



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

March 22, 2018

President's Room 215B, Emerson Alumni Hall

University of Florida, Gainesville, Florida

Time Convened: 10:18 a.m. EDT

Time Adjourned: 12:27 p.m. EDT

1.0 Verification of Quorum

Interim Vice President and General Counsel Amy Hass verified a quorum of the Committee on Educational Policy and Strategic Initiatives, with all Trustees present.

Members present were:

Jason J. Rosenberg (Chair), David L. Brandon, James W. Heavener, Mori Hosseini, Leonard H. Johnson, Thomas G. Kuntz, W. Smith Meyers, Daniel T. O'Keefe, Rahul Patel, Marsha D. Powers, David M. Quillen, Robert G. Stern, Anita G. Zucker

Others present were:

President W. Kent Fuchs, Provost and Senior Vice President for Academic Affairs Joseph Glover, Senior Vice President for Agriculture and Natural Resources Jack Payne, Vice President for Enrollment Management Zina Evans, Vice President for Student Affairs David Parrott, Vice President for Research David Norton, Interim Vice President and General Counsel Amy Hass, other members of the President's Cabinet, Senior Director of Government Relations and Assistant University Secretary Melissa Orth, Executive Assistant Brigit Dermott, 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 10:18 a.m. EDT.

3.0 Review and Approval of Minutes

Committee Chair Rosenberg asked for a motion to approve the minutes from the December 12, 2017 and December 14, 2017 meetings, which was made by Trustee Powers and a second, which was made by Trustee Johnson. 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 the Committee discussed all the Action Items on its March 20, 2018 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 four 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.

1. Mr. Jeffrey A. Carney has been hired in the College of Design, Construction and Planning as an Associate Professor in the School of Architecture.
2. Mr. David W. Hulse has been hired in the College of Design, Construction and Planning as Director and Professor in the Department of Landscape Architecture.
3. Dr. Julie M. Moore has been hired in the College of Veterinary Medicine as a Chair and Professor in the Department of Infectious Diseases and Immunology.
4. Dr. Daohong Zhou has been hired in the College of Pharmacy as a Professor in the Department of Pharmacodynamics.

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 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. Honorary Degrees

Provost Joe Glover indicated that there are two Honorary Degree candidates that are being presented to the Trustees. William Foege is being recommended for an Honorary Doctor of Science degree and Herbert Wertheim is being recommended for an Honorary Doctor of Technology degree.

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 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.

EP3. Degree Program Terminations

Provost Joe Glover presented the degree program terminations. The College of Health and Human Performance is requesting the Bachelor of Science in Athletic Training be terminated due to the low number of students enrolled in the degree. The College of Nursing is requesting to terminate the Master of Science in Nursing as it is no longer considered the terminal degree. Due

to the creation of the Bachelor of Arts in Foreign Languages and Literatures, the College of Liberal Arts and Sciences is requesting that the individual language degree programs be terminated as they are no longer needed.

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 Brandon, and second which was made by Trustee Johnson. The Committee Chair asked for further discussion, and then asked for all in favor of the motion and any opposed, and the motion was approved unanimously.

EP4. Degree Program Changes

Provost Joe Glover presented the degree program changes. The College of the Arts is decreasing the number of credits required to complete the Master of Arts in Digital Arts and Sciences from 36 to 30 to make the degree more affordable and allow students to finish the degree in a shorter period of time. The Warrington College of Business is adding an additional prerequisite, managerial accounting, which transfer students should take before they apply for admission to the Accounting program.

The Committee Chair asked for any questions or further discussion. He then asked for a motion to approve Committee Action Item EP4 for recommendation to the Board for its approval on the Consent Agenda, which was made by Trustee Brandon, and second which was made by Trustee Zucker. The Committee Chair asked for further discussion, and then asked for all in favor of the motion and any opposed, and the motion was approved unanimously.

EP5. New Degree: Master of Fine Arts

Provost Glover indicated that the College of the Arts is requesting to add a new degree – the Master of Fine Arts in Design and Visual Communications. He noted that this degree will be a leader in the field and will prepare students to work on complex designs and interact with other disciplines.

The Committee Chair asked for any questions or further discussion. He then asked for a motion to approve Committee Action Item EP5 for recommendation to the Board for its approval on the Consent Agenda, which was made by Trustee Zucker, and second which was made by Trustee Johnson. The Committee Chair asked for further discussion, and then asked for all in favor of the motion and any opposed, and the motion was approved unanimously.

EP6. and Resolution R18-193 Facility Security Clearance

Vice President for Research David Norton explained that the Department of Defense requires the Board to appoint a management committee to have access to classified information necessary in certain contracts and research, and to adopt a resolution that Trustees will not require such access, listing all Trustees, if the Trustees do not want to be required to obtain individuals security clearances.

The Committee Chair asked for any questions or further discussion. He then asked for a motion to approve Committee Action Item EP6 and Resolution R18-193 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.

EP7. University of Florida Regulations

Interim Vice President and General Counsel Amy Hass presented the proposed regulation amendment to parking regulation 3.007. She noted that non-student decal rates will be increasing by an average of 7%, with the orange and blue decals increasing by \$24 a year. The regulation on Eligibility for Expanded Food and Nutrition Education Program is being repealed because those guidelines are provided, implemented and regulated by the federal government and a separate regulation is not necessary.

The Committee Chair asked for any questions or further discussion. Faculty Senate Chair David Quillen indicated that this was the third year in a row in which parking increases have been instituted for employees and not students. He stated that as a result employees are supplementing the students' parking fees. Committee Chair Rosenberg then asked for a motion to approve Committee Action Item EP7 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 Brandon. The Committee Chair asked for further discussion, and then asked for all in favor of the motion and any opposed. The motion was approved with all Trustees in favor except Trustee David Quillen, who opposed the motion.

EP8. UF/IFAS Industrial Hemp Pilot Project

Senior Vice President for Agriculture and Natural Resources Jack Payne noted that the University has been approved to conduct a research pilot project on growing and selling industrial hemp, but the Board must approve the project plan. He noted that hemp has a long history of being produced and must contain less than 0.3% THC, the psychoactive chemical found in marijuana. He further noted that the oil that can be produced by the plant has medicinal properties.

The Committee Chair asked for any questions or further discussion. He then asked for a motion to approve Committee Action Item EP8 for recommendation to the Board for its approval on the Consent Agenda, which was made by Trustee Brandon, and second which was made by Trustee 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.

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. Some highlights included: the SAT average for the admitted students was up by 15%, applications were

up 18%. Dr. Evans noted that this was the first year that high achieving students were admitted directly into the honors program, which had a positive impact on the acceptance rate for these students. The Trustees engaged in discussion regarding efforts to recruit top students. Dr. Evans agreed to report on the academic credentials of those students who accepted the offer to attend UF versus those who declined.

5.2 College of Liberal Arts and Sciences Plan for Top 5

Dean David Richardson presented a plan for the College of Liberal Arts and Sciences to achieve a Top 5 ranking. He noted that in order to be the best the College must offer a nationally acclaimed student experience. He further noted that CLAS grants 35% of UF's undergraduate degrees and must lead the way to attaining Top 5. He addressed a new program "Beyond 120" that focuses on the student experience outside of the regular curriculum, and experiential learning such as study abroad and internships. He noted the need to for facilities that will support an excellent student experience. Dean Richardson's presentation is incorporated into these meeting minutes.

5.3 Florida Museum of Natural History Plan for Top 5

Director Doug Jones presented a plan for the Florida Museum of Natural History to achieve a Top 5 ranking. He noted that the museum is already a national leader among academic museums and among the Top 5 by many measures of academic science museums. Director Jones' presentation is incorporated into these meeting minutes.

5.4 Faculty Update

Faculty Senate Chair David Quillen gave a brief update on the initiatives and activities of the Faculty Senate and indicated this would be his last meeting as the Faculty Senate Chair.

5.5 Student Body President Update

Trustee Smith Meyers, President of the Student Body, provided an update on the accomplishments and initiatives of Student Government as presented on the one-page document, which is incorporated into these meeting minutes.

5.6 Department Name Change

Provost Glover indicated that information was provided on the March 20, 2018 conference call regarding the department name change of the Department of Health Outcomes and Policy to the Department of Health Outcomes and Biomedical Informatics in the College of Medicine. No other information was requested.

5.7 Centers/Institutes

Provost Glover indicated that information was provided on the March 20, 2018 conference call regarding the new centers that have been created and the center name changes that have taken place. They do not require Board action but were presented for information. No other information was requested.

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 12:27 p.m.



**UNIVERSITY OF FLORIDA BOARD OF TRUSTEES
COMMITTEE ON EDUCATIONAL POLICY AND STRATEGIC INITIATIVES
EXECUTIVE SUMMARY
March 22, 2018**

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

- **EP1 – Tenure upon Hire** – The Committee is asked to approve 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 – Honorary Degrees** – The Committee is asked to approve the Honorary Degrees for William H. Foege and Herbert A. Wertheim.
- **EP3 – Degree Program Terminations** – The Committee is asked to approve the termination of 7 degree programs.
- **EP4 – Degree Program Changes** – The Committee is asked to approve the Degree Program Changes for the Master of Arts in Digital Arts and Sciences and the Bachelor of Science in Accounting.
- **EP5 – New Degree: Master of Fine Arts** – The Committee is asked to approve the New Degree of Master of Fine Arts in Design and Visual Communications in the College of the Arts.
- **EP6 and Resolution R18-193 – Facility Security Clearance** – The Committee is asked to approve Resolution R18-193, confirming that members of the Board of Trustees will not require access to classified information, designating a senior management committee comprising the President and Vice for Research for that purpose, and listing all Trustees.
- **EP7 – University of Florida Regulations** - The Committee is asked to approve the amendments to the University of Florida Regulations, as proposed.
- **EP8 – UF/IFAS Industrial Hemp Pilot Project** – The Committee is asked to approve the UF/IFAS Industrial Hemp Pilot Project.

The Committee will address the following Discussion/Informational Items:

- Admissions Update, Zina Evans, Vice President for Enrollment Management
- College of Liberal Arts and Sciences Plan for Top 5, David Richardson, Dean
- Florida Museum of Natural History Plan for Top 5, Douglas Jones, Director
- Faculty Update, David Quillen, Chair, Faculty Senate
- Student Body President Update, Smith Meyers, President, Student Body
- Department Name Change, Joseph Glover, Provost
- Centers/Institutes, Joseph Glover, Provost



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

March 22, 2018

~10:25 a.m. EDT

**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, Thomas G. Kuntz, W. Smith Meyers, Daniel T. O'Keefe, Rahul Patel, Marsha D. Powers, David M. Quillen, Robert G. Stern, Anita G. Zucker

- 1.0 Verification of QuorumAmy M. Hass, Interim Vice President and General Counsel
- 2.0 Call to Order and WelcomeJason J. Rosenberg, Chair
- 3.0 Review and Approval of Minutes.....Jason J. Rosenberg, Chair
[December 12, 2017](#)
[December 14, 2017](#)
- 4.0 Action ItemsJason J. Rosenberg, Chair
 - EP1 [Tenure upon Hire](#)
 - EP2 [Honorary Degrees](#)
 - EP3 [Degree Program Terminations](#)
 - EP4 [Degree Program Changes](#)
 - EP5 [New Degree: Master of Fine Arts](#)
 - EP6 and R18-193 [Facility Security Clearance; Exclusion of Certain Directors and Officers; Designation of Senior Managerial Group for Classified Information](#)
 - EP7 [University of Florida Regulations](#)
 - EP8 [UF/IFAS Industrial Hemp Pilot Project](#)
- 5.0 Discussion/Informational Items.....Jason J. Rosenberg, Chair
 - 5.1 [Admissions Update](#) Zina Evans, Vice President for Enrollment Management
 - 5.2 College of Liberal Arts and Sciences Plan for Top 5..... David Richardson, Dean
 - 5.3 Florida Museum of Natural History Plan for Top 5..... Douglas Jones, Director
 - 5.4 Faculty Update David M. Quillen, Chair, Faculty Senate

- 5.5 Student Body President Update W. Smith Meyers, President, Student Body
- 5.6 Department Name Change Joseph Glover, Provost
 - 5.6.1 [Department of Health Outcomes and Policy to Department of Health Outcomes and Biomedical Informatics \(College of Medicine\)](#)
- 5.7 Centers/Institutes Joseph Glover, Provost
 - 5.7.1 [New Center: Center for Public Interest Communications \(College of Journalism and Communications\)](#)
 - 5.7.2 [New Center: Center for Regenerative Medicine \(College of Medicine\)](#)
 - 5.7.3 [Name Change: Kelley A. Bergstrom Center for Real Estate Studies to Kelley A. Bergstrom Real Estate Center \(Warrington College of Business\)](#)
 - 5.7.4 [Name Change: Elizabeth B. and William F. Poe, Sr. Center for Business Ethics Education and Research to Elizabeth B. & William F. Poe, Sr. Business Ethics Center \(Warrington College of Business\)](#)
 - 5.7.5 [Name Change: International Center for Research in Accounting and Auditing to International Accounting & Auditing Center \(Warrington College of Business\)](#)
 - 5.7.6 [Name Change: Center for Supply Chain Management to Supply Chain Management Center \(Warrington College of Business\)](#)
 - 5.7.7 [Name Change: Center for Management Communication to Management Communication Center \(Warrington College of Business\)](#)
 - 5.7.8 [Name Change: David F. Miller Center for Retailing Education and Research to David F. Miller Retail Center \(Warrington College of Business\)](#)
 - 5.7.9 [Name Change: Center for Entrepreneurship and Innovation to Entrepreneurship & Innovation Center \(Warrington College of Business\)](#)
 - 5.7.10 [Name Change: Center for International Economic and Business Studies to International Business Center \(Warrington College of Business\)](#)
- 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

December 12, 2017

Time Convened: 3:01 p.m. EST

Time Adjourned: 3:20 p.m. EST

123 Tigert Hall, University of Florida, Gainesville, FL

1.0 Verification of Quorum

While a quorum was not required for this purely informational meeting, Interim Vice President and General Counsel Amy Hass verified a quorum of the Committee on Educational Policy and Strategic Initiatives, with all Trustees present.

Members present were:

Jason J. Rosenberg (Chair), David L. Brandon, Ames W. Heavener, Mori Hosseini, Leonard H. Johnson, W. Smith Meyers, Rahul Patel, Marsha D. Powers, David M. Quillen, Steven M. Scott, Robert G. Stern, David M. Thomas, Anita G. Zucker.

Others present were:

President W. Kent Fuchs, Provost and Senior Vice President for Academic Affairs Joseph Glover, Vice President for Enrollment Management Zina Evans, Vice President for Student Affairs David Parrott, Vice President for Human Resource Services Jodi Gentry, Interim Vice President and General Counsel Amy Hass, Associate Provost Angel Kwolek-Folland, Director of the School of Music Kevin Orr, Assistant Vice President for Public Affairs Janine Sikes, Senior Director of Government Relations and Assistant University Secretary Melissa Orth, Executive Assistant Brigit Dermott, 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 3:01 p.m. EST. He noted that this meeting was an informational meeting to prepare for the December 14, 2017 regular meeting, and no action was planned or taken at this preparatory meeting.

3.0 Review and Approval of Minutes

The Committee did not address minutes on this call.

Committee Chair Rosenberg asked Provost Joseph Glover to present the Action Items that would be addressed at the December 14, 2017 meeting.

EP1. Tenure Upon Hire

Provost Joe Glover stated that there are four 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 were as follows:

1. Dr. Subharup Guha – College of Public Health and Health Professions Associate Professor, Department of Biostatistics

Dr. Subharup Guha earned his Ph.D. in Statistics from Ohio State University in 2004 and his M.Sc. in Statistics from the Indian Institute of Technology in Kanpur, India in 1997. His prior institution is the University of Missouri. Dr. Guha is nationally and internationally recognized as a leader in nonparametric Bayesian methods. He is the principal investigator on a grant for \$1.6 million that is funded jointly by the National Science Foundation and the National Institutes of Health.

2. Dr. Mathew A. Leibold – College of Liberal Arts and Sciences Professor, Department of Biology

Dr. Mathew Leibold earned his Ph.D. from Michigan State University in 1988 and his M.S. and B.S. from University of Arizona in 1980. His prior institution is the University of Texas at Austin. Dr. Leibold has received extensive funding from NSF over the past 25 years and has presented his research at numerous national and international conferences. He has published more than 65 peer-reviewed papers and his work has been cited over 12,500 times. He is the 2017 recipient of the Humboldt Research Award from the Alexander von Humboldt Foundation and the 2017 Fellow of the Ecological Society of America.

3. Dr. Zhijian Qian – College of Medicine Associate Professor, Department of Medicine

Dr. Zhijian Qian earned his Ph.D. in Cell and Molecular Biology from Shanghai Institute of Cell Biology, China in 1994 and his B.S. in Microbiology and Biochemistry from Zhejiang (Hangzhou) University, China, in 1989. His prior institution is the University of Illinois at Chicago. Dr. Qian has gained national recognition in the American Society of Hematology and was invited to be a section modulator, abstract reviewer and abstract reviewer for annual meetings. He has an outstanding track record of research success and publication. He currently has 2 NIH RO1s in leukemia stem cells, both grants are funded until 2020. In the past 10 years he has published 26 papers and served as corresponding author for 11 papers published in high impact journals.

4. Dr. David B. Kaber – Wertheim College of Engineering Professor, Department of Industrial and Systems Engineering

Dr. David Kaber earned his Ph.D. in Industrial Engineering from Texas Tech University in 1996, his M.S. in Industrial Engineering from the University of Central Florida in 1993 and his B.S. in Industrial Engineering from the University of Central Florida in 1991. His prior institution is North Carolina State University. He has special interest in adaptive automation design, human-automation interaction in life sciences, human-robot interaction in healthcare, aviation human

factors and cockpit display design, virtual reality simulation for motor skill training and measuring and modeling driver distraction and situation awareness.

EP2. New Degree: Doctor of Musical Arts

Provost Glover noted that the proposed Doctor of Musical Arts degree will be a unique degree that will be distinguished nationally by the requirement of a second cognate in a discipline outside of Music, such as Engineering, Entrepreneurship and Management, Arts in Medicine, and Digital Media. Dr. Kevin Orr, Director of the School of Music, provided additional context noting that this professional degree will train elite performers, conductors and composers to meet a demonstrated market need and growth potential in the field. Dr. Orr also noted that the degree will be added with no new costs by making use of existing resources. Dr. Orr confirmed that the 90 credits of coursework beyond a Bachelor's degree required of this program is standard for this type of degree. Vice Chair Hosseini requested that Dr. Orr provide research related to job potential for graduates at the December 14 meeting.

EP3 and Resolution R17-192. Naming

Provost Glover provided information about the naming as follows: In recognition of the generous and significant support of the University of Florida College of Medicine and UF Health Shands by the Lauren and Lee Fixel Family Foundation, the UF Foundation seeks to name the Center for Neurological Diseases at the College of Medicine the "Fixel Center for Neurological Diseases." Lauren Fixel is a 2007 graduate of the UF College of Journalism. Her husband Lee is a partner at Tiger Global Management and is a top-ranking venture capitalist.

5.0 Discussion/Informational Items

Provost Glover noted that the first five discussion items will be addressed at the meeting on December 14. Discussion items 5.6 and 5.7 address changes to the names of departments, new centers and name changes of centers and institutes. Provost Glover went through the changes and addressed any questions.

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 thanked everyone for participating on the preparatory call. The Committee on Educational Policy and Strategic Initiatives call/meeting was adjourned at 3:20 p.m. EST.



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

December 14, 2017

President's Room 215B, Emerson Alumni Hall

University of Florida, Gainesville, FL

Time Convened: 10:30 a.m. EST

Time Adjourned: 12:14 p.m. EST

1.0 Verification of Quorum

Interim Vice President and General Counsel Amy Hass verified a quorum of the Committee on Educational Policy and Strategic Initiatives, with all Trustees present except Trustees Steven M. Scott and David M. Thomas.

Members present were:

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

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 Guzik, 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; Amy Hass, Interim Vice President and General Counsel; Thomas Mitchell, Vice President for Advancement; Angel Kwolek-Folland, Associate Provost; Kevin Orr, Director of the School of Music; 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 10:30 a.m. EST.

3.0 Review and Approval of Minutes

Committee Chair Rosenberg asked for a motion to approve the minutes from the August 29, 2017 meeting, which was made by Trustee Brandon and a second, which was made by Trustee

Johnson. 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 December 12, 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 four 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.

1. Dr. Subharup Guha has been hired in the College of Public Health and Health Professions as an Associate Professor in the Department of Biostatistics.
2. Dr. Mathew A. Leibold has been hired in the College of Liberal Arts and Sciences as a Professor in the Department of Biology.
3. Dr. Zhijian Qian has been hired in the College of Medicine as an Associate Professor in the Department of Medicine.
4. Dr. David B. Kaber has been hired in the Wertheim College of Engineering as a Professor in the Department of Industrial and Systems Engineering.

In response to a question from Trustee Hosseini, Provost Glover confirmed that these hires will boost the University's strength in STEM and are well aligned with the University's strategic plan for Top 5.

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 Johnson, 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. New Degree: Doctor of Musical Arts

Provost Glover noted that there was considerable discussion on the December 12, 2017 conference call regarding the proposed Doctor of Musical Arts degree. This will be a unique degree that will be distinguished nationally by the requirement of a second cognate in a discipline outside of Music, such as Engineering, Entrepreneurship and Management, Arts in Medicine, and Digital Media. Dr. Kevin Orr, Director of the School of Music, gave a PowerPoint presentation and provided a summary of the career opportunities, job prospects in Florida, the healthcare industry and the film and video game industry. Dr. Orr also noted that the degree will be added with no new costs by making use of existing resources. The presentation will be incorporated into these minutes.

The Committee Chair asked for any questions or further discussion. He then asked for a motion to approve Committee Action Item EP2 for recommendation to the Board for its approval on the Consent Agenda, which was made by Trustee Zucker, and second which was made by Trustee 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 and Resolution R17-192. Naming

Susan Goffman, Executive Director for Legal Services, UF Foundation, presented the naming of the Center for Neurological Diseases at the College of Medicine to the Fixel Center for Neurological Diseases in recognition of the generous and significant support by the Lauren and Lee Fixel Family Foundation. Lauren Fixel is a 2007 graduate of the UF College of Journalism. Her husband, Lee, is a partner at Tiger Global Management and is a top-ranking venture capitalist.

The Committee Chair asked for any questions or further discussion. At the request of Trustee Hosseini, Vice President for Advancement Tom Mitchell provided details about the internal review process that precedes presenting a naming opportunity to the Board. Committee Chair Rosenberg then asked for a motion to approve Committee Action Item EP3 and Resolution R17-192 for recommendation to the Board for its approval on the Non-Consent Agenda, which was made by Trustee Brandon, and second which was made by Trustee Powers. The Committee Chair asked for further discussion, and then asked for all in favor of the motion and any opposed, and the motion was approved unanimously.

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. Vice President Evans indicated she would be able to provide additional information at the next meeting.

Provost Joe Glover introduced Cammy Abernathy, Dean of the Herbert Wertheim College of Engineering and Glenn Good, Dean of the College of Education. Provost Glover presented a new concept, Platform for Life, which addresses how the University is poised to respond to 21st century challenges.

5.2 College of Education Plan for Top 5

Dean Glenn Good presented a plan for the College of Education to achieve a Top 5 ranking. Highlights of Dean Good's presentation, which is incorporated into these meeting minutes, included data indicating the positive trend in the College of Education's rankings and key areas in which the College is a leader such as early childhood education and education technology. Trustee Zucker commended Dean Good on the progress made by the College and noted that Algebra Nation is being widely adopted, which enhances the reputation of the College and the University.

Trustee Hosseini stated that University needs to communicate how proposed vetoes of legislative appropriations impact the institution and hamper efforts to achieve strategic goals. He suggested that visiting legislators to foster a deeper understanding of how funding supports institutional and state-wide aims.

5.3 College of Engineering Plan for Top 5

Dean Cammy Abernathy presented the Herbert Wertheim College of Engineering's plan to reach Top 5. A copy of Dean Abernathy's presentation is incorporated into these meeting minutes. Dean Abernathy discussed the "Wertheim Transformation," which describes the ways in which the College is undergoing transformational shifts to educate the "new engineer." She highlighted measures of success for the College and identified some areas, such as space and start-up packages, in which additional resources would help the College reach its potential.

Committee Chair Rosenberg thanked the Deans Good and Abernathy for being the first to present their strategic plans to the Board. He noted that for future presentations the Trustees would like to hear specific ways in which they can help the Colleges advance and to learn about two things that each College does really well.

5.4 Faculty Update

Faculty Senate Chair David Quillen indicated that the current Faculty Senate Secretary, Sue Alvers, would be retiring at the end of January 2018 and her replacement, Laurie Bialosky, has already been hired. Trustee Quillen gave a presentation on retirement benefits at UF as compared to peer institutions and suggested that taking steps to make retirement benefits more competitive would help the University achieve its strategic goals. Vice President for Human Resource Services Jodi Gentry stated that the University is considering additional retirement options and is engaged in a benefits review. She noted that a benefits consultant will be coming to campus in January to review and make recommendations. It was agreed that VP Gentry will come back to the Committee to make a presentation on this topic.

5.5 Student Body President Update

Trustee Smith Meyers, President of the Student Body, provided an update on the accomplishments and initiatives of Student Government, including expanding access to ProctorU Testing Booths, lobbying for a new Health and Wellness Center, encouraging civic engagement, and surveying students on 24/7 study spaces. President Fuchs noted that student government at the University of Florida is a uniquely powerful and effective partner in the shared governance of the University.

5.6 Department Name Change

Provost Glover indicated that information was provided on the December 12, 2017 conference call regarding the department name change of the Department of Infectious Diseases and Pathology to the Department of Infectious Diseases and Immunology in the College of Veterinary Medicine. No other information was requested.

5.7 Centers/Institutes

Provost Glover indicated that information was provided on the December 12, 2017 conference call regarding the new centers that have been created and the center name changes that have

taken place. They do not require Board action but were presented for information. No other information was requested.

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 12:14 p.m. EST.



**UNIVERSITY OF FLORIDA BOARD OF TRUSTEES
COMMITTEE ON EDUCATIONAL POLICY & STRATEGIC INITIATIVES
COMMITTEE ACTION ITEM EP1
March 22, 2018**

SUBJECT: Tenure upon Hire

BACKGROUND INFORMATION

The Chairs and Deans have recommended to the Provost and Senior Vice President for Academic Affairs that 4 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 are biographies 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 in the attached biographies for recommendation to the Board of Trustees for its approval on the Consent Agenda. While any administrative appointment is noted, tenure is granted only for the faculty appointments.

ADDITIONAL COMMITTEE CONSIDERATIONS

Board of Governors' approval is not required.

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

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

Approved by the University of Florida Board of Trustees, March 23, 2018.

James W. Heavener, Chair

W. Kent Fuchs, President and Corporate Secretary

Tenure Upon Hire Summaries

March 2018

Jeffrey A. Carney – College of Design, Construction and Planning
Associate Professor, School of Architecture

Jeffrey Carney earned his Master's Degree in Architecture from the University of California, Berkeley in 2007, his Master's Degree in City and Regional Planning from the University of California, Berkeley in 2007 and his B.A. with a major in Architecture and a minor in Fine Arts from Washington University, St. Louis, Missouri in 1998. His prior institution is Louisiana State University. Mr. Carney has an active research program and has secured external grants in excess of \$8 million in support of his work. His research interests cover the fields of coastal resilience, coastal design, sustainability, sea level rise and climate change adaptation.

David W. Hulse – College of Design, Construction and Planning
Director and Professor, Department of Landscape Architecture

David Hulse earned his M.L.A. from the Harvard University Graduate School of Design in 1984 and his B.S.L.A. from Colorado State University, College of Forestry and Natural Resources in 1981. His prior institution is the University of Oregon. Mr. Hulse's research spans the fields of land use and conservation, watershed development planning, scenario planning, river basin planning, biodiversity, and climate change. He maintains a very active research program and has secured numerous external grants to support his work in excess of \$5 million.

Dr. Julie M. Moore – College of Veterinary Medicine
Chair and Professor, Department of Infectious Diseases and Immunology

Dr. Julie Moore earned her Ph.D. with a concentration in Immunology, Molecular Biology and Biochemistry from the University of Connecticut Health Center in 1995 and her B.S. in Biology and Physics from St. Lawrence University in 1987. Her prior institution is the University of Georgia. Dr. Moore has compiled a remarkable record of research, teaching and diagnostic service. She is highly respected locally, nationally and internationally for her research immunologist who decided to focus on the real world problem of placental malaria.

Dr. Daohong Zhou – College of Pharmacy
Professor, Department of Medicinal Chemistry

Dr. Daohong Zhou earned his M.D. in Medicine from Yunyang Medical College in 1982 and his M.S. in Microbiology and Immunology from Henan Medical University in 1986. His prior institution is the University of Arkansas for Medical Sciences. Dr. Zhou has an incredibly strong record of research funding, including three current grants from NIH's National Cancer Institute as Principal Investigator. He has an exceptional scientific record with over 100 original publications with many published in the very best scientific journals in the world. Dr. Zhou's prominence is not only evidenced by his funding and publication but also by his list of invited lectures and service on NIH student sections.



**UNIVERSITY OF FLORIDA BOARD OF TRUSTEES
COMMITTEE ON EDUCATIONAL POLICY AND STRATEGIC INITIATIVES
COMMITTEE ACTION ITEM EP2
March 22, 2018**

SUBJECT: Honorary Degrees

BACKGROUND INFORMATION

The Honorary Degrees and Distinguished Awards Committee recommends honorary degrees to the Faculty Senate.

The honorary degrees for William H. Foege and Herbert A. Wertheim were approved by the Faculty Senate on December 7, 2017 and then by the President on January 26, 2018.

PROPOSED COMMITTEE ACTION

The Committee on Educational Policy and Strategic Initiatives is asked to approve the Honorary Degrees for William H. Foege and Herbert A. Wertheim for recommendation to the Board of Trustees for its approval on the Consent Agenda.

ADDITIONAL COMMITTEE CONSIDERATIONS

Board of Governors' approval is not required.

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 23, 2018

James W. Heavener, Chair

W. Kent Fuchs, President and Corporate Secretary

Candidates for Honorary Degree:

- ▶ William Foege
- ▶ Herbert Wertheim

William Foege

- ▶ Developed the strategy that eradicated smallpox.
- ▶ Received the Presidential Medal of Freedom from President Barack Obama. (2012)
- ▶ Has worked for Emory University, the CDC, The Carter Center and the Bill & Melinda Gates Foundation; Co-founded The Task Force for Child Survival.
- ▶ Mentored several PPHP faculty; a book he wrote is this year's common reader for that College.

Herbert Wertheim

- ▶ Optometric Physician, entrepreneur, inventor, engineer, scientist and philanthropist.
- ▶ Founder of Brain Power, Inc., the most widely known provider of dyes and optical instruments for use in the manufacture of eye care technology.
- ▶ Founded Board of Trustees for Florida International University.
- ▶ Studied at UF as an undergrad; UF's College of Engineering was named after him in honor of his \$50 million donation

COMMITTEE MEMBERS

- Richard Yost, Chair
- Hartmut Derendorf
- Matthew Hodge
- Elizabeth Lear
- Andrew Lotto
- Joe Mandernach
- Stratford May
- Steph McBride
- Mark Meisel
- Simpon Phillpot
- Patrick Reakes
- Donna Stricker

HONORARY DEGREE

CANDIDATE:

William H. Foege

NOMINATED BY:

Sarah L. McKune, Assistant Professor
College of Public Health and Health Professions
University of Florida

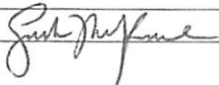
LETTERS OF SUPPORT PROVIDED BY:

Sarah L. McKune, Assistant Professor
College of Public Health and Health Professions
University of Florida

Mark Rosenberg, MD, President Emeritus
The Task Force for Global Health
Assistant Surgeon General (Retired)
US Public Health Service

James W. Curran, Dean
Rollins School of Public Health
Emory University
Atlanta, GA

Call for Nominations

Nominator's Name: Sarah L. McKune
 Department: Environmental and Global Health
 Address: physical address: 4158 HPNP, University of Florida
 Phone: 352-273-9449 Fax: 352-273-9673
 Email: smckune@ufl.edu
 Signature of Nominator: 

The Committee on Honorary Degrees, Distinguished Alumnus Awards and Memorials will consider nominations at its next meeting in **March**. This form and a complete nomination package should be mailed to the committee in care of Donna Stricker, President's Office, PO Box 113150 by **MARCH 1**.

1. General Information:

Nominee's Name: Dr. William H. Foege
 Affiliation: Emory University and the Bill and Melinda Gates Foundation
 Business Address: physical address: 500 5th Ave. North, Seattle, WA, 98109
 Home Address: _____
 Phone: Home _____ Business TBA Fax: _____
 Email: bill.foege@gatesfoundation.org and polly.hogan@gatesfoundation.org (assistant)

Nominated for (PLEASE CHECK ONE):

- Distinguished Alumnus
- Distinguished Achievement
- Distinguished Service
- Honorary Degree:** (please check one)

- | | |
|---|--|
| <input type="checkbox"/> Doctor of Arts | <input type="checkbox"/> Doctor of Music |
| <input type="checkbox"/> Doctor of Commerce | <input type="checkbox"/> Doctor of Pedagogy |
| <input type="checkbox"/> Doctor of Divinity | <input type="checkbox"/> Doctor of Pharmacy |
| <input type="checkbox"/> Doctor of Education | <input type="checkbox"/> Doctor of Public Administration |
| <input type="checkbox"/> Doctor of Fine Arts | <input type="checkbox"/> Doctor of Public Service |
| <input type="checkbox"/> Doctor of Humane Letters | <input checked="" type="checkbox"/> Doctor of Science |
| <input type="checkbox"/> Doctor of Laws | <input type="checkbox"/> Doctor of Technology |
| <input type="checkbox"/> Doctor of Letters | |

2. Description

Please write a brief description of this individual's intellectual and professional achievements and attributes and attach it to this form.

3. Vita or Resume

Please attaché the nominee's vitae, resume or a biographical description.

4. Supporting letters or materials

Supporting letters or other materials that will help the committee understand the significance of this nominee's work, his/her contributions, and his/her impact on others can also be attached.



College of Public Health and Health Professions
Office of the Dean

1225 Center Drive
PO Box 100185
Gainesville, FL 32610
352-294-5495

February 22, 2017

Honorary Degrees Committee
University of Florida

Dear Committee Members,

It is with great pleasure and honor that, on behalf of the College of Public Health and Health Professions and with the support of Dean Mike Perri, I present this nomination packet for Dr. William Foege to receive an honorary doctorate of science degree from the University of Florida.

I first met Dr. Foege in 2000, when I was a first year master's student at Emory University's Rollins School of Public Health. Dr. Foege, though legendary among public health professionals, was an unknown entity to me at the time. Having tested out of a biostatistics requirement, I added his course *Approaches in Global Health* based on word of mouth and naively walked into what would become one of the most defining endeavors of my career. The course had students examine global health institutions by critically discussing their history, mission, partnership strategy, and effectiveness in student led presentation, followed by discussion with a current or historic institutional leader. In that space, directors and former directors of CDC, UNICEF, World Bank, Partners in Health, Carter Center and others were guests at the classroom roundtable. At the end of the semester course, Dr. Foege invited me to work with him as a Teaching Assistant, something he had not endeavored to do before. In this capacity, I was able to work with and continue to learn from some of the greatest public health heroes of our time. Dr. Foege's passion, humility, and enthusiasm for global public health were palpable the first day I met him. I continued to work, on and off, for Dr. Foege, collaborating on various writing endeavors undertaken in his then newly established role at the Bill and Melinda Gates Foundation, including interviewing and archiving oral histories of the collective efforts during small pox eradication. I am continually amazed by the arch of his influence to improve the health of the world and the gentle, indelible legacy he will leave.

Dr. Foege began his career in medicine as a missionary doctor in Nigeria. It was there, in 1966, that word spread of a missionary who had developed a new strategy for controlling smallpox. His vaccination strategy of surveillance and containment, reportedly based on his experience both as an epidemiologist and as a firefighter of forest fires, was both developed and proven effective in the field. Rather than vaccinating to a level required for herd immunity (80-100 percent), his strategy allowed for less than 10 percent of a population – targeted - to be vaccinated, and yet still reap the community level benefits of disease elimination. After proving the strategy successful in Eastern Nigeria, Dr. Foege was invited to Atlanta to work at the Centers for Disease Control and Prevention (CDC), where the strategy was taken global and where, as chief of the Smallpox Eradication Program, he oversaw its eradication. Dr. Foege was appointed Director of the CDC by President Jimmy Carter in 1977 and served in that role until 1983. He went on to form the Task Force for Child Survival and Development, a working group for UNICEF, World Bank, WHO, Rockefeller Foundation, and the UNDP. The working group successfully demonstrated that increased coordination and strategic partnership could dramatically

improve achievement of global milestones. Specifically, the group helped raise the rate of childhood immunization to unprecedented levels. This success led the working group to institutionalize and expand its mandate to addressing other barriers to child survival and health. Dr. Foege remained the Executive Director of the Task Force until 1999.

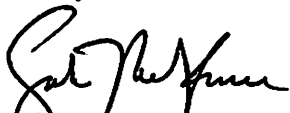
Dr. Foege went on to serve as the first Executive Director of the Carter Center from 1986-1994. He served as faculty at Emory University's Rollins School of Public Health from 1997-2001, and as a Senior Medical Advisor for the Bill and Melinda Gates Foundation (BMGF) from 1999 until 2001. Though he technically retired from all positions in 2001, his retirement would not be apparent to the normal observer, as he has continued to play pivotal, active roles, as I can attest, at both Emory and the BMGF through today. He holds positions as Emeritus Presidential Distinguished Professor of International Health at Emory and Gates Fellow at BMGF, positions from which he continues to influence policy, funding, public debate, and – importantly – public interest in global health.

It would be impossible to capture the breadth of issues for which Dr. Foege has served as willing and successful champion – ranging from child survival to preventive medicine to public health leadership and partnership. He has brokered some of the most important public/private partnerships of our time, though he will never take any credit for these. He has been an outspoken advocate of the role public health must play in policy, arguing vehemently that public health is intrinsically political and that denying that fact abandons the responsibility inherent in undertaking public health endeavors in the first place. His adherence to the tenants of social justice, of serving the world's most vulnerable populations, and of being a voice for those who have none or are not heard are evidenced in every step of his professional journey. And those who have had the privilege of knowing Dr. Foege know that the professional journey is the personal journey.

I have never met a more humble giant than Bill Foege. A legendary story teller, I attribute much of what I know, what I care about, and how I approach the world to the two years I spent meeting regularly with and listening carefully to him. Dr. Foege's legacy to public health, to social justice, and to the betterment of lives all over the world is nothing short of monumental. Dr. Foege was awarded the Presidential Medal of Freedom in 2012 by President Barack Obama, an award appropriately bestowed on someone whose contribution is as significant as his. I could see as he accepted the award how proud yet uncomfortable he was with the recognition of accomplishments he so willingly attributes to his team and others around him. I trust you will agree that it would be our honor, as UF faculty, staff, and students, to share the UF affiliation with someone who has so significantly improved the world we live in.

On behalf of PHHP, public health practitioners, and healthier public across the globe, thank you for considering this nomination.

Sincerely,



Sarah McKune, MPH, PhD
Assistant Professor
Environmental and Global Health
Center for African Studies

February 27, 2017

Honorary Degrees Committee
University of Florida

Dear Committee Members:

I am writing to support the nomination of Dr. William H. Foege for an honorary doctoral degree in Public Health from the University of Florida. American heroes come in many forms – firemen, teachers, soldiers, doctors, and nurses – and touch lives on various scales. But few people have positively affected more lives than William (Bill) Foege, MD, MPH, the former director of the Centers for Disease Control and Prevention (CDC) and recipient of the 2012 Presidential Medal of Freedom.

He has a long list of extraordinary contributions to global public health and humanity. Bill has not only been involved in the most important public health advances of the last 50 years, but has envisioned and led many of them. He has had an impact on most every major global health threat of our time—from smallpox to Ebola and tobacco—and has saved hundreds of millions of people from serious illnesses, injuries, and death. His contributions to the field have also inspired generations of public health students to devote their lives to improving the health of the world's most vulnerable people.

Bill joined CDC in 1962 as an Epidemic Intelligence Service officer. Much of his early work focused on smallpox eradication. This disease is a distant memory for most people alive today. But during the 20th century alone, smallpox claimed the lives of more people than all the wars of that century combined. Bill was instrumental in devising the “surveillance and containment” strategy that resulted in the ultimate eradication of smallpox – the only human disease that has ever been eradicated. Although Bill is too humble to take credit for this, he is widely recognized for ridding humanity of this once horrific plague.

Bill became CDC director in 1977. Under his leadership, the agency expanded its scope beyond infectious diseases to include chronic diseases and health threats such as cancer, heart disease, stroke, tobacco-related diseases, injury, and violence. Bill introduced the practice of setting measurable objectives for public health initiatives. To establish a base line for measurements, CDC began to systematically measure the current number of cases in each disease or threat area. Gradually, these changes were mirrored in the much broader arena of public health objectives for the whole nation, and later, through the Millennium Development Goals, for the world.

Since he left CDC in 1983, Bill has been instrumental in making the United States a driving force in global health. As the first executive director of The Carter Center, Bill worked on controlling and eliminating diseases of extreme poverty such as Guinea Worm and polio. He also co-founded and served as the first executive director of The Task Force for Child Survival, initially housed at The Carter Center, to raise childhood

immunization rates in developing countries. Bringing together a coalition of organizations to work on this issue, Bill was instrumental in increasing immunization rates from 20 to 80 percent within six years. The late UNICEF Director Jim Grant described this effort as “the largest peacetime mobilization in the history of the earth.” While these efforts did not directly benefit people in the United States, Bill saw that all humanity would benefit from preventing and eliminating diseases, even generations not yet born.

Bill’s collaborative approach has been vital to the success of global health initiatives that he has led over the years. Bill has long recognized that many health problems transcend national boundaries and are far too large for any one organization to solve on its own. Coalitions are absolutely critical. During his career, Bill has forged successful coalitions to tackle an array of global health problems. In the late 1980s, he broke ranks with many in the public health community when he invited the pharmaceutical industry to participate in programs focused on neglected tropical diseases (NTDs) that affect the world’s poorest people. Pharmaceutical companies have since donated billions of dollars in essential medicines to control and eliminate a range of NTDs that threaten more than one billion people. Several NTDs could soon be eliminated in large part because of Bill’s vision to involve the private sector in global health programs.

Bill has continued to play a central role in supporting global health initiatives. As senior advisor to the Bill & Melinda Gates Foundation from 1999-2011, Bill Foege persuaded Bill and Melinda Gates to make global health one of their focus areas. Over his years at the foundation, Bill Foege worked with his colleagues to generate an unprecedented flow of funding and other resources to fight HIV/AIDS, tuberculosis, malaria, and other infectious diseases that largely strike people in developing countries. As a result, we have seen extraordinary progress in addressing these diseases – and Bill Foege has been the major catalyst for this success. Bill continues to personally advise Bill and Melinda about their foundation’s global health programs, and maintains a strong level of engagement with senior leadership at the world’s major public health organizations. Both CDC Director Thomas Frieden and World Health Organization Director-General Margaret Chan sought Bill’s advice and counsel on global health issues such as Ebola.

Bill’s mark on global health extends to the generations of students and others who have been touched by his compassion and commitment to improving the health of the world’s poor. Bill is widely revered within the public health community and he has inspired legions of students to pursue careers in public health and global health. In addition, Bill has personally taught and mentored untold numbers of students and colleagues who have gone on to leadership roles within the public health community. Among these individuals are the William H. Foege Fellows in Global Health at Emory University. Each year, four students from developing countries pursue graduate studies in public health at Emory University. After graduating, they return to their countries where they work for governmental or nongovernmental agencies focused on improving public health. The Gates Foundation endowed this fellowship program at Emory as a tribute to Bill’s enduring impact on the public health profession.

5

Bill has had a tremendous influence not only on generations of public health and global health leaders, but also the direction of the field itself. His belief in the idea of global health equity—that all people deserve equal access to the means of good health—has become the pursuit of the Gates Foundation and other major philanthropic and nongovernmental organizations around the world. Global health equity, in Bill's view, means that everyone would have equal access to the tools and techniques available to protect health and safety. While global health equity may not be achieved in our lifetimes, Bill has moved the world closer to a point where hundreds of millions of people living in extreme poverty are no longer destined to suffer and die from horrific infectious diseases and have opportunities for improved social and economic well-being.

Bill has never sought the spotlight and is the first to credit others for his own achievements. His Lutheran upbringing in Iowa and eastern Washington State shaped this humble demeanor. Please let me know if I can provide you with any additional information for considering Bill as an honorary degree recipient.

Respectfully yours,

A handwritten signature in black ink that reads "Mark L. Rosenberg". The signature is written in a cursive style with a large, prominent "M" and "R".

Mark L. Rosenberg, MD, MPP

President Emeritus, The Task Force for Global Health

Assistant Surgeon General (Retired), US Public Health Service



EMORY

**ROLLINS
SCHOOL OF
PUBLIC
HEALTH**

James W. Curran, MD, MPH
James W. Curran Dean of Public Health

February 24, 2017

To Whom It May Concern:

I write to express my support of the nomination of Dr. William Foege to receive an honorary doctorate degree from the University of Florida. I was contacted by a former student, Dr. Sarah McKune, now a professor in your College of Public Health and Health Professions, in the context of an effort of that institution to nominate him for this recognition. Having had the privilege of knowing and working with Bill for several decades beginning with our days at CDC as well as Emory University, I am happy to lend my voice to those who support his nomination.

Bill Foege was the Director of the Centers for Disease Control and Prevention when, in 1981, I was appointed to lead the emerging investigations into what became the global AIDS epidemic. Bill's tireless commitment to improving public health of the underserved is evident in all his endeavors. He has a tremendous sense of compassion, and his vision for the future of public health, at every step of his career, has been based on a unique combination of intellect, experience, and personality. In 1995, I left CDC to lead Emory University's Rollins School of Public Health as Dean, and it was my pleasure to have Bill join us on the faculty of Global Health at Rollins in 1997. I understood from our shared time at CDC, as well as having watched him lead as Executive Director both the Task Force for Child Survival and Development and the Carter Center, that he brings unique strength and energy to an institution. To demonstrate, as Executive Director of the Task Force, a collaboration established by Foege and colleagues at the World Health Organization, UNICEF, the World Bank, UNDP, and the Rockefeller Foundation, Bill insisted that the goal for childhood immunization should be nothing short of universal coverage, and under his leadership childhood immunization rates jumped from 20 percent to almost 80 percent. Such is the mark that Foege leaves, and Emory's Global Health legacy certainly bears his signature. Bill taught in our MPH program from 1997 through 2001, at which time he formally retired and assumed his current position as Emeritus Presidential Distinguished Professorship.

Dr. Foege is best known for developing the find-and-contain strategy for smallpox eradication through ring immunization, thereby interrupting the chain of transmission. For this, he has been recognized and received the prestigious Lasker Award, said to be the American equivalent of the Nobel Prize. It is also important to highlight the role that Bill has played in defining Global Health in the 21st century. In addition to significant contributions through the Carter Center, the Task Force, and Emory, Bill has gone on to champion public health in significant ways – some seen and others hidden, but not least of which is in his seminal role as Senior Fellow at the Bill and Melinda Gates Foundation. For almost two decades, Bill has advised the foundation on strategies to pursue in global health, a tremendous position of influence given the financial position of the foundation. Bill has also served on our Emory Global Health Institute Advisory Board, and has written and lectured prolifically on issues including public health leadership, social justice, and preventive medicine.

Emory University
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Atlanta, Georgia 30322

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www.sph.emory.edu

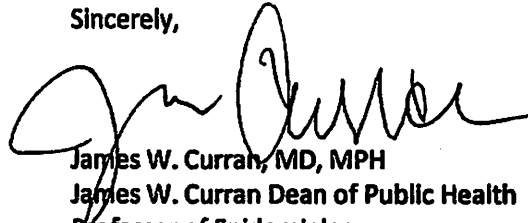
The Robert W. Woodruff Health Sciences Center
EEO/AA/Disability/Veteran Employer

Bill Foege's influence is significant for institutions of education, and not just those of public health. He continually reinforces the significance of lifelong learning and the application of science and evidence, with compassion, to the betterment of humankind, as was evidenced in his 2016 commencement address here at Emory entitled, "Lessons I am Still Desperately Trying to Learn."

Emory University awarded Bill an honorary doctoral degree of science in 1986 and in 2016 awarded him the Emory President's Medal, one of the highest honors granted by the University. He is the recipient of numerous national and international awards of the highest level, including the World Health Organization's Health for All Medal, the Mary Woodard Lasker Award for Public Support of Medical Research and Health Sciences, the Public Welfare Medal from the National Academy of Sciences, and the Presidential Medal of Freedom by President Obama, the highest honor that can be bestowed upon a civilian by the President of the United States.

I highly recommend Dr. William Foege for receipt of your honorary doctoral degree. His contributions to the academy, as well as to the public good, is unparalleled. He is, without a doubt, one of the very top public health leaders in the world of our lifetime.

Sincerely,

A handwritten signature in black ink, appearing to read "James W. Curran". The signature is fluid and cursive, with a large initial "J" and "C".

**James W. Curran, MD, MPH
James W. Curran Dean of Public Health
Professor of Epidemiology
Co-Director, Emory Center for AIDS Research**

William Herbert Foege M.D., M.P.H. is an American physician and epidemiologist credited with designing the strategy that led to the eradication of smallpox, the only human disease to ever have been successfully eradicated. He trained as a medical doctor at the University of Washington (1961) and served as an Epidemic Intelligence Service officer at the Centers for Disease Control and Prevention (CDC, 1962-1964). He completed his Master of Public Health at Harvard School of Public Health in 1965, after having become interested in global public health.

Bill Foege was serving as a missionary in the Lutheran Church in northern Nigeria when he was recruited to CDC to share an effective containment strategy he had developed for smallpox. He ultimately became Chief of the CDC Smallpox Eradication Program and oversaw the global eradication of smallpox. Dr. Foege went on to serve as Director of the CDC and to co-found the Task Force for Child Survival and Development, a working group for the World Health Organization, UNICEF, The World Bank, the United Nations Development Program, and the Rockefeller Foundation, now renamed the Task Force for Global Health. He also served as Executive Director and Health Policy Fellow for the Carter Center, professor at Emory University's Rollins School of Public Health, and Senior Fellow for the Bill and Melinda Gates Foundation. Dr. Foege's efforts at the CDC and the Task Force were central to increasing global rates of immunization among children in developing countries to historic highs in the 1980s, and through teaching, lecturing, and advising on prioritization and leadership in Global Health, his engagement at the Gates Foundation and Emory University have been critical to reshaping the future landscape of global health in the 21st Century.

Today, Dr. Foege serves as Emeritus Presidential Distinguished Professor of International Health, Emory University's Rollins School of Public Health and as a Gates Fellow for the Bill and Melinda Gates Foundation. He is a member of the American College of Epidemiology, the American Epidemiology Society, the American Public Health Association, the American College of Preventative Medicine, the American Medical Association, the Council on Foreign Relations, Physicians for Human Rights, Physicians for Social Responsibility, and the Royal Society of Tropical Medicine and Hygiene, among other professional associations.

Dr. Foege is the recipient of numerous awards, including the 2012 Presidential Medal of Freedom, the nation's highest civilian honor, "presented to individuals who have made especially meritorious contributions to the security or national interests of the United States, to world peace, or to cultural or other significant public or private endeavors". Other notable awards include the Jimmy and Rosaline Carter Humanitarian Award, the Sabin Gold Medal Award, The Lasker Award for Public Service, numerous honorary degrees, a named endowed chair at Emory University, and building dedications at various public health institutions.

Dr. Foege is the author of more than 160 professional publications, including his most recent book, *House on Fire (2012)*, the story of global smallpox eradication.

**CURRICULUM VITAE
WILLIAM H. FOEGE, M.D., M.P.H.**

Education

M.P.H., Harvard University, 1965

M.D., University of Washington Medical School, 1961

B.A., Pacific Lutheran University, 1957

Positions

Presidential Distinguished Professor Emeritus, Department of International Health, Rollins School of Public Health, Emory University, 2001-present.

Senior Fellow, Bill and Melinda Gates Foundation, 2002-2011. (retired)

Commissioner, World Health Organization Commission on Social Determinants of Health, 2005-2009.

Senior Fellow for Health Policy, The Carter Center, Atlanta, Georgia, July 1986-present.

Senior Medical Advisor, Bill and Melinda Gates Foundation. September 1999 – December 2001. (retired)

Presidential Distinguished Professor, Department of International Health, Rollins School of Public Health, Emory University, 1997-2001. (retired)

Executive Director, The Task Force for Child Survival and Development, October 1984-2000.

Executive Director, The Carter Center, Inc., 1986-1992.

Executive Director, Global 2000, Inc., 1986-1996.

Director, Centers for Disease Control, 1977-1983.

Assistant to the Director, Centers for Disease Control, 1975-1977.

Medical Officer, World Health Organization, New Delhi, India, 1973-1975.

Director, Smallpox Eradication Program, Center for Disease Control, 1970-1973.

Epidemiologist, Smallpox Eradication/Measles Control Program, CDC, 1966-1970.

Medical Officer, Immanuel Medical Center, Yahe, Eastern Nigeria, 1965-1966.

Epidemic Intelligence Service, Communicable Disease Center, 1962-1964.

Intern, U.S. Public Health Service Hospital, Staten Island, New York, 1961-1962.

Other Experience

Emory University Institute of Global Health Advisory Committee, 2006-present.

University of Washington, Department of Global Health External Advisory Board, 2008-present.

Morehouse School of Medicine Advisory Committee, 2007.

Member, Board of Directors, Hilton Foundation, 2006-present.

Member, Board of Directors, Global Partnerships 2006-2008.

Member, Board of Directors, Casey Family Foundation, 2001-present.

Chair, Board of Advisors, Global Health Council, 1998-2009.

Member, Board of Trustees, Pacific Lutheran University, 1998-present.

Member, Board of Trustees, The Rockefeller Foundation, 1998-2009.

Member, Senior Advisory Group, Georgia Healthy Community Partnership, 1997-present.

Member, Council on Foreign Relations, 1997-present.

Special Advisory Committee to the CEO, American Cancer Society, 1996-present.

Global Health Advisor, Current Issues in Public Health, 1994-present.

Advisory Board Member, Every Child by Two, 1991-present.

Board member, The John D. and Catherine T. MacArthur Foundation, 1987-2002

Fellow of the American Association for the Advancement of Science, 1991-present.

Fellow, Society of Behavioral Medicine, 1990-present.

Board of Directors, CDC Foundation, 1997-2000.

Board of Advisors to the Director, Centers for Disease Control and Prevention, 1995-2000.

Board of Overseers, CARE International, 1993-2000.

Board Member, Kaiser Foundation Health Plan, Inc. and Kaiser Foundation Hospital, 1993-2000.

Board Member, Centers for Disease Control and Prevention Injury Control Program, 1992-1993. Chairman, 1994-2000.

Board of Directors, BASICS, Partnership for Child Health, 1994-1997.

Project Director, Robert Wood Johnson Foundation, "All Kids Count," 1991-1998.

Member, Health Research Affairs Council, International Business Machines Corporation, 1991-1994.

Executive Committee member, Atlanta Area Committee for UNICEF, 1991-1996.

Delta Omega Member.

Advisory Board Member, The Future of Medicine, WNET-TV, 1989-1993.

Member of the Board, AID Atlanta, 1989-1995. Chairman of the Board, 1991-1993.

Chairman, Institute of Medicine, International Health Advisory Board, 1989-1995.

Chairman, Committee to Review the Status and Progress of the Injury Control Program, National Academy of Science, 1988.

Board Member, The Wheat Ridge Ministries, 1987-1993.

Chairman, National Advisory Board, Community Health Promotion, Kaiser Family Foundation, 1987-1990.

Chairman, Advisory Committee, Mectizan Treatment Project, Merck Sharp & Dohme, International, 1988-2000.

Member of the Advisory Board, Families in Action, 1987-1995.

Chairman, National Research Council, Working Group on the Health Consequences of Contraceptive Use and Controlled Fertility, 1987-1989.

Delegate to the 7th Congress, International Physicians for the Prevention of Nuclear War, Moscow, 1987.

Advisory Committee Member, Health Promotion and Disease Prevention Resource Center, Morehouse School of Medicine, 1987-1992.

Member of the Board, Atlanta Chapter, Physicians for Social Responsibility.

Member of the Board, Sasakawa Africa Association, 1987-present.

Member, National Leadership Commission on Health Care, 1987-1990.

Member, National Advisory Council, U.S. Committee for UNICEF, 1987-1993.

Chairman, World Health Organization EPI Research and Development Group, 1986-1993.

Member, World Health Organization EPI Global Advisory Group, 1986-1990. Ex-officio member, 1991-1993.

Advisory Committee Member, Graduate Program in Public Health, Emory University, 1987-1994.

Editorial Board Member, Journal of the American Medical Association, 1987-1998.

Project Director, Health Policy Consultation, The Carter Center of Emory University, 1984.

Chairman, Committee on Trauma Research, Commission on Life Sciences, National Research Council and the Institute of Medicine, 1984-1985.

President, American Public Health Association, November 1985-1986.

Editorial Board Member, Annual Review of Public Health.

Member of the Visiting Committee, School of Public Health, Harvard University, 1979-1986 and 1996-present.

Member of the Visiting Committee, University of Texas Health Science Center at Houston. Alternate Delegate, American Medical Association House of Delegates, representing the

American College of Preventive Medicine.

Advisory Council Member, Johns Hopkins School of Hygiene and Public Health, 1991.

Rural Health Systems Delegate, People's Republic of China, June-July 1978.

Member of the U.S. Delegation, World Health Assembly, Geneva, Switzerland, May 1977.

World Health Organization Consultant for the International Commission's review of the situation in 15 countries in West Africa for certification of smallpox eradication, Abidjan, Ivory Coast, March 22-27, 1976.

World Health Organization Consultant at the Seminar on Immunization Programs, Damascus, Syria, August 30-September 4, 1975.

World Health Organization Consultant at Expert Committee on Smallpox Eradication, Geneva, Switzerland, November 22-30, 1971.

Pan American Health Organization/World Health Organization Consultant in the International Conference on the Application of Vaccines Against Viral, Rickettsial, and Bacterial Diseases of Man, Washington, D.C., December 1970.

World Health Organization Consultant at Inter-Regional Seminar on Surveillance and Assessment in Smallpox Eradication and Regional Adviser's Meeting, New Delhi, India, November-December 1970.

Seconded to International Committee of the Red Cross, as Deputy Field Coordinator, Joint Relief Action, Nigeria, September-December 1968.

World Health Organization Consultant, Inter-Regional Seminar on Smallpox Eradication, Kinshasa, Congo, November 1968.

World Health Organization Consultant at Inter-Regional Seminar on Smallpox Eradication, Bangkok, Thailand, December 1967.

Honors

United States Presidential Medal of Freedom, May 2012. United States Presidential Medal of Freedom, 2012. The Medal of Freedom is the Nation's highest civilian honor, presented to individuals who have made especially meritorious contributions to the security or national interests of the United States, to world peace, or to cultural or other significant public or private endeavors.

Spirit of Helen Keller Award, New York, May 2012.

Ivan Allen Jr. Prize for Social Courage, Ivan Allen College of Liberal Arts at Georgia Tech, March 2012.

Honorary Doctor of Science degree, Mt Sinai Mount Sinai School of Medicine, May 2011.

Jeryl Lynn Hilleman Endowed Lectureship, CDC Foundation and Merck Company Foundation, March 2011.

Thomas H. Weller Award, Harvard School of Public Health, May 2010.

Roy and Margaret Shilling Lecture, Southwestern University, March 2010.

CDC Foundation Hero Award, October 2009.

Raymond and Beverly Sackler Award for Sustained National Leadership, Research America Advocacy Awards, 2008.

4th Annual Advancing Global Health Award, Seattle Biomedical Research Institute, Seattle, 2008.

America's Best Leaders Award, *U.S. News & World Report* and the Center for Public Leadership at Harvard University's John F. Kennedy School of Government, 2007.

Innovators in Health Care Award, Group Health Community Foundation, 2007.

Senator Frank R. Lautenberg Award in Public Health, University of Medicine and Dentistry of New Jersey School of Public Health, 2007.

The Stephen Smith Award for Lifetime Achievement in Public Health, The New York Academy of Medicine, 2007.

Jimmy and Rosalynn Carter Humanitarian Award, the National Foundation for Infectious Diseases, 2007.

Honorary Society in Public Health as an Honorary Member, Alpha Eta Chapter of Delta Omega, University of Medicine and Dentistry of New Jersey, 2007.

Julius B. Richmond Award, given by Harvard School of Public Health for excellence in work with public health conditions in vulnerable populations, 2006.

Sabin Gold Medal Award, Albert B. Sabin Vaccine Institute, 2006.

William H. Foege Building dedication, Departments of Genome Sciences and Bioengineering, University of Washington, March 2006.

William H. Foege Endowed Chair, Department of Global Health, University of Washington, 2005.

World Citizen Award, World Affairs Council, Seattle Washington, 2005.

Honorary Doctor of Medical Sciences degree, Yale University, May 2005.

The Thomas Francis Jr. Medal in Global Public Health, University of Michigan, 2005.

Charles R. Hatcher Jr., MD Award for Excellence in Public Health, Rollins School of Public Health, Emory University, 2003.

Nathan Davis Award, from the American Medical Association, 2002.

Mary Woodard Lasker Award for Public Service, September 2001.

Wittenberg Award from the Luther Institute, October 2001.

Honorary Membership, American Academy of Pediatrics, March 2001.

Honorary Doctorate of Humane Letters from Pacific Lutheran University, Tacoma Washington, May 2000.

Honorary Doctor of Science, Honoris Causa, Northeastern Ohio Universities College of Medicine, 1999.

Health-Care Heroes Award, Atlanta Business Chronicle, 1998.

Honorary Doctor of Science, Harvard University, 1997.

NACCHO Leadership Award, 1997.

Jeryl Lynn Hilleman, Merck Co. Foundation Endowed Lectureship, 1997.

American College of Preventive Medicine Special Recognition Award, 1997.

Fellow, London School of Tropical Medicine and Hygiene, 1997.

Calderone Prize, Columbia University, 1996.

Public Health Hero Award, University of California at Berkeley, School of Public Health, 1996.

Presented with the first annual Hugh Downs Award by the U. S. Committee for UNICEF for his work on behalf of the children of the world, 1994.

University of Washington, Summa Laude Dignatus, 1994.

Distinguished Alumnus Award, Harvard University, 1994.

Recipient of an award from U.S. President Bill Clinton for his work in child survival, December 21, 1993.

Recipient of the 1993 Sedgwick Memorial Award, given by the American Public Health Association in recognition for his work in eradicating smallpox and his many other accomplishments in public health.

Graven Award, 1993, bestowed annually by Wartburg College to a layperson for making a significant contribution to community, church, and society.

Recipient of the 1992 Healthtrac Prize for Improvement of the Health of the Public. Presented by the Healthtrac Foundation for outstanding achievements in improving the lives and health of the public.

Abraham M. Lilienfeld Award recipient, 1990. Presented by the American College of Epidemiology for outstanding contributions to epidemiology.

Recipient of the Elizabeth Fry Ashmead Schaeffer Award, presented by the Lutheran Home of Germantown, 1990.

Recipient of the Lester Breslow Award, given by the Los Angeles County Department of Health Services, for lifetime achievement in public health, 1990.

Recipient of the Bruce Award, from the American College of Physicians, for distinguished contributions to preventive medicine, 1990.

Recipient of the World Health Organization's Health for All medal, 1989.

National Council on International Health Leadership Award, 1989.

Recipient of the Hardman Cup, Medical Association of Georgia, April 1988.

Honorary Doctor of Sciences, Emory University, May 1986.

American Public Health Association John Snow Award, November 1985.

Honorary Doctor of Science, West Virginia University, May 1984.

American College of Preventive Medicine Distinguished Service Award, April 1984.

Public Health Service Distinguished Service Medal, May 1983.

Honorary Doctor of Science, Augustana College, 1983.

The Society of Prospective Medicine, Lewis C. Robbins Recognition Award, October 1983.

Honorary Doctor of Science, Tulane University, 1980.

Recipient of the University of Washington School of Medicine Distinguished Alumnus Award, 1979.

Honorary Doctor of Science, Wartburg College, 1979.

Recipient of the Joseph C. Wilson Award for achievement and promise in international affairs, 1978.

Honorary Doctor of Laws, Valparaiso University, 1978.

Honorary Doctor of Science, California Lutheran College, 1977.

Recipient of the Pacific Lutheran University's Distinguished Alumnus Award, 1976.

Center for Disease Control Special Achievement Award, March 1975.

Public Health Service Superior Service Award, May 1970.

Delta Omega, 1965.

Memberships

American College of Epidemiology

American Epidemiologic Society

American Public Health Association

American College of Preventive Medicine

American Medical Association

American Association for the Advancement of Science

Council on Foreign Relations

Institute of Medicine

International Physicians for the Prevention of Nuclear War

Physicians for Human Rights

Physicians for Social Responsibility

Royal Society of Tropical Medicine and Hygiene

Indian Society for Malaria and Other Communicable Diseases

Teaching Appointments

Presidential Distinguished Professor, Rollins School of Public Health of Emory University.

Heath Clark Lecturer, London School of Hygiene and Tropical Medicine, 1992.

Visiting Lecturer on Tropical Public Health in the School of Public Health, Harvard University.

Clinical Professor, School of Medicine, Emory University.

Publications

Ravenholt RT and Foege WH: Epidemiology and treatment of lung cancer in Seattle. *Diseases of the Chest* 44:174-185, August 1963.

Foege WH: Inactivated measles-virus vaccine. *Public Health Reports* 80:60-64, January 1965.

Millar JD and Foege WH: Status of eradication of smallpox (and control of measles) in West and Central Africa. *Journal of Infectious Diseases* 120(6):725-732, December 1969.

Foege WH: Famine, infections, and epidemics. *Symposia of the Swedish Nutrition Foundation IX*. Saltsjobaden, Sweden, August 1970.

Foege WH: Measles control in West and Central Africa in *Proceedings of the Eighth Annual Immunization Conference, Kansas City, March 1971*, pp 9-14.

Foege WH: Current approaches to smallpox vaccination in the United States in *Proceedings of the Eighth Annual Immunization Conference, Kansas City, March 1971*, pp 53-57.

Foege WH, Foster SO, and Goldstein JA: Current status of global smallpox eradication. *American Journal of Epidemiology* 93(4):223-233, April 1971.

Foege WH, Millar JD, and Lane JM: Selective epidemiologic control in smallpox eradication. *American Journal of Epidemiology* 94(4):311-315, October 1971.

Lane JM and Foege WH: New guidelines for smallpox vaccination. *Pediatrics Digest* 13(11):24-29, November 1971.

Lane JM and Foege WH: New guidelines for smallpox vaccination. *Medical Digest* 17(12), December 1971.

Foege WH: Measles vaccination in Africa in *Proceedings of the International Conference on the Application of Vaccines Against Viral, Rickettsial, and Bacterial Diseases of Man*. Pan American Health Organization 226:207-212, 1971.

Foege WH: Smallpox eradication in West and Central Africa. *International Symposium on Smallpox Vaccine, Bilthoven 1972: Symposium Series Immunobiologic Standard* 19:9-15. Printed in Great Britain.

Foege WH and Lane JM: End of routine smallpox vaccination in childhood. *Annals of Internal Medicine* 76:324-326, February 1972.

Foster SO, Brink EW, Hutchins DL, Foege WH, et al: Human monkeypox. *Bulletin of the World*

Health Organization 46: 569-576, 1972.

Foege WH and Eddins DL: Mass vaccination programs in developing countries. *Progress in Medical Virology* 15:205-243, 1973.

Henderson RH, Davis H, Eddins DL, Foege WH, et al: Assessment of vaccination coverage, vaccination scar rates, and smallpox scarring in five areas of West Africa. *Bulletin of the World Health Organization* 48:183-194, 1973.

Ruben FL, Smith EA, Foster SO, Foege WH, et al: Simultaneous administration of smallpox, measles, yellow fever, and diphtheria-pertussis-tetanus antigens to Nigerian children. *Bulletin of the World Health Organization* 48:175-181, 1973.

Foege WH: *Smallpox. Current Therapy*, 1974.

Foege WH and Foster SO: Multiple antigen vaccine strategies in developing countries. *American Journal of Tropical Medicine and Hygiene* 23:685-689, July 1974.

Sharma MID, Foege WH, and Grasset NC: National smallpox eradication program in India: Progress, problems, and prospects. *Journal of Communicable Diseases* 6(3):160-168, 1974.

Marshall R, Habicht J-P, Landrigan PJ, Foege WH, and Delgado H: Effectiveness of measles vaccine given simultaneously with DTP. *Journal of Tropical Pediatrics* 20:126-129, 1974.

Foege WH: Programas de vacunacion contra el sarampion en Africa occidental. *Bol of Sanit Panam* 77(6):500-508, December 1974.

Foege WH, Millar, JD, and Henderson DA: Smallpox eradication in West and Central Africa. *Bulletin of the World Health Organization* 52(2):209-222, 1975.

Foege WH: Strategy of smallpox eradication. *SWASTH HIND XIX* (4):119-122, April 1975.

Baso RN and Foege WH: Future program for the maintenance of smallpox free status in India. *The Journal of Communicable Diseases* 7 (3):15, August 1975.

Foege WH, Hogan RC, and Newton LH: Surveillance projects for selected diseases. *International Journal of Epidemiology* 5(1):29-37, March 1976.

Foege WH: Epidemiologic Surveillance of Protein Calorie Malnutrition. *Ann. Soc. Belge Med. Trop.* 4-5(56):305-316, 1975.

Foege WH: The Hungry Need not Die Unless We Think So. In *the Hungry Will not Die*, edited by William J. Danker and Paul R. Malte. St. Louis, Missouri: The Board of Social Ministry and

World Relief of The Lutheran Church, Missouri Synod, 1977.

Foege WH: In quest of universal health: The United States' policy for international health. In Proceedings of the American Society of Parasitologists and American Society of Tropical Medicine and Hygiene Joint Meeting, Chicago, Illinois, November 9, 1978.

Foege WH: The changing priorities of the Center for Disease Control. Public Health Reports 93(6):616-621, November-December 1978.

Foege WH: Should the smallpox virus be allowed to survive? New England Journal of Medicine 300(12):670-671, March 22, 1979.

Foege WH: Accessibility of vaccines. In Proceedings of Conference on Pharmaceuticals for Developing Countries, Institute of Medicine, Washington, DC, January 1979, pp 83-94.

Foege WH: The role of CDC in health promotion and risk assessment in Proceedings of the Fifteenth Annual Meeting on Prospective Medicine and Health Hazard Appraisal, St. Petersburg, October 3-6, 1979, pp 15-18.

Foege WH: Surveillance and antiepidemic work. Rural Health in the People's Republic of China: Report of a Visit by the Rural Health Systems Delegation, June 1978. Washington, DC, November 1980, pp 93-104.

Foege WH: Preventive health care in the 1980s. Medical Communications 8(4):114-119, Winger 1980.

Foege WH: Katherine Boucot Sturgis Lecture--Prevention and world health: The next two decades. Preventive Medicine 10(1):112-117, January 1981.

Foege WH: Public Health. Journal of the American Medical Association 247(21):2979-2980, June 4, 1982.

Foege WH: Health and Healing in America. Word and World, October 1982.

Ravenholt RT and Foege WH: 1918 influenza, encephalitis lethargica, parkinsonism. The Lancet 2:860-864, October 16, 1982.

Foege WH: The Global Elimination of Measles. Public Health Reports 97(5):402-405, September-October 1982.

Foege WH: Guest Editorial, Budgetary Medical Ethics. Journal of Public Health Policy 4:3, September 1983.

Foege WH: Banishing Measles from the World. *World Health Forum* 5:63-64, 1984.

Foege WH: Uses of epidemiology in the development of health policy. *Public Health Reports* 99:233-235, May-June 1984.

Foege WH: Protecting the world's children: Strategies for attaining the goal. *Protecting the World's Children: Vaccines and Immunization within Primary Health Care Conference Report*, pp 83-116, March 13-15, 1984.

Foege WH, Anderson JE, Belmont R, et al. Report of the task force on the assessment of the scientific evidence relating to infant-feeding practices and infant health. *Pediatrics*, October 1984, Vol 74, #4 supplement, pp 573-762.

Foege WH: Public Health. *Journal of the American Medical Association* 252(16):2272-74, October 26, 1984.

Foege WH, Amler RW, White CC: Closing the Gap: Report of the Carter Center Health Policy Consultation. *Journal of the American Medical Association* 254(10):1355-58, September 13, 1985.

Foege WH, Baker SP, Davis JH, et al. *Injury in America: a continuing public health problem*. National Academy Press, Washington, DC, 1985.

Foege WH: Applied research. Future directions for child survival efforts. *Proceedings of Conference on Protecting the World's Children: Bellagio II at Cartagena, Colombia, October 1985*.

Foege WH: Public Health and Preventive Medicine. *Journal of the American Medical Association*, 254 (16): 2330-33, October 25, 1985.

Jones TS, Waldman RJ and Foege WH: The Role of immunization programmes. Published in *Health Policy, Social Policy and Mortality Prospects*, Chapter 2, pp 44-55, Ordina Editions, 1985. Also published in French.

Foege WH and Last JM: International Health. *Maxcy-Rosenau Public Health and Preventive Medicine*, Twelfth Edition, John M. Last, ed., Chapter 61, pp 1793-1807.

Foege WH: Public health aspects of disaster management. *Maxcy-Rosenau Public Health and Preventive Medicine*, Twelfth Edition, John M. Last, ed., Chapter 66, pp 1879-84. Foege WH and Henderson DA: Selective Primary Health Care: Strategies for control of disease in the developing world. XXVI. Management priorities in primary health care. *Reviews of Infectious Diseases* 8(3):313-21, May-June 1986.

Foege WH: Public Health. *Journal of the American Medical Association* 255(15):2073-75, October 17, 1986.

Foege WH: The U.S. control and elimination strategy. Published in *Vaccinating Against Brain Syndromes: The Campaign Against Measles and Rubella*, Chapter 11, pp 128-133, Oxford University Press, Inc., 1986.

Foege WH: Immunization and Child Survival. *Seeds* 10(4):14-15, April 1987.

Foege WH: Highway Violence and Public Policy. *New England Journal of Medicine* 316:1407-1408, May 28, 1987.

Foege WH: Injury Prevention and Control Comes of Age. *Public Health Reports* 102(6):574-575, November-December 1987.

Foege WH: Perspective: The Status of International Health. *Second Opinion* (4):134-140, 1987.

Hinman AR, Foege WH, DeQuadros CA, Patriarca PA, Orenstein WA, and Brink EW: The Case for Global Eradication of Poliomyelitis. *Bulletin of the World Health Organization* 65(6):835-840, 1987.

Foege WH: Public Health Challenges - Global Aspects. In *AIDS in Children, Adolescents and Heterosexual Adults*, edited by RF Schinazi and AJ Nahmias. New York: Elsevier, 1988.

Foege WH: On Educating Doctors. *Pulse* 13(259):1-4, April 1, 1988.

Foege WH: Security in the Nuclear Age. *Journal of the Medical Association of Georgia* 77:10-11, July 1988.

Foege WH: Injury as an Issue in Violence. *Bulletin of the New York Academy of Medicine* (64)7:780-87, September-October 1988.

Foege WH: Plagues: Perceptions of Risk and Social Responses. *Social Research* 55(3):331-342, Autumn 1988.

Foege WH: Life: Expectancy vs. Expectations. In *The 1987 Distinguished Visiting Professorship Lectures*, edited by JE Hammer III, and BR Jennings. Memphis: The University of Tennessee, 1988.

Foege WH, et al: Injury Control: A Review of the Status and Progress of the Injury Control Program at the Centers for Disease Control. Washington, DC: National Academy Press, 1988.

Foege WH: Injuries are not Accidents. In *Injury*, edited by T Christoffel. Law, Medicine, and

Health Care 17(1):5-6, Spring 1989.

Foege WH: Preventive Medicine. *Journal of the American Medical Association* 261(19):2879-81, May 19, 1989.

Foege WH: Prospects for Universal Immunization: Strategies for Achievement. *Reviews of Infectious Diseases* 11(Supplement 3):659-662, May-June 1989.

Foege WH: Involving the Total Health System. In *Proceedings of the World Conference on Health Education*. U.S. Host Committee for the XIII World Conference on Health Education, 1990.

Foege WH: The Vision of the Possible: What Churches Can Do. *Second Opinion* (13):36-42, March 1990. Also reprinted in *The Church's Challenge in Health* (1)2:27-30, 1990. Atlanta: The Carter Center of Emory University and the Wheat Ridge Foundation.

Brown ST, Foege WH, Bender TR, and Axnick N: Injury Prevention and Control: Prospects for the 1990s. In *Annual Review of Public Health* (11), May 1990.

Foege WH: Violence and Public Health. In *Violence: A Public Health Approach*. Oxford University Press, 1990.

Foege WH: In Search of a National Agenda for International Health Problems. *The American Journal of Tropical Medicine and Hygiene* 42(4):293-97, April 1990.

Foege WH: Closing the Gaps: Ensuring the Application of Available Knowledge in the Promotion of Health and Prevention of Disease. *Journal of School Health* 60(4):130-32, April 1990.

Foege WH and Katz M: The 1990 Objectives: A Progress Report. In: *Healthy People 2000: A Role for Religious Communities*, edited by Micah Marty, 5-9. Chicago: The Park Ridge Center and The Carter Center of Emory University, September 1990.

Foege WH: The Growing Brown Plague. *Journal of the American Medical Association* 264(12):1580, September 26, 1990.

Bennett JV, Gangarosa EA, Foege WH, and Tidmore WC: Biological Applications and Interventions in Public Health. In *Oxford Textbook of Public Health*, second edition, volume 3, edited by W Holland, R Detels, and G Knox. New York: Oxford University Press, 1991.

Foege WH: Holding Our Heads High. *Western Journal of Medicine*, March 1991.

Foege WH: Foreword. In *The Faith Factor in Healing* by Thomas A. Droege. Philadelphia: Trinity Press International, 1991.

Davanzo J, Parnell A, and Foege W: Health Consequences of Contraceptive Use and Reproductive Patterns. Journal of the American Medical Association 265(20):2692-2696, May 22, 1991.

Foege WH: Focusing Public Attention on Violence Prevention. Public Health Reports 106(3):242, May-June 1991.

Foege WH: Preventive Medicine and Public Health. Journal of the American Medical Association 265(23):3162-3163, June 19, 1991.

Foege WH: Allocation, Prevention, and Redemption: An Interview with William Foege. Second Opinion 17(1):77-96, July 1991.

Foege WH: Expanding the Boundaries of Medicine: Targeting a Common Enemy. Journal of the American Medical Association 266(5):702, August 7, 1991.

Sidel VW, Onel E, Geiger HJ, Leaning J, and Foege WH: Public Health Responses to Natural and Human-made Disasters. In Public Health and Preventive Medicine, 13th edition, edited by J Last and R Wallace. Norwalk, Connecticut: Appleton and Lange, 1991.

Foege WH: Plagues: Perceptions of Risk and Social Responses. In In Time of Plague: The History and Social Consequences of Lethal Epidemic Disease, edited by Arien Mack. New York: New York University Press, 1991.

Foege WH: Schweitzer: Current Lessons for International Health. In The Relevance of Albert Schweitzer at the Dawn of the 21st Century, edited by David C. Miller and James Pouilliard. New York: University Press of America, 1992.

Foege WH: African Health Policies and Their Linkages to Agricultural Development. In Africa's Agricultural Development in the 1990s: Can It Be Sustained?, edited by Nathan C. Russell and Christopher R. Dowswell. Geneva: Centre for Applied Studies in International Negotiations, 1992.

Foege WH: Preventive Medicine and Public Health. Journal of the American Medical Association 268(3):401-03, July 15, 1992.

Foege WH: Building Support for Tobacco Control. Tobacco Control: An International Journal 1(2):126-129, June 1992.

Foege WH: The Carter Center --- Involvement in Health. Atlanta Medicine (66)4:11-13, Fall 1992.

Foege WH: Preventive Medicine and Public Health. Journal of the American Medical Association 270(2)251, July 14, 1993.

Cobey JC, Flanagan A, and Foege WH: Effective Humanitarian Aid: Our Only Hope for Intervention in Civil War. *Journal of the American Medical Association* 270(5):632-34, August 4, 1993.

Foege WH: A World Without Polio: Future Generations Will Know by History Only.... *Journal of the American Medical Association* 270(15):1859-60, October 20, 1993.

McGinnis JM and Foege WH: Actual Causes of Death in the United States. *Journal of the American Medical Association* 270(18):2207-2212, November 10, 1993.

Patriarca PA, Foege WH, Swartz TA: Progress in Polio Eradication. Review. *Lancet* 342(8885):1461-4, December 11, 1993.

Foege, WH: Prospects for Global Eradication of Poliomyelitis. In *Public Health Reviews* 21(1-2):3-10, 1993/1994.

Foege WH: Lessons from the Past. In Porter JDH and McAdam KPWH, ed. *Tuberculosis: Back to the Future*. New York: John Wiley & Sons, 1994.

Foege, WH: Foreword. In *Principles and Practice of Public Health Surveillance*, edited by Steven M. Teutsch and R. Elliott Churchill. New York: Oxford University Press, 1994.

Foege WH: Child Survival. In *Health Care of Women and Children in Developing Countries*, edited by Helen M. Wallace, Kanti Giri, and Carols V. Serrano. Second Edition. Oakland, CA: Third Party Publishing Co., 1994.

Foege WH: What is Our Task in Health? In *The Challenges of Faith & Health*. A report of the national conference on Faith and Health held at The Carter Center, January 1994.

Foege WH: A Movement, A Beginning. In *The Challenges of Faith & Health*. A report of the national conference on Faith and Health held at The Carter Center, January 1994.

Foege WH: Preventive Medicine and Public Health. *Journal of the American Medical Association* 271(21):1704-05, June 1, 1994.

Winker MA, Flanagan A, McLendon WW. Emerging and Reemerging Global Microbial Threats. Call for Papers. *Journal of the American medical Association* 273(3):241-2, January 18, 1995.

Foege, WH, Rosenberg ML, and Mercy JA. Public Health and Violence Prevention. *Current Issues in Public Health* 1(1):2-9, February 1995.

Foege, WH. Review of *Vaccines and World Health: Science, Policy and Practice*, by Paul Basch. New York: Oxford University Press. In *American Journal of Tropical Medicine and Hygiene*

52(2):199, 1995.

Foege, WH. Obituary, Jonas Salk. *JAMA* 274(22):1810, Dec 13, 1995.

Foege, WH: Foreword. In *Case Studies in Emergency Medicine and the Health of the Public*, edited by Edward Bernstein and Judith Bernstein. Massachusetts: Jones and Bartlett Publishers, 1996.

Foege, WH and Dull, HB: International Health Activities of The Carter Center's Task Force. *Journal of the Medical Association of Atlanta* 3(70):17-19, Summer 1996.

Foege, WH: Polio Eradication--How Near? *Journal of the American Medical Association* 275(21):1682-83, June 5, 1996.

Foege, WH: Preventive Medicine and Public Health. *Journal of the American Medical Association* 275(23):1846-47, June 19, 1996.

Foege WH: Alexander D. Langmuir---His Impact on Public Health. *American Journal of Epidemiology* 144(8, supp.):S11-15, 1996.

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April 22, 2017

Professor Richard A. Yost
Honorary Degrees and Distinguished Awards Committee
University of Florida Faculty Senate

SUBJ: Nomination of William Foege for an Honorary Degree

Dear Rick,

I am delighted to provide my strongest endorsement of Dr. William Foege for an honorary degree from the University of Florida. As a clinician, scientist, educator, writer, and administrator, Dr. Foege is a public health giant whose lifelong contributions have had an enormous impact on disease prevention and health promotion in the U.S. and throughout the world.

Dr. Foege's influence on the University of Florida is profound and multi-layered. He has had a major impact on UF through his mentorship of several of faculty who play key roles in our public health efforts. Dr. Foege's passion for public health teaching and training is infectious, and his protégés are shaping public health here at UF. Dr. Sarah McKune, who nominated Dr. Foege, served as our Director of Public Health Programs for three years, before recently moving into a position to focus more on research in global health. Dr. Madsen Beau de Rochars from our Department of Health Services Research Management and Policy is another leader within the UF public health community who has been heavily influenced by Dr. Foege. In 2008, Dr. Beau de Rochars received the William H. Foege Fellowship in Global Health from Emory University's Rollins School of Public Health. The Fellowship was established by the Bill and Melinda Gates Foundation to honor Dr. Foege. As a fellow, Dr. Beau de Rochars was greatly influenced by Dr. Foege's leadership style as well as his global health philosophy. Dr. Beau de Rochars currently serves as the coordinator of our public health research, teaching, and service activities in Haiti. Finally, Dr. Glenn Morris, Director of the Emerging Pathogens Institute, served as an Epidemiologic Intelligence Service officer at the CDC under Dr. Foege's leadership. This takes us to the second layer of Dr. Foege's influence, which is institutional.

The UF Emerging Pathogens Institute was established based on the very tenants of global public health that Dr. Foege has espoused. Indeed, Dr. Foege's contribution to global public health, through his work on small pox eradication, childhood vaccination, global partnerships, and social justice has served as the model for UF's development of an interdisciplinary institution committed to understanding and addressing the spread of infectious diseases. Dr. Foege's philosophy of global public health leadership enabled us to build an institute dedicated to the proposition that the health of Floridians is inextricably linked to the health of nations around the globe.

Professor Richard A. Yost

Page 2

Finally, further evidence of Dr. Foegen's contribution to the University of Florida can be seen in our faculty's selection of his book *House on Fire: The Fight to Eradicate Smallpox* as the common reader for all incoming public health students for fall of 2017. Our faculty strongly believe that guided by Dr. Foegen's inspirational leadership and unstinting commitment to advancing the health of the public our students will be better prepared to make a positive difference in the world.

Thus, it is with great enthusiasm that I urge the Awards Committee to give Dr. Foegen's nomination utmost consideration for an honorary degree from the University of Florida.

Sincerely,

A handwritten signature in black ink that reads "Michael G. Perri". The signature is written in a cursive, flowing style.

Michael G. Perri, PhD

Dean and Robert G. Frank Endowed Professor

HONORARY DOCTORATE

CANDIDATE:

Herbert A. Wertheim

NOMINATED BY:

Cammy R. Abernathy

Dean, Herbert Wertheim College of Engineering, University of Florida

LETTERS OF SUPPORT PROVIDED BY:

Henry Rodriguez, PhD, MS, MBA

Director, Office of Cancer Clinical Proteomics Research, National Cancer Institute, NIH

Senior Scientific Officer, National Institutes of Health

Professor (Scholar), Academia Sinica, Taipei, Taiwan

David Brenner, MD

Vice Chancellor for Health Sciences and Dean, School of Medicine

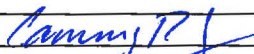
University of California San Diego

Michele Manuel, PhD

Chair, Department of Materials Science and Engineering

Herbert Wertheim College of Engineering, University of Florida

Call for Nominations

Nominator's Name: Dr. Cammy R. Abernathy
 Department: Herbert Wertheim College of Engineering
 Address: 300 Weil Hall, PO Box 116550
 Phone: 352-392-6000 Fax: 352-392-9673
 Email: caber@eng.ufl.edu
 Signature of Nominator: 

The Committee on Honorary Degrees, Distinguished Alumnus Awards and Memorials will consider nominations at its next meeting in **October**. This form and a complete nomination package should be mailed to the committee in care of Stephanie McBride, Provost's Office, PO Box 113175 by **OCTOBER 1**.

1. General Information:

Nominee's Name: Dr. Herbert A. Wertheim
 Affiliation: _____
 Business Address: 4470 SW 74th Avenue, Miami, FL 33155-4408
 Home Address: 2 Casuarine Concourse, Miami, FL 33143-6502
 Phone: Home 970-476-1111 Business 305-264-4465 Fax: _____
 Email: wertheimco@gmail.com

Nominated for (PLEASE CHECK ONE):

- Distinguished Alumnus
- Distinguished Achievement
- Distinguished Service
- Honorary Degree: (please check one)

- | | |
|---|--|
| <input type="checkbox"/> Doctor of Arts | <input type="checkbox"/> Doctor of Music |
| <input type="checkbox"/> Doctor of Commerce | <input type="checkbox"/> Doctor of Pedagogy |
| <input type="checkbox"/> Doctor of Divinity | <input type="checkbox"/> Doctor of Pharmacy |
| <input type="checkbox"/> Doctor of Education | <input type="checkbox"/> Doctor of Public Administration |
| <input type="checkbox"/> Doctor of Fine Arts | <input type="checkbox"/> Doctor of Public Service |
| <input type="checkbox"/> Doctor of Humane Letters | <input type="checkbox"/> Doctor of Science |
| <input type="checkbox"/> Doctor of Laws | <input checked="" type="checkbox"/> Doctor of Technology |
| <input type="checkbox"/> Doctor of Letters | |

2. Description

Please write a brief description of this individual's intellectual and professional achievements and attributes and attach it to this form.

3. Vita or Resume

Please attach the nominee's vitae, resume or a biographical description.

4. Supporting letters or materials

- A. Three or more letters of support (typically a mixture of internal and external letters) that will help the committee understand the significance of this nominee's work, his/her contributions, and his/her impact on others.
- B. Letter of support from the college dean that will host the award recipient

Herbert Wertheim

Dr. Herbert A. Wertheim is an Optometric Physician, inventor, engineer, scientist, and philanthropist. He is the founder and president of Brain Power Incorporated (BPI). Dr. Wertheim serves as the Founding Chairman of the FIU Herbert Wertheim College of Medicine, an advisor to The Nicole Wertheim College of Nursing and Health Sciences at Florida International University and Honorary Chairman of The Herbert Wertheim College of Engineering at the University of Florida.

Dr. Wertheim studied electrical engineering at the University of Florida, is a graduate of Brevard Community College (now Eastern Florida State College) and the Southern College of Optometry, where he received his BS and his Doctor of Optometry.

For many years Dr. Wertheim operated a clinical practice specializing in visual neurology and optometry at the University Eye and Medical Center in Coral Gables, Florida. During this period, he was a distinguished lecturer in Physiological Optics and Optometry at the Bascom Palmer Eye Institute and an Adjunct Professor of Physics in the graduate program at the University of Miami, Florida. He also served as director of the University of Tennessee Medical School Computer Center.

In 1971, Dr. Wertheim founded his first major venture, BPI, a company based on commercialization of eye care technology. BPI manufactures over 4,000 products for eye care professionals and optical laboratories at its facilities in Miami, Florida and Rugby, UK, and has become the world's largest manufacturer of ophthalmic instruments, cosmetic and therapeutic tints for eyeglass lenses and diagnostic products for optometrists, ophthalmologists, opticians and optical laboratories. The company's business includes products for dyeing and tinting plastic eyeglass lenses including ultraviolet-absorbing dyes. In addition to its commercial success, the work performed at BPI has led to treatments for diseases of the eye ranging from cataracts to macular degeneration. The success of BPI is a testament to Dr. Wertheim's application of engineering principles to eye care, and represents one of the most successful examples of the potential for impact that can be derived from engineering optical materials in support of health care.

Following on his success as an entrepreneur, Dr. Wertheim has expanded his business interests to other industries, serving as the chairman or board member of 18 private, NYSE or NASDAQ companies in banking, health care, aerospace, real estate, transportation and several diverse high tech industries. In recognition of his exceptional experience and expertise, the La Jolla Institute of Allergies and Immunology elected Dr. Wertheim to serve as a director and research advisor in July 2013. The Institute's main focus is the understanding of the immune system's response to infectious agents, Type 1 diabetes, rheumatoid arthritis, multiple sclerosis, Crohn's disease and cancers.

Dr. Wertheim is an avid supporter of education. He served as Chairman of the Board of Directors and Board member of the Florida International University Foundation from 1988 through 2001. He was a founding member of the Florida International University Board of Trustees at its establishment by the Florida Legislature in 2000 and was reappointed for a second term by Governor Bush in 2003. As chairman of FIU's Academic Affairs Committee he won approval of the University's Trustees for the Medical College and was asked to chair the Medical College Initiative. After a multi-year legislative campaign including community and university involvement, the FIU Medical College was established.

Dr. Wertheim, along with his wife Nicole, have been generous supporters of higher education. He has served as chairman of the Dr. Herbert and Nicole Wertheim Family Foundation since 1977 which has donated more than \$100,000,000 to various organizations including the 1000 seat Herbert and Nicole Wertheim Concert Hall and Performing Arts Educational Center at Florida International University in Miami. In May 2009, the Dr. Herbert and Nicole Wertheim Family Foundation made a \$20 million gift to establish multiple endowments including eight endowed chairs for the Medical College. In June 2009, the FIU Board of Trustees named the new college the Herbert Wertheim College of Medicine in his honor and named him Founding Chairman of the College of Medicine and Trustee Emeritus of the University. In September 2013, FIU named the Nicole Wertheim College of Nursing and Health Sciences in honor of Wertheim's wife, Nicole.

In October 2015, the University of Florida announced the naming of the Herbert Wertheim College of Engineering in honor of the Wertheim Family Foundation's gift of \$50 million, which will, among other things, fund an 80,000 sq.ft. Engineering Innovation building and foster collaboration between the University of Florida and Florida International University.

Dr. Wertheim has served as a member of numerous other charitable boards, including the University of Miami Citizens Board, Dade County Zoological Society, American Heart Association, Lighthouse for the Blind, and the Boy Scouts of America. He was a founder of the Friends of Vail and the Vail Valley Citizen of the Year awards. He has also been a board member of the Vail Valley Foundation. He served on the board of the International SeaKeepers Society, an organization of yacht owners that collect scientific data using their boats and crew and then broadcast the data by satellite to universities and governments around the world.

The Wertheim Foundation was the first to fund a five-year PBS contract for *National Geographic* and ten other science and cultural programs for WPBT Miami Public Television. The Foundation also funded the building of the public radio station in Vail, Colorado and educational TV repeaters in the Vail Valley.

On April 8, 2011 Wertheim was formally inducted into the Horatio Alger Association in recognition of his personal and professional successes despite his humble and challenging beginnings.

Herbert Wertheim College of Engineering
Office of the Dean

300 Weil Hall
PO Box 116550
Gainesville, FL 32611-6550
352-392-6000
352-392-9673 Fax

September 24, 2017

Chair of the Committee on Honorary Degrees
University of Florida
President's Office
PO Box 113150
Gainesville, FL 32611-1311

Dear Chair:

This letter is in support of the nomination of Dr. Herbert A Wertheim as a recipient of the Honorary Doctorate in Technology Degree from the University of Florida. He is the founder and president of Brain Power Incorporated (BPI). Dr. Wertheim studied electrical engineering at the University of Florida and is a graduate of Brevard Community College (now Eastern Florida State College) and the Southern College of Optometry, where he received his BS and his Doctor of Optometry.

Dr. Wertheim has made outstanding contributions to the field of eye care particularly with regards to the use of optical materials to prevent and treat eye disease. The technologies he and his company developed have positively impacted the lives of millions, and represent a wonderful example of the powerful role that materials engineering can play in the improvement of health care technology. BPI stands today as the most widely known and respected provider of dyes and optical instruments for use in the manufacture of eye care technology.

While the technology developed at BPI is truly outstanding, Dr. Wertheim's ability to build a global manufacturing leader almost virtually through his own grit and ingenuity is equally remarkable. Dr. Wertheim conducted the research which formed the basis of his company while also conducting a full time optometry practice. Like many great entrepreneurs, he observed a human need through his practice, engineered solutions through his research and then commercialized those solutions using his exceptional business acumen. Building on this success as an entrepreneur, Dr. Wertheim has expanded his business interests to a number of technology and service industries. He serves on a number of commercial boards, a testament to the high regard in which his expertise is viewed by the business community.

The remarkable technology and business achievements of Dr. Wertheim are matched by his commitment to making the world a better place through service and philanthropy. He has served on a number of boards of not for profit organizations, most notably as Chairman of the

Board of Directors and Board member of the Florida International University Foundation from 1988 through 2001. He was a founding member of the Florida International University Board of Trustees at its establishment by the Florida Legislature in 2000 and was reappointed for a second term by Governor Bush in 2003. As chairman of FIU's Academic Affairs Committee he won approval of the University's Trustees for the Medical College and was asked to chair the Medical College Initiative. After a multi-year legislative campaign including community and university involvement, the FIU Medical College was established. He has given generously to both FIU and UF as well as to other public institutions like the Miami Zoo and the local Miami PBS station. Further details of his incredible philanthropy are listed in his nomination packet.

The list of Dr. Wertheim's accomplishments is in itself truly remarkable, though even more so in light of the circumstances of his childhood. Dr. Wertheim came from very modest beginnings, and spent most of his childhood working to support himself or his family, even spending some time as a teenager living in the Everglades. His self-propelled transformation from high school truant to global technology leader and philanthropist is inspirational, so much so that the Horatio Alger Society inducted him into their ranks as a member.

It has been a once in a lifetime opportunity to get to know Dr. Wertheim. His success in technology and business development, enthusiasm for the positive impact of education on society and inspiring personal qualities, in my opinion, make him an ideal candidate for an Honorary Degree. Please feel free to contact me should you need additional information on his behalf.

Sincerely,



Cammy R. Abernathy
Dean, Herbert Wertheim College of Engineering
Professor of Materials Science and Engineering



September 27, 2017

Chair of the Committee on Honorary Degrees
University of Florida
President's Office
P.O. Box 113150
Gainesville, FL 32611-1311

Dear Chair:

It is with great distinction that I write this letter in support of the nomination of **Dr. Herbert A. Wertheim** as a recipient of the Honorary Doctorate in Technology Degree from the University of Florida. I have known Dr. Wertheim ["Herbie"] for nine years largely through our interactions at Florida International University, and a special bond of trust, respect, and friendship.

For your purview, I am a Senior Scientific Officer at the National Institutes of Health (NIH) and Director of the Office of Cancer Clinical Proteomics Research (Office of the Director) at the U.S. National Cancer Institute (NCI). As director, I lead NCI's largest proteogenomic effort, currently overseeing 200 research scientists in 40 locations around the nation with expertise in genomics, proteomics, cancer biology, clinical chemistry, clinical trials, and regulatory science. I also worked with the White House Cancer Moonshot led by former Vice President Joseph R. Biden, Jr. to create the nation's first healthcare system in which cancer patients are routinely screened for genomic abnormalities and proteomic information, and created an international consortium of leading cancer research centers (spanning 11 countries) to facilitate collaboration in omics medicine and share their data with the public. As an alumnus of Florida International University, I received the 2008 Torch Award for distinguished alumni, 2009 Honorary Alumnus Member of the Epsilon Florida Chapter of Phi Beta Kappa, was Founding Member of the Dean's Academy Graduate School in 2013, and was the inaugural recipient in 2013 of the Dr. Herbert Wertheim Global Medical Leadership Award that recognizes pioneers who are not afraid to scrutinize the field of medicine with a clear vision of the future.

It goes without saying that Dr. Wertheim's accomplishments transcend his multifaceted career as scientist, clinician, entrepreneur, philanthropist, and community leader. Educated in electrical and computer engineering, and trained in [optical] engineering, **Dr. Wertheim is one of America's Most Impressive Thinkers.**

Dr. Wertheim, CEO of Brain Power Inc., founded what is now the largest global manufacturer of optical tints, instruments, and diagnostic products. His groundbreaking invention of UV 400 Tint Protection, which remains to this day the global standard in tinted eyewear, defined the world of medical optics for decades to come. In recognition of his remarkable growth from overcoming dyslexia and poverty from an early age in South Florida to a world-class entrepreneur, Dr. Wertheim was awarded the prestigious Horatio Alger Award in 2011. He continues to be a guiding light for South Florida, adding on to his long career at Florida International University as a two-term trustee for three decades, the foundation chairman, and chairman of the Herbert Wertheim College of Medicine. At the University of Florida, Dr. Wertheim was recently appointed to be an honorary chairman of the Herbert Wertheim College of Engineering. He also recently extended a \$50 million gift to the University of Florida, ultimately contributing to the start of a \$300 million development project aimed to enrich the academic and research programs at the Herbert Wertheim College of Engineering and spur collaborations between Florida's two major research universities (Florida International University and University of Florida).

Dr. Wertheim's endeavors stretch well beyond Florida. Since 2013, Dr. Wertheim has been an active member of the board of the La Jolla Institute for Allergy and Immunology, a research institution that historically has developed strong relationships with University of California, San Diego and The Scripps Research Institute. In 2016, Dr. Wertheim was recruited by Bill Gates and Warren Buffett to join The Giving Pledge, a distinguished list of the world's wealthiest individuals and families who have pledged to commit at least half their wealth to giving back (philanthropy). Dr. Wertheim's background in both optometry and business have allowed him to take on the multiple roles that he holds as both an educator and advisor in today's most groundbreaking institutions.

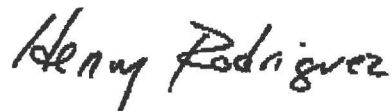
On a personal level, when I first met Dr. Wertheim in 2008 upon receiving the Torch Award, never would I have imagined the friendship that would soon follow. I have always believed that it is important to choose the right group of friends that can push yourself to achieve bigger professional goals. Who you spend time with matters. During the past 9 years, Herbie has been a sounding board to which I can bounce ideas off and know the advice would be honestly brutal, yet can move me in the right direction. Simply said, Dr. Wertheim brings out the best in a person.

Making life on earth better with efforts to support public universities and colleges, is the motto of Dr. Wertheim's family. **If someone were to ask me "What will Dr. Wertheim's legacy be?" I would say that while still being written, it is already around us in the values of Preventive Health, Education, Arts & Culture, and Community Outreach.**

It has been a pleasure to get to know Dr. Wertheim both professionally and personally. As someone who understands humble beginnings in South Florida, it is incredibly remarkable to witness an individual who has faced more than life's fair share of challenges, persevered, and changed the world for the better. Dr. Wertheim's vision and success afforded him the opportunity to support a myriad of causes. For these reasons, I strongly support Dr. Herbert A. Wertheim as the candidate for an Honorary Doctorate.

Please do not hesitate to contact me should you need additional information on his behalf.

Sincerely,



Dr. Henry Rodriguez, MS, PhD, MBA
Senior Scientific Officer, National Institutes of Health
Director, Office of Cancer Clinical Proteomics Research
Office of the Director, National Cancer Institute
T: 240-781-3370
E: rodriguez@mail.nih.gov

UC San Diego Health

UC San Diego Health
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9500 Gilman Drive
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October 2, 2017

Chair of the Committee on Honorary Degrees
University of Florida
President's Office
PO Box 113150
Gainesville, FL 32611-1311

Dear Chair:

David A. Brenner, MD
Vice Chancellor for Health Sciences
and Dean, School of Medicine

Distinguished Professor of
Medicine

I write with great enthusiasm in support of Dr. Herbert A. Wertheim as a recipient of the Honorary Doctorate in Technology degree from the University of Florida. I can think of no person whose life story, whose past and current contributions to medical science and the visual well-being of millions, and whose ongoing philanthropy deserves this honor and recognition more.

Dr. Wertheim grew up in South Florida in a family so poor that he shared a bed with two brothers in an apartment above the family's bakery. He suffered from physical abuse and undiagnosed dyslexia, making life and school tough, and ultimately resulting in an early existence of odd jobs, once even living with Seminole Indians in the Everglades, catching frogs to sell to restaurants.

But he was also bright, driven, and inspired. Overcoming circumstances, he studied electrical engineering at the University of Florida and graduated from what is now Eastern Florida State College and the Southern College of Optometry, where he received his Bachelor of Science and Doctor of Optometry degrees.

For many years, Dr. Wertheim operated a clinical practice in Coral Gables, Florida, becoming increasingly recognized as a leader and visionary, a distinguished lecturer and an adjunct professor of physics at the University of Miami. Caring for his patients opened his eyes to their needs and in 1971, he founded Brain Power International, a company that now manufactures more than 4,000 products for eye care professionals and operates laboratories in Florida and the United Kingdom. BPI is now the largest manufacturer of ophthalmic instruments, cosmetic and therapeutic tints for eyeglass lenses, and vision diagnostic products in the world. Research at BPI labs has led to new treatments for eye diseases ranging from cataracts to macular degeneration.

But Dr. Wertheim's vision, interests, and success extend beyond matters of the eye. He has served as chairman or board member of numerous high-profile companies in banking, health care, aerospace, transportation, and real estate. He is a director and research advisor to the La Jolla Institute for Allergy and Immunology, a leading partner with UC San Diego in better understanding and treating ailments from Type 1 diabetes and rheumatoid arthritis to Crohn's disease and myriad cancers.

He is also a strong believer in giving back and building forward. He was a founding member of the Florida International University Board of Trustees at its establishment in 2000 and successfully chaired the initiative to create the FIU Medical College. The Dr. Herbert and Nicole Wertheim Family Foundation has donated millions in support of education and improving lives, from endowed chairs to arts programs to Boy Scouts to new facilities and collaborations at FIU and the University of Florida. Since 1977, just six years after he created BPI, his foundation has donated an astounding \$100 million to worthy organizations and causes.

A few years ago, Dr. Wertheim was inducted into the Horatio Alger Association, named for the 19th-century American writer who celebrated impoverished boys who climbed from humble, even desperate, beginnings to create successful lives through hard work, determination, courage, and honesty.

Herb personifies that ideal. I am proud to say I know him, that I respect and honor him and that I whole-heartedly support his nomination for this honorary doctorate he so richly deserves.

Sincerely,

A handwritten signature in black ink that reads "David A Brenner". The signature is written in a cursive, flowing style.

David A. Brenner, MD



Herbert Wertheim College of Engineering
Department of Materials Science and Engineering
Nuclear Engineering Program
Office of the Chair

100 Rhines Hall
PO Box 116400
Gainesville, FL 32611-6400
352-846-3780
352-392-7219 Fax
mmanuel@mse.ufl.edu

September 28, 2017

Committee on Honorary Degrees, Distinguished Alumnus Awards and Memorials
University of Florida
Campus

RE: Letter of Support on Behalf of Herbert Wertheim for an Honorary Degree

Dear Honorary Degree Committee,

It is with great respect and honor to nominate Dr. Herbert Wertheim for an honorary degree from the University of Florida. I am the Department Chair of the Materials Science and Engineering Department in the College of Engineering and a University of Florida alumna (BS '97). The University of Florida has established criteria for conferring the honorary degree, including "eminent achievement in scholarship" and "individuals who are connected in some significant and meaningful way with the state or with the university." I cannot image another individual other than Dr. Wertheim whom exemplifies these qualities, thus making him truly worthy of this great honor and distinction.

While you can easily follow all of the meritorious activities outlined in Dr. Wertheim's nomination packet. I would like to highlight his lifelong and sustained commitment to the state of Florida, its institutions, and constituents. Serving for over 13 years on various boards and committees at the Florida International University (FIU), his leadership has led to the establishment of the FIU Medical College, later named the Herbert Wertheim College of Medicine in his honor. Later his philanthropy led to the naming of the Nicole Wertheim College of Nursing, in honor of his wife Nicole Wertheim, and the Herbert Wertheim College of Engineering at the University of Florida. The latter leading to the establishment of the Wertheim Building, currently under construction between the Nuclear Sciences Building and Reitz Union. Here 80,000 sq. ft. of engineering design laboratories and state-of-the-art biotechnology facilities, although in the planning stages, have already led to the recruitment of eminent faculty and top students.

His deep and significant commitment to the state is exemplar but is exceeded by his lifelong and sustained achievements in the fields of medicine, technology, and healthcare. It is unusual for an individual with a technical background, studying engineering and receiving a doctorate degree in medicine, such as Dr. Wertheim, to also simultaneously display incredible business prowess. His entrepreneurial spirit has borne fruit in several industries ranging from health care to finance to technology industries. He is highly sought after for board and trustee membership. Yet his remarkable success in business has not deterred him from giving back to the medical and engineering academic communities.

The Foundation for The Gator Nation

An Equal Opportunity Institution

Over the course of his eminent and distinguished career, Dr. Wertheim has given himself to service in education, industry and the state of Florida. His leadership in the technology and biotechnology industries is nationally recognized and his commitment to the state of Florida, has led Dr. Wertheim to exemplify the characteristics outlined in the criteria for an honorary degree. As a faculty member, department chair, and alumnus of the University of Florida I would be honored to call Dr. Wertheim the recipient of an honorary degree and honorary Gator – it is a well-deserved distinction to an incredible and selfless individual. I can think of no more deserving individual and I look forward to the committee’s confirmation of the same.

Sincerely,

A handwritten signature in black ink that reads "Michele Manuel". The signature is written in a cursive, flowing style.

Michele V. Manuel
Chair and Professor
Rolf E. Hummel Professor of Electronic Materials

The Foundation for The Gator Nation

An Equal Opportunity Institution


Herbert Wertheim College of Engineering
Office of the Dean

300 Weil Hall
PO Box 116550
Gainesville, FL 32611-6550
352-392-6000
352-392-9673 Fax

September 29, 2017

MEMORANDUM

TO: Richard Yost,
Chair, Honorary Degrees, Distinguished Alumnus Awards
and Memorials Committee

FROM: Cammy R. Abernathy 
Dean

RE: Honorary Doctorate

The Herbert Wertheim College of Engineering Honors and Awards Committee, chaired by Dr. David Prevatt, reviewed the nomination for the Honorary Doctorate to Dr. Herbert A. Wertheim. All members strongly support this nomination.

Attached is a list of the committee members.

**Herbert Wertheim College of Engineering
Honors & Awards Committee**

Dr. David Prevatt, Chair	ESSIE, Civil & Coastal Engineering
Dr. Elif Akcali	Industrial & Systems Engineering
Dr. Renato Figueiredo	Electrical & Computer Engineering
Dr. Myoseon Jang	ESSIE, Environmental Science
Dr. Kevin Jones	Materials Science & Engineering
Dr. Prabhat Mishra	Computer & Information Science & Engineering
Dr. Kevin Otto	J. Crayton Pruitt Family Department of Biomedical Engineering
Dr. Anil Rao	Mechanical & Aerospace Engineering
Dr. Jason Weaver	Chemical Engineering



**UNIVERSITY OF FLORIDA BOARD OF TRUSTEES
COMMITTEE ON EDUCATIONAL POLICY AND STRATEGIC INITIATIVES
COMMITTEE ACTION ITEM EP3
March 22, 2018**

SUBJECT: Degree Program Terminations

BACKGROUND INFORMATION

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

The College of Health and Human Performance is requesting that the Bachelor of Science in Athletic Training (CIP Code 51.0913) be terminated. The program only enrolls a maximum of 20 students annually and is slated to not accept any students after Summer B 2019. Future students will have the option to matriculate as part of the Bachelor of Science in Applied Physiology and Kinesiology and any students enrolled in the Bachelor of Science in Athletic Training prior to May 2018 will be allowed to complete the program. The Faculty Senate approved the College of Health and Human Performance request at its November 16, 2017 meeting.

The College of Nursing is requesting that the Master of Science in Nursing (CIP Code 51.3801) be terminated because it is no longer being considered the terminal degree for the advanced practice registered nursing degree. All students were given the option to transition to the Doctor of Nursing Practice or continue in the current program. Due to the program being offered online, no campuses will be affected by the closure of the program. The Faculty Senate approved the College of Nursing request at its December 7, 2017.

The College of Liberal Arts and Sciences is requesting to terminate the degree-specific majors that are now under the umbrella of the creation of the Bachelor of Arts in Foreign Languages and Literature. Therefore, the following individual degree programs are no longer needed:

- Bachelor of Arts in Russian Language and Literature (CIP Code 16.0402)
- Bachelor of Arts in German Language and Literature (CIP Code 16.0501)
- Bachelor of Arts in Chinese (CIP Code 16.0399)
- Bachelor of Arts in Japanese (CIP Code 16.0399)
- Bachelor of Arts in East Asian Languages, Literatures, and Linguistics (CIP Code 16.0399)
- Bachelor of Arts in French Language and Literature (CIP Code 16.0901)

The Faculty Senate approved the College of Liberal Arts and Sciences request at its September 22, 2016 and January 19, 2017.

PROPOSED COMMITTEE ACTION

The Committee on Educational Policy and Strategic Initiatives is asked to approve the proposed termination of the following degree programs for recommendation to the Board of Trustees for its approval on the Consent Agenda:

- Bachelor of Science in Athletic Training (CIP Code 51.0913)
- Master of Science in Nursing (CIP Code 51.3801)
- Bachelor of Arts in Russian Language and Literature (CIP Code 16.0402)
- Bachelor of Arts in German Language and Literature (CIP Code 16.0501)
- Bachelor of Arts in Chinese (CIP Code 16.0399)
- Bachelor of Arts in Japanese (CIP Code 16.0399)
- Bachelor of Arts in East Asian Languages, Literatures, and Linguistics (CIP Code 16.0399)
- Bachelor of Arts in French Language and Literature (CIP Code 16.0901)

ADDITIONAL COMMITTEE CONSIDERATIONS

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

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

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

Approved by the University of Florida Board of Trustees, March 23, 2018.

James W. Heavener, Chair

W. Kent Fuchs, President and Corporate Secretary

Major|Close for request 10742

Info

Request: Chinese

Description of request: The Board of Governors approved the creation of a new BA in Foreign Languages and Literatures (FLL) in January 2016. The new FLL degree will replace the foreign language majors currently housed in the Dept. of Languages, Literatures, and Cultures (LLC). The new FLL degree acts as an umbrella degree for several language-specific tracks, e.g. "Foreign Languages and Literatures - Chinese." It is necessary to close the old Chinese major so as to avoid confusion for incoming students.

Submitter: Ingrid Kleespies iakl@ufl.edu

Created: 2/3/2016 7:52:10 PM

Form version: 1

Responses

Degree Program Name

Enter the name of the Degree Program. A list of approved programs is available at the [SUS Academic Program Inventory database](#).

Response:
East Asian Languages, Literatures, and Linguistics

CIP Code

Enter the six digit Classification of Instructional Programs (CIP) code for the existing degree program. The code has the numerical format XX.XXXX. Contact the [Office of Institutional Planning and Research \(OIPR\)](#) to verify the CIP code for the existing degree program.

Response:
16.0399

Degree Name

Enter the degree name. Example: "Doctor of Philosophy (Ph.D.)" or "Master of Occupational Therapy (M.O.T.)"

Response:
Bachelor of Arts (BA)

Major Name

Enter the major name. Example: "Tree Surgery"

Response:
Chinese

Major Code

Enter the two or three letter code.

Response:
EAC

Termination Date

Enter the termination date (semester/year), which is the last date students will be accepted into the program.

Response:
Spring 2016

Phase-Out Date

Enter the phase-out date (semester/year), which is when the last student in teach-out will have completed the major. This date should allow time for enrolled students to complete the major in a reasonable amount of time. The phase-out date is the last date that data will be submitted for the major.

Response:
Spring 2021

Rationale for Request

Describe the rationale for the request to close the major.

Response:
The Board of Governors approved the creation of a new BA in Foreign Languages and Literatures (FLL) in January 2016. The new FLL degree will replace the foreign language majors currently housed in the Dept. of Languages, Literatures, and Cultures (LLC). The new FLL degree acts as an umbrella degree for several language-specific tracks, e.g. "Foreign Languages and Literatures - Chinese." It is necessary to close the old Chinese major so as to avoid confusion for incoming students.

Impacts on Other Programs

Describe any potential impact on other programs or departments, including increased need for general education or common prerequisite courses, or increased need for required or elective courses outside of the existing degree program.

Response:
This closure will not impact any other programs or departments since the old degree will be replaced by the new FLL degree. The new degree will offer courses consistent with those that have been offered in the past.

Steps Taken to Inform Students and Faculty

State what steps have been taken to inform students and faculty of the intent to close the major.

Response:
Students and faculty have been advised of the intent to replace the major in formal meetings, advising sessions, and through written communication.

Teach-Out Plan

Explain how students in the major will be able to complete their degree. The teach-out process often extends well beyond the termination date.

Response:
Students in the existing major will be able to complete their degree without any complications because the required courses will continue to be offered under the new major.

Accommodation of Faculty

Provide an explanation of the manner in which the Department and College intend to accommodate faculty who are currently active in the major.

Response:

Faculty currently active in the major will not be affected by this change since the new major will require the same degree of participation.

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

UNIVERSITY: University of Florida

PROGRAM NAME: Athletic Training

DEGREE LEVEL(S): B.S. **CIP CODE:** 51.0913
(Ph.D., Ed.D., etc) (Classification of Instructional Programs)

ANTICIPATED TERMINATION DATE: Summer B 2019
(Last date that students will be accepted into program)

ANTICIPATED PHASE-OUT DATE: Spring 2021
(Last date that data will be submitted for this program)

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

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

See attached

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

See attached

PROGRAM TERMINATION FORM (PAGE 2)

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

See attached

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

See attached

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

See attached

PROGRAM TERMINATION FORM (PAGE 3)

Thomas Llander

Signature of Requestor/Initiator

June 2, 2017
Date

John Gent

Signature of Campus EO Officer

6/20/17
Date

Michael Reis

Signature of College Dean

06/05/17
Date

Signature of Vice President for
Academic Affairs

Date

REVISED 11/2009

Program Termination Form: Bachelor of Science in Athletic Training (CIP: 51.0913)

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

The Strategic Alliance for the Athletic Training (AT) Profession, led by the accreditation arm (Commission on Accreditation of Athletic Training Education – CAATE) has approved and initiated a professional transition of AT preparatory programs. Effective Fall 2022, AT programs must either transition to a professional degree offered at the graduate (Master's degree) level or no longer enroll AT students. Professional degree transition required by the external accreditation prompted the faculty within the Department of Applied Physiology & Kinesiology (APK) to review the implications of such a requirement on the current degree/programs offered through the department. The professional level AT program (Bachelors Level) and post-professional level AT program (Masters' Level) currently split resources and have non-integrated faculty providing teaching, mentorship and clinical oversight for students across the two programs. The Department/College determined the best allocation of resources moving forward would be to combine resources (faculty, facilities, etc.) and create a new post-professional clinical doctorate in AT (DAT) vs. transition both the BS and MS level programs and attempt to sustain quality and accreditation compliance under the new requirements.

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

The Bachelor of Science in Athletic Training program is a residential program offered at the Gainesville campus. Termination of the BSAT program will have a negligible impact on undergraduate enrollment in the Department of Applied Physiology & Kinesiology. As a limited access program, the BSAT program enrolls a maximum of 20 students annually. Future students will likely matriculate as part of the BSAPK degree; the APK undergraduate curriculum committee in conjunction with the AT Program faculty have begun transitioning the BSAPK specializations to capture and retain the students who would have applied for admission into the BSAT program.

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

The BSAT Program will be removed from the 2018 catalog; allowing any UF student enrolled at UF prior to May 2018 and any transfer eligible student to remain viable for admission through the 2019 cohort (Summer B 2019 last admission). Pending approval, the three AT faculty members currently employed to teach and mentor students within the BSAT professional level AT Program and MS (AT Specialization) will serve as the three faculty (Director, Associate Director and Clinical Coordinator) for the new Clinical Doctorate in AT Program (DAT). Resources currently allocated for the BSAT and MS (AT Specialization) will be used within the DAT (e.g., classroom teaching and learning spaces, clinical lab facilities, affiliate sites for clinical rotations, etc.). Once updated, the APK and HHP website will provide additional notification of the pending change to admission and program availability; notification scheduled Fall 2017. Additional paperwork to voluntarily withdraw CAATE accreditation for the BSAT program will occur per guidelines from the CAATE (during the 2019 academic year).

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

The BSAT program currently supports 23 students (7 males, 16 females), which represent the following racial distribution (21 Caucasian, 0 Black/African American, 2 Latino, 0 Native American). The BSAT program faculty include 2 full-time, non-tenure, clinical track faculty (1 – female, Clinical Associate Professor and 1 – male, Clinical Assistant Professor); both Caucasian. Data collected as part of the CAATE e-Accreditation reporting program.

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

We do not foresee a negative impact with the closure of the BSAT program on representation of females, minorities, faculty and/or students.

Major|Close for request 11182

Info

Request: Closure of East Asian Languages and Literatures Major

Description of request: Request to close the East Asian Languages and Literatures major to comply with implementation of the new Foreign Languages and Literatures umbrella major.

Submitter: Ingrid Kleespies iakl@ufl.edu

Created: 10/13/2016 1:11:27 PM

Form version: 1

Responses

Degree Program Name

Enter the name of the Degree Program. A list of approved programs is available at the [SUS Academic Program Inventory database](#).

Response:
East Asian Languages, Literatures, and Linguistics

CIP Code

Enter the six digit Classification of Instructional Programs (CIP) code for the existing degree program. The code has the numerical format XX.XXXX. Contact the [Office of Institutional Planning and Research \(OIPR\)](#) to verify the CIP code for the existing degree program.

Response:
16.0399

Degree Name

Enter the degree name. Example: "Doctor of Philosophy (Ph.D.)" or "Master of Occupational Therapy (M.O.T.)"

Response:
Bachelor of Arts

Major Name

Enter the major name. Example: "Tree Surgery"

Response:
East Asian Languages and Literatures

Major Code

Enter the two or three letter code.

Response:
EA

Termination Date

Enter the termination date (semester/year), which is the last date students will be accepted into the program.

Response:

spring 2016

Phase-Out Date

Enter the phase-out date (semester/year), which is when the last student in teach-out will have completed the major. This date should allow time for enrolled students to complete the major in a reasonable amount of time. The phase-out date is the last date that data will be submitted for the major.

Response:
spring 2021

Rationale for Request

Describe the rationale for the request to close the major.

Response:
The Board of Governors approved the creation of a new BA in Foreign Languages and Literatures (FLL) in January 2016. The new FLL degree will replace the foreign language majors currently housed in the Dept. of Languages, Literatures, and Cultures (LLC). The new FLL degree acts as an umbrella degree for several language-specific tracks, including Chinese and Japanese. It is necessary to close the old East Asian Languages and Literatures major so as to avoid confusion for incoming students.

Impacts on Other Programs

Describe any potential impact on other programs or departments, including increased need for general education or common prerequisite courses, or increased need for required or elective courses outside of the existing degree program.

Response:
This closure will not impact any other programs or departments since the old degree will be replaced by the new FLL degree. The new degree will offer courses consistent with those that have been offered in the past.

Steps Taken to Inform Students and Faculty

State what steps have been taken to inform students and faculty of the intent to close the major.

Response:
Students and faculty have been advised of the intent to replace the major in formal meetings, advising sessions, and through written communication.

Teach-Out Plan

Explain how students in the major will be able to complete their degree. The teach-out process often extends well beyond the termination date.

Response:
Students in the existing major will be able to complete their degree without any complications because the required courses will continue to be offered under the new major.

Accommodation of Faculty

Provide an explanation of the manner in which the Department and College intend to accommodate faculty who are currently active in the major.

Response:

Faculty currently active in the major will not be affected by this change since the new major will require the same degree of participation.

Major|Close for request 10741

Info

Request: Japanese

Description of request: The Board of Governors approved the creation of a new BA in Foreign Languages and Literatures (FLL) in January 2016. The new FLL degree will replace the foreign language majors currently housed in the Dept. of Languages, Literatures, and Cultures (LLC). The new FLL degree acts as an umbrella degree for several language-specific tracks, e.g. "Foreign Languages and Literatures - Japanese." It is necessary to close the old Japanese major so as to avoid confusion for incoming students.

Submitter: Ingrid Kleespies iakl@ufl.edu

Created: 2/3/2016 7:48:40 PM

Form version: 1

Responses

Degree Program Name

Enter the name of the Degree Program. A list of approved programs is available at the [SUS Academic Program Inventory database](#).

Response:
East Asian Languages, Literatures, and Linguistics

CIP Code

Enter the six digit Classification of Instructional Programs (CIP) code for the existing degree program. The code has the numerical format XX.XXXX. Contact the [Office of Institutional Planning and Research \(OIPR\)](#) to verify the CIP code for the existing degree program.

Response:
16.0399

Degree Name

Enter the degree name. Example: "Doctor of Philosophy (Ph.D.)" or "Master of Occupational Therapy (M.O.T.)"

Response:
Bachelor of Arts (BA)

Major Name

Enter the major name. Example: "Tree Surgery"

Response:
Japanese

Major Code

Enter the two or three letter code.

Response:
EAJ

Termination Date

Enter the termination date (semester/year), which is the last date students will be accepted into the program.

Response:
Spring 2016

Phase-Out Date

Enter the phase-out date (semester/year), which is when the last student in teach-out will have completed the major. This date should allow time for enrolled students to complete the major in a reasonable amount of time. The phase-out date is the last date that data will be submitted for the major.

Response:
Spring 2021

Rationale for Request

Describe the rationale for the request to close the major.

Response:
The Board of Governors approved the creation of a new BA in Foreign Languages and Literatures (FLL) in January 2016. The new FLL degree will replace the foreign language majors currently housed in the Dept. of Languages, Literatures, and Cultures (LLC). The new FLL degree acts as an umbrella degree for several language-specific tracks, e.g. "Foreign Languages and Literatures - Japanese." It is necessary to close the old Japanese major so as to avoid confusion for incoming students.

Impacts on Other Programs

Describe any potential impact on other programs or departments, including increased need for general education or common prerequisite courses, or increased need for required or elective courses outside of the existing degree program.

Response:
This closure will not impact any other programs or departments since the old degree will be replaced by the new FLL degree. The new degree will offer courses consistent with those that have been offered in the past.

Steps Taken to Inform Students and Faculty

State what steps have been taken to inform students and faculty of the intent to close the major.

Response:
Students and faculty have been advised of the intent to replace the major in formal meetings, advising sessions, and through written communication.

Teach-Out Plan

Explain how students in the major will be able to complete their degree. The teach-out process often extends well beyond the termination date.

Response:
Students in the existing major will be able to complete their degree without any complications because the required courses will continue to be offered under the new major.

Accommodation of Faculty

Provide an explanation of the manner in which the Department and College intend to accommodate faculty who are currently active in the major.

Response:

Faculty currently active in the major will not be affected by this change since the new major will require the same degree of participation.

Major|Close for request 10743

Info

Request: French Language and Literature

Description of request: The Board of Governors approved the creation of a new BA in Foreign Languages and Literatures (FLL) in January 2016. The new FLL degree will replace the foreign language majors currently housed in the Dept. of Languages, Literatures, and Cultures (LLC). The new FLL degree acts as an umbrella degree for several language-specific tracks, e.g. "Foreign Languages and Literatures - French." It is necessary to close the old French major so as to avoid confusion for incoming students.

Submitter: Ingrid Kleespies iakl@ufl.edu

Created: 2/4/2016 9:40:13 AM

Form version: 1

Responses

Degree Program Name

Enter the name of the Degree Program. A list of approved programs is available at the [SUS Academic Program Inventory database](#).

Response:
French Language and Literature

CIP Code

Enter the six digit Classification of Instructional Programs (CIP) code for the existing degree program. The code has the numerical format XX.XXXX. Contact the [Office of Institutional Planning and Research \(OIPR\)](#) to verify the CIP code for the existing degree program.

Response:
16.0901

Degree Name

Enter the degree name. Example: "Doctor of Philosophy (Ph.D.)" or "Master of Occupational Therapy (M.O.T.)"

Response:
Bachelor of Arts (BA)

Major Name

Enter the major name. Example: "Tree Surgery"

Response:
French Language and Literature

Major Code

Enter the two or three letter code.

Response:
FRE

Termination Date

Enter the termination date (semester/year), which is the last date students will be accepted into the program.

Response:
Spring 2016

Phase-Out Date

Enter the phase-out date (semester/year), which is when the last student in teach-out will have completed the major. This date should allow time for enrolled students to complete the major in a reasonable amount of time. The phase-out date is the last date that data will be submitted for the major.

Response:
Spring 2021

Rationale for Request

Describe the rationale for the request to close the major.

Response:
The Board of Governors approved the creation of a new BA in Foreign Languages and Literatures (FLL) in January 2016. The new FLL degree will replace the foreign language majors currently housed in the Dept. of Languages, Literatures, and Cultures (LLC). The new FLL degree acts as an umbrella degree for several language-specific tracks, e.g. "Foreign Languages and Literatures - French." It is necessary to close the old French major so as to avoid confusion for incoming students.

Impacts on Other Programs

Describe any potential impact on other programs or departments, including increased need for general education or common prerequisite courses, or increased need for required or elective courses outside of the existing degree program.

Response:
This closure will not impact any other programs or departments since the old degree will be replaced by the new FLL degree. The new degree will offer courses consistent with those that have been offered in the past.

Steps Taken to Inform Students and Faculty

State what steps have been taken to inform students and faculty of the intent to close the major.

Response:
Students and faculty have been advised of the intent to replace the major in formal meetings, advising sessions, and through written communication.

Teach-Out Plan

Explain how students in the major will be able to complete their degree. The teach-out process often extends well beyond the termination date.

Response:
Students in the existing major will be able to complete their degree without any complications because the required courses will continue to be offered under the new major.

Accommodation of Faculty

Provide an explanation of the manner in which the Department and College intend to accommodate faculty who are currently active in the major.

Response:

Faculty currently active in the major will not be affected by this change since the new major will require the same degree of participation.

Major|Close for request 10740

Info

Request: German Language and Literature

Description of request: The Board of Governors approved the creation of a new BA in Foreign Languages and Literatures (FLL) in January 2016. The new FLL degree will replace the foreign language majors currently housed in the Dept. of Languages, Literatures, and Cultures (LLC). The new FLL degree acts as an umbrella degree for several language-specific tracks, e.g. "Foreign Languages and Literatures - German." It is necessary to close the old German major so as to avoid confusion for incoming students.

Submitter: Ingrid Kleespies iakl@ufl.edu

Created: 2/3/2016 7:42:34 PM

Form version: 1

Responses

Degree Program Name

Enter the name of the Degree Program. A list of approved programs is available at the [SUS Academic Program Inventory database](#).

Response:
German Language and Literature

CIP Code

Enter the six digit Classification of Instructional Programs (CIP) code for the existing degree program. The code has the numerical format XX.XXXX. Contact the [Office of Institutional Planning and Research \(OIPR\)](#) to verify the CIP code for the existing degree program.

Response:
16.0501

Degree Name

Enter the degree name. Example: "Doctor of Philosophy (Ph.D.)" or "Master of Occupational Therapy (M.O.T.)"

Response:
Bachelor of Arts (BA)

Major Name

Enter the major name. Example: "Tree Surgery"

Response:
German Language and Literature

Major Code

Enter the two or three letter code.

Response:
GER

Termination Date

Enter the termination date (semester/year), which is the last date students will be accepted into the program.

Response:
Spring 2016

Phase-Out Date

Enter the phase-out date (semester/year), which is when the last student in teach-out will have completed the major. This date should allow time for enrolled students to complete the major in a reasonable amount of time. The phase-out date is the last date that data will be submitted for the major.

Response:
Spring 2021

Rationale for Request

Describe the rationale for the request to close the major.

Response:
The Board of Governors approved the creation of a new BA in Foreign Languages and Literatures (FLL) in January 2016. The new FLL degree will replace the foreign language majors currently housed in the Dept. of Languages, Literatures, and Cultures (LLC). The new FLL degree acts as an umbrella degree for several language-specific tracks, e.g. "Foreign Languages and Literatures - German." It is necessary to close the old German major so as to avoid confusion for incoming students.

Impacts on Other Programs

Describe any potential impact on other programs or departments, including increased need for general education or common prerequisite courses, or increased need for required or elective courses outside of the existing degree program.

Response:
This closure will not impact any other programs or departments since the old degree will be replaced by the new FLL degree. The new degree will offer courses consistent with those that have been offered in the past.

Steps Taken to Inform Students and Faculty

State what steps have been taken to inform students and faculty of the intent to close the major.

Response:
Students and faculty have been advised of the intent to replace the major in formal meetings, advising sessions, and through written communication.

Teach-Out Plan

Explain how students in the major will be able to complete their degree. The teach-out process often extends well beyond the termination date.

Response:
Students in the existing major will be able to complete their degree without any complications because the required courses will continue to be offered under the new major.

Accommodation of Faculty

Provide an explanation of the manner in which the Department and College intend to accommodate faculty who are currently active in the major.

Response:

Faculty currently active in the major will not be affected by this change since the new major will require the same degree of participation.

Major|Close for request 10739

Info

Request: Russian Language and Literature

Description of request: The Board of Governors approved the creation of a new BA in Foreign Languages and Literatures (FLL) in January 2016. The new FLL degree will replace the foreign language majors currently housed in the Dept. of Languages, Literatures, and Cultures (LLC). The new FLL degree acts as an umbrella degree for several language-specific tracks, e.g. "Foreign Languages and Literatures - Russian." It is necessary to close the old Russian major so as to avoid confusion for incoming students.

Submitter: David Pharies pharies@ufl.edu

Created: 2/4/2016 9:04:57 AM

Form version: 3

Responses

Degree Program Name

Enter the name of the Degree Program. A list of approved programs is available at the [SUS Academic Program Inventory database](#).

Response:
Russian Language and Literature

CIP Code

Enter the six digit Classification of Instructional Programs (CIP) code for the existing degree program. The code has the numerical format XX.XXXX. Contact the [Office of Institutional Planning and Research \(OIPR\)](#) to verify the CIP code for the existing degree program.

Response:
16.0402

Degree Name

Enter the degree name. Example: "Doctor of Philosophy (Ph.D.)" or "Master of Occupational Therapy (M.O.T.)"

Response:
Bachelor of Arts (BA)

Major Name

Enter the major name. Example: "Tree Surgery"

Response:
Russian Language and Literature

Major Code

Enter the two or three letter code.

Response:
RUS

Termination Date

Enter the termination date (semester/year), which is the last date students will be accepted into the program.

Response:
Spring 2016

Phase-Out Date

Enter the phase-out date (semester/year), which is when the last student in teach-out will have completed the major. This date should allow time for enrolled students to complete the major in a reasonable amount of time. The phase-out date is the last date that data will be submitted for the major.

Response:
Spring 2021

Rationale for Request

Describe the rationale for the request to close the major.

Response:
The Board of Governors approved the creation of a new BA in Foreign Languages and Literatures (FLL) in January 2016. The new FLL degree will replace those foreign language majors currently housed in the Dept. of Languages, Literatures, and Cultures (LLC). The new FLL degree acts as an umbrella degree for several language-specific tracks, e.g. "Foreign Languages and Literatures - Russian." It is necessary to close the old Russian major so as to avoid confusion for incoming students.

Impacts on Other Programs

Describe any potential impact on other programs or departments, including increased need for general education or common prerequisite courses, or increased need for required or elective courses outside of the existing degree program.

Response:
This closure will not impact any other programs or departments since the old degree will be replaced by the new FLL degree. The new degree will offer courses consistent with those that have been offered in the past.

Steps Taken to Inform Students and Faculty

State what steps have been taken to inform students and faculty of the intent to close the major.

Response:
Students and faculty have been advised of the intent to replace the major in formal meetings, advising sessions, and through written communication.

Teach-Out Plan

Explain how students in the major will be able to complete their degree. The teach-out process often extends well beyond the termination date.

Response:
Students in the existing major will be able to complete their degree without any complications because the required courses will continue to be offered under the new major.

Accommodation of Faculty

Provide an explanation of the manner in which the Department and College intend to accommodate faculty who are currently active in the major.

Response:

Faculty currently active in the major will not be affected by this change since the new major will require the same degree of participation.

Revised 12/2016

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

UNIVERSITY: University of Florida

PROGRAM NAME: Registered Nursing/Registered Nurse

DEGREE LEVEL(S): M.S. Nsg (M) **CIP CODE:** 51.3801
(B., M., Ph.D., Ed.D., etc.) (Classification of Instructional Programs)

ANTICIPATED TERMINATION TERM: Fall 2015
(First term when no new students will be accepted into the program)

ANTICIPATED PHASE-OUT TERM: Spring 2017
(First term when no student data will be reported for this program)

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

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

In 2008, the College of Nursing faculty endorsed the Doctor of Nursing Practice (DNP) as the terminal degree for all advanced-practice registered nurses to enter practice. In fall 2013, all MSN tracks at the UFCON were transitioned to the DNP. After completing the first year of full-time study, post-baccalaureate students who

were admitted to the DNP program could choose to exit after completing the required courses for the MSN degree (i.e., “stop out” with a master’s degree). In November, 2014, the faculty voted to eliminate the “stop out” option beginning with the fall of 2015 admission cohort. Students admitted prior to fall of 2015 could exercise the option (thus no “teach out” plan was necessary). All MSN students are in the final semester of their studies and will receive the degree at the end of the current semester (spring, 2017).

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

The program was offered online therefore no campuses will be affected by the closure of the program.

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

Students admitted prior to fall of 2015 who chose to complete the MSN remained on the curriculum plan that was in effect when they decided to opt out of the DNP. As of Summer 2017 we have no active students in the program and faculty who taught in the program continue to teach in the Doctor of Nursing Practice program.

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

Graduated in 2015	Number (44 total)
Gender	
Female	40
Male	4
Race/ethnicity	
Asian	5
Black	3
Hispanic	1

American Indian	0
White	34
Non-resident Alien	1
Not Report	0
Graduated in 2016	Number (5 total)
Gender	
Female	5
Male	0
Race/ethnicity	
Asian	1
Black	0
Hispanic	1
American Indian	0
White	2
Non-resident Alien	0
Not Report	1
Graduated in 2017	Number (15 total)
Gender	
Female	15
Male	0
Race/ethnicity	
Asian	0
Black	0
Hispanic	0
American Indian	1
White	14
Non-resident Alien	0
Not Report	0

From the College of Nursing Office of Student Affairs student database

No faculty are affected by this closure. The same faculty who taught in the MSN program teach in the DNP program currently. We are closing the program because the Master's degree is no longer considered the terminal degree for advanced practice nursing.

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

As noted above, no faculty are affected because they continue to teach in our

DNP program. Students may be admitted to the DNP program so we do not foresee any potential negative impact to the closure.

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

Not applicable

Signature of Requestor/Initiator

Jodi Gentry

Date

5/16/17

Signature of Campus EO Officer

Anna M McDaniel

Date

5/8/17

Signature of College Dean

Date

Signature of President or Vice President for
Academic Affairs

Date

Date Approved by the
Board of Trustees

Date

Signature of the Chair of the
Board of Trustees

Date



**UNIVERSITY OF FLORIDA BOARD OF TRUSTEES
COMMITTEE ON EDUCATIONAL POLICY AND STRATEGIC INITIATIVES
COMMITTEE ACTION ITEM EP4
March 22, 2018**

SUBJECT: Degree Program Changes

BACKGROUND INFORMATION

The College of the Arts is requesting to decrease the number of required credits by 6 in the Master of Arts in Digital Arts and Sciences (CIP Code 50.0102) from 36 to 30 credits. This reduction in credit hours would make the degree more affordable for future candidates and allow them to finish the degree in a shorter period of time. Thus making the degree more appealing to many future professionals and academics. This change is on par with current MA degrees offered at the University of Florida and the offerings of other leading American universities. This change was approved by the Curriculum Committee and then by the Faculty Senate at their December 7, 2017 meeting.

The Warrington College of Business is requesting to modify the degree requirements for the Bachelor of Science in Accounting (CIP Code 52.0301) to include a standard prerequisite that transfer students need to take prior to admission. This change was approved by the Curriculum Committee and then by the Faculty Senate at their February 15, 2018 meeting.

PROPOSED COMMITTEE ACTION

The Committee on Educational Policy and Strategic Initiatives is asked to approve the Degree Program Changes for the Master of Arts in Digital Arts and Sciences (CIP Code 50.0102) and the Bachelor of Science in Accounting (CIP Code 52.0301) for recommendation to the Board of Trustees for its approval on the Consent Agenda.

ADDITIONAL COMMITTEE CONSIDERATIONS

Board of Governors' approval is required.

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

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

Approved by the University of Florida Board of Trustees, March 23, 2018

James W. Heavener, Chair

W. Kent Fuchs, President and Corporate Secretary

Degree|Change_Credits for request 11825

Info

Request: Change MA in DAS from 36 to 30 credits

Description of request: We are requesting to change the MA in DAS from 36 to 30 credits

Submitter: Marko Suvajdzic marko@digitalworlds.ufl.edu

Created: 10/11/2017 2:46:46 PM

Form version: 7

Responses

Degree Name

Enter the name of the degree program.

Response:

MA Digital Arts and Sciences (DAR)

CIP Code

Enter the six digit Classification of Instructional Programs (CIP) code for the degree program. The code has the numerical format XX.XXXX. Contact the [Office of Institutional Planning and Research \(OIPR\)](#) to verify the CIP code for the existing degree program.

Response:

50.0102

Current Total Credits

Enter the current number of credits needed to complete the majors in the degree program.

Response:

36

Proposed Total Credits

Enter the proposed number of credits needed to complete the majors in the degree program.

Response:

30

Effective Term

Enter the term (semester and year) that the requested change in total credits would be effective.

Response:

Spring

Effective Year

Response:

2018

Pedagogical Rationale/Justification

Describe the rationale for the proposed change to the total credits. In accordance with the requirements of Section 1007.25, F.S., the Board of Governors may approve a request by a university board of trustees for a bachelor's degree program to exceed 120 credit hours to degree for the following reasons:

<ol style="list-style-type:lower-alpha;">

- Additional courses are required to meet specialized accreditation standards for program content and such accreditation is expected or required for program graduates to become employed in the profession for which they are being prepared (e.g. Engineering, Architecture).*
- Additional courses are required to meet state or federal mandated criteria for professional licensing (e.g., Teacher Education).*
- The degree program offers a unique and innovative learning experience, such as honors programs, individualized study, and other non-traditional approaches to education.*

Response:

Our rationale for requesting to change the MA in DAS from 36 to 30 credits is based on both our own experience to date, as well as our research of similar programs in the nation. More specifically our rationale includes the following findings:

1. We have conducted a survey of similar degrees at other universities of similar statues to UF. The vast majority of similar MA programs are 30 credits, thus our proposed request would put us in step with the comparable institutions in the nation.
2. We have reviewed the complete set of graduate works of our past as well as current students. The overwhelming majority have chosen to do PILOT (project-in-lieu-of-thesis) rather than a thesis. Thus we are requesting the lower amount of credits for our MA degree, deeming it sufficient for our students to develop their critical thinking, and also master the ever-more intuitive software and technologies required for professionals in the Digital Arts and Sciences.
3. The 6 credit hours that are cut out of the program as part of this reduction are the two elective courses. Under the new curriculum, we are streamlining our MA degree such that all credits attained will be in- department under the supervision of our graduate faculty.
4. We propose a fully lock-step program that would lead our students through the Digital Worlds course offering in a systematic way. We are of firm belief, that such an approach would greatly benefit the knowledge acquisition by our students, and improve the often complex web of technical requirements for many of our classes.

The intention of the change from 36 to 30 credits is to serve better our student body, and to provide a more streamlined experience for our future graduates.

Impact on Initial Enrollment/Retention/Graduation

Describe the projected impact of the change in total credits on enrollment and on retention and graduation of students in the majors.

Response:

The projected impact of the proposed change is a positive one. We expect our enrollment to increase, and we expect for a higher percentage of students to complete the degree on time and reach their graduation requirements with this new streamlined approach. Our retention rate has been solid to date, and the proposed change should not have any negative impact. Overall, the proposed change has been designed to have positive effects on the student experience.

Assessment Data Review

Describe the Student Learning Outcome and/or program goal data that was reviewed to support the proposed changes.

Response:

The change of credits is recommended based on our review of the PGs and SLOs for the MA in DAR degree. The goal of our changes is to specifically address the following:

PG1 - Recruitment/Enrollment The 30 credit option would make our degree more affordable for future candidates and allow them to finish the degree in a shorter period of time. Thus making the degree more appealing to many future professionals and academics. This change is on par with current MA degrees offered at the University of Florida and the offerings of other leading American universities.

SLO1 - Skills The streamlining of our degree will insure that our students will attain the necessary knowledge to meet 21st century industry requirements. The new program is designed to foster increased collaboration within each student cohort and also interaction with industry professionals, thus giving students a heightened sense of the digital arts workplace into which they will launch their careers.

Academic Learning Compact and Academic Assessment Plan

Describe the modifications to the Academic Learning Compact and Academic Assessment Plan that result from the proposed change.

Response:

Modifications of our Academic Assessment Plan will be focused on the following two areas:

PG2 - Program Development

Aside from the currently listed goal of:

"... to educate our students to demonstrate a thorough understanding and knowledge of Digital Arts and Sciences (DAS) as sociotechnical academic domain and a professional level of understanding of the principles involved in the creation of interactive digital media artifacts."

We look to include a more industry focused approach that will guarantee our students technical and research preparedness for the work in their field of choice.

SLO3 - Professional Behavior

Aside from the currently listed Learning Outcome of:

"Exhibits the professional behaviors required in the field"

We look to modify it to include "and possess the critical skills required in the field"

The Graduate School
Office of the Associate Vice President and Dean

POB 115500
101A Grinter Hall
Gainesville FL 32611-5500
352 392 6622 (Telephone)

October 18, 2017

MEMORANDUM

TO: Marko Suvajdzic
Associate Director
College of the Arts

FROM: Henry T. Frierson 
Associate Vice President and Dean
Graduate School

RE: #11825 to modify the credit hours for the Master of Arts in Digital Arts and Sciences,
College of the Arts

The proposal from the College of the Arts to modify the credit hours for the Master of Arts in Digital Arts and Sciences was approved at the October 18, 2017 Graduate Council meeting effective Spring 2018, pending further approvals.

The following individuals and offices will be notified by a copy of this letter so that they can complete their processes to modify the credit hours for the degree program:

cc: Gann Enholm, Caroline Lentz, Patty Van Wert, Stacy Wallace, Graduate School
Lee Morrison, University Curriculum Committee and Office of the University Registrar
Brandon Case, University Curriculum Committee and Office of the University Registrar
Amber Cacciatore, University Curriculum Committee and Office of the University Registrar
Cathy Lebo, Office of Institutional Planning and Research
Sue Alvers, Assistant to the Faculty Senate Chair and UF Trustee
Jennifer Setlow, Associate Dean, College of the Arts

HF/ld

Digital Arts and Sciences (Arts)

College

[College of the Arts](#)

Department/School

[Digital Worlds Institute](#)

Digital Arts and Sciences (Arts) Program Information

The Master of Arts in Digital Arts & Sciences (DAR) degree seeks to allow students from diverse academic backgrounds the opportunity to develop fluency in the technologies, design practices and collaborative interdisciplinary teamwork increasingly required by the media, communications and entertainment industries. Graduates holding the M.A. in Digital Arts and Sciences degree would typically seek employment in the creative services sector, applying digital techniques and technologies in a variety of professions. Opportunities range from traditional cinema to interactive games; from broadcast media to online international networks to emergent industries.

Although this is a thesis degree, students usually produce a creative project in lieu of thesis. Students should see the graduate coordinator for the requirements for the creative project, which are also provided in the DAR Student Handbook.

Students seeking admission are expected to have an undergraduate background including:

- A degree in the arts, communications, liberal arts & sciences, or engineering
- A body of work that demonstrates accomplishment in the intended area
- A body of work that can clearly be enhanced with skills to be acquired in the DAR program.

Deficiencies may be corrected before beginning graduate study. In addition to appropriate academic credentials and prior scholastic achievement, admission into the program requires a well-constructed Statement of Purpose and media-related support material (i.e. samples of design, programming, video, web, writing, etc.) that demonstrates both prior interest and/or achievement in New Media/Digital Arts & Sciences.

Degrees Offered with a Major in Digital Arts and Sciences:

- **Master of Arts**

Digital Worlds Departmental Courses

- [DIG 5555C: Digital Media Projection Design I](#)
- [DIG 5931C: Special Topics](#)
- [DIG 6027: Digital Storytelling](#)
- [DIG 6028: Roots of Digital Culture](#)
- [DIG 6050C: Entertainment Technology](#)
- [DIG 6125C: Digital Design & Visualization](#)
- [DIG 6126C: Interaction Design](#)

- [DIG 6256C: Audio Design For Digital Production](#)
- [DIG 6358C: APPLIED 3D MODELING](#)
- [DIG 6556C: Digital Media Projection Design II](#)
- [DIG 6589C: Digital Portfolio](#)
- [DIG 6719: Videogame Theory and Analysis](#)
- [DIG 6744C: Movement, Media and Machines](#)
- [DIG 6751C: Protocols for Multimedia Interfaces](#)
- [DIG 6788C: Digital Production & Game Design](#)
- [DIG 6837C: Digital Tools for Arts and Humanities](#)
- [DIG 6840: Interdisciplinary Research Seminar in Digital Arts & Sciences](#)
- [DIG 6850: Digital Arts & Sciences Convergence](#)
- [DIG 6906: Independent Study - Graduate Level](#)
- [DIG 6950C: Digital Performance Production](#)
- [DIG 6971: Research for Master's Thesis](#)
- [DIG 6973: Capstone Project in Lieu of Thesis](#)

The following courses are offered by the Center for the Arts in Medicine and are not required for students in the Master of Arts in Digital Arts & Sciences program.

College of the Arts Courses

- [HUM 5357: Creativity and Health: Foundations of the Arts in Medicine](#)
- [HUM 5595: Arts in Medicine in Practice](#)
- [HUM 6308: Arts and Compassion](#)
- [HUM 6340: Arts Advocacy and Public Policy](#)
- [HUM 6350: The Art of Self-Care](#)
- [HUM 6352: Art and Design in the Environment of Care](#)
- [HUM 6353: Arts in Medicine Professional Seminar](#)
- [HUM 6354: Arts in Medicine Advanced Professional Seminar](#)
- [HUM 6355: Arts in Medicine Summer Intensive](#)
- [HUM 6358: Arts in Medicine Capstone Proposal](#)
- [HUM 6359: Arts in Medicine Capstone](#)
- [HUM 6365: Collaborating Across Disciplines: The Arts Therapies](#)
- [HUM 6375: The Arts and Human Development](#)
- [HUM 6596: Arts in Medicine Capstone](#)
- [HUM 6942: Arts in Medicine Graduate Practicum](#)
- [HUM 6944: Arts in Action: Consulting Project in Performing Arts Management](#)

Application to **Modify** Currently Approved Common Prerequisites

Degree Program Name: Accounting CIP Code: 52.0301

Anticipated Degree Total Hours: 120

Are other degree programs under this name currently found in the Common

Prerequisite Manual (CPM)? Yes No

If yes, under what CIP code: _____

Institution Requesting Modification: University of Florida

Name of Contact Person: John Laibson

Email Address of Above: john.laibson@warrington.ufl.edu Phone Number: (352) 273-0200

Please list the current common prerequisites and any corresponding approved alternative courses. Please add rows to the table as appropriate.

CIP: 52.0301 Track: _____

Current Primary Prerequisites	Current Alternative Course(s)
ACG X021	ACGX022, or ACGX001 & ACGX011
CGSX100	CGSX100C, CGSX530C, CGSX570, CGSX060, CGSX531, CGSX000, ISMX000, CGSX518
ECOX013	
ECOX023	
MACX233	MACX230
STAX023	STAX122, QMBX100

- Does this modification of currently approved common prerequisites involve adding another track to the currently approved prerequisites within the *Common Prerequisite Manual*?

No Yes _____

Maybe - depends upon Discipline Committee Recommendation _____

If yes or maybe above, please provide justification regarding the significant differences in your curriculum that would necessitate a new track with different common prerequisites:

2. If adding a common prerequisite course or course substitute, please provide the following information. You can find details about individual courses at the hyperlink to the Statewide Course Numbering System ([SCNS](#)). Type in the prefix and four digit number of the proposed course. The hyperlink leads to a page with two worksheets: statewide course detail and institutions. Clicking on the institutions page will identify the institutions offering the course. Be aware that there may be institutions besides Florida College System (FCS) and State University System (SUS) institutions listed.

Add rows as necessary.

Proposed Course	Title of Proposed Course	# FCS Currently Offering Course	# SUS Currently Offering Course	Justification for the addition or deletion
ACGX071	Managerial Accounting I	28	10 (plus FIU offers ACG 3301, an acceptable substitution)	Change in degree requirements makes this course required for the BSAc degree and a prerequisite for upper-division major courses.

3. If your request includes course(s) that are offered currently at 3 or less FCS institutions, please provide a justification as to why these courses are critical for a student's success in your upper division.

4. If your request includes courses that are offered currently only at your institution, do you have the same amount of elective credit hour space in your

upper division so that the associate in arts transfer student is held harmless in excess hours and time?

- a. Yes _____ b. No _____
5. If your request includes courses that are offered only at your institution, are you willing and able to offer these courses online or during the summer so that transfer students may pick up the courses without delaying admission for the fall?
- a. Yes _____ b. No _____
6. Is the credit hour total for required work more than 24?
___X___No _____Yes

If yes, how do you anticipate students meeting general education requirement:

- a. _____ Course(s) are anticipated to be "core" general education;
- b. _____ Anticipate that institutions will have course(s) as part of their institution's general education program.
- c. _____ Other:



**UNIVERSITY OF FLORIDA BOARD OF TRUSTEES
COMMITTEE ON EDUCATIONAL POLICY AND STRATEGIC INITIATIVES
COMMITTEE ACTION ITEM EP5
March 22, 2018**

SUBJECT: New Degree: Master of Fine Arts

BACKGROUND INFORMATION

The proposed Master of Fine Arts in Design and Visual Communications (CIP Code 50.0401) is a new terminal graduate degree program that will move from the Master of Fine Arts in Arts to a stand-alone degree. The field of graphic design has changed significantly and this will allow the program to develop freely in the direction of the discipline. It will prepare students in a way that is relevant and responsive in the area of design and visual communication but also to the overall potential of the discipline including designing interactions, strategies and experiences in order to contribute strategically and build the knowledge economy in the state. The Master of Fine Arts in Design and Visual Communications was approved by the Curriculum Committee and then by the Faculty Senate at their February 15, 2018 meeting.

PROPOSED COMMITTEE ACTION

The Committee on Educational Policy and Strategic Initiatives is asked to approve the Master of Fine Arts in Design and Visual Communications (CIP Code 50.0401) in the College of the Arts 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.

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 23, 2018.



James W. Heavener, Chair

W. Kent Fuchs, President and Corporate Secretary

**Board of Governors, State University System of Florida
Request to Offer a New Degree Program**

University Submitting Proposal University of Florida	Proposed Implementation Term Fall 2019
Name of College(s) or School(s) College of the Arts	Name of Department(s)/ Division(s) School of Art + Art History
Academic Specialty or Field Design and Visual Communications	Complete Name of Degree Master of Fine Arts (MFA)
Proposed CIP Code 50.0401	

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	 President	Date 2/20/18
Signature of Chair, Board of Trustees	 Vice President for Academic Affairs	Date 2/19/18

Implementation Timeframe	Projected Enrollment (From Table 1)	
	HC	FTE
Year 1	8	6
Year 2	12	9
Year 3	16	12
Year 4	18	13.5
Year 5	18	13.5

Projected Program Costs (From Table 2)				
E&G Cost per FTE	E&G Funds	Contract & Grants Funds	Auxiliary Funds	Total Cost
\$20,482	\$122,891	0	0	\$122,891
\$10,410	\$110,537	\$30,000	0	\$140,537

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

INTRODUCTION

I. Program Description and Relationship to System-Level Goals

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

The 60-credit Master of Fine Arts (MFA) in Design and Visual Communications (DVC) is a new, terminal graduate degree program we propose to move from a track in our current MFA in Art to a stand-alone degree. We have taught the Graphic Design track in the MFA program for over 20 years. During this time, the field of graphic design has changed significantly and the program with it. At this point, it is critical that the program have its own degree designation, first of all, to maintain the National Association of Schools of Art and Design accreditation standards in the field, which are now only marginally similar to those for our current Art MFA, and second, to allow the program to develop freely in the direction of the discipline. This will give us the opportunity to educate our students in a way that is relevant and responsive not only to the specific area of design and visual communication, but also to the overall potential of the discipline – including designing interactions, strategies, and experiences – in order to contribute strategically and build the knowledge economy in the state.

Our vision of this program is one of graphic design as an expanded practice – one that is interdisciplinary, collaborative, and co-designed. Our mission is to use the state of Florida as a laboratory to develop solutions to some of the most pressing, real-world problems of our time. We will do this by teaching students how to work in context and in partnership with users and other stakeholders in the public and private sectors. In this program, students learn to develop and implement innovative and sustainable solutions to mutually identified and understood problems. Among its goals are to use design as a catalyst for change and development in Florida and beyond; expand Design and Visual Communication’s theoretical and practical horizons and define and establish an ethos of cross-cultural egalitarianism across a range of fields and subfields in and out of design proper. Through academic and experiential learning, the program helps designers better understand their roles, both actual and potential, within larger intercultural and transnational social, cultural, and economic systems.

The *State University System Strategic Plan 2012-2025*¹ identified Design and Visual Communications as a Critical Workforce Gap area. This new program addresses these needs and will produce graduates who can provide leadership and enable us to build a highly-skilled workforce for the state of Florida. Employment or education opportunities we expect to be available to program graduates include the following: With this credential, program graduates will be eligible to teach at universities and colleges in the US and abroad and will be prepared to enter leadership positions at design consultancies, non-profit organizations, government agencies, and corporations, as well as form their own consultancies and studios, all in a range of industries. Related position titles include Professor, User Experience Designer, Designer, Senior Designer, Design Director, Design Lead, Principal, Creative Director, and Chief Creative Officer.

Design and Visual Communications (50.0401)

A program in the applied visual arts that focuses on the general principles and techniques for effectively communicating ideas and information, and packaging products, in digital and other formats to business and consumer audiences, and that may prepare individuals in any of the applied art media.

(<https://nces.ed.gov/ipeds/cipcode/cipdetail.aspx?y=55&cid=88697>)

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

The Council of Academic Vice Presidents reviewed the proposal February 10, 2017 and did not have any concerns.

- 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.

N/A.

1 http://www.flbog.edu/pressroom/_doc/2025_System_Strategic_Plan_Amended_FINAL.pdf

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 Master of Fine Art (MFA) in Design and Visual Communications (DVC) supports the strategic planning goals² of the SUS in the following ways:

1. it directly supports increasing business and community engagement through fostering innovation and creative and strategic problem solving with businesses and in communities. We project our collaborations will result in job creation and increased research and commercialization.
2. produce highly-skilled graduates who can directly contribute to the state's knowledge economy, providing leadership in design and visual communications and graphic design, identified as priority areas in the *State University System Strategic Plan 2012-2025 (Critical Workforce–Gap Analysis)*³;
3. provide graduates with advanced knowledge in order to responsibly address the needs of its citizens in areas such as healthcare, aging, environment, education, services, and agriculture – also priority areas in the Strategic Plan;
4. developing sustainable approaches and solutions to systemic and complex problems and concerns that affect Florida's citizens; and
5. as the only terminal degree in the state in Design and Visual Communications, we will increase the number of degrees awarded in this strategic area of emphasis.

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.

This program is identified in the *State University System Strategic Plan 2012-2025* as a “Critical Workforce–Gap Analysis” occupation, “projected to be critically under-supplied in the Higher Education Access and Educational Attainment Commission’s gap analysis of labor market projections and related degree production. Consequently, the academic programs included in this category will correspond to Florida’s high need, high wage occupational areas identified through the gap analysis.”⁴ In addition, we anticipate linkages to another strategic area of emphasis – Latin America – through our work and student population.

The mission and vision of this program is intrinsically aligned with the mission the State University System’s Board of Governors approved for the System “as it advances toward 2025.”⁵ In addition to addressing a disciplinary gap in the state’s workforce, this program supports the SUS’s mission (in italics) in the following ways:

- *Development of the knowledge, skills, and aptitudes needed for success in the global society and marketplace by teaching advanced design concepts that promote interdisciplinary collaboration and multicultural solutions;*
- *Transform and revitalize Florida’s economy and society through research, creativity, discovery, and innovation by engaging business and non-profit organizations to work collaboratively and in communities to address problems using design thinking and related methodologies;*

2 http://www.flbog.edu/pressroom/_doc/2025_System_Strategic_Plan_Amended_FINAL.pdf

3 https://prod.flbog.net:4445/pls/apex/wwv_flow_file_mgr.get_file?p_security_group_id=966216073565588&p_fname=CurrentPSE-Methodology.pdf p 5

4 https://prod.flbog.net:4445/pls/apex/wwv_flow_file_mgr.get_file?p_security_group_id=966216073565588&p_fname=CurrentPSE-Methodology.pdf pp 4-5

5 http://www.flbog.edu/pressroom/_doc/2025_System_Strategic_Plan_Revised_FINAL.pdf, p. 9–10.

- Mobilize resources to address the significant challenges and opportunities facing Florida's citizens, communities, regions, the state, and beyond by collaborating with business and non-profit organizations to work collaboratively and in communities to address problems using design thinking and related methodologies
- Deliver knowledge to advance the health, welfare, cultural enrichment, and economy through community and business engagement and service by focusing on real-world problems and interests within communities and involving business opportunities might exist.

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 degree will be offered on the campus of the University of Florida. Experiential learning courses, including fieldwork and other activities, and internships will be conducted on or off campus as needed.

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.**

The *State University System Strategic Plan 2012-2025* identifies design and visual communications and graphic design as a "Critical Workforce-Gap Analysis" occupations that are "projected to be critically under-supplied in the Higher Education Access and Educational Attainment Commission's gap analysis of labor market projections and related degree production. Consequently, the academic programs included in this category will correspond to Florida's high need, high wage occupational areas identified through the gap analysis."⁶

Between 2009 and 2014, the increase in degrees conferred in design fields was dramatic, up 62 percent in that time compared to 7.5 percent for total master's degrees conferred. From 2011 to 2014, there was an 11 percent increase in the number of master's degrees conferred in graphic design, and a 10.4 percent increase across all the fields listed below. This outpaces the growth in all master's degrees conferred (3.3 percent) and master's degrees conferred in all visual and performing arts programs (9.8 percent) during the same period.

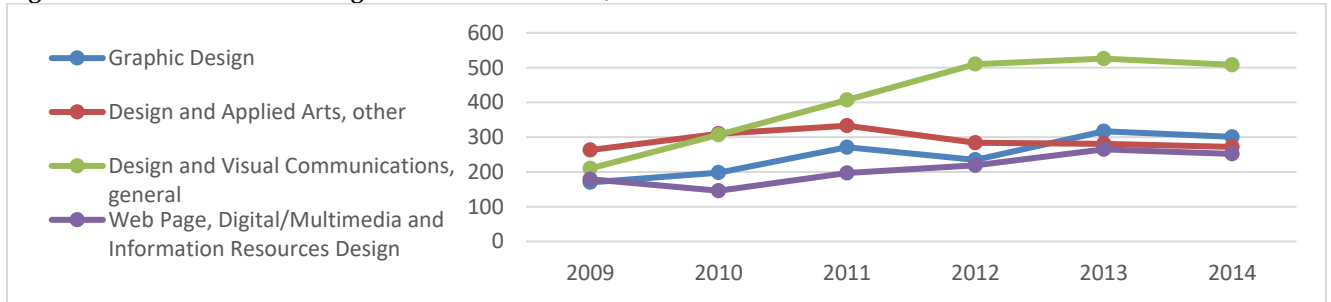
Table 1. Master's Degrees Conferred U.S.

Program	2009	2010	2011	2012	2013	2014
Graphic design	170	198	271	235	317	301
Design and applied arts, other	263	310	333	284	281	272
Design and visual communications, general	210	307	407	510	526	508
Web page, digital/multimedia and information resources design	179	146	197	219	265	252

Source: National Center for Education Statistics

⁶ https://prod.flbog.net:4445/pls/apex/wwv_flow_file_mgr.get_file?p_security_group_id=966216073565588&p_fname=CurrentPSE-Methodology.pdf pp 4-5

Figure 1. Trends in Master’s Degrees Conferred in U.S., 2009-2014



Source: National Center for Education Statistics

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.

National data indicate consistently strong enrollment in graduate programs in this field, with 1,026 students enrolled nationwide in 2015⁷, with an increase of 153% in the decade. Demand for designers with advanced knowledge in Design and Visual Communications is increasing because these individuals have the skills to work collaboratively with experts and people in communities to find solutions to public and private sector problems, which this program aims to do.⁸

This degree will attract new students because it focuses on key and emerging aspects of design valuable in industry yet rarely taught in a university or business setting. Students in this program will have a range of learning opportunities to build competitive portfolios, résumés, and curriculum vitae. We do not anticipate a negative impact on the current MFA in Art. In 2016 and 2017, three of twenty-five students in the existing MFA graduated or will graduate with a graphic design track.

Cees de Bont, Dean of the School of Design at Hong Kong Polytechnic University, stated in an interview that, “In the coming 5 to 10 years, designers will become more dominant in public service design. This is a relatively new design field and designers can work in many different fields with clear growth in the public sector that has growing problems, because of aging, pollution, congestion, etc. These problem areas require a lot of creativity and design expertise.”² In addition, for over 40 years UF has had a stand-alone BFA degree in Graphic Design, and we expect students currently enrolled in this degree will be interested in the proposed new MFA program. Enrollments in the current three-year Graphic Design track have been capped due to constraints on resources, including graduate assistant funding. The following table demonstrates a strong demand:

Table 2. Admissions in MFA Art, Graphic Design track

	2017-18	2016-17	2015-16	2014-15
Applicants	29	21	21	13
Admits*	2	4	4	2

* From 2014-2017, the program only admitted students who were funded based on current school priorities and who we had studio spaces for.

The proposed program includes a plan and the resources to increase capacity in order to meet this demand. For example, the college hired two new tenure-track faculty to begin in 2017-18. The college will commit at least two Graduate Teaching Assistantships per year to the program. In addition, we anticipate directly funding more GTA’s through tuition revenue based on enrollment in the Graphic Design Certificate program.

The new program will provide the option to complete it in two years, aligning with similar programs and our NASAD visitor recommendations (2010 Report). This program will be attractive to students who want to pursue an advanced design education within a field with strong job demand after graduation. The State of Florida’s projections call for a growth rate in these areas as follows:

⁷ Higher Education Arts Data Services (HEADS) Project

⁸ *The Future of Design (and How to Prepare for It)*

Table 3. State of Florida Projected Growth 2015–2024

SOC	Occupation Title	% Growth
271000	Art and Design Workers	9.5%
271024	Graphic Designers	9.3%
271029	Designers, All Other	14.4%

Table 4. United States Projected Growth 2014–2024

Position	2014	2024	% Growth
Graphic Designers	261,600	265,200	1%
Art Directors	74,600	76,400	2%
Industrial Designers	38,400	39,200	2%
Web Developers	148,500	188,000	27%
Total	596,800	641,600	8%

Source: U.S. Bureau of Labor Statistics

Purpose

1. To continue, advance, or gain employment in the areas of design and visual communication.
2. To work in or advance other fields
3. To teach or develop an academic career in the field
4. To develop a career in research in the field

- 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 other programs in the state that offer undergraduate or graduate education in Design and Visual Communications (CIP Code 50.0401). This CIP Code is not yet in use in Florida. We currently offer the BFA in Graphic Design (CIP Code 50.0409). Only two other SUS programs offer this as an undergraduate degree: Florida Agricultural and Mechanical University and University of South Florida St. Petersburg.

In relation to duplicative programs, we reviewed the MFA Art at Florida Atlantic University and it does not do what this program proposes to do. We did not find any other similar programs in the SUS.

- D. Use Table 1 in Appendix A (1-A for undergraduate and 1-B for graduate) to categorize projected student headcount (HC) and Full Time Equivalents (FTE) according to primary sources. Generally undergraduate FTE will be calculated as 30 credit hours per year and graduate FTE will be calculated as 24 credit hours per year. Describe the rationale underlying enrollment projections. If students within the institution are expected to change majors to enroll in the proposed program at its inception, describe the shifts from disciplines that will likely occur.

Our headcount and FTE projections are based on data from annual Higher Education in the Arts Data Survey published by NASAD that demonstrates growth in graduate programs nationwide. We anticipate the majority of students who enroll in the program will be recent graduates (three–six years post-BA/BFA) and professional designers who seek to earn a graduate degree specifically to advance their work. We also anticipate that students will mirror our current applicant pool which comprises international and out-of-state applicants. We do not expect students from within UF to change majors to enroll in this program.

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

The program will be marketed to a broad array of students, through online communications and also print materials. We will market through professional organizations and with faculty and advisors in relevant design and related

programs worldwide. Based on historic enrollment in our MFA program, we anticipate relatively high enrollment by women, Latinos, and international students.

We will make every effort to attract minority students, and will utilize existing programs to promote the program in addition to reaching out to HBCUs and Hispanic Serving Institutions. Through the AIGA, the professional organization for design, we will reach out to and through their national Inclusion and Diversity Task Force, of which one of our faculty members (Gabriela Hernández) is a board member. The existing MFA in Art with a track in Graphic Design has a history of attracting diverse student groups, including people from other countries. We plan to implement marketing targeted to undergraduate students at many universities, and will work to develop direct relationships with advisors at schools with particularly diverse student bodies, including FAMU and FIU in Florida. Because this program does not duplicate any programs offered at those universities, no minority groups will be unfavorably impacted by this program. In fact, the specialized nature of the proposed degree and its intention to work with diverse populations will be of increased appeal to students from a range of backgrounds, including those underrepresented in the field of design and visual communications.

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 figures represent an allotment of faculty salaries, and graduate assistantships, in year one and year five, based on the anticipated percentages of redistribution from the MFA in Art with a concentration in Graphic Design.

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

The university does not plan to operate this program through continuing education, seek approval for market tuition rate, or establish a differentiated graduate-level tuition.

- 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).**

This program replaces the current Graphic Design track in the MFA in Art. We consider the impact of this new degree program on the current MFA in Art to be minor. Currently graphic design students take graduate and undergraduate classes in studio art and graphic design to fulfill their degree requirements, which amount to approximately 20% of the curriculum. Under the new program, these courses will be replaced by graduate level design and visual communications courses and other electives. Therefore, the impact on the graduate studio art and art education courses will be minimal. MFA students in tracks other than graphic design rarely take graphic design graduate seminars – enrollment in the past five years has consisted of 1-3 students per year.

As of fall 2017, there are four full-time tenured/tenure-track faculty members who will teach in this program. Two tenured faculty members have already been teaching graduate and undergraduate courses and will continue teaching in this new program. We hired two new tenure-track faculty members which will result in additional full-time faculty resources for this program and support undergraduate education.

In response to the question regarding negative impact to undergraduate education, there is none anticipated. The undergraduate program has a track record of excellence with alumni in leadership roles in industry throughout the US, including at Apple, Nike, Facebook, Twitter, Fossil, IDEO, and other major corporations. The current faculty and

administration are dedicated to maintaining the program's strength, particularly because it is identified as "gap area." As this is a dynamic field, the program will continue to evolve in order to address new developments in the discipline and maintain standards for NASAD accreditation.

Offering a graduate program in our discipline will provide both the opportunity to educate our students in a way that is relevant and responsive not only to the specific area of graphic design and design and visual communication, but also to the overall potential of the discipline, including designing interactions, strategies, and experiences. This will also support the undergraduate program by introducing more faculty members with diverse research interests who will teach and foster research at the undergraduate level; develop opportunities for undergraduate research; redesign curriculum to reflect changes in the discipline; and provide a strong community of design practitioners and researchers to influence and mentor undergraduate students.

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

We anticipate benefits of this program to be felt across the university by virtue of an increased interest in design and visual communications in a range of disciplines ranging from science, health, entrepreneurship, engineering, and the humanities. Students will select elective courses from graduate courses offered at UF and will be encouraged to take these courses in areas that to support each student's research interest. We have contacted the Center for Entrepreneurship and Innovation and the Center for Arts in Medicine. Both centers are supportive of our endeavor and we mutually identified elective courses that are relevant for students in this program (see Appendix E for letters indicating support). We will also encourage students to seek other major areas that meet their interests.

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.

We are using our national and international networks in the academy and industry to market this proposed program: AIGA (the professional organization for graphic design), the Design Studies Forum, ICO-D (the international professional organization for communication design), and our network of colleagues through the AIGA Design Educators Community. The nature, depth, and breadth of this program positions us to apply for external funding to support research. We anticipate our faculty will apply for grants for external funding to support research and service activities. We have had discussions with consultancies including IBM, IDEO, and SY Partners who offer paid internships.

Students in this program will have access to graduate assistantships and financial aid. We have established an advocacy board to make connections with the business, government, and community sectors. There are numerous opportunities for grants and internships through several social impact networks, including IDEO.org and the Desis network. There are many organizations in the US and worldwide that offer internships in the areas of design and visual communications, particularly in relation to our focus. These include Rockefeller Foundation, Smithsonian Institution, Lemelson Foundation, National Endowment for the Arts, Social Impact, Net Impact, Impact Design Hub, Impact Hub, and numerous others.

We are working with IFAS to make connections via the state extension offices to communities of interest and need. In addition, we have spoken with the College of Business about opportunities to collaborate and co-design. There may be opportunities to collaborate with other SUS universities and we plan to reach out to those institutions, including FAU.

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.

This proposed program uses Florida as a laboratory to develop solutions to real-world problems in context. We use design to expand its theoretical and practical horizons and to define and establish an ethos of cross-cultural

egalitarianism across a range of fields and subfields in and out of design proper. It originates in the design research and practice in the graphic design program at UF using theory and practice of social innovation design, participatory design, and co-design to address complex problems. This respect for complexity helps designers better understand their roles, both actual and potential, within larger intercultural and transnational social, cultural, and economic systems. By working context in partnership with users and subject matter experts, designers explore how to develop innovative and sustainable solutions to mutually identified and understood problems.

As shown in Table 2, the program will serve an area with growing workforce demand. Students in this program will be able to apply design principals and design theory to a variety of issues and to address real-world and speculative problems. This focus is appropriate to a research university context where faculty and students will play leadership roles in the future of design and shaping its impact on culture, economies, systems, services, contexts, and the environment in Florida and internationally.

For example, the department has established a collaborative relationship with IDEO, one of the leading design firms in the world. The curriculum is being established with their counsel. As a result, students in this program could apply design principles to help address issues of national importance, such as:

Health. See *Solving Healthcare Problems by Design*.⁹ See also *Design Thinking in Healthcare: One Step at a Time*.¹⁰

Ageing. See *40 Issues for an Aging Society*,¹¹ especially pp. 42, 62, 65, 72.

Economic Development. See *Creating Economic Value by Design*.¹²

In the recent article, *The Future of Design (and How to Prepare for It)*,¹³ the contributors, including IDEO's Vice President and UF design alumnus, Duane Bray, indicates a need for designers with the capabilities developed in this proposed program. We are in conversation with Bray as well as other MFA alumni regarding program development. We anticipate further discussions regarding program development, internship opportunities, partnerships, and graduate placement.

Impact on Research Funding There may be an impact on research funding through grant opportunities to address public sector issues and/or corporate partnerships. We already have a commitment from IDEO, to help foster such partnerships (see Appendix E for letter of support). We anticipate partnering on grant proposals in areas such as public health, climate change, and water.

Professional Credentials This is a terminal degree and the normal credential required for teaching at the university level. The program also conforms to evolving accreditation standards in the Design and Visual Communications field, which are significantly different from the MFA in Art. Finally, this particular degree will also give students an enhanced skill set that will enable them to work in the private, public, and NGO design and visual communications sectors successfully.

V. Access and Articulation – Bachelor's Degrees Only

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

N/A

- B. List program prerequisites and provide assurance that they are the same as the approved common prerequisites for other such degree programs within the SUS (see link to the Common Prerequisite

9 Montagne, R. (2009, October 9). Solving Health Care Problems By Design. Retrieved from <http://www.npr.org/templates/story/story.php?storyId=113650200>

10 Doss, H. (2014, May 23). Design Thinking In Healthcare: One Step At A Time. Retrieved from

<http://www.forbes.com/sites/henrydoss/2014/05/23/design-thinking-in-healthcare-one-step-at-a-time/#6a846df9628d>

11 Cotter, J. J., & Cotter, E. J. (2012). *40 Issues for an Aging Society*. Richmond, VA: Order Design.

12 Heskett, J. (2008). Creating economic value by design. *International Journal of Design*, 3(1), 71-84.

13 McCue, M., & St. Louis, K. (n.d.). The Future of Design (and how to prepare for it): A handy guide to navigating what's coming up next in the design world. Retrieved from <http://99u.com/articles/54058/the-future-of-design-and-how-to-prepare-for-it>

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.

N/A

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

N/A

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

N/A

INSTITUTIONAL READINESS

VI. Related Institutional Mission and Strength

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

The proposed degree program is aligned with the SUS Strategic Plan and UF's Strategic Plan in numerous ways. This proposed graduate program is strongly aligned with these four strategic values:

1. An outstanding and accessible education that prepares students for work, citizenship and life.
2. Growth in research and scholarship that enhances fundamental knowledge and improves the lives of the world's citizens.
3. A strengthened public engagement of the university's programs with local, national, and international communities.
4. Alumni who are successful in their careers and in life and who are proud to be graduates of the University of Florida.

This proposed program uses Florida as a laboratory to develop solutions to real-world problems in context. We use design to expand its theoretical and practical horizons and to define and establish an ethos of cross-cultural egalitarianism across a range of fields and subfields in and out of design proper.

It originates in the design research and practice in the graphic design program at UF using theory and practice of social innovation design, participatory design, and co-design to address complex problems. This respect for complexity helps designers better understand their roles, both actual and potential, within larger intercultural and transnational social, cultural, and economic systems. By working context in partnership with users and subject matter

experts, designers explore how to develop innovative and sustainable solutions to mutually identified and understood problems.

It meets the growing demand for graduate education in a discipline where the majority of graduates enter professional practice immediately after obtaining their bachelor’s degrees. Because of the complexity of the field, specializations such as the one offered here are difficult to obtain in a 120 credit undergraduate degree. As this field evolves, the opportunities expand as does the need for specialized practitioners, which this degree offers.

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.

This program draws on the strengths of the current MFA in Art (Graphic Design), a history of practice in the US and Latin America, and interdisciplinary collaborations with a range of programs at UF. Although not formalized, we complement the missions of the Center for Latin American Studies, Center for Arts in Medicine, the Institute of Food and Agricultural Sciences, The Warrington College of Business, and the Masters in Development Practice Program (CLAS).

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.

Since 2003, the graphic design faculty, graduate and undergraduate students, and community partners in the US, Mexico, and Costa Rica have collaborated on projects focused on social impact, innovation, and development. After several successful projects in the US and abroad, through the School of Art + Art History’s Mint Design Studio and Design for Development initiative, the graphic design faculty members drafted a proposal for a new MFA program in Social Design. Due to budget cuts and loss of full-time faculty position, this proposal was put on hold, although teaching and collaborations in this area continued. Increasingly, graduate students applied to UF and noted their interest in learning about social design, specifically referencing the Design for Development initiative. In our internal strategic planning and work by graphic design faculty members with alumni, industry experts, and students, we noted that the subject matter of this original proposal and our research interests were subjects of broad interest. We have been in conversation with Duane Bray, VP of Creative at IDEO and UF alumnus, since Fall 2015 on collaborations. When we explored the idea of this new program, he noted that there is a shortage of talent in this area, which is becoming increasingly more important to all sectors of the economy – public and private. We saw this as an opportunity to align the program with our research interests and expertise and our design philosophies and make an impact in Florida through UF. Below is an outline of our process. We have qualitative data from MFA alumni, many conducting similar work in tenure-track positions and industry (Apple, Intuit, etc.) which helped guide this new program development.

Planning Process

Date	Participants	Planning Activity
2008–2011	Maria Rogal, Brian Slawson	Proposal development and plan for new MFA in Social Design/Graphic Design with an emphasis on community engagement
2009	Discussion with COTA consultant	program development, development of a Center for Design Inquiry
July 2015	Associate Dean Edward Schaefer, Assistant Dean Anthony Kolenic, Prof. Brian Slawson, Prof. Maria Rogal	Discussion of opportunities for growth in graphic design and new graduate degree program.
2015–16 Academic Year	Associate Dean Edward Schaefer, Assistant Dean Anthony Kolenic, Prof. Brian Slawson, Prof. Maria Rogal, Duane Bray (IDEO)	Discussion of collaborations and new business development.
June 2016–December 2016	Weekly meetings with Associate Dean Edward Schaefer	Review progress for degree
Fall 2016	Prof. Maria Rogal – Practitioners: Dan Luo, Rongfei Geng, Jorge Perez Gallego; Faculty: Douglas Barrett, Joungyun Choi, Dori Griffin, Gabriela Hernandez, Shantanu Suman	Qualitative feedback from MFA alumni

Date	Participants	Planning Activity
October–November 2016	Maria Rogal, Brian Slawson, Duane Bray	Discussion of relationships
November 17, 2016	Associate Provost Angel Kwolek-Folland	Review Draft pre-proposal, MFA in Design
December 6, 2016	Dean Henry Frierson, Graduate School	Review of procedures after pre-proposal approval, discussion of terminal degree
December 13, 2016	SA+AH graduate committee	Presentation and review of pre-proposal
December 20, 2016	Associate Provost Angel Kwolek-Folland	Submission of Pre-proposal
January 13, 2017	SA+AH Faculty	Present overview of MFA program to SA+AH Faculty members
January 17, 2017	Maria Rogal, Kyle Dobbeck	Discussion of requirements for National Association of Schools of Art and Design (NASAD) Accreditation
February 10, 2017	Council of Academic Vice Presidents	Preproposal reviewed, no concerns

Events Leading to Implementation

Date	Implementation Activity
February 2017	SA+AH Graduate Committee review
February 2017	Consultation with Paul Duncan, Graduate School
March 2, 2017	Submit proposal and new courses to SA+AH Graduate Committee for review
March 17, 2017	Discussion of program at SA+AH Faculty Meeting
April 7, 2017	SA+AH faculty voted to approve the program
April 17, 2017	Consultation with DCP and support by Dean Chinemalu Anumba, DCP for MFA in Design and Visual Communications (see attachment)
April 21, 2017	SA+AH faculty voted to approve the program's proposed courses
April 21, 2017	Submission of courses and program to the College Curriculum Committee
May 1, 2017	Approval of new courses and degree program by the College Curriculum Committee
May 1, 2017	Submission of new courses to the Graduate School
May 15, 2017	Meetings with COTA and Graduate School administration
June 2, 2017	Meeting with Graduate School administration, proposal revision
June–September 2017	Revisions to proposal based on consultations with administration from the College of the Arts, Graduate School, Office of Institutional Research and Planning, and the Associate Provost for Academic and Faculty Affairs.
March 1, 2018	Submission of program plans to the National Association of Schools of Art and Design for accreditation consideration at the April 2018 meeting

VII. Program Quality Indicators - Reviews and Accreditation

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

The School of Art + Art History's programs, including the BFA in Graphic Design and the MFA in Art, are accredited by the National Association of Schools of Art and Design (NASAD). Both programs have been reviewed by NASAD in 2010 and, at that time, all of the School's programs received reaccreditation. The NASAD Visitors had no comments for improvement regarding the BFA Graphic Design. The next review is scheduled for 2019–20. We plan to submit this new degree proposal for program approval in 2017–18. NASAD requires program approval prior to students enrolling, and will only approve a degree program after the university has approved it. Final approval requires submission of transcripts of graduating students.

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.**

Knowledge

SLO 1: Develop a body of works, including visual communications, systems, and strategies, that reflect original and creative/innovative contributions.

Skill

SLO 2: Demonstrates the ability to frame and incorporate qualitative and quantitative research methods and related research activities and findings into tangible outcomes.

Professional Behavior

SLO 3: Creates a portfolio that organizes and communicates research, findings, proposals, and work products at a professional level with their intended audience using visual, oral, and written skills.

SLO 4: Demonstrates ability to collaborate and work effectively in interdisciplinary/multidisciplinary teams to develop approaches and solutions to complex problems.

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

Admission to the MFA in Design and Visual Communications requires a bachelor's degree. This can be in any field provided the applicant has the background and proficiency in graphic design/visual communications that demonstrates the potential for successful study at the graduate level. Preferred applicants will have professional practice experience as a designer or in a related capacity.

Applicants are required to submit GRE scores, a personal portfolio of work that includes at least 10 samples of project work (visual examples) with brief descriptions and relevant data, a case study of one project, respond to interview questions, submit a writing sample, and a personal statement for review. In addition, three letters of recommendation from professional references are required. An interview may be requested.

The Project in Lieu of Thesis culminates in a final public presentation (exhibition, talk, etc.), written report documenting the project, and a final oral exam. This is required of all graduate students. It is expected that all work done for the Project in Lieu of Thesis will be of high quality and executed during the semesters of Project in Lieu of Thesis Credit, not merely a selection of works from classes completed at the University.

The supervisory committee is comprised of a chair and, at minimum, one member. The chair must be a graduate faculty member with expertise in the major area. Additional members, including special members, may be added with the approval of the chair.

Requirements of the degree include completion of 60 credit hours of required and elective coursework with a 3.0 or higher GPA.

All Graduate council policies governing master's degree programs will be satisfied.

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.

Total Number of credit hours for the degree: 60

Composition of required core courses: 30

Unrestricted electives: 15

Thesis or Project in Lieu of Thesis requirements: 15

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

Below are two paths for students who enroll in this program. The two-year option is intended for students who are self-funded and desire an accelerated path; the three-year option is intended students who are funded with a teaching, research, or assistantship assignment and will normally enroll in 9 credits per semester. Students will select either a 2-year or 3-year path on the application or prior to enrolling in their first semester. After a review of materials, it is at the faculty's discretion to admit students to the two-year or three-year program. Students may apply during their first semester to change to a two-year or three-year program. Decisions will be based on a student's performance, available resources, and impact on the program.

In this new program, we expect students to engage with their project with sufficient depth and breadth in order to contribute original research to the discipline. The curricular structure and assignment of credits is comparable to existing terminal degree programs in the discipline, including nationally-ranked and renowned graduate programs.¹⁴ For example, the nationally ranked MFA in Design/Visual Communications¹⁵ at Virginia Commonwealth University (VCU) and the Master of Graphic Design¹⁶ at North Carolina State University (NCSU) each place significant emphasis on topical seminars and the Project in Lieu of Thesis. This is reflected in credit hour allocation – 16 practice/workshop, 16 seminar, and 15 creative project in lieu of thesis credits at VCU, and 27 practice/workshop, 9 seminar, and 15 creative project in lieu of thesis credits at NCSU. Published material on Ohio State’s MFA in Design Research and Development website indicates 39 of 60 credit hours are assigned to courses focused on the production of a thesis.¹⁵ This allocation reflects our aspirations as well as our history of emphasizing rigorous research and practice that includes extensive documentation, particularly in the Creative project in lieu of thesis.

To implement this new program, we created four new courses described below: GRA6930 Seminar (Rotating Topics), GRA6931C Research & Practice (aligned with the semester seminar), GRA6944 Practicum (to guide fieldwork experiences), and GRA6973 Project in Lieu of Thesis. The emphasis on rotating topics aligns with our current MFA and offers the flexibility within a curriculum to integrate contemporary topics into the learning environment. This kind of structure is common to and aligned with the curricula of nationally recognized programs. Our faculty acknowledge and recognize that all curricula are dynamic, and particularly so in design field where innovation and development is a constant. We are committed to close supervision of the program, to assessing its efficacy through regular reviews of student progress, comparison with peer programs and industry developments, and to amending it through the university’s curriculum revision process as deemed appropriate and advisable.

Sample semester-by-semester plan (3 year)

Fall 1	Spring 1	Summer 1	Fall 2	Spring 2	Summer 2	Fall 3	Spring 3
GRA6930 Seminar (3)	GRA6930 Seminar (3)	GRA6944 Practicum (3)	GRA6930 Seminar (3)	GRA6930 Seminar (3)	GRA6944 Practicum (3)	GRA6973 Project in Lieu of Thesis (6)	GRA6973 Project in Lieu of Thesis (9)
GRA6931C Research & Practice (3)	GRA6931C Research & Practice (3)		GRA6931C Research & Practice (3)	GRA6931C Research & Practice (3)		Elective (3)	
Elective* (3)	Elective (3)		Elective (3)	Elective (3)			
9 credits	9 credits	3 credits	9 credits	9 credits	3 credits	9 credits	9 credits

Sample semester-by-semester plan (2 year)

Fall 1	Spring 1	Summer 1	Fall 2	Spring 2
GRA6930 Seminar (3)	GRA6930 Seminar (3)	GRA6944 Design Practicum (6)	GRA6930 Seminar (3)	GRA6930 Seminar (3)
GRA6931C Research & Practice (3)	GRA6931C Research & Practice (3)	Elective (3)	GRA6931C Research & Practice (3)	GRA6931C Research & Practice (3)
Elective* (6)	Electives (6)	GRA6973 Project in Lieu of Thesis (3)	GRA6973 Project in Lieu of Thesis (6)	GRA6973 Project in Lieu of Thesis (6)
12 credits	12 credits	12 credits	12 credits	12 credits

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

Required Courses

GRA6930 Seminar: Rotating Topics (Approved as of Fall 2017)

Credits: 3, Max: 12, Grading Scheme: Letter

Prerequisite: Design and Visual Communication major student or permission of instructor.

Corequisite: DVC 6931C Research & Practice

Contemporary issues pertaining to design & visual communications and related areas. Discussion of literature, development of research questions, and framing methodologies.

¹⁴ <https://www.usnews.com/best-graduate-schools/top-fine-arts-schools/graphic-design-rankings>

¹⁵ For more information, see the Design, MFA with a concentration in Visual Communications – <http://bulletin.vcu.edu/graduate/school-arts/graphic-design/design-mfa-concentration-visual-communications/#degreerequirementstext>

¹⁶ For more information, see the NCSU Graphic Design program information available here: <https://design.ncsu.edu/academics/graphic-design/gd-grad-courses/>

GRA6931C Research & Practice (Approved as of Fall 2017)

Credits: 3, Max: 15 Grading Scheme: Letter

Prerequisite: Design and Visual Communication major student or permission of instructor.

Corequisite: DVC 6XXX Seminar.

A rotating topics course focused on the integration of research and practice to address complex problems within diverse contexts. The study and use of qualitative, quantitative, and mixed research methods appropriate for an expanded practice are addressed through discussions, case studies, writing, fieldwork, and presentations.

GRA6944 Practicum (Approved as of Fall 2017)

Credits: 1-6 Max: 6, Grading Scheme: S/U

Prerequisite: Design and Visual Communications major student and permission of faculty supervisor.

An opportunity to conduct research and practice in partnership with an approved organization. Students will work on projects for social, cultural, and economic development in partnership with the organization, community, and/or other disciplinary experts.

GRA6973 Project in Lieu of Thesis (pending at Graduate Curriculum Committee 10/2017)

Credits: 1-9, Max: 15, Grading Scheme: S/U

Prerequisite: Permission of supervisory committee chair & GRA6930 Seminar (B) & GRA6931C Research & Practice (B)

Supervised research in an area of relevance to design and visual communications that combines design exploration and academic inquiry. Includes presentation of results in a public forum, and documentation of research and findings.

Elective Course Options

Elective options are intended to expand the student's knowledge-base, skillsets, and professional aspirations. A course plan is required so these courses strategically support the student's program of study. We have listed suggested electives here and encourage students to seek options across campus.

**ARE 6386: Teaching Art in Higher Education*

Credits: 3, Grading Scheme: Letter

Prerequisite: graduate standing in art history, or consent of instructor.

Study of teaching art at the post- secondary level.

This elective is required of all students who will teach or assist in any capacity.

ART 6933: Area Methods: Rotating Topics

Credits: 1-4, Max: 27, Grading Scheme: Letter

Prerequisite: Consent of instructor and graduate program adviser.

Readings, discussions, and/or studio exploration of various art issues.

ARE 6746: Methods of Research in Art Education

Credits: 3, Grading Scheme: Letter

Study of qualitative and quantitative research methods. Review of research literature.

ARH 6938: Seminar in Museum Studies

Credits: 3, Grading Scheme: Letter

Prerequisite: consent of instructor.

History, purposes, and functions of museums in general, and art museums in particular.

ENT 6506: Social Entrepreneurship

Credits: 2, Grading Scheme: Letter

Process of starting, financing, assessing and managing succession of mission-based for-profit and not-for-profit ventures.

ENT 6616: Creativity in Entrepreneurship

Credits: 2, Grading Scheme: Letter

Explores the fundamental tools used to make both individuals and organizations more creative and innovative.

ENT 6706: Global Entrepreneurship

Credits: 2, Grading Scheme: Letter

Consideration of global market context in starting entrepreneurial ventures internationally.

HUM 6340: Arts Advocacy and Public Policy

Credits: 3, Grading Scheme: Letter

An in-depth study of the principles, practice, and policy of government's involvement with the arts sector. Students will study the historic relationships between the artist and government at all levels of society.

HUM5357: Creativity and Health: Foundations of the Arts in Medicine

Credits: 3, Grading Scheme: Letter

This online course explores the theoretical foundations that facilitate an understanding of the relationship of creativity to health and informs the field and practice of arts in medicine.

HUM5595: Arts in Medicine in Practice

Credits: 3, Grading Scheme: Letter

Prerequisite: none - only students accepted to the Graduate Certificate program will take this course.

Exploring the practice of the arts in medicine in the fields of health and human services. The course will be providing a dynamic, interdisciplinary overview of diverse practices and methodologies in the field of arts in medicine in community and healthcare settings.

- 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.**

N/A

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

The degree programs in the School of Art + Art History are accredited by the National Association of Schools of Art and Design (NASAD). We will seek accreditation from NASAD for this new program concurrently with state authorization. NASAD's process is to provide final accreditation after at least two final transcripts are awarded. If we begin offering the program in Fall 2018, this will be in the spring 2020. The reaccreditation for the School of Art + Art History is scheduled for spring 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?**

N/A

- 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.**

This will be a residential program delivered on the campus of the University of Florida. A critical component of this program is to work with people in communities to co-design approaches to community-specific problems and challenges. As such, additional coursework which consists of fieldwork, will take place in different locations throughout the state of Florida. Delivery of instruction for this degree will not require greater than normal resources or facilities.

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).

See Table 4 in Appendix A.

- B. Use Table 2 in Appendix A to display the costs and associated funding resources for existing and anticipated full-time faculty (as identified in Table 4 in Appendix A). Costs for visiting and adjunct faculty should be included in the category of Other Personnel Services (OPS). Provide a narrative summarizing projected costs and funding sources.

Costs shown represent the sum of resources allocated. New funding is not required for implementation. Two new faculty members are hired and will begin employment at UF in Fall 2017. Funding for faculty for the 5-year plan will come from tuition generated, grants, and/or industry partnerships.

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

See Appendix D

- 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 Graphic Design BFA admits 18 students in the upper division courses each year. The number of students is in alignment with national standards. The program has taught courses at capacity (18 students per course, a number determined by accreditation and professional organizations). There is consistently more demand than seats in the classroom. This indicates, at the undergraduate level, a significant demand for the program. At the graduate level, qualified applicants exceed capacity.

Degrees granted:

BFA in Graphic Design

MFA in Art, Graphic Design track

Other qualitative indicators of excellence include job placement and career development. MFA Alumni are in tenured or tenure-track positions at: Ohio University, Auburn University, University of Alabama at Birmingham, University of Houston-Downtown, Ball State University, University of Western Oregon, Roger Williams University. They hold positions at Apple, IBM, Intuit, Frost Museum of Art, and others.

X. Non-Faculty Resources

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

The Libraries of the University of Florida form the largest information resource system in the state of Florida. The libraries hold over 5,000,000 print volumes, 8,100,000 microfilms, 1,000,000 e-books, 170,000 full-text electronic journals, 1,000,000 microforms, and 1,000 electronic databases. The George A. Smathers Libraries of the University of Florida, a system of six research libraries, includes libraries for humanities & social sciences, sciences, architecture & fine arts, education and health sciences. The UF Levin School of Law supports a related, but independent law library. Books and periodicals related to art and design are located primarily in the Architecture & Fine Arts Library. Art and

design holdings number over 130,000 volumes. Cognate library collections include Library West (particularly Business) and Special and Area Studies Collections.

Electronic Books, journals and many key databases, such as Art & Architecture Source, ArtSTOR, Oxford Art Online, JSTOR, Academic Search Premiere, and others, are available via the internet to UF students, faculty and staff. Many relevant databases are multidisciplinary and are funded centrally. The UF libraries expend over \$5 Million yearly on electronic resources.

Listed below is a selection of important journals, in print or electronic form, available at UF for use by students pursuing this degree:

Journal of Illustration

International Journal of Visual Design

Graphic Arts Industry News Digest

Graphis

Eye: The International Review of Design

Acta Graphica

Visual Communications Journal

Print

Communication Arts

Novum

Make

How

Harvard Design Magazine

Stanford Social Innovation Review

All students, faculty, and staff may use interlibrary loan services. The Libraries hold memberships in a number of consortia, and in institutions such as the Center for Research Libraries, ensuring access to materials not held locally. A service known as "Uborrow" allows UF patrons to easily borrow materials from any other Florida state university or college library. Library patrons initiate unmediated requests via a union catalog, and materials are delivered to Gainesville within a few days. Uborrow access is often faster (with a longer circulation period) than with traditional interlibrary loan.

With monies allocated through the Provost and the UF budgeting process, the library materials budget is determined by the Dean of Libraries in consultation with the Associate Dean for Scholarly Resources & Research Services and subject specialist librarians. The subject specialist solicits input from faculty to determine acquisition priorities for the year. Standing subscriptions to journal literature and databases make up the majority of purchasing.

All faculty may use the library's course reserves system to place print materials on reserve for class use, as well as to provide easily accessible links to electronic resources. Databases containing scholarly journals and reference materials are used by researchers at all levels.

Ann Lindell, Head Librarian at the Architecture & Fine Arts Library and liaison to the School of Art + Art History, meets with graduate students in seminar and research methods courses. A demonstration/lecture serves as an introduction to scholarly research sources and services offered by the Libraries. To support their work on projects, reports, and theses, the librarian consults individually with graduate students to plan literature reviews, to offer targeted advice on resource selection and to provide individualized instruction for using the research collections, including databases and other electronic source material. School of Art + Art History faculty may request specialized research instruction related to courses and specific assignments.

Online research guides for all UF disciplines and many specific topics are available from the library website <http://library.ufl.edu>. Many online tutorials for specific databases are also available. Additionally, the UF Libraries hosts workshops, lectures and events throughout the year.

- 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 2 in Appendix A. Please include the signature of the Library Director in Appendix B.**

No additional resources beyond normal growth in holdings already in place to support current programs are necessary in order to implement or sustain this program.

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

The classroom/studio allocated to the Graphic Design graduate program is 678 square feet. This is combined classroom and studio space, where each individual has a desk, chair, and rolling file cabinet. There is a large table that functions as a meeting table and work area. The studio has an Epson Smart Projector and Apple TV as well as whiteboards. There are four faculty offices. Students also have use of other common work space with printers, scanners, and 3D printers. Digital fabrication, app development, and VR/AR labs are available across campus for product development.

- 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.**

Currently, each student has a desk that offers 20-25 square feet of space. The school and college regularly assess space use. As enrollment grows, school Director, in consultation with faculty and the college administration, will seek out appropriate space to accommodate this growth. This includes individual studio space, common work areas, and small meeting rooms which are connected to each other.

- 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.**

N/A

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

Implementation of this program is not dependent upon any additional specialized equipment.

- 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.**

Implementation of this program is not dependent upon any additional specialized equipment.

- 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.**

The School's existing resources allocated to the program are sufficient to meet the needs of this new program.

- 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 program will begin with two funded graduate assistantships per year. We will seek additional funding from other units on campus or through scholarships to support students.

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

This is central to the program. The program faculty are in conversation with consultancies including IDEO, SY Partners, IBM, and others regarding student placement. All of these firms want to support education in this area because the pool of appropriately trained designers is quite limited. In addition, we are developing relationships with units on the UF campus and organizations in the state of Florida. Faculty are connecting with alumni throughout the state to garner insight on connections and leverage their social capital to establish relationships where

prudent. In addition, we are in the process of establishing an Advisory Board of renowned practitioners in the field who will aid us in connecting with a range of organizations, public and private.

APPENDICES

APPENDIX A: Projected Headcount and Costs

APPENDIX B: Equal Opportunity Officer / Library Director

APPENDIX C: Data that supports the need for an additional program

APPENDIX D: Abbreviated Curriculum Vitae of Participating Faculty

APPENDIX E: Letters of Support

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	1	0.75	1	0.75	1	0.75
Students who transfer from other graduate programs within the university**	4	3	2	1.5	0	0	0	0	0	0
Individuals who have recently graduated from preceding degree programs at this university	0	0	1	0.75	1	0.75	2	1.5	2	1.5
Individuals who graduated from preceding degree programs at other Florida public universities	0	0	0	0	1	0.75	2	1.5	2	1.5
Individuals who graduated from preceding degree programs at non-public Florida institutions	0	0	0	0	0	0	0	0	0	0
Additional in-state residents***	0	0	2	1.5	4	3	4	3	4	3
Additional out-of-state residents***	3	2.25	4	3	5	3.75	5	3.75	5	3.75
Additional foreign residents***	1	0.75	3	2.25	4	3	4	3	4	3
Other (Explain)***	0	0	0	0	0	0	0	0	0	0
Totals	8	6	12	9	16	12	18	13.5	18	13.5

* 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.

Figures are based on projected growth and acquisition of new resources.

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					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	53,677	0	0	0	0	0	\$53,677	70,537	0	0	0	0	\$70,537
A & P Salaries and Benefits	0	0	0	0	0	0	\$0	0	0	0	0	0	\$0
USPS Salaries and Benefits	0	0	0	0	0	0	\$0	0	0	0	0	0	\$0
Other Personal Services	0	0	0		0	0	\$0	0	0	0	0	0	\$0
Assistantships & Fellowships	34,214	0	0	0	0	0	\$34,214	40,000		0	30,000		\$70,000
Library	0	0	0	0	0	0	\$0	0	0	0	0	0	\$0
Expenses	35,000	0	0	0	0	0	\$35,000	0	0	0	0	0	\$0
Operating Capital Outlay	0	0	0	0	0	0	\$0	0	0	0	0	0	\$0
Special Categories	0	0	0	0	0	0	\$0	0	0	0	0	0	\$0
Total Costs	\$122,891	\$0	\$0	\$0	\$0	\$0	\$122,891	\$110,537	\$0	\$0	\$30,000	\$0	\$140,537

*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)	0.38	0.53
A & P (FTE)	0	0
USPS (FTE)	0	0

Calculated Cost per Student FTE

	Year 1	Year 5
Total E&G Funding	\$122,891	\$140,537
Annual Student FTE	6	13.5
E&G Cost per FTE	\$20,482	\$10,410

Figures are based on projected growth and acquisition of new resources.

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
Graduate Student Stipends and Tuition Waivers-13020100	343,216	34,214	\$309,002
13020100 Salaries-60000	3,178,726	53,677	\$3,125,049
13020100 OE-70000	118,000	35,000	\$83,000
Totals	3,639,942	122,891	3,517,051

* If not reallocating funds, please submit a zeroed Table 3

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	Maria Rogal, MFA Graphic Design	Professor	Tenure	Fall 2019	9	0.75	0.25	0.188	9	0.75	0.25	0.188
A	Brian Slawson Graphic Design	Associate	Tenure	Fall 2019	0	0.00	0.00	0.00	9	0.75	0.10	0.075
A	Gabriela Hernandez, MFA Graphic Design	Assistant	Tenure-	Fall 2019	9	0.75	0.25	0.188	9	0.75	0.25	0.188
A	Jarred Elrod, MFA Graphic Design	Assistant	Tenure-	Fall 2019	0	0.00	0.00		9	0.75	0.10	0.075
Total Person-Years (PY)								0.375				0.53

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	0.375	0.53
B	New faculty to be hired on a vacant line	Current Education & General Revenue	0.000	0.00
C	New faculty to be hired on a new line	New Education & General Revenue	0.00	0.00
D	Existing faculty hired on contracts/grants		0.00	0.00
E	New faculty to be hired on contracts/grants	Contracts/Grants	0.00	0.00
Overall Totals for			Year 1	Year 5
			0.38	0.53

Figures are based on projected growth and acquisition of new resources.

APPENDIX A: Projected Headcount and Costs

STATE UNIVERSITY SYSTEM 20152016 EXPENDITURE ANALYSIS COSTS PER CREDIT HOUR							
BUDGET ENTITY: E & G							
SUS - REPORT IV - BY DISCIPLINE							
DIS CODE: 50 Visual and Performing Arts							
(A)	(B) FUNDABLE STU CRED HRS	(C) DIRECT EXPENDITURE \$	(D) INDIRECT EXPENDITURE \$	(E) (C+D) TOTAL FULL EXPENDITURE \$	(C/B) DIRECT EXPEND. PER STU CRED HR \$	(D/B) INDIRECT EXPEND. PER STU CRED HR \$	(E/B) TOTAL EXPEND. PER STU CRED HR \$
INSTRUCTION							
COST ACTIVITIES							
Lower	198,939	27,456,958	26,280,310	53,737,268	138.02	132.10	270.12
Upper	154,759	37,004,576	39,867,384	76,871,960	239.11	257.61	496.72
Graduate I	22,669	14,073,601	8,157,270	22,230,871	620.83	359.84	980.67
Graduate II	5,324	3,938,791	2,070,629	6,009,420	739.82	388.92	1,128.74
Grad III	0	0	0	0	0.00	0.00	0.00
Clinical Professional	0	0	0	0	0.00	0.00	0.00
SUB TOTAL INST.	381,691	82,473,926	76,375,593	158,849,519	216.08	200.10	416.17
Academic Advising	0	0	0	0	0.00	0.00	0.00
Academic Administration	0	0	0	0	0.00	0.00	0.00
Public Service	0	3,181,252	1,712,613	4,893,865	0.00	0.00	0.00
Research	0	20,136,749	12,436,659	32,573,408	0.00	0.00	0.00
TOTAL DIS	381,691	105,791,927	90,524,865	196,316,792	277.17	237.17	514.33

SUS average

FTE = 32 credit hours, Florida std

FTE = 24 credit hours, National std

\$31,381.44 FL


\$23,536.08 NAT

First year cost versus five-year cost

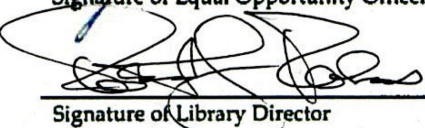
APPENDIX B: Equal Opportunity Officer / Library Director

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.

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



Signature of Equal Opportunity Officer



Signature of Library Director

Date 6/5/17

Date 6/7/17

APPENDIX C: Data that support the need for an additional program

Data regarding the need for this program are incorporated into the body of this proposal. We note that Design and Visual Communications is synonymous with contemporary graphic design, but is defined more broadly. As the field evolves, there will be more demand for those with expanded skillsets and knowledge are prepared for leadership positions. The article excerpted below, "The Future of Design (and How to Prepare for It)" in *99U*, interviews several thought leaders to help us prepare for the future of design. In addition, a survey of positions have been included.

THOUGHT LEADERS...

99U / THE FUTURE OF DESIGN (AND HOW TO PREPARE FOR IT)

By Matt McCue and Kiana St. Louis

The definition of "design" will loosen up.

"Historically, you would study graphic design, industrial design, or interaction design and there were a finite number of crafts out in the world. Now we're starting to see that design and creativity can be brought to bear on a greater number of things. One is organizational design, thinking about anything from the design of culture within an organization to how those organizations are designed themselves in terms of the structure and roles. Another is business design, the idea of bringing a creative lens to anything from business models to venture funding."

– Duane Bray, Partner and Head of Talent, IDEO

The line between design and business will continue to blur.

"The more a designer understands how the business works, the more valuable they will be to employers. Designers who understand a company's value proposition and mission can help them thrive and grow. They just need to learn the language that someone who is running a company actually speaks. When they can articulate exactly what they bring to the table, executives will realize that they didn't just hire a designer – they also hired a strategist!"

– Shana Dressler, Executive Director of 30 Weeks

Cross disciplinary teams will thrive.

"We have a lot of doctors and nurses on staff here at NBBJ and it dramatically impacts our work. I love the idea of walking into a room where I have a badass technical architect, a nurse, and me and my background in fine art, and we're going to go tackle an urban design problem for a civic project. You get really interesting outcomes that will be really different than if you had three people who studied similar architecture and graduated from similar schools. You have little or no chance of getting something really wild out of that group. It will get done, probably faster, probably easier, but it's rare that you get something that is phenomenally different."

– Sam Stubblefield, Principal, NBBJ

Designers who are entrepreneurial will become more important.

"As executives from companies start to become educated about the value that designers bring to the table, I imagine that more and more, designers will be invited to early meetings when products and services are first conceived of. They will also be able to command higher salaries and consulting fees. The three pillars for success are a great idea, great execution, and great design. When you can make a case for why your contribution to a company is directly tied to profits, that is when upper management will perk up."

– Shana Dressler, Executive Director of 30 Weeks

SAMPLE POSITION DESCRIPTIONS HIGHER EDUCATION

Assistant Professor, Department of Graphic Design, Virginia Commonwealth University

The Department invites collaboration-minded applicants with qualifications, experience, and demonstrated strengths across design theory, criticism, and research informed by enthusiastic studio practice and well versed in concepts driving graphic design research, critique and speculative production, as well as how to integrate and apply these concepts into critical design practice and to contribute to strengthening the program's orientation toward the future of design. Major Responsibilities: This position is a 9-month tenure-eligible faculty position in the Department of Graphic Design with an academic rank of Assistant Professor. Teaching responsibilities include a strong dedication to effectively teaching design methodologies and theories of making and thinking to undergraduate and graduate students. The ability to relate contemporary tendencies in design practice to historical, theoretical and critical issues is essential. Candidates should demonstrate a deep understanding of typography through practice or scholarship. An aptitude for exploring the continuity between analog and digital contexts and bolstering the department's culture of energetic engagement. The faculty member should be a passionate practitioner who models curiosity and rigorous optimistic engagement to students and fellow faculty. The faculty member will broaden participation among members of underrepresented groups. The faculty member will demonstrate through research, teaching, and/or public engagement the richness of diversity in the learning experience and will integrate multicultural approaches and perspectives into instructional methods and research tools. The faculty member is expected to actively disseminate creative engagement in design research. Service to the university, school and department will be required and could include serving on committees as designated by the Chair; serving in a professional capacity in his/her field; mentoring students at all levels; coordinating student activities; and supporting curriculum development. The faculty member will effectively collaborate with faculty peers and community partners. Engagement with community is strongly supported.

Assistant Professor, Graphic Design, School of Art + Design, University of Illinois at Urbana-Champaign

Candidates should bring expertise, experience, and an understanding of current trends in one or more of the following areas in the context of professional practice, research, and/or creative work: Digital interaction design; Creative coding; Data-based or data-driven design; User experience/user interface design; Transmedia design; Human-centered design; Design for social impact and sustainability; Service-based design. The essential expectations for the position are outlined in the full position announcement found at jobs.illinois.edu.

Assistant or Associate Professor in Graphic & Interactive Design, Tyler School of Art of Temple University

We seek a tenure-track faculty member who can teach practice-based courses at all levels of the curriculum while assuming a leadership role in the ongoing development of the authorship-entrepreneurial components of the curriculum. The appointment will be made at the tenure-track assistant/associate professor level. The ideal candidate for this position has professional design experience with a strong background in business practice. They should have recognition of their work in national or international design publications or exhibitions, and teaching experience at the undergraduate level. They should also be comfortable with the integration of design and technology.

Assistant or Associate Professor in Design, University of Kentucky

The School of Art and Visual Studies (SAVS) at the University of Kentucky seeks applications for a tenure track Assistant Professor in Design to begin August 2017. An MFA, MDES, Ph.D. or equivalent terminal degree in the area of design is required. Applicants should demonstrate the ability to teach a range of courses: from intermediate to advanced levels of graphic design to contemporary design practices. Balanced understanding of the cultural context of visual production that includes familiarity with both contemporary art and media studies is vital for this position. Teaching experience, as well as a familiarity with industry best practices, is preferable.

Assistant Professor - Visual Communication Design | University of Alberta Department of Art and Design

The Department of Art and Design in the Faculty of Arts at the University of Alberta invites applications for a full-time tenure track position of Assistant Professor, Visual Communication Design, to commence 1 July 2017. Qualified candidates will hold a graduate degree (MDes, PhD, or equivalent) in Design Studies, with a specialization in Visual Communication Design, and have at least three years of post-secondary teaching experience. Faculty in Design Studies take an integrative and interdisciplinary approach to practice and research and focus on social and

environmental health and wellbeing, information design, product design, environmental and service design, and the development of media for educational, cultural, and social contexts. Faculty in Visual Communication Design carry out research and practice in the areas of design thinking, information design, data visualization, interactive new media, typography and publication design, internationalization of design, pedagogy of design, and community-based design—all with a human-centered approach that is aimed at the development of socially and culturally relevant communications addressing the needs of contemporary society. Ideal candidates would augment or complement these areas of expertise and work across disciplines, using collaborative methods, to further enrich design studies. In addition to maintaining an active research program, candidates will demonstrate expertise in related technical/digital skills and in traditional, formal design principles. They will integrate design discourse, research and studio practice addressing the conceptual, aesthetic, and technical demands of the discipline. Expertise in some of the following areas would be an asset: design for digital media, interaction design, systems design, human-centered design and research methods, environmental design and/or service design. In addition to teaching, curriculum development, and planning, candidates will provide undergraduate and graduate student supervision as well as serve on administrative and other committees, and be active, engaged members of the University and broader community. Successful candidates will join the Design Studies team, which includes Canada's first Canada Research Chair in Design. We are known for a strong and rigorous graduate program (the first in Canada) and for talented and able undergraduate students. We are also known for our innovative Bachelor of Design (BDes) with Pathways program that allows students to focus on specific areas of interest to them.

Assistant Professor, Graphic Design (Tenure System), Michigan State University

The Department of Art, Art History, and Design at Michigan State University invites applications for a tenure-system position in Graphic Design. This position is an academic year appointment at the Assistant Professor rank to begin Fall 2017. Successful candidates should possess a strong foundation in graphic design with research and teaching interests that advance the field. Applicants should demonstrate knowledge of historical and contemporary trends in the field of graphic design and be passionate about leading a new generation of maker-thinkers. We are interested in applicants with expertise in one or more of the following areas: interaction design, typography, design thinking, information design, systems design, data visualization, experience design, design theory and social design. Interested applicants should have the ability to engage in hybrid practices utilizing various forms of media, technology and materials. Candidates with the ability to develop collaborations and partnerships that intersect with other fields and disciplines is desired. Applicants should hold an MFA, MGD, MDes, DDes, or PhD and should be professionally active designers with a record of achievement. Expertise in digital technologies for design is required. Industry or consulting experience is welcomed. Salary is competitive and commensurate with background and experience. All applications for this position must be submitted electronically at the Michigan State University Human Resources website (jobs.msu.edu – posting 4235). Applications should include a statement of interest describing qualifications and experience, curriculum vitae, statement of teaching philosophy, a portfolio of recent scholarly/creative work, examples of student work, and contact information for three letters of recommendation.

Petullo Professor, Graphic Design School of Art + Design University of Illinois at Urbana-Champaign

The School of Art + Design invites applications for a full-time tenured faculty position, for the Anthony J. Petullo Professorship at the rank of Associate or Full Professor, with an emphasis in Graphic Design. We seek an accomplished collaborator with experience in both industry and research settings to play a key role in leading a new campus emphasis on design through enhanced research support, cross-disciplinary collaboration, and curricula. The position will also serve as one of several inaugural Design Research Fellows in the College of Fine and Applied Arts. Accompanied by research support and course release during the initial years of employment, the successful candidate will work with other Fellows from Art + Design, Architecture, and Landscape Architecture to lead a new Design Research Initiative exploring the unique methods, approaches, and partnerships available to design as a central component of research at Illinois. For more information, see go.illinois.edu/designresearch. The future of design at Illinois also includes a new facility intended for outreach, education, and experimentation in design for students in fields within and outside the arts.

PROFESSIONAL PRACTICE / INDUSTRY

IBM Design / (<https://www.ibm.com/design/careers.shtml>)

Design Research

Design research builds continuous knowledge, discovery, and empathy. We craft actionable insights through empirical observation and experience. Tools of the trade include contextual inquiries, co-design, customer journey maps, and quantitative research.

Visual Design

Visual designers manipulate observable elements, with the goal of eliciting desired emotional responses and building durable connections with users. Tools of the trade include imaging, typography, layout, color and style.

UX Design

Through the interpretation of research and requirements, UX designers craft experiences that connect people with our products and services in meaningful, enduring ways. Tools of the trade include market and audience analysis, user journeys and wireframes.

IDEO / <https://www.ideo.com/jobs>

Design Research Lead

IDEO helps organizations innovate their offerings and themselves. We use Human Centered Design to work with clients in the private and public sectors, across product, service, environment and organization design, in both the physical and digital realms. Our work crosses strategy and implementation. IDEO Palo Alto is looking for a Design Researcher who can lead research across many different types of projects including generative "blue sky," rapid and nimble iterative loops of prototyping and user feedback, and qualitative and quantitative studies that bring confidence and move ideas closer to market launch. As an IDEO Design Researcher, you'll travel domestically and globally to explore diverse human behavior and lifestyles. You will work with multidisciplinary teams and use research findings to inform and inspire strategic decisions and design solutions. You'll translate research insights into powerful stories that shift hearts and minds.

Quantitative Design Researcher

Makes the biggest impact by analyzing existing data sets, as well as creating new ones to generate insights for design. They are responsible for structuring human-centered research and leading multidisciplinary internal and client teams through designing empirical research, conducting fieldwork, and leveraging other available data sources.

Senior Visual Communication Designer

The Fire-starter: IDEO is a place where we influence the public discourses of subject matters crucial to our mission and as designers, our soul needs feeding constantly to ensure we continue to produce work that transcends what good looks, feels and sounds like. So, as a member of the design community you have an equal responsibility to inspire us and others outside of IDEO about what excites you in the world of brand and visual communication.

SYPartners / <https://www.sypartners.com/sypartners-careers/all-jobs/>

Creative Leader, Consulting Team

At SYPartners, we help individuals, teams, and organizations become the best version of themselves, so they can create massive positive impact in business and society. Design is not a service we offer, it is in the foundation and fabric of our firm. We see design as the method of envisioning the future and then arranging all the elements to make it a powerful reality. This is a big mandate. It requires diverse and inspired creative leadership, in the work, alongside our clients and co-conspirators and as part of our culture. Many people wonder what type of design background or job experience we hire from. The answer is we cast our net wide. What designers here have in common, is the evolution from a specialist mindset to the desire to apply themselves more broadly as creative beings. Working here is not about settling into a comfortable infrastructure. It is about perpetually shaping the role of creativity within SYPartners and how we express that through our work.

Visual Designer, Products

At SYPartners, our Products team creates intuitive, engaging experiences in the pursuit of envisioning a better future through design. They know how a product should look, feel and work, and understand what users need and want in the digital space and in real life. Our current Products offerings are Unstuck and Leadfully, tools inspired by our consulting practice designed to transform individuals and spark future leaders. As a Designer on the Products team, you are a maker and a storyteller who use design to bring ideas to life. An infectiously inspiring creative team member, you will be integral to our culture of creativity, executing as well as dreaming up new ways to visually communicate with diverse audiences.

Strategy Director, Consulting Team

The Strategy Director takes charge of leading clients and teams through the whole journey of transformation and change – setting vision, directing teams and clients, and demonstrating the imagination, accountability and resolve to deliver our best work. Strategy Directors possess great leadership skills coupled with deep business and writing expertise. Sets vision for the work, imagining and writing the master narrative that puts our work in context of a corporate culture, and directing the steps to enacting the vision. Responsible for directing a team of strategists, designers, project managers and production artists to produce the best possible solutions for our clients

Continuum Innovation / <https://www.continuuminnovation.com>

Associate Design Strategist

Manage demanding, high-level, complex projects for dynamic clients. Lead teams through all phases of projects including alignment with client, understanding context, developing non-obvious insights, exploring and defining opportunities, setting strategy, creating actionable/tangible design expressions, communicating vision, and helping our clients go to market. Design compelling value propositions for customers and consumers. Design new products, services and experiences that compel consumers, grow brands, inspire organizations, and push a company's core competencies. Design organizational structures, protocols and strategic assets to help companies be more innovative.

Associate Innovation Capability Strategist

Create and deliver change strategies: Work closely with clients to gain clear understanding of the organization, what works, and what does not work. Understand strengths and opportunities to recommend actionable next steps (e.g. human-centered design process, structure and governance, hiring, team building, etc.) Work with and coach senior leaders at client organizations: Engage senior leaders throughout the human-centered design process and help them understand and socialize this work. Conceptualize compelling and meaningful opportunities for consumers and clients. In this position you will work closely with designers and engineers to develop ideas for new products, services and experiences. Explore real world problems using a combination of creative and analytic tools. Question your choices and iterate until you get it right. Develop and test hypotheses with your team and consumers. Create compelling value propositions for consumers and clients. Articulate ideas for new products, services and experiences that will compel consumers, and contribute to business success. Make tradeoffs to come up with solutions that work for both people and clients.

Design Director, The Public Policy Lab

The Public Policy Lab looking for a skilled communications designer to serve as our organization's chief designer and creative director. The Public Policy Lab is a nonprofit innovation lab for the public sector. We apply human-centered methods from design, anthropology, behavioral science, and technology development to improve the creation of public policy and the delivery of public services. We have a particular focus on supporting the needs and aspirations of low-income and vulnerable communities. You'll participate in all phases of Public Policy Lab project work, from ethnographic research to evaluation, serving as the chief design thinker in all contexts.

Head of Design, Remind

Remind is seeking an amazing design leader to spearhead our product design, brand communications and user research teams to help us achieve our mission of giving every student the opportunity to succeed. Audacious, right? Remind is the largest communication platform you've never heard of; we are the largest network of educators, students, and parents in the United States. With more than 22 million monthly active users, we're one of the fastest-growing companies in education technology. We believe that when communication improves, relationships get stronger – and education gets better (view source).

Managing Director, Center for Socially Engaged Design, University of Michigan

A managing director is sought to lead The Center for Socially Engaged Design in the University of Michigan College of Engineering. At one of the world's leading research and educational institutions, The Center for Socially Engaged Design (C-SED) empowers students and design practitioners with perspectives and skills needed to design effective interventions that are impactful for society. We believe this requires designers to take into account the fullest social, cultural, economic, and environmental contexts of their design process and push designers to recognize and analyze how their own cultural contexts shape their approach. C-SED provides novel educational resources and fosters a community of research and practice at the University of Michigan. Through our Socially Engaged Design Academy, consultation service, curricular programs, and engagement opportunities, students of any discipline may learn about and apply a broad set of skills, methods, and perspectives that, collectively, inform socially engaged design practice (view source).

Organizational Designer, Design for Change, IDEO

IDEO San Francisco is in search of an Organizational Designer for our Design for Change Studio who has led or managed change programs, either as a consultant or in-house within an organization. This role requires a unique blend of real-world experience and theory, a passion for challenging received wisdoms, and noticeable boardroom polish. We are looking for candidates who can:

Design a research plan comprised of interviews, assessments, and other methods to understand an organization's working dynamics to surface bright spots and opportunity areas

Take a systems view to understand the potential impacts to an organization's operating environment, including changes to people, process, and technology, and assess the organization's overall readiness for the change

Navigate client organizations, including the C-Suite, to facilitate decision making, manage key stakeholders, and advise on implementation and change management efforts (view source)

Business Designer, IDEO.org

IDEO.org improves the lives of poor and vulnerable communities through design. To effect that change, we work directly with foundations, nonprofits, and social enterprises; create tools and resources that teach human-centered design; and influence the social sector with stories of human-centered design in action. IDEO.org works directly with organizations across a range of focus areas including health, financial services, gender equity, education, and agriculture. IDEO.org has an opportunity for a Business Designer to join our New York City studio. As part of a multi-disciplinary design team, you'll blend business strategy and creativity – helping our partners across the developing world bring new offerings and ventures to market. With frequent trips that take you to Africa, South Asia, and the Middle East, you'll be part design researcher, part strategist, and part operational guru, working alongside other builders and thinkers from different backgrounds (view source).

Human Centered Design Lead for Social Innovation, The Australian Centre for Social Innovation

TACSI is The Australian Centre for Social Innovation. We exist to develop, test and spread innovations that change lives, with a focus in the areas of child protection, families, ageing and disability. Our ambition is to set new benchmarks for how Australia supports vulnerable people and to redefine how public purpose organizations approach innovation (view source).

SUS Programs in CIP Code 50.
CIP Code 50.0401 to be added by UF

CIP	CIP Title	FAMU	FAU	FGCU	FSU	FDU	FBU	FBU	FSU	NCF	UCF	UF	UMF	USFT	USF5M	USF SP	UMF	ExecCIP	Area
50	VISUAL AND PERFORMING ARTS																	50	
50.0102	Digital Arts										BM	BM						50.0102	STEM
50.0301	Dance, General							BM				B						50.0301	
50.0408	Interior Design							BM				BM						50.0408	
50.0409	Graphic Design							BM				B				B		50.0409	GAP ANALYSIS
50.0401	Design and Visual Communications																	50.0401	
50.0501	Drama and Dramatics/Theatre Arts, General		BM	B	B	B		BMR			BM	BM	B				B	50.0501	
50.0504	Playwriting and Screenwriting							M										50.0504	
50.0602	Cinematography and Film/Video Production							BM			BM							50.0602	
50.0605	Photography										B							50.0605	
50.0701	Art/Art Studies, General		B	B	B	B		B			B	B	B				B	50.0701	
50.0702	Fine/Studio Arts, General		B	M	B	BM		BM			BM	BM	B	BM			B	50.0702	
50.0703	Art History, Criticism and Conservation							BMR			BMR	B	B	BM				50.0703	
50.0799	Fine Arts and Art Studies, Other										M							50.0799	
50.0901	Music, General		B	BM		BM		BM			M	BMR	BM	B				50.0901	
50.0903	Music Performance, General							BMR			B		BM	BM			B	50.0903	
50.0904	Music Theory and Composition							BMR										50.0904	
50.0905	Musicology and Ethnomusicology							MR										50.0905	
50.0908	Voice and Opera							M										50.0908	
50.0911	Jazz/Jazz Studies												B					50.0910	
50.1001	Arts, Entertainment, and Media Management, General										B							50.1001	
50.1002	Fine and Studio Arts Management							M										50.1002	
50.1003	Music Management																	50.1003	
50.9999	Visual and Performing Arts, Other																	50.9999	

The Currently Approved Program Inventory includes all programs that have not been terminated, regardless of suspension status. For information about terminated programs see the Historical Program report.

Legend: B-Bachelors; M-Masters; A-Advanced Master; E-Engineering; S-Specialist; P-Professional Doctorate; R-Research Doctorate

Color Codes: STEM - Blue, Education - Green, Global - Purple, Gap Analysis - Red, Health - Brown

National Programs using CIP50.0401

See the following page for similar programs at AAU universities.

AAU	Unit ID	Institution Name	Grand total (C2016_A First major Design and Visual Communications General Master's degree)
	134811	AI Miami International University of Art and Design	5
	104151	Arizona State University-Tempe	12
	142115	Boise State University	2
	201441	Bowling Green State University-Main Campus	14
	110370	California College of the Arts	9
X	211440	Carnegie Mellon University	9
	128771	Central Connecticut State University	4
	169442	College for Creative Studies	9
	169424	Cranbrook Academy of Art	9
	134237	Full Sail University	90
	145460	Harrington College of Design	13
	151111	Indiana University-Purdue University-Indianapolis	1
	134945	Jacksonville University	6
	192271	LIM College	6
	163295	Maryland Institute College of Art	11
	199193	North Carolina State University at Raleigh	7
	167358	Northeastern University	6
X	147767	Northwestern University	6
	209603	Pacific Northwest College of Art	4
	194578	Pratt Institute-Main	69
	127945	Rocky Mountain College of Art and Design	7
	122454	San Francisco Art Institute	1
	228459	Texas State University	8
X	228778	The University of Texas at Austin	1
	196088	University at Buffalo	10
	206941	University of Central Oklahoma	1
X	144050	University of Chicago	8
X	155317	University of Kansas	10
	167987	University of Massachusetts-Dartmouth	1
	227216	University of North Texas	8
	152080	University of Notre Dame	2
X	236948	University of Washington-Seattle Campus	4
	234030	Virginia Commonwealth University	12
	218964	Winthrop University	3
6	count		32

Similar Programs at AAU Universities

Boston University	MFA, Graphic Design http://www.bu.edu/academics/cfa/programs/graphic-design/mfa/
Carnegie Mellon University	Master of Design https://design.cmu.edu/programs/grad
Indiana University Bloomington	MFA, Studio Art (Graphic Design) https://soaad.indiana.edu/academics/graduate/mfa.html
Iowa State University	MFA in Graphic Design http://www.design.iastate.edu/graphic-design/degrees/graphic-design-mfa/
Michigan State University	MFA, Studio Art (Graphic Design) http://www.art.msu.edu/degrees-programs/graduate/
Northwestern University	MA in Information Design and Strategy http://sps.northwestern.edu/program-areas/graduate/information-design/
Ohio State University	MFA, Graphic Design https://www.ohio.edu/finearts/art/academics/programs/graphic_design_mfa.cfm
The Pennsylvania State University	MFA, Studio Art (Graphic Design) http://stuckeman.psu.edu/gd/programs
Stanford University	MS, Design Impact Engineering. Moved from MFA in Graphic Design in 2019. https://art.stanford.edu/academics/graduate-programs/mfa-design/mfa-design-admission
Texas A&M University	MFA, Visualization https://viz.arch.tamu.edu/graduate/mfa-viz-curriculum/
The University of Arizona	MFA, Studio Art (Graphic Design) http://art.arizona.edu/prospective-students/degrees/
The State University of New York at Buffalo	MFA, Studio Art, Interdisciplinary (includes Design) http://art.buffalo.edu/programs/grad-programs/m-f-a-in-studio-art/
University of California, Davis	MFA, Design http://arts.ucdavis.edu/general-information/mfa-program-design
The University of Chicago	
University of Illinois at Urbana-Champaign	MFA, Graphic Design http://www.art.uiuc.edu/index.php/prospective/academics/admissions/graduate-admissions/studio-design-programs
The University of Iowa	MFA, Studio Art (Media, Social Practice, & Design) https://art.uiowa.edu/graduate-program/studio-art/media-social-practice-and-design
The University of Kansas	MA, Interaction Design https://design.drupal.ku.edu/degrees
University of Michigan	MDes, Integrative Design http://stamps.umich.edu/
University of Minnesota	MFA, Graphic Design http://dha.design.umn.edu/programs/grad/prospective/DesignCommunication.htm
University of Missouri	MFA, Studio Art (Graphic Design) https://art.missouri.edu/images/pdf/mfa_brochure.pdf
The University of Texas at Austin	MFA, Design Moved from Art + Art History to new department (2017) https://designcreativetech.utexas.edu/mfa-design
University of Washington	MDes, Design https://art.washington.edu/design
Yale University	MFA, Graphic Design http://www.art.yale.edu/GraphicDesign

APPENDIX D: Abbreviated Curriculum Vitae of Participating Faculty

Maria Rogal, MFA, Professor of Graphic Design

Gabriela Hernandez, MFA, Assistant Professor of Graphic Design (new hire, August 16, 2017 start date)

Jarred Elrod, MFA, Assistant Professor of Graphic Design (new hire, August 16, 2017 start date)

Brian Slawson, MFA, Associate Professor of Graphic Design

Michelle Tillander, MFA, PhD, Associate Professor of Art Education

Abbreviated CV. September 2017

Maria Rogal

Professor of Graphic Design, School of Art + Art History, University of Florida

ACADEMIC APPOINTMENTS

University of Florida. School of Art + Art History, College of the Arts.

Professor, Graphic Design (tenured), July 2015–present*

Interim Director, School of Art + Art History, July 1, 2015–June 30, 2017

Associate Professor, Graphic Design (tenured), August 2006–July 2015

Affiliate Faculty, Center for Latin American Studies Fall 2004–present

Assistant Professor, Graphic Design (tenure-track) August 2001–2006 & August 1997–May 2000

Interim Director (July 1, 2015–June 30, 2017)

Responsible for management and leadership in a comprehensive school with six diverse disciplines, 29 full-time faculty members, 8 staff, and 400 students. Experience with strategic planning, curriculum development, accreditation, enrollment management, and professional development.

Chair, UF Academic Policy Council (2012–13), Elected. Led research, discussion, and deliberations of issues central to UF academic policy with elected faculty members, contributing chairs, and administrators. Selected issues included review of Task Force on Doctoral Program Improvement Plan, UF Online Standards, Online Evaluations of Faculty, Posthumous Degree Policy, and Faculty Review of Administrators.

COTA Representative, UF Mission Statement Task Force, Appointed (2012)

Worked collaboratively with representatives in each college to revise UF's mission statement.

Universidad Autónoma de Yucatán. Mérida, Yucatán, México.

Visiting Associate Professor/Fulbright Scholar Program (Invited)

Social Communication Program, College of Anthropology, September 2006–September 2007

University of North Texas. Denton, TX

Assistant Professor of Communication Design (tenure-track) School of Visual Arts. August 1996–July 1997

EDUCATION

Virginia Commonwealth University, Richmond, VA.

Master of Fine Arts, Design and Visual Communication. 1995

Creative Project: *The Medium and the Message as Vehicle for Social Change*

Villanova University, Villanova, PA.

Bachelor of Arts, Political Science and History. 1988 (Minor: Spanish Literature)

GRANTS

External Funding: \$109,072 / Internal Funding: \$56,026.

Principal Investigator unless otherwise noted.

2014. *Ideas That Matter.* Sappi Fine Papers N.A., \$9,790 for “Kanan Honey” to support development of export of products to the US and EU. A collaboration with the Fundación México-Estados Unidos para la Ciencia (Mexico City).

2014. Design for Development initiative (Partner, US\$5,000) with Integradora Apícola Kanan for the visual identity and design for export market. National Institute of the Entrepreneur, Mexican Government. Export Category: *Market Development and Commercial Opportunities to Foster Entrepreneurial Growth of Beekeepers of Yucatán.*

2013. *College of Fine Arts Scholarship Enhancement Fund Grant.* University of Florida. \$5,000 for “Design for Development.”

2011. *Faculty Enhancement Opportunity Grant*, University of Florida Office of the Provost. \$33,322. Funding for new book proposal on the *Design for Development* methodology for graphic design research and practice.
2011. *Center for Latin American Studies Travel Grant*, University of Florida. \$750 to present “Design for Development” at Intercultural Communication Conference, Chiapas, Mexico.
2010. *Center for Latin American Studies Travel Grant*, University of Florida. \$2,000 to present “Design for Development” at MX09 Design Conference: Social Impact of Design, Mexico City.
2009. *Design Faculty Research Grant*, American Institute of Graphic Arts. \$5,000 for “Design for Development.” Recipient of Inaugural research award.
2007. *Fulbright-Hays Faculty Research Abroad Grant* to México, \$ 48,607 to conduct research project “The Visual Culture of Mexicanidad in Yucatán.” Awarded by the US Department of Education. Washington, DC.
2006. *Fulbright-García Robles Scholar Grant* to México (Lecture/Research). \$30,675 to conduct research project “The Visual Culture of Mexicanidad in Yucatán” and teach at Universidad Autónoma de Yucatán. Awarded by the Council for International Exchange of Scholars. Washington, DC. (2006–2007)
2006. *Center for World Arts Fellowship*. University of Florida. “Intercultural Communication of Indigenous Belief Systems” to continue work on the Wixárika calendar project. Total \$2,500 (2006–2007)
2004. *Internationalizing the Curriculum Grant*. University of Florida International Center. Principal Investigator. Awarded for continuing development of MIRA: Multimedia Interdisciplinary Research in Anthropology Study Abroad Research Program. Grant \$3,000 / Research Category.

PUBLICATIONS

- Rogal, M. and Sánchez, R. (2018) “Co-Designing for Development” in *The Routledge Handbook of Sustainable Design*, edited by R.B. Egenhoffer, 250–262. London: Routledge Press.
- Rogal, M. (2015) “Decolonizing Graphic Design.” *European Academy of Design. 11th EAD Conference Proceedings: The Value of Design Research*. ISBN 978-1-84387-393-8. <http://ead.yasar.edu.tr/sites/default/files/EAD-11-1394.pdf> [Accessed June 3, 2016]
- Rogal, M. (2013) “Out of the Studio, Into the Field.” *Presentation Papers from the AIGA Educators Conferences at Head, Heart, Hand*. <http://educators.aiga.org/wp-content/uploads/2013/12/rogal.pdf> [Accessed December 20, 2013]
- Rogal, M. (2012) “Identity and Representation: (Yucatec) Maya in the Visual Culture of Tourism.” *Latin American and Caribbean Ethnic Studies* 7 (1): 49–69.
- Rogal, M. (2011) “Positioning Communication Design.” In *Incograda Design Education Manifesto*, edited by Omar Vulpinari, Audrey Bennett, and Ahn Sang Soo: 116–19. Montreal: International Council of Graphic Design Associations. (One of 25 international educators invited.)
- Rogal, M. (2010) “Ak Kuxtal Sian Ka’an: Empowering Artisans for Sustainable Futures in the Maya Riviera.” *Incograda-INDIGO Design Network*. <http://www.indigodesignnetwork.org/?p=2008>. [Accessed 20 September 2010]
- Rogal, M. (2010) “Ak Kuxtal Sian Ka’an: Empowering Artisans for Sustainable Futures in the Maya Riviera.” *The Living Principles: Creative Action for Social Good*. <http://www.livingprinciples.org/ak-kuxtal-sian-ka%E2%80%99an-empowering-artisans-for-sustainable-futures-in-the-maya-riviera/> [Accessed 10 June 2014]
- Rogal, M. (2010) “Design for Development: A Case Study in Empowerment.” American Institute of Graphic Arts Design Educators’ Community. HTTP://EDUCATORS.AIGA.ORG/WPCONTENT/UPLOADS/2011/02/AIGA_D4DARTICLE_19JAN10_MR.PDF . [Accessed June 10, 2014]
- Rogal, M. (2010) “Design for Development: Participatory Design and Contextual Research with Indigenous Maya Communities.” *GLIDE’10: Global Interaction in Design*, 1, (2): <HTTP://BAOHOUSE.ORG/GLIDE10PROCEEDINGS.ROGAL.PDF> [Accessed 14 June 2014]

Rogal, M. (2010) "Design for the Social Good: the World Doesn't Need Another Poster for Peace," *Social Economies: Enterprise and a New Cultural Geography*, New Contexts/New Practices: American Institute of Graphic Arts Design Education Conference. Raleigh, NC: 15-16.

Rogal, M. (2009) "Design for Development" in *MX09 Design Conference: Social Impact of Design*, ed. J. Meza, Universidad Iberoamericana, Mexico, DF: 25-28.

REFEREED CONFERENCE PRESENTATIONS

2015. "Decolonizing Graphic Design." The Value of Design Research, 11th European Academy of Design Conference, Paris, France, April 21-24, 2015.

2011. "Design for Development: Designing Inter-culturally for Empowerment and Change." *XVII International Conference of the International Association for Intercultural Communication Studies*, San Cristobal de las Casas, Chiapas, Mexico, June 2011.

2009. "Design for Development." *MX Design Conference 2009: Impacto de Diseño Social (Impact of Social Design)*, Universidad Iberoamericana, México City, México, October 28-30, 2009.

2015. "Globalizing Design Education," *AIGA 2015 National Design Conference*, New Orleans, October 8-10, 2015.

2014. "Designing Contemporary Maya Visual Identity in the Yucatán," *Cultural Rhetorics Conference: Entering the Conversation!* Michigan State University, October 31-November 1, 2014.

2013. "Out of the Studio, Into the Field", *American Institute of Graphic Arts: Head, Hand, and Heart National Conference*. Minneapolis, MN, October 10-12, 2013.

2013. "Designing Identity: Mayans Write Their Culture", National Conference of Teachers of English (NCTE). Las Vegas, NV, March 13-16, 2013. (Panel: Writing and/as Design: Identity Events in the Margins with Raúl Sánchez and Laurie Gries, University of Florida)

2012. "Identity and Representation: (Yucatec) Mayans in the Visual Culture of Tourism", *Southeastern Council of Latin American Studies*. University of Florida, March 30, 2012. (Panel: Cultural Politics and the Politics of Culture among the Maya of Guatemala and Yucatán, Chair Blake Pattridge, Babson College)

2010. "Design for Development: A Case Study in Pedagogy, Collaboration and Empowerment", *New Contexts/New Practices*, American Institute of Graphic Arts Design Education Conference. North Carolina State University, October 8-9, 2010.

AWARDS

2017. Senior Design Fellow, Design Incubation, New York (2017-18).

2011. Best Paper Award at the GLIDE '10—Global Interaction in Design—conference, for "Design for Development: Participatory Design and Contextual Research with Indigenous Maya Communities."

2009. College of Fine Arts International Educator of the Year Award—Senior Faculty. University of Florida.

2007. University of Florida Golden Gator Award for Best Visual Design, 2006 Wixárika Calendar with Cassie McDaniel, Avery Smith, Sarah Corona & Faculty of the Centro Educativo Tatuutsi Maxakwaxi, Jalisco, México. (Spring 2007)

2006. Doctoral Dissertation/MFA Advisor Mentoring Award. College of Fine Arts, University of Florida. \$1,000.

2006. Silver Addy. American Advertising Federation. Award for 2006 Wixárika Calendar -with Cassie McDaniel and Avery Smith.

LANGUAGES

English (native)
Spanish (fluent)

Abbreviated CV. September 2017

Jarred Elrod

Assistant Professor of Graphic Design, School of Art + Art History, University of Florida

ACADEMIC APPOINTMENTS

University of Florida. School of Art + Art History, College of the Arts. Assistant Professor, Graphic Design (tenure-track) 2017–present

Texas Tech University. School of Art + Art History, College of the Arts. Assistant Professor, Graphic Design (tenure-track) 2015–2017

Guangxi Arts Institute. Nanning, China, Visiting Assistant Professor, 2016

Arizona State University. Tempe, AZ, Instructor: The Design School, 2014–15

EDUCATION

2010. MFA in Studio Art: Graphic Design | University of Tennessee, Knoxville, TN

2007. BFA in Studio Art: Graphic Design | West Texas A&M University, Canyon, TX

PUBLICATIONS + AWARDS

FA 17 Merit Award and Work Featured in HOW Promotion and Marketing Awards Annual

SU 17 Featured card in AIGA DFW's "The Deck"

FA 12 Featured work in University of Tennessee MFA program recruiting catalog

SU 11 Best in Show SEED Award: Case Studies – UTK Living Light

SU 11 AIGA Re-design Los Angeles: First prize non-profit org – UTK Living Light

SU 10 Featured on Print Magazine's "Imprint Blog" – for work featured in "Creative Workshop," by David Sherwin

SP 10 Featured Artist in "Creative Workshop," (A HOW Design publication compiled by David Sherwin)

SP 09 Featured Project in HOW International Design Annual: Student Work Category Professional Awards

RESEARCH LECTURES & WORKSHOPS

SP 17 "Cultivating Coincidence: Tapping the Transformative Power of Experience through Design Process in the Classroom" College Art Association (CAA) Annual Conference, New York, NY

SP 16 "Play Like a Kid and Get Paid to do it" American Advertising Federation (AAF)

SP 16 "Finding your Creative Zone" Amarillo Chapter Lunch Lecture Series – Co-presented with Dr. Amanda Alexander, A-Game Psychology, Amarillo, TX

SU 16 "Cultivating Coincidence: Tapping the Transformative Power of Experience through Design Process in the Classroom" AIGA Design Educator's Annual Conference (Nuts+Bolts), Bowling Green, OH

SU 16 "Designing the Perfect Theatre Poster, A Conversation" – Co-Presented with Dr. Mark Charney, Chair of Theater and Dance, Texas Tech University – Association for Theatre in Higher Education (ATHE) 2016 Annual Conference, Chicago, IL

SP 16 "Seriously Joking! Incorporating a Sense of Play Into Your Creative Process" American Advertising Federation (AAF) District 10 Annual Conference, Lubbock, TX

SP 16 "Designing the Perfect Theatre Poster, A Conversation" – Co-Presented with Dr. Mark Charney, Chair of Theater and Dance, Texas Tech University – Southeastern Theatre Conference (SETC) Annual Conference, Greenville, NC

FA 15 "Cultivating Coincidence, Utilizing the Power of Process" – University of South Florida, St. Petersburg, Graphic Design

FA 13 "The Three D's of Approaching a New Play: Design, Dramaturgy, & Directing." – Guest Designer & Presenter: Association for Theatre in Higher Education (ATHE) Annual Conference, 2013, Orlando, Florida

SP 13 "Exploring the Visceral Bridge" – Utilizing Visual Media to Enhance Creative Writing, Co-Presented with Mark Charney, Chair of Theater and Dance, Texas Tech University – Southeastern Theatre Conference, Louisville, KY

SOLO EXHIBITIONS

FA 17 "Black Velvet" First Friday Exhibition, Invited, Rala Gallery Space, Knoxville, TN

FA 16 "The Hall of Shame" First Friday Exhibition, Juried, Texas Tech University Satellite Gallery – Lubbock, TX

SP 10 "Everything and Nothing" University of Tennessee Downtown Gallery – Knoxville, TN

SP 09 Graphic Diagrams: The Birdhouse – Knoxville, TN

GROUP EXHIBITIONS

FA17 "2017 Texas Biennial" Juried, Austin, Texas

FA 16 "Sweet Dreams", Two-Person Exhibit and Gallery Talk, Invited, West Texas A&M Mary Moody Northen Hall Gallery, Canyon, TX

FA 16 "The Gun Show: Art in the Era of Campus Carry", Juried, Work Exhibited and Gallery Talk, Texas Tech University Landmark Arts Gallery, Lubbock, TX

SP 16 "Unassigned: Independent Works by Graphic Designers", Invited, Marian Graves Mugar Gallery – Colby-Sawyer College, New London, NH

SP 13 "I'm Sorry You're Happy" Two-Person Exhibit, Juried – Texas Tech University Satellite Gallery, Lubbock Texas

FA 12 "FourPlay, The Work of Bob Caruthers, Dirk Fowler, Jarred Elrod & Marcus Melton," Invited, West Texas A&M Mary Moody Northen Hall Gallery, Canyon, TX

FA 10 West Texas A&M Centennial Alumni Exhibition – Canyon, Texas

FA 12 "24 Frames, A Texas Theme Music Poster Exhibition" – Lubbock, TX

FA 11 Drugtown @ Valarium: Pop-Up Gallery, Lifted Lab Collective – Knoxville, TN

FA 11 Drugtown N @ RALA, Apparel/Print Retailer – Knoxville, TN

SP 11 Drugtown @ CTV, Community Television Knoxville – Knoxville, TN

FA 10 Creative License, Fluorescent Gallery – Knoxville TN

SP 08 The Ten Show: Best of Tennessee – Memphis, TN

FA 09 Seven Times Standard Drawing Exhibition, Gallery 1010 – Knoxville TN

SU 09 Summer Analog Photography Exhibition, Gallery 1010 – Knoxville TN

SU 09 TypeCon, Atlanta, University of Tennessee contributor Grand Hyatt – Atlanta, GA

PROFESSIONAL EXPERIENCE

05-present, Jetpilotdesigns: Freelance Graphic Design Practice: Branding & identity / illustration / web, motion / publication / textiles (www.jetpilotdesigns.com)

14-15 Graphic Designer: ASU Wellness – Arizona State University, Art direction, identity / print communications / social media / photography / video

Abbreviated CV. September 2017

Gabriela Hernández

Assistant Professor of Graphic Design, School of Art + Art History, University of Florida

ACADEMIC APPOINTMENTS

University of Florida. School of Art + Art History, College of the Arts.

Assistant Professor of Graphic Design (tenure-track) 2017–present

University of Houston-Downtown. Department of Arts + Humanities

Assistant Professor of Graphic Design (tenure-track) 2013–2017

Director, Graphic Design Research Initiative (GDRI) 2014-2017

The GDRI is a self-sustained, collaborative initiative focused on the study and practice of design research, design for social impact, and information design. It integrates UHD student-designers into its projects in different design roles, supporting their professional development (gdresearchinitiative.org).

EDUCATION

2011, MFA, Studio Art, Concentration in Graphic Design, School of Art + Art History, College of the Arts, University of Florida; Certificate in Latin American Studies.

2005, BA in Mass Communication, Emphasis in Advertising. School of Mass Communication, University of Costa Rica, San José, Costa Rica

GRANTS & AWARDS

2016 Texan-French Alliance for the Arts

Graphic Design Research Initiative (Sponsored Project) – \$3500

A design research/creativity placemaking and education design project consisting on the development of a didactic toolkit based on activities of mentorship program “From a Space to a Place”. To be completed in Spring 2017.

2015 Office of Research and Creative Activities Grant, University of Houston-Downtown

Writers in the Schools (WITS) collaborative exhibition project and book – \$5120

A Graphic Design Research Initiative project, consisting on the development and design of concrete poetry/expressive typography exhibition pieces and exhibition book. To be completed in Spring 2017.

2015 AIGA Houston Design Awards 2015 / Design Now:Houston

“Open the Door” Book (a collaboration with the Texan-French Alliance for the Arts)

Earned recognition as second place finalists in this annual competition (Book & Editorial Category) and subsequent Exhibition. Jurors: Matteo Bologna, Ellen Lupton, and Claudia DeAlmeida.

2014 Association for Tropical Biology and Conservation

Graphic Design Research Initiative (Sponsored Project) – \$3000

A design research/brand redesign project consisting on the development of a visual identity for this international association and its scientific journal, Biotropica. Completed in Summer 2016.

2014 Sappi Ideas That Matter / Design4Development.org (Grant) – \$9700

In support of brand development activities and production of national and international branding materials for a rural beekeeping association – Integradora Apícola Kanan (and their product, Kanan Honey), in Yucatán México. Completed in Spring 2016. Co-PI: Maria Rogal.

2014 Texan-French Alliance for the Arts

Graphic Design Research Initiative (Sponsored Project) – \$3000

A design research/editorial design project consisting on the development of a book with the story of the public art project “Open the Door.” Completed in Spring 2015.

2013 Fundación Mexico-Estados Unidos para la Ciencia

Design4Development.org (Grant) – \$4900

In support of brand development activities in benefit of the rural beekeeping association Integradora Apícola Kanan, in Yucatán, México. The main objective of this design project is to support the internationalization of “Kanan Honey”

to gourmet markets in the United States. Completed in Spring 2015. Co-PI: Maria Rogal.

2009 TINKER FIELD RESEARCH GRANT

Center for Latin American Studies, University of Florida – \$2000

Awarded in support of my research and field work activities for my MFA Creative Project in Chiriquí Island, Costa Rica. The fieldwork was carried out from July 2009 to July 2010.

PEER-REVIEWED PAPERS/PRESENTATIONS

2017 Look Around You, Look Inside You: Exploring Heritage in the Design Classroom

Peer reviewed paper and poster presentation

International Association of Societies of Design Research, Biennial Conference (Cincinnati, OH)

2016 Design Research, Storytelling, and Entrepreneur Women in Rural Costa Rica: A Case Study

Peer reviewed paper and conference presentation, published in Book of Proceedings

Design Research Society, 50th Anniversary Conference - Biannual (Brighton, UK)

Panel: Design Process

2014 Long Distance Relationships: Design and Time Dynamics Across Borders

Peer reviewed paper and conference presentation

AIGA Design Educators Conference (Portland, OR, USA)

Panel: Intersections in Global Communities.

INVITED LECTURES, TALKS, INTERVIEWS

Aug 2014 Lecture: The Role of Photography in Social Design, School of Mass Communication, University of Costa Rica

Dec 2013 Interview: Webcraft 101 / Nature – International Scientific Journal

Interviewed by Nature's journalist Roberta Kwok for an article discussing the relevance of good web design practices for science laboratories to achieve online visibility. The resulting article was published in Nature in February, 2014.

Nov 2012 Talk: Artists on Sustaining Humans, Health, and Communities

Featured Panelist, Harn Museum of Art, University of Florida

Panel discussion highlighting Florida's artists as agents of aesthetics to address civic concerns through publicly engaged scholarship, as part of the Celebration of the Morrill Act Sesquicentennial Anniversary and University of Florida's membership in Imagining America. My talk offered an overview of my experiences as social designer and partner of Design4Development, and my design research methods and field work in México and Costa Rica.

Oct 2011 Lecture: Design Research Processes

Information Design Course, School of Art and Art History, University of Florida

Lecture on processes and methods of design research across disciplines, emphasizing the role of designers to help solve visual and developmental issues.

Jan 2010 Lecture: Graphic Design Basics Applied to the Creation of Scientific Posters

Latin American Studies Field Research Poster Clinics, University of Florida

Introduction to design basics and their application in the design of scientific posters, for both qualitative and quantitative data. This lecture was given to Ph.D. and Master's students intending to participate in the Latin American Studies Poster Clinic at this university.

Oct 2010 Lecture: Principles for Better Information Design Processes

Technical Writing Course, Department of English, University of Florida

Lectured on the good application of design principles to improve the development and communication of information, materials, and documents based on the needs of specific audiences.

Apr 2010 Talk: Integrating Design Research Practices to Tell A Story

Annual Colloquium, Anthropology Department, University of Florida

I discussed some of the anthropological research methods I have incorporated in my own design research, and how they can open the possibility for data collection and better understanding of society, as part of the design discipline and processes.

EXHIBITIONS

May 2016 MOCA, Houston City Hall Underground Gallery, Houston, TX

Expressive Typography / Concrete Poetry traveling exhibition, with over 20 design pieces created by the Graphic Design Research Initiative under Hernandez' design and art direction (a collaboration with Writers in the Schools).

Sep 2015 Arts Faculty Exhibition 2015 at the O'Kane Gallery, University of Houston-Downtown
Kanan Honey (Brand and Communication System, various printed pieces)
The work on display shows different elements of the brand identity developed in collaboration with Integradora Apicola Kanan, in Yucatán, México, for their honey products.

Mar 2015 Design Now:Houston, Printing Museum, Houston, TX
Exhibition featuring the best works from the AIGA Houston Design Awards 2015
"Open the Door" Book (a collaboration with the Texan-French Alliance for the Arts)

Aug 2014 Flor 500 – Graham Center Art Gallery, Florida International University & Online Exhibition
Woodland Poppy Mallow (Digital Illustration)
Flor 500 is a participatory art, history and nature project created by Miami artist Xavier Cortada to commemorate Florida's quinqucentennial. Each featured artist exhibited artwork representing Florida's native flowers.

PROFESSIONAL PRACTICE

2008-present Design and Research Partner, Design for Development (D4D)
Collaborative and multidisciplinary projects based on social design impact and design education in rural Mexico. Design research initiative in which graphic design students, professional designers and faculty work "in the field" with artisans, farmers, and organizers from marginalized communities to foster small businesses and social development. – www.design4development.org

2009-2011 Design Consultant
Center of Excellence for Regenerative Health Biotechnology, University of Florida
Collaborative development and design of instructional books for course Introduction to Industrial Biotechnology.

Nov 2005 – Jul 2007 Media Director
Ad Agency IDEAS MCW Comunicación, San José, Costa Rica
Development of campaigns based on media planning for local and regional clients. Coordination of vendor services, budgets, and audiovisual and print production.

Apr-Nov 2005 Creative Director
Ad Agency IDEAS MCW Comunicación, San José, Costa Rica
Conceptualization of campaigns for a myriad of national and regional clients. Coordination of creativity and design teams and presentation of concepts to clients.

HIGHLIGHTED ACTIVITIES

2013 Association for Tropical Biology and Conservation,
50th Anniversary Conference, San Jose 2013 - Visual Identity and Promotional Materials
Collaborative development of brand identity, promotional materials and book of abstracts for this international biology meeting.

2011-2013 Releyendo Mexico - Educational Board Game
Multidisciplinary and collaborative project developed with history professor Guillermo Kaiser (Universidad Marista de San Luis Potosi), intended to develop a board game that facilitates Mexican history learning for high school students.

2012-13 BERLIN SCI - Editorial Illustration Series
Collaborative and multidisciplinary project based on the development of editorial illustrations for the science news site BerlinSci.com.

2011-12 EMERGING PATHOGENS INSTITUTE - CORPORATE BROCHURE
Multidisciplinary project based on the creation of a medium offering general audiences in the academic field basic information about the activities and mission of this Florida-based research institution.

2008-12 CENTER OF EXCELLENCE FOR REGENERATIVE HEALTH
BIOTECHNOLOGY - TEXTBOOK: CORE CONCEPTS IN

BIOMANUFACTURING AND QUALITY SYSTEMS

Collaborative project based on the development and design of textbooks for instructors and students participating in this cross-disciplinary course.

2011 THIS IS INVASIVE - LOCAL PLANTS REFERENCE BOOK

Cross disciplinary book design project based on the developed of a comprehensive guide for land owners in Central Florida with details of the most common invasive plant species.

PROFESSIONAL AFFILIATIONS/SERVICE TO THE PROFESSION

AIGA, The Professional Association for Design

- Professional member (National)
- AIGA Gainesville Chapter Board of Directors: Director of Education
- Diversity and Inclusion Committee (National): Task Force member
- Design Educators Community (National): Board Member
- Contributor/Writer, Eye on Design (official AIGA blog)
- Educational Member, AIGA Design Educators Community

Design Research Society

- Professional member

LANGUAGES

English (fluent)

Spanish (native)

Abbreviated CV. June 2017

Brian Slawson

Associate Professor of Graphic Design, School of Art + Art History, University of Florida

ACADEMIC APPOINTMENTS

University of Florida. School of Art + Art History, College of the Arts.

Associate Professor, Graphic Design (tenured), 1997–present

Assistant Professor, Graphic Design (tenure-track) 1991–1997

EDUCATION

University of Michigan, Ann Arbor, MI.

Master of Fine Arts, Design/Digital Media. 1991

University of Michigan, Ann Arbor, MI.

Bachelor of Fine Arts, Graphic Design. 1987

REFEREED CONFERENCE PRESENTATIONS

Making History Visible: Design Thinking in Action.” Humanities Education and Research Association annual conference, Washington DC. 2014

“Typographic Form and Cultural Identity: A Look at the Cherokee Alphabet and Printing Type”.

WordImage/ImageWord. The Twenty-Sixth Annual National Conference on Liberal Arts and the Education of Artists. School of Visual Arts, New York. 2013.

WORKSHOPS

Invited Workshop with stipend. Design Thinking Workshop at West Georgia University, Department of Art. Three hour, creative workshop with 15 student participants. February 22, 2016.

INVITED LECTURES

Invited Lecture (stipend). Cherokee Printing History. West Georgia University, Department of Art. February 23, 2016.

Brown-bag Lecture. Cherokee Printing History. Auburn University, School of Industrial and Graphic Design. February 24, 2016.

Invited Lecture (stipend). Cherokee Printing History. University of Alabama-Birmingham, Department of Art and Art History. February 25, 2016.

SYMPOSIUMS

UF Design Symposium (panelist). Organized by the UF College of Design, Construction and Planning and College of Fine Arts. September 19, 2013.

Power of Typography (Felix Beltran), University of Florida University Gallery, January 19, 2012.

SERVICE

University

Campus: JumpstART Event Planning committee (Arts, Entrepreneurship, Engineering).

Design Juror. UF Hack-a-Thon, sponsored by the local tech startup community and the Bob Graham Center for Public Service. 54-hour marathon coding and app design challenge focused on civic engagement. September 29, 2013.

College

Creativity in the Arts and Sciences (CASE), event planning committee. Planning, recruitment of student participants, and attendance of lectures for this annual event funded by the HHMI biomedical sciences group that provides a collaborative experience for students in the arts and sciences.

School

SAAH, Fall 2015, Advisory Committee, member representing Graphic Design.

SAAH, Fall 2015, Museum Studies Futures committee, member.

SAAH, Fall 2015: Faculty Performance Advisory Committee (FPAC), member.

SAAH, Spring/Summer 2015: Endowed Professor Search Committee, member. Coco Fusco and others.

SAAH, Spring/Summer 2015: Interim SAAH Director Search Committee, member.

SAAH: Fall/Spring 2016. Faculty Advisor, voxGraphis student graphic design group, including a 44-student field trip to design studios Atlanta, GA.

Profession

Reviewer for AIGA Jacksonville Student Portfolio Review (Spring 2013-16).

Book Proposal Reviewer. Thames & Hudson, London. Evaluative review of an introductory graphic design textbook proposal chapters by Profs. Meredith Davis (NCSU) and Jamer Hunt (Parsons). June 2013.

Abbreviated CV. June 2017

Michelle Tillander

Associate Professor of Art Education, School of Art + Art History

College of the Arts, University of Florida
mtilland@ufl.edu

EDUCATION

Ph.D., Art Education 2008

The Pennsylvania State University, State College, PA

Dissertation: A Cultural Interface Approach to New Media Art Education.

MFA, Photography

Old Dominion University/Norfolk State University, Norfolk, VA.

BA, Fine Arts

Moravian College, Bethlehem, PA.

PROFESSIONAL EXPERIENCES

Associate Professor, School of Art & Art History, College of Art (2015-present)

The University of Florida, Gainesville, FL

Assistant Professor, School of Art & Art History, College of Art (2006-15)

Director of Graduate Studies (DGS) Art Education (2008-present)

Interim Undergraduate and Graduate Art Education Area Coordinator, SA & AH, Art Education, Fall 2008

UF Art Education eLearning Program Manager, 2009-2011

Program Coordinator, Art Education, National Council for Accreditation of Teacher Education

(NCATE/CAEP/2014/17) and Department of Education (DOE) Program Coordinator (Art Education), College of Education (2008-2012, 2014/17)

- Teach undergraduate courses (Introduction to Art Education, Principles of Teaching Art, Art for Elementary Schools, Teaching Seminar/Internship) and graduate courses (Teaching Art in Higher Education, Research in Art Education, and Contemporary Issues in Art Education, Principles of Teaching Art, EPI Internship)
- Administrate undergraduate and graduate field experiences and internships
- Direct graduate research in art and art education
- Supervise Graduate Teaching Assistants for general education course (ARE4314: Teaching Art in Elementary School)
- Oversee graduate level programs in MA in art education including advising and scheduling
- Co-facilitated NCATE accreditation process for art education in cooperation with College of Education

Initiatives:

- Planned, designed, and implemented courses for the online Masters of Arts in Art Education (ARE6246 Principles of Teaching Art, Contemporary Issues in Art Education, ARE6746 Research Methods for the online Masters of Arts in Art Education. (Fall 2010-present)
- Developed and implemented: Online 1st year review for online students (2010-2011)
- Co-developed online *MA in Art Education* (2009)
- Restored and sponsored the University of Florida NAEA student chapter (2007-2013)
- Applied for and received 4000 word Gordon Rule for ARE4243: Principles of Teaching Art (Fall 2009)
- Co-developed *Art Education Educator Preparation Institute (EPI) MA* to provide an alternate route to teaching for mid-career professionals and college graduates who are not education majors (2008)

Chair, Visual Arts Department, (1998–2003; 1985–1990)

The Governor's School for the Arts, Norfolk, VA

- Taught advanced art history seminar, photography, concepts and criticism, and senior exhibition
- Managed faculty and materials budget (\$112,000 and \$17,000)
- Oversee curriculum and student scheduling
- Facilitated application process and portfolio review
- Developed, managed, and implemented initial program curriculum and 10 year revision
- Secured Surdna Grant for visiting artist (\$8,000)

Initiatives:

- Developed, managed, and implemented regional visual arts high school program
- Identified community/business internships for students

- Facilitated visiting artist schedule and workshops
- Coordinated senior exhibition community partnerships

Faculty & Chair, (1990-1998; Visual Art Chair 1995–1998)

Old Donation Center for the Gifted and Talented, Virginia Beach City Schools, Virginia Beach, VA

- Taught art and art history
- Administrate 3-5th grade art education curriculum
- Coordinated art department meetings
- Co-developed an authentic assessment process and instrument
- Supervised application process and review
- Facilitated course scheduling

Initiatives:

- Facilitated a faculty Arts Integration workshop
- Developed and implemented 6-8th grade curriculum

GRANTS/FUNDING

2015, Key personnel and consultant: Elevate A.R.T.S (Arts Relationships Technology Steam), Pinellas County Schools., U.S D.O.E. Professional Development for Art Educator Grant (PDAE), \$945,249.00, May 2014-2018.

2013, *Collaborative practice and ubiquitous learning: Online agency in the art education*. Scholarship Enhancement Fund (SEF), College of Fine Arts, University of Florida. (\$6,389)

2012, Market Equity Compensation Funds for Research, Provost, University of Florida. (\$500)

2012, *Artists Residency*, Jentel Foundation, Banner, WY. 4-week residency (award studio, lodging, meals: *value* \$4,400)

2010, *Artists Residency*, Virginia Center for the Creative Arts Residency Award, Amherst, Virginia. 3-week residency (awarded studio, lodging, meals: *value* \$2800)

2010, *Multimodal Conversations: Digital Interfaces as Synergy for Creative Narrative Strategies*. Scholarship Enhancement Fund (SEF), College of Fine Arts, University of Florida. (\$700)

2009, *Body as Medium Workshop*. Sponsored by the University of Florida and New World School of the Arts (NWSA), Miami, FL. (\$1500)

2008, *New Media Conversation*, Scholarship Enhancement Fund (SEF), College of Fine Art, University of Florida. (\$2,500)

2001, *Artists Residency*, Maine Photographic Workshop. Surdna Fellowship Grant, Surdna Foundation, New York, NY. (\$2,500)

AWARDS/HONORS

2017 University of Florida Provost Term Professorship Award (3 year)

2013 Pacon Corporation Art Award, Florida Art Education Association (FAEA), Daytona, FL.

2012 Higher Education Student Chapter Sponsor Award. National Art Education Association (NAEA)

2010 Harlan E. and Suzanne Dudley Hoffa 2010 Dissertation Award. The Pennsylvania State University, State College, PA.

2003 Award of Excellence, Printmaking, Hampton Bay Days 2003, Hampton, VA.

1998 Exemplary Arts & Education Showcase Award, ITTE, Kennedy Center, Washington, DC.

1997 Virginia Elementary Art Educator of the Year, Virginia Art Education Association (VAEA), Reston, VA.

CREATIVE PRACTICE/RESEARCH

Book Chapters

Tillander, M. (Accepted/2016). ReCrafting Bodies: From What I Am To What Is All I Can Be. In upcoming publication on special needs and technology, Reston, VA: NAEA Publications.

Tillander, M. (2015). Technologies in arts education. In M. Spector (Ed.) *Encyclopedia of educational technology*. Thousand Oaks, CA: Sage Publications.

Tillander, M. (2014). Chapter 37: A cultural interface: New media research in art education. In M. Buffington and S. Wilson McKay (Eds.). *Practice Theory: Seeing the Power of Teachers Researchers* (p. 272-279). VA: National Art Education Association.

Tillander, M. (2011). Digital visual culture: The paradox of the [In]visible. In B. Sweeny (Ed.). *Digital Visual Culture: Interactions and Intersections in the 21st Century* (p. 51-60). VA: National Art Education Association.

Tillander, M. (1998). The Big and Small of It. (p.X). In Phillips, P., Bickley-Green, C. A., Wolcott, A., & Holley, W. (Eds.). *Interdisciplinary art: Lessons and resources*, (p. 7-10). New York, NY: McGraw-Hill.

PEER-REVIEWED JOURNAL ARTICLES

Tillander, M. (December 2014). Cities of tomorrow: A synthesis of virtual and physical communities. *Visual Arts Research*, 1-12. *Juried*.

Tillander, M. (2014). Integrating studio and design practice in ubiquitous learning environments. *Ubiquitous Learning: An International Journal*. 6(1) p. 35-45. *Juried*.

Tillander, M. (2014). If Collaboration is the Answer: What Are the Questions? Foundations in Art: Theory and Education, *FATE in Review*, 35, p. 27-35. *Juried*.

Tillander, M. (2013). Formalized Curiosity: Teaching Art, Design and Art Education. *Design Research*, 3(5), 113-120. *Invitation* (China)

Tillander, M. (2011). Technology, art, and pedagogical practices. *Art Education*, 64(1), 40-46. *Juried*.

PERMANENT COLLECTIONS

Chrysler Museum, Norfolk, VA

Children's Hospital of the King's Daughter, Norfolk, VA

Medical College of Richmond, Richmond, VA

American Red Cross, Norfolk, VA

Surdna Foundation, New York, NY

APPENDIX E: Letters of Support

Duane Bray, Partner and Head of Global Talent, IDEO

Jamie Kraft, Director, UF Entrepreneurship and Innovation Center

Jill Sonke, Director, UF Center for Arts in Medicine

IDEO

408 Broadway, 5th Floor
New York, NY 10013

Tel: 212.965.8500
www.ideo.com

June 16, 2017

Maria Rogal
Professor and Interim Director
School of Art + Art History
College of the Arts
University of Florida
Gainesville, FL 32611

Dear Maria,

It is my pleasure to write in support of the new MFA in Design and Visual Communications degree program you propose. IDEO is a leading global design consultancy and, in many ways, your new program is aligned with our expertise—we create positive impact through design. At our non-profit arm — IDEO.org — we tackle poverty through design. The focus of your program provides a framework to teach designers to address some of the most pressing problems of our times. My confidence in this new program is informed by our numerous discussions and interactions over the past decade. These are theoretical, conceptual, experiential, and practical. They have been specifically about the value of (graphic) design, design strategy, and design thinking in the role designers have to frame solutions and approaches in interdisciplinary contexts.

That you have sought my advice in developing this new degree program allows me to more fully see the value and potential it has for UF and for the state of Florida. I consider the underlying concept of “Florida, State of Design” and your objective to use the state as a laboratory for design to be of great significance and one that will have a truly positive impact. At IDEO, we see increasing global demand for our services to this end. As I’ve shared, there is also a growing need for the talent, for us to find designers who can operate in increasingly complex contexts.

I look forward to advising and partnering with you on this new interdisciplinary graduate program.

Sincerely,



Duane Bray

Maria Rogal
Professor and Interim Director
School of Art + Art History
College of the Arts
University of Florida
Gainesville, FL 32611

Dear Maria,

I write in support of your new degree proposal, the MFA in Design and Visual Communications. For a decade we have collaborated directly with your students and faculty on JumpstART, where we integrate multiple disciplines in order to develop innovative solutions to contemporary problems and concerns. Since 2015, we have also shared a space in the student innovation dorm—Infinity Hall. Here we have sought ways to collaborate to engage the best that our unique disciplines have to offer.

Following on this and our history of collaboration with JumpstART, I am delighted to explore how we might support the partnership between the Entrepreneurship and Innovation Center in the Warrington College of Business and the new MFA in Design and Visual Communications, which aims to use the state of Florida as a design/interdisciplinary laboratory.

We look forward to partnering with the School of Art + Art History on this new interdisciplinary graduate Program. We are also interested in incorporating your student body into our courses.

Sincerely,



Jamie Kraft
Director

Maria Rogal
Professor and Interim Director
School of Art + Art History
College of the Arts
University of Florida
Gainesville, FL 32611-5801

June 13, 2017

Dear Maria,

I enthusiastically express my support for the School of Art + Art History's proposal for a new Master of Fine Arts in Design and Visual Communications degree. We have had several conversations about the goals of this new program and, as you know, I believe that this program is both timely and highly relevant.

I also believe that this program is closely aligned with the mission and vision of the Center for Arts in Medicine and our work in the state and beyond. I look forward to exploring the opportunities that may present themselves in Gainesville, and in Florida, for collaborations between our students and faculty to support health. I think that the collaborations that could arise would have the potential to impact Florida, the nation, and beyond, especially among diverse populations. Your history working in México certainly brings another important experience that we might leverage. I strongly feel that future collaborations and interactions between our cohorts will be rewarding for all involved.

We will be very happy to have students from the Master of Fine Arts in Design and Visual Communications degree take two of our graduate courses as electives. We will make seats available for your students in HUM5357 Creativity and Health: Foundations of Arts in Medicine and HUM5595 Arts in Medicine in Practice.

I look forward to collaborating with you in the future.

Sincerely,



Jill Sonke
Director, University of Florida Center for Arts in Medicine

The Graduate School
Office of the Associate Vice President and Dean

POB 115500
101A Grinter Hall
Gainesville FL 32611-5500
352 392 6622 (Telephone)

December 14, 2017

MEMORANDUM

TO: Maria Rogal
Professor
School of Art and Art History

FROM: Henry T. Frierson *H.T.F.*
Associate Vice President and Dean
Graduate School

RE: #11725 for the creation of a Master of Fine Arts with a major in design and visual communications, College of the Arts

The proposal from the College of the Arts for the creation of a Master of Fine Arts with a major in design and visual communications was approved at the December 14, 2017 Graduate Council meeting effective Fall 2019, pending further approvals.

The following individuals and offices will be notified by a copy of this letter so that they can complete their processes for the creation of a Master of Fine Arts:

cc: Lynn Tomaszewski, Director, School of Art and Art History
Gann Enholm, Caroline Lentz, Patty Van Wert, Stacy Wallace, Graduate School
Lee Morrison, University Curriculum Committee and Office of the University Registrar
Brandi Baker, University Curriculum Committee and Office of the University Registrar
Cathy Lebo, Office of Institutional Planning and Research
Laurie Bialosky, Assistant to the Faculty Senate Chair and UF Trustee
Jennifer Setlow, Associate Dean, College of the Arts

HF/ld

EMAIL COMMUNICATION: SUPPORT FOR DEGREE

From Chinemelu Anumba, Dean, College of Design, Construction, and Planning
To Edward Schaefer, Associate Dean, College of the Arts

From: Anumba,Chinemelu J

Sent: Monday, April 17, 2017 1:38 PM

To: Schaefer,Edward E <eschaefer@arts.ufl.edu>

Cc: PORTILLO,MARGARET <mportill@ufl.edu>

Subject: RE: Master's program in COTA - consult with DCP - correction with CIP

Hi Ed,

We're happy with the proposed new title of MFA in Design and Visual Communications.

Rgds,
Chimay



**UNIVERSITY OF FLORIDA BOARD OF TRUSTEES
COMMITTEE ON EDUCATIONAL POLICY AND STRATEGIC INITIATIVES
COMMITTEE ACTION ITEM EP6
March 22, 2018**

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

BACKGROUND INFORMATION

Certain contracts between the University and federal governmental agencies and certain research at the University require a facility security clearance for classified information. Department of Defense policy and procedure permit the University to designate a senior management committee to obtain security clearance rather than obtaining the clearances for individual Trustees and other officers. All Trustees must be listed in the designation.

PROPOSED COMMITTEE ACTION

The Committee on Educational Policy and Strategic Initiatives is asked to approve a Resolution, R18-193, confirming that members of the Board of Trustees will not require access to classified information, designating a senior management committee comprising the President and Vice President for Research for that purpose, and listing all Trustees, for recommendation to the Board of Trustees for its approval on the Consent Agenda.

ADDITIONAL COMMITTEE CONSIDERATIONS

Board of Governors' approval is not required. Upon the appointment of any new Trustees, the Board will need to approve a similar resolution to include them.

Supporting Documentation Included: See attached [Resolution R18-193](#).

Submitted by: David P. Norton, Vice President for Research

Approved by the University of Florida Board of Trustees March 23, 2018

James W. Heavener, Chair

W. Kent Fuchs, President and Corporate Secretary



**UNIVERSITY OF FLORIDA BOARD OF TRUSTEES
RESOLUTION**

Number: R18-193

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

Date: March 23, 2018

WHEREAS, the University of Florida, a university in the State University System of Florida desires to enter into contractual obligations with agencies of the United States Government, including contractual obligations requiring security clearance, and

WHEREAS, current Department of Defense Regulations contain a provision making it mandatory that the Chair of the Board and all principal officers meet the personnel clearance requirements established for a security clearance, and

WHEREAS, current Department of Defense Regulations do authorize exclusion from the security clearance requirements of certain members of the Board of Directors and other officers, provided that this Board adopts a resolution stating that the Board members and such officers will not require access to classified material and designate the President and Vice President for Research for such purposes.

NOW THEREFORE, BE IT RESOLVED, that a Senior Managerial Group for Classified Information is hereby designated for the purpose of providing oversight of all classified information and programs at the University.

NOW THEREFORE, BE IT RESOLVED, that the membership of the Senior Managerial Group shall be composed of those persons occupying the following positions at the University: (a) the President; and (b) the Vice President for Research. The Chair of the Senior Managerial group shall be the Vice President for Research. At the present time, the individuals in these positions do possess, or will be processed for, the required security clearance; and

NOW THEREFORE, BE IT RESOLVED, that the following Board of Trustees members are excluded from access to classified information and are excluded from the requirement for a Personnel Security Clearance in accordance with Department of Defense 5220.00-M National Industrial Security Program Operating Manual, Section 1.2-106:

David L. Brandon	Trustee
James W. Heavener	Trustee
Morteza "Mori" Hosseini	Trustee
Leonard H. Johnson	Trustee
Thomas G. Kuntz	Trustee
W. Smith Meyers	Student Trustee
Daniel T. O'Keefe	Trustee
Rahul Patel	Trustee
Marsha D. Powers	Trustee
David M. Quillen	Faculty Trustee (as of June 1, 2017)
Jason J. Rosenberg	Trustee
Robert G. Stern	Trustee
Anita G. Zucker	Trustee

This action is in the form of a resolution to take effect immediately upon its adoption.

Adopted this 23rd day of March, 2018, by the Board of Trustees of the University of Florida.

James W. Heavener, Chair

W. Kent Fuchs, President
and Corporate Secretary



**UNIVERSITY OF FLORIDA BOARD OF TRUSTEES
COMMITTEE ON EDUCATIONAL POLICY AND STRATEGIC INITIATIVES
COMMITTEE ACTION ITEM EP7
March 22, 2018**

SUBJECT: University of Florida Regulations

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 not required as none of the amended regulations pertain to student fees.

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

Submitted by: Amy M. Hass, Interim Vice President and General Counsel

Approved by the University of Florida Board of Trustees, March 23, 2018

James W. Heavener, Chair

W. Kent Fuchs, President and Corporate Secretary

**Summary of University of Florida Regulation Changes
Committee on Educational Policy & Strategic Initiatives
March 22, 2018**

Finance & Administration

3.007 Traffic & Parking: Parking Registration

The proposed regulation amendment increases non-student decal rates by an average of 7%. Student decal rates remain at current levels without change. The rate for orange and blue decals will increase \$24 per year (from \$354 to \$378). The proposed increases are to be effective May 1, 2018.

Institute of Food & Agricultural Sciences

6.019 Eligibility for Expanded Food and Nutrition Education Program (EFNEP)

This regulation, which summarizes applicable program and federal definitions regarding adult and youth participation in the EFNEP program of the Florida Cooperative Extension Service, is being repealed. As these guidelines are provided, implemented and regulated by the federal government, it has been determined that this separate University of Florida Regulation is not necessary.

Technical Changes

- 1.006 Non-Discrimination/Harassment/Invasion of Privacy Policies
- 1.007 Code of Penalties
- 1.009 Employment of Relatives
- 1.015 Campaign for Charities
- 1.018 Works and Inventions
- 1.0063 Affirmative Action; Complaints and Appeal Procedures for Academic Personnel (AP); Technical, Executive, Administrative and Managerial Support (TEAMS) Staff Members; and University Support Personnel System (USPS) Employees
- 1.100 General Personnel Policy
- 1.101 Compensation
- 1.0103 Policies on Restricted Data
- 1.200 Benefits, Retirement Programs, Employment Services, and Holidays
- 1.201 Leaves

- 3.002 University Bursar
- 3.003 Campus Mail Service
- 3.015 Traffic & Parking; Jurisdiction; Appeals
- 3.021 Purchasing: Sponsored Research and Exemption Procedures
- 3.022 Payment to Vendors
- 3.037 Registration and Student Fees
- 3.039 Guest Admissions
- 3.040 Employee Recognition Program

- 3.042 Write-off of Uncollectable Amounts
- 3.0051 Lost or Abandoned Property
- 3.056 Resignation and Non-Reappointment of Technical, Executive, Administrative, and Managerial Support Staff
- 3.058 University Complaint Procedure for University Support Personnel System Employees
- 3.059 Pay upon Appointment and Probationary Status after Promotion; University Support Personnel System Employees
- 3.061 Personnel Policy for Technical, Executive, Administrative, and Managerial Support Staff; Recruitment and Selection
- 3.072 Construction: Construction Contract Bidding and Award (Contractor)
- 3.073 Construction; Bid Protests (Contractor Only)
- 3.075 Construction; Procedures for Payment under Unbonded Construction Projects
- 3.076 Construction; Procedures to Contract for Construction Service
- 3.0131 Traffic & Parking; Use of Devices to Impound Vehicles
- 3.0372 Student Health, Athletic, Activity and Service and Transportation Access Fees
- 3.0374 Material and Supply Fees

- 4.007 Confidentiality of Student Records and Applicant Records

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 PROPOSED REGULATION AMENDMENT

Date: February 20, 2018

REGULATION TITLE:

Traffic & Parking: Parking Registration.

REGULATION NO.:

3.007

SUMMARY: The proposed regulation amendment increases non-student decal rates by an average of 7%. Student decal rates remain at current levels without change. The rate for orange and blue decals will increase \$24 per year (from \$354 to \$378). The proposed increases are to be effective May 1, 2018.

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: Brigit Dermott, Executive Assistant, 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:

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 of the University, upon payment of the appropriate fee shown below.

<u>Annual</u>	<u>Semester</u>
\$780834.00	\$260278.00

(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.)

	Annual	Semester
Reserved Gated Decals	\$1, 134212.00	\$378404.00
Official Gated Decals	\$1, 272362.00	\$424454.00
Medical Resident Reserved Area Decals	\$492528.00	\$164176.00

(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:

<u>Annual</u>	<u>Semester</u>
\$ 474 <u>510</u> .00	\$ 158 <u>170</u> .00

(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:

<u>Annual</u>	<u>Semester</u>
\$ 354 <u>378</u> .00	\$ 118 <u>126</u> .00

(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.

<u>Annual</u>	<u>Semester</u>
\$ 354 <u>378</u> .00	\$ 118 <u>126</u> .00

(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:

<u>Annual</u>	<u>Semester</u>
\$ 180 <u>192</u> .00	\$ 60 <u>64</u> .00

(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.

<u>Annual</u>	<u>Semester</u>
\$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.

<u>Annual</u>	<u>Semester</u>
\$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 \$25.00.

(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 1st.
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
\$500.00

4. Officials of University groups and organizations, as defined in paragraph (31)(af) 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>
\$160.00	\$80.00
<u>Employee Annual</u>	<u>Employee Semester</u>
\$174 186.00	\$58 62.00

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:

<u>Annual</u>	<u>Semester</u>
\$ 483 516.00	\$ 161 172.00

(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

~~\$122~~130.00

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~~Student 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/wp-content/uploads/2016/08/PKY_ParkingPermit-Students_1718.pdf

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), 3-17-17 (BOT Approval).

NOTICE OF REGULATION REPEAL

Date: February 20, 2018

REGULATION TITLE:
Eligibility for Expanded Food and Nutrition
Education Program (EFNEP)

REGULATION NO.:
6.019

SUMMARY: This regulation, which summarizes applicable program and federal definitions regarding adult and youth participation in the EFNEP program of the Florida Cooperative Extension Service, is being repealed. As these guidelines are provided, implemented and regulated by the federal government, it has been determined that this separate University of Florida Regulation is not necessary.

AUTHORITY: BOG Regulation 1.001

THE FULL TEXT OF THE PROPOSED REGULATION IS ATTACHED TO THIS NOTICE.

RULES OF
DEPARTMENT OF EDUCATION
DIVISION OF UNIVERSITIES
UNIVERSITY OF FLORIDA

6C1-6.019 IFAS; Eligibility for Expanded Foods and Nutrition Education Program (EFNEP).

Eligibility for participation in EFNEP, a program of the Florida Cooperative Extension Service, shall be based on level of income, presence of young children in the household, and willingness to cooperate in educational learning experiences and to provide a food recall information as required under Federal program guidelines. The basis for identifying low income households shall be the Federal Poverty Income Guidelines distributed by the United States Department of Health and Human Services.

Specific Authority 240.227(1) FS.

Law Implemented 240.501, 240.503, 240.505 FS.

History--New 9-29-75, Formerly 6C1-6.19, Amended 5-19-93.



**UNIVERSITY OF FLORIDA BOARD OF TRUSTEES
COMMITTEE ON EDUCATIONAL POLICY AND STRATEGIC INITIATIVES
COMMITTEE ACTION ITEM EP8
March 22, 2018**

SUBJECT: UF/IFAS Industrial Hemp Pilot Project

BACKGROUND INFORMATION

The University of Florida has been approved to conduct a research pilot project on growing and selling industrial hemp under Florida State Statute 1004.4473 Industrial Hemp Pilot Projects. The project will be funded 100 percent through an industry partner, Green Roads. Under the state statute, Board of Trustees' approval of the project plan is required.

PROPOSED COMMITTEE ACTION

The Committee on Educational Policy and Strategic Initiatives is asked to approve EP8, UF/IFAS Industrial Hemp Pilot Project, for recommendation to the Board of Trustees for its approval on the Consent Agenda.

ADDITIONAL COMMITTEE CONSIDERATIONS

Board of Governors' approval is not required. However, a report to the Governor, the President of the Senate, and the Speaker of the House of Representatives is required two years after the creation of the project.

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

Submitted by: Jack M. Payne, Senior Vice President for Agriculture and Natural Resources

Approved by the University of Florida Board of Trustees, March 23, 2018

James W. Heavener, Chair

W. Kent Fuchs, President and Corporate Secretary

UF/IFAS Industrial Hemp Pilot Project Research Plan

What is industrial hemp?

“**INDUSTRIAL HEMP**” is a *Cannabis sativa* plant, or parts thereof, which contains THC < 0.3% per dry weight. THC is the psychoactive chemical that at higher levels defines marijuana. Industrial hemp is NOT marijuana.

Industrial hemp has been cultivated for 10,000 years as a fiber and grain crop. More than 30 states presently have industrial hemp projects; however Florida has a comparative advantage in growing season and markets. Industrial hemp has been identified as a potentially valuable and impactful alternative crop for Florida, which could be used for fiber, building materials, forages and pain relief (CBD oil). To support the future viability and sustainability of an industrial hemp industry, preliminary assessment of the crop and cropping systems must be established prior to commercialization.

What are our research plans?

A research proposal (\$1.3 million) was distributed to prospective industry partners to fund a collaborative research program conducted at four UF/IFAS research locations. The proposal outlines the following goals:

Identify hemp varieties suitable for planting in Florida’s various environments

- Identify productive hemp varieties robust to environmental, ecological, and economic threats

Develop hemp management practices and cropping systems economically viable for Florida

- Design hemp cropping systems that will use available farming technology and infrastructure in Florida
- Assess the economic break-even point for farmers and commercialization opportunities for industry

Assess hemp invasion risk in Florida’s natural and built environments

- Improve best available information for UF|IFAS Assessment Invasion Risk, which is currently “high”
- Development a management plan to mitigate the risk of hemp invasion

With the enthusiastic response from multiple potential industry partners, we plan to expand the scope of our work with additional industry support to include additional objectives to improve the economic assessment related to the processing and commercialization of industrial hemp.

What authorization do we have to conduct research?

FEDERAL LEGISLATION: Agricultural Act of 2014, 7 U.S.C. s. 5940, Legitimacy of industrial hemp research

DEA: Schedule 1 Permit, Forms 225 & 1301.18, Seed import and hemp cultivation

STATE LEGISLATION: Florida Statutes, 1004.4473, Industrial hemp pilot projects

FDACS: Proposed Rule, 5B-57.013, Industrial hemp planting permits

Who are our project partners and what is level of support?

The UF Industrial Hemp Pilot Project team is committed to developing a research and extension program that is supported by a diverse group of industry groups and stakeholders. We have distributed the pilot project proposal draft to 12 potential sponsors. We have received a verbal offer to fund the proposal by 3 sponsors. Green Roads participated in the first industry partner workshop and committed to fund 100% of the proposal days after receiving the initial distribution of proposal. The proposal was approved by the UF Division of Sponsored Programs, which is developing a contract to formalize sponsorship by Green Roads. Several other groups continue to demonstrate interest in sponsoring UF Industrial Hemp. The opportunity is truly transdisciplinary: agriculture, engineering, medicine.

Who is UF contact person and UF researchers?

DR. ROBERT GILBERT, Agronomy Department Chair, UF Main Campus, 352.392.1811, ragilber@ufl.edu

DR. ZACHARY BRYM, Project Coordinator, Tropical Research & Education Center, 786.217.9238, brymz@ufl.edu

DR. JOHN ERICKSON, Central Florida location

DR. MICHAEL MULVANEY, North Florida location

DR. LUKE FLORY, Invasion risk analysis

DR. EDWARD EVANS, Economic analysis

JERRY FANKHAUSER, UF/IFAS Research



UF/IFAS INDUSTRIAL HEMP PILOT PROJECT RESEARCH PLAN

Jack M. Payne, Senior Vice President, Agriculture and Natural Resources

Robert Gilbert, Professor and Chair, Agronomy Department

Presented to UF Board of Trustees | ^{190/254} March 22, 2018

What is industrial hemp?

Cannabis sativa with THC < 0.3% per dry weight

A potentially valuable and impactful alternative crop

Requires preliminary assessment of the crop for

- plant varieties
- cropping systems
- invasion risk
- processing and commercialization



The research plan

The Goal: support the future viability and sustainability of an industrial hemp industry

The Opportunity: FL Industrial Hemp Pilot Project

The Plan: Industry funded research and outreach at UF/IFAS research facilities with a multidisciplinary team to:

- Identify hemp varieties suitable for planting in Florida's various environments
- Develop hemp management practices and cropping systems economically viable for Florida
- Assess hemp invasion risk in Florida's natural and built environments

The research plan

The Process

Industry partner workshop, Nov 2017

Draft research proposal to industry, Dec 2017

- \$1.3 million, 5 Co-PI, 4 locations

Contract with potential lead sponsor, Green Roads

Continue developing additional partners

- sponsorship opportunities expand the scope of work

Authorization to conduct research

United States

Agricultural Act of 2014, 7 U.S.C. s. 5940

- legitimacy of industrial hemp research

H.R.3530 - Industrial Hemp Farming Act of 2017

- 33 co-sponsors, working through committees
- 35 hemp states, with 13 planted
- CO, ND, KY, OR, NC, NY, MN > 1,000 acres

Controlled Substances Act

- DEA Schedule 1 Permit for import and cultivation

Authorization to conduct research

Florida

Statute 1004.4473 - Industrial hemp pilot projects

- 2-year pilot period to complete and report project

FDACS 5B-57.013 - Industrial hemp planting permit

- Temporary permit number to proceed with DEA
- Planting permit will start the 2-year pilot clock

UF Board of Trustees Approval

Project Partners and Support

UF Commitment: Conduct a pilot project that is supported by a wide diversity of industry groups and stakeholders.

Industry Interest: ~12 industry contacts with proposal

- 3 verbal offers to fund the proposal
- Expand scope of work with additional sponsors
- Transdisciplinary opportunities: agriculture, engineering, medicine

Lead Sponsor: Green Roads to fund 100% of proposal

- Office of Sponsored Programs approved proposal
- Drafting contract for Green Roads sponsorship

Research Team

Dr. Robert Gilbert, Agronomy Department Chair,
352.392.1811, ragilber@ufl.edu

Dr. Zachary Brym, Project Coordinator, Tropical REC
786.217.9238, brymz@ufl.edu,

Dr. John Erickson, Central Florida location

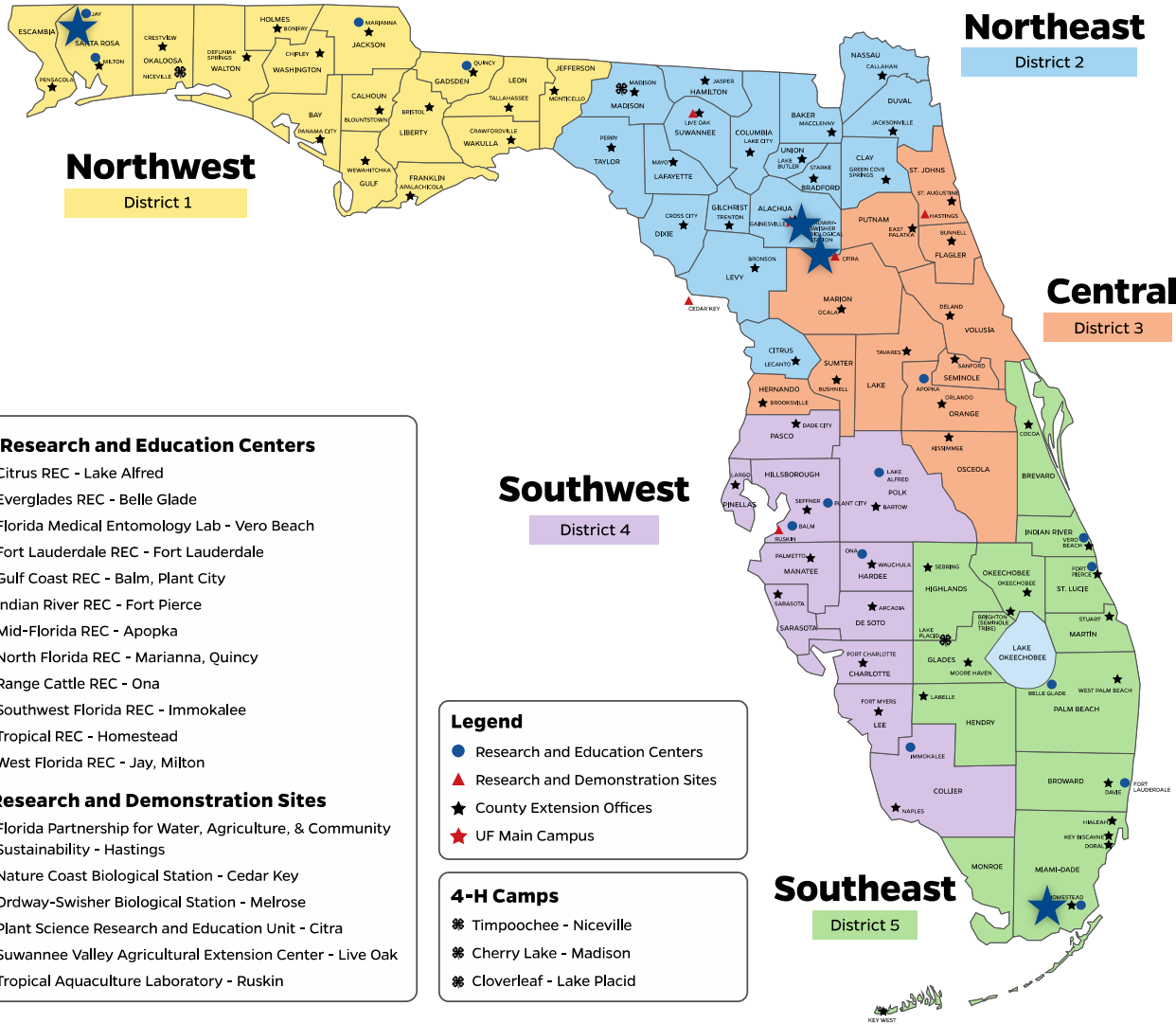
Dr. Michael Mulvaney, North Florida location

Dr. Luke Flory, Invasion risk analysis

Dr. Edward Evans, Economic analysis

Jerry Fankhauser, UF Office of Research and UF/IFAS Research

UF/IFAS Statewide Facilities



12 Research and Education Centers

- Citrus REC - Lake Alfred
- Everglades REC - Belle Glade
- Florida Medical Entomology Lab - Vero Beach
- Fort Lauderdale REC - Fort Lauderdale
- Gulf Coast REC - Balm, Plant City
- Indian River REC - Fort Pierce
- Mid-Florida REC - Apopka
- North Florida REC - Marianna, Quincy
- Range Cattle REC - Ona
- Southwest Florida REC - Immokalee
- Tropical REC - Homestead
- West Florida REC - Jay, Milton

6 Research and Demonstration Sites

- ▲ Florida Partnership for Water, Agriculture, & Community Sustainability - Hastings
- ▲ Nature Coast Biological Station - Cedar Key
- ▲ Ordway-Swisher Biological Station - Melrose
- ▲ Plant Science Research and Education Unit - Citra
- ▲ Suwannee Valley Agricultural Extension Center - Live Oak
- ▲ Tropical Aquaculture Laboratory - Ruskin

Legend

- Research and Education Centers
- ▲ Research and Demonstration Sites
- ★ County Extension Offices
- ★ UF Main Campus

4-H Camps

- ⊗ Timpochee - Niceville
- ⊗ Cherry Lake - Madison
- ⊗ Cloverleaf - Lake Placid

Questions

Overview

Freshmen decisions were released to approximately 39,000 of the 41,000 applicants on February 9th. Decisions will be released for the post-November 15th 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 several colleges and departments participated in a highly successful social media campaign to welcome the newest Gators that included an admitted student website and #UF22. The collaboration between staff in the Office of Admissions, UFIT and University Relations made this release a positive experience for applicants and their families.

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 fourth 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 over 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 2019.**

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.

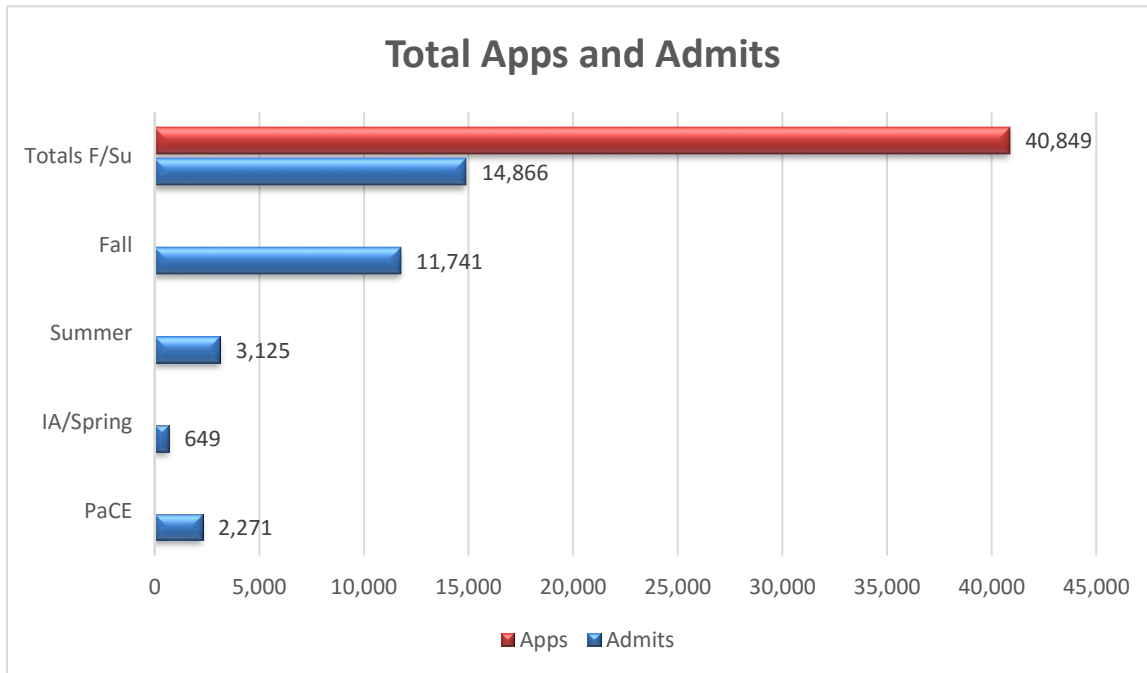
Helpful Insights...

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.

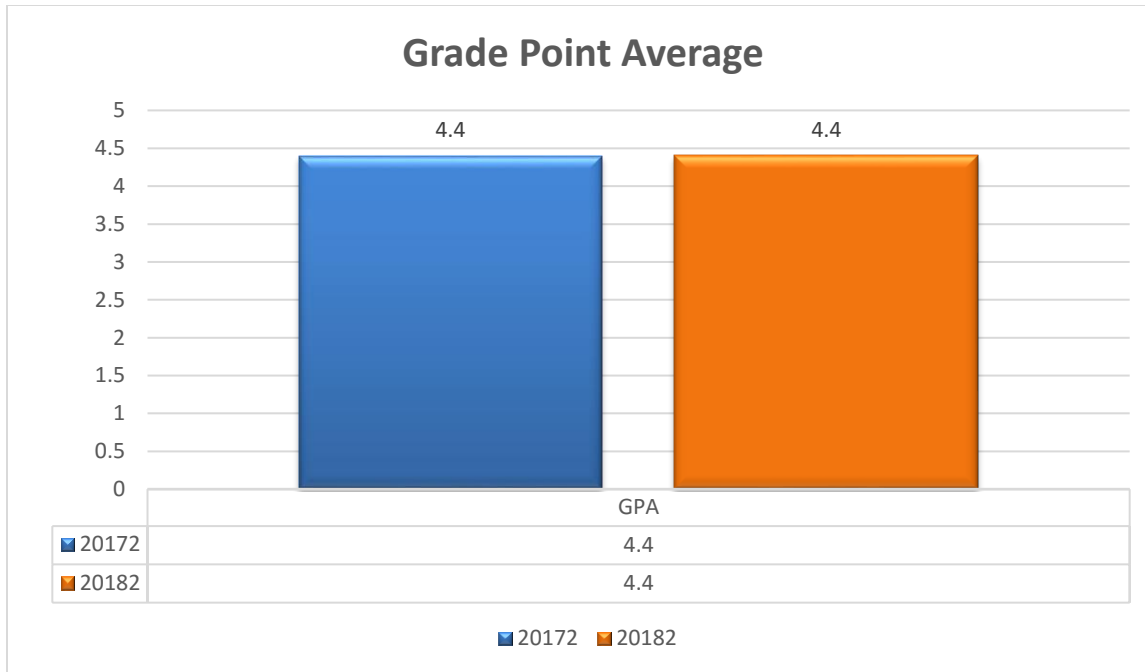
Profile:

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.

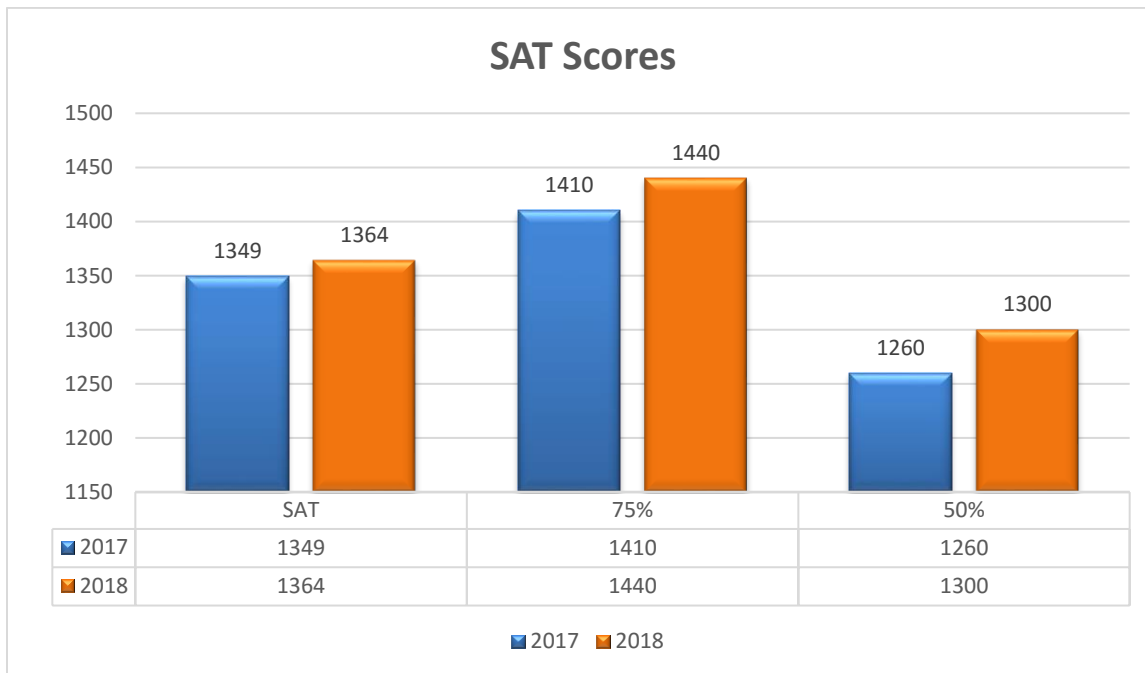
Fall Admit Profile	GPA	SAT	ACT
Mid 50%	4.2-4.6	1300-1440	29-33
Average	4.4	1364	30



- ✓ Total application increase by 18% over this same time last year
- ✓ Admit rate for summer/fall decreased from 38% to 36%



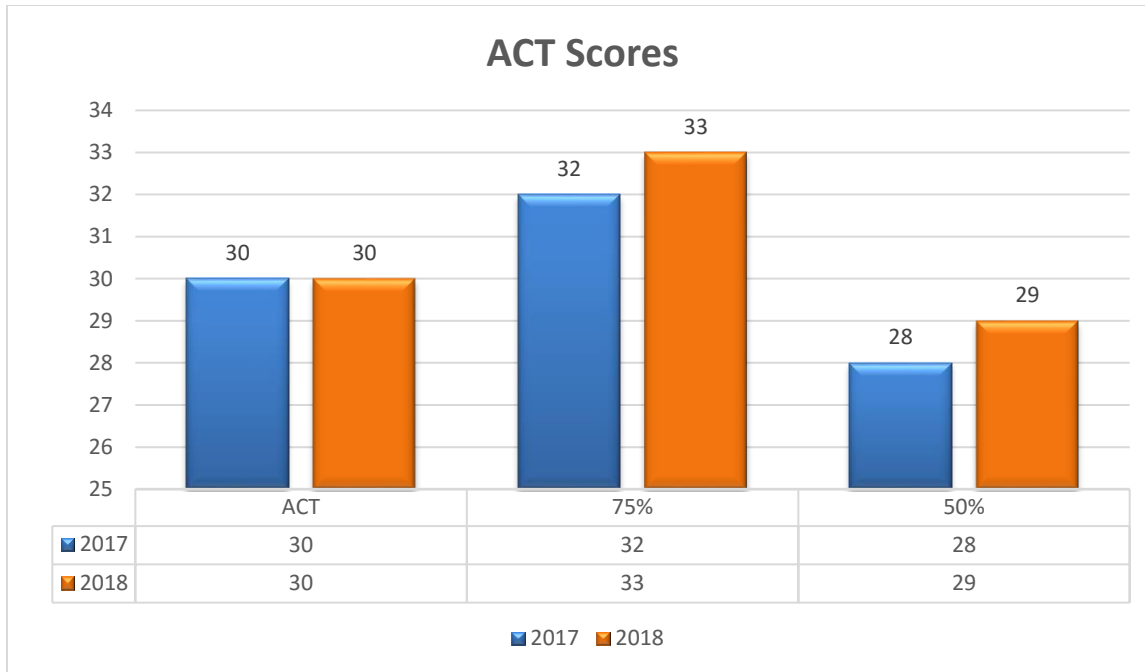
✓ GPA held steady



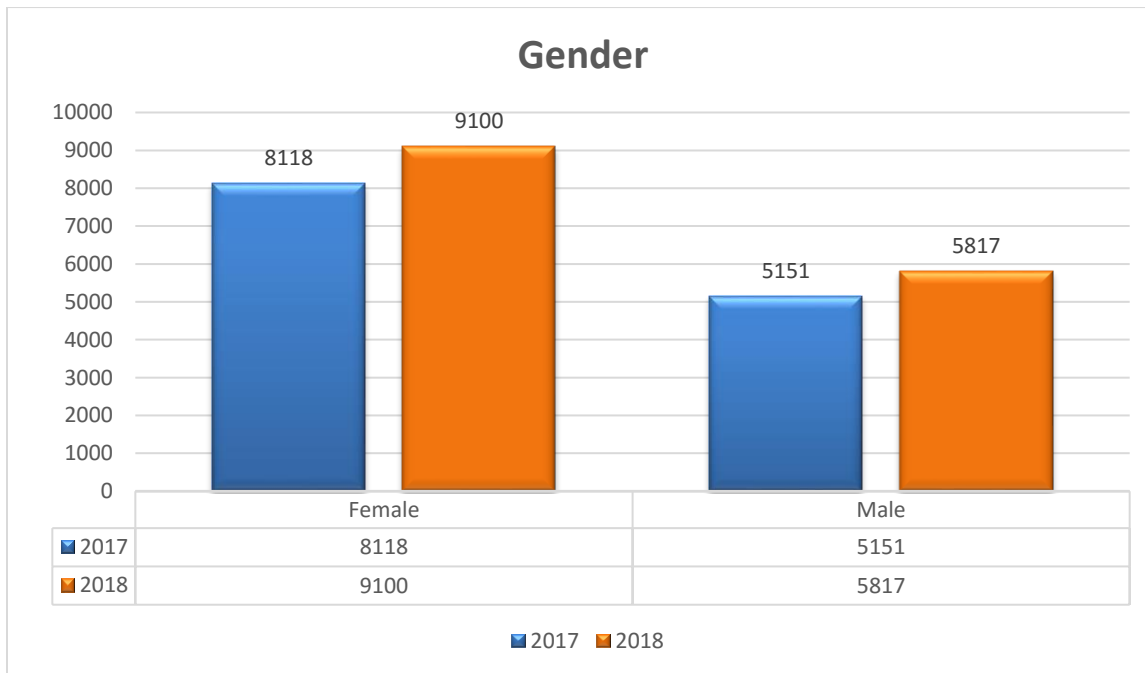
✓ SAT Average Up 15 points

✓ Middle 50% Up:

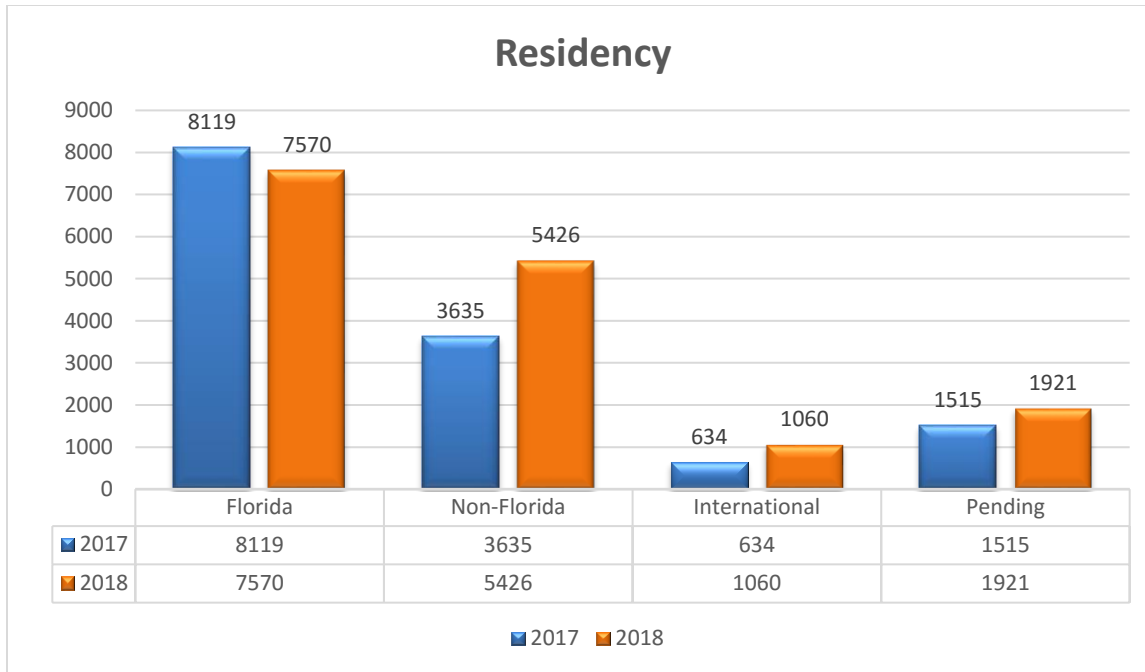
- 40 points at the 50%
- 30 points at the 75%



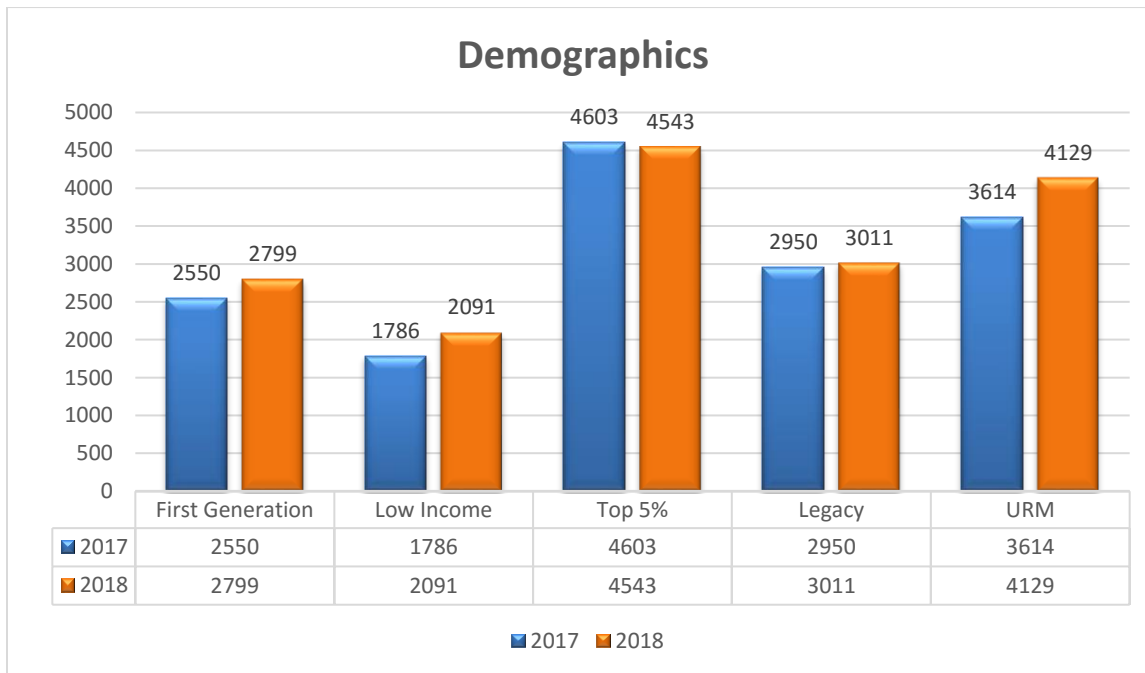
- ✓ ACT average held steady
- ✓ Middle 50% hold steady with a 1point increase at both the 50% and 70%



- ✓ For the last two years Women have accounted for 61% of admits



✓ Out of State admits up 9% from 27% to 36%



- ✓ First Generation admits held steady at 19%
- ✓ Low Income admits up by 1% to 14%
- ✓ Top 5% drops by 4% to 30%
- ✓ Legacy admits drop 2% to 20%
- ✓ Underrepresented Minority (URM) admits hold steady at 27%



Dean, College of Medicine
Folke H. Peterson Dean's Distinguished Professor

PO Box 100215
Gainesville, FL 32610-0215
352-273-7500 Tel
352-273-8309 Fax

March 22, 2017

Elizabeth Shenkman, PhD
Professor and Chair
Department of Health Outcomes and Policy
College of Medicine

Dear Dr. Shenkman:

I reviewed the document you provided about renaming the Department of Health Outcomes and Policy to Health Outcomes and Biomedical Informatics. The rationale makes sense and I am in agreement with the proposed name change.

Sincerely,

A handwritten signature in blue ink that reads "ML Good MD".

Michael L. Good, M.D.
Dean, UF College of Medicine
Folke H. Peterson Dean's Distinguished Professor

Proposed Name Change: Department of Health Outcomes and Policy

To

**Department of Health Outcomes and Biomedical Informatics
College of Medicine**

January 4, 2017

In 2014, the Clinical and Translational Science Institute (CTSI) successfully initiated a biomedical informatics (BMI) program with the Department of Health Outcomes and Policy serving as the academic home for the Program Director and key faculty. The Department of Health Outcomes and Policy was a logical choice to house the Program Director and core faculty because of its more than 15-year history of using large linked health care datasets to conduct research examining a wide range of health care delivery, social, and clinical factors influencing both individual and population health and health outcomes.

Since the arrival of William Hogan, MD, as program director, the Department has also played a key leadership role, in collaboration with the CTSI in developing the concept for the Center for Advanced Data Capabilities. The overarching goal of the Advanced Center for Data Capabilities is to develop more precise strategies to prevent, diagnose, and treat chronic health conditions and diseases through the integration and interpretation of data from diverse sources, including clinical, genomic, patient-reported, metabolomic, and geospatial data. The Department is achieving this goal using the following strategies: 1) transdisciplinary team science; 2) the conduct of novel clinical trials and precision population health initiatives that leverage large, linked health-related data; 3) the translation of findings into clinical practice using implementation science strategies; 4) novel methodological approaches for the acquisition, validation, enrichment, and linkage of data; and 5) advanced training and mentoring programs.

The BMI Program has been critical for the research mission of the College of Medicine, Health Science Center and University and has resulted in the acquisition of several key grants including the NIH-funded CTSI, the Patient Centered Outcomes Research Institute (PCORI)-funded OneFlorida Clinical Data Research Network, and other key NIH and federally-funded projects throughout the Health Science Center and UF. In terms of education, in 2015, the certificate and master's degree programs in BMI were launched and in 2016 a PhD in BMI was approved with the first students starting in the Fall of 2017.

The Department of Health Outcomes and Policy still retains its critical focus on the conduct of clinical trials and observational research focused on improving health outcomes for patients and populations. In addition, the Department has strong certificate, master's, and PhD Programs in Health Outcomes Research. While faculty often make recommendations based on their research that have the potential to influence health policy, the faculty do not conduct health policy research per se. Therefore, the Department name was never an ideal fit with the themes and approaches used in the Department to fulfill the mission areas of research, education, and service.

In recognition of the long-standing research focus using large linked datasets and the development of the Biomedical Informatics Program, discussions began about changing the name from the Department of Health Outcomes and Policy to the Department of Health Outcomes and Biomedical Informatics.

The potential name change was discussed with the Department Leadership team which is comprised of the following members: Elizabeth Shenkman, PhD (Chair), Keith Muller, PhD (Associate Chair), Bruce Vogel, PhD (Division Director, Health Outcomes), William Hogan, MD (Director, Biomedical Informatics Program and Division Director BMI), Matthew Gurka, PhD (Pre-eminent Professor, Early Childhood), Lindsay Thompson, MD (Associate Professor, Pediatrics and Health Outcomes and Policy) and Lizabeth Manini, MSA (Department Administrator). The proposed name change and rationale was also presented to Michael Good, MD, Dean, College of Medicine, in Dr. Shenkman's annual strategic plan for the Department. Dr. Good indicated agreement with the proposed plan. The proposed name change was discussed with the faculty throughout the Fall of 2016 during regularly scheduled faculty meetings.

At the November 9, 2016 faculty meeting, the faculty unanimously approved to change the name to the Department of Health Outcomes and Biomedical Informatics. There are no budgetary implications. The anticipated impact on faculty, staff and students is very positive. The proposed name accurately reflects the research and education offered through the Department. Moreover, it eliminates the confusion that existed regarding the use of the word "policy" in the name because faculty were not engaged in policy research as a primary activity.


The Graduate School
Office of the Associate Vice President and Dean

POB 115500
101A Grinter Hall
Gainesville FL 32611-5500
352 392 6622 (Telephone)

October 18, 2017

MEMORANDUM

TO: Keith Muller
Associate Chair
Department of Health Outcomes and Policy

FROM: Henry T. Frierson 
Associate Vice President and Dean
Graduate School

RE: #11595 to change the name of the Department of Health Outcomes and Policy to the
Department of Health Outcomes and Biomedical Informatics, College of Medicine

The proposal from the College of Medicine to change the name of the Department of Health Outcomes and Policy to the Department of Health Outcomes and Biomedical Informatics was approved at the October 18, 2017 Graduate Council meeting effective Spring 2018, pending further approvals.

The following individuals and offices will be notified by a copy of this letter so that they can complete their processes to change the name of the department:

cc: Francois Modave, Associate Professor and Education Coordinator for Biomedical Informatics
Liz Manini, Administrator, Department of Health Outcomes and Policy
Gann Enholm, Caroline Lentz, Patty Van Wert, Stacy Wallace, Graduate School
Lee Morrison, University Curriculum Committee and Office of the University Registrar
Brandon Case, University Curriculum Committee and Office of the University Registrar
Amber Cacciatore, University Curriculum Committee and Office of the University Registrar
Cathy Lebo, Office of Institutional Planning and Research
Sue Alvers, Assistant to the Faculty Senate Chair and UF Trustee
Thomas Rowe, Associate Dean, College of Medicine

HF/ld

External Consultation Results (departments with potential overlap or interest in proposed course, if any)

Department Department of Biomedical Engineering	Name and Title Christine E. Schmidt, Chair
Phone Number (352) 273-9222	E-mail schmidt@bme.ufl.edu
<p>Comments</p> <p>Thank you for sending your proposal and process for changing your department name from Health Outcomes and Policy to Health Outcomes and Biomedical Informatics. This looks good and is fine with BME. We might be able to forge some valuable partnerships!</p>	

Department _____	Name and Title _____
Phone Number _____	E-mail _____
<p>Comments</p>	

Department _____	Name and Title _____
Phone Number _____	E-mail _____
<p>Comments</p>	

Manini,Lizabeth M

From: Shenkman,Elizabeth Ann
Sent: Monday, May 08, 2017 9:31 PM
To: Griffith,Casey Todd
Cc: Lindner,Angela S; Rowe,Thomas C; Kaufmann,Meggen; Manini,Lizabeth M; Muller,Keith E
Subject: FW: Health Outcomes and Policy Proposed Name Change

Follow Up Flag: Follow up
Flag Status: Flagged

Dear Casey,

Please see the positive response below from the Department of Biomedical Engineering to our request to change the name of our Department to Health Outcomes and Biomedical Informatics.

Please let us know if we can provide additional information and what the time frame is for the next steps.

Thank you,

Betsy Shenkman

From: "Schmidt,Christine E" <schmidt@bme.ufl.edu>
Date: Monday, May 8, 2017 at 5:37 PM
To: "Shenkman,Elizabeth Ann" <eshenkman@ufl.edu>
Cc: "Rinaldi,Carlos" <carlos.rinaldi@bme.ufl.edu>, "Rowe,Thomas C" <tomrowe@ufl.edu>, "Manini,Lizabeth M" <lmanini@ufl.edu>
Subject: Re: Health Outcomes and Policy Proposed Name Change

Thank you for sending this information. This looks good and is fine with BME. We might be able to forge some valuable partnerships!

Best Regards,
Christine

Christine E. Schmidt, Ph.D.
Pruitt Family Professor and Chair
J. Crayton Pruitt Family Department of Biomedical Engineering
Herbert Wertheim College of Engineering
University of Florida

Sent from my iPhone

On May 8, 2017, at 3:59 PM, Shenkman,Elizabeth Ann <eshenkman@ufl.edu> wrote:

Dear Christine and Carlos,

My name is Betsy Shenkman and I am the chair of the Department of Health Outcomes and Policy. We have proposed to change the name of our Department to Health Outcomes and Biomedical Informatics. The name change reflects the addition of Biomedical Informatics in our Department along with our scientific and educational programs.

I have enclosed a document outlining our rationale and the process we have followed. The Graduate School has requested that we obtain a consultation from you regarding our name change.

Please let me know if you have any questions or concerns. I am happy to meet with both of you or have a call to discuss the name change.

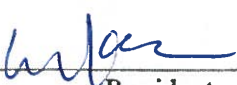
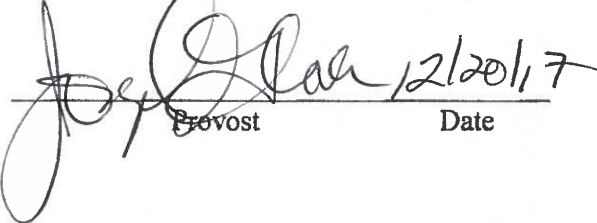

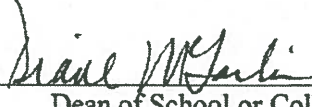

Thank you,

Betsy Shenkman, PhD
Professor and Chair
Department of Health Outcomes and Policy
College of Medicine
<Department Name Change HOP 2017.docx>

Center for Public Interest Communications

Proposed Implementation Date: Immediately

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> President	<u>12/21/17</u> Date	
	<u></u> Provost	<u>12/20/17</u> Date	
<u>Center for Public Interest Communications</u> Type of Institute/Center	Senior Vice President	Date	
<u>Immediately</u> Proposed Implementation Date	<u></u> Vice President for Research	<u>12/7/17</u> Date	
Associated Discipline (2-digit CIP)	<u></u> Dean of School or College	<u>11-16-17</u> Date	
<u></u> Proposed Institute/Center Director (if known)	<u>11-16-17</u> Date	<u>Michael V. Jucker</u> Vice President and Chief Financial Officer (as appropriate)	<u>12/19/17</u> Date
	Other President(s)/ Administrator(s)	Date (as appropriate)	

Institute/Center Data

Directory Information

I/C Name: The Center for Public Interest Communications		
I/C Code:	University: University of Florida	I/C Type:
I/C Director: Ann Searight Christiano		Discipline(s) (2-Digit CIPs):
The College of Journalism and Communications I/C Address: PO Box 118400 Gainesville, FL 32611-8400		
I/C Telephone:	I/C E-Mail Address:	frank@jou.ufl.edu
I/C SUNCOM:	I/C Web Site Address:	frank.jou.ufl.edu
I/C FAX:	Affiliated Universities:	

Mission and Areas of Focus

The mission of the Center is to expand the field of public interest communications by investing in both the emerging academic and professional domains, supporting both with a robust curriculum and vibrant community of practice and supporting social change efforts with strategic, evidence-based communications.

Mission Statement: (No more than 120 words)

The Center will work toward four goals:

1. Nurture, generate and promote scholarship that can advance the practice of Public Interest Communications.
2. Build and support a vibrant community of practice among those who practice, fund or study public interest communications.
3. Support the field with evidence-based communications strategies.
4. Develop and test both undergraduate and graduate curricula for adoption by other universities.

Key Terms:

Form 3

I/C Code:	I/C Name: Center for Public Interest Communications		
Prepared By: Jodi Harrison	Date: 11/3/2017	Telephone: 392-4358	

Estimated Expenditures for the Institute/Center		FISCAL YEAR: 2018				
		Budgetary Unit:* E&G				
		SUS Appropriated Funds	Contracts and Grants	Fees for Services	Private & Other (Specify)	Total
Salaries & Benefits	Faculty, TEAMS, & USPS	\$50,960		\$92,344	\$50,960	\$194,264
Other	Housestaff					
Personal	Graduate Assistants					
Services	Other					
Expenses				\$465,000	\$35,000	\$500,000
Operating Capital Outlay						
Total Expenditures		\$50,960	\$0	\$557,344	\$85,960	\$694,264

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)	0.50		1.00	0.50	2.00
Total Positions (FTE in Personyears)	0.50	0.00	1.00	0.50	2.00
Sum of Salary Rates for These Faculty Positions					
Sum of Salary Rates for These TEAMS and USPS Positions	\$40,000		\$68,000	\$40,000	\$148,000
Sum of Salary Rates for Faculty, TEAMS, and USPS Positions	\$40,000	\$0	\$68,000	\$40,000	\$148,000

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

The Center for Public Interest Communications at the University of Florida

"The greatest void in our communications realm is knowledge of its effectiveness."

--Frank Karel, "Getting the Word Out"

Introduction

Though communications for the greater good has been practiced for hundreds of years, it has only recently emerged as an academic discipline and a profession unto itself. It is defined as the development and implementation of science-based, planned strategic communication campaigns with the main goal of achieving significant and sustained positive behavioral change or action on an issue that transcends the particular goals of any single organization (Fessmann and Christiano). Strategic communications is the accelerant on the fire of change. Just as gasoline poured on a flame causes that flame to burn hotter and brighter and the gasoline becomes invisible, strategic communications is gasoline on the flame of an idea.

Strategic, effective, and science-based communications can help movement-worthy ideas and messages gain support and sway decisions in the midst of our complex information environment. Public interest communication is different from established academic disciplines in that the issues it addresses are always greater than any single organization or individual. Effective efforts drive change through changing public policy, activating the agenda-setting function of the news media, working through communities of influence associated with particular issues, activating activism, working with corporate partners to change the market or environment and using social marketing to change individual behaviors. Successful public interest communications campaigns have lowered the smoking rate, increased voters' rights, reduced inequity and improved health and wellness around the world.

We propose to establish the first-ever academic center to build a field focused on using communications strategies rooted in scholarship to drive systems-level social change. The University of Florida College of Journalism and Communications is an ideal home to this center for several reasons, including the fact that it is already home to the only endowed chair in the world focused on public interest communications and the first-ever academic journal devoted to the topic and hosts what is regarded as the foremost conference for connecting practitioners, scholars and funders who work in this area in the world.

Establishing the Center for Public Interest Communications will create new opportunities for partnerships with funders, generate new research opportunities, and increase our capacity for service to this growing field. Increasingly, academic institutions and organizations invested in change are recognizing the critical role strategic communications plays in advancing new ideas and solutions. There is particular enthusiasm for using insights from social science to build support for policy, to mobilize advocates and to help experts articulate their insights.

As we field increasing requests from organizations eager to begin developing science-driven communications strategies, we can provide service for the field. These kinds of partnerships will allow us to engage post-doctoral students in these efforts.

A. Name

University of Florida Center for Public Interest Communications

B. Alignment of the Center with the UF Strategic Plan

The proposed center will address goals 1-6 of the UF Strategic Plan:

Goal 1: To create "an exceptional academic environment that reflects the breadth of thought essential for preeminence, achieved by a community of students, faculty, and staff who have diverse experiences and backgrounds."

The proposed center will foster interdisciplinary collaboration, obtain internal and external research funding opportunities, recognize scholarly achievements and serve as a resource for scholars.

Goal 2: "An outstanding and accessible education that prepares students for work, citizenship, and life."

The proposed center will prepare students for mission-driven careers in a field that lacks other academic pipelines.

Goal 3: "Faculty recognized as preeminent by their students and peers."

Ann Christiano, the Frank Karel Chair in Public Interest Communications and proposed director of the Center, has been a UF Teacher of the Year, and has been invited to deliver the commencement address at the Spring 2018 doctoral commencement ceremony. She has been called on by the United Nations High Commissioner on Refugees, the US Department of Health and Human Services, the Centers for Disease Control, the Department of State and the Department of Defense, the Independent Sector, Stanford Social Innovation Review and the National Institute for Food and Agriculture for consulting, training and speaking engagements.

Linda Hon, PhD, who we propose as affiliated faculty, is a highly respected scholar in public relations, and has a distinguished academic career. Dr. Hon was executive associate dean of the College from 2006–2012. She is an AI and Effie Flanagan Professor of Journalism and Communications and held the title of University of Florida Research Foundation Professor. She directs *frank* (scholar), launched the Journal for Public Interest Communications, and her scholarship in digital social advocacy is widely published and respected.

Additionally, the proposed center is well-positioned to offer new opportunities for collaboration with scholars throughout the UF community, and at other academic institutions. Because this is an emerging discipline, there are significant opportunities to define the field

from an academic perspective, and inform the development of related programs at other institutions, which leads to greater recognition and preeminence.

Goal 4: "Growth in research and scholarship that enhances fundamental knowledge and improves the lives of the world's citizens."

As a form of communications, public interest communications is unique in its unrelenting focus on addressing injustice, improving the environment, and taking on other causes that improve people's health and well-being throughout the planet.

Public interest communicators take on causes like racial inequality, environmental sustainability, and increased access to early childhood education. As we distill best practices rooted in scholarship and share them with the field while also generating new research insights, we can improve the success of programs who share these kinds of ambitions.

Goal 5: "A strengthened public engagement of the university's programs with local, national, and international communities."

Through the College's robust efforts in building this field, we have already attracted relationships throughout the world. Over the past five years, the Frank Center for the Environment and more recently Frank Center for the Environment and Changeville have attracted scholars, strategists, activists and artists to Gainesville from around the world, while keeping a close eye on ensuring that these programs benefit and engage our own community. We have established partnerships with the UN High Commissioner on Refugees in Geneva, and will be working with their staff in their humanitarian efforts around the world. We have also established a partnership with a program funded by the Department of Defense and Department of State to provide strategic communications training to senior diplomats and military officials fighting terrorism in their own countries.

Goal 6: "Alumni who are successful in their careers and in life and who are proud to be graduates of the University of Florida."

Our students studying public interest communications master much sought-after skills that the industry seeks. These young alumni are finding careers with top-tier agencies and organizations. Graduate students are forging a new academic discipline with opportunities to define the field. And college alumni who graduated before our efforts in this area were launched are reconnecting with the college, and in some cases changing their career paths to develop their own careers in this area.

C. Mission Statement and Goals

The mission of the Center is to expand the field of public interest communications by investing in both the emerging academic and professional domains, supporting both with a robust curriculum and vibrant community of practice and supporting social change efforts with strategic, evidence-based communications.

The Center will work toward four goals:

1. Nurture, generate and promote scholarship that can advance the practice of Public Interest Communications.
2. Build and support a vibrant community of practice among those who practice, fund or study public interest communications.
3. Support the field with evidence-based communications strategies.
4. Develop and test both undergraduate and graduate curricula for adoption by other universities.

In anticipating the development of a center, the College has already made considerable progress toward these goals. The college hosts a world-class annual conference that attracts hundreds of participants from philanthropy, government, academia and business each [year](#). The College recently launched the first-ever academic [journal](#) in this emerging discipline. Hundreds of undergraduates have completed course work in PIC that is not available at any other university. The college provides significant service to the field by frequently publishing [articles](#) that provide value to both scholars and practitioners. We also provide strategic communications counsel and [training](#) rooted in the principles of public interest communications to non-profit leaders, government agencies, academic leaders, scholars and scientists.

D. Proposed Activity

1. Curriculum Development

Until recently, those who worked in the public interest communications came from backgrounds in journalism, policy or marketing. No university offered a curriculum that specifically prepared students to take their place in the field at the undergraduate or graduate level. More recently, aspects of PIC are emerging at universities throughout the United States. Florida State University offers a master's program focused on the technical aspects of the field like media production. Georgetown University's Center for Social Impact Communication offers training and undergraduate immersion experiences, but they don't have a cohesive curriculum. West Virginia University recently launched a public interest communications lab that is developing industry partnerships and conducting research. The University of Oregon is beginning to develop its own program in this area.

For the first time, and only at the University of Florida, undergraduate students have an opportunity to choose and prepare for careers in public interest communications. More than 300 students have studied public interest communications and hundreds more have taken public relations courses taught from a PIC perspective. They are connected to a robust network of professionals and scholars who travel to Gainesville for the annual *frank* gathering, and hundreds are already working in the field.

Our goal is to develop a curriculum, road test it, improve it and share it with universities around the world in the hope of nurturing an academic discipline that is bigger than our own program.

2. *Service Through Building Connections Within the Field*

For the first time, people who work in this field have a place to connect with others and share the best of what they know. *frank*, an annual gathering in downtown Gainesville brings together the strategists, movement builders, journalists, scholars and funders from around the world whose work is driving change.

Held for the first time in 2014, *frank* has quickly established itself as a “must-attend” gathering for those who use or study communications to drive change. It appears on the list of best conferences for non-profits and more than 95% of those who attended *frank2017* said they plan to attend *frank2018* as well.

At *frank2016*, we added two new pieces that are critical to driving change. The first is [Changeville](#), a film, music, comedy and virtual reality fest that connects storytellers and movement builders that was attended by more than 500 people. The second is [frank \(scholar\)](#), an invitation-only scholarly conference for those whose research can drive change faster. In our inaugural year, 30 scholars from 10 disciplines joined from throughout the world. In 2017, (scholar) grew to more than 50 participants. This year, University of Oregon, West Virginia University, Georgetown University and American University will each host panels.

It is our expectation that these events will bring hundreds of new thought leaders and storytellers into the growing community of movement builders and connect them to UF's leaders and scholars.

3. *Identifying, Building and Sharing Scholarship*

While public interest communications has been practiced by those working on behalf of causes as early as the 1700s, there has been little explicit scholarship that is critical to establishing the professional field as an academic discipline. Those practitioners who recognize the value of bringing academic research into their strategies often rely on studies from disciplines like psychology, political science, sociology and anthropology or, more frequently, primary research of their own like focus groups or surveys.

It is also true that too often, public interest communications efforts are not rooted in what academic research has already revealed about how people form decisions and respond to solutions. For the first time, doctoral students are scanning newly published social science research and abstracting relevant scholarship for people in this field. Today, more than 100 articles from the disciplines of anthropology, sociology, moral and cognitive psychology and political science have been abstracted and posted online and provide insight to how to create effective messages, how to sway people on climate change and how to move people to action.

To inspire more scholarship in this area, and with support from the Dean of the College of Journalism and Communications, we have established the first-ever journal to inspire and share more field-defining research. We have also established a [research prize](#) in public interest communications. This prize celebrates peer-reviewed research that informs the growing discipline of public interest communications. The prize is in its fifth year, and has attracted sponsorship support from the Joy McCann Foundation as part of their strategy to bring

science and practice together.

The College awards three prizes for research that either:

- Contributes to the understanding of the field as a unique discipline
- offers insight that can improve the effectiveness of public interest communications practice
- details a specific public interest communications campaign, including analysis of the reasons for its success or failure
- explores evaluative measures
- documents specific ways in which public interest communications differs from similar disciplines or
- provides insight on how to communicate effectively.

Since 2014, we have awarded eight semi-final prizes of \$1500 each and four finalists \$10,000 each. Our winners continue to focus their research on social issues and have stayed engaged with the University of Florida through research and writing partnerships. The applicants are of increasing prominence and this year include MacArthur Fellow Betsy Levy Paluck.

4. Training and Strategic Support

Since 2014, we have provided strategic communications training to hundreds of scientists at IFAS, the National Institute for Food and Agriculture, the Florida Museum of Natural History and throughout campus. We also provide training to Florida non-profits and to leaders across the UF campus. To date, these trainings have grossed nearly \$400,000 in payments to the college. We also provide strategic support to organizations working in the public interest, including the United Nations High Commissioner on Refugees, the Department of State and the Department of Defense.

E. Reporting Structure

The field of public interest communications falls within the realm of public relations; therefore, the Center will be housed within the College of Journalism and Communications, and the center's director will report to the Public Relations Department chair.

The Center seeks to collaborate with faculty in the four departments of the College as well as with other units and colleges at the University of Florida as well as other universities.

We have significant support across campus: the senior vice president of IFAS has demonstrated interest and commitment to the center's mission by enrolling their top-level administrators participate in a workshop for strategic communication for scientists. Staff who would be involved in the center are in discussion with University Relations about developing a strategic communications program and developing a community of practice for communicators across campus. We are working with communicators at UF Health to provide professional development, and administrators across campus participate in the strategic communications academy.

We regularly provide training and support to faculty and administrators throughout the university and for academic, non-profit and government institutions.

F. Administrative Structure

1. Director

The Center will remain under the direction of the Frank Karel Chair in Public Interest Communications, a position now held by Ann Christiano. The Karel Chair is held for up to two five-year terms by a professional coming directly from the field. When the chair's term ends in Spring 2020, the incoming chair will take over direction of the center in Fall 2020.

2. Program Director

Ellen Nodine provides support for organizing the frank gathering, frank (scholar), Changeville, and trainings. She writes grants, manages the Karel fund and expenses and is part of the training team. Her salary is supported through training and other revenue.

3. Journal Manager

Kelly Chernin, PhD, manages the Journal for Public Interest Communication. Her position is provided through the Dean and through revenue-driving activities including the frank gathering and trainings. Kelly's position is supported with funds from the Dean of the College of Journalism and Communications and revenue generated through training programs.

4. Research Director

Annie Neimand is the research director for the frank gathering. While her primary role is as communications director for the College of Journalism and Communications, she is also the research director for the frank gathering and receives salary support from the Karel fund to play that role. She is recognized as an expert in the emerging field of public interest communications.

5. Post-Doctoral Research Positions

As interest in rooting strategy within social science research grows among practitioners, our team has received weekly requests for research, training, curriculum and support from agencies, other academic institutions, non-profits and foundations. This interest creates an opportunity for us to establish partnerships that fund post-doctoral positions. We are unable to meet many of these requests as the requesting institutions lack the resources to fund work. However, as we have increased our credibility and visibility through publishing and speaking engagements, our contracts have also increased. As these opportunities grow, we will be able to offer post-doctoral appointments that offer opportunities for new research and work on behalf of the field. As we nail down funding, it is our plan to create two-year post-doctoral appointments for scholars to contribute to the discipline and the field as part of the center, and then bring the discipline to new institutions as they move on.

G. Space

The College of Journalism and Communications already provides space to each of the affiliated faculty and staff in the building. This space is adequate, though if contracts grow and allow us to establish pot-doctoral positions, we may need to re-visit this topic.

H. Budget Plan

A detailed budget plan that shows year-by-year projections how the center will sustain itself for the next three years based on revenue is attached.

Submitted by:

Diane McFarlin, Dean of the College of Journalism and Communications (CJC)

Spiro Kiouisis, Executive Associate Dean, CJC

Marcia DiStaso, Chair, Department of Public Relations, CJC

Ann Christiano, Professor and Frank Karel Chair in Public Interest Communications

Projected Space Requirements (in square feet)

Projected Space Required by Source	Office	Laboratory	Conference Rooms	Other
From Existing Inventory	*			
Rented				
New Construction				

* No additional space is required, as all participants are now housed in Weimer Hall.

Center for Public Interest Communication				
<i>Proposed Five Year Budget</i>				
REVENUE		FY1	FY2	FY3
Foundation Support			\$100,000	\$150,000
Grants & Contracts			\$20,000	\$120,000
frank gathering income		\$287,000	\$252,000	\$290,000
Training Income		\$146,000	\$240,000	\$300,000
Consulting Engagements		\$170,000	\$200,000	\$300,000
Speaking Engagements		\$15,000	\$15,000	\$15,000
Karel Chair Funds		\$35,000	\$35,000	\$35,000
Other Income				
Annual Activity Income		\$653,000	\$862,000	\$1,210,000
TOTAL REVENUE		\$653,000	\$862,000	\$1,210,000
EXPENSES		FY1	FY2	FY3
Staff				
Program Director			\$80,000	\$82,000
Research Director		\$65,000	\$68,000	\$69,700
Public Functions Coordinator		\$62,000		
Program Adm. Coordinator			\$35,000	\$35,875
Coordinator, Grants and Sponsorships				\$65,000
Training Coordinator				\$65,000
Editor I				\$45,000
Post-Doc Fellows (ea. @\$60k)			\$60,000	\$60,000
Undergrad 'Fellows' (4@\$5k)			\$5,000	\$10,000
Project OPS Support		\$15,000	\$25,000	\$50,000
Fringe FTE staff (36.9%)		\$46,863	\$67,527	\$133,790
Fringe Post-Doc (20.4%)		\$0	\$12,240	\$12,240
Fringe Fellow (2.5%)		\$0	\$125	\$250
Fringe OPS (7.6%)		\$1,140	\$1,900	\$3,800
Total Staff		\$190,003	\$354,792	\$632,655
Web Development and Hosting		\$2,500	\$5,000	\$20,000
Travel		\$15,000	\$25,000	\$50,000
Publishing			\$5,000	\$10,000
Communciations / Marketing		\$5,000	\$10,000	\$10,000
frank gathering expenses		\$287,000	\$297,000	\$298,000
Training Program Expenses		\$25,000	\$30,000	\$40,000
Other Expenses			\$2,500	\$5,000
Annual Activity Expenses		\$524,503	\$729,292	\$1,065,655
RCM applicable amount		\$334,500	\$374,500	\$433,000
RCM Fee 13%		\$43,485.00	\$48,685.00	\$56,290.00
NET OP INCOME		\$128,497	\$132,708	\$144,345
Notes				
Staff salary expenses forecast a 2.5 percent annual merit raise				
Fringe benefits percentages are at 2017 level.				

Form la
Indirect Cost Return for Proposed Center

For UF Internal Use Only

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

INDIRECT COST ASSIGNMENT

Date: 11/3/17

Institute or Center Name: Center for Public Interest Communications

College: Journalism and Communications

Indirect Cost Return: YES X % Return (max 7.5%) 7.5 % for
three years, then TBD
NO _____

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



Dean's signature

EDC/cl


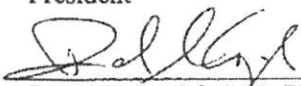
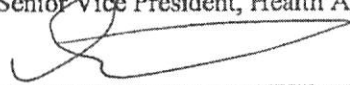
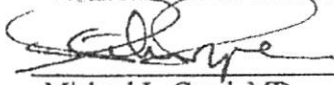
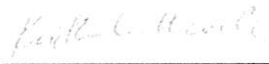
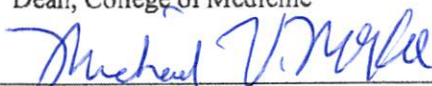
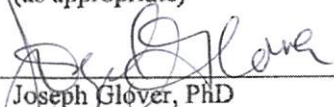
Form 1

Format and Guidelines for Institutes/Centers

Center for Regenerative Medicine

(Proposed Implementation Date)

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		2/28/18
University Submitting Proposal	W. Kent Fuchs, PhD President	Date
University of Florida (UF) Institute/Center		1-24-18
Type of Institute/Center	David S. Guzick, MD, PhD Senior Vice President, Health Affairs	Date
Proposed Implementation Date		1/26/18
Proposed Implementation Date	David Norton, PhD Vice President for Research	Date
51		1-24-18
Associated Discipline (2-digit CIP)	Michael L. Good, MD Dean, College of Medicine	Date
		2-23-18
12/19/17	Vice President for Finance, Administration, and Planning	Date
Proposed Institute/Center Director		
Other President(s)/Administrator(s) (as appropriate)		Date
		2/28/18
Joseph Glover, PhD Provost and Senior Vice President for Academic Affairs		Date

Form 2

Institute/Center Data

Directory Information

I/C Name: Center for Regenerative Medicine	
I/C Code:	University: University of Florida I/C Type: University
I/C Director: Keith L. March, MD, PhD, FACC	
Discipline(s) (2-Digit CIPs): 51	
I/C Address: 1600 SW Archer Road - M421 PO Box 100277 Gainesville, Florida 32610	
I/C Telephone: (352) 294-8620	I/C E-Mail Address:
I/C SUNCOM:	I/C Web Site Address: Regenerative.Medicine.ufl.edu
I/C FAX: (352) 392-3606	Affiliated Universities: N/A

Mission and Areas of Focus

<p>Mission Statement: (No more than 120 words)</p>	<p>The University of Florida Center for Regenerative Medicine (UF CRM) will coordinate the discovery, development, and delivery cycle of regenerative solutions to intractable diseases across medical, surgical, and rehabilitation practices. It will expand and integrate cell-based regenerative medicine therapeutics into standard-of-care practices by facilitating transition from pre-clinical regenerative medicine research into clinical trials and ultimately developing a service line of novel life-changing therapies. These efforts will leverage UF's strength in engineering, biology, and veterinary medicine to develop useful products and approaches including tissue-on-a-chip platforms, cell-based diagnostics, and cell-based therapeutics. We will create guideline-recommended practical strategies to ameliorate injury in diseases affecting multiple organs, including the heart, blood and blood vessels, muscle, lungs, brain, nerves, joints, and transplanted and traumatized tissues.</p>		
Key Terms:	Regenerative Medicine	Cell Therapy	Biological Therapy
	Stem Cells	Progenitor Cells	

Form 3

I/C Code:	I/C Name:
Prepared By: Alexandria Galloway, Admin. Specialist I	Date: 12/19/2017

Estimated Expenditures for the Institute/Center	FISCAL YEAR:	
	Budgetary Unit:*	
	SUS Appropriated Funds	Contracts and Grants

Salaries & Benefits	Faculty, TEAMS, & USPS		Alexandria Galloway base salary \$44,720 plus fringe(35.8%)
Other	Housestaff		
Personal	Graduate Assistants		
Services	Other		
Expenses			
Operating Capital Outlay			
Total Expenditures			

Positions and Rate	SUS Appropriated Funds	Contracts and Grants
Faculty Positions (FTE in Personyears)		
TEAMS and USPS Positions (FTE in Personyears)		1.0 FTE
Total Positions (FTE in Personyears)		
Sum of Salary Rates for These Faculty Positions		
Sum of Salary Rates for These TEAMS and USPS Positions		
Sum of Salary Rates for Faculty, TEAMS, and USPS Positions		

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

Center for Regenerative Medicine

Telephone:

(352) 294-8620

2018

UF-HSC

Fees for Services	Private & Other (Specify)	Total
----------------------------------	--	--------------

		\$ 60,729.76
		\$ 60,729.76

Fees for Services	Private & Other (Specify)	Total
		1.00
		1
		1

UF-HSC

University of Florida

Center for Regenerative Medicine

Fall, 2017



Mission Statement: The University of Florida Center for Regenerative Medicine (UF CRM) will coordinate the discovery, development, and delivery cycle of regenerative solutions to intractable diseases across medical, surgical, and rehabilitation practices.

It will expand and integrate cell-based regenerative medicine therapeutics into standard-of-care practices by facilitating transition from pre-clinical regenerative medicine research into clinical trials and ultimately developing a service line of novel life-changing therapies. These efforts will leverage UF's strength in engineering, biology, and veterinary medicine to develop useful products and approaches including tissue-on-a-chip platforms, cell-based diagnostics, and cell-based therapeutics. We will create guideline-recommended practical strategies to ameliorate injury in diseases affecting multiple organs, including the heart, blood and blood vessels, muscle, lungs, brain, nerves, joints, and transplanted and traumatized tissues.

Vision Statement: Building on the remarkable collaborative potential of UF campus and its investigators pursuing basic, translational and clinical stem cell research, we will create a world-class program to impact the lives of patients and their families. Specifically, the Center will catalyze synergistic cross-disciplinary interactions among researchers and clinicians from the six Colleges of the University of Florida Health Science Center, the Clinical and Translational Science Institute (CTSI), the College of Engineering, and the Institute for Food and Agricultural Sciences to launch new projects, facilitate new pilot funding, and generate sustaining grant, foundation, and pharmaceutical support. It will intentionally create collaborations with industry and with other preeminent regenerative medicine programs and enable investigators to amplify extramural funding for both pre-clinical and clinical research. These concerted efforts will benefit the state of Florida and the region by fostering biotechnology as well as clinical activities that will provide a destination for patients to access newly discovered therapies. This Center will also foster world-class training for specialists in this newly developing field and will attract both faculty and trainee candidates.

Organizational Philosophy: The University of Florida Center for Regenerative Medicine will emphasize a broadly collaborative spirit across discipline and specialty lines by fostering work without silos. Powered by advances in fundamental laboratory and clinical sciences, it will identify and respond to unmet patient needs across clinical specialties that are strategically aligned where possible with patient services prioritized by UF Health clinical leaders. The emphasis on regenerative medicine as a key institutional priority for UF Health sets the stage for knowledge translation into leading-edge individualized clinical care.

Goals

1. ***Contribution to Medicine via Clinical Translation.*** Build an internationally recognized, highly integrated regenerative medicine center that will be a pioneer in clinical trials of regenerative medicine and cell-based therapies, contributing significant value to society as a destination with innovative solutions to major healthcare problems.
2. ***Maximize Collaboration.*** Foster robust and productive internal and external research collaborations among basic investigators and clinicians, departments and colleges, and compatriot regenerative medicine centers so as to (i) optimize resources and grant opportunities and (ii) be best positioned to contribute to this rapidly evolving science.
3. ***Promote External Connection.*** Promote external collaborations among commercial and community partners, government funding and regulatory entities, and healthcare systems that enable sustainable basic science, translational and clinical research.
4. ***Community Education.*** Develop distance educational programs aimed at the non-medical community of the region, leveraging the world-class UF School of Journalism and Communications to foster public awareness of this initiative. This in turn will foster robust donor support of the Center's efforts.

Additional Objectives and Tactics

1. Obtain significant visibility in the Southeast and nationally as a key component of the University of Florida Health Science Center;
2. Contribute to positioning the University of Florida as a destination for healthcare delivery of the cellular and regenerative therapies that are likely to be FDA-approved soon.
3. Attract, recruit and retain outstanding researchers, particularly through the Pre-eminence Initiative.
4. Garner adequate external support to implement phase I/II clinical trial protocols.
5. Generate significant revenue from research grants individually and collectively for innovative laboratory investigation
6. Work closely with the specifically-designated development officer to nurture philanthropic support.
7. Establish mentoring relationships, provide training for next generation scientists and clinicians, and sponsor educational opportunities for interested stakeholders, in collaboration with the CTSI.
8. Disseminate knowledge through multiple presentations and manuscripts, as well as by hosting a national symposium with CME credit on this topic on a yearly basis. We anticipate working closely with the world-class UF School of Journalism and Communications to foster public awareness of this initiative in parallel with scientific exchanges.

Collaborative Networking and Development of Novel Clinical Trials

Our Center will be uniquely focused on building cross-disciplinary teams capable of moving developing therapies along this broad continuum from bench to bedside. We believe teams of fundamental scientists, translational clinician-scientists, and patient-facing clinicians under the CRM umbrella will advance therapies across this development pipeline at an accelerated pace. As complementary outcomes of these collaborative teams, we anticipate advances in cell-based diagnostic and screening platforms, bionic combination therapies, and engineered tissues.

To establish our position as a national leader in this field, the center will work to develop our translational model while also focusing our interests on selected areas of greatest expertise. Key investigators are being identified from several of the Colleges of the University of Florida Health Science Center, the CTSI, the Cancer Center, and the College of Engineering to work together as an initial group from which we will continue to assemble the broad collaborative network for the center. There are a large number of investigators already involved in translational cell therapy across the UF campus. The CTSI is currently active in cell and gene therapies, and many of the cell therapies currently before the FDA are for cancer (e.g. CAR-T cells). Thus, collaborations with the CTSI and the Cancer Center are crucial. A unique strength can also be derived from the synergy of the strong UF College of Veterinary Medicine, in close proximity to the College of Medicine and the CTSI. The collaboration among veterinary and human medical scientists exploring regenerative medicine solutions for closely analogous “real-world” diseases occurring in both animals and humans is anticipated to aid in acceleration of advances of these therapies into the clinic.

Since our overarching goal is delivery of regenerative solutions to intractable diseases, we will organize our members by disease target across disciplinary lines. Key target groups are shown below with associated direct NIH funding summarized in italics for each group, derived from the most recent fiscal year; this does not include VA, DOD, NSF, or other foundation and philanthropic or licensing funding (thus underestimates the overall activity of these groups); it provides a conservative basis for estimations of inputs into future center operations based on the indirect cost center assignments. Identification of partnering colleagues is continuing on an active basis.

Cancer

Chris Cogle (Medicine, Hem-Onc)
Duane Mitchell (Neurosurgery, Center for Brain Tumor Therapy)
Ed Scott (Genetics, Hematopoietic Stem Cells)
John Wingard (Medicine, Bone Marrow Transplant)

\$1,222,542

Cardiovascular

Chris Batich (Materials Science and Engineering)
Scott Berceli (Surgery)

Barry Byrne (Pediatrics, Cardiology)
Amara Estrada (Veterinary Medicine)
Eileen Handberg (Medicine)
Peter McFetridge (Biomedical Eng)
Carl Pepine (Medicine)
Chelsey Simmons (Mechanical and Aerospace Engineering)
Mark Staples (Cardiovascular Surgery)
Lee Murfee (Biomedical Engineering)
Christine Lin (Medicine, Pulmonary)
Gib Upchurch (Surgery)

\$2,893,451

Pulmonary

Borna Mehrad (Pulmonary Medicine)
Tiago Machuca (Lung Transplant)
Mark Brantly (Pulmonary Medicine)
Andres Pelaez (Pulmonary Medicine)
Mohan Raizada (Physiology)

\$1,499,399

Gastrointestinal and Digestive

Mark Atkinson (Pathology, Diabetes Institute)*
Roniel Cabrera (GI Medicine)
Michael Clare-Salzler (Pathology)
Clayton Mathews (Pathology, Diabetes Institute)
Edward Phelps (Biomedical Engineering)
Desmond Schatz (Pediatrics, Diabetes Institute)
Cherie Stabler (Biomedical Engineering)

\$12,044,828

Inflammatory and Immune

Dorina Avram (Medicine, Pulmonary)
Roland Herzog (Pediatrics, Cellular and Molecular Therapy)
Gregory Hudalla (Biomedical Engineering)
Benjamin Keselowsky (Biomedical Engineering)
Mark Segal (Medicine)
Mark Wallet (Pathology)

\$3,864,421

Musculoskeletal

Kyle Allen (Biomedical Engineering)
Steven Ghivizzani (Orthopedics and Rehabilitation; Gene Therapy Lab)
Parker Gibbs (Orthopedic Surgery)

Jennifer Hagen (Orthopedic Surgery)
Kevin McHugh (Periodontology, Oral Biology)
Blanka Sharma (Biomedical Engineering)
Glenn Walter (Physiology and Functional Genomics)
Stephanie Wohlgemuth (Animal Science)
\$738,300

Neurological

Sylvain Dore (Anesthesia, Neurology)
Duane Mitchell (Neurosurgery)
Michael Okun (Neurology, Movement Disorders)
Brandi Ormerod (Biomedical Engineering)
Christine Schmidt (Biomedical Engineering, Chair)

\$2,280,462

Plastic and Reconstructive Surgery

Adam Katz (Surgery)

Delivery, Diagnostic, Infrastructural, and Screening Technologies

Josephine Allen (Materials Science and Engineering)
Thomas Angelini (Mechanical and Aerospace Engineering)
Malcolm Maden (Biology)
David Nelson (Director, CTSI)*
Carlos Rinaldi (Biomedical and Chemical Engineering)
Naohiro Terada (Pathology, Immunology, and Laboratory Medicine; Center for Cellular Reprogramming)

\$977,747

The total direct NIH funding for all groups above then amounts to: **\$25,521,150.**

**Denotes individuals who are anticipated to be active center members but from whom we are not expecting significant indirect cost contribution, since they may be committed to contribute primarily to the centers for which they are directly responsible.*

As indicated, several of these colleagues have ongoing or emerging cell-based research or clinical trial programs that can integrate immediately with CRM:

1. Cardiovascular: Drs. Pepine and Handberg lead multiple industry-sponsored trials, including a Phase II trial addressing NSTEMI (Athersys), a Phase III trial for heart failure (DREAM), and two trials currently underway for heart failure due to ischemic heart disease and chemotherapy (anthracycline)-induced cardiomyopathy, respectively. The latter trials are sponsored through the NIH Cardiovascular Cell Therapy Research Network (CCTRN), of whom Dr. March is also a member. Drs. March and Pepine have also most recently worked together in writing a new proposal addressing patients with such advanced heart failure that are poor candidates for any current surgical therapy.

2. Inflammatory and Immune: Dr. Segal is developing a proposal directed at the reduction of inflammation and subsequent cardiac events in patients with advanced renal impairment, particularly those on dialysis therapy.

In pulmonary-focused application, we will work on safety and feasibility studies for the treatment of specific lung diseases with an IV infusion of adipose-derived stem cells. Our target selections are COPD, including those with α 1-antitrypsin deficiency; and interstitial lung disease (ILD). The March laboratory has published and recently conducted pre-clinical studies directed to obtaining FDA approval to proceed with an initial randomized trial in COPD; while the Raizada laboratory has published pre-clinical studies that support the therapeutic utility of ASC for ILD as well as pulmonary hypertension.

3. Musculoskeletal: Dr. Hagen has recently begun collaborating with Dr. March and his colleagues in designing a novel cell-based trial involving the treatment of traumatic ankle fractures (pilon fractures) through a project that will be proposed to the Department of Defense via their Peer-Reviewed Medical Research Program (PRMRP), which has a specific request for applications in the area of post-traumatic arthritis.

We are also building trials to evaluate the use of the Tissue Genesis Icellator Cell Isolation System for autologous adipose stromal vascular fraction cells as a treatment for knee osteoarthritis. Building on the prior FDA approval of the protocol testing use of these cells to avoid amputation, we are positioned well to move into other experimental therapies using adipose-derived stem cells for other diseases. Dr. March has recently obtained FDA approval to proceed with an initial randomized trial in chronic osteoarthritis.

4. Neurological: A series of studies developed over the past decade has set the stage for clinical trials of the secretome of adipose-derived mesenchymal stem cells to address both acute and progressive neurological injury. Most particularly, specific data has been developed and published supporting stroke and ALS targets. Funding for clinical trials in these areas is being developed via a biotechnology entity, Theratome Bio, Inc. This company will provide potential opportunities for SBIR/STTR NIH funding of pre-clinical as well as clinical efforts at the new Center. The TBI programs will mesh with multiple existing UF programs, including those involving Sports Medicine, Pediatrics, Epidemiology (Public Health).

5. Plastic and Reconstructive Surgery: Drs. Katz is currently conducting trials related to reconstructive and reparative plastic surgery, sponsored by DOD as well as corporate sponsorship. He will work closely with Dr. March on several new and planned trials involving the use of adipose-derived stem cells, including an ongoing DOD-funded Phase I trial addressing peripheral vascular disease as well as an FDA-approved new trial addressing erectile dysfunction. Drs. Bercei and March also have anticipated planning a trial relating to critical limb ischemia and adipose-derived stem cell therapy.

6. Transplantation: Drs. Machuca, March, Pelaez, Pepine, Rinaldi, Staples, and Traktuev are creating a program employing the therapeutic factors secreted by adipose stem cells to optimize the function and preservation of solid organs during the period of ischemia occurring between explant and transplant. This team is addressing both heart and lung

transplantation and exploratory dialogue with the FDA has indicated that treatment of donor organs will provide an important new approach to accelerating the testing and utilization of regenerative medicine approaches. This team anticipates building on active VA and AHA funding to develop an NIH-sponsored program in this area. It also is exploring cell-based technologies to salvage organs separated by trauma rather than surgical intention.

We will work to define our initial thrust areas among those listed by harnessing groups of members with expertise along the development pipeline. These groups will work to identify cell therapy protocols and proposals of highest interest. It should be noted that many of the opportunities in regenerative medicine and cell-based therapy clinical trials are still at relatively early stages of development focused on demonstration of feasibility and safety while some are in the later stages of clinical trial validation. Our growing Center will accelerate discovery, development, and delivery of novel therapies along this pipeline.

CRM Organizational Structure, Collaborations and Partnerships

Administrative structure: Strategic input as well as ongoing assistance, leveraging key collaborative contacts will be derived from complementary sources, which are engaged stakeholders in the field as well as the initiative. Many of these individuals have already contributed ideas and feedback to concepts outlined in this document. An External Advisory Group will be comprised of three Boards: a Scientific Advisory Board, a Corporate Advisory Board, and a Philanthropic Advisory Board. An Internal Advisory Board will also be constituted. Many of the individuals listed below have agreed to serve in one of these roles.

Internal Advisory Board:

The Internal Advisory Board will complement the External Advisory Boards and will be comprised of the Director of CRM, the Chair of the Department of Medicine, the Chair of the Department of Surgery, the Director of the CTSI, and the Chair of the Biomedical Engineering Department. This group will meet quarterly to provide feedback and consultation to the Director, regarding progress, future direction, development needs, and strategic planning.

External Scientific Advisory Board: A Scientific Advisory Board will provide strategic input for scientific aspects of CRM on an annual basis.

- Tony Atala – Director, Wake Forest Institute for Regenerative Medicine, Wake Forest, NC
- Arnold Caplan – Director, Skeletal Research Center, Case Western University, Cleveland, OH
- William Chilian – Chair of Physiology, Northeastern Ohio College of Medicine, Rootstown, OH
- Farsh Guilak – Director, Regenerative Medicine Center, Washington University School of Medicine
- Robert Hromas- Dean, UT San Antonio Medical School
- Randall Mills- CEO, Be The Match
- Marc Penn – Chief of Cardiovascular Research, Summa Health System, Akron, OH

- Darwin Prockop – Director, Institute for Regenerative Medicine, Texas A&M Health Science Center College of Medicine, Austin, TX
- Peter Rubin – Director, Adipose Stem Cell Center, University of Pittsburgh, Pittsburgh, PA
- Robert Sackstein, Professor, Harvard Medical School; Director, Program of Excellence in Glycosciences Rick Snyder - Brammer Bio
- Andre Terzic – Director, Mayo Center for Regenerative Medicine, Rochester, MN
- Akihiro Umezawa – Vice President, National Research Institute for Child Health and Development, Tokyo, Japan

Corporate Advisory Board: The Corporate Advisory board consists of representatives from local as well as national and international stakeholders and current as well as potential future industry partners, who have been strategically selected based on their knowledge of diagnostic and therapeutic commercialization and aligned interests in regenerative medicine:

- William Cimino- GID Group, Louisville, CO
- Michael Coleman – Theratome Bio, Indianapolis, IN
- Bob Deans – BlueRock Therapeutics, Cambridge, MA
- Joel Higgins- Zimmer-Biomet, Warsaw, IN
- Sotirios Karathanasis- Medimmune, Boston, MA
- Michael May – Director, Center for the Commercialization of Regenerative Medicine, Toronto, ON
- Jim O’Connell – UF TTO, Gainesville, FL
- Chris Olsen- Frost and Sullivan – San Francisco, CA

Philanthropic Advisory Board:

- Paula Grisanti – Director, National Stem Cell Foundation
- Ross Mason- Founder, Healthcare Institute for Neuro-Recovery and Innovation (HINRI)
- Neil Riordan – Board Member, Cell Therapy Foundation
- Selected individuals from Corporate and Scientific Advisory Boards
- Individuals from the Gainesville as well as Jacksonville and Tampa regions, to be identified.
- Appointed UF Foundation Officer

Individuals will be selected for additional partnerships and advisory roles for UFCRM to combine strengths and eliminate deficiencies. These boards will evolve around technological expertise, commercialization, regulatory and/or clinical trial expertise, and financing.

Sustainability

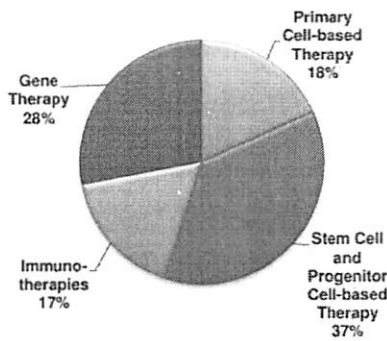
The CRM administrator, annual retreat, annual national scientific meeting, and Director’s salary and laboratory start-up will be initially funded by Gatorade for 5 years. After that, Center funding will be generated from: 1) IDC return, 2) programmatic federal grants, especially the NIH SBIR/STTR program, the DoD and VA, 3) clinical trial residuals, 4) technology licensing and corporate research partnerships, and 5) philanthropy. The ability of the CRM to recoup an important portion of the indirect costs from federal funding of

investigators engaged with the Center will provide an important element of sustainability. In addition, the Center will actively pursue a robust donor base to strengthen both programmatic growth and stability. Corporate sponsors of clinical trials will also support the Center. Ultimately, CRM technology licensing royalties will be a sustaining revenue stream.

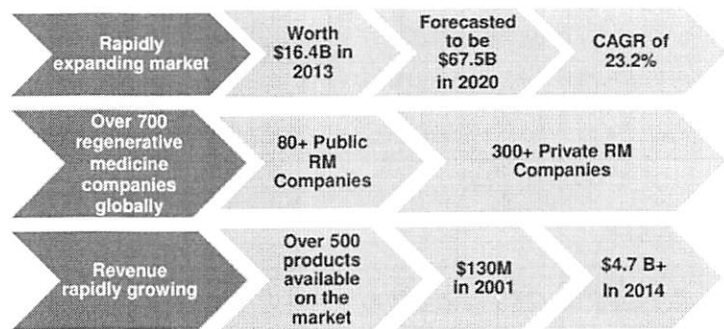
Health Care Cost Savings

For a wide range of diseases, stem and progenitor-cell-based therapeutics show important potential to eliminate or delay the need for costly therapies such as surgery and long-term medications. This recognition has provided the impetus for significant activity motivated to obtain FDA approvals and to move toward patient care by commercialization of therapeutic approaches in the medical field. Key facts about the scope of this activity are provided in the below series of figures, provided by Chris Olsen, VP, Frost and Sullivan.

Companies by Therapeutic Approach, Global, 2015



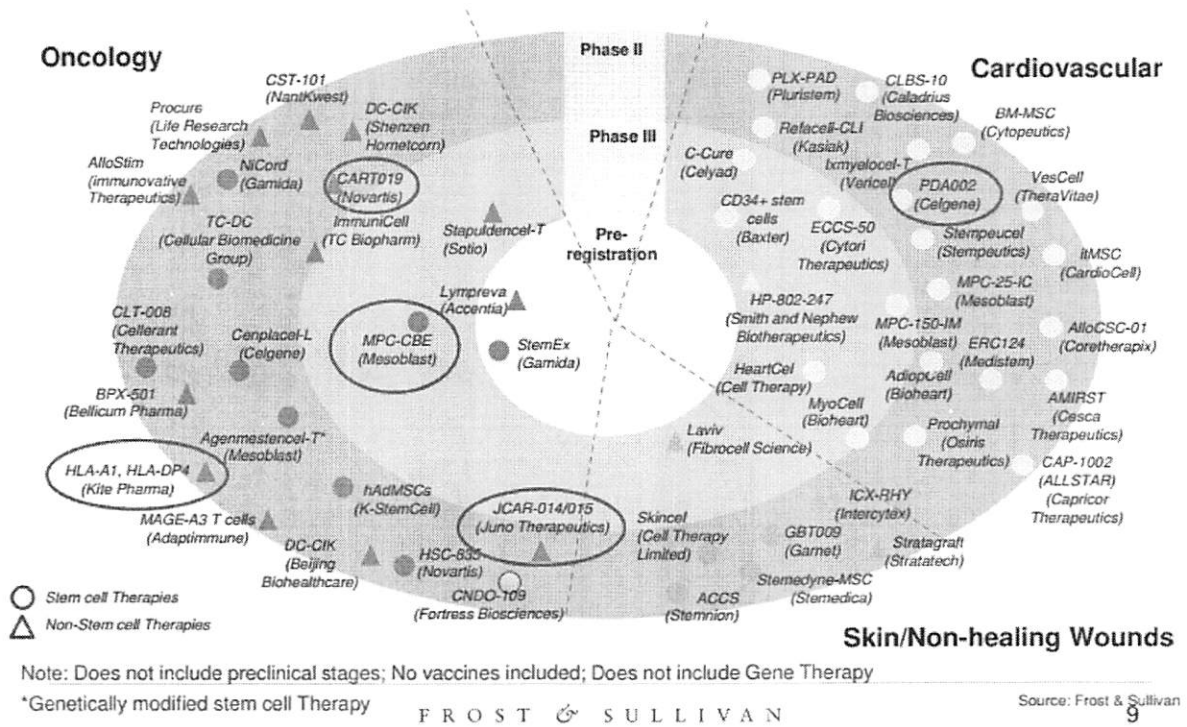
Although regenerative medicine is in an early stage of development, there are a significant number of cell therapy (CT) and tissue engineered (TE) products already commercially available.



Note: All figures are rounded. The base year is 2014. Source: Frost & Sullivan

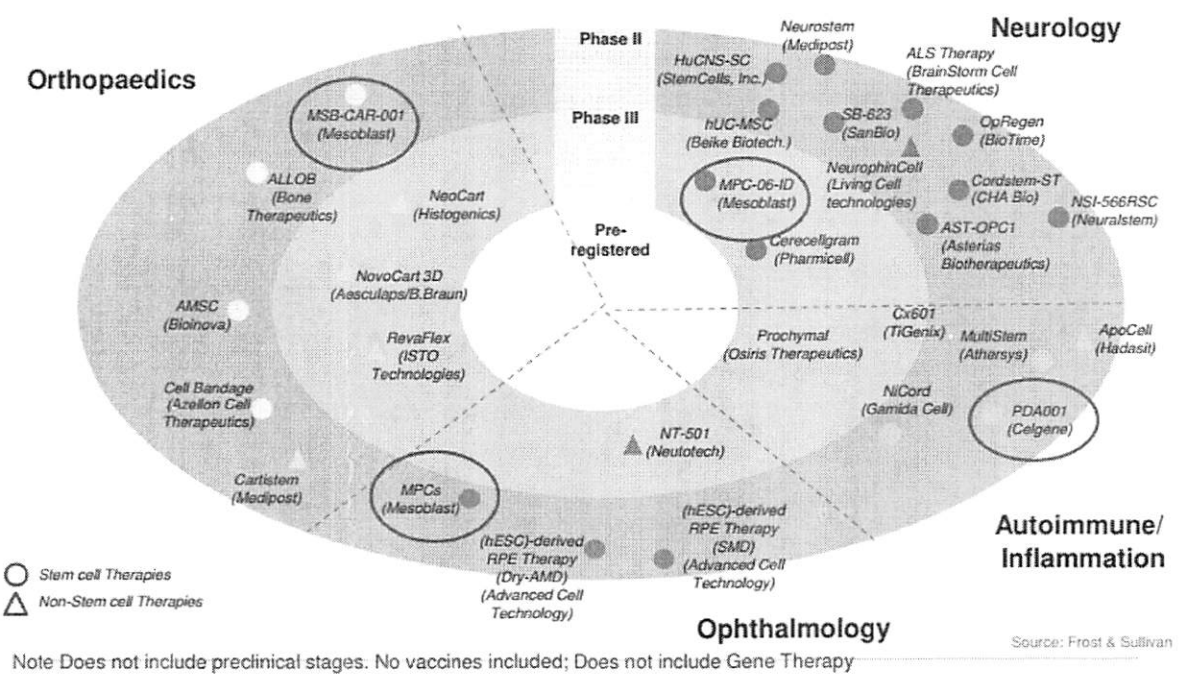
Source: Frost & Sullivan, 2015

Cell Therapy—Competitive Landscape of Products in Development by Therapy, Global 2015



FROST & SULLIVAN

9



As the health care environment moves from the traditional fee-for-service environment to population health management, the opportunity to cure a disease or significantly slow its progress is best for the patient, and can also minimize health care expenses during the life of a patient. Stem cell therapy opportunities are numerous, as the span across disease platforms is broad.

Future Reimbursement

Since these are investigational approaches, future reimbursement and coverage by third party or governmental payers is unknown at this time. A complete financial analysis will be conducted for each disease target, including reimbursement, medical use criteria, volume projections, and contribution margin, before implementation.

Delivering the Triple Aim of Improved Quality, Financial Performance and Increased Health
Regenerative medicine treatments are anticipated to be relatively lower cost than alternative therapies, and are expected to generate relatively longer lasting effects. Accordingly, these therapies can contribute to high-value, high-quality care by facilitating strategies to simultaneously reduce cost while improving patient outcomes and health. It is thought that cell-based therapies can ultimately replace high-cost, invasive procedures.

Reputation and the Halo Effect for Referrals

While not financially quantifiable, innovative clinical programs benefit from the halo effect created by being a leader in research and innovation. This can lead to increased referrals in diseases not related to the original clinical programs. For example, the University of Oregon Health Science Center led the clinical development of the first kinase inhibitor for cancer, imatinib, and that success led to almost a doubling of NIH funding, a massive expansion in philanthropy, and a large expansion in the clinical volumes of the entire health system, and not just in oncology. Becoming a pre-eminent leader in regenerative medicine will build on the great successes already achieved over the years by UF Health physicians and partner hospital systems. Focusing on innovation and development of stem cell therapies to treat diseases that are currently incurable will dramatically impact our patients, while generating referral volumes and downstream revenues for UF Health physicians and hospitals locally, regionally and from across the country.

Metrics for Success

- 1.) At least one new clinical cell-based therapy trial during first 3 years of operation
- 2.) P01 / U01 type program active in the area of regenerative medicine
- 3.) T32 training grant focused on translational regenerative medicine
- 4.) UF-organized International conference focused on regenerative medicine
- 5.) Leadership role in the currently nascent Florida Institute of Regenerative Medicine (FIRM)

These metrics are linked to color-highlighted areas of key activity, progressive outcomes, and impact goals, as outlined in the attached Logic Diagram.

Addendum:

IDC return analysis

Nearly all investigators approached thus far on the topic have agreed to contribute a share of their indirect cost recovery to the Center for Regenerative Medicine; this election will formally be made in the late Summer of 2018. With a very conservative estimate that 30% of the noted investigators ultimately commit to contribute these funds, and of those an average of $\frac{1}{2}$ of the available funds are forwarded to this Center (since options for each investigator include all, $\frac{1}{2}$, or $\frac{1}{3}$ of the total), then the indirect-related support derived from the year 2018 would be:

IDC-derived support = $\$25,521,150 * \text{indirect cost rate} * 0.075 * 0.15 = \sim \$155,000$.

We anticipate this to grow over time as further investigators become involved and as new funds are gained from the work conducted by the disease target groups working together.

Projected Space Requirements (in square feet)

Projected Space Required by Source	Office	Laboratory	Conference Rooms	Other
From Existing Inventory				
Rented				
New Construction				

LOGIC MODEL FOR 2017 – 2024 UF-REGENERATIVE MEDICINE STRATEGIC PLAN

12/2017

Inputs	Activities (Ongoing)	Short-Term Outputs (1-4 years)	Long-Term Outcomes (4-7 years)	Impact Goals
Evaluation				
<p>UF/Regenerative Medicine Stakeholders (Input)</p> <ul style="list-style-type: none"> University of Florida <ul style="list-style-type: none"> UF Health Science Colleges: Medicine, Veterinary, Nursing, Dentistry, Pharmacy UF Health Hospitals UF Technology Transfer Florida Patients / Community (particularly North Florida) Collaborating Health Centers and Physicians in North Florida Florida Animal Owners and their animals Students and trainees (Evolving) Florida Institute of Regenerative Medicine Florida Legislature Advisory Board(s) to UFCRM Regenerative Medicine-oriented Industry: Biologics, Tissues, and Devices FDA 	<p>Internal Team and Target Identification</p> <ul style="list-style-type: none"> Comprehensive Identification of Scientists and Clinician Scientists actively engaged as well as actively interested in Regenerative Medicine Prioritization of CRM clinical trials based on feasibility and breadth of unmet medical needs addressed Identification, invitation and onboarding of Internal leaders motivated to be champions and advisors to the UF CRM 	<p>Interdisciplinary Teams Collaborating</p> <ul style="list-style-type: none"> We will have well-defined teams of investigators, assembled based on shared interests and complementary expertise in specific systems or topics of health or disease. Each team will be working to address a target medical need. Teams we anticipate will focus on: 1.) processes of aging and degeneration; 2.) cardiovascular disease; 3.) musculoskeletal disease (e.g., chronic or acute traumatic arthritis); 4.) brain and nervous system disease; 5.) inflammatory and immune modulation (e.g. transplant tolerance modulation and allergy); 6.) trauma and transplant (organ and system survival during devascularization and inflammation). 	<p>Solutions for Medical Needs Identified</p> <ul style="list-style-type: none"> Three or more of the clinical trials initiated or enabled by investigators of the UF Center for Regenerative Medicine will be emerging into affordable clinical care in the community, and will be recognized as UF contributions. 	<p>Contribution to Medicine</p> <p>UF CRM is known regionally and nationally for its breadth of clinical trials for both animal and human patients, and is a destination for leading therapies</p> <p>The clinical care approaches offered by UF CRM point the way to standard of care adoption nationally</p>
<p>Motivating Conditions: Medical Needs</p> <ul style="list-style-type: none"> There are a large number of unmet medical needs distributed across multiple specialty areas that will benefit from development of pragmatic Regenerative Medicine approaches 	<p>Internal Team Development</p> <ul style="list-style-type: none"> Organization of scientists engaged in Regenerative Medicine into cohesive groups with complementary disease/wellness targets, to allow for project development as well as pursuit of a UF CRM T32, in concert with other Centers of Regenerative Preparation for UF retreat for a broad group of scientists as well as administrators/leaders/local stakeholders with interest in advancing the UF CRM 	<p>Private-Public Partnerships Operating</p> <ul style="list-style-type: none"> We will have relationships providing technological and therapeutic modality-based "hubs". These will include companies providing: 1.) devices for autologous adipose stem cell-based approaches; 2.) access to clinical grade cells for allogeneic, off-the-shelf therapies; 3.) access to clinical grade mesenchymal stromal cells for off-the-shelf products; 4.) GMP manufacturing when required 	<p>Useful Intellectual Property Outlicensed</p> <ul style="list-style-type: none"> Two or more of our focus teams will have developed and outlicensed new intellectual property which will enable others and will set the stage for new funding streams for the Center and UF, based on licensing. 	<p>Contribution to Healthcare Economics</p> <p>UF CRM contributes to the UF Health system by offering therapies that restrain the cost of care while improving outcomes, and by attracting new patients aware of the unique abilities of UF in Regenerative Medicine</p>
<p>Motivating Conditions: Other Centers</p> <ul style="list-style-type: none"> Few Regenerative Medicine Centers have established track records in clinical translation across multiple specialties Few if any other Regenerative Medicine centers are located next to strong veterinary programs with interests in regenerative veterinary medicine 	<p>Regulatory Approval Activity</p> <ul style="list-style-type: none"> Pursuit of FDA approvals for selected clinical trial efforts 	<p>External Funding and Patient Attraction Providing Clinical Trial Momentum</p> <ul style="list-style-type: none"> We will have established relationship with philanthropists from the region as well as the national level, leading to input of transformative gifts. We will have established a pipeline of funding from the State of Florida. We will have actively recruiting clinical trials testing cell-based therapies in each focus area. 	<p>Extramural Team Funding Obtained</p> <ul style="list-style-type: none"> Three of our focus teams will have obtained team funding enabling their efforts to advance new developments in their respective interest areas. 	<p>Contribution to Training</p> <p>UF CRM is a destination for trainees in Medicine as well as the Allied Health Specialties, Engineering, and Veterinary Medicine, who wish to join the workforce with expertise in Regenerative Medicine</p>
<p>Motivating Conditions: States</p> <ul style="list-style-type: none"> ~Fifteen states have legislative mandates with budgetary commitment to Regenerative Medicine; Florida has not yet committed but should not be left behind Florida is the third most populous state and has the greatest proportion as well as absolute numbers of aged population with associated degenerative diseases 	<p>External Marketing, Development of Support</p> <ul style="list-style-type: none"> Development of a web presence and marketing materials and strategy to help advance awareness of UF activities in CRM Identification and cultivation of individuals as well as corporate/foundation donors with capability and interest to support UF CRM activities Pursuit of multiple funding approaches to selected clinical trial efforts 	<p>Interdisciplinary Regenerative Medicine Training</p> <ul style="list-style-type: none"> We will have a new T32 focused on training a cadre of clinician scientists for the field of Translational Regenerative Medicine, including participants from the Medical as well as Veterinary and Pharmacy Colleges. This T32 will complement the recent T32 	<p>UF CRM Conference Value Well-Recognized</p> <ul style="list-style-type: none"> The yearly meeting organized in Orlando by the UF Center for Regenerative Medicine will be recognizable (as a "brand") at a national level as unique and valuable for attendees. 	<p>Contribution to Jobs and Workforce</p> <p>UF CRM trainees from the graduate school, post-doctoral programming, and faculty levels enter a range of careers advancing regenerative medicine as a cadre of UF alumni</p>
<p>Contextual Factors: Regenerative Medicine will increasingly emphasize teams of health professionals. UF has all six health science colleges on one campus, including a well-developed College of Veterinary Medicine. UF-HSC has multiple investigators interested in or actively pursuing a variety of cell and cell-based therapy programs. There are enthusiastic scientists with complementary interests in the College of Engineering as well as in IFAS. The State of Florida has multiple stakeholders related to regenerative medicine, and there is a recently emerging initiative for a "Florida Institute for Regenerative Medicine".</p>	<p>External Team-building</p> <ul style="list-style-type: none"> Invitation of External strategic advisors to the UF CRM; Recruitment to UF of complementary faculty interested in Regenerative Medicine and clinical translation, within the Division of Cardiovascular Disease and across the UF campus 	<p>State-level Leadership and Ongoing Funding</p> <ul style="list-style-type: none"> We will have well-established and collegial relationships with both public and private state institutions interested in Regenerative Medicine, will play an important leadership role in the FIRM, and will have catalyzed state funding of this work 	<p>Solutions for Medical Needs Identified</p> <ul style="list-style-type: none"> UF Center for Regenerative Medicine will be recognized as a state and national leader in Regenerative Medicine, with respect to emerging therapies as well as training of scientists and support Staff to administer the therapies. 	<p>Contribution to Reputation</p> <p>UF CRM is recognized as a Pre-eminent Academic Center in the State of Florida</p>
<p><i>Needs / Targets and Responsive Internal Teams Business development: Communication, Collaboration, and Enabling External Funding Regulatory, Infrastructural Partnership and Commercialization Activities Training of Translational Scientists for Workforce Facilitation of the Field via Educational Conference Reputation and Leadership Role in Florida</i></p>				

Regenerative Medicine therapies at UF affordably addressing and curing previously unmet urgent medical needs.

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

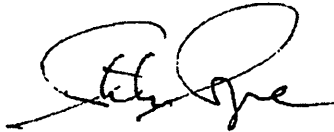
Date: 12/19/2017

Institute or Center Name: Center for Regenerative Medicine

College: Medicine

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

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



Dean's signature

EDC/cl

Request to Change the Name of a Center/Institute

Over the life of a Center or Institute the need or interest in changing the name may occur. To request such a name change, complete the information below and forward to the Provost's Office, PO Box 113175. The name change is contingent upon approval from the Provost.

Center/Institute Original Name:

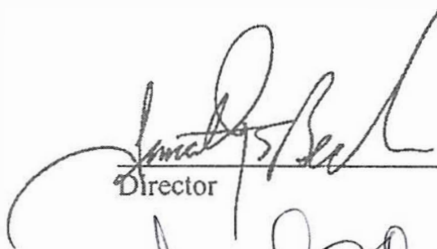
Kelley A. Bergstrom Center for Real Estate Studies (10.1410)

Proposed New Center/Institute Name:

Kelley A. Bergstrom Real Estate Center

Brief Explanation for the Name Change:

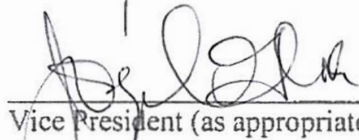
Update and simplification of center brand identity. Structure consistent with college brand update. Received donor approval.



Director Date 1/17/18



Dean Date 1/17/18



Vice President (as appropriate) Date 2/7/18

Same as above

Provost Date

Approved

Disapproved

For Provost's Office Use Only

Copy to requesting Center: (date) 02/07/18

Copy to Institutional Research: (date) 02/07/18

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Center/Institute Original Name:

Elizabeth B. and William F. Poe, Sr. Center for Business Ethics Education and Research (10.0550)

Proposed New Center/Institute Name:

Elizabeth B. & William F. Poe, Sr. Business Ethics Center

Brief Explanation for the Name Change:

Update and simplification of center brand identity. Structure consistent with college brand update. Received donor approval.

RAY BRIAN DAVID ; 107276609

Director Date 17 JAN 18

[Signature]

Vice President (as appropriate) Date 2/7/18

Same as above

Provost Date

[Signature]

Dean Date 1/17/18

Approved Disapproved

For Provost's Office Use Only

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Center/Institute Original Name:

International Center for Research in Accounting and Auditing (10.0510)

Proposed New Center/Institute Name:

International Accounting & Auditing Center

Brief Explanation for the Name Change:

Update and simplification of center brand identity. Structure consistent with college brand update.

[Signature] 1/17/18
Director Date

[Signature] 1/17/18
Dean Date

[Signature] 2/7/18
Vice President (as appropriate) Date

Same as above
Provost Date

Approved

Disapproved

For Provost's Office Use Only

Copy to requesting Center: (date) 02/07/18

Copy to Institutional Research: (date) 02/17/18


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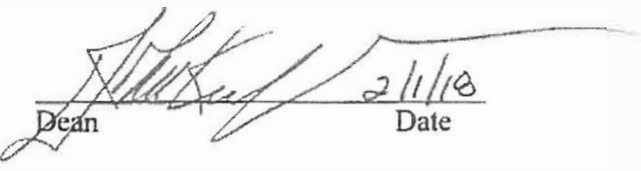
Center/Institute Original Name:
Center for Supply Chain Management (10.2310)

Proposed New Center/Institute Name:
Supply Chain Management Center

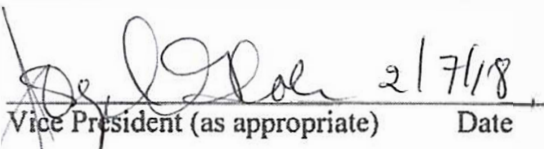
Brief Explanation for the Name Change:
Update and simplification of center brand identity. Structure consistent with college brand update.



January 17 2018
Director Date



Dean Date



Vice President (as appropriate) Date

Same as above

Provost Date
 Approved Disapproved

For Provost's Office Use Only

Copy to requesting Center: (date) 02/07/18

Copy to Institutional Research: (date) 02/07/18

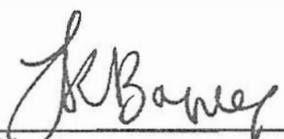
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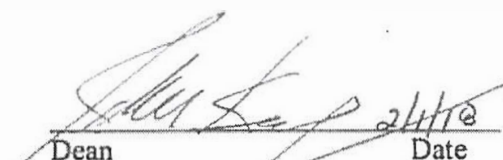
Center/Institute Original Name:
Center for Management Communication (10.2240)

Proposed New Center/Institute Name:
Management Communication Center

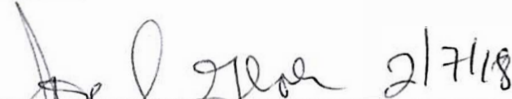
Brief Explanation for the Name Change:
Update and simplification of center brand identity. Structure consistent with college brand update.

 11/16/18

Director Date

 2/1/18

Dean Date

 2/7/18

Vice President (as appropriate) Date

Same as above

Provost Date

Approved

Disapproved

For Provost's Office Use Only

Copy to requesting Center: (date) 02/07/18

Copy to Institutional Research: (date) 02/07/18

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Center/Institute Original Name:

David F. Miller Center for Retailing Education and Research (10.1440)

Proposed New Center/Institute Name:

David F. Miller Retail Center

Brief Explanation for the Name Change:

Update and simplification of center brand identity. Structure consistent with college brand update. Received donor approval.

Beary Woodman 1/9/2018
Director Date

[Signature] 2/11/18
Dean Date

[Signature] 2/7/18
Vice President (as appropriate) Date

Same as above
Provost Date

Approved

Disapproved

For Provost's Office Use Only

Copy to requesting Center: (date) 02-07-18

Copy to Institutional Research: (date) 02-07-18

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Center/Institute Original Name:
Center for Entrepreneurship and Innovation (10.0760)

Proposed New Center/Institute Name:
Entrepreneurship & Innovation Center

Brief Explanation for the Name Change:
Update and simplification of center brand identity. Structure consistent with college brand update.

Jamie Kraft Jamie Kraft 1/17/18
Director Date

[Signature] [Signature] 1/17/18
Dean Date

Vice President (as appropriate) Date

[Signature] 2/6/18
Provost Date

Approved Disapproved

For Provost's Office Use Only

Copy to requesting Center: (date) 02/07/18

Copy to Institutional Research: (date) 02/07/18

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Over the life of a Center or Institute the need or interest in changing the name may occur. To request such a name change, complete the information below and forward to the Provost's Office, PO Box 113175. The name change is contingent upon approval from the Provost.

Center/Institute Original Name:

Center for International Economic and Business Studies (10.0820)

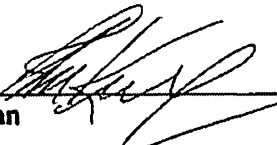
Proposed New Center/Institute Name:

International Business Center

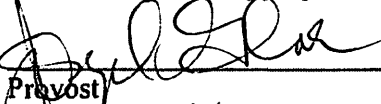
Brief Explanation for the Name Change:

Update and simplification of center brand identity. Structure consistent with college brand update.

Director  9/17/18
Date

Dean  1/17/18
Date

Vice President (as appropriate) _____ Date

Provost  2/6/18
Date

Approved

Disapproved

For Provost's Office Use Only

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