



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

**March 16, 2016**

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

**University of Florida, Gainesville, Florida**

**Time Convened: 3:16 p.m. EDT**

**Time Adjourned: 3:46 p.m. EDT**

**1.0 Verification of Quorum**

Vice President, General Counsel and University Secretary Jamie Lewis Keith verified a quorum of the Committee on Educational Policy and Strategic Initiatives, with all Trustees present.

**Members present were:**

Jason J. Rosenberg (Chair), David L. Brandon, James W. Heavener, Mori Hosseini, Leonard H. Johnson, Rahul Patel, Marshal D. Powers, Steven M. Scott, Nicole LP Stedman, Robert G. Stern, David M. Thomas, Susan D.C. Webster and Anita G. Zucker.

**Others present were:**

W. Kent Fuchs, President; Winfred Phillips, Executive Chief of Staff; Joseph Glover, Provost and Senior Vice President for Academic Affairs; Charles Lane, Senior Vice President and Chief Operating Officer; David Guzick, Senior Vice President for Health Affairs and President of UF Health; Jack Payne, Senior Vice President for Agriculture and Natural Resources; Zina Evans, Vice President for Enrollment Management; Curtis Reynolds, Vice President for Business Affairs, Elias Eldayrie, Vice President and Chief Information Officer; Jamie Lewis Keith, Vice President, General Counsel and University Secretary; Thomas Mitchell, Vice President for Advancement; Angel Kwolek-Folland, Associate Provost; Melissa Orth, Senior Director of Government Relations and Assistant University Secretary; Brigit Dermott, Executive Assistant; Becky Holt, Executive Assistant; Sandy Mitchell, Legal Assistant; and other members of the University community and the media.

**2.0 Call to Order and Welcome**

Committee Chair Jason Rosenberg welcomed everyone in attendance and called the meeting to order at 3:16 p.m. EDT.

### **3.0 Review and Approval of Minutes**

Committee Chair Rosenberg asked for a motion to approve the minutes from the November 29, 2016 and December 1, 2016 meetings, which was made by Trustee Brandon and a second, which was made by Trustee Zucker. The Committee Chair asked for further discussion, and then for all in favor of the motion and any opposed, and the motion was approved unanimously.

The Committee considered the following Action Items:

### **4.0 Action Items**

Committee Chair Rosenberg noted that the Committee discussed all the Action Items on its March 14, 2017 call and asked Provost Joseph Glover to briefly present them and entertain further questions and discussion if desired by the Committee.

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

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

The individuals recommended for tenure upon hire are as follows:

1. Dr. Cesar Augusto Migliorati has been hired in the College of Dentistry as Professor of Oral Medicine and Associate Dean of Clinical Affairs and Quality.
2. Dr. Terrell T. Baker has been hired in the Institute of Food and Agricultural Sciences (IFAS) as a Professor and Director in the School of Forest Resources and Conservation.
3. Dr. Daniel Seidel has been hired in the College of Liberal Arts and Sciences as a Professor in the Department of Chemistry.
4. Dr. Christopher R. McCurdy has been hired in the College of Pharmacy as a Professor in the Department of Medicinal Chemistry and Director of Translational Drug Development Core.
5. Dr. Salvatore Frasca, Jr. has been hired in the College of Veterinary Medicine as a Professor in the Department of Infectious Diseases and Pathology.

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

#### **EP2. University of Florida Annual Accountability Report 2015-2016**

Provost Glover stated that the University of Florida is required to submit its Annual Accountability Report to the Board of Governors each year. The 2015-2016 report is largely a statistical

compendium of the University of Florida's financial resources and expenditures, personnel, enrollment, undergraduate and graduate education productivity, and research and economic development productivity for the relevant period. This is a backward looking report, with much of the data coming from the Board of Governors, and some data being from 2014-15 because they are the most recent data available. Provost Glover noted that some corrections have been made to the report in response to comments made by Trustee Thomas on the March 14, 2017 conference call. The report with these corrections included will be submitted to the Board of Governors.

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

**EP3. New Degree: Doctor of Occupational Therapy**

Provost Glover noted that the proposed Doctor of Occupational Therapy degree will prepare highly qualified individuals for careers in the field of occupational therapy. This program will facilitate the students' clinical practice knowledge and skills, professional development, leadership and advocacy skills, and advanced knowledge base to inform clinical practice. The occupational therapy doctoral degree program will replace the existing master's program. The Doctor of Occupational Therapy degree was approved by the Curriculum Committee and then by the Faculty Senate at their February 16, 2017 meeting. Board of Governors' approval is required for all doctoral and professional degree programs, and will be required for this new degree program.

The Committee Chair asked for any questions or further discussion. Trustee Hosseini asked Executive Associate Dean of the College of Public Health and Health Professions Stephanie Hanson to address the employment potential for students graduating with this degree. Dr. Hanson reported that there is a 95-100% employment rate for graduates of the occupational therapy program and projected 25-30% growth rate for jobs in Florida over the next 10 years. She further noted that the doctoral degree is the most sought after credential in this field and will result in greater employability for graduates. Committee Chair Rosenberg then asked for a motion to approve Committee Action Item EP3 for recommendation to the Board for its approval on the Consent Agenda, which was made by Trustee Hosseini, and second which was made by Trustee Zucker. The Committee Chair asked for further discussion, and then asked for all in favor of the motion and any opposed, and the motion was approved unanimously.

**EP4. University of Florida Regulations**

Ms. Keith noted that she provided a summary of the regulation changes on the pre-meeting call on March 14, 2017 and would answer any questions or concerns that anyone had on the following proposed regulation changes.

1.0101 Policy for Dealing with Conduct in Research

- 1.0104 University of Florida Ethics Policy
- 1.100 General Personnel Policy
- 2.004 Use of University Facilities: Definitions; Priorities In Use; General Restrictions on Use
- 2.020 Food Service on Campus
- 3.007 Traffic & Parking: Parking Registration
- 3.020 Procurement
- 3.037 Registration and Student Fees
- 3.045 University Support Personnel System (USPS) Predetermination and Arbitration Appeal Procedures for Employees with Permanent Status
- 3.050 University Support Personnel System and Technical, Executive, Administrative, and Managerial Support Staff Performance Appraisal
- 3.054 Appointment, Technical, Executive, Administrative, and Managerial Support and University Support Personnel System Staff
- 4.006 Commercial Activity; Selling of Merchandise, Activities Involving Off-Campus Vendors
- 4.052 Religious Observances
- 6.007 Qualifications and Appointment of County Extension Faculty
- 6.008 Faculty Evaluation
- 6.009 Extension Faculty Promotion Criteria: Tenure and Promotion of Faculty in a Research or Research and Education Center; IFAS Committee on Tenure, Promotion and Permanent Status
- 6.011 Leave
- 6.015 Outside Activity Guidelines
- 6.017 Publications
- 7.049 Textbook and Instructional Materials Affordability

Ms. Keith noted that no increases to student fees were included among the regulation changes. The Committee Chair asked for any questions or further discussion. He then asked for a motion to approve Committee Action Item EP4 for recommendation to the Board for its approval on the Consent Agenda, which was made by Trustee Zucker, and second which was made by Trustee Stern. The Committee Chair asked for further discussion, and then asked for all in favor of the motion and any opposed, and the motion was approved unanimously.

## **5.0 Discussion/Informational Items**

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

### **5.1 Admissions Update**

Vice President for Enrollment Management Zina Evans gave a brief update on admissions. The slides from this presentation are incorporated into these meeting minutes.

### **5.2 Faculty Update**

Faculty Senate Chair and Trustee Nicole Stedman provided a brief update highlighting the initiatives of the Faculty Senate. Committee Chair Rosenberg noted that this was Trustee Stedman's last meeting as a Trustee and thanked her for her service and remarked that her service would be formally recognized at the Trustee dinner that evening.

### **5.3 Student Body President Update**

Student Body President and Trustee Susan Webster provided a presentation highlighting the accomplishments and initiatives of Student Government. Committee Chair Rosenberg noted that this was also Trustee Webster's last meeting as a Trustee and thanked her for her service and remarked that her service would be formally recognized at the Trustee dinner that evening.

### **5.4 DCP Sarasota Special Purpose Site**

Provost Glover indicated that the College of Design, Construction and Planning will open a special purpose site in Sarasota and Manatee Counties. The site will allow the College to interact with the community on projects being done at UF, support the continued education effort, conduct community education and host UF development events. It will be non-credit bearing instruction.

### **5.5 Centers/Institutes**

Provost Glover provided information about new centers that have been created. They do not require Board action but were presented for information.

5.5.1 Center for Cognitive Aging and Memory

5.5.2 Sepsis and Critical Illness Center

5.5.3 Center for OCD, Anxiety and Related Disorders

5.6 New Department: Department of Comparative, Diagnostic and Population Medicine (College of Veterinary Medicine)

Provost Glover provided information regarding a new department in the College of Veterinary Medicine that followed the usual process of approval and has also been approved by the Faculty Senate.

### **6.0 New Business**

There was no new business to come before the Committee.

### **7.0 Adjourn**

After asking for further discussion and hearing none, Committee Chair Rosenberg adjourned the Committee on Educational Policy and Strategic Initiatives meeting at 3:46 p.m. EDT.



*The Foundation for The Gator Nation*

**UNIVERSITY OF FLORIDA BOARD OF TRUSTEES  
COMMITTEE ON EDUCATIONAL POLICY AND STRATEGIC INITIATIVES  
EXECUTIVE SUMMARY  
March 16, 2017**

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

- **EP1 – Tenure Upon Hire** – On the Provost’s recommendation, the Committee is asked to approve for recommendation to the Board of Trustees on the Consent Agenda, the granting of tenure commencing with the appointment of the listed newly appointed faculty members, who have been recommended to the Provost by their Chairs and Deans for tenure upon hire.
- **EP2 – University of Florida Annual Accountability Report 2015-2016** - The University of Florida is required to submit its Annual Accountability Report to the Board of Governors each year. The 2015-2016 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.
- **EP3 – New Degree: Doctor of Occupational Therapy** - The proposed Doctor of Occupational Therapy degree will prepare highly qualified individuals for careers in the field of occupational therapy. This program will facilitate the student’s clinical practice knowledge and skills, professional development, leadership and advocacy skills, and advanced knowledge base to inform clinical practice. The occupational therapy doctoral degree program will replace the existing master’s program.
- **EP4 – University of Florida Regulations** - The Committee is asked to approve for recommendation to the Board of Trustees on the Consent Agenda, the University of Florida Regulation Amendments as proposed.

The Committee will address the following Discussion/Informational Items:

- Admissions Update, by Zina Evans, Vice President for Enrollment Management
- Faculty Update, by Nicole Stedman, Chair, Faculty Senate
- Student Body President Update, by Susan Webster, President, Student Body
- DCP Sarasota Special Purpose Site, by Joseph Glover, Provost
- Centers/Institutes, by Joseph Glover, Provost
- New Department, by Joseph Glover, Provost



*The Foundation for The Gator Nation*

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

**COMMITTEE AGENDA**

**March 16, 2017**

**~3:45 p.m. EST**

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

**Committee Members:**

Jason J. Rosenberg (Chair), David L. Brandon, James W. Heavener, Mori Hosseini, Leonard H. Johnson, Rahul Patel, Marsha D. Powers, Steven M. Scott, Nicole LP Stedman, Robert G. Stern, David M. Thomas, Susan D.C. Webster, Anita G. Zucker

- 1.0 Verification of Quorum ..... Jamie Lewis Keith, VP/General Counsel/University Secretary
- 2.0 Call to Order and Welcome ..... Jason J. Rosenberg, Chair
- 3.0 Review and Approval of Minutes..... Jason J. Rosenberg, Chair  
[November 29, 2016](#)  
[December 1, 2016](#)
- 4.0 Action Items ..... Jason J. Rosenberg, Chair
  - EP1. [Tenure Upon Hire](#)
  - EP2. [University of Florida Annual Accountability Report 2015-2016](#)
  - EP3. [New Degree: Doctor of Occupational Therapy](#)
  - EP4. [University of Florida Regulations](#)
- 5.0 Discussion/Informational Items..... Jason J. Rosenberg, Chair
  - 5.1 [Admissions Update](#) ..... Zina Evans, Vice President for Enrollment Management
  - 5.2 Faculty Update ..... Nicole Stedman, Chair, Faculty Senate
  - 5.3 Student Body President Update ..... Susan Webster, President, Student Body
  - 5.4 DCP Sarasota Special Purpose Site ..... Joseph Glover
  - 5.5 Centers/Institute..... Joseph Glover
    - 5.5.1 [Center for Cognitive Aging and Memory](#)
    - 5.5.2 [Sepsis and Critical Illness Center](#)
    - 5.5.3 [Center for OCD, Anxiety and Related Disorders](#)
  - 5.6 [New Department: Department of Comparative, Diagnostic and Population Medicine \(College of Veterinary Medicine\)](#)

6.0 New Business .....Jason J. Rosenberg, Chair

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





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

**Meeting/Telephone Conference Call Meeting**

**November 29, 2016**

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

**Time Convened: 3:02 p.m. EST**

**Time Adjourned: 3:31 p.m. EST**

**1.0 Verification of Quorum**

While a quorum was not required for this purely informational meeting, Executive Assistant Brigit Dermott verified a quorum of the Committee on Educational Policy and Strategic Initiatives, with all Trustees present except Trustees Steven M. Scott and Susan D.C. Webster.

**Members present were:**

Jason J. Rosenberg (Chair), David L. Brandon, James W. Heavener, Mori Hosseini, Leonard H. Johnson, Rahul Patel, Marsha D. Powers, Nicole LP Stedman, Robert G. Stern, David M. Thomas, Anita G. Zucker. Trustees Scott and Webster were unable to attend.

**Others present were:**

President Kent Fuchs, Provost and Senior Vice President for Academic Affairs Joseph Glover, Vice President for Student Affairs David Parrott, Vice President for Human Resource Services Jodi Gentry, Vice President, General Counsel and University Secretary Jamie Lewis Keith, Vice President for Enrollment Management Zina Evans, Associate Provost Angel Kwolek-Folland, Senior Director of Governmental Relations and Assistant University Secretary Melissa Orth, Executive Assistant Brigit Dermott and Executive Assistant Becky Holt.

**2.0 Call to Order and Welcome**

Committee Chair Jason Rosenberg welcomed everyone in attendance and called the meeting to order at 3:02 p.m. EST. This meeting was an informational meeting to prepare for the December 1, 2016 regular meeting, and no action was planned or taken at this preparatory meeting.

**3.0 Review and Approval of Minutes**

Committee Chair Rosenberg stated that the minutes will be reviewed for approval at the December 1, 2016 meeting.

#### **4.0 Public Comment**

There were no requests for comment at the Committee's November 29, 2016 meeting and there have been no requests for public comment at the Committee's December 1, 2016 meeting.

#### **5.0 Action Items**

Committee Chair Rosenberg asked Provost Joseph Glover to present the Action Items that will be addressed at the December 1, 2016 meeting.

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

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

The individuals recommended for tenure upon hire are as follows:

1. Dr. Daniel P. Ferris has been hired in the College of Engineering as a Professor in the Department of Biomedical Engineering.
2. Dr. Gavin J.P. Naylor has been hired in the Florida Museum of Natural History as a Curator, in the Department of Natural History. His administrative appointment is as Director of the Florida Program for Shark Research.
3. Dr. Lawrence M. Page has been hired in the Florida Museum of Natural History, as Curator of Fishes in the Department of Natural History.
4. Dr. Michael E. Harris has been hired in the College of Liberal Arts and Sciences, as a Professor in the Department of Chemistry.
5. Dr. Libin Rong has been hired in the College Liberal Arts and Sciences as an Associate Professor in the Department of Mathematics.
6. Dr. Sherrilene Classen has been hired in the College of Public Health and Health Professions as a Professor in the Department of Occupational Therapy. Her administrative appointment is as Chair of the Department.
7. Dr. Jinying Zhao has been hired in the College of Public Health and Health Professions and the College of Medicine, as a Professor in the Department of Epidemiology.

In response to questions from the Committee, Provost Glover provided an update to the Committee on the preeminence hire program. He notified the Committee that he has sent a report to the Governor's Office with all the preeminence hires to date (approximately 106), with a tabulation of all the external grants brought in from these preeminence hires totaling approximately \$120M.

##### **EP2. Degree Program Changes**

Provost Glover then presented the following Degree Program Changes, which the Committee will be asked to approve at the December 1, 2016 meeting:

- Three courses (physics I, physics II, and public speaking) would be eliminated from the pre-pharmacy required curriculum of the Doctor of Pharmacy degree (CIP Code 51.2001), reducing the pre-professional curriculum credit hour requirements, in order to better align UF's program with those of peer institutions and national trends.
- A course (environmental and engineering geology) would be eliminated from the required curriculum and common prerequisites for the Bachelor of Science in Construction Management (CIP Code 15.1001). This would allow for an additional elective course in a student's first senior level semester. Students would continue to meet the general education requirements for the physical/biological science area with general physics I and II courses and labs.
- Four required courses (introduction to art history I and II, art appreciation tied to the practice of art and areas of aesthetic value, and pre-calculus algebra), would be added to the common prerequisites for the Bachelor of Arts in Digital Arts and Sciences (CIP Code 50.0102) to provide the historical and practical foundation needed.

Trustee Mori Hosseini complimented the departments for examining these degree programs and proposing changes, which will save students both time-to-degree and the associated costs.

### **EP3. Honorary Degree**

Provost Glover next noted that the Faculty Senate and the President recommend the award of an honorary Doctor of Fine Arts degree to Chita Rivera, the Tony award-winning American actress, dancer and singer, who is best known for her roles in musical theatre from the 1950s to the present. Ms. Rivera is also the first Latino American to receive a Kennedy Center Honors award. The Committee responded favorably.

## **6.0 Discussion/Informational Items**

Committee Chair Jason Rosenberg noted that there are important items on the Committee's agenda and that they will be presented at the December 1, 2016 meeting. Dr. Glover requested that discussion items 6.6 through 6.8 be presented at this meeting to allow more time for discussion of priority matters during the Committee meeting on Thursday.

Provost Glover noted that the following changes to Centers and Institutes, Department Changes and a College Name Change only require notification to the Board with no Board action.

### **6.6 Centers/Institutes**

- 6.6.1 Center Name Change: Center for Women's Studies and Gender Research to Center for Gender, Sexualities and Women's Studies Research
- 6.6.2 Center Name Change: Center for Digital Health and Wellness (CDHW) to Center for Behavioral Economic Health Research (CBEHR)
- 6.6.3 New Center: (CSQUID) Center for Statistics and Quantitative Infectious Diseases
- 6.6.4 New Center: SHARC Center for Translational HIV Research
- 6.6.5 New Institute: University of Florida Engineering Leadership Institute
- 6.6.6 New Center: Center for Biomedical Sciences Research and Training (CBMSRT)

6.6.7 New Center: Center for Hydro-Generated Urbanism

**6.7 Department Changes**

6.7.1 Division of Urology to become the Department of Urology in the College of Medicine-Jacksonville

**6.8 College Name Change**

6.8.1 “Warrington College of Business Administration” to change the college name to the “Warrington College of Business”

Committee Chair Rosenberg also stated that the Strategic Hour on Friday morning at 9:30 a.m. will be devoted to an important initiative of the Committee. Provost Joe Glover will present and lead a discussion with the Board on online dashboards that will allow the Trustees to constantly track the University’s progress (1) against the Metrics That Matter to advance UF to top 10 public research university stature, which the Board strongly endorsed at its November 2016 retreat; and (2) against the Board of Governors’ Performance Funding Metrics. Provost Glover will also review the BOG’s Performance Funding Metrics, how UF is performing and what UF’s plans are to make further advancements—even though UF’s performance is already high.

**7.0 New Business**

There was no new business to come before the Committee.

**8.0 Adjourn**

After asking for any further discussion and hearing none, Committee Chair Rosenberg thanked everyone for participating on the preparatory call. The Committee on Educational Policy and Strategic Initiatives call/meeting was adjourned at 3:31 p.m. EST.



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

**December 1, 2016**

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

**University of Florida, Gainesville, FL**

**Time Convened: 3:32 p.m. EST**

**Time Adjourned: 5:15 p.m. EST**

**1.0 Verification of Quorum**

Vice President, General Counsel and University Secretary Jamie Lewis Keith verified a quorum of the Committee on Educational Policy and Strategic Initiatives, with all Trustees present except Board Chair James W. Heavener and Trustee Steven M. Scott, who were unable to attend.

**Members present were:**

Jason J. Rosenberg (Chair), David L. Brandon, Mori Hosseini, Leonard H. Johnson, Rahul Patel, Marsha D. Powers, Nicole LP Stedman, Robert G. Stern, David M. Thomas, Susan D.C. Webster, Anita G. Zucker.

**Others present were:**

W. Kent Fuchs, President; Winfred Phillips, Executive Chief of Staff; Joseph Glover, Provost and Senior Vice President for Academic Affairs; Charles Lane, Senior Vice President and Chief Operating Officer; David Guzick, Senior Vice President for Health Affairs and President of UF Health; Jack Payne, Senior Vice President for Agriculture and Natural Resources; Jamie Lewis Keith, Vice President, General Counsel and University Secretary; David Parrott, Vice President for Student Affairs; Zina Evans, Vice President for Enrollment Management; David Norton, Vice President for Research; Curtis Reynolds, Vice President for Business Affairs; Jodi Gentry, Vice President for Human Resource Services; Mike McKee, Vice President and Chief Financial Officer; Elias Eldayrie, Vice President and Chief Information Officer; Thomas Mitchell, Vice President for Advancement; Angel Kwolek-Folland, Associate Provost for Faculty Affairs; Marie Zeglen, Assistant Provost and Director of Institutional Planning and Research; Janine Sikes, Assistant Vice President for Media Relations and Public Affairs; Melissa Orth, Senior Director, Government Relations and Assistant University Secretary; Brigit Dermott, Executive Assistant; Rebecca Holt, Executive Assistant; Sandy Mitchell, Senior Administrative Assistant; and other members of the University community and the media.

## **2.0 Call to Order and Welcome**

Committee Chair Jason Rosenberg welcomed everyone in attendance and called the meeting to order at 3:32 p.m. EST.

## **3.0 Review and Approval of Minutes**

Committee Chair Rosenberg asked for a motion to approve the minutes of the September 1, 2016 meeting, which was made by Trustee Powers and a second, which was made by Trustee Brandon. The Committee Chair asked for further discussion, and then for all in favor of the motion and any opposed, and the motion was approved unanimously.

## **4.0 Public Comment**

There were no requests for public comment.

The Committee considered the following Action Items:

## **5.0 Action Items**

Committee Chair Rosenberg noted that the Committee discussed all the Action Items on its November 29, 2016 call and asked Provost Joseph Glover to briefly present them and entertain further questions and discussion if desired by the Committee.

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

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

1. Dr. Daniel P. Ferris-College of Engineering  
Professor, Department of Biomedical Engineering
2. Dr. Gavin J.P. Naylor – Florida Museum of Natural History  
Curator, Department of Natural History with an administrative appointment as Director of the Florida Program for Shark Research
3. Dr. Lawrence M. Page - Florida Museum of Natural History  
Curator of Fishes, Department of Natural History
4. Dr. Michael E. Harris - College of Liberal Arts and Sciences  
Professor, Department of Chemistry
5. Dr. Libin Rong - College Liberal Arts and Sciences  
Associate Professor, Department of Mathematics
6. Dr. Sherrilene Classen - College of Public Health and Health Professions  
Professor, Department of Occupational Therapy with an administrative appointment as Chair of the Department
7. Dr. Jinying Zhao - College of Public Health and Health Professions and College of Medicine  
Professor, Department of Epidemiology

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

### **EP2. Degree Program Changes**

Provost Glover asked to the Committee to approve the following Degree Program Changes:

- Three courses (physics I, physics II, and public speaking) would be eliminated from the pre-pharmacy required curriculum of the Doctor of Pharmacy degree (CIP Code 51.2001), reducing the pre-professional curriculum credit hour requirements, in order to better align UF's program with those of peer institutions and national trends.
- A course (environmental and engineering geology) would be eliminated from the required curriculum and common prerequisites for the Bachelor of Science in Construction Management (CIP Code 15.1001). This would allow for an additional elective course in a student's first senior level semester. Students would continue to meet the general education requirements for the physical/biological science area with general physics I and II courses and labs.
- Four required courses would be added (introduction to art history I and II, art appreciation tied to the practice of art and areas of aesthetic value, and pre-calculus algebra), would be added to the common prerequisites for the Bachelor of Arts in Digital Arts and Sciences (CIP Code 50.0102) to provide the historical and practical foundation needed.

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

### **EP3. Honorary Degree**

Provost Glover noted that the Faculty Senate and President Fuchs recommend the award of an honorary Doctor of Fine Arts degree to Chita Rivera, the Tony award-winning American actress, dancer and singer, who is best known for her roles in musical theatre from the 1950s to the present. She is also the first Latino American to receive a Kennedy Center Honors award.

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

## **6.0 Discussion/Informational Items**

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

Committee Chair Rosenberg noted that the first Discussion/Information Item concerns UF's Admissions Policies. The Committee Chair asked Provost Joe Glover and Vice President Zina Evans to present their topic.

### **6.1 Admissions Policies**

Provost Joe Glover and Vice President for Enrollment Management Zina Evans gave two presentations, and the Trustees had extended conversations about both topics.

The first presentation (entitled "Selectivity") detailed how UF is ranked among its peers on (a) acceptance rate, (b) high school class standing in top 10% and (c) critical reading and math portions of the SAT and composite ACT scores. The Trustees have requested that UF increase the geographical diversity of its freshman class, which is important to the quality of the educational experience and UF's reputation nationally and internationally. At the same time, it was noted that the biggest hindrance to attracting out-of-state students is what UF can provide in the way of tuition and fees waivers. To attract out-of-state students, approximately 250 waivers were awarded this year, an increase for which approximately \$24,000 a year more was provided than in prior years for out-of-state students support. More support is needed in order to provide additional waivers. The Committee noted the importance of broad, including geographic, diversity. The slides for this presentation are incorporated in these minutes.

The second presentation (entitled "Admissions: Annual Cycle and Early Decision") gave a detailed view of all the stages and activities that take place in the admissions process, both before and after admissions decisions are made. This presentation was in response to the Trustees' request for more information on this topic, including an explanation as to why UF does not have an early decision or early action program. Vice President Evans indicated that UF's mid-February decision date is already earlier than other universities' decision dates, that none of the public AAU members have an early decision program, and that most students wait to get all admission offers before making a decision as to which school they will attend. Specific questions were asked on actions taken to recruit the best students and yield once students are accepted, as well as how to compete effectively with institutions ranked higher than UF. The Trustees expressed an interest in efforts to increase UF's yield of admitted students who accept. Scholarship funding is one tool for recruitment, among others discussed. Vice President Evans noted that her office would be pleased to provide Trustees with information on accepted students in the top 10% of their high school class so Trustees may reach out personally to encourage these students to accept. She also discussed other initiatives to support increased yield. Provost Glover recommended that interested Trustees consider being present in the command center on the night when decisions are released. The slides for this presentation are incorporated in these minutes.



The Trustees thanked Provost Glover and Vice President Evans for the admissions overview and indicated it was very helpful to see and understand the process.

## **6.2 Admissions Update**

Vice President for Enrollment Management Zina Evans gave a brief update on admissions, noting that applications are up by 10 percent.

## **6.3 Faculty Update**

Faculty Senate Chair and Trustee Nicole Stedman provided a brief presentation highlighting the initiatives of the Faculty Senate.

## **6.4 Student Body President Update**

Student Body President and Trustee Susan Webster provided a brief presentation highlighting the accomplishments and initiatives of Student Government, which are well-aligned with the University's top 10 initiative.

## **6.5 HireUFGators**

Vice President for Students Affairs David Parrott introduced the Director of the Career Resource Center, Dr. Heather White, who presented the HireUFGators program. This program has further advanced UF's already highly ranked job recruitment efforts and supports the Governor's jobs initiative. Dr. White then presented a marketing video regarding the HireUFGators program. UF is ranked #1 among U.S. public institutions of higher education on the Global University Employability Ranking 2016, and #8 among all U.S. universities. This ranking was determined by surveying employers to determine which universities best prepare graduates for jobs.

Provost Glover noted that items 6.6 through 6.8 were presented on the November 29, 2016 call, and asked whether any Trustee had further questions or wanted him to review the information again. The Committee was satisfied.

## **6.6 Centers/Institutes**

6.6.1 Center Name Change: Center for Women's Studies and Gender Research to Center for Gender, Sexualities and Women's Studies Research

6.6.2 Center Name Change: Center for Digital Health and Wellness (CDHW) to Center for Behavioral Economic Health Research (CBEHR)

6.6.3 New Center: (CSQUID) Center for Statistics and Quantitative Infectious Diseases

6.6.4 New Center: SHARC Center for Translational HIV Research

6.6.5 New Institute: University of Florida Engineering Leadership Institute

6.6.6 New Center: Center for Biomedical Sciences Research and Training (CBMSRT)

6.6.7 New Center: Center for Hydro-Generated Urbanism

## **6.7 Department Changes**

6.7.1 Division of Urology to become the Department of Urology in the College of Medicine-Jacksonville

## **6.8 College Name Change**

6.8.1 “Warrington College of Business Administration” to change the college name to the “Warrington College of Business”

## **7.0 New Business**

There was no new business to come before the Committee.

## **8.0 Adjourn**

After asking for any further discussion and hearing none, Committee Chair Rosenberg asked for a motion to adjourn, which was made by Trustee Thomas, and a second, which was made by Trustee Zucker. He then asked for all in favor and any opposed, and the motion was passed unanimously. The University of Florida Committee on Educational Policy and Strategic Initiatives was adjourned at 5:15 p.m. EST.



**UNIVERSITY OF FLORIDA BOARD OF TRUSTEES  
COMMITTEE ON EDUCATIONAL POLICY AND STRATEGIC INITIATIVES  
COMMITTEE ACTION ITEM EP1  
March 16, 2017**

**SUBJECT:** Tenure Upon Hire

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**BACKGROUND INFORMATION**

The Chairs and Deans have recommended to the Provost and Senior Vice President for Academic Affairs that five 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 Provost to receive tenure. Attached is a Summary of these Tenure Upon Hire cases.

**PROPOSED COMMITTEE ACTION**

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

**ADDITIONAL COMMITTEE CONSIDERATIONS**

Board of Governors’ approval is not required.

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Supporting Documentation Included: See attached [Summary \(Biographies\)](#) and [Chart](#) and see BoardVantage for Tenure Packets.

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

**Approved by the University of Florida Board of Trustees, March 17, 2017.**

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James W. Heavener, Chair

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W. Kent Fuchs, President and Corporate Secretary

**Dr. Cesar Augusto Migliorati – College of Dentistry**

**Associate Dean of Clinical Affairs and Quality and Professor of Oral Medicine**

Dr. Cesar Migliorati earned his DDS from University of Sao Paulo, Brazil in 1972, an MS in Stomatology from the University of Sao Paulo, Brazil in 1978, his MS in Oral Biology from the University of California in 1984, and his PhD from the University of Sao Paulo, Brazil in 2002. His prior institution is University of Tennessee Health Science Center. Dr. Migliorati is an internationally recognized expert in oral medicine, specifically the management of oral complications of cancer patients, persons with immunosuppression and the area of bisphosphonate induced osteonecrosis of the jaw.

**Dr. Terrell T. Baker – Institute of Food and Agricultural Sciences (IFAS)**

**Professor and Director, School of Forest Resources and Conservation**

Dr. Terrell Baker earned his B.A. in Economics from the University of the South in 1989, his M.S. in Forest Resources from Clemson University in 1994, and his Ph.D. in Forest Biology from Auburn University in 1998. His prior institution is the University of Kentucky. Dr. Baker is a PI/co-PI on grants or contracts that total approximately \$3.93 million from state, federal, county and private sources. He has authored/co-authored 26 peer-reviewed publications and he is a member of the National Society for Range Management.

**Dr. Daniel Seidel – College of Liberal Arts and Sciences**

**Professor, Department of Chemistry**

Dr. Daniel Seidel earned his Diplom from Friedrich-Schiller-Universitat Jena, Germany in 1998 and his Ph.D. from University of Texas at Austin in 2002. His prior institution is Rutgers University in New Brunswick, New Jersey. Dr. Seidel's research in the area of catalytic reaction development has earned him recognition nationally and internationally. He has received numerous awards including the Alfred P. Sloan Fellowship, the Amgen Young Investigator Award, the Carol Duisberg Memorial Prize of the German Chemical Society and the Humboldt Fellowship. The Duisberg Memorial Prize is one of the highest honors bestowed to a young chemist by the German Chemical Society.

**Dr. Christopher R. McCurdy – College of Pharmacy**

**Professor, Department of Medicinal Chemistry and Director, Translational Drug Development Core**

Dr. Christopher McCurdy earned his B.S. in Pharmacy from Ohio Northern University in 1994 and his Ph.D. in Medicinal Chemistry from The University of Georgia in 1998. His prior institution is the University of Mississippi. Dr. McCurdy has an exceptional scientific record with 98 original publications and a significant

record of research funding. He has also been awarded two patents, has six more pending and has one compound in clinical trials, as of February 2016. He is widely recognized for his work in pain treatment and addiction and was highlighted on the PBS News Hour on January 15, 2017. Dr. McCurdy has an excellent record of scientific service with his current position as President-elect of the American Association of Pharmaceutical Scientists, the largest scientific society of pharmaceutical scientist in the nation (and perhaps the world). Being elected into this organization is a testament to his national and international reputation.

**Dr. Salvatore Frasca, Jr. – College of Veterinary Medicine  
Professor, Department of Infectious Diseases and Pathology**

Dr. Salvatore Frasca earned his A.B. in Biology and Society from Cornell University in 1984, his VMD from the University of Pennsylvania in 1988, his Ph.D. in Pathology from the University of Connecticut and his Diplomate in Veterinary Anatomic Pathology from the American College of Veterinary Pathologists in 1999. His prior institution is the University of Connecticut. Dr. Frasca's research focuses on molecular characterization of atypical bacterial, fungal and protozoal infectious agents in order to understand the pathogenesis of disease in non-mammalian and aquatic animal hosts.

<b>TENURE UPON HIRE CASES</b>				
<b>March 2017</b>				
<b>Name</b>	<b>College</b>	<b>Department</b>	<b>Rank</b>	<b>Previous Institution</b>
Cesar Augusto Migliorati	Dentistry	Oral and Maxillofacial Diagnostic Sciences	Professor	University of Tennessee Health Science Center
Terrell T. Baker	IFAS	School of Forest Resources and Conservation	Professor	University of Kentucky
Daniel Seidel	Liberal Arts and Sciences	Chemistry	Professor	Rutgers University
Christopher R. McCurdy	Pharmacy	Medicinal Chemistry	Professor	University of Mississippi
Salvatore Frasca, Jr.	Veterinary Medicine	Infectious Disease and Pathology	Professor	University of Connecticut



**UNIVERSITY OF FLORIDA BOARD OF TRUSTEES  
COMMITTEE ON EDUCATIONAL POLICY AND STRATEGIC INITIATIVES  
COMMITTEE ACTION ITEM EP2  
March 16, 2017**

**SUBJECT:** University of Florida Annual Accountability Report 2015-2016

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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 2015-2016 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 for the relevant period. (This is a backward looking report.)

**PROPOSED COMMITTEE ACTION**

The Committee on Educational Policy and Strategic Initiatives is asked to approve the University of Florida Annual Accountability Report for 2015-2016 for recommendation to the Board of Trustees for approval on the Consent Agenda.

**ADDITIONAL COMMITTEE CONSIDERATIONS**

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

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

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

**Approved by the University of Florida Board of Trustees, March 17, 2017**

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James W. Heavener, Chair

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W. Kent Fuchs, President and Corporate Secretary

2015-16  
Annual Accountability Report  
UNIVERSITY OF  
FLORIDA

DRAFT



STATE UNIVERSITY SYSTEM *of* FLORIDA  
Board of Governors





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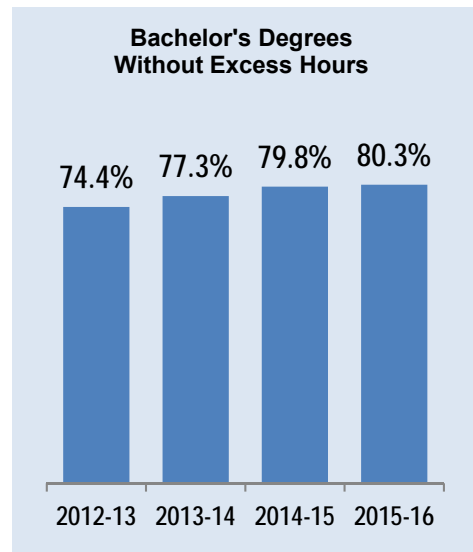
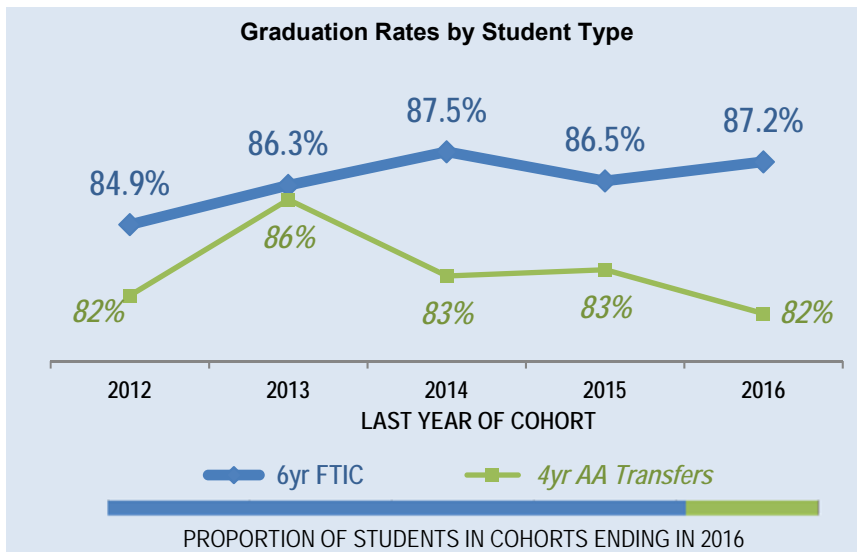
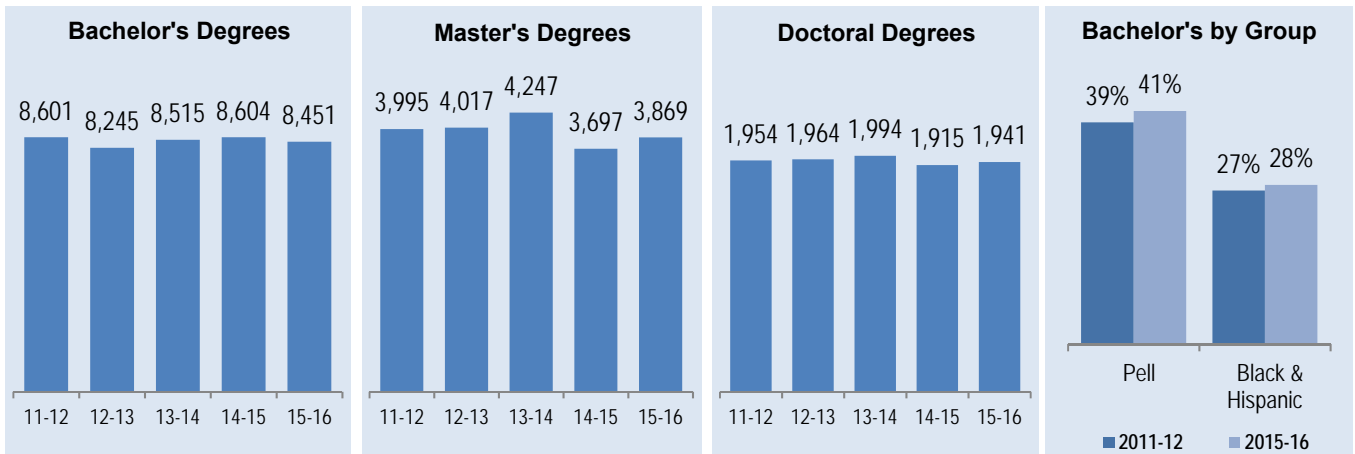
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# Dashboard

Headcount Enrollments	Fall 2015	% Total	2014-15 % Change	Degree Programs Offered			2015 Carnegie Classifications	
				Faculty (Fall 2015)	Full-Time	Part-Time		
<b>TOTAL</b>	<b>52,519</b>	<b>100%</b>	<b>4%</b>	<b>TOTAL (as of Spring 2016)</b>				
White	28,611	54%	2%	Baccalaureate	313		Basic:	Doctoral Universities: Highest Research Activity
Hispanic	8,903	17%	8%	Master's	121		Undergraduate Instructional Program:	Balanced arts & sciences/professions, high graduate
Black	3,232	6%	0%	Research Doctorate	83		Graduate Instructional Program:	Research Doctoral: Comprehensive programs, with medical/veterinary
Other	11,773	22%	6%	Professional Doctorate	10		Size and Setting:	Four-year, large, primarily nonresidential
Full-Time	43,388	83%	3%	<b>TOTAL</b>	<b>4,244</b>	<b>1,083</b>	Community Engagement:	No
Part-Time	9,131	17%	10%	Tenure & Ten. Track	2,347	115		
Undergraduate	34,002	65%	4%	Non-Tenured Faculty	1,897	968		
Graduate	16,273	31%	3%					
Unclassified	2,244	4%	12%					

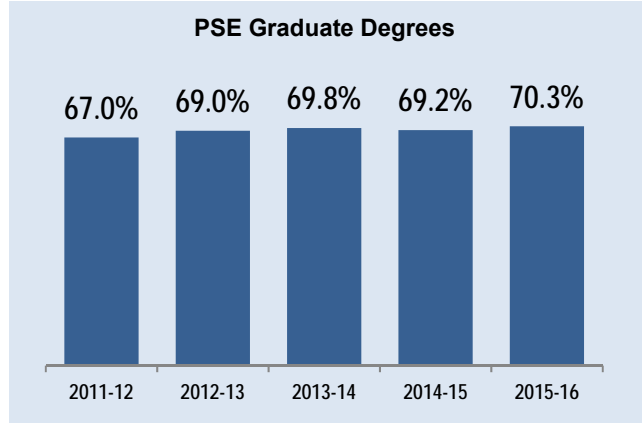
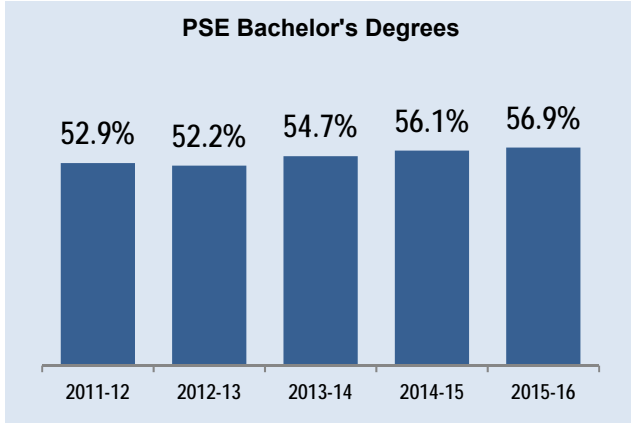
## DEGREE PRODUCTIVITY AND PROGRAM EFFICIENCY



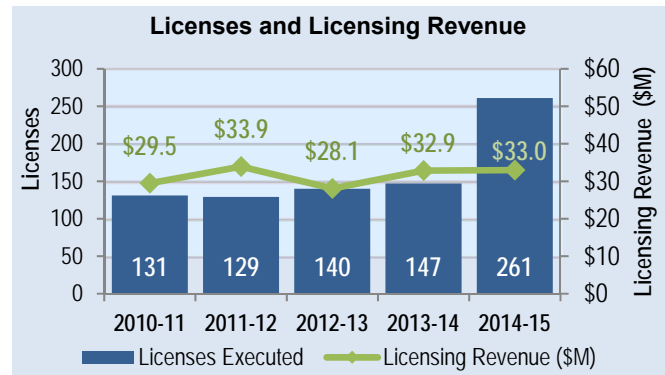
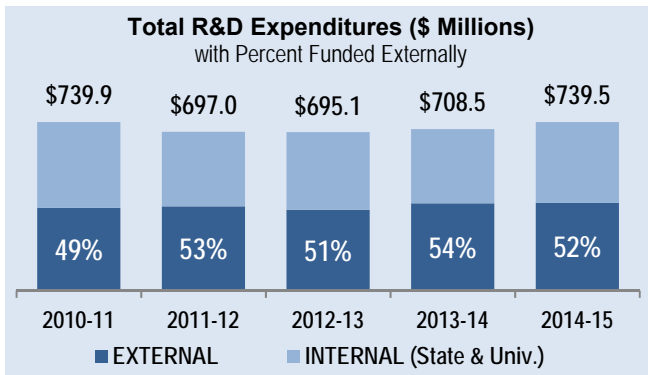


# Dashboard

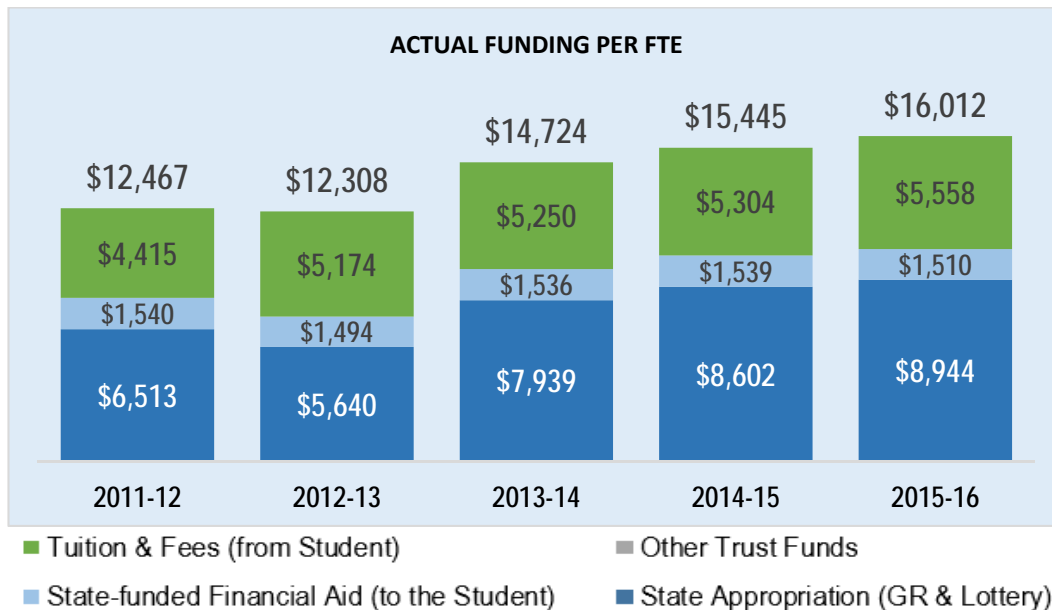
## DEGREES AWARDED IN PROGRAMS OF STRATEGIC EMPHASIS



## RESEARCH AND COMMERCIALIZATION ACTIVITY



## RESOURCES

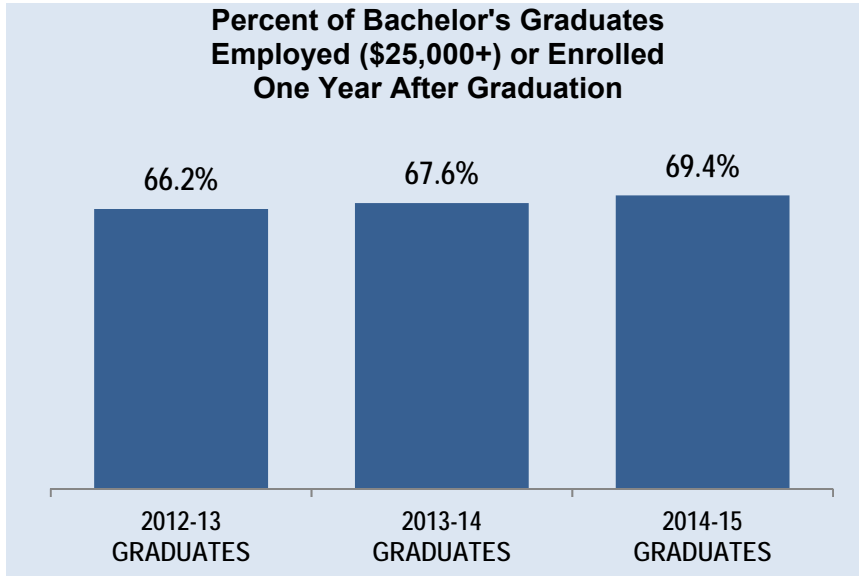


Note: Tuition and Fee revenues include tuition, tuition differential fee and E&G fees (i.e., application, late registration, and library fees/fines) based on the actual amount collected (not budget authority) by universities as reported in their Operating Budget 625 reports. Other local fees that do not support E&G activities are not included here. Please note that a portion of the Tuition & Fees is supported by federal SFA programs (ie, Pell grants). State-funded Student Financial Aid amounts include the 11 SFA programs that OSFA reports annually. State Appropriations includes General Revenues, Lottery and Other Trust funds (i.e., Federal Stimulus for 2009-10 and 2010-11 only) that are directly appropriated to the university as reported in Final Amendment Package. Student FTE are actual and based on the standard IPEDS definition of FTE (equal to 30 credit hours for undergraduates and 24 for graduates). This data does not include funds or FTE from special units (i.e., IFAS, Health-Science Centers or Medical Schools). Not adjusted for inflation.



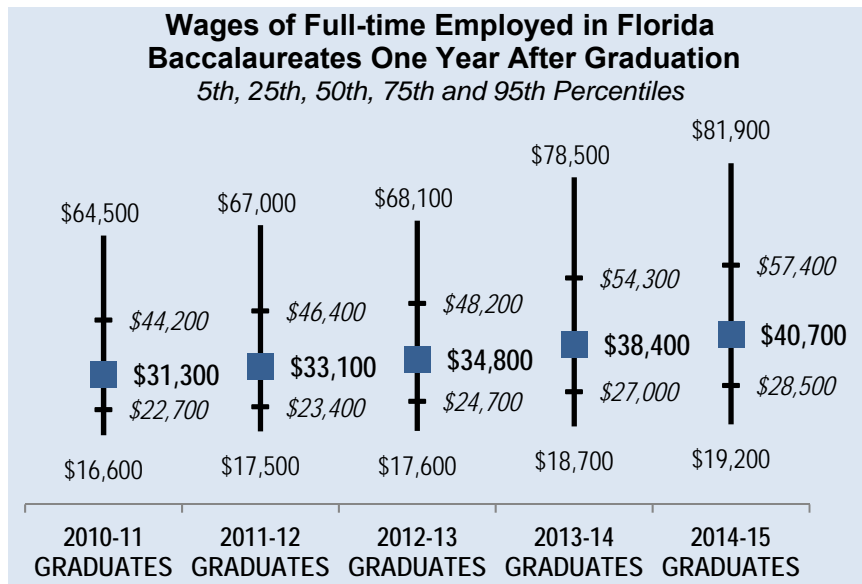
# Dashboard

## 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. (based on the National Student Clearinghouse data). 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. Board of Governors staff found 91% of the total 2014-15 graduating class.

See Table 40 within this report for additional information about this metric.



Notes: Wage data is based on 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 by the military or federal government, or those without a valid social security number. In 2014-15, these data accounted for 46% of the total graduating class. This wage data includes graduates who were employed full-time (regardless of their continuing enrollment). Wages are provided for 5th, 25th, 50th, 75th and 95th percentiles. Median wages are identified by bolded values. The interquartile range (shown in italics) represents 50% of the wage data. Wages rounded to nearest hundreds.



## Performance Based Funding Metrics

		2013-14	2014-15	CHANGE
1	Percent Employed Full-time or Continuing their Education	67.6%	69.4%	1.8%
		2013-14	2014-15	CHANGE
2	Median Wages of Bachelor's Graduates Employed Full-time in Florida	\$38,400	\$40,700	6.0%
		2011-15	2012-16	CHANGE
3	Net Tuition & Fees per 120 Credit Hours <b>[NEW]</b>	\$10,060	\$10,660	6%
		2009-15	2010-16	CHANGE
4	Six-Year Graduation Rate for First-time-in-College (FTIC) Students	86.5%	87.2%	0.7%
		2014-15	2015-16	CHANGE
5	Academic Progress Rate	94.6%	95.5%	0.9%
		2014-15	2015-16	CHANGE
6	Bachelor's Degrees Awarded within Programs of Strategic Emphasis	56.1%	56.9%	0.8%
		FALL 2014	FALL 2015	CHANGE
7	University Access Rate	31.6%	29.7%	-1.9%
		2014-15	2015-16	CHANGE
8	Graduate Degrees Awarded within Programs of Strategic Emphasis	69.2%	70.3%	1.1%
		2013	2014	CHANGE
9	<i>Board of Governors Choice Metric:</i> Number of Faculty Awards	15	21	6
		2013-14	2014-15	CHANGE
10	<i>Board of Trustees Choice Metric:</i> Licenses & Options Executed	147	261	78%



## Key Achievements (2015 -2016)

### STUDENT AWARDS/ACHIEVEMENTS

1. Daniel Aldridge and Nicholas Pasternak won Frost Scholarships to study at Oxford
2. Yevgin Sautin won a Gates Cambridge Scholarship to study at Cambridge
3. Susan Webster won a Schwarzmans Scholarship to study in China

### FACULTY AWARDS/ACHIEVEMENTS

1. Michele Manuel named as recipient of Presidential Early Career Award for Scientists & Engineers
2. Pam and Doug Soltis received the 2016 Darwin-Wallace medal from Linnean Society of London; Pam Soltis was elected to the National Academy of Sciences
3. Three UF faculty members were named AAAS Fellows

### PROGRAM AWARDS/ACHIEVEMENTS

1. The Innovation Academy graduated its first 82 students; they become IA's first alumni
2. UF was one of ten schools named in White House STEM initiative aimed at keeping students enrolled in STEM fields
3. UF named to Victory Media's 2016 Military Friendly Schools. UF was also selected as a top school by Military Advanced Education & Transition's 2016 *Guide to Colleges and Universities*

### RESEARCH AWARDS/ACHIEVEMENTS

1. UF is ranked third in the nation for executed licenses and options; 14<sup>th</sup> in invention disclosures; and 10<sup>th</sup> in patents issued
2. UF received a record \$724M in research funding in 2015-16
3. Broke ground and construction underway on the second Innovation Hub incubator building to facilitate technology transfer and new business startups

### INSTITUTIONAL AWARDS/ACHIEVEMENTS

1. UF ranked #2 on Forbes' 2016 list of Best Value Public Colleges & #3 on the magazine's overall list of best value schools nationwide
2. The Urban Green Council in NYC honored UF's Reitz Union with its EBie Award in the "Exceptional Energy Savings" category.
3. Private companies licensing technology from UF infused nearly \$2.3 billion into the state economy and accounted for the employment of more than 10,600 people. Overall, UF's economic impact on the state in FY 2014-15 was \$12.56 billion in industry output or sales revenues, \$7.83 billion in contribution to state gross domestic product, and 135,576 full-time and part-time jobs.



# Narrative

## Teaching and Learning

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

1. With the assistance of a UF Task Force, President Fuchs has developed a set of strategic goals for UF that has been endorsed by the UFBOT. See <http://president.ufl.edu/initiatives/uf-strategic-planning> UF colleges have followed suit by developing their own strategic plans and goals that align with the broad vision laid out in the document above.
2. At the request of the UFBOT, UF has established a dashboard illustrating progress in three sets of metrics: Performance Funding metrics, the “Metrics That Matter,” and the statutory Preeminence metrics.
3. Online education has made significant progress in the past year. In the recently released rankings by US News, UF ranked as follows in the Best Online Programs. (While these rankings are indicative of UF’s success in these areas, one should not attach too much importance to them since online education remains relatively new, and these rankings can be volatile.)
  - a. #1 in graduate Education (i.e. College of Education)
  - b. #5 in MBA
  - c. #19 in Bachelor’s degree programs (I.e. UF Online)
  - d. #59 in graduate Engineering
4. UF Online has moved its marketing functions in-house to boost enrollment of highly qualified applicants. Following a significant vendor transition and the launch of a spring marketing campaign, student enrollments increased by over 30%. Students enrolled in UF Online may now opt into additional student services by paying the appropriate fees. This year, partners in the Division of Student Affairs, the Academic Advising Center, and the Colleges designed and delivered the first-ever, in-person online student “preview” or orientation.
5. UF is nearly complete in renovating Newell Hall. The renovation is repurposing the building to become student study space. This follows the recent conversion of a floor of the Marston Science Library into student study space. These two projects, taken together, represent the addition of nearly 1200 “seats” of modern student study space, configured for both individual study and group study.
6. UF has also nearly completed construction of the Joseph Hernandez Chemical Biology building that will provide modern instructional laboratories for undergraduate students and research space for faculty and graduate students.
7. UF has invested substantial scholarship funds in the Levin College of Law to raise the quality of the students recruited there. In addition, a substantial investment has been made in the Wertheim College of Engineering to fund new faculty and to improve engineering education.
8. The university is focusing its attention on the student-faculty ratio as one marker of the quality and reputation of its academic programs. At 21:1, it is currently too high in comparison with all of our peer universities.



## INCREASE DEGREE PRODUCTIVITY AND PROGRAM EFFICIENCY

1. In an effort to achieve these goals, UF experimented in Summer 2016 with three pilot Student Financial Affairs (SFA) programs to increase retention and progress to degree. The initial results were so promising that the programs have been implemented for the undergraduate student body in AY 16-17:
  - a. Each semester, the registrations of hundreds of undergraduates are cancelled for non-payment of institutional charges. Many of these students are unaware of financial aid options that can assist them. SFA now reaches out to these students proactively to provide guidance and assistance.
  - b. UF processes over 1,000 formal withdrawals annually. Many students indicate that their reason for withdrawal is “financially” related. SFA reaches out to these students proactively to provide guidance and assistance.
  - c. SFA now provides “micro-grants” of \$200 to \$1,000 to students in financial crisis and who have unpaid charges. Students receiving these micro-grants must meet with an academic advisor to ensure they are on the shortest path to a degree. They are also required to complete online financial literacy training. UF has allocated \$500K from its Performance Funding allocation to test the efficacy of these three programs in AY 16-17.
2. UF has begun to institute programs to improve 4- and 6-year graduation rates. While these rates are already some of the best in the U.S. among public institutions, there is room for improvement. The following programs are underway:
  - a. SFA efforts to prevent students from “stopping out” are in place as described in (1) above.
  - b. There are groups of students that do not graduate in as timely a fashion as the general student population. A task force is examining these groups with an eye to identifying interventions to help them make better progress.
  - c. UF is designing an informational and advising campaign to align student, parent, and advisor expectations with a 4-year graduation. Beginning with Preview orientation, students and parents will discuss paths to a 4-year graduation. Students will be expected to design programs of study that can be completed in 4 years or less. Departments are being encouraged to reexamine curricula to ensure students can make speedy progress.
3. The completion of the Joseph Hernandez Chemical Biology building will relieve a campus bottleneck in chemistry laboratories and ensure that students can get these laboratories when needed to advance in their degree programs.
4. The Innovation Academy graduated its first significant cohort of 82 students who met all the requirements for the Innovation minor and became the program’s first alumni. This fall, there has been a 91% increase in applications to the Innovation Academy over last fall’s numbers.
5. The PACE program is being institutionalized as a successful program. Students admitted into this program spend their first two years as UF Online students (although they are free to take residential courses at state colleges as well as online courses). After completing 60 credits, they are eligible to transfer to the residential campus into under-enrolled majors. This is proving to be a way to maximize use of faculty resources while increasing access for students who wish to obtain a UF degree.
6. According to the latest Survey of Earned Doctorates for 2015, UF ranks #6 among all US. Universities for production of doctoral degrees and #5 for doctorates awarded to Hispanic and Latino students.

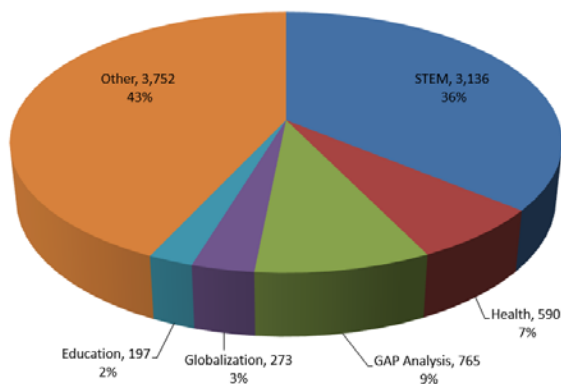




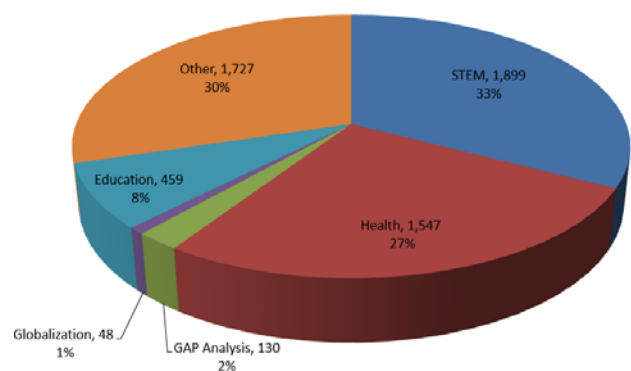
**INCREASE THE NUMBER OF DEGREES AWARDED IN S.T.E.M. AND OTHER PROGRAMS OF STRATEGIC EMPHASIS**

1. UF has begun construction of the Nexus Engineering addition that will serve to modernize engineering education on campus. In addition, the Joseph Hernandez Chemical Biology building is near completion. It provides modern facilities for undergraduate chemistry instruction.
2. Mechanical Engineering is now the largest undergraduate major on the residential campus.
3. The pie charts below show the percentage of degrees offered in STEM and other fields. The chart on the left illustrates the distribution of baccalaureate degrees, while the one on the right illustrates the distribution of graduate and professional degrees. As the pie charts illustrate, UF is a large producer of STEM degrees, both in terms of numbers of degrees produced and in the percentage of degrees produced.

University of Florida Bachelor's Degree Distribution for 2015-2016 Academic Year



University of Florida Graduate and Professional Degree Distribution for 2015-2016 Academic Year



**Scholarship, Research and Innovation**

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

1. UF is realizing substantial return on the Legislature's investment into the preeminence initiative. As of the end of September 2016, UF had hired 106 faculty members with these funds, and the quality of the hires is outstanding. At that point in time, they had won new external grants and contracts totaling \$79M. In addition, as many of them transferred to UF employment, they brought with them an additional \$43M in existing awards from their previous institutions. This ROI totals \$122M, which averages out to be more than \$1M per hire.
2. UF subscribes to Academic Analytics, a service that compiles and benchmarks the scholarly performance of faculty at research universities around the country. Scholarly performance includes the books and articles published, federal grants won, citations earned, and honors awarded. In December, we received the Academic Analytics summary reports for UF. It shows that 32 disciplines rank in the top ten nationally among all US research universities. Examples include Counselor Education, Zoology, Finance, Industrial Engineering, Pharmaceuticals, Management, and Accounting. An additional 10 disciplines rank in the 11-20 range, including Computer Science, Computer Engineering, and Geography.
3. UF wishes to facilitate the ability of researchers to find collaborators with specific expertise on the campus. Academic Analytics has built such a tool for MIT, and we are in conversation with them about porting that tool to UF. Not only would this tool enable faculty members to find other faculty



on campus with specific expertise, but it may allow external companies and industry to find specific talent on campus, as well. In addition, it would provide a better understanding of faculty collaboration on campus with graphical displays of research, grant, and publication collaborations.

4. The College of Engineering's "Wertheim Transformation, powered by a \$50M naming gift is underway with the hiring of new faculty and the construction of the Nexus Engineering Building that will facilitate the redesign of engineering education on the campus.
5. UF has initiated several strategies to achieve national prominence. One of these ideas is to act as a convener of national conferences in research areas where UF is a national leader. Planning for these conferences is underway, and two will take place in Spring 2017. The first conference will be held in Orlando and will convene national experts in Early Childhood Education. The second conference will also be held in Orlando and will focus on Tourism.
6. A second strategy is an effort to understand how UF's scholarly reputation forms across the U.S. The university's public relations unit has done extensive work to understand these dynamics, and we have a much better understanding now of the public perception of UF, what works well to influence that perception, and, equally importantly, what has little or no effect.

#### INCREASE RESEARCH AND COMMERCIALIZATION ACTIVITY

1. UF continues to develop the programs at its Innovation Hub. Construction of Phase II is well underway to provide expansion space for more developing companies. When complete, it will provide an additional 50,000 square feet adjoining the original business super-incubator at Innovation Square.
2. The College of Engineering established its first Innovation Station in Sarasota County. The UF Innovation Station Sarasota County focuses on establishing and growing partnerships with the private, academic, and public sectors in the region with the focus set clearly on growing the region's innovation economy. The Innovation Station works with Sarasota regional startups to large companies to establish an engineering talent pipeline. It connects UF technology opportunities to the Sarasota region entrepreneur and investor community with flexibility to accommodate opportunities ranging from early stage to growth. The Innovation Station also establishes access points to UF prototyping facilities and expertise for companies to grow. It works with the academic and private sectors to establish workforce development training opportunities such as coding boot camps, tech entrepreneurship training, and specialized offerings through distance education and hybrid models that serve to up-skill citizens for employment in high-tech fields. It matches regional research and technology needs with UF researcher expertise and one-of-a-kind infrastructure – resulting in short-term deliverables, focused and applied R&D, which can include company confidential or proprietary projects. The Innovation Station will also match long-term industry needs in fundamental research to UF faculty expertise, research programs, and labs.
3. The Director of the UF Office of Technology and Licensing, David Day, will retire this year, and UF is in the midst of a search for his replacement for this very important and successful enterprise.
4. UF is ranked third in the nation for licenses and options executed on technologies developed at the university level. In fiscal year 2015, the most recent statistics released by the Association of University Technology Managers, UF was in the top 20 in every single category in the survey when compared with all universities reporting to AUTM. With 261 licenses and options executed,



UF came in just behind the entire Minnesota system (268) and the University of Washington (337). That statistic includes agreements completed by UF's Office of Technology Licensing and IFAS. In addition, the survey listed UF as 14<sup>th</sup> in the number of invention disclosures received (337), 16<sup>th</sup> in patent applications files (206) and 10<sup>th</sup> in patents issued (118). UF ranked 10<sup>th</sup> in number of startups in 2014-15 with 15, and the university helped launch another 17 startups in the fiscal year that ended in June 2016.

5. In 2015, UF had active license agreements with 101 companies in Florida. UF's total royalties and fees from all companies, including Gatorade, was \$26 million. The largest industry sector for technology licensing were biological product manufacturing, pharmaceutical preparation manufacturing, and pesticide and other agrochemical manufacturing.

### INCREASE COLLABORATION AND EXTERNAL SUPPORT FOR RESEARCH ACTIVITY

1. UF is seeking a Washington DC lobbyist to assist with research and external support opportunities.
2. In FY 16, UF garnered a record \$724.3M in external research grants and contracts. \$451.3M of that sum originates from Federal awards. Research and Development Expenditures amounted to \$739.5M. This places UF at #16 for R&D expenditures among public institutions.
3. UF has instituted a "term professorship" program. Through this program, 250 faculty members are recognized and rewarded each year for their scholarly accomplishments that help propel UF onto the national stage.
4. UF is in conversation about acquiring a "collaboration tool" that would help increase collaboration among faculty and would allow external constituencies, such as industry, to identify faculty collaborators with appropriate expertise. Such a tool already exists and is in use by a couple of large research universities. By inputting a few search terms, such as "neuroscience" and "optics", the tool identifies all faculty whose work centers on those terms. It displays their interaction graphically, indicating joint grants and joint publications. This tool does not require any input from faculty. Instead, it uses publicly available information, like publications and federal awards, although the university would be able to supplement the source database with other university information, such as patents and licenses, if desired.
5. UF is in the silent phase of a \$3 billion capital campaign, a large portion of which is devoted to increasing the size, scope and quality of the research enterprise. Here are two examples of initiatives in the campaign. One example is: to dramatically increase the number of endowed professorships and chairs. These endowments are important for two reasons. They help deans and department chairs to recruit the very best faculty from around the country. Not only does a named chair carry prestige for its holder, but a portion of the earnings generated from the chair's endowment is used by the faculty member to advance the research agenda. A second example is: endowments in direct support of research initiatives housed in centers and institutes. An example of an endowed center is the Anita Zucker Center for Early Childhood Education. The underlying endowment provides funds that enable faculty to advance the research mission of the center and undertake projects such as the one described below.
6. In research areas in which UF is a national- and world-leader, the university is positioning itself as a "leader among leaders" and a "convener" of leaders. The major challenges facing society probably require the cooperative efforts of multiple great universities, foundations, government, etc. Few universities have attempted to galvanize consortia of these constituencies to cooperate in the solution of these challenges. UF is planning to do this in select areas. The first is in the



area of Early Childhood Education, and the university will host a major national symposium on the subject in February 2017. Forefront researchers from national institutions will participate, as will major national foundations interested in advancing early childhood education. The second major symposium is in the area of tourism. It will focus a little more on the southeast, but is intended, nevertheless, to draw together substantial constituencies interested in advancing the issue in a collaborative fashion.

## Community and Business Engagement

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

1. In December 2015, UF's Board of Trustees asked the university to put its campus master plan in context of the surrounding community, kicking off the strategic planning effort for UF's new Strategic Development Plan for UF and the Gainesville community. UF partnered with Boston-based firms Dumont Janks and Elkus Manfredi on the process, which began in February 2016 and included 97 interviews with community members, 114 interviews with UF stakeholders, eight public meetings and a symposium drawing on the experiences of universities and towns from Ohio State to the University of Virginia.

The plan recommends four initiatives for UF and the community to focus on when crafting the future of the university and city:

#### NEW AMERICAN CITY

Aligning the city and university could turn Gainesville into a proving ground for solutions to challenges facing cities nationwide. The plan calls for creating a joint planning group and a "Smart City Lab" to gather and analyze data to inform future decisions. It also suggests leveraging the expertise of UF researchers to address local issues and establishing an investment strategy to translate UF research and ideas into local start-ups. Finally, the plan recommends evaluating ways to establish a presence in downtown Gainesville for some of the university's programs, especially its cultural amenities.

#### PROXIMITY

To enhance collaboration and innovation, the university will concentrate future development in the eastern third of campus and coordinate with the city to encourage development between downtown and campus. Increasing density in these areas will foster interdisciplinary discovery as well as sustainable growth. The plan recommends studying transportation and parking, the best uses for existing space, facilities maintenance and growth, and ways to make Newell Drive a core connection between UF's academic core and medical center. Because living on campus supports student success, the plan also calls for re-evaluating the current student housing situation with a residential life plan that includes a strategy for the city's student housing stock.

Immediate plans to support this initiative include renovating the Plaza of the Americas and redesigning Newell Drive.

### INCREASE LEVELS OF COMMUNITY AND BUSINESS ENGAGEMENT

#### STRONG NEIGHBORHOODS

The plan recommends that the university and city collaborate to preserve historic neighborhoods, creating a diverse housing stock and improving amenities while defending them from gentrification. The



city-university collaboration would also examine the east-west corridors connecting downtown and campus. The plan also calls for improving the identity of Southwest 13<sup>th</sup> Street as a gateway to campus and the city.

### STEWARDSHIP

When the consultants studied what people like about Gainesville, outdoor spaces emerged as some of its greatest attractions. With that in mind, the plan recommends studying open space, landscaping, street and utility networks, storm water and other infrastructure, and partnering with the city on large-scale open spaces, bike-pedestrian trails and stream-corridor restoration to advance the region's ecological health and outdoor amenities.

2. UF is establishing a "branch office" in Coral Gables to better connect with prospective students, alumni, and business and industry constituents. The office will open for the first time in February 2017.

### **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.
- 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).

UF's efforts in technology transfer and startup companies bring new talent and investment dollars to the region. For example, last year, Alachua gene therapy company AGTC became the first UF startup to land a billion-dollar deal.

The College of Engineering established its first Innovation Station in Sarasota County. The UF Innovation Station Sarasota County focuses on establishing and growing partnerships with the private, academic, and public sectors in the region with the focus set clearly on growing the region's innovation economy. The Innovation Station works with Sarasota regional startups to large companies to establish an engineering talent pipeline. It connects UF technology opportunities to the Sarasota region entrepreneur and investor community with flexibility to accommodate opportunities ranging from early stage to growth. The Innovation Station also establishes access points to UF prototyping facilities and expertise for companies to grow. It works with the academic and private sectors to establish workforce development training opportunities such as coding boot camps, tech entrepreneurship training, and specialized offerings through distance education and hybrid models that serve to up-skill citizens for employment in high-tech fields. It matches regional research and technology needs with UF researcher expertise and one-of-a-kind infrastructure – resulting in short-term deliverables, focused and applied R&D, which can include company confidential or proprietary projects. The Innovation Station will also match long-term industry needs in fundamental research to UF faculty expertise, research programs, and labs.



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## Section 1 – Financial Resources

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

	2012-13 Actual	2013-14 Actual	2014-15 Actual	2015-16 Actual	2016-17 Estimates
<b>MAIN OPERATIONS</b>					
Recurring State Funds	\$278,338,117	\$325,992,708	\$365,480,734	\$356,667,088	\$369,666,109
Non-Recurring State Funds	-\$32,710,787	\$17,618,253	\$5,768,361	\$39,374,964	\$49,695,822
Tuition	\$254,750,464	\$260,713,331	\$262,730,535	\$277,150,720	\$285,246,479
Tuition Differential Fee	\$27,899,543	\$28,883,422	\$28,829,444	\$30,044,692	\$30,345,139
Misc. Fees & Fines	\$7,694,619	\$4,126,872	\$3,752,218	\$5,822,257	\$5,962,000
Other Trust Funds	\$0	\$0	\$0	\$0	\$0
<b>SUBTOTAL</b>	<b>\$535,971,956</b>	<b>\$637,334,586</b>	<b>\$666,561,292</b>	<b>\$709,059,721</b>	<b>\$740,915,549</b>
<b>HEALTH SCIENCE CENTER / MEDICAL SCHOOL</b>					
Recurring State Funds	\$94,360,878	\$107,750,528	\$109,302,486	\$110,315,306	\$112,551,136
Non-Recurring State Funds	\$0	\$1,468,994	\$1,250,000	\$1,000,000	\$1,250,000
Tuition	\$37,469,368	\$38,410,501	\$38,171,261	\$37,888,624	\$38,267,508
Tuition Differential Fee	\$0	\$0	\$0	\$0	\$0
Misc. Fees & Fines	\$0	\$0	\$0	\$0	\$0
Other Trust Funds	\$23,304,902	\$23,958,755	\$27,453,651	\$30,090,135	\$32,812,783
<b>SUBTOTAL</b>	<b>\$155,135,148</b>	<b>\$171,588,778</b>	<b>\$176,177,398</b>	<b>\$179,294,065</b>	<b>\$184,881,427</b>
<b>IFAS</b>					
Recurring State Funds	\$136,741,897	\$144,581,365	\$147,053,333	\$156,184,692	\$168,596,377
Non-Recurring State Funds	\$1,117,000	\$310,726	\$5,985,878	\$1,701,388	\$3,581,286
Tuition	\$0	\$0	\$0	\$0	\$0
Tuition Differential Fee	\$0	\$0	\$0	\$0	\$0
Misc. Fees & Fines	\$0	\$0	\$0	\$0	\$0
Other Trust Funds	\$16,526,296	\$16,906,873	\$22,567,202	\$19,011,567	\$27,748,666
<b>SUBTOTAL</b>	<b>\$154,385,193</b>	<b>\$161,798,964</b>	<b>\$175,606,413</b>	<b>\$176,897,647</b>	<b>\$199,926,329</b>
<b>TOTAL</b>	<b>\$845,492,297</b>	<b>\$970,722,328</b>	<b>\$1,018,345,103</b>	<b>\$1,065,251,433</b>	<b>\$1,125,723,305</b>

**Recurring State Funds:** include general revenue and lottery education & general (E&G) appropriations and any administered funds provided by the state, including annual adjustments of risk management insurance premiums for the estimated year. This does not include technical adjustments or transfers made by universities after the appropriation. Please note: 2013-14 revenues include the non-recurring \$300M system budget reduction. *Sources: SUS Final Amendment Packages were used for actual years; and, the latest SUS University Conference Report and various workpapers were used for the estimated year.* **Non-Recurring State 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 that include all other non-recurring budget amendments allocated later in the fiscal year.* **Note on Performance Funding:** the State investment piece of performance funding is reported in the 'Non-Recurring State Funds' and the Institutional investment piece is reported within 'Recurring State Funds'. **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.* **Phosphate/Other Trust Fund:** State appropriation for the Florida Industrial and Phosphate Research Institute at the University of South Florida (for history years through 2012-13); beginning 2013-14 the Phosphate Research Trust Fund is appropriated through Florida Polytechnic University. 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. This data is not adjusted for inflation.*



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

**TABLE 1B. University Education and General Expenditures** (Dollars in Millions)

	2011-12*	2012-13	2013-14	2014-15	2015-16
<b>MAIN OPERATIONS</b>					
Instruction/Research	\$369,229,940	\$396,457,031	\$429,082,455	\$458,586,384	\$476,983,394
Administration and Support	\$34,106,924	\$36,055,368	\$45,920,170	\$47,833,471	\$47,991,628
PO&M	\$43,591,990	\$36,757,488	\$41,605,570	\$43,782,658	\$47,069,035
Student Services	\$29,850,078	\$30,896,111	\$33,467,109	\$35,776,918	\$38,787,235
Library/Audio Visual	\$24,695,285	\$25,960,911	\$26,937,947	\$28,602,075	\$28,212,815
Other	\$23,121,289	\$16,508,484	\$15,512,894	\$16,575,789	\$17,651,082
<b>SUBTOTAL</b>	<b>\$524,595,506</b>	<b>\$542,635,393</b>	<b>\$592,526,145</b>	<b>\$631,157,295</b>	<b>\$656,695,189</b>
<b>HEALTH SCIENCE CENTER / MEDICAL SCHOOL</b>					
Instruction/Research	\$85,560,576	\$82,495,438	\$101,578,811	\$105,130,318	\$104,237,063
Administration and Support	\$9,477,654	\$13,443,683	\$15,630,894	\$15,366,859	\$14,421,051
PO&M	\$28,484,747	\$34,523,759	\$30,658,775	\$32,479,037	\$34,005,013
Library/Audio Visual	\$3,362,235	\$3,344,081	\$3,557,678	\$3,781,354	\$4,338,325
Teaching Hospital & Clinics	\$18,811,107	\$18,222,133	\$18,300,431	\$20,213,152	\$22,613,852
Student Services, and Other	\$0	\$0	\$0	\$0	\$0
<b>SUBTOTAL</b>	<b>\$145,696,319</b>	<b>\$152,029,094</b>	<b>\$169,726,589</b>	<b>\$176,970,720</b>	<b>\$179,615,304</b>
<b>IFAS</b>					
Instruction/Research	\$0	\$0	\$0	\$0	\$0
Administration and Support	\$7,185,500	\$10,856,182	\$14,928,593	\$13,725,318	\$14,735,578
PO&M	\$14,289,202	\$15,905,754	\$17,769,832	\$18,635,302	\$20,881,096
Student Services	\$0	\$0	\$0	\$0	\$0
Agricultural Extension	\$41,409,931	\$41,783,184	\$46,018,498	\$49,221,975	\$54,233,752
Institutes & Centers, Other	\$73,235,066	\$74,878,235	\$78,554,232	\$83,989,383	\$89,116,714
<b>SUBTOTAL</b>	<b>\$136,119,699</b>	<b>\$143,423,355</b>	<b>\$157,271,155</b>	<b>\$165,571,978</b>	<b>\$178,967,140</b>
<b>TOTAL</b>	<b>\$806,411,524</b>	<b>\$838,087,842</b>	<b>\$919,523,889</b>	<b>\$973,699,993</b>	<b>\$1,015,277,633</b>

The table reports actual expenditures from revenues appropriated by the legislature for each fiscal year. The expenditures are classified by Program Component (e.g., 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 (e.g., 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.

*This data is not adjusted for inflation.*  
**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. Funding per Full-Time Equivalent (FTE) Student**

	2011-12	2012-13	2013-14	2014-15	2015-16
State Appropriation <i>(GR &amp; Lottery)</i>	\$6,513	\$5,640	\$7,939	\$8,602	\$8,944
Tuition & Fees <i>(State-funded Aid)</i>	\$1,540	\$1,494	\$1,536	\$1,539	\$1,510
Tuition & Fees <i>(from Student)</i>	\$4,415	\$5,174	\$5,250	\$5,304	\$5,558
Other Trust Funds	\$0	\$0	\$0	\$0	\$0
<b>TOTAL</b>	<b>\$12,467</b>	<b>\$12,308</b>	<b>\$14,724</b>	<b>\$15,445</b>	<b>\$16,012</b>

Notes: **State Appropriations** includes General Revenues and Lottery funds that are directly appropriated to the university as reported in Final Amendment Package. This does not include appropriations for special units (e.g., IFAS, Health Science Centers, and Medical Schools). **Tuition and Fee** revenues include tuition and tuition differential fee and E&G fees (e.g., application, late registration, and library fees/fines) as reported on the from the Operating Budget 625 reports. Other local fees that do not support E&G activities are not included here (see Board of Governors Regulation 7.003). To more accurately report the full contribution from the State, this table reports the state-funded financial aid separately from the tuition and fee payments universities receive from students (which may include federal financial aid dollars). The state-funded gift aid includes grants and scholarships as reported by universities to Board during the academic year in the State University Database (SUDS). **Other Trust funds** (e.g., Federal Stimulus for 2009-10 and 2010-11 only) as reported in Final Amendment Package. **Full-time Equivalent enrollment** is based on actual FTE, not funded FTE; and, does not include Health-Science Center funds or FTE. This data is based on the standard IPEDS definition of FTE, equal to 30 credit hours for undergraduates and 24 for graduates. *This data is not adjusted for inflation.*

**TABLE 1D. Cost per Bachelor’s Degree**

	2008-12	2009-13	2010-14	2011-15	2012-16
Cost to the Institution	\$25,030	\$24,940	\$25,450	\$26,450	\$27,830
<b>[NEW]</b>					
Cost to the Student:					
Net Tuition & Fees per 120 Credit Hours	.	.	\$9,950	\$10,060	\$10,660

Notes: **Cost to the Institution** reports the Full expenditures include direct instructional, research and public service expenditures and the undergraduate portion of indirect expenditures (e.g., academic administration, academic advising, student services, libraries, university support, and Plant Operations and Maintenance). For each year, the full expenditures were divided by undergraduate fundable student credit hours to calculate the full expenditures per credit hour, and then multiplied by 30 credit hours to represent the annual undergraduate expenditures. The annual undergraduate expenditures for each of the four years was summed to provide an average undergraduate expenditures per (120 credit) degree. **Source:** State University Database System (SUDS), Expenditure Analysis: Report IV. **Net Tuition & Fees per 120 Credit Hours** represents the average tuition and fees paid, after considering gift aid (e.g., grants, scholarships, waivers), by resident undergraduate FTICs who graduate from a program that requires 120 credit hours. This data includes an approximation for the cost of books. For more information about how this metric is calculated please see the methodology document at the Board’s webpage, at: [http://www.flbog.edu/about/budget/performance\\_funding.php](http://www.flbog.edu/about/budget/performance_funding.php). *This data is not adjusted for inflation.*



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

**TABLE 1E. University Other Budget Entities** *(Dollars in Millions)*

	2011-12	2012-13	2013-14	2014-15	2015-16
<b>Auxiliary Enterprises</b>					
Revenues	\$318,156,810	\$338,263,665	\$350,669,434	\$363,467,969	\$385,810,708
Expenditures	\$333,401,920	\$332,646,864	\$351,509,888	\$357,375,543	\$362,647,171
<b>Contracts &amp; Grants</b>					
Revenues	\$1,111,573,155	\$1,146,883,041	\$1,226,545,535	\$1,414,173,370	\$1,363,463,808
Expenditures	\$1,075,100,893	\$1,092,573,367	\$1,128,761,594	\$1,199,621,679	\$1,319,847,540
<b>Local Funds</b>					
Revenues	\$566,476,137	\$562,640,244	\$557,195,480	\$578,827,647	\$594,092,745
Expenditures	\$552,152,515	\$561,772,973	\$558,286,365	\$600,663,314	\$585,992,671
<b>Faculty Practice Plans</b>					
Revenues	\$631,069,417	\$686,956,090	\$756,319,605	\$876,665,897	\$861,431,743
Expenditures	\$639,051,475	\$690,656,156	\$737,374,786	\$845,726,348	\$830,051,778

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. *This data is not adjusted for inflation.*

**TABLE 1F. Voluntary Support of Higher Education**

	2011-12	2012-13	2013-14	2014-15	2015-16
Endowment Value (\$1000s)	\$1,263,277	\$1,359,643	\$1,519,522	\$1,555,703	\$1,467,823
Gifts Received (\$1000s)	\$173,385	\$210,951	\$215,183	\$215,579	\$243,666
Percentage of Alumni Donors	13.2%	12.9%	12.3%	11.8%	10.9%

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. *This data is not adjusted for inflation.*



## Section 2 – Personnel

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

	2011	2012	2013	2014	2015
<b>Full-time Employees</b>					
Tenured Faculty	1,850	1,838	1,827	1,789	1,754
Tenure-track Faculty	669	592	546	529	593
Non-Tenure Track Faculty	1,766	1,813	1,863	1,916	1,897
Instructors Without Faculty Status	0	0	0	0	0
Graduate Assistants/Associates	0	0	0	0	0
Non-Instructional Employees	8,397	8,493	8,730	8,930	9,023
<b>FULL-TIME SUBTOTAL</b>	<b>12,682</b>	<b>12,736</b>	<b>12,966</b>	<b>13,164</b>	<b>13,267</b>
<b>Part-time Employees</b>					
Tenured Faculty	110	47	57	63	99
Tenure-track Faculty	18	16	9	12	16
Non-Tenure Track Faculty	727	778	814	864	968
Instructors Without Faculty Status	0	0	0	0	0
Graduate Assistants/Associates	4,354	4,095	3,893	3,828	3,972
Non-Instructional Employees	179	168	185	199	230
<b>PART-TIME SUBTOTAL</b>	<b>5,388</b>	<b>5,104</b>	<b>4,958</b>	<b>4,966</b>	<b>5,285</b>
<b>TOTAL</b>	<b>18,070</b>	<b>17,840</b>	<b>17,924</b>	<b>18,130</b>	<b>18,552</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 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
<b>TOTAL</b>	<b>49,785</b>	<b>50,086</b>	<b>50,095</b>	<b>50,536</b>	<b>52,519</b>
<b>UNDERGRADUATE</b>					
FTIC (Regular Admit)	25,308	25,235	25,591	25,705	26,221
FTIC (Profile Admit)	632	641	632	631	618
FCS AA Transfers	4,930	4,942	4,890	5,142	5,480
Other AA Transfers	208	227	248	285	404
Post-Baccalaureates	0	0	0	0	0
Other Undergraduates	930	993	1,014	1,018	1,279
<b>Subtotal</b>	<b>32,008</b>	<b>32,038</b>	<b>32,375</b>	<b>32,781</b>	<b>34,002</b>
<b>GRADUATE</b>					
Master's	7,228	7,461	7,204	7,114	7,618
Research Doctoral	4,594	4,476	4,348	4,229	4,296
Professional Doctoral	4,450	4,395	4,377	4,411	4,359
<i>Dentistry</i>	331	327	341	348	360
<i>Law</i>	979	959	936	945	961
<i>Medicine</i>	546	545	542	553	564
<i>Nursing Practice</i>	174	173	203	251	240
<i>Pharmacy</i>	1,674	1,572	1,537	1,456	1,376
<i>Physical Therapist</i>	166	165	178	192	205
<i>Veterinary Medicine</i>	371	402	426	439	450
<i>Other</i>	209	252	214	227	203
<b>Subtotal</b>	<b>16,272</b>	<b>16,332</b>	<b>15,929</b>	<b>15,754</b>	<b>16,273</b>
<b>UNCLASSIFIED</b>					
HS Dual Enrolled	52	57	71	149	124
Other	1,453	1,659	1,720	1,852	2,120
<b>Subtotal</b>	<b>1,505</b>	<b>1,716</b>	<b>1,791</b>	<b>2,001</b>	<b>2,244</b>

Note: This table reports the number of students enrolled at the university by student type categories. The student type for undergraduates is based on the Type of Student at Time of Most Recent Admission. The student type for graduates is based on the degree that is sought and the student CIP code. Unclassified refers to a student who has not yet been formally admitted into a degree program but is enrolled. The methodology for this table was revised at the June 2017 Data Administrator Workshop. The change improves how post-baccalaureate undergraduate students are counted.



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

**TABLE 3B. Full-Time Equivalent (FTE) Enrollment**

	2011-12	2012-13	2013-14	2014-15	2015-16
<b>RESIDENT FUNDABLE</b>					
LOWER	13,097	12,955	12,886	12,627	12,922
UPPER	17,547	17,435	17,653	17,700	17,951
MASTERS (GRAD I)	3,117	2,861	2,561	2,483	2,585
DOCTORAL (GRAD II)	5,044	4,953	4,858	4,753	4,525
<b>TOTAL</b>	<b>38,805</b>	<b>38,204</b>	<b>37,958</b>	<b>37,564</b>	<b>37,984</b>
<b>NON-RESIDENT FUNDABLE</b>					
LOWER	440	505	601	749	984
UPPER	519	549	640	777	877
MASTERS (GRAD I)	1,648	1,859	1,689	1,658	1,912
DOCTORAL (GRAD II)	2,474	2,429	2,394	2,411	2,527
<b>TOTAL</b>	<b>5,081</b>	<b>5,343</b>	<b>5,325</b>	<b>5,594</b>	<b>6,300</b>
<b>TOTAL FUNDABLE</b>					
LOWER	13,536	13,460	13,487	13,376	13,907
UPPER	18,066	17,984	18,293	18,477	18,829
MASTERS (GRAD I)	4,764	4,720	4,250	4,141	4,497
DOCTORAL (GRAD II)	7,518	7,383	7,252	7,164	7,051
<b>TOTAL</b>	<b>43,885</b>	<b>43,547</b>	<b>43,283</b>	<b>43,158</b>	<b>44,284</b>
<b>TOTAL NON-FUNDABLE</b>					
LOWER	306	312	251	230	278
UPPER	549	559	585	581	668
MASTERS (GRAD I)	1,716	1,836	2,085	2,221	2,369
DOCTORAL (GRAD II)	611	579	541	510	513
<b>TOTAL</b>	<b>3,181</b>	<b>3,286</b>	<b>3,463</b>	<b>3,542</b>	<b>3,829</b>
<b>TOTAL</b>					
LOWER	13,842	13,772	13,739	13,606	14,185
UPPER	18,615	18,543	18,878	19,058	19,497
MASTERS (GRAD I)	6,480	6,556	6,335	6,362	6,867
DOCTORAL (GRAD II)	8,129	7,962	7,794	7,674	7,564
<b>TOTAL</b>	<b>47,066</b>	<b>46,833</b>	<b>46,746</b>	<b>46,700</b>	<b>48,113</b>

Notes: Full-time Equivalent (FTE) student is a measure of instructional activity that is based on the number of credit hours that students enroll by course level. Note about Revision: This table now reports FTE based on the US definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. Courses are reported by Universities to the Board of Governors in the Student Instruction File (SIF) as either fundable or non-fundable. In general, student credit hours are considered 'fundable' if they can be applied to a degree, and the associated faculty was paid from State appropriations. Totals are actual and may not equal the 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 Instructional Method**

	2011-12	2012-13	2013-14	2014-15	2015-16
<b>TRADITIONAL</b>					
LOWER	11,752	10,810	10,176	9,877	9,630
UPPER	15,173	14,612	13,759	13,550	13,345
MASTERS (GRAD I)	5,166	4,477	4,210	4,016	4,256
DOCTORAL (GRAD II)	7,347	6,199	5,967	5,798	5,938
<b>TOTAL</b>	<b>39,437</b>	<b>36,099</b>	<b>34,112</b>	<b>33,240</b>	<b>33,168</b>
<b>HYBRID</b>					
LOWER	192	331	291	302	363
UPPER	447	160	14	17	60
MASTERS (GRAD I)	105	52	47	11	3
DOCTORAL (GRAD II)	347	434	263	269	235
<b>TOTAL</b>	<b>1,092</b>	<b>977</b>	<b>615</b>	<b>599</b>	<b>661</b>
<b>DISTANCE LEARNING</b>					
LOWER	1,898	2,631	3,271	3,427	4,192
UPPER	2,995	3,771	5,105	5,491	6,092
MASTERS (GRAD I)	1,210	2,027	2,079	2,336	2,608
DOCTORAL (GRAD II)	434	1,329	1,564	1,607	1,391
<b>TOTAL</b>	<b>6,537</b>	<b>9,757</b>	<b>12,020</b>	<b>12,861</b>	<b>14,284</b>
<b>TOTAL</b>					
LOWER	13,842	13,772	13,739	13,606	14,185
UPPER	18,615	18,543	18,878	19,058	19,497
MASTERS (GRAD I)	6,480	6,556	6,335	6,362	6,867
DOCTORAL (GRAD II)	8,129	7,962	7,794	7,674	7,564
<b>TOTAL</b>	<b>47,065</b>	<b>46,833</b>	<b>46,746</b>	<b>46,700</b>	<b>48,113</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. Note about Revision: FTE is now based on the standard national definition, which divides undergraduate credit hours by 30 and graduate credit hours by 24. This data includes all instructional activity regardless of funding category.

**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.). In the future, this table will be able to split these FTE into two subgroups: 100% DL and 80-99% DL. **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** refers to instruction that occurs primarily in the classroom. This designation is defined as 'less than 50% of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time, space or both. This designation can include activities that do not occur in a classroom (ie, labs, internships, practica, clinicals, labs, etc) - 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.

Academic year 2012-13 includes 373 traditional FTE that should have been categorized as distance learning.



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

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

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
<b>MILITARY</b>					
Unclassified	35	40	39	37	30
Undergraduate	246	234	208	222	210
Master's (GRAD 1)	268	262	255	234	240
Doctoral (GRAD 2)	53	60	57	44	41
<b>Subtotal</b>	<b>602</b>	<b>596</b>	<b>559</b>	<b>537</b>	<b>521</b>
<b>DEPENDENTS</b>					
Unclassified	3	5	6	11	7
Undergraduate	233	277	301	302	347
Master's (GRAD 1)	61	60	69	78	68
Doctoral (GRAD 2)	21	23	20	17	18
<b>Subtotal</b>	<b>318</b>	<b>365</b>	<b>396</b>	<b>408</b>	<b>440</b>
<b>NON-MILITARY</b>					
Unclassified	1,467	1,671	1,746	1,953	2,207
Undergraduate	31,529	31,527	31,866	32,257	33,445
Master's (GRAD 1)	11,513	10,825	10,582	10,512	11,014
Doctoral (GRAD 2)	4,356	5,102	4,946	4,869	4,892
<b>Subtotal</b>	<b>48,865</b>	<b>49,125</b>	<b>49,140</b>	<b>49,591</b>	<b>51,558</b>
<b>TOTAL</b>	<b>49,785</b>	<b>50,086</b>	<b>50,095</b>	<b>50,536</b>	<b>52,519</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 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Pell Grant Recipients	10,527	10,425	10,377	10,220	9,959
Percent with Pell Grant	33.2%	32.8%	32.4%	31.6%	29.7%

Note: This table reports the University's Access Rate, which is a measure of the percentage of undergraduate students 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. This metric is included in the Board of Governors Performance Based Funding Model – for more information see: [http://www.flbog.edu/about/budget/performance\\_funding.php](http://www.flbog.edu/about/budget/performance_funding.php).



## Section 4 – Undergraduate Education

**TABLE 4A. Baccalaureate Degree Program Changes in AY 2015-16**

Title of Program	Six-digit CIP Code	Degree Level	Date of UBOT Action	Starting or Ending Term	Comments
<b>New Programs</b>					
Foreign Languages and Literatures	16.0101	Bachelors	12/4/2015	2016 FALL	
Public Health	51.2201	Bachelors	12/4/2015	2016 SUMMER	
<b>Terminated Programs</b>					
Packaging Science	1.0401	Bachelors	4/1/2016	2016 SUMMER	
<b>Programs Suspended for New Enrollments</b>					
Agricultural and Food Products Processing	1.0401	Bachelors	-	2011 FALL	
Real Estate	52.1501	Bachelors	-	2011 SUMMER	
<b>New Programs Considered By University But Not Approved</b>					

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, 2015 and May 4, 2016.

**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*

	2011-12	2012-13	2013-14	2014-15	2015-16
<i>Cohort Size</i>	6,419	6,261	6,352	6,489	7,099
% Retained <i>with Any GPA</i>	96%	96%	96%	96%	96%
% Retained <i>with GPA 2.0 or higher</i>	94.0%	95.7%	95.2%	94.6%	95.5%

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 with Any GPA** 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. The 'Percent Retained with GPA Above 2.0' is also known as the 'Academic Progress Rate' and is included in the Board of Governors Performance Based Funding Model – for more information see: [http://www.flbog.edu/about/budget/performance\\_funding.php](http://www.flbog.edu/about/budget/performance_funding.php).

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

Term of Entry	2006-12	2007-13	2008-14	2009-15	2010-16
<i>Cohort Size</i>	6,590	6,375	6,334	6,253	6,344
% Graduated	86%	87%	88%	86%	87%
% Still Enrolled	2%	1%	1%	1%	1%
% Success Rate	87%	88%	89%	88%	88%

Notes: **Cohorts** are based on FTIC undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term). **Percent Graduated** reports the percent of FTICs who graduated from the same institution within six years. This metric does not include students who enrolled as part-time students (in their first year), 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. This data should match the IPEDS Graduation Rate Survey data that is due in late February.



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

**TABLE 4D. Graduation Rates for First-Time-in-College (FTIC) Students**

<b>4 – Year Rates (Full-time)</b>	<b>2008-12</b>	<b>2009-13</b>	<b>2010-14</b>	<b>2011-15</b>	<b>2012-16</b>
<i>Cohort Size</i>	6,330	6,251	6,342	6,379	6,262
Same University	68%	66%	67%	68%	67%
Other University in SUS	1%	1%	1%	1%	1%
Total from System	68%	67%	68%	69%	68%

<b>6 – Year Rates (Full- &amp; Part-time)</b>	<b>2006-12</b>	<b>2007-13</b>	<b>2008-14</b>	<b>2009-15</b>	<b>2010-16</b>
<i>Cohort Size</i>	6,737	6,491	6,391	6,264	6,361
Same University	84.9%	86.3%	87.5%	86.5%	87.2%
Other University in SUS	2%	2%	2%	2%	2%
Total from System	87%	88%	90%	89%	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). 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. **Full-time (FT) and Part-time (PT)** status refers to the credit load during the student’s first Fall semester freshmen year. The initial cohorts can be revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort. FTIC students who are enrolled in advanced graduate degree programs that do not award a Bachelor’s degree are removed from the cohorts. **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 a snapshot of 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 graduation rates for students in the cohort who graduated from the same institution.

**Other University in SUS** provides graduation rates for students in the cohort who graduated from a different State University System of Florida institution. These data do not report students in the cohort who did not graduate from the SUS, but did graduate from another institution outside the State University System of Florida.

The six-year graduation rate from the same university is included in the Board of Governors Performance Based Funding Model – for more information see: [http://www.flbog.edu/about/budget/performance\\_funding.php](http://www.flbog.edu/about/budget/performance_funding.php).



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

**TABLE 4E. Graduation Rates for AA Transfer Students from Florida College System**

<b>Two – Year Rates</b>	<b>2010-12</b>	<b>2011-13</b>	<b>2012-14</b>	<b>2013-15</b>	<b>2014-16</b>
<i>Cohort Size</i>	1,453	1,538	1,460	1,427	1,559
Same University	42%	41%	40%	40%	39%

<b>Four – Year Rates</b>	<b>2008-12</b>	<b>2009-13</b>	<b>2010-14</b>	<b>2011-15</b>	<b>2012-16</b>
<i>Cohort Size</i>	1,338	1,495	1,453	1,538	1,460
Same University	82%	86%	83%	83%	82%

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. For comparability with FTIC cohorts, AA Transfer cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term) and graduate from the same institution within two or four years.

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

<b>5 – Year Rates</b>	<b>2007-12</b>	<b>2008-13</b>	<b>2009-14</b>	<b>2010-15</b>	<b>2011-16</b>
<i>Cohort Size</i>	629	511	461	447	399
Same University	86%	89%	88%	87%	84%

Notes: Other Transfer Students includes undergraduate students that transfer into a university who are not FTICs or AA Transfers. Cohorts are based on undergraduate students who enter the institution in the Fall term (or Summer term and continue into the Fall term) and graduate from the same institution within five years.



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

**TABLE 4G. Baccalaureate Degrees Awarded**

	2011-12	2012-13	2013-14	2014-15	2015-16
First Majors	8,601	8,245	8,515	8,604	8,451
Second Majors	232	255	264	303	262
<b>TOTAL</b>	<b>8,833</b>	<b>8,500</b>	<b>8,779</b>	<b>8,907</b>	<b>8,713</b>

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 (e.g., counted twice). In these cases, both degree CIPs receive a “degree fraction” of 1.0. **Second Majors** include all dual/second majors (e.g., 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]**

	2011-12	2012-13	2013-14	2014-15	2015-16
STEM	2,917	2,904	3,117	3,178	3,136
HEALTH	658	520	552	628	590
GLOBALIZATION	209	234	257	299	273
EDUCATION	231	194	205	204	197
GAP ANALYSIS	655	585	668	690	765
<b>SUBTOTAL</b>	<b>4,670</b>	<b>4,437</b>	<b>4,799</b>	<b>4,999</b>	<b>4,961</b>
<b>PSE PERCENT OF TOTAL</b>	<b>52.9%</b>	<b>52.2%</b>	<b>54.7%</b>	<b>56.1%</b>	<b>56.9%</b>

Notes: This is a count of baccalaureate majors for specific Programs of Strategic Emphasis, as determined by the Board of Governors staff with consultation with business and industry groups and input from universities. 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**

	2011-12	2012-13	2013-14	2014-15	2015-16
<b>Non-Hispanic Black</b>					
Number of Degrees	753	665	657	627	549
Percentage of Degrees	9%	8%	8%	8%	7%
<b>Hispanic</b>					
Number of Degrees	1,439	1,450	1,555	1,628	1,668
Percentage of Degrees	18%	18%	19%	20%	21%
<b>Pell-Grant Recipients</b>					
Number of Degrees	3,282	3,283	3,528	3,547	3,433
Percentage of Degrees	39%	40%	42%	42%	41%

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**

	2011-12*	2012-13	2013-14	2014-15	2015-16
FTIC	71%	71%	74%	77%	78%
AA Transfers	77%	83%	85%	86%	86%
Other Transfers	76%	79%	86%	86%	84%
<b>TOTAL</b>	<b>72.4%</b>	<b>74.4%</b>	<b>77.3%</b>	<b>79.8%</b>	<b>80.3%</b>

Notes: This table is based on statute 1009.286 (see [link](#)), and excludes certain types of student credits (e.g., 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, credit hours up to 10 foreign language credit hours for transfer students in Florida, 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 which excludes those who previously 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. Also, 2012-13 data marked a slight methodological change in how the data is calculated. Each CIP code's required number of 'catalog hours' was switched to the officially approved hours as reported within the Board of Governors' Academic Program Inventory – instead of the catalog hours reported by the university on the HTD files.

**TABLE 4K. Undergraduate Course Offerings**

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Number of Course Sections	3,413	3,243	3,095	3,070	3,246
<b>Percentage of Undergraduate Course Sections by Class Size</b>					
Fewer than 30 Students	65%	67%	68%	69%	70%
30 to 49 Students	17%	15%	16%	15%	15%
50 to 99 Students	10%	10%	9%	9%	9%
100 or More Students	8%	7%	7%	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**

	2011-12	2012-13	2013-14	2014-15	2015-16
Faculty	63%	64%	64%	66%	68%
Adjunct Faculty	10%	10%	11%	12%	13%
Graduate Students	23%	22%	21%	18%	16%
Other Instructors	4%	4%	4%	4%	3%

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 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Ratio	21	21	21	21	21

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**

	2011	2012	2013	2014	2015
Examinees	128	186	239	188	185
First-time Pass Rate	91%	96%	92%	90%	93%
<i>National Benchmark</i>	<i>89%</i>	<i>92%</i>	<i>85%</i>	<i>85%</i>	<i>87%</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 or Continuing their Education, One Year After Graduation

	2010-11	2011-12	2012-13	2013-14	2014-15
Employed (\$25,000+) or Enrolled	<i>n/a</i>	<i>n/a</i>	66.2%	67.6%	69.4%
Employed (Full-time) or Enrolled	63%	67%	73%	74%	75%
<i>Percent Found</i>	<i>n/a</i>	86%	89%	92%	91%
<i>Number of States/Districts Searched</i>	1	36	38	39	41

Notes: **Enrolled or Employed (Earning \$25,000+)** is based on the number of recent baccalaureate graduates who are either employed, and earning at least \$25,000, or continuing their education within one year after graduation. **Enrolled or Employed Full-Time** is based on the number of recent baccalaureate graduates who are either employed full-time or continuing their education within one year after graduation. Full-time employment is based on those who earned at least as much as a full-time (40hrs a week) worker making minimum wage in Florida.

The employed data includes non-Florida data that is available from the Wage Record Interchange System 2 (known as “WRIS 2”) and Federal employee data that is available from the Federal Employment Data Exchange System (FEDES) initiative. Military employment data was collected by the Board of Governors staff from university staff. 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/jfi/fedes/>.

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

	2010-11	2011-12	2012-13	2013-14*	2014-15*
5th PERCENTILE WAGE	\$16,600	\$17,500	\$17,600	\$18,700	\$19,200
25th PERCENTILE WAGE	\$22,700	\$23,400	\$24,700	\$27,000	\$28,500
<b>MEDIAN WAGE</b>	<b>\$31,300</b>	<b>\$33,100</b>	<b>\$34,800</b>	<b>\$38,400</b>	<b>\$40,700</b>
75th PERCENTILE WAGE	\$44,200	\$46,400	\$48,200	\$54,300	\$57,400
95th PERCENTILE WAGE	\$64,500	\$67,000	\$68,100	\$78,500	\$81,900
<i>Percent Found</i>	31%	31%	34%	46%	46%
<i>Number of States/Districts Searched</i>	1	1	1	39	41

Notes: **Median Wage** data is based on annualized Unemployment Insurance (UI) wage data for those graduates who earned at least as much as 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.

Note\*: The Board approved a change to this metric that uses wage data from all states that participate in the Wage Record Interchange System 2 (known as “WRIS 2”). This methodology change applies only to the wages for 2013-14 and 2014-15 baccalaureate recipients.





## Section 5 – Graduate Education

**TABLE 5A. Graduate Degree Program Changes in AY 2015-16**

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>						
Computer and Information Sciences, General	11.0101	Research Doctorate		2015 FALL	6/18/2015	
<b>Terminated Programs</b>						
Industrial & Systems Engineering	14.2701	Engineer	12/4/2015	2016 SPRING		
<b>Programs Suspended for New Enrollments</b>						
Fire Science/Fire-fighting	43.0203	Masters	-	2012 FALL		Accepting new enrollments effective Summer 2016
German Language and Literature	16.0501	Research Doctorate	-	2008 SUMMER		
Philosophy	38.0101	Research Doctorate	-	2008 SUMMER		
<b>New Programs Considered By University But Not Approved</b>						
none						

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, 2015 and May 4, 2016.

**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**

	2011-12	2012-13	2013-14	2014-15	2015-16
First Majors	5,949	5,981	6,241	5,612	5,810
Second majors	26	0	0	1	0
<b>TOTAL</b>	<b>5,975</b>	<b>5,981</b>	<b>6,241</b>	<b>5,613</b>	<b>5,810</b>
Masters and Specialist (1st majors)	3,995	4,017	4,247	3,697	3,869
Research Doctoral (1st majors)	713	742	796	766	737
Professional Doctoral (1st majors)	1,241	1,222	1,198	1,149	1,204
<i>Dentistry</i>	<i>82</i>	<i>79</i>	<i>83</i>	<i>78</i>	<i>79</i>
<i>Law</i>	<i>334</i>	<i>361</i>	<i>304</i>	<i>308</i>	<i>323</i>
<i>Medicine</i>	<i>134</i>	<i>131</i>	<i>129</i>	<i>132</i>	<i>133</i>
<i>Nursing Practice</i>	<i>35</i>	<i>26</i>	<i>28</i>	<i>35</i>	<i>41</i>
<i>Pharmacy</i>	<i>461</i>	<i>427</i>	<i>430</i>	<i>386</i>	<i>368</i>
<i>Physical Therapist</i>	<i>55</i>	<i>54</i>	<i>55</i>	<i>50</i>	<i>65</i>
<i>Veterinary Medicine</i>	<i>84</i>	<i>86</i>	<i>98</i>	<i>101</i>	<i>111</i>
<i>Other Professional Doctorate</i>	<i>56</i>	<i>58</i>	<i>71</i>	<i>59</i>	<i>84</i>

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 some of the Professional Doctoral degrees.

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

	2011-12	2012-13	2013-14	2014-15	2015-16
STEM	1,847	1,912	2,101	1,783	1,899
HEALTH	1,508	1,562	1,528	1,456	1,547
GLOBALIZATION	64	72	52	56	48
EDUCATION	422	428	532	465	459
GAP ANALYSIS	162	152	142	124	130
<b>SUBTOTAL</b>	<b>4,003</b>	<b>4,127</b>	<b>4,355</b>	<b>3,884</b>	<b>4,083</b>
<b>PSE PERCENT OF TOTAL</b>	<b>67.0%</b>	<b>69.0%</b>	<b>69.8%</b>	<b>69.2%</b>	<b>70.3%</b>

Notes: This is a count of graduate degrees awarded within specific Areas of Strategic Emphasis, as determined by the Board of Governors staff with consultation with business and industry groups and input from universities. 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**

	2012	2013	2014	2015	2016
Examinees	306	343	283	285	282
First-time Pass Rate	90%	87%	89%	87%	77%
<i>State Benchmark</i>	81%	80%	74%	69%	66%

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

	2012	2013	2014	2015	2016 Preliminary
Examinees	138	137	137	132	139
First-time Pass Rate	99%	98%	96%	95%	95%
<i>National Benchmark</i>	96%	97%	96%	96%	96%

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

	2011-12	2012-13	2013-14	2014-15	2015-16 Preliminary
Examinees	129	133	136	191	142
First-time Pass Rate	98%	100%	98%	98%	99%
<i>National Benchmark</i>	98%	98%	97%	95%	96%

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

	2011-12	2012-13	2013-14	2014-15	2015-16 Preliminary
Examinees	124	132	138	141	154
First-time Pass Rate	100%	99%	97%	98%	99%
<i>National Benchmark</i>	97%	98%	96%	96%	97%

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

	2011-12	2012-13	2013-14	2014-15	2015-16
Examinees	82	87	97	101	110
First-time Pass Rate	95%	99%	97%	95%	98%
<i>National Benchmark</i>	96%	96%	90%	90%	95%

Note on State & National Benchmarks: Florida Bar exam pass rates are reported online by the Florida Board of Bar Examiners. Law exam data is based on Feb. and July administrations every calendar year. The State benchmark excludes non-Florida institutions. The USMLE national exam pass rates, for the MD degree from US institutions, is reported online by the National Board of Medical Examiners (NBME). The NAVLE national exam pass rate is reported online by the National Board of Veterinary Medical Examiners (NBVME).



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

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

**Pharmacy: North American Pharmacist Licensure Exam**

	2011	2012	2013	2014	2015
Examinees	280	286	274	276	273
First-time Pass Rate	97%	97%	95%	96%	95%
<i>National Benchmark</i>	94%	97%	95%	95%	93%

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

	2011	2012	2013	2014	2015
Examinees	79	80	82	80	92
First-time Pass Rate	100%	100%	100%	100%	100%
<i>National Benchmark</i>	95%	93%	93%	96%	96%

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

	2011	2012	2013	2014	2015
Examinees	87	79	81	80	79
First-time Pass Rate	99%	99%	100%	96%	99%
<i>National Benchmark</i>	95%	94%	94%	92%	92%

**Physical Therapy: National Physical Therapy Examinations**

	2009-11	2010-12	2011-13	2012-14	2013-15
Examinees	153	161	163	163	162
First-time Pass Rate	94%	92%	94%	94%	96%
<i>National Benchmark</i>	89%	89%	89%	90%	91%

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

	2011	2012	2013	2014	2015
Examinees			46	43	44
'New Graduate' Pass Rate	.	.	100%	100%	100%
<i>System Average</i>	.	.	97%	98%	100%

Note: The NAPLEX national exam pass rates are reported online by the National Association of Boards of Pharmacy. This national pass rate is for graduates from ACPE Accredited Programs. National pass rates for the National Dental Board Exam are provided by the universities. Three-year average pass rates for first-time examinees on the National Physical Therapy Examinations are reported, rather than annual averages, because of the relatively small cohort sizes. Due to changes in accreditation policy, the National Board for Certification in Occupational Therapy (NBCOT) examinations no longer report first-time pass rates. The reported pass rates are now 'New Graduates' pass rates and represent the ultimate pass rate, or the percentage of students who passed regardless of how many times the exam was taken. 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.



## Section 6 – Research and Economic Development

**TABLE 6A. Research and Development**

R&D Expenditures	2010-11	2011-12	2012-13	2013-14	2014-15
Total (S&E and non-S&E) (\$ 1,000s)	\$739,931	\$696,985	\$695,063	\$708,526	\$739,522
Federally Funded (\$ 1,000s)	\$306,349	\$305,607	\$296,199	\$289,327	\$287,230
Percent Funded From External Sources	49%	53%	51%	54%	52%
Total R&D Expenditures Per Full-Time, Tenured, Tenure-Earning Faculty Member	\$289,036	\$276,691	\$286,034	\$298,578	\$319,035
Technology Transfer	2010-11	2011-12	2012-13	2013-14	2014-15
Invention Disclosures	322	345	335	352	337
Licenses & Options Executed	131	129	140	147	261
Licensing Income Received (\$)	\$29,493,522	\$33,922,249	\$28,067,988	\$32,865,349	\$32,972,356
Number of Start-Up Companies	12	15	16	16	15
	2011	2012	2013	2014	2015
Utility Patents Issued	60	75	97	91	115
Plant Patents Issued	5	4	14	12	15

Notes: **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 (e.g., 2007 FY R&D expenditures are divided by fall 2006 faculty). **Invention Disclosures** reports the number of disclosures made to the university's Office of Technology Commercialization to evaluate new technology – as reported on the Association of University Technology Managers Annual (AUTM) annual Licensing Survey. **Licenses & Options Executed** that were executed in the year indicated for all technologies – as reported by AUTM. **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 – as reported on the AUTM survey. **Number of Start-up Companies** that were dependent upon the licensing of University technology for initiation – as reported on the Association of University Technology Managers Annual Licensing Survey. **US Patents Issued** awarded by the United States Patent and Trademark Office (USPTO) by Calendar year – does not include design or other patent types.



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

**TABLE 6B. Centers of Excellence**

Name of Center:	Regenerative Health Biotechnology	Cumulative (since inception to June 2016)	Fiscal Year 2015-16
Year Created:	2003		
<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		241	0
Value of Competitive Grants Applied For (\$)		\$109,056,439	\$0
Number of Competitive Grants Received		159	0
Value of Competitive Grants Received (\$)		\$56,881,671	\$0
Total Research Expenditures (\$)		\$59,700,399	\$478,704
Number of Publications in Refereed Journals From Center Research		202	N/A
Number of Invention Disclosures		3	N/A
Number of Licenses/Options Executed		6	N/A
Licensing Income Received (\$)		\$552,318	\$131,521
<b>Collaboration Effectiveness</b>			
<i>Only reports on relationships that include financial or in-kind support.</i>			
Collaborations with Other Postsecondary Institutions		222	6
Collaborations with Private Industry		292	5
Collaborations with K-12 Education Systems/Schools		388	10
Undergraduate and Graduate Students Supported with Center Funds		315	0
<b>Economic Development Effectiveness</b>			
Number of Start-Up companies <i>with a physical presence, or employees, in Florida</i>		4	0
Jobs Created By Start-Up Companies Associated with the Center		325	0
Specialized Industry Training and Education		709	127
Private-sector Resources Used to Support the Center's Operations		87	2



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

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

Name of Center	
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>) was created with the mission to stimulate promising research and facilitate commercialization of technologies to provide treatments and cures for human diseases, as well as create new companies and high wage jobs for Florida. The two major operations of CERHB included; 1) <i>Biotility</i>, which provides workforce credentialing services, teacher certification, curricula development, and direct industry training in technical and regulatory details unique to the biotechnology industry; and 2) <i>Florida Biologix</i>, a biopharmaceutical manufacturing and testing services facility. In November, 2015, <i>Florida Biologix</i> separated from UF with financial backing from Ampersand Capital Partners. The newly formed company recruited the majority of Florida Biologix employees (120), and the operations remain in the university-owned facility through a lease agreement. In April, 2016 Florida Biologix merged with Brammer Biopharmaceuticals to become Brammer Bio, and has since hired another 30 employees at the Alachua, Florida facility. This transaction supports the primary goals of the EDA award, i.e., promotion of innovation and competitiveness; preparing the region for growth and success; fostering entrepreneurship, innovation, and productivity; and attracting capital investments and higher skill, higher wage jobs.</p> <p><i>Biotility</i>, within the CERHB (<a href="http://biotility.research.ufl.edu">http://biotility.research.ufl.edu</a>) was established concurrently with Florida Biologix, and serves as a state resource to expand and improve workforce talent for Florida's bioscience industry. Efforts are directed to three key areas; 1) Direct industry training and certificate short-courses; 2) Secondary/postsecondary program development and support, including teacher training and certification; and 3) Development and administration of the industry-recognized Biotechnician Assistant Credentialing Exam (BACE) within Florida and nationally. With the re-defined mission of the Center to further develop and promote Florida's workforce talent, increased funding was directed to these efforts in Q3 and Q4 of the fiscal year to hire additional personnel, and to update equipment used for current instruction and training. With established short-courses, and industry workforce credentialing systems in place, the Center is transitioning to a revenue generating/self-sustaining model, earning \$131,521 during the 2015-16 fiscal year.</p> <p><u>Industry Training/Certificate Short-Courses:</u> Developed for direct workforce training (funded in part by Workforce Florida, Inc., 2006-12), courses are attended by graduate students and post-docs interested in careers outside of academia, incumbent industry employees seeking compliance training or skills updating, and individuals seeking to make a career change. Industry focus groups, a needs assessment, and surveys are periodically conducted to determine current and future needs of companies, for which additional courses are developed. Courses were offered for the first time in 2007, and over 800 students have earned one or more specialized workforce training certificates. Efforts are currently underway to transition lecture-based topics to an online format, and to offer additional specialized credentials aligned with Florida's maturing industry.</p> <p><u>Secondary/Postsecondary Programs &amp; Teacher Training:</u> Biotility and its partners (NSF funding, 2006-09) submitted a 3-year framework for a secondary industrial biotechnology program to the Florida DOE, which was approved for CTE and Science credit in December 2006. Offered in 13 schools statewide, enrollment is approximately 1000 students annually. Biotility also works directly with Project Lead the Way's secondary Biomedical program, which has 35 schools in Florida. In 2015-2016, Biotility lead the Florida Department of Education's Industrial Biotechnology framework review with industry partners and teachers, to ensure the program remains relevant to industry needs. Biotility continues to participate in curriculum development, disseminate statewide articulation opportunities, conduct teacher training and mentoring, participate on advisory boards, and assist with student recruitment. In 2015-2016, Biotility participated in 17 industrial biotechnology career-themed outreach activities with elementary and secondary schools, reaching over 1900 students. Biotility's <i>Industrial Biotechnology Teacher Experience</i> (IBTE) is the only program in the state, approved by Florida's DOE, to provide district certification for teachers of the Industrial Biotechnology courses. Additional training is offered throughout the year on industry relevant skills. <u>Biotechnician Assistant Credentialing</u></p>	



**Exam (BACE):** Florida legislation (Career and Professional Education (CAPE) act) requiring career-themed programs to provide opportunities for students to earn an industry-recognized credential, lead to the development of Biotility's Biotechnician Assistant Credentialing Exam (BACE) (Florida DOE funding, 2008-2011). The exam includes both a written and practical component, and has been vetted by BioFlorida for relevance and question accuracy. Over 1100 participants from 25 Florida high schools have earned the workforce credential. Successful completers (currently 79% passage rate) also earn articulated credit to any of Florida's postsecondary A.S. degree programs in biotechnology. Similar legislation to has been passed in other states, including Arizona, which adopted the BACE as an industry-recognized workforce credential in 2016. Efforts are underway to further disseminate the use of the BACE nationally. Biotility has partnered with BioLink members, and the "Community College Consortium for Bioscience Credentials", and is working with state industry organizations for national recognition of the Biotechnician Assistant credential.

### Regenerative Health Biotechnology -Florida Biologix

The Center of Excellence for Regenerative Health Biotechnology (CERHB) was established in 2003 through a major grant from the state of Florida to UF. It is located in Progress Corporate Park in Alachua, just north of Gainesville, FL. The mission of CERHB is to stimulate promising research and facilitate commercialization of technologies that will provide treatments and cures for human diseases, as well as create new companies and high wage jobs for Florida.

Two major operations of CERHB are **Biotility** – provides education in technical and regulatory details unique to biotechnology industry and **Florida Biologix** – state-of-the-art 23,500 sq. ft. biopharmaceutical manufacturing and testing services facility that has provided a broad range of drug development services since 2006

Florida Biologix was a University-owned and operated contract development and manufacturing organization that provided specialized, high-value biologics production services to the biopharmaceutical industry. The biopharmaceutical manufacturing and testing services operation began in 2006. The key infrastructure component is the cGMP biopharmaceutical manufacturing facility. cGMP refers to the Current Good Manufacturing Practice regulations enforced by the FDA to assure proper design, monitoring, and control of manufacturing processes and facilities used in human pharmaceuticals.

Using \$5M in state funds and a \$2M grant from the EDA, the cGMP Manufacturing facility was designed, built-out, outfitted with equipment, commissioned, and validated. Since 2003, the State of Florida and the University have invested \$14.5M into the Florida Biologix facility and operation. An additional \$9.4M was invested into ancillary programs within CERHB.

The primary focus of Florida Biologix was production, testing, and filling of cGMP compliant biopharmaceutical materials for Phase I and II human clinical trials. Florida Biologix does not provide products for Phase III trials as this requires significant expansion of manufacturing facilities

The University did not predict success for Florida Biologix without expansion to include manufacture for Phase III. The Florida Biologix operation developed to the point that it no longer fell within the primary mission of the University; neither would the University be able to make the investments that would be necessary to maintain its operations successfully into the future.

Beginning in 2010, the University actively sought to spin off Florida Biologix to the private sector, ideally finding an entity that would keep the operation within the State of Florida given the tremendous investment that has been made in the operation by the State of Florida and the University, including the EDA funds.

In November, 2015, *Florida Biologix* separated from the University with financial backing from Ampersand Capital Partners. The newly formed company recruited the majority of Florida Biologix employees (120), and the operations remain in the university-owned facility through a lease agreement with the University of Florida. In April, 2016 Florida Biologix merged with Brammer Biopharmaceuticals to become Brammer Bio, and has since hired another 30





employees at the Alachua, Florida facility. This transaction supports the primary goals of the EDA award, i.e., promotion of innovation and competitiveness; preparing the region for growth and success; fostering entrepreneurship, innovation, and productivity; and attracting capital investments and higher skill, higher wage jobs. The newly formed company remains in its current location in Alachua, executing a long-term lease of the University-owned facility. The basis of the lease agreement is an independent broker opinion of fair market value obtained by the University from Cushman & Wakefield in September of 2013. The operations remain in the university-owned facility with renovations and future expansions. Utilization of the current facility through a lease agreement with the University is also deemed to be essential by the investment group.

The privatization of Florida Biologix is of significant importance to the University of Florida. Economic development was the motivation for the substantial investment by the state, continued support from the University, and the successful efforts to secure additional resources from EDA. This transaction optimized the potential of Florida Biologix to promote innovation and competitiveness in North Central Florida. The University determined that consummating this transaction would foster entrepreneurship, innovation, and productivity, accelerate business development, attract private capital, and foster higher-skill, higher-wage jobs, to stimulate economic growth. The organizers of the company have attracted private investment using a sound business plan that involves additional development and construction that are designed to expand and sustain the facility well into the future.



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

**TABLE 6B. Centers of Excellence**

Name of Center:	FISE Energy Technology Incubator	Cumulative (since inception to June 2016)	Fiscal Year 2015-16
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		867	94*
Value of Competitive Grants Applied For (\$)		\$825,135,559	\$46,655,559*
Number of Competitive Grants Received		729	101*
Value of Competitive Grants Received (\$)		\$185,226,659	\$36,726,659*
Total Research Expenditures (\$)		\$71,200,000	\$9,000,000*
Number of Publications in Refereed Journals From Center Research		1221	92*
Number of Invention Disclosures		204	0*
Number of Licenses/Options Executed		37	5*
Licensing Income Received (\$)		\$188,460	\$1,460
<b>Collaboration Effectiveness</b>			
<i>Only reports on relationships that include financial or in-kind support.</i>			
Collaborations with Other Postsecondary Institutions		239	12*
Collaborations with Private Industry		203	23*
Collaborations with K-12 Education Systems/Schools		N/A	N/A
Undergraduate and Graduate Students Supported with Center Funds		783	94*
<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		129	0
Private-sector Resources Used to Support the Center's Operations		9	0

The Florida Institute for Sustainable Energy (FISE) created in 2007, had the vision to create a clean and sustainable energy future. In recent years, the FISE mission of fostering fundamental research on topics related to energy and to educate the public regarding energy and environmental technologies has dispersed to other core activities within the campus. The operation of the Prototype Development & Demonstration Laboratory experimental user facility was transitioned into the Major Analytical Instrumentation Center (MAIC) in 2011. The MAIC is a service center with pre-existing infrastructure to manage user facilities. The Biofuel Pilot Plant was housed at UF Agricultural and Biological Department when it was first built. It was relocated to the Stan Mayfield Biorefinery in Perry, FL when the refinery became operational to consolidate the biofuel research efforts. The Stan Mayfield Biorefinery has since ceased operations. Dr. Norton has therefore requested that the FISE be sunset effective November 2016.



**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 2016)	Fiscal Year 2015-16
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		118	0
Value of Competitive Grants Applied For (\$)		\$112,946,144	\$0
Number of Competitive Grants Received		61	0
Value of Competitive Grants Received (\$)		\$24,136,495	\$0
Total Research Expenditures (\$)		\$3,979,011.01	\$960.00
Number of Publications in Refereed Journals From Center Research		174	7
Number of Invention Disclosures		77	1
Number of Licenses/Options Executed		8	0
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		9	0
Collaborations with K-12 Education Systems/Schools		5	0
Undergraduate and Graduate Students Supported with Center Funds		55	0
<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		67	0
Specialized Industry Training and Education		5	0
Private-sector Resources Used to Support the Center's Operations		\$55.6M	\$3.8



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

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

Name of Center	Center for Nano Bio Sensors (CNBS)
Narrative Comments [Most Recent Year]: 2015-2016	
<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>- Leverage: 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 \$672,143 for CNBS researchers during FY 14-15.</li> <li>- Multidisciplinary and Interdisciplinary Teams Promoting Enabling Synergy. The CNBS structure promotes for faculty and researchers to team up to develop novel technological solutions.</li> <li>- Research Effectiveness: CNBS supported technologies are based on strong intellectual property platforms that would facilitate commercialization. Previously, a small company collaborator (NanoHygienix) developed antimicrobial coatings for reduction of infections in healthcare and assisted living facilities. Those efforts were suspended due to fiscal and other reasons. Identifying a new company collaborator is in progress. In the past, collaborative efforts 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.) was engaged to carry out the NSF-AIR suggested testing with real pathogens.</li> <li>- 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.). 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 \$55.6M in venture capital and other investments for companies associated with CNBS.</li> </ul>	



**UNIVERSITY OF FLORIDA BOARD OF TRUSTEES  
COMMITTEE ON EDUCATIONAL POLICY AND STRATEGIC INITIATIVES  
COMMITTEE ACTION ITEM EP3  
March 16, 2017**

**SUBJECT:** New Degree: Doctor of Occupational Therapy

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**BACKGROUND INFORMATION**

The proposed Doctor of Occupational Therapy degree will prepare highly qualified individuals for careers in the field of occupational therapy. This program will facilitate the students' clinical practice knowledge and skills, professional development, leadership and advocacy skills, and advanced knowledge base to inform clinical practice. The occupational therapy doctoral degree program will replace the existing master's program. The Doctor of Occupational Therapy degree was approved by the Curriculum Committee and then by the Faculty Senate at their February 16, 2017 meeting.

**PROPOSED COMMITTEE ACTION**

The Committee on Educational Policy and Strategic Initiatives is asked to approve the Doctor of Occupational Therapy, CIP Code 51.2306, in the College of Public Health and Health Professions for recommendation to the Board of Trustees for its approval on the Consent Agenda.

**ADDITIONAL COMMITTEE CONSIDERATIONS**

Board of Governors approval is required for all doctoral and professional degree programs and limited access programs only, and will be required for this new degree program.

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

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

**Approved by the University of Florida Board of Trustees, March 17, 2017**

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James W. Heavener, Chair

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W. Kent Fuchs, President and Corporate Secretary

## Board of Governors, State University System of Florida

### Request to Offer a New Degree Program

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

University of Florida  
 University Submitting Proposal  
 College of Public Health and Health Professions  
 Name of College(s) or School(s)  
 Occupational Therapy  
 Academic Specialty or Field  
 51.2306  
 Proposed CIP Code

Spring 2018  
 Proposed Implementation Term  
 Occupational Therapy  
 Name of Department(s)/ Division(s)  
 Doctor of Occupational Therapy  
 Complete Name of Degree

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

Date Approved by the University Board of Trustees \_\_\_\_\_  
 Signature of Chair, Board of Trustees \_\_\_\_\_ Date \_\_\_\_\_  
 President \_\_\_\_\_ Date 2/22/17  
 Vice President for Academic Affairs \_\_\_\_\_ Date 2-20-17

Provide headcount (HC) and full-time equivalent (FTE) student estimates of majors for Years 1 through 5. HC and FTE estimates should be identical to those in Table 1 in Appendix A. Indicate the program costs for the first and the fifth years of implementation as shown in the appropriate columns in Table 2 in Appendix A. Calculate an Educational and General (E&G) cost per FTE for Years 1 and 5 (Total E&G divided by FTE).

Implementation Timeframe	Projected Enrollment (From Table 1)		Projected Program Costs (From Table 2)				
	HC	FTE	E&G Cost per FTE	E&G Funds	Contract & Grants Funds	Auxiliary Funds	Total Cost
Year 1	46	34.5	34.5	\$934,204			\$27,078
Year 2	90	67.5					
Year 3	135	101.25					
Year 4	135	101.25					
Year 5	135	101.25	101.25	\$1417,040			\$13,995

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

## INTRODUCTION

### **I. Program Description and Relationship to System-Level Goals**

**A. Briefly describe within a few paragraphs the degree program under consideration, including (a) level; (b) emphases, including concentrations, tracks, or specializations; (c) total number of credit hours; and (d) overall purpose, including examples of employment or education opportunities that may be available to program graduates.**

a. The University of Florida College of Public Health and Health Professions, Department of Occupational Therapy, proposes to establish a professional doctoral program in occupational therapy. Upon successful completion of the program, graduates will be awarded the Doctor of Occupational Therapy Degree. The occupational therapy doctoral degree (OTD) program would replace our existing master's (MOT) program in the College of Public Health and Health Professions.

b. The OTD has no formal emphases (i.e. no concentrations, tracks, or specializations.). However, the requirements for the OTD degree provide participation in an in-depth experience in one or more of the following areas through completion of a doctoral capstone and experiential component: advanced clinical practice skills, evidence based clinical practice, clinical research skills, administration, leadership, program and policy development, advocacy, education, and/or theory development.

c. The OTD will require a minimum of 108 credits. The typical student will be enrolled full-time for 10 semesters or 3 1/3 years.

d. As health care environments increase in complexity and community based models of practice are employed, there is an increasing need for advanced practitioner preparation. Therefore, the purpose of the OTD program is to prepare highly qualified individuals for careers in the field of occupational therapy. The principal goal of the proposed program is to prepare professional level OT practitioners who are equipped to apply empirical findings in their practice, and to prepare administrators and leaders for the rapidly changing and dynamic nature of contemporary health and human services delivery systems. This program will facilitate the student's clinical practice knowledge and skills, professional development, leadership and advocacy skills, and advanced knowledge base to inform clinical practice. The OTD will provide challenging opportunities for the occupational therapist in health care practice. Examples of potential employment opportunities include direct care provider, consultant, educator, manager, leader, researcher, and advocate for the consumer.

**B. Please provide the date when the pre-proposal was presented to CAVP (Council of Academic Vice Presidents) Academic Program Coordination review group. Identify any concerns that the CAVP review group raised with the pre-proposed program and provide a brief narrative explaining how each of these concerns has been or is being addressed.**

Dr. Angel Kwolek-Folland presented the pre-proposal to CAVP on September 28, 2016. There were no formal concerns raised although there was some discussion about how many schools might be interested in OTD consideration.

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

Dr. Kate E. DeCleene Huber, University of Indianapolis Chair and OTD Program Director, initially consulted with us on October 20, 2015. This consultation focused on discussions regarding curricular design, particularly for advanced coursework. This experience assisted our faculty subsequently involved in curricular development, helping to ensure our doctoral level coursework is consistent with accreditation standards. Dr. DeCleene Huber subsequently provided a written review of our proposed curriculum as shown in Appendix D.

In addition to our consultation with Dr. DeCleene Huber, we also consulted informally with nationally recognized leaders in occupational therapy, including Dr. Heather Stagliano and Neil Harvison who serve on the Accreditation Council for Occupational Therapy Education. This consultation occurred during September 2016 and emphasized accreditation standards. This consultation influenced our decisions about curriculum sequence, and affirmed faculty qualifications and competency requirements.

Finally, several of our OT faculty attended national discussions on the OTD to ensure our program design would be consistent with evolving educational needs and best practices. The primary resources were:

The Occupational Therapy Association National Conference: April 7 - 10, 2016

Building Leadership Through the OTD Degree. Presenter: Dr. Shelly Lane, Virginia Commonwealth University. This presentation influenced the design of our leadership and mentoring courses.

Best Practice: OTD Degree Programs. Presenter: Dr. Holly Wise and Dr. Mary Hildebrand, MGH Institute of Health Professions. This presentation influenced our design of the critical doctoral experiential component and capstone requirements.

Bi-Annual Education Leadership Council Meetings: April 2-3, 2015 and October 16-17, 2015; October April 5 - 6, 2016 and October 28-29, 2016. These small and large group meetings involved OT Education Program Directors from all over the country. These discussions made us aware of national trends in education, and provided resources for topics in course content including courses in research, leadership, advocacy and interprofessional experiences.

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

The proposed OTD degree is consistent with several SUS Strategic Planning Goals, including excellence (direct), productivity (direct) and strategic priorities (direct and indirect) for a knowledge economy.

a. Excellence (strengthen quality and reputation of academic programs and universities): UF is the only SUS OT program in Florida that is nationally ranked among the top 20. Among the top ranked AAU public universities, only one other university does not offer an OTD degree. The future of exceptional education for occupational therapy at premiere universities will be at the doctoral level (consistent with the shift that is already occurring nationally at top schools), with their focus on (evidence-based) research informing practice and both general and specialized training culminating in an integrated capstone benefitting both students and the community. To maintain and improve our national ranking reflective of high quality education, the UF OT department must offer programs consistent with the top programs in the country. Offering a program with the challenge of advanced coursework and an in-depth research capstone experience will strengthen the quality of the educational program PPHP offers and strengthen the qualifications and competitiveness of our graduates for future leadership positions.

Moving to the OTD is consistent with UF's mission to be among the top ten universities in the country. UF will need to offer a clinical doctorate in OT to keep its competitive edge as a top OT school. In addition, this shift reinforces our commitment to advancing education in a critical health field, a major focus of the college, university, and state.

b. Productivity (increase degree productivity and program efficiency): The OTD degree will provide the opportunity for students to engage in research projects and leadership activities that will improve practice quality through dissemination of project findings to advance evidence-based clinical practice. It



will also provide opportunities for students to gain skills in leadership and advocacy, program and policy development, and theory development.

OTD programs available in Florida are located in private colleges and universities. Private colleges and universities continue to open new OTD programs, as illustrated in the table below, and branch campuses are being opened by out-of-state institutions to meet student demand. Students will pay twice the tuition and fees to attend these programs. We also fail to respond to the competitive marketplace if we do not have an SUS option for students to attain the highest educational level available, one of the key components of a knowledge economy demonstrated by student demand.

*Florida OTD Programs: Significant activity at private institutions; no programs available in the SUS*

University	Entry Level OTD	Post-professional OTD (no accreditation required)
University of St. Augustine	Applicant for accreditation at two sites - St. Augustine and Miami	Already offer
Nova Southeastern	Accredited - already enroll students; applying to expand to branch campus	Already offer
Gannon University	Candidate for accreditation; already enroll students	XX
Barry University	xx	Already offer
Jacksonville University	Completed Letter of Intent to ACOTE*; developing curriculum	XX
<b>no programs available in the SUS for Florida's citizens, resulting in limited and expensive options; none of the private schools in Florida are in the top tier of ranked programs</b>		

\*Accreditation Council for Occupational Therapy Education

Permission to move the UF program from the master's to the doctoral level capitalizes on efficiencies in offering a doctoral level OT option in the SUS. Given in its strategic plan the BOG has referenced the importance of maintaining excellence and capitalizing on each university's strengths as guiding principles, coupled with optimizing resources and creating efficiencies, UF is well positioned to offer the OTD consistent with these BOG principles and priorities. UF has an extensive infrastructure, and our college has a strongly supportive administrative operation to support high quality doctoral level education. Our other professional doctoral programs, physical therapy and audiology, are both highly ranked nationally, have strong faculty and sustainable curricula, and produce successful graduates who pass licensure exams at high rates. We have a demonstrated track record of excellence in scaling high quality doctoral programs - from planning through implementation and graduation.

c. Strategic Priorities (increase the number of degrees awarded in STEM and other areas of strategic emphasis): Students in the OTD program will directly impact the number of doctorally prepared students in the state who possess specialized skills to address the changing health care environment. Creating a strong doctoral option for students in the SUS can directly impact the number of students who continue their education in Florida. In addition, because the doctoral program includes a capstone experience, the organizations at which these students complete their community-based project will directly benefit. That is, unlike master's training, all students in the doctoral program will complete a capstone project in a health care setting as part of their experiential training that will provide direct benefit to that agency. For example, these projects can involve advancing clinical practice through an exchange of knowledge in evidence-based assessment and treatment; clinical program and policy development; and/or patient and profession advocacy. These are win-win partnerships, where students apply the OT expertise they have acquired while refining their skills, and UF expertise is distributed into the community to address specific local or state health care needs that include direct assessment of impact/success. Depending upon the scope of these projects, they also have the potential to indirectly benefit other Florida communities addressing similar concerns.

E. If the program is to be included in a category within the Programs of Strategic Emphasis

as described in the SUS Strategic Plan, please indicate the category and the justification for inclusion.

The Programs of Strategic Emphasis Categories:

1. Critical Workforce:
  - Education
  - Health
  - Gap Analysis
2. Economic Development:
  - Global Competitiveness
3. Science, Technology, Engineering, and Math (STEM)

Please see the Programs of Strategic Emphasis (PSE) methodology for additional explanations on program inclusion criteria at [the resource page for new program proposal](#).

All health-related disciplines under the CIP 51.0000, which includes OT, have been proposed as critical areas of workforce need in the *Methodology for Updating Programs of Strategic Emphasis In the State University System of Florida, Board of Governors 2012-2025 Strategic Plan*. "Florida will need to expand its healthcare workforce in all related occupations as the provisions of the Affordable Care Act are implemented and the state experiences a demographic transition as the Baby Boom Generation retires" (Methodology for Updating Programs of Strategic Emphasis 2012-2015, 2013). That said, regardless of whether provisions of the Act remain, the service areas of OT are expected to expand more significantly into primary care and community based systems as the population demographics continue to shift. Recent changes in health care management also place high value on patient clinical functional outcomes, the hallmark of the OT profession. We have designed a curriculum to include these expanded areas of practice and to strengthen student skills in assessment of outcomes.

Without this curriculum, Florida citizens desiring an OTD degree at a nationally top ranked program must leave the state. Although 81% of the universities ranked in the top 20 nationally offer a doctoral program (or are seeking accreditation review for an entry level OTD), there are no highly ranked OTD programs in Florida. These students face high tuition costs in their first year and would have to establish state residency outside Florida before the second year in order to qualify for resident tuition rates. In addition, Florida students attending these programs typically gain experience in multiple health care settings outside of Florida rather than in Florida (because it is common for students to be placed in fieldwork in the state in which they are completing their education). Because employment connections are commonly established during these clinical fieldwork experiences, the consequence of this is fewer UF OT students returning to Florida for employment.

For students wishing to remain in state to complete their OTD education, the only programs available in Florida are at private institutions. These students will pay two times the tuition and fees, making the degree financially untenable for some of Florida's citizens.

**F. Identify any established or planned educational sites at which the program is expected to be offered and indicate whether it will be offered only at sites other than the main campus.**

The didactic portion of the program will be offered on the University of Florida Gainesville campus. We will use a blended learning format in several courses in which students will receive lecture content on line and will participate in live class sessions that emphasize interactive discussion and hands-on activities and practice related to clinical care. During the fieldwork components, students will be placed in required clinical experiences at OT practice settings in hospitals, clinics, home care, and schools.

## **INSTITUTIONAL AND STATE LEVEL ACCOUNTABILITY**

### **II. Need and Demand**

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

We are proposing to create a sustainable OTD program in which approximately the same number of students graduate each year compared to the current MOT program. By maintaining a similar class size, we will continue to provide to the market a consistent number of new professionals, but will not appreciably affect supply and demand, a concern expressed in the GAP Analysis. However, these professionals will be better prepared for increasingly complex patient needs and for administrative advancement as practice leaders.

There are specific data to support both the need for occupational therapy and the security of employment opportunities. The State of Florida has recognized the shortage of occupational therapists by including OT as one of the professions covered by the Florida Tuition Reimbursement Law (Statute 1009.58). Long term projections for occupational therapy employment changes in the State of Florida through 2024 predict increases in employment growth of 29.5% (<http://www.projectionscentral.com/Home/Index>). Nationally, Projection Central lists this figure at 26.5%. If one combines these data with the fragility of the balance of OT's in the state suggested in the GAP analysis, a significant shortage of OT's in Florida is looming even if one does not believe it is fully realized today.

Other data on national changes in OT are consistent with the Projection Central figures and support future demand. The 2016-2017 *Federal Occupational Outlook Handbook* predicts a growth of jobs for OTs at 27% through 2024, which is "much faster than average" growth. OT programs in the SUS have very high employment placement rates (UF is 100% for the latest class), and data consistently show that the employment opportunities for OT's are growing as the shortage of OTs based on consensual data will exist into the foreseeable future. This forecasts a steady supply of applicants to our program.

The need for doctoral level training is supported by the American Occupational Therapy Association (AOTA). AOTA released a position paper stating that doctoral-level education will better prepare graduates to meet increased requirements for practice-based scholarship and research, and demonstrate professional autonomy focusing on inter-professional care, primary care, and specialized areas of practice. Further, the AOTA Board of Directors encourages the change as a benefit to consumers and society. Eighty-one percent of universities with accredited graduate OT programs have reported they will be transitioning to the OTD.

Finally, publications such as *US News and World Report* and *Money Magazine* include Occupational Therapy on their lists of the top "best jobs", "best careers" and "best graduate degrees."

- B. Demand: Describe data that support the assumption that students will enroll in the proposed program. Include descriptions of surveys or other communications with prospective students.**

Both national and local data support the expectation that students will enroll in the UF OTD program. Nationally, the shift towards doctoral education for OT students has been significant. Fourteen entry-level OTD programs are already fully accredited. Eighteen additional programs also enroll doctoral students and are in the final stage required for full accreditation. This means that 32 programs across the country already enroll OTD students. Twenty additional universities have submitted applications for OTD approval. Therefore, the rate at which universities are adding OTD programs is accelerating rapidly. Prospective and current students are already looking to our university and college for doctoral level OT education, particularly given our national standing.

The University of Florida received over 316 applications during the 2015-2016 admission cycle for 45

available seats in the master's program. The vast majority (80%) of our applicant pool as well as our enrolled students are Florida residents. Based on available workforce predictions, prospective student interest from Florida citizens, our own students' inquiries about the OTD, and our typical class composition, we anticipate strong interest from Florida residents if the OTD were made available.

Consistent with this, the number of prospective OT students inquiring about the intentions of OT programs to progress to the clinical doctorate has increased. In fact, fifty percent of our 2015 UF graduates indicated they plan to enroll in an OTD program. Nationally, 40% of students state they definitely or probably will pursue the doctoral degree (AOTA Salary and Workforce Survey). Because OTD education is becoming more prevalent across the country supported by broad student interest, it can be expected that students will choose to attend OTD programs at Florida's private universities if public alternatives are unavailable. For Florida citizens, private programs are significantly more costly in both tuition and time commitment.

- C. If substantially similar programs (generally at the four-digit CIP Code or 60 percent similar in core courses), either private or public exist in the state, identify the institution(s) and geographic location(s). Summarize the outcome(s) of communication with such programs with regard to the potential impact on their enrollment and opportunities for possible collaboration (instruction and research). In Appendix C, provide data that support the need for an additional program.**

There are no Occupational Therapy Doctoral programs in the Florida SUS. To obtain an OTD degree, Florida residents must leave the state or attend a more expensive private university (Nova Southeastern in Tampa or Gannon University in Ruskin). We propose offering a cost-effective alternative to these private options. If other SUS programs are approved, we would establish collaborative relationships with those programs just as we have done at the master's level. Currently, OT programs in the SUS coordinate continuing education and professional service opportunities through regional professional organizations. In addition, we help address Florida's OT workforce training needs by reaching out to practicing OT's. With the establishment of the doctoral program, we believe we can broaden the opportunities for Florida OT's to take advantage of our educational and research expertise. We would also be available, if desired, to serve as a resource in program design for SUS programs because our faculty serve on or consult with national OT boards and leadership councils involved in doctoral education. Finally, we collaborate with both private and public institutions offering either occupational therapy or occupational therapy assistant programs through the Florida Occupational Therapy Educational Consortium (FLOTEC). FLOTEC involves 17 different member state schools whose common goal is to develop and support appropriate fieldwork education.

The proposed OTD would replace our MOT so we do not anticipate that it will substantially affect the number of students applying to other programs. In addition, we already receive far more applications than spaces as noted in Section IIB above so there is broad interest from Florida's citizens, only a small part of which we can address. We believe this pattern will remain at the doctoral level. Overall, there is support for doctoral level education both from our own students and from nationally available data on the growth of the OTD as further described in Appendix C.

- D. Use Table 1 in Appendix A (1-A for undergraduate and 1-B for graduate) to categorize projected student headcount (HC) and Full Time Equivalent (FTE) according to primary sources. Generally undergraduate FTE will be calculated as 40 credit hours per year and graduate FTE will be calculated as 32 credit hours per year. Describe the rationale underlying enrollment projections. If students within the institution are expected to change majors to enroll in the proposed program at its inception, describe the shifts from disciplines that will likely occur.**

Because we are proposing to replace our current Master in OT program, we anticipate admitting the same number of students per cohort in the OTD (approximately 45 per class). Our projected total head count in

year 3 is 135, and we expect this enrollment to remain steady at this level in subsequent years.

Our projected FTE will begin at 34.5 with our first class of students, and rise to 101.25 in year 3. This number will remain steady as we level out our enrollment by year 3.

- E. **Indicate what steps will be taken to achieve a diverse student body in this program. If the proposed program substantially duplicates a program at FAMU or FIU, provide, (in consultation with the affected university), an analysis of how the program might have an impact upon that university's ability to attract students of races different from that which is predominant on their campus in the subject program. The university's Equal Opportunity Officer shall review this section of the proposal and then sign and date Appendix B to indicate that the analysis required by this subsection has been completed.**

Our current master of occupational therapy class is likely a reasonable approximation of the anticipated diversity of an initial doctor of occupational therapy class. The racial/ethnic background of the UF OT student body is shown below and is compared to national data on occupational therapy students. In addition to the AOTA survey data, 2014 data on the AOTA website for doctoral students indicated that nationally, 4% identify their ethnicity as Hispanic and 96% as non-Hispanic. For race, 81% of doctoral students self-identify as white, 4% as black, 9% as Asian, 0% as American Indian, and 5% as other.

Based on these data and as noted in the table below, the student population representing the current UF OT program is significantly more diverse than the student population at the national level. For example, 29.7% of the PHHP OT student body compared to 14.7% nationally represents nonwhite racial/ethnic groups.

**Diversity of UF PHHP OT Class Fall 2016 vs. National Survey Data (2014)**

Race/Ethnicity	UF PHHP OT	AOTA Salary & Workforce Survey
Black	5.6%	3.0%
Hispanic	8.3%	2.8%
American Indian/Alaskan Native	0.9%	0.3%
Asian/Hawaiian/Pacific Islander	10.2%	5.1%
White	71.3%	85.3%
Multiethnic or Not reported	3.7%	3.5%
<b>Total</b>	<b>100.0%</b>	<b>100.0%</b>

Diversity is included in the core set of college values that guides our educational activities, and this is reflected in the PHHP OT department's commitment to activities that maintain and enhance the diversity of the student body. In keeping with this core principle, the PHHP Occupational Therapy Department is forming a Diverse Admission Advisory Board, whose primary charge is to guide inclusive recruitment activities and fair admission evaluation practices. This will facilitate our ability to broaden the pool of students who are competitive for admission from groups that are traditionally underrepresented. Recruitment activities will occur at local and national conferences as well as outreach to HBCU's. In addition, our professional faculty and undergraduate advisors will participate in informational fairs that include occupational therapy in the discussion of career paths. Once students are admitted to the program, we will focus on retention through individual mentorship and student advising to foster success. In addition, we will encourage student professional development not only through completion of coursework but by facilitating participation in applied scholarship, culminating in poster presentations at state and national conferences to help begin to connect students to the profession. Formal and informal networking opportunities are also available through the state and national OT organizations. All students also have the opportunity to take advantage of Gator CareerLink (<http://www.crc.ufl.edu/students/studentGatorCareerLink.html>) and other resources offered by the nationally recognized UF Career Resource Center.

### III. Budget

- A. Use Table 2 in Appendix A to display projected costs and associated funding sources for Year 1 and Year 5 of program operation. Use Table 3 in Appendix A to show how existing Education & General funds will be shifted to support the new program in Year 1. In narrative form, summarize the contents of both tables, identifying the source of both current and new resources to be devoted to the proposed program. (Data for Year 1 and Year 5 reflect snapshots in time rather than cumulative costs.)**

The budget projected for year 1 is \$934,204 and for year 5 is \$1,417,040 through E&G funding. The fifth year budget includes total projected salaries and benefits of faculty in year 5 of \$989,527 and staff of \$238,478. The remaining components of the E&G supported budget include (a) \$88,823 in year 1 and \$124,352 in year 5 for OPS personnel, which covers preceptors/lab assistants (e.g. for cadaver labs), (b) \$25,530 in year 1 and \$35,742 in year 5 for expenses associated with marketing materials, recruitment, and fieldwork coordination; and finally, (c) Special Categories' expenses total \$26,737 in year 1 and \$28,941 in year 5, the majority of which is cadaver expense but also includes tens equipment updates, wheelchair maintenance, fieldwork database management maintenance, and recalibration costs. E&G funds from the terminated MOT program will be shifted to support the proposed doctoral program.

- B. Please explain whether the university intends to operate the program through continuing education on a cost-recovery basis, seek approval for market tuition rate, or establish differentiated graduate-level tuition. Provide a rationale for doing so and a timeline for seeking Board of Governors' approval, if appropriate. Please include the expected rate of tuition that the university plans to charge for this program and use this amount when calculating cost entries in Table 2.**

Our OTD program will be on-book and the expected cost will be 5% above the 2016 UF graduate tuition for in and out-of-state students. This equates to \$471.17 and 1195.89 per credit hour for tuition (excluding fees), respectively.

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

We plan to sunset our entry level master of occupational therapy program after all students have graduated and after approval of the doctorate of occupational therapy program. Faculty effort will be reallocated from the MOT to the professional doctorate; we do not expect any appreciable negative effect because the MOT is being closed and delivery of the MOT has been housed within PHHP, the same college requesting the OTD.

Undergraduate students who have traditionally applied to our pre-occupational therapy track in the PHHP bachelor of health science program will instead be able to apply to our health science track in the BHS program. The OT department faculty will continue to offer courses in the BHS program, which includes classes associated with the BHS Honors Program. Therefore, undergraduates will still have the

opportunity to work with our faculty and complete the bachelor of health science degree as well as broaden their undergraduate training. In addition, we anticipate that undergraduates will indirectly benefit from doctoral students and the resources associated with having a doctoral program available to them (e.g., more invited guest speakers and mentors).

**D. Describe other potential impacts on related programs or departments (e.g., increased need for general education or common prerequisite courses, or increased need for required or elective courses outside of the proposed major).**

The undergraduate level prerequisite courses required for the master's program are still relevant for the doctoral program given students will be eligible to apply to the program after acquiring their bachelor's degree. This means the undergraduate programs offering prerequisite courses will not be affected by the change. We do not anticipate negatively impacting other programs or departments as the professional doctorate is fairly specialized in its curriculum, all of which will be delivered by PHHP faculty.

**E. Describe what steps have been taken to obtain information regarding resources (financial and in-kind) available outside the institution (businesses, industrial organizations, governmental entities, etc.). Describe the external resources that appear to be available to support the proposed program.**

Because we offer the MOT and plan to reallocate those resources to the doctoral program, we have a strong base of support already in place. As part of ongoing support, the OT department receives scholarship support for its students through a number of endowed funds, including the Alice C. Jantzen Fellowship, the Margaret Clare Shoemyen Graduate Fund, the Judie Pink-Goldin Occupational Therapy Scholarship, the Kay Walker Fund, the Jan Z. Olsen OT Student Enhancement Fund, and the Trish Buescher Nelson Hands to Love Scholarship. In addition, the college has a number of scholarships and awards (typically \$1000 each) that are given annually and are supported through ongoing contributions from organizations outside the college (e.g. UF Health Shands Auxiliary; Shands Board of Directors scholarship, etc.). Traditionally, OT students have been very competitive for these awards.

In addition to scholarship support, the OTD program benefits from strong relationships with our OT advisory boards (comprised of leaders representing both academic and practice communities) and the primary national organizations (AOTA, ACOTE), all of whom have been key resources in curricular design as it relates to changing practice needs and who will continue to be key resources over time as we strive to maintain accreditation and be nationally recognized as a top ten program of excellence. Five of our OT faculty members also have external grant support (with salary offsets) that provides exceptional opportunities for student research exposure. This funding primarily comes from federal agencies (NSF, DOD, VA) and therefore provides the opportunity for applied research opportunities relevant to the development and execution of capstone projects required in the doctoral program.

Finally, we have clinical affiliation contracts with over 300 health care sites that provide in kind support for our students' clinical training. The on-site fieldwork supervisors do not receive any monetary compensation for supervising student practica and internships. These organizational contract sites are between the OT department and the fieldwork site so are available to us for the placement of doctoral students. These sites will directly support the critical clinical training components of the doctoral program.

**IV. Projected Benefit of the Program to the University, Local Community, and State**

**Use information from Tables 1 and 2 in Appendix A, and the supporting narrative for "Need and Demand" to prepare a concise statement that describes the projected benefit to the university, local community, and the state if the program is implemented. The projected**

**benefits can be both quantitative and qualitative in nature, but there needs to be a clear distinction made between the two in the narrative.**

**Quantitative:** OTD programs in the state of Florida are located in private colleges and universities. Students will pay two times the tuition and fees to attend these programs. We propose a high quality education at a lower cost, as illustrated in the table below. There has been longstanding concern in academia that high cost prohibits some potential students from applying to programs for which they would otherwise qualify. Affordable education, even at the professional level, is consistent with the longstanding commitment of the Board of Governors and the State University System to support access to educational opportunities.

*Tuition and Fees Comparison for Florida OTD Programs*

<i>University</i>	<i>Total In State Tuition and Fees Proposed or Actual</i>
University of Florida	\$60,180 (proposed based on 5% above 2016 graduate tuition and fees for Florida residents)
NOVA Southeastern	\$128,980 (actual based on 2016-17 cost at \$31,200 per year assuming no tuition increase)
Gannon University	\$120,760 (actual based on 2016-17 cost at \$15,980 per term assuming no tuition increase)

**Qualitative:** The University of Florida is the only SUS OT program in Florida that is nationally ranked among the top 20. Of the top ranked AAU public universities, only one other university (besides UF) does not offer an OTD degree. Moving to the OTD is consistent with UF's mission to be among the top ten universities in the country, which enhances the reputation of the university and brings visibility to the state.

Given the movement toward doctoral education among the top 20 schools, the next generation of leaders will come from those with the highest level degree obtained, the doctorate. UF will attract top students who can contribute to this next generation of OT leaders if we are competitively positioned to educate students at the doctoral level.

UF should also offer a clinical doctorate degree in OT to keep its competitive edge as well as to show its commitment to advancing education at the highest level and in keeping with current educational trends of the nation and the profession.

Offering a challenging program will provide a high quality education and the opportunity for students to engage in research and leadership activities that will improve practice quality nationally. The required experiential components and capstone projects also directly benefit Florida. Students in the OTD program will predominantly be placed in health care settings in Florida to complete their experiential experience. During this experience they will be engaged in a project of benefit to the community agency or health care business that will advance clinical practice through an exchange of knowledge in evidence based practice, clinical program and policy development, and/or patient and profession advocacy.

**V. Access and Articulation – Bachelor’s Degrees Only**

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

NA

- B. List program prerequisites and provide assurance that they are the same as the approved common prerequisites for other such degree programs within the SUS (see link to the Common Prerequisite Manual on [the resource page for new program proposal](#)). The**



courses in the Common Prerequisite Counseling Manual are intended to be those that are required of both native and transfer students prior to entrance to the major program, not simply lower-level courses that are required prior to graduation. The common prerequisites and substitute courses are mandatory for all institution programs listed, and must be approved by the Articulation Coordinating Committee (ACC). This requirement includes those programs designated as "limited access."

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

NA

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

NA

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

NA

## INSTITUTIONAL READINESS

### VI. Related Institutional Mission and Strength

- A. Describe how the goals of the proposed program relate to the institutional mission statement as contained in the SUS Strategic Plan and the University Strategic Plan (see link to the SUS Strategic Plan on [the resource page for new program proposal](#)).

The SUS Strategic Plan identified health careers for strategic emphasis. The UF mission has as its distinguishing characteristics research, scholarship, artistic creation, and post-baccalaureate training in the arts and sciences and in the professions. Seeking the OTD is consistent with this mission as a critical health profession and with UF's strategic plan to become a pre-eminent university.

As the only nationally ranked OT program in the state (#8 compared to public AAU universities and #17 overall), the UF OT program should offer training reflective of state and national trends at a premiere level, consistent with UF's goal to be top ten.

We propose to sunset the Master's in Occupational Therapy (MOT) and replace it with a professional doctorate (OTD) degree. There are currently no entry-level OTD programs in the Florida SUS. All of Florida's private universities offering an OT curriculum have established or are developing the OTD at significant cost to the student.

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

As a research one institution, UF has a strong reputation in the health sciences. Our college has an exceptional research portfolio (second only to the UF College of Medicine), including eight centers/institutes spanning pediatrics, adult, and elderly functioning. One of our institutes – the Institute for Mobility, Activity, and Participation - is housed in our occupational therapy department and focuses on mobility with multiple populations (e.g. those with Parkinson’s, traumatic brain injury, seizure disorders, PTSD, etc.). This institute has multiple cross-disciplinary, cross-country partnerships. In general, our faculty are well positioned to offer research expertise across the lifespan and to infuse contemporary clinical expertise into the evolving curricular content. Similarly, our academic programs are highly ranked nationally. Our current occupational therapy program is ranked among the top 20, and we have a strong track record of graduating successful students. Our licensure exam pass rate is consistently above the national average (e.g. 100% this past year). We have an academically strong pre-professional student body from our PHHP BHS program and from other UF majors that comprise an exceptional feeder system for the OTD. The UF library systems are comprehensive and offer both depth and breadth in support of doctoral level learning. Our positive relationship with Shands OT’s and the overall Shands health care system in both acute care and rehabilitation provides instructional and clinical training opportunities as noted below. Overall, we have a broad and comprehensive infrastructure to move seamlessly to the OTD.

- The OT Department is located in a large academic Health Science Center
  - offers significant exposure to a broad range of contemporary health care issues relevant to complex practice
  - has 5 inpatient and outpatient clinics in which to offer specialty experiential training required of doctoral education and availability of patients and administrators for in class “real world” discussions of health care system challenges, treatments, and recovery
- The College (PHHP) has experience designing doctoral curricula that serve a wide variety of clinically focused doctoral students.

**C. Provide a narrative of the planning process leading up to submission of this proposal. Include a chronology in table format of the activities, listing both university personnel directly involved and external individuals who participated in planning. Provide a timetable of events necessary for the implementation of the proposed program.**

In 2014, the Department of Occupational Therapy began exploration of interest in seeking approval for a professional doctorate in occupational therapy. Multiple faculty participated in internal and external conversations regarding the development of an OTD program. A final pre-proposal was submitted in August 2016 and approved on September 28, 2016.

All faculty of the department were actively involved in the planning process led by the Director of Professional Programs and the Academic Fieldwork Coordinator. All have attended workshops at national and state conferences, consulted with faculty from OTD programs at other universities, and consulted with staff from the American Council for OT Education (ACOTE). In addition to items specifically noted below, general planning for the program has taken place during faculty retreats specifically designated for that purpose and during monthly faculty meetings.

**Planning Process**

<b>Date</b>	<b>Participants</b>	<b>Planning Activity</b>
April 23, 2014	OT Department Faculty, Director of Professional Programs (Dr. Joanne Foss), Executive Associate Dean (Dr. Stephanie Hanson), Associate Provost (Dr. Angel Kwolek-Folland)	Initial conversation among department, college, and provost’s office about the possibility of considering an OTD degree at UF

April 30, 2014	OT Department Faculty, Director of Professional Programs, Academic Fieldwork Coordinator and Department Chair	Discussion of the AOTA Board of Directors proposal for the OTD degree
May 2, 2014	OT Department Faculty OTD Task Force, Department Chair and PHHP Dean	Determination of the feasibility and structure for an OTD degree
May 19, 2014	OT Department Faculty, Director of Professional Programs and Academic Fieldwork Coordinator	Discussion of curriculum design principles and learning objectives
June 13, 2014	Director of Professional Programs and Academic Fieldwork Coordinator	Review of ACOTE OTD standards
November 2014	Faculty Task Force Meetings	Discussion of course design related to specific content areas
March 20, 2015	Dr. Hanson to Dr. Kwolek-Folland	Initial submission of pre-proposal, which was tabled for additional discussion
May 6, 2015	Dr. Kwolek-Folland to Dr. Hanson	Informed that in late April, BOG staff note OTD requests placed on hold to await state wide committee report
June 4, 2015	OT Department faculty, Director of Professional Programs and Academic Fieldwork Coordinator	Continue internal discussions pending outcome of state report; individual course, competency requirements, and capstone planning are topics of discussion
May 2015	Dr. Hanson and Dr. Foss to Dr. Kwolek-Folland	Summarization of national and internal information on OTD; continue hold on pre-proposal submission
August 29, 2016	Dr. Hanson to Dr. Kwolek-Folland	After clearance by provost's office, updated version of OTD pre-proposal draft submitted for review by provost's office and for subsequent presentation to CAVP
September 2016	OT Department faculty	Meetings to review and reach consensus on course sequence
September 28, 2016	Dr. Kwolek-Folland to Dr. Hanson	Notification of pre-proposal approval
October 10, 2016	OT Department faculty, Director of Professional Programs and Academic Fieldwork Coordinator	Discussion of learning objectives and capstone requirement ; design of new course syllabi initiated
October - November 14, 2016	Dr. Foss, Dr. Hanson, Ms. Andrea Burne (Asst Dean for Finance and Human Resources)	Finalization of proposal, courses, and budget

#### Events Leading to Implementation

Date	Implementation Activity
November 2016	1. Submit proposal and courses to PHHP Curriculum Committee for review and approval
December 2016	2. Submit proposal to University Curriculum Committee for review and approval; Submit courses to Graduate Curriculum Committee for review and approval
January-February, 2017	3. Submit proposal to University Faculty Senate for review and approval
March 2017	4. Submit proposal to Board of Trustees for review and approval
June 2017	5. Submit proposal to Board of Governors for review, approval and inclusion in degree inventory

July 1, 2017	6. Submit to ACOTE Letter of Intent and Letter of Intent Data Form
August, 2017	7. Submit to ACOTE OT Doctoral Degree Level Candidacy Application
December, 2017	8. ACOTE Initial Review
November, 2017	9. Revise OTCAS application; revise marketing materials and department website
January, 2018	10. Review applications and admit students
January -August, 2018	11. Organize first year class schedule, confirm faculty and mentoring assignments
August, 2018	12. Enroll first class of OTD students
August 21, 2018	13. Organize and conduct program orientation
November, 2019	14. Submit to ACOTE Report of Self Study
Fall, 2020	15. ACOTE On-Site Visit

## VII. Program Quality Indicators - Reviews and Accreditation

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

ACOTE: Entry-level programs in Occupational Therapy are accredited by the Accreditation Council for Occupational Therapy Education (ACOTE). The Master in Occupational Therapy (MOT) degree program received full re-accreditation in 2011 for 10 years with one concern. The site team found the organization of two course syllabi confusing. This concern was addressed via course revisions reflected in modified course syllabi, which ACOTE accepted. The program is scheduled to undergo re-accreditation in 2021. ACOTE reviews entry level OTD programs for accreditation as well. As noted in the table above, both a self study and formal review of the OTD curriculum will be required prior to enrolling OTD students.

CEPH: The College and its programs are accredited by the Council on Education for Public Health. The Council on Education for Public Health, or CEPH, is an independent agency recognized by the U.S. Department of Education to accredit schools of public health and public health programs. The college received full re-accreditation this past year without any contingencies or issues to address.

## VIII. Curriculum

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

Graduates of the University of Florida Doctor of Occupational Therapy Program must:

1. Demonstrate a thorough knowledge of the translation of research to clinical practice, contribute to the latest research and knowledge bases that support practice and contribute to the growth and dissemination of research and knowledge.
2. Relate occupational therapy theory and evidence-based research to practice, and demonstrate advanced synthesis theory and practice through a culminating project.
3. Achieve entry-level clinical competence through a combination of academic and fieldwork education.
4. Demonstrate an in depth knowledge of service management principles and the government, and economic, social and political issues that affect health care and clinical practice.
5. Demonstrate active involvement in professional development, leadership and advocacy.

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

Admission Standards: Applicants must have a Bachelor's degree from a regionally accredited university, a combined score of 300 on the Graduate Record Exam (GRE) and a minimum 3.0 overall and prerequisite

GPA. Applicants must complete all prerequisite course requirements. Applicants must have observed a professional level (OTR) occupational therapist in 2 distinctly different practice environments for a total of 30 hours.

Graduation Requirements: Students must complete 108 credit hours and maintain a 3.0 GPA. Students must meet all OTD course requirements. Students must receive a passing grade in all courses. Students must demonstrate appropriate professional behavior throughout the program (e.g. in coursework, during experiential components, etc.) as determined by the faculty, clinical supervisors, and fieldwork supervisors.

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

The OTD program requires 108 credit hours. Although all courses are required, students have input into their clinical fieldwork placements and selection of their capstone project. The breakdown of credits is provided in the table below.

OTD Degree Requirements	Program Credits
Core Courses	63
Required Fieldwork	17
Research Credits	18
Professional Development	7
Capstone Experience	3
<b>Total</b>	<b>108</b>

The program begins with courses focused on advanced studies of the science of the human body and the conditions that can affect our client's occupations and functional abilities. Throughout the first 2 years the entry-level curriculum addresses the core concepts, theory, and practice of occupational therapy, and students acquire a range of clinical experiences in Level I and Level II fieldwork placements. Before beginning more advanced coursework, students complete a comprehensive competency exam that evaluates their grasp of the entry-level core curriculum.

During the third year, courses focus on advanced topics in research, theory, policy and advocacy, and program development. Students complete an in-depth doctoral experiential component focused on their particular professional interests. During the Doctoral Experiential Component, students apply the knowledge and skills developed in courses and clinical fieldwork to the design and implementation of an applied and innovative capstone project in response to an identified need in the field. The project is presented to faculty and the results are disseminated both in oral and written format.

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

Year 1	Year 2	Year 3	Year 4
Fall	Fall	Fall	Fall
OTH 6008 Neuroscience in OT (5) OTH 6XXX Applied Lifespan Development (3) OTH 6XXX Pathophysiological Conditions in OT (3) OTH 6XXX Foundations of OT (3)	OTH 6636 OT Screening and Evaluation (4) OTH 6642 OT Interventions (6) OTH 6XXX OT Clinical Skills II (2) OTH 5812 Adult Level 1 Fieldwork (2)	OTH 6XXX Level 2 Fieldwork II (6) OTH 6XXX Clinical Competence Seminar (1) OTH 6XXX Competency (2)	OTH 6XXX Residency: Doctoral Experiential (7) OTH 6XXX Capstone (2)
Spring	Spring	Spring	
OTH 6XXX Clinical Musculoskeletal Anatomy (5) OTH 6XXX Functional Kinesiology (3) OTH 6539 OT Theory (3) OTH 6XXX Professional Development (2)	OTH 6635 OT Screening and Evaluation (4) OTH 6641 OT Interventions (4) OTH 6XXX Pediatric Level 1 Fieldwork (2) OTH 6XXX OT Service Delivery and Organization (2) OTH 6XXX Doctoral Mentorship 1 (1)	OTH 6XXX Advocacy & Interprofessional Skills (2) OTH 6XXX Advanced Theory (3) OTH 6XXX Research: Methods and Design (3) OTH 6XXX Doctoral Mentorship 3 (2)	
Summer	Summer	Summer	
OTH 6XXX OT Clinical Skills I (3) OTH 6XXX Psychosocial OT Evaluation and Intervention (3) OTH 6XXX Psychosocial Level 1 Fieldwork (1) OTH 6XXX Research 1: Evidence Based Practice (3)	OTH 6XXX Level 2 Fieldwork I (6) OTH 6XXX Doctoral Mentorship 2 (1)	OTH 6XXX Leadership & Professional Development (3) OTH 6XXX Program Evaluation and Development (2) OTH 6XXX Doctoral Mentorship 4 (3)	

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

OTH 6008 Neuroscience in OT: Theoretical explanations of occupation in human functioning through neuroscience. Contemporary concepts of brain function that support occupation with emphasis on sensory, motor, and cognitive processes.

OTH 6XXX Applied Lifespan Development: Key aspects of human development from conception through adulthood with an emphasis on areas impacting assessment and treatment planning in occupational therapy.

OTH 6XXX Pathophysiological Conditions in OT: Understanding of pathophysiology as a change from normal physiological functioning of the various systems of the human body.

OTH 6XXX Foundations of Occupational Therapy: Foundations, development, and professional ethics, values and responsibilities of profession.

OTH 6XXX Clinical Musculoskeletal Anatomy: Functional understanding of bones, muscles and their innervation and action as these relate to diagnosis and treatment of common conditions and injuries to bones, muscles, tendons, and nerves.

OTH 6XXX Functional Kinesiology: Human movement during performance of activities; the Kinematics and the forces influencing movement; applying an understanding of human movement that is foundational for rehabilitation.

OTH 6539 OT Theory: Critique and discussion of the theoretical perspectives commonly used in occupational therapy practice, including those that focus on occupation-based practice.

OTH 6XXX Professional Development: Provides structured learning experiences that facilitate professional development and the transition to professional roles.

OTH 6XXX OT Clinical Skills I: Integration of assessment skills and application to biomechanical intervention approaches, and intensive opportunity and practice in professional clinical skills.

OTH 6XXX Psychosocial OT Evaluation and Intervention: Historical and current models for application of occupational therapy to psychosocial problems.

OTH 6XXX Psychosocial Level 1 Fieldwork: Practicum site experience to aid socialization process into roles and styles of occupational therapists in mental health practice and other psychosocial settings.

OTH 6763 Research 1 - Evidence Based Occupational Therapy Practice: Provides the foundational research, knowledge, and skills to understand and evaluate existing research evidence in Occupational Therapy, and demonstrates importance of evidence-based knowledge and research in everyday practice.

OTH 6636 OT Screening and Evaluation 2: Application of screening and evaluation principles to the evaluation process. Students learn to administer tools to adult population.

OTH 6642 OT Interventions 2: Basic interventions for adults through elders using ICDH systems as framework. Planning and applied treatment approaches including acquisition, restorative, and compensatory strategies.

OTH 6XXX OT Clinical Skills II: Pre-activity and activity techniques for participation in human occupation.

OTH 6XXX Adult Level 1 Fieldwork: Initial practicum site experience to aid socialization process into roles and styles of occupational therapists in OT practice with adults.

OTH 6635 OT Screening and Evaluation 1: Introduction to principles of tests and measurement and outcomes-based assessment relevant to infants, children, and adolescents.

OTH 6641 OT Interventions 1: Occupational therapy theory and treatment as it relates to infants, children, adolescents, and their families. Students learn to administer tools to pediatric assessment tools in pediatric populations.

OTH 6XXX Pediatric Level 1 Fieldwork: Second of series designed to acquaint future professionals with practice skills in pediatric practice settings.

OTH 6XXX OT Service Delivery and Organization: Basic principles of health care systems providing occupational therapy to individuals and organizations.

OTH 6XXX Doctoral Mentorship 1: Collaboration with individual faculty mentor; identification of a focus area for the Experiential Component and Capstone Project.

OTH 6XXX Level 2 Fieldwork I: Initial full-time experience under direct supervision of licensed occupational therapist.

OTH 6XXX Doctoral Mentorship 2: Development of individualized learning objectives and evaluation of student performance objectives for the doctoral experiential experience.

OTH 6XXX Level 2 Fieldwork II: Second full-time experience under direct supervision of licensed occupational therapist.

OTH 6XXX Clinical Competence Seminar: Integration of knowledge and skills from previous educational experiences and fieldwork experiences with feedback provided for improvement.

OTH 6XXX Competency: Completion of the standardized test of clinical knowledge and skills; the Occupational Therapy Knowledge Evaluation (OTKE).

OTH 6XXX Advocacy and Interprofessional Skills: Integration of knowledge and skills to advocate for patients and programs by influencing regulatory environment, and refinement and evaluation of skills in interprofessional communication and collaboration.

OTH 6XXX Advanced Theory in Occupational Therapy: Examination of how theories and models describe or explain a phenomenon at different levels of analysis and the types of scientific evidence required to support or refute the propositions reflected in clinical models and theories.

OTH 6XXX Research: Methods and Design: Development of the skills necessary to conduct an independent research study. Students learn the steps required to develop a research proposal, conduct a research study, and disseminate research results.

OTH 6XXX Doctoral Mentorship 3: Individual work with faculty to develop draft of Capstone Project proposal; literature review and research questions.

OTH 6XXX Leadership and Professional Development: Exploration of leadership theories and practices and their application to leadership in Occupational Therapy practice and education.

OTH 6XXX Program Evaluation and Development: Concepts and strategies for assessment of practice outcomes and program evaluation. Students learn how to access and analyze data to examine the needs of a community that warrant occupational therapy interventions.



OTH 6XXX Doctoral Mentorship 4: Development of methods and procedures for Capstone Project; presentation of the final proposal to the faculty and peer cohort. Preparation and submission of IRB proposal.

OTH 6XXX Residency: Doctoral Experiential Component: In-depth experience in one or more of the following: clinical practice, research, leadership, program and policy development, advocacy, education and/or theory development. This experience requires application and synthesis of advanced clinical skills in the student's selected area.

OTH 6XXX Capstone Project: Application of the knowledge and skills developed in courses and clinical fieldwork to design and implement an applied and innovative response to an identified need in the field.

- F. For degree programs in the science and technology disciplines, discuss how industry-driven competencies were identified and incorporated into the curriculum and indicate whether any industry advisory council exists to provide input for curriculum development and student assessment.**

The Department consults with 2 advisory groups - the Development Advisory Board and the Fieldwork Advisory Board. The members of these boards assist the department to identify health care industry trends and provide advisement concerning current education and practice changes. The fieldwork advisory members are clinicians who have supervised our students in OT practice settings. We receive valuable feedback concerning our students' competencies in the field and innovations to course and lab content. The OT program will also be required to meet specific public health competencies set by the Council on Education for Public Health. The site team ensures both curriculum and content meet current national standards for public health practice. These standards will be incorporated into the curriculum via a public health course.

- G. For all programs, list the specialized accreditation agencies and learned societies that would be concerned with the proposed program. Will the university seek accreditation for the program if it is available? If not, why? Provide a brief timeline for seeking accreditation, if appropriate.**

ACOTE: Entry-level programs in Occupational Therapy are accredited by the Accreditation Council for Occupational Therapy Education (ACOTE). We will seek accreditation for the change to a doctoral program. To obtain national certification and state licensure, students must graduate from a program with ACOTE accreditation. We plan to accept our first class in January 2018 with an intended program start date of fall semester 2018, which should coincide with the accreditation review timeline.

CEPH: The College and its programs are accredited by the Council on Education for Public Health. The Council on Education for Public Health (CEPH) is an independent agency recognized by the U.S. Department of Education to accredit schools of public health and public health programs. Our program is evaluated as part of this accreditation process. The College will undergo CEPH re-accreditation in 2020.

- H. For doctoral programs, list the accreditation agencies and learned societies that would be concerned with corresponding bachelor's or master's programs associated with the proposed program. Are the programs accredited? If not, why?**

There are no corresponding bachelor's or master's programs planned for this doctoral degree.

- I. Briefly describe the anticipated delivery system for the proposed program (e.g., traditional delivery on main campus; traditional delivery at branch campuses or centers; or nontraditional delivery such as distance or distributed learning, self-paced instruction, or external degree programs). If the proposed delivery system will require specialized**

services or greater than normal financial support, include projected costs in Table 2 in Appendix A. Provide a narrative describing the feasibility of delivering the proposed program through collaboration with other universities, both public and private. Cite specific queries made of other institutions with respect to shared courses, distance/distributed learning technologies, and joint-use facilities for research or internships.

The didactic portion of the program will be offered on the University of Florida Gainesville, FL campus. We will be using a blended learning format in several courses in which students will receive selected lecture content on-line but will also participate in live class sessions that emphasize interactive discussion and hands-on clinically-related activities. During the fieldwork and the doctoral experiential component, students will be placed in settings that include hospitals, clinics, community programs, home care and schools.

## IX. Faculty Participation

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

Please see Table 4. As requested, this table includes the existing and anticipated full time faculty; the code associated with funding source; highest degree; discipline and specialization; contact type and length and percent of annual effort.

- B. Use Table 2 in Appendix A to display the costs and associated funding resources for existing and anticipated full-time faculty (as identified in Table 2 in Appendix A). Costs for visiting and adjunct faculty should be included in the category of Other Personnel Services (OPS). Provide a narrative summarizing projected costs and funding sources.

The projected full-time faculty costs (salary and benefits) are \$634,424 in year one and \$989,527 in year five. The faculty will be supported through E&G funds.

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

Please see Appendix E.

- D. Provide evidence that the academic unit(s) associated with this new degree have been productive in teaching, research, and service. Such evidence may include trends over time for average course load, FTE productivity, student HC in major or service courses, degrees granted, external funding attracted, as well as qualitative indicators of excellence.

The Department of Occupational Therapy is a national leader in occupational therapy education, service and research. The UF MOT program is ranked in the top 20 OT programs by US News and World Report, and 8th in AAU public research universities. The program has graduated 557 MOT students since it was first accredited in 2002. Over the last 3 years, the program has experienced an average of 99% first time pass rate on the national certification exam, and our graduation rates have averaged 98% over the same time period. When polled 3 months after graduation 100% of respondents from the class of 2015 reported that they were already employed or were negotiating a contract. Faculty have mentored postdoctoral, doctoral, masters and undergraduate students in research projects related to their degree programs or honors programs. OT faculty generates 67.5 graduate FTE a year through the MOT program.

The department has active research programs in the areas of community mobility, driving rehabilitation, and learning disabilities, as well as outstanding academic and training programs that include an entry level Master's in Occupational Therapy and a PhD in Rehabilitation Science. The department is a leader in the NIH-funded K12 Rehabilitation Research Career Development consortium and is home to the Florida Institute on Disability and Rehabilitation; US Department of Defense; Institute for Mobility, Activity and Participation; and the Center for Research on Telehealth and Assistive Technology. Over the last 3 years the OT department has generated close to 3 million dollars in research funding.

The OT department faculty and students are active in community and professional service. The department is home to the only OT Equal Access clinic in the southern United States. This free student run clinic recently received an award from the Florida OT Association for honorably representing the soul or passion of service in our profession.

Occupational Therapy faculty members are represented on several national and state/local boards (e.g., Board of Directors for the National Board for the Certification of Occupational Therapists; PCORI; Oak Hammock Board of Directors) and professional service (e.g., ACOTE Roster of Accreditors; FLOTEC Fieldwork Consortium). OT faculty members also serve as members of editorial boards (e.g., Journal of Hand Therapy, OT Journal of Research; Canadian Journal of OT Research).

#### **X. Non-Faculty Resources**

- A. Describe library resources currently available to implement and/or sustain the proposed program through Year 5. Provide the total number of volumes and serials available in this discipline and related fields. List major journals that are available to the university's students. Include a signed statement from the Library Director that this subsection and subsection B have been reviewed and approved.**

Please see a description of library resources provided in the Appendix D.

- B. Describe additional library resources that are needed to implement and/or sustain the program through Year 5. Include projected costs of additional library resources in Table 3 in Appendix A. Please include the signature of the Library Director in Appendix B.**

No additional library resources are anticipated.

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

Dedicated classrooms and laboratory space are adequate for meeting the program's educational needs. The Department is located in the Health Professions, Nursing, and Pharmacy complex (HPNP). This building has small and medium classrooms, an auditorium, and two large lecture halls on the ground and first floors. The OT Department also has three dedicated lab rooms with sinks, counters, cabinets and large storage areas, and a fourth lab that houses a demonstration "apartment" with a kitchen and bathroom. Our facilities also include shared anatomy and neuroscience lab space in the Health Science Center Communicore building. We also have access to lecture space in other buildings located in the Health Science Center. This combined space is of sufficient size to accommodate the number of students in our program.

We also have 7,670 square feet of OT department space including offices, conference rooms, lab and classroom space. Our Department reception, faculty and staff offices are located on the second floor of the HPNP building. The Department also has a large conference room, staff work room and storage on the second floor. The Program Director and faculty are assigned offices that provide adequate private space for advising students. Our facilities are sufficient to provide adequate instruction, and safe and efficient

operation of the program.

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

No additional facilities are anticipated.

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

No additional capital expenditures are anticipated.

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

The Department has appropriate and sufficient equipment and supplies for student didactic and clinical practice experiences. The Department has a large collection of assessment instruments and treatment equipment including mats, wheelchairs and assistive technology. Splinting supplies and equipment for modality training and sensory interventions are available. Seven cadavers and multiple coronal brain sections are purchased each year. Equipment needs are evaluated yearly, and purchases are made as needed.

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

No additional specialized equipment needs are anticipated.

- H. Describe any additional special categories of resources needed to implement the program through Year 5 (access to proprietary research facilities, specialized services, extended travel, etc.). Include projected costs of special resources in Table 2 in Appendix A.**

No additional specialized resource needs are anticipated.

- I. Describe fellowships, scholarships, and graduate assistantships to be allocated to the proposed program through Year 5. Include the projected costs in Table 2 in Appendix A.**

The list of scholarships supported by endowments administered by the UF Foundation for OT includes:

Alice C. Jantzen Fellowship: Scholarship for graduate Occupational Therapy student at the University of Florida with the potential for leadership and professional service in occupational therapy.

Margaret Clare Shoemyen Graduate Fund: Scholarship for a graduate student in Occupational Therapy who has the potential to contribute to the science of OT practice and for leadership in the profession.

Judie Pink-Goldin Occupational Therapy Scholarship: Scholarship award to a support fellowship award to graduate level Occupational Therapy student at the University of Florida.

Kay Walker Fund: Scholarship award to graduate Occupational Therapy student at the University of Florida.

Jan Z. Olsen OT Student Enhancement Fund: Travel award to enable a graduate Occupational Therapy student at the University of Florida to attend an educational workshop.

Trish Buescher Nelson Hands To Love Scholarship: Scholarship for graduate Occupational Therapy student at the University of Florida to undertake an optional internship in a specialty area of OT practice.

**J. Describe currently available sites for internship and practicum experiences, if appropriate to the program. Describe plans to seek additional sites in Years 1 through 5.**

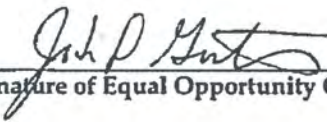
The Department has current contracts with over 300 sites, and has adequate sites for placement of our students in the 5-6 placements required in our current program. Additional sites to meet the requirements for the doctoral experience will be selected for their ability to provide educational opportunities in alignment with the student's area of focus and the program's learning objectives. Because the UF Department of Occupational Therapy is housed in the UF academic Health Science Center, students are provided an enriched environment for evidence-based practice and research collaboration. Within the UF Health System are an 850-bed teaching hospital, an 81-bed psychiatric hospital, a 40-bed rehabilitation hospital facility, and numerous outpatient and specialty clinics. We anticipate that our need for advanced experiences can be partially met here in the UF Health Science Center. The Department also actively participates in the state OT fieldwork consortium. Sources for additional sites placements can be found in the consortium's resources.

**APPENDIX A**

**See separate document.**

**APPENDIX B**

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

  
\_\_\_\_\_  
Signature of Equal Opportunity Officer

11/3/14  
\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Library Director

\_\_\_\_\_  
Date

This appendix was created to facilitate the collection of signatures in support of the proposal. Signatures in this section illustrate that the Equal Opportunity Officer has reviewed section II.E of the proposal and the Library Director has reviewed sections X.A and X.B.

October 25, 2016

Stephanie Hanson, PhD, ABPP(Rp)  
Executive Associate Dean  
College of Public Health and Health Professions

Dear Dean Hanson:

As Health Science Center liaison to the Occupational Therapy program at the University of Florida, I have evaluated the library's collection in relation to the information needs of OTD students. Of the 15 journals currently identified by SciMago as the most frequently cited in the discipline, UF libraries subscribes, in either print or online, to 11.

These titles include:

- *American Journal of Occupational Therapy*
- *Australian Occupational Therapy Journal*
- *British Journal of Occupational Therapy*
- *Canadian Journal of Occupational Therapy*
- *Ergotherapie Und Rehabilitation*
- *Journal of Occupational Rehabilitation*
- *Journal of Vocational Rehabilitation*
- *Occupational Therapy in Health Care*
- *Occupational Therapy International*
- *Physical and Occupational Therapy in Geriatrics*
- *Physical and Occupational Therapy in Pediatrics*

In addition, UF also subscribes to highly rated journals in related fields, including

- *American Journal of Physical Medicine and Rehabilitation*
- *Archives of Physical Medicine and Rehabilitation*
- *Journal of Head Trauma Rehabilitation*
- *NeuroRehabilitation*

In addition to our current journal collection, the UF libraries contains approximately 800 authoritative, advanced books likely to be of use to OTD students in this program, including

- **Assistive Technologies: Interventions for Individuals with Severe/Profound and Multiple disabilities**
- **Occupational Therapy and Neurological Conditions**
- **Occupational Therapy in Psychiatry and Mental Health**
- **Qualitative Research Methodologies for Occupational Science and Therapy**
- **Virtual Reality for Physical and Motor Rehabilitation**



## **A. Non Faculty Resources**

### **Occupational Therapy and related subjects**

The UF Libraries holds or licenses approximately one million eBooks and 170,522 eJournals, in addition to its extensive holdings of print, video and other audiovisual materials. The extent of full-text vs Table of Contents with or without abstracts, and the stability of access on the electronic medical varies among these titles and their providers.

The UF Libraries Catalog identified 55 relevant serials under the subject heading "Occupational Therapy", including:

- *Advance for Occupational Therapy Practitioners*
- *American Journal of Occupational Therapy*
- *American Journal Of Physical Medicine*
- *American journal of physical medicine and rehabilitation*
- *Archives Of Occupational Therapy*
- *Australian Occupational Therapy Journal*
- *Board of Occupational Therapy*
- *British Journal of Occupational Therapy*
- *Case manager*
- *Developmental Disabilities Special Interest Section Quarterly*
- *Early Intervention & School Special Interest Section Quarterly*
- *Ergoscience*
- *Indian Journal Of Occupational Therapy*
- *Journal of Music Therapy*
- *Journal of Occupational Science*
- *Journal Of Occupational Science*
- *Journal of Occupational Science, Australia*
- *Mental Health Special Interest Quarterly*
- *New Zealand Journal Of Occupational Therapy*
- *Occupational Therapy and rehabilitation*
- *Occupational Therapy In Health Care*
- *Occupational Therapy In Mental Health*
- *Occupational Therapy International*
- *Occupational Therapy Journal Of Research*
- *Occupational Therapy News*
- *Occupational Therapy Newspaper*
- *Occupational Therapy Practice*
- *Open Journal of Occupational Therapy*
- *OT Practice*
- *OT Week*
- *OTJR: Occupation, Participation and Health*
- *Physical and occupational therapy in geriatrics*
- *Physical and Occupational Therapy in Pediatrics*
- *Scandinavian Journal of Occupational Therapy*

- *School System Special Interest Quarterly*
- *South African Journal Of Occupational Therapy*
- *WFOT Bulletin*
- *Work: A Journal Of Prevention, Assessment & Rehabilitation*

Additional titles may be found under relevant subject headings, "Neuroscience", "Rehabilitation", "Developmentally Disabled", "Cerebrovascular Disease", "Brain Damage", "Cognition Disorders" or "Children with Disabilities." As Occupational Therapy deals with diverse health conditions, resources may be found in many different journals. These would include:

- *Annals of Rehabilitation Medicine*
- *Brain Injury: BI*
- *Clinical Rehabilitation*
- *Developmental Neurorehabilitation*
- *International Journal of Rehabilitation Research*
- *Journal of Cognitive Rehabilitation*
- *Journal of Head Trauma Rehabilitation*
- *Journal of Neurotrauma*
- *Journal of Rehabilitation Medicine*
- *Journal of Stroke and cerebrovascular diseases*
- *Pediatric Rehabilitation*
- *PM&R: the Journal of Injury, function and rehabilitation*
- *Rehabilitation Research and Practice*
- *Research in Developmental Disabilities*
- *Topics in Stroke Rehabilitation*

### **B. Current and Proposed Resources**

The University Library System, composed of 7 libraries, constitutes the largest information resource in the state of Florida. It contains more than 5,000,000 volumes, 1,000,000 eBooks, 170,522 full-text electronic journals, over 43,000 theses and dissertations. It provides access to over 1000 electronic databases. The Digital Library Center is developing the UF Digital Collections and contributes to the Publication of Archival, Library, & Museum Materials (PALMM) initiative of the State University System. All of the libraries serve all of university faculty and students; however, each has a special mission to be the primary support of specific colleges and degree programs. The Health Science Center libraries are among the six libraries in the system known as the George A. Smathers Libraries of the University of Florida. The Legal Information Center (aka UF Law Library) is attached to its own administrative unit. The University of Florida Health Science Center (HSC) Libraries serve as a primary information center for the staff, faculty members and students within the Health Science Center. The University of Florida Health Science Center has expanded into the one of the most comprehensive public academic health centers in the Southeast. The "center" now encompasses six colleges (Medicine, Nursing, Public Health & Health Professions, Veterinary Medicine, Dentistry and Pharmacy), affiliated centers and institutes, a statewide network of affiliated hospitals and clinics that includes Shands Hospital as the flagship teaching hospital, and the neighboring Veterans Affairs Medical Center of Gainesville.

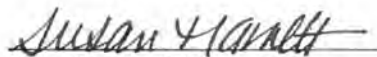
The HSC Libraries provide access to relevant propriety databases: CINAHL, Dissertation and Theses, Journal Citation Reports, the Cochrane Suite of Evidence-Based Medicine resources, ERIC(education), Health and Psychosocial Instruments, InCites JCR(Journal Citation Reports) PsycInfo, SportDiscus, Web of Knowledge (Science/Social Science Citation Indexes, CAB, BIOSIS, SciFinder Scholar, Knovel and multiple additional databases through EbscoHost, FirstSearch, Gale, Proquest, and WorldCat Discovery. It also provides clear navigation to public databases such as PubMed, TOXNET, Agricola, OTSeeker, REHABData, Pedro, and Ageline. Remote library access to databases and other electronic information resources is provided through a campus-wide fiber optic backbone, proxy services and a downloadable Virtual Private Network software package. Classes on database searching, authoritative websites and use of bibliographic software packages such as EndNote and RefWorks are taught each semester for UF faculty members, staff, and students. These classes can help to improve library and information searching skills. Some classes are taught through course-integrated instruction while others are offered for the whole UF community. Tutorials are available for off-campus users. When not in use for classes, the HSC Libraries' Computer Lab provides public access to electronic resources and productivity software such as Microsoft Office. The library has 106 computers (total) available: 71 in the public areas (including 5 large-screen, multiple keyboard group study workstations in the Collaboration Commons and 3 scanning stations); 8 in private study rooms and 27 in the open computer laboratory/electronic classroom. Several PC and iMAC computer stations within the HSC Libraries have SPSS and SAS statistical software and software for editing and sharing sound and image files for research and presentations. HSC students can also reserve 23 several private study rooms for group discussion or private work and 2 rooms for AV viewing. In addition, the library recently opened for 24/5 access to registered HSC students, and hopes to open for 24/7 access soon.

The HSC Libraries' collection supports instruction and research for the six HSC colleges. The Collection Management department selects materials in all formats and evaluates the quality and use of the materials received. As of June 30, 2015 the Health Science Center Libraries' collection totaled 293,938 print volumes; this includes 112,328 available in remote storage. The HSCL owns or licenses 1,251,675 eBooks; 16,179 serial titles in all formats, and 88,296 eJournals. As of June 30, 2015, UF users have access to more than 170,522 full text electronic journals and over 1 million electronic books campus-wide. Participation in the National Network of Libraries of Medicine facilitates the HSCL's interlibrary loan service for health-related materials outside this collection. Occupational Therapy faculty, researchers and students will benefit from the joint holdings of several libraries on campus, which together seek to support their programs by maintaining and updating current holdings and expanding their collections when warranted. Most of the Health Science Center Libraries periodical subscriptions, and many of our books are available online. Students also benefit from access through Interlibrary Loan at no cost to them; and the uBorrow system, which allows users to borrow items from other in-state libraries, through Florida Virtual Campus.

Services available to students include the liaison librarian program, in which a professional librarian is assigned to each department or program at the HSC. Liaisons may provide literature searching; student orientations; consults on access, copyright and publishing and data management. Librarians may also teach stand-alone workshops on subjects such as EndNote, PubMed, NIH Public Access Policy, and systematic reviews. These workshops are available to all students, staff and faculty.

Thus, the UF library system should be able to accommodate the students and faculty of the proposed OTD program within the context of its current resources.

Sincerely,



Susan Harnett, MLS  
Occupational Therapy Liaison



Michele R. Tennant, PhD, MLIS  
Interim Fackler Director

## APPENDIX C

### Data Supporting Enrollment in OTD Program

Data supporting enrollment in occupational therapy education is available both directly and indirectly. First, we surveyed our OT student body regarding their interest in the OTD. Second, we investigated the activity on the growth of OTDs and the profession on a national scale, which is an indirect measure of student interest.

**UF Student Interest:** UF survey of currently enrolled master's students – Students were asked about their interest in pursuing doctoral level credentials in occupational therapy.

### Data on Public Universities

- 14 of the top ranked universities are public – 71% have or are seeking accreditation for an OTD; half of the programs are entry level OTDs
- 7 top ranked programs are in AAU public universities – 71% (n=5) have or are seeking accreditation for an OTD; 60% (3) are entry level; 40% (2) are post-professional

According to a survey by the Accreditation Council for Occupational Therapy Education (n = 131/152 universities responding):

- 81% of universities reported that their entry-level program will be transitioning to the OTD
- 76% reported transitioning to the OTD within the next 5 years

Entry Level OTD Programs currently being offered/developed:

- 14 currently accredited programs
- 18 programs in final stages of seeking accreditation; already enroll entry-level OTD students
- 20 programs seeking accreditation review to gain clearance to begin enrolling students

**General Growth in OT as a Profession:** According to the American Occupational Therapy Association, there has been a 22% increase in the number of occupational therapy students in the last five years. (Enrollment on the Rise for OT Students 6/10/13 AOTA website)

**APPENDIX D**

**External Consultant's Report**

UNIVERSITY of  
INDIANAPOLIS.

*School of Occupational Therapy*

November 14, 2016

Joanne Jackson Foss, PhD., OTR/L  
Interim Chair and Program Director  
University of Florida  
College of Public Health and Health Professions  
Department of Occupational Therapy  
PO BOX 100164  
Gainesville, FL 32610-0164

Dear Dr. Foss,

Thank you for the opportunity to review the University of Florida, Department of Occupational Therapy's proposal for the establishment of an Occupational Therapy Doctoral degree (OTD) program. As you are aware, I oversee the School of Occupational Therapy at University of Indianapolis (UIndy). Within the School of Occupational Therapy, one of the programs I direct is the entry-level OTD program. UIndy was the first school in Indiana to provide graduate level Occupational Therapy curricula starting in 1985. Since that time we have graduated over 1,600 students at the graduate level. In 2013, we started our transition to the doctoral level and admitted our first cohort in 2015. UIndy graduates the largest number of occupational therapists in the State of Indiana. Our graduates evolve into innovative practitioners who are critical thinkers in the development of scholarship, and integrating evidence into practice.

I am in agreement with your rationale for establishing the OTD program in your state due to the obvious national trend. At this time there are 14 accredited entry-level OTD program with over 35 programs currently in the accreditation process. Based on a report published by the Accreditation Council for Occupational Therapy Education (ACOTE) in 2015, better than 77% of schools currently accredited at the masters level reported that they would be transitioning to the OTD within five years. Your proposal highlights the alarming trend in the development of OTD programs in private Florida universities. It appears that private universities are taking advantage of the situation by moving into the state to offer OTD degrees. Students seeking these degrees are doing so at a much higher cost. The University of Indianapolis made the transition based on strong indications that our graduates would be at a disadvantage as they competed for employment with graduates from the OTD programs in our region. We also noticed anecdotally that our strongest applicants elected to attend OTD programs although they were offered enrollment in our program.

Graduates from highly ranked programs should have the opportunity to develop the knowledge and skills that prepare them for advanced practice, supervisory and leadership positions. In reviewing your curriculum, it is clear that after returning from their initial clinical fieldwork

experiences the course sequence emphasizes this advanced preparation. Occupational therapists are greatly valued in this dynamic health care environment, possessing the skills to adapt and to lead in these ever changing circumstances will prepare your graduates to better serve their clients. Not transitioning to the OTD will impact your graduate's ability to compete for jobs as well as acquire leadership opportunities.

One of the lessons we have learned through the implementation of our program was the need for dedicated faculty with expertise in communicating with health care settings concerning the value of fieldwork. Through the doctoral experiential and capstone our students have been able to contribute to the health care settings in our surrounding community, however coordinating these experiences requires additional support that is beyond that provided for the initial fieldwork experiences. As well, a draft of revised ACOTE standards requires that a specific faculty member be appointed to oversee the capstone and residency components of the program. I would strongly suggest that consider this position in your budget.

Thank you again for the opportunity to review your program proposal. Please do not hesitate to let me know if there is any additional assistance I can provide.

Sincerely,



Kate E. DeCleene Huber, OTR, MS, OTD  
Chair, School of Occupational Therapy  
University of Indianapolis  
1400 East Hanna Ave  
Indianapolis, IN 46227  
decleenek@uindy.edu  
(317) 788-4908

**APPENDIX E**

**Abbreviated Curriculum Vitae for Existing Faculty Members**



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**BIOGRAPHICAL SKETCH**

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NAME: Arthur, Paul Brandon

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POSITION TITLE: Research Assistant Professor

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EDUCATION/TRAINING *(Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable. Add/delete rows as necessary.)*

INSTITUTION AND LOCATION	DEGREE <i>(if applicable)</i>	Completion Date MM/YYYY	FIELD OF STUDY
US Army AMEDD Center and School San Antonio, TX	Certificate	08/2003	Occupational Therapy Assistant (COTA)
Indiana University Purdue University Indianapolis, IN	BS	05/2007	Psychology
University of Indianapolis, IN	MOT, MS	12/2011	Occupational Therapy Gerontology
University of Florida	PhD	12/2016	Rehabilitation Science

**A. Personal Statement (Expertise to teach in the OTD Degree Program)**

I have developed a well-rounded background in occupational therapy over the past decade, with specific training and expertise in behavioral healthcare in children and adults, gerontology, and chronic disability. My research has ranged from examining the US Social Security Administrations Disability Determination Process to the testing of behavioral interventions to reduce neuropsychiatric symptoms in Veterans with dementia. As PI or project staff in Federally-funded grants, I have laid the groundwork for future trials and projects that will be well-suited for knowledge advancement in the field of occupational therapy and to encourage student involvement in the research process.

**B. Work Experience (positions and Employment)**

2001-2012 Captain, US Army Reserves, 307<sup>th</sup> Medical Brigade, Blacklick, Ohio  
2005-2007 Therapy Program Manager, COTA, Sundance Rehabilitation. Indianapolis, Indiana  
2007-2008 COTA, Legacy Healthcare, Indianapolis, Indiana  
2007-2008 COTA, PeopleFirst Rehabilitation, Indianapolis, Indiana  
2012-2015 Research Health Science Specialist, Veterans Health System, Gainesville, Florida  
2014- Occupational Therapist, Genesis Rehabilitation Services, Gainesville, Florida  
2015-2016 School-based Occupational Therapist, Special Communications, Gainesville, Florida  
2016- Research Assistant Professor, University of Florida, Gainesville, Florida

**C. Teaching Experience (courses taught & doctoral candidate committees)**

OTH 5324 Theory and Application of Psychosocial Intervention  
OTH 5726 Service Delivery and Occupational Therapy Management  
OTH 6636 Adult Evaluation  
OTH 6642 Adult Intervention  
OTH 6708 OT Practice I  
OTH 6709 OT Practice II

**D. Other Relevant Experience (professional service, honors and awards, etc.)**

- 2010 Indiana Occupational Therapy Association's Student of the Year
- 2010-2012 Student Member, Accreditation Counsel for Occupational Therapy Education's (ACOTE) Educational Standards Review Committee (ESRC)
- 2012 American Occupational Therapy Association Service Commendation
- 2012 American Occupational Therapy Association Emerging Leader
- 2012-2015 Editorial Board Member, American Occupational Therapy Association, Test Preparation Product
- 2013-2015 Faculty Item Writer, National Board for Certification in Occupational Therapy (NBCOT), Continuing Competency Product
- 2013-2015 Advisory Panelist, Patient Centered Outcomes Research Institute (PCORI) Patient Engagement Panel
- 2013-2015 Training Provider, State of Florida Department of Elder Affairs, Assisted Living Facility Alzheimer's Disease and Related Disorders (ADRD)
- 2016-2017 Member, Practice Analysis Panel, National Board for Certification in Occupational Therapy (NBCOT)
- 2013- Merit Grant Reviewer, PCORI
- 2014- Abstract Reviewer, Gerontological Society of America Annual Scientific Meeting
- 2016 Abstract Reviewer, 21<sup>st</sup> IAGG World Congress of Gerontology and Geriatrics
- 2016- Manuscript Reviewer, The Gerontologist

## BIOGRAPHICAL SKETCH

Provide the following information for the key personnel and other significant contributors in the order listed on Form Page 2.  
Follow this format for each person. **DO NOT EXCEED FIVE PAGES.**

NAME <b>Classen, Sherrilene</b>	POSITION TITLE <b>Professor and Chair</b>		
eRA COMMONS USER NAME (credential, e.g., agency login) <b>SCLASSEN</b>			
EDUCATION/TRAINING (Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable.)			
INSTITUTION AND LOCATION	DEGREE <i>(if applicable)</i>	YEAR(s)	FIELD OF STUDY
University of the Orange Free State, Bloemfontein, RSA	BA	12/84	Occupational Therapy
Nova Southeastern University, Fort Lauderdale	PhD	01/02	Occupational Therapy
University of Florida, Gainesville	MPH	08/04	Epidemiology
University of Florida, Gainesville	Post Doc	08/04	Rehabilitation Science/ Public Health

### A. PERSONAL STATEMENT

**Sherrilene Classen**, PhD, MPH, OT Reg. (Ont.), FAOTA, is Professor (with tenure) and Director of the School of Occupational Therapy, Faculty of Health Sciences, University of Western Ontario (Western), London, Ontario, Canada; Founding Director of Western's international, post-professional distance learning Master of Clinical Science in Driving Rehabilitation Therapy (MCISc DRT) program; and an Extraordinary Professor at Stellenbosch University, Cape Town, South Africa. Dr. Classen is an internationally funded prevention-oriented rehabilitation scientist who studies fitness-to-drive issues in at-risk drivers (via clinical tests, driving simulators, on-road assessments, in-vehicle technologies and automated vehicles) through the lifespan. Her scholarly work targets understanding driving from the person-vehicle-environment interactions, to enhance occupational performance, societal participation, and well-being. Since her academic career started in 2002, she has received competitive external funding (totaling ~\$ 6 million) from USA agencies (National Institutes of Health, Centers for Disease Control and Prevention, Department of Defense, Department of Transportation, Foundations) as well as agencies in Canada and abroad. She has (co)authored 120 peer-reviewed publications, book chapters, and special journal issues; one book as editor (In Press AOTA Press); and presented about 200 scientific papers/posters or keynotes at (inter)national conferences. Dr. Classen is Editor-in-Chief of the Occupational Therapy Journal of Research, and serves on various (inter)national committees related to driving and community mobility. Dr. Classen is a Fellow of the American Occupational Therapy Association (2010) and the Gerontological Society of America (2009); and an inductee to the American Occupational Therapy Foundation's Academy of Research (2012) which is the highest scholarly honor that the Foundation confers upon scholars. As an innovative leader in health and rehabilitation sciences, she actively mentors faculty, post-doctoral fellows, graduate and undergraduate students (inter)nationally in health-related fields.

### B. POSITIONS AND HONORS

#### Positions and Employment

1985-89	Occupational Therapist, Stikland Hospital, Cape Town, RSA
1990-93	National Coordinator of Educational Programs, Health Foundation, Cape Town, RSA
1994-95	Occupational Therapist, Atlas Therapy, Birmingham, AL
1996-97	Director of Rehabilitation Services, Mariner Rehabilitation, Port St. Lucie, FL
1997-98	Occupational Therapy Consultant, Mariner Rehabilitation Services, FL
1998-00	Director of Rehabilitation Services, Mariner Rehabilitation Services, Palm City, FL
2001-02	Doctoral Graduate Assistant, Nova Southeastern University, Fort Lauderdale, FL
2002-04	Post-Doctoral Associate, University of Florida (UF), Gainesville, FL
2004-10	Assistant Professor, College of Public Health and Health Professions, UF, Gainesville, FL
2006-13	Adjunct Professor, Department of Epidemiology and Biostatistics, UF, Gainesville, FL
2007-13	Affiliate Assistant Professor, Department of Behavioral Science and Community Health, UF, Gainesville, FL
2008-13	Researcher, Veterans Administration Medical Center, Gainesville, FL
2009-13	Director, Institute for Mobility, Activity and Participation (I-MAP), Gainesville, FL

2010-13	Associate Professor, College of Public Health and Health Professions, Department of Occupational Therapy, UF, Gainesville, FL
2013-15	Adjunct Professor, College of Public Health and Health Professions, Department of Occupational Therapy, UF, Gainesville, FL
2010-16	Extraordinary Professor, University of Stellenbosch, Cape Town, RSA
2013-	Graduate Faculty Member, School of Occupational Therapy, Faculty of Health Sciences, Western University, London, Ontario, Canada
2013-	Graduate Faculty Member, Health and Rehabilitation Sciences, Faculty of Health Sciences, Western University, London, Ontario, Canada
2013-16	Professor and Director, School of Occupational Therapy, Faculty of Health Sciences, Western University, London, Ontario, Canada
2017-	Professor and Chair, Department of occupational Therapy, College of public Health and Health Professions, University of Florida

### **Selected Professional Membership**

1996-present	American Occupational Therapy Association
2005-2013	Gerontological Society of America
2013-2016	Ontario Society of Occupational Therapists
2013- 2016	Canadian Association of Occupational Therapy
2013-present	World Federation of Occupational Therapy

### **Honors (since 2009)**

2009	Fellow, Gerontological Society of America - Behavioral and Social Sciences Section
2010	Appointed member to Committee on Safe Mobility of Older Persons, ANB 60, Transportation Research Board of the National Academies, (Term April 15, 2010 – April 14, 2013)
2010	Member, Delta Omega, Honorary Society in Public Health - Beta Upsilon Chapter
2010	Fellow, American Occupational Therapy Association (FAOTA)
2010	Recipient, Provost Award for Excellence in Research for Assistant Professors
2011	Co-Awardee, Isabel Briggs Myers Memorial Research Award "for excellence in psychological type research" for a presentation at the Biennial International Conference of the Association for Psychological Type, San Francisco, CA (August 2011)
2011	Recognition Award, Gerontological Society of America's Transportation and Aging Special Interest Group
2012	Inducted member, American Occupational Therapy Foundation Academy of Research
2012	Dean's Citation Paper Award, College of Public Health and Health Professions, University of Florida, Gainesville, Florida.
2013	American Occupational Therapy Service Commendation: Member, Research Advisory Group Annual Conference, 2012.
2013	Associate Editor. Canadian Journal of Occupational Therapy.
2013	Distinguished Service Award. The Association for Driver Rehabilitation Specialists (ADED).
2015	Founding Member, American Occupational Therapy Foundation's Leaders and Legacies Society, AOTF 50 <sup>th</sup> Anniversary Celebration, Nashville, Tennessee, USA.
2015	Editor-in-Chief of OTJR: Occupation, Participation and Health

### **C. Contribution to Science**

**Public Health Model for older Driver Safety:** A burning question in the field of Gerontology and Occupational Therapy in early 2000 was: *How do we identify at-risk older drivers?* Very little evidence existed to support best practices or to inform fitness to drive decisions, for health care practitioners, policy makers, and physicians. As such, and after conducting a Consensus Conference (2003), my research took off to first understand the risk and protective factors for older driver safety, and to propose a public health model that can help conceptualize the determinants of at-risk driving. As such, and sponsored through a K-01 career development award (PI: Classen), I first conducted a systematic literature review on older driver safety, then analyzed a national crash dataset (with a PhD student), conducted a meta-synthesis of national qualitative datasets, and then used a mixed methods approach to compare and contrast the qualitative and quantitative data, and to provide an

integration of the risk and protective factors for older driver safety. The publications forthcoming out of that work, are indicated below:

1. **Classen, S.**, Garvan, C., Awadzi, K., Sundaram, S., Winter, S., Lopez, E. D.S., & Ferree, N. (2006). Systematic literature review and model for older driver safety. *Topics in Geriatric Rehabilitation*, 22, 87-98.
2. Awadzi, K., **Classen, S.**, Garvan, C., & Komaragiri, V. (2006). Determinants of older driver safety from a socio-ecological perspective. *Topics in Geriatric Rehabilitation*, 22(1), 36-44.
3. **Classen, S.**, & Lopez, E. D.S. (2006). Mixed methods approach explaining process of an older driver safety systematic literature review. *Topics in Geriatric Rehabilitation*, 22(2), 99-112
4. **Classen, S.**, Lopez, E.D.S., Winter, S., Awadzi, K., & Ferree, N., Garvan, C.W. (2007). Population-based health promotion perspective for older driver safety: Conceptual framework to intervention plan. *Clinical Interventions in Aging*, 2(4), 677-693.
5. **Classen, S.**, Awadzi, K.D., & Mkanta, W.M. (2008). Multi-factor interactions for crash-related injury among older adults. *The American Journal of Occupational Therapy*, 62 (5), 572- 579.

**Development of the Fitness-to-Drive Screening Measure:** To prevent injuries or deaths, and to ensure that older adults stay on the road as long as possible and as safe as possible, they had to be identified early and accurately in a valid and reliable way. Yet, they did not seek access to driver rehabilitation centers because of fearing losing their driver licenses. Moreover, with only a limited number of driver rehabilitation specialists (DRS), we had limited capacity to assess older drivers; in fact the ratio is 1 DRS for 120,000 older drivers. *I realized that a measurement tool, that held up to the gold standard on-road assessment, had to be developed, tested, refined and launched to be freely available to the public to detect at-risk older drivers.* As such, and with NIH funding (R-21; PI: Classen), we developed the on-line Fitness-to-Drive Screening Measure (FTDS; previously known as the Safe Driving Behavior measure). The FTDS, a valid and reliable predictor of on-road outcomes, was developed with item response theory, classical test theory, a series of focus groups, computer science applications, mathematical algorithms, and web-based analytics. The FTDS is a free online screening tool available for proxy raters (e.g., formal/informal caregivers, family members or friends). The goal of the FTDS is to empower caregivers to help identify at-risk older drivers and to guide them in logical decision-making for the "next best steps" in driver fitness. The FTDS are available at [www.fitnessstodrive.com](http://www.fitnessstodrive.com). The tool has been translated into Korean and Japanese, and a Canadian version can be accessed from the same site. In the U.S., the AARP, AOTA and AAA has adopted this tool, and it is available on these organization's web-site as a resource for caregivers of older drivers. Google analytics indicated that 27,000 people in North America and elsewhere accessed and used this tool since 2014. The publications resulting from this work, are indicated below:

1. **Classen, S.**, Winter, S.M., Velozo, C., Bédard, M., Lanford, D.N., & Brumback, B., Lutz, B. Item Development and Validity Testing for a Safe Driving Behavior Measure (2010). *American Journal of Occupational Therapy*, 64 (2), 296-305.
2. **Classen, S.**, Wang, Y., Velozo, C., Bédard, M., Winter, S.M., & Lanford, D.N. (2013). Concurrent Criterion validity of the Safe Driving Behavior Measure: A Predictor of On-Road Driving Outcomes. *American Journal of Occupational Therapy*, 67 (1), 108-116.
3. **Classen, S.**, Velozo, C., Winter, S.M., Wang, Y., Bédard, M. (2015). Psychometrics of the Fitness-to-Drive Screening Measure. *The Occupational Therapy Journal of Research: Occupation, Participation and Health*, 35(1), 42-52.
4. Winter, S.M., **Classen, S.**, & Shanahan, M.J. (2015). *User Evaluation of the Fitness-to-Drive Screening Measure. Physical Therapy and Occupational Therapy in Geriatrics*, 33(1), 64-71. doi: 10.3109/02703181.2014.988322
5. **Classen, S.**, Alvarez, L., Chen, C., Ferreira, P., Meyer C., Nywenig, A. (2016). Developing a Canadian-specific version of the Fitness-to-Drive Screening Measure©. *The Occupational Therapy Journal of Research: Occupation, Participation and Health*, 36(2), 82-91.

**Developing and validating assessments for medically-at-risk drivers through the lifespan.** With an intense awakening in the field of driver safety in mid-2000, needs emerged to accurately assess other medically-at risk populations, such as those with neurological disorders (e.g., Parkinson's disease: PD; Epilepsy, Dementia, Autism spectrum disorder: ASD; and Attention deficit hyperactivity disorder: ADHD). Indeed, the assessments developed for older drivers were not necessarily adequate or appropriate for the above mentioned populations. Therefore, with collaborators, and as PI, I lead various funded projects (National

PD Foundation; Wayne Densch Epilepsy Fund; UF&Shands Endowment Fund) to determine the validity, reliability and utility of assessments for these at-risk groups. The outcome was, apart from publications, consensus statements for those with PD; best evidence on interventions for medically at-risk older drivers; the valid use of a driving simulator to assess driving performance of those with epilepsy, ASD and ADHD; as well as the development, validity and reliability testing of the UWO-on road assessment, including drivers with multiple sclerosis. These papers (1-5 below) are some of the top ones cited in fitness to drive issues with these medically at risk populations.

1. **Classen, S., Crizzle, A.,** Winter, S.M., & Eisenschenk, S. (2011). Evidence based literature review on determinants of driving performance in people with seizures. *Epilepsy & Behavior*. Available on-line: <http://dx.doi.org/10.1016/j.yebeh.2011.11.015>
2. **Classen, S.,** Brumback, B., **Monahan, M.,** Malaty, I.I., Rodriguez, R.L., Okun, M.S., McFarland, N.R. (2014). Driving Errors in Parkinson's Disease: Moving Closer to Predicting On-Road Outcomes. *American Journal of Occupational Therapy*, 68:77-85; doi:10.5014/ajot.2014.008698
3. **Classen, S.** (2014). Consensus statements on driving in people with Parkinson's disease. *Occupational Therapy in Health Care*, 28 (2), 140-147. DOI:10.3109/07380577.2014.890307
4. **Classen, S., Monahan M.,** Auten, B and **Yarney, K.A.** (2014). Evidence based review of rehabilitation interventions for medically at risk older drivers. *American Journal of Occupational Therapy*, 68, 107-114.
5. **Classen, S., Monahan M., & Wang, Y.** (2013). Driving Characteristics of Teens with Attention Deficit Hyperactivity and Autism Spectrum Disorder. *American Journal of Occupational Therapy*, 67, 664-673, doi:10.5014/ajot.2013.008821.
6. **Classen, S., Krasniuk, S., Alvarez, L.,** Monahan, M., Morrow, S., and Danter, T. (2017). Development and validity of Western University's On-Road Assessment. *OTJR: Occupation, Participation & Health, In Press*. Available on-line: DOI: 10.1177/1539449216672859
7. **Classen, S., Krasniuk, S., Knott, M., Alvarez, L.,** Monahan, M., Morrow, S., and Danter, T. (2016). Inter-Rater Reliability of Western University's On-Road Assessment. *The Canadian Journal of Occupational Therapy, In Press*.

**Driving performance of returning combat veterans (CVs) from Operation Iraqi Freedom and Operation Enduring Freedom (OIF/ OEF).**

Motor vehicle crashes (MVC) are one of the leading causes of death, injury and hospitalization of CVs from OIF/ OEF. In fact MVCs are responsible for one third of all deaths of post-deployed CVs. Increased MVC have been associated with battlemind driving and diagnosis of polytrauma, traumatic brain injury, and/or post-traumatic stress disorder. In two U.S. Department of Defense funded projects, (Classen PI), we have: conducted an evidence based review; a pilot study to determine if CVs have poorer driving performance; developed an intervention; completed feasibility and pilot testing; completed single subject testing, efficacy testing, and an interim analysis of the first parallel arm RCT assessing the benefits of a driving intervention for returning CVs. This work is influencing clinical practice, research, and policy.

1. **Classen, S.,** Levy, C., Meyer, D., et al. (2011). Simulated Driving Performance of Returning Combat Veterans with MTBI: A pilot study. *American Journal of Occupational Therapy*, (65) 4, 419-427.
2. **Classen, S.,** Owens, B., Simulator Sickness Among Returning Combat Veterans with Mild Traumatic Brain Injury and/or Post-Traumatic Stress Disorder (2011). 2010 Special Issue. *Advances in Transportation Studies: An International Journal*, 45-52.
3. **Classen, S., Monahan, M., Canonizado, M., & Winter, S.M.** (2014). An Occupational Therapy Driving Intervention's Utility for a Combat Veteran. *American Journal of Occupational Therapy*, 68, 405-411.
4. **Classen, S.,** Cormack, N.L., Winter, S.M., Monahan, M., Lutz, A., Platek, K., & Yarney, A. (2014). Efficacy of an Occupational Therapy Driving Intervention for Returning Combat Veterans. *The Occupational Therapy Journal of Research: Occupation, Participation and Health*, 34(4), 176-182.
5. **Classen, S.,** Winter, S.M., Monahan, M., Lutz, A., Platek, K., & **Yarney, A.** (2016). Driving Intervention for Returning Combat Veterans: Interim Analysis of a Randomized Controlled Trial. *OTJR: Occupation, Participation and Health. In press*

**Capacity building in driving rehabilitation in South Africa and International Leadership in Driving Rehabilitation.**

A collaborative action research project between Canada and South Africa (PI Classen) funded by a Canada-Africa Research Exchange Grant (CAREG) lead to knowledge generation and creation of an ecological valid and contextually relevant standardized driving assessment for use in Cape Town, South Africa.

As part of this project, the Stellenbosch University On-Road Course and Assessment were developed and validated with early psychometrics. Infrastructure, to further assess functional components of fitness to drive, was obtained and include a high fidelity driving simulator and the Useful Field of View assessment. Work is now ongoing through the Africa Carnegie Diaspora Fellowship (PI Classen), and the focus is to provide the leadership, mentorship and supervisory guidance as we continue to develop a newly established team of South African driving rehabilitation researchers and occupational therapy clinicians in this field. This is a priority focus, because South Africa has the highest incidence of motor vehicle crashes in the world, with 33.2 deaths per 100 000 population. As a result of my international collaborations in the USA, Canada and South Africa, I was invited by the World Federation of Occupational Therapists to lead the development of a position statement on Driving and Community Mobility. Publications are as follows:

1. **Classen, S., Alvarez, L., Bundy, A., Dickerson, A., Gélinas, I., Matsubara, A., Patomella, H-A., Ross, P., Schold-Davis, E., Swanepoel, L.** WFOT Position Statement: Driving and Community Mobility. *World Federation of Occupational Therapy, In press.*
2. **Swanepoel, L., Classen, S., & Goliath, C.** (2015). Validity of the Stellenbosch University on-road driving assessment. *South African Journal of Occupational Therapy, 45* (3), 9-15.
3. **Mtsetwa, L., Classen, S. & Van Niekerk, L** (2016). The lived experience of drivers with spinal cord injury. *South African Journal of Occupational Therapy, in press.*

#### D. RESEARCH SUPPORT

##### Active (3)

1. **US Department of Defense (PI: Classen effective 01 Jan 2017)**  
Total: \$ 1,844,451.00      01 April 2015 – 30 March 2019  
Effectiveness of a Driving Intervention on Safe Community Mobility for Returning Combat Veterans  
Goal: To conduct a driving effectiveness RCT with returning combat veterans.
2. **Hotpathz, Inc. (PI: Classen)**  
Total US \$75,000.00      01 Sept 2015 – 31 Dec 2016  
Efficacy of the DriveFocus application on the simulated driving performance of healthy teen drivers  
Goal: To test the efficacy of a visual search technological application on driving performance of teen drivers using a driving simulator.
3. **Carnegie African Diaspora Fellowship Program (PI: Classen; Van Niekerk)**  
Total Cost: \$10,000.00      04/01/2016-08/01/2017  
Goal: To facilitate strategic planning, research collaborations, and graduate student/ post-doc mentoring and training in driving rehabilitation research and clinical practice in South Africa.  
Role: Carnegie African Diaspora Fellow

##### Completed Funded Research (3 of 27)

1. **National Multiple Sclerosis Society (co-PIs: Classen & Morrow)**  
Direct cost \$45,000.00      03/01/2015 – 07/31/2016  
Predictors of Fitness-to-Drive in People with Multiple Sclerosis  
Goal: Develop a prediction battery for fitness to drive in people with MS who has cognitive impairment but not physical impairments.
2. **Canada-Africa Research Exchange Grants (PI: Classen)**  
Total cost \$61,000.00      06/01/2014- 06/31/2016  
International Guidelines for Fitness-to-Drive Assessment: A Cooperative mixed methods Inquiry Approach  
Goal: To formalize driving research collaborations between Western (Canada) and Stellenbosch, RSA.
3. **Department of Defense (PI: Classen)**  
Total Direct Cost: \$174,889.00      10/01/12- 03/02/2015  
Efficacy of a Driving Intervention Program on Safe Community Mobility for Combat Veterans  
Goal: To test the efficacy of an OT driving intervention program returning combat veterans.

**Impact of Research per Research Gate (01 Aug 2016):** 99 Publications; 5302 reads; 1075 citations; 104.13 impact points; 21h-Index (research output and citation impact); 31.44 RG Score (Score is higher than 90% of Research Gate members). [https://www.researchgate.net/profile/Sherrilene\\_Classen/reputation](https://www.researchgate.net/profile/Sherrilene_Classen/reputation)

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**BIOGRAPHICAL SKETCH**

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NAME: Joanne J. Foss, PhD, OTR

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POSITION TITLE: Clinical Associate professor

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EDUCATION/TRAINING *(Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable. Add/delete rows as necessary.)*

INSTITUTION AND LOCATION	DEGREE (if applicable)	Completion Date MM/YYYY	FIELD OF STUDY
Colorado State University, Fort Collins, Colorado	BS	12/21/1974	Occupational Therapy
Syracuse University, Syracuse, New York	MS	05/27/1988	Counseling and Guidance
University of Florida, Gainesville, Florida	PhD	12/21/2002	Higher Education

**A. Personal Statement (Expertise to teach in the OTD Degree Program)**

Dr. Foss has been the Program Director of the Masters in OT program since it was first accredited. Close to 600 students have graduated from that program achieving an overall 98% first time pass rate on the national certification exam with a 100% pass rate within a year of graduation. The program is ranked in the top 20 programs nationally. Dr. Foss teaches courses in human development, professional development and pediatric assessment and intervention in that program.

Dr. Foss has made consistent contributions during her career in the areas of education, professional development and continuing competence, and in early intervention practice. She has written, presented papers and delivered workshops designed to facilitate mentorship and career development for occupational therapists. Dr. Foss has dedicated her career to advancing the careers of occupational therapists at the entry level and beyond. She has mentored and advised to students and therapists to challenge their perceptions of their abilities and achieve positions of leadership and research.

Dr. Foss has presented workshops that provided much-needed education for therapists who were unaware of the implications of complex medical conditions and prematurity on infants and their families. Close to 300 practicing occupational and physical therapists were trained in this emerging area of practice. In 2015 she received a grant from the Florida State University Center for Prevention and Early Childhood and Early Childhood Optimization to develop interdisciplinary modules on infant mental health. She led an interdisciplinary team to develop modules focused on infant mental health in occupational therapy, physical therapy and speech-language pathology. The modules are now available online for health care providers and consumers.

**B. Work Experience (positions and Employment)**

2016- present Interim Chair and Clinical Associate Professor, Department of Occupational Therapy, College of Public Health and Health Professions, University of Florida, Gainesville, Florida.

2013-2015 Associate Chair and Clinical Associate Professor, Department of Occupational Therapy, College of Public Health and Health Professions, University of Florida, Gainesville, Florida.



- 2004-2013 Associate Dean of Student and Academic Affairs and Clinical Associate Professor, College of Public Health and Health Professions, University of Florida, Gainesville, Florida
- 2002-present Director of Professional Programs and Clinical Assistant Professor, College of Public Health and Health Professions, University of Florida, Department of Occupational Therapy, Gainesville, Florida
- 2000-2002 Co-Director of Professional Programs and Lecturer, University of Florida, College of Health Professions, Department of Occupational Therapy, Gainesville, Florida
- 1994-2000 Undergraduate and Fieldwork Coordinator and Lecturer, University of Florida, Department of Occupational Therapy, Gainesville, Florida
- 1989 -1994 Lecturer, University of Florida, Gainesville, Florida
- 1987-89 Occupational Therapist  
Columbia County School District, Lake City, Florida  
Children's Medical Services, Alachua, Columbia, and Marion Counties, North Central Florida  
New Hope School, Marion County School District, Ocala, Florida  
Sydney Lanier School, Alachua County School District, Gainesville, Florida
- 1979-87 Tenured Assistant Professor of Occupational Therapy, Utica College of Syracuse University, Utica, New York
- 1982-85 Occupational Therapist  
Betsy Ross Health Related Facility  
Rome, New York
- 1983-87 Instructor for New York State Health Care, Administrators Certification Curriculum, Casenovia College, Casenovia, New York
- 1975-78 Occupational Therapist  
Region V, Board of Cooperative Educational Services, Kemmerer, Wyoming  
Kemmerer Child Development Center, Kemmerer, Wyoming  
Green River Day Training Center, Green River, Wyoming

**C. Scholarly Contributions (grant support and publications)**

Grants and Research:

- 2014-2017 Principle Investigator, Training in Professional Competency, National Board for Certification in Occupational Therapy. \$331,376. (17% effort)
- 2016 Principle Investigator; Addressing Toxic Stress through Therapy, Florida State University & National Institutes of Health. \$21,000. (9% effort)
- 1997 Principal Investigator, Florida Developmental Disabilities Council; Revision of Training of Occupational and Physical Therapist in Early Intervention Services (TOPSEI self-study manuals) and development of video lecture workshop format and case studies. \$27,000
- 1994 Principal Investigator, Florida Developmental Disabilities Planning Council entitled Training of Occupational and Physical Therapist in Early Intervention Services - Advanced Phase. \$36,000
- 1993 Consultation on content and format of information and workshops; intervention proctor for Training for Occupational and Physical Therapists in Early Intervention - Initial Phase, Department of Special

Education, Office of Special Education and Florida Developmental Disabilities Planning Council.  
\$17,000

Publications: \* *publications with students*

2016 \*Tester, N. & Foss, J. (in press). Sleep as an occupational need. *American Journal of Occupational Therapy*.

Foss, J. (2016). Supporting infant and early childhood mental health in occupational therapy. Florida State University Center for Prevention and Early Childhood, Early Childhood Optimization. Available online at: [http://cpeip.fsu.edu/mma/therapist/therapist\\_resources.cfm#therapistbriefs](http://cpeip.fsu.edu/mma/therapist/therapist_resources.cfm#therapistbriefs)

Foss, J. (2016). Interprofessional support of infant and early childhood mental health. Florida State University Center for Prevention and Early Childhood, Early Childhood Optimization. Available online at: [http://cpeip.fsu.edu/mma/therapist/therapist\\_resources.cfm#therapistbriefs](http://cpeip.fsu.edu/mma/therapist/therapist_resources.cfm#therapistbriefs)

2011 Foss, J. (2011). Mentoring and professional development (pp. 237-253). In G. McCormack & K. Jacobs, (Eds.) *OT Manager*, 5<sup>th</sup> Edition. Bethesda, MD: AOTA Press.

2010 Foss, J. (2010). Models and process of service provision in early childhood (pp. 109-130). In B. Chandler, (Ed.). *Early Childhood: Occupational therapy for children birth to five*. Bethesda, MD: AOTA Press.

Foss, J. (2010). Models and process of service provision in early childhood. In B. Chandler, (Ed.). *Early Childhood Self-Study*. Bethesda, MD: AOTA Press.

2009 \*Pineda, R., Foss, J., Richards, L & Pane, C. (2009) Breastfeeding changes for VLBW infants in the NICU following staff education. *Neonatal Network*, 28(5), 1-6.

1997 Hanson, CS., Shechtman, O., Foss, J. & Hooker, A. (1997). The role of Occupational Therapy in Cognitive Remediation. *Neurorehabilitation*, 8, 31-41

Foss, J. & Decker, B. (1997). Pediatric Assessment: Developmental and Neonatal Assessment. In J. Van Deusen & D. Brunt (Ed.) *Assessment in Occupational and Physical Therapy*, Philadelphia: W.B. Saunders.

Decker, B. & Foss, J. (1997). Pediatric Assessment: Assessment of Specific Functions. In J. Van Deusen & D. Brunt (Ed.) *Assessment in Occupational and Physical Therapy*, Philadelphia: W.B. Saunders.

Van Deusen, J & Foss, J. Sensory Assessment. (1997). In J. Van Deusen & D. Brunt (Ed.) *Assessment in Occupational and Physical Therapy*, Philadelphia: W.B. Saunders.

Training for Occupational and Physical Therapy Services in Early Intervention: Physical Therapy Neonatal Intervention (Second Edition). Joanne Jackson Foss, editor. Florida Developmental Disabilities Council. 1997.

Training for Occupational and Physical Therapy Services in Early Intervention: Occupational Therapy Neonatal Intervention (Second Edition). Joanne Jackson Foss, editor. Florida Developmental Disabilities Council, 1997.

1995 Foss, J. (Spring, 1995). Admissions Dilemmas. *AOTA Education Special Interest Section Newsletter*.

1992 Foss, J. (1993). Cerebral Vascular Accident: Visual Perceptual Dysfunction. In J. Van Deusen, (Ed.) *Body Image and Perceptual Dysfunction in Adults*, Philadelphia: W.B. Saunders.

#### **D. Teaching Experience (courses taught & doctoral candidate committees)**

##### **Current Teaching responsibilities:**

Instructor: OTH 5722 Professional Development (1 credit; approximately 45 graduate students summer semester with 5-6 individual mentees each semester)

Co-Instructor: OTH 6635 Principles of OT Screening and Evaluation 1 (3 credits; approximately 45 graduate students each spring semester)

Instructor: OTH 6641 OT Intervention 1 (4 credits; approximately 45 graduate students each spring semester)

Instructor: OTH 3200 Applied Human Development 1(3 credits; approximately 112 graduate and undergraduate students each fall semester)

Instructor: HSC 3801 Clinical Observation (1-3 credits; approximately 3 undergraduate students each semester)

##### **Theses And Dissertations Supervised (Master And Doctorate):**

- 2016 Lim, Yoonjeong. Doctoral Committee member, PhD. Rehabilitation Science. Impact of Child, Family, and Healthcare Service Satisfaction on Families of Children with Rare Diseases.
- 2014 Haung, Yu-Yun. Doctoral Committee member, PhD. Rehabilitation Science. A cross-cultural exploration of parental report of children's participation between American and Taiwanese children with and without physical disability.
- 2011 Buckles, Victoria. Doctoral Committee member, PhD. Rehabilitation Science. Exploring the issues in adoption of children with disabilities and the potential use of Life Care Plans, University of Florida.
- 2009 Garcia-Rodriguez, Marvieann, Chair, Master of Health Science. Implications of Aversive Oral Motor Experiences in Preterm Neonates. University of Florida.
- 2008 Stagliano, Heather. Chair, Chair, Master of Health Science. Peer review in OT higher education. University of Florida.
- 2007 Dibra, Heather. Chair, Chair, Master of Health Science. Intervention in childhood obesity from an occupational perspective. University of Florida.
- 2006 Knapp, Meredith. Chair, Master of Health Science. The effectiveness of an educational program in increasing knowledge concerning occupational therapy's role in addressing breastfeeding issues. University of Florida.
- Sund, Caitlin Moore. Chair, Master of Health Science. The effects of early deprivation on sensory processing development in international adoptees. University of Florida.
- 2005 Pineda, Roberta. Doctoral Committee member, PhD. Rehabilitation Science. The effectiveness of professional educational programs on the incidence of breastfeeding in the NICU. University of Florida.
- Pepose, Leah. Chair, Master of Health Science. Dancing through life: A tool for assessing the impact of participation in the Rising Stars Dance program on children with disabilities volunteers and parents University of Florida.
- 2004 Camire, Melissa. Chair, Master of Health Science The role of school-based occupational therapists with high school students. University of Florida.

Hape, Kristi Lynn. Chair, Master of Health Science. Creating a collaborative model for therapy. University of Florida.

Press, Matthew. Chair, Master of Health Science. How to serve the assistive technology needs of early intervention stakeholders .University of Florida.

2003 McNamara, Elayne. Chair, Master of Health Science. The effects of message on pre-term infants diagnosed with chronic lung disease. University of Florida.

### **E. Other Relevant Experience (professional service, honors and awards, etc.)**

#### Honors and Recognitions:

- 2016 Fellow of the American Occupational Therapy Association
- 2013 Presidential Service Commendation, American Occupational Therapy Association
- 2012 Southeastern Conference Academic Consortium Leadership Fellow
- 2004 Teacher of the Year, College of Public Health and Health Professions
- 2000 Teaching Excellence Award, College of Health Professions
- 1999 UF Productivity Merit Bonus, University of Florida
- 1996 TIP Teaching Excellence Award, Health Science Center
- 1995 Superior Accomplishment Award, Faculty Service, Health Science Center

#### Current Professional Service Activities:

- 2012-present Board of Directors, National Board for Certification of Occupational Therapists (NBCOT)
- 2015-2016 Chair, Search Committee for OT Department Chairperson
- 2014-2016 Search Committee Member, Chair of Department of Occupational Therapy
- 2014-2015 Search Committee Member, Pre-eminence Search, Early Childhood
- 2013-present Faculty Advisor, OT Equal Access Clinic
- 2013-present Faculty Advisor, Friends of Hands to Love

#### Sample peer-reviewed Presentations: \* *presentations with students*

2016 Meyers, C. & Foss, J. Professional Competence in Healthcare: Implications for Occupational Therapy. American Occupational Therapy National Conference, Chicago, IL. April 8, 2016

\*Tester, N. & Foss, J. How research focused on respiratory dysfunction may influence meaningful occupations. Florida State Occupational Therapy Conference, Orlando, FL. November 15, 2016

2015 Foss, J., Blue, A. & Black, E. Using team-based learning in interprofessional education to promote content knowledge and team skills. American Occupational Therapy National Conference, Nashville, TN. April 18, 2015

2013 Foss, J. Building competencies through an integrative learning curriculum model. American Occupational Therapy and National Board in Certification of Occupational Therapy Education Conference. Atlanta, GA. October 4, 2013

2011 Foss, J. Use of Professional portfolios in entry-level professional OT programs, Florida State Occupational Therapy Conference, St. Augustine, FL November 4, 2011

Foss, J. Mentoring and professional development. Florida State Occupational Therapy Conference, St. Augustine, FL. November 4, 2011

2009 \*Stagliano, H. and Foss, J. Peer review in OT education, American Occupational Therapy Association National Conference. Houston, TX. April 24, 2009

2006 Foss, J. Attitudes and accommodation practices of university health professions faculty toward students with Learning disabilities, American Occupational Therapy Association National Convention. Charlotte, North Carolina. April 27, 2006.

**BIOGRAPHICAL SKETCH**  
**DO NOT EXCEED FIVE PAGES.**

NAME: Myers, Christine Teeters

eRA COMMONS USER NAME (credential, e.g., agency login): n/a

POSITION TITLE: Research Assistant Professor of Occupational Therapy

EDUCATION/TRAINING *(Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable. Add/delete rows as necessary.)*

INSTITUTION AND LOCATION	DEGREE <i>(if applicable)</i>	Completion Date MM/YYYY	FIELD OF STUDY
University of Florida	B.H.S	12/1995	Occupational Therapy
University of Florida	M.H.S.	12/2000	Occupational Therapy
University of Kentucky	Ph.D.	08/2007	Rehabilitation Sciences
University of Florida	Postdoctoral	Present	Continuing Competence

**A. Personal Statement (Expertise to teach in the OTD Degree Program)**

A commitment to supporting the use of best practices by rehabilitations professionals guides my work. During my years as a clinician, I provided occupational therapy to persons, birth through old age, whose quality of life was disrupted by complex, disabling events, eventually specializing in therapy for children and youth with learning disabilities, autism, and developmental delays. My interest in the impact of their disabilities on their lives and those of their families lead to my doctoral research on early childhood transitions, which included the first research in occupational therapy and physical therapy describing therapists' involvement in transition processes across early childhood environments. This interprofessional research was further enhanced through my role as a co-director of two US Department of Education Personnel Preparation training grants for occupational therapy, physical therapy, and speech-language pathology students to gain additional training and mentorship for service provision in early intervention and schools (H325K090319; H325K130309). Serving as a member of these interprofessional and interinstitutional teams, I honed my leadership and communication skills, eventually assisting with the development of a post-professional doctor of occupational therapy program (OTD). As the OTD coordinator, I collaborated with a large team to design courses, and develop procedures for doctoral internships and capstone projects that enhanced the competence of occupational therapists to provide evidence-based therapy services. While these years, 2005-2015, were spent working primarily as an occupational therapy educator, my experiences prepared me for my current primary role as researcher in continuing competence by giving me a background in adult education and learning, evidence-based practice, and interprofessional teaming. During my postdoctoral training, I have built on my previous knowledge and skills to lay the groundwork for investigations related to continuing competence assessment and maintenance of occupational therapists. I have recently been awarded funding from the National Board of Certification in Occupational Therapy, Inc. to complete two projects related to continuing competence, beginning in the spring of 2017, and lasting two years. My background in education, research, administration, and occupational therapy practice supports my ability to serve as a faculty member in the future OTD Program at the University of Florida.

## **B. Work Experience (positions and employment)**

### **Positions and Employment**

1995-2000	Occupational Therapist, Shands Hospital at the University of Florida, Gainesville, FL
2001-2002	Occupational Therapist, Morris Child Development Center, Gainesville, FL
2001-2003	Occupational Therapist, OT 4 Kids, Crystal River, FL
2001-2003	Instructor, Occupational Therapy Programs, and Coordinator, Distance Learning Master's Program, Department of Occupational Therapy, University of Florida, Gainesville, FL
2003- 2004	Adjunct Faculty, Department of Occupational Therapy, Eastern Kentucky University, Richmond, KY
2003-2005	Research Assistant, Human Development Institute, University of Kentucky, Lexington, KY
2005-2007	Visiting Assistant Professor, Department of Occupational Therapy, Eastern Kentucky University, Richmond, KY
2007-2010	Assistant Professor, Department of Occupational Therapy, Eastern Kentucky University, Richmond, KY
2010-2015	Associate Professor, Department of Occupational Science and Occupational Therapy, Eastern Kentucky University, Richmond, KY
2012-2015	Coordinator, Doctor of Occupational Therapy Program, Department of Occupational Science and Occupational Therapy, Eastern Kentucky University, Richmond, KY
2015-	Research Assistant Professor, Department of Occupational Therapy, University of Florida, Gainesville, FL

## **C. Scholarly Contributions (grant support and publications/last five years)**

### **Contracts, Grants and Sponsored Research**

1. Schneck, C.M. (Project Director), **Myers, C.T.** (Co-Director through 2015), Effgen, S. (Co-Director), Hubbard, C. (Co-Director), & Lowman, J. (Co-Director). (2013-2018). *PREPaRE: Preparing Related Services Personnel for Rural Employment*. Office of Special Education Programs, U.S. Department of Education, \$1,179,174.
2. Effgen, S. (Project Director), **Myers, C.T.** (Co-Director), & Kleinert, J.O. (Co-Director), (2009 - 2013). *PREPaRE: Preparing Related Services Personnel for Rural Employment*, Office of Special Education Programs, U.S. Department of Education, \$738,559.00.
3. **Myers, C.T.**, (December 1, 2010 - December 31, 2011). *University-Funded Scholarship Grant Program: Faculty Mini-Grant*, Sponsored by Division of Sponsored Programs, Eastern Kentucky University, \$1,699.00.

### **Refereed Journal Articles**

1. Leigers, K.L., **Myers, C.**, & Schneck, C. (2016). Social participation in schools: A survey of occupational therapy practitioners. *American Journal of Occupational Therapy*, 70 7005280010p1-7005280010p9. doi:10.5014/ajot.2016.020768
2. Leigers, K.L. & **Myers, C.** (2015). Effect of duration of peer awareness education on attitudes towards students with disabilities: A systematic review. *Journal of Occupational Therapy, Schools and Early Intervention*, 8(1),79-96.
3. **Myers, C.T.** & O'Brien, S.P. (2015). Teaching interprofessional collaboration: Using online education across institutions. *Occupational Therapy in Health Care*, 29(2),178-185.
4. **Myers, C.T.**, Howell, D.M., & Wittman, P. (2014) Inter-professional role perception and communication of preservice students and therapists in schools and early intervention. *Journal of Occupational Therapy, Schools and Early Intervention*, 7,70-85.
5. Schneck, C.M., Brandenburger-Shasby, S., **Myers, C.T.** & Smith, M.A. (2012). The Effectiveness of the Handwriting Without Tears program in a first grade classroom. *Journal of Occupational Therapy, Schools and Early Intervention*, 5(1), 31-42.
6. **Myers, C.T.**, Schneck, C.M., Effgen, S.K., McCormick, K.M. & Shasby, S.B. (2011). Factors associated with therapists' involvement in children's transition to preschool. *American Journal of Occupational Therapy*, 65, 76-85.

## Book Chapters

1. Podvey, M.C. & Myers, C.T. (2015). Early childhood transitions. In M. Orentlicher, R. Gibson and S. Schefkind (Eds). *Transitions Across the Lifespan*. Bethesda, MD: AOTA Press.
2. Myers, C.T., Case-Smith, J., & Cason, J. (2015). Early intervention. In J. Case-Smith and J. O'Brien (Ed.), *Occupational Therapy for Children, 7th ed.*. Maryland Heights, MO: Mosby Elsevier.
3. Myers, C. & Podvey, M. (2013). Best practices in transition for preschoolers. In B. Chandler & G. Frolek-Clark, (Eds.), *Best Practices in School Occupational Therapy*. Bethesda, MD: AOTA Press.

## Periodicals

1. Dry, S., Myers, C.T., & Thompson, M. (2016). Embracing evidence-based practice through online professional development. *OT Practice* (April 25, 2016), 11-14.
2. Myers, C.T., Michael, S., Nowak, T. & Purcell, M. (2015, December). An interdisciplinary program for children transitioning to preschool. *Early Intervention and School Special Interest Section Quarterly*,22(4), 1-4.
3. Myers, C. & Podvey, M. (2014, March). Occupational therapy practitioners' roles in early childhood transition. *Early Intervention & School Special Interest Section Quarterly*,21(1), 1-3.

## Refereed Presentations

1. Myers, C.T. & Cason, J. (2016, April). *How to Advocate for Best Practices in Natural Environments and Telehealth: Early Intervention (IDEA Part C Services)*. Short course presented at the AOTA 2016 Annual Conference & Expo, Chicago, IL.
2. Myers, C.T., Foss, J.J., & Mann, W. (2016, April). *Professional Competence in Healthcare: Implications for Occupational Therapy*. Short course presented at the AOTA 2016 Annual Conference & Expo, Chicago, IL.
3. O'Brien, S. & Myers, C. (2016, April). *Building Leadership Capacity in Online Doctoral Courses*. Tech Day presentation at the AOTA 2016 Annual Conference & Expo, Chicago, IL.
4. Howell, D.M. & Myers, C.T. (October, 2015). *Student perceptions of occupation-based practice over time in an online occupational therapy doctorate*. Poster presented at the AOTA/OTCAS 2015 Education Summit, Denver, CO.
5. Myers, C.T. & Cason, J. (April, 2015). *Best practices, professional issues, and current trends in early intervention (IDEA part C) services*. AOTA 2015 Annual Conference & Expo, Nashville, TN.
6. Myers, C.T. (September, 2014). *National trends and issues: Implications for Kentucky*. Kentucky Occupational Therapy Association Annual Conference, Lexington, KY.
7. Myers, C.T. (September, 2014). *Supporting children and youth: Overview of AOTA resources*. Kentucky Occupational Therapy Association Annual Conference, Lexington, KY.
8. Myers, C.T., O'Brien, S.P., Effgen, S., & Kleinert, J. (October, 2013). *Teaching interprofessional collaboration: Using online education across institutions*. Poster presented at the AOTA/NBCOT 2013 Education Summit, Atlanta, GA.
9. Myers, C.T., Gaerke, D., Gerteisen, K., Jennings, L., McCloud, K., O'Neal, A., Schmitz, H., Tabor, M., Valentine, K., & Wathen, H. (April, 2012). *Using embedded interventions to support school readiness in the transition to preschool program*. Poster presented at the AOTA 2012 Annual Conference & Expo, Indianapolis, IN.
10. Myers, C.T., Cecil, A., Deitrich, D., Jolly, C., Mize, A., Moore, E., Snider, A.M., & Wolford, L. (April, 2011). *Exploring the use of the Canadian Occupational Performance Measure for a short-term preschool transition program: A pilot study*. Poster presented at the AOTA 2011 Annual Conference & Expo, Philadelphia, PA.

## **D. Teaching Experience (courses taught & doctoral candidate committees)**

### **at the University of Florida (2015-present)**

1. OTH 6709 Issues in OT Practice II
2. OTH 6635 Principles of OT Screening and Evaluation I
3. OTH 6641 Occupational Therapy Interventions I

### **at Eastern Kentucky University (2003-2015)**

1. OTS 341 Level I Fieldwork
2. OTS 515/715 Early Child Sensorimotor Development
3. OTS 730 OT in Early Childhood Programs
4. OTS 822 OBP II: Health Systems
5. OTS 824 OBP II: Health Care Practice
6. OTS 864 Early Childhood Practice
7. OTS 871 Professional Seminar II
8. OTS 896 Research Contribution
9. OTS 901 OTD Leadership Seminar 1
10. OTS 902 OTD Leadership Seminar 2
11. OTS 903 OTD Leadership Seminar 3
12. OTS 904 OTD Leadership Seminar 4
13. OTS 905 Applied Leadership Experience
14. OTS 906 OTD Capstone

### **at the University of Florida (2001-2003)**

1. OTH 3200 Applied Human Development I
2. OTH 3201 Applied Human Development II
3. OTH 4111 Practicum in Therapeutic Activities
4. OTH 4500 Theory and Application in Pediatric Dysfunction I
5. OTH 5002 Foundations of Occupational Therapy
6. OTH 5111 Practicum in Therapeutic Activities
7. OTH 6635 Principles of OT Screening and Evaluation I

### **Directed Student Learning:**

1. Doctoral Advisory Committee, Mentor (Chair), University of Florida, Rehabilitation Science Doctoral Program: Sandra Brown, 2016.
2. Doctoral Capstone Committee, Faculty Mentor (Chair), Eastern Kentucky University, Department of Occupational Science and Occupational Therapy: Shelli Dry. 2014-2015.
3. Doctoral Capstone Committee, Member, Eastern Kentucky University, Department of Occupational Science and Occupational Therapy: Mallory Ratliff. 2014-2015.
4. Doctoral Advisory Committee, Co-chair, University of Kentucky, Department of Rehabilitation Sciences: Catherine Gohrband. 2014 – 2015.
5. Doctoral Advisory Committee, Co-chair, University of Kentucky, Department of Rehabilitation Sciences: Courtney Allison Hatcher. 2014 – 2015.
6. Doctoral Advisory Committee, Chair, University of Kentucky, Department of Rehabilitation Sciences: Kelly Leigers. 2013 – 2015.
7. Doctoral Advisory Committee Member, University of Kentucky, Department of Rehabilitation Sciences: Enrique Smith-Forbes. 2012 – 2015.
8. Doctoral Advisory Committee Member, University of Kentucky, Department of Rehabilitation Sciences: Karen Summers. 2009 – 2013.
9. Thesis Committee Chair, Eastern Kentucky University, Department of Occupational Science and Occupational Therapy: Kim Steele, "Occupational Participation of a Family of Children with Disabilities". 2013.
10. Graduate Capstone Project Advisor for 6 students, "Exploring the Clinical Utility of the COPM as an Outcome Measure for a Short Term Transition to Preschool Program". 2010.



11. Graduate Capstone Project Advisor for 8 students, "Using Individualized Outcome Measures to Evaluate the Transition to Preschool Program ". 2011.
12. Graduate Capstone Project Advisor for 7 students, "Caregiver Concerns and Program Outcomes Related to Preschool Transition". 2012.
13. Graduate Capstone Project Advisor for 6 students, "Pediatric Occupational Therapists' Use of Family Routines and Rituals in Intervention". 2013.

**E. Other Relevant Experience (professional service, honors and awards, etc.)**

**Other Experience and Professional Memberships**

- |           |  |
|-----------|--|
| 1993-     | Member, American Occupational Therapy Association  |
| 1995-1996 | Vice-Chairperson, American Student Committee of the American Occupational Therapy Association  |
| 1995-2003 | Member, Florida Occupational Therapy Association   |
| 1996-     | Florida Licensed Occupational Therapist, Florida Division of Medical Quality Assurance   |
| 1996-     | Nationally Certified Occupational Therapist, National Board for Certification in Occupational Therapy, Inc.                              |
| 2004-2015 | Member, Kentucky Occupational Therapy Association  |
| 2005-2010 | Expert Panel, National Early Childhood Transition Center   |
| 2007-2015 | Member, Occupational Therapy Representative, Comprehensive System of Personnel Development Committee, Kentucky Early Intervention System |
| 2009-2011 | Expert Panel, CONNECT: The Center to Mobilize Early Childhood Knowledge  |
| 2009-     | Reviewer, American Journal of Occupational Therapy   |
| 2010      | Member, Kentucky Workgroup on Integrative Therapy Services   |
| 2010-2013 | Chair, Education Committee and Executive Board Member, Kentucky Occupational Therapy Association   |
| 2011-2014 | Member, Kentucky's System to Enhance Early Development Committee of the State Interagency Council  |
| 2011-     | Member, Council for Exceptional Children, Division of Early Childhood  |
| 2013-2015 | Kentucky Representative, Representative Assembly of the American Occupational Therapy Association  |
| 2013-     | Editorial Board, Physical Disabilities: Education and Related Services   |
| 2015-     | Member, Florida Occupational Therapy Association   |
| 2016-     | Editor, Education Special Interest Section, SIS Quarterly Practice Connections   |
| 2016-     | Editorial Board, Journal of Occupational Therapy Education   |

**Honors**

- |      |   |
|------|---|
| 1995 | Jane Slaymaker Leadership Award, University of Florida, Department of Occupational Therapy  |
| 1995 | Hollis Sammons Award for Writing, University of Florida, Department of Occupational Therapy |
| 1996 | Service Award, American Occupational Therapy Association                                    |
| 1998 | Occupational Therapist of the Year, Shands Hospital at the University of Florida            |
| 2011 | Service Commendation, American Occupational Therapy Association                             |
| 2016 | Service Award, American Occupational Therapy Association                                    |

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**BIOGRAPHICAL SKETCH**

DO NOT EXCEED FIVE PAGES.

NAME: Emily S. Pugh

POSITION TITLE: Program Director and Aso. in

EDUCATION/TRAINING *(Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable. Add/delete rows as necessary.)*

INSTITUTION AND LOCATION	DEGREE (if applicable)	Completion Date MM/YYYY	FIELD OF STUDY
University of Florida, Gainesville, FL	Bachelor of Health Science	12/21/85	Occupational Therapy
Rollins College, Winter Park, FL	Master of Arts	5/25/91	Education and Human Development

**A. Personal Statement (Expertise to teach in the OTD Degree Program)**

I have the knowledge, leadership, curriculum planning, and instructional experience to teach in the entry-level OTD degree program. As Director for the advanced UF Distance Learning Master of Health Science Program, I have engaged in curriculum development, teaching, and academic and operational oversight. In addition, I have taught multiple courses in the entry-level Bachelor of Health Science and Master of Occupational Therapy programs, originally as adjunct faculty from 1999-2003 and then as full-time faculty from 2003 to the present.

In addition to my academic background, I have served in administration and management in the UFHealth Shands healthcare system and management and clinical practice in the two major hospital systems in Orlando, FL. I have presented throughout my career at the national, regional, and state levels and served in various leadership positions in the American Occupational Therapy Association and the Florida Occupational Therapy Association since 1984. I will be awarded the AOTA Roster of Fellows for "Exemplary Leadership, Education and Facilitating Client Safety" during the national conference in April 2017 in Philadelphia, PA.

Currently, I am engaged in a research project with Dr. George Hack entitled "Safety Education and Safety Culture in a Master of Occupational Therapy Educational Program" that explores changes in students' safety attitudes, safety culture perspectives, and the effectiveness of a distributed-practice teaching methodology in promoting positive changes in safety practice. We will present the safety education program and our preliminary data at the AOTA conference in Philadelphia, PA.

**B. Work Experience (positions and Employment)**

2003-present Program Director and Associate in, University of Florida, College of Public Health and Health Professions, Department of Occupational Therapy, Gainesville, FL

1999-2003 Adjunct Faculty, University of Florida, College of Health Professions, Department of Occupational Therapy, Gainesville, FL

1998-2003 Director of Quality Management, Shands Rehabilitation Hospital and Shands Vista Behavioral Health Hospital, Gainesville, FL

- 1996-1998 Associate Director of Rehabilitation Services, Shands HealthCare, Gainesville, FL
- 1993-1996 Director of Occupational Therapy, Shands Hospital at the University of Florida, Gainesville, FL
- 1990-1993 Associate Director of Physical Medicine and Rehabilitation, Florida Hospital Medical Center, Orlando, FL
- 1989-1990 Senior Occupational Therapist, Brain Injury Rehabilitation Center, Orlando Regional Medical Center at Sand Lake Hospital, Orlando, FL
- 1987-1988 Director of Program Development, NMS Rehabilitation, Inc., Maitland, FL
- 1986-1987 Staff Occupational Therapist, Brain Injury Rehabilitation Center, ORMC at Sand Lake Hospital, Orlando, FL

**C. Scholarly Contributions (grant support and publications)**

- 2015-Present Safety Education and Safety Culture in a Master of Occupational Therapy Educational Program in collaboration with George Hack, PhD.

**D. Teaching Experience (courses taught & doctoral candidate committees)**

Course coordinator and co-instructor:

- OTH6636 Adult and Seniors Assessment (4 credits; ~45 graduate students each fall semester)
- OTH6642 Adult and Seniors Intervention (6 credits; ~ 45 graduate students each fall semester)

Instructor:

- OTH6539 Occupational Therapy Theory (3 credits; ~ 45 graduate students each summer semester)
- OTH5726 Service Delivery and Occupational Therapy Management (2 credits; ~45 graduate students each spring semester)

Co-instructor:

- OTH 6708 Issues in Occupational Therapy 1 (online course; 2 credits; ~ 45 graduate students each summer semester)
- OTH 6709 Issues in Occupational Therapy 2 (online course; 2 credits; ~45 graduate students each fall semester)
- OTH6707 Leadership and Independent Practice (online 6 credits, average of 15 students, every 5<sup>th</sup> semester)
- OTH6720 Trends and Issues in Health Care (online 6 credits, average of 15 students, every 5<sup>th</sup> semester)

Mentor:

- OTH5722 Professional Development (6-8 individual master's student mentees each semester)

**E. Other Relevant Experience (professional service, honors and awards, etc.)**

1983-present American Occupational Therapy Association

2005-present Representative Assembly

- 2014-present Recorder
- 2011-2014 Agenda Chair
- 2011-present Representative Assembly Leadership Committee
- 2012-2013 Chair, Ad Hoc Committee on Motion Management
- 2009-2011 Member, Agenda Committee
- 2010-2011 Task Group Leader
- 2008-2011 Florida Representative
- 2005-2007 Florida Alternate Representative
- 1994-1996 Member, Commission on Education
- 1984-1985 Student Member, Commission on Education

2009-2016 Proposal reviewer, AOTA annual conferences

Sept. 2007 Participant (expertise: risk management), Driving Experts Meeting, Bethesda, MD

April 1997 Chair, Student Affairs Subcommittee of the Local Conference Committee, AOTA Conference and Expo; Orlando, FL

1983-present Florida Occupational Therapy Association

2005-2011 Member, Executive Board as Florida Representative to the Representative Assembly

- 2009 Chair, Lela Llorens Research Award Ad Hoc Committee
- 2008-2009 Co-chair, Strategic Plan Development Ad Hoc Committee

- 2007-2008 Chair, Local Conference Committee for 2008 Annual FOTA Conference, Gainesville, FL
- 1991-1998 Member, Executive Board
- 1995-1998 Coordinator, Special Interest Sections
  - 1991-1996 Chair, Physical Disabilities Special Interest Section
  - 1995 Member, Ad Hoc Continuing Education Task Force to advise the State of Florida legislative staff charged with developing rules and regulations for continuing education hours for occupational therapy licensure
- 2000-2011 State of Florida Brain and Spinal Cord Injury Program, Tallahassee, FL
- 2003-2011 Member, Research, Data Collection and Evaluation Committee
- 2008-2009 Reviewer, grant applications
- 2000-2004 Member, Inpatient and Outpatient Rehabilitation Committee
- 2000-2004 Administrative site surveyor for program accreditation
- 2008 Invited guest reviewer for Topics in Geriatric Rehabilitation special issue on Public Health, Disability and Aging
- 2001-2003 Member, North Central Florida Community Forum on End of Life issues, Gainesville, FL
- 1989-1993 Hope and Help Center of Central Florida, A not-for-profit AIDS Resource Agency, Orlando, FL
- 1989-1993 Facilitator, weekly support group for individuals with HIV/AIDS
- 1989-1993 Pro bono occupational therapist, home-based services for clients and families
- 1991-1993 Facilitator, biweekly caregivers support group

**UNIVERSITY OF FLORIDA SERVICE:**

- 2004-present Presidential appointment to the Board of Directors of Oak Hammock Continuing Care Retirement Community at the University of Florida, Gainesville, FL
- 2015-present Vice-Chair
- 2015-present Member, Executive Committee
- 2015-2016 Chair, Search Committee for President and CEO (national search)
- 2016-present Member, Transition Committee for new President and CEO
- 2015-present Chair, Social Responsibility Committee
- 2010-present Member, Health Pavilion Oversight Committee
- 2010-present Member, Compliance Committee
- 2009-2012 Senator, Faculty Senate
- 2004-2012 Member, Distance, Continuing and Executive Education Advisory Committee

**COLLEGE OF PUBLIC HEALTH AND HEALTH PROFESSIONS SERVICE:**

- 2008-2013 Faculty Council, Department of Occupational Therapy Representative
- 2009-2010 Chair
- 2008-2009 Vice-Chair
- 2009 Member, Search Committee for Dean of College
- 2009 Member, College Strategic Planning Committee
- 2004-2008 Appointed by Dean to oversee development of Rehabilitation Services for Oak Hammock Continuing Care Retirement Community at the University of Florida, Gainesville, FL
- 2004 Member and Workshop Facilitator, College Strategic Planning Committee

**DEPARTMENT OF OCCUPATIONAL THERAPY SERVICE:**

- 2010-present Member, Proposed OTD Program Committee
- 2003-2014 Member, Occupational Therapy Leadership Committee
- 2013-present Member, MOT Program Admissions Committee
- 2013 Member, Search Committee for Clinical Assistant Professor and Academic Fieldwork Coordinator

- 2004-2009 Chair, Search Committees for contract Occupational Therapists
- 2008 Coordinator for The Complete Shoulder continuing education course
- Feb. 2008 Co-Coordinator, International Conference on Aging, Disability and Independence

**PROFESSIONAL CREDENTIALS/ LICENSURE:**

- 1986 to Present State of Florida, Agency for Health Care Administration, Department of Health, Occupational Therapist License #OT0001705
- 1986 to present National Board for Certification in Occupational Therapy, Certification #AA464008
- 1983 to present AOTA membership #464008
- 1983 to present FOTA membership #71008
- 2000 to 2013 State of Florida, Agency for Health Care Administration, Division of Health Quality Assurance, Health Care Risk Manager License #5502509

**HONORS AND RECOGNITIONS:**

- 2016 Notification of selection to receive the AOTA Roster of Fellows for Exemplary Leadership, Education and Facilitating Client Safety in April 2017 at the AOTA Annual conference
- 2010 David Clark Award of Excellence: For loyal dedication, unwavering commitment, and outstanding contributions to promote excellence in Occupational Therapy. FOTA
- 2008 Service Commendation Awards (2). AOTA
- 1997 Award of Service: For longstanding contributions to the promotion of Occupational Therapy in Florida. FOTA
- 1996 Award of Recognition: For outstanding contributions to Occupational Therapy in Florida and for outstanding service to FOTA

**RECENT PEER REVIEWED PRESENTATIONS:**

- Pugh, E. Teaching Structured Reasoning to Create a Culture of Safety in the Clinic. FOTA, Orlando, FL, November 2016
- Crowley, S.J. & Pugh, E. Opportunities to Impact Practice Through AOTA Standards and Policy Development. FOTA Annual Conference, Orlando, FL. November 2016
- Pugh, E. & Nonailada, J. How Occupational Therapy Practitioners Can Promote an Environment of Safety in Their Healthcare Facility. AOTA Annual Conference, Nashville, TN. April 2015
- Baxter, F, Chisholm, D., Sonnier, D., Pugh, E. & Ikiugu, M. Impact AOTA Policy: Take a Notion and Make it a Motion. AOTA Annual Conference, Baltimore, MD. April 2014
- Pugh, E. & Watson, L Gear Up Your Teaching Skills: An evidence-based workshop on best teaching practices. FOTA Annual Conference, Tampa, FL. November 2012
- Pugh, E. The AOTA Representative Assembly Motions and Strategic Plan. FOTA Annual Conference, Sarasota, FL. February 2011
- Pugh, E. The Role of Occupational Therapy Practitioners in Patient Safety and Medical Error Prevention. AOTA Annual Conference, Orlando, FL. May 2010
- Inkel, B. & Pugh, E. Ethics: Exploring a Personal and Professional Journey. FOTA Annual Conference, Orlando, FL. February 2009
- Pugh, E. & Gwin, C. Hot Professional Issues Being Addressed by AOTA. FOTA Annual Conference, Orlando, FL. February 2009
- Pugh, E. Preventing Medical Errors. FOTA Annual Conference, Ft. Lauderdale, FL. November 2006
- Pugh, E. Advanced Medical Error Prevention for OTs and OTAs. FOTA Annual Conference, Gainesville, FL. May 2006
- Pugh, E. Is Distance Learning Right for Me? FOTA Annual Conference, Ft. Myers, FL. May 2005
- Pugh, E. First Do No Harm: Patient Safety and Medical Errors for PTs and PTAs ( State of Florida Board of Physical Therapy required and approved 2-hour Continuing Education for Physical Therapy practitioners). Florida Physical Therapy Association Meeting, Gainesville, FL. May 2002
- Pugh, E. First Do No Harm: *Prevention of Medical Errors for OTs and OTAs*. State of Florida Board of Occupational Therapy required and approved 2-hour Continuing Education for Occupational Therapy practitioners. UF Shands Hospitals and Outpatient Clinics, Gainesville, FL. July 2002. Also provided online.

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**BIOGRAPHICAL SKETCH**

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NAME: Orit Shechtman, PhD

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POSITION TITLE: Associate Professor

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EDUCATION/TRAINING *(Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable. Add/delete rows as necessary.)*

INSTITUTION AND LOCATION	DEGREE (if applicable)	Completion Date MM/YYYY	FIELD OF STUDY
Wingate Institute, Israel	BSc.	1975-1978	Physical Education
Indiana University, Bloomington, IN	MSc.	1982-1984	Exercise Science
University of Florida, Gainesville, FL.	MHS	1993-1995	Occupational Therapy
Indiana University, Bloomington, IN	Ph.D.	1984-1988	Exercise Physiology
University of Florida, Gainesville, FL.	Post-doc	1988-1992	Physiology

**A. Personal Statement (Expertise to teach in the OTD Degree Program)**

I have the expertise, experience, training, leadership and motivation to successfully teach in the OTD program. I have a broad background in physiology and years of experience of teaching the human body sciences. I have research experience, many publications, and some funding. I have supervised many masters and doctoral students by being chair or member on multiple committees. I have a strong commitment to being an educator, including teaching, supervision, and mentoring of students.

**B. Work Experience (positions and Employment)**

- 1983 to 1986: Associate Instructor, Physical Education Department, Indiana University, Bloomington, IN.
- 1987 to 1988: Visiting Lecturer, Physical Education Department, Indiana University, Bloomington, IN.
- 1988 to 1990: Post-Doctoral Research Associate, Physiology Department, College of Medicine, University of Florida, Gainesville, FL
- 1990 to 1992: Post-Doctoral Research Associate, Dept. of Pharmacodynamics, College of Pharmacy, University of Florida, Gainesville, FL
- 1992 to 1993: Visiting Associate Scientist, Laboratory of Behavioral Sciences, National Institute on Aging, National Institute of Health, Gerontology Research Center, Baltimore, MD
- 1993-1995: Teaching Assistant and post-baccalaureate student, Department of Occupational Therapy, College of Health-Related Professions, University of Florida, Gainesville, FL
- 1995 to 2003: Assistant Professor, Department of Occupational therapy, College of Health Professions, University of Florida, Gainesville, FL
- 2003 to present: Associate Professor, Department of Occupational therapy, College of Health Professions, University of Florida, Gainesville, FL

**C. Scholarly Contributions (grant support and publications)****Research Support:**

1. Clinical and Translational Science Institute (CTSI) Pilot and Collaborative Research Project Funding: "Wheelchair Ergonomic Hand Drive". PI – Mark Tillman. 12/01/09 - 11/30/2010; \$24,756
2. PHHP College Model Program Demonstration Projects Funding: "Identifying Critical Driving Errors from the Florida Traffic Crash Records Database to Inform Occupational Therapy Driving Practice." PI, January 2008-2009, \$20,000.
3. University of Florida's Age Network Multidisciplinary Research Enhancement Funding: "Medications and Older Drivers in Florida." PI - Sherrilene Classen;. April 2007-April 2008; Co-Investigator, \$5,500

4. The American Society of Hand Therapist' Evelyn Mackin Research Grant: "Using the force-time curve to identify maximal versus submaximal efforts in people with cumulative trauma disorders". September 2006 – September 2007; PI, \$5,000.
5. U.S. Department of Transportation Federal Highway Administration (FHWA): "Older Driver Infrastructure Research Project." Project #: DOT DTFH61-03-H-00138. August 2003-September 2005; PI \$280, 000.00
6. MD Systems, Inc, CardioGrip® Products: "Reliability, validity and norms for the DynEx™ electronic hand dynamometer". January, 2003 – January, 2004; PI, \$6,000.
7. The Research Opportunity Fund of The University of Florida "Identifying the level of effort during grip strength testing", May 1, 2002 – April 30, 2003; PI, \$30,000.
8. The Baltimore Therapeutic Equipment Company "Using the torque-velocity test of the BTE-Primus to measure sincerity of effort of elbow flexion". April 2002 - March 2003; PI, \$5,000.
9. The American Hand Therapy Foundation's Annual Research Grant: The 2001 Dr. William Burkhalter Memorial Research Award: "Using the force-velocity test to measure sincerity of effort". January, 2001 – January, 2002; PI, \$3000.00
10. The Shands Hospital Occupational Therapy Small Grants Fund: "Evaluation of the Shands Ergonomics Program". June 1997 - May 1998; Co-PI, \$ 8100.00
11. The Shands Hospital Occupational Therapy Small Grants Fund: "Serial Casting of Digital Flexion Contractures in children with Juvenile Rheumatoid Arthritis". June 1997 - May 1998; PI, \$ 4875.00

#### **Publications:**

1. Zukowski, LA, Roper JA, **Shechtman O**, Otzel DM, Hovis P, and Tillman, MD. Using an Ergonomic Hand Drive Mechanism Reduces Wrist Jerk and Angular Wrist Orientations Associated with Carpal Tunnel Syndrome. In press in the Journal of Rehabilitation Research and Development (JRRD).
2. Zukowski LA, Roper J, **Shechtman O**, Otzel DM, Bouwkamp J, Tillman MD. A Comparison of Metabolic Cost, Performance, and Efficiency of Propulsion Using an Ergonomic Hand Drive Mechanism and a Conventional Manual Wheelchair. Archives of Physical Medicine and Rehabilitation, 95:546-551, 2014.
3. **Shechtman, O.**, Sindhu, B.S., Davenport P. Using the "Visual Target Grip Test" to Identify Sincerity of Effort during Grip Strength Testing. Journal of Hand Therapy, 25(3): 320-329, 2012.
4. Sindhu, B.S., **Shechtman, O.**, Veazie, P.J. Identifying Sincerity of Effort Based on the Combined Predictive Ability of Multiple Grip Strength Tests. Journal of Hand Therapy, 25(3): 308-319, 2012.
5. Sindhu, B.S., **Shechtman, O.**, Tuckey, L.E. Validity, Reliability, and Responsiveness of a Digital Version of the Visual Analog Scale. Journal of Hand Therapy, 24(4): 356-363, 2011.
6. Seo, N.J., Sindhu, B.S., **Shechtman, O.** The influence of pain associated with musculoskeletal disorders on grip force timing. Journal of Hand Therapy, 24(4): 335-343, 2011.
7. Lehman, L.A., Woodbury, M., **Shechtman, O.**, Wang, Y-C., Pomeranz, J., Gray, D.B., & Velozo, C.A. Development of an Item Bank for a Computerized Adaptive Test of Upper Extremity Function. Disability and Rehabilitation, 33(21-22), 2092-2104, 2011.
8. **Shechtman, O.** Validation of driving simulators. *Advances in Transportation Studies: an international Journal*; 2010 Special Issue; pages 53-62. Printed July 2011.
9. Sindhu, B., **Shechtman, O.** Using the Force-Time Curve to Determine Sincerity of Effort in People with Upper Extremity Injuries. Journal of Hand Therapy, 24(1): 22-30, 2011.
10. Classen, S., **Shechtman, O.**, Joo, Y Awadzi, K.D., Lanford, D.N. Traffic violations vs. driving errors: Implications for older female drivers. *TRB Conference Proceedings 46: Women's Issues in Transportation, Vol. 1: Conference Summary and Plenary Papers; Vol. 2: Technical Papers Transportation Research Board*, 55-63, 2011.
11. Classen, S., Bewernitz, M., & **Shechtman, O.** Driving Simulator Sickness: An Evidence Based Review of Literature. *American Journal of Occupational Therapy*, 65(2), 179–188, 2011.
12. **Shechtman, O.**, Awadzi, K., Classen, S., Lanford, D., & Joo, Y. Validity and critical driving errors of on-road assessment for older drivers. *American Journal of Occupational Therapy* 64(2): 242:251, 2010.
13. Classen, S., **Shechtman, O.**, Awadzi, K., Lanford, D., & Joo, Y. Traffic Violations vs. Driving Errors: Informing Clinical Practice. *American Journal of Occupational Therapy* 64(2): 233:241, 2010.
14. Lehman, L.A., Sindhu, B.S., **Shechtman, O.**, Romero, S., Velozo, C.A. A comparison of the ability of two upper extremity assessments to measure change in function. Journal of Hand Therapy. 23(1), 31-40, 2010.
15. Classen, S., McCarthy, D.P., **Shechtman, O.**, Awadzi, K.D., Lanford, DN., Okun, M.S., Rodriguez, R.L., Romrell, J., Bridges, S., Kluger, B., & Fernandez, H.H. Useful Field of View as a Reliable

- Screening Measure of Driving Performance in People with Parkinson's Disease: Results of a Pilot Study. *Traffic Injury Prevention*, 10, 593-598, 2009.
16. Classen, S., **Shechtman, O.**, Stephens, B., Davis, E., Justiss, M., McCarthy, D., Mann, W. The impact of roadway intersection design of young and senior adults' driving performance in the recovery phase. *British Journal of Occupational Therapy*, 72 (11): 472-481, 2009.
  17. **Shechtman, O.**, Classen, S., Stephens, B., Davis, E., Awadzi, K. & Mann, W. The impact of roadway intersection design on simulated driving performance of younger and older adults during recovery from a turn. *Advances in Transportation Studies: an International Journal*; 2008 Special Issue; pages 7-20. Printed in July 2009.
  18. **Shechtman, O.**, Classen, S., Awadzi, K. & Mann, W. Comparison of driving errors between on-the-road and simulated driving assessment: A validation study. *Traffic Injury Prevention* 10(4): 379-385, 2009.
  19. Classen, S., Horgas, A., Awadzi, K., Messinger-Rappoport, B.M., **Shechtman, O.**, & Joo, Y. Clinical predictors of older driver performance on a standardized road test. *Traffic Injury Prevention*, 9:456-462, 2008.
  20. **Shechtman, O.**, Goodall, S.K. The Administration and Interpretation of the Rapid Exchange Grip Test: A National Survey. *Journal of Hand Therapy*, 21(1): 18-27, 2008.
  21. **Shechtman, O.**, Hope, L., Sindhu, B. Evaluation of the Torque-Velocity Test of the BTE-Primus as a Measure of Sincerity of Effort of Grip Strength. *Journal of Hand Therapy*, 20(4): 326-335, 2007.
  22. Frease, L., Walker, K. **Shechtman, O.** Interrater reliability of the GREAT postural rating scale for therapeutic riding; 76-88, 2007. In: Engel, B.T. & MacKinnon, J.R. (editors): *Enhancing Human Occupation Through Hippotherapy*; AOTA press; Bethesda, MD, 2007.
  23. **Shechtman, O.**, Sindhu, B., Davenport P (2007). Using the Force-Time Curve to Detect Maximal Grip Strength Effort. *Journal of Hand Therapy*, 19(1): 37-48, 2007.
  24. **Shechtman, O.**, Classen, S., Stephens, B., Davis, E., Bendixen, R., Belchior, P., Sandhu, M., McCarthy, D., & Mann, W. The impact of intersection design on simulated driving performance of young and senior adults. *Traffic Injury Prevention*, 8, 1-18, 2007.
  25. Classen, S., **Shechtman, O.**, Stephens, B., Davis, E., Bendixen, R., Belchior, P., Sandhu, M., Justiss, M., Posse, C., McCarthy, D., & Mann, W. The impact of roadway intersection design on driving performance of young and senior adults. *Traffic Injury Prevention*, 8, 1-10, 2007.
  26. **Shechtman, O.**, Anton, S., Kanasky, W. F., Robinson, M.E. The Use of the Coefficient of Variation in Detecting Sincerity of Effort: a Meta-analysis. *Work*, 26(4):335-341, 2006.
  27. Malcolm, M.P., Triggs, W.J., Light, K.E., **Shechtman, O.**, Khandekar, G., Gonzalez Rothi, L.G. Reliability of Motor Cortex Transcranial Magnetic Stimulation in Four Muscle Representations. *Clinical Neurophysiology* 117: 1037-1046, 2006
  28. **Shechtman, O.**, Classen, S., Stephens, B., Davis, E., Bendixen, R., Belchior, P., Sandhu, M., McCarthy, D., Mann, W. The Impact of Intersection Design on Simulated Driving Performance of Young and Senior Adults: Preliminary Results. *Topics in Geriatric Rehabilitation*, 22: 1, 27-35, 2006.
  29. Classen, S., **Shechtman, O.**, Stephens, B., Davis, E., Bendixen, R., Belchior, P., Sandhu, M., McCarthy, D., Mann, W. The Impact of Intersection Design on Simulated Driving Performance of Young and Senior Adults: Preliminary Results. *Topics in Geriatric Rehabilitation*, 22: 1, 18-26, 2006.
  30. Stephens, B.W., McCarthy, D., Marsiske, M., **Shechtman, O.**, Classen, S., Justiss, M. and Mann, W.C. International Older Driver Consensus Conference on Assessment, Remediation and Counseling for Transportation Alternatives Summary and Recommendations. *Physical and Occupational Therapy in Geriatrics*, 23:103-121, 2005
  31. **Shechtman, O.**, Gestewitz, L., Kimble, C. Reliability and Validity of the DynEx Dynamometer. *Journal of Hand Therapy*, 18(3): 339-347, 2005.
  32. **Shechtman, O.**, Gutierrez, Z., Kokendofer, E. Analysis of methods used to detect submaximal effort with the five-rung grip strength test. *Journal of Hand Therapy*, 18(1): 10-18, 2005.
  33. **Shechtman, O.**, Mann, W., Tomita, M, Justiss, M. Grip strength in the frail elderly. *The American Journal of Physical Medicine and Rehabilitation*, 83(11): 819-826, 2004.
  34. Gutierrez, Z., **Shechtman, O.** The effectiveness of the five-handle position grip strength test in detecting sincerity of effort in men and women. *American Journal of Physical Medicine and Rehabilitation*, 82:847-855, 2003.
  35. **Shechtman, O.**, Locklear, C. Moore, L., Hanson, C. The relationships between function, pain, and muscle strength in wheelchair users. *Occupational Therapy in Health Care*, 17 (1): 5-21, 2003.



36. **Shechtman, O.**, Davenport, R., Malcolm, M., Nabavi, D. Reliability and validity of the BTE-Primus grip tool. *The Journal of Hand Therapy*, 16(1):36-42, 2003.
37. Brunt D, Greenberg B, Wankadia S, Trimble MA, **Shechtman O.** The effect of foot placement on sit-to-stand in healthy young subjects and patients with hemiplegia. *Archives of Physical Medicine and Rehabilitation*, 83(7):924-929, 2002.
38. **Shechtman, O.**, Taylor, C. How do therapists administer the rapid exchange grip test? A survey. *The Journal of Hand Therapy*, 15(1):53-61, 2002.
39. Hanson, CS., **Shechtman, O.**, & Gardner-Smith, P. Ergonomics in a hospital and a university setting: The effect of worksite analysis on upper extremity work-related musculoskeletal disorders. *Work*, 16(3):185-200, 2001.
40. **Shechtman, O.**, Moore, L., Locklear, C. Using the BTE-Primus to measure grip strength in physically active wheelchair users: an exploratory study. *The American Journal of Occupational Therapy*, 55(4): 393-400; 2001.
41. **Shechtman, O.** The coefficient of variation as a measure of sincerity of effort of grip strength. Part 1: The statistical principle. *The Journal of Hand Therapy*, 14(3):180-187, 2001.
42. **Shechtman, O.** The coefficient of variation as a measure of sincerity of effort of grip strength. Part 2: Sensitivity and specificity. *The Journal of Hand Therapy*, 14(3):188-194, 2001.
43. **Shechtman, O.**, Hanson, C.S., Garrett, D., Dunn, P. Comparison of wheelchair cushions for effectiveness of pressure relief. *The Occupational Therapy Journal of Research*, 21(1): 29-48, 2001.
44. Taylor, C. & **Shechtman, O.** The use of the rapid exchange grip test in detecting sincerity of effort. Part I: The administration of the Rapid Exchange Grip Test. *The Journal of Hand Therapy*, 2000; 13:195-202.
45. **Shechtman, O.** & Taylor, C. The use of the rapid exchange grip test in detecting sincerity of effort. Part II: The validity of the rapid exchange grip test. *The Journal of Hand Therapy*, 2000; 13:203-210.
46. Venable, E., Hanson, C., **Shechtman, O.**, & Dasler, P. The effects of exercise on occupational functioning in the well elderly. *Physical and Occupational Therapy in Geriatrics*, 2000; 17(4):29-42.
47. Wickham, S.E., Hanson, C.S., **Shechtman, O.**, Ashton, C. Attitudes toward leisure and leisure motivation in adults with spinal cord injury. *Occupational Therapy in Health Care*, 2000; 12(4):33-50.
48. **Shechtman, O.** Using the coefficient of variation to detect sincerity of effort of grip strength: A literature review. *The Journal of Hand Therapy*, 13(1):25-32, 2000.
49. **Shechtman, O.** Is the coefficient of variation a valid measure for detecting sincerity of effort of grip strength? *Work*, 13(2):163-169, 1999.
50. **Shechtman, O.**, Zhongjie, S., Fregly, M.J., & Katovich, M.J. Increased tail artery vascular responsiveness to angiotensin II in cold-treated rats. *Canadian Journal of Physiology and Pharmacology*, 77 (12):974-979, 1999.
51. Hanson, C. S., **Shechtman, O.**, Foss, J.J. Future practice and training issues in the treatment of cognitive dysfunction in occupational therapy. *NeuroRehabilitation*, 8, 31-41, 1997.
52. Scahfer, V.A., Talan, M.I., **Shechtman, O.** The effect of exercise training on cold tolerance in adult and old C57BL/6J mice. *Journals of Gerontology Series A - Biological Sciences and Medical Sciences*, 51(1):B38-42, 1996.
53. Fregly, M.J., **Shechtman, O.**, Rowland, N.E. Increased dipsogenic responsiveness to agniotensin II in rats exposed to cold: rate of loss after return to thermoneutral ambient temperature. *Proceedings of the Society for Experimental Biology and Medicine*, 209(1):54-59, 1995.
54. **Shechtman, O.**, Talan, M.I. Effect of exercise on cold tolerance and metabolic heat production in adult and aged C57BL/6J mice. *Journal of Applied Physiology*, 77(5): 2214-2218, 1994.
55. Fregly, M.J., **Shechtman, O.** Direct blood-pressure measurements in rats during abrupt exposure to, and removal from, cold-air. *Proceedings of the Society for Experimental Biology and Medicine*. 205(2):119-123, 1994.
56. **Shechtman, O.**, Katovich, M.J. Sex-differences in vascular reactivity to adrenergic agens in the rat. *Comparative Biochemistry and Physiology A - Physiology*, 106(3):519-524, 1993
57. Van Bergen, P., Fregly, M.J., Rossi, F., & **Shechtman, O.** The effect of intermittent exposure to cold on the development of hypertension in the rat. *The American Journal of Hypertension*, 5(8):548-555, 1992.
58. Katovich, M.J., Pitman D., & **Shechtman, O.** Role of the adrenal gland in the thermal response to morphine withdrawal in rats. *The Canadian Journal of Physiology and Pharmacology*, 70(8):1090-1095, 1992.

59. Fregly, M.J., **Shechtman, O.**, Van Bergen, P., Reeber C. and Papanek, P.E. Changes in blood pressure and dipsogenic responsiveness to angiotensin II during chronic exposure of rats to cold. *Pharmacology Biochemistry and Behavior*, 38:837-842, 1991.
60. **Shechtman, O.**, Fregly, M.J., Van Bergen, P. Papanek, P.E. Prevention of cold-induced increase in blood pressure of rats by captopril. *Hypertension*, 17:763-770, 1991.
61. **Shechtman, O.**, Papanek, P.E., & Fregly, M.J. Factors affecting cold-induced hypertension in rats. *Proc. Soc. Exper. Biol.*, 195:364-368, 1990.
62. **Shechtman, O.**, Papanek, P.E. & Fregly, M.J. Reversibility of Cold-Induced Hypertension After Removal of Rats From Cold. *The Canadian Journal of Physiology and Pharmacology*, 68:830-835, 1990.

#### **Book Chapters**

1. **Shechtman, O.** The Coefficient of Variation as an Index of Measurement Reliability. In: Doi, S.A.R. & Williams, G.M. (Eds.): *Methods of Clinical Epidemiology*. Springer Series on Epidemiology and Public Health, 2013, pp. 39-49.
2. **Shechtman, O.** and Sindhu, B.S: Grip Strength. In: American Society of Hand Therapists Clinical Assessment Recommendations, Editor: McDermid, J. An Electronic Book Chapter. Retrieved on 9/26/2013 from: <http://www.asht.org/sites/default/files/downloads/2013/asht-13-cabooks-02-grip.pdf>.
3. Katovich, M.J., **Shechtman, O.**, & Hanley, K. Role of calcium in an animal model for the hot flush. In: Lomax & Schonbaum (eds.) *Thermoregulation: The Pathophysiological Basis of Clinical Disorders*, Karger, Basel 1992.

#### **D. Teaching Experience (courses taught & doctoral candidate committees)**

1. Musculoskeletal Anatomy (OTH4412): Occupational Therapy (OT) Department and Bachelor of Health Science (BHS) Program, College of Public Health and Health Professions (PHHP), University of Florida (UF), 1993-present.
2. Nervous System and Disorders (OTH4418): OT & BHS, PHHP, UF, 1996-present.
3. Pathophysiology for Rehabilitation (OTH3416): OT & BHS, PHHP, UF, 2003-present.
4. College Classroom Teaching (RSD6900): Rehabilitation Science Doctorate Program (RSD), PHHP, UF, 2009-present.
5. Foundations of Occupational Therapy (OTH5002): OT, PHHP, UF, 2008-present.
6. Musculoskeletal Disorders of the Upper Extremity: RSD, PHHP, UF, 2002-2006.
7. Applied Research in Occupational Therapy: OT, PHHP, UF, 2002-2006
8. Individual Work in Occupational Therapy: OT, PHHP, UF, 1996-2005.
9. Applied Kinesiology, OT, PHHP, UF, 1995-1998.
10. Chaired 2 PhD committees: RSD, PHHP, UF 1998-present
11. Co-chaired 2 PhD committees: RSD, PHHP, UF 1998-present
12. Member on over 20 PhD committees: RSD, PHHP, UF 1998-present

#### **E. Other Relevant Experience (professional service, honors and awards, etc.)**

##### **Awards:**

1. The 2015-2016 Teacher of the Year Award, College of Public Health and Health Professions, University of Florida
2. The 2005-2006 Teacher of the Year Award, College of Public Health and Health Professions, University of Florida
3. The 2005-2006 Most Outstanding Faculty Member, Bachelor of Health Science Program, College of Public Health and Health Professions, University of Florida
4. The 2005 Golden Apple Award for Excellence in Occupational Therapy Education from the University of Florida's Student Occupational Therapy Association
5. The University of Florida's Health Science Center, 1999-2000 Division Superior Accomplishment Award
6. The 1997-98 Teacher of the Year Award for the University of Florida
7. The 1997-98 Teacher of the Year Award, College of Health Professions, University of Florida

##### **Professional Service:**

1. Editorial board of the *Journal of Hand Therapy*, 2002-present
2. Reviewer for multiple journals including the: *American Journal of Occupational Therapy*, *Occupational Therapy Journal of Research*, *Journal of Traffic Injury Prevention*, *Archives of Physical Medicine and Rehabilitation*, *American Journal of Physical Medicine and Rehabilitation*, *Journal of Hand Surgery*.

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**BIOGRAPHICAL SKETCH**

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NAME: Struckmeyer, Linda R.

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POSITION TITLE: Clinical Lecturer

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EDUCATION/TRAINING *(Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable. Add/delete rows as necessary.)*

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INSTITUTION AND LOCATION	DEGREE <i>(if applicable)</i>	Completion Date MM/YYYY	FIELD OF STUDY
Washington University, St. Louis, MO	BS	05/1982	Occupational Therapy
Texas Woman's University, Denton, TX	MA	12/2004	Occupational Therapy
Texas Woman's University, Denton, TX	PhD	12/2016	Occupational Therapy

**A. Personal Statement (Expertise to teach in the OTD Degree Program)**

I have the expertise, leadership, and knowledge necessary to effectively teach and carry out research with occupational therapy doctoral students. I have over 30 years of clinical occupational therapy practice working with individuals across the life span in a wide variety of settings. This includes mental health, school based practice, out patient, skilled nursing, and home health care. More recently I have research experience as an interventionist on a study with Veterans and as a PI (with guidance from a research mentor) on establishing the validity and reliability of a home environmental assessment for persons with dementia and their caregivers. As a result of my expertise working with dementia patients in the home I have recently been invited to serve as a co-investigator on a multi-disciplinary study, "An Analgesic Trial to reduce pain and behavioral expressions among people with Alzheimer's disease and related dementias" that is being expanded into the home.

All three of my degrees are in occupational therapy. I have a deep knowledge base of occupational therapy history, theories, and practice. As a result of these experiences I am eager to be part of the advance of the field of occupational therapy into the doctoral level.

**B. Work Experience (positions and Employment)**

**CLINICAL LECTURER & ACADEMIC FIELDWORK COORDINATOR**

Department of Occupational Therapy,  
College of Public Health and Health Professions  
University of Florida,  
Gainesville, FL  
(Adjunct Lecturer, 2008 – 2013)  
August 2013-present

**PREVIOUS EXPERIENCE:**

Veteran's Administration Research Center, Gainesville, FL. Tailored Activity Program Grant 2012-2016.

Shands Home Health Care, Gainesville, FL. Occupational therapist. 2008-2013

Senior Home Health Care, Gainesville, FL. Occupational therapist. 2009-2011

Special Communications, Gainesville, FL. Alachua County Schools. January-June 2010

Interim Health Care, Gainesville, FL. Home care & wheelchair assessments. 2008-2010

Rehab Therapy Works, Gainesville, FL. Head Start therapist. Sept.2008-Feb. 2009

Copperas Cove ISD, Copperas Cove, TX. School-based therapist. October 1998-June 2008

Bell County Cooperative, Holland, TX. Contract school therapist. Aug. 2006-June 2008

Belton ISD, Belton, TX. Consultant. 2005-2008

RehabWorks & Rehab Choice, Temple, TX. SNF, Staff therapist. Nov.2005-June2008

Girling Home Health Care, Temple, TX 1989-94, 1998-2005

Health South (American Therapy Services, Reability, Health Focus) Temple, TX. 1989-1999  
*Company changed names/ownership four times. Outpatient, SNF, & Hospital contracts.*

Independent Home Health contracts, TX 1992-1999

*Jackson Home Health, Heavenly Hearts Therapy Services and Wilkerson Home Health*

Occupational Therapy, Pryor, OK. 1986-1989

*Independent contractor; contracts with Grand Valley Hospital, Delaware County Co-op, Oklahoma Occupational Therapy, Inc., and Eastern State Hospital*

Pediatric Physical Therapy, St. Louis, MO. 1986

St. Anthony's Hospital, St. Louis, MO. Rehab unit 2 years, psych unit 2 years. 1982-1986

**C. Scholarly Contributions**

**PUBLICATIONS:**

Struckmeyer, L., & Pickens, N., Brown, D., & Mitchell, K. (2016). *Use of the Content Validity Index in Occupational Therapy: An example from the HEAP-R*. Manuscript in preparation.

Struckmeyer, L., & Pickens, N., Brown, D., & Mitchell, K. (2016). *Reliability and Validity of the Home Environmental Assessment Protocol Revised*. Manuscript submitted for publication.

L. Struckmeyer, PhD, OTR/L

Struckmeyer, L., & Pickens, N. (2016). Home modifications for people with Alzheimer's disease: A scoping review. *American Journal of Occupational Therapy*, 70, 7001270020p1-p11. doi:10.5014/ajot.2015.016089

Struckmeyer, L. (2015). Lifelong learning and fieldwork: Who is the student? *FOCUS. FOTA*, Summer 2015.

Struckmeyer, L. & Schultz, S. (2013). Home Safety & Modifications: A Review of the Occupational Therapy Literature. *FOCUS. FOTA*, Winter 2013.

#### PRESENTATIONS (partial list)

Validity and Administration of the Home Environmental Assessment Protocol- Revised. Florida Occupational Therapy Conference. November, 2016.

Development of the Home Environment Assessment Protocol Revision. (2016) Vanderkooi Community Workshop, Dallas, TX. February, 2016.

Tailored Activity Program Intervention for Managing Dementia. Lead presenter with S. Winter and T. Howell. Florida Occupational Therapy Conference. November, 2015

Occupational Therapy TAPs into Dementia Care. Co-presenter with L. Gitlin, K. Marx, J.Scott, T. Kvedar, D. Stiassny, P. Barnes. AOTA conference, April 2015

Building Community Collaboration with a Fieldwork Advisory Board. Co-presenter with S. Chrisman. AOTA conference, April 2015

Fieldwork Certification Course. Co-presented with S. Lala, January & August, 2015 & August 2016: Florida State College Jacksonville. January: UF Health Rehab Hospital.

Individualized Approaches to Engagement in Activities. Invited presentation, keynote speaker, Altrusa House of Gainesville. June 2014.

Activities for Persons with Dementia and their Caregivers. The Village, Gainesville, FL., May 2014.

Alzheimer's Disease and Occupational Adaptation Theory. Poster Presentation. AOTA conference, April 2014

Evidence Based Home Assessments. UF Health Shands Rehab Continuing Education Evening Seminar. October 2013.

Fall Prevention & Home Modifications. Gainesville Senior Recreation Center. September 2013.

Evaluating Accessibility in the World Around You: Assessment Tools and Approaches for Public Spaces, Home Residences, Products, Information, and Educational Materials. Co-Presenter, AOTA Pre-conference Institute, April 2013.

Lighting for Safety and Independence. Florida Occupational Therapy Conference. November 2011.

L. Struckmeyer, PhD, OTR/L

Handwriting for the Preschooler: Hand Skills Development and Handwriting without Tears. Abiding Savior Lutheran Preschool. June 2011.

Home Care: A Vital Link in the Continuum of Care. Shands Rehab Continuing Education Evening Seminar. October 2009.

Social Stories for the Autistic Child. Mountain Central Conference. November, 2005.

Today's School Based-Practice: The Impact of Online Learning. Vanderkooi XII Lectureship session. Texas Women's University. 2005.

Handwriting or Word Processing. Mountain Central Conference. November, 2004.

Stress Management for the Injured Worker: An Occupational Therapy Group. Mountain Central Conference. November, 1993.

#### **D. Teaching Experience (courses taught & doctoral candidate committees)**

##### **OTD curriculum development committee 2014- current**

I am serving on the doctoral curriculum planning committee

Courses taught:

- Foundations of Occupational Therapy
- Occupational Theory: Occupational Adaptation module.
- Professional Development in Occupational Therapy
- Principles of OT screening and Evaluation 1 & 2
- Therapeutic Activities 1: Biomechanics
- Therapeutic Activities 2: Areas of Occupation
- Psychosocial Intervention
- Occupational Therapy Interventions 1 & 2
- Practicum 1 & 2
- Fieldwork 1 & 2
- Specialty Fieldwork
- Special Topics: Fieldwork Remediation

#### **E. Other Relevant Experience (professional service, honors and awards, etc.)**

##### **PROFESSIONAL SERVICE ACTIVITIES**

Florida OT Association Region 3 Representative	2016-present
Florida OT Education Consortium Board Member	2013-present
Student Occupational Therapy Association Faculty Advisor	2013-present
Academic Performance Review Committee	2013-present
Graduation Marshall University of Florida	2013-2016
NBCOT Certification Examination Standard Setting Study	May 2015
NBCOT Item writer	

##### **Honors & Awards**

Nominated TWU Doctoral Student of the Year	2016
Golden Key International Honour Society	2015
Love to Learn Scholarship	2015
Honor Society of Phi Kappa Phi	2014-2016

L. Struckmeyer, PhD, OTR/L

Virginia Chandler Van Dykes Scholarship 2013 & 2015  
Monroe County Memorial Scholarship 2013

## APPENDIX A

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

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

\* List projected annual headcount of students enrolled in the degree program. List projected yearly cumulative ENROLLMENTS instead of admissions.

\*\* If numbers appear in this category, they should go DOWN in later years.

\*\*\* Do not include individuals counted in any PRIOR CATEGORY in a given COLUMN.

\*\*\*\*For assistance with this calculation, check with UF Office of Institutional Research



**APPENDIX A**  
**TABLE 1-B**  
**PROJECTED HEADCOUNT FROM POTENTIAL SOURCES**  
**(Graduate Degree Program)**

Source of Students (Non-duplicated headcount in any given year)*	Year 1		Year 2		Year 3		Year 4		Year 5	
	HC	FTE****	HC	FTE	HC	FTE	HC	FTE	HC	FTE
Individuals drawn from agencies/industries in your service area (e.g., older returning students)	0	0	0	0	0	0	0	0	0	0
Students who transfer from other graduate programs within the university**	0	0	0	0	0	0	0	0	0	0
Individuals who have recently graduated from preceding degree programs at this university	32	24	62	46.5	93	69.75	93	69.75	93	69.75
Individuals who graduated from preceding degree programs at other Florida public universities	5	3.75	10	7.5	15	11.25	15	11.25	15	11.25
Individuals who graduated from preceding degree programs at non-public Florida institutions	2	1.5	4	3	6	4.5	6	4.5	6	4.5
Additional in-state residents***	1	0.75	2	1.5	3	2.25	3	2.25	3	2.25
Additional out-of-state residents***	5	3.75	10	7.5	15	11.25	15	11.25	15	11.25
Additional foreign residents***	1	0.75	2	1.5	3	2.25	3	2.25	3	2.25
Other (Explain)***	0	0	0	0	0	0	0	0	0	0
<b>Totals</b>	<b>46</b>	<b>34.5</b>	<b>90</b>	<b>67.5</b>	<b>135</b>	<b>101.25</b>	<b>135</b>	<b>101.25</b>	<b>135</b>	<b>101.25</b>

\* List projected annual headcount of students enrolled in the degree program. List projected yearly cumulative ENROLLMENTS instead of admissions.

\*\* If numbers appear in this category, they should go DOWN in later years.

\*\*\* Do not include individuals counted in any PRIOR category in a given COLUMN.

\*\*\*\*For assistance with this calculation, check with UF Office of Institutional Research

**APPENDIX A**

**TABLE 2  
PROJECTED COSTS AND FUNDING SOURCES**

Instruction & Research Costs (non-cumulative)	Year 1							Year 5						
	Funding Source						Subtotal E&G, Auxiliary, and C&G	Funding Source					Subtotal E&G, Auxiliary, and C&G	
	Reallocated Base* (E&G)	Enrollment Growth (E&G)	Other New Recurring (E&G)	New Non-Recurring (E&G)	Contracts & Grants (C&G)	Auxiliary Funds		Continuing Base** (E&G)	New Enrollment Growth (E&G)	Other*** (E&G)	Contracts & Grants (C&G)	Auxiliary Funds		
Faculty Salaries and Benefits	634,424	0	0	0	0	0	\$634,424	989,527	0	0	0	0	\$989,527	
A & P Salaries and Benefits	158,690	0	0	0	0	0	\$158,690	238,478	0	0	0	0	\$238,478	
USPS Salaries and Benefits	0	0	0	0	0	0	\$0	0	0	0	0	0	\$0	
Other Personal Services	88,823	0	0	0	0	0	\$88,823	124,352	0	0	0	0	\$124,352	
Assistantships & Fellowships	0	0	0	0	0	0	\$0	0	0	0	0	0	\$0	
Library	0	0	0	0	0	0	\$0	0	0	0	0	0	\$0	
Expenses	25,530	0	0	0	0	0	\$25,530	35,742	0	0	0	0	\$35,742	
Operating Capital Outlay	0	0	0	0	0	0	\$0	0	0	0	0	0	\$0	
Special Categories	26,737	0	0	0	0	0	\$26,737	28,941	0	0	0	0	\$28,941	
<b>Total Costs</b>	<b>\$934,204</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$934,204</b>	<b>\$1,417,040</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$1,417,040</b>	

\*Identify reallocation sources in Table 3.

\*\*Includes recurring E&G funded costs ("reallocated base," "enrollment growth," and "other new recurring") from Years 1-4 that continue into Year 5.

\*\*\*Identify if non-recurring.

**Faculty and Staff Summary**

	Year 1	Year 5
Total Positions		
Faculty (person-years)	4.6	6.1
A & P (FTE)	3	4
USPS (FTE)	0	0

**Calculated Cost per Student FTE**

	Year 1	Year 5
Total E&G Funding	\$934,204	\$1,417,040
Annual Student FTE	34.5	101.25
E&G Cost per FTE	\$27,078	\$13,995

## APPENDIX A

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

Program and/or E&G account from which current funds will be reallocated during Year 1	Base before reallocation	Amount to be reallocated	*Base after reallocation
33030000-101-1100	934,204	934,204	\$0
	0	0	
	0	0	
	0	0	
	0	0	
	0	0	
<b>Totals</b>	\$934,204	\$934,204	\$0

\* If not reallocating funds, please submit a zeroed Table 3  
 \*Sunset MOT Degree Program and replace with OTD Degree Program

## APPENDIX A

**TABLE 4  
ANTICIPATED FACULTY PARTICIPATION**

Faculty Code	Faculty Name or "New Hire" Highest Degree Held Academic Discipline or Speciality	Rank	Contract Status	Initial Date for Participation in Program	Mos. Contract Year 1	FTE Year 1	% Effort for Prg. Year 1	PY Year 1	Mos. Contract Year 5	FTE Year 5	% Effort for Prg. Year 5	PY Year 5
A	Paul Arthur, PhD Occupational Therapy	Professor Professor	Non-Tenure	Summer 2017	12	1.00	0.20	0.20	12	1.00	0.20	0.20
A	Joanne Foss, PhD Occupational Therapy	Assoc Prof Associate Chair	Non Tenure	Summer 2017	12	1.00	1.00	1.00	12	1.00	1.00	1.00
A	Emily Pugh, MA Occupational Therapy	Associate In	Non Tenure	Summer 2017	12	1.00	1.00	1.00	12	1.00	1.00	1.00
A	Orit Sheckman, PhD Occupational Therapy	Assoc Prof	Tenure	Summer 2017	12	1.00	1.00	1.00	12	1.00	1.00	1.00
A	Linda Struckmeyer, PhD Occupational Therapy	Clinical Lecturer	Non Tenure	Summer 2017	12	1.00	1.00	1.00	12	1.00	1.00	1.00
B	Sherilenne Classen, PhD Occupational Therapy	Professor Professor	Tenure	Summer 2017	12	1.00	0.20	0.20	12	1.00	0.20	0.20
A	Christine Myers, PhD Academic Discipline - TBD	Professor	Non Tenure	Summer 2017	12	1.00	0.20	0.20	12	1.00	0.20	0.20
C	TBD Academic Discipline - TBD	TBD	Non Tenure	Summer 2019	12	0.00	0.00	0.00	12	1.00	1.00	1.00
C	TBD Academic Discipline - TBD	TBD	Non Tenure	Summer 2020	12	0.00	0.00	0.00	12	1.00	0.50	0.50
<b>Total Person-Years (PY)</b>								<b>4.60</b>				<b>6.10</b>

Faculty Code	Source of Funding	PY Workload by Budget Classification			
		Year 1	Year 5		
A	Existing faculty on a regular line	Current Education & General Revenue	576224.00	780247.00	
B	New faculty to be hired on a vacant line	Current Education & General Revenue	58200.00	81480.00	
C	New faculty to be hired on a new line	New Education & General Revenue	0.00	127800.00	
D	Existing faculty hired on contracts/grants	Contracts/Grants	0.00	0.00	
E	New faculty to be hired on contracts/grants	Contracts/Grants	0.00	0.00	
<b>Overall Totals for</b>		<b>Year 1</b>	<b>634424.00</b>	<b>Year 5</b>	<b>989527.00</b>

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**UNIVERSITY OF FLORIDA BOARD OF TRUSTEES  
COMMITTEE ON EDUCATIONAL POLICY AND STRATEGIC INITIATIVES  
COMMITTEE ACTION ITEM EP4  
March 16, 2017**

**SUBJECT:** University of Florida Regulations

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**BACKGROUND INFORMATION**

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

**PROPOSED COMMITTEE ACTION**

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

**ADDITIONAL COMMITTEE CONSIDERATIONS**

Board of Governors' final approval is required for regulations that pertain to student fees.

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

Submitted by: Curtis A. Reynolds, Vice President for Business Affairs and David W. Parrott, Vice President for Student Affairs

**Approved by the University of Florida Board of Trustees, March 17, 2017**

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James W. Heavener, Chair

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W. Kent Fuchs, President and Corporate Secretary

**Summary of University of Florida Regulation Changes  
Committee on Educational Policy & Strategic Initiatives  
March 16, 2017**

## **General**

### **1.0101 Policy for Dealing with Conduct in Research**

The proposed amendments to this regulation are intended to better align the University's process for dealing with conduct in research to the federal regulations and guidelines. Specifically, the proposed amendments, inter alia, add a 6 year time limit for review of misconduct in research, clarify the process for sequestration of research data, remove certain deadlines that are more restrictive than the federal guidelines, clarify certain report details and requirements, add language regarding how interviews may be recorded or transcribed, and clarifies the role of the legal counsel or faculty union representative of the accused during the investigation by the independent committee.

### **1.0104 University of Florida Ethics Policy**

The University of Florida Ethics Policy, originally adopted by the Board of Trustees in 2004, has been updated to provide more in-depth guidance on requirements for Trustees and employees to fulfill their longstanding requirement to conduct their UF activities to highest ethical standards and business practices. The updated policy was endorsed by the Board at its December 2, 2016 meeting and has now been published as a regulation for adoption.

### **1.100 General Personnel Policy**

Sworn Police Officers and Sergeants of the University of Florida Police Department have fallen under the University Support Personnel System ("USPS") pay plan. These Officers and Sergeants are unlike other employees in USPS based on the types of duties and functions they perform for the University. They also belong to a different collective bargaining organization than other USPS employees – the Police Benevolent Association ("PBA"). For these reasons, the University created a new pay plan for Officers and Sergeants called the Law Enforcement Officer ("LEO") pay plan. The proposed amendment to Regulation 1.100 recognizes and defines this new pay plan. The LEO pay plan was agreed to by the PBA through collective bargaining.

## **Public Functions**

### **2.004 Use of University Facilities: Definitions; Priorities In Use; General Restrictions on Use**

The amendment to this regulation updates the definition of "University Persons" to include the current pay plans of employees at the university. The amendment adds the pay plans Academic Personnel (AP), Technical, Executive, Administrative and Managerial Support (TEAMS), and Law Enforcement Officer (LEO) to the definition. An obsolete pay plan, faculty members, administrative and professionals (A&P) has been deleted. The definition now also includes graduate assistants.

## **2.020 Food Service on Campus**

The amendments to this regulation codify and clarify longstanding requirements of the university's food service contracts and associated practices. Definitions for "caterer" and "Approved University Caterer" are provided; conditions under which individuals or organizations may use a caterer to temporarily provide and/or serve food on campus are provided; the website is identified listing certain University facilities that have restricted catering spaces in which only pre-selected caterers may provide/serve food; University regulations which are relevant to food service on campus are incorporated and referenced; and other changes for clarity and consistency are made. One clarification that codifies longstanding practice is that food purchases with personal funds from properly licensed food vendors for consumption on campus are not subject to otherwise applicable requirements to use a University Approved Caterer.

## **Finance & Administration**

### **3.007 Traffic & Parking: Parking Registration**

The proposed regulation amendment increases the parking decal rate for faculty, staff and commercial vehicles for 2017-18. Student decal rates remain at current levels without change. For most faculty and staff decal holders, the change equates to an increase of \$12 per year, \$0.46 per pay period (green commuter decals) or of \$24 per year, \$0.92 per pay period (orange decals). All changes are lined in the regulation. Over the last five years, faculty and staff parking decals have increased \$31 or \$1.29 per pay period for orange decal holders and \$16 or \$0.66 per pay period for green decal holders. This regulation amendment is needed to cover the total costs associated with parking facilities.

### **3.020 Procurement**

In accordance with amendments and clarifications to BOG Reg. 18.001, amendments to this regulation change the title of the regulation from 'Purchasing' to 'Procurement' to encompass the broader range of activities that are regulated; change "Purchasing Department" to "Procurement Services"; remove an outdated reference to Chapter 283, Florida Statutes, with regard to the purchase of printing services; specify that media placement services are subject to competitive solicitation because such services are more general than direct placement of an advertisement toward a targeted audience, and can therefore be competitively solicited; revise language to codify existing policy and practice that the University may extend a contract, without a competitive process, for up to 12 months or until completion of a competitive solicitation and award or protest; and revise language to codify existing policy and practice that the University may renew a contract, without a new competitive process, for a period that may not exceed the longer of five years or twice the term of the original contract.

To codify longstanding practice and conform with statute, the amendments also clarify language regarding a contingency provision required if a contract term exceeds one year and is dependent upon State-appropriated funds. Antiquated procedures related to pre-audit review of deferred payment agreements when the University utilizes the State Controller's Consolidated Equipment Financing Program also are deleted.



### **3.037 Registration and Student Fees**

The proposed amendments update the procedure for re-registration by deleting reference to an obsolete form and substituting a reference to the currently applicable petition process. The proposed amendments also codify that the longstanding meaning of fees for purposes of registration includes tuition and other fees. The amendment does not change any fees.

### **3.045 University Support Personnel System (USPS) Predetermination and Arbitration Appeal Procedures for Employees with Permanent Status**

Sworn Police Officers and Sergeants of the University of Florida Police Department have fallen under the University Support Personnel System (“USPS”) pay plan. These Officers and Sergeants are unlike other employees in USPS based on the types of duties and functions they perform for the University. They also belong to a different collective bargaining organization than other USPS employees – the Police Benevolent Association (“PBA”). For these reasons, the University created a new pay plan for Officers and Sergeants called the Law Enforcement Officer (“LEO”) pay plan. Regulation 3.045 relates to predetermination and arbitration procedures for USPS employees. The proposed amendment to Regulation 3.045 removes reference to law enforcement officers. Predetermination and arbitration procedures for LEO employees are contained in the PBA collective bargaining agreement.

### **3.050 University Support Personnel System and Technical, Executive, Administrative, and Managerial Support Staff Performance Appraisal**

Sworn Police Officers and Sergeants of the University of Florida Police Department have fallen under the University Support Personnel System (“USPS”) pay plan. These Officers and Sergeants are unlike other employees in USPS based on the types of duties and functions they perform for the University. They also belong to a different collective bargaining organization than other USPS employees – the Police Benevolent Association (“PBA”). For these reasons, the University created a new pay plan for Officers and Sergeants called the Law Enforcement Officer (“LEO”) pay plan. Regulation 3.050 relates to performance appraisals for USPS employees and employees in the Technical, Executive, Administrative, and Managerial (“TEAMS”) pay plan. The proposed amendment to Regulation 3.050 removes reference to law enforcement officers. Performance appraisals procedures for LEO employees are contained in the PBA collective bargaining agreement.

### **3.054 Appointment, Technical, Executive, Administrative, and Managerial Support and University Support Personnel System Staff**

Sworn Police Officers and Sergeants of the University of Florida Police Department have fallen under the University Support Personnel System (“USPS”) pay plan. These Officers and Sergeants are unlike other employees in USPS based on the types of duties and functions they perform for the University. They also belong to a different collective bargaining organization than other USPS employees – the Police Benevolent Association (“PBA”). For these reasons, the University created a new pay plan for Officers and Sergeants called the Law Enforcement Officer (“LEO”) pay plan. Regulation 3.054 relates to appointments for USPS employees and employees in the Technical, Executive, Administrative, and Managerial (“TEAMS”) pay plan. The proposed amendment to Regulation 3.054 removes reference to law enforcement officers. Appointment provisions for LEO employees are contained in the PBA collective bargaining agreement.

## **Student Affairs**

### **4.006 Commercial Activity; Selling of Merchandise, Activities Involving Off-Campus Vendors**

The proposed amendments to this regulation revise it to reflect a new online permit process in Student Activities and Involvement for student engagement in the covered commercial activities on campus, and remove provisions regulating vendor sale of food and beverages, which have been moved to Regulation 2.020, Food Service on Campus, in order to consolidate requirements related to vendor sale of food, beverages and service on campus.

### **4.052 Religious Observances**

The Board of Governors Regulation 6.0115 mandates that each university board of trustees adopt a regulation to reasonably accommodate religious observance for students. This proposed new regulation codifies the University's existing policy on religious attendance for students, allowing reasonable accommodation for students who provide prior notification to their instructors of their desire to observe a religious holy day of their faith.

## **Institute of Food & Agricultural Sciences**

### **6.007 Qualifications and Appointment of County Extension Faculty**

The proposed amendments to this regulation are solely to update and codify the requirements for new appointees to any County Extension Director position, degree requirements for other faculty members, and the usual practice of providing the Chair of the Board of County Commissioners a list of at least three (3) "unranked" qualified candidates, if available, for a county faculty position.

### **6.008 Faculty Evaluation**

The amendments to the regulation update it to reflect the current process for IFAS faculty evaluation, including clarifying that the faculty member prepares a statement of situation, annual goals, plan of work and report of accomplishments. The amendments also codify the existing practice that the District Extension Director conducts the performance evaluation of County Extension Faculty in cooperation with the appropriate County Extension Director and/or other designated supervisor.

### **6.009 Extension Faculty Promotion Criteria: Tenure and Promotion of Faculty in a Research or Research and Education Center; IFAS Committee on Tenure, Promotion and Permanent Status**

The proposed amendments to this regulation are solely to update and modernize the language of the regulation, including extending some IFAS extension program references from simply County, to County, District and Statewide; updating references to technology; codifying existing practice by substituting "standard" instead of "average" as a qualifier for performance evaluations; codifying the marketing responsibility of County Extension Directors; codifying the existing practice of County Extension Faculty members working with County Extension Directors and the District Extension Directors to determine promotions; codifying qualification criteria for County Extension Agent III; and codifying the scholarly writing criterion for County Extension Agent IV.

### **6.011 Leave**

The proposed amendments to this regulation are solely to update the regulation by deleting the obsolete subsection referencing specific IFAS faculty with accrued vacation leave prior to 1969.

### **6.015 Outside Activity Guidelines**

These modifications clarify the longstanding prohibition against IFAS faculty members and administrators serving as expert witnesses unless subpoenaed to provide objective science-based information without compensation, other than travel related expense reimbursement.

### **6.017 Publications**

The proposed amendments do not change IFAS longstanding practices, and remove outdated guidelines for antiquated print publications, including the conditions under which they were sold, were paid for, and were requested by mail. Many IFAS online publications are provided free of charge, with the exception of books and online materials sold at bookstores or by other outlets.

## **Academic Affairs**

### **7.049 Textbook and Instructional Materials Affordability**

The proposed changes to this regulation are to conform UF regulations with the revisions to the Board of Governors regulation on Textbook and Instructional Materials Affordability. Specifically, the proposed amendment encompasses both textbooks and other instructional materials, creates an earlier materials adoption deadline of forty-five days (rather than 30 days) prior to the start of the term and adds a requirement that the UF Board of Trustees provide an annual report on materials adoption and costs to the Chancellor of the State University System.

## **Technical Changes**

- 6.013 Florida 4-H Youth Development Programs and Participation**
- 6.021 Guidelines for Implementation of the Plan as Related to 4-H Clubs and Florida Association for Home and Community Education Clubs**
- 7.013 Non-Renewal of Non-Tenured and Non-Permanent Status Faculty Appointments: Notice of Ending of Employment of Non-Tenured and Non-Permanent Status Faculty**

The changes to these regulations are technical in nature (such as updating office names, position titles, correcting typographical errors, updating from Rules to Regulations format and replacing outdated forms) and do not include any substantive changes that are required to be approved by the Board of Trustees.

## NOTICE OF CHANGE IN PROPOSED REGULATION

Date: March 2, 2017

**REGULATION TITLE:**

University of Florida; Policy for Dealing  
With Conduct in Research

**REGULATION NO.:**

1.0101

**SUMMARY OF CHANGES:** The following substantive changes have been made to the proposed amendments to this regulation:

- clarified the timing for disclosing a conflict of interest and included the designee as one of the participants in section 4(d);
- deleted the qualified description of the process and investigation in sections 4(c), 6(b), 6(c), and 6(d);
- revised the contact information in section 5(a);
- removed a provision updating the accused, without eliminating the ability of the accused to inquire and receive updates of the status of the process in section 5(d)1;
- clarified the accused's right to counsel in section 5(d)1;
- clarified the type of report being referred to in section 5(d)3;
- clarified the time period for the accused's opportunity to respond to the final inquiry report to 30 days in section 5(d)3;
- clarified the composition of the committee in section in section 6(a)2;
- removed a 10 day deadline that is not required in section 6(a)2;
- removed a notification that is not required in section 6(b);
- clarified who gets notified of the allegation of research misconduct in section 6(b); and
- clarified scope of the investigation and role of counsel for the accused during interview in section 6(e).

**THE FULL TEXT OF THE PROPOSED REGULATION IS ATTACHED TO THIS NOTICE.**

REGULATIONS OF THE  
UNIVERSITY OF FLORIDA

~~6C1~~ 1.0101 University of Florida; Policy for Dealing with Conduct in Research

(1) University Policy -- It is the policy of the University that each individual faculty and staff member and student is expected to maintain high ethical standards in the proposal for, conduct and reporting of his/her research. Should alleged incidents of Research Misconduct in research occur, reporting of such possible violations is a shared responsibility, and it is the duty of the faculty, staff members and students to respond in a fitting manner to resolve issues arising from such alleged misconduct.

(2) Faculty, Staff, and Student Responsibilities -- Faculty members, staff, and students at the University of Florida are expected to maintain ethical standards in the conduct and reporting of scientific and scholarly research. Faculty, staff, and students have responsibilities for ethical conduct in research not only to the University, but also to the community at large, to the academic community, and to private and public institutions sponsoring the research activities.

(3) Definition of Research Misconduct -- Research Misconduct is defined for the purposes of this regulation as fabrication, falsification, or plagiarism in proposing, performing, or reviewing research, or in reporting research results.

(a) Fabrication is making up data or results and recording or reporting them. Falsification is manipulating research materials, equipment, or processes, or changing or omitting data or results such that the research is not accurately represented in the research record. Plagiarism is the appropriation of another person's ideas, processes, results, or words without giving appropriate credit.

(b) Research Misconduct does not include honest error or differences of opinion. It does not include authorship disputes. In addition, failure to comply with federal requirements affecting specific aspects of conducting research, misappropriation of federal funds, failing to comply with the University's Institutional Review Board policies and procedures, or other inappropriate actions in research which do not fall within the definition of Research Misconduct as stated in this paragraph and which are in violation of existing University regulations or policies are addressed under such other regulations or policies.

(c) A finding of Research Misconduct requires:

1. There be a significant departure from accepted practices of the relevant research community;
2. The misconduct be committed intentionally, knowingly, or recklessly; and
3. The allegations be proven by a preponderance of the evidence.

(4) Basic Principles Governing Investigations of Research Misconduct - If allegations of Research Misconduct are made, the procedures implemented may vary depending on the type, seriousness, and technical nature of the alleged Research Misconduct. Faculty, staff, and students will be guided by the following principles:

(a) The rights of all faculty members, staff, and students of the University must be protected to the extent possible, whether they be the accused or accusers, witnesses, or research subjects during the process of inquiry, investigation and fact finding, including protecting the privacy of the accused and of those who in good faith report alleged Research Misconduct or serve as witnesses. There shall be no recrimination toward a person bringing an allegation in good faith, and retaliatory conduct against complainants, witnesses, committee members, and other persons involved in the Research Misconduct process who are

acting in good faith will be deemed misconduct subject to disciplinary action under University regulations or the applicable collective bargaining agreements.

If an allegation is found to have been brought maliciously or in bad faith, the filing of the complaint can be cause for a finding of misconduct and subsequent disciplinary action against the complainant in accordance with University regulations or the applicable collective bargaining agreement.

(b) University regulations and/or applicable collective bargaining agreement provisions shall govern any formal disciplinary proceedings initiated in response to a finding by the investigating authority of Research Misconduct.

(c) Confidentiality shall be maintained throughout an inquiry or investigation of alleged Research Misconduct to the greatest extent possible and consistent with the laws of the State of Florida and federal law. Inappropriate dissemination of information relating to a Research Misconduct allegation can form the basis for a finding of misconduct and subsequent disciplinary action against faculty, staff, or students.

(d) The University will take reasonable and practicable steps to provide that persons who review an allegation of Research Misconduct, including such persons participating in the inquiry and investigation, do not have personal, professional, or financial conflicts of interest with regard to the accused, the complainant or others involved in the inquiry or investigation process. It is the duty of those participating in the inquiry and any investigation to be free of such conflicts of interest and to bring any question of any such conflict to the attention of the Director of Research Compliance in the Office of Research or designee, or in the Director or designee's case, the Vice President for Research, prior to participating and at any time thereafter when a conflict arises.

(e) Notwithstanding other provisions of this regulation, if federally-sponsored research is involved, the time limits set forth in the applicable federal regulations will govern the process and be substituted for the time limits set forth in this regulation if the federally-established time limits differ from those in this regulation.

(5) Receipt and Processing of an Allegation of Research Misconduct

(a) Filing the Allegation of Research Misconduct. Allegations of Research Misconduct may be brought by anyone who has reason to believe that such misconduct has occurred. Any such allegation must be brought to the Director of Research Compliance in the Office of Research, ~~at whose contact information is located at [compliance@research.ufl.edu](mailto:compliance@research.ufl.edu), 352-294-1632 office, 352-273-1988 fax or website at <http://research.ufl.edu/faculty-and-staff/research-compliance/research-misconduct.html>~~ [www.research.ufl.edu/research/compliance.html](http://www.research.ufl.edu/research/compliance.html). Such allegation normally should be made in   -writing and signed; however, an allegation may be made anonymously. The specific grounds for the allegation of Research Misconduct should be stated. Any relevant documentation supporting the allegation should be included with the complaint.

(b) Time limitations. This policy applies only to ~~Research~~ ~~Misconduct~~ occurring within six~~6~~ years of the date an allegation of ~~Research~~ ~~Misconduct~~ is received (limitation period), subject to the following exceptions:

1. Subsequent use exception. The respondent continues or renews any incident of alleged ~~Research~~ ~~Misconduct~~ that occurred before the six-year limitation through the citation, republication or other use for the potential benefit of the respondent of the research record that is alleged to have been fabricated, falsified, or plagiarized.

2. Health or safety of the public exception. If the University, following



consultation with the appropriate designated office (Office of Research Integrity, Inspector General, etc.) of the sponsoring agency or agencies supporting the research (federal designated office), if applicable, or if that federal designated office determines that the alleged Research ~~m~~Misconduct, if it occurred, would possibly have a substantial adverse effect on the health or safety of the public.

3. Grandfather exception. If the federal research is involved and the agency's regulations impose a different limitation period, that limitation period shall apply. If the allegation is received by the University, or any applicable federal agency if federal research is involved, before the effective date of this regulation's, or the federal agency regulation's, imposition of a limitation period, the limitation period that became effective after receipt of the allegation shall not apply.~~Department of Health and Human Services (HHS) or the University received the allegation of research misconduct before the effective date of this regulation.~~

~~(b)(c)~~ Processing the Allegation of Research Misconduct - Pre-Inquiry Review. The Director of Research Compliance or designee is charged with reviewing the allegation to determine if an inquiry is warranted. An inquiry is warranted if the allegation falls within the definition of Research Misconduct and is sufficiently credible and specific so that potential evidence of Research Misconduct may be identified. ~~Regardless of whether an inquiry is warranted, a record of the allegation, the steps taken to review the allegation, and the basis for proceeding or not proceeding to the inquiry shall be maintained by the Vice President for Research or designee in accordance with section (8) of this regulation.~~

~~(e)~~(d) Inquiry Process

1. Upon determining that an inquiry is warranted, the Director of Research

Compliance or designee shall proceed with an inquiry into the allegation. The Director of Research Compliance or designee reviewing the allegation shall be responsible for making a good faith effort to notify the accused in writing of the allegation, and advising the accused of the procedures to be followed by the University, affording the accused an opportunity to respond to the allegation, ~~and keeping the accused informed of the progress of the inquiry process.~~ The accused shall be provided with a copy of this regulation or web-link to the regulation. describing the procedures to be followed. The accused has the right to retain legal counsel ~~or be advised by a faculty union representative, if appropriate.~~

2. Sequestration of Research Data

a. ~~All original research data and/or other records involved in the allegation must be secured by the Director of Research Compliance or designee on~~ On or before the date the accused is notified of the allegation or the inquiry begins, whichever is earlier, the Director of Research Compliance or designee must promptly take all reasonable and practical steps to obtain custody of all the research records and evidence needed to conduct the Research Misconduct proceeding, inventory the records and evidence, and sequester them in a secure manner. If the data are contained on a shared piece of equipment, a copy of the data may be made and secured if the copy has substantially equivalent evidentiary value.

b. Sequestration of research data and/or other records shall not constitute disciplinary action, but is meant to preserve the data and other records. Upon request, the accused shall be provided a reasonable means of access to the data and other records or to legible reproductions.

~~c. — An inventory shall be made of the sequestered research data and/or other records.~~

3. The Director of Research Compliance or designee shall conduct the inquiry, which

may include the use of one or more additional reviewers and/or scientific consultants. Any formal interviews conducted as part of the inquiry process shall be recorded. The inquiry shall be concluded ~~by the Director for Research Compliance or designee within fifty (50) calendar days~~, and a final decision shall be made by the Vice President for Research or designee whether an investigation is warranted within sixty (60) calendar days, of the commencement of the inquiry unless circumstances clearly warrant a longer period. If the inquiry and the final determination as to whether an investigation is warranted under paragraph (6)(a)1. of this regulation together take longer than sixty (60) calendar days from the commencement of the inquiry to complete, the record of the inquiry shall include documentation of the reasons for exceeding the sixty (60) day period. ~~In addition the Director of Research Compliance or designee shall submit to the designated agency official, if and when required under applicable federal regulations when federally sponsored research is involved, a written request for an extension of time to complete the inquiry.~~ Prior to forwarding the final inquiry report to the Vice President for Research or designee, the committee shall provide the final inquiry report to the accused who shall have the right to review and comment in writing within ~~a specified period of time~~ thirty (30) days of the date on which the accused received the report. Any comments received are to be attached to the final inquiry report and be made part of the record.

4. Upon conclusion of the inquiry, the Director of Research Compliance or designee responsible for conducting the inquiry shall submit a written report of the findings to the Vice President for Research or designee and to the accused indicating whether an investigation is warranted. An investigation is warranted if there is a reasonable basis for concluding that the allegation falls within the definition of Research Misconduct and preliminary fact finding from the inquiry indicates the allegation may have substance.

~~In addition to the conclusion reached, the written report shall state what evidence was reviewed. The accused shall be provided with a copy of the report and the accused's comments on the report, if any, will be made part of the record.~~ Documentation of the inquiry shall be maintained in accordance with section (8) of this regulation and shall, upon request, be provided to authorized sponsoring agency personnel.

(6) Post-Inquiry Procedures

(a) Upon receipt of the report, the Vice President for Research or designee shall review the report and proceed in the following manner:

1. In cases where the Director of Research Compliance or designee determines that an investigation is not warranted, the Research Misconduct process shall be terminated unless the Vice President for Research or designee determines within ten (10) days after receiving the report ~~(and 60 days after the commencement of the inquiry)~~ that an investigation is warranted. Such a determination by the Vice President for Research or designee must be in writing, give specific reasons why the investigation is warranted, and made a part of the inquiry report. If a determination that an investigation is not warranted is made, the accused shall be notified and detailed documentation of the inquiry shall be maintained in accordance with section (8) of this regulation.

2. In cases where the determination has been made that an investigation is warranted, the Director of Research Compliance or designee shall initiate an investigation, including by constituting an ad hoc investigation committee to conduct the investigation, within thirty (30) calendar days from the finding that an investigation is necessary. The ad hoc investigation committee will ~~include persons with~~ consist of three or more ~~faculty~~ members, including faculty, other employees, and/or other persons — (not connected with the University) ~~who have~~

~~sufficient~~ with appropriate scientific expertise in the subject matter under ~~—~~ investigation who do not have unresolved personal, professional, or financial conflicts of interest with those involved with the inquiry or investigation. Where the accused is a faculty member, the committee shall consist of a majority of University faculty members. The committee shall be given the authority and assistance necessary to conduct a thorough investigation of the matter. The committee shall pursue diligently all significant issues and leads discovered that are determined relevant to the investigation, including any evidence of additional instances of possible ~~Research~~ Misconduct and continue the investigation to completion. Any such evidence shall be handled in accordance with paragraph (5)(c)2- of this regulation. ~~Such investigation shall commence no later than ten (10) calendar days after the committee's appointment.~~ The accused shall upon request be given access to all relevant ~~documents~~ records reviewed by the committee in a manner that will not compromise the security of the records or the conduct of the investigation. :

(b) In the case of federally-sponsored research, the decision to proceed with an investigation shall be reported in writing (with a copy of the inquiry report providing the basis of the recommendation to investigate, and any comments on the report by the accused) to the designated office (Office of Research Integrity, Inspector General, etc.) of the sponsoring agency or agencies supporting the research on or before the date of the initiation of such an investigation and by the applicable federal agency regulations' deadline. The notification to the sponsoring agency shall, at a minimum, include the name of the person(s) against whom the allegations have been made, the general nature of the allegation, ~~and~~ the application or grant number(s) involved. A copy of the notification shall be furnished to the ~~accused and~~ accused and the accused's ~~dean or director~~ appropriate supervisor. If the results of the inquiry contain

any reasonable indication of possible criminal law violations, the Director of Research Compliance or designee shall notify the official as designated by the agency's regulations ~~within twenty four (24) hours of obtaining such an indication~~ immediately. The Director of Research Compliance or designee shall keep the designated agency official apprised of any development during the course of the investigation which discloses facts that may affect current or potential agency funding for the individual(s) under investigation or that the agency needs to know to ensure appropriate use of federal funds and otherwise protect the public interest. The Vice President for Research or designee shall take interim administrative actions, as appropriate, to protect federal funds and insure that the purposes of the federal financial assistance are carried out. The Director of Research Compliance or designee is responsible for notifying the designated agency official immediately at any stage in the inquiry or investigation if: (i) the health or safety of the public is at risk, including an immediate need to protect human or animal subjects; (ii) federal resources or interests are threatened; (iii) research activities should be suspended; (iv) there is reasonable indication of possible violations of civil or criminal law; (v) federal action is required to protect the interests of those involved in the Research Misconduct proceeding; (vi) there is a reasonable probability that the Research Misconduct proceeding may be made public prematurely; or (vii) the research community or public should be informed.

The Vice President or designee normally will wait until the outcome of the investigation to notify others, such as corporate sponsors, journal editors, co-authors or affiliated institutions, of the allegation of Research Misconduct, unless there exists compelling reasons in the judgment of the Vice President for Research or designee, such as a danger to human health, welfare, or safety, the need for information or cooperation of the other part(ies) ~~to~~

~~conduct a fair and complete investigation or to otherwise respond as required or appropriate~~, or the indication of ongoing ~~r~~Research ~~m~~Misconduct that warrants another institution conducting its own inquiry.

~~Throughout the notification process outlined above, all communications to sponsoring agencies, institutions, organizations, and representatives thereof shall emphasize that no finding of guilt has been made at that time.~~

(c) ~~An~~ thorough investigation of the allegation shall be completed within one hundred twenty (120) calendar days of the initiation of the investigation. If the investigation will exceed one hundred twenty (120) calendar days, the record of the investigation shall include documentation of the reasons for exceeding the one hundred twenty (120) day period. In addition, if the investigation will not be completed within one hundred twenty (120) calendar days, the Director of Research Compliance or designee shall submit to the designated agency official, if and when required under applicable federal regulations when federally-sponsored research is involved, a written request for an extension ~~and an explanation for the delay that includes an interim report on the progress to date and an estimate for the date of completion of the final report.~~ The 120 calendar day time limitation shall include conducting the investigation, preparing the report of findings, making that report available for comment by the subjects of the investigation, and submitting the report to the designated agency official. If the Vice President for Research or designee plans to terminate an inquiry or investigation for any reason without completing all relevant requirements under federal law with regard to federally-sponsored research, a report of such planned termination, including a description of the reasons of such termination shall be made to the designated agency official who will then decide whether further investigation should

be undertaken.

~~(e)~~—Whenever possible, interviews should be conducted of all individuals involved either in making the allegation or against whom the allegation is made, as well as other available individuals who have been reasonably identified as having relevant information regarding relevant aspects of the investigation, including witnesses identified by the accused. All such interviews shall be recorded or transcribed and the recordings made a part of the investigative file. However, recording failures that occur notwithstanding good faith attempts shall not require a delay or affect the validity of the proceedings, but in such event the Committee chair or designee will prepare a written summary of the interview~~hearing~~. A copy of the recorded or transcribed interview, or summary, shall be made available to the person interviewed upon request or as required under applicable federal regulations. Throughout the investigation, confidentiality shall be maintained to the extent possible, consistent with the laws of the State of Florida and federal law, ~~and recognizing that individuals with a need to know or to participate for the conduct of a thorough, fair and compliant process will be involved~~. All individuals involved in the investigation should be informed of the confidentiality requirements. The investigation committee shall prepare and maintain the documentation to substantiate the investigation's findings. This documentation is to be made available to the designated agency official in the case of federally-sponsored research.

(d)

(e) ~~(i)~~—At the interviews conducted by the committee, the accused shall be permitted to be present with counsel, whose role shall be limited to advising the accused.

~~(d)~~(f) The purpose of an investigation is to conduct a scientific review to determine if



an allegation is valid or not, therefore, counsel for the accused may advise the accused  
~~rRespondent~~ during interviews but shall not speak for the accused on matters of science or the  
scientific process ~~for or otherwise participate directly in the interview~~ to avoid hindering or  
delaying the review of the science or scientific process in question by the Committee. The  
accused's ~~C~~counsel may, - at times designated by the Committee, raise procedural issues for  
the record and for the Committee's consideration, but shall not attempt to intervene at other  
times or on matters of science or the scientific process. If the accused or his or her counsel  
knows, or has reason to know, of any potential procedural infirmity prior to the initiation of an  
interview or relevant aspect of the process, the concern should be raised promptly upon having  
knowledge or reason to know of it and in advance of the relevant interview or other relevant  
aspect of the process, so that the concern may be considered and decided by the Committee  
without delay or interruption of the process. The Committee is not required to allow the  
counsel of the accused to speak on such concern at the interview if not timely raised. Conduct  
that disrupts~~in the~~ an interview is grounds for the counsel being required to leave. In such  
event, the interview will continue without the counsel present, and the counsel's absence shall  
not require a delay or affect the validity of the proceedings. Counsel for the accused is  
expected to adjust his or her schedule to attend the interview if the accused desires such  
attendance, unless, in the good faith judgment of the Committee chair, there is an  
extraordinary justification for inability to attend. Subject to the counsel's satisfaction of that  
expectation, reasonable efforts will be made to schedule the interview of the accused at a time  
that will not delay the Committee's investigation when his or her counsel can attend. Failure  
of counsel to attend the scheduled interview, without such extraordinary justification, ~~also~~  
shall not require a delay or affect the validity of the interview. After completing its

investigation, the investigation committee shall submit its findings and recommendations, in writing, to the Vice President for Research or designee. If a federally-sponsored project is involved, the final report submitted to the designated agency official must include the allegation, a description of the policies and the procedure under which the investigation was conducted, ~~how and from whom information was obtained~~, the findings, and the basis for the findings, ~~and include the actual text or an accurate summary of the views of the accused~~. The investigation committee shall attach to the report a list of documents or other information it considered in its investigation of the allegation. Prior to forwarding the final report to the Vice President for Research or designee, the investigation committee shall provide a draft report to the accused who shall have the right review and comment ~~to respond to the committee in person or~~ in writing within a specified period of time. Similarly, the investigation committee may provide a draft report, or portions of the draft, to the person(s) who raised the allegations who shall have the right to review and comment in writing or in person within a specific period of time which shall comply with the requirements of applicable federal regulations when federal research is involved. The committee shall ~~include and~~ consider ~~such response~~ the comments in finalizing its report and shall include them in the final report. The accused shall, upon request, be given a copy of or supervised access to the evidence on which the report is based. ~~The person(s) who raised the allegations should be provided with those portions of the report that address their role and opinions in the investigation.~~

~~(e)(g)~~ \_\_\_\_\_ The Vice President for Research or designee shall review the investigation committee's report and determine in writing whether the university accepts the report and findings. If the Vice President for Research or designee determines to modify or reject any findings and/or recommendations of the committee, the Vice President for Research or

designee shall provide written justification for such a decision to the committee and the accused.

Alternatively, the Vice President or designee may return the report to the committee with a request for further fact finding or analysis.

(7) Action Following Investigation.

(a) If the University finds that the evidence indicates that the accused has not engaged in Research Misconduct, the Vice President for Research or designee shall promptly notify all appropriate individuals of the University's findings, including the accused. In the event that notification of the allegations has been sent to sponsoring agencies or others, the Vice President for Research or designee shall promptly notify all such agencies and others of the outcome of the investigation.

(b) If the University finds that the evidence indicates that the accused has engaged in Research Misconduct, the Vice President for Research or designee and the Dean or Director responsible for the appointment and assignment of the accused shall review the investigation committee's report and the Vice President's or designee's determination as described in subsection (6)(f) of this regulation, and shall, within fifteen (15) calendar days of receipt of the committee's report or as soon thereafter as possible (which period shall be within the 120-day period provided for completion of the investigation unless an extension is authorized), make a preliminary determination as to the action to be taken by the University. The accused shall be promptly informed of such action to be taken and the reasons therefor. If a federally-sponsored project is involved, the Vice President for Research or designee shall provide the designated agency official with a copy of the investigation committee's report and the Vice President's or designee's determination and shall inform the designated agency

official of the action taken by the University as well as a description of any sanction(s) taken. Formal action will be taken in accordance with the appropriate provisions of University of Florida regulations or the applicable collective bargaining agreements as University procedures require. Examples of such action include, but are not limited to, the following: removal from a research project, monitoring and reporting of future research, reprimand, salary reduction, rank reduction, suspension, or termination.

1. If grievance proceedings are timely initiated by the accused and the outcome of the proceedings does not uphold the finding of Research Misconduct, the appropriate Vice Presidents, Dean or Director shall make every reasonable and practical effort to clear the record of the accused with sponsoring agencies and other appropriate individuals or institutions, and ~~to undertake diligent efforts~~ to protect the positions and reputations of those persons who in good faith made allegations, and shall notify the agencies, individuals or institutions of the outcome of the proceedings.

2. If grievance proceedings are timely initiated by the accused and the outcome of the proceedings uphold a finding of Research Misconduct, or if the accused does not timely file a grievance pursuant to an appropriate grievance procedure under an applicable University regulation or collective bargaining agreement, the designated official of the sponsoring agency and other appropriate individuals or institutions, including editors of relevant journals, shall immediately be notified. All findings of the proceeding shall be incorporated into the personnel file of the accused.

3. If a grievance proceeding is not completed within 120 days of the filing of the grievance, the Director of Research Compliance or designee is responsible for requesting from the designated federal official any extensions of time required under federal regulations

that are needed to accommodate the University's disciplinary and grievance processes.

(8) Records. Research Misconduct Records under this regulation shall be maintained in a secure manner by the Vice President for Research or designee for a minimum of seven years after the Research Misconduct process is closed or seven years after the termination of any grievance proceedings concerning any discipline imposed as a result of any finding of Research Misconduct, whichever is later, and shall, upon request, be provided to authorized funding agency personnel. If a federally-sponsored project is involved, the records shall be maintained to at least meet requirements of federal regulations. If the applicable retention period under state law is longer than the applicable federal retention period, the records shall be retained for such longer period. Research Misconduct Records for purposes of this regulation shall be defined as:

- (a) Records documenting the determination to proceed or not proceed to an inquiry;
- (b) Records secured pursuant to subparagraph (5)(b)1.a. of this regulation except to the extent the University subsequently determines and documents that those records are not relevant to the proceeding or that the records duplicate other records that are being retained;
- (c) Documentation of the determination of irrelevant or duplicate records;
- (d) The inquiry report and final documents (not drafts) produced in the course of preparing that report, including the documentation of any decision not to investigate;
- (e) The investigation report and all records (other than drafts of the report) in support of that report, including the recordings of each interview conducted;
- (f) Documentation of the Vice President's determination as described in subsection (6)(f) of this regulation and the actions taken under subsection (7)(b) of this

regulation; and

- (g) Records of any grievance proceedings concerning a finding of Research Misconduct.

Specific Authority BOG Resolution dated -January 7, 2003.

History--New 5-23-96, Amended 3-30-07, 3-22-13, [3-\[ \]-17](#).

## NOTICE OF PROPOSED REGULATION

Date: February 14, 2017

**REGULATION TITLE:**  
University of Florida Ethics Policy

**REGULATION NO.:**  
UF-1.0104

### **SUMMARY:**

The University of Florida Ethics Policy, originally adopted by the Board of Trustees in 2004, has been updated to provide more in-depth guidance on requirements for Trustees and employees to fulfill their longstanding requirement to conduct their UF activities to highest ethical standards and business practices.

This includes complying with existing UF regulation 1.011 and the Code of Conduct for Public Officers and Employees under state law, Section 112.313, Florida Statutes. The updated policy codifies longstanding practices and roles of the University's Ethics Advisor, who is the General Counsel, and those who approve outside activities, and Trustees and employees.

It raises awareness of actual, likely potential, and the appearance of conflicts of interest because avoiding these is important to fulfilling the longstanding policy of highest ethical and business practices. The updated Policy notes that some conflicts, if identified, disclosed and managed according to UF policies and regulations and applicable law, are permitted in the interests of UF.

The updated Policy provides detailed guidance codifying the processes for advice and decision-making on actual, potential and appearance of conflicts. Trustees and senior officers are to consult with the Ethics Advisor when questions or issues arise.

Deans and employees who are not senior officers are to notify the authority who approves their outside activities and that approving authority seeks guidance from the Ethics Advisor if there are questions. Codifying current practice, it is presumed the advice of the Ethics Advisor should be followed to comply with the Policy, but a final decision may be requested of the Chair of the Governance Committee for Trustees and the President; the President for senior officers; and the highest ranking relevant Vice President and the President or designee for deans and employees who aren't senior officers. The updated policy also provides detailed guidance on recusal.

**AUTHORITY:** BOG Regulation 1.001

**COMMENTS CONCERNING THE PROPOSED REGULATION SHOULD BE SUBMITTED WITHIN 14 DAYS OF THE DATE OF THIS NOTICE TO THE CONTACT PERSON IDENTIFIED BELOW.** The comments must identify the regulation you are commenting on.

**THE PERSON TO BE CONTACTED REGARDING THE PROPOSED REGULATION IS:** Sandy Mitchell, Legal Assistant II, 123 Tigert Hall, PO Box 113125, University of Florida, Gainesville, FL 32611, 352-392-1358 office, 352-392-4387 facsimile, regulations@ufl.edu.

**NAME OF PERSON WHO APPROVED THE PROPOSED REGULATION:** Jamie Lewis Keith, Vice President, General Counsel and University Secretary.

**THE FULL TEXT OF THE PROPOSED REGULATION IS ATTACHED TO THIS NOTICE.**

REGULATIONS OF THE  
UNIVERSITY OF FLORIDA

1.0104 University of Florida Ethics Policy

**University of Florida Ethics Policy**

The University of Florida Board of Trustees has established the following Ethics Policy for the University of Florida:

All Trustees, senior officers,<sup>1</sup> deans, and employees of the University of Florida will adhere to the highest ethical and business practices. All actions of the Trustees, senior officers, deans, and employees of the University shall be in compliance with the law, including the Code of Ethics for Public Officers and Employees, Chapter 112, Florida Statutes, and University of Florida Regulations, Guidelines, Policies and Procedures on Outside Activities (including, but not limited to, UF Regulation 1.011 and this Policy) or governing conflicts of interest<sup>2</sup> (“policies”).

The Ethics Advisor for the University of Florida is the Vice President and General Counsel, 123 Tigert Hall, Post Office Box 113125, Gainesville, Florida 32611, 352-392-1358. The Ethics Advisor may engage assistance of an outside expert or other resource for the University.

With exceptions where an authorized, identified and managed conflict is in the University’s interests, Trustees, senior officers, deans and employees must avoid actual and reasonably likely conflicts of interest, as well as the appearance of conflicts of interest, as these are inconsistent with the highest ethical and business practices.

Conflicts that are both permitted by law and permitted under this Policy or other University policies, or are permitted by law and a University collective bargaining agreement, are in the interests of the University and do not violate this Policy.<sup>3</sup> This Policy does not amend other University policies and procedures for reviewing, approving, managing and monitoring permitted conflicts.

The Trustees, senior officers and deans of the University will affirm in writing on an annual basis their knowledge of and commitment to this Ethics Policy. That is generally done by signing the University’s Disclosure of Outside Activities and Financial Interests Form in the case of senior officers and deans or by signing the Trustee Disclosure Form Re: Ethics Law and UF Ethics Policies in the case of Trustees.

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<sup>1</sup> **Senior officers** are the President, Vice Presidents, and presidential cabinet members.

<sup>2</sup> **Conflict of interest** means any action, employment or other position, relationship or interest that is prohibited, or is defined as a conflict, potential conflict, or appearance of conflict, by applicable law or policies. A conflict of interest includes, without limitation, any conflict, between the private (non-university) interests of a Trustee, senior officer, Dean, or employee and the public interests of the University of Florida or the State of Florida. A conflict of interest need not reflect an adversarial situation. A conflict may arise in a collaborative effort, positive relationship or transaction with another entity or individual where there are many common interests, but where each party also has its own interests.

<sup>3</sup> **Permitted conflicts** include, for example, identified, approved, managed and monitored conflicts that may arise in licensing University technology for commercialization or that may arise in research agreements and which are handled in accordance with applicable University policy and law.



## **Ethics Policy Implementation**

### **A. Policy Interpretation and Decision-making**

**When a potential or actual conflict or an appearance of conflict of interest arises, or a question about the meaning or implementation of the University's Ethics Policy arises, the following processes apply to appropriately address the issue.** The standards for Trustees and all University employees are the same; the procedure differs for Trustees, senior officers, deans, and employees who are not senior officers or deans.

1. *Advice on Interpreting this Policy: For Trustees and senior officers:* Where a likely potential conflict, an actual conflict, or a conflict appearance issue arises, a Trustee or senior officer shall consult with the University's Ethics Advisor for guidance and take prompt steps to avoid or correct the appearance or an actual issue as required by law and University policies.

*For deans and employees who are not senior officers or deans:* Where any such potential or actual conflict or appearance issue arises for a dean or an employee who is not a senior officer or dean, the dean or employee shall promptly notify the authority who approves his or her outside activities under University Regulation 1.011 and associated procedure, and shall take prompt steps to avoid or correct the appearance or actual issue as required by that authority, law and University policies. That approving authority shall confer with the relevant dean or vice president, and, if a question remains, the Ethics Advisor, for guidance in any situation where there is a question about the application of this Policy, other policies, or law or the appropriate action to avoid or correct the matter.

2. *Decision on Requirements of This Policy:* When the Ethics Advisor advises recusal from any role or action, or advises other action or refrain, to avoid an actual, likely potential, or apparent conflict of interest, it is presumed that such recusal or other action or refrain is required to comply with this Policy.

This presumption may be overcome:

- (a) in connection with a Trustee or the President, by a determination of the Chair of the Board's Committee on Governance acting in an executive capacity in consultation with the President (if not conflicted), as the final decision-maker for the University;
- (b) in connection with another senior officer, by a determination of the President or his or her non-conflicted senior officer designee, as the final decision-maker for the University; and
- (c) in connection a dean or an employee who is not a senior officer or dean, by a determination of the relevant highest ranking vice president and the President or senior officer designee, as the final decision-makers for the University.

While not required and not necessarily covering all law and policies applicable to a situation, if an opinion of the Florida Commission on Ethics is sought and received, with full and accurate disclosure of relevant facts, the Commission's interpretation of the Code of Ethics for Public Officers and Employees shall govern the application of that law to the situation.

## **B. Recusal Requirements**

**When recusal is required to comply with this Policy, the following recusal requirements apply.**

For clarity, when it applies, recusal means:

(1) not having any role on behalf of the University and/or the other entity or individual involved (direct, indirect, in front of or behind the scenes) in addressing a specific matter in which the University and the other entity or individual has, is expected to have, or is targeted to have any interest or involvement; and

(2) not in any manner influencing or seeking to influence such specific matter.

Addressing the specific matter means participating in substantive discussions of, and/or being involved or having a role in initiating, planning, assessing, negotiating, decision-making on, overseeing, advising on, pursuing, carrying out, implementing, altering, ending, or having any other substantive involvement in, a specific employment or business relationship, specific contract, or a specific business objective in which there is a conflict, likely potential conflict or appearance of conflict between the University and another entity or individual.

Recusal is not intended to cover social functions unrelated to the specific employment or business relationship, the specific contract, or the specific business objective, and is not intended to cover public events and announcements about such matter. However, the recused individual must not participate in discussion or presentation of the matter or have a role on behalf of the University and/or the other entity or individual in addressing the matter. Recusal also is not intended to cover the mere introduction of representatives of the University and another entity or individual (without discussing any specific employment or business relationship, specific contract, or specific business objective) or the provision of names and contact information of representatives of the University or the other entity or individual to the other. This is not intended to be an exhaustive list of exclusions. Advice is available from the Ethics Advisor.

Recusal must be documented and the fact of recusal must be appropriately noticed within the University and the other entity or individual. This is generally done at the University through the outside activities disclosure and approval process documentation.

## **C. Periodic Review**

The Board of Trustees Committee on Governance shall review this Policy every five years and present any recommended update to the full Board for its action.

Authority: BOG Regulation 1.001

History—New \_\_-\_\_-17.

## NOTICE OF PROPOSED REGULATION AMENDMENT

Date: February 14, 2017

**REGULATION TITLE:** General Personnel Policy

**REGULATION NO.:** 1.100

**SUMMARY:** Sworn Police Officers and Sergeants of the University of Florida Police Department have fallen under the University Support Personnel System (“USPS”) pay plan. These Officers and Sergeants are unlike other employees in USPS based on the types of duties and functions they perform for the University. They also belong to a different collective bargaining organization than other USPS employees – the Police Benevolent Association (“PBA”). For these reasons, the University created a new pay plan for Officers and Sergeants called the Law Enforcement Officer (“LEO”) pay plan. The proposed amendment to Regulation 1.100 recognizes and defines this new pay plan. The LEO pay plan was agreed to by the PBA through collective bargaining.

**AUTHORITY:** BOG Regulation 1.001.

**COMMENTS CONCERNING THE PROPOSED REGULATION SHOULD BE SUBMITTED WITHIN 14 DAYS OF THE DATE OF THIS NOTICE TO THE CONTACT PERSON IDENTIFIED BELOW.** The comments must identify the regulation you are commenting on.

**THE PERSON TO BE CONTACTED REGARDING THE PROPOSED REGULATION AMENDMENT IS:** Sandra L. Mitchell, Legal Assistant II, 123 Tigert Hall, Post Office Box 113125, University of Florida, Gainesville, Florida 32611, 352-392-1358 office, 352-392-4387 facsimile, regulations@ufl.edu.

**NAME OF PERSON WHO APPROVED THE PROPOSED REGULATION AMENDMENT:** Jodi Gentry, Vice President for Human Resources

**THE FULL TEXT OF THE PROPOSED REGULATION IS ATTACHED TO THIS NOTICE.**

REGULATIONS OF THE  
UNIVERSITY OF FLORIDA

1.100 General Personnel Policy.

(1) Regulations prescribing personnel policy for University of Florida employees will be found in the University of Florida Regulations. These employees include Academic Personnel (AP) staff, Technical, Executive, Administrative, and Managerial Support (TEAMS) staff, University Support Personnel System (USPS) staff, [Law Enforcement Officer \(LEO\)](#) and Other Personnel Services (OPS) employees. These regulations shall have University-wide application pursuant to the authority granted to the University of Florida Board of Trustees (BOT) in the Florida Statutes. All regulations and policies or procedures arising from these regulations shall be consistent with the relevant provisions of Federal and State law and the Constitutions of the United States of America and the State of Florida.

(2) Personnel Programs.

(a) The President shall be responsible and accountable for administering the personnel programs. The President may delegate authority for the personnel program through regulation or written delegation. The “President” as used in these regulations shall refer to the President and the President’s designee, if any.

(b) The Board of Trustees and the President shall establish and maintain all policies, procedures, and records necessary to substantiate compliance with all laws and regulations relating to employment.

(c) The University shall actively promote its commitment to equal employment opportunity and non-discrimination towards applicants and employees with respect to race, color,

religion, age, disability, gender, marital status, national origin, and veteran status consistent with Federal and State law.

(3) The UF Employment Plan is the classification and compensation plan maintained by the University of Florida. Such plan shall consist of the following:

(a) Academic Personnel (AP) defines personnel whose positions are assigned the principal responsibility of teaching, research, extension, or public service activities, or for administrative responsibility for functions directly related to the academic mission.

(b) Technical, Executive, Administrative, and Managerial Support (TEAMS) defines personnel hired after January 6, 2003 whose positions are assigned paraprofessional, administrative, clerical, secretarial, technical, skilled crafts, service or maintenance duties; and personnel whose positions are assigned administrative and management responsibilities or professional duties at the department/unit level or above.

(c) University Support Personnel System (USPS) defines personnel hired on or before January 6, 2003 who have not had a Break-in-Service after January 6, 2003, whose positions are listed in the Board of Regents USPS job classification system on January 6, 2003, and who have not held any positions as TEAMS personnel after January 6, 2003. For the purpose of this regulation, a Break-in-Service is defined as a separation from University of Florida service not covered by an approved leave of absence.

(d) Law Enforcement Officer (LEO) defines personnel who are employed by the University of Florida Police Department as sworn law enforcement officers at the rank of Officer or Sergeant.

~~(d)~~(e) OPS defines at-will temporary personnel.

(4) USPS personnel can make an irrevocable decision to become TEAMS

personnel by completing the "TEAMS Enrollment Form", Form HRS 6/08, which is incorporated herein by reference and available from Human Resource Services, Post Office Box 115000, 903 West University Avenue, Gainesville, Florida 32611.

Authority: BOG Regulation 1.001.

History--New 1-7-03, Formerly 6C1-1.100, Amended 3-16-10 (technical changes only).  
[Amended](#).

**NOTICE OF PROPOSED REGULATION AMENDMENT**

Date: February 14, 2017

**REGULATION TITLE:**

University of Florida; Animals Not Allowed in Buildings

**REGULATION NO.:**

2.021

**SUMMARY:**

The amendments to this regulation include organizational changes to provide clarity for exceptions to the University's prohibition of animals in buildings on campus; definitional changes to bring the regulation in compliance with Americans with Disabilities Act, Florida Statute 413.08, Fair Housing Act, and Rehabilitation Act of 1978.

**AUTHORITY:**

BOG Regulation 1.001

**COMMENTS CONCERNING THE PROPOSED REGULATION SHOULD BE SUBMITTED WITHIN 14 DAYS OF THE DATE OF THIS NOTICE TO THE CONTACT PERSON IDENTIFIED BELOW.** The comments must identify the regulation you are commenting on.

**THE PERSON TO BE CONTACTED REGARDING THE PROPOSED REGULATION AMENDMENT IS:** Sandra L. Mitchell, Legal Assistant II, 123 Tigert Hall, Post Office Box 113125, University of Florida, Gainesville, Florida 32611, 352-392-1358 office, 352-392-4387 facsimile, regulations@ufl.edu.

**NAME OF PERSON WHO APPROVED THE PROPOSED REGULATION**

**AMENDMENT:** Curtis Reynolds, Vice President for Business Affairs.

**THE FULL TEXT OF THE PROPOSED REGULATION IS ATTACHED TO THIS NOTICE.**

REGULATIONS OF THE  
UNIVERSITY OF FLORIDA

2.021 University of Florida; Animals ~~Not Allowed~~Prohibited in Buildings.

Animals are ~~not permitted~~prohibited in any ~~building~~and all buildings on campus ~~except for seeing eye dogs, other service related~~with the following exceptions:

(1) a Service Animal, limited to a dog or miniature horse and excludes emotional support animals, as defined in the Americans with Disabilities Act and Section 413.08, Florida Statutes, that is individually trained to do work or perform tasks for an individual with a disability.

(2) an Assistance Animal, limited to an animal that works, provides assistance, or performs tasks for the benefit of a person with a disability or provides emotional support that alleviates one or more identified symptoms or effects of a person's disability, within a housing setting, in accordance with the Fair Housing Act, Section 504 of the Rehabilitation Act of 1978, that is registered with the Department of Housing and Residence Education.

(3) other animals which are being used by the University for academic, research, or law enforcement purposes,~~or;~~

(4) animals that are student or staff pets, permitted in University housing facilities pursuant to the ~~Division of Housing and Residence Education Community Standards, or Full-time Live-in Professional Staff Pet Policy, December 2002, which can be obtained from the Division of Housing and Residence Education, Museum Road and Thirteenth Street, Post Office Box 112100, Gainesville, Florida 32611. This exclusion shall not apply to~~ Department of Housing's Rules and Regulations.

(5) animals being examined or treated at the College of Veterinary Medicine.



All handlers of the aforementioned animals must comply with all applicable University policies, state, and federal law.

~~Specific~~ Authority: ~~1001.74(4) FS.~~ BOG Regulation 1.001.

Law Implemented ~~1001.74(6), (10), (19) FS,~~ 413.08 FS.

History--New 3-26-80, Formerly 6C1-3.41, Amended 4-30-95, Formerly 6C1-3.041, Amended 6-3-03, Formerly 6C1-2.021, Amended \_\_\_\_\_.

## NOTICE OF PROPOSED REGULATION AMENDMENT

Date: February 14, 2017

**REGULATION TITLE:**

Use of University Facilities; Definitions; Priorities in Use; General Restrictions on Use

**REGULATION NO.:** 2.004

**SUMMARY:** The amendment to this regulation updates the definition of “University Persons” to include the current pay plans of employees at the university. The amendment adds the pay plans Academic Personnel (AP), Technical, Executive, Administrative and Managerial Support (TEAMS), and Law Enforcement Officer (LEO) to the definition. An obsolete pay plan, faculty members, administrative and professionals (A&P) has been deleted. The definition now also includes graduate assistants.

**AUTHORITY:** BOG Regulation 1.001

**COMMENTS CONCERNING THE PROPOSED REGULATION SHOULD BE SUBMITTED WITHIN 14 DAYS OF THE DATE OF THIS NOTICE TO THE CONTACT PERSON IDENTIFIED BELOW.** The comments must identify the regulation you are commenting on.

**THE PERSON TO BE CONTACTED REGARDING THE PROPOSED REGULATION AMENDMENT IS:** Sandra L. Mitchell, Legal Assistant II, 123 Tigert Hall, Post Office Box 113125, University of Florida, Gainesville, Florida 32611, 352-392-1358 office, 352-392-4387 facsimile, regulations@ufl.edu.

**NAME OF PERSON WHO APPROVED THE PROPOSED REGULATION AMENDMENT:** Curtis Reynolds, Vice President for Business Affairs

**THE FULL TEXT OF THE PROPOSED REGULATION IS ATTACHED TO THIS NOTICE.**

REGULATIONS OF THE  
UNIVERSITY OF FLORIDA

2.004 Use of University Facilities; Definitions; Priorities in Use; General Restrictions on Use.

(1) For the purposes of University of Florida Regulations 2.004 through 2.020, the following definitions shall apply:

(a) “University campus” or “campus” shall include those lands located in the City of Gainesville, Florida, occupied or controlled by the University of Florida, and bounded generally by 13<sup>th</sup> Street on the east, University Avenue on the north, 34<sup>th</sup> Street on the west and Archer Road on the south, along with any other educational or residential facilities occupied or controlled by the University within Alachua County, Florida.

(b) “University facilities” shall include all buildings and other facilities, including all athletic facilities and recreational fields, on the University campus.

(c) “Instructional space” shall include all University facilities used primarily for the conduct of scheduled classes, laboratories, seminars and other uses related to the academic process.

(d) A “public function” is an event that is held in University facilities and is open to attendance by all members of the University community and/or to the general public either with or without charge for admission.

(e) A “private function” is defined as one held in University facilities and is open to attendance only by members and invited guests of the sponsoring group, organization or person. A private function must be held in a defined and/or controlled access space, one able to confine

and control entry and exit of guests, whether indoors or outdoors, to be considered a private function.

(f) “University groups and organizations” are defined as officially constituted colleges, schools, divisions, departments, agencies and other corporate organizational units which are a part of or operate on behalf of the University, including but not limited to, direct support organizations, foundations and alumni organizations officially recognized by the University, and student organizations, honor societies, fraternities and sororities officially registered or recognized by the University.

(g) “University persons” are defined as students and all employees of the University, including Academic Personnel (AP): Technical, Executive, Administrative and Managerial Support (TEAMS); ~~faculty members, administrative and professional (A&P),~~ University Support Personnel System (USPS), Law Enforcement Officer (LEO) and Other Personnel Services (OPS) personnel, including graduate assistants.

(h) “University related groups and organizations” are defined as those that although not officially recognized or registered by or affiliated with the University or otherwise failing to meet the definition in paragraph (f) immediately above, are related to the University because of the promotion of the interests of the University community, the academic professions and other related interests of the faculty, staff or students, or which perform other service to the University and its community, such as credit unions, academic professional associations, professional fraternities/sororities, employee organizations, charitable community organizations, other public educational institutions, and the like.

(i) “Non-university persons, groups and organizations” are defined as persons, groups or organizations which do not meet the definitions of persons, groups or organizations as defined in paragraphs (f), (g) and (h) immediately above, including candidates for election to

public office and organizations supporting such candidates, and those groups and organizations which exist primarily for the purpose of carrying on commercial activity for profit, or which otherwise exist primarily for private individual gain or benefit.

(2) The following priorities will be observed by authorities responsible for scheduling University facilities:

- (a) University groups and organizations;
- (b) University persons;
- (c) University related groups and organizations; and
- (d) Non-university groups, organizations and persons.

(3) Scheduling of University facilities shall give priority to University programs and functions. No person, group, or organization shall be excluded from this policy because they have collective bargaining as one of their objectives.

(4) Requests for scheduling events in University facilities, except for instructional space, should be directed to the authority controlling the facility. Scheduling of instructional space is governed under the provisions of University of Florida Regulation 2.008.

(5) A condition for the use of University facilities may be that the sponsoring person, organization, or group obtain adequate insurance coverage and/or that adequate security can be provided by the University Police Department. The costs of such insurance or security shall be borne by the sponsoring person, organization, or group.

(6) Persons, groups, or organizations utilizing University facilities are responsible for providing programmatic access to individuals with disabilities, i.e. deaf, deaf-blind, hard of hearing, and visually impaired. All costs associated with providing programmatic access are the responsibility of the sponsoring person, group, or organization.

(7) University facilities that are otherwise available for such use under University regulations will not be made available for commercial purposes unless approved in advance by the Vice President for Business Affairs who shall review the request in light of the University's contractual and other legal requirements, the relationship of the activity to the University's mission, and the benefit of the activity to the University and the State of Florida.

(8) A University employee may use his or her office or other University facilities or services in conducting outside activities, such as private practice or consulting, only if approved pursuant to subsection (7) above.

Authority: BOG Regulation 1.001.

History--New 9-29-75, Amended 9-15-83, Formerly 6C1-2.04, Amended 7-27-98, 6-24-99, Formerly 6C1-2.004, Amended 4-1-16 [\\_\\_\\_\\_\\_](#).

**NOTICE OF PROPOSED REGULATION AMENDMENT**

Date: February 14, 2017

**REGULATION TITLE:**  
Food Service on Campus

**REGULATION NO.:**  
2.020

**SUMMARY:** The amendments to this regulation codify and clarify longstanding requirements of the university’s food service contracts and associated practices. Definitions for “caterer” and “Approved University Caterer” are provided; conditions under which individuals or organizations may use a caterer to temporarily provide and/or serve food on campus are provided; the website is identified listing certain University facilities that have restricted catering spaces in which only pre-selected caterers may provide/serve food; University regulations which are relevant to food service on campus are incorporated and referenced; and other changes for clarity and consistency are made. One clarification that codifies longstanding practice is that food purchases with personal funds from properly licensed food vendors for consumption on campus are not subject to otherwise applicable requirements to use a University Approved Caterer.

**AUTHORITY:** BOG Regulation 1.001

**COMMENTS CONCERNING THE PROPOSED REGULATION SHOULD BE SUBMITTED WITHIN 14 DAYS OF THE DATE OF THIS NOTICE TO THE CONTACT PERSON IDENTIFIED BELOW.** The comments must identify the regulation on which you are commenting.

**THE PERSON TO BE CONTACTED REGARDING THE PROPOSED REGULATION AMENDMENT IS:** Sandra L. Mitchell, Legal Assistant II, 123 Tigert Hall, Post Office Box 113125, University of Florida, Gainesville, Florida 32611, 352-392-1358 office, 352-392-4387 facsimile, regulations@ufl.edu.

**NAME OF PERSON WHO APPROVED THE PROPOSED REGULATION AMENDMENT:** Curtis Reynolds, Vice President for Business Affairs

**THE FULL TEXT OF THE PROPOSED REGULATION IS ATTACHED TO THIS NOTICE.**

~~RULES OF REGULATIONS - DEPARTMENT OF THE EDUCATION~~

~~DIVISION OF UNIVERSITIES~~

UNIVERSITY OF FLORIDA

~~6C1-2.020 University of Florida;~~ Food Service on Campus.

(1) In order to protect the health and welfare of University of Florida employees, agents, servants, students, and visitors, it is necessary to regulate the service of food ~~to the public~~ on the University of Florida campus.

(2) The sanitary standard for all food service on the University of Florida campus shall comply with the standard established by the Department of Health of the State of Florida pursuant to the authority granted Department of Health by Chapter 381, Florida Statutes.

(3) The Department of Health performs sanitary inspections of food service on the University of Florida campus in accordance with Department of Health Rules published in the Florida Administrative Code, and ~~Rules~~ Regulations published by the University of Florida, to the extent that the latter are not inconsistent with Department of Health Public Health Rules.

(4) Food, while being transported, stored, prepared, displayed, served or sold at a food service establishment, as defined by Section 381.0072, Florida Statutes, shall be protected by being covered, shielded or otherwise guarded from dust, flies, rodents and other vermin, toxic materials, unclean equipment and utensils, unnecessary handling, coughs and sneezes, flooding by sewage, overhead leakage and all other potential sources of contamination.



(5) All permanent food service areas on the University of Florida campus shall be periodically inspected by, and obtain a permit from the Florida Department of Health prior to serving food to the public.

(6) For purposes of this regulation, a “caterer” is an individual or entity that (a) is a commercial enterprise, (b) is not a University budgetary unit, a University auxiliary enterprise, a University employee or volunteer acting in a University capacity, a University student acting in a University capacity, or a University academic enterprise, and (c) for sale, both prepares and delivers, or provides for the preparation and delivery of, food on or to campus.

(7) ~~Individuals or organizations planning to serve food desiring to the public sponsor an event involving the use of, or otherwise desiring the use, the services of a caterer to provide and/or serve food on the University of Florida campus on a temporary or periodic basis through other than the licensed food service contractor must schedule their food service function through the Office of Student Activities at the J. Wayne Reitz Union in the case of student groups and organizations or the Office of Finance and Administration in the case of all other groups, organizations, or persons. Such~~ may do so only if they satisfy the following conditions:

(a) All such individuals ~~or~~ and organizations must use a University-approved caterer (a current listing of such approved caterers can be found at the website [www.bsd.ufl.edu/catering](http://www.bsd.ufl.edu/catering), each an “Approved University Caterer”).

(b) Registered student organizations must ~~certify, on a form, which is incorporated herein by reference, Form No. SAC 3/Rev. 7/00 and SAC 3a/Rev. 06/07/99, to be provided by the Office of Student Activities or the Office of Finance and Administration, that they are in compliance with all public health rules and regulations and shall acknowledge that they~~ also obtain a permit under University Regulation 4.006(6) from the Department of Student

Activities and Involvement.

(c) “University groups and organizations” (including but not limited to registered student organizations, “University persons,” and “University related groups and organizations,” as defined in University Regulation 2.004(1)(f)-(h) (collectively or individually, “University community member(s)”), and “Non-university groups,” as defined in University Regulation 2.004(1)(i), must (i) satisfy the requirements, and are subject to ~~inspection by~~ the limitations of University Regulations 2.004 and 2.005, and (ii) obtain permission of the Vice President for Business Affairs, the University authority controlling the relevant building or recreational area, and/or the other appropriate authority regarding the relevant outdoor area, as provided under University Regulations 2.004 and 2.005. If utilizing any University building that the University has identified as a restricted catering space, the University community member or Non-university group must use an Approved University Caterer that the University has specifically authorized to provide service to the restricted catering space in question. A current list of restricted catering spaces can be found at the website [www.bsd.ufl.edu/catering](http://www.bsd.ufl.edu/catering).

(d) A University community member and Non-university group may offer tickets to a related event or activity at any price to its members and, only if a fund-raising event or activity, to other University community members and the general public.

(e) All University community members and Non-university groups must also comply with all applicable state laws and University regulations, which, if alcoholic beverages will be served or distributed, include but are not limited to University of Florida ~~and Florida-~~ ~~Department of Health~~ Regulation 2.019

(8) Subsection (7) does not prohibit University community members from purchasing, with personal funds, food and non-alcoholic beverages for delivery to campus, or from

purchasing (with personal funds) and bringing to campus food and non-alcoholic beverages, for on-campus consumption, from any appropriately licensed off-campus food vendors.

(9) Except as provided in subsection (7) above, alcoholic and non-alcoholic beverages and food may not be sold on campus in competition with the University's contract vendors or University budgetary units, unless first approved by the Vice President for Business Affairs or his or her designee. Such approval would be made only in unusual cases in which it is determined that the overall benefit to University programs and interests justifies the exception, taking into account the contractual terms of the University's vendor contracts.

(10) Appropriately licensed food service providers desiring to become Approved University caterers may contact the University's Office of the Vice President for Business Affairs.

~~Specific Authority 240.227(1) FS.~~; [BOG Regulation 1.001.](#)

~~Law Implemented 240.227(12), (13) FS.~~

History--New 2-9-87, Amended 7-27-98, 5-22-01.; [Formerly 6C1-2.020, Amended \\_\\_\\_\\_\\_.](#)

## NOTICE OF PROPOSED REGULATION AMENDMENT

Date: February 14, 2017

**REGULATION TITLE:**

Traffic & Parking; Parking Registration

**REGULATION NO.:**

3.007

**SUMMARY:** The proposed regulation amendment increases the parking decal rate for faculty, staff and commercial vehicles for 2017-18. Student decal rates remain at current levels without change. For most faculty and staff decal holders, the change equates to an increase of \$12 per year, \$0.46 per pay period (green commuter decals) or of \$24 per year, \$0.92 per pay period (orange decals). All changes are lined in the regulation. Over the last five years, faculty and staff parking decals have increased \$31 or \$1.29 per pay period for orange decal holders and \$16 or \$0.66 per pay period for green decal holders. This regulation amendment is needed to cover the total costs associated with parking facilities.

**AUTHORITY:** BOG Regulation 1.001

**COMMENTS CONCERNING THE PROPOSED REGULATION SHOULD BE SUBMITTED WITHIN 14 DAYS OF THE DATE OF THIS NOTICE TO THE CONTACT PERSON IDENTIFIED BELOW.** The comments must identify the regulation you are commenting on.

**THE PERSON TO BE CONTACTED REGARDING THE PROPOSED REGULATION AMENDMENT IS:** Sandra L. Mitchell, Legal Assistant II, 123 Tigert Hall, Post Office Box 113125, University of Florida, Gainesville, Florida 32611, 352-392-1358 office, 352-392-4387 facsimile, regulations@ufl.edu.

**NAME OF PERSON WHO APPROVED THE PROPOSED REGULATION AMENDMENT:** Curtis Reynolds, Vice President for Business Affairs

**THE FULL TEXT OF THE PROPOSED REGULATION IS ATTACHED TO THIS NOTICE.**

REGULATIONS OF THE  
UNIVERSITY OF FLORIDA

3.007 Traffic & Parking; Parking Registration.

(1) Transportation and Parking Services is responsible for issuing decals and permits for parking on campus and for collecting parking fees.

(2) To purchase a decal, students and employees must present the license plate number of a vehicle registered or titled to the individual, his or her guardian, or to some person in his or her immediate family and a valid University identification card.

(3) Students and employees may own no more than one (1) current decal at any one time except as provided in paragraph (9)(g) and subsection (12) below.

(4) Any person applying for or receiving a parking permit or decal by showing or giving false information or by other fraudulent means, which shall include reproducing, altering or defacing a decal, a permit, or any other document, shall be guilty of false registration.

(5) The registrant must park in accordance with his or her decal assignment. The decal is not transferrable and may be used only by the registrant. The receipt of a parking permit or decal does not guarantee that a parking space will be available at all times.

(6) Annual, semester, monthly, weekly or daily decals may be purchased. For employees, annual decals shall be effective from May 1 through April 30 of the year for which purchased. For students, annual decals shall be effective from September 1 through August 31 of the year for which purchased. Semester-term decals shall be effective for one (1) of the following semesters for which purchased:

(a) Summer -- May 1 through August 31.

(b) Fall -- September 1 through December 31.

(c) Spring -- January 1 through April 30.

(NOTE: Registration fee may be higher when purchased by semester, month, week or day. All fees include the required state sales tax.)

(7) Reserved spaces: Employees who register to park at the University and have a valid Official Business or a Restricted Area decal may purchase an individually reserved parking space, as approved by the President, upon payment of the appropriate fee shown below.

Annual	Semester
<del>\$732.00</del> <u>\$780.00</u>	<del>\$244.00</del> <u>\$260.00</u>

(8) Annual or semester decals for reserved parking areas may be purchased by eligible employees upon payment of the appropriate fee shown below. (NOTE: Health Science Center reserved parking decals are not valid in other Blue lots.)

Reserved Gated	Annual	Semester
Decals	<del>\$1,062.00</del> <u>\$1,134.00</u>	<del>\$354.00</del> <u>\$378.00</u>
<del>Reserved</del> <u>Official</u> Gated		
Decals	<del>\$1,188.00</del> <u>\$1,272.00</u>	<del>\$396.00</del> <u>\$424.00</u>
Medical Resident		
Reserved Area		
Decals	<del>\$462.00</del> <u>\$492.00</u>	<del>\$154.00</del> <u>\$164.00</u>

(9) Parking decals are sold under the following guidelines:

(a) Faculty, Technical, Executive, Administrative, and Managerial Support (TEAMS) and University Support Personnel System (USPS) employees are eligible for an Official Business decal, authorizing parking in Restricted Area lots except where signs prohibit it. An Official Business decal is issued upon payment of the appropriate fee shown below:

Annual	Semester
<del>\$444.00</del> <u>\$474.00</u>	<del>\$148.00</del> <u>\$158.00</u>

(b) Faculty, TEAMS and USPS employees are eligible for Restricted Area Orange and Blue decals, authorizing parking in designated restricted and Green lots. A Restricted Area decal is issued upon payment of the appropriate fee shown below:

Annual	Semester
<del>\$330.00</del> <u>\$354.00</u>	<del>\$110.00</del> <u>\$118.00</u>

(c) Disabled employees possessing a State of Florida issued Disabled Persons Parking Placard are eligible for a University of Florida Disabled Employee Parking decal upon approval and payment of the appropriate fee shown below. This decal is required to park in any designated disabled space on campus. This decal also will allow parking in any Restricted Area parking lot or garage on campus. If requested, the disabled employee is eligible to receive a reserved parking space near his or her primary work site at no extra charge.

Annual	Semester
<del>\$330.00</del> <u>\$353.00</u>	<del>\$110.00</del> <u>\$118.00</u>

(d) Any employee is eligible for Green parking in designated lots. A Staff Green decal is issued upon payment of the appropriate fee shown below:

Annual	Semester
<del>\$168.00</del> <u>\$180.00</u>	<del>\$56.00</del> <u>\$60.00</u>

(e) Any student of the University of Florida is eligible to register for parking as authorized on campus upon payment of the appropriate fee shown below.

Annual	Semester
\$160.00	\$80.00

(f) Disabled students possessing a State of Florida or out-of-state Disabled Persons Parking Placard specifically issued to them are eligible for a University of Florida Disabled Student Parking decal upon approval and payment of the appropriate fee shown below. This decal is required to park in any designated disabled space on campus. This decal will also allow parking in any Restricted Area parking lot or garage on campus.

Annual	Semester
\$160.00	\$80.00

(g) In cases where an individual lives in Graduate and Family Housing and also works for the University, he or she may purchase two (2) decals for the same vehicle. In these cases, the full price for the higher-priced decal must be paid, and the price for the second decal is \$5.00.

(h) Individual monthly, weekly and daily parking permits may be sold to those requiring parking privileges on a short term basis upon approval of Transportation and Parking Services and payment of the appropriate fee shown below:



	Monthly	Weekly	Daily
Staff Restricted Area	\$60.00	\$25.00	\$5.00
Staff Commuter	\$35.00	\$15.00	\$3.00
Student	\$35.00	\$15.00	
Commercial	\$75.00	\$35.00	\$7.00

(i) Additional parking policies affecting students include the following:

1. Eligibility requirements for the various student decals will be established each year by Transportation and Parking Services prior to May 1<sup>st</sup>.

2. Eligibility for student decals will be determined by an annual analysis of the capacity of parking facilities, projected enrollment levels of students, the anticipated mix of students by class and credit hour designations, and the appropriate demand/supply ratios that will occur from the proposed eligibility standards.

3. Eligibility requirements will be established with the goal of providing the most efficient and effective management of campus parking facilities. Assignment of parking eligibility for facilities close to the core of campus will be made to graduate and professional students, as available, up to the level that those parking facilities can provide reasonable accommodation.

(j) Gold and Diamond level members of the President’s Council, as determined by the University of Florida Foundation, are eligible for a President’s Council Official Business decal, authorizing parking in Restricted Area lots except where signs prohibit it, upon payment of the appropriate fee shown below:

Annual

~~\$468.00~~ \$500.00

4. Officials of University groups and organizations, as defined in paragraph (3)(a) of University of Florida Regulation 2.004, may be issued Restricted Area permits during their terms of office upon request and approval by the Parking and Transportation Committee.

(10) Decal sales and refunds:

(a) The purchase price of a staff decal will be prorated on a bi-weekly basis over the term of the decal. The prorated price will be determined at the time of purchase.

(b) A full refund is issued on annual and semester parking decals when requested within fifteen (15) calendar days from the purchase or effective date. Monthly, weekly and daily decals are non-refundable.

(c) One twenty-fourth (1/24) of the annual price for each unused period may be given on an annual decal, based on when the decal is returned.

(d) For employees making payments by payroll deduction, payments made in excess of the amount due will be refunded.

(e) No refunds will be issued unless and until the decal or remains of the decal is returned to Transportation and Parking Services.

(11) Any person may operate a bicycle on the University of Florida campus. Bicycles may be registered with the University Police Department.

(12) Any student or employee having a valid operator's license is eligible to register a motorcycle, moped, or motor scooter and purchase a decal for parking in designated motorcycle parking spaces only, upon payment of the appropriate fee shown below:

<u>Student Annual</u>	<u>Student Semester</u>
<u>-\$160.00</u>	<u>-\$80.00</u>
<u>Employee Annual</u>	<u>Employee Semester</u>
<u>\$174.00</u>	<u>\$58.00</u>

An employee owning an automobile decal whose secondary vehicle is a motorcycle or scooter, may transfer that decal for use on the motorcycle or scooter provided a secure locking decal display device is used to ensure against unauthorized removal of the decal. However, a motorcycle or scooter decal may not be transferred to an automobile. The locking decal display device may be provided by the user subject to approval by Transportation and Parking Services, or may be purchased from Transportation and Parking Services at a cost of \$25.00.

(13) Any commercial visitor engaged in official business with the University of Florida is eligible to register and purchase a Commercial decal for each vehicle brought on campus. This entitles the holder to park in approved Restricted Area lots. The decals may not be used by the registrant or by members of the registrant's family or others to conduct personal business on campus. A Commercial decal may be purchased upon payment of the appropriate fee shown below:

Annual	Semester
<del>\$450.00</del> <u>\$483.00</u>	<del>\$150.00</del> <u>\$161.00</u>

(NOTE: Students do not qualify for a Commercial decal and must register and purchase a student decal in accordance with paragraph (9)(e) above.)

(14) Any appropriately marked vendor, delivery or commercial vehicle engaged in official business with the University of Florida may be permitted to go about that business without obtaining a permit or paying a fee. The vehicle must be clearly, conspicuously and

permanently marked on both sides of the body of the vehicle with the company name and/or logo. Markings that are removable, transferrable, displayed on dashboards, affixed to windows, or otherwise added for the express purpose of avoiding purchasing a Commercial decal shall not grant the vehicle any campus parking privilege.

(15) At the request of the University of Florida Project Manager, contractors, subcontractors and construction workers may be permitted to either purchase a Commercial decal or receive a no-cost permit valid only in remote contractor parking areas, for use solely while actively engaged in construction projects at the University of Florida.

(16) Designated parking spaces will be reserved for: (1) deans and assistant vice presidents or higher positions when the employee's office is not near a gated parking lot, (2) employees having sufficient medical reasons, and (3) full-time professional resident staff living in the residence halls.

(17) Official Business parking permits are issued to University departments or other appropriate administrative units upon approval of a written request submitted by the department chairperson or unit director to Transportation and Parking Services and upon payment of the appropriate fee shown below:

Annual

~~\$114.00~~ [\\$122.00](#)

These permits are to be used by employees while in the performance of official duties at several locations on campus, and may also be used for parking to load and unload in Service Areas for up to one (1) hour. Permits with extended Service Area time limits may be approved by Transportation and Parking Services if compelling justification is provided. Permits with a

Service Area time limit greater than four hours, if approved, require payment of an additional \$100 fee. A decal may or may not be required, as specified on the permit.

(18) Temporary parking permits may be issued to employees and students at no charge upon approval of Transportation and Parking Services.

(19) The Parking and Transportation Committee shall have authority to hear requests and recommend special parking accommodations as needed.

(20) Decals or permits must be properly displayed on vehicles at all times while parked on campus.

(a) A decal evidencing registration is issued to the registrant and must be immediately affixed in accordance with the instructions supplied with the decal. No grace period is allowed.

(b) A vehicle bearing an illegal, transferred or improperly attached decal is not entitled to the privileges normally afforded by such decal.

(c) Lost, misplaced, or defaced decals must be replaced immediately.

(d) Changes in affiliation, classification, eligibility or address affecting the validity of the decal issued must be reported immediately to Transportation and Parking Services and the appropriate replacement decal purchased. The former decal must be surrendered.

(21) The cost for a replacement decal is \$25.00.

(22) Eligible pupils at P.K. Yonge Developmental Research School may park in the parking lot located on its campus upon the purchase of a special parking permit for a fee of \$25 per school year. The requirements and application for the issuance of this permit are found at <http://pkyonge.ufl.edu/modules/cms/pages.phtml?pageid=252654&sessionid=32980ffe8094dc88c3a6bec01630ce65/>.

Authority: BOG Regulation 1.001.

History--New 9-29-75, Amended 8-15-78, 8-19-79, 8-4-80, 8-26-81, 8-12-82, 3-6-85, 5-9-85, 10-14-85, Formerly 6C1-3.07, Amended 5-19-86, 5-14-87, 4-27-88, 4-23-89, 4-17-90, 5-792, 5-19-93, 4-30-95, 5-1-96, 7-15-97, 5-3-98, 5-10-99, 6-7-00, 5-22-01, 7-19-01, 5-20-02, 6-3-03, 7-19-05, 4-13-06, 3-13-07, 3-14-08 (BOT Approval), 4-23-08 (BOG Approval), 3-17-09 (BOT Approval), 3-24-09 (BOG Approval), Formerly 6C1-3.007, Amended 3-17-11 (BOT Approval), 4-8-11 (BOG Approval), 3-28-12 (BOT Approval), 4-6-12 (BOG Approval), 3-22-13 (BOT Approval, 4-1-13 (BOG Approval), 3-28-14 (BOT Approval), 4-11-14 (BOG Approval), 4-3-15 (BOT Approval), 4-16-15 (BOG Approval).\_\_\_\_\_.

## NOTICE OF PROPOSED REGULATION AMENDMENT

Date: February 14, 2017

**REGULATION TITLE:**  
Procurement

**REGULATION NO.:**  
3.020

**SUMMARY:** In accordance with amendments and clarifications to BOG Reg. 18.001, amendments to this regulation change the title of the regulation from 'Purchasing' to 'Procurement' to encompass the broader range of activities that are regulated; change "Purchasing Department" to "Procurement Services"; remove an outdated reference to Chapter 283, Florida Statutes, with regard to the purchase of printing services; specify that media placement services are subject to competitive solicitation because such services are more general than direct placement of an advertisement toward a targeted audience, and can therefore be competitively solicited; revise language to codify existing policy and practice that the University may extend a contract, without a competitive process, for up to 12 months or until completion of a competitive solicitation and award or protest; and revise language to codify existing policy and practice that the University may renew a contract, without a new competitive process, for a period that may not exceed the longer of five years or twice the term of the original contract.

To codify longstanding practice and conform with statute, the amendments also clarify language regarding a contingency provision required if a contract term exceeds one year and is dependent upon State-appropriated funds. Antiquated procedures related to pre-audit review of deferred payment agreements when the University utilizes the State Controller's Consolidated Equipment Financing Program also are deleted.

**AUTHORITY:** BOG Regulation 1.001; BOG Regulation 18.001

**COMMENTS CONCERNING THE PROPOSED REGULATION SHOULD BE SUBMITTED WITHIN 14 DAYS OF THE DATE OF THIS NOTICE TO THE CONTACT PERSON IDENTIFIED BELOW.** The comments must identify the regulation on which you are commenting.

**THE PERSON TO BE CONTACTED REGARDING THE PROPOSED REGULATION AMENDMENT IS:** Sandra L. Mitchell, Legal Assistant II, 123 Tigert Hall, Post Office Box 113125, University of Florida, Gainesville, Florida 32611, 352-392-1358 office, 352-392-4387 facsimile, regulations@ufl.edu.

**NAME OF PERSON WHO APPROVED THE PROPOSED REGULATION AMENDMENT:** Michael McKee, Vice President and Chief Financial Officer

**THE FULL TEXT OF THE PROPOSED REGULATION IS ATTACHED TO THIS NOTICE.**

REGULATIONS OF THE  
UNIVERSITY OF FLORIDA

3.020 ~~Purchasing~~ Procurement.

(1) Statement of Intent. It is the intent of the University to acquire quality goods and services within reasonable or required time frames, while promoting fair and open competition in the public procurement process. Responsible purchasing officials shall be protected from improper pressures of external political or business interests. The process shall reduce the appearance and opportunity for favoritism, ensure that contracts are awarded equitably and economically, and establish effective management oversight in the acquisition of commodities and contractual services, in order to preserve the integrity of public purchasing and contracting. The opportunity to bid on University contracts is a privilege, not a right.

(2) Definitions.

(a) Artistic Services -- Services provided by an individual or group of individuals who profess and practice a skill in the area of music, dance, drama, folk art, creative writing, painting, sculpture, photography, graphic arts, web design, craft arts, industrial design, costume design, fashion design, motion pictures, television, radio or tape and sound recording or in any other related field.

(b) Commodity -- Any of the various supplies, materials, goods, merchandise, food, equipment or other personal property, including a mobile home, trailer or other portable structure, which are purchased, leased, lease-purchased or otherwise contracted for by the University. "Commodity" also includes interest on deferred-payment contracts entered into by the University for the purchase of other commodities.



(c) Competitive Bid/Proposal -- The response submitted to an Invitation to Bid, Invitation to Negotiate, or a Request for Proposal by responsive and qualified bidders or offerors.

(d) Competitive Negotiation -- The establishment of a contract through deliberation, discussion or conference on the specifications, terms and conditions of a proposed agreement.

(e) Competitive Solicitation -- An Invitation to Bid, Request for Proposal or Invitation to Negotiate to competitively select a contractor.

(f) Contractor/Vendor -- A person or firm who contracts to sell commodities or contractual services to the University.

(g) Contractual Service -- The rendering by a contractor of its time and effort rather than the furnishing of specific commodities. The term applies only to those services rendered by individuals and firms who are independent contractors. "Contractual service" does not include labor or materials or selection of professional services for the construction, renovation, repair or demolition of facilities.

(h) Extension -- An increase in the time allowed for the contract period.

(i) Independent Contractor -- A person or firm who provides a service to the University, but does not have any employment or other relationship or connection with that University, except as provided in Section 112.313, Fla. Stat.

(j) Invitation to Bid -- A written solicitation for competitive bids with the title, date, and hour of the public bid opening designated and the commodity, group of commodities or services defined, for which bids are sought.

(k) Invitation to Negotiate -- An invitation extended to prospective contractors by the University, whether by advertisement, written solicitation, electronic media or any other form of communication, to define the specifications, terms and conditions of a contract for commodities

or contractual services. Cost may or may not be a consideration in the initial stages of negotiating.

(l) President -- The chief executive officer of the University, responsible for its operation and administration.

(m) Public Entity Crime -- A violation of any state or federal law by a person in the transaction of business with any public entity of any state or with the United States government involving antitrust, fraud, theft, bribery, collusion, racketeering, conspiracy or material misrepresentation.

(n) Purchase -- An acquisition of commodities services obtained by purchase order or contract whether by rent, lease, installment- or lease-purchase, outright purchase, or license.

(o) Purchases for Resale -- The purchase of commodities or contractual services acquired for the purpose of selling them for the benefit of the University.

(p) Renewal -- Contracting with the same contractor for an additional period of time after the initial contract term, provided the original terms of the agreement specify an option to renew.

(q) Request for Proposal -- A written solicitation for competitive proposals for commodities or contractual services with the title, date, and hour of the public opening designated. The request for proposal may be used when the scope of work is not clearly defined.

(r) Responsive and Qualified Bidder or Offeror -- A contractor/vendor who has submitted a bid or proposal that conforms in all material respects to a competitive solicitation.

(s) Term Contract -- An indefinite quantity contract for the purchase of commodities or contractual services during a prescribed period of time.

(3) The University Board of Trustees has authority to establish a system of coordinated procurement policies, procedures, and practices to be used in acquiring commodities and contractual services required by the University. ~~The Purchasing Department~~ Procurement Services has the duty to:

(a) Canvass sources of supply and contracting for the purchase or lease of all commodities and contractual services for the University, in any manner, including purchase by installment- or lease-purchase contracts. Installment- or lease- purchase contracts may provide for the payment of interest on unpaid portions of the purchase price.

(b) Remove any contractor from the University's competitive vendor list that fails to ~~respond to three (3) or more invitations or to~~ fulfill any of its duties specified in a contract with the University and to reinstate any such contractor when satisfied that further instances of default will not occur. ~~A "No Bid" is a response.~~

(c) Plan and coordinate purchases in volume and negotiate and execute agreements and contracts for commodities and contractual services under which the University may make purchases.

(d) Develop an Annual Certification List to serve as a waiver of the competitive solicitation requirement for commodities/services that are frequently purchased and are available from a single source.

(e) Evaluate, ~~and~~ approve, and utilize ~~contracts let~~ contracts that are entered into after a public and open competitive solicitation by any State of Florida agency or department, the Federal Government, other states, political subdivisions, cooperatives or consortia, or any independent college or university ~~or not for profit cooperative or consortium~~ for the procurement

of commodities and contractual services, when it is determined to be cost-effective and in the best interest of the University to make purchases under contracts let by such other entities.

(f) Award contracts for commodities and contractual services to multiple suppliers, if it is determined to be in the best interest of the University. Such awards may be on a university, regional or State University System -wide basis and the contracts may be for multiple years.

(g) Reject or cancel any or all competitive solicitations when determined to be in the best interest of the University.

(4) Competitive Solicitations Required.

(a) All contracts for the purchase of commodities or contractual services exceeding \$75,000 shall be awarded pursuant to a competitive solicitation, unless otherwise authorized herein.

(b) When only one (1) response is received to a competitive solicitation for commodities or contractual services exceeding \$75,000, the University may review the solicitation ~~response and circumstances surrounding the solicitation~~ to determine if a second call for a competitive solicitation is in the best interest of the University. If it is determined that a second call would not serve a useful purpose, the University ~~will~~ may proceed with the acquisition.

(c) When a University awards a contract to purchase personal property by competitive solicitation, a preference shall be provided to vendors with a principal place of business in Florida in accordance with Florida Board of Governors Regulation 18.001(3). When multiple responses that are equal in all respects are received to a competitive solicitation, ~~the University~~ including after all applicable preferences have been applied, Procurement Services will ~~give preference to responses that include commodities manufactured in the state, Florida~~

~~businesses, businesses with a drug-free workplace program, or foreign manufacturers located in the state to determine the contract award, or, if these conditions do not exist or are the equivalent between two (2) or more responses, will use~~ using the toss of ~~the~~a coin.

(d) The purchase of commodities and contractual services shall not be divided to avoid the requirement of competitive solicitation.

— (e) Advertisement. All competitive solicitations shall be advertised on the website of ~~the Purchasing Division.~~Procurement Services. The Procurement Director ~~of Purchasing~~, or a designee, shall determine if any additional advertising or the direct solicitation of relevant vendors should be used based on the nature and quantity of the commodities, contractual services and the availability and extent of competitive solicitation lists.

(f) In the case of extension errors, the unit price will prevail.

(g) Withdrawal. A vendor may withdraw his or her bid or proposal in writing if done within seventy-two (72) hours of the bid or proposal opening if the bid or proposal is clearly erroneous and it is withdrawn prior to final award or the purchase order being issued.

(5) Purchase of Commodities or Contractual Services.

(a) Purchase of Private Attorney Services. Written approval from the Attorney General is not required for private attorney services acquired by the University.

(b) Purchase of Insurance. The University has the authority to purchase insurance as deemed necessary and appropriate for the operation and educational mission of the University.

Examples of insurance coverage that may be acquired by the University include:

1. Physical damage on vehicles and boats;
2. Inland marine on property owned, leased, or loaned to or by the University;
3. Building and property damage;

4. Equipment losses due to theft;
5. Equipment subject to transportation;
6. Loss of rental income;
7. Commercial general liability insurance for scientific equipment;
8. Excess general liability coverage;
9. Camps insurance.

~~(c) Purchase of Printing. University purchases of printing are not subject to Chapter 283, Fla. Stat.~~

(cd) Purchases from small and disadvantaged business enterprises. The University is an equal opportunity institution and encourages procurement contracting with small and disadvantaged businesses which includes minority business enterprises.

(de) Purchases from Contractors Convicted of Public Entity Crimes. The University shall not accept a competitive solicitation from, or purchase commodities or contractual services from, a person or affiliate who has been convicted of a public entity crime and has been placed on the State of Florida's convicted vendor list for a period of thirty-six (36) months from the date of being added to the convicted vendor list. No federal funds may be used to pay any party who is listed on the federal excluded parties list system.

(ef) Purchasing actions that are not subject to the competitive solicitation process include:

1. Emergency Purchases. When the President or President's designee determines in writing, that a delay due to the competitive solicitation process is an immediate danger to the public health or safety or the welfare of the University, including tangible and/or intangible assets; or would otherwise cause significant injury or harm not in the best interest of the

University, the University ~~will~~may proceed with ~~an emergency purchase~~the procurement of commodities or contractual services without a competitive solicitation. The emergency purchase shall be limited to the purchase of only the type of items and quantities or for a time period sufficient to meet the immediate danger and shall not be used to meet long-term requirements.

2. Sole Source Purchases. Commodities or contractual services available from a single source ~~shall~~may be exempted from the competitive solicitation process. The sole source document shall be publicly posted by ~~the Purchasing Division~~Procurement Services for three (3) ~~working~~ days.

3. Purchases from ~~competitively bid~~ Contracts and Negotiated Annual Price Agreements established by the State, other governmental entities, other universities in the State University System, ~~other~~or independent colleges and universities, ~~and not for profit cooperatives and consortia~~ are not subject to further competitive solicitation.

4. Construction Direct Purchase Program. Commodities to be incorporated into any public work (as that term is defined in Fla. Admin. Code R. 12A-1.094) which are procured by the University in accordance with the requirements of the University's direct purchase program are not subject to any further competitive solicitation.

(f) Commodities and contractual services that are not subject to the competitive solicitation process include:

1. Artistic services;
2. Academic reviews;
3. Lectures;
4. Auditing services;

5. Legal services, including attorney, paralegal, expert witness, appraisal, arbitrator or mediator services;

6. Health services involving examination, diagnosis, treatment, prevention, medical consultation or administration. Prescriptive assistive devices for medical, developmental or vocational rehabilitation including, but not limited to prosthetics, orthotics, ~~and~~ wheelchairs, and other related equipment and supplies provided they are purchased on the basis of an established fee schedule or by a method that ensures the best price, taking into consideration the needs of the client;

7. Services provided to persons with mental or physical disabilities by not-for-profit corporations organized under the provisions of s. 501(c)(3) of the Internal Revenue Code or services governed by the provisions of the Office of Management and Budget Circular A-122;

8. Medicaid services delivered to an eligible Medicaid recipient by a health care provider who has not previously applied for and received a Medicaid provider number from the Department of Children and Family Services. This exception will be valid for a period not to exceed ninety (90) days after the date of delivery to the Medicaid recipient and shall not be renewed;

9. Family placement services;

10. Training and education services;

11. Advertising; [except for media placement services](#)

12. Services or commodities provided by governmental agencies, another university in the State University System, direct support organizations of the University, political subdivisions or other independent colleges and universities;



13. Programs, conferences, workshops, continuing education events or other University programs that are offered to the general public for which fees are collected to pay all expenses associated with the program or event;

14. Purchases from firms or individuals that are prescribed by state or federal law or specified by a granting agency;

15. Regulated utilities and government franchised services;

16. Regulated public communications, except long distance telecommunication services or facilities;

~~17. Extension of an existing contract;~~

~~17. 18. Renewal of an existing contract if the terms of the contract specify renewal option(s);~~

~~19.~~ Purchases from the Annual Certification List developed by the University;

~~20.~~ 18. Purchases for resale;

~~21~~19. Accounting ~~s~~Services;

~~22~~20. Contracts or services provided by not-for-profit support and affiliate organizations of the University, including Shands Teaching Hospitals and Clinics, Inc., direct support organizations, health support organizations and faculty practice plans;

~~23~~21. Implementation/programming/training services available from owner of copyrighted software or its contracted vendor; and

~~24~~22. Purchases of materials, supplies, equipment, or services for instructional or sponsored research purposes when a director of sponsored research or designee certifies that, in a particular instance, it is necessary for the efficient or expeditious prosecution of a research project in accordance with sponsored research procedures or to attain the instructional objective.

(gh) Vendors Excluded from Competition.

1. In order to ensure objective contractor performance and eliminate unfair competitive advantage, contractors that develop or draft specifications, requirements, statements of work, invitations for bids and/or requests for proposals shall be excluded from competing for such procurements.

2. All persons taking part in the development or selection of criteria for evaluation, the evaluation process, and the contract award process in any purchase shall follow all relevant portions of the State of Florida Code of Ethics for Public Employees, Chapter 112, Part 3, Fla. Stat., and the University's regulation on outside activities, University of Florida Regulation 1.011.

(hi) A notice of decision or intended decision concerning a solicitation, contract award, or sole source purchase shall be electronically posted.

(6) Bonds.

(a) Payment and Performance Bonds. The University may require any contractor contracting with the University to provide commodities, services or commodities which include installation, to furnish a payment and performance bond, with good and sufficient securities, to the University prior to the issuance of the contract when the total contract amount is greater than \$200,000. The bond must be in an amount equal to 100% of the response submitted to the competitive solicitation.

(b) Solicitation Protest Bond. Any ~~contractor~~entity that files an action protesting a decision or intended decision pertaining to a solicitation, shall at the time of filing of the formal protest, post with the University, a bond payable to the University in an amount equal to the lesser of: (1) ten percent (10%) of the estimated value of the protestor's bid or proposal; (2) ten

percent (10%) of the estimated expenditure during the contract term; or (3) \$10,000. The bond shall be conditioned upon the payment of all costs which may be adjudged against the ~~contractor~~entity filing the protest action. In lieu of a bond, the University may accept a cashier's check or money order in the amount of the bond. Failure of the protesting contractor to file the required bond, cashier's check or money order at the time of filing the formal protest shall result in the denial of the protest.

(7) Contracts.

(a) Contracts for commodities or contractual services or licenses shall consist of a purchase order or bilateral agreement signed by the President or designee prior to or within thirty (30) days of the goods or services being rendered by the contractor.

~~\_\_\_\_\_~~ (b) ~~Any~~ If a contract for the purchase of services or tangible personal property requires funds appropriated by the state and is for a period in excess of one (1) fiscal year, the contract shall include the following statement: -“The State of ~~Florida's~~Florida and the University’s performance and obligation to pay under this contract is contingent upon an annual appropriation by the Legislature.”

(c) ~~Extension of~~If a commodity or contractual service is purchased as a result of a competitive solicitation, the contract ~~shall~~may be extended, without an additional competitive solicitation, for ~~a period not up to exceed~~ twelve (12) months, ~~shall be in writing, shall be signed by both parties, or until completion of the competitive solicitation~~ and ~~shall be subject to the same terms and conditions set forth in the initial contract. There shall be only one (1) extension of a contract~~award or protest, whichever is longer.

(d) A contract may contain provisions for renewal. If the commodity or contractual service is purchased as a result of a competitive solicitation, and the contract contains a provision allowing for a renewal, the contract may be renewed, without an additional competitive solicitation, for a period that may not exceed five (5) years or twice the term of the original

contract, whichever is longer. This provision is not intended to apply retroactively; existing contracts entered into prior to January 1, 2017, including any specified renewal period(s) may continue in accordance with the existing contract terms. The cost of any contemplated renewal must be included in the initial competitive solicitation. All contract renewals are subject to sufficient annual appropriations.

(e) The President shall have the authority to enter into deferred payment agreements utilizing the State of Florida Controller's Consolidated Equipment Financing Program. ~~When a commodity contract requires deferred payments and the payment of interest under that program, the contract will be submitted to the State of Florida Controller for the purpose of pre-audit review and approval prior to acceptance by the University.~~ No agreement shall establish a debt of the State or shall be applied to the faith and credit of the State; nor shall any agreement be a liability or obligation of the State except from appropriated funds.

(f) In order to promote cost-effective procurement of commodities and contractual services, the University may enter into contracts that limit the liability of a vendor consistent with Section 672.719, Fla. Stat.

(g) The total value of the contract shall be the purchase price for the initial term plus all renewal costs.

(8) Standard of Conduct. It shall be a breach of ethical standards for any employee of the University to accept, solicit, or agree to accept a gratuity of any kind, form or type in connection with any contract for commodities or services. It shall also be a breach of ethical standards for any potential contractor to offer an employee of the University a gratuity of any kind, form or type to influence the development of a contract or potential contract for commodities or services.

(9) Purchase of Motor Vehicles.

(a) The term “motor vehicle” includes any automobile, truck, watercraft or other vehicle designed primarily for transporting persons, and construction vehicles or farm equipment.

(b) The University has authority to:

1. Establish standard classes of motor vehicles to be leased, purchased or used by University personnel;

2. Obtain the most effective and efficient use of motor vehicles for state purposes;

3. Establish and operate facilities for the acquisition, disposal, operation, maintenance, repair, storage, control and regulation of University-owned motor vehicles. Acquisition may be by purchase, lease, installment-purchase, loan or by any other legal means and may include a trade-in. All motor vehicles purchased or leased shall be of a class that will safely transport University personnel and adequately meet the requirements of the University;

4. Contract for specialized maintenance services.

(c) Motor vehicles owned, leased or operated by the University shall be available for official University business only.

Authority: BOG Regulation 1.001-; [BOG Regulation 18.001](#)

History--New 1-8-80, Amended 3-26-80, 8-6-81, 2-11-82, Formerly 6C1-3.20, Amended 5-18-92, 7-11-94, 4-30-95, 5-23-96, 6-28-98, 4-30-00, 7-25-02, 2-5-03, 3-30-07 (technical changes only), 06-13-08, Formerly 6C1-3.020, Amended 4-3-15 (technical changes only); [Amended](#).

**NOTICE OF PROPOSED REGULATION AMENDMENT**

Date: February 14, 2017

**REGULATION TITLE:**  
Registration and Student Fees

**REGULATION NO.:**  
3.037

**SUMMARY:** The proposed amendments update the procedure for re-registration by deleting reference to an obsolete form and substituting a reference to the currently applicable petition process. The proposed amendments also codify that the longstanding meaning of fees for purposes of registration includes tuition and other fees.

**AUTHORITY:** BOG Regulation 1.001

**COMMENTS CONCERNING THE PROPOSED REGULATION SHOULD BE SUBMITTED WITHIN 14 DAYS OF THE DATE OF THIS NOTICE TO THE CONTACT PERSON IDENTIFIED BELOW.** The comments must identify the regulation you are commenting on.

**THE PERSON TO BE CONTACTED REGARDING THE PROPOSED REGULATION AMENDMENT IS:** Sandra L. Mitchell, Legal Assistant II, 123 Tigert Hall, Post Office Box 113125, University of Florida, Gainesville, Florida 32611, 352-392-1358 office, 352-392-4387 facsimile, regulations@ufl.edu.

**NAME OF PERSON WHO APPROVED THE PROPOSED REGULATION AMENDMENT:** Joe Glover, Provost and Senior Vice President of Academic Affairs

**THE FULL TEXT OF THE PROPOSED REGULATION IS ATTACHED TO THIS NOTICE.**

REGULATIONS OF THE  
UNIVERSITY OF FLORIDA

3.037 Registration and Student Fees.

(1) Registration consists of two (2) major components:

(a) Formal enrollment in one (1) or more courses approved and scheduled by the University,  
and

(b) Tuition and Fee payments or other appropriate arrangements for tuition and fee payment payments (deferment, third-party billing) for the courses in which the student is enrolled.

(2) A student is liable for all tuition and fees associated with all courses for which the student is registered at the end of the drop/add period. The fee payment deadline is 3:30 P.M. of the last day of the second week of classes.

(3) Late Registration Fee.

(a) A student is subject to a late registration fee of \$100.00 if the student fails to apply and qualify for admission prior to the late registration date published in the University calendar. If the student qualifies to register during the late registration period, a "late registration" appointment may be assigned and the student shall be required to pay the late registration fee.

(b) Any student who is assigned a regular registration appointment and who fails to complete registration during the regular registration period will be subject to the \$100.00 late registration fee.

(4) Late Payment Fee -- Any student who fails to pay all tuition and fees due or who fails to obtain a written deferral by the fee payment deadline will be subject to a late payment fee of \$100.00.

(5) Waiver of Late Payment Fee -- The late payment fee shall be waived if the balance due, excluding the late fee, is less than \$100.00. ~~The late payment fee shall also be waived if the balance due, excluding the late fee, is less than \$100.00.~~ The late payment fee shall also be waived upon the petition of the student if:

(a) The University is primarily responsible for the delinquency; or

(b) Extraordinary circumstances prevented all conceivable means of paying [tuition and](#) fees prior to the fee payment deadline. The University reserves the right to require documentation to substantiate these circumstances.

(6) Nonpayment of [Tuition and](#) Fees.

(a) The University shall temporarily suspend further academic progress of any student who has not paid the entire balance of their [tuition and](#)-fee liability by the established deadlines. This will be accomplished by placing a financial hold on the student's record which will prevent the student from receiving grades, transcript, and/or diploma and the student's registration will be denied for future terms until the account has been paid in full.

(b) Students who have not paid any portion of their [tuition and](#) fee liability by the established University deadline will be ~~assigned- [withdrawn from all courses.](#) ~~withdrawing grades for each course.~~~~ Students will continue to be held fee liable for these courses, but will not be allowed to attend these courses until arrangements have been made to make payment, and the student has been re-registered.

(c) To re-register for courses, students must submit a [Current Term Re-Enrollment Request](#) ~~petition~~~~Course Schedule Correction form~~ to the Office of the University Registrar ~~with all of the required signatures~~ after arrangements for [tuition and](#) fee payment have been made with the University Bursar. Students who re-register after being withdrawn for nonpayment of [tuition and](#) fees will be subject to late registration and late payment fees.

(7) The University shall permit the deferral of registration and tuition [and](#) fees for the period not ending later than thirty (30) calendar days prior to the last day of classes, or for summer terms A and B, not later than seven (7) calendar days prior to the last day of classes for the reasons given in this subsection. Extension of this deadline shall be made on an individual basis by term by the President or President's designee. In no case shall the deferment extend beyond the last day of



classes unless there is a formal arrangement with the University for payment by an acceptable third-party donor. A deferment or an extension of a deferment shall be given for the following:

(a) Students whose state or federal financial assistance is delayed due to circumstances beyond the control of the student;

(b) Veterans and other eligible students receiving benefits under Chapter 30, Chapter 32, Chapter 34, Chapter 35, Chapter 1606 or 1607 of Title 38 U.S.C., and whose benefits are delayed; or

(c) Students for whom formal arrangements have been made with the University for payment.

(8) Tuition and Fee deferments must be established with the University Bursar, prior to the fee payment deadline. Failure to establish the deferment will subject the student to payment of the late payment fee.

(9) Tuition and fees will be waived for Florida residents sixty (60) years of age or older under the conditions set forth in Section 1009.26(4), Fla. Stat. Persons paying full fees and University of Florida employees and state employees taking classes on a space-available basis have priority over any persons allowed a fee waiver under this section.

(10) Sponsored institutes and programs – Tuition and materials and supply fees will be waived by the President or designee for participants in sponsored institutes and programs if substantially all the direct costs are paid by the external sponsoring agency, where there is not direct expenditure of Educational and General funds for the conduct of the programs, and where no fees or other assessments are collected from students by the sponsoring agency, the university, or any other entity. In determining whether the direct costs are paid by the sponsoring agency, funds paid directly to the participants in a form such as, but not limited to, stipends, travel or book allowances should not be taken into account. “Direct costs” refer to the costs associated with the instruction or training which a participant receives. All funds collected from sponsoring agencies for sponsored credit institutes will be remitted to the university’s contract and grants trust fund and/or auxiliary trust

funds. Neither the number of participants nor student credit hours in these institutes and programs may be counted for state-funding purposes.

(11) In collecting [tuition and](#) fees, the President or designee shall impose additional requirements, as necessary, including advance payment or a security deposit, for the services to be provided by the University of Florida.

Authority: BOG Regulation 1.001.

History--New 3-26-80, Amended 2-11-82, 3-6-85, Formerly 6C1-3.37, Amended 5-18-92, 5-1-96, 7-21-97, 3-12-03, 12-31-03, 9-5-08, 3-17-09 (BOT Approval), 3-24-09 (BOG Approval), Formerly 6C1-3.037, Amended 7-25-13 (technical changes only), [Amended](#).

## NOTICE OF PROPOSED REGULATION AMENDMENT

Date: February 14, 2017

**REGULATION TITLE:** University Support Personnel System (USPS) Predetermination and Arbitration Appeal Procedures for Employees with Permanent Status      **REGULATION NO.:** 3.045

**SUMMARY:** Sworn Police Officers and Sergeants of the University of Florida Police Department have fallen under the University Support Personnel System (“USPS”) pay plan. These Officers and Sergeants are unlike other employees in USPS based on the types of duties and functions they perform for the University. They also belong to a different collective bargaining organization than other USPS employees – the Police Benevolent Association (“PBA”). For these reasons, the University created a new pay plan for Officers and Sergeants called the Law Enforcement Officer (“LEO”) pay plan. Regulation 3.045 relates to predetermination and arbitration procedures for USPS employees. The proposed amendment to Regulation 3.045 removes reference to law enforcement officers. Predetermination and arbitration procedures for LEO employees are contained in the PBA collective bargaining agreement.

**AUTHORITY:** BOG Regulation 1.001.

**COMMENTS CONCERNING THE PROPOSED REGULATION SHOULD BE SUBMITTED WITHIN 14 DAYS OF THE DATE OF THIS NOTICE TO THE CONTACT PERSON IDENTIFIED BELOW.** The comments must identify the regulation you are commenting on.

**THE PERSON TO BE CONTACTED REGARDING THE PROPOSED REGULATION AMENDMENT IS:** Sandra L. Mitchell, Legal Assistant II, 123 Tigert Hall, Post Office Box 113125, University of Florida, Gainesville, Florida 32611, 352-392-1358 office, 352-392-4387 facsimile, regulations@ufl.edu.

**NAME OF PERSON WHO APPROVED THE PROPOSED REGULATION AMENDMENT:** Jodi Gentry, Vice President for Human Resources

**THE FULL TEXT OF THE PROPOSED REGULATION IS ATTACHED TO THIS NOTICE.**

REGULATIONS OF THE  
UNIVERSITY OF FLORIDA

3.045 University Support Personnel System (USPS) Predetermination and Arbitration Appeal Procedures for Employees with Permanent Status.

(1) Predetermination procedures for USPS employees with permanent status.

(a) Written Notice - Prior to the dismissal, suspension, or disciplinary reduction in pay of a permanent employee, the University shall give the employee written notice as follows:

1. The employee shall be given written notice of the proposed action at least five (5) days prior to the date the action is to be taken.

2. If the employee is available, the notice shall be hand-delivered to the employee and the employee shall acknowledge receipt. Otherwise, the notice shall be mailed to the employee by certified mail, return receipt requested. The mailed notice shall be considered received by the employee even if refused or ignored.

(b) Contents of Notice - The notice shall be signed by the person authorized to make the final decision or his or her designated representative and shall include the following:

1. The effective date of the University's proposed final action;
2. The specific charges or reasons for the action;
3. A list of documents on which the charges or other reasons are based; and a statement that documents shall be available to the employee upon request;
4. A statement that the employee may, within two (2) workdays of receipt of the notice, submit a request in writing for a conference at which the employee may make an oral or written statement, or both, to the University to refute or explain the charges or reasons for the

action; and the name, address, and telephone number of the person to whom the request for a conference shall be directed;

5. A statement that the requested conference must be held prior to the proposed effective date of the action, at a time and place determined by the University, normally during regular business hours, and that the employee may bring a representative to advise and assist;

6. A statement that the University of Florida desires to reduce the risk of error in taking the action against the employee and to avoid damaging the employee's reputation by untrue or erroneous charges, and therefore, the University is interested in receiving and considering the employee response; and

7. A copy or summary of the predetermination procedures shall be enclosed with the notice.

(c) Conference - If a conference is requested by the employee, it must be conducted by the person(s) authorized to make the final decision or his or her designated representative(s) as follows:

1. The person(s) conducting the conference shall convene the conference at the time and place set by the University and shall identify all participants. He or she shall explain that the purpose of the conference is to hear the employee's response to the charges in order to protect the employee from erroneous or arbitrary adverse action, to afford the University an opportunity to reevaluate its position after reviewing the information presented by the employee, and to thereafter affirm or alter the disciplinary action as may be warranted.

2. The conference shall be informal and shall not be in the nature of an evidentiary hearing. The employee may bring a representative to assist or advise him or her, but discovery, cross-examination, and similar legal procedures are not permissible.

3. The employee shall be permitted to submit relevant information, orally or in writing, or both, with the privilege being reserved to the University of Florida to give such information the weight it deems proper. The employee shall be informed that if he or she chooses to make no response, the University of Florida will proceed on the basis of the best information it can obtain without such response.

4. After the conference is conducted, the employee shall be notified, as soon as practicable, that the proposed final action will be effective on a specific date, that the proposed final action has been revised, or that no action will occur.

(d) Decision – After the conference, if the University determines that it will proceed with the reduction in pay, suspension, or dismissal of the employee, the employee shall be notified in writing by personal delivery or by certified mail, return receipt requested, within five (5) workdays from the date the action is effective, of the employee’s right to appeal to an arbitrator under subsection (2) below. If the employee occupies a position included in a certified bargaining unit, the employee shall be further notified that he or she may, in the alternative, use the unit’s grievance procedures as provided in the applicable collective bargaining agreement.-

~~Furthermore, sworn law enforcement personnel must assure that the provisions of Part VI of Chapter 112, Fla. Stat., Law Enforcement Officers’ Bill of Rights, are followed.~~

(e) During the period between the first notice and the effective date of the action, one (1) of the following options shall be used by the University: retain the employee in his or her usual duties; temporarily assign the employee to other duties; place the employee on vacation leave; or place the employee on administrative leave.

(f) Extraordinary Situations.

1. The President or President's designee shall immediately suspend an employee from performance of his or her duties when the President or designee has reason to believe that the employee's presence on the job would adversely affect the functioning of the University or would jeopardize the safety or welfare of other employees. The President or designee shall determine whether a suspension shall be with or without pay based on the severity of the misconduct and the threat to safety.

2. If oral notice is given, written notice of such action, and the reasons therefore, must be furnished to the employee within twenty-four (24) hours.

3. Written notice in an extraordinary situation shall include a statement of the reasons for such action and shall be sent by certified mail, return receipt requested, or hand delivered and the employee shall acknowledge receipt.

4. Notice of a suspension or dismissal shall include a statement that the employee has a right to appeal to an arbitrator under subsection (2) below.

(2) USPS Arbitration Appeal Procedures.

(a) An employee who has earned permanent status in his or her current classification shall have the right to appeal to an arbitrator any suspension, dismissal, layoff, demotion with reduction in pay, job abandonment, or reduction in pay, provided that the employee has not signed a statement indicating the action was voluntary. An employee whose position is classified to a lower class shall have the right to appeal only the reduction in pay, if any, that has occurred as a result of the demotion appointment.

1. If an employee requests an arbitration, the employee shall, within ten (10) working days after the receipt of notice of the employment action from the University, file with Human Resource Services a completed Arbitration Request Form. This form is incorporated by

reference and is titled Arbitration Request Form, arb-req Rev. 2/04, and can be obtained from the Office of Employee Relations, Human Resource Services, 903 West University Avenue, Gainesville, Florida. A copy of the form must also be filed with the President or designee and the employee's immediate supervisor.

2. Failure to initiate an arbitration request within the time limits prescribed shall be deemed a waiver of the right to arbitration. In the event of a question regarding timeliness of any notice, the date of receipt if transmitted in person, or the postmark if transmitted by mail, shall be determinative.

3. After the Request for Arbitration has been received, the Vice President for Human Resource Services will determine whether the request has been filed in accordance with the provisions of this section and shall notify the employee or his or her representative, the Dean or Director, and the Vice President responsible for the college, major budgetary unit, or administrative unit in which the grievant is employed of this determination. Additionally, the employee will be mailed a copy of this regulation.

4. The Vice President responsible for the college, major budgetary unit or administrative unit in which the grievant is employed, or the Vice President's designee, shall serve as the University representative in the arbitration.

5. The Vice President for Human Resource Services shall select an arbitrator on a rotational basis from an odd-numbered panel of at least seven (7) arbitrators maintained by the University and shall notify the University representative and the employee or his or her representative of the arbitrator selected. If the parties do not agree on the arbitrator selected, the selection shall be made by alternately striking names from the panel. The right of first strike shall be determined by a coin toss. The employee will receive notice of the identity of the



arbitrator selected and may request disqualification of the arbitrator based on cause within five (5) days of receipt of the notice. Cause is present when it appears the arbitrator was chosen through corruption, fraud, or other undue means.

6. When an action is both appealable under this regulation and grievable under a collective bargaining agreement, the employee shall have the option of using either procedure. The filing of the arbitration request form constitutes a waiver of any rights to review of the matter under an applicable collective bargaining agreement, Chapter 120, Fla. Stat., or other University review procedures. If the employee seeks a review of a matter in an alternative forum after requesting arbitration under this regulation or fails to appear at the scheduled arbitration hearing, the University shall have no obligation to proceed further.

(b) Fees and Expenses.

1. All reasonable fees and expenses for the arbitrator will be paid by the University.

2. The party desiring a transcript of the arbitration proceedings shall provide written notice to the other party of its intention to have a transcript of the arbitration made at least one (1) week prior to the date of the arbitration and shall be responsible for scheduling a reporter to record the proceedings. The parties shall share equally the appearance fee of the reporter and the cost of obtaining an original transcript and one (1) copy for the party originally requesting a transcript of the proceeding. The requesting party shall, at its expense, photocopy the copy of the transcript received from the reporter and deliver the photocopy to the other party within five (5) calendar days after receiving the copy of the transcript from the reporter.

(c) The employee may self-represent or be represented. However, if the employee seeks to be represented by an employee organization, then the employee must follow the grievance procedures of the applicable collective bargaining agreement. If the employee elects to

be represented, the employee must deliver or send to the Vice President for Human Resource Services within five (5) working days after filing an Arbitration Request form, a written statement indicating the name, address, telephone number and qualifications of the representative and confirming that the employee as well as the representative will be present during the arbitration hearing, and that the employee agrees to this representation.

(d) If the aggrieved employee participates during working hours in the arbitration, the employee's compensation will not be affected by the time spent at the arbitration hearing. The employee must notify the immediate supervisor seven (7) days in advance of the anticipated absence. An employee will not be permitted to prepare the case during working hours.

(e) Hearing.

1. The arbitrator shall hold the hearing in the City of Gainesville, unless otherwise agreed by the parties. The hearing shall commence within thirty (30) working days of the arbitrator's acceptance of selection, or as soon thereafter as is practicable. Arbitration proceedings shall be conducted in accordance with this regulation, supplemented by the Labor Arbitration Rules, published by the American Arbitration Association, as Amended and Effective on August 1, 2007.

2. Within thirty (30) working days, the arbitrator shall issue to the University and the employee a written order which may affirm, reverse, or alter the decision of the University.

3. The employee and the University agree that the decision of the arbitrator shall be final and binding on both parties. No judicial review of the arbitration order is available except as provided by Chapter 682, Fla. Stat.

(f) Authority of the Arbitrator.

1. The arbitrator shall neither add to, subtract from, modify, or alter the provisions of

University regulations, policies, or procedures, or an applicable collective bargaining agreement. Arbitration shall be confined solely to the application and/or interpretation of those provisions and limited to the matters in the Request for Arbitration Form submitted for arbitration. No statements of opinion or conclusions not essential to the determination of the matters submitted shall be permitted. The arbitrator shall not review managerial decisions other than to ensure that such actions are in accordance with the applicable procedures under review. In the case of suspension, dismissal, and reduction in pay taken as a disciplinary action, the arbitrator shall determine whether there is just cause for such action.

2. Where an administrator has made a judgment involving the exercise of discretion, such as decisions regarding non-reappointment, assignment, or severity of disciplinary action, the arbitrator shall not substitute the arbitrator's judgment for that of the administrator. Nor shall the arbitrator review such decision except for the purpose of determining whether the decision has violated these regulations.

3. The burden of proof shall be on the employee in layoff, demotion, reduction in pay, and relocation actions when not taken as a disciplinary action and in job abandonment. The burden of proof shall be on the employer in suspension, dismissal, demotion, and reductions in pay when taken as disciplinary actions.

4. The arbitrator's order and award may reinstate an employee, with or without back pay. The back pay award shall not exceed the amount of pay the employee would otherwise have earned at the employee's regular rate of pay and shall not be retroactive to a date earlier than the date of the occurrence of the event giving rise to the action at issue. In no situation will the award exceed the actual loss to the employee or provide attorney fees to either party.

5. The arbitrator may not award other monetary damages or penalties.

6. The arbitrator may reduce a dismissal to a suspension for such time as the arbitrator may fix, or reduce the period of suspension, which order shall be binding on the University and employee concerned.

(g) Arbitrability. Issues of arbitrability shall be bifurcated from the substantive issue(s) and, whenever possible, determined by means of a hearing conducted by conference call. The arbitrator shall have ten (10) days from the hearing to render a decision on arbitrability. If the issue is judged to be arbitrable, an arbitrator shall then be selected to hear the substantive issues, in accordance with the provisions of paragraph (2)(e) above.

Authority: BOG Regulation 1.001.

History--New 5-1-96, Amended 3-2-03, 12-31-03, 5-30-04, Formerly 6C1-3.045, Amended 3-16-10 (technical changes only), [Amended \\_\\_\\_\\_\\_](#).

## NOTICE OF PROPOSED REGULATION AMENDMENT

Date: February 14, 2017

**REGULATION TITLE:**

**REGULATION NO.:** 3.050

Finance and Administration; University Support  
Personnel System and Technical, Executive, Administrative,  
and Managerial Support Staff Performance Appraisal

**SUMMARY:** Sworn Police Officers and Sergeants of the University of Florida Police Department have fallen under the University Support Personnel System (“USPS”) pay plan. These Officers and Sergeants are unlike other employees in USPS based on the types of duties and functions they perform for the University. They also belong to a different collective bargaining organization than other USPS employees – the Police Benevolent Association (“PBA”). For these reasons, the University created a new pay plan for Officers and Sergeants called the Law Enforcement Officer (“LEO”) pay plan. Regulation 3.050 relates to performance appraisals for USPS employees and employees in the Technical, Executive, Administrative, and Managerial (“TEAMS”) pay plan. The proposed amendment to Regulation 3.050 removes reference to law enforcement officers. Performance appraisals procedures for LEO employees are contained in the PBA collective bargaining agreement.

**AUTHORITY:** BOG Regulation 1.001.

**COMMENTS CONCERNING THE PROPOSED REGULATION SHOULD BE SUBMITTED WITHIN 14 DAYS OF THE DATE OF THIS NOTICE TO THE CONTACT PERSON IDENTIFIED BELOW.** The comments must identify the regulation you are commenting on.

**THE PERSON TO BE CONTACTED REGARDING THE PROPOSED REGULATION AMENDMENT IS:** Sandra L. Mitchell, Legal Assistant II, 123 Tigert Hall, Post Office Box 113125, University of Florida, Gainesville, Florida 32611, 352-392-1358 office, 352-392-4387 facsimile, regulations@ufl.edu.

**NAME OF PERSON WHO APPROVED THE PROPOSED REGULATION AMENDMENT:** Jodi Gentry, Vice President for Human Resources

**THE FULL TEXT OF THE PROPOSED REGULATION IS ATTACHED TO THIS NOTICE.**

~~RULES~~ REGULATIONS OF  
THE UNIVERSITY OF FLORIDA

~~6C1~~ 3.050 Finance and Administration; University Support Personnel System and Technical, Executive, Administrative, and Managerial Support Staff Performance Appraisals.

(1) Appraisals for University Support Personnel System (USPS) and Technical, Executive, Administrative, and Managerial Support (TEAMS) Employees in Non-Exempt Positions.

(a) All newly hired non-exempt TEAMS employees must successfully complete a 6-month probationary period. ~~This period is 12 months in length for Law Enforcement Officers.~~

(b) All USPS employees changing to a new classification in which they have not attained permanent status must successfully serve a 6-month probationary period in that position.

(2) Probationary Performance Appraisals for Non-Exempt TEAMS and USPS Employees. A probationary performance appraisal is required for all employees serving in a probationary period. Employees must meet the performance standards of their designated position. The performance appraisal rating period shall be the same as the probationary period. The probationary performance appraisal should be completed and presented within the last 30 days of the rating period. If an extended probationary period is required, the rating period shall be extended by the same length of time.

(a) The Dean, Director, or Department Chair, or designee, has the authority to extend by letter a probationary period for up to six (6) months if the employee is not meeting performance standards and the supervisor determines more time is needed for assessment, or the supervisor decides that additional time is needed for appropriate training or on-the-job experience. ~~Law Enforcement Officers cannot be extended for six additional months, as their initial probationary period is for 12 months.~~

(b) If a performance appraisal is not completed to evaluate an employee's original or extended probationary period, then the employee will be considered to be performing at an acceptable level of competence and thereby default to a satisfactory rating.

(3) Annual Performance Appraisals for Non-Exempt TEAMS and USPS Employees.

(a) The performance appraisal rating period shall normally be 12 months in length, beginning March 1 and ending the last day in February of each year. All annual performance appraisals are due by March 31 of each year.

(b) An employee shall not receive an annual performance appraisal if, by March 1 he or she has less than 60 days in the current position, if the probationary period has ended within 60 days of March 1, or if he or she has been evaluated within the last 60 days for any other purpose.

(c) Prior to a supervisor's departure from his or her position, a preliminary performance appraisal should be completed on all employees that report to that position. This preliminary performance appraisal shall be retained and considered by the incoming replacement supervisor to accomplish the annual appraisal for the affected employees.

(4) Annual Performance Appraisals for TEAMS Employees in Exempt Positions.

(a) The performance appraisal rating period shall normally be 12 months in length, beginning March 1 and ending the last day in February of each year. All annual performance appraisals are due by March 31 of each year.

(b) The initial performance appraisal period for exempt TEAMS employees who are contracted for a 6-month period shall be accomplished via narrative within the last 30 days of the contract period.

(c) An employee shall not receive an annual performance appraisal if by March 1 they have less than 60 days in their current position, or if their initial 6-month contract period has ended within 60 days of March 1, or if he or she has been evaluated within the last 60 days for any other purpose.

(5) Special Performance Appraisals for USPS and TEAMS Employees. A special performance appraisal shall be conducted whenever it is determined that the employee's

performance warrants being evaluated. Special performance appraisals shall be coordinated with the Division of Human Resources. These appraisals may cover a period of no less than 60 days and no more than 180 days.

(6) Record Retention and Forms. A copy of each completed appraisal shall become a part of the employees official personnel file maintained by the Division of Human Resources. The original completed appraisal shall be provided to the employee.

~~Specific~~ Authority: ~~1001.74(4) FS~~ [BOG Regulation 1.001](#).

Law Implemented ~~1001.74(19), 1001.75(3)~~, 1012.91 FS.

History--New 7-1-96, Amended 6-28-98, 5-22-01, 3-12-03, 5-30-04, 7-19-05, [\\_\\_\\_\\_\\_](#).



## NOTICE OF PROPOSED REGULATION AMENDMENT

Date: February 14, 2017

**REGULATION TITLE:** Appointment, Technical, Executive, Administrative, and Managerial Support and University Support Personnel System Staff

**REGULATION NO.:** 3.054

**SUMMARY:** Sworn Police Officers and Sergeants of the University of Florida Police Department have fallen under the University Support Personnel System (“USPS”) pay plan. These Officers and Sergeants are unlike other employees in USPS based on the types of duties and functions they perform for the University. They also belong to a different collective bargaining organization than other USPS employees – the Police Benevolent Association (“PBA”). For these reasons, the University created a new pay plan for Officers and Sergeants called the Law Enforcement Officer (“LEO”) pay plan. Regulation 3.054 relates to appointments for USPS employees and employees in the Technical, Executive, Administrative, and Managerial (“TEAMS”) pay plan. The proposed amendment to Regulation 3.054 removes reference to law enforcement officers. Appointment provisions for LEO employees are contained in the PBA collective bargaining agreement.

**AUTHORITY:** BOG Resolution dated January 7, 2003.

**COMMENTS CONCERNING THE PROPOSED REGULATION SHOULD BE SUBMITTED WITHIN 14 DAYS OF THE DATE OF THIS NOTICE TO THE CONTACT PERSON IDENTIFIED BELOW.** The comments must identify the regulation you are commenting on.

**THE PERSON TO BE CONTACTED REGARDING THE PROPOSED REGULATION AMENDMENT IS:** Sandra L. Mitchell, Legal Assistant II, 123 Tigert Hall, Post Office Box 113125, University of Florida, Gainesville, Florida 32611, 352-392-1358 office, 352-392-4387 facsimile, regulations@ufl.edu.

**NAME OF PERSON WHO APPROVED THE PROPOSED REGULATION AMENDMENT:** Jodi Gentry, Vice President for Human Resources

**THE FULL TEXT OF THE PROPOSED REGULATION IS ATTACHED TO THIS NOTICE.**

REGULATIONS OF THE  
UNIVERSITY OF FLORIDA

3.054 Appointment; Technical, Executive, Administrative, and Managerial Support and University Support Personnel System Staff.

(1) Technical, Executive, Administrative, and Managerial Support (TEAMS) and University Support Personnel System (USPS) Appointment Modifiers.

(a) The University shall use the following appointment modifiers to define the conditions of TEAMS and USPS employee appointments. Such appointment modifiers apply to the appointment of a qualified employee unless otherwise stated.

1. Regular - A continuing appointment or an original temporary appointment that may be followed by a continuing appointment. The appointment modifier is not included in the title.

2. Provisional - An appointment to a position where the employee has not yet passed a required examination, but meets the minimum qualifications for the position; the employee is not fully qualified, but is expected to acquire such qualification within six (6) months; is under a cooperative education program, a vocational rehabilitation program, an approved university training program, or an approved apprenticeship program; an appointment to provide a nonpermanent assignment to a vacant position; or to overlap one employee with another for training purposes.

3. Temporary - An appointment to provide a noncontinuing assignment to a vacant position; to replace an employee on leave, temporarily promoted or reassigned. Temporary appointments may include the assumption of additional or replacement duties.

4. Emeritus - An honorary title that may be conferred at retirement in

recognition of distinguished service.

5. Multi-Year - An Executive Service appointment that extends beyond twelve (12) months.

6. Time Limited - An appointment to a position funded by contract and grant, auxiliaries, or local funds, as appropriate, for a particular project, enterprise, or specified period. Such designation must be made to the position at the time of recruitment. A time-limited position shall have the same rights as a position with a regular appointment modifier, except such position shall not have rights provided for layoff, recall, and notice of nonreappointment.

7. Probationary - An appointment to a position in a class for the designated period, where the employee meets the minimum qualifications for the position. Continuous successful performance in a class with the appointment modifier of temporary may be counted toward completion of the required probationary period. The decision to count such time toward completion of the probationary period shall be made at the time the employee is initially appointed with probationary status.

(2) Initial Appointment to TEAMS and USPS.

(a) Definitions.

1. For the purposes of this regulation, a "new" employee is one not employed by the University in TEAMS or USPS at the time the department or unit makes the offer of employment.

2. For the purposes of this regulation, Executive Service shall denote those employees who hold the title of Vice President or who are so designated by the University President or the Board of Trustees.

(b) The initial appointment of a new employee to a TEAMS position shall be for a probationary period of six (6) months ~~with the exception of employees in USPS law enforcement positions who serve an initial twelve (12) month probationary period~~, or for such other period as is approved by the Vice President of Human Resource Services or designee. During this probationary period, the appointment may be terminated at any time without any requirements of notice and without rights of appeal.

(c) Employees designated in the Executive Service serve at the will of the President, do not have tenure or permanent status, and have no expectation of appointment beyond a 60 days' notice period.

(d) A USPS employee who is in the probationary period and who transfers to TEAMS shall be given an initial probationary appointment of six (6) months less the time already spent in the most recent USPS probationary appointment or extension thereof. During this probationary appointment to TEAMS, the appointment may be terminated at any time without any requirements of notice and without rights of appeal.

(e) A USPS employee who has attained permanent status and who transfers to TEAMS shall be given an initial regular appointment to TEAMS of twelve (12) months.

(f) In no case shall a University employee have concurrent USPS and TEAMS-appointments.

(3) Regular Appointment to TEAMS. After satisfactory completion of the probationary appointment, subsequent regular appointments to TEAMS shall be for a period of twelve (12) months and shall be for the period of March 1 through the last day of February. It is understood the initial notice of appointment may not cover these exact dates due to hire date. Such appointments shall run through the end of February and subsequent appointments shall be for the period of March 1 through the last day of

February. This notice of appointment is considered to be an ongoing agreement unless the employee is notified. It is not necessary for notices of appointment to be issued on a yearly basis.

(4) Promotion, Changes of Assignment, Demotions, and Relocations in TEAMS and USPS.

(a) Current University employees shall not be eligible to be promoted, demoted, or reassigned outside the current department until the employee has completed six (6) months satisfactory service in his or her current position, unless approved by the President. Approval shall be granted only when the action is consistent with the efficient use of University resources and agreed upon by the Vice President for Human Resource Services and by both the current department and the receiving department.

(b) A University employee may apply for a promotion, demotion, or reassignment to a non-exempt or exempt position by creating an online resume in the myUFL HR system and applying for each specific position of interest.

(c) A promotion in TEAMS or USPS is the appointment to another TEAMS or USPS position or class with substantially increased responsibilities and/or a higher pay grade, or a permanent assignment of substantially increased responsibilities for the existing classification.

An employee must meet the minimum qualifications for the position to which promoted.

(d) A TEAMS or USPS change of assignment is the appointment to a different position in the same class or in a different class having the same pay grade.

(e) A TEAMS or USPS demotion is an appointment to a class or position

having less responsibility.

(f) A TEAMS or USPS relocation is the appointment of an employee from one geographic location within the University to a different geographic location within the University in excess of 50 miles from the employee's current work location.

(5) Pay Upon Appointment.

(a) A University employee who is newly appointed to a regular TEAMS or USPS appointment shall receive pay commensurate with the responsibilities assigned, but not below the minimum of the pay range except as provided in paragraph (c) below.

(b) A TEAMS or USPS employee who is promoted or reassigned shall receive pay commensurate with the responsibilities assigned. The employee's pay may remain unchanged, decreased, or increased depending upon the employment needs of the department or unit, but not below the minimum of the pay range. A TEAMS or USPS employee who is demoted shall receive pay commensurate with the responsibilities assigned, but not below the minimum of the pay range except as provided in paragraph (c) below.

(c) A provisional TEAMS or USPS appointment may be below the minimum of the pay range. If a provisional TEAMS or USPS appointment is made below the minimum of the pay range, the pay shall be increased to at least the minimum of the pay range upon the employee attaining the minimum qualifications for the class.

~~Specific~~ Authority: BOG Resolution dated January 7, 2003.

History--New 3-26-80, Formerly 6CI-7.20, Amended 3-6-85, Formerly 6C1-3.54, Amended 4-30-95, 7-1-96, 3-2-03, 5-30-04, 7-19-05, 3-17-09, Formerly 6C1-3.054, Amended 4-1-16, [\\_\\_\\_\\_\\_](#).

**NOTICE OF PROPOSED REGULATION AMENDMENT**

Date: February 14, 2017

**REGULATION TITLE:** Commercial Activity;  
Selling of Merchandise, Activities Involving  
Off-Campus Vendors

**REGULATION NO.:**  
4.006

**SUMMARY:** The proposed amendments to this regulation revise it to reflect a new online permit process in Student Activities and Involvement for student engagement in the covered commercial activities on campus, and remove provisions regulating vendor sale of food and beverages, which have been moved to Regulation 2.020, Food Service on Campus, in order to consolidate requirements related to vendor sale of food, beverages and service on campus.

**AUTHORITY:** BOG Regulation 1.001

**COMMENTS CONCERNING THE PROPOSED REGULATION SHOULD BE SUBMITTED WITHIN 14 DAYS OF THE DATE OF THIS NOTICE TO THE CONTACT PERSON IDENTIFIED BELOW.** The comments must identify the regulation on which you are commenting.

**THE PERSON TO BE CONTACTED REGARDING THE PROPOSED REGULATION AMENDMENT IS:** Sandra L. Mitchell, Legal Assistant II, 123 Tigert Hall, Post Office Box 113125, University of Florida, Gainesville, Florida 32611, 352-392-1358 office, 352-392-4387 facsimile, regulations@ufl.edu.

**NAME OF PERSON WHO APPROVED THE PROPOSED REGULATION AMENDMENT:** Curtis Reynolds, Vice President for Business Affairs

**THE FULL TEXT OF THE PROPOSED REGULATION IS ATTACHED TO THIS NOTICE.**

~~RULES~~ REGULATIONS OF THE  
UNIVERSITY OF FLORIDA

~~6C1~~ 4.006 ~~Student Affairs~~; Commercial Activity; Selling of Merchandise, Activities Involving Off-Campus Vendors.

(1) The regulation of commercial activity on the campus is necessary in order to preserve the educational mission of the University, to prevent unnecessary distraction during classes and study periods, to provide for the safety of University students and faculty and staff members, and to protect the property of students, faculty, staff, and the University.

(2) Solicitors and tradespeople, including students, faculty and other University personnel, are prohibited from entering the grounds or buildings for the purpose of conducting commercial activity with students, faculty, other personnel or visitors. This ~~rule~~ regulation will not be deemed to prohibit the sale of merchandise by University budgetary units or commercial activity pursuant to a contract between the University and a vendor which provides goods or services to the University community.

(3) The term "commercial activity" shall mean any act or event which results in financial gain to the salesperson, individual(s) or organization(s).

(4) The term "commercial activity" shall not include:

(a) Solicitation and collection of funds or the sale of new merchandise or printed material by registered student organizations for the benefit of any charitable institution or organization as defined in § 501(c)(3) of the Internal Revenue Code of the United States or for the benefit of programs and/or projects of an educational nature sponsored by the registered student organization, in accordance with subsection ~~paragraph~~ (5) below.



(b) The sale of new merchandise, solicitation and collection of funds by registered student organizations for the benefit of any student organization related project and approved by the Director of Student Activities [and Involvement](#) or the director's designee at the J. Wayne Reitz Union, in accordance with [subsection paragraph](#)(5) below.

(c) The solicitation of membership or the collection of dues from members of a registered student organization which inure to the benefit of that organization.

(d) Contact between a salesperson and a student or student organization which was invited by the individual student or organization involved for his or her or its own benefit and not to involve persons not associated with the student or organization.

(e) The distribution or sale of printed material pursuant to the requirements of [University of Florida Regulation Rule 6C1-2.003, F.A.C.](#)

(5) Registered student organizations wishing to sell or distribute new merchandise excluding food products, such as t-shirts, hats, bumper stickers, buttons or the like, or printed material or to solicit or collect funds pursuant to [paragraphs subsection](#)(4)(a) or (4)(b) [above of this rule](#) may be allowed under the following conditions:

(a) Registered student organizations must first seek an [Event-P](#) permit from the Director of Student Activities [and Involvement](#) or ~~the director's~~ designee at the J. Wayne Reitz Union. [Event](#) Permits will not be issued if the manner of solicitation or collection will disrupt the educational function of the University or if the activities do not meet the requirements of [paragraphs subsection](#)(4)(a) or (4)(b) [above of this rule](#). ~~The student organization should use the form "University of Florida Office of Student Activities Program Planning Form," Form: SAC1, Rev. 7/00, or its web base equivalent, available from that office and incorporated herein by reference.~~ [Instructions on how to submit an Event Permit Request can be found at](#)

<https://www.studentinvolvement.ufl.edu/Event-Planning/Submit-an-Event-Permit-Request.>

[Event](#) Permits are valid for the date of the specific event. Any groups failing to show a valid [Event P](#)ermit may be removed from campus at the request of the University Police Department.

(b) A statement must be provided with the request indicating how the funds raised will be used.

(c) The following areas are approved for such fundraising activities: the Plaza of the Americas, the area in front of Turlington Hall, and reservable outdoor space at the J. Wayne Reitz Union (colonnade, North Lawn, and South Terrace). Other areas will be approved by the Director of Student Activities [and Involvement](#) or ~~the director's~~ designee and the administrator responsible for the area only in unusual circumstances and only when the group is programmatically associated with that area.

(d) The Director of Student Activities [and Involvement](#) may limit the number of permits issued for a particular area in order to maintain the educational function of the University. In such case the permits will be issued in the order that requests from those student organizations or groups meeting the requirements of this [regulation](#) ~~rule~~ are received in the Director's office.

(e) Registered student organizations are not permitted to sell food products. Distribution of food products is allowed only under the provisions of [subsection \(6\)](#) ~~below of this rule~~.

(6) Registered student organizations may sponsor on-campus activities involving a commercial off-campus vendor including food vendors only under the following conditions:

(a) Registered student organizations must first seek an Event Permit from the Director of Student Activities and Involvement or ~~the director's~~ designee at the J. Wayne Reitz Union. Event Permits will not be issued if the manner of solicitation or collection will disrupt the educational function of the University or if the activities do not meet the requirements of paragraphs subsection (4)(a) or (4)(b) above of this rule. ~~The student organization should use the form "University of Florida—Office of Student Activities Program Planning Form," Form: SAC1, Rev. 7/00 or its web base equivalent. The vendor must complete a Public Health Compliance form, Form SAC2, Rev. 10/01 or its web based equivalent as stated in University Rule 6C1-2.020, F.A.C. Forms are available from that office and incorporated herein by reference. Instructions on how to submit an Event Permit Request can be found at <https://www.studentinvolvement.ufl.edu/Event-Planning/Submit-an-Event-Permit-Request>. Event Permits are valid for the date of the specific event. Any groups failing to show a valid Event Permit may be removed from the campus at the request of the University Police Department.~~

(b) The registered student organization sponsoring the activity is totally responsible for all aspects of the activity, including the production and/or approval of all publicity and advertising, staffing and distribution of product and all clean up.

(c) Any food product must be donated by the vendor, except as referenced in this paragraph. The registered student organization and vendor or agency representing the vendor may not have any payment or exchange of funds, as that constitutes a sale and not a donation by the vendor, unless the requirements of University Regulation 2.020 are satisfied.

(d) The following areas are approved for food distribution activities: Plaza of America, Norman Field, Hume Field, Maguire Field, the North Lawn of the Reitz Union after 6 pm and Turlington Plaza. Other areas will be approved by the Director of Student Activities and

[Involvement](#) or ~~the director's~~ designee and the administrator responsible for the area only in unusual circumstances, taking into consideration any potential conflict with University contracts and when the group is programmatically associated with that area.

(e) The Director of Student Activities [and Involvement](#) may limit the number of permits issued for a particular area in order to maintain the educational function of the University. Distribution of food products will be limited to one time/event per day per vendor. In such case the permits will be issued in the order that requests from those student organizations or groups meeting the requirements of this [regulation](#) ~~rule~~ are received in the Director's office.

(f) Advertising and publicity must reflect sole sponsorship of the activity as being that of the registered student organization.

(g) Any advertising concerning the activity, including but not limited to, poster(s), flyer(s), radio and newspaper advertisement(s), tee-shirt(s), banner(s), may reflect a commercial off-campus vendor's support, but must not indicate or convey sponsorship by the vendor, such as using the vendor's name in the program title, or display prominent advertising with only the off-campus vendors name and/or logo. All publicity must follow University [of Florida Regulation Rule, 6C1-2.003, F.A.C., University of Florida](#); Distribution of Printed Material.

(h) No cooking facilities (mobile or otherwise) will be permitted [unless approved by the Office of the Vice President for Business Affairs](#).

~~(7) — Off-campus licensed food service caterers may provide food and beverage service for special events when sponsored by an official University Department or organization at University buildings not restricted under the terms of the University food service contract. Buildings restricted for University food service contractor's use include the student residence~~

~~halls, J. Wayne Reitz Union Building, Bruton Geer Hall, grounds adjacent to these buildings, and the Sun Terrace Cafeteria including its outside dining area. Sponsoring groups may offer tickets to members of their organizations at any price, and to the general public only if the event is designated as a bona fide fund raising activity and the cost per ticket or donation exceeds \$25.00 or more. Exceptions to this requirement may be made with special approval by the Office of the Vice President for Finance and Administration and would be made only in unusual cases in which it is determined that the overall benefit to University programs justifies the exception. Sponsoring groups who wish to utilize off-campus caterers should assure that the caterer has an appropriate food service license and liability insurance. The sponsoring groups should also see that state laws and University regulations are followed if alcoholic beverages are to be part of the service.~~

(8) ~~(7)~~ This rule shall not prevent off-campus Gainesville licensed food vendors from receiving and filling specific short order food and beverage requests from students, faculty and staff members for direct delivery to campus addresses. Except as provided in [above or in University Regulation 2.020](#) paragraph (7), alcoholic beverages, or food prepared and sold by ~~other than licensed vendors,~~ and sale items in direct competition with contract vendors or University budgetary units shall not be sold on campus [without special approval by the Office of the Vice President for Business Affairs and would be made only in unusual cases in which it is determined that the overall benefit to University programs justifies the exception.](#)

~~Specific Authority: BOG Regulation 1.001-1001.74(4) FS. Law Implemented 1001.74(6) FS. History--New 9-29-75, Amended 1-28-80, 8-26-81, 5-14-85, Formerly 6C1-4.06, Amended 4-17-90, 5-19-93, 7-11-94, 10-31-99, 7-8-01, 2-5-03. [Formerly 6C1-4.006, Amended](#)~~

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## NOTICE OF PROPOSED REGULATION

Date: February 14, 2017

**REGULATION TITLE:**  
Religious Observances

**REGULATION NO.:**  
4.052

**SUMMARY:** The Board of Governors Regulation 6.0115 mandates that each university board of trustees adopt a regulation to reasonably accommodate religious observance for students. This proposed new regulation codifies the University's existing policy on religious attendance for students, allowing reasonable accommodation for students who provide prior notification to their instructors of their desire to observe a religious holy day of their faith.

**AUTHORITY:** BOG 1.001

**COMMENTS CONCERNING THE PROPOSED REGULATION SHOULD BE SUBMITTED WITHIN 14 DAYS OF THE DATE OF THIS NOTICE TO THE CONTACT PERSON IDENTIFIED BELOW.** The comments must identify the regulation you are commenting on.

**THE PERSON TO BE CONTACTED REGARDING THE PROPOSED REGULATION IS:** Sandy L. Mitchell, Legal Assistant II, 123 Tigert Hall, Post Office Box 113125, University of Florida, Gainesville, Florida 32611, 352-392-1358 office, 352-392-4387 facsimile, regulations@ufl.edu.

**NAME OF PERSON WHO APPROVED THE PROPOSED REGULATION:**  
Joseph Glover, Provost and Senior Vice President for Academic Affairs.

**THE FULL TEXT OF THE PROPOSED REGULATION IS ATTACHED TO THIS NOTICE.**

REGULATIONS OF THE  
UNIVERSITY OF FLORIDA

4.052 Religious Observances.

(1) The University of Florida will reasonably accommodate the religious observances, practices, and beliefs of individual students in regard to admissions, class attendance, and the scheduling of examinations and work assignments. If a student desires to observe a religious holy day of their faith, the student must provide prior notification in order to be excused from classes to observe a religious holy day of their faith. Such prior notice to their instructors should be done at the beginning of the academic term or at a minimum well in advance of the proposed date for accommodation.

(2) The student is responsible for any material covered during the excused absence, but shall be permitted a reasonable amount of time to make up the material or activities covered in their absence. If the faculty member is informed or aware that a significant number of students are likely to be absent from class because of a religious observance, then such faculty members should make reasonable efforts not to schedule major examinations or other academic events at that time.

(3) Students who have notified their instructors that they will be absent from academic or extra-curricular activities because of a religious observance shall not be penalized for that absence.

(4) A student who believes that they has been unreasonably denied an educational benefit due to their religious belief or practices may seek redress in accordance with the Student Grievance Procedure, as outlined in UF Regulation 4.012.



Authority: BOG Regulations 1.001.

History—New \_\_\_\_\_.

**NOTICE OF PROPOSED REGULATION AMENDMENT**

Date: February 14, 2017

**REGULATION TITLE:**  
Qualifications and Appointment of County  
Extension Faculty

**REGULATION NO.:**  
6.007

**SUMMARY:** The proposed amendments to this regulation are solely to update and codify the requirements for new appointees to any County Extension Director position, degree requirements for other faculty members, and the usual practice of providing the Chair of the Board of County Commissioners a list of at least three (3) “unranked” qualified candidates, if available, for a county faculty position.

**AUTHORITY:** BOG Regulation 1.001

**COMMENTS CONCERNING THE PROPOSED REGULATION SHOULD BE SUBMITTED WITHIN 14 DAYS OF THE DATE OF THIS NOTICE TO THE CONTACT PERSON IDENTIFIED BELOW.** The comments must identify the regulation you are commenting on.

**THE PERSON TO BE CONTACTED REGARDING THE PROPOSED REGULATION AMENDMENT IS:** Sandra L. Mitchell, Legal Assistant II, 123 Tigert Hall, Post Office Box 113125, University of Florida, Gainesville, Florida 32611, 352-392-1358 office, 352-392-4387 facsimile, regulations@ufl.edu.

**NAME OF PERSON WHO APPROVED THE PROPOSED REGULATION AMENDMENT:** Jacky Payne, Senior Vice President for Institute of Food and Agricultural Sciences

**THE FULL TEXT OF THE PROPOSED REGULATION IS ATTACHED TO THIS NOTICE.**

REGULATIONS~~RULES~~ OF THE  
~~DEPARTMENT OF EDUCATION~~  
~~DIVISION OF UNIVERSITIES~~  
UNIVERSITY OF FLORIDA

~~UF 6C1-6.007 IFAS;~~ Qualifications and Appointment of County Extension Faculty.

(1) New appointees to any County Extension ~~d~~Director position must have a minimum of a Master's degree from an accredited college or university. Degree major required varies with position, and is determined by the Dean for Extension in cooperation with county government. In selecting directors, emphasis will be placed upon the candidate's proven ability to organize, ~~and~~ conduct, evaluate, and report on successful Extension programs through the program development process, his/her personality and disposition with regard to teaching and working with people, and his/her knowledge and ability to interpret and apply specific subject matter in a practical manner.

(2) For other faculty members, a Master's degree is preferred. A Bachelor's degree is required. Degree major requirements vary with the nature of the position and its subject matter~~the County government~~. Organizational and teaching ability, personality, and the knowledge a candidate possesses are important factors in selection.

(3) Selection of County Extension Faculty --

(a) When a position becomes available within a County Extension Office, it will be the responsibility of the Florida Cooperative Extension Service to notify in writing the Chairman ~~man~~ of the Board of County Commissioners (or his/her designated representative) of the County in

which the vacancy exists, ~~or his or her designated representative(s), in writing,~~ that the position is available.

(b) If no resolution, as provided for in 240.505(3), Fla. Stat., is received by the Florida Cooperative Extension Service, the Service shall recommend one (1) qualified candidate to the Board of County Commissioners, and shall continue recommending persons until one (1) is selected.

(c) Upon receipt of a resolution from the Board of County Commissioners, the Florida Cooperative Extension Service shall send to the ~~Chairman~~ of the Board of County Commissioners, or his/her designated representative(s), a list of three (3) or more qualified candidates (unranked) for the county faculty position, or so shall state that fewer than three (3) qualified candidates (unranked) are available and ~~list~~ present those who are so qualified. If the candidates are rejected by the Board, the Extension Service will continue to forward lists of at least three (3) qualified candidates, if available, until a selection is made.

(4) If the County determines that it will not continue to contribute to an established County position, or if County support for a position is insufficient to attract or hold a qualified person, the Florida Cooperative Extension Service will terminate the position in that County. If the person occupying a terminated position has rendered creditable service and has permanent status, the Florida Cooperative Extension Service will offer a transfer to him/her if another appropriate vacancy exists and is available to be used for the appointment. If no appropriate vacancy exists, UF Regulation 1.017 Separations from Employment and Layoff, shall apply.

~~Specific~~ Authority: BOG Regulation 1.001 ~~240.227(1) FS.~~

~~Law Implemented 240.227(1), 240.505 FS.~~

History--New 9-29-75, Amended 8-15-78, 8-26-81, Formerly 6C1-6.007, [Amended](#)

\_\_\_\_\_.

**NOTICE OF PROPOSED REGULATION AMENDMENT**

Date: February 14, 2017

**REGULATION TITLE:**  
Faculty Evaluation

**REGULATION NO.:**  
6.008

**SUMMARY:** The amendments to the regulation update it to reflect the current process for IFAS faculty evaluation, including clarifying that the faculty member prepares a statement of situation, annual goals, plan of work and report of accomplishments. The amendments also codify the existing practice that the District Extension Director conducts the performance evaluation of County Extension Faculty in cooperation with the appropriate County Extension Director and/or other designated supervisor.

**AUTHORITY:** BOG Regulation 1.001

**COMMENTS CONCERNING THE PROPOSED REGULATION SHOULD BE SUBMITTED WITHIN 14 DAYS OF THE DATE OF THIS NOTICE TO THE CONTACT PERSON IDENTIFIED BELOW.** The comments must identify the regulation you are commenting on.

**THE PERSON TO BE CONTACTED REGARDING THE PROPOSED REGULATION AMENDMENT IS:** Sandra L. Mitchell, Legal Assistant II, 123 Tigert Hall, Post Office Box 113125, University of Florida, Gainesville, Florida 32611, 352-392-1358 office, 352-392-4387 facsimile, regulations@ufl.edu.

**NAME OF PERSON WHO APPROVED THE PROPOSED REGULATION AMENDMENT:** Jack Payne, Senior Vice President for Institute of Food and Agricultural Sciences

**THE FULL TEXT OF THE PROPOSED REGULATION IS ATTACHED TO THIS NOTICE.**

REGULATIONS~~RULES~~ OF THE  
~~DEPARTMENT OF EDUCATION~~  
~~DIVISION OF UNIVERSITIES~~  
UNIVERSITY OF FLORIDA

~~6C1~~-6.008 ~~IFAS~~; Faculty Evaluation.

(1) Each faculty member shall be evaluated annually. Unit administrators and District Extension Directors will complete the evaluation process including the prescribed evaluation forms by March 31 for all faculty. The Senior Vice President for Agriculture and Natural Resources and/or each functional dean shall issue annually, or as needed, instructions about conducting the faculty evaluation including the prescribed evaluation forms.

(2) The evaluation for faculty members ~~and County Extension faculty members~~ includes:

(a) A statement of situation prepared by the faculty member including the description of the position ~~the faculty member occupies~~d in relation to long range unit mission and goals.

(b) A statement of the annual ~~work~~ goals and plan of work of ~~prepared by~~ the faculty member.

(c) An annual faculty ~~achievement~~ report of accomplishment statement prepared by the faculty member.

(d) An evaluation ratings section including comments ~~on~~ by both the faculty member and the unit administrator.

(3) The performance evaluation for each County Extension faculty member shall be conducted annually by the supervising District Extension Director in cooperation with the

appropriate County Extension Director and/or other designated supervisor. The Dean for Extension will revise and issue additional instructions on performance evaluation annually or as needed. The performance evaluation criteria include: (a) position description; (b) program development (planning, implementation, ~~and~~-evaluation, and reporting); (c) affirmative action compliance-compliance review; (d) professional development and improvement activities; (e) working relationship; and (f) critical incidents that are notably good or unacceptable.

~~Specific~~-Authority: BOG Regulation 1.001-240.227(1) FS.

~~Law Implemented 240.227 (5), 240.245, 240.511 FS.~~

History--New 9-29-75, Formerly 6C1-6.08, Amended 5-19-93, 6-28-98, Formerly 6C1-6.008, Amended \_\_\_\_\_.



**NOTICE OF PROPOSED REGULATION AMENDMENT**

Date: February 14, 2017

**REGULATION TITLE:**

Extension Faculty Promotion Criteria; Tenure and Promotion of Faculty in a Research or Research and Education Center; IFAS Committee On Tenure, Promotion and Permanent Status

**REGULATION NO.:**

6.009

**SUMMARY:** The proposed amendments to this regulation are solely to update and modernize the language of the regulation, including extending some IFAS extension program references from simply County, to County, District and Statewide; updating references to technology; codifying existing practice by substituting “standard” instead of “average” as a qualifier for performance evaluations; codifying the marketing responsibility of County Extension Directors; codifying the existing practice of County Extension Faculty members working with County Extension Directors and the District Extension Directors to determine promotions; codifying qualification criteria for County Extension Agent III; and codifying the scholarly writing criterion for County Extension Agent IV.

**AUTHORITY:** BOG Regulation 1.001

**COMMENTS CONCERNING THE PROPOSED REGULATION SHOULD BE SUBMITTED WITHIN 14 DAYS OF THE DATE OF THIS NOTICE TO THE CONTACT PERSON IDENTIFIED BELOW.** The comments must identify the regulation you are commenting on.

**THE PERSON TO BE CONTACTED REGARDING THE PROPOSED REGULATION AMENDMENT IS:** Sandra L. Mitchell, Legal Assistant II, 123 Tigert Hall, Post Office Box 113125, University of Florida, Gainesville, Florida 32611, 352-392-1358 office, 352-392-4387 facsimile, regulations@ufl.edu.

**NAME OF PERSON WHO APPROVED THE PROPOSED REGULATION AMENDMENT:** Jack Payne, Senior Vice President for Institute of Food and Agricultural Sciences

**THE FULL TEXT OF THE PROPOSED REGULATION IS ATTACHED TO THIS NOTICE.**

REGULATIONS OF THE  
UNIVERSITY OF FLORIDA

6.009 Extension Faculty Promotion Criteria; Tenure and Promotion of Faculty in a Research or Research and Education Centers; IFAS Committee on Tenure, Promotion and Permanent Status.

(1) Criteria for promotion of County Extension Faculty -- The following criteria, in addition to the criteria set forth in University of Florida Regulation 7019, are considered when determining the merit for promotion purposes of all ~~e~~County ~~e~~Extension ~~f~~Faculty members. They are not applied so as to affect a rank presently held. Each ~~e~~County ~~e~~Extension ~~d~~Director and/or ~~d~~District ~~e~~Extension ~~d~~Director must supply documentation to support these criteria.

(a) Performance -- A major factor in making promotion decisions is annual performance as determined through established systems of program review and evaluation. The performance criteria include demonstrated achievement in developing, implementing, and evaluating county extension programs within areas of responsibility as identified in the position description, and utilizing the processes described below. Specific criteria are:

1. Identifiable educational programs, reflecting advisory committee input that: (1) address clientele or societal needs, problems, concerns, or issues that are outlined with measurable objectives; (2) target definitive audiences through the use of a variety of educational methods; (3) reflect substantive progress, outcomes, and ~~or~~ impacts; and (4) reflect accountability to requisite stakeholders and interest groups.

2. Evidence of promotion and implementation of the Equal Employment Opportunity Program and the Affirmative Action Plan of the University of Florida and the Florida Cooperative Extension Service in the conduct of all Extension programs and activities.
3. Evidence of effective working relationships with Extension clientele.
4. Evidence of contribution to the total County, [District, or Statewide](#) Extension program [as assigned](#).
5. Evidence of effective working relationships with other Extension personnel.
6. Evidence of involvement in the actual teaching of clientele, ~~i.e.~~ [e.g.](#), presentation of subject matter content through workshops, short courses, use of ~~computers~~ [information technology](#), clinics, meetings, [webinars, video conferences, social media](#), etc.
7. Evidence of scholarly writing and developing educational materials in support of planned programs, ~~i.e.~~ [e.g.](#), ~~leaflets~~ [fact sheets](#), pamphlets, news articles, exhibits, radio/TV, [websites, podcasts](#) as appropriate, etc.
8. Above ~~average~~ [standard](#) performance evaluations. Faculty considered for Extension Agent IV would usually be rated consistently commendable or exemplary.
9. Faculty considered for promotion to Extension Agent IV must have at least ~~area~~ [regional](#) or statewide recognition for their educational programs within one or more assigned program areas.
10. Program Leaders must have evidence of program leadership in their assigned area.
11. Nominees who are ~~e~~[C](#)ounty ~~e~~[E](#)xtension ~~d~~[D](#)irectors must have, in addition to evidence of accomplishments within assigned area(s) of program responsibility, evidence of program leadership for all program areas in their county [or counties](#), ~~i.e.~~ [e.g.](#), agriculture, horticulture, natural resources, family and consumer sciences, 4-H Youth Development, marine

science, energy, and/or community development. County eExtension dDirectors should also reflect leadership and teaching in such areas as staff development and training, organization, and training of advisory committees, budget development, ~~and~~ program accountability, and marketing extension with government and clientele groups.

(b) Professional Competence -- The faculty member should have:

1. Developed competence in the specific subject matter and related fields involved in the position held as outlined in the position description.

2. A professional development plan based on individual needs and followed through with the plan as appropriate.

(c) Professional Status and Activity -- The faculty member should:

1. Be recognized by clientele as a leader in assigned areas of responsibility.

2. Participate in recognized professional organizations.

3. Serve in a leadership role in recognized professional organizations.

4. Develop, adapt, experiment with, and evaluate educational resource materials and techniques, and share these as appropriate with other Extension faculty members.

(d) Community Service -- The faculty member should have:

1. Participated in community and civic organizations and activities.

2. Participated in projects and committees, as requested, involving the University of Florida at the local level.

(e) Academic Degree(s) -- Position descriptions and ranks specify degree requirements.

(f) Annually, County Extension Faculty member works with their County Extension Director and the District Extension Director (or other designated supervisor) to determine if the incumbent is ready for promotion. ~~the Dean for Extension sends a letter requesting names of~~

~~those county extension faculty members whom the county extension director and/or district extension director believe should be recommended for promotion.~~ The decision to promote is based on the criteria for promotion of county extension faculty as follows:

1. Qualifications for Rank, County Extension Agent I -- New appointees must hold at least a ~~B~~bachelor's degree. The appointees must possess all necessary qualifications for the Extension position.

2. Qualifications for Promotion to Rank, County Extension Agent II (~~equivalent~~ parallel to Assistant Professor at the state level) -- Major considerations for promotion are determined by the items listed under criteria for promotion of all county extension faculty. In addition, the candidate shall hold a ~~M~~master's degree, or be acceptable for graduate study toward a Master's degree, and have completed at least fifty percent (50%) of the course work for the degree.

(g) Qualifications for Promotion to Rank, County Extension Agent III (~~equivalent~~ parallel to Associate Professor at the state level) -- Major considerations for promotion are determined by the items listed under criteria for promotion of all county extension faculty. In addition, the candidate shall:

1. Hold a ~~M~~master's degree.

2. Show promise of establishing a reputation as a leader in his or her field.

3. Have produced, evaluated, and appropriately reported on creative works, scholarly writing, entrepreneurship, grantsmanship, or carried out Extension studies or research.

(h) Qualifications for Promotion to Rank, County Extension Agent IV (~~equivalent~~ parallel to Professor at the state level) -- Major considerations for promotion are determined by

the items listed under criteria for promotion for all ~~e~~County ~~e~~Extension ~~f~~Faculty. In addition, the candidate shall:

1. Hold a ~~M~~master's degree.
2. Have established a reputation as being outstanding in his or her field of specialization.
3. Have produced, evaluated, and appropriately reported on creative works, ~~professional~~-scholarly writing, or carried out Extension studies or research of high quality.

(2) Tenure and Promotion of Faculty in a Research or Research and Education Center -- For a faculty member administratively assigned to a research or a research and education center, the chair of the appropriate discipline or commodity department in which the faculty member is accruing time towards tenure, shall, after receiving the recommendation of the center director responsible for the center to which the faculty member is administratively assigned and the vote of the eligible faculty (as defined in University of Florida Regulation 7.019) at the center, make a recommendation on the nomination for tenure of the faculty member in accordance with University of Florida Regulation 7.019. Tenure is only granted in an academic department. In the case of the promotion of a faculty member administratively assigned to a research or research and education center, the department chair shall, after receiving the recommendation of the center director and the vote of the eligible faculty (as defined in University of Florida Regulation 7.019) of the center, make a recommendation on the request for promotion in accordance with University of Florida Regulation 7.019.

(3) The Senior Vice President for Agriculture and Natural Resources convenes annually a committee composed of a representative cross section of the total faculty in Institute of Food and Agricultural Sciences (IFAS). One-half of the committee is appointed by the Senior Vice

President for Agriculture and Natural Resources and one-half elected by the tenured and permanent status faculty members of IFAS. The committee serves in a fact-finding and consultative role to the IFAS deans, pursuant to subparagraphs (6)(b)2. and (6)(c)2. of University of Florida Regulation 7.019, and the Senior Vice President for Agriculture and Natural Resources concerning nominations for tenure, promotion, and permanent status.

Authority: BOG Regulation 1.001.

History--New 9-29-75, Amended 8-15-78, 2-12-82, 8-12-82, 9-15-83, Formerly 6C1-6.09, Amended 5-19-93, 7-27-98, 3-2-03, 6-3-03, 7-19-05, Formerly 6C1-6.009, Amended 6-8-12,

[Amended](#) .

**NOTICE OF PROPOSED REGULATION AMENDMENT**

Date: February 14, 2017

**REGULATION TITLE:**  
Leave

**REGULATION NO.:**  
6.011

**SUMMARY:** The proposed amendments to this regulation are solely to update the regulation by deleting the obsolete subsection referencing specific IFAS faculty with accrued vacation leave prior to 1969.

**AUTHORITY:** BOG Regulation 1.001

**COMMENTS CONCERNING THE PROPOSED REGULATION SHOULD BE SUBMITTED WITHIN 14 DAYS OF THE DATE OF THIS NOTICE TO THE CONTACT PERSON IDENTIFIED BELOW.** The comments must identify the regulation you are commenting on.

**THE PERSON TO BE CONTACTED REGARDING THE PROPOSED REGULATION AMENDMENT IS:** Sandra L. Mitchell, Legal Assistant II, 123 Tigert Hall, Post Office Box 113125, University of Florida, Gainesville, Florida 32611, 352-392-1358 office, 352-392-4387 facsimile, regulations@ufl.edu.

**NAME OF PERSON WHO APPROVED THE PROPOSED REGULATION AMENDMENT:** Jack Payne, Senior Vice President for Institute of Food and Agricultural Sciences

**THE FULL TEXT OF THE PROPOSED REGULATION IS ATTACHED TO THIS NOTICE.**



REGULATIONS~~RULES~~ OF THE

UNIVERSITY OF FLORIDA

~~6C1-6.011 IFAS;~~ Leave.

~~(1)~~ County Extension faculty members of the Florida Cooperative Extension Service accrue and use sick and vacation leave in adherence to the leave policy prescribed by the University of Florida, unless otherwise established in a Memorandum of Understanding signed by authorized representatives of both the University and the specific county involved. Accrued and unused leave of County Extension faculty members transferring between counties in which alternative leave policies are in place shall be administered in accordance with those leave policies. Official leave records for sick and vacation leave shall be maintained by the University of Florida. IFAS Extension employees located in county extension offices shall adhere to the holiday schedule prescribed by the Board of County Commissioners unless specified differently in a Memorandum of Understanding signed by authorized representatives of both the University and the specific county involved.

~~(2) — Leave records of faculty members who received, prior to September 1, 1969, from the Vice President for Agriculture and Natural Resources, approval to accumulate up to 66 working days of accrued vacation leave to be used for the sole purpose of professional improvement, are credited with the number of days accumulated for the purpose and they must use the number of days of leave accumulated and recorded for this purpose only.~~

~~Specific Authority:~~ BOG Regulation 1.001~~1001.74(4) FS.~~

~~— Law Implemented 1001.74(19), 1004.37 FS.~~

History--New 9-29-75, Formerly 6C1-6.11, Amended 6-28-98, 7-19-01, 1-7-03, 7-19-05.

Formerly 6C1-6.011, Amended.

**NOTICE OF PROPOSED REGULATION AMENDMENT**

Date: February 14, 2017

**REGULATION TITLE:**  
Outside Activity Guidelines

**REGULATION NO.:**  
6.015

**SUMMARY:** These modifications clarify the longstanding prohibition against IFAS faculty members and administrators serving as expert witnesses unless subpoenaed to provide objective science-based information without compensation, other than travel related expense reimbursement.

**AUTHORITY:** BOG Regulation 1.001

**COMMENTS CONCERNING THE PROPOSED REGULATION SHOULD BE SUBMITTED WITHIN 14 DAYS OF THE DATE OF THIS NOTICE TO THE CONTACT PERSON IDENTIFIED BELOW.** The comments must identify the regulation you are commenting on.

**THE PERSON TO BE CONTACTED REGARDING THE PROPOSED REGULATION AMENDMENT IS:** Sandra L. Mitchell, Legal Assistant II, 123 Tigert Hall, Post Office Box 113125, University of Florida, Gainesville, Florida 32611, 352-392-1358 office, 352-392-4387 facsimile, regulations@ufl.edu.

**NAME OF PERSON WHO APPROVED THE PROPOSED REGULATION AMENDMENT:** Jack Payne, Senior Vice President for Institute of Food and Agricultural Sciences

**THE FULL TEXT OF THE PROPOSED REGULATION IS ATTACHED TO THIS NOTICE.**

REGULATIONS OF THE  
UNIVERSITY OF FLORIDA

6.015 Outside Activity Guidelines.

(1) Permission to accept outside employment or to engage in private business activities is subject to the conditions, limitations, or restrictions outlined in University of Florida Regulation 1.011. The following guidelines have been developed to assist Institute of Food and Agricultural Sciences (IFAS) faculty members and administrators in evaluating the appropriateness of certain outside activities with regard to the particular concerns and goals of IFAS.

(2) Faculty may be involved in outside activities in which they have a financial interest under conditions set forth in University of Florida Regulation 1.011 and this regulation. In general, involvement in such activities should not exceed an average of one (1) day (eight (8) hours) per seven (7)-day week or fifty-two (52) days in a fiscal year. These fifty-two (52) days may be taken as vacation leave, official time, weekends, or holidays. Participation in these activities cannot conflict with University duties, responsibilities, or obligations. Other professional outside activities that do not involve personal financial interests must also be disclosed to ensure that no conflict exists with University duties, responsibilities, or obligations. Any outside activities must be of such character as not to damage in any way the prestige of IFAS or the University of Florida.

(3) When approval for outside employment activity is obtained by the faculty member under this regulation, accrued vacation leave must be used when regular work hours are involved unless the use of official time is specifically approved.

(4) Consulting conditions, limitations, or restrictions which apply when performing outside employment, including services as an expert witness whether or not a fee is to be paid for the services, provided the faculty has been subpoenaed, are as follows:

(a) Consulting within and outside of the United States will be performed only after appropriate administrative approval has been granted.

(b) Limited amounts of consulting work on official time may be permitted; however, decisions will depend upon the nature of the activity and the extent to which the activity is expected to contribute to the professional development of the individual or to the overall interest of the University. Justification for use of official time must be provided and related to the specific professional responsibilities of the faculty member.

(c) Consulting within the State of Florida, though not prohibited, is highly restricted and must not in any way conflict or compete with the normal services of IFAS. Generally, before consulting within the State of Florida will be authorized, the following conditions must be met:

1. The appropriate unit administrator must certify in writing with supporting documentation that the requested services are above and beyond those which can be provided through the normal resources and programs of IFAS.

2. The individual or organization requesting the services must indicate in writing that he or she or its representative fully understands that the services requested are beyond what IFAS could be expected to render and that he or she or its representative is willing to pay for these services.

3. The requested services to be performed within the State of Florida must not be those that could be performed by recognized professional consulting services within the State of Florida.

(5) Expert witness service, like other forms of consulting, is an outside activity. To avoid the appearance of “taking sides,” IFAS policy is that its faculty and administrative and professional Technical, Executive, Administrative and Managerial Support (TEAMS) employees are not to act as expert witnesses in the State of Florida unless subpoenaed to provide objective science-based information without compensation, other than travel related expense reimbursement. Employment as an expert witness on a legal matter outside the State of Florida can be permitted as long as there is no likely adverse impact on IFAS operations and mission and such service is otherwise allowed under University regulations and state law.

(6) An IFAS faculty member is not permitted to engage in any outside activity involving a personal financial interest in which intellectual property rights to inventions and works are not retained by the University of Florida pursuant to University of Florida Regulation 1.018.

(7) Whenever ~~a community~~ another college requests the time of a faculty member, a written request for this time is made to the University of Florida through the individual who is being asked to perform the function. If the subject is related to the IFAS mission, such an activity is generally not approved as an outside activity. However, if the individual faculty member wishes to perform the teaching function requested by the ~~community~~ college; if work load adjustments are possible; and if the request is granted appropriate administrative approval, the teaching load would become a part of the regular responsibility of the faculty member during the period of involvement. The ~~community~~ college must reimburse IFAS for the time devoted to the teaching function. If the subject matter of the class is outside the IFAS mission, the request will be considered as any other outside activity.

Authority: BOG Regulation 1.001.

Law Implemented 112.313, 112.3185 FS.

History--New 9-29-75, Amended 9-15-83, Formerly 6C1-6.15, Amended 5-19-93, 7-15-97, 1-19-03, Formerly 6C1-6.015, Amended 9-19-12 (technical changes only), [Amended](#)

[\\_\\_\\_\\_\\_](#)

**NOTICE OF PROPOSED REGULATION AMENDMENT**

Date: February 14, 2017

**REGULATION TITLE:**  
Publications

**REGULATION NO.:**  
6.017

**SUMMARY:** The proposed amendments do not change IFAS longstanding practices, and remove outdated guidelines for antiquated print publications, including the conditions under which they were sold, were paid for, and were requested by mail. Many IFAS online publications are provided free of charge, with the exception of books and online materials sold at bookstores or by other outlets.

**AUTHORITY:** BOG Regulation 1.001

**COMMENTS CONCERNING THE PROPOSED REGULATION SHOULD BE SUBMITTED WITHIN 14 DAYS OF THE DATE OF THIS NOTICE TO THE CONTACT PERSON IDENTIFIED BELOW.** The comments must identify the regulation you are commenting on.

**THE PERSON TO BE CONTACTED REGARDING THE PROPOSED REGULATION AMENDMENT IS:** Sandra L. Mitchell, Legal Assistant II, 123 Tigert Hall, Post Office Box 113125, University of Florida, Gainesville, Florida 32611, 352-392-1358 office, 352-392-4387 facsimile, regulations@ufl.edu.

**NAME OF PERSON WHO APPROVED THE PROPOSED REGULATION AMENDMENT:** Jack Payne, Senior Vice President for Institute of Food and Agricultural Sciences

**THE FULL TEXT OF THE PROPOSED REGULATION IS ATTACHED TO THIS NOTICE.**



~~REGULATIONS~~RULES OF THE  
~~DEPARTMENT OF EDUCATION~~  
~~DIVISION OF UNIVERSITIES~~  
UNIVERSITY OF FLORIDA

~~6C1-6.017~~ IFAS; Publications.

~~(1) Production, Procurement and Distribution~~

~~(a)~~ As a part of its mission, the Institute of Food and Agricultural Sciences (IFAS) may produce, procure, and distribute educational publications and materials to its county Extension offices and research centers for dissemination to the general public. [Many online IFAS Publications are generally provided free of charge, with the exception of books and online materials sold in book stores or by other outlets.](#) ~~are also available by mail. See paragraph (4) below.~~

~~(b) IFAS publications shall be made available to the public without charge except that:~~

~~1. No more than one (1) copy of five (5) separate publications may be taken without charge. All above this amount shall be sold at the cost of production and distribution.~~

~~2. Certain publications designated as "for sale" shall be made available at the printed price of the publication plus handling and distribution cost including Florida sales tax.~~

~~(2) For Sale Publications~~

~~(a) At its discretion, IFAS may designate publications or materials as for sale because of the cost involved in producing or procuring these materials for the public.~~

~~(b) No faculty or staff member of IFAS shall use personal funds to purchase publications or materials for resale.~~

~~—(c)— Publications and/or materials produced by IFAS shall be considered copyrighted to UF/IFAS. Use of these publications or materials may be liberally granted if the user agrees to give appropriate credit for source and author.~~

~~—(3)— Vocational Agriculture —Up to ten (10) copies of publications not designated for sale may be given to vocational agriculture teachers for use in school libraries.~~

~~—(4)— Information for requests for publications can be obtained by writing to:  
Publications, Building 440, University of Florida, PO Box 110011, Gainesville, Florida 32611-0011.~~

~~—(5)— All payments shall be accepted only in U.S. dollar transactions.~~

~~Specific Authority: BOG Regulation 1.001-240.227(1) FS.~~

~~—Law Implemented 240.501, 240.503, 240.505 FS.~~

~~History--New 9-29-75, Amended 9-15-83, Formerly 6C1-6.17, Amended 5-19-93, 6-28-98, Formerly 6C1-6.017, Amended \_\_\_\_\_.~~

**NOTICE OF PROPOSED REGULATION AMENDMENT**

Date: February 14, 2017

**REGULATION TITLE:**

Textbook and Instructional Materials Affordability

**REGULATION NO.:**

7.049

**SUMMARY:** The proposed changes to this regulation are to conform UF regulations with the revisions to the Board of Governors regulation on Textbook and Instructional Materials Affordability. Specifically, the proposed amendment encompasses both textbooks and other instructional materials, creates an earlier materials adoption deadline of forty-five days (rather than 30 days) prior to the start of the term and adds a requirement that the UF Board of Trustees provide an annual report on materials adoption and costs to the Chancellor of the State University System.

**AUTHORITY:** BOG Regulation 1.001

**COMMENTS CONCERNING THE PROPOSED REGULATION SHOULD BE SUBMITTED WITHIN 14 DAYS OF THE DATE OF THIS NOTICE TO THE CONTACT PERSON IDENTIFIED BELOW.** The comments must identify the regulation you are commenting on.

**THE PERSON TO BE CONTACTED REGARDING THE PROPOSED REGULATION AMENDMENT IS:** Sandra L. Mitchell, Legal Assistant II, 123 Tigert Hall, Post Office Box 113125, University of Florida, Gainesville, Florida 32611, 352-392-1358 office, 352-392-4387 facsimile, regulations@ufl.edu.

**NAME OF PERSON WHO APPROVED THE PROPOSED REGULATION AMENDMENT:** Joseph Glover, Provost and Senior Vice President of Academic Affairs.

**THE FULL TEXT OF THE PROPOSED REGULATION IS ATTACHED TO THIS NOTICE.**

REGULATIONS OF THE  
UNIVERSITY OF FLORIDA

7.049 ~~Textbook Adoptions~~ Textbook and Instructional Materials Affordability.

(1) Pursuant to Florida Board of Governors Regulation 8.003, the University of Florida establishes the following textbook and instructional materials affordability procedures to minimize the cost of required or recommended textbooks and instructional materials for ~~textbooks and other instructional materials to~~ students while maintaining the quality of ~~instruction~~ education and academic freedom.

(2) The Provost shall establish textbook and instructional material adoption deadlines for each term, which shall be no later than ~~thirty~~ forty-five (~~3~~45) days prior to the first day of class for such term.

(3) Textbook adoption forms shall be timely filed by course instructors and will incorporate:

- (a) the textbook and other instructional materials required for each course;
- (a) a declaration by the course instructor of the intent to use all required items ordered, including each individual item sold as part of a bundled package; and
- (b) in those cases in which a new edition of a textbook previously used by the instructor for the same course is adopted, a declaration that the use of the new edition is warranted taking into account the extent to which the new edition differs significantly and substantively from the edition previously used, the value of changing to the new edition, and the availability of the previous edition.

(4) Textbooks and other instructional materials in the textbook adoption forms filed by the adoption deadline will be posted on the bookstore website by a deadline date to be determined each semester by the Provost. The deadline date shall be set no later than ~~thirty~~forty-five (~~30~~45) days prior to the first day of class for each term.

(5) The posted list of textbooks and other materials shall include the following information for each required textbook and, as applicable, for other instructional materials:

- (a) the International Standard Book Number (ISBN); or
- (b) other identifying information which shall include, at a minimum: title; all authors listed; publisher; edition number; copyright date; published date; and other relevant information necessary to identify the specific textbook and instructional materials required and recommended for each course.

(6) A request for an exception to a textbook adoption deadline shall be submitted in writing to the Office of Academic Affairs prior to the adoption deadline and shall provide a reasonable justification for the exception. No request need be submitted for courses and sections added to the course listing after the textbook adoption deadline.

(7) Determination of student ability to pay for textbooks and other instructional materials will be made through standard student financial aid eligibility assessments.

(8) Students with confirmed financial aid eligibility may choose to enter into a deferred payment program to buy textbooks and other instructional materials up to the approved purchase limit at the designated campus bookstore or may apply for a short term advance for textbook purchases.

(9) Any right to take action, if warranted, in response to any course instructor's failure to meet the requirements of this regulation, shall be the University's and not that of any student.

(10) The university board of trustees shall provide a report, by September 30 of each year, to the Chancellor of the State University System, in a format determined by the Chancellor, that details:

(a) The selection process for general education courses with a wide cost variance and high enrollment courses;

(b) Specific initiatives of the institution designed to reduce the costs of textbooks and instructional materials;

(c) Policies implemented regarding the posting of textbook and instructional materials for at least 95% of all courses and course sections 45 days before the first day of class;

(d) The number of courses and course sections that were not able to meet the posting deadline for the previous academic year; and

(e) Any additional information determined by the Chancellor.

Authority: BOG Regulation 1.001 and 8.003.

History: New 3-16-10, Amended -

## Overview

Freshmen decisions were released to approximately 30,000 of the 34,526 applicants on February 10<sup>th</sup>. Decisions will be released for the post-November 1st and incomplete applicants in late March. Students were notified through the on-line application status check system. During the notification process University Relations, the Office of Admissions, Student Affairs and many colleges participated in a highly successful social media campaign to welcome the newest Gators that included an admitted student website and #UF21. The collaboration between staff in the Office of Admissions, UFIT and University Relations made this release a positive experience for applicants and their family.

There are multiple pathways to enter the University as a freshmen including **Summer B, Fall, Innovation Academy (IA), PaCE and UF Online**.

This is the third cohort of students admitted to the **Pathway to Campus Enrollment (PaCE)** program (<http://www.admissions.ufl.edu/learn/pace/>). PaCE allows us to offer admission to additional qualified applicants with academic potential and demonstrated success. Students selected for PaCE will enroll in UF Online as degree-seeking students for a minimum of two semesters and complete at least 15 credit hours online. After earning a total of 60 credits (up to 45 credits may come from previous college credits earned through AP, IB, Dual Enrollment or other accelerated methods) and meeting program requirements, students may move from online learning to a guaranteed place on the UF residential campus. Students admitted through PaCE have access to 60 majors across seven colleges.

Students in the **Innovation Academy (IA)** (<http://innovationacademy.ufl.edu/>) will enroll on-campus during the Spring and Summer terms and will have the Fall term free to do internships, study abroad, on-line courses, research or other opportunities. IA brings together students from more than 30 majors with an emphasis on creativity, entrepreneurship, ethics and leadership. The sixth cohort of IA students will enter in **Spring 2018**.

Additionally, freshmen can apply directly to **UF Online** (<http://ufonline.ufl.edu/>) and receive their decisions on a rolling basis as applications are completed. UF Online allows students to complete their bachelor degree entirely online. Currently 17 degree programs are offered through UF Online.

## Helpful Insights...

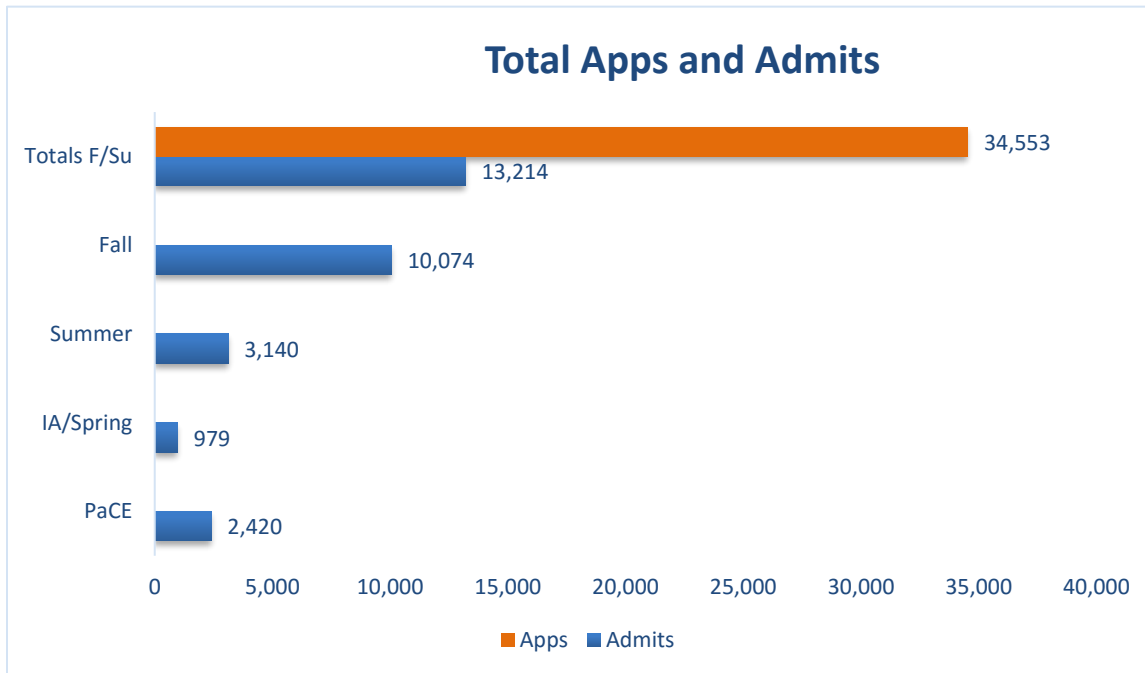
Our evaluation process is comprehensive taking into consideration grades in academic subjects, rigor of the curriculum, progression of performance in academic courses as well as recognitions and accomplishments, breadth and depth of involvement in school and/or the community, special talents and extenuating circumstances just to name a few factors. At least four evaluators review each file from an individual holistic perspective as well as collectively in relation to the entire pool. We discuss the SAT/ACT and GPA in terms of the mid-50% instead of averages because it gives a better big picture of all admits and it helps to diminish the perception that there are “cut offs”. The mid-50% represents that core group of admits and there are 25% higher and 25% lower than this range. The GPA and SAT/ACT are only two of many variables used in the review process so there are students who fall within or above the ranges who were not admitted.

This is the first applicant pool to submit scores from the redesigned SAT. The new test is scored on a 1600 scale which is different from the 2400 scale of the old exam. For the first time ever we have more students submitting ACT scores (54% up from 48% last year) than SAT scores.

**Profile:**

Once again we had an extraordinarily well qualified group of applicants and selectivity was high. Space limitations restrict our campus admissions offers to a fraction of the excellent applicants.

Fall Admit Profile	GPA	SAT	ACT
Mid 50%	4.3-4.6	1280-1430	28-32
Average	4.4	1349	30



- Total application increase by 8% over this same time last year
- Admit rate for summer/fall decreased from 43% to 38%





Form 1

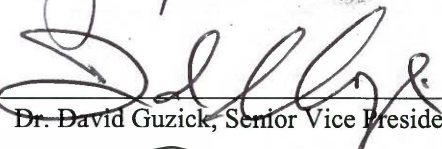
Center for Cognitive Aging and Memory

(January 1, 2017)

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  1/31/2017  
Dr. W. Kent Fuchs, President Date


University Center  1/28/17  
Dr. Joseph Glover, Provost Date

Type of Center/Institute  1/19/17  
Dr. David Guzick, Senior Vice President Health Affairs Date

January 1, 2017  1/20/17  
Proposed Implementation Date Dr. David Norton, Vice President for Research Date

51  1/19/17  
Associated Discipline (2-digit CIP) Dr. Michael Perri, Dean Date  
College of Public Health and Health Professions

 01/18/2016  1/19/17  
Proposed Center Director Date Dr. Todd Golde, Director Date  
Dr. Ronald Cohen, Director McKnight Brain Institute

 1/23/17  
Michael McKee, Vice President and Date  
Chief Financial Officer

**Institute/Center Data**

**Directory Information**

<b>I/C Name:</b> Center for Cognitive Aging and Memory	
<b>I/C Code:</b>	<b>University:</b> University of Florida
<b>I/C Director:</b> Ronald Cohen, Ph.D., ABPP, ABCN	<b>I/C Type:</b> Center
<b>Discipline(s) (2-Digit CIPs):</b> 51	
<b>I/C Address:</b> 1225 Center Drive, Gainesville, Fl 32611	
<b>I/C Telephone:</b> 352-294-5830	<b>I/C E-Mail Address:</b> <a href="mailto:CAM@php.ufl.edu">CAM@php.ufl.edu</a>
<b>I/C SUNCOM:</b>	<b>I/C Web Site Address:</b> TBD
<b>I/C FAX:</b>	<b>Affiliated Universities:</b>

**Mission and Areas of Focus**

**Mission Statement:**  
(No more than 120 words)

The overarching mission of the center is to advance understanding of cognitive and brain aging with the goal of developing approaches that will help people to age successfully with optimal cognitive and functional capacity throughout the lifespan. Consistent with this mission, the CAM will:

- Engage in cutting-edge interdisciplinary clinical neuroscience and translational research on age-associated cognitive, behavioral and emotional functioning, factors that contribute to impairments and functional decline, and future avenues for intervention.
- Translate basic science discoveries into clinical applications in order to slow, avert or restore age-related cognitive decline and memory loss.
- Conduct clinical trials to test promising clinical applications to achieve these goals.

**Key Terms:**

Form 3

<b>I/C Code:</b>		<b>I/C Name:</b> Center for Cognitive Aging and Memory				
<b>Prepared By:</b> Tina Lacy		<b>Date:</b> 12/16/2016	<b>Telephone:</b> 352-294-5841			
<b>Estimated Expenditures for the Institute/Center</b>		<b>FISCAL YEAR:</b> 2017				
		<b>Budgetary Unit:*</b> UF HSC				
		<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>	0	541,947	0	223,242	765,189
<b>Other</b>	<b>Housestaff</b>	0	0	0	0	
<b>Personal Services</b>	<b>Graduate Assistants</b>	0	0	8	21,528	21,528
	<b>Other</b>	0	101,100	0	21,568	122,668
<b>Expenses</b>		0	916,075	0	72,172	988,247
<b>Operating Capital Outlay</b>		0	0	0	100,000	100,000
<b>Total Expenditures</b>		0	1,559,122	0	438,509	1,997,631
<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>		0.00	27.96	0.00	8.04	36.00
<b>TEAMS and USPS Positions (FTE in Personyears)</b>		0.00	23.40	0.00	12.60	36.00
<b>Total Positions (FTE in Personyears)</b>		0.00	51.36	0.00	20.64	72.00
<b>Sum of Salary Rates for These Faculty Positions</b>		0	326,598	0	110,714	437,312
<b>Sum of Salary Rates for These TEAMS and USPS Positions</b>		0	107,423	0	68,007	175,430
<b>Sum of Salary Rates for Faculty, TEAMS, and USPS Positions</b>		0	434,021		178,721	612,742

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

Projected Space Requirements (in square feet)

Projected Space Required by Source	Office	Laboratory	Conference Rooms	Other
From Existing Inventory	360 + 120 (480)	0	0	~430
Rented				
New Construction		~900+~120 (~1020)	~180	

**Current Office Space (CHP): 3 x 120 sq. ft. (Faculty offices)**

**CAM Administrator Office (Tina Lacy) : ~ 120 sq. ft.**

**Current Shared RA Workspace: 3 x ~144**

**Clinical Research Space in MBI (renovation): ~900 sq. ft.**

The projected space requirements for the near term are as indicated in the table. A detailed plan of the new construction has been provided previously, and is being used for architectural blueprints. The CAM research space will include clinical assessment and intervention rooms located on the ground floor of the MBI, next to the new Prisma scanner. In addition, a room that is approximately 12 x10 sq ft. will be renovated to serve as a phlebotomy and freezer area for storing biospecimens.

We anticipate the need for a small conference room and The conference room is not an immediate need, but will be necessary longer term.

A MBI office for Tina Lacy apparently already exists, but may require renovation. This will need to be determined in conjunction with the planned move of the MBI administrative offices.

Additional office space for future faculty recruits may be necessary.

There has been discussion about eventually moving the current CAM-CTRC faculty and staff to offices in the MBI depending on future space developments in the MBI.




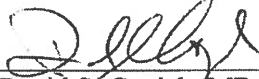
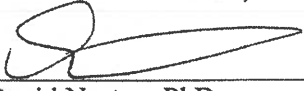

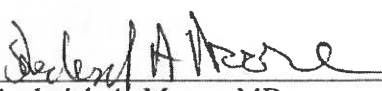
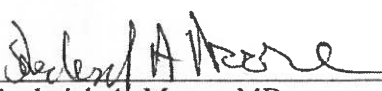
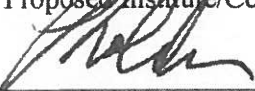
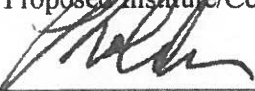

Form 1

## Format and Guidelines for Institutes/Centers

### Sepsis and Critical Illness Center

1/1/2017

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

<u>University of Florida</u> University Submitting Proposal	<u></u> W. Kent Fuchs, PhD President	<u>2/8/16</u> Date
<u>University of Florida (UF) Center</u> Type of Institute/Center	<u></u> David S. Guzick, MD, PhD Senior Vice President, Health Affairs	<u>1/27/17</u> Date
<u>01/01/2017</u> Proposed Implementation Date	<u></u> David Norton, PhD Vice President for Research	<u>2/1/17</u> Date
<u>51</u> Associated Discipline (2-digit CIP)	<u></u> Michael L. Good, MD Dean, College of Medicine	<u>1/20/17</u> Date
<u></u> Frederick A. Moore, MD Proposed Institute/Center Co-Director	<u></u> Frederick A. Moore, MD Proposed Institute/Center Co-Director	<u>1/18/17</u> Date
<u></u> Lyle L. Moldawer, PhD Proposed Institute/Center Co-Director	<u></u> Lyle L. Moldawer, PhD Proposed Institute/Center Co-Director	<u>1/18/17</u> Date
	<u>Other President(s)/Administrator(s) (as appropriate)</u>	<u>Date</u>
	<u></u> Joseph Glover, PhD Provost and Senior Vice President for Academic Affairs	<u>2/1/17</u> Date

**UF** | Sepsis and Critical Illness  
Research Center  
UNIVERSITY of FLORIDA



Sepsis and Critical Illness Center Designation Proposal

10-24-2016

Co-Director

Lyle L. Moldawer, Ph.D.

Robert H. and Kathleen M. Axline Basic Science Professor of Surgery

University of Florida Research Foundation Professor

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Co-Director

Frederick A. Moore, M.D.

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- IX. Accomplishments to Date



## I. Executive Overview

We propose to create a University of Florida (UF) Sepsis and Critical Illness Center (SCIC) to address the current epidemic of sepsis. The Agency for Healthcare Research and Quality (AHRQ) has recently identified sepsis to be the most expensive condition treated in US hospitals, with annual costs exceeding \$20 billion. Additionally, the unprecedented *Surviving Sepsis Campaign (SCC)* has made sepsis a worldwide focus in intensive care unit (ICU) quality improvement. Moreover, the National Quality Forum (NQR) partnered with the Centers for Medicare & Medicaid Services (CMS) to make their Sepsis Management Bundle the most recent mandated CMS hospital core measure. As a result of this concerted effort to increase sepsis awareness, the early care of sepsis has improved dramatically and in-hospital mortality has decreased substantially. Unfortunately, the majority of sepsis survivors progress into chronic critical illness (CCI) characterized by prolonged ICU stays, cognitive and functional disabilities, sepsis recidivism, discharge to long-term health care facilities and an indolent death. UF Health clinical and basic researchers recognized a new predominant phenotype of CCI manifested as a persistent inflammation, immunosuppression and catabolism syndrome (PICS) for which there is no effective interventions, and clinical outcomes are dismal. They described a unifying mechanistic paradigm and rallied a large multidisciplinary team around this theme to develop and obtain a National Institute of Health (NIH) Center Grant (P50GM111152, \$ 11 million). This grant funds four interrelated projects and five cores with key collaboration with Shands Hospital, the Institute on Aging (IOA) and the Clinical and Translational Science Institute (CTSI) to study CCI and PICS. This is the first team science program in the nation to study CCI and PICS after sepsis, and provides the vital infrastructure to seriously pursue research of this currently insurmountable problem. Despite the massive increase in its occurrence, little if anything is known regarding the natural history, etiology, costs, potential therapeutic modalities, and long-term outcomes.

The **intent** of the proposed UF SCIC is to a) expand the scope of research into other critically ill populations (including severe trauma, cancer, premature infants, and subjects undergoing complex surgical procedures), b) extend collaboration within UF Health and the greater University faculty, c) promote education of health-care professionals and the lay community on the sepsis epidemic, d) improve patient care and e) foster external fund raising, philanthropy and advocacy initiatives.

We believe there are **three major reasons** at this time to proceed with the codification of this center. First, the funded NIH Center Grant has been established and is well poised for this expanded role. Second, UF provides the unique expertise and infrastructure for building such an entity. The current strengths and collaborative success of the clinicians and researchers from across UF who will serve as the body of the center, speak to the potential growth that will come from the synergy generated by the center. Third, as a result of the above described SCC, AHRQ, NQF and CMS initiatives, sepsis has become a major focus in healthcare quality improvement and UFHealth should take the opportunity to establish national pre-eminence in this arena. In summary, the development of the UF SCIC will support and greatly benefit multiple university missions including education, research, and public health. This proposal speaks to the unique strengths and characteristics of UF and its faculty that will allow the SCIC to address sepsis issues head-on and serve as a statewide and national authority for all stakeholders involved with this disease.

## II. Mission and Goals

The **mission** of the UF SCIC is to improve long-term outcomes after sepsis by a) conducting cutting-edge team science into understanding the epidemiology, underlying pathophysiology, prevention, treatment and rehabilitation of critical illness after sepsis, b) optimizing patient care through advanced technology and robust quality improvement, c) promoting education of health-care professionals, d) ensuring community access to relevant information and timely care, and e) fostering external fund raising and advocacy initiatives. Our collective strength in all aspects of research (basic, clinical, and translational into practice) in all patient populations (from the neonate to the elderly), combined with growing collaborative momentum (with the other UF centers, universities and healthcare entities) provide the foundation for the immediate and long-term successes of this distinctly unique center.

The **specific goals** of this comprehensive center are to:

1. Study the incidence, natural history, and long term outcomes of CCI and PICS after sepsis initially at UF Health and then expand to other centers in the State of Florida and nationwide. This would include not only physiological, functional and immunological outcomes, but would also include psychological and cognitive changes. Such a systematic analysis of CCI and PICS has never been performed.
2. Understand in greater detail the costs to health care and to society in general of the increased incidence of CCI and PICS. Using electronic medical records (EMR), and state and national administrative databases, determine the impact that CCI and PICS has on health care delivery in the nine counties serviced by Shands UFHealth, the State of Florida, and nationally.
3. Understand in greater detail, the underlying mechanisms that drive the development of CCI and PICS. Using in silico, cell culture, animal model systems and clinical studies, dissect the contributions of inflammation, immune suppression, nutrition, physical activity, muscle atrophy, and neurochemical changes to the development of PICS. In addition, foster the development of biomarkers that can facilitate the diagnosis and prognosis of CCI and PICS in critically ill populations.
4. Develop multidisciplinary approaches to the prevention and treatment of CCI and PICS. This will require an integrated approach utilizing experts in statistics, bioinformatics, genetics, epidemiology, physiology, immunology, pharmacology, infectious disease, intensive care, neuroscience, psychology, gerontology and rehabilitation. Such an effort will require the support of several colleges within the UF as well as multiple clinical departments and resources within Shands UF Health.
5. Educate the next generation of intensivists and other clinical specialists, graduate students, research scientists, physician extenders and allied health professionals on the multidisciplinary approach to CCI and PICS. This includes the education of Ph.D. candidates and post-doctoral trainees on the basic science and translational nature of PICS through pre-doctoral and post-doctoral training programs. Predoctoral and Masters training in public health will also be required to address the epidemiology and costs of CCI and PICS to society in general. The education programs also include fellowship training of post-doctoral physicians (M.D.) in both the basic and translational sciences of PICS, as well as the clinical management of these patients as part of advanced fellowship training. We also envision the codification of CCI training within the programs for allied health professionals, such as physical and respiratory therapists, critical care nursing, and physician and surgeon assistants.
6. Provide a centralized location for enhancing center administration, education, research, outreach, advocacy and philanthropy while fostering interdisciplinary collaboration with cross-departmental and cross-college engagement and service.

### III. Proposed Activities

Despite decades of tremendous research efforts and advances in ICU care, sepsis remains a challenging multicompartamental syndrome that carries a prohibitive mortality that extends well beyond hospital discharge, and many survivors have long-term cognitive and functional impairments. By its nature a center focused on sepsis and related critical illness is both translational and complex requiring considerable infrastructure and collaboration (uniquely available at UF) to support its missions. Proposed activities fall under the following headings.

**Research** will focus on: a) epidemiology (emphasizing comorbid conditions, frailty, and long-term cognitive, psychological and functional outcomes), b) costs and impact on healthcare delivery, c) underlying mechanisms (for persistent inflammation, immunosuppression and catabolism, high mortality in premature infants), d) prediction (using EMR, administrative databases and biomarkers), e) prevention (infection control, nutrition, physical therapy), f) treatment (multimodality interventions) and g)

rehabilitation (cognitive, psychiatric and functional). This will be done through optimizing collaborative team science using expanded core infrastructure, interdisciplinary training, lectures, conferences, clinical trials and outreach.

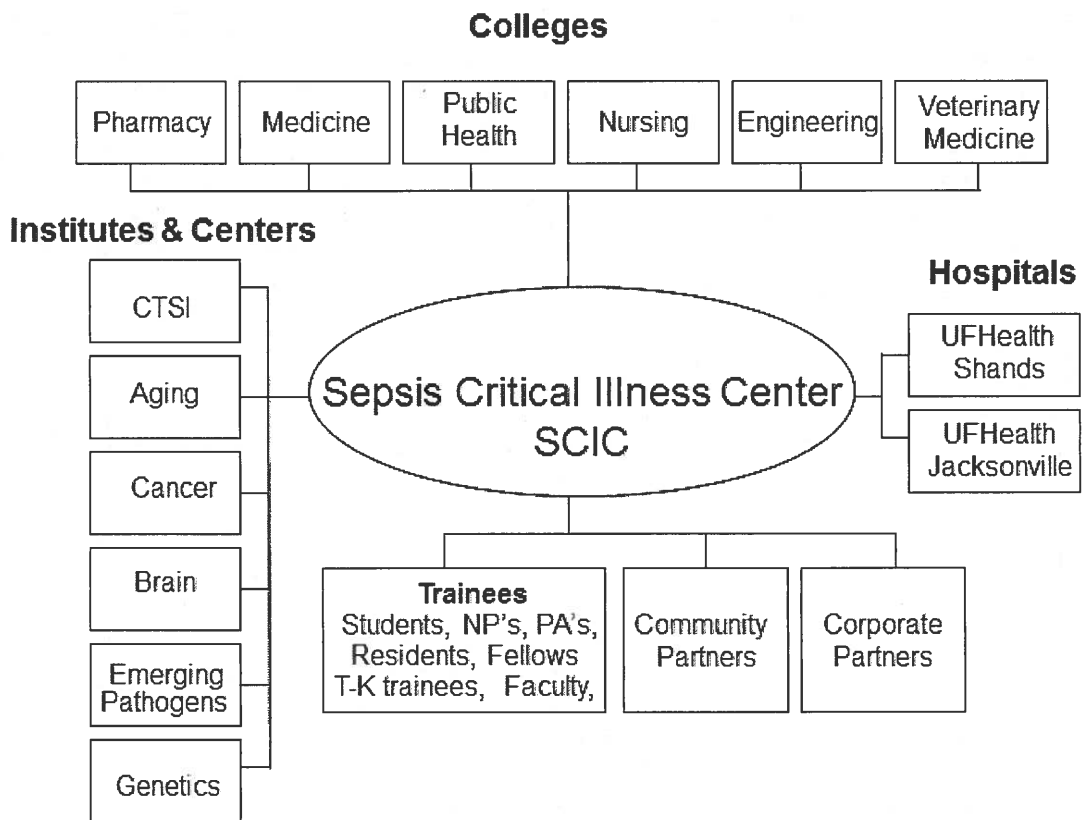
**Patient Care** will focus on optimizing a. sepsis recognition (via pre-hospital personnel, EMR, sepsis alerts, biomarkers), b) early interventions (via sepsis bundles, computerized clinical decision support, prediction modelling), c) ICU care (innovative technology, mechanical ventilation, dialysis, infection control, physical therapy, nutrition, multimodality immunomodulation) and d. rehabilitation (cognitive, psychiatric and functional). This current unique UFHealth sepsis management system (developed by proposed SCIC faculty) will be further refined by an ongoing quality improvement program which will document improved patient outcome. These optimized processes of care will be and extended into our regional network and offered to other healthcare systems. These efforts will establish UFHealth pre-eminence in sepsis management arena.

**Education** will be directed at a) clinicians (nurses, physician extenders, physical therapists, respiratory therapists, pharmacists, psychologists and physicians), b) researchers (IDP, COM, PHHP, CON and behavioral science Ph.D. candidates, predoctoral and post-doctoral physicians) and c) greater community through existing training programs, professional organization meetings, UF conferences, web based programs, press releases, social media, and mailings.

**Advocacy** will be directed at the general population, professional organizations, industry and government to promote awareness and funding of research, prevention, treatment and rehabilitation.

**Collaboration** through the current P50 program which includes faculty from multiple UF colleges (see appendix of SCIC members) with strong interactions with the Institute on Aging (outpatient clinics, core labs, Pepper Scholars), Clinical and Translational Science Institute (biorepository, REDCap, KL2 program) and Shands UF Health (information technology including data repository, and research and compliance), and the Biomedical Engineering Department (microfluidics). SCIC will serve as a tool to promote further collaboration throughout UF Health (including the Cancer Center, Brain Institute, Emerging Pathogens Institute, Genetics Institute and existing educational programs) and with community and corporate partners.

## Interactions of the SCIC with Colleges, Institutes, Centers & Other Organizations

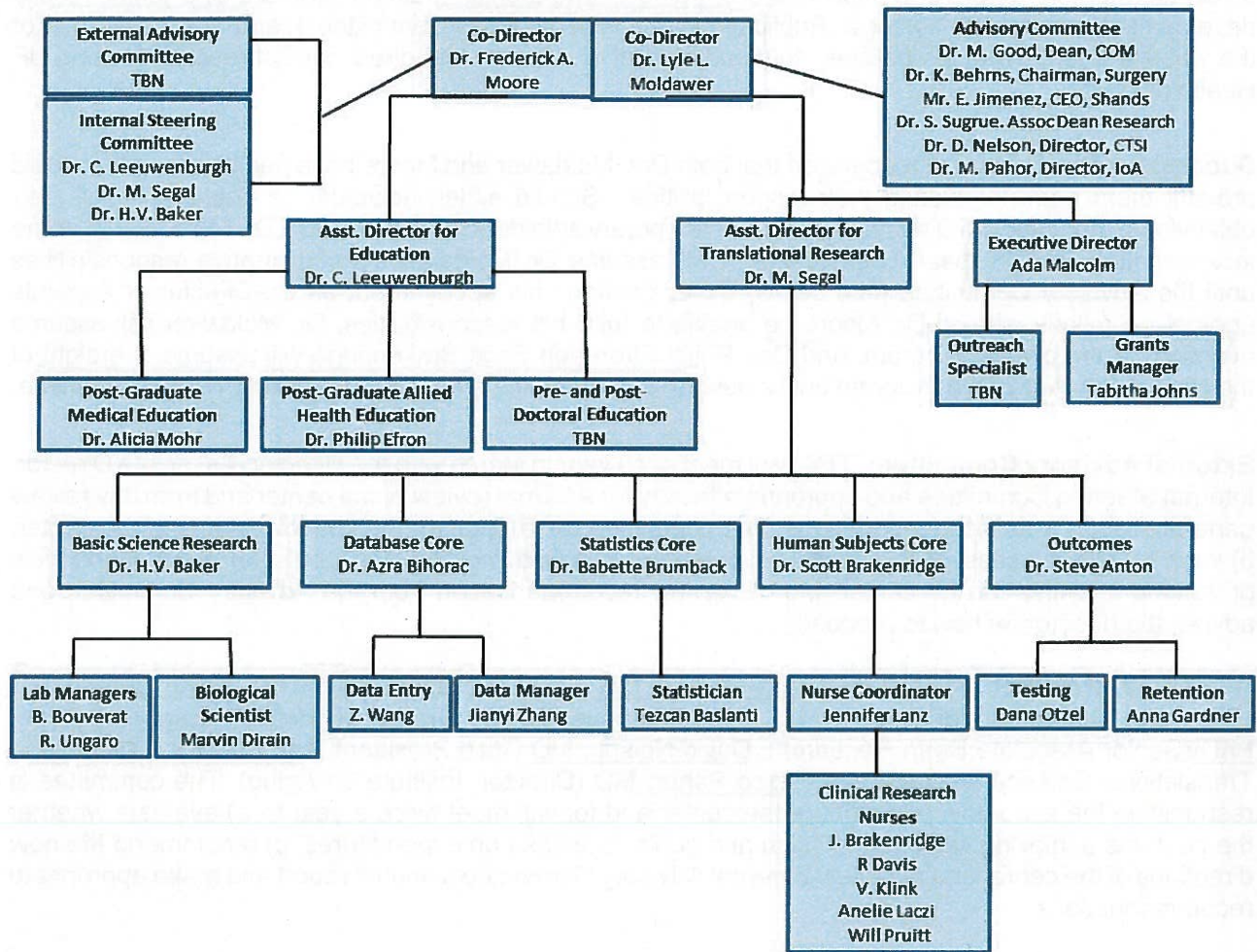


The total NIH direct costs of P-50 grant funding combined collaborative projects of the proposed center's faculty [including R01 GM40586 (Moldawer) \$190k, R01 GM10157 (Moldawer) \$420k, R01 GM105893 (Mohr) \$200k, R01 GM097531 (Larson) \$195k, R01 GM113945 (Efron) \$195k, R01 GM110240 (Bihorac) \$375k, T32 GM008721 (Moldawer) \$180k] for 2015-2016 = \$3.35 million

#### IV. Reporting Structure

The proposed SCIC will be interdisciplinary center that involve active faculty from multiple Colleges and as per UF policy the director will report to the Assistant Vice President for Research (AVPR). The AVPR and deans, who provide substantial resources to the SCIC, will constitute the Center Oversight Committee (COC) and its responsibilities are: a) review the annual center report, b) evaluate annual center budget, c) recommend appointment/ reappointment of principal center personnel and d) make recommendations to the Provost.

## V. Administrative Structure and Governance



**Co-Director: Frederick A. Moore, MD** (Professor of Surgery and Head of Acute Care Surgery) will be the overall administrative leader for the center and responsible for the day-to-day management. His primary responsibilities will to ensure that the center achieves its proposed goals and supervise the proposed activities. He will submit budgetary, operational and External Review Committee reports to the APRV and COC yearly (by June 1<sup>st</sup>). He will interact with faculty, university administrators, and external constituent on behalf of the center, and shall ensure that all agreements are met.

**Co-Director: Lyle Moldawer, PhD** (Professor of Surgery and Vice Chairman of the Department of Surgery and the Director of the Laboratory of Inflammation Biology and Surgical Science) will a) participate in Steering Committee meetings, b) assume administrative duties in Dr. Moore's absence, c) direct specific outreach to the UF COM basic sciences, biomedical engineering, CLAS and beyond to enhance collaboration and d) provide support to the Director concerning outside interactions within UF, with the NIH, professional societies, journals and industrial collaborators.

**Internal Steering Committee:** will include Christiaan Leeuwenburgh, PhD (Professor and Chief, Biology of Aging Division, Department of Aging and Geriatric Research, and the center's Assistant Director of Education). Mark Segal, PhD (Associate Professor of Medicine, and Chief, Division of Nephrology and the center's Assistant Director for Translational Research). Henry Baker, PhD (Professor and Chairman of the Department of Molecular Genetics and Microbiology and the center's Assistant Director for Basic Research). They will a) meet monthly with Director and Associate Director concerning administrative matters of the center and review productivity reports, b) foster a collaborative SCIC program, c) assess opportunities for new utilization of core resources and planning for integration of these resources, d) evaluate opportunities for translation of knowledge and improving education programs, e) recommend ad hoc experts for the independent External Advisory Board and new

faculty members for the center f) review compliance with pertinent UF and government regulations, g) select the mentors for pre and post- doctoral trainees and monitor training program and junior faculty development success, h) select a Publications and Presentations Committee, i) approve the content of the website and j) develops policies to avoid conflict of interest and direct conflict resolution using UF Health policies.

**Succession Plan:** It is well recognized that both Drs. Moldawer and Moore have health issues that could prevent them from completing their responsibilities. Should either individual be unable to fulfill their obligations, the other Co-Director will assume temporary sole directorship. Should Dr. Moldawer become incapacitated, Dr. Christiaan Leeuwenburgh will assume Dr. Moldawer's administrative responsibilities until the Advisory Committee (see below) either confirms his appointment as Co-Director or appoints another. Similarly, should Dr. Moore be unable to fulfill his responsibilities, Dr. Moldawer will assume oversight of the overall Program, and Drs. Philip Efron and Scott Brakenridge will assume oversight of the clinical activities of the Program until a new Co-Director can be appointed by the Advisory Committee.

**External Advisory Committee:** (TBA) will meet each year in March with the Director, Associate Director, Internal Steering Committee and appropriate faculty for a formal review of the center and from this review generate report with recommendations. The committee will a) monitor the financial status of the center, b) monitor the success of the center in meeting its stated mission and goals, c) recommend new or refined activities for the center and d) Review recommendation from the Advisory Committee and advise the director on how to proceed

**Advisory Committee:** will include Michael Good, MD (Dean, College of Medicine), Kevin Behrns, MD (Chairman, Department of Surgery), Mr. Edward Jimenez (CEO, Shands UF Health), Stephen Sugrue, PhD (Senior Associate Dean Research), David Nelson, MD (Vice President, and Director, Clinical and Translational Science Institute) and Marco Pahor, MD (Director, Institute on Aging). The committee is responsible the academic oversight of the center and for will meet twice a year to a) evaluate whether the center is achieving its stated mission and goals, b) advise on expenditures, c) recommend the new directions of the center and d) review External Advisory Committee's annual report and make appropriate recommendations.

## **VI. Benefits to the Department, College and University**

**Department Benefits:** The Center will be administratively located within the Department of Surgery, and its existence will have significant direct benefits to the department. The infrastructure created by the Center, particularly as it relates to clinical research will be available to the department. This includes 24/7 research nurse coverage, access to the electronic case report form and resources to assist in its personalization for other departmental projects, and automated self-population through the I-Cap and IDR systems of Shands UF Health. In addition, the Center has full time statistical support and data management support that is available to the department on a 'as needed' basis. The Center can also provide contact with high level statistical support through collaborations with the Department of Biostatistics in the COM.

From a clinical and quality improvement point of view, the Center remains actively involved in assessing outcomes from sepsis and chronic critical illness, further developing more valuable and accurate measures of long-term success and failure. These measures and techniques are exportable outside the department and UF Health.

Finally, through the existing relationship with both the CTSI and the Institute on Aging, department research and faculty will have access to unique resources for the long-term follow-up of discharged patients, including research office and clinical space, functional and cognitive testing and measures of body composition.

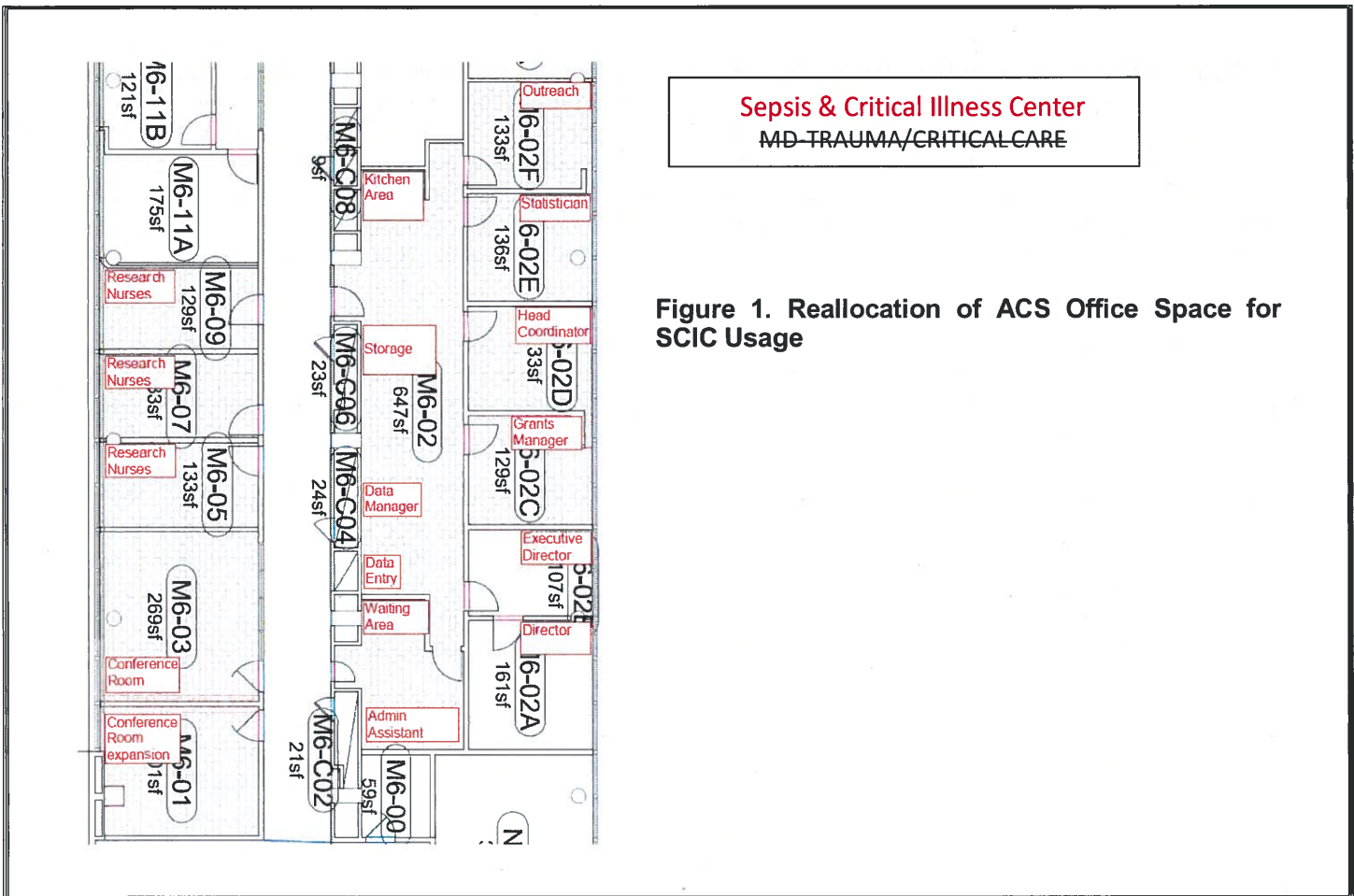
**College of Medicine Benefits:** The Center will remain an active member of the COM community and through center status will increase its visibility and presence within the community. This includes providing a central resource through the CTSI for researchers conducting in-hospital clinical research who require access to automated case report forms, centralized research laboratory procedures (cytokines, flow cytometry, microfluidics, genomics and proteomics, functional leukocyte and muscle measures, body composition analysis) and long-term follow-up of outpatients. Access to the considerable resources of the Center will be on a per-cost basis to Center members, and a reduced cost plus basis to nonmembers.

The Center is only one of six NIGMS trauma centers in the country and the only one dedicated to sepsis and critical illness. Housed within the ACS division and the Level 1 Trauma Center at Shands UF Health, the Center represents a unique national presence that can be used to discriminate Shands Health from other Level 1 and 2 trauma centers within the state and nationally.

**University Benefits:** One could easily conclude that 'what benefits the department and the college benefits the University', but the multidisciplinary nature of the Center provides unique resources that are available to other colleges. Many other nonclinical investigators desire access to clinical material, and the established infrastructure provides unique access to "critically ill" patients. No other center meets these requirements. Much of the support for critically ill patients is 'data rich' and has attracted the attention currently of biomedical engineering, electrical engineering, computer science and statistics. Existing projects include unique noninvasive data collection means for delirium, real-time clinical data provided with algorithm-guided decision assistance, quality assessment and improvement. The opportunity for increased interaction with other departments and colleges remains untapped.

## **VII. Space and Infrastructure**

Currently, the SCIC staff and infrastructure are dispersed throughout the University and Shands Hospital. The P50 program's Administrative Core personnel are primarily located in the office space labelled MD Trauma/Critical Care (see attached floor plan) on the 6<sup>th</sup> floor of the Medical School which is in close proximity to Dr. Moldawer's Laboratory of Inflammation Biology and Surgical Science (which serves a primary site for our bioanalytical and animal core), and the CTSI Biological Specimens Repository. The Division of Acute Care Surgery that is currently located in this office space is slated to move with the 2017 opening of the new East Tower of Shands Hospital UF Health. We propose to use this existing space as a centralized location for the SCIC's vital operations including office space for the center's director, executive director, grants manager, outreach specialist, data entry person and database, nurse coordinator and clinical research nurses, and to provide a conference room. The only major renovation (see floor plan) would be removal of the wall between M603 and M601 to make a conference room big enough for our educational and research conferences. It would also be highly desirable in the new East tower to have a satellite lab for clinical sample processing and storage. We also request office space for study coordinators in the East tower and office space close to the neonatal ICU in the North tower.



**VIII. Budgetary Considerations**

Appendix A. contains existing extramural and intramural resources available to the Center. The Center relies considerably on funds provided by the NIGMS Trauma and Perioperative Injury Program within the Pharmacology Section, including a P50 Center grant, several R01's, a T32 post-graduate training grant, foundation funds and a very limited amount of very targeted support from the Department of Surgery, College of Medicine and the Vice President's office in the University.

In addition to IDC returns, the center requests ongoing support to maintain 1) the infrastructure of the center and, 2) specific goals of the center not amenable for federal or intramural funding such as advocacy, philanthropy, education and patient care. Many of these goals actually generate considerable funds indirectly for the College of Medicine, and especially, Shands Hospital UF Health. For example, improvements in sepsis education and patient care assure appropriate funding from CMS and have the potential to significantly reduce hospital costs. A national research presence in sepsis and critical illness provides a basis to distinguish UF Health from the other Level 1 and Level II Trauma Centers opening in the state.

**IX. Budget Justification**

The budget justification table contains an estimate of existing resources committed to the Center, as well as requested support. The requested support is to both maintain the existing infrastructure, as well as to broaden the infrastructure consistent with the expanded goals of the Center, including outreach and philanthropy. The requested support is annually, for three years, to be renegotiated at the end of the initial term. It is anticipated that some of these funds will be provided by matching funds from departmental resources, or individual division or faculty foundation accounts, but this will be negotiated on an annual basis.



The requested support is broken down on the attached excel spreadsheet; the justification here is provided as a summary statement.

1. 0.95 FTEs are requested for the Administration Core. 0.65 FTE for our financial administrator, 0.15 FTE for our administrative coordinator, and 0.15 FTE for our administrative assistant responsible for assisting with regulatory events. As is understood, funding for administrative support is not well supported by the NIH, which is the primary funding agency. Although the Center grant provides some support, it is not sufficient for the size of the organization or its proposed growth.
2. 0.16 FTEs are requested for bio statistical support. Essentially, we are requesting approximately 16% support for our Ph.D. statistician, M.S. data manager, and web-manager. The amount of clinical data and the effort to integrate clinical data from the Center and the individual research grants, as well as the complexity of the automated data retrieval from the IDR requires additional personnel and effort. Thanks to Gigi Lipori and the Shands IT group for their assistance in automated repopulation of the electronic case report forms, but the amount of work required to clean the data and the QA is considerably greater than originally estimated.
3. 3.21 FTEs are requested for additional nursing support. This request is based on two years' experience with the screening and recruitment of critically ill patients for the numerous studies coming out of the program. We have demonstrated that ten patient screenings are required for a single consent and enrollment into one of the many clinical studies being run. Since these studies are being conducted in critically ill patients resulting from sepsis, trauma or emergent surgery, 24/7 coverage is required. The original expectation of 3.0 FTEs underestimated considerably the amount of time and work that required coverage.
4. 0.5 FTEs are requested for additional bioanalytical support. This requirement is due in large part to the same issues confronting the request for nursing support. Because we are required to provide 24/7 coverage, and the sophistication of the required sample processing, we have an additional need for half of an existing biological scientist.

There is also a request for recurring funds to support the overall activities of the Bioanalytical Core (\$55,000). Total funds requested to complete the agreed to services underestimated by the complexity of the sample processing. Approximately half of the funding is for RNA abundance measurements (nanoString and microarray) which were inadvertently not budgeted in one of the original awards.

Currently, the SCIC is primary funded via the National Institute of General Medical Sciences (NIGMS) Research Centers for Injury and Peri-Operative Sciences (P50) granting mechanism and will reapply for funding via this or a similar proposed NIGMS team-based scientific research grant. Several active members of the Center have their own R01 grants which rely on the expertise of the Center to provide added value. These grants will be continued upon competitive reapplication. The SCIC will also continue to recruit new faculty with extramural funding and develop junior faculty who can successfully compete for extramural funding. The SCIC has also recently applied for additional clinical trial funding as a site in the NIH sponsored Strategies to Innovate Emergency Care Clinical Trials Network (SIREN). University of Florida (UF) was chosen to participate as a spoke in the Southeast SIREN (where Vanderbilt University will serve as the hub) because of UF's specific expertise in sepsis and trauma. In addition, the SCIC serves as a site for pharmaceutical-sponsored clinical trials (Bristol-Myers Squibb and AtoxBio) in surgical sepsis and necrotizing fasciitis. Additional clinical trials with Merck and Horizon Pharmaceutical are under negotiation.

The SCIC also plans to apply for a Patient-Centered Outcomes Research Institute (PCORI) grant in 2018 focused on exporting our electronic health record (EHR)-guided sepsis diagnosis, early interventions and our long-term management bundles for sepsis survivors throughout the State of Florida. The UFHealth Sepsis Committee (chaired by Drs. F. Moore and C. Elie) has developed and refined a unique sepsis screening and sepsis alert process which starts in the pre-hospital setting and extends through the emergency department into our ICUs and wards. These protocols have been embedded into the EHR (EPIC) throughout Shands hospital and successfully exported via EPIC (under supervision of Dr. F. Guirgis) to UFHealth Jacksonville. These protocols ensure rapid implementation of evidence based care

and have been associated with a substantial reduction in hospital mortality at both institutions.

## X. Center Evaluation and Review Criteria

The Advisory Committee will be responsible for the annual center evaluation of the SCIC which will be based on a) number of research publications, scientific presentations, citations and social media encounters, b) evidence of improved processes of care and patient outcomes c) number of educational presentations and success of affiliated training programs, d) number of grants and philanthropic support and d) evidence of enhanced collaboration.

## XI. Accomplishments of the Sepsis and Critical Illness Center July 1, 2014 – June 30, 2016

### I. Research Activities

*Summary.* Over the past two years, the Center has served as the nidus and central resource for the development of secondary research projects. In the majority of cases, the Center has served to support younger faculty who are attempting to obtain their initial independent funding. In other cases, the Center has served to provide additional infrastructure for existing research projects, permitting their expansion into new areas.

The Center also provides statistical and bioinformational support not only to the Program but also to other individuals within the Department of Surgery and the College of Medicine. A full time statistician, data manager and a senior faculty member in the Department of Biostatistics provides support not only at the level of study design, but also in electronic data collection from the electronic medical record, database management, and data analysis. One of the significant accomplishments of the Center to date, is the autopopulation of the electronic case report form with data captured from the independent data repository and medical record.

The Center provides 24/7 research nurse and laboratory technician support, and has available to collaborating researchers, flow cytometry and cell sorting capabilities for clinical materials (BSL-2), as well as microarray, nanoString, and qRT-PCR.

Publications Supported by the Center

### **ANTON:**

#### **Peer Review Publications**

1. **Anton SD**, Woods AJ, Ashizawa T, Barb D, Buford TW, Carter CS, Clark DJ, Cohen RA, Corbett DB, Cruz-Almeida Y, Dotson V, Ebner N, Efron PA, Fillingim RB, Foster TC, Gundermann DM, Joseph AM, Karabetian C, Leeuwenburgh C, Manini TM, Marsiske M, Mankowski RT, Mutchie HL, Perri MG, Ranka S, Rashidi P, Sandesara B, Scarpace PJ, Sibille KT, Solberg LM, Someya S, Uphold C, Wohlgemuth S, Wu SS, Pahor M. Successful aging: Advancing the science of physical independence in older adults. *Ageing Res Rev.* 2015 Nov;24(Pt B):304-27. doi: 10.1016/j.arr.2015.09.005. Epub 2015 Oct 14.
2. Mainous AG 3rd, Tanner RJ, **Anton SD**, Jo A. Grip Strength as a Marker of Hypertension and Diabetes in Healthy Weight Adults. *Am J Prev Med.* 2015 Dec;49(6):850-8. doi: 10.1016/j.amepre.2015.05.025. Epub 2015 Jul 29.
3. Dotson VM, Szymkowicz SM, Sozda CN, Kirton JW, Green ML, O'Shea A, McLaren ME, **Anton SD**, Manini TM, Woods AJ. Age Differences in Prefrontal Surface Area and Thickness in Middle Aged to Older Adults. *Front Aging Neurosci.* 2016 Jan 19;7:250. doi: 10.3389/fnagi.2015.00250. eCollection 2015.

4. Snyder PJ, Bhasin S, Cunningham GR, Matsumoto AM, Stephens-Shields AJ, Cauley JA, Gill TM, Barrett-Connor E, Swerdloff RS, Wang C, Ensrud KE, Lewis CE, Farrar JT, Cella D, Rosen RC, Pahor M, Crandall JP, Molitch ME, Cifelli D, Dougar D, Fluharty L, Resnick SM, Storer TW, **Anton S**, Basaria S, Diem SJ, Hou X, Mohler ER 3rd, Parsons JK, Wenger NK, Zeldow B, Landis JR, Ellenberg SS; Testosterone Trials Investigators. Effects of Testosterone Treatment in Older Men. *N Engl J Med*. 2016 Feb 18;374(7):611-24. doi: 10.1056/NEJMoa1506119.
5. Mainous AG 3rd, Tanner RJ, **Anton SD**, Jo A. Low Grip Strength and Prediabetes in Normal-Weight Adults. *J Am Board Fam Med*. 2016 Mar-Apr;29(2):280-2. doi: 10.3122/jabfm.2016.02.150262.
6. Vaz Fragoso CA, Beavers DP, **Anton SD**, Liu CK, McDermott MM, Newman AB, Pahor M, Stafford RS, Gill TM; Lifestyle Interventions and Independence in Elders Investigators. Effect of Structured Physical Activity on Respiratory Outcomes in Sedentary Elderly Adults with Mobility Limitations. *J Am Geriatr Soc*. 2016 Mar;64(3):501-9. doi: 10.1111/jgs.14013.

### **BASLANTI:**

#### **Peer-reviewed Publications**

1. Szpila BE\*, **Ozrazgat-Baslanti T\***, Zhang J, Lanz J, Davis R, Rebel A, Vanzant E, Gentile LF, Cuenca AG, Miggins MV, Ang DN, Liu H, Lottenberg L, Moore FA, Marker P, Zumberg M, Bihorac A, Brakenridge S, Efron PA. Successful implementation of a packed red blood cell and fresh frozen plasma transfusion protocol in the surgical intensive care unit. *Plos One*. 2015 May 26;10(5):e0126895. doi: 10.1371/journal.pone.0126895. eCollection 2015. PMID: 26010247 [\*co-first authors]-Associated with P50.
2. Fahy BG, Bensalem-Owen M, Vasilopoulos T, Cibula JE, **Ozrazgat-Baslanti T**, Chau DF. Podcast Model for Medical Student Electroencephalogram Instruction. *Medical Science Educator*. 2015 June: Volume 25 (2): 113-117.
3. Vanzant EL, **Ozrazgat-Baslanti T**, Liu H, Malik S, Davis R, Lanz J, Miggins MV, Gentile LF, Cuenca A, Cuenca AG, Lottenberg L, Moldawer LL, Moore FA, Ang DN, Bihorac A, Efron PA. Clostridium difficile Infections after Blunt Trauma: a Different Patient Population? *Surg Infect (Larchmt)*. 2015 Aug;16(4):421-7. PMID: 26207402
4. Huber M, **Ozrazgat-Baslanti T**, Thottakkara P, Efron PA, Feezor R, Hobson C, Bihorac A. Mortality and cost of acute and chronic kidney disease after vascular surgery. *Ann Vasc Surg*. 2016 Jan; 30: 72-81. PMID: 26187703-Associated with P50
5. Korenkevych D\*, **Ozrazgat-Baslanti T\***, Thottakkara P\*, Hobson CE, Pardalos P, Momcilovic P, Bihorac A. The pattern of longitudinal change in serum creatinine and ninety-day mortality after major surgery. *Annals of Surgery* [\*co-first authors] *Ann Surg*. 2015 Jul 15. [Epub ahead of print] PMID: 26181482-Associated with P50 (NHIMSID 771861)
6. Huber M, **Ozrazgat-Baslanti T**, Thottakkara P, Scali S, Bihorac A, Hobson C. Cardiovascular-specific mortality and kidney disease in vascular surgery patients. *JAMA Surgery*. 2015 Dec 23; 1-10. PMID: 26720406. -Associated with P50 (NHIMSID 771646)
7. **Ozrazgat-Baslanti T**, Thottakkara P, Huber M, Berg K, Gravenstein N, Tighe P, Lipori G, Segal M, Hobson C, Bihorac A. Acute and chronic kidney disease and cardiovascular mortality after major

surgery. *Annals of Surgery*. 2016 Jan. [Epub ahead of print] PMID: 26756753. -Associated with P50 (NIHMSID 768719)

8. Bihorac A, **Ozrazgat-Baslanti T**, Mahanna E, Malik S, White P, Sorensen M, Fahy B, Petersen JW. Long-term outcomes for different forms of stress cardiomyopathy after surgical treatment for subarachnoid hemorrhage. *Anesth Analg*. (in press) -Associated with P50

9. Lopez MC, Efron PA, **Ozrazgat-Baslanti T**, Zhang J, Cuschieri J, Maier RV, Minei JP, Baker HV, Moore FA, Moldawer LL, Brakenridge SC. Gender based differences in the genomic response, innate immunity, organ dysfunction and clinical outcomes after severe blunt traumatic injury and hemorrhagic shock. *J Trauma Acute Care Surg* (in press) -Associated with P50

### Published Abstracts

1. Bihorac A, Efron PA, Agudelo A, Rubin J, Marquez K, Ungaro R, **Ozrazgat-Baslanti T**, Moldawer LL, Segal MS. Early angiogenic balance and adverse long term outcomes in sepsis. *Shock*. 2015; 42: Suppl 1.

2. Hobson C, **Baslanti TO**, Thottakara P, Momcilovic P, Rashidi P, Bihorac A. Intraoperative data enables machine learning classifiers to better predict postoperative acute kidney injury. *Crit Care Med*. 2015; 43(12):242.

### **BIHORAC:**

#### Refereed Publications:

1. Vijayan A, Faubel S, Askenazi DJ, Cerda J, Fissell WH, Huen M, Humphrey BD, Koyner JL, Liu KD, Mour G, Nolin TD, **Bihorac A**. Clinical use of the urine biomarker [TIMP-2] x [IGFBP7] for acute kidney injury risk assessment. *Am J Kidney Dis*, 2016 [Epub ahead of print]. PMID: 26948834-Associated with P50 (NIHMSID 769587)

2. Mehta R, **Bihorac A**, Selby NM, Quan H, Goldstein SL, Kellum JA, Ronco C, Bagshaw SM. Establishing a continuum of acute kidney injury-tracing AKI using data source linkage and long-term follow-up: Workgroup statements from the 15<sup>th</sup> ADQI Consensus Conference. *Can J Kidney Health Dis* 3:31, 2016. PMID: 26925249-Associated with P50

3. Gunnerson KJ, Shaw AD, Chawla LS, **Bihorac A**, Al-Khafaji A, Kashani K, Lissauer M, Shi J, Walker MG, Kellum JA, Sapphire Topaz Investigators. TIMP2-IGFBP7 biomarker panel accurately predicts acute kidney injury in high-risk surgical patients. *J Trauma Acute Care Surg* 80:243-249, 2016. PMID: 26816218-Associated with P50

4. Ozrazgat-Baslanti T, Thottakara P, Huber M, Berg K, Gravenstein N, Tighe P, Lipori G, Segal MS, Hobson C, **Bihorac A**. Acute and chronic kidney disease and cardiovascular mortality after major surgery. *Ann Surg*, 2016 [Epub ahead of print]. PMID: 26756753-Associated with P50 (NIHMSID 768719)

5. Huber M, Ozrazgat-Baslanti T, Thottakara P, Scali S, **Bihorac A**, Hobson C. Cardiovascular-specific mortality and kidney disease in patients undergoing vascular surgery. *JAMA Surg* 2015 [Epub ahead of print]. PMID: 26720406-Associated with P50 (NIHMSID 771646)

6. Hobson C, **Bihorac A**. Critical Care delivery and ICU structure-The elephant in the room. *Crit Care Med* 43:e590-1, 2015. PMID: 26575673-Associated with P50

7. Hobson C, Baslanti TO, Thottakara P, Momcilovic P, Rashidi P, **Bihorac A**. 964: Intraoperative Data Enables machine learning classifiers to better predict postoperative acute kidney. *Crit Care Med* 43:242, 2015. PMID: 26570625
8. Mahanna E, Edwards DA, Tarante N, Rahman M, Petersen JW, **Bihorac A**. Variant neurogenic stunned myocardium in a young female after subarachnoid hemorrhage. *A A Case Rep* 2015. PMID: 26422453.
9. Hobson C, Singhania G, **Bihorac A**. Acute kidney injury in the surgical patient. *Crit Care Clin* 31:705-23, 2015. PMID: 26410139- Associated with P50
10. **Bihorac A**. Acute kidney injury in the surgical patient: Recognition and attribution. *Nephron* 131:118-22, 2015. PMID: 26344954- Associated with P50
11. Nacionales DC, Szpila B, Ungaro R, Lopez MC, Zhang J, Gentile LF, Cuenca AL, Vanzant E, Mathias B, Jyot J, Westerveld D, **Bihorac A**, Joseph A, Mohr A, Duckworth LV, Moore FA, Baker HV, Leeuwenburgh C, Moldawer LL, Brakenridge S, Efron PA. A detailed characterization of the dysfunctional immunity and abnormal myelopoiesis induced by severe shock and trauma in the aged. *J Immunol* 195:2396-407, 2015. PMID: 26246141- Associated with P50
12. Heung M, Faubel S, Watnick S, Cruz DN, Koyner JL, Mour G, Liu KD, Cerda J, Okusa MD, Lukaszewski M, Vijayan A. Outpatient dialysis for patients with AKI: A policy approach to improving care. American Society of Nephrology Acute Kidney Injury Advisory Group. *Clin J Am Soc Nephrol* 10:1868-1874, 2015. PMID: 26220818
13. Vanzant EL, Ozrazgat-Baslanti T, Liu H, Malik S, Davis R, Lanz J, Miggins MV, Gentile LF, Cuenca A, Cuenca AG, Lottenberg L, Moore FA, Ang DN, **Bihorac A**, Efron PA. Clostridium difficile infections after blunt trauma: a different patient population? *Sur Infect (Larchmt)* 16(14):421-7, 2015. PMID: 26207402
14. Huber M, Ozrazgat-Baslanti T, Thottakara P, Efron PA, Feezor R, Hobson C, **Bihorac A**. Mortality and cost of acute and chronic kidney disease after vascular surgery. *Ann Vasc Surg* [Epub ahead of print] 2015. PMID: 26187703- Associated with P50
15. Korenkevych D, Ozrazgat-Baslanti T, Thottakara P, Hobson CE, Pardalos P, Momcilovic P, **Bihorac A**. The pattern of longitudinal change in serum creatinine and 90-day mortality after major surgery. *Ann of Surg* [Epub ahead of print] 2015. PMID: 26181482- Associated with P50 (NIHMSID 771861)
16. Cedra J, Liu KD, Cruz DN, Jaber BL, Koyner JL, Heung M, Okusa MD, Faubel S. Promoting kidney function recovery in patients with AKI requiring RRT. American Society of Nephrology Acute Kidney Injury Advisory Group. *Clin J Am Soc Nephrol* 10:1859-1867, 2015. PMID: 26138260
17. Szpila BE, Ozrazgat-Baslanti T, Zhang J, Lanz J, Davis R, Rebel A, Vanzant E, Gentile LF, Cuenca AG, Ang DN, Liu H, Lottenberg L, Marker P, Zumberg M, **Bihorac A**, Moore FA, Brakenridge S, Efron PA. Successful implementation of a packed red blood cell and fresh frozen plasma transfusion

protocol in the surgical intensive care unit. PLoS One 10(5):e0126895, 2015. PMID: 26010247- Associated with P50

18. Vanzant EL, Hilton RE, Lopez CM, Zhang J, Ungaro RF, Gentile LF, Szpila BE, Maier RV, Cuschieri J, **Bihorac A**, Leeuwenburgh C, Moore FA, Baker HV, Moldawer LL, Brakenridge SC, Efron PA. Inflammation and host response to injury investigators. Advanced age is associated with worsened outcomes and a unique genomic response in severely injured patients with hemorrhagic shock. Crit Care 19(1):77, 2015. PMID: 25880307- Associated with P50

19. **Bihorac A**, Kellum JA. Acute kidney injury in 2014: A step towards understanding mechanisms of renal repair. Nat Rev Nephrol 11(2):74-5, 2015. PMID: 25561080- Associated with P50

20. **Bihorac, A**. Quantification of urinary TIMP-2 and IGFBP-7 in cardiac surgery – Applying standards for reporting prognostic accuracy. Comment on “Quantification of urinary TIMP-2 and IGFBP-7: an adequate diagnostic test to predict acute kidney injury after cardiac surgery?” Crit Care 19(1): 3, 2015.

21. Bihorac A, Ozrazgat-Baslanti T\* and Hobson C: F1000Prime Recommendation of [Wilson FP et al., Lancet 2015]. In F1000Prime, 16 Mar 2015; F1000Prime.com/725372232#eval793504700; *The Most Viewed in the Critical Care & Emergency Medicine Faculty publications*

22. Vaught A, Ozrazgat-Baslanti T, Javed A, Morgan L, Hobson C, **Bihorac A**. Acute kidney injury in major gynaecological surgery: An observational study. BJOG 122:1340-48, 2015. PMID: 25134440.

23. Thottakkara P, Ozrazgat-Baslanti T, Hupf BB, Rashidi P, Pardalos P, Momcilovic P, **Bihorac A**. Application of Machine Learning Techniques to High-Dimensional Clinical Data to Forecast Postoperative Complications. PLoS One. 2016 May 27;11(5):e0155705. doi: 10.1371/journal.pone.0155705. eCollection 2016.

24. Ozrazgat-Baslanti T, Blanc P, Thottakkara P, Ruppert M, Rashidi P, Momcilovic P, Hobson C, Efron PA, Moore FA, **Bihorac A**. Preoperative assessment of the risk for multiple complications after surgery. Surgery. 2016 Aug;160(2):463-72. doi: 10.1016/j.surg.2016.04.013. Epub 2016 May 26.

#### **Book Chapters:**

Korenkevych, D, Momcilovic, P, **Bihorac A**, Ozrazgat Baslanti, T, Pardalos, PM "Probabilistic Classifiers in Prognostic Medicine", Operations Research for Medical Decision Making (Editor, Eva Lee), Springer 2015.

#### **Abstracts:**

1. Khorram CT, **Ozrazgat-Baslanti T**, Thottakkara P, Korenkevych D, Momcilovic P, Pardalos P, Bihorac A. Computer Algorithms Can Accurately Predict Risk for Major Postoperative Complications Using Preoperative Clinical Data. 41<sup>st</sup> Gulf Atlantic Anesthesia Residents' Research Conference, Puerto Rico, May 2015

2. Nguyen HB, Gong M, Kashani K, **Bihorac A**, Chawla LS, Kellum JA. Urinary tissue inhibitor metalloproteinase-2 and insulin-like growth factor-binding protein 7 ([TIMP-2]) [IGFBP-7] acutely identifies risk for acute kidney injury in patients with sepsis. CHEST 2015

3. Honore P, Chauwla LS, **Bihorac A**, Shaw AD, Shi J, Kellum JA. Urinary TIMP-2 and IGFBP 7 elevate early in critically ill postoperative patients that develop AKI. *Crit Care* 19:P287, 2015.
4. Ostermann M, Forni L, Kashani K, Joannidis M, Shaw A, Chawla M, Kellum JA. Acute kidney injury biomarkers offer the opportunity to reduce exposure to nephrotoxic drugs. *Crit Care* 19:P295, 2015
5. Hobson C, Baslanti TO, Thottakara P, Momcilovic P, Rashidi P, **Bihorac A**. Intraoperative data enables machine learning classifiers to better predict postoperative acute kidney injury *Crit Care Med* 43(12):242, 2015.
6. **Bihorac A**, Efron PA, Agudelo A, Rubin J, Marquez K, Ungaro R, **Ozrazgat-Baslanti T**, Moldawer LL, Segal MS. Early angiogenic balance and adverse long term outcomes in sepsis. *Shock* 42: Suppl 1, 2015.
7. Singhania G, Koratala A, **Bihorac A**. Bevacizumab Nephrotoxicity: Case report and literature review. *J AM Soc Nephrol* 26:337A, 2015.

**EFRON:**

**Peer Reviewed:**

1. Vaught A, Findlay R, Davis R, Lanz J, Moore F, Marker P, Tommolino K, Lemon S, Ozrazgat-Baslanti T, Bihorac A, LeClaire A, **Efron PA**. Gram stain can be used to safely discontinue vancomycin therapy for early pneumonia in the trauma intensive care unit. *American Surgeon*, 80,1277-9, 2014.
2. Cuenca AG, Cuenca AL, Winfield RD, Joiner DN, Gentile L, Delano MJ, Kelly-Scumpia KM, Scumpia PO, Matheny MK, Scarpace PJ, Vila L, **Efron PA**, LaFace DM, Moldawer LL. Novel Role for Tumor-Induced Expansion of Myeloid-Derived Cells in Cancer Cachexia. *Journal of Immunology*, 192:6111-9, 2014.
3. Vanzant EL, Ozrazgat-Baslanti T, Lui H, Malik S, Davis R, Lanz J, Miggins MV, Gentile LF, Cuenca A, Lottenberg L, Moore FA, Ang DN, Bihorac A, **Efron PA**. Clostridium difficile infections after blunt trauma: A Different Patient Population. *Surg Infect (Larchmt)*. 2015 Aug;16(4):421-7 doi: 10.1089/sur.2013.141
4. **Efron PA**, Mohr AM, Moore FA, Moldawer LL. The future of murine sepsis and trauma research models. *Journal of Leukocyte Biology*, 2015, in press.
5. Huber M; Ozrazgat-Baslanti T, Thottakara P, **Efron PA**, Feezor RJ, Hobson CE, Bihorac A. Mortality and cost of chronic and acute kidney disease after vascular surgery. *Ann of Vasc Surg*, 2015 Jul 14. doi: 10.1016/j.avsg.2015.04.092
6. Nacionales DC, Szpila B, Ungaro R, Lopez MC, Zhang J, Gentile LF, Cuenca A, Vanzant E, Mathias B, Jyot J, Westerveld D, Bihorac A, Joseph A, Mohr A, Duckworth LV, Moore FA, Baker HV, Leeuwenburgh C, Moldawer LL, Brakenridge B, and **Efron PA**. A Detailed Characterization of the Dysfunctional Immunity and Abnormal Myelopoiesis Induced by Severe Shock and Trauma in the Aged. *J Immunol*. 2015Sep 1;195(5):2396-407.doi: 10.4049/jimmunol.1500984
7. Anton SD, Woods AJ, Ashizawa T, Barb D, Buford TW, Carter CS, Clark DJ, Cohen RA, Corbett DB, Cruz-Almeida Y, Dotson V, Ebner N, **Efron PA**, et.al. Successful Aging: Advancing the Science of

Physical Independence in Older Adults. *Ageing Res Rev.* 2015 Oct 10 pii: S1568-1637(15)30025-8 doi: 10.1015/j.arr.2015.09.005

8. Mathias B, Szpila B, Moore FA, Efron PA, Moldawer LL. A Review: GM-CSF Therapy in Sepsis. *Medicine (Baltimore)*. 2015 Dec;94(50):e2044.

9. Mira J, Szpila B, Nacionales D, Lopez MC, Gentile L, Mathias B, Vanzant E, Ungaro R, Holden D, Rosenthal M, Rincon J, Verdugo P, Larson S, Moore F, Brakenridge S, Mohr A, Baker H, Moldawer L, **Efron P**. Patterns of Gene Expression among Murine Models of Hemorrhagic Shock/Trauma and Sepsis. *Physiol Genomics*. 2016 Feb;48(2):135-44. doi: 10.1152/physiolgenomics.00072.2015. Epub 2015 Nov 17. PMID 26578697

10. Mathias B, Szpila BE, Moore FA, **Efron PA**, Moldawer LL. A Review of GM-CSF Therapy in Sepsis. *Medicine*, 2015 Dec; 94(50):e2044. Doi: 10.1097/MD. PMID 26683913

11. Mathias B, Lipori G, Moldawer LL, **Efron PA**. Integrating "bigdata" into surgical practice. *Surgery*. 2016 Feb;159(2):371-4. doi: 10.1016/j.surg.2015.08.043. Epub 2015 Oct 23 PMID 26603852.

12. Mathias B, Delmas AL, Ozrazgat-Baslanti T, Vanzant EL, Szpila BE, Mohr AM, Moore FA, Brakenridge SC, Brumback BA, Moldawer LL, **Efron PA**; and the Sepsis, Critical Illness Research Center Investigators. Human Myeloid-derived Suppressor Cells are Associated With Chronic Immune Suppression After Severe Sepsis/Septic Shock. *Ann Surg*. 2016 May 9.

13. Loftus TJ, **Efron PA**, Moldawer LL, Mohr AM.  $\beta$ -Blockade Use for Traumatic Injuries and Immunomodulation: A Review of Proposed Mechanisms and Clinical Evidence. *Shock*. 2016 May 11.

14. Ozrazgat-Baslanti T, Blanc P, Thottakkara P, Ruppert M, Rashidi P, Momcilovic P, Hobson C, **Efron PA**, Moore FA, Bihorac A. Preoperative assessment of the risk for multiple complications after surgery. *Surgery*. 2016 Aug;160(2):463-72. doi: 10.1016/j.surg.2016.04.013.

15. Lopez MC, **Efron PA**, Ozrazgat-Baslanti T, Zhang J, Cuschieri J, Maier RV, Minei JP, Baker HV, Moore FA, Moldawer LL, Brakenridge SC. Gender based differences in the genomic response, innate immunity, organ dysfunction and clinical outcomes after severe blunt traumatic injury and hemorrhagic shock. *J Trauma Acute Care Surg*. 2016 Jun 14.

16. Alamo IG, Kannan KB, Smith MA, **Efron PA**, Mohr AM. Characterization of Erythropoietin and Hepcidin in the Regulation of Persistent Injury-Associated Anemia. *J Trauma Acute Care Surg*. 2016 Jul 8.

#### **FAHY:**

#### **Books, Contributor of a Chapter**

1. Fanapour P, White P, **Fahy BG**: Anticholinergic overdose In: Perioperative Crisis Management and Advanced Life Support, M McEvoy and C Furse (eds), Oxford Press, New York, New York, January 2016.

2. Condley C, White P, **Fahy BG**: Neuroendocrine Stress Response In: Spain DA, Luchette FA, Tisherman SA, Patterson AJ, Austin KM (ed). Scientific American Critical Care of the Surgical Patient. Scientific American, Hamilton, ON, Canada; December.



3. Billingsley JT, White P, **Fahy BG**, Hoh BL: Carotid endarterectomy In: Kumar, Kofke, Levine & Schuster, Neurocritical Care Management of the Neurosurgical Patient, 1<sup>st</sup> Edition, M Kumar (ed) Elsevier, April 2017 (in press).

#### **Refereed Publications**

1. Bihorac A, Ozrazgat-Baslanti T, Mahanna E, Malik S, White P, Sorensen M, **Fahy BG**, Petersen JW. Long-term outcomes for different forms of stress cardiomyopathy after surgical treatment for subarachnoid hemorrhage. *Anesth Analg*, in press.

2. Chau DF, Vasilopoulos T, Schoepf M, Zhang C, **Fahy BG**. Syringe pump performance maintained with intravenous filter usage during low flow rate delivery for pediatric patients. *Anesth Analg*, in press.

3. White P, Mahanna E, Guin PR, Bora V, **Fahy BG**. Ventilator associated events (VAE): what does it mean? *Anesth Analg* 2015;121:1240-8. PMID: 26484459

4. Vasilopoulos T, Chau DF, Bensalem-Owen M, Cibula JE, **Fahy BG**: Prior podcast experience moderate efficacy of electroencephalography. *Anesth Analg* 2015;121:791-7. PMID: 25839181

5. Bosslet GT, Pope TM, Rubenfeld G, Lo B, Truog R, Rushton C, Curtis JR, Ford DW, Osborne M, Misak C, Au DH, Azoulay E, Brody B, **Fahy B**, Hall J, Kesecioglu J, Kon AA, Lindell K, White DB. An official ATS/AACN/ACCP/ESICM/SCCM Policy Statement: Responding to Requests for Potentially Inappropriate Treatments in Intensive Care Units. *Am J Resp Crit Care Med* 2015 May 15. [Epub ahead of print] PMID: 25978438

6. **Fahy BG**, Bensalem-Owen M, Vasilopoulos T, Cibula JE, Ozrazgat-Baslanti T, Chau DF. Podcast model for medical student electroencephalogram instruction. *Med Sci Educ* 2015;25:113-117.

7. **Fahy BG**, Vasilopoulos T, Ford S, Enneking FK, Gravenstein D. A single consent for serial anesthetics in burn surgery. *Anesth Analg* 2015;121:219-22. PMID:25923437

#### **Invited Peer-Reviewed Papers**

1. **Fahy, BG**. Book Review: *Anesthesiology on Delirium in Critical Care*. *Anesthesiology*, 2016 (in press)

2. **Fahy BG**, Brull SJ, Schwartz AJ. Anesthesiology graduate medical education – best approaches for the learner, best approaches for the teacher. Editorial. *Anesth Analg* 2015;121:1428-1429. PMID: 26579647

3. Mahanna E, Crimi E, White P, Mann DS, **Fahy BG**. Nutrition and metabolic support for critically ill patients. *Curr Opin Anesthesiol* 2015;28:131-138. PMID:25674986

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#### **JOSEPH:**

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1. **Mathias B**, Szpila B, Moore FA, et al. *A Review of GM-CSF Therapy in Sepsis*. *Medicine*. 2015 Dec; 94(50): e2044.
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3. **Mathias B**, Lipore G, Moldawer LL, et al. *Integrating 'Big Data' into Surgical Practice*. *Surgery*. 2016 Feb; 159(2):371-4.

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11. Mathias B<sup>1</sup>, Szpila BE, **Moore FA**, Efron PA, Moldawer LL. A Review of GM-CSF Therapy in Sepsis. *Medicine (Baltimore)*. 2015 Dec;94(50):e2044.
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#### **Grant Support Generated During the Course of the Center**

*Summary.* Although the P50 Center grant provides the bulk of infrastructure funding, the Program has been extremely successful in using the Center to obtain individual investigator funding. This includes the following individuals (Azra Bihorac, R01; Scott Brakenridge, Industry Support; Phil Efron, R01; Faheem Guirgas, K23; David Holden, F30).

PI	Agency/Number	Title	Direct	IDC	Total	Note:
Bihorac, Azra	NIH R01 GM110240	Integrating data, algorithms and clinical reasoning for surgical risk assessment	\$ 1,815,137.00	\$ 885,260.00	\$ 2,700,397.00	5 Years
Brakenridge, Scott	BMS	A Phase 1b/2a, Randomized, Double-blinded, Placebo-Controlled, Multicenter Study to Evaluate the Safety, Tolerability, Pharmacokinetics and Pharmacodynamics of BMS-936559 in Subjects with Severe Sepsis	\$ 216,065.16	\$ 60,498.24	\$ 276,563.40	Clinical Trial
Brakenridge, Scott	AtoxBio	Phase III, randomized, double-blind, placebo-controlled, parallel-group, study of AB103 as compared to placebo in patients with necrotizing soft tissue infections (NSTI)	\$ 146,882.28	\$ 41,127.00	\$ 188,009.28	Clinical Trial
Efron, Philip	NIH R01 GM113945	Hematopoietic Stem Cell Dysfunction in the Elderly after Severe Injury	\$ 800,000.00	\$ 400,000.00	\$ 1,200,000.00	4 Years
Guigis, Faheem	NIH K23 GM115690	Dysfunctional HDL in Community Acquired and Hospital Acquired Sepsis	\$ 836,625.00	\$ 66,340.00	\$ 902,965.00	5 Years
Holden, David	NIH F30 GM119285	In pursuit of a PICS prognostic: An investigation of the agents activating and perpetuating PICS.	\$ 125,126.00	\$ -	\$ 125,126.00	3 Years
Larson, Shawn						
Moldawer, Lyle	NIH R01 GM097531	Novel Mechanisms and Approaches to Treat Neonatal Sepsis	\$ 598,500.00	\$ 299,250.00	\$ 897,750.00	3 Years
Mohr, Alicia	NIH R01 GM105893	Anemia and the Chronic Hyperadrenergic State following Major Trauma	\$ 342,000.00	\$ 171,000.00	\$ 513,000.00	2 Years
Moldawer, Lyle	NIH T32 GM008721	Molecular Biology in Burns and Trauma	\$ 505,299.00	\$ 39,970.00	\$ 545,269.00	3 Years
Moldawer, Lyle	NIH R01 GM104481	Validation of a Genomics Based Prognostic in Severe Trauma	\$ 377,252.00	\$ 72,088.00	\$ 449,340.00	1 Year
Moldawer, Lyle	NIH R01 GM040586	Cytokine Regulation	\$ 202,500.00	\$ 101,250.00	\$ 303,750.00	1 Year
Moore, Frederick	NIH P50 GM111152	PICS: A New Horizon for Surgical Critical Care	\$ 4,341,034.00	\$ 2,144,874.00	\$ 6,485,908.00	3 Years
Nelson, David	NIH UL1 TR001427	UF CTSI - Together: Transforming and Translating Discovery to Improve Health	\$ 9,532,022.00	\$ 4,166,547.00	\$ 13,698,569.00	4 Years
Pahor, Marco	NIH P30 AG028740	University of Florida Claude D. Pepper Older Americans Independence Center (OAIC)	\$ 4,691,464.00	\$ 1,969,935.00	\$ 6,661,399.00	6 Years
Wynn, James	NIH K08 GM106143	The Role of the Inflammasome in Neonatal Sepsis	\$ 323,966.00	\$ 25,918.00	\$ 349,884.00	2 Years
		<b>Total:</b>	\$ 24,853,872.44	\$ 10,444,057.24	\$ 35,297,929.68	

## II. Educational Activities

Educational activities are an integral component of the Center, and represents one of its primary goals. Currently, there are two Ph.D. students working on the Center activities, David Holden, an MD/PhD candidate examining mitochondrial DNA release, and Cody Kilar, a Ph.D. candidate studying the role of erythropoietin and its receptor on the organ injury associated with sepsis. In addition, there are multiple post-doctoral fellows working on the program, including surgical residents conducting 2-4 years of research. These include: Brittany Mathias, Tyler Loftus, Juan Mira, Steven Raymond, Julie Stortz, supported by the T32 training grant, GM008721-14. In addition, we have had three K award winners who have or are participating in the program (Azra Bihorac who successfully converted her K23 to an R01; Faheem Guirgas, a UF-JAX emergency medicine faculty who obtained a K23 award, and James Wynn, an Associate Professor of Pediatrics with a K08 award).

## III. Improved Quality of Care

Summary: With increased compliance with the Surviving Sepsis Campaign (SSC) guidelines, mortality after severe sepsis has decreased from > 35 % to < 15%. Similarly, increased compliance with the Glue Grant standard operating procedures (SOPs) for ICU care, mortality after of severe blunt trauma decreased from > 25% to ~11%. These experiences show that noncompliance with evidence based care can significantly alter outcome and create a significant confounding effect when assessing important outcomes when studying the epidemiology of critically illnesses. Therefore, to perform the translational research proposed in the P50 grant, a concerted effort was made to standardize ICU care based upon the best available evidence in the 4 East and 4 West Surgical ICUs. This required the institution of a multidisciplinary ICU team conference (Monday 1 pm Protocol Meeting) to identify opportunities for improvement, develop structured care SOPs to address these issues, refine them to improve their effectiveness and then audit them for staff compliance. Starting 5 years ago in anticipation of the P50 grant, processes of care that have been approached and standardized include, but are not limited to:

- sedation/analgesia/delirium
- ventilation management, weaning & extubation
- stress gastritis & DVT prophylaxis
- electrolyte replacement
- glycemic control
- blood product transfusion
- antibiotic use
- sepsis screening and management
- early mobility
- peri-operative liver transplant care
- daily checklists
- alcohol withdrawal
- shock resuscitation including critical care ultrasound
- nutrition including parenteral nutrition.

As part of our sepsis research, several protocols have received special attention and have had a significant impact on improving care and are being exported throughout UFHealth including:

1) Rounding "checklist": This is used three times daily (morning, afternoon and evening) during multidisciplinary ICU team rounds to insure compliance with the protocols.

2) Sepsis screening and "Sepsis Alerts": Early recognition of sepsis is difficult, but has a tremendous impact in improving outcome. A three step screening process (1<sup>st</sup>- bedside nurse documenting abnormal physiology with MEWS-SRS, 2<sup>nd</sup> - mid level assessing for sepsis, 3<sup>rd</sup> - intensivist confirming sepsis) and order sets to start treatment were therefore developed. These are now embedded in EPIC and are used throughout Shands hospital as part of the current Sepsis CMS Core Measure initiative. Dr Faheem Guirgis (EM physician SCIC investigator) has modified this screening process and successfully deployed it at UF Jacksonville and has shown a reduction in mortality, LOHS and costs (manuscript being is written). Dr Elie (EM physician SCIC investigator) co-chaired Sepsis committee with Dr Moore and developed an Emergency Department (ED) "Sepsis Alert" process that has been extended into the pre-

hospital setting as well as the EDs of small referring hospitals.

3) Sepsis management: We developed logic decision tree algorithms to management different aspects of sepsis (e.g. empiric antibiotics, volume loading, vasopressors, transfusions, etc.) for 1<sup>st</sup> 24 hours. These were initially implemented with computerized clinical decision support to insure the residents implemented a standard management strategy consistent with SCC guidelines. However, this has been replaced by a physician extender staffing model that insures 24/7 coverage by extenders who are trained to be experts in sepsis management. This model will be deployed to the new Cardiovascular and Neurosciences Hospital (under Dr Efron's supervision) when it opens in December of 2017.

4) Antibiotic Protocol: Early appropriate broad spectrum antibiotic administration is a time sensitive intervention in severe sepsis. Each 30 minutes of delay in administration has been shown to increase mortality. Additionally, limiting duration antibiotics is important in decreasing microbial resistance. We, therefore, worked the Pharm Ds to develop choices of empiric antibiotics (based on site of infection, ICU specific microbial antibiograms) and duration of antibiotics (emphasizing shortest as possible). Our ICU antibiotic algorithms have successfully reduced total antibacterial drug consumption as well as reduced our incidence of multi-drug resistant bacterial infections in the 4 East and 4 West ICUs.

5) Nutritional Support Protocol: Studying the effectiveness current nutritional support recommendations after sepsis is a key research interest. To assist in this effort, Dr Moore co-chaired the ICU nutrition subcommittee which developed a nutrition protocol that is evidence based and this has been implemented in 4 East and 4 West ICUs. To track the amount of enteral feeding including supplements we worked with EPIC to create a Nutrition Tab under Medication Administration Record. Dr Brakenridge also leads weekly Nutrition rounds with the dieticians and Pharm Ds in 4 East and 4 West to insure that our sepsis patients are receiving nutrition consistent with the protocol.

6) ARDS Management and Standardized Ventilation/Extubation: ARDS is a frequent complication of sepsis and time on the ventilator is tightly linked to length of ICU stay and rate of nosocomial pneumonia. We therefore worked with the respiratory therapists (RTs) to develop a comprehensive strategy for managing ARDS. Not only has this allowed all best practice measures to be implemented at UFHealth (including early cisatracurium use and early proning) but has made the use of the very expensive inhaled nitric oxide almost non-existent intervention in the 4 East and 4 West ICUs. It is our intent to implement similar structured care for the use of extracorporeal membrane oxygenation. Regarding ventilation, UFHealth is still outside the O:E for number of days on the ventilator in the Vizient database. Working the RTs, we have not only instituted protocols that allow continuous best practice measures for intubated/trached patients, but allow extubations to occur at any time of day when the patient meets criteria.

7) Screening for Risk of Acute Kidney Injury (AKI): Dr Bihorac (Co-PI P50 project # 3) is studying the central role of AKI in determining adverse outcomes after sepsis and has led multi-institutional research validating Nephro-check as a novel early biomarker for AKI. Nephro-check is now available as a Shands laboratory test, but is relatively expensive. To optimize its use, Dr Bihorac has successfully implemented a clinical risk assessment tool for AKI that is now on EPIC which identifies patient who should have a Nephro-check test and when a patient has a positive test, recommendations for management are provided to the bedside clinicians. This was piloted in 4 East and given its success, it is now being extended throughout Shands with modification of clinical risk assessment based of the specific population being assessed.

In sum, to successfully complete the translational research proposed in the P50 grant has required significant restructuring of the processes of care in the 4 East and 4 West ICUs. The goal was to reduce variability in care and make it consistent with best evidence. This has translated into improved care. These successful processes of care are being exported throughout UFHealth.



### Appendix A. Existing Grant and Institutional Funding to Support the Establishment of SCIC

PI	Agency/Number	Title	Direct	IDC	Total	Note:
Bihorac, Azra	NIH R01 GM110240	Integrating data, algorithms and clinical reasoning for surgical risk assessment	\$ 1,815,137.00	\$	\$ 885,260.00	\$ 2,700,397.00 5 Years
Brakenridge, Scott	BMS	A Phase 1b/2a, Randomized, Double-blinded, Placebo-Controlled, Multicenter Study to Evaluate the Safety, Tolerability, Pharmacokinetics and Pharmacodynamics of BMS-936559 in Subjects with Severe Sepsis	\$ 216,065.16	\$	\$ 60,498.24	\$ 276,563.40 Clinical Trial
Brakenridge, Scott	AtoxBio	Phase III, randomized, double-blind, placebo-controlled, parallel-group, study of AB103 as compared to placebo in patients with necrotizing soft tissue infections (NSTI)	\$ 146,882.28	\$	\$ 41,127.00	\$ 188,009.28 Clinical Trial
Efron, Philip	NIH R01 GM113945	Hematopoietic Stem Cell Dysfunction in the Elderly after Severe Injury	\$ 800,000.00	\$	\$ 400,000.00	\$ 1,200,000.00 4 Years
Guigis, Faheem	NIH K23 GM115690	Dysfunctional HDL in Community Acquired and Hospital Acquired Sepsis	\$ 836,625.00	\$	\$ 66,340.00	\$ 902,965.00 5 Years
Holden, David	NIH F30 GM119285	In pursuit of a PICS prognostic: An investigation of the agents activating and perpetuating PICS.	\$ 125,126.00	\$	\$ -	\$ 125,126.00 3 Years
Larson, Shawn						
Moldawer, Lyle	NIH R01 GM097531	Novel Mechanisms and Approaches to Treat Neonatal Sepsis	\$ 598,500.00	\$	\$ 299,250.00	\$ 897,750.00 3 Years
Mohr, Alicia	NIH R01 GM105893	Anemia and the Chronic Hyperadrenergic State following Major Trauma	\$ 342,000.00	\$	\$ 171,000.00	\$ 513,000.00 2 Years
Moldawer, Lyle	NIH T32 GM008721	Molecular Biology in Burns and Trauma	\$ 505,299.00	\$	\$ 39,970.00	\$ 545,269.00 3 Years
Moldawer, Lyle	NIH R01 GM104481	Validation of a Genomics Based Prognostic in Severe Trauma	\$ 377,252.00	\$	\$ 72,088.00	\$ 449,340.00 1 Year
Moldawer, Lyle	NIH R01 GM040586	Cytokine Regulation	\$ 202,500.00	\$	\$ 101,250.00	\$ 303,750.00 1 Year
Moore, Frederick	NIH P50 GM111152	PICS: A New Horizon for Surgical Critical Care	\$ 4,341,034.00	\$	\$ 2,144,874.00	\$ 6,485,908.00 3 Years
Nelson, David	NIH UL1 TR001427	UF CTSI - Together: Transforming and Translating Discovery to Improve Health	\$ 9,532,022.00	\$	\$ 4,166,547.00	\$ 13,698,569.00 4 Years
Pahor, Marco	NIH P30 AG028740	University of Florida Claude D. Pepper Older Americans Independence Center (OAIC)	\$ 4,691,464.00	\$	\$ 1,969,935.00	\$ 6,661,399.00 6 Years
Wynn, James	NIH K08 GM106143	The Role of the Inflammasome in Neonatal Sepsis	\$ 323,966.00	\$	\$ 25,918.00	\$ 349,884.00 2 Years
		Total:	\$ 24,853,872.44	\$	\$ 10,444,057.24	\$ 35,297,929.68

## Appendix B. List of Participating Faculty

<u>Personnel Name</u>	<u>Department</u>	<u>Area of Interest</u>
Allen, Brandon	College of Medicine - Emergency Medicine	QI process implementation
Alnumat, Hassan	Medicine/Pulmonary	Medical Sepsis ICU
Bryant, Andrew	College of Medicine - Medicine/Pulmonary	Pulmonary Hypertension
Antigua, Abigail	College of Pharmacy	Antibiotics
Anton, Stephen	College of Medicine - Aging	Long-term Outcomes
Ashton, Jennifer	College of Pharmacy	Sedation, Analgesia & Delirium
Baker, Henry	College of Medicine - Mol Gen	Genomics & Big Data
Baslanti, Tezcan Ozrazgat	College of Medicine - Anest	Biostatistics
Beaver, Tom	College of Medicine - Cardiovascular Surgery	Diaphragm Pacing
Bihorac, Azra	College of Medicine - Anest	Databases, Acute Kidney Injury
Brakenridge, Scott	College of Medicine - Surgery	Epidemiology & Clinical Trials
Brumback, Babette	Public Health & Health Professions - Biostatistics	Biostatistics
Buford, Tom	College of Medicine Aging	Sources of Variability in Responsiveness to Exercise
Holland, Caroline	College of Medicine - Emergency Medicine	ED Program Director of Quality
Cherabuddi, Kartik	Medicine/Infectious Disease	Antibiotic Stewardship
Ebadi, Ashkan	College of Engineering (Biomedical)	Machine Learning Techniques & Graph Theory
Efron, Philip	College of Medicine - Surgery	Sepsis, ICUs & animal models
Elie, Marie- Carmelle	Emergency Medicine	Chair Hospital Sepsis Committee
Fahy, Brenda	College of Medicine - Anest	Education, Ethics
Guirgis, Faheem	College of Medicine - Emer Med Jacksonville	Dysfunctional HDL
Hartjes, Tonja	College of Nursing	Physician Extender Education
Hogan, William	College of Medicine (Health Outcomes & Policy)	Clinical Informatics, Bio surveillance
Iovine, Nicole	Medicine/Infectious Disease	Epidemiologist Infection Control
Larson, Shawn	College of Medicine - Surgery	Neonatal Sepsis
Leeuwenburgh, Christiaan	College of Medicine - Aging	Education, Aging
Lemon, Stephen	College of Pharmacy	Nutrition
Li, Andy	College of Engineering (Electrical & Computer)	Parallel & Distributed Systems
Lucas, Judith	College of Medicine - Emergency Medicine	Pediatric Sepsis Alert
Manini, Todd	College of Medicine Aging	Frailty
Marchick, Michael	College of Medicine - Emergency	Cardiovascular and Hematology

	Medicine	
Martin, Daniel	Public Health & Health Professions - PT	Physical therapy
Mohr, Alicia	College of Medicine - Surgery	Bone Marrow
Moldawer, Lyle	College of Medicine - Surgery	Immunology
Momcilovic, Petar	College of Engineering	Stochastic Modeling, Large-scale Systems
Moore, Frederick	College of Medicine - Surgery	Multiple Organ Failure
Mozingo, David	College of Medicine - Surgery	Burns, Patient Safety
Pardolos, Panos	College of Engineering (Industrial & Systems)	Network Design, Optimization
Patel, Rohit	Emergency Medicine	Ultrasound & Resuscitation
Przkora, Renee	College of Medicine - Anest	Pain & Rehabilitation
Rashidi, Parisa	College of Engineering (Biomedical)	Machine Learning Data Mining
Segal, Mark	College of Medicine - Nephrology	Acute Kidney Injury
Smith, Barbara	Public Health & Health Professions - PT	Exercise Interventions
Solberg, Laurence	Aging	ICU Geriatrician
Thomas, Lisa	Surgery	Transplant Immunology
Van Dillen, Christine	College of Medicine - Emergency Medicine	Director of EMS- Prehospital Sepsis Alert
Voils, Stacy	College of Pharmacy	Coagulation
Wang, Daisy Zhe	College of Engineering (Computer and Information Science)	Large Scale Data Analysis, Probabilistic Databases
Wynn, James	College of Medicine - Pediatrics	Neonatal Sepsis
Yenisei-Cruz, Almeida	College of Medicine Aging	Pain

**Form Ia**

**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: 1/1/2017

Institute or Center Name: Sepsis and Critical Illness Center

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> Sepsis and Critical Illness Center		
<b>I/C Code:</b>	<b>University:</b> University of Florida	<b>I/C Type:</b> University
<b>I/C Director:</b> Frederick A. Moore MD		<b>Discipline(s) (2-Digit CIPs):</b> 51
<b>I/C Address:</b> 1600 SW Archer Road Room M-602 Gainesville, FL 32610		
<b>I/C Telephone:</b> 352-273-5670	<b>I/C E-Mail Address:</b> <a href="mailto:frederick.moore@surgery.ufl.edu">frederick.moore@surgery.ufl.edu</a>	
<b>I/C SUNCOM:</b>	<b>I/C Web Site Address:</b>	
<b>I/C FAX:</b> 352-273-5683	<b>Affiliated Universities:</b>	

**Mission and Areas of Focus**

<p><b>Mission Statement:</b> (No more than 120 words)</p>	<p>The mission is to improve long-term outcomes after sepsis by a) conducting cutting-edge team science into understanding the epidemiology, underlying pathophysiology, prevention, treatment and rehabilitation of critical illness after sepsis, b) optimizing patient care through advanced technology and robust quality improvement, c) promoting education of health-care professionals, d) ensuring community access to relevant information and timely care, and e) fostering external fund raising and advocacy initiatives. Our collective strength in all aspects of research (basic, clinical, and translational into practice) in all patient populations (from the neonate to the elderly), combined with growing collaborative momentum (with the other UF centers, universities and healthcare entities) provide the foundation for the immediate and long-term successes of this distinctly unique center.</p>		
<b>Key Terms:</b>	sepsis	chronic critical illness	PICS
	MOF		

Appendix C. Proposed Budget

Form 3

<b>I/C Code:</b>	<b>I/C Name:</b> Sepsis and Critical Illness Research and Education Center (SCIRC)		
<b>Prepared By:</b> Tabitha Johns	<b>Date:</b> 7/1/2016	<b>Telephone:</b> 352-273-6442	

Estimated Expenditures for the Institute/Center		FISCAL YEAR: 2016-2017				
		Budgetary Unit:* UF's Health Science Center				
		SUS Appropriated Funds	Contracts and Grants	Fees for Services	Private & Other (Specify)	Total
Salaries & Benefits	Faculty, TEAMS, & USPS				386,748	386,748
Other Personal Services	Housestaff					
	Graduate Assistants					
	Other					
Expenses					55,000	55,000
Operating Capital Outlay						
<b>Total Expenditures</b>					<b>441,748</b>	<b>441,748</b>

Positions and Rate	SUS Appropriated Funds	Contracts and Grants	Fees for Services	Private & Other (Specify)	Total
Faculty Positions (FTE in Personyears)					
TEAMS and USPS Positions (FTE in Personyears)				4.82	
<b>Total Positions (FTE in Personyears)</b>				<b>4.82</b>	
Sum of Salary Rates for These Faculty Positions					
Sum of Salary Rates for These TEAMS and USPS Positions				886,000	
<b>Sum of Salary Rates for Faculty, TEAMS, and USPS Positions</b>				<b>886,000</b>	

\* 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>	2137		470	
<b>Rented</b>				
<b>New Construction</b>				


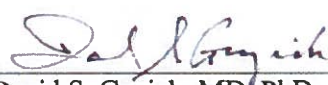

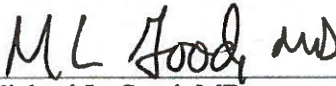


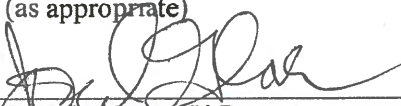
Form 1

Format and Guidelines for Institutes/Centers

Center for OCD, Anxiety and Related Disorders

March 1, 2017

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

<u>University of Florida</u> University Submitting Proposal	 W. Kent Fuchs, PhD President	<u>2/27/17</u> Date
<u>University of Florida (UF) Center</u> Type of Institute/Center	 David S. Guzick, MD, PhD Senior Vice President, Health Affairs	<u>2/14/17</u> Date
<u>March 1, 2017</u> Proposed Implementation Date	 David Norton, PhD Vice President for Research	<u>2/15/17</u> Date
<u>51</u> Associated Discipline (2-digit CIP)	 Michael L. Good, MD Dean, College of Medicine	<u>2/9/17</u> Date
 Carol Mathews, MD Proposed Institute/Center Director	<u>2/3/17</u> Date	 Vice President for Finance, Administration, and Planning Date
	<u>Other President(s)/Administrator(s) (as appropriate)</u>	<u>Date</u>
	 Joseph Glover, PhD Provost and Senior Vice President for Academic Affairs	<u>2-20-17</u> Date



01/01/16

01/01/16

**Institute/Center Data**

**Directory Information**

<b>I/C Name:</b> Center for OCD, Anxiety, and Related Disorders	
<b>I/C Code:</b>	<b>University:</b> University of Florida <b>I/C Type:</b> University
<b>I/C Director:</b> Carol A. Mathews, MD <b>Discipline(s) (2-Digit CIPs):</b> 51	
<b>I/C Address:</b> 1149 Newell Dr Gainesville, FL 32610	
<b>I/C Telephone:</b> 352-294-4927	<b>I/C E-Mail Address:</b> <a href="mailto:carolmathews@ufl.edu">carolmathews@ufl.edu</a>
<b>I/C SUNCOM:</b>	<b>I/C Web Site Address:</b> <a href="http://pgenes.net">http://pgenes.net</a>
<b>I/C FAX:</b> 352-627-5015	<b>Affiliated Universities:</b>

**Mission and Areas of Focus**

<p><b>Mission Statement:</b> (No more than 120 words)</p>	<p>The Center for OCD, Anxiety, and Related Disorders (COARD) will conduct top-tier interdisciplinary clinical and translational research in obsessive compulsive and anxiety disorders at the University of Florida, making UF one of the top institutions nationally in this area.</p>
<b>Key Terms:</b>	<p>obsessive compulsive disorder      anxiety      tic disorders hoarding      translational research      genetics</p>

**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: 1/1/2017

Institute or Center Name: Center for OCD, Anxiety and Related Disorders at the University of Florida

College: The College of 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

Form 3

<b>I/C Code:</b>		<b>I/C Name:</b> Center for OCD, Anxiety, and Related Disorders				
<b>Prepared By:</b> Carol Mathews MD		<b>Date:</b> 11/8/2016		<b>Telephone:</b> 352-294-4927		
<b>Estimated Expenditures for the Institute/Center</b>		<b>FISCAL YEAR:</b> 2016-2017				
		<b>Budgetary Unit:*</b> UF Health Science Center				
		<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>			310,000		
<b>Other</b>	<b>Housestaff</b>			0		
<b>Personal</b>	<b>Graduate Assistants</b>			0		
<b>Services</b>	<b>Other</b>			0		
<b>Expenses</b>						
<b>Operating Capital Outlay</b>						
<b>Total Expenditures</b>				310,000		
<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>					1.00	1.00
<b>TEAMS and USPS Positions (FTE in Personyears)</b>					1.00	1.00
<b>Total Positions (FTE in Personyears)</b>					2.00	2.00
<b>Sum of Salary Rates for These Faculty Positions</b>					220,000	220,000
<b>Sum of Salary Rates for These TEAMS and USPS Positions</b>					90,000	90,000
<b>Sum of Salary Rates for Faculty, TEAMS, and USPS Positions</b>					310,000	310,000

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

Private and Other Funding will come from Professorship, Pre-Eminence Funds, and, for first three years, matching funds for Professorship from President Fuchs. These funds will support the salary for the Center Director (Dr. Mathews) and the Center Coordinator.

# **Center for OCD, Anxiety and Related Disorders at the University of Florida**

## **Mission Statement**

The Center for OCD, Anxiety, and Related Disorders (COARD) will conduct top-tier interdisciplinary clinical and translational research in obsessive compulsive and anxiety disorders at the University of Florida, making UF one of the top institutions nationally in this area.

## I. **Background and Mission**

- A. **Background:** Obsessive compulsive and anxiety disorders affect more than 30% of the US population, both adults and children, and have substantial individual, family, and societal costs. Obsessive compulsive disorder (OCD) has been ranked in the top twenty diseases world-wide for disability among young adults by the World Health Organization. Disorders that are related, either clinically or etiologically or both, to OCD include Hoarding Disorder (HD), Body Dysmorphic Disorder (BDD), Trichotillomania (TTM), Excoriation Disorder (ExD), and chronic tic disorders, including Tourette Syndrome (TS) and chronic motor/vocal tic disorder (CMVT). These disorders are treatable with medications and/or evidence-based therapy, but due to under-recognition, stigma, and access to care problems, the average time from onset of symptoms to treatment is over eight years. In addition, although treatments are effective in reducing symptoms, OC and anxiety disorders are rarely “cured” and the vast majority of individuals have clinically significant symptoms throughout their lifetimes, either continuously or at intervals. These disorders are known to have biological origins, with substantial contributions from both genetic and environmental factors, but their specific etiologies are still not well elucidated. Knowledge about the neural circuitry and pathophysiology of these disorders is similarly limited at the current time. Thus, additional efforts in improving our understanding of the causes, effects, and presentation of these common and impairing disorders are needed. An integrated, inter-disciplinary approach that combines basic, clinical and translational research, based in a cutting edge clinical setting is the most effective way to work towards increasing our understanding of these complex and inter-related disorders, and towards providing substantial and lasting benefit for individuals and families suffering from the OC and anxiety disorders.
- B. **Mission:** The mission of the Center for OCD, Anxiety, and Related Disorders is to develop a top tier multidisciplinary program that conducts cutting edge basic and translational research in the area of obsessive compulsive and anxiety disorders at the University of Florida. The Center will integrate and expand basic, translational, and clinical research expertise in obsessive compulsive and anxiety disorders across disciplines, departments, and colleges at UF and will provide an infrastructure for collaborative clinical, translational, and basic research. This Center will act as an academic home for faculty with expertise in obsessive compulsive and anxiety disorders, and will attract high quality junior and senior faculty and trainees.

## **II. Goals**

The goals of the Center are listed below. Note that these goals are not comprehensive in nature, but rather represent examples within domain (e.g., research, clinical, teaching).

### **A. Research Goals**

1. To conduct clinical, basic, and translational research in obsessive compulsive and anxiety disorders that advance our knowledge of the etiologies and pathophysiologies of these disorders and improve the lives of individuals affected with them.
2. To make UF one of the premier academic institutions in the US for OC and anxiety disorders research.
3. To recruit research faculty, in particular junior faculty and research faculty with a specific interest in clinical and translational research in OCD and anxiety disorders to UF to participate in and contribute to the collaborative interdisciplinary research efforts of the Center.
4. To create a research infrastructure that supports and promotes interdisciplinary collaboration across Departments, Colleges, Centers, and Institutes across UF, enhancing UF's research portfolio.
5. To increase research funding awarded to UF by the NIH, PCORI, NSF, and foundation funding in the area of OC and anxiety disorders research.

### **B. Clinical Setting**

1. The University of Florida provides an outstanding clinical and research setting that will facilitate the development, growth and sustainability of the proposed Center. The OCD intensive program in the Department of Psychiatry at UF has an outstanding rate of improvement in treating adults and children with OCD (80% of individuals achieve at least a 50% reduction in symptomatology; this is outstanding compared to the national standard, which is that an average is 40% of individuals achieve at least a 35% reduction in symptoms). We will continue to provide this outstanding care, and will integrate clinical and treatment outcome research into this setting. We will explore the feasibility of investigating the efficacy of novel and/or more integrated forms of treatment (e.g., partial hospitalization programs, treatment oriented summer camps, etc). As approximately 50% of patients currently come from outside the UF Health catchment area, options that may include residential treatment or targeted camp-type treatments may be shown to

have benefit for individuals with OCD and anxiety disorders who live in areas where access to specialized care is not readily available.

2. To investigate the effectiveness and study the changes in patient outcomes that arise from improving coordination and minimizing redundancy of service provision between the multiple disciplines who are currently providing care for these patients and families. These include coordinating between the OCD programs in the Department of Psychiatry, the Tourette Syndrome clinic in the Movement Disorders Center in the College of Medicine, Department of Neurology, the UF Psychology Clinic in the College of Public Health and Health Professions, Department of Clinical and Health Psychology, the ADHD clinic in the College of Medicine, Department of Pediatrics, Pediatric Rehabilitation and Occupational Therapy in the UF Health System, among others. Coordination of these services will be greatly enhanced when the new outpatient building at Springhill Health Center opens, allowing for co-location and expanded services for psychiatry, child psychiatry, and medical psychology. This change will also provide enhanced abilities to recruit participants for cross-disciplinary studies.
3. To develop, implement, and study the outcomes of novel treatment approaches, including telehealth approaches, intensive treatment options, family-based interventions, and therapeutic summer camps, among others.
4. To collaborate with individuals in the College of Veterinary Medicine to incorporate research into improving the care of animals who are identified as being in unsafe living conditions due to animal hoarding.

### **C. Teaching**

1. To train graduate students, postdoctoral fellows, medical students, and residents in OC and anxiety disorders clinical and translational research.
2. To cross train residents from neurology, medicine, family practice, pediatrics, and other specialties who interact with patients with OC and anxiety disorders in cutting edge research based approaches to diagnosis and treatment of these disorders that go beyond the current standard of care.
3. To provide undergraduates from a variety of majors with elective opportunities in OC and anxiety disorders research, including novel training opportunities that are not traditionally included in undergraduate education. For example, undergraduate psychology students (and members of the community, see below) can be formally trained to act as community behavioral therapy coaches. Such coaches would work with patients and families, with input from the treating clinicians, to help patients successfully complete their assigned therapy “homework” in the community. This model is analogous to an academic tutor who works with students and families, with input from teachers, to help with academic homework. Such a program would



provide undergraduate students with a marketable skill set, one which is also highly relevant for potential future careers in medicine or psychology.

4. To recruit highly competitive graduate students, postdocs, medical students and residents to UF. The outstanding training opportunities through COARD will act as a draw to trainees who are interested in obtaining the best available research training in the area of OC and anxiety disorders.

#### **D. Community outreach**

1. To involve the community, both locally and nationally, in research related to OCD, anxiety and related disorders, particularly in treatment outcomes research. This goal not only will advance the research mission of the Center, but it will also increase awareness of the prevalence and impact of OC and anxiety disorders on individuals, families, and society
2. To establish UF as a national and international Center for patient care, research excellence, and teaching in OC and anxiety disorders
3. To disseminate research findings to the local and national communities (e.g., patients and their families in the UF Health Catchment area, families and others interested in OCD nationally) in a rapid and accessible way
4. To engage members of the local and larger community in planning and executing activities within the Center, including providing input on and potentially partnering in patient-centered research

### **III. Proposed Activities**

The Center will accomplish these goals through the activities outlined below.

1. **Scientific exchange:** The Center will increase scientific exchange within UF through monthly inter-disciplinary OC/AD research meetings, as well as participation in Departmental and UF-wide Grand Rounds, research seminars, research days, etc. We have also begun a weekly writing group that brings together undergraduates, medical students, graduate students, postdoctoral fellows and faculty to assist with manuscript writing and grant writing.
2. **Increasing collaboration:** We will establish regular clinical care coordination meetings to facilitate access to care and maximize treatment outcomes for patients and families with OC and anxiety disorders. These meetings will have as a primary goal the investigation of how these efforts to coordinate care impact treatment outcomes, both at the individual patient level and at the systems level. We will also establish regular research meetings that are open to all investigators at all levels of training for the express purpose of sharing ideas, preparing and submitting collaborative grants, and conducting collaborative research.
3. **Generation of philanthropic support:** We will work with the College of Medicine to identify and develop relationships with potential sources of

philanthropic support for the Center. This effort has already been successful in the creation of two named professorships in the area of obsessive compulsive and anxiety disorders and in neuromodulation in OCD and related disorders.

4. **Recruitment of faculty:** We will work with the Department of Psychiatry and other Departments across UF as appropriate to attract and recruit outstanding research (both clinical and basic science) faculty with an interest in and/or expertise in the OC and anxiety disorders. The focus initially will be on recruiting or retaining promising junior faculty who have interest in translational research and in interdisciplinary work.
5. **Recruitment of trainees:** We will partner with graduate programs throughout UF and with the medical school and residency programs to recruit and train outstanding graduate students, medical students, residents, and postdoctoral fellows with an interest in obsessive compulsive and anxiety disorders. This effort will cross departments and colleges within UF, and mentors from more than one department/college, as appropriate, will be engaged in training and mentoring these trainees.
6. **Community outreach:** We will work with our community partners to increase understanding of obsessive compulsive and anxiety disorders both locally and nationally. We will also work with our community partners to identify methods of improving treatment options and access to care for individuals with OC/AD and their families within Gainesville and the surrounding area. We will give talks and seminars that are open to the public and focused on promoting education and awareness of the OC and anxiety disorders. We will participate in local events such as Brain Awareness Week, and will engage in efforts through UF's K-12 programs to provide outreach to elementary, middle and high school students regarding science and professional careers.

#### **Current Center Activities:**

The group of investigators and clinicians who have agreed to be a part of the Center for OCD, Anxiety, and Related Disorders at UF have already begun to work collaboratively to achieve the goals outlined here. Current Center activities are outlined below.

1. Twice monthly multidisciplinary research meetings, attended by faculty, staff, and trainees from multiple Departments and Colleges across UF. Presentations range from works in progress by trainees to comprehensive overviews of large scale research programs by faculty. Approximately 20 individuals currently attend these meetings.
2. Weekly writing group. This weekly meeting is led by two graduate students in CHP, and includes undergraduates, graduate students from multiple disciplines, medical students, and postdoctoral fellows. The intent is to provide a peer-review process for scientific writing, including manuscripts in preparation, grant applications, and dissertations, prior to formal submission. Faculty members are also involved as needed.

3. Weekly multidisciplinary case conferences focused on discussing patients with OCD and/or anxiety disorders. These case conferences are attended by trainees and faculty from psychiatry, child psychiatry, and psychology, and involve not only discussion of difficult cases and care coordination, but also didactic sessions.
4. Monthly multidisciplinary cases conferences focused on discussing patients with TS or other related disorders. These case conferences are joint between psychiatry and neurology, and also involve other faculty and trainees (e.g., CHP) as needed. They are focused on care coordination for patients and families who are jointly cared for by providers from multiple disciplines, or who would benefit from such joint care.
5. Joint mentoring of graduate students. Both formal and informal joint mentoring arrangements have arisen from involvement of faculty and trainees in Center activities. This includes formal joint mentorship of graduate students between faculty from psychiatry and CHP, joint mentorship of junior faculty applying for a K award between psychiatry, psychology, and occupational therapy, and membership on dissertation and qualifying committees by a variety of faculty from multiple disciplines. The possibility for such joint mentorship is beginning to attract potential high quality graduate students to the programs at UF from other parts of the country.
6. Community outreach. Faculty and trainees involved in the Center have given talks at a variety of venues within UF and in the larger community, both in scientific contexts (e.g., scientific meetings) and in the context of consumer/patient/family meetings. In addition, members have participated actively in local events, such as the Gainesville Arts Festival, increasing awareness in the larger Alachua County community.

#### **IV. Reporting Structure: Center Leadership**

The Center for OCD, Anxiety, and Related Disorders is intended to be a collaborative group of scientists and clinicians working together to improve understanding of the causes and mechanisms of these disorders, and to improve treatment and access to care for individuals and families. The reporting structure reflects this collaborative relationship, and also acknowledges that the participating faculty are also members of Departments, Colleges, and other Centers and Institutes.

The Center Director (Dr. Mathews) will be responsible for establishing and overseeing the development of the Center and will report to the Dean of the College of Medicine. Dr. Mathews will work with the Associate Directors, Drs. McNamara and Ward, and with the Executive Committee (to be named) to identify strategic areas of research, clinical expansion, teaching, and community outreach.

The Center will also form an External Advisory Committee, composed of scientists, clinicians, and community partners who work in the area of OCD or anxiety disorders.

Faculty will not report directly to Dr. Mathews or to the Associate Directors, but rather to their home departments or institutes. Staff associated with the Center will report either to Dr. Mathews or to the Associate Director(s). As needed, faculty will provide input through a voting mechanism to determine the direction and priorities of the Center's activities.

All clinical work will be conducted under the currently established reporting structures within each Department and/or UF Health, and the Center will not be directly responsible for clinical activities. Rather, the Center will assist in providing infrastructure to increase clinical collaboration across departments (including meeting space, facilitation of scheduling case conferences, etc).

#### **V. Proposed Investigators/Membership**

Membership in the Center is open to individuals, faculty, staff, and trainees with an interest in the area of OC/AD research, clinical care or teaching. Current members are listed below in alphabetical order.

Margaret Bradley PhD, Department of Psychology, College of Liberal Arts and Sciences, Center for the Study of Emotion and Attention  
 Regina Bussing MD, Division of Child Psychiatry, Department of Psychiatry, College of Medicine  
 Tana Bleser Carson PhD, MOT, Department of Occupational Therapy, College of Public Health and Health Professions  
 Cindi Flores Gayle PhD, Department of Psychiatry, Division of Medical Psychology, College of Medicine  
 Andreas Keil, Department of Psychology, College of Liberal Arts and Sciences, Center for the Study of Emotion and Attention  
 Peter Lang, PhD, Department of Clinical and Health Psychology, College of Public Health and Health Professions, Center for the Study of Emotion and Attention  
 Julie Levy, DVM, Department of Small Animal Clinical Sciences, College of Veterinary Medicine  
 Mark Lewis, PhD, Department of Psychiatry, College of Medicine  
 Irene Malaty MD, Department of Neurology, UF Center for Movement Disorders and Neurorestoration, College of Medicine  
 Joseph McNamara PhD, Department of Psychiatry, Division of Medical Psychology, College of Medicine  
 Amber Muehlman PhD, Department of Psychiatry, College of Medicine  
 Michael Okun MD, Department of Neurology, UF Center for Movement Disorders and Neurorestoration, College of Medicine  
 Brian Olsen PhD, Department of Psychiatry, Division of Medical Psychology, College of Medicine

William Perlstein, PhD, Department of Clinical and Health Psychology, College of Public Health and Health Professions, Director, Clinical-Cognitive Neuroscience Laboratory

Kay Roussos-Ross, Department of Obstetrics and Gynecology, Department of Psychiatry, Director of Women's Health, Medical Director of the Maternal-Infant Care Project, College of Medicine

Heather Simpson, OT, Department of Neurology, UF Center for Movement Disorders and Neurorestoration, College of Medicine

Herbert Ward MD, Associate Professor, Department of Psychiatry, College of Medicine

## VI. Administrative Structure

Director: Carol A Mathews MD, Departments of Psychiatry (primary appointment), Neuroscience (Affiliate), and Clinical and Health Psychology (Affiliate), UF Genetics Institute

Associate Director: Joseph McNamara PhD, Departments of Psychiatry (Primary Appointment) and Clinical and Health Psychology (Affiliate)

Associate Director: Herb Ward MD, Department of Psychiatry

Additional Executive Committee Members: William Perlstein PhD, Department of Clinical and Health Psychology; Peter Lang PhD, Department of Psychology, CLAS

## VII. Space and Facilities

Members of the Center are distributed throughout existing UF Departments. Facilities for research and clinical activities of individual members are provided by the appropriate Departments, rather than through the Center. Administrative support for the Center will be located within Dr. Mathews' research space in the Human Development Center (HDC) and at the McKnight Brain Institute, which includes approximately 1000 square feet of office space, 1750 square feet of clinical and basic research laboratories, and one conference room.

Projected Space Requirements (in square feet) for core Center activities

Projected Space Required by Source	Office	Laboratory	Conference Rooms	Other
From Existing Inventory	1000	1750	750	0
Rented	0	0	0	0
New Construction	0	0	0	0

### **VIII. Budget plan**

As the primary intent of the Center is to encourage interdisciplinary cross-college collaboration, the majority of the work envisioned under its auspices will be funded through existing or planned future revenue streams, and only administrative infrastructure needed to foster such collaboration will come directly from the Center. For example, clinical work will take place under the direction of the relevant departmental structures within UF Health. Ongoing research efforts will be supported by extramural funding to individual investigators. Research staff will be supported by grant funding to individual investigators. Administrative infrastructure for the Center (including any necessary support staff) will be supported by the Brooke Professorship funds (currently held by Dr. Mathews). Additional funds to support the infrastructure of the Center will come from Dr. Mathews' start up fund as well as IDC returns to the Center and its investigators.



# Proposal to Re-Organize the UF College of Veterinary Medicine

## Creation of a Department of Comparative, Diagnostic and Population Medicine

### PROPOSAL OUTLINE

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#### **A. OVERVIEW**

A proposal to modify the current administrative organizational structure for the University of Florida (UF) College of Veterinary Medicine (CVM) has been developed, modified and ratified by the CVM faculty. The proposed internal reorganization would create a new academic department, which would enable the reorganization of existing CVM faculty and staff into five departments rather than the current four departments of Infectious Diseases and Pathology (ID&P), Physiological Sciences (PHSC), Large Animal Clinical Sciences (LACS) and Small Animal Clinical Sciences (SACS). Based upon an initial vote of faculty members who expressed interest in joining the new department, it is anticipated that 23 faculty members (16.8% of current CVM faculty) will elect to transfer into the new Department of Comparative, Diagnostic and Population Medicine (CDPM – see TABLE 1). The faculty groups that have elected to join the new CDPM Department include several clinical services (Anatomic Pathology, Clinical Pathology, Anesthesia & Pain Management, Radiology & Diagnostic Imaging, Integrative Medicine and Wildlife & Zoological Medicine) that are housed currently within the existing four departments. As a consequence of the realignment of Anatomic Pathology faculty into the new department, it is likely that the ID&P Department will undergo a name change (possibly Department of Infectious Diseases & Immunology), since pathology will no longer be a component of the department. However, it should be noted that any potential change in the department name for ID&P is unresolved at this time and, therefore, is not considered as part of this proposal. The other three academic departments (PHSC, SACS and LACS) will remain unchanged except for modest reductions in faculty numbers as a consequence of selected faculty moving into the new department (see TABLES 2, 3, 4 and 5).



## B. BACKGROUND AND RATIONALE

The UF CVM was formed in 1976 and is currently celebrating its 40<sup>th</sup> anniversary. Since its inception, the college has undergone several administrative reorganizations, with the most recent change involving the consolidation of five academic departments into the current four departments in 1995. During the two decades since that reorganization, the college has grown significantly in terms of the numbers of faculty and staff members as well as its physical facilities and, in addition, has become substantially more complex with respect to the breadth of its tripartite missions in teaching, research and clinical services. In particular, several changes are noteworthy and provide some rationale for the proposed reorganization of the UF CVM, including: (1) the substantial growth in the size of the CVM faculty, with notable increases in the number of clinical track faculty having major assignments in teaching and clinical service activities in the two clinical departments. The growth in faculty numbers as well as the expanded complexity of departmental missions has added significantly to the burden of supervisory demands on each department chairperson; (2) the increased diversification of departmental missions in teaching, research and clinical service has impacted all four academic departments and, for those departments with a predominant research mission (PHSC and ID&P), it has become increasingly challenging to grow and provide adequate support for clinical programs and faculty therein. In addition, in view of the highly-competitive nature and demands of running a recognized research program, clinical faculty may perceive some imbalance in the level of understanding and support for their programs by chairs who are not clinicians; and finally, (3) the increased ranks of faculty members with primary interests in and/or major assignments in clinical diagnostic services, comparative animal medicine, diagnostic research, population medicine and ecosystem health. Together, these disciplines align closely with the concept of *One Health*<sup>1</sup>, a term that may be defined loosely as the collaborative and multi-disciplinary approaches for optimizing the health for people, animals and the environment. The roles of modern-day veterinarians are tied inextricably to the principles of *One Health* and the recognition that the health of people, animals and the environment are inter-connected on multiple levels and through myriad ways that can only be addressed through such collaborative multi-disciplinary efforts. The creation of a new CDPM department would bring together many UF CVM faculty members with shared expertise and interests in *One Health* and would strengthen campus-wide efforts to leverage the existing strengths in veterinary and human medicine in order to become a world leader in the science of infectious and zoonotic diseases. These efforts form the core of UF's preeminence initiative under *One Health* as described on the UF Preeminence website (<http://ufpreeminence.org/focus-areas-3/>).

In addition to the foregoing discussion and rationale, it is anticipated that creation of the new academic department will help facilitate progress on two strategic priority areas for the UF CVM and, thereby, will promote the college's efforts to support UF's efforts to become a preeminent academic institution. First, the UF CVM has established the development of an accredited world-class diagnostic laboratory as a major strategic priority. Without exception, each of the top tier US colleges of veterinary medicine boasts a successful, highly visible, and highly-respected diagnostic laboratory that is accredited by the American Association of Veterinary Laboratory Diagnosticians (AAVLD). The list of U.S. veterinary colleges with AAVLD-accredited labs includes many of the top-ranked schools, including University of California Davis, Cornell University, Colorado State University, University of Georgia, Texas A&M University and University of Wisconsin. Although UF CVM has an exceptional and fully-accredited professional curriculum, an enviable hospital with a large and diverse clinical caseload and a growing and internationally-recognized research enterprise, we cannot expect to achieve top-tier status among our peer institutions in the absence of a preeminent laboratory diagnostics program. The current animal health diagnostic laboratories at UF CVM were established in a different era with a different set of problems and with a primary purpose of supporting the large and small animal hospitals. However, today we are faced with increasing risks from emerging infectious zoonotic diseases that are vitally important for human health and equally important for contemporary health management of Florida's livestock, equine, companion animal, wildlife and aquatic animal species. As a preeminent land-grant institution, UF should rightly assume a key role in providing the diagnostic science to address emerging threats such as Zika virus, avian influenza, West Nile virus, chronic wasting disease, Lyme

disease, E. coli, leprosy, leptospirosis as well as other food- and water-borne illnesses. Ultimately, establishing UF CVM leadership in comparative veterinary diagnostics is both timely and critical to our strategic plan, but in order to do so, it is essential that faculty members with diagnostic-related responsibilities (anatomic pathology, clinical microbiology, clinical virology, clinical pathology and others) must be appointed in a single department in order to enhance coordination, communication, collaboration, efficiency and synergies under a single administrative structure. A second UF CVM strategic priority that will be addressed by the proposed reorganization will arise from enhanced coordination of college-wide activities and initiatives related to *One Health*. From the perspective of veterinary medicine, many of the research and clinical dimensions relevant to *One Health* involve aspects of comparative species medicine or population medicine and, by aggregating together within a single department those faculty with a multi-species focus and/or a population-based approach to veterinary medicine, it should create an environment that will enhance productivity and promote faculty successes through collaborative research, clinical care and educational/outreach activities. In addition to the aforementioned impacts of reorganization on college strategic priorities, other potentially beneficial outcomes have been enumerated by faculty, including improved departmental mentorship and retention of junior and mid-career faculty, increased representation of faculty needs within the college leadership team and creation of a department that should be ideally suited to faculty who are recruited to oversee our planned AAVLD-accredited diagnostic laboratory.

As part of the process through which sub-groups of the UF CVM faculty evaluated the strengths, weakness, opportunities and potential consequences (see section D below), a mission statement was drafted for the new department. Although the department mission is subject to further revision, the current mission for the CDPM Department is to “***...bring together faculty with shared and synergistic interests and expertise in clinical and diagnostic medicine as well as in population and ecosystem health through teaching, veterinary service, research and outreach across all species of animals. The departmental mission aligns with the College’s mission to serve as a leader in advancements to promote animal and human health in Florida, the nation and the world.***” Features of the new department that were identified by faculty as unique and distinct from the other UF CVM departments include, (1) a strong emphasis on service to veterinarians and outside partners (state of Florida, public health, human health, ecosystems and other regulatory agencies), (2) an overarching focus on comparative studies in multiple species, populations of domestic and non-domestic animals and links with the ecosystem and One Health, (3) a unified and balanced consideration of clinical vs. educational/population/ and/or societal benefits, and (4) a singular academic home for all clinical veterinary diagnostic specialties.

### C. ANTICIPATED IMPACTS

Throughout the discussions of the reorganization plan, the UF CVM faculty and sub-groups thereof raised questions regarding the potential impacts and consequences of adding a new department. Many of the questions focused on logistics of the reorganization, timing of various steps as well as financial considerations related to ongoing programmatic support for research, other scholarly activities and professional student teaching. Questions were submitted in writing to the Dean and written responses were provided to all of the questions. In addition, an open Q&A session for faculty was part of a special Faculty Assembly that was held in July. Several specific issues and concerns were addressed through this process, including retention of individual faculty research overhead accounts, the plan for continued teaching assignments and the plan to maintain nearly all faculty members in spaces (offices and research laboratories) that are currently assigned to them. To the best of our knowledge, all of the questions or concerns from faculty have been addressed at this time.

- 1) **Budgetary.** The anticipated budgetary impact associated with the creation of a new department is expected to be relatively small in relation to the total UF CVM operating budget. The re-appointment of faculty into the new department along with the re-assignment of general revenue funds that provide technical and operational support for professional student teaching and research activities that are currently carried out by these faculty members will have no net impact on the college budget.

Formation of the fifth department will bring about some new needs, including new positions for a CDPM Chair, an Administrative Assistant and possibly other support staff positions. The college will identify and allocate resources to support these positions as well as other budgetary needs that may be identified. A very limited degree of renovations are anticipated in order to create the physical space for a new department office and financial resources for this purpose have been identified.

- 2) **Faculty.** Overall, the re-alignment of faculty into five academic departments is expected to have long-term beneficial impacts on the college faculty. Under this new construct, each of the five academic departments will have more focused and streamlined missions and faculty will be aligned administratively with colleagues that have interests and assignments that are related more closely to their own. Under this new construct, it is anticipated that department leadership will be facilitated and mentoring of junior faculty will be enhanced, which should foster an environment that is well-suited for promoting career development and improving retention of faculty. For individuals who are currently on the UF CVM faculty, assignments in teaching, research and clinical service will remain mostly unchanged and the criteria and process for conducting promotion and tenure evaluations will be unaltered. The impact will be comparable to appointment of a new department chair in a department. Since there is already an ongoing search for the next chair of the current Department of Infectious Disease and Pathology, the department reorganization plan could result in two chair searches being conducted simultaneously.
- 3) **Students and Degree Programs.** In the UF CVM, both professional and graduate courses are handled and, when appropriate, supported financially through the Dean's Office. In the case of professional DVM courses, each course is assigned to faculty coordinator based upon their specialty training or area of expertise. Ultimately, if the new department is approved and includes faculty members who serve as course coordinators, those roles will migrate to the new department along with the appropriate faculty course coordinator(s). Therefore, aside from courses being overseen by a new department, ***there will be no changes in the professional courses that are currently offered nor will there be any associated changes in professional (DVM) degree requirements nor changes to existing graduate degree programs.*** The same cohort of faculty will be responsible for coordinating and teaching all didactic and clinical courses and only the department Chair to which these faculty report will change.

#### D. FACULTY REVIEW PROCESS

The initial idea about forming a fifth department within the CVM was first presented to the faculty by Dean Jim Lloyd at a college-wide Faculty Assembly on 25 January 2016. The original discussion was well-received and there was considerable faculty enthusiasm for the idea. Based upon that initial discussion, UF CVM faculty passed the following motion: ***"The faculty is charging the Dean and Faculty Council to develop a plan for a new department. This plan is to be presented to the faculty assembly for discussion, possible modification, and ratification."*** Following that initial discussion, the UF CVM Faculty Council and the Dean hosted two separate Faculty Town Hall Meetings in February and March of this year. Self-identified faculty groups who were interested in possibly joining the new department continued the discussions, and a faculty steering committee was formed from those interested faculty groups. The faculty steering committee met twice in May to further discuss and refine the plan and to prepare a department mission statement as well as a list of unique and defining characteristics for the department. The plan for a new academic department was discussed at UF CVM Faculty Assemblies on May 16 and, following further revisions, once again on June 20. A group of 25 interested faculty members, including members of the anatomic pathology (7), anesthesia and pain management (4), clinical microbiology/virology (1), clinical pathology (2), diagnostic imaging (3), integrative medicine (1), epidemiology (1), marine mammal/aquatic animal health (1), veterinary community outreach (2) and zoological medicine services (3), conducted an initial vote on 30 June 2016 to decide whether to continue the planning process for a new department. The outcome of that preliminary faculty vote was supportive (see section E below) of moving forward with further consideration of the draft plan for a new Department of

Comparative, Diagnostic and Population Medicine and, therefore, the planning process was continued. Following, that step, a five-member faculty Planning Group was elected by the faculty who had expressed interest in joining the proposed new department. The Planning Group met on several occasions and discussed both strengths and weaknesses of the draft plan as well as concerns and additional questions to be answered by the college administration. Based upon those discussions, the Planning Group further refined the department reorganization plan and presented their recommendations to a college Faculty Assembly in mid-July. A final Faculty Assembly was held on 1 August 2016 and, thereafter, an on-line vote was held from Aug 2-11 for all faculty members of the UF CVM.

#### **E. FACULTY VOTING RESULTS**

Three separate faculty votes were conducted during the development and eventual approval of the department reorganization plan. The first vote was conducted was open to the initial group of 25 faculty members who expressed interest in the joining the new department. The outcome from that vote, which was completed on 30 June 2016, was supportive of moving forward with the process with 16 votes in favor, 1 vote against and 8 abstentions on the proposed plan. Following that initial vote of the faculty members who had expressed preliminary interest, one group of faculty (2 members) decided to no longer be considered for inclusion in the new department. Following additional meetings and further revision of the reorganization plan, a second vote was conducted via UF Qualtrics from July 22-26. This vote included the 23 faculty members within the 10 services (see above) that were considered for inclusion in the new department. The outcome from that vote was 20 votes in favor and 3 negative votes. This vote was reported to the entire UF CVM faculty and was part of the final discussion at a Special Faculty Assembly on August 1, 2016. Immediately thereafter, a 10-day voting period (Aug. 1-11) was open for all eligible full-time UFCVM faculty members to cast votes on adoption of the reorganization plan. At the time of that vote, there were 139 faculty members in the college. The outcome of the vote was that 120 faculty members (86%) cast votes with the results being 93 votes in favor (78%) and 27 votes against the proposed reorganization plan. A summary of these votes is contained in the attached memo from Dr. William Castleman, who is the Chair of the UF CVM Faculty Council. In addition, the reorganization is fully supported by Dr. Jim Lloyd, Dean of the UFCVM as well as the two Senior Vice-Presidents, Dr. Jack Payne (IFAS) and Dr. David Guzick (Health Affairs) who oversee the UF CVM (see Appendix).

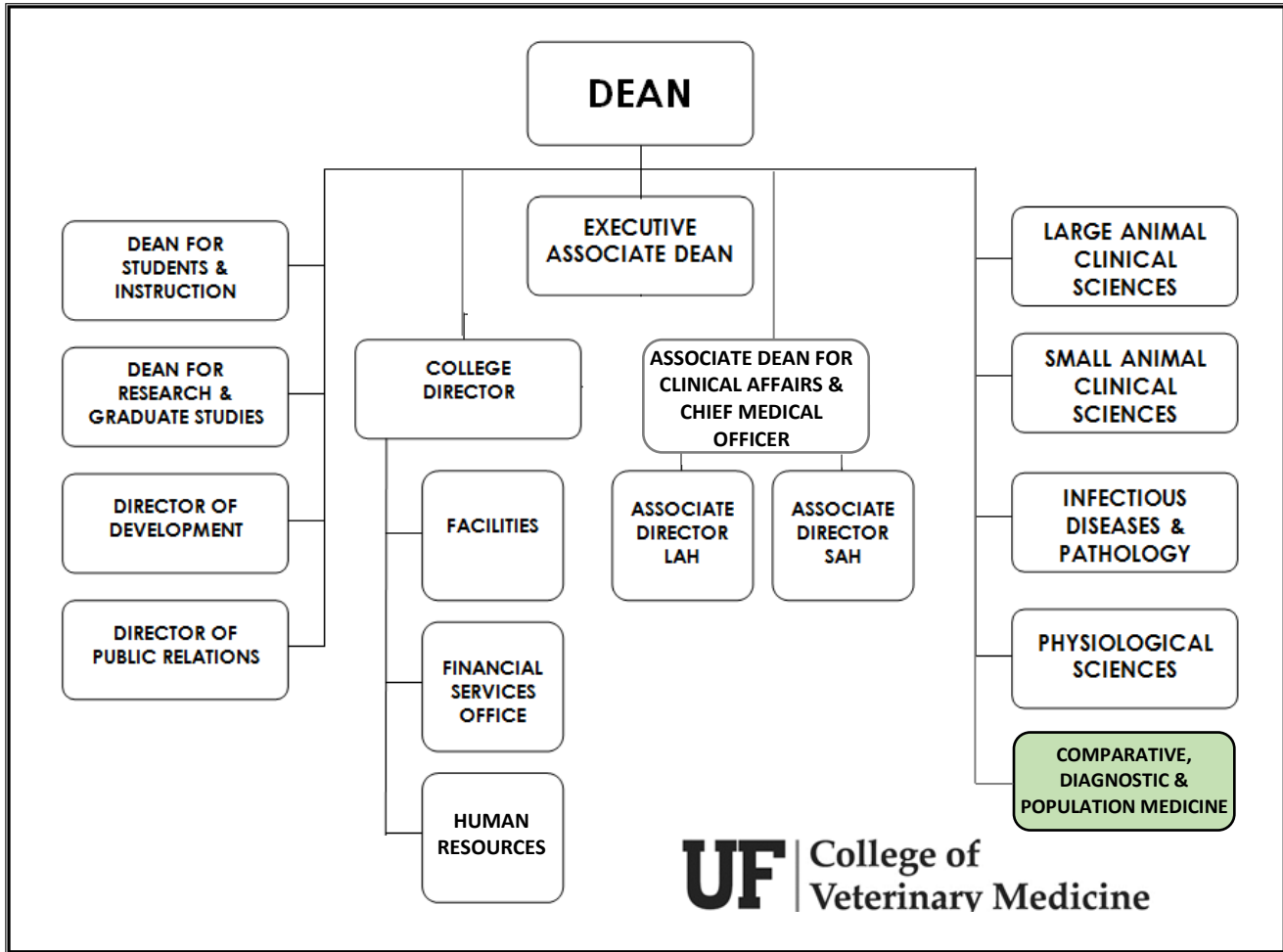
Although the faculty votes in favor of this proposal were strongly supportive by the group of individuals who will potentially join the new department as well as the faculty as a whole, the vote was not unanimous. The underlying reason(s) for the negative votes are not known and can only be speculated based upon comments and concerns that were expressed during discussions that took place during the process to develop and revise the reorganization proposal. Despite strong efforts to discuss and address matters that were posed to the college administrative leadership, it is possible that some of the issues outlined above (section C) may have contributed to decisions by individual faculty members to not support the proposed reorganization. In addition, some faculty expressed concerns about further segregation between clinical faculty and basic science faculty with a further separation of their missions as an outcome of the reorganization. In addition, some faculty expressed concerns about the extent to which priorities would be shifted and a resulting re-allocation of resources away from their area(s) of individual interest. Finally, there was some underlying skepticism about the need for any change. Arguably, the college has been and currently is operating well and was recently granted full accreditation in April of 2016. Therefore, there were some faculty who expressed the view that the risks outweighed the perceived benefits of this reorganization, and that may have contributed to some of the negative votes. In conclusion, while we will never fully understand the reasons for votes that were cast against the reorganization, it is important to remember that each negative vote was countered by three positive votes to move forward with the plan as proposed.

#### **F. CITED LITERATURE:**

1. S. Bidaisee and C.N. L. Macpherson “Zoonoses and One Health: A Review of the Literature”, *J. Parasitol. Res.* 2014; 2014: 874345.

## APPENDICES

**FIGURE 1.** The current administrative organizational chart for the UFCVM. The proposed new academic department is depicted in a shaded green box.



**TABLE 1.** Prospective list of faculty members in the proposed Department of Comparative, Diagnostic and Population Medicine (CDPM).

	<b>First Name</b>	<b>Last Name</b>	<b>Degrees</b>	<b>Academic Rank</b>	<b>Current Department</b>
1	Jeffrey	Abbott	DVM, PhD	Associate Professor	ID&P
2	Sarah	Beatty	DVM	Clinical Assistant Professor	PHSC
3	Clifford	Berry	DVM	Professor	SACS
4	William	Castleman	DVM, PhD	Professor	ID&P
5	Julia	Conway	DVM	Clinical Assistant Professor	ID&P
6	Serena	Craft	DVM	Clinical Assistant Professor	ID&P
7	Michael	Dark	DVM, PhD	Clinical Associate Professor	ID&P
8	Lisa	Farina	DVM	Clinical Assistant Professor	ID&P
9	Fernando	Garcia-Pereira	DVM, MVSc	Assistant Professor	LACS
10	Bonnie	Gatson	DVM	Clinical Assistant Professor	LACS
11	Robson	Giglio	MV, PhD	Clinical Assistant Professor	SACS
12	Pamela	Ginn	DVM	Associate Professor	ID&P
13	Darryl	Heard	BVMS, PhD	Associate Professor	SACS
14	Lindsay	Hochman	DVM, MPH	Clinical Lecturer	SACS
15	Ramiro	Isaza	DVM, MPH	Professor	SACS
16	Mary	Leissinger	DVM	Clinical Assistant Professor	PHSC
17	Maureen	Long	DVM, PhD	Associate Professor	ID&P
18	Cintia	Oliveira	DVM, MS	Clinical Assistant Professor	SACS
19	Erin	Porter	DVM	Clinical Assistant Professor	SACS
20	Andre	Shih	DVM	Associate Professor	LACS
21	Justin	Shmalberg	DVM	Clinical Associate Professor	SACS
22	Michael	Walsh	DVM	Clinical Associate Professor	LACS
23	James	Wellehan	DVM, PhD	Assistant Professor	SACS

**TABLE 2.** Faculty members remaining in the Department of Infectious Diseases & Pathology (ID&P).  
A proposal to rename this department as Infectious Diseases & Immunology is under consideration.

	<b>First Name</b>	<b>Last Name</b>	<b>Degrees</b>	<b>Academic Rank</b>
1	David	Allred	MS, PhD	Professor
2	Dan	Brown	MS, PhD	Associate Professor
3	Mary	Brown	PhD	Professor
4	Beata	Clapp	DVM, PhD	Research Assistant Professor
5	Francy	Crosby	PhD	Research Assistant Professor
6	Roy	Curtiss	PhD	Professor
7	John	Dame	PhD	Professor and Chair
8	Rhoel	Dinglasan	MPH, PhD	Associate Professor
9	Qingke	Kong	PhD	Research Associate Professor
10	Ayalew	Mergia	PhD	Professor
11	Cuong	Nguyen	PhD	Assistant Professor
12	David	Pascual	MS, PhD	Professor
13	Ammon	Peck	PhD	Professor and Associate Dean
14	Bikash	Sahay	MVSc, PhD	Clinical Research Assistant Professor
15	Kuttichantran	Subramaniam	PhD	Research Assistant Professor
16	Wei	Sun	PhD	Research Associate Professor
17	Apichai	Tuanyok	PhD	Assistant Professor
18	Heather	Walden	MS, PhD	Assistant Professor
19	Thomas	Waltzek	DVM, PhD	Assistant Professor
20	Shifeng	Wang	PhD	Research Associate Professor
21	Janet	Yamamoto	PhD	Professor
22	Xinghong	Yang	PhD	Research Assistant Professor
23	Mansour	Zadeh	MS, PhD	Professor
24	Liang	Zhou	MD, PhD	Associate Professor

**TABLE 3.** Faculty members remaining in the Department of Large Animal Clinical Sciences (LACS).

	<b>First Name</b>	<b>Last Name</b>	<b>Degree(s)</b>	<b>Academic Rank</b>
1	Adam	Biedrzycki	BVSc, PhD	Assistant Professor
2	Gary	Butcher	DVM, PhD	Professor
3	Ricardo	Chebel	DVM, MPVM	Associate Professor
4	Gerald	Donovan	DVM, MS	Professor
5	Ruth	Francis-Floyd	DVM, MS	Professor
6	David	Freeman	MVB, MRCVS, PhD	Professor
7	Klibs	Galvao	DVM, MPVM, PhD	Associate Professor
8	Jorge	Hernandez	DVM, MPVM, PhD	Professor
9	Amanda	House	DVM	Clinical Associate Professor
10	Max	Irsik	DVM, MAB	Clinical Assistant Professor
11	Audrey	Kelleman	DVM	Clinical Assistant Professor
12	Iskande	Larkin	PhD	Lecturer
13	James	Lloyd	DVM, PhD	Professor and Dean
14	Robert	Mackay	BVSc, PhD	Professor
15	Margo	Macpherson	DVM, MS	Professor
16	Martha	Mallicote	DVM	Clinical Assistant Professor
17	Fiona	Maunsell	BVSc, PhD	Clinical Assistant Professor
18	Taralyn	McCarrel	DVM	Assistant Professor
19	Alison	Morton	DVM	Clinical Associate Professor
20	Malgorzata	Pozor	DVM, PhD	Clinical Associate Professor
21	Owen	Rae	DVM, MPVM	Professor
22	Carlos	Risco	DVM	Professor and Chair
23	Linda	Sanchez	DVM, PhD	Associate Professor
24	Nicole	Stacy	DVM, DrMedVet	Clinical Assistant Professor
25	Dana	Zimmel	DVM	Clinical Associate Professor and Associate Dean for Clinical Services



**TABLE 4.** Faculty members remaining in the Department of Physiological Sciences (PHSC)

	<b>First Name</b>	<b>Last Name</b>	<b>Degree(s)</b>	<b>Academic Rank</b>
1	Jose	Aguirre	DVM, PhD	Assistant Professor
2	David	Baekey	PhD	Assistant Professor
3	Donald	Bolser	PhD	Professor
4	Prodip	Bose	MD, PhD	Associate Professor
5	Paul	Cooke	PhD	Professor and Chair
6	Viet	Dang	PhD	Research Assistant Professor
7	Paul	Davenport	PhD	Professor
8	Nancy	Denslow	MS, PhD	Professor
9	Linda	Hayward	MS, PhD	Associate Professor
10	Jiamei	Hou	PhD	Research Assistant Professor
11	Richard	Johnson	PhD	Professor
12	Alexandre	Loguinov	PhD	Research Scientist
13	Christopher	Martyniuk	MSc, PhD	Associate Professor
14	Leah	Reznikov	PhD	Assistant Professor
15	Stephen	Roberts	PhD	Professor
16	Leah	Stuchal	PhD	Research Assistant Professor
17	Sergei	Tevosian	MS, PhD	Associate Professor
18	Thomas	Vickroy	PhD	Professor and Executive Associate Dean
19	Christopher	Vulpe	MD, PhD	Professor
20	Jasenska	Zubcevic	PhD	Assistant Professor

**TABLE 5.** Faculty members remaining in the Department of Small Animal Clinical Sciences (SACS)

	<b>First Name</b>	<b>Last Name</b>	<b>Degree(s)</b>	<b>Academic Rank</b>
1	Ashley	Allen	DVM	Clinical Lecturer
2	Sarah	Boston	DVM, DVSc	Associate Professor
3	Gareth	Buckley	VetMD, MA	Clinical Assistant Professor
4	Sheila	Carrera-Justiz	DVM	Clinical Assistant Professor
5	Andrew	Carver	DVM	Clinical Assistant Professor
6	Pimploy	Carver	DVM	Clinical Lecturer
7	Brad	Case	DVM, MS	Assistant Professor
8	Bobbi	Conner	DVM	Clinical Assistant Professor
9	Kirsten	Cooke	DVM	Clinical Associate Professor
10	Patti (Cynda)	Crawford	DVM, PhD	Clinical Assistant Professor
11	Brian	Digangi	DVM, MS	Clinical Associate Professor
12	Gary	Ellison	DVM, MS	Professor
13	Amara	Estrada	DVM	Associate Professor
14	Alexander	Gallagher	DVM, MS	Clinical Assistant Professor
15	Gabriel	Garcia	DVM	Clinical Assistant Professor
16	Lawrence	Garcia	DVM	Clinical Assistant Professor
17	Dunbar	Gram	DVM	Clinical Associate Professor
18	Francesca	Griffin	DVM, MS	Clinical Assistant Professor
19	Ralph	Hamor	DVM	Clinical Professor
20	Richard	Hill	VetMB, PhD	Associate Professor
21	Natalie	Isaza	DVM	Clinical Associate Professor
22	Matthew	Johnson	DVM, MVSc	Clinical Assistant Professor
23	Stanley	Kim	BVSc, MS	Assistant Professor
24	Travis	Lanaux	DVM	Clinical Assistant Professor
25	Amandine	Lejeune	DVM	Clinical Assistant Professor
26	Julie	Levy	DVM, PhD	Professor
27	Daniel	Lewis	DVM	Professor
28	Leonel	Londono	DVM	Clinical Assistant Professor
29	Alex	Lynch	BVSc	Clinical Assistant Professor
30	Wendy	Mandese	DVM	Clinical Assistant Professor
31	Rosanna	Marsella	DVM	Professor
32	Katherine	McHenry	DVM	Clinical Assistant Professor
33	Rowan	Milner	BVSc, PhD	Professor and Chair
34	Caryn	Plummer	DVM	Associate Professor
35	Domenico	Santoro	DVM, PhD	Assistant Professor
36	Keijiro	Shiimitsu	BVSc	Associate Professor
37	Margaret	Sleeper	VMD	Clinical Professor
38	Carlos	Souza	DVM, MS	Assistant Professor
39	Andrew	Specht	DVM	Clinical Associate Professor
40	Terry	Spencer	DVM, MEd	Clinical Assistant Professor
41	Amy	Stone	DVM, PhD	Clinical Assistant Professor
42	Simon	Swift	VetMB, MA	Clinical Associate Professor
43	Anna	Szivek	DVM	Clinical Assistant Professor
44	Stuart	Walton	BVSc	Clinical Assistant Professor
45	Robert	Whitley	DVM, MS	Professor
46	Julia	Wuerz	DVM	Clinical Assistant Professor



College of Veterinary Medicine  
Faculty Council

2015 SW 16<sup>th</sup> Avenue  
PO Box 110880  
Gainesville, FL 32611-0880  
August 11, 2016

To: James W. Lloyd  
Dean, College of Veterinary Medicine

From: William L. Castleman *William L. Castleman*  
Chair, CVM Faculty Council

Subject: Faculty Votes on College Department Reorganization Plan and Formation of the  
Department of Comparative, Diagnostic and Population Medicine

**Department Faculty Vote:** In a process beginning at a Faculty Assembly on January 26, 2016, 9 groups of faculty totaling 23 faculty from veterinary specialties including anatomic pathology, anesthesia and pain management, clinical microbiology/virology, clinical pathology, diagnostic imaging, integrative medicine, marine mammal-aquatic animal health and zoological medicine agreed to develop a department plan and vote to approve the plan to form the Department of Comparative, Diagnostic and Population Medicine. After a process involving two meetings by a steering committee and subsequent formation and election of a Department Planning Committee, a department plan was formulated and further discussed at Faculty Assemblies on May 16 and June 20, 2016. The Faculty Council Subcommittee on Voting conducted a vote of the 23 faculty with the UF Qualtrics System between July 22 and July 26, 2016. Their vote to approve the plan and join the Department was: 20 – YES; 3 – NO.

**College Faculty Vote:** The proposal for the formation of the Department of Comparative, Diagnostic and Population Medicine and the College Department Reorganization Plan was discussed at Faculty Assemblies on May 16, June 20, July 18 and August 1, 2016. A vote administered to all 139 voting Faculty in the College of Veterinary Medicine by the Faculty Council Subcommittee on Voting using the UF Qualtrics system occurred between August 1 and August 11, 2016. The vote to approve the College Department Reorganization plan and the formation of the Department of Comparative, Diagnostic and Population Medicine was: 93 – YES; 27 – NO. This was a 77.5% YES vote of the faculty who voted to approve the plan and the formation of the new department. Eighty six percent of the eligible College Faculty voted after an initial notice and 3 reminders to vote having been sent by email to Faculty by the Subcommittee on Voting during the 10 day voting period.

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College of Veterinary Medicine  
Office of the Dean

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August 22, 2016

Dr. Nicole Stedman  
Chair, Faculty Senate  
University of Florida

Dear Dr. Stedman,

I am pleased to extend my full and enthusiastic support for the proposed reorganization plan within the UF College of Veterinary Medicine (CVM).

As outlined in the attached proposal, the CVM faculty and administration have worked collaboratively and in full compliance with the principles of shared governance to develop a plan that reflects our shared goal of becoming a preeminent leader among colleges of veterinary medicine. The proposed reorganization, which entails creation of a new Department of Comparative, Diagnostic and Population Medicine, has been developed, reviewed and approved by our college faculty and aligns closely with several aspects of our college strategic plan. In addition, the proposed re-alignment of faculty from selected disciplines under a new and unified departmental structure will facilitate our efforts to develop a preeminent comparative diagnostics laboratory program that is accredited by the American Association of Veterinary Laboratory Diagnosticians (AAVLD).

Please do not hesitate to contact me if you need additional information at this time. Otherwise, I look forward to having opportunities to discuss this plan with the UF Faculty Senate, the Academic Policy Council and any other decision-making groups who are instrumental in the approval process.

Thank you for considering this request.

Best regards,

A handwritten signature in black ink, appearing to read 'James W. Lloyd'.

James W. Lloyd, DVM, PhD  
Dean and Professor

*"The Foundation for The Gator Nation"*  
An Equal Opportunity Institution

From: "Payne,Jack M" <[jackpayne@ufl.edu](mailto:jackpayne@ufl.edu)>  
Date: Aug 23, 2016 7:20 AM  
Subject: RE: new department in CVM  
To: "Lloyd,James W" <[lloydjw@ufl.edu](mailto:lloydjw@ufl.edu)>

Dear Jim,

I am writing in support of the formation of the new department, Department of Comparative, Diagnostic, and Population Medicine in the College of Veterinary Medicine. I am glad to see the strong support of the faculty for this proposal. Thank you for your leadership. You can count on my continued support as you guide this proposal through the required processes of the University.

Sincerely,

Jack



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**Jack M. Payne**, Senior Vice President of Agriculture and Natural Resources  
1008 McCarty Hall, University of Florida, Gainesville, FL 32611-0180  
(352-392-1971) [jackpayne@ufl.edu](mailto:jackpayne@ufl.edu); @JackPayneIFAS; [www.ifas.ufl.edu](http://www.ifas.ufl.edu)

Janice L. Newmans, Executive Administrative Assistant  
(352-273-3453) [jln@ufl.edu](mailto:jln@ufl.edu)



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**From:** Lloyd,James W  
**Sent:** Monday, August 22, 2016 6:05 PM  
**To:** Guzick,David S <[dguzick@ufl.edu](mailto:dguzick@ufl.edu)>; Payne,Jack M <[jackpayne@ufl.edu](mailto:jackpayne@ufl.edu)>  
**Subject:** new department in CVM

Drs. Guzick and Payne –

As you both are aware, we have been working with our faculty on the concept of adding a new department to CVM. Earlier this month, we had an overwhelmingly positive vote of the faculty in favor of this proposal....86% of our faculty voted, and 78% of those were in favor. The name proposed by our faculty for this new unit is the Department of Comparative, Diagnostic, and Population Medicine.

At this point, we need to take the proposal through the steps of academic governance beyond the CVM on campus, with the goal being to achieve approval by faculty senate this fall. To get started, it will be important to have some sort of documentation that both of you are aware of the initiative and are supportive. Angel says that a letter of support would be ideal (very short will do), but even an email message sent back to me would suffice.

I've attached the entire proposal for your review, along with my cover letter. Please feel free to let me know if you have any questions related to either the concept or the process. Assuming you are supportive, if you could each shoot me some sort of email or short letter by the end of the week, it would be very helpful.

Jack, you and I discussed this last week at our regular one-on-one, and we have discussed it a number of times in the past.

David, I have this on my list of topics for our regular meeting later this week, but I have tried to keep you updated on the topic during each of our meetings.

Let me know if you need any additional information. We appreciate your support.

Jim Lloyd

James W. Lloyd, DVM, PhD  
Dean, College of Veterinary Medicine



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August 23, 2016

Dr. Nicole Stedman  
Chair, Faculty Senate  
University of Florida

Dear Dr. Stedman:

I write in strong support of the proposed reorganization plan within the University of Florida College of Veterinary Medicine, which entails creation of a new Department of Comparative, Diagnostic and Population Medicine. This new department will facilitate efforts to develop a preeminent comparative diagnostics laboratory program. I have discussed this reorganization with Dean James Lloyd, DVM, PhD, and this plan has my full and enthusiastic support.

Sincerely,

A handwritten signature in blue ink that reads "David S. Guzick".

David S. Guzick, M.D., Ph.D.  
Senior Vice President for Health Affairs, UF  
President, UF Health

Patient Care • Research • Education

UF Health is a collaboration of the University of Florida Health Science Center, Shands hospitals and other health care entities.