.
63. Yao, X., **Rarey, K.E.** Localization of the mineralocorticoid receptor in rat cochlear tissue: Short Communication. *Acta Otolaryngol* 116(3):493, 1996.
64. Ma, Y.L., **Rarey, K.E.**, Gerhardt, K.J., Curtis, L.M., Rybak, L.P. Electrochemical potentials and potassium concentration profiles recorded from perilymph, endolymph and associated inner ear tissues in adrenalectomized rats. *Hearing Res* 96:151-156, 1996.
65. Yao, X., **Rarey, K.E.** Localization of Cu-Zn-SOD and Mn-SOD in the rat cochlea. *Acta Otolaryngol* 116:833-835, 1996.
66. Yao, X., **Rarey, K.E.** Detection and regulation of Cu-Zn-SOD and Mn-SOD in the rat cochlea tissues. *Hearing Res* 96:199-203, 1996.
67. Davis, L.E., **Rarey, K.E.** and McLaren, L.C. Clinical, opportunistic infections, and temporal bone histological studies of AIDS patients. *Neurology*, 1996.
68. **Rarey, K.E.**, Ma, Y.L., Gerhardt, K.J., Fregly, M.J., Garg, L.C., Rybak, L.P. Correlative evidence of hypertension and altered cochlear microhomeostasis: electrophysiological changes in the spontaneously hypertensive rat. *Hearing Res* 102:63-69, 1996.
69. Erichsen, S., Zuo, J., Curtis, L.M., **Rarey, K.E.**, Hultcrantz, M. Na, K-ATPase α and β Isoforms in the developing cochlea of the mouse. *Hearing Res* 100:143-149, 1996.
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71. Zuo, J., **Rarey, K.E.** Structural maturation of the interface region between the stria vascularis and spiral ligament in the rat cochlea. *Eur Arch Oto-Rhino-Laryngologica* 254:73-77, 1997.
73. Yao, X, **Rarey, K.E.** Localization of the mineralocorticoid receptor in rat cochlear tissue. *Acta Otolaryngol* 116, 493-496, 1996.
74. ten Cate, W-J.F., Zuo, J., Lautermann, J., Altenhoff, P., and **Rarey, K.E.** Development of 11 β -hydroxysteroid dehydrogenase expression in the rat cochlea. *Acta Otolaryngol* 117:841-844, 1997.
75. Lippincott, L, **Rarey, KE.** Status of cochlear Na,K -ATPase in the aged SHR rat and its possible role in hearing loss. *Eur Arch ORL* 254:413-6, 1997.
76. Curtis, LM, Garg, LC, **Rarey, KE.** Ca(2+)-ATPase in the cochlear duct. *Acta Otolaryngol (Stockholm)* 117(4):553-8, 1997.
77. Zuo, J, **Rarey, KE.** Localization of secretory phospholipase A2 in mouse cochlear tissues and cultured cells. *Arch Otolaryngol Head Neck Surg* 123(4):373-6, 1997.
78. Ma, Y.L., **Rarey, K.E.**, Gerhardt, K.J., Rybak, L.P., Garg, L.C. Altered calcium homeostasis in the rat cochlear duct and endogenous corticosteroid insufficiency. *Eur Arch Oto-Rhino-Laryngology* 254:165-168, 1997.
79. Lippincott, L., **Rarey, K.E.** Status of cochlear Na, K-ATPase in the aged SHR rat and its possible role in hearing loss. *Eur Arch ORL* 254:413-416, 1997.
80. Gerhardt, KJ, Ma, YL, Rybak, LP, **Rarey, KE.** Interaction of methylprednisolone and transient asphyxia on the inner ear of the adrenalectomized rat. *Otolaryngol Head Neck Surg* 118:338-43, 1998.
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noise exposure on fetal sheep auditory brainstem response and inner ear histology. *Ear and Hearing*, 20;21-32, 1999.

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82. Pawlina W, Romrell L.J., **Rarey, K.E.**, Larkin, L.H. Problem-based learning with gross anatomy specimens: One year trial. *Clin Anat* 4:72, 1991.
83. Pawlina W, Ross, M.H., Larkin, L.H., Romrell, L.J. and **Rarey, K.E.** Use of plastinated cadaveric specimens in medical and dental gross anatomy. *Anat Rec* 229:69, 1991.
85. Pawlina, W. Romrell L.J, **Rarey KE**, Larkin, L.H. Problem-based learning with gross anatomy specimens: Integration of gross and microscopic anatomy. *Clin Anat* 6:197, 1992.
86. **Rarey, K.E.**, Rosenberg, J.J., Pawlina, W., and Romrell, L.J. A Gross Anatomy video dissector. *Anat Rec* 1993.
87. **Rarey, K.E.**, Rosenberg, J.J., Pawlina, W., and Romrell, L.J. A Video manual for the study of human anatomy. *Clin Anat* 6:374, 1993.
88. **Rarey, K.E.**, Romrell, L.J., Pawlina, W., Rathe, R.J., Rosenberg, J.J. A computer program for teaching and self-assessment of gross anatomy. *Clinical Anatomy* 8(2), 159, 1994.
89. **Rarey, K.E.**, Romrell, L.J., Pawlina, W., Rathe, R., and Rosenberg, J.J. Assessment of computer-assisted instruction in the teaching of Human Gross Anatomy. *J Med Ed Technologies* 6(3):4-9, 1997.
90. Pawlina, W., S.W. Carmichael, T.R. Viggiano, **K.E. Rarey**, M.C. Duerson and N.S. Hardt. Professionalism in medicine: A role for the gross anatomy course. *Clin Anat* 2000.
91. **Miller, S.A., Perrotti, W., Silverthorn D.U., Dalley, A.F., and Rarey. K.E.** From college to clinic: reasoning over memorization is key for understanding anatomy. *Anat Rec* 269:69-80, 2002.
92. Rarey, K.E., Novak, M.A., and Good, M.L. University of Florida College of Medicine. *Acad. Med* 85: S152-155, 2010.
93. **Hagen, M., Cooke, B.K., Wright, A., and Rarey, K.E.** A five-year review of enhanced learning through integration: anatomy and clinical practice. *Creative Education* 8(11):1774-1781, 2017.

BOOKS, CHAPTERS AND SOFTWARE

1. **Rarey, K.E.** Chapter: The Ear, In Ross, M., and Romrell, L.J.: *Histology – A Text and Atlas*, 2nd Edition. Williams and Wilkins, Baltimore, 1991 (Also published in Chinese; and Spanish and Portuguese by Pan Americana).
2. Romrell, L.J., Mancuso, A.A., Larkin, L.H., **Rarey, K.E.**, Manhan, P.E., and Ross, M.H. *Sectional Anatomy of the Head and Neck with Correlative Diagnostic Imaging*. Kohlhammer, Stuttgart, Germany (German and Foreign Language Editions); Lea & Febiger, Philadelphia, (English Edition) 1994.
3. **Rarey, K.E.**, Romrell, L.J., Pawlina, W., Rosenberg, J.J. *Manual of Human Dissection*. Gold Standard Multimedia, Gainesville, 1994.
4. **Rarey, K.E.**, Romrell, L.J., Pawlina, W., Rathe, R.J., and Rosenberg, J.J. *Human Anatomy: Videodisc and Software Program*. Gold Standard Multimedia, Inc., Gainesville, FL, 1994.
5. **Rarey, K.E.**, Romrell, L.J. *Clinical Human Embryology*. Software Program. Gold Standard Multimedia, Inc., Gainesville, FL, 2001.

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William Arthur Dunn, Jr.

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Present Address: Department of Anatomy and Cell Biology
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Gainesville, FL 32610-0235

Birthdate: January 2, 1953
Birthplace: Pittsburgh, Pennsylvania

Education: Thiel College
Greenville, Pennsylvania
1970-1974
Major: Biology
B.A., May, 1974

Pennsylvania State University
University Park, Pennsylvania
1974-1979
Major: Biochemistry
Ph.D., September, 1979

Academic Appointments:

Jan. 1984- Johns Hopkins Univ. School of Medicine,
Dec. 1986 Research Associate
Department of Cell Biology and Anatomy

Jan. 1987- University of Florida College of Medicine,
July 1993 Assistant Professor
Department of Anatomy and Cell Biology

Aug 1993- University of Florida College of Medicine,
July 2004 Associate Professor
Department of Anatomy and Cell Biology

Aug 2004- University of Florida College of Medicine,
Professor
Department of Anatomy and Cell Biology

July 2009- University of Florida College of Medicine,

Teaching Experience (lectures, small groups, and labs):

1987-1991	BMS 5101 Cell Biology (Medical)
1987-1989	BMS 5121 Human Systems Development
1990-1996	BMS 5603 Genetics, Molecular, and Cellular Basis of Disease
1999-2004	GMS 6040 Host-Pathogen Interactions
1990-	BMS 4905 Undergraduate Research
1987-1994, 2012	BMS 5180 Cell and Tissue Biology (Graduate Cell Biology)
2000-	GMS 6062 Protein Sorting (Graduate Cell Biology)
2001-2004	GMS 6644 Apoptosis (Course Director)
2004-	GMS 6644 Apoptosis (Graduate Cell Biology)
1996-2010	GMS 6001 Fundamentals of Biomedical Sciences I
2011-	GMS 6001 Fundamentals of Biomedical Sciences I (Section Leader)
1996-1999	GMS 6002 Fundamentals of Biomedical Sciences II
2001-2004, 2014-	GMS 6635 Organization of Cells and Tissues (Course Director)
2001-2004	GMS 6642 Organ Systems I (Course Director)
2001-2004	GMS 6643 Organ Systems II (Course Director)
1987-1998, 2001-2002	BMS 5110C Microscopic Anatomy
1999-2001	BMS 5110C Structure and Function of Cells and Tissues (Course Director)
2002-2011	BMS 6110 Structure and Function of Cells and Tissues (Medical Histology)
2011-2013	GMS 6690 Autophagy (MCB Journal Club) (Course Director)
2011-	GMS 6421 Advanced Cell Biology
2012-	BMS 6031 Foundations of Medicine
2013-	BMS 6633 Cardiovascular and Respiratory Systems
2013-	BMS 6638C Kidney and Urinary Tract

2013- BMS 6634 Gastroenterology and Hepatology

2013- BMS 6635 Dermatology and the Musculoskeletal System

2014- BMS 6632 Endocrinology and Reproduction

2014- GMS 6635 Organization of Cells and Tissues (**Course Director**)

2014- GMS 5630 Medical Histology (Online) (**Course Director**)

Honors: Graduated Cum Laude from Thiel College with Departmental Honors (1974)
 Member of Beta Beta Beta (Honorary Biological Society),
 Thiel College (1972) Member of Phi Kappa Phi, Penn State University (1978)
 Marquis Who's Who in America (2000 - current)

Awards:

2003, 2008, 2009, Exemplary Teacher Award, University of Florida College of Medicine
 2010, 2013, 2014

Grants:

(1984 – 1986) National Institute of Health, Institute of Diabetes and Digestive and Kidney Diseases, Young Investigator Award
 "Characterization of autophagic vacuolar membranes"
 (AM33326-01 through -03)
 PI: **William A. Dunn Jr.**

(1988 - 1992) National Institute of Health, Institute of Diabetes and Digestive and Kidney Diseases
 "Studies on the mechanism of autophagy in rat hepatocytes"
 (AM33326-04 through -08)
 PI: **William A. Dunn Jr.**

(1991 - 1994) National Institute of Health, Institute of Neurological Disorders and Stroke
 "Autophagy in glia and neurons from Batten dogs"
 (NS30161-01 through -03)
 PI: **William A. Dunn Jr.**

(1994 - 1998) National Institute of Health, Institute of Diabetes and Digestive and Kidney Diseases
 "Involvement of ubiquitinated proteins in autophagy"
 (AM33326-09 through -12)
 PI: **William A. Dunn Jr.**

- (1995) American Society for Biochemistry and Molecular Biology
 High School Teacher Fellowship
 “Characterization of a *Pichia pastoris* mutant unable to degrade peroxisomes”
 Mentor: **William A. Dunn Jr** HS Teacher: Robert J. Howland, M.S.
- (1999 - 2002) National Science Foundation
 “Molecular Characterization of Autophagy”
 (MCB-9817002)
 PI: **William A. Dunn Jr.**
- (2000 - 2005) National Institute of Health, Institute of Dental Research
 “Interactions Between Oral Pathogens and Vascular Cells”
 (DE13545-01 through -05)
 PI: Ann Progulske-Fox coI: : **William A. Dunn, Jr.**
- (2002 - 2007) National Cancer Institute
 “Characterization of the Molecular Events of Autophagy”
 (CA95552-01 through -05)
 PI: **William A. Dunn Jr.** (40% effort)
- (2005 - 2009) National Institute of Neurological Disorders and Stroke
 “Cellular events in heritable peripheral neuropathies”
 (NS041012-5 through -08)
 PI: Lucia Notterpek coI: **William A. Dunn, Jr.**
- (2006 - 2011) National Institute of Dental and Craniofacial Research
 “Interactions Between Oral Pathogens and Vascular Cells”
 (DE13545-06 through -10)
 PI: Ann Progulske-Fox coPI: **William A. Dunn, Jr.**
- (2009 - 2013) National Eye Institute
 “Autophagy: A critical factor in RPE aging and AMD”
 (EY019688-1 through -4)
 PI: Michael Boulton coI: **William A. Dunn, Jr.**
- (2009 - 2014) National Institute of Neurological Disorders and Stroke
 “Cellular events in heritable peripheral neuropathies”
 (NS041012-9 through -13)
 PI: Lucia Notterpek coI: **William A. Dunn, Jr.**
- (2009 - 2014) National Institute of Diabetes and Digestive and Kidney Diseases
 “Autophagy in Liver Injury”
 (DK079879-1 through -5)
 PI: Jae-Sung Kim coI: **William A. Dunn, Jr.**

(2012 - 2013) Florida Cancer Research Program (Bankhead Coley)
“Inhibiting a core autophagy protein to treat prostate cancer”
PI: **William A. Dunn, Jr.**

(2012 - 2013) National Eye Institute
“Circadian-dependent autophagy in retinal maintenance and diabetes”
(R21 EY021626-01 through -02)
PI: Michael Boulton coI: **William A. Dunn, Jr.**

(2013 - 2015) National Institute of Dental and Craniofacial Research
“Internalization of *S. mutans* in vascular endothelial cells”
(R21 DE022690-01 through -02)
PI: Ann Progulske-Fox coI: **William A. Dunn, Jr.**

(2014 - 2019) National Heart, Lung, and Blood Institute
“*P. gingivalis* mediated disruption of autophagy in endothelial dysfunction”
(R01 HL126956-01 through -05)
PI: Ann Progulske-Fox coI: **William A. Dunn, Jr.**

Chairman of Student Graduate Committees:

Current: none

Graduated: 6 PhD students and one MS student

Member of PhD Graduate Committees:

Current: 5 PhD committees

Graduated: 36 PhD committees, 2 MD/PhD committees, 2 MS committees, one PhD (Tufts University, Boston) and one D. philos (Institute for Cancer Research, Oslo, Norway)

College of Medicine Graduate Committees:

1995-1998 Graduate Committee, Dept Anatomy and Cell Biology

1995-1997 IDP Molecular Cell Biology Advance Studies Committee

1996-1998 IDP Graduate Studies Committee (Chair)

2018- Graduate Program in Biological Sciences Molecular Cell Biology Program
(Co-Coordinator)

List of Publications:

Selected Chapter in Books (Total: 11 published):

Dunn, W.A., Jr., B.R. Dorn, and A. Progulske-Fox (2004) Trafficking of bacterial pathogens to autophagosomes. In Autophagy. D.J. Klionsky, editor. Landes Bioscience. p. 233-240.

Dunn, W.A., Jr., L. A. Schroder, and J.P. Aris (2013) Historical overview of autophagy. In Autophagy and Cancer. H.-G. Wang, editor. Springer Press. pp. 1-24.

Selected Peer-Reviewed Articles (Total: 87 published):

- Dunn, W.A., Jr.** (1990) Studies on the mechanism of autophagy: Formation of the autophagic vacuole. *J. Cell Biol.* **110**, 1923-1933. PMID 2351689
- Dunn, W.A., Jr.** (1990) Studies on the mechanism of autophagy: Maturation of the autophagic vacuole. *J. Cell Biol.* **110**, 1935-1945. PMID 2161853
- Lenk, S.E., **W.A. Dunn, Jr.**, J.S. Trausch, A. Ciechanover, and A.L. Schwartz (1992) Ubiquitin-activating enzyme, E1, is associated with the maturation of autophagic vacuoles. *J. Cell Biol.* **118**, 301-308. PMID 1321157
- Aplin, A., T. Jasionowski, D.L. Tuttle, S.E. Lenk, and **W.A. Dunn, Jr.** (1992) Cytoskeletal elements are required for the formation and maturation of autophagic vacuoles. *J. Cell. Physiol.* **152**, 458-466. PMID 1506410
- Tuttle, D.L. and **W.A. Dunn, Jr.** (1995) Divergent modes of autophagy in the methylotrophic yeast *Pichia pastoris*. *J. Cell Science.* **108**, 25-35.
- Yuan, W., P. E. Strømhaug, and **W.A. Dunn, Jr.** (1999) Glucose-induced autophagy of peroxisomes in *Pichia pastoris* requires a unique E1-like protein. *Mol. Biol. Cell* **10**, 1353-1366. PMID 10233149
- Dorn, B.R., **W.A. Dunn, Jr.**, and A. Progulske-Fox (1999) Invasion of human coronary artery cells by periodontal pathogens. *Infect. Immun.* **67**(1), 5792-5798. PMID 10531230
- Kim, K., Y. Kamada, P.E. Stromhaug, J. Guan, A. Hefner-Gravink, A. Bevan, M. Baba, S. V. Scott, Y. Ohsumi, **W.A. Dunn Jr.**, and D.J. Klionsky. (2001) Cvt9/Gsa9 functions in sequestering selective cytosolic cargo destined for the vacuole. *J. Cell Biol.* **153**(2): 381-396. (Highlighted in JCB In Brief, volume 153 (2), April 16) PMID 11309418
- Dorn, B. R., **W.A. Dunn, Jr.** and A. Progulske-Fox. (2001) *Porphyromonas gingivalis* traffics to autophagosomes in human coronary artery endothelial cells. *Infect. Immun.* **69**(9): 5698-5708. PMID 11500446
- Fortun, J., **W.A. Dunn, Jr.**, S. Joy, J. Li, and L. Notterpek (2003) Emerging role for autophagy in the removal of aggregates in Schwann cells. *J. Neuro.* **23**:10672-10680. PMID 14627652
- Chang, T., L.A. Schroder, J.M. Thomson, A.S. Klocman, A.J. Tomasini, P.E. Strømhaug, and **W.A. Dunn, Jr.** (2005) *PpATG9* encodes a novel membrane protein that traffics to vacuolar membranes which sequester peroxisomes during pexophagy in *Pichia pastoris*. *Mol Biol Cell.* **16**(10):4941-53. PMID 16079180
- Amici, S.A., **W.A. Dunn, Jr.**, and L. Notterpek (2007) Developmental abnormalities in the nerves of peripheral myelin protein 22-deficient mice. *J. Neurosci. Res.* **85**:238-249. PMID 17131416
- Wohlgemuth, S.E., D. Julian, D.E. Akin, J. Fried, K. Toscano, C. Leeuwenburgh, **W.A. Dunn, Jr.** (2007) Autophagy in the heart and liver during normal aging and calorie restriction. *Rejuvenation Res.* **10**(3): 281-292. PMID 17665967
- Klionsky, D.J., A.M Cuervo, **W.A. Dunn, Jr.**, B. Levine, I. van der Klei, and P.O. Seglen (2007) How shall I eat thee?. *Autophagy.* **3**(5): 413-416. PMID 17568180
- Schroder, L.A., M.V. Ortiz, and **W.A. Dunn, Jr.** (2008) The membrane dynamics of pexophagy are influenced by Sar1p in *Pichia pastoris*. *Mol Biol Cell.* **19**: 4888-4899. PMID 18768759
- Madorsky, I., K. Opalach, A. Waber, J. Verrier, C. Solmo, T. Foster, **W.A. Dunn, Jr.**, and L. Notterpek (2009) Intermittent fasting alleviates the neuropathic phenotype in a mouse model of Charcot-Marie-Tooth disease. *Neurobiol Dis.* **34**: 146-154. PMID 19320048

- Rangaraju, S., J. D. Verrier, I. Madorsky, J. Nicks, **W.A. Dunn, Jr.**, and L. Notterpek (2010) Rapamycin activates autophagy and improves myelination in explant cultures from neuropathic mice *J. Neurosci.*, 30: 11388 – 11397. PMID 20739560
- Wang, J-H., I-S. Ahn, T.D. Fischer, J-I. Byeon, **W.A. Dunn, Jr.**, K. E. Behrns, C. Leeuwenburgh, and J.-S. Kim (2011) Autophagy suppresses age-dependent ischemia and reperfusion injury in livers of mice. *Gastroenterology*, 141: 2188-99. PMID 21854730
- Reyes, L., P.H. Rodriques, A.S. Chadda, M. Belanger, E. Eiler-McManis, P. Phillips, S.M. Wallet, A.G. Barrett, D. Akin, **W.A. Dunn, Jr.**, and A. Progulske-Fox. (2013) Deletion of lipoprotein PG0717 in *Porphyromonas gingivalis* W83 Reduces Gingipain Activity and Alters Trafficking in and Response by Host Cells. *PloS One* 8(9): e74230. PMID 24069284
- Akin, D., S.K. Wang, P. Habibzadegah-Tari, B. Law, D. Ostrov, M. Li, X.-M. Yin, J.-S. Kim, N. Horenstein, and **W.A. Dunn, Jr.** (2014) A novel ATG4B antagonist inhibits autophagy and has a negative impact on osteosarcoma tumors. *Autophagy*. 10(11): 2021-35. PMID 25483883

CURRICULUM VITAE

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Academic appointments- Assistant Scholar

5/2000- Present

Assistant Scholar, Anatomy and Cell Biology
College of Medicine, University of Florida, Gainesville, Fl

3/1997 – 4/99 Research asst. Neuroscience, UFBI, Gainesville, Fl. 32611

1994-1995 Clinical rotatory Internship. Kasturba Hospital. Manipal, India

1987-1990 Asst. Professor, Anatomy, KMC(Uni .Mysore) Manipal, India.

1981- 1987 Lecturer, Anatomy, College of Meicine, Maiduguri, Nigeria

1978-1981 Asst. Professor, Anatomy, KMC(Uni .Mysore) Manipal, India

1975- 1978 Demonstrator in Anatomy, CMC, Ludhiana, India.

EDUCATION:

1995 Doctor of Medicine (MD)
Mangalore University Karnataka st. KMC India

1974 Master of Science (M.Sc) - Human Anatomy, University of Mysore,India

1997 - ECFMG (USMLE)

Teaching Effort/Experience

. MEL 7940	Clinical Anatomy-	Course Director
. GMS 6607C	Musculoskeletal system-	Course Director
. PAS 5022	Physician Assistant Gross Anatomy-	Course Director
. DEN 6416C	Advanced Head & Neck Anatomy –	Course Director
. DEN 5100C	Dental Gross Anatomy -	Course Director
. BMS 6810-ICM -1	Introduction to Clinical Medicine	
. BMS 6812-ICM -2	Introduction to Clinical Medicine	
. BMS 6813-ICM -3	Introduction to Clinical Medicine	
. BMS 6814-ICM -4	Introduction to Clinical Medicine	
.PAS 5008	Advanced Clinical lab	

Workshop

Javmed.com - Anesthesiology, The annual Gator RAP Workshop- Regional anesthesia Training-
cadaver ultrasound-guided injection & dissection

AWARDS

Co Recipient of Golden Apple Award in Basic Sciences, 2000, UF College of Medicine,
University of Florida:

University of Florida, Exemplary teaching award- 10 year award -2016

Publication and Abstract-- 3

Survival of Human embryonic spinal cord xenografts in exceptionally chronic
Contusion lesions.

E.D.Wirth.III, B.C.Hains, V.Nonabur, M.A.Giovanini, P.J. Reier, and D.K.
Anderson

Seventh International Symposium on Neural Regeneration.
Experimental Neurology 151, 143-171 (1998)

First report of lymph sampling/lymphangiography by EUS guided transesophageal thoracic duct
puncture in a swine model.

Parasher VK, Hernandez LV, LeVeen RF, Mladnich CRJ, Nonabur V, Bhutani MS
American Society for Gastrointestinal Endoscopy, May 1st-23,2002, San Francisco, CA
Gastrointestinal Endoscopy 2002;55(5):AB231

Lymph sampling and lymphangiography via EUS-guided transesophageal thoracic duct puncture in
a swine model.

Parasher VK, Hernandez LV, Leveen RF, Mladinich CR, Nonabur V, Bhutani MS
Gastrointest Endosc 2004 April; 59 (4):564-7.

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Work History:

Assistant Professor
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2017-Present

The Orthopedic Institute
PO Box 13476
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04/1999 to 09/30/2012

UF & Shands Orthopedic and Sports
Medicine Institute
Adjunct Assistant Professor
Volunteer Clinician in Orthopedics at ACORN clinic
Gainesville, FL
02/2013 to 04/2015

University of Florida Department of Anatomy and Cell Biology
Volunteer Assistant in Gross Anatomy Lab
03/2016 to 2017

Teaching Experience:

Lab Assistant
Elementary Physiology
Furman University
One Trimester

Personal Tutor
Anatomy and Physiology
Santa Fe College
One Semester

Lab Assistant - Volunteer
Gross Anatomy
University of Florida
02/2016 to present

Patient Education
The Orthopedic Institute and The ACORN clinic
1999 to 2015

Education:	Furman University Bachelor of Science in Biology Greenville, South Carolina Graduated Magna Cum Laude 08/1985 to 06/1989 University of Florida College of Medicine Gainesville, FL Graduated First in Class 08/1989 to 06/1993 Shands at the University of Florida Gainesville, FL 07/1993 to 06/1998 Orthopedic Residency Crystal Clinic Akron, OH 08/1998 to 01/1999 Orthopedic Foot & Ankle Fellowship
Honors and Awards:	Phi Beta Kappa - Furman University Alpha Omega Alpha - University of Florida College of Medicine
Board Certification:	American Board of Orthopaedic Surgery, Diplomate Certification Date: 07/12/2001 to 12/31/2011 01/01/2012 to 12/31/2021
Professional Affiliations:	American Academy of Orthopaedic Surgery American Foot & Ankle Society

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Aberdeen, Scotland
1980-1984
Major: Anatomy
B.Sc. (Hons) June 1984

University of Aberdeen
Aberdeen, Scotland
1984-1989
Major: Placental Stereology
Ph.D., November, 1989

Academic Appointments:

October 1989- Oxford University
October 1991 University Lecturer
Department of Anatomy and Cell Biology
Oxford University, England

November 1991- Post Doctoral Fellowship
May 1994 Samuel Lunenfeld Research Institute,
Mount Sinai Hospital, Toronto, Canada

September 1994- Post Doctoral Fellowship
April 1997 Department of Molecular and Cell Biology,
University of Aberdeen,
Aberdeen, Scotland

September 1997- Research Associate
September 2002 The Toronto Hospital Research Institute
University of Toronto, Canada

October 2002- June 2006	Research Assistant Professor Department of Anatomy and Cell Biology University of Florida Florida, USA
October 2002- June 2006	Research Assistant Professor Department of Anatomy and Cell Biology University of Florida Florida, USA
July 2006 - April 2015	Lecturer in Anatomy and Cell Biology, University of Florida, Florida USA
February 2008- April 2015	Executive director of the Anatomical Board of the State of Florida University of Florida, Florida, USA
June 2015- April 2016	Discipline Chair of Anatomy VCOM, Auburn, Alabama, USA
April 2016- December 2017	Associate Professor of Anatomy, Samford University Birmingham, Alabama, USA
January 2018-	Research Associate Professor Department of Anatomy and Cell Biology, University of Florida Florida, USA

Teaching Experience (lectures, small groups, labs):

1989-1991	Taught Anatomy, Histology and Embryology to medical students
1991-1994	Taught laboratory techniques to graduate students and placental development and Embryology to undergraduates
1994-1997	Taught cell isolation to graduate students
1997-2002	Taught cell isolation, confocal microscopy and recombinant DNA technology to Graduate students
2003-2015	DEN 5100C Dental Gross Anatomy (course director)
2006-2015	DEN 5126C Dental Histology (course director)
2009-2015	DEN 6416C Dental Board Preparation Course (course director)

2003-2015	PAS 5022 Physician Assistant Anatomy Course
2012-2013	BMS 4095 Artist Anatomy Course (course director)
2006-2008	Taught Anatomy Course to Biomedical Engineers
2015-2016	7100 Musculoskeletal System to Osteopathic Physicians (course director)
2015-2016	7110 Neuroanatomy and Head and Neck (course director)
2016-2017	PHTH610 Anatomy for Physical Therapists (course director)
2016-2017	NUNA Anatomy for Nurse Anesthesiologists (course director)
2018	ICM 4 – Anatomy for Medical Students
2018	DEN 5126C – Histology for Dental Students

Honors: Executive Director of Anatomical Board of the State of Florida 2008-2015
Exemplary Teacher Awards, university of Florida College of Medicine 2007-2014

List of Publications:

1. Chretien, ML., Zhang, M., **Jackson, MR.**, Kapus, A.& Langille, BL. (2010) Mechanotransduction by endothelial cells is locally generated, direction dependent and ligand specific. *Journal of Cellular Physiology*, 224(2): 352-61
2. Joo, JH., Lee, YJ., Munguba, G.C., Park, s., Taxter, T.J., Elsagga, M.Y., **Jackson, M.R.** & Sugrue, S.P. (2007) Role of Pinin in Neural Crest, Dorsal Dermis, and Axial Skeleton Development and its Involvement in the Regulation of Tcf/Lef activity in Mice. *Developmental Dynamics*, 236(8): 2147-58.
3. McCue, S., Dajnowiec, D., Xu, F., Zhang, M., **Jackson, M.R.** & Langille, B.L. (2006) Shear Stress Regulates Forward and Reverse Planar Cell Polarity of Vascular Endothelium In Vivo and In Vitro. *Circulation Research*, 98(7): 939-46.
4. Joo, J.H., Alpatov, R. Munguba, G.C., **Jackson, M.R.**, Hunt, M.E. & Sugrue S.P. (2005) Reduction of Pnn by RNAi induces loss of cell-cell adhesion between human corneal epithelial cells. *Molecular Vision*, 11, 133-142.
5. Zimowska, G., Shi, J., Munguba, G., **Jackson, M.R.**, Alpatov, R., Simmons, M.N., Shi Y. & Sugrue, S.P. (2003) Pinin/DRS/memA Interacts with Srp75, SRm300 and SRp130 in Corneal Epithelial Cells. *Investigative Ophthalmology & Visual Science*, 44, 4715-4723.
6. Hindmarsh, P.C., Geary, M.P., Rodeck, C.H., **Jackson, M.R.** & Kingdom, J.C. (2000) Effect of early maternal iron stores on placental weight and structure. *Lancet* 356, 719-723.
7. **Jackson, M.R.**, Gott, P., Ritchie, J.W.K. & Clapp, J.F. (1995) The effects of maternal

aerobic exercise on human placental development: Placental volumetric composition and surface areas. *Placenta* 16, 179-191

8. **Jackson, M.R.**, Walsh, A.J., Morrow, R.J., Mullen, J.B.M., Lye, S.J & Ritchie, J.W.K. (1995) Reduced placental villous tree elaboration in small-for-gestational-age pregnancies: relationship with umbilical artery Doppler waveforms. *American Journal of Obstetrics and Gynecology*, 172, 518-525.
9. **Jackson, M.R.**, Carney, E.W., Lye, S.J & Ritchie, J.W.K. (1994) Immunolocalisation of two angiogenic growth factors (PDECGF and VEGF) in human placental villi throughout gestation. *Placenta* 15, 341-353.
10. Mayhew, T.M., Sorensen, F.B., Klebe, J.G. & **Jackson, M.R.** (1994) Growth and maturation of villi in placentae from well-controlled diabetic women. *Placenta* 15, 57-65.
11. **Jackson, M.R.**, Mayhew, T.M. & Boyd, P.A. (1993) Changes in oxygen diffusive conductances of human placentae during gestation (10-41 weeks) are commensurate with gain in fetal weight. *Placenta* 14, 51-61.
12. Mayhew, T.M., Sorensen, F.B., Klebe, J.G. & **Jackson, M.R.** (1993a) Oxygen diffusive conductance in placentae from control and diabetic women. *Diabetologia* 34, 955-960.
13. Mayhew, T.M., Sorensen, F.B., Klebe, J.G. & **Jackson, M.R.** (1993b) The effects of mode of delivery and sex of newborn on placental morphology in control and diabetic pregnancies. *Journal of Anatomy* 183, 545-552.
14. **Jackson, M.R.**, Mayhew, T.M. & Boyd, P.A. (1992) Quantitative description of the elaboration and maturation of villi from 10 weeks of gestation to term. *Placenta* 13, 357-37
15. Mayhew, T.M., **Jackson M.R.** & Haas, J.D. (1990) Oxygen diffusive conductance of human placentae from term pregnancies at low and high altitudes. *Placenta* 11, 493-503
16. **Jackson, M.R.**, Mayhew, T.M. & Haas, J.D. (1988a) On the factors which contribute to thinning of the villous membrane in human placentae at high altitude. I. Thinning and regional variation in thickness of trophoblast. *Placenta* 9, 1-8.
17. **Jackson, M.R.**, Mayhew, T.M. & Haas, J.D. (1988b) On the factors which contribute to thinning of the villous membrane in human placentae at high altitude. II. An increase in the degree of peripheralisation of fetal capillaries. *Placenta* 9, 9-18.
18. **Jackson, M.R.**, Mayhew, T.M. & Haas, J.D. (1988c) Effects of high altitude on the vascularisation of terminal villi in human placentae. *Trophoblast Research* 3, 351-360.
19. **Jackson, M.R.**, Mayhew, T.M. & Haas, J.D. (1987a) The volumetric composition of human term placentae: altitudinal, ethnic and sex differences in Bolivia. *J. Anat.* 152, 173-187.
20. **Jackson, M.R.**, Mayhew, T.M. & Haas, J.D. (1987b) Morphometric studies on villi in

human term placentae and the effects of altitude, ethnic grouping and sex of newborn. *Placenta* 8, 487-2

21. **Jackson, M.R.**, Mayhew, T.M. & Haas, J.D. (1987c) Placental diffusing capacity for oxygen in populations residing at low and high altitude in Bolivia. *Acta Stereologica* 6/III, 249-253.
22. Mayhew, T.M., **Jackson, M.R.** & Haas, J.D. (1986) Microscopical morphology of the human placenta and its effects on oxygen diffusion: a morphometric model. *Placenta* 7, 121-131.
23. **Jackson, M.R.**, Joy, C.F., Mayhew, T.M. & Haas, J.D. (1985) Stereological studies on the true thickness of the villous membrane in human term placentae: a study of placentae from high altitude pregnancies. *Placenta* 6, 249-258.

Book Chapters:

1. Chretien, M., Noria, S.F., **Jackson, M.R.**, Langille, B.L. (2006) Vascular adaptations to blood flow. Chapter 43, p667- 678 in: Haemostasis and Thrombosis: Basic Principles in Clinical Practice, *Fifth Edition*, Ed. R.W. Coleman et al. Lippincott.
2. **Jackson, M.R.** & Sugrue, S.P. (2006) Cutaneous Melanoma. Chapter 77 in Principles of Molecular Medicine. Ed. Runge, M.S. et al. Humana Press, NJ.

Curriculum Vitae

Satya Narayan, Ph.D.
Professor

Department of Anatomy and Cell Biology

A. ACADEMIC APPOINTMENTS

2007-present Professor, Dept. of Anatomy and Cell Biology, University of Florida, Gainesville, FL
2001-2007 Associate Professor, Dept. of Anatomy and Cell Biology, University of Florida,
2000-present Graduate Faculty at the University of Florida, Gainesville, FL
2000-present Member of the UF Shands Cancer Center, University of Florida, Gainesville, FL
2000-2001 Assistant Professor, Dept. of Anatomy and Cell Biology, University of Florida
1999-2000 Graduate Faculty at the University of Texas Medical Branch, Galveston, TX
1996-2000 Member, Sealy Center for Oncology & Hematology, UTMB, Galveston, TX
1996-2000 Assistant Professor, Dept. of Human Biological Chemistry & Genetics, UTMB,
Galveston, TX
1993-1996 Scientist, Sealy Center for Molecular Science, UTMB, Galveston, TX
1991-1993 Instructor, Dept. of Human Biological Chemistry & Genetics, UTMB, Galveston, TX
1985-1987 Chemist-in-charge, Curewell India Pvt., Ltd., Faridabad, Haryana, India

B. EDUCATION:

Institution	Degree	Year	Subject
University of Allahabad, India	BS (B.Sc.)	10/1978	Biology
University of Allahabad, India	MS (M.Sc.)	07/1981	Biochemistry
Panjab University Chandigarh, India	Ph.D.	08/1989	Biochemistry
Louisiana State Univ., Baton Rouge, LA	Postdoctoral	1987-1989	Drug Metabolism
UTMB, Galveston, TX	Postdoctoral	1989-1991	Colon Cancer

C. TEACHING EFFORT/EXPERIENCE:

EXPERIENCE –

COURSE DIRECTOR

2001 – present: Tumor Biology – GMS 6064 [Graduate Program in Biomedical Sciences]

2011 – present: Advanced Cell Biology – GMS 6421 [Graduate Program in Biomedical Sciences]

TEACHING

School of Dentistry:

Advanced Biochemistry, Cell and Molecular Biology – DEN 5121C (Spring 2001 – present):

Cell organization

Macromolecules: Phospholipids and cell membranes

Membrane transport I and II

Cell compartments I – IV

Cell signaling I and II

Cell Cycle I and II

Cell Division

Cancer and apoptosis

Graduate Program in Biomedical Sciences:

Advanced Cell Biology – GMS 6421 (Spring 2012 – present)

Apoptosis – GMS 6644 (Spring 2002- present)

Cell Biology – GMS 6001: Transport system (Fall 2000, 2001, 2003)

Cell Biology – GMS 6643: Organ System II – Colon cancer (Fall 2001)

Fundamentals of Biological Sciences – GMS 6001 (Fall 2015 – present)

Fundamentals in Cancer Biology – GMS 6065 (Spring 2003 – present)

Independent Studies in Zoology – ZOO 4905-7681 Role of p21Waf1/Cip1 in DNA repair (Spring and Fall 2002)

Organ System II – GMS 6643 (Fall 2002, 2003)

Protein Trafficking (Import in Peroxisomes and nucleus) – GMS 6062 (Spring 2010 – present)

Transcriptional and translation control of cell growth and proliferation – GMS 6647 (2006 – present)

Tumor Cell Biology – GMS 6064 (Spring 2001 – present):

Principles of drug action – GMS 6009 (Spring 2015 – present)

D. AWARDS:

2016-17 Exemplary Teachers Award, College of Medicine, University of Florida

2012-13 Exemplary Teachers Award, College of Medicine, University of Florida

2011-12 Exemplary Teachers Award, College of Medicine, University of Florida

2007 Who's Who In America – 62st Edition, Biography

2006 Who's Who In America – 61st Edition, Biography

2005 Who's Who In America – 60th Diamond Edition, Biography

2004 Who In Medicine And Healthcare – 5th Edition, Biography

2002 Clinical Innovator Award By Flight Attendants Medical Research Institute, Miami, FL

2001 Winner Of The Ralph E. Powe Junior Faculty Enhancement Award In Applied Sciences Given By Oak Ridge Associated Universities, Oak Ridge, TN

2000 Who's Who In America, 55th Edition, Biography

E. GRANTS AWARDS:**Present –**

1. Title: Loss of a functional APE1/Aryl hydrocarbon Receptor complex underlies cigarette smoke-induced lung carcinogenesis

Principal investigator: Satya Narayan

Agency: Department of Medicine, College of Medicine, University of Florida

Type: Royalty Fund Award

Period: 5/16/2016 – 5/15/2018

Indirect cost: \$10,000

Percent effort: 10%

Goal: The overall goal of these studies is to examine the molecular mechanisms of the involvement of APE1 and AhR in cigarette smoke-induced lung carcinogenesis. This fund is provided as a seed money for developing a competitive project for extramural funding.

Past –

1. Title: Mechanism of secondhand cigarette smoke-induced transformation of normal breast epithelial cells
Principal Investigator: Satya Narayan, Ph.D.
Agency: Flight Attendant Medical Research Institute
Type: Clinical Innovator Award (CIA-072088)
Period: July 1, 2008 – June 30, 2012 (no cost extension)
2. Title: Tumor suppressor APC and breast carcinogenesis
Principal Investigator: Satya Narayan, Ph.D.
Agency: NIH/NCI
Type: RO1-CA100247
Period: June 1, 2003 – May 31, 2009
3. Title: Involvement of APC in DNA repair
Principal Investigator: Satya Narayan, Ph.D.
Agency: NIH/NCI
Type: RO1-CA097031
Period: June 1, 2003 – May 30, 2008
4. Title: Mechanism of secondhand smoking-induced breast carcinogenesis
Principal Investigator: Satya Narayan, Ph.D.
Agency: Flight Attendants Medical Research Institute, Miami, FL
Type: The Clinical Innovator Award (CIA-24027)
Period: July 1, 2003 – June 31, 2006
Percent effort: 20%
5. Title: Interaction of APC and p53 in colorectal carcinogenesis
Principal Investigator: Satya Narayan, Ph.D.
Agency: National Cancer Institute – National Institutes of Health
Type: RO1-CA77721-4
Period: January 1, 1999 – January 31, 2003
6. Title: Role of tumor suppressor APC in colorectal carcinogenesis
Principal Investigator: Satya Narayan, Ph.D.
Agency: Oak Ridge Associated Universities, Oak Ridge, TN
Type: The Ralph E. Powe Junior Faculty Enhancement Award
Period: May 4, 2001 – May 3, 2002
7. Title: Mechanism of transcriptional regulation of adenomatous polyposis coli (*APC*) gene expression in colon cancer cells
Principal Investigator: Satya Narayan, Ph.D.
Agency: American Cancer Society
Type: Institutional Research Grant (Proposal #2047-96C)

RESEARCH ARTICLES – Past 10 years (total: 98 published)

1. Narayan S, Jaiswal AS. Activation of adenomatous polyposis coli (*APC*) gene expression by the DNA-alkylating agent N-methyl-N'-nitro-N-nitrosoguanidine requires p53. **J. Biol. Chem.** 272: 30619-30622, 1997.
2. Jaiswal AS, Narayan S. Protein synthesis and transcriptional inhibitors control N-methyl-N'-nitro-N-nitrosoguanidine-induced levels of *APC* mRNA in a p53-dependent manner. **Int. J. Oncol.** 13: 733-740, 1998.
3. Jaiswal AS, Narayan S. Protein synthesis inhibitor-mediated stability of adenomatous polyposis coli (*APC*) mRNA levels in HCT-116 Colon Cancer Cells. **Int. J. Oncol.** 14: 1045-1048, 1999.
4. Jaiswal AS, Kennedy CH, Narayan S. A correlation of *APC* and *c-myc* mRNA levels in lung cancer cell lines. **Oncol. Rep.** 6: 1253-1256, 1999.
5. Narayan S, Wilson SH. Kinetic analysis of Sp1-mediated transcriptional activation of a TATA-box containing promoter. **Biochemistry** 39: 818-823, 2000.
6. Pathak S, Multani AS, Narayan S, Kumar V, Newman RA. Anvirzel™: an extract of Nerium Oleander induces cell death in human cancer but not in murine cancer cells. **Anticancer Drugs** 11: 455-463, 2000.
7. Multani AS, Ozen M, Narayan S, Kumar V, Chandra J, McConkey DJ, Newman RA, Pathak S. Caspase- and p53-dependent apoptosis induced by telomere cleavage and TRF2 loss. **Neoplasia** 2: 339-345, 2000.

Note: This article is featured on the cover page of the journal.

8. Narayan S, Wilson SH. Kinetic analysis of Sp1-mediated transcriptional activation of the human DNA polymerase-beta promoter. **Oncogene** 19: 4729-4735, 2000.
9. Jaiswal AS, Narayan S. Upstream stimulating factors-1 (USF1) and USF2 bind and activate the promoter of adenomatous polyposis coli (*APC*) tumor suppressor gene. **J. Cell. Biochem.** 81: 262-277, 2001.
10. Jaiswal AS, Narayan S. p53-dependent transcriptional regulation of the adenomatous polyposis coli (*APC*) promoter in colon cancer cells treated with DNA alkylating agents. **J. Biol. Chem.** 276: 18193-18199, 2001.
11. Narayan S, Jaiswal AS, Multani AS, Sen P. DNA damage-induced apoptosis involves both p53-dependent and independent pathways: role of telomere repeat binding factor 2. **Br. J. Cancer** 85: 898-901, 2001.
12. Jaiswal AS, Narayan S. DNA alkylation-induced phosphorylation of p53 and activation of kinases in colon cancer cells. **Int. J. Oncol.** 19: 613-616, 2001.
13. Pathak S, Multani AS, Newman RA, Narayan S, Kumar V. Oleander extract induces cell death in human but not murine cancer cells. **Anticancer Drugs** 12: 637-638, 2001.
14. Jaiswal AS, Narayan S. S_N2 DNA-alkylating agent-induced phosphorylation of p53 and activation of *p21* gene expression. **Mut. Res.** 500: 17-30, 2002.
15. Jaiswal AS, Bloom LB, Narayan S. Long-patch base excision repair of apurinic/apyrimidinic site DNA is decreased in mouse embryonic fibroblast cell lines treated with plumbagin: Involvement of cyclin-dependent kinase inhibitor p21(Waf-1/Cip-1). **Oncogene** 21: 5912-5922, 2002.
16. Multani AS, Narayan S, Jaiswal AS, Zhao YJ, Dworak RA, Furlong CL, Pathak S. Telomere

dynamics, mitotic catastrophe and cancer: A study of human syndromes representing premature aging. **J. Anti-Aging Medicine** 5: 271-282, 2002.

17. Jaiswal AS, Marlow BP, Gupta N, Narayan S. Beta-catenin-mediated transactivation and cell-cell adhesion pathways are important in curcumin (diferuylmethane)-induced growth arrest and apoptosis in colon cancer cells. **Oncogene** 21: 8414-8427, 2002.
18. Jaiswal AS, Multani AS, Pathak S, Narayan S. N-methyl-N'-nitro-N-nitrosoguanidine-induced senescence-like growth arrest in colon cancer cells is associated with loss of adenomatous polyposis coli protein, microtubule organization and telomeric DNA. **Mol. Cancer** 3: 3-15, 2004.
19. Pathak S, Multani AS, Narayan S, Furlong CL, Hsu TC. Germline telomere length dynamics and mutagen sensitivity studies in a family having acute reactions to sun exposure: Involvement of three generations. **Cancer Genomics & Proteomics** 1: 199-208, 2004.

Note: This article is featured on the cover page of the journal.

20. Narayan S, Jaiswal AS, Kang D, Srivastava P, Das GM, Gairola CG. Transformation of normal human breast epithelial cells by cigarette smoke condensate. **Oncogene** 23: 5880-5889, 2004.
21. Jaiswal AS, Narayan S. Zinc stabilizes adenomatous polyposis coli (APC) protein levels and induces cell cycle arrest in colon cancer cells. **J. Cell. Biochem.** 93: 345-357, 2004.
22. Jaiswal AS, Narayan S. Decreased levels of the adenomatous polyposis coli (APC) protein are associated with ceramide-induced apoptosis in colon cancer cells. **J. Cancer Res. Clin. Oncol.** 130: 695-703, 2004.
23. Narayan S, Jaiswal AS, Balusu R. Tumor suppressor APC blocks DNA polymerase β -dependent strand-displacement synthesis and increases sensitivity to DNA methylation. **J. Biol. Chem.** 280: 6942-6949, 2005.
24. Jaiswal AS, Balusu R, Narayan S. 7,12-dimethylbenzanthracene-dependent transcriptional regulation of *adenomatous polyposis coli* (APC) gene expression is mediated by GC-box binding protein Sp3. **Carcinogenesis** 27: 252-261, 2006.
25. Jaiswal AS, Balusu R, Kundu CN, Armas ML, Narayan S. Mechanism of adenomatous polyposis coli-mediated blockage of long-patch base excision repair. **Biochemistry** 45: 15903-15914, 2006.
26. Kundu CN, Balusu R, Jaiswal AS, Gairola CG, Narayan S. Cigarette smoke condensate-induced levels of adenomatous polyposis coli (APC) block long-patch base excision repair in breast epithelial cells. **Oncogene** 26: 1428-1438, 2007.
27. Kundu CN, Balusu R, Jaiswal AS, Narayan S. Adenomatous polyposis coli-mediated hypersensitivity of mouse embryonic fibroblast cell lines to methylmethane sulfonate treatment: implication of base excision repair pathways. **Carcinogenesis** 28: 2089-2095, 2007.
28. *Balusu R, *Jaiswal AS, Armas ML, Bloom LB, Narayan S. Structure/function analysis of the interaction of adenomatous polyposis coli (APC) with DNA polymerase and its implications for base excision repair. **Biochemistry** 46: 13961-13974, 2007.
*Equal contribution
29. Jaiswal AS, Narayan S. A novel function of adenomatous polyposis coli (APC) in DNA repair. **Cancer Lett.** 271: 272-280, 2008.
30. Connors SK, Balusu R, Kundu CN, Jaiswal AS, Gairola CG, Narayan S. C/EBP β -mediated transcriptional regulation of *bcl-xl* gene expression in human breast epithelial cells in response to cigarette smoke condensate. **Oncogene** 28: 921-932, 2009.

31. Ye CJ, Stevens JB, Liu G, Bremer SW, Jaiswal AS, Ye KJ, Lin M-F, Lawrenson L, Lancaster WD, Kurkinen M, Liao JD, Gairola CG, Shekhar MPV, **Narayan S**, Miller FR and Heng HH. Genome based cell population heterogeneity promotes tumorigenicity: the evolutionary mechanism of cancer. **J. Cell. Physiol.** 219: 288-300, 2009.
32. Jaiswal AS, Aneja R, Connors SK, Joshi HC, Multani AS, Pathak S, **Narayan S**. 9-Bromonoscapine-induced mitotic arrest of cigarette smoke condensate-transformed breast epithelial cells. **J. Cell. Biochem.** 106: 1146-1156, 2009.
33. Kannan A, Hettiarachchy N, **Narayan S**. Colon and breast anti-cancer effects of peptide hydrolysates derived from rice bran. **The Open Bioactive Compounds Journal** 2: 17-20, 2009.
34. Panda H, Jaiswal AS, Corsino PE, Armas ML, Law BK, **Narayan S**. Amino acid Asp181 of 5'-flap endonuclease 1 is a useful target for chemotherapeutic development. **Biochemistry** 48: 9952-9958, 2009.
35. Jaiswal AS, Banerjee S, Panda H, Bulkin CD, Izumi T, Sarkar FH, Ostrov DA, **Narayan S**. A novel inhibitor of DNA polymerase beta enhances the ability of temozolomide to impair the growth of colon cancer cells. **Mol. Cancer Res.** 7: 1973-1983, 2009.

Note: This article is featured on the cover page of the journal.

36. Karna P, Zughaier S, Pannu V, Simmons R, **Narayan S**, Aneja R. Induction of reactive oxygen species (ROS)-mediated autophagy by a novel microtubule-modulating agent. **J. Biol. Chem.** 285: 18737-18748, 2010.
37. Jaiswal AS, Banerjee S, Aneja R, Sarkar FH, Ostrov DA, **Narayan S**. DNA polymerase β as a novel target for chemotherapeutic intervention of colorectal cancer. **PLoS ONE** 6: e16691, 2011.
38. Jaiswal AS, **Narayan S**. Assembly of base excision repair complex on abasic DNA and role of adenomatous polyposis coli in its functional activity. **Biochemistry** 50: 1901-1909, 2011.
39. Karna P, Gundala SR, Gupta MV, Shamsi SA, Pace, Yates C, **Narayan S**, Aneja R. Polyphenol-rich sweet potato greens extract inhibits proliferation and induces apoptosis in prostate cancer cells *in vitro* and *in vivo*. **Carcinogenesis** 32: 1872-1880, 2011.
40. Jaiswal AS*, Armas ML*, Tadahide I, Strauss PR, **Narayan S**. Adenomatous polyposis coli interacts with flap endonuclease 1 to block its nuclear entry and function. **Neoplasia** 14: 495-508, 2012.
*Equal contribution
41. Jaiswal AS, Panda H, Pampo C, Siemann DW, Gairola CG, Hromas R, **Narayan S**. Adenomatous polyposis coli-mediated accumulation of abasic DNA lesions lead to cigarette smoke condensate-induced neoplastic transformation of normal breast epithelial cells. **Neoplasia** 15: 454-460, 2013.
42. Jaiswal AS, Hirsch-Wei D, Proulx ER, Hong S, **Narayan S**. Anti-tumor activity of novel bisisoquinoline derivatives against triple-negative breast cancers. **Bioorg. Med. Chem. Lett.** 24: 4850-4853, 2014.
43. Jaiswal AS, Panda H, Law BK, Sharma J, Jani J, Hromas R, **Narayan S**. Small molecules inhibit strand-displacement activity of DNA polymerase β and potentiate temozolomide-induced DNA damage, senescence and apoptosis in colorectal cancer cells. **PLoS ONE** 10: e0123808, 2015.
44. Law ME, Corsino PE, **Narayan S**, Law BK. Cyclin-Dependent Kinase Inhibitors as Anticancer Therapeutics. **Mol. Pharmacol.** 88: 846-852, 2015.

Note: This article was selected as one of the journal highlights that was posted on the ASPET website (www.aspet.org). The paper was also announced on Twitter (Mol. Pharm. (ASPET) @MolPharmJournal) and announced on Molecular Pharmacology's Facebook page (www.facebook.com/molpharmaspjournal)

45. **Narayan S**, Sharma R. Molecular mechanism of adenomatous polyposis coli (APC)-induced blockage of base excision repair pathway in colorectal carcinogenesis. **Life Sci.** 139: 145-152, 2015.
46. **Narayan S**, Jaiswal AS, Law BK, Kamal MA, Sharma AK, Hromas RA. Interaction between APC and Fen1 during breast carcinogenesis. **DNA Repair** 41: 52-56, 2016.
47. **Narayan S**, Jaiswal AS, Sharma R, Nawab A, Duckworth LV, Law BK, Kaye-Zajac M, George, TJ, Jr., Sharma J, Sharma AK, Hromas RA. NSC30049 inhibits Chk1 pathway in 5-FU-resistant CRC bulk and stem cell populations. **Oncotarget** 8: 57246-57264, 1017.
48. Das S, Nayak A, Siddharth S, Nayak D, **Narayan S**, Kundu. TRAIL enhances Quinacrine-mediated apoptosis in breast cancer cells through induction of autophagy via modulation of p21 and DR5 interaction. **Cell. Oncol.** 40: 593-607, 2017.
49. Ramiseti SR, Pandey MK, Lee SY, Karelia D, **Narayan S**, Amin S, Sharma AK. Design and synthesis of novel thiobarbituric acid derivatives targeting both wild-type and BRAF-mutated melanoma cells. **Eur. J. Med. Chem.** 143:1919-1930, 2018.

Curriculum Vitae

John P. Aris, PhD

Department of Anatomy and Cell Biology Gainesville, FL 32610-0235

1333 Center Drive, Rm B1-8

University of Florida

Gainesville, FL 32610-0235

johnaris@ufl.edu

352-273-6868

Academic Positions

1999- Associate Professor, Department of Anatomy and Cell Biology, UF

1991-99 Assistant Professor, Department of Anatomy and Cell Biology, UF

Administrative Positions

2017- Director for Pre-clerkship Curriculum, College of Medicine, UF

2009- Program Director for Education, Department of Anatomy and Cell Biology, UF

Postdoctoral Training

1988-91 Research Associate, HHMI, Rockefeller University, NY, NY, Advisor: Günter Blobel

1985-88 Postdoctoral Fellow, Rockefeller University, NY, NY, Advisor: Günter Blobel

Education

1985 PhD, Biological Sciences, Stanford University, Stanford, CA, Advisor: Robert D. Simoni

1979 BS, Chemistry & Biology, Jacksonville University, Jacksonville, FL

Honors and Fellowships

2006-17 Exemplary Teacher Award, College of Medicine, UF

1992 New Investigator Award, Division of Sponsored Research, UF

1985 NRSA Postdoctoral Fellowship Award, National Institutes of Health

1980 Predoctoral Fellowship Award, National Science Foundation

1979 Annual Biology Major Award, Jacksonville University

1978 Annual Chemistry Major Award, Jacksonville University

1978 Phi Kappa Phi Honor Society Membership, Jacksonville University

Teaching (current courses directed)

Term	Course	Role
Fall	Foundations of Medicine	Director for 12-week course for first year MD students
Spring	Histology	Director for 8-week course for first year DMD students
	Protein Trafficking	Director for 5-week advanced course for PhD students
	Mechanisms of Aging	Director for 5-week advanced course for PhD students
	Human Histology	Director for 15-week course for undergraduate students

National Service

2013-16 USMLE Step 1 Physiology and Cell Biology TMDC meeting, NBME

2012 US Medical Licensing Examination (USMLE) Step 1 Test Material Development Committee (TMDC) workshop, National Board of Medical Examiners (NBME)

University Service

2017 Judge, Graduate Student Research Day Poster Session
2015 Member, Provost's Task Force on College of Medicine Undergraduate Courses
2013-14 University Curriculum Committee, COM Representative

College Service

2017- Reviewer, Applicants, Summer Health Professions Education Program (SHPEP)
2017- Member, Evaluation Subcommittee (reports to Curriculum Committee)
2017 Mentor, Small Group Mentoring Program (for first year Graduate Students)
2017 Judge, Graduate Student Education Initiative Award
2015- Member, ICBR Monoclonal Antibody Core Laboratory Advisory Group
2014-15 Member, Admissions Committee, Interdisciplinary PhD (IDP) Program
2014-15 Co-Director, Molecular Cell Biology (MCB) Concentration, IDP
2013-15 Judge, Graduate Student Research Competition, MCB Concentration
2012-17 Member, Course Directors Committee, College of Medicine
2011-17 Interviewer (ad hoc), Admissions Committee, IDP
2012 Judge, Medical Guild Graduate Student Research Competition, IDP
2011-12 Member, Curriculum Design Committee, College of Medicine
2010 Member, Search Committee, Director of School of Physicians Assistant Studies
2010 Judge, Graduate Student Research Competition, MCB Concentration
2009-12 Member, Medical Student Admissions Committee, College of Medicine
2008 Judge, Graduate Student Research Competition, MCB Concentration
1999-00 Faculty Council, College of Medicine, Departmental Representative
1999-00 Member, Admissions Committee, IDP
1995 Judge, Medical Guild Graduate Student Research Competition, IDP
1995-8 Member, Selection Committee, Joseph and Leila Applebaum Visiting Professorship
1995-6 Member, Core Curriculum Design Committee, IDP
1995-6 Member, Advisory Board, Associate Dean for Graduate Education

Department Service

2016- Member, New Degree Program Committee (online MS and PhD in Anatomy Education)
2015-17 Member, Search Committee, Associate or Full Professor (Education, Non-tenure track)
2015 Member, Search Committee, Assistant Professor (Research, Non-tenure track)
2013-14 Chair, Search Committee, Any Rank (Research, Tenure track)
2013-14 Chair, Search Committee, Assistant Scientist (Research, Non-tenure track)
2005-17 Organizer, Departmental Retreat
2009 Chair, Search Committee, Lecturer (Education, Non-tenure track)
1994-5 Member, Search Committee, Chair, Department of Anatomy and Cell Biology
1992-5 Member, Graduate Admissions Committee

Grant Support

2005-07 PI, NIH R21, Regulation of Yeast Life Span, \$327,375 (total)
2002-03 PI, Ellison Medical Foundation, Extrachromosomal rDNA Circles: More Than Episomes with Origins, \$25,000 (total)
2000-02 PI, American Cancer Society, Florida Division, Nucleolar Function and Cell Growth in Yeast, \$25,000 (total)
1994-99 PI, NIH R01, Nucleolar Function and Cell Growth in Yeast, \$823,172 (total)

1994-98 Co-PI (10% effort) NIH R01, G. S. Bennett, PI, Neurofilament Metabolism in Embryonic and Mature Neurons, \$780,806 (total)

Grant Review

2012 Rhode Island Research Alliance, AAAS Research Competitiveness Program (ad hoc)
2010 Qatar National Research Fund (ad hoc)
2010 American Geriatrics Society Foundation Research Scholar Award (ad hoc)
2009 US Civilian Research & Development Foundation (ad hoc)
2008 ETH Zurich Research Commission (ad hoc)
2005, 07 National Science Foundation (ad hoc)
2005-06 American Heart Association (ad hoc)
1997-01 American Cancer Society (ad hoc)

Journal Review (57 reviews)

Aging Cell, Autophagy, EMBO J, Experimental Gerontology, FEMS Yeast Research, J Biological Chemistry, J Cellular Biochemistry, J Cell Biology, J Cell Science, J Eukaryotic Microbiology, J Molecular Biology, Medical Science Educator, Molecular and Cellular Biology, Molecular Biology of the Cell, Nucleic Acids Research, PLoS Genetics, PLoS ONE, Rejuvenation Research, Yeast

Meeting / Abstract Review

International Association of Medical Science Educators, Posters, Annual Meeting 2012

Faculty Mentoring

2005-15 Mentor, 1-2 tenure-track and 2-3 non-tenure track faculty members annually

PhD Committees (listed by graduation date)

Chair or Co-chair

2010 Arnold Seo, Department of Aging and Geriatric Research (co-chair)
2004 Alaric Falcón, Department of Anatomy and Cell Biology
2003 J. Michael Thomson, Department of Anatomy and Cell Biology (co-chair)
1998 Pei Wu, Department of Anatomy and Cell Biology
1997 Bo Hong, Department of Anatomy and Cell Biology

Member (39 students)

John Calaise, Department of Oral Biology
Emily Brown, Department of Ophthalmology
Rola Zeidan, Department of Physiological Sciences
2017 Allyson Shea, Department of Anatomy and Cell Biology
2017 William Godwin, Department of Biomedical Engineering
2016 Bryan Schwarz, Department of Biomedical Engineering
2016 Daniel Shabashvili, Department of Anatomy and Cell Biology
2015 Amy Geyer, Department of Biomedical Engineering
2015 Apoorva Mohan, Department of Molecular Genetics and Microbiology
2014 Patrick Thiaville, Department of Microbiology and Cell Science
2013 Jaclyn Hayner, Department of Biochemistry and Molecular Biology
2013 Daniel Long, Department of Biomedical Engineering
2013 Matthew R. Maynard, Department of Nuclear and Radiological Engineering
2012 Debapriya Dutta, Department of Aging and Geriatric Research

2011 Daein Kim, Department of Anatomy and Cell Biology
 2010 Santhi Pondugula, Department of Biochemistry and Molecular Biology
 2010 Judy Hwang, Department of Aging and Geriatric Research (left program)
 2009 John Domsic, Department of Biochemistry and Molecular Biology
 2009 Deanna H. Pafundi, Department of Nuclear and Radiological Engineering
 2009 Qian Liu, Department of Anatomy and Cell Biology
 2008 Santiago Aleixo, Department of Anatomy and Cell Biology
 2008 Shane Claggett, Department of Biochemistry and Molecular Biology
 2007 Melissa Crisp, Department of Anatomy and Cell Biology
 2007 Yuan Yuan, Department of Molecular Genetics and Microbiology
 2007 Laura A. Schroder, Department of Anatomy and Cell Biology
 2006 Cuong Nguyen, Department of Pathology, Immunology, and Laboratory Medicine
 2005 Slim Sassi, Department of Chemistry
 2005 Lee Kaplan, Department of Molecular Genetics and Microbiology
 2001 Vivian Fincher, Department of Horticultural Sciences
 2001 Lisa M. Curtis, Department of Anatomy and Cell Biology
 2000 Kristin L. Moon, Department of Molecular Genetics and Microbiology
 1999 Pierre-Yves Musy, Department of Molecular Genetics and Microbiology
 1999 James L. Gardner, Department of Biochemistry and Molecular Biology
 1998 Weiping Yuan, Department of Anatomy and Cell Biology
 1998 Jill W. Miller, Department of Molecular Genetics and Microbiology
 1997 Mary C. Bowman, Department of Molecular Genetics and Microbiology
 1996 Carolyn M. Drazinic, Department of Molecular Genetics and Microbiology
 1996 Lucia F. Aleixo, Department of Pathology and Laboratory Medicine
 1995 James T. Anderson, Department of Molecular Genetics and Microbiology

MS Committees (listed by graduation date)

Member

2010 Nelia Sanchez-Monreal Long, Department of Nuclear and Radiological Engineering
 2009 Matthew R. Maynard, Department of Nuclear and Radiological Engineering
 2002 Tina Chang, Department of Anatomy and Cell Biology

Postdoctoral Research Supervision

1997-00 Ke Wu
 1993-97 J. Scott Brockenbrough
 1993-94 Shaoping Chen
 1992-93 Andrea Hofig

Technician Research Supervision

2005-08 Michael Wood
 1997-98 Julie Wan-Young

Undergraduate Research Supervision (with postgraduate education after UF)

2013 Michael Leonard PhD Student, UCLA
 2013 Amanda Hanvivatpong, Honor Student
 2013 Veronica Swanberg, Honor Student
 2012 Kyle Losin, Honor Student DDS student, UF

2010 Roy Ferraiuolo, Honor Student with Thesis MD student, UF
 2010 Bonnie Vu, Honor Student with Thesis
 2010 Michelle Maraffini, Honor Student with Thesis PhD student, Cal State
 2010 Laura Fishwick, Honor Student with Thesis JD student, Harvard
 2008 Doreen Hu PA student, Arcadia Univ
 2007 Amelia Kaywell, Honor Student with Thesis MD student, UF
 2007 Christine Kirlew, Honor Student MD student, Vanderbilt
 2007 Jennifer Westcott DDS, UF
 2004 Natalie Rios, University Scholar, Honor Student with Thesis PhD, UNC Chapel Hill
 2004 Diego Ayo, Honor Student MD, NYU
 2003 Joan M. González, NIH Short-term Research Training for
 Minority Students Program
 2002 Fernando Castro, University Scholar, Honor Student MD, UF
 2000 Catherine Avery-Jones, Honor Student with Thesis
 2000 Dana Sacco, Honor Student with Thesis MD, Washington Univ
 1999 Catherine Roberts, NIH Short-term Research Training for
 Minority Students Program
 1998 Jennifer Dawe, Exchange Student, University of Bath, UK
 1997 Angela Mecalfe, Exchange Student, University of Bath, UK
 1995 Joanne Dove, Honor Student with Thesis PhD, Berkeley
 1994 Vishal Gupta, Honor Student with Thesis MD, UF
 1993 Ralph Doerner, Honor Student with Thesis PA, UCF

Medical Student Research Advisement

2013 Tene Sablo, Medical Student Research Program (co-mentor)
 2013 Ella Uwaibi, Medical Student Research Program (co-mentor)
 5
 2011 Michael Armbruster, Medical Student Research Program

Professional Societies

American Association for the Advancement of Science, American Society for Cell Biology,
 International Association of Medical Science Educators

Patents

1998 Monoclonal antibody to nucleolar protein, patent number 5811247
 1994 Human fibrillarin nucleic acid sequence, patent number 5310892

Publications (in chronological order, asterisk denotes corresponding author)

1. **Aris,* JP**, AD Eisemann, and L Moulton. 1982. The occurrence of *Pugettia richii* (Crustacea: Decapoda) on *Cystoseira osmundacea* follows a diel pattern. *Bulletin Marine Sci* 32:243-249.
2. **Aris, JP**, and RD Simoni.* 1983. Cross-linking and labeling of the *Escherichia coli* F₁F_o-ATP synthase reveal a compact hydrophilic portion of F_o close to an F₁ catalytic subunit. *J Biol Chem* 258:14599-14609.
3. **Aris, JP**, DJ Klionsky, and RD Simoni.* 1985. The F_o subunits of the *Escherichia coli* F₁F_o-ATP synthase are sufficient to form a functional proton pore. *J Biol Chem* 260:11207-11215.
4. **Aris, JP**, and RD Simoni.* 1985. The β subunit of the *Escherichia coli* ATP synthase exhibits a

tight membrane binding property. *Biochem Biophys Res Commun* 128:155-162.

5. **Aris, JP**, and G Blobel.* 1988. Identification and characterization of a yeast nucleolar protein that

is similar to a rat liver nucleolar protein. *J Cell Biol* 107:17-31.

6. **Aris, JP**, and G Blobel.* 1989. Yeast nuclear envelope proteins cross react with an antibody against mammalian pore complex proteins. *J Cell Biol* 108:2059-2067.

7. **Henríquez, R**, G Blobel, and **JP Aris**.* 1990. Isolation and sequencing of NOP1: a yeast gene encoding a nucleolar protein homologous to a human autoimmune antigen. *J Biol Chem* 265:2209-2215.

8. **Aris, JP**, and G Blobel.* 1991. The isolation of yeast nuclei. *Methods Enzymol* (Guthrie & Fink, eds) 194:735-749.

9. **Aris, JP**, and G Blobel.* 1991. cDNA cloning and sequencing of human fibrillarin, a conserved nucleolar protein recognized by autoimmune antisera. *Proc Natl Acad Sci USA* 88:931-935.

10. **Aris, JP**, PV Basta, WD Holmes, LM Ballas, C Moomaw, NB Rankl, G Blobel, CR Loomis, and D

J. Burns.* 1993. Molecular and biochemical characterization of a recombinant human PKC-delta family member. *Biochim Biophys Acta* 1174:171-181.

11. Monestier,* M, MJ Losman, KE Novick, and **JP Aris**. 1994. Molecular analysis of mercuryinduced

anti-nucleolar antibodies in H-2S mice. *J Immunol* 151:667-75.

12. deBeus, E, JS Brockenbrough, B Hong, and **JP Aris**.* 1994. Yeast NOP2 encodes an essential nucleolar protein with homology to a human proliferation marker. *J Cell Biol* 127:1799-1813.

13. Hong, B., JS Brockenbrough, P Wu, and **JP Aris**.* 1997. Nop2p is required for pre-rRNA processing and 60S ribosome subunit synthesis in yeast. *Mol Cell Biol* 17:378-388.

14. Zimowska, G, **JP Aris**, and MR Paddy.* 1997. A Drosophila Tpr protein homolog is localized both in the extrachromosomal channel network and to nuclear pore complexes. *J Cell Sci* 110:927-944.

15. Chen, S, JE Dove, JS Brockenbrough, and **JP Aris**.* 1997. Homocitrate synthase is located in the nucleus in the yeast *Saccharomyces cerevisiae*. *J Biol Chem* 272:10839-10846.

16. Dove, JE, JS Brockenbrough, and **JP Aris**.* 1998. Isolation of nuclei and nucleoli from the yeast

Saccharomyces cerevisiae. (M. Berrios, ed) *Methods Cell Biol* 53:33-46.

17. Wu, P, JS Brockenbrough, A Metcalfe, S Chen, and **JP Aris**.* 1998. Nop5p is a small nucleolar ribonucleoprotein component required for pre-18S rRNA processing in yeast. *J Biol Chem* 273:16453-63.

18. Wu, P, JS Brockenbrough, MR Paddy, and **JP Aris**.* 1998. NCL1, a novel gene for a nonessential

nuclear protein in *Saccharomyces cerevisiae*. *Gene* 220:109-117.

19. Oakes, ML, **JP Aris**, JS Brockenbrough, H Wai, L Vu, and M Nomura.* 1998. Mutational analysis

of the structure and localization of the nucleolus in the yeast *Saccharomyces cerevisiae*. *J Cell Biol* 143:23-34.

20. Tolerico, LH, AL Benko, **JP Aris**, DR Stanford, NC Martin, and AK Hopper.* 1999. *Saccharomyces cerevisiae* Mod5p-II contains sequences antagonistic for nuclear and cytosolic locations. *Genetics* 151:57-75.

21. Oakes, ML, I Siddiqi, L Vu, **JP Aris**, and M Nomura.* 1999. Transcription factor UAF, expansion

and contraction of ribosomal DNA (rDNA) repeats, and RNA polymerase switch in transcription of yeast rDNA. *Mol Cell Biol* 19:8559-8569.

22. Wu, K, JH Dawe, **JP Aris**.* 2000. Expression and subcellular localization of a membrane protein

related to Hsp30p in *Saccharomyces cerevisiae*. *Biochim Biophys Acta* 1463:477-482.

23. Nelson, SA, **JP Aris**, BKR Patel, and WJ LaRoche.* 2000. Multiple growth factor transcriptional activation of SAN5, a murine early response gene that complements a lethal defect in yeast ribosome biogenesis. *J Biol Chem* 275:13835-13841.

24. Fahrenkrog, B, **JP Aris**, EC Hurt, N Pante, and U Aebi.* 2000. Comparative spatial localization of protein-A-tagged and authentic yeast nuclear pore complex proteins by immunogold electron microscopy. *J. Struct Biol* 129:295-305.

25. Hong, B, K Wu, JS Brockenbrough, P Wu, and **JP Aris**.* 2001. Temperature sensitive nop2 alleles defective in synthesis of 25S rRNA and large ribosomal subunits in *Saccharomyces cerevisiae*. *Nucleic Acids Res* 29:2927-37.

26. Wu, K, P Wu, and **JP Aris**.* 2001. Nucleolar protein Nop12p participates in synthesis of 25S rRNA in *Saccharomyces cerevisiae*. *Nucleic Acids Res* 29:2938-49.

27. Lu, M, S Vergara, L Zhang, LS Holliday, **JP Aris**, and SL Gluck.* 2002. The amino-terminal domain of the E subunit of V-ATPase interacts with the H subunit and is required for V-ATPase function. *J Biol Chem* 277:38409-15.

28. Falcón, AA, and **JP Aris**.* 2003. Plasmid accumulation reduces life span in *Saccharomyces cerevisiae*. *J Biol Chem* 278:41607-41617.

29. Thomson, JM, EA Gaucher, MF Burgan, D DeKee, T. Li, **JP Aris**, and SA Benner.* 2005. Resurrecting ancestral alcohol dehydrogenases from yeast. *Nat Genet* 37:630-635.

30. Falcon, AA, N Rios, and **JP Aris**.* 2005. 2-micron circle plasmids do not reduce yeast life span. *FEMS Microbiol Let* 250:245-251.

31. Oakes, ML, I Siddiqi, SL French, L Vu, M Sato, **JP Aris**, AL Beyer, and M Nomura*. 2006. Role of histone deacetylase Rpd3 in regulating rDNA transcription and nucleolar structure in yeast. *Mol Cell Biol* 26:3889-3901.

32. Urbinati, CR, GB Gonsalvez, **JP Aris** and RM Long.* 2006. Loc1p is required for efficient assembly and nuclear export of the 60S ribosomal subunit. *Mol Genet Genomics* 276:369-377.

33. Swanson*, MS, and **JP Aris**. 2008. Post-transcriptional control: nuclear RNA processing. In *Inborn Errors of Development*, 2nd Edition, C. J. Epstein, R. P. Erickson, and A. Wynshaw-Boris, Eds. Oxford University Press. Oxford, UK, pp 1108-1125.

34. Bhabhra, R, DL Richie, HS Kim, WC Nierman, J Fortwendel, **JP Aris**, JC Rhodes, and DS Askew.* 2008. Impaired ribosome biogenesis disrupts integration between morphogenesis and nuclear duplication during the germination of *Aspergillus fumigatus*. *Eukaryotic Cell* 7:575-583.

35. Pafundi, D, C Lee, . Watchman, V Bourke, **J Aris**, N Shagina, J Harrison, T Fell, and W Bolch.* An image-based skeletal tissue model for the ICRP reference newborn. 2009. *Phys Med Biol* 54:4497-531.

36. Alvers, AL, LK Fishwick, MS Wood, D Hu, HS Chung, WA Dunn Jr, and **JP Aris**.* 2009. Autophagy and amino acid homeostasis are required for chronological longevity in *Saccharomyces cerevisiae*. *Aging Cell* 8:353-369.

37. Alvers, AL, MS Wood, D Hu, AC Kaywell, WA Dunn Jr, and **JP Aris**.* 2009. Autophagy is required for extension of yeast chronological life span by rapamycin. *Autophagy* 5:847-9.

38. Falcon, AA, S Chen, MS Wood, and **JP Aris**.* 2010. Acetyl-coenzyme A synthetase 2 is a nuclear protein required for replicative longevity in *Saccharomyces cerevisiae*. *Mol Cell Biochem* 333:99-108.

39. **Aris,* JP**, MC Elios, E Bimstein, SM Wallet, S Cha, KN Lakshmyya, and J Katz.* 2010. Gingival RAGE expression in calorie restricted versus ad libitum fed rats. *J Periodontology* 81:1481-7.
40. Seo, AY, A-M Joseph, D Dutta, JCY Hwang, **JP Aris***, C Leeuwenburgh. 2010. New insights into the role of mitochondria in aging: mitochondrial dynamics and more. *J Cell Sci* 123:2533-42.
41. Maynard, MR, JW Geyer, **JP Aris**, RY Shifrin, W Bolch.* 2011. The UF family of hybrid phantoms of the developing human fetus for computational radiation dosimetry. *Phys Med Biol* 56:4839-4879.
42. **Aris,* JP**, LK Fishwick, ML Marraffini, AY Seo, C Leeuwenburgh, and WA Dunn Jr. 2012. Amino acid homeostasis and chronological longevity in *Saccharomyces cerevisiae*. In *Aging Research in Yeast*. M Brietenbach, P Laun, SM Jazwinski, Eds. Springer, NY. *Subcell Biochem.* 57:161-86.
43. **Aris,* JP**, AL Alvers, RA Ferraiuolo, LK Fishwick, A Hanvivatpong, D Hu, C Kirlew, MT Leonard, KJ Losin, M Marraffini, AY Seo, V Swanberg, JL Westcott, MS Wood, C Leeuwenburgh, and WA Dunn Jr. 2013. Autophagy and leucine promote chronological longevity and respiration proficiency during calorie restriction in yeast. *Experimental Gerontology* 48:1107-1119.
44. Dunn Jr,* WA, LA Schroder, **JP Aris**. 2013. Historical overview of autophagy. *Autophagy and Cancer, Current Cancer Research (vol 8)*, H-G Wang, Ed, Springer, NY.
45. Torres-Machorro AL, **JP Aris**, L Pillus.* 2015. A moonlighting metabolic protein influences repair at DNA double-stranded breaks. *Nucleic Acids Res.* 43:1646-58

College of Education

CURRICULUM VITAE

Ester Johanna de Jong, Ed.D.

Professor

2423 Norman Hall

Gainesville, FL 32611 352-273 4227

edejong@coe.ufl.edu

<https://education.ufl.edu/faculty/de-jong-ester/>

EDUCATION

Tilburg University	Tilburg, Netherlands	Language and Literature Studies	BA.MA, 1990
		Major: Minority Languages	
Boston University	Boston, MA	Literacy, Language and Cultural Studies	EdD, 1997
		Specialization: Bilingual Education	

EMPLOYMENT

2014- present	Professor, ESOL/Bilingual Education, University of Florida Director, School of Teaching and Learning, College of Education, University of Florida
2007 – 2014	Associate Professor, ESOL/Bilingual Education, University of Florida.
2001 –2007	Assistant Professor, ESOL/Bilingual Education, University of Florida.
Spring 2001	Lecturer, Harvard University, Cambridge, MA
Fall 2000	Lecturer, Simmons College, MA

TEACHING EXPERIENCE

University of Florida	Graduate online courses	2011 – present
University of Florida	Undergraduate/Graduate (MA and PhD)	
	Face-to-Face courses	2001-present

AWARDS

2013 Award for Excellence in Research on Bilingual Education (ATDLE)

2012 B.O. Smith Research Professor (2012-2015)

GRANTS

Funded Externally

Coady, M., de Jong, E.J., & Harper, C. (2016-2021). *Project STELLAR: Supporting Teachers of English Language Learners Across Rural Settings*. US Department of Education, Office of English Language Acquisition, (\$2,394,991)

de Jong, E.J., & Colvin, S. (2014-2017). *Project ADePT: Advancing the Development of Preservice Teachers*. Center for Excellence in Elementary Teacher Preparation. Florida Department of

Education. (\$2,718,695).

de Jong, E.J. (August 2009-2010). Principal Investigator. *Equity in education: Scaffolding for peer interaction in linguistically heterogeneous classrooms*. (\$40,000). Spencer Foundation.

de Jong, E.J., Coady, M., & Harper (July 2007 – July 2012). Principal Investigator. *Developing English Language and Literacy through Teacher Achievement (Project DELTA)*. (\$1,107,771). Funding agency: U.S. Department of Education. Project #T195N070016.

Funded Internally

de Jong, E.J. (May 2012 – May 2015). *Academic language in two-way immersion*. (\$24,000). Funding Agency: B.O. Smith Professor, College of Education.

de Jong, E.J. (May 2011-May 2012). Academic language input in linguistically diverse classrooms. (\$8,000). Funding Agency: The UF College of Education Research Incentive Fund. Project #00077138.

de Jong, E.J., (August 2009-August 2010). *Multilingualism research project*. (\$20,000). Funding Source: UF Faculty Enhancement Opportunity fund.

de Jong, E.J. (May 2006- May 2007). Principal Investigator. *Student and teacher experiences in a secondary two-way immersion program* (\$3,000). Funding agency: The UF College of Education Research Incentive Fund.

SELECED PUBLICATIONS (Since 2010)

Books, Sole Author

de Jong, E.J. (2011). *Foundations for Multilingualism in Education: From Principles to Practice*. Philadelphia, PA: Caslon Inc.

Books, Contributor of Chapters

Refereed

de Jong, E.J. (2012). Teacher discourse and peer interaction in linguistically diverse classrooms. In: Bogum, Y. & Kim, H. (Eds.), *Teachers' Roles in Second Language Learning: Classroom Applications of Sociocultural Theory*. (pp. 191-212). Charlotte, NC: Information Age Publishing.

de Jong, E.J., & Bearse, C. (2011) The same outcomes for all? High school students reflect on their two-way immersion program experiences. In: Christian, D., Tedick, D., & Fortune, T. (Eds.), *Immersion Education: Pathways to bilingualism and beyond*. (104-122). Clevedon, United Kingdom: Multilingual Matters.

Invited

de Jong, E.J., & Yilmaz, T. (2017). Examining Components of School Districts with High Expectations for ELs' Academic Success. In M. Daniel (Ed.), *Culture, Language, and Curricular Choices: What Teachers Want to Know about Planning Instruction for English Learners*. Rowman & Littlefield.

Brisk, M.E., de Jong, E.J., & Moore, M. C. (2015). Primary bilingual education: Pedagogical issues and practices. In W. Wright, S. Boun, & O. García (Eds.), *Handbook of Bilingual and Multilingual Education*. West Sussex, UK: Wiley-Blackwell.

de Jong, E.J., & Barko Alva, K. (2015). Mainstream Teachers in Two-Way Immersion Programs: Becoming Content and Language Teachers. In Y. Freeman & D. Freeman (Eds.), *Research on Preparing Inservice Teachers to Work Effectively with Emergent Bilinguals*. Advances in Teaching Volume 24. (pp. 107-126). Bingley, UK: Emerald Insights.

Torres-Guzmán, M. E., & de Jong, E.J. (2015). Looking Back, Sideways, and Forward: Language and Education in Multilingual Settings. In: M. Bigelow & J. Enns-Kananen (Eds.), *The Routledge Handbook of Educational Linguistics*. (pp. 428-445). New York: Routledge.

de Jong, E.J. (2012). Two-way immersion education. In Banks, J. (Ed.). *Encyclopedia of Diversity in Education* (2202-2207). New York: Sage Publications.

de Jong, E.J. (2012). Multilingual education in North America. Chapelle, C. (Ed.), *The Encyclopedia of Applied Linguistics* (pp. 3834-3841). Malden, MA: Blackwell.

de Jong, E.J. (2010). From models to principles: Implementing quality schooling for ELLs. In Li, G., & Edwards, P. (Eds.), *Best practices for ELLs*. (189-206). New York: Guilford Press.

de Jong, E.J., Arias, B., & Sánchez, M.T. (2010). Undermining teacher competencies: Another look at the impact of restrictive language policies. Gándara, P., & Hopkins, M. (Eds.), *Forbidden Language: English Learners and Restrictive Language Policies*. (pp. 118-138). New York: Teachers College Press.

de Jong, E.J., & Freeman, R. (2010). Bilingual approaches. Leung, C. and Creese, A. (Eds.) *English as an Additional Language: Approaches to Teaching Linguistic Minority Students*. (pp. 108 – 122) London: SAGE.

Refereed Publications

de Jong, E.J., Li, Z., Zafar, A., & Wu, C. (2016). Language policy in multilingual contexts: Revisiting Ruiz's "language-as-resource" orientation. *Bilingual Research Journal*, 39 (3-4), 200-212.

de Jong, E.J. (2016) Two-Way Immersion for the Next Generation: Models, Policies, and Principles, *International Multilingual Research Journal*, 10 (1), 6-16.

Coady, M. R., Harper, C.A., & de Jong, E.J., (2016). Aiming for equity: Preparing mainstream teachers for inclusion or inclusive classrooms? *TESOL Quarterly*, 50 (2), 340-368.

de Jong, E.J. (2014). Program design and two-way immersion programs. *Journal of Immersion and Content-Based Language Education*, 2(2), 241-256.

de Jong, E.J. (2013). Preparing mainstream teachers for multilingual classrooms, *Association of*

Mexican American Educators Journal, 7(2), 40-49.

de Jong, E.J. (2013). Policy discourses and U.S. language in education policies. *Peabody Journal of Education*, 88 (1), 98-111.

de Jong, E.J., Harper, C.A., & Coady, M. (2013). Enhanced knowledge and skills for elementary mainstream teachers of English language learners. *Theory into Practice*, 52 (2), 89-97.

de Jong, E.J., & Bearse, C.I. (2012). Dual Language programs as a strand within a secondary school: Dilemmas of school organization and the TWI mission. *International Journal of Bilingual Education and Bilingualism*, 1-17.

Coady, M., de Jong, E. J., & Harper, C. A. (2011). Preservice to practice: Mainstream teacher beliefs of preparation and efficacy with English language learners in the state of Florida. *Bilingual Research Journal* 34(2), 223-239.

Dubetz, N., & de Jong, E.J. (2011). Teacher advocacy in bilingual programs. *Bilingual Research Journal*, 34 (3), 248-262.

CURRICULUM VITAE

Kara Dawson
Professor, Educational Technology

EDUCATION

University of Virginia	Instructional Technology	Ph.D. 1997
Edinboro University of Pennsylvania	Elementary Education Manipulative Mathematics	M.S. 1992
Edinboro of Pennsylvania	Elementary Education	B.S. 1991

EMPLOYMENT

University of Florida	Professor	2013-present
University of Florida	Associate Professor	2005-present
University of Florida	Assistant Professor (tenure-accruing)	1999-2005
University of Virginia	Post-doctoral position Coordinator, Center for Technology and Teacher Education	1997-1999
University of Virginia	University Computing Center	1995-1997

TEACHING EXPERIENCE

University of Florida	Graduate Online Courses	2005-present
University of Florida	Undergraduate/Graduate Face-to-Face Courses	1999-present
Virginia Beach City Public Schools	Larkspur Middle School	1994-1995
Virginia Beach Public Schools	Kempsville Meadows Elementary School	1992-1994

Edinboro University
of Pennsylvania

Graduate Assistant/Teacher
Miller Research Center
Computer resource teacher

1991-1992

AWARDS

2015-2108 Irving and Rose Fien Professorship

2013-2016 University of Florida Research Professorship

2013-2014 University of Florida Graduate Mentoring and Advising Award

2011 College of Education Scholarship of Engagement Award

2009 University of Florida Faculty Enhancement Opportunity

2008 B.O. Professorship Award for Associate Professors

2008 Outstanding Paper Award - Society for Information Technology and Teacher Education

Nominee for 2008 AERA SIG-TACTL Research Paper Award

Nominee for 2007 Florida Distinguished Research Paper Award

2007 CITE/JTATE Technology Leadership Award (Honorable Mention): Exemplary Use of Technology to Teach Content in a Teacher Education Methods Course

Nominee for 2006 Graduate Faculty Teaching Award

GRANTS

Antonenko, P., Dawson, . & Fang, Z. (2014) Enriching Cross-Program and Cross-University Collaboration: Using Eye Tracking to Study Dyslexia and Technology at the Visual Learning Lab, UMass Boston. STL IDC Competition. \$5000.

Dawson, K., Antonenko, P., Lombardino, L., Ritzhaupt, A., Beal, C. & Keil, A. (2014). Converging Behavioral and Psychophysiological Measures: Evaluating the Effectiveness of Multimedia Learning Conditions with Dyslexic Learners. University of Florida Research Opportunity Fund. \$94,458.

Senior Project Personnel for Antonenko, P., Schneps, M. & Lamb, R. *SL-CN: Project LENS: Leveraging Expertise in Neurotechnologies to Study Individual Differences in Multimedia Learning*. NSF Science of Learning: Collaborative Networks. \$750,000.

Dawson, K., Cavanaugh, C. & Ritzhaupt, A. (2010). *The Florida Digital Educator Program: Research and Evaluation of the Title II-D Competitive Enhancing Education through Technology Funds*. Florida Department of Education, \$1,009,495.43.

Cavanaugh, C. & Dawson, K. (2010). *Online Medical Education Degree (OnMED): Andragogic*

Skills for 21st Century Clinical Medical Educators. Fund for the Improvement of Postsecondary Education (FIPSE)/USDOE. \$299,342.

Dawson, K. & Cavanaugh, C. *Exploring science content: Digital strategies for science teaching and learning*. Role: Co-Principal Investigator. Funding Agency: Florida Department of Education, Math/Science Partnership Grants. Funded for July 2007- August 2008. Total funding amount: \$127,487.00

Hayes, L., Young, D. & Dawson, K. *PKY Classrooms of the Future, Today*. Florida Department of Education. \$749,999.

Thompson, L.A., Dawson, K., Ferdig, R., Black, N.P., Saliba, H. & Black, E.W. *Using media to bridge medical and educational approaches to healthy lifestyles for children*. University of Florida's Faculty Learning Community RFP. \$21,000.

Swain, C., & Dawson, K. *University of Florida Teaching and Technology Initiative*. Role: Co-Principal Investigator. Funding agency: U.S. Department of Education PT3 grant. Funded for July 1, 2001-June 30, 2005. Total funding amount: \$1,432,702.

Dawson, K., & Ferdig, R. *ILET: International Leadership for Educational Technology: A Transatlantic Bridge for Doctoral Students*. Role: Co-Principal Investigator. Funding agency: U.S. Department of Education, FIPSE grant, EC/US Cooperation Program in Higher Education and Vocational Education and Training. Funded for October 1, 2001-September 30, 2004. Total funding amount for UF: \$24,454.

PUBLICATIONS

Refereed Publications (since 2012 = 19)

Liu, F., Ritzhaupt, A. D., Dawson, K., & Barron, A. E. (In press). Explaining technology integration in K-12 classrooms: A multilevel path analysis model. *Educational Technology Research and Development*.

Antonenko, P. D., Dawson, K., & Sahay, S. (2016). A framework for aligning needs, abilities and affordances to inform design and practice of educational technologies. *British Journal of Educational Technology*. doi:10.1111/bjet.12466

Dawson, K., Antonenko, P. P., Sahay, S., & Lombardino, L. (2016). How mobile app developers conceive of dyslexia and what it means for mobile app users. *Interaction Design and Architecture(s) Journal - IxD&A*, 28(1), 69–84.

Wang, J., Schneps, M., Antonenko, P., Pomplun, M., & Dawson, K. (2016). Do Dyslexic Learners Benefit From Holistic Processing in a Comparative Visual Search Task?. *Journal of Vision*, 16(12), 1295-1295.

Wayer, N., Crippen, K. & Dawson, K. (2015). Design and Enactment: A Case Study of Blended Learning Across the Content Areas. *Journal of Online Learning Research*, 1(2), 219-239.

Pringle, R. M., Dawson, K., & Ritzhaupt, A. D. (2015). Integrating Science and Technology: Using Technological Pedagogical Content Knowledge as a Framework to Study the Practices of Science Teachers. *Journal of Science Education and Technology*, 1-15.

Dawson, K. & Kumar, S. (2014). Analysis of professional practice Ed.D. dissertations in Educational Technology. *Tech Trends*, 58(4), 62-72.

Huggins, A. C., Ritzhaupt, A. D., & Dawson, K. (2014). Measuring Information and Communication Technology Literacy using a performance assessment: Validation of the Student Tool for Technology Literacy (ST2L). *Computers & Education*, 77, 1-12.

Kumar, S. & Dawson, K. (2014). The impact factor: Measuring student professional growth in online doctoral programs. *Tech Trends*, 58(4), 89-97.

Dana, N.F., Dawson, K., Wolkenhauer, R., & Krell, D. (2013). Pushing the envelope on what is known about teacher professional development: The virtual school teacher experience. *Professional Development in Education*, DOI:10.1080/19415257.2012.762417.

Dawson, K., Dana, N.F., Wolkenhauer, R. & Krell, D. (2013). Identifying the priorities and practices of virtual school educators using action research. *American Journal of Distance Education*, 27(1), 29-39.

Dawson, K., Ritzhaupt, A. D., Liu, F., Rodriguez, P. & Frey, C. (2013). Using TPACK as a lens to study the practices of math and science teachers involved in a year-long technology integration initiative. *Journal of Computers in Mathematics and Science Teaching*, 32(4), 395-422.

Kennedy, K., Cavanaugh, C., & Dawson, K. (2013). Pre-service teachers' experience in a virtual school. *American Journal of Distance Education*, 27(1), 1 -15.

Ritzhaupt, A. D., Liu, F., Dawson, K., & Barron, A. E. (2013). Differences in student information and communication technology literacy based on socio-economic status, ethnicity, and gender: Evidence of a digital divide in Florida schools. *Journal of Research on Technology in Education*, 45(4), 291-307.

Dawson, K. (2012). Using action research projects to examine teacher technology integration practices. *Journal of Digital Learning in Teacher Education*, 28(3), 117-124.

Kumar, S., & Dawson, K. (2012). Exploring the impact of a professional practice education doctorate in educational environments. *Studies in Continuing Education*, 1-14.

Kumar, S., & Dawson, K. (2012). Theory to practice: Implementation and initial impact of an online doctoral program. *Online Journal of Distance Learning Administration*, 15(1). Available from <http://www.westga.edu/~distance/ojdla/>

Ritzhaupt, A. D., Dawson, K., & Cavanaugh, C. (2012). An investigation of factors influencing student use of technology in K-12 classrooms using path analysis. *Journal of Educational Computing Research*, 46(3), 229 - 254.

Rodriguez, P. M., Frey, C., Dawson, K., Liu, F., & Ritzhaupt, A. D. (2012). Examining student digital artifacts during a year-long technology integration initiative. *Computers in the Schools*, 29(4), 355-374.

CURRICULUM VITAE

Rose M. Pringle

Associate Professor

Academic Appointments:

University of Florida	Associate Professor
University of Florida	Assistant Professor
Florida State University	Graduate Teaching Assistant
Mico Teachers' College	Lecturer, Science Education
The Queen's High School	Science Teacher

Education:

Florida State University	Science Education	Ph.D.
Florida State University	Science Education	M.S.
University of the West Indies	Science Education	B.Ed.
Mico Teachers' College	Secondary Science	Dip.Ed.

Teaching Effort/Experience: 50% per year

Awards:

2016 Outstanding Science Teacher Educator of the Year Level 2 from the Association for Science Teacher Education (ASTE)

2014 John Shrum Award for excellence and leadership in the education of science teachers from the Southeastern Association of Science Teacher Education (SASTE)

2014 Mary L. Collins Teacher Educator of the Year Award from the Florida Association of Teacher Educators (FATE)

2014 William R. Jones Outstanding Mentor Award from the Florida Education Fund

2009 Awarded Scholarship of Engagement – School of Teaching and Learning (COE)

2007 Nominee, Scholarship of Engagement – School of Teaching and Learning (COE)

2006 Teacher of the Year, College of Education – University of Florida

2005 Award for service to Southeastern Association for Science Teacher Education (SASTE)

2002 Teacher of the Year, College of Education – University of Florida

1999 Eddie Griffin Memorial Award for a position paper on science teacher education submitted by a graduate student

1998 Fay Kirtland Endowed Fund for Excellence in Teacher Education (scholarship): College of Education, The Florida State University

1996 National Science Teaching and Research (STAR), awarded by the Insurance Company of the West Indies for outstanding contribution to science education in Jamaica

1993 National Science Teaching and Research, (Alternate), awarded by the Insurance Company of the West Indies for outstanding contribution to science education in Jamaica

Grants:

Co- Principal Investigator (2017). *The Ag21 Project: Connecting High School Science Teachers and Students to 21st Century Innovations in the Food, Agriculture, Natural Resources, and Human Sciences*. Funding Agency: USDA-NIFA-AFRI-006354. Amount: \$150,743.

Principal Investigator, (2015). *University of Florida Unites Teachers to Reform Education in Science: Preparing a New Generation of Middle Grades Science Teacher Leaders (U-FUTuRES 2.0)* Funding Agency: National Science Foundation I Corps L # 1546959. **Amount: \$50,000.**

Principal Investigator, (2014). *Exploring Professional Development*. Funding Agency: School of Teaching and Learning – IDC Funds. **Amount: \$3,000.**

Co-Principal Investigator, (2011). **U-FUTuRES: University of Florida Unites Teachers to Reform Education in Science**. Funding Agency: National Science Foundation # 1050166. **Amount: \$5,000,000.**

Co-Principal Investigator, (2008). *Biomedical Explorations: Bench to Bedside*. Funding Agency: NCRR SEPA. **Amount: \$64,185.**

Co-Principal Investigator, (2007). *LeTas! Let's Talk Science: A Professional learning community dedicated to generating teachers as learners and leaders engaged in the study of science for the new millennium*. Agency: FLDOE. **Amount: \$967,394**

Principal Investigator, (2007). *An Investigation of African American Girls' positionality in Science and Mathematics*. Funding Agency: National Science Foundation. **Amount: \$439,597.**
AwardNumber:0734028.

Co-Principal Investigator, *Multi-University Reading, Mathematics and Science Initiative Funding*. Agency: Florida State University/USD.O.E. October 2004 – June 2005. **Amount: \$160,000.**

Principal Investigator, *Internationalizing the Curriculum*. Funding Agency: University of Florida/Partnership for Global Learning. August 2004 – May 2005. **Amount: \$3,000.**

Selected Publications (Total: 41 published)

Pringle, R., Mesa, J., & Hayes, L. (2017). Professional development for middle school science teachers: Does an educative curriculum make a difference? *Journal of Science Teacher Education*.

Dogan, S., **Pringle, R.,** & Mesa, J. (2015). The impacts of professional learning communities on science teachers' knowledge, practice, and student Learning: A review. *Professional Development in Education*, 1-20.

Pringle, R., Ritzhaupt, A. & Dawson, K. (2014). Integrating Science and Technology: Using Technological Pedagogical Content Knowledge as a Framework to Study the Practices of Science Teachers. *Journal of Science Education and Technology*, 648-662.

Mesa, J., **Pringle, R. M.,** & King, N. (2014). Surfacing students' prior knowledge in middle school science classrooms: Exception or the rule? *Middle Grades Research Journal: STEM Special Issue*, 9(3), 61-72.

Mesa, J., **Pringle, R. M.,** & Hayes, L. (2013). Show Me the Evidence! Supporting Middle School Teachers and Students in Using Evidence to Construct and Critique Scientific Arguments. *Science Scope*, 39(6), 60-64.

Nunez, E. A., **Pringle, R. M.,** & Showalter, K. T. (2012). Interrelationships among the Caribbean Secondary Examination Certificate (CSEC) Biology Syllabus, the CSEC

- Biology Examinations and the Teaching of Biological Evolution in Belize. *Journal of Education and Development in the Caribbean*, 12(2).
- Pringle, R. M., Brkich, K. M., Adams, T. L., West-Olatunji, C., & Archer, Banks, D. A. (2012). Factors influencing elementary teachers' Positioning of African American girls as science and mathematics learners. *School Science and Mathematics*, 112(4), 217-229.
- Nunez, E. A., **Pringle, R. M.**, & Showalter, K. T. (2012). Evolution in the Caribbean classroom: A critical analysis of the role of biology teachers and science standards in shaping evolution instruction in Belize. *International Journal of Science Education*, 34(15), 2421-2453.
- Pringle, R. M.**, Milton, K. L., Archer-Banks, D., West-Olatunji, C., & Adams, T. (2012). elementary teachers' actions and perceptions on the developing positionalities of African American girls' as science and mathematics learners. *School Science and Mathematics*, 112(4), 217-229.
- Fang, Z., Lamme, L., & **Pringle, R.** (2010). Language and literacy in inquiry-based science classrooms, *Grades 3-8*. Thousand Oaks, CA: Corwin.

CURRICULUM VITAE

Alyson J. Adams

Clinical Associate Professor

Associate Director for Teaching and Teacher Education

Interim Associate Director for Graduate Studies

Academic Appointments

University of Florida

2003 – present

- Program Coordinator, Lastinger Center for Learning, 2003-2005
- Assistant Scholar, School of Teaching and Learning, 2005 – 2009
- Clinical Assistant Professor, School of Teaching and Learning, 2009 - 2013
- Clinical Associate Professor, School of Teaching and Learning, 2013 – present
- Associate Director for Teaching and Teacher Education, 2015 – present
- Interim Associate Director for Graduate Studies, 2017-present

EDUCATION

- Ph.D. (Curriculum and Instruction). University of Florida, Gainesville, FL, 2003. Major areas of study: Inclusive teacher education, special education, teacher collaboration.
- M.Ed. (Elementary Education). University of Florida, Gainesville, FL, 1992.
- B.S. (Business Administration - Finance). University of Florida, Gainesville, FL, 1988.

Teaching Experience

University Teaching

- EDG 7359 Teacher Learning and Professional Development (doctoral Seminar, designed and taught; online and campus-based versions)
- EDG 7252 Perspectives in Curriculum, Teaching, and Teacher Education (doctoral seminar)
- EDG 6047 Teacher Leadership and School Change (designed and taught online)
- EDG 6348 Instructional Coaching for Enhanced Student Learning (designed and taught online)
- EDE 6325 Guided Teacher Inquiry (taught online)
- EDG 6207 Transforming the Curriculum (designed and taught online)
- EDA 6423 Data Driven Decision Making (taught online)
- EDG 6953 Online Practicum / Portfolio Development (designed and taught online)
- EEX 3257 Core Teaching Strategies (taught and worked with team to refine content)

K-12 Teaching Experience

- 5th grade (all subjects, inclusion general education co-teacher): Fort McCoy K-8 School, Ocala National Forest, 1992-1995. Selected as Golden Apple Rookie Teacher of the Year for Marion County, 1994-95.
- 6th grade (language arts, inclusion general education co-teacher): Fort McCoy K-8 School, Ocala National Forest, 1995-1997.
- 6-9th grade Drop Out Prevention program (language arts/reading): Howard Bishop Middle School, Gainesville, FL, 1999.

AWARDS

- Selected as the recipient of the 2017-18 Rosser Educator Excellence Award
- Award for one of the Top Ten Most Cited Articles in the international journal, *Teaching and Teacher Education*, 2010.
- Nate Gage Prize for Best Article in the international journal, *Teaching and Teacher Education*, 2010
- AERA / Spencer Foundation Pre-Dissertation Fellow, 2001– 2002.
- Third Place, Research Poster Competition, University of FL Annual Graduate Student Forum, April, 2001.
- University of Florida Leadership in Inquiry and Teacher Education Fellowship (FLITE), 2000-2002.
- Marion County Golden Apple Rookie Teacher of the Year, 1994-95.

Grants

- Gates Foundation: Advocacy for Professional Learning: Co-Principal Investigator
\$350,000 (2014-2016)
- American Overseas School of Rome: Inquiry-based Professional Learning Communities: Principal Investigator
\$4,200 (2014)
\$5,750 (2015)
- 21st Century Community Learning Centers Administrative Project: Principal Investigator
\$1,688,100 (2011-2012)
- Kellogg Foundation: Equity Grant. Administration and co-director
\$2,000,000 (2011-2012)
- Miami-Dade County District Grant: Miami Counts! Co-wrote, designed, implemented and evaluated. Role: Principal Investigator
\$650,000 (2012-2013)
\$650,000 (2011-2012)
\$650,000 (2010-2011)
\$450,000 (2009-2010)

Selected Publications (Total: 20 published)

Dana, N. F., Bondy, E., Kennedy-Lewis, B., Adams, A., & Ma, V. W. (2016). Exemplifying the dissertation in practice. Carnegie Project on the Education Doctorate (CPED) White Paper Project. Available online: <http://www.cpedinitiative.org/research-resources>

Vescio, V. & Adams, A. (2015). Learning in a Professional Learning Community: The Challenge Evolves. In D. Scott & E. Hargreaves (Eds.) *The Sage Handbook of Learning* (ch 26; pp. 274-284). London: Sage.

Adams, A. & Vescio, V. (2015). Tailored to fit: Structure professional learning communities to meet individual needs. *Journal of Staff Development*, 36 (2), 26-30.

- Adams, A., Ross, D., Burns, J. & Gibbs, L. (2015). Talking points: Data displays are an effective way to engage teachers. *Journal of Staff Development*, 36 (1), 24-29.
- Adams, A., Bondy, E., Ross, D., Dana, N.F., & Kennedy-Lewis, B. (2014). Implementing an online professional practice doctoral program in a Ph.D. environment: Managing the dilemmas. *Journal of School Public Relations*, 35 (3), 363-382.
- Adams, A. & Ross, D.D. (2014). Clinical partnership at a distance: A design that transforms teaching and leadership. *Peabody Journal of Education*, 89, 533-546. doi: 10.1080/0161956X.2014.939007
- Sindelar, P. T., Adams, A. J., & Leko, C. D. (2014). How can teacher education improve effective inclusive schools? In J. L. McLeskey, N. L. Waldron, F. Spooner, & B. Algozzine, (Eds.), *Handbook of effective inclusive schools: Research and practice (Ch.5, pp 55-65)*. New York: Routledge.
- Adams, A., Ross, D., Swain, C., Dana, N., Leite, W., & Sandbach, R. (2013). Preparing teacher leaders in a job-embedded graduate program: Changes within and beyond the classroom walls. *Teacher Education and Practice*, 26 (3), 581-597.
- Ross, D.D., Adams, A., Bondy, E., Dana, N., Dodman, S., Swain, C. (2011). *Preparing teacher leaders: Perceptions of the impact of a cohort-based, job embedded, blended teacher leadership program*. *Teaching and Teacher Education*, 27 (8), 1213-1222. doi:10.1016/j.tate.2011.06.005
- Vescio, V., Ross, D., & Adams, A. (2008). A review of research on the impact of professional learning communities on teaching practice and student learning. *Teaching and Teacher Education*, 24, 80-91. [doi:10.1016/j.tate.2007.01.004](https://doi.org/10.1016/j.tate.2007.01.004)
- Bondy, E., Ross, D., Adams, A., Nowak, R., Brownell, M., Hoppey, D., Kuhel, K., McCallum, C., & Stafford, L. (2007). Personal Epistemologies and Learning to Teach. *Teacher Education and Special Education*, 30 (2), 67-82.
- Brownell, M.T, Adams, A., Sindelar, P.T., Waldron, N., & vanHover, S. (2006). The role of teacher qualities in collaboration. *Exceptional Children*, 72 (2), 169-187.

APPENDIX D

External consultants' report of review of the proposed MS and PhD programs in Anatomical Sciences Education

Reviewer 1: Dr. Michael Lehman, Professor and Chair, Department of Neurobiology and Anatomical Sciences, University of Mississippi Medical Center, Jackson, MS

Overall, these are important and innovative new graduate programs which will add significant and exciting new opportunities for research and training of students at the University of Florida. Anatomy as an academic discipline is currently undergoing a fundamental transformation in its identity and core mission, moving from a traditional discipline focused on wet lab research and teaching to a discipline that centers around the careers of faculty who are master teachers and educator-scholars, applying evidence-based knowledge about how students best learn to the classroom. The proposed programs will play a key role in supporting this disciplinary change by providing the formative content, skills and experiences essential to train future generations of educator-scholars in the anatomical sciences. In addition, the collaboration between the Schools of Medicine and Education in this degree-granting program is novel and forward-thinking, presenting unique opportunities for types of training experiences students can take advantage of, as well as expanding the pool of potential applicants to those with a primary interest and background in education.

Comments/suggestions:

- 1) One of the tracks of the proposed MS program in Anatomy Education is intended to attract students who will later apply to biomedical PhD programs. While master's programs are often useful in preparing undergraduate students for PhD training in fields such as neuroscience, cell and molecular biology, it's not clear that the anatomy education focus of the proposed MS program will best serve this purpose. Rather, MS programs that prepare students for biomedical science PhDs usually feature didactic coursework in fundamental core topics appropriate for biomedical science research (e.g., molecular biology, integrative biology, genetics). Perhaps the proposed MS program is viewed as a transition and first step toward a broader biomedical science master's degree program at UF, similar to biomedical MS programs elsewhere.
- 2) The value of graduate training in anatomical education extends well beyond the goal of providing faculty/instructors who are master teachers for medical schools. In fact, anatomical sciences are an essential and core part of the curriculum for the training of dental and health science (OT, PT) students as well as a variety of other health care professionals (e.g., physician assistants). In addition, graduates of similar programs at my current (University of Mississippi Medical Center) and previous (University of Western Ontario) institutions have obtained teaching positions at community colleges and other undergraduate universities where anatomy, histology, neuroanatomy and development anatomy are part of the course offerings. It is also likely that trained anatomy educator-scholars will also find positions in secondary education, both public and private schools. Thus, there will be a wide array of potential job opportunities for graduates of the proposed MS and PhD programs, and this further supports the long-term value of these programs to the State of Florida and the region.
- 3) A critical element for the success of training programs in anatomy education, specifically

for PhD programs, is the availability of stable stipend and tuition support for students during all years of their training. Unlike the situation with traditional biomedical science PhD programs, where stipend/tuition support of students beyond their first and sometimes second year is dependent on resources from the supervisor's lab (either external awards, e.g., NIH R01 or F31/T32 grants, or internal start-up funds), students in Anatomical Education PhD programs rely on institutional funds for stipend support, since there are very few opportunities for external research awards that support educational scholarship. Hence, a strong institutional commitment to stipend and tuition support for a limited number of PhD students is critical for such PhD programs to succeed. This support often comes in the form of teaching assistantships. At some institutions, tuition generated from anatomy courses in which the TAs serve as teaching staff is the source of this support; TAs in these courses are often viewed as helping meet the required teaching workforce. Regardless of the source of support, the ability to offer competitive stipends and tuition support to PhD students in the proposed program is essential in order to successfully recruit the very best applicants as well as set a high level of expectation for achievement among entering students.

4) A limiting factor to future growth of the proposed MS and PhD program will be the number of faculty with active education research programs who can serve as supervisors and research mentors for students. While a small critical mass of such faculty is sufficient for the program's launch, it is important that the sponsoring schools be committed to long-term growth of the number of anatomy educator-scholars in their faculty. This includes not only recruitment of junior anatomy educators when positions become available, but providing the career development support (including protected time) so that these junior faculty can develop their own independent line of research in anatomy education, publish and present their work and meetings, and ultimately contribute to the training and supervision of graduate students.

Reviewer 2: Pawlina, Wojciech M.D., Professor and Chair of Anatomy and Editor of Anatomical Sciences Education
Department of Anatomy, Mayo Clinic, Rochester, MN

I read your proposal with interest. It is well written with rational explanations for the needs to create such program.

I am glad that this is joint venture with College of Education which provides the theoretical and practical base for education research and knowledge. In my opinion, the important issue from the College of Medicine is the issue of faculty development for this PhD program. Since most of the education research would be performed based on data and experiments conducted during anatomy curriculum, I would envision that you would create a core medical faculty with sufficient knowledge in education. They of course could be trained at UF (College of Education), but also I would suggest to delegate your selected faculty members to participate in national courses such as those offered in Harvard Macy Institute in Boston by attending annually offered Program for Educators in Health Professions. This program consists of two sessions in residence at Harvard: a 10 day winter session and a 6 day spring session. I feel this could be beneficial for your selected faculty.

Part of scholarship of teaching and learning is dissemination of students' work. Students should have a secure funding to be allow to travel to national and international meeting (both anatomy and education) to present their works which could be also serve as a great marketing strategy for your program (especially in early stages).

A small comments. In point #3 of your proposal (last paragraph) you mentioned 3 schools (Penn State, Indiana University, and University of Mississippi) with similar programs. Actually there is a 4th school in Canada (Western University) in London, Ontario, which has well developed program for PhD in anatomical sciences education. This program supplies quite a few well qualified graduates to many US medical schools. What is interesting, that these graduates are getting permanent faculty positions (with 6 figures salary) without going through any post-doctoral training. This should be our next step in developing nationwide post-doctoral training curriculum for graduates from such programs.

Reviewer 3: James J. Brokaw, PhD, MPH, Professor and Vice Chair for Education and Director, Education Track PhD Program, Department of Anatomy and Cell Biology, Indiana University School of Medicine, Indianapolis, IN

RE: Critique of Pre-Proposal for New Academic Degrees- MS in Anatomical Sciences and PhD in Anatomical Sciences Education

Thank you for giving me the opportunity read your department's preproposal and offer my thoughts and suggestions. First, let me commend you for moving your department in this direction and offering MS and PhD degrees with a specific focus on anatomical teaching and educational scholarship. As the director of similar programs at Indiana University, I can attest to the need and growing demand for qualified anatomy educators who can teach all of the anatomical disciplines and conduct medical education research for promotion and tenure. Rarely a week goes by where I don't receive at least one phone call or e-mail from a program somewhere seeking to fill a faculty tenure-track teaching position in anatomy. As might be expected, most of the demand is for gross anatomy teachers, but occasionally the need is for faculty who can teach neuroanatomy or histology & cell biology.

I will direct my comments first to the master's degree then to the PhD degree. The pre-proposal does not include the planned curricula or other specific details about these degrees, so my comments will likewise be of a general nature. I may be making certain assumptions about the specifics that will differ from what is actually developed and implemented for your programs.

MS Degree in Anatomical Sciences:

The pre-proposal indicates three curricular tracks for the MS degree: {1} an education track for those whose career focus is teaching, {2} a pre-professional track for those interested in medical school or other health professions, and {3} a biomedical track for those interested in bench research.

These tracks are proposed to be delivered 85% online and 15% on-site. I question whether it is really feasible to teach anatomy courses, particularly gross anatomy, via distance learning. I am aware of at least one medical school (Drexel) that offers online remedial courses in histology, neuroscience, and gross anatomy for medical students. However, these remedial courses assume that students have previously taken a full course with laboratory at their home institutions. It seems to me that without the experience of cadaveric dissection, an online course in gross anatomy would be of limited value, at least for the students in the education track who presumably need to be able to teach a dissection-based course. Perhaps it is assumed that these students would gain dissection experience when they complete their capstone project *"by preparing prosections and assisting in a*

laboratory-based gross anatomy course." I have similar concerns about the efficacy of distance learning for histology and neuroscience, particularly for those students who aspire to teach these disciplines themselves.

I recognize that the decision to offer the MS program online is probably based on the desire to appeal to a geographically broad audience of potential students, many of whom would be unable to complete a full program on-site. Perhaps a well-designed capstone project on-site may be sufficient to achieve the desired outcomes and mitigate some of the limitations of on-line coursework.

PhD Degree in Anatomical Sciences Education:

On page 4, the first sentence under this heading states: "This proposed doctoral program is designed for teachers in secondary education, anatomy instructors at community colleges who wish to further training to teach in higher levels of education, and others seeking post baccalaureate education in the anatomical sciences." This is almost a verbatim description of the MS education track in the Program Summary on page 2.

This makes it sound as though the focus of the PhD program is for instructors at undergraduate institutions. There is no mention of faculty at medical schools or other health professions schools. Although the need for anatomists at these institutions is clearly articulated on page 6 of the proposal, I suggest modifying the description on page 4 to more accurately reflect the focus of the PhD program to better distinguish it from the focus of the MS education track.

The remainder of my comments are really suggestions based on my nearly 10 years of experience directing the Education Track PhD program at Indiana University. These suggestions may already be addressed in the curriculum you are planning, so take them for whatever they are worth.

- Prepare your students to be fully qualified teachers in all of the anatomical disciplines: gross anatomy, embryology, histology, and neuroanatomy. This is one of the selling points about our program I can tell prospective schools looking to hire new anatomy faculty members.
- Require your students to take the same anatomy courses as the medical students. This will insure that they know how professional students need to be taught, and I having this background seems to assure prospective employers that our graduates are ready to teach their students.
- Require your students to take other biomedical courses, not just anatomy courses. We require our students to take the medical courses in cell & molecular biology and physiology. This gives them a solid foundational knowledge that helps them understand and teach anatomy. This is becoming increasingly important as medical schools are moving their curricula to be more integrated" and expect faculty to combine material from, say, anatomy and physiology or histology and biochemistry.
- Consult with your School of Education to develop a solid core of education coursework to cover such topics as pedagogy, curriculum design, adult learning theory, qualitative research methods, quantitative research methods, and statistics.
- For their dissertation work, encourage students to pursue a broad array of medical education research topics, not necessarily restricted to anatomy. The students will be stronger and more versatile educational researchers if they branch out into other areas of interest. This lends them credibility to the broader community of medical education

researchers and opens up more avenues for publishing and presenting their work.

Appendix E: Data of Graduate Program within SUS

	Certificate Program	Masters of Sciences in Medical Sciences Program	PhD Program Biomedical Sciences
USF (813) 974-9908 (813) 974-4181 * Barber	No Certificates	Masters of Science in Medical Sciences 1,000 applications Admit 350; enroll 180 5 concentrations Anatomy concentration 80 applied; 45-50 admitted; 35 enrolled	PhD Program in Medical Sciences 150 Apply 18 admitted/year No concentration in anatomy
UCF (407) 823-3462 Samantha Jackson Dr. Pabian (?) (407) 823-2766 Graduate Office		MS Biomedical Sciences (non-thesis) Program/year for 2017-98 Number of accepted/enrollees and total number in program currently-for 2017-39; total ~80	PhD program in Biomedical Sciences/year for 2017-106 applied Number of accepted/enrollees in the PhD program/year and total number in program currently. For 2017-17, total 66
FIU (305) 348-4372	Molecular-Biomedical Sciences 1 st cycle, 700 applied; took 48; 2 nd cycle, 300 applied; will take 78	No Masters	PhD program in Biomedical Sciences 35-50 apply/year; Accept 3-5
UF	11 Certificate Programs; Dept. of Anatomy and Cell Biology has 2 certificate programs that were established in 2012. Dept. of Anatomy and	8 Masters program – none associated with anatomy and/or education	PhD program in Biomedical Sciences 275-300 Applied; Offered 70; Enrolled 35

	Cell Biology was approved for a 3rd certificate program – Anatomical Sciences Education conjunction with College of Education, Program will begin Summer 2018		
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Appendix F: Data of 4 Programs in the United States and Canada Anatomical Sciences Education

	Masters	PhD
Indiana University School of Medicine https://medicine.iu.edu/departments/anatomy-cell-biology/education-programs/graduate-degrees/phd/education-track/ James Brokaw Professor and Vice Chair for Education Director, Education Track PhD Program Department of (317) 274-1966	No masters	12-15 apply/year; program is not advertised. Accepts 2-3/year. Have 10 graduates; 2 more next spring. Therefore, 12 graduates in 10 years.
Western University, Ontario http://www.schulich.uwo.ca/anatomy/graduate/program_information/index.html Marjorie Johnson, PhD Outgoing-Associate Chair Clinical Anatomy Western University 519-661 2111 ext 86756	Masters of Science in Clinical Anatomy 50-60 apply; admit 15	1-2 directly matriculate; most rollover from masters - ~7-8 students/year. Currently => 20 students in program
University of Mississippi https://www.umc.edu/som/Departments%20and%20Offices/SOM%20Departments/Neurobiology/Education/Department-Courses.html Andres Notebaert Assistant Professor Director, Graduate Program in Clinical Anatomy 601) 984-1640	No Masters at this time;	Neurobiology & Anatomical Sciences Program started 4 years ago. Currently have 5 students or/graduates. Check? Note: Dr. Notebaert stated that there are ~100 anatomy teaching positions open at this time. They are considering offering a post-doc

		fellowship in anatomical education.
Penn State http://med.psu.edu/anatomy-ms Kristin Smith, graduate coordinator (717) 531-1045	4 students enrolled in program	13 enrolled in program

APPENDIX G: Curriculum of the 4 Programs that offer Anatomical Sciences Education degrees

1. Indiana University PhD in Anatomy and Cell Biology:

New Curriculum for Education Track PhD in Anatomy and Cell Biology Indianapolis Version

Biomedical Courses (35-37 hours)

- MED X620 Human Structure (8)
- MED X630 Molecules to Cells and Tissues (8)
- MED X660 Neuroscience and Behavior (6)
- **OR**
- ANAT D701 Translational Neuroscience (5)
- MED X640 Fundamentals of Health and Disease (6)
- **OR**
- PHSL F503 Human Physiology (5)
- ANAT D861 Anatomy Education Seminar (1); required yearly, which would sum to 5 credit hours assuming a 5-year degree completion time; this seminar series will focus on educational topics rather than bench research.
- ANAT D878 Anatomy Teaching Practicum (2); supervised teaching in Gross Anatomy, Histology, and Neuroscience (repeated twice for 4 hours total); this teaching will entail lecturing as well as assisting in laboratory instruction.

Education Courses—Doctoral Minor (18 hours)

- MSC1 M620 Pedagogical Methods in the Health Sciences (3)
- **OR**
- SHRS W672 College Teaching Methodologies (3)
- EDUC J500 Instruction in the Context of Curriculum (3)
- **OR**
- EDUC C750 Curriculum in Higher Education (3)
- EDUC P540 Learning and Cognition in Education (3)
- EDUC Y611 Qualitative Inquiry in Education (3)
- EDUC Y521 Methodological Approaches to Educational Inquiry (3) (PREFERRED)
- **OR**
- EDUC Y520 Strategies for Educational Inquiry (3)
In special circumstances, either of the courses below may substitute for Y521 or Y520 with permission of the student's advisory committee:
 - EDUC Y510 Action Research (3)
 - EDUC C750 Scholarship of Teaching and Learning (3)
- And select **ONE** of these:
 - EDUC Y525 Survey Research (3)
 - **OR**
 - EDUC Y603 Statistical Design of Educational Research (3)
 - **OR**
 - EDUC C750 Topical Seminar (3)
 - **OR**
 - Another education course if approved by the student's advisory committee

Statistics Courses (6-7 hours)

- EDUC Y502 Intermediate Statistics Applied to Education (3); requires concurrent registration with EDUC Y500 Computer Lab for Educational Statistics (1) (prerequisite: EDUC Y520 Strategies for Educational Inquiry or a course in basic statistics)

OR

- PBHL B551 Biostatistics for Public Health I (3)
- EDUC Y604 Multivariate Analysis in Educational Research (3)

OR

- PBHL B652 Biostatistics for Public Health II (3)

Electives and Research Credits (28-31 hours)

- Electives to be selected in consultation with advisor. Students are encouraged to take at least 9 hours of advanced coursework in the biomedical sciences, education, or statistics. Examples of suitable electives include but are not limited to:
 - ANAT D864 Advanced Gross Anatomy (2)
 - ANAT D856 Advanced Histology (2)
 - ANAT D875 Advanced Neuroanatomy (2)
 - ANAT D700 Educational Research Practicum (2)
 - ANAT D878 Anatomy Teaching Practicum (2)
 - ANAT D853 Human Developmental Anatomy (3)
 - GRDM G655 Research Communications Seminar (1)
 - STAT 53300 Nonparametric Statistics (3)
 - PSY 60800 Measurement Theory and Interpretation of Data (3)
 - TECH 58100 Mixed Methods Research (4)
 - EDUC Y612 Critical Qualitative Inquiry (3)
 - EDUC C795 Dissertation Proposal Preparation (3)
- ANAT D860 Dissertation Research (cr. arr.)—sufficient to complete the 90 credit hour degree requirement

2. Department of Anatomy and Cell Biology, Western University, London, Ontario:

a. PhD in Anatomy and Cell Biology

[http://www.schulich.uwo.ca/anatomy/graduate/program information/anatomy cell biology info.html](http://www.schulich.uwo.ca/anatomy/graduate/program%20information/anatomy_cell_biology_info.html)

- 9245 Cellular Bioengineering
- 9500 Mammalian Histology
- 9520 Current Topics in Cell & Neurobiology
- 9531A Neuroscience for Rehabilitation Sciences
- 9550 Advanced Topics in Integrative Neuroscience
- 9555 Advanced Topics in Cell Biology
- 9560 Human Anatomy & Embryology
- 9561 Clinical Mammalian Histology
- 9562 Educational Techniques: Teaching Certificate
- 9565A Introduction to Teaching and Learning in Anatomy
- 9566 Clinical Anatomy Seminar
- 9567L Medical Imaging for Clinical Anatomy
- 9569B Clinical Neuroanatomy
- 9580 Research

- 9605 Comprehensive Cell Biology
- 9620 Current Topics in Cell & Neurobiology
- 9650 Advanced Topics in Integrative Neuroscience
- 9655 Advanced Topics in Cell Biology
- 9666 Clinical Anatomy Seminar

b. MSc in Clinical Anatomy

http://www.schulich.uwo.ca/anatomy/graduate/program_information/clinical_anatomy_info.html

MSc in Clinical Anatomy

The Division of Clinical Anatomy in the Department of Anatomy and Cell Biology first introduced a Master's in Clinical Anatomy in September 2005. This plan of study is designed to meet the ever-increasing need in North America for instructors who can teach cadaveric gross anatomy. A Master's in Clinical Anatomy will provide students with the necessary skills to teach clinically-oriented cadaveric anatomy in medical, dental and professional health science programs. This 20-month plan of study will include courses in human gross anatomy, embryology, histology, human neuroanatomy and pathology/physiology. Students will also have opportunities to attend surgeries.

Learning Outcomes

The goal of this unique non-thesis program is to prepare the next generation of medical educators, scholars, and interdisciplinarians focused on the anatomical sciences or anatomically-intensive disciplines (i.e. radiology, surgery, medical imaging) as well as collaborative research with cell biologists and neurobiologists within the department.

Courses

MSc Clinical Anatomy students enroll in a series of graduate courses, as listed below. The majority of the courses are taken in the first 2 terms of the program. The project course (9580) and the Teaching Certificate Course (9562) span the full 5 terms of the MSc Clinical Anatomy program.

- 9560 Human Anatomy & Embryology
- 9561 Clinical Mammalian Histology
- 9562 Teaching Certificate: Educational Techniques
- 9565B Introduction to Teaching & Learning in Anatomy
- 9566 Clinical Anatomy Seminar – Professionalism and Journal Club
- 9567L Medical Imaging for Clinical Anatomy
- 9569B Clinical Neuroanatomy
- 9580 Clinical Anatomy Project – Research or Teaching

The courses in the MSc Clinical Anatomy stream have continued to evolve over the past five years, with an enhanced focus on the development of outstanding educator/scholars in the anatomical sciences. In addition, the revised 9580 Project course was launched in order to provide students with an opportunity to either undertake a novel research project in anatomical sciences, education scholarship, or cell biology/neurobiology; or to develop and deliver an innovative teaching program. This new course format provides a more structured and rigorous evaluation process for students as well as providing the option of focusing on anatomy teaching versus traditional bench-top research.

3. University of Mississippi PhD Graduate Program in Clinical Anatomy:

<https://www.umc.edu/som/Departments%20and%20Offices/SOM%20Departments/Neurobiology/Education/Clinical-Anatomy/Graduate-Program-in-Clinical-Anatomy/Graduate-Program-in-Clinical-Anatomy.html>

PhD Plan of Study - Clinical Anatomy

The first two years of coursework are shown below. In the summer semester of the third year, students sit for their qualifying exams. Successful students then continue on to do research with a chosen mentor in the Clinical Anatomy Program. In the spring semester of the third year, students take ID 714 Professional Skills for Graduate Students; they are otherwise involved in dissertation research (ANAT 798) until they graduate.

Clinical anatomy track

Year 1, Fall

- ANAT 711 Gross Anatomy
- ANAT 713 Histology and Cell Biology
- ANAT 716 Developmental Anatomy

Year 1, Spring

- ANAT 715 Neurobiology
- ANAT 713 Histology and Cell Biology
- ANAT 717 Clinical Anatomy Research Rotations
- ANAT 742 Introduction to Problems in Clinical Anatomy
- ID 709 Responsible Conduct in Research

Year 2, Summer

- ANAT 717 Clinical Anatomy Research Rotations

Year 2, Fall

- ANAT 730 Teaching Practicum in Gross Anatomy
- ANAT 731 Teaching Practicum in Histology and Cell Biology
- ANAT 717 Clinical Anatomy Research Rotations
- ANAT 743 Skills Development in Clinical Anatomy I
- ID 740 Statistical Methods in Research I

Year 2, Spring

- ANAT 717 Clinical Anatomy Research Rotations
- ANAT 731 Teaching Practicum in Histology and Cell Biology
- ANAT 733 Teaching Practicum in Neurobiology
- ANAT 744 Skills Development in Clinical Anatomy II

* ANAT 733, Teaching Practicum in Neurobiology, may be taken rather than ANAT 731.

** Every other year students take ANAT 703, Seminar in Writing Biomedical Research Papers, instead of ANAT 722.

4. Pennsylvania State University

a. Master of Science in Anatomy

<https://students.med.psu.edu/anatomy-graduate-program-information/anatomy-graduate-program-handbook/masters-courses/>

The program, generally completed within two years, requires a minimum of 30 credit hours in

anatomical courses (human gross anatomy, histology, and embryology) and biomedical classes along with multidisciplinary research that culminates in an oral defense of a written thesis.

The Master of Science in Anatomy is an academic degree and requires a minimum of 30 graduate credits with at least 18 credits at the 500-level or above. A GPA of 3.0 is required at the time of graduation.

Required Courses

- ANAT 503 Human Gross Anatomy
- ANAT 512 Human Embryology
- ANAT 505 Microscopic Anatomy I
- ANAT 506 Microscopic Anatomy II
- Human Structure Cadaveric Laboratory
- ANAT 590 Colloquium
- ANAT 600 Laboratory Research (6 credits; normally taken during last semester)
- Biomedical Ethics (1 credit)
- Electives (3 to 6 credits)

The Anatomy MS Program must be completed in six semesters unless the student has received prior approval (due to extenuating circumstances) for an extended course of study.

b. PhD in Anatomy

<https://students.med.psu.edu/anatomy-graduate-program-information/anatomy-graduate-program-handbook/>

Curriculum

In addition to the traditional areas of study including human gross anatomy, human didactic laboratory (human structure), human microscopy anatomy and human embryology, the 30-credit curriculum includes core courses in neuroanatomy, cell biology, systems biology and energy metabolism. Courses in ethics ensure students will conduct their activities with the highest of ethical standards.

Each student will conduct original biomedical research under the supervision of a faculty member culminating in the oral defense of a written thesis.

Doctoral students also have the opportunity to gain teaching experience in discipline-specific fields of human embryology, medical gross anatomy, and neuroanatomy, and to engage in all areas of didactic, team-based learning and cadaver-laboratories for medical students and physician assistant students.

Coursework

During the first year of the Anatomy Graduate Program, incoming students focus on required anatomical courses, including Human Gross Anatomy, Human Embryology, Human Microscopic Anatomy (histology), and Human Neurobiology.

During the second year, students complete 6 credits of requisite graduate core curriculum, electives, research-related activities and professional development courses. Upper-class anatomy students have a unique opportunity to be involved in teaching gross anatomy to physician

assistant and medical students, and advanced gross anatomy to residents and/or clinicians.

Required Courses

- ANAT 503 Human Gross Anatomy
- ANAT 512 Human Embryology
- ANAT 505 Microscopic Anatomy I
- ANAT 506 Microscopic Anatomy II
- NEURO 511 Human Neurobiology
- BMS 502 Cell and Systems Biology
- BMS 503 Flow of Cellular Information
- ANAT 602 Mentored Teaching
- Ethics (1 credit)
- Electives

Teaching

Teaching is a significant and unique component of the Anatomy Graduate Program.

Beginning in the second year, qualified graduate students may participate in the medical curriculum, the Human Gross Anatomy course for medical students.

While the graduate council does not permit teaching to an equal rank, involvement in the medical curriculum is permitted.

Students are involved in the course, particularly in the laboratory sessions and laboratory exams.

Exceptional students may be asked to provide tutoring, review sessions, and lectures.

These experiences are unique to this curriculum and provide an excellent opportunity for students to be engaged in higher education instruction.

Students are able to undertake this opportunity each year and are compensated by the program providing a stipend for the 2 months of the class.

Academic Requirements

To be awarded a PhD degree in Anatomy, the student must successfully:

- Earn a total of 30 credit hours, of which at least 18 must be in 500- and 600-level courses. Students must maintain a B average (3.0) or better in academic courses to be retained in the program and to continue to receive financial support.
- Assist in teaching one of the laboratory courses: either Gross Anatomy or Neuroanatomy.
- Satisfactorily complete the following: (i) candidacy examination, and (ii) comprehensive examinations. Students must also demonstrate competency in the English language.
- Complete the ethics course.
- Complete an original research project, and orally defend, in a public forum, a written thesis describing the experimental design, results, and significance of the work.

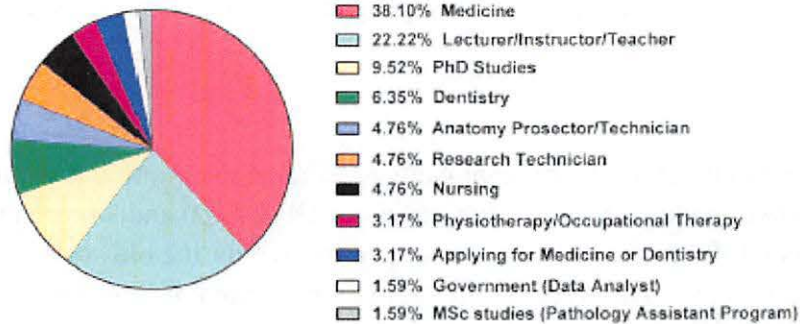
Doctoral students must maintain a 3.0 (B) average to remain in good academic standing, and to be eligible for both the candidacy and comprehensive examinations.

In addition, doctoral students must complete all 15 credits of required anatomy courses with grades of B- or better.

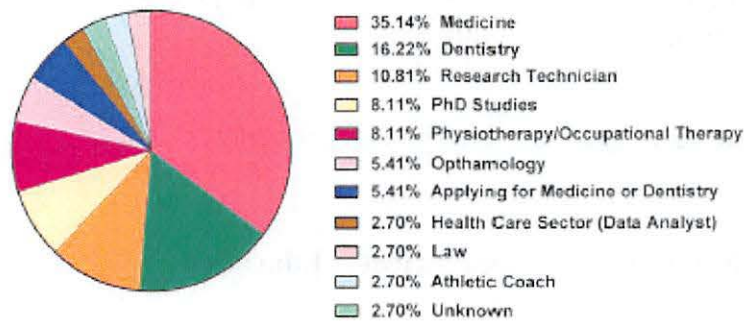
Appendix H. Western Ontario's Outcomes/Employment of ACT Graduate Students by Stream for Past 5 Years

FIGURE 7: Outcomes/Employment of ACB Graduate Students by Stream; Past 5 Years

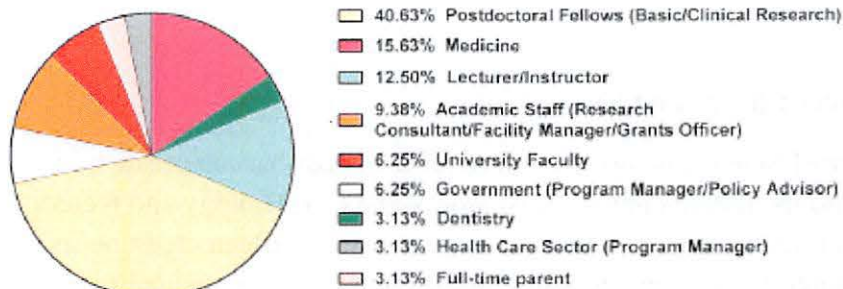
MSc Clinical Stream



MSc Research Stream



PhD Stream



Anatomy and Cell Biology Department in the College of Medicine
The Schools of Teaching and Learning and Human Development and Organizational Studies in
the College of Education

Anatomical Sciences Education Program

The Anatomical Sciences Education graduate program offers the Master of Science and the Doctor of Philosophy degrees. The faculty for this program is drawn from these disciplines:

- Anatomy
- Education

For both MS program and Ph.D. program, applicants must meet the minimum requirements for the University of Florida Graduate School: Junior/Senior GPA > 3.0 and a score on the Graduate Record Exam (GRE) of 1000 combined verbal and quantitative for the old scale, and a minimum score of 300 for the new scale. The student will submit a minimum of three letters of reference, a statement of purpose, and a resume, which the admissions committee will use to assess the student's qualifications for admission to the program. International students must comply with current UF standards for admission to the Graduate School, including requirements for English language competency and financial responsibility.

Contact Mark Zakshevsky at zmz30@ufl.edu
or visit the program's website at <https://anatomy.acb.med.ufl.edu/>.

Degrees Offered with a Major in Anatomical Sciences Education

Doctor of Philosophy

Master of Science

Anatomical Sciences Education Courses

The online Master of Science program will require 32 post-baccalaureate hours. There are required 11 credit hours of core courses in Anatomy and Cell Biology and 6 credit hours of core courses in Education for a total of 17 hours of core courses. Fifteen credit hours of elective courses will be tailored to the educational, pre-professional, or biomedical research student. Up to 12 credits can be transferred from the Anatomical Sciences Education Certificate program.

- GMS 5605: Medical Anatomy
- GMS 5606L: Medical Anatomy Lab
- GMS 5630: Medical Histology
- GMS 5057: Medical Cell Biology
- EME 5207: Designing Technology-Rich Curricula
- SCE 5140: Science Curriculum Development
- GMS 5604: Medical Human Embryology

- GMS 5613: Medical Human Anatomy by Diagnostic Imaging
- GMS 6400C: Principles of Physiology
- GMS 6007: Fundamentals of Neuroscience
- GMS 6607C: Musculoskeletal Systems
- GMS 6705: Functional Human Neuroanatomy
- SCE 5140: Science Curriculum Development
- SCE 5765: Data-Driven Science Instruction
- EME 5405: Internet in K-12 Instruction
- EDF 7486: Methods of Educational Research
- EME 5207: Designing Technology-Rich Curricula

The Ph.D. program will require a minimum of 90 post-baccalaureate credit hours. Up to 30 credits may be transferred from an accredited Master of Science program at the discretion of the Program Director and following the protocols of the University of Florida Graduate School.

Courses

- GMS 5604: Medical Human Embryology
- GMS 5605: Medical Anatomy
- GMS 5606L: Medical Anatomy Lab
- GMS 5613: Medical Human Anatomy by Diagnostic Imaging
- GMS 5630: Medical Histology
- GMS 5057: Medical Cell Biology
- GMS 6607C: Musculoskeletal Systems
- GMS 6940: Supervised Teaching
- GMS 6690: Molecular Cell Biology Journal Club
- GMS 7979: Advanced Research
- GMS 7980: Research for Doctoral Dissertation
- GMS 6007: Fundamentals of Neuroscience
- GMS 6400C: Principles of Physiology
- GMS 6421: Cell Biology
- GMS 6691: Special Topics in Cell Biology and Anatomy
- GMS 6705: Functional Human Neuroanatomy
- SCE 5140: Science Curriculum Development
- EDG 6305: Multiple Perspectives on Teaching and Learning
- EME 6458: Distance Teaching and Learning
- EME 6065: Human-Computer Interaction and the Learner
- EDG 6931: Special Topics: "Teaching Adults"
- EDG 6931: Special Topics: Survey of Research Methods
in STEM Education
- EDF 6403: Quantitative Foundations of Educational Research
- EDF 6475: Qualitative Foundations of Educational Research
- EDG 7252: Perspectives in Curriculum, Teaching, and
Teacher Education

- EME 6458: Distance Teaching and Learning
- EME 6059: Blended Learning Environments
- EDF 6520: History of Education
- EDF 6544: Philosophical Foundations of Education
- EDF 6017: Writing for Academic Purposes
- EDF 6402: Quantitative Foundations in Educational Research:
Inferential Statistics
- EDF 6471: Survey Design and Analysis in Educational Research
- EDF 7412: Structural Equation Models
- EDF 7474: Multilevel Models
- EDF 7932: Multivariate Analysis in Educational Research
- EDF 6475: Qualitative Foundations of Educational Research
- EDF 7479: Qualitative Data Analysis: Approaches and Techniques
- EDF 7483: Qualitative Data Collection: Approaches and Techniques
- EDF 7486: Methods of Educational Research

The online MS program will require 32 post-baccalaureate hours. There are required 11 credit hours of core courses in Anatomy and Cell Biology and 6 credit hours of core courses in Education for a total of 17 hours of core courses. Fifteen credit hours of elective courses will be tailored to the educational, pre-professional, or biomedical research student. Up to 12 credits can be transferred from the Anatomical Sciences Education Certificate program with permission.

Courses (All courses are currently available online)

Required Core Anatomy and Biomedical Courses: 11 credit hours

GMS 5605: Medical Anatomy	3
GMS 5606L: Medical Anatomy Lab	2
GMS 5630: Medical Histology	3
GMS 5057: Medical Cell Biology	3

Required Core Education & Research Courses: 6 credits

EME 5207: Designing Technology-Rich Curricula	3
SCE 5140: Science Curriculum Development	3

Elective Courses: 15 credits

Elective: Anatomy and Biomedical Courses (Select at least two)

GMS 5604: Medical Human Embryology	3
GMS 5613: Medical Human Anatomy by Diagnostic Imaging	2
GMS 6400C: Principles of Physiology	6
GMS 6007: Fundamentals of Neuroscience	2
GMS 6607C: Musculoskeletal Systems	4
GMS 6705: Functional Human Neuroanatomy	4

Elective Education & Research courses: (Select at least one)

SCE 5140: Science Curriculum Development	3
SCE 5765: Data-Driven Science Instruction	3
EME 5405: Internet in K-12 Instruction	3
EDF 7486: Methods of Educational Research	3
EME 5207: Designing Technology-Rich Curricula	3

The PhD program will require a minimum of 90 post-baccalaureate credit hours. Up to 30 credits may be transferred from an M.S. or other master's program at the discretion of the Program Director and the Graduate School.

Courses

Core Anatomy & Biomedical Courses (Required)

GMS 5604: Medical Human Embryology	3
GMS 5605: Medical Anatomy	3
GMS 5606L: Medical Anatomy Lab	2
GMS 5613: Medical Human Anatomy by Diagnostic Imaging	2
GMS 5630: Medical Histology	3
GMS 5057: Medical Cell Biology	3
GMS 6607C: Musculoskeletal Systems	4

GMS 6940 Supervised Teaching	3
GMS 6690: Molecular Cell Biology Journal Club	1
Dissertation Research (Required)	
GMS 7979: Advanced Research	
GMS 7980: Research for Doctoral Dissertation	1-15 (S/U)
Anatomy and Biomedical Courses (Elective)	
GMS 6007: Fundamentals of Neuroscience	2
GMS 6400C: Principles of Physiology	6
GMS 6421: Cell Biology	4
GMS 6691: Special Topics in Cell Biology and Anatomy	3
GMS 6705: Functional Human Neuroanatomy	4
Curriculum & Instruction Courses (Required, select 2)	
SCE 5140: Science Curriculum Development	3
EDG 6305: Multiple Perspectives on Teaching and Learning	3
EME 6458: Distance Teaching and Learning	3
EME 6065: Human-Computer Interaction and the Learner	3
EDG 6931: Special Topics: "Teaching Adults"	3
Educational Research Courses (Required, select 2)	
EDG 6931: Special Topics: Survey of Research Methods in STEM Education	3
EDF 6403: Quantitative Foundations of Educational Research	6
EDF 6475: Qualitative Foundations of Educational Research	4
Curriculum & Instruction/Education Research Courses (Electives)	
EDG 7252: Perspectives in Curriculum, Teaching, and Teacher Education	3
EME 6458: Distance Teaching and Learning	3
EME 6059: Blended Learning Environments	3
EDF 6520: History of Education	3
EDF 6544: Philosophical Foundations of Education	3
EDG 6017: Writing for Academic Purposes	3
EDF 6402: Quantitative Foundations in Educational Research: Inferential Statistics	3
EDF 6403: Quantitative Foundations of Educational Research	3
EDF 6402: Quantitative Foundations in Educational Research: Inferential Statistics	3
EDF 6471: Survey Design and Analysis in Educational Research	3
EDF 7412: Structural Equation Models	3
EDF 7474: Multilevel Models	3
EDF 7932: Multivariate Analysis in Educational Research	3
EDF 6475: Qualitative Foundations of Educational Research	4
EDF 7479: Qualitative Data Analysis: Approaches and Techniques	3

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

Proposed Plan of Study for MS program:		
Term	Course	Credits
Fall Year 1	GMS 5605 Medical Anatomy	3
	GMS 5606L Medical Anatomy Lab	2
	Elective	3
Spring Year 1	GMS 5630 Medical Histology	3
	GMS 5057 Medical Cell Biology	3
Summer Year 1	EME 5207 Designing Technology-Rich Curricula	3
	Elective	3
Fall Year 2	SCE 5140 Science Curriculum Development	3
	Elective	3
Spring Year 2	Elective	3
	Elective	3
	Total	32

Proposed Plan of Study for PhD program		
Term	Course	Credits
Fall Year 1	GMS 5605 Medical Anatomy	3
	GMS 5606L Medical Anatomy Lab	2
	Curriculum & Instruction: Required Course	3
	GMS 6690 Molecular Cell Biology Journal Club	1
Spring Year 1	GMS 5630 Medical Histology	3
	GMS 5057 Medical Cell Biology	3
	Curriculum & Instruction: Required Course	3
	GMS 6690 Molecular Cell Biology Journal Club	1
Summer Year 1	GMS 6607C Musculoskeletal Systems	4

	GMS 7979 Advanced Research	2
Fall Year 2	GMS 5604 Medical Human Embryology	3
	Education Research: Required Course	3-6
	GMS 7979: Advanced Research	0-2
	GMS 6690 Molecular Cell Biology Journal Club	1
Spring Year 2	GMS 5613 Medical Human Anatomy by Diagnostic Imaging	2
	Educational Research: Required Course	3-6
	Anatomy and Biomedical: Elective Course	0-6
	GMS 7979: Advanced Research	0-2
	GMS 6690 Molecular Cell Biology Journal Club	1
Summer Year 2	GMS 6940 Supervised Teaching	3
	GMS 7979 Advanced Research	3
Fall Year 3	C&I / Educational Research: Elective Course	0-3
	Anatomy and Biomedical: Elective Course	0-6
	GMS 6690 Molecular Cell Biology Journal Club	1
	GMS 7980 Research for Doctoral Dissertation	2-5
Spring Year 3	C&I / Educational Research: Elective Course	0-3
	Anatomy and Biomedical: Elective Course	0-6
	GMS 6690 Molecular Cell Biology Journal Club	1
	GMS 7980 Research for Doctoral Dissertation	2-5
Summer Year 3	GMS 6940 Supervised Teaching	3
	GMS 7980 Research for Doctoral Dissertation	6
Fall Year 4	GMS 6940 Anatomy Teaching Practicum	3
	GMS 6690 Molecular Cell Biology Journal Club	5
	GMS 7980 Research for Doctoral Dissertation	1
Spring Year 4	GMS 6940 Supervised Teaching	3
	GMS 6690 Molecular Cell Biology Journal Club	1
	GMS 7980 Research for Doctoral Dissertation	5
Summer Year 4	GMS 7980 Research for Doctoral Dissertation	9
if necessary		

Fall Year 5	GMS 7980 Doctoral Research	9
if necessary		
Spring Year 5	GMS 7980 Doctoral Research	9
if necessary		

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

Science Courses

GMS 5604: Medical Human Embryology (3 credits)

This online course provides the basis for the development of the organs of human body.

GMS 5605: Medical Anatomy (3 credits)

This online course uses regional and system-based approaches to teach the organization of the anatomy of the human body.

GMS 5606L: Medical Anatomy Lab (2 credits)

This online laboratory course uses images of human dissections to study the anatomy of the human body.

GMS 5613: Medical Human Anatomy by Diagnostic Imaging (2 credits)

This online course is a systematic approach to visualizing by ultrasound, X-ray, MRI, and CAT the organization of the major structures within the human body.

GMS 5630: Medical Histology (3 credits)

This online course is designed to cover the histology of tissues and organs through lectures and chat sessions.

GMS 5057: Medical Cell Biology (3 credits)

Focus on the basics of cellular structure and function in the context of human health and disease.

GMS 6421: Cell Biology (4 credits)

This course will examine the most recent advances in cell biology by lecture and small group discussions of current publications from high impact cell biology journals.

GMS 6691: Special Topics in Cell Biology and Anatomy (3 credits)

This onsite course will examine the deficiencies and abnormalities of the cell that occur in various diseased conditions.

GMS 6400C: Principles of Physiology (6 credits)

This course teaches the functions of the human body at a level required for clinical

medicine. This course covers normal physiology, as well as selected diseases. The ultimate goal is for students to develop an understanding of the integrated functions of the normal body and 'problem solving' and 'critical thinking' skills in evaluating clinical situations.

GMS 6007: Fundamentals of Neuroscience (2 credits)

This course covers the basic background required to understand current topics in the field of Neuroscience, a rapidly changing area that impacts several fields of medicine including public health, public policy, and sports medicine, as well as on the military and pharmaceutical industry.

GMS 6705: Functional Human Neuroanatomy (4 credits)

This is a survey course in functional neuroscience, intended for a diverse group of graduate students. The course integrates basic neuroanatomy with systems neuroscience and cognitive neuroscience through lectures, lab work, textbook and lab atlas, and websites.

GMS 6607C: Musculoskeletal Systems (4 credits)

This course includes laboratory dissections to explore the anatomical features of the human body.

GMS 6690: Molecular Cell Biology Journal club (1 credit)

The students will read and present to the class findings of recent articles in medical education.

GMS 6940: Supervised Teaching (3 credits)

This onsite course is currently being designed for the PhD program. The student will assist in the all aspects of instruction and assessment in Gross Anatomy, Histology, or Cell Biology.

GMS 7979: Advanced Research (1-6 credits)

This course of independent research will be taken prior to the doctoral qualifying exam. The student will have picked a mentor and a committee to guide this research.

GMS 7980: Research for Doctoral Dissertation (3-9 credits)

Upon completion of the qualifying doctoral exam, the student will continue their mentored doctoral research project under this course.

Education & Research Courses

EDG 6356: Teaching, Learning, and Assessment (3 credits)

Historical and in-depth exploration of assessment practices related to curricular issues.

SCE 5140: Science Curriculum Development (3 credits)

Allows teachers to explore science curriculum development from theoretical and practical perspectives. Focuses on reform-based science curriculum and the research and science-specific pedagogical themes underlying their development.

SCE 5765: Data-Driven Science Instruction (3 credits)

Focusing on assessment of science instruction and learning. The course will include the study of research-based approaches to assessment, learning, and teaching.

EME 5207: Designing Technology-Rich Curricula (3 credits)

Extensive work in curriculum development utilizing instructional technologies. Contrasting views of curriculum development.

EME 5405: Internet in K-12 Instruction (3 credits)

Preparing preservice teachers, in-service teachers, and teacher educators to use the Internet.

EDG 6305: Multiple Perspectives on Teaching and Learning (3 credits)

Graduate seminar designed to provide a survey of major theoretical perspectives on learning and instruction, including classical and contemporary theories as well as emerging views.

EME 6065: Human-Computer Interaction and the Learner (3 credits)

Students will explore the interface between pedagogy, educational technology, cognitive science, graphic design, and software engineering, and define effective human-computer interaction.

EME 6458: Distance Teaching and Learning (3 credits)

This course explores forms of synchronous and asynchronous interactive distance education from perspectives of theory and practice.

EME 6609: Instructional Design (3 credits)

Focuses on the application of instructional design principles to the development of instruction.

EDG 6931: Special Topics: "Teaching Adults" (3 credits)

The purpose of the course is to explore theory and practice related to teaching adult learners

EDF 6520: History of Education (3 credits)

Salient issues in education from the Reformation to the present.

EDF 6544: Philosophical Foundations of Education (3 credits)

Philosophical bases for democracy and education.

EDG 6017: Writing for Academic Purposes (3 credits)

This seminar is designed to enhance the capacity of advanced graduate students from all academic disciplines to write for academic purposes. It guides students through key rhetorical moves in academic writing --- working with what "they say", presenting what "I say", creating discursive flow, and editing/revising.

EDG 6931: Special Topics: Survey of Research Methods in STEM Education (3 credits)

Focusing on mixed method and designbased research, this advanced course is intended to develop an understanding of the foci and research methods used in STEM education.

EDG 7252: Perspectives in Curriculum, Teaching, and Teacher Education (3 credits)

This course involves a collaborative exploration of enduring issues related to curriculum and its

impact on teaching and learning in classrooms at all levels.

EDF 6402: Quantitative Foundations in Educational Research: Inferential Statistics (3 credits)
Analysis of variance: One-way ANOVA, two-way ANOVA, ANOVA, repeated measures, and split plot.

EDF 6403: Quantitative Foundations of Educational Research (6 credits)
Integrated coverage of fundamentals in the general field of education research. Includes statistics, experimental design, and data processing.

EDF 6471: Survey Design and Analysis in Educational Research (3 credits)
Development and analysis techniques for surveys and questionnaires. Techniques of protocol development, data collection, analysis, and reporting.

EDF 7412: Structural Equation Models (3 credits)
Confirmatory factor analysis and causal models.

EDF 7474: Multilevel Models (3 credits)
Models and methods for analysis of multilevel data.

EDF 7932: Multivariate Analysis in Educational Research (3 credits)
Review of selected studies, focusing on methods of data analysis. Emphasis on using multivariate techniques.

EDF 6475: Qualitative Foundations of Educational Research (4 credits)
Introduction to philosophical, historical, sociological, and other methodologies as aspects of qualitative educational research.

EDF 7479: Qualitative Data Analysis: Approaches and Techniques (3 credits)
Theories, approaches, and techniques of qualitative data analysis.

EDF 7483: Qualitative Data Collection: Approaches and Techniques (3 credits)
This course on qualitative data collection addresses both theoretical and practical dimensions of conducting qualitative research.

EDF 7486: Methods of Educational Research (3 credits)
Examination of research methodologies. Problem identification as well as organization and presentation of data.

EME 6059: Blended Learning Environments (3 credits)



COMMITTEE ON ACADEMIC, FACULTY AND STUDENT AFFAIRS & EXPERIENCE
ACTION ITEM AFSAE6
December 6, 2018

SUBJECT: Removal of Limited Access Program

BACKGROUND INFORMATION

The College of Liberal Arts and Sciences is requesting the removal of the limited access status from the Bachelor of Arts in Criminology (CIP Code 45.0401) program due to the proficiency requirement no longer being necessary.

PROPOSED COMMITTEE ACTION

The Committee on Academic, Faculty and Student Affairs and Experience is asked to approve the removal of the Limited Access Program for the B.A. in Criminology in the College of Liberal Arts and Sciences (CIP Code 45.0401) for recommendation to the Board of Trustees for its approval on the Consent Agenda.

ADDITIONAL COMMITTEE CONSIDERATIONS

Board of Governors approval is required.

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

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

Approved by: University of Florida Board of Trustees, December 7, 2018.

Morteza Hosseini, Chair

W. Kent Fuchs, President and Corporate Secretary

Board of Governors, State University System of Florida
Removal of Limited Access Status Request Form
Reference: BOG Regulation 8.013, Limited Access

University:	University of Florida	Degree(s) offered:	BA
Program:	Criminology	Six digit CIP code:	45.0401

1. The limited access status was approved because (check all that applies):
- ☐ limited availability of resources
 - ☐ minimum skills for access into a fine or performing arts program
 - ☒ minimum grade point average
 - ☐ accreditation requirements
 - ☐ other (please specify): _____

3. When do you propose to implement the removal of limited access?

Fall 2018 or next available term

4. What is the justification for removing the limited access status?

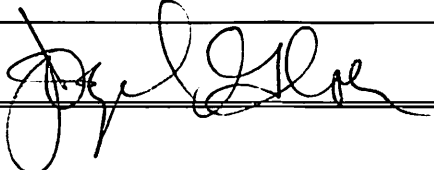
proficiency requirement no longer necessary

5. If the program was approved for limited access because of accreditation requirements and/or minimum skills requirements, please explain how these requirements have changed or will be addressed.

n/a

6. If the removal of limited access status is requested for only one track within a program, please specify the name of the track.

n/a

Request Initiated by:	Barbara Zsembik Associate Professor & Chair
Provost's Signature:	

Send the completed form to:

Dr. Jan M. Ignash
Vice-Chancellor of Academic and Student Affairs
Board of Governors
State University System of Florida
325 West Gaines Street, Suite 1614
Tallahassee, Florida 32399-1950

Degree|Change_Limited_Access for request 12765

Info

Request: Criminology BA

Description of request: removal of limited access status

Submitter: Barbara Zsembik zsembik@ufl.edu

Created: 6/11/2018 1:03:41 PM

Form version: 1

Responses

Degree Name

Enter the name of the degree program for which the limited access status will be changed.

Response:
Criminology

Degree Type

Enter the degree type.

Response:
BA

CIP Code

Enter the six digit Classification of Instructional Programs (CIP) code for the existing degree program. The code has the numerical format XX.XXXX. Contact the Office of Institutional Planning and Research (OIPR) to verify the CIP code for the existing degree program.

Response:
45.0401

Major Name(s)

Enter the name of each major in which the limited access status will be changed.

Response:
Criminology

Major Codes

Enter the two-letter or three-letter major code(s).

Response:
CJ

Requested Status

Select the requested limited access status change.

Response:
Remove limited access

Effective Term

Enter the term (semester and year) that the requested change in limited access status would be effective.

Response:
Earliest Available

Effective Year

Response:
Earliest Available

Pedagogical Rationale/Justification

The Florida Board of Governors Regulation 8.013 provides conditions under which a program may be approved as a limited access program. Generally, the program must meet at least one of the following:

<ol style="list-style-type:lower-alpha;">

- The number of students who have met all the requirements for admission to the university and to the program is in excess of available resources.*
- Applicants must demonstrate through an audition or submission of a portfolio that they already have the minimum skills necessary for them to benefit from the program.*
- The program is of such nature that in order to demonstrate potential for success in the program, applicants must attain a GPA and/or other standards above those required for admission to the university offering the program.*
- When an institution has exceeded its upper-level FTE enrollment limit as assigned by the Legislature by more than five percent.*

Response:
removal of limited access status because minimum GPA proficiency is no longer necessary

Impact on Other Programs

Describe any potential impact on other programs or departments, including increased need for general education or common prerequisite courses, or increased need for required or elective courses outside of the existing program.

Response:
none

Impact on Initial Enrollment/Retention/Graduation

Describe the projected impact of the change in limited access status on enrollment and on retention and graduation of students in the major or degree program.

Response:
none

Assessment Data Review

Describe the Student Learning Outcomes and/or program goal data that was reviewed to support the proposed changes.

Response:
All 5 SLOs will not be negatively affected by the removal of limited access status.

Academic Learning Compact and Academic Assessment Plan

Describe the modifications to the Academic Learning Compact (for undergraduate programs) and Academic Assessment Plan that result from the proposed change.

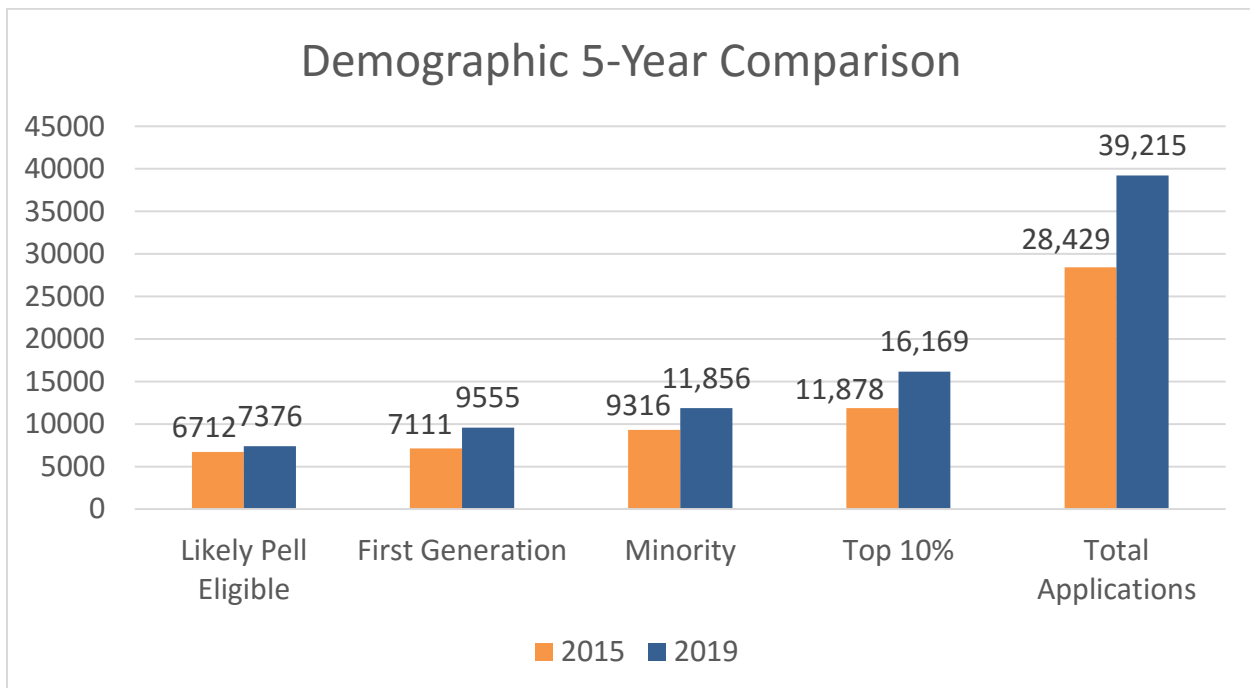
Response:

No modifications to the current Academic Learning Compact or the Academic Assessment Plan are needed.

**University of Florida
2019 Freshmen Applications
As of November 16, 2018**

Freshmen applicants have multiple pathways to enter the University of Florida including summer/fall, spring (Innovation Academy), PaCE and UF Online. November 15th was the priority deadline for freshmen applications with a final deadline of March 1st. Freshmen applications received after November 15th are reviewed on a space available basis. UF Online has, in theory, infinite capacity and thus application deadlines are semester based with flexibility to accommodate late applications.

We are still processing application and thus will have a more detailed description of the applicant pool for the next Board of Trustees meeting. Below are a few preliminary comparison of applications over a 5 year span.



In five years we've seen the following increases:

- Applications **up 37.9%**
- Likely Pell Eligible **up 9.8%**
- First Generation **up 34%**
- Minority* **up 27%**
- Top 10% **up 36%**

*Includes African American, Hispanic and Native American applicants

Program-Major/[Change_Name for request 12374

Info

Request: BA in Art

Description of request: Updating the name of the BA program to align with peer institutions

Submitter: Jennifer Setlow jsetlow@ufl.edu

Created: 3/23/2018 8:08:09 AM

Form version: 4

Responses

Current Degree Program Name

Enter the name of the degree program. A list of approved programs is available at the [SUS Academic Program Inventory](#) database.

Response:

Visual Art Studies

CIP Code

Enter the six digit Classification of Instructional Programs (CIP) code for the existing degree program. The code has the numerical format XX.XXXX. Contact the [Office of Institutional Planning and Research](#) (OIPR) to verify the CIP code for the existing degree program.

Response:

500701

Requested Name Change

Response:

Change the name of the degree program.

Proposed Degree Program Name

Response:

BA in Art

Effective Term

Enter the term (semester and year) that students would first be admitted to the renamed degree and/or major.

Response:

Fall

Effective Year

Response:

Earliest Available

Pedagogical Rationale/Justification

Describe the rationale for the proposed change.

Response:

The current name Visual Art Studies is confusing to students; additionally, we would like to align the BA degree name with that used by peer institutions. Schools like University of Michigan, University of Massachusetts Amherst, University of Illinois Urbana Champaign, Ohio State, University of Washington, UC Davis, and University of Texas designate the BA as a BA in Art. In addition to clearing up confusion as to the content of the degree, a BA in Art parallels the the BFA in Art designation and creates better community between the BFA and BA students.

Assessment Data Review

Describe the Student Learning Outcome and/or program goal data that was reviewed to support the proposed changes.

Response:

In the process of updating our BFA and BA curricula as per our program goals, we discovered that the BA program name was not aligned with that of peer institutions

Academic Learning Compact and Academic Assessment Plan

Describe the modifications to the Academic Learning Compact (for undergraduate programs) and Academic Assessment Plan that result from the proposed change.

Response:

None

Form 1

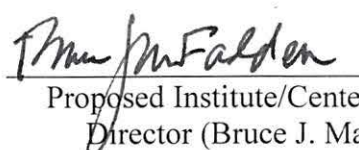
Format and Guidelines for Institutes/Centers

Sample Cover Sheet for a State of Florida or University Institute/Center Proposal

Institute/Center Name: Thompson Institute for Earth Systems

Proposed Implementation Date: July 1, 2018

The submission and signing of a proposal to initiate a State of Florida institute/center or the establishment of a University institute/center constitutes a commitment by the university(ies) to ensure that the institute/center's activities support the stated mission(s) and goals of the institution(s).

University of Florida		7/23/18
University Submitting Proposal	President	Date
		7/11/18
	Provost	Date
Institute		
Type of Institute/Center	Senior Vice President	Date
July 1, 2018		6/15/18
Proposed Implementation Date	Vice President for Research	Date
03, 26		6-14-18
Associated Discipline (2-digit CIP)	Dean of School or College	Date
 6/14/2018	 7/10/18	
Proposed Institute/Center Date Director (Bruce J. MacFadden)	Vice President and Chief Financial Officer (as appropriate)	Date
	Other President(s)/ Administrator(s)	Date (as appropriate)

Institute/Center Data

Directory Information

I/C Name: Thompson Institute for Earth Systems		
I/C Code:	University: University of Florida	I/C Type: II
I/C Director: Dr. Bruce MacFadden		Discipline(s) (2-Digit CIPs): 03, 26
Florida Museum of Natural History I/C Address: 3215 Hull Road, PO Box 112710 Gainesville, FL 32611		
I/C Telephone: 352-273-1937	I/C E-Mail Address: ties@floridamuseum.ufl.edu	
I/C SUNCOM: N/A	I/C Web Site Address: www.floridamuseum.ufl.edu/ties	
I/C FAX: N/A	Affiliated Universities: N/A	

Mission and Areas of Focus

Mission Statement: (No more than 120 words)	Earth's natural systems include the atmosphere (air), hydrosphere (oceans, freshwater), geosphere (land, solid earth), cryosphere (ice), and biosphere (life). Intrinsically connected, these systems affect one another and result in regional and global changes that profoundly impacts the future of our planet. The mission of the Thompson Institute is to advance the communication of current earth systems resulting in better informed citizens of Florida, and beyond.		
Key Terms:	Earth systems, cryosphere (ice),	atmosphere (air), biosphere (life), Florida, global, citizens,	lithosphere (land), hydrosphere (water), museum, education, societal benefit, sustainability, conservation

Form 3

I/C Code:		I/C Name: Thompson Institute for Earth Systems				
Prepared By: Griffin Sheehy		Date: 3-May-18		Telephone: 352-273-1937		

Estimated Expenditures for the Institute/Center		FISCAL YEAR: 2018-2019				
		Budgetary Unit:* E & G				
		SUS Appropriated Funds	Contracts and Grants	Fees for Services	Private & Other (Specify)	Total
Salaries & Benefits	Faculty, TEAMS, & USPS	318.076				318.076
Other	Housestaff					
Personal	Graduate Assistants					
Services	Other	27.925				27.925
Expenses			350.000		120.000	470.000
Operating Capital Outlay		10.000				10.000
Total Expenditures		356.001	350.000		120.000	826.001

Positions and Rate	SUS Appropriated Funds	Contracts and Grants	Fees for Services	Private & Other (Specify)	Total
Faculty Positions (FTE in Personyears)	1.0				1.0
TEAMS and USPS Positions (FTE in Personyears)	1.0				1.0
Total Positions (FTE in Personyears)	2.0				2.0

Sum of Salary Rates for These Faculty Positions	219,870				219,870
Sum of Salary Rates for These TEAMS and USPS Positions	28,750				28,750
Sum of Salary Rates for Faculty, TEAMS, and USPS Positions	248,620				248,620

* Budgetary Unit: Specify E&G, IFAS, or UF-HSC

Proposal to Establish the Thompson Institute for Earth Systems June 2018

A. Preamble and Context

This request to establish the Thompson Institute for Earth Systems follows the receipt of a 10-million-dollar gift to the University of Florida (UF) Foundation from Jon and Beverly Thompson of Ft. Myers, Florida. Of this gift, seven million dollars will be placed towards the overall cost of a building addition to the Florida Museum of Natural History (FLMNH), a college-level unit within UF. The remaining 3 million dollars has been placed in an endowment to provide core programmatic support in the form of an organizational unit at UF, i.e., the Thompson Institute.

Earth Systems include the atmosphere (air), biosphere (life), cryosphere (polar ice caps and glaciers), geosphere (land and lithosphere), and hydrosphere (oceans and freshwater). The systems theory of the Earth postulates that when one natural system is perturbed, it potentially affects the other natural systems.

B. Vision, Mission, and Scope

Vision

*The Thompson Institute aspires to be a nationally recognized leader in the communication of **Earth systems** research discoveries and education in Florida, and beyond, for the benefit of society and future generations.*

Aspirational Peers (initial list) include:

- Earth Institute, Columbia University, New York
- Earth Systems Program, Stanford University, California
- Jackson School of Geosciences, University of Texas
- Woods Hole Oceanographic Institute, Massachusetts

The potentially unique attribute of the Thompson Institute, i.e., what will set it apart from its aspirational peers, is the emphasis on (1) communication of Earth systems research, and (2) educational impact on a broad scale. Unlike its peers, the Thompson Institute will not have an Earth systems research agenda. In addition, it will not duplicate existing research efforts and investments already being made at UF.

Mission

*The **mission** of the Thompson Institute is to advance the communication of Earth systems science resulting in better informed citizens of Florida, and beyond.*

This mission will be fulfilled by harnessing ongoing research about Earth systems being made through scientific research discoveries, particularly at UF. As currently envisioned, four large, primary stakeholders and audiences will be impacted by the Thompson Institute. These will include: (1) Earth systems researchers (faculty and students); (2) undergraduate non-science majors at UF (who will take general education courses that relate to Earth systems); and the citizens of Florida and beyond, including (3) K-12 teachers and students, and (4) lifelong learners.

Scope

Although the intent of the Thompson Institute is primarily to focus on the impact of changing Earth systems in Florida, natural systems cut across political boundaries making local initiatives insufficient. We recognize that a larger worldview is necessary to better understand and communicate about global Earth systems. The scope of the Thompson Institute is therefore potentially world-wide.

C. Alignment with UF's Mission

Within the framework of research, teaching and public service, the mission of the Thompson Institute will be focused primarily on the latter two, i.e., teaching undergraduates and outreach initiatives that impact Florida's citizens. While not conducting original research onsite, the Thompson Institute will communicate the ongoing research enterprise of institutions such as the UF.

Complementarity with other UF units

In addition to the partnerships being developed within academic departments at UF, the Thompson Institute will have overlap and synergy with some UF centers (e.g., CPET, Graham, LEUCI, Wetlands), institutes (e.g., Biodiversity), and other center-scale projects (e.g., iDigBio). Once the Thompson Institute is established, it will seek to determine its unique role within the UF and on a national level, while at the same time identifying appropriate partnerships and synergies.

D. Proposed Activities

The activities of the Thompson Institute will target the strategic audiences described in the mission statement above (section B). Representative activities include*, but are not limited to:

- creating and distributing compelling communications and detailed reports on aspects of Earth systems changes relevant to upcoming legislation;
- translating Earth systems researchers' data and expertise into a K-12 curriculum resource;
- presenting virtual field experiences, lectures, coursework and documentaries to local and national audiences;
- drafting press releases with accompanying video and graphic/infographic collateral on Earth systems changes in the U.S. and Florida;
- serving as an international hub for Earth systems data (i.e., paleontological materials);
- maintaining a meaningful and vibrant web presence with public outreach tools for citizen advocates; and
- connecting media inquiries with Earth systems experts at UF.

*(This list is taken from Addendum A, UFF 2018)

Accountability

Program and impact evaluation, including tracking benchmarks, metrics, and outcomes, will be part of the Institute's accountability and performance efficacy plan.

E. Reporting Structure

The Thompson Institute will be a unit within the Florida Museum of Natural History. It will be lateral in status to the academic department (Natural History), public programs, and the McGuire Center that are currently units within the museum. The Director of the Thompson

Institute will report to the Director of the FLMNH (Figure 1). S/he will serve as a member of the museum's Executive and Administrative Committees. Although some faculty within the museum may unofficially report to the Director of the Thompson Institute, decisions about tenure and promotion will reside in the academic department of the museum, i.e., Natural History.

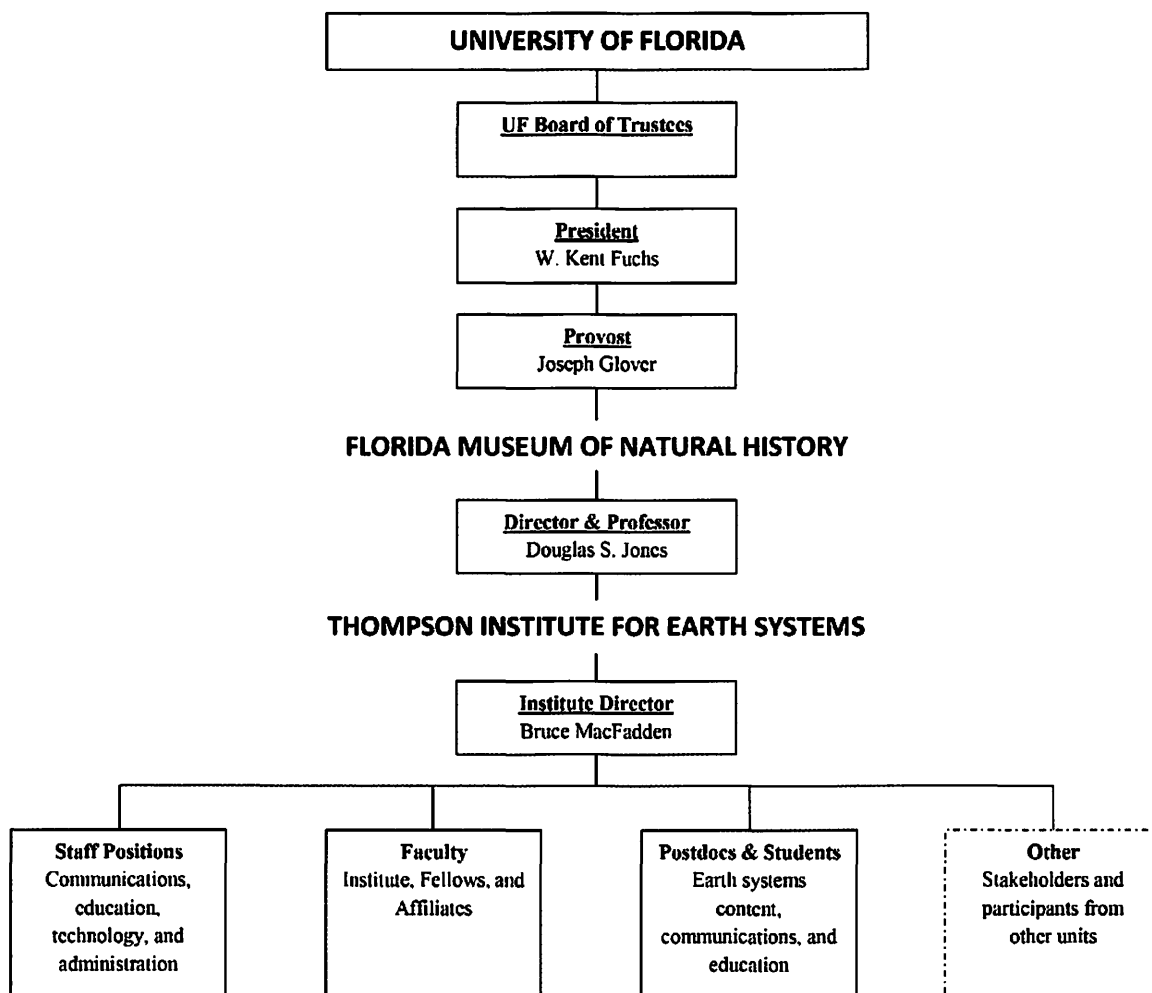


Figure 1. Basic organizational chart showing reporting structure of the Thompson Institute for Earth Systems within the FLMNH. During Year 1 at least two FTE staff will be recruited; more may follow after Year 1 depending upon programs and resources; faculty will include those within the museum and other units, students will be from participating colleges and other units. Other may include stakeholders from other units on campus involved in work groups or clusters.

F. Administrative Structure

The Thompson Institute will be led by its Director. The Institute will either employ or involve team members and participants as follows:

- **Staff.** This will include, for example, administrator/educator and communications director to be hired in 2018. As funds become available, the Institute grows, and strategic priorities are honed, other staff positions will be created as resources allow.
- **Faculty.** It is anticipated that faculty will be assigned to the Thompson Institute, or collaborating departments (e.g., Geological Sciences) at UF. These faculty will mostly be

assigned teaching responsibilities in undergraduate, non-science major courses and active participation in public service outreach activities.

- **Postdoctoral Fellows.** These positions will be recruited to advance the mission of the Institute. During 2018 we anticipate hiring one postdoctoral fellow.
- **Graduate Fellows.** A limited number of graduate students will be supported, mostly by small grants. In contrast to the traditional model of students participating in research discoveries, they will be involved in broader impact and public outreach activities that advance the mission of the Institute.

In addition, the Thompson Institute will foster collaborations with faculty in other colleges and units at UF. Two levels of these faculty appointments will be created in the Institute:

- **Faculty Fellows.** These positions will be appointed for rotating terms of two years. They will be considered primary “points-of-contact” with their home colleges at UF (e.g., CALS, CLAS, Education, and Journalism & Communication). They will be expected to serve on monthly steering committee meetings, likely be assigned desk or office space in the Institute, and receive resource incentives for participation. Faculty Fellows will be expected to report tangible outcomes of their appointments. As the budget allows, we anticipate that between two to four Faculty Fellows will be appointed in any given year. Typically these cohorts will include representatives from different colleges and units at UF.
- **Faculty Affiliates.** Appointed by mutual consent, they will act as advisors to the Institute. They will have opportunities available to any Institute participant, but will have a lower level of expected participation. Faculty Affiliates will not receive stipends like Fellows.
- **Other UF advisors.** These advisors might include staff of UF centers, or experts, e.g., in technology, who can contribute to the goals and overall success of the Thompson Institute.

External advisors

Given the scope of the Thompson Institute, a committee of four to six advisors will be recruited to serve three-year terms. These might include stakeholders from other centers and institutes on the UF campus, other research institutions in Florida, representatives from education and the public, and national scientific advisors. The primary role and responsibility of this committee will be to review programmatic progress and performance and thus advise the leadership of the institute.

UF Foundation Leadership Committee

The Thompson Institute will also have a leadership committee of state-wide stakeholders. They would advise the UF Foundation, Museum and Institute about advancement opportunities.

G. Space and Facilities

The gift that made the Thompson Institute’s programs possible also provides the core funding to build Thompson Hall. This building will be an addition to the existing museum complex (currently including Powell and McGuire halls, both a result of previous philanthropy) located in the 34th Street Cultural Plaza at 3215 Hull Road. This is part of a ca. \$35 million plan to provide major new space for educational and outreach programming based at the FLMNH. We anticipate that it will take 3 to 4 years to complete the new

building, and therefore we have an interim space plan. In FY 2018 to 2019 we plan to renovate an office, conference room, and workspace complex, within the existing museum buildings to serve as the interim home for the Thompson Institute. While this space will be adequate during the initial phases of the development of the Thompson Institute, this program and its activities will rapidly outgrow the available space. Thus, the addition of a building addition is an integral component to the long-term success of the Institute.

The new building will include state-of-the art facilities for communication, education, e-exhibits, and public engagement. As examples, this space is envisioned to include*:

- state-of-the-art digital equipment to create visualizations, mapping and models;
- space to present documentaries, lectures, panel discussions and virtual field trips to public audiences; and
- offices to house a multi-functional digital communications team.

*(This list is taken from Addendum A, UFF 2018)

H. Budget Plan

The table below presents the budget plan for the Thompson Institute (taken from UFF, 2018). It is also anticipated that other funds will be attracted through additional development opportunities, external funding from agencies such as the National Science Foundation, and we plan to submit a SUS Legislative request for FY 20-21 for the Thompson Institute.

PROPOSED 5-YEAR FUNDING PLAN	FY 17-18* Y1	FY 18-19 Y2	FY 19-20 Y3	FY 20-21 Y3	FY 21-22 Y4	TOTAL: \$35.7M**
Phase I: Hire critical staff for public outreach efforts (i.e.: Initiative Director)						
Additional university funds will support other staff in communications and curriculum resource development						
Philanthropy (Endowment)	\$3M					\$3M
Annual Endowment Spendable		\$120K	\$122,400	\$124,848	\$127,344	\$494,592
Provost	\$250K	\$250K	\$250K	\$250K	\$250K	\$1.25M
FMNH		\$106K	\$106K	\$120K	\$120K	\$452K
Research VP		\$350K	\$350K			\$700K

Notes:

*Philanthropic gift received in FY 17-18. Provost's Year 1 funding contribution is deferred until FY 18-19.

**Includes funding of building addition.

Reference Cited

UF Foundation 2018. University of Florida Earth Systems Initiative, Addendum A, unpublished document.

Projected Space Requirements (in square feet)

Projected Space Required by Source	Office	Laboratory	Conference Rooms	Other
From Existing Inventory	600	0	400	300
Rented	--	--	--	--
New Construction	2,000	2,000	1,000	5,000

Form la

For UF Internal Use Only

Indirect Cost Return for Proposed Center

The indirect cost return for a center in a college is subtracted from that received by the college. This is because all indirect costs are now returned to the colleges, minus costs of running central programs. This form is to establish what percentage (7.5% maximum), if any, the proposed center or institute will receive in indirect cost return.

INDIRECT COST ASSIGNMENTDate: Institute or Center Name: College: Indirect Cost Return: YES ☒ % Return (max 7.5%) %
NO ☐Dean's Agreement:
(Use separate form for each college)
Dean's signature

EDC/cl

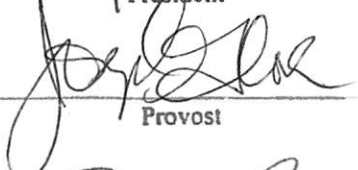
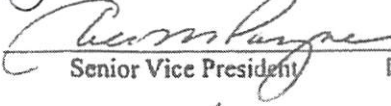
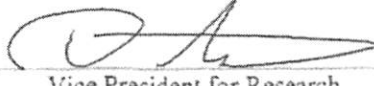
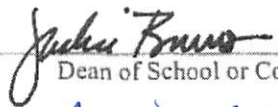
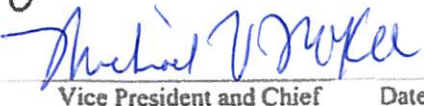
Form 1

University of Florida Center Proposal

Center for Arthropod Management Technologies

October 1, 2018

The submission and signing of a proposal to initiate a State of Florida institute center or the establishment of a University institute/center constitutes a commitment by the university(ies) to ensure that the institute/center's activities support the stated mission(s) and goals of the institution(s).

<u>University of Florida</u> University Submitting Proposal	 President	10/11/18 Date
	 Provost	10/10/18 Date
<u>University of Florida</u> Type of Institute/Center	 Senior Vice President	9/6/18 Date
<u>October 1, 2018</u> Proposed Implementation Date	 Vice President for Research	9/11/18 Date
<u>Associated Discipline (2-digit CIP)</u>	 Dean of School or College	9-20-18 Date
<u>B.C. Bonning</u> 7-16-18 Proposed Institute/Center Date Director, Dr. Bryony C. Bonning	 Vice President and Chief Financial Officer (as appropriate)	10/1/18 Date

Other President(s)/
Administrator(s) (as appropriate) Date

Form 2

Institute/Center Data

Directory Information

I/C Name:		Center for Arthropod Management Technologies	
I/C Code:	University:	University of Florida	I/C Type:
I/C Director:		Bryony C. Bonning	Discipline(s) (2-Digit CIPs):
1881 Natural Area Dr. I/C Address: PO Box 110620 Gainesville, FL 32611-0620			
I/C Telephone:	(352) 273-3984	I/C E-Mail Address:	camtech@ifas.ufl.edu
I/C SUNCOM:		I/C Web Site Address:	camtech.ent.lastate.edu
I/C FAX:	(352) 392-0190	Affiliated Universities:	University of Kentucky

Mission and Areas of Focus

Mission Statement:
(No more than 120 words)

The Center for Arthropod Management Technologies (CAMTech) is a National Science Foundation (NSF) Industry/University Cooperative Research Center, with center research driven by the needs of the marketplace for practical management solutions. The mission of the center is two-fold: 1) Link the efforts of industry, government and academia toward effective management of insect and nematode pests through pre-competitive, interdisciplinary research toward development of new tools and provision of knowledge to facilitate delivery of novel pest management strategies to the field. 2) Train graduate students and postdoctoral researchers for potential future employment within the field. Interactions with the major industries in the arthropod and nematode management field serve to enhance both the research and educational thrusts of the center.

Key Terms:

arthropod

nematode

pest management

industry

NSF

Form 3

I/C Code:	I/C Name: Center for Arthropod Management Technologies		
Prepared By: Bryony Bonning,	Date: 7/18/2018	Telephone: (352) 273-3984	

Estimated Expenditures for the Institute/Center		FISCAL YEAR: 2019				
		Budgetary Unit:* IFAS				
		SUS Appropriated Funds	Contracts and Grants	Fees for Services	Private & Other (Specify)	Total
Salaries & Benefits	Faculty, TEAMS, & USPS		69,638		106,465	
Other	Housestaff					
Personal	Graduate Assistants		138,424			
Services	Other		291,816			
Expenses			152,947		10,285	
Operating Capital Outlay						
Total Expenditures			652,825		116,750	769,575

Positions and Rate	SUS Appropriated Funds	Contracts and Grants	Fees for Services	Private & Other (Specify)	Total
Faculty Positions (FTE in Personyears)				0.30	
TEAMS and USPS Positions (FTE in Personyears)		7.15		0.35	
Total Positions (FTE in Personyears)		7.15		0.65	7.80
Sum of Salary Rates for These Faculty Positions				214,900	
Sum of Salary Rates for These TEAMS and USPS Positions		352,000		50,000	
Sum of Salary Rates for Faculty, TEAMS, and USPS Positions		352,000		264,900	616,900

* Budgetary Unit: Specify E&G, IFAS, or UF-HSC

Private & Other: \$35k per year from IFAS; 0.3FTE Bonning.

Contracts & Grants: \$150k p.a. from NSF (52.5% IDC); \$550k p.a. memberships (10% IDC).

CAMTech Budget Breakdown

Personnel (\$)

Center Director (\$81,877): Center Director, Bryony Bonning is expected to spend 0.3 FTE on center-related activities (\$64,470). Benefits are calculated at 27% (\$17,407)

Center Coordinator (\$94,226): The Center Coordinator position (Research Coordinator II) is funded by NSF at 0.65 FTE and 0.35 FTE by IFAS CAMTech funds. The Center Coordinator will arrange Industry Advisory Board meetings, liaise with industry members, faculty and researchers, edit research reports and handle center documentation, maintain the center web site, and produce marketing materials. Benefits are calculated at 35.1%.

	NSF 0.65	IFAS 0.35	Total
Center Coordinator Salary:	\$33,800	18,200	52,000
Fringe: 35.1%	11,864	6,388	18,252
Total Direct	45,664	24,588	70,252
IDC (52.5% direct costs)	23,974	-	23,974
Total	69,638	24,588	94,226

Trainees (\$539,962): It is estimated that 5 postdoctoral research associates (\$384,813) and 3 graduate students (\$155,149) will be funded during the 2019 fiscal year for projects based at UF and at UK. Fringe benefits are calculated at 11.7%

Trainee supplement: Student supplements (\$15,000 direct; \$22,875 total) are also provided by NSF to facilitate recruitment of minority groups.

Industry Memberships

Ten industry memberships are expected totaling \$550,000. Membership funds are distributed to labs at UF and UK to fund top-ranked project proposals with 10% indirect going to the university at which each project is funded. CAMTech memberships will be used for the support of postdoctoral research associates and graduate students working on an estimated eight research projects with the budget costs as follows:

Project Budget	Per project	Total trainee costs	Subtotals	+10% IDC
Graduate student stipend (0.5 FTE)	\$21,500	(3 students) \$64,500		
Benefits (11.7%)	\$2,515	7,545		
Tuition	\$11,000	33,000	105,045	115,549
Supplies	\$10,000	30,000		
Travel (2 IAB meetings p.a.)	2,000	6,000	36,000	39,600
TOTAL DIRECT GS	47,015	141,045		
Indirect (10%)	4,701	14,104		
Total request GS	51,716	155,149		

Postdoc stipend	\$47,500	(5 postdocs) \$237,500		
Benefits (11.7%)	5,557	27,787	265,287	291,816
Health Insurance	-			
Supplies	\$10,000	\$50,000		
Travel (2 IAB meetings p.a.)	2,000	10,000	\$60,000	\$66,000
TOTAL DIRECT PD	65,057	352,285		
Indirect (10%)	6,505	32,528		
Total request PD	71,562	384,813		

Note that industry membership income is not all used in a given year (\$46,038 will carry forward based on the estimated project budgets outlined above).

Expenses (\$152,947 C&G; \$10,285 IFAS):

NSF: Travel (\$7,047 direct, **\$10,747 total**). Travel covered by the NSF award includes 1) attendance by the director of the 2019 NSF I/UCRC meeting (\$1,400), 2) Recruitment-related travel (\$3,474), 3) attendance of two CAMTech meetings (\$2,400)

Other Direct Costs:

NSF (\$24,000 direct, **\$36,600 total**): The NSF award covers the cost of one Industry Advisory Board (IAB) meeting per year (\$11,000), promotional materials (\$1,000), trainee professional development (\$6,000), publication charges (\$6,000).

CAMTech Memberships: Research project costs (supplies and travel) are estimated at **\$105,600** (including 10% indirect) as detailed in the table above.

IFAS (\$10,285): IFAS funds will be used toward IAB meetings and for miscellaneous administrative costs.

September 4, 2018

Proposal for establishment of the Center for Arthropod Management Technologies as a University of Florida Center

Bryony C. Bonning, Professor and Eminent Scholar, Department of Entomology and Nematology
bbonning@ufl.edu; Tel. (352) 273-3984

The National Science Foundation (NSF) Industry/University Cooperative Research Center (I/UCRC), the Center for Arthropod Management Technologies (CAMTech) was established in August 2013 with Iowa State University (ISU) as the lead institution and University of Kentucky as the sister site. With the move of the Center Director, Dr. Bryony C. Bonning from ISU to University of Florida (UF) and receipt of an NSF Phase II award to UF (NSF Grant No. 1821914), UF has now replaced ISU as the lead center site. The center has become a dynamic, cohesive industry-university research center with significant contributions to the state of the art, a strong student training record and unparalleled member loyalty.

Mission Statement and Goals:

The mission of the center is:

- 1) to link the efforts of industry, government and academia toward effective management of insect and nematode pests through pre-competitive, interdisciplinary research toward development of new tools and provision of knowledge to facilitate delivery of novel pest management strategies to the field;
- 2) to train graduate students and postdoctoral researchers for employment within the field.

Interactions with all of the major industries in the arthropod and nematode management field serve to enhance both the research and educational thrusts of the center.

The goals of the center are in line with the research and educational mission of the University of Florida in 1) providing outstanding training and professional development opportunities for trainees including networking with potential future employers, 2) addressing the pest management needs of stakeholders.

Proposed Activities:

The center promotes interdisciplinary research on fundamental aspects of arthropod and nematode biology, and on development of both research and pest management-related tools. An NSF award has been secured for support of the administrative structure of the center at UF. The structure of the center is governed by NSF I/UCRC requirements and center operations are governed by the Center Operating Procedures document (see Appendix). The presence of the center at UF will benefit the Department of Entomology and Nematology in particular, but also collaborating departments and units through provision of research funding, trainee support and networking. The unmet need that is satisfied by this center, is the alignment of arthropod and nematode research with specific needs of the industrial sector. This alignment is expected to result in more efficient delivery of pest control tools to the marketplace.

Technical Focus

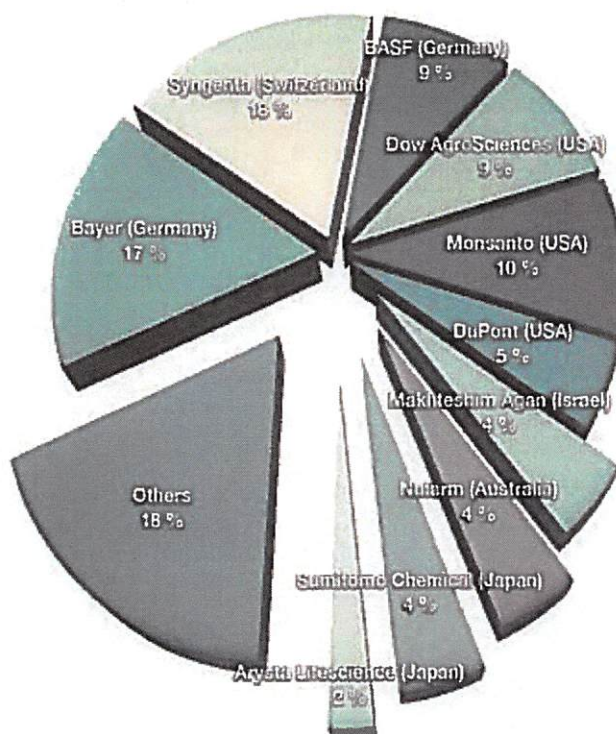
CAMTech was founded to address the need for specific knowledge and research tools to expedite delivery of pest management options, and to investigate both new approaches, and expansion of

existing approaches for pest suppression. The major limitations in the field are common to the agricultural biotechnology and urban pest management industries and restrict widespread adoption of strategies shown to be effective in some systems. The technical focus of the center evolved over the course of the Phase I funding period to better align with industry needs, with an emphasis on genomics, physiology, insect resistance, integrated pest management (IPM), and the development of new methods and tools.

Targeted Industry

The global pesticide market (Fig. 1) is expected to reach > \$81 billion in 2021 having increased at a 5 year annual growth rate of 6%. The global market for biopesticides is expected to reach \$53.7 billion by 2022¹. Synthetic pesticides (herbicides, insecticides and fungicides) account for the majority of the pesticide market with biopesticides increasing in importance due to their low toxicity to non-target organisms. Biopesticides are defined by the Environmental Protection Agency as a pesticide derived from natural materials such as plants and microorganisms.

Figure 1. Market share of top 10 corporations in global pesticides market. Source: Exploring the Global Food Supply Chain, 3D



1 Bergin, J. *Agricultural Biotechnology: Emerging Technologies and Global Markets*. (BCC Research, 2017)

Growth in the pesticide market is primarily driven by the increased global population and associated increased demand for food. The NSF Center for Arthropod Management Technologies will continue to play an important role in facilitating transfer of tools and knowledge to expedite delivery of management solutions to the market place

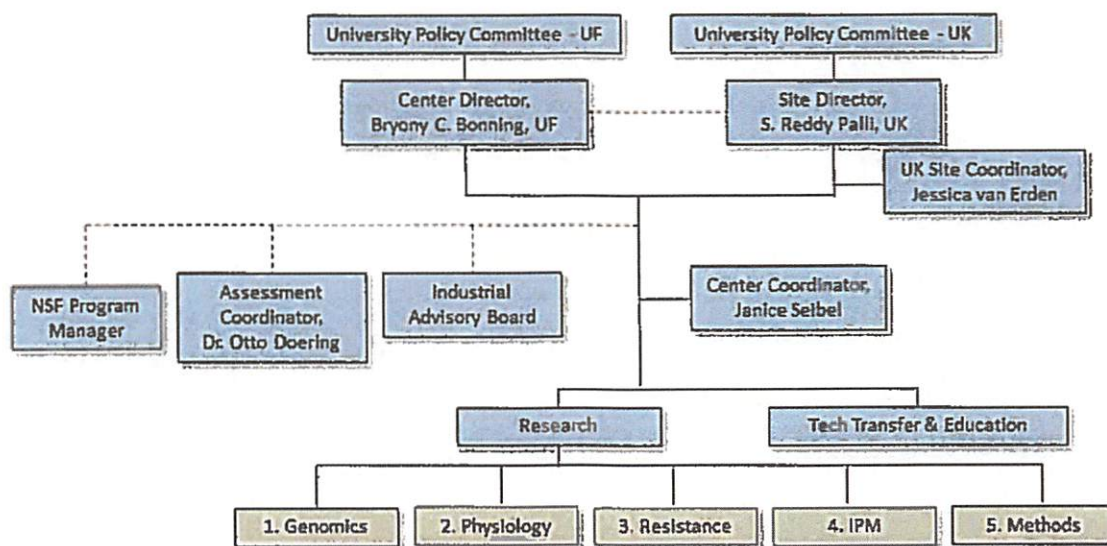
Center Organization

The management and staffing structure of the center (Figure 3) is in line with NSF I/UCRC program requirements, and has proven effective for efficient execution of center operations. The Center Director, Dr. Bryony Bonning is responsible for oversight of all center operations, including financial and personnel resources, reporting and research compliance.

Dr. Subba Reddy Palli is the site director at University of Kentucky. Drs. Bonning and Palli share responsibility for soliciting research projects in response to the CAMTech RFA, recruiting members, and ensuring the technical success of research projects. Individual faculty members are responsible for overseeing research projects with input from mentors drawn from member companies, and for mentoring of trainees, both graduate students and postdoctoral researchers. Center members provide recommendations to the center directors regarding 1) areas of particular interest for the RFA, and 2) research projects to be funded. The faculty PIs and co-PIs at UF have

the experience and technical expertise to address research questions in all five areas of research focus (Figure 2) and to oversee projects recommended for funding by the IAB.

Figure 2: CAMTech Organizational Chart



Each site has a **University Policy Committee (UPC)** comprised of research administrators to assist with any academic administrative issues that arise. The UF UPC is comprised of Entomology and Nematology Department Chair, Dr. Blair Siegfried, and Institute for Food and Agricultural Sciences Research Dean, Dr. Jackie Burns.

Reporting Structure: Center Director Bryony Bonning will report annually to the Department of Entomology and Nematology Chair, Dr. Blair Siegfried, and every 5 years to Dean Burns. Bonning will also report to NSF on an annual basis, and to the Florida Board of Governor's Expertnet system for each July 1 to June 30 reporting period.

Relationship to UF departments: The CAMTech RFA is released annually in May is open to all faculty members at UF. Research conducted within the Department of Entomology and Nematology is the most closely aligned with the goals of the center but it is expected that faculty members from other departments (e.g. Plant Pathology, Horticulture, Microbiology, Engineering) will become involved with center activities.

Space Requirements: An office will be required for the CAMTech Center Coordinator, who will be based in Steinmetz Hall. CAMTech-funded research will be conducted within the laboratories of faculty PIs.

Budget Plan: The NSF Phase II award provides \$150k per year from 2018 to 2023, and is primarily for the administrative functions of the center. Center research is funded by memberships. Current members of CAMTech are shown in Figure 3. For the Phase II funding period, the membership level is \$55,000 for industry and \$30,000 for non-government, non-profit organizations. We have letters of commitment for 10 industry membership agreements starting Fall 2018 at UF. IFAS will provide \$35k per year to help cover the salary and benefits of the

CAMTech center coordinator, and associated costs. There is potential for continuation of CAMTech into Phase III with an additional 5 years of support from NSF (2023-2028).

IDC return: CAMTech would benefit from indirect cost return to help offset the 10% IDC on the membership funds. Although the membership level was increased from \$50k (no IDC) in Phase I to \$55k in Phase II to help offset increasing costs associated with research, the membership increase has been nullified by the 10% IDC that will be taken out of memberships by UF in Phase II. We currently have less funding per membership than during Phase I of center funding. An important factor for members is the return on their membership investment.



Figure 3: University sites and members of the NSF Center for Arthropod Management Technologies. UF has replaced ISU as the lead site for the Phase II funding period. Note: member information is confidential.

Value of CAMTech to UF and IFAS: CAMTech will provide an internal funding source for trainees at UF. In addition, interactions between faculty members with industry representatives is expected to result in additional funding with full overhead directly to labs. During Phase I of the NSF funding period (from 2013 to 2018) these interactions resulted in eight projects funded directly to individual labs, (totaling ~\$3 million) involving more than half of the center members.

Appendix

CAMTech Operating Procedures. See Appendix of this document for CAMTech membership and confidentiality agreements.



Operating Procedures

Center for Arthropod Management Technologies (CAMTech)

NSF Industry/University Cooperative Research Center

Approved 5-18-2018

ARTICLE I - INTRODUCTION

- 1.1 The following operating procedures will be used to govern the Center for Arthropod Management Technologies (CAMTech), a National Science Foundation (NSF) Industry/University Cooperative Research Center (I/UCRC).
- 1.2 The operating procedures are approved by the Directors' Board (consisting of the center director and the site directors for each site) and the Industrial Advisory Board (IAB). The operating procedures can be amended at any time by an affirmative vote of two thirds of the Directors' Board and two thirds of the members of the Industrial Advisory Board. These operating procedures are intended to be flexible and to change with the needs of the center.
- 1.3 The CAMTech is a multiple university consortium comprised of the following affiliated participating universities/sites:
 - University of Florida, Gainesville, FL
 - University of Kentucky, Lexington, KY

University of Florida is the lead university of CAMTech. Additional universities may join the center as specified in Article XIII below.

- 1.4 These operating procedures form a part of the membership agreement (Appendix I) with participating members. If there are any inconsistencies between the operating procedures and the membership agreement, the terms and conditions outlined in the membership agreement take precedence over the operating procedures provided the inconsistent terms of the membership agreement have been approved by two thirds of the Directors' Board and two thirds of the IAB.

ARTICLE II - DEFINITIONS

- University(s) or participating / affiliated university(s) means universities collaborating in the center.
- Member(s) means member companies, member corporations including non-profit organizations, commodity associations and institutions, or member government organizations.
- Sponsor means NSF.
- Shared Research means projects funded by members with results shared among the members of the center.
- Research means shared research. All research performed within CAMTech is shared research.



- Center means CAMTech.
- Mentor is a technical sponsor who oversees a center research project. A mentor may be a member of the IAB or another employee from the member organization.

ARTICLE III - PURPOSE

Vision Statement

- 3.1 The CAMTech will conduct industry-relevant fundamental research to facilitate strategies for management of arthropod and nematode pests.

Mission Statement

- 3.2 The mission of the CAMTech is:

- To conduct pre-competitive research and transfer knowledge to members for in-house use;
- Optimize and extend the versatility of current arthropod and nematode management technologies;
- Train personnel for potential future employment within industry.

Research Focus

- 3.3 CAMTech research topics will focus on the needs of the members and the capabilities of the universities.

ARTICLE IV – MEMBERSHIP

- 4.1 A company, corporation, government organization, or other organization becomes a member upon executing the membership agreement (Appendix I) and Non-disclosure agreement (NDA; Appendix II) and paying the membership fee.
- 4.2 A company, corporation, government organization, or other organization may support the center with at most two voting memberships.
- 4.3 The CAMTech membership fees will be used to support center research. The membership fee for for-profit organizations is \$50,000 per year in Phase I. To account for normal increases in costs associated with running the center (e.g., student wages, tuition, etc.) and the reduced funding from NSF over time, the cost of membership will increase by \$5,000 for each Phase of NSF funding. The membership fee for non-government, non-profit organizations will be considered on a case-by-case basis.
- 4.4 New members will have access to all information on projects previously funded by the center.
- 4.5 A site university that receives and uses membership fees will provide a cost share match to support center research by limiting the university overhead rate to a maximum of 10 percent on member's cash fees in accordance with the requirements of the National Science Foundation I/UCRC program solicitation.



- 4.6 An in-kind membership is possible upon approval by the center director, all university site directors, and two thirds of the IAB. A member organization that provides in-kind membership fees in lieu of cash payments will provide a list of categorized items to be considered as its in-kind support for approval. The value of in-kind payments will be based on fair market value. In-kind memberships must be reviewed and approved on an annual basis.
- 4.7 All members will sign the same membership agreement (Appendix I) and associated NDA (Appendix II) unless otherwise approved by the center director and lead site for non-substantive changes, or by the center director, all university site directors, the NSF I/UCRC program management and two thirds of the representatives of the IAB for substantive changes.

ARTICLE V- ORGANIZATION

- 5.1 Members paying membership fees and the members providing in-kind membership fees will each have one representative on the IAB. An organization may have at most two center memberships and will be entitled to have one voting representative on the IAB for each paid membership.
- 5.2 The IAB will select a chair and a secretary (chair-elect) for a two-year term at the Inaugural IAB meeting, and every two years thereafter.
- 5.3 All members will participate in the strategic planning of the center. The IAB will assist the participating faculty in identifying pre-competitive, industry-related research projects; recommend research projects for future work; assist the center director and site directors in identifying new members; review the research and educational accomplishments of the center; and recommend restructuring and/or redirecting of on-going programs to meet IAB needs and concerns.
- 5.4 The center director will be responsible for all center activities and will report directly to his/her dean at the lead university.
- 5.5 The site directors will be responsible for center activities at their university and will report directly to their respective university administrators and to the center director for purposes of center business. The site directors will provide liaison between the center and the appropriate academic departments of the member universities.
- 5.6 Project principal investigators will manage specific research projects funded by the center and will report directly to their respective site directors for matters related to center funded activities, their respective university administrators; and, will provide regular reports to the members supporting their projects (see 7.3). Project principal investigators will be identified in specific project proposals.
- 5.7 Each site director will be chosen by the participating university.
- 5.8 A center external assessment coordinator, appointed by the National Science Foundation, will assist the center director, site directors, and the Industrial Advisory Board to organize the center and provide an independent assessment of the operation. The center external assessment



coordinator will report directly to the I/UCRC program manager at the National Science Foundation.

- 5.9 *University policy committee:* The center will form an administrative oversight and policy committee consisting of relevant university administrators at each participating university to resolve center administrative issues, including review of academic standards, recruitment strategies, retention issues, funding issues, space requirements, and equipment requirements related to the center. This committee will encourage faculty recognition for participation in the center in tenure and promotion decisions, and will promote research that is appropriate for graduate education.
- 5.10 *Administrative support staff:* The lead university and each participating university will provide a reasonable level of clerical and accounting support for the operation of the center. Administrative staff will maintain the center website including documents accessible to IAB members by password.

ARTICLE VI- ADMINISTRATION

- 6.1 The center director and site directors will work with the Industrial Advisory Board on strategic plans for the center and on recruiting new members.
- 6.2 The center director in cooperation with the site directors will submit an annual operating and research budget to the IAB for review and recommendations. This will be available for review prior to the fall IAB meeting each year.
- 6.3 Upon recommendation of the Industrial Advisory Board the center and site directors will authorize the use of membership fees by the project principal investigators in support of center research.
- 6.4 The site directors will work with the appropriate departments on recruiting graduate students for the center and will set standards for student participation; monitor student progress; set goals for recruiting students (especially minorities and women); promote the multidisciplinary nature of the research program.
- 6.5 Each CAMTech student (undergraduate, graduate, and/or postdoctoral) will have a center faculty mentor from his or her institution. The faculty mentor is responsible for advising the student on university, departmental, and center policies.

ARTICLE VII- REPORTS AND INTERACTIONS

- 7.1 The center director shall provide at least an annual report to the members and to the National Science Foundation. This report will be available in electronic form for download over the Internet through a protected login interface.
- 7.2 For each project funded within the center, principal investigators shall provide an I/UCRC project description with technical objectives and milestones to the members at the beginning of the project.



- 7.3 For each project funded within the center, principal investigators shall provide a written quarterly report to the center director, which will be forwarded to IAB members and project mentors (see 9.4 below).
- 7.4 Interim project reports shall be provided to mentors via regular teleconference briefings or short written reports. The form and frequency of reports for each project shall be coordinated by the principal investigators and the project mentors. Presentations will be provided to mentors for review at least 48 hours prior to videoconferences.
- 7.5 All administrative issues, concerns or conflicts regarding the activities of research and reporting are responsibilities of the center director.
- 7.6 All reports will be provided to members as pdf files and will be marked 'confidential'.

ARTICLE VIII- MEETINGS

- 8.1 The center director, site directors and the IAB chair in consultation with the center assessment coordinator and in accordance with NSF guidelines, will establish the schedule of activities and meetings for the center as well as the agenda for the twice yearly research review meetings.
- 8.2 The participating universities and IAB members for CAMTech will meet twice a year (spring and fall) to review research results, propose projects, review budgets, and discuss strategic plans for the center.
- 8.3 A member may send more than one representative to the IAB meetings, but will only have one voting representative per paid membership.
- 8.4 Meeting agendas are provided at least two weeks in advance of each meeting. Minutes for open and closed IAB sessions will be taken by the secretary of the IAB and distributed to the IAB and center assessment coordinator after the meeting. All documents will be supplied as pdf files and marked confidential.
- 8.5 Center meetings are closed to the public because of proprietary information that will be discussed. Attendance is limited to faculty, staff, postdoctoral fellows, and students affiliated with the center; representatives of center members; and the NSF-appointed center assessment coordinator and other NSF personnel. Prospective members and university affiliates may attend by invitation of the center director and must sign a CAMTech non-disclosure agreement (Appendix II). Prospective members may attend a maximum of two IAB meetings.

ARTICLE IX- RESEARCH PROJECT SELECTION PROCEDURE

- 9.1 Proposed new projects are reviewed annually by the IAB. On project decisions, each IAB member is allocated voting points (one per \$1,000 of the membership payment) with which to influence project selection and resource allocation priorities. Voting points may be distributed across sites and projects in any manner that the member selects, from all points on one project to some points



on many or all projects. Projects with the most voting points will be selected for funding irrespective of center site. Project budgets may be adjusted slightly on the basis of available funds.

- 9.2 The research projects are conducted by students (undergraduate, graduate, and/or postdoctoral), technical staff and faculty at one or more of the participating universities.
- 9.3 All center members may participate in the selection and evaluation of research projects. Individual organizations may acquire up to two voting center memberships, and therefore will have a corresponding number of voting points.
- 9.4 Each funded project will have a minimum of two mentors / technical sponsors from member institutions.
- 9.5 Members may propose general industry-oriented research topics of interest for consideration. Faculty members from participating institutions may submit ideas for potential inclusion as areas of emphasis in the Request for Applications. A short list of relevant research topics will be compiled based on the interest of the members. Each participating university will develop a set of pre-proposals consistent with the interest of the members, and the mission of the center. PIs of top-ranked pre-proposals will be invited to submit a full proposal. The proposals will be distributed to the IAB and posted on the center secure web site prior to the fall IAB meeting. At the research review meeting, faculty/student teams will discuss their proposals with IAB members.
- 9.6 At IAB meetings, an industry representative will be assigned as the primary reviewer for each proposal or research update, and will lead the discussion on that proposal or project during the LIFE form review and discussion.
- 9.7 When the required expertise falls outside of CAMTech, research may be conducted by invitation at sites outside of the center. In this case, researchers must abide by the terms of the membership agreement, the NSF and the operating procedures outlined herein. Individual researchers typically only receive such a center sub-award once.

ARTICLE X- PUBLICITY

- 10.1 A member shall not use the name of any participating university in any publicity, advertising or news release without the prior written approval of an authorized representative of the affected university. Likewise, no participating university may use the name of a member in any publicity without the prior written approval of the member. Press releases will be coordinated between the center director and participating university press office. Notwithstanding the forgoing the parties may satisfy any reporting requirements of their respective organizations and of NSF.
- 10.2 Subject to the recommendations of the IAB, the center director shall post descriptions of all CAMTech-funded research projects on the center website. The descriptions shall not contain confidential or proprietary information and may be published freely.



ARTICLE XI- PUBLICATIONS

- 11.1 Researchers engaged in CAMTech research shall be permitted to disclose the methods and results of their research after a review by the members for proprietary materials as outlined in the membership agreement (Appendix I). The requirement for review by members prior to public disclosure ends following member review of the final quarterly report of the project funding period.
- 11.2 In accordance with the membership agreement, Universities reserve the right to publish center information arising out of or resulting from shared research. The notice of intention to publish along with the manuscript will be sent to the primary contact for each member and posted to the secure center website. University publication rights remain as per the membership agreement.
- 11.3 Center data that have been approved for public disclosure may be used in additional publications or forums without additional permission.
- 11.4 The following statement acknowledging CAMTech support should be used for any publication of research based on or developed with CAMTech support: "This material is based upon work supported by the National Science Foundation I/UCRC, the Center for Arthropod Management Technologies under Grant No. IIP-1338775 and by industry partners."

ARTICLE XII- BENEFITS

- 12.1 All members will have non-exclusive rights to the entire CAMTech shared research portfolio under the conditions outlined in the membership agreement and these operating procedures.
- 12.2 All members will have an opportunity to directly contribute to CAMTech research and education programs by serving as industrial mentors and/or thesis committee members as appropriate and consistent with the policies and procedures of participating universities.
- 12.3 All members will have an opportunity to propose specific research problems, and focus areas for research.
- 12.4 Information transfer between the faculty/student research teams and members will be promoted by: direct involvement of the industrial advisor on the research team; submission of reports; and research presentations to members.
- 12.5 Each member that joins the center by paying a cash membership fee will vote anonymously on the selection of research projects supported by membership fees. They will also be eligible to vote on all other center matters and participate in the evaluation and discussion of research projects.
- 12.6 Each member that joins the center on an approved in-kind basis will also have voting rights as outlined in 12.5, if approved by two-thirds of the cash paying membership.



ARTICLE XIII- NEW UNIVERSITY AFFILIATES AND INDUSTRIAL MEMBERS

- 13.1** From time to time, new universities may request membership in the CAMTech as an affiliated site. Each new university requesting membership shall initially obtain concurrence from the center director, site directors, and the I/UCRC program manager at the National Science Foundation prior to submitting a letter of intent to join to CAMTech. Universities requesting membership as a participating university must demonstrate their ability to perform synergistic research within the focused research areas of the center and their willingness to work within the structure, policies and procedures of CAMTech. Upon concurrence by the center, including the approval of a majority of the IAB, the new university requesting membership as a participating university may continue its application following the applicable procedures of the current National Science Foundation I/UCRC program solicitation.
- 13.2** A new university requesting membership into CAMTech shall review their research objectives and program plans, and obtain and submit within their planning grant proposal a letter of support from the site director at each of the current center university members and from the IAB chair.
- 13.3** From time to time, new companies, corporations, or organizations may request, or be invited, to join CAMTech as a member. These new companies, corporations, or organizations may join CAMTech upon signature of the existing membership agreement and associated NDA (Appendix II), acceptance of the current operating procedures, and payment of the non-prorated annual membership fee.



APPENDIX I.

Industry/University Cooperative Research Center Center for Arthropod Management Technologies Membership Agreement

This Agreement is made this..... day ofby and between University of Florida Board of Trustees (hereinafter called "UNIVERSITY") and (hereinafter called "Company") for the Center comprising and acting through the Center for Arthropod Management Technologies (CAMTech), which is defined as all CAMTech Research Sites funded by the Industry/University Cooperative Research Center Program of the National Science Foundation.

WHEREAS, the parties to this Agreement intend to join together in a cooperative effort to support an Industry/University Cooperative Research Center for Arthropod Management Technologies (hereinafter called "CENTER") led by the UNIVERSITY to maintain a mechanism whereby the UNIVERSITY environment can be used to perform research toward optimizing the efficacy of arthropod pest management, and training of research personnel.

WHEREAS, the University of Kentucky and UNIVERSITY have entered into an Inter-Institutional Agreement, in a cooperative effort to establish and support the CENTER, and the CENTER intends to maintain a mechanism whereby the CENTER environment can be used to perform research for the CENTER at the University of Florida, University of Kentucky, and/or future universities (hereinafter collectively called the "Collaborating Universities") in the area of CAMTech.

The parties hereby agree to the following terms and conditions:

A. CENTER will be operated by certain faculty, staff and students at the UNIVERSITY and other Research Sites at the other Collaborating Universities. For the first five years, the CENTER will be supported jointly by industrial firms, the National Science Foundation (NSF), and the Collaborating Universities. It is possible that the UNIVERSITY may receive support from NSF for an additional five years.

B. Any COMPANY, Federal Research and Development organization, or any Government-owned Contractor Operated laboratory may become a sponsor of the CENTER, consistent with applicable state and federal laws and statutes.

C. COMPANY agrees to contribute \$55,000 annually in support of the CENTER and thereby becomes a member. Payment of these membership fees shall be made to University of Florida Board of Trustees as a lump sum effective _____; or in four equal quarterly installments on _____, _____, _____ and _____ of each year of sponsorship. Checks from COMPANY should be mailed to Revenue Team, Contracts & Grants Accounting, 33 Tigert Hall, PO Box 113001, Gainesville, FL 32611 and made payable to University of Florida Board of Trustees with a note in the memo section indicating the payment is for CAMTech membership. Because research of the type to be done by the CENTER takes time and research results may not be obvious immediately, COMPANY should join CENTER with the intention of remaining a fee



paying member for at least two years. However, COMPANY may terminate this Agreement by giving UNIVERSITY 90 day's written notice prior to the termination date.

D. There will be an Industrial Advisory Board composed of one representative from each member. This board makes recommendations on (a) the research projects to be carried out by CENTER (b) the apportionment of resources to these research projects, and (c) changes in the CENTER Operating Procedures.

E. UNIVERSITY reserves the right to publish in scientific journals the results of any research performed by CENTER. COMPANY, however, shall have the opportunity to review any paper or presentation containing results of the research program of CENTER prior to publication of the paper, and shall have the right to request a delay in publication for a period not to exceed 30 day(s) from the date of submission to COMPANY, for proprietary reasons, provided that COMPANY makes a written request and justification for such delay within 30 days from the date the proposed publication is submitted to COMPANY.

F. All patents derived from inventions conceived or first actually reduced to practice in the course of research conducted by the CENTER shall belong to UNIVERSITY and / or other relevant University Research Site. These universities, pursuant to chapter 18 of title 35 of the United States Code, commonly called the Bayh-Dole Act, will have ownership of all patents developed from this work, subject to "march-in" rights as set forth in this Act.

G. UNIVERSITY agrees that all such CENTER sponsors are entitled to a nonexclusive royalty-free license during its period of membership. COMPANY will have the right to sublicense its subsidiaries and affiliates. COMPANIES that wish to exercise rights to a royalty-free license agree to pay their pro-rata share of reasonable costs of protecting the intellectual property, including patent filing, prosecution and maintenance. COMPANIES that were members at the time of disclosure of the intellectual property and wish to exercise rights to a royalty-free, non-exclusive license agreement for any patented intellectual property shall notify CENTER in writing within sixty (60) days of receiving notice that the intellectual property is available for license, and the COMPANIES shall pay all allocated costs of obtaining patent protection.

H. If only one COMPANY seeks a license, that COMPANY may obtain an exclusive fee-bearing license through one of its agents. The license is subject to the rights of the federal government under the Bayh-Dole Act. COMPANY has the right to sublicense its subsidiaries and affiliates.

I. Any royalties and fees received by a Collaborating University under this Agreement, over and above expenses incurred, will be distributed according to that university's royalty distribution policy, with the understanding that 33% will accrue to the CENTER operating account, or to the relevant Collaborating University in the event that CENTER is no longer in operation.

J. Neither party is assuming any liability for the actions or omissions of the other party. Each party will indemnify and hold the other party harmless against all claims, liability, injury, damage or cost based upon injury or death to persons, or loss of, damage to, or loss of use of property that arises out of the performance of this agreement to the extent that such claims, liability, damage, cost or expense results from the negligence of a party's agents or employees.



K. Any official notice, invoice, and other correspondence between the parties under this Agreement shall be in writing and delivered by no less than First Class U.S. Mail service or facsimile transmission addressed to the other party's administrative contact as follows:

	COMPANY	CAMTech Administrative	UF: Business Matters
Name		Dr. Bryony Bonning	Director of Research
Title		Director, CAMTech	
Address		PO Box 110620 University of Florida, Gainesville, FL 32611-0620, USA	207 Grinter Hall University of Florida PO Box 115500 Gainesville, FL 32611-5500, USA
Phone		(352) 273-3984	(352) 392-1582
Fax		(352) 392-0190	(352) 392-4400
Email		bbonning@ufl.edu	ufawards@ufl.edu

IN WITNESS WHEREOF, UNIVERSITY and COMPANY have caused this Agreement to be executed by their duly authorized officials, to be effective as of the Sponsorship Effective Date indicated below COMPANY's signature, which day and month in subsequent years in which COMPANY adheres to the terms of this Agreement shall be called the anniversary date of this Agreement.

COMPANY: <Company name>

_____/_____
Name: _____ Date _____
Title: _____

UNIVERSITY OF FLORIDA

Read and understood:

Agreed and accepted:

_____/_____
Name: Bryony Bonning Date _____
Title: Professor and Director, CAMTech

_____/_____
Name: _____ Date _____
Title: _____
Division of Sponsored Programs Administration

Date Sponsorship is to Become Effective:

☐ October 1, 20__ ☐ January 1, 20__ ☐ April 1, 20__ ☐ July 1, 20__

APPENDIX II

CAMTECH I/UCRC CONFIDENTIALITY AGREEMENT

This Confidentiality Agreement is by and between:

University of Florida (UF) and University of Kentucky (individually a "COLLABORATING UNIVERSITY" and together "COLLABORATING UNIVERSITIES");

And the company identified in Schedule A ("COMPANY"), and is effective as of the date signed by COMPANY in Schedule A ("Effective Date").

WHEREAS, the Industry University Cooperative Research Center for Arthropod Management Technologies (CAMTech) ("CENTER") intends to maintain a mechanism whereby the CENTER environment can be used to perform research for the CENTER at COLLABORATING UNIVERSITIES.

WHEREAS, COMPANY, through its membership in the CENTER, and COLLABORATING UNIVERSITIES are interested in furthering the research funded by the CENTER members ("Purpose of Disclosure") that may require COLLABORATING UNIVERSITIES to disclose proprietary and confidential information concerning research activities of the CENTER.

NOW, THEREFORE, the Parties agree to the following terms and conditions:

1. "Confidential Information" shall mean any and all information, know-how or data disclosed or provided by a COLLABORATING UNIVERSITY ("PROVIDER") to COMPANY about the research activities of the CENTER, whether disclosed or provided in oral, written, graphic, photographic, electronic or any other form except for information:
 - a. that is or becomes generally known or available to the public without breach of this Agreement;
 - b. that is known to COMPANY at the time of disclosure, as evidenced by written records of Company;
 - c. that is independently developed by COMPANY, as evidenced by written records of COMPANY; or
 - d. that is disclosed to COMPANY in good faith by a third party who has an independent right to such subject matter and information.
2. Should COMPANY be required by law to disclose Confidential Information, COMPANY shall immediately inform PROVIDER in writing and cooperate with PROVIDER in responding to such requirement.
3. COMPANY shall hold in confidence and not disclose any and all Confidential Information to any third party, and shall use Confidential Information solely for the Purpose of Disclosure. COMPANY shall have the right to disclose Confidential Information to employees or agents of its organization ("Representatives") provided that COMPANY causes such Representatives to be bound to the terms of this Agreement.
4. Unless otherwise specified in writing, all Confidential Information shall remain PROVIDER's property. Upon request of the PROVIDER, COMPANY shall return or destroy all Confidential Information received from PROVIDER, except for one copy, which COMPANY may keep solely to monitor its obligations under this Agreement.

5. Additional universities authorized by UF may be added as COLLABORATING UNIVERSITIES to this Confidentiality Agreement upon execution of the Instrument of Adherence attached hereto as Schedule B. COMPANY will have 60 days to terminate that Confidentiality Agreement and leave the CENTER if it does not agree to the inclusion of the additional COLLABORATING UNIVERSITY, otherwise COMPANY is deemed to have entered into this Confidentiality Agreement with the new COLLABORATING UNIVERSITY as of the date of the Instrument of Adherence for that COLLABORATING UNIVERSITY.
6. This Agreement shall remain in effect as long as the COMPANY is a fee paying member of the CENTER.
7. All Confidential Information shall be held confidential by COMPANY for three (3) years after such information is disclosed to COMPANY. This clause survives termination of the Confidentiality Agreement.
8. Nothing contained in this Agreement shall be construed as an obligation to enter into any further agreement concerning the Purpose of Disclosure or Confidential Information, or as a grant of a license to the Confidential Information or to any patent or patent application existing now or in the future.
9. COMPANY shall have no right to use COLLABORATING UNIVERSITIES name, trademarks or trade names in any communications, including website content, without the owners' prior written consent.
10. Facsimile or pdf copies will be accepted by both parties as originals.

IN WITNESS WHEREOF, the Parties hereto have caused this Confidentiality Agreement to be executed by their respective authorized representatives.

University of Florida

Alyssa Hartle Digitally signed by Alyssa Hartle DN: cn=Alyssa Hartle, ou=University of Florida, ou=Division of Sponsored Programs, email=ahartle@ufl.edu, c=US Date: 2017.12.13 14:41:42 -0500 By: _____ Name: _____ Date: _____ Title: _____	Read and Acknowledged Bryony Bonning Digitally signed by Bryony Bonning Date: 2017.12.08 14:32:36 -0500 By: _____ Name: Bryony Bonning Date: _____ Title: Director, CAMTech
--	--

The University of Kentucky

Ian McClure Digitally signed by Ian McClure DN: cn=Ian McClure, ou=University of Kentucky, ou=Office of Technology Commercialization, email=ian.mcclure@uky.edu, c=US Date: 2017.12.07 15:01:09 -0500 By: _____ Name: Ian McClure Date: 12/7/17 Title: Director, Office of Technology Commercialization	Read and Acknowledged S.R.Palli Digitally signed by S.R.Palli DN: cn=S.R.Palli, ou=University of Kentucky, ou=Information Technology, email=srpalli@uky.edu, c=US Date: 2017.12.07 16:20:02 -0500 By: _____ Name: Subba Reddy Palli Date: 12/7/17 Title: Site Director, CAMTech
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Schedule A

Reference is made to the CAMTech Confidentiality Agreement between University of Florida("UF") and University of Kentucky Research Foundation; and COMPANY members of the CENTER (the "Confidentiality Agreement").

Capitalized terms using herein and not otherwise defined have the respective meanings assigned in the Confidentiality Agreement.

The undersigned hereby agrees to the terms and conditions of the Confidentiality Agreement and to the designation of the undersigned as a COMPANY thereunder as of the Effective Date specified below.

This Schedule A may be executed in any number of counterparts and by any party on separate counterpart, each of which shall be deemed an original but all of which together shall constitute one and the same instrument.

< Insert Company Name>

Address:

Authorized Company Official:

By: _____/_____

Name: _____

Title:

Effective Date:

Contact information for administrative matters:

Schedule B

Instrument of Adherence (Additional COLLABORATING UNIVERSITY)

Reference is made to the CAMTech IUCRC Confidentiality Agreement between University of Florida ("UF") and University of Kentucky Research Foundation, and COMPANY members of the CENTER (the "Confidentiality Agreement").

Capitalized terms using herein and not otherwise defined have the respective meanings assigned in the Confidentiality Agreement.

The undersigned hereby agrees to the terms and conditions of the Confidentiality Agreement and to the designation of the undersigned as a COLLABORATING UNIVERSITY thereunder as of the Adherence Effective Date specified below.

This Instrument of Adherence may be executed in any number of counterparts and by any party on separate counterpart, each of which shall be deemed an original but all of which together shall constitute one and the same instrument.

< Insert University Name >

< Official Address >

Authorized Official:

By: _____/_____

Name: _____

Title: _____

Adherence Effective Date: _____

Contact information for administrative matters:

CAMTech: Projected Space Requirements (in square feet)

Projected Space Required by Source	Office	Laboratory	Conference Rooms	Other
From Existing Inventory	160			
Rented				
New Construction				

Form 1a
Indirect Cost Return for Proposed Center

For UF Internal Use Only

The indirect cost return for a center in a college is subtracted from that received by the college. This is because all indirect costs are now returned to the colleges, minus costs of running central programs. This form is to establish what percentage (7.5% maximum), if any, the proposed center or institute will receive in indirect cost return.

INDIRECT COST ASSIGNMENT

Date: 7-10-2018

Institute or Center Name: Center for Arthropod Management Technologies (CAMTech)

College: IFAS

Indirect Cost Return: YES X % Return (max 7.5%) 7.5 %
NO _____

Dean's Agreement:
(Use separate form for each college)



Dean's signature

EDC/cl

Request to Change the Name of a Center/Institute

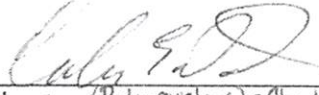
Over the life of a Center or Institute the need or interest in changing the name may occur. To request such a name change, complete the information below and forward to the Provost's Office, PO Box 113175. The name change is contingent upon approval from the Provost.

Center/Institute Original Name: Hypertension Center

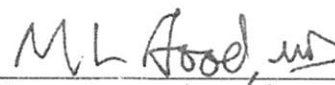
Proposed New Center/Institute Name: The Center for Integrative Cardiovascular and Metabolic Diseases

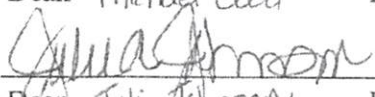
Brief Explanation for the Name Change:

While hypertension research is a strength at the University of Florida, some of the established investigators who were long-standing members of the Hypertension Center have retired. Consequently, the critical mass of faculty required for excellence in this area is somewhat depleted. A self-analysis revealed an emerging group of junior and mid-career faculty with interest and expertise in hypertension, but in the broader context of understanding the pathophysiology and treatment of related co-morbidities such as the metabolic syndrome, and including type II diabetes, obesity, chronic kidney disease, stroke, and atherosclerosis. These faculty hold appointments across many colleges and include both basic and clinical scientists. Many are interested in pursuing cross college collaborations or already have funding with faculty in another college serving as the Co-PI or Co-I. An in-depth search of NIH Reporter identified 26 faculty currently studying cardio-metabolic diseases at UF. In parallel with a refocusing of the center, there will be a change in center leadership to include representation of basic and clinical scientists across this spectrum of interests on the leadership team: Dr. Eric Krause (COP, Director); Dr. Michelle Gumz (COM, Assoc Director); Dr. Rhonda Cooper-DeHoff (COP, Assoc Director), Dr Michelle Cardel (COM, Assoc, Director).

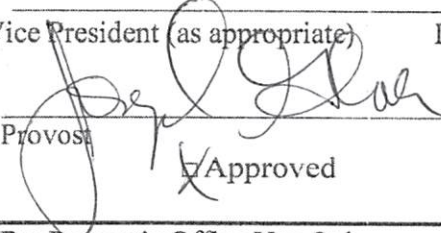
 6/11/18
Director (Relinquishing) - Charles Wood Date

 6/8/18
Director (New) Eric Krause Date

 6/15/18
Dean Michael Good Date

 6/14/18
Dean Julie Johnson Date

Vice President (as appropriate) Date


Provost

☒ Approved

☐ Disapproved

6/21/18
Date

For Provost's Office Use Only

Copy to requesting Center: (date) 6-22-18

Copy to Institutional Research: (date) 6-22-18

Request to Change the Name of a Center/Institute

Over the life of a Center or Institute the need or interest in changing the name may occur. To request such a name change, complete the information below and forward to the Provost's Office, PO Box 113175. The name change is contingent upon approval from the Provost.

Center/Institute Original Name: Center for Pharmacogenomics

Proposed New Center/Institute Name: Center for Pharmacogenomics and Precision Medicine.

Brief Explanation for the Name Change:

The scope of the center has expanded since its inception in 2001 when the focus was predominately on discovery of genomic associations with drug response. The new name recognizes the translation of such discoveries into patient care to more precisely guide therapeutic decisions, for which the Center has a leading role. The new name thus reflects the involvement in the field of pharmacogenomics to encompass precision medicine approaches to improve drug therapy and patient-related outcomes and better aligns the Center name with the Precision Medicine and Precision Public Health initiatives at UF Health.

<u>Laura H. Caudillari</u>	<u>10/15/18</u>	<u>Julia A. Johnson</u>	<u>10/16/18</u>
Director	Date	Dean	Date
<u>[Signature]</u>	<u>10/18/18</u>		
Vice President (as appropriate)	Date		
<u>[Signature]</u>	<u>10/23/18</u>		
Provost	Date		
☒ Approved		☐ Disapproved	

For Provost's Office Use Only

Copy to requesting Center: (date) 10-23-18

Copy to Institutional Research: (date) 10-23-18

COMMITTEE ON FACILITIES AND CAPITAL INVESTMENTS

AGENDA

Thursday, December 6, 2018

Beginning at ~1:00 p.m.

President's Room B, Emerson Alumni Hall, Gainesville, Florida

Committee on Facilities and Capital Investments Members:

Morteza Hosseini (Chair), David L. Brandon, Leonard H. Johnson, Thomas G. Kuntz, Daniel T. O'Keefe, Robert G. Stern

- 1.0 Verification of Quorum Amy Hass, Vice President and General Counsel
- 2.0 Call to Order and Welcome Morteza Hosseini, Chair
- 3.0 Review and Approval of Minutes..... Morteza Hosseini, Chair
[June 7, 2018](#)
[November 5, 2018](#)
- 4.0 Action Items Morteza Hosseini, Chair
 - FCI1. [Surplus and Dispose of Real Property at Hastings Agricultural Extension Center](#)
 - FCI2. [Ratification of Architect and CM Selections \(DSIT\)](#)
 - FCI3. [UF Health Shands Project](#)
 - FCI4. [Naming: Norman Fixel Institute for Neurological Diseases](#)
- 5.0 Discussion..... Morteza Hosseini, Chair
 - 5.1 Campus Framework Plan UpdateCharlie Lane, Senior Vice President and Chief Operating Officer
 - 5.2 Innovation Square UpdateCharlie Lane, Senior Vice President and Chief Operating Officer and Jim O'Connell, Assistant Vice President of Commercialization
 - 5.3 [Construction Update](#)..... Curtis Reynolds, Vice President for Business Affairs
- 6.0 New Business Morteza Hosseini, Chair
- 7.0 Adjourn Morteza Hosseini, Chair



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

June 7, 2018

President's Room 215B, Emerson Alumni Hall

University of Florida, Gainesville, FL

Time Convened: 3:05 p.m. EDT

Time Adjourned: 4:20 p.m. EDT

1.0 Verification of Quorum

Vice President and General Counsel Amy Hass verified a quorum with all Trustees present.

Members present were:

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

Others present were:

W. Kent Fuchs, President; Charles Lane, Senior Vice President and Chief Operating Officer; Michael McKee, Vice President and Chief Financial Officer; Curtis Reynolds, Vice President for Business Affairs; Amy Hass, Vice President and General Counsel; other members of the President's Cabinet; and members of the University community, public and the media.

2.0 Call to Order and Welcome

Committee Chair Rahul Patel called the meeting to order at 3:05 p.m. EDT.

3.0 Review and Approval of Minutes

Committee Chair Patel asked for a motion to approve the minutes from the March 15 and 22, 2018 meetings, which was made by Trustee Brandon and a second, which was made by Trustee Zucker. 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.

4.0 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 was 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.

Chief Financial Officer Michael McKee explained a change in the procedure for developing the preliminary budget for 2018-19, which involves a historical review aimed at more accurately reflecting the final budget.

CFO McKee noted that the Operating Budget of Revenues and Expenses does not include Shands or any DSOs other than UAA. He noted that the Trustees have requested an enterprise-wide budget including all DSOs and affiliates.

Committee Chair Patel asked for a motion to approve Committee Action Item FF1 for recommendation to the full Board for its approval on the Consent Agenda, which was made by Trustee Hosseini, 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.

FF2. Depository Payment Signatory Authority

CFO McKee presented FF2, which removes one signatory from and adds another to the list of employees authorized to sign checks on behalf of the University.

Committee Chair Patel asked for a motion to approve Committee Action Item FF2 for recommendation to the full Board for its approval on the Consent Agenda, which was made by Trustee Rosenberg, and a second, which was made by Trustee Johnson. 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.

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

Vice President for Business Affairs Curtis Reynolds noted that the University is required to submit its Fixed Capital Outlay priority requests to the Board of Governors each year.

After discussion, the Trustees requested that the CIP3 summary sheets for certain projects be updated to reflect that funding is being requested for design and assessment.

Committee Chair Patel asked for a motion to approve Committee Action Item FF3 for recommendation to the full Board for its approval on the Consent Agenda, which was made by Trustee Johnson, 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.

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

Vice President for Business Affairs Reynolds presented the Facilities Spending Plan, which the Board of Governors requires the University to submit. The plan confirms that the University intends to use state appropriated funds for the requested purpose.

Committee Chair Patel asked for a motion to approve Committee Action Item FF4 for recommendation to the full Board for its approval on the Consent Agenda, which was made by Trustee Hosseini, 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.

FF5: Lease of Space

Senior Vice President for Health Affairs David Guzik and representatives from Shands and the College of Medicine presented plans to lease space at the former Sears store location at the Oaks Mall for a new Ophthalmology and Otolaryngology facility. This proposal would consolidate two quickly growing departments into one space with modern technology, clinics, a surgery center and retail outlets.

The Trustees agreed with the proposal contingent on receiving an appraisal to confirm the market value of the lease terms.

Vice Chair Hosseini submitted a motion to approve FF5 for recommendation to the full Board for its approval on the Consent Agenda contingent on an appraisal that confirms the terms of the lease. Committee Chair Patel asked for 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 contingent on the above conditions was approved unanimously.

5.0 Discussion/Informational Items

5.1 Construction Update

Vice President for Business Affairs Curtis Reynolds reviewed the major projects underway on campus including the Wertheim Laboratory for Engineering Excellence, Norman Hall renovations and the Career Connections Center.

He noted that the projects are proceeding as planned but cautioned that given pricing uncertainty and worker shortages in the current construction market some unexpected impacts to schedules and/or budgets are possible.

5.2 Quarterly Financial Statement

Vice President and Chief Financial Officer Michael McKee and University Controller Alan West, reviewed the quarterly financial statement.

Highlights included:

- Higher revenue over 2017 due to increased performance and pre-eminence funding, higher investment returns and funding for the new World Class Faculty and Scholar Program and Professional Graduate Degree Excellence Program
- Higher compensation costs due to salary increases and hiring of additional faculty and staff

5.3 UFICO Update

William Reeser, Chief Investment Officer of UFICO, reviewed what has so far been a good year for investments. Among the highlights:

- Return on investments to-date in FY18 is 8.1 percent.
- UFICO is working to bring the natural resources allocation gradually down in order to reach its broad allocation targets.

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 Patel adjourned the University of Florida Committee on Finance and Facilities at 4:20 p.m. EDT.

COMMITTEE ON FACILITIES AND CAPITAL INVESTMENTS

COMMITTEE MINUTES

Telephone Conference Call

November 5, 2018

123 Tigert Hall, University of Florida, Gainesville, FL

Time Convened: 10:00 a.m.

Time Adjourned: 10:31 a.m.

Committee and Board members present were:

Morteza Hosseini (Board Chair), David L. Brandon, James W. Heavenner, Leonard H. Johnson, Thomas G. Kuntz, Daniel T. O'Keefe, Rahul Patel, Robert G. Stern, and Katie Vogel Anderson.

Others present were:

Charlie Lane, Senior Vice President and Chief Operating Officer; Amy Hass, Vice President and General Counsel; Mark Kaplan, Vice President for Government and Community Relations, Curtis Reynolds, Vice President for Business Affairs and other members of the University community.

1.0 Call to Order and Welcome

Board Chair Hosseini opened the meeting by welcoming everyone and thanked all Trustees for their dedication. Board Chair Hosseini reminded the Trustees that the purpose of this call was to review the items on the agenda for the Board of Trustees' meeting being held December 6, 2018. The meeting was for information purposes and no action was taken on any items.

2.0 Action Items

FCI1. Surplus and Dispose of Real Property at Hastings Agricultural Extension

IFAS Associate Vice President Jeanna Mastrodicasa noted that the UF/IFAS Hastings Agricultural Extension Center has two sites in St. Johns County. Given the age and condition the site is no longer strategically useful. IFAS is requesting Board of Trustees approval to surplus that location. If approved, IFAS will work with the Department of State for the transaction. Trustee Hosseini asked the appraised value of the land. Mastrodicasa reported approximately \$350,000. Hosseini noted that due to the appraisal value, only one appraisal is required based on the Governance Standards.

FCI2. Ratification of Architect and CM Selections (DSIT)

Board Chair Hosseini noted that as a part of the Governance Standards, a new procedure was created wherein the College's staff committee, and Dean will review applications, conduct interviews, and make a recommendation of three CM/Architects to the Board of Trustees, Senior Vice President of Chief Operating Officer, and College Dean. At some point, the committee will see the details of the building for approval.

Vice President Curtis Reynolds informed the Committee that the CM and Architect will be ratified at the December 6 meeting. On December 4, the technical review committee will review the design and select the architect.

Board Chair Hosseini requested that Trustee David Brandon, Vice President for Business Affairs, Curtis Reynolds and Assistant Vice President for Planning, Design and Construction Carlos Dougnac work together on the language to be presented to the legislature for future projects. Vice President Curtis Reynolds requested to include the Vice President and General Counsel. The Board Chair Hosseini agreed. Stern asked if the process was always handled this way. Hosseini noted this process was new. Dougnac noted that new projects over \$30 million should receive higher scrutiny. Trustee Patel added this was consistent with the spirit of the Governance Standard. Chair Hosseini added not just the threshold of \$30 million or board chair discretion but any significant item.

FCI3. UF Health Shands Lease

Board Chair Hosseini noted that the UF Health Shands lease the board approved in June was for \$27-28 million dollars, but that number has since escalated and is now a much larger number. It will come back to the Board for reconsideration. Mr. Ed Jimenez, Chief Executive Officer of UF Health Shands was unable to attend or be on the conference call to provide more information. Vice President Reynolds noted that the renovations are required to come before the committee. Trustee Kuntz reiterated that there are two committees and asked that (1) a total cost be give rather than two transactions; and (2) it would be helpful to have a presentation in December with the total cost and not just a Shands piece and a medical piece because its one project although its funded by two. Vice President Curtis Reynolds requested clarification of whether this is an action to be taken for both committees? Board Chair Hosseini responded that it goes to Facilities and Capital Investment Committee. Trustee Kuntz agreed. The Facilities and Capital Investments Committee should discuss to ensure funding and the full Board approves.

3.0 Discussion Items

The Committee members agreed to hear the following three discussion items: (1) Campus Framework Plan Update; (2) Innovation Square Update and (3) Construction Update.

4.0 Adjourn

The meeting was adjourned at 10:31 a.m.

COMMITTEE ON FACILITIES AND CAPITAL INVESTMENTS

ACTION ITEM FCI1

DECEMBER 6, 2018

SUBJECT: Surplus and Dispose a Portion of Real Property at Hastings
Agricultural Extension Center

BACKGROUND INFORMATION

Approximately 112 acres were acquired in 1959 in St. John's County for the establishment of an extension and demonstration center to be used for agricultural education and outreach activities in northeast Florida. Programs include production investigations with potatoes, cabbage, onions, and compatibility with urban growth. As a result of "The Effectiveness of the Organizational Structure of the University of Florida's Institute of Food and Agricultural Sciences" study, it was decided to consolidate certain programs located throughout the state and UF/IFAS has determined it to be cost-effective and strategically prudent to relocate staff and programming activities from the 62.2 acre "Downtown" Hastings Agricultural Extension Center location to the nearby 49.3 acre "Cowpen Branch" location. Ceasing all programming efforts at the Downtown location will allow for the expansion of applied research and extension programming all at one location. The Hastings Downtown property will then become surplus to the needs of IFAS with net sale proceeds from disposal of the property needed for impactful expansion efforts at Cowpen Branch.

This transaction is subject to approval of the Florida Board of Education and the Board of Trustees of the Internal Improvement Trust Fund and will be made in accordance with the procedures of the Florida Department of Environmental Protection.

PROPOSED COMMITTEE ACTION

Approve the surplus and disposal of a portion of land containing 62.2 acres at the Hastings Agricultural Extension Center - Downtown location of the Institute of Food and Agricultural Sciences, University of Florida, located in Hastings, St. John's County, Florida. Authorize the Chancellor, Division of Colleges and Universities, or his/her designee, to execute the necessary documents required by the Florida Department of Environmental Protection for the transaction.

SIGNIFICANT POLICY ISSUES FOR COMMITTEE TO CONSIDER

None

Supporting Documentation: [See attached](#)

Submitted by: Jack M. Payne, Vice President for Agriculture and Natural Resources, UF/IFAS

Approved by: University of Florida Board of Trustees, December 7, 2018

Morteza Hosseini, Chair

W. Kent Fuchs, President and Corporate Secretary

Hastings Agricultural Extension Center

Proposal to Close Downtown Location with Intent to Further Develop Cowpen Branch Location

Hastings AEC (Downtown Location)
595 East St. Johns Ave.
Hastings, FL 32145

Hastings AEC (Cowpen Branch Location)
9550 Cowpen Branch Road
Hastings, FL 32145

Overview

The Hastings Agricultural Extension Center (Hastings AEC) is a UF/IFAS demonstration unit consisting of two separate locations in St. Johns County. Its history dates back to 1923 as a Potato Investigations Laboratory – an off-campus branch of the Florida Agricultural Experiment Station. The current structure of Hastings AEC was conceived by a coalition of local farmers, business leaders, and politicians, and UF/IFAS administration in 2004 as a way to address growth and sustainability issues that were affecting northeast Florida.

The “Downtown” Hastings location of Hastings AEC has 62.2 acres of land which includes several buildings that support the UF/IFAS extension and research missions in northeast Florida. The main office and support building houses five (5) UF/IFAS faculty and staff. Other buildings are used as part of the extension programming that occurs on the south parcel of land. The condition of the buildings and supporting infrastructure are dated and the topography and acreage usable for agronomic or horticultural activities is limited.

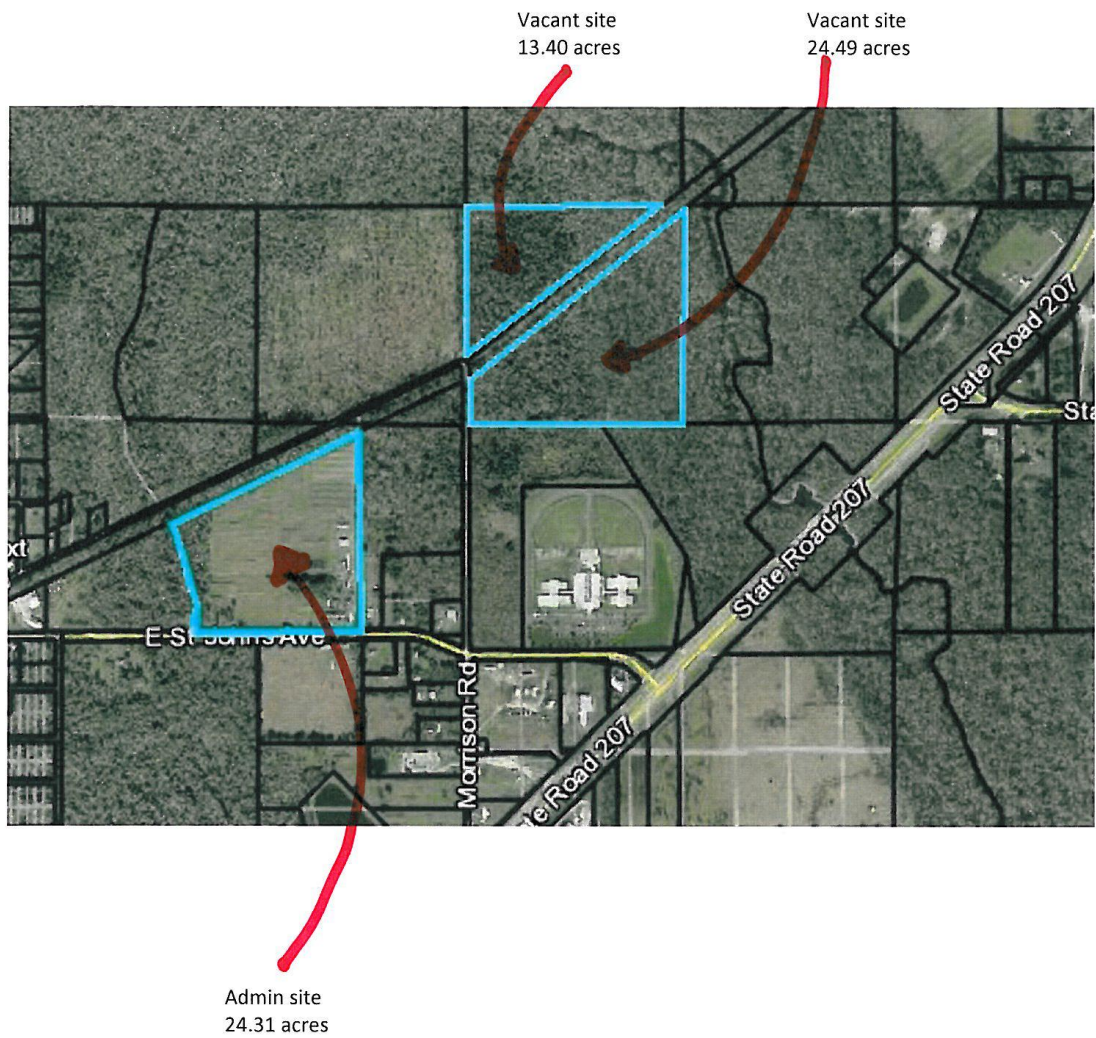
The 49.3 acre “Cowpen Branch” location is approximately five (5) miles from the Downtown location and also supports the extension and research missions – more field research is undertaken at this location and the soils, drainage, and opportunity to secure additional acreage makes this location more desirable for expansion. At present, three to four (3-4) UF/IFAS staff members occupy the office & support building with room to accommodate most, but not all, of the faculty and staff currently at the Downtown location.

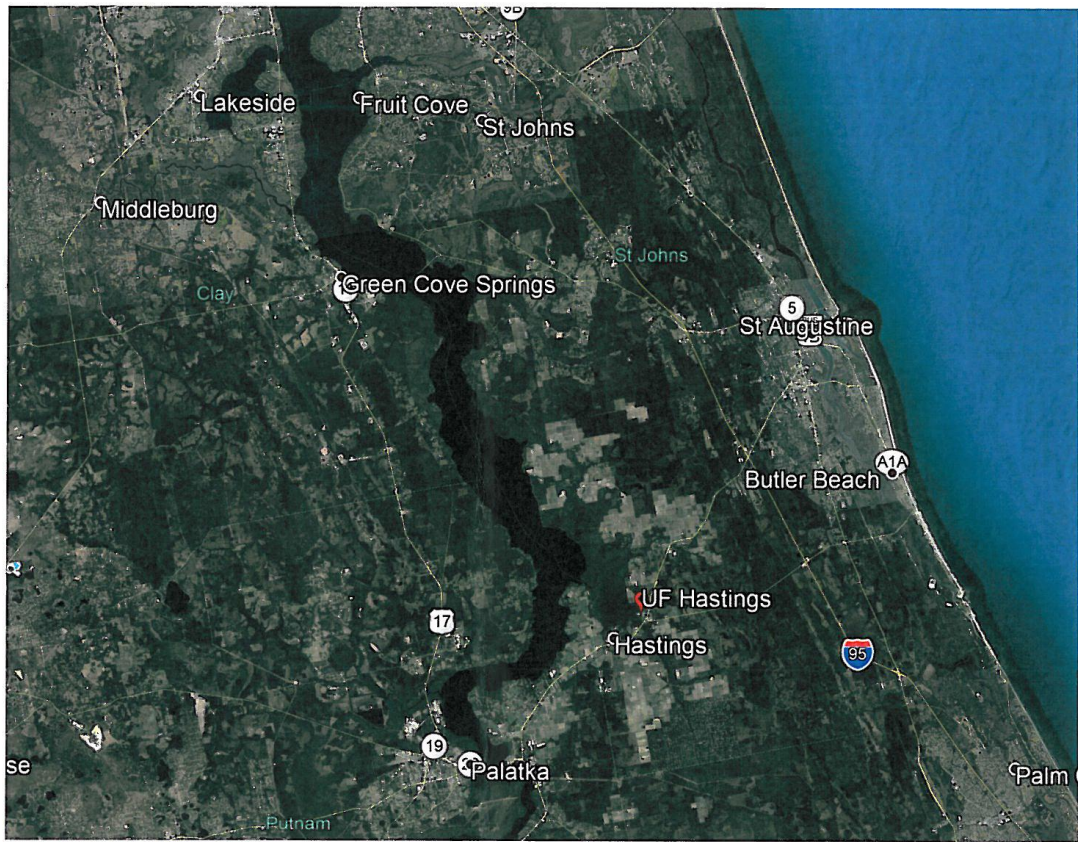
In 2017-2018, eight (8) UF/IFAS faculty conducted thirty-two (32) research and demonstration studies at Hastings AEC with the majority done at the Cowpen Branch location. Many of these studies focused on potato and Cole crop evaluations in addition to studies on new alternative crops – such applied field studies directly impact growers and others in northeast Florida.

Based on internal UF/IFAS discussions with administration, faculty and staff users of Hastings AEC, and external meetings with stakeholders including the Hastings AEC advisory committee, the following strategy for enhancing research and extension efforts at Hastings AEC is being proposed.

Request

Given the age, condition, and function of existing infrastructure and limited usable acreage, UF/IFAS is requesting board of trustee approval to declare the entire 62.2 acre Downtown location surplus to the needs of UF and render the property available to dispose of. If the property is sold, UF/IFAS requests that all net proceeds be used for the benefit of acquiring more tillable land in addition to the development of more infrastructure for extension and research activities at the Cowpen Branch location. Doing so will decrease operational costs and logistics as it relates to administering two locations and will enable UF/IFAS faculty and staff to effectively expand field study and extension programming efforts all at one location in northeast Florida.







**COMMITTEE ON FACILITIES AND CAPITAL INVESTMENTS
ACTION ITEM FCI2
DECEMBER 6, 2018**

SUBJECT: Ratification of Architect and CM Selections (DSIT)

BACKGROUND INFORMATION

The Technical Review Committee consisting of representation from the UF Board of Trustees, UF Administration, and the Division of Planning Design and Construction has conducted selection interviews with respective Architect and Construction Manager firms seeking to provide their services for the proposed Data Science and Information Technology Building (DSIT).

The Technical Review Committee hereby recommends the following firms for selection:

Architect – Bohlin Cywinski Jackson, Philadelphia, PA

Construction Manager – Ajax Building Corporation, Gainesville, FL

PROPOSED COMMITTEE ACTION

The Committee on Facilities and Capital Investments is hereby asked to approve ratification of Architect and Construction Manager selections for the proposed Data Science and Information Technology Building.

SIGNIFICANT POLICY ISSUES FOR COMMITTEE TO CONSIDER

None

Supporting Documentation: none

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

Approved by: University of Florida Board of Trustees, December 7, 2018

Morteza Hosseini, Chair

W. Kent Fuchs, President and Corporate Secretary



**COMMITTEE ON FACILITIES AND CAPITAL INVESTMENTS
COMMITTEE ACTION ITEM FCI3
DECEMBER 6, 2018**

SUBJECT: UF Health Shands Project

BACKGROUND INFORMATION

UF Health seeks approval to renovate, equip and operationalize 120,000 sq. ft on Newberry Road, at the former location of Sears at the Oaks Mall. UF Health has renamed the location "UF Health-The Oaks"; The project will accommodate a relocated Ophthalmology clinic, a relocated Otolaryngology clinic, a relocated Audiology clinic, an ambulatory surgery center and an imaging center. The project will be funded by both cash and debt issuance. The University of Florida Physicians group practice, officially named Florida Clinical Practice Association, Inc. (FCPA) seeks approval to secure debt financing of \$30 million.

PROPOSED COMMITTEE ACTION

The Committee on Facilities and Capital Investments is hereby asked to approve the UF Health Shands Project renovation. Additionally, is hereby asked to approve debt funding of \$30 million by FCPA.

SIGNIFICANT POLICY ISSUES FOR COMMITTEE TO CONSIDER

Board of Governors approval is not required.

Supporting Documentation: none

Submitted by: Ed Jimenez, Chief Executive Officer, UF Health Shands

Approved by: University of Florida Board of Trustees, December 7, 2018

Morteza Hosseini, Chair

W. Kent Fuchs, President and Corporate Secretary



**COMMITTEE ON FACILITIES AND CAPITAL INVESTMENTS
COMMITTEE ACTION ITEM FCI4
December 6, 2018**

SUBJECT: Naming: Norman Fixel Institute for Neurological Diseases

BACKGROUND INFORMATION

In recognition of the generous and significant support of the University of Florida by the Lauren and Lee Fixel Family Foundation, the University and the University of Florida Foundation (Foundation) previously named the Center for Movement Disorders and Neurorestoration the Fixel Center for Neurological Diseases, with approval by the University of Florida Board of Trustees. The Center has been reclassified as an Institute and the University and the Foundation now seek to name the program the "Norman Fixel Institute for Neurological Diseases."

PROPOSED COMMITTEE ACTION

The Committee on Facilities and Capital Investments is asked to approve Resolution R18-207 to name the Institute the "Norman Fixel Institute for Neurological Diseases" for recommendation to the Board of Trustees for its approval.

SIGNIFICANT POLICY ISSUES FOR COMMITTEE TO CONSIDER

Board of Governors approval is not required.

Supporting Documentation Included: See attached [Resolution R18-207](#).

Submitted by: Thomas J. Mitchell, Executive Vice President, University of Florida Foundation;
Vice President for Advancement, University of Florida.

Approved by: University of Florida Board of Trustees, December 7, 2018.

Morteza Hosseini, Chair

W. Kent Fuchs, President and Corporate
Secretary



RESOLUTION

Number: R18-207

Subject: Naming the "Norman Fixel Institute for Neurological Diseases"

Date: December 7, 2018

WHEREAS, the Lauren and Lee Fixel Family Foundation has made a generous commitment to support the Institute for Neurological Diseases at the University of Florida;

WHEREAS, in grateful recognition of this commitment, the University seeks to name the Institute the "Norman Fixel Institute for Neurological Diseases;"

WHEREAS, the University of Florida Foundation seeks to name the Institute the "Norman Fixel Institute for Neurological Diseases;" and

WHEREAS, the University of Florida Board of Trustees has naming authority conferred by the Florida Board of Governors under its Regulations 1.001 and 9.005;

NOW, THEREFORE, the University of Florida Board of Trustees hereby resolves that the Institute for Neurological Diseases be named the "Norman Fixel Institute for Neurological Diseases."

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

Morteza Hosseini, Chair

W. Kent Fuchs, President and Corporate
Secretary

UF Board *of* Trustees

UNIVERSITY *of* FLORIDA

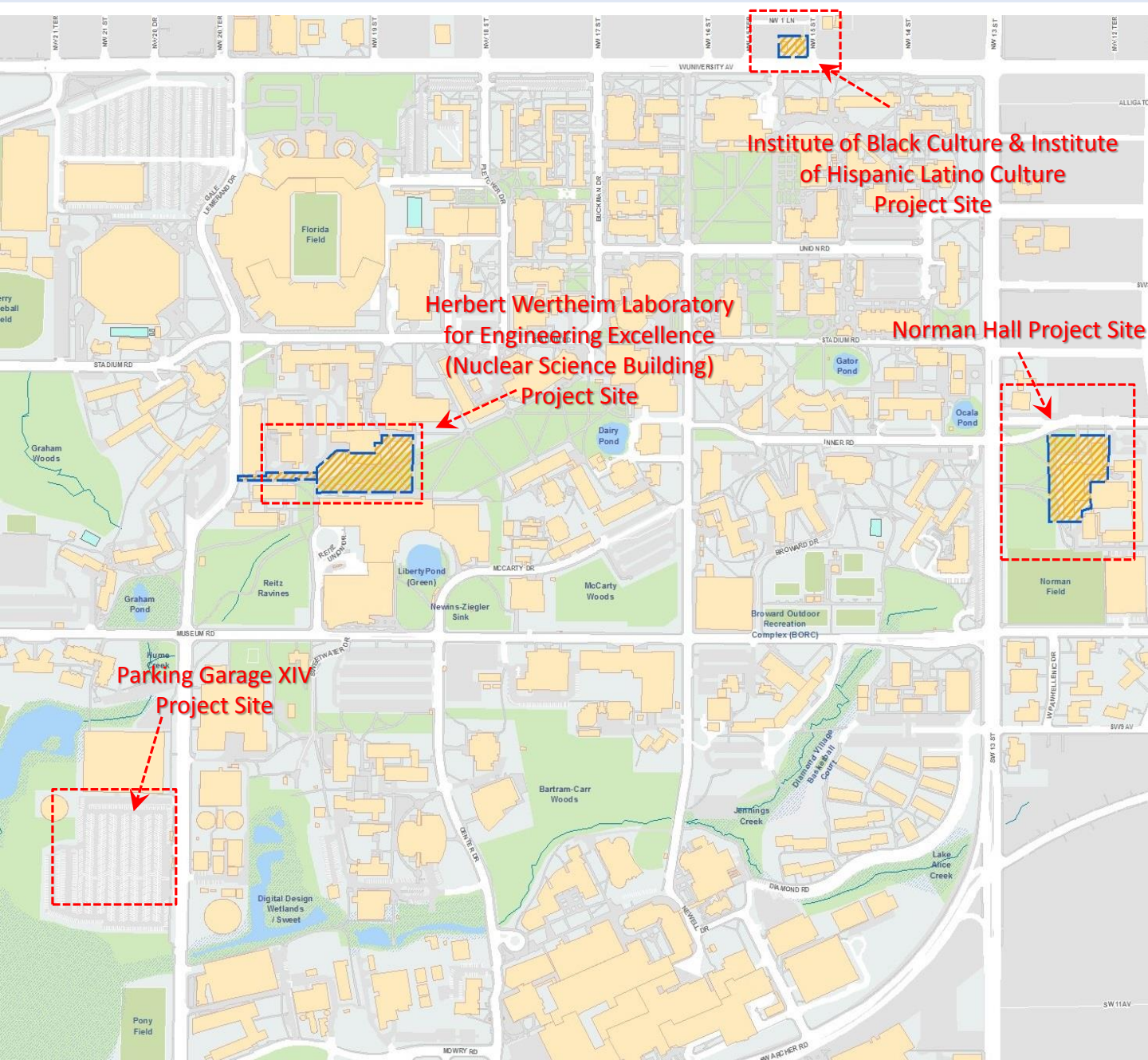
COMMITTEE *on* FACILITIES *and* CAPITAL
INVESTMENTS

Construction Update

Committee Meeting December 6, 2018



Construction Program Highlights – December 6, 2018





Board of Trustees

UNIVERSITY of FLORIDA

COMMITTEE on FACILITIES
and CAPITAL INVESTMENTS

Construction Program Highlights – December 6, 2018





Construction Program Highlights – December 6, 2018

Project:

UF-461 – Herbert Wertheim Laboratory for Engineering Excellence (Nuclear Science Building)

Description:

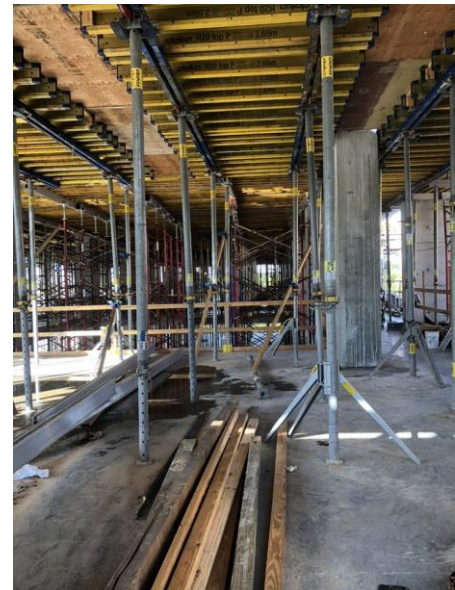
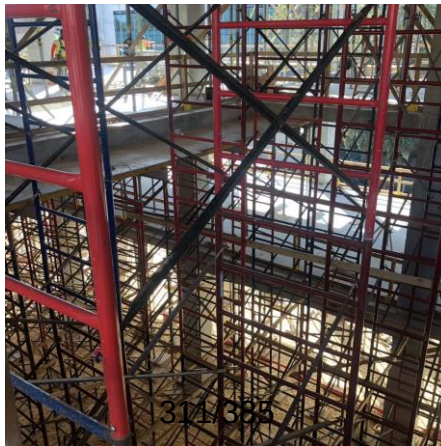
The renovation and addition to the current Nuclear Sciences Building will provide approximately 87,000 sq. feet for a new and renovated state-of-the-art educational environment to bring together interdisciplinary faculty, undergraduates and graduate students in collision spaces that compel collaboration. 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: Reinforced concrete superstructure is underway and progressing well. Substantial completion is scheduled for March 2020.



Construction Program Highlights – December 6, 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: \$ \$32,910,913

Architect: Walker Architects Inc.

Contractor: D E Scorpio Corporation

Status Update: Historic Norman renovations are well underway with interior demolition, interior framing, and utility infrastructure making considerable progress. Substantial completion date is scheduled for August 2019.





Board of Trustees

UNIVERSITY of FLORIDA

COMMITTEE on FACILITIES
and CAPITAL INVESTMENTS

Construction Program Highlights – December 6, 2018

Project:

UF-221 – Norman Hall Rehabilitation and College of Education Center Addition



Construction Program Highlights – December 6, 2018

Project:

UF-608 –Parking Garage XIV

Description:

This project consists of a new parking garage to be located on the north portion of the Commuter Lot west of Gale Lemerand Drive and south of existing Parking Garage V. The new structure proposes 2,209 spaces on seven floors (1998 standard, 31 ADA) and will be approximately 642,000 GSF.

Current Project Budget: \$31,700,000

Architect: Davis Architects

Contractor: Brasfield & Gorrie

Status Update: The project is currently in the Design Development phase. Substantial completion date is scheduled for February 2020.



Construction Program Highlights – December 6, 2018

Project:

UF-619 –Institute of Black Culture & Institute of Hispanic Latino Culture Facilities

Description:

This project replaces the deteriorated Institute of Black Culture & Institute of Hispanic Latino Culture buildings with new modern facilities of approximately 6,700 GSF each. The new facilities have been designed to efficiently present both cultures, and will help meet the needs of today's students while continuing to preserve the cultural histories that each represents.

Current Project Budget: \$8,900,000

Architect: DLR Group

Contractor: Foresight Construction Group

Status Update: The project is currently in the foundation construction phase. Substantial completion date is scheduled for November 2019.





Project:

UF-619 – Institute of Black Culture & Institute of Hispanic Latino Culture Facilities





Board of Trustees

UNIVERSITY of FLORIDA

COMMITTEE on FACILITIES
and CAPITAL INVESTMENTS

Construction Program Highlights – December 6, 2018

Project:

UF-619 –Institute of Black Culture & Institute of Hispanic Latino Culture Facilities





Construction Program Highlights – December 6, 2018

Project:

UAA-43 Renovation & Addition to Katie Seashole Pressly Softball Stadium

Description:

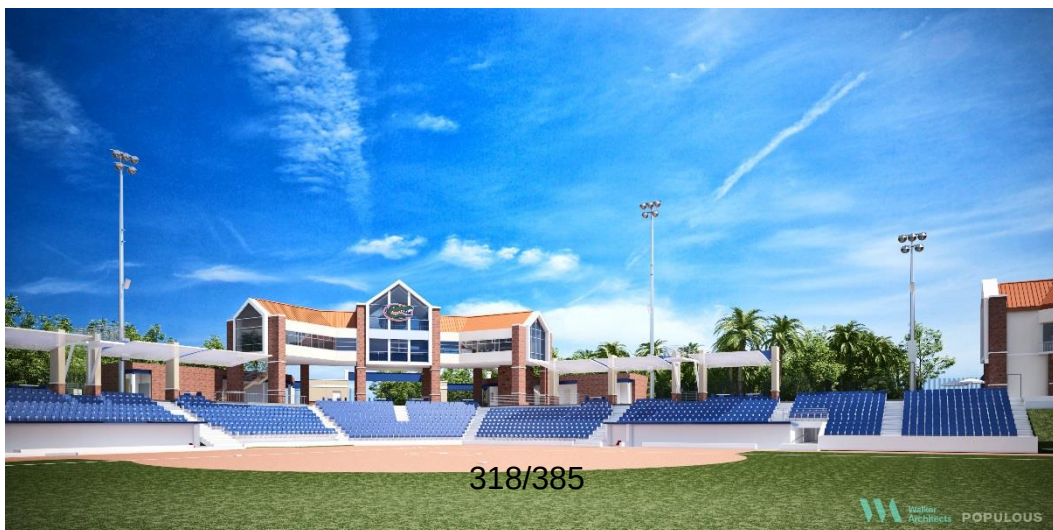
This project consists of an addition and renovations to the Katie Seashole Pressly Softball Stadium. The project scope will upgrade restrooms, concessions, provide additional seating, a new shading structure, and will also include a new maintenance building.

Current Project Budget: \$13,521,652

Architect: Walker Architects

Contractor: D E Scorpio Corporation

Status Update: The project is currently under construction and is progressing well. Substantial completion date is scheduled for February 2019.



University of Florida Board of Trustees
Construction Projects Update
Unit: Planning, Design, and Construction Division
Meeting Date: December 6, 2018



UF Major Projects											
Project Number	Description	Project Budget			Construction Budget			AE	Contractor	Substantial Completion	Status
		Original	Current	Change Qtr.-4	Original	Current	Change Qtr.-4				
UF-221	Norman Hall Remodeling and Addition	\$ 31,470,362	\$ 32,910,913	\$ 1,440,551	\$ 24,471,300	\$ 25,500,000	\$ 1,028,700	Walker Architects Inc	D E Scorprio Corporation	Aug-19	Construction 20% Complete
UF-402	UF Boiler Project	\$ 7,000,000	\$ 8,824,057	\$ 1,824,057	\$ 6,500,000	\$ 8,019,409	\$ 1,519,409	RMF Consulting	Brentwood Company	Dec-18	Construction 95% 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 25% Complete
UF-604	UF Health Proton Therapy Institute Gantry	\$ 9,415,080	\$ 13,365,072	\$ 3,949,992	\$ 7,911,000	\$ 11,151,237	\$ 3,240,237	Walker Architects Inc	Gilbane Building Company	Jan-19	Construction 95% Complete
UF-615	Electrical Substation 2 Cable and Switchgear	\$ 5,400,000	\$ 5,400,000		\$ 4,825,000	\$ 4,825,000		RMF Engineering	D E Scorprio Corporation	Jul-19	Construction 5% Complete
UF-619	Institute of Black Culture & Institute of Hispanic	\$ 8,900,000	\$ 8,900,000		\$ 6,850,000	\$ 6,850,000		DLR Group	Foresight Construction Group	Sep-19	Construction 5% Complete
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	Feb-19	Construction 70% Complete
UF-629	Band Practice Field Upgrade	\$ 2,137,525	\$ 2,137,525		\$ 1,706,837	\$ 1,706,837		EDA Engineers Surveyors Planners Inc.	M M Parrish Construction Co	Dec-18	Construction 95% Complete
UAA-43	Renovation & Addition to Katie Seashole Pressly	\$ 13,521,652	\$ 13,521,652		\$ 10,270,400	\$ 10,270,400		Walker Architects Inc	D E Scorprio Corporation	Mar-19	Construction 60% Complete
9 Total Construction Phase Projects		\$ 137,236,569	\$ 158,698,737		\$ 105,839,062	\$ 110,494,919					
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	\$ 31,700,000		\$ 30,300,000	\$ 29,645,754		Davis Architects	Brasfield & Gorrie LLC	Feb-20	Design Development
UF-622	VET Med Central Energy Plant	\$ 25,000,000	\$ 25,000,000		\$ 25,000,000	\$ 25,000,000		Siemens Industry, Inc., Building Technologies/L.C. Thomasson	Brentwood Company	Apr-20	Construction Authorization
UF-634	UF JPI Wildlight Ambulatory/Medical Office	\$ 30,817,898	\$ 30,817,898		\$ 20,548,273	\$ 20,548,273		Gresham Smith	Brasfield & Gorrie LLC	Nov-19	GMP Review
UAA-41	McKethan Baseball Complex Expansion/Renovation	\$ 45,878,800	\$ 45,878,800		\$ 37,861,000	\$ 37,861,000		Populous	Brasfield & Gorrie LLC	TBD	Design Development
UAA-53	Football Training Complex	\$ 59,961,700	\$ 59,961,700		\$ 49,168,600	\$ 49,168,600		Hellmuth Obata & Kassabaum	Parrish McCall Constructors Inc	TBD	Schematic Design
6 Total Design Phase Projects		\$ 216,735,898	\$ 214,235,898		\$ 179,899,873	\$ 179,245,627					
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		Jacobs Engineering	TBD	TBD	Planning
UF-632	Data Science and Information Technology Building	\$ 125,000,000	\$ 125,000,000		\$ 96,000,000	\$ 96,000,000		TBD	TBD	TBD	AE/CM Selections in progress
3 Total Planning Phase Projects		\$ 180,000,000	\$ 180,000,000		\$ 143,000,000	\$ 143,000,000					
18 Active Projects			\$ 552,934,635			\$ 432,740,546					
Completed Projects Summary											
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 Scorprio Corporation	Nov-18	Post Occupancy
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	Post Occupancy
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	Post Occupancy
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	Post Occupancy
* UF-392	OConnell Center Major Renovations	\$ 64,500,000	\$ 69,769,566	\$ 2,630,000	\$ 53,713,852	\$ 58,362,261	\$ 2,852,402	Davis Architects	Brasfield & Gorrie LLC	Dec-16	Project Completed (<i>Informational Update</i>)
5 Total Completed Projects		\$ 82,532,678	\$ 90,325,258		\$ 68,935,322	\$ 75,179,731					

Project & Construction Budget changes grouped by project # are as indicated below:

UF-221	Norman Hall Remodeling and Addition	Qtr. -4	Additional funding was provided by the College of Education for expanded renovations and upgrades, also additional funding was provided by Facilities Services for additional site Utility Infrastructure upgrades to capitalize on contract work in progress.
UF-402	UF Boiler Project	Qtr. -4	Additional funding was provided by Facilities Services for site utility tunnel renovation and upgrade as well as site distribution piping to capitalize on contract work in progress.
UF-604	UF Health Proton Therapy Institute Gantry Expansion	Qtr. -4	Additional funding was provided by the Proton Therapy Institute due to the project encountering significant changes in scope and design from the original program. Changes included; 20% increase in building GSF, foundations upgrade from spread footings to full auger cast foundations to accomodate unstable soil conditions, increase in radiation shielding size and density to comply with equipment manufacturer standards, upgrades to building UPS (Uninterrupted Power Supply), vibration monitoring of existing PT Gantry facilities, and relocation of site utility infrastructure (12" water line).
* UF-392	OConnell Center Major Renovations (<i>Informational Update</i>)	Qtr. -4	Additional project funding was provided by UAA, SCOC, and owner contingency to provide for new endzone scoreboards, press table panel displays, upgraded spectator seating, misc ADA & Life Safety code compliance items, UAA training/lockerroom/equipment upgrades, misc. unforeseen field conditions, misc. corrections to existing finishes/floor level transitions, misc. final electrical & lighting enhancements, IT/AV infrastructure upgrades.

University of Florida Board of Trustees

Minor Construction Projects Update

Units: Housing - IFAS - Planning Design and Construction - Facilities Services

Meeting Date: December 6, 2018



PROJECT	NAME	PHASE	PROJ BUDGET	CONST BUDGET	SCDATE	STATUS
MP00336	Building 026 - Tigert Hall, Replace Air Handlers 5, 6, & 7.	Construction	\$ 982,710	\$ 798,552	01-18-2019	Construction proceeding - 70%
MP01097	Whitney Laboratory Academic Village Housing Facilities	Construction	\$ 2,062,000	\$ 1,867,661	11-23-2018	Construction proceeding - 95%
MP01278	267 - Turlington Hall - HVAC and HHW Design	Construction	\$ 2,086,266	\$ 1,913,056	01-11-2019	Construction proceeding - 95%
MP01329	0021- Florida Gym- ReRoof	Construction	\$ 1,505,714	\$ 1,348,000	03-25-2019	PO Requested
MP01659	0100- Williamson Hall- Design and Install Fire Sprinkler System	Construction	\$ 725,000	\$ 664,000	12-17-2018	Construction proceeding - 95%
MP01755	0201-ARB-Rms. 137, 148, 178, & 190 - Cold Room, Freezer Farm Renovations	Construction	\$ 203,864	\$ 166,166	01-25-2019	Construction proceeding - 90%
MP02452	309 - Harn Museum - Water Lintrusion North Wall	Construction	\$ 577,240	\$ 472,650	01-28-2019	Construction proceeding - 25%
MP02632	0724 - Black Hall - Replace Domestic Water Piping	Construction	\$ 841,530	\$ 803,050	09-20-2019	PO Requested
MP02649	0700- PPD Renovation Phase Two for Bldg. 700	Construction	\$ 609,093	\$ 557,700	03-01-2019	Construction proceeding - 25%
MP02664	0092- Physics Building Re-Roof	Construction	\$ 2,096,477	\$ 1,961,634	08-16-2019	PO Requested
MP02801	203 - Communicore - Design and Install Fan Walls in AHU- 2A and 2B	Construction	\$ 1,974,680	\$ 1,854,680	01-25-2019	Construction Started
MP02838	Building 1017- Upgrade Exhaust Systems	Construction	\$ 736,760	\$ 701,760	11-22-2018	Construction proceeding - 90%
MP03057	Building 059 - MBI Re-Roof of South Magnet Area	Construction	\$ 1,403,000	\$ 1,260,090	12-28-2018	Construction proceeding - 20%
MP03229	3333- Rec Sports Newnan Lake Property Improvements	Construction	\$ 122,000	\$ 122,000	04-26-2019	Construction proceeding - 50%
MP03575	0010- Griffin-Floyd Re-Roof Design	Construction	\$ 909,221	\$ 844,225	03-01-2019	Construction proceeding - 15%
MP03636	0006 - Nathan P. Bryan Hall Suite 212 renovation and door replacement	Construction	\$ 209,288	\$ 188,916	01-25-2019	Construction proceeding - 90%
MP03686	Buildings 226 & 771 Renovation	Construction	\$ 2,100,000	\$ 1,844,897	01-01-2019	Construction proceeding - 60%
MP03708	Building 1017 - VAB - Replace Roof Sections	Construction	\$ 1,350,000	\$ 1,205,343	04-01-2019	Construction proceeding - 25%
MP03710	0157 - BHG Stadium - Business Affairs Technical Services Renovation	Construction	\$ 1,367,817	\$ 1,053,938	11-30-2018	Construction proceeding - 90%
MP03779	Building 0030 - Rae O. Weimer Hall - Replace Emergency Generator	Construction	\$ 230,000	\$ 220,000	11-16-2018	Construction proceeding - 90%
MP03789	Parking Garages - Fulfill 2017-18 Repairs	Construction	\$ 1,366,966	\$ 1,263,637	12-21-2018	Construction proceeding - 40%
MP03795	0026- Tigert Hall Re-Roof	Construction	\$ 861,298	\$ 807,000	03-08-2019	Construction Started
MP03848	1017-Vet Med-Lecture Hall A/B-Replace swivel chair seating with fixed	Construction	\$ 803,375	\$ 741,980	12-21-2018	Construction proceeding - 95%
MP03901	0749- Psychology- ADA Restroom	Construction	\$ 62,204	\$ 49,941	11-26-2018	Construction proceeding - 70%
MP03902	0042- CSE Renovate E365 for ADA Restroom	Construction	\$ 54,961	\$ 43,735	12-17-2018	Construction proceeding - 60%
MP03903	0267- Turlington Hall Renovate 1305 for ADA Restroom	Construction	\$ 56,527	\$ 46,739	12-17-2018	Construction proceeding - 50%
MP03904	5 - Smathers Library - Elevator Modernization 689-2	Construction	\$ 293,739	\$ 242,239	06-06-2019	Construction Started
MP03905	634 - Nuclear Science - Elevator Modernization 634-1	Construction	\$ 314,461	\$ 267,961	03-19-2019	Construction Started
MP03923	267 - Turlington Hall - HVAC & HHW Piping 2nd Floor	Construction	\$ 1,638,574	\$ 1,493,574	01-04-2019	Construction proceeding - 70%
MP03938	201 - Academic Research - AHU 8 Replacement (Ground Floor Founder Gallery)	Construction	\$ 220,000	\$ 191,780	12-07-2018	Construction proceeding - 95%
MP03948	206 - Basic Science - Fume Hoods Installation	Construction	\$ 685,619	\$ 645,804	01-18-2019	Construction Started
MP03963	0668 ECL Remodel for FLARE Project	Construction	\$ 392,800	\$ 303,500	12-17-2018	Project complete
MP04013	0026-Tigert office suite 236 and 239 renovation	Construction	\$ 315,575	\$ 294,813	01-18-2019	Construction proceeding - 90%
MP04026	28 - Chemistry Lab - AHU-1 Replacement	Construction	\$ 838,673	\$ 744,125	01-18-2019	Construction proceeding - 30%
MP04028	Building 760 - Engineering Design Building-Remodel for business office	Construction	\$ 212,450	\$ 200,000	03-01-2019	Construction proceeding - 20%
MP04039	445 - Stetson Medical Center - Fume Hoods Addition	Construction	\$ 81,961	\$ 72,861	01-18-2019	Substantial completion
MP04077	Norman Field - Temporary Parking Lot	Construction	\$ 580,800	\$ 515,000	01-04-2019	Construction proceeding - 05%
MP04083	0655-Little Hall - 4th floor refresh - new flooring, paint, signage, furn	Construction	\$ 1,053,985	\$ 1,034,575	11-09-2018	Construction proceeding - 95%
MP04176	Building 059 - E-Power Assessment Study	Construction	\$ 16,400	\$ 8,200	12-01-2018	Project complete
MP04200	0599- Fine Arts C Room B021	Construction	\$ 60,000	\$ 50,000	11-26-2018	Project complete
MP04223	Building 059 - McKnight Brain Institute, L5-179 ANIMAL QUARTERS	Construction	\$ 67,823	\$ 67,823	12-01-2018	Construction proceeding - 25%
MP04242	0759-Bruton Geer stairwell improve lighting and wall appearance	Construction	\$ 214,288	\$ 201,192	01-25-2019	Construction proceeding - 65%
MP04243	0757 Holland Law stairwell improve lighting and finishes	Construction	\$ 189,814	\$ 182,000	01-25-2019	Construction proceeding - 25%

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MP04257	0093 - Florida Outdoor Pool, Check-in Desk Upgrade	Construction	\$ 8,654	\$ 8,654	11-30-2018	Construction Started
MP04321	Hub Lobby Refresh	Construction	\$ 241,839	\$ 144,746	11-27-2018	Construction proceeding - 95%
MP04338	0687 - H. Philip Constans Theatre, 0204-OFFICE - Split Office	Construction	\$ 46,295	\$ 42,295	11-30-2018	Construction proceeding - 30%
MP04346	0599- Fine Arts C- Room B20 Exhaust Vent	Construction	\$ 10,000	\$ 10,000	11-26-2018	Project complete
MP04350	Building 0717 - Willard M. Fifield Hall - TEMPORARY PARKING LOT	Construction	\$ 1,391,884	\$ 1,296,884	01-01-2019	Construction proceeding - 05%
MP04354	0213-Biomed Sci-J319/J320.Install magnetic momentum insight system	Construction	\$ 114,880	\$ 93,080	12-13-2018	Construction proceeding - 40%
MP04355	1017-Vet Med-divide room to house equipment	Construction	\$ 11,000	\$ 11,000	12-06-2018	Construction proceeding - 95%
MP04433	Building 0206 - Basic Science Building, BG-099H-CIRCULATION- EXTERIOR	Construction	\$ 91,000	\$ 75,000	12-06-2018	Construction Started
MP04490	Band Practice Field Pavilion	Construction	\$ 714,275	\$ 714,275	03-31-2019	Construction proceeding - 05%
MP04592	0092 - Physics Building - Replace roof sections 4, 5, 7, 10.	Construction	\$ 1,911,500	\$ 1,808,500	05-27-2019	PO Requested
MP04595	1376 - Cancer/Genetics Research Complex - Repair roof along N. curtain wall	Construction	\$ 58,464	\$ 54,424	02-25-2019	PO Requested
MP04599	0205- Dental Science Building Flashing Repairs & Moisture Intrusion	Construction	\$ 70,000	\$ 65,000	01-28-2019	PO Requested
MP04673	1145 - Wauburg North ADA Boat Launch / Switchback	Construction	\$ 40,000	\$ 39,053	11-16-2018	Construction proceeding - 50%
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	08-09-2019	Construction proceeding - 95%
Construction Count		58	\$ 37,652,545	\$ 33,949,178		
MP01602	Building 476 - Field and Fork Food Pantry - Phase II	Design	\$ 650,250	\$ 569,000	12-17-2018	Design proceeding
MP01934	Building 208 - Parking Garage 10 - Lighting Upgrade	Design	\$ 485,000	\$ 455,000	12-17-2018	100% CDs
MP02192	0309_Harn Reception Area modifications	Design	\$ 10,000	\$ 4,685	02-15-2019	Design proceeding
MP02762	Building 0212 - Room 1203 Simulation & Learning Lab	Design	\$ 1,993,460	\$ 1,800,000	08-01-2019	Design proceeding
MP03083	3381 - HUMAN RESOURCES BUILDING, 101-OFFICE Service Center Renovation	Design	\$ 2,288,317	\$ 1,873,917	03-08-2019	Conceptual Schematic
MP03300	Building 266 - Racquet Club Dining Center - Remodel Dining Area	Design	\$ 1,711,000	\$ 1,670,000	08-23-2019	Construction proceeding - 30%
MP03367	Building 1377 - Aquatics Saltwater Loop	Design	\$ 230,000	\$ 200,000	03-04-2019	100% CDs
MP03618	0032 - Hub - 2nd Floor - Faculty Teaching Innovation Lab Renovation	Design	\$ 541,760	\$ 500,000	01-25-2019	Design Development
MP03724	Building 554 - Nuclear Field Building - Renovation	Design	\$ 546,753	\$ 500,000	04-01-2019	100% CDs
MP03754	0686 - J. Wayne Reitz Union, 2305-ASSEMBLY- JWRU Auditorium Renovation	Design	\$ 2,372,485	\$ 1,808,698	04-12-2019	100% CDs
MP03756	Building 205 - 4th floor Lab Renovations	Design	\$ 1,700,000	\$ 1,582,000	02-01-2019	Design Development
MP03801	3900 Government House - PISA Lab Rehabilitation	Design	\$ 320,000	\$ 240,000	07-26-2019	100% CDs
MP03824	Building 005 - Design and construction of building envelope moisture issues	Design	\$ 1,140,000	\$ 1,050,000	08-01-2019	PO Requested
MP03844	Parking Lot south of Kangaroo/Leonardo's	Design	\$ 400,000	\$ 300,000	04-01-2019	Design proceeding
MP03849	Building 027 - Public Safety UPD Building Assessment and Renovation	Design	\$ 162,664	\$ 96,413	02-01-2019	Design proceeding
MP03906	Building 203 - CG-023 Renovation.	Design	\$ 750,000	\$ 693,000	01-04-2019	PO Requested
MP03913	1380-1383 Replace 4 (175-Tons) Chillers - Biologix & Center of Excellence	Design	\$ 1,834,700	\$ 1,659,100	02-01-2019	100% CDs
MP03957	Building 024 - 5th floor HVAC and East Renovation	Design	\$ 1,102,945	\$ 1,000,000	08-01-2019	Design proceeding
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-23D Freezer Farm	Design	\$ 200,000	\$ 174,500	02-01-2019	Design proceeding
MP03987	Building 719 - Materials Engineering, 0305-309 combine spaces.	Design	\$ 250,000	\$ 250,000	03-01-2019	Design proceeding
MP04009	Building 308 - Temporary Gallery Renovation	Design	\$ 400,000	\$ 354,000	04-01-2019	100% CDs
MP04011	Building 308 - Powell Hall - Rainforest landscape lighting area redesign.	Design	\$ 250,000	\$ 225,000	01-25-2019	100% CDs
MP04052	Building 059 - MBI Upper roof(s) replacement	Design	\$ 1,758,148	\$ 1,600,000	10-01-2019	PO Requested
MP04055	Building 059 - Renovate LG Labs 139-160 into open lab space.	Design	\$ 1,142,900	\$ 999,900	04-26-2019	100% CDs
MP04056	Building 059 - Renovate L1 labs131-168 into open lab space.	Design	\$ 1,262,000	\$ 1,115,000	08-31-2019	PO Requested

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MP04093	UF Veterinary Medicine and FWC Building 216 Renovation	Design	\$ 2,307,833	\$ 1,905,000	11-15-2019	Design Development
MP04101	131 - REED Lab - Space Remodeling	Design	\$ 474,800	\$ 415,000	02-22-2019	100% CDs
MP04118	0006- Bryan Hall Development, 232 loft, 217, 219, and 230 renovation	Design	\$ 30,330	\$ 30,330	03-22-2019	50% CDs
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	50% CDs
MP04134	Building 183 - Renovate MAE C area for UFIT.	Design	\$ 1,043,510	\$ 1,000,000	04-01-2019	50% CDs
MP04157	Building 203 - Communicore, C2-242-244 CLASSROOM Conversion	Design	\$ 325,000	\$ 275,000	04-01-2019	PO Requested
MP04169	23 - Van Fleet Hall - VRF System and Parking Improvements	Design	\$ 1,500,000	\$ 1,250,000	08-23-2019	Design proceeding
MP04183	Building 723 - Chem E, 0433 LAB Refurbish lab, add floor hood.	Design	\$ 236,150	\$ 220,000	04-01-2019	100% CDs
MP04202	0315- Phillips Center- Stage Electrical Review	Design	\$ 85,200	\$ 70,000	01-14-2019	100% CDs
MP04218	Building 267 - Turlington Hall Room 127 B and C Sound Booth Install	Design	\$ 77,000	\$ 67,000	04-01-2019	Design proceeding
MP04225	0100- Williamson Hall- Renovate Lab 106	Design	\$ 80,650	\$ 65,000	11-26-2018	PO Requested
MP04267	1178 - Orthopaedics - 4206 - Radiology Renovation	Design	\$ 428,000	\$ 425,000	08-02-2019	Design proceeding
MP04327	Temporary Parking Lot - EPI South area/- Archer Road	Design	\$ 887,000	\$ 800,000	01-01-2019	Design proceeding
MP04401	0308- Powell Hall - 0145C - Lactation Room	Design	\$ 67,112	\$ 53,577	02-01-2019	100% CDs
MP04411	0181 - Joshua C. Dickinson Hall, 0366-Lactation Room	Design	\$ 65,317	\$ 56,577	02-01-2019	100% CDs
MP04417	Building 0184 - Frederick N Rhines Hall, 0100-OFFICE	Design	\$ 160,000	\$ 100,000	04-01-2019	PO Requested
MP04426	F029 - Greek Monuments - Turlington Plaza	Design	\$ 350,000	\$ 295,000	04-30-2020	PO Requested
MP04464	UF IT Move to 800 Bldg on SW 2nd Ave (2nd floor) and Ayers (4th floor)	Design	\$ 1,762,325	\$ 1,512,325	03-22-2019	Design proceeding
MP04497	Building 026 - Tigert Hall - 3rd Floor South Office Renovation	Design	\$ 600,000	\$ 534,000	02-28-2019	100% CDs
MP04498	Building 059 - MBI LG-123D Chilled Water Lines Extension	Design	\$ 50,000	\$ 40,000	02-01-2019	100% CDs
MP04514	0856- Phelps Lab Structural Repairs	Design	\$ 52,101	\$ 49,600	03-18-2019	Bid Documents
MP04528	Building 1377 - Emerging Pathogens Institute, 141-RESEARCH LAB SERVICE	Design	\$ 90,000	\$ 75,000	04-01-2019	100% CDs
MP04566	0689 - Library West, 258 / 550 - 2nd Floor East Wing Renovation	Design	\$ 484,095	\$ 450,000	08-23-2019	Conceptual Schematic
MP04571	0043-Marston Library-Renovate Fourth Floor furniture	Design	\$ 15,677	\$ 4,997	06-28-2019	Design proceeding
MP04591	Building 205 - Dental Science - 3rd floor cast iron pipe replacement.	Design	\$ 900,000	\$ 780,000	01-01-2020	PO Requested
MP04594	0005 - Library East - Repair roof and brick in Judaica Suite area.	Design	\$ 700,000	\$ 608,000	01-01-2020	PO Requested
MP04627	0759 - Bruton-Geer - Second Floor Renovation	Design	\$ 984,561	\$ 900,000	08-31-2019	Conceptual Schematic
MP04636	0315- Phillips Center for the Performing Arts- Design Replacement Canopy	Design	\$ 510,000	\$ 500,000	06-17-2019	Conceptual Schematic
MP04637	0214 - HMEB CLASS LAB 474 - divide into two rooms	Design	\$ 60,852	\$ 50,000	03-22-2019	PO Requested
MP04667	Building 0308 - Powell Hall (FLMNH), 0130-EXHIBITION NW	Design	\$ 176,000	\$ 88,000	01-01-2020	Design proceeding
MP04668	Building 0308 - Powell Hall (FLMNH), 0140-EXHIBITION SW	Design	\$ 92,000	\$ 46,000	01-01-2020	Design proceeding
MP04679	0459 - Animal Sciences Building - Parking Lot Renovation	Design	\$ 75,750	\$ 75,000	02-01-2019	PO Requested
Design Count		59	\$ 40,527,644	\$ 35,540,619		
Various Small Scale Quick Response Minor Projects		171	\$ 3,188,674	\$ 3,074,853		
PDC Minor Projects Totals		288	\$81,368,863	\$72,564,649		
IF016003	S0106 - Site development / minor bldg changes (CAP)	Construction	\$ 878,216	\$ 878,216	TBD	Construction Started
IF016034	B7107 - Upgrade HVAC and electrical (CAP)	Construction	\$ 835,117	\$ 835,117	11-05-2018	Project complete
IF016056	B2201 - Renovate (CAP)	Construction	\$ 545,435	\$ 545,435	TBD	Construction Started
IF016059	B4255 - Convert library into office and lab space (CAP)	Construction	\$ 959,954	\$ 959,954	TBD	Construction Started
IF016065	B8116 - Research Bldg (CAP)	Construction	\$ 597,685	\$ 597,685	02-22-2018	Project complete

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IF016086	S0109 - Master Planning and Stormwater (EXP)	Construction	\$ 149,543	\$ 149,543	TBD	Construction Started
IF017010	B0498 - Renovate 1st floor McCarty D (CAP)	Construction	\$ 1,879,329	\$ 1,879,329	08-23-2018	Project complete
IF017015	B7103 - Renovate Lab room 19 (CAP)	Construction	\$ 334,202	\$ 334,202	09-24-2018	Construction Started
IF017017	B0499 - Replace AHU/HVAC and minor renovation (CAP)	Construction	\$ 1,189,410	\$ 1,189,410	TBD	Construction Started
IF017018	B0459 - Replace AHU/HVAC and renovate room 108/210D (CAP)	Construction	\$ 2,106,662	\$ 1,839,564	TBD	Construction Started
IF017019	B0162 - Renovate (CAP)	Construction	\$ 592,763	\$ 592,763	08-23-2018	Construction Started
IF017026	B0549 - Headhouse (CAP)	Construction	\$ 233,442	\$ 233,442	TBD	Construction Started
IF017027	B7756 - Greenhouse (CAP)	Construction	\$ 544,779	\$ 544,779	TBD	Construction Started
IF017036	B7401 - Replace deteriorating electric panels to chiller (EXP)	Construction	\$ 80,000	\$ 80,000	TBD	Construction Started
IF017043	B0884 - Farm Operations / Conference (CAP)	Construction	\$ 1,075,425	\$ 1,075,425	TBD	Construction Started
IF017044	B0899 - Cattle Handling Facility (CAP)	Construction	\$ 950,556	\$ 950,556	TBD	Construction Started
IF017047	B4240 - BSL2&3 Renovation (CAP)	Construction	\$ 1,950,000	\$ 1,950,000	TBD	Construction Started
IF017048	B0498 - Renovate Ground Floor McCarty D (CAP)	Construction	\$ 1,136,694	\$ 1,136,694	TBD	Construction Started
IF017054	S1304 - Environmental Remediation (EXP)	Construction	\$ 16,770	\$ 16,770	10-08-2018	Construction Started
IF017055	B5207 - Build-Out Storage/Mix Load (EXP)	Construction	\$ 71,862	\$ 71,862	09-26-2018	Project complete
IF017062	S0109 - Manure Management System (CAP)	Construction	\$ 2,073,024	\$ 1,982,904	TBD	Construction Started
IF017064	S0112 - Aquatic Weed Tank Facility (EXP)	Construction	\$ 81,409	\$ 81,409	09-26-2018	Project complete
IF017070	B1850 - Renovate Hotel (CAP)	Construction	\$ 130,618	\$ 130,618	TBD	Construction Started
IF017072	S6201 - Closure of Ethanol Plant (EXP)	Construction	\$ 401,856	\$ 401,856	TBD	Construction Started
IF017074	B7428 - Agriculture building addition and renovation (CAP)	Construction	\$ 635,093	\$ 635,093	TBD	Construction Started
IF017076	S2904 - Install irrigation controls (CAP)	Construction	\$ 426,420	\$ 426,420	TBD	Construction Started
IF017083	B0475 - Renovate Kitchen (CAP)	Construction	\$ 578,870	\$ 578,870	TBD	Construction Started
IF017085	B7532 - Fuel Tank Shelter (CAP)	Construction	\$ 4,780	\$ 4,780	TBD	Construction Started
IF017087	B0495 - Renovate Labs (EXP)	Construction	\$ 176,284	\$ 176,284	TBD	Construction Started
IF017089	B0498 - Renovate Ground Floor Labs - Rowland & Babar (EXP)	Construction	\$ 493,415	\$ 493,415	07-28-2018	Construction Started
IF017090	B0498 - Renovate 3rd Floor Lab - Altpeter/Capua (CAP)	Construction	\$ 1,255,279	\$ 1,255,279	TBD	Construction Started
IF017096	B0965 - Bee Unit Support Facility (CAP)	Construction	\$ 1,333,806	\$ 1,333,806	TBD	Construction Started
IF017098	B7503 - Replace roof purlins (EXP)	Construction	\$ 24,970	\$ 24,970	TBD	Construction Started
IF018005	B0832 - Replace casework in lab (EXP)	Construction	\$ 29,021	\$ 29,021	TBD	Construction Started
IF018007	B5236 - Graduate Residence (CAP)	Construction	\$ 690,700	\$ 690,700	TBD	Construction Started
IF018008	B5237 - Field Lab (CAP)	Construction	\$ 1,554,300	\$ 1,554,300	TBD	Construction Started
IF018009	B7533 - Tunnel House (CAP)	Construction	\$ 64,343	\$ 64,343	08-23-2018	Construction Started
IF018012	B8101 - Renovate (CAP)	Construction	\$ 104,307	\$ 104,307	TBD	Construction Started
IF018020	B0737 - Renovate Research Lab (CAP)	Construction	\$ 176,000	\$ 176,000	TBD	Construction Started
IF018030	S1304 - Irma - Homestead debris & fence (EXP)	Construction	\$ 12,894	\$ 12,894	TBD	Construction Started
IF018031	B7757 - Greenhouse (CAP)	Construction	\$ 620,855	\$ 620,855	TBD	Construction Started
IF018039	S1101 - Irma - Minor bldg. repairs (EXP)	Construction	\$ 16,018	\$ 16,018	TBD	Construction Started
IF018048	S4801 - Irma - Minor bldg repairs (EXP)	Construction	\$ 70,279	\$ 70,279	11-06-2018	Project complete
IF018049	B5238 - Storage Bldg (CAP)	Construction	\$ 3,605	\$ 3,605	10-22-2018	Construction Started
IF018053	S2001 - Minor bldg./site repairs (EXP)	Construction	\$ 72,000	\$ 72,000	TBD	Construction Started
IF018054	S6800 - Replace minor BAS Systems (EXP)	Construction	\$ 438,500	\$ 438,500	TBD	Construction Started
IF018056	S6800 - Replace minor HVAC Systems (EXP)	Construction	\$ 153,659	\$ 153,659	TBD	Construction Started
IF018057	S6800 - Replace/repair minor roofs (CAP/EXP)	Construction	\$ 201,325	\$ 201,325	TBD	Construction Started

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IF018061	S6800 - Repair / replace failing emergency generators (EXP)	Construction	\$ 172,086	\$ 172,086	TBD	Construction Started
IF018063	B0981 - Repair failing Phoenix style valves (CAP)	Construction	\$ 250,000	\$ 250,000	TBD	Construction Started
IF018064	B7103 - Upgrade HVAC (CAP)	Construction	\$ 332,000	\$ 332,000	TBD	Construction Started
IF018065	B5001 - Replace roof / replace doors (CAP)	Construction	\$ 81,850	\$ 81,850	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
IF018069	B7210 - Replace barn structure (EXP)	Construction	\$ 84,000	\$ 84,000	TBD	Construction Started
IF018070	B0966 - Bee Unit Pavilion (CAP)	Construction	\$ 139,413	\$ 139,413	10-08-2018	Project complete
IF018076	B0782 - Office setup / update septic (EXP)	Construction	\$ 63,772	\$ 63,772	11-15-2018	Project complete
IF018077	B0672 - Demolish	Construction	\$ 5,000	\$ 5,000	TBD	Construction Started
IF018098	B8279 - Research Lab (CAP)	Construction	\$ 799,528	\$ 799,528	TBD	Construction Started
IF018099	S1101 - Irma - Minor bldg repairs (EXP)	Construction	\$ 36,424	\$ 36,424	TBD	Construction Started
IF018100	B7702 - Irma - Repair roof/door (CAP)	Construction	\$ 15,955	\$ 15,955	TBD	Construction Started
IF018102	B8333 - Equipment Storage (CAP)	Construction	\$ 405,480	\$ 405,480	TBD	Construction Started
IF018103	B8712 - Equipment Storage (farm) (CAP)	Construction	\$ 63,359	\$ 63,359	11-06-2018	Project complete
IF018105	B8334 - VFD Storage Bldg (CAP)	Construction	\$ 2,062	\$ 2,062	08-23-2018	Construction Started
IF018106	B8153 - Install canopy over door (EXP)	Construction	\$ 27,587	\$ 27,587	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) (CAP)	Construction	\$ 1,058,146	\$ 1,058,146	TBD	Construction Started
IF018112	B7534 - Shade House (CAP)	Construction	\$ 18,770	\$ 18,770	TBD	Construction Started
IF018116	S0108 - Minor bldg repairs (EXP)	Construction	\$ 52,500	\$ 52,500	TBD	Construction Started
IF018118	B1240 - Greenhouse (CAP)	Construction	\$ 650,000	\$ 650,000	TBD	Construction Started
IF018119	B1190 - Equipment Storage (CAP)	Construction	\$ 255,000	\$ 255,000	TBD	Construction Started
IF018120	B0927 - Storage bldg (CAP)	Construction	\$ 215,000	\$ 215,000	TBD	Construction Started
IF018126	S1304 - Insurance - Replace generator/fire pump (EXP)	Construction	\$ 30,420	\$ 30,420	TBD	Project complete
IF018127	B0459 - Renovate for -80 Equipment room (EXP)	Construction	\$ 225,000	\$ 225,000	TBD	Construction Started
IF018128	B7535, 7536, 7537 - Rainout Shelters (CAP)	Construction	\$ 118,699	\$ 118,699	TBD	Construction Started
IF018131	B7135 - Renovate Labs (CAP)	Construction	\$ 774,460	\$ 774,460	TBD	Construction Started
IF018139	B8335 - VFD Storage Bldg (CAP)	Construction	\$ 6,520	\$ 6,520	TBD	Construction Started
IF018140	B8312 - Renovate Office/Lab Bldg (EXP)	Construction	\$ 30,138	\$ 30,138	TBD	Construction Started
IF018144	B0120 - Renovate office space (CAP)	Construction	\$ 278,690	\$ 278,690	TBD	Construction Started
IF018146	S5601 - Install fence (EXP)	Construction	\$ 50,000	\$ 50,000	TBD	Construction Started
IF018147	B7124 - Repair bldg envelope and roof (EXP)	Construction	\$ 65,854	\$ 65,854	10-22-2018	Project complete
IF018149	B5234, B5235 Irma - Repair Shade Houses (EXP)	Construction	\$ 150,000	\$ 150,000	TBD	Construction Started
IF018151	B0921 - Turpentine Display Bldg - design only (EXP)	Construction	\$ 4,063	\$ 4,063	TBD	Construction Started
IF018152	B0832 - Renovate rm 215 & 218 (EXP)	Construction	\$ 31,392	\$ 31,392	11-05-2018	Construction Started
IF018153	B0441 - Renovate (CAP)	Construction	\$ 125,698	\$ 125,698	TBD	Construction Started
IF018154	B0463 - Renovate (CAP)	Construction	\$ 117,418	\$ 117,418	TBD	Construction Started
IF018155	B2242 Renovate (EXP)	Construction	\$ 63,188	\$ 63,188	TBD	Construction Started
IF018156	B9217 - Renovate bathroom/HVAC (CAP)	Construction	\$ 500,000	\$ 500,000	TBD	Construction Started
IF018157	S000 - Field & Fork sidewalk / trench drain (EXP)	Construction	\$ 5,700	\$ 5,700	TBD	Construction Started
IF018159	B0495,B0496 & B0497 - Renovate office space (EXP)	Construction	\$ 202,000	\$ 202,000	TBD	Construction Started
IF018161	B0664 - Renovate photo studio (EXP)	Construction	\$ 15,547	\$ 15,547	11-13-2018	Construction Started

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PROJECT	NAME	PHASE	PROJ BUDGET	CONST BUDGET	SCDATE	STATUS
IF018162	B8704 - Renovate Farm Ops bldg (EXP)	Construction	\$ 25,731	\$ 25,731	TBD	Construction Started
IF018165	B7181 - Replace polycarbonate and exhaust fan (CAP)	Construction	\$ 34,492	\$ 34,492	TBD	Construction Started
IF018167	S4801 - Minor Bldg / site repairs (EXP)	Construction	\$ 74,194	\$ 74,194	TBD	Construction Started
IF018168	B0717 - Renovate several offices (EXP)	Construction	\$ 14,459	\$ 14,459	TBD	Construction Started
IF018169	B7714 - Install Walk-in cooler (EXP)	Construction	\$ 24,064	\$ 24,064	TBD	Construction Started
IF018170	S0001 - Infrastructure work of pond area (Macdonald) (EXP)	Construction	\$ 12,125	\$ 12,125	11-15-2018	Construction Started
IF018171	B0038 - Renovate Graduate Coordinators Office (EXP)	Construction	\$ 15,000	\$ 15,000	TBD	Construction Started
IF019004	B0918 - Equipment Storage (CAP)	Construction	\$ 14,247	\$ 14,247	TBD	Construction Started
IF019006	S1101 - Upgrade irrigation and drainage (EXP)	Construction	\$ 77,000	\$ 77,000	TBD	Construction Started
IF019008	B7321 - Replace/repair roof (EXP)	Construction	\$ 50,350	\$ 50,350	TBD	Construction Started
IF019013	B1291 - Install outdoor autoclave (EXP)	Construction	\$ 91,000	\$ 91,000	TBD	Construction Started
IF019014	B8264 - Head House addition (CAP)	Construction	\$ 17,400	\$ 17,400	TBD	Construction Started
IF019015	B8112 - Install electric for ash oven (EXP)	Construction	\$ 1,400	\$ 1,400	TBD	Construction Started
IF019016	B7301 - Greenhouse (CAP)	Construction	\$ 58,637	\$ 58,637	TBD	Construction Started
IF019017	S2904 - Remove Grove (EXP)	Construction	\$ 40,000	\$ 40,000	TBD	Construction Started
IF019018	B0710 - Renovate Bio-Tech Lab (EXP)	Construction	\$ 28,000	\$ 28,000	TBD	Construction Started
IF019019	B2243 Chemical Storage (CAP)	Construction	\$ 7,000	\$ 7,000	TBD	Construction Started
IF019024	S3201 - Michael- Marianna Emergency Protective Measures (EXP)	Construction	\$ 50,000	\$ 50,000	TBD	Construction Started
IF019025	S320 - Michael - Marianna minor bldg repairs (EXP)	Construction	\$ 100,000	\$ 100,000	TBD	Construction Started
IF019026	B7908 - Michael - Shed repairs (CAP)	Construction	\$ 9,666	\$ 9,666	TBD	Construction Started
IF019027	Michael - Quincy minor bldg repairs (EXP)	Construction	\$ 100,000	\$ 100,000	TBD	Construction Started
IF019028	B7982 - Michael - Quincy GH repairs (CAP)	Construction	\$ 21,630	\$ 21,630	TBD	Construction Started
Construction Count		113	\$ 36,599,675	\$ 36,242,457		
IF018060	S0001- Repair roofs per thermo imaging (EXP)	Design	\$ 100,000	\$ 100,000	TBD	Construction Started
IF018062	B0716 - Repair failing emergency transfer switch & generator (CAP)	Design	\$ 90,000	\$ 90,000	TBD	Construction Started
IF018066	B7305 - Replace chiller equipment (CAP)	Design	\$ 550,000	\$ 550,000	TBD	Construction Started
IF018121	B8480 - Field Research Support Bldg. (CAP)	Design	\$ 173,084	\$ 173,084	TBD	Construction Started
IF018124	B1132 - Chemical/Fertilizer Mix/Load (CAP)	Design	\$ 90,000	\$ 90,000	TBD	Construction Started
IF018129	S4001 - Master Planning (EXP)	Design	\$ 15,000	\$ 15,000	TBD	Construction Started
IF018132	B7167 - Upgrade ADA restroom (EXP)	Design	\$ 60,000	\$ 60,000	TBD	Construction Started
IF018142	B1400 - Horticulture Garden Facility (CAP)	Design	\$ 60,000	\$ 60,000	TBD	Construction Started
IF018143	B0154 - Renovate Storage Bldg (Barber) (CAP)	Design	\$ 85,000	\$ 85,000	TBD	Construction Started
IF018145	B7758 -Graduate Residence (CAP)	Design	\$ 305,049	\$ 305,049	TBD	Construction Started
IF019003	B2260 - Security Cottage - Design (EXP)	Design	\$ 6,290	\$ 6,290	TBD	Construction Started
IF019005	B1851 - Build-out of 3rd floor (CAP)	Design	\$ 30,000	\$ 30,000	TBD	Construction Started
IF019007	B0459/B0499 - Upgrade HVAC and renovate phase II (CAP)	Design	\$ 1,040,000	\$ 1,040,000	TBD	Construction Started
IF019009	B8426 - Relocate grinding room (EXP)	Design	\$ 100,000	\$ 100,000	TBD	Construction Started
IF019012	S0001 - McCarty landscaping (EXP)	Design	\$ 25,000	\$ 25,000	TBD	Construction Started
Design Count		15	\$ 2,729,423	\$ 2,729,423		
IFAS Minor Projects Totals		128	\$39,329,098	\$38,971,879		
HS18362	Housing Office Roof	Construction	\$ 500,000	\$ 500,000	08-31-2018	Waiting on GMP

University of Florida Board of Trustees

Minor Construction Projects Update

Units: Housing - IFAS - Planning Design and Construction - Facilities Services

Meeting Date: December 6, 2018



PROJECT	NAME	PHASE	PROJ BUDGET	CONST BUDGET	SCDATE	STATUS
HS19369	Beaty Commons Roof Replacement	Construction	\$ 10,000	\$ 10,000	06-30-2019	Waiting on GMP
Construction Count		2	\$ 510,000	\$ 510,000		
HS19326	SPRINGS ROOF REPLACEMENT	Planning	\$ 90,000	\$ 90,000	08-04-2019	Project in planning
HS19364	BEATY WEST EXTERIOR SEAL & REPAIR	Planning	\$ 320,000	\$ 320,000	08-04-2019	Project in planning
HS19365	JENNINGS CONVERT FLOORING TO LVT	Planning	\$ 550,000	\$ 550,000	08-09-2019	Project in planning
Planning Count		3	\$ 960,000	\$ 960,000		
Housing Minor Projects Totals		5	\$1,470,000	\$1,470,000		
UT00156	WRF Biosolids Thickening	Construction	\$ 1,999,952	\$ 1,999,952	12-31-2018	Construction proceeding - 30%
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
UT00198	Lighting upgrades in support of Campus Wide Security Master Plan	Construction	\$ 1,600,000	\$ 1,600,000	02-01-2019	Construction proceeding - 30%
UT00223	Orthopedics electrical transition from overhead to underground	Construction	\$ 156,000	\$ 156,000	04-30-2018	Project complete
Construction Count		6	\$ 5,246,952	\$ 5,246,952		
UT00166	PPD Building 700 Transformer Replacement	Design	\$ 96,000	\$ 96,000	09-03-2019	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	01-31-2019	Design proceeding
UT00175	Waste Water Treatment Plant Legacy Controller Upgrade	Design	\$ 475,000	\$ 475,000	09-27-2019	50% CDs
UT00180	Steam Manhole Remediation and Repair at HPNP (Building 212)	Design	\$ 330,000	\$ 330,000	04-30-2019	Design proceeding
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	\$ 150,001	\$ 150,001	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	02-28-2019	Design proceeding
UT00208	North Central Steam Manhole Evaluation	Design	\$ 205,001	\$ 205,001	11-30-2018	Design proceeding
UT00209	NorthEast Steam Manhole Investigation	Design	\$ 205,001	\$ 205,001	11-30-2018	Design proceeding
UT00210	Steam AutoCAD to GIS integration	Design	\$ 150,001	\$ 150,001	11-30-2018	Design proceeding
UT00211	Chilled Water GIS to AutoCAD Integration	Design	\$ 150,001	\$ 150,001	11-30-2018	Design proceeding
UT00218	Newell Road Steam Line Replacement	Design	\$ 1,940,001	\$ 1,940,001	08-15-2019	Design proceeding
UT00220	Gator Dining Manhole 3D4-5 Rehabilitation	Design	\$ 550,000	\$ 550,000	04-30-2019	Design proceeding
UT00224	WRF Headworks Mechanical Screen Replacement	Design	\$ 600,000	\$ 600,000	04-30-2019	Design proceeding
		17	\$ 6,252,506	\$ 6,252,506		
Facilities Services Minor Projects Totals		23	\$6,402,507	\$6,402,507		
Grand Total Minor Projects All Units		444	\$ 128,570,467	\$ 119,409,036		



**COMMITTEE ON MARKETING, PUBLIC RELATIONS
AND STRATEGIC COMMUNICATIONS
AGENDA**

Thursday, December 6, 2018

Beginning at ~2:05 p.m.

President's Room 215B, Emerson Alumni Hall

Committee Members:

Robert G. Stern (Chair), Leonard H. Johnson, Daniel T. O'Keefe, Rahul Patel, Marsha D. Powers,
Anita G. Zucker

- 1.0 Verification of Quorum Amy Hass, Vice President and General Counsel
- 2.0 Call to Order and Welcome Robert G. Stern, Chair
- 3.0 Review and Approval of Minutes..... Robert G. Stern, Chair
[October 30, 2018](#)
- 4.0 Discussion..... Robert G. Stern, Chair
 - 4.1 100 Day Leadership Strategy: Themes, Performance and Forecast” Nancy Paton,
Vice President for Strategic Communications and Marketing
- 5.0 New Business Robert G. Stern, Chair
- 6.0 Adjourn Robert G. Stern, Chair

**COMMITTEE ON MARKETING, PUBLIC RELATIONS AND STRATEGIC COMMUNICATIONS
MEETING MINUTES**

Telephone Conference Call

October 30, 2018

123 Tigert Hall, University of Florida

Time Convened: 2:03 p.m.

Time Adjourned: 2:51 p.m.

Committee and Board members present:

Robert G. Stern (Chair), Daniel T. O’Keefe, Rahul Patel, Marsha D. Powers and Katie Vogel Anderson. Trustees Leonard H. Johnson and Anita G. Zucker unable to attend.

Others present:

Nancy Paton, Vice President for Strategic Communications and Marketing, Melissa Orth, Assistant Secretary and Sandy Mitchell-Grady, Board Administration Coordinator.

1.0 Verification of Quorum

Assistant University Secretary Melissa Orth verified a quorum with all Trustees present.

2.0 Call to Order and Welcome

Committee Chair Stern welcomed everyone to the meeting. He noted that at the last Board of Trustees Retreat that leadership requested each committee have monthly meetings/calls, be accountable, and have a workplan. Committee Chair stated that the goal is to rise to the “Top 5.” He also provided a summary of the process of the Committee’s charge and emphasized the charge in “Advancing and protecting the University’s reputation and brand.”

3.0 Review and Approval of Minutes

No discussion regarding the minutes.

4.0 Discussion/Informational Item

Committee Chair provided an introductory background of the Vice President for Strategic Communications and Marketing Nancy Paton and shared his excitement of having her coming aboard at the university. He also stated how fortunate it is to have Dr. Phillips being a part of the Marketing, Public Relations and Communications Committee. Next, he asked Vice President Paton to provide her presentation of her first 100 days leadership strategy.

4.1 100 Day Leadership Strategy: Themes, Performance and Forecast

Vice President Paton thanked the Committee Chair and the Committee for the opportunity to meet with them at the past Board Retreat in Amelia Island and stated that her office will be in contact with to schedule meetings to learn more about each person and their point of views. She also stated that she had the opportunity to meet with the Foundation as well. Vice President Paton spoke about her activity during the first 60 days which includes the following meetings and themes

- Cabinet, Academic and Administrative Leaders and individual members – Noting the importance of building relationship and learn the organization;
- Strategic Communications and Marketing staff in small groups;
- Key stakeholders – internal and external;
- Strategic Communications & Marketing Leadership Team which is regarded positively by university leaders and peers
- Strategic Communications & Marketing Individual Leaders across the university desire collaboration and leadership from my role.
- Communications teams in each decanal unit and major university entities, i.e., UF Health, IFAS, Athletics, Advancement, Government Relations);
- Opinion leaders within campus-wide communicators;
- Enrollment & Admissions Discussion focused on strategy
- Review of communications and marketing performance metrics: Earned (media placements and national partnerships); Advocacy metrics (Ex. Media following on Instagram and forwarding to others); as the basis for formulating future organizational dashboard with demonstrate how we will measure performance

She further stated that “One UF” is a constant theme present whether one is talking to faculty members, Deans, or staff. Vice President Paton then turned to speak more about decentralized and centralized approaches and that the decentralized approach is common within AAU institutions

Faculty and Deans are excited to create national and international responsibilities. UF Health relationships are already changing and will be terrific partners as we move forward; we are already seeing cultural changes. She stated institutional stakeholders desire to build a national reputation.

Committee Chair asked for questions. Trustee Rahul Patel stated that his interest items are related to future marketing and branding plans and how we advance our reputation commensurate with our excellence and our short-term goals. Vice President Paton responded that the short-term goals focus on the opportunity to create strategic plans partnerships with faculty, clinical, research faculty. Committee Chair echoed and gave an example of Dr. Phillips who is working on advancing into the national academy. Trustee Powers expressed how impressed she was of the thoroughness and the process. Trustee Katie Vogue Anderson stated that as a faculty, she was very excited about having of the faculty highlighted in future marketing and communications initiatives.

Committee Chair Stern provided the next steps:

- (1) Board of Trustees meeting in December;
- (2) Monthly calls have been established and placed on calendars;
- (3) Keep in mind, Board leadership expectations of an active committee, work plan and accountability.

Vice President Nancy Paton reiterated that the key deliverable is to develop a strong work plan to provide to the Committee for review and recommended that she and Committee Chair work together and share with the Committee at next meeting.

Committee Chair Stern thanked Vice President Paton for providing the deliverables, dashboards, student experience, metric and measurements. The Committee will continue to provide feedback and then reconvene at the next meeting.

5.0 New Business

None

6.0 Adjourn

Chair Stern adjourned the meeting at 2:51 p.m.



**COMMITTEE ON FINANCE, STRATEGIC PLAN AND PERFORMANCE METRICS
AGENDA**

Thursday, December 6, 2018

Beginning at ~2:55 p.m.

President's Room 215B, Emerson Alumni Hall

Committee Members:

Thomas G. Kuntz (Chair), James W. Heavener, Moretza Hosseini, Daniel T. O'Keefe, Rahul Patel, Marsha D. Powers

- 1.0 Verification of Quorum Amy Hass, Vice President and General Counsel
- 2.0 Call to Order and Welcome Thomas G. Kuntz, Chair
- 3.0 Review and Approval of Minutes..... Thomas G. Kuntz, Chair
[November 21, 2018](#)
- 4.0 Action Item..... Thomas G. Kuntz, Chair
[FSPPM1 Carryforward Spending Plan](#)..... Michael McKee, Vice President and CFO
- 5.0 Discussion..... Thomas G. Kuntz, Chair
 - 5.1 New Financial Reports – [A](#), [B](#), [C](#) & [D](#)..... Michael McKee, Vice President and CFO
 - 5.2 Certification of Funding Sources–[A](#)&[B](#)..... Michael McKee, Vice President & CFO
 - 5.3 [Capital Projects Expenditures FY19-Q1](#).... Michael McKee, Vice President and CFO
 - 5.4 [Faculty Hiring Report](#)..... Jodi Gentry, Vice President for Human Resources
 - 5.5 [UFICO Update](#)..... William Reeser Chief Investment Officer, UFICO
- 6.0 New Business Thomas G. Kuntz, Chair
- 7.0 Adjourn Thomas G. Kuntz, Chair

**COMMITTEE ON FINANCE, STRATEGIC PLANNING AND PERFORMANCE METRICS
MEETING MINUTES**

Telephone Conference Call

November 21, 2018

123 Tigert Hall, University of Florida, Gainesville, Florida

Time Convened: 10:00 a.m.

Time Adjourned: 11:58 a.m.

Committee and Board members present were:

Thomas G. Kuntz (Committee Chair), David L. Brandon, James W. Heavener, Leonard H. Johnson, Daniel T. O'Keefe, Rahul Patel, Marsha D. Powers, Katie Vogel Anderson, and Anita G. Zucker.

Others present were:

Winfred Phillips, Executive Chief of Staff, Joseph Glover, Provost and Senior Vice President for Academic Affairs, Amy Hass, Vice President and General Counsel, Jodi Gentry, Vice President for Human Resources, Mark Kaplan, Vice President for Government and Community Relations, Mike McKee, Vice President and Chief Financial Officer, Alan West, Assistant Vice President and University Controller, George Kolb, Assistant Vice President, Financial Analysis and Budget, and other members of the University community.

1.0 Call to Order and Welcome

Committee Chair Thomas Kuntz called the meeting to order and welcomed everyone. The purpose of the call was to go through the items for the December board meeting and discuss several new reports he hoped paint a true financial picture of the University and its DSOs and Affiliates.

2.0 Action Items

FF1. Carry Forward Spending Plan

Mike McKee, Vice President and Chief Financial Officer, provided an overview of the Carry Forward Plan. He informed the Committee that the Board of Governors has asked each university to report its carry forward balance and line-item obligations of any balance. He also informed the Committee that the form was created by the Board of Governors and can be modified. There was discussion regarding the University reserve fund accounts, using carry forward dollars from the previous year to support the statutory requirements and legislative intent; unanticipated or uninsured catastrophic events, contractual obligations, and unforeseen contingencies.

Committee Chair Kuntz recommended that Mark Kaplan, Vice President for Government and Community Relations and Mike McKee, Vice President and Chief Financial Officer create a narrative to explain and justify the amount of money requested. This new document will be presented to the committee at the board meeting. There were suggestions or questions. All were in favor of the recommendation.

4.0 Discussion Item

- 4.1 New Financial Reports** - Vice President and Chief Financial Officer Mike McKee reviewed financial reports. All committee members agreed the new UF Enterprise Notable Financial Information report was useful and they would like to see it quarterly and include a comparison to prior year quarter along with narrative or variances. Trustee Heavener asked to add the cash flow analysis to the report. The Enterprise Budget Summary and Cash Balances Report were reviewed. McKee noted there is an internal investment committee that also reviews risk in coordination with UFICO. He went on to review the UF Annual Finance Report statements.
- 4.2 UF Certification of Funding Sources** - McKee provided an overview of the certification of funding sources.
- 4.3 Capital Projects Expenditures FY19-Q1** – McKee provided an informational overview.
- 4.4 Faculty Hiring Report** – Vice President Jodi Gentry presented the Faculty Hiring Report that includes Full-Time Base Faculty Headcount, Instructional FTE, Student FTE and Student to Teacher Ratio. She noted the UF student to faculty ratio for Fall 2018 is projected to be 18:1 once we finalize the student and faculty count files to be submitted in February 2019. She added the numbers are aligned with U.S. News and World Report. Trustee O’Keefe asked the document to drill down to the college level. Trustee Powers requested to see departures broken down. Vice President Gentry said she would add this level of detail and include it in her presentation to the board in December. Chair Kuntz asked if exit interviews were completed upon faculty departures and if the information from the interviews could be put into a database. Gentry said they will do the exit interviews and create a database.
- 4.5 UFICO Update** - UFICO will discuss presentation at the December meeting.

5.0 Adjourn

Chair Kuntz adjourned the meeting at 11:58 a.m.



COMMITTEE ON FINANCE, STRATEGIC PLANNING AND PERFORMANCE METRICS
ACTION ITEM FSPPM1
December 6, 2018

SUBJECT: Carryforward Spending Plan

BACKGROUND INFORMATION

Pursuant to Board of Governors (BOG) Memo dated November 13, 2018, the BOG has directed the University to submit a Carryforward Spending Plan to the Board of Trustees for their review and approval. Instructions from the BOG were as follows:

Carryforward funds would be directed towards the following strategic priorities:

- Critical Deferred Maintenance of Existing Facilities
- Critical Campus Infrastructure
- Campus Safety and Security
- Student Welfare, including opportunities identified by the Board's Special Committee
- Student Financial Aid
- Academic and Student Affairs
- Information Technology
- Board adopted SUS operating Legislative Budget Request issues

The expenditure of funds would be approved by the University Board of Trustees and Board of Governors (earliest approval at the January 30-31 board meeting). Expenditure plans would be submitted to the Board office by January 4, 2019. The Board would consider each university plan based on its own merits and how it addresses strategic priorities listed above. Follow-up reporting will be required.

PROPOSED COMMITTEE ACTION

The Committee on Finance, Strategic Planning and Performance Metrics is asked to approve the University's Carryforward Spending Plan for recommendation to the Board of Trustees for approval on the Consent Agenda.

ADDITIONAL COMMITTEE CONSIDERATIONS

Board of Governors approval is required.

Supporting Documentation Included: [Carryforward Spending Plan](#), [Carryforward Category Definitions](#), [Carryforward Bullets](#), [Carryforward QA](#), and [Carryforward History](#).

Submitted by: Michael V. McKee, Vice President and CFO.

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

Morteza Hosseini, Chair

W. Kent Fuchs, President and Corporate Secretary

6/30/2018 UF Enterprise Notable Non-GAAP Financial Information *(in thousands)*

	University of Florida	University of Florida Foundation	University Athletic Association	Other Direct Support Organizations	Florida Clinical Practice Plan	Other Practice Plans	Shands Teaching Hospital and Clinics	Shands Jacksonville Hospital and Clinics	Total UF Enterprise
Cash and Investments									
Cash in Bank	\$ 6,316	\$ 7,937	\$ 7,950	\$ 29,110	\$ 53,517	\$ 53,878	\$ 37,322	\$ 98,119	294,149
State Appropriation	195,430	-	-	-	-	-	-	-	195,430
Tuition and Technology Fees	99,857	-	-	-	-	-	-	-	99,857
Research Restricted	480,127	-	-	-	-	-	-	-	480,127
Business Activities	322,526	-	-	-	-	-	-	-	322,526
Donor Restricted	198,855	-	-	-	-	-	-	-	198,855
Student Financial Aid	42,744	-	-	-	-	-	-	-	42,744
Construction	146,388	-	-	-	-	-	-	-	146,388
Other	108,666	-	-	-	-	-	-	-	108,666
Held on Behalf of Component Units	173,712	-	-	-	-	-	-	-	173,712
Endowment	-	1,727,400	-	-	-	-	-	-	1,727,400
Component Unit Short-Term Inv	-	-	60,074	33,829	20,885	212,929	149,669	31,978	509,364
Component Unit Long-Term Inv	-	61,768	52,664	489	13,276	-	543,718	2,768	674,683
Total Cash and Investments	\$ 1,774,621	\$ 1,797,105	\$ 120,688	\$ 63,428	\$ 87,678	\$ 266,807	\$ 730,709	\$ 132,865	\$ 4,973,901
Accounts Receivable									
Contracts and Grants Receivable	\$ 65,006	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 65,006
Donor Receivables	-	136,771	-	-	-	-	-	-	136,771
Patient Receivables	-	-	-	-	36,854	16,425	225,358	115,095	393,732
Other Accounts Receivable	852	902	6,408	12,168	7,296	13,644	-	-	41,270
Total Accounts Receivable	\$ 65,858	\$ 137,673	\$ 6,408	\$ 12,168	\$ 44,150	\$ 30,069	\$ 225,358	\$ 115,095	\$ 636,779
Buildings and Equipment	\$ 1,746,862	\$ 61,967	\$ 182,642	\$ 12,923	\$ 70,557	\$ 19,748	\$ 1,065,697	\$ 265,717	\$ 3,426,113
Accounts Payable	\$ 57,448	\$ 2,227	\$ 5,128	\$ 8,680	\$ 7,587	\$ 9,980	\$ 241,333	\$ 69,528	\$ 401,911
Due To Component Units	\$ 173,712	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 173,712
Bonds and Loans	\$ 143,220	\$ 2,533	\$ 81,275	\$ -	\$ 57,591	\$ 3,655	\$ 825,222	\$ 244,038	\$ 1,357,534

Note: Excludes items related to Other Post-employment Benefits Liability, Pension Liability, and Compensated Absences Liability

FY18 UF Enterprise Notable Non-GAAP Financial Information *(in thousands)*

	University of Florida	University of Florida Foundation	University Athletic Association	Other Direct Support Organizations	Florida Clinical Practice Plan	Other Practice Plans	Shands Teaching Hospital and Clinics	Shands Jacksonville Hospital and Clinics	Total UF Enterprise
Revenues									
Tuition and Fees	\$ 386,675	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 386,675
State Appropriations	811,667	-	2,332	8,000	-	-	7,050	-	829,049
Contracts and Grants	681,058	-	-	3,548	-	-	-	-	684,606
Federal and State Financial Aid	204,537	-	-	-	-	-	-	-	204,537
Patient Service Revenue	-	-	-	-	460,737	274,283	1,467,088	705,617	2,907,725
Contributions/Donations	-	136,082	4,587	48,178	-	3,547	10,544	9	202,947
Investment Income	62,100	137,114	4,734	2,017	1,738	9,466	31,039	1,226	249,434
Licensing and Royalties	-	-	64,834	33,735	-	-	-	-	98,569
Sales of Goods & Services	316,109	-	31,967	3,085	-	8,186	-	-	359,347
Other Revenues	115,261	-	-	-	-	-	-	-	115,261
Total Revenues	\$ 2,577,407	\$ 273,196	\$ 108,454	\$ 98,563	\$ 462,475	\$ 295,482	\$ 1,515,721	\$ 706,852	\$ 6,038,150
Transfers									
From Component Units									
Hospitals and Practice Plan	621,347	-	-	-	180,465	34,489	-	-	836,301
UF Foundation (Donor Restricted)	109,269	-	267	-	-	-	-	-	109,536
Other	46,774	31	41,428	-	-	-	-	-	88,233
To University/Component Units	-	(109,269)	(7,434)	(66,217)	(458,474)	(177,722)	(180,465)	(34,489)	(1,034,070)
Net Transfers	\$ 777,390	\$ (109,238)	\$ 34,261	\$ (66,217)	\$ (278,009)	\$ (143,233)	\$ (180,465)	\$ (34,489)	\$ -
Total Revenues Net of Transfers	\$ 3,354,797	\$ 163,958	\$ 142,715	\$ 32,346	\$ 184,466	\$ 152,249	\$ 1,335,256	\$ 672,363	\$ 6,038,150
Expenses									
Employee Compensation and Benefits									
Instruction	579,803	-	-	-	-	-	-	-	\$ 579,803
Research	441,025	-	-	-	-	-	-	-	441,025
Patient Services and Other Public Services	580,389	-	-	-	-	96,028	648,221	325,097	1,649,735
Support	264,551	-	-	-	-	-	-	-	264,551
Other	233,285	31,098	56,127	1,568	-	-	-	-	322,078
Total Employee Comp & Benefits	\$ 2,099,053	\$ 31,098	\$ 56,127	\$ 1,568	\$ -	\$ 96,028	\$ 648,221	\$ 325,097	\$ 3,257,192
Other Operating Expenses									
Instruction	41,280	-	-	-	-	-	-	-	41,280
Research	214,210	-	-	-	-	-	-	-	214,210
Patient Services and Other Public Services	102,686	-	-	-	151,933	43,248	550,878	320,239	1,168,984
Support	104,077	-	-	-	-	-	-	-	104,077
Scholarships and Student Support	138,202	6,937	22,203	-	-	-	-	-	167,342
Other	275,807	13,815	54,413	30,140	18,044	5,286	-	-	397,505
Total Other Operating Expenses	\$ 876,262	\$ 20,752	\$ 76,616	\$ 30,140	\$ 169,977	\$ 48,534	\$ 550,878	\$ 320,239	\$ 2,093,398
Total Expenses	\$ 2,975,315	\$ 51,850	\$ 132,743	\$ 31,708	\$ 169,977	\$ 144,562	\$ 1,199,099	\$ 645,336	\$ 5,350,590
Total Revenues Net of Expenses and Transfers	\$ 379,482	\$ 112,108	\$ 3,972,385	\$ 638	\$ 14,489	\$ 7,687	\$ 136,157	\$ 27,027	\$ 687,560

Note: Displays 100% of University revenues and 98.6% of Enterprise-wide revenues. Displays 94.75% of University expenses and 94.6% of Enterprise-wide expenses.

UNIVERSITY OF FLORIDA									
Cash and Investment Balances									
As of 6/30/2018									
Line #	Colleges / Units	Carry Forward Net	Current Net	Total Appropriation	Business Activities	Donor Restricted	Research Restricted	Other	Total Available Balance
1	00XXXXXX BOARD OF TRUSTEES	55,749	13,476	69,225	-	52,983	-	-	122,208
2	01XXXXXX OFFICE OF PRESIDENT	510,977	276,283	787,260	711,340	2,534,386	-	1,278,747	5,311,733
3	02XXXXXX OFFICE OF PROVOST	18,083,486	36,129,135	54,212,621	1,412,417	8,308,479	809,187	2,526,889	67,269,593
4	03XXXXXX OFFICE ENROLLMENT MANAGEMENT	704,925	805,593	1,510,518	665,184	42,530	-	8,889	2,227,121
5	04XXXXXX OFFICE OF STUDENT AFFAIRS	1,073,543	596,077	1,669,619	8,732,048	2,092,746	14,216	91,850	12,600,479
6	05XXXXXX J WAYNE REITZ UNION	10	500	510	1,232,481	43,888	-	15,267	1,292,146
7	06XXXXXX EM-STUDENT FINANCIAL AFFAIRS	-	121,249	121,249	1,180,782	7,158	2,722	1,643,783	2,955,694
8	07XXXXXX DIVISION-HOUSING	61,108	143,403	204,511	9,728,851	95,506	8,540	114,477	10,151,885
9	08XXXXXX STUDENT GOVERNMENT	-	-	-	29,061	7,192	-	7,714,377	7,750,630
10	09XXXXXX VP-GOVERNMENTAL RELATIONS	500	45,353	45,853	183,815	114,902	-	301,092	645,662
11	10XXXXXX UR-VP-UNIVERSITY RELATIONS	11,072	19,960	31,033	124,404	3,934	-	77,818	237,188
12	11XXXXXX RESEARCH / SPONSORED PROGRAMS	3,466,686	2,026,697	5,493,383	5,631,319	2,333,858	198,673,789	-	212,132,349
13	12XXXXXX GRADUATE SCHOOL	367,282	123,925	491,207	82,375	82,404	224,914	17,131	898,031
14	13XXXXXX COLLEGE-FINE ARTS	1,091,246	1,675,018	2,766,264	1,170,685	2,133,763	150,777	25,432	6,246,921
17	14XXXXXX INFORMATION TECHNOLOGY	553,463	486,423	1,039,886	17,917,034	87,256	223,788	260,684	19,528,648
18	15XXXXXX COLLEGE-DESIGN CONSTRUCT / PLAN	140,799	304,516	445,315	2,162,650	2,586,981	1,254,328	303,942	6,753,216
19	16XXXXXX COLLEGE-LIBERAL ARTS/SCIENCES	4,253,712	7,404,733	11,658,445	13,535,717	14,917,107	16,173,084	4,039,608	60,323,960
20	17XXXXXX COLLEGE-BUSINESS ADMINISTRATION	218,447	619,149	837,597	17,392,335	9,473,901	225,933	25,032	27,954,798
21	18XXXXXX COLLEGE-EDUCATION	2,284,170	4,413,010	6,697,180	7,028,192	3,030,301	3,863,376	356,296	20,975,345
22	19XXXXXX COLLEGE-ENGINEERING	14,060,768	5,618,488	19,679,257	13,355,954	27,111,174	35,946,987	1,258,114	97,351,485
23	20XXXXXX INTERNATIONAL CENTER	700,337	260,269	960,605	2,681,896	329,426	78,013	143,443	4,193,384
24	21XXXXXX CHIEF FINANCIAL OFFICER	429,011	7,439,188	7,868,199	4,515,514	1,819	-	14,152,904	26,538,435
25	22XXXXXX VP-GENERAL COUNSEL	624,917	79,669	704,586	382,451	30,965	18,010	1,591,908	2,727,919
26	23XXXXXX COLLEGE-JOURNALISM / COMMUNICATION	327,634	469,928	797,563	1,736,771	4,447,150	127,605	74,623	7,183,711
27	24XXXXXX COLLEGE-LAW	159,293	1,342,598	1,501,891	481,591	4,332,359	147,393	24,348	6,487,583
28	25XXXXXX MILITARY UNITS	2,698	60,001	62,699	-	71,407	-	374	134,480
29	26XXXXXX COLLEGE-HLTH/HUMAN PERFORMANCE	1,420,655	2,101,752	3,522,407	1,231,199	1,699,310	1,903,192	414,845	8,770,955
30	27XXXXXX OFFICE OF HEALTH AFFAIRS	2,598,136	1,327,169	3,925,305	8,240,727	3,358,899	2,082,047	866,072	18,473,051
31	28XXXXXX COLLEGE-VETERINARY MED	541,233	2,320,728	2,861,962	11,940,047	8,316,682	2,223,159	80,150	25,422,000
32	29XXXXXX COLLEGE-MEDICINE	445,254	1,809,180	2,254,434	28,983,475	42,327,796	72,665,758	668,615	146,900,079
33	30XXXXXX COLLEGE-MEDICINE JACKSONVILLE	20,848	306,181	327,030	1,008,442	607,838	9,968,940	2,492	11,914,743
34	31XXXXXX COLLEGE-NURSING	124,613	115,538	240,151	2,342,510	5,258,429	1,484,634	367,264	9,692,988
35	32XXXXXX COLLEGE-PHARMACY	1,099,569	2,326,041	3,425,610	24,985,646	4,289,064	7,801,836	1,461,975	41,964,130
36	33XXXXXX COLLEGE-PUBL HLTH / HLTH PROFS	578,788	297,206	875,994	4,293,293	3,993,051	5,011,606	284,269	14,458,214
37	34XXXXXX COLLEGE-DENTISTRY	703,782	113,745	817,527	12,610,359	1,743,510	4,453,530	7,480	19,632,407
38	35XXXXXX SH-STUDENT HEALTH CARE CENTER	147,097	63,664	210,760	7,224,832	2,079	30,757	-	7,468,428
39	36XXXXXX PHHP-COM INTEGRATED PROGRAMS	340,891	232,022	572,913	2,405,069	180,276	2,285,490	793,989	6,237,737
40	47XXXXXX UNIVERSITY FLORIDA PRESS	305	71	375	854,114	11,724	-	456	866,669
41	49XXXXXX BUS & ECO DEVELOPMENT	339,990	139,305	479,295	40,769	97,113	-	167	617,344
42	50XXXXXX VP DEVELOPMENT	-	-	-	-	1,626,858	-	-	1,626,858
43	51XXXXXX SENIOR VP FOR ADMINISTRATION	730,405	165,584	895,989	5,955	9,091	-	733,256	1,644,291
44	52XXXXXX DIVISION-CONTINUING EDUCATION	854	313,535	314,389	8,100,505	42,450	5,698	177,688	8,640,730
45	53XXXXXX UF PRIVACY OFFICE	163,620	345,684	509,304	105,628	-	-	-	614,932
46	55XXXXXX UNIVERSITY LIBRARIES	-	1,734,825	1,734,825	332,125	2,920,576	18,404	2,329	5,008,259
47	56XXXXXX FLORIDA MUSEUM NATURAL HISTORY	490,780	309,563	800,343	2,509,929	6,441,409	2,055,260	3,709	11,810,650
48	57XXXXXX TYPE ONE CENTERS	1,573,436	607,881	2,181,317	854,876	2,884,707	4,244,650	19,736	10,185,285
49	60XXXXXX COLLEGE- AGRICUL AND IFAS	15,054,758	18,928,954	33,983,712	18,045,517	28,265,119	41,630,310	61,353	121,986,012
50	61XXXXXX VP FOR BUSINESS AFFAIRS	1,264,515	500	1,265,015	10,614,768	486,321	125,211	3,656,481	16,147,796
51	62XXXXXX HUMAN RESOURCES	2,975	638,570	641,545	858,191	10,420	-	-	1,510,156
52	63XXXXXX PHYSICAL PLANT DEPARTMENT	1,320,321	5,561,834	6,882,155	16,178,874	6,887	74,837	10,054	23,152,807
53	64XXXXXX FINANCE / ACCOUNTING	267,411	638,052	905,463	1,144,475	1,383	-	4,389,517	6,440,838
54	65XXXXXX CONTRACTS AND GRANTS	-	-	-	-	-	79,743	3,301	83,045
55	67XXXXXX STEPHEN C O'CONNELL CENTER	-	40	40	3,448,238	-	-	136,672	3,584,950
56	68XXXXXX BUSINESS SERVICES	935	51,730	52,665	27,278,484	-	-	1,244,784	28,575,932
57	70XXXXXX FACILITIES/PLANNING/CONSTRUCTION	1,964	34,470	36,434	157,864	-	-	43,702	238,000
58	71XXXXXX ENVIRONMENTAL HEALTH / SAFETY	295,468	323,705	619,173	3,754,453	-	1,420,884	33,736	5,828,245
59	72XXXXXX SMALL BUS/VENDOR DIVER RELATIONS	564	3,604	4,167	18,705	-	-	-	22,872
60	73XXXXXX UNIVERSITY POLICE	204,585	114,901	319,486	1,514,111	-	-	1,642	1,835,239
61	74XXXXXX INSTITUTIONAL ACTIVITIES	1,008,816	5,325,849	6,334,665	9,366,676	-	11,622,303	55,016,510	82,340,154
62	76XXXXXX BURSAR INSTITUTIONAL ACTIVITIES	-	-	-	1,200	-	-	1,720,844	1,722,044
63	77XXXXXX EMERGENCY MGMT	-	14,071	14,071	-	-	-	-	14,071
64	95XXXXXX DSO WITH UF	-	-	-	-	97	-	415,516	415,613
65	SPONSORED RESEARCH	-	-	-	-	-	50,995,809	-	50,995,809
	Subtotal	79,924,403	116,740,595	196,664,998	322,525,922	198,854,665	480,126,720	108,665,631	1,306,837,936
	Restricted Funds								
66	TUITION AND TECHNOLOGY FEES								99,857,302
67	STUDENT FINANCIAL AID								47,825,655
68	CONSTRUCTION								146,387,792
69	HELD ON BEHALF OF COMPONENT UNITS								173,711,963
	Grand Total								1,774,620,648

STATEMENT OF NET POSITION as of June 30, 2018 (amounts expressed in thousands)

	University of Florida		Component Units		
	2018	2017	Direct-Support Organizations	Health Science Center Affiliates	Shands Hospital and Others
ASSETS					
Current Assets:					
Cash and Cash Equivalents (Note 1)	\$ 1,234	\$ 6,810	\$ 35,008	\$ 104,924	\$ 111,908
Investments (Note 5)	1,517,714	1,353,225	93,719	26,263	394,198
Accounts Receivable, Net (Note 6)	89,350	81,924	153,295	75,365	340,470
Loans and Notes Receivable, Net (Note 6)	2,808	3,546	-	-	-
Due From State (Note 7)	88,357	76,102	-	-	66
Due From Component Units/University (Note 8)	17,450	15,324	153,894	44,986	88,049
Inventories	3,947	4,258	181	-	39,153
Other Current Assets	2,250	1,884	15,391	1,849	55,551
Total Current Assets	1,723,110	1,543,073	451,488	253,387	1,029,395
Noncurrent Assets:					
Restricted Cash and Cash Equivalents (Note 1)	5,082	15	9,990	-	26,005
Restricted Investments (Note 5)	116,222	91,290	1,842,321	15,023	546,486
Other Noncurrent Investments (Note 5)	153,325	174,163	-	-	-
Loans and Notes Receivable, Net (Note 6)	33,143	36,945	-	-	-
Depreciable Capital Assets, Net (Note 9)	1,842,199	1,822,070	192,179	54,020	1,223,430
Nondepreciable Capital Assets (Note 9)	105,330	70,181	65,353	36,285	107,984
Other Noncurrent Assets	74	74	-	2,060	124,985
Total Noncurrent Assets	2,255,375	2,194,738	2,109,843	107,388	2,028,890
TOTAL ASSETS	3,978,485	3,737,811	2,561,331	360,775	3,058,285
DEFERRED OUTFLOWS OF RESOURCES					
Deferred Outflows of Pension Resources (Note 11)	298,571	269,062	-	-	51,955
Deferred Outflows of Other Postemployment Benefits Payable (Note 11)	16,260	-	-	-	2,392
Accumulated Decrease in Fair Value of Interest Rate Swap Agreements	-	-	-	-	35,073
Losses on Debt Refunding	-	-	-	-	336
TOTAL DEFERRED OUTFLOWS OF RESOURCES	314,831	269,062	-	-	89,756
TOTAL ASSETS AND DEFERRED OUTFLOWS OF RESOURCES	\$ 4,293,316	\$ 4,006,873	\$ 2,561,331	\$ 360,775	\$ 3,148,041
LIABILITIES					
Current Liabilities:					
Accounts Payable	\$ 88,841	\$ 87,596	\$ 22,765	\$ 16,441	\$ 288,195
Salaries and Wages Payable	48,455	44,179	-	9,928	90,370
Due To Component Units/University (Note 8)	173,712	172,155	64,622	16,957	78,098
Unearned Revenue (Note 12)	63,846	63,814	65,142	376	-
Deposits Held in Custody	6,297	11,696	2	98	-
Other Current Liabilities	-	-	8,121	-	-
Long-Term Liabilities - Current Portion: (Note 13)					
Capital Improvement Debt Payable	9,302	8,917	-	-	-
Bonds Payable	-	-	5,250	3,118	21,570
Loans and Notes Payable	408	572	1,116	-	-
Installment Purchase Agreements Payable	1,107	1,509	-	-	-
Capital Leases Payable	176	165	-	95	1,991
Compensated Absences Payable	13,215	13,469	2,088	-	-
Other Postemployment Benefits Payable	15,774	-	-	-	-
Net Pension Liability	4,422	5,282	-	-	-
Liability for Self-Insured Claims	-	-	20,023	-	6,400
Total Current Liabilities	425,555	409,354	189,129	47,013	486,624

STATEMENT OF NET POSITION as of June 30, 2018 (amounts expressed in thousands)

	University of Florida		Component Units		
	2018	2017	Direct-Support Organizations	Health Science Center Affiliates	Shands Hospital and Others
Noncurrent Liabilities: (Note 13)					
Capital Improvement Debt Payable	\$ 128,813	\$ 138,443	\$ -	\$ -	\$ -
Bonds Payable	-	-	76,025	50,128	1,047,690
Loans and Notes Payable	4,737	9,541	1,416	8,000	-
Installment Purchase Agreements Payable	505	1,620	-	-	-
Capital Leases Payable	2,167	2,344	-	340	6,822
Compensated Absences Payable	112,014	105,197	1,476	-	-
Other Postemployment Benefits Payable	1,053,330	316,874	-	-	6,825
Net Pension Liability	606,749	559,763	-	-	-
Liability for Self-Insured Claims	-	-	-	-	29,157
Other Noncurrent Liabilities	13,969	17,788	42,129	-	44,192
Total Noncurrent Liabilities	1,922,284	1,151,570	121,046	58,468	1,134,686
TOTAL LIABILITIES	2,347,839	1,560,924	310,175	105,481	1,621,310
DEFERRED INFLOWS OF RESOURCES					
Deferred Inflows of Pension Resources (Note 11)	33,549	7,330	-	-	47,958
Deferred Inflows of Other Postemployment Benefits Payable (Note 11)	155,970	-	-	-	233
Accumulated Increase in Fair Value of Interest Rate Swap Agreements	-	-	-	-	2,862
Gains on Debt Refunding	-	-	-	-	2,528
TOTAL DEFERRED INFLOWS OF RESOURCES	189,519	7,330	-	-	53,581
TOTAL LIABILITIES AND DEFERRED INFLOWS OF RESOURCES	2,537,358	1,568,254	310,175	105,481	1,674,891
NET POSITION					
Net Investment in Capital Assets	1,800,313	1,729,141	114,290	28,625	289,034
Restricted:					
Nonexpendable:					
Endowment	-	-	1,398,931	-	243
Expendable:					
Endowment	-	-	418,725	-	9,408
Loans	39,700	39,211	-	-	-
Capital Projects	171,029	138,334	-	-	-
Debt Service	4,289	3,399	-	-	-
Other	(8,110)	367,131	146,872	-	174,567
Unrestricted	(251,263)	161,403	172,338	226,669	999,898
TOTAL NET POSITION	1,755,958	2,438,619	2,251,156	255,294	1,473,150
TOTAL LIABILITIES, DEFERRED INFLOWS OF RESOURCES, AND NET POSITION	\$ 4,293,316	\$ 4,006,873	\$ 2,561,331	\$ 360,775	\$ 3,148,041

The accompanying notes are an integral part of these financial statements.

STATEMENT OF REVENUES, EXPENSES, AND CHANGES IN NET POSITION for the Fiscal Year Ended June 30, 2018
(amounts expressed in thousands)

	University of Florida		Direct-Support Organizations	Component Units	
	2017-18	2016-17		Health Science Center Affiliates	Shands Hospital and Others
OPERATING REVENUES					
Student Tuition and Fees	\$ 603,859	\$ 587,425	\$ -	\$ -	\$ -
Scholarship Allowances	(208,007)	(155,766)	-	-	-
Student Tuition and Fees, Net of Scholarship Allowances	395,852	431,659	-	-	-
Federal Grants and Contracts	459,752	432,731	-	-	-
State and Local Grants and Contracts	52,039	50,020	-	-	-
Nongovernmental Grants and Contracts	839,154	793,017	-	-	-
Sales and Services of Auxiliary Enterprises (Note 14)	129,994	131,406	-	-	-
Sales and Services of Educational Departments	57,245	55,347	-	-	-
Sales and Services of Component Units	-	-	199,634	-	-
Hospital Revenues	-	-	-	872,399	2,180,891
Gifts and Donations - Component Units	-	-	102,915	-	-
Royalties and Licensing Fees - Component Units	-	-	35,200	-	-
Interest on Loans and Notes Receivable	1,194	1,013	-	-	-
Other Operating Revenues	4,097	2,489	7,784	97,290	37,014
Total Operating Revenues	1,939,327	1,897,682	345,533	969,689	2,217,905
OPERATING EXPENSES					
Employee Compensation and Benefits	2,150,165	2,022,323	1,568	96,028	973,318
Services and Supplies	552,153	552,130	368,432	217,098	995,476
Utilities and Communications	73,636	71,928	-	-	-
Scholarships, Fellowships, and Waivers, Net	144,627	106,891	-	-	-
Depreciation	138,306	137,484	11,909	8,893	107,622
Self-Insured Claims and Expenses	-	-	-	-	8,734
Total Operating Expenses (Note 20)	3,058,887	2,890,756	381,909	322,019	2,085,150
Operating Income (Loss)	(1,119,560)	(993,074)	(36,376)	647,670	132,755
NONOPERATING REVENUES (EXPENSES)					
State Noncapital Appropriations	766,103	712,106	8,000	-	7,050
Federal and State Student Financial Aid	208,173	116,963	-	-	-
Noncapital Grants, Contracts, and Gifts	126,365	116,665	-	-	-
Investment Income	59,848	37,952	148,581	1,125	43,738
Net Increase (Decrease) in the Fair Value of Investments	927	21,100	(3,996)	1,708	(2,209)
Investment Expenses	(4,624)	(4,141)	(392)	(892)	-
Other Nonoperating Revenues	2,653	4,243	11,356	-	9,778
Gain (Loss) on Disposal of Capital Assets	(1,182)	(16,481)	-	634	8,218
Interest on Capital Asset-Related Debt	(6,771)	(7,146)	(2,003)	-	(26,080)
Other Nonoperating Expenses	(3,766)	(8,712)	(49,439)	(636,046)	(113,870)
Net Nonoperating Revenues (Expenses)	1,147,726	972,549	112,107	(633,471)	(73,375)
Income (Loss) Before Other Revenues	28,166	(20,525)	75,731	14,199	59,380
State Capital Appropriations	57,819	59,430	-	-	-
Capital Grants, Contracts, and Donations	71,627	23,422	-	-	-
Additions to Permanent Endowments	-	-	59,692	-	-
Total Other Revenues	129,446	82,852	59,692	-	-
Increase in Net Position	157,612	62,327	135,423	14,199	59,380
Net Position, Beginning of Year	2,438,619	2,376,292	2,115,733	241,095	1,413,770
Adjustment to Beginning Net Position (Note 3)	(840,273)	-	-	-	-
Adjusted Net Position, Beginning of Year, as Restated	1,598,346	2,376,292	2,115,733	241,095	1,413,770
Net Position, End of Year	\$ 1,755,958	\$ 2,438,619	\$ 2,251,156	\$ 255,294	\$ 1,473,150

The accompanying notes are an integral part of these financial statements.

ENTERPRISE BUDGET SUMMARY 2018-2019 (in thousands)		University of Florida	UFF	UAA	FL Clinical Practice Asso	UF Jax Physicians	UF COD Faculty Practice Asso	UF COP Faculty Practice Asso	FL Vet Med Faculty Practice Asso	FL Health Professions Asso	UF CON Faculty Practice Asso	GatorCare Health Mgmt Corp	Gator Boosters
Budget Period		7/1/18 - 6/30/19	7/1/18 - 6/30/19	7/1/18 - 6/30/19	7/1/18 - 6/30/19	7/1/18 - 6/30/19	7/1/18 - 6/30/19	7/1/18 - 6/30/19	7/1/18 - 6/30/19	7/1/18 - 6/30/19	7/1/18 - 6/30/19	7/1/18 - 6/30/19	7/1/18 - 6/30/19
BEGINNING BALANCE		\$ 1,774,621	\$ 1,832,684	\$ 56,409	\$ 159,476	\$ 61,596	\$ 19,302	\$ 2,400	\$ 3,844	\$ 5,390	\$ 3,518	\$ 1,170	\$ 1,021
Revenues													
	Tuition	369,868											
	State Appropriations	776,195											
	Contracts & Grants	696,255											
	Federal & State Financial Aid	205,955											
	Patient Service Revenue				438,711	241,166	20,523	8,100	13,317	4,930	1,025		
	Contributions/Donations		132,539	1,916									37,177
	Investment Income	85,137	103,201	650	712	100	4					300	35
	Licensing and Royalties		2,600	59,007									
	Sales of Goods & Services	457,891		33,825								1,372	
	Other Revenues	112,904		2,847	2,500	1,357						310	
Total Revenues		\$ 2,704,204	\$ 238,339	\$ 98,245	\$ 441,923	\$ 242,623	\$ 20,527	\$ 8,100	\$ 13,317	\$ 4,930	\$ 1,025	\$ 1,982	\$ 37,212
Net Transfers To/From Component Units													
	Hospitals and Practice Plan	627,000			(274,194)	(85,180)	(17,000)	(8,290)	(14,386)	(4,708)	(1,175)		
	UF Foundation (Donor Restricted)	130,000	(135,000)										2,050
	Other	38,000		18,593									(35,218)
Net Transfers To/From Component Units		\$ 795,000	\$ (135,000)	\$ 18,593	\$ (274,194)	\$ (85,180)	\$ (17,000)	\$ (8,290)	\$ (14,386)	\$ (4,708)	\$ (1,175)	\$ -	\$ (33,168)
Total Revenue Net of Transfers		\$ 3,499,204	\$ 103,339	\$ 116,837	\$ 167,729	\$ 157,443	\$ 3,527	\$ (190)	\$ (1,069)	\$ 223	\$ (150)	\$ 1,982	\$ 4,044
Expenses													
	Employee Compensation and Benefits	2,162,973	18,840	55,135		137,489						1,095	1,878
	Other Operating Expenses	1,205,111	21,095	61,595	167,729	23,101	370		672	50	17	456	2,166
Total Expenses		\$ 3,368,084	\$ 39,935	\$ 116,730	\$ 167,729	\$ 160,590	\$ 370	\$ -	\$ 672	\$ 50	\$ 17	\$ 1,552	\$ 4,044
Total Revenues Net of Expenses and Transfers		\$ 131,120	\$ 63,404	\$ 108	\$ -	\$ (3,147)	\$ 3,157	\$ (190)	\$ (1,741)	\$ 173	\$ (167)	\$ 430	\$ -
Projected Ending Cash Balance		\$ 1,905,741	\$ 1,896,088	\$ 56,516	\$ 159,476	\$ 58,449	\$ 22,459	\$ 2,210	\$ 2,103	\$ 5,563	\$ 3,352	\$ 1,601	\$ 1,021

ENTERPRISE BUDGET SUMMARY 2018-2019 (in thousands)		UFRF	Citrus Research & Development Fdtn	UF Alumni Asso	UFICO	FL Fdtn Seed Producers	UF Leadership & Ed Fdtn	FL 4-H Club Fdtn	UF Dev Corp	UF Historic St. Augustine	Florida Cattleman's Association	Citrus Research & Education Fdtn	UF Law Center Asso
Budget Period		7/1/18 - 6/30/19	7/1/18 - 6/30/19	7/1/18 - 6/30/19	7/1/18 - 6/30/19	7/1/18 - 6/30/19	1/1/18 - 12/31/18	4/1/18 - 3/31/19	7/1/18 - 6/30/19	7/1/18 - 6/30/19	7/1/18 - 6/30/19	7/1/18 - 6/30/19	7/1/18 - 6/30/19
BEGINNING BALANCE		\$ 101,329	\$ 4,467	\$ -	\$ 418	\$ 7,762	\$ 1,885	\$ 3,195	\$ 2,254	\$ 1,106	\$ 244	\$ 1,047	\$ 665
Revenues													
	Tuition												
	State Appropriations		7,900								750		
	Contracts & Grants		4,000										
	Federal & State Financial Aid												
	Patient Service Revenue												
	Contributions/Donations		20	2,148				150				1	35
	Investment Income		40			40		75				8	
	Licensing and Royalties	27,000				1,200							
	Sales of Goods & Services				4,731	1,800	2,425	1,065	1,740	792		393	
	Other Revenues	2,330				19							
Total Revenues		\$ 29,330	\$ 11,960	\$ 2,148	\$ 4,731	\$ 3,058	\$ 2,425	\$ 1,290	\$ 1,740	\$ 792	\$ 750	\$ 403	\$ 35
Net Transfers To/From Component Units													
	Hospitals and Practice Plan												
	UF Foundation (Donor Restricted)			3,771				(253)					
	Other	(15,033)					(650)			(270)	(682)	(40)	(189)
Net Transfers To/From Component Units		\$ (15,033)	\$ -	\$ 3,771	\$ -	\$ -	\$ (650)	\$ (253)	\$ -	\$ (270)	\$ (682)	\$ (40)	\$ (189)
Total Revenue Net of Transfers		\$ 14,297	\$ 11,960	\$ 5,919	\$ 4,731	\$ 3,058	\$ 1,775	\$ 1,037	\$ 1,740	\$ 522	\$ 68	\$ 362	\$ (154)
Expenses													
	Employee Compensation and Benefits		974	2,298	4,054	810			45	123		40	
	Other Operating Expenses	21,570	14,953	3,621	678	2,464	1,740	1,030	1,424	560	68	337	387
Total Expenses		\$ 21,570	\$ 15,927	\$ 5,919	\$ 4,731	\$ 3,273	\$ 1,740	\$ 1,030	\$ 1,469	\$ 683	\$ 68	\$ 377	\$ 387
Total Revenues Net of Expenses and Transfers		\$ (7,273)	\$ (3,967)	\$ -	\$ -	\$ (215)	\$ 34	\$ 7	\$ 271	\$ (161)	\$ -	\$ (15)	\$ (541)
Projected Ending Cash Balance		\$ 94,056	\$ 500	\$ -	\$ 418	\$ 7,548	\$ 1,919	\$ 3,203	\$ 2,525	\$ 945	\$ 244	\$ 1,032	\$ 124

ENTERPRISE BUDGET SUMMARY 2018-2019 (in thousands)		SW FL Research & Ed Fdtn	Treasure Coast Ag Research Fdtn	Shands Teaching Hospital and Clinics	Shands Jacksonville HealthCare	UF Self-Insurance Program	UF Healthcare Education Insurance Co.	Grand Total		
Budget Period		7/1/18 - 6/30/19	7/1/18 - 6/30/19	7/1/18 - 6/30/19	7/1/18 - 6/30/19	7/1/18 - 6/30/19	7/1/18 - 6/30/19			
BEGINNING BALANCE		\$ 154	\$ 148	\$ 1,105,097	\$ 194,550	\$ 127,181	\$ 6,312	\$ 5,479,244		
Revenues										
	Tuition							369,868		1,000
	State Appropriations			7,050				791,895		
	Contracts & Grants							700,255		
	Federal & State Financial Aid							205,955		
	Patient Service Revenue			1,576,202	741,388			3,045,363		
	Contributions/Donations	35						174,020		
	Investment Income			14,225	1,057	7,905	1,831	215,320		
	Licensing and Royalties							89,807		
	Sales of Goods & Services	55	7			10,510	1,969	518,573		
	Other Revenues			31,277	11,463			165,006		
Total Revenues		\$ 90	\$ 7	\$ 1,628,754	\$ 753,908	\$ 18,415	\$ 3,800	\$ 6,276,062		
Net Transfers To/From Component Units										
	Hospitals and Practice Plan			(187,636)	(34,607)			(176)		
	UF Foundation (Donor Restricted)							568		
	Other					(4,223)	(780)	(492)		
Net Transfers To/From Component Units		\$ -	\$ -	\$ (187,636)	\$ (34,607)	\$ (4,223)	\$ (780)	\$ (100)		
Total Revenue Net of Transfers		\$ 90	\$ 7	\$ 1,441,118	\$ 719,302	\$ 14,192	\$ 3,020	\$ 6,275,962		
Expenses										
	Employee Compensation and Benefits			703,569	336,033			3,425,354		
	Other Operating Expenses	75	4	689,328	380,686	16,075	2,812	2,620,175		
Total Expenses		\$ 75	\$ 4	\$ 1,392,897	\$ 716,719	\$ 16,075	\$ 2,812	\$ 6,045,529		
Total Revenues Net of Expenses and Transfers		\$ 14	\$ 2	\$ 48,221	\$ 2,583	\$ (1,883)	\$ 207	\$ 230,433		
Projected Ending Cash Balance		\$ 168	\$ 150	\$ 1,153,318	\$ 197,134	\$ 125,298	\$ 6,519	\$ 5,709,677		



STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

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CERTIFICATION OF FUNDING SOURCES FOR CAPITAL PROJECTS

Since July 1, 2008 to the present, the university has constructed 49 new capital projects adding more than 10,000 gross square feet of space or exceeding \$2 million in cost. For each capital project, we have reviewed university records, such as project budgets and expenditures, educational plant surveys, project programs, and project funding sources, necessary to determine that each project was constructed with funding from legally available and authorized sources.

Based upon our review, we hereby certify to the University of Florida Board of Trustees and the Board of Governors, that each project was constructed with funds from legally available and authorized sources.

University of Florida

 11-1-2018

W. Kent Fuchs, President



Michael V. McKee, Vice President and Chief Financial Officer



Amy M. Hass, Vice President and General Counsel

University of Florida
Certification of Funding Sources for Capital Projects (Analysis Worksheet)

Project Number	Project Name	Educational Plant Survey Required/Approved	Project GSF	Year Added to Inventory	Project Funding Sources	Amount E&G Funds	Comments
UF-155	Levin College of Law Advocacy Center	Not Required	19,375	2009	Capital Facilities Match Fund, Capital Facilities Match Fund-Interest Earnings, Private Donations, Private Donations-Interest Earnings		
UF-206	Graduate Studies Building (Hough Hall)	Not Required	72,724	2010	Auxiliary-Business Services, Auxiliary-Division of Continuing Education, Auxiliary Facilities Working Capital, Capital Facilities Match Fund, Capital Facilities Match Fund-Interest Earnings, Private Donations, Private Donations-Interest Earnings		
UF-212	Newell Hall Renovation/Addition	2009 - #2.2	10,193	2017	SUS-PECO, Auxiliary - Business Service, Auxiliary - Facilities Working Capital, Auxiliary - Traffic & Parking, Contracts & Grants - Residual Funds, Courtelis Private Donations, UF Strategic Fund Non-Research Interest Earnings, R&R Traffic & Parking, State Appropriation General Revenue Main Campus	\$ 59,228	E&G Funds were used to pay for required fumigation of the building which had remained unoccupied for several years prior to demolition and renovation for safety reasons.
UF-223	Tropical Research and Education Center Phase I - Homestead	Not Required	6,232	2013	IFAS Land & Relocation Trust Fund		
UF-256	Counseling and Wellness Center	Not Required	23,635	2010	Student Government Funds, SUS-PECO, SUS 2006 Revenue Bond Trust Fund		
UF-266	Chemical Engineering Building	Not Required	11,789	2012	Private Donations, State Appropriation General Revenue Main Campus, SUS-PECO	\$ 200,000	E&G funds used for work to correct ADA exterior building entrance compliance requirements to the “Existing” Chemical Engineering Building
UF-273	Harn Museum Asian Art Wing	Not Required	45,036	2011	Capital Facilities Match Fund, Capital Facilities Match Fund-Interest Earnings, Line of Credit Financing from UF, Private Donations, Private Donations-Interest Earnings, Unrestricted Funds-Interest Earnings		
UF-280	UF Research & Academic Center at Lake Nona	2009 - #5.2	114,329	2012	SUS-PECO, Auxiliary-Division of Continuing Education, Auxiliary-Surplus, Contracts and Grants Returned Overhead, Lottery Funds-Construction, Private Donations, Royalty Funds, State Appropriation General Revenue HSC Fund, UF Division of Sponsored Programs, UF Strategic Funds	\$ 38,939	E&G funds used to address post-occupancy air flow and control issue in BSL-3 Laboratory lock off area. Laboratory safety issue.
UF-286	The Harrell Medical Education Building	2009 - #5.1	109,202	2016	Auxiliary - Division of Continuing Education, Line of Credit Financing from UF, Private Donations		
UF-303	Dental Clinic -Naples	Not Required	19,643	2008	Capital Facilities Match Fund, Contracts & Grants - Other, Courtelis Private Donations, Courtelis Private Donations - Interest Earnings		
UF-305	PK Yonge Developmental School Phase I	K12 - Educational Plant Survey (Managed by PKY)	36,634	2012	RCM Support, SUS-PECO		

University of Florida
Certification of Funding Sources for Capital Projects (Analysis Worksheet)

Project Number	Project Name	Educational Plant Survey Required/Approved	Project GSF	Year Added to Inventory	Project Funding Sources	Amount E&G Funds	Comments
UF-310	East Campus Office Building	Not Required	83,526	2010	Auxiliary - Business Services, Auxiliary - College Of Engineering, Health Science Center Faculty Practice Plan, Insurance Recoveries, Unrestricted Funds-Interest Earnings, RCM Support, State Appropriation General Revenue, State Appropriation General Revenue Main Campus	\$ 1,893,487	E&G funds were used to cover a) Renovations to buildings #1604, 1626 for occupants of demolished buildings, b) Computer Network Equipment, c) Classroom Technology Equip., Media Stations, Furniture/Equipment, Signage, d) Post completion ADA storefront code upgrades e) Additional design services, f) Post Occupancy Commissioning services, g) Post occupancy parking expansion for the East Campus.
UF-310A	East Campus Data Center	Not Required	26,182	2013	Contracts and Grants Returned Overhead, Unexpended Plant Fund New Space - Interest Earnings, Line of Credit Financing		
UF-313	Veterinary Education and Clinical Research Center	2004 - #1.13	110,244	2010	Auxiliary - Business Services-Interest Earnings, Capital Facilities Match Fund, Capital Facilities Match Fund-Interest Earnings, Health Science Center Operations & Maintenance, Interest Earnings, Private Donations, Rebates, State Appropriation General Revenue HSC Fund, SUS - PECO, SUS - PECO-Interest Earnings		
UF-319	Cellulosic Ethanol Plant	Not Required	18,906	2012	SUS-PECO, State Appropriation General Revenue IFAS	\$ 6,345	E&G funds used to install departmental research equipment requiring contractor installation.
UF-323A	Chemistry/Chemical Biology Building	2007 - Amendment #1.22	109,656	2017	SUS - PECO, Contracts and Grants Returned Overhead, UF Strategic Funds Research - Interest Earnings, Insurance Recoveries		
UF-331	Southwest Recreational Center Expansion	Not Required	42,013	2010	Auxiliary - Recreational Sports, Capital Improvement Trust Fund, Student Government Funds, SUS 2006 Revenue Bond Trust Fund, SUS - PECO		
UF-342	Weimer Hall Expansion	Not Required	8,239	2013	SUS - PECO, Private Donations		
UF-352	Florida Innovation Hub at UF	Not Required	51,710	2011	Federal Sponsored Construction, Non-Federal Sponsored Construction, State Appropriation General Revenue Main Campus, UF Division of Sponsored Programs	\$ 576,811	E&G funds used for Gainesville Regional Utility Impact assesment and not associated with the building.
UF-357	Institute on Aging/Clinical Translational Research Building	Not Required	129,695	2013	CTRB-Bond Phase 2, Federal Sponsored Construction, Interest Earnings		
UF-361	IFAS Professional Development Center	Not Required	19,760	2011	Auxiliary - IFAS Facilities, Contract And Grants Returned Overhead, IFAS Extension Incidental Trust Fund, IFAS Land & Relocation Trust Fund, IFAS Research Incidental Trust Fund, Interest Earnings, Private Donations, RCM Support, State Appropriation General Revenue IFAS, Unexpended Plant Fund New Space - Interest Earnings	\$ 23,000	E&G funds used for minor post occupancy phase modifications.

University of Florida
Certification of Funding Sources for Capital Projects (Analysis Worksheet)

Project Number	Project Name	Educational Plant Survey Required/Approved	Project GSF	Year Added to Inventory	Project Funding Sources	Amount E&G Funds	Comments
UF-365	Corry Village Commons Replacement	Not Required	12,683	2012	R&R Housing Fund		
UF-368	Reitz Union Expansion and Renovation	Not Required	126,000	2016	Auxiliary - Business Services, Auxiliary - Student Affairs, Capital Improvement Trust Fund, Capital Improvement Trust Fund - Interest Earnings, Lease Purchase Agreement, Lease Purchase Agreements - Interest Earnings, Reitz Union Expansion Bond, Reitz Union Expansion Bond - Interest Earnings, Auxiliary - Reitz Union Fund, Student Government Funds, Unexpended Plant Fund New Space - Interest Earnings, Unexpended Plant Fund Renovation & Repair - Interest Earnings		
UF-380	School of Business Building (Heavener Hall)	Not Required	60,216	2014	Auxiliary - Business Services, Unrestricted Funds - Interest Earnings, Line of Credit Financing, Private Donations		
UF-392	Stephen O'Connell Center Renovation and Addition	Not Required	18,500	2017	Auxiliary - Facilities Working Capital, Auxiliary - Stephen C O'Connell Center, Courtelis Private Donations, Donations Dept.: - Vice President Of Business Affairs, UF Strategic Fund Non-Research - Interest Earnings, Private Donations, RCM Support, SUS - PECO, University Of Florida Athletic Association		
UF-400	Cypress Hall, Single Student Housing 2015	Not Required	85,155	2015	House Rev Cert 59 TF – Auxiliary, R&R - Housing Fund, UF Dorm Rev. Bond, Series 2013A		
UF-590	Bldg 1017 VMTH Clinical Simulation Lab - Addition	Not Required	11,676	2015	Auxiliary - Division of Continuing Education, UF Strategic Fund Non-Research - Interest Earnings, Private Donations, UF Strategic Funds		
UF-603	Career Resource Center Addition and Renovation	Not Required	13,272	2018	Auxiliary - Student Affairs, Capital Improvement Trust Fund		
UF-607	Innovation HUB, Phase II	Not Required	51,681	2017	Federal Sponsered Construction, Non-Federal Sponsered Construction, UF Strategic Fund Research - Interest Earnings, UF Research Foundation		
UF-620	IFAS Bee Unit Facility	Not Required	8,000	2018	Contracts and Grants Returned Overhead, Non-Federal Sponsored Construction, Private Donations		
UAA-20	Lacrosse Locker Room Facility	Not Required	11,846	2009	University Of Florida Athletic Association		
UAA-34	Student Life - Farrior Hall Addition	Not Required	51,086	2017	University Of Florida Athletic Association		
UAA-35	Indoor Football Practice Facility	Not Required	87,218	2015	University Of Florida Athletic Association		

University of Florida
Certification of Funding Sources for Capital Projects (Analysis Worksheet)

Project Number	Project Name	Educational Plant Survey Required/Approved	Project GSF	Year Added to Inventory	Project Funding Sources	Amount E&G Funds	Comments
LM-5026	CVM Equine Sports Performance Complex	Not Required	13,321	2014	Auxiliary - Business Services, Health Science Center Operations and Maintenance, Private Donations		
MP-00076	Dasburg President's House	Not Required	10,017	2015	Private Donations, Private Donations -Interest Earnings, RCM Support, HOUS REV CERT 59 TF - AUXILIARY		
MP-00246	New Surplus Property Warehouse	Not Required	19,747	2018	Auxiliary - Surplus, Donations Dept: F&A Disbursements		
16004	B0891 - Beef Teaching Facility (S)	Not Required	23,548	2017	Legislatively State Appropriated Funds	-	
15101	B7531 - Equipment Storage - Citra	Not Required	12,000	2015	SHARE - Department donations		
16053	B0089 - Admin Services Bldg	Not Required	10,823	2016	Interest Earned, Incidental	\$ 1,310	CYFWD used to replace blinds after building was complete
16058	B1851 - Nature Coast Biological Station - Cedar Key	Not Required	11,270	2017	Indirect Cost, Interest Earned, Incidental, State Appropriation General Revenue IFAS	\$ 5,000	E&G funds were used for coastal site erosion protection post-occupancy, not associated with the building construction.
16052	B5223 - Equipment Storage - Balm	Not Required	13,000	2016	SHARE - Department donations		
09077	B4051 - Greenhouse - Apopka	Not Required	17,640	2009	Indirect Cost		
10016	B5220 - Greenhouse - Balm	Not Required	18,000	2009	SHARE - Department donations		
08117	B7117 - Shade House - Lake Alfred	Not Required	18,900	2008	Research Grant		
11014	B7526 - Equipment Storage - Citra	Not Required	12,000	2011	Indirect Cost		
08126	B7940 - Shade House - Quincy	Not Required	13,869	2009	Research Grant		
07057	B8037 - Feed Efficiency - Marianna	Not Required	12,000	2008	Legislatively State Appropriated Funds		
11076	B8272 - Shade House - Homestead	Not Required	21,600	2012	Relocation and Construction Trust Fund		
14113	B8274 - Shade House - Homestead	Not Required	21,600	2014	Research Grant, Incidental		
	49 - Total UF Projects Reported						

Construction Project ID	Construction Project Name	Total Budget Per Project Tracker	Total GL Exp in FY19	Total Expenditures	Remaining Budget
IF016058	B1851 - Nature Coast Biological Station	2,395,435.03	869.00	2,395,435.02	0.01
IF017018	B0459 - Replace AHU/HVAC and Renovate Rooms	2,106,662.03	600,717.27	1,050,781.45	1,055,880.58
IF017062	Manure Management System (CAP)	2,073,024.10	152,821.95	1,973,138.89	99,885.21
MP02095	VetMed Parking	991,200.00	72,300.12	988,055.13	3,144.87
MP03754	0686 J.Wayne Reitz Union Auditorium Renovation	2,200,000.00	104,445.00	141,010.00	2,058,990.00
UF000212	Newell Hall Renovation	18,973,805.41	6,127.15	18,560,597.00	413,208.41
UF000221	Norman Hall Rehabilitation and College of Education Center Addition	32,910,913.00	3,346,119.42	7,946,974.34	24,963,938.66
UF000357	Institute on Aging/Clinical Translational Research Building	45,657,396.11	3,503.00	44,749,712.48	907,683.63
UF000368	Reitz Union Expansion and Renovation	77,171,772.74	13,762.50	77,122,647.31	49,125.43
UF000392	Stephan O'Connell Center Renovation and Addition	69,769,566.47	653,046.87	69,693,915.87	75,650.60
UF000402	Lacy Rabon Plant - Steam Boiler Addition	8,824,057.00	733,284.16	8,039,104.30	784,952.70
UF000461	Herbert Wertheim Laboratory for Engineering Excellence	51,905,334.50	5,165,697.38	16,081,185.72	35,824,148.78
UF000603	CRC Addition and Renovation	11,688,859.32	2,200,247.16	9,578,513.19	2,110,346.13
UF000607	Innovation HUB, Phase II	17,264,045.00	677,511.09	17,071,626.15	192,418.85
UF000608	Parking Garage XIV	32,288,982.00	191,952.00	1,059,521.58	31,229,460.42
UF000615	Electrical Substation 2 - Cable and Switchgear Replacement	5,410,000.00	107,719.36	472,553.37	4,937,446.63
UF000619	IBC and IHLC New Facility	9,871,048.00	234,959.64	871,429.59	8,999,618.41
UF000620	IFAS Bee Unit Facility	3,065,137.77	312,262.63	2,933,088.84	132,048.93
UF000621	UF Veterinary Hospital and CVM Expansion	7,948,791.00	1,347,342.04	2,446,420.23	5,502,370.77
UF000622	VetMed Plant ESCO	18,023,000.00	728,805.00	2,998,036.88	15,024,963.12
UF000623	Central Energy Plant & Utilities Infrastructure	10,326,547.06	960,382.84	2,868,890.75	7,457,656.31
UF000628	IT Move to Ayers Building	3,140,204.00	11,618.60	2,422,630.02	717,573.98
UF000629	Band Practice Field Upgrade	2,137,525.00	1,482,341.32	1,588,321.62	549,203.38
UF000631	IFAS Lone Cabbage Reef Restoration	3,894,139.93	3,015,103.86	3,030,330.36	863,809.57
UF00323A	Chemistry/Chemical Biology Building	65,585,670.58	65,014.21	65,549,709.28	35,961.30
UF-373	FLMNH Special Collections Building	26,300.00	15,300.00	15,300.00	11,000.00
UF-623A	Phase 3: Utilities Infrastructure	1,659,454.00	67,820.00	67,820.00	1,591,634.00
UF-632	Data Science and Information Technology Building	250,000.00	305.90	305.90	249,694.10
Totals		507,558,870.05	22,271,379.47	361,717,055.27	145,841,814.78

Faculty Hiring Report

		U.S. News and World Report		
	Full-Time Base Faculty Headcount (A)	Instructional FTE (B)	Student FTE (C)	Student-to-Teacher Ratio (D)
Fall 2012	3,578	1,979	42,431	21.4:1
Fall 2013	3,618	2,006	42,186	21.0:1
Fall 2014	3,691	2,034	42,149	20.7:1
Fall 2015	3,792	2,104	43,455	20.7:1
Fall 2016	3,905	2,142	43,716	20.4:1
Fall 2017	4,117	2,292	43,778	19.4:1
Fall 2018	4,357	2,425	February 2019	February 2019

June 2017	UF announces plans to hire 500 new faculty positions			
		U.S. News and World Report		
	Full-Time Base Faculty Headcount (A)	Instructional FTE (B)	Student FTE (C)	Student-to-Teacher Ratio (D)
Fall 2017	4,117	2,292	43,778	19.4:1
Faculty Departures	410	101		
Faculty Hires	650	234		
Fall 2018	4,357	2,425		
Net New/Change	240	133		
<i>New Faculty 500</i>	<i>209</i>	<i>188</i>		

NOTES:

Data based on October 1, 2018 snapshot.

Base faculty includes faculty in academic departments and excludes adjuncts, county extension, librarians, faculty administrators (dean level and above), and career faculty.

Instructional faculty are not a subset of Base faculty. Base and Instructional faculty are over-lapping sets.

The Instructional faculty reported for the Student Faculty ratio exclude faculty in stand-alone graduate and professional programs (e.g. Medicine, Dentistry, Veterinary Medicine, and Law).

The Student Faculty ratio is 1% of the US News ranking formula.

Faculty Hiring Report

College/Center	Hires	Faculty 500 Hires	Departure from Base	Resignation	Retirement	Involuntary	Transfer and Promotion	Death	End of Temporary
College of Agriculture and Life Sciences	44	18	43	22	15	3	2	1	0
College of Business	9	5	13	7	2	3	1	0	0
College of Dentistry	9	1	9	5	3	0	1	0	0
College of Design, Construction & Planning	11	11	5	3	2	0	0	0	0
College of Education	25	12	10	1	6	2	1	0	0
College of Engineering	41	24	18	14	4	0	0	0	0
College of Health & Human Performance	11	8	4	0	4	0	0	0	0
College of Journalism & Communications	16	14	2	2	0	0	0	0	0
College of Law	5	0	5	0	0	0	3	0	2
College of Liberal Arts & Sciences	96	66	43	13	23	3	3	0	1
College of Medicine	201	8	156	105	11	13	21	0	6
College of Nursing	13	9	5	0	3	0	1	1	0
College of Pharmacy	25	4	9	7	2	0	0	0	0
College of Public Health & Health Professions	26	11	28	27*	0	1	0	0	0
College of the Arts	18	11	4	0	2	1	0	1	0
College of Veterinary Medicine	28	5	12	7	3	1	1	0	0
Florida Museum of Natural History	1	1	5	0	3	0	1	1	0
Office of Research	1	1	1	0	1	0	0	0	0
College of Medicine--Jacksonville	68	0	38	29	3	4	2	0	0
Center for Latin American Studies	2	0	0	0	0	0	0	0	0
Totals	650	209	410	242	87	31	37	4	9

*College of Public Health and Health Professions' Speech and Hearing Clinic transferred to UF Health-Shands, which resulted in 21 resignations and 1 non-renewal.



Quarterly Performance Report

UF Foundation – Endowment Pool

September 30, 2018

UF Foundation – Endowment Pool

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.

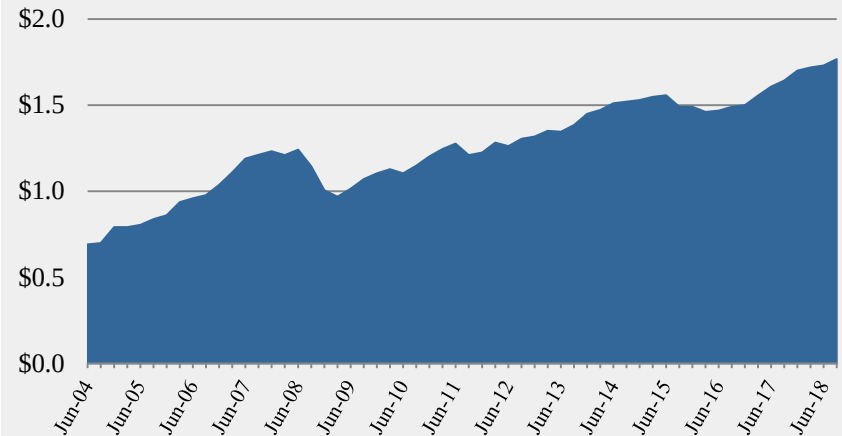
The UF endowment assets reside with the University of Florida Foundation (UF Foundation). The UF Foundation is a private, not-for-profit, 501(c)(3) direct support organization of the University that raises and manages all gift money for the benefit of the University of Florida. The management of the 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.

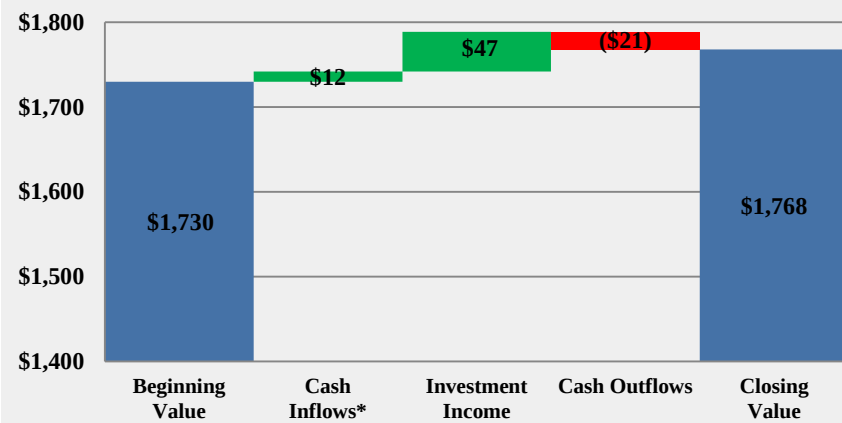
Endowments are an irreplaceable source of quality, stability, productivity and creativity for the University of Florida. The thoughtful individuals and organizations who create endowments provide security and confidence for our students and faculty, now and in the future. As such, the UF Foundation invests 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 first quarter of the 2019 fiscal year, the Endowment Pool started with a balance of \$1.73 billion. During the quarter, there was \$12 million of cash inflows to the Endowment Pool thanks to the generous support of donors. Endowment investments generated net income of \$47 million during the quarter and there was \$21 million of cash paid out during the quarter in support of the University of Florida and its programs. The quarter ended with an Endowment Pool balance of \$1.77 billion.

Total Value of the Endowment
(in billions)



Financial Recap
Quarter-ended September 30, 2018
(in millions)



* The timing of cash inflows does not always correspond with the timing of endowment gifts.

UF Foundation – Endowment Pool

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.

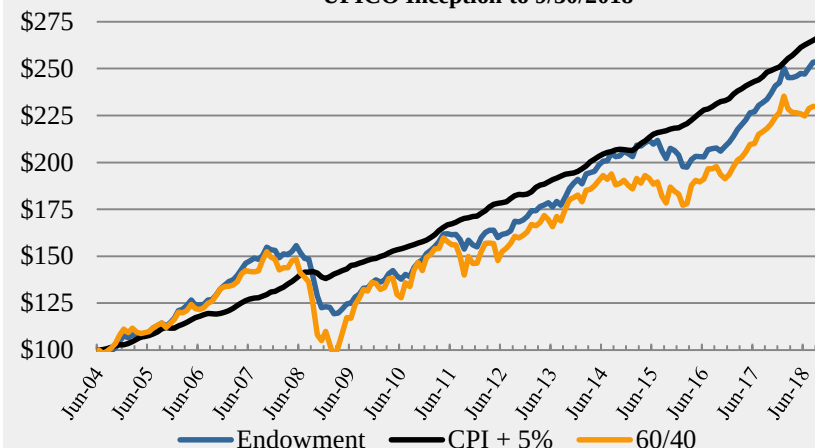
To measure performance results, investment returns are compared against the following benchmarks:

Benchmark	Purpose
CPI + 5%	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.
60/40	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 9/30/2018



Note: Based on endowment accounting returns.

Strategic Asset Allocation As of 9/30/2018

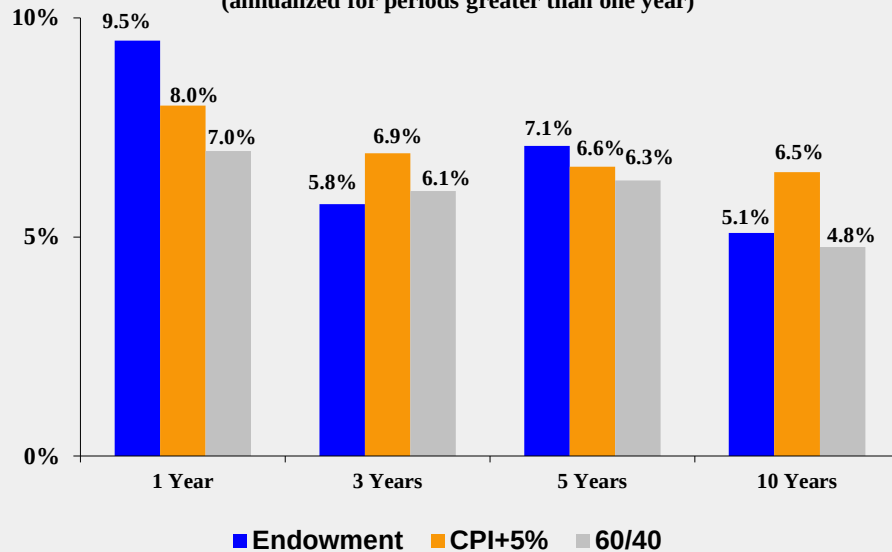
Strategy	Asset Classes	Target Allocation	Actual Allocation
Growth	Public Equities Hedged Strategies Private Equity	82.5%	81.7%
Real Assets	Natural Resources Real Estate	7.5%	8.7%
Liquidity	Fixed Income Cash	10%	9.6%

UF Foundation – Endowment Pool

Final Investment Returns

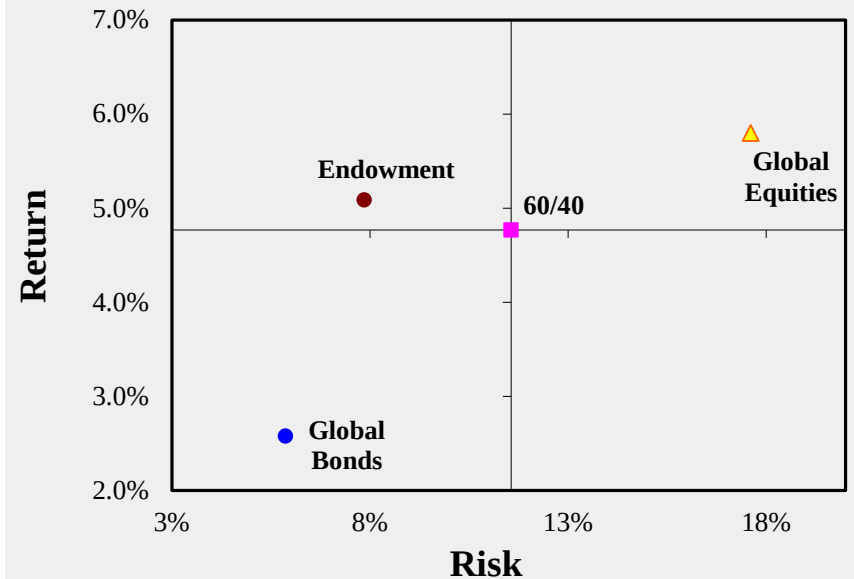
As of June 30, 2018

(annualized for periods greater than one year)



Risk & Return

10 Years ended June 30, 2018





**COMMITTEE ON AUDIT AND COMPLIANCE
AGENDA**

Thursday, December 6, 2018

Beginning at ~4:00 p.m.

President's Room 215B, Emerson Alumni Hall

Committee Members:

Marsha D. Powers (Chair), David L. Brandon, Ian M. Green, Rahul Patel, Robert G. Stern, Katie Vogel Anderson

- 1.0 Verification of Quorum Amy Hass, Vice President and General Counsel
- 2.0 Call to Order and Welcome Marsha D. Powers, Chair
- 3.0 Review and Approval of Minutes..... Marsha D. Powers, Chair
[June 7, 2018](#)
[November 9, 2018](#)
- 4.0 Action Item..... Marsha D. Powers, Chair
AC1 [University of Florida Performance Based Funding – Data Integrity \(Audit Report\) and Performance Based Funding Data Integrity Certification](#)
- 5.0 Discussion..... Marsha D. Powers, Chair
 - 5.1 Update on External Audits..... Joe Canella, Office of the Auditor General
 - 5.2 [Compliance Program and Training Update](#)..... Elizabeth Ruszczyk, Executive Associate Vice President and Chief Compliance Officer
 - 5.3 Strategic Assessment Update..... Charlie Lane, Senior Vice President and Chief Operating Officer
 - 5.4 [Audits of Affiliated Organizations](#) Office of the Chief Financial Officer
 - 5.5 [Audits and Other Reviews](#)..... Office of Internal Audit
 - 5.6 [Quarterly Follow-up](#) Office of Internal Audit
 - 5.7 [2018-2019 Annual Audit Plan Revisions](#)..... 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
COMMITTEE ON AUDIT AND COMPLIANCE
COMMITTEE MINUTES**

June 7, 2018

President's Room 215B, Emerson Alumni Hall

University of Florida, Gainesville, FL

Time Convened: 9:31 a.m. EDT

Time Adjourned: 10:15 a.m. EDT

1.0 Verification of Quorum

A quorum was confirmed with all members present.

Members present were:

Marsha D. Powers (Chair), Ian M. Green, James W. Heavener, Robert G. Stern and Katherine Vogel Anderson

Others present were:

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

2.0 Call to Order

Committee Chair Powers called the meeting to order at 9:31 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 March 22, 2018 Committee meeting, which was made by Trustee Stern, and a second, which was made by Trustee Heavener. The Committee Chair asked for further discussion, and then all in favor of the motion and any opposed, and the motion was approved unanimously.

4.0 Action Items

AC1. University of Florida Operational Audit Report Issued March 2018

In March 2018, the State of Florida Auditor General released Operational Audit Report No. 2018-193 on the University of Florida covering the Calendar Year 2016. This audit is conducted at least

every three years, per statute. The objectives of the audit related to internal controls, compliance with state and university rules and regulations, and operational processes.

Chief Audit Executive Mikell reviewed findings from the operational audit with the Committee. After discussion, Trustee Powers asked university management for an analysis of purchasing cards including the number of active cards, spending patterns, limits and risks to be presented at the next Committee meeting.

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 Green. 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.

AC2. 2018-2019 Office of Internal Audit Work Plan Revisions

The Office of Internal Audit (OIA) 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. Audit work plans are revised semi-annually in response to changing priorities, conditions, or audit resources.

Chief Audit Executive Mikell reviewed proposed revisions to the FY 2017-2018 audit work plan with the Committee. The proposed changes were discussed and questions from the Trustees were answered. The Committee Chair then asked for a motion to approve Committee Final Action Item AC2, which was made by Trustee Stern, and a second, which was made by Trustee Vogel Anderson. 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.

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

5.0 Discussion/Informational 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:

- Operational Audit. This audit, required per statute to be conducted at least every three (3) years, was released in March 2018. The audit report was previously discussed as consent agenda item AC1.
- Financial Audit for the 2017-2018 fiscal year: This audit is performed annually, as part of a statewide audit, but a separate report is issued for the University of Florida. Preliminary work for this audit will begin soon.

- Federal Awards Audit for the Fiscal Year 2017-2018: This Federal Compliance audit is conducted and reported as part of a statewide audit. Work for the current audit will focus on the Research and Development program cluster. Federal regulations require the report to be issued within 9 months of the fiscal year-end, or March 31, 2019.
- Florida Bright Futures for the Fiscal Years 2015-2016 and 2016-2017. This audit covers compliance with state regulations relative to the Bright Futures program. Ms. Tyre reported that once all fieldwork and responses for the entire state have been received, the audit report will be released. Expected release date is June 2018.

5.2 Compliance Program Update

Executive Associate Vice President (EAVP) and Chief Compliance Officer Elizabeth Ruszczyk provided updates to the Committee on the Compliance Program. She has responded timely to SUS Program Status Checklist requirements, completing 19 of the 19 status checklist items. EAVP Ruszczyk expects to initiate system-wide, electronic compliance training July 1 – September 15, and to continue the Compliance Risk Assessment utilizing the Enterprise Risk Management approach. She noted that Trustees will be required to take compliance training either using the online module or in person, if they prefer. She anticipates completing the compliance risk assessment/review by the next Audit and Compliance Committee meeting.

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) President's Business, Travel and Entertainment Expenses
- 2) Subrecipient Monitoring
- 3) University of Florida Internal Controls

The reports and summaries, which had been previously provided to the Committee for detailed review, were discussed and questions were answered. Trustee Kuntz and Vice Chair Hosseini questioned the current practice of the OIA auditing President Fuchs' travel and entertainment expenses twice annually. They suggested and asked university management to explore developing a new process for the Trustees to review President Fuchs' expenses, in accordance with his contract, to free up the Office of Internal Audit's time for other engagements.

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. CAE Mikell explained the purpose and objectives for the follow-up process and reported that 100% of follow-up due was implemented.

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 Heavener and, with no further discussion desired, the motion was passed unanimously and the University of Florida Committee on Audit and Compliance meeting was adjourned at 10:15 a.m. EDT.

**COMMITTEE ON AUDIT AND COMPLIANCE
MEETING MINUTES**

Telephone Conference Call Meeting

November 9, 2018

123 Tigert Hall, University of Florida, Gainesville, Florida

Time Convened: 2:30 p.m.

Time Adjourned: 3:03 p.m.

Committee Members Present:

Marsha D. Powers (Committee Chair), Ian M. Green, Rahul Patel, Robert G. Stern, Katherine Vogel Anderson. Trustee David L. Brandon was unable to attend.

Others Present:

Trustees Leonard H. Johnson, Thomas G. Kuntz, Daniel T. O’Keefe, Jason J. Rosenberg, Senior Vice President and Chief Operating Officer Charlie Lane, Vice President and General Counsel Amy M. Hass, Interim Chief Audit Executive Joe Cannella, Assistant Vice President and University Controller Alan West, Executive Associate Vice President and Chief Compliance Officer Elizabeth Ruszczyk, Assistant University Secretary Melissa Orth, Board Administration Coordinator Sandy Mitchell-Grady, and Executive Assistant Cheryl Wise.

1.0 Verification of Quorum

Assistant University Secretary Melissa Orth verified a quorum with all Trustees present.

2.0 Call to Order and Welcome

Committee Chair Powers welcomed everyone and thanked all the Trustees for taking the time to join the call. She reminded the Trustees that the purpose of this call was to review the items on the agenda for the Board of Trustees’ meeting being held December 6, 2018. The meeting was for information purposes and no action will be taken on any items. Committee Chair Powers asked for the first action item to be presented.

3.0 Action Items

AC1. University of Florida Performance Based Funding – Data Integrity (Audit Report) and Performance Based Funding Data Integrity Certification

Joe Cannella, Interim Chief Audit Executive presented a summary of the Audit Reports issued which included discussions regarding the following:

- Shared Service Centers (SSCs) – The SSCs were implemented as centralized offices within the university to support partner units, primarily processing transactions. After the audit, the SSCs are working well together and the governance structure and controls are in place at the SSCs to promote

effectiveness, efficiency and accountability over fiscal transactions were adequate.

- Effort Reporting – This is a significant change from the university’s prior system and is a process mandated by the federal government to provide support that labor charges to sponsored projects are accurate, timely, and reflect the actual level of work performed. The controls were adequate. There was only one issue with a college to correct practices regarding summer salaries. The college will implement procedures to correct issue and the University is working with the college to correct.
- College of Engineering IT Security Controls – Five Engineering departments were supported under a centralized IT management model by a division of the Dean’s Office. Four decentralized departments managed their own IT and maintained their own IT support staff. The controls are adequate to provide reasonable assurance that IT security controls were in place and operating effectively to provide security, confidentiality, and availability of Engineering’s information systems and data. Joe Cannella, Interim Chief Audit Executive noted that this is a confidential report.
- Research Shield Computing Environment – The Computing Environment was created to support federally funded research. Based on the results of the audit procedures, it has been concluded that information security controls over the Research Shield Computing Environment were adequate to demonstrate compliance. Joe Cannella, Interim Chief Audit Executive noted that this is a confidential report.
- UFF Endowed Restricted Gifts – Foundation endowed restricted fund transfers to the university were \$51.1 million during 2017 with disbursements of \$47.2 million. Controls over the endowed restricted gifts were adequate to promote compliance with donor intent. The Office of Internal Audit issued 34 management letters and will work with the Foundation to follow-up with the units as appropriate.
- UFF Non-Endowed Restricted Gifts – Controls over the non-endowed restricted gifts were adequate to promote compliance with donor intent. The Office of Internal Audit issued 8 management letters. The Foundation will follow-up with the units as appropriate.
- Procurement Card Program – Controls were adequate to ensure card usage was appropriate and risks were addressed. A risk assessment was developed, and monitoring procedures were improved.
- Performance Based Funding Data Integrity – The audit must be approved by the Board of Trustees and a certification signed by the Chair and University President. There were no findings and controls over the submission process were adequate.

Committee Chair Powers asked for questions or concerns regarding the audit report. Hearing none, she asked for the next action item to be presented.

AC2. 2018-2019 Annual Audit Plan Revisions

Joe Cannella, Interim Chief Audit Executive presented the Annual Audit Plan 2018-2019 Revised Work Plan-Midyear to include the prior year projects for completion, 2018-2019 annual work plan, and audits and reviews. Committee Chair Powers reiterated the changes to the President's expenses audit and that there will be an audit every six months on at least one of the Cabinet members. She also asked how the Audit plan for next three years will be assessed. Senior Vice President and Chief Operating Officer Charlie Lane responded that our intention is to post the Chief Audit Executive position by the end of the year. He further discussed a meeting that Trustee Powers, UAA, and several university leaders attended facilitated by a local consulting firm to work through a direction for Audit and Compliance, evaluate the state or what's missing, discuss gaps, and identify plans to close the gap. Lane discussed the consideration of Enterprise Risk Management at Florida and recommended that the Audit group identify the qualities needed in the Chief Audit Executive's function. Committee Chair Powers echoed that the meeting was good and asked if there were any other questions. Hearing none, she turned the Committee's direction to the discussion and/or informational items and asked for the next presentation.

4.0 Discussion Items

Executive Associate Vice President and Chief Compliance Officer Elizabeth Ruszczyk provided updates regarding the Compliance Program. Ruszczyk reviewed an update of the SUS program Status Checklist #4 – Noting the University has completed all 19 of the program requirements; Compliance Training; Compliance (Enterprise Risk Management based) Risk Assessment; and Summary of Annual Report. Committee Chair Powers asked if there were any questions. Trustee Green requested more information on the Risk Assessment and Training at the next Board of Trustees meeting.

Committee Chair Powers noted that the goals for pre-meetings is to be helpful for the committee to make sure they have the information needed. If there is any information they would like shared for the next call, please let her know. Trustees Green and Vogel Anderson agreed. Under One UF all components are being looked at on an on-going basis.

Joe Cannella, Interim Chief Audit Executive noted he would share the quarterly follow-up at the next pre-meeting if needed.

5.0 Adjourn

There being no further discussion, the meeting was adjourned at 3:03 p.m.

COMMITTEE ON AUDIT AND COMPLIANCE

ACTION ITEM AC1

December 6, 2018

SUBJECT: University of Florida Performance Based Funding – Data Integrity (Audit Report) and Performance Based Funding Data Integrity Certification

BACKGROUND INFORMATION

Pursuant to Section 1001.92, Florida Statutes, the Board of Governors has implemented a performance-based funding model, which is intended to build upon the Board of Governors (BOG) strategic plans and goals and annual accountability reports. The integrity of the data provided to the BOG by the universities is critical to the performance-based funding model. On July 12, 2018, the Chairman of the BOG instructed each University President to execute a Performance Based Funding Data Integrity Certification to provide assurances that the data submitted to the BOG for performance-based funding decision-making is reliable, accurate, and complete. This form is to be approved by the university board of trustees and certified by the Board of Trustees Chair.

The BOG further instructed each university board of trustees to direct its Chief Audit Executive to perform an audit of the university's processes that ensure the completeness, accuracy and timeliness of data submissions to the Board of Governors. The results of this audit are to be accepted by the university board of trustees.

The Office of Internal Audit has performed such an audit and on October 30, 2018 issued audit report No. 19-723-08, Performance Based Funding – Data Integrity. The University President has executed the required Performance Based Funding Data Integrity Certification.

PROPOSED COMMITTEE ACTION

The Committee on Audit and Compliance is asked to accept the University of Florida Performance Based Funding - Data Integrity audit report as presented, and to approve the Performance Based Funding Data Integrity Certification, as executed by the President. The Committee is asked to recommend these items to the Board of Trustees for approval on the Consent Agenda.

ADDITIONAL COMMITTEE CONSIDERATIONS

BOG approval is not required. Submission to the BOG is required after action by the Board of Trustees and certification by the Board of Trustees Chair.

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

Submitted by: Joe Cannella III, Interim Chief Audit Executive

UNIVERSITY OF FLORIDA SYSTEM WIDE COMPLIANCE PROGRAM

UF COMPLIANCE OFFICE ANNUAL REPORT

October 2017 to October 2018

From October 2017 to October 2018, the UF Compliance Office completed the following activities in support of the comprehensive compliance and ethics efforts at UF.

Highlights of Accomplishments

1. Governance and High Level Oversight

- The Chief Compliance Officer provided compliance program updates to the Audit and Compliance Committee. [December 2017 to June 2018]
- The UF Board of Trustees approved the Office of Compliance Charter and Program Plan and revisions to the Audit and Compliance Committee Name and Charter. [December 2017]
- The SUS BOG Compliance Program Status Checklist was completed indicating that the University of Florida was on target to have an effective compliance program implemented by the November 2018 deadline. [May 2018]

2. Policies and Standards of Conduct

- Efforts were made to review and assess the Conflict of Interest system-wide policy for possible revisions. [Pending]
- As a result of the Exclusion Screening Risk Assessment, the UF Compliance Office recommended a system-wide Screening Policy be developed in collaboration with all impacted areas. [Pending]
- The UF Compliance Office continued to monitor the regulatory landscape throughout the year providing updates to compliance matrices and discussing with Compliance Partners as applicable. [Ongoing]
- The Master list of all compliance areas was also monitored to ensure consistency and quick identification of areas affected when revisions are warranted. [Ongoing]

3. Open Communications and Reporting

- A detailed training communication plan was developed in collaboration with UFHR using all available means of communication including multiple publications, meeting announcements, administrative memos, website information, and e-mails to all employees. [June to October 2018]
- Means of communication for the new program were increased with the creation of a general e-mail box. [June 2018]

4. Training and Education

- The first institutional-wide biennial compliance training was developed in collaboration with UFHR. The purpose of the training was to introduce the Compliance Program, review important provisions of the Code of Ethics, underscore the importance of communicating concerns, and provide an array of reporting options. To date, 28,710 employees have taken the training. [June to October 2018]
- Members of the UF Compliance Office attended various conferences to increase knowledge in higher education regulations and compliance risks. [May and June 2018]

UNIVERSITY OF FLORIDA SYSTEM WIDE COMPLIANCE PROGRAM

5. Auditing and Monitoring

- A general review of three Health Science Center Colleges was conducted to review current billing practices. Areas of risks requiring further review were identified based on discussions with key staff and an analysis of the information provided. [May to October 2018]
- An enterprise-wide risk assessment was performed to prioritize risks in collaboration with multiple parties across the organization utilizing the Enterprise Risk Management approach. Various enterprise risk management tools nation-wide were evaluated for use in developing a consistent scoring methodology for compliance risks identified. [Still in process]
- Recommendations were made for possible inclusion in an annual UF Compliance Work Plan, based on the above assessments. [May to October 2018]
- A UF Health Shands risk assessment was performed to identify compliance areas that may need attention, and formulate recommendations for inclusion in the Hospital Work Plan. [February 2018]

6. Addressing Known or Potential Issues

- A system-wide data repository process for conflict of interest issues is being developed using Huron. [In process]
- The UF Compliance Office provided guidance on compliance-related inquiries as a result of employees taking the General Compliance Training. Topics include outside activities, responsible conduct of research, conflicts of interests, donations, and gifts. [August to October 2018]
- Several data software tools, such as Salesforce and Archer, were assessed for the documentation of compliance activities. [May to October 2018]
- UF Compliance, General Counsel, IFAS, and the Office of Internal Audit collaborated to review the process for approving outside activities in foreign countries, in response to federal scrutiny. [August to September 18]

7. Enforcing Standards

- All UF screening processes were evaluated with a focus on exclusion screenings to identify gaps, opportunities for improvement, and potential economies of scale system-wide. This assessment included a thorough review of regulations, extensive benchmarking against 28 peer institutions, multiple interviews, and detailed recommendations. [In process]

8. Program Effectiveness

- The UF Compliance Office discussed methods of mitigating risks and their effectiveness with multiple parties while conducting an organizational-wide risk assessment. [March to August 2018]
- The UF Compliance Office participated in quarterly phone conferences with the SUS Compliance and Ethics Consortium. The purpose of the SUS meetings is to share best practices, discuss challenges with new federal and state regulations, and collaborate in the development of effective compliance programs across the State University System of Florida. [Ongoing]
- The UF Compliance Office is developing a process to create an effectiveness survey tool for self-assessments and peer reviews in collaboration with the SUS Compliance and

UNIVERSITY OF FLORIDA SYSTEM WIDE COMPLIANCE PROGRAM

Ethics Consortium. [July to October 2018] This will assist with the last element of BOG Regulation 4.003 requiring an external program effectiveness review by November 2021.

- The system-wide training included a self-assessment which will assist in determining how effective the training was and how it can be improved going forward.

Goals and Challenges for 2018-19

1. Goals

- Build up the UF Compliance Office by hiring competent staff, allocating sufficient resources, and developing internal policies and procedures in order to best serve the University's compliance needs and be an effective point of coordination for all compliance activities.
- Engage with Senior Leadership to encourage high visibility and active involvement in compliance activities and establish a partnership in developing guiding values and an ethical climate.
- Continue to develop a strong compliance network with Compliance Partners and other key individuals and collaboratively work on compliance issues, keeping matrices up to date, prioritizing risk areas, and promoting compliance and ethics across the university.
- Continue to work with peer universities of the SUS Compliance and Ethics Consortium and increase knowledge of higher education compliance areas.
- Include in this annual report going forward a summary of compliance activities across the university in collaboration with all Compliance Partners.

2. Challenges

- The allocation of appropriate resources to execute certain recommendations or compliance activities.
- The complexity of navigating ever-changing higher education laws and the significant number of individuals and parties employed by or affiliated with the university under the Program scope.

3. Success Stories

- All our Compliance Partners are success stories. They are helpful, proactive, and committed to doing the right thing. They are a vital part of the UF Compliance Program.
- One of our Compliance Partners stepped up and ensured live sessions of the biennial compliance training were conducted for over 1,015 participants providing a welcome alternative to employees that are not as proficient with computers.
- UF Compliance Office developed 26 Compliance Matrices encompassing compliance areas, relevant laws and regulations, and responsible parties. Extensive regulatory reviews were undertaken to accomplish this task. All matrices were reviewed with each area to ensure accuracy.
- SUS BOG Regulation 4.003 requirements, due by November 2018, were all met in advance of the deadline.
- The strong commitment from many parties to develop a common system-wide approach for evaluating conflicts of interest is in itself a success story.

UNIVERSITY OF FLORIDA
SUMMARY OF AUDIT REPORTS FOR AFFILIATED ORGANIZATIONS
Year Ended 2018

	Fiscal Year Ended	Auditors' Opinion on Financial Statements	Auditors' Report on Internal Control Over Financial Reporting and on Compliance and Other Matters				Management Letter Comments?
			Instances of Noncompliance?	Control Deficiencies?	Control Deficiencies Significant?	Control Deficiencies Considered Material Weaknesses?	
DIRECT-SUPPORT ORGANIZATIONS							
1. University of Florida Foundation, Inc.	June 30, 2018	Unmodified	No	No	No	No	No
2. University of Florida Research Foundation, Inc.	June 30, 2018	Unmodified	No	No	No	No	No
3. The University Athletic Association, Inc.	June 30, 2018	Unmodified	No	No	No	No	No
4. Gator Boosters, Inc.	June 30, 2018	Unmodified	No	No	No	No	No
5. The University of Florida Law Center Association, Inc.	June 30, 2018	Incomplete	Incomplete	Incomplete	Incomplete	Incomplete	Incomplete
6. Florida Foundation Seed Producers, Inc.	June 30, 2018	Unmodified	No	No	No	No	No
7. Florida 4-H Club Foundation, Inc.	March 31, 2018	Unmodified	No	No	No	No	No
8. Southwest Florida Research and Education Foundation, Inc.	June 30, 2018	Unmodified	No	No	No	No	No
9. Citrus Research and Education Foundation, Inc.	June 30, 2018	Unmodified	No	No	No	No	No
10. Citrus Research and Development Foundation, Inc.	June 30, 2018	Unmodified	No	No	No	No	No
11. University of Florida Leadership & Education Foundation, Inc.	December 31, 2017	Unmodified	No	No	No	No	No
12. Treasure Coast Agricultural Research Foundation, Inc.	June 30, 2018	Unmodified	No	No	No	No	No
13. University of Florida Alumni Association, Inc. (1)	June 30, 2018	(1)	(1)	(1)	(1)	(1)	(1)
14. University of Florida Investment Corporation	June 30, 2018	Unmodified	No	No	No	No	No
15. University of Florida Historic St. Augustine	June 30, 2018	Unmodified	No	No	No	No	Yes
16. University of Florida Development Corporation	June 30, 2018	Unmodified	No	No	No	No	No
17. GatorCare Health Management Corporation	June 30, 2018	Unmodified	No	No	No	No	Yes
18. Cattle Enhancement Board, Inc.	June 30, 2018	Incomplete	Incomplete	Incomplete	Incomplete	Incomplete	Incomplete
HEALTH SCIENCE CENTER AFFILIATES							
1. Florida Clinical Practice Association, Inc. (College of Medicine)	June 30, 2018	Unmodified	No	No	No	No	No
2. University of Florida Jacksonville Physicians, Inc.	June 30, 2018	Unmodified	No	No	No	No	No
3. Faculty Associates, Inc. (College of Dentistry)	June 30, 2018	Unmodified	No	No	No	No	No
4. Florida Health Professions Association, Inc.	June 30, 2018	Unmodified	No	No	No	No	No
5. University of Florida College of Nursing Faculty Practice Association, Inc.	June 30, 2018	Unmodified	No	No	No	No	No
6. University of Florida College of Pharmacy Faculty Practice Association, Inc.	June 30, 2018	Unmodified	No	No	No	No	No
7. Florida Veterinary Medicine Faculty Association, Inc.	June 30, 2018	Unmodified	No	No	No	No	No
8. Faculty Clinic, Inc.	June 30, 2018	Unmodified	No	No	No	No	No
OTHER AFFILIATED ORGANIZATIONS							
1. Shands Teaching Hospital and Clinics, Inc. and Subsidiaries	June 30, 2018	Unmodified	No	No	No	No	No
2. Shands Jacksonville Healthcare, Inc.	June 30, 2018	Unmodified	No	No	No	No	No
3. University of Florida Self-Insurance Program (Including HEIC)	June 30, 2018	Unmodified	No	No	No	No	No

	Year Ended	Opinion	Auditors' Report on Compliance and Internal Control Over Compliance Applicable to Each Major Federal Awards Program and/or State Financial Assistance Project and Schedule of Expenditures of Federal Awards (As Applicable)				
			Report on Compliance - Instances of Non-Compliance?	Report on Internal Control Over Compliance - Control Deficiencies?	Report on Internal Control Over Compliance - Deficiencies Significant?	Report on Internal Control Over Compliance - Deficiencies Considered Material Weaknesses?	Other Findings and/or Questioned Costs?
AFFILIATED ORGANIZATION							
University of Florida Foundation, Inc.	June 30, 2018	Unmodified	No	No	No	No	No
Citrus Research and Development Foundation, Inc.	June 30, 2018	Unmodified	No	No	No	No	No
Shands Teaching Hospital and Clinics, Inc. and Subsidiaries	June 30, 2018	Unmodified	No	No	No	No	No
Shands Jacksonville Healthcare, Inc.	June 30, 2018	Unmodified	No	No	No	No	No

(1) The accounts related to the University of Florida Alumni Association, Inc. are included in the financial statements of the University of Florida Foundation, Inc. (UFF). The operating activities of the Alumni Association are presented in the notes to UFF's Financial Statements.

UNIVERSITY OF FLORIDA
SUMMARY OF AUDIT REPORTS FOR AFFILIATED ORGANIZATIONS
Year Ended 2018

	Control Deficiencies and/or Management Comments 2017?	Control Deficiencies and/or Management Comments 2018?	Repeat Finding(s) from Prior Year?	Summary of Repeat Finding(s)
DIRECT SUPPORT ORGANIZATIONS				
1. University of Florida Foundation, Inc.	No	No	N/A	
2. University of Florida Research Foundation, Inc.	No	No	N/A	
3. The University Athletic Association, Inc.	No	No	N/A	
4. Gator Boosters, Inc.	No	No	N/A	
5. The University of Florida Law Center Association, Inc.	No	Incomplete	Incomplete	
6. Florida Foundation Seed Producers, Inc.	No	No	N/A	
7. Florida 4-H Club Foundation, Inc.	No	No	N/A	
8. Southwest Florida Research and Education Foundation, Inc.	No	No	N/A	
9. Citrus Research and Education Foundation, Inc.	No	No	N/A	
10. Citrus Research and Development Foundation, Inc.	No	No	N/A	
11. University of Florida Leadership & Education Foundation, Inc.	No	No	N/A	
12. Treasure Coast Agricultural Research Foundation, Inc.	No	No	N/A	
13. University of Florida Alumni Association, Inc. (1)	(1)	(1)	(1)	
14. University of Florida Investment Corporation	No	No	N/A	
15. University of Florida Historic St. Augustine	Yes	Yes	No	
16. University of Florida Development Corporation	Yes	No	N/A	
17. GatorCare Health Management Corporation	Yes	Yes	Yes	Calculation and review of Incurred But Not Reported (IBNR) reserve estimate
18. Cattle Enhancement Board, Inc.	No	Incomplete	Incomplete	
HEALTH SCIENCE CENTER AFFILIATES				
1. Florida Clinical Practice Association, Inc. (College of Medicine)	No	No	N/A	
2. University of Florida Jacksonville Physicians, Inc.	No	No	N/A	
3. Faculty Associates, Inc. (College of Dentistry)	No	No	N/A	
4. Florida Health Professions Association, Inc.	No	No	N/A	
5. University of Florida College of Nursing Faculty Practice Association, Inc.	Yes	No	N/A	
6. University of Florida College of Pharmacy Faculty Practice Association, Inc.	No	No	N/A	
7. Florida Veterinary Medicine Faculty Association, Inc.	No	No	N/A	
8. Faculty Clinic, Inc.	No	No	N/A	
OTHER AFFILIATED ORGANIZATIONS				
1. Shands Teaching Hospital and Clinics, Inc. and Subsidiaries	No	No	N/A	
2. Shands Jacksonville Healthcare, Inc.	No	No	N/A	
3. University of Florida Self-Insurance Program (Including HEIC)	No	No	N/A	

(1) The accounts related to the University of Florida Alumni Association, Inc. are included in the financial statements of the University of Florida Foundation, Inc. (UFF). The operating activities of the Alumni Association are presented in the notes to UFF's Financial Statements.

UNIVERSITY OF FLORIDA
SUMMARY OF AUDIT REPORTS FOR AFFILIATED ORGANIZATIONS
Year Ended 2018

	Fiscal Year Ended	Year Ended 2018				Net Position or Fund Equity End of Year	Fiscal Year 2018 Totals		
		Net Position or Fund Equity EOY per PY's FS	Net Position or Fund Equity Beginning of Year (As Restated If Applicable)	Total Assets and Deferred Outflows	Total Liabilities and Deferred Inflows		Total Revenues and Other Additions	Total Expenses and Other Deductions	Change in Net Position (Increase/(Decrease))
DIRECT-SUPPORT ORGANIZATIONS									
1. University of Florida Foundation, Inc.	June 30, 2018	1,837,539,821	1,837,539,821	2,035,588,587	70,078,195	1,965,510,392	306,881,530	178,910,959	127,970,571
2. University of Florida Research Foundation, Inc.	June 30, 2018	97,919,407	97,919,407	125,326,462	23,272,433	102,054,029	10,468,652	6,334,030	4,134,622
3. The University Athletic Association, Inc.	June 30, 2018	153,371,700	153,371,700	316,497,341	160,746,684	155,750,657	163,022,296	160,643,339	2,378,957
4. Gator Boosters, Inc.	June 30, 2018	1,021,208	1,021,208	4,623,282	3,581,074	1,042,208	49,251,407	49,230,407	21,000
5. The University of Florida Law Center Association, Inc.	June 30, 2018	6,352,283							
6. Florida Foundation Seed Producers, Inc.	June 30, 2018	7,762,283	7,762,283	16,350,700	7,249,385	9,101,315	2,006,288	667,256	1,339,032
7. Florida 4-H Club Foundation, Inc.	March 31, 2018	2,965,353	2,965,353	3,318,311	52,630	3,265,681	1,750,750	1,450,422	300,328
8. Southwest Florida Research and Education Foundation, Inc.	June 30, 2018	146,545	146,545	174,099	3,240	170,859	72,357	48,043	24,314
9. Citrus Research and Education Foundation, Inc.	June 30, 2018	1,162,143	1,162,143	1,093,860	34,773	1,059,087	526,423	629,479	(103,056)
10. Citrus Research and Development Foundation, Inc.	June 30, 2018	4,734,001	4,734,001	4,271,379	71,725	4,199,654	12,535,948	13,070,295	(534,347)
11. University of Florida Leadership & Education Foundation, Inc.	December 31, 2017	1,008,327	1,008,327	1,741,956	678,898	1,063,058	2,457,272	2,402,541	54,731
12. Treasure Coast Agricultural Research Foundation, Inc.	June 30, 2018	150,304	150,304	156,673	-	156,673	12,192	5,823	6,369
13. University of Florida Alumni Association, Inc. (1)	June 30, 2018	-	-	-	-	-	-	-	-
14. University of Florida Investment Corporation	June 30, 2018	534,860	534,860	3,326,580	2,909,019	417,561	4,273,010	4,390,309	(117,299)
15. University of Florida Historic St. Augustine	June 30, 2018	2,613,746	2,613,746	3,317,604	73,816	3,243,788	1,122,255	492,213	630,042
16. University of Florida Development Corporation	June 30, 2018	12,789,382	12,789,382	12,464,976	297,834	12,167,142	1,616,749	2,238,989	(622,240)
17. GatorCare Health Management Corporation	June 30, 2018	596,565	596,565	46,209,180	44,878,262	1,330,918	1,740,575	1,006,222	734,353
18. Cattle Enhancement Board, Inc.	June 30, 2018	-							
HEALTH SCIENCE CENTER AFFILIATES									
1. Florida Clinical Practice Association, Inc. (College of Medicine)	June 30, 2018	146,081,144	146,081,144	239,206,362	79,730,701	159,475,661	647,165,371	633,770,854	13,394,517
2. University of Florida Jacksonville Physicians, Inc.	June 30, 2018	66,577,950	66,577,950	93,695,819	22,781,748	70,914,071	283,987,363	279,651,242	4,336,121
3. Faculty Associates, Inc. (College of Dentistry)	June 30, 2018	15,876,747	15,876,747	19,830,467	312,149	19,518,318	20,395,791	16,754,220	3,641,571
4. Florida Health Professions Association, Inc.	June 30, 2018	5,837,993	5,837,993	6,489,789	94,201	6,395,588	7,192,745	6,635,150	557,595
5. University of Florida College of Nursing Faculty Practice Association, Inc.	June 30, 2018	4,102,634	4,102,634	4,001,334	0	4,001,334	800,924	902,224	(101,300)
6. University of Florida College of Pharmacy Faculty Practice Association, Inc.	June 30, 2018	3,120,158	3,114,595	2,712,637	312,633	2,400,004	8,557,610	9,272,201	(714,591)
7. Florida Veterinary Medicine Faculty Association, Inc.	June 30, 2018	9,438,374	9,438,374	5,330,047	2,344,162	2,985,885	13,070,528	19,523,017	(6,452,489)
9. Faculty Clinic, Inc.	June 30, 2018	1,532,730	1,532,730	2,501,476	995,046	1,506,430	1,550,251	1,576,551	(26,300)
OTHER AFFILIATED ORGANIZATIONS									
1. Shands Teaching Hospital and Clinics, Inc. and Subsidiaries	June 30, 2018	1,052,155,000	1,052,155,000	2,317,964,000	1,212,867,000	1,105,097,000	1,538,564,000	1,485,622,000	52,942,000
2. Shands Jacksonville Healthcare, Inc.	June 30, 2018	191,694,000	190,254,000	564,521,000	371,035,000	193,486,000	728,698,000	725,466,000	3,232,000
3. University of Florida Self-Insurance Program (Including HEIC)	June 30, 2018	170,256,501	170,256,501	265,555,750	90,988,353	174,567,397	18,331,040	14,020,144	4,310,896

(1) The accounts related to the University of Florida Alumni Association, Inc. are included in the financial statements of the University of Florida Foundation, Inc. (UFF). The operating activities of the Alumni Association are presented in the notes to UFF's Financial Statements.

**Audits of Support Organizations
Findings and Deficiencies
2017-18 Fiscal Year**

University of Florida Historic St. Augustine

We have provided our findings regarding significant control deficiencies over financial reporting and material noncompliance, and other matters noted during our audit below:

James Moore & Co noted that the authorized check signor for UFHSA is Ed Poppell, who is currently retired. James Moore & Co recommends updating the signor or adding an additional authorized signor so that someone is always available to sign checks.

Source: 2018 University of Florida Historic St. Augustine SAS 114 Letter (James Moore & Co), *Uncorrected and Corrected Misstatements*

**Audits of Support Organizations
Findings and Deficiencies
2017-18 Fiscal Year**

GatorCare Health Management, Inc.

In planning and performing our audit, we noted the following matter that we consider to be an opportunity for improvement to the operations of GatorCare:

IBNR Estimation – During the audit, we discovered errors in the GatorCare Florida Blue raw data file, including errors in the spreadsheet formulas used to check the calculation of the estimate for IBNR. The impact of these errors resulted in further analysis of the IBNR process by GatorCare and a change in estimate, as discussed in the “Significant Accounting Estimates” section above. We recommend that an individual who did not prepare the raw data file review the file and spreadsheet formulas to ensure that the check figures are correctly functioning and not displaying any errors. This will allow for an efficient and timely review process. We also recommend that GatorCare continue to perform an analysis of the IBNR estimate as compared to actual results at least quarterly to consider reasonableness of the estimation methodology or to consider whether enhancement to the estimation process is deemed necessary to reasonably determine the level of reserve required.

Management’s Response: *Management will have an employee review the GatorCare Florida Blue Raw Data file monthly for errors prior to the monthly calculation of the IBNR. GatorCare will perform quarterly analysis of the IBNR comparing the estimate to actual run out data and make methodology changes as deemed necessary.*

Source: *2018 GatorCare Health Management Corporation SAS 114 Letter (James Moore & Co), Other Recommendations for Improvement to Operations*

Office of Internal Audit

Reports Issued

July 1, 2018 – October 31, 2018

- 7-20-18 Shared Service Centers
- 7-27-18 Effort Reporting
- 8-16-18 College of Engineering IT Security Controls
- 8-30-18 Research Shield Computing Environment
- 10-10-18 UFF Endowed Restricted Gifts
- 10-10-18 UFF Non-Endowed Restricted Gifts
- 10-12-18 Procurement Card Program
- 10-30-18 Performance Based Funding Data Integrity

Office of Internal Audit

Shared Service Centers #17-693-11

Fiscal shared service centers (SSC) were implemented as centralized offices within the university to support partner units, primarily processing transactions or providing other administrative support of routine tasks.

- The review focused on the three largest SSCs under the Chief Financial Officer, the College of Liberal Arts and Sciences, and the Institute of Food and Agricultural Sciences

Conclusion:

The governance structure and controls in place at the SSCs to promote effectiveness, efficiency and accountability over fiscal transactions were adequate.

- ☐ CFO will facilitate discussions regarding identified shared operational and governance issues
- ☐ Update customer/partner agreements to ensure responsibilities are clarified
- ✓ Implemented customer portal allowing partner units to see transaction status
- ☐ Improve communication with partner units through sharing of business processes and tools

Effort Reporting #17-684-02

Effort reporting is a process mandated by the federal government to provide support that labor charges to sponsored projects are accurate, timely, and reflect the actual level of work performed.

- The university significantly changed its processes and system
- Utilizes award, payroll, and academic activity systems information
- Proper documentation is required for wages and salaries charged to federal awards

Conclusion:

Controls were adequate to demonstrate that wages and salaries were appropriately charged to federal sponsored programs.

- ✓ University worked with college to correct practices regarding summer salaries
- ❑ College will implement procedures to correct issue
- ❑ University evaluating monitoring procedures

College of Engineering IT Security Controls #18-699-02

Five Engineering departments were supported under a centralized IT management model by a division of the Dean's Office. Four decentralized departments managed their own IT and maintained their own IT support staff.

- Received awards totaling \$71 million from sponsored programs that may involve sensitive and restricted data
- Employed 658 full-time faculty and staff, and 913 part-time graduate assistants

Conclusion:

Controls were **adequate** to provide reasonable assurance that IT security controls were in place and operating effectively to provide security, integrity, confidentiality, and availability of Engineering's information systems and data.

☐ Confidential report

Research Shield Computing Environment #18-707-10

The Research Shield (ResShield) computing environment was developed in 2015 for information systems that are required to protect data that is governed by laws, regulations, and/or contractual agreements. UFIT has requested this audit to provide an independent assessment and assurance that the ResShield computing environment meets the National Institute of Standards and Technology (NIST) 800-53 moderate controls framework to provide security, confidentiality, integrity, and availability needs of the information systems and data they manage and operate.

Conclusion:

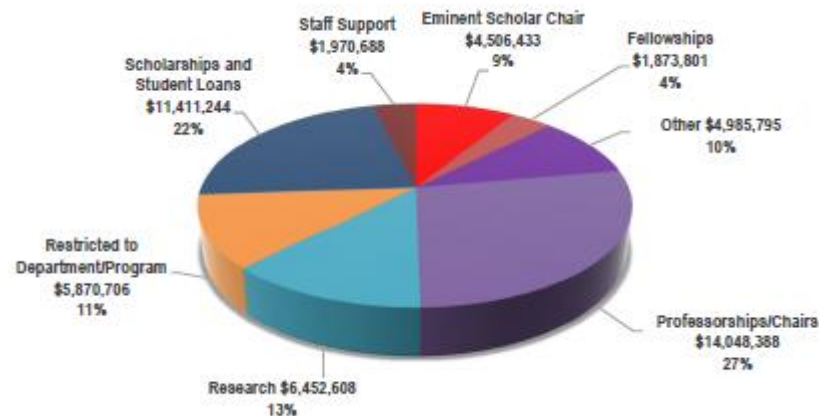
Based on the results of our audit procedures, we concluded that information security controls over the ResShield computing environment were **adequate** to demonstrate compliance.

☐ Confidential report

Office of Internal Audit

UFF Endowed Restricted Gifts #18-714-17

Foundation endowed restricted fund transfers to the university were \$51.1 million during 2017 with disbursements of \$47.2 million.



Conclusion:

Controls over the endowed restricted gifts were **adequate** to promote compliance with donor intent.

- ✓ The Office of Internal Audit issued 34 management letters
- The foundation will follow-up with the units as appropriate

UFF Non-Endowed Restricted Gifts #18-715-18

Foundation non-endowed restricted fund transfers to the university were \$47.1 million during 2017 with disbursements of \$41.5 million.

- New funds were properly set-up
- Transfers were accurate, complete, and processed through the appropriate channels
- Reviewed 323 disbursements for compliance with donor intent
- Reviewed 178 transactions to ensure compliance with various foundation policies and university directives for 30 selected funds

Conclusion:

Controls over the non-endowed restricted gifts were **adequate** to promote compliance with donor intent.

- ✓ The Office of Internal Audit issued eight management letters
- The foundation will follow-up with the units as appropriate

Procurement Card Program #18-706-09

The Procurement Card (PCard) Program is the university's corporate credit card program providing an efficient option to make purchases and pay for travel.

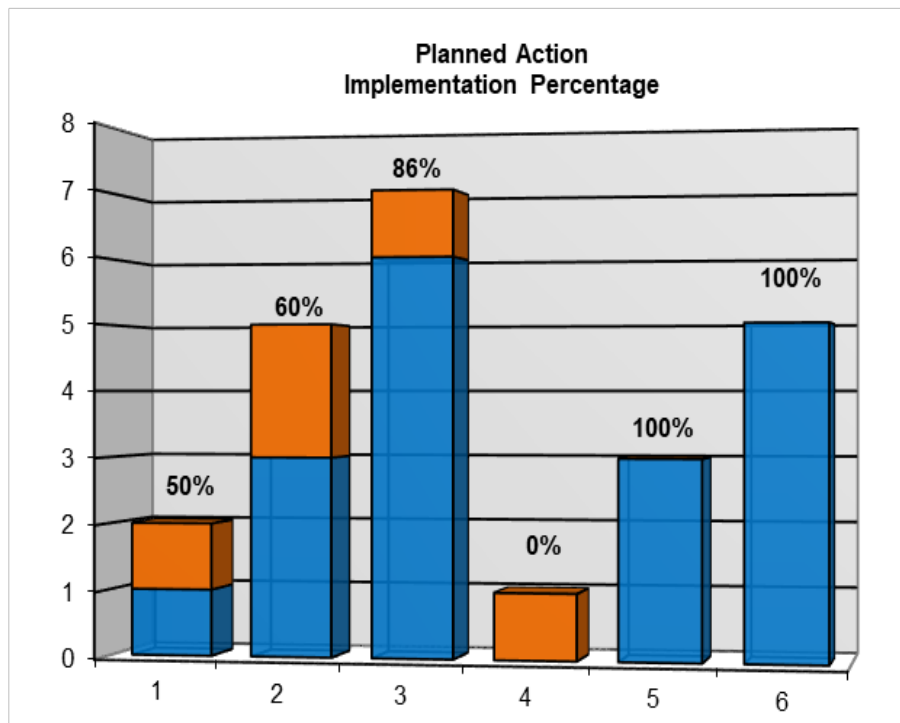
- The university processed approximately \$85 million annually
- As of March 31, 2018 there were 5,361 PCards issued across 381 business units
- Hybrid operating model

Conclusion:

Controls were **adequate** to ensure card usage was appropriate and risks were addressed.

- ✓ Risk assessment was developed
- ✓ Monitoring procedures were improved
- ❑ Will reduce risks by lowering credit limits
- ❑ Enhance internal written procedures and improve communication with review committee
- ❑ Improve documentation of key monitoring procedures

**University of Florida Office of Internal Audit
Follow-up Statistics as of September 31, 2018
(April 1, 2018 through September 30, 2018)**



1. Academic Affairs
2. Business Affairs
3. CFO

4. CIO
5. Research
6. UF Foundation

	Total	Balance	Statistics for April 1, 2018 through September 30, 2018				
Oversight by	Outstanding as of 9/30/18	Due in Subsequent Quarters	Follow Up Due and Reviewed	Implemented	In process (extended)	Follow Up Ceased	Percent Implemented
Academic Affairs	10	8	2	1	1	-	50%
Business Affairs	5	-	5	3	2	-	60%
Chief Financial Officer	12	5	7	6	1	-	86%
Chief Information Officer	4	3	1	-	1	-	0%
Research	7	4	3	3	-	-	100%
UF Foundation	5	-	5	5	-	-	100%
Totals	43	20	23	18	5	-	78%

**University of Florida Office of Internal Audit
Summary of Significant Comments
Period ending September 30, 2018
(April 1, 2018 through September 30, 2018)**

The following comments for this period were noted as significant based on the report issued.

UNIVERSITY OF FLORIDA FOUNDATION LEGAL FUNCTION, UF-16-680-17 ISSUED SEPTEMBER 22, 2017

COMMENT 1 – SPECIAL EVENT CONTRACTS: All event contracts paid with foundation funds are required to be reviewed by the legal office and signed by an authorized signatory of the foundation. We selected 27 payments made to special events vendors in 2016 and noted only twelve (44%) were reviewed by the legal office. The remaining 15 payments totaled \$136,456 and were never submitted to the legal office for review.

Management has facilitated training related to special event contracts in October 2018. Such training information is also available through the foundation intranet for view and access. – **Implemented**

COMMENT 5 – TRAINING AND AWARENESS: Legal compliance for the foundation is dependent on the legal compliance of each individual development and foundation employee. The legal office's involvement in a pervasive training and awareness program is essential to a successful legal compliance program. Legal training and updates were not consistently and routinely included in training opportunities available to or required of staff members.

Management has worked with the legal office in the identification of risks for the comprehensive risk registry. In addition, training has been revised to include a session for administrative support personnel. As the risk assessment process continues, management plans to tailor training to address the risk identified. – **Implemented**

**UNIVERSITY OF FLORIDA
OFFICE OF INTERNAL AUDIT
2018-2019 REVISED WORK PLAN - MIDYEAR**

AUDITS & REVIEWS		2018-2019
PRIOR YEAR PROJECTS FOR COMPLETION		
Business Affairs – ID Card Program (Completion)		*
Business Affairs – Planning Design & Construction (Completion)		*
Chief Financial Officer – Purchasing Card Program (Issued)		*
Development & Alumni Affairs – Restricted Gifts 2017 Endowed (Issued)		*
Development & Alumni Affairs – Restricted Gifts 2017 Non-Endowed (Issued)		*
Development & Alumni Affairs – Financial Monitoring Controls (In process)		*
University Athletic Association – myUAA Information Technology (Completion)		*
University Athletic Association – myUAA Business Processes (Planning)		*
2018-2019 ANNUAL WORK PLAN		
Institutional Support – Performance Based Funding (Issued)		*
Agricultural Research & Extension – Animal Sciences (Completion)		*
Academic Affairs – Distance Learning (Planning)		*
Institutional Support – Off Campus Controls Assessment (Planning)		*
Business Affairs – Food and Beverage Contracts		*
Business Affairs – Transportation and Parking Driver and Vehicle Information Database		*
Chief Financial Officer – Consulting and Contracting		*
Chief Financial Officer – President's Business, Travel and Entertainment Expenses (Note 1)		*
Chief Financial Officer – Vendor Management		*
Chief Information Officer – Identity and Access Management		*
Chief Information Officer – Research Computing		*
Development and Alumni Affairs – TBA		*
Development and Alumni Affairs – Restricted Gifts CY 2018 Endowed		*
Development and Alumni Affairs – Restricted Gifts CY 2018 Non-Endowed		*
Health Affairs – Academic Medical Center		*

**UNIVERSITY OF FLORIDA
OFFICE OF INTERNAL AUDIT
2018-2019 REVISED WORK PLAN - MIDYEAR**

AUDITS & REVIEWS	2018-2019
Institutional Support – International Activities	*
Institutional Support – Youth Conference Services	*
Research – Animal Care Services	*
University Athletic Association – Academic Support Services	*
University Athletic Association – Compliance	*
University Athletic Association – Ticket Office	*
TOTAL PROJECTS	28 26

*** - Projects Deferred/Cancelled**

*** - Projects Added**

Note 1 – After approval, BOT Vice Chair indicated that OIA should not use resources to conduct this project.