



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

**December 4, 2014**

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

**Time Convened: 3:37 p.m. EST**

**Time Adjourned: 4:35 p.m. EST**

**1.0 Verification of Quorum**

After a roll call, a quorum was confirmed, with all members present except for Trustees Cameron and Edwards.

**2.0 Call to Order and Welcome**

Committee Chair, David M. Thomas called the meeting to order at 3:37 p.m. EST.

**Members present were:**

David M. Thomas, Chair, David L. Brandon, C. David Brown, II, Christopher T. Corr, James W. Heavener, Pradeep Kumar, Carolyn K. Roberts, Jason J. Rosenberg, Juliet M. Roulhac, Steven M. Scott, Cory M. Yeffet. Trustees Cameron and Edwards were unable to attend.

**Others present were:**

President J. Bernard Machen, Provost and Senior Vice President for Academic Affairs Joseph Glover, Senior Vice President and Chief Operating Officer Charles Lane, Vice President for Student Affairs David Kratzer, Vice President, General Counsel and University Secretary Jamie Lewis Keith, other members of the cabinet, Executive Assistant Cheryl May and Executive Assistant Rebecca Holt, members of the University of Florida Community, and other members of the public and the media.

**3. Review and Approval of Minutes**

The Committee Chair asked for a motion to approve the minutes of the May 23, 2014 committee meeting and November 3, 2014 committee meeting, which was made by Trustee Roulhac and Seconded by Trustee Brandon. The Chair asked for further discussion, after which he asked for all in favor of the motion and any opposed and the motion was approved unanimously.

#### **4.0 Public Comment**

There were no requests for public comment.

The Committee considered the following Action Items:

#### **5.0 Action Items**

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

Provost Glover stated that there were 12 tenure upon hire cases for the Committee to act upon. There have been 61 confirmed faculty hires in the preeminence initiative to-date. The President has determined that the 12 faculty members satisfy the requirements for tenure and recommends them to the Board. For those individuals hired with faculty and administrative appointments, tenure attaches only to the faculty appointment. Provost Glover asked if there were any questions about any of the cases, all of which were discussed on the pre-meeting/call, and there were none.

Committee Chair Thomas asked for a motion to approve Action Item EP1, which was made by Trustee Roberts and Seconded by Trustee Brandon, for recommendation to the Board for its approval on the Consent Agenda. The Committee Chair asked for further discussion, of which there was none. The Committee Chair then asked for all in favor of the motion and any opposed, and the motion was approved unanimously.

##### **EP2. Annual Fee Increases: Activity and Service, Athletic, Student Health and Transportation Access Fees for Academic Year 2015-2016**

Committee Chair Thomas noted that in the pre-call/meeting, the Committee had a good discussion about this action item. The proposal is unanimously recommended by the fees committees and David Kratzer advised us that these committees have at least 50 percent student members. The Committee Chair asked if any Trustee would like for Vice President for Student Affairs, David Kratzer or Vice President of Business Affairs Curtis Reynolds to present the proposal again or to answer any questions. Having discussed this item fully, there were no additional questions.

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

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

Provost Glover stated that the College of Education has requested the termination of the Ph.D. and Ed.D. degrees in Marriage and Family Counseling and the Ph.D. and Ed.D. degrees in Mental Health Counseling. These programs will be subsumed under another existing degree program and have been streamlined into one major. These terminations were approved the Faculty Senate.

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

**EP4. University of Florida Annual Accountability Report 2013-2014**

Provost Glover stated that the University's Annual Accountability Report for 2013-2014 is comprised data on UF's financial resources, expenditures, personnel, enrollment, undergraduate and graduate education, and research and economic development activities and is submitted annually to the Board of Governors.

On the pre-call, the Committee asked for a summary of key advances and any issues reflected in the statistical tables at the beginning of the report. Provost Glover provided a summary of highlights of the report which is located in BoardVantage under Archives.

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

**EP5. University of Florida Regulation Amendments**

Vice President, General Counsel and University Secretary Jamie Lewis Keith stated that the only regulation change being proposed is an amendment to UF Regulation 3.0372 to implement the fees that were authorized by EP2.

Committee Chair Thomas asked for a motion to approve Action Item EP5, which was made by Trustee Brown and Seconded by Trustee Brandon, for recommendation to the Board for its approval on the Consent Agenda. The Committee Chair asked for further discussion, of which there was none. The Committee Chair then asked for all in favor of the motion and any opposed, and the motion was approved unanimously.

**EP6 and R14-141 Naming: "Center for Excellence in Early Childhood Studies" to "Anita Zucker Center for Excellence in Early Childhood Studies"**

Committee Chair Thomas stated that in the pre-call, the Committee favorably discussed naming the Center for Excellence in Early Childhood Studies for Anita Zucker. Ms. Zucker has been a long-time and generous donor and supporter of the University and is deeply dedicated to early childhood education in Florida and South Carolina.

Committee Chair Thomas asked for a motion to approve Action Item EP6 and Resolution R14-141 – Naming – for the Board's approval on the Consent Agenda, which was made by Trustee Roulhac and Seconded by Trustee Heavener. The Committee Chair asked for further discussion, of which there was none. The Committee Chair then asked for all in favor of the motion and any opposed, and the motion was approved unanimously.

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

## **6.0 Discussion/Informational Items**

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

- 6.1 **Admissions Update** – On behalf of Vice President for Enrollment Management Zina Evans, Provost Joseph Glover presented an overview of the 2015 Freshmen Admission Applications as of November 1 2014.
- 6.2 **Faculty Senate Update** – Faculty Senate Chair Pradeep Kumar gave accolades to President Machen for his contributions to the Machen Opportunity Scholarship and Shared Governance and thanked the faculty and Board of Trustees for the opportunity to serve as Chair of the Faculty Senate. Dr. Kumar announced his retirement in April 2015 and introduced Paul Davenport, a Distinguished Professor in the College of Veterinary Medicine, who will assume the role of Faculty Senate Chair in May 2015.
- 6.3 **Student Government Update** – Student Body President Cory Yeffet distributed a pamphlet highlighting the accomplishments and initiatives of the Student Government.

Provost Glover noted the following new majors and centers and one name change, which are noted for information and do not require Board action.

- 6.4 **New Majors in the College of Liberal Arts and Sciences:**
  - 6.4.1 Bachelor of Arts in Biology (CIP Code 26.0101)
  - 6.4.2 Bachelor of Arts in Psychology (CIP Code 42.0101)
- 6.5 **New Centers/Institutes:**
  - 6.5.1 Center for Landscape Conservation and Ecology (IFAS)
  - 6.5.2 UF Center for Global Islamic Studies (College of Liberal Arts and Sciences)
  - 6.5.3 UF Institute for Therapeutic Innovation (College of Medicine)
  - 6.5.4 Center for Public Issues Education in Agriculture and Natural Resources (College of Agricultural and Life Sciences)
- 6.6 **College Changes: The College of Nursing Reorganization.**

Provost Glover stated that he had one other informational item for the Committee:

With support from President Machen and incoming President Kent Fuchs, two dean searches began this week.

The College of Liberal Arts and Sciences (CLAS) dean search: Elaine Turner, Professor and Dean of the College of Agricultural and Life Sciences is chairing the committee, whose members are: CLAS Professors Karen Bjorndal (Biology), Bonnie Efros (Humanities), and Leslie Thiele (Political

Science), Graduate Student Kevin Jenkins, Undergraduate Student Susan Webster, Journalism Dean Diane McFarlin, Win Phillis of the President's Office, and CLAS Alumnus Roderick Odom.

The College of Law dean search: Diane McFarlin, Dean of the College of Journalism and Communications will Co-chair the committee along with Robert Rhee, Law Professor. Other members are Law Professors Darren Hutchinson, Lea Johnston and William Page, Associate Dean for Students Rachel Inman, Law Lecturer Stacey Steinberg, Law Student Celeste Thacker, Law Alumni Michael Minton and Eugene Pettis, and Dean of the College of Health and Human Performance Michael Reid.

## **7.0 New Business**

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

Vice President, General Counsel and University Secretary Jamie Lewis Keith stated that the Slowdown Hoedown in honor of President Bernie Machen and First Lady Chris Machen will be at the Museum of Natural History from 6:00-8:30 p.m. Dress is "hoedown casual" or "business casual." Many former Trustees, including students and faculty, will be there in addition to our current Board and Cabinet.

Vice President Keith shared that everyone is very much looking forward to celebrating the extraordinary accomplishments and contributions of Bernie and Chris Machen and thanking them for their leadership of UF and friendship to all of us.

Vice President Keith also reminded the Trustees that, at breakfast on Friday, the Board will be hosting 14 distinguished UF faculty members who are elected Fellows of the National Academy of Sciences or Engineering, the Institute of Medicine, or the American Academy of Arts and Sciences—which are the most prestigious academic research societies in the U.S. and are held in high regard by the Association of American Universities.

The breakfast will begin at 8:15 a.m. and President Machen and Board Chair Steve Scott will welcome these faculty members at the beginning of the breakfast. Trustees are asked to arrive at Emerson Hall by 8:15 a.m. Becky Holt handed out a chart with pictures and a short excerpt from the biographies of the Board's guests.

## **8.0 Adjourn**

After asking for any further discussion and hearing none, Committee Chair Thomas asked for a motion to adjourn, which was made by Trustee Roberts and a second which was made by Trustee Brandon and, with no further discussion desired, the motion was passed unanimously and the University of Florida Committee on Educational Policy and Strategy meeting was adjourned at 4:35 p.m. EST.



UNIVERSITY OF FLORIDA BOARD OF TRUSTEES
COMMITTEE ON EDUCATIONAL POLICY AND STRATEGY
COMMITTEE AGENDA
December 4, 2014
3:30 p.m. EST
President's Room 215B, Emerson Alumni Hall
University of Florida, Gainesville, Florida

Committee Members:

David M. Thomas (Chair), David L. Brandon, C. David Brown, II, Susan M. Cameron, Christopher T. Corr, Charles B. Edwards, James W. Heavener, Pradeep Kumar, Carolyn K. Roberts, Jason J. Rosenberg, Juliet M. Roulhac, Steven M. Scott, Cory M. Yeffet

- 1.0 Verification of Quorum..... TJ Villamil
2.0 Call to Order and Welcome ..... David M. Thomas, Chair
3.0 Review and Approval of Minutes..... David M. Thomas, Chair
May 23, 2014
November 3, 2014
4.0 Public Comment..... David M. Thomas, Chair
5.0 Action Items ..... David M. Thomas, Chair
EP1. Tenure Upon Hire
EP2. Annual Fee Increases: Activity and Service, Athletic, Student Health and Transportation Access Fees for Academic Year 2015-2016
EP3. Degree Program Terminations
EP4. University of Florida Annual Accountability Report 2013-2014
EP5. University of Florida Regulation Amendments
EP6. and R14-141 Naming: "Center for Excellence in Early Childhood Studies" to "Anita Zucker Center for Excellence in Early Childhood Studies"
6.0 Discussion/Informational Items..... David M. Thomas, Chair
6.1 Admissions Update ..... Zina Evans, Vice President for Enrollment Management
6.2 Faculty Senate Update ..... Pradeep Kumar, Faculty Senate Chair
6.3 Student Government Update ..... Cory Yeffet, Student Body President

- 6.4 New Majors in the College of Liberal Arts and Sciences ..... Joseph Glover, Provost
  - [6.4.1 Bachelor of Arts in Biology \(CIP Code 26.0101\)](#)
  - [6.4.2 Bachelor of Arts in Psychology, \(CIP Code 42.0101\)](#)
- 6.5 New Centers..... Joseph Glover, Provost
  - [6.5.1 Center for Landscape Conservation and Ecology \(IFAS\)](#)
  - [6.5.2 UF Center for Global Islamic Studies \(College of Liberal Arts & Sciences\)](#)
  - [6.5.3 UF Institute for Therapeutic Innovation \(College of Medicine\)](#)
  - [6.5.4 Center for Public Issues Education in Agriculture and Natural Resources \(College of Agricultural and Life Sciences\)](#)
  - [6.5.5 UF Center for PreCollegiate Education and Training \(Academic Affairs\)](#)
- 6.6 College Changes ..... Joseph Glover, Provost
  - [6.6.1 College of Nursing Reorganization](#)
- 7.0 New Business ..... David M. Thomas, Chair
- 8.0 Adjourn ..... David M. Thomas, Chair



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

**May 23, 2014**

**Conference Call at 9:00 a.m., EDT**

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

**Time Convened: 9:00 a.m., EDT**

**Time Adjourned: 9:40 a.m., EDT**

Committee Chair, Steven M. Scott called the meeting to order at 9:00 a.m., EDT.

**Members present were:**

Steven M. Scott, Chair, Christopher T. Corr, Charles B. Edwards, James W. Heavener, Jason J. Rosenberg, Juliet M. Roulhac, David M. Thomas, Cory M. Yeffet

**Others present were:**

Provost and Senior Vice President for Academic Affairs Joseph Glover, Vice President of Student Affairs David Kratzer, Vice President for Research David Norton, Vice President for Human Resources Paula Fussell, Vice President and General Counsel Jamie Lewis Keith, Special Assistant to the President Jamal Sowell, 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, with all members present except for Trustees Brown, Cameron, Heft and Roberts.

**Review and Approval of Minutes**

The minutes of March 18, 2014 and March 27, 2014 will be reviewed at the June 5, 2014 Committee meeting.

**Public Comment**

There were no requests for public comment.

The Committee considered the following Action Items:

**Action Items**



Chair Scott welcomed Cory Yeffet, the new President of Student Government. He noted that the expected Action Items for the June Committee meeting would be reviewed for action at the June meeting. He then asked Provost Glover to review the Tenure Upon Hire Cases.

### **Tenure Upon Hire:**

Provost Glover stated that as of this date, the following 18 individuals have been recommended to the President by Chairs and Deans to be granted tenure commencing with their appointment:

- (1) Arie Havelaar has been hired from Utrecht University as a Professor in the Department of Animal Sciences in the College of Agricultural and Life Sciences,
- (2) Carole Beal has been hired from the University of Arizona as a Professor in the School of Teaching and Learning in the College of Education,
- (3) Alfredo Garcia has been hired from the University of Virginia as a Professor in the Department of Industrial and Systems Engineering in the College of Engineering,
- (4) Kevin Otto has been hired from Purdue University as an Associate Professor in the Department of Biomedical Engineering in the College of Engineering,
- (5) Karim Oweiss has been hired from Michigan State as an Associate Professor in the Department of Electrical and Computer Engineering in the College of Engineering,
- (6) Charles Cobb has been hired from the University of South Carolina as a Professor in the Department of Natural History in the Florida Museum of Natural History,
- (7) Robert Guralnick has been hired from the University of Colorado Museum of Natural History as an Associate Curator in the Department of Natural History of the Florida Museum of Natural History,
- (8) Daniel Fesenmaier has been hired from Temple University as a Professor in the Department of Tourism, Recreation, and Sport Management in the College of Health and Human Performance,
- (9) Sriram Kalyanaraman has been hired from the University of North Carolina at Chapel Hill as a Professor in the Department of Journalism in the College of Journalism and Communications,
- (10) Tom Kelleher has been hired from the University of Hawaii School of Communications as Chair and Professor in the Department of Advertising in the College of Journalism and Communications,
- (11) George Broadwell has been hired from the State University of New York at Albany as a Professor in the Department of Anthropology in the College of Liberal Arts and Sciences,
- (12) Gregory Glass has been hired from Johns Hopkins University as a Professor in the Department of Geography in the College of Liberal Arts and Sciences,
- (13) Emily Hind has been hired from the University of Wyoming as an Associate Professor in the Department of Spanish and Portuguese Studies in the College of Liberal Arts and Sciences,
- (14) Jeffrey Johnson has been hired from East Carolina University as a Professor in the Department of Anthropology in the College of Liberal Arts and Sciences,

- (15) Michael McDonald has been hired from George Mason University as an Associate Professor in the Department of Political Science in the College of Liberal Arts and Sciences,
- (16) Cynthia Simmons has been hired from Michigan State University as an Associate Professor in the Department of Geography in the College of Liberal Arts and Sciences,
- (17) Catherine Tucker has been hired from Indiana University as an Associate Professor in the Department of Anthropology in the College of Liberal Arts and Sciences,
- (18) Robert Walker has been hired from Michigan State University as a Professor in the Department of Geography in the College of Liberal Arts and Sciences.

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

**Baby Gator Child Development and Research Center Fees 2014-2015:**

Chair Scott then asked Vice President for Human Resources Paula Fussell to review the fees for the Baby Gator Child Development and Research Center. Vice President Fussell shared that this center provides high quality care and early education to children of faculty, staff and UF students. Baby Gator is an auxiliary of the University, operating under the Department of Human Resources Services. The fees charged for the care and services provided by Baby Gator are required by statute to be approved by the Board of Trustees. The Baby Gator Advisory Board is recommending a small fee increase for Lake Alice. These costs are much lower than other child care facilities.

Trustee Edwards asked about the demand for these services and Vice President Fussell stated that there are over 300 on the waiting list and that they would like the opportunity to expand these services to Diamond Village.

Vice President Fussell asked if there were any other questions or comments and there were none.

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

Chair Scott asked Vice President for Research David Norton to review the Facility Security Clearance. Vice President Norton explained the requirement of the Department of Defense that the Board appoint a management committee to have access to classified material and resolve that Trustees will not require such access, listing all Trustees, if the Trustees do not want to be individually security-cleared. The Board has taken this action each time a new Trustee is appointed and is being provided the opportunity to do so at this time due to the appointments of the Faculty Senate Chair and the Student Body President.

Vice President Norton asked if there were any questions or comments and there were none.

### **New Degree: Ph.D. in Computer and Information Science and Engineering:**

Chair Scott then asked Provost Glover to review the New Degree. Provost Glover commented that the new Ph.D. Degree in Computer and Information Science and Engineering, in the College of Engineering, will allow students the ability to choose the most appropriate designation for their degree, Computer Science or Computer Engineering, based on their research topic. No additional resources or personnel will be required for this degree. This degree was approved by the Faculty Senate and the President.

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

### **University of Florida Regulation Amendments:**

Chair Scott asked Vice President and General Counsel Jamie Lewis Keith to review the UF Regulation Amendments.

Vice President Keith provided a brief summary of the University of Florida Regulation changes for the following:

- (1) 3.0372 Student Health, Athletic, and Activity and Service and Transportation Access Fees (Note: These fees were approved at the December Board of Trustees meeting.)
- (2) 3.0375 Tuition Costs
- (3) 7.019 Tenure and Promotion: Definition, Eligibility, Granting of Tenure, Criteria, Procedures and Methods of Processing, Confidential Nature of Materials and Discussions, Reports and Appeals, Permanent Status and Sustained Performance Evaluations (Note: Change is due to membership of the Academic Personnel Board (APB) – increase in number of APB members.)

Vice President Keith asked if there were any questions or comments and there were none.

### **University of Florida Work Plan 2014-2015:**

Chair Scott asked Provost Glover to review the Work Plan. Provost Glover explained that the Draft Work Plan lays out the goals for the next five years. It has been submitted to the Board of Governors as required, but the Board of Trustees needs to approve it at the June Board meeting before it may be confirmed to the Board of Governors. Provost Glover commented that no differential tuition request is being made this year. Trustee Corr complimented Provost Glover on the Work Plan.

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

### **Degree Program Terminations:**

Chairman Scott asked Provost Glover to review this item. Provost Glover stated that 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 following degree programs have no students enrolled in them and were approved for termination by the Faculty Senate:

- (1) College of Agricultural and Life Sciences – B.S. in Landscape and Nursery Horticulture
- (2) College of Engineering – Engineer’s Degree in Chemical Engineering

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

**Annual Tenure Awards:**

Chair Scott asked Provost Glover to review the Annual Tenure Awards. Provost Glover stated that the President is still working on the list of candidates for the proposed tenure awards, but all have been vetted through the Departments, Colleges, Senior Vice Presidents and Academic Personnel Board.

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

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

**Discussion/Informational Items:**

Chairman Scott stated that the Update Reports on Admissions, Faculty Senate, Student Government, Preeminence and UF Online would be provided during the Committee meeting on June 5, 2014. Chairman Scott asked Provost Glover to review the degree name changes and the center/institute name changes.

Provost Glover reviewed the following:

1. Center/Institute Name Change: The College of Medicine has requested that the “University of Florida Shands Cancer Center (UF&Shands Cancer Center)” be changed to “UF Health Cancer Center.” This change is due to branding effort.
2. College Name Change: The “College of Fine Arts” has requested to change the college name to “The College of the Arts.” This change is a result of national research. “Fine Arts” doesn’t speak to people and is confusing. The new name more accurately reflects what the college is and will speak to people about what the college is about.

**Adjourn**

After asking for any further discussion and hearing none, Chair Scott asked for a motion to adjourn, which was made by Trustee Roulhac and a second which was made by Trustee Corr and, with no further discussion desired, the motion was passed unanimously and the University of Florida Committee on Educational Policy and Strategy meeting was adjourned at 9:40 a.m., EDT.



**UNIVERSITY OF FLORIDA BOARD OF TRUSTEES  
COMMITTEE ON EDUCATIONAL POLICY AND STRATEGY  
AND  
UNIVERSITY OF FLORIDA BOARD OF TRUSTEES  
JOINT MEETING MINUTES  
November 3, 2014 Telephone Conference Call/Meeting  
123 Tigert Hall, University of Florida, Gainesville, FL  
Time Convened: 1:02 P.M. EST  
Time Adjourned: 1:15 P.M. EST**

**1.0 Verification of Quorum**

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

**Board of Trustees and Committee on Educational Policy and Strategy members present were:** Steven M. Scott (Board Chair), David M. Thomas (Committee Chair), David L. Brandon, Susan M. Cameron, Christopher T. Corr, Charles B. Edwards, James W. Heavener, Pradeep Kumar, Carolyn K. Roberts, Juliet M. Roulhac and Corry M. Yeffet. C. David Brown, II and Jason J. Rosenberg were unable to attend.

**Others present were:**

Joseph Glover, Provost and Senior Vice President for Academic Affairs, Andrew McCullough, Associate Provost for Teaching and Technology, Jamie Lewis Keith, Vice President, General Counsel and University Secretary, TJ Villamil, Special Assistant to the President, Melissa Orth Senior Director, Governmental Relations, Cheryl May, Executive Assistant, Becky Holt, Executive Assistant, Sandy Mitchell, Sr. Administrative Assistant, Steve Orlando, Senior Director, Media Relations and members of the media to include the Independent Alligator and Gainesville Sun.

**2.0 Call to Order and Welcome**

Board Chair Steven M. Scott called the meeting to order at 1:02 p.m. EST.

**3.0 Action to Hold a Joint Meeting**

Board Chair Scott asked for a motion to hold a joint meeting of the Educational Policy and Strategy and the Board of Trustees, which was made by Trustee Cameron and seconded by Trustee Brandon. The Board Chair asked for further discussion, after which he asked for all in favor of the motion and any opposed, and the motion was approved unanimously.

#### **4.0 Review and Approval of Minutes**

Board Chair Scott then turned the discussion over to the Chair of the Committee for Educational Policy and Strategy David Thomas. Committee Chair Thomas asked for a motion to approve the minutes of September 5, 2014, which was made by Trustee Roulhac and seconded by Trustee Brandon. The Committee Chair asked for further discussion, after which he asked for all in favor of the motion and any opposed, and the motion was approved unanimously.

Committee Chair Thomas then turned the discussion over to the Board Chair Scott who then asked the Board of Trustee members for a motion to approve the minutes of September 5, 2014, and October 15, 2014, which was made by Trustee Brandon and seconded by Trustee Roulhac. The Board 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.

#### **3.0 Action Items (Consent)**

##### **EP1. Market Tuition Rate Proposals (regarding five online, graduate degree programs)**

Provost Glover thanked the Board and Committee for their time and addressed the five market rate proposals, which requires approval from the Board of Trustees to be considered by the Board of Governors that includes:

- (1) Master of Science (concentration in Medical Microbiology and Biochemistry)
- (2) Master of Arts in Medicine
- (3) Master of Science in Pharmacy (concentration in Clinical Toxicology)
- (4) Doctor of Pharmacy
- (5) Doctor of Medicine

Provost Glover stated that market rate status allows access to excess revenues and the ability to use the excess without accounting for tie of tuition to the costs of the program. Provost Glover noted that being consistent with the update sent late last week, four of the proposals are online with one of the four (Phar.D.) being a hybrid of online and continuing education and one of the proposals reduces the out of state tuition for medical degrees and falls under the continuing education category. Provost Glover further explained that the 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. Further, he acknowledged that the ability to charge market rate allows the university the ability to be competitive in the market place and generate much needed additional revenue.

Provost Glover provided an example of the College of Medicine whose tuition is approximately \$20,000 a year and if approved the out of state will be \$45,000. The previous rate for out of state tuition was \$65,000. Chair Scott indicated that Trustee Rosenberg would be pleased with this reduction. Vice President Keith reiterated that one of the four online is a reduction for out of state tuition and will not result in an increase in the state's fiscal liability.

## **EP2. Tenure Upon Hire**

Provost Glover presented Dr. Kent Fuchs' tenure upon hire case. Vice President Keith noted that the proposed granting of tenure is conditioned upon Dr. Fuchs' being hired by the University of Florida, which is condition on the Board of Governor's confirmation of Dr. Fuchs as UF's 12<sup>th</sup> President and the execution of a binding employment agreement; completed with the resolution and signing the agreement, which both are anticipated by Thursday.

Chair Scott asked for a motion to approve the Consent Agenda, which was made by Trustee Roberts and seconded by Trustee Cameron. The Board Chair asked for further discussion, after which he asked for all in favor of the motion and any opposed, and the motion was approved unanimously.

## **4.0 Discussion/Informational Items**

There were no Discussion or Informational Items.

## **5.0 New Business**

There was no New Business to come before the Board.

## **6.0 Adjourn**

Chair Scott asked for a motion to adjourn the meeting, which was made by Trustee Edwards and seconded by Trustee Cameron, and the motion was passed unanimously. The joint meeting of the Committee on Educational Policy and Strategy and the Board of Trustees was adjourned at 1:15 p.m. EST





**UNIVERSITY OF FLORIDA BOARD OF TRUSTEES  
COMMITTEE ON EDUCATIONAL POLICY & STRATEGY  
COMMITTEE ACTION ITEM EP1  
December 5, 2014**

**SUBJECT:** Tenure Upon Hire

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**BACKGROUND INFORMATION**

The Chairs and Deans have recommended to the President that 12 newly appointed faculty members be granted tenure commencing with their appointment. These individuals meet the criteria set forth in the University’s tenure policy and are recommended by the 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.

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

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

**James L. Anderson-College of Agricultural and Life Sciences**  
**Professor, Department of Food and Resource Economics**

Dr. James L. Anderson received his B.S. in Biology and Economics from the College of William and Mary in 1976, his M.S. in Agricultural and Resource Economics from the University of Arizona in 1978, and his Ph.D. in Agricultural and Resource Economics from the University of California, Davis in 1983. Dr. Anderson is currently the leader of the Global Program on Fisheries and the Alliance of Responsible Fishing at the World Bank Group in Washington, D.C. As leader Dr. Anderson is responsible for coordinating technical support for the World Bank's \$850 million portfolio in fisheries and aquaculture and coastal management. He also manages the multi-donor trust fund, PROFISH, and the GEF funded public-private partnership (ALLFISH). Dr. Anderson rose through the ranks in Economics at the University of Rhode Island and chaired that department for nine years. He has unique experience in multidisciplinary approaches to food security. Dr. Anderson has published over 70 peer-reviewed papers in international economics journals. He is recognized as a world class expert in global fisheries and sustainability and food security. IFAS is truly excited and honored to have the linkages that Dr. Anderson will provide both on-campus and internationally, the recognition he will bring to the university, and the leadership that he will provide to the Food Systems Hub.

**Dr. Morgan Ernest-College of Agricultural and Life Sciences**  
**Associate Professor, Department of Wildlife Ecology and Conservation**

Dr. Morgan Ernest received her B.S. in Ecology and Evolutionary Biology from the University of Arizona in 1994 and her Ph.D. in Biology from the University of New Mexico in 2001. Dr. Ernest is currently an associate professor in the Department of Biology and the Ecology Center at Utah State University. Much of her work has been focused on small and large mammals and their interaction to changing environments and ecosystems. She has written 41 journal articles, eight book chapters, and one technical report and has been cited more than 2500 times in other works. Dr. Ernest has been PI on a half dozen NSF grants with a total of over \$1.5 million. She has taught numerous courses including Animal Community Ecology, Biology and the Citizen, and Graduate Ecology. Dr. Ernest has mentored several students, many of whom are in the process of completing their Ph.D. degrees. Dr. Ernest has participated in more than four dozen talks, workshops, and conference presentations throughout the United States and parts of Canada and Mexico. Dr. Ernest will undoubtedly be a productive scientist, valuable collaborator, and dynamic resource in the Department of Wildlife Ecology and Conservation as well as across the university.

**Dr. Karen Garrett-College of Agricultural and Life Sciences**

**Professor, Department of Plant Pathology**

Dr. Karen Garrett received her B.S. in International Agronomy from Purdue University in 1985, her M.S. in Plant Pathology from the Colorado State University in 1991, her M.S. in Statistics from the Colorado State University in 1992, and her Ph.D. in Botany and Plant Pathology from Oregon State University in 2000. Dr. Garrett is currently a Professor in the Department of Plant Pathology at Kansas State University, where she has achieved national and international recognition for her work on plant disease modeling and prediction of the effects of climate change on crop loss. She has published in *Nature Climate Change*, *BioScience*, *Annual Review of Plant Pathology*, *PLoS ONE*, and other high impact journals. Her funding has come from NSF and USDA, among other sources. Dr. Garret has trained many graduate students and postdoctoral scientists and visiting scholars while she has been at Kansas State University. Importantly, Dr. Garret has participated in assessment and planning activities relating to climate change and agriculture, sponsored by the FAO, EPA, CGIAR and IPCC.

**Dr. Lisa K. Lundy-College of Agricultural and Life Sciences**

**Associate Professor, Department of Agricultural Education and Communication**

Dr. Lisa Lundy received her B.S. in Advertising and Mass Communication from the University of Florida in 1999, her M.S. in Agricultural Education and Communication from the University of Florida in 2002, and her Ph.D. in Agricultural Education and Communication from the University of Florida in 2004. Dr. Lundy is currently an associate professor in Public Relations at Louisiana State University. Her research focuses on how women process food communication messages, the influence of women in blogging and social media, and the role of entertainment media in science communication. She has 28 refereed journal articles and book chapters and 37 refereed conference papers. She has over \$23,000 in grants funded. Dr. Lundy has taught many undergraduate as well as graduate courses such as Introduction to Mass Media, Public Relations Writing, Health Communication Campaigns, and Public Relations Strategies and Tactics. She received a university teaching award in her second year of teaching. Dr. Lundy is considered by many to be one of the rising stars in her discipline, and UF is very fortunate to have attracted her.

**Dr. Ethan P. White-College of Agricultural and Life Sciences**

**Associate Professor, Department of Wildlife Ecology and Conservation**

Dr. Ethan White received his B.A. in Biology from Colorado College in 1998 and his Ph.D. in Biology from the University of New Mexico in 2005. Dr. White is currently an associate professor in the Department of Biology at Utah State University. His work focuses on species richness and total abundance distribution across ecosystems as well as improving access to ecological data. Dr. White received an NSF CAREER Young Investigator's Award in 2010, a PI on

an additional NSF grant, and is currently a finalist in the Moore Foundation Data Driven Discovery Investigators Competition. He has written 44 journal articles, eight book chapters, and ecology-based software. Dr. White has participated in many invited seminars, workshops, symposia, and groups across the country. He has taught many courses including Neutral Theories in Ecology, Maximum Entropy in Ecology, and Advanced Programming and Database Management for Biologists. He is a member of the Software Carpentry Advisory Board and is one of the project leads on material development and organizes and leads workshops at several universities. Dr. White's work, knowledge, and drive will be tremendous assets to the Department of Wildlife Ecology and Conservation and the entire university.

**Dr. Frank F. White-College of Agricultural and Life Sciences**  
**Professor, Department of Plant Pathology**

Dr. Frank White received his B.S. in Molecular Biology w/honors from the University of Wisconsin, Madison in 1974, his M.S. in Microbiology/Immunology from the University of Washington, Seattle in 1978, and his Ph.D. in Microbiology/Immunology also from the University of Washington, Seattle in 1981. He is currently a Professor in the Department of Plant Pathology at Kansas State University where he has achieved national and international recognition for his work in plant-microbe interactions and the genetic basis of disease resistance in plants. Dr. White has published in *Nature Genetics*, *Plant Cell*, *BMC Genomics*, *Nature Communications*, *PNAS*, *PLoS Pathogens*, and other high impact journals. His funding has come from the Bill and Melinda Gates Foundation, NSV, and USDA, among other sources. Dr. White has trained more than a dozen Ph.D. students and mentored 20 postdoctoral scientists and visiting scholars. He became a Fellow of the American Phytopathological Society and was named a Distinguished Teaching Faculty at Kansas State University in 2010.

**Dr. George Michailidis-College of Liberal Arts and Sciences**  
**Professor, Department of Statistics**

Dr. George Michailidis received his B.S. in Economics from the University of Athens in 1987, his M.A. in Economics from the University of California at Los Angeles in 1990, his M.A. in Mathematics from the University of California at Los Angeles in 1991, and his Ph.D. in Mathematics from the University of California at Los Angeles in 1996. Dr. Michailidis is currently a professor in statistics in the department of Electrical Engineering and Computer Science at the University of Michigan. He has established an impressive record of research in high-dimensional data analysis, machine learning, bioinformatics, network modeling, and statistical computing. While his publication record in statistics journals is excellent at 89 peer-reviewed journal articles, he has also placed a large number of papers in journals focused on information science, signal processing, and "omics" indicating his ability to bridge the boundaries between disciplines successfully. As a PI, Dr. Michailidis has been awarded eleven research grants and

has received funding as a co-PI on eleven additional projects. The University of Florida is most fortunate to be adding Dr. Michailidis to our cadre of outstanding faculty members and look forward to his contributions.

**Dr. Daniel A. Savin-College of Liberal Arts and Sciences**

**Associate Professor, Department of Chemistry**

Dr. Daniel Savin received his B.S. in Chemistry from Harvey Mudd College in 1995, his M. S. in Polymer Science from Carnegie Mellon University in 1997, and his Ph.D. in Chemistry from Carnegie Mellon University in 2002. Dr. Savin is currently an associate professor in the School of Polymers and High Performance Materials at the University of Southern Mississippi. His primary research interest is in the area of “smart” drug delivery vehicles and triggered release of therapeutic agents. His multidisciplinary research program spans other biomedical applications such as nanotoxicology as well as environmental applications in water remediation. Dr. Savin’s research has resulted in 32 peer-reviewed publications and over \$8.5 million in external support from NSF, ONR, the Gulf of Mexico Research Initiative, Dreyfus, and several other sources. He has also taught a large variety of courses at the undergraduate and graduate levels. Dr. Savin also has a strong record of mentoring both graduate and undergraduate students. The research, teaching, and service contributions of Dr. Savin’s have been outstanding and promise a bright future as part of the University of Florida.

**Dr. Versie Johnson-Mallard-College of Nursing**

**Associate Professor, Department of Health Care Environment & Systems**

Dr. Versie Johnson-Mallard received her B.S. degree in Nursing at Florida A&M University in 1988, her M.S. degree in Nursing at the University of Florida in 1996, her M.S. degree in Medical Science from the University of South Florida in 2011, and her Ph.D. degree in Nursing Research from the University of South Florida in 2005. Dr. Johnson-Mallard is a recognized leader with notable achievements in research, teaching and practice. She is an ideal candidate for department chair in the College of Nursing considering the strong undergraduate and graduate programs, commitment to research, and leadership in clinical practice. She has important academic leadership experience in areas that address disparities in health outcomes through her personal research and clinical practice but also in mentoring students and junior faculty. She has been a key participant in building institutional programs to strengthen inclusion and achievement of minorities. Her long-standing leadership within the African-American academic community (e.g., FAMU and HBCUs) will support the college and the entire health science center to move forward in meeting the goals for increasing the diversity of the faculty and student body. Dr. Johnson-Mallard’s program of research in sexually transmitted infections, cancer control, and health disparities has received intramural and extramural (NIH) funding. Her research has been published in respected journals (primarily nursing focused). She was

selected for the highly competitive RWJF Nurse Faculty Scholars program early in her career and was recently inducted into the American Academy of Nursing. Dr. Johnson-Mallard is an ideal fit for this position and will be an asset to UF as well as the college.

**Dr. Diana J. Wilkie-College of Nursing**

**Professor, Department of Biobehavioral Nursing Science**

Dr. Diana Wilkie received her Associate degree in Nursing from the University of Hawaii in 1977, her B.S. degree in Nursing from Mesa College in 1982, her M.S. degree in Nursing: Minor Oncology from the University of California, San Francisco in 1984, and her Ph.D. degree in Nursing, Cancer Pain Management, from the University of California, San Francisco in 1990. Dr. Wilkie is well known for her contributions to End-of-Life, Palliative Care, and Informatics Research and her research on cancer and sickle cell disease. Her clinical work with cancer patients led to the development of a computer-based pain report system that allows the patient to describe his or her pain and then generates a report for the clinician with suggestions for appropriate interventions. This system has great potential to dramatically change the pain experience of patients if implemented widely. An additional aspect of this program of research is the opportunity to generate educational material based on the patient's pain profile (PAINUCope). Additionally, Dr. Wilkie is the recipient of more than \$37 million in grants from a variety of sources including the government and various foundations. Dr. Wilkie's ability to work collaboratively and her concern for fostering younger scholars bodes well for her activities at the University of Florida. She is recognized for outstanding contributions based upon collaborative translational research. She has the ability to lead the University of Florida in enhancing the end of life and pain research with national and international impact.

**Dr. Jane V. Aldrich-College of Pharmacy**

**Professor, Department of Medicinal Chemistry**

Dr. Jane V. Aldrich received her B.S. in Biochemistry at Michigan State University in 1976 and her Ph.D. in Medicinal Chemistry from the University of Michigan in 1983. Currently Dr. Aldrich is a professor in the Department of Medicinal Chemistry at the University of Kansas. She is a national and international leader in medicinal chemistry, particularly in peptide synthetic chemistry and drug discovery for novel analgesics. Dr. Aldrich is extremely well-funded by the NIH as PI and co-PI with grants totaling well over \$10 million. She has published approximately 100 peer-reviewed original research papers and is a recognized leader based on her roles as editor or editorial board member, journal reviewer, grant reviewer, and other leadership roles in professional organizations. Dr. Aldrich has presented at nearly 200 scientific meetings and lectures nationally and internationally. She has taught many, many courses both on the undergraduate and the graduate levels. Dr. Aldrich has mentored 20 graduate students and has mentored numerous other students and postdoctoral fellows. Dr. Aldrich's knowledge,

reputation, and service record make her an excellent addition to the College of Pharmacy and to the University of Florida.

**Dr. Christopher Vulpe-College of Veterinary Medicine  
Professor, Department of Physiological Sciences**

Dr. Christopher Vulpe received his B.S. in Biology from Massachusetts Institute of Technology in 1986, his Ph.D. in Biochemistry, Genetics, from the University of California in 1994, San Francisco, and his M.D. in Medicine from the University of California, San Francisco in 1996. Dr. Vulpe is currently a professor in the Division of Nutritional Sciences and Toxicology in the College of Natural Resources. His research focuses on the One Health philosophy by considering the impact of anthropogenic chemicals in human, animal, and ecosystem health. Dr. Vulpe's goal is to catalyze an integrated human, animal, and ecosystem approach to toxicology research and education that spans multiple departments and incorporates not only basic research but also policy and regulatory aspects of this work. Dr. Vulpe is credited with over 100 peer-reviewed publications. Among the many grants of which Dr. Vulpe has been a part, he is PI of an NSF IGERT training grant which incorporates faculty and students from diverse fields including public health, chemistry, engineering, policy, and toxicology. He hopes to help in establishing similar trans-disciplinary initiatives and building new venues for collaborative efforts here at the University of Florida.

**TENURE UPON HIRE CASES****DECEMBER 2014**

<b>Name</b>	<b>College</b>	<b>Department</b>	<b>Rank</b>	<b>Previous Institution</b>
James L. Anderson	Agricultural and Life Sciences	Food And Resource Economics	Professor	The World Bank Group
Morgan Ernest	Agricultural and Life Sciences	Wildlife Ecology and Conservation	Associate Professor	Utah State University
Karen A. Garrett	Agricultural and Life Sciences	Plant Pathology	Professor	Kansas State University
Lisa K. Lundy	Agricultural and Life Sciences	Agricultural Education and Communication	Associate Professor	Louisiana State University
Ethan P. White	Agricultural and Life Sciences	Wildlife Ecology and Conservation	Associate Professor	Utah State University
Frank F. White	Agricultural and Life Sciences	Plant Pathology	Professor	Kansas State University
George Michailidis	Liberal Arts and Sciences	Statistics	Professor	University of Michigan
Daniel A. Savin	Liberal Arts and Sciences	Chemistry	Associate Professor	University of Southern Mississippi
Versie Johnson-Mallard	Nursing	Health Care Environment & Systems	Associate Professor	University of South Florida
Diana J. Wilkie	Nursing	Biobehavioral Nursing Science	Professor	University of Illinois at Chicago
Jane V. Aldrich	Pharmacy	Medicinal Chemistry	Professor	University of Kansas
Christopher Vulpe	Veterinary Medicine	Physiological Sciences	Professor	University of California, Berkeley





**UNIVERSITY OF FLORIDA BOARD OF TRUSTEES  
COMMITTEE ON EDUCATIONAL POLICY AND STRATEGY  
COMMITTEE ACTION ITEM EP2  
December 5, 2014**

**SUBJECT:** Annual Fee Increases: Activity and Service, Athletic, Student Health and Transportation Access Fees for Academic Year 2015-2016

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**BACKGROUND INFORMATION**

**I. The University Fee Committee met and heard requests for fee increases for the activity and service, and student health fees, as it does annually.**

Under Florida Statutes, section 1009.24, the total increase allowed for all three fees (Activity and Service, Health, and Athletics) is subject to a 5 percent cap which permits a \$1.75 per credit hour total increase in these fees for Academic Year 2015-2016. Given the legislated 5 percent cap on fee increases, the Committee members elected to recommend allocating fee increases primarily to fund the additional operational needs of the expanded Reitz Union; and the cost of continuance for Student Government, Recreational Sports, Student Activities and Involvement, Student Health Care Center and Counseling and Wellness Center. In addition, small increases were allocated to assist with the administration of the new student health insurance program, the operation of the new special needs facilities located in the new Cypress Hall residence facility, and the renovated Newell Hall Learning Center.

The committee, at least half of which are students, unanimously voted to increase the Activity and Service Fee by \$0.87 per student credit hour and the Student Health Fee by \$0.88 per student credit hour. No increase was requested in the Athletic Fee.

Therefore, the University Fee Committee unanimously recommends the approval of the following fee levels for Academic Year 2015-2016:

- a) Activity and Service Fee: an increase of \$0.87 per credit hour for Academic Year 2015-2016

- b) Student Health Fee: an increase of \$0.88 per credit hour for Academic Year 2015-2016
- c) Athletic Fee: None.

The sum represents a 5% total increase in these fees, which is within the statutory cap.

**II. The Transportation Fee Committee met and discussed the level of transportation service currently provided, goals for the future of transportation and parking on the campus, as it does annually.**

After contemplating student use of existing services, discussing future goals for the campus community and meeting with transportation providers from the City, the committee, at least half of which is comprised of students, unanimously voted to recommend an increase of \$0.53 per credit hour and that a total of \$9.44 per credit hour transportation access fee be established for the 2015-2016 school year.

The fee is intended to improve student life and provide effective transportation alternatives to students. The recommended fee will be used to enhance nighttime transportation options for students thereby improving safety and convenience and to also provide more frequent bus service for several routes with high student demand.

**III. A summary of the recommended student fees for Academic Year 2015-2016 is as follows:**

	<u>2014-2015</u>	<u>2015-2016</u>
Activity and Service Fee	\$18.19	\$19.06
Athletic Fee	\$1.90	\$1.90
Health Fee	\$14.93	\$15.81
Transportation Access Fee	\$8.91	\$9.44

**PROPOSED COMMITTEE ACTION**

The Committee on Educational Policy and Strategy is asked to approve the Academic Year 2015-2016 activity and service fee of \$19.06 per credit hour, the student health fee of \$15.81 per credit hour, the athletic fee of \$1.90 per credit hour (reflecting no increase) and the transportation access fee of \$9.44, for recommendation to the Board of Trustees for approval on the Consent Agenda. (EP5, Regulation Amendment, will reflect the same changes.)

**SIGNIFICANT POLICY ISSUES FOR COMMITTEE TO CONSIDER**

Board of Governors approval is required for the implementing regulation, which is EP5.

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Supporting Documentation Included: See attached approvals from the [University Fee Committee](#) and the [Transportation Access Fee Committee](#).

Submitted by: David Kratzer, Vice President for Student Affairs and Curtis Reynolds, Vice President for Business Affairs

Division of Student Affairs  
Office of the Vice President

PO Box 113250  
Gainesville, FL 32611-3250  
352-392-1265  
382-392-7301 Fax  
[www.ufsa.ufl.edu/ovp](http://www.ufsa.ufl.edu/ovp)

October 27, 2014

Dr. J. Bernard Machen  
President  
University of Florida  
Post Office Box 113150  
Gainesville, Florida 32611

Dear President Machen:

The University Fee Committee met and heard requests for fee increases for the 2015/16 Activity & Service Fee and Student Health Fee. Mr. Jeremy Foley elected to not seek an increase in the 2015-2016 Athletic Fee.

Committee members were the following student leaders: Mr. Davis Bean, Senate President Pro-Tempore; Ms. Katie Backstrand, Student Senator; Mr. Ricky Salabarría, Chair, Diversity Division of Student Government Cabinet; and Mr. Andrew Giacini, Executive Secretary, Student Services; Dr. Jonathan Earle, Associate Dean Emeritus & Associate Professor, College of Engineering; Ms. Paula Fussell, Vice President for Human Resources; and Mr. Bob Miller, Associate Vice President for Business Affairs.

Based on Florida Statutes, section 1009.24, the total sum increase allowed for all three fees is a 5% cap on fee increases, which equates to \$1.75 per credit hour for 2015-2016. **The committee voted to increase the local fees by a total of \$1.75 (Activity and Service Fee by \$0.87 and Student Health Fee by \$0.88).** The committee vote was unanimous.

Therefore, University Fee Committee unanimously recommends the approval of the following fee levels for FY 2015/2016:

- a) Activity and Service Fee: increase of \$0.87 cents per credit hour
- b) Student Health Fee: an increase of \$0.88 cents per credit hour
- c) Athletic Fee: no increase

A summary of the recommended student fees for 2015/2016 is as follows:

	<u>2014-2015</u>	<u>2015-2016</u>
Activity and Service Fee	\$18.19	\$19.06
Health Fee	\$14.93	\$15.81
Athletic Fee	\$ 1.90	\$ 1.90

After a review of the proposals and the thoughtful approach by the committees' members, I am recommending you support these fee increases for 2015/2016 and request the Board of Trustees' approval at the next meeting.

Sincerely,



Dave Kratzer

Vice President for Student Affairs

Business Affairs  
Office of the Vice President

204 Tigert Hall  
PO Box 113100  
Gainesville, FL 32611-3100  
352-392-1336  
352-392-6278 Fax

November 4, 2014

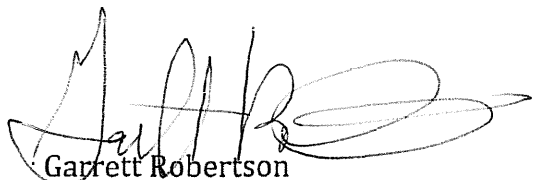
Dr. J Bernard Machen  
President  
University of Florida  
Post Office Box 113150  
Campus

Dear Dr. Machen,

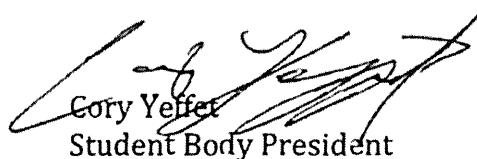
The Transportation Access Fee Committee met over the last couple weeks to discuss transportation services currently provided by the fee, and our goals for the future of transportation programs on our campus. After contemplating student use of existing services, discussing future goals for the campus community and meeting with transportation providers from the City, the Committee voted to recommend the transportation access fee be established at \$9.44 per credit hour for the 2015/2016 school year. This would be an increase of \$0.53 per credit hour over the 2014/2015 fee.

This fee is intended to improve student life and provide effective transportation alternatives to students. Transportation services are considered one of the most positive programs on this campus and we hope to continue to provide new options and better service every year. The recommended transportation fee increase will be used to enhance nighttime transportation options for students thereby improving safety and convenience and to also provide more frequent bus service for several routes with high student demand. This has been a very positive process, and we appreciate the opportunity to participate.

Sincerely,



Garrett Robertson  
Chair, Transportation Access Fee Committee



Cory Yeffert  
Student Body President

Cc: Curtis A. Reynolds, Vice President for Business Affairs  
Dave Kratzer, Vice President for Student Affairs



**UNIVERSITY OF FLORIDA BOARD OF TRUSTEES  
COMMITTEE ON EDUCATIONAL POLICY AND STRATEGY  
COMMITTEE ACTION ITEM EP3  
December 5, 2014**

**SUBJECT:** Degree Program Terminations

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**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 Education has requested that two degree programs be terminated: (1) Ph.D and Ed.D. in Marriage and Family Counseling and (2) Ph.D. and Ed.D. in Mental Health Counseling. Both of these programs are no longer needed as separate degree programs since they will be subsumed under an existing degree program (CIP 13.1101) to be renamed “Counseling and Counselor Education.” As the result of the UF/BOG Program Review and the Doctoral Program Improvement Plans, as well as the relatively small enrollments in the programs, the faculty determined that multiple doctoral majors within the counselor education area should be streamlined into one major. The Faculty Senate approved the Marriage and Family Counseling and Mental Health Counseling degrees in the College of Education request at its September 18, 2014 meeting.

**PROPOSED COMMITTEE ACTION**

The Committee on Educational Policy and Strategy is asked to approve the proposed termination of the following degree programs: Ph.D. and Ed.D. in Marriage and Family Counseling (CIP Code 51.1505) and the Ph.D. and Ed.D. in Mental Health Counseling (CIP Code 51.1508) for recommendation to the Board of Trustees for approval on the Consent Agenda.

**SIGNIFICANT POLICY ISSUES FOR COMMITTEE TO CONSIDER**

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

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Supporting Documentation Included: See Appendix: [Marriage and Family Counseling](#) and [Mental Health Counseling](#).

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



Approved by Faculty  
Senate on 9/18/14

**FORM D**

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

**UNIVERSITY:** University of Florida

**PROGRAM NAME:** Marriage and Family Counseling

**DEGREE LEVEL(S):** Ph.D. and Ed.D **CIP CODE:** 51.1606  
(Ph.D., Ed.D., etc) (Classification of Instructional Programs)

**ANTICIPATED TERMINATION DATE:** September 1, 2013  
(Last date that students will be accepted into program)

**ANTICIPATED PHASE-OUT DATE:** May 15, 2015  
(Last date that data will be submitted for this program)

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

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

The doctoral program (PhD and EdD) in Marriage and Family Counseling is no longer needed as a separate degree since it will be subsumed under an existing degree program (CIP 13.1101) to be renamed "Counseling and Counselor Education." As a result of the UF/BOG Program Review and the Doctoral Program Improvement Plans, as well as the relatively small enrollments in the program, the faculty determined that multiple doctoral majors within the counselor education area should be streamlined into one major. The plan is to keep the major with the broadest scope and terminate the other two doctoral majors in this area. The faculty will request an official concentration in Marriage and Family Counseling in the streamlined major so students can declare an area of specialty under the one remaining major. Also, the proposed action aligns with how the faculty conceptualize doctoral education in their discipline and is consistent with national accreditation standards established by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

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

The program has been offered at the University of Florida in the School of Human Development and Organizational Studies in Education. The proposed termination will have no impact on enrollment, enrollment planning, or allocation of resources since existing students can complete this major and new admits beginning Fall 2013 will be channeled into an existing degree program (CIP 13.1101) to be renamed "Counseling and Counselor Education" with a concentration in Marriage and Family Counseling.

## PROGRAM TERMINATION FORM (PAGE 2)

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

Students who are currently active in the program have been notified by way of listserv and program advisors that the degree program will be terminated. Current students are encouraged to complete the current program by May 2015 or move into another degree program (CIP 13.1101) that will continue as "Counseling and Counselor Education" with concentrations in several areas, including Marriage and Family Counseling. Current students have the option of continuing in the major being terminated. All students currently in the pipeline are expected to complete the degree by May 2015, so no adverse effect is anticipated. Beginning with Fall 2013, new students with interest in marriage and family counseling are being admitted to the more general counselor education doctoral major.

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



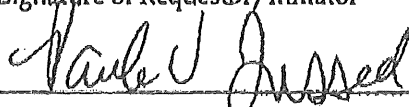



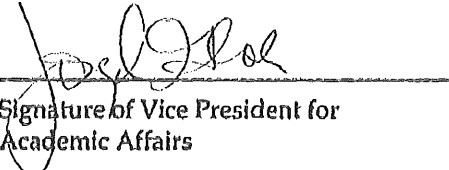

According to the Office of the University Registrar, there is 1 total student enrolled in the Ph.D. program in Marriage and Family Counseling as of Fall 2012: 1 student is Hispanic (1 male, 0 female). There are no (zero) students in the EdD program.

No faculty will be adversely affected since all teach in other degree programs across the department and will continue to teach in the existing degree program (CIP 13.1101) to be renamed "Counseling and Counselor Education" with concentrations in Marriage and Family Counseling, Mental Health Counseling, or School Counseling and Guidance. The faculty affected by this change are Harry Daniels – Professor; Ellen Amatea – Professor; Sondra Smith – Associate Professor; Silvia Echevarria-Doan - Associate Professor; and Jacqueline Swank - Assistant Professor. The racial composition of the faculty includes 4 Caucasians, and 1 Latina/o. The gender composition of the faculty is 1 males and 4 females.

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

There is no anticipated negative impact on the current representation of females, minorities, faculty, and students since both faculty and students involved in the program being terminated will be merged into an existing degree program.

PROGRAM TERMINATION FORM (PAGE 3)

 _____ Signature of Requestor/Initiator	 _____ Date
 _____ Signature of Campus EO Officer	 _____ Date
 _____ Signature of College Dean	 _____ Date
 _____ Signature of Vice President for Academic Affairs	 _____ Date

REVISED 11/2009

Approved by  
Faculty Senate on  
9/18/14

FORM D

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

UNIVERSITY: University of Florida

PROGRAM NAME: Mental Health Counseling

DEGREE LEVEL(S): Ph.D and Ed.D CIP CODE: 51.1508  
(Ph.D., Ed.D., etc) (Classification of Instructional Programs)

ANTICIPATED TERMINATION DATE: September 1, 2013  
(Last date that students will be accepted into program)

ANTICIPATED PHASE-OUT DATE: May 15, 2015  
(Last date that data will be submitted for this program)

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

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

The doctoral program (PhD and EdD) in Mental Health Counseling is no longer needed as a separate degree since it will be subsumed under an existing degree program (CIP 13.1101) to be renamed "Counseling and Counselor Education." As a result of the UF/BOG Program Review and the Doctoral Program Improvement Plans, as well as the relatively small enrollments in the program, the faculty determined that multiple doctoral majors within the counselor education area should be streamlined into one major. The plan is to keep the major with the broadest scope and terminate the other two doctoral majors in this area. The faculty will request an official concentration in Mental Health Counseling in the streamlined major so students can declare an area of specialty under the one remaining major. Also, the proposed action aligns with how the faculty conceptualize doctoral education in their discipline and is consistent with national accreditation standards established by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

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

The doctoral program in Mental Health Counseling has been offered at the University of Florida in the School of Human Development and Organizational Studies in Education. The proposed termination will have no impact on enrollment, enrollment planning, or allocation of resources since existing students can complete this major and new admits beginning Fall 2013 will be channeled into an existing degree program (CIP 13.1101) to be renamed "Counseling and Counselor Education" with a concentration in Mental Health Counseling.

PROGRAM TERMINATION FORM (PAGE 2)

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

Students who are currently active in the program have been notified by way of listserv and program advisors that the degree program will be terminated. Current students are encouraged to complete the current program by May 2015 or move into another degree program (CIP 13.1101) that will continue as "Counseling and Counselor Education" with concentrations in several areas, including Mental Health Counseling. Current students have the option of continuing in the major being terminated. All students currently in the pipeline are expected to complete the degree by May 2015, so no adverse effect is anticipated. Beginning with Fall 2013, new students with interest in mental health counseling are being admitted to the more general counselor education doctoral major.

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


According to the Office of the University Registrar, there are 2 total students registered for the PhD program in Mental Health Counseling as of Fall 2012: 2 students are White (1 male, 1 female). There are no (zero) students in the EdD program.

No faculty will be adversely affected since all teach in other degree programs across the department and will continue to teach in the existing degree program (CIP 13.1101) to be renamed "Counseling and Counselor Education" with concentrations in Marriage and Family Counseling, Mental Health Counseling, or School Counseling and Guidance. The faculty affected by this change are Harry Daniels - Professor; Ellen Amatea - Professor; Sondra Smith - Associate Professor; Silvia Echevarria-Doan - Associate Professor; Jacqueline Swank - Assistant Professor; and Kristina DePue - Assistant Professor. The racial composition of the faculty includes 5 Caucasians, and 1 Latina/o. The gender composition of the faculty is 1 male and 5 females.

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

There is no anticipated negative impact on the current representation of females, minorities, faculty, and students since both faculty and students involved in the program being terminated will be merged into an existing degree program.


PROGRAM TERMINATION FORM (PAGE 3)

  
\_\_\_\_\_  
Signature of Requestor/Initiator


  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Signature of Campus EO Officer

  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Signature of College Dean

  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Signature of Vice President for  
Academic Affairs

  
\_\_\_\_\_  
Date

REVISED 11/2009



**UNIVERSITY OF FLORIDA BOARD OF TRUSTEES  
COMMITTEE ON EDUCATIONAL POLICY AND STRATEGY  
COMMITTEE ACTION ITEM EP4  
December 5, 2014**

**SUBJECT:** University of Florida Annual Accountability Report 2013-2014

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**BACKGROUND INFORMATION**

The University of Florida is required to submit its Annual Accountability Report to the Board of Governors each year. The 2013-2014 report is largely a statistical compendium of the University of Florida’s financial resources and expenditures, personnel, enrollment, undergraduate and graduate education, and research and economic development.

**PROPOSED COMMITTEE ACTION**

The Committee on Educational Policy and Strategy is asked to approve the University of Florida Annual Accountability Report for 2013-2014 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 of a copy of the report is required, but approval is not required.

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

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

**2013-14**  
**Annual Accountability Report**

# UNIVERSITY OF FLORIDA

**PENDING BOT APPROVAL**  
**DRAFT 11-21-2014**



STATE UNIVERSITY SYSTEM *of* FLORIDA  
**Board of Governors**





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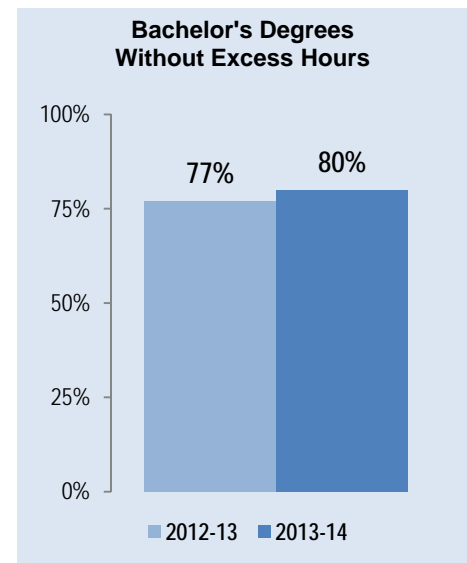
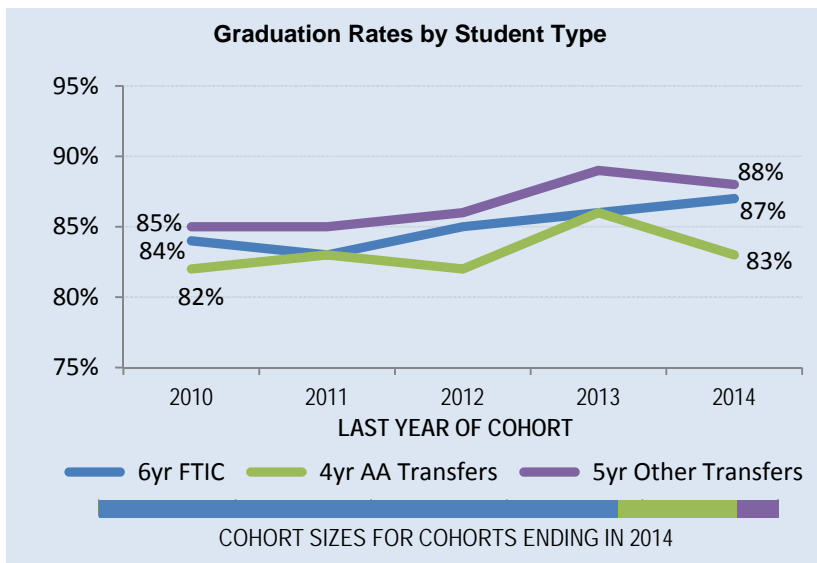
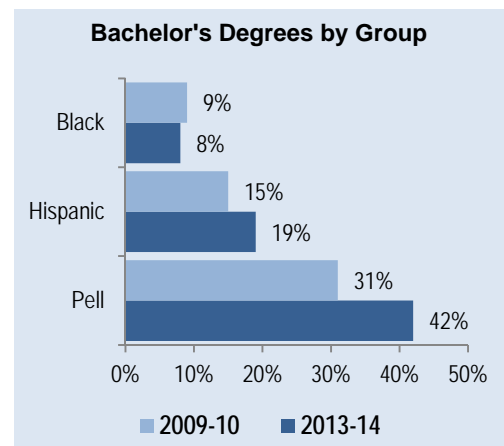
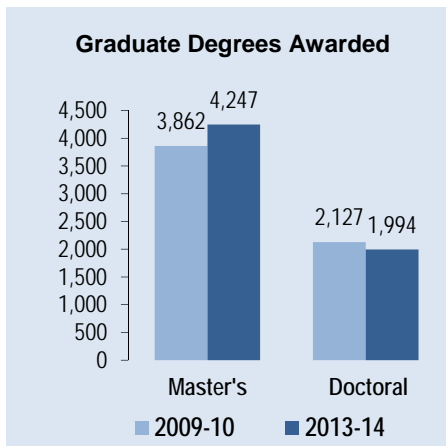
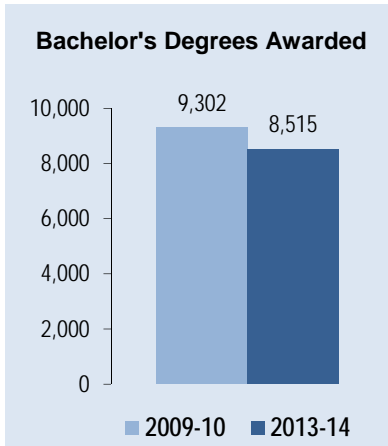
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# Dashboard

Headcount Enrollments	Fall 2013	% Total	2012-2013 % Change	Degree Programs Offered			2012 Carnegie Classifications		
				Faculty (Fall 2013)	Full-Time	Part-Time			
<b>TOTAL</b>	50,095	100%	0%	<b>TOTAL (as of Spring 2014)</b>					
White	27,932	56%	-1%	Baccalaureate			318	Basic:	Research Universities (very high research activity)
Hispanic	7,850	16%	5%	Master's			131	Undergraduate Instructional Program:	Balanced arts & sciences, professions, high graduate
Black	3,322	7%	-5%	Research Doctorate			80	Graduate Instructional Program:	Comprehensive doctoral with medical/veterinary
Other	10,991	22%	0%	Professional Doctorate			10	Size and Setting:	Large four-year, primarily residential
Full-Time	42,401	85%	-1%				<b>TOTAL</b>	4,236	880
Part-Time	7,694	15%	4%				Tenure & Ten. Track	2,373	66
Undergraduate	32,375	65%	1%				Non-Tenured Faculty	1,863	814
Graduate	15,929	32%	-2%						
Unclassified	1,791	4%	4%						n/a

## DEGREE PRODUCTIVITY AND PROGRAM EFFICIENCY

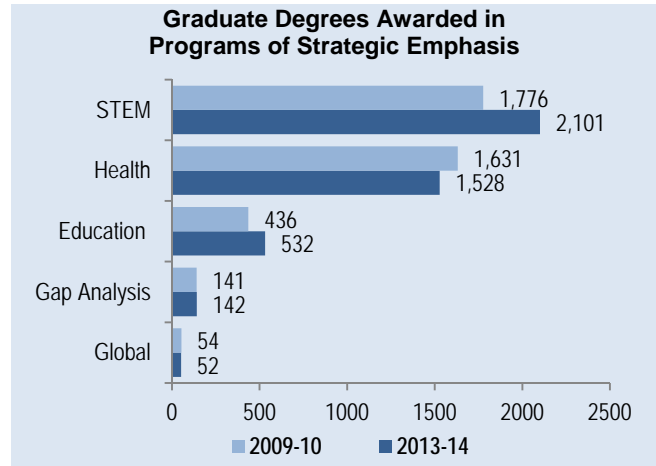
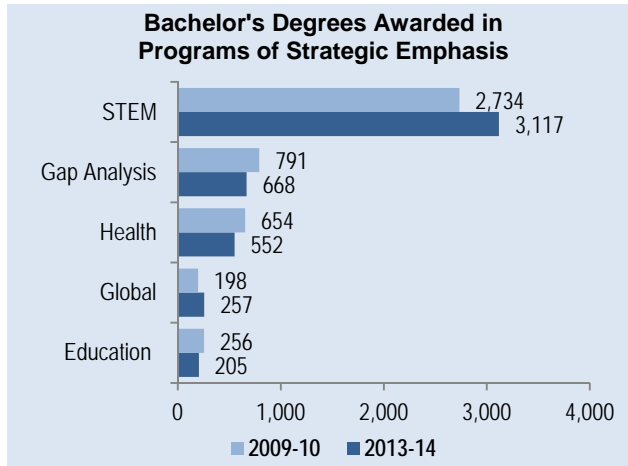


\* Based on 2014 preliminary data



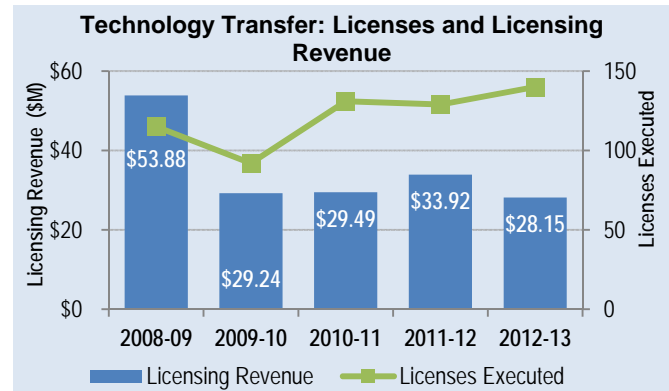
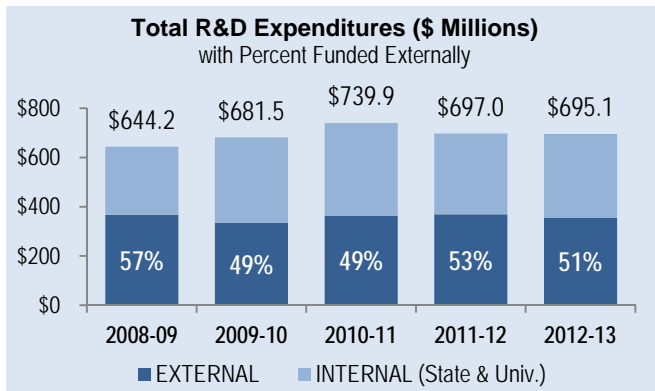
# Dashboard

## DEGREES AWARDED IN PROGRAMS OF STRATEGIC EMPHASIS

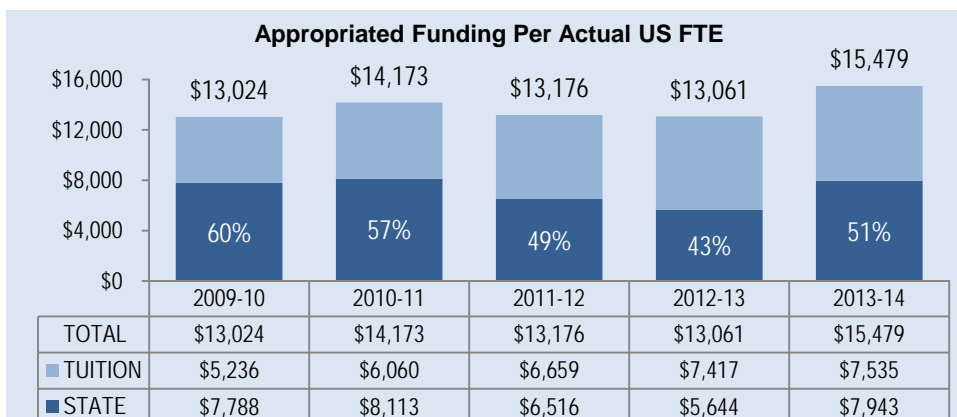


\* Note: The Programs of Strategic Emphasis were revised by the Board of Governors (11/2013), these graphs report the new categories.

## RESEARCH AND COMMERCIALIZATION ACTIVITY



## RESOURCES

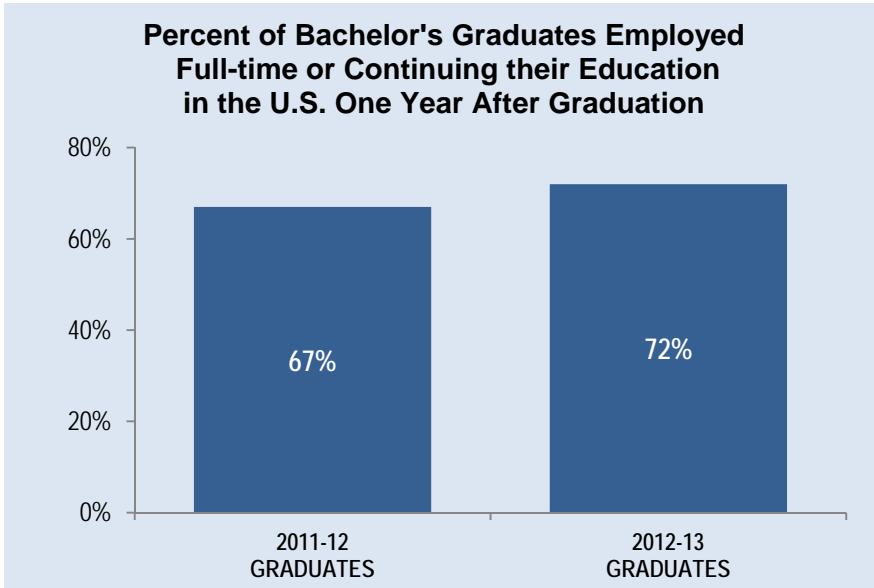


Note: Tuition is the appropriated budget authority, not the amount actually collected. This tuition data includes state supported financial aid and does not include non-instructional local fees. State includes General Revenues, Lottery and Other Trust funds (i.e., Federal Stimulus for 2010-11 and 2011-12 only). Student FTE are actual (not funded) and based on the national definition.

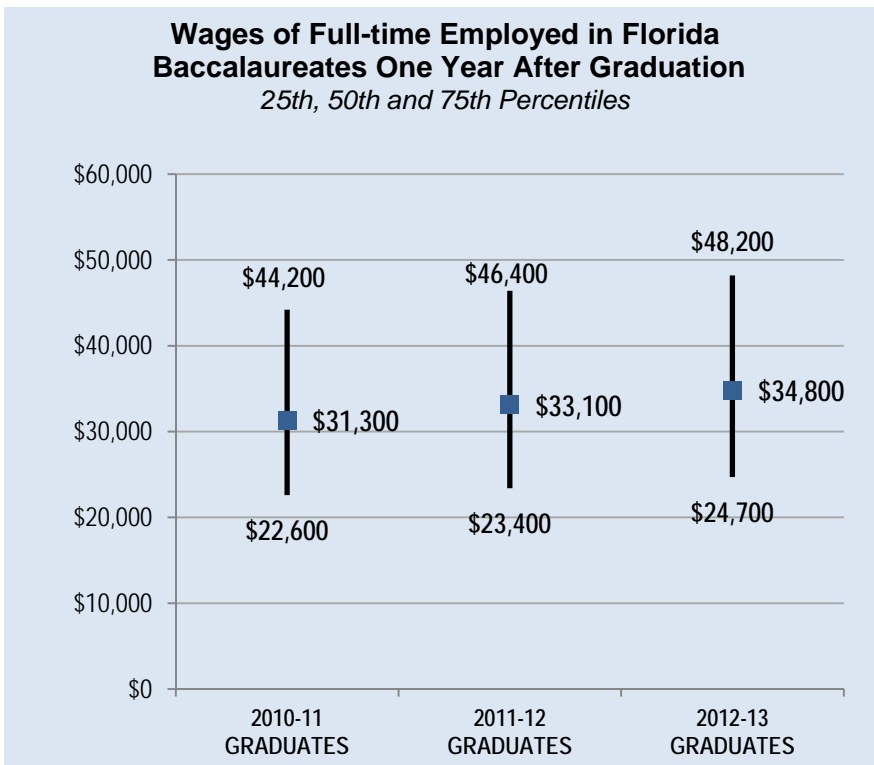


# Dashboard

## POST-GRADUATION METRICS



Notes: Percentages are based on the number of recent baccalaureate graduates who are either employed full-time or continuing their education in the U.S. Full-time employment is based on those who earned more than a full-time (40hrs a week) worker making minimum wage. Due to limitations in the data, the continuing enrollment data includes any enrollment the following year regardless of whether the enrollment was post-baccalaureate or not. These data account for 86% and 90% of the total graduating class for 2011-12 and 2012-13, respectively. For more details see table 40 within this report.



Notes: Wage data is based on Florida's annualized Unemployment Insurance (UI) wage data for those graduates who earned more than a full-time employee making minimum wage in the fiscal quarter a full year after graduation. This wage data includes graduates who were both employed and enrolled. This UI wage data does not include individuals who are self-employed, employed out of state, employed by the military or federal government, or those without a valid social security number. These data account for 31%, 31% and 34% of the total graduating class for 2010-11, 2011-12 and 2012-13, respectively. Wages rounded to nearest hundreds.



## Key Achievements (2013 -2014)

### STUDENT AWARDS/ACHIEVEMENTS

1. Epidemiology Ph.D. candidate Margo Klar has received nearly half a million dollars from the Bill & Melinda Gates Foundation to conduct feasibility testing of a ceramic umbilical cord cutting device she created for use in low-resource countries.
2. In March, the UF chapter of the National Broadcasting Society won chapter of the year at the association's 2014 National Convention. In addition, Chapter President Lauren Rautenkranz was named Member of the Year. UF also dominated the student competition with four awards.
3. Two students were named Frost Scholars to study at the University of Oxford. Four students received Boren fellowships for international study. Five students won Fulbright awards to study abroad.

### FACULTY AWARDS/ACHIEVEMENTS

1. Finance Professor Mark Flannery was named Chief Economist for the Securities & Exchange Commission.
2. Professors Lillian Guerra and John Palmer were awarded 2014 Fellowships from the John Simon Guggenheim Memorial Foundation.
3. Florida Museum of Natural History Director Douglas S. Jones was elected president of the Association of Science Museum Directors. Performing Arts Director Michael Blachly was elected to a three-year term as Chair of the Association of Performing Arts Presenters Board of Directors.
4. Dean Julie Johnson was elected to the Institute of Medicine of the National Academies.

### PROGRAM AWARDS/ACHIEVEMENTS

1. UF ranked fifth in the Best Online Bachelor's Programs category of U.S. News & World Report, with two online programs among the top 10 nationally.
2. The Sid Martin Biotechnology Incubator won the State Science & Technology Institute's 2014 Excellence in Technology-Based Economic Development Award for its exceptional achievement in the technology commercialization category.
3. NSF awarded six grants totaling about \$7.5M to digitize biodiversity collections, a nationwide effort coordinated by the iDigBio program based at the University of Florida.

### RESEARCH AWARDS/ACHIEVEMENTS

1. The American Physical Society recognized Pierre Ramond with the Dannie Heineman Prize for Mathematical Physics for his "pioneering foundational discoveries in supersymmetry and superstring theory" and Art Hebard with the Oliver E. Buckley Condensed Matter Physics Prize for his "discovery and pioneering investigations of the superconductor-insulator transition, a paradigm for quantum phase transitions."
2. Juan Gilbert's Prime III, an electronic voting machine a decade in the making, has debuted in primary elections in several states. It increases accessibility in the design of voting systems..
3. UF received a record \$702M in research awards in the 2013-14 fiscal year.

### INSTITUTIONAL AWARDS/ACHIEVEMENTS

1. UF was awarded the 19<sup>th</sup> annual Achievement of Excellence in Procurement Award for 2014 from the National Procurement Institute.
2. UF, University of Michigan, Indiana University, and Colorado State University became the founding members of Unizin to develop a repository for learning objects and a robust set of tools for learning analytics.
3. UF ranked No. 3 among Kiplinger's Best-Value Public Colleges.



# Narrative

## Teaching and Learning

### STRENGTHEN QUALITY AND REPUTATION OF ACADEMIC PROGRAMS AND UNIVERSITIES

1. Upon being named the state's highest-achieving preeminent university, UF initiated a program of investment designed to strengthen the quality and reputation of many departments and research initiatives. Many of the benefits of this program will accrue to the institution's graduate, professional and research programs, but they also assist in the undergraduate teaching arena by helping to stabilize the student-faculty ratio and by bringing undergraduates in contact with some of the world's leading scholars.
2. Following the university's adoption in summer 2013 of Academic Analytics as a tool to track scholarly productivity, deans and department chairs have increased their familiarity with and use of this resource. This benchmarking tool is currently used by more than half the AAU universities and by the AAU itself.
3. UF has one course required of all freshmen ("The Good Life" course). The Preeminence legislation authorized additional required courses, and UF has two additional courses under development, one in the sciences, and one in the social sciences. The first is "Climate Change Science and Solutions," and the second is "An Informed Life: People and Data." They are being taught this fall in small sections to vet the format and material. If successful, they may evolve into courses offered on a large scale and could become required material.
4. UF has continued to expand its presence online with the further development of UF Online. In order to further secure a foothold in the online marketplace and to enhance program quality, UF and several other universities created and capitalized Unizin. Unizin's mission is to acquire/develop a repository for learning objects and tools and to acquire/develop learning analytics tools to be used on a common learning management system (Canvas). Current members of Unizin include: University of Wisconsin, University of Michigan, Indiana University, Oregon State University, Colorado State University, University of Florida, University of Minnesota, Penn State University, and Ohio State University. UF is also a member of the Association of Public and Land Grant Universities (APLU) Personalized Learning Consortium that is dedicated to the development of personalized learning. One of UF's preeminence initiatives is the development of a group of faculty dedicated to research into online learning and academic technology. Three of the projected four hires in this area have been completed and have arrived on campus and an Online Learning Institute is emerging.
5. UF celebrated the opening of Heavener Hall, which houses UF's undergraduate programs in the Warrington College of Business Administration.
6. UF broke ground for the construction of the Chemical Biology building.
7. UF ranked number 3 among Kiplinger's Best Value Public Colleges.



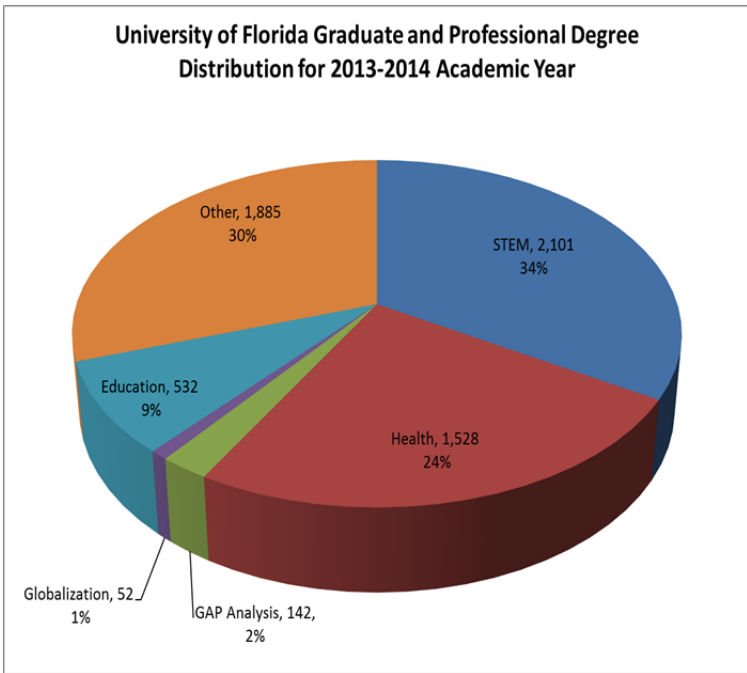
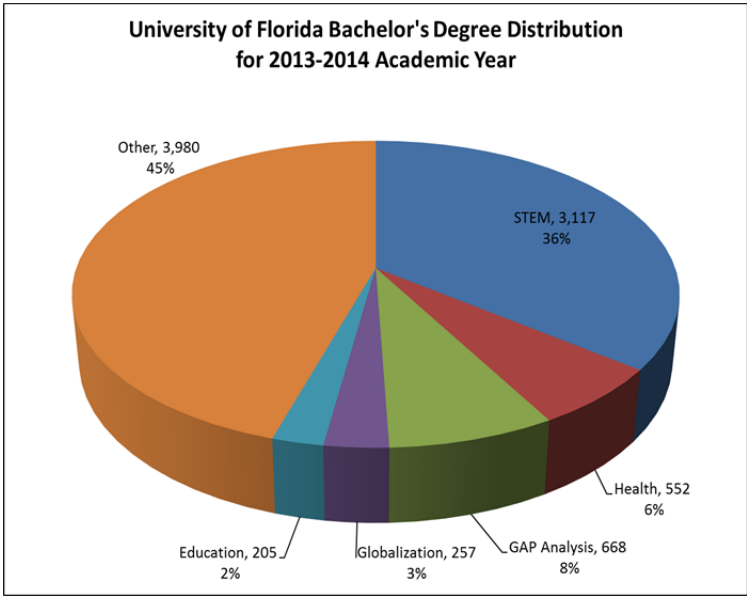
### INCREASE DEGREE PRODUCTIVITY AND PROGRAM EFFICIENCY

1. UF will report to IPEDS that its six-year graduation rate for the Fall 2008 cohort is estimated at 87.4%, a small increase over last year's rate of 86.51%.
2. UF's four-year graduation rate for the Fall 2010 cohort is 67%. This is an increase of 1% over last year's 2009 cohort rate and is a return to 2008's 67% rate.
3. UF is continuing to increase the number of undergraduate degrees offered through UF Online. The following degree programs are currently available to students enrolling as freshmen: Biology, Business Administration, Computer Science, Criminology and Law, Environmental Management, Geology, Health Education and Behavior, Psychology, Sociology, Sport Management, and Telecommunications. UF is working to increase access to the university through UF Online. Two noteworthy experiments:
  - a. PACE – (Pathway to On-Campus Education) – Following admission decisions for residential education in February 2015, several hundred additional students will be offered the opportunity to enroll in UF Online with the promise, contingent upon satisfactory progress, that they can enroll in the residential program by the beginning of their junior year.
  - b. UF is pursuing a program with the U.S. Navy to establish a pipeline of enlisted service men and women into UF Online degree programs.
4. UF renovated over 20,000 square feet of space in the Marston Science Library into a state-of-the-art student learning commons. It accommodates over 700 students in various types of study configurations and includes small study rooms, a visualization room, and a room configured to help students learn how to create apps.
5. UF has completed plans for the renovation of Newell Hall into an additional student-centered space.



**INCREASE THE NUMBER OF DEGREES AWARDED IN S.T.E.M. AND OTHER PROGRAMS OF STRATEGIC EMPHASIS**

The pie charts below show the distribution of Graduate and Professional Degrees and Bachelor's degrees for the 2013-14 academic year. BOG made broad changes in the definitions of what was included in the different areas, such as STEM or Health degrees. Comparing total strategic emphasis degrees using the new categories, UF shows an increase of 8% in undergraduate programs and 6% in graduate programs over 2012-13 data.







# Narrative

## Scholarship, Research and Innovation

### STRENGTHEN QUALITY AND REPUTATION OF SCHOLARSHIP, RESEARCH AND INNOVATION

1. Immediately following passage of SB 1076, UF solicited proposals from deans and directors for investment of the \$15M in preeminence funds (later increased to \$20M) into hiring new faculty in select research areas. The goal is to strengthen these research areas, increase their visibility, attract additional external research dollars, and propel the university to further prominence. At this point in time, over 60 faculty members have accepted offers of employment, and most of these have arrived on campus. Searches for approximately 60 additional faculty are underway.
2. To facilitate research computing, including its thrust into Big Data, UF created the HiPerGator supercomputer. The results have exceeded expectations, with well over \$300M in research being performed on it. We project that HiPerGator will reach 75% capacity before the end of the Spring semester, necessitating planning for HiPerGator2.
3. UF has broken ground for its new Chemical Biology building. This building will provide modern teaching laboratories for STEM undergraduates, and it will also provide critically-needed space for faculty, graduate students, and postdoc research groups.
4. IBM donated to UF its "PureData for Analytics" system, valued at \$500,000. The system will speed up processing capabilities for structured datasets and allow scientists working in many fields, including biological and environmental research, business informatics and healthcare, to crunch data faster. The "PureData for Analytics" system reduces the time needed to process large data queries of 10 million to 100 million records from 27 hours to a mere 3 seconds, a boon for UF researchers and the scientific community.
5. In support of campus efforts in Big Data, UF created the Informatics Institute. The College of Engineering has also created a new cybersecurity institute, named SENSEI, an acronym for SouthEasterN Security for Enterprise and Infrastructure.
6. UF physicists were part of the team at the Large Hadron Collider in Switzerland that proved the existence of the Higgs boson, nicknamed the "God particle."

### INCREASE RESEARCH AND COMMERCIALIZATION ACTIVITY

1. UF continues to develop the programs at its Innovation Hub. Plans are complete for an additional high-tech incubator slated to break ground in the next year. Last month, in a public-private partnership, Signet Corp. and UF broke ground for the Innovation Dormitory. This dormitory is across the street from the Innovation Hub and will serve as a live-work environment for students pursuing innovation and entrepreneurship.
2. UF's tech transfer initiatives continue to be remarkably successful. Following last year's recognition of the Sid Martin Biotechnology Incubator as the 2013 Incubator of the Year, it was recognized this year with the State Science & Technology Institute's 2014 Excellence in Technology-Based Economic Development Award for its exceptional achievement in the technology commercialization category. UF ranked fourth nationally in 2013 in the number of new business startups, following MIT, the entire University of California system, and the entire University of Texas system.



3. The number of US Patents issued for FY 2013-14 was 109. The Office of Technology and Licensing also received almost 300 new invention disclosures and helped start 17 new companies based on university research.
4. UF continues to attract industry to Gainesville and the state, including Mobiquity and Mindtree in the past several years. This year, the UF College of Engineering played a key role in Northrop-Grumman's decision to expand greatly its operations in Melbourne FL.
5. In the most recent data we have available comparing research and development expenditures at public institutions in 2012, UF ranked 14<sup>th</sup> in the nation.

#### INCREASE COLLABORATION AND EXTERNAL SUPPORT FOR RESEARCH ACTIVITY

1. UF received a record \$702 million in external grants and contracts in the 2013-14 fiscal year. Total federal agency funding (awards) for FY 2014 was over \$465 million.
2. UF is establishing the One Florida Clinical Research Consortium to facilitate statewide coordination and data exchange for human subject clinical research.
3. We are reengineering the university's proposal development and submission system to create a fully integrated, streamlined electronic platform that captures all pre-award sponsored program functions (UF Integrated Research Support Tool – UFIRST).
4. Total technology transfer income for FY 2014 was over \$24 million. Nearly \$21 million of this sum was royalty payments with the remainder being various license/option fees and other one-time payments.

### Community and Business Engagement

#### STRENGTHEN QUALITY AND REPUTATION OF COMMITMENT TO COMMUNITY AND BUSINESS ENGAGEMENT

1. In its first dozen years of operation, the [University of Florida's Tech Connect](#) program has helped launch 157 technology-based startup companies that in turn generated more than \$1 billion in private funding, \$530 million in public funding and 2,000 new jobs. During the fiscal year that ended June 30, the program's affiliated companies hired more than 345 new employees and raised more than \$106 million in private funding and \$105 million in public funding.
2. UF is exploring innovative paths to translating university research into startups through its ongoing STTR/SBIR Accelerator Program.
3. UF is also addressing gender disparity in entrepreneurship through its Empowering Women in Technology Startup Program.



## INCREASE LEVELS OF COMMUNITY AND BUSINESS ENGAGEMENT

The UF Office of Community Relations is responsible for developing and maintaining relationships with individuals, governments and the business communities within the North Central Florida region. The office:

- Serves as an information resource and a point of contact for the community.
- Interfaces with public officials and community leadership for the identification and resolution of issues of concern to both the university and all sectors of the community.
- Promotes the university as a resource to the region - as part of the UF land grant mission.
- Creates opportunities for interface between the university and the community.
- Oversees the annual \$1 million campaign for local charities.
- Serves as a community link for UF expertise.
- Maintains the Community Outreach database – showcasing the many outreach efforts on campus including medical care, outreach to schools, technical assistance, and pro bono legal work. <http://www.urel.ufl.edu/community-relations/community-outreach/>.
- Coordinates the Community Outreach Group – a monthly meeting of those at UF who interface with our community. The purpose is the sharing of information and the coordination of communication.
- Organizes the Eye Opener Discovery Breakfasts – monthly breakfasts for campus and community featuring a variety of speakers from UF and from the community.

## INCREASE COMMUNITY AND BUSINESS WORKFORCE

The University of Florida works in partnership with our city and county governments and our Chamber of Commerce in economic development efforts. These efforts are bringing jobs to Gainesville. We do this through:

- Support of area economic development efforts – including Innovation Square and underserved East Gainesville.
- Regular interface with Gainesville and Alachua County officials. In addition to a monthly meeting with the Assistant City Manager, we recently held a very productive day-long meeting with the Gainesville City Commission and UF leadership to share current UF activities and initiatives.
- Interface with surrounding counties/cities, many of which are dependent upon Gainesville businesses, the University of Florida and UF Health for employment, legal assistance, health care, retail and entertainment.
- Involvement with the Gainesville Area Chamber of Commerce (GACC) and the Council for Economic Outreach (CEO).



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## Section 1 – Financial Resources

**TABLE 1A. University Education and General Revenues**

	2010-11 Actual	2011-12 Actual	2012-13 Actual	2013-14 Actual	2014-15 Estimates
<b>MAIN OPERATIONS</b>					
Recurring State Funds	\$329,372,744	\$282,072,644	\$278,338,117	\$325,992,708	\$365,253,345
Non-Recurring State Funds	\$5,570,794	\$3,733,260	(\$32,710,787)	\$17,618,253	\$5,768,361
Tuition	\$225,575,994	\$237,366,286	\$254,750,464	\$260,713,331	\$259,421,947
Tuition Differential Fee	\$12,908,185	\$19,924,508	\$27,899,543	\$28,883,422	\$29,449,829
Misc. Fees & Fines	\$4,864,089	\$4,037,039	\$7,694,619	\$4,126,872	\$4,129,000
Other Operating TF	\$0	\$0	\$0	\$0	\$0
Federal Stimulus Funds	\$24,962,688	\$0	\$0	\$0	\$0
<b>SUBTOTAL</b>	<b>\$603,254,494</b>	<b>\$547,133,737</b>	<b>\$535,971,956</b>	<b>\$637,334,586</b>	<b>\$664,022,482</b>
<b>HEALTH SCIENCE CENTER / MEDICAL SCHOOL</b>					
Recurring State Funds	\$101,526,159	\$101,645,085	\$94,360,878	\$107,750,528	\$109,438,435
Non-Recurring State Funds	\$2,400,000	\$0	\$0	\$1,468,994	\$1,250,000
Tuition	\$31,693,185	\$35,433,164	\$37,469,368	\$38,410,501	\$38,584,413
Tuition Differential Fee	\$0	\$0	\$0	\$0	\$0
Misc. Fees & Fines	\$88,578	\$0	\$0	\$0	\$0
Other Operating TF	\$13,367,628	\$18,780,736	\$23,304,902	\$23,958,755	\$26,019,522
Federal Stimulus Funds	\$6,927,333	\$0	\$0	\$0	\$0
<b>SUBTOTAL</b>	<b>\$156,002,883</b>	<b>\$155,858,985</b>	<b>\$155,135,148</b>	<b>\$171,588,778</b>	<b>\$175,292,370</b>
<b>INSTITUTE OF FOOD &amp; AGRICULTURAL SCIENCES (IFAS)</b>					
Recurring State Funds	\$132,455,375	\$132,950,565	\$136,741,897	\$144,581,365	\$147,020,461
Non-Recurring State Funds	\$0	\$0	\$1,117,000	\$310,726	\$5,985,878
Tuition	\$0	\$0	\$0	\$0	\$0
Tuition Differential Fee	\$0	\$0	\$0	\$0	\$0
Misc. Fees & Fines	\$0	\$0	\$0	\$0	\$0
Other Operating TF	\$16,781,718	\$17,366,892	\$16,526,296	\$16,906,873	\$10,944,499
Federal Stimulus Funds	\$0	\$0	\$0	\$0	\$0
<b>SUBTOTAL</b>	<b>\$149,237,093</b>	<b>\$150,317,457</b>	<b>\$154,385,193</b>	<b>\$161,798,964</b>	<b>\$163,950,838</b>
<b>TOTAL</b>	<b>\$908,494,470</b>	<b>\$853,310,179</b>	<b>\$845,492,297</b>	<b>\$970,722,328</b>	<b>\$1,003,265,690</b>

**Recurring State Funds:** State recurring funds include general revenue and lottery education & general (E&G) appropriations and any administered funds provided by the state. This does not include technical adjustments or transfers made by universities after the appropriation. Please note: for estimated 2013-14 this figure includes the non-recurring \$300 M system budget reduction. - Source: For actual years, SUS Final Amendment Packages; for estimated year the 2013-14 Allocation Summary and Workpapers (Total E&G general revenue & lottery minus non-recurring) and Board of Governors staff calculations for risk management insurance adjustments. **Non-Recurring State Funds:** State non-recurring funds include general revenue and lottery education & general appropriations and any administered funds provided by the state. This does not include technical adjustments or transfers made by Universities after the appropriation - Source: non-recurring appropriations section of the annual Allocation Summary and Workpapers document and all other non-recurring budget amendments allocated later in the fiscal year. **Tuition:** Actual resident & non-resident tuition revenues collected from students, net of fee waivers. - Source: Operating Budget, Report 625 – Schedule I-A. **Tuition Differential Fee:** Actual tuition differential revenues collected from undergraduate students - Source: Operating Budget, Report 625 – Schedule I-A. **Miscellaneous Fees & Fines:** Other revenue collections include items such as application fees, late registration fees, library fines, miscellaneous revenues. This is the total revenue from Report 625 minus tuition and tuition differential fee revenues. This does not include local fees - Source: Operating Budget, Report 625 – Schedule I-A. **Other Operating Trust Funds:** For UF-IFAS and UF-HSC, actual revenues from the Incidental Trust Funds and Operations & Maintenance Trust Fund are provided by the University of Florida. Source: Final Amendment Package. **Federal Stimulus Funds:** Non-recurring American Recovery and Reinvestment Act funds appropriated by the state - Source: SUS Final Amendment Package. In 2013-2014, \$15 million in non-recurring state support was provided to the Board to provide grants to address targeted program areas as identified in the GAP Analysis Report prepared by the Commission on Florida Higher Education Access & Attainment. For FY 2014-2015, these funds were reallocated to the institutions as recurring dollars to support the performance funding initiative.



**Section 1 – Financial Resources** *(continued)*

**TABLE 1B. University Education and General Expenditures**

	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Actual*	2013-14 Actual*
<b>MAIN OPERATIONS</b>					
Instruction/Research	\$381,417,480	\$399,617,022	\$369,229,940	\$396,457,031	\$429,082,455
Administration and Support	\$32,154,617	\$37,183,216	\$34,106,924	\$36,055,368	\$45,920,170
PO&M	\$50,793,115	\$47,425,494	\$43,591,990	\$36,757,488	\$41,605,570
Student Services	\$21,642,874	\$23,998,630	\$29,850,078	\$30,896,111	\$33,467,109
Library/Audio Visual	\$24,956,772	\$25,545,830	\$24,695,285	\$25,960,911	\$26,937,947
Other	\$24,396,922	\$24,406,165	\$23,121,289	\$16,508,484	\$15,512,894
<b>TOTAL</b>	<b>\$535,361,780</b>	<b>\$558,176,357</b>	<b>\$524,595,506</b>	<b>\$542,635,393</b>	<b>\$592,526,145</b>
<b>HEALTH SCIENCE CENTER / MEDICAL SCHOOL</b>					
Instruction/Research	\$75,658,922	\$97,731,524	\$85,560,576	\$82,495,438	\$101,578,811
Administration and Support	\$14,742,119	\$8,398,086	\$9,477,654	\$13,443,683	\$15,630,894
PO&M	\$32,238,666	\$31,195,289	\$28,484,747	\$34,523,759	\$30,658,775
Library/Audio Visual	\$3,533,958	\$3,266,682	\$3,362,235	\$3,344,081	\$3,557,678
Teaching Hospital & Clinics	\$15,186,913	\$16,431,794	\$18,811,107	\$18,222,133	\$18,300,431
Student Services, and Other	\$0	\$0	\$0	\$0	\$0
<b>TOTAL</b>	<b>\$141,360,578</b>	<b>\$157,023,375</b>	<b>\$145,696,319</b>	<b>\$152,029,094</b>	<b>\$169,726,589</b>
<b>INSTITUTE OF FOOD &amp; AGRICULTURAL SCIENCES (IFAS)</b>					
Instruction/Research	\$0	\$0	\$0	\$0	\$0
Administration and Support	\$6,782,382	\$6,766,270	\$7,185,500	\$10,856,182	\$14,928,593
PO&M	\$16,950,590	\$14,894,635	\$14,289,202	\$15,905,754	\$17,769,832
Student Services	\$0	\$0	\$0	\$0	\$0
Agricultural Extension	\$39,716,740	\$42,284,783	\$41,409,931	\$41,783,184	\$46,018,498
Institutes & Centers, Other	\$71,486,103	\$74,318,320	\$73,235,066	\$74,878,235	\$78,554,232
<b>TOTAL</b>	<b>\$134,935,815</b>	<b>\$138,264,008</b>	<b>\$136,119,699</b>	<b>\$143,423,355</b>	<b>\$157,271,155</b>
<b>TOTAL</b>	<b>\$811,658,173</b>	<b>\$853,463,740</b>	<b>\$806,411,524</b>	<b>\$838,087,842</b>	<b>\$919,523,889</b>

The table reports the actual amount of expenditures from revenues appropriated by the legislature for each fiscal year. The expenditures are classified by Program Component (i.e., Instruction/Research, PO&M, Administration, etc..) for activities directly related to instruction, research and public service. The table does not include expenditures classified as non-operating expenditures (i.e., to service asset-related debts), and therefore excludes a small portion of the amount appropriated each year by the legislature. Note\*: FY 2012-2013 reflects a change in reporting expenditures from prior years due to the new carry-forward reporting requirement as reflected in the 2013-2014 SUS Operating Budget Reports. Since these expenditures will now include carry-forward expenditures, these data are no longer comparable to the current-year revenues reported in table 1A, or prior year expenditures in table 1B.

**Instruction & Research:** Includes expenditures for state services related to the instructional delivery system for advanced and professional education. Includes functions such as; all activities related to credit instruction that may be applied toward a postsecondary degree or certificate; non-project research and service performed to maintain professional effectiveness; individual or project research; academic computing support; academic source or curriculum development. Source: Operating Budget Summary - Expenditures by Program Activity (or Report 645). **Administration & Support Services:** Expenditures related to the executive direction and leadership for university operations and those internal management services which assist and support the delivery of academic programs. Source: Operating Budget Summary - Expenditures by Program Activity (or Report 645). **PO&M:** Plant Operations & Maintenance expenditures related to the cleaning and maintenance of existing grounds, the providing of utility services, and the planning and design of future plant expansion and modification. **Student Services:** Includes resources related to physical, psychological, and social well being of the student. Includes student service administration, social and cultural development, counseling and career guidance, financial aid, and student admissions and records. **Other:** includes Institutes and Research Centers, Radio/TV, Museums and Galleries, Intercollegiate Athletics, Academic Infrastructure Support Organizations. Source: Operating Budget Summary - Expenditures by Program Activity (or Report 645).



**Section 1 – Financial Resources** *(continued)*

**TABLE 1C. State Funding per Full-Time Equivalent (FTE) Student**

	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Actual	2013-14 Actual
<b>Appropriated Funding per FTE</b>					
General Revenue	\$6,528	\$6,714	\$5,565	\$4,920	\$7,066
Lottery Funds	\$681	\$837	\$951	\$724	\$877
Tuition & Fees	\$5,236	\$6,060	\$6,659	\$7,417	\$7,535
Other Trust Funds	\$579	\$563	\$0	\$0	\$0
<b>TOTAL</b>	<b>\$13,024</b>	<b>\$14,173</b>	<b>\$13,176</b>	<b>\$13,061</b>	<b>\$15,479</b>
<b>Actual Funding per FTE</b>					
Tuition & Fees	\$4,751	\$5,486	\$5,958	\$6,671	\$6,790
<b>TOTAL</b>	<b>\$12,540</b>	<b>\$13,599</b>	<b>\$12,474</b>	<b>\$12,315</b>	<b>\$14,733</b>

Notes: (1) FTE is based on actual FTE, not funded FTE; (2) does not include Health-Science Center funds or FTE; (3) FTE for these metrics uses the standard IPEDS definition of FTE, equal to 30 credit hours for undergraduates and 24 for graduates; and (4) actual funding per student is based on actual tuition and E&G fees (does not include local fees) collected. Sources: Appropriated totals from the annual Final Amendment Package data. Actual Student Fees from the Operating Budget 625 reports. This does not include appropriations for special units (i.e., IFAS, Health Science Centers, and Medical Schools). Tuition and fee revenues include tuition and tuition differential fee and E&G fees (i.e., application, late registration, and library fees/fines). Other local fees that do not support E&G activities are not included here (see Board of Governors Regulation 7.003). This data is not adjusted for inflation.

**TABLE 1D. University Other Budget Entities**

	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Actual	2013-14 Actual
<b>Auxiliary Enterprises</b>					
Revenues	\$319,287,205	\$319,312,388	\$318,156,810	\$338,263,665	\$350,669,434
Expenditures	\$297,550,942	\$322,039,187	\$333,401,920	\$332,646,864	\$351,509,888
<b>Contracts &amp; Grants</b>					
Revenues	\$982,143,506	\$1,045,444,092	\$1,111,573,155	\$1,146,883,041	\$1,226,545,535
Expenditures	\$978,332,287	\$1,021,605,276	\$1,075,100,893	\$1,092,573,367	\$1,128,761,594
<b>Local Funds</b>					
Revenues	\$523,131,919	\$559,745,623	\$566,476,137	\$562,640,244	\$557,195,480
Expenditures	\$523,597,165	\$557,819,207	\$552,152,515	\$561,772,973	\$558,286,365
<b>Faculty Practice Plans</b>					
Revenues	\$573,451,089	\$609,860,444	\$631,069,417	\$686,956,090	\$756,319,605
Expenditures	\$555,403,176	\$592,026,926	\$639,051,475	\$690,656,156	\$737,374,786

Notes: Revenues do not include transfers. Expenditures do not include non-operating expenditures. **Auxiliary Enterprises** are self supported through fees, payments and charges. Examples include housing, food services, bookstores, parking services, health centers. **Contract & Grants** resources are received from federal, state or private sources for the purposes of conducting research and public service activities. **Local Funds** are associated with student activity (supported by the student activity fee), student financial aid, concessions, intercollegiate athletics, technology fee, green fee, and student life & services fee. **Faculty Practice Plan** revenues/receipts are funds generated from faculty practice plan activities. Faculty Practice Plan expenditures include all expenditures relating to the faculty practice plans, including transfers between other funds and/or entities. This may result in double counting in information presented within the annual report. Source: Operating Budget, Report 615.



## Section 1 – Financial Resources *(continued)*

### TABLE 1E. Voluntary Support of Higher Education

	2009-10	2010-11	2011-12	2012-13	2013-14
Endowment Value (\$1000s)	\$1,104,573	\$1,295,313	\$1,263,277	\$1,359,643	\$1,519,522
Gifts Received (\$1000s)	\$182,741	\$201,029	\$173,385	\$210,951	\$215,183
Percentage of Alumni Donors	14.8%	14.3%	13.2%	12.9%	12.3%

Notes: **Endowment value** at the end of the fiscal year, as reported in the annual NACUBO Endowment Study. **Gifts Received** as reported in the Council for Aid to Education's Voluntary Support of Education (VSE) survey in the section entitled "Gift Income Summary," this is the sum of the present value of all gifts (including outright and deferred gifts) received for any purpose and from all sources during the fiscal year, excluding pledges and bequests. (There's a deferred gift calculator at [www.cae.org/vse](http://www.cae.org/vse).) The present value of non-cash gifts is defined as the tax deduction to the donor as allowed by the IRS. **Percentage of Alumni Donors** as reported in the Council for Aid to Education's Voluntary Support of Education (VSE) survey in the section entitled "Additional Details," this is the number of alumni donors divided by the total number of alumni, as of the end of the fiscal year. "Alumni," as defined in this survey, include those holding a degree from the institution as well as those who attended the institution but did not earn a degree.

### TABLE 1F. Tuition Differential Fees (TDF)

	2011-12	2012-13	2013-14
TDF Revenues Generated	\$19,924,508	\$27,899,543	\$28,883,422
Students Receiving TDF Funded Award	1,368	1,315	1,273
Total Value of TDF Funded Financial Aid Awards	\$4,361	\$6,384	\$6,807

### Florida Student Assistance Grant (FSAG) Eligible Students

	2011-12	2012-13	2013-14
Number of Eligible Students	8,807*	9,648	10,378
Number Receiving a TDF Waiver	0	0	0
Total Value of TDF Waivers	\$0	\$0	\$0

Note: **TDF Revenues Generated** refers to actual tuition differential revenues collected from undergraduate students as reported on the Operating Budget, Report 625 – Schedule I-A. **Students Receiving TDF Funded Award** reports the number of unduplicated students who have received a financial aid award that was funded by tuition differential revenues. **Value of TDF Funded Award** refers to the average value of financial aid awards funded by the the Tuition Differential Fee funds. **Florida Student Assistance Grant (FSAG) Eligible Students: Number of Eligible Students** refers to total annual unduplicated count of undergraduates at the institution who are eligible for FSAG in the academic year, whether or not they received FSAG awards. **Number Receiving a TDF Waiver** refers to annual unduplicated count of FSAG-eligible students receiving a waiver, partial or full, of the tuition differential fees at the institution during the academic year, regardless of the reason for the waiver. **Value of TDF Waivers** refers to the average value of waivers provided to FSAG-eligible undergraduates at the institution during the academic year, regardless of the reason for the waiver. Note\*: The 2011-12 number of FSAG eligible students is an estimate.





## Section 2 – Personnel

**TABLE 2A. Personnel Headcount** (in Fall term only)

	2009	2010	2011	2012	2013
<b>Full-time Employees</b>					
Tenured Faculty	1,885	1,847	1,850	1,838	1,827
Tenure-track Faculty	677	713	669	592	546
Non-Tenure Track Faculty	1,645	1,655	1,766	1,813	1,863
Instructors Without Faculty Status	0	0	0	0	0
Graduate Assistants/Associates	0	0	0	0	0
Non-Instructional Employees	8,241	8,308	8,397	8,493	8,730
<b>FULL-TIME SUBTOTAL</b>	<b>12,448</b>	<b>12,523</b>	<b>12,682</b>	<b>12,736</b>	<b>12,966</b>
<b>Part-time Employees</b>					
Tenured Faculty	112	119	110	47	57
Tenure-track Faculty	22	22	18	16	9
Non-Tenure Track Faculty	648	684	727	778	814
Instructors Without Faculty Status	0	0	0	0	0
Graduate Assistants/Associates	4,403	4,480	4,354	4,095	3,893
Non-Instructional Employees	194	177	179	168	185
<b>PART-TIME SUBTOTAL</b>	<b>5,379</b>	<b>5,482</b>	<b>5,388</b>	<b>5,104</b>	<b>4,958</b>
<b>TOTAL</b>	<b>17,827</b>	<b>18,005</b>	<b>18,070</b>	<b>17,840</b>	<b>17,924</b>

Note: This table is based on the annual IPEDS Human Resources Survey, and provides full- and part-time medical and non-medical staff by faculty status and primary function/occupational activity. **Tenured and Tenure-Track Faculty** include those categorized within instruction, research, or public service. **Non-Tenure Track Faculty** includes adjunct faculty (on annual and less than annual contracts) and faculty on multi-year contracts categorized within instruction, research, or public service. **Instructors Without Faculty Status** includes postdoctoral research associates, and individuals hired as a staff member primarily to do research on a 3-year contract without tenure eligibility categorized within instruction, research, or public service. **Non-Instructional Employees** includes all executive, administrative and managerial positions regardless of faculty status; as well as, other support and service positions regardless of faculty status. Note: The universities vary on how they classify adjuncts (some include them as non-tenure track faculty while others do not consider them faculty and report them as instructors without faculty status) and part-time non-instructional employees.



## Section 3 – Enrollment

**TABLE 3A. Headcount Enrollment by Student Type and Level**

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
<b>TOTAL</b>	<b>50,842</b>	<b>50,116</b>	<b>49,785</b>	<b>50,086</b>	<b>50,095</b>
<b>UNDERGRADUATE</b>					
FTIC (Regular Admit)	25,703	25,137	25,308	25,235	25,591
FTIC (Profile Admit)	775	748	632	641	632
AA Transfers	5,404	5,166	5,138	5,168	5,137
Other Transfers	1,133	1,013	930	994	1,015
<b>Subtotal</b>	<b>33,015</b>	<b>32,064</b>	<b>32,008</b>	<b>32,038</b>	<b>32,375</b>
<b>GRADUATE</b>					
Master's	7,038	7,276	7,228	7,461	7,204
Research Doctoral	4,552	4,694	4,594	4,476	4,348
Professional Doctoral	4,707	4,559	4,450	4,395	4,377
<i>Dentistry</i>	330	330	331	327	341
<i>Law</i>	1,098	1,044	979	959	936
<i>Medicine</i>	528	535	546	545	542
<i>Nursing Practice</i>	140	173	174	173	203
<i>Pharmacy</i>	1,876	1,735	1,674	1,572	1,537
<i>Physical Therapist</i>	163	164	166	165	178
<i>Veterinary Medicine</i>	348	360	371	402	426
<i>Other</i>	224	218	209	252	214
<b>Subtotal</b>	<b>16,297</b>	<b>16,529</b>	<b>16,272</b>	<b>16,332</b>	<b>15,929</b>
<b>UNCLASSIFIED</b>					
	<b>1,530</b>	<b>1,523</b>	<b>1,505</b>	<b>1,716</b>	<b>1,791</b>

Note: This table reports the number of students enrolled at the university by student type categories. The determination for undergraduate, graduate and unclassified is based on the institutional class level values. Unclassified refers to a student who has not yet been formally admitted into a degree program but is enrolled. The student type for undergraduates is based on the Type of Student at Time of Most Recent Admission. The student type for graduates is based on the degree that is sought and the student CIP code.



**Section 3 – Enrollment** *(continued)*

**TABLE 3B. Full-Time Equivalent (FTE) Enrollment** [State Fundable only]

	2011-12		2012-13		2013-14	
	State-Funded	Actual	State-Funded	Actual	State-Funded	Actual
<b>FLORIDA RESIDENTS</b>						
Lower-Division	10,182	9,822	10,182	9,715	10,122	9,664
Upper-Division	13,258	13,156	13,431	13,070	13,852	13,233
Master's (GRAD I)	2,798	2,329	2,423	2,138	1,981	1,912
Doctoral (GRAD II)	3,521	3,779	3,686	3,711	3,830	3,642
<b>Subtotal</b>	<b>29,759</b>	<b>29,086</b>	<b>29,722</b>	<b>28,634</b>	<b>29,785</b>	<b>28,450</b>
<b>NON-FLORIDA RESIDENTS</b>						
Lower-Division	.	330	.	379	.	451
Upper-Division	.	389	.	412	.	480
Master's (GRAD I)	.	1,236	.	1,394	.	1,267
Doctoral (GRAD II)	.	1,856	.	1,822	.	1,796
<b>Subtotal</b>	<b>4,049</b>	<b>3,810</b>	<b>4,049</b>	<b>4,007</b>	<b>4,049</b>	<b>3,994</b>
<b>TOTAL FTE</b>						
Lower-Division	.	10,152	.	10,094	.	10,115
Upper-Division	.	13,545	.	13,482	.	13,713
Master's (GRAD I)	.	3,564	.	3,532	.	3,178
Doctoral (GRAD II)	.	5,635	.	5,533	.	5,437
<b>Total</b>	<b>33,808</b>	<b>32,896</b>	<b>33,771</b>	<b>32,641</b>	<b>33,834</b>	<b>32,444</b>
<b>Total (US Definition)</b>	<b>45,077</b>	<b>43,861</b>	<b>45,028</b>	<b>43,522</b>	<b>45,112</b>	<b>43,258</b>

Notes: Full-time Equivalent (FTE) student is a measure of instructional effort (and student activity) that is based on the number of credit hours that students enroll by course level. FTE is based on the Florida definition, which divides undergraduate credit hours by 40 and graduate credit hours by 32 (US definition based on Undergraduate FTE = 30 and Graduate FTE = 24 credit hours). In 2013-14, the Florida Legislature chose to no longer separate funded non-resident FTE from funded resident FTE. **Funded** enrollment as reported in the General Appropriations Act and Board of Governors' Allocation Summary. **Actual** enrollment only reports 'state-fundable' FTE as reported by Universities to the Board of Governors in the Student Instruction File (SIF). Totals are actual and may not equal sum of reported student levels due to rounding of student level FTE. Total FTE are equal in tables 3B and 3C.



**Section 3 – Enrollment** *(continued)*

**TABLE 3C. Full-Time Equivalent (FTE) Enrollment by Method of Instruction**

	2010-11	2011-12	2012-13	2013-14
<b>TRADITIONAL</b>				
Lower-Division	8,709	8,619	7,806	7,504
Upper-Division	11,449	11,103	10,558	10,100
Master's (GRAD 1)	3,143	3,132	2,744	2,561
Doctoral (GRAD 2)	5,184	5,098	4,422	4,334
<b>Total</b>	<b>28,484</b>	<b>27,953</b>	<b>43,894</b>	<b>24,499</b>
<b>HYBRID</b>				
Lower-Division	347	142	247	217
Upper-Division	169	331	119	11
Master's (GRAD 1)	85	65	26	6
Doctoral (GRAD 2)	199	258	199	21
<b>Total</b>	<b>800</b>	<b>796</b>	<b>590</b>	<b>255</b>
<b>DISTANCE LEARNING</b>				
Lower-Division	1,094	1,391	2,042	2,394
Upper-Division	2,079	2,110	2,805	3,603
Master's (GRAD 1)	442	367	762	611
Doctoral (GRAD 2)	372	279	912	1,083
<b>Total</b>	<b>3,987</b>	<b>4,148</b>	<b>6,521</b>	<b>7,690</b>
<b>TOTAL</b>				
Lower-Division	10,149	10,152	10,094	10,115
Upper-Division	13,697	13,545	13,482	13,713
Master's (GRAD 1)	3,670	3,564	3,532	3,178
Doctoral (GRAD 2)	5,755	5,635	5,533	5,437
<b>Total</b>	<b>33,271</b>	<b>32,896</b>	<b>32,641</b>	<b>32,444</b>

Note: Full-time Equivalent (FTE) student is a measure of instructional effort (and student activity) that is based on the number of credit hours that students enroll by course level. FTE is based on the Florida definition, which divides undergraduate credit hours by 40 and graduate credit hours by 32. **Distance Learning** is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), *F.S.*). **Hybrid** is a course where 50% to 79% of the instruction is delivered using some form of technology, when the student and instructor are separated by time or space, or both (per SUDS data element 2052). **Traditional (and Technology Enhanced)** refers to primarily face to face instruction utilizing some form of technology for delivery of supplemental course materials for *no more* than 49% of instruction (per SUDS data element 2052). Totals are actual and may not equal sum of reported student levels due to rounding of student level FTE. Total FTE are equal in tables 3B and 3C.



**Section 3 – Enrollment** *(continued)*

**TABLE 3D. Headcount Enrollment by Military Status and Student Level**

	Fall 2010	Fall 2011	Fall 2012	Fall 2013
<b>MILITARY</b>				
Unclassified	30	35	40	39
Undergraduate	240	246	234	208
Master's (GRAD 1)	283	268	262	255
Doctoral (GRAD 2)	46	53	60	57
<b>Subtotal</b>	<b>599</b>	<b>602</b>	<b>596</b>	<b>559</b>
<b>ELIGIBLE DEPENDENT</b>				
Unclassified	2	3	5	6
Undergraduate	218	233	277	301
Master's (GRAD 1)	44	61	60	69
Doctoral (GRAD 2)	19	21	23	20
<b>Subtotal</b>	<b>283</b>	<b>318</b>	<b>365</b>	<b>396</b>
<b>NON-MILITARY</b>				
Unclassified	1,491	1,467	1,671	1,746
Undergraduate	31,606	31,529	31,527	31,866
Master's (GRAD 1)	11,720	11,513	10,825	10,582
Doctoral (GRAD 2)	4,417	4,356	5,102	4,946
<b>Subtotal</b>	<b>49,234</b>	<b>48,865</b>	<b>49,125</b>	<b>49,140</b>
<b>Total</b>	<b>50,116</b>	<b>49,785</b>	<b>50,086</b>	<b>50,095</b>

Note: This table provides trend data on the number of students enrolled based on their military status. **Military** includes students who were classified as Active Duty, Veterans, National Guard, or Reservist.. **Eligible Dependents** includes students who were classified as eligible dependents (dependents who received veteran's benefits). **Non-Military** includes all other students.

**TABLE 3E. University Access Rate: Undergraduate Enrollment with Pell Grant**

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Pell Grant Recipients	8,762	9,822	10,527	10,425	10,377
Percent with Pell Grant	27%	31%	33%	33%	32%

Note: This table reports the University's Access Rate, which is a measure of the percentage of undergraduate students (excludes Non-Resident Aliens) who have received a federal Pell grant award during a given Fall term. The top row reports the number of students who received a Pell Grant award. The bottom row provides the percentage of eligible students that received a Pell Grant award.



## Section 4 – Undergraduate Education

**TABLE 4A. Baccalaureate Degree Program Changes in AY 2013-14**

Title of Program	Six-digit CIP Code	Degree Level	Date of UBOT Action	Starting or Ending Term	Comments
<b>New Programs</b>					
Dietetics	51.3101	Bachelors	28-Mar-14	2014 FALL	On BOG agenda for Nov. 2014
Nutritional Sciences	30.1901	Bachelors	28-Mar-14	2014 FALL	
<b>Terminated Programs</b>					
Asian Studies	05.0103	Bachelors	06-Dec-13	2012 FALL	
<b>Programs Suspended for New Enrollments</b>					
Agricultural and Food Products Processing	01.0401	Bachelors		2011 FALL	
Real Estate	52.1501	Bachelors		2011 SUM	
<b>New Programs Considered By University But Not Approved</b>					
Mass Communications - 09.0102					
Comp Eng Technology - 15.1201					
Environ Eng Technology - 15.050					
Mech Eng Technology - 15.0805					
Indus Eng Technology - 15.0612					
Mfg Eng Technology - 15.0613					
Comm Studies - 09.0100					
Environ Analysis/Design 04.0401					
Educational Technology 13.0501					
Marine Sciences 30.0201					
Ag Operations Mgmt 01.0106					
Public Health 51.2201					

Note: This table does not include new majors or concentrations added under an existing degree program CIP Code. This table reports the new and terminated program changes based on Board action dates between May 5, 2013 and May 4, 2014. **New Programs** are proposed new degree programs that have been completely through the approval process at the university and, if appropriate, the Board of Governors. Does not include new majors or concentrations added under an existing degree program CIP Code. **Terminated Programs** are degree programs for which the entire CIP Code has been terminated and removed from the university's inventory of degree programs. Does not include majors or concentrations terminated under an existing degree program CIP Code if the code is to remain active on the academic degree inventory. **Programs Suspended for New Enrollments** are degree programs for which enrollments have been temporarily suspended for the entire CIP Code, but the program CIP Code has not been terminated. Does not include majors or concentrations suspended under an existing degree program CIP Code if the code is to remain active on the academic degree inventory and new enrollments in any active major will be reported. Programs included in this list may have been suspended for new enrollments sometime in the past and have continued to be suspended at least one term of this academic year. **New Programs Considered by University But Not Approved** includes any programs considered by the university board of trustees, or any committee of the board, but not approved for implementation. Also include any programs that were returned prior to board consideration by the university administration for additional development, significant revisions, or re-conceptualization; regardless of whether the proposal was eventually taken to the university board for approval. Count the returns once per program, not multiple times the proposal was returned for revisions, unless there is a total re-conceptualization that brings forward a substantially different program in a different CIP Code.



## Section 4 – Undergraduate Education *(continued)*

**TABLE 4B. Full-time, First-Time-in-College (FTIC) Retention Rates**  
*Retained in the Second Fall Term at Same University*

	2009-10	2010-11	2011-12	2012-13	2013-14 Preliminary
<i>Cohort Size</i>	6,301	6,381	6,420	6,263	6,348
% Retained	96%	95%	96%	96%	96%
% Retained <i>with GPA of 2.0 or higher</i>	94%	95%	95%	96%	95%

Notes: **Cohorts** are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). **Percent Retained** is based on student enrollment in the Fall term following their first year. **Percent Retained with GPA Above 2.0** is based on student enrollment in the Fall term following their first years for those students with a GPA of 2.0 or higher at the end of their first year (Fall, Spring, Summer). The most recent year of Retention data is based on preliminary data (SIFP file) that is comparable to the final data (SIF file) but may be revised in the following years based on changes in student cohorts.

**TABLE 4C. Full-time, First-Time-in-College (FTIC) Six-Year Graduation Rates**

Term of Entry	2004-10	2005-11	2006-12	2007-13	2008-14 Preliminary
<i>Cohort Size</i>	6,684	7,216	6,674	6,440	6,387
% Graduated	84%	84%	85%	87%	87%
% Still Enrolled	2%	2%	2%	2%	2%
% Success Rate	86%	86%	87%	88%	89%

Notes: **Cohorts** are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). **Percent Graduated** is based on federal rate and does not include students who originally enroll as part-time students, or who transfer into the institution. This metric complies with the requirements of the federal Student Right to Know Act that requires institutions to report the completion status at 150% of normal time (or six years). **Success Rate** measures the percentage of an initial cohort of students who have either graduated or are still enrolled at the same university. Since degrees can be awarded after the last semester of coursework, the most recent year of data in this table provides preliminary data that may change with the addition of "late degrees". Late degrees reported in conjunction with the IPEDS Graduation Rate Survey due in mid-April will be reflected in the following year.



**Section 4 – Undergraduate Education** *(continued)*

**TABLE 4D. FTIC Graduation Rates** *(includes Full- and Part-time students)*

<b>4 – Year Rates</b>	<b>2006-10</b>	<b>2007-11</b>	<b>2008-12</b>	<b>2009-13</b>	<b>2010-14 Preliminary</b>
Cohort Size	6,737	6,491	6,444	6,314	6,393
Same University	64%	65%	67%	66%	67%
Other SUS University	1%	1%	1%	1%	1%
<b>TOTAL</b>	<b>65%</b>	<b>66%</b>	<b>67%</b>	<b>67%</b>	<b>68%</b>

<b>6 – Year Rates</b>	<b>2004-10</b>	<b>2005-11</b>	<b>2006-12</b>	<b>2007-13</b>	<b>2008-14 Preliminary</b>
Cohort Size	6,771	7,271	6,737	6,491	6,444
Same University	84%	83%	85%	86%	87%
Other SUS University	2%	2%	2%	2%	2%
<b>TOTAL</b>	<b>86%</b>	<b>86%</b>	<b>87%</b>	<b>88%</b>	<b>89%</b>

Notes: (1) **Cohorts** are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). First-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned after high school graduation. Students of degree programs longer than four years (eg, PharmD) are included in the cohorts. The initial cohorts can be revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort. (2) **Graduates** are students in the cohort who have graduated by the summer term in their fourth or sixth year. Degree data often includes 'late degrees' which are degrees that were awarded in a previous term, but reported to SUDS later; so, the most recent year of data in this table only provides preliminary graduation rate data that may change with the addition of "late degrees". Late degrees reported in conjunction with the IPEDS Graduation Rate Survey due in mid-February will be reflected in the following year. **Same University** provides data for students in the cohort who graduated from the same institution. **Other SUS University** provides data for students in the cohort who graduated from a different SUS institution. **Total** provides the total number of the original cohort that graduated anywhere within the State University System. The rates from 'Same University' and 'Other SUS' may not add to the reported Total due to rounding.





**Section 4 – Undergraduate Education** *(continued)*

**TABLE 4E. AA Transfer Graduation Rates**

<b>2 – Year Rates</b>	<b>2008-10</b>	<b>2009-11</b>	<b>2010-12</b>	<b>2011-13</b>	<b>2012-14 Preliminary</b>
Cohort Size	1,338	1,495	1,453	1,538	1,460
Same University	41%	49%	42%	41%	41%
Other SUS University	0%	0%	0%	0%	0%
State University System	41%	49%	42%	41%	41%

<b>4 – Year Rates</b>	<b>2006-10</b>	<b>2007-11</b>	<b>2008-12</b>	<b>2009-13</b>	<b>2010-14 Preliminary</b>
Cohort Size	1,735	1,808	1,338	1,495	1,453
Same University	82%	83%	82%	86%	83%
Other SUS University	2%	2%	2%	2%	2%
State University System	84%	85%	85%	87%	84%

Notes: AA Transfer cohort is defined as undergraduates entering in the fall term (or summer continuing to fall) and having earned an AA degree from an institution in the Florida College System. (1) Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term); (2) Success Rate measures the percentage of an initial cohort of students who have either graduated or are still enrolled; (3) since degrees can be awarded after the last semester of coursework, the most recent year of data in this table provides preliminary graduation rate data that may change with the addition of “late degrees”. Late degrees reported in conjunction with the IPEDS Graduation Rate Survey due in mid-April will be reflected in the following year.

**TABLE 4F. Other Transfer Graduation Rates**

<b>5 – Year Rates</b>	<b>2005-10</b>	<b>2006-11</b>	<b>2007-12</b>	<b>2008-13</b>	<b>2008-14 Preliminary</b>
Cohort Size	687	666	629	511	461
Same University	85%	85%	86%	89%	88%
Other SUS University	2%	3%	1%	2%	3%
State University System	87%	88%	87%	92%	90%

Notes: (1) Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term); (2) Success Rate measures the percentage of an initial cohort of students who have either graduated or are still enrolled; (3) since degrees can be awarded after the last semester of coursework, the most recent year of data in this table provides preliminary graduation rate data that may change with the addition of “late degrees”. Late degrees reported in conjunction with the IPEDS Graduation Rate Survey due in mid-April will be reflected in the following year.



**Section 4 – Undergraduate Education** *(continued)*

**TABLE 4G. Baccalaureate Degrees Awarded**

	2009-10	2010-11	2011-12	2012-13	2013-14
<b>TOTAL</b> (First Majors)	9,302	8,685	8,601	8,245	8,515
<b>TOTAL</b> (Second Majors)	216	215	232	255	264

Note: This table reports the number of degrees awarded by academic year. **First Majors** include the most common scenario of one student earning one degree in one Classification of Instructional Programs (CIP) code. In those cases where a student earns a baccalaureate degree under two different degree CIPs, a distinction is made between “dual degrees” and “dual majors.” Also included in first majors are “dual degrees” which are counted as separate degrees (i.e., counted twice). In these cases, both degree CIPs receive a “degree fraction” of 1.0. **Second Majors** include all dual/second majors (i.e., degree CIP receive a degree fraction that is less than 1). The calculation of degree fractions is made according to each institution’s criteria. The calculation for the number of second majors rounds each degree CIP’s fraction of a degree up to 1 and then sums the total. Second Majors are typically used when providing degree information by discipline/CIP, to better convey the number of graduates who have specific skill sets associated with each discipline.

**TABLE 4H. Baccalaureate Degrees in Programs of Strategic Emphasis (PSE)**

[Includes Second Majors]

	2009-10	2010-11	2011-12	2012-13	2013-14
STEM	2,734	2,672	2,917	2,904	3,117
HEALTH	654	654	658	520	552
GLOBALIZATION	198	225	209	234	257
EDUCATION	256	227	231	194	205
GAP ANALYSIS	791	677	655	585	668
<b>SUBTOTAL</b>	<b>4,633</b>	<b>4,455</b>	<b>4,670</b>	<b>4,437</b>	<b>4,799</b>
<b>PSE PERCENT OF TOTAL</b>	<b>49%</b>	<b>50%</b>	<b>53%</b>	<b>52%</b>	<b>55%</b>

Notes: This is a count of baccalaureate degrees awarded within specific Programs of Strategic Emphasis, as determined by the Board of Governors staff with consultation with business and industry groups and input from universities – for more information see: [http://www.flbog.edu/pressroom/strategic\\_emphasis/](http://www.flbog.edu/pressroom/strategic_emphasis/). The Board of Governors revised the list of Programs of Strategic Emphasis in November 2013, and the new categories were applied to the historical degrees. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included).



**Section 4 – Undergraduate Education** *(continued)*

**TABLE 4I. Baccalaureate Degrees Awarded to Underrepresented Groups**

	2009-10	2010-11	2011-12	2012-13	2013-14
<b>Non-Hispanic Black</b>					
Number of Degrees	771	859	753	665	657
Percentage of Degrees	9%	10%	9%	8%	8%
<b>Hispanic</b>					
Number of Degrees	1,384	1,368	1,439	1,450	1,555
Percentage of Degrees	16%	17%	18%	18%	19%
<b>Pell-Grant Recipients</b>					
Number of Degrees	2,818	2,909	3,283	3,294	3,556
Percentage of Degrees	31%	34%	39%	40%	42%

Note: **Non-Hispanic Black** and **Hispanic** do not include students classified as Non-Resident Alien or students with a missing race code. Students who earn two distinct degrees in the same term are counted twice – whether their degrees are from the same six-digit CIP code or different CIP codes. Students who earn only one degree are counted once – even if they completed multiple majors or tracks. Percentage of Degrees is based on the number of baccalaureate degrees awarded to non-Hispanic Black and Hispanic students divided by the total degrees awarded - excluding those awarded to non-resident aliens and unreported.

**Pell-Grant recipients** are defined as those students who have received a Pell grant from any SUS Institution within six years of graduation - excluding those awarded to non-resident aliens, who are only eligible for Pell grants in special circumstances. Percentage of Degrees is based on the number of baccalaureate degrees awarded to Pell recipients, as shown above, divided by the total degrees awarded - excluding those awarded to non-resident aliens.

**Notes on Trends:** In 2007, the US Department of Education re-classified the taxonomy for self-reported race/ethnicity categories and allowed universities a two-year phase-in process before all institutions were required to report based on the new categories for the 2011-12 academic year. This reclassification will impact trends.



**Section 4 – Undergraduate Education** *(continued)*

**TABLE 4J. Baccalaureate Degrees Without Excess Credit Hours**

	2009-10	2010-11	2011-12	2012-13*	2013-14
FTIC	69%	70%	71%	73%	76%
AA Transfers	78%	79%	77%	88%	90%
Other Transfers	73%	64%	76%	82%	89%
<b>TOTAL</b>	<b>71%</b>	<b>72%</b>	<b>72%</b>	<b>77%</b>	<b>80%</b>

Notes: This table is based on statute 1009.286 (see [link](#)), and excludes certain types of student credits (ie, accelerated mechanisms, remedial coursework, non-native credit hours that are not used toward the degree, non-native credit hours from failed, incomplete, withdrawn, or repeated courses, credit hours from internship programs, and credit hours earned in military science courses that are part of the Reserve Officers' Training Corps (ROTC) program). This metric is not the same as the Excess Hours Surcharge, which has multiple cohorts with varying fee rates. This table reports the percentage of baccalaureate degrees awarded within 110% of the catalog hours required for a degree based on the Board of Governors Academic Program Inventory. This calculation is based on Hours To Degree data submitted by universities to the Board of Governors and excludes recent graduates who have already earned a baccalaureate degree. Note\*: Improvements were made to data collection process beginning with 2012-13 data to better account for high school dual enrolled credits that are exempt from the excess hour calculation. For more information on the methodology used to calculate these data see: [http://www.flbog.edu/about/budget/docs/performance\\_funding/PBF\\_Excess\\_Hours\\_Methodology\\_FINAL.pdf](http://www.flbog.edu/about/budget/docs/performance_funding/PBF_Excess_Hours_Methodology_FINAL.pdf).

**TABLE 4K. Undergraduate Course Offerings**

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Number of Course Sections	3,114	4,028	3,413	3,243	3,095
<b>Percentage of Undergraduate Course Sections by Class Size</b>					
Fewer than 30 Students	60%	66%	65%	67%	68%
30 to 49 Students	19%	19%	17%	15%	16%
50 to 99 Students	12%	9%	10%	10%	9%
100 or More Students	10%	7%	8%	7%	7%

Notes: This data is based on Common Data Set (CDS) definitions. According to CDS, a "class section is an organized course offered for credit, identified by discipline and number, meeting at a stated time or times in a classroom or similar setting, and not a subsection such as a laboratory or discussion session. Undergraduate class sections are defined as any sections in which at least one degree-seeking undergraduate student is enrolled for credit. Exclude distance learning classes and noncredit classes and individual instruction such as dissertation or thesis research, music instruction, or one-to-one readings. Exclude students in independent study, co-operative programs, internships, foreign language taped tutor sessions, practicums, and all students in one-on-one classes.



**Section 4 – Undergraduate Education** *(continued)*

**TABLE 4L. Percentage of Undergraduate Credit Hours Taught by Instructor Type**

	2009-10	2010-11	2011-12	2012-13	2013-14
Faculty	56%	65%	63%	64%	64%
Adjunct Faculty	7%	8%	10%	10%	11%
Graduate Students	30%	23%	23%	22%	21%
Other Instructors	6%	5%	4%	4%	4%

Note: The total number of undergraduate state fundable credit hours taught will be divided by the undergraduate credit hours taught by each instructor type to create a distribution of the percentage taught by each instructor type. Four instructor types are defined as faculty (pay plans 01, 02, and 22), OPS faculty (pay plan 06), graduate student instructors (pay plan 05), and others (all other pay plans). If a course has more than one instructor, then the university's reported allocation of section effort will determine the allocation of the course's total credit hours to each instructor. The definition of faculty varies for Tables 4L, 4M and 4N. For Faculty Teaching Undergraduates, the definition of faculty is based on pay plans 01, 02, and 22.

**TABLE 4M. Student/Faculty Ratio**

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Ratio	20.4	20.5	20.5	21.4	21.0

Note: This data is based on Common Data Set (CDS) definitions. This is the Fall ratio of full-time equivalent students (full-time plus 1/3 part time) to full-time equivalent instructional faculty (full time plus 1/3 part time). The ratio calculations, exclude both faculty and students in stand-alone graduate or professional programs such as medicine, law, veterinary, dentistry, social work, business, or public health in which faculty teach virtually only graduate-level students. Undergraduate or graduate student teaching assistants are not counted as faculty.

**TABLE 4N. Professional Licensure/Certification Exams for Undergraduates**

**Nursing: National Council Licensure Examination for Registered Nurses**

	2009	2010	2011	2012	2013
Examinees	194	182	128	186	239
First-time Pass Rate	98%	97%	99%	96%	92%
<i>National Benchmark</i>	<i>90%</i>	<i>89%</i>	<i>89%</i>	<i>92%</i>	<i>85%</i>

Note: Pass rate for first-time examinees for the National Council Licensure Examination for Registered Nurses (NCLEX-RN) are based on the performance of graduates of baccalaureate nursing programs. National benchmark data is based on Jan-Dec NCLEX-RN results for first-time examinees from students in US-educated baccalaureate degree programs as published by the National Council of State Boards of Nursing.



## Section 4 – Undergraduate Education *(continued)*

**TABLE 40. Post-Graduation Metrics**

Percent of Bachelor’s Graduates Employed Full-time or Continuing their Education, One Year After Graduation

	2008-09	2009-10	2010-11	2011-12	2012-13
Percent Found Employed or Enrolled	n/a	n/a	n/a	67%	72%
<i>Percent Found</i>	<i>n/a</i>	<i>n/a</i>	<i>n/a</i>	<i>86%</i>	<i>90%</i>

Notes: **Percent Found Employed or Enrolled** is based on the number of recent baccalaureate graduates who are either employed full-time or continuing their education within one year after graduation. The employed data now includes non-Florida data that is available from the Wage Record Interchange System 2 (known as “WRIS 2”) and Federal employee and military data that is available from the Federal Employment Data Exchange System (FEDES) initiative. Full-time employment is based on those who earned wages equal to or more than a full-time (40hrs a week) worker making minimum wage. Due to limitations in the data, the continuing enrollment data includes any enrollment the following year regardless of whether the enrollment was post-baccalaureate or not.

**Percent Found** refers to the percentage of graduates found in the dataset – including those that did not earn wages above the full-time threshold and those who were found outside of the one-year window.

For more information about the methodology see: [http://www.flbog.edu/about/budget/performance\\_funding.php](http://www.flbog.edu/about/budget/performance_funding.php).

For more information about WRIS2 see: [http://www.doleta.gov/performance/wris\\_2.cfm](http://www.doleta.gov/performance/wris_2.cfm).

For more information about FEDES see: <http://www.ubalt.edu/ffi/fedes/>.

### Median Wages of Bachelor’s Graduates Employed Full-time in Florida, One Year After Graduation

	2008-09	2009-10	2010-11	2011-12	2012-13
Median Wage	n/a	n/a	\$31,300	\$33,100	\$34,800
<i>Percent Found</i>	<i>n/a</i>	<i>n/a</i>	<i>31%</i>	<i>31%</i>	<i>34%</i>

Notes: **Median Wage** data is based on Florida’s annualized Unemployment Insurance (UI) wage data for those graduates who earned more than a full-time employee making minimum wage in the fiscal quarter a full year after graduation. This UI wage data does not include individuals who are self-employed, employed out of state, employed by the military or federal government, or those without a valid social security number. This wage data includes graduates who were both employed and enrolled. Wages rounded to nearest hundreds. **Percent Found** refers to the percentage of graduates found in the dataset – including those that did not earn wages above the full-time threshold and those who were found outside of the one-year window.



## Section 5 – Graduate Education

**TABLE 5A. Graduate Degree Program Changes in AY 2013-14**

Title of Program	Six-digit CIP Code	Degree Level	Date of UBOT Action	Starting or Ending Term	Date of Board of Governors Action	Comments
<b>New Programs</b>						
Information Systems and Operations Management	11.0501	Masters	28-Mar-14	2014 FALL		
Arts	50.0799	Masters	28-Mar-14	2014 FALL		
Entrepreneurship	52.0701	Masters	28-Mar-14	2014 SUM		
International Business	52.1101	Masters	28-Mar-14	2014 FALL		
<b>Terminated Programs</b>						
Higher Ed Administration	13.0406	Specialist	27-Mar-14	2014 SUM		
College Student Counseling and Personnel Services	13.1102	Specialist	27-Mar-14	2014 SUM		
Measurement and Statistics	13.0603	Specialist	27-Mar-14	2014 SUM		
<b>Programs Suspended for New Enrollments</b>						
Fire Science/Fire-fighting	43.0203	Masters		2012 FALL		
German Language and Literature	16.0501	Res Doctorate		2008 SUM		
Biochemistry & Molecular Biology	26.0210	Res Doctorate		2011 SUM		
Philosophy	38.0101	Res Doctorate		2008 SUM		
<b>New Programs Considered By University But Not Approved</b>						
Dance - 50.0301 Case Management - 51.0001 Human-Centered Comp - 11.0104 Advanced Legal Research - 22.0201 Human-Centered Comp - 11.0104 Family, Youth & Comm Sciences - 19.0707						

Note: This table does not include new majors or concentrations added under an existing degree program CIP Code. This table reports the new and terminated program changes based on Board action dates between May 5, 2013 and May 4, 2014. **New Programs** are proposed new degree programs that have been completely through the approval process at the university and, if appropriate, the Board of Governors. Does not include new majors or concentrations added under an existing degree program CIP Code. **Terminated Programs** are degree programs for which the entire CIP Code has been terminated and removed from the university's inventory of degree programs. Does not include majors or concentrations terminated under an existing degree program CIP Code if the code is to remain active on the academic degree inventory. **Programs Suspended for New Enrollments** are degree programs for which enrollments have been temporarily suspended for the entire CIP Code, but the program CIP Code has not been terminated. Does not include majors or concentrations suspended under an existing degree program CIP Code if the code is to remain active on the academic degree inventory and new enrollments in any active major will be reported. Programs included in this list may have been suspended for new enrollments sometime in the past and have continued to be suspended at least one term of this academic year. **New Programs Considered by University But Not Approved** includes any programs considered by the university board of trustees, or any committee of the board, but not approved for implementation. Also include any programs that were returned prior to board consideration by the university administration for additional development, significant revisions, or re-conceptualization; regardless of whether the proposal was eventually taken to the university board for approval. Count the returns once per program, not multiple times the proposal was returned for revisions, unless there is a total re-conceptualization that brings forward a substantially different program in a different CIP Code.



**Section 5 – Graduate Education** *(continued)*

**TABLE 5B. Graduate Degrees Awarded**

	2009-10	2010-11	2011-12	2012-13	2013-14
<b>TOTAL</b> (First Majors)	<b>5,989</b>	<b>6,075</b>	<b>5,949</b>	<b>5,981</b>	<b>6,241</b>
<b>TOTAL</b> (Second majors)	50	44	26	0	0
Masters and Specialist (first majors)	3,862	3,948	3,995	4,017	4,247
Research Doctoral (first majors)	771	774	713	742	796
Professional Doctoral (first majors)	1,356	1,353	1,241	1,222	1,198
<i>Dentistry</i>	91	83	82	79	83
<i>Law</i>	377	410	334	361	304
<i>Medicine</i>	130	127	134	131	129
<i>Nursing Practice</i>	32	25	35	26	28
<i>Pharmacy</i>	483	484	461	427	430
<i>Physical Therapist</i>	52	54	55	54	55
<i>Veterinary Medicine</i>	89	87	84	86	98
<i>Other</i>	102	83	56	58	71

Note: This table reports the total number of graduate level degrees that were awarded by academic year as well as the number by level. The table provides a breakout for the Professional Doctoral degrees.

**TABLE 5C. Graduate Degrees Awarded in Areas of Strategic Emphasis**  
[Includes Second Majors]

	2009-10	2010-11	2011-12	2012-13	2013-14
STEM	1,776	1,742	1,847	1,910	2,101
HEALTH	1,631	1,549	1,508	1,562	1,528
GLOBALIZATION	54	65	64	72	52
EDUCATION	436	550	422	428	532
GAP ANALYSIS	141	151	162	152	142
SUBTOTAL	4,038	4,057	4,003	4,124	4,355
<b>PSE PERCENT OF TOTAL</b>	<b>67%</b>	<b>66%</b>	<b>67%</b>	<b>69%</b>	<b>70%</b>

Notes: This is a count of graduate degrees awarded within specific Programs of Strategic Emphasis, as determined by the Board of Governors staff with consultation with business and industry groups and input from universities – for more information see: [http://www.flbog.edu/pressroom/strategic\\_emphasis/](http://www.flbog.edu/pressroom/strategic_emphasis/). The Board of Governors revised the list of Programs of Strategic Emphasis in November 2013, and the new categories were applied to the historical degrees. A student who has multiple majors in the subset of targeted Classification of Instruction Program codes will be counted twice (i.e., double-majors are included). Note: The denominator used in the percentage includes second majors.





**Section 5 – Graduate Education** *(continued)*

**TABLE 5D. Professional Licensure Exams for Graduate Programs**

**Law: Florida Bar Exam**

	2010	2011	2012	2013	2014
Examinees	347	354	306	343	283
First-time Pass Rate	86%	89%	90%	87%	89%
<i>State Benchmark*</i>	79%	82%	81%	80%	74%

Note\*: excludes non-Florida schools.

**Medicine: US Medical Licensing Exam - Step 1** *(for 2<sup>nd</sup> year MD students)*

	2010	2011	2012	2013	2014 Preliminary
Examinees	129	134	138	137	137
First-time Pass Rate	98%	99%	99%	98%	96%
<i>National Benchmark</i>	91%	94%	96%	96%	96%

**Medicine: US Medical Licensing Exam - Step 2 Clinical Knowledge** *(for 4<sup>th</sup> year MD students)*

	2009-10	2010-11	2011-12	2012-13	2013-14
Examinees	136	111	129	133	136
First-time Pass Rate	99%	99%	98%	100%	98%
<i>National Benchmark</i>	97%	97%	98%	98%	97%

**Medicine: US Medical Licensing Exam - Step 2 Clinical Skills** *(for 4<sup>th</sup> year MD students)*

	2009-10	2010-11	2011-12	2012-13	2013-14
Examinees	133	39	124	132	138
First-time Pass Rate	99%	100%	100%	99%	97%
<i>National Benchmark</i>	97%	98%	97%	98%	96%

**Veterinary Medicine: North American Veterinary Licensing Exam**

	2009-10	2010-11	2011-12	2012-13	2013-14
Examinees	89	87	82	87	94
First-time Pass Rate	97%	100%	98%	100%	97%
<i>National Benchmark</i>	96%	98%	96%	96%	90%



**Section 5 – Graduate Education** *(continued)*

**TABLE 5D. Professional Licensure/Certification Exams for Graduate Programs**

**Pharmacy: North American Pharmacist Licensure Exam**

	2009	2010	2011	2012	2013
Examinees	302	297	286	286	274
First-time Pass Rate	98%	97%	97%	97%	95%
<i>National Benchmark</i>	97%	94%	96%	97%	95%

**Dentistry: National Dental Board Exam - Part 1**

	2009	2010	2011	2012	2013
Examinees	77	85	80	80	81
First-time Pass Rate	100%	100%	100%	100%	100%
<i>National Benchmark</i>	95%	94%	96%	93%	94%

**Dentistry: National Dental Board Exam - Part 2**

	2009	2010	2011	2012	2013
Examinees	81	81	84	79	81
First-time Pass Rate	89%	99%	99%	99%	100%
<i>National Benchmark</i>	87%	94%	95%	94%	94%

**Physical Therapy: National Physical Therapy Examinations**

	2007-09	2008-10	2009-11	2010-12	2011-13
Examinees	99	141	153	161	163
First-time Pass Rate	95%	91%	93%	92%	94%
<i>National Benchmark</i>	87%	87%	89%	89%	90%

**Occupational Therapy: National Board for Certification in Occupational Therapy Exam**

	2009	2010	2011	2012	2013
Examinees	.	.	.	.	42
First-time Pass Rate	.	.	.	.	100%

Note: We have chosen to compute a three-year average pass rate for first-time examinees on the National Board for Certification in Occupational Therapy (OTR) Examinations and the National Physical Therapy Examinations by exam year, rather than report the annual averages, because of the relatively small cohort sizes compared to other licensed professional programs. The Dental Board and Occupational Therapy exams are national standardized examinations not licensure examinations. Students who wish to practice in Florida must also take a licensure exam. Please note that 2007 was the first year the NDBE was administered after significant revisions to the test.



## Section 6 – Research and Economic Development

**TABLE 6A. Research and Development**

	2008-09	2009-10	2010-11	2011-12	2012-13
<b>R&amp;D Expenditures</b>					
Total (S&E and non-S&E) (\$ 1,000s)	\$644,241	\$681,548	\$739,931	\$696,985	\$695,063
Federally Funded (\$ 1,000s)	\$242,964	\$279,649	\$306,349	\$305,607	\$296,199
Percent Funded From External Sources	57%	49%	49%	53%	51%
Total R&D Expenditures Per Full-Time, Tenured, Tenure-Earning Faculty Member (\$)	\$242,378	\$266,022	\$289,036	\$276,691	\$286,034
<b>Technology Transfer</b>					
Invention Disclosures	304	295	322	345	335
U.S. Patents Issued	73	59	86	60	107
Patents Issued Per 1,000 Full-Time, Tenured and Tenure- Earning Faculty	29	25	34	24	44
Licenses/ Options Executed	115	92	131	129	140
Licensing Income Received (\$)	\$53,880,476	\$29,235,006	\$29,493,522	\$33,922,249	\$ 28,146,919
Number of Start-Up Companies	10	9	12	15	16

Note: **R&D Expenditures** are based on the National Science Foundation's annual Survey of R&D Expenditures at Universities and Colleges (data include Science & Engineering and non-Science & Engineering awards). Percent Funded from External Sources is defined as funds from federal, private industry and other sources (non-state and non-institutional funds). Total R&D expenditures are divided by fall, full-time tenured/tenure-track faculty as reported to IPEDS (FGCU includes both tenured/tenure-track and non-tenure/track faculty). The fall faculty year used will align with the beginning of the fiscal year, so that (e.g.) 2007 FY R&D expenditures are divided by fall 2006 faculty. **Technology Transfer** data are based on the Association of University Technology Managers Annual Licensing Survey. **Licensing Income Received** refers to license issue fees, payments under options, annual minimums, running royalties, termination payments, amount of equity received when cashed-in, and software and biological material end-user license fees of \$1,000 or more, but not research funding, patent expense reimbursement, valuation of equity not cashed-in, software and biological material end-user license fees of less than \$1,000, or trademark licensing royalties from university insignia. **Number of Start-up Companies** that were dependent upon the licensing of University technology for initiation.



**Section 6 – Research and Economic Development** *(continued)*

**TABLE 6B. Centers of Excellence**

Name of Center:	Regenerative Health Biotechnology	Cumulative (since inception to June 2014)	Fiscal Year 2013-14
Year Created:	2003		
<b>Research Effectiveness</b> <i>Only includes data for activities directly associated with the Center. Does not include the non-Center activities for faculty who are associated with the Center.</i>			
Number of Competitive Grants Applied For		216	34
Value of Competitive Grants Applied For (\$)		\$86,861,544	\$17,186,963
Number of Competitive Grants Received		140	27
Value of Competitive Grants Received (\$)		\$ 43,127,452	\$ 10,883,317
Total Research Expenditures (\$)		\$ 44,886,001	\$ 10,459,648
Number of Publications in Refereed Journals From Center Research		186	11
Number of Invention Disclosures		3	0
Number of Licenses/Options Executed		6	0
Licensing Income Received (\$)		\$ 347,030	\$ 141,090
<b>Collaboration Effectiveness</b> <i>Only reports on relationships that include financial or in-kind support.</i>			
Collaborations with Other Postsecondary Institutions		213	29
Collaborations with Private Industry		280	9
Collaborations with K-12 Education Systems/Schools		367	33
Undergraduate and Graduate Students Supported with Center Funds		315	1
<b>Economic Development Effectiveness</b>			
Number of Start-Up companies <i>with a physical presence, or employees, in Florida</i>		4	1
Jobs Created By Start-Up Companies Associated with the Center		312	33
Specialized Industry Training and Education		472	182
Private-sector Resources Used to Support the Center's Operations		78	6
Narrative Comments on next page.			



**Section 6 – Research and Economic Development** *(continued)*

**TABLE 6B. Centers of Excellence** *(continued)*

Name of Center	Regenerative Health Biotechnology
Narrative Comments [Most Recent Year]:	
<p>Established in 2003 with launch of operations in 2006, the University of Florida's Center of Excellence for Regenerative Health Biotechnology (CERHB, <a href="http://cerhb.ufl.edu/">http://cerhb.ufl.edu/</a>) is a biomedical translational research support center with the mission to stimulate promising research and facilitate first-in-man studies leading to commercialization of technologies that will provide treatments for human diseases, as well as create new companies and high-wage jobs. Expertise, training programs, and drug manufacturing services are provided to the biotechnology industry and to biomedical research institutions.</p> <p>Our 23,500ft<sup>2</sup> GMP Manufacturing facility was designed, built-out, outfitted, commissioned, and validated (called Florida Biologix®, <a href="http://www.floridabiologix.ufl.com/">http://www.floridabiologix.ufl.com/</a>) utilizing state and federal funding (funded by US Dept. of Commerce EDA). Drug products made in this facility are suitable for pre-clinical, and Phase I and II human clinical trials. Client sponsors currently include Florida companies, multi-national and foreign companies, domestic private and public companies, and the NIH.</p> <p>The CERHB Education Center (<a href="http://cerhb.ufl.edu/education_index.html">http://cerhb.ufl.edu/education_index.html</a>) was established as a state resource. Hands-on curricula were developed in Industrial Biotechnology at the College and High School levels including student and teacher training (funded by NSF). In anticipation of these new course offerings, the CERHB submitted a 3-year curriculum in industrial biotechnology to the Florida DOE, this curriculum was approved for CTE and Science credit in December 2006 and offered for the first time in the Fall of 2007 and over 933 students in 13 schools (13 school districts) now take the courses. Teacher and student credentialing exams were created and are administered by UF CERHB, with 338 students taking the “Biotechnician Assistant Credentialing Exam (BACE) in the spring of 2014. In addition to the secondary Industrial Biotechnology program, UF CERHB also works directly with Project Lead the Way’s secondary Biomedical program, which has 35 schools (1113 students) in Florida. These students are also prepared to sit for the Biotechnician Assistant Credentialing Exam. Curricula for direct industry workforce training were developed (funded in-part by WorkForce Florida), and additional courses continue to be developed, for entry-level and incumbent workers throughout the state. An Advisory Council has been assembled comprised of leaders from industry, workforce boards, and economic development agencies from across the state. Industry focus groups, a needs assessment, and surveys have been conducted to determine the current and future needs of companies from around the state. Courses were offered for the first time in 2007, and now over 1077 students have graduated. Combined classroom and wet lab training leads to industry-recognized certificates. The CERHB has established an extensive support and participation network of over 85 partners including companies, Research Institutes, Professional Societies, Industry Organizations, Chambers of Commerce, materials and equipment suppliers, Business Development Boards, Community Colleges, school districts, and Regional Workforce Boards. These partners are motivated to work with CERHB to implement the programs and services statewide, nationally, and internationally. In 2013- 2014, CERHB expanded its capabilities for drug development services. New and continuing research grants were awarded from domestic and international sources. CERHB also expanded the reach of the education programs, with higher visibility, increased enrollments, more school districts offering the curriculum, education at all levels (high-school, college, university, and professional), and international collaboration.</p>	



**Section 6 – Research and Economic Development** *(continued)*

**TABLE 6B. Centers of Excellence**

Name of Center:	FISE Energy Technology Incubator	Cumulative (since inception to June 2014)	Fiscal Year 2013-14
Year Created:	2007		
<b>Research Effectiveness</b>			
<i>Only includes data for activities directly associated with the Center. Does not include the non-Center activities for faculty who are associated with the Center.</i>			
Number of Competitive Grants Applied For		558	138
Value of Competitive Grants Applied For (\$)		\$747M	\$39,522,485
Number of Competitive Grants Received		761	185
Value of Competitive Grants Received (\$)		\$141.7M	\$22,845,775
Total Research Expenditures (\$)		\$54.6 M	\$9.4 M*
Number of Publications in Refereed Journals From Center Research		1043	124*
Number of Invention Disclosures		202	54
Number of Licenses/Options Executed		32	9
Licensing Income Received (\$)		\$60K	0
<b>Collaboration Effectiveness</b>			
<i>Only reports on relationships that include financial or in-kind support.</i>			
Collaborations with Other Postsecondary Institutions		208	18*
Collaborations with Private Industry		162	3
Collaborations with K-12 Education Systems/Schools		N/A	N/A
Undergraduate and Graduate Students Supported with Center Funds		600	36*
<b>Economic Development Effectiveness</b>			
Number of Start-Up companies <i>with a physical presence, or employees, in Florida</i>		9	0
Jobs Created By Start-Up Companies Associated with the Center		107	0
Specialized Industry Training and Education		32	0
Private-sector Resources Used to Support the Center's Operations		N/A	N/A
Narrative Comments on next page.			



**Section 6 – Research and Economic Development** *(continued)*

**TABLE 6B. Centers of Excellence** *(continued)*

Name of Center	FISE Energy Technology Incubator
Narrative Comments [Most Recent Year]:	
<p>The Florida Institute for Sustainable Energy (FISE) is based at the University of Florida with a mission to create a clean and sustainable energy future. The institute aims to foster fundamental research on topics related to energy, and to educate the public regarding energy and environmental technologies. The institute also informs policy makers on urgent, global issues of sustainable energy.</p> <p>The objective is to improve energy security in the United States by developing indigenous and environmentally sustainable energy resources, while promoting economical and environmentally safe energy policies. More locally, the institute seeks methods to make a positive impact on Florida's unique environment.</p> <p>The FISE Energy Technology Incubator Center of Excellence at its inception included two coordinated operations, namely the Prototype Development &amp; Demonstration Laboratory and the Biofuel Pilot Plant. The operation of the Prototype Development &amp; Demonstration Laboratory experimental user facility was transitioned into the Major Analytical Instrumentation Center (MAIC) in 2011. MAIC is a Service Center with pre-existing infrastructure to manage user facilities. The Biofuel Pilot Plant that was located at UF Agricultural and Biological Department was relocated to the Stan Mayfield Biorefinery in Perry FL to consolidate the biofuel research efforts. The facility is managed by the Florida Center for Renewable Chemicals and Fuels (FCRC) under the leadership of Dr. Lonnie Ingram.</p> <p>Dr. Sean Meyn (ECE) became director of FISE effective July 1, 2013. Due to changes in the administration of centers and institutes within the College of Engineering at UF, and with the recruitment of Dr. Meyn as the director of FISE, the past year saw goals of FISE being redefined.</p> <p>The FISE does not support the preparation or submission of grants. In addition, grants will not be administered through FISE. FISE will now function as an Institute that will provide an environment to nucleate collaborations between faculty engaged in energy-related research at UF. These activities can include brown-bag sessions, seminar series, among other activities all focused on creating a collaborative environment. In addition, FISE will also assume a role in energy-related education by developing courses, and offering certificates in energy-related fields. The director of FISE will also serve as UF's liaison to FESC – the Florida Energy Systems Consortium.</p>	



**Section 6 – Research and Economic Development** *(continued)*

**TABLE 6B. Centers of Excellence**

Name of Center:	Center for Nano-Bio Sensors (CNBS)	Cumulative (since inception to June 2014)	Fiscal Year 2013-14
Year Created:	2007		
<b>Research Effectiveness</b>			
<i>Only includes data for activities <u>directly</u> associated with the Center. Does not include the non-Center activities for faculty who are associated with the Center.</i>			
Number of Competitive Grants Applied For		111	3
Value of Competitive Grants Applied For (\$)		\$112,124,030	\$875,000
Number of Competitive Grants Received		55	3
Value of Competitive Grants Received (\$)		\$23,464,352	\$875,000
Total Research Expenditures (\$)		\$3,913,706.84	\$60,317.24
Number of Publications in Refereed Journals From Center Research		157	7
Number of Invention Disclosures		75	14
Number of Licenses/Options Executed		8	1
Licensing Income Received (\$)		\$0	\$0
<b>Collaboration Effectiveness</b>			
<i>Only reports on relationships that include financial or in-kind support.</i>			
Collaborations with Other Postsecondary Institutions		12	0
Collaborations with Private Industry		8	0
Collaborations with K-12 Education Systems/Schools		5	0
Undergraduate and Graduate Students Supported with Center Funds		14/40	3/1
<b>Economic Development Effectiveness</b>			
Number of Start-Up companies <i>with a physical presence, or employees, in Florida</i>		3	0
Jobs Created By Start-Up Companies Associated with the Center		66	3
Specialized Industry Training and Education		5	0
Private-sector Resources Used to Support the Center's Operations		\$37.4M	0
Narrative Comments on next page.			





**Section 6 – Research and Economic Development** *(continued)*

**TABLE 6B. Centers of Excellence** *(continued)*

Name of Center	Center for Nano-Bio Sensors (CNBS)
<b>Narrative Comments [Most Recent Year]:</b>	
<p>The Center for Nano-Bio Sensors (CNBS) at the University of Florida was formed in 2007 to invest strategic resources in overcoming technological barriers to the development and commercialization of a number of promising nano-bio technologies that focus on applications in medical diagnostics, healthcare, and homeland security. The operation and success of CNBS is based on a comprehensive model that includes several foci:</p> <ul style="list-style-type: none"> <li>- <u>Leverage</u>: Seed funding from CNBS is markedly enhancing the ability of researchers to seek leveraging funding from a number of state, federal and private sources. CNBS sponsorship has facilitated funding of over \$875,000 for CNBS researchers during FY 2013-14.</li> <li>- <u>Multidisciplinary and Interdisciplinary Teams Promoting Enabling Synergy</u>. Even though CNBS was established in 2007, the synergy between the CNBS focus on technology commercialization and solving industry problems, and Particle Engineering Research Center (PERC) along with its industrial partners, formed the basis for a successful proposal to the NSF for establishing the Center for Particulate and Surfactant Systems (CPaSS) in 2008.</li> <li>- <u>Research Effectiveness</u>: CNBS supported technologies are based on strong intellectual property platforms that would facilitate commercialization. In the past fiscal year, a small company collaborator (NanoHygienix) developed antimicrobial coatings for reduction of infections in healthcare and assisted living facilities has suspended operations due to fiscal and other reasons. Identifying a new company collaborator is in progress. Collaborative efforts so far have led to a supplemental award from an NSF-AIR (Accelerating Innovation Research) program to evaluate the efficacy of the antimicrobial coatings with real pathogens. A local UF spin off company (BCS Inc.) has been engaged to carry out the NSF-AIR suggested testing with real pathogens.</li> </ul> <p>Banyan obtained a \$200,000 grant in collaboration with the University of Florida from GE-NFL Head Health Challenge I (NineSigma) for detecting sports-related concussive head injury (April 2014). Banyan also signed a licensing agreement with Abbott Diagnostic for the two biomarkers (UCH-L1, GFAP) for potential product development (8/28/2014). If the product is successfully commercialized and obtained FDA approval, since University of Florida originally licensed the TBI biomarker IP to Banyan – there will be significant product-related royalty payment coming back to UF for years to come.</p> <p>Xhale, Inc. (<a href="http://www.xhale.com">www.xhale.com</a>) is a University of Florida (UF) “spinoff” company located in Gainesville, FL that is focused on developing patient centric technologies to make health care safer and more cost effective. Xhale began product development in 2006. To date, Xhale has licensed over 70 UF patents, and raised over \$45M in funding to advance these technologies from “bench to bedside” from various sources, including private equity, foundations,</p>	



pharmaceutical companies, and seven SBIR grants from the National Institutes of Health. For this CNBS reporting period, Xhale has 38 employees. Although Xhale has a significant pipeline of personalized medicine technologies, three will be succinctly described below (additional details on each provided in attached product summaries):

HyGreen®: By 2010, Xhale had successfully commercialized HyGreen® ([www.hygreen.com](http://www.hygreen.com)), and the product was spun out as a stand-alone company. HyGreen® is a 24/7 hand hygiene monitoring and recording system, which was developed to effectively address the huge problem of healthcare associated infections (HAIs) related to poor hand hygiene. In studies at Miami Children's Hospital, the implementation of HyGreen® reduced HAIs and lowered health care costs. HyGreen® was recently included in the Agency for Healthcare Research and Quality (AHRQ) Innovations Exchange. It has now been installed in hospitals around the United States, including several VA facilities and Kaiser Permanente, and internationally (e.g., Saudi Arabia).

SMART® (Self Monitoring and Reporting Therapeutics) Adherence System: Poor medication adherence adversely impacts clinical research, drug development, and clinical outcomes. The SMART® Adherence System is a breath-based technology that definitively (fool proof manner) documents the administration of drugs. Across diseases, adherence is the single most important modifiable factor that compromises treatment outcome. From a disease management perspective, in the U.S. poor drug adherence annually causes 125,000 deaths and costs the U.S. economy \$290B in avoidable medical spending (New England Health Institute, 2009). Similarly, non-adherence in trials causes major inefficiencies and wrong conclusions. The cost of drug development is not sustainable with current strategies. According to Forbes (Matthew Harper, 2Feb2012), the average R&D cost per new drug approval for the top 12 pharma companies was \$5.8B (range: \$3.7B to \$11.8B), primarily due to the large number and size of clinical trials. Understanding adherence will streamline the execution of clinical trials (~\$60B global market for all types) by not only reducing study duration and/or trial size, but also by providing a superior safety and efficacy dataset for optimal decision making by pharma. By verifying real time that the right person took the right dose of the right medication via the right route at the right time, SMART® will become the "gold standard" to measure, monitor, and even improve adherence in the home environment for clinical trials and disease management. The portable SMART® device communicates HIPAA-compliant adherence data using cellular upload. Although SMART® is being developed initially to document ingestion of solid oral dosage forms (SODFs), it can be applied to any route of drug administration. The FDA has designated the SMART® system as a drug development tool (DDT), which will enable it be readily integrated across clinical trials in a seamless manner. We anticipate qualification of SMART® Adherence System as a DDT in Q1 2015. We have a number of on-going trials and/or collaborative R&D programs with the FDA, NIH and pharmaceutical companies.

Assurance Biosense™: According to the Anesthesia Patient Safety Foundation (APSF), there is an epidemic of drug (e.g., opioid)-induced cases of respiratory depression in the hospital environment that cause significant morbidity and mortality. Monitoring of these individuals is suboptimal, primarily due to limitations in existing technologies. The Assurance Biosense™ system is a novel single point of care (SPOC) sensor that monitors real time cardiorespiratory function in a highly reliable and cost effective manner using a unique anatomical area - the nasal alar region. By providing highly accurate measures of airway flow, respiratory rate, heart rate, oxygenation,



and brain blood flow, this new technology will become the “gold standard” to effectively monitor the cardiorespiratory function of patients, particularly those receiving in hospital opioid therapy. The Assurance sensor is also far more reliable (i.e., always provides a signal if the heart is beating) at monitoring oxygenation than conventional oximetry sites (e.g., finger). The Assurance system was initially cleared using a 510(k) mechanism in December 2012. A second Assurance system was recently (November 2014) submitted to the FDA for a second 510(k) clearance.

- Economic Development Effectiveness. CNBS continues to promote, facilitate, and enhance the growth of 3 startup companies in Florida (Banyan Biomarkers, Xhale Inc., and Xhale Innovations Inc.). Banyan was able to maintain 5 research positions in Alachua County Florida location. Dr. Wang also transitioned back to the University of Florida (Psychiatry) and hired three full time positions (Research Assistant, Biological Scientist, and a postdoctoral fellow) based on continuing research direction in the TBI biomarkers research (chronic phase of the disorder) and enhancement of detection technology., CNBS has also aided in the creation and maintenance of over 60 positions in the State of Florida during the life of the Center, and CNBS support has facilitated the acquisition of approximately \$37M in venture capital and other investments for companies associated with CNBS.



**UNIVERSITY OF FLORIDA BOARD OF TRUSTEES  
COMMITTEE ON EDUCATIONAL POLICY AND STRATEGY  
COMMITTEE ACTION ITEM EP5  
December 5, 2014**

**SUBJECT:** University of Florida Regulation Amendments

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**BACKGROUND INFORMATION**

Under the Board of Governors regulations development procedure for State Universities, proposed regulations or amendments are adopted upon approval of the University Boards of Trustees. Regulations that pertain to student tuition and fees, articulation and admissions require additional approval by the Board of Governors prior to becoming effective.

**PROPOSED COMMITTEE ACTION**

The Committee on Educational Policy and Strategy is asked to approve for recommendation to the Board of Trustees for approval on the Consent Agenda the amendments to University of Florida regulation as contained in the Board materials. UF Reg.3.0372 Student Health, Athletic, and Activity and Service and Transportation Access Fees comprise the annual BOT approval of student activity, health, athletics, and transportation access fees, in this case, for the 2015-2016 academic year. The Committee is acting on these fees in EP2 and EP5 reflects the incorporation of the fees in the regulation.

**SIGNIFICANT POLICY ISSUES FOR COMMITTEE TO CONSIDER**

Board of Governors' final approval is required for UF Reg. 3.0372 that pertains to student fees.

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Supporting Documentation Included: See [UF Reg. 3.0372](#) in Appendix.

Submitted by: J. Bernard Machen, President

REGULATIONS OF THE  
UNIVERSITY OF FLORIDA

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

(1) Effective Fall Semester, ~~2015~~2014, dental, medical and veterinary students must pay a semi-annual fee of \$~~700.40~~ 735.40 which includes the health, athletic, and activity and service fees. Pharmacy students must pay a semi-annual fee of \$~~630.36~~ 661.86 and Physical Therapy students must pay a semi-annual fee of \$~~682.88~~ 717.01, and Public Health and Health Profession MPH 2-Year students must pay a semi-annual fee of \$~~420.24~~ 441.24, and Public Health and Health Profession MPH Accelerated Program students must pay a semi-annual fee of \$~~367.70~~ 386.08 which includes the health, athletic, and activity and service fees. All other students must pay the health, athletic, and activity and service fees on a per credit hour basis as indicated below:

Health Fee:	\$ <del>15.81</del> <u>14.93</u>
Athletic Fee:	\$1.90
Activity and Service Fee:	\$ <del>19.06</del> <u>18.19</u>

(2) Notwithstanding the foregoing, University of Florida students enrolled in a New World School of the Arts degree program in Miami shall pay the following fees per credit hour:

Health Fee:	\$8.32
Athletic Fee:	\$0.00
Activity and Service Fee:	\$11.26

(3) Notwithstanding the foregoing, the Office of the Provost will set the above fees for University of Florida students enrolled in off-campus course degree programs. The fees, which

shall be limited by the amounts set forth in subsection (1) above, will be determined using the following factors: the location of the course, the type of courses and degree program, and the services provided to the student.

(4) Effective Fall Semester ~~2014~~ 2015, dental, medical and veterinary students must pay a semi-annual Transportation Access Fee of ~~\$178.20~~ 188.80. Pharmacy students must pay a semi-annual Transportation Access Fee of ~~\$160.38~~ 169.92, Physical Therapy students must pay a semi-annual Transportation Access Fee of ~~\$173.74~~ 184.08, Public Health and Health Professions MPH 2-Year students must pay a semi-annual Transportation Access Fee of ~~\$106.92~~ 113.28, and Public Health and Health Professions MPH Accelerated Program students must pay a semi-annual Transportation Access Fee of ~~\$93.55~~ 99.12. This fee is used to help support the on campus shuttle bus system and the City of Gainesville Regional Transit System. All other students must pay the transportation access fee on a per credit hour basis as indicated below:

Transportation Access Fee:            ~~\$8.91~~ 9.44

(5) Students enrolled in a New World School of the Arts degree program in Miami are exempted from paying the Transportation Access Fee. Students enrolled in an off-campus course shall be assessed all, part, or none of the fee pursuant to the determination of the Office of the Provost based on the location and type of the course.

(6) Half-time graduate research and teaching assistants enrolled for eight (8) or more credit hours during the Fall or Spring Term and all other students enrolled for nine (9) or more credit hours (except students enrolled in a New World School of the Arts degree program and other students not required to pay the athletic fee) are eligible to purchase football tickets at the student rate.





**UNIVERSITY OF FLORIDA BOARD OF TRUSTEES  
COMMITTEE ON EDUCATION POLICY AND STRATEGY  
COMMITTEE ACTION ITEM EP6  
December 5, 2014**

**SUBJECT:** Naming: “Center for Excellence in Early Childhood Studies” to “Anita Zucker Center for Excellence in Early Childhood Studies”

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**BACKGROUND INFORMATION**

In grateful recognition of the significant contributions to the University made by Anita G. Zucker, the Board of Trustees is being asked to approve the naming of the “Center for Excellence in Early Childhood Studies” to the “Anita Zucker Center for Excellence in Early Childhood Studies.”

**PROPOSED COMMITTEE ACTION**

The Committee on Educational Policy and Strategy is asked to approve Resolution, R14-141, to change the name of the “Center for Excellence in Early Childhood Studies” to the “Anita Zucker Center for Excellence in Early Childhood Studies,” for recommendation to the Board of Trustees for approval on the Consent Agenda.

**SIGNIFICANT POLICY ISSUES FOR COMMITTEE TO CONSIDER**

Board of Governors approval is not required. While Board of Governors regulations require all facility, road and landscape naming to be approved separately on the Non-Consent Agenda, the naming of a Center (program, not facility) may be included on the Consent Agenda.

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Supporting Documentation Included: See [attached](#) and [Resolution R14-141](#).

Submitted by: Thomas J. Mitchell, Vice President for Development and Alumni Affairs



## Anita Zucker

**Company:** The InterTech Group, Inc.  
**Title:** Chairwoman and CEO



### **Anita G. Zucker, BAE '72 – Charleston, SC**

---

The InterTech Group is a global holding company that owns or has investments in a wide array of industries including aerospace, advanced chemicals, financial services, consumer products, sports teams and arenas, location-based entertainment, real estate and alternative energy.

#### **Career/Professional Affiliations**

- Family-run business owns the Carolina Stingrays hockey team, Carolina Ice Palace and several local restaurants
- Governing Board of Trident Technical College – Area Commissioner
- First woman governor of Hudson's Bay Co., taking over for her late husband, Jerry

#### **Community/Civic Affiliations**

- Tri-County Cradle-to-Career Collaborative – Co-chair
- One of 100 CEO Leaders in STEM
- Rotary Club of Charleston
- Coastal Community Foundation Board, Saul Alexander Foundation Trustee and the Jewish Endowment Fund Trustee
- Clemson, U. of South Carolina, College of Charleston, Medical U. of South Carolina
- Past positions include boards of the Charleston Metro Chamber of Commerce, Trident United Way, the MUSC Foundation, Porter-Gaud School, and many more local organizations

#### **Family**

- Anita's three children, Jonathan (GA Tech), Andrea Z. Muzin (U. of Penn/George Washington U.) and Jeffrey (Boston University), make up ZGT-Zucker Give Team and administer charities

#### **UF Philanthropy**

- Education

#### **UF Affiliations**

- Alumni Association Life Member
- Distinguished Alumnus



**UNIVERSITY OF FLORIDA BOARD OF TRUSTEES  
RESOLUTION**

**Number:** R14-141

**Subject:** Naming: "Center for Excellence in Early Childhood Studies" to "Anita Zucker Center for Excellence in Early Childhood Studies"

**Date:** December 5, 2014

**WHEREAS**, In grateful recognition of the significant contributions to the University of Florida made by Anita G. Zucker, the University seeks to change the name of the Center for Excellence in Early Childhood Studies in the College of Education to the "Anita Zucker Center for Excellence in Early Childhood Studies."

**WHEREAS**, The University of Florida Foundation would like to change the name of the Center for Excellence in Early Childhood Studies in the College of Education to the "Anita Zucker Center for Excellence in Early Childhood Studies."

**WHEREAS**, The University of Florida Board of Trustees has naming authority;

**NOW, THEREFORE**, The University of Florida Board of Trustees hereby resolves that the name of the Center for Excellence in Early Childhood Studies in the College of Education shall be changed to the "Anita Zucker Center for Excellence in Early Childhood Studies."

Adopted this 5<sup>th</sup> day of December, 2014, by the Board of Trustees of the University of Florida.

Steven M. Scott, Chair

J. Bernard Machen, President  
and Corporate Secretary

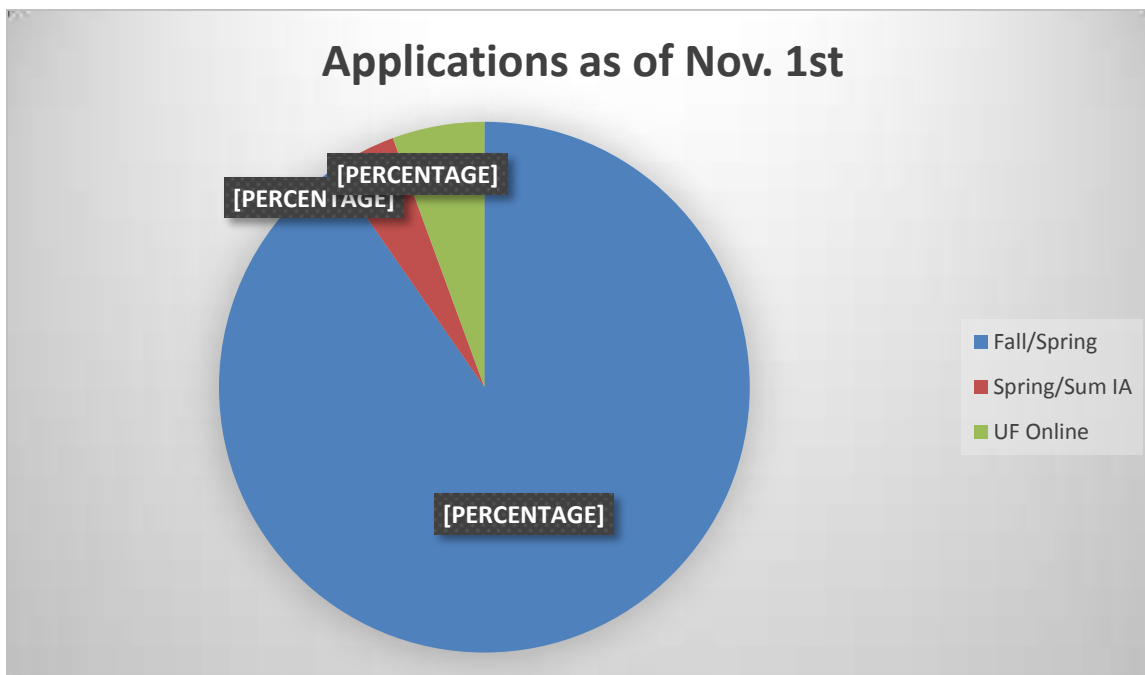
## University of Florida 2015 Freshmen Admission Application Overview As of November 1, 2014

Currently, freshmen applicants have multiple pathways to obtaining a University of Florida degree including enrollment during the fall/spring, spring/summer (Innovation Academy) and UF Online. As of November 1<sup>st</sup> we have preliminary application numbers for each of these pathways.

November 1<sup>st</sup> is the priority deadline for freshmen applications with a final deadline of March 1<sup>st</sup>. Freshmen applications received after November 1<sup>st</sup> 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.

As of today, November 4<sup>th</sup>, we are still processing application and thus will have a more detailed description of the applicant pool for the next BOT meeting.

Term	Applications
Fall/Spring	28,117
Spring/Summer – Innovation Academy	1260
UF Online (All Terms)	1653 (91 freshmen)






College of Liberal Arts & Sciences  
Department of Biology  
PO Box 118525  
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<http://people.biology.ufl.edu/djulian/>

19 February 2014

To: Bernard Mair  
Associate Provost for Undergraduate Affairs

From: David Julian 

Re: B.A. in Biology

The Department of Biology and the CALS/CLAS Biology Major Executive Committee propose the creation of a B.A. major in the CLAS Bachelor's degree program in Biology. As this would be a major in an existing UF bachelor's program, a New Degree Program Proposal is not required. Nonetheless, in this memo we have included the relevant information that would otherwise be included in a New Degree Program Proposal. I have also included the proposed catalog copy, including an eight-semester plan for the B.A. major. Please note that the curriculum and catalog changes have been reviewed and approved by the CLAS Academic Advising Center and the University Curriculum Committee. We are prepared to begin offering this new major immediately.

Copy to: David Pharies, Elaine Turner

## PROPOSAL FOR NEW MAJOR IN EXISTING DEGREE PROGRAM

### 1. Program Name and Proposed Major with CIP Code:

Bachelor of Arts in Biology, College of Liberal Arts and Sciences  
CIP 26.0101 Biology/Biological Sciences

### 2. Description and Rationale for the Proposed Major:

The proposed B.A. in Biology will create a flexible CLAS life sciences major for biology majors interested in a career in education, interdisciplinary fields such as environmental or biotechnology law, science journalism, and bioscience management, and the allied health professions. These professional goals do not necessitate completion of the advanced coursework in mathematics, physics and chemistry that is required in the existing B.S. tracks. The curriculum is designed to articulate well with the UF-Teach program in an effort to make it particularly attractive to future K-12 teachers.

The key distinctions between the proposed B.A. and the existing B.S. tracks in Biology (BIO) are: 1) the B.A. will provide more flexibility for students in selecting upper-level coursework in the major; 2) the B.A. will have a minimum mathematics requirement of College Algebra MAT 1140 and Statistics STA 2023 instead of MAC 2311 and MAC 2312 or STA 2023; 3) the B.A. will have a minimum chemistry requirement of Basic Chemistry 1 & 2 (CHM 1030 and CHM 1031) instead of CHM 2045 and CHM 2046 with labs; and 4) the B.A. will have a minimum physics requirement of Applied Physics 1 & 2 with labs (PHY 2004+L and PHY 2005+L) instead of PHY 2053 and PHY 2054 with labs.

With regard to item 1 listed above, the required upper-level coursework in the B.A. is comprised by distribution courses that are grouped into four disciplinary areas. Students in the major would be required to complete at least one distribution course from each of three areas. This overall structure is generally consistent with upper-level course requirements for biology majors at Harvard, Univ. of Michigan, Berkeley, Stanford, Univ. of Wisconsin-Madison, UNC Chapel Hill and Univ. of Massachusetts, among others (see Appendix A).

### 3. Relationship to Existing Campus Programs:

The existing B.S. in CLAS Biology (BIO) has approximately 1,200 students. Based on an analysis of peer institutions with both B.S. and B.A. programs, the B.A. in Biology at UF is expected to enroll ca. 110 students by Year Five, of which about half will be first-time-in-college who matriculated in the degree, with the majority of the remainder being transfers from BIO and A.A. degree transfers.

### 4. Role of Proposed Program in Fulfilling University's Strategic Plan for Achieving Excellence:

The B.A. in Biology will assist UF to achieve Goals 15, 20, and 46 of the President's 2007 Strategic Work Plan. Specifically, the time-to-degree for UF undergraduates should decline because BIO students who currently repeat courses in failed attempts at coursework in mathematics, physics and chemistry will now have the option of transferring to the B.A. in Biology when their tracking requirements are not met. The quality of undergraduate education should increase by providing the opportunity to obtain a more flexible life sciences degree, and this will support the graduation of more STEM majors in Florida. The B.A. in Biology will also support Florida's need for additional STEM educators by increasing the supply of life science teachers who enter the K-12 system.

### 5. Anticipated Resources:

The administrative infrastructure is already in place to manage a B.A. in Biology. The program will be administered by the Biology Major Executive Committee (a standing faculty committee) through the Biology Major Office, which is staffed by a full-time Undergraduate Coordinator and Program Assistant. No new courses will be required in the proposed degree program or in the UF-Teach program.

6. Planned Implementation Date:

Fall 2014

7. SUS Institutions Offering Similar Programs and Relationship of these to the Proposed Program:

Florida State University, Florida Atlantic University and Florida Gulf Coast University offer B.A. degrees in biology. In addition, five of the top-ten U.S. public universities provide both B.A. and B.S. degrees in biology. The proposed UF B.A. in Biology is similar to these in that the requirements of at least some mathematics, physics and chemistry coursework are relaxed, providing education in the life sciences to a larger group of undergraduates who might otherwise seek non-STEM majors.

### Upper-Level Course Requirements in Biology Majors at Selected Aspirational Peer Institutions

Instead of requiring any specific upper-level course, students in the B.A. major would be required to complete at least **one course in three of the following four areas**:

1. Molecular Biology, Cellular Biology and Genetics
2. Organismal Biology
3. Ecology
4. Evolution and Diversity

This format is consistent with biology degree programs (including B.S. programs) at our “aspirational peer” institutions. Note that all of these programs also require a first-year biology sequence, as in the proposed B.A., which is not listed below.

**Harvard University** (Organismal and Evolutionary Biology major) requires one course in “Diversity”. The rest are electives.

**University of Michigan** (General Biology major) requires one course in “Genetics, Biochemistry and Evolution”. The rest are electives.

**University of California at Berkeley** requires one course in *each of three* groups (the rest are electives):

1. Evolution & Genetics
2. Ecology, Diversity & Behavior
3. Structure, Function and Human Health

**Stanford University** requires one course in *three of four* groups (the rest are electives):

1. Molecular
2. Cell/Developmental
3. Organismal
4. Ecology/Evolution

**University of Wisconsin-Madison** requires one course in *three of five* groups (the rest are electives):

1. Cellular and Subcellular Biology
2. Organismal Biology
3. Ecology
4. Evolution and Systematics
5. Applied Biology, Agriculture and Natural Resources

**University of Massachusetts Amherst** requires one course in *four of five* groups (the rest are electives, plus a writing course and a research course):

1. Genetics and Molecular Biology
2. Cellular Biology and Development
3. Physiology
4. Evolution and Biodiversity
5. Ecology and Behavior

**University of North Carolina at Chapel Hill** requires a comprehensive set of three “second-year” courses (Ecology & Evolution; Molecular Biology & Genetics; and Cellular & Developmental Biology), after which students select from electives.

**Appendix B**  
**PROJECTED HEADCOUNT FROM POTENTIAL SOURCES**  
**(Baccalaureate Degree Program)**

Source of Students	2014-2015		2015-2016		2016-2017		2017-2018		2018-2019	
	HC	FTE*	HC	FTE*	HC	FTE*	HC	FTE*	HC	FTE*
Upper-level students who are transferring from other majors within the university (including from Biology B.S.)	5.0	4.4	20.0	17.4	20.0	17.4	20.0	17.4	20.0	17.4
Students who initially entered the university as FTIC students and who are progressing from the lower to the upper level	10.0	8.7	20.0	17.4	40.0	34.8	70.0	60.9	80.0	69.6
Florida College System transfers to the upper level	4.0	3.5	10.0	8.7	12.0	10.4	12.0	10.4	12.0	10.4
Transfers to the upper level from other Florida colleges and universities	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Transfers from out of state colleges and universities	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other (Explain)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
<b>Totals</b>	<b>19.0</b>	<b>16.5</b>	<b>50.0</b>	<b>43.5</b>	<b>72.0</b>	<b>62.6</b>	<b>102.0</b>	<b>88.7</b>	<b>112.0</b>	<b>97.4</b>

\*FTE calculated as 0.87 of HC.



## Catalog Copy

# Biology (CLAS)

The biology major combines the faculty and resources of two UF colleges to prepare undergraduates for careers in the biological sciences, advanced study in professional and graduate schools, productive citizenship and leadership, and lifelong learning. The program is comprehensive and flexible, emphasizing the diverse forms, processes, and systems of life. Students in the program complete required and elective courses that promote critical thinking through the investigation and understanding of principles and unifying themes that govern living systems. The biology major offers a broader approach to biology than is available through a major in botany, zoology or other specialized biological sciences majors.

## About This Major

- **College:** Liberal Arts and Sciences
- **Degree:** Bachelor of Arts and Bachelor of Science
- **Hours for the Degree:** 120
- **Specializations:** Bachelor of Arts, BS - Integrative Biology, BS - Preprofessional, BS - Secondary Education
- **Minor:** No
- **Academic Learning Compact:** Biology
- **Website:** [major.biology.ufl.edu](http://major.biology.ufl.edu)

## Overview

The biology major develops fundamental knowledge of animals, plants and microorganisms. The four specializations are tailored to meet the needs of preprofessional students, those students preparing for graduate studies in biology or specialized areas, and those seeking careers in education, the allied health professions and interdisciplinary fields such as environmental or biotechnology law, science journalism and bioscience management.

The CLAS biology major offers two undergraduate degree options. The **Bachelor of Science – integrative biology** is designed for students preparing for graduate studies in biology or specialized areas such as ecology, evolution, genetics, molecular biology, physiology and systematics. The **Bachelor of Science – preprofessional biology** is designed for students preparing for admission to medical, dental, optometry, veterinary or other professional schools. The **Bachelor of Science - secondary education** is an option for students who are preparing for a secondary school teaching career in the life sciences.

The **Bachelor of Arts** in biology is a flexible degree that is best suited for students interested in a career in education, the allied health professions, and interdisciplinary fields such as environmental or biotechnology law, science journalism, and bioscience management.

## Coursework for the Major

The B.S. biology major requires significant introductory coursework and credits in general biology, calculus and/or statistics, general chemistry, organic chemistry and physics. The B.A. requires less preparation in mathematics, chemistry and physics. Students who are uncertain about the program that best suits them should consult a biology adviser for information and curriculum planning. Students can also individualize their curricula with additional life science courses from other departments, colleges and units at UF.

## Relevant Minors and/or Certificates

UFTeach Program: There is a severe shortage of qualified secondary school biology teachers in Florida and nationwide. Students interested in becoming part of this high-demand profession should see a biology adviser or the UFTeach adviser. UFTeach students complete the UFTeach minor in science teaching with their B.A. or B.S. in biology and have the coursework and preparation for professional teacher certification in Florida when they graduate.

## Research

All biology majors are encouraged to participate in research. Research experience is valuable on many levels: it diversifies the college experience, teaches how scientists apply the knowledge gained in the classroom to real world questions, provides the opportunity to work with and get to know researchers who are the best in their field, allows participation in cutting edge scientific questions and techniques, enhances the student's resume/CV when applying to graduate or professional school and finally, it is essential to help the student determine if science is an appropriate career choice.

CLAS biology majors may participate in research for course credit, as a scholar (e.g., University Scholar, HHMI Science for Life Scholar), as a volunteer, or, in rare cases, as a paid research assistant. Please visit Biology Research for more information regarding course credit. Students who plan to enroll for course credit must contact potential research mentors before the end of drop/add. If they miss the drop/add window, they should still contact potential research mentors, if only to discuss upcoming opportunities.

Bachelor of Arts

Bachelor of Science - Integrative Biology

Bachelor of Science - Preprofessional Biology

Bachelor of Science - Secondary Education

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## Bachelor of Arts

This major is designed for students interested in a career in education, the allied health professions, and interdisciplinary fields such as environmental or biotechnology law, science journalism, and bioscience management.

All coursework for the major must be completed with minimum grades of C.

### Required Foundation Coursework

- General Biology: BSC 2010/2010L and BSC 2011/2011L
- General Chemistry: CHM 1030 and 1031 -or- CHM 2045/2045L and CHM 2046/2046L
- Mathematics: MAC 1147 -or- MAC 1114 and MAC 1140 -or- higher math course
- Physics: PHY 2004/2004L and PHY 2005/2005L -or- PHY 2053/2053L and PHY 2054/2054L
- Statistics: STA 2023

### Required Core Coursework

This major requires a minimum of 30 credits in core courses. Any additional credits remaining after completion of required coursework must be met by taking courses from the approved additional life sciences electives.

- Biology Distribution Courses - Complete at least one course from three of these four groups:
  - Molecular Biology, Cellular Biology and Genetics: AGR 3303, BCH 3023, PCB 3023, PCB 3063, PCB 3134, PCB 4522 or PCB 4553
  - Organismal Biology: BOT 3303C, BOT 3503 and 3503L, BSC 3096, MCB 2000 and MCB 2000L, MCB 3020 and 3020L, PCB 3134, PCB 3713C, PCB 4712, PCB 4723C, ZOO 3603C or ZOO 3713C
  - Ecology: BSC 3307C, PCB 3601C or PCB 4043C
  - Evolution and Diversity: BOT 2011C, BOT 2710C, BOT 3151C, PCB 4674, ZOO 3513C, ZOO 4205C or ZOO 4307C
- Biology Electives: 15 hours minimum approved additional life science courses
- Capstone: BSC 4936 Critical Analysis of Biological Research

## Critical Tracking

To graduate with this major, students must complete all university, college and major requirements. For degree requirements outside of the major, refer to CLAS Degree Requirements — Structure of a CLAS Degree.

Equivalent critical-tracking courses as determined by the State of Florida Common Course Prerequisites may be used for transfer students.

### Semester 1

- 2.0 UF GPA required
- Complete one of the following: BSC 2010/2010L; or CHM 1025 or CHM 1030 or CHM 2045/2045L; or MAC 1147 or equivalent or higher math course

### Semester 2

- 2.0 UF GPA required
- Complete CHM 1030 or CHM 2045/2045L and one of the following: BSC 2010/2010L or MAC 1147 or equivalent or higher MAC course

### Semester 3

- 2.0 UF GPA required
- Complete BSC 2010/2010L and MAC 1147 or equivalent or higher MAC course

### Semester 4

- 2.0 UF GPA required
- Complete CHM 1031 or CHM 2046/2046L; BSC 2011/2011L; and MAC 1147 or equivalent or higher MAC course with a 2.5 GPA on all critical-tracking courses

### Semester 5

- 2.0 UF GPA required
- 2.5 GPA on all critical-tracking courses
- Complete at least one biology distribution course

## Recommended Semester Plan

Students are expected to complete the writing and math requirement while in the process of taking the courses below. Students are also expected to complete the general education international (GE-N) and diversity (GE-D) requirements concurrently with another general education requirement (typically, GE-C, H or S).

Semester 1	Credits
CHM 1030 Basic Chemistry Concepts and Applications 1 (3) or CHM 2045 and 2045L General Chemistry 1 (3) and General Chemistry 1 Laboratory (1) (GE-P)	3-4

Appendix C

HUM 2305 What is the Good Life (GE-H)	3
MAC 2311 Analytic Geometry and Calculus 1 (GE-M)	4
Biology elective (BSC 1920 First Year Introduction: Biology at UF recommended)	1
Composition (GE-C, WR)	3
	Total 14-15
	<b>Semester 2</b>
	<b>Credits</b>
CHM 1031 Basic Chemistry Concepts and Applications 2 (3) or CHM 2046 and 2046L General Chemistry 2 (3) and General Chemistry 2 Laboratory (1)	3-4
STA 2023 Introduction to Statistics 1 (3) (GE-M)	3
Composition (GE-C, WR)	3
Elective	4-3
Social and Behavioral Sciences (GE-S)	3
	Total 16
	<b>Semester 3</b>
	<b>Credits</b>
BSC 2010 and 2010L Integrated Principles of Biology 1 (3) and Integrated Principles of Biology 1 Laboratory (1) (GE-B)	4
Elective	2
Foreign Language	5
Social and Behavioral Sciences (GE-S)	3
	Total 14
	<b>Semester 4</b>
	<b>Credits</b>
BSC 2011 and 2011L Integrated Principles of Biology 2 (3) and Integrated Principles of Biology 2 Laboratory (1) (GE-B)	4
Foreign Language	5
Social and Behavioral Sciences (GE-S)	3
Humanities (GE-H)	3
	Total 15
	<b>Semester 5</b>
	<b>Credits</b>
PHY 2004 Applied Physics 1 (3) and PHY 2004L Applied Physics 1 Laboratory (1)	4
Biology distribution courses, two	6-8
Elective	3
Elective (3000 level or above, not in major)	3
	Total 16-18
	<b>Semester 6</b>
	<b>Credits</b>
PHY 2005 Applied Physics 2 (3) PHY 2005L Applied Physics 2 Laboratory (1)	4
Biology distribution course	3-5
Elective	3

Appendix C

Elective (3000 level or above, not in major)	3
Humanities (GE-H)	3
	Total 16-18
<b>Semester 7</b>	<b>Credits</b>
<u>Biology electives</u>	9
Electives (3000 level or above, not in major)	6
	Total 15
<b>Semester 8</b>	<b>Credits</b>
BSC 4936 Critical Analysis of Biological Research	2
<u>Biology electives</u>	6
Electives (3000 level or above, not in major)	6
	Total 14

Note: Additional electives may be needed to complete the 120 hours required for graduation.

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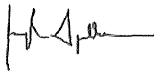
College of Liberal Arts and Sciences  
Academic Advising Center

100 Fletcher Drive  
PO Box 112015  
Gainesville, FL 32611-2015  
352-395-1521  
352-392-2905 Fax

3 February 2014

To: Dr. Bernard Mair, Associate Provost for Undergraduate Affairs

From: Dr. Joseph Spillane, Associate Dean, College of Liberal Arts and Sciences



The College of Liberal Arts and Sciences supports the creation of a Bachelor of Arts in Psychology. The intention is to offer this major to students through University of Florida Online. The Bachelor of Arts in Psychology differs from the Bachelor of Science in Psychology in the overall number of credits required for the major (30 for the B.A., as compared to 36 for the B.S.), and in not requiring STA 3024. In addition, this new major would employ a different set of critical tracking requirements, more in tune with the academic demands of the program. It should be noted, as well, that the B.A. is commonly offered as a Psychology degree; this new major is quite consistent with other university programs, both residential and online.

CLAS is eager to see this new major approved. The Psychology Department has the resources to deliver the program, and UF Online has the courses to support students pursuing the major. As a UF Online major, it should not have any impact on residential offerings.

We would like to see this major approved in time to offer it this Fall to incoming UF Online students.

This form should be used to request a new major under an existing Instructional Program (i.e., UF is already approved to offer the CIP at that degree level).

Itemized instructions for completing and submitting this form begin on the third page.

Department and College	
1. Dept Name	Psychology
2. Dept Number	1640
3. College Name	Liberal Arts & sciences

Existing Degree Program			
4. Program Level	B	5. CIP Code	42.0101
6. Program Name	Psychology		
7. Major Code, Degree, and Name for Each Existing Major			
PSY			
B.S.			
Psychology			

Requested New Major			
8. Term	Fall 2014	9. Credits	120
10. Degree	B.A.	11. Major Code	42.0101
12. Name Bachelor of Arts in Psychology on-line			
13. Tracks/Concentrations			
General psychology			
14. Anticipated Delivery System: Percentage of credits available via non-traditional delivery:			
	<input type="checkbox"/> < 25%	<input type="checkbox"/> 25-49%	<input checked="" type="checkbox"/> 50% or more



**15. Rationale for the Proposed Major**

The residential major (B.S.) in Psychology is the largest in CLAS and, as a result, has high entrance and tracking standards and a limited availability for transfer students. The UFO program is designed to increase the accessibility of FTIC and transfer students to quality and affordable degree programs, and we anticipate Psychology will be in high demand. However, to maximize the accessibility of the fully on-line degree to these prospective students, we need to make some minor changes relative to the residential degree. These are mostly at the level of critical tracking GPA and, because we cannot reasonably offer the full range of residential courses in on-line format, in course distributions. Using a B.A. designation to achieve this seems pragmatic; many peer institutions grant a B.A. in Psychology. The content and academic standards of the on-line courses will be identical to those in the residential degree.

**16. Impacts on Other Programs**

UFO students will need to meet the UF and CLAS course distribution requirements, including Gen Ed. Thus, in common with all UFO majors, many departments will need to offer suitable on-line courses.

**17. Proposed Catalog Changes**

*Attach a copy of the proposed catalog changes, showing all revisions.*

**Department Contact:**

Name Dr. M. Jeffrey Farrar

Email farrar@ufl.edu

Phone 273-2140

**College Contact:**

Name Dr. Joseph Spillane

Email spillane@ufl.edu

Phone 392-1521

### Instructions

Please note: this form should **only** be used to request a **new major** under an existing Instructional Program. That is, UF is already approved to offer the same degree (e.g., B.S., B.A., M.A., etc.) with the same CIP (Classification of Instructional Programs) code. To instead propose a new degree program (i.e., with a CIP that is not yet approved to be offered at UF) follow the procedures at <http://www.aa.ufl.edu/developing-programs>.

### Department and College

1. Enter the name of the department from which this request is originating.
2. Enter the number of the department listed above.
3. Enter the complete name for the college/school from which this request is originating.

### Existing Degree Program

4. Indicate the level of the approved, existing degree program. This must be one of the following: **B**-Bachelor's Degree; **M**-Master's Degree; **D**-Doctorate Degree; **S**-Specialist Degree; **E**-Engineer Degree; **P**-Professional Doctorate.
5. 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.
6. Enter the name of the existing degree program.
7. Enter the combination of major code, degree and major name for each existing major in the program (e.g., HY, Bachelor of Arts in History; TEL, Bachelor of Science in Telecommunication.)

### Requested New Major

8. Enter the term (semester and year) that students would first be admitted.
9. Enter the number of credits in the new major.
10. Enter the degree of the new major (e.g., BA, BS, MA, MFA, MD, PhD).
11. Enter the existing major code from item 7 to be linked to the new major.
12. Enter the name of the proposed new major (e.g., Mathematical Modeling).
13. If the proposed major would have tracks (for undergraduate programs) or concentrations (for graduate programs), list them here. Note that these must also be explained in the rationale (item 15, below) and be included in the proposed catalog copy.
14. Check the appropriate box to indicate the total percentage of the major's credits that are available via a non-traditional delivery system (e.g., off main campus, fully online, online with onsite meetings on main campus, online with onsite meetings off main campus, or self-paced instruction).

### Rationale for the Proposed Major

15. Describe the rationale for the new major, what distinguishes it from the existing major(s) in the degree program, the extent of its overlap with the existing major(s) in the degree program and in other programs at the university, and a justification for any such overlap.

### Impacts on Other Programs

16. 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.

### Proposed Catalog Changes

17. Prepare a copy of the proposed catalog changes that shows all revisions, for example using strikeouts and underlined text, or using tracked changes. Note that this catalog copy must include an **eight-semester plan** for the proposed major.

## Psychology – Online Program

---

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**P** psychology is the science of human and animal behavior. Psychology majors receive a broad science-based liberal arts education. As a result, those with a Bachelor of Arts in psychology are widely sought in business, education and certain mental health fields. For a professional career in psychology, a graduate degree is needed.

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### About This Major

- **College:** Liberal Arts and Sciences
- **Degree:** Bachelor of Arts
- **Hours for the Degree:** 120
- **Minor:** No
- **Website:** [www.psych.ufl.edu/~undergrad](http://www.psych.ufl.edu/~undergrad)

### Overview

---

The psychology curriculum at UF provides a strong background to pursue careers in psychology, business, education, or health-related fields, or to prepare students for entry into advanced professional schools such as law or medicine. The curriculum emphasizes the principles and applications of psychological knowledge, both as a natural science and as a social science. The BA in psychology requires courses in four core areas within the discipline as well as elective psychology courses. For more information contact [psych-advising@ufl.edu](mailto:psych-advising@ufl.edu) or refer to the department website.

## **Coursework for the Major**

A BA in psychology major consists of a minimum of 36-30 semester-credit hours with plus related coursework in biological science, mathematics and statistics. At least 18 of the 36-30 hours must be taken at the from the University of Florida. Courses used toward the major must be earned with minimum grades of C.

### **Required Coursework**

Required coursework will depend on the program the student chooses. Coursework for each specialization can be found below.

### **Recommended Coursework**

In addition to regularly scheduled courses, the department offers five individual work courses, three involving research (PSY 3912 Introduction to Research in Psychology, PSY 4905 Individual Work and PSY 4970 Senior Thesis), one involving teaching (PSY 4940 Introduction to Teaching in Psychology) and one involving community work (PSY 4949 Community Work in Psychology). In each case, a psychology faculty member or other approved professional serves as supervisor. A maximum of nine hours of individual work courses (CLP 3911, PSY 3912, PSY 4905, PSY 4940, PSY 4949, PSY 4970) can count toward the major. [More information](#)

### **Research**

Research in psychology means asking questions about behavior, designing and running experiments and collecting data regarding those questions, analyzing and interpreting the results, and communicating these results to colleagues. Developing research skills is encouraged, especially if students anticipate graduate school in psychology or in other professional areas. [More information](#); look under Research Experience.

## **Proposed BA Online Program in General Psychology**

### **Required Coursework**

Students in the [general online BA psychology specialization program](#) are required to complete ~~36~~ 30 hours of psychology coursework with minimum grades of C. At least ~~30~~ 24 of the ~~36~~ 30 hours must be at the 3000-level or above.

- 3 credits, introductory level: PSY 2012 General Psychology (or equivalent, such as a general psychology course taken elsewhere or credit by exam for PSY 2012 via AP, IB, AICE).
- 12 credits, foundation level core: Each of the four foundation areas is an introduction to a substantive area of psychology: biological bases of behavior and mental processes; developmental changes across the lifespan; learning and cognition; and sociocultural (individual differences) approaches/influences. Students must choose at least one course from each area:
  - Biological Bases: CBH 3003 Comparative Psychology, EXP 3104 Sensory Processes, PSB 3002 Physiological Psychology or PSB 3340 Behavioral Neuroscience\*
  - Developmental Changes: DEP 3053 Developmental Psychology
  - Learning and Cognition: EAB 3002 Principles of Behavior Analysis, EAB 3764 Applied Behavior Analysis or EXP 3604 Cognitive Psychology

*\* Students may not take both PSB 3002 and PSB 3340 under any circumstances.*

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- Sociocultural / Individual Differences Approaches: CLP 3144 Abnormal Psychology,  
PPE 3003 Psychology of Personality or SOP 3004 Social Psychology
- 3 credits, laboratory course: PSY 3213L Laboratory Methods in Psychology
- ~~6 credits, two 4000-level psychology courses (does not count individual work courses)~~
- 12 credits additional psychology courses: Students must choose additional 3000/4000-level psychology courses to meet the ~~3630~~-hour minimum requirement (with the exception that three credits of 2000-level courses can count toward this requirement). In addition, up to ~~nine six~~ credits of individual work courses will count toward the ~~3630~~-hour minimum requirement.

Students who wish to transfer courses in psychology toward the major must see an adviser in the department for approval.

### **Related Coursework**

**Statistics:** STA 2023 Introduction to Statistics 1 is required, and STA 3024 Introduction to Statistics 2 are also required. STA 2023 is a prerequisite for some 4000-level psychology and laboratory courses. ~~STA 3024 is recommended but not required, must be taken before or concurrently with any specialized psychology laboratory, and it also counts toward the CLAS requirement of 3000-level electives not in the major.~~

**Mathematics:** Proficiency through precalculus is required. MAC 1147 Precalculus: Algebra and Trigonometry (or higher course) will meet this requirement. The combination of MAC 1114 Trigonometry and MAC 1140 Precalculus Algebra may be substituted for MAC 1147.

**Biological Science:** BSC 2009 Biological Sciences ~~or BSC 2010 Integrated Principles of Biology I~~ is required.

All majors are encouraged to ~~see contact~~ a psychology adviser in ~~135 Psychology Building~~. No appointments are necessary and walk-ins are welcome. Advising hours through either email: [psvch-advising@ufl.edu](mailto:psvch-advising@ufl.edu) or phone: 352-273-2115.

~~Most of the foundation-level courses and the laboratory methods course are offered each semester. Special topic and other advanced courses are offered less frequently. Fewer courses are offered in summer.~~

### **Recommended Coursework**

STA 3024 is recommended but not required. It can be useful for certain upper division courses. In addition to regularly scheduled courses, the department offers ~~five four~~ individual work courses, three involving research (PSY 4911 Introduction to Research in Psychology, PSY 4905 Individual Work, PSY 4940 Teaching Assistance, and PSY 4970 Senior Thesis), and one involving community work (PSY 4949 Community Work in Psychology). Students may enroll in these courses by permission of relevant faculty supervisors. A maximum of ~~nine six~~ hours of

individual work courses (CLP 3911, PSY 4911, PSY 4905, PSY 4949, PSY 4970) can count toward the major.

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## Critical Tracking

**To graduate with this major, students must complete all university, college and major requirements. For degree requirements outside of the major, refer to CLAS Degree Requirements.**

Equivalent critical-tracking courses as determined by the State of Florida [Common Course Prerequisites](#) may be used for transfer students.

The following critical-tracking courses are required:

- BSC 2009 ~~or BSC 2010 Biological Sciences or Biology Principles I~~
- MAC 1147 or MAC 1140 and MAC 1114 Precalculus Algebra and ~~or~~ Trigonometry
- PSY 2012 General Psychology
- PSY 3213L Laboratory Methods in Psychology
- STA 2023 Introduction to Statistics 1

### Semester 1

- 2.4-2.2 UF GPA required
- Complete MAC 1140 or MAC 1147

### Semester 2

- 2.6-2.3 UF GPA required
- Complete PSY 2012. If MAC 1140 is taken in semester 1, MAC 1114 must be taken semester 2.

### Semester 3

- 2.7-2.4 UF GPA required
- Complete 2 critical-tracking courses from BSC 2009 ~~or BSC 2010~~, STA 2023 or PSY 3213L with a 2.5-6 critical-tracking GPA.  
**Students should take PSY 3213L in semester 3 or 4 before taking any additional 3000-level or above psychology courses.**

### Semester 4

- 2.82.5 UF GPA required
- Complete BSC 2009 ~~or BSC 2010~~ and STA 2023 (if not previously taken) with a ~~2.75~~2.5 critical-tracking GPA

### Semester 5

- 2.82.5 UF GPA required
- Complete PSY 3213L (if not previously taken) with ~~2.75~~2.5 critical-tracking GPA

## Recommended Semester Plan

Students are expected to complete the writing and math requirement while in the process of taking the courses below. Students are required to complete HUM 2305 The Good Life (GE-H) in semester 1 or 2. Students are also expected to complete the general education international (GE-N) and diversity (GE-D) requirements concurrently with another general education requirement (typically, GE-C, H or S).

Semester 1	Credits
HUM 2305 What is the Good Life (GE-H)	3
<b>MAC 1147 Precalculus: Algebra and Trigonometry</b>	4
Foreign language	4-5
Physical Science (GE-P)	3
	Total 14-15

Semester 2	Credits
<b>PSY 2012 General Psychology (GE-S)</b>	<u>3</u>
Composition (GE-C, WR)	<u>3</u>
Elective	<u>3</u>
Foreign language	<u>3-5</u>
Humanities (GE-H)	<u>3</u>
	<del>Total</del> <u>Total 15-17</u>

Semester 3	Credits
<del>BSC 2009 Biological Sciences</del>	<u>3</u>
<del>BSC 2010 Integrated Principles of Biology 1 (both GE-B)</del>	<u>3</u>
<b>PSY 3213L Laboratory Methods in Psychology</b>	<u>3</u>
Electives (3 credits of foreign language if 4-3-3 option)	<u>6</u>
Humanities (GE-H)	<u>3</u>
	Total 15

Semester 4	Credits
<b>STA 2023 Introduction to Statistics 1 (GE-M)</b>	<u>3</u>
Elective	<u>3</u>

Foundation-level psychology course	_____	3
Foundation-level psychology course (GE-S)	_____	3
Physical Science (GE-P)	_____	3
	Total	15

**Semester 5**

	<b>Credits</b>
Composition (GE-C, WR)	_____ 3
Biological Science (GE-B) (if not met through psychology courses)	_____ 3
Foundation-level psychology course (GE-B)	_____ 3
Foundation-level psychology course (GE-S)	_____ 3
Electives	_____ 6
	Total Total 15

**Semester 6**

	<b>Credits</b>
STA 3024 Introduction to Statistics 2 (GE-M) Elective (counts as a 3000 level or above elective, not in the major)	3
Electives (3000 level or above, not in major)	9
Psychology courses (3000 level or above, at least one 4000 level)	6
	Total 15

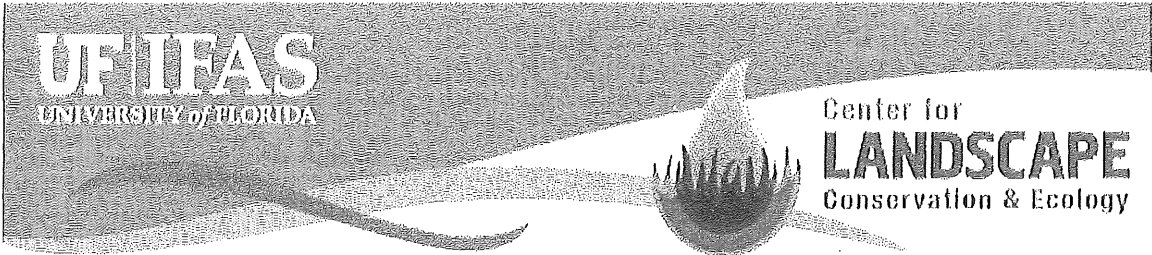
**Semester 7**

	<b>Credits</b>
Elective	6
Electives (3000 level or above, not in major)	3
Psychology courses (3000 level or above, at least one 4000 level)	6
	Total 15

**Semester 8**

	<b>Credits</b>
Psychology courses (3000 level or above)	6 _____ 3
Elective (3000 level or above, not in major)	_____ 3
Electives	7 _____ 10-7
	Total 13-16





200 Mehrhof Hall · Gainesville, FL 32611  
(352) 273-4511 · eee@ufl.edu

Form 1 Cover Sheet for a University Center Proposal


## Center for Landscape Conservation and Ecology

Proposed Implementation Date – June 1, 2014

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).

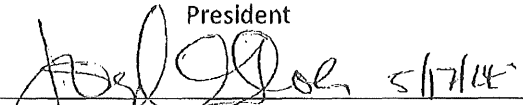
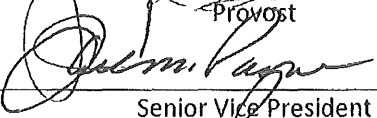
### University of Florida

University Submitting Proposal

  
\_\_\_\_\_  
President Date


### University Center

Type of Institute/Center

 5/17/14  
\_\_\_\_\_  
Provost Date  
 5/6/14  
\_\_\_\_\_  
Senior Vice President Date  
for Agriculture and Natural Resources

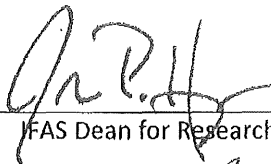
June 1, 2014

Proposed Implementation Date

 5/9/14  
\_\_\_\_\_  
Vice President for Research Date

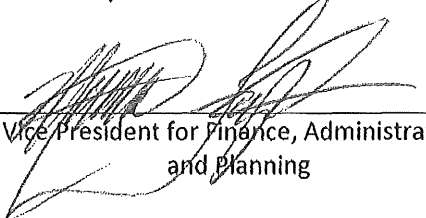
### 30) Multi/ Interdisciplinary Studies

Associated Discipline (2-digit CIP)

 5 May 2014  
\_\_\_\_\_  
IFAS Dean for Research Date

### Dr. Michael Dukes

Center Director

 5/22/14  
\_\_\_\_\_  
Vice President for Finance, Administration,  
and Planning Date

# Proposal for a New University of Florida Center

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## Executive Summary

This proposal seeks to establish the Center for Landscape Conservation and Ecology (CLCE) as an officially recognized center at the University of Florida. The Center for Landscape Conservation and Ecology conducts research and outreach programs that emphasize responsible landscape management and is dedicated to promoting the protection and preservation of Florida's natural resources and quality of life.

The center was established in 2006 by an act of the Florida Legislature in response to concerns about the sustainability of current landscape management practices and interests in water availability and quality. With Florida's ever-growing population, it was recognized that a large focus needed to be placed on landscapes, urban water and fertilizer use, plant choice, and maintenance practices. The center serves multiple stakeholders including landscape professionals, trade organizations, commercial developers, urban planners, policy makers, Extension agents, and Florida residents.

Florida will soon be the nation's third-most populated state, with a population of over 19,500,000, and continues to grow, with a 2.2% increase expected by 2015. Given this growth, issues like water quality, land use change, and nutrient management are increasingly important to landscape professionals, policy makers, land managers, and the general public. Landscape managers need proven, science-based recommendations they can use to maintain landscapes in a way that promotes plant health and economic viability, while still remaining focused on environmental impacts. Policy makers need research-based information they can use to shape laws and regulations. Homeowners need input on how they can effectively (and aesthetically) manage their landscapes, while adhering to conservation practices.

A multidisciplinary team of faculty has been assembled by the center to investigate pressing questions that benefit from collaboration. The faculty members come from disciplines including agricultural and biological engineering, environmental horticulture, agronomy, soil and water sciences, agricultural education and communication, and agricultural economics. They are currently exploring the environmental, social, and economic issues affecting urban and suburban landscapes in Florida. They use the findings of practical, applied research they conduct on topics like water conservation, environmental impacts, sustainable landscape management, and pesticide and fertilizer use to develop landscape best management practices. The team provides science-based interdisciplinary recommendations about plant choice, plant maintenance, and water and fertilizer use for homeowners, landscape managers, horticultural industry professionals, governmental and community organizations, and other key stakeholders.

Two major Extension programs are included within the center's umbrella — the Florida Master Gardener Program and the Florida-Friendly Landscaping™ (FFL) Program. These programs function as the education and outreach component of the center, disseminating the research findings and best management practices developed by center faculty. The Florida Master Gardener Program is a volunteer-driven program that benefits the citizens of Florida by extending gardening knowledge from the university into communities. The program relies on dedicated volunteers who have an interest in gardening and enjoy giving back to their communities. In 2013, Master Gardeners interacted with more

than 530,000 people across the state of Florida. They logged 382,648 volunteer hours, providing an equivalent of over \$7.21 million or 184 FTEs. The Florida-Friendly Landscaping™ Program disseminates information about environmentally sustainable landscape practices to three key audiences: homeowners, builders and developers, and landscape professionals. A major FFL program success is an annual water savings of over 5 million gallons from documented implementation of FFL recommendations in ten counties.

Since 2006, the Florida-Friendly Landscaping™ Program has been working within a majority of Florida's counties. Currently, FFL programming is offered in 48 of 67 counties, with more than 80 extension agents participating in some aspect of FFL outreach. Between 2006 and 2012, more than 850,000 people have received in-person educational contact. The FFL agents have completed and documented over 700 site visits, presented over 191 workshops on FFL principles, and with a much broader mass media outreach. Additionally, the FFL program has trained 22,548 landscape professionals and certified 19,189 unique individuals through the Green Industries Best Management Practices Program (GI-BMP).

The center is well suited to be officially recognized, as it directly aligns with the UF mission by enhancing its teaching and research function, actively seeking external funding, and by facilitating interdisciplinary collaboration. The CLCE provides a structure for cross-disciplinary research, allowing for a cooperative effort towards a common goal; a unique entity within the University of Florida structure.

### Mission Statement and Goals

The vision of the Center for Landscape Conservation and Ecology is to be the leading source of science-based information on horticulture and the urban environment in Florida. The mission of the center is to protect and conserve Florida's natural resources through research-based sustainable urban landscape practices.

The center seeks to promote research-based best management practices among landscape professionals and other members of the agricultural industry, and to educate homeowners on sustainable landscape practices through its research, education, and outreach. CLCE also seeks to train students who will enter careers that allow them to engage in and promote sustainable landscape practices.

## Proposed Activities

### Goals by 2015

In 2010, the Center for Landscape Conservation and Ecology set the following goals to be accomplished by 2015:

- 2 new tenure track faculty lines and start-up funds for these faculty
- 10 new proposals submitted (or \$2 million in new extramural funding)
- 8 new doctoral degrees, and 12 master's degrees by June 2015
- 8 new extension programs focused on industry sustainability
- 3,000 landscape professionals trained and certified annually via the GI-BMP program

### Statewide Objectives and Benefits

Objectives and potential benefits of the center's efforts are wide reaching.

#### Objectives include:

- create opportunities for responsible economic growth in the state's horticultural industry
- catalyze responsible use of pesticides and fertilizers in the landscape
- allow the widespread implementation of responsible environmental landscape practices
- preserve or improve the state's environmental conditions

#### Environmental benefits of CLCE's efforts include:

- reduce water usage for irrigation
- reduce stormwater runoff
- reduce use of fertilizers and pesticides
- reduce occurrence of exotic invasive pests
- improve water quality

#### Community benefits of the CLCE's efforts include:

- increase knowledge and behavior change related to sustainable landscape practices
- develop an environmental ethic among target audiences
- facilitate acceptance and use of functional and aesthetic landscapes
- assist with implementation of science-based policies

#### Economic benefits of the CLCE's efforts include:

- reduce the cost of landscape installations due to proper plant selection and care practices
- reduce the cost to maintain landscapes for homeowners and community managers
- contribute to the long-term economic viability of Florida's landscape industry

### Ongoing Activities: Research, Outreach, Training, and Teaching

Faculty members of the CLCE conduct research, form recommendations, and develop educational trainings and materials used by the center's three major outreach components: the Florida-Friendly Landscaping™ Program, the Florida Master Gardener Program, and county Extension agents.

#### Florida-Friendly Landscaping™ Program

The Florida-Friendly Landscaping™ Program administers programs for homeowners, builders and developers, and members of the landscaping industry. Through 2012, representatives of the FFL program delivered information about sustainable landscaping in several ways:

<u>Outreach Mechanism</u>	<u>Contact Numbers</u>
In person	864,491
Mass media	20,231,548 (potentially)
Workshops	420,863

The Green (horticulture/landscape) Industries-Best Management Practices (GI-BMP) training program was developed by the Florida Department of Environmental Protection and endorsed by the pest control industry. The training is a product of the UF/IFAS Florida-Friendly Landscaping™ Program with partial funding by FDEP through a Nonpoint Source Management (Section 319h) grant from USEPA.

In 2013, 3,671 people were certified through GI-BMP in-person classes, with an average class size of 23. Combination in-person and online classes resulted in 23,477 certifications issued from 2006 through 2013. The GI-BMP program has been approved as CEU providers for Florida Department of Agriculture and Consumer Services (FDACS) pesticide licenses, the Community Association Management Association (CAMA), and Florida Nurseries, Growers and Landscape Association (FNGLA).

The GI-BMP program developed a follow-up survey that is administered annually to track reported behavior change among industry professionals previously GI-BMP certified. The 2012 GI-BMP follow-up survey results and comments indicate that GI-BMP training provides useful, practical knowledge, with increases in practices adopted. In addition, responses received express support and recognition of the value of UF/IFAS Extension services and programming efforts. Program improvements for 2012 – 2013 included a DVD and online training in both English and Spanish, updated program materials, and new online tools for GI-BMP trainers.

#### Florida Master Gardener Program

The Florida Master Gardener Program trains volunteers who then educate and advise homeowners on environmentally sustainable yard care practices. In 2013 4,761 Master Gardeners interacted with more than 536,524 people across the state, and provided \$7.25 million in volunteer time to Florida's economy.

Members of the CLCE faculty conduct in-service trainings in which they train and update county Extension agents on the latest best management practices. These regular trainings are essential, since

some topics like fertilizer application rates are subject to change as new research results become available. The agents then relay this information through workshops and informal interactions with countless local residents.

#### Information Office

The CLCE information office provides strategic communication direction to faculty and educational programming and outreach to the public. The information office works with associated Extension programs, such as the Florida Master Gardener Program and Florida-Friendly Landscaping™ Program, to distribute research-based horticulture information to homeowners, the green industry, and other key audiences by means of television, radio, web, print, social media, and other outlets. The information office also partners with water management districts, county governments, and other state agencies to broadcast a consistent Florida-Friendly message.

The information office is responsible for all media relations, publications, marketing activities, and any other interaction with the public through media channels. In addition, the information office provides support for its faculty through public relations and outreach efforts and will continue to expand its scope.

#### Publications

In 2013 alone, CLCE faculty chaired 19 PhD and 30 MS students and produced more than 31 refereed publications, 36 non-refereed publications, and 6 books, all related to urban landscape issues.

- The CLCE surveys extension program participants at the county and state level;
- The CLCE collects volunteer data from Master Gardeners continually;
- The CLCE published a 5-year report showcasing the programs and activities of the CLCE. The report contains program and faculty accomplishments, metrics used by university administrators and external advisory committees.
- In 2014, CLCE initiated a webinar series focusing on research and dedicated to professional development for stakeholders. The webinar provides an opportunity for participants to interact with speakers in a cost-effective format.
- CLCE's first quarterly eNewsletter was launched with initially over 150 subscribers.

### Plans for External Funding

The CLCE is funded through a 2012 state legislative budget request. These funds provide for a full-time director, four staff members and eight faculty. (not including two open faculty positions). In addition to these recurring funds, the center actively seeks and receives extramural funds through grants and contracts to continue to conduct research and outreach. Seven grant applications totaling \$783,316 were submitted in the 2011-12 timeframe.

### Relationship of the Center with Departments and Other Centers

The CLCE operates under the direct supervision of the Senior Vice President for Agriculture and Natural Resources in IFAS. CLCE faculty members are housed within their specific departments, including Agricultural Engineering, Entomology and Nematology, Environmental Horticulture, Food and Resource Economics, Agricultural Education and Communication, and Soil and Water Sciences. The center collaborates with additional departments as well.

CLCE has a strong, working relationship with the Center for Public Issues and Education, (and is funded with the same legislative line as CLCE). Together, the centers share information that furthers the mission of both centers.

### Advantage of a Center Over Current Structure

CLCE is a unique entity within the university. The center bridges gaps between disciplines, with an interdisciplinary approach to research and outreach.

Official center status and recognition by the university is a key advantage over the current unofficial center structure. Center status would further CLCE's established reputation as a leader in science-based research and outreach for best management practices, assisting the landscape industry and Florida homeowners.

Legislative funding indicates a previously unmet need in the state, and as a recognized center, CLCE would continue to target an unmet need with its unique and effective approach.

### Value of CLCE to the University

The center ties directly into the education, research, and extension missions of UF. Specifically, the center addresses strategic university goals, and addresses the long-range extension plans.

The center's efforts directly correlate to five goals outlined in the University's strategic work plan. CLCE works to achieve leadership and coordinated research efforts in life sciences (goal 33). CLCE envisions working collaboratively with the Institute of Ecology and Environment, once established (goal 35). CLCE continues to strengthen IFAS statewide by providing science-based solutions to pressing issues, directly meeting goal 37. CLCE continues to seek extramural funding for innovative applications and solutions, as related to the agricultural industry, specifically to the nursery and landscaping industry (goal 38). And finally, interdisciplinary collaboration is fundamental to the ongoing success of CLCE, strengthening both research and education (goal 42).



The Florida Extension Long Range Plan: 2012 – 2022 and the center are analogous in that CLCE contributes to all four goals, and five out of seven high priority initiatives.

The center identifies and addresses Florida's economic, social, and environmental issues, as related to its mission. The center maximizes organizational efficiency and effectiveness by delivering in-service training and professional development using the most current technologies. The center continues to strengthen existing partnerships and looks to establish additional partnership opportunities. The center develops programs to ensure diverse and talented employees are hired and retained, in addition to mentoring that provide growth and leadership opportunities. CLCE strives to increase visibility and contribute to the impact of Florida Extension. Marketing occurs through the center's valuable programs in addition to other marketing strategies like meeting the needs of industry professionals and addressing statewide issues.

The center's mission and goals directly address high priority initiatives outlined in the Extension Long Range Plan, and include: working towards a more sustainable horticulture industry while increasing profitability, protecting water quality and quantity, enhancing natural resources and improving environmental quality, conserving energy, and supporting economic success.

#### *Synergistic and Collaborative Efforts Among Center Members*

CLCE actively engages in synergistic and collaborative efforts throughout the university, including centers, institutes, and departments, and with agencies, utilities, and counties statewide. One current example involves research into lowering the barriers to the adoption of smart irrigation technologies by homeowners, irrigation contractors, and utilities. Collaborators include Orange County Utilities, four CLCE faculty members, and a faculty partner from the Food and Resource Economics Department. CLCE is involved in multidisciplinary grant projects and faculty and staff participate in professional organizations and groups to enhance the CLCE mission.

#### *Success in Garnering Extramural Funds*

The center has a solid history of extramural grant funding, and has received more than \$7.3 million in grant funds since 2008. A majority of that grant funding has come from state sources such as Department of Environmental Protection, Department of Agriculture and Consumer Services, and Water Management Districts. Federal and private sources have accounted for \$1,515,133 of the grant funds and include US Environmental Protection Agency, US Department of Agriculture, Tampa Bay Water, US Department of Commerce, Florida Nursery, Growers and Landscape Association, Rain Bird Corporation, and other land-grant universities with cooperating faculty.

Additionally, the Florida-Friendly Landscaping™ Program, a sub-program of CLCE, receives funding from counties and water management districts to support county extension agents. In 2011, counties supported portions of horticulture agents' salaries with approximately \$30 million.

## Reporting Structure

The reporting structure of the center follows that of most other UF interdisciplinary centers. The director of the center reports to the Senior Vice-President for Agriculture and Natural Resources. The core center faculty members report to the chairs of their home departments but have a supported relationship with the center director. The staff members of the center report to the director. The center has full endorsement of the chairs of the primary related departments (Environmental Horticulture, Agricultural and Biological Engineering, and Soil and Water Sciences), as well as the IFAS administration.

## Administrative Structure

The director will report to the Senior Vice-President for Agriculture and Natural Resources. The director will facilitate communication and coordination among the center faculty by regular faculty meetings and frequent targeted communication with individual faculty to facilitate the center's mission.

## Key Management Roles and Functions

**Director** – The CLCE director is responsible for setting the vision for the center and communicating with upper level administration on matters of funding, issues, and partnerships. The director oversees all aspects of the center including approving research, outreach, and projects, to ensure compliance and with and alignment to the center's mission and goals.

**Faculty members** – Faculty members conduct research and providing training and outreach. Faculty members assist with issue identification and evaluation of programs.

Dr. Michael Dukes	Water Conservation & Irrigation
Dr. Steven Arthurs	Landscape Biological Control
Dr. Gail Hansen	Sustainable Landscape Design
Dr. Hayk Khachatryan	Horticultural Economics
Dr. Andrew Koeser	Urban Landscape Management
Dr. Chris Martinez	Water Resource Management
Dr. Esen Momol	Florida-Friendly Landscaping™ Program
Dr. Paul Monaghan	Community-Based Social Marketing
Dr. Laura Sanagorski	Evaluation
Dr. Gurpal Toor	Urban Water Quality
Tom Wichman	Florida Master Gardener Program
Currently Open	Landscape IPM

**Affiliate members** - Affiliate faculty contribute by enhancing and maximizing the interdisciplinary research and extension efforts of the center. Affiliate members promote the basic mission and goals of the center.

Lynn Barber	Florida-Friendly Landscaping™
Dr. Eileen Buss	Landscape IPM
Dr. Zhanao Deng	Plant Breeding

Dr. Ed Gilman	Urban Tree Management
Dr. Kevin Kenworthy	Turfgrass
Dr. Jason Kruse	Turfgrass
Dr. Ramon Leon	Turfgrass
Mathew Orwat	Consumer Horticulture
Dr. Sydney Park Brown	Consumer Horticulture
Dr. Brian Pearson	Landscape Management
Joe Sowards	Consumer Horticulture
Dr. Laurie Trenholm	Turfgrass
Wendy Wilber	Consumer Horticulture

**Educational and Media Communications Coordinator** - The center coordinator is responsible for all strategic communication efforts related to the center. The coordinator plans and develops trainings, publications, and outreach material. The coordinator is the primary contact for social media efforts within the center. In addition, the coordinator provides support for the center director and faculty.

**Web Coordinator** - The web coordinator provides the strategic efforts and detail work for the center's websites. The web coordinator manages more than 1,500 pages of content and provides in-depth analytics that help direct content management.

**Information Specialist** – The information specialist writes and edits consumer horticulture specialist writes and edits consumer horticulture material. The information specialist is also the managing writer and editor for the *The Neighborhood Gardener*, a 5,000 subscriber consumer horticulture eNewsletter.

#### Advisory Board

The center is in the process of establishing an advisory committee, in anticipation of formal recognition as a center. The center is accountable to stakeholders for relevancy and quality of its research and programs. The center advisory board would support the center accountability by providing guidance and feedback, and serving as a partner in research and collaboration, in some cases. Currently, an informal group of industry representatives meets approximately quarterly to discuss issues related to the center. In addition, the director currently maintains a close relationship with departments represented in the center.

The formal advisory board will consist of 8-10 members and will begin meeting in the fall of 2014. The advisory board will meet annually and board members will consist of representatives from major horticulture industry groups, university advisors, and government organizations. Advisory board membership shall be for three year terms with one-third the members rotating off each year except for the first three years when the board is formed. The Director will seek input from the board for replacements. The board will meet at least annually.

Potential advisory board membership as follows:

Name	Organization	Term
Ben Bolusky	Florida Nursery, Growers, and Landscapers Association	2014-2017
Hugh Gramling	Formerly Tampa Bay Wholesale Growers Association	2014-2017
Pete Snyder	Florida Turfgrass Association	2014-2017
Betsy McGill	Florida Sod Growers Association	2014-2017
Dean Joan Dusky	UF/IFAS Associate Dean of Extension	2014-2017
Dr. Wayne Mackay	UF/IFAS Environmental Horticulture Chair	2014-2017
Dr. Mike Thomas	Florida Department of Environmental Protection	2014-2017
Rich Buddell	Florida Dept. of Ag. & Cons. Svcs., Office Ag. Water. Policy	2014-2017

### Space and Facilities

Currently, the center occupies thirteen offices in Mehrhof Hall, (Rooms 107, 108, 109, 111, 112, 113, 114, 200A, 200B, 200C, 200D) and one conference room (Room 110). Faculty members of the center are housed in their home departments or regional UF/IFAS Research and Education Centers (RECs). No additional space is anticipated to be needed or being requested in this proposal.

### Budget Plan

The center is primarily funded by approximately \$740,000 annual appropriation from the Florida Legislature that supports operations and staff rate in the Center for Landscape Conservation and Ecology. This funding covers the center's operating and travel budget and five full-time staff. In addition, an annual appropriation of approximately \$800,000 in the IFAS faculty pool supports eight core faculty (and two open faculty positions). The UF/IFAS Extension Dean's office covers the salary costs for one county faculty (State Master Gardener Coordinator). An annually renewed grant from the Florida Department of Environmental Protection (\$737,696 in FY2011-2012) supports the Florida-Friendly Landscaping™ Program including one county faculty, four full-time staff, and two part-time OPS staff.

The center will utilize its resources to pursue its mission by encouraging faculty multidisciplinary activity and targeted work toward problem areas central to the center's mission. For example, one of the center's major budgetary activities has been administering a seed-grant program to provide funding to center faculty for promising new research projects.

The center wishes to receive indirect cost returns. These funds could be used to expand the current internal grant program as described above. To date, the center has awarded approximately \$500,000 to faculty through this program on the premise that seed funding will jumpstart research and outreach projects that will then attract extramural funding.

The center does not seek additional UF funds.

### Reporting

Communications staff will generate an annual report for each fiscal year of July 1-June 30 to satisfy the reporting requirements for UF centers. This report will be completed in time to be reviewed by Sept. 30

by the Vice President for Research. The annual report will then be submitted by the UF Office of Institutional Planning and Research to the Florida Board of Governor's. The center's cumulative 5-year report can be found on the center's website: <http://clce.ifas.ufl.edu>.

Appendix

Form Ia - Indirect Cost Return for Proposed Center

For UF Internal Use Only

The indirect cost return for a center in a college is subtracted from that received by the college. This is because all indirect costs are now returned to the colleges, minus costs of running central programs. This form is to establish what percentage (7.5% maximum), if any, the proposed center or institute will receive in indirect cost return.

**INDIRECT COST ASSIGNMENT**

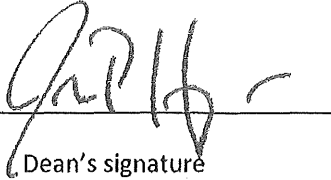
Date:

Institute or Center Name: Center for Landscape Conservation and Ecology

College: Institute of Food and Agriculture Sciences

Indirect Cost Return: YES  % Return (max 7.5%) 7.5 %  
NO

Dean's Agreement:

  
\_\_\_\_\_  
Dean's signature

5 May 2014

EDC/cl

Form 2 - Directory Information

Institute/Center Data

Directory Information

I/C Name: Center for Landscape Conservation and Ecology		
I/C Code: 60840000	University: University of Florida	I/C Type: Research/Extension
I/C Director: Dr. Michael Dukes		Discipline (s) (2-digit CIPs): 30
I/C Address: 200 Mehrhof Hall, Gainesville, FL 32611		
I/C Phone: (352) 273-4511	I/C email:	
I/C SUNCOM:	I/C website address: clce.ifas.ufl.edu	
I/C Fax:	Affiliated Universities:	

Mission and Areas of Focus

Mission Statement: (no more than 120 words)	The mission of the Center for Landscape Conservation and Ecology is to protect and conserve Florida's natural resources through research-based sustainable urban landscape practices.		
Key Terms:	Landscape Fertilizer	Water Turfgrass	Integrated Pest Management Sustainable

Form 3 - Staffing and Budget

<b>I/C Code:</b> 60840000	<b>I/C Name:</b> Center for Landscape Conservation and Ecology		
<b>Prepared By:</b> Emily Eubanks	<b>Date:</b> 4/17/2014	<b>Telephone:</b> 352-392-1864 x 205	

<b>Estimated Expenditures for the Institute/Center</b>	<b>FISCAL YEAR: 2014</b>				
	<b>Budgetary Unit:* IFAS</b>				
	<b>SUS Appropriated Funds</b>	<b>Contracts and Grants</b>	<b>Fees for Services</b>	<b>Private &amp; Other (Specify)</b>	<b>Total</b>

<b>Salaries &amp; Benefits</b>	<b>Faculty, TEAMS, &amp; USPS</b>	331,496	274,728		606,224
<b>Other</b>	<b>Housestaff</b>				
<b>Personal</b>	<b>Graduate Assistants</b>	34,286			34,286
<b>Services</b>	<b>Other</b>				
<b>Expenses</b>		374,945			374,945
<b>Operating Capital Outlay</b>					
<b>Total Expenditures</b>		740,727	274,728		1,015,455

Positions and Rate	SUS Appropriated Funds	Contracts and Grants	Fees for Services	Private & Other (Specify)	Total
<b>Faculty Positions (FTE in Personyears)</b>					
<b>TEAMS and USPS Positions (FTE in Personyears)</b>	4.0	6.03			10.03
<b>Total Positions (FTE in Personyears)</b>	4.0	6.03			10.03

<b>Sum of Salary Rates for These Faculty Positions</b>					
<b>Sum of Salary Rates for These TEAMS and USPS Positions</b>					
<b>Sum of Salary Rates for Faculty, TEAMS, and USPS Positions</b>					

\* Budgetary Unit: Specify E&G, IFAS, or UF-HSC



**Projected Space Requirements**

<b>Projected Space Required by Source</b>	<b>Office</b>	<b>Laboratory</b>	<b>Conference Rooms</b>	<b>Other</b>
<b>From Existing Inventory</b>	1962			
<b>Rented</b>				
<b>New Construction</b>				

Note: Space is already allocated and no additional space is anticipated to be needed or requested through this proposal.

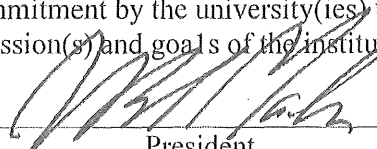
**Format and Guidelines for Institutes/Centers**


Cover Sheet for a State of Florida or University Institute/Center Proposal

**UF Center for Global Islamic Studies (UF CGIS)**


**(Proposed Implementation Date: Fall 2014)**

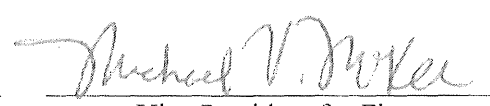
The submission and signing of a proposal to initiate a State of Florida institute/center or the establishment of a University institute/center constitutes a commitment by the university(ies) to ensure that the institute/center's activities support the stated mission(s) and goals of the institution(s).

\_\_\_\_\_  
University Submitting Proposal            6-26-14  
President      Date

\_\_\_\_\_  
UF Center            6/25/14  
Type of Institute/Center      Senior Vice President      Date

\_\_\_\_\_  
Fall 2014            6/11/14  
Proposed Implementation Date      Vice President for Research      Date

\_\_\_\_\_  
24            June 10, 2014  
Associated Discipline (2-digit CIP)      Dean of School or College      Date

\_\_\_\_\_  
Proposed Institute/Center            6/23/14  
Director (if known)      Date  
Vice President for Finance, Administration, and Planning  
(as appropriate)

\_\_\_\_\_  
Other President(s)/      Date  
Administrator(s)      (as appropriate)



College of Liberal Arts & Sciences  
Office of the Dean

RECEIVED

JUN 17 2014

OFFICE OF THE PROVOST

2014 Turlington Hall  
PO Box 117300  
Gainesville, FL 32611-7300  
352-392-0780  
352-392-3584 Fax

June 10, 2014

Joe Glover, Provost  
University of Florida  
Gainesville, FL 32611-3175

Dear Provost Glover:

I write to request your approval for the establishment of a UF Center for Global Islamic Studies to be housed in the College of Liberal Arts & Sciences (CLAS). The Center for Global Islamic Studies will promote the study of the languages, cultures, and peoples of the Islamic world, giving special emphasis to the transnational nature of Islam. The University of Florida Center for Global Islamic Studies will bring together scholars and students of politics, cultures, and religions to advance sound and nuanced understandings of the contemporary richness, diversity, differences, and similarities existing within Muslim societies and Islamic cultures in the age of globalization.

This initiative has emerged out of extensive consultation among the departments of Religion, Anthropology, History, Languages, Literatures, and Cultures, and Political Science, as well as the centers for African and European studies. The University of Florida has already well qualified (15) faculty members throughout CLAS who conduct research and offer courses related to Islam and Muslim societies in a global context. In making this proposal, the College and the UF International Center have committed to funding an annual conference devoted to topics related to Global Islam and a core of UF faculty have committed to establishing a lecture series on Global Islam throughout the academic year.

We will commit additional resources as the Center activities grow and we garner private and grant funding to support the Center. The establishment of the Center will be an opportunity for the University of Florida to provide a forum for an exchange of scholars and students focused on Islamic Studies. The Center will bring UF national and international visibility in an area of global significance.

I look forward to your endorsement of the UF Center for Global Islamic Studies.

Sincerely,

Paul D'Anieri, Dean  
College of Liberal Arts and Sciences

**Proposal**  
**UF Center for Global Islamic Studies (UF CGIS)**  
**Submitted by**  
**The College of Liberal Arts and Sciences**

The College of Liberal Arts and Sciences proposes to establish a University of Florida Center for Global Islamic Studies (UF-CGIS).

**Mission Statement and Goals:**

The University of Florida Center for Global Islamic Studies will promote the study of the languages, cultures, and peoples of the Islamic world, giving special emphasis to the transnational nature of Islam. This focus on the transnational and global aspects of Islam, which are major social, cultural, and political factors in Asia, Africa, Europe, and North America, as well as in the Middle East, will make the UF Center of Global Islamic Studies unique in the world. Most research institutes on Islam focus on a single region—the Middle East. There are very few similar academic programs in the US, and none in Florida. A Center of this nature would put UF in a competitive position nationally and even globally.

As one of the world's largest and fastest growing religions, Islam exerts significant global influence in politics, cultures, and societies. Islam has been a transnational force since its emergence and spread out of Arabia over 1,400 years ago. Today, Islam is a cultural and political factor on nearly every continent. The University of Florida Center for Global Islamic Studies will bring together scholars and students of politics, cultures, and religions to advance sound and nuanced understandings of the contemporary richness, diversity, differences, and similarities existing within and across Muslim societies and Islamic cultures.

**Rationale:**

The Center will address a serious deficit of interdisciplinary knowledge and understanding among American students, citizens, and leaders concerning contemporary Islam and Muslim societies. This deficit of knowledge has led to an inability to deal with the challenges and the opportunities emanating from Muslim societies and cultures. Understanding Islam better has become an imperative today. This will require both the creation of new knowledge through scholarly research across many disciplines and wide dissemination of knowledge through the education of students at the undergraduate and graduate levels, and community outreach events.

The Center's focus will be on contemporary Islam as it intersects with broader social, cultural, political, religious and economic dynamics. To achieve its goals the Center will aim to offer students a rich array of courses on Islamic thought, history, politics, and culture and on a variety of ways in which Islam manifests itself in the contemporary world. It will also strengthen

the study of relevant languages in cooperation with other UF units. In particular, the Center seeks to create a degree track in Global Islam in cooperation with the Bachelor's degree in International Studies, strengthen language offerings, initiate survey courses in Islamic studies for the general student population, and develop specialized courses on Islam in every major area of Humanities and Social Sciences, including Religion, Political Science, Anthropology, Sociology, History, Literature, and Philosophy. In addition, the Center will seek to develop courses in cooperation with other colleges, in areas such as health, architecture, art, etc. At the Graduate level, the University seeks to create a Graduate Certificate in Islamic Studies for Ph.D. programs. We seek to develop an innovative model for Islamic studies that focuses on "Global Islam," rather than the "Middle East". This will allow us to escape a narrow focus on one region of the world and one period of history and instead focus on the study of Islamic societies and cultures around the world. We believe that this approach will become a model for other institutions around the world.

### **Existing Resources**

This initiative has emerged from the considerable resources already available on campus in the area of global Islam, and is based on extensive collaboration among the departments of Religion, Anthropology, History, Languages, Literatures, and Cultures, and Political Science, as well as the centers for African and European studies. CLAS already has at least 15 faculty members who conduct research and offer courses related to Islam and Muslim societies in a global context. The major strengths of the group as a whole are:

- Arabic language and culture
- Languages of Muslim Africa
- Islam and politics in Africa, Indonesia, Iran, the Middle East; and Europe
- Ottoman history
- Turkish society and politics
- Muslim diasporas, migration, and transnationalism
- Islamic thought
- Islamist movements

A related resource is a strong and active Islam in Africa Working Group that is organizing monthly lectures and a yearly conference.

### **Proposed Activities:**

The Center will catalyze cutting-edge research and quality teaching on Islamic thought, faith, culture, politics around the world, and on the dynamics of Islam's increasing prominence in the U.S. and Western societies.

More specifically, the Center's activities will emphasize the following areas:

- *Teaching*: create a degree track in International Studies BA; offer a graduate certificate in Global Islam; develop survey courses and more specialized courses on Global Islam;

strengthen and develop teaching of relevant languages; strengthen existing as well as develop new study-abroad programs relevant for the study of Global Islam

- *Lectures, Conferences, and Workshops:* Organize a yearly research conference devoted to topics related to Global Islam; organize lecture series throughout the academic year, inviting high-profiled speakers; organize seminars for faculty and students within the Center; organize focused small workshops.
- *Research:* the Center aims to become a hub for scholars at UF working on Islam; it will produce, support, and facilitate grant applications on themes relevant for Global Islam; create synergies for high-quality research within the university; strengthen and broaden research networks; provide opportunities for guest researchers to spend time at the Center; support graduate students studying Global Islam at UF.
- *Outreach:* organize public events aimed at disseminating knowledge about Global Islam to the public in Florida; connect with Muslim and other religious communities in Florida and in Southeastern US.

The Center anticipates a robust exchange of scholars from various parts of the Muslim world to work with our students and faculty and to benefit, in turn, from the University of Florida resources.

#### **Administrative Structure and Financing:**

The University of Florida currently has 15 faculty members who conduct research in Islam as a significant theme. A initial investment of \$10k per year (half from CLAS, half from UFIC) will facilitate conference activities. The administrative load will be carried by a faculty member, with resources for that purpose expanding as externally funded activities grow.

A Program in Global Islam has great potential for attracting support from outside sources. Beside UF/State funding, the program would continuously work to secure additional funding:

- Seeking grants from relevant institutions, such as the Mellon Foundation and Carnegie Foundation,
- Seeking donations from private institutions/individuals
  - The Department of Religion has already received funding for the Izzat Hasan Sheikh Endowed Professorship in Islamic Studies.
  - The UF Foundation has had multiple meetings with potential major donors interested in funding such a center—but establishing the center is a key prerequisite.

Form 2

Institute/Center Data

**Directory Information**

<b>I/C Name:</b>		UF Center for Global Islamic Studies (UF CGIS)	
<b>I/C Code:</b>	<b>University:</b>	University of Florida	<b>I/C Type:</b> UF
<b>I/C Director:</b>		TBD	<b>Discipline(s) (2-Digit CIPs):</b> 24
<b>I/C Address:</b> 2014 Turlington Hall / PO Box 117300			
<b>I/C Telephone:</b>	352-392-0780	<b>I/C E-Mail Address:</b>	<a href="mailto:danieri@ufl.edu">danieri@ufl.edu</a>
<b>I/C SUNCOM:</b>		<b>I/C Web Site Address:</b>	
<b>I/C FAX:</b>	352-392-3584	<b>Affiliated Universities:</b>	

**Mission and Areas of Focus**

**Mission Statement:** The University of Florida Center for Global Islamic Studies promotes the study of the languages, cultures, and peoples of the Islamic world, giving special emphasis to the transnational nature of Islam. This focus on the transnational and global aspects of Islam, which are major social, cultural, and political factors in Asia, Africa, Europe, and North America, as well as in the Middle East, make the UF Center of Global Islamic Studies unique in the world. The Center offers a place for scholars and students of Islamic Studies to come together to create new knowledge through scholarly interdisciplinary research and wide dissemination of knowledge through the education of students at the undergraduate and graduate levels, and community outreach events.

**Key Terms:** Islamic Studies      Transnational Islam      Global Islam

Form 3

<b>I/C Code:</b>		<b>I/C Name:</b> UF Center for Global Islamic Studies (UF CGIS)				
<b>Prepared By:</b> Milagros Peña		<b>Date:</b> 3/18/2014	<b>Telephone:</b> 352-392-2230			
<b>Estimated Expenditures for the Institute/Center</b>		<b>FISCAL YEAR:</b> 2015				
		<b>Budgetary Unit:*</b> E&G				
		<b>SUS Appropriated Funds</b>	<b>Contracts and Grants</b>	<b>Fees for Services</b>	<b>Private &amp; Other (Specify)</b>	<b>Total</b>
<b>Salaries &amp; Benefits</b>	<b>Faculty, TEAMS, &amp; USPS</b>					
<b>Other</b>	<b>Housestaff</b>					
<b>Personal</b>	<b>Graduate Assistants</b>					
<b>Services</b>	<b>Other</b>					
<b>Expenses</b>				5,000	5,000	
<b>Operating Capital Outlay</b>						
<b>Total Expenditures</b>				5,000	5,000	
<b>Positions and Rate</b>		<b>SUS Appropriated Funds</b>	<b>Contracts and Grants</b>	<b>Fees for Services</b>	<b>Private &amp; Other (Specify)</b>	<b>Total</b>
<b>Faculty Positions (FTE in Personyears)</b>						
<b>TEAMS and USPS Positions (FTE in Personyears)</b>						
<b>Total Positions (FTE in Personyears)</b>						
<b>Sum of Salary Rates for These Faculty Positions</b>						
<b>Sum of Salary Rates for These TEAMS and USPS Positions</b>						
<b>Sum of Salary Rates for Faculty, TEAMS, and USPS Positions</b>						

\* Budgetary Unit: Specify E&G, IFAS, or UF-HSC





Form Ia  
Indirect Cost Return for Proposed Center

For UF Internal Use Only

The indirect cost return for a center in a college is subtracted from that received by the college. This is because all indirect costs are now returned to the colleges, minus costs of running central programs. This form is to establish what percentage (7.5% maximum), if any, the proposed center or institute will receive in indirect cost return.

INDIRECT COST ASSIGNMENT


Date:

Institute or Center Name:


College:

Indirect Cost Return: YES  % Return (max 7.5%)  %  
NO

Dean's Agreement:  
(Use separate form for each college)

  
Dean's signature



  
Executive VP of Research & Education  
UF Health 6/18/14

EDC/cl

## University of Florida Institute for Therapeutic Innovation (ITI)

### I. Mission Statement and Goals

#### Mission:

The Institute for Therapeutic Innovation (ITI) has as a mission and focus of developing optimized chemotherapy for medically important Infectious Diseases. In contradistinction to other laboratories, ITI does not focus upon a specific pathogen, but we apply the same therapeutic principles to many different pathogens. Examples include nosocomial pathogens (*Pseudomonas aeruginosa*, *Acinetobacter baumannii*, *Klebsiella* species, and MRSA), tuberculosis, Select Agents, Pandemic Influenza, HIV, Hepatitis C, and other bacterial and viral pathogens. We have developed unique and innovative model systems, including the hollow fiber infection model to probe for optimized drug regimens which kill pathogens and suppress resistance emergence. Distinctively, we apply cutting edge mathematical models to these data. This allows rapid identification of optimal regimens. This work is done to provide the best care for seriously infected patients.

#### Goals:

The Goals for ITI include: 1) Obtaining peer-reviewed as well as other funding streams, as this will allow our Institute to continue to develop breaking edge science 2) Present our research in National and International peer-review venues 3) Publish our work in high impact journals 4) Collaborate within the UF scientific community to obtain cross-fertilization among different disciplines 5) collaborate with other scientific groups with the idea of cross-fertilization of ideas and producing better science.

The ultimate goal of ITI is to bridge our basic science to man to improve the therapy of serious infections.

### II. Proposed Activities

The structure of the Institute for Therapeutic Innovation is unique. We have a central unifying theme, but are composed of diverse foci. The theme is to employ state-of-the-art mathematical modeling and apply this to data developed by the Institute. The diversity comes in examining multiple pathogens of medical importance. There is one focus upon the therapy of Gram-negative Nosocomial pathogens. These pathogens have recently been identified as a threat to the safety of the United States. Indeed, many parts of the health care system require the ability to treat infection to go forward (e.g. oncology, transplant medicine, immunological therapies, surgical interventions, among others). Some of these pathogens are virtually untreatable. We have an R01 from NIAID to help develop plazomicin, a new aminoglycoside antimicrobial that works in most cases of resistance as well as Achaogen's new LpxC inhibitor, a completely new class of drug that is active only on Gram-negatives. Another focus is in viruses, where we have recently finished an R01 on pandemic influenza. We have added to this focus the ability to study Hepatitis C virus and have recently been awarded a 5 year \$5.4 million R01 from NIAID to study direct-acting antivirals alone and in combination. We also study *Mycobacterium tuberculosis* and have NIAID monies for the study of combination chemotherapy for this pathogen. Another focus revolves around the study of select agents such as *Bacillus anthracis*, *Yersinia pestis*, *Francisella tularensis* and *Burkholderia pseudomallei*. We have multiple awards from BARDA, DTRA and the Centers for Disease Control for the study of these agents. This is an incomplete list. We have in each area applied cutting edge mathematical models to obtain the maximal amount of information from our experiments. We also employ these models to bridge to therapy in the clinic. In recognition of this, we have been awarded a \$26 million clinical trial Broad Agency Announcement Award from NIAID to pursue our ideas.

We have long term collaborations with other laboratories in the US and in Europe (e.g. Laboratory of Applied Pharmacokinetics at USC which is a subcontractor for our Hepatitis C R01). We have been active in trying to recruit Dr. Herbert Schweizer from Colorado State University as a collaborator within the UF community.

Within UF, we regularly collaborate with many investigators within the College of Pharmacy, such as Drs. Peloquin, Lesko, Schmidt Dierendorf and Hochhaus and we have submitted a \$10M proposal to NIAID as a support structure for a Phase I contract at NIAID. We also collaborate with the investigators at the Division of Infectious Diseases, where we are putting together a PO1 proposal with Dr. Kevin Fennelly. We also are collaborating with Dr. Iovine for the activity of a new agent she possesses for *Burkholderia pseudomallei*. We are supporting in our lab some work for Dr. Lauzardo for TB isolates being sent from Haiti.

We look forward to arranging for graduate students and post doctoral positions in our Institute. We have given Grand Rounds and other presentations within UF and external to UF.

It is our intent to grow our grant portfolio collaborate more broadly within and without UF and, ultimately, to bring our science to patients.

### III. Reporting Structure

The Director will report to Thomas A. Pearson, M.D., M.P.H., Ph.D., UF Health Executive Vice President for Research and Education. Participating faculty will report to their respective department chairs.

### IV. Administrative Structure

Center Type: University of Florida

Director: George Drusano, MD

Associate Director: Arnold Louie, MD

Advisory Committee (alphabetically):

Michael Lauzardo, MD, Division Chief of Infectious Disease and Mycobacteriology

Glenn Morris, MD, Director of Emerging Pathogens Institute

David Nelson, MD, Director of UF CTSI and Assistant Vice President for Research

Stephen Sugrue, PhD, Sr. Associate Dean of Research Affairs

Center Membership: Appendix A

### V. Space

We will use the existing space at the University of Florida's Research and Academic Center at Lake Nona. No new space will be requested at this time.

### VI. Budget

ITI will be supported by the Dean's commitment from the College of Medicine, return from IDC, and current and future grants/contracts from various federal and industry sources.

ITI requests the full 7.5% indirect cost return to support the research infrastructure of laboratory and offices spaces at the University of Florida Research and Academic Center in Orlando, FL.

Appendix A: Participating Faculty

George Drusano, MD, Professor, Department of Medicine  
Arnold Louie, MD, Professor, Department of Medicine  
Henry Heine, PhD, Associate Professor, Department of Medicine  
Ashley Brown, PhD, Assistant Professor, Department of Medicine  
Michael Lauzardo, M.D., Associate Professor, Department of Medicine  
Kevin Fennelly, M.D., Associate Professor, Department of Medicine  
Nicole Iovine, M.D., Ph.D., Assistant Professor, Department of Medicine  
Charles Peloquin, Pharm.D., Professor, College of Pharmacy  
Lawrence Lesko, Ph.D., Professor, College of Pharmacy  
Stephan Schmidt, Ph.D., Professor, College of Pharmacy  
Hartmut Dierendorf, Ph.D., Professor, College of Pharmacy  
Gunter, Hochhaus, Ph.D., Professor, College of Pharmacy

## Institute/Center Data

Directory Information			
I/C Name:		Institute for Therapeutic Innovation	
I/C Code:	University:	University of Florida	I/C Type: 1
I/C Director:		George L. Drusano, MD	Discipline(s) (2-Digit CIPs): 51
UF Research and Academic Center I/C Address: 6550 Sanger Road Orlando, FL 32827			
I/C Telephone: 407-313-7068		I/C E-Mail Address:	
I/C SUNCOM: N/A		I/C Web Site Address: iti.medicine.ufl.edu	
I/C FAX: 407-313-7095		Affiliated Universities:	

## Mission and Areas of Focus

<b>Mission Statement:</b> (No more than 120 words)	<p>The Institute for Therapeutic Innovation (ITI) has as a mission and focus of developing optimized chemotherapy for medically important Infectious Diseases. In contradistinction to other laboratories, ITI does not focus upon a specific pathogen, but we apply the same therapeutic principles to many different pathogens. Examples include nosocomial pathogens, tuberculosis, Select Agents, Pandemic Influenza, HIV, Hepatitis C, and other bacterial and viral pathogens. We have developed unique and innovative model systems, including the hollow fiber infection model to probe for optimized drug regimens which kill pathogens and suppress resistance emergence. Distinctively, we apply cutting edge mathematical models to these data. This allows rapid identification of optimal regimens. This work is done to provide the best care for seriously infected patients.</p>
<b>Key Terms:</b>	

Form 3

I/C Code:		I/C Name: Institute for Therapeutic Innovation				
Prepared By: David Brown		Date: 4/10/2014	Telephone: 407-313-7068			
Estimated Expenditures for the Institute/Center		FISCAL YEAR: 15				
		Budgetary Unit:*				
		SUS Appropriated Funds	Contracts and Grants	Fees for Services	Private & Other (Specify)	Total
Salaries & Benefits	Faculty, TEAMS, & USPS		\$ 2,114,705			
Other	Housestaff					
Personal	Graduate Assistants					
Services	Other		\$ 375,027			
Expenses			\$ 3,549,446			
Operating Capital Outlay						
Total Expenditures			\$ 6,039,178			
Positions and Rate		SUS Appropriated Funds	Contracts and Grants	Fees for Services	Private & Other (Specify)	Total
Faculty Positions (FTE in Personyears)			4.00			
TEAMS and USPS Positions (FTE in Personyears)			13.00			
Total Positions (FTE in Personyears)			17.00			
Sum of Salary Rates for These Faculty Positions			893,150			
Sum of Salary Rates for These TEAMS and USPS Positions			727,201			
Sum of Salary Rates for Faculty, TEAMS, and USPS Positions			1,620,351			

\* Budgetary Unit: Specify E&G, IFAS, or UF-HSC

Projected Space Requirements (in square feet)

<b>Projected Space Required by Source</b>	<b>Office</b>	<b>Laboratory</b>	<b>Conference Rooms</b>	<b>Other</b>
<b>From Existing Inventory</b>	<b>2,284</b>	<b>12,661</b>	<b>298</b>	<b>2,044</b>
<b>Rented</b>				
<b>New Construction</b>				



Center for Public Issues Education in Agriculture and Natural Resources

Proposed Implementation – May 1<sup>st</sup>, 2014

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

**University Center**  
Type of Institute/Center

**May 1<sup>st</sup>, 2014**  
Proposed Implementation Date

**30) Multi/Interdisciplinary Studies**  
Associated Discipline (2-digit CIP)

**Dr. Tracy Anne Irani**  
Center Director

*[Signature]* 4/2/14  
President Date

*[Signature]* 3/17/14  
Senior Vice President Date

*[Signature]* 3/24/14  
Vice President for Research Date

*[Signature]* 3/13/14  
IFAS Dean for Research Date

*[Signature]* 3/14/14  
Vice President for Finance,  
Administration, and Planning  
(as appropriate) Date

# Proposal for a New University of Florida Center: Center for Public Issues Education in Agriculture and Natural Resources

March 2014

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## Executive Summary

This proposal outlines the mission statement and goals, proposed activities and the reporting and administrative structure of the UF/IFAS Center for Public Issues Education in Agriculture and Natural Resources (PIE Center). The PIE Center uses public issues education as a framework to address complex agricultural and natural resources public issues by conducting research in the formation and change in public opinions and consumer perceptions, marketing and branding, message framing, agenda setting and media effects, strategic communication, organizational change, informed decision-making and use of opinion leadership in the policy process, as well as policy development and the impacts of public policy. The PIE Center's approach bridges across departmental and college boundaries by utilizing cutting-edge communications sources, new technologies and deep networking channels to deliver research results through outreach efforts focused on educating stakeholders and decision makers about critical issues.

The PIE Center developed out of a strategic planning process undertaken by the UF/IFAS Department of Agricultural Education and Communication (AEC) in Fall 2008. Operating on donated faculty member time, the PIE Center engaged in a needs identification process that culminated in its first steering committee meeting in July 2009. As a result of that meeting, a strategic plan was developed and the PIE Center added its first (limited-time appointment) support staff member in August 2009. In May 2012, the PIE Center received permanent recurring funding via a state legislative budget request. In November 2012, the PIE Center was elevated out of AEC to its current internal status within the Institute of Food and Agricultural Sciences (IFAS), reporting to the senior vice president for agriculture and natural resources. At this time, the UF/IFAS National Public Policy Evaluation Center (NPPEC) came under the umbrella of the PIE Center. NPPEC efforts, focused on educating and assessing impacts of public policy on public opinion formation, were added to the PIE Center agenda making a stronger, combined unit. The addition of NPPEC strengthened the PIE Center's abilities to reach a national audience and strengthened the public policy and evaluation image of the PIE Center nationally.

## About the PIE Center

PIE Center research ultimately focuses on enhancing the ability of the public and policymakers to make informed decisions to preserve the state's agricultural and natural assets. Specific areas of interest include:

- Understanding what the public thinks about particular issues;
- Helping organizations communicate effectively about agricultural and natural resources issues;
- Examining the impacts issues have on the industry and communities; and
- Transferring research results into usable and understandable information to assist in decision-making.

## Proposed Activities

The PIE Center is uniquely positioned at the University of Florida (UF) as a low-overhead, high-impact center. Designed to unite previously existing resources and utilize available faculty and staff, the PIE Center leverages

partnerships with other centers and institutes on campus and external organizations to be a catalyst for public issues research, education and outreach in agriculture and natural resources.

Current and planned activities include the following:

#### **Public Opinion Research**

The PIE Center conducts original research on public beliefs and perspectives as they shape public opinion and policy decisions in key issue areas. Surveys developed through scientifically proven design methods are used to collect public opinion data. The questions identify the respondents' opinions and determine factors involved in the formation of those opinions. Specific activities include the following:

**Public perceptions of agriculture and natural resources sectors and issues** — The PIE Center conducts public opinion trend panels annually using online survey methods that focus on key issues in agriculture and natural resources. Examples include water quantity and quality, immigration and labor reform, endangered species, as well as food production issues. Panels will be repeated annually and are designed to track changes in public opinion associated with educational and economic initiatives and policy changes. Examples of some of our collaborators include: UF Water Institute, Center for Latin American Studies, the Bob Graham Center for Public Service the Florida Chapter of The Nature Conservancy and the Florida Farm Bureau Federation and UF faculty from a variety of departments and colleges including Agricultural Education & Communication, Political Science, Family, Youth & Consumer Sciences, Wildlife Ecology and Conservation, Forest Resources and Conservation, Horticultural Sciences, Food and Resource Economics, Political Sciences, and the Levin College of Law

**Organizational and opinion leader agenda building** — The PIE Center conducts agricultural and natural resources opinion leadership tracking research to determine the appropriate agriculture and natural resources message response to issues on the public, media and policy agendas. The PIE Center does this work in collaboration with the Wedgworth Leadership Institute for Agriculture and Natural Resources as well as the Natural Resources Leadership Institute. The PIE Center also creates agricultural and natural resources research policy briefs based on input from prominent individuals in the field and survey results.

**Organizational leadership and communication capacity building** — The PIE Center partners with organizations each year to examine agriculture and natural resources sector-specific issues and provide organizational recommendations based on research. The PIE Center also conducts research on social media and new media outlets, such as websites and blogs, to determine how they can best be utilized in supporting agricultural and natural resources organizations. The PIE Center has collaborated with commodity organizations such as AIF, FDF, FFVA, FNGLA, FCA, GCGA, FDACS, Farm Credit, and others.

### Framing, Agenda Setting and Media Effects Research

In addition to longitudinal agricultural and natural resources issues identification, issues prioritization and public opinion surveys, the PIE Center focuses its research on the following types of studies:

**Agenda setting** — Agenda setting research involves examining how issues make their way onto the media, public and policy agendas and their corresponding linkages. Organizations and special interest groups routinely attempt to influence the public, policy and media agendas as a route to opinion formation and/or policy change. Research the PIE Center conducts in this area focuses on understanding how agriculture and natural resources issues impact the public, policy and media agendas, and how agricultural and environmental interests exert influence on these agendas.

**Media framing** — Framing is a sociological construct that can be defined as the way in which a concept is packaged or positioned when expressed in communication. Media framing involves how issues are framed specifically in communication via the media. Frames such as “sustainable agriculture” and “urban sprawl” convey additional cueing information that tells audiences what to think and how to think about an issue, and in some cases conveys the side or position that “should” be taken. Research the PIE Center conducts in this area includes framing analyses based on textual and visual analysis of issue frames in relevant media, along with message testing of salient message strategies and assessing perceptions to inform industry communication and understand how communicators might influence attitudes and opinions in the future.

### Innovation, Organizational Change, and Informed Decision-Making Research

Given that new challenges in agriculture and natural resources require critical thinking and problem solving to discover new solutions, it is important to understand how to foster innovative thinking and decision making. Further, there is a need for individuals to be able to sort through large quantities of information, often conflicting, and connect it to cognitive and situational influences that inform our judgments and decisions.

**Fostering innovation and leadership** — The PIE Center will conduct research to identify characteristics of innovators and leaders, understand how leadership characteristics influence the policy process, examine ways to build these characteristics into future professionals, and determine best ways to influence informed decision making.

**Opinion leadership** — The PIE Center will examine the decision process of policy makers on agricultural and natural resources issues, the role of citizen engagement in policy issue discussions and decisions, and the influence of message source on opinion formation. This research will be survey-based, collecting multilevel data and analyzing via data modeling software to predict influences.

### *Outreach and Training Programs*

The PIE Center develops innovative outreach and training programs for industry groups, government agencies and Extension professionals. By providing training opportunities to our partners, the PIE Center works to build the capacity of individuals and organizations in a train-the-trainer format to increase public understanding and engagement in agricultural and natural resources issues. The PIE Center offers three types of training opportunities: toolkits, webinars and online or in-person trainings.

Toolkits are designed to provide recommendations and real-world applications. Information is delivered in a variety of formats, such as online videos, fact sheets and how-to guides. Toolkits provide a self-paced and practical solution to help our stakeholders address their training needs.

The monthly webinar series, *Easy as PIE*, provides stakeholders with a convenient and free professional development option for those who want to learn new strategies without taking time off of work and paying travel expenses. Webinars offer our stakeholders the opportunity to interactively learn online from speakers, including experts and practitioners who share their relevant research, experiences and recommendations. Each hour-long session is recorded and made available on the PIE Center's website, [piecenter.com](http://piecenter.com). During the 2013 calendar year, 11 webinar sessions were held; 330 live attendees were present from 25 states and the District of Columbia. Additional 1250 views of the recordings posted online were logged throughout the year.

We conduct in-person trainings through our work with Extension and other stakeholders. Trainings are offered during the annual Extension Professional Associations of Florida meeting and provided at key industry meetings and conferences as the need or interest arises. In addition, the PIE Center hosts "Lunch & Learn" workshops, in collaboration with the Agriculture Institute of Florida, to relay research findings to key stakeholders.

### *Public Policy Speaker Series*

The PIE Center has plans to collaborate with the Bob Graham Center for Public Service in organizing a speaker series focused on national public policy issues affecting the economy, the sustainability of resources and our ability to feed the world in the future. These events will be held at the Bob Graham Center for Public Service at the University of Florida campus, where they will be filmed and distributed for future viewing. With supportive funding, presenters will include experts who will provide provocative dialogue on contentious issues such as economic development, climate change, food security, sustainable energy, immigration and labor reform, as well as human health.

### **Executive Education Program**

In collaboration with the Distance and Continuing Education unit at the University of Florida, the PIE Center has created an online learning environment designed to provide a national audience of learners with the tools to understand and shape federal and state public policy impacting the agricultural and natural resources industries.

Executive Education has been developed in an interactive, online environment using the latest technology to allow learners to progress at their own pace in an asynchronous environment. The lessons incorporate self-assessments, game-based learning, avatars, brief online lectures, green-screen technology and a blog to foster interaction among learners.

The first Executive Extension program, focused on public policy leadership, is planned to launch in Spring 2014. The PIE Center will develop a series of online Executive Education courses that build the capacity of private-and public-sector stakeholders focused on leadership, communication and measuring the impacts of public policy.

### **Plans to apply for external funding**

The PIE Center is funded through a 2012 state legislative budget request. These funds provide for a half-time director, five staff members and three faculty lines. In addition to these recurring funds, the PIE Center actively seeks extramural funds through grants and contracts to conduct research and outreach.

### **Relationship of center's activities with those of departments and other centers**

The PIE Center currently operates under the direct supervision of the senior vice president for agriculture and natural resources in the IFAS. Current faculty members have an academic home within the Department of Agricultural Education and Communication and Family, Youth and Community Sciences. The PIE Center actively collaborates with other academic departments, institutes and centers and is an IFAS-wide resource. The IFAS research dean sits on the PIE Center's advisory board, and the PIE Center actively engages in projects and collaborations with colleges outside of IFAS (e.g. College of Health and Human Performance, College of Journalism and Communications, Levin College of Law) and IFAS centers and institutes (e.g. Water Institute, Center for Landscape Conservation and Ecology, Emerging Pathogens Institute, Florida Climate Institute).

### **Advantages of center over current structure/unmet needs center will fulfill**

The PIE Center fills a unique role as an interdisciplinary applied social sciences research/outreach center that is conducting research and outreach on the sociopolitical and human dimensions of agricultural and natural resources issues. The PIE Center enhances the ability of UF to fulfill the land-grant mission: integrating research, teaching and outreach. Specifically, the PIE Center examines how public opinion is shaped and how the agricultural and natural resources sectors, the public and policymakers connect with respect to issues of importance. The PIE Center is able to analyze data and provide proactive, pragmatic recommendations based



on quantitative and qualitative evidence. Information gathered from these analyses is used to enhance the clarity of communications and increase knowledge of how public opinions are formed and change. Results from our analyses also build opportunities for dialog and discourse, with the ultimate goal of more informed decision making. Therefore, the PIE Center directly targets a historically unmet need at UF, as evident by state legislature funding.

### **Value of the PIE Center to the university and the reporting unit**

The PIE Center continues to provide great value to IFAS and to the University of Florida as a whole. There is not another interdisciplinary social sciences center focusing on public issues in agriculture and natural resources anywhere in the United States. The PIE Center has developed a national reputation for the work it does, winning awards for its research, garnering frequent media coverage at the national, state and local levels, and providing consultation and advice for other institutions that wish to adapt the concept to build similar centers. As such, the PIE Center has become a leader in public issues education in agriculture and natural resources.

Further, the value of the PIE Center can be assessed based on the amount and quality of the work achieved. In 2012-13, the PIE Center worked with 60 organizations, conducted 168 focus groups, surveys and interviews, wrote 75 research reports, had 13,090 unique visitors to its website and saved webinar participants an estimated \$26,040 in travel expenses. In the same period, the PIE Center worked on more than 20 projects that brought in approximately \$6.9 million to the University of Florida. Respondents to the PIE Center's annual evaluation indicated high levels of satisfaction with the PIE Center's research, communications materials, online tools and webinars, reporting that they perceived the quality and usefulness of the PIE Center's activities to be very good to excellent.

### **Synergistic and collaborative efforts among members of the PIE Center**

The PIE Center actively engages in synergistic and collaborative efforts throughout the university and with other institutions. In addition to partnerships and collaborations with centers and institutes, colleges, academic departments and individual faculty, the PIE Center maintains an affiliate faculty program open to faculty members from any institution of higher education. The PIE Center is involved in multi- and trans-disciplinary grant projects and research groups, and faculty and staff are active in professional organizations and societies. The PIE Center has representation on the advisory boards of the Wedgworth Leadership Institute, UF Water Institute, Florida Natural Resources Leadership Institute Alumni Association and Bob Graham Center for Public Service.

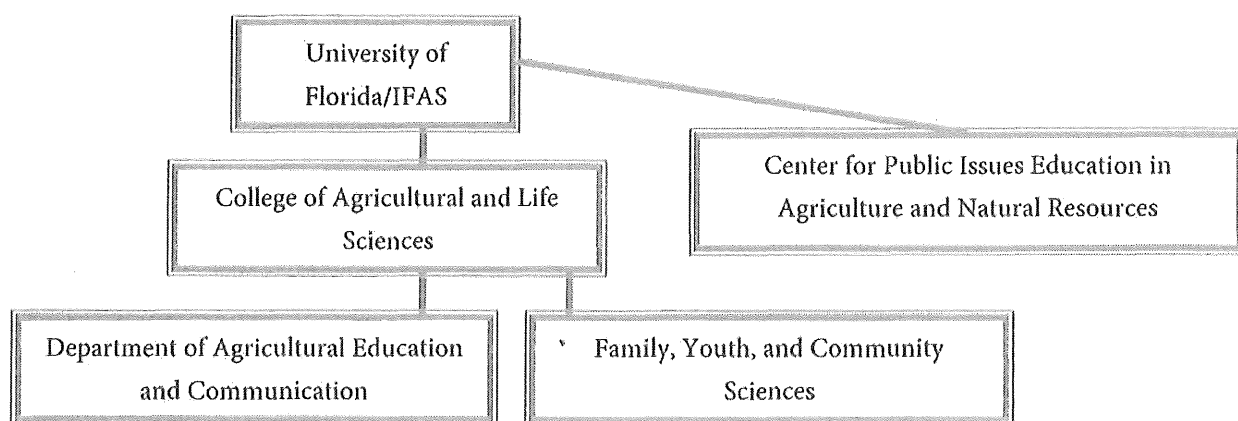
### **Record in successfully garnering extramural funds**

The PIE Center has been successful in garnering extramural funding, with more than \$6.9 million awarded for research projects in which the PIE Center is involved. Funders include the United States Department of

Agriculture, National Institute of Environmental Health Sciences, National Science Foundation and National Oceanic and Atmospheric Administration.

## Reporting Structure

The PIE Center reports to the senior vice president for agriculture and natural resources. Three faculty members, whose lines are funded through the PIE Center's legislative budget request, have academic homes located in the College of Agriculture and Life Sciences' Department of Agricultural Education and Communication (AEC). The following diagram outlines the reporting structure of the PIE Center.



### Administrative Structure

Administration of the PIE Center is the responsibility of the director and the associate director. The PIE Center supports three tenure track faculty lines, three postdoctoral associates on soft money lines, grants research coordinator, media specialist, outreach and training coordinator, research analyst and program assistant. Staff members report to the director; faculty members report to their academic department chair.

### Key Management Roles and Functions

**Director** — The PIE Center director is responsible for setting the vision for the PIE Center and is charged with the task of networking within the upper levels of the university to find potential partnerships. The director is responsible for approving all research, special projects, as well as outreach and training programs to ensure compliance with the PIE Center's strategic plan.

**Associate Director** — The associate director is responsible for coordinating the center's activities in the absence of the director or when the director's responsibilities are delegated to the associate director. This includes approving and coordinating research, special projects and outreach & training programs.

**Faculty Members** — Faculty members conduct research and engage in outreach programming focused on PIE

Center research areas. Additionally, faculty members are responsible for conducting issues identification and tracking studies, evaluating new and social networking media and directing project planning and evaluation for center initiatives.

**Grants Research Coordinator** — The research coordinator is responsible for the day-to-day management of projects, finding and pursuing new contract and grant funding opportunities, establishing network relationships and ensuring compliance on research projects.

**Outreach and Training Coordinator** — The outreach and training coordinator is responsible for planning and developing outreach and training programs to stakeholders focused around PIE Center research results and identified stakeholder needs. This coordinator plans and secures speakers for webinars and in-person trainings, develops online and tracks their effectiveness.

**Media Specialist** — The media specialist is responsible for external communications of the PIE Center. The media specialist manages the PIE Center’s websites and social media platforms and writes press releases, research summaries and feature articles and designs promotional materials and an annual report to supplement research and outreach initiatives.

**Research Analyst** — The research analyst supports faculty efforts by assisting with research and evaluation activities, analyzing data and writing reports for research projects.

**Program Assistant** — The program assistant is responsible for purchase transactions and tracking expenditures and travel, planning events, managing content databases, scheduling and coordinating meetings.

#### Advisory Board

The advisory board serves as the external management team and consists of leaders in agriculture and natural resources. The purpose of the advisory board is to provide an objective, third-party perspective into the PIE Center’s activities and to ensure the PIE Center meets stakeholder and citizen needs.

Advisory board members are carefully selected to represent a cross section of public and private sector agricultural and natural resources leaders throughout the state, region and nation. Advisory board meetings are held annually in Florida. These annual meetings serve as a time to discuss current and future developments of the PIE Center, develop a coalition of support, and identify issues and strategic approaches that will become the focus of the PIE Center’s activities. Members serve two-year terms.

Members of the advisory board are as follows:

Advisory Board Member	Title/Organization
Lionel J. “Bo” Beaulieu	Assistant vice president for engagement, Director of the Purdue Center for Regional Development, Purdue University

Hannah Carter	Director, Wedgworth Leadership Institute for Agriculture and Natural Resources, UF/IFAS
David Colburn	Interim director, Bob Graham Center for Public Service, UF
Michael Dukes	Director, Center for Landscape Conservation & Ecology, UF/IFAS
Rosemary Fagler	Manager of community relations, Plum Creek Timber Company
Ray Gilmer	Vice president of issues management and communications, United Fresh Produce Association
Ron Hamel	Executive vice president and general manager, Gulf Citrus Growers Association
John Hayes	Dean of research, UF/IFAS
John Hoblick	President, Florida Farm Bureau
Jeanna Mastrodicasa	Assistant vice president, UF Student Affairs
Darrell Smith	Assistant director, Office of Agricultural Water Policy, Florida Department of Agriculture and Consumer Sciences

## Space and Facilities

The PIE Center is currently allocated nine offices and two cubicles in the Bryant Space Science Center, approximately 1,000 square feet. Currently, this space is sufficient. The legislative budget request, however, provides for a third tenure-track faculty position that will be filled in Spring 2014. There is currently no office space available for this person, who will most likely be located in their home department. Further, as the PIE Center grows, more space may be needed for OPS-appointed individuals to work on projects. The PIE Center also has access to a conference room, a mail/copy room and a break room in the Bryant Space Science Center that are administrated by the Department of Agriculture Education and Communication (AEC). The PIE Center pays AEC for a share of copier maintenance and copying costs. General access is also provided to various meeting spaces and other facilities controlled by IFAS and across campus.

## Budget Plan

The budget plan allows for up to 10 full-time employees and seven graduate assistants. A total of \$696,521 is provided for these individuals through the legislative budget request. This amount of funding will continue to be allocated to the PIE Center for years to come. Similarly, \$45,000 in operating expenses is provided annually through the state funds. The center supplements this recurring amount with soft money from grant projects to fund personnel.

The PIE Center intends to spend 57 percent (\$25,000) of its operating budget on providing research and outreach services to stakeholders, disseminating research findings to target audiences and for professional and academic development; 13 percent (\$6,000) on office and marketing supplies; 11 percent (\$5,000) on software and usage fees; 15 percent (\$7,000) on meeting and event hosting; and 4 percent (\$2,000) on fiscal and human resources processing services through the UF/IFAS McCarty Shared Service Center, which handles purchase transactions, grants proposal and awards and personnel functions. Further funds will be provided and used on an as-needed basis throughout the year as the PIE Center acquires money through research activity.

# Appendix

## Form Ia - Indirect Cost Return for Proposed Center

For UF Internal Use Only

The indirect cost return for a center in a college is subtracted from that received by the college. This is because all indirect costs are now returned to the colleges, minus costs of running central programs. This form is to establish what percentage (7.5% maximum), if any, the proposed center or institute will receive in indirect cost return.

### INDIRECT COST ASSIGNMENT

Date:

Institute or Center Name:

College:

Indirect Cost Return: YES \_\_\_\_\_% Return (max 7.5%) \_\_\_\_\_%  
NO \_\_\_\_\_

Dean's Agreement:  
(Use separate form for each college)

\_\_\_\_\_  
Dean's signature

EDC/cl

## Form 2 – Directory Information

## Institute/Center Data

Directory Information			
<b>I/C Name:</b>	Center for Public Issues Education in Agriculture and Natural Resources		
<b>I/C Code:</b>	60970000	<b>University:</b>	University of Florida
<b>I/C Director:</b>	Dr. Tracy Irani		<b>I/C Type:</b> Research/ Extension
			<b>Discipline(s) (2-Digit CIPs):</b> 30
<b>I/C Address:</b>	126A Bryant Hall University of Florida Gainesville, FL 32611		
<b>I/C Telephone:</b>	352-273-2598	<b>I/C E-Mail Address:</b>	<a href="mailto:piecenter@ifas.ufl.edu">piecenter@ifas.ufl.edu</a>
<b>I/C SUNCOM:</b>		<b>I/C Web Site Address:</b>	<a href="http://piecenter.com">piecenter.com</a>
<b>I/C FAX:</b>		<b>Affiliated Universities:</b>	

## Mission and Areas of Focus

<b>Mission Statement: (No more than 120 words)</b>	The mission of the center is to enhance public understanding of issues in agriculture and natural resources through practical research in education, communication and leadership development.		
<b>Key Terms:</b>	Agriculture and natural resources Branding and marketing	Organizational planning Evaluations and impacts	Public opinions, perceptions, and analyses Research, learning, training, outreach and education

## Form 3 – Staffing and Budget

<b>I/C Code:</b> 60970000		<b>I/C Name:</b> Center for Public Issues Education in Agriculture and Natural Resources				
<b>Prepared By:</b> Deidra Slough		<b>Date:</b> 7/17/2013	<b>Telephone:</b> 352-273-2588			
<b>Estimated Expenditures for the Institute/Center</b>		<b>FISCAL YEAR:</b> 2014				
		<b>Budgetary Unit:*</b> IFAS				
		<b>SUS Appropriated Funds</b>	<b>Contracts and Grants</b>	<b>Fees for Services</b>	<b>Private &amp; Other (Specify)</b>	<b>Total</b>
<b>Salaries &amp; Benefits</b>	<b>Faculty, TEAMS, &amp; USPS &amp; Postdocs</b>	490,357	115,000	0	0	605,357
<b>Other</b>	<b>Housestaff</b>	0	0	0	0	0
<b>Personal</b>	<b>Graduate Assistants</b>	31,730	60,000	0	Faculty's home department - AEC- \$120,000	211,730
<b>Services</b>	<b>Other - OPS</b>	0	60,000	0	0	60,000
<b>Expenses</b>		45,000	50,000	0	0	95,000
<b>Operating Capital Outlay</b>						
<b>Total Expenditures</b>		567,087	285,000		120,000	972,087
<b>Positions and Rate</b>		<b>SUS Appropriated Funds</b>	<b>Contracts and Grants</b>	<b>Fees for Services</b>	<b>Private &amp; Other (Specify)</b>	<b>Total</b>
<b>Faculty &amp; Postdoc Positions (FTE in Personyears)</b>		3.00	2.00	0.00	0.00	5.00
<b>TEAMS, OPS, &amp; USPS Positions (FTE in Personyears)</b>		5.00	1.00	0.00	0.00	6.00
<b>Total Positions (FTE in Personyears)</b>		8.00	3.00	0.00	0.00	11.00
<b>Sum of Salary Rates for These Faculty Positions</b>		283,497	Postdocs - 115000			398,497
<b>Sum of Salary Rates for These TEAMS and USPS Positions</b>		206,861	OPS - 60,000			266,861
<b>Sum of Salary Rates for Faculty, TEAMS, and USPS Positions</b>		490,358	205,000			665,358

\* Budgetary Unit: Specify E&amp;G, IFAS, or UF-HSC



## Projected Space requirements

Projected Space Required by Source	Office	Laboratory	Conference Rooms	Other
From Existing Inventory	1,000	0	0	0
Rented	0	0	0	0
New Construction	0	0	0	0

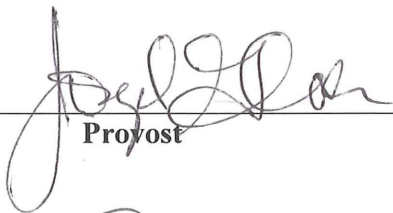

Form 1

**Format and Guidelines for Institutes/Centers**  
Cover Sheet for a University Institute/Center Proposal

**University of Florida**  
**Center for Precollegiate Education and Training**  
**(UF CPET)**

**(Immediate Implementation to Formalize Existing Entity)**

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).

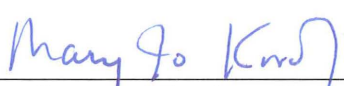
University of Florida Center		10-13-14
Type of Institute/Center	Provost	Date
Immediate		9/19/14
Proposed Implementation Date	Vice President for Research	Date

All STEM departments across campus

Associated Discipline (2-digit CIP)

Center for Precollegiate Education and Training  
Mary Jo Koroly, Ph.D., korolymj@cpet.ufl.edu

PO Box 112010, 334 Yon Hall  
University of Florida  
Gainesville, FL 32611-2010  
Telephone: 352 392 2310  
FAX: 352 392 2344  
<http://www.cpet.ufl.edu>

	8/1/2014
Proposed Institute/Center Director (if known)	Date

There is no specific appropriation from the Legislature

**Form la**  
Indirect Cost Return for Proposed Center

**For UF Internal Use Only**

The indirect cost return for a center in a college is subtracted from that received by the college. This is because all indirect costs are now returned to the colleges, minus costs of running central programs. This form is to establish what percentage (7.5% maximum), if any, the proposed center or institute will receive in indirect cost return.

**INDIRECT COST ASSIGNMENT**

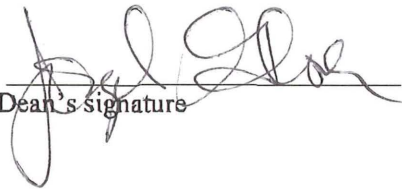
Date:

Institute or Center Name: UF Center for Precollegiate Education and Training

College: Academic Affairs

Indirect Cost Return: YES  \_\_\_\_\_ % Return (max 7.5%) \_\_\_\_\_ 7.5 \_\_\_\_\_ %  
NO \_\_\_\_\_

Dean's Agreement:  
(Use separate form for each college)

  
Dean's signature

EDC/cl

**Form la**

**For UF Internal Use Only**

**Indirect Cost Return for Proposed Center**

The indirect cost return for a center in a college is subtracted from that received by the college. This is because all indirect costs are now returned to the colleges, minus costs of running central programs. This form is to establish what percentage (7.5% maximum), if any, the proposed center or institute will receive in indirect cost return.

**INDIRECT COST ASSIGNMENT**

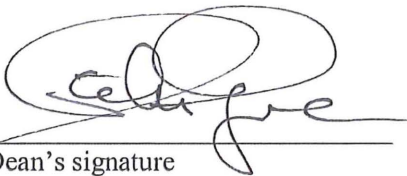
Date:

Institute or Center Name: UF Center for Precollegiate Education and Training

College: Medicine

Indirect Cost Return: YES   x   % Return (max 7.5%)   7.5   %  
NO           

Dean's Agreement:  
(Use separate form for each college)

  
Dean's signature

EDC/cl

Institute/Center Data

**Directory Information**

<b>I/C Name:</b> University of Florida Center for Precollegiate Education and Training (CPET)			
<b>I/C Code:</b> 2120000	<b>University:</b> University of Florida	<b>I/C Type:</b> University	
<b>I/C Director:</b> Mary Jo Koroly, Ph.D.			<b>Discipline(s) (2-Digit CIPs):</b> 2
<b>I/C Address:</b> University of Florida Center for Precollegiate Education and Training (CPET) PO Box 112010, 334 Yon Hall Gainesville, FL 32611			
<b>I/C Telephone:</b> 352-392-2310	<b>I/C E-Mail Address:</b> <a href="mailto:cpet@cpet.ufl.edu">cpet@cpet.ufl.edu</a>		
<b>I/C SUNCOM:</b>	<b>I/C Web Site Address:</b> <a href="http://www.cpet.ufl.edu">http://www.cpet.ufl.edu</a>		
<b>I/C FAX:</b> 352-392-2344	<b>Affiliated Universities:</b> none		

**Mission and Areas of Focus**

<b>Mission Statement:</b> (No more than 120 words)	The UF Center for Precollegiate Education and Training (CPET) helps prepare students for success in college and careers by connecting science teachers and motivated students with UF research faculty and students in experiences that impact choices, especially in science, technology, engineering and math (STEM). CPET's mission is to identify, coordinate, extend or create programs that: (1) articulate and transfer current scientific knowledge and skills to teachers and motivated students; (2) prepare scientifically-literate citizens and recruit future scientists and engineers; (3) foster interdisciplinary studies; (4) forge university, school and community partnerships; and (5) provide infrastructure and expertise to enable UF faculty and student researchers to broaden the dissemination and impacts of their research via school and community research education and outreach.		
	<b>Key Terms:</b>	Broader Impacts of Research STEM Teacher Programs Research dissemination	STEM Careers (pipelines) Talented Student Research Programs Grad student Mentoring and Communication Skills

## University of Florida Center for Precollegiate Education and Training

### Application for formal recognition as a University of Florida Center as per Guidelines for Centers and Institutes, March 17, 2008

This application is to request formal recognition for the Center for Precollegiate Education and Training (CPET) that has been functioning since its formation by Provost Sorensen in 1995. CPET, housed in Academic Affairs (A.A.), creates and implements its own science, technology, engineering and math (STEM) multidisciplinary programs, provides infrastructure and expertise for STEM faculty-initiated research education and outreach (broader impacts) required by NSF and other funding agencies, and continues to build on and administer several UF and statewide precollege programs originally housed in the AA Office of the Florida Foundation for Future Scientists, founded at UF in 1959. We were not aware that CPET was not a formally recognized UF Center until this past academic year. We urgently **request your approval to formally recognize CPET** so it can continue to provide multiple benefits to UF, STEM research faculty and graduate students, teachers and students across Florida, and continue to receive the well-earned overhead funds that contribute to its operation.

**GUIDELINES for Proposal to establish the University of Florida Center for Precollegiate Education and Training (UF CPET) as a formally recognized University of Florida Center**  
[http://www.ir.ufl.edu/centers/UF\\_Guidelines\\_for\\_Centers\\_and\\_Institutes.pdf](http://www.ir.ufl.edu/centers/UF_Guidelines_for_Centers_and_Institutes.pdf)

A. The definition of a University Center is a university-wide unit that provides services to a specific population. The University of Florida Center for Precollegiate Education and Training (UF CPET) connects STEM research faculty and graduate students across campus with secondary school science and math teachers and students across Florida in a variety of programs that measurably benefit UF researchers, teachers, and their respective students (<http://www.cpet.ufl.edu>). **UF CPET functions as an interdisciplinary Center that accomplishes each of the aims described in the Guideline Introduction, with special focus and proven success in activities and programs that: “encourage interdisciplinary and multidisciplinary approaches to teaching and research, provide relevant focus for service to external and internal constituencies, and promote sharing of resources and collaboration across departmental and college boundaries.”**

B. CPET is closely tied to the research and education mission, as well as to the strategic plan of UF. **CPET facilitates the academic mission of UF by enhancing its teaching and research functions, fostering external fund raising, and facilitating interdisciplinary cooperation in ways that current structures cannot.** The following comments will evidence that CPET has continued to function at a high level in each of these activities for almost 20 years. CPET was established in 1995 by Provost Andrew Sorensen to build on and expand the functions of the Office of the Florida Foundation for Future Scientists (FFFS), established in 1959 and responsible for the Florida Science and Engineering Fair and regional fairs (housed in CPET through 2000), the Florida Junior Science, Engineering and Humanities Symposium (now

in its 53<sup>rd</sup> year at UF), and the UF Student Science Training Program (SSTP, just completed year 56!). In 1995, the Center was instituted, the current director (M. J. Koroly) selected, and approval extended to expand the Center's offerings to include STEM research- and career-aligned professional development for teachers. The latter was based on the successful workshops initiated by Dr. Koroly while serving as founding director of the Interdisciplinary Center for Biotechnology Research (ICBR) Education and Training Core (Dr. S. Schuster was ICBR director). During her 5 years with ICBR (1989-94), this Core grew to serve more than 2000 research and clinical scientists, graduate and medical students, secondary school teachers, attorneys and other non-science professionals in multilevel, intensive biotechnology laboratory workshops with 40 hours or more instructional time offered by faculty across campus who used molecular biology tools to approach/solve research problems. CPET has evolved this unique model of multidisciplinary faculty contributing to theme-based, laboratory-intensive biotechnology workshops into ever-expanding, innovative, federally funded, graduate-level STEM Researcher-Teacher partnership programs across the State any beyond.

CPET currently collaborates annually with more than 300 STEM research faculty along with science educators and many graduate students to design, implement, and assess multiple themed programs in which several hundred secondary school science, health and math teachers and hundreds of high school students from every county (except Glades) in Florida participate (APPENDIX 1 is a list of major programs; APPENDIX 2, a list of UF participants; and APPENDIX 3, an overview map of teacher and student participants from across Florida over the past 5 years). Most of the current and recent teacher programs are intensive laboratory Institutes followed by action research to translate research processes, findings, applications, and related career paths into classrooms for graduate credit; others are research internships for teacher-leaders coupled with research-aligned curriculum writing and online (and traditional) publications. Still others are focused on science teachers with little authentic science background and few resources. Some of these programs are collaborative with UF Institutes/Centers (Clinical and Translational Science Institute [CTSI], Emerging Pathogens Institute [EPI], Center of Excellence in Regenerative Human Biotechnology [CERHB], and the Lastinger Center, for example); others partner with individual researchers to assist with the broader impacts of research

proposals/funded grants; and still others are with school districts. All teacher programs are funded by NIH, NSF, HHMI, FDOE, Foundations, and/or individual donors; most focus on teachers from schools with high numbers of economically underserved families. The student programs range from the summer-long research apprenticeship Student Science Training Program for 90 exemplary students each year to week-long science/engineering experiences targeted to academically talented youngsters to help inspire high interest in STEM careers. For three weeks during each of the past two summers, CPET hosted 90 junior/senior students selected as "STEM Scholars" from Florida's three rural consortia (30 students/ week) in addition to our ongoing programs for rising sophomores.

Indeed, **CPET is directly aligned with the UF's Mission Statement:** "The three interlocking elements of teaching, research and scholarship, and service span all of the university's academic disciplines and represent the university's commitment to lead and serve the state of Florida, the nation and the world by pursuing and disseminating new knowledge while building upon the experiences of the past."

Further, it is **aligned with the Florida Board of Governor's strategic plan, goal 46**, which aspires to: "assist the state to improve the pre-K to 20 educational system through research, demonstration programs, outreach with school districts, community agencies, other higher education institutions and training more educators and teachers, especially in high need areas".

### C. Mission Statement and Goals

**UF CPET has the mission to articulate and transfer current research by connecting UF researchers with secondary school teachers and students in a variety of collaborative campus and state-wide programs offering laboratory instruction, ongoing research-related experiences, and career explorations in authentic research environments; thus its goals integrate research, teaching, and public service.** Now in its 56<sup>th</sup> year of research education/outreach programming, CPET collaborates annually with >300 faculty volunteers, as well as with hundreds of educators from around the state. CPET's infrastructure has been developed to allow efficient and effective use of resources to facilitate faculty, university, and inter-university outreach efforts; it currently assists more than 30 researchers with the design and implementation of specific activities to broaden the impacts of their individual grants or pending proposals. CPET's programs incorporate bridging activities that include teachers, researchers, and industry professionals in preparing and delivering effectual science education and career investigation from middle school through graduate school, and its instruction incorporates multiple research-based and novel teaching/learning strategies and is aligned with national and state education standards. CPET extensively interacts with graduate students across campus and actively solicits, coordinates, and oversees their voluntary or "for credit" participation in precollege programs. Several current CPET programs to improve science literacy and recruit motivated students to STEM college majors and careers include: ***Florida Junior Science, Engineering and Humanities Symposium*** (3 days; ~400 teachers and high school students, 1963-current); ***Student Science Training Program***, a mentored research apprenticeship and academically rigorous residential program for rising juniors/seniors (7 weeks; 90 students/year; 1959-current); ***Science Quest*** (2 x 1 week; 48 rising 10<sup>th</sup> graders/year; 2001-current); ***STEM Immersion*** (3 x 1 week; 90 high talent students from Florida rural school district consortia; 2013-), and ***Special Explorations for Teachers and Students***, an evolving program for teachers to return with students for advanced laboratories and/or college/career explorations (1-3 days, over 800 students/year; 2004-current).

Since 1995, CPET has involved hundreds of faculty in offering content-rich laboratory-based professional development programs for secondary school teachers coupled with school-year follow-up, including the NSF ***Teacher Research Update Experience***, a national multidisciplinary mentored research (RET) program (summer-long; 175 in-service teachers, *MJ Koroly, PI*; 1996-2001); NIEHS ***Environmental Health Partnership***, a laboratory workshop reflecting Superfund Program Project research (week-long, 80 teachers; 2001-04); and ***UF Summer Science Institutes***, a series of week-long thematic workshops (over 500 teachers, majority from high poverty rural and inner city schools across FL, 2005-current), supported by the Helios Foundation, Palm Beach County (with Lastinger Foundation), Florida Math and Science Partnership grants, BioFlorida Biotechnology Consortium, Florida Space Grant Consortium, an HHMI-*Science for Life* award for undergraduate education, and/or school districts. Recent CPET-led programs include the ***Interdisciplinary Center for Ongoing Research Education/Training*** (ICORE) Partnership,



funded by HHMI Precollege Award (30 teachers/year, *MJ Koroly, PI*; 2008-2013) that organizes teaching/learning activities around Emerging Pathogens during a summer Institute and throughout the school year, and ***Biomedical Explorations: Bench to Bedside***, funded by an NIH-SEPA (Science Education Partnership Award, *MJ Koroly, PI*) that focuses on basic, clinical and translational research (30 teachers/year; 2010-2013). A new NIH-SEPA was awarded in July, 2014 (*MJ Koroly, PI*). In the latter two externally evaluated programs, teachers develop, deliver, and disseminate new lessons and **earn graduate credits** leading to a Certificate in Biotechnology Education or an advanced degree. Twenty-seven of these teacher-leaders returned to do **research internships in biomedical labs between 2011 and 2014, and 10 master teachers participated in an innovative Evolution program in 2014**. Outcomes include rich curricula related to research and aligned with education standards that will be shared online, as well as successful dissemination of UF research and recruitment of new “gators” and future STEM and health professionals.

CPET also housed an NSF GK-12 ***Science Partners in Inquiry-based Collaborative Education*** (9 years; ~8 teacher-graduate student pairs and 40 middle school classes/year, emphasis on Ecosystem Health, *D. Levey, PI*; 2004-2011), serves as Co-PI on recent NSF ITEST ***Opportunities to Use Immersive Technologies to Explore Biotechnology Resources, Career Education and Knowledge*** (*OUTBREAK, T. Sadler, PI*) and NSF PFI ***Florida Partnership for Industrial Biotechnology Career Development and Training*** (*R. Snyder, PI*), and Department of Education ***Developing Rigorous Programs of Study through Statewide Articulation Agreement*** (*R. Snyder, PI*). CPET also administers the UF's ***Mini Medical School for Teachers*** (1 day; >150 teachers in 2013 for a collaborative program on Personalized Medicine, in collaboration with the CTSI; 2001-current). We have been in close collaboration for about 6 years with the Emerging Pathogen Institute (Dr. Glenn Morris) and for the past 2 years with the CTSI (Dr. David Nelson). We have long-standing collaborations (grant funded) with CERHB, and have worked on center proposals with the College of Engineering, the Water Institute, and Environmental Toxicology. We are waiting to hear about several multi-institutional proposals (NSF SNR and Gulf of Mexico Restoration Initiatives and two FDOE).

Each of these programs for teachers is designed to expand the content knowledge, skills, resources, networking and enthusiasm of teachers and to re-engage them with the university community. Success has been measured by newly-generated and published curricular materials, methods, and modules, and by increased involvement of teachers and their students in school-site, inter-school and university campus research and career-related activities. Outcomes also include increased funding (and sustainability through leveraging) for precollege education; broader impacts for research; exposure to STEM academic, health and industrial careers (pipelines); and a growing culture of interest and experience in research teaching, outreach and associated professional development in mentoring and science communication for graduate students and their research mentors.

#### D. Proposed Activities:

As described above, UF CPET collaborates with faculty to design, conduct and evaluate its own STEM programs and assists researchers in developing, implementing, evaluating and disseminating their own educational outreach programs. UF CPET provides a well-established infrastructure, pedagogical

expertise, a long history of productive interactions with departments across campus and school districts across Florida, and a variety of mechanisms to communicate information and to inspire and prepare students in scientific literacy and for academic pathways and STEM-related careers through ongoing collaborations with hundreds of secondary science teachers from across Florida (see <http://www.cpet.ufl.edu>). Thus, **UF CPET has been successful in contributing to UF's goals to enhance teaching and research functions, to foster external fund raising, and to facilitate interdisciplinary cooperation, and its staff has every intention of continuing these interdisciplinary and mutually beneficial activities.**

Courses CPET has designed and directed include: **GMS 5905: Communicating Science: Topics in Emerging Pathogens**: for science and science education graduate students; focus is interdisciplinary research and communicating its broader impact through new lessons and laboratory exercises for high school classrooms, in partnership with program teachers. 1 graduate credit. **GMS 7002: Biomedical Science Education Practicum**: for biomedical graduate students selected to instruct IDH 2931 (see below). 3 graduate credits. **IDH 2931: Interdisciplinary Honors Seminar in Scientific Inquiry**: for ~90 SSTP research students residing at UF and interning in faculty laboratories; focus is in-depth analysis of literature on one of 8-9 topics coupled with small group discussions and seminar presentations. 3 college credits. **IDH 3931: Interdisciplinary Junior Honors**: for SSTP students conducting mentored research. 3 dual enrollment credits (college) credits. **EDG 6931: Education Distance Masters Program**: for in-service teachers participating in the HHMI ICORE or NIH SEPA Bench to Bedside projects and interested in an innovative Certificate in Biotechnology Education; focus is on teacher-developed action proposals and classroom outcomes generated through the Institutes. 3 graduate credits.

The CPET website, its Science Information for Teachers listserv, its online curricula, its research publications, and its success in acquiring its own grants in addition to collaborating on grants led by others, all demonstrate what this tiny Center, with only a few people with tremendous dedication, have done and will continue to do, in collaboration with so many faculty and students who generously volunteer their time and talent! There is no other STEM group on campus (or in Florida) that has developed the infrastructure, expertise or reputation across the state to impact STEM research teaching/learning. Close collaborations with faculty members in the College of Education are tremendously important and continue to be mutually beneficial: for example, *MJ Koroly* is Co-PI on NSF MSP U FUTuRES led by *L. Hayes*, CPET partners with Lastinger Center on current projects; and science education faculty continue to be Co-PIs on several CPET grants. However, CPET's mission to connect and build ongoing relationships between STEM researchers and in-service secondary school teachers/schools, to offer current research practices, skills (thinking and technological), findings, resources, applications, and community engagement projects for teachers and then to partner with them to develop, test and publish related curricula, are unique. Also unique are CPET's interdisciplinary and research programs for motivated STEM high school students, each carried out in authentic bench, field or computer research environments with emphasis on real-world problems and solutions.

The value of UF CPET to UF research effort can best be addressed by the attached letters from a representative group of funded faculty from different departments across campus; I requested only a few letters, and everyone asked responded. (Letters are APPENDIX 4). The fact that CPET collaborates

with investigators on ~30 currently funded NSF awards, as part of broader impacts, speaks to the level of interest. Further, over 630 individual faculty members have made significant contributions to CPET programs in the past 5 years (~ 90 researchers mentor the SSTP students for 28 hours/week/7 weeks, for example). (APPENDIX 1), and most researchers work with CPET for multiple years. Finally, I have written over 81 letters of support for grant funds, awards, etc. within the last few years. The value of CPET to teachers and their supervisors and students is well-documented by research publications and presentations at national meetings, external program evaluations, funders, summative reports, surveys, student recruitment to UF and/or STEM majors/minors (especially from underserved populations) , trips to UF for STEM activities, social media, professional advancement (higher degrees, teacher-leadership, professional honors, presentations at state and national meetings, internships, recognition and/or advancement at district or school level, and a myriad of other measures of successful outcomes).

E. Reporting structure: UF CPET is **housed in Academic Affairs**. As a campus-wide center, we **report to Dr. Bernard Mair**, the Associate Provost for Undergraduate Affairs.

F. CPET administrative structure: Director and an advisory committee.

(1) As director (0.5 FTE), I have done and will continue to do my best to carry out the functions described in the Guidelines: provide leadership and guidance for the direction of the research, teaching and public service mission; facilitate interactions among UF faculty, staff, students, and grades 5-12 educators and high school students from across Florida and beyond; seek effective means of communication and collaboration; create an efficient organizational structure; and work to identify funds to sustain and expand upon the Center's activities.

(2) CPET does not have a standing advisory committee since the programs vary so widely depending on the funding source, content and target audience. Numerous faculty members and educators throughout Florida have served as advisors for different CPET programs, with duties described in the respective grants.

(3) Large centers: NA

(4) Center membership: APPENDIX 5 is a list of current CPET staff. APPENDIX 2 is a list of UF researchers, their academic affiliations and area(s) of expertise.

G. Describe adequacy of the space and facilities for the center and needs for additional space required to achieve the goals of the center.

**CPET must have access to a teaching laboratory in order to continue to function.** We have had superb access to the ICBR teaching lab in the Cancer and Genetics Center for many years and limited (but welcomed) access to the HHMI Teaching Laboratory (X-Lab) in the new Biomedical Research Building. During summers, we have also been pleased to use large rooms in the Communicore at the Health Science Center that, although not ideal, can be used as wet labs. However, ICBR has closed its phenomenal teaching lab, and the X-Lab has increased its offerings, so is no longer available for our programs. We don't know what the fate of the Communicore rooms will be when the new Medical

Education Building opens, but we will need help to find labs that we can use full time during June and July and, ideally, for one day weekly during the school year. The other space and facilities for the Center are adequate to achieve the goals of the Center. Existing and projected space requirements are APPENDIX 6.

#### H. Budget Plan

A. UF CPET's funds are from state, grants from federal and state agencies and foundations, private donors, and collected fees. All teacher programs are grant funded; the student programs are primarily supported by collected fees. State funds cover 1.5 FTE (for director and assistant director), as well as some OPS assistant salaries and operating costs. See Form 3, the **Estimated Expenditures for the Institute/Center**.

B. Indirect Cost Return is vital to the operation of CPET. Because of the nature of CPET's mission and the agencies that fund that mission, less overhead is available on CPET's "training grants" than on research grants. Further, NSF proposals usually have very low overhead returns dedicated to accomplishing their broader impacts.... a problem under intense discussion at national meetings ( when cuts are made in funding, monies budgeted for BI activities are frequently the first to go – even though the researchers still have to report on the BI outcomes). However, these monies are critical not only to the administration of the center, but also underline the value of broader impacts to the research community.

Form 3

<b>I/C Code:</b> 2120000	<b>I/C Name:</b> UF Center for Precollegiate Education and Training		
<b>Prepared By:</b> Harriet Ganious, fiscal	<b>Date:</b> 6/2/2014	<b>Telephone:</b> 352-392-7683	

<b>Estimated Expenditures for the Institute/Center</b>		<b>FISCAL YEAR: 1/13 --&gt; 12/13</b>				
		<b>Budgetary Unit:*</b> DOCE Foundation				
		<b>SUS Appropriated Funds</b>	<b>Contracts and Grants</b>	<b>Fees for Services</b>	<b>Private &amp; Other (Specify)</b>	<b>Total</b>
<b>Salaries &amp; Benefits</b>	<b>Faculty, TEAMS, &amp; USPS</b>	146,251	144,585	126,904		417,740
<b>Other</b>	<b>Housestaff</b>					
<b>Personal</b>	<b>Graduate Assistants</b>					
<b>Services</b>	<b>Other</b>	100,352	60,974	57,882		219,208
<b>Expenses</b>		175,257	193,023	252,708		620,988
<b>Operating Capital Outlay</b>						
<b>Total Expenditures</b>		421,860	398,582	437,494		1,257,936

<b>Positions and Rate</b>	<b>SUS Appropriated Funds</b>	<b>Contracts and Grants</b>	<b>Fees for Services</b>	<b>Private &amp; Other (Specify)</b>	<b>Total</b>
<b>Faculty Positions (FTE in Personyears)</b>	0.50				0.50
<b>TEAMS and USPS Positions (FTE in Personyears)</b>	1.00	2.00	2.00		5.00
<b>Total Positions (FTE in Personyears)</b>	1.50	2.00	2.00		5.50
<b>Sum of Salary Rates for These Faculty Positions</b>	53,244				53,244
<b>Sum of Salary Rates for These TEAMS and USPS Positions</b>	60,385	78,926	94,733		234,044
<b>Sum of Salary Rates for Faculty, TEAMS, and USPS Positions</b>	113,629	78,926	94,733		287,288

\* Budgetary Unit: Specify E&G, IFAS, or UF-HSC

APPENDIX 1

Program	Duration (Annual or Extended)	Non-UF Participants (#per county/year or #per county/duration)	Faculty Participants (#per department/year or #per department/duration)	Funding Source(s)
<b>Biomedical Explorations: Bench to Bedside</b>	2010-2013 Two week sessions and school year follow-up	83 teachers from 32 counties and 3 states	35 faculty from 19 departments	NIH Science Education Partnership Awards (SEPA)
<b>Interdisciplinary Center for Ongoing Teacher-Researcher (ICORE) Partnerships: Emerging Pathogens</b>	2008-2013 Two week sessions and school year follow-up	157 teachers from 35 counties	49 faculty from 31 departments	HHMI Precollege Award (ICORE) NSF CAREER Grants (2) Partial stipend support from partnering school districts NSF RET NSF FL Space Grant Consortium
<b>Summer Science Institutes: thematic</b>	Annual Two one-week sessions	39 teachers from 2 counties	16 faculty from 12 departments	Lastinger Center for Learning Helios Foundation
<b>Mini Medical School</b>	Annual One-day event	224 teachers from 34 counties	13 faculty from 5 departments	UF Medical Guild UF Health UF CPET
<b>Specialized Explorations for Teachers and Students (SETS)</b>	Annual September-May One day sessions	33 teachers and 830 students from 11 counties	6 faculty from 5 departments	Participant Fees HHMI Precollege Award (ICORE) NIH SEPA
<b>Florida Junior Science, Engineering and Humanities Symposium (JSEHS)</b>	Annual 3-day Symposium	250 students, teachers, and adults from 26 Florida counties, Tennessee, and New York	63 Faculty from 11 colleges/schools/institutes and 33 departments	Academy of Applied Sciences Army Educational Outreach Program U-FUTuRES (NSF) Lastinger Center for Learning Participant Fees

<b>Student Science Training Program (SSTP)</b>	<b>Annual 7-week session</b>	<b>88 participants from 18 Florida counties, and 8 states</b>	<b>89 Faculty from 12 colleges/schools/institutes and 47 departments</b>	<b>HHMI Undergraduate Award (Science For Life) HHMI Precollege Award (ICORE) Heart of Volusia, Inc Smallwood Foundation The Sullivan Alliance- Florida Alliance Scholars Private Scholarship Funds Participant Fees</b>
<b>Stem Immersion</b>	<b>2013, 2014 Three one-week sessions</b>	<b>82 students from 25 counties (2013)</b>	<b>10 faculty, 2 post-docs, 25 graduate students, 4 undergraduates from 8 departments</b>	<b>State of Florida Department of Education Funds</b>
<b>Science Quest</b>	<b>Annual 2 one-week sessions</b>	<b>48 students total from 17-21 counties per year</b>	<b>8 faculty from 8 departments, each session per year</b>	<b>Participant Fees Private Scholarships for Citrus County Participants</b>
<b>Dual Credit Enrollment</b>	<b>Continuous every semester</b>	<b>257 students from 28 counties per school year</b>	<b>&gt;100 from &gt;50 departments per school year</b>	<b>Partially funded by public school districts</b>

**Participating Faculty  
2008 – 2013**

**Academic Affairs**

***Academic Affairs***

Dr. Barbara J. Keener

***Center for Precollegiate Education and Training***

Mr. Steve Everett

Mr. Ryan Nelson

***Student Affairs***

Dr. Jeanna Mastrodicasa

**Administrative Affairs**

***Environmental Health and Safety***

Dr. Bhavna Bhardway

Ms. Karen Gillis

Dr. Alexis Hall

Dr. Sharon Judge

Mr. George I. Snyder

Ms. Susan Stanford

Mr. Mark D. Yanchisin

**Agricultural and Life Sciences**

***School of Forest Resources and Conservation***

Dr. Robert A. Swett

**Center of Excellence for Regenerative Health  
Biotechnology**

***Education and Training***

Ms. Tammy Mandell

Dr. Richard O. Snyder

Dr. Lori Wojciechowski

**Dentistry**

***Community Dentistry***

Dr. Lorena Baccaglioni

Dr. Henrietta N. Logan

***Dental Biomaterials***

Dr. Kenneth J. Anusavice

***Oral Biology***

Dr. Seunghee Cha

Dr. Scott Grieshaber

Ms. Lyubov Yenatska, MS

***Oral and Maxillofacial Surgery***

Dr. Marc W. Heft

***Oral and Maxillofacial Surgery and Diagnosis***

Dr. Brian Y. Cooper

**APPENDIX 2**

**630 Faculty and Senior Staff**

***Periodontology***

Dr. Ikramuddin Aukhil

Dr. Kesavalu Lakshmyya

Dr. Luciana Shaddox

**Education**

***School of Teaching and Learning***

Dr. Kent Crippen

Dr. Troy Sadler

**Emerging Pathogens Institute**

***Environmental and Global Health***

Dr. Afsar Ali

***Medicine***

Dr. J. Glenn Morris

***Plant Pathology***

Dr. Erica M. Goss

**Engineering**

***Agricultural and Biological Engineering***

Dr. Thomas F. Burks

Dr. Melanie J. Correll

Dr. Bin Gao

Dr. Greg Kiker

Dr. Eric S. McLamore

Dr. Pratap Pullammanappallil

Dr. Arthur A. Teixeira

Dr. Zhaohui Tong

***Biomedical Engineering***

Dr. Kyle Allen

Dr. Mingzhou Ding

Dr. Huabei Jiang

Dr. Benjamin G. Keselowsky

Dr. Brandi Ormerod

Dr. Carlos Rinaldi

Dr. Brian Sorg

Dr. Johannes Van Oostrom

Ms. Elena Yarmola

***Chemical Engineering***

Dr. Aravind R. Asthagiri

Dr. Jason E. Butler

Dr. Helena Hagelin-Weaver

Dr. Peng Jiang

Dr. Dmitry Kopelevich

Dr. Tanmay Lele

Dr. Ranga Narayanan

Dr. Dinesh O. Shah



**Chemical Engineering**

Dr. Sergey Vasenkov  
Dr. Kirk Ziegler

**Civil and Coastal Engineering**

Dr. David Bloomquist  
Dr. Chuck Broward  
Dr. Kirk Hatfield  
Dr. Forrest Masters  
Dr. William M. Sampson  
Dr. Robert J. Thieke  
Dr. Arnaldo Valle-Levinson  
Dr. Scott S. Washburn

**Computer and Information Sciences and Engineering**

Dr. Benjamin C. Lok  
Dr. Jorg Peters  
Dr. Sartaj Sahni  
Dr. Ralph G. Selfridge

**Electrical and Computer Engineering**

Dr. David P. Arnold  
Dr. Renato J. Figueiredo  
Dr. Jose A. Fortes  
Dr. Ann Gordon-Ross  
Dr. Jing Guo  
Dr. Jian Li  
Dr. Tao Li  
Dr. Jenshan Lin  
Dr. Khai Ngo  
Dr. Toshikazu Nishida  
Dr. Jeong-Seok (Jason) O  
Dr. Jose C. Principe  
Dr. Vladimir A. Rakov  
Dr. Eric M. Schwartz  
Dr. K. Clint Slatton  
Dr. Tan F. Wong  
Dr. Huikai Xie  
Dr. Peter S. Zory

**Engineering**

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Dr. Rodney Guico

**Environmental Engineering**

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**Environmental Engineering Sciences**

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Dr. Treavor H. Boyer  
Dr. Paul A. Chadik  
Dr. Thomas L. Crisman  
Dr. Myoseon Jang  
Dr. David W. Mazyck  
Dr. Tim Townsend  
Dr. William R. Wise

**Industrial and Systems Engineering**

Dr. Pando Georgiev  
Dr. Panos Pardalos  
Dr. Amar Sapra  
Dr. R. Keith Stanfill

**Major Analytical Instrumentation Center (MAIC)**

Dr. Luisa A. Dempere

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Dr. Bill Appleton  
Dr. Ronald H. Baney  
Dr. Mark R. Davidson  
Dr. Elliot Douglas  
Dr. Fereshteh Ebrahimi  
Dr. Gerhard Fuchs  
Dr. Laurie Gower  
Dr. Henry Hess  
Dr. Kevin S. Jones  
Dr. Michele Manuel  
Dr. Paul Martin  
Dr. Juan C. Nino  
Dr. Simon Phillpot  
Dr. Kevin Powers  
Dr. Susan B. Sinnott  
Dr. Jiangeng Xue

**Mechanical and Aerospace Engineering**

Dr. Scott A. Banks  
Dr. Warren Dixon  
Dr. Hugh Fan  
Dr. Benjamin J. Fregly  
Dr. Hitomi Greenslet  
Dr. David W. Hahn  
Dr. Peter Ifju  
Dr. Ashok V. Kumar  
Dr. Mrinal Kumar  
Dr. Richard C. Lind  
Dr. Saeed Moghaddam  
Dr. Anil Rao  
Dr. Vernon P. Roan  
Dr. Malisa Sarntinoranont  
Dr. Tony L. Schmitz  
Dr. John Schueller  
Dr. Corin Segal

***Mechanical and Aerospace Engineering***

Dr. Curtis Taylor  
Dr. Roger Tran-Son-Tay

***NSF I/UCR ASTREC***

Dr. Norman D. Fitz-Coy

***Nuclear and Radiological Engineering***

Dr. Wesley E Bolch  
Dr. G. Ron Dalton  
Dr. David E. Hintenlang  
Dr. William G. Vernetson

***Particle Engineering Research Center***

Dr. Angelina Georgieva  
Ms. Donna Jackson  
Dr. Victor Jackson  
Mr. Gary Scheiffele  
Dr. Parvesh Sharma  
Dr. Nathanael Stevens

***Rinker School of Building Construction***

Dr. Robert Reis

**Florida Museum of Natural History**

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***McGuire Center***

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Dr. Steven Manchester

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Dr. David Steadman

***Vertebrate Paleontology***

Dr. Richard Hulbert

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Dr. Leonardo Ferreira  
Dr. David Vaillancourt

***Department of Exercise and Sport Science***

Dr. David A. Kaufmann

***Exercise and Sport Science***

Dr. John W. Chow

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**Institute of Food and Agricultural Sciences**

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Dr. Jean-Pierre Emond  
Dr. Tracy A. Irani

***Agricultural and Biological Engineering***

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**Genomics**

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**Stable Isotope Mass Spectrometry**

Dr. Jason H. Curtis

**Statistics**

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Dr. Ronald G. Marks  
Ms. Jacquelyn Moorhead  
X-Ray Facilities of the Department of Chemistry  
Dr. Khahil A. Abboud

**Zoology**

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Ms. Ashley Boggs  
Ms. Nicole Botteri  
Dr. Martin Cohn  
Dr. Thea M. Edwards  
Dr. Louis J. Guillette, Jr.  
Dr. Sheri Johnson  
Dr. Douglas J. Levey  
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Dr. Marta L. Wayne

**Medicine****Anatomy and Cell Biology**

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Dr. William Dunn  
Dr. Eric D. Laywell  
Dr. Daiqing Liao  
Dr. Satya Narayan  
Dr. Silvia Tornaletti

**Anesthesiology**

Dr. Nikolaus Gravenstein

**Biochemistry and Molecular Biology**

Dr. Mavis Agbandje-McKenna  
Dr. Linda B. Bloom  
Dr. Jorg Bungert  
Dr. Brian D. Cain  
Dr. Aaron Dossey  
Dr. Ben M. Dunn  
Dr. Arthur S. Edison  
Dr. Susan C. Frost  
Dr. Philip J. Laipis  
Dr. Joanna R. Long  
Dr. Jianrong Lu  
Dr. Thomas H. Mareci  
Dr. Robert McKenna  
Dr. Thomas P. Yang

**Cancer Center**

Dr. Christopher Cogle  
Dr. Lei Zhou

**Cardiovascular Medicine**

Dr. Julie Johnson  
Dr. Alexandra Lucas

**Clinical and Translational Research Institute**

Dr. Amer Abouhamze

**Clinical and Translational Science Institute**

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**Community Health and Family Medicine**

Dr. Ray E. Moseley

**Division of Infectious Diseases**

Dr. Cassidy Chauncey

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**Emergency Medicine**

Dr. Carolyn Holland

**Health Outcomes and Policy**

Ms. Katie Eddleton

**Hematology / Oncology**

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**Hematology and Oncology**

Dr. Aruna S. Jaiswal

**Institute for Child Health Policy**

Dr. Stephanie Staras

**Mechanical or Industrial Engineering**

Dr. Drew Gonsalves

**Medicine**

Dr. Anupam Agarwal

Dr. Ioannis Constantinidis

Dr. N. Lawrence Edwards

Dr. Waldo R. Fisher

Dr. Eloise M. Harman

Dr. Marian Limacher

Dr. Ying L. Nagoshi

Ms. Tana M. Nicholson

Dr. Minoru Satoh

Dr. Nicholas Simpson

Dr. Roland Staud

Dr. John Valentine

Dr. Jill Verlander-Reed

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Dr. David C. Bloom

Dr. Mark Brantly

Dr. Luciano Brocchieri

Dr. Lung-Ji Chang

Dr. Weijun Chen

Dr. Richard C. Condit

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Dr. Jorge A. Giron

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Dr. Alfred S. Lewin

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**Molecular Genetics and Microbiology**

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**Nephrology**

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Dr. Mark Segal

**Neurology**

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Dr. Diego Rincon-Limas

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Dr. Jada Lewis

Dr. Lucia Notterpek

Dr. Matthew Sarkisian

Dr. Susan L. Semple-Rowland

Dr. Dennis A. Steindler

Mr. Stephen D. Towler

**Neurosurgery**

Dr. Maria Caldeira

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Dr. Mark B. Sherwood

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Dr. Mary Beth Horodyski

Dr. Nigel Zheng

**Pathology**

Dr. David Nessler

**Pathology, Immunology and Laboratory Medicine**

Dr. Martha Campbell-Thompson  
Dr. Yuansha Chen  
Dr. Abdolreza Davoodi-Semiromi  
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Dr. Naohiro Terada  
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Dr. Josef Neu  
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Dr. Lal C. Garg  
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**Dr. Zhongjie Sun**

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Dr. Judy Delp  
Dr. Mohan K. Raizada  
Dr. Peter P. Sayeski  
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Dr. Mark Gold  
Dr. William Morgan Greene  
Dr. Firas Kobaissy  
Dr. Mark H. Lewis  
Dr. Joseph P. McNamara  
Dr. Nathan A. Shapira  
Dr. Richard Shriner

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Dr. Vincent A. Frouhar

**Radiology**

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Dr. Patricia Mergo  
Dr. Sunil Ram  
Dr. David Smullen

**Surgery**

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Dr. Lyle L. Moldawer  
Dr. C. Keith Ozaki

**UF Powell Gene Therapy Center**

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**Urology**

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Dr. Sihong Song  
Dr. Sean M. Sullivan

**Pharmacotherapy and Translational Research**

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**Pharmacotherapy and Translational Research**

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Dr. Amanda Elsey  
Dr. Taimour Langaee  
Dr. Caitrin McDonough

**Pharmacy**

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Dr. Richard Rheingans

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Dr. Krista H. Vandenborne

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**Architecture**

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Dr. Timothy Martin

School of Natural Resources and Environment

**School of Natural Resources**

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**United States Department of Agriculture**

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Dr. Ken Linthicum

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Dr. Alisa Huffaker

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Dr. James J. Becnel  
Dr. David A. Carlson  
Dr. Stephen Ferkovich  
Dr. DeWayne Shoemaker  
Dr. John Sivinski

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Dr. Alfred M. Handler  
Dr. Richard W. Mankin

**Mosquito and Fly Research Unit**

Dr. Ulrich R. Bernier  
Dr. Lee Cohnstaedt  
Ms. Heather Furlong

**Veterinary Medicine**

**Infectious Diseases and Pathology**

Dr. Jeffrey R. Abbott  
Dr. Anthony F. Barbet  
Dr. Dan Brown  
Dr. John B. Dame  
Dr. E. Paul Gibbs  
Dr. Ellis C. Greiner  
Dr. Mansour Mohamadzadeh  
Dr. Leticia Reyes  
Dr. Carlos Romero  
Dr. Barbara Sheppard  
Dr. Janet K. Yamamoto

**Large Animal Clinical Sciences**

Dr. Iskande V. Larkin  
Dr. Robert J. MacKay  
Dr. Fiona Maunsell  
Dr. Mats H.T. Troedsson

**Pathobiology**

Ms. Marguerite Hunt



***Physiological Sciences***

Dr. Roger L. Reep  
Dr. Nancy Szabo  
Dr. Thomas Vickroy

***Small Animal Clinical Sciences***

Dr. Richard C. Hill  
Dr. Don A. Samuelson

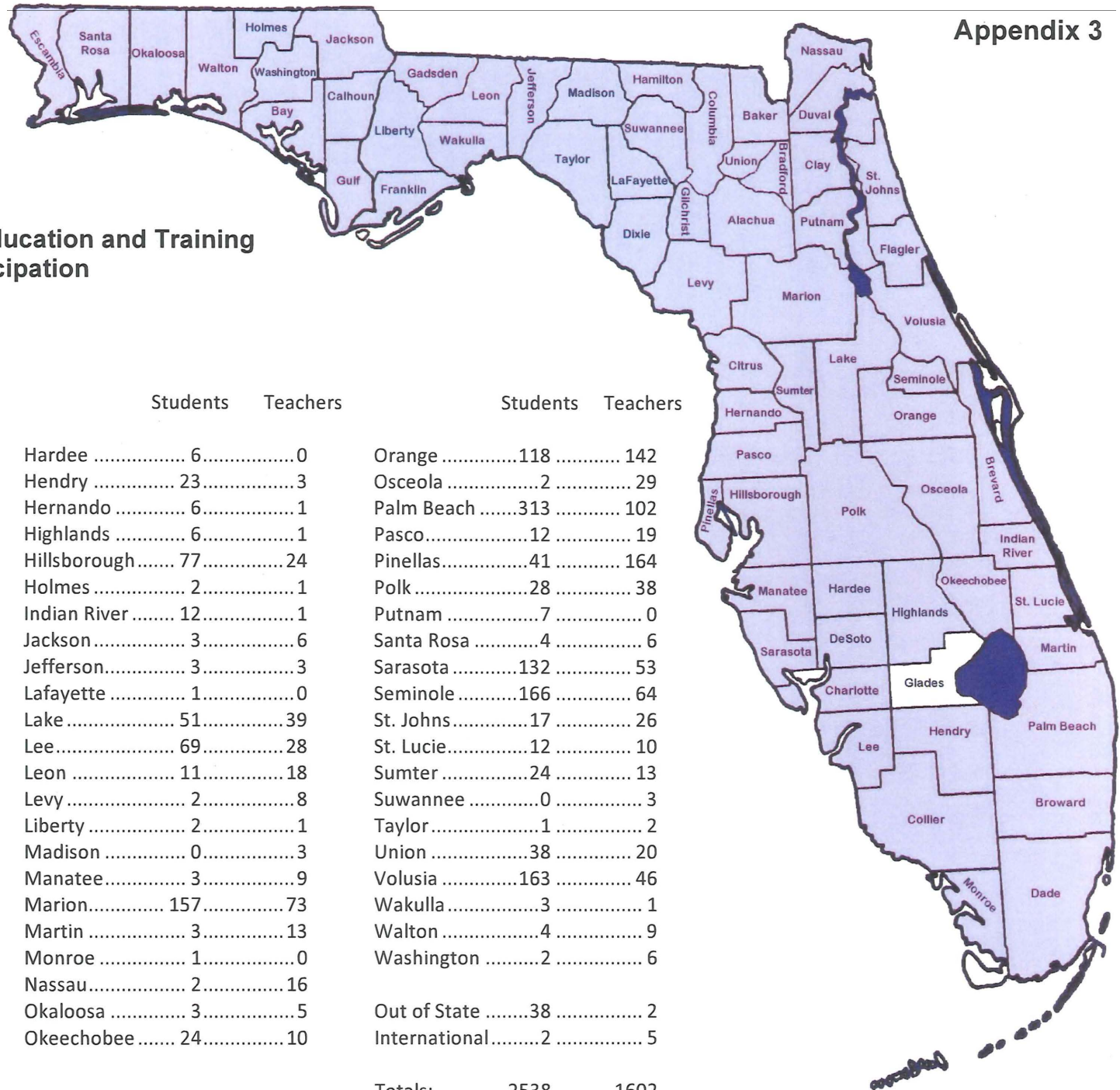
***UF Equine Performance Lab***

Dr. Patrick T. Colahan

***Veterinary Clinical Pathology***

Dr. Mark Dunbar

630



**Center for Precollegiate Education and Training  
Student and Teacher Participation  
2008 - 2013**

Page 182/224

	Students	Teachers		Students	Teachers		Students	Teachers
Alachua	69	57	Hardee	6	0	Orange	118	142
Baker	4	5	Hendry	23	3	Osceola	2	29
Bay	12	8	Hernando	6	1	Palm Beach	313	102
Bradford	0	5	Highlands	6	1	Pasco	12	19
Brevard	131	73	Hillsborough	77	24	Pinellas	41	164
Broward	321	100	Holmes	2	1	Polk	28	38
Calhoun	2	2	Indian River	12	1	Putnam	7	0
Charlotte	32	5	Jackson	3	6	Santa Rosa	4	6
Citrus	20	12	Jefferson	3	3	Sarasota	132	53
Clay	81	92	Lafayette	1	0	Seminole	166	64
Collier	7	0	Lake	51	39	St. Johns	17	26
Columbia	10	21	Lee	69	28	St. Lucie	12	10
Dade	76	37	Leon	11	18	Sumter	24	13
DeSoto	4	0	Levy	2	8	Suwannee	0	3
Dixie	0	2	Liberty	2	1	Taylor	1	2
Duval	160	122	Madison	0	3	Union	38	20
Escambia	0	12	Manatee	3	9	Volusia	163	46
Flagler	2	11	Marion	157	73	Wakulla	3	1
Franklin	2	1	Martin	3	13	Walton	4	9
Gadsden	6	2	Monroe	1	0	Washington	2	6
Gilchrist	1	6	Nassau	2	16			
Gulf	4	3	Okaloosa	3	5	Out of State	38	2
Hamilton	0	3	Okeechobee	24	10	International	2	5
						Totals:	2538	1602

## APPENDIX 4

Dear Mary Jo,

Thank you for the continued service that you provide to the UF community via CPET. Through CPET, we are better able to engage with teachers and high school students in a range of teaching and learning activities.

Over the years, your office has facilitated multiple teacher training workshops on topics in plant genetics, genomics, and evolution; we could not possibly have reached these teachers or provided the facilities to host these workshops. Most importantly, perhaps, you and your staff have provided the logistical support and appropriate context so that we could focus on communicating with the teachers. Last summer, our lab hosted workshops for high school students, and again, we appreciated the logistical and staff support. We have also been very happy with the students we have trained through SSTP. One of these students, Ms. Malorie Lipman, approached us before she entered UF as a freshman to see if she could continue on in our lab. Over the next 3+ years, Malorie conducted research with us; her work appears in multiple publications, including a first-authored paper. She has just completed her first year in UF's JMHP. Thanks again for the continued excellent assistance. We look forward to several successful workshops with you this summer!

Best,

Pam

Pamela S. Soltis

Distinguished Professor and Curator

Laboratory of Molecular Systematics and  
Evolutionary Genetics

Florida Museum of Natural History

email: [psoltis@flmnh.ufl.edu](mailto:psoltis@flmnh.ufl.edu)

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Choe, Keith P [kchoe@ufl.edu]

My research program is funded predominately by NSF, which continues to increase emphasis on broader impacts that inform the public about the science that they support. Public outreach will only increase in importance as competition for federal grant funds increases and congress and the public demand more accountability. As a new investigator in 2010 just beginning to compete independently for federal funds, I had no idea what sectors of the public I should target or how I would get started. Dr. Mary Jo Koroly and the CPET team eagerly helped me to match my research expertise with the most relevant K-12 and high school student populations. Together, we crafted a plan to share my science *via* a teacher workshop, laboratory visits with high school students, and hosting of high school students in my laboratory during the summers. This broader impacts plan was rated as "excellent" by peer-reviewers and, in part, led to five years of funding for my laboratory; importantly, some reviewers stated that collaboration with an established program like CPET convinced them that the plan was feasible. This summer, I will submit an NSF CAREER award application, which is a grant program for young investigators that integrate research and teaching. I look forward to continuing my collaborations with CPET on this new application.

Keith P. Choe

Assistant Professor  
Biology

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Dear Mary Jo,

“My interaction with CPET constitutes the most rewarding experience that I have ever had. Ever since I joined UF more than 8 years ago, I have been collaborating with CPET on my broader impacts and outreach activities engaging high school teachers and students. For my three major NSF awards including a CAREER award, CPET infrastructure and expertise have played a significant role. Reviewers have commented positively on the activities through CPET. It is fair to say that without CPET, I would not have received these awards. Through CPET, I have been able to work with over 200 high school teachers and many high school students. Recently, NSF awarded UF a mini mass spectrometer for the outreach activities we have been doing. There are many examples where CPET has made a big difference to UF research and education enterprise, as well as to individual investigators like me.”

**Sixue Chen, Ph.D.**

Associate Professor of Biology

Cancer & Genetics Research Complex, Room 438

Web page: <http://www.biology.ufl.edu/Graduate/Faculty.aspx>

<http://pmcb.ifas.ufl.edu/faculty.htm>

<http://www.ufgi.ufl.edu/>

Director of Proteomics Facility

Interdisciplinary Center for Biotechnology Research (ICBR)

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Dear Mary Jo:

This provides a summary of my interaction with the CPET in assistance with winning research grants.

We first met about two years ago when I was drafting my NSF CAREER Award Proposal. As you noted below, the Broader Impacts of any study was one of two important outcomes that had to be articulated. My research proposal to develop tornado-resilient residential structures was focused in structural engineering and wind engineering but it included an outreach component to share the knowledge with a broader audience. I chose to do that through K-12 schools, and CPET assisted me in developing the proposal section for recruiting the teachers and arranging for them to work within my laboratory during the summer months.

I relied upon CPET as it already had the infrastructure to manage the recruitment of the teachers, and there was already in place management procedure for developing K-12 curricula coming out of the study. The reviewers of my proposal commented favorably on the Broader Impacts section and I'm pleased to say I was able to win this award. I am now proceeding with the work and will rely upon CPET to provide support for the K-12 outreach as it develops this summer.

Should opportunities exist to leverage what CPET has started to support faculty research projects, I would recommend that this be done. The resources and experience that CPET provides is of considerable value to the University of Florida and specifically to individual faculty and programs as they go after ever-larger, multi-disciplinary projects.

Sincerely,

**David O. Prevatt, PhD, PE (MA)**

Associate Professor of Civil and Coastal Engineering  
School of Sustainable Infrastructure and Environment

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Dear Mary Jo,

As you know, the Integration of research with the education of students at all levels of training is the culture in my group. This has proven to be a great fit for the requirement from Federal funding agencies, such as NSF and more recently NIH, to include broader impact components in research project proposals. For me, your providing a letter of collaboration for my previously funded NSF proposal was essential and instrumental to the success of the project. A specific aim of the grant proposed producing an online educational video on Structural Virology through your Excursion in Science series (<http://history.cpet.ufl.edu/EIS/virus/index.htm>), the hosting of high school students for summer research through the CPET Student Science Training Program (SSTP) and a workshop for your summer "Teachers as Scholars" program. These aspects of my broader impact aim were reviewed as being highly significant. Through them I have been able to reach out to the broader education community. These interactions have resulted in the recruitment of students to UF as well as my group as undergraduate researchers from returning students. They have also resulted in several visits to my group from high school groups following the summer programs, and included participation from head teachers interested in learning more about what we do. These interactions aid the dissemination of UF science.

Clearly, continuing these collaborations with your office is an important aspect of doing science here at UF. They not only facilitate the promotion of our educational mission, they help us meet the requirements of funding agencies. My NSF project is now at end and I am working on a new application. In addition, I have two NIH R01 projects in need of broader impact components which must be addressed in progress reports. Thus my hope is that your office will be provided the necessary capacity to enable investigators such as myself to continue to work together with you, as in the past, to meet these requirements.

Please let me know if you require more details with respect to our broader impact needs.

Best wishes  
Mavis

**Mavis Agbandje-McKenna, Ph.D.**

Director, Center for Structural Biology  
Professor, Dept. of Biochemistry and Molecular Biology Center for Structural Biology The McKnight Brain Institute P.O. Box 100245 Tel.: 1-352-392-5694  
University of Florida Fax.: 1-352-392-3422 Gainesville, FL 32610-0245 e-mail: [mckenna@ufl.edu](mailto:mckenna@ufl.edu)<<mailto:mckenna@ufl.edu>>  
Website: <http://msg.mbi.ufl.edu>

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**Daisy Zhe Wang** [daisyw@cise.ufl.edu]

Hi Mary Jo,

CPET has assisted me in preparing the broader impact section in my NSF Career proposal in 2012. I plan to apply to NSF Career again this year and I expect to continue to interact and collaborate with CPET.

Best regards,

Daisy

CISE

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To whom it may concern,

I am writing to express my sincerest gratitude to the Center for Precollegiate Education and Training for their guidance on my Broader Impacts for a National Science Foundation Faculty Early Career Development (NSF CAREER) grant application. Dr. Koroly personally met with me in my office and we discussed my teaching and outreach interests. She also received feedback from several high schools in the state on my proposed neuroamplifier experiments (mostly on whether cockroaches as experimental subjects would be allowed on school grounds). Moreover, she invited me to demonstrate my experiments to a group high school teachers participating their Summer Science Institute for their feedback. Finally, she read my broader impacts section and provided valuable feedback. Examples of positive feedback from reviewers include: "The PI will provide outreach to K-12, undergraduate and graduate students, and providing low-cost neuroamplifiers and offering workshops to science educators is an innovative way of attracting students to STEM fields."

Please feel free to contact me if you have any further questions.

Sincerely,



**Aysegul Gunduz, Ph.D.**

Assistant Professor

J. Crayton Pruitt Family Dept. of Biomedical Engineering

Biomedical Sciences Building J283

University of Florida, Gainesville, FL 32611-6131

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16-April-2014

Dear Dr. Koroly,

Thank you once again for collaborating on the development of our grant submitted to the USDA National Needs Fellowship (NNF) program. Unfortunately, the grant was not awarded due to lack of funds. Regardless, I think it is important to mention that grant reviewers thought highly of our proposal to have prospective doctoral fellows deliver research-based educational programs to K-12 teachers and high school students through CPET. In fact, reviewers noted this as one of several innovative aspects of our project.

I also want to thank you for allowing me to attend some of the CPET programs offered at UF. This was instrumental in creating the idea for further training of fellows as part of the NNF proposal. It was immediately clear to me that the breadth and scope of available CPET projects would greatly improve the impact of any grant proposal. I expect to continue seeking partnerships with CPET during upcoming grant cycles as a result of your program's success and the ability of CPET to attract diverse audiences to UF.

Sincerely,



**Hector E. Pérez, Ph.D.**

Associate Professor  
Environmental Horticulture

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Dear Mary Jo,

I am writing with great pleasure to show my strongest support for your proposal to the Division of Sponsored Research.

I sincerely thank you and your center for the fantastic work and effort you have done in the past four and half years to help with my Career at UF. The SSTP program organized by your center has supplied talented high school students to work in my lab continuously in the past four years and most of them came to UF and became excellent Gators. For Instance, Frances Ooi (2010 SSTP) has been awarded the HHMI Research Fellow and University Scholar and recently received Honorable Mention of the Goldwater Scholarship. Obviously through your center we have trained significantly amount high quality students for the future of our University and our Nation.

The CPET has played a critical role in my research by helping me to develop excellent outreach program for the federal funding applications. The broader impacts have been set up as a key requirement from all the federal granting agencies and the high standards make it almost impossible to meet the requirement by the individual faculty. The CPET provides an ideal platform to facilitate our effort for successful funding application, evidencing by my recently awarded NSF funding (CHE-1308644 and DMR-1352328-CAREER).

I look forward to our continuing collaboration with your center in the coming Summer.

Regards,

**Wei David Wei**

Assistant Professor of Chemistry

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To Whom It May Concern:

I had the opportunity to participate in the ICORE teacher-training workshop during June 2013. I have participated in and conducted teacher training over the course of my 32 years as a public school science teacher, district curriculum supervisor, and high school principal. I can truthfully say that my ICORE experience was the best training I have ever participated in, without exception.

For me, the program content was timely and relevant. I reviewed skills that I had used in my own laboratory research in the early 1970s. I also came to appreciate and understand the significant and dramatic evolution of biotechnology and the “omic” sciences over the last 40+ years. As a teacher, school district curriculum supervisor, and high school principal, there was a huge gap in my knowledge of and my involvement in emerging science content and research initiatives, particularly in the biological Sciences. Personally, I found ICORE’s topic of emerging pathogens to be the ideal context in which to refresh my outdated skills and learn about contemporary discoveries and laboratory techniques at the same time.

The guest lecturers were passionate about working with pre-collegiate educators and they skillfully crafted their presentations to inform their audience in a content-rich, yet understandable style. They were engaging, and made references to their previous and current research projects. They also encouraged questions at any time and made us feel comfortable with learning and understanding their topics. Most expressed a sincere appreciation for the work that pre-collegiate educators did in their classrooms. Many provided additional contact information and made it clear to us that we could contact them at any time with additional questions about their work.

More than half of the time of the teacher-training workshop was dedicated to laboratory investigation. Throughout the two-week ICORE experience, participants had the opportunity to learn various lab techniques to further enhance their understanding of the content. More importantly, the lab activities were designed to be used in teachers’ classrooms at their schools with their students. Some might question the wisdom of training teachers in sophisticated laboratory techniques only have them to return to their schools frustrated that they cannot conduct them in their classrooms due to lack of resources. CPET staff addressed this frustration by assembling a comprehensive loaner library of “equipment lockers” that can be shipped to schools on teacher request. Consumable supplies in the lockers are carefully inventoried and replenished by the CPET staff when the lockers are returned so that they are complete and ready to ship to another requesting school. CPET has made possible the overwhelming task of providing high-quality lab experiences to high school students in the state of Florida through their ingenuity and dedication.

The 2013 ICORE teacher participants represented public and private schools from throughout rural and metropolitan areas of the state. The abilities of the teachers varied dramatically, from novice to advanced. All teachers, regardless of their backgrounds, were made to feel that they were an integral



part of the ICORE Learning Community. The ICORE staff did an exceptional job with the development of meaningful and understandable activities. Lab activities were designed to be conducted within reasonable time periods, both for the purpose of maintaining instructional momentum during the workshop and for practicality within teachers' home school settings. Teachers were charged with the responsibility of developing content-focused activities to be used in their own classrooms. Teachers submitted their activity proposals electronically to the CPET staff and the staff, highly qualified in instructional design and effectiveness, provided positive feedback to teachers during the two-week workshop. Staff members are also available to teachers throughout the summer and school year to assist in the refinement of teacher-made lessons. The likelihood that high-quality teaching and learning will take place in the State of Florida has been greatly enhanced by teacher participation in the ICORE workshop. Thank you CPET for all you do!

**Bill Herschleb**

**NOTE: Mr. William Herschleb** was the Alachua County Science Supervisor, then Principle of Eastside High School for many years, and finally, was Principle of Santa Fe High School (the new biotech facility was named for him!).

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The CPET staff is among the finest group of dedicated professional I have had the opportunity to work with. They are all highly skilled in the instructional development and delivery. More importantly, they know how to make people comfortable with learning. A "can do" attitude prevails within CPET. There are seemingly no people or tasks that are considered unimportant or trivial. There is a "positive vibe" whenever I have personally spoken with anyone in the office. Additionally, whenever I have witnessed communication between staff and others, it is clear that everyone takes "service to others" at the paramount priority of the organization. CPET, you are amazing. I am so grateful that I had the experience of attending ICORE! Thanks!!

Teacher comment..... Lots more like this 😊

## APPENDIX 5

### CPET STAFF (primary)

Director: Mary Jo Koroly, Ph.D.	0.5 FTE (State)
Assistant Director: Julie Bokor, MAE	1.0 FTE (State)
Educational Designer: Charles Lawrence, MPH, Ph.D.	OPS (DSP, grants)
Coordinator, Teacher Programs: Houda Darwiche, Ph.D.	1.0 FTE (grants—time-limited, through 2016)
Lab Teaching Specialist: Drew Joseph, MST	1.0 FTE (grants—time-limited, left 8/2014)*
Coordinator, Student Programs: Christy Rodkin	OPS (collected fees)
Coordinator, Dual Enrollment: Katie Meese, MST	OPS (dual enrollment, grants, collected fees)
Computer Specialist: Mike Anthony	1.0 FTE (grants and collected fees)
Fiscal Manager: Harriet Ganious	1.0 FTE (collected fees)
Summer Adjunct Instructor: Steve Everett, M.S.	2 months

Many student assistants (OPS and volunteer)

## APPENDIX 6

### Projected Space Requirements (in square feet)

Projected Space Required by Source	Office	Laboratory	Conference Rooms	Other
From Existing Inventory	2538	~579 sq. ft. used for lab prep and conference room		
<b>Need access to Rented or Permanent space</b>		~3000 sq ft teaching lab with some storage area		
New Construction				

Office of the Provost  
and Senior Vice President

235 Tigert Hall  
PO Box 113175  
Gainesville FL 32611-3175  
352-392-2404 Tel  
352-392-8735 Fax

September 22, 2014

**MEMORANDUM**

TO: Dr. Anna McDaniel  
Dean, College of Nursing

FROM: Joseph Glover  
Provost and Senior Vice President for Academic Affairs

SUBJECT: Proposed Changes to College of Nursing

We have reviewed the proposal to reorganize the College of Nursing into two departments of Biobehavioral Nursing Science, and Family, Community and Health System Science. The proposal appropriately addresses the impact on faculty, staff and students in the college and I am supportive of the changes.

JG/cdm

cc: David Guzick, Senior Vice President for Health Affairs  
Angel Kwolek-Folland, Associate Provost for Academic Affairs  
Pradeep Kumar, Faculty Senate Chair

College of Nursing  
Dean's Office

PO Box 100197  
Gainesville, FL 32610-0197  
Phone: 352-273-6324

August 26, 2014

TO: Joseph Glover, Provost  
FROM: Anna M. McDaniel, Dean  
RE: Departmental restructuring

The faculty of the College of Nursing has developed an ambitious strategic plan for the next 3 years. In order to be poised to meet the goals and objectives of this plan, we must realign our organization into two new academic departments: (a) Biobehavioral Nursing Science (BIO), and (b) Family, Community, and Health Systems Science (FCH). The specific knowledge that defines biobehavioral nursing is the focus on the complexity of the individual as a biobehavioral being. Analogously, the knowledge that defines family, community and health systems science is focused on understanding the complex, bio-psycho-socio-cultural nature of health within a system. The move to two departments is a change that will enhance communication among faculty and staff, particularly in areas of overlapping foci (e.g., teaching assignments, student clinical placements, research teams, etc.). The number of faculty in two larger departments will support more robust and meaningful data for our strategic plan and operating systems. Our intent is to complete the transition to two departments over the fall semester, with the current department chairs serving during that time. After approval of the University Senate and UF administration (target date of January 1, 2015), Dr. Joyce Stechmiller will serve as department chair for Biobehavioral Nursing Science. We are currently conducting a national search for a permanent department chair for the FCH department. Dr. Andrea Gregg will continue to serve as interim chair of the current Department of Healthcare Environments and Systems and the new department until someone is named to that position permanently.

We have carefully considered faculty input into this structural change. A series of town hall meetings was conducted during the month of June for dialogue and faculty/staff input. The reorganization plan was presented at General Faculty Meeting (our faculty governance constituency) on June 20, 2014. The plan was unanimously endorsed by a vote of the faculty on July 18, 2014.

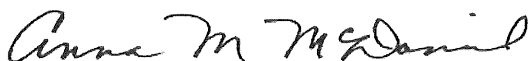
In consultation with Department Chairs, all faculty members have been assigned to the new departments in consideration of their teaching and record of scholarship. If an individual faculty member would like to discuss his/her placement in an "academic home" department, s/he is invited to discuss the assignment with the dean prior to the restructuring. We plan to reorganize support staff as well and there will be no reduction in staff.

The College of Nursing policy and procedure for annual evaluation, promotion, and tenure are clearly explicated in Policy F-06 (available upon request). The department restructure will not change any aspect of the department chair role related to faculty evaluation. The Nursing Formal Review Committee, a central committee of the faculty, is responsible for conducting a review of any candidate's packet, which is presented to department faculty for a vote followed by a college-level review. Implementing the change in January will not affect any promotion or tenure deliberations (by policy, the entire review process is completed by December 20).

Because our academic programs are not housed in any specific department, we believe that the reorganization will not impact students at either graduate or undergraduate levels.

Please note that we anticipate that this change will be budget neutral. If there are any questions about our plan, please contact me. We are seeking your support for this proposed change for approval by the Faculty Senate, per Bylaw 22. Thank you.

Sincerely,



**May, Cheryl D**

---

**From:** McDaniel, Anna M  
**Sent:** Sunday, September 07, 2014 7:31 PM  
**To:** Glover, Joseph; Kwolek-Folland, Angel  
**Cc:** May, Cheryl D; Sattler, Ellen M.; Kumar, Pradeep  
**Subject:** Proposal to reorganize the College of Nursing  
**Attachments:** Proposal to reorganize CON 9.7.14 merged.doc

Dear Provost Glover and Associate Provost Kwolek-Folland,

Attached is a nearly complete packet to go to the University Senate for approval of reorganizing the department structure of the College of Nursing. I have been discussing this with Dr. Kumar for several months and he has been very helpful in guiding me in the senate procedures. The file has many pages of supporting documentation but the first few pages contain the essential information. You will see a highlighted section on the cover letter that refers to letters of support from Dr. Guzick and Provost Glover (which I obviously do not have yet). I would like to discuss this with you (together or separately as you choose) but I was waiting until the BOT retreat was over. The proposal is being approved by the University Curriculum Committee and Grad School this week (although there is no curricular implications of the change).

Ellen Sattler is copied here and she can work to arrange a meeting when you are available

Thank you for your support.

*Anna*

Anna M. McDaniel, PhD RN FAAN  
Dean and Professor, College of Nursing  
University of Florida  
PO Box 100197  
Gainesville, FL 32610-0197  
Phone: -352-273-6324  
Fax - 352-273-6505  
annammcdaniel@ufl.edu  
**Care Lead Inspire**

**UF** | College of Nursing  
UNIVERSITY of FLORIDA

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College of Nursing  
Dean's Office

PO Box 100197  
Gainesville, FL 32610-0197  
Phone: 352-273-6324

To: Pradeep Kumar, Professor of Physics, and Chair, Faculty Senate  
From: Anna McDaniel, PhD, RN, FAAN, Dean, University of Florida College of Nursing  
Date: September 4, 2014

Subject: Formation of the Department of Biobehavioral Nursing Science and Family, Community, and Health Systems Science in the College of Nursing (CON).

Dear Dr. Kumar:

As required by Senate Bylaw 22 (Procedures for College, School and Departmental Changes), we request a change in the department structure of the CON. We propose a change from three departments to two departments. We propose the establishment of two new departments: the Departments of Biobehavioral Nursing Science (BNS) and the Department of Family, Community, and Health Systems Science (FCH). These two departments will replace the former Departments of Adult and Elderly Nursing, Health Care Environments and Systems, and Women's, Children's, and Family Nursing.

The integration of departments was first identified by faculty of the CON during the Dean Search for the College of Nursing in Spring, 2013. Later, as part of the strategic planning exercises in the development of the 2014-2019 Strategic Plan of the University of Florida College of Nursing (CON), faculty again identified a desire for streamlined administrative processes and more interdepartmental collaboration (Appendix A: Timeline). From these discussions, plans have been implemented for moving forward the proposed restructuring from three to two departments. Meetings of the faculty in each of the three departments were held to discuss the proposal and refine it. Final voting on the proposal was held in the General Faculty Meeting in July, 2014: the proposal was given unanimous approval. The faculty of the College of Nursing agreed by a unanimous vote of 36 in favor, 0 against and no abstentions in favor of moving from a three department to a two department organizational structure.

We request the change from three to two departments for a number of reasons. First, the move will enhance administrative flexibility and efficiency. In brief, the College of Nursing has been an administrative structure configured into three departments with a number of duplicated and inefficient systems. Over time, the operations of these departments has become fragmented and do not permit the integration of central tasks related to the educational, research and service missions. The reduction of one level of administrative structures will have positive budgetary implications by streamlining workflow and reducing duplicative administrative structures. Secondly, in addition to the administrative benefits of this change, a move to fewer departments will foster an environment for increased communication, interaction and collaboration among faculty across missions and specialties. This has positive implications for students across programs. Thirdly, many top-ranked nursing colleges have moved towards having fewer departments with structures that are not based on clinical specialties as was the tradition in the past. With the advent of nursing science and research, nursing colleges have reconfigured around broader-based conceptual research foci. Therefore, this restructuring will move us

more toward the mainstream: this organizational structure will compare favorably with top institutions such as the University of Washington, the University of Pennsylvania, and the University of Illinois at Chicago. In time, this change may help with external program rankings as we leverage both teaching and research strengths in larger, more integrated units.

This re-organization will have no adverse impact on the academic mission of the CON or adverse impact on faculty, staff or students. There is no change to current curricula and/or degree programs resulting from the proposed departmental restructuring. The curriculum and degrees of the CON are not departmentally-based and will remain so: faculty members teach across programs and graduate specialties. A college-level faculty committee, the Academic Affairs Committee, in collaboration with the Associate Dean for Academic Affairs and the program directors, will continue have control over the curriculum, degree certification and accreditation. In addition to administrative advantages gained immediately, we anticipate that over time we will gain additional academic advantages, such as the development and implementation of curricular innovations and efficiencies.

In consultation with Department Chairs, all faculty members have been assigned to the new departments in consideration of their teaching and record of scholarship. (See Appendix B: Proposed Faculty Assignments). If an individual faculty member would like to discuss his/her placement in an “academic home” department, s/he is invited to discuss the assignment with the dean prior to the restructuring. We plan to reassign all departmental support staff as well and there will be no reduction in staff.

The College of Nursing policy and procedure for annual evaluation, promotion, and tenure are clearly explicated in Policy F-06 (available upon request). The department restructure will not change any aspect of the department chair role related to faculty evaluation. The Nursing Formal Review Committee, a central committee of the faculty, is responsible for conducting a review of any candidate’s packet for promotion or tenure, which is presented to department faculty for a vote followed by a college-level review. Implementing the change in January will not affect any promotion or tenure deliberations (by policy, the entire review process is completed by December 20).

As defined in Senate Bylaw 22, we have included required documents including a detailed timeline and a statement of support from Dr. David Guzick, Senior Vice President for Health Affairs at the University of Florida and Dr. Joseph Glover, Provost and Senior Vice President for Academic Affairs.

Pending approval by the University Senate, our time frame for implementation of the new structure is January 1, 2015. We have appointed a Transition Steering Committee (President of the CON Faculty Organization, Executive Associate Dean, and faculty representative from each of the three current departments) to facilitate operational changes and advise me of faculty/staff concerns within departments during the fall semester. Thank you very much for considering this proposal. Please contact me if you would like further clarification.

Sincerely,



Anna M. McDaniel, PhD RN FAAN  
Professor and Dean



**Appendix A**  
**University of Florida**  
College of Nursing  
2013-2014 Reorganization Timeline

As part of the Dean Search in the spring of 2013, faculty members expressed the need for further integration and collaboration among faculty and departments.

During the annual Faculty Retreat, held January 16-17, 2014, key issues were identified by the faculty, including possible reorganization and refocus of the College of Nursing faculty and resources (agenda attached.)

During February 2014, the Academic Council began a review of Strategic Plan recommendations. The President of the Faculty Organization, Dr. R. Reischman organized a Steering Committee to draft strategic plan that addressed the need for a more effective and efficient organizational structure.

In March 2014, the General Faculty Meeting focused on four topics from the Strategic Plan. The four discussion Groups reported back on their topic.

Based on input from the Faculty Retreat, the Strategic Plan Steering Committee, and the General Faculty Meeting discussion groups, Dean McDaniel proposed a reorganization of the departments in the College of Nursing, changing three departments to two, and reassigning the faculty members and resources based on the new structure. In June 2014 Dean McDaniel announced the reorganization plan and final Strategic Plan (documents attached.) Three “Town Hall” style meetings were held in June 2014 to allow for faculty input and feedback (schedule in letter attached.)

At the June 20, 2014 General Faculty Meeting, Dean McDaniel presented the final Strategic Plan for faculty vote, which was unanimously approved by faculty (agenda and report of vote from President of Faculty Organization attached.)

At the July 18, 2014 General Faculty Meeting, faculty voted on Reorganization Plan and unanimously approved it (agenda and report of vote from President of Faculty Organization attached) [36 in favor, 0 opposed, 0 abstentions]

In October, 2014, a proposal is sent to the Faculty Senate requesting consideration of the reorganization.

January, 2015, new departmental structure operational for spring semester.

**Appendix B**  
**University of Florida**  
 College of Nursing  
 Proposed Faculty Assignments

**Biobehavioral Nursing Science**

Sharon	Bradley, DNP RN CNL	Clinical Assistant Professor
Joseph	Burley, MNEd RN	Clinical Assistant Professor
Bonnie	Carlin, MSN RN	Clinical Assistant Professor
Linda	Cowan, PhD RN	Clinical Associate Professor
David	Derrico, MSN RN	Clinical Assistant Professor
Laurie	Duckworth, PhD RN FNP	Clinical Associate Professor
Cynthia	Figuroa, PhD ARNP ANP-BC	Clinical Assistant Professor
Dorie	Frum, MSN ACNP-BC	Clinical Assistant Professor
Cynthia	Garvan, PhD	Research Associate Professor
Toni	Glover, PhD GNP-BC FNP-BC	Assistant Professor*
Tonja	Hartjes, DNP ACNP/FNP-BC	Clinical Associate Professor
Jacqueline	Hoffman, DNP ARNP	Clinical Assistant Professor
Ann	Horgas, PhD RN FAAN	Associate Professor*
Debra	Kelly, PhD RN	Assistant Professor*
Charlene	Krueger, PhD RN	Associate Professor*
Debra	Lyon, PhD RN FAAN	Professor*
Leslie	Parker, PhD ARNP (NNP-BC)	Clinical Associate Professor
Rosalyn	Reischman, PhD ACNP-BC	Clinical Assistant Professor
Kathleen	Solomon, MS ARNP FNP-BC	Clinical Assistant Professor
Joyce	Stechmiller, PhD ACNP-BC FAAN	Associate Professor*
Anita	Stephen, MSN RN CNL	Clinical Assistant Professor
Bryan	Weber, PhD ARNP	Associate Professor*
Saunjoo	Yoon, PhD RN	Associate Professor*

\*Tenure/Tenure Track

## Family, Community, and Health System Science

Hyochol	Ahn, PhD ARNP ANP-BC	Assistant Professor*
Sally	Bethart, MSN ARNP	Clinical Assistant Professor
Michele	Brimeyer, MSN ARNP WHNP-BC	Clinical Assistant Professor
Teresa	Bruney, DNP ARNP PNP-BC	Clinical Assistant Professor
Joan	Castleman, MS RN	Clinical Associate Professor
Jeannie	Cimiotti, PhD RN FAAN	Associate Professor*
Sandra	Citty, PhD RN ARNP-BC	Clinical Assistant Professor
Christa	Cook, PhD RN APHN-BC	Assistant Professor*
Maureen	Curley, PhD ARNP PMHNP-BC	Clinical Assistant Professor
Kim	Curry, PhD ARNP	Clinical Associate Professor
Jennifer	Elder, PhD RN FAAN	Professor*
Jane	Gannon, DNP CNM CNL	Clinical Assistant Professor
Robyn	Gleason, PhD MPH ARNP	Clinical Assistant Professor
Andrea	Gregg, DSN RN	Associate Professor*
Linda	Haddad, PhD RN FAAN	Associate Professor*
Stacia	Hayes, DNP FNP	Clinical Assistant Professor
Jane	Houston, DNP CNM	Clinical Assistant Professor
Anna	Kairalla, DNP ARNP	Clinical Assistant Professor
Gail	Keenan, PhD RN FAAN	Professor*
Anna	Kelley, MSN ARNP	Clinical Assistant Professor
Sheri	Mangueira, MSN ARNP	Clinical Assistant Professor
Anna	McDaniel, PhD RN FAAN	Professor*
Rose	Nealis, PhD ARNP	Clinical Associate Professor
Pamela	Pieper, PhD ARNP PNP-BC	Clinical Associate Professor
Karen	Reed, DHS Sc RN CNL CRRN	Clinical Assistant Professor
Susan	Schaffer, PhD ARNP-BC	Clinical Associate Professor
Denise	Schentrup, DNP ARNP-BC	Clinical Associate Professor
Anna	Schwait, MSN PMHNP	Clinical Assistant Professor
Jeanne	Stacciarini, PhD RN	Associate Professor*
Nancy	Young, MSN ARNP APNP	Clinical Assistant Professor

## STRATEGIC PLANNING AGENDA

College of Nursing

DATES: January 16 – 17, 2014

LOCATION: Sweetwater Branch Inn  
625 East University Avenue  
Gainesville FL 32601  
352-373-6760

The purpose of this planning process is to engage College of Nursing faculty in the identification of a strategic direction for the college for the next three years. Key outcomes will be to develop a plan that articulates a long-term vision and focus areas for the college as well as short-term goals in support of that vision.

**Friday, January 10, 2014** General Faculty Meeting—Pre-Work Debrief and Discussion

### **AGENDA**

#### **Thursday, January 16, 2014**

- 11:45 – 1:00 p.m. Lunch
- 1:00 p.m. Kick-off Comments from Dr. Guzick
- 1:00 – 1:15 p.m. Introductory Comments/Agenda Review
- 1:15 – 2:15 p.m. Strategic Purpose/Mission
- 2:15 – 3:15 p.m. Maximizing/Minimizing—Brainstorming
- 3:15 – 3:30 p.m. Break
- 3:30 – 5:00 p.m. Reaching our “Full Potential” —Teaching, Research, Service
- 5:00 – 6:00 p.m. Social Hour
- 6:00 – 8:00 p.m. Dinner

#### **Friday, January 17, 2014**

- 8:00 – 8:30 a.m. Breakfast
- 8:30 – 8:45 a.m. Summary of Previous Day/Agenda Review (Including Emerging Themes/Focus Areas)
- 8:45 – 9:45 a.m. Becoming and Being a Community of Scholars
- 9:45 – 10:00 a.m. Break

- 10:00 – 12:00 p.m. Visioning/Theme Discussion—“Vision of Success” Descriptions and Key Goals
- 12:00 – 1:00 p.m. Lunch
- 1:00 – 1:30 p.m. Identifying Priorities—Most Impact Over the Next 12 to 18 Months
- 1:30 – 3:00 p.m. Preliminary Action Planning
- 3:00 p.m.

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**THURSDAY, JANUARY 16, 2014**

- 11:45 – 1:00 p.m. LUNCH
- 1:00 p.m. KICK-OFF COMMENTS FROM DR. GUZICK
- 1:00 – 1:15 p.m. INTRODUCTORY COMMENTS/AGENDA REVIEW
- 1:15 – 2:15 p.m. STRATEGIC PURPOSE/MISSION

In *Retreats That Work*, Sheila Campbell and Merianne Liteman describe strategic purpose as the “heart of blueprints for the future.” Without clarity about purpose, priorities are typically chosen based on individual/personal criteria or in response to crisis. With a clear and widely understood strategic purpose, on the other hand, the hundreds of daily decisions about work to be done—that must be made in a complex organization—are informed. A strategic purpose ultimately determines what an organization can achieve, and this, of course, is at the heart of why a strategic plan is put in place. This part of the strategic planning process identifies and clarifies the college’s core purpose (why it exists and why that matters).

- Discuss the college’s strategic purpose or mission. Why do we exist? What value do we provide? What inspires us about being part of the College of Nursing?

*“No organization will be as effective as it might be until its people understand and support the organization’s strategic purpose. A muddled sense of purpose leads to confusion and allows people to decide individually what’s important, without any context to guide them. A clear and galvanizing purpose, on the other hand, focuses everyone’s efforts and moves the organization forward in an unambiguous direction.”*

—Campbell and Liteman, *Retreats That Work*

- About what are we passionate?
- What are we (or could we be) the best in the world (nation) at?

- Who are our most important stakeholders?
- What do they want or need from us? What are they 'hiring' us to do for them?
- A clear purpose statement answers: Why are we here? What value do we provide? Therefore, what is your proposed strategic purpose statement for the college?
- How does this purpose statement influence your view of the stated mission(s) of the college?

2:15 – 3:15 p.m.      MAXIMIZING/MINIMIZING – BRAINSTORMING

Keeping in mind the pre-work debrief and discussion as well as the college's purpose/mission:

- What should we do to maximize our strengths and opportunities?
  
- What should we do to minimize our weaknesses or threats?
  
- What should we start or stop doing? What should we do more or less?

3:15 – 3:30 p.m.      BREAK

3:30 – 5:00 p.m.      REACHING OUR “FULL POTENTIAL” – TEACHING, RESEARCH, SERVICE

Where are we going? Let's discuss and answer the following. You will work first independently, then in small groups. Keep in mind your college's current vision statement—**The college aspires to be a model of excellence, recognized nationally and internationally, for innovative education, dynamic programs of research, and creative approaches to practice.**

- To reach our full potential, the College of Nursing should...
  - In the area of Innovative Education
  
  - In the area of Dynamic Programs of Research (and Scholarship)
  
  - In the area of Creative Approaches to Practice

5:00 – 6:00 p.m.      SOCIAL HOUR

6:00 – 8:00 p.m.      DINNER

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FRIDAY, JANUARY 17

8:00 – 8:30 a.m. BREAKFAST

8:30 – 8:45 a.m. SUMMARY OF PREVIOUS DAY/AGENDA REVIEW  
(INCLUDING EMERGING THEMES/FOCUS AREAS)



8:45 – 9:45 a.m. BECOMING AND BEING A COMMUNITY OF SCHOLARS

Let's begin to have a conversation about where the college should be headed. One vision for the college is for it to become a "community of scholars"? If the college were fulfilling its strategic purpose with excellence, what would that "look like"?

- How would we define "community of scholars"?
- In what type of scholarship would we be engaging (consider clinical, teaching and learning, research, etc.)?
- What role would we have as individual faculty members (including clinical faculty) in this community? How would work areas/ departments/schools fit? How do we stay engaged with the wider community of stakeholders?

9:45 – 10:00 a.m. BREAK

10:00 a.m. – 12:00 p.m. VISIONING/THEME DISCUSSION –  
"VISION OF SUCCESS" DESCRIPTIONS AND KEY GOALS

Working in small groups aligned with themes that have emerged from retreat discussions, the faculty will work to describe what success would look like (per theme) as well as three key goals to move toward that "vision of success."

12:00 – 1:00 p.m. LUNCH

1:00 – 1:30 p.m. IDENTIFYING PRIORITIES – MOST IMPACT OVER THE NEXT 12 TO 18 MONTHS

A critical outcome of any strategic plan is the identification of key goals to move forward in achieving the vision. Based on the "vision for success" themes as well as the associated key goals identified by the small groups, a facilitated process will help identify which of those goals have the most support to focus on over the next 12 to 18 months. This establishes the team's priorities.

- Which would have the biggest impact on advancing our strategic purpose if we were to focus on them over the next 12 to 18 months?

1:30 – 3:00 p.m. PRELIMINARY ACTION PLANNING

Action planning, in support of the goals, identifies steps toward accomplishment, including “owners,” timeframes, resources needed, etc. Our action planning process leverages the work of Patrick Sanaghan (*Collaborative Strategic Planning in Higher Education*) by focusing on:

- Goal statement—At a minimum, should explain what needs to be done and what you are trying to achieve
  - Example of goal statement: Create a Freshman Experience program to help entering freshmen transition to the campus and keep them
- Three important steps toward implementing the goal
- Resources needed (people, money, technology, etc.)
- Time frame for implementing each step
- Who needs to be involved in the successful implementation of the three important steps
- Suggested champion or owner—the person who will be ultimately responsible for the successful completion of the goal
- A description of what success would look like
- Potential hurdles or challenges that would prevent implementation

3:00 p.m. WRAP-UP AND NEXT STEPS

- Next steps?
  - How will you hold yourself and each other accountable for progress toward the goals?
- Submitting final text (for inclusion in plan) to whom and by when?

**STRATEGIC PLAN  
2014-2017**

The University of Florida College of Nursing was founded in 1956 as one of the first two colleges of the J. Hillis Miller Health Center. The College has a rich history of leadership in the state of Florida and nation with its dynamic and innovative educational programs, research, and clinical practice. This strategic plan reflects our commitment to achieving the purpose of the College of Nursing to:

- Generate and disseminate knowledge
- Produce leaders who advance the nursing profession
- Improve the quality of healthcare

***STRATEGIC VISION***

The college aspires to be a model of excellence, recognized nationally and internationally, for innovative education, dynamic programs of research, and creative approaches to practice.

The University of Florida, the state's oldest and most comprehensive higher education institutions, is one of the best public research universities known for excellence in education, research and service. Consistent with the university's position of national preeminence, College of Nursing has the tri-partite mission of teaching, research, and service. The CON faculty is united in our commitment to maintaining our reputation for **excellence in academic programs** at all levels; enhancing our **leadership in research** that improves quality of life for individuals and families, promotes population health, and has an impact on nursing practice; and providing **excellent nursing care** and influencing evidence-based practice.

Our faculty, staff, and key stakeholders have identified the strategic direction, goals, and actions in each of these areas to guide the College of Nursing to achieving our preferred future.

## ADMINISTRATION/OPERATIONS

Built on Dean Smith's vision and committed to achieving our tri-partite mission, the college is well positioned to continue leading the state and nation with its dynamic and innovative educational programs, research, and clinical practice. As a public institution, we seek to optimize our resources and improve our operations to fulfill our social contract to the citizens of the state of Florida, the nation, and the world.

<b>IMPACT GOAL: Create and sustain an organizational culture that enables all constituents to care, lead, and inspire</b>		
<b>Strategic Goals/Actions</b>	<b>Champion*/Network</b>	<b>Anticipated Outcomes</b>
<p><b>Create a dynamic administrative model to support sound, transparent and mission-focused decision-making</b></p> <ul style="list-style-type: none"> <li>Refine administrative and shared governance processes/structure to support efficiency and effectiveness</li> </ul>	Dean* EAD* Department Chairs* POFO* Faculty	<ol style="list-style-type: none"> <li>Implement new CON administrative structure (2014-2015)</li> <li>Evaluate and revise current shared governance processes/structure (2014-2015)</li> <li>Implement new shared governance structure and processes (2015-2016)</li> </ol>
<p><b>Recruit, develop, retain, and support mission-focused faculty and staff</b></p> <ul style="list-style-type: none"> <li>Develop a succession plan to replace faculty who will retire within the next 3 years</li> <li>Hire additional faculty members who will contribute to the CON strategic foci</li> <li>Fill Endowed Chairs and Pre-eminence positions</li> </ul>	Dean* EAD* Department Chairs* Faculty	<ol style="list-style-type: none"> <li>Retain faculty and staff (2014-2017)</li> <li>Increase proportion of tenure track faculty across college to 50% (2017)<sup>1</sup></li> <li>Increase proportion of faculty at Associate and Full ranks to 50% (2017)<sup>2</sup></li> <li>Reduce/eliminate unfilled faculty openings</li> </ol>
<p><b>Sustain and build CON financial resources to support teaching, research, and clinical practice</b></p> <ul style="list-style-type: none"> <li>Construct a financial model to guide strategic decision making across missions</li> <li>Explore public-private partnerships for innovative funding streams to support teaching, research, and service (e.g., industry subcontracts, licensing technology)</li> </ul>	Dean* Assoc Dir Fin/Adm* Department Chairs	<ol style="list-style-type: none"> <li>Develop comprehensive financial model (2014-2015)</li> <li>Examine financial revenue and expenditures for teaching, research and service (ongoing)</li> <li>Increase non-state income (e.g., grants, subcontracts, license fees) by 5% per year</li> </ol>

<sup>1</sup>Currently, 61% clinical track faculty; 50% goal achieved through **additional** tenure track hires

<sup>2</sup>Currently, 56% of faculty are at Assistant Professor rank; 50% goal achieved through promotion of **current** faculty

Strategic Goals/Actions	Champion*/Network	Anticipated Outcomes
<p><b>Maximize efficiencies and integration across the missions</b></p> <ul style="list-style-type: none"> <li>Determine value (revenue, scholarship, social impact) and cost (human and financial) of all academic, clinical, and research programs</li> </ul>	<p>EAD* All administrators* Faculty</p>	<p>1. Examine all programs (academic, clinical, and research) for cost and value (2014-2016)</p>
<p><b>Enable faculty to focus their time on being highly productive in their core academic activities</b></p> <ul style="list-style-type: none"> <li>Align assignment, workload, and accountability system (evaluation) to support tri-partite mission and to enable faculty success</li> </ul>	<p>EAD* All administrators* Faculty</p>	<p>1. Collective work of college is balanced with individual faculty talents and aspirations, leading to increased satisfaction and overall productivity (2014-2017)</p>
<p><b>Increase development and philanthropic gifts to support academic, research, and clinical missions</b></p> <p>Establish a Dean's Development Council to engage diverse stakeholders and donors in fundraising Launch CON Capital Campaign in association with next UF initiative</p>	<p>Dean* Development Officer*</p>	<p>1. Increase giving by 5% per year FY14-15 = \$1,150,000 FY15-16 = \$1,207,500 FY16-17 = \$1,267,875</p>
<p><b>Enhance visibility of the college, including our identity and the unique contributions of faculty, staff, students and alumni, as it relates to research, education and practice</b></p> <ul style="list-style-type: none"> <li>Increase awareness of CON faculty, staff, student, and alumni achievements through internal and external public relation channels</li> <li>Nominate CON faculty, staff, students, and alumni for local, regional, national, and international awards</li> </ul>	<p>All administrators* PR staff* Faculty</p>	<p>1. Increase faculty recognition through local, state and national awards (2014-2017) 2. Redesign and update current website to facilitate navigation and access to information (2014)</p>
<p><b>Establish a comprehensive program to enhance awareness and dialogue about diversity and inclusiveness within CON</b></p> <ul style="list-style-type: none"> <li>Create a dean's advisory board of faculty, staff, students, alumni, and community members to identify essential elements of a dynamic diversity program</li> <li>Partner with other stakeholders (e.g., UF Office of Multicultural and Diversity Affairs) to strengthen our commitment to diversity</li> </ul>	<p>Dean* All administrators* Faculty Staff</p>	<p>1. Increase CON offerings of educational programs, brown bag lunches, and other modalities for enhancing awareness of diversity by one per semester (2014-2015) 2. Increase participation of CON faculty and students in HSC and campus-wide multicultural and diversity programming 3. Increase diversity among all constituents of the CON (faculty, staff, and students)</p>

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## TEACHING

The CON faculty as a unified body is committed to delivering nationally recognized nursing education programs to prepare graduates to lead in practice, education and scholarship. Faculty members see the need for increased development of innovative and evidence-based teaching strategies. We are challenged to balance the need to provide excellent learning experiences for all students with the reality of limited human resources and fiscal constraints. Because we are united by our desire to be academic nursing leaders, we must seek to create an environment that supports efficient processes and decision making, promotes open discussion of thoughts and opinions, fosters inclusion and values diversity, and contributes to the scholarship of teaching and learning in partnership with colleagues at the Health Science Center, UF Health, and others.

<b>IMPACT GOAL: Prepare graduates who provide excellent nursing care through the use of evidence-based teaching strategies</b>		
<b>Strategic Goals/Actions</b>	<b>Champion*/Network</b>	<b>Anticipated Outcomes</b>
Page 21 of 224 <b>Create innovative, efficient and integrative models for clinical education (e.g., graduate teaching assistants, joint appointments, dedicated education units)</b> <ul style="list-style-type: none"> <li>• Increase joint appointments with UF Health Shands (0.50 FTE additional each year)</li> <li>• Identify and move forward collaborations with other potential agencies for joint appointments for clinical teaching</li> <li>• Develop and implement progressive preceptor =&gt; adjunct faculty transition model</li> <li>• Implement and evaluate Academic Partnership Unit model at UF Health Shands for undergraduate clinical teaching</li> <li>• Utilize technology (i.e., videoconference, simulation) for clinical evaluation of advanced practice students</li> </ul>	Dean* ADAA* ADAPP* Department chairs Academic Prog Directors AAC IT staff	<ol style="list-style-type: none"> <li>1. Increase number of joint appointments for clinical teaching by n=1 per year (2014-2017)</li> <li>2. Increase number and satisfaction of preceptors (2014-2017)</li> <li>3. Successfully pilot an Academic Partnership Unit (ADU) (2014-2015) and expand program within UF Health (2015-2017)</li> <li>4. Implement remote site visits (2014-2015) and increase to 50% of all visits (2015-2017)</li> </ol>
<b>Recruit, retain, and advance a diverse faculty committed to the scholarship of teaching and learning</b> <ul style="list-style-type: none"> <li>• Examine and refine expectations and /evaluation processes</li> <li>• Establish ongoing faculty development program in evidence-based teaching and student learning assessment</li> <li>• Implement a program to support teaching scholarship (i.e., funding to evaluate teaching innovations)</li> <li>• Increase dissemination of scholarship in teaching through</li> </ul>	Dean* ADAA* EAD Department chairs Academic Prog Directors FAC AAC Faculty	<ol style="list-style-type: none"> <li>1. Implement a faculty development program that focuses on teaching scholarship (2014-2015)</li> <li>2. Revise annual evaluation criteria to include a metric for scholarship across ranks and tracks (2014-2015)</li> <li>3. Increase number of presentations and publications related to the scholarship</li> </ol>

publications and national presentations		of teaching/learning by 20% per year (2014-2017)
Strategic Goals/Actions	Champion*/Network	Anticipated Outcomes
<p><b>Develop and implement educational programs to meet the needs for a well-prepared nursing work force, including nurse scientists and educators</b></p> <ul style="list-style-type: none"> <li>Assess and refine current educational program mix</li> <li>Launch online RN-to-BSN program with clinical partner</li> <li>Revise nursing education certificate program for online delivery</li> <li>Develop a business plan for offering new, “off book” graduate certificate programs (e.g., nursing leadership, wound care, palliative care)</li> <li>Increase use of effective online teaching strategies through state-of-the-art technology in undergraduate and graduate programs</li> <li>Incentivize “on time” completion in graduate programs (i.e., CNL, DNP, and PhD)</li> </ul>	<p>ADAA* AAC* Department Chairs Academic Prog Directors <b>All Faculty</b></p>	<ol style="list-style-type: none"> <li>Conduct a cost/benefit analysis of the number and configuration of programs (2014-2015)</li> <li>Enroll the initial cohort of RN/BSN students (2015-2016).</li> <li>Initiate and track outcomes of new certificate programs with minimum enrollment of 10 students (2015-2017).</li> <li>Increase full- vs part-time enrollment in graduate programs by 25% each year (2014-2017)</li> <li>Increase “on time” DNP and PhD graduation rates by 25% each year (2014-2017)</li> </ol>
<p><b>Strengthen current IPE clinical learning activities to incorporate all levels and HSC colleges</b></p> <ul style="list-style-type: none"> <li>Conduct comprehensive review of IPE activities and outcomes at undergraduate and graduate levels</li> <li>Revise curricula to integrate IPE learning activities, including clinical experiences, and outcomes/competencies in all courses (as appropriate)</li> </ul>	<p>Dean* ADAA* IPE Coordinator* EVP Pearson Dr. Amy Blue Faculty</p>	<ol style="list-style-type: none"> <li>Appoint a CON IPE Coordinator (2014)</li> <li>Analyze current IPE activities (2014-2015)</li> <li>Evaluate learning outcomes of IPE activities at undergraduate and graduate levels (2015-2016)</li> <li>Integrate IPE activity into 50% of undergraduate clinical courses and 100% of advanced practice courses by 2017</li> </ol>
<p><b>Develop and implement IPE courses for HSC academic programs in collaboration with other HSC colleges</b></p> <ul style="list-style-type: none"> <li>Identify core content common to health science colleges (e.g., research methods, EBP, quality and safety, ethics, health promotion,</li> </ul>	<p>ADAA* IPE Coordinator* Faculty</p>	<ol style="list-style-type: none"> <li>Identify common curricular core across HSC (2014-2015)</li> <li>Implement shared delivery of one</li> </ol>

leadership, advanced health assessment, pharmacotherapeutics, health assessment) <ul style="list-style-type: none"> <li>Develop/teach IPE courses - revise nursing curricula to reduce redundancy across HSC; negotiate funding/workload/faculty effort</li> </ul>		element of common core each year (2015-2017)
Strategic Goals/Actions	Champion*/Network	Anticipated Outcomes
<b>Increase use of simulation across programs and curricula in the CON</b> <ul style="list-style-type: none"> <li>Conduct comprehensive assessment of current use of simulation</li> <li>Identify opportunities for inter-professional simulation at undergraduate and graduate levels</li> <li>Partner with COM/HSC colleges regarding resource management and utilization of facilities (e.g., HSC Steering Committee?)</li> <li>Explore public/private partnerships to enhance simulation capacity</li> </ul>	Dean* ADA* Simulation coordinator* Simulation faculty Dr. J. Fantone	<ol style="list-style-type: none"> <li>Appoint a simulation coordinator (2014-2015)</li> <li>Develop and implement simulation experiences for each course with a clinical component (2015-2016)</li> </ol>

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### RESEARCH

The CON is committed to enhancing our leadership in research that improves quality of life for individuals and families, promotes population health, and has an impact on nursing practice. The college needs to make significant advances in funded research and peer-refereed publications in order to re-position itself as a leader in these areas. A number of CON scientists have a history of scholarship addressing significant health concerns and expertise in innovative research methods (e.g., quantitative methods, large dataset analysis, social network analysis, biobehavioral methods). Currently, research at the college focuses in three areas of excellence: Management of Symptoms Associated with Aging and Chronic Illnesses (e.g., pain, cognitive impairment), Disparities in Health and Health Services, and Translational Research in Families.

IMPACT GOAL: Improve health and advance nursing science through innovative programs of research		
Strategic Goals/Actions	Champion*/Network	Anticipated Outcomes
<b>Strengthen research infrastructure</b> <ul style="list-style-type: none"> <li>Conduct a needs assessment of research active faculty</li> <li>Foster the development of research teams of faculty within the college (i.e., mid-career and junior tenure track, clinical track faculty) to position CON for multiple projects/center grant in focus areas</li> <li>Recruit senior nurse scientists in areas of strength to lead teams and mentor faculty/PhD students</li> <li>Implement "best practices" for grant development teams (e.g.,</li> </ul>	ADR* ORS staff Faculty	<ol style="list-style-type: none"> <li>Increase volume of grant submission by 50% per year (2014-2017)</li> <li>Increase funding by 25% per year              FY14-15: \$2 million               FY15-16: \$2.5 million               FY16-17: \$3.12 million</li> </ol>



<p>regular team meetings/works in progress, external consultants, mock reviews, grantsmanship)</p> <ul style="list-style-type: none"> <li>Identify appropriate funding sources for pilot studies with potential for external applications (i.e., internal CON, CTSI, UF)</li> </ul>		<ol style="list-style-type: none"> <li>Expand number of new collaborative research teams by 25% each year (2014-2017)</li> <li>Obtain T32 funding to support pre and post-doctoral trainees (2016-2017)</li> </ol>
<p><b>Explore alternative research funding streams (e.g., Patient-Centered Outcomes Research Institute, Agency for Healthcare Quality and Research, foundations, industry, donors)</b></p> <ul style="list-style-type: none"> <li>Submit applications and implement proposals for research or demonstration projects to non-NIH entities</li> </ul>	<p>ADR* Dean* EAD Faculty</p>	<ol style="list-style-type: none"> <li>Increase volume of grant submission and funding by faculty from alternative streams by 20% per year (2015-2017)</li> </ol>
<p><b>Strengthen collaborations with Health Science Center (including Jacksonville campus) and other UF colleges</b></p> <ul style="list-style-type: none"> <li>Increase CON participation in CTSI programs</li> <li>Identify potential opportunities for participation in interdisciplinary research initiatives associated with UF priorities (i.e., Preeminence)</li> </ul>	<p>Dean* ADR* EAD JAX Director</p>	<ol style="list-style-type: none"> <li>Increase number of inter-campus research collaborations by 1 per year (2014-2017)</li> </ol>
<p><b>Strategic Goals/Actions</b></p>	<p><b>Champion*/Network</b></p>	<p><b>Anticipated Outcomes</b></p>
<p><b>Build relationships with research/practice partners through joint appointments and research team participation</b></p> <ul style="list-style-type: none"> <li>Veterans Health Administration (Center of Innovation on Disability and Rehabilitation Research, Geriatric Research Education &amp; Clinical Center</li> <li>UF Health Shands Hospital Nursing and Patient Services</li> </ul>	<p>Dean* ADR* EAD Department Chairs</p>	<ol style="list-style-type: none"> <li>Increase number of joint research appointments by n=1 per year (2014-2017)</li> <li>Increase number of collaborative research/practice ventures n=1 per year (2014-2017)</li> </ol>
<p><b>Develop faculty expertise in teaching and clinical scholarship</b></p> <ul style="list-style-type: none"> <li>Increase access to CON resources for all scholarly activities (e.g., grants, pilot finds, publications, presentations)</li> <li>Conduct faculty development programs related to teaching and clinical scholarship</li> <li>Establish program to mentor clinical track faculty to identify and execute a program of scholarship</li> </ul>	<p>Dean* ADAA* ADCA* Faculty</p>	<ol style="list-style-type: none"> <li>Participation of all clinical track faculty in development activities to promote clinical scholarship and the scholarship of teaching/learning (minimum of one per year, 2014-2017)</li> <li>Increase dissemination of scholarly products (national presentations and peer-reviewed publications) by 20% per year (2014 -2017)</li> </ol>

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## CLINICAL PRACTICE

The college is dedicated to providing excellent nursing care and influencing evidence-based practice. We strive to develop, implement, and evaluate innovative models of nursing practice that generate value through revenue, scholarship, and social impact. Our service excellence is foundational to achieving our teaching and research missions. Faculty members see the need to fully utilize the college's service/practice presence in all academic programs, including inter-professional education experiences.

<b>Impact Goal:</b> Provide high quality health care to vulnerable populations through innovative, advanced nursing practice models		
<b>Strategic Goals/Actions</b>	<b>Champion*/Network</b>	<b>Anticipated Outcomes</b>
<p><b>Explore new practice revenue streams such as innovative clinical services, consultations, grant funding, clinical contracts</b></p> <ul style="list-style-type: none"> <li>• Submit HRSA application to supplement clinic revenue each funding cycle</li> <li>• Develop and market new clinical service lines</li> <li>• Assess potential for practice revenue by clinical track faculty</li> </ul>	ADCA* Dean* EAD Faculty	<ol style="list-style-type: none"> <li>1. Increase number and success of applications for external funding for clinical practice (2014-2017)</li> <li>2. Increase philanthropic/donor funding by 10%/year (2015-2017)</li> <li>3. Increase clinical practice revenue by 5% per year (2014-2017)</li> </ol>
<p><b>Expand Archer Family Health Care (AFHC) clinical services in critical need (patient and teaching) areas</b></p> <ul style="list-style-type: none"> <li>• Formalize relationships with ARNPs in specialty practice for referral/consultation/collaboration</li> </ul>	ADCA* Dean* EAD Faculty	<ol style="list-style-type: none"> <li>1. Expand the collaborative network for specialty and subspecialty care with UF Health and community sites (2014-2017)</li> </ol>
<p><b>Increase joint appointments for CON faculty</b></p> <ul style="list-style-type: none"> <li>• Establish contractual relationships through UF CON Practice Association with health systems (e.g., UF Health, VA Health System) for practice or consultation services</li> </ul>	Dean* ADCA* EAD Department Chairs Faculty	<ol style="list-style-type: none"> <li>1. Increase number of faculty practice contracts by 2 per year (2014-2017)</li> </ol>
<p><b>Expand integration of AFHC into academic and research mission</b></p> <ul style="list-style-type: none"> <li>• Appoint CON APRN faculty to provide clinical services at AFHC</li> <li>• Develop and implement quality improvement projects with CON faculty and doctoral students</li> <li>• Identify opportunities for clinical learning experiences for APRN students</li> </ul>	ADCA* Dean* Faculty	<ol style="list-style-type: none"> <li>1. Increase clinical faculty at AFHC by .2 FTE per year (2014-2017)</li> <li>2. Disseminate results of AFHC practice outcomes n=3 per year (2015-2017)</li> <li>3. Place minimum of 2 students at AFHC per year (2014-2017)</li> </ol>

June 9, 2014

Dear Faculty and Staff:

I am pleased with how all of you have been engaged in our strategic planning process. Our strategic plan for the next 3 years is ambitious, but I have sensed great energy and pride in the UF College of Nursing. I am confident we will accomplish our goals as we move forward together. In order to be poised to meet the goals and objectives of our strategic plan, I believe that we must realign our organization. Therefore, I am announcing several important changes. First, we will be creating two new academic departments. Generally, the purpose of academic departments is to provide structure to achieve the mission of the college. Historically, there is little consensus on defining the role and boundaries of departments within colleges of nursing. Most colleges of nursing have smaller units, which may be based upon level of academic programs (i.e. undergraduate and graduate faculty), primary focus of faculty (teaching, research, or practice), or by specialized practice. These divisions do not work well for our CON as we are moving towards integration across our programs, missions and specialties.

The Random House dictionary states that a department is "one of the sections of a school or college dealing with a particular field of knowledge." I am proposing that our two departments will be based upon the knowledge developed and derived from faculty members' teaching, research and scholarship, and practice/service. Our two departments will be: (a) Biobehavioral Nursing Science (BNS), and (b) Family, Community, and Health Systems Science (FCH). The specific knowledge that defines biobehavioral nursing is the focus on the complexity of the individual as a biobehavioral being. Analogously, the knowledge that defines family, community and health systems science is focused on understanding the complex, bio-psycho-socio-cultural nature of health within a system. The profession of nursing is holistic. Therefore, considerable overlap between these two conceptualizations exists and will provide flexibility in how departments will evolve over time.

I believe that the move to two departments is a change that will enhance communication among faculty and staff, particularly in areas of overlapping foci (e.g., teaching assignments, student clinical placements, research teams, etc.). The number of faculty in two larger departments will support more robust and meaningful data for our strategic plan and operating systems. We will complete the transition to two departments over the fall semester, with the current department chairs serving during that time. Once the new structure is in place (January 1, 2015) Dr. Joyce Stechmiller will serve as department chair for Biobehavioral Nursing Science. We will begin a national search for a permanent department chair for the FCH department in the late summer, and Dr. Andrea Gregg will continue to serve as interim chair until someone is named to that position. In January, 2015, Dr. Schaffer will assume the position of Director of the DNP Program. Dr. Schaffer will also coordinate Interprofessional Initiatives within the CON and in collaboration with our Health Science Center colleagues.

A second important aspect of the reorganization will be the appointment of an academic leader for our undergraduate program. Given that we already have a Director for the Doctor of Nursing Practice and a Director for the Doctor of Philosophy programs, this move will ensure that our highly-rated undergraduate program receives the attention necessary for implementation of the integrated curriculum across departments and specialties. I am appointing Dr. Bryan Weber as the Director of the Undergraduate Program, effective July 1, 2014. Dr. Weber's passion for undergraduate education and his strength in clinical teaching will ensure that the CON is poised for further development of innovative models of education. With the arrival of Dr. Linda Haddad as the Associate Dean of Academic Affairs, this team will interface with faculty across departments and programs.

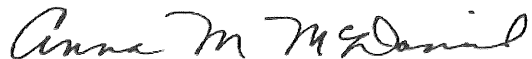
We will further discuss the implementation of the move into two departments over the next few weeks. We need to have several underlying principles for deciding department membership, starting with the focus on coherence with the individual faculty members' teaching, research and scholarship, and practice/service. We need departments to be relatively equal in size and composed of faculty focused across programs and missions.

I am very excited about the upcoming changes and look forward to more detailed discussions during our "town hall" meetings. Of course, you are always welcome to talk with me individually at any time if you choose.

**Town Hall Meeting Schedule:**

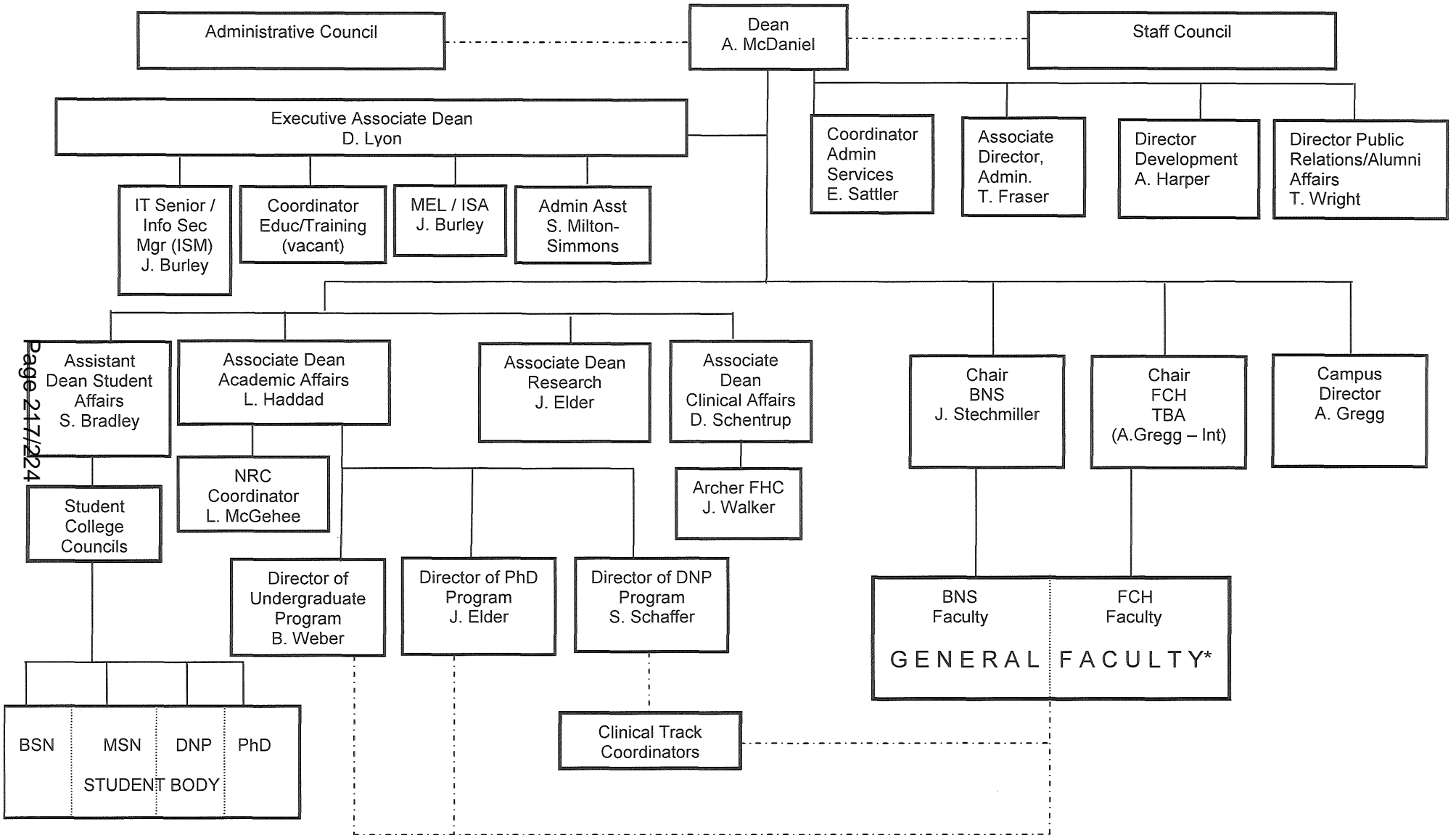
Thursday, June 12	3:30-5:00 PM	HPNP 3203
Monday, June 16	3:30-5:00 PM	HPNP G114
Wednesday, June 18	10:00-11:00 AM	HPNP 4233 (for staff)

I want to thank Dr. Roz Reischman for her support, advice, and involvement in this process. The adoption of the Strategic Plan by faculty will be on the June 20, 2014 General Faculty Meeting agenda.  
Sincerely,



Anna M. McDaniel, PhD RN FAAN  
Dean and Professor, College of Nursing  
University of Florida

**UNIVERSITY OF FLORIDA  
COLLEGE OF NURSING  
ADMINISTRATIVE STRUCTURE**



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\*Current CON Faculty Organizational Structure is found at:  
[S:\EVERYONE\CON-Policies\A- Administrative\Admin-Org\(structure\)\Faculty Organization Charts\FacOrg-Structure\\_September2013.doc](S:\EVERYONE\CON-Policies\A- Administrative\Admin-Org(structure)\Faculty Organization Charts\FacOrg-Structure_September2013.doc)

ISA..... - Information Security Administrator  
 MEL..... - Manager of Electronic Learning  
 BNS..... - Department of Biobehavioral Nursing Science  
 FCH..... - Department of Family, Community, and Health System Science



**UNIVERSITY OF FLORIDA  
COLLEGE OF NURSING  
GENERAL FACULTY MEETING**

**AGENDA**

**June 20, 2014 DRAFT**

**1:30-4:00 PM GFM**

**G-114  
JAX Connection**

Rosalyn Reischman, President  
Ellen Sattler, Recording

**Approval of the Minutes: April 18, 2014**

President's Report:  
Online Voting  
Faculty Participation in Faculty Governance  
Endorsement of Strategic Plan: Vote by Ballot

**Administrators' Report**

Dean's Report		McDaniel
Executive Associate Dean		Lyon
Assistant Dean for Student Affairs		Bradley
Associate Dean for Research		Elder
Department Chairs		Stechmiller Schaffer Snider
Staff Report		Kelly Reid

**STANDING COMMITTEE REPORTS**

Academic Affairs		Nealis
Faculty Affairs		Gannon
Research, Scholarship & Sabbatical		Stacciarini

**SPECIAL COMMITTEE REPORTS**

Bylaws		Gregg
IAC		Houston
Faculty Practice		Schentrup
NFRC		Horgas

**UNIVERSITY OF FLORIDA  
COLLEGE OF NURSING  
GENERAL FACULTY MEETING**

**AGENDA**

Nominating		Bruney
PIC		Gleason
Search		Yoon
SERA		Kelley/Mangueira
UF Senate		Cook
UF IT		Houston

**New Business**

**Adjourn**

**3:30-6:00 p.m: Retirement Celebration for Jean Ballantyne and Beverly Roberts: HPNP  
Reception Hall**

**Next Meeting: July 18, 2014**



UNIVERSITY OF FLORIDA  
COLLEGE OF NURSING  
GENERAL FACULTY MEETING

AGENDA

**From:** [All College of Nursing Users on behalf of Reischman, Rosalyn R.](#)  
**To:** [REISAL, R](#)  
**Subject:** Faculty Endorsement of Strategic Plan  
**Date:** Sunday, June 22, 2020 2:31:28 PM

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Hi Colleagues, I am pleased to announce that, by unanimous vote of the faculty present and voting at the GFM on Friday, the new Strategic Plan is enthusiastically supported.

Thank you all for your thoughtful input into and support of this exciting plan that will help guide and focus our work in the next few years.

*Rog*

Rosalyn R. Reischman, PhD, ACNP-BC  
Adult-Gerontology Acute Care DNP Coordinator  
Health Sciences Building, LRC, 3<sup>rd</sup> Floor, Box L-4  
675-1 W. 8<sup>th</sup> Street, Jacksonville, FL 32209-6511  
Phone: 904-244-5175; FAX: 904-244-3246



**UNIVERSITY OF FLORIDA  
COLLEGE OF NURSING  
GENERAL FACULTY MEETING**

**AGENDA**

**July 18, 2014**

**1:30-4:00 PM GFM**

**G-114  
JAX Connection**

Rosalyn Reischman, President  
Ellen Sattler, Recording

**Approval of the Minutes: June 20, 2014**

President's Report:

Faculty vote on endorsement of change in Administrative Structure (private ballot)

**Administrators' Report**

Dean's Report		McDaniel
Executive Associate Dean	Disability Resource Center for Exams	Lyon
Associate Dean Academic Affairs		Haddad
Associate Dean Student Affairs		Bradley
Associate Dean Research		Elder
Associate Dean Clinical Affairs		Schentrup
Department Chairs		ADU-Stechmiller
		FAM-Schaffer
		ENV-Gregg
Staff Counsel		Reid

**STANDING COMMITTEE REPORTS**

Academic Affairs	BSN Program Review Summary RN to BSN Courses for Review: (1) Health Assessment, (2) Professional Nursing in the Evolving Healthcare System, and (3) Pathophysiology and Pharmacology	Nealis
Faculty Affairs		Gannon
Research, Scholarship & Sabbatical		Stacciarini

**SPECIAL COMMITTEE REPORTS**

**UNIVERSITY OF FLORIDA  
COLLEGE OF NURSING  
GENERAL FACULTY MEETING**

**AGENDA**

Bylaws		Gregg
IAC		Houston
Faculty Practice		Schwait
NFRC		Horgas
Nominating		Bruney
PIC		Gleason
Search		Yoon
SERA		Kelley
UF Senate		Cook
UF IT		Houston

**New Business**

**Adjourn**

**Next Meeting: August 15, 2014**

UNIVERSITY OF FLORIDA  
COLLEGE OF NURSING  
GENERAL FACULTY MEETING

AGENDA

From: All College of Nursing Users on behalf of Reischman, Rosalyn R.  
To: REB@ufl.edu  
Subject: Faculty Endorsement of Proposed Change in Administrative Structure  
Date: Monday, July 21, 2014 8:41:23 AM

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Good Morning Faculty, I am pleased to inform you that the vote to endorse the change in administrative structure was unanimously supported by the faculty at the GFM on July 18, 2014.

*Rog*

Rosalyn R. Reischman, PhD, ACNP-BC  
Adult-Gerontology Acute Care DNP Coordinator  
Health Science Building, L.R.C., 3<sup>rd</sup> Floor, Box L-4  
653-1 W. 8<sup>th</sup> Street, Jacksonville, FL 32209-6511  
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