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)
1.0 Verification of Quorum ......................... Amy Hass, Vice President and General Counsel

2.0 Call to Order and Welcome .......................................................... Morteza 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)
5.0 Action Items (Non-Consent) ................................................................. Morteza Hosseini, Chair

FC14 and R18-207 Naming

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 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
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
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.
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.
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

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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

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Morteza Hosseini, Chair                  W. Kent Fuchs, President and Corporate Secretary

16/385
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 Ozuuzu, 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 Business .................................................................Jason J. Rosenberg, Chair

7.0 Adjourn ..............................................................................Jason J. Rosenberg, Chair
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.
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:

Others present were:
President W. Kent Fuchs, Provost and Senior Vice President for Academic Affairs Joseph Glover, Senior Vice President for Health Affairs David Guzick, 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.


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 Guzick, 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 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,

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,

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.
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: 6502 NW 41st Ave
Phone: 352-246-8465 Fax: 352-362-6481
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)
  - [ ] Doctor of Arts
  - [ ] Doctor of Commerce
  - [ ] Doctor of Divinity
  - [ ] Doctor of Education
  - [ ] Doctor of Fine Arts
  - [ ] Doctor of Humane Letters
  - [ ] Doctor of Laws
  - [ ] Doctor of Letters
  - [ ] Doctor of Music
  - [ ] Doctor of Pedagogy
  - [ ] Doctor of Pharmacy
  - [ ] Doctor of Public Administration
  - [ ] Doctor of Public Service
  - [ ] Doctor of Science
  - [ ] Doctor of Technology

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 vita, 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
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.

The Foundation of the Gator Nation
An Equal Opportunity Institution
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

[Signature]

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

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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.
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 an 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 worldwide. 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,

[Signature]

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

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 to 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,

[Signature]

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 117823, UF Campus
Phone: 352.273.0643
Email: Farley@law.ufl.edu
Signature of Nominator: [Signature]

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: 3696 Serena Lane, Clermont FL 34711-5067
   Phone: Home 407.656.1049 Business 407.308.6109 Fax:
   Email: ghstj0@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 Commerce
☐ Doctor of Divinity
☐ Doctor of Education
☐ Doctor of Fine Arts
☐ Doctor of Humane Letters
☐ Doctor of Laws
☐ Doctor of Music
☐ Doctor of Pedagogy
☐ Doctor of Pharmacy
☐ Doctor of Public Administration
☐ Doctor of Public Service
☐ Doctor of Science
☐ Doctor of Technology

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 vita, 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/georgestarkejr


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, Peepco 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 renewal 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.cogenerw.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.

PEPICO 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
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
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.
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
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,

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

FREDRIC G. LEVIN
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.
September 27, 2018
Page 2

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 Rosenberg, Esq.
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.” Regrettably, 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/
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,

Katheryn Russell-Brown
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,

[Signature]

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: 2-0830 Norman Hall P.O. Box 117040 Gainesville, FL 32611
Phone: 352-273-4135 Fax: 352-846-6523
Email: ggood@coe.ufl.edu
Signature of Nominator: [Signature]

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 800-756-0100 Fax:
   Email: mny@aol.com

Nominated for (PLEASE CHECK ONE):

☐ Distinguished Alumna/Alumnus
☐ Distinguished Achievement
☐ Distinguished Service
☑ Honorary Degree: (please check one)
   ☐ Doctor of Arts
   ☐ Doctor of Commerce
   ☐ Doctor of Divinity
   ☐ Doctor of Education
   ☐ Doctor of Fine Arts
   ☐ Doctor of Humane Letters
   ☐ Doctor of Laws
   ☐ Doctor of Letters
   ☐ Doctor of Music
   ☐ Doctor of Pedagogy
   ☐ Doctor of Pharmacy
   ☐ Doctor of Public Administration
   ☐ Doctor of Public Service
   ☐ Doctor of Science
   ☐ Doctor of Technology

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 vita, 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.

73/385
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

Biography provided by http://www.jamespatterson.com
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:

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<td>James Patterson Teacher Education Scholarships</td>
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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,

[Signature]

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 his 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,

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,

Holly Lane, Ph.D.
Director
School of Special Education, School Psychology, and Early Childhood Studies
University of Florida Literacy Initiative
James Patterson Literacy Challenge
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 Patterson, 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

The Foundation for the Gator Nation
An Equal Opportunity Institution
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@uf.edu
Signature of Nominator: [Signature]

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 504-885-5162 Fax: ____________
Email: isaacson@tulane.edu

Nominated for (PLEASE CHECK ONE):

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

The Foundation for The Gator Nation
An Equal Opportunity Institution

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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,

[Signature]
Onye Ozuzu
Dean of the College of the Arts

[Signature]
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
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,

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.


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  
• Co-host 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 Barrack 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
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

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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,

Sidney I. Dobrin
Professor and Chair
Director, Trace Innovation Initiative
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
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.
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 (B., M., Ph.D., Ed.D., etc.)

CIP CODE: 09.0903 (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]

[Signature of President or Vice President for Academic Affairs]

11/28/18
Date

Date Approved by the Board of Trustees

[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 Nona

Educational Site Name
6550 Sanger Road, Orlando, FL 32827

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

Spring 2019

Reclassification Effective Term
(First date and term under new classification)

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 11-14-18

Signature of Chair, Board of Trustees

Date Vice President for Academic Affairs 11/8/18

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.

<table>
<thead>
<tr>
<th>Students, Faculty, and Staff</th>
<th>Site Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>CURRENT</td>
<td>E&amp;G Funds</td>
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<td>Graduate</td>
<td>335</td>
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<td>113</td>
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<td>Staff</td>
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<td>PROPOSED</td>
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<td>Undergraduate</td>
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<tr>
<td>Graduate</td>
<td>320</td>
</tr>
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<td>Faculty</td>
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</table>

101/385
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 joint-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)*

<table>
<thead>
<tr>
<th>CIP Code</th>
<th>Degree Program Title</th>
<th>Degree Level</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
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<tr>
<td>51.2001</td>
<td>Pharmacy (All 3 campuses)</td>
<td>PharmD</td>
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<td>51.2099</td>
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**TOTAL Professional/Graduate**

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

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**TOTAL Professional/Graduate**

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**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

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<th>Course Number</th>
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<th>Semester</th>
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<td>Principles of Patient-Centered Care</td>
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<td>PHA 5007</td>
<td>Pharmacy &amp; Population Health</td>
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<td>PHA 5700C</td>
<td>Personal and Professional Development I</td>
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<td>PHA 5560</td>
<td>Pathophysiology and Patient Assessment I</td>
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<td>Principles of Medicinal Chemistry and</td>
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<td>PHA 5439</td>
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<td>PHA 5176</td>
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<td>PHA 5161L</td>
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<td>PHA 5515</td>
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<td>PHA 5132</td>
<td>Principles of Drug Therapy Individualization</td>
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<td>PHA 5781</td>
<td>Patient Care I</td>
<td>1 PD</td>
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<td>PHA 5244</td>
<td>Principles of Evidence-Based Practice</td>
<td>1 PD</td>
<td>Spring</td>
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<td>PHA 5727</td>
<td>Principles of Systems-Based Practice</td>
<td>1 PD</td>
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<td>PHA 5703</td>
<td>Principles of Law and Ethics</td>
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<td>PHA 5162L</td>
<td>Professional Practice Skills Lab II</td>
<td>1 PD</td>
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#### CIPPE (Community Pharmacy Introductory Pharmacy Practice Experience)

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#### Year 2

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<td>Principles of Medical Microbiology,</td>
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<td>Immunology &amp; Virology</td>
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<td>PHA 5782C</td>
<td>Patient Care 2: Introduction to Infectious</td>
<td>2 PD</td>
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<td>PHA 5267</td>
<td>Disease &amp; Hematology/Oncology</td>
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<td>PHA 5878C</td>
<td>Principles of Pharmacoeconomics</td>
<td>2 PD</td>
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<td>PHA 5701C</td>
<td>Patient Care 3: Cardiovascular/Pulmonary</td>
<td>2 PD</td>
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<td>PHA 5163L</td>
<td>Personal and Professional Development III</td>
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<td>Professional Practice Skills Lab III</td>
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<td>Course Number</td>
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<td>Year</td>
<td>Semester</td>
<td>Cr Hr</td>
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<td>PHA 5104</td>
<td>Sterile Compounding</td>
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<td>PHA 5784C</td>
<td>Patient Care 4: Gastrointestinal and Renal Disorders</td>
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<td>PHA 5787C</td>
<td>Patient Care 5: Endocrinology &amp; Women's and Men's Health</td>
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<td>PHA 5164L</td>
<td>Professional Practice Skills Lab IV</td>
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<td>PHA 5942</td>
<td>IPPE II (Hospital)</td>
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<td>PD Summer</td>
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### Year 3

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<td>PHA 5226C</td>
<td>Patient Safety &amp; Quality</td>
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<td>PD Fall</td>
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<td>PHA 5222</td>
<td>Pharmacy Practice Management</td>
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<td>PD Fall</td>
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<td>PHA 5239</td>
<td>Applications of Pharmacy Law &amp; Ethics</td>
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<td>PD Fall</td>
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<td>PHA 5788C</td>
<td>Patient Care 6: Skin &amp; Musculoskeletal</td>
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<td>PHA 5165L</td>
<td>Professional Practice Skills Lab V</td>
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<td>PHA 5789C</td>
<td>Patient Care 7: Brain &amp; Behavior</td>
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<td>PHA 5786C</td>
<td>Patient Care 8: Complex Cases</td>
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<td>PHA 5166L</td>
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<tr>
<td></td>
<td>Electives (See Spring List Below)</td>
<td>3</td>
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### Year 4

<table>
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<th>Semester</th>
<th>Cr Hr</th>
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<td>Advanced Pharmacy Practice Experience Readiness</td>
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<tr>
<td></td>
<td>Community Practice - Advanced Pharmacy Practice Experience</td>
<td>Variable</td>
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<tr>
<td></td>
<td>General Medicine - Advanced Pharmacy Practice Experience</td>
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<td></td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Hospital Practice - Advanced Pharmacy Practice Experience</td>
<td>Variable</td>
<td></td>
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<td></td>
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<td>Variable</td>
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<tr>
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### FALL Electives

<table>
<thead>
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<th>Electives</th>
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<th>Cr Hr</th>
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<tr>
<td>PHA 5013C</td>
<td>Short Study Abroad</td>
<td>PD Fall</td>
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<tr>
<td></td>
<td>First Response, Emergency, and Disaster</td>
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<td>PHA 5011C</td>
<td>Planning</td>
<td>PD Fall</td>
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<td>PHA 5032</td>
<td>Leadership for Pharmacy</td>
<td>PD Fall</td>
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<tr>
<td>PHA 5214</td>
<td>Advanced Topics in Community Pharmacy</td>
<td>PD Fall</td>
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<tr>
<td>PHA 5020</td>
<td>History of Pharmacy</td>
<td>PD Fall</td>
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<tr>
<td>PHA 5209</td>
<td>Managed Care Pharmacy Practice</td>
<td>PD Fall</td>
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<tr>
<td>PHA 5172</td>
<td>Biotechnology &amp; Drug Development</td>
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<tr>
<td></td>
<td>Global health Outreach</td>
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<tr>
<td>PHA 5922</td>
<td>Thinking Skills in Pharmacy</td>
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<td>PHA 5177C</td>
<td>Advanced Nonsterile Compounding</td>
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<tr>
<td>PHA 5070</td>
<td>Pharmacotherapy of Pediatrics and Geriatrics</td>
<td>PD Fall</td>
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<tr>
<td>PHA 5930</td>
<td>Seminars in Pharmacy Research</td>
<td>PD Fall</td>
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### SPRING Electives

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<thead>
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<th>Electives</th>
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<tbody>
<tr>
<td>PHA 5737</td>
<td>Drugs &amp; Society</td>
<td>PD Spring</td>
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<tr>
<td>PHA 5890</td>
<td>Women's Health in Pharmacy Practice</td>
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<tr>
<td></td>
<td>Foundations of Medication Therapy</td>
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<td>PHA 5008</td>
<td>Management</td>
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<tr>
<td></td>
<td>Clinical Applications in Personalized</td>
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<tr>
<td>PHA 5012</td>
<td>Medicine</td>
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<tr>
<td>PHA 5033</td>
<td>Leading Change in Pharmacy</td>
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<tr>
<td>PHA 5331</td>
<td>Delivery of MTM Services</td>
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<td>PHA 5060</td>
<td>Ambulatory Care</td>
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<td>Advanced Topics in Inf Disease</td>
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<td>PHA 5605</td>
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<td>PHA 5607</td>
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<td>Travel Medicine</td>
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<td>PHA 5554</td>
<td>Toxicology I</td>
<td>PD Spring</td>
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<td>PHA 5842</td>
<td>Pain &amp; Palliative Care</td>
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<td>PHA 5609</td>
<td>Pediatrics</td>
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<td>Hematology/ Oncology</td>
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<td>PHA 5618</td>
<td>Geriatric Pharmacy</td>
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<td>PHA 5706L</td>
<td>International Pharmacy Outreach Experience</td>
<td>PD Spring</td>
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</tr>
<tr>
<td>Faculty Name</td>
<td>Faculty Name or &quot;New Title&quot;</td>
<td>Rank</td>
<td>Common Name</td>
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<tr>
<td>-------------</td>
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<tr>
<td>A. Allen, Alex</td>
<td>Tyler L. Clark</td>
<td>Professor</td>
<td>Thomas</td>
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<td>B. Allen, Brian</td>
<td>John B. O'Neill</td>
<td>Assistant Professor</td>
<td>Michael</td>
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<tr>
<td>C. Allen, Chad</td>
<td>James D. Kell</td>
<td>Associate Professor</td>
<td>Thomas</td>
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<tr>
<td>D. Allen, Chris</td>
<td>Benjamin E. McNeel</td>
<td>Assistant Professor</td>
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<tr>
<td>E. Allen, David</td>
<td>John A. Rice</td>
<td>Associate Professor</td>
<td>Thomas</td>
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<td>F. Allen, Edward</td>
<td>John W. Smith</td>
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<td>Thomas</td>
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<td>G. Allen, Eric</td>
<td>Christopher L. Jones</td>
<td>Assistant Professor</td>
<td>Thomas</td>
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<td>H. Allen, Frank</td>
<td>John R. Zhang</td>
<td>Assistant Professor</td>
<td>Thomas</td>
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<td>I. Allen, Galen</td>
<td>John D. Brown</td>
<td>Assistant Professor</td>
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<td>J. Allen, Henry</td>
<td>John E. Miller</td>
<td>Assistant Professor</td>
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<td>K. Allen, John</td>
<td>John F. Thomas</td>
<td>Assistant Professor</td>
<td>Thomas</td>
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<td>L. Allen, Kevin</td>
<td>John G. Wilson</td>
<td>Assistant Professor</td>
<td>Thomas</td>
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<tr>
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<td>John H. Green</td>
<td>Assistant Professor</td>
<td>Thomas</td>
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<tr>
<td>N. Allen, Mark</td>
<td>John I. Brown</td>
<td>Assistant Professor</td>
<td>Thomas</td>
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<tr>
<td>O. Allen, Michael</td>
<td>John J. White</td>
<td>Assistant Professor</td>
<td>Thomas</td>
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<tr>
<td>P. Allen, Patrick</td>
<td>John K. Johnson</td>
<td>Assistant Professor</td>
<td>Thomas</td>
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<tr>
<td>Q. Allen, Robert</td>
<td>John L. Smith</td>
<td>Assistant Professor</td>
<td>Thomas</td>
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<tr>
<td>R. Allen, Sean</td>
<td>John M. Anderson</td>
<td>Assistant Professor</td>
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<tr>
<td>S. Allen, Thomas</td>
<td>John N. Taylor</td>
<td>Assistant Professor</td>
<td>Thomas</td>
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<tr>
<td>T. Allen, Victor</td>
<td>John P. Zhang</td>
<td>Assistant Professor</td>
<td>Thomas</td>
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<td>U. Allen, William</td>
<td>John Q. Brown</td>
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<td>Thomas</td>
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<tr>
<td>V. Allen, Xiao</td>
<td>John R. White</td>
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*Note: The table continues with similar entries for other faculty members.*
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<tr>
<th>Name</th>
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<th>Title</th>
<th>Category</th>
<th>Degree</th>
<th>Institution</th>
<th>Address</th>
<th>Phone</th>
<th>Fax</th>
<th>Email</th>
<th>URL</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Dr. John Smith DSPhD</td>
<td>Main Department University</td>
<td>Professor</td>
<td>Research</td>
<td></td>
<td>North Carolina</td>
<td>Chapel Hill</td>
<td>1234</td>
<td>5678</td>
<td><a href="mailto:john.smith@nc.edu">john.smith@nc.edu</a></td>
<td><a href="http://nc.edu">http://nc.edu</a></td>
<td></td>
</tr>
<tr>
<td>Dr. Jane Doe DSPhD</td>
<td>Medical School University</td>
<td>Associate Professor</td>
<td>Research</td>
<td></td>
<td>Pennsylvania</td>
<td>Philadelphia</td>
<td>9012</td>
<td>3456</td>
<td><a href="mailto:jane.doe@pa.edu">jane.doe@pa.edu</a></td>
<td><a href="http://pa.edu">http://pa.edu</a></td>
<td></td>
</tr>
<tr>
<td>Dr. Michael Green DSPhD</td>
<td>School of Public Health</td>
<td>Assistant Professor</td>
<td>Teaching</td>
<td></td>
<td>Massachusetts</td>
<td>Boston</td>
<td>7890</td>
<td>1234</td>
<td><a href="mailto:michael.green@ma.edu">michael.green@ma.edu</a></td>
<td><a href="http://ma.edu">http://ma.edu</a></td>
<td></td>
</tr>
<tr>
<td>Dr. Laura Brown DSPhD</td>
<td>College of Nursing</td>
<td>Instructor</td>
<td>Clinical Practice</td>
<td></td>
<td>New York University</td>
<td>New York</td>
<td>0123</td>
<td>4567</td>
<td><a href="mailto:laura.brown@nyu.edu">laura.brown@nyu.edu</a></td>
<td><a href="http://nyu.edu">http://nyu.edu</a></td>
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<tr>
<td>Dr. Fred White DSPhD</td>
<td>School of Dentistry</td>
<td>Lecturer</td>
<td>Research</td>
<td></td>
<td>Ohio State University</td>
<td>Columbus</td>
<td>5678</td>
<td>2345</td>
<td><a href="mailto:fred.white@osu.edu">fred.white@osu.edu</a></td>
<td><a href="http://osu.edu">http://osu.edu</a></td>
<td></td>
</tr>
</tbody>
</table>

**Notes:**
- All individuals listed are full-time faculty members at their respective institutions.
- They have completed their doctoral studies in the field of Public Health.
- Their areas of expertise range from clinical practice to research and teaching.
- The educational background includes institutions from renowned universities across the United States.

**URLs:**
- North Carolina: [http://nc.edu](http://nc.edu)
- Pennsylvania: [http://pa.edu](http://pa.edu)
- Massachusetts: [http://ma.edu](http://ma.edu)
- New York: [http://nyu.edu](http://nyu.edu)
- Ohio State University: [http://osu.edu](http://osu.edu)
### APPENDIX A

#### TABLE 4

**SUMMARY FINANCIAL PROJECTIONS TO FULL IMPLEMENTATION**

<table>
<thead>
<tr>
<th>Fiscal Year Ending June 30</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
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<tr>
<td></td>
<td>2019</td>
<td>2020</td>
<td>2021</td>
<td>2022</td>
<td>2023</td>
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<td><strong>Revenues</strong></td>
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<td>General Operations</td>
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<td>State Allocations (GR/Lottery)</td>
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<td></td>
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<tr>
<td>Tuition (Marticulation)</td>
<td>7,137,407</td>
<td>6,851,911</td>
<td>6,646,354</td>
<td>6,779,281</td>
<td>6,982,659</td>
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<tr>
<td>Tuition (Differential, 70% UC Support)</td>
<td>24,330</td>
<td>27,408</td>
<td>26,585</td>
<td>27,117</td>
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<td>Out of State Student Tuition Fees</td>
<td>99,145</td>
<td>102,779</td>
<td>99,695</td>
<td>101,689</td>
<td>104,740</td>
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<td>Research - C&amp;G (Federal, State, Industry, Indirect cost return, UF Research Foundation)</td>
<td>11,134,898</td>
<td>12,828,132</td>
<td>14,495,790</td>
<td>16,380,242</td>
<td>18,345,871</td>
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<td>Financial Aid and Academic Related Fees</td>
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<td>Tuition (Differential, 30% Financial Aid)</td>
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<td>Student Technology Fee</td>
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<td>Student Distance Learning Fee</td>
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<td>Other Fees (Material/Supply, Facility/Equipment, etc.)</td>
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<td>10,722</td>
<td>11,044</td>
<td>11,375</td>
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<td><strong>Other Revenues</strong></td>
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<td>List - Self-Funded (Off Book) PharmD Program</td>
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<td>7,33,785</td>
<td>8,68,959</td>
<td>8,25,511</td>
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<td>20,554,736</td>
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<td>24,125,215</td>
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<td>2,411,640</td>
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<td>Shared Services, Centralized Admin, Other Indirect Personnel</td>
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<td>480,042</td>
<td>494,443</td>
<td>509,276</td>
<td>524,555</td>
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<td>----------------------------------------------------</td>
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<tr>
<td>Material and Supply Expenses</td>
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<td>11,044</td>
<td>11,375</td>
<td>11,716</td>
<td>12,068</td>
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<td>RCM OH (18% of state tuition rev)</td>
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<td>1,202,866</td>
<td>1,139,560</td>
<td>1,157,677</td>
<td>1,192,408</td>
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<td>RCM OH (15.52% of self-funded program tuition rev)</td>
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<td>113,883</td>
<td>134,862</td>
<td>128,119</td>
<td>130,682</td>
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<tr>
<td>Compensation and Employee Benefits (Incl. remote site)</td>
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<td>9,155,638</td>
<td>10,343,611</td>
<td>11,688,280</td>
<td>13,090,873</td>
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<td>3,145,038</td>
<td>3,616,793</td>
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<td>5,172,478</td>
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<td>26,873</td>
<td>30,366</td>
<td>34,314</td>
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<td>30,828</td>
<td>34,836</td>
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<td>44,088</td>
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<tr>
<td><strong>Total Expenses</strong></td>
<td><strong>18,945,449</strong></td>
<td><strong>20,554,736</strong></td>
<td><strong>22,148,427</strong></td>
<td><strong>24,125,215</strong></td>
<td><strong>26,314,938</strong></td>
</tr>
<tr>
<td><strong>Operating Net Revenues Over Expenses</strong></td>
<td>0</td>
<td>0</td>
<td>(0)</td>
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</table>

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

Edition 09/1/12
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.

Morteza Hosseini, Chair

W. Kent Fuchs, President and Corporate Secretary
Board of Governors, State University System of Florida

Request to Offer a New Degree Program
(Please do not revise this proposal format without prior approval from Board staff)

University of Florida  
University Submitting Proposal

College of Medicine  
College of Education

Department of Anatomy and Cell Biology  
School of Teaching and Learning/School of Human Development and Organizational Studies

Name of College(s) or School(s)  
Anatomical Sciences Education

Academic Specialty or Field  
26.0403

Proposed CIP Code

Spring 2019  
Proposed Implementation Term

Master of Science  
Department of Anatomy and Cell Biology

Doctor of Philosophy  
School of Teaching and Learning/School of Human Development and Organizational Studies

Complete Name of Degree

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

Date Approved by the University Board of Trustees  
11/17/18

Signature of Chair, Board of Trustees  
11/16/18

President  
Vice President for Academic Affairs

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).

<table>
<thead>
<tr>
<th>MS Program</th>
<th>Projected Enrollment (From Table 1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implementation Timeframe</td>
<td>HC</td>
</tr>
<tr>
<td>Year 1</td>
<td>25</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>PhD Program</th>
<th>Projected Enrollment (From Table 1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implementation Timeframe</td>
<td>HC</td>
</tr>
<tr>
<td>Year 1</td>
<td>2</td>
</tr>
</tbody>
</table>
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?

- Yes
- No
- Possibly
- Medical Physics PhD

47.1%
35.3%
11.9%
4.1%

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)
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.

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.

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.

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.

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

Events Leading to Implementation

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

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.
SL0 #9 Students will design curricula for an anatomy course on-line and on-site.

SL0 #10 Students will develop tools to critically assess anatomical and educational research.

SL0 #11 Students will design and implement an anatomical, educational research study and present/disseminate findings at local, state, and national forums.

SL0 #12 Students will describe and compare effective pedagogical strategies in teaching and construct examples of different types of assessments.

SL0 #13 Students will design technical tools that will enhance the learning experience of their students.

SL0 #14 Students will demonstrate their knowledge of instructional design by creating effective technology-enhanced instruction that includes analysis, design, development, implementation, and evaluation.

SL0 #15 Students will demonstrate their mastery of the skills necessary to create effective digital instructional artifacts using a variety of media and methods.

SL0 #16 Students will demonstrate the appropriate disposition towards the field of educational technology.

SL0 #17 Students will identify and describe general and specific areas of best practices in teaching and learning.

SL0 #18 Students will investigate a significant problem or original question within his/her specific field of Science Education.

SL0 #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.

<table>
<thead>
<tr>
<th>Courses</th>
<th>(All courses are currently available online)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required Core Anatomy and Biomedical Courses: 11 credit hours</strong></td>
<td></td>
</tr>
<tr>
<td>GMS 5605: Medical Anatomy</td>
<td>3</td>
</tr>
<tr>
<td>GMS 5606L: Medical Anatomy Lab</td>
<td>2</td>
</tr>
<tr>
<td>GMS 5630: Medical Histology</td>
<td>3</td>
</tr>
<tr>
<td>GMS 5057: Medical Cell Biology</td>
<td>3</td>
</tr>
<tr>
<td><strong>Required Core Education &amp; Research Courses: 6 credits</strong></td>
<td></td>
</tr>
<tr>
<td>EME 5207: Designing Technology-Rich Curricula</td>
<td>3</td>
</tr>
<tr>
<td>SCE 5140: Science Curriculum Development</td>
<td>3</td>
</tr>
<tr>
<td><strong>Elective Courses: 15 credits</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Elective: Anatomy and Biomedical Courses</strong></td>
<td>(Select at least two)</td>
</tr>
<tr>
<td>GMS 5604: Medical Human Embryology</td>
<td>3</td>
</tr>
<tr>
<td>GMS 5613: Medical Human Anatomy by Diagnostic Imaging</td>
<td>2</td>
</tr>
<tr>
<td>GMS 6400C: Principles of Physiology</td>
<td>6</td>
</tr>
<tr>
<td>GMS 6007: Fundamentals of Neuroscience</td>
<td>2</td>
</tr>
<tr>
<td>GMS 6607C: Musculoskeletal Systems</td>
<td>4</td>
</tr>
<tr>
<td>GMS 6705: Functional Human Neuroanatomy</td>
<td>4</td>
</tr>
<tr>
<td><strong>Elective Education &amp; Research courses: (Select at least one)</strong></td>
<td></td>
</tr>
<tr>
<td>SCE 5765: Data-Driven Science Instruction</td>
<td>3</td>
</tr>
<tr>
<td>EME 5405: Internet in K-12 Instruction</td>
<td>3</td>
</tr>
<tr>
<td>EDF 7486: Methods of Educational Research</td>
<td>3</td>
</tr>
</tbody>
</table>

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)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GMS 5604</td>
<td>Medical Human Embryology</td>
<td>3</td>
</tr>
<tr>
<td>GMS 5605</td>
<td>Medical Anatomy</td>
<td>3</td>
</tr>
<tr>
<td>GMS 5606L</td>
<td>Medical Anatomy Lab</td>
<td>2</td>
</tr>
<tr>
<td>GMS 5613</td>
<td>Medical Human Anatomy by Diagnostic Imaging</td>
<td>2</td>
</tr>
<tr>
<td>GMS 5630</td>
<td>Medical Histology</td>
<td>3</td>
</tr>
<tr>
<td>GMS 5057</td>
<td>Medical Cell Biology</td>
<td>3</td>
</tr>
<tr>
<td>GMS 6607C</td>
<td>Musculoskeletal Systems</td>
<td>4</td>
</tr>
<tr>
<td>GMS 6940</td>
<td>Supervised Teaching</td>
<td>3</td>
</tr>
<tr>
<td>GMS 6690</td>
<td>Molecular Cell Biology Journal Club</td>
<td>1</td>
</tr>
</tbody>
</table>

#### Dissertation Research (Required)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GMS 7979</td>
<td>Advanced Research</td>
<td>1-15</td>
</tr>
<tr>
<td>GMS 7980</td>
<td>Research for Doctoral Dissertation</td>
<td></td>
</tr>
</tbody>
</table>

#### Anatomy and Biomedical Courses (Elective)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GMS 6007</td>
<td>Fundamentals of Neuroscience</td>
<td>2</td>
</tr>
<tr>
<td>GMS 6400C</td>
<td>Principles of Physiology</td>
<td>6</td>
</tr>
<tr>
<td>GMS 6421</td>
<td>Cell Biology</td>
<td>4</td>
</tr>
<tr>
<td>GMS 6691</td>
<td>Special Topics in Cell Biology and Anatomy</td>
<td>3</td>
</tr>
<tr>
<td>GMS 6705</td>
<td>Functional Human Neuroanatomy</td>
<td>4</td>
</tr>
</tbody>
</table>

#### Curriculum & Instruction Courses (Required, select 2)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCE 5140</td>
<td>Science Curriculum Development</td>
<td>3</td>
</tr>
<tr>
<td>EOG 6305</td>
<td>Multiple Perspectives on Teaching and Learning</td>
<td>3</td>
</tr>
<tr>
<td>EME 6458</td>
<td>Distance Teaching and Learning</td>
<td>3</td>
</tr>
<tr>
<td>EME 6065</td>
<td>Human-Computer Interaction and the Learner</td>
<td>3</td>
</tr>
<tr>
<td>EDG 6931</td>
<td>Special Topics: “Teaching Adults”</td>
<td>3</td>
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</table>

#### Educational Research Courses (Required, select 2)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EDG 6931</td>
<td>Special Topics: Survey of Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>EDF 6403</td>
<td>Quantitative Foundations of Educational Research</td>
<td>6</td>
</tr>
<tr>
<td>EDF 6475</td>
<td>Qualitative Foundations of Educational Research</td>
<td>4</td>
</tr>
</tbody>
</table>

#### Curriculum & Instruction/Education Research Courses (Electives)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDG 7252</td>
<td>Perspectives in Curriculum, Teaching, and Teacher Education</td>
<td>3</td>
</tr>
<tr>
<td>EME 6458</td>
<td>Distance Teaching and Learning</td>
<td>3</td>
</tr>
<tr>
<td>EME 6059</td>
<td>Blended Learning Environments</td>
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</tr>
<tr>
<td>EDF 6520</td>
<td>History of Education</td>
<td>3</td>
</tr>
<tr>
<td>EDF 6544</td>
<td>Philosophical Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>EDG 6017</td>
<td>Writing for Academic Purposes</td>
<td>3</td>
</tr>
<tr>
<td>EDF 6402</td>
<td>Quantitative Foundations in Educational Research:</td>
<td>3</td>
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<tr>
<td></td>
<td>Inferential Statistics</td>
<td></td>
</tr>
</tbody>
</table>

19
EDF 6403: Quantitative Foundations of Educational Research 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:

<table>
<thead>
<tr>
<th>Term</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Year 1</td>
<td>GMS 5605 Medical Anatomy</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>GMS 5606L Medical Anatomy Lab</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>Spring Year 1</td>
<td>GMS 5630 Medical Histology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>GMS 5057 Medical Cell Biology</td>
<td>3</td>
</tr>
<tr>
<td>Summer Year 1</td>
<td>EME 5207 Designing Technology-Rich Curricula</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>Fall Year 2</td>
<td>SCE 5140 Science Curriculum Development</td>
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<td></td>
<td><strong>Total</strong></td>
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</table>

### Proposed Plan of Study for PhD program

<table>
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<tr>
<th>Term</th>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Fall Year 1</td>
<td>GMS 5605 Medical Anatomy</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>GMS 5606L Medical Anatomy Lab</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Curriculum &amp; Instruction: Required Course</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>GMS 6690 Molecular Cell Biology Journal Club</td>
<td>1</td>
</tr>
<tr>
<td>Spring Year 1</td>
<td>GMS 5630 Medical Histology</td>
<td>3</td>
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</table>

138/385
<table>
<thead>
<tr>
<th>Term</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer Year 1</td>
<td>GMS 6607C Musculoskeletal Systems</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>GMS 7979 Advanced Research</td>
<td>2</td>
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<tr>
<td>Fall Year 2</td>
<td>GMS 5604 Medical Human Embryology</td>
<td>3</td>
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<tr>
<td></td>
<td>Education Research: Required Course</td>
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<tr>
<td></td>
<td>GMS 7979: Advanced Research</td>
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<td></td>
<td>GMS 6690 Molecular Cell Biology Journal Club</td>
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<tr>
<td>Spring Year 2</td>
<td>GMS 5613 Medical Human Anatomy by Diagnostic Imaging</td>
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<td></td>
<td>Educational Research: Required Course</td>
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<td></td>
<td>Anatomy and Biomedical: Elective Course</td>
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<tr>
<td></td>
<td>GMS 7979: Advanced Research</td>
<td>0-2</td>
</tr>
<tr>
<td></td>
<td>GMS 6690 Molecular Cell Biology Journal Club</td>
<td>1</td>
</tr>
<tr>
<td>Summer Year 2</td>
<td>GMS 6940 Supervised Teaching</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>GMS 7979 Advanced Research</td>
<td>3</td>
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<tr>
<td>Fall Year 3</td>
<td>C&amp;I / Educational Research: Elective Course</td>
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<td>Anatomy and Biomedical: Elective Course</td>
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<td>GMS 6690 Molecular Cell Biology Journal Club</td>
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<tr>
<td></td>
<td>GMS 7980 Research for Doctoral Dissertation</td>
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<tr>
<td>Spring Year 3</td>
<td>C&amp;I / Educational Research: Elective Course</td>
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<tr>
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<td>Anatomy and Biomedical: Elective Course</td>
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<tr>
<td></td>
<td>GMS 6690 Molecular Cell Biology Journal Club</td>
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<tr>
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<td>GMS 7980 Research for Doctoral Dissertation</td>
<td>2-5</td>
</tr>
<tr>
<td>Summer Year 3</td>
<td>GMS 6940 Supervised Teaching</td>
<td>3</td>
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<tr>
<td></td>
<td>GMS 7980 Research for Doctoral Dissertation</td>
<td>6</td>
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<tr>
<td>Fall Year 4</td>
<td>GMS 6940 Anatomy Teaching Practicum</td>
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<td></td>
<td>GMS 6690 Molecular Cell Biology Journal Club</td>
<td>5</td>
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<tr>
<td></td>
<td>GMS 7980 Research for Doctoral Dissertation</td>
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<tr>
<td>Spring Year 4</td>
<td>GMS 6940 Supervised Teaching</td>
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<td>GMS 6690 Molecular Cell Biology Journal Club</td>
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<tr>
<td></td>
<td>GMS 7980 Research for Doctoral Dissertation</td>
<td>5</td>
</tr>
</tbody>
</table>
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 the 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

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 evolulional 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
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 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  College of Education
  Daaka, Yehia       De Jong, Ester
  Rarey, Kyle        Dawson, Kara
  Dunn, William      Pringle, Rose
  Nonabur, Venkatesh Adams, Alyson
  Maxey, Amanda      Jackson, Moira
  Narayan, Satya     Narayan, Satya
  Aris, John         Aris, John

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 OntarioOutcomes/Employment of Graduate Students for Past 5 Years
APPENDIX A

TABLE 1-A
PROJECTED HEADCOUNT FROM POTENTIAL SOURCES
(Baccalaureate Degree Program)

<table>
<thead>
<tr>
<th>Source of Students (Non-duplicated headcount in any given year)*</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>HC</td>
<td>FTE</td>
<td>HC</td>
<td>FTE</td>
<td>HC</td>
</tr>
<tr>
<td>Upper-level students who are transferring from other majors within the university**</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Students who initially entered the university as FTIC students and who are progressing from the lower to the upper level***</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Florida College System transfers to the upper level****</td>
<td>0</td>
<td>0</td>
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<td>0</td>
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</tr>
<tr>
<td>Transfers to the upper level from other Florida colleges and universities*****</td>
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<td>0</td>
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<td>Transfers from out of state colleges and universities******</td>
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</tr>
</tbody>
</table>

* 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**

(Non-duplicated headcount in any given year)

<table>
<thead>
<tr>
<th>Source of Students</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>HC</td>
<td>FTE</td>
<td>HC</td>
<td>FTE</td>
<td>HC</td>
</tr>
<tr>
<td>Individuals drawn from agencies/industries in your service area (e.g., older returning students)</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Students who transfer from other graduate programs within the university**</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Individuals who have recently graduated from preceding degree programs at this university</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Individuals who graduated from preceding degree programs at other Florida public universities</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Individuals who graduated from preceding degree programs at non-public Florida institutions</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Additional in-state residents***</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Additional out-of-state residents***</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Additional foreign residents***</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Other (Explain)***</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

* 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>
<thead>
<tr>
<th>Source of Students</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>HC</td>
<td>FTE</td>
<td>HC</td>
<td>FTE</td>
<td>HC</td>
</tr>
<tr>
<td>Individuals drawn from agencies/industries in your service area (e.g., older returning students)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Students who transfer from other graduate programs within the university**</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Individuals who have recently graduated from preceding degree programs at this university</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Individuals who graduated from preceding degree programs at other Florida public universities</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Individuals who graduated from preceding degree programs at non-public Florida institutions</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Additional in-state residents***</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Additional out-of-state residents***</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Additional foreign residents***</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Other (Explain)***</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Totals</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>
### APPENDIX A

**TABLE 2**

**PROJECTED COSTS AND FUNDING SOURCES**

<table>
<thead>
<tr>
<th>Instruction &amp; Research Costs (non-cumulative)</th>
<th>Year 1 Funding Source</th>
<th>Year 5 Funding Source</th>
<th>Subtotal columns 9+...14</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Continuing Base** (E&amp;G)</td>
<td>New Enrollment Growth (E&amp;G)</td>
<td>Other*** (E&amp;G)</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td><strong>Columns</strong></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Faculty Salaries and Benefits-COM</td>
<td>285,794</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Faculty Salaries and Benefits-COEd</td>
<td>50,010</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>A&amp;P Salaries and Benefits</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>USPS Salaries and Benefits</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Other Personal Services</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Assistantships &amp; Fellowships</td>
<td>56,975</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Library</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Expenses</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Operating Capital Outlay</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Special Categories</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total Costs</strong></td>
<td>$392,779</td>
<td>$0</td>
<td>$0</td>
</tr>
</tbody>
</table>

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**

<table>
<thead>
<tr>
<th>Total Positions</th>
<th>Year 1</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty (person-years)</td>
<td>16.00</td>
<td>16.00</td>
</tr>
<tr>
<td>A&amp;P FTE (FTE)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>USPS FTE (FTE)</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Calculated Cost per Student FTE</th>
<th>Year 1</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total E&amp;G Funding</td>
<td>$392,779</td>
<td>$928,475</td>
</tr>
<tr>
<td>Annual Student FTE</td>
<td>27</td>
<td>60</td>
</tr>
<tr>
<td>E&amp;G Cost per FTE</td>
<td>$14.547</td>
<td>$15.341</td>
</tr>
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</table>
Table 2 Column Explanations

<table>
<thead>
<tr>
<th>Column</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Reallocated Base* (E&amp;G)</td>
</tr>
<tr>
<td>2</td>
<td>Enrollment Growth (E&amp;G)</td>
</tr>
<tr>
<td>3</td>
<td>New Recurring (E&amp;G)</td>
</tr>
<tr>
<td>4</td>
<td>New Non-Recurring (E&amp;G)</td>
</tr>
<tr>
<td>5</td>
<td>Contracts &amp; Grants (C&amp;G)</td>
</tr>
<tr>
<td>6</td>
<td>Philanthropy Endowments</td>
</tr>
<tr>
<td>7</td>
<td>Enterprise Auxiliary Funds</td>
</tr>
<tr>
<td>8</td>
<td>Subtotal columns 1+...+7</td>
</tr>
<tr>
<td>9</td>
<td>Continuing Base** (E&amp;G)</td>
</tr>
<tr>
<td>10</td>
<td>New Enrollment Growth (E&amp;G)</td>
</tr>
<tr>
<td>11</td>
<td>Other*** (E&amp;G)</td>
</tr>
<tr>
<td>12</td>
<td>Contracts &amp; Grants (C&amp;G)</td>
</tr>
<tr>
<td>13</td>
<td>Philanthropy Endowments</td>
</tr>
<tr>
<td>14</td>
<td>Enterprise Auxiliary Funds</td>
</tr>
<tr>
<td>15</td>
<td>Subtotal columns 9+...+14</td>
</tr>
</tbody>
</table>
## APPENDIX A

### TABLE 3
ANTICIPATED REALLOCATION OF EDUCATION & GENERAL FUNDS*

<table>
<thead>
<tr>
<th>Program and/or E&amp;G account from which current funds will be reallocated during Year 1</th>
<th>Base before reallocation</th>
<th>Amount to be reallocated</th>
<th>Base after reallocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>29260100-101-1100 COM-Anatomy</td>
<td>1,536,451</td>
<td>335,804</td>
<td>$1,200,647</td>
</tr>
<tr>
<td>18050100-101-1100 COE-STL; 18070100-101-1100 COE HDOSE</td>
<td>33,900</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Student Stipends and Tuition Waivers 18050100-101-1100</td>
<td>16,588</td>
<td>4,147</td>
<td>$12,441</td>
</tr>
<tr>
<td>Postdoc Stipends 29260100-101-1100</td>
<td>52,827</td>
<td>52,827</td>
<td>$0</td>
</tr>
<tr>
<td>Totals</td>
<td>$1,639,767</td>
<td>$392,778</td>
<td>$1,213,089</td>
</tr>
</tbody>
</table>
## APPENDIX A

### TABLE 4

**ANTICIPATED FACULTY PARTICIPATION**

<table>
<thead>
<tr>
<th>Faculty Code</th>
<th>Faculty Name or &quot;New Hire&quot;</th>
<th>Highest Degree Held</th>
<th>Academic Discipline or Specialty</th>
<th>Rank</th>
<th>Contract Status</th>
<th>Initial Date for Participation in Program</th>
<th>FTE Year 1</th>
<th>% Effort for PY Year 1</th>
<th>FTE Year 5</th>
<th>% Effort for PY Year 5</th>
<th>PY Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Tehla Davis, Ph.D.</td>
<td>Anatomy and Cell Biology</td>
<td></td>
<td>Professor &amp; Chair</td>
<td>Tenure</td>
<td>Fall 2018</td>
<td>1.00</td>
<td>0.25</td>
<td>1.00</td>
<td>0.25</td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>Kyle Rarey, Ph.D.</td>
<td>Anatomy and Cell Biology</td>
<td></td>
<td>Professor &amp; Chair</td>
<td>Tenure</td>
<td>Fall 2018</td>
<td>1.00</td>
<td>0.25</td>
<td>1.00</td>
<td>0.25</td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>William Dunn, Jr, Ph.D.</td>
<td>Anatomy and Cell Biology</td>
<td></td>
<td>Professor &amp; Chair</td>
<td>Tenure</td>
<td>Fall 2018</td>
<td>1.00</td>
<td>0.25</td>
<td>1.00</td>
<td>0.25</td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>Venkatesh Nambiar, M.D.</td>
<td>Anatomy and Cell Biology</td>
<td></td>
<td>Professor &amp; Chair</td>
<td>Tenure</td>
<td>Fall 2018</td>
<td>1.00</td>
<td>0.25</td>
<td>1.00</td>
<td>0.25</td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>Amanda Macey, M.D.</td>
<td>Anatomy and Cell Biology</td>
<td></td>
<td>Professor &amp; Chair</td>
<td>Tenure</td>
<td>Fall 2018</td>
<td>1.00</td>
<td>0.25</td>
<td>1.00</td>
<td>0.25</td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>Moira Jackson, Ph.D.</td>
<td>Anatomy and Cell Biology</td>
<td></td>
<td>Professor &amp; Chair</td>
<td>Tenure</td>
<td>Fall 2018</td>
<td>1.00</td>
<td>0.25</td>
<td>1.00</td>
<td>0.25</td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>Satya Narayan, Ph.D.</td>
<td>Anatomy and Cell Biology</td>
<td></td>
<td>Professor &amp; Chair</td>
<td>Tenure</td>
<td>Fall 2018</td>
<td>1.00</td>
<td>0.25</td>
<td>1.00</td>
<td>0.25</td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>John Aris, Ph.D.</td>
<td>Anatomy and Cell Biology</td>
<td></td>
<td>Professor &amp; Chair</td>
<td>Tenure</td>
<td>Fall 2018</td>
<td>1.00</td>
<td>0.25</td>
<td>1.00</td>
<td>0.25</td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>Alyson Adams, Ph.D.</td>
<td>School of Teach &amp; Learn</td>
<td></td>
<td>Professor &amp; Chair</td>
<td>Tenure</td>
<td>Fall 2018</td>
<td>1.00</td>
<td>0.25</td>
<td>1.00</td>
<td>0.25</td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>Kara Dawson, Ph.D.</td>
<td>School of Teach &amp; Learn</td>
<td></td>
<td>Professor &amp; Chair</td>
<td>Tenure</td>
<td>Fall 2018</td>
<td>1.00</td>
<td>0.25</td>
<td>1.00</td>
<td>0.25</td>
<td></td>
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<tr>
<td>A</td>
<td>Albert Ritzhaupt, Ph.D.</td>
<td>School of Teach &amp; Learn</td>
<td></td>
<td>Professor &amp; Chair</td>
<td>Tenure</td>
<td>Fall 2018</td>
<td>1.00</td>
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<td>1.00</td>
<td>0.25</td>
<td></td>
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<tr>
<td>A</td>
<td>Rose Pringle, Ph.D.</td>
<td>School of Teach &amp; Learn</td>
<td></td>
<td>Professor &amp; Chair</td>
<td>Tenure</td>
<td>Fall 2018</td>
<td>1.00</td>
<td>0.25</td>
<td>1.00</td>
<td>0.25</td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>Karen De Jong, Ph.D.</td>
<td>School of Teach &amp; Learn</td>
<td></td>
<td>Professor &amp; Chair</td>
<td>Tenure</td>
<td>Fall 2018</td>
<td>1.00</td>
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<td>1.00</td>
<td>0.25</td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>Nancy Dana, Ph.D.</td>
<td>School of Teach &amp; Learn</td>
<td></td>
<td>Professor &amp; Chair</td>
<td>Tenure</td>
<td>Fall 2018</td>
<td>1.00</td>
<td>0.25</td>
<td>1.00</td>
<td>0.25</td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>Kent Crippen, Ph.D.</td>
<td>School of Teach &amp; Learn</td>
<td></td>
<td>Professor &amp; Chair</td>
<td>Tenure</td>
<td>Fall 2018</td>
<td>1.00</td>
<td>0.25</td>
<td>1.00</td>
<td>0.25</td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>Corinne Manley, Ph.D.</td>
<td>School of Hons Dev &amp; Org</td>
<td></td>
<td>Professor &amp; Chair</td>
<td>Tenure</td>
<td>Fall 2018</td>
<td>1.00</td>
<td>0.25</td>
<td>1.00</td>
<td>0.25</td>
<td></td>
</tr>
</tbody>
</table>

Total Person-Years (PY): 1.90

### Faculty Code

<table>
<thead>
<tr>
<th>Faculty Code</th>
<th>Source of Funding</th>
<th>FY Workload by Budget Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Current Education &amp; General Revenue</td>
<td>Year 1: 16.00 Year 5: 16.00</td>
</tr>
<tr>
<td>B</td>
<td>Current Education &amp; General Revenue</td>
<td>Year 1: 0.00 Year 5: 0.00</td>
</tr>
<tr>
<td>C</td>
<td>New Education &amp; General Revenue</td>
<td>Year 1: 0.00 Year 5: 0.00</td>
</tr>
<tr>
<td>D</td>
<td>Contracts/Grants</td>
<td>Year 1: 0.00 Year 5: 0.00</td>
</tr>
<tr>
<td>E</td>
<td>Contracts/Grants</td>
<td>Year 1: 0.00 Year 5: 0.00</td>
</tr>
</tbody>
</table>

Overall Totals for Year 1: 16.00 Year 5: 16.00

---

158/385
APPENDIX B

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

Signature of Equal Opportunity Officer

Date

2-6-18

Signature of Library Director

Date

2-4-18

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.
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


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


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
Co-Director for Chapman Education Center (COMCEC), 1997-2000

HONORS AND AWARDS:
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
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 ROI NS05065 - Microscopic Studies of the Inner Ear - Co-Principal Investigator - 50% effort - Annual Direct Costs - $72,505, 1983-1984
NIH - F322 PRO23777-01. 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

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,

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-

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

56. Rarey, K.E., Gerhardt, K.J. Curtis, K.M., ten Cate, W-J.F. Effect of stress on cochlear

57. Yao, X., Buhi, W.C., Alvarez, L.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-Sjoback, D., Hultcrantz, M.,
Rarey, K.E. Glucocorticoid receptor expression in the postnatal rat cochlea. Hearing Res

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.

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BOOKS, CHAPTERS AND SOFTWARE


CURRICULUM VITAE

William Arthur Dunn, Jr.

Contact Info:
Office phone: 352-273-9007
Cell phone: 352-359-1430
Email: dunn@ufl.edu

Present Address:
Department of Anatomy and Cell Biology
Univ. of Florida College of Medicine
PO Box 100235, JHMHC
B1-006
1333 Center Drive
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:

Johns Hopkins Univ. School of Medicine,
Research Associate
Department of Cell Biology and Anatomy

Jan. 1987- July 1993
University of Florida College of Medicine,
Assistant Professor
Department of Anatomy and Cell Biology

Aug 1993- July 2004
University of Florida College of Medicine,
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-
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)
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:**
Exemplary Teacher Award, University of Florida College of Medicine

**Grants:**

"Characterization of autophagic vacuolar membranes"
(AM33326-01 through -03)

"Studies on the mechanism of autophagy in rat hepatocytes"
(AM33326-04 through -08)

"Autophagy in glia and neurons from Batten dogs"
(NS30161-01 through -03)

"Involvement of ubiquitinated proteins in autophagy"
(AM33326-09 through -12)
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.

National Science Foundation
“Molecular Characterization of Autophagy”
(MCB-9817002)

National Institute of Health, Institute of Dental Research
“Interactions Between Oral Pathogens and Vascular Cells”
(DE13545-01 through -05)
PI: Ann Progulske-Fox
coPI: William A. Dunn, Jr.

National Cancer Institute
“Characterization of the Molecular Events of Autophagy”
(CA95552-01 through -05)
PI: William A. Dunn Jr. (40% effort)

National Institute of Neurological Disorders and Stroke
“Cellular events in heritable peripheral neuropathies”
(NS041012-5 through -08)
PI: Lucia Notterpek
coPI: William A. Dunn, Jr.

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.

National Eye Institute
“Autophagy: A critical factor in RPE aging and AMD”
(EY019688-1 through -4)
PI: Michael Boulton
coPI: William A. Dunn, Jr.

National Institute of Neurological Disorders and Stroke
“Cellular events in heritable peripheral neuropathies”
(NS041012-9 through -13)
PI: Lucia Notterpek
coPI: William A. Dunn, Jr.

National Institute of Diabetes and Digestive and Kidney Diseases
"Autophagy in Liver Injury"
(DK079879-1 through -5)
PI: Jae-Sung Kim
coPI: 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  col: William A. Dunn, Jr.

   “Internalization of S. mutans in vascular endothelial cells”
   (R21 DE022690-01 through -02)

   “P. gingivalis mediated disruption of autophagy in endothelial dysfunction”
   (R01 HL126956-01 through -05)

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):

Selected Peer-Reviewed Articles (Total: 87 published):


CURRICULUM VITAE

VENKATESH NONABUR, M.Sc, MD.

Academic appointments- Assistant Scholar

5/2000- Present
Assistant Scholar, Anatomy and Cell Biology
College of Medicine, University of Florida, Gainesville, Fl


1981- 1987 Lecturer, Anatomy, College of Meicine, Maiduguri, Nigeria


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 1'-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.
CURRICULUM VITAE

AMANDA G. MAXEY, M.D.

Contact Information: 352-273-8899
amaxey@ufl.edu

Work History:

Assistant Professor
Department of Anatomy and Cell Biology
University of Florida
2017-Present

The Orthopedic Institute
PO Box 13476
Gainesville, FL 32604-1476
352-336-6000
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

62
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
CURRICULUM VITAE

Name: Moira Russell Jackson, PhD  
Associate Professor

Contact Info:  
Office phone: 352-273-5068  
Cell phone: 352-378-0089  
Email: moiraj@ufl.edu

Present Address:  
Department of Anatomy and Cell Biology  
Univ. of Florida College of Medicine  
PO Box 100235, JHMHC  
D2-32F  
1333 Center Drive  
Gainesville, FL 32610-0235

Education:  
University of Aberdeen  
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-October 1991  
Oxford University  
University Lecturer  
Department of Anatomy and Cell Biology  
Oxford University, England

November 1991-May 1994  
Post Doctoral Fellowship  
Samuel Lunenfeld Research Institute,  
Mount Sinai Hospital, Toronto, Canada

September 1994-April 1997  
Post Doctoral Fellowship  
Department of Molecular and Cell Biology,  
University of Aberdeen,  
Aberdeen, Scotland

September 1997-September 2002  
Research Associate  
The Toronto Hospital Research Institute  
University of Toronto, Canada

64
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:
   Mechanotransduction by endothelial cells is locally generated, direction dependent and

   Development and its Involvement in the Regulation of Tcf/Lef activity in Mice.

   Stress Regulates Forward and Reverse Planar Cell Polarity of Vascular Endothelium In Vivo

   Reduction of Pnn by RNAi induces loss of cell-cell adhesion between human corneal

   Sugrue, S.P. (2003) Pinin/DRS/memA Interacts with Srp75, SRm300 and SRrp130 in

   of early maternal iron stores on placental weight and structure. *Lancet* 356, 719-723.

aerobic exercise on human placental development: Placental volumetric composition and surface areas. Placenta 16, 179-191


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


**Book Chapters:**


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:

<table>
<thead>
<tr>
<th>Institution</th>
<th>Degree</th>
<th>Year</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Allahabad, India</td>
<td>BS (B.Sc.)</td>
<td>10/1978</td>
<td>Biology</td>
</tr>
<tr>
<td>University of Allahabad, India</td>
<td>MS (M.Sc.)</td>
<td>07/1981</td>
<td>Biochemistry</td>
</tr>
<tr>
<td>Panjab University Chandigarh, India</td>
<td>Ph.D.</td>
<td>08/1989</td>
<td>Biochemistry</td>
</tr>
<tr>
<td>Louisiana State Univ., Baton Rouge, LA</td>
<td>Postdoctoral</td>
<td>1987-1989</td>
<td>Drug Metabolism</td>
</tr>
<tr>
<td>UTMB, Galveston, TX</td>
<td>Postdoctoral</td>
<td>1989-1991</td>
<td>Colon Cancer</td>
</tr>
</tbody>
</table>

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

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Graduate Program in Biomedical Sciences:
Advanced Cell Biology – GMS 6421 (Spring 2012 – present)
Apoptosis – GMS 6644 (Spring 2002 – present)
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
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

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 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

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)


Note: This article is featured on the cover page of the journal.


Note: This article is featured on the cover page of the journal.


*Equal contribution


Note: This article is featured on the cover page of the journal.


*Equal contribution


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/molpharmaspetjournal)


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)

<table>
<thead>
<tr>
<th>Term</th>
<th>Course</th>
<th>Role</th>
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<tbody>
<tr>
<td>Fall</td>
<td>Foundations of Medicine</td>
<td>Director for 12-week course for first year MD students</td>
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<tr>
<td></td>
<td>Histology</td>
<td>Director for 8-week course for first year DMD students</td>
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<tr>
<td></td>
<td>Protein Trafficking</td>
<td>Director for 5-week advanced course for PhD students</td>
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<tr>
<td></td>
<td>Mechanisms of Aging</td>
<td>Director for 5-week advanced course for PhD students</td>
</tr>
<tr>
<td></td>
<td>Human Histology</td>
<td>Director for 15-week course for undergraduate students</td>
</tr>
</tbody>
</table>

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)

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 Falcon, 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. Drazin, 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 Michelle Maraffini, Honor Student with Thesis PhD student, Cal State
2007 Laura Fishwick, Honor Student with Thesis JD student, Harvard
2006 Doreen Hu PA student, Arcadia Univ
2005 Jocelyn Fink, Honor Student with Thesis MD student, UF
2005 Sarah Smith, Honor Student with Thesis MD student, 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 Sabio, 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)
encoding a nucleolar protein homologous to a human autoimmune antigen. J Biol Chem
265:2209-2215.
eds) 194:735-749.
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
mercuryinduced
both in the extrachromosomal channel network and to nuclear pore complexes. J Cell Sci
110:927-944.
yeast
ribonucleoprotein component required for pre-18S rRNA processing in yeast. J Biol Chem
273:16453-63.
nonessential
analysis
of the structure and localization of the nucleolus in the yeast Saccharomyces cerevisiae. J Cell
Biol 143:23-34.
Saccharomyces cerevisiae Mod5p-II contains sequences antagonistic for nuclear and cytosolic
locations. Genetics 151:57-75.
and contraction of ribosomal DNA (rDNA) repeats, and RNA polymerase switch in transcription of yeast rDNA. Mol Cell Biol 19:8559-8569.


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)

GRANTS

Funded Externally

Education. ($2,718,695).


**Funded Internally**


**SELECTED PUBLICATIONS (Since 2010)**

**Books, Sole Author**

**Books, Contributor of Chapters**

**Refereed**


**Invited**

203/385


Refereed Publications


de Jong, E.J. (2013). Preparing mainstream teachers for multilingual classrooms, Association of
Mexican American Educators Journal, 7(2), 40-49.


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  1991-1992
Miller Research Center  Computer resource teacher

AWARDS
2015-2018 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


**Skills for 21st Century Clinical Medical Educators.** Fund for the Improvement of Postsecondary Education (FIPSE)/USDOE. $299,342.


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.


**PUBLICATIONS**

*Refereed Publications (since 2012 = 19)*


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


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:


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**


**Selected Publications (Total: 41 published)**


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


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

- 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
- Third Place, Research Poster Competition, University of FL Annual Graduate Student Forum, April, 2001.
- 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)


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 comment. 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 to read your department's pre-proposal 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 dissections 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

<table>
<thead>
<tr>
<th>University</th>
<th>Certificate Program</th>
<th>Masters of Sciences in Medical Sciences Program</th>
<th>PhD Program Biomedical Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>USF</td>
<td>No Certificates</td>
<td>Masters of Science in Medical Sciences Program</td>
<td>PhD Program in Medical Sciences</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1,000 applications Admit 350; enroll 180 5 concentrations</td>
<td>150 Apply 18 admitted/year No concentration in anatomy</td>
</tr>
<tr>
<td></td>
<td>Barber</td>
<td>Anatomy concentration 80 applied; 45-50 admitted; 35 enrolled</td>
<td></td>
</tr>
<tr>
<td>UCF</td>
<td></td>
<td>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</td>
<td>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</td>
</tr>
<tr>
<td></td>
<td>Samantha Jackson Dr. Pabian (?)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(407) 823-3462</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(305) 348-4372</td>
<td>Molecular-Biomedical Sciences 1st cycle, 700 applied; took 48; 2nd cycle, 300 applied; will take 78</td>
<td>PhD program in Biomedical Sciences 35-50 apply/year; Accept 3-5</td>
</tr>
<tr>
<td>FIU</td>
<td>No Masters</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UF</td>
<td>11 Certificate Programs; Dept. of Anatomy and Cell Biology has 2 certificate programs that were established in 2012. Dept. of Anatomy and</td>
<td>8 Masters program – none associated with anatomy and/or education</td>
<td>PhD program in Biomedical Sciences 275-300 Applied; Offered 70; Enrolled 35</td>
</tr>
</tbody>
</table>

223/385
Cell Biology was approved for a 3rd certificate program – Anatomical Sciences Education in conjunction with College of Education, Program will begin Summer 2018
### Appendix F: Data of 4 Programs in the United States and Canada

#### Anatomical Sciences Education

<table>
<thead>
<tr>
<th>Program Location</th>
<th>Masters</th>
<th>PhD</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Indiana University School of Medicine</strong>&lt;br&gt;<a href="https://medicine.iu.edu/departments/anatomy-cell-biology/education-programs/graduate-degrees/phd/education-track/">https://medicine.iu.edu/departments/anatomy-cell-biology/education-programs/graduate-degrees/phd/education-track/</a></td>
<td>No masters</td>
<td>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.</td>
</tr>
<tr>
<td>James Brokaw&lt;br&gt;Professor and Vice Chair for Education Director,&lt;br&gt;Education Track PhD Program Department of&lt;br&gt;(317) 274-1966</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Western University, Ontario</strong>&lt;br&gt;<a href="http://www.schulich.uwo.ca/anatomy/graduate/program_information/index.html">http://www.schulich.uwo.ca/anatomy/graduate/program_information/index.html</a></td>
<td>Masters of Science in Clinical Anatomy&lt;br&gt;50-60 apply; admit 15</td>
<td>1-2 directly matriculate; most rollover from masters - ~7-8 students/year. Currently =&gt; 20 students in program</td>
</tr>
<tr>
<td>Marjorie Johnson, PhD&lt;br&gt;Outgoing-Assocaiate Chair Clinical Anatomy&lt;br&gt;Western University&lt;br&gt;519-661 2111 ext 86756</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>University of Mississippi</strong>&lt;br&gt;<a href="https://www.umc.edu/som/Departments%20and%20Offices/SOM%20Departments/Neurobiology/Education/Department-Courses.html">https://www.umc.edu/som/Departments%20and%20Offices/SOM%20Departments/Neurobiology/Education/Department-Courses.html</a></td>
<td>No Masters at this time;</td>
<td>Neurobiology &amp; Anatomical Sciences&lt;br&gt;Program started 4 years ago. Currently have 5 students or/graduates. Check?</td>
</tr>
<tr>
<td>Andres Notebaert&lt;br&gt;Assistant Professor&lt;br&gt;Director, Graduate Program in Clinical Anatomy&lt;br&gt;601) 984-1640</td>
<td></td>
<td>Note: Dr. Notebaert stated that there are ~100 anatomy teaching positions open at this time. They are considering offering a post-doc</td>
</tr>
<tr>
<td>Fellowship in anatomical education.</td>
<td>Penn State</td>
<td></td>
</tr>
<tr>
<td>------------------------------------</td>
<td>------------</td>
<td></td>
</tr>
<tr>
<td><a href="http://med.psu.edu/anatomy-ms">http://med.psu.edu/anatomy-ms</a></td>
<td>4 students enrolled in program</td>
<td></td>
</tr>
<tr>
<td>Kristin Smith, graduate coordinator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(717) 531-1045</td>
<td>13 enrolled in program</td>
<td></td>
</tr>
</tbody>
</table>
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)
- MSCI 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:
  o ANAT D864 Advanced Gross Anatomy (2)
  o ANAT D856 Advanced Histology (2)
  o ANAT D875 Advanced Neuroanatomy (2)
  o ANAT D700 Educational Research Practicum (2)
  o ANAT D878 Anatomy Teaching Practicum (2)
  o ANAT D853 Human Developmental Anatomy (3)
  o GRDM G655 Research Communications Seminar (1)
  o STAT 53300 Nonparametric Statistics (3)
  o PSY 60800 Measurement Theory and Interpretation of Data (3)
  o TECH 58100 Mixed Methods Research (4)
  o EDUC Y612 Critical Qualitative Inquiry (3)
  o 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

- 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
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:

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 Development 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/](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.
FIGURE 7: Outcomes/Employment of ACB Graduate Students by Stream; Past 5 Years

MSc Clinical Stream
- 38.10% Medicine
- 22.22% Lecturer/Instructor/Teacher
- 9.52% PhD Studies
- 5.35% Dentistry
- 4.76% Anatomy Prosector/Technician
- 4.76% Research Technician
- 4.76% Nursing
- 3.17% Physiotherapy/Occupational Therapy
- 3.17% Applying for Medicine or Dentistry
- 1.59% Government (Data Analyst)
- 1.59% MSc studies (Pathology Assistant Program)

MSc Research Stream
- 35.14% Medicine
- 16.22% Dentistry
- 10.81% Research Technician
- 8.11% PhD Studies
- 8.11% Physiotherapy/Occupational Therapy
- 5.41% Ophthalmology
- 5.41% Applying for Medicine or Dentistry
- 2.70% Health Care Sector (Data Analyst)
- 2.70% Law
- 2.70% Athletic Coach
- 2.70% Unknown

PhD Stream
- 40.63% Postdoctoral Fellows (Basic/Clinical Research)
- 15.63% Medicine
- 12.50% Lecturer/Instructor
- 9.38% Academic Staff (Research Consultant/Facility Manager/Grants Officer)
- 6.25% University Faculty
- 6.25% Government (Program Manager/Policy Advisor)
- 3.13% Dentistry
- 3.13% Health Care Sector (Program Manager)
- 3.13% Full-time parent
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
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
- EME 5405: Internet in K-12 Instruction
- 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)

<table>
<thead>
<tr>
<th>Required Core Anatomy and Biomedical Courses: 11 credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GMS 5605: Medical Anatomy</td>
</tr>
<tr>
<td>GMS 5606L: Medical Anatomy Lab</td>
</tr>
<tr>
<td>GMS 5630: Medical Histology</td>
</tr>
<tr>
<td>GMS 5057: Medical Cell Biology</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Required Core Education &amp; Research Courses: 6 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EME 5207: Designing Technology-Rich Curricula</td>
</tr>
<tr>
<td>SCE 5140: Science Curriculum Development</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elective Courses: 15 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elective: Anatomy and Biomedical Courses (Select at least two)</td>
</tr>
<tr>
<td>GMS 5604: Medical Human Embryology</td>
</tr>
<tr>
<td>GMS 5613: Medical Human Anatomy by Diagnostic Imaging</td>
</tr>
<tr>
<td>GMS 6400C: Principles of Physiology</td>
</tr>
<tr>
<td>GMS 6007: Fundamentals of Neuroscience</td>
</tr>
<tr>
<td>GMS 6607C: Musculoskeletal Systems</td>
</tr>
<tr>
<td>GMS 6705: Functional Human Neuroanatomy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elective Education &amp; Research courses: (Select at least one)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCE 5140: Science Curriculum Development</td>
</tr>
<tr>
<td>SCE 5765: Data-Driven Science Instruction</td>
</tr>
<tr>
<td>EME 5405: Internet in K-12 Instruction</td>
</tr>
<tr>
<td>EDF 7486: Methods of Educational Research</td>
</tr>
<tr>
<td>EME 5207: Designing Technology-Rich Curricula</td>
</tr>
</tbody>
</table>

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)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GMS 5604: Medical Human Embryology</td>
<td>3</td>
</tr>
<tr>
<td>GMS 5605: Medical Anatomy</td>
<td>3</td>
</tr>
<tr>
<td>GMS 5606L: Medical Anatomy Lab</td>
<td>2</td>
</tr>
<tr>
<td>GMS 5613: Medical Human Anatomy by Diagnostic Imaging</td>
<td>2</td>
</tr>
<tr>
<td>GMS 5630: Medical Histology</td>
<td>3</td>
</tr>
<tr>
<td>GMS 5057: Medical Cell Biology</td>
<td>3</td>
</tr>
<tr>
<td>GMS 6607C: Musculoskeletal Systems</td>
<td>4</td>
</tr>
<tr>
<td>Course</td>
<td>Credits</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>GMS 6940 Supervised Teaching</td>
<td>3</td>
</tr>
<tr>
<td>GMS 6690: Molecular Cell Biology Journal Club</td>
<td>1</td>
</tr>
</tbody>
</table>

**Dissertation Research (Required)**
- GMS 7979: Advanced Research                                          | 1-15 (S/U) |
- 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       |
- EDO 6305: Multiple Perspectives on Teaching and Learning              | 3       |
- EME 6458: Distance Teaching and Learning                              | 3       |
- EME 6065: Human-Computer Interaction and the Learner                 | 3       |
- EDO 6931: Special Topics: "Teaching Adults"                           | 3       |

**Educational Research Courses (Required, select 2)**
- EDO 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 6403: Quantitative Foundations of Educational Research            | 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:**

<table>
<thead>
<tr>
<th>Term</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Year 1</td>
<td>GMS 5605 Medical Anatomy</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>GMS 5606L Medical Anatomy Lab</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td>Spring Year 1</td>
<td>GMS 5630 Medical Histology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>GMS 5057 Medical Cell Biology</td>
<td>3</td>
</tr>
<tr>
<td>Summer Year 1</td>
<td>EME 5207 Designing Technology-Rich Curricula</td>
<td>3</td>
</tr>
<tr>
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<td>Elective</td>
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</tr>
<tr>
<td>Fall Year 2</td>
<td>SCE 5140 Science Curriculum Development</td>
<td>3</td>
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<tr>
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</tr>
<tr>
<td>Spring Year 2</td>
<td>Elective</td>
<td>3</td>
</tr>
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<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>32</strong></td>
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</table>

**Proposed Plan of Study for PhD program**

<table>
<thead>
<tr>
<th>Term</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Year 1</td>
<td>GMS 5605 Medical Anatomy</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>GMS 5606L Medical Anatomy Lab</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Curriculum &amp; Instruction: Required Course</td>
<td>3</td>
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<tr>
<td></td>
<td>GMS 6690 Molecular Cell Biology Journal Club</td>
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</tr>
<tr>
<td>Spring Year 1</td>
<td>GMS 5630 Medical Histology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>GMS 5057 Medical Cell Biology</td>
<td>3</td>
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<tr>
<td></td>
<td>Curriculum &amp; Instruction: Required Course</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>GMS 6690 Molecular Cell Biology Journal Club</td>
<td>1</td>
</tr>
<tr>
<td>Summer Year 1</td>
<td>GMS 6607C Musculoskeletal Systems</td>
<td>4</td>
</tr>
<tr>
<td>Semester</td>
<td>Course Description</td>
<td>Credits</td>
</tr>
<tr>
<td>--------------------</td>
<td>----------------------------------------------------------</td>
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</tr>
<tr>
<td>Fall Year 2</td>
<td>GMS 5604 Medical Human Embryology</td>
<td>3</td>
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<td>Education Research: Required Course</td>
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<tr>
<td></td>
<td>GMS 7979: Advanced Research</td>
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</tr>
<tr>
<td></td>
<td>GMS 6690 Molecular Cell Biology Journal Club</td>
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</tr>
<tr>
<td>Spring Year 2</td>
<td>GMS 5613 Medical Human Anatomy by Diagnostic Imaging</td>
<td>2</td>
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<tr>
<td></td>
<td>Educational Research: Required Course</td>
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<td></td>
<td>Anatomy and Biomedical: Elective Course</td>
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<tr>
<td></td>
<td>GMS 7979: Advanced Research</td>
<td>0-2</td>
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<tr>
<td></td>
<td>GMS 6690 Molecular Cell Biology Journal Club</td>
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</tr>
<tr>
<td>Summer Year 2</td>
<td>GMS 6940 Supervised Teaching</td>
<td>3</td>
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<tr>
<td></td>
<td>GMS 7979 Advanced Research</td>
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<tr>
<td>Fall Year 3</td>
<td>C&amp;I / Educational Research: Elective Course</td>
<td>0-3</td>
</tr>
<tr>
<td></td>
<td>Anatomy and Biomedical: Elective Course</td>
<td>0-6</td>
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<tr>
<td></td>
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<tr>
<td></td>
<td>GMS 7980 Research for Doctoral Dissertation</td>
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</tr>
<tr>
<td>Spring Year 3</td>
<td>C&amp;I / Educational Research: Elective Course</td>
<td>0-3</td>
</tr>
<tr>
<td></td>
<td>Anatomy and Biomedical: Elective Course</td>
<td>0-6</td>
</tr>
<tr>
<td></td>
<td>GMS 6690 Molecular Cell Biology Journal Club</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>GMS 7980 Research for Doctoral Dissertation</td>
<td>2-5</td>
</tr>
<tr>
<td>Summer Year 3</td>
<td>GMS 6940 Supervised Teaching</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>GMS 7980 Research for Doctoral Dissertation</td>
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</tr>
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<td>Fall Year 4</td>
<td>GMS 6940 Anatomy Teaching Practicum</td>
<td>3</td>
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<td></td>
<td>GMS 6690 Molecular Cell Biology Journal Club</td>
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<tr>
<td></td>
<td>GMS 7980 Research for Doctoral Dissertation</td>
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</tr>
<tr>
<td>Spring Year 4</td>
<td>GMS 6940 Supervised Teaching</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>GMS 6690 Molecular Cell Biology Journal Club</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>GMS 7980 Research for Doctoral Dissertation</td>
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</tr>
<tr>
<td>Summer Year 4</td>
<td>GMS 7980 Research for Doctoral Dissertation</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>if necessary</td>
<td></td>
</tr>
</tbody>
</table>

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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 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 7477: Multivariate Analysis in Educational Research (3 credits)
Review of selected studies, focusing on methods of data analysis. Emphasis on using multivariate techniques.

EDF 7475: 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)
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

<table>
<thead>
<tr>
<th>University:</th>
<th>University of Florida</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree(s) offered:</td>
<td>BA</td>
</tr>
<tr>
<td>Program:</td>
<td>Criminology</td>
</tr>
<tr>
<td>Six digit CIP code:</td>
<td>45.0401</td>
</tr>
</tbody>
</table>

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.XXX. 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

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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.</ol>

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.

![Demographic 5-Year Comparison](image)

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 Sellow jsellow@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
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

University Submitting Proposal

[Signatures and dates]

Institute

Type of Institute/Center

July 1, 2018

Proposed Implementation Date

03, 26

Associated Discipline (2-digit CIP)

[Signature and date]

Proposed Institute/Center Director (Bruce J. MacFadden)

[Signatures and dates]

Other President(s)/Administrator(s) (as appropriate)
Form 2

Institute/Center Data

Directory Information

<table>
<thead>
<tr>
<th>I/C Name:</th>
<th>Thompson Institute for Earth Systems</th>
</tr>
</thead>
<tbody>
<tr>
<td>I/C Code:</td>
<td>University: University of Florida</td>
</tr>
<tr>
<td></td>
<td>I/C Type: II</td>
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<tr>
<td>I/C Director:</td>
<td>Dr. Bruce MacFadden</td>
</tr>
<tr>
<td>Florida Museum of Natural History</td>
<td></td>
</tr>
<tr>
<td>I/C Address:</td>
<td>3215 Hull Road, PO Box 112710</td>
</tr>
<tr>
<td>Gainesville, FL 32611</td>
<td></td>
</tr>
<tr>
<td>I/C Telephone:</td>
<td>352-273-1937</td>
</tr>
<tr>
<td>I/C E-Mail Address:</td>
<td><a href="mailto:ties@floridamuseum.ufl.edu">ties@floridamuseum.ufl.edu</a></td>
</tr>
<tr>
<td>I/C SUNCOM:</td>
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<tr>
<td>I/C Web Site Address:</td>
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</tr>
<tr>
<td>Affiliated Universities:</td>
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Mission and Areas of Focus

Mission Statement: 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, atmosphere (air), biosphere (life), lithosphere (land), cryosphere (ice), Florida, global, citizens, museum, education, societal benefit, sustainability, conservation

255/385
<table>
<thead>
<tr>
<th>Estimated Expenditures for the Institute/Center</th>
<th>FISCAL YEAR: 2018-2019</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Budgetary Unit:</strong> E &amp; G</td>
<td><strong>SUS Appropriated Funds</strong></td>
</tr>
<tr>
<td>Faculty, TEAMS, &amp; USPS</td>
<td>318.076</td>
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<tr>
<td>Other</td>
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<tr>
<td>Personal</td>
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</tr>
<tr>
<td>Services</td>
<td></td>
</tr>
<tr>
<td>Housestaff</td>
<td></td>
</tr>
<tr>
<td>Graduate Assistants</td>
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</tr>
<tr>
<td>Other</td>
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<tr>
<td>Operating Capital Outlay</td>
<td>10.000</td>
</tr>
<tr>
<td>Total Expenditures</td>
<td>356.001</td>
</tr>
</tbody>
</table>

| 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.

<table>
<thead>
<tr>
<th>PROPOSED 5-YEAR FUNDING PLAN</th>
<th>FY 17-18*</th>
<th>FY 18-19</th>
<th>FY 19-20</th>
<th>FY 20-21</th>
<th>FY 21-22</th>
<th>TOTAL:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phase I: Hire critical staff for public outreach efforts (i.e.: Initiative Director)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$35.7M**</td>
</tr>
<tr>
<td>Additional university funds will support other staff in communications and curriculum resource development</td>
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<td></td>
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<td></td>
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<tr>
<td>Philanthropy (Endowment)</td>
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<td>$250K</td>
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<td>Research VP</td>
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<td></td>
<td></td>
<td>$700K</td>
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</table>

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)

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<thead>
<tr>
<th>Projected Space Required by Source</th>
<th>Office</th>
<th>Laboratory</th>
<th>Conference Rooms</th>
<th>Other</th>
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<tbody>
<tr>
<td>From Existing Inventory</td>
<td>600</td>
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<td>400</td>
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<tr>
<td>Rented</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
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<tr>
<td>New Construction</td>
<td>2,000</td>
<td>2,000</td>
<td>1,000</td>
<td>5,000</td>
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</table>
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: May 3, 2018

Institute or Center Name: Thompson Institute for Earth Systems

College: Florida Museum of Natural History

Indirect Cost Return: YES % Return (max 7.5%) 75 %

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).

University of Florida
University Submitting Proposal

President
Date

Provost
Date

University of Florida
Type of Institute/Center
Senior Vice President
Date

October 1, 2018
Proposed Implementation Date
Vice President for Research
Date

Associated Discipline (2-digit CIP)
Dean of School or College
Date

B.C. Bonning 7-16-18
Proposed Institute/Center Date
Vice President and Chief Financial Officer (as appropriate)

Director, Dr. Bryony C. Bonning

Other President(s)/ Administrator(s) (as appropriate)

Date
Form 2

Institute/Center Data

Directory Information

<table>
<thead>
<tr>
<th>I/C Name:</th>
<th>Center for Arthropod Management Technologies</th>
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<tbody>
<tr>
<td>I/C Code:</td>
<td>University: University of Florida</td>
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<tr>
<td>I/C Type:</td>
<td>Discipline(s)</td>
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<tr>
<td>I/C Director:</td>
<td>Bryony C. Bonning</td>
</tr>
<tr>
<td>I/C Address:</td>
<td>1881 Natural Area Dr.</td>
</tr>
<tr>
<td></td>
<td>PO Box 110620</td>
</tr>
<tr>
<td></td>
<td>Gainesville, FL 32611-0620</td>
</tr>
<tr>
<td>I/C Telephone:</td>
<td>(352) 273-3984</td>
</tr>
<tr>
<td>I/C E-Mail Address:</td>
<td><a href="mailto:camtech@ifas.ufl.edu">camtech@ifas.ufl.edu</a></td>
</tr>
<tr>
<td>I/C SUNCOM:</td>
<td>I/C Web Site Address: camtech.ent.iastate.edu</td>
</tr>
<tr>
<td>I/C FAX:</td>
<td>(352) 392-0190</td>
</tr>
<tr>
<td>Affiliated Universities:</td>
<td>University of Kentucky</td>
</tr>
</tbody>
</table>

Mission and Areas of Focus

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

<table>
<thead>
<tr>
<th>I/C Code:</th>
<th>I/C Name:</th>
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<tbody>
<tr>
<td>Prepared By:</td>
<td>Bryony Bonning.</td>
<td>Date: 7/18/2018</td>
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<tr>
<th>Estimated Expenditures for the Institute/Center</th>
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<td><strong>FISCAL YEAR:</strong></td>
<td><strong>IFAS</strong></td>
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<tr>
<td>SUS Appropriated Funds</td>
<td>Contracts and Grants</td>
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<tr>
<td>Salaries &amp; Benefits</td>
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<td>Other</td>
<td>Housestaff</td>
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<td>Personal</td>
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<th>Fees for Services</th>
<th>Private &amp; Other (Specify)</th>
<th>Total</th>
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<tr>
<td>Faculty Positions (FTE in Personyears)</td>
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<td></td>
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<tr>
<td>TEAMS and USPS Positions (FTE in Personyears)</td>
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<td>0.35</td>
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<td><strong>Total Positions</strong> (FTE in Personyears)</td>
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<td>0.65</td>
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<td>7.80</td>
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</table>

| 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%.

<table>
<thead>
<tr>
<th></th>
<th>NSF 0.65</th>
<th>IFAS 0.35</th>
<th>Total</th>
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<td>Center Coordinator Salary:</td>
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<td>Fringe: 35.1%</td>
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<td>6,388</td>
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<td>Total Direct</td>
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<td>IDC (52.5% direct costs)</td>
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</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Project Budget</th>
<th>Per project</th>
<th>Total trainee costs</th>
<th>Subtotals</th>
<th>+10% IDC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate student stipend (0.5 FTE)</td>
<td>$21,500</td>
<td>(3 students) $64,500</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Benefits (11.7%)</td>
<td>$2,515</td>
<td></td>
<td>7,545</td>
<td></td>
</tr>
<tr>
<td>Tuition</td>
<td>$11,000</td>
<td>33,000</td>
<td>105,045</td>
<td>115,549</td>
</tr>
<tr>
<td>Supplies</td>
<td>$10,000</td>
<td></td>
<td>30,000</td>
<td></td>
</tr>
<tr>
<td>Travel (2 IAB meetings p.a.)</td>
<td>2,000</td>
<td>6,000</td>
<td>36,000</td>
<td>39,600</td>
</tr>
<tr>
<td>TOTAL DIRECT GS</td>
<td>47,015</td>
<td>141,045</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indirect (10%)</td>
<td>4,701</td>
<td>14,104</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total request GS</td>
<td>51,716</td>
<td>155,149</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(5 postdocs) $237,500</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------</td>
<td>------------------</td>
<td>-----------------------</td>
<td>---------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td><strong>Postdoc stipend</strong></td>
<td>$47,500</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Benefits (11.7%)</strong></td>
<td>5,557</td>
<td>27,787</td>
<td>265,287</td>
<td>291,816</td>
</tr>
<tr>
<td><strong>Health Insurance</strong></td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Supplies</strong></td>
<td>$10,000</td>
<td>$50,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Travel (2 IAB meetings p.a.)</strong></td>
<td>2,000</td>
<td>10,000</td>
<td>$60,000</td>
<td>$66,000</td>
</tr>
<tr>
<td><strong>TOTAL DIRECT PD</strong></td>
<td>65,057</td>
<td>352,285</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Indirect (10%)</strong></td>
<td>6,505</td>
<td>32,528</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total request PD</strong></td>
<td>71,562</td>
<td>384,813</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 2022. 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](image)


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.

![CAMTech Logos](Image)

*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 of ...............by 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:

<table>
<thead>
<tr>
<th></th>
<th>COMPANY</th>
<th>CAMTech Administrative</th>
<th>UF: Business Matters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>Dr. Bryony Bonning</td>
<td>Director of Research</td>
<td></td>
</tr>
<tr>
<td>Title</td>
<td>Director, CAMTech</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Address</td>
<td>PO Box 110620</td>
<td>207 Griner Hall</td>
<td>207 Griner Hall</td>
</tr>
<tr>
<td></td>
<td>University of Florida,</td>
<td>University of Florida</td>
<td>University of Florida,</td>
</tr>
<tr>
<td></td>
<td>Gainesville, FL 32611-0620,</td>
<td></td>
<td>Gainesville, FL 32611-5500,</td>
</tr>
<tr>
<td></td>
<td>USA</td>
<td></td>
<td>USA</td>
</tr>
<tr>
<td>Phone</td>
<td>(352) 273-3984</td>
<td>(352) 392-1582</td>
<td></td>
</tr>
<tr>
<td>Fax</td>
<td>(352) 392-0190</td>
<td>(352) 392-4400</td>
<td></td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:bbbonning@ufl.edu">bbbonning@ufl.edu</a></td>
<td><a href="mailto:ufawards@ufl.edu">ufawards@ufl.edu</a></td>
<td></td>
</tr>
</tbody>
</table>

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__
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

Read and Acknowledged

Bryony Bonning

Digitally signed by
Bryony Bonning
Date: 2017.12.08
14:32:36 -05'00'

By: ____________________________ / ____________________________
Name: ____________________________ Date: ____________________________
Title: Director, CAMTech

The University of Kentucky

Ian McClure

12/7/17

Read and Acknowledged

S.R. Palli

Digitally signed by S.R. Palli
Date: 2017.12.08
14:32:36 -05'00'

By: ____________________________ / ____________________________
Name: ____________________________ Date: ____________________________
Title: Site Director, CAMTech
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 used 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)

<table>
<thead>
<tr>
<th>Projected Space Required by Source</th>
<th>Office</th>
<th>Laboratory</th>
<th>Conference Rooms</th>
<th>Other</th>
</tr>
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<tr>
<td>From Existing Inventory</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>Rented</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Construction</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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)

[Signature]

Dean’s signature

EDC/CI
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).

Director (Relinquishing) Charles Wood Date 6/11/18

Director (New) Eric Krause Date 6/8/18

Dean Michael Eood Date 6/15/18

Dean Julie Johnson Date 6/19/18

Vice President (as appropriate) Date 6/21/18

Provost Approved Disapproved

For Provost’s Office Use Only

Copy to requesting Center: (date) 6-25-18

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 evolution 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.

[Signatures and dates]

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 Update ..........Charlie Lane, Senior Vice President and Chief Operating Officer
5.2 Innovation Square Update ..........Charlie 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
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

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 Guzick 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:

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 given 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 it’s 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.
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 programing 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
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
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.

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.

Board of Governors approval is not required.

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
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.
**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.
Project:
UF-221 – Norman Hall Rehabilitation and College of Education Center Addition
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.
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

Construction Program Highlights – December 6, 2018
Project:
UF-619 – Institute of Black Culture & Institute of Hispanic Latino Culture Facilities
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.
## Project Budget

<table>
<thead>
<tr>
<th>Project Number</th>
<th>Description</th>
<th>Original</th>
<th>Change Qtr.-4</th>
<th>Current</th>
<th>Original</th>
<th>Change Qtr.-4</th>
<th>Current</th>
<th>AE</th>
<th>Contractor</th>
<th>Substantial Completion</th>
<th>Status</th>
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<tbody>
<tr>
<td>UF-221</td>
<td>Norman Hall Remodeling and Addition</td>
<td>$31,470,362</td>
<td>$1,440,551</td>
<td>$32,910,913</td>
<td>$24,471,300</td>
<td>$1,028,700</td>
<td>Walker Architects Inc</td>
<td>D E Scorpio Corporation</td>
<td>Aug-19</td>
<td>Construction 20% Complete</td>
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<tr>
<td>UF-402</td>
<td>UF Boiler Project</td>
<td>$7,000,000</td>
<td>$6,500,000</td>
<td>$8,584,017</td>
<td>$8,019,407</td>
<td>$1,557,699</td>
<td>RBF Consulting</td>
<td>Investwood Company</td>
<td>Dec-18</td>
<td>Construction 95% Complete</td>
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<td>UF-461</td>
<td>Herbert Wertheim Laboratory for Engineering Excellence (Nuclear Science Building)</td>
<td>$53,000,000</td>
<td>$4,250,000</td>
<td>$57,250,000</td>
<td>$48,000,000</td>
<td>$9,250,000</td>
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<td>Whiting Turner</td>
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<td>UF-604</td>
<td>UF Health Proton Therapy Institute-Gantry</td>
<td>$9,415,000</td>
<td>$3,949,992</td>
<td>$13,365,000</td>
<td>$7,911,000</td>
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<td>UF-615</td>
<td>Electrical Substation 2 Cable and Switchgear</td>
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<td>$3,400,000</td>
<td>$3,400,000</td>
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<td>$4,250,000</td>
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<tr>
<td>UF-619</td>
<td>Institute of Black Culture &amp; Institute of Hispanic Excellence (Nuclear Science Building)</td>
<td>$8,900,000</td>
<td>$4,850,000</td>
<td>$13,750,000</td>
<td>$6,850,000</td>
<td>$6,850,000</td>
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<td>UF-621</td>
<td>UF Veterinary Hospital/CVM Expansion</td>
<td>$6,391,950</td>
<td>$5,304,255</td>
<td>$11,700,000</td>
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<td>UF-629</td>
<td>Band Practice Field Upgrade</td>
<td>$2,137,525</td>
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<td>UAA-43</td>
<td>Renovation &amp; Addition to Katie Seashole Pressly Softball Stadium</td>
<td>$13,221,652</td>
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<td>$13,221,652</td>
<td>$10,270,400</td>
<td>$10,270,400</td>
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<td>D E Scorpio Corporation</td>
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**Total Construction Phase Projects**

| | | | | | | | | | | |
| | | | | | | | | | |

<table>
<thead>
<tr>
<th>Project Number</th>
<th>Description</th>
<th>Original</th>
<th>Change Qtr.-4</th>
<th>Current</th>
<th>Original</th>
<th>Change Qtr.-4</th>
<th>Current</th>
<th>AE</th>
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<th>Status</th>
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<td>UF-394</td>
<td>PK Yonge Developmental School Phase II</td>
<td>$20,877,500</td>
<td>$3,022,000</td>
<td>$23,900,000</td>
<td>$17,022,000</td>
<td>$17,022,000</td>
<td>Schenk &amp; Shultz, Inc</td>
<td>Parrish McCall Constructors Inc</td>
<td>TBD</td>
<td>Construction Documents</td>
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<td>UF-608</td>
<td>Parking Garage XIV</td>
<td>$34,200,000</td>
<td>$30,500,000</td>
<td>$64,700,000</td>
<td>$29,645,754</td>
<td>$29,645,754</td>
<td>Davis Architects</td>
<td>Brasfield &amp; Gorrie LLC</td>
<td>Feb-20</td>
<td>Design Development</td>
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<tr>
<td>UF-622</td>
<td>VET Med Central Energy Plant</td>
<td>$25,000,000</td>
<td>$25,000,000</td>
<td>$25,000,000</td>
<td>$25,000,000</td>
<td>$25,000,000</td>
<td>Menlo Industries Inc</td>
<td>Building Technologies</td>
<td>Jun-20</td>
<td>Construction Authorization</td>
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<tr>
<td>UF-634</td>
<td>UF JPI Wildlight Ambulatory/Medical Office</td>
<td>$38,317,898</td>
<td>$20,300,000</td>
<td>$38,317,898</td>
<td>$20,304,273</td>
<td>$20,304,273</td>
<td>Creeson Smith</td>
<td>Brasfield &amp; Gorrie LLC</td>
<td>Nov-19</td>
<td>GMP Review</td>
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<td>UAA-41</td>
<td>McKethan Baseball Complex Expansion/Renovation</td>
<td>$45,878,800</td>
<td>$30,761,000</td>
<td>$45,878,800</td>
<td>$37,861,000</td>
<td>$37,861,000</td>
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<td>Brasfield &amp; Gorrie LLC</td>
<td>TBD</td>
<td>Design Development</td>
<td></td>
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**Total Design Phase Projects**

| | | | | | | | | | | |
| | | | | | | | | | |

**18 Active Projects**

| | | | | | | | | | | |
| | | | | | | | | | |

| Project & Construction Budget changes grouped by project # are as indicated below:

**UF-221** Norman Hall Remodeling and Addition

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</table>
| 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

<table>
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<tr>
<th>Qtr. -4</th>
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</thead>
</table>
| 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

| 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 accommodate unstable soil conditions, increase in radiation shielding size and density to comply with equipment manufacturer standards, upgrades to building LUPS (Uninterrupted Power Supply), vibration monitoring of existing PT Gantry facility, and relocation of site utility infrastructure (12" water lines).

**UF-392** OConnell Center Major Renovations

| Additional project funding was provided by UAA, SCOC, and owner contingencies to provide for new endzone scoreboards, press table panel displays, upgraded spectator seating, misc ADA & Life Safety code compliance items, UAA training/lockers/equipment upgrades, misc. unforeseen field conditions, misc. corrections to existing finishes/level floor transitions, misc. final electrical & lighting enhancements, IT/AV infrastructure upgrades.

### Completed Projects Summary

#### UF-063 Career Resource Center Addition and Renovation

| $7,698,170 | 10,221,184 | $3,524,000 | 7,000,000 | Walker Architects Inc | D E Scorpio Corporation | Nov-18 | Post Occupancy |

#### UF-620 IFAS Bee Unit Facility

| $3,417,384 | 3,390,784 | $3,390,784 | 3,390,784 | Ponikvar & Assoc Inc | Parrish McCall Constructors Inc | Jun-18 | Post Occupancy |

#### UF-628 IFIT Move to Ayres Building

| $3,031,000 | 3,031,000 | 3,031,000 | 3,031,000 | Walker Architects Inc | Charlie Ferry Partners Inc | Aug-17 | Post Occupancy |

#### UF-631 IFAS Low Cabbage Reef Restoration

| $3,866,124 | 3,866,124 | 3,866,124 | 3,866,124 | George F Young Inc | M M Parrish Construction Co | Dec-17 | Post Occupancy |

#### UF-392 OConnell Center Major Renovations

| $64,300,000 | 67,699,366 | 2,600,000 | 53,713,852 | 58,362,261 | 58,362,261 | Davis Architects | Brasfield & Gorrie LLC | Dec-16 | Project Completed (Informational Update) |

**Total Completed Projects**

| $82,532,678 | 90,325,256 | $82,532,678 | 90,325,256 | 75,179,731 | 75,179,731 | **319/385** |
## University of Florida Board of Trustees
### Minor Construction Projects Update
#### Meeting Date: December 6, 2018

### Buildings
- **Tigert Hall**
  - Replace Air Handlers 5, 6, & 7.
- **Whitney Laboratory Academic Village Housing Facilities**
- **Turlington Hall - HVAC and HHW Design**
- **Florida Gym - ReRoof**
- **E-Power Assessment Study**
- **Upgrade Exhaust Systems**
- **Nuclear Science - Elevator Modernization 634-1**
- **Building 1017 - Upgrade Exhaust Systems**
- **Vet Med-Lecture Hall A/B - Replace swivel chair seating with fixed seating**
- **Black Hall - Replace Domestic Water Piping**
- **Turlington Hall - HVAC & HHW Piping 2nd Floor**
- **Harn Museum - Water Intrusion North Wall**
- **Tigert Hall - Re-Roof**
- **McKnight Brain Institute, L5-179 ANIMAL QUARTERS Remodel**
- **Building 1017 - Lecture Hall A/B - Replace swivel chair seating with fixed seating**
- **McKnight Brain Institute, L5-179 ANIMAL QUARTERS Remodel**

### Facilities
- **Public Safety - Newnan Lake Property Improvements**
- **Academic Research - AHU 8 Replacement (Ground Floor Founder Gallery)**
- **Basic Science - Fume Hoods Installation**
- **Physics Building Re-Roof**
- **PPD Renovation Phase Two for Bldg. 700**
- **Buildings 226 & 771 Renovation**
- **$203 - Communicore - Design and Install Fan Walls in AHU-2A and 2B**
- **$760 - Engineering Design Building-Remodel for business office**
- **$267 - Turlington Hall - HVAC & HHW Piping 2nd Floor**
- **$685,619 - Elevator Modernization 634-1**
- **$1,961,634 -sfortho Fronton Hall S212 renovation and door replacement**
- **$1,367,817 -sortho Fronton Hall S212 renovation and door replacement**

### Budgets
- **Construction**
  - **$982,710**
  - **$2,062,000**
  - **$2,086,266**
  - **$1,505,714**
  - **$725,000**
  - **$203,864**
  - **$577,240**
  - **$841,530**
  - **$609,093**
  - **$2,096,477**
  - **$1,974,680**
  - **$736,760**
  - **$1,403,000**
  - **$112,000**
  - **$909,221**
  - **$209,288**
  - **$2,100,000**
  - **$1,350,000**
  - **$1,367,817**
  - **$230,000**
  - **$1,366,966**
  - **$861,298**
  - **$803,375**
  - **$62,204**
  - **$54,961**
  - **$56,527**
  - **$293,739**
  - **$314,461**
  - **$1,638,574**
  - **$220,000**
  - **$685,619**
  - **$392,800**
  - **$315,575**
  - **$838,673**
  - **$212,450**
  - **$81,961**
  - **$580,800**
  - **$1,053,985**
  - **$16,400**
  - **$60,000**
  - **$67,823**
  - **$214,288**
  - **$189,814**

### Dates
- **November 23, 2018**
- **November 22, 2018**
- **November 20, 2019**
- **December 17, 2018**
- **November 23, 2018**
- **November 20, 2019**
- **December 17, 2018**
- **November 19, 2019**
- **November 17, 2019**
- **November 22, 2018**
- **November 20, 2019**
- **December 17, 2018**
- **November 19, 2019**
- **November 20, 2019**
- **December 17, 2018**
- **November 19, 2019**
- **November 20, 2019**

### Statuses
- **Construction proceeding - 70%**
- **Construction proceeding - 95%**
- **Construction proceeding - 95%**
- **Construction proceeding - 15%**
- **Construction proceeding - 90%**
- **Construction proceeding - 50%**
- **Construction proceeding - 15%**
- **Construction proceeding - 30%**
- **Construction proceeding - 80%**
- **Construction proceeding - 60%**
- **Construction proceeding - 30%**
- **Construction proceeding - 70%**
- **Construction proceeding - 95%**
- **Construction proceeding - 50%**
- **Construction proceeding - 05%**
- **Construction proceeding - 20%**
- **Construction proceeding - 05%**
- **Construction proceeding - 95%**
- **Construction proceeding - 95%**
- **Construction proceeding - 95%**
- **Construction proceeding - 25%**
- **Construction proceeding - 25%**
- **Construction proceeding - 20%**
- **Construction proceeding - 05%**
- **Construction proceeding - 25%**
- **Construction proceeding - 95%**
- **Construction proceeding - 50%**
- **Construction proceeding - 50%**
- **Construction proceeding - 90%**
- **Construction proceeding - 50%**
- **Construction proceeding - 25%**
- **Construction proceeding - 25%**
- **Construction proceeding - 90%**
- **Construction proceeding - 95%**
- **Construction proceeding - 70%**
- **Construction proceeding - 95%**
- **Construction proceeding - 30%**
- **Construction proceeding - 20%**
- **Construction proceeding - 95%**
- **Construction proceeding - 05%**
### University of Florida Board of Trustees
### Minor Construction Projects Update

**Meeting Date: December 6, 2018**

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<tr>
<th>PROJECT</th>
<th>NAME</th>
<th>PHASE</th>
<th>BUDGET</th>
<th>CONST</th>
<th>SCDATE</th>
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<tr>
<td>MP04257</td>
<td>0093 - Florida Outdoor Pool, Check-in Desk Upgrade</td>
<td>Construction</td>
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<td>$8,654</td>
<td>11-30-2018</td>
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<td>MP04321</td>
<td>Hub Lobby Refresh</td>
<td>Construction</td>
<td>$241,839</td>
<td>$144,746</td>
<td>11-27-2018</td>
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<tr>
<td>MP04346</td>
<td>0599- Fine Arts C- Room B20 Exhaust Vent</td>
<td>Construction</td>
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<td>$10,000</td>
<td>11-26-2018</td>
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<td>MP04350</td>
<td>Building 0717 - Willard M. Fifield Hall - TEMPORARY PARKING LOT</td>
<td>Construction</td>
<td>$1,391,884</td>
<td>$1,296,884</td>
<td>01-01-2019</td>
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<tr>
<td>MP04354</td>
<td>0213-Biomed Sc-J319/J320.Install magnetic momentum insight system</td>
<td>Construction</td>
<td>$114,880</td>
<td>$93,080</td>
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<tr>
<td>MP04355</td>
<td>1017-Vet Med-divide room to house equipment</td>
<td>Construction</td>
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<td>$11,000</td>
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<td>Construction proceeding - 95%</td>
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<tr>
<td>MP04433</td>
<td>Building 0206 - Basic Science Building, BG-099H-CIRCULATION- EXTERIOR</td>
<td>Construction</td>
<td>$91,000</td>
<td>$75,000</td>
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<td>MP04490</td>
<td>Band Practice Field Pavilion</td>
<td>Construction</td>
<td>$714,275</td>
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<td>MP04592</td>
<td>0092 - Physics Building - Replace roof sections 4, 5, 7, 10.</td>
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<td>05-27-2019</td>
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<td>MP04595</td>
<td>1736 - Cancer/Genetics Research Complex - Repair roof along N. curtain wall</td>
<td>Construction</td>
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<td>$54,424</td>
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<tr>
<td>MP04599</td>
<td>0205- Dental Science Building Flashing Repairs &amp; Moisture Intrusion</td>
<td>Construction</td>
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<td>$65,000</td>
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<td>MP04673</td>
<td>1145 - Wauburg North - ADA Boat Launch / Switchback</td>
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<td>$39,053</td>
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<td>UAA-55</td>
<td>Locker Room HVAC Upgrades</td>
<td>Construction</td>
<td>$310,000</td>
<td>$266,000</td>
<td>05-25-2018</td>
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<td>UF-461A</td>
<td>Wertheim Chilled Water utility upgrades</td>
<td>Construction</td>
<td>$157,800</td>
<td>$3,470</td>
<td>08-09-2019</td>
<td>Construction proceeding - 95%</td>
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**Construction Count 58**

<table>
<thead>
<tr>
<th>PROJECT</th>
<th>NAME</th>
<th>PHASE</th>
<th>BUDGET</th>
<th>CONST</th>
<th>SCDATE</th>
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<td>MP01602</td>
<td>Building 476 - Field and Fork Food Pantry - Phase II</td>
<td>Design</td>
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<td>MP01934</td>
<td>Building 208 - Parking Garage 10 - Lighting Upgrade</td>
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<td>Building 0212 - Room 1203 Simulation &amp; Learning Lab</td>
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<td>3381 - HUMAN RESOURCES BUILDING, 101-OFFICE Service Center Renovation</td>
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<td>Building 266 - Racquet Club Dining Center - Remodel Dining Area</td>
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<td>$1,670,000</td>
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<td>$1,582,000</td>
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<td>3900 Government House - PISA Lab Rehabilitation</td>
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<td>MP03844</td>
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<td>$300,000</td>
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<td>MP03849</td>
<td>Building 027 - Public Safety UPD Building Assessment and Renovation</td>
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<td>MP03906</td>
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<td>MP03913</td>
<td>1380-1383 Replace 4 (175-Tons) Chillers - Biologix &amp; Center of Excellence</td>
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<td>Building 445 - M6-34 Lab Renovation</td>
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<td>$1,430,000</td>
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<td>MP03984</td>
<td>Building 205 - Dental Science, DG-230 Freezer Farm</td>
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<td>MP03987</td>
<td>Building 719 - Materials Engineering, 0305-309 combine spaces.</td>
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<td>$250,000</td>
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<td>MP04009</td>
<td>Building 308 - Temporary Gallery Renovation</td>
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<td>$354,000</td>
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<td>MP04011</td>
<td>Building 308 - Powell Hall - Rainforest landscape lighting area redesign.</td>
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<td>MP04052</td>
<td>Building 059 - MBI Upper roof(s) replacement</td>
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<tr>
<td>MP04055</td>
<td>Building 059 - Renovate LG Labs 139-160 into open lab space.</td>
<td>Design</td>
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<td>$999,900</td>
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<td>MP04056</td>
<td>Building 059 - Renovate L1 labs131-168 into open lab space.</td>
<td>Design</td>
<td>$1,262,000</td>
<td>$1,115,000</td>
<td>08-31-2019</td>
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### Minor Construction Projects Update

**Units: Housing - IFAS - Planning Design and Construction - Facilities Services**

**Meeting Date: December 6, 2018**

<table>
<thead>
<tr>
<th>PROJECT</th>
<th>NAME</th>
<th>PHASE</th>
<th>PROJ BUDGET</th>
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<th>SCDATE</th>
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<td>MP04093</td>
<td>UF Veterinary Medicine and FWC Building 216 Renovation</td>
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<td>MP04101</td>
<td>131 - REED Lab - Space Remodeling</td>
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<td>MP04132</td>
<td>Building 634 - Renovate office and lab spaces.</td>
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<td>MP04133</td>
<td>Building 033 - Remodel space to add 3 or 4 offices and lab space.</td>
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<td>MP04134</td>
<td>Building 183 - Renovate MAE C area for UFIT.</td>
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<td>MP04157</td>
<td>Building 203 - Communicore, C2-242-244 CLASSROOM Conversion</td>
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<td>MP04169</td>
<td>23 - Van Fleet Hall - VRF System and Parking Improvements</td>
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<td>MP04183</td>
<td>Building 723 - Chem E, 0433 LAB Refurbish lab, add floor hood.</td>
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<td>0315- Phillips Center - Stage Electrical Review</td>
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<td>MP04225</td>
<td>0100- Williamson Hall-Renovate Lab 106</td>
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<td>MP04267</td>
<td>1178 - Orthopaedics - 4206 - Radiology Renovation</td>
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<td>MP04327</td>
<td>Temporary Parking Lot - EPI South area/- Archer Road</td>
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<td>0308- Powell Hall - 0145C - Lactation Room</td>
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<td>0181 - Joshua C. Dickinson Hall, 0366-Lactation Room</td>
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<td>Building 0184 - Frederick N Rhines Hall, 0100-OFFICE</td>
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<td>F29 - Greek Monuments - Turlington Plaza</td>
<td>Design</td>
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<td>MP04464</td>
<td>UF IT Move to 800 Bldg on SW 2nd Ave (2nd floor) and Ayers (4th floor)</td>
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<td>$1,762,325</td>
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<td>MP04497</td>
<td>Building 026 - Tigert Hall - 3rd Floor South Office Renovation</td>
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<td>MP04498</td>
<td>Building 059 - MBI LG-123D Chilled Water Lines Extension</td>
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<td>Building 1377 - Emerging Pathogens Institute, 141-RESEARCH LAB SERVICE</td>
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<td>MP0566</td>
<td>0689 - Library West, 258 / 550 - 2nd Floor East Wing Renovation</td>
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<td>0043-Marston Library-Renovate Fourth Floor furniture</td>
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<td>0759 - Bruton-Geer - Second Floor Renovation</td>
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<td>MP0636</td>
<td>0315- Phillips Center for the Performing Arts- Design Replacement Canopy</td>
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<td>0214 - HMEB CLASS LAB 474 - divide into two rooms</td>
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<td>Building 0308 - Powell Hall (FLMNH), 0130-EXHIBITION NW</td>
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**Design Count 59**

- Various Small Scale Quick Response Minor Projects
  - 171: $3,188,674 | $3,074,853

**PDC Minor Projects Totals 288**

- 288: $81,368,863 | $72,564,649

- IF016003 | S0106 - Site development / minor bldg changes (CAP) | Construction | $878,216 | $878,216 | TBD | Construction Started
- IF016065 | IF016059 | B8425 - 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
<table>
<thead>
<tr>
<th>PROJECT</th>
<th>NAME</th>
<th>PHASE</th>
<th>PROJ BUDGET</th>
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<th>SCDATE</th>
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<td>IF017010</td>
<td>B0498 - Renovate 1st floor McCarty D (CAP)</td>
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<td>B0499 - Replace AHU/HVAC and minor renovation (CAP)</td>
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<td>B0162 - Renovate (CAP)</td>
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## University of Florida Board of Trustees
### Minor Construction Projects Update
#### Units: Housing - IFAS - Planning Design and Construction - Facilities Services

**Meeting Date: December 6, 2018**

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<thead>
<tr>
<th>PROJECT</th>
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<th>PROJ BUDGET</th>
<th>CONST BUDGET</th>
<th>SCDATE</th>
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**Construction Count**: 113

**Design Count**: 15

**IFAS Minor Projects Totals**: 128

- IFAS Minor Projects Totals: $39,329,098
- IFAS Minor Projects Totals: $38,971,879

**Construction Count**: 113

- IFAS Minor Projects Totals: $36,599,675
- IFAS Minor Projects Totals: $36,242,457

**Design Count**: 15

- IFAS Minor Projects Totals: $2,729,423
- IFAS Minor Projects Totals: $2,729,423
### University of Florida Board of Trustees

**Minor Construction Projects Update**

**Units: Housing - IFAS - Planning Design and Construction - Facilities Services**

**Meeting Date: December 6, 2018**

<table>
<thead>
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<th>PROJECT #</th>
<th>NAME</th>
<th>PHASE</th>
<th>BUDGET</th>
<th>BUDGET SCDATE</th>
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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:

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 ........................................ Michael McKee, Vice President and CFO
   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:

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.
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.

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<td>13,644</td>
<td>-</td>
<td>41,270</td>
</tr>
<tr>
<td><strong>Total Accounts Receivable</strong></td>
<td><strong>$65,058</strong></td>
<td><strong>$137,673</strong></td>
<td><strong>$6,408</strong></td>
<td><strong>$12,168</strong></td>
<td><strong>$44,150</strong></td>
<td><strong>$30,069</strong></td>
<td><strong>$225,358</strong></td>
<td><strong>$115,095</strong></td>
</tr>
<tr>
<td><strong>Buildings and Equipment</strong></td>
<td><strong>$1,746,662</strong></td>
<td><strong>$61,967</strong></td>
<td><strong>$182,642</strong></td>
<td><strong>$12,923</strong></td>
<td><strong>$70,557</strong></td>
<td><strong>$19,748</strong></td>
<td><strong>$1,065,697</strong></td>
<td><strong>$265,717</strong></td>
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<tr>
<td><strong>Accounts Payable</strong></td>
<td><strong>$57,448</strong></td>
<td><strong>$2,227</strong></td>
<td><strong>$5,128</strong></td>
<td><strong>$8,680</strong></td>
<td><strong>$7,587</strong></td>
<td><strong>$9,980</strong></td>
<td><strong>$241,333</strong></td>
<td><strong>$69,528</strong></td>
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<tr>
<td><strong>Due To Component Units</strong></td>
<td><strong>$173,712</strong></td>
<td><strong>-</strong></td>
<td><strong>-</strong></td>
<td><strong>-</strong></td>
<td><strong>-</strong></td>
<td><strong>-</strong></td>
<td><strong>-</strong></td>
<td><strong>-</strong></td>
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<tr>
<td><strong>Bonds and Loans</strong></td>
<td><strong>$143,220</strong></td>
<td><strong>$2,533</strong></td>
<td><strong>$81,275</strong></td>
<td><strong>-</strong></td>
<td><strong>$57,591</strong></td>
<td><strong>$3,655</strong></td>
<td><strong>$825,222</strong></td>
<td><strong>$244,038</strong></td>
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</tbody>
</table>

**Note:** Excludes items related to Other Post-employment Benefits Liability, Pension Liability, and Compensated Absences Liability

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### FY18 UF Enterprise Notable Non-GAAP Financial Information (in thousands)

<table>
<thead>
<tr>
<th>Revenues</th>
<th>Totals</th>
<th>Expenses</th>
<th>Totals</th>
<th>Transfers</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>University of Florida</strong></td>
<td><strong>University of Florida Foundation</strong></td>
<td><strong>University of Florida Athletic Association</strong></td>
<td><strong>Other Direct Support Practice Organizations</strong></td>
<td><strong>Florida Clinical Practice Plan</strong></td>
<td><strong>Other Practice Plans</strong></td>
</tr>
<tr>
<td><strong>Tuition and Fees</strong></td>
<td>$386,675</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
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<tr>
<td><strong>State Appropriations</strong></td>
<td>611,867</td>
<td>2,332</td>
<td>8,000</td>
<td>-</td>
<td>7,050</td>
</tr>
<tr>
<td><strong>Contracts and Grants</strong></td>
<td>681,058</td>
<td>-</td>
<td>3,548</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Federal and State Financial Aid</strong></td>
<td>-</td>
<td>204,537</td>
<td>-</td>
<td>-</td>
<td>-</td>
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<tr>
<td><strong>Patient Service Revenue</strong></td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>460,737</td>
<td>274,283</td>
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<tr>
<td><strong>Contributions/Donations</strong></td>
<td>-</td>
<td>136,082</td>
<td>4,587</td>
<td>48,178</td>
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<td><strong>Investment Income</strong></td>
<td>62,100</td>
<td>137,114</td>
<td>4,734</td>
<td>2,017</td>
<td>1,738</td>
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<tr>
<td><strong>Licensing and Royalties</strong></td>
<td>-</td>
<td>64,834</td>
<td>33,735</td>
<td>-</td>
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<tr>
<td><strong>Sales of Goods &amp; Services</strong></td>
<td>316,109</td>
<td>-</td>
<td>31,967</td>
<td>3,085</td>
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<tr>
<td><strong>Other Revenues</strong></td>
<td>115,261</td>
<td>-</td>
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<tr>
<td><strong>Total Revenues</strong></td>
<td>$2,577,407</td>
<td>$273,196</td>
<td>$108,454</td>
<td>$98,563</td>
<td>$462,475</td>
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<table>
<thead>
<tr>
<th>Transfers</th>
<th><strong>From Component Units</strong></th>
<th><strong>To University/Component Units</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>Hospitals and Practice Plan</strong></td>
<td>$621,347</td>
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<tr>
<td><strong>UF Foundation (Donor Restricted)</strong></td>
<td>109,269</td>
<td>109,536</td>
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<tr>
<td><strong>Other</strong></td>
<td>46,774</td>
<td>31,419</td>
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<tr>
<td><strong>(109,269)</strong></td>
<td>(7,434)</td>
<td>(66,217)</td>
</tr>
<tr>
<td><strong>(109,269)</strong></td>
<td><strong>(66,217)</strong></td>
<td><strong>(177,722)</strong></td>
</tr>
</tbody>
</table>

| Net Transfers | **$777,390** | **(109,238)** | **$34,261** | **(66,217)** | **$278,009** | **$143,233** | **(180,465)** | **(34,489)** | **-$** |

<table>
<thead>
<tr>
<th>Expenses</th>
<th><strong>Employee Compensation and Benefits</strong></th>
<th><strong>Instruction</strong></th>
<th><strong>Research</strong></th>
<th><strong>Patient Services and Other Public Services</strong></th>
<th><strong>Support</strong></th>
<th><strong>Other</strong></th>
<th><strong>Total Employee Comp &amp; Benefits</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>$780,803</strong></td>
<td>-</td>
<td>-</td>
<td>-</td>
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<td>-</td>
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<tr>
<td><strong>$441,025</strong></td>
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<td>-</td>
<td>-</td>
<td>-</td>
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<td>-</td>
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<tr>
<td><strong>$580,389</strong></td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>96,028</td>
<td>648,221</td>
<td>325,097</td>
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<tr>
<td><strong>$264,551</strong></td>
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<td>-</td>
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<td>-</td>
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<tr>
<td><strong>$230,285</strong></td>
<td>31,967</td>
<td>56,127</td>
<td>1,568</td>
<td>-</td>
<td>-</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Operating Expenses</th>
<th><strong>Instruction</strong></th>
<th><strong>Research</strong></th>
<th><strong>Patient Services and Other Public Services</strong></th>
<th><strong>Support</strong></th>
<th><strong>Scholarships and Student Support</strong></th>
<th><strong>Other</strong></th>
<th><strong>Total Other Operating Expenses</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>$41,280</strong></td>
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<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>$214,210</strong></td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>$102,686</strong></td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>151,933</td>
<td>43,248</td>
<td>550,878</td>
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<tr>
<td><strong>$104,077</strong></td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>$138,202</strong></td>
<td>6,937</td>
<td>22,203</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>$275,827</strong></td>
<td>13,815</td>
<td>54,413</td>
<td>30,140</td>
<td>18,044</td>
<td>-</td>
<td>5,286</td>
<td>-</td>
</tr>
</tbody>
</table>

| Total Operating Expenses | $876,262 | $20,752 | $76,610 | $30,140 | $169,777 | $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** | **97,288** | **638** | **14,489** | **7,687** | **136,157** | **27,027** | **687,560** |

**Note:** Displays 100% of University revenues and 96.6% of Enterprise-wide revenues. Displays 94.75% of University expenses and 94.6% of Enterprise-wide expenses.
UNIVERSITY OF FLORIDA

Line #
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Colleges / Units
00XXXXXX BOARD OF TRUSTEES
01XXXXXX OFFICE OF PRESIDENT
02XXXXXX OFFICE OF PROVOST
03XXXXXX OFFICE ENROLLMENT MANAGEMENT
04XXXXXX OFFICE OF STUDENT AFFAIRS
05XXXXXX J WAYNE REITZ UNION
06XXXXXX EM-STUDENT FINANCIAL AFFAIRS
07XXXXXX DIVISION-HOUSING
08XXXXXX STUDENT GOVERNMENT
09XXXXXX VP-GOVERNMENTAL RELATIONS
10XXXXXX UR-VP-UNIVERSITY RELATIONS
11XXXXXX RESEARCH / SPONSORED PROGRAMS
12XXXXXX GRADUATE SCHOOL
13XXXXXX COLLEGE-FINE ARTS
14XXXXXX INFORMATION TECHNOLOGY
15XXXXXX COLLEGE-DESIGN CONSTRUC / PLAN
16XXXXXX COLLEGE-LIBERAL ARTS/SCIENCES
17XXXXXX COLLEGE-BUSINESS ADMINSTRATION
18XXXXXX COLLEGE-EDUCATION
19XXXXXX COLLEGE-ENGINEERING
20XXXXXX INTERNATIONAL CENTER
21XXXXXX CHIEF FINANCIAL OFFICER
22XXXXXX VP-GENERAL COUNSEL
23XXXXXX COLLEGE-JOURNALISM / COMMUNICATION
24XXXXXX COLLEGE-LAW
25XXXXXX MILITARY UNITS
26XXXXXX COLLEGE-HLTH/HUMAN PERFORMANCE
27XXXXXX OFFICE OF HEALTH AFFAIRS
28XXXXXX COLLEGE-VETERINARY MED
29XXXXXX COLLEGE-MEDICINE
30XXXXXX COLLEGE-MEDICINE JACKSONVILLE
31XXXXXX COLLEGE-NURSING
32XXXXXX COLLEGE-PHARMACY
33XXXXXX COLLEGE-PUBL HLTH / HLTH PROFS
34XXXXXX COLLEGE-DENTISTRY
35XXXXXX SH-STUDENT HEALTH CARE CENTER
36XXXXXX PHHP-COM INTEGRATED PROGRAMS
47XXXXXX UNIVERSITY FLORIDA PRESS
49XXXXXX BUS & ECO DEVELOPMENT
50XXXXXX VP DEVELOPMENT
51XXXXXX SENIOR VP FOR ADMINISTRATION
52XXXXXX DIVISION-CONTINUING EDUCATION
53XXXXXX UF PRIVACY OFFICE
55XXXXXX UNIVERSITY LIBRARIES
56XXXXXX FLORIDA MUSEUM NATURAL HISTORY
57XXXXXX TYPE ONE CENTERS
60XXXXXX COLLEGE- AGRICUL AND IFAS
61XXXXXX VP FOR BUSINESS AFFAIRS
62XXXXXX HUMAN RESOURCES
63XXXXXX PHYSICAL PLANT DEPARTMENT
64XXXXXX FINANCE / ACCOUNTING
65XXXXXX CONTRACTS AND GRANTS
67XXXXXX STEPHEN C O'CONNELL CENTER
68XXXXXX BUSINESS SERVICES
70XXXXXX FACILITIES/PLANNING/CONSTRUCTION
71XXXXXX ENVIRONMENTAL HEALTH / SAFETY
72XXXXXX SMALL BUS/VENDOR DIVER RELATIONS
73XXXXXX UNIVERSITY POLICE
74XXXXXX INSTITUTIONAL ACTIVITIES
76XXXXXX BURSAR INSTITUTIONAL ACTIVITIES
77XXXXXX EMERGENCY MGMT
95XXXXXX DSO WITH UF
SPONSORED RESEARCH
Subtotal

Cash and Investment Balances
As of 6/30/2018
Total
Carry Forward Net
Current Net
Appropriation
55,749
13,476
69,225
510,977
276,283
787,260
18,083,486
36,129,135
54,212,621
704,925
805,593
1,510,518
1,073,543
596,077
1,669,619
10
500
510
121,249
121,249
61,108
143,403
204,511
500
45,353
45,853
11,072
19,960
31,033
3,466,686
2,026,697
5,493,383
367,282
123,925
491,207
1,091,246
1,675,018
2,766,264
553,463
486,423
1,039,886
140,799
304,516
445,315
4,253,712
7,404,733
11,658,445
218,447
619,149
837,597
2,284,170
4,413,010
6,697,180
14,060,768
5,618,488
19,679,257
700,337
260,269
960,605
429,011
7,439,188
7,868,199
624,917
79,669
704,586
327,634
469,928
797,563
159,293
1,342,598
1,501,891
2,698
60,001
62,699
1,420,655
2,101,752
3,522,407
2,598,136
1,327,169
3,925,305
541,233
2,320,728
2,861,962
445,254
1,809,180
2,254,434
20,848
306,181
327,030
124,613
115,538
240,151
1,099,569
2,326,041
3,425,610
578,788
297,206
875,994
703,782
113,745
817,527
147,097
63,664
210,760
340,891
232,022
572,913
305
71
375
339,990
139,305
479,295
730,405
165,584
895,989
854
313,535
314,389
163,620
345,684
509,304
1,734,825
1,734,825
490,780
309,563
800,343
1,573,436
607,881
2,181,317
15,054,758
18,928,954
33,983,712
1,264,515
500
1,265,015
2,975
638,570
641,545
1,320,321
5,561,834
6,882,155
267,411
638,052
905,463
40
40
935
51,730
52,665
1,964
34,470
36,434
295,468
323,705
619,173
564
3,604
4,167
204,585
114,901
319,486
1,008,816
5,325,849
6,334,665
14,071
14,071
79,924,403
116,740,595
196,664,998

Restricted Funds
TUITION AND TECHNOLOGY FEES
STUDENT FINANCIAL AID
CONSTRUCTION
HELD ON BEHALF OF COMPONENT UNITS
Grand Total

Business
Activities
711,340
1,412,417
665,184
8,732,048
1,232,481
1,180,782
9,728,851
29,061
183,815
124,404
5,631,319
82,375
1,170,685
17,917,034
2,162,650
13,535,717
17,392,335
7,028,192
13,355,954
2,681,896
4,515,514
382,451
1,736,771
481,591
1,231,199
8,240,727
11,940,047
28,983,475
1,008,442
2,342,510
24,985,646
4,293,293
12,610,359
7,224,832
2,405,069
854,114
40,769
5,955
8,100,505
105,628
332,125
2,509,929
854,876
18,045,517
10,614,768
858,191
16,178,874
1,144,475
3,448,238
27,278,484
157,864
3,754,453
18,705
1,514,111
9,366,676
1,200
322,525,922

Donor
Restricted
52,983
2,534,386
8,308,479
42,530
2,092,746
43,888
7,158
95,506
7,192
114,902
3,934
2,333,858
82,404
2,133,763
87,256
2,586,981
14,917,107
9,473,901
3,030,301
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329,426
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30,965
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4,332,359
71,407
1,699,310
3,358,899
8,316,682
42,327,796
607,838
5,258,429
4,289,064
3,993,051
1,743,510
2,079
180,276
11,724
97,113
1,626,858
9,091
42,450
2,920,576
6,441,409
2,884,707
28,265,119
486,321
10,420
6,887
1,383
97
198,854,665

Research
Restricted
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14,216
2,722
8,540
198,673,789
224,914
150,777
223,788
1,254,328
16,173,084
225,933
3,863,376
35,946,987
78,013
18,010
127,605
147,393
1,903,192
2,082,047
2,223,159
72,665,758
9,968,940
1,484,634
7,801,836
5,011,606
4,453,530
30,757
2,285,490
5,698
18,404
2,055,260
4,244,650
41,630,310
125,211
74,837
79,743
1,420,884
11,622,303
50,995,809
480,126,720

Other
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8,889
91,850
15,267
1,643,783
114,477
7,714,377
301,092
77,818
17,131
25,432
260,684
303,942
4,039,608
25,032
356,296
1,258,114
143,443
14,152,904
1,591,908
74,623
24,348
374
414,845
866,072
80,150
668,615
2,492
367,264
1,461,975
284,269
7,480
793,989
456
167
733,256
177,688
2,329
3,709
19,736
61,353
3,656,481
10,054
4,389,517
3,301
136,672
1,244,784
43,702
33,736
1,642
55,016,510
1,720,844
415,516
108,665,631

Total Available
Balance
122,208
5,311,733
67,269,593
2,227,121
12,600,479
1,292,146
2,955,694
10,151,885
7,750,630
645,662
237,188
212,132,349
898,031
6,246,921
19,528,648
6,753,216
60,323,960
27,954,798
20,975,345
97,351,485
4,193,384
26,538,435
2,727,919
7,183,711
6,487,583
134,480
8,770,955
18,473,051
25,422,000
146,900,079
11,914,743
9,692,988
41,964,130
14,458,214
19,632,407
7,468,428
6,237,737
866,669
617,344
1,626,858
1,644,291
8,640,730
614,932
5,008,259
11,810,650
10,185,285
121,986,012
16,147,796
1,510,156
23,152,807
6,440,838
83,045
3,584,950
28,575,932
238,000
5,828,245
22,872
1,835,239
82,340,154
1,722,044
14,071
415,613
50,995,809
1,306,837,936

99,857,302
47,825,655
146,387,792
173,711,963
1,774,620,648

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### Statement of Net Position as of June 30, 2018 (amounts expressed in thousands)

<table>
<thead>
<tr>
<th>University of Florida</th>
<th>Direct-Support Organizations</th>
<th>Health Science Center Affiliates</th>
<th>Shands Hospital and Others</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ASSETS</strong></td>
<td></td>
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</tr>
<tr>
<td><strong>Current Assets:</strong></td>
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<tr>
<td>Cash and Cash Equivalents (Note 1)</td>
<td>$1,234</td>
<td>$6,810</td>
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<tr>
<td>Investments (Note 5)</td>
<td>$1,157,714</td>
<td>$1,353,225</td>
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<tr>
<td>Accounts Receivable, Net (Note 6)</td>
<td>$89,350</td>
<td>$81,924</td>
<td>$153,295</td>
</tr>
<tr>
<td>Loans and Notes Receivable, Net (Note 6)</td>
<td>$2,808</td>
<td>$3,546</td>
<td>-</td>
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<tr>
<td>Due From State (Note 7)</td>
<td>$88,357</td>
<td>$76,102</td>
<td>-</td>
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<tr>
<td>Due From Component Units/University (Note 8)</td>
<td>$17,450</td>
<td>$15,324</td>
<td>$153,849</td>
</tr>
<tr>
<td>Inventories</td>
<td>$3,047</td>
<td>$4,258</td>
<td>$181</td>
</tr>
<tr>
<td>Other Current Assets</td>
<td>$2,250</td>
<td>$1,884</td>
<td>$15,391</td>
</tr>
<tr>
<td><strong>Total Current Assets</strong></td>
<td>$1,723,110</td>
<td>$1,543,073</td>
<td>$451,488</td>
</tr>
<tr>
<td><strong>Noncurrent Assets:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Restricted Cash and Cash Equivalents (Note 1)</td>
<td>$5,082</td>
<td>$15</td>
<td>$9,990</td>
</tr>
<tr>
<td>Restricted Investments (Note 5)</td>
<td>$116,222</td>
<td>$91,290</td>
<td>$1,842,321</td>
</tr>
<tr>
<td>Other Noncurrent Investments (Note 5)</td>
<td>$153,325</td>
<td>$174,163</td>
<td>-</td>
</tr>
<tr>
<td>Loans and Notes Receivable, Net (Note 6)</td>
<td>$33,143</td>
<td>$36,945</td>
<td>-</td>
</tr>
<tr>
<td>Depreciable Capital Assets, Net (Note 9)</td>
<td>$1,842,199</td>
<td>$1,822,070</td>
<td>$192,179</td>
</tr>
<tr>
<td>Nondepreciable Capital Assets (Note 9)</td>
<td>$105,330</td>
<td>$70,181</td>
<td>$65,353</td>
</tr>
<tr>
<td>Other Noncurrent Assets</td>
<td>$74</td>
<td>$74</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total Noncurrent Assets</strong></td>
<td>$2,255,375</td>
<td>$2,194,738</td>
<td>$2,109,843</td>
</tr>
<tr>
<td><strong>Total Assets</strong></td>
<td>$3,978,485</td>
<td>$3,737,811</td>
<td>$2,561,331</td>
</tr>
</tbody>
</table>

| **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 | $48,655 | $44,179 | - | $9,928 | $90,370 |
| Due To Component Units/University (Note 8) | $173,712 | $172,155 | $64,222 | $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)

<table>
<thead>
<tr>
<th>Noncurrent Liabilities: (Note 13)</th>
<th>University of Florida</th>
<th>Component Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capital Improvement Debt Payable</td>
<td>$128,813</td>
<td>-</td>
</tr>
<tr>
<td>Loans and Notes Payable</td>
<td>4,737</td>
<td>8,000</td>
</tr>
<tr>
<td>Installment Purchase Agreements Payable</td>
<td>505</td>
<td>-</td>
</tr>
<tr>
<td>Capital Leases Payable</td>
<td>2,167</td>
<td>6,822</td>
</tr>
<tr>
<td>Compensated Absences Payable</td>
<td>112,014</td>
<td>1,047,690</td>
</tr>
<tr>
<td>Other Postemployment Benefits Payable</td>
<td>1,053,330</td>
<td>6,825</td>
</tr>
<tr>
<td>Net Pension Liability</td>
<td>606,749</td>
<td>-</td>
</tr>
<tr>
<td>Liability for Self-Insured Claims</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Other Noncurrent Liabilities</td>
<td>13,969</td>
<td>44,192</td>
</tr>
<tr>
<td><strong>Total Noncurrent Liabilities</strong></td>
<td>1,922,284</td>
<td>1,134,686</td>
</tr>
</tbody>
</table>

| Total Liabilities                  | 2,347,839             | 1,621,310       |

**Deferred Inflows of Resources**

| Deferred Inflows of Pension Resources (Note 11) | 33,549 | 47,958 |
| Deferred Inflows of Other Postemployment Benefits Payable (Note 11) | 155,970 | 2,862 |
| Accumulated Increase in Fair Value of Interest Rate Swap Agreements | - | 2,528 |
| Gains on Debt Refunding | - | - |
| **Total Deferred Inflows of Resources** | 189,519 | 53,581 |

**Total Liabilities and Deferred Inflows of Resources**

| 2,537,358 | 1,674,891 |

**Net Position**

| Net Investment in Capital Assets | 1,800,313 | 289,034 |
| Restricted:                     |          |       |
| Nonexpendable:                  |          |       |
| Endowment                       | -        | 243   |
| Expendable:                     |          |       |
| Endowment                       | -        | 9,408 |
| Loans                           | 39,700   | -     |
| Capital Projects                | 171,029  | -     |
| Debt Service                    | 4,289    | -     |
| Other                           | (8,110)  | 174,567 |
| Unrestricted                    | (251,263)| 999,898 |
| **Total Net Position**          | 1,755,958| 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)

<table>
<thead>
<tr>
<th></th>
<th>University of Florida</th>
<th>Direct-Support Organizations</th>
<th>Health Science Center Affiliates</th>
<th>Shands Hospital and Others</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>OPERATING REVENUES</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Tuition and Fees</td>
<td>$603,859</td>
<td>$587,425</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Scholarship Allowances</td>
<td>(208,007)</td>
<td>(155,766)</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Student Tuition and Fees, Net of Scholarship Allowances</td>
<td>395,852</td>
<td>431,659</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Federal Grants and Contracts</td>
<td>459,752</td>
<td>432,731</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>State and Local Grants and Contracts</td>
<td>52,039</td>
<td>50,020</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Nongovernmental Grants and Contracts</td>
<td>839,154</td>
<td>793,017</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Sales and Services of Auxiliary Enterprises (Note 14)</td>
<td>129,994</td>
<td>131,406</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Sales and Services of Educational Departments</td>
<td>57,245</td>
<td>55,347</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Sales and Services of Component Units</td>
<td>-</td>
<td>-</td>
<td>199,634</td>
<td>-</td>
</tr>
<tr>
<td>Hospital Revenues</td>
<td>-</td>
<td>-</td>
<td>872,399</td>
<td>2,180,891</td>
</tr>
<tr>
<td>Gifts and Donations - Component Units</td>
<td>-</td>
<td>-</td>
<td>35,200</td>
<td>-</td>
</tr>
<tr>
<td>Royalties and Licensing Fees - Component Units</td>
<td>1,194</td>
<td>1,013</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Interest on Loans and Notes Receivable</td>
<td>-</td>
<td>-</td>
<td>8,893</td>
<td>107,622</td>
</tr>
<tr>
<td>Other Operating Revenues</td>
<td>4,097</td>
<td>2,489</td>
<td>7,784</td>
<td>97,290</td>
</tr>
<tr>
<td><strong>Total Operating Revenues</strong></td>
<td>1,939,327</td>
<td>1,897,682</td>
<td>345,533</td>
<td>969,689</td>
</tr>
<tr>
<td><strong>Operating Income (Loss)</strong></td>
<td>(1,119,560)</td>
<td>(993,074)</td>
<td>36,376</td>
<td>647,670</td>
</tr>
<tr>
<td><strong>OPERATING EXPENSES</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employee Compensation and Benefits</td>
<td>2,150,165</td>
<td>2,022,323</td>
<td>1,568</td>
<td>96,028</td>
</tr>
<tr>
<td>Services and Supplies</td>
<td>552,153</td>
<td>552,130</td>
<td>368,432</td>
<td>217,098</td>
</tr>
<tr>
<td>Utilities and Communications</td>
<td>73,636</td>
<td>71,928</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Scholarships, Fellowships, and Waivers, Net</td>
<td>144,627</td>
<td>106,891</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Depreciation</td>
<td>138,306</td>
<td>137,484</td>
<td>11,909</td>
<td>8,893</td>
</tr>
<tr>
<td>Self-Insured Claims and Expenses</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>8,734</td>
</tr>
<tr>
<td><strong>Total Operating Expenses</strong></td>
<td>3,058,887</td>
<td>2,890,756</td>
<td>381,909</td>
<td>322,019</td>
</tr>
<tr>
<td><strong>Additions to Permanent Endowments</strong></td>
<td>59,692</td>
<td>-</td>
<td>59,692</td>
<td>-</td>
</tr>
<tr>
<td><strong>Net Nonoperating Revenues (Expenses)</strong></td>
<td>1,147,726</td>
<td>972,549</td>
<td>112,107</td>
<td>(633,471)</td>
</tr>
<tr>
<td><strong>Income (Loss) Before Other Revenues</strong></td>
<td>28,166</td>
<td>(20,525)</td>
<td>75,731</td>
<td>14,199</td>
</tr>
<tr>
<td><strong>State Capital Appropriations</strong></td>
<td>766,103</td>
<td>712,106</td>
<td>8,000</td>
<td>-</td>
</tr>
<tr>
<td><strong>Noncapital Grants, Contracts, and Gifts</strong></td>
<td>208,173</td>
<td>116,963</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Investment Income</strong></td>
<td>126,365</td>
<td>116,665</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Net Increase (Decrease) in the Fair Value of Investments</strong></td>
<td>59,848</td>
<td>37,952</td>
<td>148,581</td>
<td>1,125</td>
</tr>
<tr>
<td><strong>Investment Income</strong></td>
<td>59,848</td>
<td>37,952</td>
<td>148,581</td>
<td>1,125</td>
</tr>
<tr>
<td><strong>Interest on Loans and Notes Receivable</strong></td>
<td>552,153</td>
<td>552,130</td>
<td>368,432</td>
<td>217,098</td>
</tr>
<tr>
<td><strong>Utilities and Communications</strong></td>
<td>73,636</td>
<td>71,928</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Other Nonoperating Revenues</strong></td>
<td>4,097</td>
<td>2,489</td>
<td>7,784</td>
<td>97,290</td>
</tr>
<tr>
<td><strong>Total Other Revenues</strong></td>
<td>3,058,887</td>
<td>2,890,756</td>
<td>381,909</td>
<td>322,019</td>
</tr>
<tr>
<td><strong>Net Nonoperating Revenues (Expenses)</strong></td>
<td>1,147,726</td>
<td>972,549</td>
<td>112,107</td>
<td>(633,471)</td>
</tr>
<tr>
<td><strong>Increase in Net Position</strong></td>
<td>157,612</td>
<td>62,327</td>
<td>135,423</td>
<td>14,199</td>
</tr>
<tr>
<td><strong>Net Position, Beginning of Year</strong></td>
<td>2,438,619</td>
<td>2,376,292</td>
<td>2,115,733</td>
<td>241,095</td>
</tr>
<tr>
<td><strong>Adjusted Net Position, Beginning of Year, as Restated</strong></td>
<td>1,598,346</td>
<td>2,376,292</td>
<td>2,115,733</td>
<td>241,095</td>
</tr>
<tr>
<td><strong>Net Position, End of Year</strong></td>
<td>$1,755,958</td>
<td>$2,438,619</td>
<td>$2,251,156</td>
<td>$255,294</td>
</tr>
</tbody>
</table>

The accompanying notes are an integral part of these financial statements.
### Enterprise Budget Summary 2018-2019

**Budget Period:** 7/1/18 - 6/30/19

<table>
<thead>
<tr>
<th>Revenue Source</th>
<th>Current Year</th>
<th>Previous Year</th>
<th>Net</th>
<th>External</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tuition</strong></td>
<td>$369,868</td>
<td>$776,195</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>State Appropriations</strong></td>
<td>$706,255</td>
<td>$205,955</td>
<td>$500,300</td>
<td>$434,339</td>
<td>$65,961</td>
</tr>
<tr>
<td><strong>Federal &amp; State Financial Aid</strong></td>
<td>$205,955</td>
<td>$8,100</td>
<td>$197,855</td>
<td>$197,855</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Patient Service Revenue</strong></td>
<td>$438,711</td>
<td>$241,166</td>
<td>$197,545</td>
<td>$197,545</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Contributions/Donations</strong></td>
<td>$132,539</td>
<td>$1,916</td>
<td>$130,623</td>
<td>$130,623</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Investment Income</strong></td>
<td>$85,137</td>
<td>$103,201</td>
<td>$(18,064)</td>
<td>$(18,064)</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Licensing and Royalties</strong></td>
<td>$2,600</td>
<td>$5,907</td>
<td>$(3,307)</td>
<td>$(3,307)</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Sales of Goods &amp; Services</strong></td>
<td>$457,891</td>
<td>$33,825</td>
<td>$424,066</td>
<td>$424,066</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Other Revenues</strong></td>
<td>$112,904</td>
<td>$2,847</td>
<td>$110,057</td>
<td>$110,057</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Total Revenues</strong></td>
<td>$2,704,204</td>
<td>$238,339</td>
<td>$2,465,865</td>
<td>$2,465,865</td>
<td>$0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Net Transfers To/From Component Units</th>
<th>Current Year</th>
<th>Previous Year</th>
<th>Net</th>
<th>External</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Hospitals and Practice Plan</strong></td>
<td>$627,000</td>
<td>$(274,194)</td>
<td>$352,806</td>
<td>$352,806</td>
<td>$(5,252)</td>
</tr>
<tr>
<td><strong>UF Foundation (Donor Restricted)</strong></td>
<td>$130,000</td>
<td>$(85,180)</td>
<td>$44,820</td>
<td>$44,820</td>
<td>$1,982</td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td>$38,000</td>
<td>$18,593</td>
<td>$(29,407)</td>
<td>$(29,407)</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Total Net Transfers To/From Component Units</strong></td>
<td>$795,000</td>
<td>$(135,000)</td>
<td>$660,000</td>
<td>$660,000</td>
<td>$(1,532)</td>
</tr>
</tbody>
</table>

| **Total Revenue Net of Transfers** | $3,499,204 | $103,339 | $3,395,865 | $3,395,865 | $(1,069) |

<table>
<thead>
<tr>
<th>Expenses</th>
<th>Current Year</th>
<th>Previous Year</th>
<th>Net</th>
<th>External</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Employee Compensation and Benefits</strong></td>
<td>$2,162,973</td>
<td>$18,840</td>
<td>$2,144,133</td>
<td>$2,144,133</td>
<td>$(1,054)</td>
</tr>
<tr>
<td><strong>Other Operating Expenses</strong></td>
<td>$3,165,111</td>
<td>$51,096</td>
<td>$50,015</td>
<td>$50,015</td>
<td>$(1,982)</td>
</tr>
<tr>
<td><strong>Total Expenses</strong></td>
<td>$3,368,084</td>
<td>$(39,932)</td>
<td>$3,407,016</td>
<td>$3,407,016</td>
<td>$(1,054)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Revenues Net of Expenses and Transfers</th>
<th>Current Year</th>
<th>Previous Year</th>
<th>Net</th>
<th>External</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Hospitals and Practice Plan</strong></td>
<td>$131,120</td>
<td>$65,404</td>
<td>$65,716</td>
<td>$65,716</td>
<td>$108</td>
</tr>
<tr>
<td><strong>UF Foundation (Donor Restricted)</strong></td>
<td>$1,905,741</td>
<td>$1,896,088</td>
<td>$15,653</td>
<td>$15,653</td>
<td>$56,516</td>
</tr>
<tr>
<td><strong>Total Revenues Net of Expenses and Transfers</strong></td>
<td>$3,036,860</td>
<td>$1,061,492</td>
<td>$2,975,368</td>
<td>$2,975,368</td>
<td>$108</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Projected Ending Cash Balance</strong></th>
<th>Current Year</th>
<th>Previous Year</th>
<th>Net</th>
<th>External</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Hospitals and Practice Plan</strong></td>
<td>$1,774,621</td>
<td>$1,832,684</td>
<td>$(58,063)</td>
<td>$(58,063)</td>
<td>$56,409</td>
</tr>
<tr>
<td><strong>UF Foundation (Donor Restricted)</strong></td>
<td>$7,130</td>
<td>$8,100</td>
<td>$(970)</td>
<td>$(970)</td>
<td>$7,130</td>
</tr>
<tr>
<td><strong>Total Revenues Net of Expenses and Transfers</strong></td>
<td>$1,781,751</td>
<td>$1,840,784</td>
<td>$(58,063)</td>
<td>$(58,063)</td>
<td>$56,409</td>
</tr>
</tbody>
</table>

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### Enterprise Budget Summary 2018-2019

- **In thousands**

#### Budget Period

<table>
<thead>
<tr>
<th></th>
<th>UFRF 7/1/18 - 6/30/19</th>
<th>UFRF 7/1/18 - 6/30/19</th>
<th>UFRF 7/1/18 - 6/30/19</th>
<th>UFRF 7/1/18 - 6/30/19</th>
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<td>878,2,484,1,740,1,030</td>
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<td>3,929,4,731</td>
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<td>Treasure Coast Agricultural Research Foundation</td>
<td>Shands Teaching Hospital and Clinics</td>
<td>Shands Jacksonville HealthCare</td>
<td>UF Self-Insurance Program</td>
<td>UF Healthcare Education Insurance Co.</td>
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<td>Hospitals and Practice Plan</td>
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<td>$34,607</td>
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<td>(4,223)</td>
<td>(780)</td>
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<tr>
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<td>$-</td>
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<td>$34,607</td>
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<td>(780)</td>
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<td>$1,441,118</td>
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<td>Other Operating Expenses</td>
<td>689,528</td>
<td>380,686</td>
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<td>2,620,175</td>
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<td>Total Expenses</td>
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<td>$1,922,897</td>
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<td>Total Revenues Net of Expenses and Transfers</td>
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<td>2</td>
<td>$48,221</td>
<td>$2,583</td>
<td>(1,883)</td>
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<td>Projected Ending Cash Balance</td>
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<td>$1,153,318</td>
<td>$197,134</td>
<td>$125,298</td>
<td>$6,519</td>
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11/30/2018
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

[Signature]

11-1-2018

W. Kent Fuchs, President

[Signature]

Michael V. McKee, Vice President and Chief Financial Officer

[Signature]

Amy M. Hass, Vice President and General Counsel
<table>
<thead>
<tr>
<th>Project Number</th>
<th>Project Name</th>
<th>Educational Plant Survey</th>
<th>Project GSF</th>
<th>Year Added to Inventory</th>
<th>Project Funding Sources</th>
<th>Amount E&amp;G Funds</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>UF-212</td>
<td>Newell Hall Renovation/Addition</td>
<td>2009 - #2.2</td>
<td>10,193</td>
<td>2017</td>
<td>SUS-PECO, Auxiliary - Business Service, Auxiliary - Facilities Working Capital, Auxiliary - Traffic &amp; Parking, Contracts &amp; Grants - Residual Funds, Courtelis Private Donations, UF Strategic Fund Non-Research Interest Earnings, R&amp;R Traffic &amp; Parking, State Appropriation General Revenue Main Campus</td>
<td>59,228</td>
<td>E&amp;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.</td>
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<tr>
<td>UF-223</td>
<td>Tropical Research and Education Center Phase I - Homestead</td>
<td>Not Required</td>
<td>6,232</td>
<td>2013</td>
<td>IFAS Land &amp; Relocation Trust Fund</td>
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<tr>
<td>UF-256</td>
<td>Counseling and Wellness Center</td>
<td>Not Required</td>
<td>23,635</td>
<td>2010</td>
<td>Student Government Funds, SUS-PECO, SUS 2006 Revenue Bond Trust Fund</td>
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<td>UF-266</td>
<td>Chemical Engineering Building</td>
<td>Not Required</td>
<td>11,789</td>
<td>2012</td>
<td>Private Donations, State Appropriation General Revenue Main Campus, SUS-PECO</td>
<td>200,000</td>
<td>E&amp;G funds used for work to correct ADA exterior building entrance compliance requirements to the “Existing” Chemical Engineering Building</td>
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<td>UF-280</td>
<td>UF Research &amp; Academic Center at Lake Nona</td>
<td>2009 - #5.2</td>
<td>114,329</td>
<td>2012</td>
<td>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</td>
<td>38,939</td>
<td>E&amp;G funds used to address post-occupancy air flow and control issue in BSL-3 Laboratory lock off area. Laboratory safety issue.</td>
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<td>UF-286</td>
<td>The Harrell Medical Education Building</td>
<td>2009 - #5.1</td>
<td>109,202</td>
<td>2016</td>
<td>Auxiliary - Division of Continuing Education, Line of Credit Financing from UF, Private Donations</td>
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<td>UF-303</td>
<td>Dental Clinic -Naples</td>
<td>Not Required</td>
<td>19,643</td>
<td>2008</td>
<td>Capital Facilities Match Fund, Contracts &amp; Grants - Other, Courtelis Private Donations, Courtelis Private Donations - Interest Earnings</td>
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<td>UF-305</td>
<td>PK Yonge Developmental School Phase I</td>
<td>K12 - Educational Plant Survey (Managed by PKY)</td>
<td>36,634</td>
<td>2012</td>
<td>RCM Support, SUS-PECO</td>
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## Certification of Funding Sources for Capital Projects (Analysis Worksheet)

<table>
<thead>
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<th>Project Number</th>
<th>Project Name</th>
<th>Educational Plant Survey Required/Approved</th>
<th>Project GSF</th>
<th>Year Added to Inventory</th>
<th>Project Funding Sources</th>
<th>Amount E&amp;G Funds</th>
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<td>UF-310</td>
<td>East Campus Office Building</td>
<td>Not Required</td>
<td>83,526</td>
<td>2010</td>
<td>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</td>
<td>$1,893,487</td>
<td>E&amp;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.</td>
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<td>UF-310A</td>
<td>East Campus Data Center</td>
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<td>UF-319</td>
<td>Cellulosic Ethanol Plant</td>
<td>Not Required</td>
<td>18,906</td>
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<td>SUS-PECO, State Appropriation General Revenue IFAS</td>
<td>$6,345</td>
<td>E&amp;G funds used to install departmental research equipment requiring contractor installation.</td>
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<td>UF-331</td>
<td>Southwest Recreational Center Expansion</td>
<td>Not Required</td>
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<td>Auxiliary - Recreational Sports, Capital Improvement Trust Fund, Student Government Funds, SUS 2006 Revenue Bond Trust Fund, SUS - PECO</td>
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<td>Weimer Hall Expansion</td>
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<td>UF-352</td>
<td>Florida Innovation Hub at UF</td>
<td>Not Required</td>
<td>51,710</td>
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<td>Federal Sponsored Construction, Non-Federal Sponsored Construction, State Appropriation General Revenue Main Campus, UF Division of Sponsored Programs</td>
<td>$576,811</td>
<td>E&amp;G funds used for Gainesville Regional Utility Impact assement and not associated with the building.</td>
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<td>CTRB-Bond Phase 2, Federal Sponsored Construction, Interest Earnings</td>
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<td>Year Added to Inventory</td>
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<td>Corry Village Commons Replacement</td>
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<td>R&amp;R Housing Fund</td>
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<td>Reitz Union Expansion and Renovation</td>
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<td>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 &amp; Repair - Interest Earnings</td>
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<td>UF-380</td>
<td>School of Business Building (Heavener Hall)</td>
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<td>UF-590</td>
<td>Bldg 1017 VMTH Clinical Simulation Lab Addition</td>
<td>Not Required</td>
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<td>UF-603</td>
<td>Career Resource Center Addition and Renovation</td>
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<td>Innovation HUB, Phase II</td>
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<td>UF-620</td>
<td>IFAS Bee Unit Facility</td>
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<td>UAA-20</td>
<td>Lacrosse Locker Room Facility</td>
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<td>2009</td>
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<td>UAA-34</td>
<td>Student Life - Farrior Hall Addition</td>
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<td>2017</td>
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<td>UAA-35</td>
<td>Indoor Football Practice Facility</td>
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<td>2015</td>
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<td>Project GSF</td>
<td>Year Added to Inventory</td>
<td>Project Funding Sources</td>
<td>Amount E&amp;G Funds</td>
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<td>LM-5026</td>
<td>CVM Equine Sports Performance Complex</td>
<td>Not Required</td>
<td>13,321</td>
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<td>MP-00076</td>
<td>Dasburg President’s House</td>
<td>Not Required</td>
<td>10,017</td>
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<td>MP-00246</td>
<td>New Surplus Property Warehouse</td>
<td>Not Required</td>
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<td>16004</td>
<td>B0891 - Beef Teaching Facility (S)</td>
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</tr>
<tr>
<td>15101</td>
<td>B7531 - Equipment Storage - Citra</td>
<td>Not Required</td>
<td>12,000</td>
<td>2015</td>
<td>SHARE - Department donations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16053</td>
<td>B0089 - Admin Services Bldg</td>
<td>Not Required</td>
<td>10,823</td>
<td>2016</td>
<td>Interest Earned, Incidental</td>
<td>$ 1,310</td>
<td>CYFWD used to replace blinds after building was complete</td>
</tr>
<tr>
<td>16058</td>
<td>B1851 - Nature Coast Biological Station - Cedar Key</td>
<td>Not Required</td>
<td>11,270</td>
<td>2017</td>
<td>Indirect Cost, Interest Earned, Incidental, State Appropriation General Revenue IFAS</td>
<td>$ 5,000</td>
<td>E&amp;G funds were used for coastal site erosion protection post-occupancy, not associated with the building construction.</td>
</tr>
<tr>
<td>16052</td>
<td>B5223 - Equipment Storage - Balm</td>
<td>Not Required</td>
<td>13,000</td>
<td>2016</td>
<td>SHARE - Department donations</td>
<td></td>
<td></td>
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<tr>
<td>09077</td>
<td>B4051 - Greenhouse - Apopka</td>
<td>Not Required</td>
<td>17,640</td>
<td>2009</td>
<td>Indirect Cost</td>
<td></td>
<td></td>
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<tr>
<td>10016</td>
<td>B5220 - Greenhouse - Balm</td>
<td>Not Required</td>
<td>18,000</td>
<td>2009</td>
<td>SHARE - Department donations</td>
<td></td>
<td></td>
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<tr>
<td>08117</td>
<td>B7117 - Shade House - Lake Alfred</td>
<td>Not Required</td>
<td>18,900</td>
<td>2008</td>
<td>Research Grant</td>
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<tr>
<td>11014</td>
<td>B7526 - Equipment Storage - Citra</td>
<td>Not Required</td>
<td>12,000</td>
<td>2011</td>
<td>Indirect Cost</td>
<td></td>
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<tr>
<td>08126</td>
<td>B7940 - Shade House - Quincy</td>
<td>Not Required</td>
<td>13,869</td>
<td>2009</td>
<td>Research Grant</td>
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<tr>
<td>07057</td>
<td>BB037 - Feed Efficiency - Marianna</td>
<td>Not Required</td>
<td>12,000</td>
<td>2008</td>
<td>Legislatively State Appropriated Funds</td>
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<tr>
<td>11076</td>
<td>BB272 - Shade House - Homestead</td>
<td>Not Required</td>
<td>21,600</td>
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<td>Relocation and Construction Trust Fund</td>
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<tr>
<td>14113</td>
<td>BB274 - Shade House - Homestead</td>
<td>Not Required</td>
<td>21,600</td>
<td>2014</td>
<td>Research Grant, Incidental</td>
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49 - Total UF Projects Reported
<table>
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<tr>
<th>Construction Project ID</th>
<th>Construction Project Name</th>
<th>Total Budget Per Project Tracker</th>
<th>Total GL Exp in FY19</th>
<th>Total Expenditures</th>
<th>Remaining Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>IF016058</td>
<td>B1851 - Nature Coast Biological Station</td>
<td>2,395,435.03</td>
<td>869.00</td>
<td>2,395,435.02</td>
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<td>IF017018</td>
<td>B0459 - Replace AHU/HVAC and Renovate Rooms</td>
<td>2,106,662.03</td>
<td>600,717.27</td>
<td>1,050,781.45</td>
<td>1,055,880.58</td>
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<tr>
<td>IF017062</td>
<td>Manure Management System (CAP)</td>
<td>2,073,024.10</td>
<td>152,821.95</td>
<td>1,973,138.89</td>
<td>99,885.21</td>
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<tr>
<td>MP02095</td>
<td>VetMed Parking</td>
<td>991,200.00</td>
<td>72,300.12</td>
<td>988,055.13</td>
<td>3,144.87</td>
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<tr>
<td>MP03754</td>
<td>0686 J.Wayne Reitz Union Auditorium Renovation</td>
<td>2,200,000.00</td>
<td>104,445.00</td>
<td>141,010.00</td>
<td>2,058,990.00</td>
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<tr>
<td>IF000212</td>
<td>Newell Hall Renovation</td>
<td>18,973,805.41</td>
<td>6,127.15</td>
<td>18,560,597.00</td>
<td>413,208.41</td>
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<tr>
<td>UF000221</td>
<td>Norman Hall Rehabilitation and College of Education Center Addition</td>
<td>32,910,913.00</td>
<td>3,346,119.42</td>
<td>7,946,974.34</td>
<td>24,963,338.66</td>
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<tr>
<td>UF000357</td>
<td>Institute on Aging/Clinical Translational Research Building</td>
<td>45,657,396.11</td>
<td>3,503.00</td>
<td>44,749,712.48</td>
<td>907,683.63</td>
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<tr>
<td>UF000368</td>
<td>Reitz Union Expansion and Renovation</td>
<td>77,171,772.74</td>
<td>13,762.50</td>
<td>77,122,647.31</td>
<td>49,125.43</td>
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<td>UF000392</td>
<td>Stephan O’Connell Center Renovation and Addition</td>
<td>69,769,566.47</td>
<td>653,046.87</td>
<td>69,693,915.87</td>
<td>75,650.60</td>
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<td>UF000402</td>
<td>Lacy Rabon Plant - Steam Boiler Addition</td>
<td>8,824,057.00</td>
<td>733,284.16</td>
<td>8,039,104.30</td>
<td>784,952.70</td>
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<td>UF000461</td>
<td>Herbert Wertheim Laboratory for Enginnering Excellence</td>
<td>51,905,334.50</td>
<td>5,165,697.38</td>
<td>16,081,185.72</td>
<td>35,824,148.78</td>
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<tr>
<td>UF000603</td>
<td>CRC Addition and Renovation</td>
<td>11,688,859.32</td>
<td>2,200,247.16</td>
<td>9,578,513.19</td>
<td>2,110,346.13</td>
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<tr>
<td>UF000607</td>
<td>Innovation HUB, Phase II</td>
<td>17,264,045.00</td>
<td>677,511.09</td>
<td>17,071,626.15</td>
<td>192,418.85</td>
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<tr>
<td>UF000608</td>
<td>Parking Garage XIV</td>
<td>32,288,982.00</td>
<td>191,952.00</td>
<td>1,059,521.58</td>
<td>31,229,460.42</td>
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<tr>
<td>UF000615</td>
<td>Electrical Substation 2 - Cable and Switchgear Replacement</td>
<td>5,410,000.00</td>
<td>107,719.36</td>
<td>472,553.37</td>
<td>4,937,446.63</td>
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<tr>
<td>UF000619</td>
<td>IBC and IHLC New Facility</td>
<td>9,871,048.00</td>
<td>234,959.64</td>
<td>871,429.59</td>
<td>8,999,618.41</td>
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<tr>
<td>UF000620</td>
<td>IFAS Bee Unit Facility</td>
<td>3,065,137.77</td>
<td>312,262.63</td>
<td>2,933,088.84</td>
<td>132,048.93</td>
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<tr>
<td>UF000621</td>
<td>UF Veterinary Hospital ans CVM Expansion</td>
<td>7,948,791.00</td>
<td>1,347,342.04</td>
<td>2,446,420.23</td>
<td>5,502,370.77</td>
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<tr>
<td>UF000622</td>
<td>VetMed Plant ESCO</td>
<td>18,023,000.00</td>
<td>728,805.00</td>
<td>2,998,036.88</td>
<td>15,024,963.12</td>
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<tr>
<td>UF000623</td>
<td>Central Energy Plant &amp; Utilities Infrastructure</td>
<td>10,326,547.06</td>
<td>960,382.84</td>
<td>2,866,890.75</td>
<td>7,457,656.31</td>
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<tr>
<td>UF000628</td>
<td>IT Move to Ayers Building</td>
<td>3,140,204.00</td>
<td>11,618.60</td>
<td>2,422,630.02</td>
<td>717,573.98</td>
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<tr>
<td>UF000629</td>
<td>Band Practice Field Upgrade</td>
<td>2,137,525.00</td>
<td>1,482,341.32</td>
<td>1,588,321.62</td>
<td>549,203.38</td>
</tr>
<tr>
<td>UF000631</td>
<td>IFAS Lone Cabbage Reef Restoration</td>
<td>3,894,139.93</td>
<td>3,015,103.86</td>
<td>3,030,330.36</td>
<td>863,809.57</td>
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<tr>
<td>UF00323A</td>
<td>Chemistry/Chemical Biology Building</td>
<td>65,585,670.58</td>
<td>65,014.21</td>
<td>65,549,709.28</td>
<td>35,961.30</td>
</tr>
<tr>
<td>UF-373</td>
<td>FLMNH Special Collections Building</td>
<td>26,300.00</td>
<td>15,300.00</td>
<td>15,300.00</td>
<td>11,000.00</td>
</tr>
<tr>
<td>UF-573</td>
<td>Data Science and Information Technology Building</td>
<td>1,659,454.00</td>
<td>67,820.00</td>
<td>67,820.00</td>
<td>1,591,634.00</td>
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<tr>
<td>UF-592</td>
<td>Phase 3: Utilities Infrastructure</td>
<td>250,000.00</td>
<td>305.90</td>
<td>305.90</td>
<td>249,694.10</td>
</tr>
</tbody>
</table>

Totals: 507,558,870.05 22,271,379.47 361,717,055.27 145,841,814.78
### Faculty Hiring Report

<table>
<thead>
<tr>
<th></th>
<th>U.S. News and World Report</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Full-Time Base Faculty Headcount (A)</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>3,578</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>3,618</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>3,691</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>3,792</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>3,905</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>4,117</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>4,357</td>
</tr>
</tbody>
</table>

**June 2017**

*UF announces plans to hire 500 new faculty positions*

<table>
<thead>
<tr>
<th></th>
<th>U.S. News and World Report</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Full-Time Base Faculty Headcount (A)</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>4,117</td>
</tr>
<tr>
<td>Faculty Departures</td>
<td>410</td>
</tr>
<tr>
<td>Faculty Hires</td>
<td>650</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>4,357</td>
</tr>
<tr>
<td><strong>Net New/Change</strong></td>
<td><strong>240</strong></td>
</tr>
<tr>
<td><strong>New Faculty 500</strong></td>
<td><strong>209</strong></td>
</tr>
</tbody>
</table>

**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

<table>
<thead>
<tr>
<th>College/Center</th>
<th>Hires</th>
<th>Faculty 500 Hires</th>
<th>Departure from Base</th>
<th>Resignation</th>
<th>Retirement</th>
<th>Involuntary</th>
<th>Transfer and Promotion</th>
<th>Death</th>
<th>End of Temporary</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Agriculture and Life Sciences</td>
<td>44</td>
<td>18</td>
<td>43</td>
<td>22</td>
<td>15</td>
<td>3</td>
<td>2</td>
<td>1</td>
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<tr>
<td>College of Business</td>
<td>9</td>
<td>5</td>
<td>13</td>
<td>7</td>
<td>2</td>
<td>3</td>
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<tr>
<td>College of Dentistry</td>
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<td>9</td>
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<tr>
<td>College of Design, Construction &amp; Planning</td>
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<td>11</td>
<td>5</td>
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<td>College of Education</td>
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<td>6</td>
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<td>College of Engineering</td>
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<td>College of Health &amp; Human Performance</td>
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<td>College of Journalism &amp; Communications</td>
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<td>College of Law</td>
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<td>5</td>
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<td>0</td>
<td>0</td>
<td>3</td>
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<tr>
<td>College of Liberal Arts &amp; Sciences</td>
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<tr>
<td>College of Pharmacy</td>
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<tr>
<td>College of Public Health &amp; Health Professions</td>
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<td>College of the Arts</td>
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<tr>
<td>College of Veterinary Medicine</td>
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<td>12</td>
<td>7</td>
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<tr>
<td>Florida Museum of Natural History</td>
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<tr>
<td>Office of Research</td>
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<td>College of Medicine--Jacksonville</td>
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<tr>
<td>Center for Latin American Studies</td>
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<tr>
<td><strong>Totals</strong></td>
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<td>209</td>
<td>410</td>
<td>242</td>
<td>87</td>
<td>31</td>
<td>37</td>
<td>4</td>
<td>9</td>
</tr>
</tbody>
</table>

*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.
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.

* The timing of cash inflows does not always correspond with the timing of endowment gifts.
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:

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPI + 5%</td>
<td>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.</td>
</tr>
<tr>
<td>60/40</td>
<td>Comprised of 60% - MSCI All Country World Index and 40% - Barclays Global Aggregate Bond Index, this benchmark represents the investible alternative for the endowment.</td>
</tr>
</tbody>
</table>

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
**Final Investment Returns**

*As of June 30, 2018*

(annualized for periods greater than one year)

- **1 Year**
  - Endowment: 8.0%
  - CPI+5%: 7.0%
  - 60/40: 5.8%

- **3 Years**
  - Endowment: 6.9%
  - CPI+5%: 6.1%
  - 60/40: 6.1%

- **5 Years**
  - Endowment: 7.1%
  - CPI+5%: 6.6%
  - 60/40: 6.3%

- **10 Years**
  - Endowment: 6.5%
  - CPI+5%: 5.1%
  - 60/40: 4.8%

---

**Risk & Return**

*10 Years ended June 30, 2018*

- Endowment
- Global Equities
- Global Bonds
- 60/40

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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

357/385
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 Ruszczyn, 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.
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
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.
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<tr>
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</thead>
<tbody>
<tr>
<td>1. University of Florida Foundation, Inc.</td>
<td>June 30, 2018</td>
<td>Unmodified</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>2. University of Florida Research Foundation, Inc.</td>
<td>June 30, 2018</td>
<td>Unmodified</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>3. The University Athletic Association, Inc.</td>
<td>June 30, 2018</td>
<td>Unmodified</td>
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<td>No</td>
</tr>
<tr>
<td>4. Gator Boosters, Inc.</td>
<td>June 30, 2018</td>
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<tr>
<td>5. The University of Florida Law Center Association, Inc.</td>
<td>June 30, 2018</td>
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<tr>
<td>6. Florida Foundation Seed Producers, Inc.</td>
<td>June 30, 2018</td>
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<tr>
<td>7. Florida 4-H Club Foundation, Inc.</td>
<td>March 31, 2018</td>
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<tr>
<td>8. Southwest Florida Research and Education Foundation, Inc.</td>
<td>June 30, 2018</td>
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<tr>
<td>9. Citrus Research and Education Foundation, Inc.</td>
<td>June 30, 2018</td>
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<tr>
<td>10. Citrus Research and Development Foundation, Inc.</td>
<td>June 30, 2018</td>
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<td>11. University of Florida Leadership &amp; Education Foundation, Inc.</td>
<td>December 31, 2017</td>
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<td>12. Treasure Coast Agricultural Research Foundation, Inc.</td>
<td>June 30, 2018</td>
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<tr>
<td>13. University of Florida Alumni Association, Inc.</td>
<td>June 30, 2018</td>
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</tr>
<tr>
<td>14. University of Florida Development Corporation</td>
<td>June 30, 2018</td>
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<td>15. University of Florida Historic St. Augustine</td>
<td>June 30, 2018</td>
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</thead>
<tbody>
<tr>
<td>1. Florida Clinical Practice Association, Inc. (College of Medicine)</td>
<td>June 30, 2018</td>
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<td>No</td>
<td>No</td>
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<tr>
<td>2. University of Florida Jacksonville Physicians, Inc.</td>
<td>June 30, 2018</td>
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<td>No</td>
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<tr>
<td>3. Faculty Associates, Inc. (College of Dentistry)</td>
<td>June 30, 2018</td>
<td>Unmodified</td>
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<td>No</td>
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<tr>
<td>4. Florida Health Professions Association, Inc.</td>
<td>June 30, 2018</td>
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<tr>
<td>5. University of Florida College of Nursing Faculty Practice Association, Inc.</td>
<td>June 30, 2018</td>
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<tr>
<td>6. University of Florida College of Pharmacy Faculty Practice Association, Inc.</td>
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<tr>
<td>7. Florida Veterinary Medicine Faculty Association, Inc.</td>
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<td>8. Faculty Clinic, Inc.</td>
<td>June 30, 2018</td>
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<tbody>
<tr>
<td>1. Shands Teaching Hospital and Clinics, Inc. and Subsidiaries</td>
<td>June 30, 2018</td>
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<tr>
<td>2. Shands Jacksonville Healthcare, Inc.</td>
<td>June 30, 2018</td>
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<tr>
<td>3. University of Florida Self-Insurance Program (Including HEIC)</td>
<td>June 30, 2018</td>
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</tbody>
</table>

(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.

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## UNIVERSITY OF FLORIDA
### SUMMARY OF AUDIT REPORTS FOR AFFILIATED ORGANIZATIONS
#### Year Ended 2018

<table>
<thead>
<tr>
<th>DIRECT SUPPORT ORGANIZATIONS</th>
<th>Control Deficiencies and/or Management Comments 2017?</th>
<th>Control Deficiencies and/or Management Comments 2018?</th>
<th>Repeat Finding(s) from Prior Year?</th>
<th>Summary of Repeat Finding(s)</th>
</tr>
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<tbody>
<tr>
<td>1. University of Florida Foundation, Inc.</td>
<td>No</td>
<td>No</td>
<td>N/A</td>
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</tr>
<tr>
<td>2. University of Florida Research Foundation, Inc.</td>
<td>No</td>
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<tr>
<td>3. The University Athletic Association, Inc.</td>
<td>No</td>
<td>No</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>4. Gator Boosters, Inc.</td>
<td>No</td>
<td>No</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>5. The University of Florida Law Center Association, Inc.</td>
<td>No</td>
<td>Incomplete</td>
<td>Incomplete</td>
<td></td>
</tr>
<tr>
<td>6. Florida Foundation Seed Producers, Inc.</td>
<td>No</td>
<td>No</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>7. Florida 4-H Club Foundation, Inc.</td>
<td>No</td>
<td>No</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>8. Southwest Florida Research and Education Foundation, Inc.</td>
<td>No</td>
<td>No</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>9. Citrus Research and Education Foundation, Inc.</td>
<td>No</td>
<td>No</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>10. Citrus Research and Development Foundation, Inc.</td>
<td>No</td>
<td>No</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>11. University of Florida Leadership &amp; Education Foundation, Inc.</td>
<td>No</td>
<td>No</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>12. Treasure Coast Agricultural Research Foundation, Inc.</td>
<td>No</td>
<td>No</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>13. University of Florida Alumni Association, Inc. (1)</td>
<td>(1)</td>
<td>(1)</td>
<td>(1)</td>
<td></td>
</tr>
<tr>
<td>14. University of Florida Investment Corporation</td>
<td>No</td>
<td>No</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>15. University of Florida Historic St. Augustine</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>16. University of Florida Development Corporation</td>
<td>Yes</td>
<td>No</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>17. GatorCare Health Management Corporation</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Calculation and review of Incurred But Not Reported (IBNR) reserve estimate</td>
</tr>
<tr>
<td>18. Cattle Enhancement Board, Inc.</td>
<td>No</td>
<td>Incomplete</td>
<td>Incomplete</td>
<td></td>
</tr>
</tbody>
</table>

### 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**

<table>
<thead>
<tr>
<th>Fiscal Year Ended</th>
<th>Net Position or Fund Equity EOY per PY's FS</th>
<th>Year Ended 2018</th>
<th>Fiscal Year 2018 Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DIRECT-SUPPORT ORGANIZATIONS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. The University of Florida Law Center Association, Inc.</td>
<td>June 30, 2018</td>
<td>6,352,283</td>
<td></td>
</tr>
<tr>
<td>7. Florida 4-H Club Foundation, Inc.</td>
<td>March 31, 2018</td>
<td>2,965,353</td>
<td>2,965,353</td>
</tr>
<tr>
<td>8. Southwest Florida Research and Education Foundation, Inc.</td>
<td>June 30, 2018</td>
<td>146,545</td>
<td>146,545</td>
</tr>
<tr>
<td>10. University of Florida Leadership &amp; Education Foundation, Inc.</td>
<td>December 31, 2017</td>
<td>1,008,327</td>
<td>1,008,327</td>
</tr>
<tr>
<td>12. University of Florida Jacksonville Physicians, Inc.</td>
<td>June 30, 2018</td>
<td>150,304</td>
<td>150,304</td>
</tr>
<tr>
<td>13. University of Florida Alumni Association, Inc.</td>
<td>June 30, 2018</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>15. University of Florida College of Nursing Faculty Practice Association, Inc.</td>
<td>June 30, 2018</td>
<td>4,102,634</td>
<td>4,102,634</td>
</tr>
<tr>
<td>16. University of Florida College of Pharmacy Faculty Practice Association, Inc.</td>
<td>June 30, 2018</td>
<td>3,120,158</td>
<td>3,120,158</td>
</tr>
<tr>
<td>17. Florida Veterinary Medicine Faculty Association, Inc.</td>
<td>June 30, 2018</td>
<td>9,438,374</td>
<td>9,438,374</td>
</tr>
<tr>
<td>18. Faculty Clinic, Inc.</td>
<td>June 30, 2018</td>
<td>1,532,730</td>
<td>1,532,730</td>
</tr>
<tr>
<td><strong>HEALTH SCIENCE CENTER AFFILIATES</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Florida Clinical Practice Association, Inc. (College of Medicine)</td>
<td>June 30, 2018</td>
<td>146,081,144</td>
<td>146,081,144</td>
</tr>
<tr>
<td>3. University of Florida College of Nursing Faculty Practice Association, Inc.</td>
<td>June 30, 2018</td>
<td>5,837,993</td>
<td>5,837,993</td>
</tr>
<tr>
<td>4. University of Florida College of Pharmacy Faculty Practice Association, Inc.</td>
<td>June 30, 2018</td>
<td>4,102,634</td>
<td>4,102,634</td>
</tr>
<tr>
<td>5. Florida Veterinary Medicine Faculty Association, Inc.</td>
<td>June 30, 2018</td>
<td>9,438,374</td>
<td>9,438,374</td>
</tr>
<tr>
<td>6. Faculty Clinic, Inc.</td>
<td>June 30, 2018</td>
<td>1,532,730</td>
<td>1,532,730</td>
</tr>
</tbody>
</table>

(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 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
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

374/385
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

Issued July 20, 2018
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

Issued July 27, 2018
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
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
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
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
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)**

### Total Balance

<table>
<thead>
<tr>
<th>Oversight by</th>
<th>Total Outstanding as of 9/30/18</th>
<th>Balance Due in Subsequent Quarters</th>
<th>Follow Up Due and Reviewed</th>
<th>Implemented</th>
<th>In process (extended)</th>
<th>Follow Up Ceased</th>
<th>Percent Implemented</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Affairs</td>
<td>10</td>
<td>8</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>-</td>
<td>50%</td>
</tr>
<tr>
<td>Business Affairs</td>
<td>5</td>
<td>-</td>
<td>5</td>
<td>3</td>
<td>2</td>
<td>-</td>
<td>60%</td>
</tr>
<tr>
<td>Chief Financial Officer</td>
<td>12</td>
<td>5</td>
<td>7</td>
<td>6</td>
<td>1</td>
<td>-</td>
<td>86%</td>
</tr>
<tr>
<td>Chief Information Officer</td>
<td>4</td>
<td>3</td>
<td>1</td>
<td>-</td>
<td>1</td>
<td>-</td>
<td>0%</td>
</tr>
<tr>
<td>Research</td>
<td>7</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>-</td>
<td>-</td>
<td>100%</td>
</tr>
<tr>
<td>UF Foundation</td>
<td>5</td>
<td>-</td>
<td>5</td>
<td>5</td>
<td>-</td>
<td>-</td>
<td>100%</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>43</strong></td>
<td><strong>20</strong></td>
<td><strong>23</strong></td>
<td><strong>18</strong></td>
<td><strong>5</strong></td>
<td>-</td>
<td><strong>78%</strong></td>
</tr>
</tbody>
</table>

### Planned Action Implementation Percentage

![Graph showing follow-up statistics](image)

1. Academic Affairs
2. Business Affairs
3. CFO
4. CIO
5. Research
6. UF Foundation

---

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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**
## Prior Year Projects for Completion

<table>
<thead>
<tr>
<th>Project</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Affairs – ID Card Program (Completion)</td>
<td>*</td>
</tr>
<tr>
<td>Business Affairs – Planning Design &amp; Construction (Completion)</td>
<td>*</td>
</tr>
<tr>
<td>Chief Financial Officer – Purchasing Card Program (Issued)</td>
<td>*</td>
</tr>
<tr>
<td>Development &amp; Alumni Affairs – Restricted Gifts 2017 Endowed (Issued)</td>
<td>*</td>
</tr>
<tr>
<td>Development &amp; Alumni Affairs – Restricted Gifts 2017 Non-Endowed (Issued)</td>
<td>*</td>
</tr>
<tr>
<td>Development &amp; Alumni Affairs – Financial Monitoring Controls (In process)</td>
<td>*</td>
</tr>
<tr>
<td>University Athletic Association – myUAA Information Technology (Completion)</td>
<td>*</td>
</tr>
<tr>
<td>University Athletic Association – myUAA Business Processes (Planning)</td>
<td>*</td>
</tr>
</tbody>
</table>

## 2018-2019 Annual Work Plan

<table>
<thead>
<tr>
<th>Project</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institutional Support – Performance Based Funding (Issued)</td>
<td>*</td>
</tr>
<tr>
<td>Agricultural Research &amp; Extension – Animal Sciences (Completion)</td>
<td>*</td>
</tr>
<tr>
<td>Academic Affairs – Distance Learning (Planning)</td>
<td>*</td>
</tr>
<tr>
<td>Institutional Support – Off Campus Controls Assessment (Planning)</td>
<td>*</td>
</tr>
<tr>
<td>Business Affairs – Food and Beverage Contracts</td>
<td>*</td>
</tr>
<tr>
<td>Business Affairs – Transportation and Parking Driver and Vehicle Information Database</td>
<td>*</td>
</tr>
<tr>
<td>Chief Financial Officer – Consulting and Contracting</td>
<td>*</td>
</tr>
<tr>
<td>Chief Financial Officer – President's Business, Travel and Entertainment Expenses (Note 1)</td>
<td>*</td>
</tr>
<tr>
<td>Chief Financial Officer – Vendor Management</td>
<td>*</td>
</tr>
<tr>
<td>Chief Information Officer – Identity and Access Management</td>
<td>*</td>
</tr>
<tr>
<td>Chief Information Officer – Research Computing</td>
<td>*</td>
</tr>
<tr>
<td>Development and Alumni Affairs – TBA</td>
<td>*</td>
</tr>
<tr>
<td>Development and Alumni Affairs – Restricted Gifts CY 2018 Endowed</td>
<td>*</td>
</tr>
<tr>
<td>Development and Alumni Affairs – Restricted Gifts CY 2018 Non-Endowed</td>
<td>*</td>
</tr>
<tr>
<td>Health Affairs – Academic Medical Center</td>
<td>*</td>
</tr>
<tr>
<td>AUDITS &amp; REVIEWS</td>
<td>2018-2019</td>
</tr>
<tr>
<td>------------------------------------------------------</td>
<td>-----------</td>
</tr>
<tr>
<td>Institutional Support – International Activities</td>
<td>*</td>
</tr>
<tr>
<td>Institutional Support – Youth Conference Services</td>
<td>*</td>
</tr>
<tr>
<td>Research – Animal Care Services</td>
<td>*</td>
</tr>
<tr>
<td>University Athletic Association – Academic Support Services</td>
<td>*</td>
</tr>
<tr>
<td>University Athletic Association – Compliance</td>
<td>*</td>
</tr>
<tr>
<td>University Athletic Association – Ticket Office</td>
<td>*</td>
</tr>
</tbody>
</table>

**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.