



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

**Joint Meeting/Telephone Conference Call Joint Meeting
November 5, 2013
123 Tigert Hall, University of Florida, Gainesville, Florida
Time Convened: 10:32 A.M. EST
Time Adjourned: 11:02 A.M. EST**

Board Chair C. David Brown, II and Committee Chair, Marshall M. Criser, III called the meeting to order at 10:30 a.m. EST.

Members present were:

Marshall M. Criser, III, Chair, Christina A. Bonarrigo, C. David Brown, II, Susan M. Cameron, Charles B. Edwards, James W. Heavener, Marc W. Heft, Carolyn K. Roberts, Jason J. Rosenberg, Juliet M. Roulhac, and Steven M. Scott; David Thomas joined the meeting late. Chris Corr was unable to attend.

Others present were:

Joseph Glover, Provost, David E. Kratzer, Vice President for Student Affairs, Jamie Lewis Keith, Vice President and General Counsel, Elias G. Eldayrie, Vice President and Chief Information Officer, Zina L. Evans, Vice President for Enrollment Management, Jamal Sowell, Special Assistant to the President, other members of the President’s Cabinet, members of the University of Florida Community, and other members of the public and the media.

Verification of Quorum

After a roll call, a quorum was confirmed. Board Chair Brown asked Committee Chair and Board Vice Chair Criser to chair the joint meeting, as Chair Brown would need to leave the meeting early, which he did at 10:44 a.m. EST.

Vote to Hold a Joint Meeting

Noting that the Committee and Board have the same membership, Committee Chair and Board Vice Chair Criser asked for a motion to hold a joint meeting of the Board and Committee, which

was made by Trustee Cameron and seconded by Trustee Roberts. Committee Chair and Board Vice Chair Criser asked for any discussion, after which he asked for all in favor and any opposed and the motion was approved unanimously.

Review and Approval of Minutes

The Committee Chair asked for a motion to approve the minutes of the September 20, 2013 Committee meeting, which was made by Trustee Roberts and Seconded by Trustee Roulhac. The Committee Chair asked for further discussion, after which he asked for all in favor of the motion and any opposed and the motion was approved unanimously.

The Board Vice Chair then asked for a motion to approve the minutes of the September 20, 2013 Board meeting, which was made by Trustee Roberts and seconded by Trustee Roulhac. The Board Vice Chair asked for further discussion, after which he asked for all in favor of the motion and any opposed and the motion was approved unanimously.

Action Items

Committee Chair Criser asked Provost and Senior Vice President Glover to summarize each of the Action Items and answer any questions. After discussing each item, Provost Glover and Committee Chair Criser asked if the Trustees were ready to go on to the next Action Item. In response to a question, Vice President and General Counsel Keith explained that all Action Items could be discussed and then acted upon on the Consent Agenda if the Board and Committee were comfortable doing so, or a vote could be taken after each Action Item was presented and discussed. There was consensus that action via the Consent Agenda was appropriate.

EP1. Market Tuition Rate Proposals

The Board of Governors has allowed each State University to propose each year an additional five online graduate and professional self-funded degree programs to be designated as market-rate programs. For the last several years, UF's Board has strongly supported the approval of five additional graduate degree programs each year and this is the last year of the three-year Board of Governors pilot. The Board of Governors will then assess the success of the programs.

This year's proposed programs are: (1) Master of Music in Music Education, for implementation in January 2014; (2) Master of Fisheries & Aquatic Sciences, for implementation in January 2014; (3) Master in Civil Engineering, for implementation in January 2014; (4) Master of Electrical Engineering, for implementation in January 2014; and (5) Doctor of Business Administration, for implementation in August 2014.

Provost Joe Glover provided a brief overview of the success of the pilot at UF, with approximately \$13 million gross revenues realized each year according to Associate Provost Andy McCollough. Market rate programs are not limited to the cost to provide the program. Provost Glover stated that as of this date, 13 proposals have been approved and we are requesting 5 more.

EP2. Tenure Upon Hire

There are three newly appointed faculty members who are recommended for tenure with their hiring. Tenure is being sought and would be granted only for the faculty appointment where an individual is also serving as an academic administrator.

The three cases are: (1) Peter J. Carek, Professor and Chair in the Department of Community Health and Family Medicine in the College of Medicine; (2) Lian Chen, Associate Professor in the Department of Microbiology and Cell Science in IFAS; and (3) Jeffrey R. Martens, Professor and Chair of the Department of Pharmacology and Therapeutics in the College of Medicine. Summaries of the distinction and accomplishments of these faculty members whose tenure is supported by their colleges, the Provost and the President, are included in the trustee materials.

EP3. Performance Funding Model-UF Choice Metric

The Board of Governors has proposed a 10-metric performance funding model, with 8 metrics applying to all universities (except for New College to which 7 metrics apply), 1 university-specific metric being chosen by the BOG for each university, and 1 university-specific metric being chosen by the Board of Trustees for each university.

The Board of Governors has chosen faculty awards as the UF-specific BOG-chosen metric. President Machen and Provost Glover propose total research expenditures as the UF Board-chosen UF-specific metric.

The 8 common metrics are: (1) Percent of Bachelor's Graduates Employed and/or Continuing their Education Further One Year after Graduation; (2) Median Average Full-time Wages of Undergraduates Employed in Florida One Year after Graduation; (3) Average Cost per Undergraduate Degree to the Institution; (4) Six Year Graduation Rate; (5) Academic Progress Rate (2nd year retention with GPA above 2.0); (6) Bachelor's Degrees Awarded in Areas of Strategic Emphasis (includes STEM); (7) University Access Rate (Percent of Undergraduates with a PellGrant); and (8) Master's Degrees Awarded in Areas of Strategic Emphasis (includes STEM).

Provost Glover explained that the Board of Governors system awards points based on the level of excellence achieved for each metric. He also discussed the metrics' alignment with UF's strategic preeminence goals, explaining that all metrics other than the first two align well; and the data to assess performance against the first two metrics are not readily available or reliable. Provost Glover also explained that the Board of Governors had not yet decided how numeric excellence measures would be assigned to the metrics, but had asked UF for suggestions. Board of Governors typically uses a three-point system. The Board and Committee responded favorably to Provost Glover's suggestion that UF adapt the BOG's three-point system; and UF's performance be assigned a three if we are in the top third of the public AAU institutions, a two if we are in the middle third of the public AAU institutions, and a one if we are in the bottom third of such institutions.

At the end of all summaries and discussion, Board Vice Chair Criser asked whether any Trustee would like any Action Item removed from the Consent Agenda for a separate vote; there was a

consensus among all of the Trustees for acting through the Consent Agenda on all of the Action Items.

Standing in for Board Chair Brown, Committee and Board Vice Chair Criser asked for a motion to approve the Consent Agenda which was made by Trustee Edwards, and seconded by Trustee Roberts. The Vice Chair then asked for further discussion, after which he 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:

Discussion/Informational Items

At Vice Chair Criser's request, Vice President and General Counsel Jamie Keith shared that the December 5th and 6th Board meeting will be the first meeting to use our new software, BoardVantage, and that Becky Holt is scheduling training for the Trustees. Ms. Keith noted that Provost Glover, Vice President and Chief Information Officer Elias Eldayrie, and she have been overseeing the implementation, with Ms. Holt leading the project and doing exceptional work with Brandon Vega, Melissa Orth, Cheryl May and the Board liaisons and their assistants. The materials will be available on the BoardVantage site for Trustees to view on their iPads and computers. All materials should be available two weeks before the meeting. Vice President Elias Eldayrie encouraged all Trustees and Vice Presidents to bring their iPads to the December Board meeting. Ms. Keith asked for the Board's understanding if we need to work through any issues at the first meeting and assured the Trustees that we would have special support, as well as back-up systems, if needed.

New Business

None

Adjourn

After asking for any further discussion and hearing none, Vice Chair Criser asked for a motion to adjourn, which was made by Trustee Thomas and a second which was made by Trustee Roberts. The motion passed unanimously and the joint meeting of the University of Florida Committee on Educational Policy and Strategy and Board of Trustees was adjourned at 11:02 a.m. EST.



**UNIVERSITY OF FLORIDA BOARD OF TRUSTEES
COMMITTEE ON EDUCATIONAL POLICY AND STRATEGY
COMMITTEE ACTION ITEM EP1
November 5, 2013**

SUBJECT: Market Tuition Rate Proposals

BACKGROUND INFORMATION

BOG Regulation 7.001 (15) --“A university board of trustees may submit a proposal for market tuition rates for graduate-level-courses offered online.....”

(15.(b)). “..... During the pilot period, the Board shall approve no more than five new graduate-level degree programs or college credit certificate programs per academic year.” The Board of Trustees and Board of Governors have approved University of Florida’s market rate graduate online courses for the last three years. The pilot period for this program ends December 30, 2013 and an assessment period will follow.

PROPOSED COMMITTEE ACTION

The Committee on Educational Policy and Strategy is asked to approve the request to establish five (5) graduate online market tuition programs as follows: 1.) Master of Music in Music Education, CIP Code 13.1312, for implementation in January, 2014; 2.) Master of Fisheries & Aquatic Sciences, CIP Code 03.0301, for implementation in January, 2014; 3.) Master in Civil Engineering, CIP Code 14.0801, for implementation in January, 2014; 4.) Master of Electrical Engineering, CIP Code 14.1001, for implementation in January, 2014; and 5.) Doctor of Business Administration (DBA), CIP Code 52.0201, for implementation in August 2014, for recommendation to the Board of Trustees for approval on the Consent Agenda.

SIGNIFICANT POLICY ISSUES FOR COMMITTEE TO CONSIDER

Board of Governors approval is required.

Supporting Documentation Included: See Appendix.

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

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University: University of Florida

Proposed Market Tuition Program: Doctor of Business Administration (DBA)

Date	
University Board of Trustees approval date:	
Proposed Implementation Date (month/year):	August, 2014
Graduate online or Graduate Continuing Ed. Program:	Graduate Online/Hybrid
CIP Code:	52.0201

Description of the Program and the Market Tuition Rate Process

Describe the program and explain the process used to determine market tuition.

The Doctor of Business Administration (DBA) is a program in the Warrington College of Business Administration focused primarily on practical business applications that will aid the advancement of business professionals. It will complement the College's already existing Ph.D. degree, which focuses on basic research. The DBA program will be offered as a professional track under the CIP code 52.0201 currently used for the Ph.D. Recipients will receive a Doctor of Business Administration, not a Ph.D. The designation will be clearly indicated on the diploma and the official transcript of a candidate who completes the program.

The DBA differs substantially from the Ph.D., which is research-oriented with specific foci and is designed to train people to assume roles as faculty or researchers in particular academic areas. In contrast, the DBA is more interdisciplinary in orientation and, although not a research Ph.D. degree, it is still a theory-based program. The DBA places greater emphasis on the testing and application of existing theory on particular sets of cases and less emphasis on the development of theory. Ph.D. research often begins from an identified gap in the literature. Alternatively, DBA research often begins with a problem or an issue arising from the professional practice of management.

The DBA program aims to integrate the theory and practice of business within the context of current issues that the business world faces. The DBA program will be available to a small, select group of experienced executives in senior leadership positions who hold a master's degree in a business or related field and are committed to pursuing a formal, rigorous program as practitioner-scholars. The program is designed to meet the special requirements of working professionals. Students meet the program's requirements by a mix of online and in-residence delivery and by successfully defending their final project.

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Market factors including competition, reputation, brand identity and delivery format will determine tuition rates for the DBA program.

Mission Alignment

Describe how offering the proposed program at market tuition aligns with the mission of the university and the Board strategic plan.

The Warrington College of Business Administration DBA is well aligned with both the mission of the University of Florida and the Board strategic plan:

University of Florida Mission Statement:

The university welcomes the full exploration of its intellectual boundaries and supports its faculty and students in the creation of new knowledge and the pursuit of new ideas.

Teaching. The DBA will enable graduates to acquire faculty positions in academic institutions. The Doctoral Faculty Commission (DFC), which was commissioned by the Board of Directors of AACSB International to analyze past and future trends in the supply and demand of business doctoral faculty and offer solutions in the event of market imbalances, issued its report in December 2002. The DFC concluded that there is a significant shortage of business Ph.D.'s and that this shortage is expected to grow. A soon to be released report by the Doctoral Education Task Force (DETF) expresses concerns about the supply and demand of faculty with doctorates and urges institutions to think broadly about access and scalability. Part-time models targeted at working professionals and nontraditional delivery methods including the utilization of online technology are among the recommended solutions.

The reasons for the expected shortage in doctoral faculty are two-fold: (a) a reduction in the production of business doctoral-level scholars and (b) increased demand for individuals with business doctorate degrees. The trend is particularly noticeable among the top 50 accredited doctoral producers in the US, the world's largest producer of business doctorates. The DFC report identified the following as the most important reasons for the decline in the production of doctorates:

- Heavy emphasis for business schools to produce MBA degrees
- High cost of financial support for doctoral students
- High cost of faculty resources to support doctoral programs
- The substantial time required to complete a full-time doctorate program (usually four to six years), which discourages many good candidates from applying.

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The DFC identified the following reasons for increased demand for doctoral faculty:

- The growth in undergraduate and graduate business school enrollment in the US and worldwide.
- More and more business schools have sought to become more research-oriented, resulting in desire to hire more doctoral faculty.
- AACSB International and EQUIS accreditation require schools with global aspirations to exceed minimum standards for faculty qualifications.

To address the doctoral faculty shortage, the DFC included the following as one of their recommendations:

“Different models of Ph.D. programs to address faculty shortages, e.g., “teaching doctorates”, “professional doctorate,” or executive Ph.D.’s”, may be viable to address the needs of alternative segments of the business school industry, e.g., those with a non-research mission, and to augment the teaching capacity of research faculties.”

Research and Scholarship. The proposed DBA program is in response to the doctoral faculty shortage problem in the industry and is in accordance with the above DCF and DETF recommendations. Many top-rated business schools in the US have already established practitioner faculty positions. A typical graduate of the UF DBA program will have an appreciation for the scientific method and the importance of theory and will be a very strong candidate for practitioner faculty positions in high-quality business schools.

Service. Although an important objective of the proposed program is to train individuals who will be able to acquire faculty positions in academic institutions, the potential value of the program in training senior executives and consultants in the private sector should not be overlooked. The DBA program will help candidates develop proficiency in applied research by improving their methodological and analytical skills. The DBA program will thereby prepare candidates to apply research-based practice in business and management. The analytical and research skills of the candidates will help them advance in their career paths as senior managers and consultants.

Board of Governors Strategic Plan:

Goal 1: Access to and production of degrees

Goal 2: Meeting statewide professional and workforce needs

Goal 3: Building world-class academic programs and research capacity

Goal 4: Meeting community needs and fulfilling unique institutional responsibilities.

Graduates of the DBA program at the University of Florida will help the State of Florida meet many of its professional needs as outlined in the BOG Strategic Planning Goals including teaching and academic research at Colleges of Business all over the state and country. The program will

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prepare professionals who will help reduce the critical doctoral faculty shortage for practitioner scholars in the field of business administration in the state of Florida as well as across the whole country. Some of the graduates of the DBA program may choose to serve as key leaders in public or private institutions or in the private sector, particularly in the service industry.

Declaratory Statement

Provide a declaratory statement that the policy will not increase the state's fiscal liability or obligation and that the Market Tuition Rate program cohorts will not supplant an existing E&G funded degree program in the same discipline.

The UF DBA will not result in an increase in the state's fiscal liability or obligation nor will the program supplant an existing E&G funded degree program in business administration.

Restrictions/Limitations

Identify any proposed restrictions, limitations, or conditions to be placed on the policy.

Tuition increases will depend on market conditions but will be limited to no more than 15% per year.

Accountability Measures

Indicate how the university will monitor the success of the policy. Provide specific metrics that will be used.

The following accountability measures will monitor the success of the UF DBA:

- **Student Enrollment.** Program pricing for the DBA will reflect market rates and economic conditions within the state and country. Strategic pricing will enable the program to recruit top DBA seeking professionals in sufficient numbers. Average cohort enrollment that exceeds 15 top quality students is an indicator of a successful pricing approach. Student quality is defined below.
- **Student Quality.** Student quality is an uncompromising component of overall program quality. Program admissions standards will be set to ensure that the students recruited into the DBA program will excel inside and outside of the classroom, and will serve to strengthen the brand of the University of Florida. Each DBA cohort will have a minimum mean professional work experience of 12 years and satisfactory GMAT/GRE scores and GPAs.
- **Faculty Excellence.** Establishing market rate pricing enables UF to utilize Warrington College of Business Administration professors in the DBA program. This ensures a top quality experience for students and strengthens UF's value proposition and mission alignment. Teaching evaluations are utilized to ensure that faculty quality is maintained throughout the program.
- **Student Satisfaction.** A large part of recruiting efforts for this program will involve

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word of mouth advertising. It is vital that we produce a DBA experience of the highest quality in all areas. The College will monitor exit interview survey data to track student satisfaction in each DBA cohort. Proactive measures will be taken to improve and innovate when warranted to continue to produce a highly valuable and successful program.

Course Availability

Explain how the university will ensure that sufficient courses are available to meet student demand and facilitate completion of each program submitted for consideration. Will any similar E&G courses be eliminated or scaled back if this program is implemented?

The course schedule and instructors will be determined before students are admitted into a cohort. The students are required to take 60 credit hours and the program is expected to take approximately 3 years to complete.

The program consists of the following components:

1. Foundations Review: 12 half-day sessions where each half-day session consists of four hours of instruction (3 credit hours).
2. Managerial Statistics: 5 days, 8 hours of instruction per day (3 credit hours).
3. Six terms: In each term participants take 6 credit hours for a total of 36 credit hours. Courses in terms 1-6 have both an online and in-residence component.
4. Final Project: Terms 7 and 8 are devoted to the final project (18 credit hours).

Given that the students will have a master's degree in business or related field, and given that they will complete a one-week MBA level foundations review, the courses to be offered in the program are expected to be more advanced than the MBA curriculum. In fact, a great majority of the courses to be offered are already existing Ph.D. level courses.

No similar E&G courses will be eliminated or scaled back due to DBA implementation.

Economic Impact

Provide economic impact that this proposal will have on the university and the student, anticipated revenue collection, how the revenue will be spent, whether any private vendors will be used, and which budget entity the funds will be budgeted.

As state revenues continue to fluctuate, the ability to assess and charge a market tuition rate becomes increasingly important for the university as a means to find alternative sources of funding. The ability to charge market rates for the UF DBA program offers one such avenue while

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simultaneously providing a service that is clearly in demand. The College has to date received close to 100 inquiries about the DBA program. Many of these inquiries come from the graduates of our Professional and Executive MBA programs.

Assuming a class size of 20 and market rate tuition of \$90,000 per student (includes laptop hardware/software and books/supplies/refreshments) the DBA is expected to have a positive cash flow beginning with the first year. Therefore, no E&G or Contracts and Grants funding will be needed. Start-up funding will be provided from the College's DOCE funds. Any revenues exceeding expenses will be used to support college activities including faculty and Ph.D. support.

There are no plans to utilize private vendors for program delivery. Funds will be budgeted through the University's Division of Continuing Education auxiliary.

Other Information

Provide any additional information if necessary, and complete the attached supplemental form.

The most important benefits of the UF DBA program include the following:

- Increased graduate enrollment.
- Establish the University and the College as leaders in Professional doctoral education in the field of Business Administration.
- Provide important financial support to College faculty research and Ph.D. program.
- Address the business faculty shortage in both the state and the country.

The supplemental form is attached.

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Market Tuition Proposals**

University: University of Florida		Proposal 1	Proposal 2	Proposal 3	Proposal 4	Proposal 5
1	Degree Program	Doctorate of Business Administration	Master of Music in Music Education	Master of Fisheries & Aquatic Sciences	Master of Electrical Engineering	Master of Civil Engineering
2	CIP Code	52.0201	13.1312	3.0301	14.1001	14.0801
3	Has the program been approved pursuant to Regulation	Yes	Yes	Yes	Yes	Yes
4	Does the program lead to initial licensing or certification?	No	No	No	No	No
5	Is the program identified as a state critical workforce need?	No	No	No	No	No
6	Are the program's admission & graduation requirements the same as other programs?	Yes	Yes	Yes	Yes	Yes
7	Current Tuition Rate	N/A	\$19,800	\$16,960	\$20,700	\$20,700
8	Proposed Market Tuition Rate	\$90,000	\$20,625	\$18,656	\$20,700	\$20,700
9	Different Market Tuition Rate for Resident vs. Non-Resident Student? If yes, list.	No	No	No	Yes: Only non-FL resident market status request.	Yes: Only non-FL resident market status request.
10	5 Other Public/Private Rates for Similar Program:					
11	University name and rate:	Case Western Reserve Doctor of Management \$150,000	Auburn University \$15,396	Oregon State University \$29,484	North Carolina State \$23,281	North Carolina State \$22,530
12	University name and rate:	Oklahoma State Ph.D. in Business for Executives \$120,000	Boston University \$21,216	University of Idaho \$30,990	Iowa State \$19,569	Iowa State \$19,569
13	University name and rate:	Georgia State Executive Doctorate of Business \$109,000	Duquesne University \$28,980	TAMU - \$26,425	Arizona State \$26,880	Colorado State. \$22,368
14	University name and rate:	Kennesaw State Doctorate of Business Administration \$96,500	SUNY Buffalo \$26,127		Purdue \$34,020	Auburn University \$22,620
15	University name and rate:	Cranfield University (UK) International Executive Doctorate \$88,000	Stephen F. Austin IS \$13,530; OS 26,166		Virginia Tech \$39,562	Virginia Tech \$39,562
16	Length of Program (Student Credit Hours)	60	33	32	30	30
17	Current E&G Student Enrollment (Headcount):					
18	Resident	N/A	56	0	60	77
19	Non-Resident	N/A	65	0	26	29
20	Total	N/A	121	n/a (self-funded only)	86	106
21	Similar Program at other SUS Institutions (if yes, provide university and program name)	No	Yes	No	Yes	Yes
22	University and program name:		*FSU - MSME		USF	UCF
23	University and program name:		**FSU - MME		(MS in Electrical Engineering)	(MS Civil Engineering)
24	University and program name:		***USF - MAME			
	NOTE:*FSU - MS in Music Education					
	**FSU - MM in Music Ed - summers only					
	***USF - MA in Music Education					
	The above schools also offer traditional resident programs.					November, 2011

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University: University of Florida

Proposed Market Tuition Program: Master in Civil Engineering

Date	
University Board of Trustees approval date:	
Proposed Implementation Date (month/year):	January, 2014
Graduate online or Graduate Continuing Ed. Program:	Graduate online
CIP Code:	14.0801
Description of the Program and the Market Tuition Rate Process	
<p>Describe the program and explain the process used to determine market tuition.</p> <p>The UF EDGE online program extends the opportunity of a UF graduate education to engineers in industry and the military who could not have otherwise received a UF education due to geographical or time constraints. The UF EDGE program extends the teaching mission of UF beyond the buildings of UF to expand the student population to engineers worldwide who want to earn a UF engineering master's degree. The master's degree in Civil Engineering is a non-thesis master's degree, consisting of 30 credit hours of course work.</p> <p>The Masters degree in civil engineering is simultaneously delivered to resident students and distance students. The resident students are registered as "on book" enrollments and pay the specified state tuition rate. The distance students are out of state students registered as "off book" and pay, currently, a fee based on cost recovery. Market rate is requested only for the latter cohort. The current tuition of \$690 per credit hour (cost recovery) will be maintained as shown on the UF EDGE tuition & fees page: http://www.ufedge.ufl.edu/degrees-and-certificates/tuition-and-fees.</p> <p>Market Price will begin at \$690 per credit hour for tuition in order to begin the market status program under the same tuition rate that students currently are assessed. This initial rate also matches the UF EDGE non-market status, non-FL resident tuition enabling students taking out-of-department electives to currently pay a single tuition rate. Market rate will be examined on an annual basis comparatively to peer public universities offering online Civil Engineering master's degrees to determine when tuition changes should be implemented.</p>	
Mission Alignment	
<p>Describe how offering the proposed program at market tuition aligns with the mission of the university and the Board strategic plan:</p> <p>The offering of market Civil Engineering online graduate courses aligns with the mission of the</p>	

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university and the Board strategic plan in the following manner:

University of Florida Mission Statement:

The university welcomes the full exploration of its intellectual boundaries and supports its faculty and students in the creation of new knowledge and the pursuit of new ideas.

Teaching: The UF EDGE online program extends the opportunity of a UF graduate Civil Engineering education to engineers in industry and the military who could not have otherwise received a UF graduate education due to geographical or time constraints. The UF EDGE program extends the teaching mission of UF beyond the buildings of UF to expand the student population to engineers worldwide who want to earn a UF master's degree or graduate credits. The UF EDGE program leverages existing on-campus graduate courses taught by UF engineering faculty by holding them in studio classrooms to expand the class size to distance students using online video, thus minimizing any extra classroom instructional time for UF faculty. Using the same course lectures, assignments, online resources, and exams for both distance UF EDGE students and on-campus engineering graduate students ensures the program quality and academic standards are maintained at the same reputable level. Graduate status faculty receive supplemental funds from UF EDGE tuition collected based on the number of distance graduate students enrolled in their courses to support any additional work required to interact with distance students and arrange online materials for distance courses. Departments using instructors or other non-graduate status faculty receive support funds from UF EDGE tuition collected based on enrollments to support costs of instructor appointments. In addition to distance students, the UF EDGE videos are made available to campus students participating in the on-campus sections of courses, thus providing campus students the added academic benefit of the ability to review lectures in preparation for exams.

Research and Scholarship: Professional students enrolled in the distance online UF EDGE courses are employed at many of the businesses and national research laboratories that UF College of Engineering faculty collaborate with on sponsored research activities. Providing continuing educational opportunities to industry research partners worldwide strengthens and potentially expands research collaboration between the College of Engineering and industry. The UF EDGE classroom studio classroom facilities and online video delivery are also made available to College of Engineering faculty for use for educational outreach activities or seminars that are part of research proposals.

Service: The UF EDGE program fulfills the university's obligation *to share the benefits of its research and knowledge for the public good.* Preparing the engineering workforce through UF graduate education in advanced areas of engineering and technology equips the workforce to find solutions to engineering challenges facing society.

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Board of Governors, System Goals 2012-25:

Excellence

Goal: Strengthen Quality and Reputation of Academic Programs and Universities

Online offering of graduate Civil Engineering courses build the state's reputations for world-class academic programs and research capacity. Participation from professional distance students worldwide in the UF EDGE courses provides relevant interaction with UF faculty and feedback on curriculum from industry to strengthen the content of academic programs; making academic materials delivered from the UF College of Engineering more relevant to industry worldwide and UF graduates more equipped for the global workforce. Industry based UF EDGE distance learning students are employed at many of the companies and national research laboratories that sponsor UF College of Engineering research proposals. Building faculty interaction with engineers in industry through distance education can serve to strengthen research collaborations. A portion of UF EDGE funds generated are used to compensate faculty who are active in research, and campus based teaching assistants, many of whom are performing research thesis or dissertations.

Productivity

Goal: Increase Degree Productivity and Program Efficiency

Online delivery of graduate Civil Engineering courses provides opportunity for engineers anywhere in the state (and worldwide) to access a high quality graduate engineering education. The UF EDGE program helps UF fulfill the goal of meeting community educational needs by delivering access to high quality graduate engineering programs for professionals regardless of their location.

UF EDGE degree program students can directly apply the engineering and technical knowledge gained to their business operations to grow and strengthen those organizations. Online UF EDGE courses and degree programs provide opportunity for industry and the military to continue to educate and cross-train their workforce in engineering fields, without having to send their employees away from the office to attend courses.

Strategic Priorities for a Knowledge Economy

Goal: Increase the Number of Degrees Awarded in STEM and Other Areas of Strategic Emphasis

The UF EDGE program from the UF College of Engineering offers worldwide access to engineering master's degrees from the University of Florida. The complete online delivery of courses leading to master's degrees from the college of engineering provides educational access to engineers in industry and the military that cannot attend the UF campus in person; producing

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engineering master's degrees from a population of students that would otherwise be excluded from a UF education due to geographical and time constraints.

Declaratory Statement

Provide a declaratory statement that the policy will not increase the state's fiscal liability or obligation and that the Market Tuition Rate program cohorts will not supplant an existing E&G funded degree program in the same discipline:

The UF EDGE market rate policy for the Civil Engineering graduate courses will not result in an increase the state's fiscal liability or obligation and the Market Tuition Rate program cohorts will not supplant an existing E&G funded degree program in the same discipline.

Restrictions / Limitations

Identify any proposed restrictions, limitations, or conditions to be placed on the policy:

Tuition increases will be limited to no more than 15% per year; with each annual percentage change based on market conditions.

Accountability Measures

Indicate how the university will monitor the success of the policy. Provide specific metrics that will be used.

Course Enrollments: Program pricing for non-Florida residents will be based on market rates and conditions. Enrollment numbers in 2012-2013 for non-Florida residents in Civil Engineering courses was 72 course registrations. A successful pricing policy based on market rates for non-Florida residents will result in growth in current enrollment numbers under a market based tuition.

Student Quality: Student quality will not be compromised for distance learning students in graduate degree programs offered through UF EDGE. The standards for admission into the UF College of Engineering graduate programs will be maintained as the same reputable level for UF EDGE distance learning students as for on-campus graduate students. Maintaining the level of qualifications for admittance into UF EDGE offered degree programs, including GRE/FE exams scores and undergraduate program/GPA, is essential to maintaining the quality, reputation and ranking of College of Engineering graduate degree programs.

Student Feedback: The customer satisfaction of UF EDGE students for the quality and applicability of courses and programs offered for distance learning engineering students is an important metric to whether the UF College of Engineering is meeting industry needs for distance graduate education. UF EDGE students will be regularly surveyed on the quality and applicability of courses and programs offered online.

Faculty Quality and Feedback: Establishing market rate allows for proper compensation for

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the time and technical expertise of college of engineering faculty to deliver the most current curriculum and instructional methods for both the distance engineering students in industry and the campus graduate students participating in the same courses. UF EDGE funds are also used to investigate emerging instructional technologies for faculty to deliver content with more clarity for both distance and campus students in UF EDGE courses. A UF EDGE Teaching Faculty Advisory Committee (TFAC) meets biannually to ensure faculty input on the quality of instructional related policies for UF EDGE. It is comprised of active UF EDGE teaching faculty members from the 7 engineering departments offering master's degree programs online.

Course Availability

Explain how the university will ensure that sufficient courses are available to meet student demand and facilitate completion of each program submitted for consideration. Will any similar E&G courses be eliminated or scaled back if this program is implemented?

The UF College of Engineering has offered distance learning graduate courses since 1965 (then named the GENESYS: Graduate Engineering Education System, which used broadcast towers for course transmission across the State of Florida). The distance learning program has evolved since 1965 to the current online delivery of UF EDGE programs, based on dually purposing on-campus graduate courses held in studio classrooms delivered to distance students using online video and the UF course management system. The graduate courses that are part of the UF EDGE program have to be offered regularly for the degree program on-campus students, so the offering of the courses regularly is backed by the frequency they are needed for on-campus students in the College of Engineering. With distance students participating online, there is no enrollment cap for the distance courses since there is no physical classroom constraint for class size, thus assuring sufficient available 'seats' for demand in each online course offered through UF EDGE. The UF College of Engineering obtains a 2 year course plan for UF EDGE courses from each department to allow for distance learning students to adequately plan their program of study of courses they will participate in towards completion of their degree program.

Economic Impact

Provide economic impact that this proposal will have on the university and the student, anticipated revenue collection, how the revenue will be spent, whether any private vendors will be used, and which budget entity the funds will be budgeted.

Establishing market rate for tuition for non-Florida residents participating in the UF EDGE Civil Engineering online graduate courses will bring in a new stream of revenue from outside of the state of Florida into the state economy. The majority of students participating in UF EDGE courses have their tuition supported by their employer, so the impact of establishing market rate tuition should be minimally burdened by individual students, and with starting market rate at current self-funded tuition, industry programs supporting tuition should be unaffected by market pricing.

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A continual increase in enrollments in the UF EDGE programs will demonstrate industry is willing to invest in their employees' continuing education, and if they are receiving a return on their educational investment through a more qualified professional engineering workforce from UF.

It is estimated that \$149,040 in tuition revenue will be generated the first year from non-Florida resident Civil Engineering distance learning student enrollments. Approximately 50% will be used to support the UF EDGE program (staff, IT, equipment, software, and other operating expenses).

The remaining 50% will be used to support faculty, departments, teaching assistants, college administration, and to pay university overhead.

- Infrastructure and instructional technologies developed in the UF EDGE program from market tuition funds serve combined classrooms of campus and distance students. Any technologies or equipment invested in will serve to enhance the educational quality for both UF campus and distance students.
- The College of Engineering faculty teaching UF EDGE courses take extra time and effort to interact with distance students and structure course materials for online delivery. Graduate faculty compensation for time and effort required for these activities is essential to ensuring the best research active college faculty are in the classroom for distance students. Faculty support funds to departments for instructors ensure departments are able to provide sufficient qualified instructors for non-research based course curriculums. Using market tuition funds from non-Florida residents for faculty support brings in a stream of out-of-state money to the local Florida economy though faculty use of these funds in daily activities.
- Participating faculty are exposed to technologies and staff support of the UF EDGE program and are able to develop instructional technology skills through participation in UF EDGE that benefit both campus and distance students and enhance the quality of College of Engineering academic programs.
- Teaching assistant support provided from market tuition funds ensure teaching assistant contact for both distance learning students and campus students in UF EDGE courses. Teaching assistant funds also enhance research at UF by supporting campus graduate students working on thesis or dissertations.
- Providing high quality educational opportunities for professional engineers in industry worldwide enhances the reputation and international reach of the College of Engineering academic programs.
- Contacts and relationships established with professional engineers in industry though online educational programs develops opportunities for engineering faculty to collaborate on funded research projects with industry worldwide.

Private vendors will not be utilized.

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Funds will be budgeted through the university's Distance and Continuing Education auxiliary.

Other Information

Provide any additional information if necessary, and complete the attached supplemental form.

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University: University of Florida

Proposed Market Tuition Program: Master of Electrical Engineering

Date	
University Board of Trustees approval date:	
Proposed Implementation Date (month/year):	January, 2014
Graduate online or Graduate Continuing Ed. Program:	Graduate online
CIP Code:	14.1001

Description of the Program and the Market Tuition Rate Process

Describe the program and explain the process used to determine market tuition.

The UF EDGE online program extends the opportunity of a UF graduate education to engineers in industry and the military who could not have otherwise received a UF education due to geographical or time constraints. The UF EDGE program extends the teaching mission of UF beyond the buildings of UF to expand the student population to engineers worldwide who want to earn a UF engineering master's degree. The master's degree in Electrical Engineering is a non-thesis master's degree, consisting of 30 credit hours of course work.

The Masters degree in electrical engineering is simultaneously delivered to resident students and distance students. The resident students are registered as "on book" enrollments and pay the specified state tuition rate. The distance students are out of state students registered as "off book" and pay, currently, a fee based on cost recovery. Market rate is requested only for the latter cohort. The current tuition of \$690 per credit hour (cost recovery) will be maintained as shown on the UF EDGE tuition & fees page:

[http://www.ufedge.ufl.edu/degrees-and-certificates/tuition-and-fees.](http://www.ufedge.ufl.edu/degrees-and-certificates/tuition-and-fees)

Market Price will begin at \$690 per credit hour for tuition in order to begin the market status program under the same tuition rate that students currently are assessed. This initial rate also matches the UF EDGE non-market status, non-FL resident tuition enabling students taking out-of-department electives to currently pay a single tuition rate. Market rate will be examined on an annual basis comparatively to peer public universities offering online Electrical Engineering master's degrees to determine when tuition changes should be implemented.

Mission Alignment

Describe how offering the proposed program at market tuition aligns with the mission of the university and the Board strategic plan:

The offering of market Electrical Engineering online graduate courses aligns with the mission of

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the university and the Board strategic plan in the following manner:

University of Florida Mission Statement:

The university welcomes the full exploration of its intellectual boundaries and supports its faculty and students in the creation of new knowledge and the pursuit of new ideas.

Teaching: The UF EDGE online program extends the opportunity of a UF graduate Electrical Engineering education to engineers in industry and the military who could not have otherwise received a UF graduate education due to geographical or time constraints. The UF EDGE program extends the teaching mission of UF beyond the buildings of UF to expand the student population to engineers worldwide who want to earn a UF master's degree or graduate credits. The UF EDGE program leverages existing on-campus graduate courses taught by UF engineering faculty by holding them in studio classrooms to expand the class size to distance students using online video, thus minimizing any extra classroom instructional time for UF faculty. Using the same course lectures, assignments, online resources, and exams for both distance UF EDGE students and on-campus engineering graduate students ensures the program quality and academic standards are maintained at the same reputable level. Graduate status faculty receive supplemental funds from UF EDGE tuition collected based on the number of distance graduate students enrolled in their courses to support any additional work required to interact with distance students and arrange online materials for distance courses. Departments using instructors or other non-graduate status faculty receive support funds from UF EDGE tuition collected based on enrollments to support costs of instructor appointments. In addition to distance students, the UF EDGE videos are made available to campus students participating in the on-campus sections of courses, thus providing campus students the added academic benefit of the ability to review lectures in preparation for exams.

Research and Scholarship: Professional students enrolled in the distance online UF EDGE courses are employed at many of the businesses and national research laboratories that UF College of Engineering faculty collaborate with on sponsored research activities. Providing continuing educational opportunities to industry research partners worldwide strengthens and potentially expands research collaboration between the College of Engineering and industry. The UF EDGE classroom studio classroom facilities and online video delivery are also made available to College of Engineering faculty for use for educational outreach activities or seminars that are part of research proposals.

Service: The UF EDGE program fulfills the university's obligation *to share the benefits of its research and knowledge for the public good.* Preparing the engineering workforce through UF graduate education in advanced areas of engineering and technology equips the workforce to find solutions to engineering challenges facing society.

Board of Governors, System Goals 2012-25:

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Excellence

Goal: Strengthen Quality and Reputation of Academic Programs and Universities

Online offering of graduate Electrical Engineering courses build the state's reputations for world-class academic programs and research capacity. Participation from professional distance students worldwide in the UF EDGE courses provides relevant interaction with UF faculty and feedback on curriculum from industry to strengthen the content of academic programs; making academic materials delivered from the UF College of Engineering more relevant to industry worldwide and UF graduates more equipped for the global workforce. Industry based UF EDGE distance learning students are employed at many of the companies and national research laboratories that sponsor UF College of Engineering research proposals. Building faculty interaction with engineers in industry through distance education can serve to strengthen research collaborations. A portion of UF EDGE funds generated are used to compensate faculty who are active in research, and campus based teaching assistants, many of whom are performing research thesis or dissertations.

Productivity

Goal: Increase Degree Productivity and Program Efficiency

Online delivery of graduate Electrical Engineering courses provides opportunity for engineers anywhere in the state (and worldwide) to access a high quality graduate engineering education. The UF EDGE program helps UF fulfill the goal of meeting community educational needs by delivering access to high quality graduate engineering programs for professionals regardless of their location.

UF EDGE degree program students can directly apply the engineering and technical knowledge gained to their business operations to grow and strengthen those organizations. Online UF EDGE courses and degree programs provide opportunity for industry and the military to continue to educate and cross-train their workforce in engineering fields, without having to send their employees away from the office to attend courses.

Strategic Priorities for a Knowledge Economy

Goal: Increase the Number of Degrees Awarded in STEM and Other Areas of Strategic Emphasis

The UF EDGE program from the UF College of Engineering offers worldwide access to engineering master's degrees from the University of Florida. The complete online delivery of courses leading to master's degrees from the college of engineering provides educational access to engineers in industry and the military that cannot attend the UF campus in person; producing engineering master's degrees from a population of students that would otherwise be excluded

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from a UF education due to geographical and time constraints.

Declaratory Statement

Provide a declaratory statement that the policy will not increase the state's fiscal liability or obligation and that the Market Tuition Rate program cohorts will not supplant an existing E&G funded degree program in the same discipline:

The UF EDGE market rate policy for the Electrical Engineering graduate courses will not result in an increase the state's fiscal liability or obligation and the Market Tuition Rate program cohorts will not supplant an existing E&G funded degree program in the same discipline.

Restrictions/Limitations

Identify any proposed restrictions, limitations, or conditions to be placed on the policy:

Tuition increases will be limited to no more than 15% per year; with each annual percentage change based on market conditions.

Accountability Measures

Indicate how the university will monitor the success of the policy. Provide specific metrics that will be used.

Course Enrollments: Program pricing for non-Florida residents will be based on market rates and conditions. Enrollment numbers in 2012-2013 for non-Florida residents in Electrical Engineering courses was 64 course registrations. A successful pricing policy based on market rates for non-Florida residents will result in growth in current enrollment numbers under a market based tuition.

Student Quality: Student quality will not be compromised for distance learning students in graduate degree programs offered through UF EDGE. The standards for admission into the UF College of Engineering graduate programs will be maintained as the same reputable level for UF EDGE distance learning students as for on-campus graduate students. Maintaining the level of qualifications for admittance into UF EDGE offered degree programs, including GRE/FE exams scores and undergraduate program/GPA, is essential to maintaining the quality, reputation and ranking of College of Engineering graduate degree programs.

Student Feedback: The customer satisfaction of UF EDGE students for the quality and applicability of courses and programs offered for distance learning engineering students is an important metric to whether the UF College of Engineering is meeting industry needs for distance graduate education. UF EDGE students will be regularly surveyed on the quality and applicability of courses and programs offered online.

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Faculty Quality and Feedback: Establishing market rate allows for proper compensation for the time and technical expertise of college of engineering faculty to deliver the most current curriculum and instructional methods for both the distance engineering students in industry and the campus graduate students participating in the same courses. UF EDGE funds are also used to investigate emerging instructional technologies for faculty to deliver content with more clarity for both distance and campus students in UF EDGE courses. A UF EDGE Teaching Faculty Advisory Committee (TFAC) meets biannually to ensure faculty input on the quality of instructional related policies for UF EDGE. It is comprised of active UF EDGE teaching faculty members from the 7 engineering departments offering master's degree programs online.

Course Availability

Explain how the university will ensure that sufficient courses are available to meet student demand and facilitate completion of each program submitted for consideration. Will any similar E&G courses be eliminated or scaled back if this program is implemented?

The UF College of Engineering has offered distance learning graduate courses since 1965 (then named the GENESYS: Graduate Engineering Education System, which used broadcast towers for course transmission across the State of Florida). The distance learning program has evolved since 1965 to the current online delivery of UF EDGE programs, based on dually purposing on-campus graduate courses held in studio classrooms delivered to distance students using online video and the UF course management system. The graduate courses that are part of the UF EDGE program have to be offered regularly for the degree program on-campus students, so the offering of the courses regularly is backed by the frequency they are needed for on-campus students in the College of Engineering. With distance students participating online, there is no enrollment cap for the distance courses since there is no physical classroom constraint for class size, thus assuring sufficient available 'seats' for demand in each online course offered through UF EDGE. The UF College of Engineering obtains a 2 year course plan for UF EDGE courses from each department to allow for distance learning students to adequately plan their program of study of courses they will participate in towards completion of their degree program.

Economic Impact

Provide economic impact that this proposal will have on the university and the student, anticipated revenue collection, how the revenue will be spent, whether any private vendors will be used, and which budget entity the funds will be budgeted.

Establishing market rate for tuition for non-Florida residents participating in the UF EDGE Electrical Engineering online graduate courses will bring in a new stream of revenue from outside of the state of Florida into the state economy. The majority of students participating in UF EDGE courses have their tuition supported by their employer, so the impact of establishing market rate tuition should be minimally burdened by individual students, and with starting market rate at

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current self-funded tuition, industry programs supporting tuition should be unaffected by market pricing. A continual increase in enrollments in the UF EDGE programs will demonstrate industry is willing to invest in their employees' continuing education, and if they are receiving a return on their educational investment through a more qualified professional engineering workforce from UF.

It is estimated that \$132,480 in tuition revenue will be generated the first year from non-Florida resident Electrical Engineering distance learning student enrollments. Approximately 50% will be used to support the UF EDGE program (staff, IT, equipment, software, and other operating expenses).

The remaining 50% will be used to support faculty, departments, teaching assistants, college administration, and to pay university overhead.

- Infrastructure and instructional technologies developed in the UF EDGE program from market tuition funds serve combined classrooms of campus and distance students. Any technologies or equipment invested in will serve to enhance the educational quality for both UF campus and distance students.
- The College of Engineering faculty teaching UF EDGE courses take extra time and effort to interact with distance students and structure course materials for online delivery. Graduate faculty compensation for time and effort required for these activities is essential to ensuring the best research active college faculty are in the classroom for distance students. Faculty support funds to departments for instructors ensure departments are able to provide sufficient qualified instructors for non-research based course curriculums. Using market tuition funds from non-Florida residents for faculty support brings in a stream of out-of-state money to the local Florida economy though faculty use of these funds in daily activities.
- Participating faculty are exposed to technologies and staff support of the UF EDGE program and are able to develop instructional technology skills through participation in UF EDGE that benefit both campus and distance students and enhance the quality of College of Engineering academic programs.
- Teaching assistant support provided from market tuition funds ensure teaching assistant contact for both distance learning students and campus students in UF EDGE courses. Teaching assistant funds also enhance research at UF by supporting campus graduate students working on thesis or dissertations.
- Providing high quality educational opportunities for professional engineers in industry worldwide enhances the reputation and international reach of the College of Engineering academic programs.
- Contacts and relationships established with professional engineers in industry through online educational programs develops opportunities for engineering faculty to collaborate on funded research projects with industry worldwide.

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Private vendors will not be utilized.

Funds will be budgeted through the university's Distance and Continuing Education auxiliary.

Other Information

Provide any additional information if necessary, and complete the attached supplemental form.

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University: The University of Florida

Proposed Market Tuition Program: Master of Fisheries & Aquatic Sciences

Date	
University Board of Trustees approval date:	
Proposed Implementation Date (month/year):	January, 2014
Graduate online or Graduate Continuing Ed. Course:	Graduate online
CIP Code:	03.0301
Description of the Program and the Market Tuition Rate Process	
<p>Describe the program and explain the process used to determine market tuition.</p> <p>The online Master of Fisheries and Aquatic Sciences (SFRC) is a 32-credit non-thesis degree offered in the School of Forest Resources and Conservation. This program is designed for working professionals in environmental sciences, fisheries, aquatic sciences, and natural resources, and marine biology fields who are interested in advancing their careers by earning a graduate degree. All courses are offered online and self-funded for place-bound students and a technical paper is produced as part of the graduation requirements.</p> <p>Tuition rates will be determined by market forces that may result in increases or decreases in price, but pursuant to BOG requirement, will not be increased by more than 15% per year. Prices will be based on competition, reputation, brand identity and delivery format.</p>	
Mission Alignment	
<p>Describe how offering the proposed program at market tuition aligns with the mission of the university and the Board strategic plan:</p> <p>The CALS mission is to provide “lifelong learning in the areas of food, agriculture, natural resources and life sciences as they relate to human resources, the environment, individual communities and a global society.” This program supports the SFRC mission to deliver integrated graduate programs with an aim at achieving social, economic and environmental sustainability by educating professionals, scientists, leaders, and citizens. Offering the MFAS degree has expanded the number of students educated by SFRC, broadened the diversity of students served, generated income to support development and teaching of online courses, and responded to needs expressed by working professionals in Florida and nationally.</p>	

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Declaratory Statement

Provide a declaratory statement that the policy will not increase the state's fiscal liability or obligation and that the Market Tuition Rate program cohorts will not supplant an existing E&G funded degree program in the same discipline:

The Master of Fisheries & Aquatic Sciences market rate policy will not result in an increase in the state's fiscal liability or obligation. Students enrolling in this self-funded program are otherwise unable to attend graduate school due to career constraints, family obligations, or other place-bound requirements and thus this program does not compete with existing E&G funded on-campus programs.

Restrictions / Limitations

Identify any proposed restrictions, limitations, or conditions to be placed on the policy:

Pricing will be determined by market forces that may result in increases or decreases in price but, pursuant to BOG requirement, will not be increased by more than 15% per year.

Accountability Measures

Indicate how the university will monitor the success of the policy. Provide specific metrics that will be used.

The School of Forest Resources and Conservation will use a number of different measures to ensure program quality and accountability for our students and the University. These measures will provide feedback regarding the appropriateness of the proposed tuition rates for each program. Individual program accountability will be measured in the following ways:

- Admissions criteria: Applicants to the online MFAS are held to the same standards as other graduate students in the SFRC, including acceptable GRE scores, minimum GPA requirements, letters of reference, and a vouching faculty member to serve as major advisor for each student.
- Enrollment numbers: Program growth is a metric that will be used to determine the success of our tuition rate. The number of professionals in the fields of fisheries and aquatic sciences is increasing, and market research has suggested that enrollment in these nearly-unique programs will rise for the foreseeable future. The minimum enrollment number for this program to be viable will be 20.
- Student evaluations of programs and instructors: Students will be polled and surveyed at regular intervals during the course of their studies in each program, as well as after completion, to ensure that they are satisfied with their experiences within the programs.

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- Student Learning Outcomes assessments: Program quality will be closely monitored via SLO assessments conducted at regular intervals for each individual program. Success of the program will be determined based on favorable letter grade distributions in each course. Data will be used to make modifications to program administration or courses as needed.

Course Availability

Explain how the university will ensure that sufficient courses are available to meet student demand and facilitate completion of each program submitted for consideration. Will any similar E&G courses be eliminated or scaled back if this program is implemented?

Courses for the MFAS program are established offerings taught primarily by full-time faculty in the School of Forest Resources and Conservation. We have courses taught by prominent professionals, as well, who are able to provide unique perspectives to students seeking real-world knowledge, and these individuals are paid by the revenues generated in the programs. As enrollment grows, we will continue to utilize professionals, graduate students, and adjuncts as needed for our offerings, without incurring resource costs to the University.

In fact, our ability to offer additional "on-book" E&G funded courses has and will continue to increase as a result of the revenue generated by self-funded programs; it is standard procedure in our programs that instructors teaching self-funded courses also teach non-self-funded sections for on-campus (E&G) students as part of the arrangement.

Economic Impact

Provide economic impact that this proposal will have on the university and the student, anticipated revenue collection, how the revenue will be spent, whether any private vendors will be used, and which budget entity the funds will be budgeted.

As state revenues continue to fluctuate, the ability to assess and charge a market tuition rate becomes increasingly important for the university as a means to find alternative sources of funding. The ability to charge market rate allows the university the ability to be competitive in the market place and generate much needed additional revenue. It is anticipated that the impact to the student will be neutral as the tuition will be based on marketplace comparisons. The projected revenue for the first year of market rate status (third year of self-funded status) in this program is approximately \$27,000. The revenue will be utilized to support the program staff, marketing, and operating costs, and any residual revenue will be utilized to support departmental activities (such as faculty, staff, and other indirect cost). The program operates under the auxiliary budget entity through Distance and Continuing Education per BOG Rule 8.002.

Other Information

Provide any additional information if necessary, and complete the attached supplemental form.

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University: University of Florida

Proposed Market Tuition Program: Master of Music in Music Education

Date	
University Board of Trustees approval date:	
Proposed Implementation Date (month/year):	January, 2014
Graduate online or Graduate Continuing Ed. Program:	Graduate online
CIP Code:	13.1312

Description of the Program and the Market Tuition Rate Process

Describe the program and explain the process used to determine market tuition.

This is an online graduate program designed to address the needs of K-12 music teachers. Pricing will be determined by market forces that may result in increases or decreases in price, but pursuant to BOG requirement, will not be increased by more than 15% per year. Prices will be based on competition, reputation, brand identity and delivery format.

Mission Alignment

Describe how offering the proposed program at market tuition aligns with the mission of the university and the Board strategic plan:

The UF MM in Music Education program in the College of Fine Arts requests market rate pricing for the program. The program is offered in a distance learning format to fully employed students who could not attend a full-time, weekday program. These cohorts do not generate fundable credit hours and therefore receive no state subsidy.

The MM program is a classified instructional program established in accordance with BOG Regulation 8.011. The program does not lead to initial certification for Education, an occupational area identified as "Critical Needs Areas" in the State University System of Florida Strategic Plan, 2005-2013, as amended in 2009. Rather, it offers further skill development for educators.

Program admission and graduation requirements for this MM program are the same as the full-time, in-residence MM (traditional) program that is funded by state appropriations. All applicants must provide official transcripts from an acceptable four-year accredited college or university, official test scores on the Test of English as a Foreign Language (TOEFL) exam (international applicants only), three letters of recommendation, written essay, and additional portfolio materials. A personal interview may also be required. To obtain a degree, all

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admitted students must successfully complete the 33-credit hour curriculum while maintaining a minimum grade point average of 3.0 on a 4.0 scale. All students, whether enrolled in the traditional or online MM program, receive the same degree.

Declaratory Statement

Provide a declaratory statement that the policy will not increase the state's fiscal liability or obligation and that the Market Tuition Rate program cohorts will not supplant an existing E&G funded degree program in the same discipline:

The Master of Music in Music Education market rate policy will not result in an increase in the state's fiscal liability or obligation and will not supplant an existing E&G funded degree program in the same discipline.

Restrictions/Limitations

Identify any proposed restrictions, limitations, or conditions to be placed on the policy:

Pricing will be determined by market forces that may result in increases or decreases in price but, pursuant to BOG requirement, will not be increased by more than 15% per year.

Accountability Measures

Indicate how the university will monitor the success of the policy. Provide specific metrics that will be used.

The success of the UF MM in Music Education program hinges on our ability to deliver an outstanding MA experience to all students. In assessing success within the working professional program, the following accountability measures have been established.

Student Enrollment. Program pricing for these offerings will reflect market rates and economic conditions within the state. Pricing will enable the program to recruit top MM-seeking educators in sufficient numbers. Average cohort enrollment that exceeds 20 top quality students is an indicator of a successful pricing strategy. Student quality is defined below.

Student Quality. Student quality is an uncompromising component of overall program quality. Program admissions standards will be set to ensure that the students recruited into these cohorts will excel inside and outside of the classroom, and will serve to strengthen the brand of the University of Florida and the UF MM Program. Each cohort will have a minimum mean professional work experience of 4 years and satisfactory portfolios, essays, and GPAs.

Faculty Excellence. Establishing market rate pricing enables us to continue to utilize UF College of Fine Arts professors and comparably qualified professors around the country in

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our MM program. This ensures a top quality experience for our students and strengthens our value proposition and mission alignment. Teaching evaluations are utilized to ensure that faculty quality is maintained throughout the program.

Student Satisfaction. A large part of recruiting efforts for this program involves word of mouth advertising. Students and graduates of the program are very satisfied with the experience, and in turn, recommend the program to their colleagues and friends. For this reason, it is vital that we produce an MM experience of the highest quality in all areas. The UF MM in Music Education program will continue to monitor exit interview survey data to track student satisfaction in each working professional cohort. Proactive measures will be taken to improve and innovate when warranted to continue to produce a highly valuable and successful program.

Course Availability

Explain how the university will ensure that sufficient courses are available to meet student demand and facilitate completion of each program submitted for consideration. Will any similar E&G courses be eliminated or scaled back if this program is implemented?

The College of Fine Arts has been offering the online program for one year. The program has already achieved national prominence and, as a result, exceeded initial enrollment expectations. Also, as a result, we have been able to attract highly qualified faculty to provide sufficient courses to meet student demand.

Economic Impact

Provide economic impact that this proposal will have on the university and the student, anticipated revenue collection, how the revenue will be spent, whether any private vendors will be used, and which budget entity the funds will be budgeted.

As state revenues continue to fluctuate, the ability to assess and charge a market tuition rate becomes increasingly important for the university as a means to find alternative sources of funding. The ability to charge market rate allows the university the ability to be competitive in the market place and generate much needed additional revenue. It is anticipated that the impact to the student will be neutral as the tuition will be based on market place comparisons. The projected revenue for the first year of this program will be \$17,211. The revenue will be utilized to support the program and any residual revenue will be utilized to support college activities (such as faculty, staff, and other indirect cost). It is anticipated that a private vendor may be used to provide marketing and student recruitment support for the program. The program will operate under the auxiliary budget entity through Distance and Continuing Education per BOG Rule 8.002.

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Other Information

Provide any additional information if necessary, and complete the attached supplemental form.

See attached spreadsheet.



**UNIVERSITY OF FLORIDA BOARD OF TRUSTEES
COMMITTEE ON EDUCATIONAL POLICY AND STRATEGY
COMMITTEE ACTION ITEM EP2
November 5, 2013**

SUBJECT: Tenure Upon Hire

BACKGROUND INFORMATION

The Chairs and Deans of three newly appointed faculty members have recommended to the President that they be granted tenure commencing with their appointment. These individuals meet the criteria set forth in the University's tenure policy and are recommended by the President to receive tenure. Attached is a Summary of these Tenure Upon Hire cases.

PROPOSED COMMITTEE ACTION

The Committee on Educational Policy and Strategy is asked to approve the Tenure Upon Hire cases listed on the attached Summary and the Board Materials for recommendation to the Board of Trustees for approval on the Consent Agenda. While any administrative appointment is noted, tenure is granted only for the faculty appointments.

SIGNIFICANT POLICY ISSUES FOR COMMITTEE TO CONSIDER

Board of Governors approval is not required.

Supporting Documentation Included: See attached Summary

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

Peter J. Carek – College of Medicine

Professor and Chair, Department of Community Health & Family Medicine

Dr. Carek received his B.A. in Pre-professional studies from Clemson University in 1987, his M.D. from the Medical University of South Carolina in 1987, and his M.S. in Human Performance and Sports Studies from the University of Tennessee-Knoxville in 1982. Dr. Carek has earned a reputation as an exceptional educator and national leader in family and sports Medicine. He has received numerous awards for his work, including the Best Doctors in America Award (1996-2013), the Accreditation Council for Graduate Medical Education Parker J. Palmer Courage to Teach Award (2009), and the Nikitas J. Zervanos Outstanding Program Director Award (2010). Dr. Carek is a diplomat of the American Board of Family Medicine and a fellow of the American Academy of Family Physicians. His research and training is supported by grants from the National Institutes of Health and the U.S. Department of Health and Human Services, as well as private and public organizations. He has published more than 85 articles, co-authored two scholarly books and written 14 book chapters. Additionally, he has authored dozens of reviews, editorials, letters to the editor and other publications. Dr. Carek has reviewed manuscripts for numerous academic journals. He is currently on the editorial board of *Annals of Family Medicine*, the official journal of the Society of Teachers of Family Medicine. During the last 20 years, he has been invited to give more than 110 lectures across the country on these topics, as well as approximately 70 peer-reviewed presentations. With his broad national perspective and wealth of experience as a practicing primary care physician, an innovative educator and a leader in the field, Dr. Carek will advance our department and primary care programs to new levels of engagement and accomplishment in the state and nation.

Liang Chen – Institute of Food and Agricultural Sciences (IFAS)

Associate Professor, Department of Microbiology and Cell Science

Dr. Liang received her B.S. in Biological Sciences from Tsinghua University, Beijing, China in 2001, and her Ph.D. in Statistical Genetics and Computational Biology from Yale University in 2006. Dr. Chen is currently employed with the University of Southern California as a tenured Associate Professor. She is the spouse of Sika Zheng, Ph.D., who is being recruited by the College of Medicine. Her research grants are from the National Institute of General Medical Sciences (\$850,000), American Federation for Aging Research (\$60,000), and the NIH, Center of Excellence in Genomic Science (\$12,135,049). Dr. Chen will bring a wealth of skills and experience in her research program to UF. It is anticipated that her research endeavors will provide long-term benefits to UF in its efforts to increase the research profile of UF on a national level.

Jeffrey R. Martens – College of Medicine

Professor and Chair, Department of Pharmacology and Therapeutics

Dr. Martens received his B.S. in Chemistry from the University of Florida in 1993, his Ph.D. in Pharmacology from the University of Florida in 1998, and his Postdoctoral Fellowship in Ion Channels in the Cardiovascular System from Colorado State University in 2001. Dr. Martens was selected after a nationwide search to be the Chair of the Department of Pharmacology and Therapeutics. He has earned a national reputation as a leading researcher in the field and a

deeply committed educator and mentor. He currently holds more than \$7 million in research grants from the National Institutes of Health, as well as other public and private organizations. He successfully established his own research program at the University of Michigan, where he pursues therapeutic approaches to treat atrial fibrillation and curative therapies for anosmias and olfactory dysfunction. Dr. Martens has led dozens of seminars and presentations across the country on these topics. Additionally, he has reviewed manuscripts and served as an editorial board member for numerous national international journals, authored more than 50 peer-reviewed publications and written five book chapters. Dr. Martens has served as a member of numerous national and international committees over the last decade. Recently, he served as co-chair of a peer review committee for the American Heart Association and on the cardiovascular division executive committee of the American Society of Pharmacology and Experimental Therapeutics. Dr. Martens brings not only his impressive personal research efforts in neurosensory and cardiovascular pharmacology to UF, but tremendous leadership energy and skills that will build on the department's great legacy and move it forward nationally and internationally.



**UNIVERSITY OF FLORIDA BOARD OF TRUSTEES
COMMITTEE ON EDUCATIONAL POLICY AND STRATEGY
COMMITTEE ACTION ITEM EP3
November 5, 2013**

SUBJECT: Performance Funding Model – UF Choice Metric

BACKGROUND INFORMATION

The Board of Governors (BOG) proposes to use a 10 metric performance funding model. Eight of the 10 metrics are common to all universities (except for New College of Florida, which only has seven of the common metrics), with two flexible metrics; one chosen by the BOG and one by the Board of Trustees.

The eight common metrics are: (1) Percent of Bachelor's Graduates Employed and/or Continuing their Education Further One Year after Graduation, (2) Median Average Full-time Wages of Undergraduates Employed in Florida One Year after Graduation, (3) Average Cost per Undergraduate Degree to the Institution, (4) Six Year Graduation Rate, (5) Academic Progress Rate (2nd year retention with GPA above 2.0), (6) Bachelor's Degrees Awarded in Areas of Strategic Emphasis (includes STEM), (7) University Access Rate (Percent of Undergraduates with a Pell-grant), and (8) Master's Degrees Awarded in Areas of Strategic Emphasis (includes STEM).

The BOG's choice for its UF-specific metric is: Faculty Awards. The UF President and Provost have identified total research expenditures as a core metric. UF's research endeavor supports excellence in education, is critical for innovation and fulfillment of the University's economic development role, generates significant revenues, and has been consistently recognized by the Board of Trustees as a key contributor to the achievement of the University's mission and preeminence.

PROPOSED COMMITTEE ACTION

The Committee on Educational Policy and Strategy is asked to adopt "Total Research Expenditures" as the UF-specific tenth performance metric for recommendation to the Board of Trustees for approval on the Consent Agenda.

SIGNIFICANT POLICY ISSUES FOR COMMITTEE TO CONSIDER

Submission to the Board of Governors is required, but approval is not required, however, as indicated in the supporting documentation, the performance levels for “excellence” and “improvement” for both UF-specific metrics remain to be determined.

Supporting Documentation Included: See attached slide.

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



Performance Funding Model (September 11, 2013)

Points	EXCELLENCE (Achieving System Goals)			IMPROVEMENT (Recognizing Annual Improvement)					
	3	2	1	3	2	1			
Key Metrics Common to All Universities Plus 2 Institution Specific Metrics									
1	Percent of Bachelor's Graduates Employed and/or Continuing their Education Further 1 Yr after Graduation			75%	65%	55%	3%	2%	1%
2	Median Average Full-time Wages of Undergraduates Employed in Florida 1 Yr after Graduation			\$40,000	\$30,000	\$20,000	3%	2%	1%
3	Average Cost per Undergraduate Degree to the Institution			\$20,000	\$25,000	\$30,000	3%	2%	1%
4	Six Year Graduation Rate <i>Full-time and Part-time FTIC</i>			70%	65%	60%	3%	2%	1%
5	Academic Progress Rate 2nd Year Retention with GPA Above 2.0			90%	85%	80%	3%	2%	1%
6	Bachelor's Degrees Awarded in Areas of Strategic Emphasis <i>(includes STEM)</i>			50%	40%	30%	3%	2%	1%
7	University Access Rate Percent of Undergraduates with a Pell-grant			75%	70%	65%	3%	2%	1%
8	Master's Degrees Awarded in Areas of Strategic Emphasis <i>(includes STEM)</i>			50%	40%	30%	3%	2%	1%
Institution-Specific Metrics									
9	Board of Governors choice (metrics chosen Sept. 12, 2013)			TBD	TBD	TBD	TBD	TBD	TBD
10	UBOTs choice			TBD	TBD	TBD	TBD	TBD	TBD